

CULTIVATING

Literacy Improvement among Adolescents At Risk

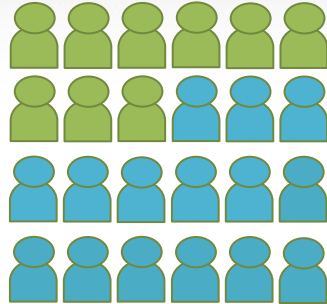


**19TH ANNUAL OHIO SCHOOL IMPROVEMENT INSTITUTE
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**Boys Town National Training
www.boystowntraining.org**

According to Research...



In 2017, 64% of 8th grade students were determined to be reading at or below the basic levels of reading proficiency.

~NAEP (2017)



The Flea in the Jar

A scientist took a flea and put it in a glass jar. The height of the jar was such, that with one jump the flea would be able to hop out.

Now the scientist put a lid on the glass jar, and whenever the flea jumped, it hid its head on the top. Hitting the lid hurt, so after a while, the flea reduced its jumping height and began to jump just short of the lid.

After some time, the scientist removed the lid, allowing (once again) the flea an opportunity for escape, but it did not. Instead, it continued jumping to its previous height, just short of the jar's lid. It thus remained confined to the glass jar. It never regained its potential, nor attained its freedom.



Struggling Adolescent Readers

Characteristics

- anxious about school
- lack self-confidence
- lack stamina
- resistant or defiant
- pessimistic
- clever/manipulative

Consequences

- reluctant to participate
- unlikely to ask for help
- accept failure easily
- perceived as unwilling
- focus on mistakes
- evade detection



Cultivating Literacy Improvement



onnect
(with students)



avoid
assumptions



seek out
opportunities



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Understand
(needs)



utilize diagnostic
assessment



ask clarifying
questions

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Liberate
(students)



reinforce
strengths



offer hope not
excuses

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target
(essential skills)



determine your starting point



narrow & refine your focus

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identify
(strategies)



analyze data & conduct research



choose proven Best-practices

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Visualize
(growth)



establish short-term objectives



determine long-term goals



actively involve students

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Activate
(learning)



furnish structure & predictability



provide direct & explicit instruction



model & support

- use age-appropriate materials
- balance oral and silent reading
- employ a variety of text genres
- offer student choice
- incorporate digital technologies

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troubleshoot
(obstacles)

- ⇒ assess periodically
- ⇒ obtain & implement student feedback
- ⇒ modify & adapt instruction as needed

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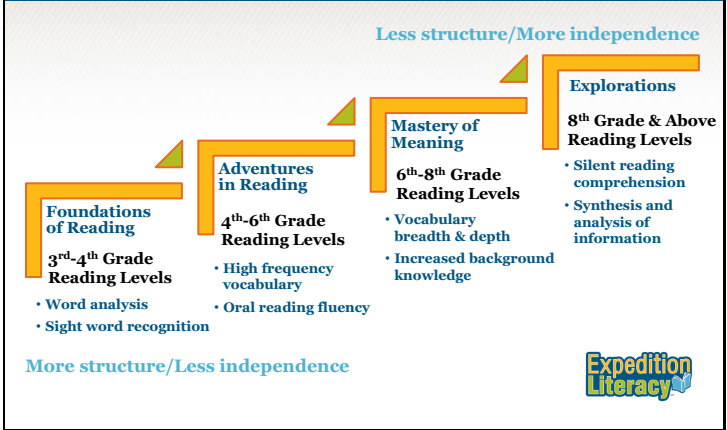


emphasize
(improvement)

- ⇒ stress effort over outcome
- ⇒ share results with others

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Expedition Literacy[®]



Results Boys Town Schools Fall 2000-Fall 2018

Foundations of Reading <i>N=258</i>			
Decoding G.E. Gain 0.6*	Word Rec. G.E. Gain 0.9*	CBM Spelling % Improvement 35%	CBM Fluency WPM improvement 31
<small>*TOWRE2-Test of Word Reading Efficiency-2nd Edition (Form A/B)</small>			
Adventures in Reading <i>N=814</i>			
Comprehension G.E. Gain 1.7*	Vocabulary G.E. Gain 1.5*	CBM Vocabulary % Improvement 32%	CBM Fluency WPM improvement 30
<small>*GRADE-Group Reading Assessment and Diagnostic Evaluation (Form A/B; Level 6)</small>			
Mastery of Meaning <i>N=1255</i>			
Comprehension G.E. Gain 1.2*	Vocabulary G.E. Gain 1.7*	CBM Vocabulary % Improvement 27%	CBM Writing % Improvement 40%
<small>*GRADE-Group Reading Assessment and Diagnostic Evaluation (Form A/B; Level M)</small>			
Explorations <i>N=1086</i>			
Comprehension G.E. Gain 0.6*	Vocabulary G.E. Gain 1.0*	CBM Notetaking % Improvement 28%	CBM Summarizing % Improvement 19%
<small>*GRADE-Group Reading Assessment and Diagnostic Evaluation (Form A/B; Level H)</small>			
