



neuhaus

EDUCATION CENTER

Teaching. Reading. Reaching.

Houston, We Have a Literacy Problem... Bold Leadership Moves that Transform Student Outcomes

Fox Reading Conference Keynote

By

Dr. Tracy White Weeden, President & CEO

Neuhaus Education Center



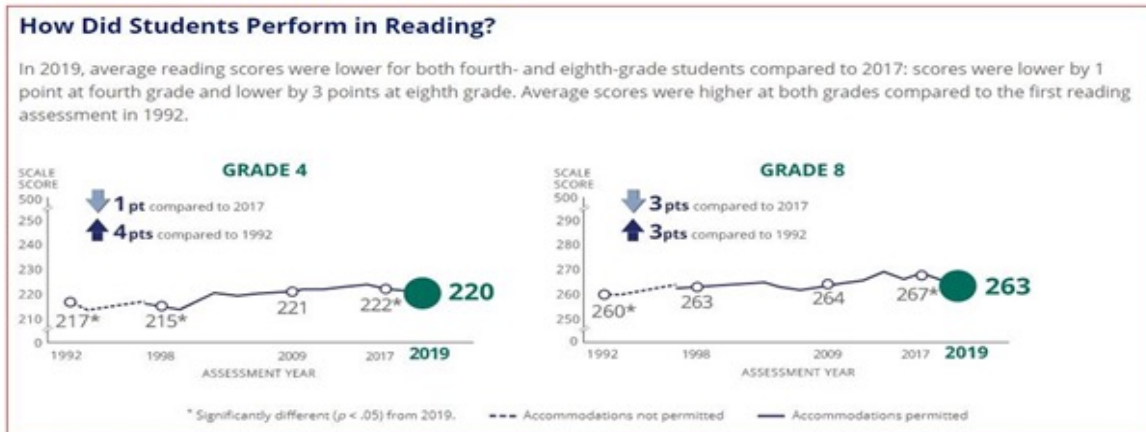
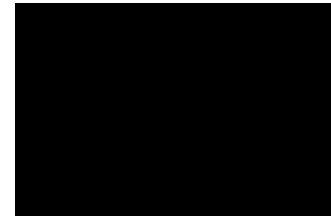


This Photo by Unknown Author is licensed under CC BY-SA

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



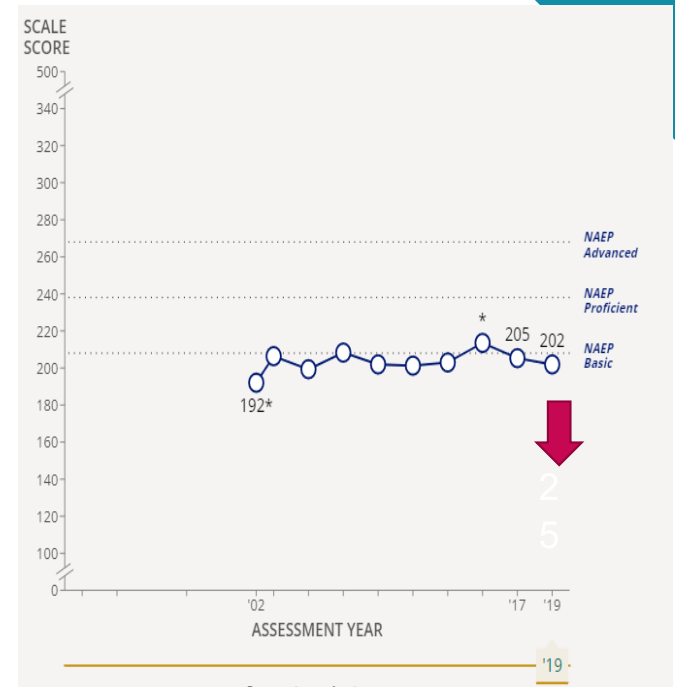
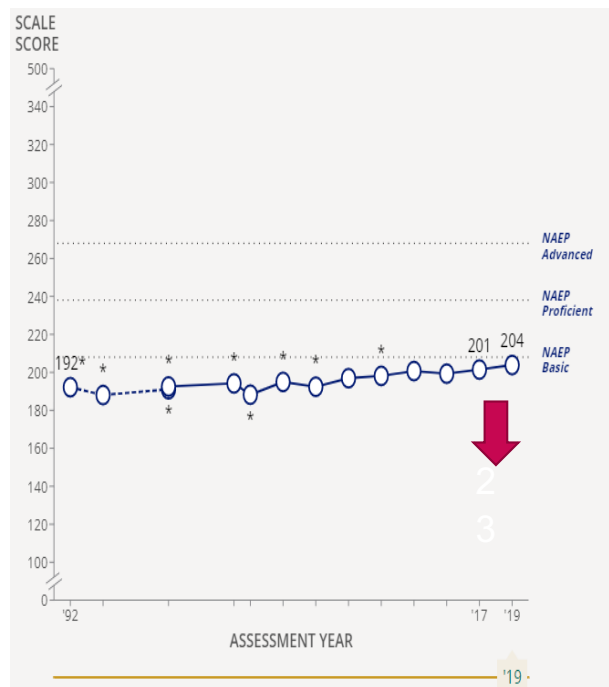
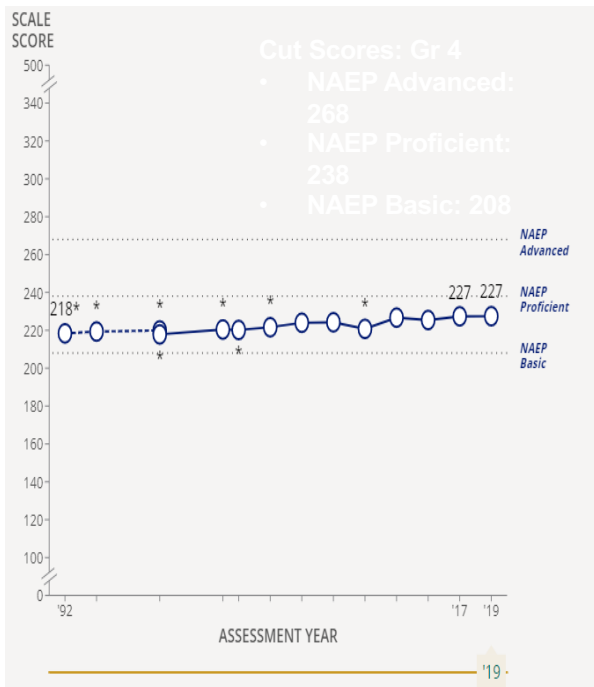
2019 NAEP Scores - Nationwide



Source: RIF.org | Literacy Network

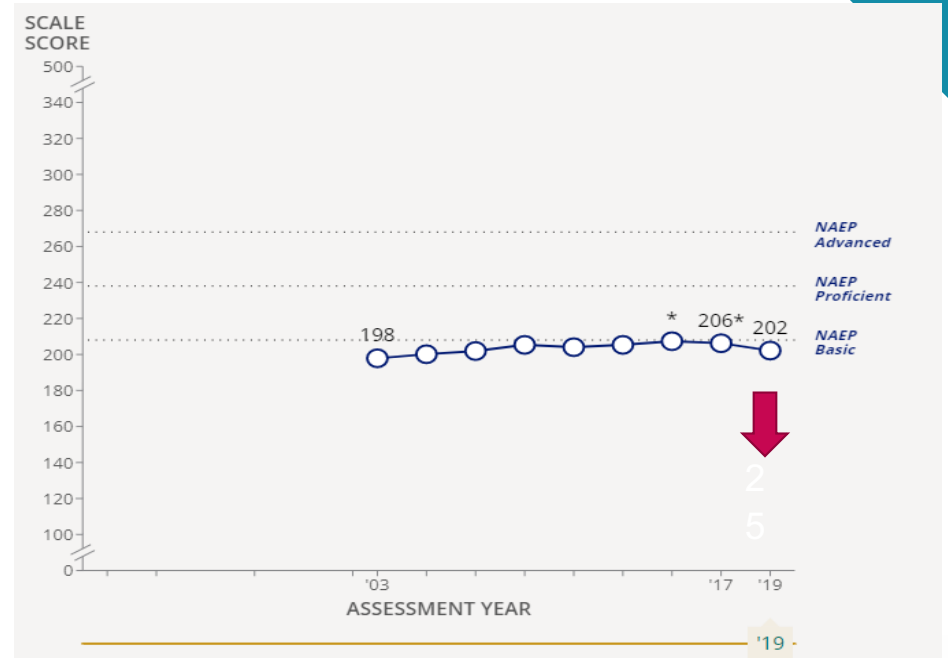
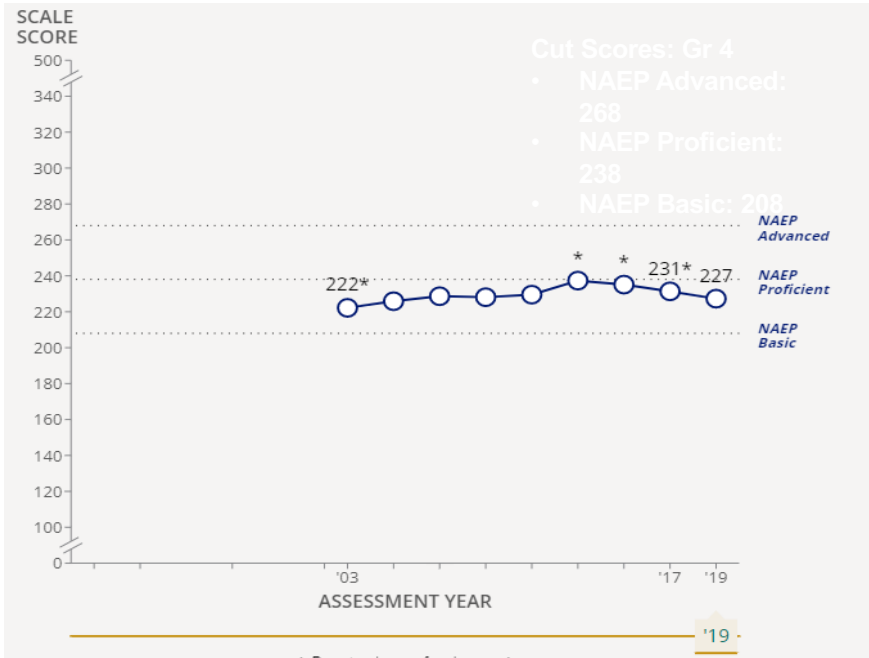


TENNESSEE: Fourth Grade Students' NAEP 2017-2019 Comparison of Reading Average Scores





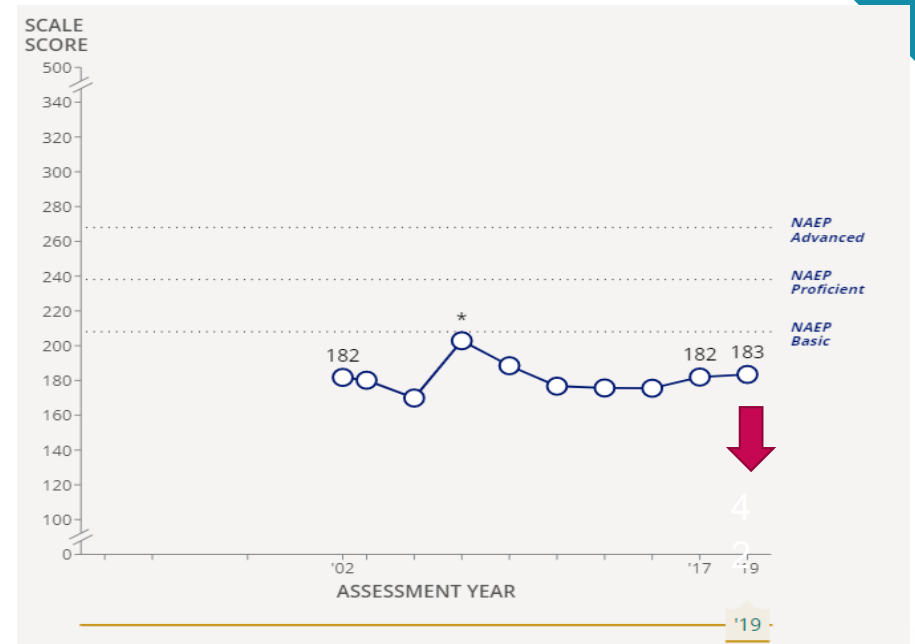
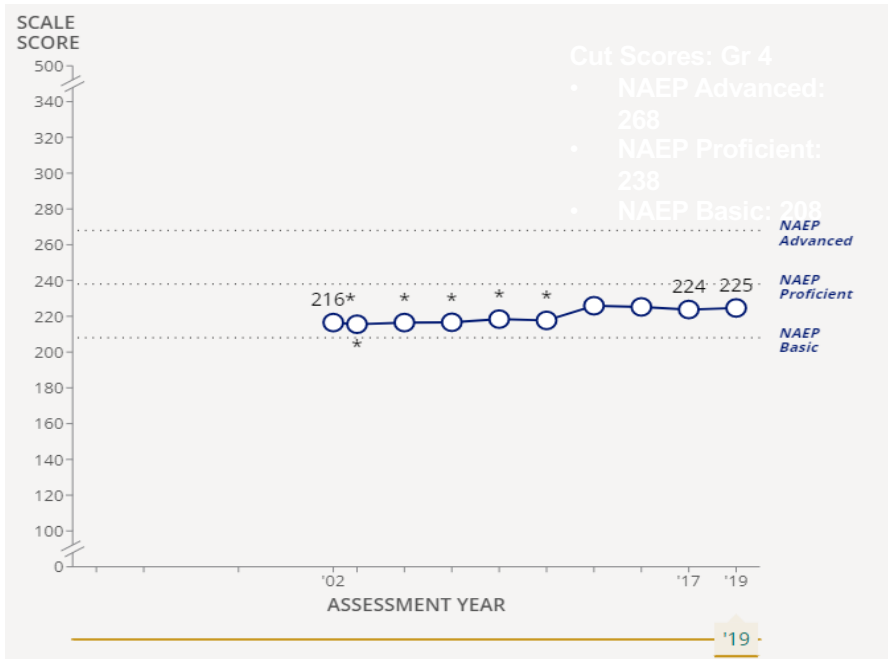
TENNESSEE: NSLP *Non-Eligible* and *Eligible* Fourth Grade Students' 2017-2019 Comparison of Reading Average Scores



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



TENNESSEE: Fourth Grade Students *without disabilities* and *with disabilities* 2017-2019 Comparison of Reading Average Scores

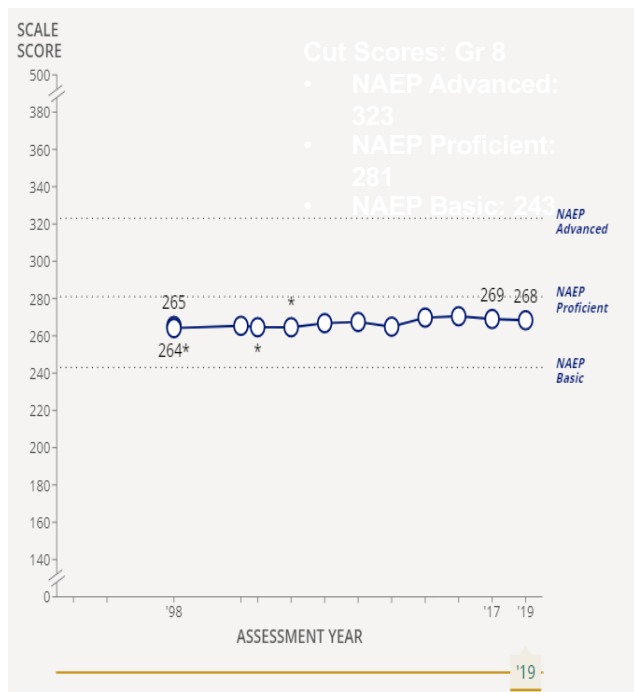


Source: <https://www.nationsreportcard.gov/reading/states/groups>

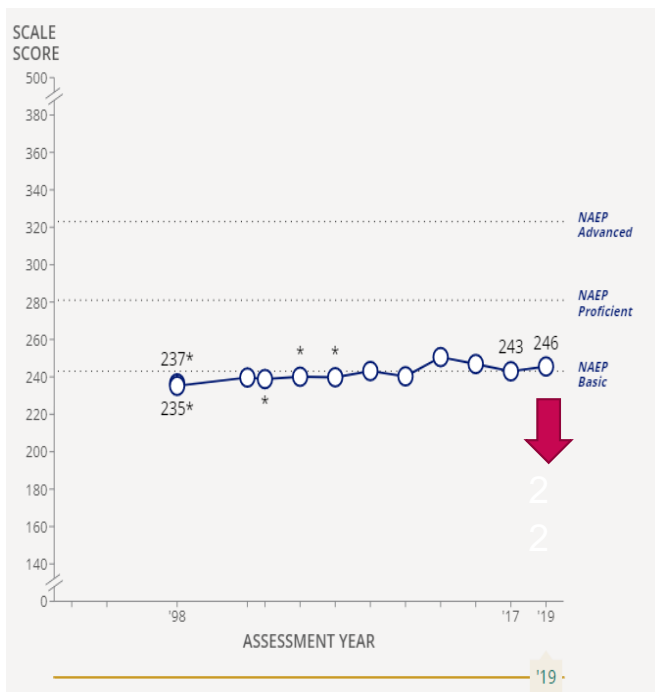


TENNESSEE: Eighth Grade Students' NAEP 2017-2019 Comparison of Reading Average Scores

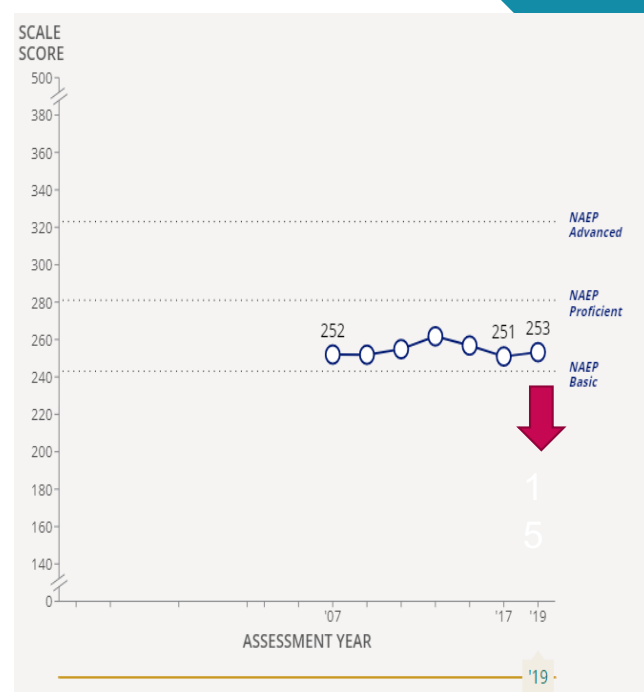
Gr 8 White Students



Gr 8 Black Students



Gr 8 Hispanic Students



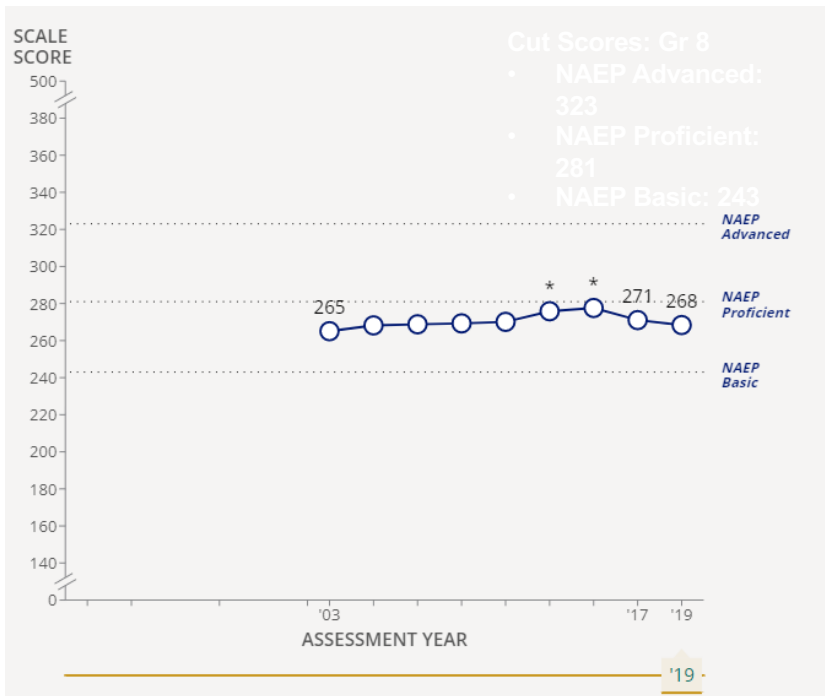
Source: <https://www.nationsreportcard.gov/reading/states/groups>



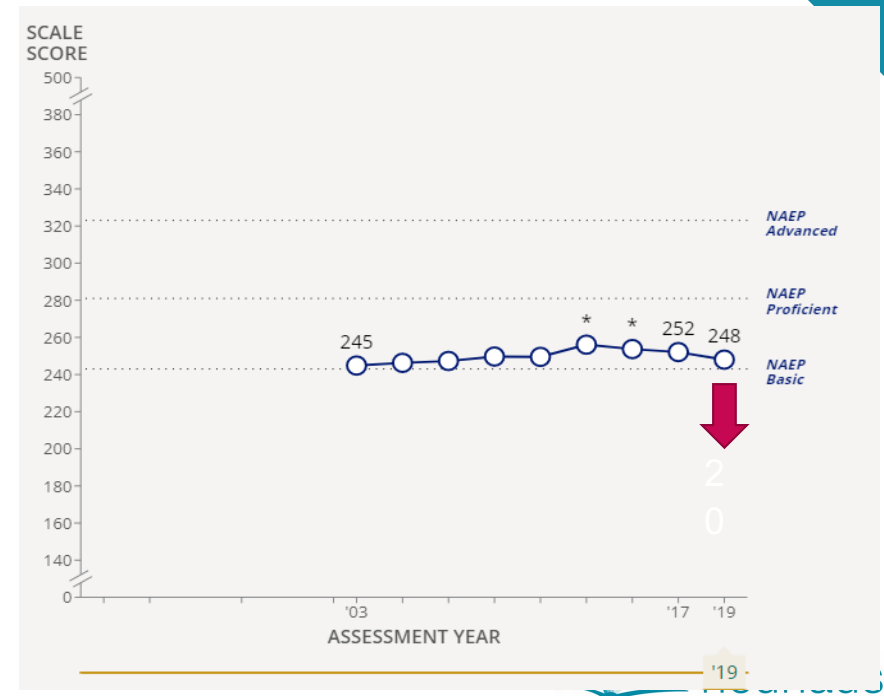
TENNESSEE: NSLP *Non-Eligible* and *Eligible* Eighth Grade Students' 2017-2019 Comparison of Reading Average Scores



Gr 8 NSLP Non-Eligible



Gr 8 NSLP Eligible



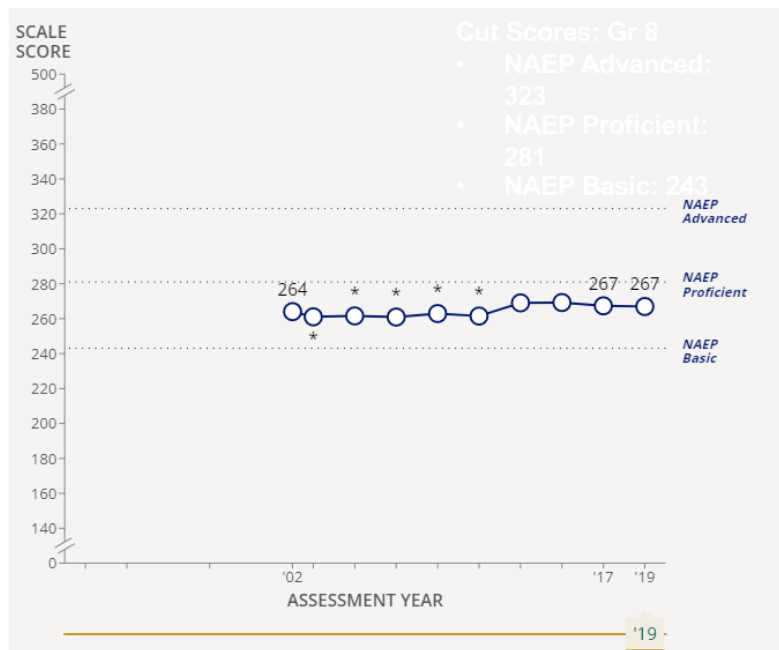
Source: <https://www.nationsreportcard.gov/reading/states/groups>



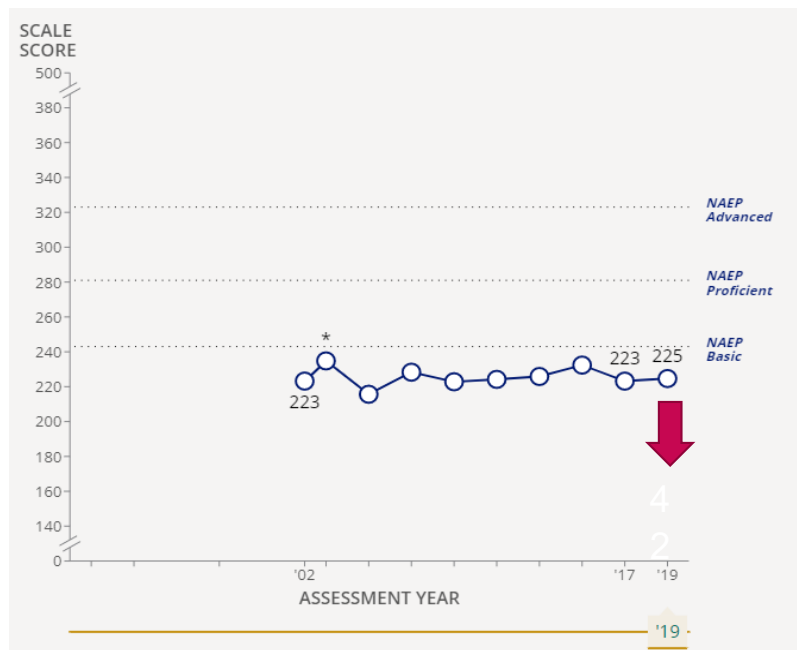
TENNESSEE: Eighth Grade Students *without disabilities* and *with disabilities* 2017-2019 Comparison of Reading Average Scores



Gr 8 Students without Disabilities



Gr 8 Students with Disabilities



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

If 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:

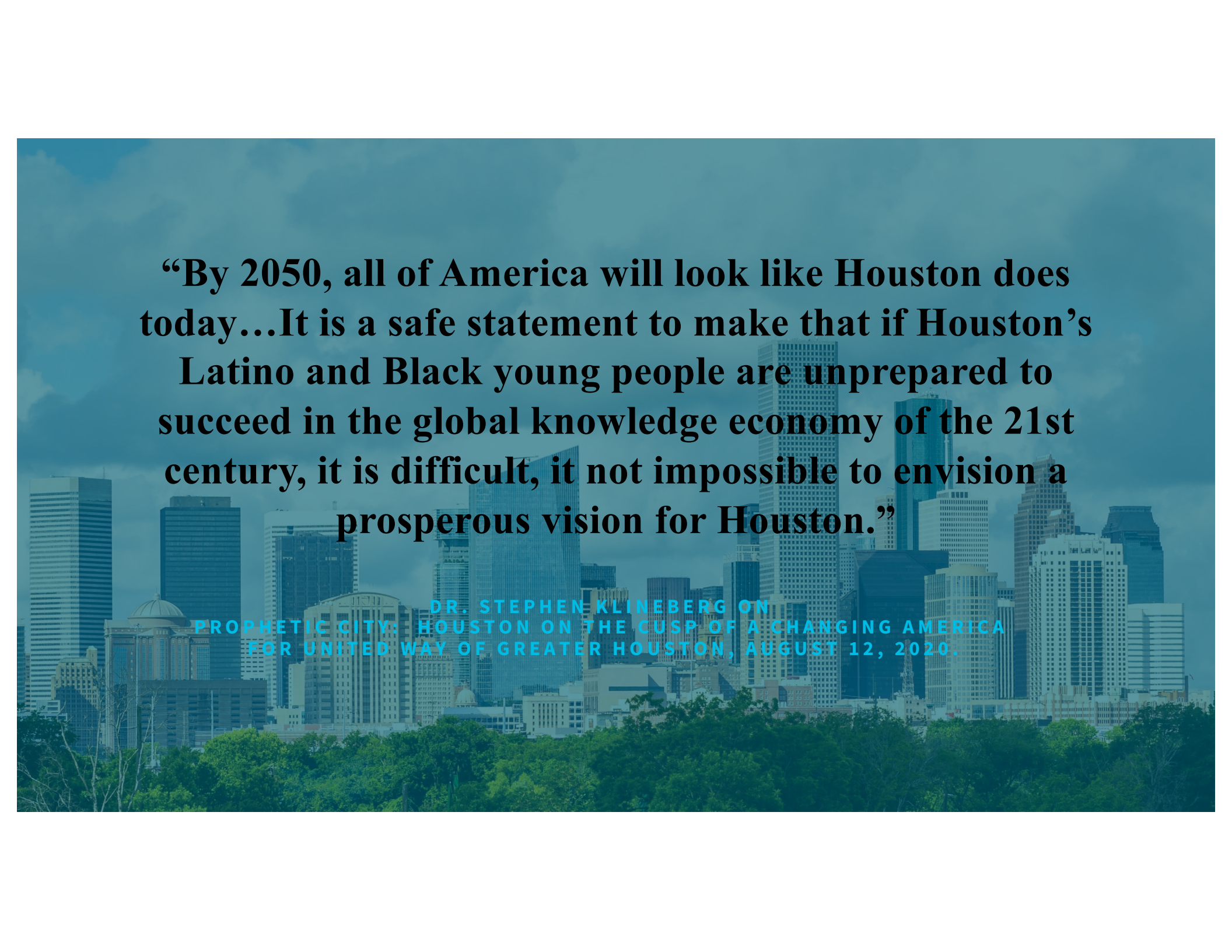
\$2.2 Trillion
Annually

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



Canary in the Mine



A photograph of the Houston skyline, featuring several prominent skyscrapers and a large green tree in the foreground. The image is overlaid with a semi-transparent blue filter. Centered on the image is a large, bold, black quote. Below the quote, in a smaller, light blue font, is the name of the speaker and the title of the event.

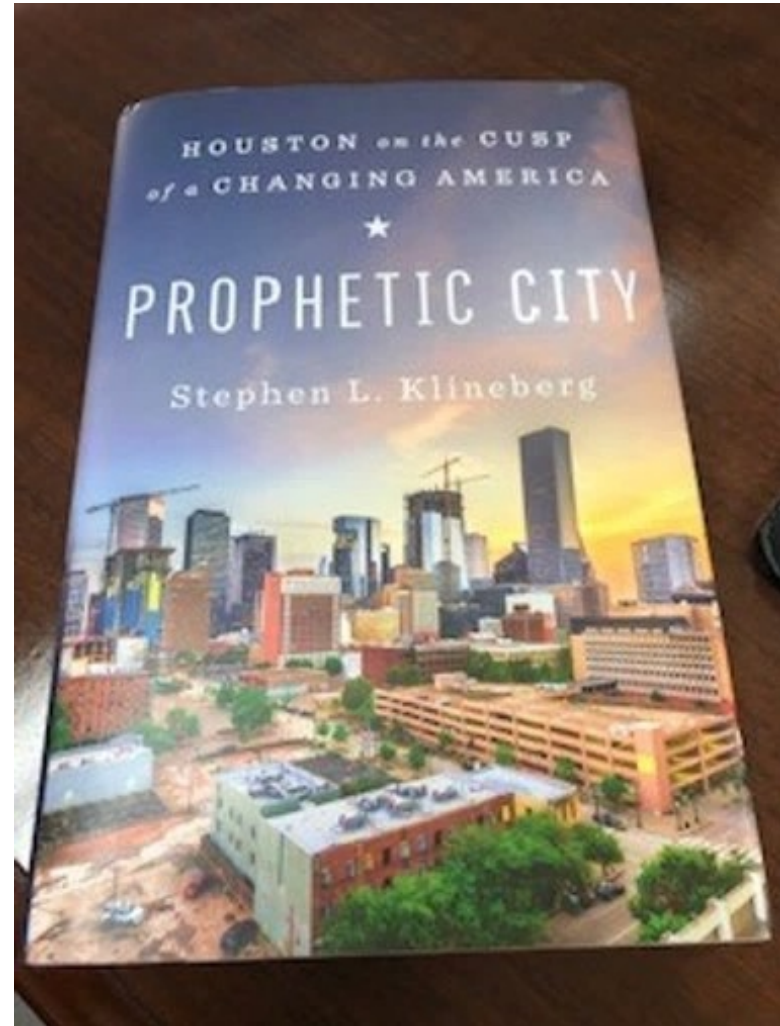
“By 2050, all of America will look like Houston does today...It is a safe statement to make that if Houston’s Latino and Black young people are unprepared to succeed in the global knowledge economy of the 21st century, it is difficult, it not impossible to envision a prosperous vision for Houston.”

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

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.

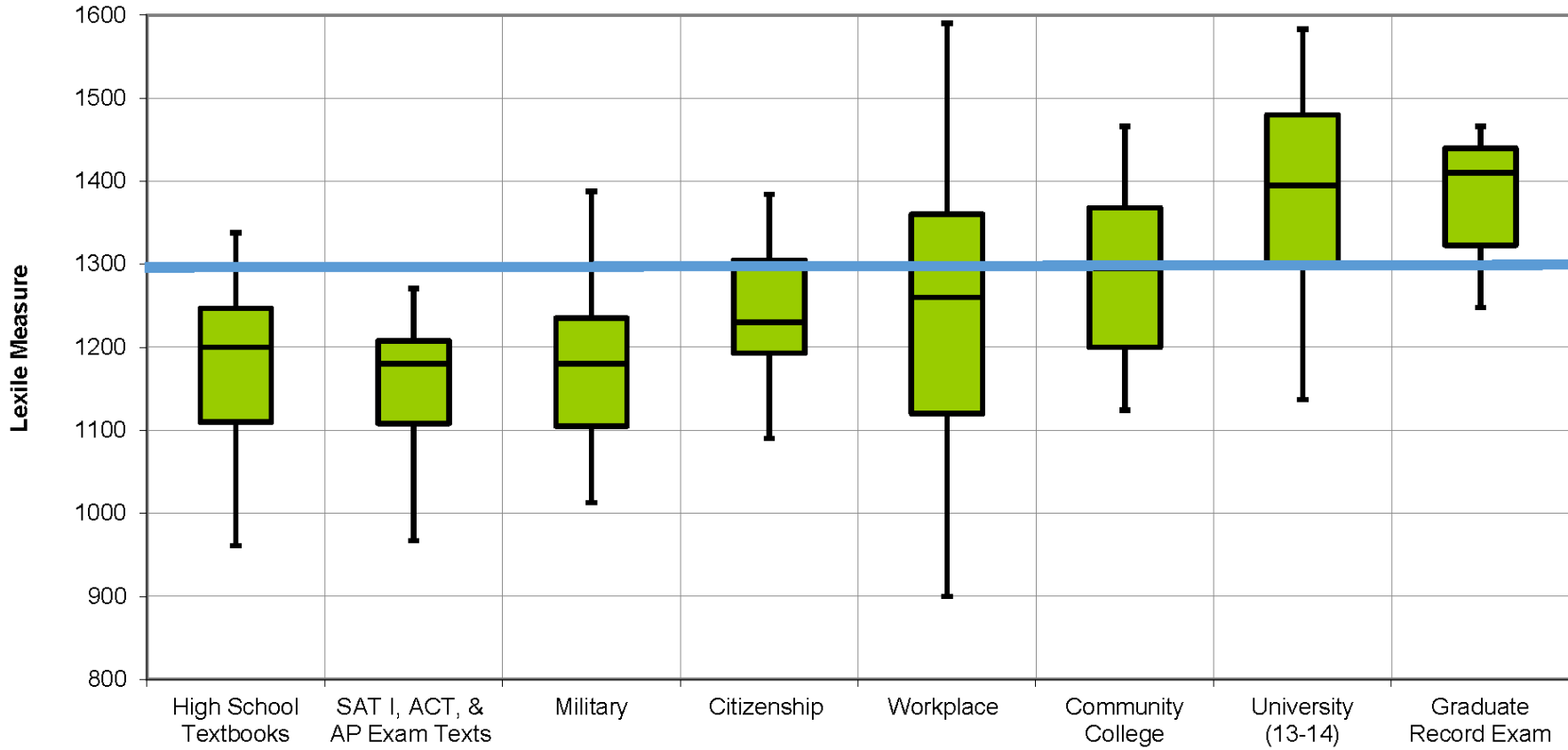
The resource of the knowledge economy is housed between the ears of the best and brightest people in America who can live anywhere.”

Dr. Stephen Klineberg - [Prophetic City: Houston on the Cusp of a Changing America](#). Sponsored by United Way of Greater Houston. August 12, 2020.



Lexile Text Demands

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

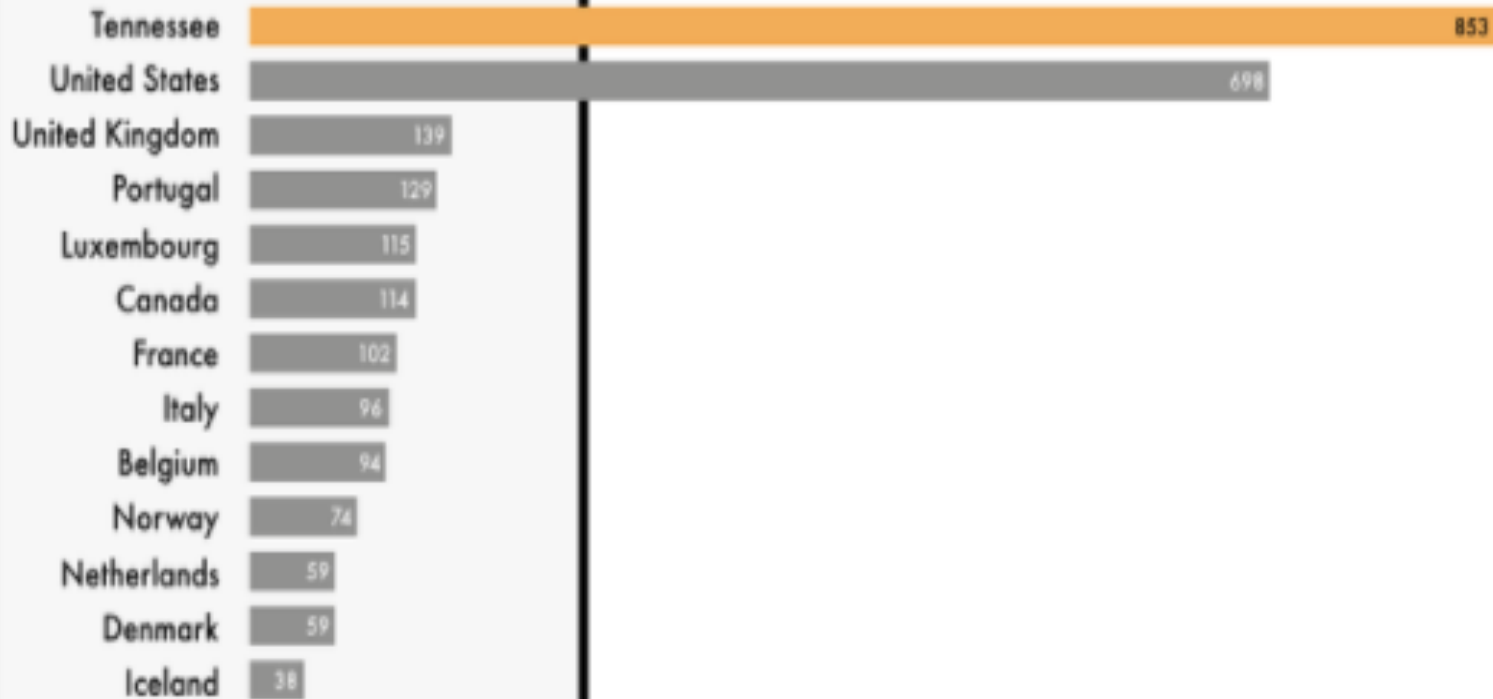


**The stakes are
incredibly high...**



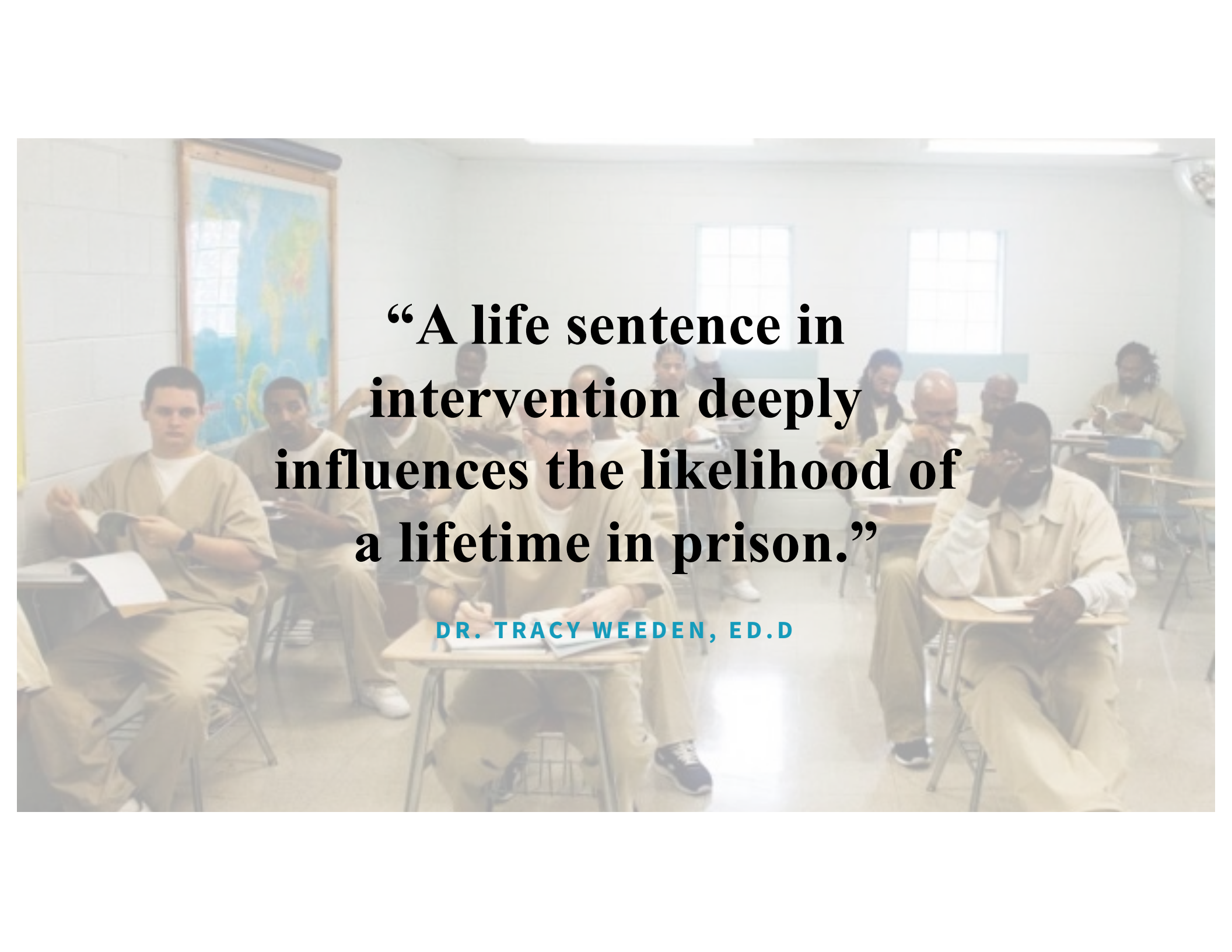
INCARCERATION RATES

COMPARING TENNESSEE
AND FOUNDING NATO COUNTRIES



Incarceration rates per 100,000 population

Source: <https://www.prisonpolicy.org/global/2018.html>

A group of men in light-colored prison jumpsuits are seated at individual desks in a classroom. They are engaged in reading or writing. The room features a map on the wall, windows, and fluorescent lighting. The text is overlaid in the center of the image.

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

DR. TRACY WEEDEN, ED.D

The First Step Act



Annals of Dyslexia (2021) 71:50–59
External evaluations for dyslexia: do the data support
parent concerns?

Timothy N. Odegard¹ & Tamera Hutchings¹ & Emily A. Farris¹ & Eric L. Oslund¹

Received: 26 February 2021 /Accepted: 8 March 2021 /Published online: 31 March 2021

This point gets at the heart of a barrier standing in the way of parent advocates and the research community establishing common ground. Collectively, we must acknowledge that the most fundamental problem we face is not dyslexia. The most fundamental problem is one that we all share—the majority of children in the U.S. are not proficient readers, and the vast majority of these children struggle with basic reading skills (Wang et al., [2019](#)).



Family Support

Support for Families of Struggling Readers



Adult Learners

Literacy Classes for Adult Learners



Educators

Professional Development and Certification Pathways Aligned with the Science of Reading






5 Essentials

University of Chicago Consortium on School Research

- **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** - The 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 are demanding and engaging and student engage students by focusing on application of knowledge



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

Initiative Overload!

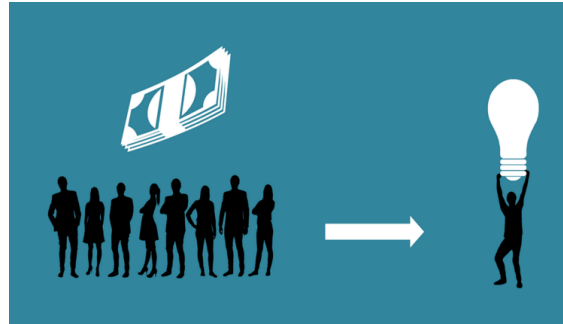




OUR SILO MENTALITY MAY BE GETTING OUT OF HAND.

TOM
FISH
BURNE

© marketoonist.com



Overcoming the Silo Effect



<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%

Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Non-Structured Literacy Approaches



Guided Reading (Burkins & Croft, 2010)

Reader's Workshop (Calkins, 2000)

Balanced Literacy, Four Blocs Literacy (Cunningham, Hall, & Sigmon, 1999)

Reading Recovery (Clay, 1994)

Leveled Literacy Intervention (Fountas & Pinnell, 2009)



neuhaus

EDUCATION CENTER

Teaching. Reading. Reaching.

All Hands on Deck!



Dr. Karen Mapp

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Dual Capacity Framework – Version 2

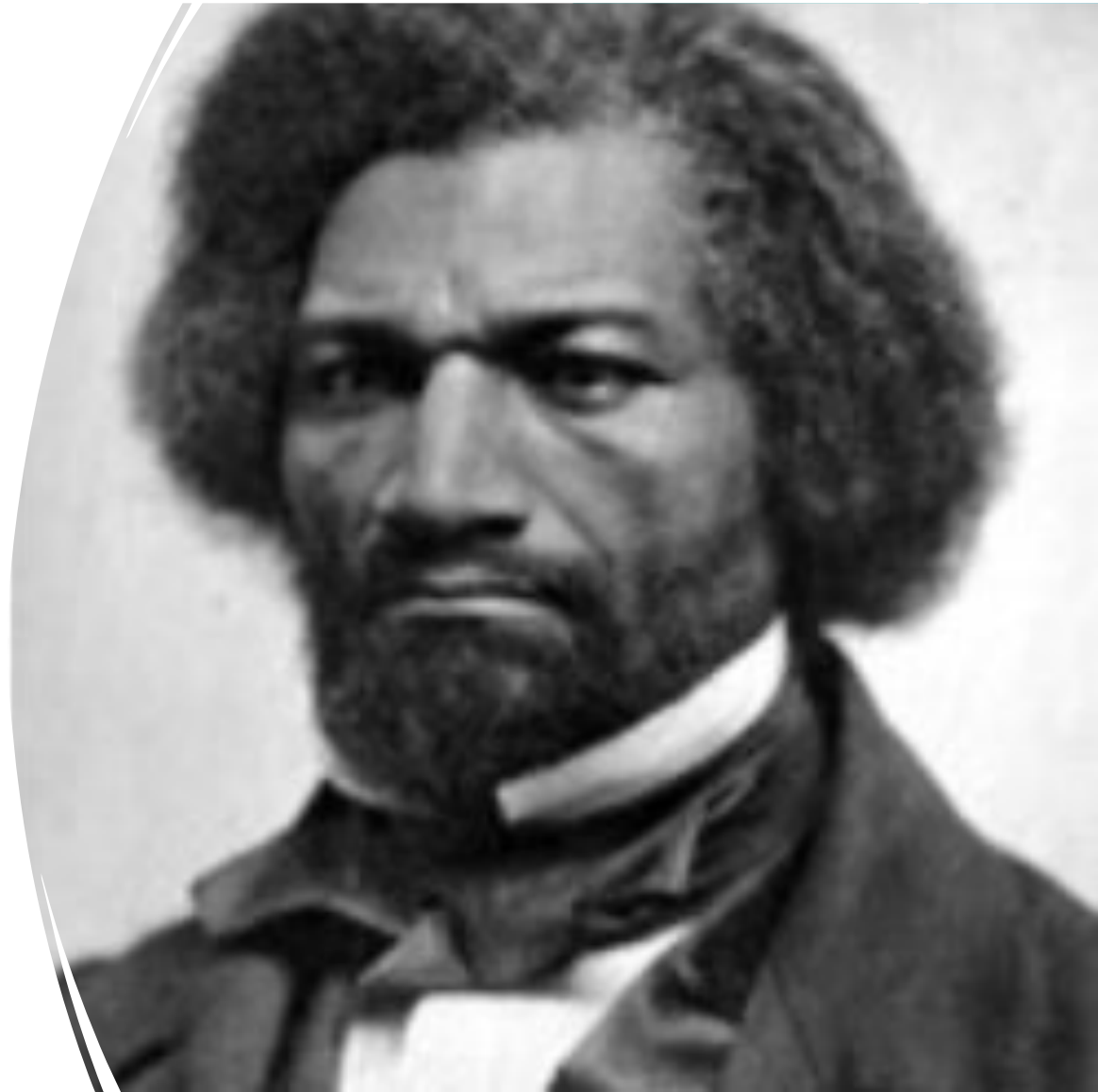
Closing the Perception Gap?

WE SURVEYS



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

— Frederick Douglass



Our Common Enemy

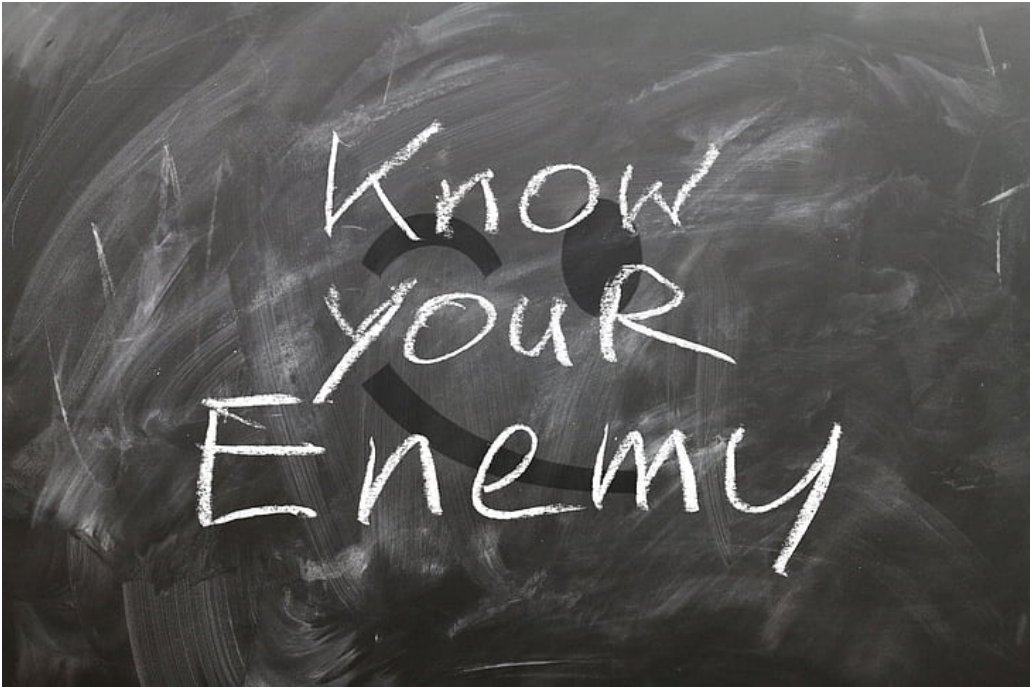
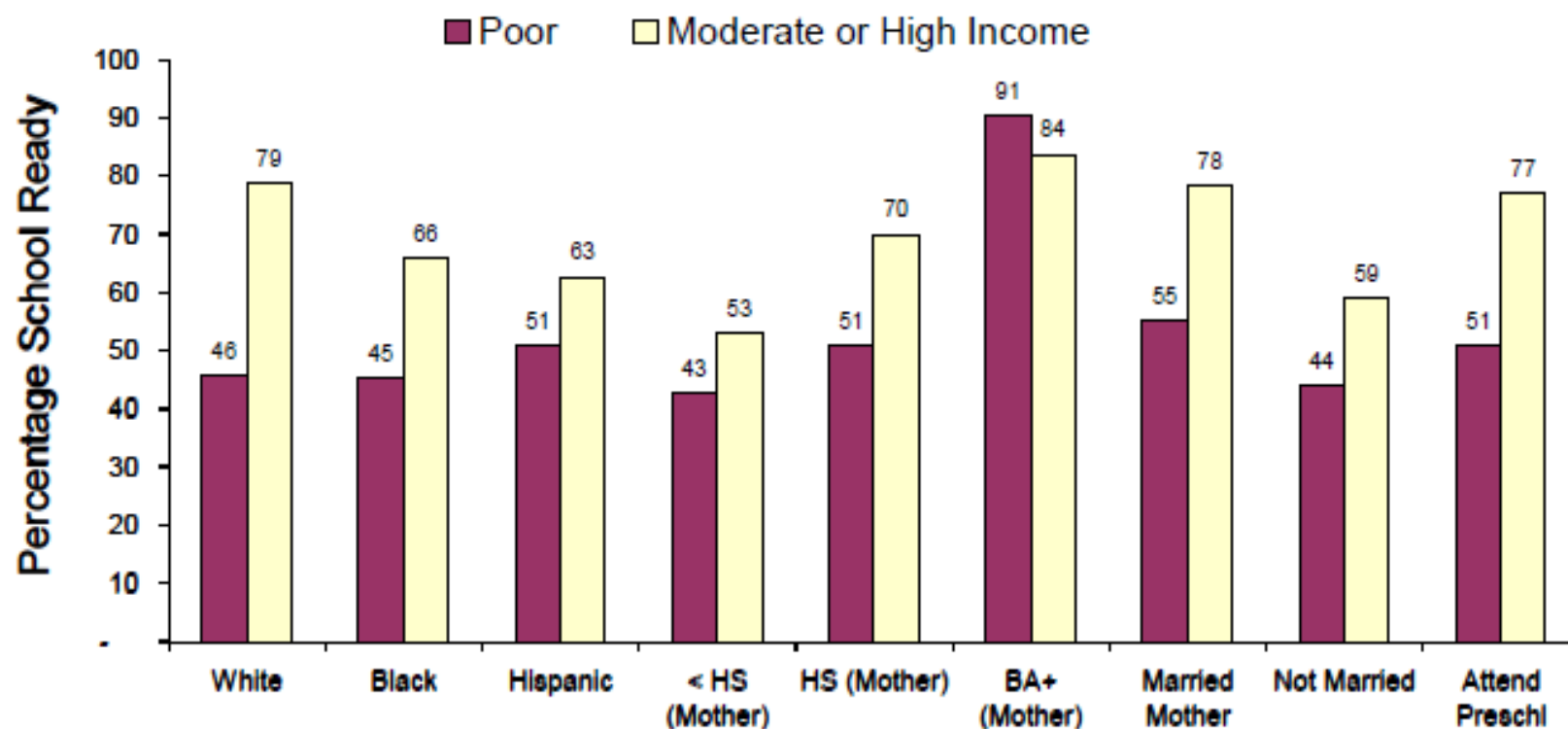


Figure 3: Likelihood of Being Ready for School at Age Five, by Poverty Status at Birth and Selected Child and Family Characteristics



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.

“The greater danger for most of us is not that our aim is too high, and we miss it, but that it is too low, and we reach it.”

- Michelangelo



LET'S CONNECT.



@weedentracy



@TracyLWeeden



tweeden@neuhaus.org

