

R E P O R T R E S U M E S

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UD 005 265

SATURATION READING PROGRAM.  
SOUTH MOUNTAIN HIGH SCHOOL, PHOENIX, ARIZ.

PUB DATE 67

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DESCRIPTORS- \*READING PROGRAMS, \*DISADVANTAGED YOUTH, \*HIGH SCHOOL STUDENTS, \*PROGRAM PROPOSALS, REMEDIAL READING, CORRECTIVE READING, DEVELOPMENTAL READING, READING CENTERS, EVALUATION METHODS, INSERVICE TEACHER EDUCATION, STUDENT NEEDS, PHOENIX, ARIZONA

THIS PROPOSAL OUTLINES THE SPECIAL OBJECTIVES AND ACTIVITIES OF A COMPREHENSIVE CLINICAL, REMEDIAL, CORRECTIVE, AND DEVELOPMENTAL READING PROGRAM IN A PHOENIX, ARIZONA, HIGH SCHOOL WITH A DISADVANTAGED STUDENT POPULATION. THE SPECIFIC FEATURES OF THE PROGRAM FOR EACH GRADE LEVEL ARE SEPARATELY DISCUSSED. PART OF THE PROGRAM WILL BE AN ELECTIVE READING COURSE FOR JUNIORS AND SENIORS GOING TO COLLEGE. THERE ALSO WILL BE SUMMER, EVENING, AND SATURDAY PROGRAMS WHICH OFFER INSERVICE TEACHER TRAINING. THE FACILITIES AND SERVICES OF THE PROGRAM WILL BE AVAILABLE TO STUDENTS IN PRIVATE SCHOOLS. EVALUATION WILL BE BASED ON PRETEST, PROGRESS, AND POSTTEST READING SCORES, ACHIEVEMENT TEST SCORES, AND QUESTIONNAIRES AND INTERVIEWS WITH STUDENTS AND STAFF. ALTHOUGH THE PROGRAM IS FELT TO BE INNOVATIVE ONLY FOR THE PHOENIX SCHOOL SYSTEM AND OTHERS WHICH LACK SIMILAR PROGRAMS, RESULTS WILL BE DISSEMINATED TO OTHER SCHOOLS. (NH)

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SATURATION READING PROGRAM  
SOUTH MOUNTAIN HIGH SCHOOL  
PHOENIX

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INTRODUCTION

1 This Reading Proposal is a companion proposal to the Guidance Project re-  
2 cently submitted to and approved by the State Education Department. Historically,  
3 statistics for entering ninth grade pupils at South Mountain High School show  
4 that sixty-five percent of the freshmen are reading at grade levels ranging  
5 from six months to six years below their ninth year of schooling. Obviously  
6 the achievement level of these pupils is below those pupils who come from more  
7 advantaged homes where reading and education are important factors in the ed-  
8 ucational and cultural life of the parents. The Guidance Project, "Operation  
9 Mainstream", has been designed to foster positive self-concepts, raise the  
10 aspirational level of disadvantaged youth, and provide cultural experiences  
11 for pupils and parents that otherwise are lacking in their experiences.

12 It is universally acknowledged that there is a high correlation between  
13 the ability to read and success in school. An examination of the great cities  
14 projects, e.g. St. Louis, Pittsburgh, Detroit, and New York, show conclusively  
15 that the deprived child is usually handicapped in the usage of good English;  
16 he invariably has a poor self-image; his health is frequently not good; his  
17 home environment is unsatisfactory; he frequently has emotional problems; he  
18 lacks motivation; he is invariably a poor reader; and he is consistently an  
19 under-achiever.

20 Based on the above assumptions and in an attempt to negate the myriad pro-  
21 blems associated with poverty and deprivation a comprehensive Clinical, Remed-  
22 ial, Corrective, and Developmental Reading Program for all pupils in grades  
23 nine through twelve will be offered at South Mountain High School. A broad  
24 range of treatments will be given. These will be considered in five categories.

(B-1 - Needs)

25 Special educational needs which the reading program at South Mountain High  
26 School aims to meet:

- 27 1. An inadequately staffed reading department for an area of socio-economic  
28 cultural deprivation resulting in inadequate clinical, remedial, cor-  
29 rective, developmental, and accelerative reading service.
- 30 2. A high percentage of slow or retarded readers and concomitant disinter-  
31 est in courses of study dependent upon reading.
- 32 3. A low past educational achievement of parents resulting in low level of  
33  
34

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1 experimental backgrounds and low educational aspirations for their  
2 children and on the part of the children.

- 3 4. A high unemployment rate and low employable potential among a high  
4 percentage of parents resulting in low average income, and an inability  
5 to provide home backgrounds conducive to success in reading and other  
6 academic achievements.
- 7 5. A high percentage of one-parent homes with little or inadequate inter-  
8 est in the direction of children toward successful school achievement.
- 9 6. A dropout rate that is one of the three highest of the ten high schools  
10 in the Phoenix Union High School System.
- 11 7. A high incidence of school achievement below demonstrated ability which  
12 is partly due to reading retardation and cultural deprivation.
- 13 8. An unduly high percentage of enrollment in "C" classes with correspond-  
14 ing high rates of "social promotion".
- 15 9. A high percentage of pupils with reading disabilities contributing to  
16 a. A high rate of disciplinary problems in school.  
17 b. A high rate of absenteeism and poor attendance.  
18 c. A high rate of delinquency on the part of school-age youth.
- 19 10. A difficulty of many to adjust to and understand the typical Anglo-  
20 school society because of differences in cultural standards, language  
21 expression and reading patterns.

22 (B-2 Special Objectives)

23 This project is designed to raise the levels of aspiration and achieve-  
24 ment through an intensive and extensive reading program for private school  
25 pupils and all pupils in grades nine through twelve in South Mountain High  
26 School.

27 Special objectives of the project:

- 28 1. To provide the staff to make possible individualized, student centered,  
29 diagnostic and remedial reading teaching which meets the needs of the  
30 pupil.
- 31 2. To use the information known about each child by the counseling services  
32 to provide teaching services to develop reading skills necessary for a  
33 successful and meaningful high school career.
- 34 3. To provide our youth with reading experiences that will be meaningful  
35 and stimulating to the pupil.
- 36 4. To provide reading experiences which will promote reading growth and  
37 which will enable the pupil to broaden his vision, raise his aspirations  
38 and stimulate his determination toward successful educational growth.

5. To provide reading experiences and skills designed to raise cultural standards, understandings, and enjoyment on the part of these youths.
6. To provide reading experiences which promote better secondary school attendance, the achievement of educational goals, persistence to graduation from the secondary school, and motivation to attend the community college.
7. To provide reading instruction which will enable the pupil to make more realistic choices of courses of study which are available to him.
8. To provide a program of reading instruction designed to instruct each pupil at his level of achievement and to continue this instruction as it is needed throughout his entire high school career.
9. To demonstrate to these pupils through successful growth in reading that they can achieve success in other curricular areas.
10. To provide the pupil with reading experiences such that with adequate guidance, motivation, and direction he can be instructed and/or can instruct himself to the acquisition of salable vocational skills.
11. To provide reading experiences which supplement and re-enforce, the guidance and instruction of the Vocational Counseling Services of the Counseling Department.
12. To provide reading experience of an imaginative nature which promotes the oral manipulation of language.

EVIDENCE OF NEED AS SHOWN BY  
RESULTS OF CERTAIN STANDARDIZED READING TESTS  
South Mountain High School

Grade 9 1963-64 - 862 pupils

Mean percentile = 24  
644 below 3rd quartile  
441 below median  
218 below 1st quartile

Stanines  
556 (65%) below 5th st.  
187 (22%) above 5th st.  
51% stanine 3rd and below  
11% stanine 7 and above

Grade 9 1964-65 - 847 pupils

Mean percentile = 27  
636 below 3rd quartile  
424 below median  
212 below 1st quartile

Stanines  
535 (64%) below 5th st.  
229 (27%) above 5th st.  
50% 3rd and below  
14% 7th and above

1 (B-3-a Special educational activities or services to be initiated  
2 and maintained under this project.)

3 It is well-known and understood that low reading achievement frequently  
4 masks true intellectual achievement to such an extent that it becomes almost  
5 impossible to tell whether a child is a poor reader because of low intellec-  
6 tual ability or appears to be low in intellectual ability because he is poor  
7 in the translation and understanding of written symbols. It is also true  
8 that very often such a child comes from a home that is culturally deprived  
9 to the extent no matter how bright he may really be, in competition with his  
10 more fortunate school mates, he appears to be dull, stolid, and of low abili-  
11 ty. Such a deprived child is usually handicapped in language facility, and  
12 he is often a retarded and severely handicapped reader. He frequently has a  
13 poor written and spoken vocabulary, is lacking in motivation, and very often  
14 he feels, and his teachers feel, that he cannot learn to read, while very  
15 often he is simply lacking in the reading experiences which contribute to  
16 providing the motivation for him to strive to belong to the kind of society  
17 to which he is expected to aspire.

18 A preventive remedial, developmental, and accelerative reading program  
19 is necessary to this area if the school is to achieve much success in chang-  
20 ing its culturally deprived pupils into productive and self-supporting citi-  
21 zens. Reading is such a basic and necessary tool for adjustment and achieve-  
22 ment in the society in which our pupils are expected to function. For the  
23 reasons set forth above, a broad range of reading instruction will be pro-  
24 vided. This program will be considered in phases A, B, C, D, and E.

25 A. Grade 9 Reading Program. (See description pages 8-11)

26 To provide an extensive and intensive reading program which emphasizes  
27 pupil centered instruction at the clinical, remedial, corrective, devel-  
28 opmental and accelerative levels.

29 Grades 10, 11 & 12 Reading Program.

30 1. Grades 10, 11, & 12 clinical, corrective, and remedial program

31 a. To provide intensive and extensive remedial and corrective pro-  
32 grams for grades 10, 11, and 12 which continue these programs  
33 for pupils who continue to have serious reading disabilities after  
34 completing the ninth grade program.

35 To provide an extensive and intensive clinical program for pupils  
36 in grades 10, 11, and 12 which continues this program for pupils

who continue to have various reading disabilities after completing the ninth grade program.

- c. To provide clinical, remedial or corrective programs to include those pupils referred by the Counseling Services who were not in the ninth grade program. (transfers and re-entering pupils)

Grades 10, 11, and 12 developmental reading program

To provide a reading laboratory which is organized to give reading instruction in the academic areas such as English, Social Studies, Mathematics, Science, etc.

Grade 11 and 12 elective reading course for college bound pupils

To provide instruction which will promote the development of reading skills necessary for college work and which will provide the background of reading which is so necessary for success in college.

The Summer Program

To provide for the continuation of the program A and B above for recommended students, and also to prevent regressions in reading skills that occur during the three month summer vacation.

The Evening and Saturday Program.

To make the reading program available to private school pupils, parents, adults, dropouts and as an auxiliary and supplementary program for certain recommended regular day students.

The In-Service Teacher Training Program.

1. To provide for in-service training of subject matter teachers in the incorporation of reading skills necessary to their own subject matter areas.
2. To provide for the continued training of reading specialists.
3. To provide for the training of teachers to become reading specialists.

(B-3a - Detailed Description)

A schoolwide saturation reading program provides instruction for all pupils at the individual's functional level so that growth in reading skills can be continuous toward an individual's maximum level. Provision for this growth will be made through the following reading activities and services:

A. Grade 9 Reading Program

It is proposed that all ninth grade pupils be required to enroll in a 40-week reading program of classes as a sixth subject taught on an individualized and group basis with emphasis on basic high school reading skills, study skills, content field reading, and vocabulary development. Pupils will be assigned

1 to a large reading center accommodating 125 pupils. These centers will be  
 2 in operation seven class periods each day (full schedule) to provide for the  
 3 instruction of approximately 900 pupils. This large center will be used by  
 4 the pupils for practice in reading activities supervised by a reading special-  
 5 ist. Using counseling records, and diagnostic and/or achievement reading  
 6 tests and techniques as a basis, these pupils will be reassigned and sched-  
 7 uled to one of four satellite classrooms for individualized and diagnostic  
 8 instruction designed to meet the reading needs of each individual pupil at  
 9 the following levels:

10 **1. Clinical level**

11 These groups will be composed of pupils (4-6 in each group) assigned to  
 12 this level on the basis of diagnosis and referral. Clinical pupils are  
 13 defined as those who have no independent reading level. These pupils  
 14 will receive individualized oral instruction. The instructional acti-  
 15 vities will include phonics, word attack, comprehension skills, and  
 16 vocabulary development which lead to an independent reading level.  
 17 Pupils will be assigned to this level as they are identified and refer-  
 18 red by the counseling and reading staff. These pupils will be reassigned  
 19 to the remedial-corrective level when they reach independent reading  
 20 levels.

21 **2. Remedial-corrective level**

22 These groups will be composed of pupils (13-15 in each class) who have  
 23 serious reading disabilities. These pupils will be taught on an indivi-  
 24 dualized and group basis. The reading activities carried on at this  
 25 level will be designed to correct reading deficiencies and lead to im-  
 26 provement in the basic high school reading skills. Remedial activities  
 27 such as phonics, word recognition, word attack, rate of comprehension,  
 28 reading-study habits, listening oral manipulation of language vocabulary  
 29 development, reading in subject areas, imaginative reading, reference  
 30 reading, library usage, etc., will be included. Pupils will be re-  
 31 assigned to the developmental level when diagnostic and achievement  
 32 testing indicate such referral on the part of the reading specialist and  
 33 the counseling staff.

34 **3. Developmental level**

35 Classes at this level will be composed of 30-35 pupils reading at or  
 36 near grade level. The activities will be designed to enhance the  
 37 reading skills and backgrounds of these pupils. Reading activities such

as the higher levels of the reading skills taught in the remedial-corrective levels, flexible rates of comprehension, purposeful reading, imaginative reading, interpretive reading, background reading, reading reasoning, vocabulary development, study skills, newspaper and current events reading, propaganda techniques, oral manipulation of language, vocational reading, etc., will be included. Pupils in the developmental reading level may be re-assigned to the remedial-corrective level or the accelerative level upon referral by the reading specialist and/or the counseling staff.

#### 4. Accelerative level

These groups will be composed of 30-35 pupils reading significantly above grade placement. Activities such as accelerated and higher levels of the activities in the developmental level, reference reading, broadened background reading, critical and interpretive reading, imaginative reading, vocational information, skimming and scanning, efficient techniques, etc., will be included. Students may be reassigned to other levels upon referral by the reading specialist and/or the counseling staff.

In addition to instructional responsibilities, the reading specialist will use counseling records, maintain progress records, administer diagnostic and achievement reading tests, and use and interpret informal diagnostic procedures. He will administer individual psychometric instruments and provide the counseling services with a report of the results. He will also make appropriate referrals to the school health services (vision, hearing, etc.), to the counseling services of suspected adjustment or psychological problems, and to qualified speech pathologists, clinicians and therapists when and where such services are available. The reading specialist will accept referrals for diagnosis or instruction of suspected reading problems from teachers, counselors, staff members, pupils, and members of the community which we serve. He will hold necessary conferences with school staff, teachers, parents, and pupils and make or recommend needed home visitations. The reading specialist will develop materials for individual pupil use, provide for the care and supervision of the use of materials and equipment and analyze and recommend new materials. He will also participate in the In-Service programs, and the auxiliary and summer programs.

#### B. Grade 10, 11, and 12 Reading Program

##### 1. Grades 10, 11, and 12 Clinical, Remedial-Corrective Program



1 a. This program will provide for those pupils who are in grades 10,  
 2 11 or 12 and provide a continuing program for those pupils who  
 3 have been referred for remedial reading instruction by the reading  
 4 specialist and/or the counseling staff. Activities in these  
 5 classes will be a continuation of those in the Clinical-Remedial-  
 6 Corrective levels in A above.

7 b. This program will provide a clinical reading program for those  
 8 pupils in grades 10, 11, and 12 who have been referred for further  
 9 clinical reading instruction by reading specialist and/or the  
 10 counseling staff after completing the 9th grade clinical level.  
 11 Activities in these classes will be the same as in the clinical  
 12 level of A above.

13 c. This program will provide clinical, remedial, or corrective  
 14 reading instruction for transfer and/or re-entering pupils re-  
 15 ferred by counselors who were not in the grade 9 reading program.  
 16 The activities will be the same as in A above.

17 2. Grades 10, 11, and 12 Developmental Reading program

18 This program will provide a reading laboratory to which classes in  
 19 other subject areas may be scheduled for units of combined reading  
 20 and subject matter instruction. Classes in areas such as English,  
 21 Social Studies, Science, Mathematics, Business, Industrial Arts, etc.,  
 22 will be scheduled to meet in the Reading Laboratory to incorporate  
 23 reading activities such as reading to follow directions, reading  
 24 charts, tables and graphs, reading special references, reading-study  
 25 methods, reading to solve problems, critical reading, interpretive  
 26 reading, reading to perform experiments, etc., with the teaching of  
 27 the subject. Activities will be designed so that they will be at the  
 28 level of the students. It is expected that the planning and directing  
 29 of these activities will also have a teacher in-service training effect.  
 30 These activities will be planned and taught jointly by reading special-  
 31 ist and subject teacher.

32 3. Grade 11 and 12 elective reading course for college bound pupils

33 This program will provide activities of a corrective-remedial nature  
 34 where needed, plus activities such as wide range background reading,  
 35 interpretive and critical reading, note making, reading in the subject  
 36 areas, etc., as diagnostic teaching indicates individual pupil needs.

1 C. The Summer Program

2 Activities in this program provide for continuation of programs de-  
3 scribed above, and make these programs available to all youth of the  
community. Activities are the same as in the above named programs.

5 D. The Evening and Saturday Program

6 Activities are the same as the A and B programs.

7 E. In-Service Teacher training program

8 Workshops, lectures, study groups, demonstrations, reviews of research  
9 findings and staff case studies, will be provided for

- 10 1. the continued training of the reading specialists
- 11 2. training teachers to become reading specialists
- 12 3. training subject matter teachers in the incorporation of reading
- 13 skills necessary to the teaching of their own subject matter areas.

14 These activities will be conducted by the director, reading special-  
15 ists, consultants, and/or school or district staff.

16 (B-3-b - Name, Location, etc.)

17 The South Mountain Saturation Reading Program will operate at South  
18 Mountain High School, 5401 South Seventh Street, Phoenix, Arizona. Six tempo-  
19 rary (transportable) classroom units will be leased to supplement the physical  
20 facilities of the reading program currently in operation. The need is fore-  
21 seen for the expansion of these facilities with the expansion of the student  
22 body at South Mountain High School, which may be a later development of this  
23 project or a separate project proposal.

24 (B-3-c - Private Schools)

25 Youth in grades 9-12 in private schools will have access to all facili-  
26 ties and services offered in the South Mountain Saturation Reading Program  
27 and will be served by the Reading and supplementary personnel as the need  
28 is indicated and in the same manner as the public school children, insofar  
29 as is feasible and legal.

30 (B-4 - Anticipated effectiveness of project activities)

31 The Reading Saturation program is a project designed to raise the  
32 achievement and aspiration levels of the students attending South Mountain  
33 High School.

34 A saturation reading program anticipates that pupils' reading perform-  
35 ance will be raised; that as a result of higher performance levels of  
36 reading, pupils will endeavor to improve their grades; that they will increase  
37 their motivation to remain in school; and consequently the pupils will aspire

1 to training and education following their graduation from high school. It  
 2 is also expected that improvement of the pupils' reading levels will result  
 3 in their becoming more trainable vocationally and that they will raise their  
 4 level of aspiration to more realistic but higher vocational levels.

5 (B-5 - Evaluation)

6 Pre-test, Progress, and Post-test reading test scores will be evaluated  
 7 to show growth as measured by these standardized reading tests recognizing  
 8 the influence that is brought to bear on the results when used with bi-  
 9 lingual, cross-cultural, and economically deprived pupils. Records of pro-  
 10 gress which utilize on-going evaluation of individual pupil progress in-  
 11 cluding standardized progress achievement testing will be reviewed in the  
 12 evaluation of the program. Student questionnaires and/or interviews randomly  
 13 selected will be used to supplement testing and progress records.

14 A review of the evaluations made by the counseling staff of drop-out  
 15 rates, grade and achievement records, school attendance, social behavior  
 16 (discipline records), between school comparison, changes in pupil goals,  
 17 changes in pupils' identification with the school and changes in delinquency  
 18 rate will reflect some results of a saturation reading program.

19 Other means of evaluation to be used are:

- 20 1. A collection and recording of all comments regarding the reading  
 21 program which are reported to the school.
- 22 2. A comparison of school library usage on a circulation to pupil ratio
- 23 3. A sampling by questionnaire or interview of the reaction and effects  
 24 felt by the certificated staff of the school.
- 25 4. Written professional judgment evaluations by the Reading Special-  
 26 ists will be included.
- 27 5. Skilled observations made by observers, such as Administrative  
 28 and College Personnel, District Consultants and Unit Administrative  
 29 Personnel-- the purpose of each observation will be to determine  
 30 how well the program is fulfilling the reading needs of the students  
 31 at South Mountain High School.
- 32 6. Inasmuch as the reporting, research, analysis of tests and other  
 33 data will be extensive and demanding, a skeleton staff will be  
 34 employed for this purpose during the summer months.

35 (B-6 Procedures for dissemination of information)

36 Because this proposal is rather typical of any good intensive-extensive  
 37 reading program, it becomes demonstrative and innovative largely only for

4 level of aspiration to more realistic but higher vocational levels.

5 (B-5 - Evaluation)

6 Pre-test, Progress, and Post-test reading test scores will be evaluated  
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34 employed for this purpose during the summer months.

35 (B-6 Procedures for dissemination of information)

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37 reading program, it becomes demonstrative and innovative largely only for  
the local high school system and other schools which lack similar programs.  
The results will be disseminated to other schools in the system and will be  
watched carefully by the Arizona Department of Public Instruction and

1 the local high school system and other schools which lack similar programs.  
 2 The results will be disseminated to other schools in the system and will be  
 3 watched carefully by the Arizona Department of Public Instruction and  
 4 neighboring high school systems.

5 (B-7 Coordinator with CAP)

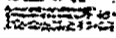
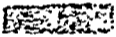
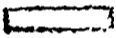

6 Being purely educational and curricular, there is no area of potential  
 7 cooperation with the local CAP and none has been sought.

8 (B-8 Coordination with adjacent or overlapping districts)

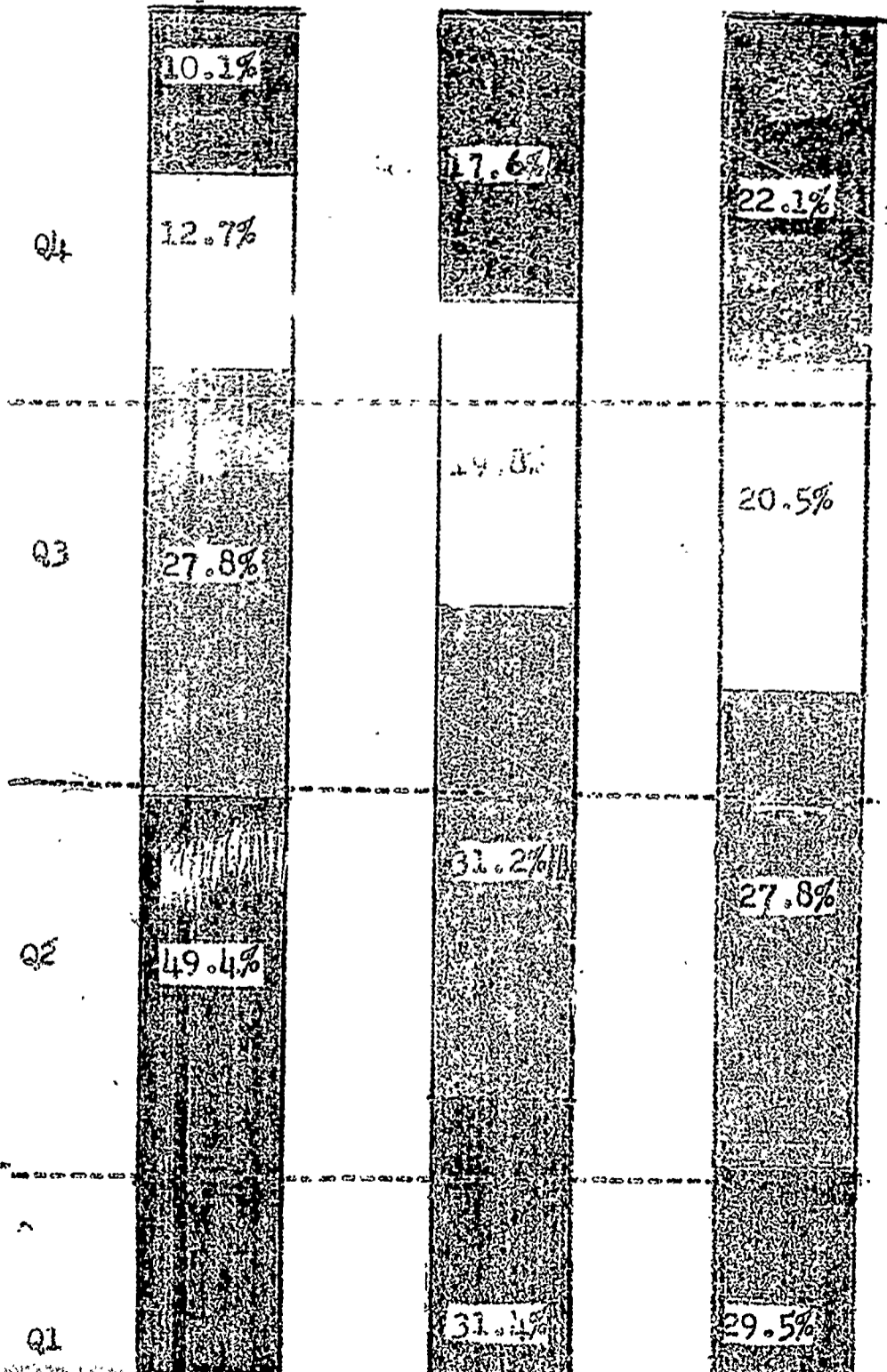
9 This proposal continues into the high school area a concern for and  
 10 parallel effort to deal with serious problems of reading difficulties which  
 11 are being attacked simultaneously in the Roosevelt Elementary District which  
 12 is the main source of South Mountain pupils.

SATURATION READING  
 FRESHMAN: DAVIS READING TEST  
 LEVEL OF COMPREHENSION SCORES  
 FORMS: 2A SEPT. 1966  
 2B SEPT. 1967  
 2C MAY 1967

QUARTILE DISTRIBUTION

COMPARISON WITH TEST FORMS:  
 % SMES IN Q 1   
 Q 2   
 Q 3   
 Q 4 

N = 711



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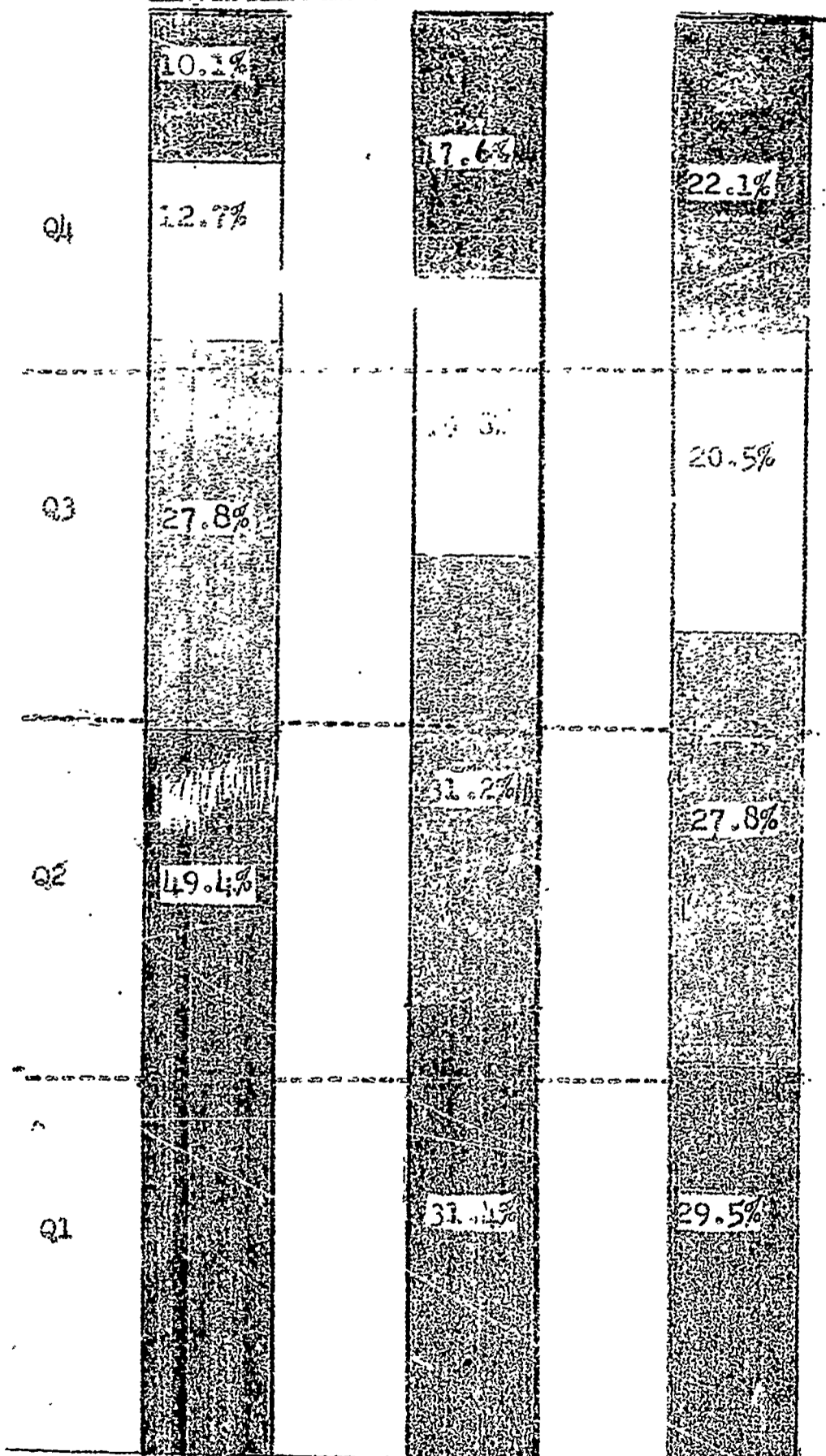
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SATURATION READING  
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FORMS: 2A SEPT. 1966  
2B SEPT. 1967  
2C MAY 1967

QUARTILE DISTRIBUTION

COMPARISON WITH TEST VOF...  
% SMRS IN Q 1 [diagram]  
Q 2 [diagram]  
Q 3 [diagram]  
Q 4 [diagram]

N = 711



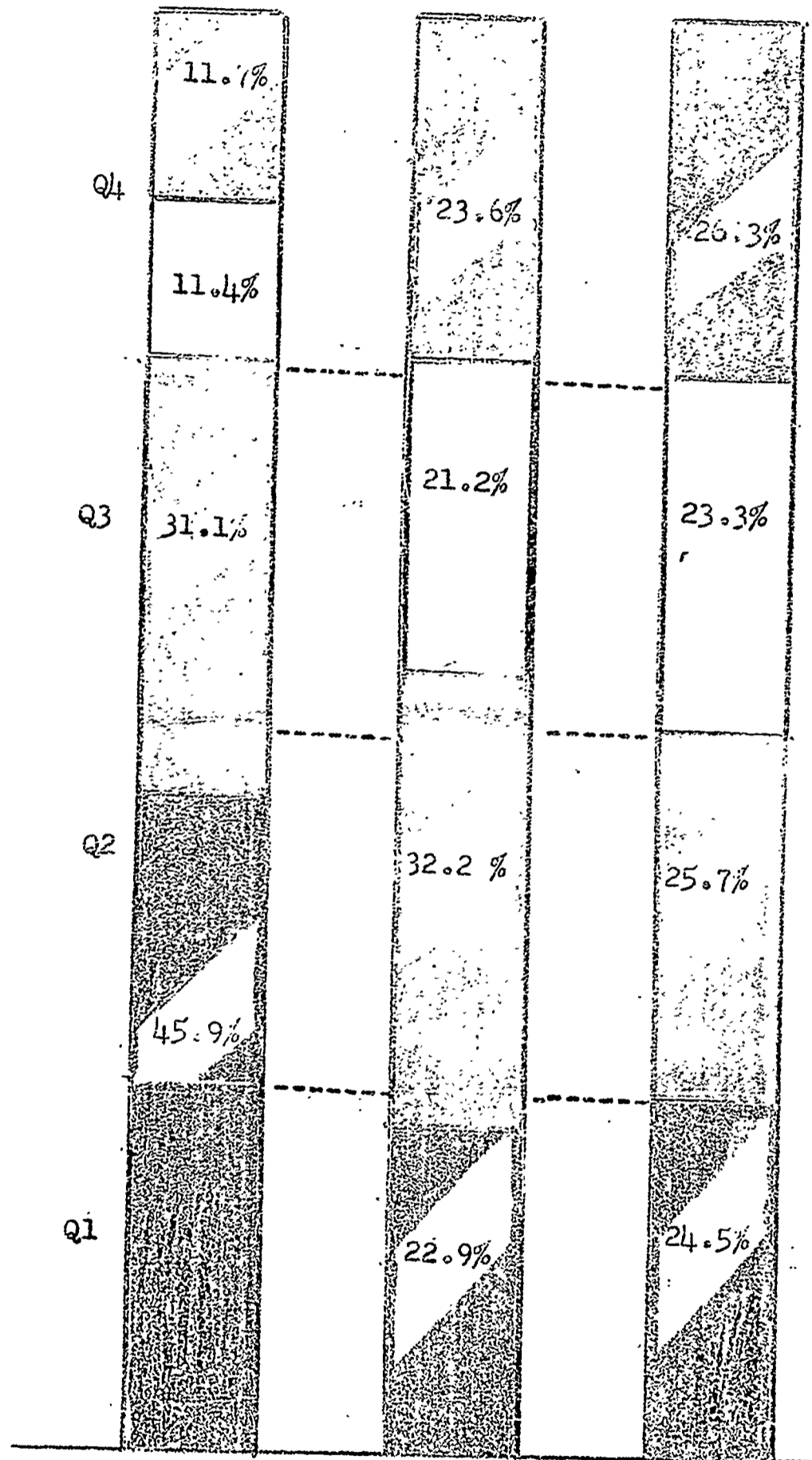
Form 2A  
Pre Test

Form 2B  
Progress  
Test

Form 2C  
Post Test

FRESHMAN: DAVIS READING TEST  
 SPEED OF COMPREHENSION  
 FORMS: 2A SEPT. 1966  
 2B JAN. 1966  
 2C MAY 1967

QUARTILE DISTRIBUTION



COMPARISON WITH TEST NORMS:  
 % SMHS IN Q1 [diagonal pattern]  
 Q2 [stippled pattern]  
 Q3 [horizontal lines]  
 Q4 [vertical lines]  
 N = 711