

## Early Childhood Summer Intensive Reading Program Pilot

The **Early Childhood Intensive Reading Summer Program** is a reduced class-size intervention model that provides intensive, programmatic reading interventions to kindergarten or 1<sup>st</sup> grade students who show signs of difficulty with phonemic awareness, phonics and/or fluency.

The student group includes general education students and students with disabilities, 20 students in each class:

- 12 general education students
- 8 students with disabilities

Each class is led by two teachers:

- one general education or speech teacher
- one special education teacher who is a centrally funded IEP teacher.

Students will attend school for 4 hours, four days a week, for six weeks. Teachers will be in session for six hours and use the remainder of the school day to assess student work, review student data to plan, participate in professional development and provide feedback on course content, curriculum and instructional model for school year implementation. All teachers will attend three days of professional development before students arrive and additional PD throughout the summer. (IEP teachers have already received extensive training in the planned literacy interventions and will support partner teachers in classroom implementation.)

The reading interventions that teachers will use are Sounds Sensible and S.P.I.R.E. (Specialized Program Individualized Reading Excellence). These programs are research-based, and designed to address the early foundational literacy skills missing for struggling readers. Teachers will collect benchmark data and monitor student progress using Acadience (formerly known as DIBELS, or Dynamic Indicator of Basic Early Literacy Skills). The Passport Social Studies Curriculum will provide an opportunity for project-based learning with age-appropriate writing work.

All of the pilot schools have a high need for literacy intervention, based on ELA test scores in the later grades. The schools are using shared criteria to identify students who have a documented reading deficit, as evidenced by scores on tests such as the WIAT-III, whether they have disability that decreases access to text, and classroom teacher assessment. Schools are encouraged to incorporate other information, such as the results from other formal or informal diagnostic assessments, into their decision to include a student in the summer class.

### Student Criteria

The proposed **Early Childhood Intensive Reading Program for Summer School** is an intensive reading intervention program for kindergarten and first grade students, both with and without IEPs, who show signs of difficulty with phonemic awareness, phonics and/or fluency. The class size conforms to the guidelines in the table below.

Grade Level	Student:Teacher Ratio	Students w/LD or SLI per Class	Typically Developing Students (GE Only) per Class
K-1st grade	20:2	Up to 8	Up to 12

The program is designed to address early foundational literacy skills and provide the explicit and systematic instruction needed to help students improve their reading skills.

The student selection process should include multiple performance indicators and is guided by the following criteria. Prior to submitting student’s names, principals, teachers, and support staff should work collaboratively to analyze assessment data, student records, and overall fit for the program. Considerations should be made using the following:

1. Reading readiness skills
  2. Teacher recommendations based on student’s skill level
  3. Student’s scores from psycho-educational testing (WIAT-III – Early Reading Skills subtests; verbal comprehension; pre-reading skills (letter sounds, etc.)
  4. Diagnostic assessments (Standardized/informal)
  5. Student retention
  6. Other assessments (where applicable-i.e. progress monitoring)
  7. Information should be provided on interventions that students have previously received
    - a. Intervention program
    - b. Duration
    - c. Outcome of intervention
- ★ Where student’s profiles are similar, teachers can select students based on other factors, such as working memory, lack of self-correcting, or initiating problem solving.
  - ★ Schools should consider students’ academic and behavioral needs in order to ensure classes are appropriately balanced, so that all students receive adequate support.

Please review the chart below as you select students for the program. The guidance/notes column should be used to assist you in making suitable determinations.

ASSESSMENT	SCORE/OUTCOME	GUIDANCE/NOTES
WIAT-III	<ul style="list-style-type: none"> <li>• Scores below grade appropriate expectations</li> <li>• Scores Low or Below Average on Early Reading Skills subtest</li> </ul>	
Independent Reading Levels	<ul style="list-style-type: none"> <li>• Scores below grade appropriate expectations</li> </ul>	<ul style="list-style-type: none"> <li>★ Below grade level expectations for end of year benchmark</li> </ul>
Diagnostic Assessments	<ul style="list-style-type: none"> <li>• Teacher observation results</li> <li>• Concepts of print awareness</li> <li>• Phonemic Awareness assessment</li> <li>• Phonics inventory</li> <li>• Running records/miscue analysis</li> </ul>	<ul style="list-style-type: none"> <li>★ Student is performing below grade level expectations</li> </ul>

<b>(Standardized/Informal)</b>	<ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Writing samples</li> <li>• Teacher daily observations</li> <li>• Fluency/comprehension</li> <li>• Checklist of decoding strategies</li> <li>• Specific school based diagnostic assessments</li> </ul>	
<b>Progress Monitoring Assessments</b>	<ul style="list-style-type: none"> <li>• Results of ongoing progress monitoring for individual students</li> </ul>	★ Information must be provided on results of progress monitoring assessment in relation to the expected benchmark
<b>Retention</b>	<ul style="list-style-type: none"> <li>• Retained at least once</li> <li>• Student with promotion in doubt at any time during the school year – school believes student may be at risk of promotion as per grade level standards</li> </ul>	★ This is just one consideration, students do not need to have been retained in order to participate
<b>Student Work Habits</b>	<ul style="list-style-type: none"> <li>• Have difficulty managing and monitoring own behavior</li> <li>• Self-regulation strategies</li> <li>• Have difficulty sustaining attention and time on a task</li> </ul>	
<b>Speech and Language (if applicable)</b>	<ul style="list-style-type: none"> <li>• Receiving speech and language therapy one or more times a week</li> </ul>	

## Summer 2019 Sites

Summer Building	Participating Schools in Building	# of Classes in Building
09X028	09X028	2
	09X163	
09X064	09X070	1
09X114	09X114	1
14K250	14K023	1
	14K414	
14K257	14K120	2
	14K196	
	14K257	
	14K380	
19K306	19K202	1
	19K306	
19K328	19K013	1
19K346	19K346	1



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