

# REGIONAL EDUCATIONAL LABORATORY

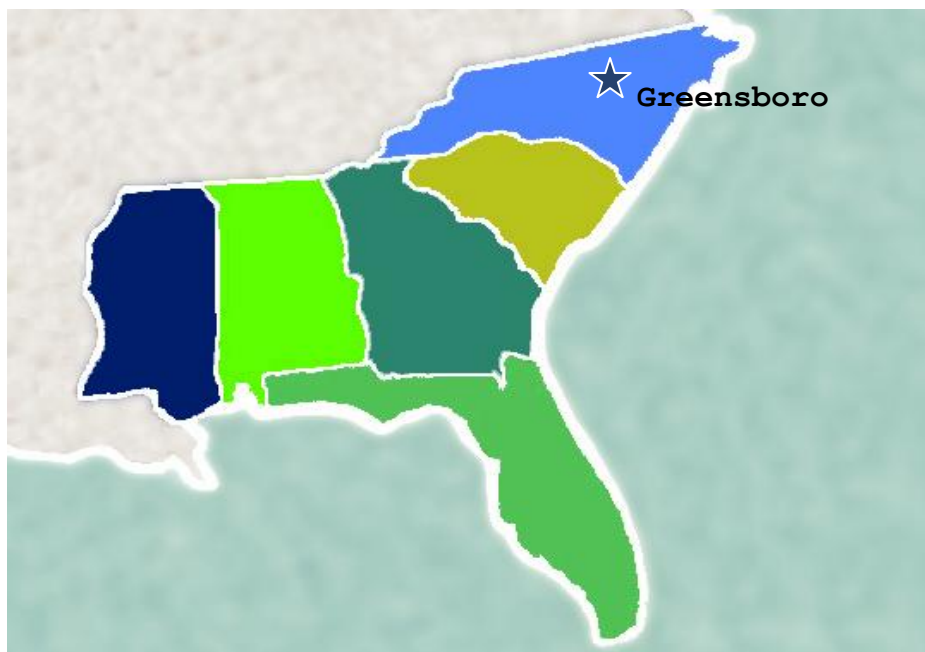
## SOUTHEAST ~ SERVECenter

July 2007, EBE # 131

### EVIDENCE BASED EDUCATION REQUEST DESK

#### OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.



#### REQUEST:

- Provide a statewide scan of K–3 literacy initiatives in the Southeast and a description of effective literacy initiatives from outside the region.

### RESPONSE

#### Background/Methodology

To complement the information gathered on middle school and high school literacy initiatives as reported in *Middle and High School Literacy across the Curriculum* (Task 1.2 Fast Response Project), REL-SE staff conducted a scan of the six southeast states to gather the following information on grades K–3:

1. Does the state have a literacy plan or initiative that addresses grades K–3?
2. What is the state law or policy? (*What action did the state take or how did this initiative start?*)
3. Who administers?
4. Who monitors and evaluates?
5. Is there funding?
  - By whom?
  - How much?
6. What are the basic components of the initiative?

If you have any questions regarding this document, please contact the REL-SE, 1-800-755-3277 or RELSoutheast@serve.org

- What are the goals, curriculum, and/or strategies?
  - Does this initiative align with state standards?
7. Are there any other states outside the southeast region that have effective literacy initiatives?

Information collected on these questions is presented in Table 1 as a supplement to Appendix B in the Task 1.2 Fast Response Project on middle and high school literacy. This scan focused primarily on grades K–3. Excepting the alignment of the initiative with state standards, all of the research questions could be answered based on information collected. Also noted is any information found on new middle and high school initiatives not already reported in Appendix B. The scan did not address achievement gains of statewide initiatives, nor did we restrict ourselves only to effective literacy initiatives that have shown achievement gains.

The scan was conducted by searching websites of state departments of education and individual U.S. Department of Education grantee sites as well as the websites of research-and-development organizations including Abt Associates, AIR, MDRC, and RAND. Where available, web addresses are reported in Table 1. Although both the National Governors Association and the National Association of State Boards of Education have implemented literacy initiatives, these both focused solely on the middle and high school grades.

Because we found that all states are currently using the Reading First program, we will first provide a brief overview of Reading First. Table 1 (on pages 8–14) describes how Reading First looks within each state and any additional initiatives each state has. (Each state’s recent performance on the NAEP reading-and-writing assessments is reported in Appendix A.)

## **Reading First**

All of the states in the southeast region are recipients of Reading First grants from the U.S. Department of Education (ED). This program focuses on putting proven methods of early reading instruction in K–3 classrooms. Through Reading First, states and districts receive support to apply scientifically based reading research—and the proven instructional and assessment tools consistent with this research—to ensure that all children learn to read well by the end of third grade. Only programs judged by ED to be founded on scientifically based reading research are eligible for funding through Reading First.

Program funding is provided through formula grants to states that submit an approved application. Funds are allocated to states according to the proportion of children age 5 to 17 who reside within the state and who are from families with incomes below the poverty

line. State Education Agencies (SEAs) award subgrants to eligible Local Education Agencies (LEAs) on a competitive basis. SEAs fund those proposals that show the most promise for raising student achievement and for successful implementation of reading instruction, particularly at the classroom level. Funds support increased professional development to ensure that all teachers have the skills they need to teach these programs effectively. The program also supports the use of screening and diagnostic tools and classroom-based instructional reading assessments to measure how well students are reading and to monitor their progress. (Information accessed 6/4/07 from: <http://www.ed.gov/programs/readingfirst/index.html>)

MDRC, with Abt Associates, is conducting an impact study of Reading First. The first report is due in the second half of 2007. MDRC, in collaboration with AIR, is also conducting a study of professional development in reading. As reported in Table 1, AIR is monitoring the state-by-state implementation of Reading First including the selection of eligible schools and districts, the choice of reading programs, and the provision of professional development, state technical assistance to districts, and the teaching of reading in K–3 classrooms.

Though the focus of this scan is K–3 initiatives, some of the states are also recipients of Early Reading First grants. This federal program, aimed at low-income children aged 3-to-5 years old, supports the development of early childhood centers of excellence that focus on all areas of development especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families. School districts and public or private organizations that run preschool programs that serve children from low-income families are eligible for the grant which ranges from \$750,000 to \$4.5 million per site for a three-year period. Grants are designed to help early childhood centers improve their programs by creating centers of excellence that provide preschool-age children with language and cognitive skills and with an early reading foundation. These programs must demonstrate that they will enhance young children's language and cognitive development by providing high-quality instruction and ongoing professional development based on scientifically based research.

(Information accessed 6/4/07 from <http://www.ed.gov/programs/earlyreading/index.html>)

### **Examples from Other States**

Specific examples of literacy programs were identified in a number of states outside the southeast region, although they were not always only targeted to grades K–3. Also, information on the research base for these programs was not always evident in the descriptions provided.

1. Kentucky's Read to Achieve (RTA) program, established in 2004 by Senate Bill (SB) 19, is designed to improve the reading achievement of Kentucky's primary students.

- Program focuses on reading diagnostic and intensive reading intervention for struggling readers within the state primary program.
- The Reading Diagnostic and Intervention Grant Program is a competitive program that provides funds to schools to implement research-based reading diagnostic-and-intervention programs.
- The early reading intervention program selected by the funded school must be based on reliable, replicable research and offer short-term, intensive, one-on-one or small-group instruction in essential skills necessary for reading proficiency.
- An independent evaluation has shown that students that receive RTA interventions made significant gains in assessment scores. (Evaluation accessed 6/11/07 at: <http://www.kentuckyliteracy.org/rta/>.) Colorado instituted a similar program in 2000, and that program has not shown similar achievement gains.

Link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Elementary+School/Read+to+Achieve+Grant/>

2. The Ohio Principals' Literacy Network (OPLN) is designed to provide knowledge and promote effective literacy practices. The Ohio Principals' Guide to Literacy was built on Ohio's literacy initiative and gives Ohio's principals the tools necessary to create effective literacy programs for their schools.

- The goal of the OPLN is to provide the knowledge and skills needed for principals to recognize effective instructional practice and to provide the leadership necessary to drive literacy forward in their schools.
- The Ohio Association of Elementary School Administrators (OAESA), the Foundation to Advance Childhood Education (FACE), and the Ohio Department of Education (ODE) sponsored the formation of the Ohio Principals' Literacy Network.
- The Network sponsors regular trainings for principals and teachers, and the Ohio Association of Elementary School Educators website provides extensive video- and text-based training materials.

Link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=890&ContentID=7373&Content=20385>

3. Illinois Reading Improvement Block Grants are designed to supplement classroom reading instruction. Funds must be spent to improve teacher reading instruction and to identify and assist struggling readers in grades K–6. Funds may be used to:

- Create short-term, tutorial, early-reading intervention programs for students at risk of failing to learn to read as well as support programs for students in grades 3–6 who need assistance in reading.
- Purchase classroom reading materials.

- Hire reading specialists, reading teachers, and reading aides in order to provide early reading intervention in kindergarten through grade 2 and programs of continued reading support for students in grades 3 through 6.
- Provide long-term, research-based teacher professional development.

Link: [www.ecs.org/dbsearches/Search\\_Info/Literacy\\_ProgramProfile.asp?ProgID=106](http://www.ecs.org/dbsearches/Search_Info/Literacy_ProgramProfile.asp?ProgID=106)

#### 4. Utah K–3 Reading Improvement Program

The Utah State Office of Education seeks to inspire districts to expand literacy efforts by offering a variety of support materials and professional development. This statewide initiative is currently being evaluated by WestEd. Examples of activities sponsored/materials provided by the state include:

- Literacy institutes and summits
- Quarterly training for school reading coaches
- Statewide K–3 Literacy Framework for Successful Instruction and Intervention
- Published templates and evaluation rubrics for district reading plans
- Literacy assessments and early reading guidelines

Link: [http://www.schools.utah.gov/curr/lang\\_art/elem/k3Framework.htm](http://www.schools.utah.gov/curr/lang_art/elem/k3Framework.htm)

5. Oklahoma Reading Sufficiency Act requires that districts either have a summer reading program or some similar option that has been approved by the State Board of Education.

- The program content for a summer academy reading program is required to incorporate the state standards (*Priority Academic Student Skills*) in reading and the content of a reading program administered by the Oklahoma Commission of Teacher Preparation or a scientifically based reading program administered by the State Board of Education.
- The summer academy reading program for students is required to provide at least four (4) weeks of tutoring a half (1/2) day each day for four days.
- The program has not been evaluated.

Link: [http://title3.sde.state.ok.us/reading/reading\\_sufficiency.htm](http://title3.sde.state.ok.us/reading/reading_sufficiency.htm)

## Additional Sources of Information

The following websites provide additional information about specific practices or interventions.

1. The Center on Instruction is one of five content centers serving as resources for the 16 U.S. Department of Education Comprehensive Centers. The Center on Instruction synthesizes the available evidence-based research on instruction in reading, translates that knowledge into usable products, benchmarks and identifies exemplary instances of high-quality implementation of evidence-based practices, and serves as a conduit of information about scientifically based research and effective practice in reading.

The screenshot shows the Center on Instruction website. The header includes the logo and navigation links: Home, About Us, Recent Activities, Peer Interaction, and Professional Development. A sidebar on the left contains a search bar, a 'Sign Up' button, and a 'Take Our Survey' button. Below the sidebar is a menu with categories: Reading, Mathematics, Science, Special Education, and English Language Learners. The main content area is titled 'Reading: Grades K-12: Exemplars' and includes a 'View' dropdown menu with options for Materials, Exemplars, and Research. It also features a 'Sort By' dropdown menu set to 'Title' and a 'View printer-friendly version' link. The first resource listed is '1. Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction [4-12]'. The description states that this document was developed by the Center on Instruction's Reading, Special Education, and ELL Strands to provide recommendations for improving literacy-related instruction. It also includes comments from experts in response to questions about methods for improving academic literacy in adolescents and examples of state activities in support of improved adolescent literacy in California, Florida, Rhode Island, and Washington. The second resource listed is '2. Learning Disabilities Resource Kit: Specific Learning Disabilities Determination Procedures and Responsiveness to Intervention [K-12]'. The description states that NRCLD developed this kit to help schools and districts navigate changes related to specific learning disability (SLD) determination and responsiveness to intervention (RTI). It includes general information on SLD determination and RTI, tools for getting started, PowerPoint presentations, and resources for parents. In particular, the School-Based RTI Practices section provides information from elementary schools around the country that are implementing RTI. Topics include school-wide screening, progress monitoring, tiered service delivery models, and data-based decision-making.

Link: <http://www.centeroninstruction.org>

2. The International Reading Association (IRA) in collaboration with the National Council of Teachers of English (NCTE) hosts *ReadWriteThink*, an online repository of lesson plans, standards, and other resources for reading and language arts instruction. Lesson plans are organized and can be searched by grade span and a number of literacy or instructional components (e.g., fluency, reading aloud, phonemic awareness, grammar, etc.). Each lesson plan listed as a result of the search links to more detailed information including the instructional plan, any research background, necessary preparation and activities, as well as identifying any appropriate IRA/NCTE standards. For example, a lesson plan search filtered by K–2, Learning Language, and Fluency results in the following sample of lesson plan resources:

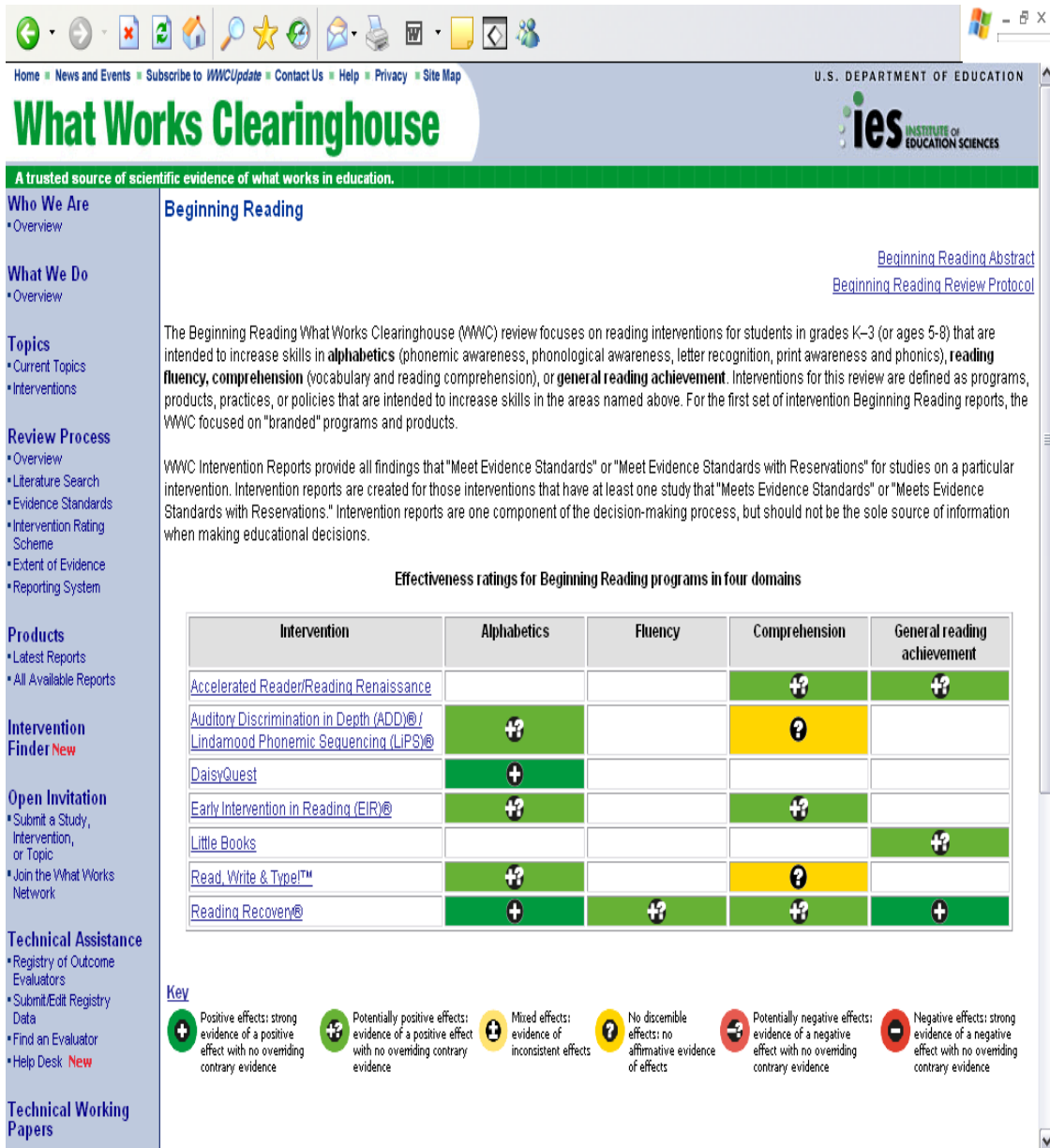
The screenshot shows the ReadWriteThink website interface. At the top, there is a navigation bar with links for Home, Literacy Engagements, Calendar, About Us, Contact Us, and Search. Below this is a 'Lesson Plan Selector' with dropdown menus for 'K-2', 'Learning Language', and 'Fluency', and a 'Display' button. Underneath is the 'Lesson Plan Index' section, which includes a sorting instruction and a table of lesson plans.

Sort ReadWriteThink Lessons by Title, Grade, or Date by clicking on the appropriate header. You may also use the Lesson Plan Selector above.

TITLE	ABSTRACT	GRADE	DATE
<b>Active Reading Using <i>The Enormous Watermelon</i></b>	Students engage in word recognition activities using character names and high-frequency words from the predictable texts of rebus versions of nursery rhymes online and the big book <i>The Enormous Watermelon</i> . Students also identify the main characters in these texts.	K-2	9/9/03
<b>Bingo! Using Environmental Print to Practice Reading</b>	This lesson assumes that students have some practice reading and writing environmental print and encourages them to use the things they have learned to create Bingo cards and play environmental print Bingo.	K-2	12/5/06
<b>Connect With Low-Literate Families: A Three-Tiered Approach</b>	Teachers working in schools with a high proportion of children living in poverty send home family literacy activities that are often inaccessible to low-literate caregivers. In order to design more accessible activities for such families, a three-tier scaffolding model is used to turn the <i>Between The Lions</i> stories into a take-home activity.	K-2	12/3/04
<b>Creating a Class Pattern Book With Popular Culture Characters</b>	As a class, students create a digital pattern book by first taking pictures of popular culture characters in various situations throughout their school and then writing accompanying text about them in a pattern book structure.	K-2	12/5/06
<b>I Know That Word! Teaching Reading With Environmental Print</b>	Signs and labels provide even the youngest students with reading opportunities. In this lesson, students practice reading various types of print, starting with contextualized logos and moving on to words with no color or graphics. Students are encouraged to move from whole-word identification to alphabetic decoding.	K-2	4/13/06
<b>Improving Fluency through Group Literary Performance</b>	Repeated readings and literary performances help students with their reading accuracy, expression, and rate. In this lesson, students participate in shared reading, choral reading, and readers theater, focusing their exploration on picture books by Bill Martin, Jr.	K-2	8/25/05
<b>Learning Vocabulary Down By the Bay</b>	Students learn high-frequency vocabulary words as they engage in singing and reading the song "Down By the Bay." Activities involve recognizing.	K-2	11/9/06

Link: <http://www.readwritethink.org/>

3. The Beginning Reading What Works Clearinghouse (WWC) review focuses on reading interventions for students in grades K–3 (or ages 5–8) that are intended to increase skills in alphabetic (phonemic awareness, phonological awareness, letter recognition, print awareness, and phonics), reading fluency, comprehension (vocabulary and reading comprehension), or general reading achievement. Interventions for this review are defined as programs, products, practices, or policies. For the first set of intervention Beginning Reading reports, the WWC focused on “branded” programs and products.



**Effectiveness ratings for Beginning Reading programs in four domains**

Intervention	Alphabetic	Fluency	Comprehension	General reading achievement
<a href="#">Accelerated Reader/Reading Renaissance</a>			+	+
<a href="#">Auditory Discrimination in Depth (ADD)®/Lindamood Phonemic Sequencing (LIPS)®</a>	+		?	
<a href="#">DaisyQuest</a>	+			
<a href="#">Early Intervention in Reading (EIR)®</a>	+		+	
<a href="#">Little Books</a>				+
<a href="#">Read, Write &amp; Type!™</a>	+		?	
<a href="#">Reading Recover®</a>	+	+	+	+

**Key**

- Positive effects: strong evidence of a positive effect with no overriding contrary evidence
- Potentially positive effects: evidence of a positive effect with no overriding contrary evidence
- Mixed effects: evidence of inconsistent effects
- No discernible effects: no affirmative evidence of effects
- Potentially negative effects: evidence of a negative effect with no overriding contrary evidence
- Negative effects: strong evidence of a negative effect with no overriding contrary evidence

Link: <http://www.whatworks.ed.gov/Topic.asp?tid=01&ReturnPage=default.asp>



**Table 1: K–3 Literacy Initiatives in the Southeast States**

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
1. Does the state have a literacy plan or initiative?	<p>The Alabama Reading Initiative (ARI) is a statewide K–12 initiative managed by the Department of Education. The Alabama Reading Initiative training for teachers helps them teach reading in proven and effective ways. (<a href="http://www.alsde.edu/html/sections/section_detail.asp?section=50&amp;footer=sections">http://www.alsde.edu/html/sections/section_detail.asp?section=50&amp;footer=sections</a>)</p>	<p>Just Read, Florida! is a K–12 umbrella initiative begun by the Governor that Includes Reading First; Families Building Better Readers; One Book, One Community; and Just Read, Families! as well as the Intervention Research Grant. (<a href="http://www.justradflorida.com/about.asp">http://www.justradflorida.com/about.asp</a>)</p>	<p>Georgia Reading First focuses on supporting schools and teachers in applying scientifically based reading research to ensure that all children learn to read well by the end of third grade. (<a href="http://www.glc.k12.ga.us/pandp/readingfirst/homepage.htm">http://www.glc.k12.ga.us/pandp/readingfirst/homepage.htm</a>)</p> <p>Georgia Read More is a literacy program aimed at 3rd graders. This project encourages children to read,</p>	<p>Mississippi Reading First is part of the federal Reading First initiative, and began in 2002. (<a href="http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/readingfirst.html">http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/readingfirst.html</a>)</p> <p>The Reading Sufficiency Program is part of a comprehensive effort to improve the teaching and learning of reading and language arts in K–3 classrooms. The program supports rigorous reading standards</p>	<p>Reading First in North Carolina supports key improvements in classroom reading instruction, including teaching based on what research shows works; early identification and help for reading difficulties; monitoring student progress; and continuous, high-quality professional development for teachers. (<a href="http://www.ncpublicschools.org/readingfirst/">http://www.ncpublicschools.org/readingfirst/</a>)</p> <p>North Carolina Reading</p>	<p>South Carolina Reading First is an initiative aimed at improving reading achievement in grades K–3 so that all children are reading at the appropriate grade level by or before third grade. (<a href="http://www.ed.sc.gov/topics/grants/readingfirst/">http://www.ed.sc.gov/topics/grants/readingfirst/</a>)</p> <p>South Carolina Reading Initiative (SCRI) is an intensive staff-development effort carried out through study groups of</p>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
			parents to interact with the child, and promotes both literacy and libraries.	for students through the implementation of the Mississippi Reading Reform Model (MRRM) in piloted schools and began in the 1998-1999 school year. ( <a href="http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/ReadingSufficiency_Report_2006.pdf">http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/ReadingSufficiency_Report_2006.pdf</a> )	Association (NCRA) is committed to supporting and improving reading and literacy programs throughout the state. Grant funds are awarded to councils submitting proposals that meet outlined requirements, and align with NCRA goals. ( <a href="http://www.ncreading.org/">http://www.ncreading.org/</a> )	teachers and administrators throughout the state. The program was implemented statewide during the 2000-2001 academic year. ( <a href="http://www.ncte.org/profdev/onsite/readinit/groups/110385.htm">http://www.ncte.org/profdev/onsite/readinit/groups/110385.htm</a> )
2. What is the state law or policy? (What action did the state take or how did this initiative start?)	The Alabama Reading First Initiative is a federally funded K-3 initiative managed by the Alabama	Just Read, Florida! began with an executive order from the Governor's office in 2001. Reading First is a	Reading First is a federal initiative that began as a significant component of the <i>No Child Left Behind Act</i> signed	The State Board of Education will develop and implement a Reading Sufficiency Program of	Reading First is a federal initiative that began as a significant component of the <i>No Child Left Behind Act</i> signed	Reading First is a federal initiative that began as a significant component of the <i>No Child Left Behind Act</i> signed

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
	<p>Department of Education that advocates the use of reading programs and materials that are based upon scientifically based reading research. This initiative is funded through the <i>No Child Left Behind Act</i> of 2001. Reading First is a federal initiative that began as a significant component of the <i>No Child Left Behind Act</i> signed into law in January of 2002.</p> <p><a href="http://www.alsde.edu/html/section">http://www.alsde.edu/html/section</a></p>	<p>federal initiative that began as a significant component of the <i>No Child Left Behind Act</i> signed into law in January of 2002.</p>	<p>into law in January of 2002.</p> <p>The Georgia Department of Education’s Georgia Read More project is a literacy initiative in collaboration with the Georgia Technology Authority and Georgia Public Broadcasting.</p>	<p>Instruction beginning with the 1998-1999 school year, designed to enable each student to acquire the appropriate grade level of reading skills.</p>	<p>into law in January of 2002.</p> <p>The North Carolina Reading Association (NCRA) is a professional organization of individuals who are genuinely concerned with the improvement and advancement of reading.</p>	<p>into law in January of 2002.</p> <p>Started in 1999 as part of Governor Jim Hodges' Institute on Reading, SCRI began its work with K–5 schools, focusing on early literacy and supporting the professional learning of educators in 32 highest need schools.</p>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
	<a href="#">s/section_detail.asp?section=90&amp;footer=sections)</a>					
3. Who Administers?	Alabama Department of Education administers Reading First.	Florida Department of Education administers Just Read, Florida! including Reading First.	Georgia Department of Education administers Reading First.  Georgia Read More: Georgia Department of Education, Georgia Technology Authority, and Georgia Public Broadcasting. Scholastic Books, Peachtree Publishers, and other publishing companies	The Mississippi Department of Education’s Office of Reading, Early Childhood and Language Arts oversees the implementation of the Mississippi Reading Sufficiency Program, and the Mississippi Reading First Program.	North Carolina Department of Education administers Reading First.  The state officers for the NCRA administer this.	South Carolina Department of Education administers Reading First.  The SCRI Initiative is a three-way partnership among the South Carolina State Department of Education, the National Council of Teachers of English, and the University of South Carolina.
4. Who monitors and evaluates?	The American Institutes for Research (AIR)	The American Institutes for Research (AIR)	The American Institutes for Research (AIR)	The American Institutes for Research (AIR)	The American Institutes for Research (AIR)	The American Institutes for Research (AIR)

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
	<p>monitor the state-by-state implementation of Reading First.</p> <p>Edward Moscovitch of Cape Ann Economics is conducting the evaluation of Reading First for the Alabama Department of Education (<a href="http://www.bestpracticescenter.org/pdfs/evalari.pdf">http://www.bestpracticescenter.org/pdfs/evalari.pdf</a>).</p> <p><u>Secondary Component of Alabama Reading Initiative: AIR</u>, with support from the Carnegie Corporation, conducted a study</p>	<p>monitor the state-by-state implementation of Reading First.</p> <p>Florida Center for Reading Research is monitoring and evaluating most of the programs under Just Read Florida (<a href="http://www.fcrr.org/">http://www.fcrr.org/</a>).</p>	<p>monitor the state-by-state implementation of Reading First.</p>	<p>monitor the state-by-state implementation of Reading First.</p> <p>Mississippi Department of Education is monitoring the programs.</p>	<p>monitor the state-by-state implementation of Reading First.</p>	<p>monitor the state-by-state implementation of Reading First.</p> <p>In the SCRI program, full-time District/School Literacy Coaches work in classrooms four days a week, providing classroom-based support to participating teachers, and leading study groups twice a month. Part-time Regional Literacy Coaches work with District/School Literacy Coaches, visiting them</p>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
	<p>of the secondary school component of Alabama Reading Initiative.  <a href="http://www.air.org/publications/documents/ARI%20Popular%20Report_final.pdf">http://www.air.org/publications/documents/ARI%20Popular%20Report_final.pdf</a>)</p>					<p>once each month and holding reflective and knowledge-based, daylong meetings one Friday a month. On a second Friday each month, the District/School and Regional Literacy Coaches from across the state meet for debriefing, reflection, problem solving, and additional staff development. They use two other Fridays a month for data collection, analysis, and report writing.</p>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
						An Office of Educational Research and Improvement (OERI) research grant is funding a three-year analysis of the project's impact.
5. Is there funding? By whom? How much?	Alabama received \$15.5 million in 2002 for Reading First and over six years will receive \$102 million.	Florida's Reading First federal funds will total over \$300 million in six years. During the 2003-04 school year alone, \$52 million was budgeted for professional development, teacher materials, reading coaches, and classroom library improvement.	Georgia received approximately \$180 million for six years for Reading First.  Scholastic Books, Peachtree Publishers, and other publishing companies have provided books and copyright permission for Georgia Read More.	Over a six-year period, Mississippi will receive approximately \$72.6 million in support for Reading First.  Funding is provided through the State Reading Sufficiency Program to support the implementation of the MRRM in selected	North Carolina will receive approximately \$153.9 million in Reading First funding starting in 2003.  NCRA Project grant money was available for the 2006-2007 year. These funds were allocated to assist local councils in meeting literacy needs in their areas and to	Starting in 2003, South Carolina will receive more than \$13 million for Reading First and \$88.6 million total for six years.  The General Assembly has allocated \$4.3 million for the SCRI initiative; each participating school receives up to \$50,000 from the Governor's

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
				<p>Mississippi schools annually. In FY 2006, Education Enhancement Funds (EEF) in the amount of \$739,085 were earmarked for the Reading Sufficiency Program. Eight schools were funded for three years.</p>	<p>advance the stated goals of NCRA. Grant funds were awarded according to the number of councils submitting proposals, those meeting the outlined requirements, and funds available. Up to \$300 may be awarded to a council for projects.  <a href="http://www.ncreading.org/wst_page13.html">http://www.ncreading.org/wst_page13.html</a></p>	<p>Institute on Reading.</p>
<p>6. What are the basic components of the initiative? What are the goals, curriculum, and/or strategies?</p>	<p>The goal of ARI is to significantly improve reading instruction and ultimately achieve 100%</p>	<p>Just Read, Florida! Is based on the latest reading research that includes emphasis on</p>	<p>All systems across the state receive support from Georgia's Regional Educational</p>	<p>Mississippi Reading First supports Reading Academies for all K–3 educators and elementary</p>	<p>The goal of North Carolina's Reading First initiative is to ensure that all children learn to</p>	<p>The goal of South Carolina's Reading First is to improve reading achievement</p>



Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
Does this initiative align with state standards?	<p>literacy among public school students. Alabama will use about \$12.5 million of the grant to make sub-grant awards to approximately 60 schools in eligible districts. Alabama began making sub-grant awards in December 2002. These sub-grants allow schools to implement research-based reading programs for students in kindergarten through third grade and to provide professional development to</p>	<p>phonemic awareness, phonics, vocabulary, and comprehension. The Families Building Better Readers workshops were a product of partnerships between Just Read, Florida!, the Department of Education's Office of Family Involvement, and the University of West Florida. Workshops were held during the 2003-04 school year in several cities, specifically in the communities designated as</p>	<p>Service Agencies (RESAs) for the implementation of scientifically based reading research, enabling systems and schools to improve reading among students and meet the mandates of the federal <i>No Child Left Behind Act</i>. As required by <i>No Child Left Behind</i>, Georgia's reading program is founded upon evidence-based assessment of scientific research literature on reading (SBRR) and its implication for reading</p>	<p>administrators to focus on both the teaching strategies that support reading instruction and the use of instructional assessments.</p> <p>The MRRM utilizes intensive, job-embedded professional-development modules and prescriptive direct instruction, utilizing the essential components of reading instruction and directed by the results of valid and reliable reading</p>	<p>read at grade level by the end of the third grade. This goal will be accomplished by applying scientifically based reading research to reading instruction in all North Carolina schools in the areas of: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.</p> <p>The NCRA program supports reading and quality reading instruction across NC by:</p> <ul style="list-style-type: none"> <li>• Promoting teachers as</li> </ul>	<p>in grades K–3 so that all children are reading at the appropriate grade level. SC Reading First has three objectives:</p> <ol style="list-style-type: none"> <li>1. Enable and motivate teachers to understand and confidently implement scientifically based reading research (SBRR) reading programs, strategies, skills, and assessments in their classrooms;</li> <li>2. Support the change process from the "bottom up" by supporting collaboration at various levels to ensure the</li> </ol>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
	<p>ensure that all teachers have the skills they need to teach these programs effectively. In addition, the program supports the use of instructional assessments so that teachers can effectively screen and identify the reading barriers facing their students as well as monitor their progress.</p> <p><a href="http://www.ed.gov/news/pressreleases/2002/06/alabama.pdf">http://www.ed.gov/news/pressreleases/2002/06/alabama.pdf</a></p>	<p>Front Porch Florida communities, an initiative of Governor Bush. In September 2003, letters were mailed to mayors of Florida cities by the Governor encouraging them to implement One Book, One Community programs in their areas. This program works to inspire whole communities to read the same book with the goal of promoting reading, sparking discussion, and building community. Local chambers</p>	<p>instruction.</p> <p>Georgia Read More is an opportunity for dignitaries and celebrities to read a children’s book aloud to a group of students and have the reading taped for future broadcast. The reading is accessible for viewing by students, parents, and teachers via Georgia Public Broadcasting, Web cast, and on DVDs distributed to Georgia’s 1,200 elementary schools. The goal is to have accompanying</p>	<p>assessments, scientifically based reading research programs, and extended learning opportunities for students. In the Reading Sufficiency Program, a Reading Specialist is assigned to each of the awarded schools. Focus for the first year of funding was placed on the use of scientifically based reading research (SBRR); comprehensive, supplemental, and extensive remediation reading programs;</p>	<p>readers</p> <ul style="list-style-type: none"> <li>• Encouraging professional development in reading by offering programs and scholarship opportunities</li> <li>• Recognizing exemplary literacy projects and school programs</li> <li>• Strengthening alliances with other agencies and groups to promote literacy (including parents, NIE, DPI, and the NC State Library, and NC PTA)</li> <li>• Encouraging</li> </ul>	<p>sustainability of this initiative; and</p> <p>3. Establish and expand an increasing pool of teachers and administrators who are knowledgeable about, committed to using, and successful in teaching a comprehensive reading program based upon scientific research. The objectives of SCRI are:</p> <ul style="list-style-type: none"> <li>• To enhance teacher/administrator knowledge about reading research, theory, and practice.</li> </ul>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
		<p>of commerce and public libraries were copied on the letter. In May of 2003, Governor Bush kicked off a new summer program, Just Read, Families! which provides information designed to help parents take an active role in reading with their children during the summer. The Just Read, Families! website offers parents the tools they need to nurture a reading-friendly environment at home. This campaign was a</p>	<p>lesson plans for each title on <a href="http://www.georgiastandards.org">http://www.georgiastandards.org</a>.</p>	<p>analyzing data collected from the use of valid and reliable reading assessments; and providing scientifically based professional development to administrators, teachers, and paraprofessionals, including assistant teachers and reading tutors.</p>	<p>attendance at the state conference</p> <ul style="list-style-type: none"> <li>• Promoting literacy by supporting existing and emerging local reading councils</li> <li>• Providing training for council leaders</li> <li>• Enhancing communication between NCRA and local councils</li> <li>• Encouraging membership (local chapter, NCRA, and IRA)</li> <li>• Supporting activities of local councils with grants, speakers,</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage reflective practice through continuous examination of beliefs in relation to practice.</li> <li>• To explore with teachers/administrators the knowledge and the tools to assess students, to create appropriate contexts for them, and to instruct them in ways that nurture them as fluent, flexible, and engaged readers.</li> <li>• To engage</li> </ul>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
		<p>product of Just Read, Florida! partnerships with the Florida Department of State’s Division of Libraries and the Panhandle Area Education Consortium.</p> <p><u>Middle and High School Only:</u> The Intervention Research Grant is a competitive grant to fund rigorous evaluations of promising interventions for struggling middle and high school readers. A total of \$3 million is available, and a district can apply</p>			<p>conference, and funding</p> <ul style="list-style-type: none"> <li>• Strengthening NCRA to enhance services to members</li> <li>• Increasing communication among leaders at state-and-local level via use of technology</li> <li>• Increasing diversity of membership and leadership</li> <li>• Updating policy manual and bylaws</li> <li>• Encouraging development of new leaders</li> <li>• Reviewing committee structures</li> </ul>	<p>teachers/ administrators in personal and collaborative inquiry into reading so that they consider reading a complex and strategic problem-solving process.</p> <ul style="list-style-type: none"> <li>• To assist in the development of strategies used for continuous inquiry and the improvement of teaching.</li> <li>• To create a network of teachers, principals.</li> </ul>

Question	Alabama	Florida	Georgia	Mississippi	North Carolina	South Carolina
		for the full amount.			<ul style="list-style-type: none"> <li>Initiating long- range, strategic planning</li> </ul>	<p>and consultants who have shared knowledge bases about teaching and learning reading.</p> <ul style="list-style-type: none"> <li>To develop structures within schools so that educators engage in an independent and ongoing process of change.</li> </ul>

## Appendix A: Southeast Region NAEP Reading and Writing Scores<sup>1</sup>

Subject	Grade	Year	Scale Score		Achievement Level		Proficient	Advanced
			AL Mean	U.S. Mean	Below Basic	Basic		
			<i>0 to 500</i>	<i>0 to 500</i>	<i>207 or lower</i>	<i>208-237</i>	<i>238-267</i>	<i>268+</i>
<b>Reading</b>	4	1992	207	215	49%	32%	16%	3%
		1994	208	212	48%	29%	18%	5%
		1998	211	213	44%	32%	19%	4%
		2002	207	217	48%	30%	18%	4%
		2003	207	216	48%	30%	18%	5%
		2005	208	217	47%	30%	18%	4%
			<i>0 to 500</i>	<i>0 to 500</i>	<i>242 or lower</i>	<i>243-280</i>	<i>281-322</i>	<i>323+</i>
	8	1998	255	261	33%	45%	21%	1%
		2002	253	263	36%	43%	20%	1%
		2003	253	261	35%	42%	21%	2%
		2005	252	260	37%	41%	20%	2%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>114 or lower</i>	<i>115-175</i>	<i>176-224</i>	<i>225+</i>
<b>Writing</b>	4	2002	140	153	23%	61%	15%	1%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>113 or lower</i>	<i>114-172</i>	<i>173-223</i>	<i>224+</i>
		1998	144	148	17%	66%	17%	0%
		2002	142	152	21%	59%	19%	1%

Subject	Grade	Year	Scale Score		Achievement Level		Proficient	Advanced
			FL Mean	U.S. Mean	Below Basic	Basic		
			<i>0 to 500</i>	<i>0 to 500</i>	<i>207 or lower</i>	<i>208-237</i>	<i>238-267</i>	<i>268+</i>

<sup>1</sup> **Notes:** Percentages are rounded to nearest whole number; some years may not sum to 100.

**Source:** National Center for Educational Statistics, The Nation's Report Card - NAEP State Profiles: <http://nces.ed.gov/nationsreportcard/states/>

Subject	Grade	Year	Scale Score		Achievement Level			Advanced	
			FL Mean	U.S. Mean	Below Basic	Basic	Proficient		
Reading	4	1992	208	215	47%	31%	18%	3%	
		1994	205	212	50%	28%	17%	5%	
		1998	206	213	47%	31%	18%	4%	
		2002	214	217	40%	33%	22%	5%	
		2003	218	216	37%	31%	24%	8%	
		2005	219	217	35%	35%	23%	7%	
				<i>0 to 500</i>	<i>0 to 500</i>	<i>242 or lower</i>	<i>243-280</i>	<i>281-322</i>	<i>323+</i>
		8	1998	255	261	33%	44%	21%	1%
			2002	261	263	28%	43%	27%	2%
			2003	257	261	32%	41%	24%	2%
	2005		256	260	34%	41%	23%	2%	
			<i>0 to 300</i>	<i>0 to 300</i>	<i>114 or lower</i>	<i>115-175</i>	<i>176-224</i>	<i>225+</i>	
Writing	4	2002	158	153	14%	53%	29%	4%	
				<i>0 to 300</i>	<i>0 to 300</i>	<i>113 or lower</i>	<i>114-172</i>	<i>173-223</i>	<i>224+</i>
		8	1998	142	148	22%	59%	19%	1%
	2002		154	152	16%	51%	30%	3%	

Subject	Grade	Year	Scale Score		Achievement Level			Advanced
			GA Mean	U.S. Mean	Below Basic	Basic	Proficient	
			<i>0 to 500</i>	<i>0 to 500</i>	<i>207 or lower</i>	<i>208-237</i>	<i>238-267</i>	<i>268+</i>
Reading	4	1992	212	215	43%	32%	20%	5%
		1994	207	212	48%	27%	19%	7%
		1998	209	213	46%	30%	19%	5%
		2002	215	217	41%	31%	22%	6%
		2003	214	216	41%	32%	20%	6%
		2005	214	217	42%	32%	20%	6%
			<i>0 to 500</i>	<i>0 to 500</i>	<i>242 or lower</i>	<i>243-280</i>	<i>281-322</i>	<i>323+</i>

Subject	Grade	Year	Scale Score		Achievement Level			Advanced
			GA Mean	U.S. Mean	Below Basic	Basic	Proficient	
	8	1998	257	261	32%	43%	24%	1%
		2002	258	263	30%	44%	24%	2%
		2003	258	261	31%	43%	25%	2%
		2005	257	260	33%	42%	22%	2%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>114 or lower</i>	<i>115-175</i>	<i>176-224</i>	<i>225+</i>
<b>Writing</b>	4	2002	149	153	17%	60%	22%	2%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>113 or lower</i>	<i>114-172</i>	<i>173-223</i>	<i>224+</i>
	8	1998	146	148	17%	60%	22%	1%
		2002	147	152	18%	57%	24%	1%

Subject	Grade	Year	Scale Score		Achievement Level			Advanced
			MS Mean	U.S. Mean	Below Basic	Basic	Proficient	
			<i>0 to 500</i>	<i>0 to 500</i>	<i>207 or lower</i>	<i>208-237</i>	<i>238-267</i>	<i>268+</i>
<b>Reading</b>	4	1992	199	215	59%	28%	12%	2%
		1994	202	212	55%	27%	14%	4%
		1998	203	213	53%	30%	14%	3%
		2002	203	217	55%	30%	13%	2%
		2003	205	216	51%	30%	15%	3%
		2005	204	217	52%	30%	15%	3%
			<i>0 to 500</i>	<i>0 to 500</i>	<i>242 or lower</i>	<i>243-280</i>	<i>281-322</i>	<i>323+</i>
	8	1998	251	261	38%	43%	18%	1%
		2002	255	263	33%	47%	19%	1%
		2003	255	261	35%	45%	20%	1%
		2005	251	260	40%	42%	18%	1%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>114 or lower</i>	<i>115-175</i>	<i>176-224</i>	<i>225+</i>
<b>Writing</b>	4	2002	141	153	19%	68%	12%	0%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>113 or lower</i>	<i>114-175</i>	<i>173-223</i>	<i>224+</i>



Table 4: Mississippi NAEP Scores									
			Scale Score		Achievement Level				
Subject	Grade	Year	MS Mean	U.S. Mean	Below Basic	Basic	Proficient	Advanced	
			300	300	lower	172			
	8	1998	134	148	26%	63%	11%	0%	
		2002	141	152	17%	70%	13%	0%	

Table 5: North Carolina NAEP Scores									
			Scale Score		Achievement Level				
Subject	Grade	Year	NC Mean	U.S. Mean	Below Basic	Basic	Proficient	Advanced	
			0 to 500	0 to 500	207 or lower	208-237	238-267	268+	
<b>Reading</b>	4	1992	212	215	44%	31%	20%	5%	
		1994	214	212	41%	29%	22%	8%	
		1998	213	213	38%	34%	22%	6%	
		2002	222	217	33%	35%	25%	7%	
		2003	221	216	34%	33%	24%	8%	
		2005	217	217	38%	32%	23%	7%	
			0 to 500	0 to 500	242 or lower	243-280	281-322	323+	
	8	1998	262	261	26%	44%	28%	2%	
		2002	265	263	24%	45%	29%	2%	
		2003	262	261	28%	44%	26%	2%	
		2005	258	260	31%	42%	25%	2%	
			0 to 300	0 to 300	114 or lower	115-175	176-224	225+	
<b>Writing</b>	4	2002	159	153	12%	56%	28%	4%	
			0 to 300	0 to 300	113 or lower	114-172	173-223	224+	
	8	1998	150	148	15%	57%	26%	1%	
		2002	157	152	13%	53%	31%	3%	

Subject	Grade	Year	Scale Score		Achievement Level			Advanced
			SC Mean	U.S. Mean	Below Basic	Basic	Proficient	
			<i>0 to 500</i>	<i>0 to 500</i>	<i>207 or lower</i>	<i>208-237</i>	<i>238-267</i>	<i>268+</i>
<b>Reading</b>	4	1992	210	215	47%	31%	18%	4%
		1994	203	212	52%	28%	16%	4%
		1998	209	213	47%	31%	18%	4%
		2002	214	217	42%	33%	20%	5%
		2003	215	216	41%	34%	20%	5%
		2005	213	217	43%	32%	20%	6%
			<i>0 to 500</i>	<i>0 to 500</i>	<i>242 or lower</i>	<i>243-280</i>	<i>281-322</i>	<i>323+</i>
	8	1998	255	261	34%	44%	21%	1%
		2002	258	263	32%	44%	23%	1%
		2003	258	261	31%	45%	22%	2%
		2005	257	260	33%	42%	23%	2%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>114 or lower</i>	<i>115-175</i>	<i>176-224</i>	<i>225+</i>
<b>Writing</b>	4	2002	145	153	18%	65%	16%	1%
			<i>0 to 300</i>	<i>0 to 300</i>	<i>113 or lower</i>	<i>114-172</i>	<i>173-223</i>	<i>224+</i>
	8	1998	140	148	21%	64%	15%	0%
		2002	146	152	16%	64%	20%	1%



We provide research based information on educational initiatives happening nationally and regionally. The EBE Request Desk is currently taking requests for:

- Research on a particular topic
- Information on the evidence base for curriculum interventions or professional development programs
- Information on large, sponsored research projects
- Information on southeastern state policies and programs

For more information or to make a request, contact:

**Karla Lewis**  
**1.800.755.3277**  
**klewis@serve.org**

The Regional Educational Laboratory (REL) – Southeast’s Evidence Based Education (EBE) Request Desk is a service provided by a collaborative of the REL program, funded by the U.S. Department of Education’s Institute of Education Sciences (IES). This response was prepared under a contract with IES, Contract ED-06-CO-0028, by REL-Southeast administered by the SERVE Center at the University of North Carolina at Greensboro. The content of the response does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.