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
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

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

Grade 4 State to National NAEP Score Comparison - 2019

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

Grade 8 State to National NAEP Score Comparison - 2019

- NAEP Advanced: 323
- NAEP Proficient: 281
- NAEP Basic: 243
NAEP Reading Average Scores for the Nation (public) Grades 4 and 8 Comparing 2017-2019

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.

GRADE 4

<table>
<thead>
<tr>
<th>SCALE SCORE</th>
<th>1 pt compared to 2017</th>
<th>4 pts compared to 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>217*</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>215*</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>222*</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

GRADE 8

<table>
<thead>
<tr>
<th>SCALE SCORE</th>
<th>3 pts compared to 2017</th>
<th>3 pts compared to 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>260*</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>264</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>267*</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>263</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: RIF.org | Literacy Network
MASSACHUSETTS: Fourth Grade Students’ NAEP 2017-2019 Comparison of Reading Average Scores

Source: https://www.nationsreportcard.gov/reading/states/groups
MASSACHUSETTS: NSLP Non-Eligible and Eligible Fourth Grade Students’ 2017-2019 Comparison of Reading Average Scores

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**

**Cut Scores: Gr 4**
- NAEP Advanced: 268
- NAEP Proficient: 238
- NAEP Basic: 208

**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

Cut Scores: Gr 8
- NAEP Advanced: 323
- NAEP Proficient: 281
- NAEP Basic: 243

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

Cut Scores: Gr 8
• NAEP Advanced: 323
• NAEP Proficient: 281
• NAEP Basic: 243

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!

- Classroom-Based Approaches to Enable Learning
- Student and Family Interventions
- Home and Family Engagement in Schooling
- Support for Transitions
- Crisis Assistance and Prevention
- Community Engagement

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.”
<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge % of teachers who understand concept</th>
<th>Skill Implementation % of teachers who apply concept</th>
<th>Classroom Application % of teachers who adopt concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong> presenter explains concept</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus Demonstration</strong> presenter models the concept</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus Practice</strong> participants practice the concept during the training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus Peer Coaching</strong> participants receive ongoing feedback about their practices of the concept in a real setting</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Lexile Text Demands
Interquartile Ranges Shown (25th to 75th Percentile)
Whiskers Extend to 5th and 95th Percentile

College-and Career-Readiness Text Demand

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

Dr. Martha Salazar Zamora
“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
False Evidence Appearing Real

May your choices reflect your hopes, not your fears.

- Nelson Mandela -
F.A.I.T.H.
Focused Adults Intervening Tenaciously (with) Hope...
Thank you!

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@TracyLWeeden