
Literacy: The Human Right of the 21st Century

**CREATING A LITERACY SAFETY NET THROUGH THE APPLICATION
OF THE SCIENCE OF READING RESEARCH**

IDA Massachusetts
March 31, 2022

Dr. Tracy White Weeden
President & CEO, Neuhaus Education Center

The Neuhaus Education Center Legacy



Family Support

Support for families with struggling readers



Adult Learners

Literacy classes for adult learners




Educators

Professional development and certification pathways aligned with the Science of Reading



Covid Chrysalis





**This is
Knowledge
Economy and an
Information Age**

Demographic Shifts



Low Literacy Rates Impact Businesses

If all adults in our country were able to move up to the equivalent of a 6th grade reading level, the national benefit economically is estimated to be:

**\$2.2 Trillion
Annually**

Gallup, Assessing the Economic Gains of Eradicating Illiteracy Nationally and Regionally in the United States. September 8, 2020





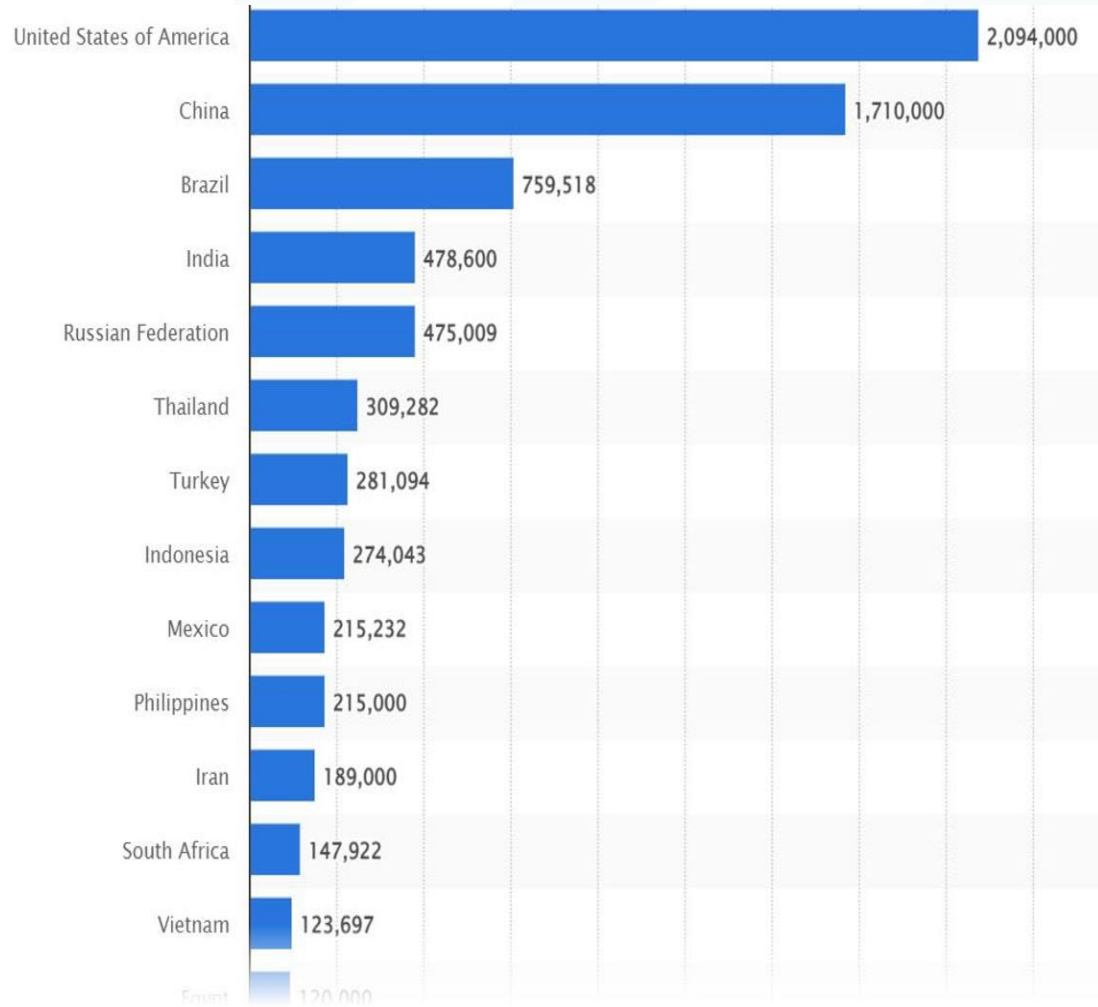
*“By 2050, all of America will look like Houston does today...
It is a safe statement to make that if Houston’s Latino and Black young people are
unprepared to succeed in the global knowledge economy of the 21st century,
it is difficult, if not impossible to envision a prosperous vision for Houston...”*

DR. STEPHEN KLINEBERG
PROPHETIC CITY: HOUSTON ON THE CUSP OF A CHANGING AMERICA FOR
UNITED WAY OF GREATER HOUSTON, AUGUST 12, 2020.

What are we preparing students for?



15% to 20%
1 in 5 worldwide



Statista
Countries with
the largest
number of
prisoners as
of July 2021

**“ A life sentence in
intervention deeply
influences the likelihood
of a lifetime in prison.”**

Dr. Tracy White Weeden




Recidivism decreases from 70% to 15% when inmates learn to read.

85% of all juveniles who encounter the juvenile court system are functionally illiterate. So are 60% of all prison inmates.

- The **First Step Act** includes provisions with the intent of screening inmates for dyslexia and providing the supports needed by those who have dyslexia to earn a GED.



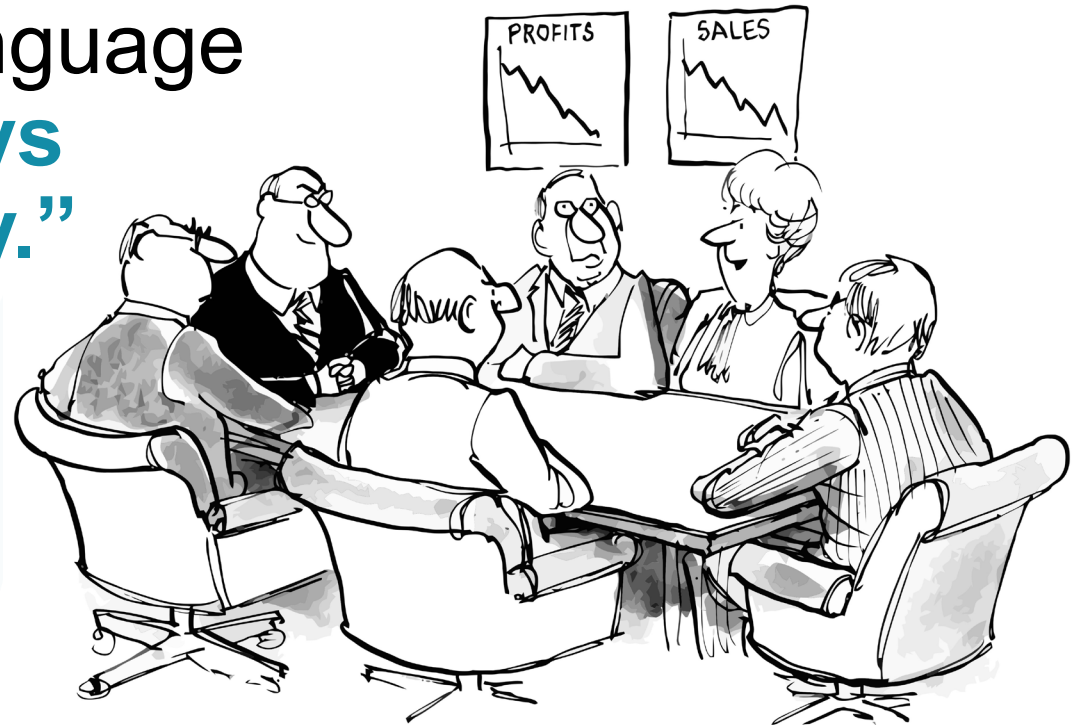




**The anchor for
our success
begins with our
core values and
our beliefs.**

The most dangerous phrase in the language is, “**We’ve always done it this way.**”

Admiral Grace Hopper



“What if we don’t change at all ...
and something magical just happens?”

NAEP Reading Average Scores for the Nation (Public) Grades 4 and 8

2019 NAEP Scores - Nationwide

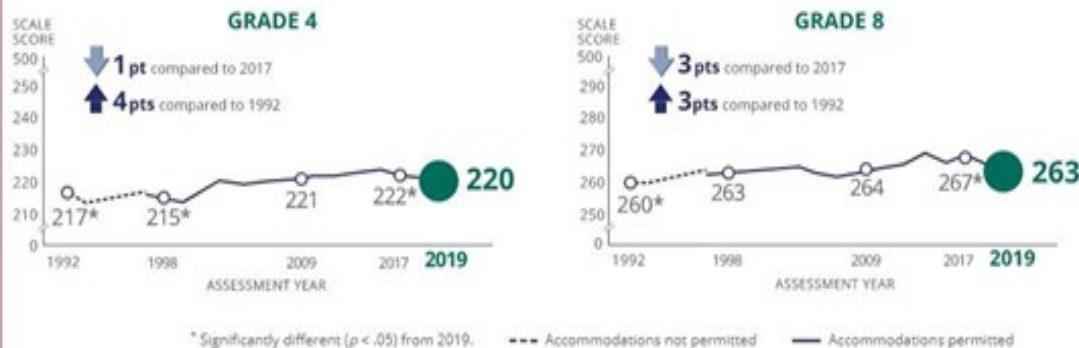


Cut Scores:

- NAEP Advanced: 268
- NAEP Proficient: 238
- NAEP Basic: 208

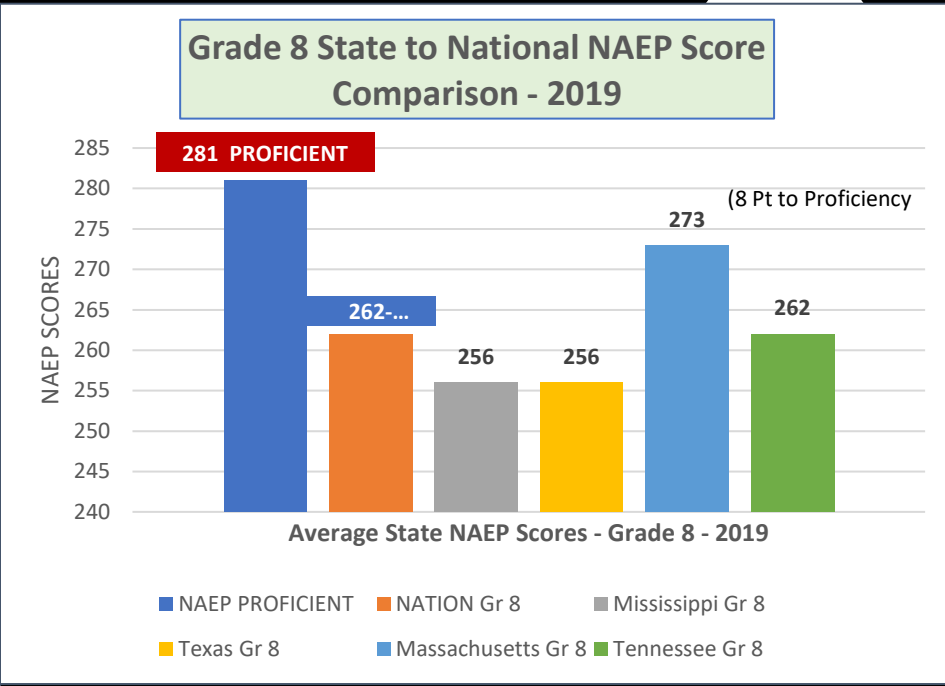
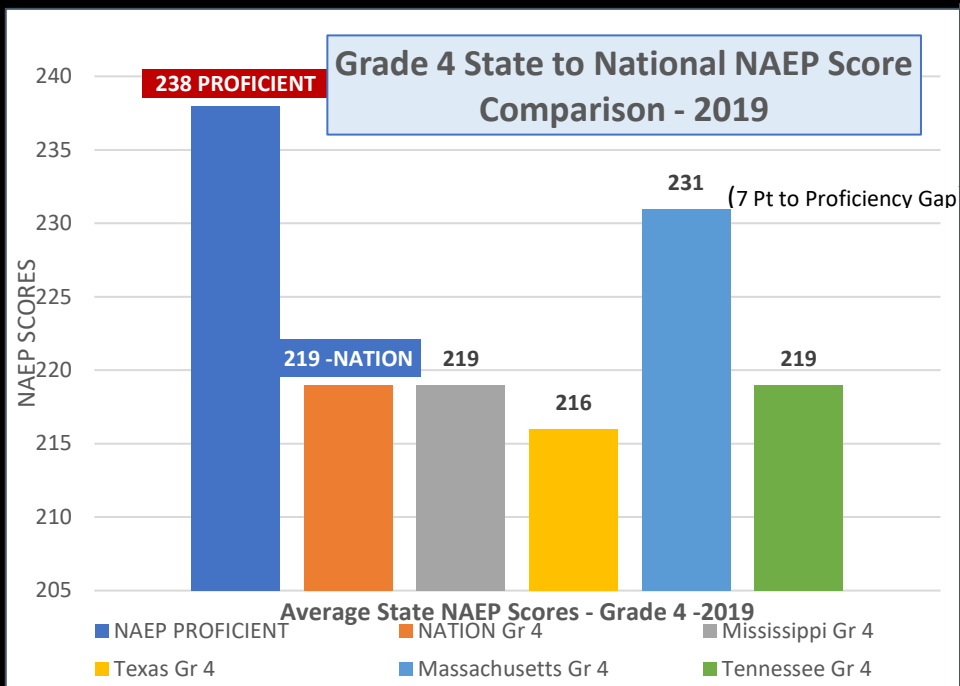
How Did Students Perform in Reading?

In 2019, average reading scores were lower for both fourth- and eighth-grade students compared to 2017: scores were lower by 1 point at fourth grade and lower by 3 points at eighth grade. Average scores were higher at both grades compared to the first reading assessment in 1992.



Source: RIF.org | Literacy Network

State to National NAEP Scores Comparison - 2019



NAEP Reading Average Scores for the Nation (public) Grades 4 and 8 Comparing 2017-2019

2019 NAEP Scores - Nationwide

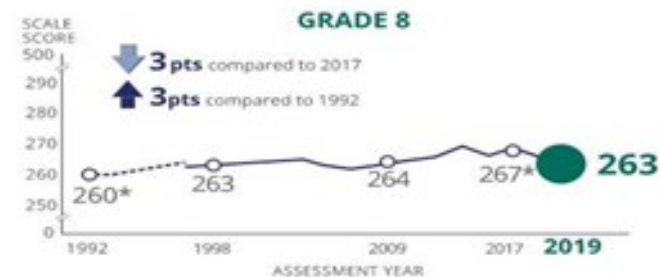


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* Significantly different ($p < .05$) from 2019.

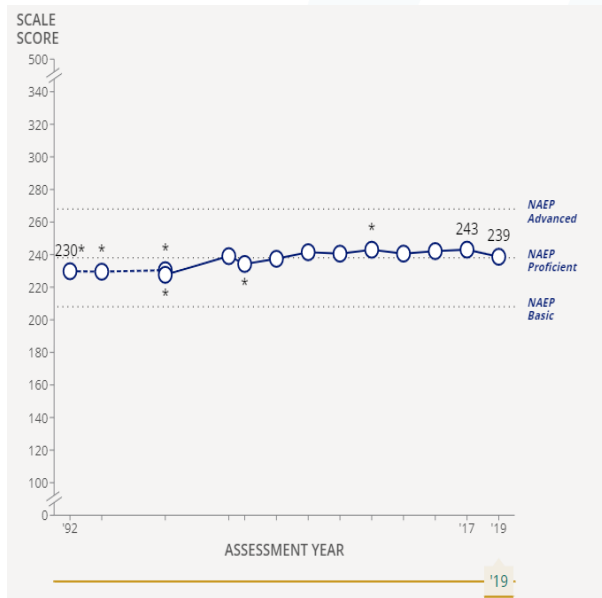
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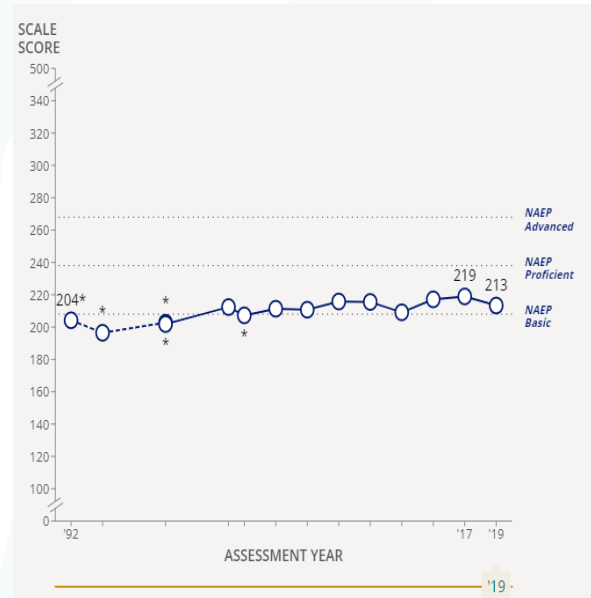
Source: RIF.org | Literacy Network

MASSACHUSETTS: Fourth Grade Students' NAEP 2017-2019 Comparison of Reading Average Scores

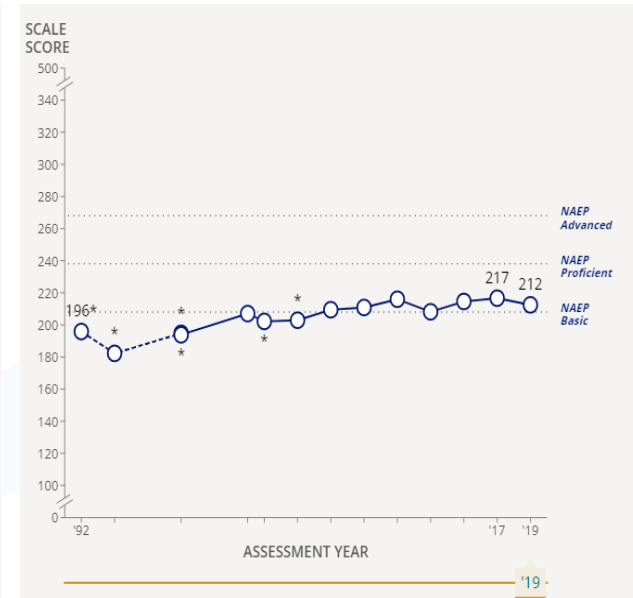
Gr 4 White Students



Gr 4 Black Students



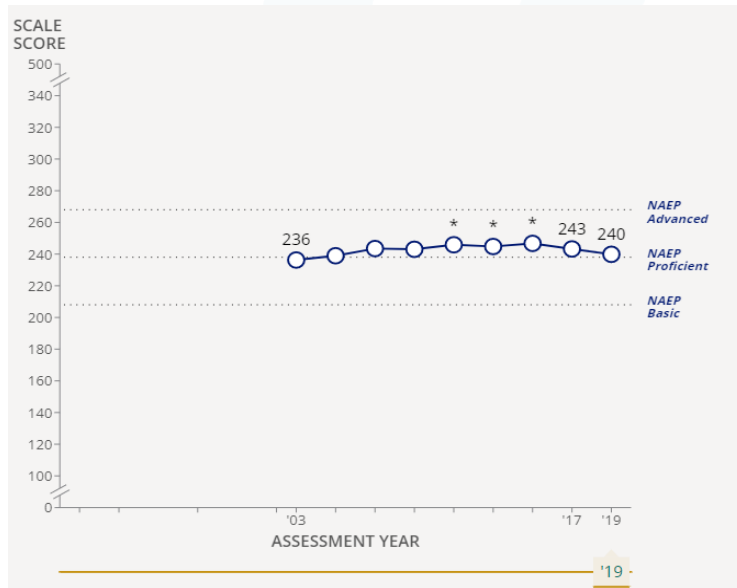
Gr 4 Hispanic Students



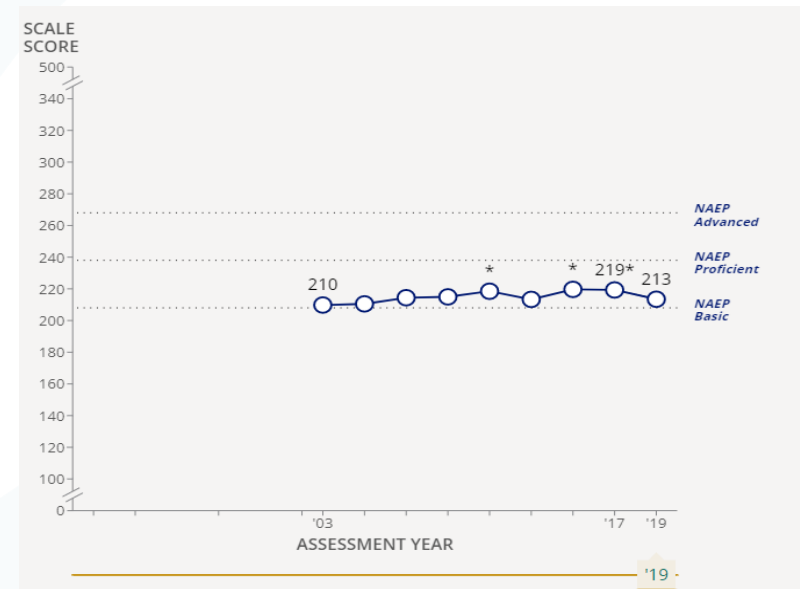
Source: <https://www.nationsreportcard.gov/reading/states/groups>

MASSACHUSETTS: NSLP *Non-Eligible* and *Eligible* Fourth Grade Students' 2017-2019 Comparison of Reading Average Scores

Gr 4 NSLP Non-Eligible



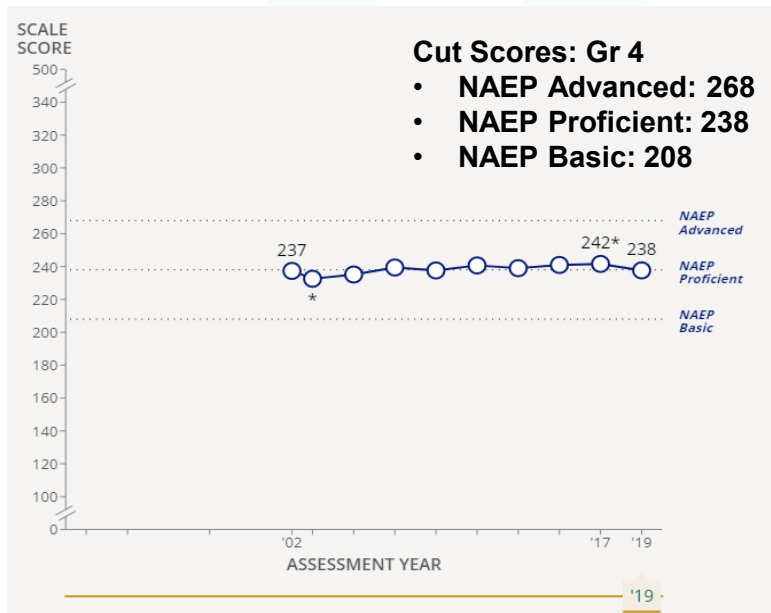
Gr 4 NSLP Eligible



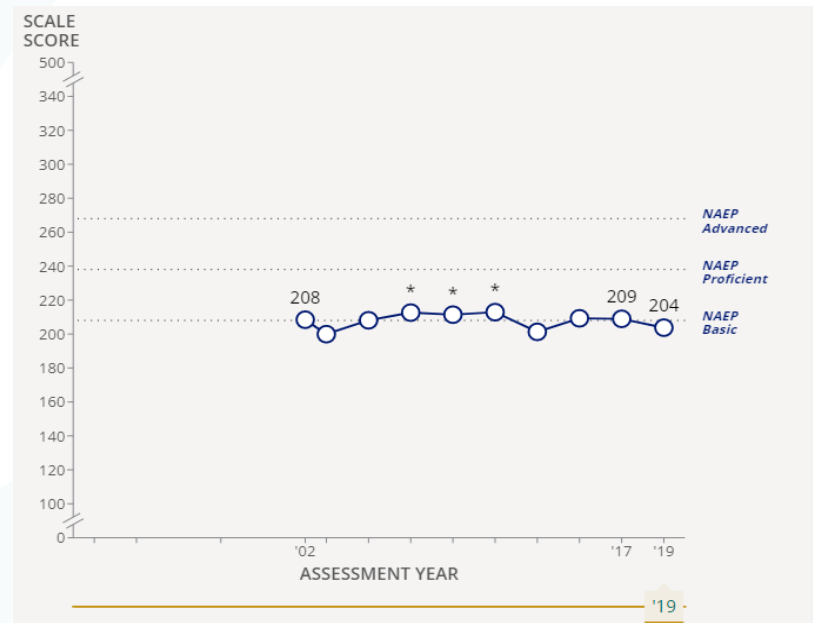
Source: <https://www.nationsreportcard.gov/reading/states/groups>

MASSACHUSETTS: Students *without disabilities* and *with disabilities* 2017-2019 Comparison of Reading Average Scores

GR 4 Students without Disabilities



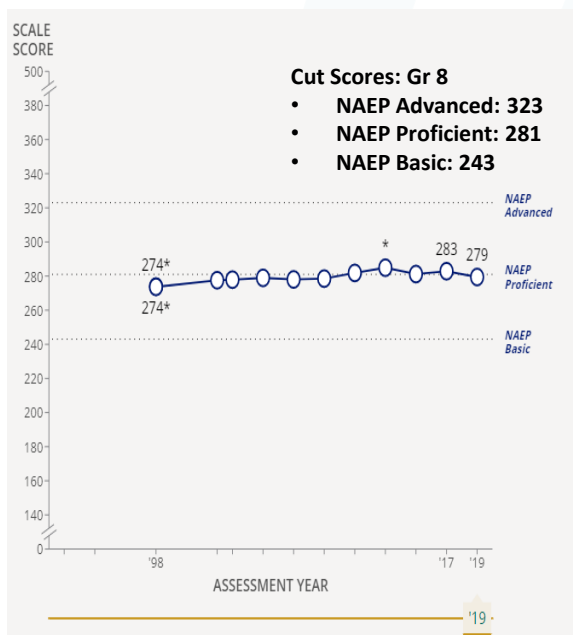
GR 4 Students with Disabilities



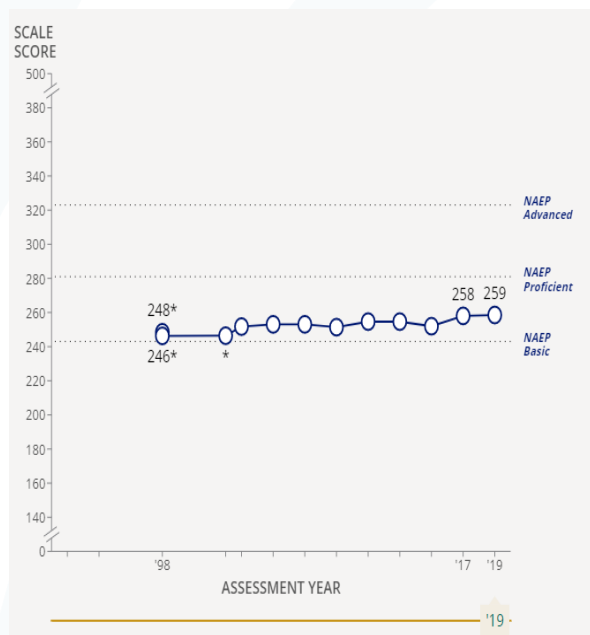
Source: <https://www.nationsreportcard.gov/reading/states/groups>

MASSACHUSETTS: Eighth Grade Students' NAEP 2017-2019 Comparison of Reading Average Scores

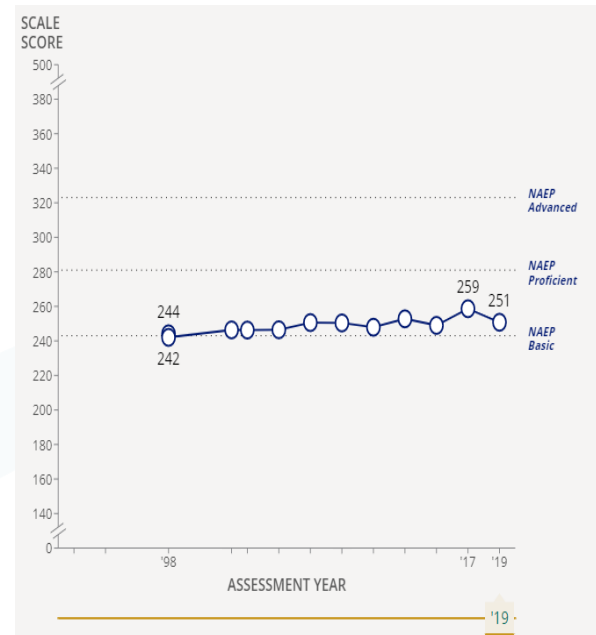
Gr 8 White Students



Gr 8 Black Students



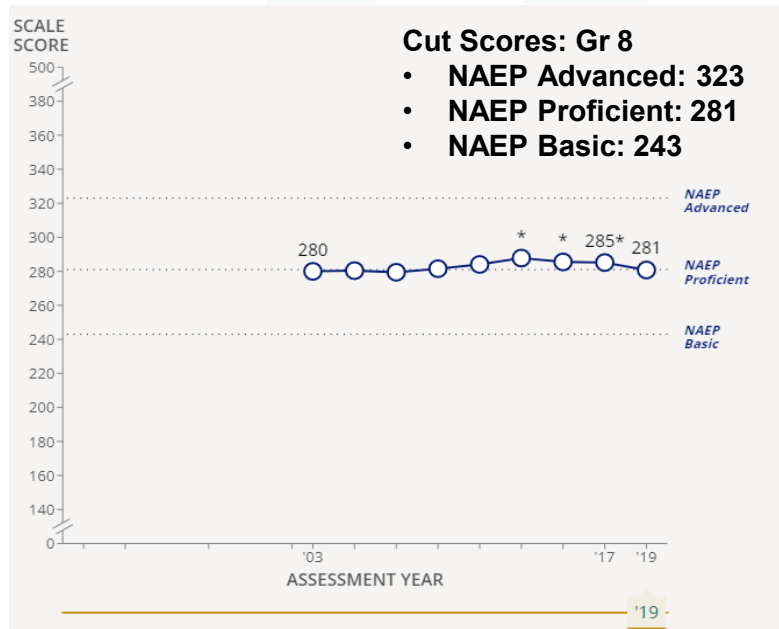
Gr 8 Hispanic Students



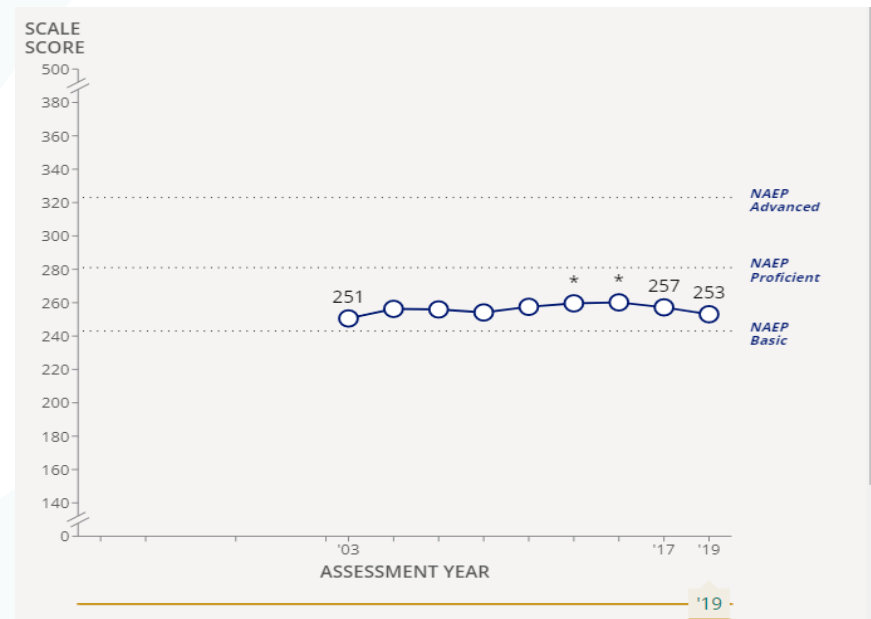
Source: <https://www.nationsreportcard.gov/reading/states/groups>

MASSACHUSETTS: NSLP *Non-Eligible* and *Eligible* Eighth Grade Students' 2017-2019 Comparison of Reading Average Scores

Gr 8 NSLP Non-Eligible



Gr 8 NSLP Eligible

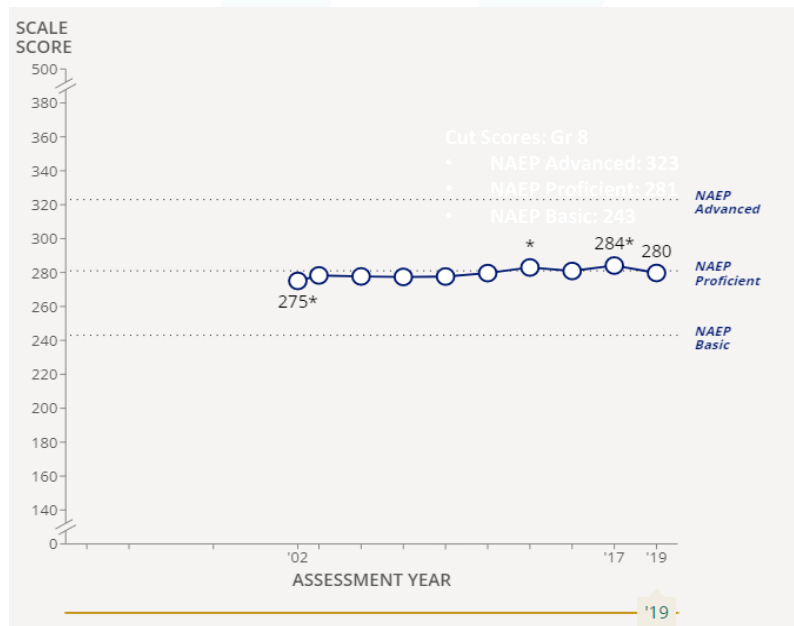


Source: <https://www.nationsreportcard.gov/reading/states/groups>

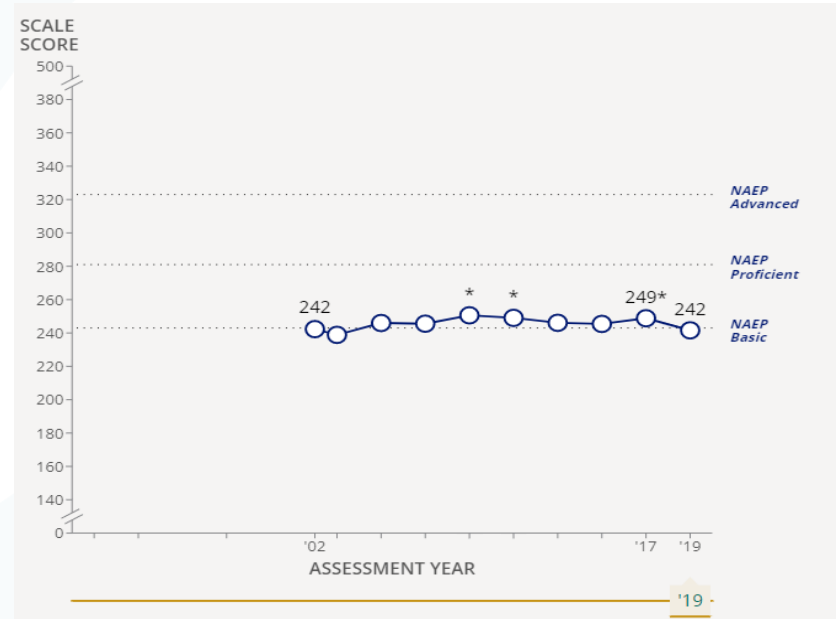
MASSACHUSETTS: Eighth Grade Students *without disabilities* and *with disabilities* 2017-2019

Comparison of Reading Average Scores

Gr 8 Students without Disabilities



Gr 8 Students with Disabilities



Source: <https://www.nationsreportcard.gov/reading/states/groups>



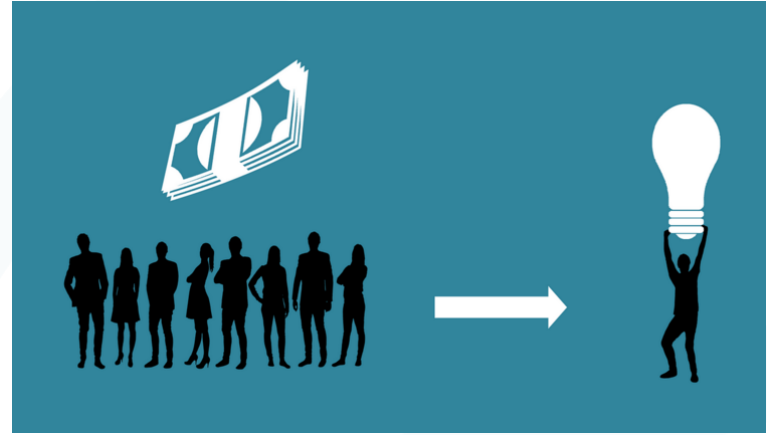
“It is not just about doing work; it is about doing **THE RIGHT WORK.**”



Five Essentials

- **Effective Leaders** – The principal works with teachers to implement a clear and strategic vision for school success.
- **Collaborative Teachers** – The staff is committed to the school, receives strong professional development, and works together to improve the school.
- **Involved Families** – Entire school staff builds strong relationships with families and communities to support learning.
- **Supportive Environment** – The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
- **Ambitious Instruction** – Classes

Overcoming the Silo Effect





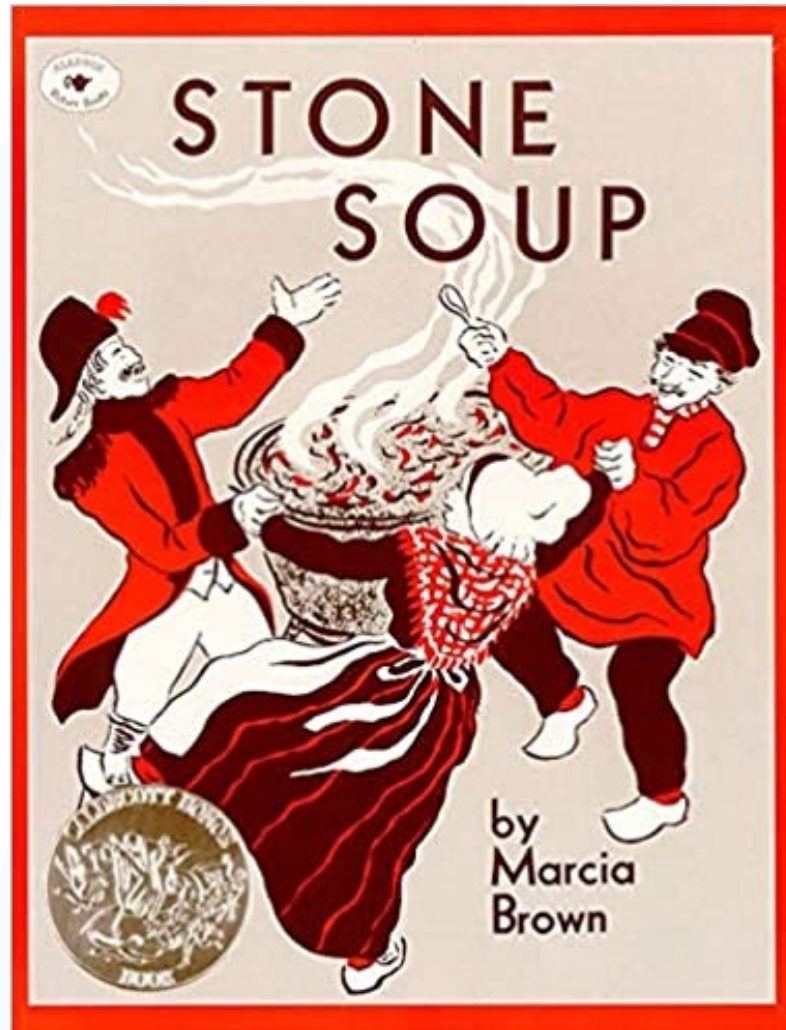
*"You don't need to know the science
of reading to follow the curriculum.
You need to know the science of
reading because sometimes following
the curriculum isn't enough.
-Dr. Steve Dykstra*

Building Teacher & Leader Knowledge

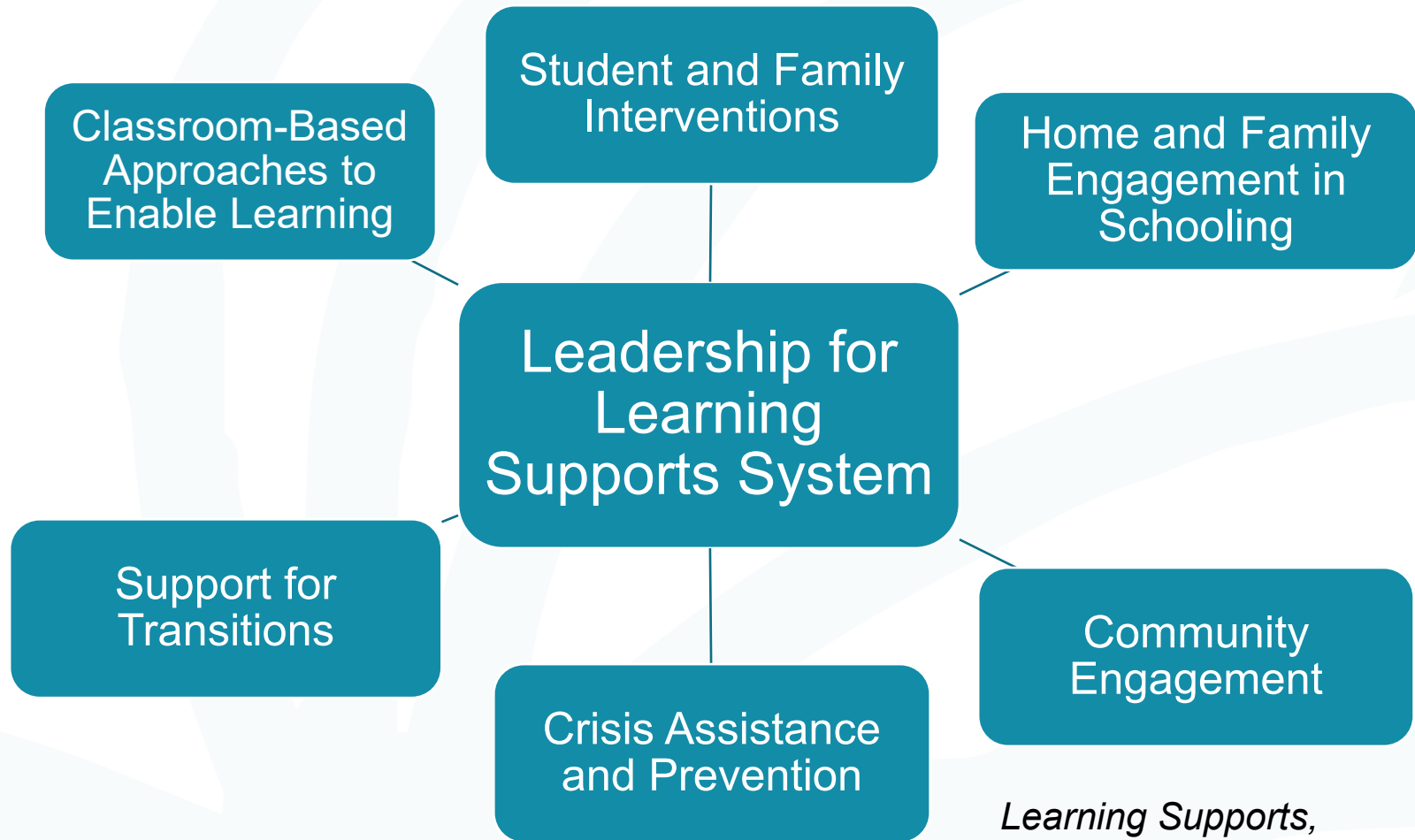
- What to stop doing, and why.
- What to start doing, and why.



Academic Safety Net?

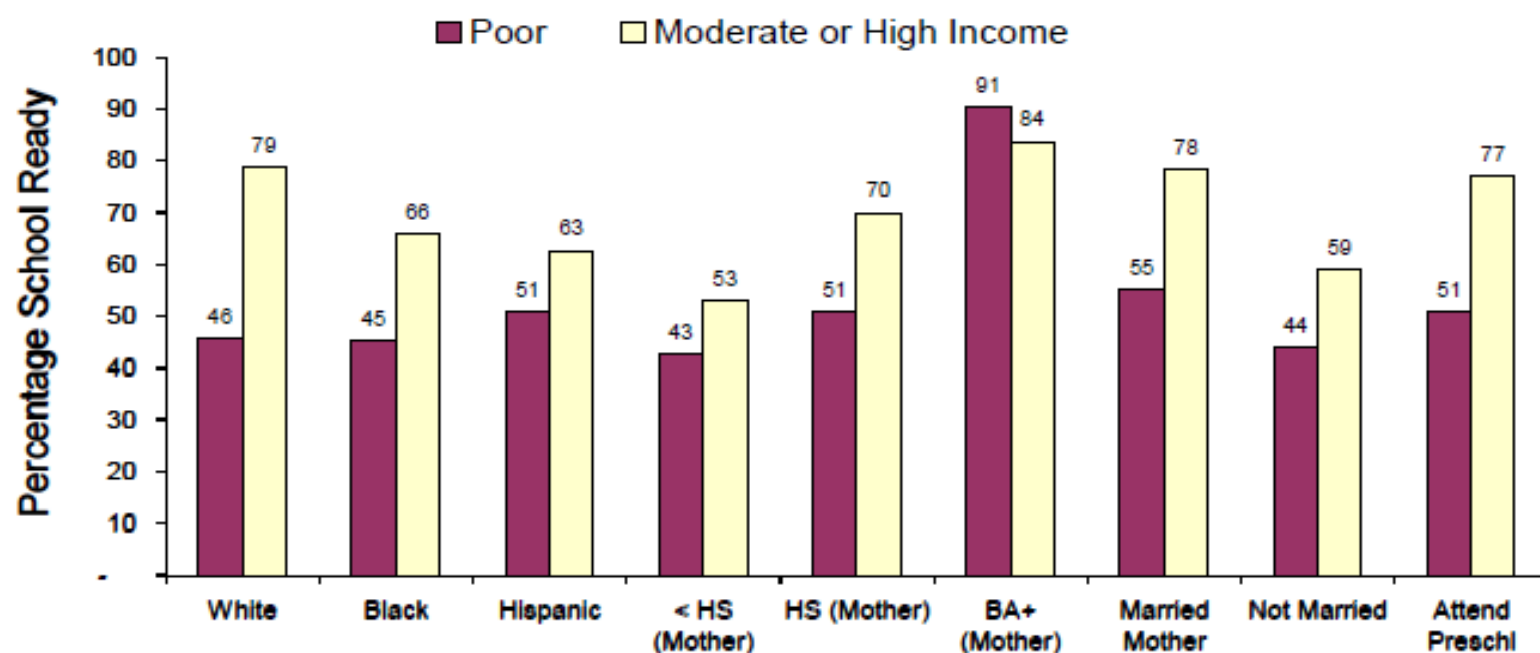


This work takes a village!



*Learning Supports,
Adelman & Taylor, UCLA*

Figure 3: Likelihood of Being Ready for School at Age Five, by Poverty Status at Birth and Selected Child and Family Characteristics



Source and Notes: Brookings tabulations of data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). Poor at birth is defined as household income less than 100 percent of poverty and moderate or high income is defined as household income at or above 185 percent of poverty. School readiness of near-poor children (incomes 100-185 percent) is not shown but generally lies between the two other groups.

“We should not allow the prestige of the dialect impact our views of the people who speak them. How can we decide not to respect the scholar because we do not respect the dialect...”

Dr. Julie Washington – Interview
on January 19, 2021




“Teaching Reading to African-American Children When Home and School Language Differ”

By Julie A. Washington, Mark S. Seidenburg
Summer 2021
American Federation of Teachers

“Reading depends on spoken language...For most children, the language they bring to school will support learning to read...some children’s language skills differ in important ways from the classroom language variety, and teachers rarely receive guidance on how to enhance literacy instruction to meet these children’s needs.”

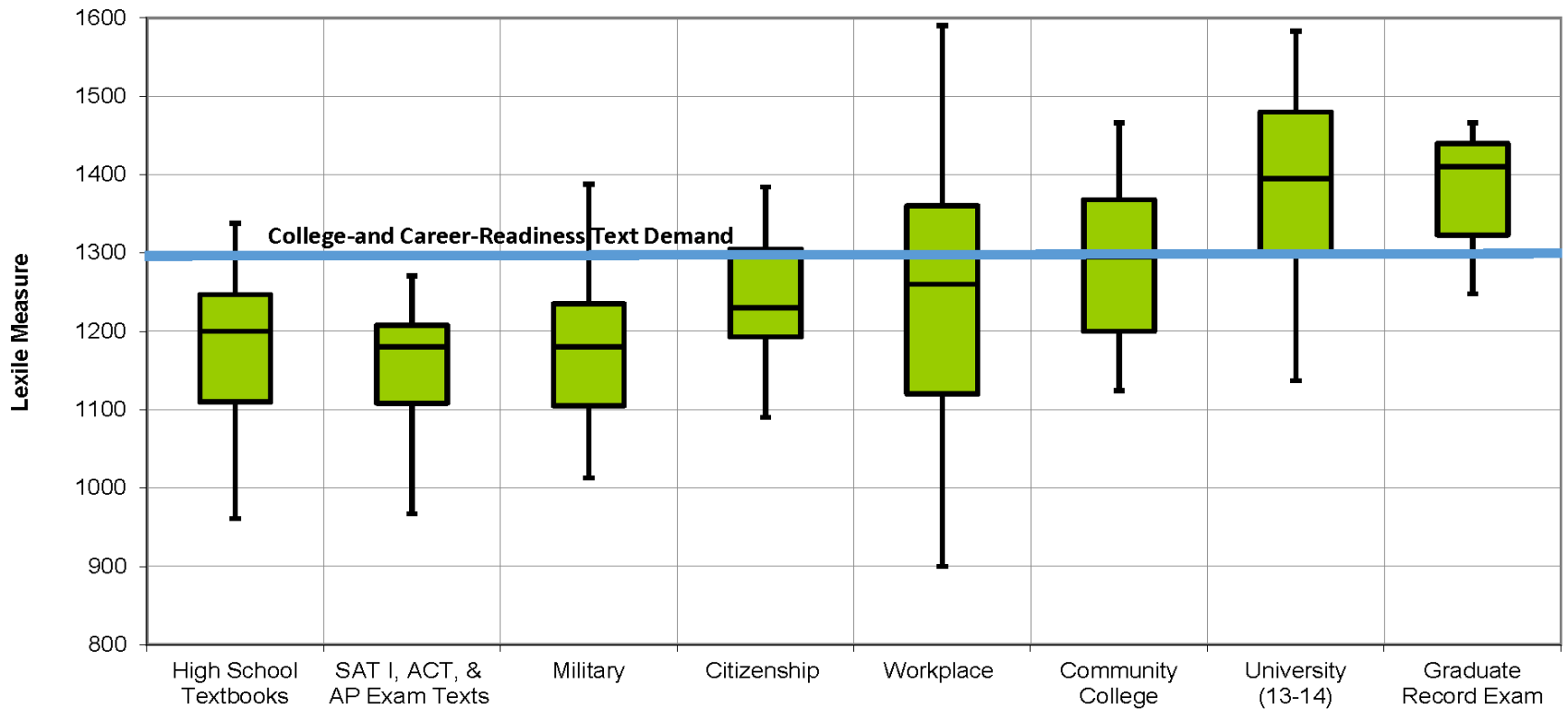




<i>Training Components</i>	Knowledge % of teachers who understand concept	Skill Implementation % of teachers who apply concept	Classroom Application % of teachers who adopt concept
<i>Theory</i> presenter explains concept	10%	5%	0%
<i>Plus Demonstration</i> presenter models the concept	30%	20%	0%
<i>Plus Practice</i> participants practice the concept during the training	60%	60%	5%
<i>Plus Peer Coaching</i> participants receive ongoing feedback about their practices of the concept in a real setting	95%	95%	95%

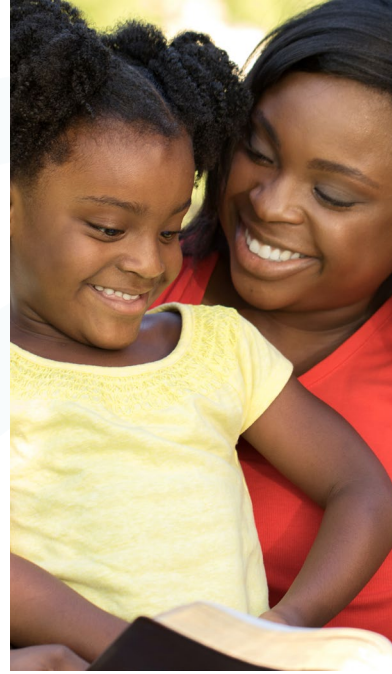
Lexile Text Demands

Interquartile Ranges Shown (25th to 75th Percentile)
Whiskers Extend to 5th and 95th Percentile



“A child who can
read, is a child
who can lead.”

Dr. Martha Salazar Zamora

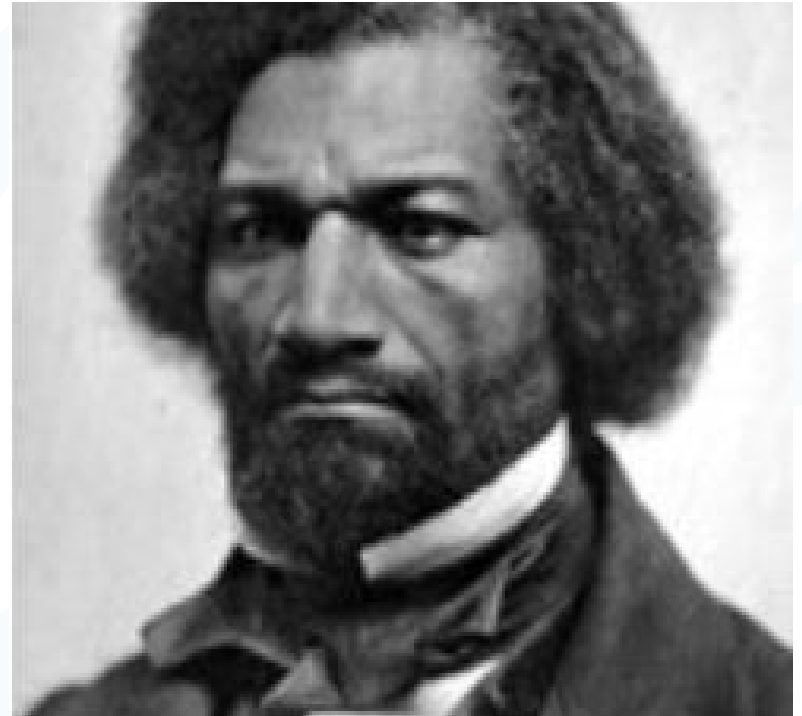


Ashley Gordon



“It is easier to build strong children than to repair broken men.”

Frederick Douglass



“Our future as a country, and of every person who believes in America as the land of promise, is tied to getting reading right the first time.”

Dr. Tracy White Weeden

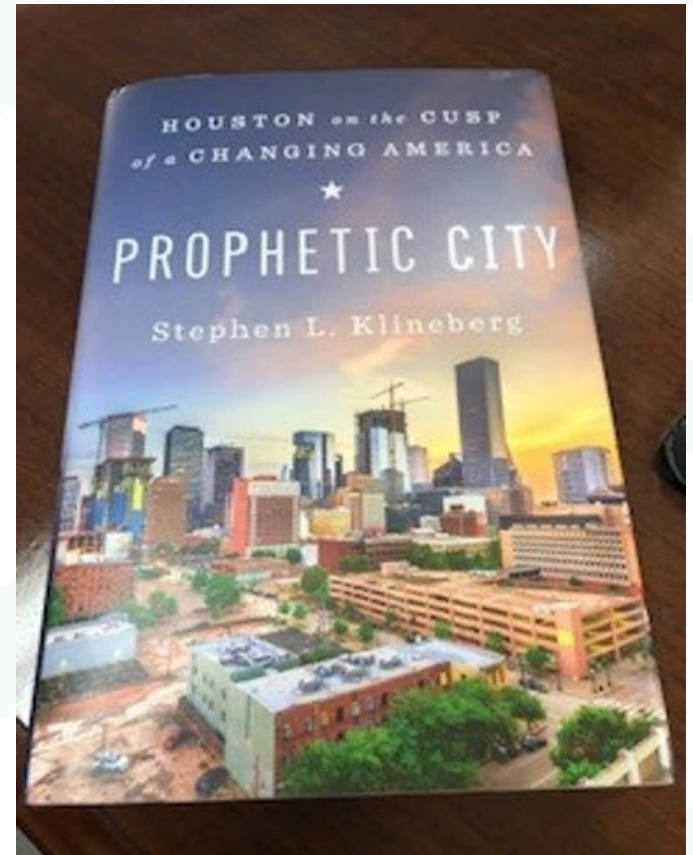
- Regardless of zip code
- Regardless of race
- Regardless of gender



“The source of wealth for Houston in the 21st century will have to do with attracting the best and brightest people in America, working on the cutting edge of knowledge.

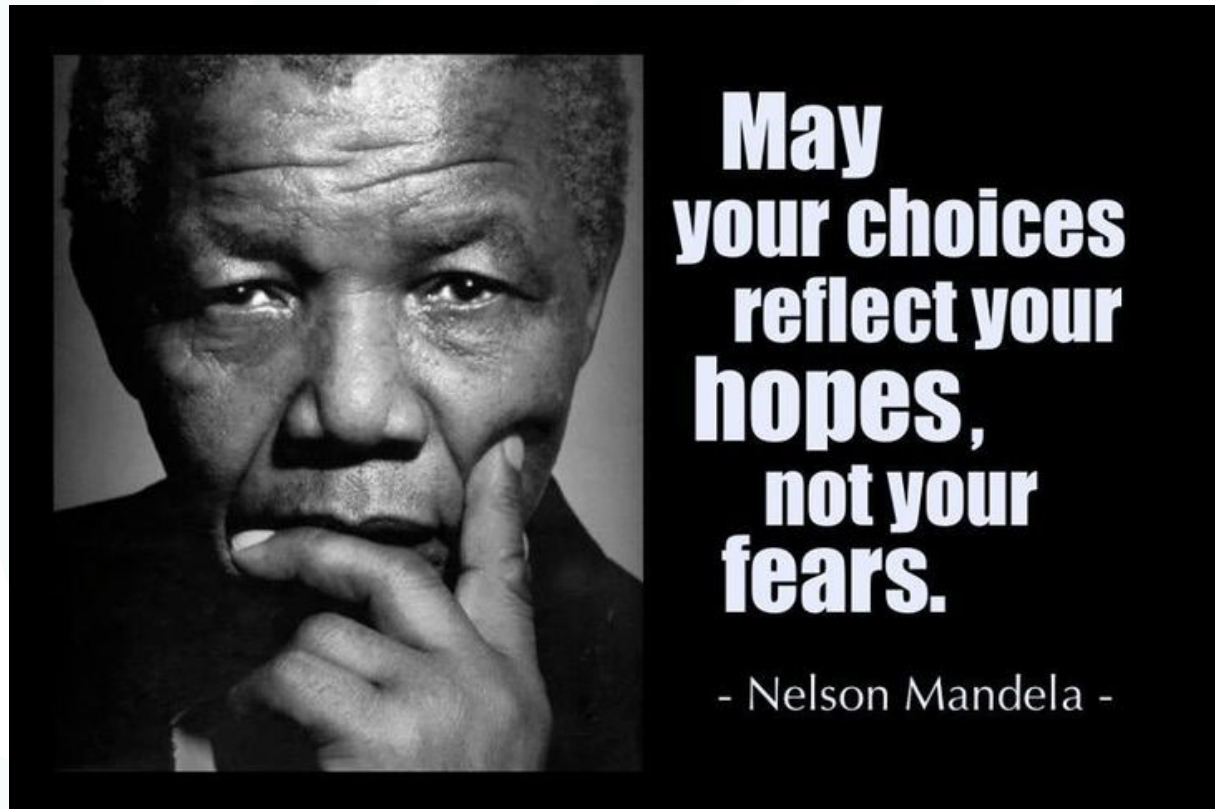
The resource of the knowledge economy is housed between the ears of the best and brightest people in America who can live anywhere.”

Dr. Stephen Klineberg



F.E.A.R

False Evidence Appearing Real





F.A.I.T.H.

**Focused Adults Intervening
Tenaciously (with) Hope...**

Thank you!

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