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EDUCATION CENTER

# Is Your Ladder Against the Right Wall?

Scaling the Work of Literacy Coherently,  
Responsibly, and Sustainably

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President & CEO, Neuhaus Education Center



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**What is your why?**



# How do you pay your literacy privilege forward?



# *Transforming the Family Tree Through Literacy*



# Neuhaus Education Center



## 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



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



# Low Literacy Rates Impact **Economy**

If all adults in U.S. were functioning at the equivalence of a 6th grade reading level, the national economic benefit 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*

# Reading Proficiency

## A NATIONAL CONTEXT: FOURTH GRADE

2022 4th Grade NAEP Reading Scores for National Public Schools by Disability Status, NSLP Eligible, and Race and Ethnicity							
Group	Scale Score	Below Basic	At Basic	Total at Basic - Below Basic	Proficient	Advanced	Total Proficient - Advanced
All Students	217	37%	29%	66%	24%	9%	33%
With Disabilities	183	70%	19%	89%	9%	2%	11%
NSLP Eligible	203	52%	28%	80%	16%	3%	19%
White	227	27%	31%	58%	30%	11%	41%
Black	199	56%	27%	83%	14%	3%	17%
Hispanic	205	50%	29%	79%	17%	4%	21%
Am Indian/Alaskan Native	197	57%	25%	82%	14%	3%	17%
Asian/Pacific Islander	239	19%	25%	44%	33%	5%	38%

Source: <https://www.nationsreportcard.gov/reading/nation/scores>



# Reading Proficiency

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White	227	27%	31%	<b>58%</b>	30%	11%	<b>41%</b>
Black	199	56%	27%	<b>83%</b>	14%	3%	<b>17%</b>
Hispanic	205	50%	29%	<b>79%</b>	17%	4%	<b>21%</b>
Am Indian/Alaskan Native	197	57%	25%	<b>82%</b>	14%	3%	<b>17%</b>
Asian/Pacific Islander	239	19%	25%	<b>44%</b>	33%	5%	<b>38%</b>

Source: <https://www.nationsreportcard.gov/reading/nation/scores>

# Reading Proficiency

## A NATIONAL CONTEXT: EIGHTH GRADE

2022 8th Grade NAEP Reading Scores for National Public Schools by Disability Status, NSLP Eligible, and Race and Ethnicity							
Group	Scale Score	Below Basic	At Basic	Total at Basic-Below Basic	Proficient	Advanced	Total Proficient - Advanced
All Students	260	30%	39%	70%	27%	4%	31%
With Disabilities	229	64%	27%	91%	9%	1%	10%
NSLP Eligible	248	42%	39%	81%	17%	1%	18%
White	268	22%	40%	62%	33%	5%	38%
Black	244	47%	37%	84%	15%	1%	16%
Hispanic	251	39%	40%	79%	19%	2%	21%
Am Indian/Alaskan Native	246	45%	37%	82%	17%	2%	19%
Asian/Pacific Islander	281	15%	31%	46%	43%	12%	55%

Source: <https://www.nationsreportcard.gov/reading/nation/scores>

## Reading Scores Comparison 2022

State: *Ohio*

### Fourth Grade

Group	2022 Scale Score	Comparison Group	Scale Score	Score Difference
<b>White</b>	<b>225</b>	<b>Black</b>	<b>190</b>	↓ 35
		<b>Hispanic</b>	<b>195</b>	↓ 30
		<b>Asian/Pac. Islander</b>	<b>244</b>	↑ 19
		<b>Am Indian/Alaska Native</b>	<b>&lt;&gt;</b>	<b>&lt;&gt;</b>
<b>NSLP Not Eligible</b>	<b>233</b>	<b>NSLP Eligible</b>	<b>201</b>	↓ 32
<b>Without Disabilities</b>	<b>226</b>	<b>With Disabilities</b>	<b>177</b>	↓ 49

### Eighth Grade

Group	2022 Scale Score	Comparison Group	Scale Score	Score Difference
<b>White</b>	<b>267</b>	<b>Black</b>	<b>241</b>	↓ 26
		<b>Hispanic</b>	<b>246</b>	↓ 21
		<b>Asian/Pac. Islander</b>	<b>277</b>	↑ 10
		<b>Am Indian/Alaska Native</b>	<b>&lt;&gt;</b>	<b>&lt;&gt;</b>
<b>NSLP Not Eligible</b>	<b>273</b>	<b>NSLP Eligible</b>	<b>248</b>	↓ 25
<b>Without Disabilities</b>	<b>268</b>	<b>With Disabilities</b>	<b>228</b>	↓ 40

## Incarcerate or Educate?

It costs about \$15,000 to educate a student in public school in the State of Ohio some districts spend far more (districts are spending a statewide average of \$15,427.50 per purpose to educate a student.

# Connections between criminal justice and health

## Key data findings

- In 2019, Ohio had one of the highest adult imprisonment rates among all 50 states, ranking 39th with 430 adults per 100,000 population serving sentences in state or federal prisons.
- Nationally and in Ohio, Black Americans are incarcerated in state prisons at more than five times the rate of white Americans.
- Incarceration is costly for Ohio. It costs about \$30,558 per year to incarcerate one person in a state prison, and Ohio taxpayers will spend nearly \$1.5 billion dollars on state prison incarceration this year.
- Lack of access to behavioral health treatment results in exacerbated addiction and mental health conditions and can lead to criminal justice involvement. In 2016-2017, 20% of Ohioans ages 18 and older did not receive needed mental health treatment or counseling.
- Collateral sanctions are legal restrictions on the rights, benefits and opportunities of people who have been charged or convicted of crimes. When compared to other states and D.C., Ohio ranks 49 out of 51 for states with the most collateral sanctions.

**Suggested citation: "Connections between criminal justice and health," Health Policy Institute of Ohio, June 2021.**



# Instructional Leaders

- Understand the need to **focus on learning** and the **impact of teaching**.
- Believe their fundamental task is to **evaluate the effect of everyone in their school on student learning**.
- Believe that **success and failure** in student learning is about **what *they*, as teachers or leaders, did or didn't do**. They see themselves as change agents.

# Instructional Leaders

- See **assessment as feedback** on their **impact**.
- Understand the importance of **dialogue and of listening to student and teacher voice**.
- **Set challenging targets** for themselves and for teachers to **maximize student outcomes**.
- **Welcome errors, share what they've learned from their own errors**, and create environments in which teachers and students can **learn from errors without losing face**.

# We Don't Have Enough Money to Change Our System.







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?”

# “The Science of Reading is Incomplete Without the Science of Teaching (& Leading) Reading”



*(Kim & Snow, 2021)*

# We created Design Teams, then what?

## Implementation of Neuhaus

- Plan the work and work the plan
- Stay true to the work of early literacy
- Prepare the system..
- Remove barriers
- Kick it off...don't wait for perfection
- Implementation, Fidelity & Coaching



# Demographics

## Race and ethnicity

Total students

**17,022**

African American

**68** (0.4%)

Statewide: 12.8%

American Indian

**17** (0.1%)

Statewide: 0.3%

Asian

**49** (0.3%)

Statewide: 4.8%

Hispanic

**15,963** (93.8%)

Statewide: 52.8%

Pacific Islander

**5** (0%)

Statewide: 0.2%

White

**837** (4.9%)

Statewide: 26.3%

Two or more races

**83** (0.5%)

Statewide: 2.9%

African American

0.4%

American Indian

0.1%

Asian

0.3%

Hispanic

93.8%

Pacific Islander

0%

White

4.9%

Two or more races

0.5%

## Risk factors

A student is **identified as being at risk of dropping out of school** based on state-defined criteria. A student is defined as "economically disadvantaged" if he or she is eligible for free or reduced-price lunch or other public assistance.

At-risk students

**59.2 %**

Statewide: 53.5%

Economically disadvantaged

**77 %**

Statewide: 60.7%

Limited English proficiency

**15.2 %**

Statewide: 21.7%

At-risk students

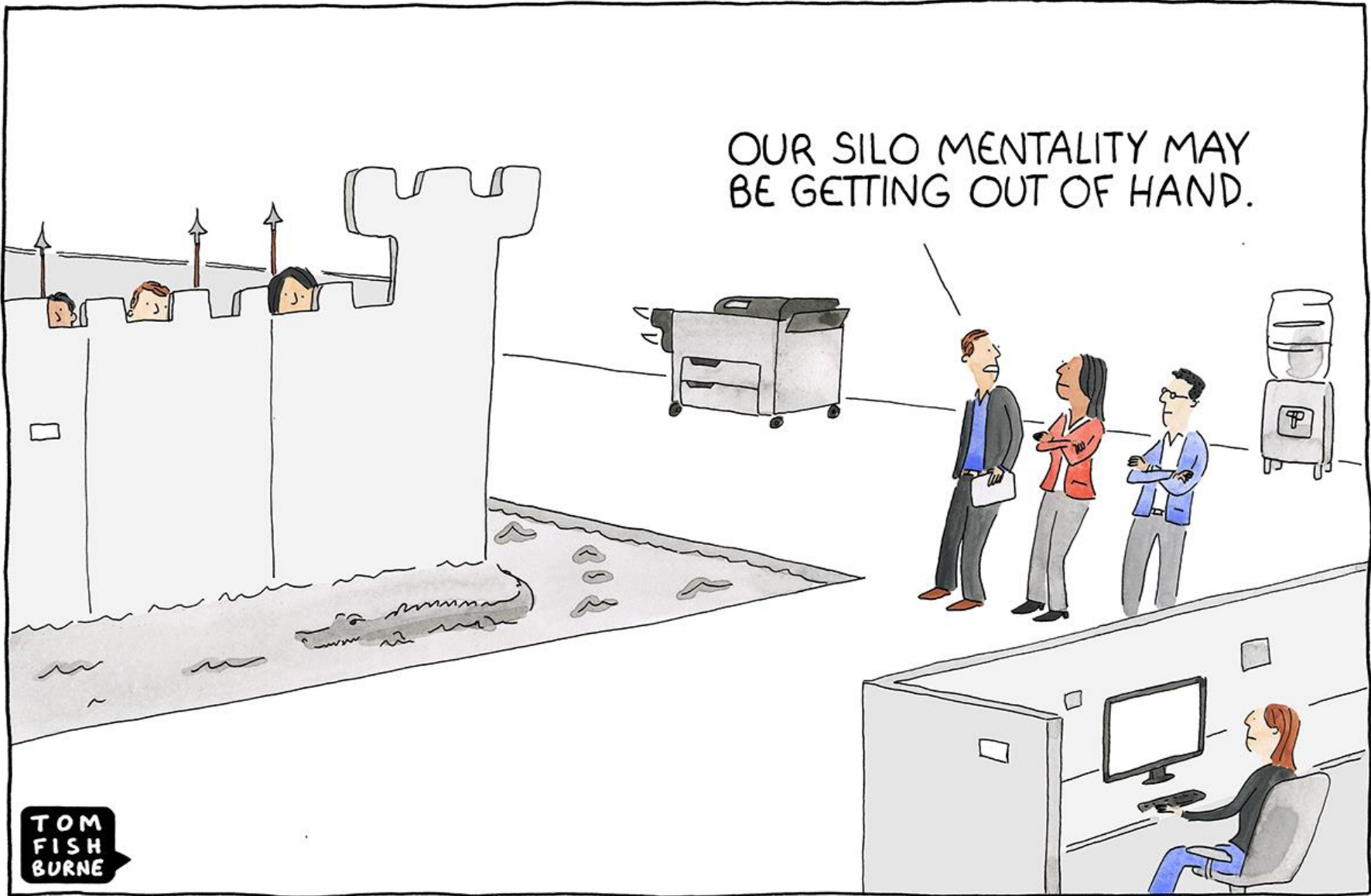
59.2%

Econ. disadvantaged

77.0%

Limited Eng. proficiency

15.2%

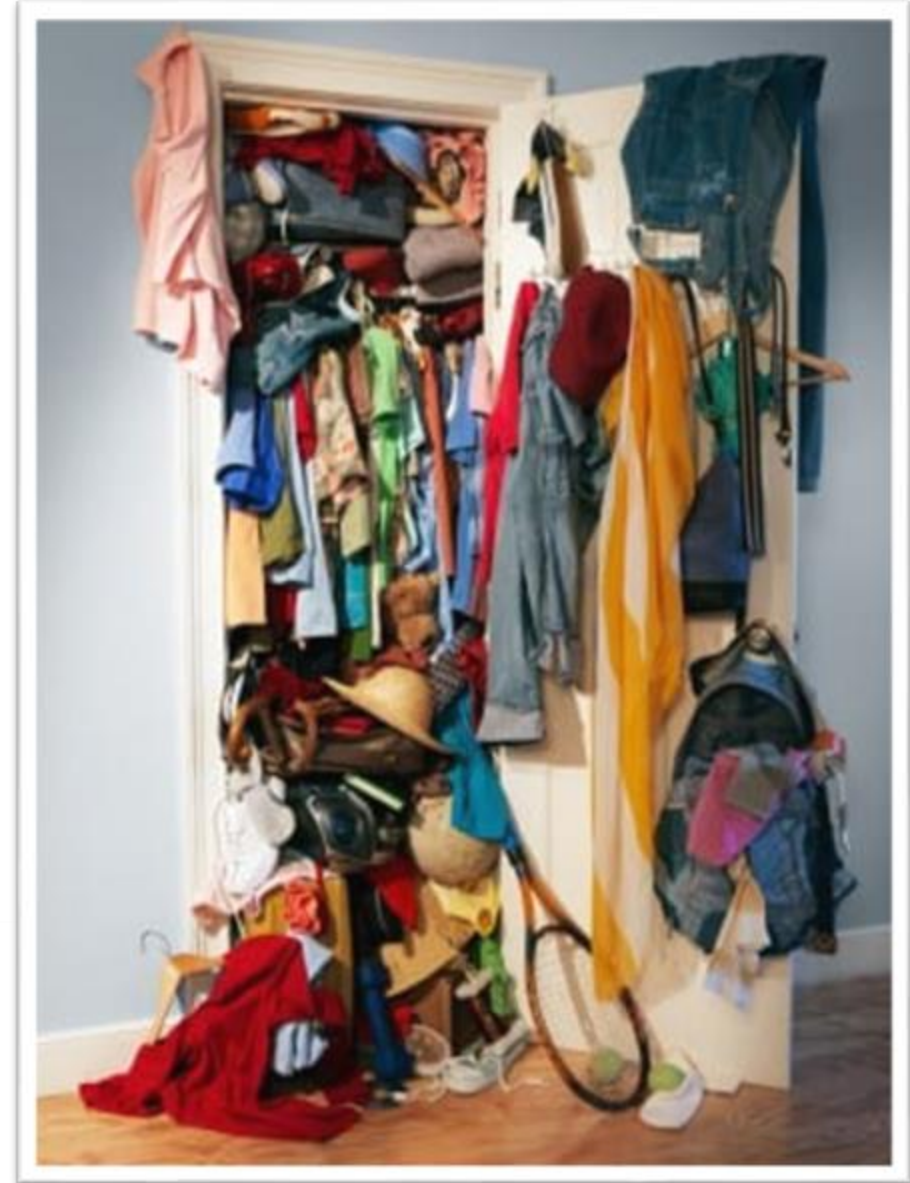


© marketoonist.com

# Creating a Literacy Safety Net



# Strategically Abandon What is Creating Initiative Overload



# Create space for evidence-aligned practices





# Overcoming the Silo Effect



**Time**



**Talent**



**Funding**



# Student Achievement Through Staff Development

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

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

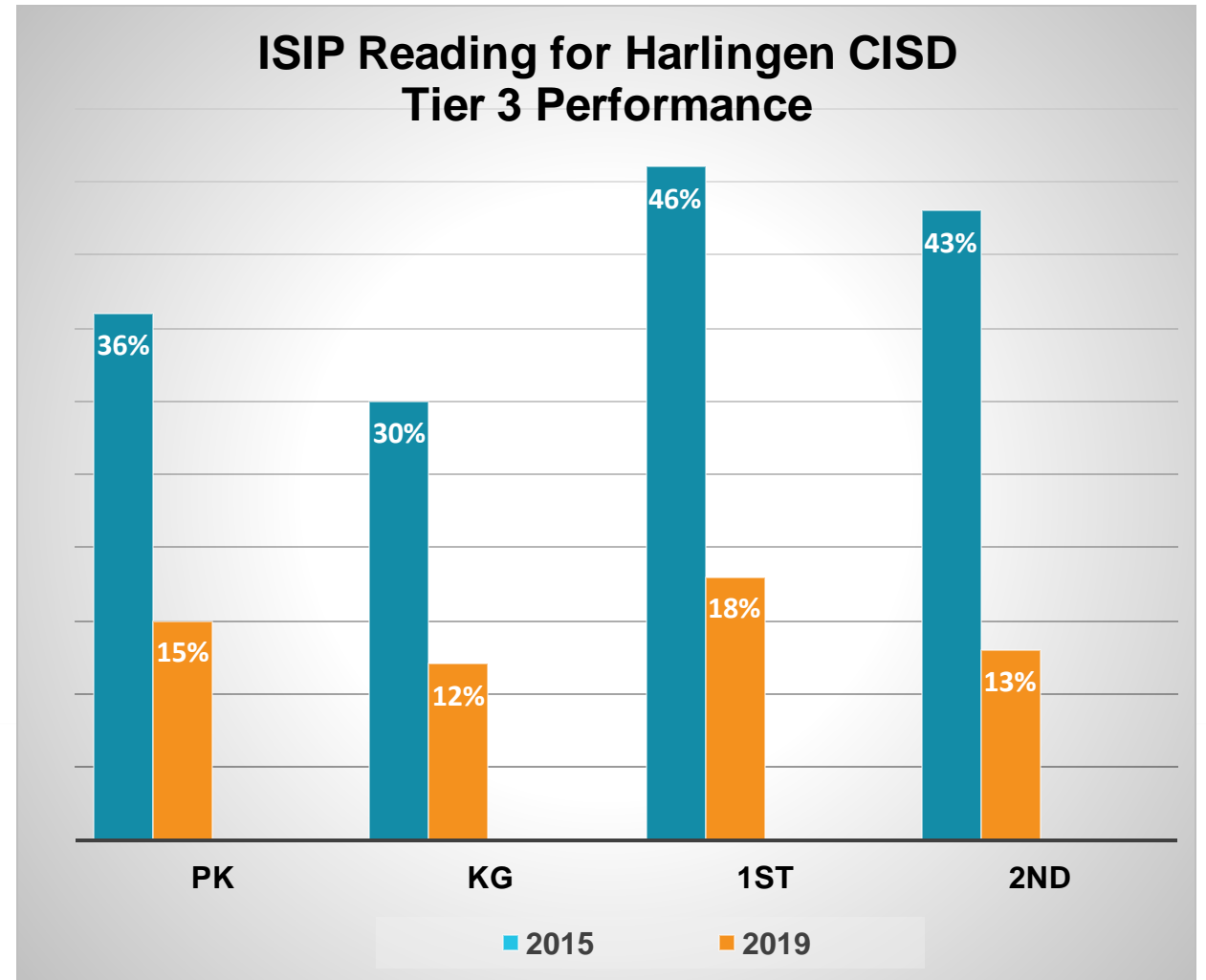
# Tier 3 Data

Data Extracted from:  
ISIP Overall Reading Report

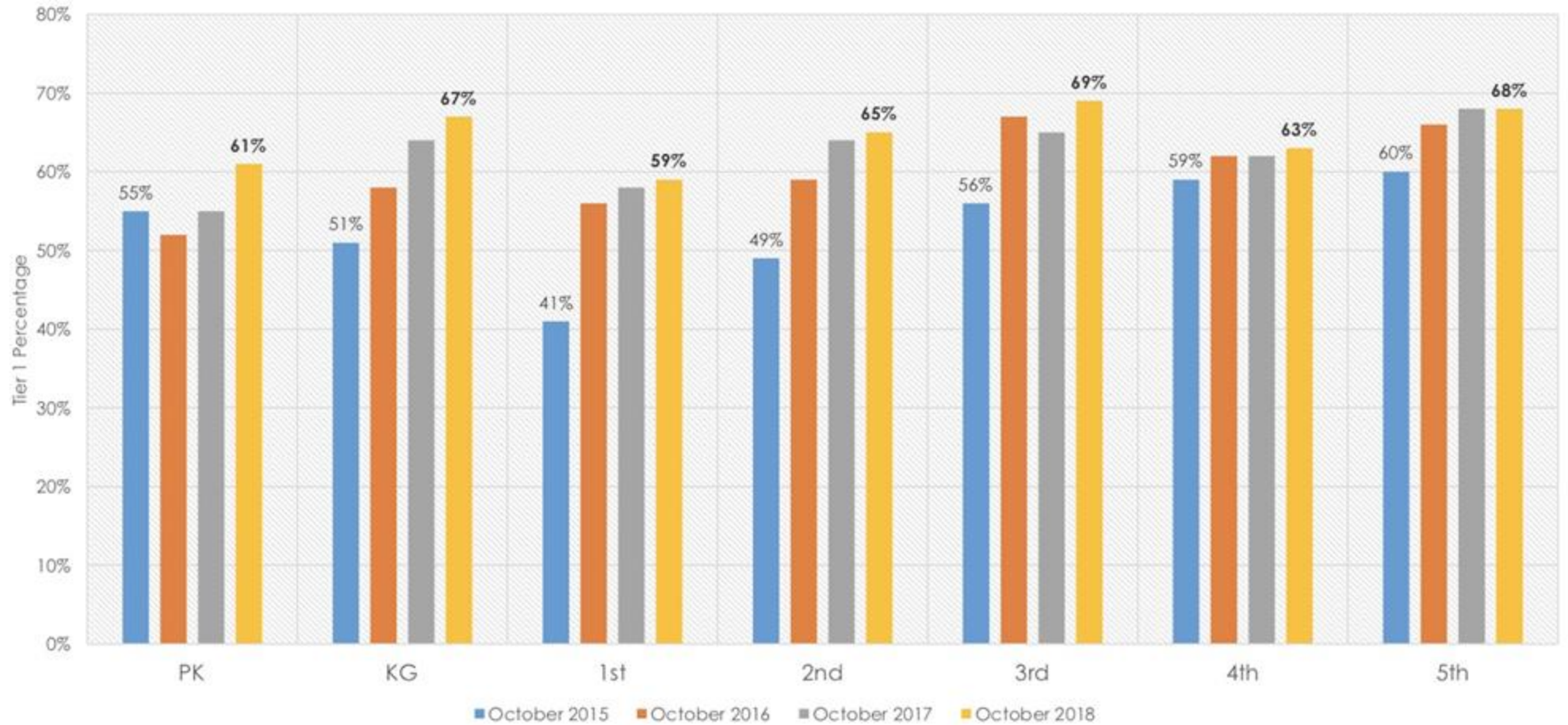
Harlingen CISD

Grade: PREK – 2nd

EOY: May '15 and May '19



# Tier 1 Percentages by Grade Level



# Data Driven Culture Set the Stage for Improvement

## Texas Public Information Resource Reports on Overall % Kindergarten Readiness

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
HCISD	45.6%	63.7%	71.4%	84.0%	90.7%	90.2%
State	58.0%	61.5%	61.2%	50.1%	56.5%	56.6%
Difference	<b>-12.4%</b>	2.2%	10.2%	33.9%	34.2%	33.6%

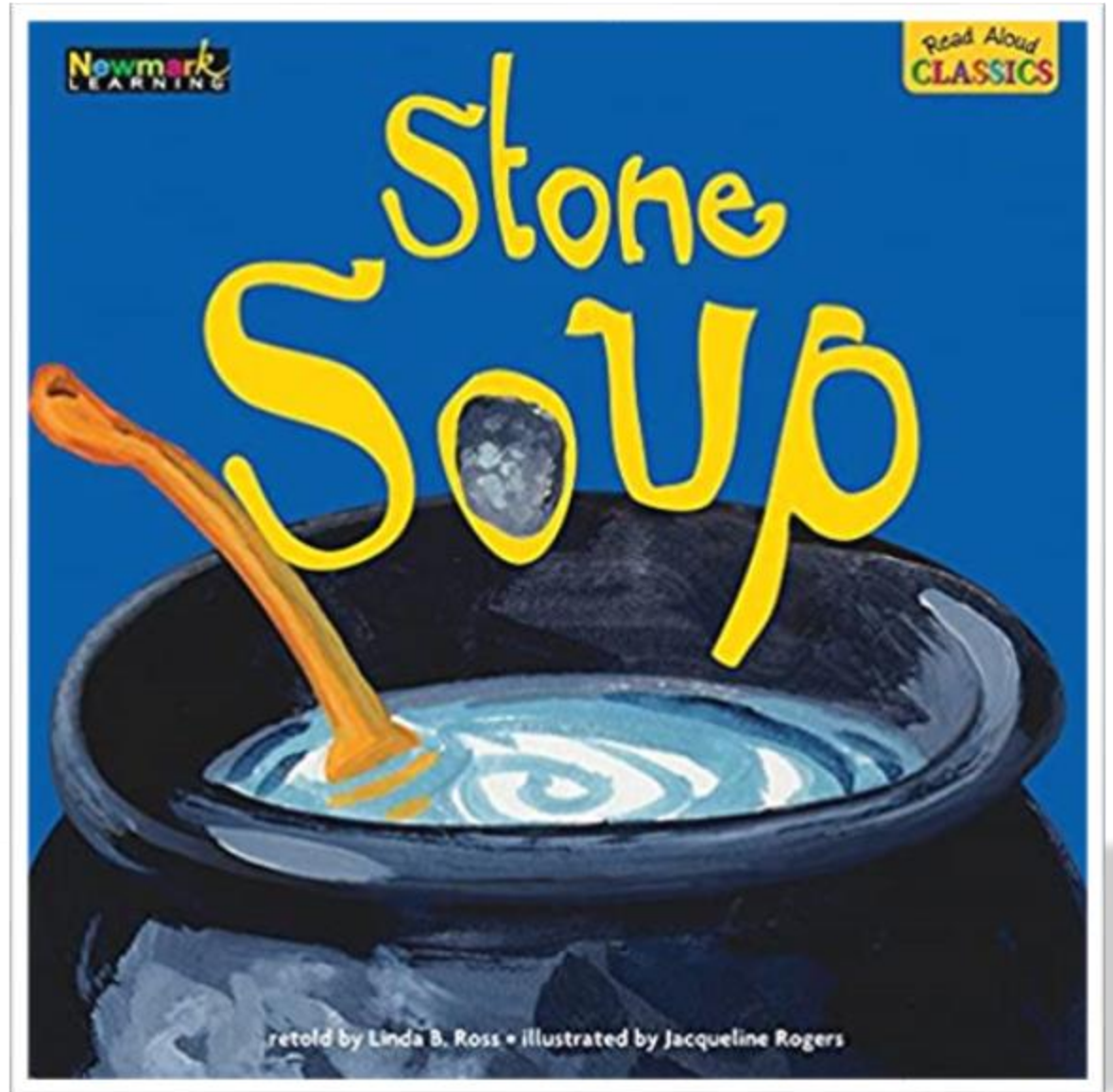
Source: TPEIR; <https://www.texaseducationinfo.org>

# “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

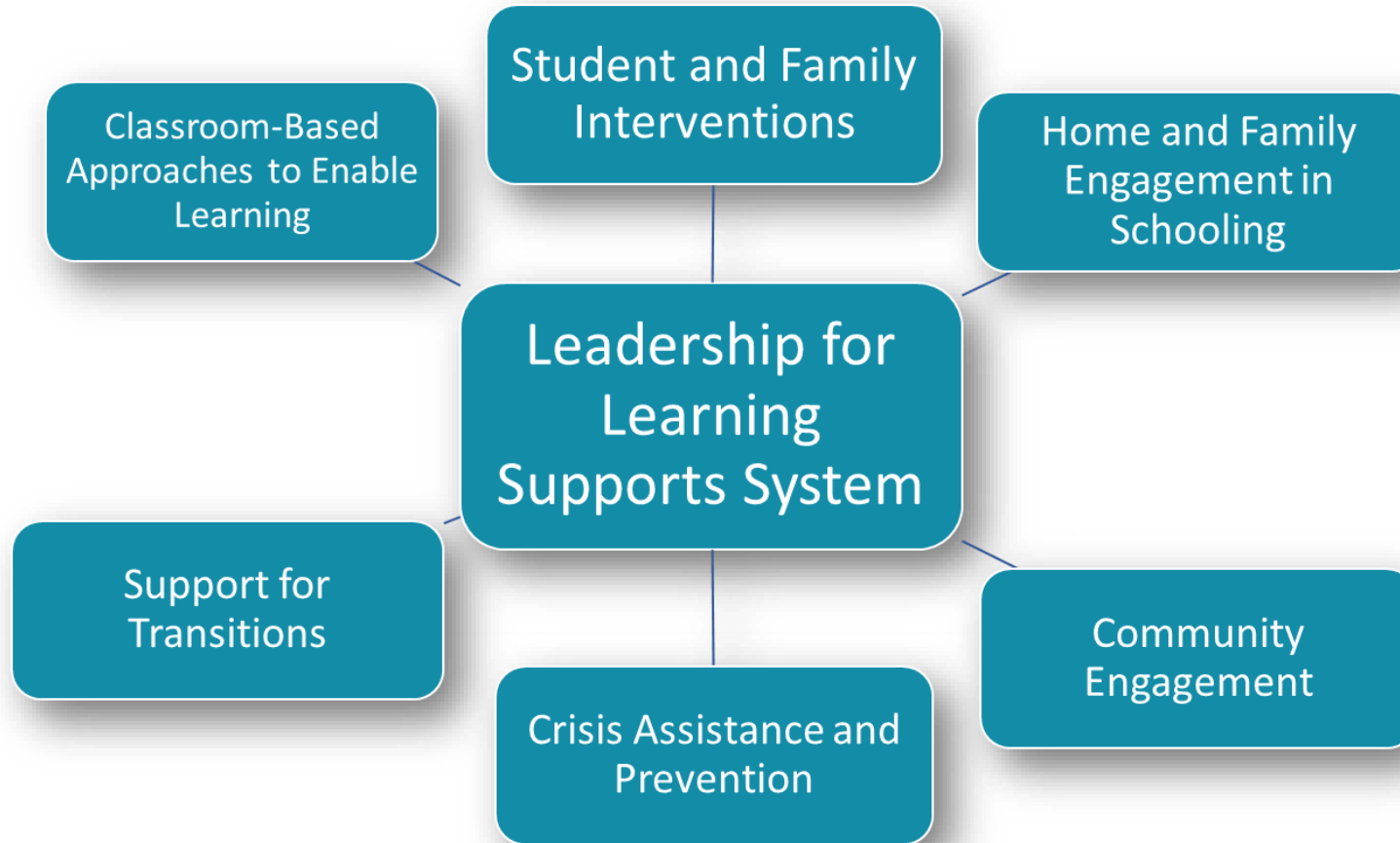
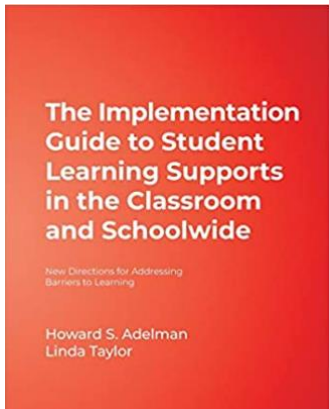
*“Reading depends on spoken language...For most children, the language they bring to school will support learning to read...some children’s language skills differ in important ways from the classroom language variety, and teachers rarely receive guidance on how to enhance literacy instruction to meet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

# MTSS Provides Two Powerful Pillars to Build On Systemically





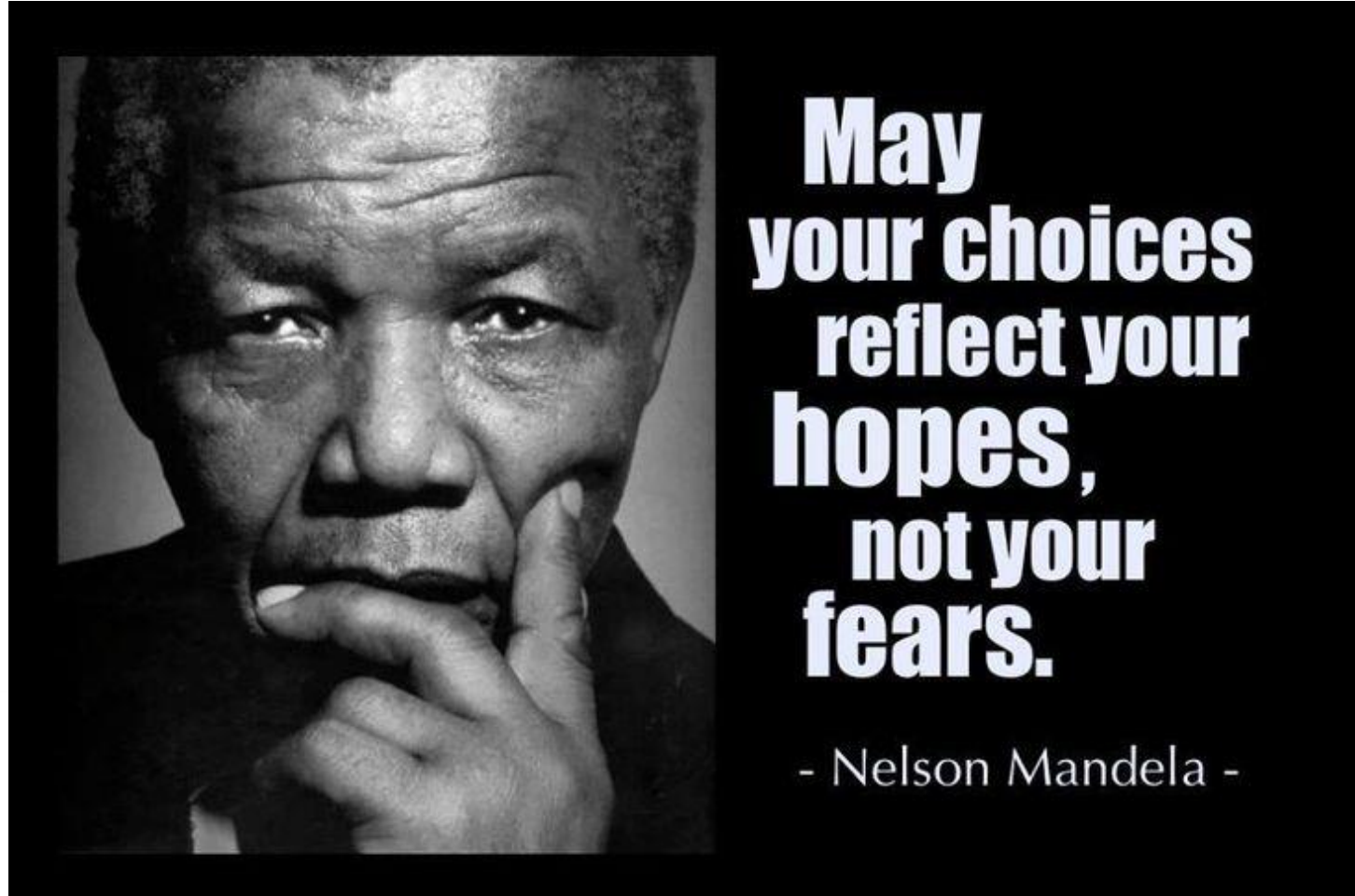
# This Work Takes a Village



# A thriving literacy ecosystem?



# F.E.A.R. - False Evidence Appearing Real



**F.A.I.T.H.**

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

# Be The Light...



# The Prophetic City

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..."



Photo Credit: Mario Figueroa

*Dr. Stephen Klineberg. Prophetic City: Houston on the Cusp of a Changing America. United Way of Greater Houston, August 12, 2020.*

# Reading Proficiency

## A NATIONAL DECLINE

Average Reading Score Decline of Age 9 Students from 2020 to 2022			
Group	Scale Score 2020	Scale Score 2022	Score Change
All Students	220	215	↓ 5
With Disabilities	187	180	↓ 7
NSLP Eligible	207	200	↓ 7
White	228	223	↓ 5
Black	205	199	↓ 6
Hispanic	210	204	↓ 6

[NAEP Long-Term Trend Assessment Results: Reading and Mathematics \(nationsreportcard.gov\)](https://nationsreportcard.gov)





# Writing Proficiency

## 2011 Eighth Grade (National)

2011 8th Grade NAEP Writing Scores for National Public Schools by Disability Status, NSLP Eligible, and Race and Ethnicity							
Group	Scale Score	Below Basic	At Basic	Total at Basic-Below Basic	Proficient	Advanced	Total Proficient - Advanced
<b>All Students</b>	150	20%	54%	<b>74%</b>	24%	3%	<b>27%</b>
<b>With Disabilities</b>	113	60%	36%	<b>96%</b>	4%	0%	<b>4%</b>
<b>NSLP Eligible</b>	134	32%	56%	<b>88%</b>	11%	1%	<b>12%</b>
<b>White</b>	158	13%	54%	<b>67%</b>	30%	4%	<b>33%</b>
<b>Black</b>	132	35%	54%	<b>89%</b>	10%	1%	<b>11%</b>
<b>Hispanic</b>	136	31%	55%	<b>86%</b>	13%	1%	<b>13%</b>
<b>Am Indian/Alaskan Native</b>	145	22%	58%	<b>80%</b>	20%	1%	<b>21%</b>
<b>Asian/Pacific Islander</b>	163	12%	45%	<b>57%</b>	35%	7%	<b>55%</b>

# Literacy for ALL!



Credit: Lakewood Church



# Neuhaus Education Center



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