Ohio 3rd Grade Reading Guarantee
Early Childhood Work Group

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www.ceelo.org | www.ccsso.org
Road Map

- How are young children doing in early literacy and language development?
- 4 Strategies to improve 3rd grade reading success:
  - Convince parents/early childhood teachers that we have an urgent problem
  - Invest in high quality early childhood programs
  - Reduce chronic absenteeism
  - Combat summer learning loss
Disparities in Early Vocabulary Growth

- College Educated Parents
- Working Class Parents
- Welfare Parents

Cumulative Vocabulary (Words)

Child’s Age (Months)
Gaps in Reading & Math by K

Percent of Kindergarteners Passing Proficiency Levels in Fall

Maternal Education
- Less than HS
- HS
- Some College
- Some College
- BA

(NCES, 2000)
Early reading scores for children entering kindergarten: 2006-07 (ECLS-K)
More Evidence of Disparities

- 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)
Gaps in Reading Widen Over Time

(NCES, 2000)
Grade Level Reading: Shortfalls & Disparities

% 4th Grade "Proficient" Readers

- White: 43%
- Black: 14%
- Hispanic: 17%
- Asian: 46%
- Native Am.: 18%
- Poor: 17%
- Non Poor: 44%
<table>
<thead>
<tr>
<th>Reading and School Success</th>
<th>Reading and Adult Success:</th>
</tr>
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<tbody>
<tr>
<td>□ Up to 1/2 of 4th grade printed curriculum is incomprehensible to 4th graders reading below grade level.</td>
<td>□ Failure to read at grade level by end of 3rd grade = strong predictor of high school drop out</td>
</tr>
<tr>
<td>□ 73% of children who enter 4th grade with a 1st or 2nd grade reading level never catch-up to grade level reading</td>
<td>□ Drop-outs are 3.5 times more likely than high school graduated to be arrested; 8 times more likely to be incarcerated</td>
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<tr>
<td>□ Inability to read at grade level is the most common reason for retention in the early grades</td>
<td>□ Adults with lowest literacy skills…</td>
</tr>
<tr>
<td></td>
<td>• 17% receive food stamps</td>
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<tr>
<td></td>
<td>• 43% live in poverty</td>
</tr>
<tr>
<td></td>
<td>• 70% jobless</td>
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</tbody>
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Comparison of State & National Proficiency Standards (2005)
Road Map

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What Do You Think?

- Are educators sufficiently informed, alarmed and focused on early achievement gaps?
- Are parents receiving accurate, honest feedback on how well their children are progressing?
- Does it make sense to delay reporting on shortfalls until the end of 3rd grade?
- How do we highlight the problem to mobilize improvement - and not strengthen negative stereotypes?
Making the Achievement Gap Real for Parents

- Acelero Head Start (PA, NJ, NV) briefs all parents on achievement disparities:

<table>
<thead>
<tr>
<th></th>
<th>High SES families</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts to 20</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Writes own name</td>
<td>76%</td>
<td>54%</td>
</tr>
<tr>
<td>Knows letters of the alphabet</td>
<td>85%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Making the Achievement Gap Real for Parents

- Ask to commit to 4 family routines:
  - Put children to bed by 8 pm every night
  - Positive discipline (say 3 positive things for every 1 negative or correcting statement)
  - Read a book with your child at least every night (20 mins./day = 120 hours/year)
  - Eat dinner & talk with your child every night (no TV or texting)
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NJ State Pre-K Program Outcomes

- Gains in language, literacy, math thru 2nd grade
- 2 yrs. of PreK have twice the effect of 1
- 2 yrs. closes 40% of the achievement gap
- Grade repetition cut in half by 2nd grade
## Ed’l Outcomes of High Quality ECE

<table>
<thead>
<tr>
<th>Program</th>
<th>% Retained</th>
<th>% High School Graduates</th>
<th>% in Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Scope/ Perry Pre-K</td>
<td>(Prog. Vs. No Prog.)</td>
<td>66% vs. 45%</td>
<td>15% vs. 34%</td>
</tr>
<tr>
<td>Abecedarian</td>
<td>34% vs. 65%</td>
<td>67% vs. 51%</td>
<td>31% vs. 49%</td>
</tr>
<tr>
<td>Chicago Child Parent Centers</td>
<td>23% vs. 38%</td>
<td>50% vs. 34%</td>
<td>14% vs. 25%</td>
</tr>
</tbody>
</table>
High Quality Literacy Environments
Narrow Gaps for Low-Income Children

36m Total Literacy Environment Score

Pre-K Total Literacy Environment Score
Vocabulary Scores (PPVT-4) of Kindergarten-Bound Children by Age of Entry into Educare (2007-10)

- English (n=473)
- Dual Language Learners (n=264)

<table>
<thead>
<tr>
<th>Age</th>
<th>English</th>
<th>Dual Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>94.8</td>
<td>79.8</td>
</tr>
<tr>
<td>Age 1</td>
<td>98.3</td>
<td>95.3</td>
</tr>
<tr>
<td>Age 2</td>
<td>96.7</td>
<td>90.0</td>
</tr>
<tr>
<td>Age 3</td>
<td>95.1</td>
<td>84.6</td>
</tr>
<tr>
<td>Age 4</td>
<td>93.6</td>
<td>79.3</td>
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Why Focus on Attendance?

- Increased Student Absences are:
  - An early warning sign of potential drop-outs
  - Predictive of academic failure
  - A flag for student dis-engagement
  - Costly for each school and surrounding community

- Measures of Attendance are:
  - Available
  - Easily understood

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Addressing chronic early absence is critical to academic success for poor children

- 10% of all Kindergartners & 1st graders are chronically absent.
- Poor children are 4 X more likely to be chronically absent in K than their highest income peers. (Romero & Lee 2007)
- Negative impact of school absences on literacy learning is 75% larger for low income vs. middle class children. (Ready 2010)
Chronic kindergarten absence (≥ 10%) lowers 5th grade achievement for poor children

Math & Reading Performance by K Attendance

Source: ECLS-K data analyzed by National Center for Children in Poverty (NCCP)

Note: Average academic performance reflects results of direct cognitive assessments conducted for ECLS-K.
States should provide:

1. **Data collection.** Collect ADA/ADM or 180 daily attendance records and include in data bases.

2. **Support for districts.** Strengthen capacity of districts to track daily attendance, calculate multiple measures of attendance, and to support students who are **chronically absent**, ideally in partnership with other community agencies.

3. **Research.** Analyze the longitudinal impact of **chronic absence** in combination with poverty and other factors on student growth, high school completion and post-secondary success.

4. **Accountability.** Build **chronic absence** into accountability measures for school improvement.

5. **Reporting.** Publish reports that feature multiple attendance measures including **chronic absence** and show rates disaggregated by district, school, grade, and student sub-populations.
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Mitigate Summer Learning Loss

“Find a Book”

Find the Right Book for You!
Interested in future enhancements to “Find a Book”? Please take our quick, 5 minute survey.

Buscando libros en español?

Step 1: Enter Lexile Measure or Grade

My Lexile measure is

Lexile Measure: 
L

Lexile Range: 
L to 
L

I don't know my Lexile measure

My Current Grade is:
Kindergarten

Or

- I find the books I read for school difficult.
- I find the books I read for school just right.
- I find the books I read for school easy.
Chief’s Summer Reading Challenge 2012

- Alabama
- Arizona
- California
- Colorado
- Florida
- Georgia
- Hawaii
- Illinois
- Iowa
- Kansas
- Kentucky
- North Carolina
- Oklahoma
- West Virginia

Summer Reading Resources and Tools

- Custom “Find a Book” webpage
- Flyers (Parent, Educator, Librarian)
- Web Banners, Bookmarks, Certificate of Participation
- Partner Product Incentives
- Outreach (PR, Letters)
- Summer Reading Pledge
- Summer Reading Portfolio

Read Kansas
Read: Commissioner DeBacker

- Coordinated a state-level campaign led by top education leaders including Governor Brownback
- Promoted the use of personalized reading lists based on student interests and reading skill level
- Personalized mailers to teachers, parents, administrators and librarians promoting the use of free online resources, like “Find a Book.”
- Sustained Read Kansas Read over time by promoting it through other state level work (accountability services, school support, state sponsored conference on student achievement)
Contact Information

- CCSSO Summer Reading Challenge
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  - Research Professor, UNC School of Education
  - msmith@Lexile.com

- Attendance Works
  - Hedy Chang, Director
  - www.Attendanceworks.org