

Memorandum

Date: 1/19/11

To: Eric Witherspoon, Superintendent

Cc: Judy Levinson, Director of Research, Evaluation & Assessment
Regina Armour, Literacy Coordinator

From: Diep Nguyen, Assistant Superintendent, Curriculum & Instruction

RE: Report on the Literacy Programs

One of the Board goals for 2008-2010 was to implement an ongoing evaluation of the two components of the Literacy Program at ETHS: Reading Intervention and Reading Across the Content Areas (Achievement Now). In the spring of 2009, the Board of Education received a report for the 2008-09 school year.

This report provides an update on the implementation of the Reading Intervention Program in 2009-10, using data collected on several aspects of student achievement, including reading performance data using multiple measures (SRI, PSAE and pre-post data on the Gates-Macginitie Reading Test) , student survey, literacy instructional strategy use, and course enrollment.

Progress made in the integration of Literacy strategies across various content subjects in the Achievement Now program is also shared. The report concludes with changes being made based on our review of data results and program monitoring efforts.

Ms. Regina Armour, Literacy Coordinator, will present the highlights of the report and answer questions with the support of Dr. Judy Levinson, Director of Research, Evaluation and Assessment.

LITERACY PROGRAM AT EVANSTON TOWNSHIP HIGH SCHOOL

Report to the Board of Education District 202

Regina Armour, Literacy Coordinator

Judith Levinson, Director of Research, Evaluation & Assessment

January 24, 2011

PART I OVERVIEW

The district goals for 2010-2012 include a focus on improving literacy. Specifically, there are two aspects of this goal:

- Achieve measurable academic gains in reading across the curriculum;
- Improve student reading in academic courses.

The purpose of this report is to summarize the activities of the Literacy Program in 2009-10 and to provide 2009-10 evaluation data of the Reading Intervention program. In addition, we will report on changes made in 2010-11 as a part of our continuing effort to monitor and improve our literacy efforts.

Evanston Township High School's (ETHS) Literacy Program has two components:

- Reading Intervention
- Achievement Now or Reading in the Content Areas

The Reading Intervention Program consists of a sequence of classes intended for a small segment of students that enter ETHS with moderate to significant reading challenges. Achievement Now is an initiative started in the spring of 2006 designed to address the teaching of reading in all content areas by supporting and scaffolding the learning in each academic discipline.

ETHS systematically links its literacy instruction to findings in the growing research base, best practices and outcomes in adolescent literacy (Carnegie Corporation of New York's Council on Advancing Adolescent Literacy, 2010; Ivey & Fisher, 2005; Jacobs, 2008; Moje, 2008; National Institute for Literacy, 2007; Tierney & Readence, 2004; Snow, Griffin & Burns, 2005; Tatum, 2005). We also have depended on the wisdom of our teachers and teacher leaders within the school to determine the most comprehensive approach to this complex issue. This report provides an overview of the two components, a review of our work this year, the results of our program evaluation and an outline of next steps.

PART II THE READING INTERVENTION PROGRAM

Course Descriptions and Demographic Data

The Reading Intervention Program is comprised of a sequence of courses that are designed to provide support for students who enter as freshmen reading below the national average. This program is focused on not only providing skill-based instruction to shore up students who are behind one or more grade levels, but to also "rescue" literacy learning so that students can build a repertoire and move from feelings of vulnerability to being resilient and confident as readers and writers.

Target Student Population	Course Description
<p>9th grade: 1% - 29th percentile (placement determined by EXPLORE & MAP)</p>	<p>Reading Enriched/Read 180:</p> <ul style="list-style-type: none"> • Three credits • Two-period class <p>1 Humanities Enriched:</p> <ul style="list-style-type: none"> • Two credits – one in English and one in history • Two-period class
<p>9th grade: 30th % - 49th percentile (placement determined by EXPLORE & MAP)</p>	<p>Freshman Reading:</p> <ul style="list-style-type: none"> • Two credits • One period class
<p>10th grade: (placement determined on performance in freshman humanities enriched)</p>	<p>2 Humanities Enriched:</p> <ul style="list-style-type: none"> • Two credits – one in English and one in History • Two-period class
<p>Special Education (placement determined by EXPLORE, MAP & IEP team recommendation)</p>	<p>Reading (System 44):</p> <ul style="list-style-type: none"> • Two elective credits • Two-period class
	<p>Reading (Read 180):</p> <ul style="list-style-type: none"> • Two elective credits • Two-period class
	<p>10/12 Reading:</p> <ul style="list-style-type: none"> • Two credits • One period class

In 2009-10, there were a total of 173 students enrolled in reading programs (Read 180 = 45; Sped Read 180 = 34; Bilingual Read 180 = 8; Freshman Reading = 23; and 2 Humanities Enriched = 63). The percentage of freshmen in reading support was 15%; the percentage of sophomores in reading support was 7%. The majority of students were Black or Hispanic (91%) and from low-income households (89%). Approximately 31 percent had IEP's and five percent were bilingual students. These demographics are typical of past student cohorts in reading programs at ETHS (See Appendix A).

Professional Development for The Reading Intervention Program

Teachers were facilitated last year in small working groups, coached one-on-one and through PLCs. There was planned and coordinated professional development which included connecting teachers to resources both on-site at ETHS and outside school. There were also structured visits to neighboring secondary school districts and professional conferences. James “Jimi” Cannon is a nationally known literacy consultant who works on literacy reform and the building of reading development programs in the Chicago area and in other high need districts across the country. At ETHS he has worked with the teachers of the reading intervention classes for the last year and a half.

Listed below is a table of literacy strategies used in our Reading Intervention Program:

Department	Teachers using strategies	Strategies per department
Read 180	3/3	Skills-based mini lessons Small group guided reading Explicit vocabulary instruction Independent reading
Frosh Reading	2/2	Skills-based mini lessons Small group guided reading Explicit vocabulary instruction Independent reading
IP English (Spec. Ed)	8/8	Skills-based mini lessons Small group guided reading Explicit vocabulary instruction Independent reading Before, during and after reading strategies
10/12 Reading (Spec. Ed)	2/2	Explicit vocabulary instruction Independent reading Before, during and after reading strategies
Read 180 (Spec. Ed)	3/3	Skills-based mini lessons Small group guided reading Explicit vocabulary instruction Independent reading
Read 180 ELL	1/1	Skills-based mini lessons Small group guided reading Explicit vocabulary instruction Independent reading

Performance Data: 2009-2010

This section summarizes 2009-2010 data from measures of reading, vocabulary, and comprehension and a student survey. Also provided are longitudinal data on course progression and outcomes on the Prairie State Achievement Examination (PSAE) for students in reading intervention programs.

Gates-MacGinitie Data. For the last two years, teachers have set targets for student growth on the Gates-MacGinitie Reading Test, which provides a measure of vocabulary, reading comprehension and total reading. The target was for students to show more than a year’s growth in terms of grade equivalents in vocabulary, comprehension and total reading. In grade equivalent terms, “1.00” is one year’s growth; “.1” is one month’s growth. Appendix B includes charts that show the change in grade equivalent scores from pre- to post-test. The data for Freshman Reading should be interpreted with caution, as there were only 16 students with both pre and post-test scores. The data indicate that:

Freshman Reading-READ 180 – 2 Humanities Enriched:

- For vocabulary, a greater percentage of students made more than a year’s growth in 2009-10 compared to 2008-09: 56% in 09-10 vs. 44% in 08-09 for Freshman Reading; and 31% in 09-10 vs. 28% in 08-09 for READ 180. A smaller percentage of 2 Humanities Enriched students in 2009-10 made a year’s growth compared to 08-09: 33% in 09-10 vs. 50% in 08-09.
- For comprehension, the percentage of students making a year’s growth in 09-10 improved for Freshman Reading: 56% in 09-10 vs. 50% in 08-09; and 2 Humanities Enriched: 71% in 09-10 vs. 42% in 08-09. A smaller percentage of 09-10 READ 180 students made a year’s growth compared to 08-09: 36% in 09-10 vs. 46% in 08-09.

- The percentage of students making “0” or negative growth in comprehension decreased from 2008-09 to 2009-10. (It is unclear whether students actually lose ground or do not take the post-test seriously.)

Special Education and Bilingual READ 180:

- Although special education students did not show the same gains in vocabulary for 2009-10 compared to 2008-09, the percentage of special education students making more than a year’s growth in comprehension improved from 2008-09 to 2009-10 with over half of the group making more than a year’s growth.
- Students in bilingual READ 180 showed more growth in comprehension and vocabulary in 2009-10 compared to 2008-09. Almost two-thirds of bilingual READ 180 students made more than a year’s growth in comprehension.

SRI Data. The READ 180 program also uses the Scholastic Reading Inventory (SRI) to monitor student progress. Scores are reported as lexiles. Lexiles range from 10 to 1700, and expected annual growth for high school students in the READ 180 program is 50 points or more. Appendix C includes the SRI data.

- For the third year, the percentage of students improving 50 lexile points or more decreased, down nine points from the previous year.
- Also, the percentage of students showing negative growth increased over the last three years from 20.9% to 38.5%.

Longitudinal Data. Longitudinal performance of students in freshman reading interventions was analyzed both with respect to course progression and ultimately performance on the Spring 2010 Prairie State Achievement Examination. For this analysis, the target group was 127 freshman students enrolled in READ 180 or Freshman Reading during the 2007-08 school year. These students were juniors in spring of 2010 and took the PSAE. Appendix D shows the course progression for these 127 students. During their freshman year, 46 students were enrolled in READ 180 and in Humanities Enriched. Another 54 students were enrolled in the Freshman Reading course. Additionally, 27 students were enrolled in the special education READ 180 course.

- By sophomore year (2008-09), the majority of students who had been in non-special education READ 180 and Freshman Reading as freshmen were enrolled in Level 2 courses. One-third of the READ 180 students were enrolled in 2 Humanities Enriched which is considered a literacy intervention course. Also, a small portion of former Freshman Reading students were enrolled in an Honors-level English course (n=4). A majority of the special education READ 180 students were enrolled in a sophomore English special education course (labeled “IP”). Five percent of all former freshman reading intervention students were assigned to an off-campus site and eight percent were no longer enrolled at the high school.
- By junior year (2009-10), about half of students who had been enrolled as freshmen in non-special education READ 180 and Freshman Reading were enrolled in Level 2 courses. One-third of the READ 180 students were enrolled in a Level 1 English course considered a literacy intervention course. About 17% of former Freshman Reading students were enrolled in an Honors-level English course. Half of the special education READ 180 students were enrolled in a third year English special education course (labeled “IP”). Five percent of all former freshman reading intervention students were assigned to an off-campus site and 20% were no longer enrolled at the high school.
- Currently (2010-11), about 40% of former students in non-special education READ 180 and Freshman Reading are enrolled in Level 2 courses. About 26% of the former READ 180 students are enrolled in a Level 1 English course considered a literacy intervention course. Seventeen percent of former READ 180 and Freshman Reading students are enrolled at the Honors level. Forty-one percent of the former special education READ 180 students are enrolled in a fourth year English special education course (labeled “IP”). Five percent of all former freshman reading intervention students are assigned to an off-campus site and 17% are no longer enrolled.
- Of the 127 reading intervention students, 100 students took the PSAE. These students’ scores on the PSAE fall into four performance levels: Warning, Below, Meets, Exceeds.
 - Eight percent met standards on the PSAE.
 - Fifty-nine percent scored in the “Below” standards performance level.

- Thirty-three percent scored in the “Warning” performance level.
- Table 1 shows the gain from EXPLORE to PLAN to PSAE/ACT. Students in reading intervention programs made an overall gain of 3.7 points from EXPLORE to PSAE/ACT. The overall gain for ETHS students from EXPLORE to PSAE/ACT in reading was 6.8 points.

Table 1. EXPLORE to PLAN to PSAE Gain for Students who had a Reading Intervention as Freshmen or Sophomores

Test	N	Scale Score
EXPLORE	73	11.1
PLAN	73	13.3
PSAE/ACT	73	14.8
Gain	73	3.7

Student Survey Data: 2009-2010

For a second year, students in freshman reading intervention programs were administered a series of questions developed in consultation with Jimi Cannon, our literacy consultant. These items focus on the use of several key literacy strategies. Results for 2009-10 are similar to those of 2008-09 and are provided in Appendix E. The student response rate for 2009-10 was 75% compared to 81% of students taking the survey in 2008-09. About 50% of students indicated they were using the following strategies:

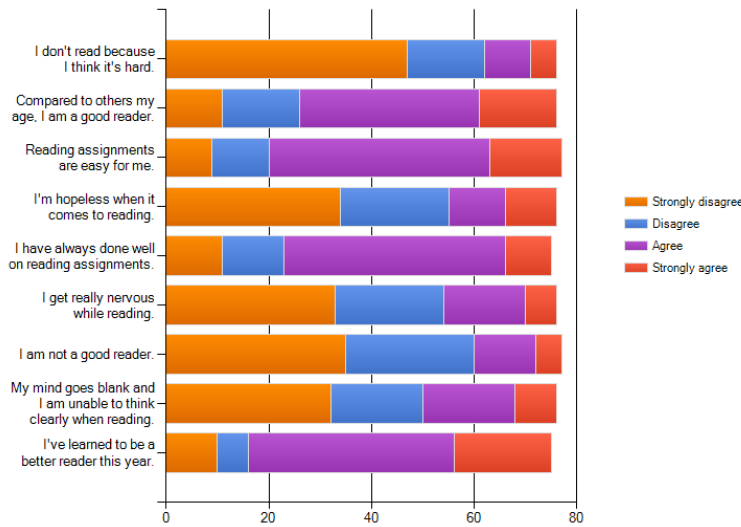
- Finding the main idea
- Re-reading a passage to make sense of difficult text
- Adjusting their reading pace
- Using pictures, illustrations, and graphs
- Using headings and sub-headings in textbooks
- Using the author’s clues to make inferences

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
- Asking themselves questions to help stay involved and check their understanding
- Setting a purpose before reading

Students were also asked to assess themselves as readers. Overall, two-thirds of the students surveyed indicated they thought they were good readers compared to other students their age. Eighty percent of students reported that reading assignments were easy for them. It is difficult to reconcile the survey responses with the performance indicators. Possibly students do not have a realistic understanding of their reading performance. If this is true, it has implications for the interactions we have with students and the feedback we give about their work and their own metacognition abilities. The chart below shows student self-assessment responses to the survey.

Think about your general reading ability in school and answer the following questions.



Summary of Student Performance

Overall, performance on standardized measures for freshmen in reading programs remained relatively the same for mainstream students. Although there was some improvement for Freshman Reading students in comprehension, the number of students with pre-post scores was too low to determine if this improvement was significant. Students in 2 Humanities Enriched showed marked improvement in comprehension with almost three-quarters of students making more than a year's growth. More students were enrolled in 2 Humanities Enriched than in prior years. Students in special education and bilingual READ 180 also showed good gains.

Longitudinally, the percentage of students meeting standards on the PSAE for students who experienced a freshman or sophomore reading intervention in 2007-08 is low but not a surprise given these students entered high school well below standards. Data analysis of these students' course progression suggest a somewhat fragmented reading intervention program beyond freshman year with no clear system in place for who gets reading/literacy intervention or what specific curriculum is used to target reading deficiencies. A large portion of students end up in regular level courses after freshman year and receive no targeted reading intervention, and most of these students do not meet standards on the PSAE. Based on the positive improvement in comprehension for last year's sophomores in 2 Humanities Enriched, there is some hope that these students will perform better on the PSAE as juniors this year. The Academic Intervention Team (AIT), initiated this school year, has targeted these underperforming students reading below grade level beyond their freshman year. The AIT is providing assistance to these students in the form of monitoring, counseling, tutoring and ongoing monitoring of performance.

PART III

LITERACY ACROSS THE CONTENT AREAS: ACHIEVEMENT NOW

Program Description: Background

Achievement Now is about empowering students with high level, essential texts while also enabling them with the essential skills and strategies in literacy. This approach pushes them to grapple with, and master complex, sophisticated concepts and ideas. ETHS wants to ensure that every student leaves with the knowledge, skills, beliefs and confidence to negotiate and access the world in which they currently find themselves. To achieve this goal, it requires teachers to offer explicit literacy instruction proven effective in each content area. Teach-

ers also focus on multiple access points so that students of differing levels of proficiency can become “smarter” about each discipline. Literacy becomes a “tool” to make meaning. This past year, Achievement Now met its goal of literacy instruction integrated in each discipline across the whole school.

In its first year of implementation (2007-08), a core of English, History and Special Education chairs and teacher leaders began working with Dr. Alfred Tatum, a nationally recognized scholar in adolescent literacy. His work specifically focuses on the literacy instruction of African American males. Dr. Tatum identified four core strategies that addressed the literacy needs of our students in a global way:

- Think and Search questions;
- CLOZE, an activity that nurtures comprehension;
- ReQuest, a strategy that engages students in reciprocal questioning; and
- Semantic Maps, a strategy that helps to develop vocabulary

Dr. Tatum also helped us design lessons and units utilizing powerful texts around essential questions.

During the second year of implementation (2008-09), literacy across the content areas was extended out to three more departments, Science, Math and Career and Technical Education (CTE), where significant work was done. All of these departments were supported by on-going coaching, and strategic professional development effectively utilizing expertise inside and outside of ETHS. In math, the professional development model of lesson study was used as a learning vehicle for teachers to collaborate around the planning of and teaching of common lessons, Teachers observed these lessons in real-time and then in large group discussions examined the academic discourse of students in the classes.

Because career and technical literacy is highly specific, special professional development activities were conducted with faculty in the Career and Technical Education department

Professional Development for Achievement Now 2009-10: Expansion Activities

During 2009-10, year three of implementation, Achievement Now was expanded to include the Fine Arts, World Languages and Physical Education/Health departments. All three departments were at different points in their integration of literacy into their curricula, so aligning current literacy instruction to department goals was key. Building on teachers’ knowledge about literacy from the novice to the experienced was essential. Jimi Cannon also provided department-wide workshops in Physical Education/Health and World Languages, expanding work that had already been started by the teachers.

Work was continued in History, English, Science, CTE, and Special Education. Professional development was organized around:

- Expanded strategies for accessing difficult texts
- Effective explicit vocabulary strategies with accompanying assessments
- Before, during and after strategies for lectures on the content and in-class reading
- Introduction of the Gradual Release of Responsibility Model (*“I do, you watch, I do, you help, You do, I watch”*)

All of the departments participated in one or more of these literacy strands. Professional development experiences for teachers were delivered by one-on-one coaching or in teams. PLCs were actively engaged through the coaches. Teachers were also provided support on Curriculum Wednesdays by having larger blocks of time to plan and organized their instruction utilizing the strategies, as well as blocked out professional development time during the school day.

The awareness of literacy skill-building as a need is pervasive across the building. All departments now have a literacy plan embedded in their overall department professional development plans. By the end of last year, all teachers across the school had participated in literacy professional development. Most departments are in the process of developing a vision of literacy and its role within the disciplines. As explicit literacy instruction has gained traction across the departments, a growing number of teachers are ardent advocates of literacy in the content areas. Those previously resistant are finding “access points” in the ETHS literacy movement, and are creating opportunities for themselves to make their teaching more responsive to students by seeking out

coaching help and support. Some teachers have sought to expand their own knowledge in adolescent literacy by taking graduate level coursework. There are teachers in several departments who have acquired their reading credentials last year. Even more were interested in participating in a graduate class on reading across the curriculum provided by Loyola University of Chicago on-site here at ETHS in the evening.

Implementation of Literacy Strategies

Listed below is a table of professional development activities across departments:

Department	Teachers using strategies	Strategies per department	2009-2010 Priorities and Focus
English	25/35	Explicit vocabulary instruction Differentiation in content area reading	<ul style="list-style-type: none"> • Accessing difficult texts • Equitable materials, tasks and assessments • Vocabulary development
History	15/25	Question-Answer Relationships ReQuest Semantic Map CLOZE	<ul style="list-style-type: none"> • Accountable reading • Accessing difficult texts • Equitable materials, tasks and assessments • Vocabulary development
Science	26/31	Annotation Double-entry journal Summaries Common literacy lessons (model)	<ul style="list-style-type: none"> • Accessing difficult science texts “reading science” • Vocabulary development • Strategy proficiency • Measuring efficacy of literacy tools • Connecting fiction with non-fiction science text
Applied Sciences & Technologies	14/14	Explicit vocabulary instruction	<ul style="list-style-type: none"> • Vocabulary development • Accessing technical, quantitative, and document texts • After reading, manage complex, technical tasks
Physical Education/Health	23/23	Explicit vocabulary instruction	<ul style="list-style-type: none"> • Vocabulary development • Building visual literacy support in student spaces
Fine Arts (One Art)	3/6	Explicit vocabulary instruction Common literacy lessons (model)	<ul style="list-style-type: none"> • Vocabulary development • Creating model lessons • Expanding to whole One Art team
World Languages	25/25	Explicit vocabulary instruction Literacy Visual Support BDA strategies	<ul style="list-style-type: none"> • Vocabulary development • Developing a common philosophy of literacy in a world language • Common essential skills and knowledge at language levels 1,2 & 3
Special Education	15/35	Explicit vocabulary instruction Literacy Visual Support BDA strategies	<ul style="list-style-type: none"> • Accessing difficult texts • Equitable materials, tasks and assessments • Vocabulary development • Gradual Responsibility Model

Student Survey Data

To monitor how students use literacy strategies in their content courses, five classes at the sophomore and junior level in both reading and history were surveyed on use of literacy strategies in spring of 2008-09 and 2009-10. Students were administered the same series of questions that were described in the earlier section on our reading intervention programs¹. These items focus on the use of several key literacy strategies. Results are provided in Appendix F. The student response rate for 2009-10 was 57% compared to 92% of students taking the survey in 2008-09. About 50% or more of students indicated they were using the following strategies:

- Using connections from life experiences or something read before to help comprehension or understanding
- Making predictions
- Finding the main idea
- Re-reading a passage to make sense of difficult text
- Using pictures, illustrations, and graphs
- Using headings and subheadings in textbooks
- Adjusting their reading pace
- Using the author's clues to make inferences

For five strategies, the percentages are higher than the previous year: Using connections; making predictions; finding the main idea; using pictures, illustrations and graphs; and making inferences.

PART IV CURRENT INITIATIVES

This school year, the focus of our work along with our outside consultant and critical colleague, Mr. Jimi Cannon, is exclusively on the Reading Intervention Programs in order to accelerate teaching and learning so that students will make significant gains in reading.

The specific steps are:

- On-line student portfolios (Exhibit G) have been created to collect quantitative and qualitative data that measures student progress twice per quarter using multiple assessments that specifically address vocabulary, reading comprehension and fluency. The Gates-MacGinitie reading test will continue to be used to measure student achievement (pre & post)
- Summary of student growth will continue to be shared with the Assistant Superintendent of Curriculum and Instruction and Director of Research, Evaluation and Assessment at the end of each semester
- Appropriate interventions will be informed by the student portfolios. A case study approach in coaching sessions, professional development and quarterly review meetings will be utilized.
- Summary of individual student's reading growth will be continuously reviewed by teachers, coaches, chairs of English, History and the lead teacher of special education at the end of each quarter
- Explicit exit criteria is being clarified in order to transition students out of reading intervention when proficiency is reached and/or exceeded
- Baseline data has been collected in all English and History courses with special attention to the reading classes on: what types of text are used in class; how text is used; how students are engaging text and how long students spend time reading independently, in small groups or in whole groups is being used to inform intervention strategy use and monitor progress

¹ These survey items were developed in consultation with Jimi Cannon, our literacy consultant.

- Partnership with Literature for All of Us is being utilized to develop a broader reading selection for students and create supportive, communal literacy experiences to acknowledge the role powerful texts play in the lives of students.
- The sequence of literacy support courses beyond the freshman year, including entry/exit criteria and transitional support for the students, will be examined to build a more cohesive literacy support program for students.

PART V

NEXT STEPS

Reading Intervention Program:

- Collect data and maintain a comprehensive assessment profile for each student in each reading intervention class
- Utilize the student portfolio to monitor progress and inform reading intervention support so that it is responsive to the changing needs of the students
- Transition students sooner into mixed level classes who read at or above grade level with confidence and readiness

Reading in the Content Areas:

- Begin to collect data on specific literacy strategies or “tools” each department is implementing in order to measure efficacy and use by students that supports the learning of content
- As students achieve in the disciplines, implement more sophisticated strategies in each content area that aligns with higher level 21st century global skill acquisition

Conclusion

We have spent the last three years building capacity in literacy across the school so that students will have a broad repertoire of literacy skills when encountering high level, complex texts here and beyond. Priorities were set in each department, and content-specific literacy goals with accompanying professional development were created. The focus of this year is the assessment of students, with direct and focused interventions to shore up reading challenges, and the close monitoring of student progress, growth and program evaluation.

In continuing to construct a reading intervention and support program, we remain profoundly rooted in the effective effort model. We continue to offer students deep, explicit literacy instruction in complex reading strategies that accelerate their learning. We are building an arsenal of useful, differentiated assessment tools that provide multiple student data points in order to adequately inform instruction. In reading across the content areas, we are committed to intentionally personalizing all instruction for students with the understanding that social and emotional issues matter and impact the reading development process.

Appendix A

Reading Intervention Program Demographics

Literacy Program Demographics - READ 180, Freshman Reading, 2 Humanities Enriched

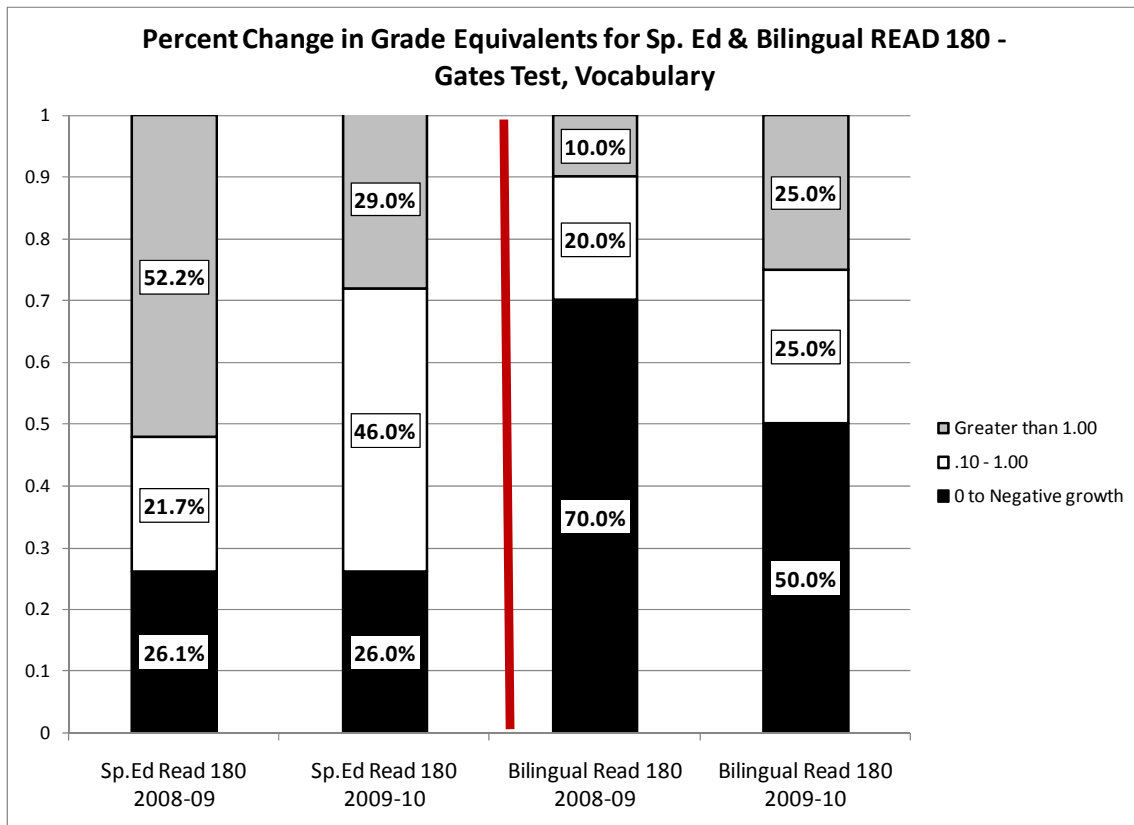
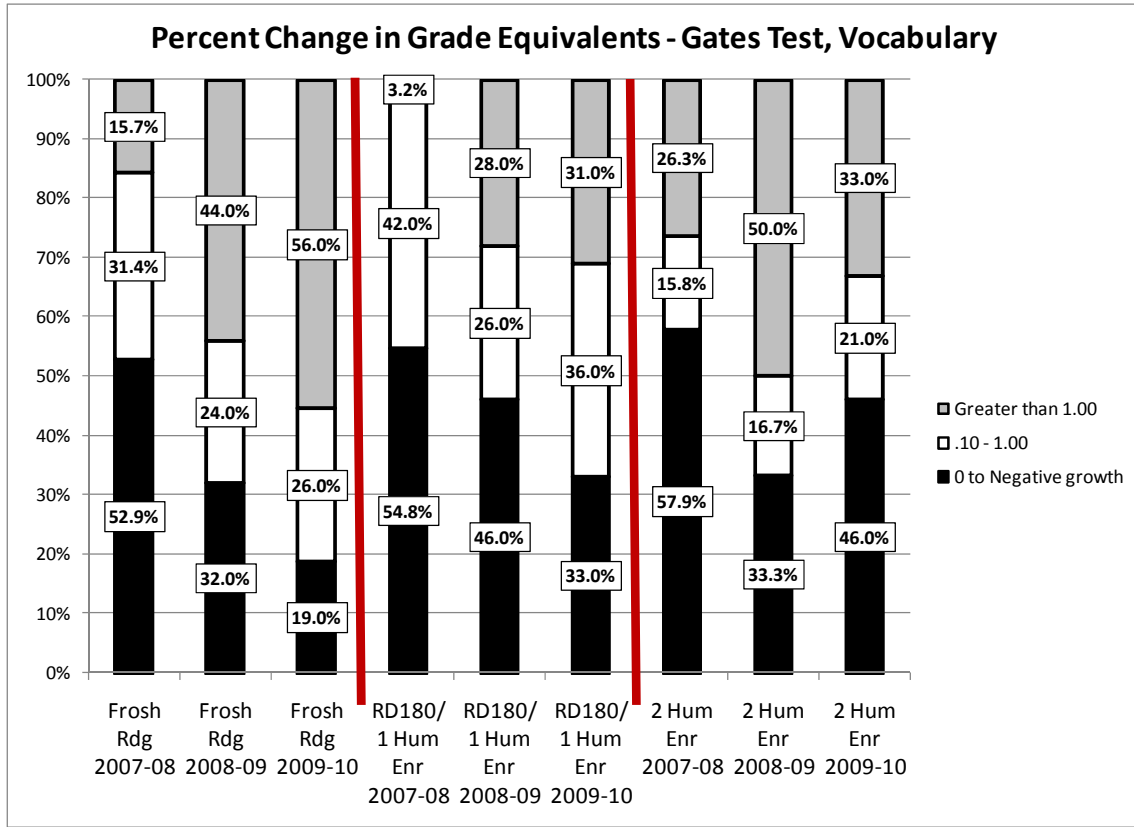
		2007-2008 (N=140)						2008-2009 (N=147)						2009-2010 (N=131)					
		1 Humanities Enriched/READ 180		Frosh Reading		2 Humanities Enriched		1 Humanities Enriched/READ 180		Frosh Reading		2 Humanities Enriched		1 Humanities Enriched/READ 180		Frosh Reading		2 Humanities Enriched	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex	Female	22	40.7%	22	40.0%	14	45.2%	34	52.3%	28	50.9%	8	29.6%	24	53.3%	6	26.1%	33	52.4%
	Male	32	59.3%	33	60.0%	17	54.8%	31	47.7%	27	49.1%	19	70.4%	21	46.7%	17	73.9%	30	47.6%
Ethnic Description	Asian	3	5.6%	1	1.8%	1	3.2%	0	0.0%	1	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Black	41	75.9%	38	69.1%	21	67.7%	46	70.8%	32	58.2%	23	85.2%	32	71.1%	12	52.2%	43	68.3%
	Hispanic	7	13.0%	8	14.5%	4	12.9%	13	20.0%	12	21.8%	2	7.4%	9	20.0%	8	34.8%	17	27.0%
	Multiracial	1	1.9%	2	3.6%	1	3.2%	3	4.6%	1	1.8%	0	0.0%	1	2.2%	0	0.0%	1	1.6%
	White	2	3.7%	6	10.9%	4	12.9%	3	4.6%	9	16.4%	2	7.4%	3	6.7%	3	13.0%	2	3.2%
Income Level	Low Income	43	79.7%	32	59.3%	26	83.9%	40	65.5%	40	74.1%	23	88.4%	41	91.1%	20	86.9%	53	84.1%
	Non-Low Income	11	20.4%	22	40.7%	5	16.1%	21	34.4%	14	25.9%	3	11.5%	4	8.9%	3	13.0%	10	15.9%
IEP		16	29.6%	11	20.0%	11	35.5%	14	21.5%	8	14.5%	9	33.3%	6	13.3%	2	8.7%	11	17.5%
Grade	9	54	100.0%	55	100.0%	9	29.0%	65	100.0%	55	100.0%	6	22.2%	45	100.0%	23	100.0%	16	25.4%
	10	0	0.0%	0	0.0%	22	71.0%	0	0.0%	0	0.0%	21	77.8%	0	0.0%	0	0.0%	47	74.6%
	Total # students	54		55		31		65		55		27		45		23		63	

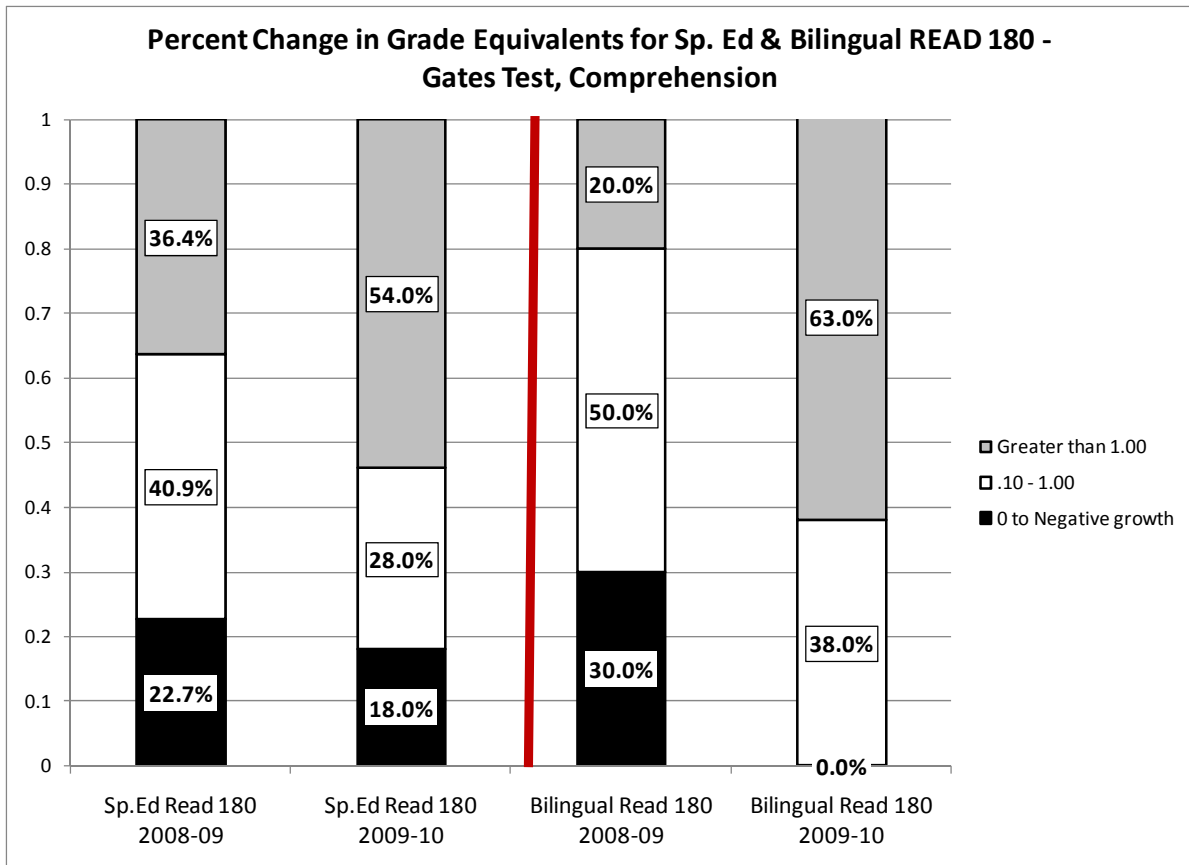
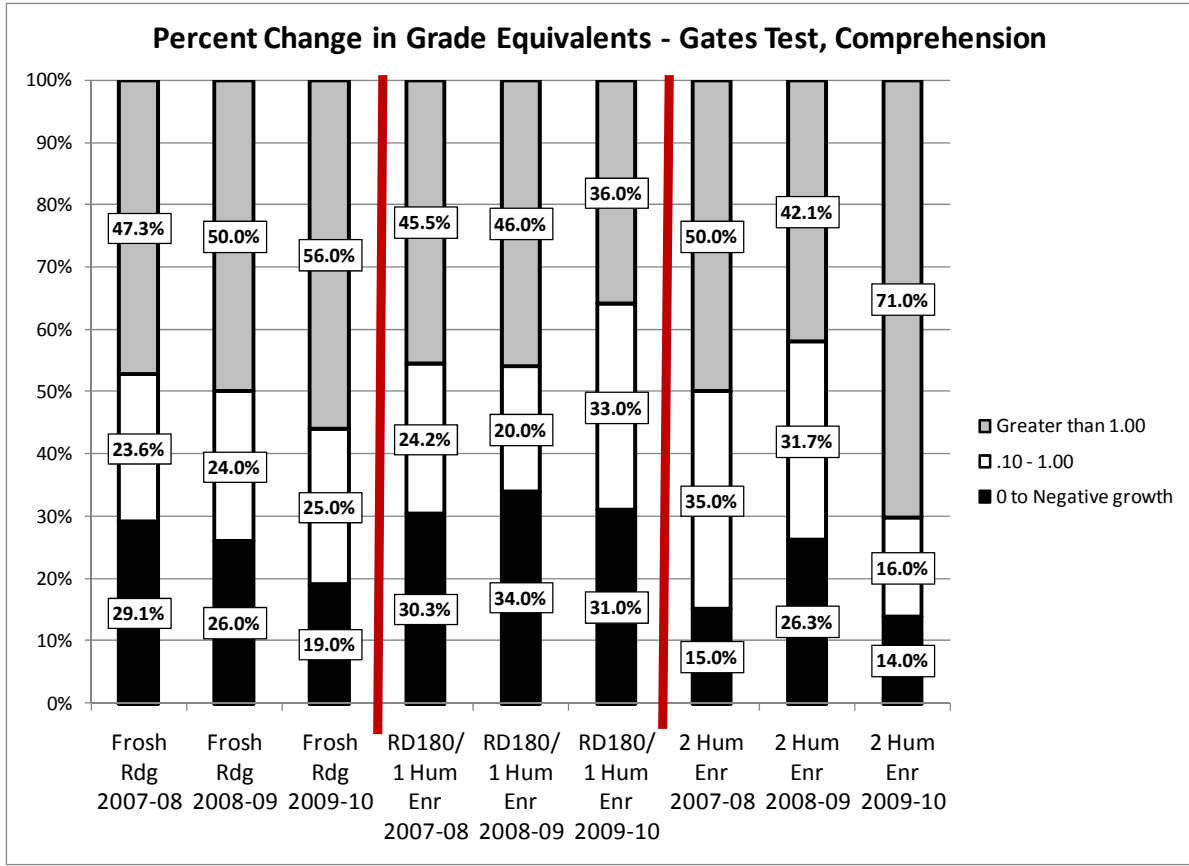
Literacy Program Demographics - Special Ed READ 180, Bilingual READ 180

		2008-2009 (N=40)				2009-2010 (N=42)			
		Special Ed READ 180		Bilingual READ 180		Special Ed READ 180		Bilingual READ 180	
		n	%	n	%	n	%	n	%
Sex	Female	11	36.7%	7	70.0%	11	32.4%	2	25.0%
	Male	19	63.3%	3	30.0%	23	67.6%	6	75.0%
Ethnic Description	Asian	0	0.0%	1	10.0%	0	0.0%	0	0.0%
	Black	18	60.0%	1	10.0%	23	67.6%	0	0.0%
	Hispanic	7	23.3%	8	80.0%	5	14.7%	8	100.0%
	Multiracial	2	6.7%	0	0.0%	1	2.9%	0	0.0%
	White	3	10.0%	0	0.0%	3	14.7%	0	0.0%
Income Level	Low Income	22	75.8%	10	100.0%	32	94.1%	8	100.0%
	Non-Low Income	7	24.1%	0	0.0%	2	5.9%	0	0.0%
IEP		30	100.0%	0	0.0%	34	100.0%	0	0.0%
Grade	9	30	100.0%	10	100.0%	27	79.4%	8	100.0%
	10	0	0.0%	0	0.0%	6	17.6%	0	0.0%
	11	0	0.0%	0	0.0%	1	2.9%	0	0.0%
Total # students		30		10		34		8	

Appendix B

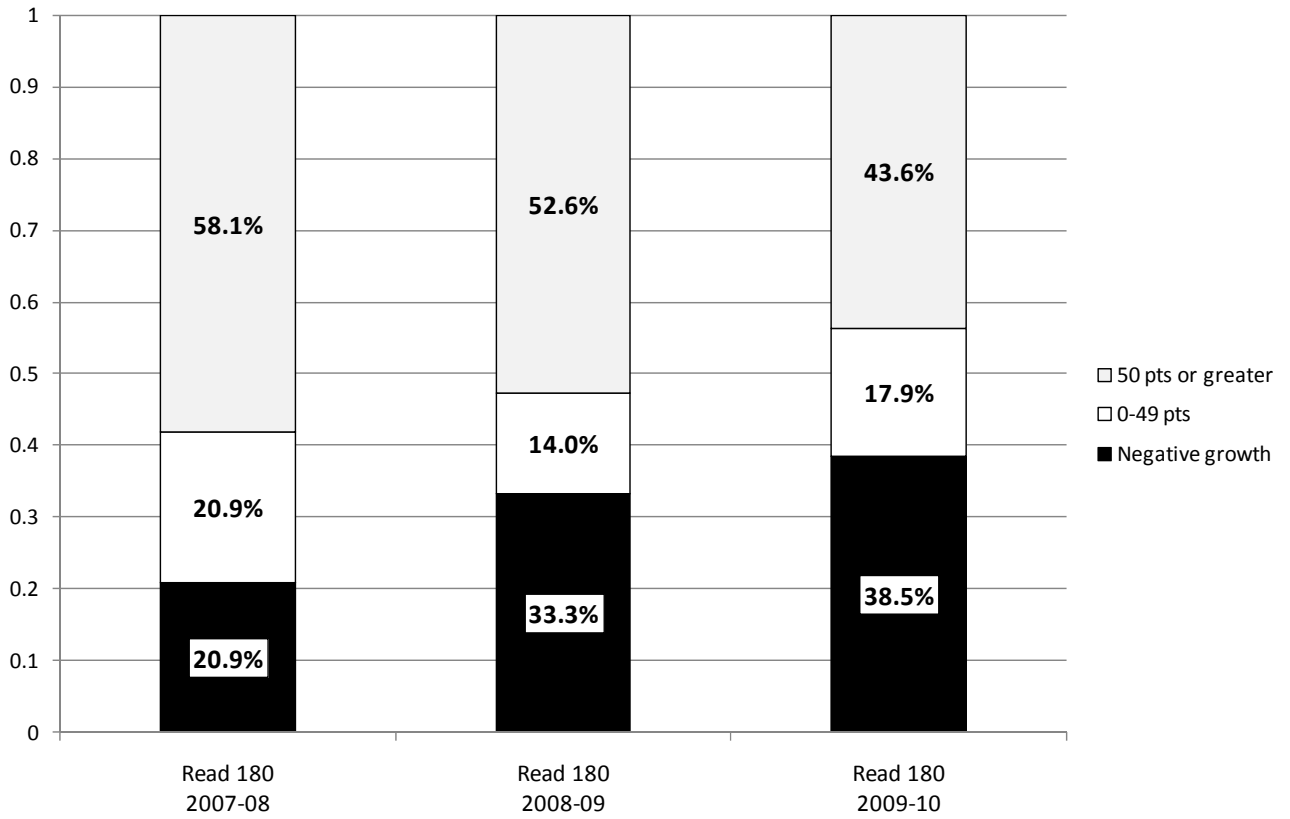
Gates McGinitie Pre-Post Test Data





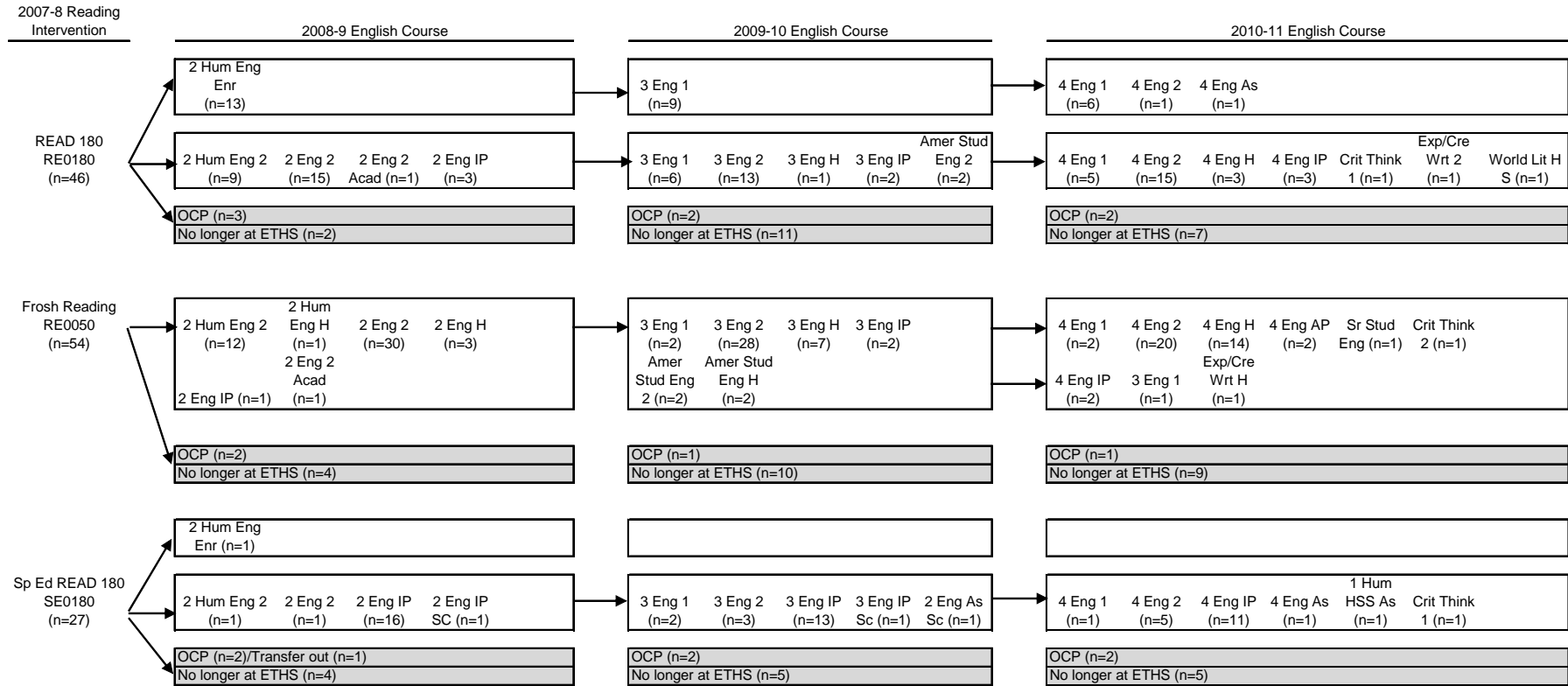
Appendix C

Points Gained between Beginning and End of School Year in SRI Lexile Growth Rates - READ 180 Students



Appendix D

Grad Class 2011 with Reading Intervention in Grades 9-10: English Course Tracking



Appendix E

Special Reading Survey Results: 2008-09 vs 2009-10

Sometimes when I read, a portion of the text reminds me of something in my life or something I've read before . If this happens...	Number of Responses	I don't do anything.	I look for context clues to help my comprehension or understanding.	I use the connection to help my comprehension or understanding	
<i>2008-09</i>	118	16%	40%	44%	
<i>2009-10</i>	76	15%	43%	42%	
<i>There are certain steps I do before reading to help me understand better what I'm about to read. One thing I do is...</i>	Number of Responses	I re-read sections to undersand better.	I think about what I already know about the topic.	I use context clues to undersand new words.	
<i>2008-09</i>	117	44%	39%	16%	
<i>2009-10</i>	76	47%	36%	17%	
To keep myself interested while reading, I often use clues from the text and my own knowledge to guess what will happen next. In other words, I...	Number of Responses	make predictions	look for answers	highlight words or phrases	
<i>2008-09</i>	116	61%	22%	17%	
<i>2009-10</i>	77	49%	22%	29%	
While I read, I monitor myself for...	Number of Responses	words I don't know	answers	things I don't understand	words I don't know and things I don't understand
<i>2008-09</i>	116	17%	32%	18%	33%
<i>2009-10</i>	74	20%	45%	16%	19%
It is most important to...	Number of Responses	make predictions as I read so I can understand what the author is trying to tell me	find the main idea as I read so I can understand what the author is trying to tell me	examine illustrations as I read so I can understand what the author is trying to tell me	
<i>2008-09</i>	114	24%	65%	11%	
<i>2009-10</i>	74	24%	66%	10%	

If I find words that I don't know...	Number of Responses	I check to see if I know any of the word parts	I check for clues in the text	I check for both clues and word parts that I know
<i>2008-09</i>	116	19%	41%	41%
<i>2009-10</i>	76	15%	51%	34%
If I realize that I don't understand something while reading, I usually...	Number of Responses	go on and finish the assignment even if I'm still confused	give up and quit	re-read passage to make sense of it
<i>2008-09</i>	119	10%	9%	81%
<i>2009-10</i>	75	27%	8%	65%
When reading textbooks, I...	Number of Responses	use pictures, illustrations, and graphs to help me understand	try to understand the characters	look for similes or metaphors
<i>2008-09</i>	115	55%	37%	8%
<i>2009-10</i>	73	52%	37%	11%
When reading textbooks, I also...	Number of Responses	use the setting to help understand	look for figurative language	use headings and subheadings to help me find main ideas
<i>2008-09</i>	114	28%	17%	55%
<i>2009-10</i>	74	35%	11%	54%
When reading difficult text, I know to...	Number of Responses	pretend it is easy	read slower or re-read	take notes
<i>2008-09</i>	118	3%	59%	37%
<i>2009-10</i>	74	11%	55%	34%
To understand what the author doesn't come right out and say, I use clues the author has given me and my own knowledge to...	Number of Responses	make predictions	make inferences	learn word parts
<i>2008-09</i>	116	36%	59%	5%
<i>2009-10</i>	76	33%	57%	11%

To help me study and remember important information that I've read, I...			take notes or highlight important information	highlight what I think the text will be about	take notes or highlight important information and then write a brief summary of what I've learned
		Number of Responses			
	<i>2008-09</i>	119	52%	19%	29%
	<i>2009-10</i>	75	49%	25%	25%
To keep myself involved and help my understanding, I...			read slower	ask myself questions about what might happen or about what I want to find out	list words I don't know
		Number of Responses			
	<i>2008-09</i>	117	28%	60%	12%
	<i>2009-10</i>	73	37%	45%	18%
Before reading, it is important to know WHY I am reading and what I'm trying to learn. Therefore, I...			set a purpose for reading	make a prediction	write a summary
		Number of Responses			
	<i>2008-09</i>	118	52%	41%	8%
	<i>2009-10</i>	75	47%	39%	15%

Appendix F

Student Survey on Literacy Strategies Results: 2008-09 vs 2009-10

Sometimes when I read, a portion of the text reminds me of something in my life or something I've read before . If this happens...	Number of Responses	I don't do anything.	I look for context clues to help my comprehension or understanding.	I use the connection to help my comprehension or understanding	
<i>2008-09</i>	276	21%	25%	54%	
<i>2009-10</i>	151	21%	18%	61%	
<i>There are certain steps I do before reading to help me understand better what I'm about to read. One thing I do is...</i>	Number of Responses	I re-read sections to undersand better.	I think about what I already know about the topic.	I use context clues to undersand new words.	
<i>2008-09</i>	272	47%	41%	12%	
<i>2009-10</i>	146	42%	38%	21%	
To keep myself interested while reading, I often use clues from the text and my own knowledge to guess what will happen next. In other words, I...	Number of Responses	make predictions	look for answers	highlight words or phrases	
<i>2008-09</i>	271	58%	21%	21%	
<i>2009-10</i>	145	66%	18%	16%	
While I read, I monitor myself for...	Number of Responses	words I don't know	answers	things I don't understand	words I don't know and things I don't understand
<i>2008-09</i>	271	12%	30%	22%	36%
<i>2009-10</i>	145	10%	29%	26%	36%
It is most important to...	Number of Responses	make predictions as I read so I can understand what the author is trying to tell me	find the main idea as I read so I can understand what the author is trying to tell me	examine illustrations as I read so I can understand what the author is trying to tell me	
<i>2008-09</i>	271	19%	73%	9%	
<i>2009-10</i>	144	17%	79%	5%	

If I find words that I don't know...	Number of Responses	I check to see if I know any of the word parts	I check for clues in the text	I check for both clues and word parts that I know
<i>2008-09</i>	268	13%	42%	45%
<i>2009-10</i>	143	10%	49%	41%
If I realize that I don't understand something while reading, I usually...	Number of Responses	go on and finish the assignment even if I'm still confused	give up and quit	re-read passage to make sense of it
<i>2008-09</i>	267	23%	9%	69%
<i>2009-10</i>	144	34%	8%	58%
When reading textbooks, I...	Number of Responses	use pictures, illustrations, and graphs to help me understand	try to understand the characters	look for similes or metaphors
<i>2008-09</i>	268	59%	34%	7%
<i>2009-10</i>	143	73%	20%	7%
When reading textbooks, I also...	Number of Responses	use the setting to help understand	look for figurative language	use headings and subheadings to help me find main ideas
<i>2008-09</i>	261	18%	6%	76%
<i>2009-10</i>	144	15%	10%	76%
When reading difficult text, I know to...	Number of Responses	pretend it is easy	read slower or re-read	take notes
<i>2008-09</i>	269	8%	70%	23%
<i>2009-10</i>	146	10%	68%	23%
To understand what the author doesn't come right out and say, I use clues the author has given me and my own knowledge to...	Number of Responses	make predictions	make inferences	learn word parts
<i>2008-09</i>	268	29%	66%	5%
<i>2009-10</i>	146	25%	71%	4%

To help me study and remember important information that I've read, I...	Number of Responses	take notes or highlight important information	highlight what I think the text will be about	take notes or highlight important information and then write a brief summary of what I've learned
<i>2008-09</i>	265	54%	22%	25%
<i>2009-10</i>	142	56%	25%	18%

Appendix G

Reading Intervention Program : Pivotal Portfolios for Students

Purpose:

In order to build a more “comprehensive student assessment profile” as Dr. Tatum recommended to us over two years ago, to track students’ progress more closely, student portfolios are being established for each student in the reading intervention classes. Those classes are: Read 180, SpEd Read 180, Freshman Reading, 1 Humanities Enriched and 2 Humanities Enriched.

Data to be collected will show evidence of growth in vocabulary, reading comprehension and fluency skills. In some cases, assessments that are already administered will be used. In other cases, more standardized tools (i.e., AIMSweb oral reading fluency checks and CLOZE maze) will be included. The data will be collected twice quarterly to monitor how students are progressing through the reading intervention program.

Besides monitoring student progress, the data collected for the portfolios can be used for coaching conversations, instructional planning, and grouping for tracking reading progress. This information will also be used to transition students out of the program into mixed level classes at the semester endpoints. The data will be used to show growth of students through multiple data points and will take into account each student's starting point. **This is a terrific way to “make visible” the great work already being done with students that may not show itself when students take standardized tests.**

What:

Pivotal Portfolios are vehicles for data collection on student learning over time. It is a systematic collection of student work that provides authentic evidence of student learning and achievement (Gottlieb & Nguyen, 2007). The portfolios provide this evidence in a user-friendly way that promotes a shared understanding of students’ strengths and weaknesses (Gottlieb & Nguyen, 2007). These portfolios will also inform instructional interventions and professional development (Gottlieb & Nguyen, 2007). Other types of portfolios such as a *Working Portfolio* or a *Showcase Portfolio* provide evidence of student work in progress and students’ selected best work, respectively (Gottlieb & Nguyen, 2007).

Where:

The portfolios will be housed online and will be maintained for teacher and coach use. All teachers of these reading intervention classes, English/history ICs and English/history department chairs and I will have access to these portfolios online. They will only be able to be accessed with a secure login and password.

Reading Intervention Program : Pivotal Portfolios for Students

		Dates of collection
Freshman Reading	Gates pre and post scores	Fall and Spring
	Informal reading inventories (diagnostic)	As needed
	Attendance	Quarterly
	2 CLOZE mazes (progress monitoring) 2 Oral reading fluency checks (progress monitoring) 2 Strategy assessments (interventions) 2 Summative assessments (literacy in context)	Nov. 22- Dec. 3 (week 16) Jan. 4 – Jan. 14 (week 21) Feb. 7 – Feb. 16 (week 26) Mar. 15 – Mar. 23 (week 31) May 2 – May 11 (week 36)*
Read 180	Gates pre and post scores	Fall and Spring
	Informal reading inventories (diagnostic)	As needed
	Attendance	Quarterly
	2 CLOZE mazes (progress monitoring) 2 Oral reading fluency checks (progress monitoring) 2 Scholastic Reading Inventories (SRIs) 2 Student Segment Report	Nov. 22- Dec. 3 (week 16) Jan. 4 – Jan. 14 (week 21) Feb. 7 – Feb. 16 (week 26) Mar. 15 – Mar. 23 (week 31) May 2 – May 11 (week 36)*
1 Humanities Enriched	Gates pre and post scores	Fall and Spring
	Informal reading inventories	As needed
	Attendance	Quarterly
	English: 2 Vocabulary assessments 2 Writing summary assessments (plus drafts) Attendance (quarterly) History: 2 pre and post CLOZE activities 2 Writing summary assessments 2 Vocabulary assessments	Dec. 6 – Dec. 17 (week) Jan. 10 – 19 (week 22) Feb. – 14 – 23 (week 27) Mar. 21 – Mar. 30 (week 32) May 2 – May 11 (week 38)*
2 Humanities Enriched	Gates pre and post scores	Fall and Spring
	Informal reading inventories	As needed
	Attendance	Quarterly
	English: 2 Vocabulary assessments 2 Writing summary assessments 2 Annotation assessments Attendance (quarterly) History: 2 pre and post CLOZE activities 2 Writing summary assessments 2 Vocabulary assessments Attendance (quarterly)	Dec. 6 – Dec. 17 (week) Jan. 10 – 19 (week 22) Feb. – 14 – 23 (week 27) Mar. 21 – Mar. 30 (week 32) May 2 – May 11 (week 38)*

References:

Resource	Link to ETHS Practice
<p>Ivey, Gay and Douglas Fisher. "Learning From What Doesn't Work." <i>Educational Leadership</i> 63, no. 2: 8-15, 2005</p>	<p>Teachers focus on discontinuing ineffective practices and implementing effective ones. Five essential strategies and instructional behaviors that push reading growth are enumerated.</p>
<p>The Carnegie Corporation. (2010). <i>Time to Act: An Agenda for advancing Adolescent Literacy for College and Career Success</i>. New York:</p>	<p>Teachers, coaches and consultants use this national study showing trend data on secondary school progress in adolescent reading growth as it pertains to college and career readiness. Professional development experiences are planned based on the key reforms listed and what teachers need to know about literacy.</p>
<p>Gottlieb, M. & Nguyen, D. (2007). <i>Assessment & Accountability in Language Education Programs</i>. Philadelphia: Caslon Publishing</p>	<p>This resource was used to understand and implement the pivotal portfolio in order to closely progress monitor student learning over time.</p>
<p>Jacobs, V. (2008). Adolescent Literacy: Putting Crisis in Context. <i>Harvard Educational Review</i> (pp 7-39). Cambridge, Massachusetts: Harvard Graduate School of Education</p>	<p>This study is used to examine historical trends of how we understand adolescent literacy, our definition of reading and instructional practices geared toward struggling adolescent readers since the International Reading Association's 1997 <i>Initiative on Reading</i>. From that point, we build on the lessons learned from the past in developing professional development and interventions for students.</p>
<p>Moje, E. B., Overby, M., Tysvaer, N., & Morris, K. (2008). The Complex World of Adolescent Literacy. <i>Harvard Educational Review</i> (pp 107-154). Cambridge, Massachusetts: Harvard Graduate School of Education</p>	<p>This study is used in conjunction with Dr. A. Tatum's work to examine and understand the social and cultural practices of literacy in adolescents.</p>
<p>National Institute for Literacy. (2007). <i>What Content Area Teachers Should Know About Adolescent Literacy</i>. Jessup, MD: George Washington University Center for Equity and Excellence in Education.</p>	<p>A resource used to identify discipline-specific strategies that support reading comprehension in particular content areas. This includes but is not limited to, decoding skills, vocabulary instruction, student fluency and assessments of reading progress.</p>

References (cont'd):

Resource	Link to ETHS Practice
<p>National Association of Secondary School Principals. (2005). <i>Creating a Culture of Literacy: A Guide for Middle and High School Principals</i>. Reston, VA</p>	<p>Chapter 6 in this publication specifically focuses on intervention strategies and meeting all middle and/or high school students' reading needs. This resource also presents a case study high school where 100 percent literacy passing rate is its goal.</p>
<p>Snow, C. E., Griffin P.G. & Burns, M.S. (2005). <i>Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World</i>. San Francisco: Jossey-Bass.</p>	<p>A resource used to identify specific components in the complexity of skilled reading. This resource also identifies common tools and methods that can be used to assess reading.</p>
<p>Tatum, A., (2008) <i>Toward a More Anatomically Complete Model of Literacy Instruction: A Focus on African American Male Adolescents and Texts</i>. <i>Harvard Educational Review</i> (pp 7-39). Cambridge, Massachusetts: Harvard Graduate School of Education</p>	<p>Our model of literacy across the content areas at ETHS was developed from Dr. Tatum's research. Our core strategies and text selections to address students' multiple identities have come from his work with us. Teachers use his explicit instructional strategies to build vocabulary development and reading comprehension.</p>
<p>Vacca, R. T. & Vacca J. L. (2005). <i>Content Area Reading: Literacy and Learning Across the Curriculum</i> (8th Ed). Boston: Pearson Education Inc.</p>	<p>This seminal text gives teachers and coaches a resource for the differentiation of reading skills needed across the disciplines.</p>