

2nd National Birth to Five Leadership Institute  
Council of Chief State School Officers  
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Washington, DC  
May, 2013



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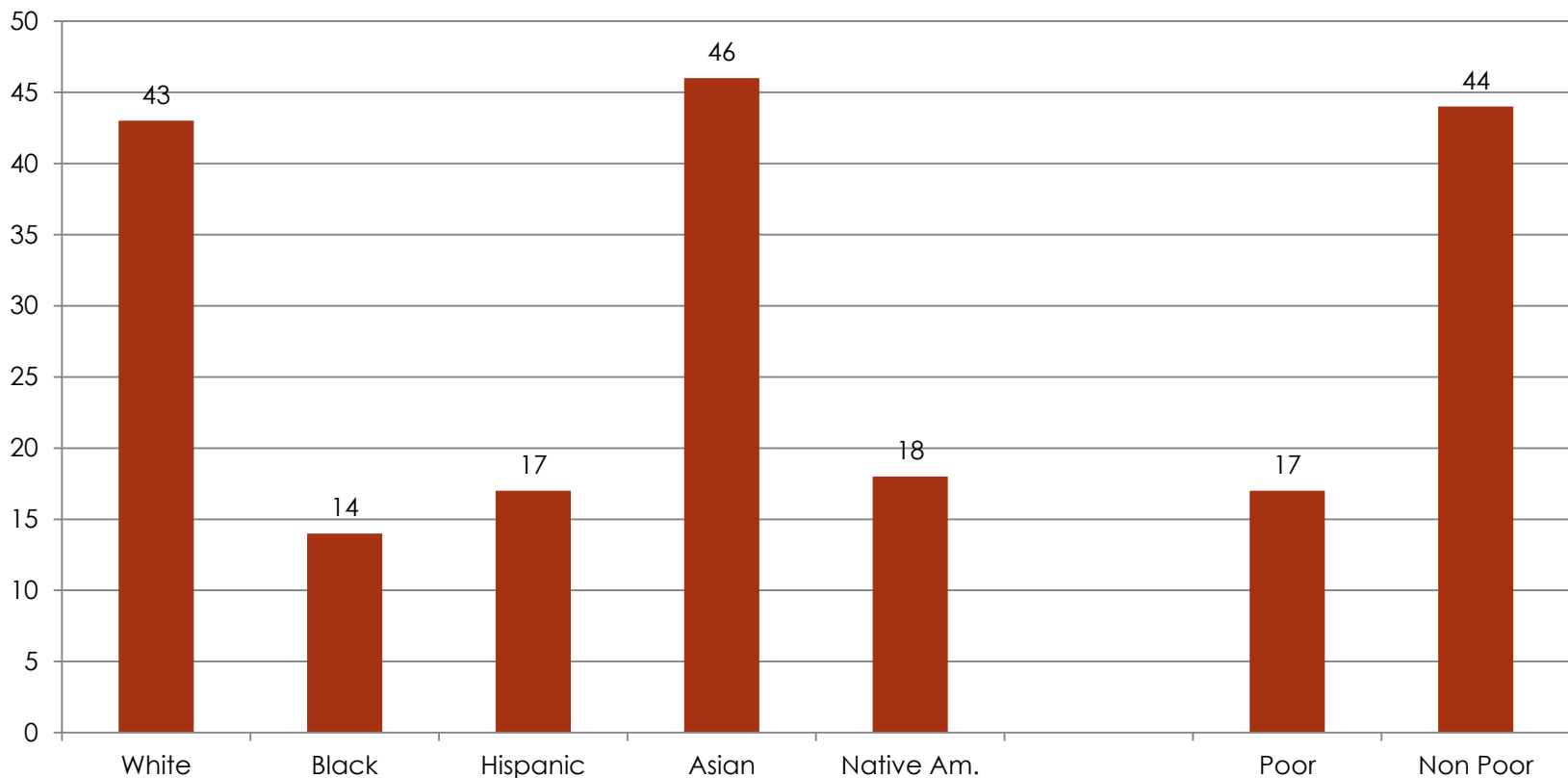
# Road Map

- Evidence to drive EHS/HS-3rd Grade Collaborations
- Opportunities to Build Your Skills in Data-Driven Leadership



# How Are Children Doing I: Kg.-Grade 3?

## % 4th Grade "Proficient" Readers

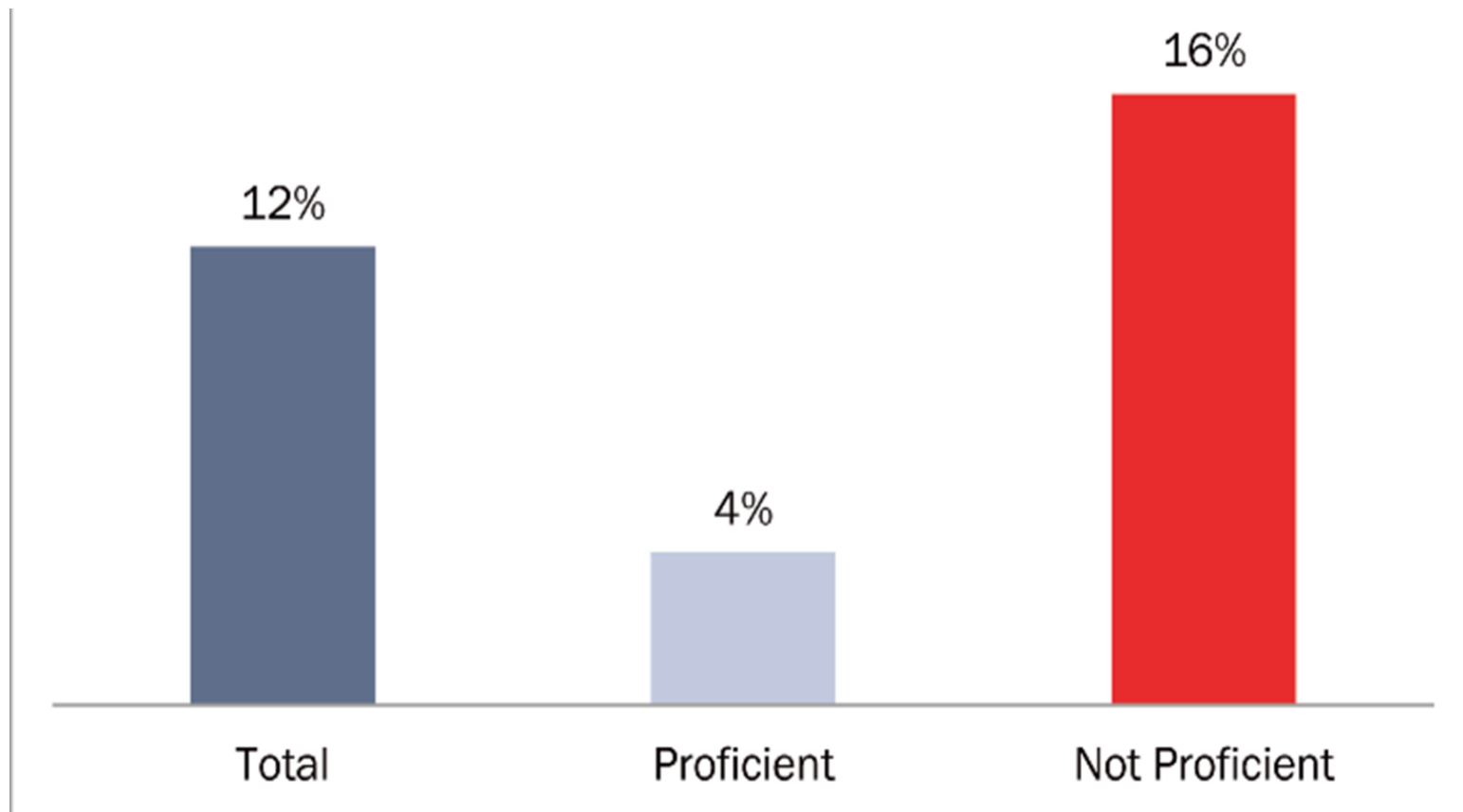


# Why We Care About Reading Proficiency

| Reading and School Success   | Reading and Adult Success:   |
|--|--|
| <ul style="list-style-type: none"><li>❑ Up to 1/2 of 4<sup>th</sup> grade textbooks are incomprehensible to children reading below grade level .</li><li>❑ 73% of children who enter 4<sup>th</sup> grade with a 1<sup>st</sup> or 2<sup>nd</sup> grade reading level never catch up to grade level reading</li><li>❑ Inability to read at grade level is the most common reason for retention in the early grades</li></ul> | <ul style="list-style-type: none"><li>❑ Failure to read at grade level by end of 3<sup>rd</sup> grade = strong predictor of high school drop out</li><li>❑ Drop-outs are 8 times more likely than high school graduates to be incarcerated</li><li>❑ 70 % of adults with lowest literacy skills are unemployed</li></ul> |



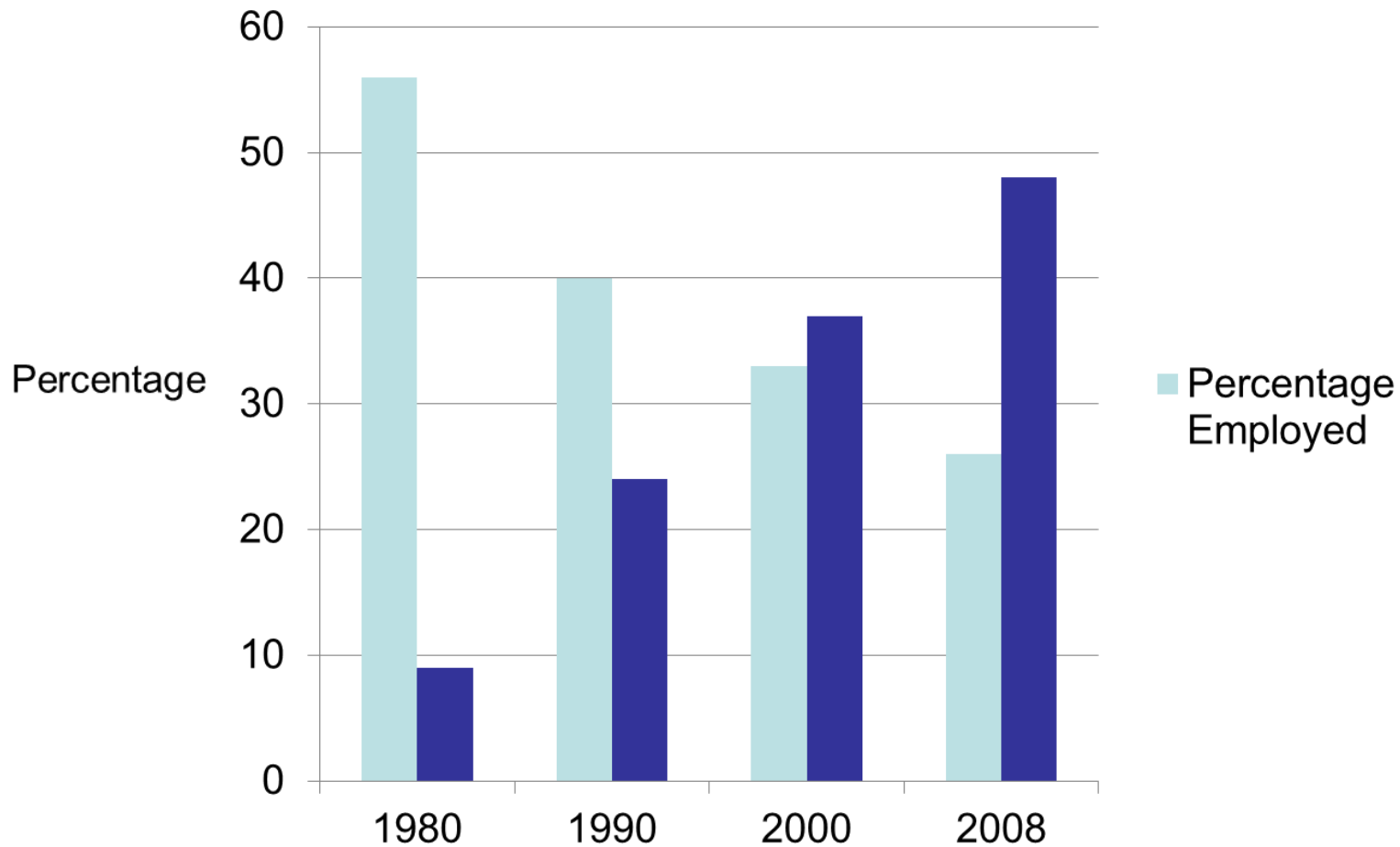
# Third Grade Reading and Drop-Out Rates



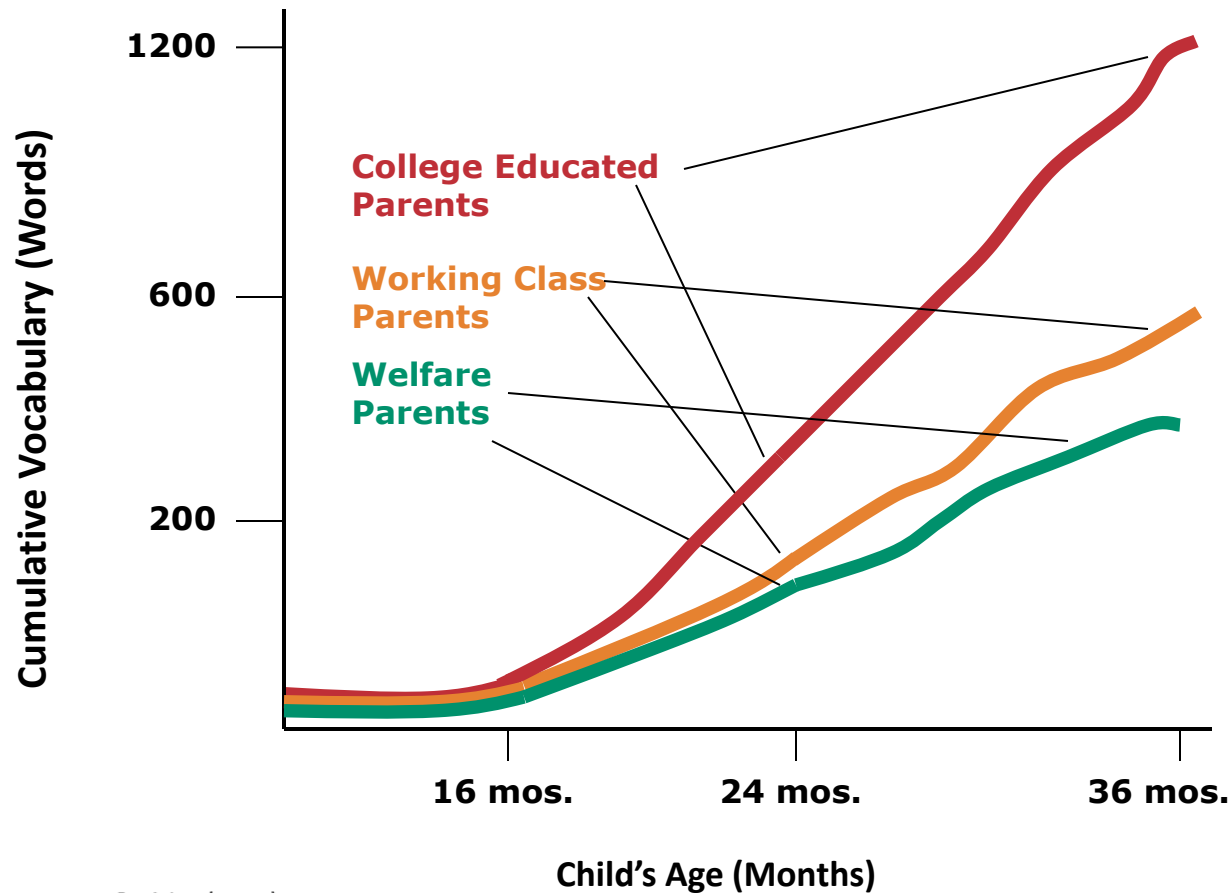
Source: Hernandez, D. (2012). *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Annie E. Casey Foundation.



# Rotten Outcomes: Black men, 20-34, high-school dropouts



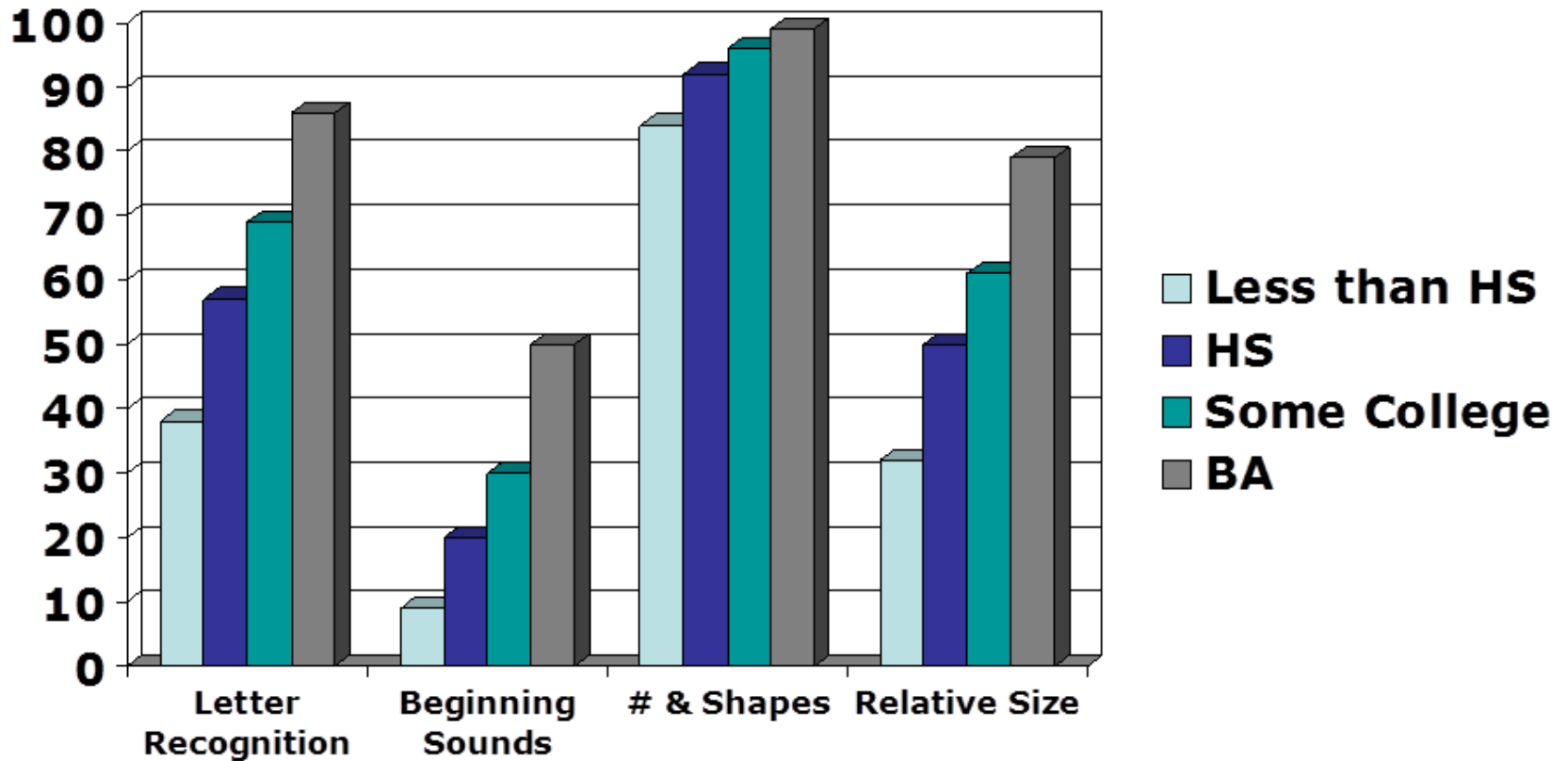
# How Are Children Doing II: Birth – 5?



Source: Hart & Risley (1995)



# Reading/Math Scores at Kindergarten Entry





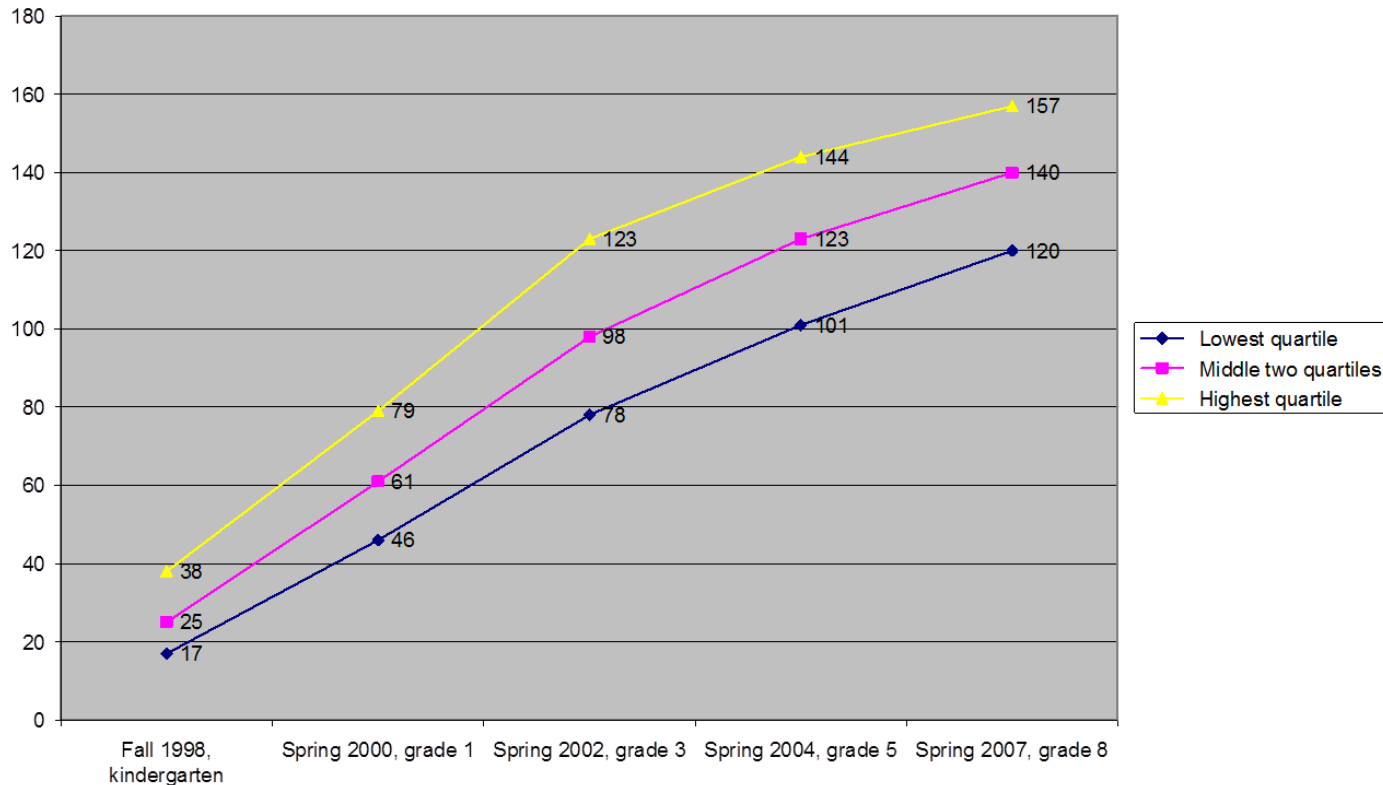
# How Big Are These Disparities Anyway?

- Low-income 4-5-yr-old children are 12-14 months below national norms in language development. (Layzer)
- 40% of low-income children did not know all the letters of the alphabet at the end of kindergarten (Head Start Impact Study).



# How Are Children Doing III: Kg.-3rd?

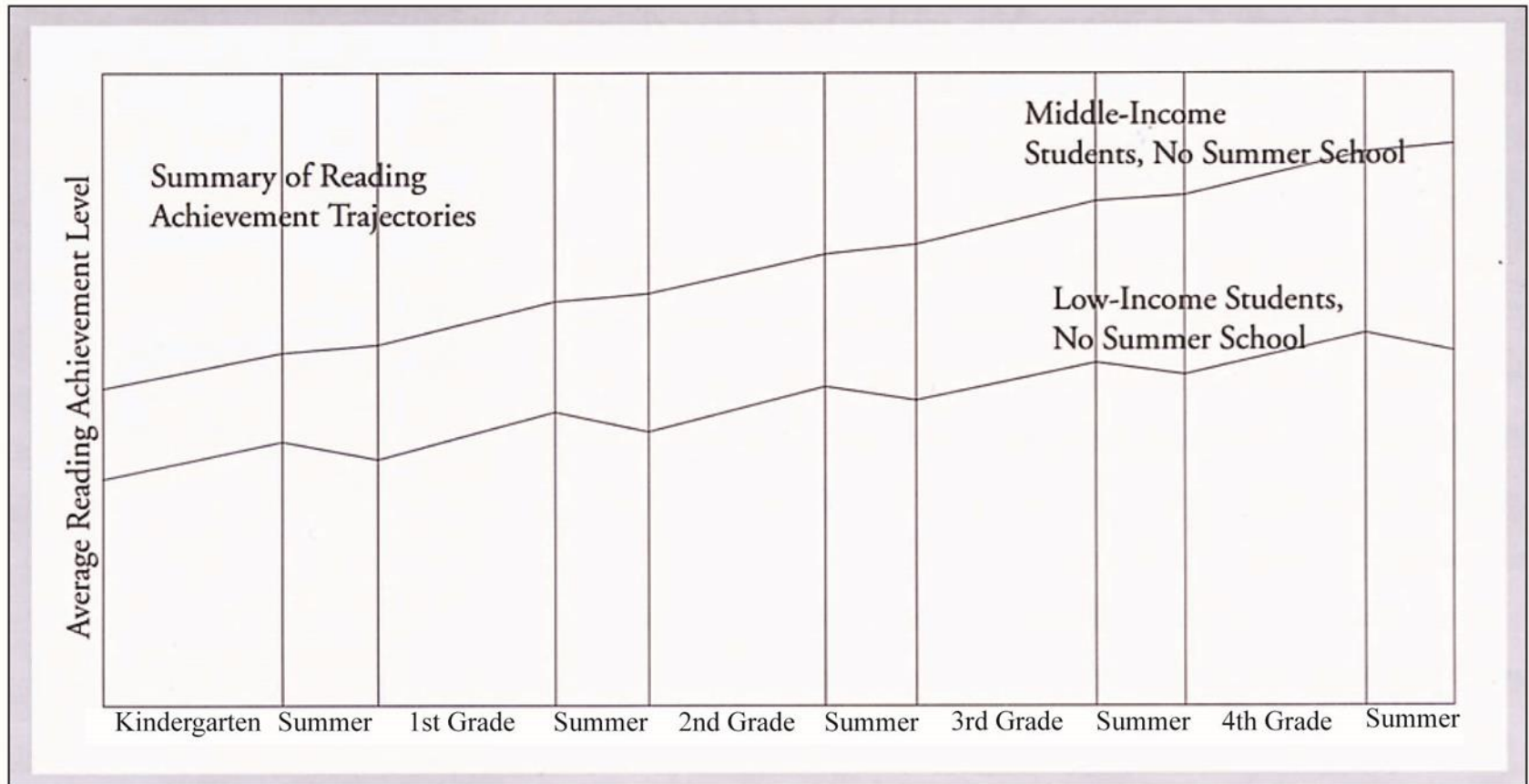
Mathematics Achievement Scores of Kindergartners Followed Through Grade 8, by Kindergarten Score Quartile



SOURCE: Schoenfeld & Stipek (2012). *Math Matters*. UC Berkeley and Stanford University



# How Are Young Children Doing IV: In the Summer?



Fairchild, R. McLaughlin, B. & Brady, J. (2006). *Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning*. Baltimore, MD: Center for Summer Learning.



# What Do You Think?

- Are educators sufficiently informed, alarmed and focused on achievement gaps/shortfalls in the early years? In EHS? In HS? In Public Education?
- Are parents receiving accurate, honest feedback on how well their children are progressing?



# What Do You Think?

- Can Early Childhood & Kg-to-Grade 3 Educators Join Forces to Prevent/Minimize Disparities?
- How Can We Best Use Data to Motivate/Guide EHS/HS/Kg.-3rd Partnerships?



# Communicating Data

## World's Most Accurate Pie Chart



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Schultz, T. (2013). *Why Collaborate Birth-3<sup>rd</sup> grade?* Council of Chief State School Officers. [PowerPoint slides]. Available at:  
<http://ceelo.org/wp-content/uploads/2013/08/Birth-to-3rd-Grade-Tom-Schultz.pdf>

