

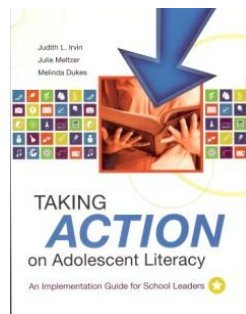


**IMPROVING ADOLESCENT LITERACY:  
RESULTS FROM THE WORK OF THE NATIONAL LITERACY PROJECT  
2007-2011**

*The goal of the National Literacy Project (NLP) is to improve the reading and writing success of upper elementary, middle, and high school students. NLP partners work with schools and districts to develop, implement, and monitor a literacy action plan designed specifically to meet the academic and literacy needs of their students. NLP has worked since 2000 in multiple schools and districts to build the capacity of teachers and administrators to implement systematic, systemic, and sustainable practices that directly impact improved literacy and learning of students in all classrooms. This report includes findings from three projects from 2007 to 2011.*

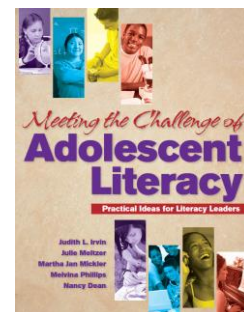
## HISTORY

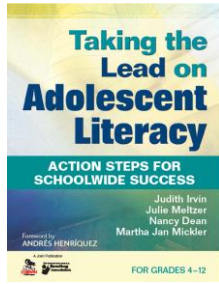
The National Literacy Project began in Florida in 2000 as the Florida Literacy Project, with a summer institute for 100 Florida educators passionate about improving adolescent literacy. We continued to work with school districts and held literacy institutes during the next two summers across the State of Florida. In 2002, we restructured as the National Literacy Project (NLP), a non-profit organization dedicated to advancing adolescent literacy and learning. Over the last decade, the work of NLP has evolved from summer institutes with limited follow up to long-term partnerships with schools and districts. Our aim is to support the work of teachers and other educational leaders to improve students' literacy development and content learning.



Along with our work in districts and schools, NLP leaders have been involved in the development and dissemination of three books on literacy leadership. The first of these books is *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders* (Irvin, Meltzer, & Dukes, Association for Supervision and Curriculum Development, 2007) which describes the *Taking Action Literacy Leadership Model* that informs the foundation of our work.

Recognizing the need to connect theory with classroom practices, NLP leaders wrote the second book, *Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders* (Irvin, Meltzer, Mickler, Phillips, & Dean, International Reading Association, 2009). This book addresses sixteen critical issues faced by educators in adolescent literacy. Each chapter describes a specific problematic issue and offers solutions using components of the *Taking Action Literacy Leadership Model*.





Based on our long-term work in literacy leadership with districts and schools, NLP leaders wrote a third book that outlines a five-stage process for designing, implementing, monitoring, and revising an effective literacy action plan. This process has been field-tested in numerous schools and districts across the country, and is fully outlined in *Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success* (Irvin, Meltzer, Dean, & Mickler, Corwin Press, 2010).

---

### The Literacy Leadership Process



#### Stage One:

#### **Get Your Literacy Improvement Effort Underway**

- Build an Effective Literacy Leadership Team
- Create a Vision of a Literacy-Rich School
- Establish and Communicate the Need for and Focus on Literacy Improvement

### Stage Two:

#### **Conduct School Self-Assessment and Draft Literacy Action Goals**

- Identify the Strengths of Your School
- Summarize Key Messages from your School Data
- Assess Current School Implementation Using the Literacy Action Rubrics
- Draft Literacy Action Goals

### Stage Three:

#### **Develop Your Literacy Action Plan**

- Develop an Implementation Map for Each Literacy Action Goal
- Solicit Feedback from School Community
- Revise Literacy Action Goals Statements and Implementation Maps
- Publish the Formal Literacy Action Plan

### Stage Four:

#### **Implement the Plan and Monitor Progress Toward Goals**

- Organize for Action
- Monitor and Troubleshoot Implementation
- Monitor Progress Toward Goals
- Sustain Momentum and Celebrate Accomplishments

### Stage Five:

#### **Review and Update Your Literacy Action Plan**

- Summarize Progress Toward Goals
- Revise Implementation Maps
- Analyze Success as a Literacy Leadership Team
- Plan How to Sustain Momentum

*"The Five-Stage Literacy Leadership Process provided my principals and teachers with an easy-to-follow, research-based guide to develop a successful Literacy Program within their school."*

**-Jerryelyn L. Jones, Chief Area Officer, Area 24  
Chicago Public Schools, Chicago, IL**

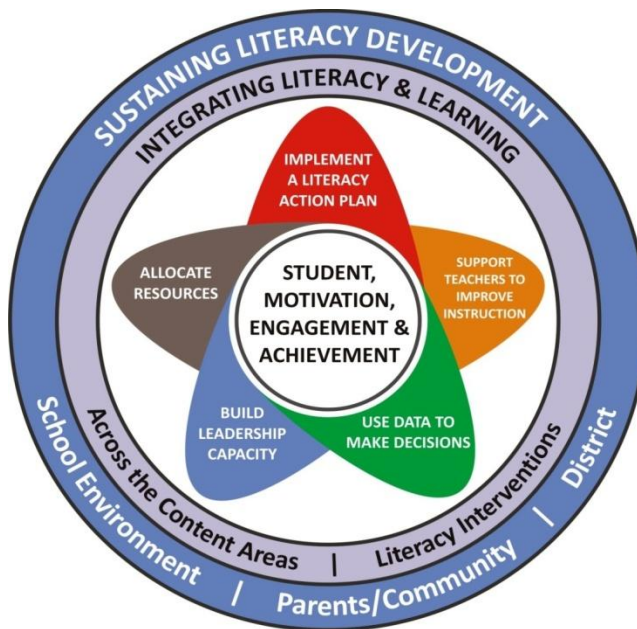
## **NLP SERVICES**

One of the responsibilities of a school or district literacy leader is to provide support to teachers and administrators as they enable all students to develop the literacy skills necessary for success in college, in the workplace, and as citizens. The National Literacy Project (NLP) offers innovative services, products, and tools, along with a systemic team-building process, to facilitate and sustain content and literacy improvement efforts.

Our services begin with an assessment of district and/or school needs. We then focus on building literacy leadership teams and on helping leaders and teachers create a common vision for the literacy improvement effort. In addition, our services are delivered in flexible formats, including on-site work with literacy teams, teacher and leadership institutes, workshops, on-site classroom demonstrations, coaching, modeling, and leadership mentoring.

We designed Literacy Action Rubrics© that are correlated with the goal areas of the *Taking Action Literacy Leadership Model* (which is explained below). School and district teams use the rubrics to assess school- and district-wide literacy implementation as well as current implementation of literacy support for students. Teams also use the rubrics to set goals and create implementation maps that guide the development of a viable, dynamic literacy action plan. We also provide tools for monitoring progress toward literacy action goals and support for literacy team members and school leaders as they review and update the plan as needed.

The Taking Action Literacy Leadership Model consists of goal areas and action points that are synergistic and represent a recursive process of school improvement.



---

For more information, contact Dr. Judith Irvin at 850.459.7660 or [jjirvin@NLProject.org](mailto:jjirvin@NLProject.org)  
Visit our website at [www.NationalLiteracyProject.org](http://www.NationalLiteracyProject.org) Report dated August 10, 2011

## **Goal Areas of the Model**

At the center of the literacy initiative is the goal area of *Student Motivation, Engagement, and Achievement*. When students are motivated to read and write and engaged by these tasks in school, they can improve their abilities as readers, writers, and thinkers. Improved achievement follows, both in content knowledge and in literacy and learning skills. Surrounding the central goal area is the *Integrating Literacy and Learning* goal area, which focuses on the school's instructional offerings and has two components: *Literacy Across the Content Areas* and *Literacy Interventions*. *Literacy Across the Content Areas* includes the content-focused courses that students take as they move through the grades (e.g., math, science, social studies, English/language arts, art, music, and world languages). Students grow as readers and writers when they learn to apply literacy skills to complex content area texts. The *Literacy Interventions component* targets those students whose performance is significantly below their grade placement level. Literacy interventions can be offered in many formats including an academic literacy class, content area teachers team teaching with a literacy specialist, or before and after school tutoring sessions. Whatever the format, literacy interventions are intended to provide targeted assistance to under-performing students. Addressing the literacy and learning needs of all students in a school typically requires a focus on both components (content area and intervention) of *Integrating Literacy and Learning* to meet students' needs.

The goal area represented by the outer band, *Sustaining Literacy Development*, represents three requisites for sustaining and promoting a school-based literacy improvement initiative. First, it is critical to establish a *Literacy-Rich School Environment*. This includes a school climate that actively communicates to students that they are important, contributing members of the school community through displays of current student work, evidence of literacy related student activities, and celebrations of progress. The school environment is also, of course, positively or adversely influenced by the policies, structures, schedule, and practices of the school. When these policies and structures focus on supporting all students to grow as readers, writers, and thinkers, a literacy-rich culture can be developed and maintained.

*Parents, Caregivers, and Community Members* are also critical contributors to student literacy development. Working collaboratively with families and community members, schools are able to access additional support and wider opportunities for their students. The building of these relationships sends a clear message: students and their futures are a worthwhile investment.

Finally, *District Support* can mitigate the many roadblocks and pitfalls that often accompany fledgling initiatives. Districts broker resources across schools, establish literacy improvement as a priority across the district, and facilitate school-based efforts. District leaders can provide schools with resources to support teachers as they embark on a new instructional model where a strict focus on content delivery shifts to an expectation that teachers provide literacy-embedded content instruction. District leadership can also provide direct support to instructional leaders by providing such resources as professional development, school-based coaches, teacher stipends, and substitutes so that school-based literacy leadership teams can carry out their literacy action plans.

### **Action Points of the Model**

The five action points are located in the center of the *Taking Action Literacy Leadership Model* and describe the actions that literacy leaders need to take to implement a literacy improvement effort successfully:

- ☑ *implement a plan,*
- ☑ *support teachers to improve instruction,*
- ☑ *use data, build leadership capacity,*
- ☑ *build leadership capacity, and*
- ☑ *allocate resources.*

These action points are not necessarily sequential. However, our experience with schools has shown us that designing and implementing an effective literacy action plan is critical to achieving results. Without a good plan, the good intentions of teachers and leaders may devolve into random activities that lack cohesion and purpose.

*“Following the process outlined allowed our literacy team to personalize the project to our school and needs. Our team presented our project to our staff in August, and our teachers have implemented it faithfully. Our students know the slogan and are excited about the project. The literacy team has kept the excitement high for the year.*

*This literacy project changed the culture and focus of our school in less than a year.”*

***-Trip Sargent, Principal  
North Arvada Middle School  
Jefferson County, CO***

## *NLP Way of Work*

Based on the *Taking Action Literacy Leadership Model*, NLP partners use the five-stage process to guide the work of schools' literacy leadership teams by assessing current implementation of literacy-rich practices, developing a sustainable plan, implementing and monitoring progress toward goals, and reviewing and updating the plan to sustain the initiative in ensuing years, even when key employees leave the school.

A Literacy Leadership Team is an essential catalyst for schoolwide change. With the support of an NLP partner, literacy leadership teams meet frequently to assess action plan progress, debrief observations, share successes, troubleshoot implementation, plan professional development, and study the implications of data. Our work with such teams includes helping all school leaders to:

- Establish appropriate representation on the team*
- Understand roles and responsibilities of team members*
- Provide ways of communicating with the entire school community*
- Develop goals and a dynamic literacy action plan*
- Plan and implement meaningful professional development*
- Understand data and use data to plan instruction*
- Monitor implementation of the literacy action plan*

*NLP partners also provide site-based support including:*

- Professional development for school and district administrators and teachers*
- Observation and feedback on effective instructional practice*
- Model lessons and demonstration teaching days*
- Support for designing a Literacy Showcase for the entire school community*

While the number of visits for each school varies according to school need and resource allocation, a suggested schedule of activities for the first year of a literacy initiative follows.

## Suggested Calendar of Events

### **Summer (Stages 1, 2, and 3): Literacy Leadership Teams Meet**

- \* Get your literacy improvement effort underway
- \* Conduct a school self-assessment and develop literacy action goals
- \* Develop a literacy action plan

### **August (Stage 4)**

- \* Kickoff for faculty
  - \* Literacy Learning Process
  - \* Goals and Implementation Maps
- \* Feedback on goals and implementation maps in departments/teams
- \* Revision of goals and implementation maps
- \* Introduction of school-wide strategies
- \* Literacy Team Meeting

### **September (Stage 4)**

- \* Literacy kickoff for students
- \* Organize student literacy team
- \* Brand contest
- \* Literacy walk-throughs to assess current practice
- \* Demonstration lessons with debriefing
- \* Begin professional development on content-embedded strategy instruction
- \* Share literacy successes at faculty meetings
- \* Literacy team meeting

### **October (Stage 4)**

- \* Planning period meetings for literacy support
- \* Demonstration lessons with debriefing
- \* Walk-throughs focused on strategy use
- \* Student/faculty focus groups
- \* Department/team meetings to debrief specific strategy use
- \* Volunteer Professional Learning Community book study
- \* Organization of student literacy team
- \* Sharing of literacy successes at faculty meetings
- \* Literacy team meeting

### **December (Stage 4)**

- \* Planning period meetings for literacy support
- \* Demonstration lessons with debriefing
- \* Administrative walk-throughs
- \* Department/team meetings to debrief specific strategy use
- \* Volunteer Professional Learning Community book study

|  |
|--|
| <ul style="list-style-type: none"> <li>* Student literacy team meeting and planning for a literacy activity</li> <li>* Sharing of literacy successes at faculty meetings</li> <li>* Literacy team meeting —introduction to the Literacy Showcase</li> </ul>  |
| <b>January (Stage 4)</b>   |
| <ul style="list-style-type: none"> <li>* Professional development for the new semester</li> <li>* Demonstration Lessons with debriefing</li> <li>* Department/team meetings to debrief specific strategy use</li> <li>* Volunteer Professional Learning Community book study</li> <li>* Student literacy team meeting and planning for a literacy activity</li> <li>* Sharing of literacy successes at faculty meetings</li> <li>* Literacy team meeting</li> </ul>                          |
| <b>February (Stage 4)</b>  |
| <ul style="list-style-type: none"> <li>* Student literacy activity</li> <li>* Professional development (planning period or whole faculty): the Literacy-Rich Environment</li> <li>* Literacy walk-throughs</li> <li>* Department/team meetings to debrief specific strategy use</li> <li>* Volunteer Professional Learning Community book study</li> <li>* Sharing of literacy successes at faculty meetings</li> <li>* Literacy team meeting —planning for the Literacy Showcase</li> </ul> |
| <b>March (Stage 4)</b>   |
| <ul style="list-style-type: none"> <li>* Sharing of literacy successes at faculty meetings</li> <li>* Student/faculty focus groups</li> <li>* Literacy team identifies teachers to feature in Literacy Showcase</li> </ul>   |
| <b>April/May (Stage 4)</b>   |
| <ul style="list-style-type: none"> <li>* Literacy Showcase</li> <li>* Debriefing and celebration</li> </ul>  |
| <b>June (Stage 5)</b>  |
| <ul style="list-style-type: none"> <li>* Review data</li> <li>* Review faculty input</li> <li>* Revise goals and implementation maps</li> <li>* Plan for next school year</li> </ul>   |

*"The Literacy Project is a systemic process that guarantees all students access to superior instructional strategies."*

**-Kathleen P. Norton. Principal  
Arvada High School, Jefferson County, CO**

## ***District Literacy Leadership Team***

Depending on the size of the district, we recommend that a district-level literacy leadership team be established to coordinate efforts across the district and build literacy leadership capacity. Responsibilities of this team include providing essential professional development, supporting school-based instructional leaders, and allocating resources efficiently.

## ***Sample Results of NLP Work***

We have consistently observed that when a school or district establishes a partnership with the National Literacy Project, teachers and leaders develop and support a strong and sustained focus on literacy improvement. At the same time, these colleagues establish relationships that represent their personal keen sense of ownership for working collaboratively with colleagues. Because NLP consulting partners are not in project schools every day, we readily appreciate and acknowledge that the hard work of daily interaction with students in the classroom is carried out by caring teachers and administrators. We also acknowledge that NLP may not be the only initiative present in the schools. As a result, we present our data knowing that positive results can also be interpreted as a combination of efforts by NLP and a variety of district and school initiatives and resources. References are available upon request.

## ***Evidence of Success: Large Urban District in Florida***

The two year (2009-2011) Literacy Leadership Project involved six high-needs schools: four high and two middle schools. During Year 1, the six school literacy leadership teams met in June 2009 to design their school's Literacy Action Plan by first assessing their school's literacy implementation using the Literacy Action Rubrics<sup>®</sup> and then developing literacy action goals, action steps, and implementation maps. Each NLP school partner provided support for the literacy leadership team as team members and school colleagues implemented the goals and action steps of the school's Literacy Action Plan. The subject areas of math and science have been a focus in this project.

## Results: 2009 - 2011

### Florida Comprehensive Achievement Test Data (FCAT)

| <b>Table 5. Summary of Academic Growth</b> |                |             |                |                |
|--|----------------|-------------|----------------|----------------|
|  | <b>Reading</b> | <b>Math</b> | <b>Science</b> | <b>Writing</b> |
| <b>High School 1</b>                       | +1 %           | +6 %        | +10 %          | +10 %          |
| <b>High School 2</b>                       | +2 %           | +0%         | +2 %           | +16 %          |
| <b>High School 3</b>                       | +3 %           | +9%         | +0 %           | +24 %          |
| <b>High School 4</b>                       | +5 %           | +0 %        | +0 %           | +22 %          |
| <b>State High School Average</b>           | +2 %           | +2 %        | +3 %           | +15 %          |
| <b>Middle School 1</b>                     | -1 %           | -8 %        | +4 %           | -5 %           |
| <b>Middle School 2</b>                     | +4 %           | +4 %        | +5 %           | +5 %           |
| <b>State Middle School Average</b>         | +1 %           | +2 %        | +5 %           | +2 %           |

In the first year of the project, all six of the project schools showed improvement in at least one of the four areas tested on the FCAT (reading, mathematics, science, and writing). Four schools improved in three of the four areas tested. Four project schools improved in reading; three improved in mathematics; four improved in science; and four improved in writing. One hundred percent of the schools met the project's 2-year objective (improving performance by 2% or more) in at least one of the four subject areas tested on the FCAT.

## Florida Assessments for Instruction in Reading Data (FAIR)

The tests known as FAIR, the Florida Assessments for Instruction in Reading, were administered for the first time statewide during the 2009-2010 school year. This assessment program provides screening, diagnostic, and progress monitoring information to guide instruction.

| <b>Table 7. FAIR Data</b>  |                      |                 |               |             |                   |               |                   |            |                      |
|--|----------------------|-----------------|---------------|-------------|-------------------|---------------|-------------------|------------|----------------------|
| <b>Percentile Ranks in Reading Comprehension</b>   |                      |                 |               |             |                   |               |                   |            |                      |
|  | <b>Pretest</b>       | <b>Posttest</b> | <b>Growth</b> |             |                   |               |                   |            |                      |
| <b>High School 1</b>   | 33 %ile              | 39 %ile         | +6            |             |                   |               |                   |            |                      |
| <b>High School 2</b>   | 27 %ile              | 30 %ile         | +3            |             |                   |               |                   |            |                      |
| <b>High School 3</b>   | 28 %ile              | 37 %ile         | +9            |             |                   |               |                   |            |                      |
| <b>High School 4</b>   | 39 %ile              | 46 %ile         | +7            |             |                   |               |                   |            |                      |
| <b>State High School Average</b>   | <i>Not available</i> |                 | +1            |             |                   |               |                   |            |                      |
| <b>Middle School 1</b>   | 50 %ile              | 53 %ile         | +3            |             |                   |               |                   |            |                      |
| <b>Middle School 2</b>   | 43 %ile              | 49 %ile         | +6            |             |                   |               |                   |            |                      |
| <b>State Middle School Average</b>   | <i>Not available</i> |                 | +2            |             |                   |               |                   |            |                      |
| <p><i>Scale</i></p> <p><i>Percentiles range from 0 to 99.</i></p> <p><i>The state classifies FAIR percentile ranks as follows:</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;"><i>High</i></td> <td><i>80-99 %ile</i></td> </tr> <tr> <td><i>Medium</i></td> <td><i>30-70 %ile</i></td> </tr> <tr> <td><i>Low</i></td> <td><i>Below 30 %ile</i></td> </tr> </table> |                      |                 |               | <i>High</i> | <i>80-99 %ile</i> | <i>Medium</i> | <i>30-70 %ile</i> | <i>Low</i> | <i>Below 30 %ile</i> |
| <i>High</i>  | <i>80-99 %ile</i>    |                 |               |             |                   |               |                   |            |                      |
| <i>Medium</i>  | <i>30-70 %ile</i>    |                 |               |             |                   |               |                   |            |                      |
| <i>Low</i>   | <i>Below 30 %ile</i> |                 |               |             |                   |               |                   |            |                      |

At the initial FAIR administration, four project schools began in the state’s medium range and two began in the low range. By the final administration, all project schools showed growth, and all scores were in the medium range at the end of the year. All six project schools exceeded the growth expected by the state.

---

For more information, contact Dr. Judith Irvin at 850.459.7660 or [jjirvin@NLProject.org](mailto:jjirvin@NLProject.org)  
 Visit our website at [www.NationalLiteracyProject.org](http://www.NationalLiteracyProject.org) Report dated August 10, 2011

Table 8 shows the mean percentile rank for reading comprehension on the 2010-2011 Florida Assessments for Instruction in Reading (FAIR) pretest and posttest, as well as the year's growth. The scores represent high school students in grades 9-10 and middle school students in grades 6-8. Comparison with 2009-2010 scores is inappropriate since the tested population was changed from students performing at Levels 1-5 on the FCAT reading test to students performing at Levels 1-3 only. State data are not available for the current test.

Analysis of Table 8 indicates that all project schools except Middle School 1 showed growth that exceeded the districtwide improvement from pretest to posttest.

| <b>Table 8. FAIR Data</b>  |                |                 |               |
|--|----------------|-----------------|---------------|
| <b>Percentile Ranks in Reading Comprehension for Students Scoring at FCAT Reading Levels 1, 2, &amp; 3</b> |                |                 |               |
|  | <b>Pretest</b> | <b>Posttest</b> | <b>Growth</b> |
| <b>High School 1</b>   | 18 %ile        | 23 %ile         | +5            |
| <b>High School 2</b>   | 14 %ile        | 18 %ile         | +4            |
| <b>High School 3</b>   | 15 %ile        | 20 %ile         | +5            |
| <b>High School 4</b>   | 17 %ile        | 25 %ile         | +8            |
| <b>Districtwide</b>  | 24%ile         | 26 %ile         | +2            |
| <b>Middle School</b>   |                |                 |               |
| <b>Middle School 1</b>   | 10 %ile        | 9 %ile          | -1            |
| <b>Middle School 2</b>   | 10 %ile        | 14 %ile         | +4            |
| <b>Districtwide</b>  | 12 %ile        | 15 %ile         | +3            |
| <b>Scale</b>   |                |                 |               |
| Percentiles range from 0 to 99.  |                |                 |               |

## **Staff Survey of Literacy and Learning**

At the beginning of the project, teachers in each grant school participated in a survey to self-assess their school in the categories of vision, goals, professional development, master schedule, clubs and activities, and library/media services. At the end of the second year of the project, teachers in each grant school repeated the process to assess change.

Analysis of the survey data indicate that project schools achieved improvement in literacy and learning over the two-year project, almost a full point (+0.9) on a 4-point scale. The areas of greatest growth were vision (+1.3) and professional development (+1.1), both of which initially tied with the master schedule as the areas of greatest need overall. Library/media services showed the least growth (+0.4) but it is important to note that this area had the highest rating in the initial survey (2.8 overall) and therefore had the least need for improvement. After two years, the master schedule (2.7) continues to be the area of greatest need at both the middle and high school levels, even after improvements were made (+0.8).

## **Sustainability**

Despite many challenges, every school after Year 1 of the initiative had a core of literacy teacher and administrative leaders willing to work toward sustaining the literacy initiative. In addition, 100% of every faculty had participated in literacy professional development by the end of the school year. Project schools showed growing participation in demonstration literacy lessons, and math and science teachers made strides in incorporating literacy lessons into their content. All schools made progress in developing student literacy leaders, and many of these students took part in the successful literacy showcases at the end of the year.

An additional positive outcome for the project was the sharing of school goals and outcomes across project schools. For example, the idea of a Student Literacy Leadership Team spread among the project schools, and a conference is planned for students to share activities across schools. As school leaders and teachers prepare for Year 2, they begin with a strong foundation for literacy and learning and are optimistic about next

year. Project partners share in their optimism and look forward to continued growth in literacy next year.

In this project, NLP accomplished the following:

- ☑ Deepened strategy instruction and help teachers use schoolwide and personally selected literacy strategies on a consistent basis throughout the year.
- ☑ Developed and supported strong teacher literacy leadership team.
- ☑ Helped teachers increase student involvement in literacy leadership.
- ☑ Built literacy knowledge and capacity of teacher and administrative leaders.
- ☑ Helped teachers to network and provide classroom support to each other in literacy instruction.
- ☑ Helped teachers find multiple opportunities to celebrate teacher and student literacy success.
- ☑ Continued the use of the *Taking Action Literacy Leadership Process* as described in *Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success*.

### ***Evidence of Success: Large Urban School District in Colorado***

Working closely with district literacy specialists in A Colorado district, NLP partners began a literacy improvement initiative in three middle schools and one high school during the 2008-2009 school year. For the 2009-2010 year, the project was expanded to include 2 more middle schools and 2 more high schools. This effort included intensive implementation of selected literacy support strategies in classrooms across each school, a literacy showcase, and support for the dynamic work of building-level literacy leadership teams.

At the end of the 2010 school year, the district matched project schools to non-project schools based on similar percentage of students eligible for free/reduced priced lunch.

From the non-project schools a matched cohort of students was identified based on:

- ☑ Eligibility for free/reduced priced lunch (FRL)
- ☑ English proficiency status
- ☑ Gender

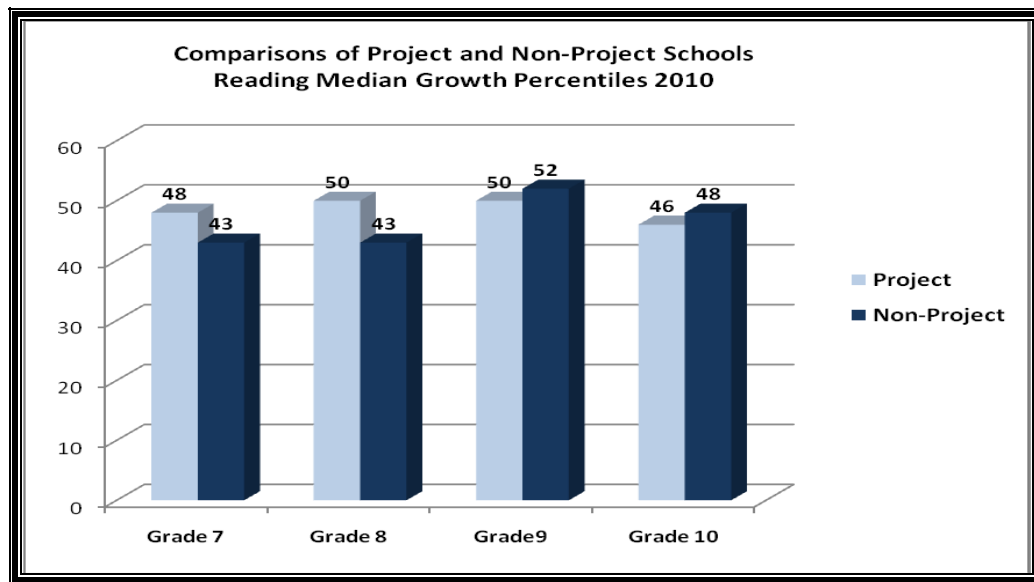
---

For more information, contact Dr. Judith Irvin at 850.459.7660 or [jjirvin@NLProject.org](mailto:jjirvin@NLProject.org)  
Visit our website at [www.NationalLiteracyProject.org](http://www.NationalLiteracyProject.org) Report dated August 10, 2011

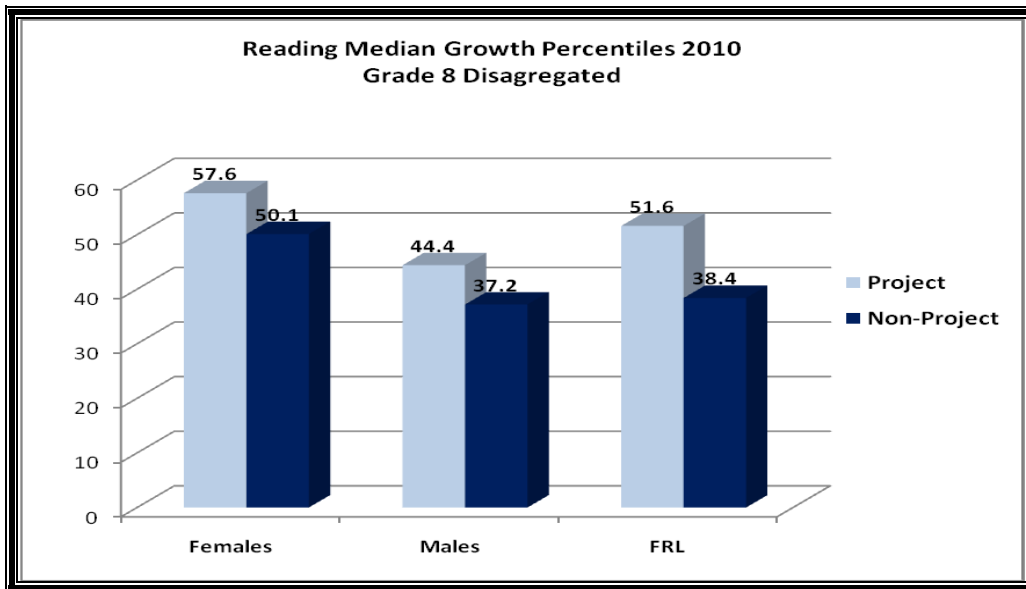
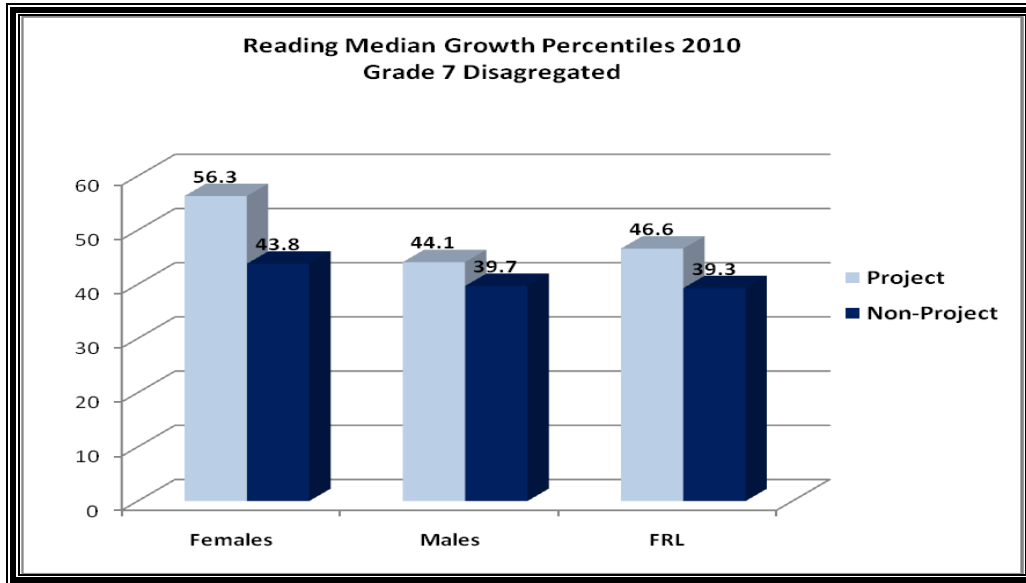
- ☑ Ethnicity (non-White/non-Asian)
- ☑ 2009 Colorado Student Assessment Program (CSAP) scaled scores

## Results of Year 2: 2009-2010

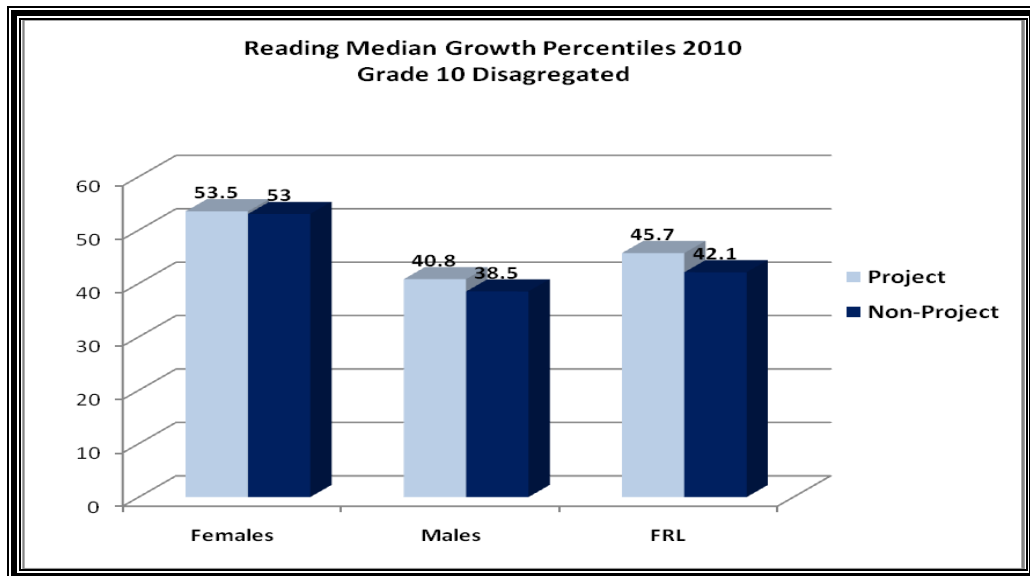
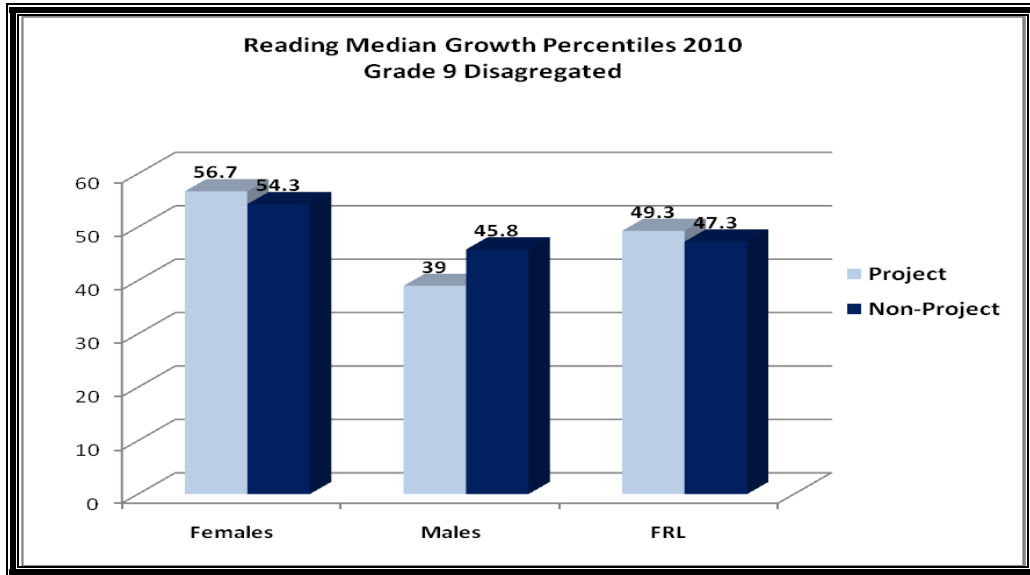
A comparison of student performance on the CSAP for schools in the project and their matched student cohort from non-project schools revealed noticeably higher performance at grades 7 and 8 for project schools, and slightly higher performance at grades 9 and 10 for non-project schools. In grades 7 and 8, reading median growth percentiles at project schools were 5% and 7% higher, respectively, than at non-project schools. In grades 9 and 10, the percentiles at project schools were 2% lower than non-project schools. As these data are analyzed, it is important to note that 60% of the middle schools were in their second year of implementation, while 67% of the high schools were only in their first of implementation.



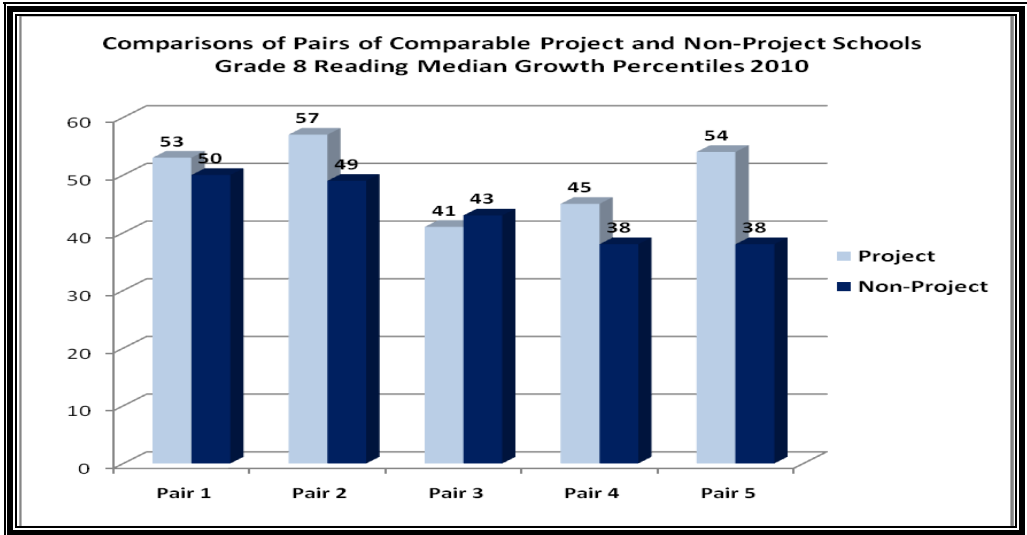
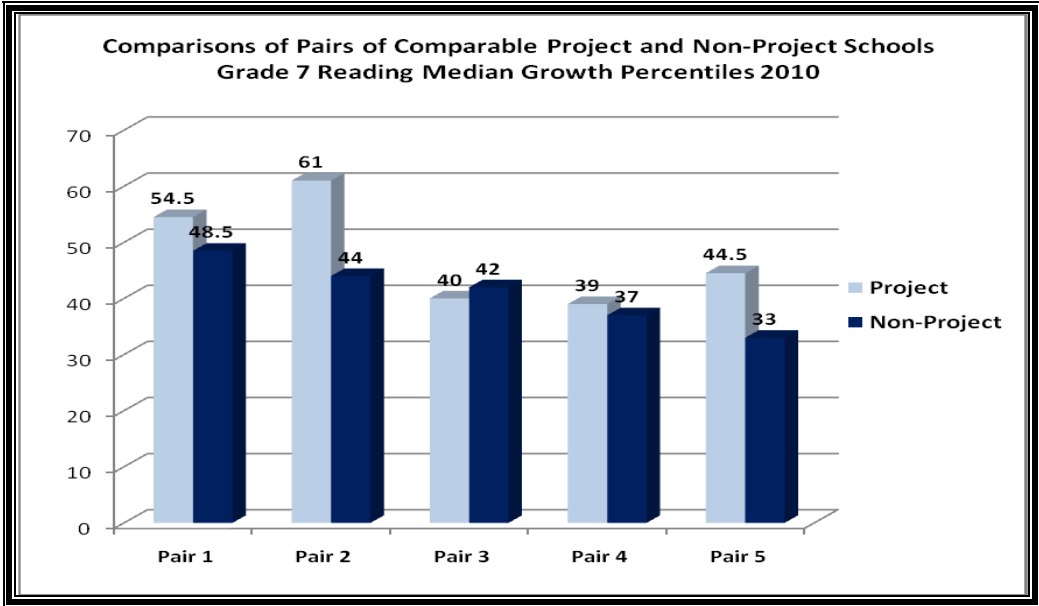
The following tables compare the reading growth of students at project and non-project schools by grade level and subpopulation. In grades 7 and 8, project schools demonstrated higher performance for all three subpopulations of female, male, and FRL.



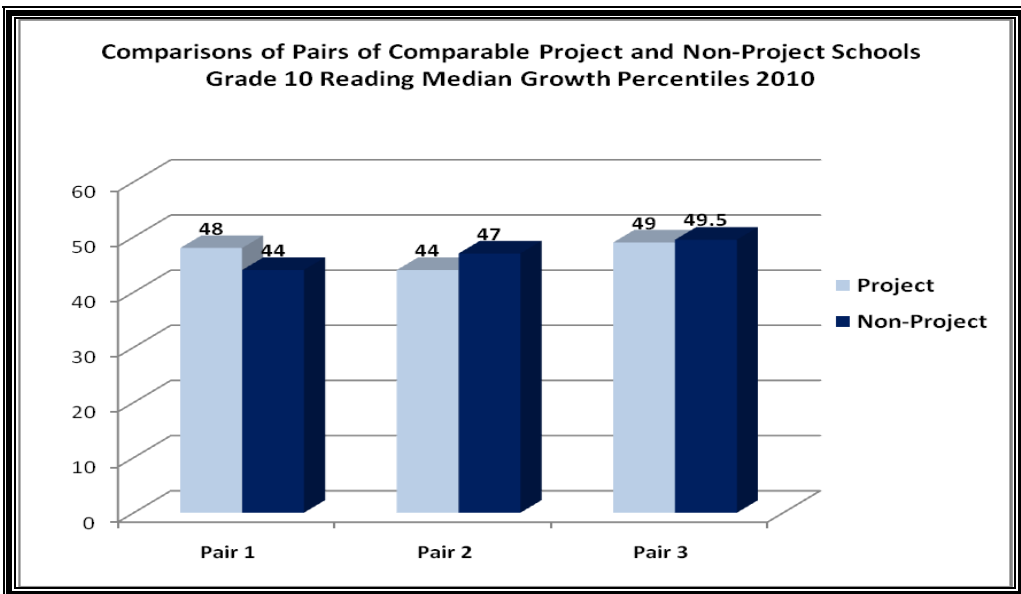
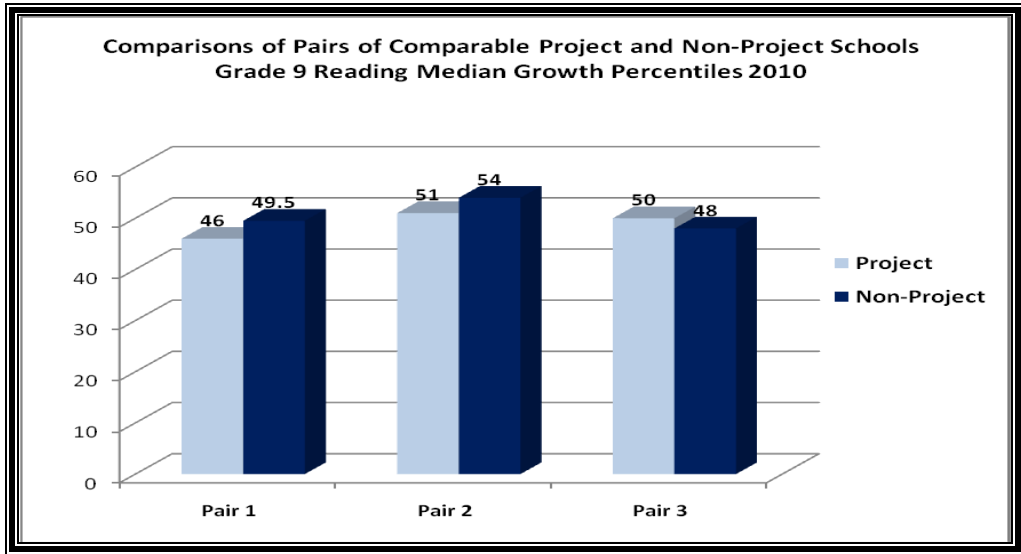
In grade 9, project schools demonstrated higher performance for the subpopulations of female and FRL, while non-project schools demonstrated higher performance for the male subpopulation. In grade 10, project schools demonstrated higher performance for all three subpopulations of female, male, and FRL.



The following tables show matched school pairs by grade level. Four of the 5 project schools exceeded their matched pairs in overall performance at grades 7 and 8.



At grade 9, non-project students exceeded their peers in project schools for overall performance in 2 of the 3 matched pairs. At grade 10, one pair demonstrated virtually no difference (.5%) in performance, while the project school exceeded the non-project school at one of the two remaining pairs.



## Sustainability

During the 2010-2011 school year, three more schools were added to the project, and an NLP partner worked closely with district literacy coaches to set goals and create implementation maps. In addition, a district literacy team was formed to guide the literacy improvement effort in all schools. School leaders and teams in the Literacy

Project accomplished the following:

- ☑ Formed a strong literacy leadership team.
- ☑ Built and implemented a literacy action plan based on school team-developed goals.
- ☑ Raised student and teacher awareness of and enthusiasm for the importance of literacy in the content areas.
- ☑ Improved the print-rich environment of the school community.
- ☑ Selected and implemented consistent literacy support strategies across all content areas.
- ☑ Improved reading and writing achievement as demonstrated by progress monitoring and state assessment data.

The Literacy Project has sustained steady growth over a 3-year period. The sustainability and continuing development and growth of the project are attributable to a firm commitment throughout the district office to literacy improvement, steady and capable leadership at each school site, and the continued involvement of district literacy coaches in the work of each school.

### ***Evidence of Success: Salisbury Middle School, Maryland***

Using the Taking Action Literacy Planning Process, NLP began working with Salisbury Middle School in June 2007. Salisbury's 2008 test data reflect a dramatic growth in reading performance for all three grade levels. The number of students in all three grades who scored in the "basic" category declined, as readers who typically performed below grade level improved their performance. Additionally, the numbers of students scoring in the "proficient" and "advanced" categories increased, indicating that students typically performing at or above grade level also experienced growth. Disaggregated data reveal that these gains were achieved across subpopulations of gender, ethnicity/race, and students receiving special services. The literacy initiative that began with the NLP partnership is sustained today as the leadership team continues to meet and monitor the implementation of literacy activities.

## Salisbury Middle School Reading Scores: 2006-2010

|              | Grade 6 Reading %'s |      |      |      |      | Grade 7 Reading %'s |      |      |      |      | Grade 8 Reading %'s |      |      |      |      |
|--------------|---------------------|------|------|------|------|---------------------|------|------|------|------|---------------------|------|------|------|------|
|              | 2006                | 2007 | 2008 | 2009 | 2010 | 2006                | 2007 | 2008 | 2009 | 2010 | 2006                | 2007 | 2008 | 2009 | 2010 |
| <b>Basic</b> | 34.7                | 34.6 | 26.6 | 19.4 | 18.7 | 41.8                | 38.7 | 27.3 | 21.2 | 22.3 | 34.7                | 43.8 | 37.1 | 25.4 | 30.1 |
| <b>Prof.</b> | 35.7                | 40.1 | 42.7 | 49.3 | 47.8 | 35.8                | 35.2 | 38.6 | 42.7 | 45.4 | 50.5                | 39.1 | 42.9 | 47.5 | 35.1 |
| <b>Adv.</b>  | 29.6                | 25.3 | 30.7 | 31.3 | 33.5 | 22.4                | 26.1 | 34.1 | 36.1 | 32.3 | 14.9                | 17.0 | 20.1 | 27.2 | 34.8 |

### *Concluding Remarks*

The evidence from these three projects clearly points to the efficacy of school administrators and teaching colleagues working collaboratively using a field-tested process and tools for designing, implementing, and monitoring literacy action plans. The five-stage literacy action process provides both a relational framework that promotes the committed buy-in from teachers and administrators, as well as a vehicle for sustainability over time and across schools. Working in collaboration with school and district level educators, the NLP partners continue to refine and improve both the process and tools and their positive impact on the work of teachers and administrators.

### References

Irvin, J. L., Meltzer, J., & Dukes, M. S. (2007). *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.

Irvin, J. L., Meltzer, J., Mickler, M. J., Phillips, M. P., & Dean, N. (2009). *Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders*. Newark, DE: International Reading Association.

Irvin, J. L., Meltzer, J., Dean, N., & Mickler, M. J. (2010). *Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success*. Thousand Oaks, CA: Corwin Press.