EXHIBIT B

Reading Recovery/Reading Support Status Report

This report on the status of the reading recovery program includes a school-by-school breakdown of Reading Recovery (RR) teachers, identified students by race, and an effective student-Reading Recovery teacher ratio. The report also identifies target schools for implementing and or retaining the Reading Recovery program, with a priority of reaching African American students and, secondarily, students attending underachieving schools.

A. Background on Student and School Identification

Reading Recovery/Descubriendo La Lectura[1] implementation complies with Reading Recovery Council of North America (RRCNA) Standards & Guidelines in providing early accelerated literacy intervention to serve the needs of the lowest-achieving and most struggling students in first grade. TUSD strategically targets RR towards struggling African American and Latino/Hispanic students.

Reading Recovery (RR)/Descubriendo La Lectura (DLL) participation is exclusively for first grade students with an identification process based on the following criteria: (1) reading data (DIBELS); (2) critical mass of identified African American and/or Latino Students; and (3) site-based student identification.

1. District Data (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. DIBELS is the primary source of K-2nd grade literacy data available district-wide. Reading Recovery staff work with the District's Assessment & Evaluation Dept. to collect DIBELS data for all kindergarteners entering first grade. This data is then disaggregated to identify African American and Latino students scoring at *Intensive* & *Strategic* DIBELS levels.

2. Targeted Schools

Based on the initial DIBELS data, RR staff identify sites with evidence of a critical mass of qualified African American and Latino students and make recommendations to District leadership for program placement. Targeting a critical mass operates to maximize the effectiveness of the intervention program with the goal of reaching as many African American and Latino students as is practicable within the RR model. Because qualified African American students are distributed throughout the District, identifying schools with a critical mass sufficient to justify a program may be difficult.

3. Site-Based Identification of Reading Recovery/Descubriendo La Lectura Program Students

After identifying the lowest-achieving students and schools with critical masses of qualified students, RR staff works with school leadership, schools, and teachers to identify specific students to invite to the program based on the following measures:

- Collect Alternate Rankings as required by Reading Recovery Standards & Guidelines. All first grade teachers at program sites complete an *Alternate Ranking* of their first grade students to identify

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[1] The District implements both Reading Recovery and its Spanish-language equivalent, Descubriendo La Lectura.

range of reading abilities. The following data sources are used to support the ranking of students: DIBELS, NSGRA, DRA2/EDL2 in Spanish, writing samples and additional literacy data that teachers can supply.

- Assess bottom 20-30% of students on the Alternate Rankings who are African American and Latino/Hispanic with the *Observation Survey of Early Literacy Achievement (OS)*, the authorized Reading Recovery assessment which consists of six subtasks of various literacy tasks. The OS is administered as the pretest, exiting, discontinuing and end of school year posttest assessment. Administration of the OS is conducted by a trained Reading Recovery teacher assigned to the site.

- Analyze and review the Student Selection Sheet, which is a compilation of all OS data to include raw scores and stanines from the African American and Latino/Hispanic students tested. Upon consultation, the RR/DLL teacher and RR/DLL teacher leader finalize the selection of four students most in need from either ethnicity for Round 1-Fall intervention services. The Alternate Ranking with OS assessing process is repeated for the selection of four new students for Round 2-Spring intervention services. Principals at participating sites are notified by the RR/DLL teacher to gain input and to confirm the final selection of program students who are eligible to receive services.

- Contact parents to notify them of their child's eligibility for program services and to explain the benefits of RR/DLL, which is done by the RR/DLL teacher. Upon receiving parent permission, RR/DLL program services can begin for a period of 12-20 weeks.

Some TUSD elementary schools may have disproportionately high *schoolwide* percentages of enrolled African American and Latino students, but this does not always mean RR is the best fit for those schools. RR focuses on *first grade students* who qualify for intense reading intervention. The District considers overall African American student enrollment, but selects schools based on enrollment of African American *and* Latino first graders *in need of literacy services* according to the process described above.   Thus, some TUSD schools with high African American student populations are not candidates for RR either because their African American students are scoring well on DIBELS or other measures, or because the number of African American students in need are so low (usually three or fewer) that a program is not justified.

In total, the District used DIBELS to assess 3,243 students enrolled in kindergarten on the last day of SY2018-19, and then used the assessment information to project incoming first graders as potential RR participants. Again, the District uses DIBELS data to identify students in "*Need of Support*" based on students who fall under the categories of "*Intensive" or "Strategic*". The following data represents the DIBELS results of African American and Latino/Hispanic incoming first graders who ended the year as *Intensive or Strategic* on DIBELS.

2018-2019 End of Year DIBELS:	
Incoming First Graders Identified as "Intensive" or "Strategic"	
African American Students	Latino Students
68 of 209 Tested Students	728 of 2070 Tested Students
(2% of all assessed students)	(22% of all assessed students)

B. Current Status of the Reading Recovery Program

In SY2019-20, the District placed Reading Recovery in 13 elementary schools: *Borton, Cavett, Erickson, Hollinger, Johnson Primary, Kellond, Marshall, Mission View, Myers-Ganoung, Robison, Van Buskirk, Vesey and Wright*). In addition, Descubriendo La Lectura (DLL) is available at three of the 13 sites that offer a Two-Way Dual Language program (*Hollinger, Mission View and Van Buskirk*). Reading Recovery teachers provide direct services to identified-students and provide indirect services to classrooms in the form of small group and supplemental instruction.

1. Direct Services

Reading Recovery teachers spend 50% of the instructional day providing direct services. Direct services are provided at 12-20-week intervals, serving four identified students in first semester (round 1) and four identified students in second semester (round 2). Depending on site-specific circumstances, an RR teacher may serve up to six RR/DLL students within a round. When a slot becomes available, because a student makes appropriate progress or relocates, the next lowest achieving student is assessed and selected for services. Thus, the potential exists for providing direct services for up to 8-12 students per year.

The individualized instruction is intensive: RR teachers serve as case managers responsible for daily, individualized lesson planning, assessment, and adjustment. In order to make RR teaching effective, it is important for teachers to continue to teach a minimum of four children per day and participate in ongoing professional development that includes observation and discussion of behind-the-glass lessons (Taken from RRCNA Standards and Guidelines for Trained Teachers, Updated, September 2018).

The chart below reflects the initial identified student placement for round 1 of the 2019-20 school year, including the race/ethnicity of students served.

DIRECT SERVICES ROUND 1: SY2018-19 FIRST SEMESTER					
Schools	**Teachers**	**Students Served**	**African American**	**Hispanic**	**Multiracial**
Borton	1	4	1	3	0
Cavett	1	4	2	2	0
Erickson	1	4	3	1	0
Hollinger K-8 (DLL)	1	4	0	4	0
Johnson K-3	1	4	0	4	0
Kellond	1	4	1	2	1
Marshall	1	4	0	4	0
Mission View (DLL)	1	4	0	4	0
Myers-Ganoung	1	4	4	0	0
Robison	1	4	0	4	0
Van Buskirk (DLL)	1	4	0	4	0
Vesey	1	4	0	4	0
Wright	1	4	0	4	0
Totals	13	52	11 (21%)	40 (77%)	1 (1%)

At the end of first semester, the District will re-evaluate first graders using the RR observation and assessment tools to identify struggling students for Round 2. In Round 2, the District will seek to reach more African American students by adding *two additional* RR itinerant teachers to provide direct services to four additional schools, as projected in the chart below. The District hopes to use the RR itinerant teachers to serve clusters of African American students who are integrated in schools throughout the District but may not amount to a critical mass at a single school that would justify a full-time program. It is too early to project the race and ethnicity of students who will receive direct services in round 2 beyond those the District anticipates targeting through the pilot, but the District projects the same mix of students for round 2 to arrive at *projected totals* of African American, Hispanic, and multiracial students served overall.

DIRECT SERVICES *PROJECTED* ROUND 2: SY2018-19 SECOND SEMESTER					
Schools	Teachers	Students Served	African American	Hispanic	Multiracial
Blenman	**.5**	**4**	**3**	**1**	**0**
Bloom	**.5**	**4**	**3**	**1**	**0**
Bonillas	**.5**	**4**	**3**	**1**	**0**
Borton	1	4			
Cavett	1	4			
Dietz K-8	**.5**	**4**	**3**	**1**	**0**
Erickson	1	4			
Hollinger K-8 (DLL)	1	4			
Johnson K-3	1	4			
Kellond	1	4			
Marshall	1	4			
Mission View (DLL)	1	4			
Myers-Ganoung	1	4			
Robison	1	4			
Van Buskirk (DLL)	1	4			
Vesey	1	4			
Wright	1	4			
Projected Totals	15	68	23 (11+**12)**	44 (40+**4)**	1

Thus, the District will add two RR teachers to provide direct services to four additional schools. While this approach will provide direct services to more African American students, the itinerant teachers will not provide the type of indirect services that reach broader numbers of students as explained in the next section. The District will evaluate the costs and benefits of this approach during the second semester to determine next steps for SY2020-21.

2. Indirect Services

Reading Recovery teachers spend 50% of the instructional day providing indirect services that include embedded, professional learning and support for classroom teachers to develop additional capacity with reading instruction, and supporting additional students for Tier 2 and Tier 3 academic intervention in designated K-2 classrooms, as determined by the principal and RR teacher based on data and observation.

Literacy support is provided in a variety of formats (*classroom, small group, individuals*) to best meet the literacy needs of the designated site in K-2nd grade classrooms. Duration of in-class literacy support will be on a quarterly basis or as recommended by principal and Reading Recovery teacher based on academic intervention and literacy instructional needs. RR teachers assist in modeling essential elements of literacy instruction that align with the new district literacy adoption. These elements are characteristic of successful literacy outcomes for students requiring academic intervention. The design includes oral language development, phonemic awareness, phonics, vocabulary, fluency and comprehension. The emphasis is to expand the literacy instructional lens by sharing a systemic and strategic approach to academic intervention in select areas requiring attention to develop classroom teacher capacity. In addition to providing individual, job-embedded professional learning for classroom teachers, RR teachers may also provide K-2 literacy professional learning to groups of teachers based on principal request.

The chart below reflects the projected provision of indirect services by school, teacher, students (including racial/ethnic makeup), and type (classroom, group, and/or individual) for the 2019-20 school year. The number of teachers per school is one; some schools provide direct services to more than one K, 1st, or 2nd grade.

Schools	Grade and Service Type	Students Served	Race and Ethnicity of Students Served					
	Class (C) Group (G) Individual (I)		White	African American	Hispanic	Native American	Asian/ Pacific Islander	Multiracial
Borton	K – G	6	1	1	4	0	0	0
	1st – G	3	0	0	2	0	0	1
	2nd – G & I	3	1		2	0	0	0
Cavett	K – G	31	1	4	24	1	0	1
	1st – G	31	3	3	24	0	0	1
	1st – G				7			
	2nd – I	2	0	0	2	0	0	0
Erickson	K – C	71	18	5	38	1	2	7
	1st – C & G	18	0	4	11	0	0	3
	2nd – G	8	1	1	5	0	0	1
Hollinger K-8	K – G	6	0	0	5	1	0	0
	1st – C	53	2	0	49	2	0	0
	2nd – G	5	0	0	5	0	0	0
Johnson K-3	1st – C	23	1	0	15	7	0	0
	1st – G	2	0	0	2	0	0	0
	1st – G	2	0	0	1	1	0	0
Kellond	K – C	14	9	0	5	0	0	0
	K – G	8	4	0	4	0	0	0
	K – G	2	0	1	1	0	0	0
	K – G	2	1	0	0	0	0	1
Marshall	1st – C	17	5	1	10	0	0	0
	2nd – G	6	2	2	2	0	0	0
Mission View	K – C & G	20	0	1	18	0	0	1
	1st – C, G & I	12	0	0	12	0	0	0
Myers-Ganoung	K – G	13	2	1	7	1	1	1

The table above has the title:

INDIRECT SERVICES
ROUND 1: SY2018-19 FIRST SEMESTER

		Students Served	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multiracial
	1st – G	13	2	7	4	0	0	0
Robison	K – G	8	1	0	7	0	0	0
	1st – I	2	0	1	0	0		1
Van Buskirk	1st – G & I	7			7			
	2nd – I	1			1			
Vesey	1st – G	4	1	0	3	0	0	0
	1st – G	4	0	0	4			
Wright	1st – I	16	3	7	5	0	1	0
Totals		**413**	**58**	**39**	**286**	**14**	**14**	**18**

3. **Total Students Served and Proposed Effective Student-Reading Recovery Teacher Ratio**

DIRECT AND INDIRECT SERVICES ROUND 1: SY2018-19 FIRST SEMESTER							
Direct or Indirect	**Students Served**	**Race and Ethnicity of Students Served**					
		White	African American	Hispanic	Native American	Asian/ Pacific Islander	Multiracial
Direct Round 1	52	0	11	40	0	0	1
Direct Round 2	68	0	23	44	0	0	1
Indirect	413	58	39	286	14	14	18
Totals	**533**	**58**	**73**	**370**	**14**	**14**	**20**

RRCNA Standards and Guidelines of Reading Recovery recommend the following General Guidelines for Full Implementation:

- The goal is 100% coverage meaning there are enough teaching slots for every child who needs Reading Recovery in a school.

- Administrators can use 20-25% of the first-grade population as a planning guide. Some schools will need more, some less depending on the number of children not reaching grade-level literacy.

- Teachers usually have four 30-minute slots of time in their daily teaching schedules to teach Reading Recovery. Plan for approximately one teacher trained in Reading Recovery per two first-grade classrooms.

- Each teacher trained in Reading Recovery works with at least four first-grade students, individually on a daily basis.

Using these general guidelines, the District proposes the following ratios:

- Reading Recovery teachers provide direct services for 4-5 students, per round.

- Reading Recovery teachers provide indirect services for a minimum of 20 students, per round

- Reading Recovery itinerant teachers provide direct services for 8-10 students, prioritizing African American students, per round

These ratios guarantee that each RR teacher will provide direct services to at least eight students and indirect services to at least 20 students, each year. RR itinerant teachers will provide direct services to at least sixteen students, each year, with a priority on African American students.

4. Identification of Schools

Based on a review of student enrollment data by race/ethnicity, and DIBELS data, the District moved RR from two schools where it operated in SY 2018-19 (Safford K-8 and Tully ES). Neither schools enrolled African American first grade students in need of RR intervention services. Even though both schools had some Latino students who would have qualified for the program (six at Safford; seven at Tully), the District moved the program to Kellond and Wright where more students of both groups could be served. Based on data for SY2020-21, the District may make similar programmatic moves to maximize the benefit of the program for both groups and, particularly, to prioritize service to African American students and to students at underachieving schools.

In addition to the 13 schools operating RR currently, the District will add four additional schools using the itinerant model starting in second semester of SY2019-20 based, preliminarily, on the data in the chart below. However, the District will reassess students at the end of first semester to determine if any have moved schools or made sufficient progress.

SCHOOLS WITHOUT RR THAT CURRENTLY ENROLL AT LEAST THREE AFRICAN AMERICAN 1ST GRADE STUDENTS IDENTIFIED AS INTENSIVE AND STRATEGIC THROUGH DIBELS TESTING AT THE END OF KINDERGARTEN IN SY2018-19							
	African American			*Hispanic*			**Totals**
School	**Intensive**	**Strategic**	**Combined**	**Intensive**	**Strategic**	**Combined**	
Blenman	2	1	3	10	2	12	15
Bloom	3	0	3	10	5	15	18
Bonillas	2	1	3	9	12	21	24
Dietz K-8	1	2	3	7	2	9	12