

# MEMORANDUM

**To:** Eric Witherspoon  
Superintendent

**From:** Laura Cooper  
Assistant Superintendent for Curriculum and Instruction

**Date:** May 8, 2007

**RE: REPORT ON LITERACY PROGRAM**

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Literacy efforts are at the center of the Board of Education Goal #1 - *To strengthen instruction and curriculum to achieve measurable academic gains for all students and to accelerate the learning of students who are not yet meeting standards.* As part of this goal there are two literacy strategies:

1. The Literacy Program will provide sustained support in grades 9-12 to students not yet reading at grade level. The program, including the addition of a second Read 180 lab for special education, will be evaluated.
2. Humanities and reading teachers in English, History, and Special Education will work with Dr. Alfred Tatum in a professional development program and will implement a common approach to improving reading comprehension for students.

On Monday, May 14, we will report to the Board on these two specific strategies.

The first strategy—Evaluation of the Literacy Program—is addressed in the evaluation report written by Dr. Judy Levinson, Director of Research, Assessment, and Evaluation. The demographic and student achievement data—and the chart summarizing what’s working and what needs be changed—are invaluable to the entire literacy team in formulating recommendations for next year.

The memo from Judith Ruhana, English Department Chair, and Jennifer Fisher, History/ Social Science Department Chair, builds upon the summary provided in Dr. Levinson’s report by summarizing the recommendations developed by the literacy team for strengthening the program for next year. This memo also briefly summarizes the impact of the work with Dr. Alfred Tatum on improving reading comprehension in English, history, and reading classes. The department chairs will be joined by a few of the English and history teachers who will share what they have discovered since they’ve begun using different reading strategies to help students learn more English and history.

LAC:lcj  
Attachments

# MEMORANDUM

**Date:** May 7, 2007

**To:** Eric Witherspoon  
Superintendent

**From:** Judith Ruhana, English Department Chair  
Jennifer Fisher, History Department Chair

**RE: LITERACY REPORT**

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In addition to the formal Board Report on Literacy, we would like to share input and plans for improving the program developed by the Literacy Team. We also want to update you on the progress we have made in working with Dr. Tatum to incorporate reading into some English and

### **Coordination of Services**

- There needs to be a coordination of the placement of struggling readers into the programs that best meet their needs, including PROJECT EXCEL and The Academy. There needs to be one person who schedules and checks the placement of students into these programs.

### **Humanities Professional Development with Dr. Tatum**

- A team of teachers in history, English, and Special Education worked extensively with Dr. Alfred Tatum, professor and expert in adolescent literacy from Northern Illinois University, to implement four common reading strategies in all the 9<sup>th</sup> grade Humanities classes, in the 10<sup>th</sup> grade Humanities Enriched classes and in Special Education classes. This involvement will be broadened to include all teachers who sign up to work with Dr. Tatum in a special Summer Intensive Workshop on June 12-14. Dr Tatum will continue to work with these same departments in the 07-08 school year to strengthen the strategies used and to look carefully at texts, curriculum, effective student effort, student engagement, and beliefs about achievement. The four strategies used this year are:
  - Think-and-Search Questions
  - Semantic Mapping
  - Reciprocal Questioning
  - CLOZE Reading
- In 2006-2007, the Literacy program had two coaches assigned to the Humanities classes to help implement literacy strategies. The number of coaches will be increased for the 2007-2008 school year.

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# Evaluation Report on the Literacy Program 2006-07

Judith Levinson  
Carrie Livingston  
May 9, 2007

## **Table of Contents**

|                                                                                |      |
|--------------------------------------------------------------------------------|------|
| Summary of Key Findings: What We have Learned About the Literacy Program ..... | i-ii |
| Evaluation Report on the Literacy Program .....                                | 1-11 |

## **Attachments**

|                                                      |    |
|------------------------------------------------------|----|
| Program Description.....                             | 13 |
| Student Survey Results.....                          | 15 |
| Sophomore/Junior Courses in English and History..... | 23 |

## Summary of Key Findings: What We Have Learned About the Literacy Program

One of the board goals for 2006-07 is to provide evaluation information on the Literacy Program, including the addition of a second *READ 180* lab for special education. This report provides data to answer the following questions:

- Ù Who are the students in the current *READ 180*, Enriched, and Freshman Reading Programs, what scores place them there, and how are they doing?
- Ù For students who were in *READ 180*, Enriched, and Freshman Reading in 2005-06, how are they doing as sophomores?
- Ù Who are the students in the *READ 180* special education program, what scores place them in the program, and how are they doing?

The following data were collected:

| Target Group                                                                                                                                                          | Measures                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Current 2006-07 Freshman Literacy Students: <ul style="list-style-type: none"><li>• 1 Hum.Enr./<i>READ 180</i> students</li><li>• Freshman Reading students</li></ul> | <ul style="list-style-type: none"><li>• Demographics</li><li>• EXPLORE test scores</li><li>• Degrees of Reading (DRP) test scores</li><li>• Scholastic Reading Inventory (SRI)</li><li>• NC grades</li><li>• Student Survey</li></ul> |
| Sophomore Cohort who were in 1 Hum.Enr./ <i>READ 180</i> , and Freshman Reading in 2005-06                                                                            | <ul style="list-style-type: none"><li>• Demographics</li><li>• EXPLORE/PLAN longitudinal analysis</li><li>• Degrees of Reading test scores</li><li>• Course Grades</li><li>• Types of Courses Enrolled as Sophs./Jrs.</li></ul>       |
| Current 2006-07 Special Ed. <i>READ 180</i> students                                                                                                                  | <ul style="list-style-type: none"><li>• Demographics</li><li>• EXPLORE test scores</li><li>• Scholastic Reading Inventory</li><li>• NC grades</li><li>• Student Survey</li></ul>                                                      |

What is working?

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## What Needs to be Changed?

- It is clear that teachers are working hard and provide examples of successes and progress. Student feedback is positive as well. However, the data indicate that the progress is not what we would like to see and believe can happen.
  - o Although half of the students in *READ 180* increase their lexile score by 50 points, 41 percent show a decrease in their lexile score.
  - o Although one-quarter of Freshman Reading students increase their percentile score from the EXPLORE to PLAN test and move into the third quartile after their freshman year, about 20 percent more of students fall into the bottom quartile after their freshman year.
  - o Students in the Literacy Program have not learned the fundamentals of reading comprehension over their nine years of schooling. More discrete targets need to be set for students and monitored over time.
  - o The present assessment system is not sufficient for diagnosing and monitoring change. Although EXPLORE to PLAN provides good data, the attrition in this group of students from year to year means that we do not always have pre/post data. The DRP does not provide detailed diagnostic information and teachers are not always confident with the results of the SRI. Instead, a consistent within year pre/post assessment is needed that provides solid diagnostic information that teachers can trust.
- Placement and Exit Criteria need to be reviewed and clarified.
  - o At ETHS, we now have a number of programs in addition to the Literacy Program (e.g., The Academy, special education, Project EXCEL, etc.) that target struggling students. However, the criteria for placement into these programs are similar, and it is not always clear which program will best serve these struggling readers. Students are placed in one program and then later, it is discovered that these students have been placed in another program. The organization is large and communication vehicles have not been set up to work out these complex placement decisions.
  - o The multiple measures used for placement need to be reviewed to determine the best predictors for success in the various programs. For example, it is not clear whether the science reasoning EXPLORE score is a good predictor of a struggling reader.
  - o Currently, scores at or above the 50<sup>th</sup> percentile in reading are the ultimate criterion for exit out of the program. However, several measures are used and the PLAN score is not available until the end of the first semester of sophomore year. This is too late for making course decisions for sophomores. This is another reason why a more consistent assessment system in

## Evaluation Report on the Literacy Program: 2006-07

### Purpose

One of the board goals for 2006-07 is to provide evaluation information on the Literacy Program, including the addition of a second *READ 180* lab for special education. This report provides data to answer the following questions:

- Ù Who are the students in the current *READ 180*, Enriched, and Freshman Reading Program, what scores place them in the program, and how are they doing?
- Ù For students who were in *READ 180*, Enriched, and Reading in 2005-06, how are they doing as sophomores?
- Ù Who are the students in the *READ 180* special education program, what scores place them in the program, and how are they doing?

### Literacy Program Description

The Literacy Program is designed to provide support for students who enter ETHS reading below grade level. The program is comprised of a sequence of courses that provide reading instruction and show students how to use these skills in their other courses. The program is intended to “catch up” many students so they will exit from the program at the end of the freshman or sophomore year. However, some students require ongoing support. The Literacy Program is comprised of the following components:

- **9<sup>th</sup> Grade Humanities Enriched:** Two credits are awarded, one each in history and English. Instruction is implemented in a two-period block.
- **9<sup>th</sup> Grade Reading Enriched/*READ 180*:** Two elective credits are awarded for this 90-minute class. Students are placed in this class if they fall in the 1<sup>st</sup>-29<sup>th</sup> percentile on the EXPLORE reading-based tests (Reading and Science) and if these scores are consistent with their DRP scores.
- **9<sup>th</sup> Grade Reading:** One elective credit is awarded. Students are placed in this course if they fall in the 29<sup>th</sup>-49<sup>th</sup> percentile on EXPLORE reading-based tests and if these scores are consistent with the DRP score.
- **10<sup>th</sup> Grade Humanities Enriched:** Two credits are awarded, one each in history and English. Instruction is implemented in a two-period block.
- **11<sup>th</sup> and 12<sup>th</sup> Grade Interventions:** In *3 English 1* and *4 English 1* classes, students receive explicit literacy instruction.

For more detailed information on program components, see Attachment 1.

### Data Collection

To address the board goal, data were collected using the student information database to gather information on student demographics, grades, and EXPLORE/PLAN scores. Other assessment data were also analyzed such as scores from a reading inventory that is part of the *READ 180* program and scores from the Degrees of Reading (DRP) test. In addition, student surveys were administered to freshmen and teacher interviews were undertaken with special education faculty to gather their feedback about their new course.

The report is organized in three parts:

- Part I provides data on the current 2006-07 freshmen in *READ 180*, Freshman Reading, and English/history Enriched courses.
- Part II provides data on the sophomore cohort who were in *READ 180* or Freshman Reading courses in 2005-06. For this section, the purpose is to follow up on students a year after they received freshman literacy support.

- Part III provides data on the current 2006-07 freshmen in the new *READ 180* course offered to special education students.

**Part I: Who are the students in the current 2006-07 1 Humanities/*READ 180*, Freshman Reading and 2 Humanities/ Enriched Program, and what do we know about them?**

***Demographics.*** Table 1 shows demographic information for th

Table 3 shows the DRP scores for the 2006-07 freshman literacy courses. The numbers are smaller because not all students were retested on the DRP; testing occurred at the middle schools and not all students were present on the day of testing.

- The scores for the two 2006-07 courses differ slightly from the entry criteria because both the EXPLORE and DRP reading scores are used. Science scores are also reviewed on a case-by-case basis.
- The placement criteria were established to provide multiple measures to determine placement. Although the intent is a positive one, that is to have several measures rather than one to make placement decisions, the criteria are confusing and it is not always clear why students are placed in one literacy course as opposed to another. Some students above the 50<sup>th</sup> percentile end up in the reading programs and some students in the botto

**Attendance.** Table 5 shows the NC grades for the current freshman and sophomore students. NC data were reviewed because it is an indicator of attendance in classes.

**Table 5. Literacy Program: Semester 1 NC Grades, 2003-2006**

|                       | 2003-2004 |         | 2004-2005 |         | 2005-2006 |         | 2006-2007 |         |
|-----------------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
|                       | NC        | Total # | NC        | Total # | NC        | Total # | NC        | Total # |
| <b>Program/Course</b> |           |         |           |         |           |         |           |         |
| 1 Hum. Enr./READ 180  |           |         |           |         |           |         |           |         |
| -Reading              | 9%        | 43      | 17%       | 47      | 14%       | 51      | 9%        | 54      |
| -English              | 12%       | 43      | 9%        | 47      | 12%       | 51      | 6%        | 55      |
| -History              | 9%        | 43      | 11%       | 47      | 10%       | 51      | 9%        | 55      |
| -Science              |           |         |           |         |           |         | 0%        | 4       |
| Frosh Reading         |           |         |           |         |           |         |           |         |
| -Reading              | 4%        | 83      | 8%        | 63      | 12%       | 74      | 3%        | 73      |
| -English              | 5%        | 80      | 6%        | 63      | 5%        | 74      | 3%        | 73      |
| -History              | 5%        | 80      | 5%        | 63      | 4%        | 74      | 1%        | 73      |
| -Science              |           |         |           |         |           |         | 3%        | 36      |
| 2 Hum. Enr.           |           |         |           |         |           |         |           |         |
| -Reading              |           |         |           |         |           |         |           |         |
| -English              | 10%       | 52      | 0%        | 37      | 15%       | 62      | 16%       | 44      |
| -History              | 13%       | 52      | 8%        | 37      | 11%       | 62      | 9%        | 44      |
| -Science              |           |         |           |         |           |         | 9%        | 43      |

- The data suggest that, overall, NC grades are down from previous years for the freshmen students, although almost 10 percent of 1 Hum. Enr./*READ 180* students continue to receive NC grades in reading and history.
- Students in 2 Humanities Enriched receive a large percentage of NC grades in English, history and science.

**Student Survey Results.** In 2003-04, a special reading survey was designed for the literacy program. The survey was revised and administered to all freshman literacy students in April 2007. In prior years, it was only administered to 1 Hum. Enriched/*READ 180* students. Attachment 2 shows the results for this survey as well as results from earlier years.

- In response to a question asking students how much they understand when they read for science, math, English, or history class...
  - Two-thirds of *READ 180* students indicated they understand a lot or nearly all of the material for English, math, and history. This percentage is higher for this group for history and math compared to last year's *READ 180* group. Although science understanding is lower (39%) then the other subjects, the percentage is higher than the last two years of cohorts.
- Generally, 80 percent or more of both *READ 180* and Freshman Reading students report using specific strategies that are taught in the literacy program. A smaller percentage of Freshman Reading students report highlighting or taking notes on important information compared to *READ 180* students.
- A higher percentage (45%) of students than in previous years report that Literacy teachers know what they are capable of doing academically.
- Two-thirds or more of students...
  - Get excited about some of the books they read.
  - Think reading is a good use of time.
  - Think reading is interesting.
  - Share what they read with others.
  - Report that there are a lot of reading materials at home.

- Only 43 percent like to read a book when they have free time and only 34 percent report going to the library or bookstore to read.

Students were also asked open-ended questions. Some representative responses to these items are:

*Item: “What do you like about your Reading/READ 180 or Humanities Enriched classes?”*

- o “I like that we get time to read during the da

**Demographics.** Table 6 shows the demographic characteristics for the 39 Humanities Enriched/*READ 180* students and the 59 Freshman Reading students who remain at ETHS.

**Longitudinal Analyses of Test Scores.** Table 7 shows the change in quartile distribution from EXPLORE to PLAN. EXPLORE is administered in December of eighth grade and PLAN is administered in October of 10th grade. Of the 39 students in the *READ 180* cohort, 22 students had both EXPLORE and PLAN scores; of the 59 students in the Freshman Reading cohort, 37 students had both EXPLORE and PLAN scores. For the students missing scores, either they did not take the EXPLORE test in eighth grade or they did not show up to take the PLAN test on Assessment Day or the make-up day. These data should be interpreted with caution because a large percentage of students did not have pre/post scores.

**Table 7. EXPLORE (2004-2005) to PLAN (2006-2007) National Norm Reading Test Results: Quartile Groupings (n=59)**

|                                                 |       | Avg Scale<br>Score - Reading |       |   |       |   |      |   |      |
|-------------------------------------------------|-------|------------------------------|-------|---|-------|---|------|---|------|
|                                                 |       | n                            | %     | n | %     | n | %    | n | %    |
| <i>1 Hum. Enr./READ 180 (05-06)</i><br>(n = 22) |       |                              |       |   |       |   |      |   |      |
| EXPLORE                                         | 10.14 | 16                           | 72.7% | 6 | 27.3% | 0 | 0.0% | 0 | 0.0% |

- For the *READ 180* students, scores shifted upward and more students fell in the second and third quartiles on PLAN compared to EXPLORE.
- For the Freshman Reading students, results were mixed. A larger percentage of students fell in the bottom quartile but 24 percent moved into the third quartile.

Because a good number of students did not have both EXPLORE and PLAN scores, a second analysis was conducted. Freshman students take the Degrees of Reading test in February of eighth grade and again take this test at the end of freshman year. Unfortunately, many scores were not available. For the 22 *READ 180* students who had both pre and post DRP scores, the results mirrored the EXPLORE/PLAN analysis.

**Course Grades.** Table 8 shows the course grades for the two sophomore cohorts. The data represents the grades in history, English, math and science courses for students who started as freshmen in 2005-06.

- As sophomores some students do quite well in English, history and science, receiving A, B and C grades. However, a large percentage of both former *READ 180* and Freshman Reading students receive D and F grades, particularly in English. Also, one-third of former Freshman Reading students receive D and F grades in science.
- Attendance continues to be a problem for these students as evidenced by NC grades.

**Sophomore/Junior Courses in English and History.** Attachment 3 shows a flow chart of the students in each type of literacy course last year and what classes they are in this year.

- Of the 51 students in 1 Humanities Enriched/*READ 180* in 2005-06, 25 (49%) ended up in 2 Humanities Enriched, 9 (18%) were in level 2 courses, 6 (12%) are in special education or Academy classes, and 12 (24%) are no longer at ETHS.
- Of the 74 students in Freshman Reading in 2005-06, 8 (11%) are in 2 Humanities Enriched classes, 51 (69%) are no longer enrolled in the Literacy Program (8 students are in honors classes) and 15 (20%) are no longer at ETHS. Eight students are not enrolled in a history course, and 8 are in special education or Academy courses.
- Of the 62 students in 2 Humanities Enriched in 2005-06, 40 (64%) are in the Literacy Program (3 English 1), 13 (21%) are no longer in the Literacy Program (of which 4 are in special education or Academy), and 9 (14%) are no longer at ETHS.

**Part III. Who are the students in the *READ 180* special education program, what scores place them in the program, and how are they doing?**

The special education *READ 180* program (READSPED 180) was implemented this school year

**Demographics.** Table 9 shows the demographic information for this group of students.



- A total of 18 students are served in the program. Three classes are offered each staffed by a special education teacher.
- More males than females are served by the program.

**Test Score Entry Data.** Table 10 shows the EXPLORE scores in reading for the current 2006-07 freshman students in this program.

- The majority of the students scored in the bottom quartile on the EXPLORE test.

**Pre/Post Change in Reading.** Information from the Scholastic Reading Inventory (SRI) was also collected for students in READSPED 180. As stated in an earlier section, scores are reported as lexiles. Lexiles range from 10 to 1700 and expected growth for high school students in the *READ 180* program is 50 points or more. Table 11 shows the points gained from fall to spring for the students in the special education *READ 180* program. Although there are 18 students in the program, five students have not yet been administered the spring test.

- 77 percent of students gained 50 points or more and 54 percent made a gain of 100 or more points
- 23 percent had a decrease in their lexile score

**Attendance.** Table 12 shows NC grades for the READSPED 180 students.

- Attendance is a problem in the special education *READ 180* classes. Between 22 percent and 28 percent of students received NC grades in reading, English and history. Teachers report that the NC grades are not a result of students avoiding this particular class; rather they miss class because of extenuating circumstances such as incarceration, suspension or family circumstances.

**Student Survey Results.** Along with students in mainstream *READ 180* and Freshman Reading, the students in the special education classes of *READ 180* were also administered the reading survey. Of the 18 students in the program, 13 completed surveys. Some students were absent. Attachment 2 shows the results for this group of students as well as mainstream students.

- In response to a question asking students how much they understand when they read for science, math, English, or history class...
  - o A large percentage of students indicated that they understand a lot or nearly

Students were also asked open-ended questions. Some representative responses to these items are:

Item: “What do you like about your *READ 180* class?”

- o “I like *READ 180* because it’s a good use of time and I get to learn about things I did not know!”
- o “I learn new words everyday and we read.”

Item: “What do you think needs to be improved about your *READ 180* class?”

- o “Maybe more programs on the computer.”
- o I think *READ 180* is a good class and it should stay the same.
- o “I have improved my reading, which I have a good flow as I read. If you join *READ 180*, your reading habits will improve.”

Since the special education component of *READ 180* is new, teachers in this program were interviewed to gather background on implementation and feedback. Teachers generally like the program because they believe it is age-appropriate, engages students, has high interest reading material, and addresses fluency. It is rich in supplementary materials and well organized. Teachers report that students like it, find the activities varied, and do not mind the double period. When asked about weaknesses, teachers indicated that non-readers are not addressed well by the *READ 180* program. Teachers have modified the rotation focused on independent reading because they report students get distracted easily and have hard time being independent. Some students get tired of the routine, and students sometimes spend a lot of time on the spelling portion which is the least valuable of the skill sets offered. Also, they say that it will take two years to really learn the program because of the range and quantity of materials.

## Summary

### What is working?

- Students generally like their literacy classes, and report that they are learning and using reading strategies.
- Fifty percent of 2006-07 *READ 180* students improved their lexile score by 50 or more points; 34 percent of students improved their lexile score by 100 or more points.
- Students who were in *READ 180* in 2005-06 showed some improvement from EXPLORE to PLAN. Scores shifted upward and more students placed in the second and third quartiles on PLAN compared to EXPLORE.
- Attendance in freshman literacy courses improved in 2006-07 compared to the last two years. For example, in 2004-05, the percentage of NC grades for *READ 180* classes was 17 percent while in 2006-07, the percentage of NC grades was 9 percent. For Freshman Reading students, the NC percentage decreased from 12 percent in 2005-06 to 3 percent in 2006-07.
- Some students move into mainstream and even honors courses after their freshman year. While some of these students are struggling in these courses, others are maintaining a “C” or better.
- For the *READ 180* course in special education:
  - o This school year is the first time that this course is being offered. Teachers feel the *READ 180* course is rich in materials, well-organized, engaging, age-appropriate and addresses fluency.
  - o

- o Although half of the students in *READ 180* increase their lexile score by 50 points, 41 percent show a decrease in their lexile score.
- o Although one-quarter of Freshman Reading students increase their percentile score from the EXPLORE to PLAN test and move into the third quartile after their freshman year, about 20 percent more of students fall into the bottom quartile after their freshman year.
- o Students in the Literacy Program have not learned the fundamentals of reading comprehension over their nine years of schooling. More discrete targets need to be set for students and monitored over time.
- o The present assessment system is not sufficient for diagnosing and monitoring change. Although EXPLORE to PLAN provides good data, the attrition in this group of students from year to year means that we do not always have pre/post data. The DRP does not provide detailed diagnostic information and teachers are not always confident with the results of the SRI. Instead, a consistent within year pre/post assessment is needed that provides solid diagnostic information that teachers can trust.
- Placement and Exit Criteria need to reviewed and clarified.
  - o At ETHS, we now have a number of programs in addition to the Literacy Program (e.g., The Academy, Special Education, Project EXCEL, etc.) that target struggling students. However, the criteria for placement into these programs are similar, and it is not always clear which program will best serve these struggling readers. Students are placed in one program and then later, it is discovered that these students have been placed in another program. The organization is large and communication vehicles have not been set up to work out these complex placement decisions.
  - o The multiple measures used for placement need to be reviewed to determine the best predictors for success in the various programs. For example, it is not clear whether the science reasoning EXPLORE score is a good predictor of a struggling reader.
  - o Currently, scores at or above the 50<sup>th</sup> percentile in reading are the ultimate criterion for

# Attachment 1

## Attachment 1

### Literacy Program Description

The Literacy Program is designed to provide support for students who enter ETHS reading below grade level. The program is comprised of a sequence of courses that provide reading instruction and show students how to use these skills in their other courses. The program is intended to “catch up” many students so they will exit from the program at the end of the freshman or sophomore year. However, some students require ongoing support. The Literacy Program is comprised of the following components:

- **9<sup>th</sup> Grade Humanities Enriched:** Two credits are awarded, one each in history and English. Instruction is implemented in a two-period block. This program includes reading strategies across the curriculum, writing, vocabulary, study skills, and technology skills. Students are placed in this course sequence if they fall in the 1<sup>st</sup> – 29<sup>th</sup> percentile in reading based tests (Reading and Science) on the EXPLORE, and these scores are consistent with scores on a second reading assessment, the Degrees of Reading Power (DRP) administered in February to eighth graders.
- **9<sup>th</sup> Grade Reading Enriched/READ 180:** Two elective credits are awarded for this 90-minute class. Students are placed in this class if they fall in the 1<sup>st</sup>-29<sup>th</sup> percentile in reading-based tests (Reading and Science) on the EXPLORE and these scores are consistent with the DRP scores. *READ 180* is an intensive reading intervention program that offers: 1) technology-based assessment; 2) individualized instruction; and 3) a variety of materials at all instructional levels. The class begins and ends with whole-group instruction. Within the class period, students are divided into three small groups that rotate among three stations. The three small group rotations are: meeting with the teacher to receive specific instruction on skills at the students’ level; use of the *READ 180* software in intensive, individualized skills practice; and independent work in reading and writing using the paperbacks and audio books.
- **9<sup>th</sup> Grade Reading:** One elective credit is awarded. Students are placed in this course if they fall in the 29<sup>th</sup> – 49<sup>th</sup> percentile in reading-based tests on the EXPLORE and these scores are consistent with the DRP score. This yearlong course provides reading instruction to enable the students to achieve in regular level classes. It includes reading strategies across the curriculum, vocabulary, writing, study skills, and technology skills.
- **10<sup>th</sup> Grade Humanities Enriched:** Two elective credits are awarded for this 90-minute class. Students are placed in this class if they fall in the 1<sup>st</sup>-29<sup>th</sup> percentile in reading-based tests (Reading and Science) on the EXPLORE and these scores are consistent with the DRP scores. *READ 180* is an intensive reading intervention program that offers: 1) technology-based assessment; 2) individualized instruction; and 3) a variety of materials at all instructional levels. The class begins and ends with whole-group instruction. Within the class period, students are divided into three small groups that rotate among three stations. The three small group rotations are: meeting with the teacher to receive specific instruction on skills at the students’ level; use of the *READ 180* software in intensive, individualized skills practice; and independent work in reading and writing using the paperbacks and audio books.

# Attachment 2



|                      | Number of<br>Responses | Sometimes/<br>Often |
|----------------------|------------------------|---------------------|
| 2003-04              | 34                     | 85%                 |
| 2005-06              | 49                     | 92%                 |
| 2006-07              | 106                    | 85%                 |
| <i>READ 180</i>      | 43                     | 84%                 |
| <i>Frosh Reading</i> | 60                     | 95%                 |
| <i>Special Ed</i>    | 13                     | 92%                 |
| 2003-04              | 34                     | 62%                 |
| 2005-06              | 49                     | 89%                 |
| 2006-07              | 106                    | 63%                 |
| <i>READ 180</i>      | 43                     | 72%                 |
| <i>Frosh Reading</i> | 60                     | 57%                 |
| <i>Special Ed</i>    | 13                     | 69%                 |
| 2003-04              | 34                     | 74%                 |
| 2005-06              | 49                     | 96%                 |
| 2006-07              | 106                    | 86%                 |
| <i>READ 180</i>      | 43                     | 91%                 |
| <i>Frosh Reading</i> | 59                     | 81%                 |
| <i>Special Ed</i>    | 13                     | 69%                 |
| 2003-04              | 34                     | 88%                 |
| 2005-06              | 49                     | 88%                 |
| 2006-07              | 106                    | 80%                 |
| <i>READ 180</i>      | 43                     | 84%                 |
| <i>Frosh Reading</i> | 60                     | 77%                 |
| <i>Special Ed</i>    | 13                     | 85%                 |
| 2003-04              | NA                     | NA                  |
| 2005-06              | 49                     | 83%                 |
| 2006-07              | 106                    | 78%                 |
| <i>READ 180</i>      | 43                     | 79%                 |
| <i>Frosh Reading</i> | 60                     | 78%                 |
| <i>Special Ed</i>    | 13                     | 85%                 |

Student Survey: Teacher Encouragement and Miscellaneous

Number of  
Responses 1-2 times a week Almost every  
day

20-9002

How well do "Literacy" teachers know what you are capable of doing academically?

|                      | Number of Responses | They somewhat know | They really know |
|----------------------|---------------------|--------------------|------------------|
| 2003-04              | 34                  | 42%                | 42%              |
| 2005-06              | 48                  | 54%                | 38%              |
| 2006-07              | 103                 | 48%                | 40%              |
| <i>READ 180</i>      | 42                  | 45%                | 45%              |
| <i>Frosh Reading</i> | 58                  | 50%                | 34%              |
| <i>Special Ed</i>    | 13                  | 23%                | 69%              |

How often during this semester has a "Literacy" teacher congratulated you on a good grade or other academic achievement?

|                      | Number of Responses | 3-4 times | 5-6 times | More than 6 times |
|----------------------|---------------------|-----------|-----------|-------------------|
| 2003-04              | 34                  | 24%       | 21%       | 9%                |
| 2005-06              | 48                  | 42%       | 15%       | 15%               |
| 2006-07              | 105                 | 30%       | 11%       | 20%               |
| <i>READ 180</i>      | 43                  | 21%       | 14%       | 21%               |
| <i>Frosh Reading</i> | 59                  | 37%       | 10%       | 20%               |
| <i>Special Ed</i>    | 13                  | 23%       | 23%       | 31%               |

|                      | Number of Responses | 3-4 times | 5-6 times | More than 6 times |
|----------------------|---------------------|-----------|-----------|-------------------|
| 2003-04              | 34                  | 21%       | 15%       | 27%               |
| 2005-06              | 48                  | 25%       | 21%       | 29%               |
| 2006-07              | 100                 | 18%       | 14%       | 32%               |
| <i>READ 180</i>      | 43                  | 19%       | 9%        | 44%               |
| <i>Frosh Reading</i> | 54                  | 15%       | 19%       | 24%               |
| <i>Special Ed</i>    | 12                  | 0%        | 17%       | 58%               |

|                      | Number of Responses | 11-20 minutes | 21-30 minutes | More than 30 minutes |
|----------------------|---------------------|---------------|---------------|----------------------|
| 2003-04              | NA                  | NA            | NA            | NA                   |
| 2005-06              | 46                  | 43%           | 33%           | 15%                  |
| 2006-07              | 90                  | 50%           | 24%           | 16%                  |
| <i>READ 180</i>      | 34                  | 59%           | 26%           | 6%                   |
| <i>Frosh Reading</i> | 54                  | 44%           | 22%           | 22%                  |
| <i>Special Ed</i>    | 10                  | 30%           | 40%           | 20%                  |

How many minutes a day do you read at home?

|                      | Number of Responses | 11-20 minutes | 21-30 minutes | More than 30 minutes |
|----------------------|---------------------|---------------|---------------|----------------------|
| 2003-04              | NA                  | NA            | NA            | NA                   |
| 2005-06              | 45                  | 40%           | 20%           | 4%                   |
| 2006-07              | 101                 | 21%           | 24%           | 13%                  |
| <i>READ 180</i>      | 42                  | 21%           | 21%           | 12%                  |
| <i>Frosh Reading</i> | 56                  | 21%           | 23%           | 14%                  |
| <i>Special Ed</i>    | 9                   | 22%           | 33%           | 22%                  |

Student Survey: Attitudes Toward Reading

|                                                                      | 2005-06              |                                  | 2006-07                              |                                           |                                        |
|----------------------------------------------------------------------|----------------------|----------------------------------|--------------------------------------|-------------------------------------------|----------------------------------------|
|                                                                      | Agree/Strongly agree | Total Group Agree/Strongly agree | <i>READ 180</i> Agree/Strongly agree | <i>Frosh Reading</i> Agree/Strongly agree | <i>Special Ed</i> Agree/Strongly agree |
| I like to buy books.                                                 | 31%                  | 42%                              | 33%                                  | 50%                                       | 31%                                    |
| I like to read a book when I have the free time.                     | 35%                  | 43%                              | 44%                                  | 41%                                       | 39%                                    |
| I get excited about some of the books I read.                        | 67%                  | 70%                              | 65%                                  | 73%                                       | 46%                                    |
| I think reading is a good use of time.                               | 77%                  | 63%                              | 65%                                  | 59%                                       | 69%                                    |
|                                                                      | 71%                  | 69%                              | 79%                                  | 59%                                       | 69%                                    |
|                                                                      | 26%                  | 27%                              | 14%                                  | 33%                                       | 23%                                    |
|                                                                      | 29%                  | 37%                              | 30%                                  | 42%                                       | 31%                                    |
|                                                                      | 20%                  | 24%                              | 21%                                  | 27%                                       | 8%                                     |
| I share what I read with others.                                     | 62%                  | 66%                              | 67%                                  | 63%                                       | 69%                                    |
| There are a lot of reading materials at home: books, magazines, etc. | 90%                  | 84%                              | 81%                                  | 85%                                       | 85%                                    |
| I read with my parents.                                              | 16%                  | 14%                              | 16%                                  | 12%                                       | 15%                                    |
| I go to the library or bookstore to read.                            | 35%                  | 34%                              | 30%                                  | 37%                                       | 23%                                    |

# Attachment 3

