

EDUCATION NEWS & NOTES

Improving Teens Reading with Better Resources

(NAPS)—If you can read this, thank a teacher. And while you're at it you may be interested to learn that teachers, principals, curriculum and instruction leaders, chief academic officers, senior literacy leaders, and school supervisors hope to improve the effectiveness of their current adolescent literacy programs.

The Problem

School district leaders are generally committed to integrating the science of reading principles into instruction. However, according to a recent survey from Lexia—a thought leader in literacy education—60% are dissatisfied and believe schools lack the professional development, age-appropriate reading materials, and data needed to impact adolescent literacy outcomes.

What The Survey Showed

More than half of survey respondents report that teacher training, time, and staffing are top concerns. Fifty-seven percent of district leaders say they need more professional development in the science of reading for middle- and high-school teachers, and 57% need more time in their schedule to focus on literacy improvement because so many students are reading below or far below grade level. In addition, 55% report that attracting and retaining literacy educators is one of their greatest challenges.

The school leaders also state that, based on feedback from teachers and students, several other aspects of their adolescent literacy programs need improvement as well. Thirty-six percent of respondents say they need better literacy teaching strategies, 33% need more age-appropriate materials for adolescent readers, and 32% need real-time data to improve their implementation plan.

The survey also reveals gaps in support for students with dyslexia and emergent bilinguals. More than half of respondents (57%) are not confident that intervention strategies are adequate for successful outcomes for adolescent readers, and 52% need more teachers on staff who can support secondary English language learners.



Parents and educators concerned that adolescents aren't reading as well as they should are learning about better ways to create literacy programs.

An Answer

"The survey findings indicate that while a majority of leaders are committed to aligning literacy resources with the science of reading, many districts need more support and guidance to translate these principles into effective classroom practices for adolescent students," said Lexia President Nick Gaehde. "For the past 40 years we've been focused on transforming literacy education and delivering research-based solutions grounded in the science of reading. We combine high-quality teaching resources with professional learning that's tailored to the specialized needs of middle and high school students, so districts can deliver programs that are more impactful and lead to stronger adolescent literacy outcomes."

Gaehde continued, "With our comprehensive suite of professional learning curricula, solutions, and embedded assessment solutions, we continue to stand ready to help schools connect educator knowledge with practical classroom instruction to accelerate literacy gains so more learners can read, write and speak with confidence."

Learn More

For further datas, to see the full survey or for an infographic on the issue, parents and educators can visit lexialearning.com.