



## Literacy in SREB States

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March 14, 2024

1. Southern Regional Education Board, 592 10th St NW

# 1 Data Sources

This report provides an overview of literacy in SREB states using proprietary data from schools that have received a Curriculum Instruction Review from SREB in the past 3 years, as well as national and international literacy assessments.

- SREB Curriculum Instruction Review (CIR) survey response data collected from middle grade, high school, and technology center students and teachers
- National Assessment of Educational Progress (NAEP)
- Progress in International Reading Literacy Study (PIRLS)

## 2 SREB Curriculum Instruction Review (CIR)

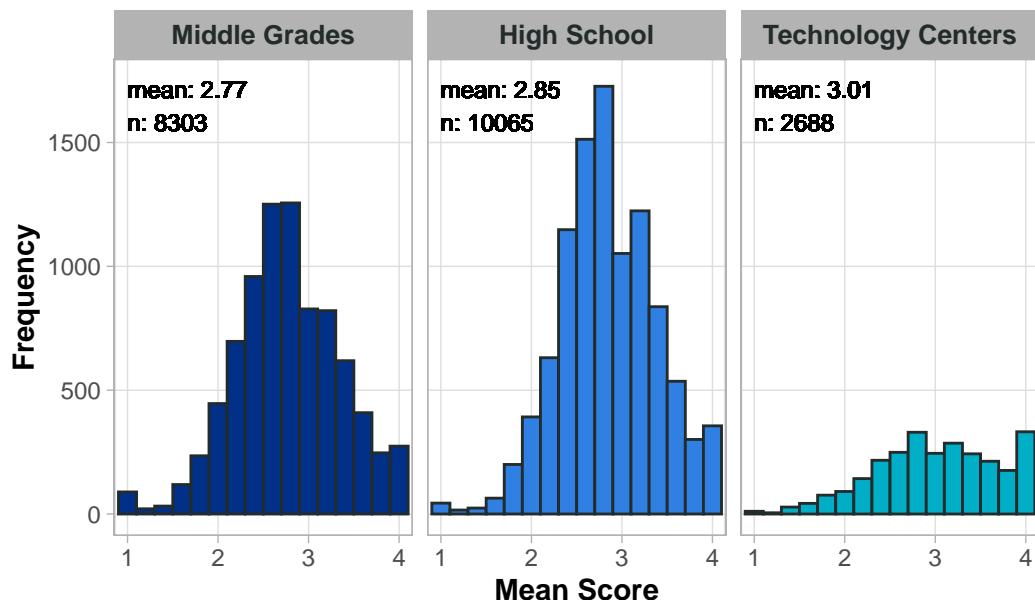
### 2.1 Summary

The Curriculum Instruction Review offers schools a comprehensive view of school and classroom practices. Data on literacy instruction is collected in survey responses from both students and teachers. Responses to a series of questions related to literacy instruction are measured on a scale of 1 to 4, where 4 would indicate the most powerful literacy instruction. See the Supplemental Figures Section for examples of questions on the survey.

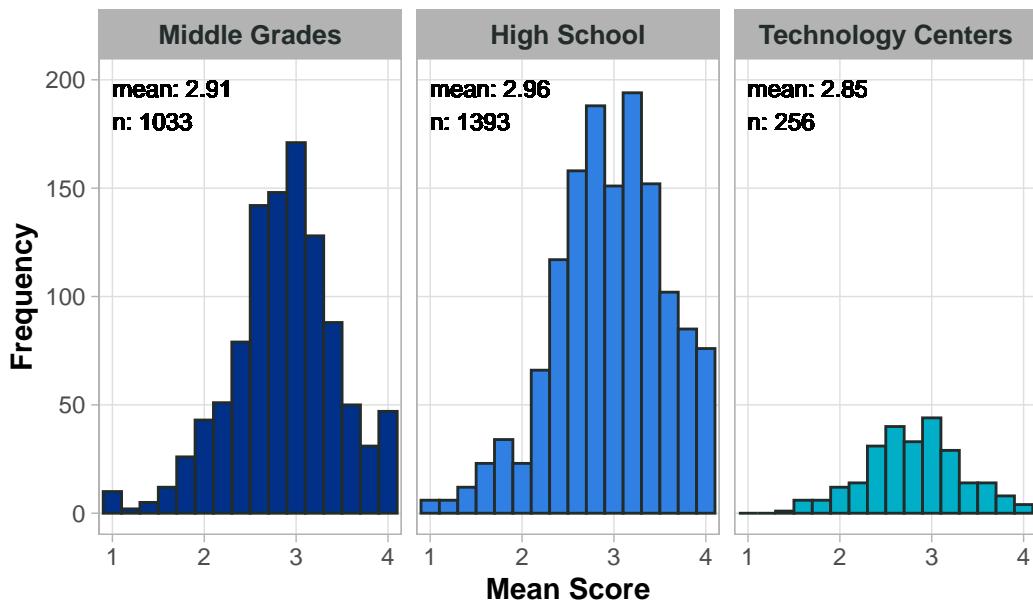
This data has been collected across 3 years of SREB surveys and 124 schools, including 21,056 students and 2,683 teachers. While not a comprehensive look at literacy instruction throughout all SREB states, it may provide a snapshot of literacy instruction within some SREB schools.

### 2.2 Pooled Response Distribution

Average Student Response



## Average Teacher Response

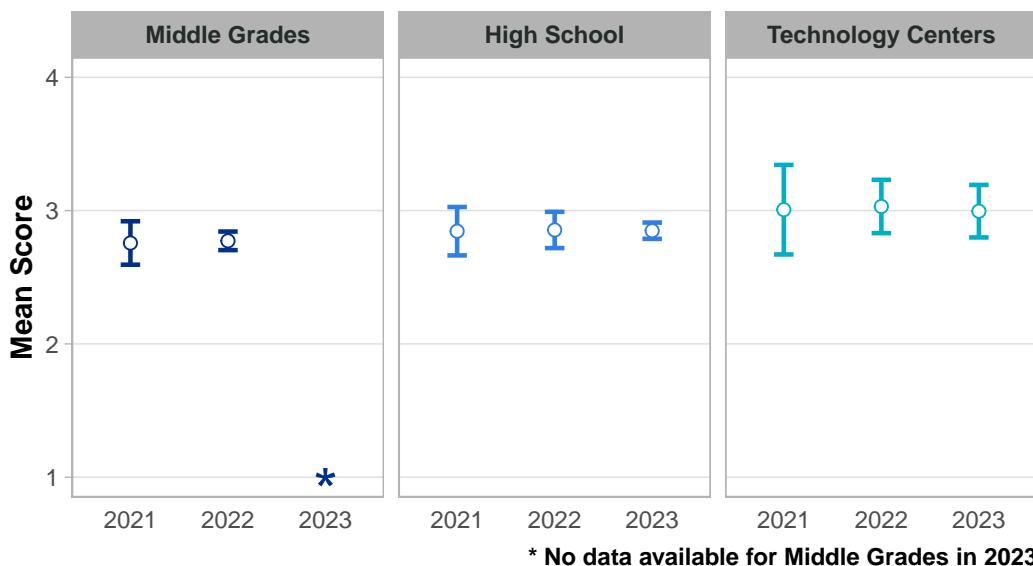


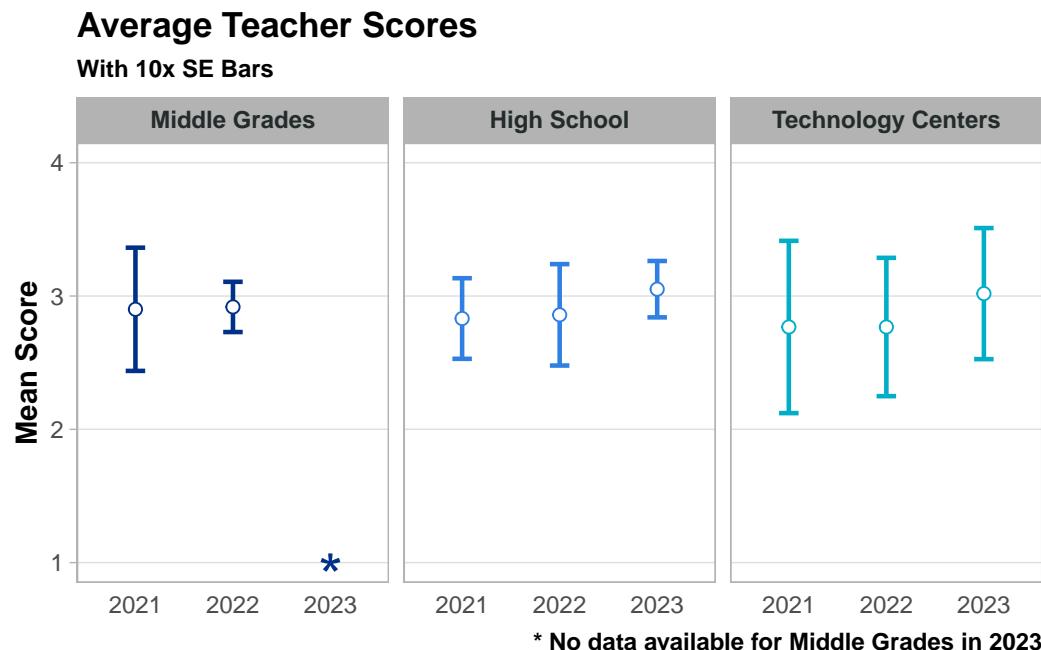
## 2.3 Yearly Response Averages

Survey data is collected every year, however no schools reported data for more than one year. In other words, each year is independent from the other.

### Average Student Scores

With 10x SE Bars





## 2.4 Survey Scope

	N
Alabama	15
Indiana	2
Kentucky	2
Mississippi	1
Missouri	15
New Mexico	59
North Carolina	1
Oklahoma	2
Pennsylvania	6
Texas	2
Vermont	1
Washington	1
West Virginia	16

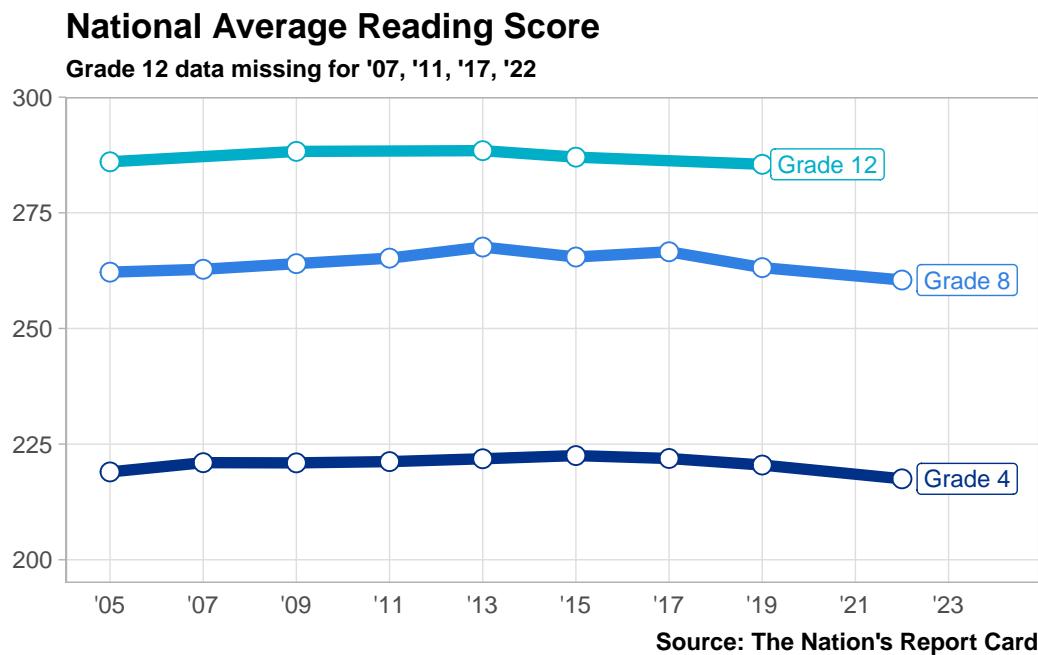
With a limited number of schools for each state (except for New Mexico), we can turn to a more complete dataset from the Department of Education for state-level data.

### 3 National Assessment of Educational Progress (NAEP)

#### 3.1 Summary

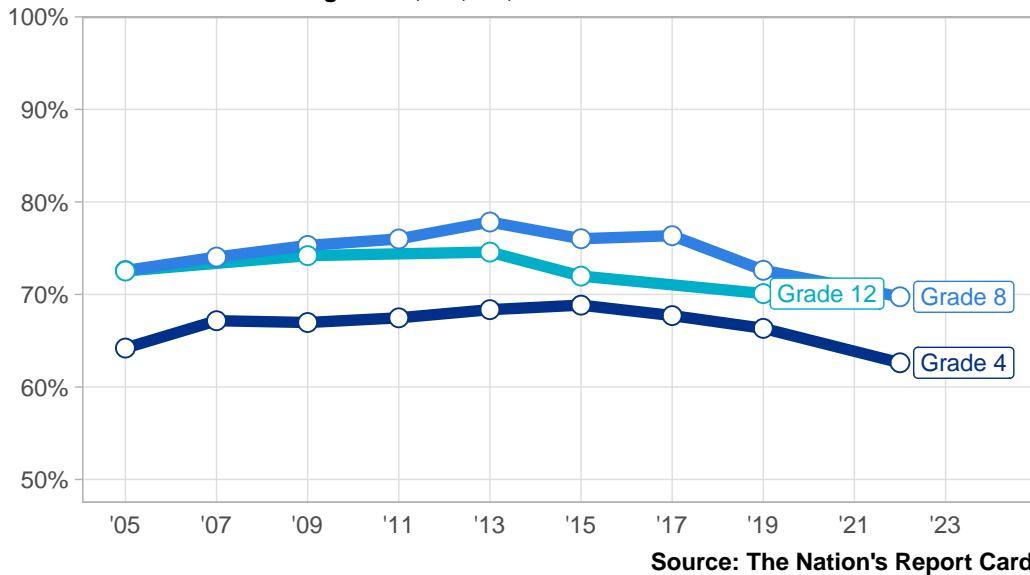
The National Assessment of Educational Progress (NAEP) provides important information about student academic achievement and learning experiences in various subjects. Also known as The Nation's Report Card, NAEP has provided meaningful results to improve education policy and practice since 1969. Results are available for the nation, states, and 27 urban districts for 4th, 8th, and 12th grade levels. The NAEP is administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences (U.S. Department of Education).

Using the composite reading score, we report the statewide mean and percent of students that meet literacy at or above the basic level.



## National Percentage At or Above Basic Literacy Level

Grade 12 data missing for '07, '11, '17, '22



Source: The Nation's Report Card

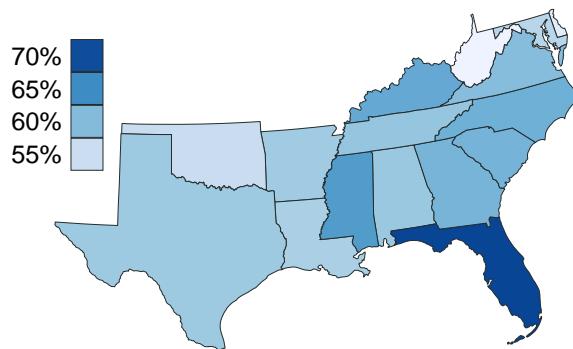
Since 2015, there has been a slight decrease in national literacy measures across the board.

Due to data unavailability, grades 4 and 8 display current data from 2022, grade 12 shows current data from 2019.

NAEP Measure	Grade	2015	Current	% Change
Average Literacy Score	4	222.5	217.5	-2.3%
Average Literacy Score	8	265.4	260.5	-1.9%
Average Literacy Score	12	287.0	285.5	-0.5%
Percent At Basic Level	4	68.8	62.6	-9.1%
Percent At Basic Level	8	76.0	69.7	-8.3%
Percent At Basic Level	12	72.0	70.1	-2.6%

### 3.2 Percentage of 4th Grade Students At or Above Basic Level (2022)

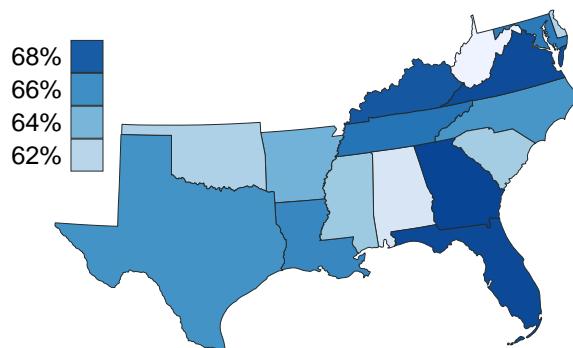
At the 4th grade level, the majority of SREB states ranked below the national average of 62% achieving basic level literacy.



State	Percentage
Florida	70.6%
Mississippi	63.4%
<b>National Avg.</b>	<b>62.6%</b>
Kentucky	62.0%
North Carolina	61.2%
South Carolina	60.9%
Georgia	60.8%
Virginia	59.9%
Tennessee	59.0%
Alabama	58.7%
Texas	58.4%
Arkansas	58.1%
Louisiana	57.4%
Maryland	56.5%
Oklahoma	55.1%
Delaware	53.2%
West Virginia	52.3%

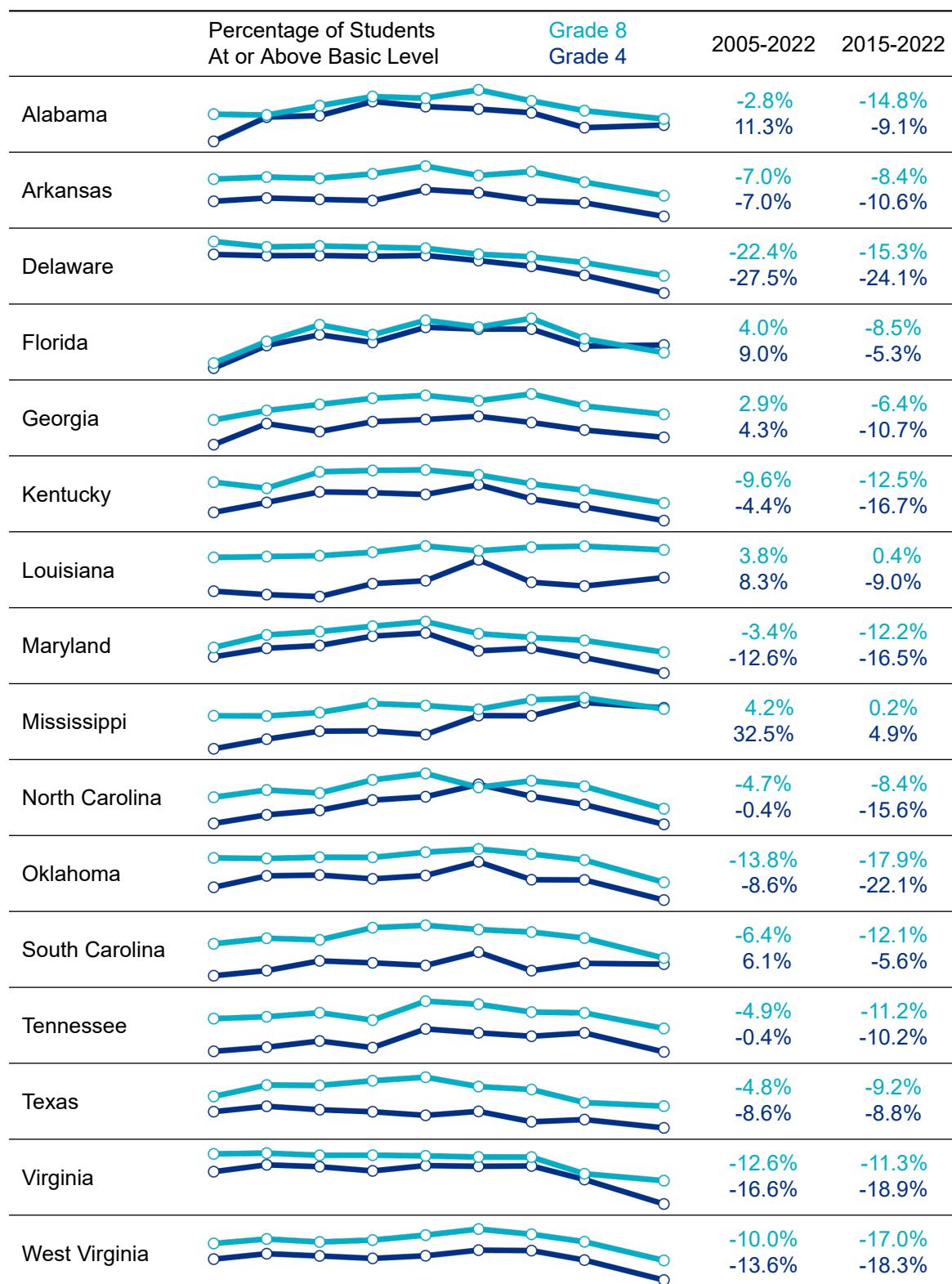
### 3.3 Percentage of 8th Grade Students At or Above Basic Level (2022)

At the 8th grade level, all SREB states ranked below the national average of 70% achieving basic level literacy. Further, where we would expect to see an increase in literacy between 4th and 8th grade, some states like Florida and Mississippi have a lower percentage of literate 8th graders than literate 4th graders.



State	Percentage
<b>National Avg.</b>	<b>69.7%</b>
Georgia	68.8%
Florida	68.6%
Virginia	68.5%
Kentucky	68.2%
Tennessee	67.2%
Maryland	66.9%
Louisiana	66.3%
Texas	65.8%
North Carolina	65.7%
Arkansas	64.2%
Mississippi	62.9%
South Carolina	62.7%
Oklahoma	62.3%
Delaware	62.2%
Alabama	60.9%
West Virginia	60.0%

### 3.4 State Trend Table



## 4 PIRLS

IEA's PIRLS (Progress in International Reading Literacy Study) is an ongoing international assessment program of students' reading achievement in their fourth year of schooling—an important transition point in their development as readers.

Here we provide some select data from the most recent PIRLS 2021 International Report. The full report can be downloaded [here](#). The 2021 Report encountered data collection difficulties due to COVID-19, which is addressed in detail in the report. 78 schools from the U.S. participated in the assessment.

The U.S. ranked 11th overall in the assessment.

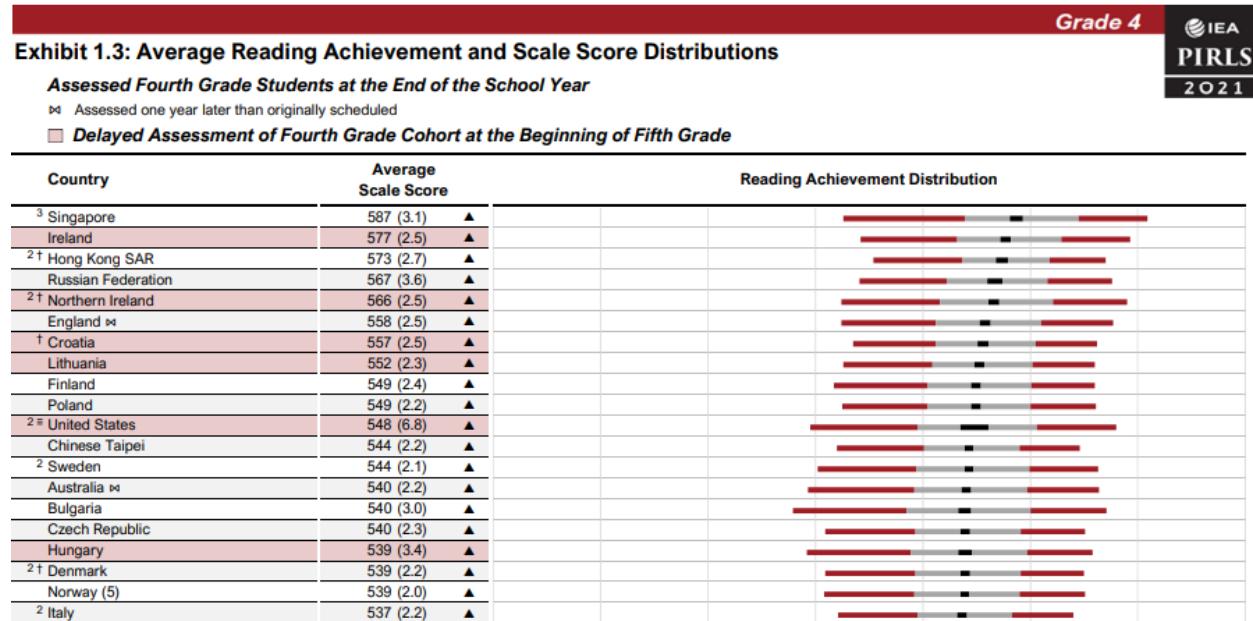


Figure 1: Top 20 Scores, from Exhibit 1.3

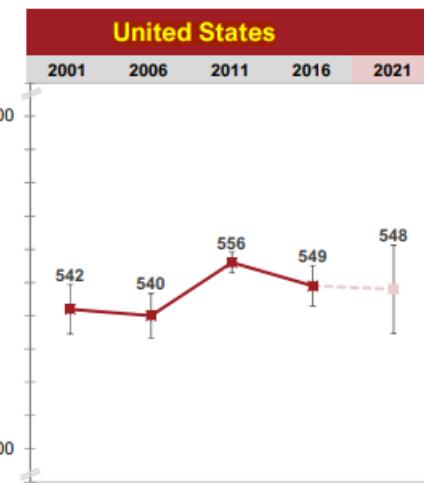


Figure 2: Score Trend in the United States, from Exhibit 2.2.1.

18% of U.S. Students achieved a score above 625 in the Advanced Benchmark level. The U.S is ranked 7th in this category.

**Exhibit 4.2: Percentages of Students Reaching the PIRLS International Benchmarks**
*Assessed Fourth Grade Students at the End of the School Year*

▷ Assessed one year later than originally scheduled

 ■ *Delayed Assessment of Fourth Grade Cohort at the Beginning of Fifth Grade*

Country	Percentages of Students Reaching International Benchmarks	● Advanced ○ High ● Intermediate ○ Low	Advanced Benchmark (625)	High Benchmark (550)	Intermediate Benchmark (475)	Low Benchmark (400)
<sup>3</sup> Singapore		●	35 (1.4)	71 (1.6)	90 (0.9)	97 (0.5)
Ireland		● ●	27 (1.3)	67 (1.5)	91 (0.7)	98 (0.4)
<sup>2†</sup> Northern Ireland		● ● ●	23 (1.2)	61 (1.5)	87 (1.0)	97 (0.5)
<sup>2†</sup> Hong Kong SAR		● ● ●	21 (1.4)	68 (1.8)	92 (1.0)	98 (0.4)
Russian Federation		● ● ●	21 (1.3)	63 (2.0)	89 (1.4)	98 (0.4)
England ▷		● ● ●	18 (1.2)	57 (1.3)	86 (0.9)	97 (0.4)
<sup>2=</sup> United States		● ● ●	18 (2.1)	52 (3.2)	81 (2.9)	95 (1.5)
Bulgaria		● ● ●	16 (0.8)	49 (1.4)	78 (1.4)	93 (0.9)
† Croatia		● ● ●	15 (1.0)	56 (1.5)	88 (1.0)	98 (0.4)
Sweden		● ● ●	15 (0.9)	50 (1.2)	81 (0.9)	95 (0.6)
Finland		● ● ●	14 (1.0)	53 (1.4)	84 (1.0)	96 (0.5)
Lithuania		● ● ●	14 (1.1)	54 (1.4)	86 (0.8)	97 (0.4)
Australia ▷		● ● ●	14 (0.7)	48 (1.3)	80 (1.0)	94 (0.5)
Poland		● ● ●	14 (0.8)	52 (1.5)	85 (1.0)	97 (0.5)
Hungary		● ● ●	13 (0.9)	49 (1.6)	79 (1.5)	94 (1.0)
United Arab Emirates		● ● ●	12 (0.4)	34 (0.6)	58 (0.7)	75 (0.7)
† New Zealand		● ● ●	11 (0.8)	41 (1.1)	71 (1.0)	90 (0.6)
Czech Republic		● ● ●	11 (0.8)	47 (1.3)	82 (1.0)	96 (0.5)
<sup>2†</sup> Denmark		● ● ●	11 (0.8)	48 (1.3)	81 (0.9)	96 (0.6)
Norway (5)		● ● ●	11 (0.6)	47 (1.3)	81 (1.0)	96 (0.6)

Figure 3: Score Benchmarks, from Exhibit 4.2

## 5 Supplemental Figures

### 5.1 SREB CIR Survey Student Questions

8. Think about all of the **classes where you do reading, writing, interpreting and communicating**. How often do the following statements occur? \*

	Never	Sometimes	Often	Always
I understand how the activities we do relate to what we are supposed to be learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn skills that help me read texts (such as finding key words, summarizing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We discuss the texts we read with other students in pairs or small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn reading and writing skills for each subject that help me read the texts for that class (such as learning how to read a science article in a science class).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers encourage me to share my opinions about the texts we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn how to edit my writing, like proofreading or correcting my spelling mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers give me feedback on my writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete assignments that require me to use evidence to support what I write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete assignments that require me to present my work out loud to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 5.2 SREB CIR Survey Teacher Questions

7. Please respond to the following statements about literacy instruction in your classroom:

	Never	Some of the Time	Most of the Time	All of the Time
I ask students to complete written assignments that require them to use evidence from the texts we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for students to revise and edit their written work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for students to discuss connections between materials read and subject area content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check students' work and provide them with feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to explain why we are doing a learning activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to present their work orally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for students to choose their own approach for completing a written assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require students to demonstrate their understanding through two or more written paragraphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in teaching reading strategies for texts that are specific to my subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in teaching students how to complete writing assignments for my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6 References

Mullis, I.V.S., von Davier, M., Foy, P., Fishbein, B., Reynolds, K.A., & Wry, E. (2023). PIRLS 2021 International Results in Reading. Boston College, TIMSS & PIRLS International Study Center. <https://doi.org/10.6017/lse.tpsc.tr2103.kb5342>.

U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.