



Ready to Read Ready to Succeed

State Policies that Support
Fourth-Grade Reading Success

SREB

“Research shows that a
‘spray and pray’ approach
to helping struggling readers
does not work...”

— *Task Force to Study the Implementation
of a Dyslexia Education Program in Maryland. (2015).*

In 2015, too many 4th graders fell below **Basic** on NAEP in reading.

In the SREB median state...

- **33%** of all students
- **44%** of students from low-income families
- **42%** of Hispanic students
- **49%** of black students
- **60%** of English Language Learners
- **70%** of students with disabilities

NAEP Definition of “Basic”

“**Partial mastery** of prerequisite knowledge and skills that are fundamental for proficient work at the grade level assessed”

In other words...

Students whose performance meets the ***Basic*** level on NAEP in reading are

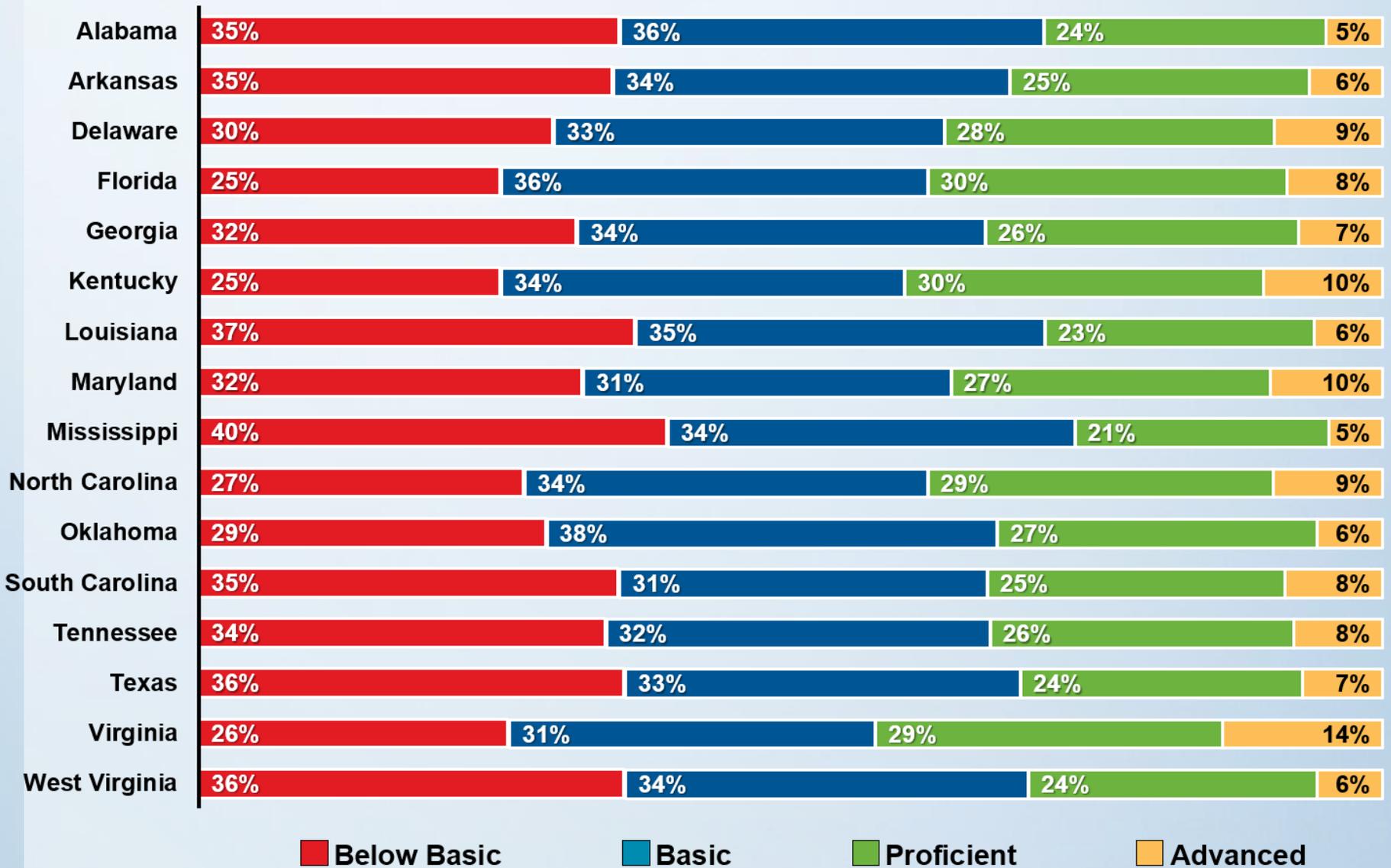
not on grade level.

Students who fall ***below Basic*** on NAEP are

well below grade level.

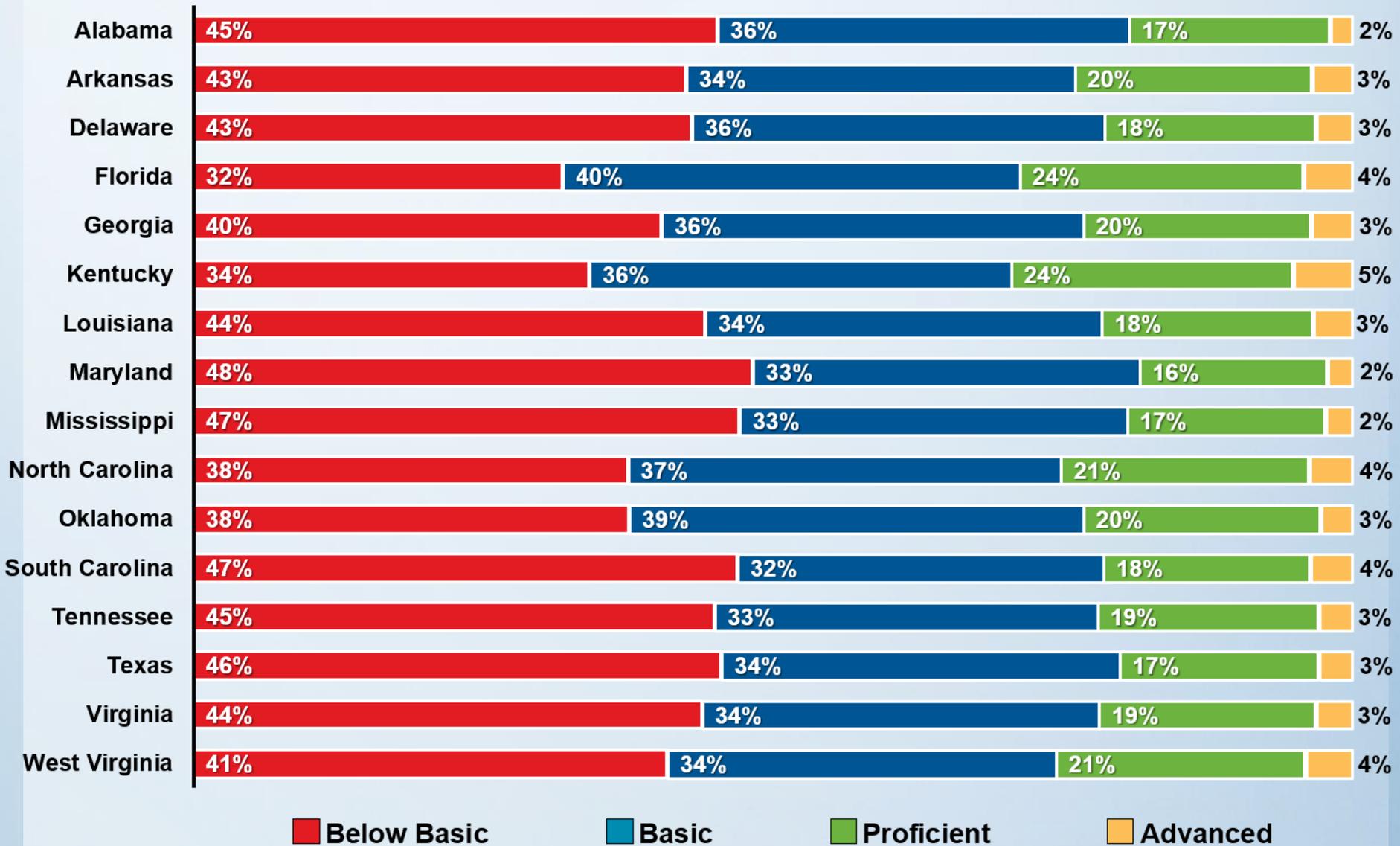
Let's take a look at the data...

2015 Fourth-Grade NAEP Reading Results by Level, SREB States



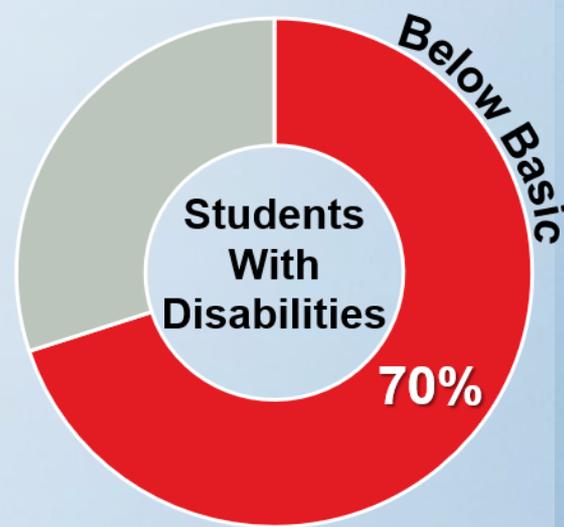
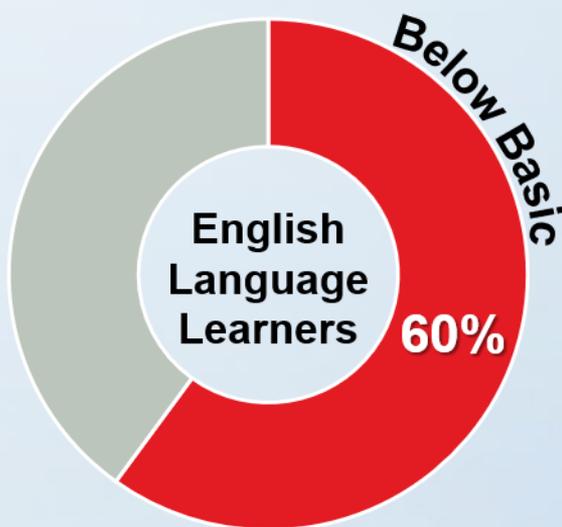
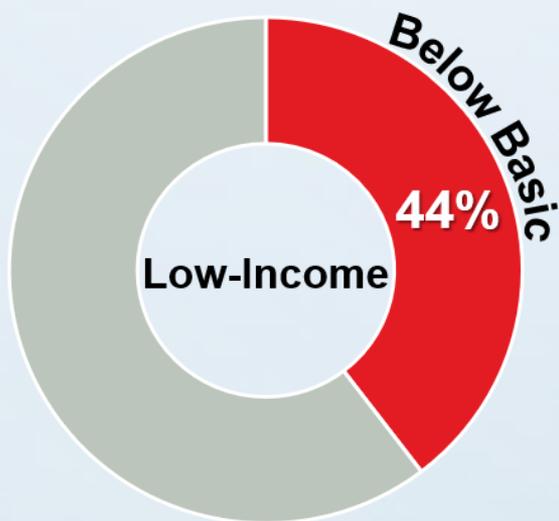
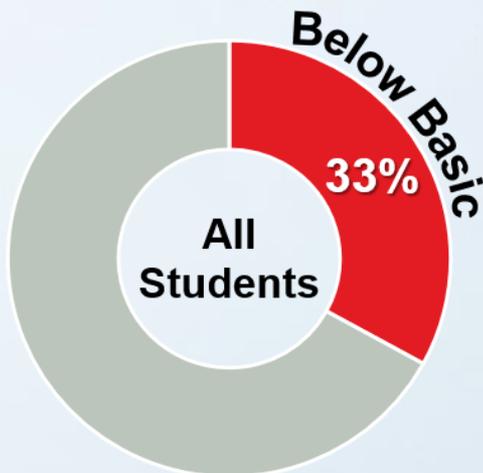
2015 Fourth-Grade NAEP Reading Results by Level

SREB States, Students From Low-Income Families



2015 Fourth-Grade NAEP Reading Results SREB Median State

■ At or Above Basic



Challenge to Lead 2020

Goals for Education

- **Ninety percent** of fourth graders will score at or above the Basic level on NAEP in reading, math and science.
- Percentages of fourth graders who score at or above the Proficient level on NAEP in reading, math and science will increase regularly — to **above national averages**.

**How can states help make sure
students become better readers?**

Strengthen **Teacher Preparation** for Teaching Reading

- Make sure teacher preparation programs include all **five essential components of reading**
- Require training on **dyslexia** identification and intervention

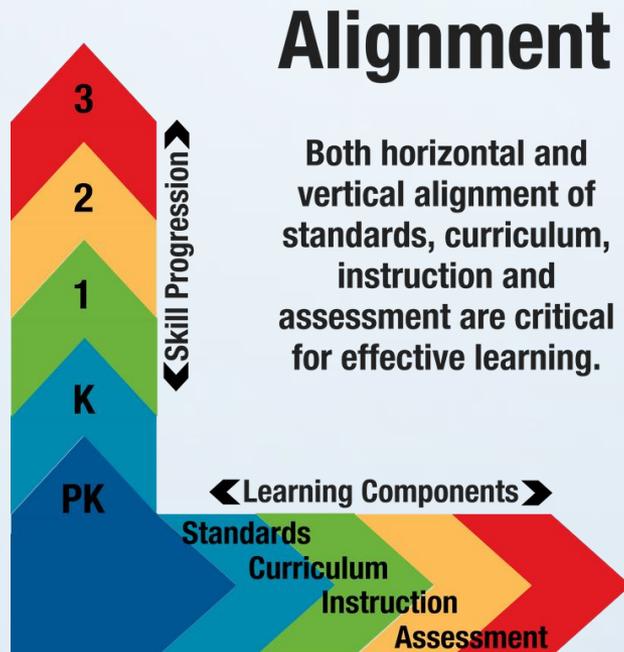


Florida Center for Reading Research, Essentials for Reading Success: Components of Reading

Align Standards, Curriculum, Instruction and Assessment

Make sure:

- **State standards** are sequential and developmentally appropriate
- **Curricula** are directly aligned to state standards
- **Instructional methods** utilize age appropriate practices and are supported by aligned materials
- **Assessment** is developmentally appropriate and used to inform instruction



Push toward high quality pre-K

- **Ensure access** for all at-risk children, especially children from low-income families and English Language Learners
- Strengthen **teacher training** and certification requirements
- Consider the importance of ongoing **coaching, mentoring** and **professional development**



Support kindergarten programs

- **Fund seats** for all at-risk children
- Promote **participation** in kindergarten for all students
- **Keep class sizes small** so teachers can individualize





Identify

Early and Intervene

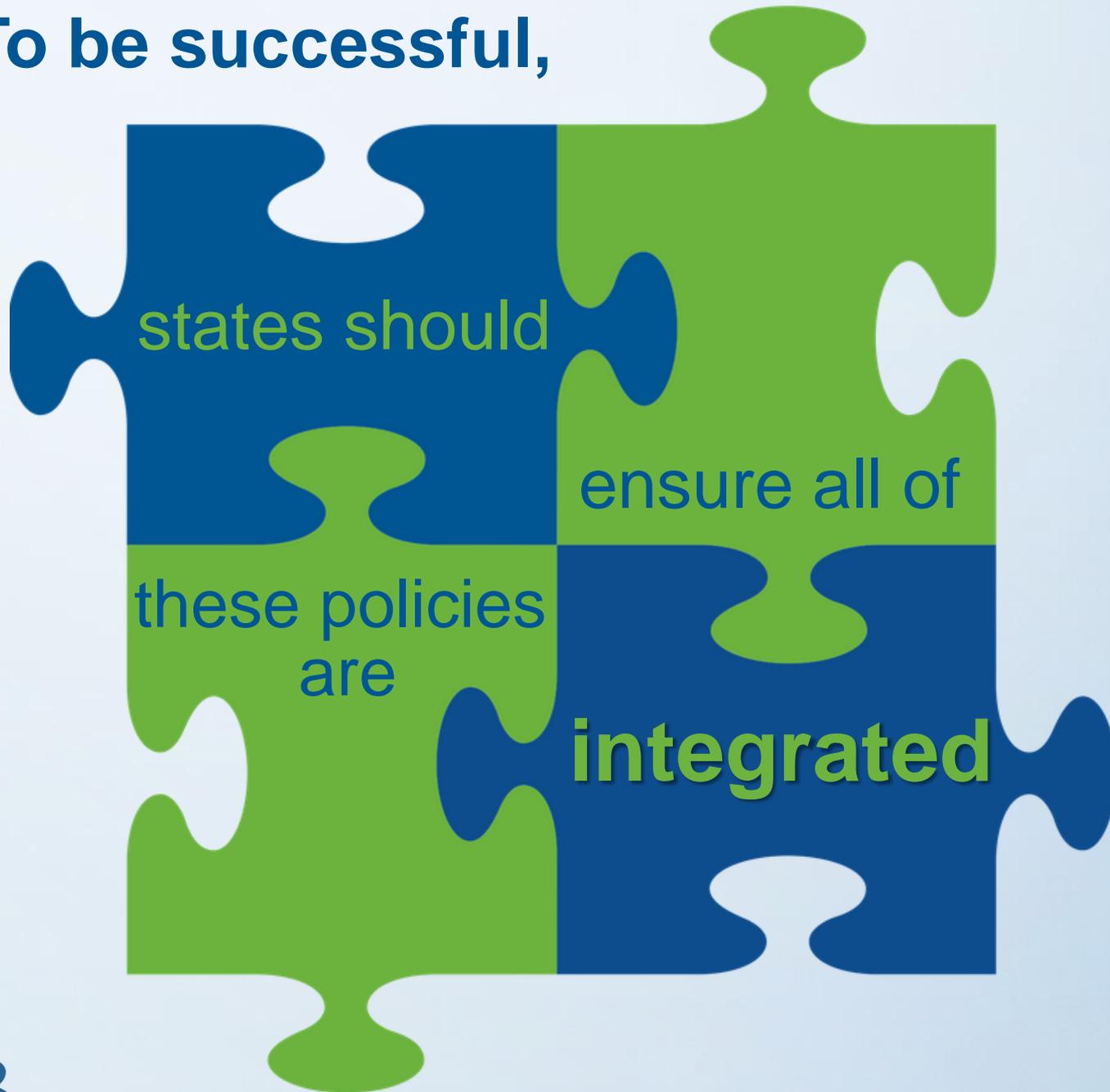
- Incentivize the use of regular **formative assessment** and **screenings** to identify struggling readers early
- Make sure schools use **proven, research-based intervention** programs and methods

Develop effective promotion policies for third-grade students

- Provide students with **multiple opportunities and methods** to demonstrate reading proficiency before leaving 3rd grade
- Make sure students who do not meet a reading benchmark receive **intensive, individualized support**



To be successful,





And states should be ready to **commit for the long haul.**

Significant, lasting changes take **time** and **sustained efforts.**

SREB

Southern Regional
Education Board

Read the full report at
www.sreb.org/ReadToSucceed

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