
READING PROGRAMS AT EVANSTON TOWNSHIP HIGH SCHOOL

Report to the Board of Education District 202

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Part I: Overview

The Reading Programs serve students who enter high school reading below grade level. Courses are

In 2008-09 there were a total of 186 students enrolled in reading programs (Read 180 = 65; Sped Read 180 = 29; bilingual Read 180 = 10; Freshman Reading = 55; and 2 Humanities Enriched = 27). The majority of students were Black or Hispanic (87%) and from low-income households (73%). Approximately 32 percent had IEP's and five percent were bilingual students.

Part III: 2008-2009 Performance

This section summarizes data from the student survey, grades, and measures of reading comprehension.

Pre-Post Test Data on Reading

Teachers met in the fall of 2008 and set a target for student growth. This target was for students to show more than a year's growth in terms of grade equivalents both in vocabulary and comprehension. In grade equivalent terms, -1.00 is one year's growth; $-.1$ is one month's growth.

Gates-McGinitie Data. For the Gates-McGinitie Test, students were tested in October of 2008 and then again in May of 2009. Appendix A includes charts that show the change in grade equivalent scores from pre- to post-test. The data indicate that:

Freshman Reading-READ 180- 2 Humanities Enriched:

For

Course Grades

Appendix B provides the percentage of D/F/NC grades from 2005-06 through 2008-09 for READ 180, Freshman Reading, and 2 Humanities Enriched.

In English:

- o The percentage of D/F/NC's increased from 2007-08 to 2008-09 for READ 180, Freshman Reading and 2 Humanities Enriched.
- o The percentage of low grades for 2 Humanities Enriched English was extremely high both semesters (85% and 78% respectively).
- o The percentage of D/F/NC grades for READ 180 decreased from 47% to 37% between first and second semester.

In history:

- o The percentage of D/F/NC grades decreased between 2007-08 and 2008-09 for students in READ 180.
- o The percentage of D/F/NC grades for Freshman Reading students slightly increased in first semester 2008-09 compared to first semester of 2007-08 although this percentage decreased for second semester of 2008-09.
- o Almost 70% of 2 Humanities Enriched students received D/F/NC grades in second semester of 2008-09.

Most of the READ 180 special education and bilingual students received a grade of C or better in English and history.

Data from the Special Student Reading Survey

The Special Student Reading Survey includes several types of items. As in past years, one section of the survey focused on student attitudes toward reading (Appendix C, Part 1). The last time students took these survey items was in 2006-07.

Generally, the responses of special education students were less positive than the regular

READ 180 and Freshman Reading students for the 2008-09 year.

Based on feedback from Jimi Cannon, our literacy consultant, we revised a series of questions from prior surveys to collect more focused feedback (Appendix C, Part 3). About 50% or more of students indicated they were using the following strategies:

- Finding the main idea
- Re-reading a passage to make sense of difficult text
- Adjusting their reading pace
- Using pictures, illustrations, and graphs
- Using headings and subheadings in textbooks
- Using the author's clues to make inferences
- Asking themselves questions to help stay involved and check their understanding
- Setting a purpose before reading

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The responses to the remaining items suggest that the majority of students have not yet learned to self-monitor in these areas:

- Using connections in their lives to help them understand
- Thinking about what they already know to help them understand
- Monitoring themselves for words they do not understand
- Checking for both clues and word parts they know
- Taking notes or highlighting important information and then writing a brief summary

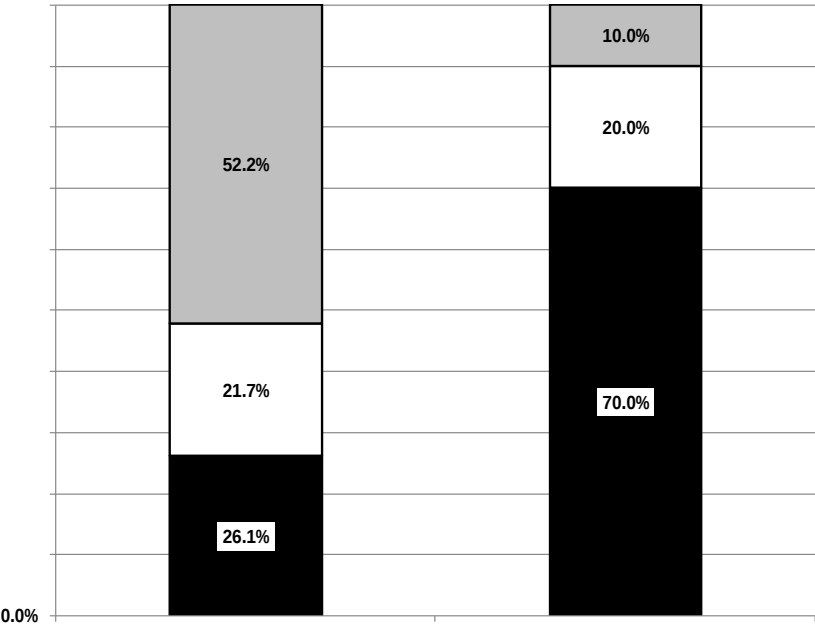
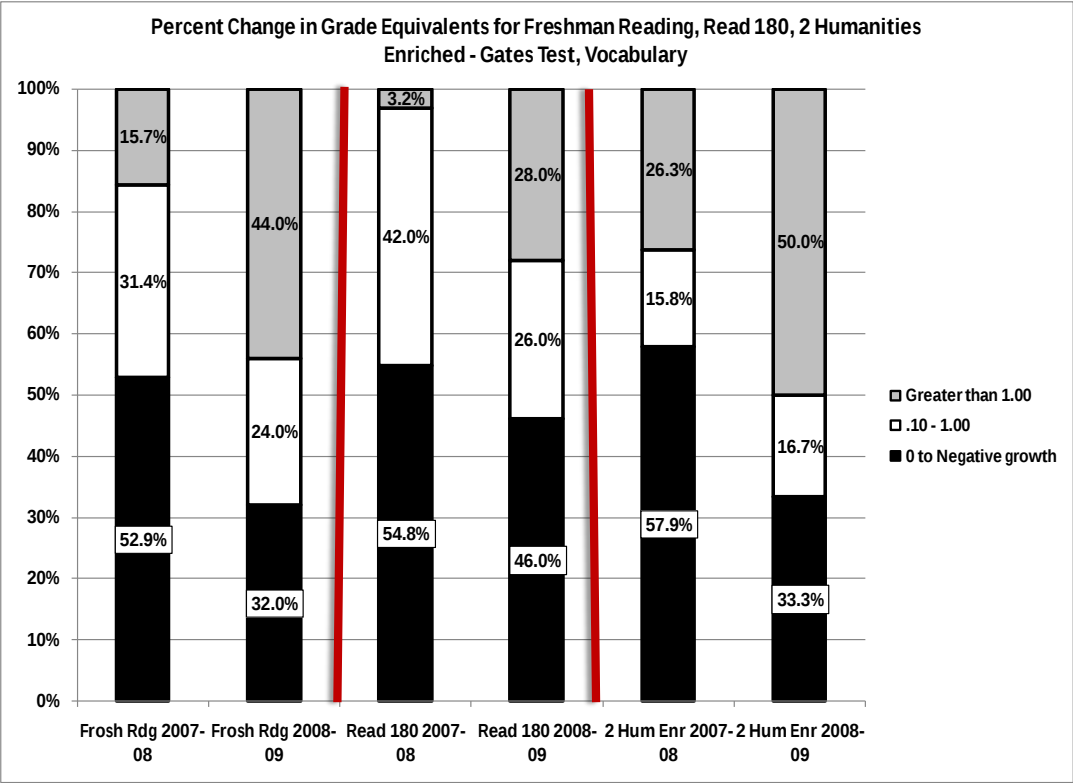
We are currently receiving support, but continued support is needed. We specifically request:

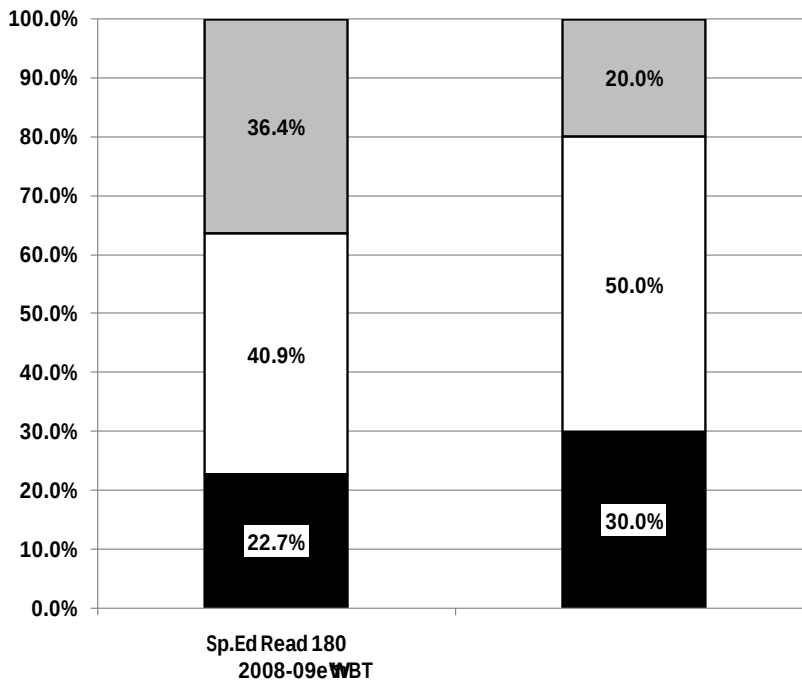
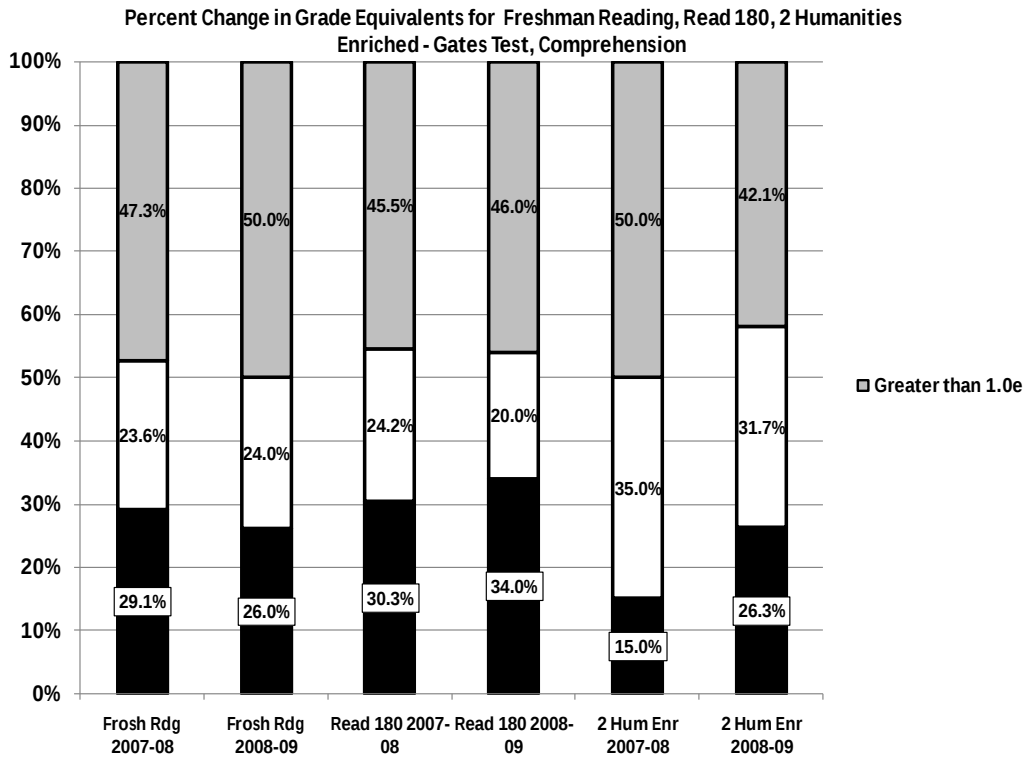
- The committed leadership from administration, chairs, coaches and teacher leaders as this is not a quick project
- Time and resources for continued, intensive professional development
- Understanding and patience as we use this information to address this daunting problem
- Strong accountability for finding solutions to make progress

The progress we have made today is reflective of these commitments. ETHS is consistently moving toward ensuring that our reading AND content teachers are honing strategic skills and to help students make critical connections in a variety of texts. We have not achieved our goals in reading, but we have a solid framework in place and are willing to work relentlessly to gain more insight into the difficulties of low-achieving readers in order to prepare them not only to graduate from ETHS but for success in life.

Appendix A

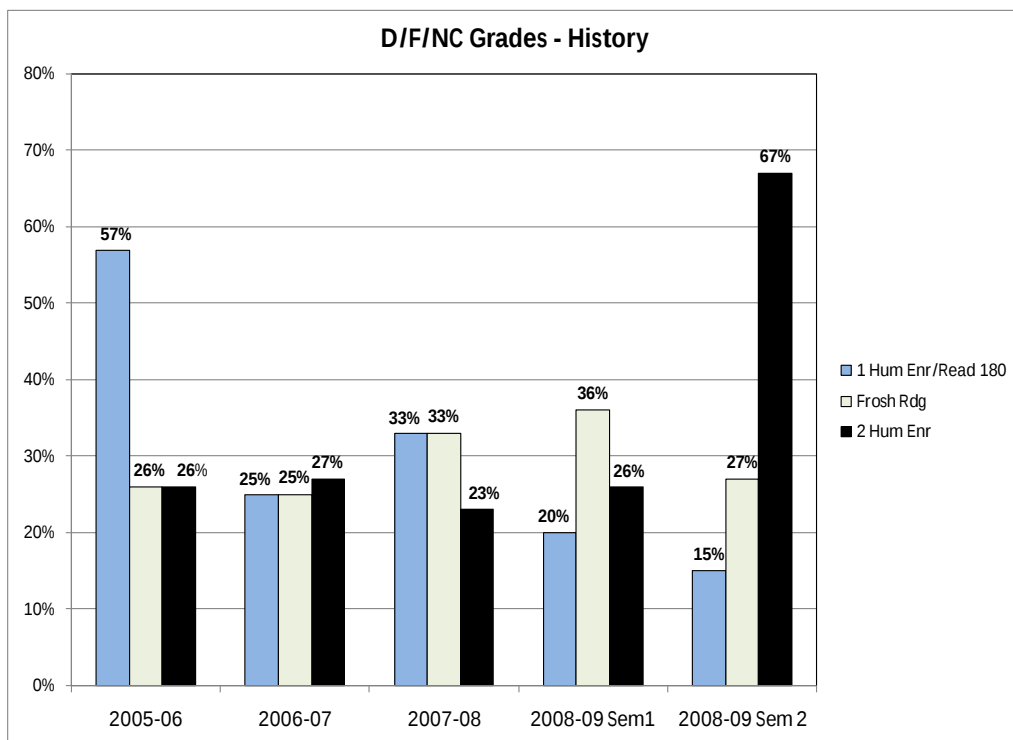
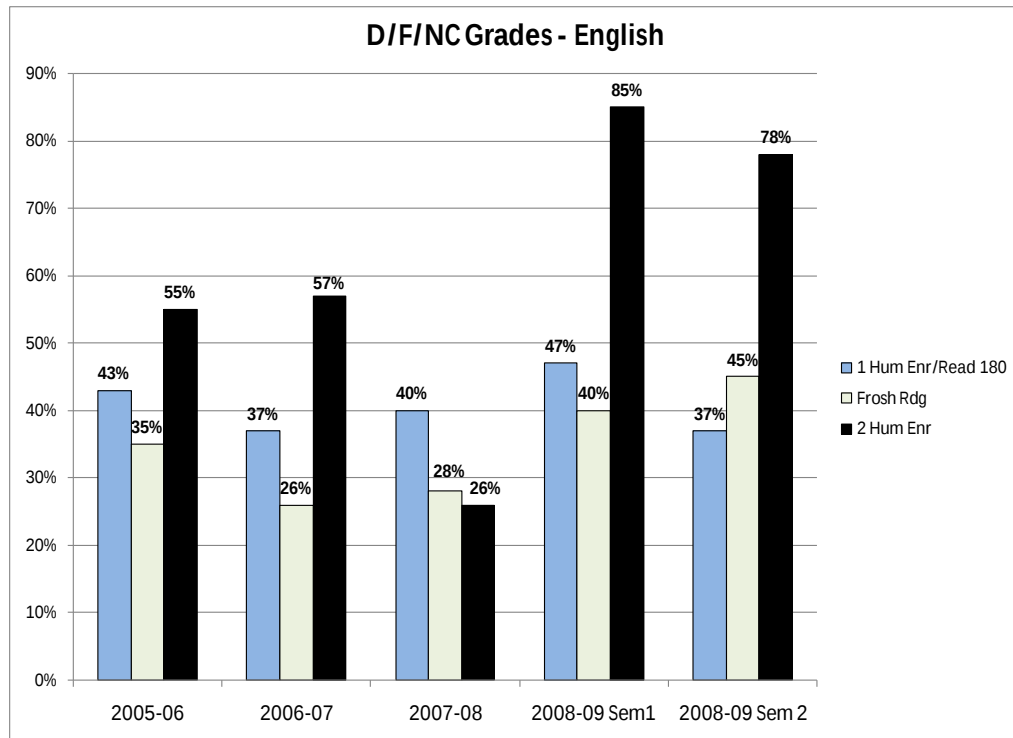
Gates McGinitie Pre-Post Test Data





Appendix B

Course Grades for Read 180, Freshman Reading, & 2 Humanities Enriched



Appendix C

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Part 2 (continued)

Student Survey: How much do you understand when you read material for the following classes?

	<i>READ 180 Frosh Reading</i>

Part 3

Student Use of Reading Strategies

Sometimes when I read, a portion of the text reminds me of something in my life or something	Number of Responses	I don't do anything.	I look for context clues to help my

*Shaded option is the preferred response.



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