



READING POWER

Annual Report
2009-2010

Mission Statement

Reading power, Inc., is a literacy tutoring program serving low-achieving children attending underserved elementary schools in North Chicago, Illinois.

Our mission is to accelerate their literacy learning and to develop in them a love of reading and writing. We believe that all children deserve to reach their academic potential. We accomplish this goal through an independent tutoring program working in partnership with the schools.

Individual tutoring...
Changing Children's Lives



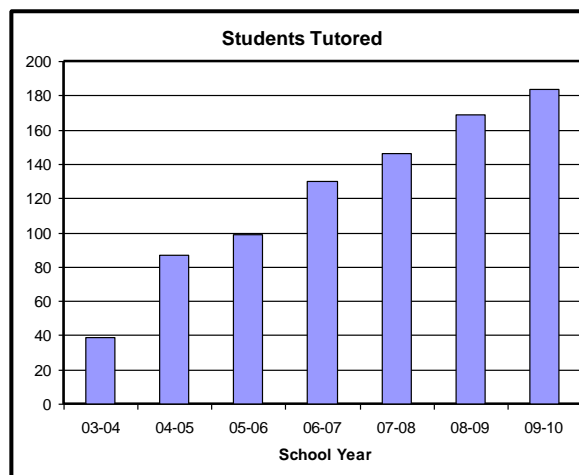
Reading Power, Inc. Annual Report, 2009-10

Highlights - Once again, Reading Power made significant strides during 2009-10:

- ❖ First Full Year of Professional Executive Director - Susan Pierce began with Reading Power in mid 2008-09 and began her first full year in 2009-2010.
- ❖ Opened a Program at a New School – A fifth school, Forrestal Elementary School, was added this year, beginning with a morning program for first graders.
- ❖ Added Part-Time Professional Tutor Coordinator – Based at the new Forrestal school, this person allowed us to provide the required tutor training for Reading Power’s expanded program.
- ❖ Employed Part-Time Administrative Manager – This addition was deemed necessary to handle the expanded organizational administrative requirements.
- ❖ Library Night for Students and Parents – This outreach program was begun in conjunction with the North Chicago Library and is expected to become an annual event.
- ❖ Book Give-Away Program – Books generously provided by many civic, private and religious groups has allowed Reading Power to greatly expand its program to present books to all students in the schools we serve.
- ❖ North Chicago Luncheon – For the third year, Reading Power hosted a luncheon in North Chicago to reach out to that community.
- ❖ Web Site – We launched ***readingpowerinc.org*** to provide an effective way to tell the Reading Power story to potential donors, tutors and other constituents. It has been an excellent source of new tutors.
- ❖ New Directors – Two new Directors were added, bringing the Board total to eleven.
- ❖ New Executive Director – Because of health reasons, Susan Pierce resigned at year end and a new Executive Director, Rebecca Mullen, was employed beginning July 1, 2010

Students –

Each and every year Reading Power has brought more one-to-one tutoring to students than in the prior year.



Students, (cont)

The breakdown by grade of students tutored over the past two years is shown below.

Grade	2008-09		2009-10	
	Students	%	Students	%
K	69	41%	53	29%
1	39	23%	70	38%
2&3	61	36%	61	33%
	169	100%	184	100%

In 2008-2009, 169 students were tutored, with the biggest proportion coming from Kindergarten. In this past year, 31 additional first grade students were tutored, largely at the Forrestal school. However, Kindergarten students declined, giving an overall net increase of 15 more students.

The major shift from Kindergarten to first grade students resulted in a much greater increase in tutored hours than might be indicated alone by the increase in students. First grade students are tutored 5 days/week, in contrast to 3 days/week for second and third graders, and only 2 days/week for Kindergarteners. This is shown in the table below.

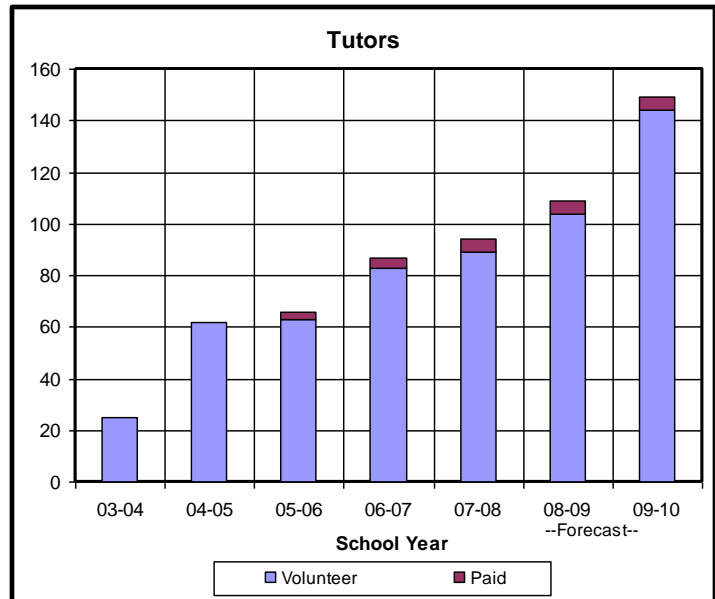
Grade	Hours/Student/Week	2008-09		2009-10	
		Total Students	Total Hours/Week	Total Students	Total Hours/Week
K	0.67	69	46	53	36
1	2.50	39	98	70	175
2&3	1.50	61	92	61	92
		169	236	184	303

In 2008-2009, for a full week, the 169 students received 236 hours of tutoring. In contrast, the 184 students in 2009-2010 received 303 hours of tutoring in a complete week. Because of the greater emphasis on first graders, the tutored hours increased by 28% compared with the 9% increase in students.

Tutors –

Since its inception, Reading Power has increased the number of tutors each year.

One of the biggest increases was in 2009-2010 to support the new program at Forrestal and expansion at existing schools.



A breakdown of tutors by years of experience is shown for the prior year, 2008-09, along with the transition to this past year, 2009-2010.

Tutor Participation				
From 2008-09 to 2009-10				
Years Experience	# of Tutors		# Tutors	
	2008-09	Returning	2009-10	%
4+	30	24	36	24%
3rd	17	12	19	13%
2nd	23	19	21	14%
1rst	36	21	73	49%
	106	76	149	100%

The total number of tutors in 2008-2009 was 106, with 70 of them having previous experience. Of this total, 76 elected to tutor again in 2009-2010. To carry out the expansion plans, we engaged a total of 149 tutors in 2009-2010. The 76 carry-over tutors, then, represented only a little over half of these. That meant that Reading Power took on 73 new tutors with the obligation for their training. In addition to the normal training regimen, the Executive Director and the Tutor Coordinator conducted many one-to-one training sessions. At this level, a normal attrition of tutors will continue to place an important emphasis on tutor enlistment and training.

Expenses

Reading Power had total expenses in 2008-2009 of \$119.1 M. The budget for 2009-2010 called for a 95% increase, to \$231.7 M. Salaries were up reflecting a full year of expense for the Executive Director and addition of a part-time Tutor Coordinator at the new school. Professional fees rose as a result of the part-time Administrative Manager. The major increase in operating expenses was for books and furniture at the new school.

Comparative Expenses, \$000				
Actual/Budget/Prior Year				
	Actual	Budget	Actual	Change vs. Budget
	2008-09	2009-10	2009-10	
Salaries & Benefits	92.2	168.5	164.9	-3.6
Professional Fees	17.1	40.8	36.6	-4.2
Operating Expenses	9.8	22.4	21.7	-0.7
	119.1	231.7	223.2	-8.5

Actual expenses for 2009-2010 were \$223.2 M, 3.7% below budget. During 2008-2009, contributions exceeded the \$119.1 M of expenses by \$23.3 M, increasing cash reserves to \$204.0 M. Contributions in 2009-2010 (excluding those earmarked for subsequent years) were \$222.6 M, falling only \$0.6 M short of covering the large increase in expenses. As a result, cash reserves remain nearly the same.

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CBM Assessment, 2009-10

Summary

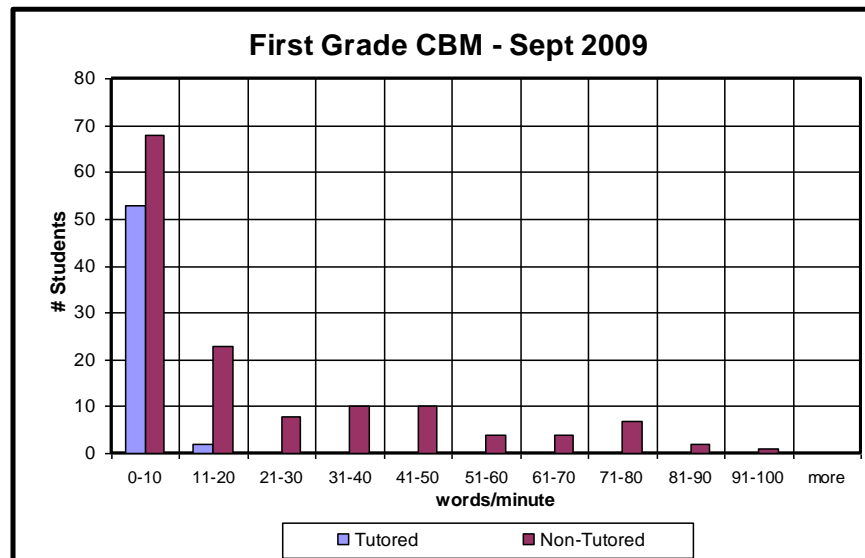
Reading Power administers the Curriculum Based Measurement (CBM) in September, January and May to all students in the first three grades in which they tutor. This measures student reading fluency of grade appropriate material expressed in words read each minute. The results for tutored students are compared with those of non-tutored students in the table below. Note: Results from students that were not assessed in both September and May were excluded from this comparison to ensure statistical comparability.

Curriculum Based Measurement - 2009-2010, Words/Minute													
	First Grade				Second Grade				Third Grade				
	Tutored		Non-Tutored		Tutored		Non-Tutored		Tutored		Non-Tutored		
	Sep	May	Sep	May	Sep	May	Sep	May	Sep	May	Sep	May	
# Students		52		140	20			83			17		61
Average	3.4	41.9	20.4	59.5	13.9	48	35.4	73.5	42.2	61.2	65.5	86.2	
% Incr. May vs. Sep		1131%		192%		246%		108%		45%		32%	

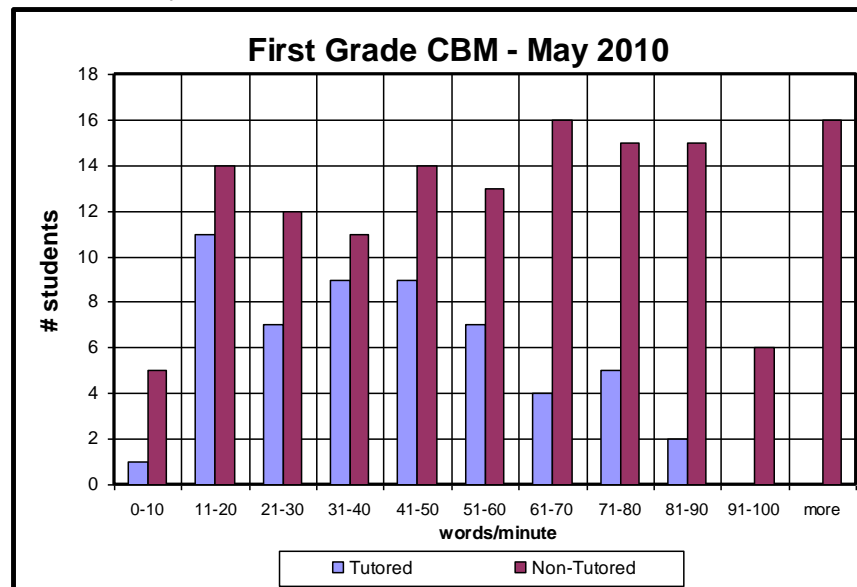
This data shows that improvements were made in all grades for both tutored and non-tutored students! As expected, the gains are much greater in the earlier grades. The students selected for Reading Power are taken from the lower end of their class. Their percentage gains, therefore, are naturally greater than those of non-tutored students. Statistical analysis, however, shows that the tutored students showed statistically significant gains over what would be expected were they not tutored.

First Grade

There were 192 first grade students assessed in both September and May. Of these, 55 were selected for Reading Power and tutored for 30 minutes per day, five days per week. The chart below shows the wide range of fluency of the students entering the first grade in September.



In September, most of the 192 first grade students (121) were reading below 10 words per minute. The wide range of fluency among the students, however, is attested by the 18 students reading between 50 and 100 words/minute. Fifty-three of the 55 students selected by Reading Power (shown as the blue bars) were reading well below 10 words/minute. The results for these same students in May is shown on the chart below:



Nearly all of the students have made significant gains from their September scores. Of the 55 tutored students, 43 are now within one standard deviation, and 49 are within 1.2 standard deviations from the overall class mean. Equally important are the 15 tutored students that have risen **above** the average of the class! Bravo!! A sobering message, though, is that 39 students (15 tutored and 22 non-tutored) remain below one standard deviation from the mean. Those children will be candidates for Reading Power in second grade.

