

Envisioning Literacy Support in the High School

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Session Agenda

- ★ Establishing Background: Crisis in Adolescent Literacy
 - National, State and Local Data
 - Establish the need for support in HS
- ★ Explaining Landscape Theme/Padlet
- ★ La Crosse Secondary Literacy Landscape
 - Middle School and High School
- ★ Considerations when creating a model
- ★ What have you done/will you do?
- ★ Goal: Collaborative exploration via Padlet
 - <https://padlet.com/apaarens/xhw43og1336d>



Establishing Background: Crisis in Adolescent Literacy

NAEP 2017: Students scoring in the 50th percentile (269) for reading achievement are 12 points below proficient benchmark (281).

Based on this data, the average American 8th grade student *cannot*:

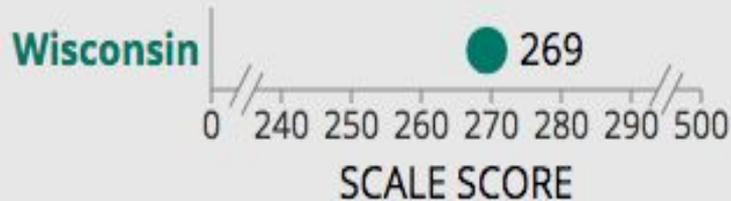
- ★ summarize main ideas and themes
- ★ make and support inferences about a text
- ★ connect parts of a text
- ★ analyze text features
- ★ fully substantiate judgments about content and presentation of content.



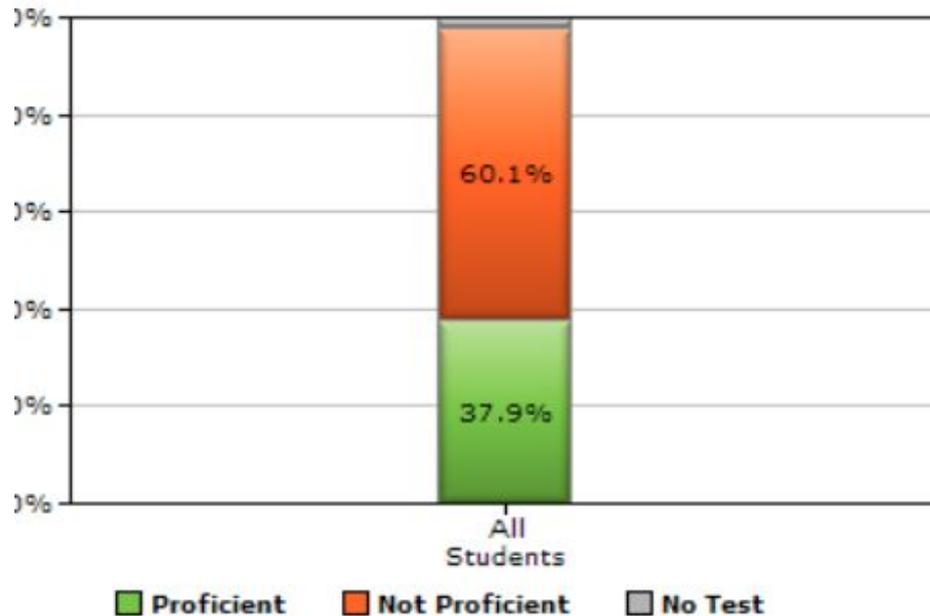
Wisconsin State Data from NAEP

Average score comparison between Wisconsin and other states/jurisdictions in eighth-grade NAEP reading: 2017

FOCAL JURISDICTION



Statewide 8th grade FORWARD 2017-2018



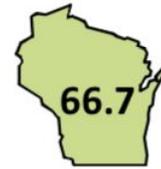
Row(s) with No Row Limit

By	Proficiency Level	Test Score Count	Group Test Count	Percent of Group
ts	No Test	1145	59553	1.9%
ts	Not Proficient	35817	59553	60.1%
ts	Proficient	22591	59553	37.9%

Local Data: Logan Middle School 2017-2018

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	50.7/100		61.7/100	
English Language Arts (ELA) Achievement	27.6/50		32.6/50	
Mathematics Achievement	23.1/50		29.1/50	
School Growth	55.5/100		66.0/100	
English Language Arts (ELA) Growth	27.3/50		33.0/50	
Mathematics Growth	28.2/50		33.0/50	
Closing Gaps	77.7/100		69.8/100	
English Language Arts (ELA) Achievement Gaps	39.1/50		34.8/50	
Mathematics Achievement Gaps	38.6/50		35.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	80.1/100		85.5/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	72.2/80		74.2/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	7.9/20		11.3/20	

Overall Score



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

School Information

Grades	6-8
School Type	Middle School
Enrollment	420
Percent Open Enrollment	4.8%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.2%
Asian	14.5%
Black or African American	4.5%
Hispanic/Latino	5.5%
Native Hawaiian or Other Pacific Islander	0.0%
White	64.0%
Two or More Races	11.2%
<i>Student Groups</i>	
Students with Disabilities	17.6%
Economically Disadvantaged	56.0%
English Learners	7.9%

Local Data: Logan High School 2017-2018

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	58.1/100		57.3/100	
English Language Arts (ELA) Achievement	30.5/50		29.8/50	
Mathematics Achievement	27.6/50		27.5/50	
School Growth	NA/NA		NA/NA	
English Language Arts (ELA) Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	
Closing Gaps	66.6/100		67.7/100	
English Language Arts (ELA) Achievement Gaps	14.0/25		17.4/25	
Mathematics Achievement Gaps	18.7/25		17.5/25	
Graduation Rate Gaps	33.9/50		32.8/50	
On-Track and Postsecondary Readiness	93.6/100		90.6/100	
Graduation Rate	93.6/100		90.6/100	
Attendance Rate	NA/NA		NA/NA	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	



School Information	
Grades	9-12
School Type	High School
Enrollment	763
Percent Open Enrollment	4.2%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.7%
Asian	11.1%
Black or African American	5.0%
Hispanic/Latino	5.0%
Native Hawaiian or Other Pacific Islander	0.0%
White	68.8%
Two or More Races	9.4%
<i>Student Groups</i>	
Students with Disabilities	16.1%
Economically Disadvantaged	44.8%
English Learners	3.5%



La Crosse local data, con't.

Logan High School STAR trends

Spanning 25%-35% proficiency

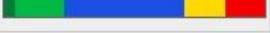
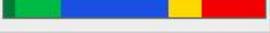
Logan High School - Cross Sectional

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	90+ PR	60-89 PR	20-59 PR	10-19 PR	1-9 PR
Grade 1	No data for this grade		-	-	-	-	-	-
Grade 2	No data for this grade		-	-	-	-	-	-
Grade 3	No data for this grade		-	-	-	-	-	-
Grade 4	No data for this grade		-	-	-	-	-	-
Grade 5	No data for this grade		-	-	-	-	-	-
Grade 6	No data for this grade		-	-	-	-	-	-
Grade 7	No data for this grade		-	-	-	-	-	-
Grade 8	No data for this grade		-	-	-	-	-	-
Grade 9	2018 - 2019 Grade 9		178	3% 6	25% 44	40% 71	10% 18	22% 39
	2017 - 2018 Grade 9		206	2% 4	23% 47	47% 97	15% 30	14% 28
	2016 - 2017 Grade 9		156	4% 7	32% 50	41% 64	11% 17	12% 18
	2015 - 2016 Grade 9		181	2% 3	25% 46	44% 80	14% 26	14% 26
	2014 - 2015 Grade 9		-	-	-	-	-	-
Grade 10	2018 - 2019 Grade 10		193	5% 10	24% 46	42% 81	15% 28	15% 28
	2017 - 2018 Grade 10		154	7% 11	31% 47	38% 59	7% 11	17% 26
	2016 - 2017 Grade 10		182	5% 10	27% 49	40% 72	13% 23	15% 28
	2015 - 2016 Grade 10		174	4% 7	26% 46	43% 75	13% 23	13% 23
	2014 - 2015 Grade 10		-	-	-	-	-	-

La Crosse local data, con't.

Logan Middle School STAR trends

Spanning 17%-27% proficiency

Grade 6	2018 - 2019 Grade 6		153	1% 2	18% 28	37% 57	16% 24	27% 42
	2017 - 2018 Grade 6		146	1% 2	23% 34	41% 60	18% 26	16% 24
	2016 - 2017 Grade 6		141	5% 7	12% 17	48% 68	12% 17	23% 32
	2015 - 2016 Grade 6		137	5% 7	20% 27	37% 51	15% 20	23% 32
	2014 - 2015 Grade 6		-	-	-	-	-	-
Grade 7	2018 - 2019 Grade 7		146	4% 6	19% 28	45% 65	12% 17	21% 30
	2017 - 2018 Grade 7		134	3% 4	19% 25	47% 63	15% 20	16% 22
	2016 - 2017 Grade 7		130	4% 5	26% 34	33% 43	12% 16	25% 32
	2015 - 2016 Grade 7		149	1% 2	20% 30	49% 73	16% 24	13% 20
	2014 - 2015 Grade 7		-	-	-	-	-	-
Grade 8	2018 - 2019 Grade 8		134	4% 5	19% 26	46% 61	16% 22	15% 20
	2017 - 2018 Grade 8		136	4% 6	18% 24	41% 56	13% 18	24% 32
	2016 - 2017 Grade 8		150	1% 1	19% 29	48% 72	17% 26	15% 22
	2015 - 2016 Grade 8		117	3% 3	25% 29	46% 54	15% 17	12% 14
	2014 - 2015 Grade 8		-	-	-	-	-	-



Qualitative Teacher Observations

Logan High School

- Students have trouble with comprehension and retention of what they read.
- Students are unwilling to read.
- They refuse to read outside of class.
- Students' don't use academic language.
- Students' writing is far below grade level, without syntax or grammar.
- Students don't have time management or planning skills.

Logan Middle School

- Students who need summer school do not attend.
- Students dislike reading.
- We do not have enough teachers to lower the class sizes to improve teaching and learning.
- Students do not know how to write grammatically correct sentences.
- Student work is not equal to their ability.
- Students are digital natives and are distracted by their iPads.
- Students struggle to be organized and to turn in work.



In your district...?

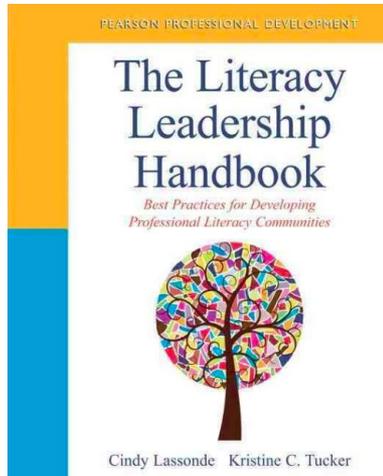
What does the adolescent literacy achievement landscape look like in your district?

How do you know?

What are the limits of your data?

Is your high school equipped to support and grow low-achieving students?

Creating the literacy landscape in your high school



Lassonde and Tucker (*The Literacy Leadership Handbook, 2014*) use a mosaic to present literacy coaching.

How do colors combine to create a landscape of adolescent literacy supports in your school and district?

Introduction of PADLET



Cezanne, Mount Sainte-Victoire



Steps Taken in the School District of La Crosse

1. Identification of problems by school and district personnel, high school literacy specialist position created
2. Examination of data and teacher observations of student struggles
3. Creation of support courses (next slide)
4. Team transition Meetings
5. Determine placement for support based on assessment data (STAR, Grades/GPA), teacher recommendation, behavioral and/or attendance issues
6. Schedule to include support course PLUS grade level English course



La Crosse Adolescent Literacy Landscape: Year One

Strategic Learning

- ★ Co-Taught ELA, SPED or ELL
- ★ Strategies for overall interdisciplinary support including reading comprehension, vocabulary development, test-taking strategies, collaborative group work, academic language use, study skills, organization, planning and time management

Read 180 Universal

- ★ Taught by ELA/1316 plus SPED TA
- ★ New edition of program aligned to CCSS with increased rigor, attention to NF texts, and individualized, targeted support via student application

Assessing Culture and Attitudes

What are the teacher attitudes toward reading instruction in your high school?

- ★ “This should have been taught and mastered before students get to high school.”
- ★ “This is not my job, I have no training in the teaching of reading because I’m a _____ teacher.”
- ★ “This is the job of the ELA department.”
- ★ “I’m ready to go/ I’ve been doing this for years.”
- ★ PADLET



Monet, Water Lilies

Administrative Support

- ★ Communication with administration?
- ★ District and Administrative goals for literacy; is this a priority?
- ★ District and Administrative goals and support for coaching
 - understanding of purpose and framework for coaching
 - Collaborative, growth mindset among teachers



Untitled Still Life, William H. Johnson

Model for Literacy Coaching

- ★ Reading support in the universal setting across the curriculum
- ★ Building trust and confidentiality
- ★ Coaching for student achievement, not teacher evaluation
- ★ Moving away from traditional models of high school instruction toward more student choice and buy-in



#18, Cy Thao



Universal Instruction and Curriculum Considerations

- ★ CCSS-aligned Tier I Curriculum
 - Responsive, evolving and rigorous
- ★ Universal Design for Learning
 - Requires *extensive* professional development for teachers
- ★ Social justice
- ★ Balance support to students who demonstrate a need, while ensuring equitable access to curriculum
- ★ PADLET

Content-Area Literacy and Disciplinary Literacy

- ★ Encourage and support *every* high school teacher to prioritize literacy
 - Make it a goal for coaching
 - Provide ongoing, high-quality professional development
 - Capitalize on teachers' expertise and experience
- ★ PADLET



Kandinsky, Landscape with two Poplars



Reading Assessment-Middle School

- ★ STAR
 - Regular testing school-wide, Lexile and individualized strategies provided
 - MS students don't take it seriously
 - limitations of computer-based standardized test
- ★ DRA
 - Individual administration, miscue analysis and fluency assessment
 - Only if we need more data and a closer analysis
- ★ AIMS web
 - All Tier 3 interventions
 - Weekly assessments with graphs evaluated by Lit specialist and School Psych.



Reading Assessment - High School

Which assessments are most informative and practical for high school?

- ★ STAR
 - Regular testing school-wide, Lexile and individualized strategies provided
 - High school students don't take the test seriously
 - limitations of computer-based standardized test
 - SRI
 - Scholastic Reading Inventory
- ★ IRI (Burns & Roe, 2011)
 - Short passages
 - Individual administration, miscue analysis and fluency assessment
- ★ Burke Reading Interview, Retrospective Miscue Analysis (Goodman, Y., Watson, D. & Burke, C., 2005)
 - Qualitative data on reading behaviors and attitudes

Practical Considerations for Planning

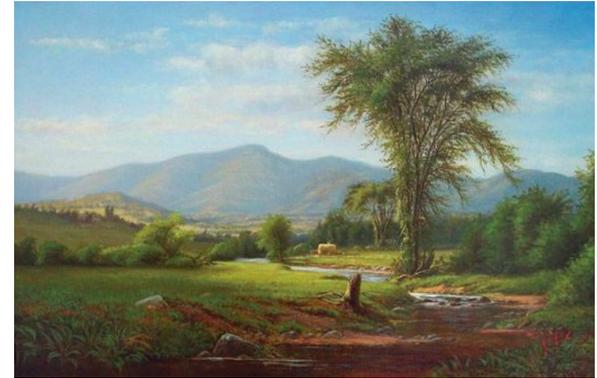
- ★ Course approval (District, DPI)
- ★ Building time into the school day for support
- ★ Teacher training, materials and budget, “load”
- ★ Course for elective credit, grading
- ★ Building upon RtI structures from Middle School
- ★ Communication with families/parents



Jose Maria Velasco, The Valley of Mexico from the Santa Isabel Mountain Range

Support Courses

- ★ Process for identifying students
 - Strategic Learning model - assessment-driven, small group, cross-disciplinary
 - Read 180 Universal - targeted intervention
- ★ Elective credit, flexible moving in and out of class
- ★ Pass/Fail grading
- ★ Transitioning students to TISH



Untitled, Laura Woodward

Stages of Adolescent Development

adapted from the ACT for Youth Center of Excellence publication **Stages of Adolescent Development** by Sedra Spano



Stages	Early (10-14 yrs.)	Middle (15-16 yrs.)	Late (17-21 yrs.)
Identity Development	Emerging identity Moodiness Peer group influence	Self-involved Stronger independence Withdrawing from parents	Ability to delay gratification Thinking through ideas Self-reliance Independent decision making empathy
Cognitive Development	Interest in present, near future, little future planning	School-related anxiety emerges More intellectual interests	Concern for future
Ethics and Self-Direction	Rule and limit testing Limited abstract thinking	More consistent conscience Goal-setting Role models	Goal-setting with follow through Self-regulation and Self-esteem

K-12 Transitions and Partnerships

- ★ Communication and processes in place for transitioning students 5-6 or 6-7 (elementary-middle) and 8-9 (middle-high)
- ★ What are the advantages of having a system in place?
- ★ What is required? Assessment, artifacts, teacher meetings, etc.



Field Beach, Mary Blood Mellen



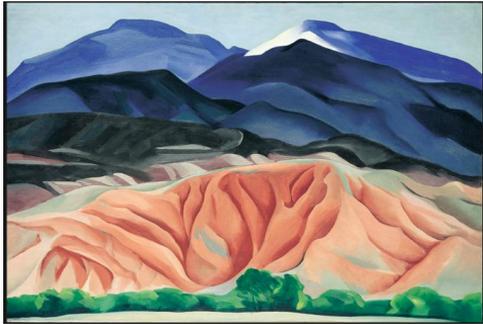
Teacher Education

- ★ Partner with local university teacher training program to build literacy pedagogy into secondary pre-service teacher education
- ★ Focus area for PDS and working with secondary student teachers



Jefferey Pine, Sentinel Dome
Ansel Adams

What does your HS literacy landscape look like?



Black Mesa Landscape, Georgia O'Keefe

- ★ What beliefs are reflected in your landscape?
- ★ Do your district/school priorities (equity, best practices, transaction model of literacy) play a role in your supports for high school students?
- ★ How do the pieces fit together into one cohesive mission?



House and Ploughman, Vincent Van Gogh



Questions ?

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