

Comprehensive K-3 Reading Policies

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Reading is Both an Education and Economic Problem





Of students who failed to earn a high school diploma were struggling readers in third grade.



Students who are not reading proficiently in third grade:

4 x  Are four times more likely to not to graduate high school.

6 x  African American and Hispanic students not reading proficiently in third grade are six times more likely to drop out or fail to graduate from high school.

8 x  Low-income minority students not reading proficiently in third grade are eight times more likely to drop out or fail to graduate from high school.

High School Dropouts:

Aren't eligible for
90%
of the jobs in
the economy.

Yearly
earnings is more
than
50%
less than that of
someone who
earns a
Bachelor's
Degree.

Make-up
nearly
50%
of all
heads-of-
households on
welfare.



Catch Students Early



Early identification



Intensive reading
intervention happens K-3



Retention is a last resort

K-3 Reading Fundamental Principles



Teacher Supports

- Job-embedded training for current teachers via statewide training and reading coaches
- Preparing teacher candidates to have the knowledge and skill to teach all kids to read
- Funding and reprioritization of existing local, state and federal funds for early literacy

Assessment/Parent Notification

- Universal statewide early literacy screening/progress monitoring
- Parent notification and engagement

Instruction/Intervention

Individual reading plans for K-3 students identified with a reading deficiency, including:

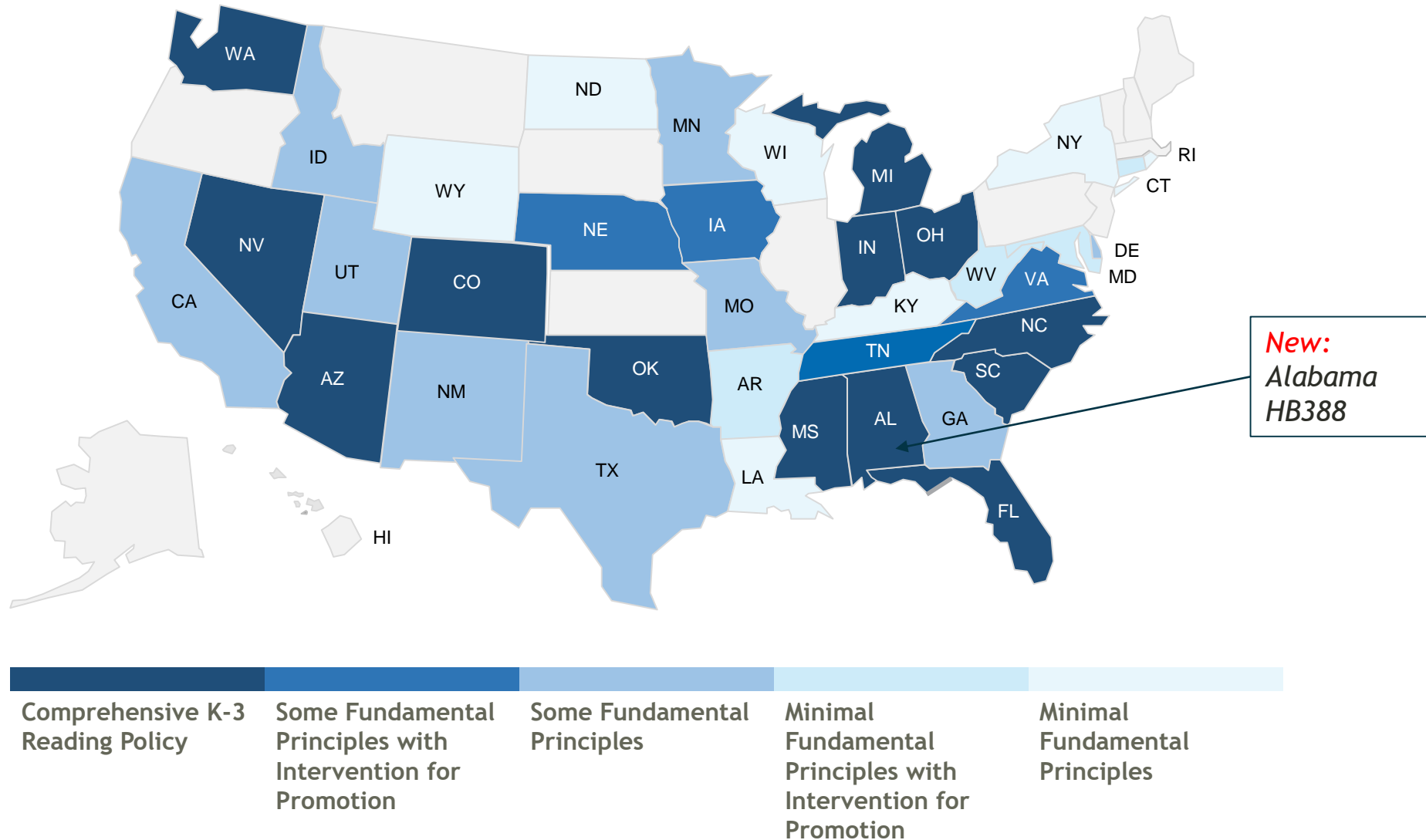
- Evidence-based interventions during school, and before/after school
- Summer Reading Camps
- Home reading strategies or programs for parents
- Regularly monitor student progress and adjust instruction according to student need

Retention/Intervention

- Retention for students severely below grade level (cut score matters)
- Ensure one test on one day is NOT the sole determining factor (state test, alt test, portfolio)
- Good cause exemptions for “some” students
- Retention means more intensive interventions

K-3 Reading Policy Landscape & Impact

K-3 Reading Policy By State



2019 Legislative Action



37 states with K-3 reading policy in some form/13 states with comprehensive K-3 reading policies

Newest state:

- **AL** – passed Comprehensive K-3 Reading Policy, HB388: June, 2019 (most comprehensive policy to date)

In 2019, other K-3 reading policy action:

- **AR** – SB153 Right to Read Act -requires that schools include a literacy plan in school improvement plan; to require that the curriculum, PD, and graduate studies recommendations for a district and open-enrollment charter school be in accordance with the science of reading; requires DOE to create an approved list of curriculum programs that are supported by the science of reading.
- **GA** – dyslexia bill, creating a universal statewide early literacy screener
- **CO** – heavier focus on evidence-based reading PD, assessment and programs, dedicated time for instruction, a communications campaign, and a shift in funding practices for implementation

K-3 Reading Policy Action continued....



- **NC – SB438 (vetoed, legislature could override veto):** Establishes a task force to create a comprehensive literacy plan; IRP's for students who are not reading at grade level; expands reading training based on the science of reading; requires the development of a model curriculum aligned to the science of reading; requires the revision of teacher preparation programs to align to the science of reading and NC reading standards; establishes an increased focus on quality summer camps, including requiring school districts to submit camp plans for approval, and staffing camps with the most effective reading teachers; requires an alternative assessment review to ensure a consistent standard is applied for promotion decisions
- **NV –** Increased funding to support RBG3 implementation statewide

On the radar: Georgia, Kentucky, Missouri, South Carolina, Tennessee, Arkansas, Texas, Alaska



Decoding Dyslexia

- A network of parent-led grassroots movement across the country
- Concerned with the limited access to educational interventions for students with dyslexia
- Aims to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia.

Science of Reading

- [Hard Words - Why Aren't Kids Being Taught to Read?](#) - Scientific research has shown how children learn to read and how they should be taught. But many educators don't know the science and, in some cases, actively resist it. As a result, millions of kids are being set up to fail.
- [At a Loss for Words](#) - For decades, schools have taught children the strategies of struggling readers, using a theory about reading that cognitive scientists have repeatedly debunked. And many teachers and parents don't know there's anything wrong with it.
- [Strengthening Reading Instruction Databurst](#) - Provides a complete list of how elementary and special education programs in your state compare on reading preparation.



Student outcomes and academic research support K-3 reading policy.

Improves student outcomes

Eight states with comprehensive K-3 reading policy made greater improvements than states without such policy.



Proven by academic research

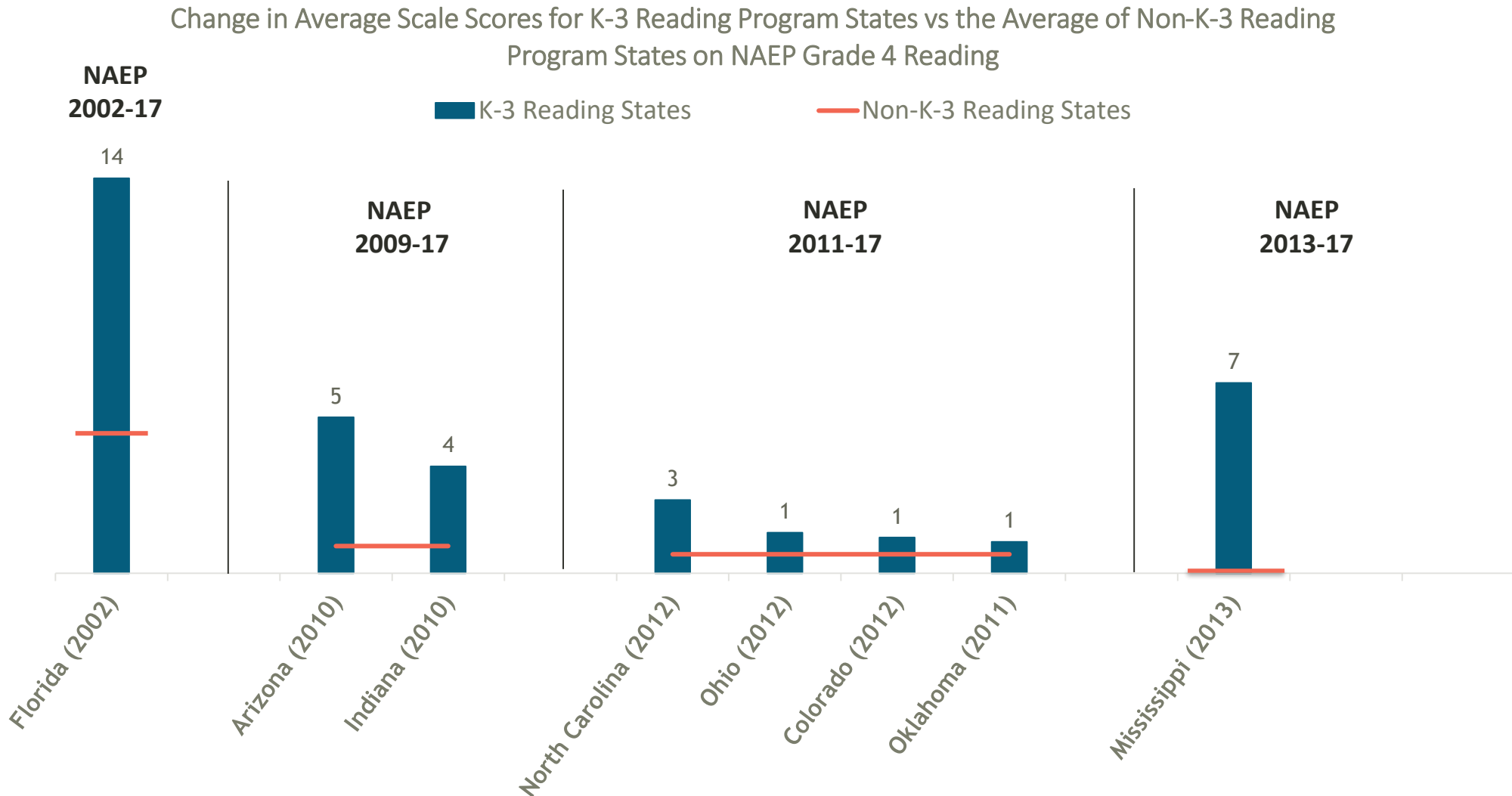
- Significant learning gains in the early grades
- Increased performance within third grade
- A reduction in retentions in later grades
- Retained kids, when compared to similar promoted kids, take less remediation courses in high school and graduate with a higher GPA
- Retained kids have a higher probability of graduating with a regular diploma

The Effects of Test-Based Retention on Student Outcomes Over Time: Regression discontinuity evidence from Florida, Guido Schwerdt, Martin R. West, Marcus A. Winters & The Costs and Benefits of Test-Based Promotion, Marcus Winters 2017

K-3 Reading Policies Help Students Advance



Eight states with comprehensive K-3 reading programs made greater improvements than the average of states without such programs.



Implementation Matters



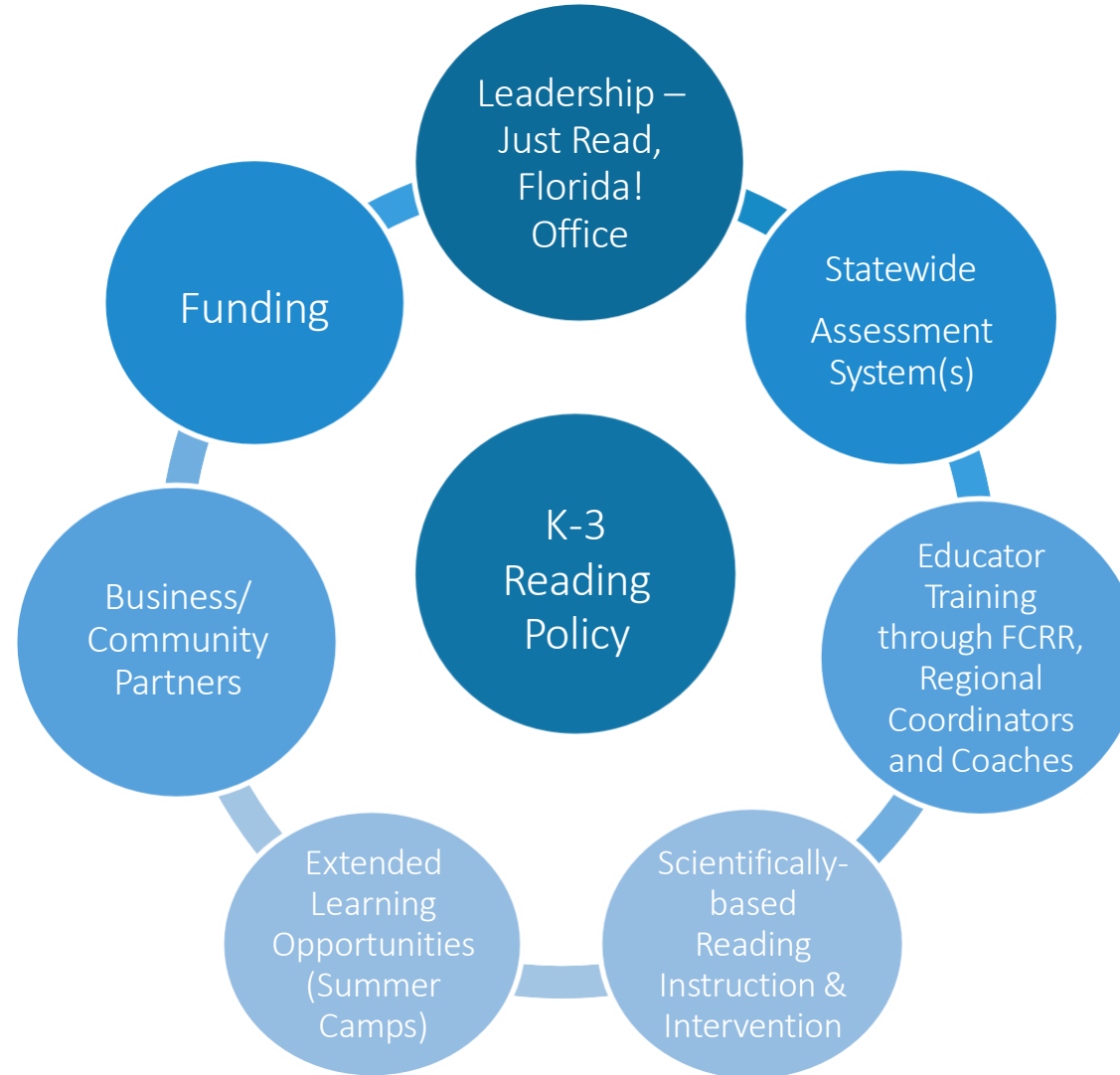
FLORIDA: Key Components for Successful Policy Implementation

Leadership: Executive Branch priority, Just Read, Florida! Office established

Support:

- 30 Reading Coordinators
- Statewide SBRR Training
- Reading Coaches in almost all Title I schools
- FCRR
- FBBR

Funding: Reprioritization of existing funds; \$45 million from RF Grant: 5% for state level support; 95% for districts.



Business/Community Partnerships

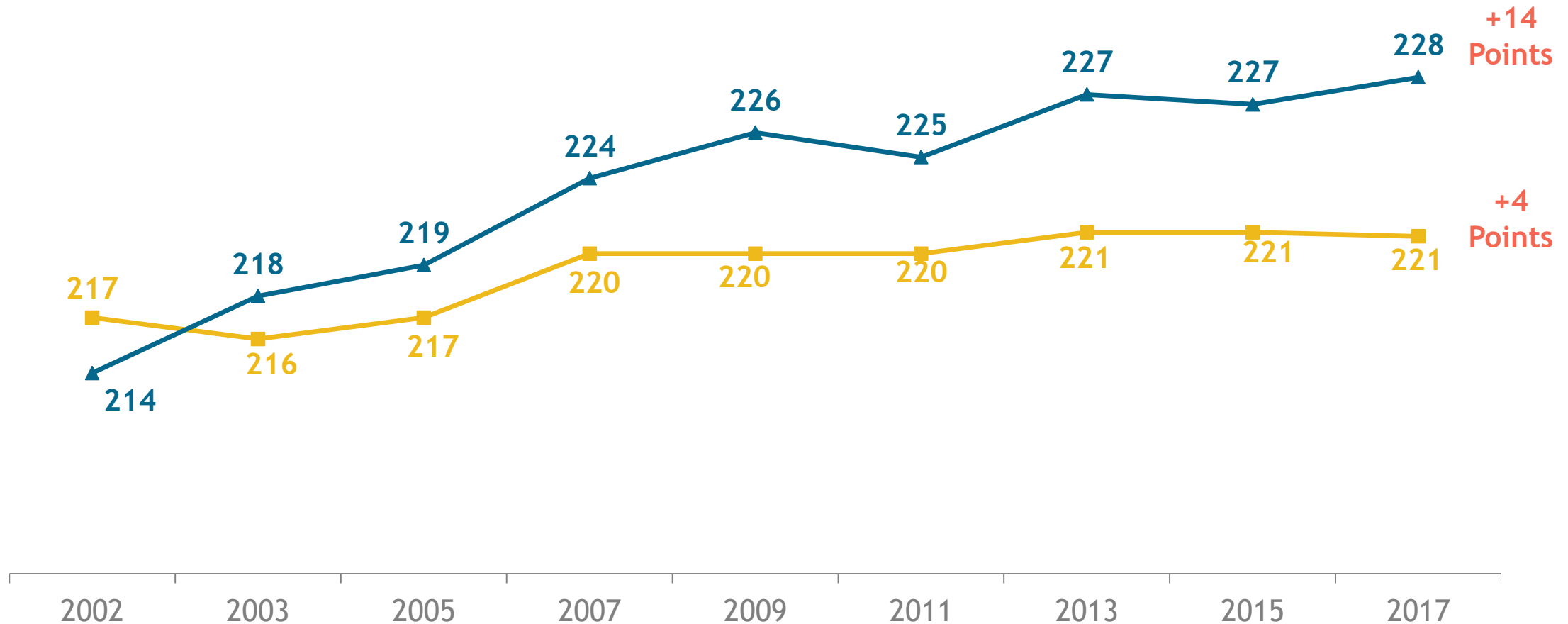
- Governor's mentorship program allowing all SEA's 1hr each week to mentor a student
- Governor's SEA challenge to create a reading initiative
- Partner with Scholastic to create parent brochures on the five areas of reading, and partnered with FedEx to disseminate for free statewide.



Florida is 4th in the nation for 4th grade reading performance!

Average NAEP 4th Grade Reading Scores, 2002-2017

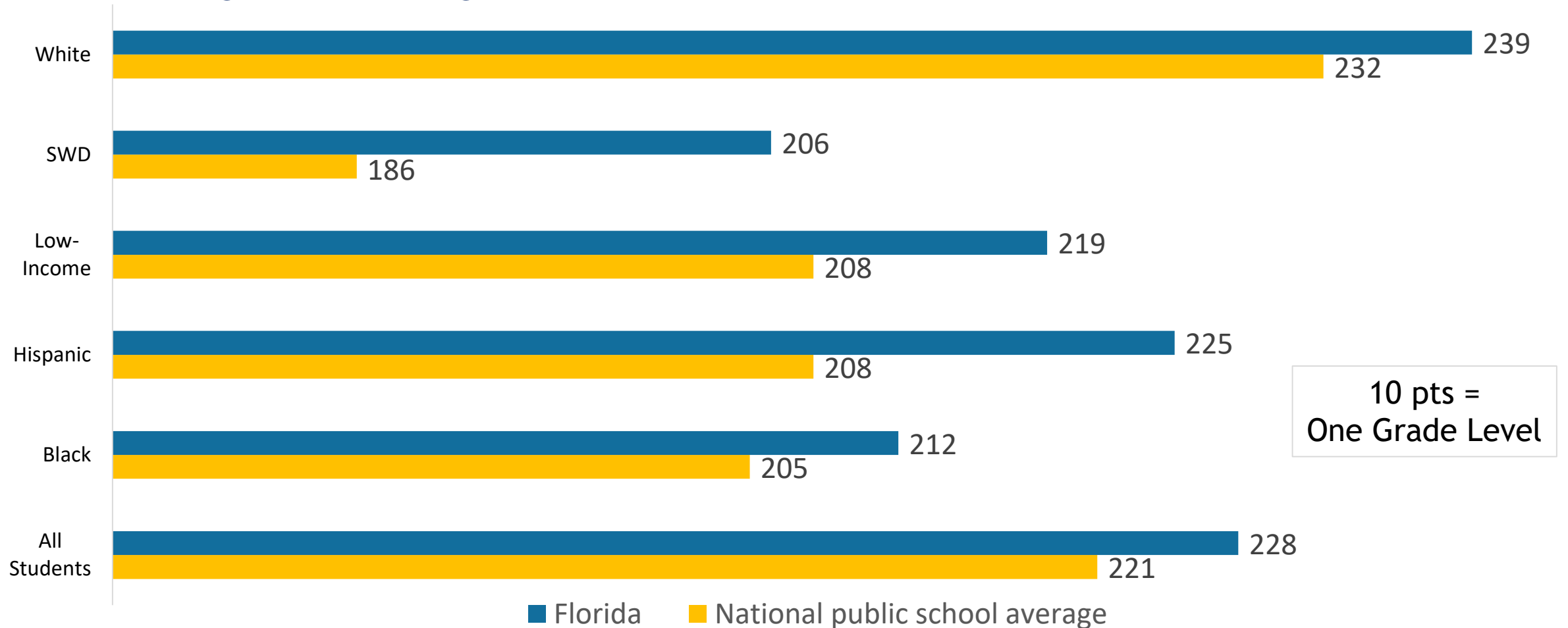
■ National Public ▲ Florida



Florida 4th Grade Reading Performance on 2017 NAEP



Florida students outperformed the national average in EVERY subgroup for fourth grade reading





Mississippi: Key Components

- Created Additional Offices to Support Implementation
 - ✓ Early Childhood Director
 - ✓ State Literacy Director (K-12)
 - ✓ Student Intervention Services Director (K-12)
- Procured statewide literacy training - Language Essentials for Teachers of Reading and Spelling (LETRS) - for Early Childhood, K-3 Teachers, K-8 SPED Teachers & Elementary Principals
- Provided Regional Literacy Trainings (Pre-K-12 teachers, administrators, support staff, etc.)
- Reading coach model/supports for teachers
- Supplied literacy resources to K-3 teachers and parents
- Awarded grant funds for summer literacy camps
- Launched Statewide Literacy Campaign: Strong Readers=Strong Leaders
- Increased communications through LBPA Communications Campaign/#NextLevelUp

Funding: Year 1 - \$9.5 million; Years 2-6 - \$15 million/year

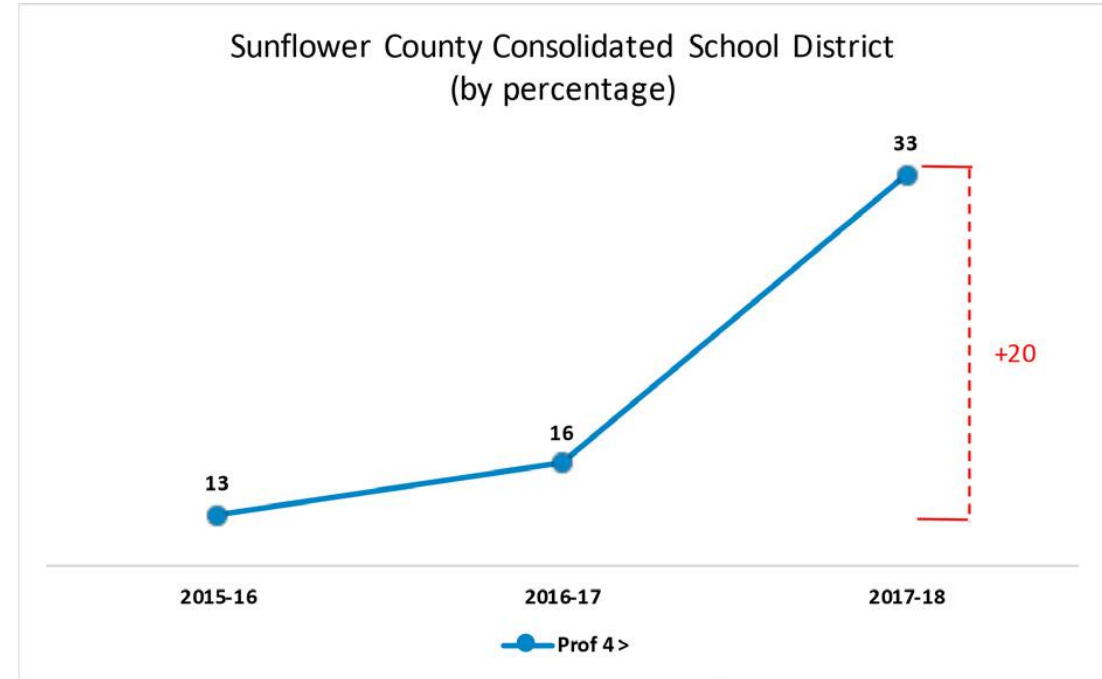
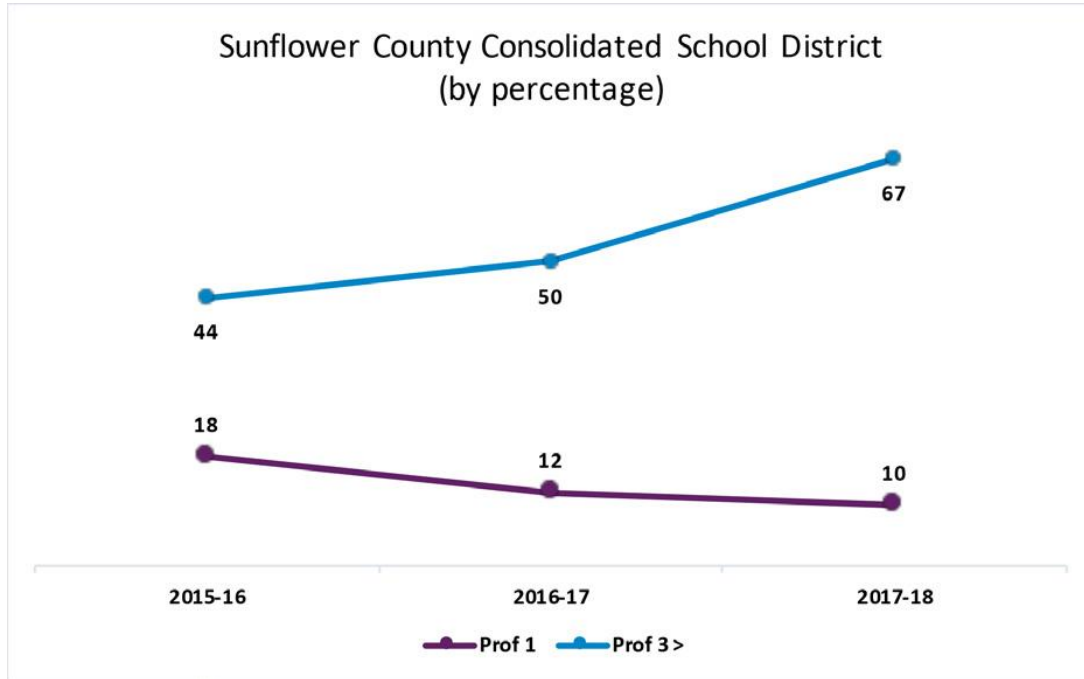


The Research

- In partnership with RMC Research Corporation, and conducted to:
 - Better understand MS stakeholders' perceptions of and experiences with implementation
 - Analyze impact on student achievement
- Included state level interviews with key staff, including a personal interview with Supt. Carey Wright, interviews with superintendent and staff from two high-performing districts, and teacher surveys at state and district level.
- Questions to address:
 1. What support strategies and technical assistance do the MDE and districts provide?
 2. What are teachers' perceptions of/experience with the LBPA?
 3. What recommendations do stakeholders have for improving implementation?
 4. What impact has the LBPA had on districts and schools, statewide?



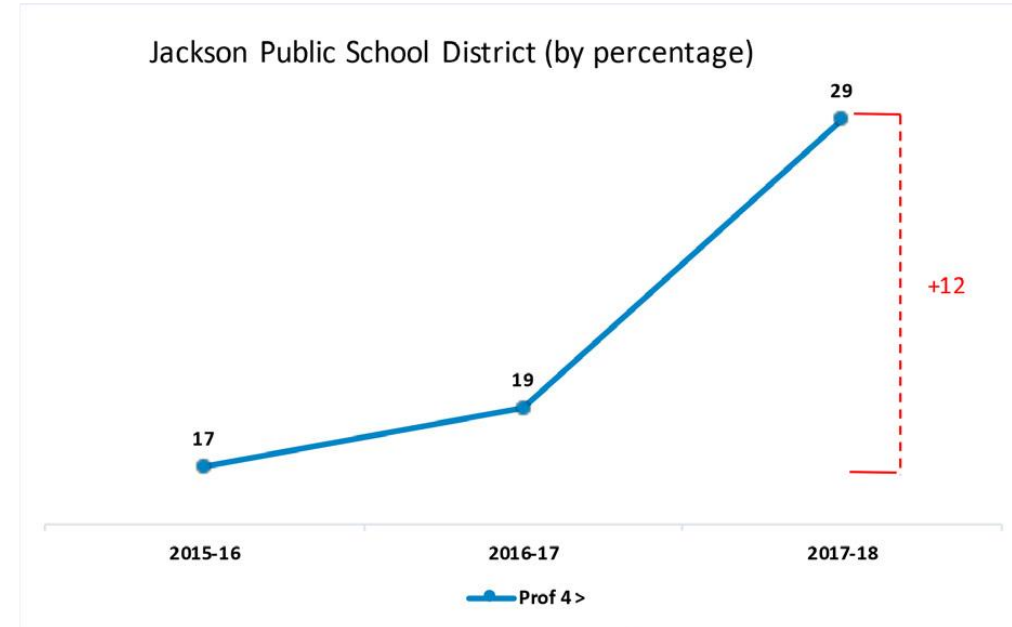
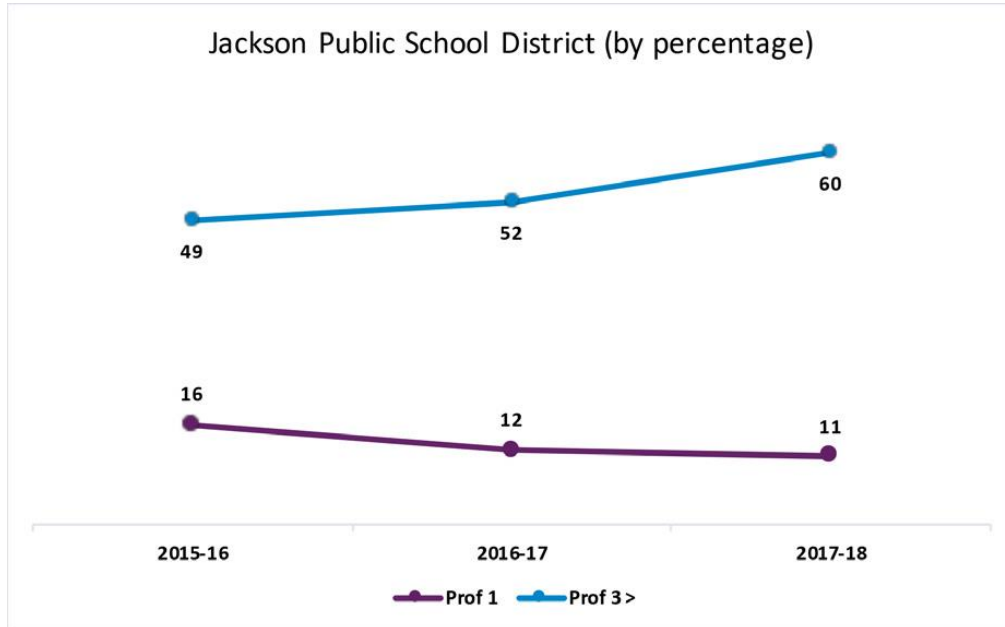
Sunflower County Consolidated School District



- Two approaches that SCCSD credit with improving outcomes for its early readers: Mandatory summer camps (prior to third grade) and additional time spent on reading skills in the computer lab
- Students have either a 90-minute or 120-minute uninterrupted block for reading instruction every day where all five components of reading are taught.
- Instituted a district-level policy on promotion and retention for K-2 students using multiple data points to inform promotion and retention decisions. The district's goal is to intervene as early as possible to ensure students have the necessary academic skills so they are set up for success in subsequent grades.



Jackson Public School



- JPS invested in a full-time district literacy specialist and re-instated a PD department with a focus on early literacy;
- JPS overhauled its data management system making it accessible to every district constituent - strong data focus
- JPS hired an interventionist for every elementary school
- Students receiving interventions have a plan developed by the interventionist and are pulled out during the school day to receive a blended curriculum that includes computer lab time and face-to-face instruction, in addition to their normal 120-minute reading block
- The district leaders are seeing early evidence that the sixth-grade students (the first cohort since LBPA) are stronger and better prepared than in years past.

Mississippi's Literacy-Based Promotion Act Impact Study



Key Takeaways

- Teachers and literacy leaders overwhelmingly agreed that the early literacy program has provided the support necessary for improving reading instruction, which has led to more students prepared to make the transition from learning to read to reading to learn.
- Additional findings from the study include:

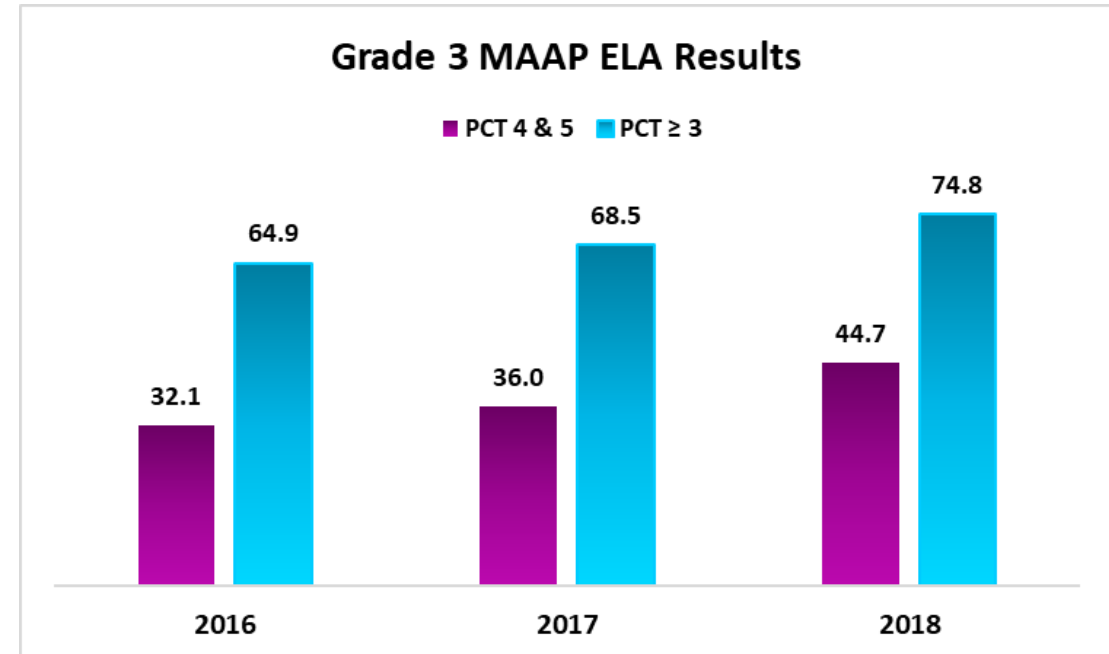
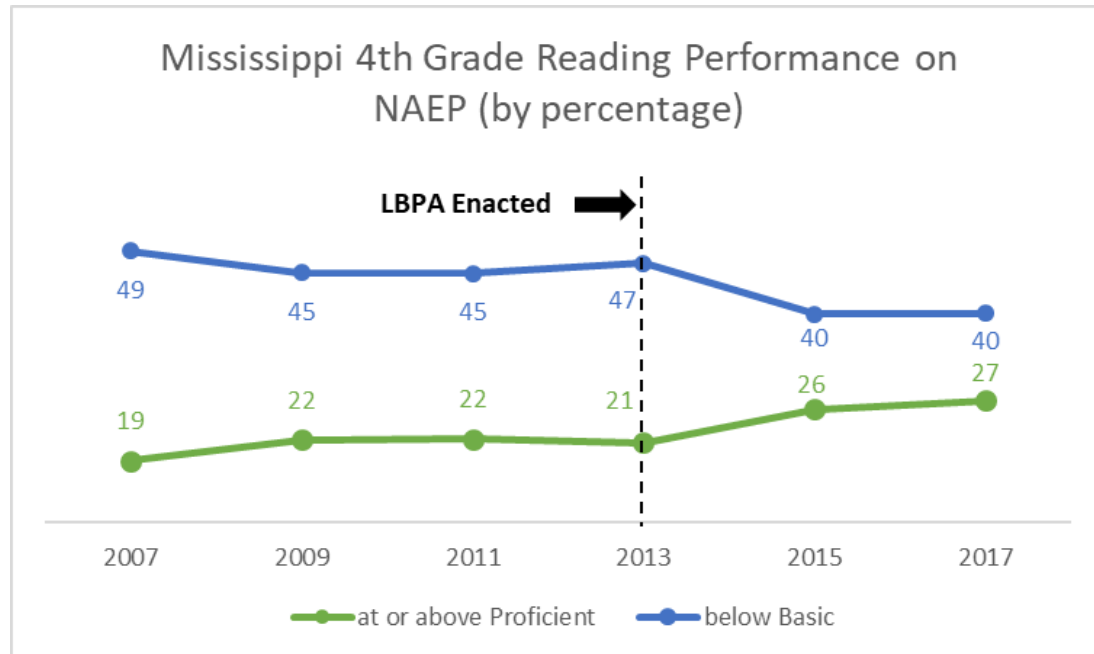
Percentage of Mississippi Teachers Agreeing with Statements About the LBPA	State	Case Study Districts
I support the LBPA requirement to help ensure struggling readers get the time they need with intensive interventions to be successful in fourth grade and beyond.	90%	91%
The professional development that I receive improves my knowledge of and skill in research-based reading instruction.	90%	96%
Since the implementation of the LBPA, schools have increased efforts to engage parents of struggling readers.	90%	90%
Reading coaches or literacy leaders provide support that helps teachers improve their reading instruction.	89%	93%
Because of the LBPA, schools have increased learning time for struggling readers.	86%	91%
The LBPA has a positive impact on improving K-3 reading outcomes in schools	85%	85%

Mississippi's Literacy-Based Promotion Act Impact Study



Statewide Impact on Student Achievement

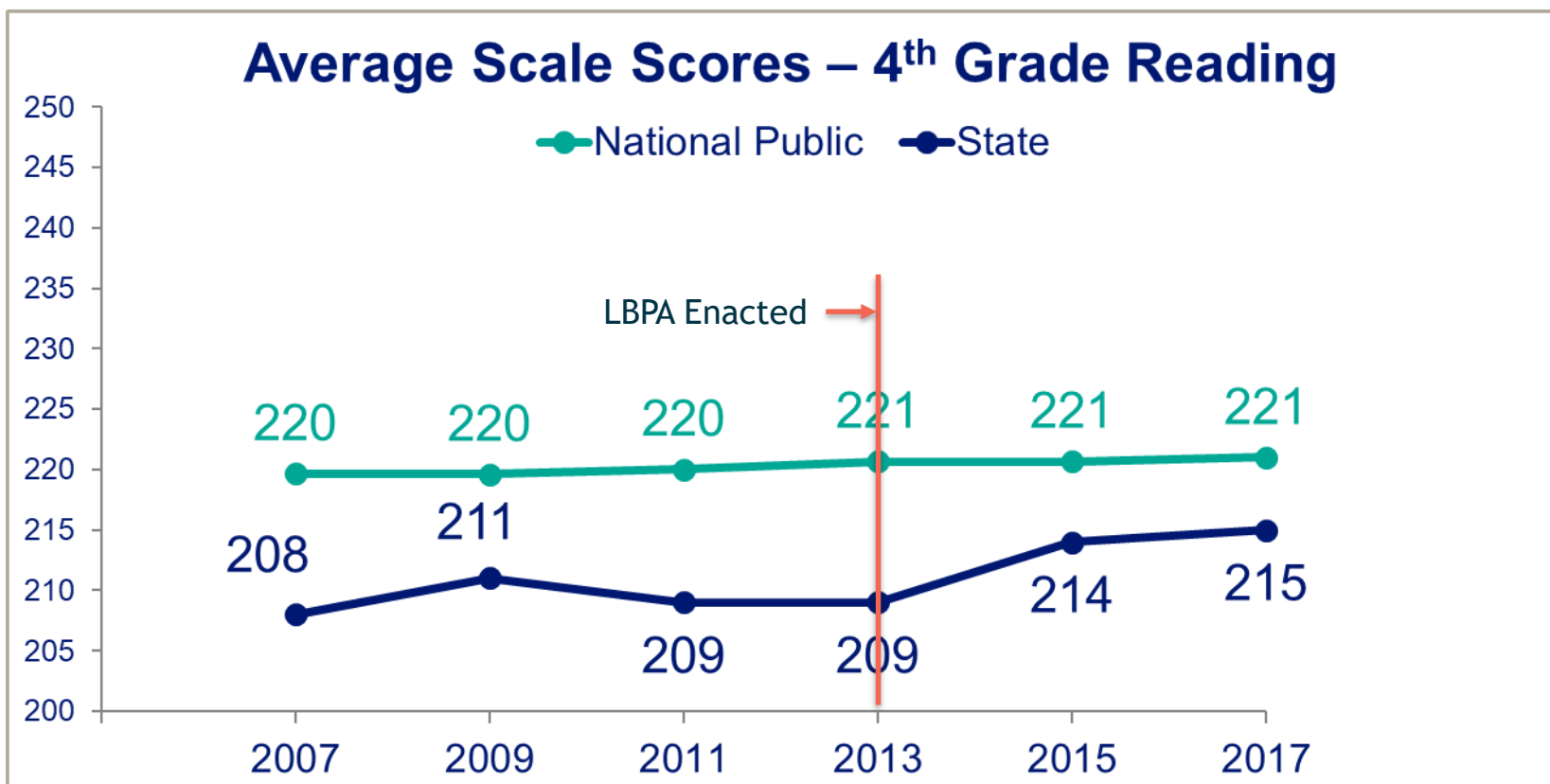
- 6-percentage point increase in student proficiency
- 7-percentage point decrease in students scoring below basic
- Mississippi is now second in the nation in learning gains.
- 10-percentage point increase in proficiency on the Mississippi Academic Assessment Program for English Language Arts over the past three years, and 12-percentage point increase scoring 4 & above.



Mississippi 4th Grade Reading Performance on 2017 NAEP

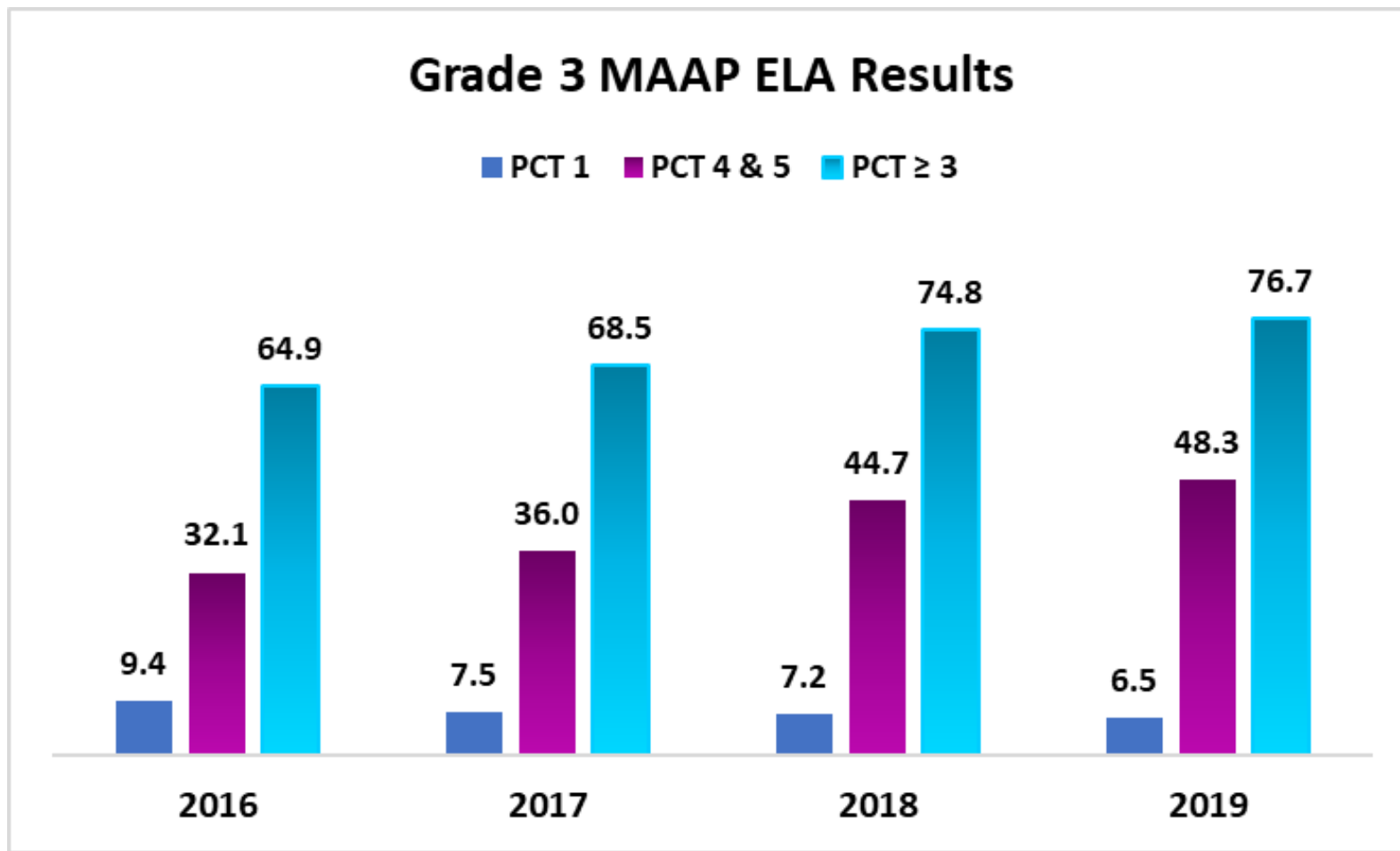


Mississippi is 2nd in the nation for gains in 4th grade reading!





Mississippi is continuing to make progress in grade level reading.

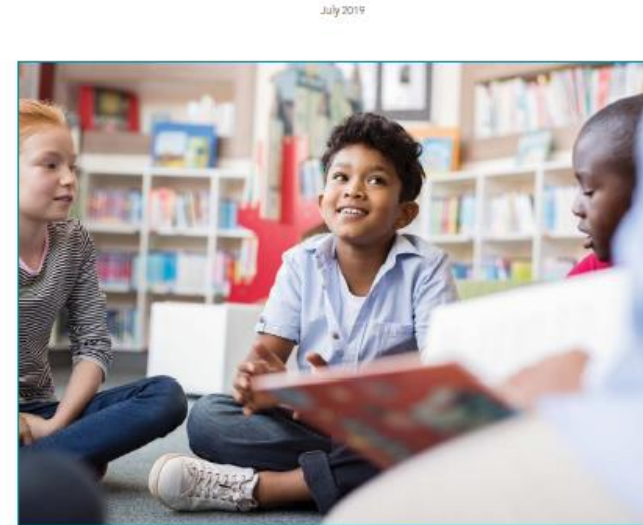
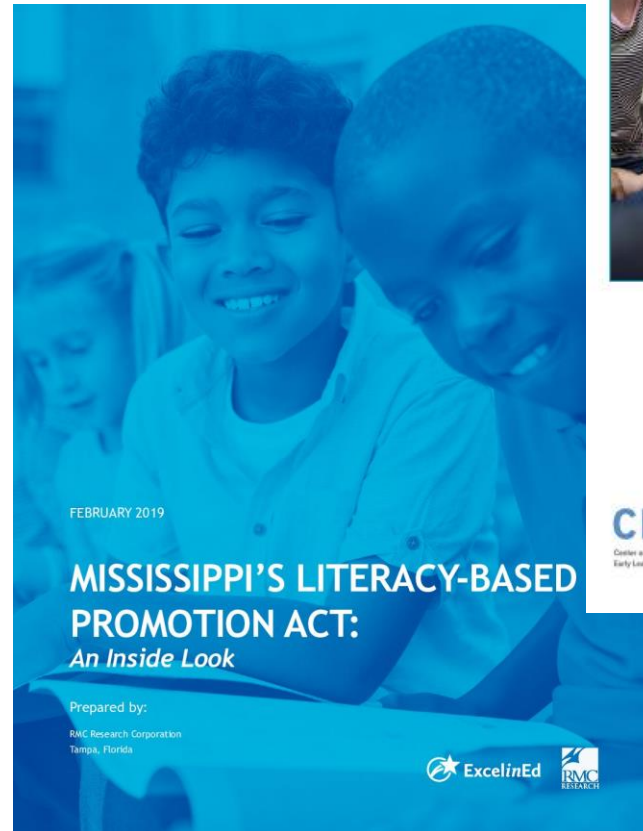


- 76.7% scoring passing and above (L. 3 & above); roughly a **12 percentage point increase** since 2016
- 48.3% scoring proficient and above (L. 4 & 5); roughly a **16 percentage point increase** since 2016
- 6.5% scoring at the lowest achievement level (L. 1); roughly a **3 percentage point decrease** since 2016

The Nation is Watching



Education Policy Helped These States Beat the Socioeconomic Curve (*Indiana, Florida, Mississippi show signs of recent progress*), By [Michael J. Petrilli](#) 07/25/2019



Third Grade Reading Laws: Implementation and Impact

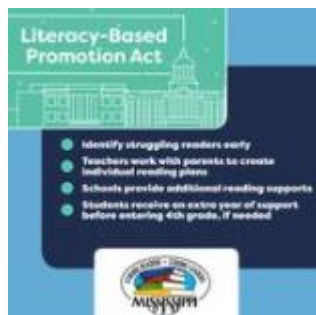


Customized Communications Tools



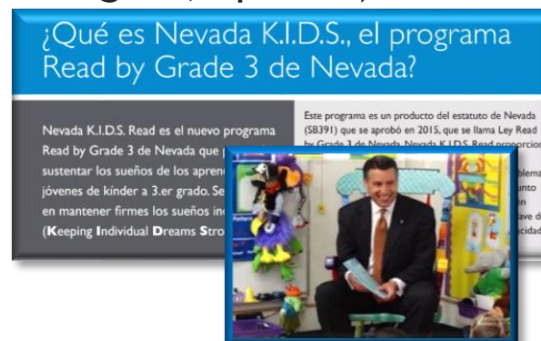
Mississippi

Customized tools such as [social media playbooks](#), graphics and [videos](#).



Nevada

Customized tools: [social media playbook](#), [graphics](#), design work, [eight videos](#) (4 each in English, Spanish)



Michigan

Customized tools: [printed collateral](#), [policy talking points](#), [social media playbook](#) and [social media graphics](#)



South Carolina

Customized tools: [graphics](#), [social media playbook](#), [three videos](#)





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Thank You!

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