

# PROVIDING TEXAS STUDENTS A PROMISING FUTURE BY GIVING THEM A **STRONG START IN EARLY LITERACY**

## THE STATE OF EARLY LITERACY IN TEXAS



Of Texas 3rd graders are meeting grade-level reading expectations.<sup>1</sup> For students experiencing economic disadvantage, this falls to just **38%**.

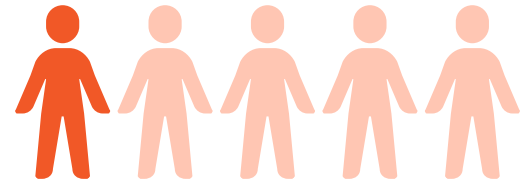


In the nation for **4th grade reading proficiency**, improving from **45th in 2017** due to legislative action but with room for meaningful improvement.

## STRONG FOUNDATIONS ARE ESSENTIAL FOR LATER ACHIEVEMENT



Texas 3rd graders who did not meet grade-level reading expectations in 2019 **caught up within three years**.<sup>2</sup> For economically disadvantaged students, **only 15% caught up**.



## TEXAS FAMILIES AND SCHOOLS NEED BETTER INFORMATION

By **more consistently leveraging current reading screeners** to monitor progress, detect early literacy deficiencies, and provide students with effective interventions **we can boost foundational literacy skills**.

**"Without accurate progress monitoring data, we are closing our eyes until 3rd grade and hoping everything works out for our students. But with regular screening in the early grades, schools are equipped to provide impactful interventions that can meet individual students' needs as soon as they arise."**

*Amber Shields, Early Matters Dallas Managing Director & former Dallas ISD PK-2 Principal*



1: TEA, STAAR 2023

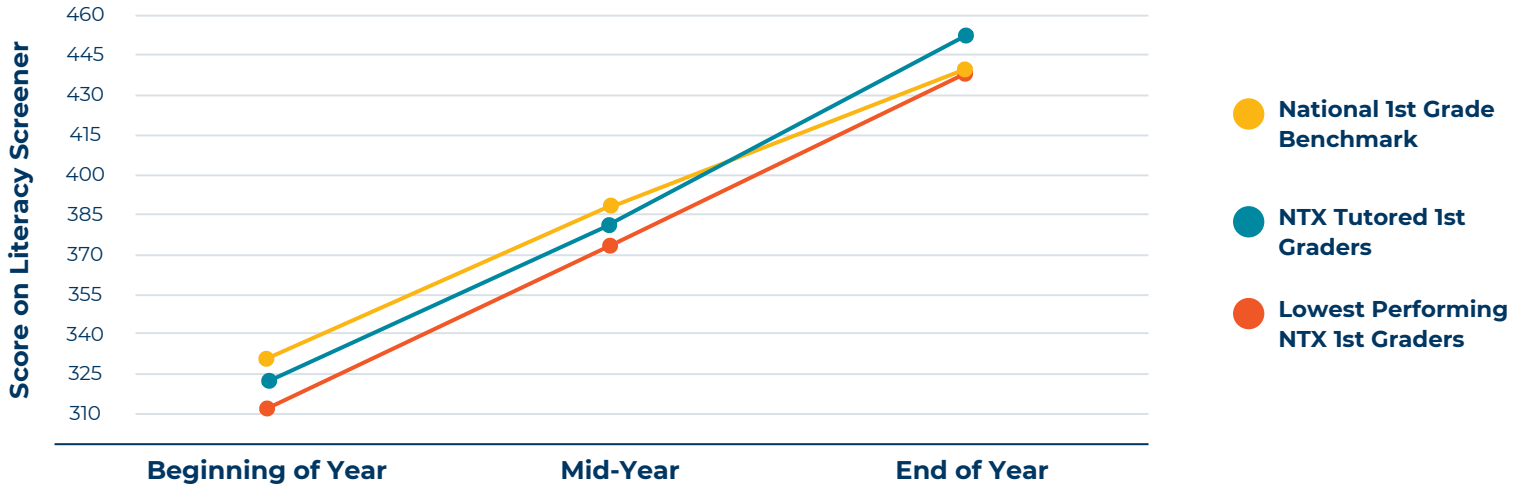
2: Commit Learning Acceleration Analysis. Catching up defined as DNM/Approaches to Meets/Masters.

# BY PROVIDING QUALITY EARLY LITERACY INTERVENTIONS AND MONITORING PROGRESS, POLICYMAKERS CAN IMPROVE READING OUTCOMES AND SET STUDENTS UP FOR SUCCESS

## EARLY GRADE TUTORING SIGNIFICANTLY IMPROVES STUDENT LEARNING

A recent study conducted by Stanford University's National Student Support Accelerator shows that tutoring provided to North Texas elementary students **effectively catches students up**. The growth is **even more profound for the students who started furthest behind**.<sup>3</sup>

SY22-23: 1ST GRADE, BEGINNING OF YEAR -> END OF YEAR



## POLICY RECOMMENDATIONS

Through policies like those in HB 2162 (88R), **embedding near-immediate interventions** for students in need and **empowering families and schools across the state with more actionable information** can build on Texas' innovative education policies such as HB 3 (86R) and HB 1605 (88R) supporting more students. Texas should:



**Ensure schools utilize evidence-based screening instruments** to monitor student's development of foundational literacy skills in Kindergarten through 3rd grade;



**Equip parents with reliable information** about their child's reading progress and high-quality resources that can be used at home;



**Require schools to provide targeted reading intervention**, such as high-quality tutoring for students who consecutively demonstrate literacy skill gaps;



Provide greater public transparency and data to know how well our schools are implementing the **Science of Teaching Reading**.