STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

BUDGET YEAR 2016-17

Program: Reading Recovery

Site(s) and/or Dep't(s): Magnet Transition Schools

Date of Submission:

PART A – RUBRIC (To be completed by the person responsible for implementing the program)

	This program: **Reading Recovery**	Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs	x			
2	duplicates services with other existing programs				x
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Observation Survey	x			
4	prioritizes the individual student's specific needs in all activities provided	x			
5	focuses primarily on improved student behavior			x	
6	focuses primarily on improved student attendance			x	
7	focuses primarily on increased academic performance	x			
8	utilizes culturally relevant instructional materials on a regular basis	x			
9	emphasizes culturally relevant practices significant to all students	x			
10	has an established a communication feedback protocol with the school day teacher	x			
11	provides regular updates to the school day teacher on student progress	x			
12	provides tutoring on a regular basis	x			
13	is very effective in supporting students' needs	x			

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	Students in this program:				
14	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
15	remain in the program all year long				x
16	are also served by other support programs			x	
17	with limited English proficiency are represented in this program	x			
18	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
19	show the greatest success when they are pulled out of class for services	x			
	Teachers in this program:				
20	are primarily made up of paraprofessionals				x
21	are primarily made up of certified teachers	x			
22	who are paraprofessionals are closely supervised by appropriately certified personnel				x
23	meet regularly as a team to coordinate student support services	x			
24	represent the ethnic/cultural backgrounds of the students they serve		x		
	Students:	>20	11-20	0-10	NA
25	are typically in classes with about _____ other students				x
26	receive, on average, about a total of __2.5__ hours per weeks of services			x	
27	receive, on average, about _2.5_ hours per week of tutoring services specifically			x	
28	receive, on average, about __2.5__ hours of services during the school day per week			x	

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29	receive, on average, about __0__ hours of services before or after school per week			x	

PART B – EVALUATION (to be completed by the person responsible for implementing the program)

1	**Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?** Reading Recovery incorporates strategies that have been identified by the National Reading Panel as being necessary for effective reading instruction including phonemic awareness, phonics, guided oral reading, comprehension, and fluency (Center for Literacy, 2016). In addition, What Works Clearinghouse gave Reading Recovery positive ratings across all four areas of Alphabetics, Fluency, Comprehension, and General Reading Achievement (What Works Clearinghouse, 2016).
2	**Does the program or strategy support the current programs or strategies being implemented in the school(s)?** Yes – Literacy Concepts. The Reading Recovery framework is based on providing an accelerated intervention program consistent with research based best practices for reading and writing development. All participating students benefit since this program aligns to the common core standards and any other site-based literacy instructional program.
3	**If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.** Sites were selected for the Reading Recovery Program based on review of data resulting in the discrepancies between white and underserved students at CORE as measured by DIBELS. We will be evaluating the current Reading Recovery schools to measure program impact. We will also analyze the current DIBELS to determine if a change is needed in placement of the Reading Recovery program.
4	**Does the program or strategy focus on students' specific needs? If so, what needs?** Yes. The hallmark of Reading Recovery is to develop intervention lessons based on individual student's literacy strengths. Clay's Observation Survey is the diagnostic assessment which is administered by trained Reading Recovery teachers which provides the basis for individual student lessons. Teachers enhance their literacy observation skills in order to analyze student reading and writing behaviors. Reading Recovery teachers use this information to design and to implement individualized daily lessons to foster significant literacy gains within a 12-20 week lesson series.
5	**Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).** Reading Recovery is a literacy intervention that provides one-on-one instruction specifically for first grade students who are identified as at risk in literacy. Students receive 30 minutes of daily individualized instruction in reading and writing for a duration of 12-20 weeks. Highly-qualified Reading Recovery trained teachers provide services to select individuals for half of

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	the school day. The Reading Recovery teacher uses the remainder of contract time in the role of literacy support to address the literacy needs of the site. Reading Recovery strategies and techniques are incorporated into supporting classroom teachers which may also include one or more of the following: providing staff development, in-class literacy instruction/modelling (whole group, small group, and individual), mentoring/coaching classroom teachers, PLC facilitators, data collection and any other literacy based needs. Based on research, the teacher may support four (4) individuals at a time and up to 40 individuals within the scope of literacy services provided that target other areas of literacy instruction.
6	**Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?** Yes, see above. Primarily the goal of Reading Recovery is to target the literacy needs of at-risk students to significantly increase their academic success. In some cases, at-risk students have the tendency to exhibit behavioral challenges and inconsistent attendance thus affecting their academic achievement. Reading Recovery teachers, classroom teachers, and parents have noted the positive behavioral changes, and for some students, an increase in their attendance, therefore, eliminating inconsistent attendance patterns as additional outcomes.
7	**Does the program or strategy utilize culturally relevant materials and/or practices?** Describe those materials and practices. The Reading Recovery program utilizes texts that have undergone a process of review and field testing by a committee of Reading Recovery educators that represent geographic, language, and culturally diverse backgrounds. Text selection criteria included the representation of ethnic, cultural, and language diversity in a way that valued all persons. In selecting texts, the teacher considers the following characteristics for individually designed lessons: reading and writing strategies, tapping into a student's prior knowledge and experiential background, and relevancy of content as the basis for fostering a student's literacy success. These practices cultivate and stimulate a student's connection to the text for the purposes of instructing the whole child. The writing component in a daily lesson is an additional extension of teaching the whole child. The most important factors are that the child composes their own message which reflects putting their own ideas into structured sentences and generates a sense of self-empowerment and ownership of the content.
8	**Does the program or strategy use a "pull-out" method**? If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned after what amount of intervention). Yes, Reading Recovery services are provided as a pull-out method where a daily individualized lesson of 30-minutes is designed for each participating student. The Observation Survey is the assessment criteria which are used to determine student selection, administered upon exiting the program which ranges from 12-20 weeks, and at the end-of-the-year. The Observation Survey consists of six subtasks: Letter Identification, Ohio Word Test, Concepts About Print, Hearing and Recording Sounds in Words, Writing Vocabulary and Text Reading. The intent is to capture a student's behaviors and knowledge-base over a wide range of observations performed in reading and writing literacy tasks. A subtask is not to be used in isolation. A raw score is obtained for each subtask which is converted into a stanine. The goal is to bring a low-achieving

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	student up to the average band of performance of their classroom. The expectation is to equip the student with literacy skills to continue working independently at or beyond this level in reading and writing. Nationally, approximately 75% of students who complete the full 12-20 week intervention can meet grade-level expectations in reading and writing.
9	**If tutoring is involved, who provides the tutoring?** How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain. Trained Reading Recovery teachers provide services. Reading Recovery is aligned to common core ELA Standards. Reading Recovery teachers work with four students for 30 minute daily lessons for a total amount of 2.5 hours of contact time. First round of students receive services within a 12-20 week time frame. After completing the full 12-20 week intervention, the first round of students are exited or discontinued. Upon completion of first round services then a second round of students are selected.
10	**Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which are most cost effective? Could the effects be strengthened if combined w/another program?** Pending an individual student's needs, there may be circumstances where the student is served with Reading Recovery in conjunction with other support programs (i.e. English Language Development, Speech, Counseling, etc.). Reading Recovery addresses literacy learning in cost-effective ways. In Reading Recovery, the long-term benefits of literacy achievement may significantly outweigh the short-term cost of instruction and teacher preparation. By intervening early, Reading Recovery reduces referrals and placements in special education, limits retention, and has lasting effects. The local cost of providing Reading Recovery services for 12 to 20 weeks will be substantially less than those for retention and special education, particularly when the majority of Reading Recovery children sustain their learning gains (Reading Recovery Council of North America, 2017).
11	**Are paraprofessional utilized?** No. Only highly qualified, certified, and trained Reading Recovery teachers are eligible to deliver services. **If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?**
12	**Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.** Yes, a large percentage of selected students recommended for Reading Recovery are identified as English Language Learners. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. SEI provides the strategies and approaches for working with ELL populations. However, in addition to an SEI

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endorsement, Reading Recovery trained teachers aim to address the complexities of instruction for students who are learning to read in English while learning the English language. Teachers conduct a deeper analysis of their Reading Recovery implementation in order to target scaffolds to best identify and meet the language and literacy needs of English Language Learners.