

Reaching Struggling High School Readers: A Proven Model for Literacy Improvement at the Boston Arts Academy (BAA)

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Presenters:

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What We Do In Summer Reading

- Oral Reading is the cornerstone practice of the curriculum
- It is imperative to establish a safe and supportive classroom culture that encourages risk-taking (grouping by diagnostic scores is crucial)
- Reading aloud from high interest novels challenges readers to develop:
 - Word analysis skills
 - Vocabulary
 - Comprehension Strategies
 - Fluency & Prosody
 - Overall Confidence as a Reader

Why We Do It

- Students report feeling less shame about reading
- Students move from denial of their reading problems to feelings of validation and hope
- Many are surprised to find pleasure in reading a book for the first time in their lives
- Students develop a sense of agency that inspires them to take greater responsibility for their own learning

Mary Keyes

Education

- B.S. SUNY @ Geneseo, NY 1979
(Special Education - minor in History and Art)
- M.Ed. Lesley University, 1994
(Special Education, Inclusion Specialist)
- C.A.S. MGHIHP, 2007
(Reading Specialist Licensure)

Experience

- Human Services, Residential & Vocational Programs for Developmentally Disabled (1979-1994)
- Reading High School Special Educator (1994-2001)
- Boston Arts Academy Special Ed/Reading/ELL (2001-2016)

Isabel Phillips

Education

- B.A. University of South Carolina, 1977
Child Psychology and Early Childhood Education
- Ed.M Harvard University, 1979
Reading and Language, Reading Specialist Licensure
- Ed.D. Harvard University, 1987
Neuropsychology, Reading and Language Disorders

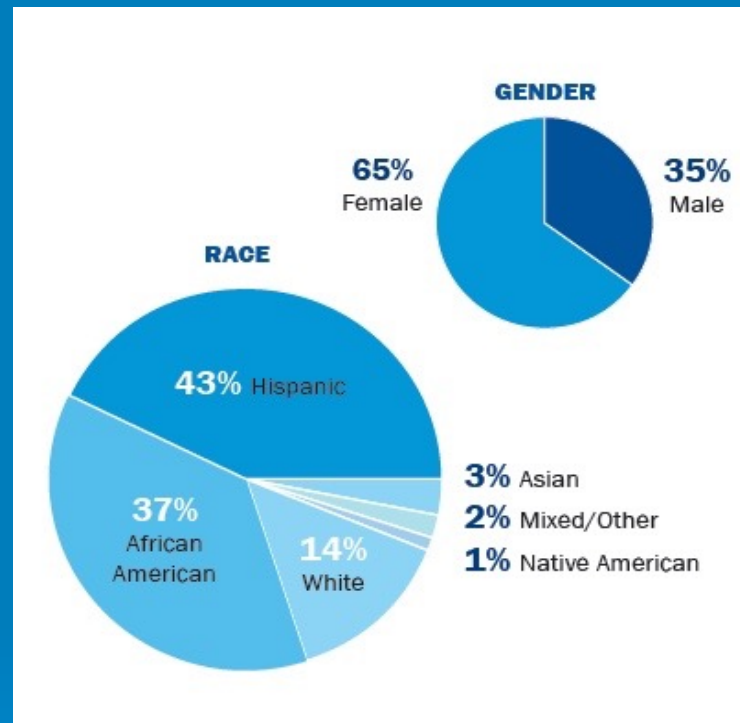
Experience

- K-1 Teacher, Reading Specialist, *SC and MA (1977-1982)*
- Neuropsychological Assessment, *Children's Hospital, Boston MA (1982-1987)*
- Educational Consultant, *Individuals and Schools (1987 – 2016)*
- Associate Professor, Founding Director of the C.A.S. Reading Licensure Program, *MGH Institute of Health Professions, (2004-2008)*

About the Boston Arts Academy

- Boston's Public High School for the Arts
- Founded in 1998
- Admission is academic-blind and based solely on
 - audition (performing arts)
 - portfolio (visual arts)
- A full inclusion school
- Approximately 400 students
- In 1999, the Boston Arts Academy Foundation was established to raise essential funds to supplement fiscal allocations from the Boston Public Schools

Boston Arts Academy Demographics



- 60% of students are economically disadvantaged
- 41% of students speak a language other than English at home
- 33% of students enter BAA reading below grade level
- 14% of students are on IEP's

Summer Reading Program Leaders

- Program Coordinator and Academic Year Liaison, Mary Keyes
- Program Director and Teacher Trainer, Isabel Phillips
- Dean of Discipline and Building Coordinator, Edgar Vasquez
- Reading Specialists for Post-Testing

Summer Reading Program Teachers and Students

- 4-5 BAA Teachers (Arts and Academic Teachers)
- 2-3 non-BAA Teachers
- 1-2 Reading Specialist Practicum Students
- Approximately 50 Students
 - 40 9th graders
 - 10 returning 10th and 11th graders

Summer Reading Program Teacher Training

- One Full Day Professional Development Prior to Program Start
- Five Week Supervised Teaching Block (2 hrs daily)
- Five Week Mentoring and Peer Collaboration (2 hrs daily)
- Graduate Credit Option counts toward promotion/ compensation

Year- Round Summer Reading Preparation

- Incoming 8th graders are tested (MAPS* – formerly Gates-MacGinitie)
- Grouped into 4 levels of English Classes by reading skill
- Teachers carefully assigned to lowest groups
- Students informed about BAA Reading Benchmark (Fall of 9th grade)

* Measures of Academic Progress (MAPS) – Northwest Evaluation Association (NWEA)

9th Grade Reading Benchmark @ BAA

The BAA 9th Grade Reading Benchmark states:

“Students who do not achieve a reading level of ninth grade or above by the end of their ninth grade year will be required to attend the Summer Reading Program. This determination is based on BAA reading assessments along with corroborating evidence from teachers throughout ninth grade English.”

(adapted from BAA Handbook)

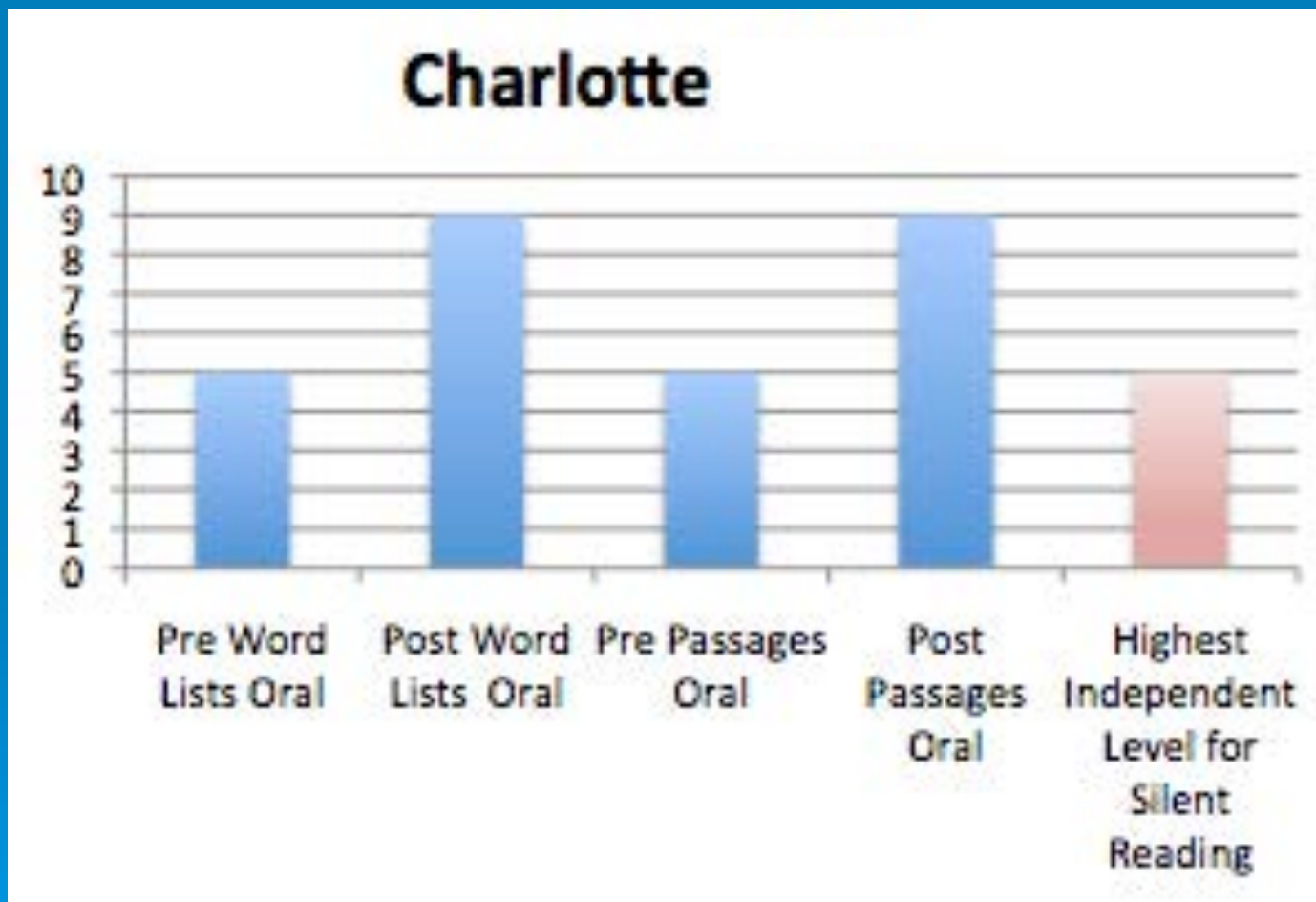
Assessments for Summer Reading

- Rosner Test of Auditory Analysis Skills (TAAS)
 - Ability to take apart the individual phonemes within words
 - (e.g. Say “stack” without the /t/ sound – sack)
- Diagnostic Assessments of Reading (DAR)
 - Word List Reading Accuracy
 - Passage Reading Accuracy
 - Highest Grade Level of Good Comprehension
 - Words Correct Per Minute (Rate)

Pre- and Post-Test Comparisons

- Word List Reading Accuracy
- Passage List Reading Accuracy
- Reading Comprehension/Recall

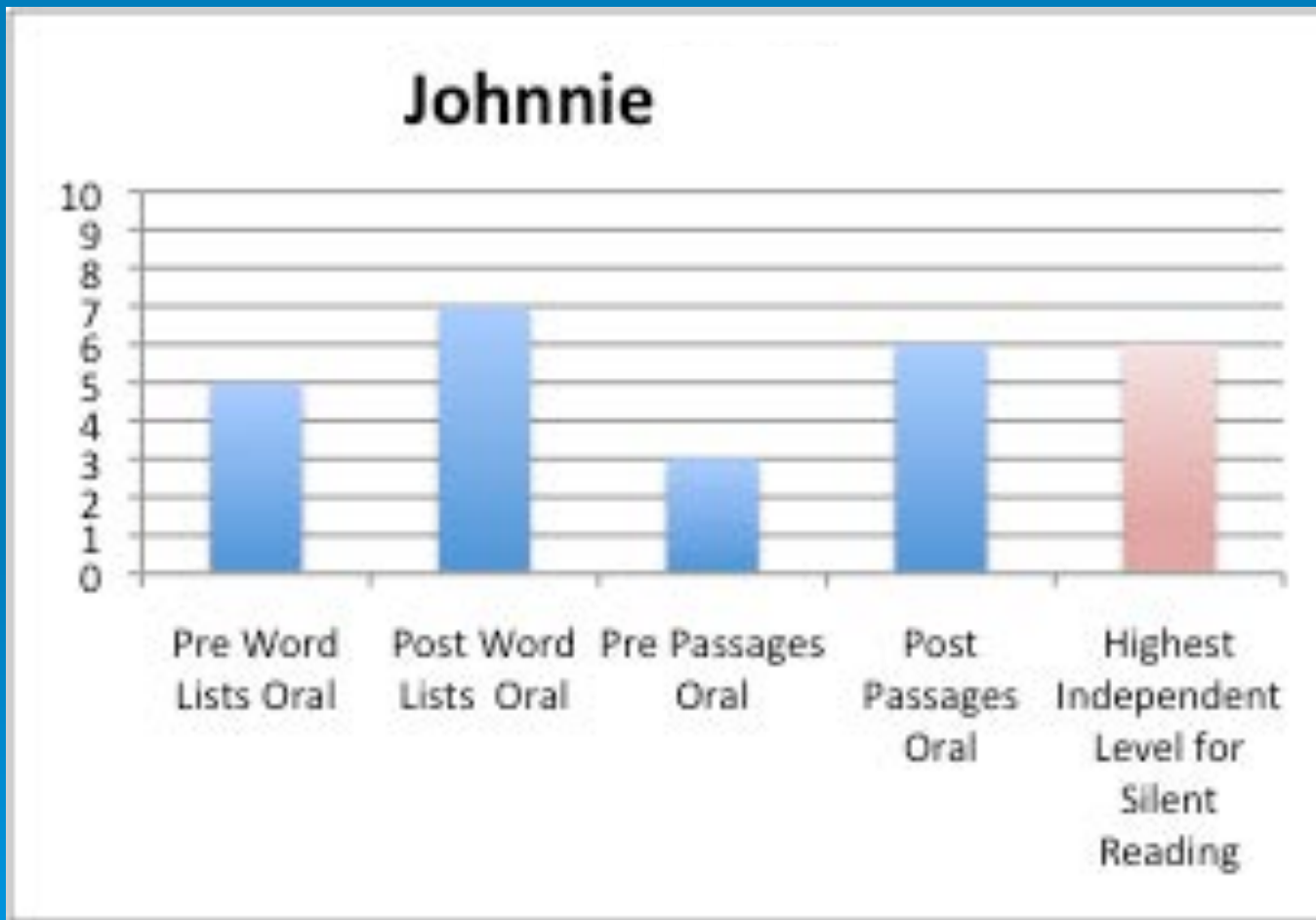
Student Case Study Example



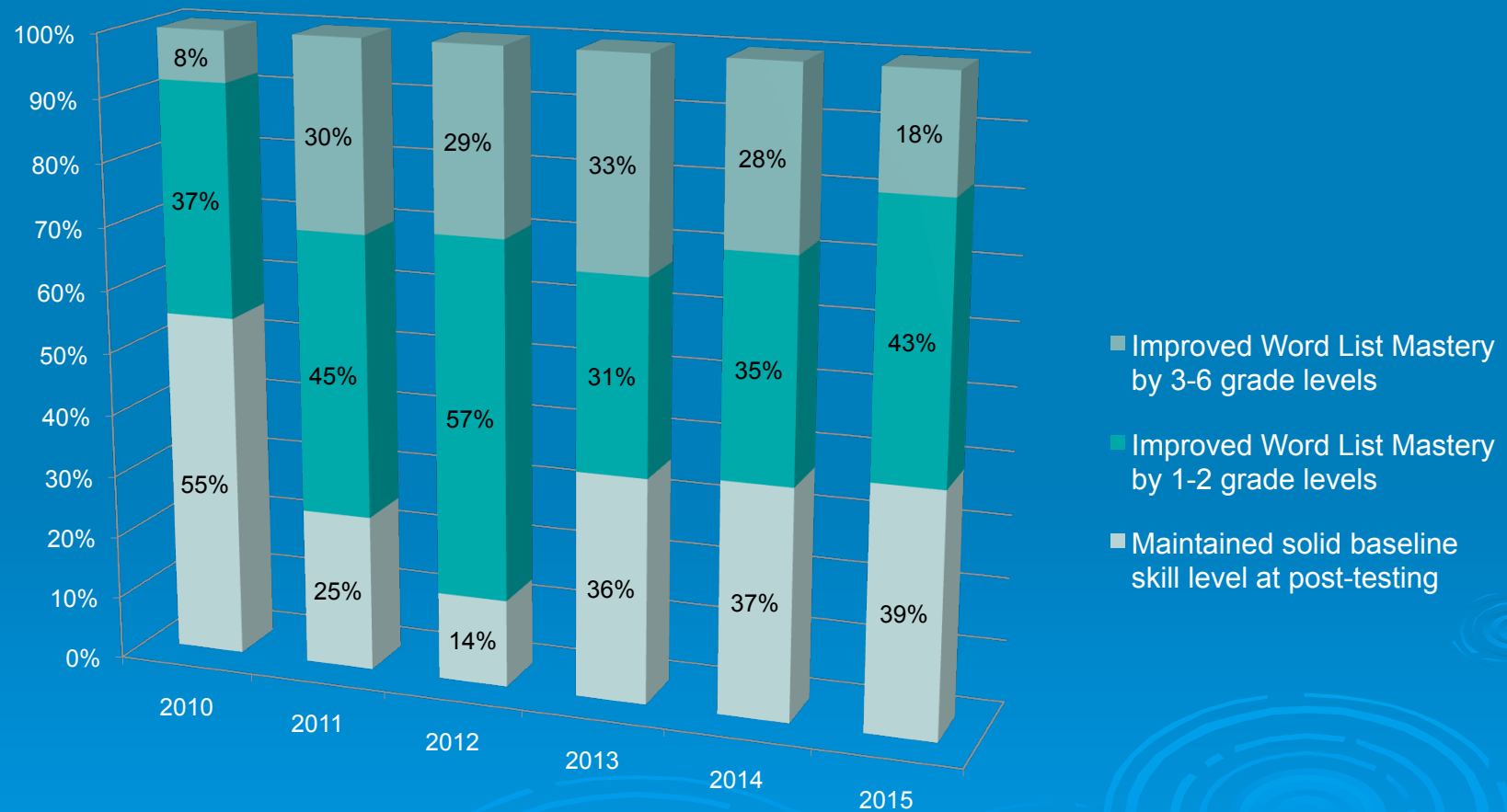
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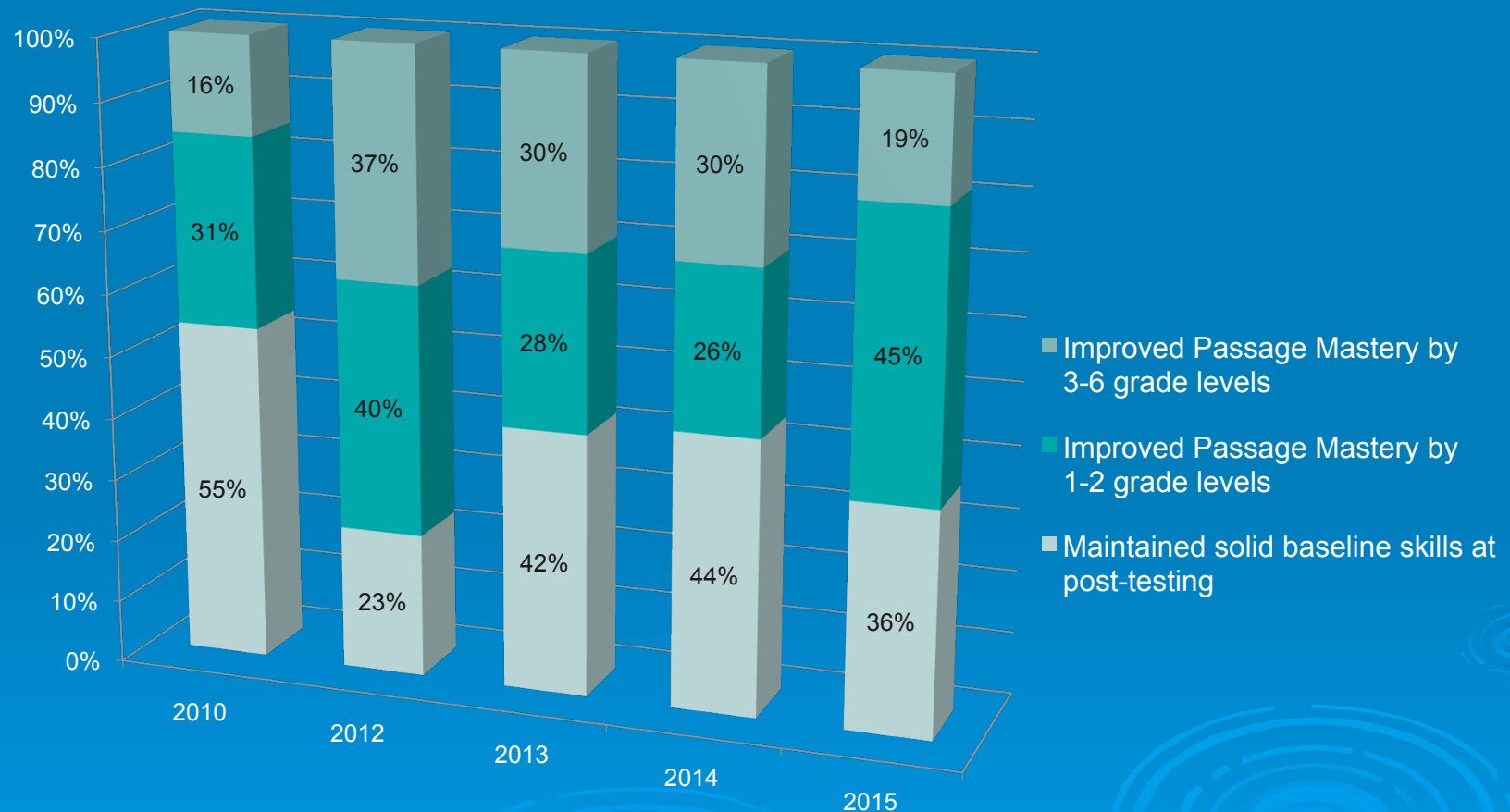
Student Case Study Example



Overall Word List Reading Accuracy



Overall Passage Reading Accuracy

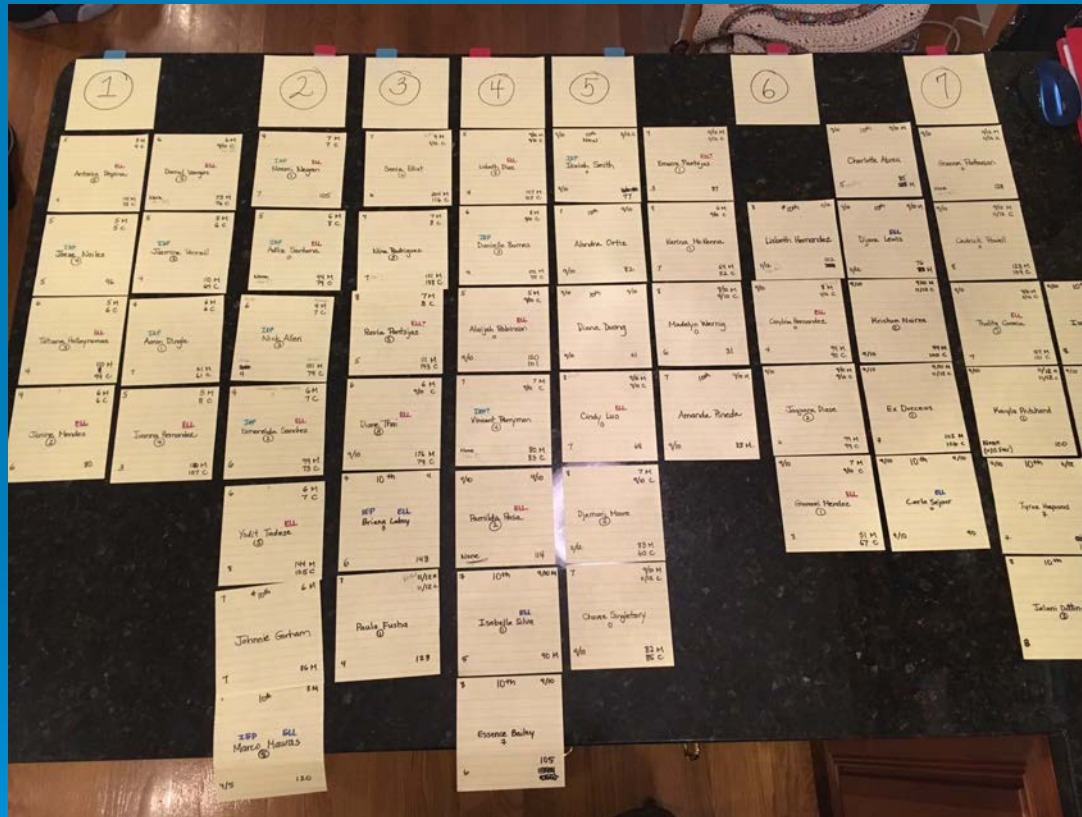


**Note: Due to reduced funding in 2012, passages were not post-tested.*

Grouping the Students: Starting with Diagnostic Scores

Words	Passages
ELL? IEP?	
Student	
#Rosner	
Errors	
WCPM	Comprehension

Sticky Note Heaven



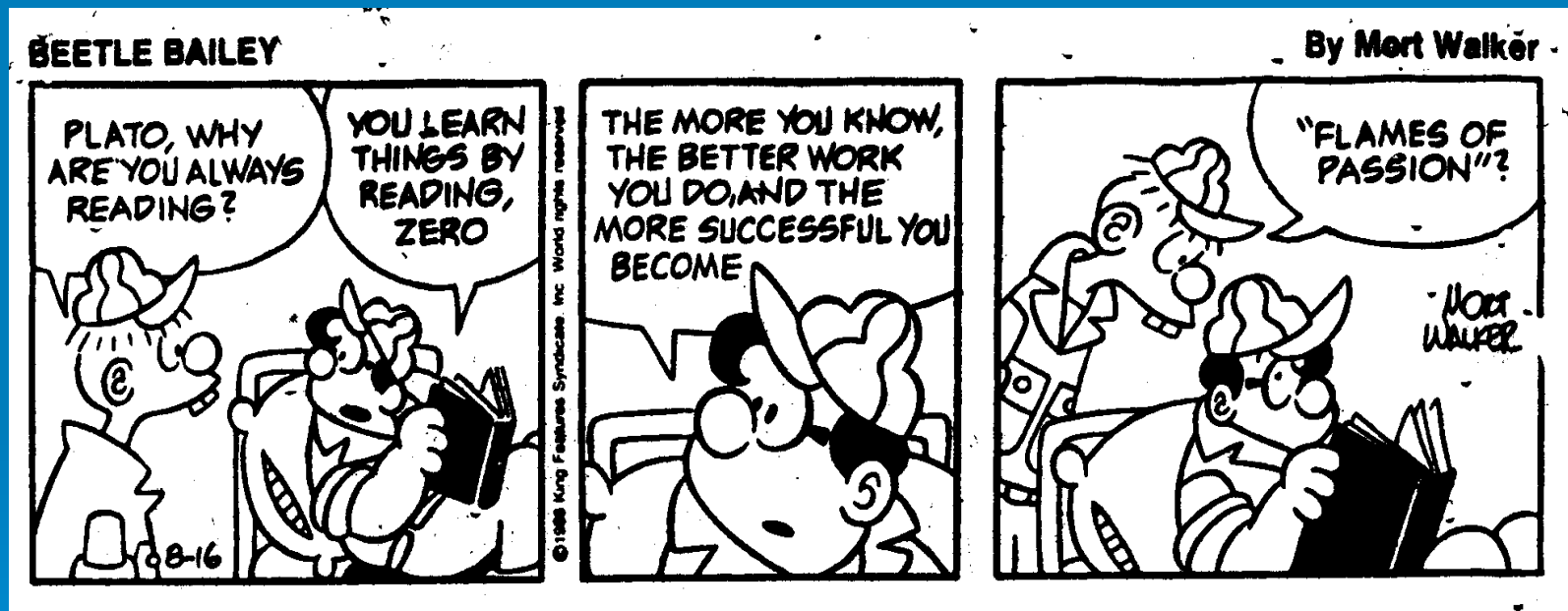
BAA Academic Goals for Summer

- Read at Least Two Novels
- Complete writing project specific to grade level (e.g. “Journeys,” “Awakenings,” or “Epiphanies”)
- Summer Reading Students get all their reading and writing requirements completed by August 1

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Match Readability of High Interest Texts to Reader Skills in Cohorts



Value of Time Spent Reading

