

**HAWAI`I COMMUNITY COLLEGE
ANNUAL
PROGRAM REVIEW REPORT
(System Data)**

**Remedial/Developmental
Reading Program Review**

December 2, 2009

(Assessment Period: Summer 2008, Fall 2008 and Spring 2009)

**Writer(s):
Annie Maeda**

UHCC December 2009 Coversheet – Annual Report Remedial Developmental Data

College:

Check One: **Reading** **Writing** **Math**

Introduction: Brief description of the program and program mission.

The remedial and developmental reading courses at Hawai'i Community College include **ENG 21 – Developmental Reading** (1 level below college level), **ENG 20R – Reading and Learning Skills** (2 levels below college level), and **ENG 18 – Reading Essentials** (3 levels below college level).

Hawai'i Community College also offers reading courses to students of English as a Second Language (ESL). ESL students are mainstreamed into **ENG 21 – Developmental Reading** (1 level below college level). **ESL 9 – Reading and Study Skills I** is 2 levels below college level and **ESL 7 – Reading and Study Skills II** is 3 levels below college level. System data includes ESL 9 along with ENG 20R for 2 levels below college level and ESL 7 along with ENG 18 for 3 levels below.

Hawai'i Community College does not have a separate program for remedial/developmental courses; however, the mission of remedial reading courses is unique: to prepare students for success in required college level courses that are an integral part of the Liberal Arts and Public Services Division.

Based on Placement Test results, students are pre-required to take these courses before gaining access to college-level courses for the Associate of Arts Degree and for courses in the Applied Technical Education (ATE), Nursing and Business Education degree offerings.

The Associate in Arts (AA) degree program mission states:

The Associate in Arts degree Program is designed for students who are preparing themselves to transfer to a four-year college or university and prepares students for roles as continuing students, family members, employers, employees, and citizens of local and global communities.

Part I.

Quantitative Indicators - Reported on 2009 Summary Report Remedial and Developmental Data excel sheet. Program costs added by college.

**Annual Report of Program Data for Remedial/Developmental Reading
Hawaii Community College**

Demand Indicators		Academic Year		
				08-09
1	Enrolled Students placed below College Level (unduplicated)			N/A
2	Enrolled in any Remedial/Developmental			486
3	Percent Placed Below College Level and Enrolled			N/A
4	Enrolled Students With No Placement			N/A
5	Semester Hours Taught			92
6	Student Semester Hours (SSH) Taught			1,651
7	Full Time Students (Fall) Enrolled			195
8	Full Time Students (Spring) Enrolled			144
9	Number of Classes Taught			30
Efficiency Indicators		Academic Year		
				08-09
10	Average Class Size			18.13
11	Fill Rate			91%
12	Number of Low-Enrolled (<10) Classes			2
13	BOR Appointed Faculty (FTE)			2.3
14	Non-BOR Appointed Faculty Teaching Classes			n/a
15	Percentage Classes Taught by Regular Discipline Faculty			77%
16	Percentage Classes Taught by non Regular Discipline Faculty			23%
17	Program Budget Allocation			\$173,439
18	Cost per SSH			\$105.05
Effectiveness Indicators		Academic Year		
				08-09
Retention (Course Completion)				
19	1 Level Below College Level			93%
20	2 Levels Below College Level			96%
21	3 or More Levels Below College Level			94%
Successful completion (Equivalent C or Higher)				
22	1 Level Below College Level			55%
23	Withdrawals (Grade = W)			32
24	2 Levels Below College Level			59%
25	Withdrawals (Grade = W)			3
26	3 or More Levels Below College Level			50%
27	Withdrawals (Grade = W)			1
Achieving the Dream		AtD Fall Cohort		
		2005	2006	2007
28	Cohort Enrolled in Remedial Developmental Course	184	191	208

29	Cohort Successful Completion at Least One Remedial/Developmental Course with in First Academic Year	106	117	134
30	Percent Cohort Successful Completion	58%	61%	64%
Longitudinal Tracking		Academic Year		
				08-09
Persistence (Fall to Spring)				
31	From 1 Level Below College Level, To College level			N/A
32	From 2 Levels Below College Level, To 1 Level Below			N/A
33	From 3 or More Levels Below College Level, To 2 Levels Below			N/A
Success in Subsequent Semester Course (Equivalent C or Higher)				
34	From 1 Level Below College Level, To College Level			N/A
35	From 2 Levels Below College Level, To 1 Level Below			N/A
36	From 3 or More Levels Below College Level, To 2 Levels Below			N/A

C/P denotes College provided data

N/A denotes data currently not available

Data current as of: 8/19/2009 - 11:00:13 AM

Part II.

Analysis of the Remedial and Developmental efforts (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

Strengths

- **Large demand for remedial and developmental reading classes** as evidenced by the following data:
 - **486 students** enrolled in remedial/development reading courses (item #2 on page 3),
 - **92 semester hours** (item #5 on page3) and **1,651 student semester hours** taught (item #6 on page 3), and
 - **30 remedial/developmental reading classes** were offered (item #9 on page 3).
- **Efficiency is high** as evidenced by the following data:
 - **Average class size of 18.13** out of class capacity of 20 indicates efficiency of class size (item #10 on page 3),
 - **Fill rate of remedial/developmental reading classes is high at 91%** (item #11 on page 3),
 - **High commitment by English Department** faculty to remedial/developmental reading courses--**77%** as opposed to 23% of classes taught by lecturers (items #15 and 16 on page 3), and
 - **Relatively low cost per SSH of \$105.05** (item #18 on page 3).

- **High effectiveness percentages** as evidenced by the following data:
 - **Retention rate of 93% for one level below college level, 96% for two levels below, and 94% for three levels below** (items #19, 20 and 21 on page 3);
 - **Successful completion rate of 55% for one level below college level, 59% for two levels below, and 50% for three levels below** (items #22, 24 and 26 on page 3); and
 - **Steadily increasing percentages—58% for Fall 2005, 61% for Fall 2006, and 64% for Fall 2007—successful completion rates for cohort of Achieving the Dream students enrolled in remedial/developmental reading courses** (item #30 on page 4).
- Remedial/developmental reading courses support all major programs.
- A significant number of students are assisted by remedial/developmental reading courses to support their success thus responding to the needs of the community.
- Additional funding for the AA degree program received due to enrollment growth which included adding several sections of remedial/developmental reading classes in response to students' needs and community demand.

Weaknesses

- Inadequate, dilapidated, and insufficient classrooms and offices;
- Limited parking for faculty and students, especially during peak class hours for students and faculty traveling between campuses, may result in liability concerns;
- East Hawaii campus is separated into two locations requiring greater distance in transportation between classes, in particular when cohorts are involved;
- Facilities in both E. and W. HI are inadequate;
- Anticipated high number of vacancies due to retirements may create a domino effect of reassignments and budget constraints;
- Decreasing pool of lecturers who meet the minimum qualifications;
- Externally required reports continue to consume excessive amounts of time and energy;
- Lack of resources for Professional Development for instructors; and
- Increasing requests for reading faculty to participate in initiatives, projects and/or summits that require additional time and energy from remedial/developmental reading faculty.
- Data from System office include numbers from ESL classes; therefore, in order to get a true picture of remedial/developmental reading statistics and progress, ESL data should be omitted.

Significant Program Actions -- curriculum changes, stop-out; gain/loss of positions, etc.

- Participation in Achieving the Dream (AtD) initiative (Hulu`ena) which includes the use of in-class tutors in designated remedial/developmental reading courses,
- A current proposal to initiate a new pilot program (Hui Makamae) includes the involvement of remedial/developmental reading faculty,
- Reading faculty has participated in the first System-wide Reading Summit, and
- Reading faculty continue to participate in campus, as well as System, Remedial/Developmental Committees.

Part III. Action Plan

- Remedial/Developmental Committee continues to implement and define Remedial/Developmental and Achieving the Dream initiatives with Hui Makamae pilot program and Hulu`ena,
- Ongoing participation in System Remedial/Developmental Committee (formerly the White Paper group),
- Ongoing participation in Reading Summit to discuss SLOs of remedial/developmental courses and share best practices,
- Ongoing course development in response to student needs, and
- 20% of English courses have undergone a review and remedial/developmental reading classes will be reviewed within the next year.

Part IV. Resource Implications (physical, human, financial).

- Provide increased number of suitable office and classroom spaces.
 - As enrollment increases, there is a higher demand for remedial/developmental courses. At present, we need to rely on lecturers to help out, but they need office space to plan and meet with students. Also, we provide classes in a portable classroom up by the gym and in K building. We also “borrow” classrooms from the ATE and Business Education programs.
- Develop creative plans to accommodate traveling between campuses by increasing the efficient use of available parking spaces.
- Fund and provide resources for professional development.

Annual Report Program Data and analysis located on college website at:

**HAWAI`I COMMUNITY COLLEGE
ANNUAL
PROGRAM REVIEW REPORT
(Local Data)**

**Remedial/Developmental
Reading Program Review**

December 2, 2009

(Assessment Period: Summer 2008, Fall 2008 and Spring 2009)

**Writer(s):
Annie Maeda**

Since this is the first “Program” Review for Remedial/Developmental Reading, data was collected locally by Hawai`i Community College IT Specialist for the period of Summer 2008, Fall 2008, and Spring 2009. Below are the results of the data, which include ESL 9 (2 below college level) and ESL 7 (3 below) to be consistent with System data.

Hawaii Community College					
Remedial/Developmental Program Review data elements					
2008-09 academic year.					
Demand					
1. Students Taking Compass Test:	2856				
2. Students taking Compass with remedial/developmental placement (Students placing at DOE level not included.)					
Reading	1216				
Unduplicated count of students placing in at least one remedial/developmental discipline based upon Compass	2562	89.71%			
3. HAWCC Students enrolled in at least one remedial course:	LBRT	CTE	Uncl.	Total	
HAW	312	647	15	974	
HAW - Unduplicated*				961	
WHI	112	76	1	189	
WHI - Unduplicated*				189	
Combined	424	723	16	1163	
Combined - Unduplicated**				1130	
*Students changing their major during the study period can cause them to be counted in multiple categories.					
**Note: Some students taking remedial classes at both HAWCC Hilo & WHI.					
4. HAWCC SSH on remedial/developmental classes only:					
Haw	2040	4123	67	6230	
WHI	674	467	8	1149	
Combined	2714	4590	75	7379	
5. HAWCC FTE Enrollment (Total SSH / 27)					
Haw	75.56	152.70	2.48	230.74	
WHI	24.96	17.30	0.30	42.56	
Combined	100.52	170.00	2.78	273.30	
6. HAWCC Students first time enrolled in each discipline by level	1 Level	2 Levels	3 Levels	Total	
	Below	Below	Below	Rem/Dev	
HAW					
Reading	324	62	15	401	
WHI					
Reading	44	0	0	44	
Combined					
Reading	368	62	15	445	

7. Students enrolled in one, two, or three remedial/developmental course subjects. (Reading/Writing/Math)					
	Single	Double	Triple	Total	
HAW	562	264	135	961	
WHI	130	44	15	189	
Combined	692	308	150	1150	
Combined - Unduplicated*	663	314	153	1130	
* Students taking remedial classes at both Hilo & WHI Campus can cause them to fall in different categories (i.e. Double instead of single)					
8. Number of sections taught, max, and actual enrollments (without and with W included)					
	Sections Taught	Max Enrollment	Actual Enrollment	Actual Enrollment	
			No W	With W	
HAW					
Reading	28	560	477	507	
WHI					
Reading	4	80	46	50	
Combined					
Reading	32	640	523	557	
Efficiency					
9. Average Class Size:	EOS	End of Semester	Count W/ C or Better	% Passing Including Withdrawals	% Passing Excluding Withdrawals
	Including Withdrawals				
HAW					
Reading	18.11	17.04	283	55.82%	59.33%
WHI					
Reading	12.50	11.50	35	70.00%	76.09%
Combined					
Reading	17.41	16.34	318	57.09%	60.80%
10. Fill Rate (Enrolled student count in remedial/developmental classes divided by the sum of max enrollment values by discipline)	EOS	EOS			
	Including Withdrawals	Excluding Withdrawals			
HAW					
Reading	90.54%	85.18%			
WHI					
Reading	62.50%	57.50%			
Combined					
Reading	87.03%	81.72%			
11a. Remedial/developmental Class Hours Taught	Reading			Total	
HAW					
BOR Staff	56			210	
Non-BOR Staff	30			101	
Total HAW	86			311	

WHI				
BOR Staff	0			33
Non-BOR Staff	12			40
Total WHI	12			73
Combined HAW & WHI				
BOR Staff	56			243
Non-BOR Staff	42			141
Combined Total	98			384
11b. Full Time Equivalency: (FTE)				
(Remedial/developmental class hours divided by 27)	Reading			Total
HAW	3.19			11.52
WHI	0.44			2.70
Combined	3.63			14.22
12a. Full Time Equivalency: BOR faculty				
HAW	2.07			7.78
WHI	0.00			1.22
Combined	2.07			9.00
12b. Full Time Equivalency: Non-BOR faculty				
HAW	1.11			3.74
WHI	0.44			1.48
Combined	1.56			5.22
13. Ave. Faculty Load. (Number of students enrolled divided by FTE at EOS-withdrawals included)				
Reading				
HAW	159.17			
WHI	112.50			
Combined	153.46			
14. Program budget allocation				
HAW				
Staff Costs	152,427.53			
Program Expenses				
Total Costs HAW	152,427.53			
WHI				
Staff Costs	12,984.84			
Program Expenses				
Total Costs WHI	12,984.84			
15a. Student Semester Hours (SSH) by Discipline				
HAW	1540			
WHI	177			
15b. Cost per SSH (Program budget allocation divided by # of student semester hours in discipline)				
HAW	98.98			
WHI	73.36			
16. Number of low enrolled classes (Less than 10 students)				
HAW	3			

WHI	3				
Effectiveness					
	Fall 2008	Persisting	Percent	Persisting	Percent
	Count (With W)	to spring 2009	Persisting (%)	to Fall 2009	Persisting (%)
17. Persistence (From one semester to the next)					
HAW					
Reading	282	197	69.86%	136	48.23%
WHI					
Reading	34	25	73.53%	15	44.12%
18a. Student / class count. Remedial classes by level (Not a student headcount. Used for 18c Percentage calc.)	1 Level	2 Levels	3 Levels	Total	
	Below	Below	Below	Rem/Dev	
HAW					
Reading	411	81	15	507	
WHI					
Reading	50	0	0	50	
18b. Successful class completion (C or better) by discipline and level	1 Level Below	2 Levels Below	3 Levels Below	Total Rem/Dev.	
HAW					
Reading	227	48	9	284	
WHI					
Reading	35	NA	NA	35	
18c. Successful completion percentage (C or better) by discipline and level	(%)	(%)	(%)	(%)	
HAW					
Reading	55.23%	59.26%	60.00%	56.02%	
WHI					
Reading	70.00%	NA	NA	70.00%	

**Hawaii Community College
Remedial Program Review: (Local)
Summer 2008, Fall 2008, Spring 2009
(Includes ESL)**

Reading		
1 Enrolled Students Placed below college level*	499	3856 (Total Enrolled)
2 Enrolled Students in any Remedial / Developmental	491	
3 Percent Placed Below College Level and Enrolled**	37.83%	(499 out of 1319 enrolled**** placed in remedial reading)
4 Enrolled Students Remedial With No Placement***	37	
5 Semester Hours Taught (ESL not included)	93	1971 (sh taught)
6 Student Semester Hours (SSH) Taught (ESL not included)	1626	53625 (total ssh)
7 Full Time Students (Fall) Enrolled	186	1331 (2884 is total fall headcount)
8 Full Time Students (Spring) Enrolled	136	1219 (2835 is total spring headcount)
9 Number of classes taught	31	1425

* Based upon max compass score for the applicable discipline during the 2008 year.

** Of students who enrolled in study period and took Compass from Jan 1 - Dec 31 2008, using their highest Compass score in discipline, what % had remedial placement. (DOE placement not included in this number.)

*** Of remedial students enrolled during study period, this is the number of students who had not taken a Compass test in the indicated discipline prior to 1/16/2009 – The last day to add/drop classes. Compass records only go back to 1/1/2006.

**** This is the number of enrolled students who took a Compass test in the indicated discipline between 1/1/2008 and 12/31/2008

Part II.

Analysis of the Remedial and Developmental efforts (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

Strengths

- **Large demand for remedial and developmental reading classes** as evidenced by the following data:
 - **499 out of 1,319 enrolled students enrolled, or 37.83% of students who took the COMPASS test were placed into a remedial/development reading class** (items #2 and 3 on page 12);
 - Excluding ESL courses, **93 semester hours** (item #5 on page 12) and **1,626 student semester hours** taught (item #6 on page 12); and

- **31 remedial/developmental reading classes** were offered (item #9 on page 12).
- **Efficiency is high** as evidenced by the following data:
 - **Average class size of 17.41** out of class capacity of 20 indicates efficiency of class size (item #9 on page 9),
 - **Fill rate of remedial/developmental reading classes is high at 87.03%** (item #10 on page 9),
 - **Commitment by English Department** faculty to remedial/developmental reading courses—56 BOR Staff, or **57%**, as opposed to 42 Non-BOR Staff, or **43%** (item #11a on page 10), and
 - **Relatively low cost per SSH of \$98.98 in E. HI and \$73.36 in W. HI** (item #15b on page 10).
- **High effectiveness percentages** as evidenced by the following data:
 - **Persistence rate of 69.86% in E. HI and 73.53% in W. HI from the Fall 2008 to Spring 2009 semester** (item #17 on page 11), and
 - **Successful completion rate of 55.23% in E. HI and 70.00% in W. HI for one level below college level, 56.45% in E. HI for two levels below, and 61.76% in E. HI for three levels below** (item #18c on page 11).
- Remedial/developmental reading courses support all major programs.
- A significant number of students are assisted by remedial/developmental reading courses to support their success thus responding to the needs of the community.
- Additional funding for the AA degree program received due to enrollment growth which included adding several sections of remedial/writing reading classes in response to students' needs and community demand.

Weaknesses

- Inadequate, dilapidated, and insufficient classrooms and offices;
- Limited parking for faculty and students, especially during peak class hours for students and faculty traveling between campuses, may result in liability concerns;
- East Hawaii campus is separated into two locations requiring greater distance in transportation between classes, in particular when cohorts are involved;
- Anticipated high number of vacancies due to retirements may create a domino effect of reassignments and budget constraints;
- Decreasing pool of lecturers who meet the minimum qualifications;
- Externally required reports continue to consume excessive amounts of time and energy;
- Lack of resources for Professional Development for instructors; and

- Increasing requests for reading faculty to participate in initiatives and/or projects that require additional time and energy from remedial/developmental reading faculty.

Significant Program Actions -- curriculum changes, stop-out; gain/loss of positions, etc.

- Participation in Achieving the Dream (AtD) initiative (Hulu`ena) which includes the use of in-class tutors in designated remedial/developmental reading courses,
- A current proposal to initiate a new pilot program (Hui Makamae) includes the involvement of remedial/developmental reading faculty,
- Reading faculty has participated in the first System-wide Reading Summit, and
- Reading faculty continue to participate in campus, as well as System, Remedial/Developmental Committees.

Part III. Action Plan

- Remedial/Developmental Committee continues to implement and define Remedial/Developmental and Achieving the Dream initiatives with Hui Makamae pilot program and Hulu`ena,
- Ongoing participation in System Remedial/Developmental Committee (formerly the White Paper group),
- Ongoing participation in Reading Summit to discuss SLOs of remedial/developmental courses and share best practices,
- Ongoing course development in response to student needs, and
- 20% of English courses have undergone a review and remedial/developmental reading classes will be reviewed within the next year.

Part IV. Resource Implications (physical, human, financial).

- Provide increased number of suitable office and classroom spaces.
 - As enrollment increases, there is a higher demand for remedial/developmental courses. At present, we need to rely on lecturers to help out, but they need office space to plan and meet with students. Also, we provide classes in a portable classroom up by the gym and in K building. We also “borrow” classrooms from the ATE and Business Education programs.
- Develop creative plans to accommodate traveling between campuses by increasing the efficient use of available parking spaces.
- Fund and provide resources for professional development.

Annual Report Program Data and analysis located on college website at:

In order to get a clearer picture of remedial/developmental reading, data was collected by Hawai'i Community College IT Specialist for the period of Summer 2008, Fall 2008, and Spring 2009, excluding ESL. The numbers in bold print indicate R/D reading data only. Below are the results of the data.

8. Number of sections taught, max, and actual enrollments (without and with W included)					
	Sections Taught	Max Enrollment	Actual Enrollment	Actual Enrollment	
			No W	With W	
HAW					
Reading	26 / 28	520 / 560	458 / 477	488 / 507	
WHI					
Reading	4	80	46	50	
Combined					
Reading	30 / 32	600 / 640	504 / 523	538 / 557	
Efficiency					
9. Average Class Size:	EOS	End of Semester	Count W/ C or Better	% Passing Including Withdrawals	% Passing Excluding Withdrawals
	Including Withdrawals				
HAW					
Reading	18.11	17.62 / 17.04	270 / 283	55.33% / 55.82%	58.95% / 59.33%
WHI					
Reading	12.50	11.50	35	70.00%	76.09%
Combined					
Reading	17.93 / 17.41	16.80 / 16.34	305 / 318	56.69% / 57.09%	60.52% / 60.80%
10. Fill Rate (Enrolled student count in remedial/developmental classes divided by the sum of max enrollment values by discipline)	EOS	EOS			
	Including Withdrawals	Excluding Withdrawals			
HAW					
Reading	93.85% / 90.54%	88.08% / 85.18%			
WHI					
Reading	62.50%	57.50%			
Combined					
Reading	89.67% / 87.03%	84.00% / 81.72%			
11a. Remedial/developmental Class Hours Taught	Reading			Total	
HAW					
BOR Staff	48 / 56			168 / 210	
Non-BOR Staff	30			101	
Total HAW	78 / 86			269 / 311	
WHI					
BOR Staff	0			33	

Non-BOR Staff	12			40
Total WHI	12			73
Combined HAW & WHI				
BOR Staff	48 / 56			201 / 243
Non-BOR Staff	42			141
Combined Total	90 / 98			342 / 384
11b. Full Time Equivalency: (FTE)				
(Remedial/developmental class hours divided by 27)	Reading			Total
HAW	2.89 / 3.19			9.96 / 11.52
WHI	0.44			2.70
Combined	3.33 / 3.63			12.67 / 14.22
12a. Full Time Equivalency: BOR faculty				
HAW	1.78 / 2.07			6.22 / 7.78
WHI	0.00			1.22
Combined	1.78 / 2.07			7.44 / 9.00
12b. Full Time Equivalency: Non-BOR faculty				
HAW	1.11			3.74
WHI	0.44			1.48
Combined	1.56			5.22
13. Ave. Faculty Load. (Number of students enrolled divided by FTE at EOS-withdrawals included)				
HAW	168.92 / 159.17			
WHI	112.50			
Combined	161.40 / 153.46			
14. Program budget allocation				
HAW				
Staff Costs	152,427.53			
Program Expenses				
Total Costs HAW	152,427.53			
WHI				
Staff Costs	12,984.84			
Program Expenses				
Total Costs WHI	12,984.84			
15a. Student Semester Hours (SSH) by Discipline				
HAW	1464 / 1540			
WHI	150 / 177			
15b. Cost per SSH (Program budget allocation divided by # of student semester hours in discipline)				
HAW	104.12 / 98.98			
WHI	86.57 / 73.36			

16. Number of low enrolled classes (Less than 10 students)					
HAW	2 / 3				
WHI	3				
Effectiveness					
	Fall 2008	Persisting	Percent	Persisting	Percent
	Count	to spring	Persisting	to	Persisting
17. Persistence (From one semester to the next)	(With W)	2009	(%)	Fall 2009	(%)
HAW					
Reading	273 / 282	188 / 197	68.86% / 69.86%	130 / 136	47.62% / 48.23%
WHI					
Reading	34	25	73.53%	15	44.12%
18a. Student / class count. Remedial classes by level (Not a student headcount. Used for 18c Percentage calc.)	1 Level	2 Levels	3 Levels	Total	
	Below	Below	Below	Rem/Dev	
HAW					
Reading	411	62 / 81	15 / 15	488 / 507	
WHI					
Reading	50	0	0	50	
18b. Successful class completion (C or better) by discipline and level	1 Level Below	2 Levels Below	3 Levels Below	Total Rem/Dev.	
HAW					
Reading	227	35 / 48	8 / 9	270 / 284	
WHI					
Reading	35	NA	NA	35	
18c. Successful completion percentage (C or better) by discipline and level	(%)	(%)	(%)	(%)	
HAW					
Reading	55.23%	56.45% / 59.26%	53.33% / 60.00%	55.33% / 56.02%	
WHI					
Reading	70.00%	NA	NA	70.00%	

There were minimal differences between the two data elements in the reading area. However, in order to get a true picture of how the remedial/developmental reading “program” is progressing, System should consider excluding ESL from the data that they provide.

[AY 2009 Completed Annual Program-Unit Reviews](#)