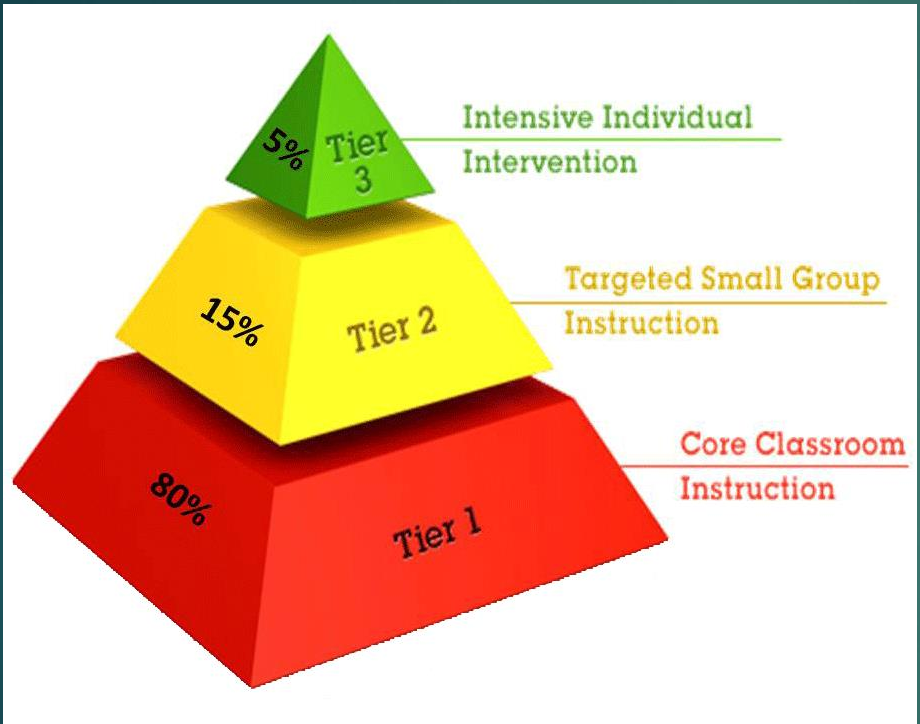
Reading Recovery in SD61

- History in SD61
- Response to Intervention / District-wide literacy strategy
- The Research
- Structures that Support Teachers and Students

History in SD61

- January 27, 2020:
  That the Board of Education of School District No. 61 (Greater Victoria) instruct the Equity Committee to make recommendations for making reading recovery available to all elementary schools in the District.
- February 22, 2021That the Board of Education of School District No. 61 (Greater Victoria) commit to an annual elementary school investment in literacy according to each elementary school's unique needs, and in alignment with the Strategic Plan, using the "Coach Approach", Reading Recovery or other established literacy program; AND FURTHER That the Board consider an amount of $530,000 in its 2021-2022 budget deliberations to align to the Strategic Plan and a literacy focus.

A System-Wide Strategy



- RR is one layer of intervention in a District strategy for literacy
- RR = short-term Tier 3 intervention
- Not all 8700 students need Tier 2 or 3: 80-90% are successful with the universal core instruction
- We also need supports for Tier 2 and 3 at the same time

The Research

2016 Meta-Analysis:

- meta-analysis using group-comparison studies from all nations using RR from the late 1970s to 2015; reviewed more than 200 primary studies, and selected 16 that met their criteria of treatment fidelity and high-quality research design
- "one of the most researched early literacy interventions" (p. 30)
- found an overall effect of .59 for first grade, which "would place RR at about the 89th percentile" in the programs reviewed by the What Works Clearinghouse (p. 40), and found that these effects have been stable since the 1970s.
- "at-risk children can beat the odds and accelerate their achievement gains" (p. 42)

D'Agostino, J. V., & Harmey, S.J. (2016). An international meta-analysis of Reading Recovery. *Journal of Education for Students Placed at Risk, 21*(1), 29-46. https://doi.org/10.1080/10824669.2015.1112746

The Research

US i3 Scale-Up Study:

- multisite randomized controlled trial over four years, with a total of 9,784 student participants from 1,490 schools
- Found "medium to large effects" that are "large relative to typical effect sizes found in educational evaluations", and as such, they describe RR as "an effective intervention that can help reverse struggling readers' trajectories of low literacy" (p. 331).

Sirinides, P., Gray, A., & May, H. (2018). The Impacts of Reading Recovery at Scale: Results From the 4-Year i3 External Evaluation. *Educational Evaluation and Policy Analysis, 40*(3), 316–335. https://doi.org/10.3102/0162373718764828

The Research

Scaling and Sustaining an Intervention:

- "In every school district across the country, every year, initiatives are adopted with the goal of improving the literacy performance of young students, and, just as frequently, these initiatives fail or quickly become passing fads." (p. 10)
- Features of successful initiatives:
  - well-articulated design
  - collecting data on the progress of the students served,
  - a person in the district who acts as a redirecting agent, maintaining the design of the initiative and guarding it against tendencies to pare down the design.

Rodgers, E. (2016). Scaling and sustaining an intervention: The case of Reading Recovery. *Journal of Education for Students Placed at Risk (JESPAR), 21*(1), 10-28.

Structures to Support Teachers and Students

- New RR teachers:
  - 22 half-day in-service sessions
  - At least 2 sessions teaching "behind the glass"
  - At least 5 observations/visits from Teacher Leader
- Continuing RR teachers:
  - 10 half-day in-service sessions
  - At least one session teaching "behind the glass"
  - At least 2 observtions/visits from Teacher Leader
- All teachers – ongoing support from colleagues in in-service sessions and Teacher Leaders