December 10, 2009

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent of Schools

Subject: Reading Recovery

Attached to this memo are several items related to further explanation of the reason why full implementation is more effective for Reading Recovery and what will happen to the schools who would no longer receive Reading Recovery as part of the administrative recommendation. There are three options for your review:

- Option I: Continue serving the 23 schools with modifications.
- Option II: Reading Recovery Full Implementation at Title I schools and Non-Title I Schools.
- Option III: Serving some students in all or a majority of schools, not just the 23 schools who are currently served.

The first attachment is a one-page overview summary of the MMSD Comprehensive Literacy Model. It explains the Balanced Literacy Model used in all MMSD elementary schools. It also provides an explanation of the wrap around services to support each school through the use of an Instructional Resource Teacher as well as Tier II and Tier III interventions common in all schools.

The second attachment shows the detailed K-5 Title I Reading Curriculum Description in which MMSD uses four programs in Title I schools: Rock and Read, Reading Recovery, Apprenticeship, and Soar to Success. As part of our recommendation, professional development will be provided in all elementary schools to enable all teachers to use these programs. Beginning in Kindergarten, the four instructional interventions support and develop students' reading and writing skills in order to meet grade level proficiency with a focus on the most intensive and individualized wrap around support in Kindergarten and 1st Grade with follow up support through fifth grade. Currently these interventions are almost solely used in Title I schools.

The third attachment contains three sheets – the first for Reading Recovery Full Implementation at Title I schools, the second for No Reading Recovery – at Title I Schools, and the third for No Reading Recovery and No Title I eligibility. In this model we would intensify Reading Recovery in a limited number of schools (14 schools) and provide professional development to support teachers in providing small group interventions to struggling students.

The fourth attachment is a chart of all schools, students at risk and students with the highest probability of success in Reading Recovery for the 2009-10 school year. This chart may be used if Reading Recovery would be distributed based on student eligibility (districtwide lowest 20% of students in first grade) and school eligibility (based on the highest number of students in need per school).

Option I: Leave Reading Recovery as it currently is, in the 23 schools, but target students more strategically and make sure readiness is in place before the Reading Recovery intervention.

Option II: Reading Recovery Full Implementation in Title I and Non-Title I Schools

1. **Reading Recovery Full Implementation:** Typically, because schools do not have enough allocation to serve the full 20% of students needing Reading Recovery, the school serves the lowest 13% of the students. The data analysis distributed in last week's packet indicates that 7% of the students in this range do not exit

Reading Recovery because they need to have basic skills in place first (letter identification). In addition, other schools are serving students in the upper range (because they do not have that many low students and are a higher socioeconomic status school) and therefore, based on the data analysis, 5% of the students did not need Reading Recovery because they would have been readers regardless. Based on the data, using Kindergarten assessments (PLAA), we can predict which students to target for greatest success of the program and cost effectiveness for the district, targeting specific schools based on the larger number of students who qualify.

In full implementation, Reading Recovery teachers will start with the upper half of the lowest 20% of the students during the first round, while the lower half of the lowest 20% receives interventions for "readiness" and then that group will receive Reading Recovery during the second round of Reading Recovery and possibly in the summer. In addition, wrap around support, instructional practices, and professional development will also occur as part of the district comprehensive literacy model (see attachments). Schools will be selected in Title I and non-Title I schools based on the highest need per student count. For this report, based on current first grade students, schools with ten or more students who qualify will be selected. Some of these schools currently do not have Reading Recovery while others do have this intervention.

2. **No Reading Recovery – at Title I Eligible Schools:** In these schools, Title I services will continue for students K-5 as indicated in the first attachment. First grade students will be served using Title I teachers in small group instruction. In addition, wrap around support, instructional practices and professional development will also occur as part of the district comprehensive literacy model (see attachments).

3. **No Reading Recovery and No Title I Eligibility:** In these schools, wrap around support, instructional practices, and professional development will occur as part of the district comprehensive literacy model (see attachments).
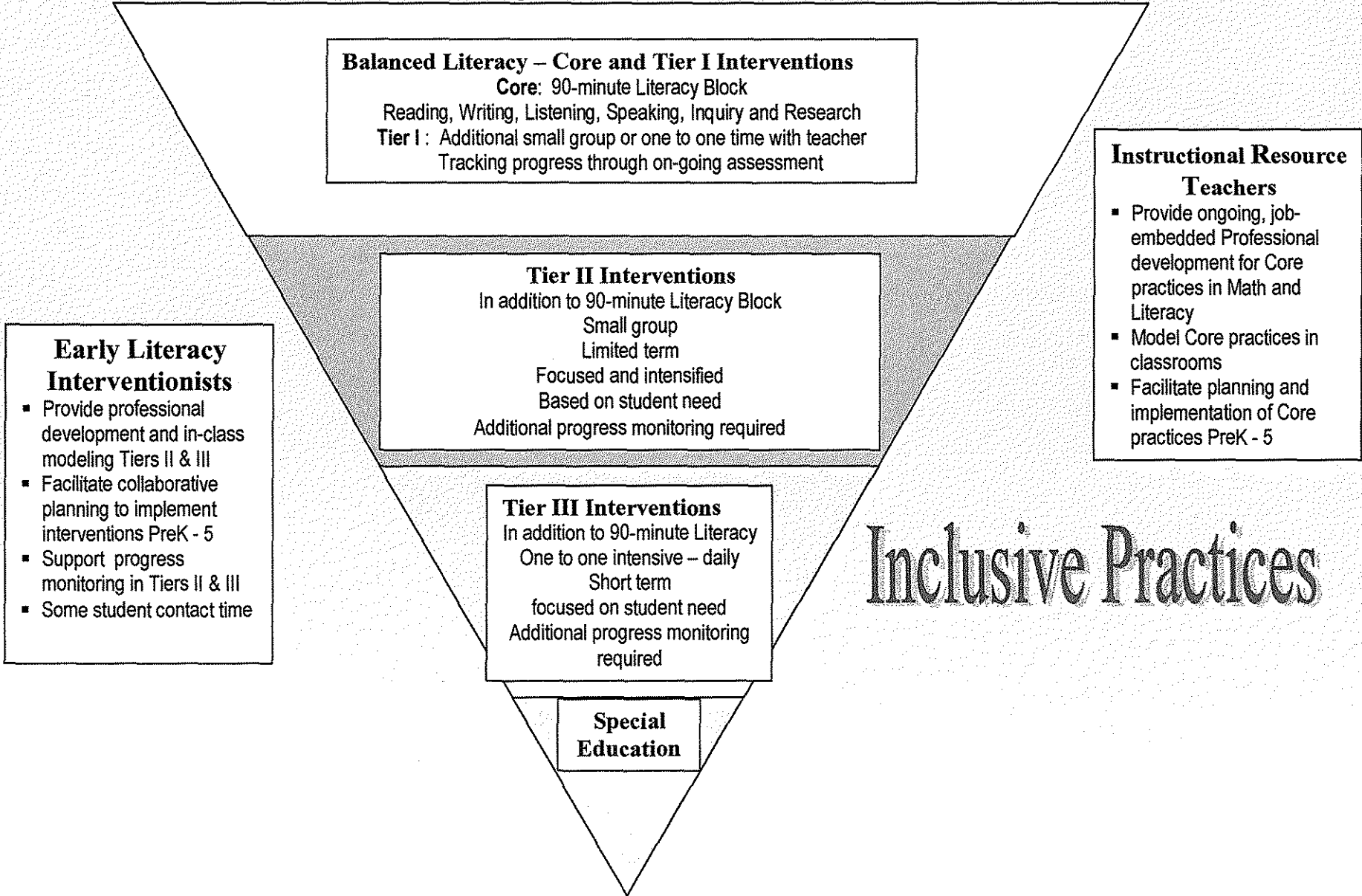
Option III: Serving some students in all or a majority of schools, not just the 23 schools who are currently served.
Another option available (see RR chart) is to use the analyzed kindergarten assessments and determine which students district wide would benefit best using Reading Recovery. In this model, Reading Recovery teachers may be assigned to either one or multiple schools depending on eligibility of students across schools. This model will serve some students in more schools, not just the 23 schools who are currently served. In this model, a decision may need to be made whether or not a Reading Recovery teacher can be assigned at a school with a low number of eligible students, if all students can not be served. In addition, teachers will need to allow for transportation time, which takes away from classroom time. Finally, collaboration with the classroom teacher may be limited.

Recommendation: The MMSD Administration recommends Option II be implemented in 2010-11 with an annual review process and a comprehensive re-evaluation due to the Board of Education by the end of the 2011-12 school year. Reading Recovery Full Implementation (1.0 FTE) at 14 schools is preferred because the number of students in need of services is predominantly greater in these schools, and collaboration and shared practices are greater among schools where a full-time Reading Recovery teacher is supporting the students and teachers in the schools. In addition, we would provide professional development in non-Reading Recovery sites and allow for the implementation of identified instructional practices in all elementary schools (see attachments). Option III may be recommended in the future, pending the outcome of the Option II review process.

MMSD COMPREHENSIVE LITERACY MODEL

Culturally Responsive Practices

Balanced Literacy – Core and Tier I Interventions
Core: 90-minute Literacy Block
Reading, Writing, Listening, Speaking, Inquiry and Research
Tier I: Additional small group or one to one time with teacher
Tracking progress through on-going assessment

Instructional Resource Teachers
- Provide ongoing, job-embedded Professional development for Core practices in Math and Literacy
- Model Core practices in classrooms
- Facilitate planning and implementation of Core practices PreK - 5

Tier II Interventions
In addition to 90-minute Literacy Block
Small group
Limited term
Focused and intensified
Based on student need
Additional progress monitoring required

Early Literacy Interventionists
- Provide professional development and in-class modeling Tiers II & III
- Facilitate collaborative planning to implement interventions PreK - 5
- Support progress monitoring in Tiers II & III
- Some student contact time

Tier III Interventions
In addition to 90-minute Literacy
One to one intensive – daily
Short term
focused on student need
Additional progress monitoring required

Inclusive Practices

Special Education

Title I Reading Curriculum Description

MMSD uses four programs in Title I: Rock and Read, Reading Recovery, Apprenticeship and Soar to Success. Professional development will be provided to enable all teachers to use these programs. Beginning in Kindergarten, the four instructional interventions support and develop students' reading and writing skills in order to meet grade level proficiency with a focus on the most intensive and individualized wrap around support in Kindergarten and 1st Grade.

Rock and Read
Kindergarten (Group size: 1-2 students)
The teacher meets with one or two students daily for 15-20 minutes with instruction focused on phonological awareness, oral language development, alphabet knowledge, concepts about print and story enjoyment. The teacher selects book for reading aloud to engage the children in conversation about the stories with a focus on extending knowledge about how print works. The students actively engage in listening to stories, playing with language, searching pictures and print, extending vocabulary and learning concepts about print. The children have the opportunity to engage in writing. Early in the year, children learn how to write their names and to form letters. Later, they learn to write short text using developing letter/sound knowledge. During second semester, many Rock and Read students are introduced to "little books" and the routine of guided reading to learn to read emergent texts. Teachers observe children and document student learning using this information to guide selection of the read-aloud books, book conversation and teaching points for letter and word work.

Reading Recovery
1st Grade (Group size: 1 student)
Reading recovery is an early intervention program for students who have exhibited the very lowest literacy skills in first grade. Reading Recovery provides an accelerated learning environment for students requiring more time and more specialized programming. Working one on one with a Reading Recovery teacher, the goal is to develop within students effective strategies for reading and writing to reach average levels of classroom performance in 12 to 20 weeks. It is designed to work in collaboration with good classroom instruction. Reading Recovery teachers work with first grade teachers to ensure that students receive a "double dose" of guided reading daily. The reading achievement goal for each Reading Recovery student is to move up at least one text reading level (TRL) every two weeks.

Apprenticeship
Grades 2-3 (Group size: 3-5 students)
The teacher, trained in the Apprenticeship Literacy Model, meets with three to five students daily for 45 minutes. The lessons provide opportunities for daily reading, writing, oral language opportunities and word work. Teachers work collaboratively to provide students with additional focused instructional time based on student need. Teachers guide the selection of materials and determine the lesson focus based on student need.

Soar to Success
Grades 3-5 (Group size: 5-7 students)
The teacher, trained in Houghton Mifflin's *Soar to Success* program, meets daily for 40-45 minute lessons with a group of 5-7 students. *Soar to Success* uses authentic literature, reciprocal reading strategies (predicting, questioning, clarifying and summarizing) and graphic organizers to scaffold and accelerate students' reading growth. Teachers move students toward independence in fast-paced lessons, following a consistent lesson format. Lessons incorporate interactive dialogue between the teacher and students. The teacher and students take turns facilitating discussion and modeling the four strategies after reading a portion of the text.

Reading Recovery
Full Implementation
(Possibly 14 Schools will qualify based on this year's qualified first grade students,
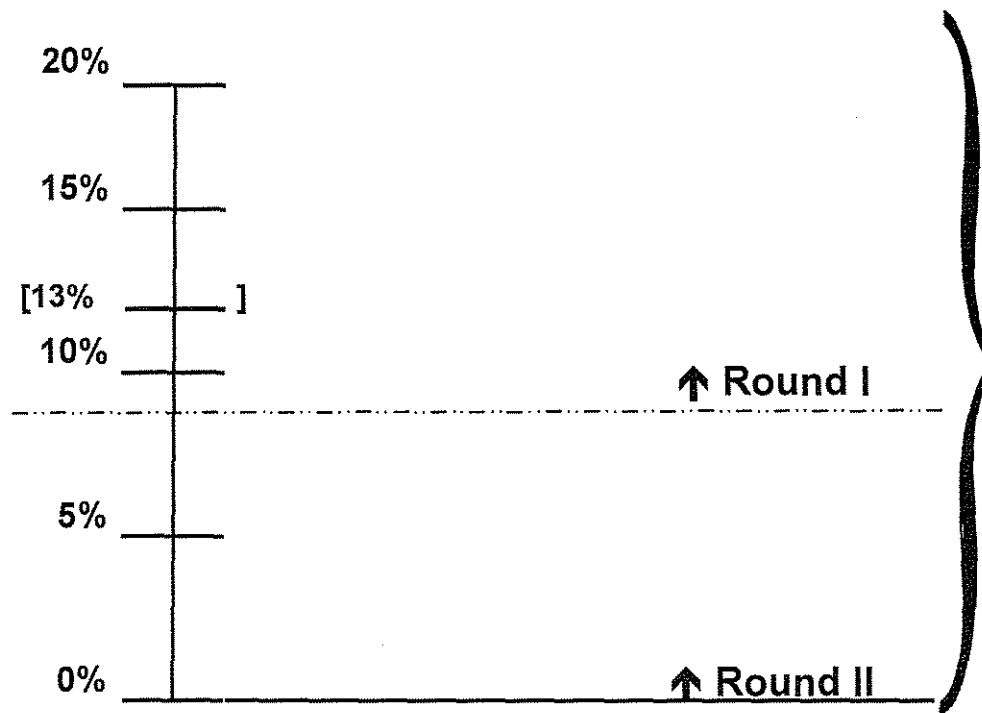*serving schools with 10 or more students who qualify.)*

Round I
20 weeks

Typical cut off without full
Implementation

Round II
14 weeks

Pre-Teach
Skills Needed

Summer School
Recommended

6 weeks

20%

15%

[13%   ]

10%

5%

0%

↑ **Round I**

↑ **Round II**

+   Lowest Performing 1st Graders

Comprehensive
Literacy Support

Wrap-Around Support
- Reading Recovery
- Title I Teacher if Title I
  School
- Classroom Teacher
- School IRT
- District IRT

Instructional Practices
- K: Rock N Read
- 1: Reading Recovery
- 2-2: Apprenticeship
- 4-5: Soar to Success

Professional Development
- School-based
- District-based
- Extended Learning
  Summer School (ELSS)
- IRT Professional
  Development

No Reading Recovery
Implementation at Title I Schools
(Possibly 6 Schools who currently receive RR will be without:
Emerson, Hawthorne, Lincoln, Lowell, ORE, Sandburg)

Comprehensive
Literacy Support

Wrap-Around Support
- Title I Teacher
- Classroom Teacher
- School IRT
- District IRT

Instructional Practices-Title I Teacher
- K: Rock N Read
- 2 -3: Apprenticeship
- 4-5: Soar to Success

Professional Development
- School-based
- District-based
- Extended Learning Summer School (ELSS)
- IRT Professional

No Reading Recovery and No Title I Implementation
(Possibly 4 Schools who currently have RR will be without: Chávez, Lapham, Muir, and Stephens)

Comprehensive Literacy Support

Wrap-Around Support
- Classroom Teacher
- School IRT
- District IRT

Instructional Practices-Classroom Teacher Trained by the IRT
- K: Rock N Read
- 2 -3: Apprenticeship
- 4-5: Soar to Success

Professional Development
- School-based
- District-based
- Extended Learning Summer School (ELSS)
- IRT Professional Development

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Students (current year)												
2	Information available right before school started												
3	Grade 1 Students had a probability calculated estimating probability of proficiency at the end of Grade 1												
4	349 students were identified as being 'at risk' for not being proficient at the end of Grade 1												
5	A formula was then applied to these students indicating a probability for success in Reading Recovery												
6	Green highlighted schools are recommended for RR support based on this year's												
7	first grade students, which is subject to change in the spring after the Kindergarten Screener.												
8	School Name	# Total Students At Risk 2009-10	% At Risk Total 2009-10	# Students (263) with Highest Probability of Success RR 2009-10	% At Risk w High Prob Succ RR 2009-10	3rd Friday Grade 1 Count 2009-10 Count	% Poverty 2009-10	Below Prof Grade 3 WKCE 2008-09	Actual Success Rate 2008-09 RR	# Students Served 2008-09	3rd Friday Grade 1 Count 2008-09 Count	Pct Served RR 2008-09	Diff J-D
9	Allis Elementary	19	27%	14	20%	71	74%	36%	47%	17	56	30%	3
10	Chavez Elementary	11	11%	7	7%	104	25%	17%	38%	8	105	8%	1
11	Crestwood Elementary	15	19%	14	17%	81	38%	17%	63%	8	69	12%	-6
12	Elvehjem Elementary	7	9%	7	9%	78	32%	27%	38%	8	73	11%	1
13	Emerson Elementary	12	27%	8	18%	45	75%	39%	0%	7	52	13%	-1
14	Falk Elementary	18	28%	13	20%	64	68%	45%	18%	17	59	29%	4
15	Franklin Elementary	18	17%	16	15%	107	21%	20%	13%	8	138	6%	-8
16	Glendale Elementary	14	24%	10	17%	58	83%	51%	38%	8	80	10%	-2
17	Gompers Elementary	8	21%	6	16%	38	45%	33%		0	42	0%	-6
18	Hawthorne Elementary	8	13%	3	5%	61	70%	31%	38%	16	52	31%	13
19	Huegel Elementary	22	31%	10	14%	71	46%	21%	0%	9	55	16%	-1
20	Kennedy Elementary	3	3%	3	3%	96	26%	15%	50%	8	106	8%	5
21	Lake View Elementary	12	20%	12	20%	59	64%	46%	50%	8	42	19%	-4
22	Lapham Elementary	8	10%	7	9%	79	28%	7%		0	74	0%	-7
23	Leopold Elementary	15	15%	11	11%	103	68%	44%	54%	24	130	18%	13
24	Lincoln Elementary	3	38%	2	25%	8	72%	57%		0	8	0%	-2
25	Lindbergh Elementary	15	36%	11	26%	42	76%	30%	50%	8	30	27%	-3
26	Lowell Elementary	7	12%	7	12%	59	53%	38%	58%	12	50	24%	5
27	Mendota Elementary	20	38%	16	30%	53	74%	43%	77%	13	56	23%	-3
28	Midvale Elementary	18	14%	12	9%	129	65%	57%	72%	18	111	16%	6
29	Muir Elementary	9	14%	8	12%	66	38%	20%	50%	8	58	14%	0
30	Nuestro Mundo Elementary	4	8%	1	2%	50	61%	50%		0	41	0%	-1
31	Olson Elementary	21	28%	18	24%	74	34%	30%	33%	8	55	15%	-10
32	Orchard Ridge Elementary	6	15%	5	13%	39	58%	35%	11%	9	48	19%	4
33	Sandburg Elementary	7	13%	0	0%	53	68%	31%	38%	8	58	14%	8
34	Schenk Elementary	16	22%	12	16%	73	66%	26%	38%	16	73	22%	4
35	Shorewood Elementary	2	3%	2	3%	76	34%	7%		0	81	0%	-2
36	Stephens Elementary	8	14%	8	14%	58	26%	10%	50%	8	82	10%	0
37	Thoreau Elementary	16	26%	14	23%	61	52%	35%	25%	8	55	15%	-6
38	Van Hise Elementary	7	13%	6	11%	53	21%	13%		0	52	0%	-6
39	Grand Total	349	17%	263	13%	2009	49%	29%	42%	262	1991	13%	-1
40				14 RR Schools									
41	Notes:												
42	20 students did not have a letter id score. A probabiliy of												
43	success in RR could not be calculated.												