

Master Schedules and Focus on Early Literacy

Tucson Unified School District Elementary and K-8 principals and teachers identified the number of students in the strategic and at risk categories according to the DIBELS assessments. Students needing additional assistance were identified in grades Kindergarten through Third grade and given interventions.

The interventions utilized by Elementary and K-8 schools included: Early Intervention in Reading, Earobics, Edmark Reading Program, Elements of Reading Program, Elements of Reading, Phonics and PA, First Grade Peer Assisted Literacy, Fountas and Pinnell Leveled Interventions, Foundations, Great Leaps, Harcourt Trophies First Grade Interventions*, Kindergarten Peer Assisted Literacy, Leveled Literacy, Peer Assisted Learning Strategies (PALS), Phonics for Reading, Quick Reads, Read Naturally, Read Well, Road to the Code, Sound Partners*, SRA Early Interventions in Reading, Success for All, SuccessMaker* and Waterford Early Reading System*. (Note: The programs followed by an * are more commonly used to assist at-risk students.)

Staff provided interventions to students during the school day in a variety of formats to include: individual or small group targeted instruction, individual or small group targeted instruction with another teacher, increased opportunity to work with SuccessMaker in addition to Tier I instruction. Students benefitted most by one on one support, an increase in progress monitoring frequency, and Reading Seed support. Teacher focus on all students improved as a result of requiring teachers to specifically track their intervention data. Counselors worked one on one with students outside of the classroom, when students were so far below grade level that such intensive, direct intervention was needed to close the gap.

The MOVE ON WHEN READING end of the year report indicates that Kindergarten was the only level that showed significant progress in student early literacy skills. The other grade levels did not make the expected gains and instead fell behind the expected grade level improvement. See the chart below:

Grade Level	Oct 14	Feb 15	May 15	Oct 14	Feb 15	May 15	Oct 14	Feb 15	May 15
	Benchmark			Approaching			At Risk		
Kinder	41%	58%	64.3%	17.6%	18.13%	17%	41.4%	23.7%	18%
First	57%	51.4%	50.8%	16.4%	14%	15.1 %	26.6%	34.6%	34.1%
Second	60%	57.8%	54.5%	13%	10.7%	16%	27%	31.4%	29.4%
Third	54.2%	52.4%	51.6%	12.9%	15.1%	15.2 %	32.9%	32.5%	33.2%