



Transforming education to unlock lifelong opportunity and success every child.

K-3 Reading Policy

*Senate Education Committee meeting in 1100 Senate Office Building
3:00 pm on Monday, February 24, 2020*

*Christy Hovanetz, Ph.D.
Senior Policy Fellow*



501(c)(3) organization that supports state leaders in transforming education to unlock opportunity and lifelong success for each and every child.

Focused on educational opportunity, innovation and quality, ExcelinEd's agenda is increasing student learning, advancing equity and readying graduates for college and career.

Our c3 Board of Directors



Jeb Bush

President & Chairman of the Board of Directors
43rd Governor of Florida



F. Philip Handy

CEO, Winter Park Capital



Reginald J. Brown

Partner, WilmerHale Law Firm



Dee Bagwell Haslam

Owner, Cleveland Browns
CEO, RIVR Media Companies



Eric Cantor

Vice Chairman & Managing Director, Moelis & Company,
former House Majority Leader



Allan B. Hubbard

Founder & Chairman, E&A Industries



Chris Cerf

Former Newark Public Schools Superintendent, NJ Commissioner of Education



Joel Klein

Chief Policy & Strategy Officer, Oscar Health



Gary Chartrand

Executive Chairman, Acosta



Susana Martinez

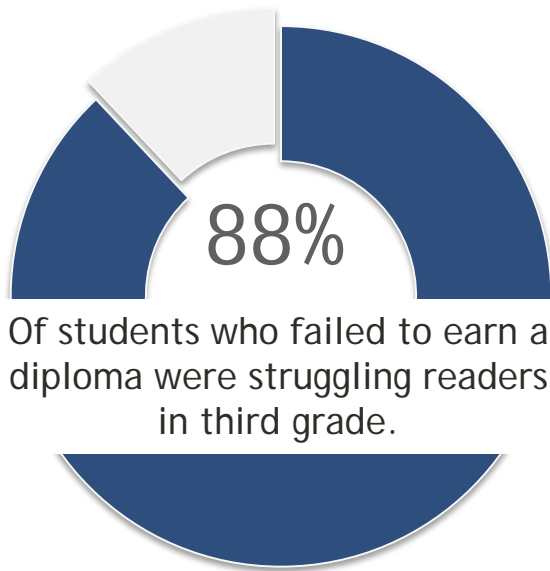
31st governor of New Mexico




César Conde


Chairman, NBCUniversal International Group and NBCUniversal Telemundo Enterprises


Reading is an education and economic issue



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.



7 out of every 10 inmates cannot read above a fourth grade level

Only 36% of 4th graders across our nation read proficiently, according to the Nation's Report Card.

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.

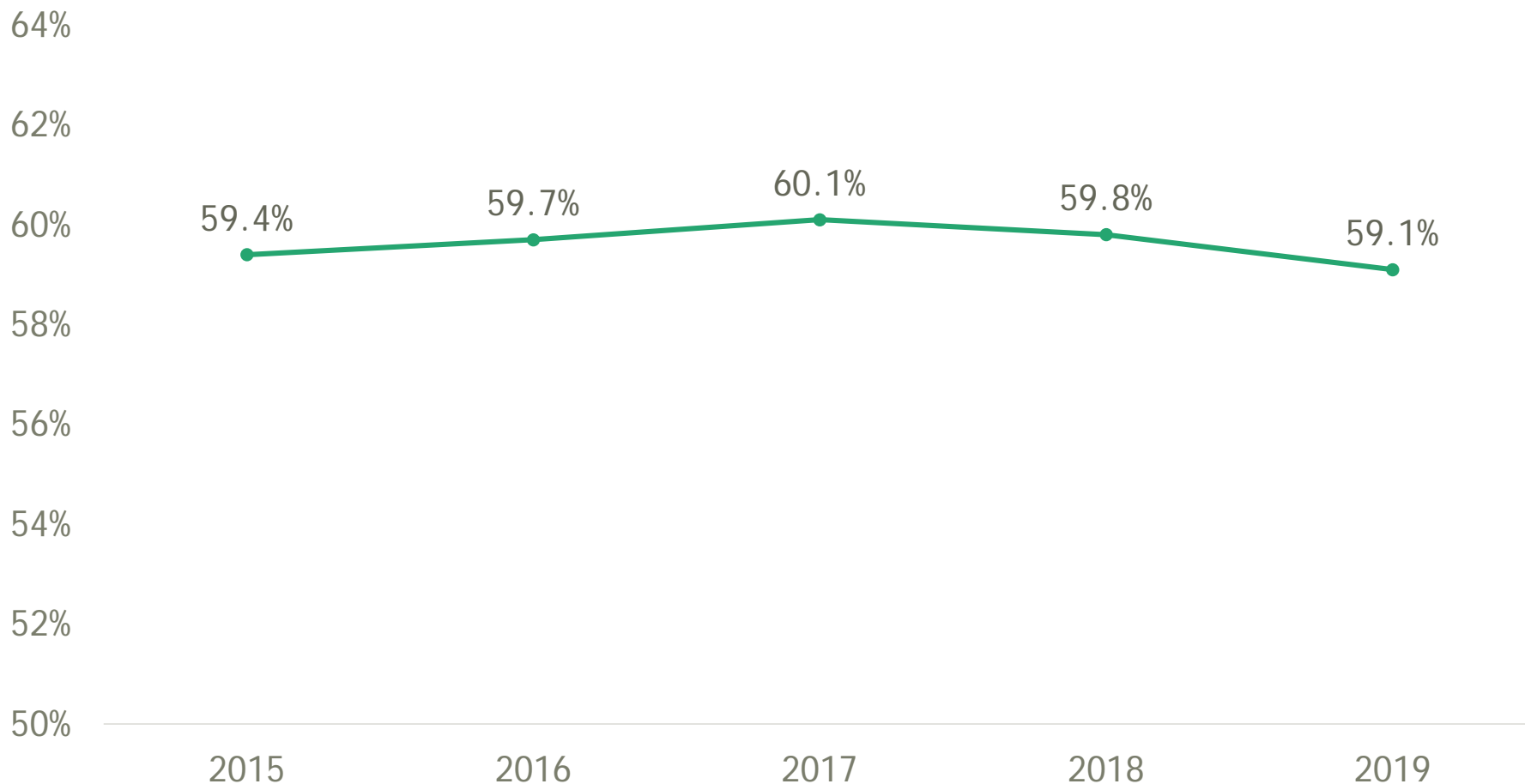
Annie E. Casey Foundation, [Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation](#), 2011. [Begin to Read, Literacy Statistics](#), 2014

Student proficiency on MCA-III Reading is declining



Since 2015, reading proficiency has declined 0.3 percentage points.

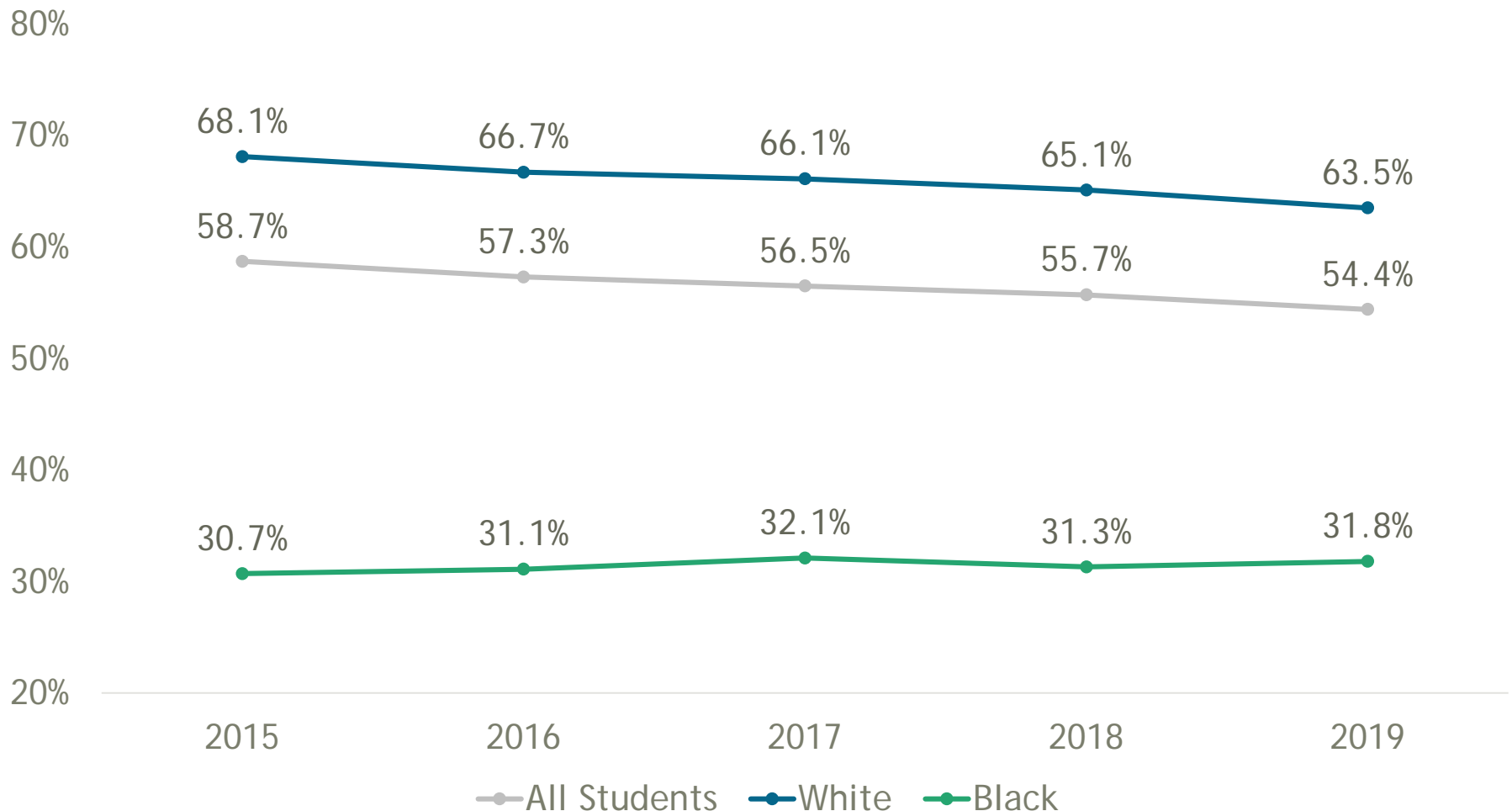
MCA-III Reading Percent Proficient: All Grades 3-8 and 10





Student proficiency on MCA-III Reading in grade 3 is declining

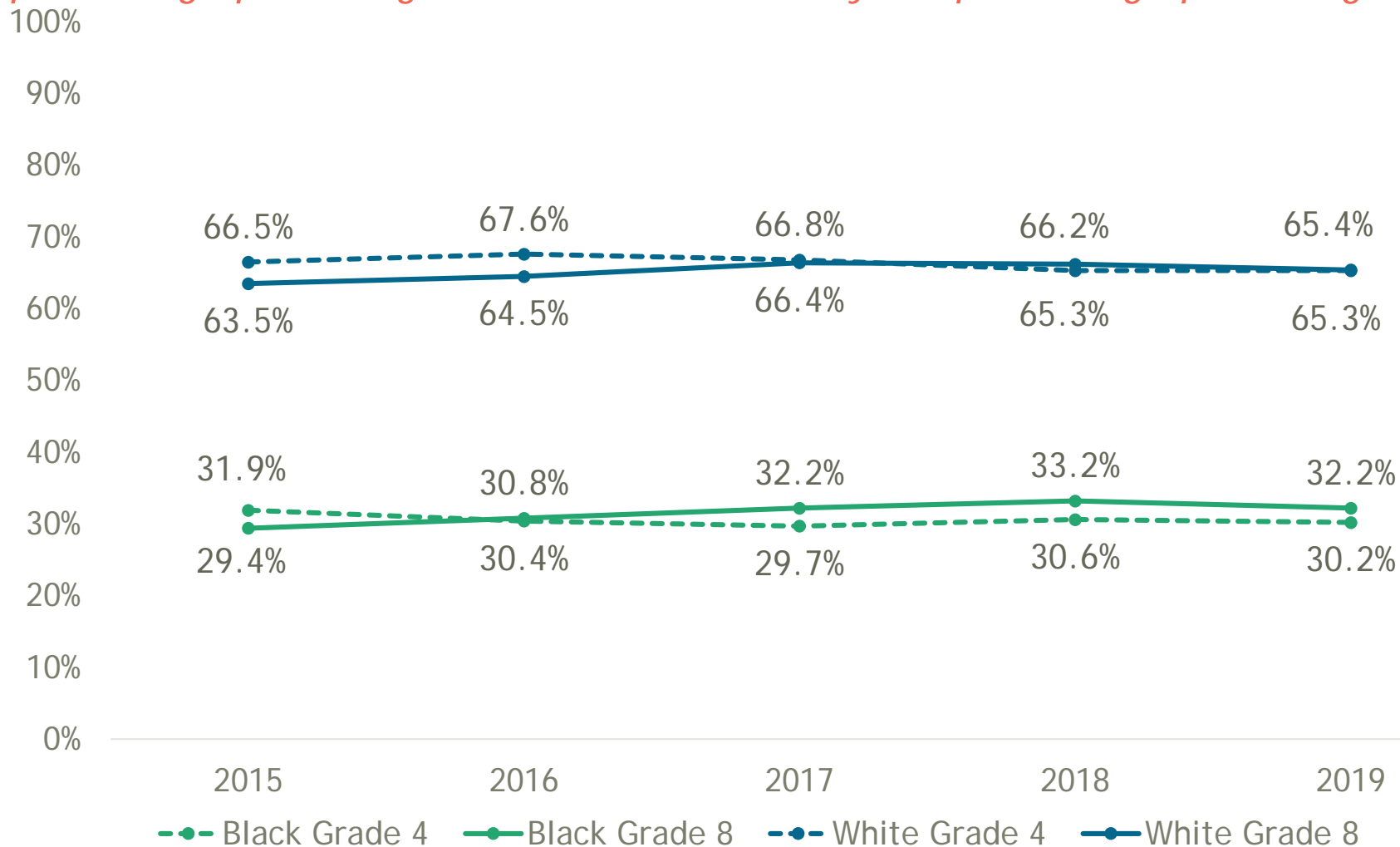
Minnesota narrowed the White-Black achievement gap by 5.7 percentage points since 2015, but this is bad gap narrowing mainly due declining proficiency of white students.



Student proficiency on MCA-III Reading is declining in grade 4 and increasing in grade 8



Over the last five years, the reading achievement gap has widened by 0.5 percentage point in grade 4 and narrowed by 0.9 percentage point in grade 8.



Minnesota Report Card

Minnesota NAEP Reading performance trend



Minnesota NAEP reading performance has been on a downward trend.

Minnesota NAEP Grade 4 Reading	2013	2015	2017	2019	Change 2013 to 2019
Scale Score	227.0	223.4	224.5	222.4	-4.6
Percent At or Above Basic	74.0	70.7	71.4	69.3	-4.8
Percent At or Above Proficient	41.5	39.0	39.1	38.1	-3.4

Minnesota NAEP Grade 8 Reading	2013	2015	2017	2019	Change 2013 to 2019
Scale Score	271.0	270.2	268.6	263.8	-7.2
Percent At or Above Basic	81.7	81.2	78.6	74.0	-7.8
Percent At or Above Proficient	40.5	39.7	39.3	34.2	-6.4

Source: The Nation's Report Card

K-3 reading fundamental principles



Instructional Materials

- District adoption of instructional materials is grounded in scientifically based reading research

Teacher Supports

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

Assessment and Parent Notification

- Universal statewide early literacy screening and progress monitoring tool
- Parent notification and engagement from the beginning

Instruction and Intervention

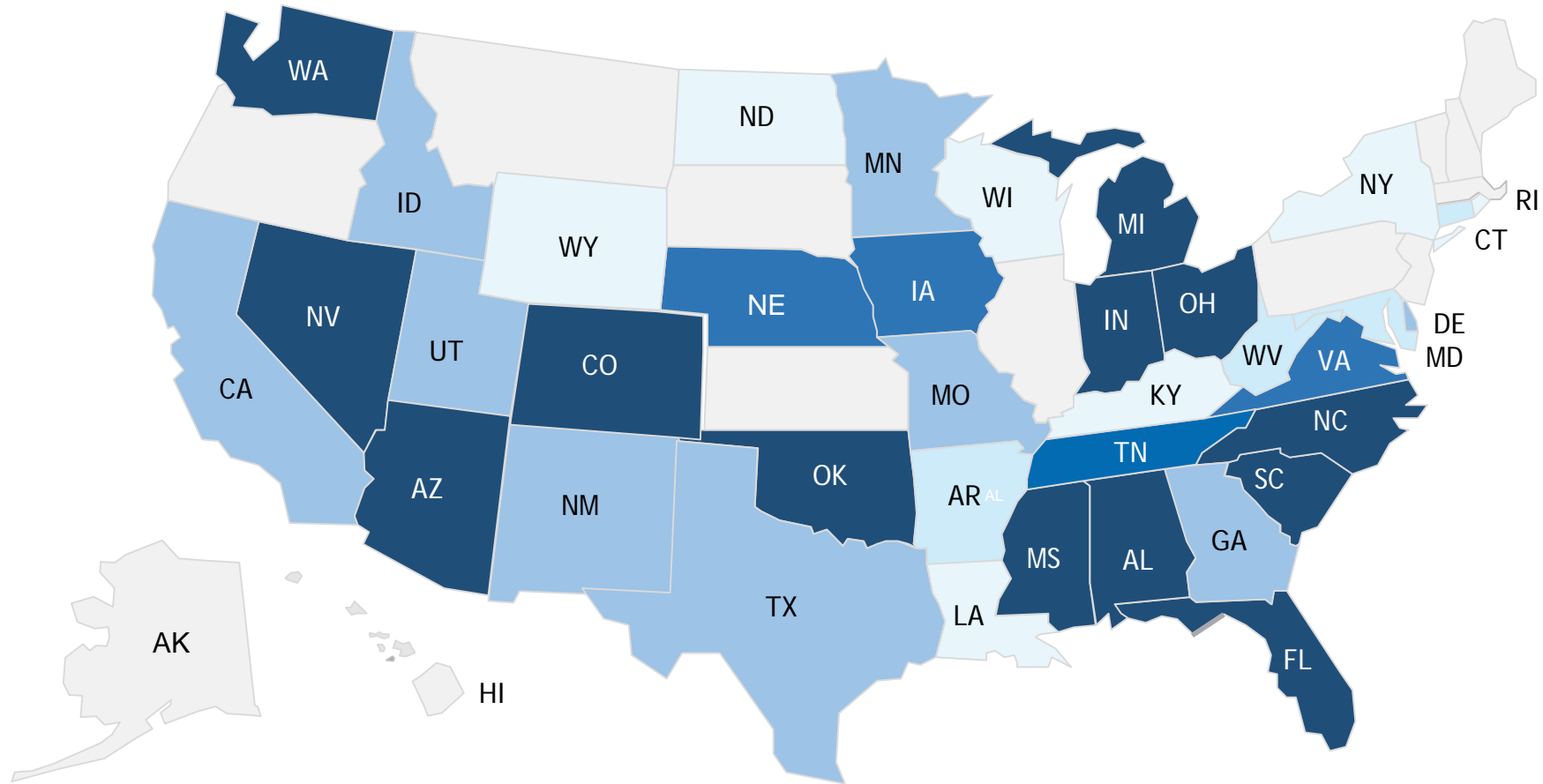
Individual reading plans for K-3 students identified with a reading deficiency, including:

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

Retention and 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 by state



Comprehensive K-3 Reading Policy

Some Fundamental Principles with Intervention for Promotion

Some Fundamental Principles

Minimal Fundamental Principles with Intervention for Promotion

Minimal Fundamental Principles

Context for state comparisons



ALL students can learn. No excuses.

2019 NAEP Grade 4 Read	Minnesota			Florida			Mississippi			National Public	
	Scale Score	Rank	Gap	Scale Score	Rank	Gap	Scale Score	Rank	Gap	Scale Score	Gap
All Students	222	12		225	6		219	28		219	
White	231	15		233	9		230	19		229	
Black	201	22	30	211	4	23	209	7	21	203	26
Hispanic	202	43	29	221	1	12	221	2	9	208	21
FRL	205	40	29	216	1	22	215	3	24	207	28

	Minnesota	Florida	Mississippi
Student Population	875,021	2,816,791	483,150
Black	11%	22%	49%
Hispanic	9%	32%	4%
White	67%	39%	44%
Free/Reduced Lunch	38%	58%	75%
Per Pupil Expenditure	\$ 12,364	\$ 9,176	\$ 8,692

Impact of K-3 reading policy



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.

Implementation matters: Florida



Florida's key components for successful policy implementation.

Leadership

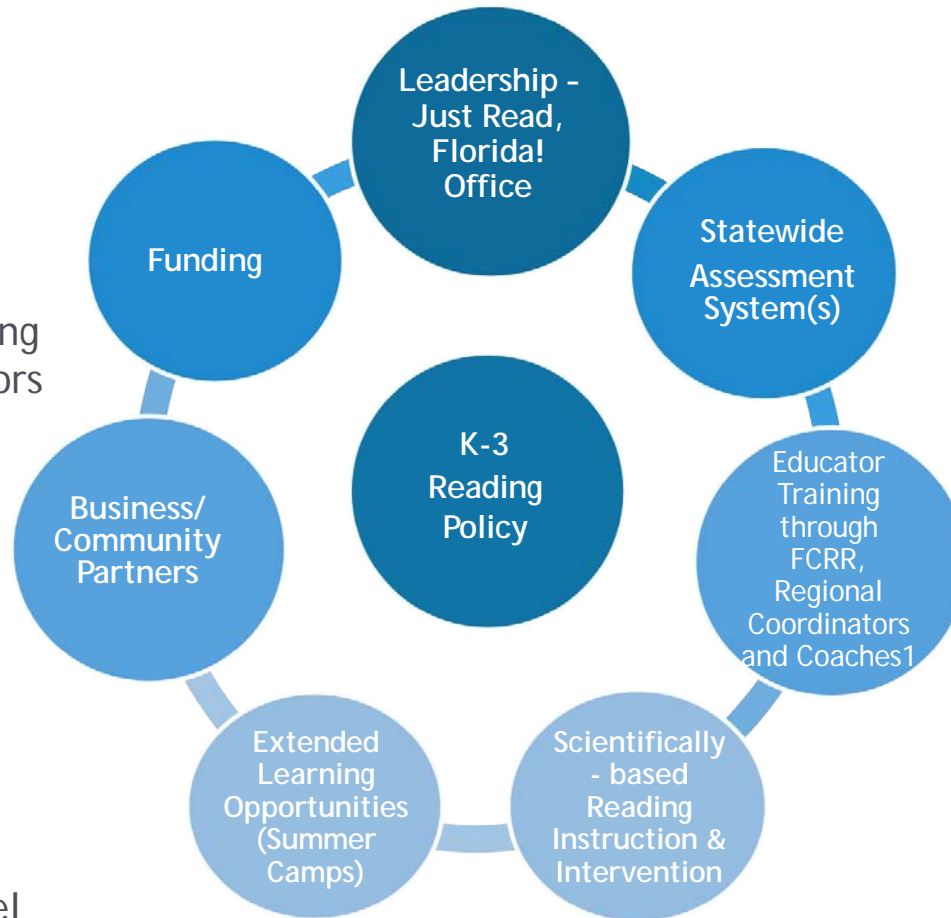
Executive Branch
priority, Just Read,
Florida! Office
established

Support

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

Funding

Reprioritization of existing funds; \$300M from Reading First 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.

Implementation matters: Mississippi



Mississippi's key components for successful policy implementation.

- 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 special education teachers and elementary principals and now pre-service teachers
- Provided regional literacy trainings for pre-K-12 teachers, administrators, support staff, etc.
- Reading coach model/supports for teachers (Educator in Residence model)
- Supplied literacy resources to K-3 teachers and parents
- Awarded \$3.8 million in literacy grants to 34 schools to improve literacy instruction
- Launched statewide literacy campaign: *Strong Readers = Strong Leaders*
- 2019-2019: Increased communications through the Literacy Based Promotion Act Communications Campaign, #nextlevelup
- Funding: Year 1 - \$9.5 million; Years 2-6 - \$15 million/year



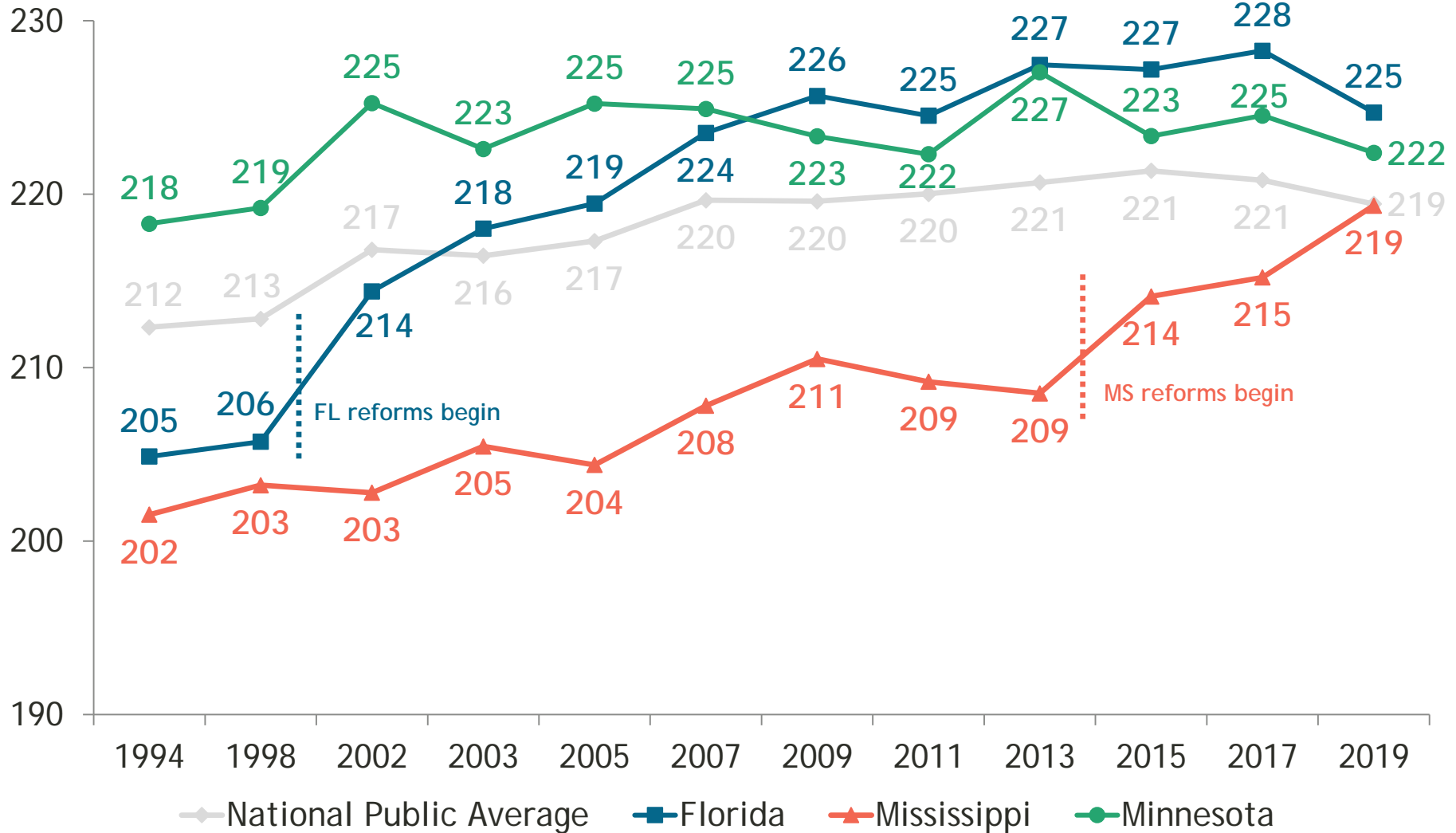
State Literacy Director K-12 (1) facilitates the state's literacy efforts to ensure that all students are proficient readers by third grade, meet or exceed state standards in reading, and graduate ready for the literacy demands of career and college.

Assistant State Literacy Coordinators (3) provide oversight and training; support and monitor statewide implementation.

Regional Literacy Coordinators (15) provide coaching, training, and modeling to teachers in K-3 literacy support schools 2-3 days per week and support regional groups of literacy coaches.

Literacy Coaches (over 75) provide coaching, training, and modeling to K-3 teachers in 2 literacy support schools 2-3 days per week.

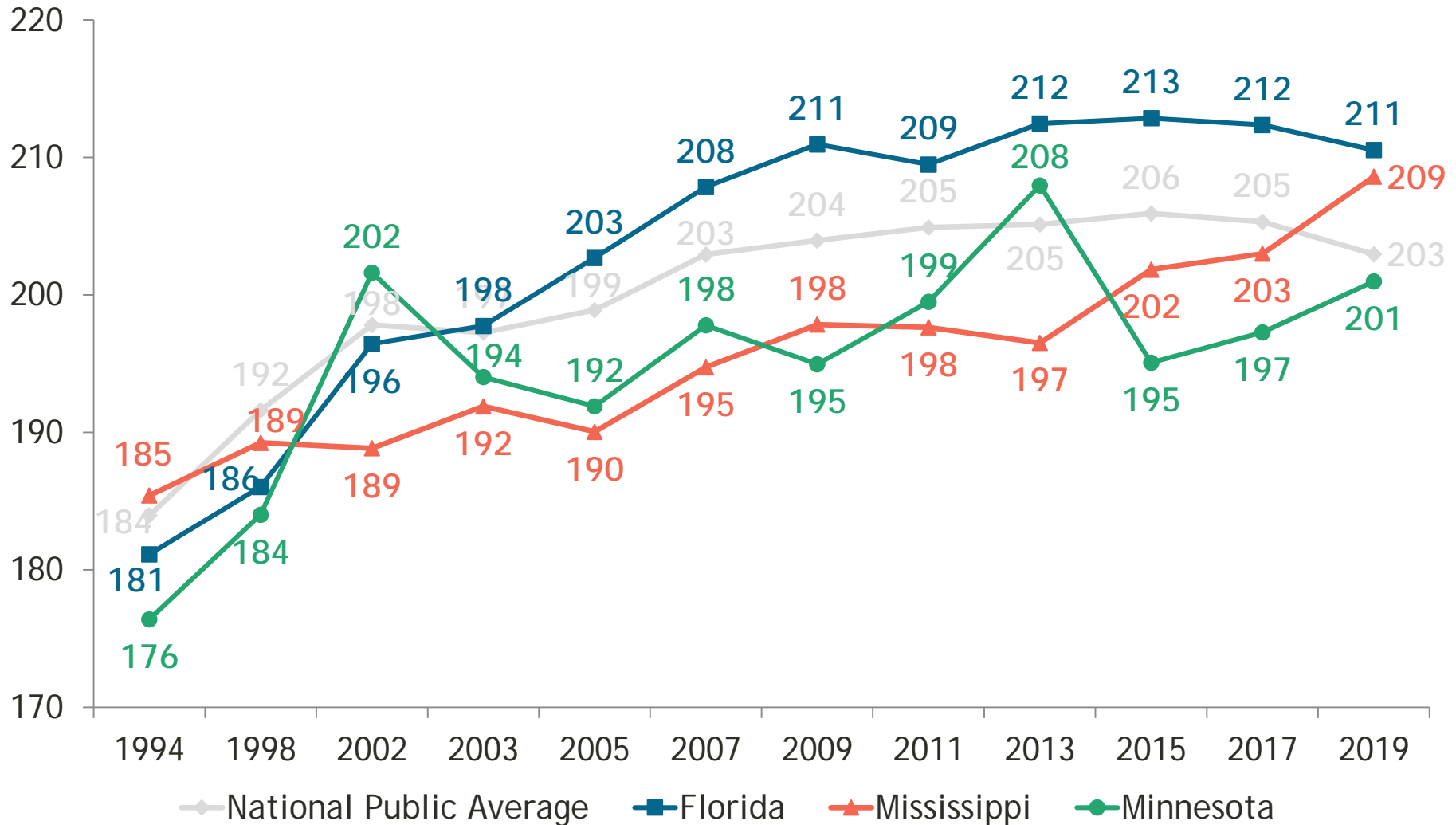
NAEP Reading Grade 4: All Students



NAEP Reading Grade 4: Black Students



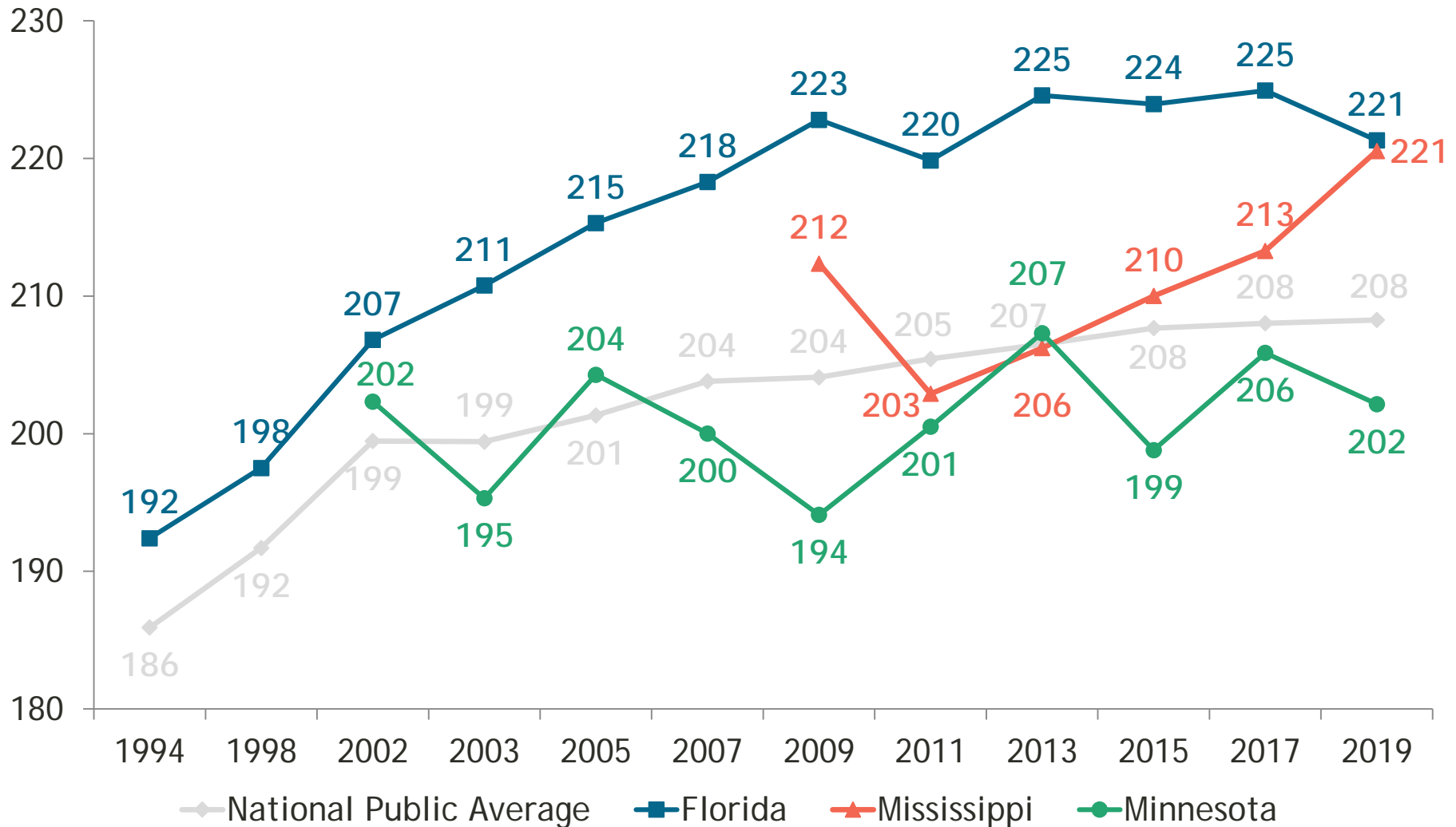
Minnesota black students continue to score lower than their peers nationally.



NAEP Reading Grade 4: Hispanic Students



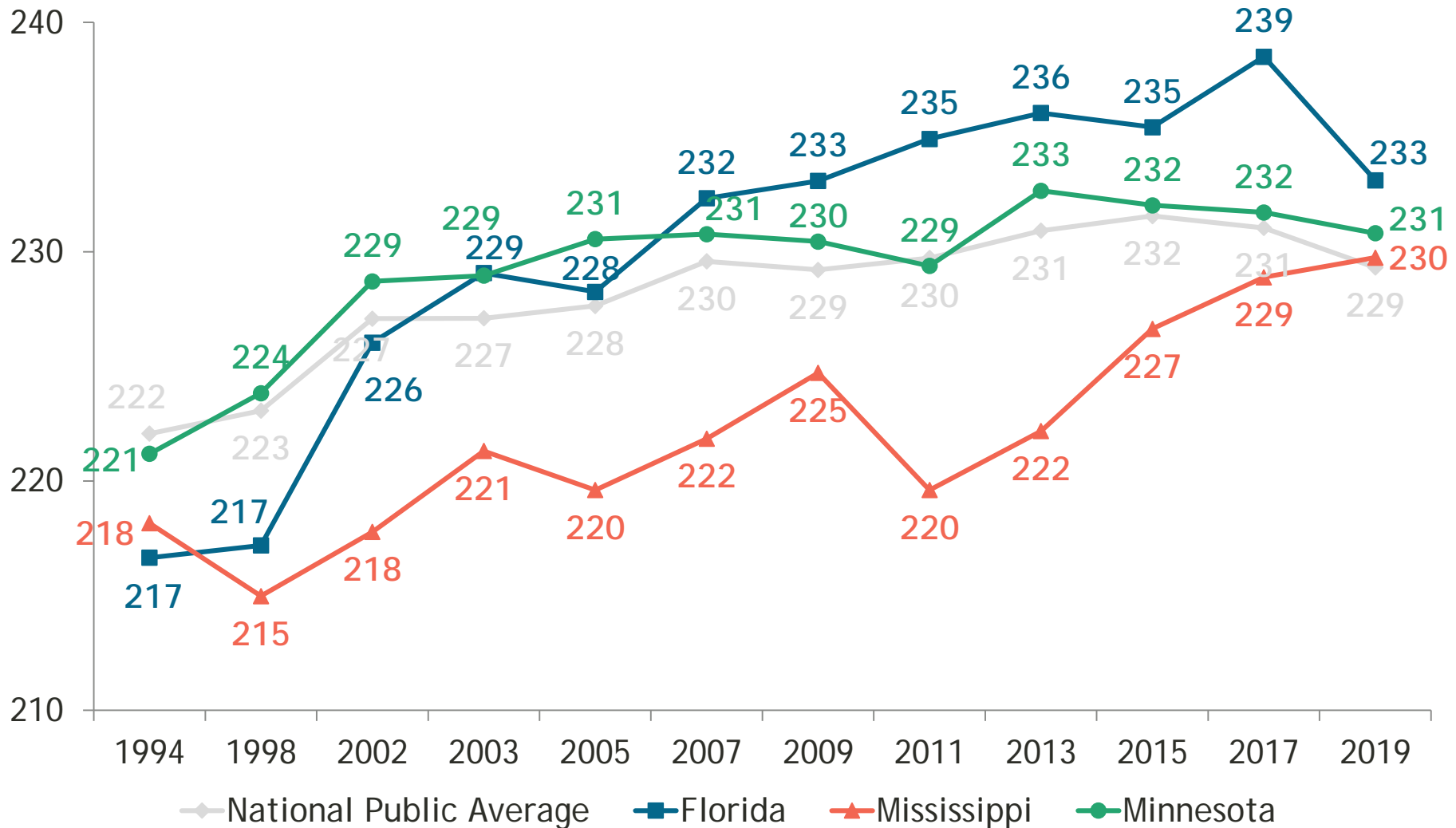
Minnesota Hispanic students lost ground compared to their peers.



NAEP Reading Grade 4: White Students



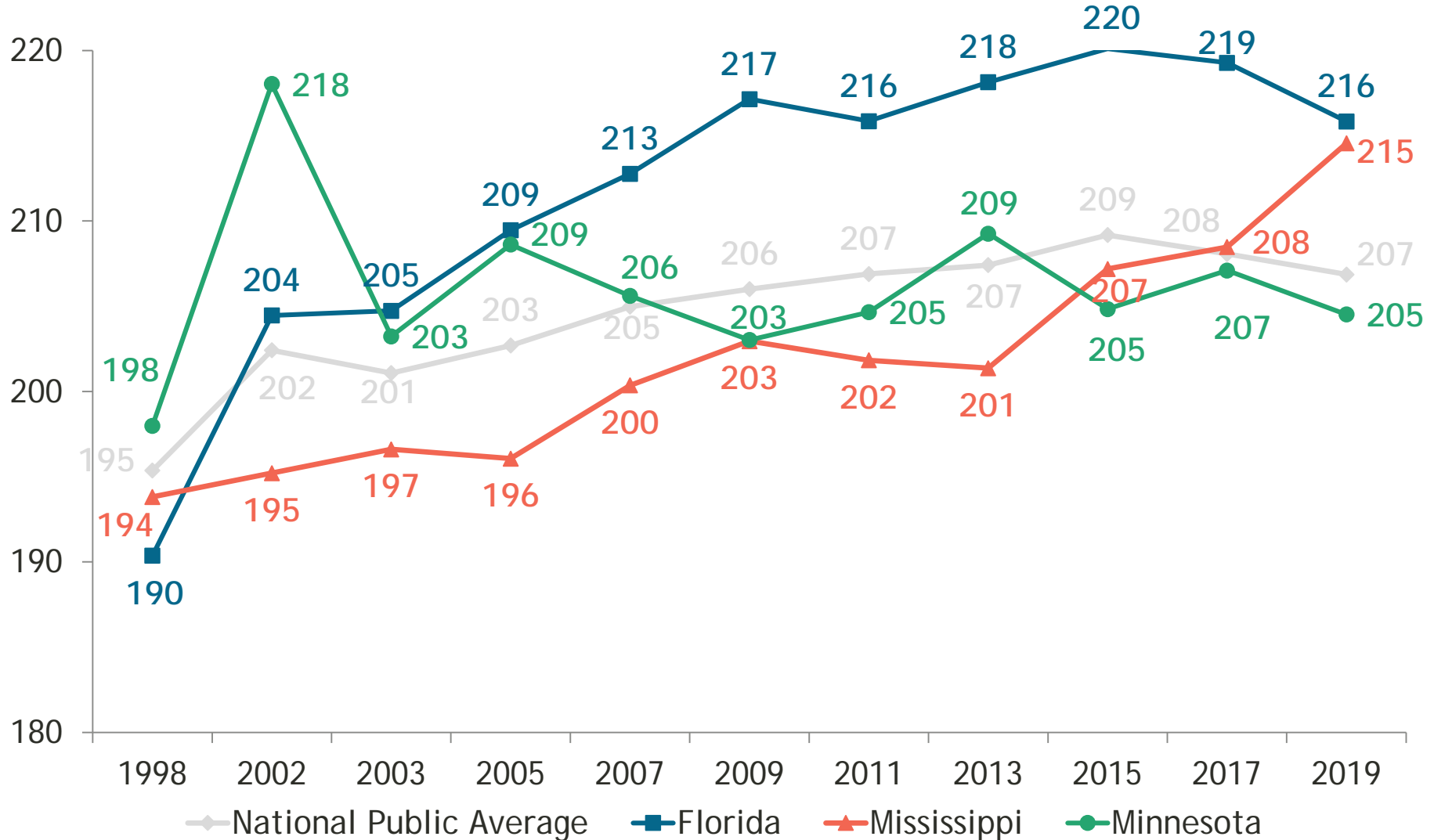
Minnesota white student performance is trending down.



NAEP Reading Grade 4: Low Income Students



Minnesota low income students lost ground compared to their peers.



NAEP Reading Grade 4: Achievement gaps



White-Black Gaps	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013	2015	2017	2019
National Public	32	38	31	29	30	29	27	25	25	26	26	26	26
Florida	33	36	31	30	31	26	24	22	25	24	23	26	23
Minnesota	34	45	40	27	35	39	33	35	30	25	37	34	30
Mississippi	31	33	26	29	29	30	27	27	22	26	25	26	21

White Students	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013	2015	2017	2019
National Public	223	222	223	227	227	228	230	229	230	231	232	231	229
Florida	218	217	217	226	229	228	232	233	235	236	235	239	233
Minnesota	223	221	224	229	229	231	231	230	229	233	232	232	231
Mississippi	217	218	215	218	221	220	222	225	220	222	227	229	230

Black Students	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013	2015	2017	2019
National Public	191	184	192	198	197	199	203	204	205	205	206	205	203
Florida	185	181	186	196	198	203	208	211	209	212	213	212	211
Minnesota	189	176	184	202	194	192	198	195	199	208	195	197	201
Mississippi	186	185	189	189	192	190	195	198	198	197	202	203	209



Thank You!


Christy Hovanetz, Ph.D.

Senior Policy Fellow

Christy@ExcelinEd.org | 850.212.0243

Join ExcelinEd to learn more about education reform in America.

**Foundation for Excellence in Education
P.O. Box 10691
Tallahassee, FL 32302**

 **850.391.4090**

 **/ExcelinEd**

 **info@ExcelinEd.org**

 **@ExcelinEd**

 **ExcelinEd.org**

 **/ExcelinEd**



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.

Policy changes lives



Focusing both within and outside of the traditional system, ExcelinEd advances student-centered learning policies that increase student achievement, advance equity and prepare students for college and career.

INNOVATION

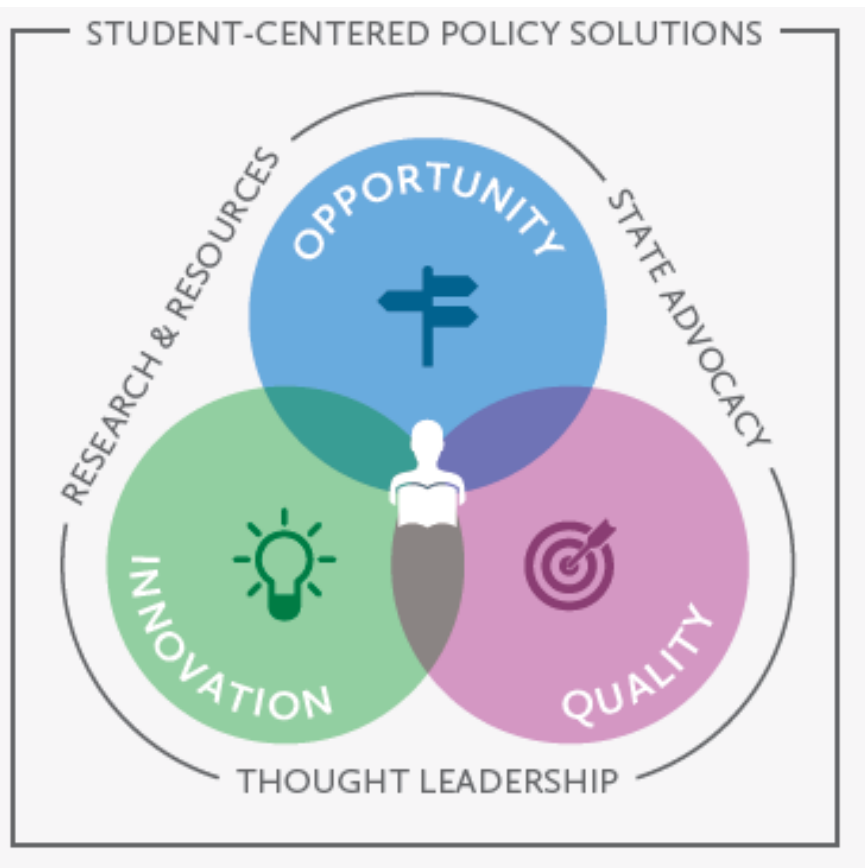
- » Next Generation Learning
- » College & Career Pathways

QUALITY

- » School Accountability
- » Education Funding
- » Early Literacy
- » Teacher Quality

OPPORTUNITY

- » Public Charter Schools
- » Private Education Choice





Our approach



Convening Thought Leaders

ExcelinEd facilitates networks of states and partner organizations to inform policy, grow opportunities and improve practice.



State-specific Research

ExcelinEd conducts research to understand how policies translate into rising student achievement, closing the equity gap, improved college and career readiness and real-world success for students.



Policy Development & Implementation

ExcelinEd supports implementation of student-centered policies, from the fundamentals of school accountability and early literacy to educational opportunity, college and career pathways and next generation learning.



Advocating for Change

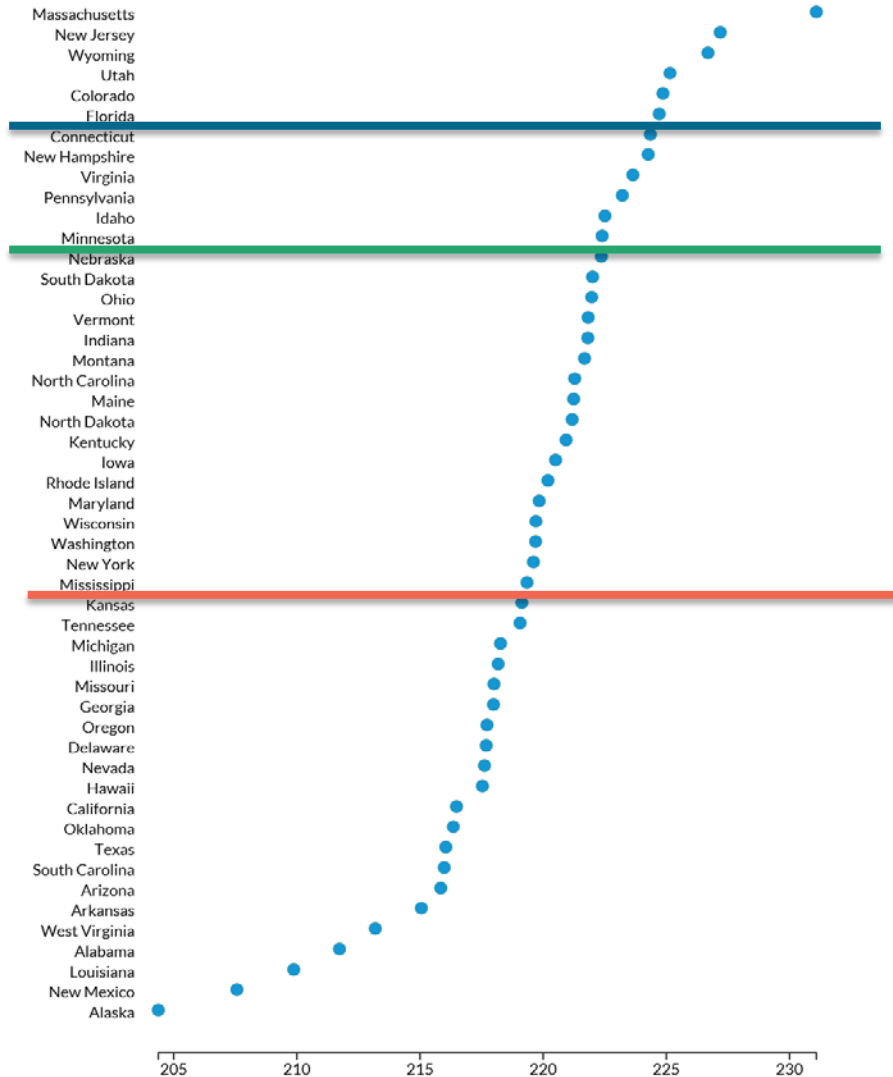
ExcelinEd advocates for change in states that are ready to take the steps needed to create, expand and improve student-centered education systems.

NAEP 2019 Grade 4 Reading: Race Adjusted



Unadjusted versus adjusted scores ● Unadjusted ● Adjusted

2019 4th-grade reading with controls for nothing



Unadjusted versus adjusted scores ● Unadjusted ● Adjusted

2019 4th-grade reading with controls for race or ethnicity

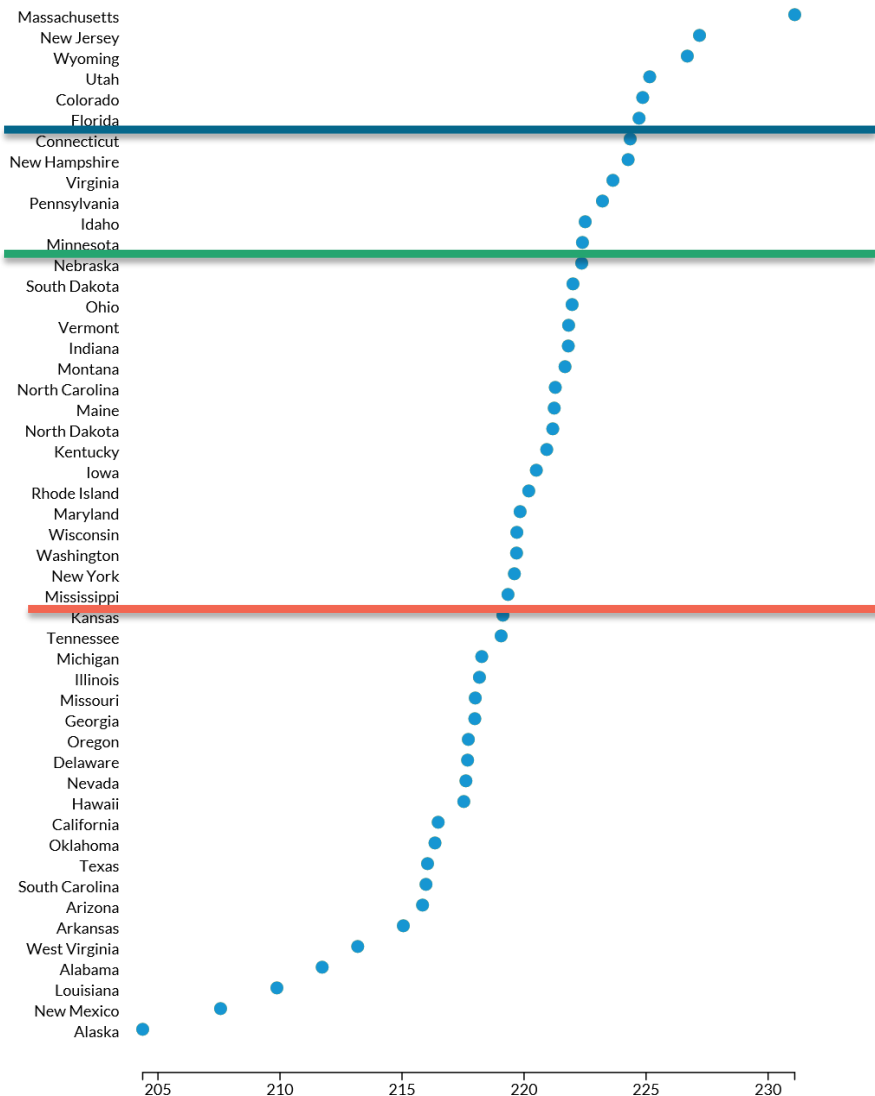


NAEP 2019 Grade 4 Reading: Income Adjusted



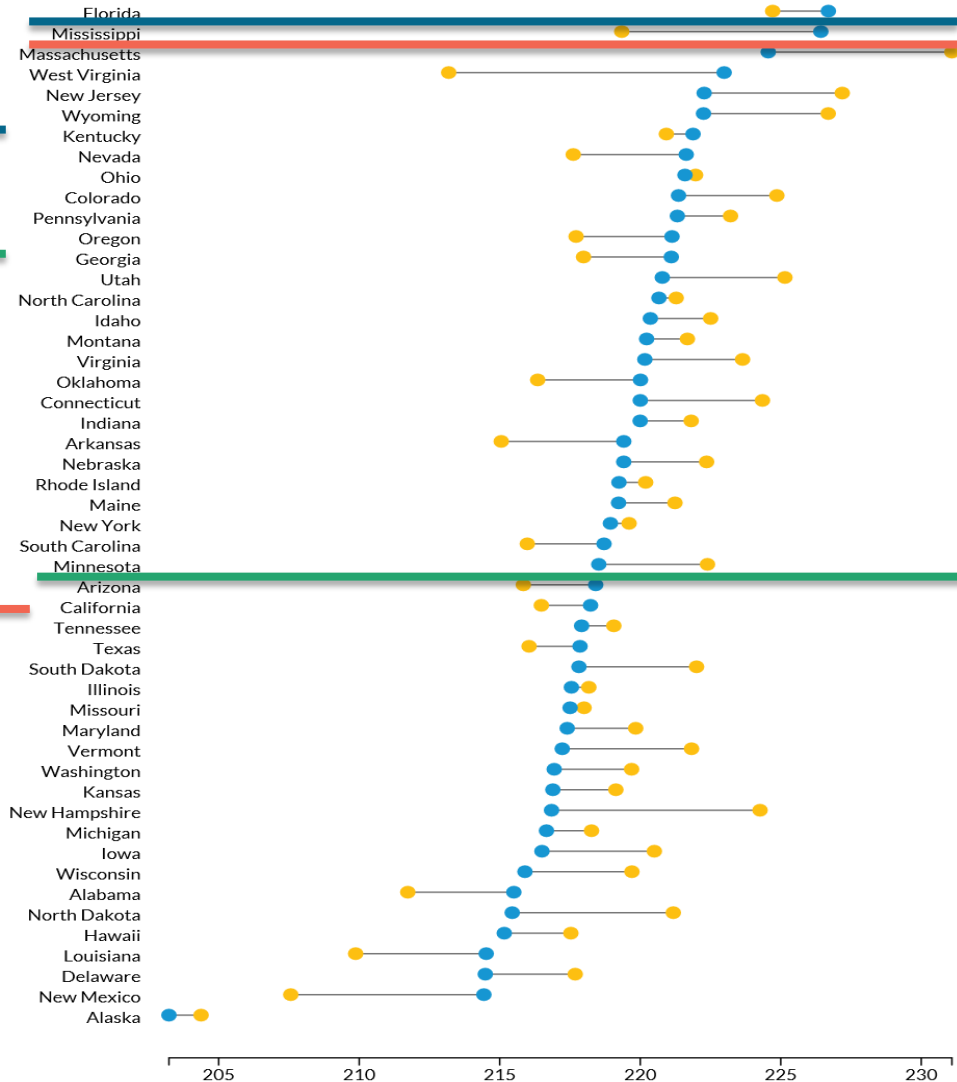
Unadjusted versus adjusted scores ● Unadjusted ● Adjusted

2019 4th-grade reading with controls for nothing



Unadjusted versus adjusted scores ● Unadjusted ● Adjusted

2019 4th-grade reading with controls for free and reduced-price lunch eligibility (reported)



An Era of Excuses



Education does not get enough money.

It is unfair to hold all kids to the same standards

Poverty and broken homes are to blame.

Labeling kids hurts their self-esteem

Dismal Student Achievement

