

**Request for Qualifications
Expanded Learning Opportunities**

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Team Read _____

Applicant address: PO Box 94042, Seattle, WA 98124 _____

If applicable, Web address: www.teamread.org _____

Contact Information:

Contact person: Maureen Massey _____
(please print clearly)

Title: Executive Director _____

Mailing address: PO Box 94042, Seattle, WA 98124 _____

Day/Work phone: (206)252-0069 Email address: mrmassey@seattleschools.org

Signature:  _____ Date: 10/17/12

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation

Application Components and Checklist (submit in this order)

- Cover Sheet**
- Key People**
- Previous Experience Improving Student Outcomes**
- Tracking to Success**
 - **Attachment 2: Data Sample(s):** *If separate from the RFQ document, please use this naming convention:*
[Applicant Name]_ELO_DataSample
Ex: IZAFamilyServices_ELO_DataSample
- Women and Minority Inclusion; Non-discrimination**

SECTION I. KEY PEOPLE

The following key staff delivers the extended day elementary literacy program provided by Team Read:

Key Program Management Staff: Team Read's Executive Director, Maureen Massey, and Program Manager, Bill Eisele, will have primary responsibility for the management and delivery of the provision of expanded literacy learning services. They possess a combined 16 years of experience developing and delivering Team Read's after school reading intervention which targets more than 350 2nd and 3rd graders annually through one-on-one reading tutoring, twice a week from carefully trained and supervised teen tutors.

Ms. Massey will lead the project to its results. Her relevant experience includes 11 years of: (1) Working with principals, teachers, and district literacy coaches to ensure reading tutoring curriculum and materials are aligned with classroom instruction, literacy best practices and current research. (2) Providing training, support and supervision of the program site coordinators. (3) Managing the development and delivery of tutor training and materials. (4) Working with independent evaluators to measure program impact and implement program improvements based on findings. (5) Supervising the coordination and logistics of the program.

Mr. Eisele's relevant experience includes five years of: (1) Coordinating and implementing the annual recruitment, screening of 800 tutor applicants. (2) Training more than 500 tutors annually from 20 local middle and high schools. (3) Working with school-based and district literacy coaches to develop tutor training curriculum and materials. (4) Providing on-going tutor coaching, training and oversight.

Additional key staff

Site Coordinators: On-site program coordination and management is provided by elementary teachers and librarians, selected by principals and Team Read staff. Site coordinators bring their instructional and literacy expertise to their role as program site supervisors. They provide on-going coaching and support to the teen tutors. They are provided with training prior to the start of the program that prepares them to coordinate: (1) Referral of students to the program by 2nd and 3rd grade teachers. (2) Obtaining parent permission student participation. (3) Transportation home for students. (4) Tutor orientation, coaching, and supervision. (5) Record-keeping necessary for data tracking, program evaluation, and tutor compensation.

Tutors: Team Read's middle and high school tutors are the key to the program's success. Our tutors can relate to younger students and are committed to helping struggling readers in their community succeed in reading. Qualified, screened, and trained teen tutors provide 1-on-1 tutoring and mentoring to 2nd and 3rd graders identified by reading assessment data and teacher observations to receive the extended day reading intervention. Annually, 50% of tutors have multiple years of Team Read tutoring experience. To qualify for the program teens must: (1) Complete a reading coach application. Applicants must meet a minimum set of qualifications: 2.7 GPA, good attendance and discipline records, three teacher recommendations, completion of an essay explaining their interest in tutoring, and Washington State Patrol background check; and (2) Successfully complete tutor training. Tutor training is

designed in collaboration with school-based and district literacy coaches. Tutors complete five hours of training prior to being assigned to work with students. The training provides tutors with vocabulary development, fluency, and comprehension strategies to utilize with their students before, during and after reading. Team Read staff and site coordinators provide tutors with on-going training and coaching throughout the school year. Tutors are evaluated each semester by their site coordinators. Tutors who do not meet attendance and performance expectations are dismissed from the program.

SECTION II. PREVIOUS EXPERIENCE IMPROVING STUDENT OUTCOMES

1. Students served: For the past 14 years, Team Read has provided a reading intervention for more than 7,000 elementary students identified by their teachers as reading significantly (1-2 years) below grade level. Teachers refer students to Team Read who do not meet reading assessment grade level standards and do not meet typical growth on the MAP assessment—students reading in the bottom 40% of their classes. In addition to the MAP assessment, teachers use the Teacher’s College Assessment, and DRA to help inform their program referrals appropriate referrals to Team Read.

The students referred to the program consistently fit the following demographic profile: 100% are not meeting grade-level reading standards, 85-90% are eligible for free or reduced lunch, 85-90% are students of color, 50-55% are English Language Learners. They share the following characteristics: high need for time with text, lack of confidence in their ability to read and learn to read, poor reading “stamina,” and high need for support and encouragement. These characteristics are frequently cited in research as typical of academically at-risk students.

2. Challenges and barriers: The students served by Team Read face numerous barriers to their academic success. These may include a) a lack of literacy support and access to books outside the school day, b) a lack of reading confidence and success in learning to read, c) living in homes where high value is not placed on reading; and d) parents who cannot support reading instruction due to either not speaking English, or not being available, or not being literate.

Team Read’s program model—teens tutoring 2nd and 3rd grade struggling readers—is successful because we address each one of these barriers. Our one-on-one reading tutoring curriculum extends the learning day, is aligned with classroom instruction, and is designed in partnership with SPS literacy specialists. By engaging teens as tutors, the program has a fundamentally “fun” atmosphere. Students often run to the program after school, excited to work with their teen tutor. Tutors are trained on how to teach key literacy skills while building students’ reading confidence. Students have access to dozens of books at their reading level each tutoring session, both fiction and non-fiction, with the book selection rotated regularly. We also work to engage parents in the program, sharing tips and strategies that can be used at home to support reading skill development. Parent resources are translated into five languages (Spanish, Chinese, Vietnamese, Tagalog and Somali).

3. Program Achievements: Over the past 14 years, independent program evaluations have demonstrated that Team Read has a significant impact on improving reading skills for struggling

young readers. When referred to Team Read at the beginning of the school year, more than half of our students are reading *at or below a 1st grade reading level*. A snapshot of the past five years shows 2/3 of 2nd graders and more than half of 3rd graders in Team Read achieved grade level in reading upon completion of the program. Team Read students outperform comparison groups and more than half of the students in the program jumped 1.5 or more grade levels in reading after one year of tutoring.

In 2011-12, of our 309 students for whom we have spring 2011 and 2012 MAP data (see attached data sheet), 50% met or exceeded 100% of targeted reading growth for the year. These students have accelerated their growth towards closing the achievement gap. An additional 28% of students made significant growth.

Qualitative program evaluation survey results consistently show that teachers, principals, site coordinators and parents of tutees believe participation in Team Read has helped 2nd and 3rd graders improve their reading skills and motivation to read. Parents consistently report that their children are more interested in reading and spend more time reading at home as a result of their participation in the program.

Team Read's experience in direct service delivery includes:

(1) Maintaining effective partnerships with 10 elementary schools (all Title 1 schools with 1 exception). (2) Annually providing 350 2nd and 3rd graders in SPS with 3 hours a week of 1-on-1 reading tutoring from mid-October to mid-May (approximately 60 tutoring hours per student per year). (3) Providing tutoring materials and supplies including Fountas & Pinnel leveled books (leveling system used in SPS classrooms) and snacks. (4) Providing transportation home following tutoring sessions to ensure student program access. (5) Fostering a fun reading culture by providing reading incentives and celebrations of student reading achievements. (6) Providing opportunities for students' families to be involved in reading and reading events and activities. (7) Providing books for 2nd and 3rd graders to take home.

Team Read's key program partner is the Seattle Public School district. Through our partnership agreement with the district, Team Read receives significant in-kind support and access to student test data through the Research, Evaluation and Assessment department. The district receives a research-based, results-driven literacy program that is proven to be highly effective in helping students meet grade level reading standards and make annual growth in MAP reading assessments. Team Read is also a part of the Youth Development Executives of King County (YDEKC) coalition, partners with the Seattle University Youth Initiative and served on the CCED P-3 workgroup.

The partnership with the individual Seattle elementary schools is based on the following principles: (1) The program dramatically impacts and consistently improves reading skills and attitudes toward reading for participating students; (2) there is a close alignment between Team Read's curriculum and classroom instruction; (3) the program's sets and maintains high standards of customer service to school staff, parents and students; (4) all tutoring materials,

supplies, and bus transportation are provided by Team Read; and (5) a customized annual program evaluation report is provided to each elementary school.

Team Read has partnered with numerous other community organizations to leverage resources to help track, measure and improve program results. These include Page Ahead, Seattle Public Library, Seattle Music Partners, Seattle University Youth Initiative, and the YMCA.

SECTION III. TRACKING TO SUCCESS

Team Read's overarching goal of preparing students to read proficiently by 3rd grade is aligned with the goals of Seattle Public Schools (SPS), and the Community Center for Education Results (CCER) Road Map. Research has clearly shown that it is imperative for children to master the foundational skill of reading by the end of 3rd grade.

1. Data that drives the work:

- Student data collected from the teacher referral form. This includes: grade, ELL status, language spoken at home, Fountas & Pinnell reading level, and the areas of reading instruction the teacher identifies as a priority for each tutor's work.
- Reading assessment data: The MAP RIT value scores determine where students enter the program and the growth achieved at the end of the program. The MAP is a computer-based assessment. Teacher's College Running Record assessment is used to inform fluency and comprehension skills, and is teacher administered.
- Teacher responses to tutor progress reports
- Sight word vocabulary levels mastered and books read each session
- Tutoring session attendance records
- Tutor, parent, teacher, and principal feedback on annual surveys, in focus groups and meetings

MAP classroom data reports are also used to show where students fall on the MAP strand scores, to identify additional skills areas that tutors need to focus on with their students at the beginning of the program and over the course of the year.

Team Read's close partnership with SPS also enables staff to access student data through the SOURCE (school attendance, Teacher's College assessment, etc.). Regular feedback from tutors, teachers and principals and external evaluations help shape program improvements and measure the effectiveness of the program.

2. How Team Read manages data:

We manage our program data to track student enrollment, attendance, and progress:

- Team Read reviews prior Spring MAP school reports from all partner schools to identify students who will potentially be eligible for the program based on their RIT scores.
- 2nd and 3rd grade teachers refer their students to the program, and parents give their consent for their children to participate. This data is collected at the school level and then collected and tracked by program staff in our database.

- Tutors prepare weekly student progress reports that are shared with classroom teachers. Teachers provide tutors with guidance and feedback as needed.
- Reading assessment data is collected throughout the year from SOURCE and directly from teachers, used to make adjustments in the focus of the tutoring, and tracked at the school and program level.
- At the end of the year, MAP and demographic data are collected for all participating students and used along with evaluator observations, and stake-holder surveys to assess program impact at the student, school and program level.

3. How Team Read routinely uses data to inform our work:

Teachers complete a referral form for each program participant. This data is shared with tutors. Tutors know what level books to use with their students and what vocabulary development, fluency and comprehension strategies to reinforce based on teacher input.

Site coordinators track daily student attendance. Tutors track sight word quiz levels their students have mastered, titles and Fountas and Pinnell level of books read, strategies utilized, and challenges for which they need teacher support and help. Daily tutor reports are rolled into weekly teacher reports for all students enrolled in the program. Teachers review these reports, providing tutor feedback to help tailor the tutoring to the students' needs. An assistant at each partner school will prepare and provide the reports for teachers (sample report form included) and serve as the point person for teacher feedback to tutors.

4. How we used data to make program adjustments:

Team Read is constantly looking at our data to help inform program adjustments. One example of this was when we used our data to implement a course correction to improve the targeting of the students referred to the program by teachers. Our mission is to serve the 2nd and 3rd graders reading significantly below grade level - scoring in the bottom 40% of reading assessments. We reviewed the reading scores of students referred to the program across all of our partner schools and analyzed whether or not teachers were referring the students with the lowest reading scores and the greatest need to the program.

A school by school analysis of the data enabled us to report back to individual schools on whether or not they were targeting the right students for the program. Schools that referred more than 10 - 15% of students reading *above* grade level were coached on how to target those students with the greatest reading support needs.

SECTION IV. WOMEN AND MINORITY INCLUSION – NONDISCRIMINATION

If Team Read is identified as partner we would anticipate hiring and involving additional teen tutors. Team Read's teen workforce is extremely diverse—80% teens of color, 50% low-income, 30% bi-lingual. The program would maintain similar levels of diversity when hiring additional tutors by continuing our recruitment practices based on reaching out to Seattle Public middle and high schools, and organizations within the community that serve teens from all backgrounds and ethnicities. Approximately 70% of our teen tutors are young women.

Team Read
2011-12 Student Reader Data

2011-12 Grade	Fed Ethnicity	BILG	SPED	Is Homeless	FRL	Spr2011_Read_Subj	Spr2011_Read_RIT	Spr2011_Read_Percnt	Spr2011_Read_Lexile	Spr2012_Read_Subj	Spr2012_Read_RIT	Spr2012_Read_Percnt	Spr2012_Read_Lexile	Met Typical Growth Last Spr To This Spr	Growth Target 2011 To Spr 2012	Actual Growth from Spr 2011 To Spr 2012	Growth Index To Spr 2012
2	A	Y	N	N	Y	R	158	10	BR	R	207	88	725	Y	19	49	2.58
2	B	Y	N	Y	Y	R	146	1	BR	R	189	48	408	Y	17	43	2.53
3	A	N	N	N	Y	R	178	22	208	R	209	75	761	Y	13	31	2.38
3	H	Y	N	N	Y	R	180	26	249	R	211	79	796	Y	13	31	2.38
3	H	N	N	N	Y	R	170	9	55	R	203	60	652	Y	14	33	2.36
3	A	N	N	N	Y	R	184	35	305	R	211	79	795	Y	12	27	2.25
3	H	Y	N	N	Y	R	173	13	122	R	204	63	667	Y	14	31	2.21
2	H	Y	N	N	Y	R	150	3	BR	R	192	56	457	Y	20	42	2.10
3	A	N	N	N	Y	R	184	35	305	R	209	75	762	Y	12	25	2.08
3	B	N	N	Y	Y	R	176	18	165	R	203	60	663	Y	13	27	2.08
3	A	Y	Y	N	Y	R	171	11	76	R	200	52	603	Y	14	29	2.07
3	H	Y	N	N	Y	R	167	6	0	R	196	41	533	Y	14	29	2.07
3	H	N	Y	N	Y	R	172	12	96	R	201	55	620	Y	14	29	2.07
3	A	Y	N	N	Y	R	161	3	BR	R	192	31	463	Y	15	31	2.07
2	B	Y	N	N	Y	R	172	37	89	R	205	85	688	Y	16	33	2.06
3	A	Y	Y	N	Y	R	163	4	BR	R	193	33	476	Y	15	30	2.00
3	B	Y	N	N	Y	R	179	24	231	R	205	66	694	Y	13	26	2.00
2	H	Y	N	N	Y	R	176	48	172	R	206	86	715	Y	15	30	2.00
3	B	N	Y	N	N	R	169	8	42	R	197	44	551	Y	14	28	2.00
3	B	Y	N	N	Y	R	174	15	128	R	201	55	622	Y	14	27	1.93
2	B	N	Y	N	Y	R	161	14	BR	R	195	64	504	Y	18	34	1.89
3	H	Y	N	N	Y	R	173	13	113	R	199	49	580	Y	14	26	1.86
3	B	Y	N	N	Y	R	167	6	9	R	193	33	473	Y	14	26	1.86
2	H	Y	N	N	Y	R	144	1	BR	R	183	33	286	Y	21	39	1.86
2	W	N	N	N	N	R	183	66	300	R	209	90	757	Y	14	26	1.86
3	H	Y	N	N	Y	R	169	8	41	R	195	39	511	Y	14	26	1.86
3	H	Y	N	N	Y	R	170	9	65	R	196	41	533	Y	14	26	1.86
3	H	Y	Y	N	Y	R	150	1	BR	R	181	10	252	Y	17	31	1.82
2	H	Y	N	N	Y	R	152	4	BR	R	188	46	382	Y	20	36	1.80
3	B	N	N	N	Y	R	185	16	325	R	203	60	661	Y	10	18	1.80
3	H	Y	N	N	Y	R	169	8	39	R	194	36	496	Y	14	25	1.79
3	W	N	Y	N	Y	R	179	24	216	R	202	58	645	Y	13	23	1.77
3	A	N	N	N	N	R	178	22	213	R	201	55	621	Y	13	23	1.77
2	B	Y	N	N	Y	R	158	10	BR	R	191	54	439	Y	19	33	1.74
3	H	Y	Y	N	Y	R	166	6	BR	R	192	31	454	Y	15	26	1.73
3	B	Y	N	N	Y	R	142	1	BR	R	180	9	245	Y	22	38	1.73
3	W	N	N	N	Y	R	189	48	398	R	208	73	745	Y	11	19	1.73
2	H	Y	N	N	Y	R	163	17	BR	R	194	62	499	Y	18	31	1.72
3	B	N	Y	N	Y	R	175	16	158	R	197	44	539	Y	13	22	1.69
3	B	Y	N	N	Y	R	175	16	148	R	197	44	555	Y	13	22	1.69
3	H	Y	N	N	Y	R	154	1	BR	R	181	10	253	Y	16	27	1.69
2	H	N	N	N	Y	R	178	53	211	R	203	82	663	Y	15	25	1.67
2	H	Y	N	N	Y	R	164	19	BR	R	194	62	500	Y	18	30	1.67
3	H	Y	Y	N	Y	R	163	4	BR	R	188	22	382	Y	15	25	1.67
2	H	N	N	N	Y	R	167	25	14	R	195	64	508	Y	17	28	1.65

Team Read
2011-12 Student Reader Data

2	H	Y	N	N	Y	R	161	14	BR	R	190	51	426	Y	18	29	1.61
3	A	Y	N	N	Y	R	164	4	BR	R	188	22	376	Y	15	24	1.60
2	H	Y	N	N	Y	R	153	5	BR	R	185	38	331	Y	20	32	1.60
2	A	Y	N	N	Y	R	168	27	20	R	195	64	502	Y	17	27	1.59
3	H	Y	Y	N	Y	R	149	1	BR	R	176	5	162	Y	17	27	1.59
3	A	Y	N	N	Y	R	159	2	BR	R	184	15	315	Y	16	25	1.56
2	M	N	N	N	N	R	175	45	148	R	200	76	598	Y	16	25	1.56
2	H	Y	N	N	Y	R	153	5	BR	R	184	35	311	Y	20	31	1.55
2	H	N	N	Y	Y	R	149	3	BR	R	180	26	235	Y	20	31	1.55
3	A	N	N	N	Y	R	175	16	152	R	195	39	511	Y	13	20	1.54
3	H	N	N	N	Y	R	162	3	BR	R	185	16	322	Y	15	23	1.53
2	B	N	N	N	Y	R	156	8	BR	R	185	38	332	Y	19	29	1.53
2	A	Y	N	N	Y	R	148	2	BR	R	180	26	237	Y	21	32	1.52
2	H	Y	Y	N	Y	R	150	3	BR	R	180	26	245	Y	20	30	1.50
3	H	N	N	N	Y	R	173	13	110	R	194	36	490	Y	14	21	1.50
3	B	N	N	N	Y	R	169	8	47	R	190	26	415	Y	14	21	1.50
2	W	N	N	N	N	R	196	90	528	R	214	95	845	Y	12	18	1.50
3	B	Y	N	N	Y	R	142	1	BR	R	169	2	38	Y	18	27	1.50
2	A	N	N	N	Y	R	166	23	BR	R	191	54	448	Y	17	25	1.47
3	B	N	N	N	Y	R	181	28	263	R	200	52	609	Y	13	19	1.46
3	B	N	N	N	Y	R	192	56	465	R	208	73	750	Y	11	16	1.45
2	A	Y	N	N	Y	R	161	14	BR	R	187	43	368	Y	18	26	1.44
2	B	N	N	N	Y	R	175	45	156	R	198	71	565	Y	16	23	1.44
2	B	Y	N	N	Y	R	171	34	71	R	194	62	497	Y	16	23	1.44
2	H	N	N	N	N	R	172	37	102	R	195	64	505	Y	16	23	1.44
2	A	N	N	N	N	R	181	61	258	R	201	78	627	Y	14	20	1.43
2	B	Y	N	N	Y	R	148	2	BR	R	178	22	201	Y	21	30	1.43
2	H	Y	N	N	Y	R	156	8	BR	R	183	33	302	Y	19	27	1.42
2	H	Y	N	N	Y	R	154	6	BR	R	181	28	252	Y	19	27	1.42
2	A	N	N	N	Y	R	150	3	BR	R	178	22	198	Y	20	28	1.40
2	B	N	N	N	Y	R	176	48	172	R	197	69	538	Y	15	21	1.40
3	H	Y	N	N	Y	R	164	4	BR	R	185	16	333	Y	15	21	1.40
3	A	Y	N	N	Y	R	181	28	250	R	199	49	592	Y	13	18	1.38
2	I	Y	Y	N	Y	R	144	1	BR	R	173	13	113	Y	21	29	1.38
3	H	N	N	N	Y	R	174	15	127	R	193	33	479	Y	14	19	1.36
2	M	N	N	N	Y	R	169	29	49	R	192	56	463	Y	17	23	1.35
2	B	Y	N	N	Y	R	166	23	BR	R	189	48	405	Y	17	23	1.35
2	B	Y	N	N	Y	R	167	25	14	R	190	51	420	Y	17	23	1.35
3	M	N	Y	N	N	R	147	1	BR	R	170	2	69	Y	17	23	1.35
3	A	Y	N	N	Y	R	165	5	BR	R	185	16	334	Y	15	20	1.33
3	H	Y	N	N	Y	R	162	3	BR	R	182	12	285	Y	15	20	1.33
3	W	N	N	N	Y	R	186	40	349	R	202	58	630	Y	12	16	1.33
2	W	Y	Y	N	Y	R	159	11	BR	R	184	35	312	Y	19	25	1.32
2	W	Y	N	N	Y	R	156	8	BR	R	181	28	260	Y	19	25	1.32
2	W	N	N	N	N	R	172	37	102	R	193	59	468	Y	16	21	1.31
3	M	N	N	N	N	R	176	18	162	R	193	33	475	Y	13	17	1.31
3	H	Y	N	N	N	R	176	18	172	R	193	33	478	Y	13	17	1.31
3	A	Y	N	N	Y	R	176	18	167	R	193	33	477	Y	13	17	1.31
2	H	Y	N	N	Y	R	166	23	BR	R	188	46	390	Y	17	22	1.29
2	B	N	N	N	Y	R	167	25	15	R	189	48	402	Y	17	22	1.29
3	B	N	N	N	Y	R	168	7	18	R	186	18	349	Y	14	18	1.29
3	M	N	Y	N	N	R	170	9	67	R	188	22	381	Y	14	18	1.29
2	B	N	N	N	N	R	182	64	274	R	200	76	601	Y	14	18	1.29

Team Read
2011-12 Student Reader Data

3	A	Y	N	N	Y	R	170	9	59	R	188	22	377	Y	14	18	1.29
2	H	Y	N	N	Y	R	163	17	BR	R	186	40	351	Y	18	23	1.28
2	B	Y	N	N	N	R	158	10	BR	R	182	30	284	Y	19	24	1.26
2	B	N	N	N	Y	R	154	6	BR	R	178	22	212	Y	19	24	1.26
3	A	Y	N	N	Y	R	186	40	341	R	201	55	610	Y	12	15	1.25
3	A	N	Y	N	N	R	156	1	BR	R	176	5	174	Y	16	20	1.25
3	H	Y	N	N	Y	R	184	35	316	R	199	49	586	Y	12	15	1.25
2	A	Y	N	N	Y	R	161	14	BR	R	183	33	295	Y	18	22	1.22
2	B	Y	N	N	Y	R	162	15	BR	R	184	35	311	Y	18	22	1.22
3	B	N	Y	Y	Y	R	170	9	63	R	187	20	368	Y	14	17	1.21
3	B	N	N	N	Y	R	174	15	126	R	191	28	442	Y	14	17	1.21
3	B	N	N	N	Y	R	171	11	81	R	188	22	379	Y	14	17	1.21
2	B	Y	Y	N	Y	R	156	8	BR	R	179	24	215	Y	19	23	1.21
2	W	N	Y	Y	Y	R	158	10	BR	R	181	28	251	Y	19	23	1.21
2	B	Y	N	N	Y	R	156	8	BR	R	179	24	217	Y	19	23	1.21
3	W	N	N	N	Y	R	199	74	585	R	211	79	797	Y	10	12	1.20
3	A	Y	N	N	Y	R	154	1	BR	R	173	3	115	Y	16	19	1.19
2	W	N	N	N	N	R	173	39	116	R	192	56	451	Y	16	19	1.19
2	H	N	N	N	Y	R	172	37	105	R	191	54	433	Y	16	19	1.19
2	B	Y	N	N	Y	R	173	39	107	R	192	56	449	Y	16	19	1.19
2	B	N	N	N	Y	R	171	34	78	R	190	51	419	Y	16	19	1.19
3	A	N	N	N	N	R	195	64	512	R	208	73	743	Y	11	13	1.18
3	A	N	N	N	Y	R	191	54	434	R	204	63	680	Y	11	13	1.18
2	W	N	N	N	Y	R	197	92	545	R	210	91	773	Y	11	13	1.18
2	H	Y	N	N	Y	R	168	27	34	R	188	46	389	Y	17	20	1.18
2	B	Y	N	N	Y	R	160	12	BR	R	181	28	252	Y	18	21	1.17
2	B	N	N	N	Y	R	159	11	BR	R	181	28	256	Y	19	22	1.16
3	B	Y	N	N	Y	R	179	24	218	R	194	36	491	Y	13	15	1.15
3	H	Y	N	N	Y	R	172	12	102	R	188	22	378	Y	14	16	1.14
3	H	N	N	N	Y	R	174	15	140	R	190	26	428	Y	14	16	1.14
2	H	Y	N	N	Y	R	138	1	BR	R	163	4	BR	Y	22	25	1.14
2	H	Y	N	N	Y	R	153	5	BR	R	175	16	143	Y	20	22	1.10
2	B	Y	N	N	Y	R	152	4	BR	R	174	15	129	Y	20	22	1.10
2	H	N	Y	N	Y	R	150	3	BR	R	172	12	94	Y	20	22	1.10
2	H	Y	N	N	Y	R	146	2	BR	R	169	8	51	Y	21	23	1.10
3	A	Y	N	N	Y	R	187	43	365	R	200	52	604	Y	12	13	1.08
3	A	Y	N	N	Y	R	179	24	226	R	193	33	483	Y	13	14	1.08
3	A	Y	N	N	Y	R	171	11	84	R	186	18	343	Y	14	15	1.07
2	H	N	N	N	N	R	178	53	202	R	194	62	492	Y	15	16	1.07
2	A	Y	N	N	Y	R	174	42	134	R	191	54	444	Y	16	17	1.06
2	M	Y	N	N	Y	R	170	32	62	R	187	43	359	Y	16	17	1.06
3	H	Y	N	N	Y	R	159	2	BR	R	176	5	172	Y	16	17	1.06
2	H	Y	N	N	Y	R	154	6	BR	R	174	15	133	Y	19	20	1.05
2	B	N	N	Y	Y	R	173	39	110	R	189	48	408	Y	16	16	1.00
3	A	Y	N	N	N	R	163	4	BR	R	178	7	199	Y	15	15	1.00
3	A	Y	N	N	Y	R	176	18	165	R	189	24	408	Y	13	13	1.00
2	H	Y	N	N	Y	R	159	11	BR	R	178	22	212	Y	19	19	1.00
2	H	Y	Y	N	Y	R	138	1	BR	R	160	2	BR	Y	22	22	1.00
3	H	N	N	N	Y	R	175	16	155	R	188	22	377	Y	13	13	1.00
2	B	N	Y	N	Y	R	157	9	BR	R	176	18	161	Y	19	19	1.00
2	H	Y	N	N	Y	R	162	15	BR	R	180	26	233	Y	18	18	1.00
2	B	Y	N	Y	Y	R	151	4	BR	R	171	11	82	Y	20	20	1.00
2	I	N	Y	N	Y	R	164	19	BR	R	182	30	269	Y	18	18	1.00

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2	B	N	N	N	Y	R	167	25	15	R	184	35	320	Y	17	17	1.00
3	B	N	N	N	Y	R	169	8	49	R	183	13	293	Y	14	14	1.00
2	H	Y	N	N	Y	R	162	15	BR	R	180	26	245	Y	18	18	1.00
2	H	Y	N	N	Y	R	161	14	BR	R	179	24	216	Y	18	18	1.00
2	B	N	N	N	Y	R	151	4	BR	R	170	9	67	N	20	19	0.95
2	H	Y	N	N	Y	R	157	9	BR	R	175	16	143	N	19	18	0.95
2	H	Y	N	N	Y	R	157	9	BR	R	175	16	146	N	19	18	0.95
2	H	Y	N	N	Y	R	163	17	BR	R	180	26	242	N	18	17	0.94
2	H	Y	N	N	Y	R	166	23	BR	R	182	30	273	N	17	16	0.94
2	H	Y	N	N	Y	R	165	21	BR	R	181	28	260	N	17	16	0.94
2	H	Y	N	N	Y	R	169	29	49	R	185	38	325	N	17	16	0.94
2	B	N	N	N	Y	R	167	25	0	R	183	33	292	N	17	16	0.94
2	B	N	N	N	N	R	174	42	139	R	189	48	402	N	16	15	0.94
3	H	N	Y	N	Y	R	165	5	BR	R	179	8	227	N	15	14	0.93
3	A	Y	N	N	N	R	167	6	11	R	180	9	242	N	14	13	0.93
3	I	Y	N	N	Y	R	172	12	96	R	186	18	351	Y	14	13	0.93
3	W	N	N	N	Y	R	181	28	256	R	193	33	479	N	13	12	0.92
2	A	N	Y	N	Y	R	135	1	BR	R	156	1	BR	N	23	21	0.91
3	M	N	Y	N	Y	R	193	59	477	R	203	60	650	N	11	10	0.91
2	B	N	N	N	Y	R	158	10	BR	R	175	16	157	N	19	17	0.89
2	A	Y	N	N	Y	R	156	8	BR	R	173	13	118	N	19	17	0.89
2	H	Y	N	N	N	R	165	21	BR	R	180	26	249	N	17	15	0.88
2	W	N	N	N	Y	R	169	29	48	R	184	35	312	N	17	15	0.88
2	H	Y	N	N	Y	R	169	29	50	R	184	35	310	N	17	15	0.88
2	B	N	N	N	Y	R	172	37	104	R	186	40	346	N	16	14	0.88
2	H	N	Y	N	Y	R	135	1	BR	R	155	1	BR	N	23	20	0.87
3	A	Y	N	N	Y	R	160	2	BR	R	173	3	109	N	15	13	0.87
2	H	N	N	N	Y	R	179	56	227	R	192	56	458	N	15	13	0.87
3	B	Y	N	N	Y	R	161	3	BR	R	174	4	131	N	15	13	0.87
2	B	Y	N	N	Y	R	147	2	BR	R	165	5	BR	N	21	18	0.86
2	B	Y	Y	N	Y	R	146	2	BR	R	164	4	BR	N	21	18	0.86
3	B	Y	N	N	Y	R	178	22	212	R	189	24	405	N	13	11	0.85
3	B	N	N	N	Y	R	180	26	240	R	191	28	433	N	13	11	0.85
3	B	Y	N	N	Y	R	175	16	153	R	186	18	340	N	13	11	0.85
3	A	Y	N	N	Y	R	177	20	192	R	188	22	376	N	13	11	0.85
2	H	N	Y	N	Y	R	158	10	BR	R	174	15	140	N	19	16	0.84
2	H	Y	N	N	Y	R	163	17	BR	R	178	22	205	N	18	15	0.83
2	H	Y	N	N	Y	R	166	23	BR	R	180	26	234	N	17	14	0.82
2	W	N	N	N	N	R	172	37	97	R	185	38	327	N	16	13	0.81
2	H	Y	N	N	Y	R	148	2	BR	R	165	5	BR	N	21	17	0.81
2	H	Y	N	N	Y	R	176	48	177	R	188	46	377	N	15	12	0.80
2	H	Y	N	N	Y	R	180	58	237	R	192	56	455	N	15	12	0.80
3	B	Y	Y	N	Y	R	162	3	BR	R	174	4	131	N	15	12	0.80
2	H	Y	N	N	Y	R	157	9	BR	R	172	12	105	N	19	15	0.79
3	B	N	Y	N	Y	R	170	9	55	R	181	10	255	N	14	11	0.79
2	B	Y	N	N	Y	R	140	1	BR	R	154	1	BR	N	18	14	0.78
2	H	Y	N	N	Y	R	164	19	BR	R	178	22	207	N	18	14	0.78
2	A	Y	N	N	Y	R	160	12	BR	R	174	15	133	N	18	14	0.78
2	B	N	N	N	Y	R	164	19	BR	R	178	22	206	N	18	14	0.78
2	A	Y	N	N	Y	R	161	14	BR	R	175	16	145	N	18	14	0.78
3	W	N	Y	N	Y	R	180	26	236	R	190	26	420	N	13	10	0.77
3	H	Y	N	N	Y	R	181	28	252	R	191	28	436	N	13	10	0.77
2	W	N	N	N	N	R	169	29	35	R	182	30	274	N	17	13	0.76

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2	H	Y	N	N	Y	R	166	23	BR	R	179	24	229	N	17	13	0.76
2	H	Y	N	N	Y	R	168	27	32	R	181	28	263	N	17	13	0.76
2	B	Y	N	N	Y	R	170	32	55	R	182	30	275	N	16	12	0.75
2	A	Y	N	N	Y	R	153	5	BR	R	168	7	30	N	20	15	0.75
3	B	Y	N	N	Y	R	191	54	431	R	199	49	579	N	11	8	0.73
2	B	Y	N	N	Y	R	160	12	BR	R	173	13	123	N	18	13	0.72
2	H	Y	N	N	Y	R	165	21	BR	R	177	20	195	N	17	12	0.71
2	B	N	N	N	Y	R	159	11	BR	R	172	12	91	N	19	13	0.68
2	H	Y	Y	N	Y	R	161	14	BR	R	173	13	118	N	18	12	0.67
3	H	Y	Y	N	Y	R	160	2	BR	R	170	2	57	N	15	10	0.67
3	A	Y	N	N	Y	R	184	35	305	R	192	31	462	N	12	8	0.67
2	H	Y	N	N	Y	R	179	56	220	R	189	48	400	N	15	10	0.67
2	H	N	N	N	Y	R	162	15	BR	R	174	15	136	N	18	12	0.67
2	A	Y	N	N	Y	R	162	15	BR	R	174	15	137	N	18	12	0.67
2	A	Y	N	N	Y	R	162	15	BR	R	174	15	139	N	18	12	0.67
2	W	N	N	N	Y	R	165	21	BR	R	176	18	171	N	17	11	0.65
2	H	N	N	N	Y	R	165	21	BR	R	176	18	164	N	17	11	0.65
2	B	N	N	N	Y	R	166	23	BR	R	177	20	195	N	17	11	0.65
3	H	Y	Y	N	Y	R	167	6	4	R	176	5	161	N	14	9	0.64
2	B	N	N	N	Y	R	148	2	BR	R	161	3	BR	N	21	13	0.62
2	I	Y	N	N	Y	R	162	15	BR	R	173	13	111	N	18	11	0.61
3	A	Y	Y	N	Y	R	163	4	BR	R	172	3	98	N	15	9	0.60
2	H	Y	N	N	Y	R	152	4	BR	R	164	4	BR	N	20	12	0.60
2	B	N	Y	N	Y	R	152	4	BR	R	164	4	BR	N	20	12	0.60
3	B	N	Y	N	Y	R	185	38	330	R	192	31	450	N	12	7	0.58
2	B	N	N	N	Y	R	158	10	BR	R	169	8	37	N	19	11	0.58
2	B	N	N	N	Y	R	159	11	BR	R	170	9	70	N	19	11	0.58
3	M	N	Y	N	Y	R	171	11	81	R	179	8	229	N	14	8	0.57
2	M	N	N	N	Y	R	170	32	59	R	179	24	224	N	16	9	0.56
2	B	N	N	N	Y	R	173	39	109	R	182	30	284	N	16	9	0.56
2	B	Y	N	N	Y	R	164	19	BR	R	174	15	138	N	18	10	0.56
3	B	N	N	N	Y	R	194	62	501	R	200	52	596	N	11	6	0.55
3	H	N	N	N	Y	R	189	48	406	R	195	39	506	N	11	6	0.55
3	M	N	N	N	Y	R	175	16	155	R	182	12	278	N	13	7	0.54
3	H	Y	N	N	Y	R	176	18	161	R	183	13	288	N	13	7	0.54
2	A	N	N	N	N	R	176	48	167	R	184	35	318	N	15	8	0.53
2	H	Y	Y	N	Y	R	150	3	BR	R	160	2	BR	N	20	10	0.50
2	B	N	N	N	Y	R	184	69	317	R	191	54	446	N	14	7	0.50
3	A	Y	Y	N	Y	R	163	4	BR	R	170	2	66	N	15	7	0.47
2	H	Y	N	N	Y	R	160	12	BR	R	168	7	28	N	18	8	0.44
2	W	N	N	N	Y	R	161	14	BR	R	169	8	39	N	18	8	0.44
2	H	Y	N	N	Y	R	174	42	126	R	181	28	266	N	16	7	0.44
2	M	Y	N	N	Y	R	174	42	127	R	181	28	252	N	16	7	0.44
2	A	Y	N	N	Y	R	154	6	BR	R	162	3	BR	N	19	8	0.42
2	B	Y	N	N	Y	R	170	32	53	R	176	18	168	N	16	6	0.38
2	A	Y	N	N	Y	R	171	34	88	R	177	20	191	N	16	6	0.38
3	H	Y	N	N	Y	R	189	48	398	R	193	33	479	N	11	4	0.36
3	H	Y	Y	N	Y	R	172	12	101	R	177	6	193	N	14	5	0.36
2	H	Y	N	N	Y	R	166	23	BR	R	172	12	92	N	17	6	0.35
2	B	N	Y	N	Y	R	168	27	21	R	174	15	133	N	17	6	0.35
2	B	N	Y	N	Y	R	164	19	BR	R	170	9	63	N	18	6	0.33
2	A	Y	N	N	Y	R	164	19	BR	R	170	9	58	N	18	6	0.33
2	H	Y	Y	N	Y	R	174	42	126	R	179	24	231	N	16	5	0.31

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2	B	N	N	N	Y	R	164	19	BR	R	169	8	39	N	18	5	0.28
2	H	Y	N	N	Y	R	159	11	BR	R	164	4	BR	N	19	5	0.26
2	B	Y	N	N	Y	R	156	8	BR	R	161	3	BR	N	19	5	0.26
2	A	Y	N	N	Y	R	174	42	126	R	178	22	208	N	16	4	0.25
3	B	N	N	N	Y	R	182	30	279	R	185	16	329	N	12	3	0.25
3	H	Y	N	N	Y	R	181	28	264	R	184	15	308	N	13	3	0.23
3	H	Y	N	N	Y	R	181	28	253	R	184	15	314	N	13	3	0.23
3	B	Y	N	N	Y	R	180	26	244	R	183	13	292	N	13	3	0.23
3	B	Y	N	N	Y	R	178	22	208	R	181	10	258	N	13	3	0.23
3	A	Y	N	N	Y	R	176	18	169	R	179	8	223	N	13	3	0.23
3	A	Y	Y	N	Y	R	175	16	148	R	178	7	211	N	13	3	0.23
2	W	N	Y	N	Y	R	162	15	BR	R	166	6	BR	N	18	4	0.22
3	A	Y	Y	N	Y	R	171	11	72	R	174	4	124	N	14	3	0.21
2	H	Y	N	N	Y	R	153	5	BR	R	157	1	BR	N	20	4	0.20
2	H	Y	Y	N	Y	R	147	2	BR	R	151	1	BR	N	21	4	0.19
3	H	N	N	N	N	R	195	64	507	R	197	44	553	N	11	2	0.18
2	H	Y	N	N	Y	R	165	21	BR	R	168	7	33	N	17	3	0.18
2	B	N	Y	N	Y	R	165	21	BR	R	168	7	32	N	17	3	0.18
3	H	N	N	N	N	R	187	43	370	R	189	24	397	N	12	2	0.17
2	H	Y	Y	N	Y	R	157	9	BR	R	160	2	BR	N	19	3	0.16
2	B	N	Y	N	Y	R	155	7	BR	R	158	2	BR	N	19	3	0.16
2	W	N	N	N	N	R	189	80	408	R	191	54	441	N	13	2	0.15
3	B	Y	N	N	Y	R	168	7	23	R	170	2	65	N	14	2	0.14
2	M	N	N	N	Y	R	173	39	117	R	175	16	151	N	16	2	0.13
2	B	N	N	N	Y	R	160	12	BR	R	162	3	BR	N	18	2	0.11
2	H	Y	N	N	Y	R	164	19	BR	R	166	6	BR	N	18	2	0.11
2	B	N	N	N	Y	R	161	14	BR	R	163	4	BR	N	18	2	0.11
2	M	N	Y	N	N	R	158	10	BR	R	160	2	BR	N	19	2	0.11
3	A	Y	N	N	Y	R	194	62	501	R	195	39	509	N	11	1	0.09
3	H	Y	N	N	Y	R	177	20	190	R	178	7	201	N	13	1	0.08
3	H	Y	N	N	Y	R	179	24	230	R	180	9	234	N	13	1	0.08
3	B	N	N	N	Y	R	177	20	195	R	175	5	143	N	13	1	0.08
2	A	N	N	N	N	R	168	27	31	R	168	7	32	N	17	0	0.00
2	H	N	N	N	Y	R	169	29	51	R	169	8	36	N	17	0	0.00
2	B	N	Y	N	Y	R	160	12	BR	R	159	2	BR	N	18	-1	-0.06
2	B	N	Y	N	Y	R	185	71	337	R	184	35	313	N	14	-1	-0.07
3	A	Y	N	N	Y	R	185	38	330	R	184	15	319	N	12	-1	-0.08
3	A	Y	N	N	Y	R	190	51	417	R	189	24	397	N	11	-1	-0.09
2	H	Y	N	N	Y	R	157	9	BR	R	155	1	BR	N	19	-2	-0.11
3	M	N	Y	N	Y	R	178	22	207	R	176	5	172	N	13	-2	-0.15
3	B	Y	N	N	Y	R	192	56	464	R	190	26	422	N	11	-2	-0.18
2	H	Y	Y	N	Y	R	151	4	BR	R	147	1	BR	N	20	-4	-0.20
3	B	N	N	N	Y	R	193	59	483	R	190	26	413	N	11	-3	-0.27
3	B	Y	N	N	Y	R	184	35	314	R	180	9	248	N	12	-4	-0.33
3	B	Y	N	N	Y	R	184	35	320	R	180	9	244	N	12	-4	-0.33
3	W	N	N	N	Y	R	189	48	411	R	185	16	336	N	11	-4	-0.36
3	A	Y	N	N	N	R	192	56	460	R	188	22	378	N	11	-4	-0.36
3	H	Y	N	N	Y	R	171	11	75	R	164	1	BR	N	14	-7	-0.50
3	B	N	N	N	Y	R	181	28	256	R	174	4	127	N	13	-7	-0.54
2	W	N	N	N	N	R	169	29	48	R	159	2	BR	N	17	-10	-0.59
2	A	Y	N	N	Y	R	196	90	528	R	187	43	365	N	12	-9	-0.75
3	H	Y	N	N	Y	R	187	43	358	R	174	4	141	N	12	-13	-1.08

SAMPLE SCHOOL 1: PARTNER ELEMENTARY SCHOOL DATA TRACKING SHEET

(Spring 2011 - Spring 2012 MAP; Fall 2011 to Spring 2012 Teacher's College Assessment; October-May Attendance)

2011-12 Grade	Fed Ethnicity	BILG	SPED	Is Homeless	FRL	Spr2011_R ead_RIT	Spr2011_R ead_Perctl	Spr2011_R ead_Lexile	Spr2012_R ead_RIT	Spr2012_R ead_Perctl	Spr2012_R ead_Lexile	Met Typical Growth Last Spr To This Spr	Growth Target Spr 2011 To Spr 2012	Actual Growth from Spr 2011 To Spr 2012	Growth Index Spr 2011 To Spr 2012	TC Assess ment Fall 2011	TC Assess ment Spr 2012	Tutoring sessions attended	Tutoring sessions available
2	H	N	N	N	N	172	37	102	195	64	505	Y	16	23	1.44	H	M	37	42
2	B	Y	N	N	Y	156	8	BR	179	24	217	Y	19	23	1.21	G	H	40	42
2	B	N	N	N	Y	171	34	78	190	51	419	Y	16	19	1.19	F	L	31	34
2	B	N	N	N	Y	159	11	BR	181	28	256	Y	19	22	1.16	F	I	39	42
2	B	Y	N	Y	Y	151	4	BR	171	11	82	Y	20	20	1.00	C	H	42	42
2	I	N	Y	N	Y	164	19	BR	182	30	269	Y	18	18	1.00			11	11
2	B	N	N	N	Y	167	25	15	184	35	320	Y	17	17	1.00	H	L	41	42
2	H	Y	N	N	Y	163	17	BR	180	26	242	N	18	17	0.94	E	H	38	42
2	B	N	N	N	Y	167	25	0	183	33	292	N	17	16	0.94	H	L	42	42
2	B	Y	Y	N	Y	146	2	BR	164	4	BR	N	21	18	0.86			6	10
2	H	Y	N	N	Y	165	21	BR	177	20	195	N	17	12	0.71	E	J	40	42
2	B	N	N	N	Y	173	39	109	182	30	284	N	16	9	0.56	F	H	26	34
2	B	N	Y	N	Y	165	21	BR	168	7	32	N	17	3	0.18	E	J	41	42
3	B	N	N	Y	Y	176	18	165	203	60	663	Y	13	27	2.08	L	N	39	42
3	B	N	N	N	Y	192	56	465	208	73	750	Y	11	16	1.45	M	S	19	29
3	H	Y	N	N	Y	164	4	BR	185	16	333	Y	15	21	1.40	L	M	42	42
3	A	Y	N	N	Y	181	28	250	199	49	592	Y	13	18	1.38	L	O	34	42
3	W	N	N	N	Y	186	40	349	202	58	630	Y	12	16	1.33	L	N	37	42
3	B	N	N	N	Y	174	15	126	191	28	442	Y	14	17	1.21	L	M	40	42
3	B	N	N	N	Y	171	11	81	188	22	379	Y	14	17	1.21	L	N	11	11
3	H	N	N	N	Y	174	15	140	190	26	428	Y	14	16	1.14	L	M	37	42
3	B	N	N	N	Y	169	8	49	183	13	293	Y	14	14	1.00	J	L	37	42
3	B	Y	N	N	Y	161	3	BR	174	4	131	N	15	13	0.87	H	K	39	42
3	B	Y	Y	N	Y	162	3	BR	174	4	131	N	15	12	0.80			10	10
3	B	N	Y	N	Y	170	9	55	181	10	255	N	14	11	0.79	D	N	34	42
3	H	N	N	N	Y	189	48	406	195	39	506	N	11	6	0.55	L	N	42	42
3	B	Y	N	N	Y	168	7	23	170	2	65	N	14	2	0.14			31	35
3	B	Y	N	N	Y	184	35	320	180	9	244	N	12	-4	-0.33	L	M		

SAMPLE SCHOOL 2: PARTNER ELEMENTARY SCHOOL DATA TRACKING SHEET

(Spring 2011 - Spring 2012 MAP; Fall 2011 to Spring 2012 Teacher's College Assessment; October-May Attendance)

2011-12 Grade	Fed Ethnicity	BILG	SPED	Is Homeless	FRL	Spr2011_Read_Subj	Spr2011_Read_RIT	Spr2011_Read_Perctl	Spr2011_Read_Lexile	Spr2012_Read_Subj	Spr2012_Read_RIT	Spr2012_Read_Perctl	Spr2012_Read_Lexile	Met Typical Growth Last Spr To This Spr	Growth Target Spr 2011 To Spr 2012	Actual Growth from Spr 2011 To Spr 2012	Growth Index Spr 2011 To Spr 2012	Teacher's College Assess.-- Fall 2011	Teacher's College Assess.-- Winter 2012	Teacher's College Assess.-- Spring 2012	Attendance at Tutoring Sessions	Available Tutoring Sessions
2	W	Y	N	N	Y	R	156	8	BR	R	181	28	260	Y	19	25	1.32	F	H	J	41	42
2	W	N	N	N	N	R	172	37	102	R	193	59	468	Y	16	21	1.31				28	28
2	B	Y	N	N	Y	R	162	15	BR	R	184	35	311	Y	18	22	1.22	H	L	M	42	42
2	W	N	Y	Y	Y	R	158	10	BR	R	181	28	251	Y	19	23	1.21				29	29
2	H	Y	N	N	Y	R	157	9	BR	R	175	16	143	N	19	18	0.95	F	H	J	42	42
2	H	Y	N	N	Y	R	169	29	49	R	185	38	325	N	17	16	0.94	G	I	M	21	28
2	A	N	Y	N	Y	R	135	1	BR	R	156	1	BR	N	23	21	0.91	C	D	F	39	42
2	H	N	N	N	Y	R	162	15	BR	R	174	15	136	N	18	12	0.67	G	I	L	42	42
2	W	N	N	N	Y	R	165	21	BR	R	176	18	171	N	17	11	0.65	G	K	N	38	42
2	I	Y	N	N	Y	R	162	15	BR	R	173	13	111	N	18	11	0.61	G	J	M	39	42
2	M	N	N	N	Y	R	170	32	59	R	179	24	224	N	16	9	0.56	H	J	L	28	30
2	B	Y	N	N	Y	R	164	19	BR	R	174	15	138	N	18	10	0.56	H	L	M		
2	W	N	N	N	Y	R	161	14	BR	R	169	8	39	N	18	8	0.44	I	J	K	16	23
2	M	Y	N	N	Y	R	174	42	127	R	181	28	252	N	16	7	0.44	D	I	M	32	42
2	B	N	Y	N	Y	R	168	27	21	R	174	15	133	N	17	6	0.35	H	I	K	36	42
2	B	N	N	N	Y	R	164	19	BR	R	169	8	39	N	18	5	0.28	K	L	M	39	42
2	W	N	Y	N	Y	R	162	15	BR	R	166	6	BR	N	18	4	0.22	C	D	F	41	42
2	H	Y	Y	N	Y	R	157	9	BR	R	160	2	BR	N	19	3	0.16	D	F	H	33	42
2	H	N	N	N	Y	R	169	29	51	R	169	8	36	N	17	0	0.00	H	K	M	37	42
3	B	Y	N	N	Y	R	174	15	128	R	201	55	622	Y	14	27	1.93	G	K	L	42	42
3	B	N	N	N	Y	R	185	16	325	R	203	60	661	Y	10	18	1.80	L	O	O	42	42
3	A	N	N	N	Y	R	175	16	152	R	195	39	511	Y	13	20	1.54	J	M	P	38	42
3	B	Y	N	N	Y	R	142	1	BR	R	169	2	38	Y	18	27	1.50	F	J	L	35	42
3	M	N	Y	N	N	R	147	1	BR	R	170	2	69	Y	17	23	1.35	D	I	J	42	42
3	H	Y	N	N	N	R	176	18	172	R	193	33	478	Y	13	17	1.31	L	N	O	39	42
3	H	N	Y	N	Y	R	165	5	BR	R	179	8	227	N	15	14	0.93				24	29
3	M	N	Y	N	Y	R	193	59	477	R	203	60	650	N	11	10	0.91	K	M	O	38	42
3	W	N	N	N	Y	R	189	48	411	R	185	16	336	N	11	-4	-0.36	L	O	P	22	25



Student Reader Update: For Teachers

The following form has been completed by your student's Team Read tutor.

Student Reader Name: _____ Tutor Name: _____

VOCABULARY DEVELOPMENT

I have been using the following strategies to help my student with vocabulary development:

- Playing vocabulary games (memory, Go Fish, etc.) with flash cards to learn sight words
- Tracking and learning new words from the books we've read
- Completing vocabulary quizzes on sight words
- Using picture and text clues to infer the meaning of a new vocabulary word
- Other: using dictionaries to look up new words

My student has learned the following sight word vocabulary lists:

- Levels 1 & 2 (the, and, to, of, a, in, is, that, he, you, it, for)
- Levels 3 & 4 (was, are, with, on, as, his, they, be, from, at, this, I)
- Level 5 (have, by, had, or, one, not)
- Level 6 (what, if, do, all, were, we there, can, an, your, but, when, which)
- Level 7 (their, said, will, each, about, how, up, out, them, then, she, many)
- Level 8 (so, these, would, other, into, more, her, two, like, him, some, has, see)

See other side for additional sight word levels completed.

READING (FLUENCY & COMPREHENSION)

My student reader has read 30 books so far this year.

At the beginning of the year, my student was at a Fountas & Pinnell reading level E.

I have been using the following strategies to help my student develop fluency skills:

- Modeling fluent reading
- Echo reading (I read, then my student reads)
- Re-reading (I ask my student to re-read a sentence/paragraph to focus on reading smoothly)
- Timed readings (I time my student as s/he read and re-reads familiar materials)

I have been using the following strategies to help my student develop comprehension skills:

- Having my student re-tell the story
- Asking questions during reading
- Completing written comprehension activities (bubble maps, etc.)
- Having my student summarize the story, telling what happened in the beginning/middle/end

Additional sight word levels (continued from page 1)

- Level 9 (time, could, no, make, than, first, been, its, who, now, people, my)
- Level 10 (made, down, find, water, over, only, use, get, did, way, through, may)
- Level 11 (long, little, very, after, words, called, just, where, most, know, back, much)
- Level 12 (go, good, new, write, our, used, me, man, too, any, gas, same, right)
- Level 13 (look, think, around, also, came, come, another, work, three, word, because, must)
- Level 14 (does, part, even, place, well, such, here, take, why, things, help, before)
- Level 15 (put, years, different, away, again, off, went, old, number, sir, seat, divided, circle, underline, view)
- Level 16 (great, tell, men, say, small, every, found, still, between, name, should, home, Mr. big, give)

TEACHER RESPONSE

Please complete and return this report to the Team Read Site Coordinator. Your input will help your student's tutor focus his/her work this year.

This student is currently reading at Fountas & Pinnell reading level unsure at this time

What recommendations do you have for how the tutor should prioritize the following tutoring activities and strategies?

	High priority	Average priority	Low priority
VOCABULARY			
Vocabulary games, practicing using sight words in sentences		X	
Tracking new vocabulary words from books read		X	
Using picture/text clues to infer meaning of new words		X	
Completing vocabulary quizzes on sight words		X	
FLUENCY			
Modeling fluent reading		X	
Echo reading		X	
Re-reading			X
Timed reading			X
COMPREHENSION			
Practicing re-telling stories	X		
Asking questions during the story	X		
Comprehension activities (bubble maps, etc.)	X		
Summarizing the story	X		

Other (please describe):

Thank you for helping. His reading skills have improved greatly because of your hard work!

High priority: Student would benefit from increased time and focus on this area

Average priority: Student would benefit from the same amount of time and focus on this area

Low priority: Student already demonstrates strength in this area

Additional comments or feedback for tutor:



Student Reader Update: For Teachers

The following form has been completed by your student's Team Read tutor.

Student Reader Name: _____ Tutor Name: _____

VOCABULARY DEVELOPMENT

I have been using the following strategies to help my student with **vocabulary development**:

- Playing vocabulary games (memory, Go Fish, etc.) with flash cards to learn sight words
- Tracking and learning new words from the books we've read
- Completing vocabulary quizzes on sight words
- Using picture and text clues to infer the meaning of a new vocabulary word
- Other: _____

My student has learned the following **sight word** vocabulary lists:

- Levels 1 & 2 (the, and, to, of, a, in, is, that, he, you, it, for)
- Levels 3 & 4 (was, are, with, on, as, his, they, be, from, at, this, I)
- Level 5 (have, by, had, or, one, not)
- Level 6 (what, if, do, all, were, we there, can, an, your, but, when, which)
- Level 7 (their, said, will, each, about, how, up, out, them, then, she, many)
- Level 8 (so, these, would, other, into, more, her, two, like, him, some, has, see)

See other side for additional sight word levels completed.

READING (FLUENCY & COMPREHENSION)

My student reader has read 16 books so far this year.

At the beginning of the year, my student was at a Fountas & Pinnell reading level _____.

I have been using the following strategies to help my student develop **fluency skills**:

- Modeling fluent reading
- Echo reading (I read, then my student reads)
- Re-reading (I ask my student to re-read a sentence/paragraph to focus on reading smoothly)
- Timed readings (I time my student as s/he read and re-reads familiar materials)

I have been using the following strategies to help my student develop **comprehension skills**:

- Having my student re-tell the story
- Asking questions during reading
- Completing written comprehension activities (bubble maps, etc.)
- Having my student summarize the story, telling what happened in the beginning/middle/end

Additional sight word levels (continued from page 1)

- Level 9 (time, could, no, make, than, first, been, its, who, now, people, my)
- Level 10 (made, down, find, water, over, only, use, get, did, way, through, may)
- Level 11 (long, little, very, after, words, called, just, where, most, know, back, much)
- Level 12 (go, good, new, write, our, used, me, man, too, any, gas, same, right)
- Level 13 (look, think, around, also, came, come, another, work, three, word, because, must)
- Level 14 (does, part, even, place, well, such, here, take, why, things, help, before)
- Level 15 (put, years, different, away, again, off, went, old, number, sir, seat, divided, circle, underline, view)
- Level 16 (great, tell, men, say, small, every, found, still, between, name, should, home, Mr. big, give)

TEACHER RESPONSE

Please complete and return this report to the Team Read Site Coordinator. Your input will help your student's tutor focus his/her work this year.

This student is currently reading at Fountas & Pinnell reading level 3.

What recommendations do you have for how the tutor should prioritize the following tutoring activities and strategies?

	High priority	Average priority	Low priority
VOCABULARY			
Vocabulary games, practicing using sight words in sentences	✓		
Tracking new vocabulary words from books read			
Using picture/text clues to infer meaning of new words	✓		
Completing vocabulary quizzes on sight words	✓		
FLUENCY			
Modeling fluent reading	✓		
Echo reading			
Re-reading			
Timed reading			
COMPREHENSION			
Practicing re-telling stories	✓		
Asking questions during the story			
Comprehension activities (bubble maps, etc.)			
Summarizing the story	✓		

Other (please describe):

He continues to build his confidence and it's because he has a tutor that cares. Thanks for your work with him. He will only get better! 😊

High priority: Student would benefit from increased time and focus on this area

Average priority: Student would benefit from the same amount of time and focus on this area

Low priority: Student already demonstrates strength in this area

Additional comments or feedback for tutor:



STUDENT READER REFERRAL

PJ

Please complete this form for students who meet the eligibility criteria listed below and return to the Team Read Site Coordinator for your school by October 3rd. Thank you!

TEAM READ ELIGIBILITY CRITERIA

- Grades 2 – 3
- Placement below grade level on the DRA, MAP, Teacher's College and other reading assessments.
- Students who have not met the expected district reading standards based on classroom performance.
- Possible retention due to failure to meet reading standards at each grade level.

Students reading at or above grade level are not eligible.

Students with severe behavior challenges should not be referred to Team Read as it is difficult to train high school students to tutor students with special needs.

TO BE COMPLETED BY REFERRING TEACHER:

(Teacher First and Last Name)

Student Name: _____ Elementary School: Van Asselt Elem.

Gender: F ELL: Yes Language spoken at home: Vietnamese Grade in school: 2

What is this student's current Fountas and Pinnell reading level? C

Please check the following reading tutoring strategies that you believe will be most helpful for the Team Read tutor to focus on with this student. (Check all that apply)

<input checked="" type="checkbox"/>	Vocabulary Development	<input checked="" type="checkbox"/>	Fluency	<input checked="" type="checkbox"/>	Comprehension
<input checked="" type="checkbox"/>	Learning sight words through repetitive games with flash cards	<input checked="" type="checkbox"/>	Tutor modeling fluent reading	<input checked="" type="checkbox"/>	Story re-tell
<input checked="" type="checkbox"/>	Tracking and learning new words from the books he/she is reading (using flash cards and other vocabulary games)	<input checked="" type="checkbox"/>	Echo reading (tutor reads a sentence modeling fluency and then the student reads the same sentence)	<input checked="" type="checkbox"/>	Tutor asks questions during reading
<input checked="" type="checkbox"/>	Completing vocabulary "challenges" (short quizzes on sight words)	<input checked="" type="checkbox"/>	Re-reading (tutor has student re-read a paragraph, page or book with the focus being on reading smoothly)		Completing written comprehension activities (Venn diagrams, etc)
<input checked="" type="checkbox"/>	Inferring to understand the meaning of a new vocabulary word by using picture clues and text clues from the story so far		Timed readings (tutor times the student reading and re-reading familiar material)		Tutor asks student to summarize the story; or tell what happened in the beginning, middle, end

Other: talking about her books as much as possible; rereading of stories

STUDENT READER DATA—COMPLETED BY SITE COORDINATOR

ENTRY DATA: Complete. Send the original (white copy) to Team Read MS#31-939 - due by November 7th, 2011.

Date of entry into Team Read: 10/25/11 Student ID #: _____

EXIT DATA: When student exits from Team Read, record the date and reason for leaving below on **yellow copy** and send to Team Read. At the end of the year, send all **yellow** copies to Team Read. **End of year exit data—due by May 27, 2011.**

Date of exit from Team Read: _____

Reason for leaving Team Read: _____ graduated from program graduation date _____
_____ moved _____ dismissed _____ Other _____

Note: Please use this form and follow the same process for students entering the program throughout the year.



STUDENT READER REFERRAL

Please complete this form for students who meet the eligibility criteria listed below and return to the Team Read Site Coordinator for your school by October 3rd. Thank you!

TEAM READ ELIGIBILITY CRITERIA

- Grades 2 – 3
- Placement below grade level on the DRA, MAP, Teacher's College and other reading assessments.
- Students who have not met the expected district reading standards based on classroom performance.
- Possible retention due to failure to meet reading standards at each grade level.

Students reading at or above grade level are not eligible.

Students with severe behavior challenges should not be referred to Team Read as it is difficult to train high school students to tutor students with special needs.

TO BE COMPLETED BY REFERRING TEACHER: _____

Student Name: _____ Teacher First and Last Name) _____
Elementary School: Van Asselt

Gender: F ELL: yes Language spoken at home: Somali/English Grade in school: 2nd

What is this student's current Fountas and Pinnell reading level? D

Please check the following reading tutoring strategies that you believe will be most helpful for the Team Read tutor to focus on with this student. (Check all that apply)

<input checked="" type="checkbox"/>	Vocabulary Development	<input checked="" type="checkbox"/>	Fluency	<input checked="" type="checkbox"/>	Comprehension
<input checked="" type="checkbox"/>	Learning sight words through repetitive games with flash cards	<input checked="" type="checkbox"/>	Tutor modeling fluent reading	<input checked="" type="checkbox"/>	Story re-tell
<input checked="" type="checkbox"/>	Tracking and learning new words from the books he/she is reading (using flash cards and other vocabulary games)		Echo reading (tutor reads a sentence modeling fluency and then the student reads the same sentence)	<input checked="" type="checkbox"/>	Tutor asks questions during reading
<input checked="" type="checkbox"/>	Completing vocabulary "challenges" (short quizzes on sight words)	<input checked="" type="checkbox"/>	Re-reading (tutor has student re-read a paragraph, page or book with the focus being on reading smoothly)		Completing written comprehension activities (Venn diagrams, etc)
<input checked="" type="checkbox"/>	Inferring to understand the meaning of a new vocabulary word by using picture clues and text clues from the story so far		Timed readings (tutor times the student reading and re-reading familiar material)		Tutor asks student to summarize the story; or tell what happened in the beginning, middle, end

Other: practicing with word families cat, sat, rat etc

STUDENT READER DATA—COMPLETED BY SITE COORDINATOR

ENTRY DATA: Complete. Send the original (white copy) to Team Read MS#31-939 - due by November 7th, 2011.

Date of entry into Team Read: October 25, 2011 Student ID #: _____

EXIT DATA: When student exits from Team Read, record the date and reason for leaving below on **yellow copy** and send to Team Read. At the end of the year, send all **yellow** copies to Team Read. **End of year exit data—due by May 27, 2011.**

Date of exit from Team Read: _____

Reason for leaving Team Read: _____ graduated from program _____ graduation date _____
_____ moved _____ dismissed _____ Other _____

Note: Please use this form and follow the same process for students entering the program throughout the year.



Teacher Update – Student Reader Progress Report

Teacher Name: _____

School: _____

Date: _____

VOCABULARY

Student Name	Sight Word Level(s) Completed*	New Words Learned	Teacher Feedback

*Completed=can read instantly and use correctly in a sentence (verbally). Site word levels listed on p.3.

READING (FLUENCY & COMPREHENSION)

Student Name	# Books Read	Fountas & Pinnell Reading Level	Teacher Feedback

TEACHER RESPONSE

Please complete and return this report to the Team Read Site Coordinator. Your input will help your students' tutors focus their work next week.

What recommendations do you have for how tutors should prioritize the following activities and strategies?

Student Name																
VOCABULARY																
<i>Priority level</i>	HIGH	AVE	LOW													
Vocabulary games, practicing using sight words in sentences																
Tracking new vocabulary words from books read																
Using picture/text clues to infer meaning of new words																
Completing vocabulary quizzes on sight words																
FLUENCY																
<i>Priority level</i>	HIGH	AVE	LOW													
Modeling fluent reading																
Echo reading																
Re-reading																
Timed reading																
COMPREHENSION																
<i>Priority level</i>	HIGH	AVE	LOW													
Practicing re-telling stories																
Asking questions during the story																
Comprehension activities (bubble maps, etc.)																
Summarizing the story																

Priority levels

High: Student would benefit from increased time and focus on this area

Average: Student would benefit from the same amount of time and focus on this area

Low: Student already demonstrates strength in this area

SIGHT WORD LEVELS

- Levels 1 & 2 (the, and, to, of, a, in, is, that, he, you, it, for)
- Levels 3 & 4 (was, are, with, on, as, his, they, be, from, at, this, I)
- Level 5 (have, by, had, or, one, not)
- Level 6 (what, if, do, all, were, we there, can, an, your, but, when, which)
- Level 7 (their, said, will, each, about, how, up, out, them, then, she, many)
- Level 8 (so, these, would, other, into, more, her, two, like, him, some, has, see)

Additional sight word levels (*continued from page 1*)

- Level 9 (time, could, no, make, than, first, been, its, who, now, people, my)
- Level 10 (made, down, find, water, over, only, use, get, did, way, through, may)
- Level 11 (long, little, very, after, words, called, just, where, most, know, back, much)
- Level 12 (go, good, new, write, our, used, me, man, too, any, gas, same, right)
- Level 13 (look, think, around, also, came, come, another, work, three, word, because, must)
- Level 14 (does, part, even, place, well, such, here, take, why, things, help, before)
- Level 15 (put, years, different, away, again, off, went, old, number, sir, seat, divided, circle, underline, view)
- Level 16 (great, tell, men, say, small, every, found, still, between, name, should, home, Mr. big, give)

Additional comments or feedback for tutors: