



Tier 2 Literacy Interventions

2021-22

Grades K-5

Tier 2 Literacy Intervention Programs

The literacy interventions were designed to occur daily, include progress monitoring and supplement, not supplant, Tier 1 instruction and interventions.

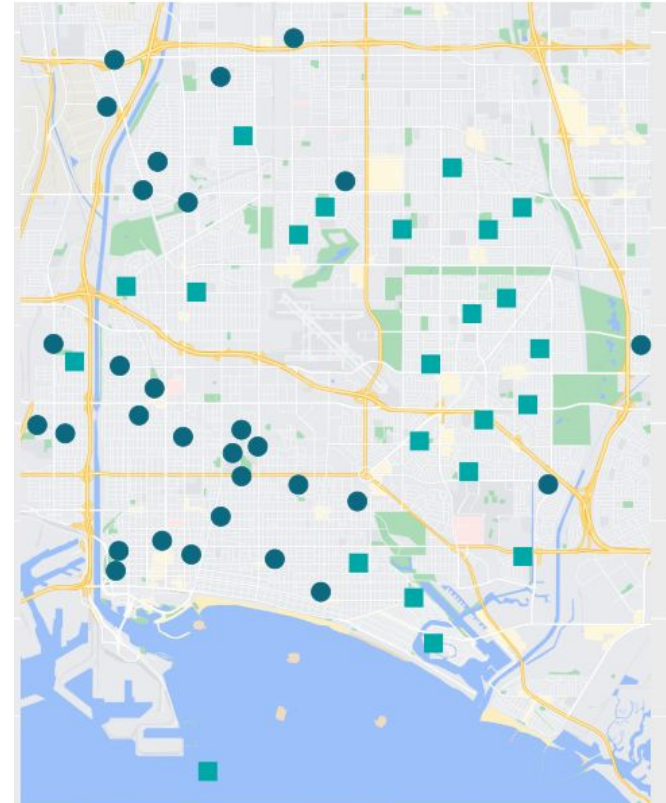
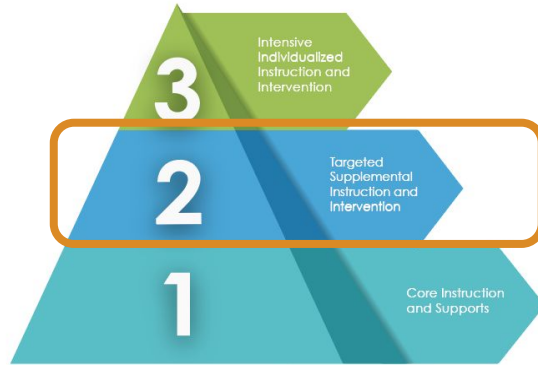
Leveled Literacy Instruction - LLI

31 sites, 125 IICs/ Literacy Teachers



WonderWorks - WW

23 sites, 51 IICs/ Literacy Teachers



Program Selection and Training

December 2020: OCIPD, Elem Office, principals researched and narrowed options

February 2021: Title I Elementary and K-8 sites were given the opportunity to select from one of two literacy intervention programs

April 2021: All other ES/K-8 sites were added to the literacy model, with programs assigned to remaining sites to balance between the two programs

Summer 2021: All instruction and intervention coordinators (IICs) and literacy teachers (LTs) participated in training for the program at their site

September 2021-June 2022: All IICs and LTs participated in monthly meetings to develop skills, share best practices and analyze data

Noteworthy Challenges in 2021-2022

Teacher and student absences

- Higher levels of student chronic absenteeism created disruptions in services
- Teacher absences that went unfilled were covered by literacy teachers

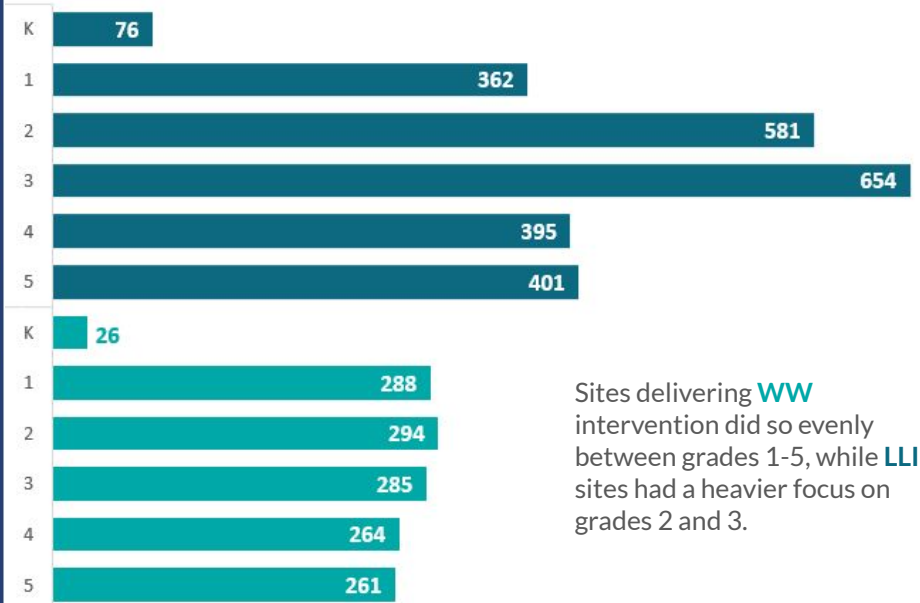
Scheduling of interventions

- Balance between providing intervention to highest number of students and prioritizing students receiving Tier I instruction in their classroom

Identification of specific reading needs

- Literacy teachers became more adept at identifying specific reading needs of students and connecting to specific interventions to address those needs

Who received Literacy Interventions?

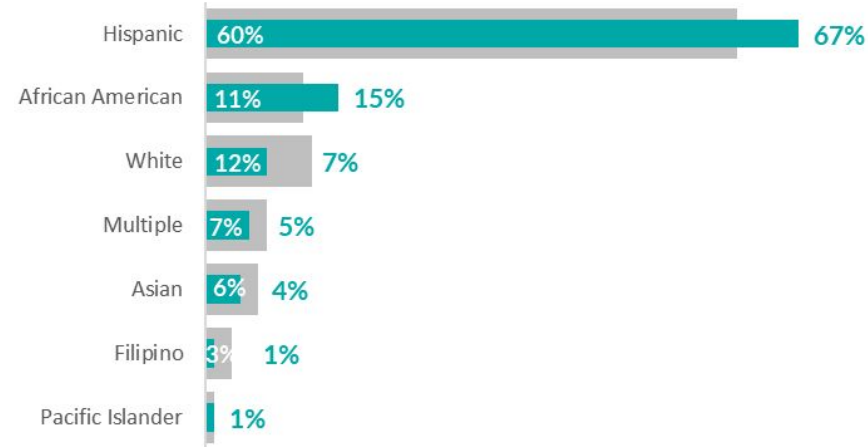


Sites delivering WW intervention did so evenly between grades 1-5, while LLI sites had a heavier focus on grades 2 and 3.

4111 Elementary Students

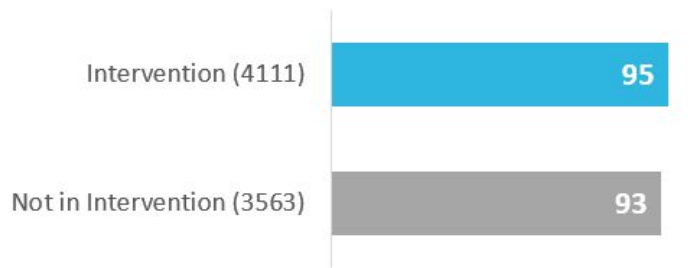
1232 EL Students

Hispanic and African American students **received interventions** at rates higher than their enrollment rates (Hispanic 67% of interventions vs 60% enrollment; African American 15% of interventions vs 11% of enrollment).



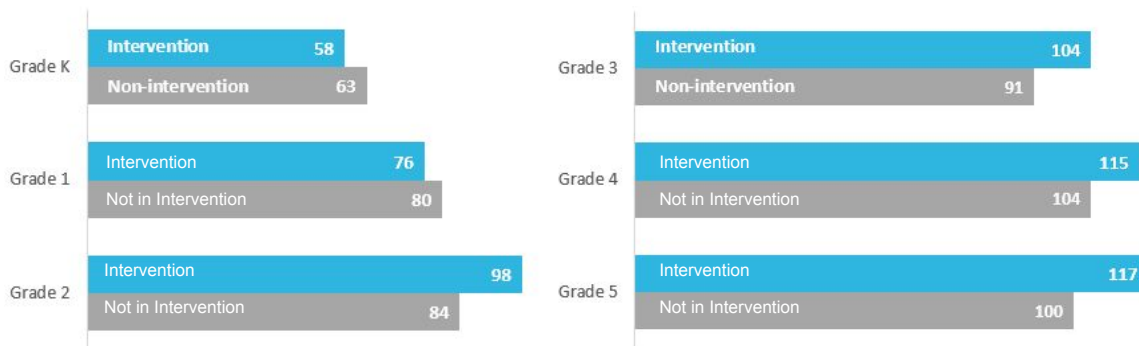
What was the impact of Literacy Interventions ?

Overall, students in **Literacy Interventions** grew at a similar rate to similar **non-intervention** students.



However, students in **interventions** in grades 2 through 5 **grew more** than students not in any intervention.

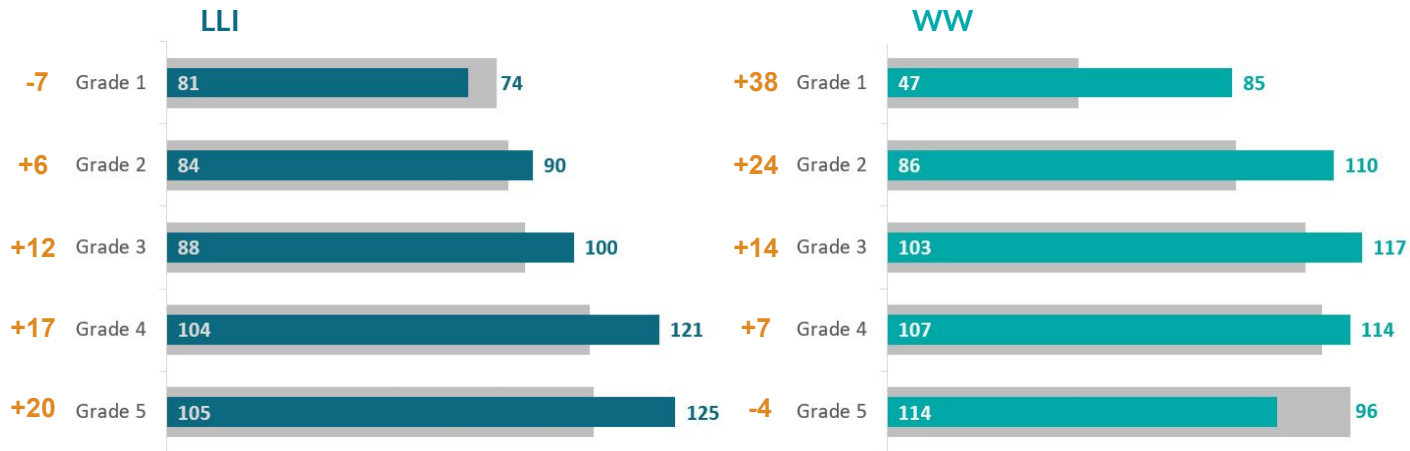
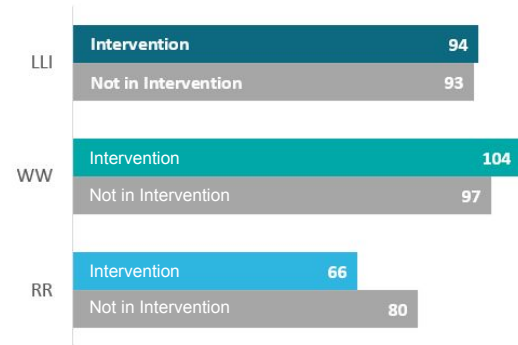
- Grade K & 1 **intervention students** grew less than **non-intervention students**.
- Grades 2 - 6 **intervention students** grew 11-17 points more than **non-intervention students**.
- Grade 4 and 5 Intervention students grew the most.



Did students receiving different interventions grow differently?

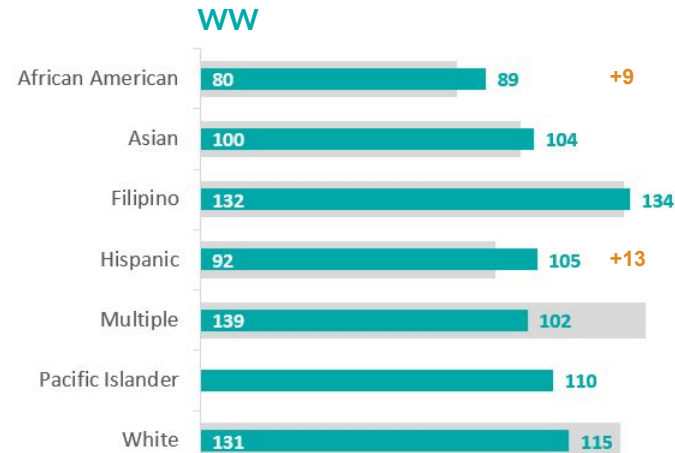
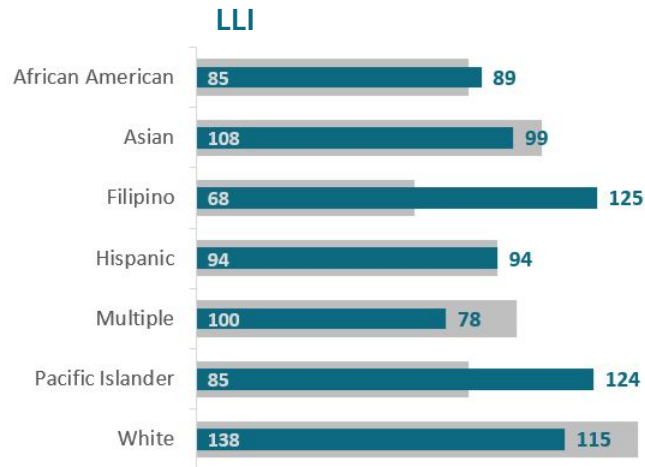
Next, we explored the impact of the different intervention types, comparing intervention students to similar students at the same school sites. Students in the **LLI intervention** grew similarly to students **not in intervention**, while students in **WW intervention students** grew 7 points more than **comparison group**. Overall, **RR intervention students** grew less than their **comparison group** of first graders.

The **+/- numbers** below indicate how the **LLI** or **WW** intervention students grew either more or less than the **comparison students***.



* the gray bars and lighter numbers indicate comparison group performance

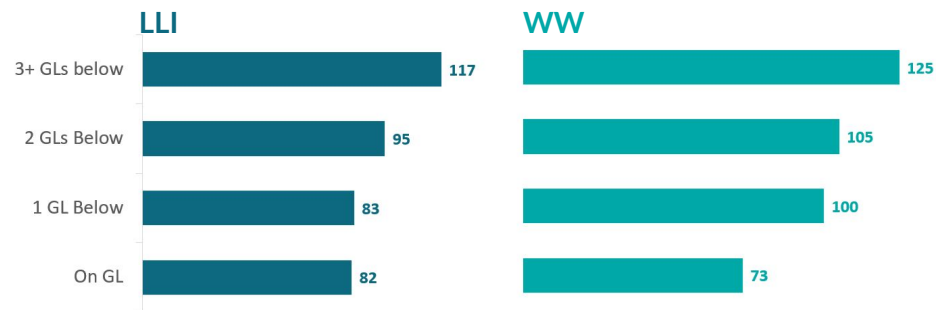
Was the intervention more effective with students of different backgrounds?



* the gray bars and lighter numbers indicate comparison group performance

Was the intervention more effective with students at different starting points?

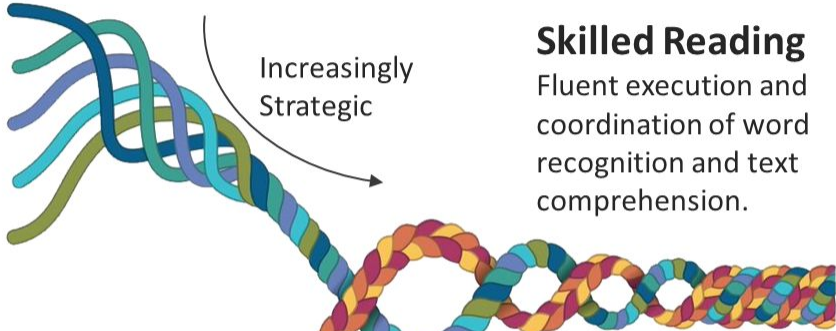
Students in interventions who were 3 or more grade levels below **grew the most** for both **LLI** and **WW**, while students 2 grade levels below grew the second most. For **WW**, students 1 grade level below met the target of 100, while **LLI** students at this level did not. Students who tested on grade level grew the least.



Deepening Understanding of Teaching Reading

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Adjustments to Literacy Program in 2022-2023

Focus on Foundational Reading Skills

- WW has stronger phonics support than LLI, but still incomplete
- OCIPD created FRS intervention that can supplement both programs

Scheduling of interventions

- Prioritizing “push in” model where literacy teachers are co-teaching as part of classroom instruction and/or students are not pulled from Tier I instruction

Identification of specific reading needs

- Deeper dive into specific reading needs of students and matching to components of a program to meet those needs, rather than simply implementing one program

QUESTIONS