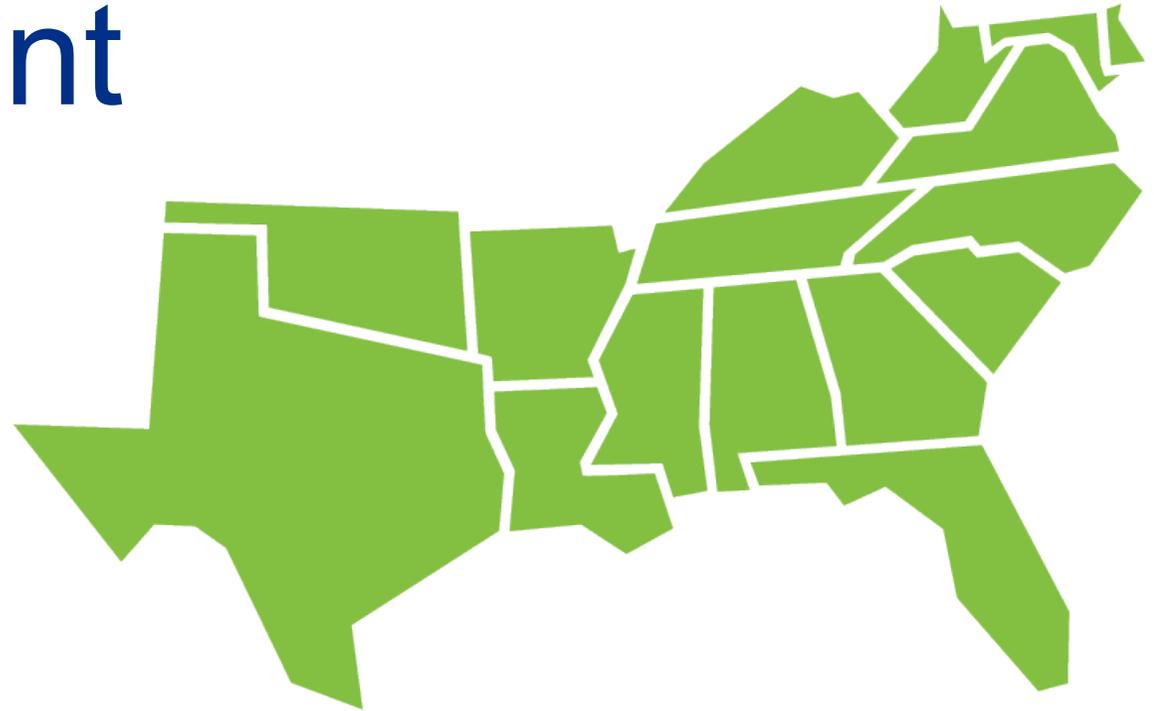


SREB

Addressing Adolescent Literacy



Presented by:

Creed Dunn and Connie Lester

The Committee – Explained

- Longitudinal Literacy has been named one of the five priority steering committees.
- SREB covers the continuum of literacy.
- Why create the committee?

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Defining Longitudinal Literacy

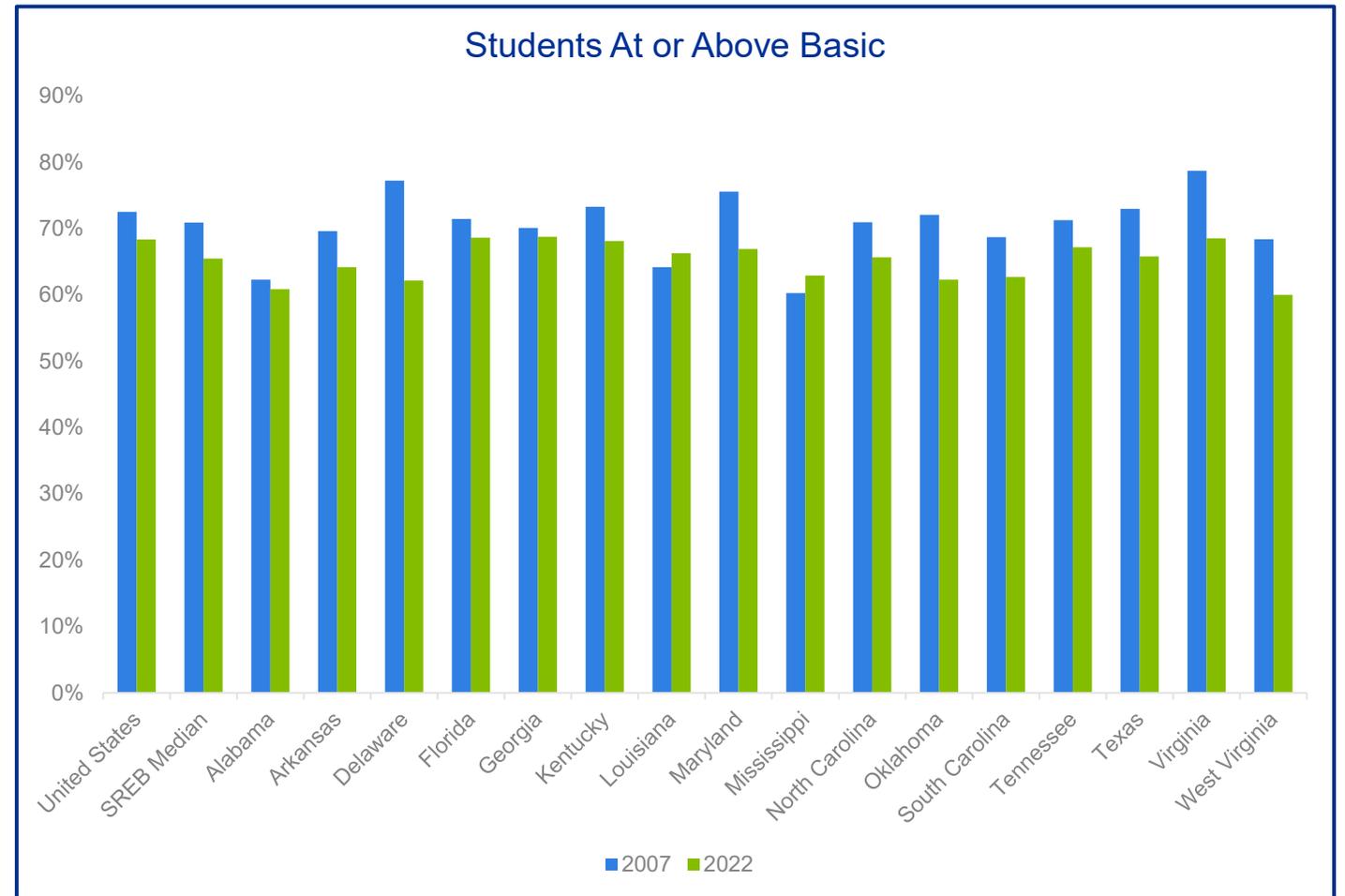
Longitudinal literacy understands literacy as a continuous journey, with each stage playing a crucial role in shaping personal and professional success.

It is a lifelong approach to learning that views literacy as a progression through three interconnected skills: **comprehending, processing, and applying information.**

This journey spans from early childhood to adulthood, recognizing that literacy development extends far beyond early education. By addressing literacy needs at every life stage—from preschool to adulthood—it aims to equip individuals with the skills needed to succeed in education, contribute to their communities, and, ultimately, support national economic growth.

The Commission on Adolescent Literacy

- In 2008, SREB published a report: “A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States”



Source: National Assessment of Educational Progress (NAEP)

Six Recommendations – Part 1

The Commission asked each member state to:

- 1) Develop a comprehensive set of policies that establishes improvement in reading as the most immediate critical priority for public middle grades and high schools.
- 2) Require the state to identify the reading skills students need to improve reading achievement and to meet state standards in key academic subjects through high school.
- 3) Provide for the development of curricula and teaching strategies to help students master these reading skills in each subject.

Six Recommendations – Part 2

The Commission asked each member state to:

- 4) Establish statewide reading intervention programs that schools can use to assist struggling readers in the middle grades and high school.
- 5) Enable all teachers to embed reading instruction into each subject, through teacher preparation, certification/licensure and professional development.
- 6) Have their state's K-12 education agency develop a detailed plan to work with school districts to help them implement the policies — and then monitor districts' progress.

Establishing Adolescent Reading Policies

<i>State Policy Scope</i>	<i>Beginning Steps for Policies</i>	<i>Developing the Policies</i>	<i>Operationalizing the Policies</i>	<i>Full Implementation</i>
Organizational Support and Staffing	<p>Identify a state-level champion.</p> <p>Form a task force or policy development group to draft comprehensive policies.</p>	<p>Identify reading skills students need in each subject.</p> <p>Engage various stakeholders.</p>	<p>Begin initiatives that address reading improvement.</p> <p>Have regular coordination among programs.</p>	<p>Make adolescent reading initiatives a regular part of education programs.</p>
State Example	<p>Arkansas Literacy Study</p> <p>Ready, Read, Write, West Virginia</p>	<p>Virginia Literacy Act</p> <p>Georgia Council on Literacy</p>	<p>Delaware Literacy Coalition</p> <p>Louisiana Literacy Advisory Commission and Content Literacy Series</p>	<p>Maryland – College and Career Ready Standards</p> <p>Partnership for Assessment of Readiness for College and Careers</p>

Establishing Adolescent Reading Policies

<i>State Policy Scope</i>	<i>Beginning Steps for Policies</i>	<i>Developing the Policies</i>	<i>Operationalizing the Policies</i>	<i>Full Implementation</i>
Funding	Provide initial funding by supporting a planning task force.	Allocate funds to statewide efforts and provide funds for districts and schools to begin reading programs.	Allocate funds to permit both statewide and local reading programs to mature.	Include funding for reading programs in education funding formula or ongoing allocation.
State Example	The Alabama Literacy Task Force Tennessee – Reading 360 initiative	Arkansas LEARNS Act Alabama State Board of Education budget allocation	South Carolina State Reading Plan Virginia – Comprehensive Literacy State Development grant	Mississippi’s Literacy-Based Promotion Act

Adolescent Reading Policies

<i>State Policy Scope</i>	<i>Beginning Steps for Policies</i>	<i>Developing the Policies</i>	<i>Operationalizing the Policies</i>	<i>Full Implementation</i>
State Guidance and Monitoring of Districts and Schools	Set expectations and guidelines for district implementation.	Begin professional development for district and school leaders/teachers.	Provide technical assistance for districts to help them carry out the policies, including help with diagnostic tools, interventions for struggling readers, and best practices for teaching reading in key subjects.	Monitor districts as they carry out the policies and hold them accountable for raising students' reading levels. Make technical assistance and professional development for district/school leaders and teachers a regular part of professional development programs.
State Example	West Virginia OMSL implementation guide Georgia Office of Student Achievement	LETRS training for new Kentucky and Oklahoma teachers Louisiana – Adolescent Literacy Professional Development Series	Florida K-12 Comprehensive Evidence-Based Reading Plan Maryland Comprehensive Literacy Plan	Mississippi – Improving Adolescent Literacy Partnership and LETRS training

SREB

Addressing Adolescent Literacy

School Examples

Presented by:
Connie Lester

SREB's Powerful Literacy Practices



Assignment

Powerful Literacy Practices



Powerful Literacy Practices

Teacher Behaviors	Student Behaviors	Artifacts
The literacy-based assignment includes an authentic written product citing evidence from reading complex text(s) that are aligned to the depth of knowledge of the standard(s)		
<p>The teacher</p> <ul style="list-style-type: none">■ designs long-term and short-term assignments aligned to state content and literacy standards■ chooses text(s) that are on-grade level or higher and appropriate for the discipline■ requires extended writing products that engage students in analyzing and synthesizing information from text(s)■ aligns content, texts, and writing products to state content and literacy standards■ connects the daily lesson to the larger assignment	<p>The students</p> <ul style="list-style-type: none">■ engage in assignments that require them to read grade-level or higher texts and demonstrate understanding through both short and extended writing products■ use evidence from text in their writing to make claims and demonstrate critical thinking about essential content■ can explain the purpose of the assignment and the steps required to be successful	<p>An assignment that</p> <ul style="list-style-type: none">■ involves content central to the discipline■ is text dependent■ requires authentic writing products■ aligns with both literacy and content standards■ is posted and available for students to reference

Teacher Behaviors:

Student Behaviors:

Artifacts:

Decatur Alabama City Schools

- Decatur City Secondary Schools completed a three-year contract with SREB at the end of the 2023-24 school year (2021-2024).
- The contract included literacy, math, and leadership support.
- Decatur City Schools began a new three-year contract in the fall of 2024.

Focuses for Support

- Depth of Knowledge of Standards
- Standards Aligned Learning Targets, Assessments, and Instructional Plans
- Literacy Strategies
- Reading and Writing Across the Curriculum
- Student Engagement
 - Small Group Instruction
 - Student Discourse

Decatur High School Success Data

2023-24

AP Exams

67.4% Pass Rate



AP Pass Rate 2021-2024

AP Pass Rate

2021-2022

■ 49% Pass Rate

2022-2023

■ 64% Pass Rate

2023-2024

■ 67% Pass Rate

2023-24 AP Highlights

- 203 Qualifying Scores
- 37 Students Scored a 5
- 2 Classes had 100% Pass Rate
- 2 Classes had over 80% Pass Rate
- 3 Classes over 70% Pass Rate
- 3 Classes over 60% Pass Rate
- 10 of 15 Classes scored higher than the State Average
- 8 of 15 Classes scored higher than the Global Average

Next Steps – Improving ACT Scores

Spring 2024 Overall School Composite 16.93

Georgetown SC High Schools

- Four High Schools
 - Waccamaw
 - Georgetown
 - Carver's Bay
 - Andrews
- Two Years of SREB Literacy Support
- Two Cohorts of Teachers
 - Three teachers from each school per cohort
 - ELA
 - Social Studies
 - Science

End of Year Two Teacher Showcase

- At the end of year two, each high school cohort team prepared and delivered a PD to their colleagues to showcase the learning of the cohort team.
- The cohort team (ELA, SS, and SC) used swivel cameras with the support of the district Instructional Coaches to video examples of implementation of the SREB Powerful Literacy Practices.
- The videos were included in the PD they developed.



SREB Powerful Literacy Practices

Chris Hapeshis, Ashton Mixon, Theresa Bailey
Waccamaw High School, Georgetown, SC



Literacy strategies/mini tasks (reading, writing, speaking and/or listening)

Literacy activity: Read/Think/Write model [\(Video\)](#)

1. Students will **read** the article on “How Elements Get Their Names”
2. Students will **write** and discuss with your group, the answers to the following:
 - a) What do you **think** the author of the article thought you knew before reading the article?
 - b) What did you learn that was new to you while reading the article?
 - c) What information would you like to know more about after reading this article?
 - d) Did the article change your thoughts about elements or chemistry after reading the information in the article? What were those thoughts?
 - e) Go back to question c. Research what you wanted to know more about and **write** about your findings.
3. Choose a spokesperson in your group for a class **discussion**. [\(Video 2\)](#)

Conclusion

- SREB is a RESOURCE.
- This committee has worked together for almost one year. We have research!
- Requests for research are accepted.

For More Information:

Creed Dunn – Policy Analyst
creed.dunn@sreb.org

Connie Lester – School
Improvement Coach
connie.lester@sreb.org