

USDE i3 Award and Early Intervention

Dr. Mary K. Lose

Associate Professor of Reading and Language Arts

Director, Reading Recovery Center of Michigan

Principal Investigator, i3 Grant

Oakland University

Rochester, Michigan

Reading Recovery Teacher Leader and Site Coordinator Professional Development

May 6, 2011

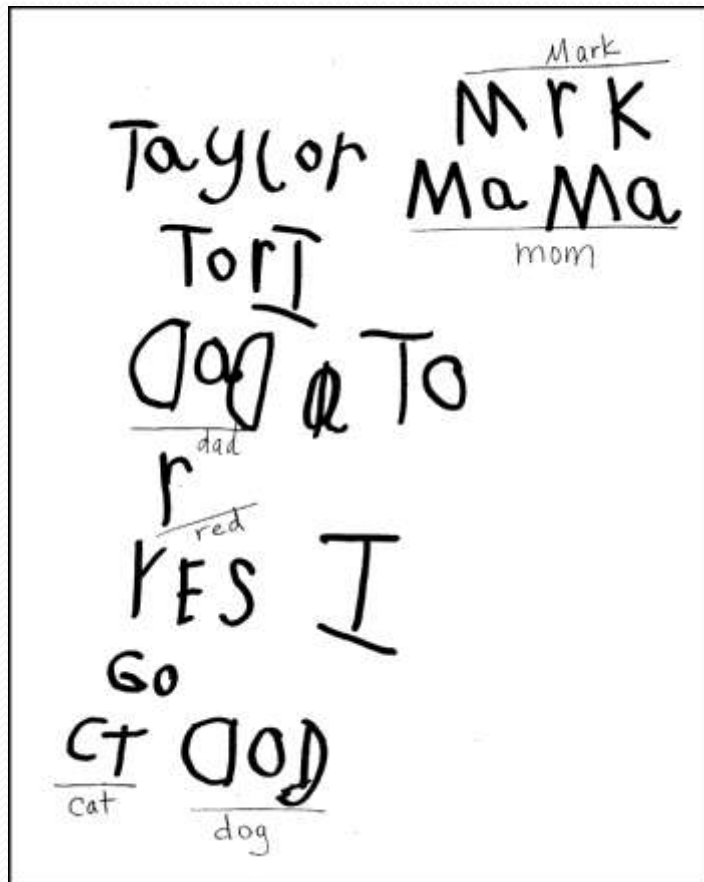
Session Description

- Oakland University (OU) is participating in a five-year \$46 million *Investing in Innovation* (i3) federal grant with Ohio State University and 14 other partner universities. Learn about the research base for this award and how eligible Michigan schools can partner with OU to support teachers in providing instruction to struggling readers in 1:1 and small group instructional settings.

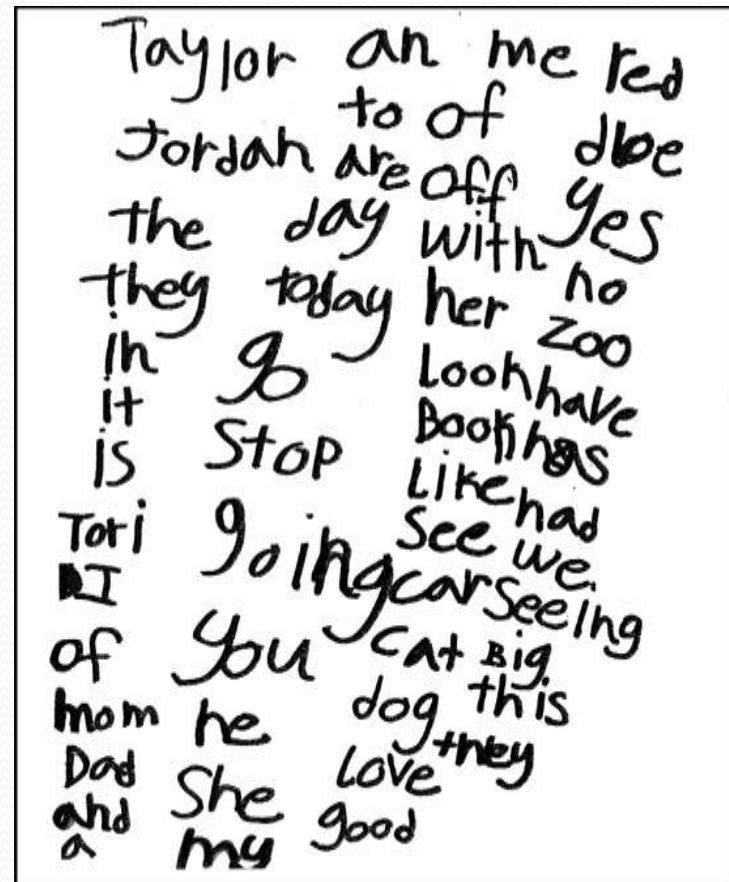
Reading Recovery: Scaling up What Works

- National recognition that Reading Recovery has research-based, proven results
- One example: In 12-20 weeks, 75% of low performing first graders accelerate to average with Reading Recovery

Writing Vocabulary



Beginning of lessons



After a series of lessons

Hearing and Recording Sounds in Words

The B S is K M
bus coming
It L GT L M
will get let me
STOP N
on
here to

Beginning of lessons

After a series of lessons

I have a Big dog at home
today I am going to take him to school

Reading Level

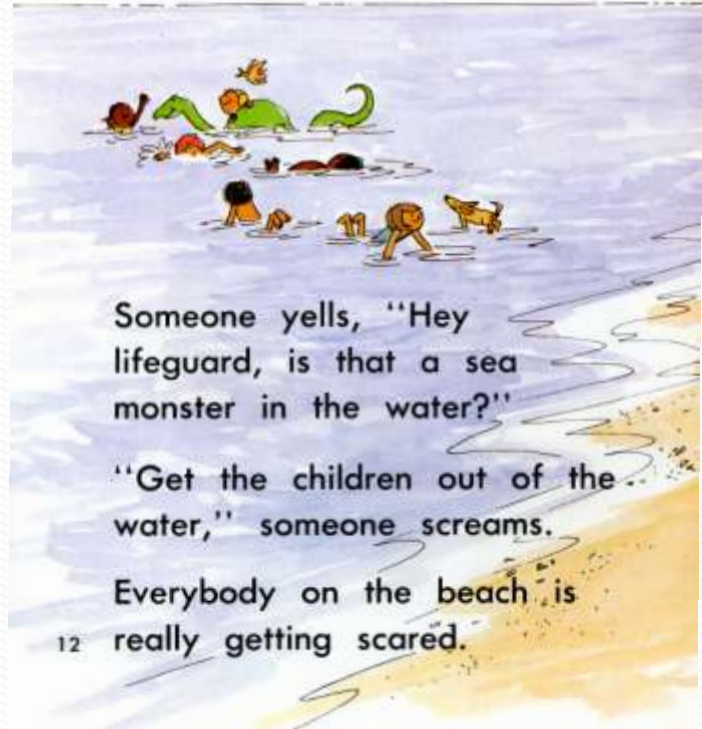


Buffy chased a ball.

²

Level 2 - Beginning of lessons
Buffy by Lucy Lawrence

People on the beach are
getting worried.



Someone yells, "Hey
lifeguard, is that a sea
monster in the water?"

"Get the children out of the
water," someone screams.

Everybody on the beach is
12 really getting scared.

Level 16 - After a series of lessons
Stone Soup retold by Annette Smith

Measurable Results in Weeks

- 30-minute daily lessons for just 12-20 weeks, not years
- One-to-one teaching
- Reading Recovery teacher works closely with classroom teacher

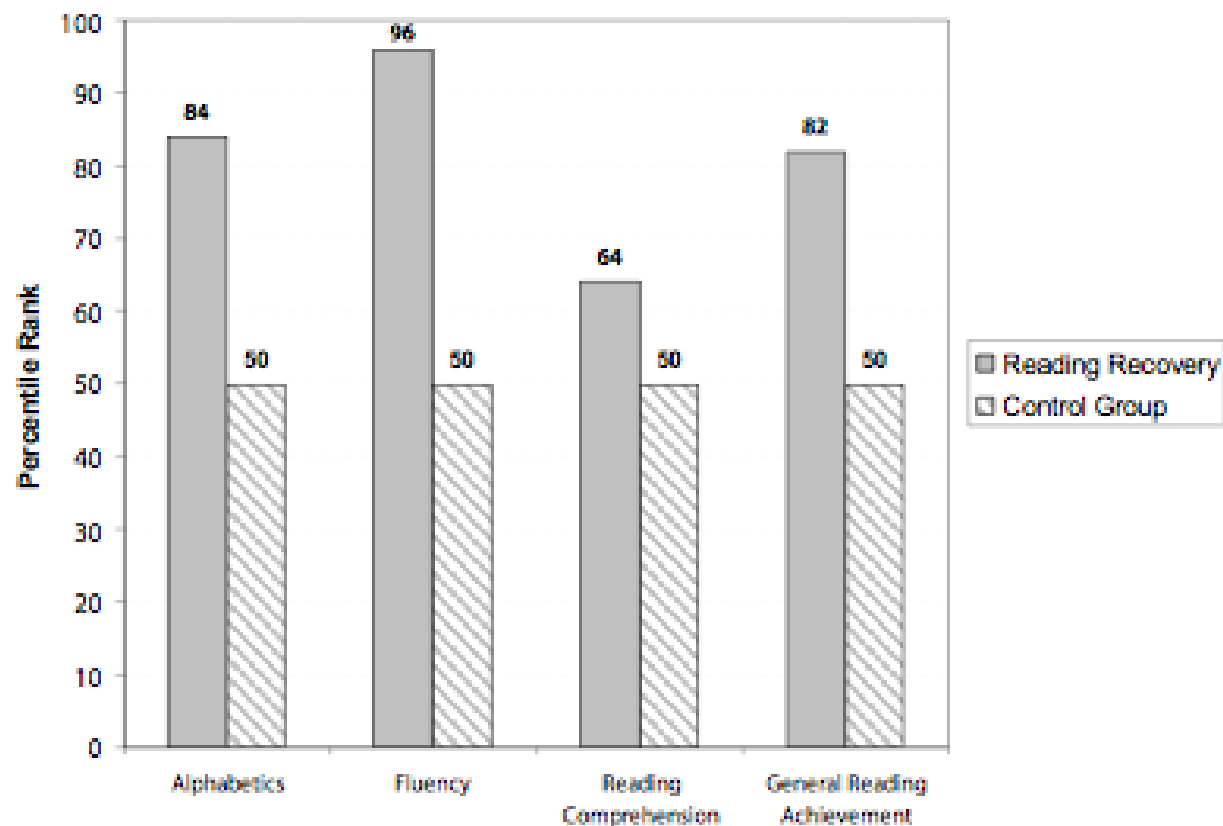


What Works Clearinghouse

- Independent review of research
- ONLY intervention with positive effects on ALL 4 domains:
 - 1 Alphabetics
 - 2 Fluency
 - 3 Comprehension
 - 4 General Reading Achievement
- No other intervention measures up

For more information go to <http://ies.ed.gov/ncee/wwc//>

United States Department of Education What Works Clearinghouse Improvement Index for Students Taught by Reading Recovery on Four Reading Domains

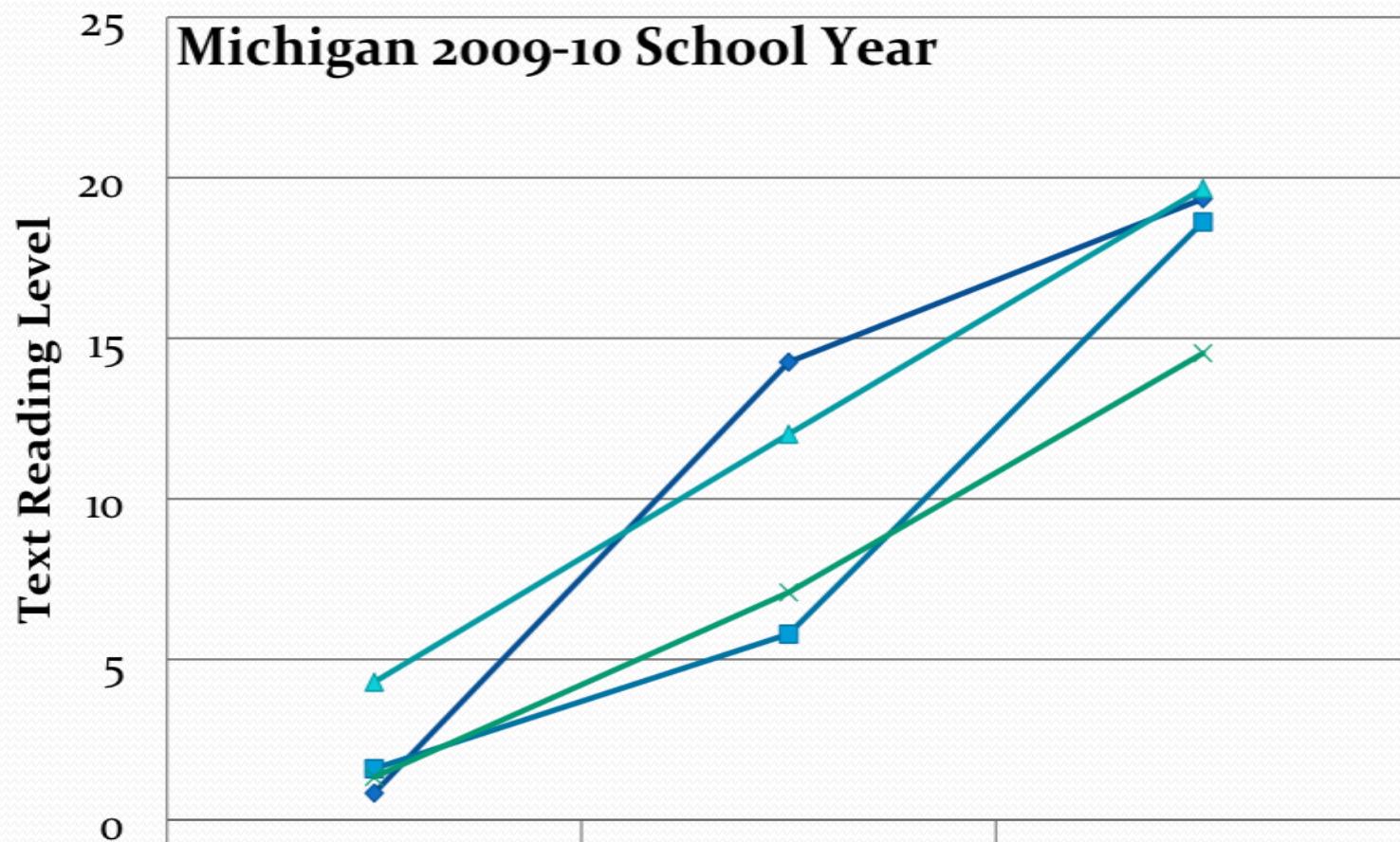


Source: International Data Evaluation Center

Lose, M. K. (2011, May 5-6).

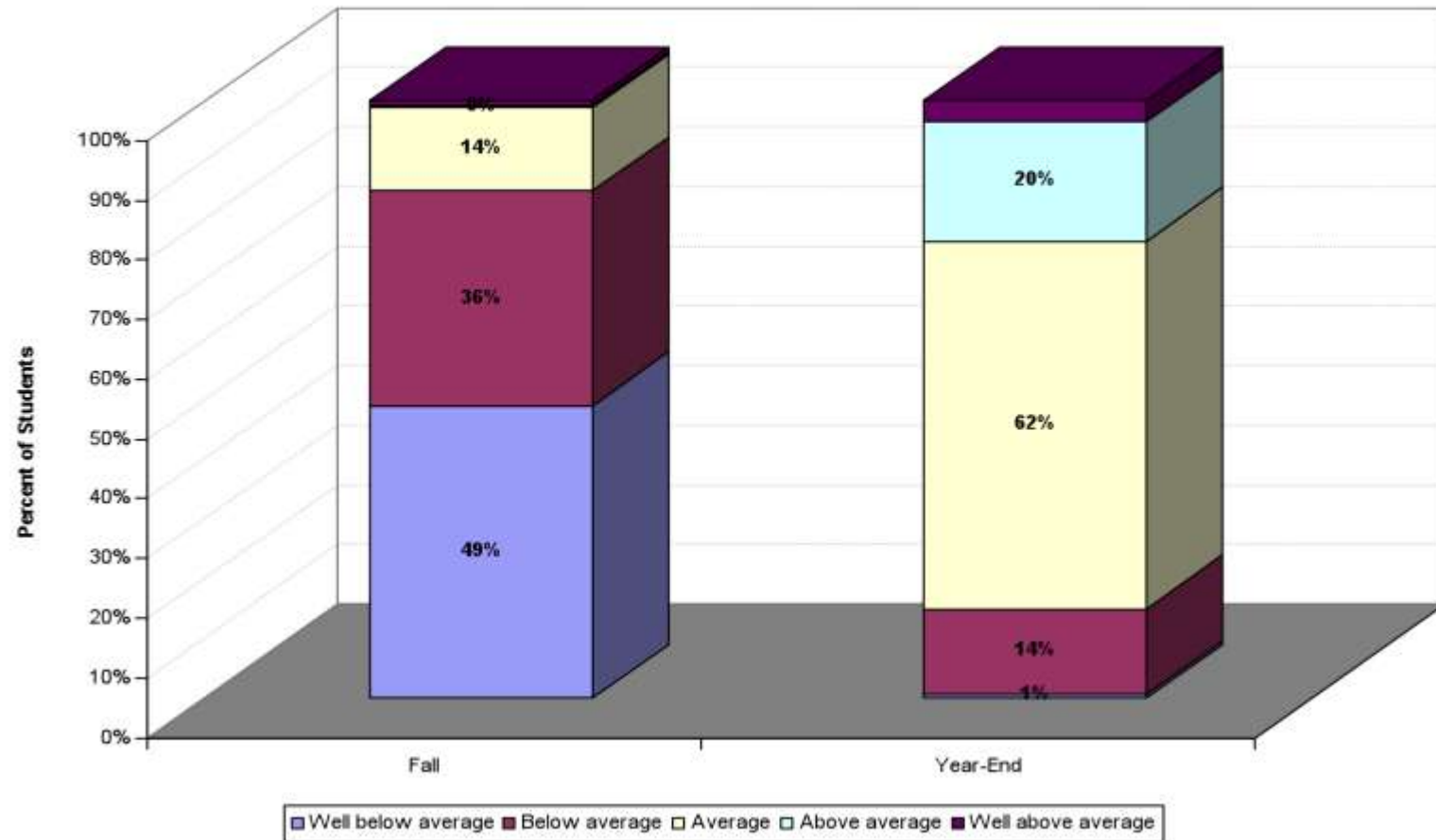
Dollars spent now in RR will result in greater savings later

- 60-80% who reach average NEVER need additional support
- Savings in small group Title I
- Savings in Special Education
- Savings in retentions
- Results demonstrated on over 2 million children



◆ RR Served in Fall	0.8	14.3	19.3
■ RR Served in Spring	1.6	5.8	18.6
▲ RS	4.3	12.0	19.7
✕ Low RS	1.3	7.1	14.5

Figure 6.1 Classroom Reading Group Placement of Reading Recovery Students with Complete Interventions and Students Whose Lessons Were Discontinued: Oakland University - Michigan, 2009-2010

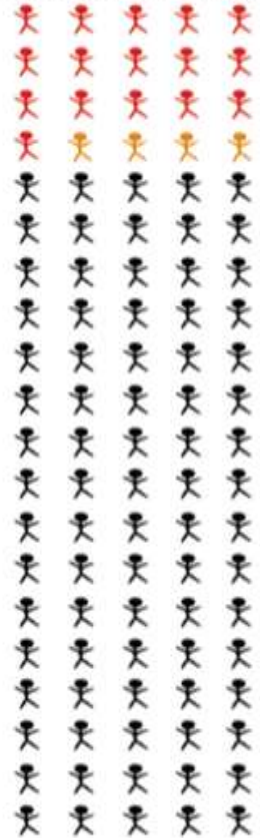


RR's Role in Response to Intervention (RTI)

- Short term 1:1 intervention (Tier 2 or 3)
- Screening identifies children most in need
- Progress monitoring used daily to plan lessons
- Teachers trained in Reading Recovery work with children in their other instructional roles in classroom (Tier 1) and small group (Tier 2)

Referrals to LD in a School *without* Reading Recovery

100 students in
regular education



20 at-risk
low readers
not taught in
Reading Recovery

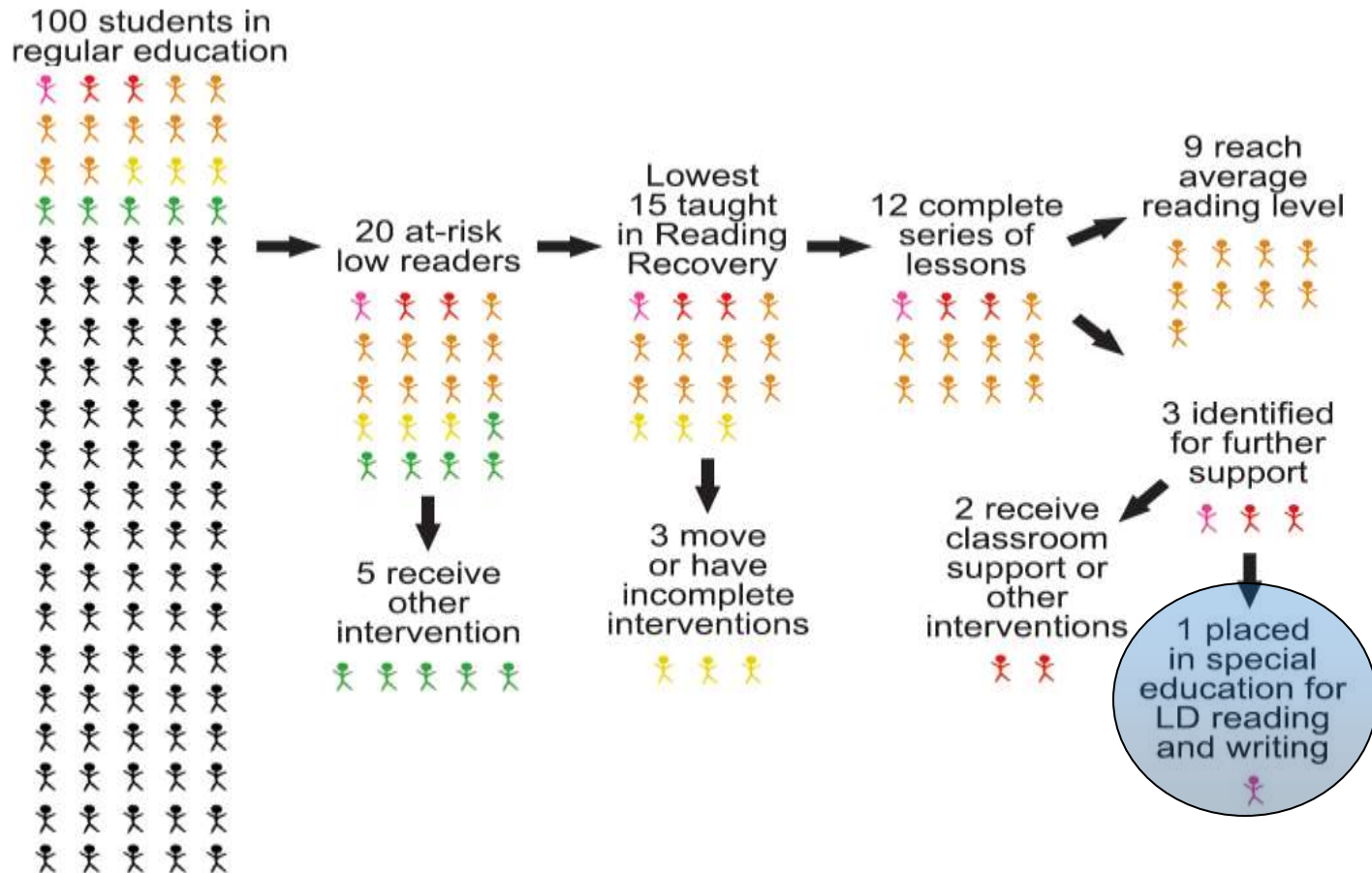


4 placed in
special education
for LD reading
and writing



Source: National Data Evaluation Center, 2006

Referrals to LD in a School *with* Reading Recovery



Source: National Data Evaluation Center, 2006

Who is a Reading Recovery Teacher?

One-to-one

- In 2.5 hours each day or approximately .4 FTE, teaches 8 - 10 children on average every year



Who is a Reading Recovery Teacher?

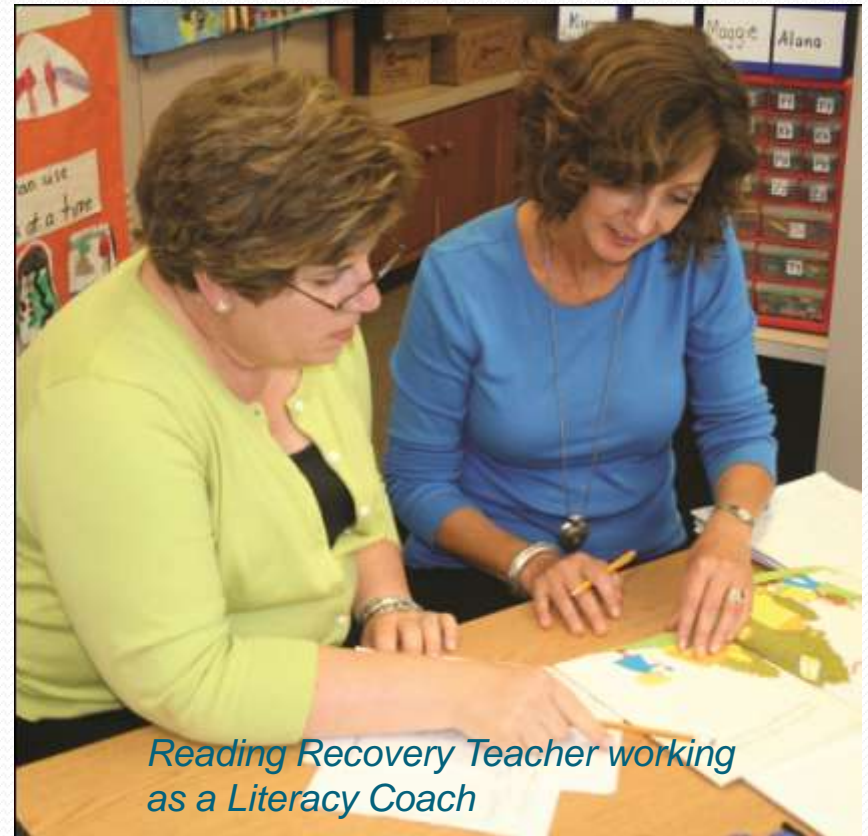
Small Group or Classroom

- In the remaining hours each school day, or approximately .6 FTE, teaches 25 - 45 additional children each year



What other roles do Reading Recovery teachers play?

- Title 1 small groups
- ELL
- ½ day kindergarten
- Share first grade classroom
- Reading or literacy coach
- Special Ed teacher



*Reading Recovery Teacher working
as a Literacy Coach*

How can I pay for a Teacher to be Trained in Reading Recovery?

- Title I
- RTI
- Other special funds
- General funds
- i3 grant opportunity

Investing in Innovation (i3) Federal Grant Reading Recovery: Scaling Up What Works

- Grant Awarded to Ohio State University on 9-20-10
- Principal Investigators from Ohio State:
 - Jerome D'Agostino
 - Emily Rodgers
 - Patricia Scharer

Partners

- Clemson University
- Georgia State University
- Lesley University
- **Oakland University
(Michigan)**
- National Louis University
- New York University
- Saint Mary's College of California
- Texas Woman's University
- University of Arkansas at Little Rock
- University of Connecticut
- University of Kentucky
- University of Maine
- University of Northern Iowa
- University of South Dakota
- University of Pennsylvania
(outside evaluator)

Project Goals

- Objective 1: Train 15 new Reading Recovery teacher leaders in Year 1 to serve underrepresented areas of the U.S. with a high population of schools meeting the criteria for Absolute Priority 4. The teacher leaders will train teachers in Reading Recovery in Years 2-5.
- Objective 2: 750 teachers trained in Reading Recovery each year for a total of 3,750 teachers.
- Objective 3: Teachers Trained in Reading Recovery will work with more than 90,000 Reading Recovery students (.5 FTE) and over 400,000 students in classrooms or Title I small group instruction during the other half of their day for a total of nearly 500,000 students.

Project Goals, *cont.*

- Objective 4: Conduct a **rigorous outside project evaluation** including both experimental and qualitative methodologies.
- Objective 5: Provide **high-quality oversight for the project** orchestrating activities across the 16 universities.

Facts and Funds: Reading Recovery University Partners

- 5-year scale-up grant (1 of 4 national awards)
- Train 3,750 teachers in Reading Recovery
- Train 15 Reading Recovery teacher leaders
- Federal funds: \$45.6 million
- Private sector matching funds: \$10.3 million
- Approximately \$3 million in-kind from publishers
- Donations ranged from \$1,000 to \$2,000,000
- Donors were both individuals and foundations

Facts and Funds: Reading Recovery for Michigan through Oakland University

- 5-year scale-up grant
- Train 250 teachers in Reading Recovery
- Train 1 Reading Recovery teacher leader for a newly established Reading Recovery Site
- Oakland award: \$4 M
- Year One began with the 2010 – 2011 academic year and continues to 2015



School Eligibility

Funding is prioritize by school according to the following categories:

Priority 1:

- A school on the state's School Improvement Grant list
- A Title I school in restructuring or corrective action
- A school that is in a rural LEA
- A school that has a sizeable population of ESL students (exceeds the state average for ESL).

School Eligibility, cont.

Funding is prioritize by school according to the following categories:

Priority 2:

- Title I school in Program Improvement (Year 1 or 2), *or*
- In a district in Program Improvement.

School Eligibility, cont.

Funding is prioritize by school according to the following categories:

Priority 3:

- Any public, private, parochial, or charter school

External Evaluation

- Observation Survey and Slosson
- Semi-annual interviews (50 teachers; 10 teacher leaders selected at random from around the U.S.)
- Daily logs (3 days/year)
- Annual on-line survey
- Case studies (8 schools/year from the U.S.)
 - Annual principal interview
 - Annual district administrator survey
- Teacher surveys (stratified random sample; each spring in the U.S.)

What the Award Provides

The grant will pay for all initial professional development costs, including:

- Tuition for 10 graduate credits (RDG 539)
- Books, materials, supplies for children's and teachers' instruction
- Instructional Stipend (\$2,000 for each school to purchase instructional resources for each teacher trained under the i3 grant)
- Stipend for the Reading Recovery Site for each teacher trained under the i3 grant

Your Commitments

Please refer to handout: Overview and Information for School Administrators

- ✓ Agree to train at least one teacher in Reading Recovery
- ✓ Commit to keeping the teacher in the role for a minimum of three years
- ✓ Follow Reading Recovery Standards and Guidelines
- ✓ Achieve full implementation, meaning there are enough teachers trained in Reading Recovery to cover approximately 20-30% of the first grade population
- ✓ Participate in federally-required research. Data collection will be minimally intrusive. For example, some teachers may be asked to keep daily logs of teaching, participate in a survey and agree to be interviewed.

When can we start? Who do we contact?

- Training classes forming now
- Information about the grant at <http://www.oakland.edu/readingrecovery/i3grant>
- Contact the Reading Recovery Center of Michigan at Oakland University to enroll in the grant henderso@oakland.edu
- Or, contact Dr. Mary K. Lose, Principal Investigator, i3 Grant at Oakland University

