



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable the Members of the Board of Regents

FROM: Lawrence C. Gloeckler 

COMMITTEE: Vocational and Educational Services for Individuals with Disabilities

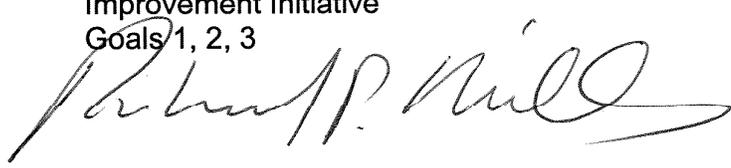
TITLE OF ITEM: VESID Reading and Math Improvement Initiative

DATE OF SUBMISSION: November 27, 2001

PROPOSED HANDLING: Discussion

RATIONALE FOR ITEM: Update on the status of the VESID Reading and Math Improvement Initiative

STRATEGIC GOAL: Goals 1, 2, 3

AUTHORIZATION(S): 

SUMMARY:

The Reading and Math Improvement Initiative is a coordinated statewide effort leading to the long term systemic changes that are needed to close the gaps in reading and math performance between students with disabilities and their nondisabled peers. To ensure that students with disabilities have access to and are progressing in the general education curriculum and are on track for meeting the higher learning standards, the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) began the Reading and Math Improvement Initiative in 1997-98 to assist both students with disabilities and general education students to improve their performance from the earliest grade levels. This report describes the implementation process and summarizes the current status of this initiative using evaluative data collected from the 37 school districts participating in the Reading and Math Improvement Initiative.

VESID's Reading and Math Improvement Initiative

Executive Summary

The Reading and Math Improvement Initiative, which began in 1997-1998, is a coordinated statewide effort leading to the long term systemic changes that are needed to close the gap in reading and math performance between students with disabilities and their nondisabled peers. The focus is on systematically improving the instruction in reading and math for general and special education students in participating districts, including the four large cities and 33 additional districts in eight BOCES regions.

The major strategies include:

- Focus on developing early literacy skills among grades K-5 to increase student academic performance and forestall unnecessary referrals to special education;
- Assist participating districts with systems improvements including development of instructional leadership, establishment of comprehensive districtwide reading policies, and alignment of curriculum and instruction to the learning standards;
- Assist general and special education classroom teachers with implementation of instructional methods that are research based and emphasize a balanced approach to reading and use of differentiated instruction;
- Provide technical assistance and support through a statewide Technical Assistance Center established at the Research Foundation at the State University College at Buffalo, a network of regional consortium leaders and partnerships with institutions of higher education.

Data are pending for some of the districts; of those which have completed submission, 25 have made significant gains in student performance. Each district has a unique plan for improvement and latitude in selecting the materials and programs to be used for teaching reading and language arts. There is not a single measure of progress. However, of the 111 buildings that were involved, 18 were included in SED's list of 413 most improved schools during the past two years on the elementary English Language Arts assessment. These most improved buildings were located in 12 of the 37 districts (32 percent).

Lessons learned from the experiences with these districts are directly applicable to the implementation of SED's Reading Excellence Act and VESID's State Improvement Grant. VESID is working closely with the Office of Elementary, Middle, Secondary and Continuing Education to share this information and assist with other similar initiatives.

VESID's Reading and Math Improvement Initiative

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) began the Reading and Math Improvement Initiative in 1997 in response to the challenge of closing the gap between the performance of students with disabilities and their nondisabled peers in reading and math. This initiative assists both students with disabilities and general education students in improving reading and math skills. It is closely aligned with and supports the State Education Department's (SED) effort to bring a research-based approach to the teaching of reading to all students in New York State as outlined during SED's Reading Symposium of 1998.

The Reading and Math Improvement Initiative provides targeted technical assistance to identified districts to bring research-based practices into the classroom. The focus is on systematically improving the instruction in reading and math for all students in the 37 participating districts. By improving instruction beginning at the earliest grade levels, it is anticipated that student academic performance will increase and unnecessary referrals to special education will decrease. The following parameters frame school district participation in VESID's reading and math initiative:

- district participation is voluntary;
- improvement efforts are focused on increased achievement in reading and math;
- the project must benefit both general and special education teachers and students;
- activities must be conducted in collaboration with institutions of higher education;
- individual district interventions must apply research-based principles of effective practices;
- regional plans result from data-based regional planning and are reached by consensus;
- project evaluation includes measurement of student outcomes; and
- staff development is based on student needs and grounded in research.

Statewide Reading and Math Technical Assistance Center

To support participating school districts in the identification of methods to bring research into their instructional practices, a statewide Technical Assistance Center (TAC) was established at the Research Foundation at the State University College at Buffalo. The TAC coordinates statewide efforts to improve reading and math performance using research-based interventions; manages the network of four large city school districts and eight regional reading and math consortia; supports the network in providing technical assistance to participating local school districts; and conducts centralized data collection and analysis. The three major data bases maintained are student outcome data for reading and math; student demographic data; and staff development data.

Participating School Districts

The initiative began in 1997-98 with the four large cities of Buffalo, Rochester, Syracuse and Yonkers. To expand the initiative to additional school districts, data were used to identify 33 school districts most in need of external resources to improve student reading and math performance. These school districts were invited to submit proposals based on the strategic planning process (page 3) and began activities in 1998-99.

To facilitate the provision of support and resource planning, consortia were formed of participating schools within their BOCES region. The consortium leader is a BOCES staff person assigned by the District Superintendent to assist participating schools within the BOCES to design and carry out instructional improvement strategies. School district plans use different interventions, targeting all grades or only elementary grades, districtwide activities or activities in certain buildings. Altogether there are 111 buildings affected directly by the project activities, with a potential impact of more than 22,000 students.

The unique structure and size of the New York City School system necessitated a different planning process to identify appropriate schools and ensure that there would be sufficient support for implementing improvement activities. Various strategies were used, including a Request for Proposal, to identify sources of expertise to address identified needs. Three institutions, Bank Street, Lehman and Queens Colleges will be partners with participating schools on selected topics. The Technical Assistance Center at SUC Buffalo will supplement and coordinate the activities of these local institutions and schools with the statewide effort. With these assets in place, New York City is now ready to begin reading and math improvement activities in 2001-2002 at four community school districts in New York City (2, 10, 28 and 75).

District Needs

Each school district faced enormous challenges. Data, both special education and general education, indicated that student performance in these districts was significantly below expectations. Sixty-two percent were identified as high-need/low-resource districts. The districts identified as average need had student performance significantly below expectations.

In addition to low student performance, these districts faced numerous systemic issues that impacted their ability to improve results. Among these challenges were the minimal experience they had regarding evaluation; data collection and analysis; strategic planning; identifying clear, measurable goals; and establishing interim assessments for grades kindergarten, one, two, three, five, six and seven that are aligned to the learning standards. Additionally, districts had few resources to align curriculum and instruction to the learning standards or provide intensive staff development based on student needs. These challenges made it difficult for school leaders to focus on instructional leadership.

Most of these districts did not have in place a comprehensive research-based, commonly understood approach to the teaching of reading. Without this framework, the districts struggled with implementation of a sound literacy program to guide program planning, instruction, resources and services to ensure reading success. Therefore, students were often exposed to a variety of methods for the teaching of reading and there were inconsistent expectations between and across grade levels regarding student performance. As a result, students were not being identified early for remediation. Attachment 1 provides additional information regarding challenges faced by the school districts.

Funding

VESID targeted Individuals with Disabilities Education Act (IDEA) discretionary funds to support the initiative. A commitment was made to provide funding for a five-year period because outcomes were targeted not only to improve individual student results, but also to build each school district's internal capacity to continue to provide a research-based approach to reading for all students beyond the life of the initiative. Each consortium and the four large cities received from \$125,000 to \$250,000 annually to hire a coordinator, provide professional development activities on evidence-based reading approaches, purchase materials and interim assessments, align curriculum to the standards and establish linkages with institutions of higher education. Attachment 2 lists the districts and their partnering institutions of higher education.

Regional Reading and Math Improvement Planning

Each BOCES-led consortium and large city school district developed a regional reading and/or math improvement plan based on local needs and identified how the IDEA resources would be used to meet those needs. Although the primary focus was on reading, 15 school districts included math in their planning process. School districts were required to develop a comprehensive strategic plan that included:

- specific, measurable goals based on student performance of an identified student population;
- ongoing assessment to monitor the effectiveness of the interventions by measuring changes in student achievement;
- a summary of the previous year's student performance data;
- an explanation of how these programs and initiatives can be "braided" together with other initiatives to improve reading and math performance of students with disabilities, other at-risk populations and students in general education;
- strategic planning for systematic expansion of each district's improvement efforts;
- identification of opportunities to collaborate with institutions of higher education; and
- a detailed budget indicating needs for resources to make changes.

To support this planning effort, VESID staff visited sites on numerous occasions to assist school district teams. These visits were helpful in shaping a common understanding of what a district policy on the teaching of reading should be and improving VESID assistance to districts in subsequent visits.

Research-based Interventions

District specific interventions and staff development activities had to be supported by evidence-based research on reading, as described by the National Institute for Child Health and Development (NICHD). The NICHD has concluded that the most credible solution to reducing reading failure is a balance between "literature-based instruction and systematic and explicit instruction in phonological awareness, phonics and other processes underlying word recognition skills."¹ In other words, reading is a complex task of deriving meaning from print that requires the following six essential components in a research-based approach:

- skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- ability to decode unfamiliar words;
- ability to read fluently;
- sufficient background knowledge and vocabulary to foster reading comprehension;
- development of appropriate, active strategies to construct meaning from print; and
- development and maintenance of a motivation to read.

Although districts were asked to use this research as the basis for improvement efforts, they had latitude in selecting the materials and programs to be used for the teaching of reading and language arts. Attachment 3 demonstrates the wide variety of approaches being taken, the complexity of the change process and the most positive results that are currently evident.

Strategies for the improvement of math instruction are less well defined. While there is a growing consensus among reading educators and researchers about early literacy, no such consensus is evident in the research regarding math instruction. Reports from the Third International Mathematics and Science Study (TIMSS) and the Glenn Commission Report point to the direction of a solution for math performance: "the most direct route to improving mathematics and science achievement for all students is better mathematics and science teaching."² Based upon this available research, districts were encouraged to align their curriculum and instruction (K-12) to the math learning standards and provide intensive staff development and mentoring in math instruction to improve teacher skills in math.

¹ Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge MA: MIT Press.

² ED Pubs. (11/02/2000). *Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century* [The Glenn Commission Report].

A related requirement for districts was to establish a partnership with an institution of higher education. The intent was to ensure that districts have access to analyses of research on effective practices and to benefit from the pedagogical expertise of college and university faculty members. Staff from colleges and universities came into classrooms of the targeted schools on a regular basis to work with general education and special education teachers, provide support and model lessons. This expertise has fulfilled one of the greatest needs at the district level -- development of general and special education teacher knowledge and skills about the research-based approach to reading. The expectation was that this skill development would prevent unnecessary referrals to special education and ensure a greater rate of student progress in general and special education. Staff development activities have included job embedded, sustained support experiences. The focus of staff development is to create within schools, districts and consortia, communities of learners who are there to support and learn from each other.

Examples of Outcomes

Data are pending from some of the districts in the initiative. Of those who have completed submission of their data, 25 have made significant gains in student performance. For example, SED has identified 413 schools as most improved on the elementary English Language Arts assessment for 2001; 12 of the Reading and Math Improvement districts had a total of 18 buildings among those identified by SED as most improved. Some districts in the initiative have made incremental progress and others have not met their goals. Analysis of the remaining district data will be completed by the end of December 2001. VESID staff will be working intensively with these districts to analyze their data and make mid-course corrections in their planning and implementation.

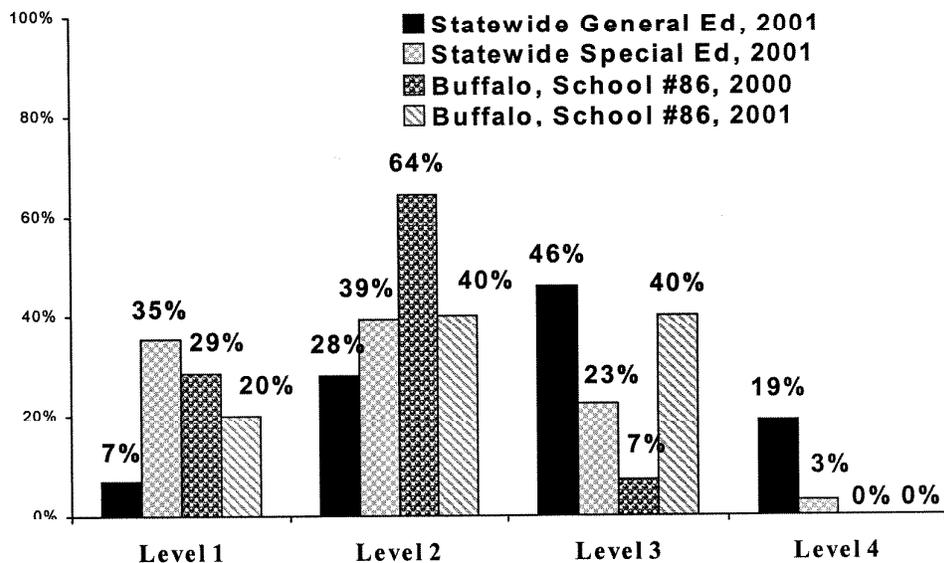
The number of students who participated in this initiative primarily included those in grade levels K-5, of whom 19,261 students were in general education and 2,918 students in special education. General education students included many who were at-risk of reading failure and/or referral to special education. Progress was measured through a variety of instruments including the Early Literacy Profile (ELP), Terra Nova and the fourth grade assessments in English Language Arts and Math. Listed below are highlights of the positive outcomes from the 2000-01 annual report for the four large city school districts and regional consortia. More detailed information regarding student outcomes is provided in Attachment 3.

- Large Cities: Students from the Buffalo and Yonkers City School Districts made the most significant improvement. In the Yonkers City School District, the Paideia and P.A. Dichiario Schools were identified as two of the most improved schools by SED in 2001 on the elementary English Language Arts (ELA) assessment. In these two schools, student results showed an increase of 41 percentage points and 25 percentage points, respectively, at levels 3 and 4.

Additionally, in the Reading and Math Initiative schools in the Buffalo City School District, the instructional approach shifted from a Learning Styles program to a research-based reading program. Following this mid-course correction, assessment results indicated student achievement increased significantly in reading and math in schools 59 and 86. These student results exceeded the citywide average performance at level 3 and above on the elementary ELA assessment by 1.8 percentage points and 4.3 percentage points, respectively.

Charted below are the results for students with disabilities from Buffalo City School 86 on the elementary ELA assessment for 2000 and 2001. Students with disabilities at School 86 achieved substantial gains on the elementary ELA assessment from 2000 to 2001. In 2001, 40 percent scored at levels 3 and 4, showing an increase of 33 percentage points. The results for students with disabilities at School 86 exceeded the statewide mean for students with disabilities by 14 percentage points.

Special Education Students at Buffalo School 86 Elementary English Language Arts Assessment, 2001



- Broome-Tioga:** Whitney Point students achieving levels 3 and 4 on the elementary ELA increased from 59 percentage points to 67 percentage points in 2001. On the Terra Nova assessment, Chenango Forks' second graders showed an increase of 13 percentage points in their reading skills since entering the project as kindergartners two years ago.

- Cattaraugus/Allegany: Two Cuba-Rushford elementary schools are on the SED list of most improved schools for 2001. Cuba Elementary School showed an increase of 26 percentage points over 1999 in the number of students meeting the State standard on the elementary ELA. Special education students at Cattaraugus-Little Valley exceeded the statewide average for special education students meeting the State standard by almost four percentage points on the elementary ELA.
- Eastern Suffolk: Two Longwood elementary schools, Coram and Ridge, are included on the SED list of most improved schools for 2001 on the elementary ELA. South Country is making steady progress in the number of students achieving levels 3 or 4 on the elementary ELA. It is only one percentage point below the statewide average of 56.8 percent for urban/suburban high need districts.
- Franklin-Essex: Brushton-Moira and Salmon River showed 34 and 39 percentage point increases, respectively, in elementary math results over last year. Both are on the SED listing of most improved schools for elementary mathematics. One of Malone Central School's elementary schools, Davis, appears on the most recent SED listing of most improved schools on the elementary ELA.
- Nassau: In West Hempstead, 90 percent of all 1st and 2nd graders reached level 3 in reading and writing skills on the Early Literacy Profile. The proportion of students scoring at level 3 or 4 on the elementary ELA at Maurice W. Downing increased 26.9 percentage points between 1999 and 2001.
- Onondaga-Cortland-Madison: The proportion of all students scoring at levels 3 and 4 on the elementary ELA at F.E. Smith School in the Cortland City School District increased 30 percentage points. Results from DeRuyter Central School District on the Early Literacy Profile indicated that student performance in grades 2-4 increased 50 percentage points or more in reading and 62 percentage points or more in writing skills. DeRuyter students scoring at levels 3 or 4 on the elementary ELA increased 30 percentage points since 1999. In the Marathon Central School District, 75 percent of all students scored at levels 3 and 4 on the elementary math assessment, an increase of 13 percentage points.
- Orange-Ulster: Two Pine Bush Central elementary schools, E.J. Russell and Pakanasink, are included in the SED list of most improved schools for the elementary ELA. At Pakanasink Elementary School, 86 percent of all students scored at levels 3 and 4 on the elementary ELA. Maybrook Elementary School, from the Valley Central School District, is included on the list of most improved schools for 2001 on the elementary ELA.

- Sullivan: Liberty Elementary School is included on the list of most improved schools for 2001. In the Fallsburg Central School District, almost 75 percent of students in the grades 1 and 2 Reading Recovery Program were discontinued due to their overall improvement in reading.

Challenges and Next Steps

VESID has learned a great deal from the experiences of working with these districts. Attachment 1 provides examples of challenges that school districts faced and recommendations that came from the experience of addressing the needs of the participating districts. These recommendations provide some guidance in managing similar large-scale grants or change initiatives. We anticipate that they will be directly applicable to the implementation of SED's Reading Excellence Act (REA) and VESID's State Improvement Grant.

The eight regional consortia began their third year of participation in September 2001, while the four large cities of Buffalo, Rochester, Syracuse and Yonkers started their fifth year. The leadership from each of these sites, including 80 district administrators, principals and teaching staff, came together for the "Lead to Read" conference in October. The group identified ways SED could support their leadership efforts to implement research-based practices including access to models for mentoring staff; information on best practices; support to develop and use data for assessing and tracking student progress; and access to resources to assist in staff development, particularly continued support from partnerships with higher education. VESID is focused on addressing the issues from the conference, maintaining gains and continuing to build capacity after the initiative through:

- Expansion of the Reading and Math Improvement Initiative. In November 2001, VESID awarded grants to Community School Districts 2, 10, 28 and 75 in New York City. Planning for this initiative will be aligned with New York City's Reading Excellence Act and other reading initiatives in the district.
- Collaboration with the Office of Elementary, Middle, Secondary and Continuing Education (EMSC). VESID worked with EMSC to ensure that this initiative complemented the REA application. Districts identified as REA districts will have a smooth transition to the new funding source.
- Identification of participating districts eligible for assistance through the State Improvement Grant. Seven districts will participate in the State Improvement Grant, which targets professional development and will receive support and technical assistance to continue capacity building.
- Encouraging school districts to use existing planning structures (Comprehensive District Education Plan, Special Education Quality Assurance Improvement Plan, Title 1 Initiatives, Schools Under Registration Review and/ School Improvement efforts) to continue these efforts.

LEARNINGS FROM THE READING AND MATH INITIATIVE

EVALUATION

CHALLENGES	RECOMMENDATIONS
<p><u>COLLECTING DATA</u> Some school districts did not have mechanisms and staff to collect and organize data.</p>	<ul style="list-style-type: none"> • Provide training to school districts on what and how to collect data. • Have school districts identify staff that will be responsible for submitting and collecting data. • Include data contacts from each district in evaluation training sessions. • Where possible, develop SED forms to collect data on a local level.
<p><u>USING DATA</u> Some school districts did not know how to analyze and interpret data.</p>	<ul style="list-style-type: none"> • Provide training to school districts on how to effectively use data to guide sound decision-making and improve instruction. • Provide on-site technical assistance to school districts on data analysis and interpretation as they amend or write the next plan in the grant cycle.
<p><u>ASSESSMENTS</u> Some school districts did not know how to select appropriate assessments to evaluate results. Additionally, some districts chose numerous assessments that can be difficult to manage.</p>	<ul style="list-style-type: none"> • Assist districts in selecting appropriate assessment tools to measure outcomes of the project. • Require that all students, including students with disabilities, participate in all grants and initiatives that focus on improving student achievement in reading and math.
<p><u>CLEAR, MEASURABLE GOALS</u> Some goals in the district plans were not measurable, did not focus on student achievement and were not aligned to the learning standards.</p>	<ul style="list-style-type: none"> • Provide technical assistance regarding the goal development process. • Provide model goal statements as samples for their development. • Ensure that school district staff have received copies of the learning standards and associated technical assistance documents. • Ensure that school district staff receive training in the learning standards.

LEARNINGS FROM THE READING AND MATH INITIATIVE

PLANNING AND MANAGEMENT

CHALLENGES	RECOMMENDATIONS
<p><u>TECHNICAL ASSISTANCE</u> Some school districts need ongoing, long-term technical assistance.</p>	<ul style="list-style-type: none"> • Hold regular statewide meetings to train all staff in the project and address broad areas that are a challenge to districts. • Provide on-site assistance, as needed, to school districts to address district specific issues. • Provide training early in the process on topics such as data collection and analysis, effective practices, assessment, research-based instruction and effective grant writing.
<p><u>CURRICULUM LEADERSHIP</u> Some districts needed focused leadership to promote school-wide and district-wide systems change.</p>	<ul style="list-style-type: none"> • Include district administrators in discussions prior to the start of the grant and continue to seek their participation periodically through all phases of the initiative to create ownership. • As district-level decisions need to be made the appropriate administrators and staff must already be in a position to work toward the desired result. • Institute periodic principal and coordinator training sessions to keep administrators informed.
<p><u>FEEDBACK CYCLE</u> Grant cycle dates of some district plans were not always coordinated with the release of data to evaluate progress or with the needs of fiscal management for the release of funds.</p>	<ul style="list-style-type: none"> • Encourage districts to submit plans that correspond to the normal grant cycle recommended by Fiscal Management. • Consider a model for establishing a continuous feedback cycle that moves from data analysis to planning instruction to implementation to assessment and back to data analysis.
<p><u>CURRICULUM ALIGNMENT</u> Some districts have not aligned their curriculum with the learning standards.</p>	<ul style="list-style-type: none"> • Provide a mechanism in the grant to allow funds to support curriculum alignment activities. • Encourage districts to consider curriculum alignment as part of their first year of a multi-year grant.
<p><u>STRATEGIC PLANNING</u> Some districts have had little experience with strategic planning and system-wide change.</p>	<ul style="list-style-type: none"> • Strategic planning over multiple years is needed to close-the-gap and bring about system-wide change. • Coordinate efforts, if there are multiple grants, to focus on improving student achievement. • Coordinate criteria for district participation in all initiatives with the same goal of improving student achievement.

Reading and Math Participating BOCES & Districts	Institutions of Higher Education in Partnership
Broome-Delaware-Tioga BOCES	
Chenango Forks CSD	Lesley College
Chenango Valley CSD	Syracuse University
Union Endicott CSD	Syracuse University
Whitney Point CSD	Syracuse University
Cattaraugus-Allegany-Erie-Wyoming BOCES	
Cattaraugus-Little Valley CSD	St. Bonaventure
Cuba-Rushford CSD	St. Bonaventure
Salamanca CSD	Buffalo State College
Scio CSD	St. Bonaventure, Alfred University
Eastern Suffolk BOCES	
Bayshore CSD	Fordham University, SUNY at Plattsburgh
Longwood CSD	Buffalo State College, Lesley College
South Country CSD	Lesley College, Dowling College
Franklin-Essex-Hamilton BOCES	
Brushton-Moira CSD	SUNY Potsdam
Malone CSD	SUNY Potsdam, SUNY Plattsburgh, Syracuse University
Salmon River CSD	SUNY Potsdam
St. Regis Falls CSD	SUNY Potsdam
Tupper Lake CSD	SUNY Plattsburgh
Nassau BOCES	
Freeport CSD	Hofstra University
Malverne CSD	Dowling College
West Hempstead CSD	Dowling College
Onondaga-Cortland-Madison BOCES	
Cincinnatus CSD	Syracuse University
Cortland CSD	Syracuse University, SUC at Cortland
DeRuyter CSD	Syracuse University
Marathon CSD	Syracuse University
McGraw CSD	Syracuse University
Orange-Ulster BOCES	
Goshen CSD	University of Michigan, Ohio State University
Minisink Valley CSD	SUNY New Paltz, Mount St. Mary College, Ohio State University
Pine Bush CSD	SUNY New Paltz, Mount St. Mary, Orange County Community College
Port Jervis CSD	Buffalo State College
Valley Central	Lesley College, SUNY New Paltz, Mount St. Mary College
Sullivan BOCES	
Eldred CSD	Buffalo State College
Fallsburg CSD	Lesley College
Liberty CSD	College of St. Rose, SUNY New Paltz
Monticello CSD	Lesley College
Buffalo	Daemen College, Buffalo State College
Syracuse	Syracuse University, LaMoyne College, SUNY Oswego, Onondaga Community College
Rochester	Lesley College, Ohio State University
Yonkers	Dowling College

VESID Reading and Math Initiative: Summary of Outcomes, 2000-01

School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Large Four Cities						
Buffalo City CSD (7 buildings: 43, 53, 54, 59, 71, 78 and 86)	Large City District	k-8, varied	3194 general ed 928 special ed	reading math	<ul style="list-style-type: none"> In School 43, 64 percent of grade 3 and 71 percent of grade 5 improved reading by one grade level on the Terra Nova. In School 43, more than half of the students in grade 3-6 improved their math performance by one grade level on Terra Nova. In School 53, all 5th and 8th graders advanced at least one reading performance level on the Terra Nova. In School 54, 87.5 percent of kindergartners increased more than 10 points on the Early Literacy Profile from fall to spring. In School 59, 50 percent of grade 2 and 63 percent of grade 3 at risk students increased reading performance by at least one grade level on the Terra Nova. In School 59, 37.5 percent of at risk grade 4 students scored at level 3 or 4 on the ELA-4¹ assessment. In School 59, 67 percent of grade 2 and all grade 3 at risk students increased math performance by one level on the Terra Nova. In School 71, 22 percent of K-5 students showed growth of 2 grade levels in reading as measured on the Terra Nova. In School 78, 80 percent of grades 1 and 2 students improved at least one grade level on the Early Literacy Profile. In School 86, 33 percent of students with disabilities increased reading performance by at least one grade level on the Terra Nova, and an additional 23 percent showed increases but less than one grade level. In School 86, 40 percent of students with disabilities increased math performance by at least one grade level on the Terra Nova and an additional 13.3 percent increased but less than one grade level. In School 86, the proportion of all students scoring at level 3 or 4 on the ELA-4 increased from 7.1 percent in 2000 to 40 percent in 2001. 	<p>School 59 results for at risk students achieving level 3 or 4 on the ELA-4 2001 exceeded by 1.8 percentage points the Buffalo City mean of 35.7 percent</p> <p>School 86 results for all students scoring at level 3 or 4 on the ELA-4 2001 exceed the Buffalo City mean by 4.3 percentage points.</p>
Rochester City SD (10 buildings)	Large City District	2-6	750 general ed 525 special ed	reading math	<ul style="list-style-type: none"> 21 out of 31 students (67.7 percent) in grade 1 gained at least one level in reading on the Stanford 9 Achievement Test. 	

¹ To simplify the language in this document, we will use the convention that "ELA-4" refers to the Elementary English Language Arts State assessment and "Math-4" refers to the Elementary Mathematics State assessment.

VESID Reading and Math Initiative: Summary of Outcomes, 2000-01

School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Syracuse City CSD (3 buildings)	Large City District	k-5	1584 general ed 125 special ed	reading	<ul style="list-style-type: none"> The number of students with disabilities scoring at level 3 or 4 on the ELA-4 2001 increased 1.4 percentage points from 2000. On oral reading, measured by the Slosson, 90 percent of general education students in grades K-3 increased by at least 10 points. On the Roswell-Chall Word Analysis Skills Test, 19 percent of grades K-3 general education students showed gains of 20 points or more. 	
Yonkers City CSD (3 buildings)	Large City District	k-4	670 general ed 101 special ed	reading	<ul style="list-style-type: none"> More than 65 percent of grades 1-3 scored at or above grade level on the Developmental Reading Assessment post-test. In Paideia School 15, all students scoring at level 3 or 4 on ELA-4 increased from 23.8 percent in 1999 to 64.3 percent in 2001, an increase of 40.5 percentage points. In P.A. Dichiaro School 18, all students scoring at level 3 or 4 on ELA-4 increased from 50 percent in 1999 to 75.4 percent in 2001, an increase of 25.4 percentage points. 	<p>Two out of three project schools in Yonkers are on SED's most improved list for 2001 on ELA-4.</p> <p>School 15 and 8 results on the ELA-4 for 2001 exceed the rates for large city districts by 23.6 and 34.7 percentage points respectively. Their rates are higher than all categories except average and low need districts.</p>
Broome-Delaware Tioga BOCES Consortium						
Chenango Forks CSD (3 buildings)	Average Need	k-6	950 general ed 50 special ed	reading	<ul style="list-style-type: none"> From 1999 to 2000, 2nd grade students showed an increase of 7 percent in reading skills on the Terra Nova. In 2001, comparison of student scores from kindergarten to the same students in 2nd grade shows increase of 13 percent in students reaching state benchmarks on the Terra Nova. 	
Whitney Point CSD (3 buildings)	Rural High Need	k-8	1232 general ed 61 special ed	reading	<ul style="list-style-type: none"> Percent of all students attaining level 3 or 4 on the ELA-4 increased from 59 percent in 2000 to 67 percent in 2001. 	Whitney Point's results for all students scoring at level 3 or 4 on the ELA-4 exceed the rate for high need rural districts by 6.6 percentage points.

VESID Reading and Math Initiative: Summary of Outcomes, 2000-01

School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Chenango Valley CSD (3 buildings)	Average Need	k-8	1342 general ed 133 special ed	reading	<ul style="list-style-type: none"> All students scoring at level 3 or 4 on the ELA-4 increased from 78 percent in 2000 to 81 percent in 2001. 	Chenango Valley's results for all students scoring at level 3 or 4 on the ELA-4 exceed the statewide average for this type of school by 8.9 percentage points.
Union-Endicott CSD (5 buildings)	Average Need	k-6	2248 general ed 115 special ed	reading	<ul style="list-style-type: none"> 16 out of 26 students in grade 1 (61.5 percent) improved literacy skills on the Marie Clay Observation Survey. Students moving from grades 6-7 showed an increase of one grade level in literacy skills on the Terra Nova. 	
Cattaraugus-Allegany-Erie-Wyoming BOCES Consortium						
Cuba-Rushford CSD (2 buildings)	Rural High Need	k-5	575 general ed 28 special ed	reading math	<ul style="list-style-type: none"> From 62 percent to 88 percent of general education students in grades 1-5 read at the 50th percentile for their grade level on the Terra Nova. From 8 percent to 40 percent of special education students in grades 1-5 read at the 50th percentile for their grade level on the Terra Nova. 67 percent of general education and 29 percent of special education students achieved at least level 3 on the ELA-4. 62 percent of kindergartners scored at least at the 50 percent level on the Metropolitan Reading Test. From 76 percent to 82 percent of general education students in grades 1-5 achieve at or above the 50th percentile in math on the Terra Nova. From 20 percent to 62 percent of special education students in grades 1-5 performed at or above the 50th percentile in math on the Terra Nova. In Rushford Elementary School, the proportion of all students scoring at level 3 or 4 on ELA-4 increased from 35.7 percent in 1999 to 65.4 percent in 2001, an increase of 29.7 percentage points. In Cuba Elementary School, all students scoring at level 3 or 4 on ELA-4 increased from 55 percent in 1999 to 81 percent in 2001, an increase of 26 percentage points. 	<p>Cuba-Rushford's results for students scoring at level 3 or 4 on the ELA-4 exceed the statewide general education mean by 1.9 percentage points and the special education mean by 3.7 percentage points.</p> <p>Both Rushford and Cuba Elementary schools are on SED's most improved list for 2001 on ELA-4.</p>

VESID Reading and Math Initiative: Summary of Outcomes, 2000-01

School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Scio CSD (1 building)	Rural High Needs	k-5	240 general ed 23 special ed	reading math	<ul style="list-style-type: none"> 61 percent of general education students scored at level 3 or 4 on the ELA-4 in 2001, the same as in 2000, and an increase from 1999 when the rate was 50 percent. On the ELA-4 in 2001, 100 percent of students with disabilities scored at level 2, up from 22 percent in 2000. On the Early Literacy Profile for general education students, 17 percent of kindergarten students achieved at a beginning reader level; all grade 1 students achieved at least emergent beginning reader level, with 45 percent being at the independent/experienced level; and in grade 2, 82 percent achieved the independent reader level. On the Early Literacy Profile for at risk students, all kindergarten students were at the emergent reader level; 2 of 4 grade 1 students were at the emergent reader level while 2 achieved beginning reader level; and the only at risk student at grade 2 achieved a beginning reader level. Math data and analysis are pending. 	Scio's general education student results exceed the statewide average for high need rural districts by 0.6 percentage points.
Cattaraugus-Little Valley CSD (2 buildings)	Rural High Need	k-5	518 general ed 61 special ed	reading math	<ul style="list-style-type: none"> In reading, more than 38 percent of grade 2-4 students increased by one grade level on the Terra Nova. In math, more than 50 percent of grade 2-4 students increased by one grade level on the Terra Nova. In grade 1, 24 percent improved their listening skills, 78 percent improved their writing skills and 98 percent improved their reading by at least one level on the Early Literacy Profile. In kindergarten, 9 out of 10 students met or exceeded the state benchmark in Phonics, 8 out of 10 met or exceeded on the leiter sound portion and 9 out of 10 met or exceeded on the spelling portion on the Early Literacy Profile Tools section. On the ELA-4, 29 percent of students with disabilities scored at level 3 or above. 	Cattaraugus Little Valley's results for special education students scoring at level 3 or 4 on the ELA-4 exceed the statewide special education average by 3.7 percentage points.

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School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Salamanca City SD (2 buildings)	Rural High Need	k-5	660 general ed 86 special ed	reading math	<ul style="list-style-type: none"> In math, 14.3 percent of grade 1, 4.4 percent of grade 3, and 75 percent of grade 5 increased by one grade level of performance on the Terra Nova. In reading, 71.4 percent of grade 1, 44.4 percent of grade 3 and 50 percent of grade 5 increased by one grade level of performance on the Terra Nova. 	
Eastern Suffolk BOCES Consortium						
South Country CSD (4 buildings)	Urban/ Suburban High Need	3,4	70 general ed 30 special ed	reading math	<ul style="list-style-type: none"> In reading, 56 percent of all grade 4 students scored at level 3 or 4 on the ELA-4 in 2001, a steady increase since 1999 when the rate was 51 percent and 2000 when the rate was 54 percent. 	South Country's student results on the 2001 ELA-4 are only 0.8 percentage points below the rate for urban/ suburban high need districts.
Bay Shore UFSD (5 buildings)	Average Need	k-5	112 general ed 46 special ed	reading	<ul style="list-style-type: none"> All students in grades 1 and 2 showed gains in District Rubric pre/post reading scores. Additional data/analysis is pending. 	
Longwood CSD (4 buildings)	Average Need	2	91 general ed 36 special ed	reading	<ul style="list-style-type: none"> In reading, 44 percent of general education and 33 percent of special education students in grade 2, showed they were gaining skills at the next highest level on their California Achievement Test and Terra Nova tests. In Coram Elementary School, all students scoring at level 3 or 4 on ELA-4 increased from 38.9 percent in 1999 to 66.7 percent in 2001, an increase of 27.8 percentage points. In Ridge Elementary School, all students scoring at level 3 or 4 on ELA-4 increased from 48.9 percent in 1999 to 80.7 percent in 2001, an increase of 31.8 percentage points. 	Coram and Ridge Elementary schools appear on SED's most improved list for 2001 on ELA-4.
Franklin-Essex-Hamilton BOCES Consortium						
Malone CSD (3 buildings)	Rural High Need	k-5	997 general ed 123 special ed	reading	<ul style="list-style-type: none"> On the ELA-4, 35.7 percent of all students scored at level 3 or above in 2001, up from 18.4 percent in 2000 and up from 6.4 percent in 1999. Over 75 percent of students in grades K-3 improved their scores on the Early Literacy Profile by at least one level. In Davis Elementary School, all students scoring at level 3 or 4 on ELA-4 increased from 44 percent in 1999 to 77.8 percent in 2001, an increase of 33.8 percentage points. 	Davis Elementary School appears on SED's most improved list for 2001 for ELA-4.
Tupper Lake CSD (1 building)	Average Need	1-5	251 general ed 37 special ed	reading math	<ul style="list-style-type: none"> In reading, all kindergartners who scored below 85 in 2000 on the Marie Clay Observation Survey scored above 110 in 2001. 	

VESID Reading and Math Initiative: Summary of Outcomes, 2000-01

School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Brushton-Moira CSD (1 building)	Rural High Need	k-4	206 general ed 8 special ed	reading math	<ul style="list-style-type: none"> In reading, at least 90 percent of grade 1 and 2 showed increase of at least one level on the Early Literacy Profile. In Brushton Grade School, all students scoring at level 3 or 4 on the ELA-4 increased from 44.1 percent in 1999 to 65.1 percent, an increase of 21 percentage points. In Brushton Grade School all students scoring at level 3 or 4 on the Math-4 assessment increased from 54.2 percent in 1999 to 88.3 percent in 2001, an increase of 34.1 percentage points. 	<p>Brushton Grade School appears on SED's most improved list for 2001 both for ELA-4 and Math-4.</p> <p>Brushton Grade School's results for all students on the ELA-4 2001 exceed the rate for rural high need districts by 4.7 percentage points and the statewide mean by 5.1 percentage points.</p> <p>Brushton Grade School results for Math-4 in 2001 exceed the rate for rural high need districts by 14.4 percentage points and the statewide mean by 19.2 percentage points.</p>
Salmon River CSD (1 building)	Rural High Need	4	114 general ed 21 special ed	reading math	<ul style="list-style-type: none"> On the ELA-4, 74 percent of students with disabilities scored at level 2 or higher, a recovery from 58.8 percent in 2000, returning to nearly the same as in 1999 when the rate was 75 percent. In St. Regis Mohawk School, all students scoring at level 3 or 4 on the ELA-4 increased from 27.3 percent in 1999 to 56 percent in 2001, an increase of 28.7 percentage points. In St. Regis Mohawk School, all students scoring at level 3 or 4 on the Math-4 assessment increased from 55.6 percent in 1999 to 94.1 percent in 2001, an increase of 38.6 percentage points. 	<p>St. Regis Mohawk School appears on SED's most improved list for 2001 both for ELA-4 and Math-4.</p> <p>St. Regis Mohawk Math-4 results in 2001 exceed the rates in all categories of needs/resources.</p>

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School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
St. Regis Falls CSD (1 building)	Rural High Need	k-6	143 general ed 16 special ed	reading math	<ul style="list-style-type: none"> In reading, 71 percent of kindergarten and 71 percent of grade 6 students were reading at or above grade level on the Terra Nova. In math, 77 percent of grade 3 and 71 percent of grade 6 students were at or above grade level on the Terra Nova. 	
Nassau BOCES Consortium						
West Hempstead UFSD (2 buildings)	Low Need	k-5	604 general ed 71 special ed	reading	<ul style="list-style-type: none"> Almost 90 percent of all students in grades 1 and 2 reached level 3 on the Early Literacy Profile for reading and writing. On the ELA-4, 74 percent of all students reached level 3 or 4 in 2001, an increase from 1999 when 65 percent of students achieved these levels and from 2000, when 69 percent of students achieved these levels. 	
Freeport UFSD (6 buildings)	Urban/ Suburban High Need	k-8	628 general ed 18 special ed	reading	<ul style="list-style-type: none"> Scores on the Early Literacy Profile show increases at grade 1 from level 2 (advanced emergent reader) to level 4 (advanced beginning reader); at grade 2 from level 3 (early beginning reader) to level 5 (early independent reader); and at grade 3 from level 4/5 (advanced beginning/early independent reader) to level 6/7 (advanced independent/early experienced reader). In Leo F. Giblyn School, all students scoring at level 3 or 4 on the ELA-4 increased from 26.6 percent in 1999 to 66.2 percent in 2001, an increase of 39.6 percentage points. In Bayview Avenue School, all students scoring at level 3 or 4 on the ELA-4 increased from 32.7 percent in 1999 to 69.3 percent in 2001, an increase of 36.6 percentage points. In Archer Street School, all students scoring at level 3 or 4 on the ELA-4 increased from 30.6 percent in 1999 to 60 percent in 2001, an increase of 29.4 percentage points. 	<p>Three of Freeport's six participating schools appear on SED's most improved list for 2001 for ELA-4.</p> <p>The rates of improvement in scoring at levels 3 or 4 on the ELA-4 for 2001 in all 3 schools exceeds the rate for urban/ suburban high need districts and meets or exceeds the statewide mean.</p>
Malverne UFSD (2 buildings)	Average Need	k-4	133 general ed 17 special ed	reading	<ul style="list-style-type: none"> On the ELA-4 in 2001, 67 percent of all students scored at level 3 or higher, a steady increase since 1999 when the rate was 50 percent and 2000 when the rate was 58 percent. In the Maurice W. Downing School, all students scoring at level 3 or 4 on the ELA-4 increased from 49.3 percent in 1999 to 76.1 percent in 2001, an increase of 26.9 percentage points. 	<p>Maurice W. Downing School appears on SED's mos: improved list for 2001 for ELA-4.</p>

VESID Reading and Math Initiative: Summary of Outcomes, 2000-01

School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Onondaga-Cortland-Madison BOCES Consortium						
Cortland City CSD (6 buildings)	Urban/Suburban High Need	4-7	791 general ed 20 special ed	reading	<ul style="list-style-type: none"> In the F.E. Smith School, all students scoring at level 3 or 4 on the ELA-4 increased from 57.8 percent in 1999 to 88.1 percent in 2001, an increase of 30.3 percentage points. At grade 3, all special education students advanced at least one level in reading as scored on the Early Literacy Profile. Additional data/analysis pending. 	F.E. Smith School appears on SED's most improved list for 2001 for ELA-4.
McGraw CSD (1 building)	Rural High Need	3,4,7,8	285 general ed 28 special ed	reading	<ul style="list-style-type: none"> On the Early Literacy Profile, all students in grade 2-4 increased 50 percent or better on reading performance and 62 percent or better on narrative skills. In DeRuyter Elementary School, all students scoring at level 3 or 4 on the ELA-4 increased from 30.4 percent in 1999 to 60 percent in 2001, an increase of 29.6 percentage points. 	DeRuyter Elementary School appears on SED's most improved list for 2001 for ELA-4.
DeRuyter CSD (1 building)	Rural High Need	K-4	73 general ed 5 special ed	reading	<ul style="list-style-type: none"> On the ELA-4 in 2001, 55.4 percent of all students scored at level 3 or 4 in 2001, a steady increase since 1999 when the rate was 44 percent and 2000 when it was 57 percent. Grades 2-4 showed increases in reading scores on the Early Literacy Profile of 60 percent for grade 1, 30 percent for grade 2 and 94 percent for grade 4. On the Early Literacy Profile, 76 percent of grade 2 and 66 percent of grade 3 increased their narrative scores. 	
Cincinnatus CSD (1 building)	Rural High Need	2-4	175 general ed 22 special ed	reading	<ul style="list-style-type: none"> The proportion of all students scoring at level 3 or 4 on the Math-4 assessment in 2001 was 75 percent, a steady increase from 1999 when the rate was 49 percent and 2000 when the rate was 61 percent. Additional data/analysis is pending. 	
Marathon CSD (1 building)	Average Need	2-4	169 general ed 13 special ed	reading math		
Orange-Ulster BOCES Consortium						
Pine Bush CSD (4 buildings)	Average Need	k-1	76 general ed 17 special ed	reading math	<ul style="list-style-type: none"> In grade 1, 78 percent of general education and 70 percent of students with disabilities increased their skills in letter identification, concepts about print and decoding skills as measured by the Marie Clay Observation Survey. In E.J. Russell Elementary School, all students scoring at level 3 or 4 on the ELA-4 increased from 57.1 percent in 1999 to 80.3 percent in 2001, an increase of 23.2 percentage points. In Pakanasink Elementary School, all students scoring at level 3 or 4 on the ELA-4 increased from 64 percent in 1999 to 85.9 percent in 2001, an increase of 22 percentage points. 	Two of Pine Bush CSDs participating schools appear on SED's most improved list for 2001 for ELA-4.

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School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Valley CSD (5 buildings)	Average Need	1	55 general ed 27 special ed	reading	<ul style="list-style-type: none"> For grade 1, on the Developmental Reading Assessment, 34 out of 47 general education and 5 out of 10 special education students demonstrated gains in reading from pre to post test measures. In Maybrook Elementary School, all students scoring at level 3 or 4 on the ELA-4 increased from 50 percent in 1999 to 72.7 percent in 2001, an increase of 22.7 percentage points. In math, 8 of 23 ninth graders who achieved a level 1 or 2 on last year's NYS Math Assessment increased their math performance by one level on the Terra Nova. In reading, 9 out of 32 students in first grade who were reading in the lowest percentile surpassed the 50th percentile on the Reading Recovery assessment. In reading, the mean increase in percentile for students who began kindergarten reading at the lowest 20th percentile was 28. In grade 1, 9 of 15 general education students and 6 of 11 special education students scoring at the lowest percentiles on the DIAL3, advanced two or more levels on the Early Literacy Profile. In reading, 94 percent of at risk grade 1 students improved by at least one level on the Developmental Reading Assessment. 	Maybrook Elementary School appears on SED's most improved list for 2001 for ELA-4.
Goshen CSD (4 buildings)	Average Need	1,3,6,9	85 general ed 19 special ed	reading math	<ul style="list-style-type: none"> In reading, the mean increase in percentile for students who began kindergarten reading at the lowest 20th percentile was 28. In grade 1, 9 of 15 general education students and 6 of 11 special education students scoring at the lowest percentiles on the DIAL3, advanced two or more levels on the Early Literacy Profile. In reading, 94 percent of at risk grade 1 students improved by at least one level on the Developmental Reading Assessment. 	
Minisink Valley CSD (3 buildings)	Average Need	k-1	94 general ed 20 special ed	reading	<ul style="list-style-type: none"> In reading, the mean increase in percentile for students who began kindergarten reading at the lowest 20th percentile was 28. In grade 1, 9 of 15 general education students and 6 of 11 special education students scoring at the lowest percentiles on the DIAL3, advanced two or more levels on the Early Literacy Profile. In reading, 94 percent of at risk grade 1 students improved by at least one level on the Developmental Reading Assessment. 	
Port Jervis City SD (3 buildings)	Rural High Need	1	48 general ed 17 special ed	reading	<ul style="list-style-type: none"> In reading, 94 percent of at risk grade 1 students improved by at least one level on the Developmental Reading Assessment. 	
Sullivan BOCES Consortium						
Liberty CSD (2 buildings)	Rural High Need	1-3	54 general ed 12 special ed	reading	<ul style="list-style-type: none"> At grade 1, 13 out of 16 students performing at the lower 20th percentile at the beginning improved their scores to the 6th stanine or better on the Reading Recovery Survey and 10 of the students were discontinued from Reading Recovery services. Among at risk students in grade 2, all students scoring at level E3 on the Brenda Weaver assessment increased at least two benchmarks in reading skills and all special education students gained at least three benchmarks. Among at risk students in grade 3, all students who scored at level F1 or below on the Brenda Weaver assessment, increased at least two benchmarks and all five special education students increased at least three benchmarks. In Liberty Elementary School, all students scoring at level 3 or 4 on the ELA-4 increased from 37.4 percent in 1999 to 67.8 percent in 2001, an increase of 30.4 percentage points. 	Liberty Elementary School appears on SED's mos: improved list for 2001 for ELA-4.

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School District	Need Resource Capacity	Targeted Grades	Students Targeted in 2000-2001	Emphasis	Reported Positive Results 2000-2001	Comparison to Statewide Measures
Monticello CSD (4 buildings)	Rural High Need	K-5	57 general ed 7 special ed	reading math	<ul style="list-style-type: none"> In guided reading, 6 of 8 students in grade 2 who participated in Reading Recovery last year increased by two or more levels this year. Eight grade 1 students performing at the lowest percentile on the Reading Recovery test improved their post-test scores to perform at the 50th percentile. 	
Eldred CSD (2 buildings)	Average Need	k-4,7-8,11	165 general ed 63 special ed	reading	<ul style="list-style-type: none"> For grade 1 at risk students, all increased in writing skills by at least one grade level on the district Writing Rubric. For grades 2-5, 8 and 12, 50 percent or more students showed gains of at least one level. 	
Fallsburg CSD (1 building)	Rural High Need	K-5	68 general ed 26 special ed	reading	<ul style="list-style-type: none"> On reading, almost 75 percent of grade 1 and 2 students in Reading Recovery were discontinued from services due to improved performance in reading. For students moving from 2nd to 3rd grade, 14 out of 15 showed improvement in reading skills, with 40 percent improving more than one grade level. For students moving from 3rd to 4th grade, 22 out of 25 showed improvement, with 48 percent improving more than one grade level. For students moving from 4th to 5th grade, all special education students showed improvement, with 38 percent improving more than one grade level, and of general education students making this move, 63 percent improved more than one grade level. 	