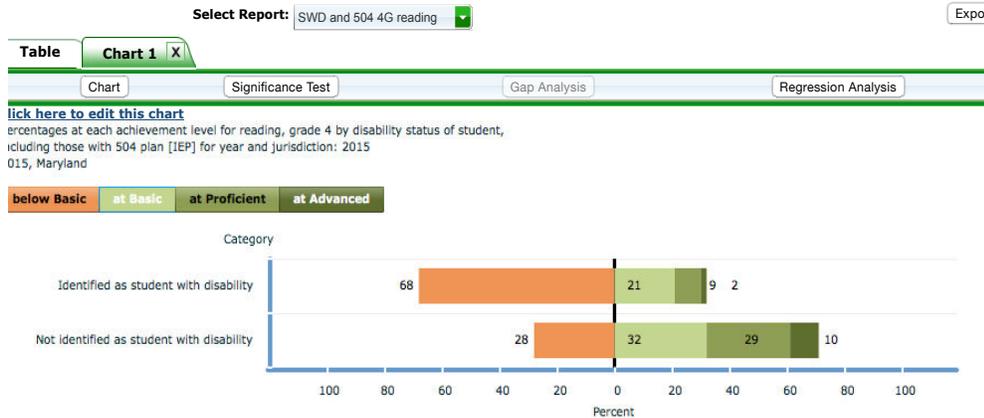


Dyslexia & Literacy Facts



- 63% (up from 55% in 2013) of all 4th grade students in Maryland read below proficient levels ([NAEP 2015](#))
- 63% (up from 58% in 2013) of all 8th grade students in Maryland read below proficient levels ([NAEP 2015](#))
- 82% of economically disadvantaged 4th grade students in MD read below proficient levels ([NAEP 2015](#))
- 82% and 80% of black 4th and 8th grade students in Maryland read below proficient levels ([NAEP 2015](#))
- 91% and 93% of 4th and 8th grade students with disabilities in Maryland read below proficient levels (NAEP 2015)



- 60% of Maryland students read below grade level (PARCC 2015)
- 95% of all children can be taught to read at a level constrained only by their reasoning and listening comprehension abilities. (Fletcher & Lyon, 1998)
- 11% of adults in Maryland are illiterate. Even more suffer with low literacy. ([National Assessment of Adult Literacy, 2003](#))
- About 7 in 10 prisoners perform in Levels 1 and 2 on the prose, document, and quantitative scales. These prisoners are apt to experience difficulty in performing tasks that require them to integrate or synthesize information from complex or lengthy texts or to perform quantitative tasks that involve two or more sequential operations and that require the individual to set up the problem ([Literacy Behind Prison Walls](#)).
- 85% of all juveniles who interface with the juvenile court system are functionally illiterate (National Assessment of Adult Literacy, 2003).
- **Money spent on early identification and intervention saves lives and money.** The annual cost of one inmate in MD could educate 4 at risk students, 1:1 for a year. It costs **\$38,384 to incarcerate** an individual ([Vera Institute, 2012](#)) and ~8,500 to educate an at-risk student using an intensive 1:1 program implemented with fidelity by a well-trained teacher. Costs are reduced if the intervention is provided in a group of 2-3 students with the same needs.
- **\$12M** Maryland taxpayer dollars were spent on Adult Education in 2010 along with 9.2M in Federal dollars (US Department of Education, Census Bureau, 2009)
- 70% of prisoners fall into the lowest two levels of reading proficiency. Low literacy is strongly related to crime. (National Institute for Literacy)
- Early intervention is key – “Children identified as reading disabled after 2nd grade rarely catch up to their peers.” (American Academy of Pediatrics)



Dyslexia & Literacy Facts

- **15-20%** of the population, or about 1 in every 5 students, struggles to acquire basic reading skills. Dyslexia is the most common cause of reading, writing, and spelling difficulties. (NICHD, population-based, epidemiological longitudinal studies)
- **49.8 million** students are enrolled in public schools in the US in 2014 ([National Center for Education Statistics, 2014](#)). If 15% of the population struggles to acquire basic reading skills, then 15% of 49.8 million = **7.4 million students** could benefit from specialized instruction to learn to read.
- **6.4 million** students received special education services in the US during the 2011-2012 school year ([National Center for Education Statistics, the State of Education, January 2014](#))
- **2.4 million (42%)** were identified with a specific learning disability in 2011 (IDEA Part B, Child Count and NCES). **1.9 million (80%)** of students with SLD have a language learning disability like dyslexia (National Center for Learning Disabilities).
- **1.9 million (~25%)** students with dyslexia in the US are eligible under IDEA's SLD eligibility to receive evidence-based instruction for dyslexia. **5.5 million students or ~75%** (7.4 million eligible students - 1.9 million identified students) are not identified for special education and instruction but would potentially benefit from screening and specialized reading and writing instruction.
- The core concept of dyslexia as an unexpected difficulty in reading has remained invariant over the century since its first description. (Shaywitz, Education of Dyslexic Children, 2008)
- Children with reading problems can overcome their difficulties only if they are identified early and provided with systematic, explicit, intensive instruction in phonemic awareness, phonics, reading fluency..." (Dr. Reid Lyon, Chief of the Child Development and Behavioral Branch within the NIH, Testimony before the Subcommittee on Education)
- We cannot blame teachers or hold them accountable for poor results if, as a profession, we have not defined the prerequisite levels of verbal proficiency necessary to teach literacy, are unwilling to invoke standards for entry into the teaching profession and have not offered teachers the kind of professional training that engages their interest, is respectful of their concerns and that empowers them to be successful with children. (Foorman & Moats, 2003)
- Dyslexia is not a sickness, but a different arrangement of the brain's circuits. In pre-literate times, people with dyslexia were the heroes, the builders. In contemporary times, the child who cannot read feels like they are totally different than the rest of the world. (Maryann Wolf, Tufts)

National Institutes of Health Results

Released in 1994

These research results have been independently replicated and are now considered to be irrefutable.

- Dyslexia affects at least 1 out of every 5 children in the United States.
- Dyslexia represents the most common and prevalent of all known learning disabilities.
- Dyslexia is the most researched of all learning disabilities.
- Dyslexia affects as many boys as girls.
- Dyslexia is the leading cause of reading failure and school dropouts in our nation.



Dyslexia & Literacy Facts

- Reading failure is the most commonly shared characteristic of juvenile justice offenders.
- Dyslexia has been shown to be clearly related to neurophysiological differences in brain function. Dyslexic children display difficulty with the sounds/symbol correspondences of our written code because of these brain differences in brain function.
- Early intervention is essential for this population.
- Dyslexia is identifiable, with 92% accuracy, at ages 5 ½ to 6 ½.
- Dyslexia is primarily due to linguistic deficits. We now know dyslexia is due to a difficulty processing language. It is not due to visual problems, and people with dyslexia do not see words or letters backwards.
- Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in phonemic awareness.
- Children do not outgrow reading failure or dyslexia.
- Of children who display reading problems in the first grade, 74% will be poor readers in the ninth grade and into adulthood unless they receive informed and explicit instruction on phonemic awareness. Children do not mature out of their reading difficulties.
- Research evidence does not support the use of “whole language” reading approaches to teach dyslexic children.

Additional Resources

[National Center for Learning Disabilities, State of LD](#)

[Perspectives on Dyslexia](#)

[Persistence of Dyslexia, The Connecticut Longitudinal Study at Adolescence](#)

2015, Early Childhood Longitudinal Study (ECLS): ECLS includes three longitudinal studies that examine child development, school readiness, and early school experiences.

2015, National Assessment of Educational Progress (NAEP): This site provides access to publications and data on the reading, mathematics, science, writing, U.S. history, civics, geography, and arts achievement of U.S. students.

2015, Progress in International Reading Literacy Study (PIRLS): PIRLS studies the reading achievement and reading behaviors and attitudes of 4th-grade students in the U.S. and students in the equivalent of 4th-grade in other countries.

2015, Vocabulary Results from the 2013 NAEP Reading Assessment

2014, NAEP Reading 2013 Grade 12 State Snapshot Reports

2014, The Nation's Report Card: 2013 Mathematics and Reading Grade 12 Assessments