Literacy for Learning

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When we leave here today

- ✓ **Why** …We must teach literacy skills.
- ✓ **Believe** – We can raise student achievement!
- ✓ **Hope** – You can do it too!
- ✓ **Commitment**…We will teach literacy skills.

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Teachers

2/3

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Principals

2/5

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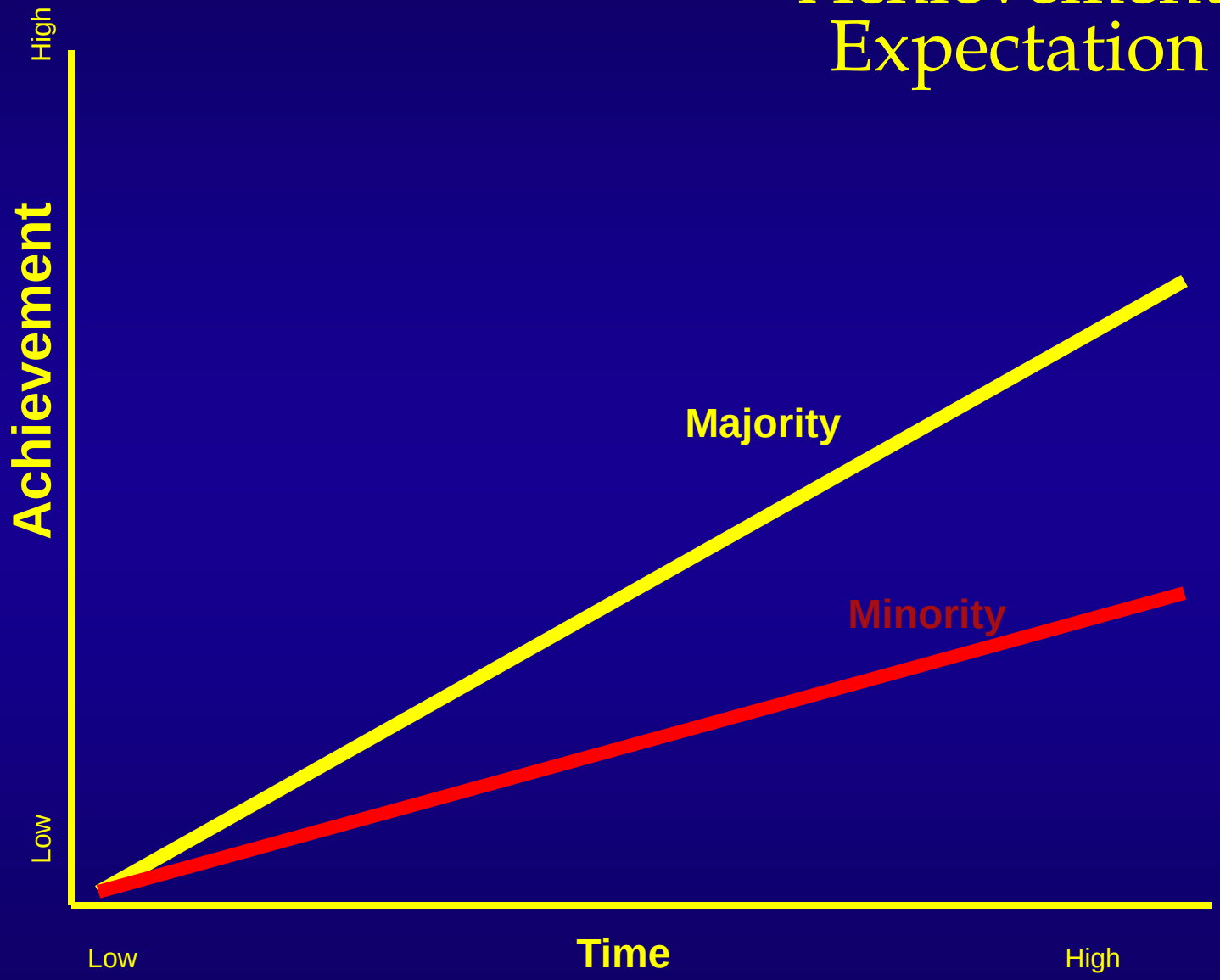
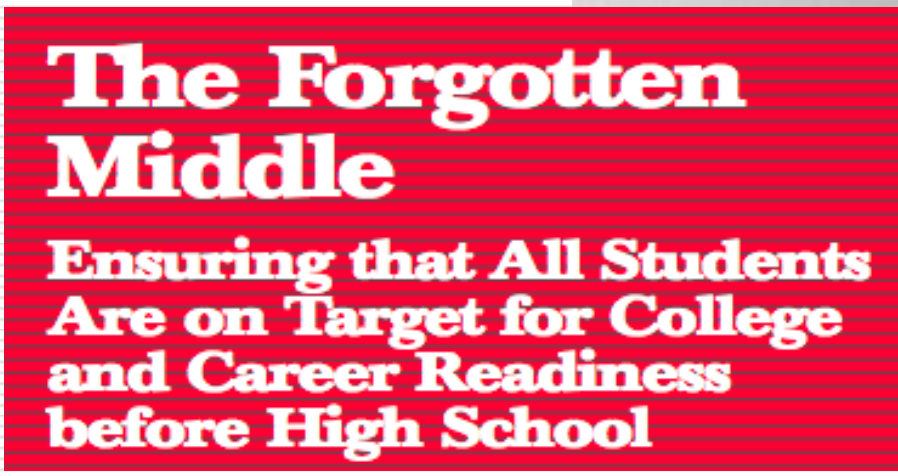
Achievement Gap
Expectation Gap



On-Target - College- and workplace-ready

1/5



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Dropouts

Successful students don’t drop out!

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Our mission

We must do for other peoples' children what we would want done for our own.

Vision

If we don't have a vision for what our students can achieve, who does?

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Whatever it takes!

School are places where…

…students learn and grow.

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Why literacy?

"We cannot learn from what we cannot read."

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why literacy

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Why literacy?

"An eighteen-year-old who is not college-ready today has effectively been sentenced to a lifetime of marginal employment and second-class citizenship."

Wagner and Keegan, 2006

Literacy

The gateway skill.

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Authentic Literacy

1. Reading
2. Writing
3. Thinking
4. Discussing

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Why literacy!

- ✓ Most difficult
- ✓ Biggest payoff

At the secondary level…

Literacy is like a transplanted organ.

We must take anti-rejection medication.

American Journal of Transplantation

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Why not literacy?

1. No need
2. No time
3. Know

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Literacy for Learning

- ✓ Raise Student Achievement
- ✓ Improve Teaching
- ✓ Promote long-term, sustainable, school wide improvement

If we do not address literacy needs…

We are dancing around the problem!

Dancing around the problem

- ✓ Ninth grade academies
- ✓ Small Learning communities
- ✓ Professional Learning Communities
- ✓ Career Academies
- ✓ Advisory Programs
- ✓ Laptop Initiatives

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Why literacy!

Literacy instruction is about good teaching!

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Why literacy!

Literacy is about students, not adults!

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Literacy is best…

- ✓ Taught every year…
- ✓ In content areas
- ✓ Invisible

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Neediest students

We have a large number of at-risk students because we engage in risky behavior.

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Risky Behavior

- ✓ K-3
- ✓ Wait too long
- ✓ Spend on intervention
- ✓ Only for the neediest

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Solution = Dual Strategy

- ✓ Long-term
- ✓ Short-term

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Hope

You can do it too!

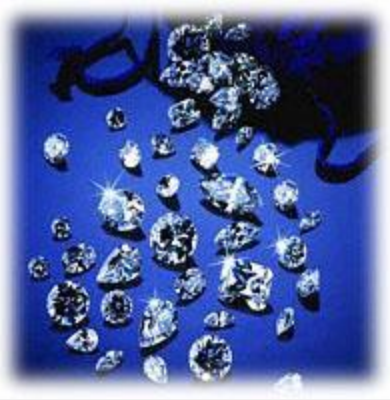
With the same students

Hope

You can do it too!

With the same students

With the same staff



Acres of Diamonds

DNA

Every school has its own!

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Failing School

February 2000

Stuart is a "failing school."

Essential Questions

- Can a failing school succeed?
- Can the culture of a school change?
- Can the changes be sustained?

J.E.B. Stuart High School

Demographics

- 93% minority
- 66% second language learners
- 70% poverty
- 30% mobility rate

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An international student body…

88 countries

66 languages

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An international student body…

Stuart has no ethnic majority

- 40% Hispanic
- 12% White
- 14% Middle Eastern
- 21% Asian
- 10% Black
- 3% Other

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Indicators of poor performance – Academic Achievement

- High "D" and "F" rates
- 76% or 3 of 4 students read below grade level
- Passed only 1 of 11 end-of-course exams in 1998
- SAT's were the lowest in school system
- Low expectations
- Two schools in one

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Indicators of poor performance – Student Behavior

- Poor attendance
  - 89 % attendance = 24 days per year
  - system average was 95%
- Poor discipline but high suspension rates
- Gang problems
- "Drop-ins"
- Retention Rate
- Declining enrollment in elective programs

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SOP

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Four years later

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Important to note

Demographics remained consistent for a decade.

No changes in boundaries

No magnet programs

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Over a nine year period there was continuous progress.

Reading scores rose from **64%** to **94%**

Same student population

Same teachers

Over a nine year period there was continuous progress.

Algebra scores rose from **32%** to **98%**

Same student population

Same teachers

Over a nine year period there was continuous progress.

History scores rose from **27%** to **96%**

Same student population

Same teachers

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Breakthrough High Schools

J.E.B. Stuart High School

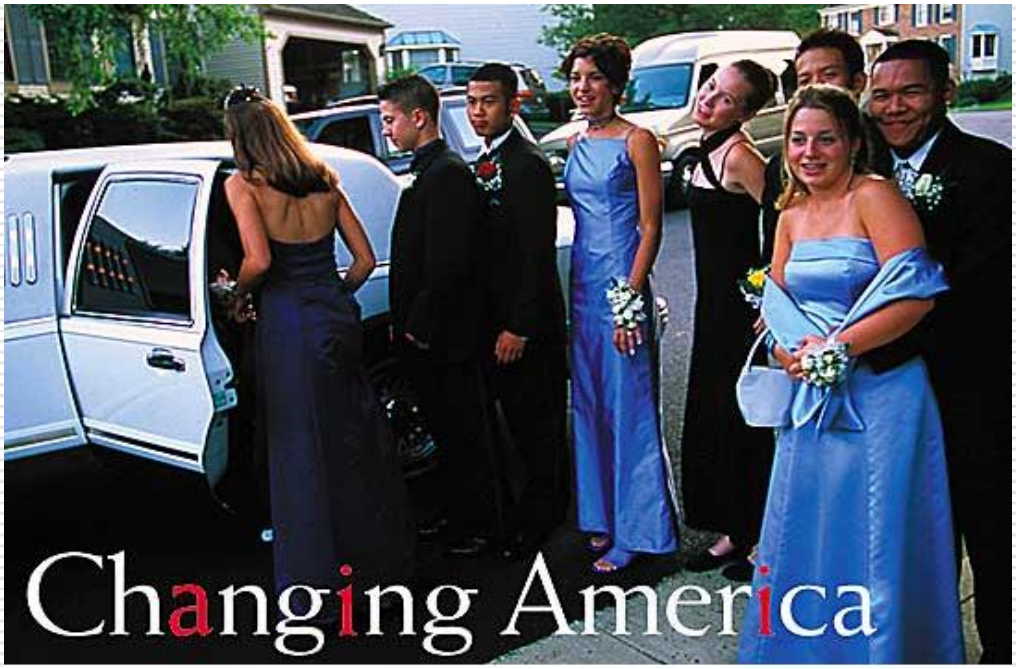
"Your school is a **national model** that others can only attempt to emulate. Your high school is one of a few in America that is actually accomplishing what many educators are trying to do, helping students from disadvantaged backgrounds beat the odds against them."

Dr. Gerald N. Tirozzi
Executive Director
NASSP

Stuart High School
Awards and Recognition

NATIONAL GEOGRAPHIC MAGAZINE

Changing America: A High School Melting Pot



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Stuart High School
Awards and Recognition

BILL & MELINDA GATES *foundation*

Bringing innovations in health and learning to the global community

National Finalist 50-50-90-90 Study

Selected as one of 12 finalist nationwide in the 50-50-90-90 study of the Bill and Melinda Gates Foundation. The study was conducted by NASSP staff in collaboration with researchers from the Education Alliance at Brown University. A national call for high schools serving at least 50% low income and minority students and graduating and sending to college at least 90% of their students yielded a large number of nominations.

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Stuart High School
Awards and Recognition

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One of the original six Breakthrough High Schools

One of thirty-nine schools featured in Breaking Ranks II

The only Virginia school

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Stuart High School
Awards and Recognition

Model High School

The International Center for Leadership in Education has identified the J.E.B. Stuart High School as one of 30 model high schools in the country to be showcased nationally in the *Bringing Best Practices to Scale* project sponsored by the Bill & Melinda Gates Foundation, the Council of Chief State School Officers, and the International Center for Leadership in Education. The project is designed to bring effective education practices to scale by gathering and sharing information from and about high schools that have been most successful at providing *all* students with a rigorous and relevant education.

Stuart High School
Awards and Recognition

Your school has been identified as a potential pilot school for our study which focuses on the combination of course taking, curriculum and instruction that can prepare all students for postsecondary education. You have been selected on the basis of your student's performance on state/district assessments, graduation rates, demographics and mission. Already your school has shown progress in moving students along this academic pipeline; while other schools still struggle.

The Education Trust

Pilot High School

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Stuart High School
Awards and Recognition

INTERNATIONAL BACCALAUREATE ORGANIZATION

IBNA Inspiration Awards 2004

Education is by its nature a collaborative endeavor, and we are often inspired by what we learn from other educators. This seems particularly true in the IB world, with its tradition of sharing, and through the enormous generosity that IB practitioners have shown each other over the years. Often these acts are unseen and unsung, but they animate the education profession and represent the essence of the IB spirit. For these reasons, these stories need to be told.

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Rather be B-A-D...

than be embarrassed

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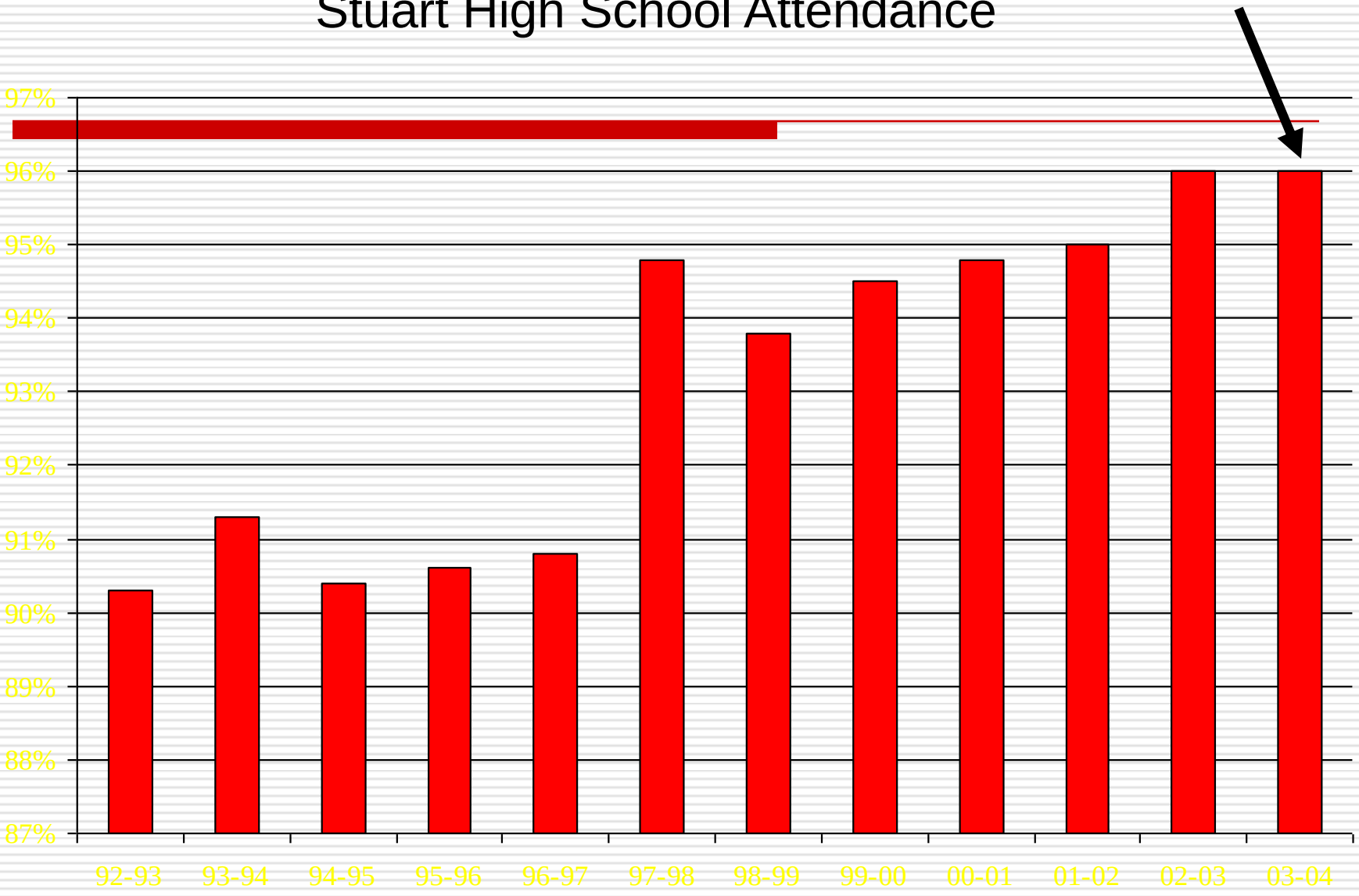
Stuart High School Attendance



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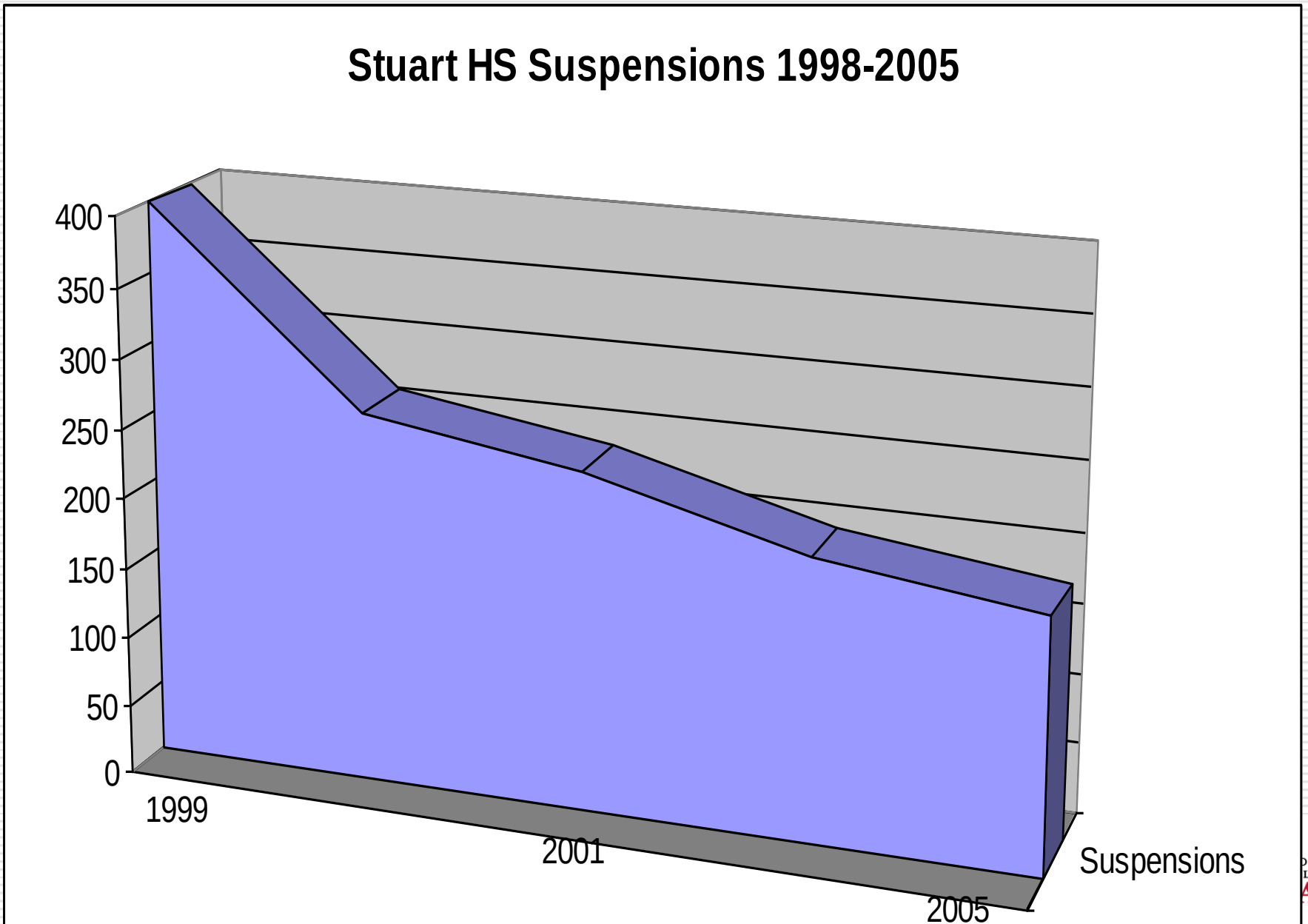
Suspension rates



1997-98 ninth grade retention rate?

14%

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2004-05 ninth grade retention rate?

3%

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These changes were not easy

Time

Focus

Hard Work

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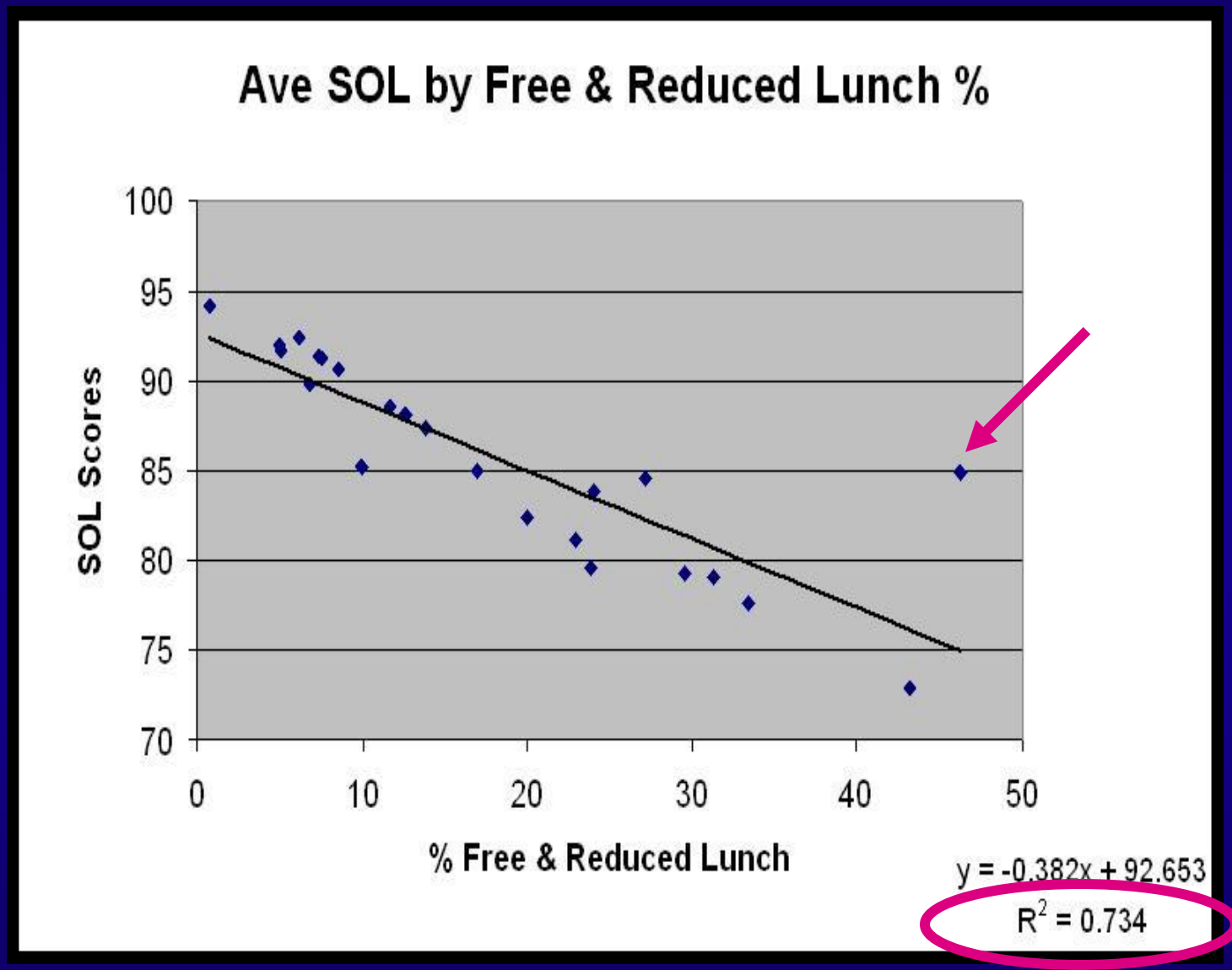
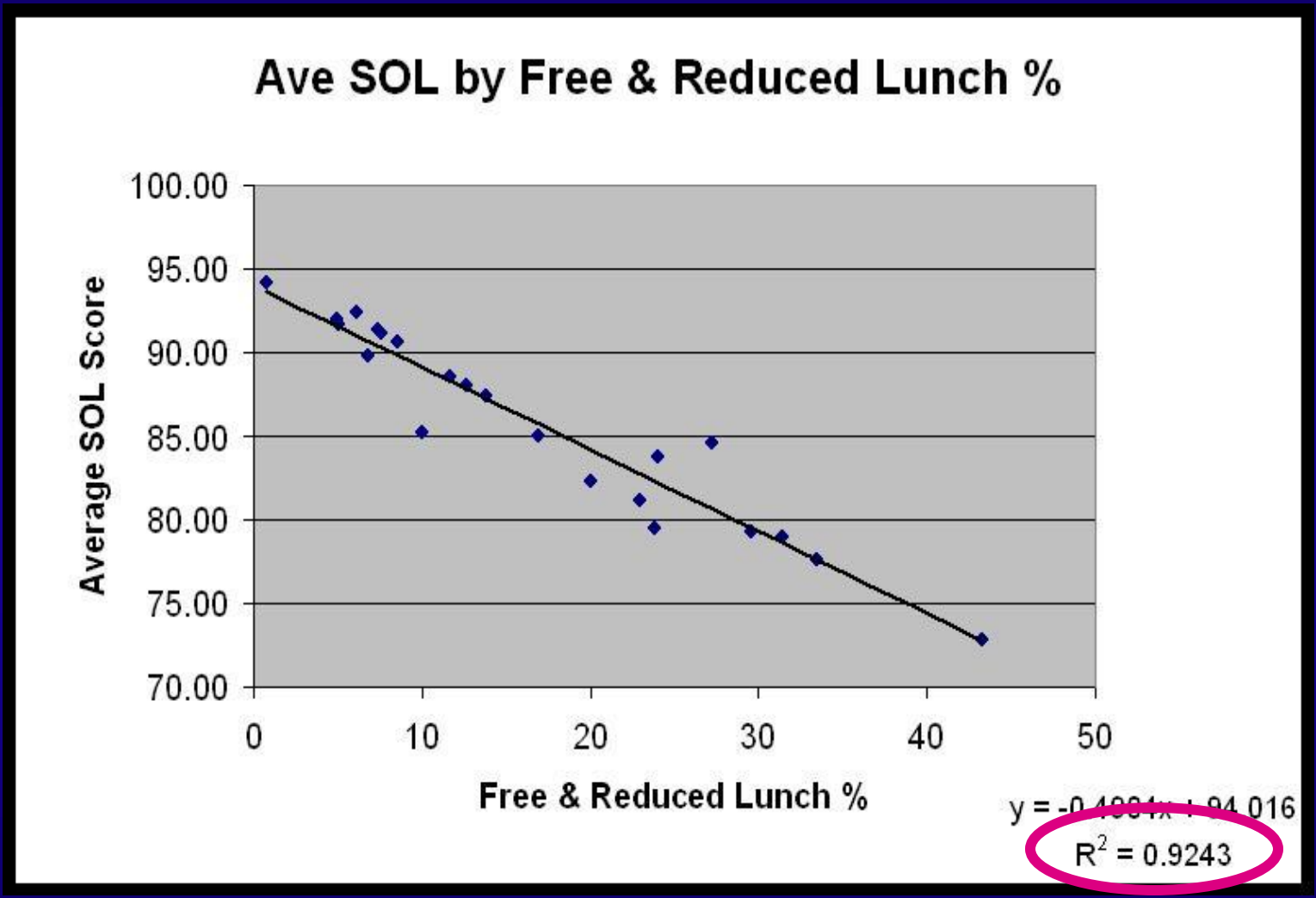
Demography is not destiny!

State Scores by Free & Reduced Lunch



State Scores by Free & Reduced Lunch



Demography is not destiny!

R – A – G – S

Reading

Attendance

Grades

Safe School

Schools can make these changes

- ✓ Time
- ✓ Setting
- ✓ Methods
- ✓ Course Sequence

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Given time,

all students can learn.

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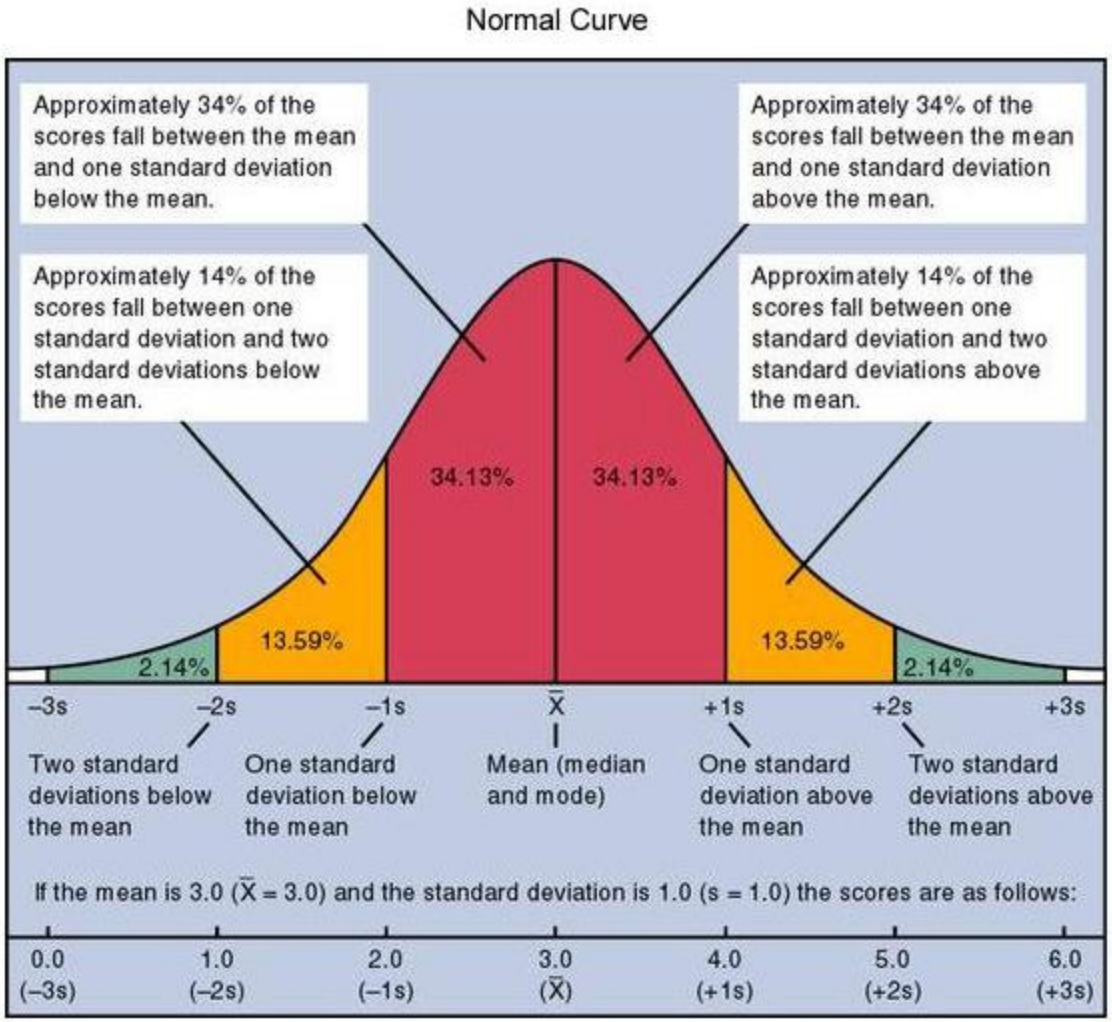
If time is held constant, this is what student achievement will look like – a bell curve.



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- ✓ Time to learn
- ✓ Time to teach

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"If the first assumption we make is false, then every behavior after that is wrong."

Time

Dr. Lauren Resnick

Institute for Learning

Univ. of Pittsburgh

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It's not about ability!

Dr. Lauren Resnick

Institute for Learning

Univ. of Pittsburgh

Effort

creates

Ability

Time

"Maximizing learning time is one of the most effective means for increasing student achievement."

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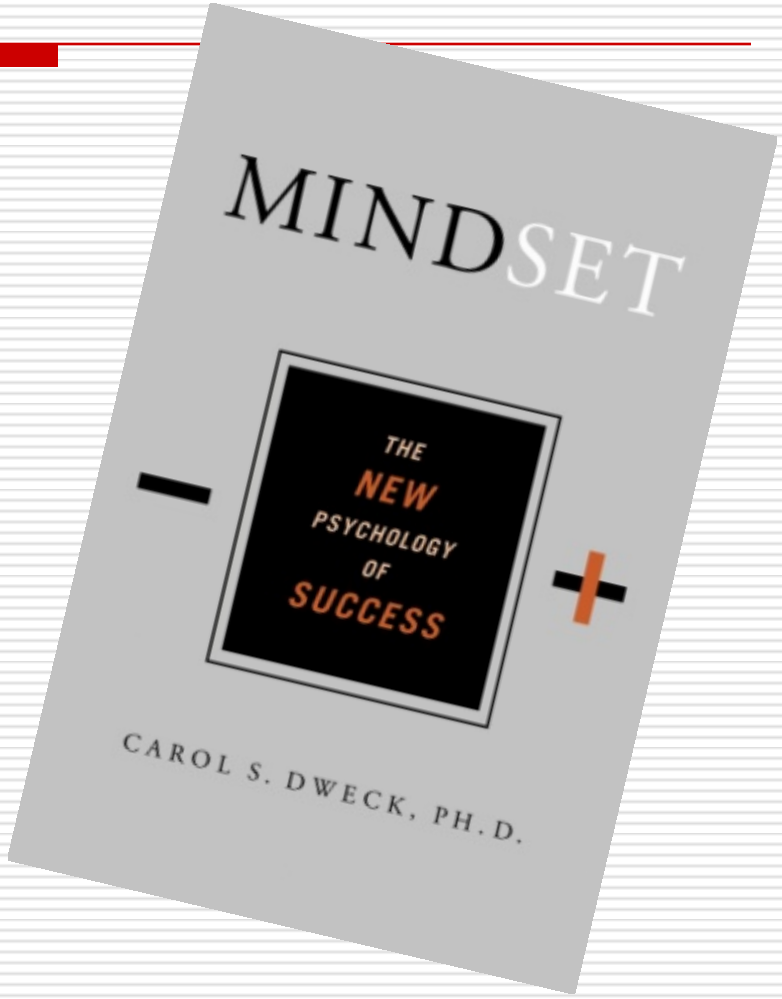
Time

Mindset



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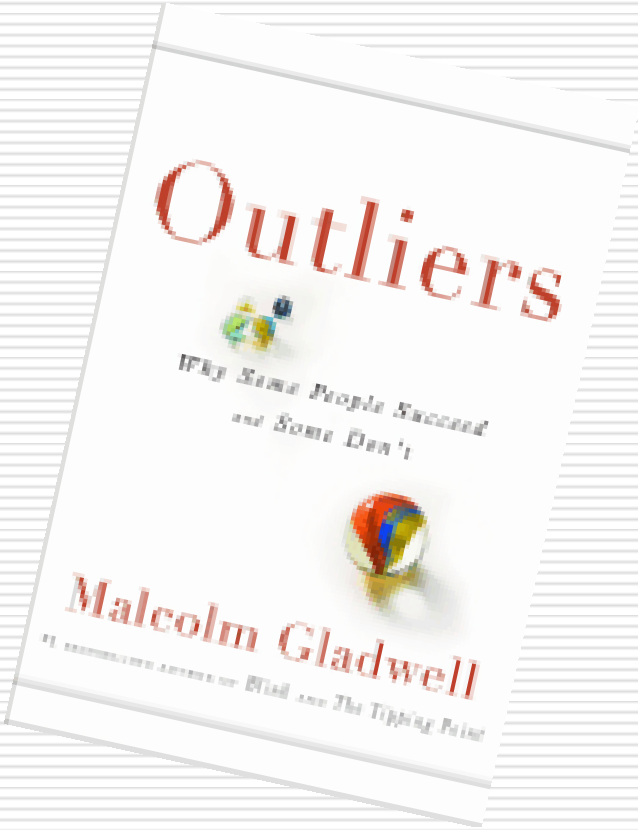
Time

Outliers



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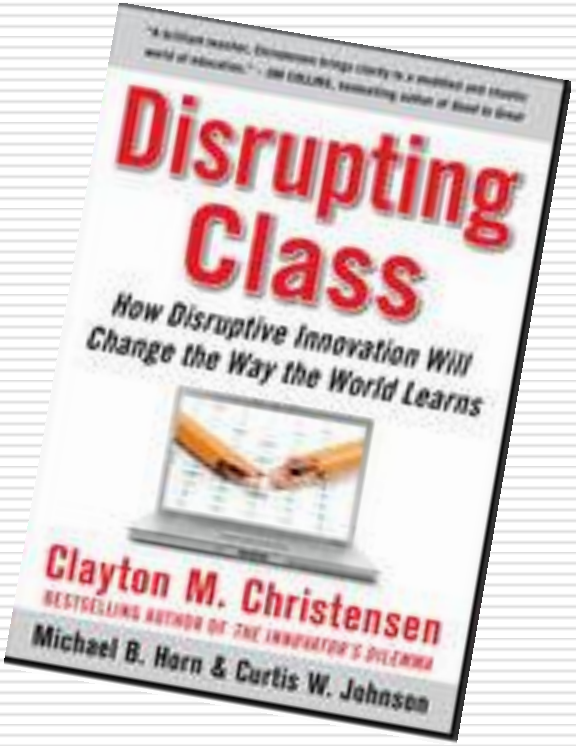
Time

Disrupting Class



Time

Time

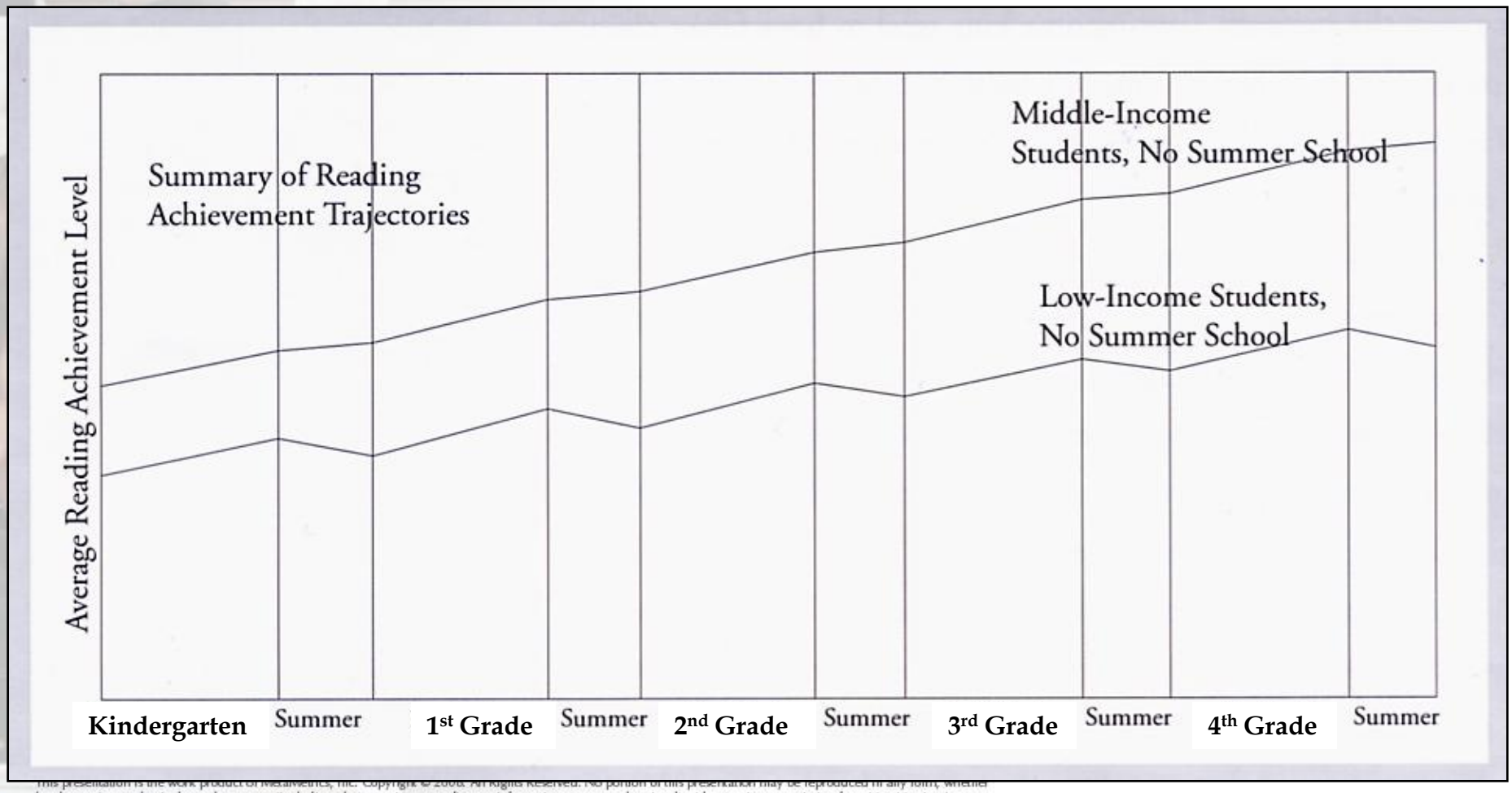
Two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. (Alexander et al, 2007)

Time

Utilizing the Lexile Framework

Cumulative Effect of Summer Learning Loss

Fairchild, R. McLaughlin, B. & Brady, J. (2006). Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning. Baltimore, MD: Center for Summer Learning.



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Achievement Gap

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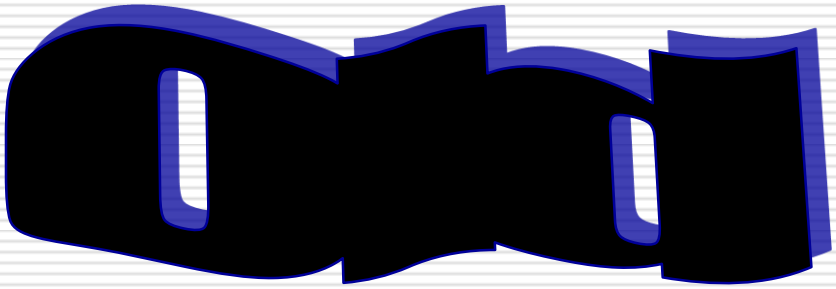
Time

Time is relevant.

Outcomes are absolute.



Time was a constant.

Achievement was a variable.

Time is a variable.

Achievement is a constant.

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"If we keep doing what we have always done, we will keep getting what we have always gotten."

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Same lessons

Same methods

Same setting

Same time frame

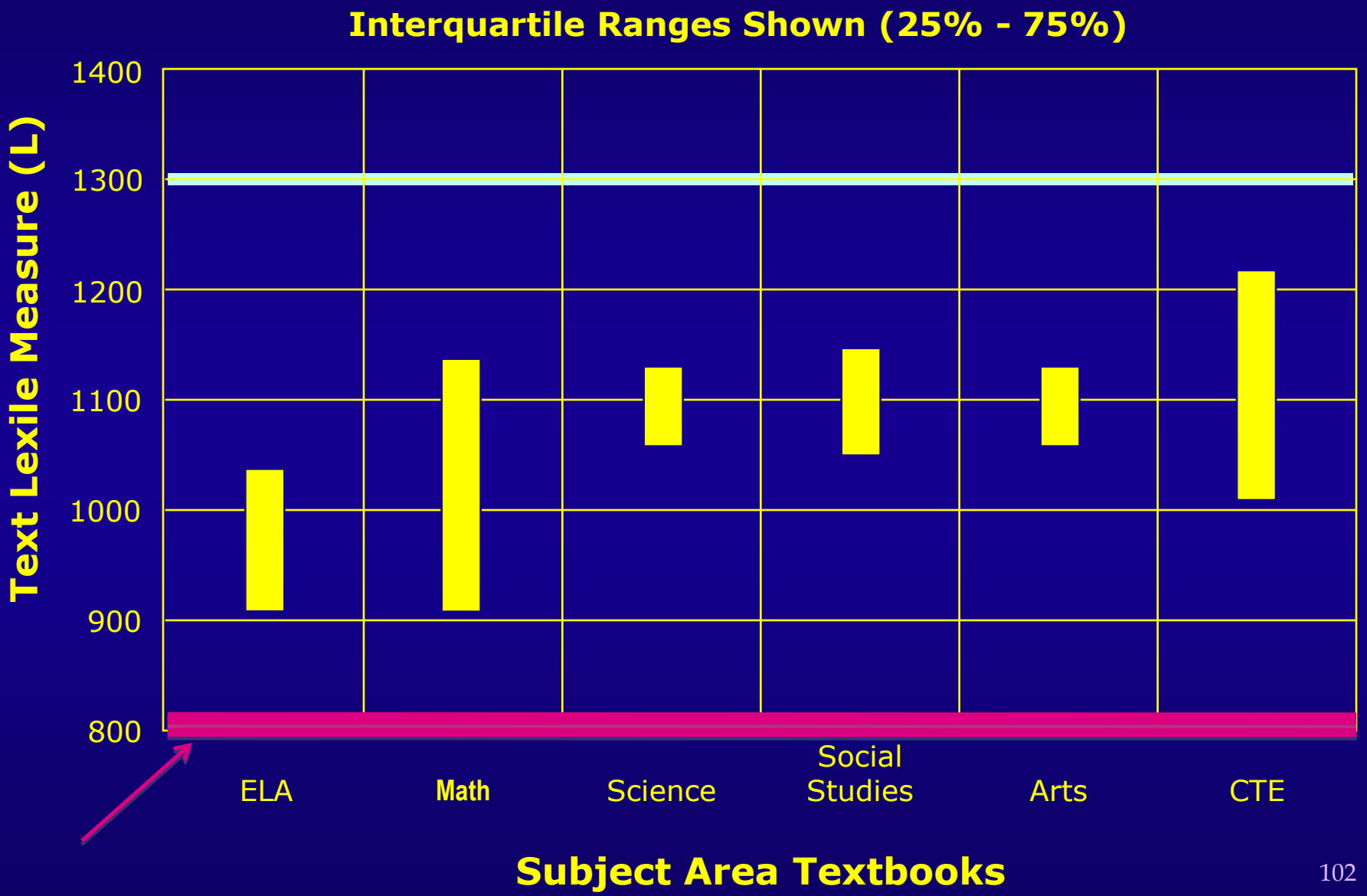
= Same results

Why literacy?

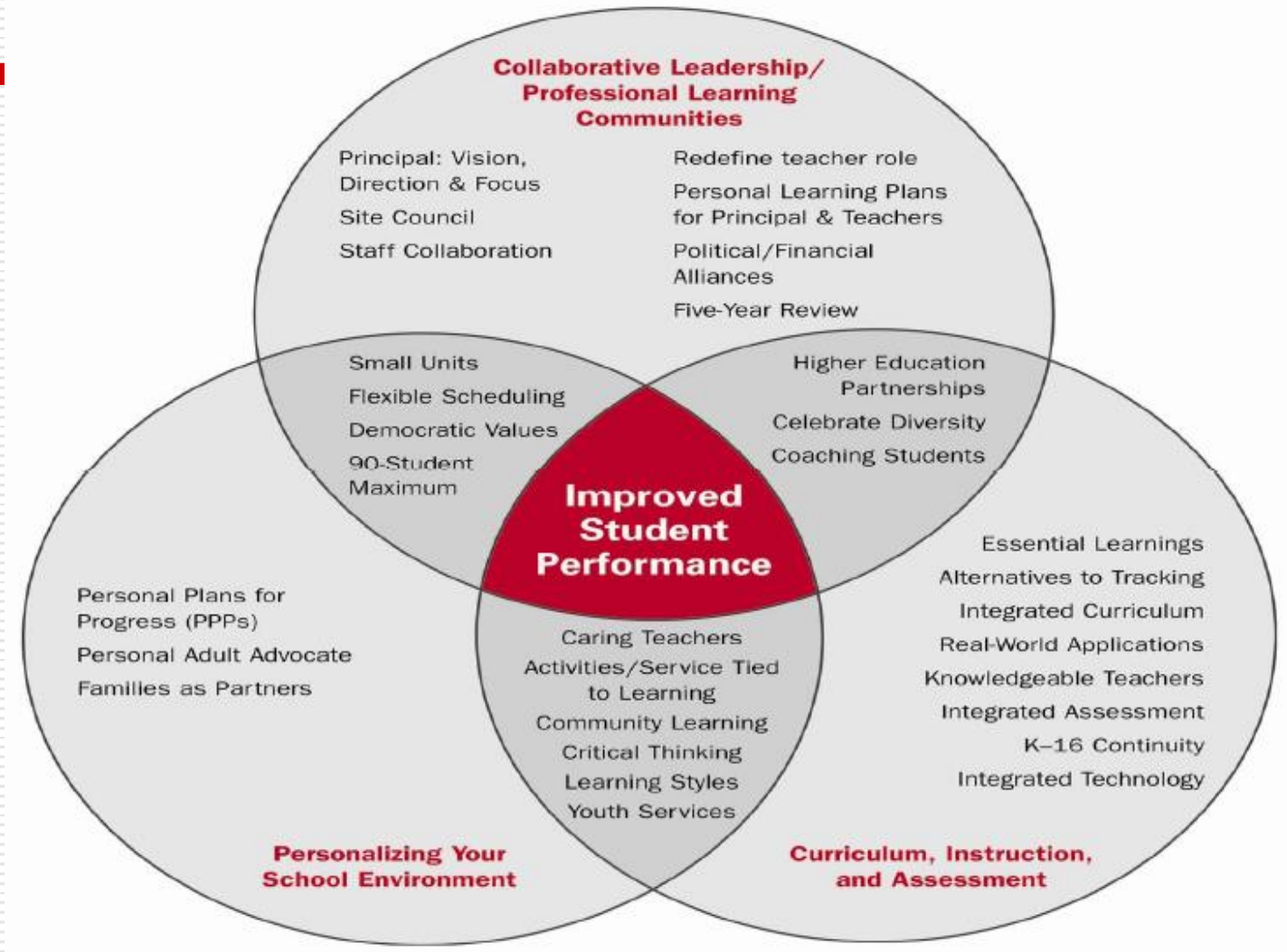
Some students need more time!

2005-06 Lexile Framework® for Reading Study

Summary of High School Textbook Lexile Measures



Breaking Ranks II

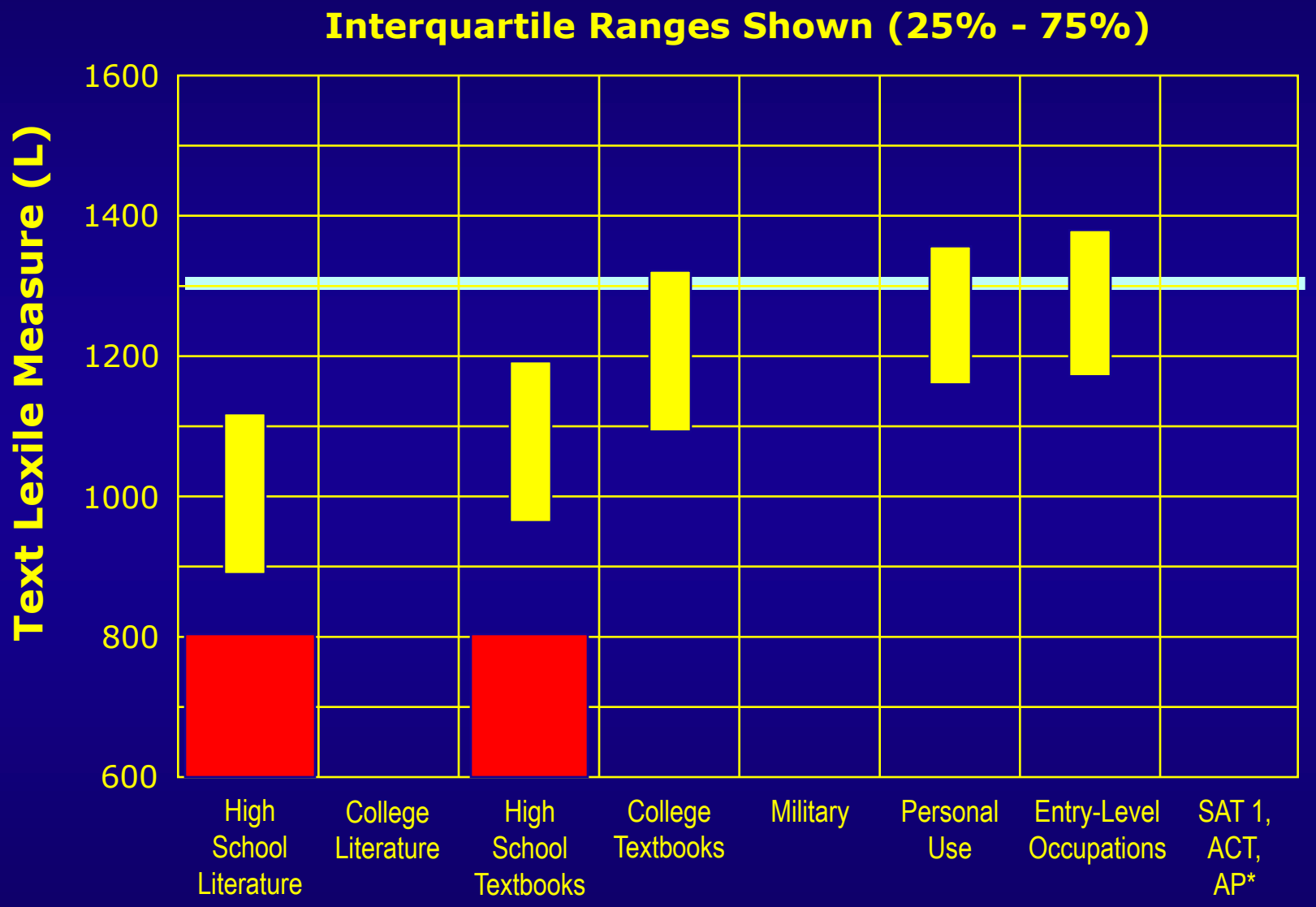


We set a goal

All graduates are college- and workplace-ready

Is there a difference between college-ready and workplace-ready?

2005-06 Lexile Framework® for Reading Study Summary of Text Lexile Measures



* Source of National Test Data: MetaMetrics

Our schools are not the schools we knew!

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Factory Model

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Factory Model - Sorting

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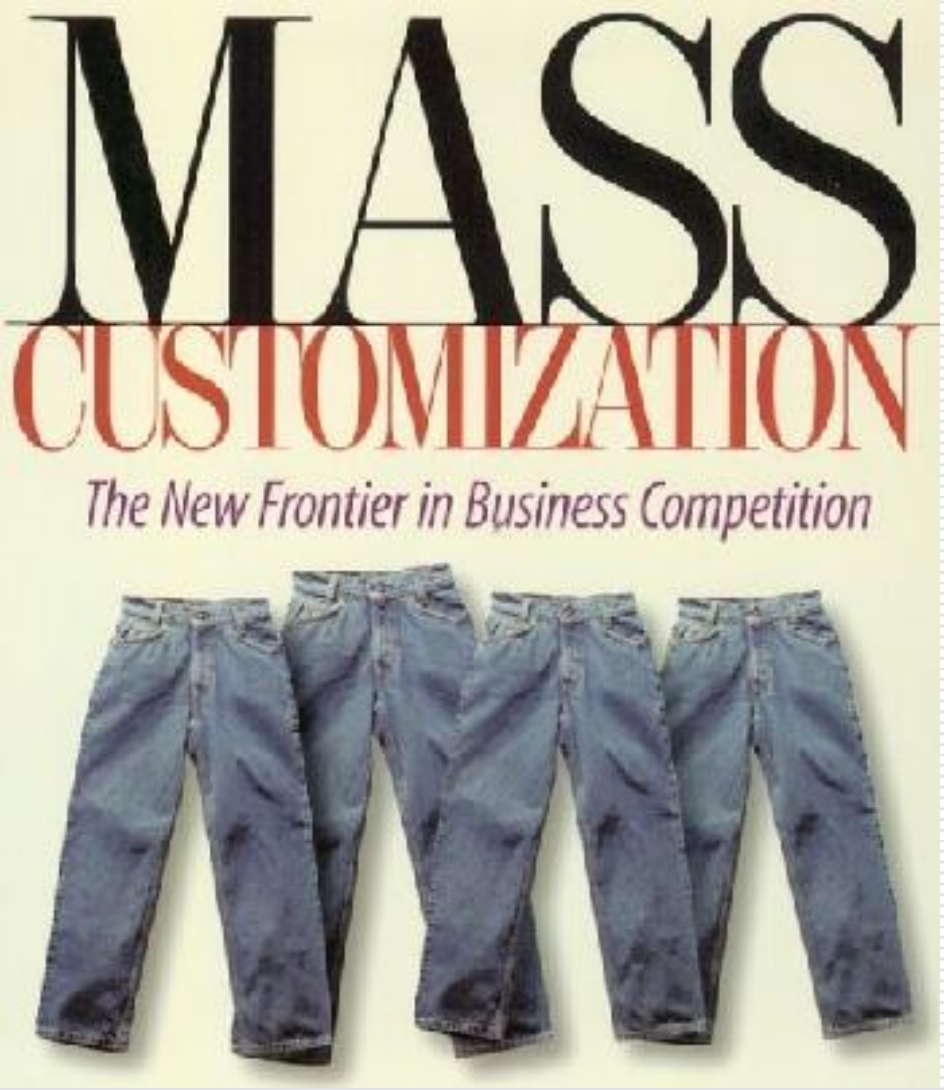
Mass Customization > costs more



School leaders are asked to do more and more with less and less.

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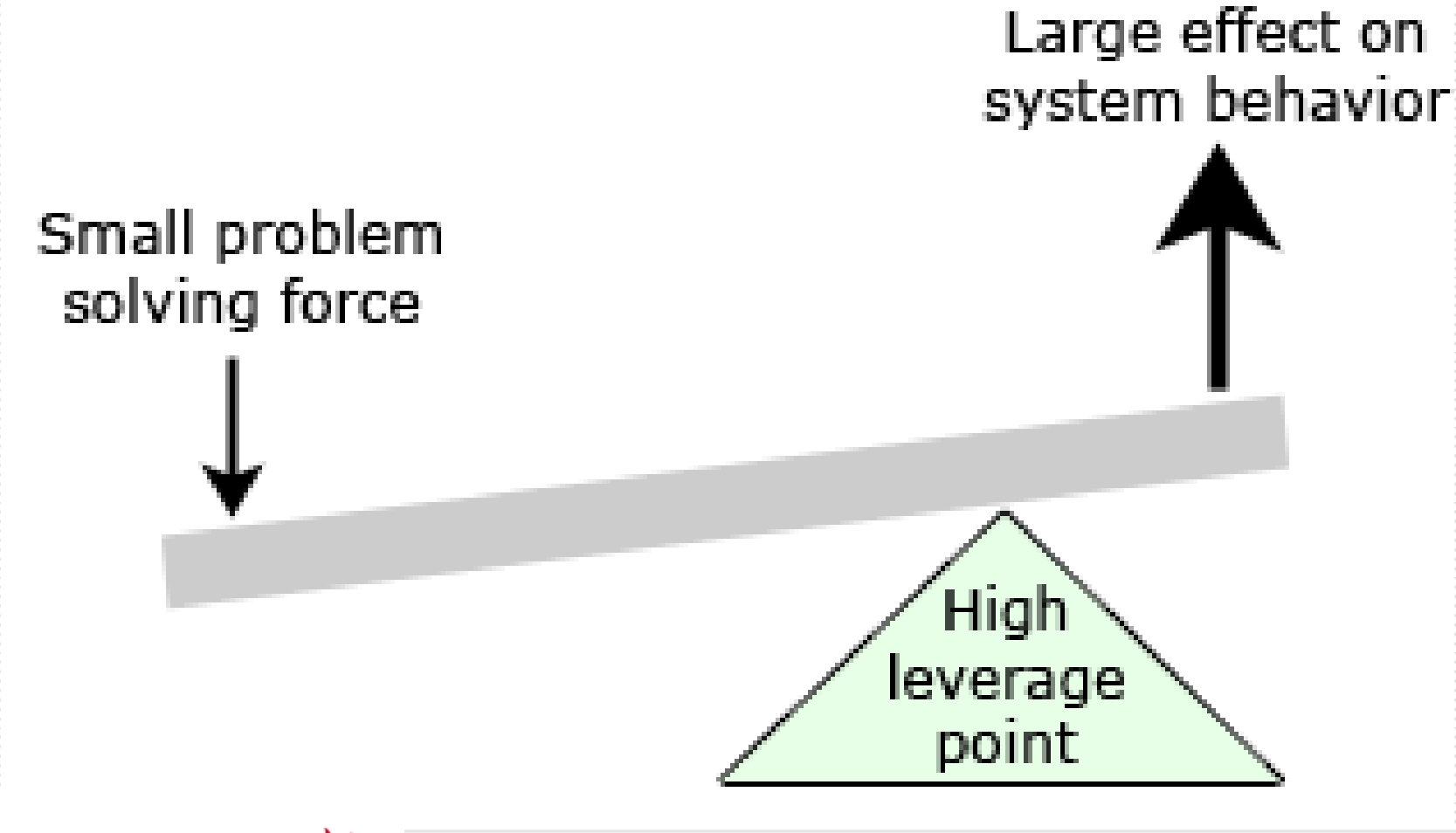
High Leverage Points



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If our school was a hospital…

If our school was a hospital…

- …same treatment with all patients?
- …wonder why some never improved?
- …treat patients with no diagnostic information?
- …allow illnesses to go untreated?
- …treat illnesses as early as possible?
- …emphasize prevention?

..poor readers would receive critical care.

Every teacher uses language to teach and learn.

“We cannot learn from what we cannot read.”

In the 21st Century…

Literacy skills are a must.

Literacy Musts

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10 Literacy Musts

1. **Prioritize** – Make literacy a focus.
2. **Policy** – Establish policies that support literacy.
3. **Instructional Consistency** – Adopt a model for delivery of instruction.
4. **Assessment** – Conduct diagnostic assessments.
5. **Tiered Interventions** – Have a plan that reaches all students.

10 Literacy Musts

6. **Literacy Leader** – Identify literacy coaches and literacy teachers.
7. **Literacy Council** – Obtain feedback from all segments of the school.
8. **Professional Development** – Teach them what they need to know.
9. **Technology Integration** – Motivate and create a low-threat environment.
10. **Monitor and Measure Progress** – Make sure it works!

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