Fidelity of Implementation

Reading Accommodations

For students with read aloud/oral reading accommodations on IEP/504/ELL plans

PRESENT LEVEL OF PERFORMANCE:

uPAR

Prior to uPAR: What is present level of performance? What accommodations are recommended?
After uPAR: What are goals for level of performance? What accommodations and AT are needed? What are training is needed? Complete the uPAR Student Data Talk with the student.

School Based Staff -Snap & Read Student Data Talks

(i.e.Case Managers, Resource Teacher, Co:Teacher, staff with direct student interaction)
Using the format of <5 minute Student Data Talks. See guidelines below for the Data Talk.

1. Set an **Initial Meeting**-this should be a bit longer than 5 minutes.
2. Weekly **Ongoing Meeting**: The goal is to build comfort, routines, usage and increase time reading with technology tools.
3. Monitor weekly until students consistently are reading materials at **grade-level**.
4. Bring data to IEP/504/ELL meetings to use as a talking point for reading accommodation decisions.

Team Leader

(i.e.District/Building Level staff with less direct student contact, coordinators)
Work with school based staff:

1. Ask your building level staff to submit evidence of use. (Examples: Print out of overall data with some comments, print out of an individual student, documentation of a Student Data Talk). Asking your team members to provide data to you ensures they know how to access and use the data. (See below-Fun with Fidelity)
2. Celebrate tiny successes. When you find a case manager, a student etc that is having success celebrate them, ask them to share how they achieved their "tiny success" and share with your team.
3. Work with school based staff weekly UNTIL all students are getting the usage needed.
4. Ensure that ALL IEP/504/ELL meetings include Snap & Read Data if the student has reading accommodations.

Resources:
"Snap and Read Universal **Data Overview**" http://donjohnston.com/tutorials-snapread/ (1:34)
Hint: Group Students with Google Classroom
Bright Spots: Celebrate-Find the Bright Spots: (3:36)

Snap & Read Student Data Talk

A Student Data Talk is a weekly connection. It is a simple way to build learning habits with students. While we will use data to drive the conversation, it is about the connection, discovery to find out what is working, what is not. It is a way to plan for barriers, celebrate small successes, build confidence and keep the vision alive. Start with just 5 minute chats. In this process you want to identify positive changes and celebrate success (even if it is small) or problem solve to better meet goals. Review the Snap & Read Universal Data with students weekly.
Vision: Build students as expert learners. Using tools and strategy helping students lead their learner.
Goal #1 Comfort with technology, finding reading materials, and building usage.
Work with the student until they consistently meet their reading goals for time (approx 20 minutes per day)
Goal #2 Build Rigor. Once reading habits/routines are established and student is comfortable with the technology supports, then work to encourage the student to access materials at or above their grade-level.   Helpful Hit: In Snap & Read Options turn ON "Show Readability so student can see the readability of the information they are accessing.

Continue data talks with students until you are confident they have the routines in place and students are reading grade level materials to accomplish this weekly.   Then reduce checks to monthly or quarterly.

Initial Meeting

1. Benchmark (how much have I used Reading Accommodations so far)
2. Building awareness of the potential benefits of reading accommodations (see "Why Read 20 minutes a day at home" chart below).
3. Set a weekly goal amount.
4. Set a time to meet each week to review the goal. (this should be a 5 minute meeting)

Ongoing Meetings

Suggested Conversation Starters:

For students making goals:

Congratulations (pause and take time to feel the success).
How were you able to accomplish this goal?
What reading materials have you found that are enjoyable?
Are your supports in place for next week?
What is your goal for this week?
How are you seeing the impact of using these tools? (i.e. grades, participation, confidence)

For students not making goals:

How does your data compare to your goal?
What is getting in the way of you achieving this goal?
What is an action plan for removing those obstacles this week?

IEP/504/ELL meetings

Look at the data. How does Snap & Read Data support the use of Read Aloud Accommodations.

Discuss:
Read Aloud Accommodations for Instruction
Read Aloud Accommodations for Assessments
Add documentation to student's IEPs/504 or ELL plans
Add documentation needed for state assessments (example PARCC Appendix D)
Reassess-are there students who need to be reassessed to when able to comprehend text to speech at the same level as a human reader?

Fun with Fidelity

This approach is to build momentum. Start small, focus on successes and build excitement from success.   Each week ask your building level staff to look at the data.   It is critical that you empower them to start to use the data. If Administration is the only one looking at the data, you will not build ownership or trust or momentum.

	Data request	Celebration
Week 1	Find the student with the highest use. Ask the student to share 1 trick on finding time to use Snap & Read.	Celebrate Success Card. (Pick up the phone if it is truly remarkable)
Week 2	Find another student with high use. Ask the student to share 1 trick on finding time to use Snap & Read.	Success…is starting… You have discovered the "secret sauce". Make sure to congratulate the teacher(s) and students!

Week 3	Based on Student Data Talks
	   a) Where are students getting time to use the tools?
	   b) What teachers/classes using Snap & Read
		Celebrate Teachers who are building good learning habits! "Got caught" using Stickers. Give them to teachers and students using the tools, teachers who have posted posters and who remind students.

Week 4	1 Month Mark…
	   1. Which students seem to be the most consistent users?
	   2. What makes them successful users?
		Celebrate Students with tools and habits for success!

Week 5	Find students who are choosing reading materials at or above reading level	

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
❖ Scores in the 90th percentile on standardized tests.	❖ Scores in the 50th percentile on standardized tests.	❖ Scores in the 10th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Nagy and Herman, 1987.)

WANT TO BE A BETTER READER? SIMPLY READ.

While this data represents independent reading, we recognize there isn't data for "reading by ear". However study of High School Students with Disabilities who read with Text to Speech tools for average of 40 minutes a week were found to have an increase in reading comprehension and vocabulary.