

CASE STUDY

RIVERSIDE LOCAL SCHOOLS

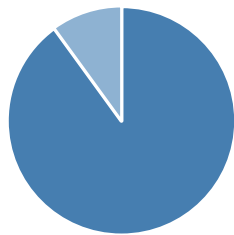


REGION 8
Indiana
Michigan
Ohio

Riverside Elementary School

Degraff, Ohio

SCHOOL DEMOGRAPHICS



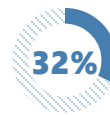
300 students enrolled

90% White

10% Multiracial, Hispanic, or Asian Pacific Islander



15% receive special education services



32% qualify for free or reduced-price lunch

CONDITIONS FOR SUCCESS



School staff reported these conditions as key to successfully increasing student reading outcomes:

- Adoption of **evidence-based literacy curriculum** and **supplemental programs** in 2016–17
- Collaboration among staff through **Teacher-Based Teams** (TBTs) refined over the past 10 years
- Provision of **professional development on the science of reading** starting in 2017–18

CHALLENGES



School staff cited challenges:

- Scheduling interventions during the school day
- Sustaining the implementation of interventions for the appropriate duration
- Securing initial staff buy-in for change



We had a lot of ... *[this is] your student, my student, her student*—now they are all our students.

TITLE I TEACHER

District Literacy Mission



The **Simple View of Reading** is a **research-based framework** for reading that includes 2 basic components: **decoding** and **language comprehension**.

Riverside Local Schools in west central Ohio serves the rural communities of DeGraff, Quincy, and Logansville. Approximately 43% of its children live in poverty, and 11% of students are identified with disabilities.

We Believe

- Reading instruction must be high-quality, evidence-based, and supported by the Science of Reading.
- Reading instruction must be culturally responsive and that students are more likely to master literacy skills if materials are connected to their own cultures.
- Teachers should have access to continued literacy training.
- School culture is supportive of effective instructional improvements.
- All students deserve equitable high-quality instruction.
- Supporting parents as partners in the educational process.
- Partnerships with community agencies is necessary and beneficial.

STRATEGIES



School staff identified these strategies as aiding their effectiveness at increasing reading outcomes:

- **Schedule interventions** and **implement them for the appropriate duration**
- **Form multidisciplinary Teacher-Based Teams** to ensure staff collaboration
- **Implement universal student screening** and use data to **monitor progress** and **guide instruction**

The percentage of Riverside Elementary School Grade 3 students proficient in English Language Arts increased dramatically in 2019, meeting the state benchmark and outperforming the state average.



We were pulling students out of core [instruction] not knowing any better. We realized that was not a good practice so we stopped immediately.

PRINCIPAL

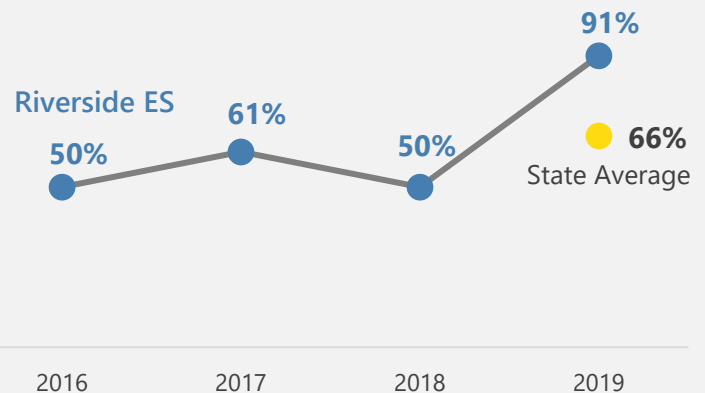
SUCCESSES



School staff cited successes:

- Adopted evidence-based curriculum and supplemental programs
- Cultivated a common change mindset among staff
- Implemented multidisciplinary teams
- Improved school culture and climate
- Increased educator and student confidence
- Improved student engagement and success

GRADE 3 ELA PROFICIENCY



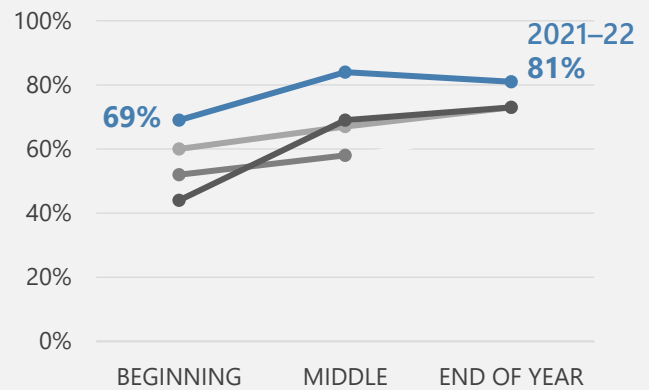


The percentages of Riverside Elementary School students meeting the Reading benchmark at the beginning, middle, and end¹ of the school year were highest for Kindergarten, which also demonstrated an increase between 2017–18 and 2021–22.

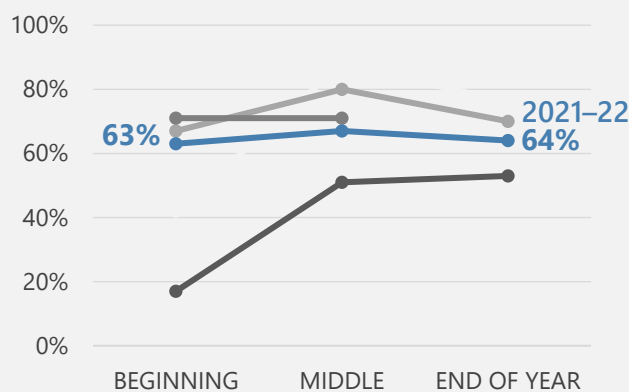
Overall, students at all grade levels improved in Reading from the beginning to the end of the school year. The COVID-19 pandemic did, however, cause disruption that resulted in lower test scores.

¹Data missing for the end of year 2019–2020 due to COVID-19

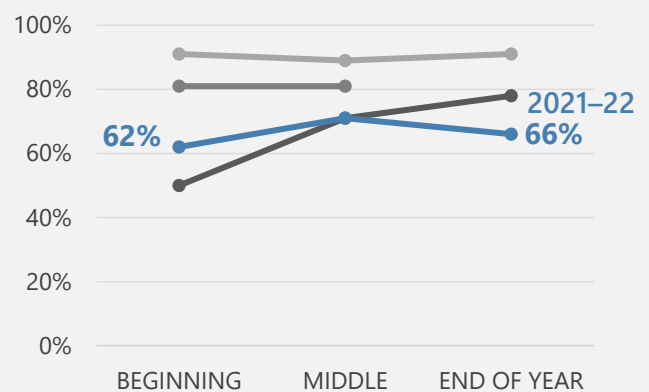
KINDERGARTEN



GRADE 1



GRADE 2



LESSONS LEARNED



School staff described learning the **importance of engaging in the following strategies** through their efforts to increase student reading outcomes:

- **Cultivate a shared vision and mission**
- **Secure staff commitment** and action
- **Build trust** and support vulnerability in learning
- **View implementation as a cycle** of continuous refinement
- **Invest in professional learning** and knowledge acquisition



You have to go in with a positive mindset. Is it going to be easy? No. Are you going to have to get out of your comfort zone? Absolutely. Is it worth it? Yes—it does work and you have to put time in to do it, but the successes will come.

CLASSROOM TEACHER