

## **Northside ISD's High School Reading Program Overview**

The Northside ISD's High School Reading Program is an integral component of NISD's High School English Language Arts Program. NISD's high school reading specialists offer students several courses: Reading I, Reading II, Reading III, and High School Stage C of Read 180. Our high school reading specialists serve the needs of at-risk students who are reading two or more years below grade level and who have experienced failure taking the Reading Grade 9 Texas Assessment of Academic Skills (TAKS) Test, English Language Arts Grade 10 TAKS Test, or English Language Arts Grade 11 Exit Level TAKS Test.

All students in the high school reading program are identified as struggling readers, have experienced failure on the state-mandated TAKS tests, and are at-risk of dropping out of high school. The high school reading program offers targeted students direct, quality reading instruction to ensure that learners meet State and NISD expectations and requirements for reading performance. Our goals are to maximize students' reading potential for academic success, meet proficiency of the state-mandated assessments, to meet NISD Academic Standards, Texas Essential Knowledge and Skills (TEKS), and to create lifelong readers.

To teach reading at the high school level, a teacher must have earned a master's degree, with a minimum of three years teaching experience, and have earned a professional reading specialist certification. High school reading specialists' salaries are funded by the State Compensatory Education Programs.

### **NISD High School Reading Specialist Job Description**

The reading specialist may provide the following services:

- maintain a quality, instructional, high school campus reading program
- test and diagnose high school student reading performance
- identify, provide support services, and ensure appropriate student reading program placement for qualifying at-risk high school students
- participate in the development of 504 and/or ARD accommodations/modification plans
- provide quality reading instruction and tutoring for targeted high school students
- utilize high school developmental and compensatory budgets, to manage reading department instructional supplies and/or equipment
- select and purchase appropriate instructional reading materials to match high school student reading needs (considering student age, interests, readability, subject matter, etc.) for the district's High School Reading Program and other content areas, when asked
- work closely and communicate student progress with parents to assist students with reading difficulties
- consult, serve as campus resource, and lead staff development sessions for teachers and administrators when requested by Principal and Division of Instruction
- plan and co-teach with content area teachers (when asked) to model effective teaching practices and interactive reading strategies
- assist in the process of selecting new teachers as requested by the Principal
- meet with district personnel on a regular basis
- perform other related duties as suggested by campus or central office personnel

## Course Descriptions: Reading I, Reading II, and Reading III

**Reading I, Reading II, and Reading III** are high school reading courses taught by campus reading specialists limited to eighteen students per class. These high school reading courses offer students instruction in word recognition, vocabulary, fluency, critical thinking, study skills, and comprehension strategies to ensure that high school students have opportunities to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read and respond critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the content areas.

High school reading specialists monitor and adjust their delivery of instruction to meet the individual needs of their targeted, at-risk students in Reading I, Reading II, and Reading III classes. These classes are also appropriate for students identified ESL, special education, 504, at-risk, who may be experiencing reading difficulties, who are identified with dyslexic tendencies, and/or who are required to take: Reading Grade 9 Texas Assessment of Academic Skills (TAKS) Test, English Language Arts Grade 10 TAKS Test, or English Language Arts Grade 11 Exit Level TAKS Test.

For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. Beginning with school year 2005-2006, an emergent reading class will be offered, designed and taught by two teachers, one ESL and one reading specialist.

## Course Descriptions: Read 180

The **Read 180** program, a balanced reading intervention approach, combines direct instruction, small group instruction, modeled and/or independent reading effective teaching practices to serve at-risk students. The Read 180 program serves up to fifteen students per class. The Read 180 program is designed to serve students with Stage A (elementary grades 4 and 5), and Stage B (secondary grades 6-8), and Stage C (secondary grades 9-12), for those students who are at-risk, taking the TAKS Tests, and who are reading two or more years below grade level.

The Texas Reading Academies grant specified guidelines to implement the Read 180 program at six comprehensive high schools (Clark High School, Holmes High School, John Jay High School, Marshall High School, O'Connor High School, and Taft High School). From January 2001 through August 2002, the Read 180 program served and targeted only 9<sup>th</sup> and 10<sup>th</sup> graders who were taking the Exit Level Reading Tests and who were reading two or more years below grade level. In subsequent years, at Stevens High School and Warren High School, Read 180 was offered to include 11<sup>th</sup> and 12<sup>th</sup> graders who were taking the English Language Arts Grade 11 Exit Level TAKS Test, and who were at risk of dropping out of high school, especially those who are reading two or more years below grade level.

Students who are meeting the above requirements may also be identified as special education, ESL, 504, and students with dyslexic tendencies.

Campus high school reading specialists will:

- use data to identify qualified students
- determine when targeted students will enter and exit the program
- implement the program
- serve students and act as the designated teachers for this program
- recommend schedule changes

### **Student Placement Guidelines: TAKS Reading**

High school campuses may offer a special class for students who have failed the Reading/ELA Level TAKS Tests. Class size is limited to eighteen. Other campuses may offer tutoring for these students

### **Student Placement Guidelines: Dyslexia**

It is the high school campus reading specialists' responsibility to identify, monitor, and assess students for dyslexic tendencies by assessing student reading performance with the Dyslexia Screening Instrument, DSI, and other reading assessments. Identified students with dyslexic tendencies from middle school transitioning to high school will receive continued monitoring for appropriate reading program placement as directed by the district Dyslexia Specialist. The ten components of an effective reading interventions/dyslexic program outlined by TEA include programs that are individualized, multi-sensory, intensive phonics and synthetic phonics, linguistics, meaning-based, systematic, sequential, cumulative, and process oriented. Read 180 and Adolescent Earobics are our supplemental reading intervention programs.

### **Student Placement Guidelines: Bilingual/ESL**

It is the responsibility of the District LPAC Committee to identify the appropriate placement for ESL students. If and when necessary, the ESL teacher and the high school reading specialist will work together to place ESL students in the appropriate reading program, as specified by the LPAC Committee. (LEP information is documented in the student's PRC folder.) ESL students who have attained reading proficiency scores of 2 or higher on the annual RPTE and those who are required to take the Exit Level TAKS Reading Tests are often eligible for reading courses.

### **Student Placement Guidelines: Special Education**

As there is a continuum of reading services available for special needs students, it is the responsibility of the reading specialist, special education teacher, and ARD Committee to consult and advise each other regarding appropriate student placement. Special education students who are required to pass the former Exit Level TAAS Reading Tests, current Reading Grade 9 Texas Assessment of Academic Skills (TAKS) Test, or English Language Arts Grade 10 TAKS Test, or English Language Arts Grade 11 Exit Level TAKS Test may be eligible to enroll in reading courses taught by the campus reading specialists. Likewise, students exempt from these TAAS/TAKS Tests and/or who may qualify for Alternate Graduation Plans may instead be eligible for Local Curriculum courses taught by special education teachers.