



Read to Achieve & Beyond

Foundation for Excellence in Education

Our vision is to build an education system that maximizes every student's potential for learning and prepares all students for success in the 21st century.

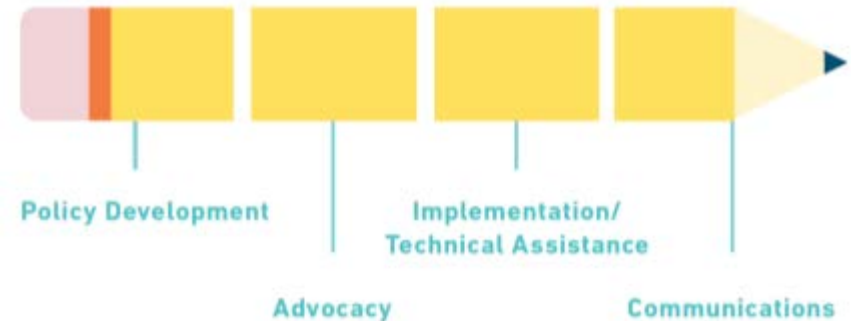
Our Guiding Principles

All children can learn.

All children should learn at least a year's worth of knowledge in a year's time.

All children will achieve when education is organized around the singular goal of student success.

What We Do



Our Board of Directors



Dr. Condoleezza Rice
Chair of the Board
of Directors



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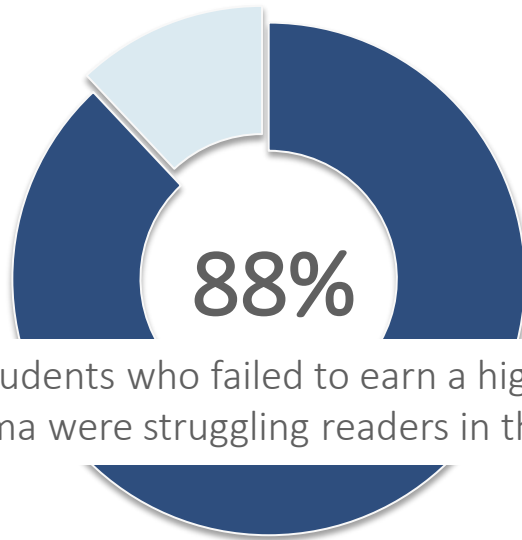


William Obendorf
Board of Directors




Charles R. Schwab
Board of Directors


Reading is Both an Education and Economic Problem



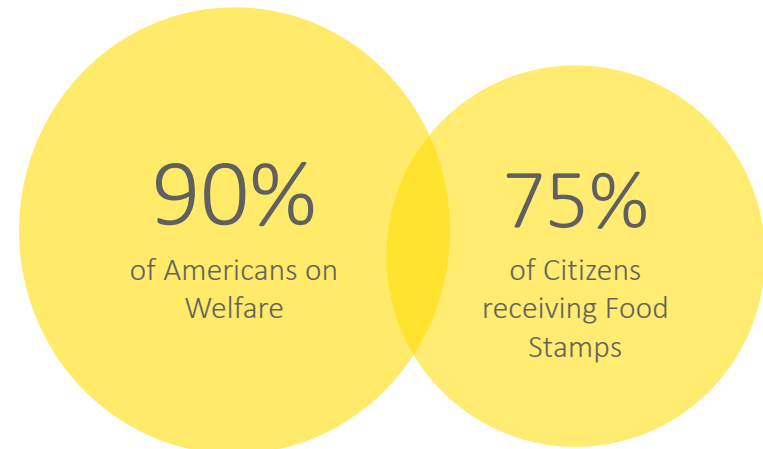
Of students who failed to earn a high school diploma were struggling readers in third grade

Students who are not reading proficiently in third grade:

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

8 x  Low-income African American and Hispanic students are eight times more likely to drop out of high school.

High School Dropouts Make-Up:



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

Sources: Annie E. Casey Foundation and Begin to Read



K-3 Reading Fundamental Principles

1

Assessment/Parent Notification

- Early literacy screening
 - Parent notification/updates on student progress every two weeks
-

2

Instruction/Intervention

Individual reading plans, including:

- Interventions during school, summer and/or before/after school
 - Home reading strategies or programs for parents
 - Monitor student progress
-

3

Retention/Intervention

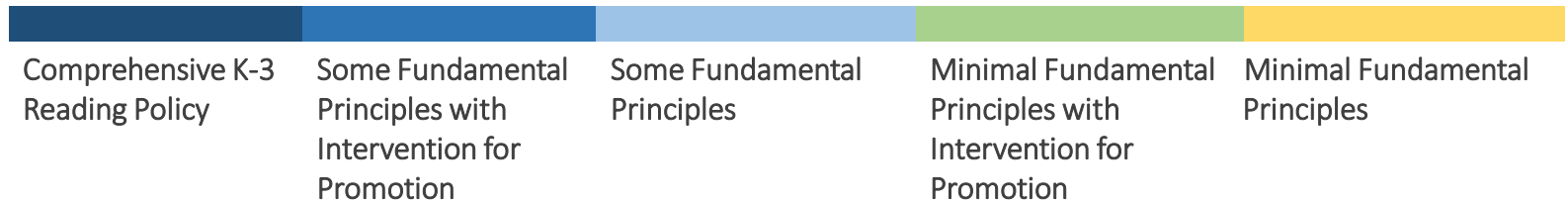
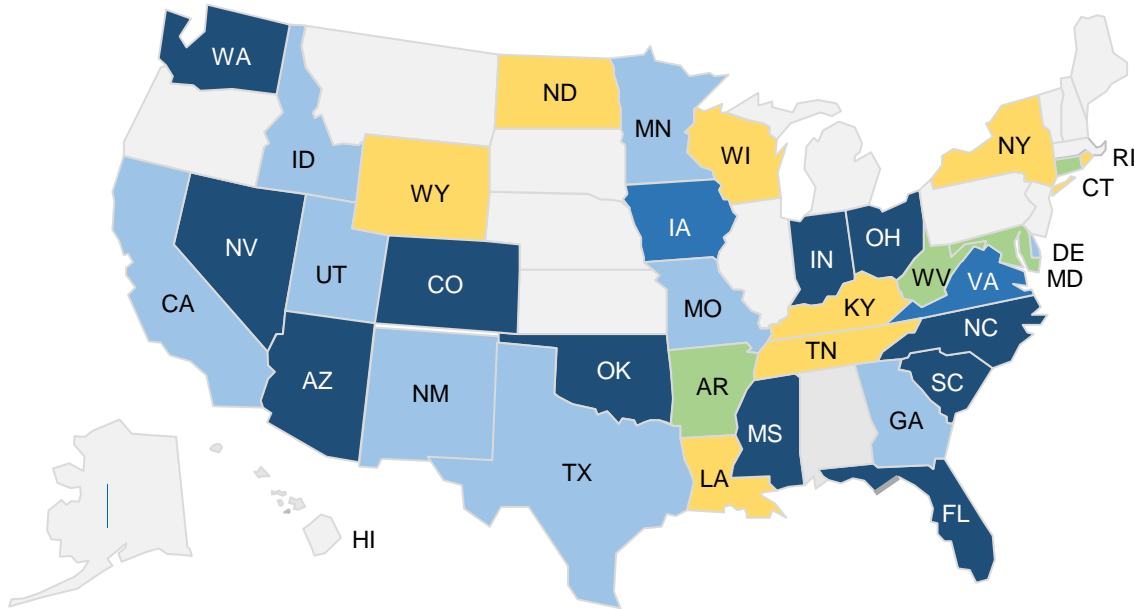
- Ensure one test on one day is NOT the sole determining factor
 - Retention for students severely below grade level
 - Good cause exemptions for “some” students
 - Retention means more intensive interventions
-

4

Supports

- Job-embedded training for teachers and teacher candidates
- Reprioritize existing local, state and federal funds

K-3 Reading Policy By State



**Michigan HB4822 passed House.*

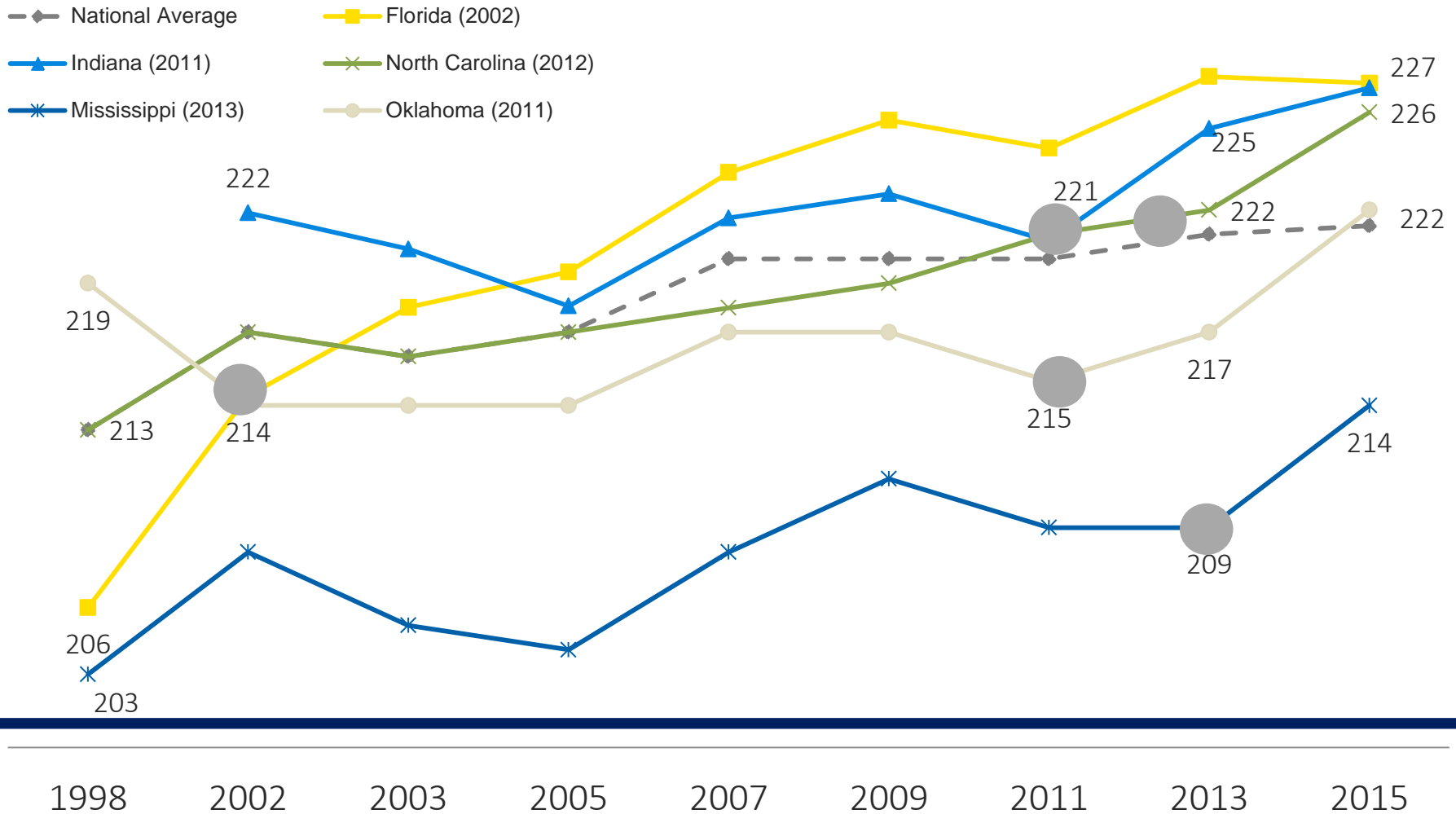
Read to Achieve



Strengths

- ★ Extending Summer Reading Camps to first and second graders identified with a reading deficiency with funding to support it
- ★ Teacher candidates must take/pass a Foundations of Reading Test for licensure
- ★ Provide coach support for some elementary schools

NAEP 4th Grade Reading



Source: NAEP

Read to Achieve



Areas to Consider Strengthening

- ★ **Increase coach services** to support more elementary schools
- ★ **Raise expectations for Teacher Certification/Teacher Prep Programs**
 - ★ Coursework – ensure teacher education program standards are current and based on SBRR; increase field experience
 - ★ Foundations of Reading Test – raise the cut score for passing
- ★ **Reinstate Personal Education Plans** for K-3 students identified with a significant reading deficiency; collaborate with parents when creating plan; include tips for parents to support literacy in the home
- ★ **Increase supports for retained third graders** (extended learning opportunities) – offer supplemental tutoring (before/after school) delivered by a reading specialist, a mentor to support student learning during the school day

Beyond Third Grade



Areas of Focus

- ★ Extend PD opportunities to 4th and 5th grade teachers
- ★ Extend coach services to grades 4-5 to support reading instruction, intervention and content area knowledge building
- ★ Personal Education Plans – continuation for students retained and students promoted with a good cause exemption through 5th
- ★ Continuation of regular parent communication/involvement (monthly) for students retained, promoted with good cause, or identified with a significant reading deficiency through 5th grade
- ★ Reporting – report outcomes of retained students and those promoted with a good cause exemption through 5th grade


Sampling of States Going Above and Beyond the Fundamental Principles:




- ★ **OH** – requires a highly effective/qualified reading teacher for all incoming struggling third graders, another preventative measure prior to students potentially facing retention
- ★ **FL** – extended school day (an hour each day) for the 300 lowest performing elementary schools
- ★ **NV** – parent is partner in development of individual reading plans (PEP's); includes home reading strategies/tips for parents to support literacy at home
- ★ **FL and other states**
 - ★ offer retained students supplemental tutoring with a reading specialist (before/after school);
 - ★ provide parents of retained students with a plan for reading with their child at home and parent workshops;
 - ★ offer mentor program

Thank You !

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