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**IMMEDIATE RELEASE**  
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# **Reading Intervention Services: Preventing Remediation**

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SPRINGBORO, Ohio – Reading Intervention is provided in the Springboro Community Schools to students in grades K through 6 by specially trained reading teachers. Students in grades K-2 are identified to work with a reading teacher through reading assessments administered by trained test assessors (who are retired teachers) and the building reading teachers. The assessments used in the K-2 program are DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and the Fountas and Pinnell Benchmarking System. All K-2 students are given the DIBELS three times per year to monitor growth toward learning to read. DIBELS is only used as a "screeener" and is a formative assessment for planning reading intervention needs. Scores from DIBELS are not like scores on standardized tests and are not reported to the state department or kept in a student's cumulative records. These scores are used internally by the district to make informed decisions about where to place reading teachers to best help students. Parents should think of DIBELS as being a quick "temperature" check for reading teachers to assess such things as letter recognition, phonemic awareness, sound blending, or oral reading, depending on a student's grade level. We use DIBELS to check oral reading fluency in first and second grades because oral reading fluency is highly linked to future reading success and comprehension. Fluency is determined by how well the student reads orally in a set amount of reading time, noting self-correcting behaviors and types of errors the student makes.

Students who score below "benchmark" on DIBELS in K-2 are further tested with the Fountas and Pinnell Benchmarking System. The Fountas and Pinnell Benchmarking System was developed by Irene Fountas and Gay Su Pinnell, professors from Ohio State University who helped pioneer the Reading Recovery Program in the state of Ohio and other literacy initiatives. The Fountas and Pinnell Benchmarking Assessment pinpoints areas of reading difficulty to help the reading teachers plan lessons to move students along in the reading continuum.

Students in grades 3 - 6, are offered Reading Intervention services with the reading teacher based on their Reading Ohio Achievement Test (OAT) Scores. Currently, we are offering services to students who scored below 410 on the 3rd grade fall reading OAT, in an effort to boost their performance on the spring administration of the assessment.

Fourth, fifth, and sixth grade students are offered services based upon their performance on last year's spring test. Students in these grades only take their OAT once per year.

For the past two years we have been working to move Reading Intervention from a "remedial" mode into a "preventative" mode. Our goal in the Reading Intervention Program is to provide early, "good" first teaching to students at the K-2 levels so that "remedial" reading is no longer needed in the upper grades. Instead of focusing on helping students to "catch up" in reading, we are working to help students get on, and stay on, track in reading.

<b>Year</b>	<b>Passage Rate</b>	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>Oct 06</b>	81.7%	27.2%	33.1%	21.4%	12.2%	6.1%
<b>Oct 07</b>	85.0%	34.0%	31.0%	19.0%	11.0%	4.0%
<b>Oct 08</b>	88.0%	50.0%	25.0%	13.0%	8.0%	4.0%

The chart above compares Springboro 3rd Grade Fall Ohio Achievement Test results over the past six years. The statistics show that strengthening the K-2 reading program and focusing the Reading Intervention Program on prevention over the past two years has greatly improved our third graders' performance in reading. Fifty percent of our third graders are now scoring at the "Advanced" level on the Fall Reading OAT.