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## Implementation of Second Chance Reading

Peyton Paddock

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**Implementation of Second Chance Reading**

Peyton Paddock

Capstone Project: A School Improvement Plan

Northwestern College, Orange City, Iowa

### **Abstract**

Students will struggle with reading, and it is harder on them when they have a reading disability. Providing support to these students can be critical in developing their reading comprehension and fluency skills. Second Chance Reading (SCR) is a great method of helping students receive the supports needed. Students with disabilities receive supports and accommodations. However, this does not mean that what they are receiving is what they need to be successful. A student reading faster but struggling to understand is just as bothersome as a student reading slower and struggling to understand. SCR helps students break down their reading skills into helping them develop reading comprehension and fluency skills. This paper focuses on using SCR to support a student's success and reading development. The paper will conclude by identifying a problem, steps needed to fix the problem, and how to know the steps are being successful in helping a student develop reading comprehension and fluency skills through SCR.

*Keywords:* Second Chance Reading (SCR), fluency, reading comprehension

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### **Implementation of Second Chance Reading**

High school students face an enormous amount of pressure when it comes to academics. This pressure only rises when they have learning disabilities. Students with learning disabilities may receive extra support and accommodations, but that does not guarantee they are getting exactly what they need. The problem is students are struggling with their reading fluency and comprehension. A teacher's effort will have a direct impact on a student's comprehension, reading rate, fluency, and vocabulary. "Results suggest that vocabulary knowledge and SRR increase in concert among students with good comprehension" (Spichtig et al, 2022, p. 2). SSR (self-silent reading) will influence a student's comprehension and reading rate. Spichtig hints students will have a better reading rate and comprehension when reading silently to themselves. This impacts the student's overall development. A student reading faster but struggling to understand is just as bothersome as a student reading slower and struggling to understand.

Students may struggle when they are reading, but the level of reading can have an impact on their comprehension and reading rate. "Regardless of text difficulty the impaired reader group had a significantly slower reading rate and poorer comprehension than the normal reader control group" (Conlon, 2011, p. 193). This suggests that students that struggle with reading and have reading impairments will have lower reading rates and lower reading comprehension than students who do not have reading impairments. A lot of students may struggle with reading, but they may have a slower reading rate, when compared to their peers.

The purpose of this school improvement plan would be to see how implementing second chance reading could have a positive impact on a student's academics, especially with their reading skills. The topic was chosen because of an issue that is occurring in my school district, especially at the high school level. This was brought to the staff's attention that we should focus on reading rate and comprehension with our students, and they implied they want students to read at a faster rate. They were focused on increasing the rate of reading for the students, but they did not consider the effect that it could have on the student's reading comprehension. My goal for the school improvement plan is to learn how better and appropriate instruction can be given to the students (Spichtig et al, 2022, p. 2).

The sources are from peer-reviewed journals and are research studies being examined were found from the DeWitt Library from Northwestern College, Orange City, Iowa. To be included in the research there was some criteria that the sources had to meet. The main criteria were that articles were published in a peer-reviewed journal and focused on second chance reading, which has a major emphasis on how reading rate affects reading comprehension. The majority of resources used are from within the last ten years. There are some resources from about 30 years ago that were chosen as they provided valuable information to support claims for focusing on reading rate and comprehension. In the long run, more than 20 sources were selected. The purpose of this was to see the different ways that second chance reading could potentially benefit the students. Some of the sources used focus solely on this and others focused on different reading strategies (silent, orally, listening) and their effects.

The initial finding is that second chance reading can benefit a student's reading development. Within this initial finding, it was found reading rate has a direct effect on reading comprehension. A greater reading rate typically means a better reading comprehension. This is likewise for a slower reading rate generally leads to a lower reading comprehension. Factors such as fluency and the way of reading or delivery of the material play a role in this as well because they will affect a student's reading rate. This is vital to my research question, which is how can implementing second chance reading benefit the students.

To adequately support the need for Second Chance Reading in our school, an in-depth review of the literature was conducted. My review will start off with the background of what second chance reading is to help provide background knowledge on second chance reading and what it is made up of. This will then lead into reading rate and comprehension, which is a major component of success in second chance reading. Ultimately, the end of the review will discuss the benefits of implementing second chance reading.

### **Review of the Literature**

An in-depth review of the literature was done to help adequately provide support for Second Chance Reading (SCR) in our school. A background of SCR will lead the review off to provide context on what SCR is. This literature review will talk about what makes up SCR, which will then lead to talking about reading rate and reading comprehension. Reading rate and reading comprehension make up a large part of SCR because of helping acquire the skills needed to be a successful reader. After



discussing reading rate and reading comprehension, the benefits of implementing SCR will be discussed.

### **Second Chance Reading (SCR)**

SCR is designed to help with reading deficits for secondary students. These students normally would struggle with the demands of the curriculum at a secondary level. SCR will focus on comprehension skills. There is targeted instruction at vocabulary development and fluency in the materials used. SCR is typically designed for middle school or students at the secondary level (Showers, 2008). Several strategies are used in SCR to help enhance a student's reading ability. Most of the strategies focus on reading rate and comprehension. The strategies will range from teacher think/read aloud to silent reading. Graphic organizers are used too, so it is beneficial to know how to create and pull data from charts and graphs. The goal within the strategies is to get the students to collaborate with each other, increase reading rate, and increase reading comprehension (Showers, 2008).

"In this 21st century, it is commonly known that electronic text has replaced the application of paper-based text. A study claims that in both normal and fast reading speed activity, details are less well recalled than more general information. Furthermore, comprehension is found reduced in fast reading" (Abdullah, 2018, p. 2). Text is being replaced to be modified for hybrid and online learning, which is causing some of the struggles students that receive SCR would normally have.

The problem is that students are struggling with their reading fluency and comprehension. A teacher's effort will have a direct impact on a student's comprehension, reading rate, fluency, and vocabulary. "Results suggest that

vocabulary knowledge and SRR increase in concert among students with good comprehension” (Spichtig et al., 2022, p. 2). Self-silent reading (SSR) will influence a student's comprehension and reading rate. As discussed in (Spichtig, et al., 2022) he discusses how students have a better reading rate and comprehension when reading silently to themselves. This impacts the student's overall reading development.

The development of a student's reading rate and comprehension will come in forms outside of the typical text and understand of non-fiction and fiction.

“Acknowledging the importance of a modern citizen's ability to interpret visual data coming from the media, especially data representing statistical information, we organized a study with adults studying in a Greek Second Chance School (SCS)” (Kontogianni, 2018, p. 2). Establishing fluency and comprehension can occur in a variety of ways. People in the modern world today will need to know how to read graphs, charts, and data, on top of knowing how to just read words and understand the meaning. Knowing how to read data shown in pictures will increase the rate and comprehension of the learners. Ultimately, this leads to real-life transition skills for after schooling.

Another key feature in developing reading skills in SCR is looking at the reading levels of the students and the text levels that are being used for instructional and individual reading. The level of difficulty for a text can have either a positive or negative impact on a student's moral and motivation. If a reading is too hard for the student, they will get frustrated. However, if the reading is too easy for a student, they may think they do not need to learn more. Both independent and frustration levels of reading can have adverse impacts on the student's development. Finding a student's instructional level

will help keep the student engaged, but it will challenge them too (O'Connor et al., 2010, p. 3).

Students can work on their reading skills at individual, instructional, and frustration levels. The benefits of working at each level will vary from student to student. “We found significant differences favoring the treatment groups in rate, word recognition, and comprehension, but not in decoding or vocabulary. We found no significant differences in growth between levels of text difficulty” (O'Connor et al., 2010, p.17). Text level may play a role in a student’s development, but the problem is on the comprehension and fluency skills being developed.

SCR is designed to help students succeed in reading when they would normally struggle. Strategies are used to help promote student growth and progress in reading rate and reading comprehension. The level of text, teacher effort, and a student’s motivation will all have an impact on their success. Identifying a student’s needs will help each student. This will take time to identify the needs of everyone. However, helping students close the gap in their education and make progress is the most important aspect.

### **Reading Rate and Reading Comprehension**

Reading rate and reading comprehension are a major part of Second Chance Reading (SCR). The rate of which someone reads, and their comprehension have a direct correlation. “Regardless of text difficulty the impaired reader group had a significantly slower reading rate and poorer comprehension than the normal reader control group” (Conlon, 2011, p. 193). This shows that difficulty reading the passage causes a negative impact on a student’s comprehension, which is why students should

have supports and help in their reading process. The opposite can be said that students who can read without difficulty will have a positive impact on their comprehension skills. Focusing on what causes the difficulties can help provide a solution to providing the supports needed.

The purpose of this study was (i) to investigate if the compensatory effect of text-to-speech (TTS) technology on reading comprehension and reading rate in schoolchildren with reading disability is influenced by problems with inattention and hyperactivity and (ii) to examine whether a potentially moderating effect of such symptoms differ between grade groups. (Grunér & Hedenius, 2018, p. 98)

A study was conducted to explore the effects of text-to-speech (TTS) technology on students with disabilities in attention and hyperactivity (Grunér & Hedenius, 2018, p. 98). The study looked how a student's attention and hyperactivity would affect their reading rate and reading comprehension (Grunér & Hedenius, 2018, p. 99). TTS was used to help control the reading rate of the students. The students were in two groups of grades. The groups were grades 3-5 and grades 6-9. The study was able to determine that students with less attention and more hyperactivities had lower reading rates and reading comprehension than the students who could pay attention on a more frequent basis. This was consistent across both groups of students. The TTS technology had more of an impact on the reading rate of the grades 3-5 group. This was partially to the students still developing reading skills and reading strategies.

Having a reading disability can be frustrating for the students. It can take them longer to read and comprehend material. A study on the history of reading difficulties was conducted and found that it takes the students with reading disabilities longer to

answer comprehension questions than students without reading disabilities.

“Specifically, when word reading rate was controlled, students with HRD took longer to answer vocabulary, literal, inferential, and background knowledge questions. When text reading rate was controlled, they still took longer to answer literal, inferential, and background knowledge questions” (Hebert et al. 2018, p. 15). This is very similar to the benefits and limitations of the reading acceleration approach are (Korinth & Nagler, 2021, p. 15). Controlling the rate at which a student reads can help them grow. However, a teacher limiting the reading rate can have negative impacts on allowing them to grow at a faster rate too.

“Recognizing that teacher attitudes and behavior can only go so far in creating a successful learning environment, Schiffler stresses the fact that the social interaction of students within and between groups must also be structured in a positive manner if the motivation and cooperation necessary for effective learning are to be achieved” (Beatie, 1985, 404). Teachers have a significant understanding and impact of a student’s progress. A teacher’s attitude and effort play a role in how much effort and what type of attitude the students have towards learning. Students will suffer from teachers that do not want to put forth the effort, so it is vital that teachers are willing to put forth the effort and make the success of their students first.

Teachers must be willing to find reading strategies that will fit the needs of the students and not always think about rate but accuracy too. “Moreover, this study indicates that it is not merely efficient word reading that influences the process of comprehending at a fast rate” (Rønberg & Petersen, 2016, p. 210). This suggest that when the focus is on reading rate then the reading speed will increase. It was found

that when the focus is on reading accuracy, comprehension increased. The increase in either the speed or comprehension is due to that being the main focal point. Finding the optimal point for each student to maximize the reading rate and accuracy will help increase both speed and comprehension.

### **Types of Reading Strategies**

The type of reading strategy that students use can vary from student to student, but it is important for each student to find one that works for them. “There are several approaches that have been found to be effective in helping L1 readers improve their reading rates. These include oral reading - oral translation of text with speed and accuracy” (Chang & Millet, 2013, p. 3). Teachers and students struggle with what approach to use for reading. The approach that works for one person may be different for another. Oftentimes, teachers will use a one size fits all approach. This can be detrimental to a student’s approach because what works for one student may not work for another.

Some students will need to read a text multiple times to help develop an in-depth comprehension of an article. “Repeated reading has been generally found to be effective in promoting student reading rates and comprehension” (Chang & Millet, 2013, p. 4). When students read an article multiple times, they begin to develop some familiarity with it. Knowing what an article is going to discuss can lead to increased reading rates. The more a student reads an article the more familiar they become with it.

Hiebert and Daniel (2019) conducted a study on reading fluency and comprehension during silent reading that indicated. They wanted to know why students

performed poorly on comprehension after reading a passage silently. “Results support the view that poor comprehension in independent silent reading of accessible text may be due to factors other than reading ability (such as assessment context) and that, when students read with comprehension, their rate is a good indicator of their reading ability” (Hiebert & Daniel, 2019, p. 1796). Knowing that attention and repeated reading can play a role in a student’s reading rate and comprehension, teachers need to be working on helping students developing automaticity.

“Timed Reading or speed reading targets the atomization of word-level knowledge through consistent reading practice” (Milliner, 2021, p. 4). This is working on students becoming familiar with the text they are reading and the words within it. “Only after these lower-order processes are automatized can a reader have enough mental space to engage the higher-order cognitive processes critical for text compression” (Milliner, 2021, p.2). Developing the mental processes can take time for a reader to obtain and thus, create a situation where these skills may take multiple sessions for a student to develop. In fact, Niedo (2013) states:

Following nine sessions combining computerized rapid-accelerated-reading program (RAP), which individually tailors rate of written text presentation to comprehension criterion (80%), and self-regulated strategies for attending and engaging, the treated group significantly outperformed the wait-listed group before treatment on (a) a grade-normed, silent sentence reading rate task requiring lexical- and syntactic-level processing to decide which of three sentences makes sense and (b) RAP presentation rates yoked to comprehension accuracy level. (p.100)

Computerized programs work great for helping students develop reading skills. “Extensive Reading (ER) is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency” (*ER-central* 2022). Extensive reading can have a massive impact on a student’s development. “Several empirical studies and syntheses of extensive reading have concluded that extensive reading has positive impacts on language learning in second- and foreign-language settings” (Suk, 2016, p. 74). Extensive reading can help learners develop fluency and comprehension skills. Reading extensively will help students with developing their fluency and reading skills.

### **Benefits of Implementing Second Chance Reading (SCR)**

SCR can have many benefits in a student’s reading development process. SCR allows students who need extra resources and support the help they need to develop their fluency and reading skills, while they would struggle without the support. “In sixth- and seventh-grade samples, we found that the measures of reading speed embedded within our Maze measures accounted for 50% and 39% of broad reading score (BRS) variance, respectively” (Hale et al., 2013, p. 540). Maze reading is one of the benefits of SCR. Maze reading can help a student develop skills in reading rate and reading comprehension. These developed skills can lead to students knowing what type of instruction will benefit them the most. Being able to identify what reading strategy works for the student is a major factor in the student’s development.

Educators play a vital role in the development of a student’s reading skill. Teachers are responsible for learning what type of reading strategy works best for each student. The student can help in the process, but it is ultimately the teacher’s



responsibility to help the students reach their full potential. “Based on the results of this work, it is anticipated that educators can get better insights into students' behaviors with regard to reading, so as to deliver more personalized and effective instruction” (Huang & Liang, 2014, p. 874). Observing students will allow teachers to learn how each student learns best. What works for one student may not work for another student, so it is up to the educator to learn how each student learns best. A teacher observing a student may be able to pick up some of the habits of how a reading rate affects a student or how well a student is doing with comprehending the text (Conlon, 2011, p. 193).

Reading fluency will directly affect how well a student is comprehending the text they are reading. Students who read at a faster rate will normally have a higher reading comprehension than students that read at a slower rate (Conlon, 2011, p. 195). “In addition, a somewhat positive correlation between reading rates and comprehension outcomes was only found in the silent reading group” (Huang and Liang, 2014, p. 867). Students who read silently tend to have a higher reading rate and comprehension than students that read out loud. Personally, I believe this is due to the students focusing more on what the text says. Understanding the text can both help the reading rate and comprehension. SCR will help this by having readers read silently, out loud, in small groups, and have discussions on what the text is about (Showers, 2008).

One of the many benefits of using SCR is the ability of changing the font size. Changing the size of the font can help a reader focus on the text. Also, font can help identify important pieces of texts, by being larger or in a different style for the student. “Altering font sizes increased students' reading time by an average of 3 seconds and

decreased students' words correct per minute (WCPM) scores but did not reduce oral reading accuracy or increase the amount of comprehension score variance accounted for by reading accuracy, reading speed, and WCPM measures" (Schall et al., 2016, p. 268). This indicates that a larger text makes it easier for the student to read, while it did not reduce the accuracy of the reading. Another key benefit of increasing the font size was a better reading comprehension from the learners. By the readers increasing the font size, they can increase their reading rate and reading comprehension (Niedo et al., 2013, p.100).

Students increasing their reading rate will ultimately increase their reading comprehension. The students can use a variety of strategies for reading to help with developing their reading rate and reading comprehension. "We argue that both reading speed and comprehension should be seen as the result of the reading process, and that the process of fluent text reading can instead be described by complexity metrics that quantify aspects of the stability of the reading process" (Wallot et al., 2014, p. 1753).

The literature review focused on 1) What SCR is; 2) reading rate; 3) reading comprehension; 4) reading strategies; 5) the benefits of SCR. SCR can use a variety of strategies to help provide supports to students that would struggle without them. It is designed to help a learner succeed in reading. The success of learners from SCR is why our school district needs to implement it.

### **School Profile**

A school's profile plays a critical role in a student's development and the implementation of instructional strategies. Greene County High School is in a rural community in central Iowa. Roughly 45% of the students at the high school receive free

and/or reduced lunch. Knowing information on a school's location and the community it is in will help a person know what resources may be available to help provide support for students at Greene County High School.

### **Student Performance**

Students within the school district performed mostly in the proficient to not-yet-proficient ranges on the Iowa Statewide Assessment of Student Progress (ISASP). Below, in Table 1, are the average scores from students in grades 9-11 for ELA, reading, writing, and math on the ISASP. The scores provided in the table show the average score the students in grades 9-11 earned on the ISASP. The scores for ELA are calculated from a student's reading score and writing score. Reading scores are given separately to show how well a student is comprehending the passages read on the assessment. The total of each score is calculated from the number of questions the students answered correctly.

**Table 1**

*Average ISASP Scores From Students In Grades 9-11 Within The School District*

	ELA	Reading	Writing	Math
11 <sup>th</sup>	593	598	588	579
10 <sup>th</sup>	559	574	545	549
9 <sup>th</sup>	543	556	530	529

The Iowa State Board of Education (2019, p. 1) list the different ranges of scores in Table 2 for ELA, which is a combination of a student's reading skills, fluency, and comprehension. Looking at Tables 1 and 2, students in the Greene County High School

are averaging a score that is on the lower end of the proficiency level. Knowing this data, reading is a concern that needs to be addressed with the students.

**Table 2**

*ELA Score Ranges For Grades 3-11 On The ISASP*

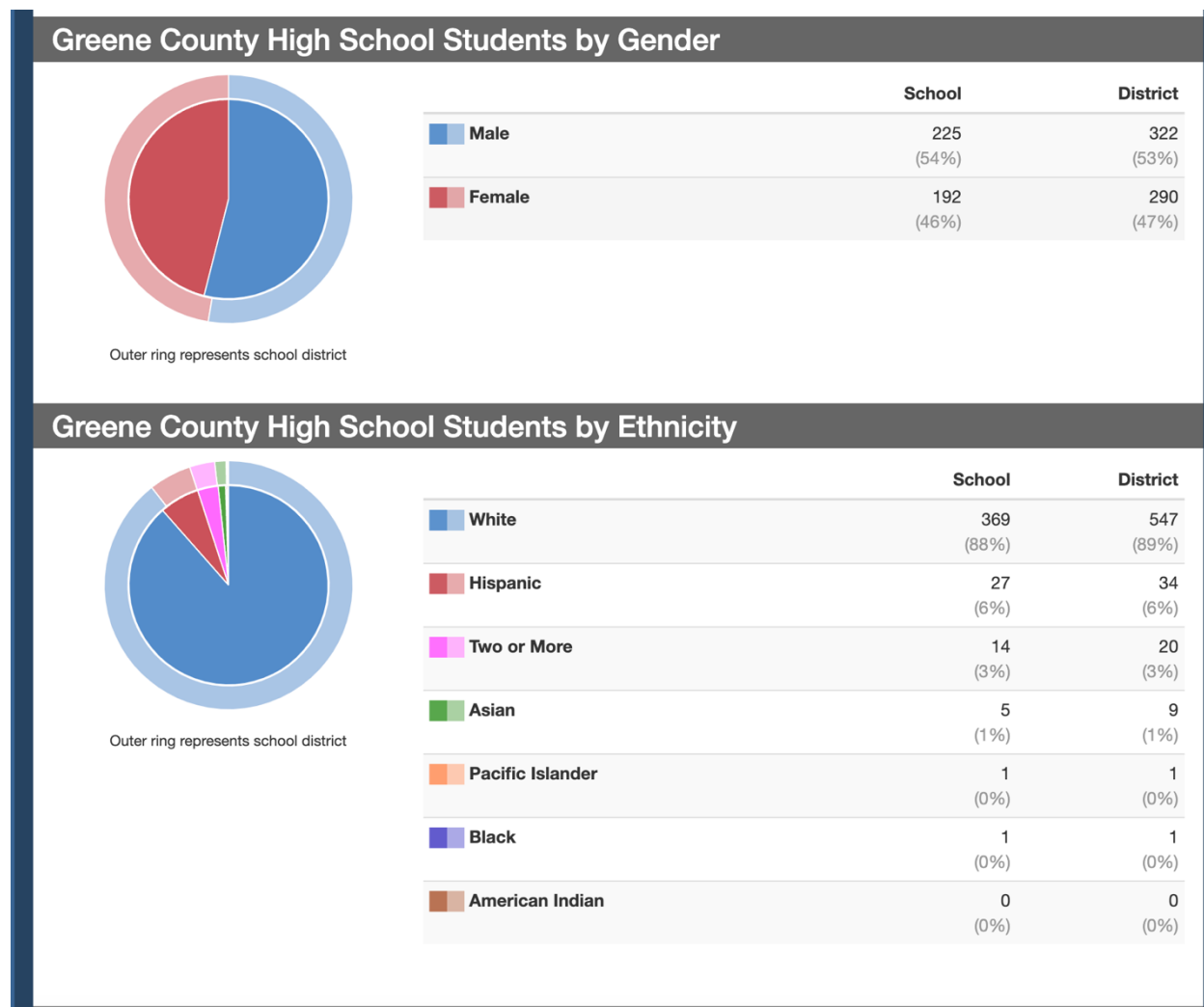
Grade	Performance Levels		
	Not-Yet-Proficient	Proficient	Advanced
3	345 to 397	398 to 446	447 to 510
4	350 to 413	414 to 477	478 to 540
5	355 to 436	437 to 512	513 to 590
6	360 to 455	456 to 540	541 to 640
7	370 to 474	475 to 568	569 to 680
8	385 to 493	494 to 593	594 to 720
9	410 to 504	505 to 617	618 to 750
10	435 to 529	530 to 641	642 to 780
11	460 to 560	561 to 659	660 to 800

### **Student and Community Characteristics**

Greene County High School is in Jefferson, Iowa. Greene County (2022) Figure 1 (below) shows the ethnicities and genders of the student body. Providing background on the types of students within the school and community helps with identifying some of the key features of the students. It is important to know the background of a community because it will provide insight on how students are raised. Knowing that a lot of the students are in a rural community in central Iowa, people would assume that most of the students have some farming background. This is not always the case, but in this scenario, 20% of Greene High School students are participating in FFA or agriculture. This suggests that many of our students are from farming families in our community.

### **Figure 1**

*Illustration Of The Ethnicities Of Students And Their Genders.*



## School Characteristics

According to the 2019-2020 data sets from the Iowa Department of Education, Greene County High School had 358 students in grades 9-12, during the 2019-2020 school year. 14.2% of the students are receiving additional instruction in reading, writing, math, or social skills, and the students receiving these additional services have an IEP or 504 plan. Socioeconomic status is important to know for looking at ELA and reading scores that focus on comprehension and fluency. The biggest factor would be how many of the students are ELL students. If a student is developing their language skills, there will be a barrier to overcome.

The percentage of Greene County High School students on free and reduced lunch assistance is 48.4% (Department of Education, 2021). This data indicates that the students are coming from families that have less income. All information was obtained from the Department of Education.

### **Parent Involvement**

Parents of students are actively involved in their child's educational process. Parents and students can contact the school district, school board, or administration regarding the education provided by the school. Another way the parents and students are involved in the education process is by being included in board meetings for discussions on the curriculum for the school district. This allows the school district to receive feedback and make decisions with the information received.

The school district is working towards having assignments and curriculum for the upcoming year available to parents and the community by the end of July 2022, which will allow parents and/or guardians a chance to voice concerns over what their student(s) will be learning. Having active communication with the school district allows parents and students to know what is happening at their school. Knowing what is happening at their school will help parents and students stay updated on the current events. This will allow students and parents to plan for the future.

### **School Mission & Vision**

A school's mission and vision are what a school strives for and wants to become in the future. "The mission of the Greene County Community Schools in partnership with the communities that make up the school district is to provide all students with the foundation for lifelong learning" (*Greene County CSD, 2022*). This foundation is built by

developing the individual and social responsibilities of students, encouraging them to make productive use of time, technology, and resources, actively engaging them through diverse instructional strategies, and encouraging them to be critical thinkers.

*(Greene County CSD, 2022)*

### **Student Learning Goals**

According to Paddock and Sandberg (2022), Greene County is striving for students to progress in each core academic area: ELA, reading, writing, and math. This must be evident in our ISASP scores because this will show that students are making progress each year. The goal is that all students will have an increase of at least 5% on the ISASP scores obtained. Greene County High School's main goal for the students is to develop a foundation for lifelong learning. However, this will vary from student to student because each student will learn in their own unique way.

### **Teacher Work/Professional Development**

Teachers spend countless hours developing and modifying curriculum to meet the needs of the students. Teachers collaborate with each other to help brainstorm ideas for problem solving to meet student needs. The problem-solving focuses on what steps can be taken to help struggling students. Teachers will contact home, call the students in, do daily check-ins with students, and work with the students on helping them succeed in school. The collaboration takes place every Friday morning and the third Monday of each month. Teachers will meet Friday mornings to problem-solve and every third Monday is a teacher in-service day. The time used on these days is for professional development and developing action plans to support the students at the school. During this time, the staff members will meet in departmental staff meetings,

data meetings, and whole staff meetings. They will rotate through these meetings each month.

### **Curriculum**

Greene County High School has each of the core academic areas: ELA, math, science, and history. Students must take a minimum of four years of ELA, three years of math, three years of history, and three years of science. Students are then able to take electives for their remaining classes. Greene County offers classes in woodworking, FFA, art, foreign language (Spanish and French), home maintenance, and home economics. The school offers videography work in an art class called RAM News and advertising work in an English class called RAM Fanatic.

Greene County High School has an opportunity for students to attend Iowa Central Community College (ICCC) to obtain dual credits. The credits earned through ICCC will count towards a student's high school degree and earn them college credits as well. On the high school end, the credits earned at ICCC will count towards the graduation requirements. For ICCC, the credits earned will be respective to what the college class is for credits, which can range from one to three credits depending on the class.

### **Needs Assessment**

Based on the academic gaps stated in the school profile, Greene County High School and students need to place more of an emphasis on English Language Arts (ELA) and reading. "In this 21st century, it is commonly known that electronic text has replaced the application of paper-based text. A study claims that in both normal and fast reading speed activity, details are less well recalled than more general information.



Furthermore, comprehension is found reduced in fast reading” (Abdullah, 2018, p. 2).

Students will use their ELA and reading skills their whole life, which is why helping them develop their reading and ELA skills is critical.

Our ELA and reading proficiency scores demonstrate our need to increase student achievement in these core academic areas. Students within the Greene County Community School District in grades 9-11 had scores that averaged 30 points above the baseline to be considered “proficient”. However, 28% of all students were categorized as “not-yet-proficient”. Each of the grade’s average scores fell in the bottom half to bottom third of the proficient range. The average scores for each grade levels include all students. The average scores would drop if just the 28% of students who were “not-yet-proficient” were, which is why supports need to be put in place for these students.

Having a reading disability can be frustrating for students. It can take them longer to read and comprehend material. “Regardless of text difficulty the impaired reader group had a significantly slower reading rate and poorer comprehension than the normal reader control group” (Conlon, 2011, p. 193). Putting a plan in place to help students with their ELA and reading skills could help build their knowledge and scores. This is where implementing SCR could be crucial in a student’s reading and fluency development. SCR will help provide, the students that struggle, the supports needed to succeed and make progress in reading and fluency.

## **Data Analysis**

### **Data Summary**

When looking at the data, it is evident that students at Greene County High School need additional support/instruction in reading comprehension and fluency.

Table 1, shown above, list the average scores obtained from Greene County High School students on the ISASP. Table 2, shown above, shows the ISASP scores for not-yet-proficient, proficient, and advanced. When comparing the two tables, Greene County High School students, in grades 9-11, are scoring just 30 points into the proficient range. This means students are making progress. However, it is only the minimal expectations by the school district of increasing 5% each year on their scores. Table 3, shown below, shows the averages in scores for Greene County students in one column and the proficient range for ISASP scores for students grades 9-11.

**Table 3**

*ELA Average Score On ISASP For Greene County High School Students And ISASP Proficient Range*

<b>Grade</b>	<b>Greene County High School Student Average</b>	<b>ISASP Proficient Range</b>
<b>9</b>	543	505 to 617
<b>10</b>	559	530 to 641
<b>11</b>	593	561 to 659

### **School Strengths**

Greene County High School places an emphasis on education and doing what they can do to support students. In addition, they strive to provide students challenging instructional materials for students, both in high school classes as well as college level classes. Greene County High School has a graduation rate of 94%, 91% attendance rate, and a student to teacher ratio of 358:33. 48% of students at Greene County High

School participate in extracurricular activities. Students must take a minimum of four years of ELA and offers many opportunities for students to attend Iowa Central Community College (ICCC) to obtain dual credits. By taking dual credit courses through ICCC, these credits will count towards both their high school diploma and toward their college diploma. Students can begin taking dual-credit classes their sophomore year, and they can earn up to 36 college credits before graduating high school.

### **School Challenges**

Greene County High School faces challenges in having an obtainable workload for the special education teachers. The high school has four special education teachers, but there were 48 students with IEPs and/or 504 plans for the 2021-2022 school year. This number is set to rise to 54 students with IEPs and/or 504 plans for the 2022-2023 school year. The number of students receiving the services is concerning because of only having four special education teachers providing them. The time allotted with the students and teachers for support and additional instruction is limited because of the student to teacher ratio of 54:4 for students with IEPs and/or 504 plans to special education teachers. The student to teacher ratio is a concern for special education, considering the total student to teacher ratio is 358:33. This makes it to where students in special education do not get the additional time they could use with individualized instruction.

Another challenge at Greene County High School is administrative support/accountability for implementation of curriculum. The superintendent, special education director, principal, and director of curriculum provide minimal support and accountability. Staff members will ask administration for help, but they will get referred

to the next person. The administration will say, “I will get back to you on that”, but they do not until asked about again. The lack of support/accountability from administration has the teachers relying on each other to answer these types of questions when they arise.

### **Assessment Options**

Students at Greene County High School took the ISASP, but future reading assessments can help provide information to get the support they need. Greene County High School has access to Jamestown Reading Probes, but they are only used for a reading probe in special education to assess comprehension. Jamestown Reading probes are one-page passages with ten comprehension questions. The passages are to be timed, correct words read marked, and comprehension checked. The reading passages have ten questions. Five questions are explicit (straight from the passage) and five are implicit (making inferences).

Jamestown Reading Probes can be used to identify a student’s reading level. Knowing a student’s reading level will help with providing instruction for the students and identifying their weaknesses. This will benefit Greene County High School to identify the gaps of struggling readers. Knowing a student’s gaps or academic challenges in reading will help teachers focus in on the instruction and supports needed to help the student be successful in reading.

### **Action Plan**

Students may struggle when they are reading, but the level of reading can have an impact on their comprehension and reading rate. “Regardless of text difficulty the impaired reader group had a significantly slower reading rate and poorer

comprehension than the normal reader control group” (Conlon, 2011, p. 193). To help fight these effects on a struggling reader, Second Chance Reading (SCR) should be implemented. SCR is designed to help with reading deficits for secondary students. These students normally would struggle with the demands of the curriculum at a secondary level. SCR will focus on comprehension and fluency skills. There is targeted instruction of vocabulary development and fluency in the materials used.

To provide additional supports and instruction to struggling readers, teachers at Greene County High School need to first identify the students that need the extra help. One way to identify students is to use the Iowa Statewide Assessment of Student Progress (ISASP) scores on English Language Arts (ELA) and Reading. Students that scored in the “not-yet-proficient” category on the ISASP will begin receiving SCR. These students will begin receiving SCR implementation due to their skill deficits in ELA and/or Reading on the ISASP.

General education and special education teachers will work together on creating the SCR plans to be utilized with each student. The Greene County High School teachers will make a schedule to pull each student identified and provide SCR to them. SCR instruction will be with both general education and special education teachers. The special education teachers will focus on students with IEPs and 504 plans.

Students will be pulled daily for 15-minute sessions to work on their reading skills. Greene County High School students will be pulled both individually and in small groups for their sessions. Each week the sessions will have a main topic they focus on. Teachers will focus on reading comprehension, vocabulary, phonics, and reading rate

with the students. Providing additional support on these will help boost the reading comprehension and reading fluency of the students.

Students receiving SCR will be tested weekly to see how they are progressing in their reading and fluency skills. Jamestown Reading Probes will be utilized for assessments and progress monitoring focusing on reading comprehension and reading fluency. Using one constant measure will provide reliability in implementing SCR. The Jamestown Reading Probes will provide this reliability in the implementation of SCR because it will allow tracking of reading fluency and reading comprehension.

### **Implementation of School Improvement Plan**

Second Chance Reading (SCR) will be implemented with students at Greene County High School. SCR is designed to provide support to students with gaps in their reading comprehension and reading fluency skills. These students would otherwise struggle without these added supports. Students can work on their reading skills at individual, instructional, and frustration levels. The benefits of working at each level will vary from student to student. “We found significant differences favoring the treatment groups in rate, word recognition, and comprehension, but not in decoding or vocabulary. We found no significant differences in growth between levels of text difficulty” (O’Connor et al., 2010, p.17).

### **Timeline**

SCR will be given over the course of 36 weeks, starting at the beginning of the school year. Students that receive SCR will be identified from their Iowa Statewide Assessment of Student Progress (ISASP) scores on English Language Arts (ELA) and Reading. Students that scored in the “not-yet-proficient” category on the ISASP will

begin receiving SCR. There will be three periods to the SCR implementation that are each 12 weeks long. At the end of each 12-week period, a student's progress and scores will be reassessed. Reassessing the student's scores and progress will allow for instruction to be modified to better support the student's needs.

### **Role Clarifications and Assignments**

General and special education teachers will teach daily 15-minute sessions of SCR to their identified students. The teachers providing services to the students are expected to have lessons created for the students. For assessments, teachers will have to time the student reading, track the correct number of words read, and grade the comprehension questions. The students receiving SCR are expected to attend their daily session and complete all tasks. Both the general education and special education teachers will administer the Jamestown Reading Probes every Friday to their students being served.

### **Progress Monitoring**

Jamestown Reading probes are one-page passages with ten comprehension questions. The passages are assessed for fluency (the amount of time taken to read, and the correct number of words read) and comprehension. The reading passages have ten questions. Five questions are explicit (straight from the passage) and five are implicit (making inferences). Currently, these are only used by the special education teachers to assess reading comprehension.

General education and special education teachers will have the identified students receiving SCR take a Jamestown Reading Probe, at the student's reading level, every Friday. Only assessments will be given on Fridays. Assessing the students

on Friday or the last day of the school week will allow instruction to be provided to the students and will allow the students to use the skills/knowledge acquired to improve on their assessments.

### **Limitations**

There are going to be limitations that play a role in a student's development and the success of implementing SCR. One limitation would be the attendance of the students receiving the support. Greene County High School has an attendance rate of 91%, but there is a 21% rate of chronic absenteeism. Students not being at school is critical in how well supports work. If they are not at school, they will not be able to receive support and additional instruction.

Another limitation would be the effort of the students and the teachers. It is well known that effort is a component of success. This is true for the effort of the students as well as the teachers. SCR requires the teachers to plan specific lessons that relate to each student's educational needs. If teachers do not put in the effort to differentiate, SCR will not be successful. In addition to this, if students are unwilling to put in the work or receive the support, SCR will not be successful. It will take the efforts of everyone involved to make the implementation as successful as possible.

### **Conclusion**

Providing support to struggling reader can be critical in developing their reading comprehension and fluency skills. Second Chance Reading (SCR) is a great method of helping students receive the supports needed. A student reading faster but struggling to understand is just as bothersome as a student reading slower and struggling to



understand. SCR helps students break down their reading skills into helping them develop reading comprehension and fluency skills.

Students at Greene County High School performed mostly in the proficient to not-yet-proficient ranges on the Iowa Statewide Assessment of Student Progress (ISASP) for the English Language Arts (ELA) and reading portions. The ISASP assesses students in grades 9-11 for ELA, reading, writing, and math on the ISASP. The scores for ELA are calculated from a student's reading score and writing score. ELA is a combination of a student's reading skills, fluency, and comprehension.

Greene County High School had 358 students in grades 9-12, during the 2019-2020 school year. 14.2% of the students are receiving additional instruction in reading, writing, math, or social skills, and the students receiving these additional services have an IEP or 504 plan. SCR would provide more of the additional services and supports that these students are receiving and would provide additional supports to students not receiving services from an IEP or 504 plan.

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