

## Iterative Systematic Replication of Read Well in First Grade (IS2RW)

### What is it about?

The purpose of the IS2RW project is to investigate the impact of Read Well, an English reading intervention designed **to improve reading outcomes for children in first grade who are at risk for reading difficulties**. The project has been funded by the Institute of Education Sciences, and it is led by **Dr. Doris Luft Baker**, a board member of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

### Why is it important?

Frequently, reading programs have been developed and tested with a particular group of students without systematically replicating the findings with a diverse population of students. This lack of replication can have negative implications for schools who want to address the reading needs of their students, but cannot find programs that take the school context and their student characteristics into account.

### What are the activities and timeline?

Year 1 2021-2022	Recruit schools interested in the collaboration with Dr. Doris Baker and the Meadows Center at UT Austin.
Year 2 2022-2023	Screen students for reading difficulties, provide them with the Read Well intervention <b>delivered by the trained research team</b> , and posttest students after the intervention.
Year 3 2023-2024	Analyze the data and determine if the intervention needs to be adapted to address the specific needs of students participating in the study
Year 4 2024-2025	<b>Conduct a second replication.</b> Interventionists will vary depending on the results of our analyses in the previous year. If the intervention worked, then teachers trained by the research team would provide the intervention. If the intervention needed to be modified, then the research team will provide the intervention.
Year 5 2025-2026	Disseminate findings to schools, districts, and researchers

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### What are the expected outcomes?

- An improved reading intervention that can be used in different settings and with a diverse population of students
- An intervention as effective or more effective than other comparison programs
- Training of teachers on how to deliver the intervention with fidelity

### What are the district responsibilities?

- In Year 1, complete a Memorandum of Understanding and help identify schools interested in the project
- In Year 2, support the research team in the screening of students and their delivery of the intervention
- In Year 3, review some of the modified versions of the lessons, if necessary
- In Year 4, teachers deliver the Read Well intervention to the treatment group and the school reading program to the control group.
- Provide relevant student data

### What are the research team commitments?

- In Year 1, write the Memorandum of Understanding that is agreeable to the district.
- Follow-up with interested schools to set-up the study in Year 2.
- In Year 2, screen students and provide the intervention
- In Year 3, modify the intervention if necessary, and **share preliminary findings**
- Provide **teachers with professional development** and support to deliver the intervention
- In Year 4, provide the intervention to the treatment group and the school reading intervention to the control group
- **Share the results** of the study with the district and schools using deidentified data
- **Provide a stipend for teachers** for their involvement in the project.
- **Provide all materials and assessments used in the study**

If you are interested in learning more or in providing a non-binding letter of support for this proposal, please contact us:

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