

## CSDE Waiver Review Tool

Sec. 10-14u. (a) (3): "Scientifically-based reading research and instruction" means (A) a comprehensive program or a collection of instructional practices that is based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress, and (B) the integration of instructional strategies for continuously assessing, evaluating and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills. Such comprehensive program or collection of practices includes, but is not limited to, instruction in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension ([https://www.cga.ct.gov/current/pub/chap\\_163c.htm](https://www.cga.ct.gov/current/pub/chap_163c.htm)).

<b>District Name:</b>	Select a district.	
<b>Review Date:</b>		<i>Date review tool is completed</i>
<b>Meeting Date:</b>		<i>Date district requested to meet with PCG</i>

### Section 1: Evidenced-based and Scientifically-based [C.G.S. Sec. 10-4ii(1)]

Senate Bill No. 1202, page 622: "Scientifically-based reading research and instruction" means (A) a comprehensive program or a collection of instructional practices that is based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress (<https://www.cga.ct.gov/2021/ACT/PA/PDF/2021PA-00002-R00SB-01202SS1-PA.PDF>).

Did the district submit one comprehensive program or a collection of instructional programs?  Select one.

#### 1A: Complete this section for the comprehensive program.

	Notes	Notes from District Meeting
Did the district provide reliable and valid evidence showing that the program will support students in achieving satisfactory reading progress (e.g., copies of or links to studies that were scientifically conducted: replicated, peer reviewed, and independent)?	Select Yes or No.	
<b>Title of component or program:</b>	Choose a program.	
Does the program meet expectations on CURATE?	[This cell will autopopulate.]	
Does the program meet expectations on Ed Reports?	[This cell will autopopulate.]	
Is the program listed as an approved core program on CDE advisory list?	[This cell will autopopulate.]	

#### 1B: Complete this section for collections of instructional practices ("program" or "component").

	Notes	Notes from District Meeting
Did the district submit a scope and sequence or other document demonstrating how the collection is coordinated (same terminology, same procedures, explicit transfer of skills from one component to another) to become a comprehensive program?	Select Yes or No.	
Did the district provide reliable and valid evidence showing that the collection will support students in achieving satisfactory reading progress (e.g., copies of or links to studies that were scientifically conducted: replicated, peer reviewed, and independent)?	Select Yes or No.	

**Complete this section for each program or component.**

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<b>Title of component or program:</b>	Choose a program.	Choose a program.	Choose a program.
<b>Program Type:</b>	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
Does each component in the collection meet expectations on CURATE?	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
Does each component in the collection meet expectations on Ed Reports?	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
Does each component in the collection appear on the CDE advisory list?	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
<b>Notes:</b>			
<b>Notes from District Meeting:</b>			

**Section 2:** All components of reading use explicit, systematic, sequential, and cumulative instruction.

- Focused competency in areas of reading [C.G.S. Sec. 10-14ii(2)]: Students are introduced to a new skill before being asked to perform it.
- Sequential instruction in areas of reading [C.G.S. Sec. 10-14ii]: There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when the skills are taught (e.g., by week, month, or unit).
- Systematic and cumulative instruction in all areas of reading [C.G.S. Sec. 10-14ii]: The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.

<b>Does the curriculum use explicit, systematic, sequential, and cumulative instruction of ...</b>		<b>Notes</b>	<b>Notes from District Meetings</b>
• phonological and phonemic awareness?	Select Yes or No.		
• phonics?	Select Yes or No.		
• rapid automatic naming or letter naming fluency?	Select Yes or No.		
• vocabulary?	Select Yes or No.		
• reading comprehension?	Select Yes or No.		

**Section 3:** Related Elements: Meets the expectations set forth in the Waiver Guidance Document and/or the Review Rubric used for CT approved programs [C.G.S. 10-14ii]

<b>Does the curriculum model or program ...</b>		<b>Notes</b>	<b>Notes from District Meetings</b>
• provide frequent opportunities for students to practice or gain skills?	Select Yes or No.		
• allow for high-quality, daily differentiation of foundational skills so that all students achieve mastery of foundational skills?	Select Yes or No.		

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<ul style="list-style-type: none"> <li>provide for structured discussions that address grade level speaking and listening standards?</li> </ul>	Select Yes or No.		
<ul style="list-style-type: none"> <li>include a wide range of authentic writing and explicit instruction in writing skills and strategies?</li> </ul>	Select Yes or No.		
<ul style="list-style-type: none"> <li>provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?</li> </ul>	Select Yes or No.		
<ul style="list-style-type: none"> <li>represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and perspectives?</li> </ul>	Select Yes or No.		
<ul style="list-style-type: none"> <li>include explicit alignment to state standards and grade level expectations?</li> </ul>	Select Yes or No.		
<b>Section 4: Additional Legislative Requirements-[C.G.S. Sec. 10-14hh(d)(2)]</b>			
<b>Did the district submit ...</b>		<b>Notes</b>	<b>Notes from District Meetings</b>
<ul style="list-style-type: none"> <li>student performance data?</li> </ul>	Select Yes or No.		
<ul style="list-style-type: none"> <li>student performance data disaggregated by race, ethnicity, gender, socio-economic status, second-language learning status, and ability?</li> </ul>	Select Yes or No.		
<ul style="list-style-type: none"> <li>a plan to address gaps between disaggregated subgroups and the whole population?</li> </ul>	Select Yes or No.		