


# K-3 Reading


Cari Miller, Policy Director, K-3 Reading

# Reading is Both an Education and Economic Problem

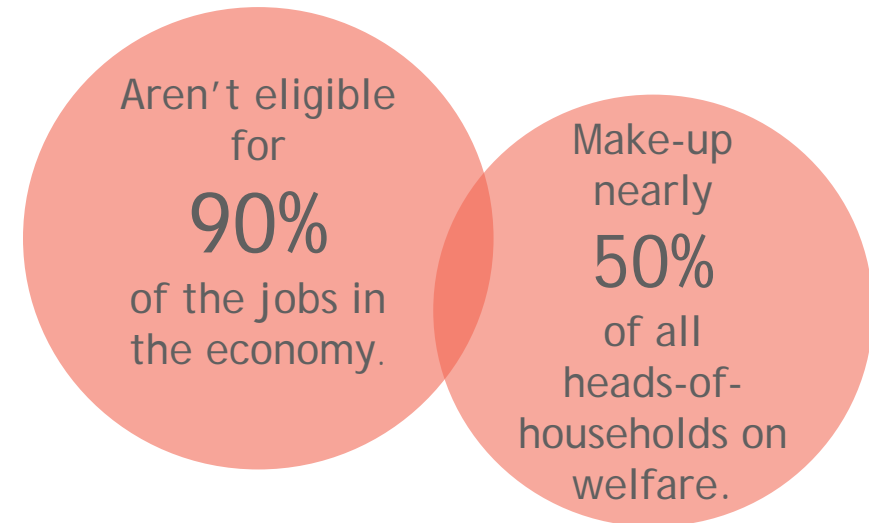


Students who are not reading proficiently in third grade:

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

6x  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.

High School Dropouts:





## Catch Students Early



Early identification



Intensive reading  
intervention happens K-3



Retention is a last resort



## Assessment/Parent Notification

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

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## Instruction/Intervention

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

- Research-based interventions during school, summer camps and/or before/after school
- Home reading strategies or programs for parents
- Regularly monitor student progress

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## 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

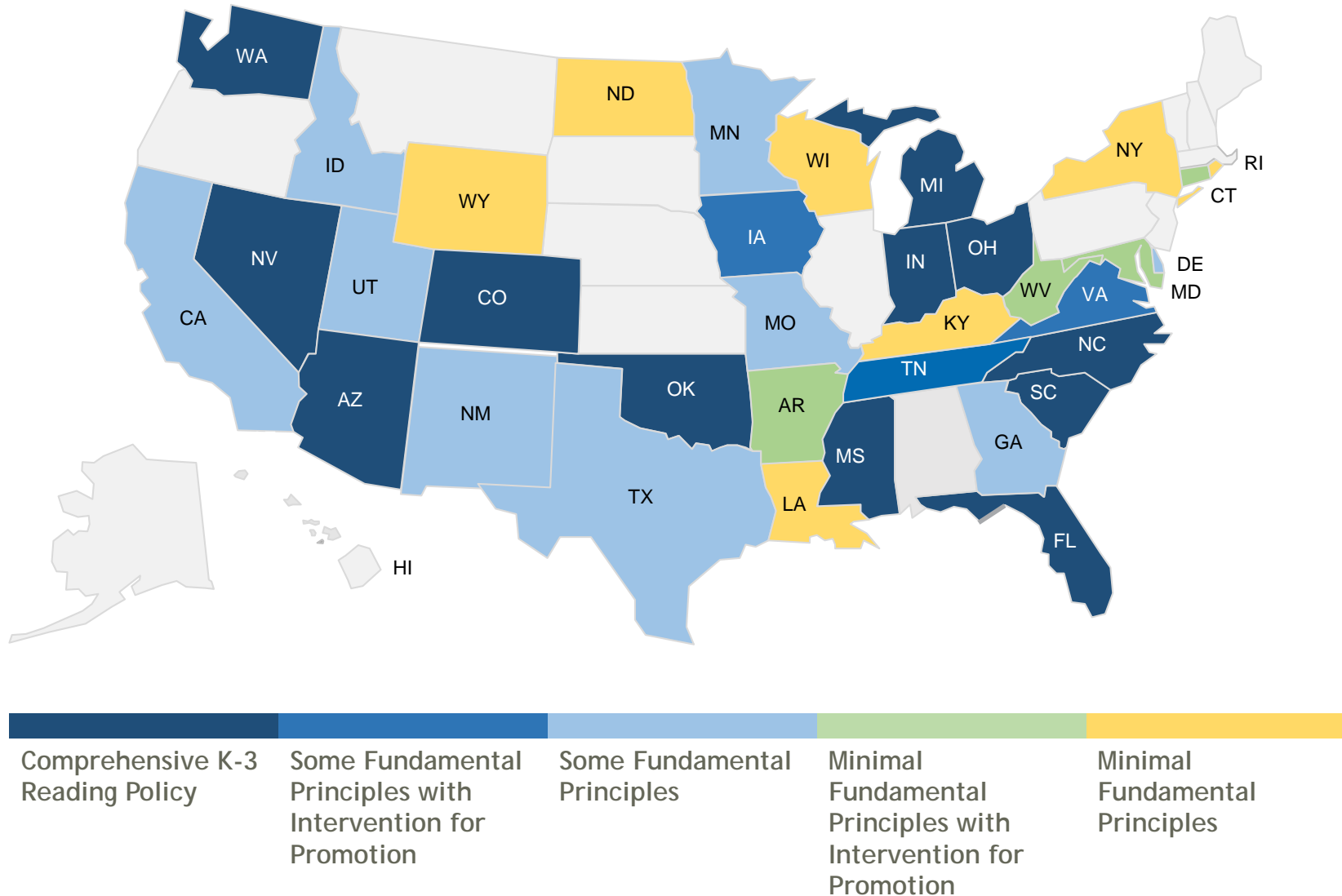
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## Retention/Intervention

- 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



# K-3 Reading Policies Help Students Advance



*After multiple years of implementing comprehensive K-3 Reading policies, students in six states are making faster improvements on NAEP fourth-grade reading than states without the policy.*

|  <b>4th GRADE READING SCALE SCORE IMPROVEMENT* OVER AVERAGE OF STATES WITHOUT K-3 READING PROGRAMS</b> |   | APPROXIMATE LEARNING GAIN** |
|---|---|-----------------------------|
| Florida (2002)  |   | 1 year                      |
| Indiana (2010)  |   | 1/2 year                    |
| Oklahoma (2011)   |   | 1/2 year                    |
| Mississippi (2013)  |  | 1/2 year                    |
| North Carolina (2012)   |  | <1/2 year                   |
| Arizona (2010)  |  | <1/2 year                   |



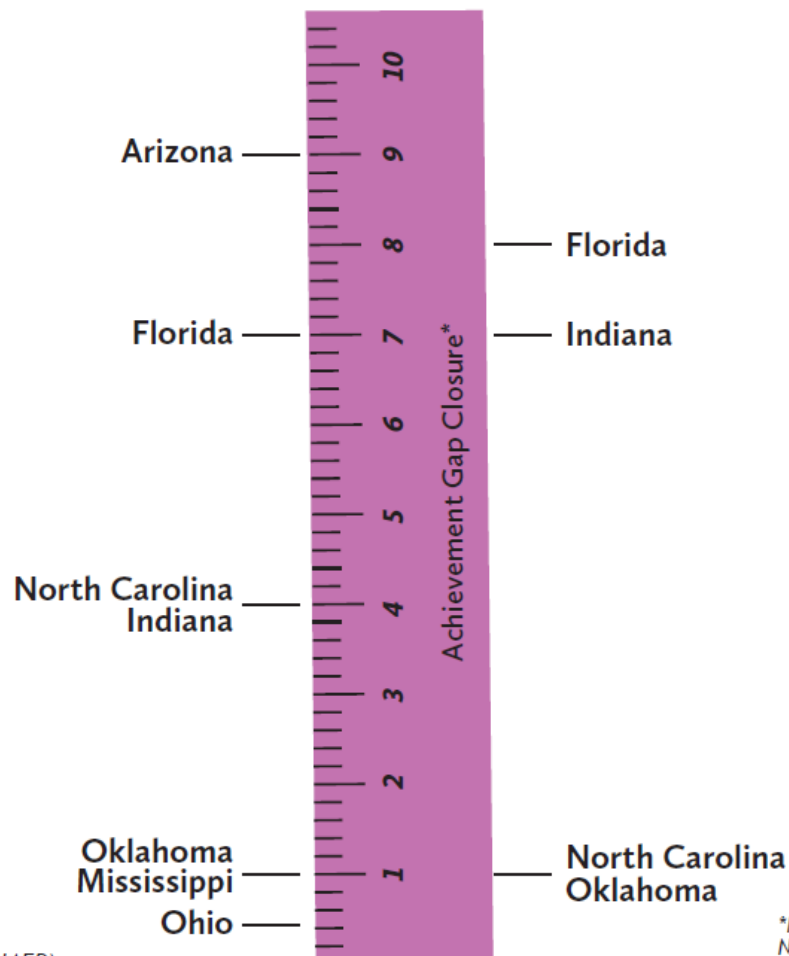
## Closing the Achievement Gap with K-3 Reading

### Black Students

All seven states with comprehensive reading programs outperformed states without these programs in closing the black/white achievement gap.

### Hispanic Students

Four states with comprehensive reading programs outperformed states without these programs in closing the hispanic/white achievement gap.



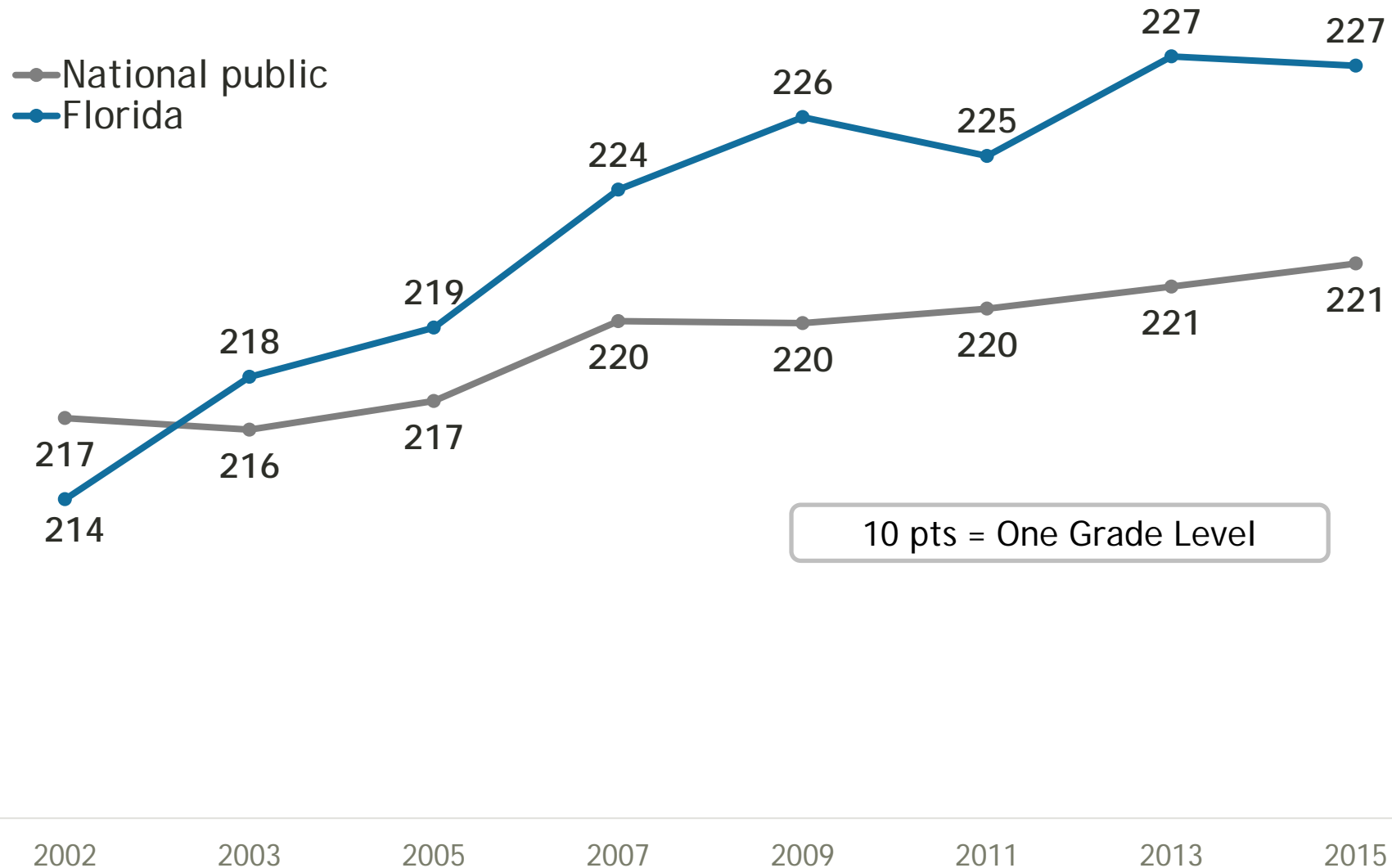
Source: National Assessment of Educational Progress (NAEP)

\*Points in NAEP 4<sup>th</sup> grade reading average scale scores.  
Note: Ten scale points equals approximately one grade level of school.





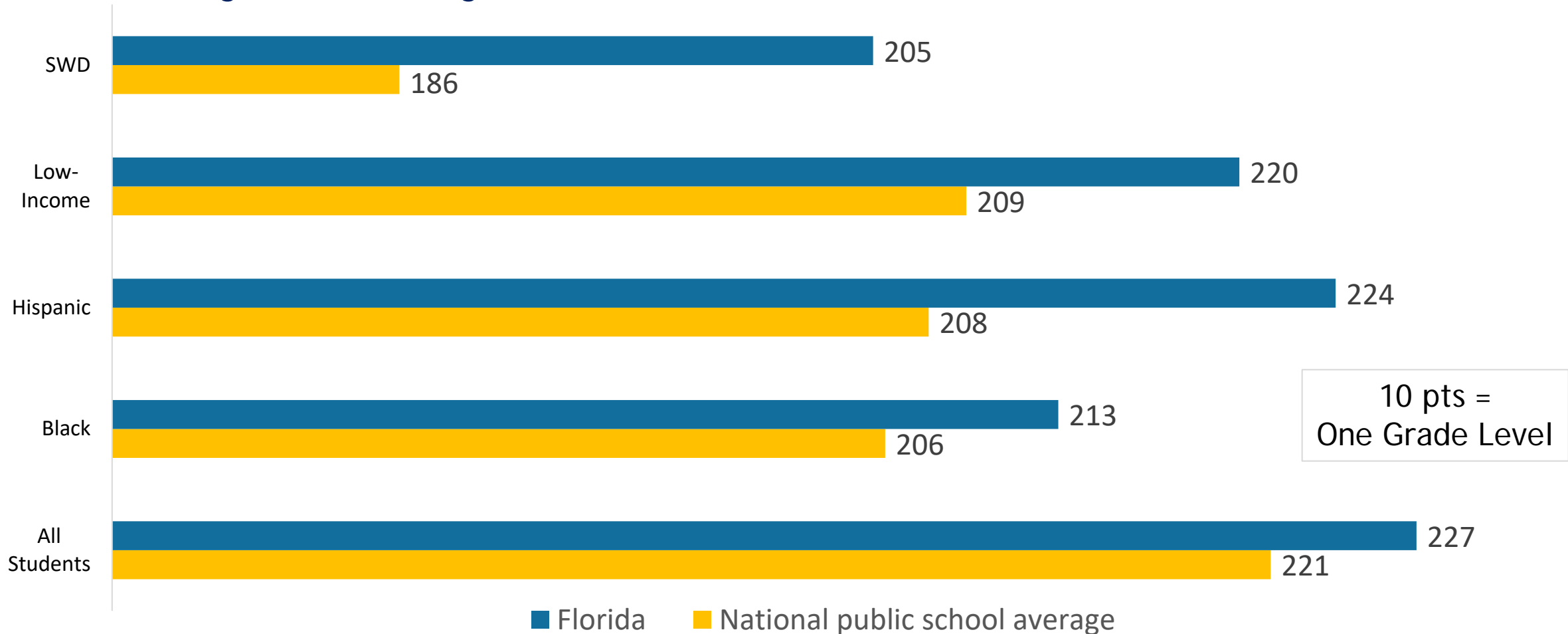
## Florida Average NAEP 4th Grade Reading Scores, 2002-2015



# Florida 4th Grade Reading Performance on 2015 NAEP



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



# Independent Research Shows that This Policy Works



“Retained students reported a greater sense of school connectedness... even three years after the retention decision.” -RAND

Retained kids were able to catch up, promoted kids fell behind.

Student gains grew substantially from year one to year two.

The greatest impact in learning was for minority students.



After 2 Years

After 4 Years

After 6 Years

Retained kids were still outperforming promoted kids in reading and math

Retained kids were still outperforming promoted kids in reading and math



## North Carolina

### Teachers perspective

- 84% of teachers agreed that their knowledge of and skill in using reading assessments to drive instruction increased.
- 80% of teachers agreed professional development improved their knowledge of research-based reading instruction.
- 72% of teachers agreed that there was an increase in learning time for struggling readers to get the help they needed to be successful.
- Nearly 75% of teachers reported their schools have increased efforts to engage parents.

## South Carolina

### Teachers perspective

- 85% of teachers agreed that RtS has improved K-3 reading outcomes;
- 86% of teachers agreed that there was increased time for instruction and intervention for students with reading deficiencies; and
- 81% increased their efforts to engage parents and guardians of struggling readers.

*“I think this is helping teachers to see that we are ALL accountable for teaching our students to read, and that being strong readers is so closely linked to success in life.”*



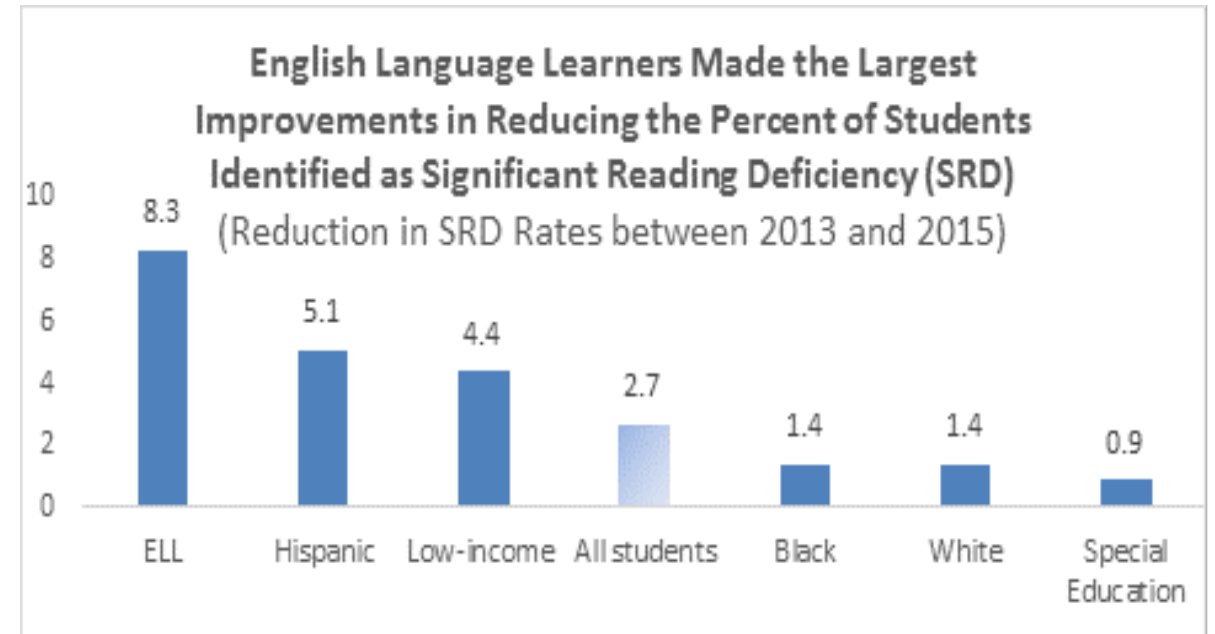
## Nevada

### Teachers perspective

- 77% of teachers agreed that efforts to engage parents of struggling readers has increased.
- 75% of teachers agreed that the assessments that they use help improve their instruction to meet student needs.
- 74% of teachers support RBG3 requirement to eliminate social promotion to help ensure struggling readers get the time they need with interventions to be successful in fourth grade and beyond.
- 72% of teachers agreed that the Learning Strategist provides support that helps them improve their reading instruction.
- 68% of teachers agreed that their school has increased learning time for struggling readers.

## Colorado

Fewer students were identified with a significant reading deficiency in every subgroup from spring 2013 to 2015.





# ExcelinEd

## Thank You!

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