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**UNITED STATES DISTRICT COURT  
DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs,

v.

United States of America,

Plaintiff-Intervenor,

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

CV 74-90 TUC DCB  
(Lead Case)

Maria Mendoza, et al.,

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.,

Defendants.

CV 74-204 TUC DCB  
(Consolidated Case)

1                                   **SPECIAL MASTER’S REPORT AND RECOMMENDATION**  
2                                   **RELATING TO BUDGETARY SUPPORT FOR READING RECOVERY**

3                   **Overview**

4                   Reading Recovery is one of the strongest strategies for bringing struggling K-3 students  
5 up to grade level proficiency in reading. It is, however, very expensive involving “direct  
6 instruction” – one especially trained teacher to teach four students per semester – and “indirect  
7 instruction” by the Reading Recovery teacher to teach an average of 20 students in small groups  
8 each year.

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10                   **Analysis**

11                   Because of its high cost, it is not feasible to offer Reading Recovery to all students who  
12 need help to improve reading. Despite its costs, Reading Recovery was selected as an additional  
13 intervention at the recommendation of the Special Master and the reading specialists in the  
14 District in part because of its effectiveness and also because it is one of the few programs that can  
15 be readily targeted at African American students who are struggling readers but are integrated in  
16 schools throughout the District in relatively small numbers in each school.

17  
18                   Analysis

19                   The Mendoza plaintiffs object to the District’s practice of prioritizing African American  
20 student access to Reading Recovery. This prioritization has to do with the unique characteristics  
21 of the program and the fact that African American students districtwide trail Latino and white  
22 students in reading proficiency. Despite this prioritization, significantly more Latino students  
23 than African American students participate in Reading Recovery (four times as many – see Doc.  
24 2333). To increase the number of students who have the opportunity to participate in reading  
25 recovery, the District has added two itinerant reading recovery teachers for the current school  
26 year.  
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**CERTIFICATE OF SERVICE**

I hereby certify that on October 23, 2019, I electronically submitted the foregoing via the CM/ECF Electronic Notification System and transmittal of a Notice of Electronic Filing provided to all parties that have filed a notice of appearance in the District Court Case.

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Andrew H. Marks for  
Dr. Willis D. Hawley,  
Special Master