



Reading by Third Grade Matters... A Lot

A Campaign for Children

Strategies for Children's Early Education for All Campaign works to align research, policy, and practice to ensure that children in Massachusetts have access to high-quality early education and become proficient readers by the end of third grade.



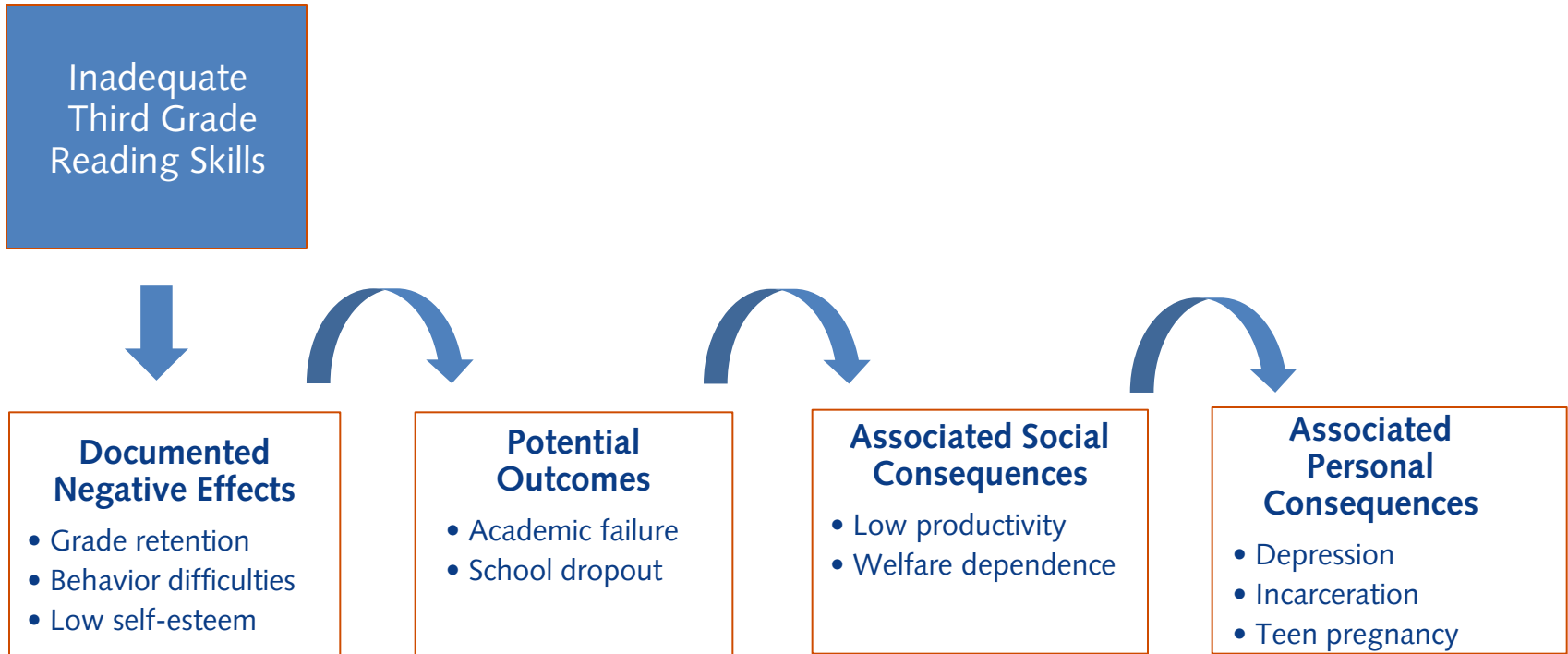
Why Reading Success by Third Grade Matters

Reading forms the basis of learning in all subjects and is the foundation of a literate society.



- **Three-quarters** of children who struggle with reading in third grade will continue to struggle in school, putting them at great risk of not finishing high school, attending college or contributing to our knowledge-based economy.
- Children who do not read proficiently by the end of third grade are **four times less likely** to graduate high school by age 19 than proficient readers.

Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. M. Evers (Ed.), What's Gone Wrong in America's Classrooms (49–90). Stanford, CA: Hoover Institution Press.; Hernandez, D. J. (2011). Double Jeopardy: How third grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation.



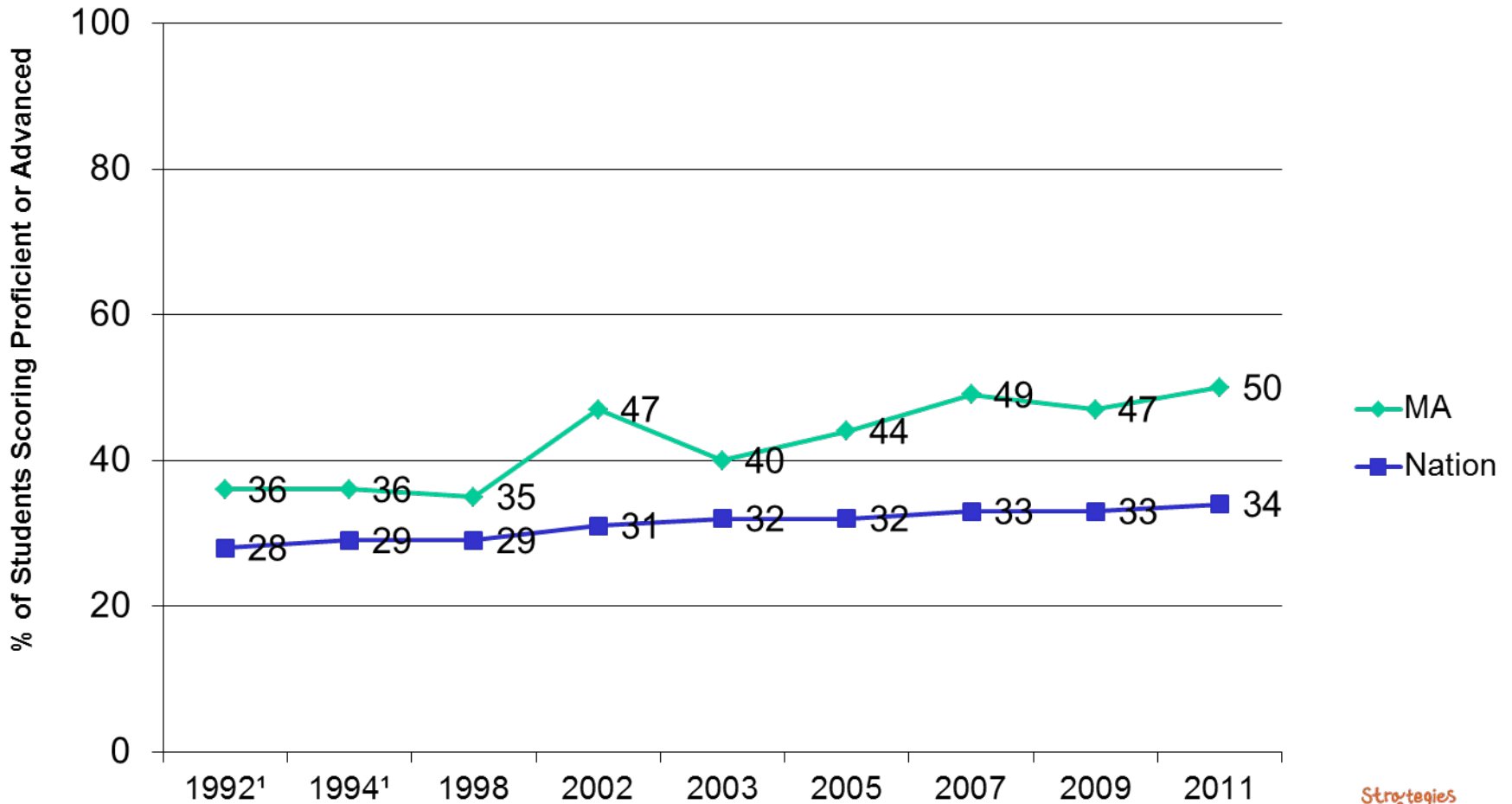
Lesaux, N. (2010). *Turning the page: Refocusing Massachusetts for reading success.*

- Only **83%** of Massachusetts ninth graders graduate from high school four years later.
- The average high school dropout costs Massachusetts an estimated **\$456,354** more over his/her lifetime than the average high school graduate:
 - Lower earnings and tax revenues
 - Higher Medicaid, Medicare and public assistance costs
 - Higher incarceration costs

Massachusetts Department of Elementary and Secondary Education, Cohort 2011, 4-Year Graduation Rate. Sum, A., Khatiwada, I., McLaughlin, J. Tobar, P., & Motroni, J. (January 2007). An Assessment of the Labor Market, Income, Health, Social, Civic and Fiscal Consequences of Dropping Out of High School: Findings for Massachusetts Adults in the 21st Century. Center for Labor Market Studies Northeastern University.

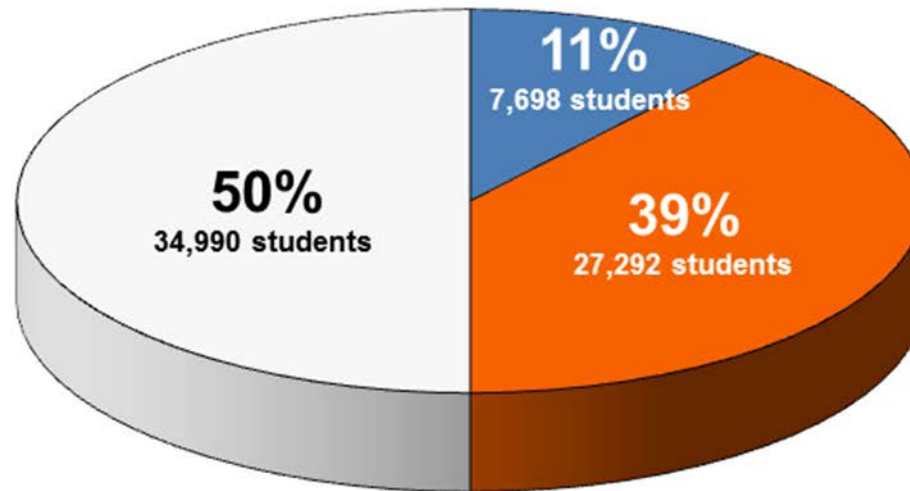
Massachusetts Leads the Nation, but Only 50% of Students are Proficient

Fourth Grade Reading Proficiency, Massachusetts and Nation 1992-2011 NAEP



Third Grade Reading MCAS, The First Universal Educational Benchmark in Massachusetts

Many Massachusetts Third Graders Lag in Reading 2011 MCAS



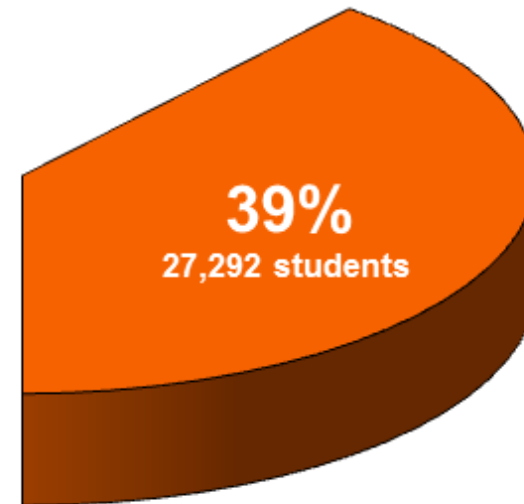
- Proficient
- Advanced
- Below Proficient

Massachusetts Comprehensive Assessment System (MCAS) results over time for individual districts and schools can be found at: <http://profiles.doe.mass.edu/>

Who Scores Below Proficient?

Subgroup	Number	Percent Below Proficient
Low-Income	15,293	60%
Non-Low Income	11,567	26%
African American/Black	3,448	63%
Asian	1,278	31%
Hispanic/Latino	7,219	64%
Native American	89	53%
White	15,006	32%
Multi-racial, Non-Hispanic/Latino	699	36%
English Language Learners	4,821	75%
Students w/ Disabilities	9,809	77%

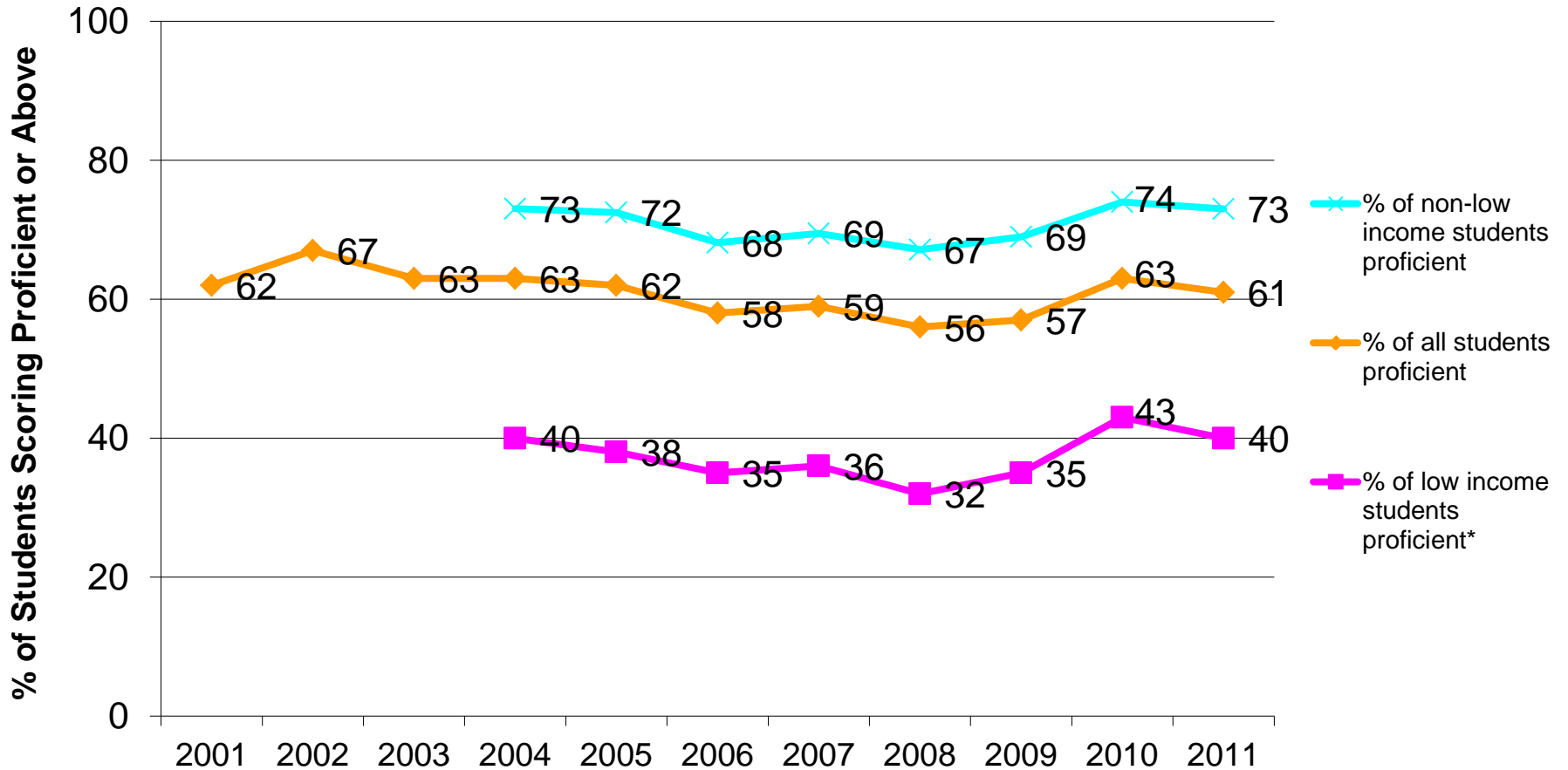
Massachusetts Third Graders Scoring Below Proficient in Reading, 2011 MCAS



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A Large Achievement Gap Persists

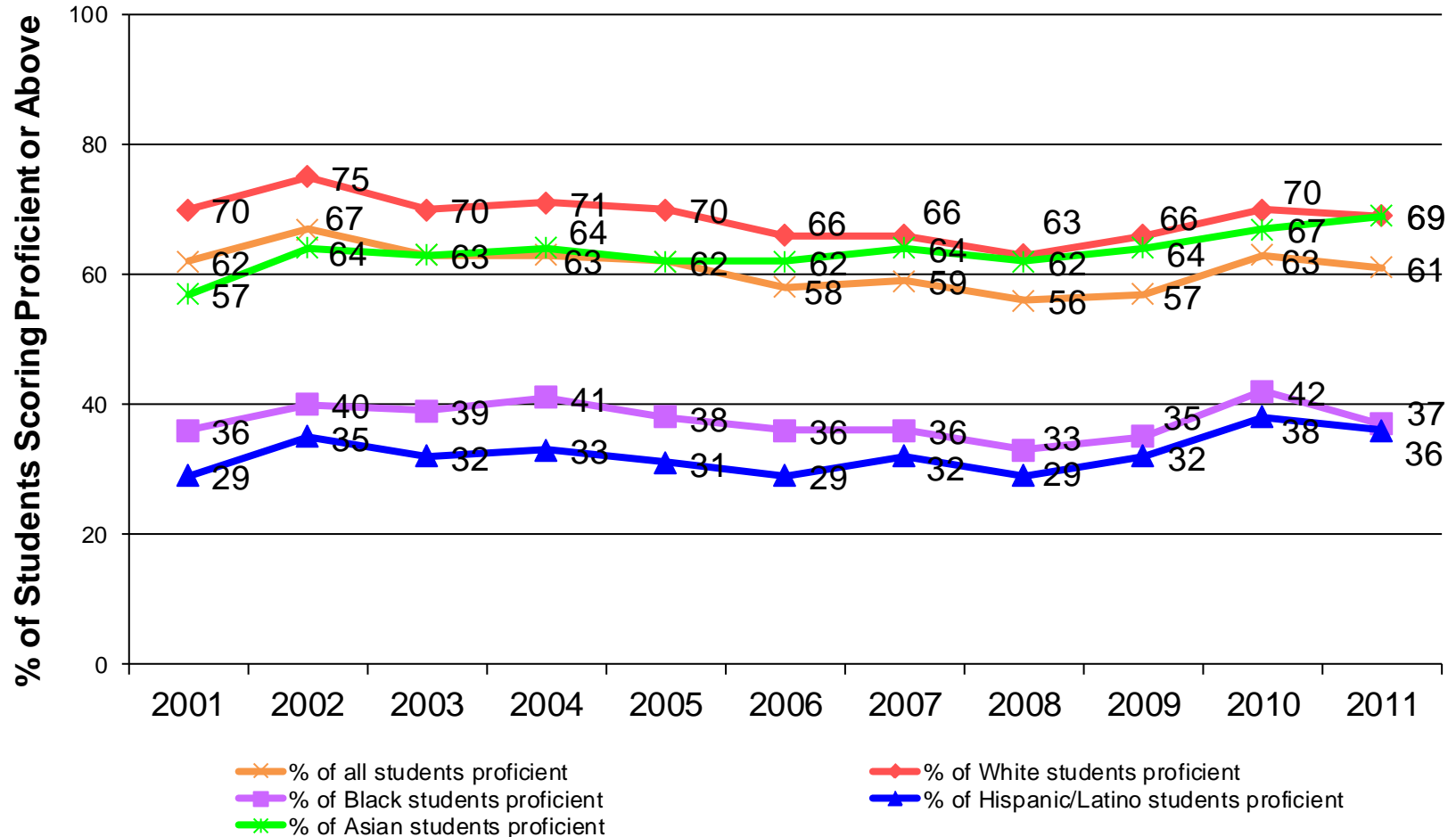
Third Grade Reading Proficiency in Massachusetts, 2001-2011 MCAS, by Income



Source: Massachusetts Department of Elementary and Secondary Education

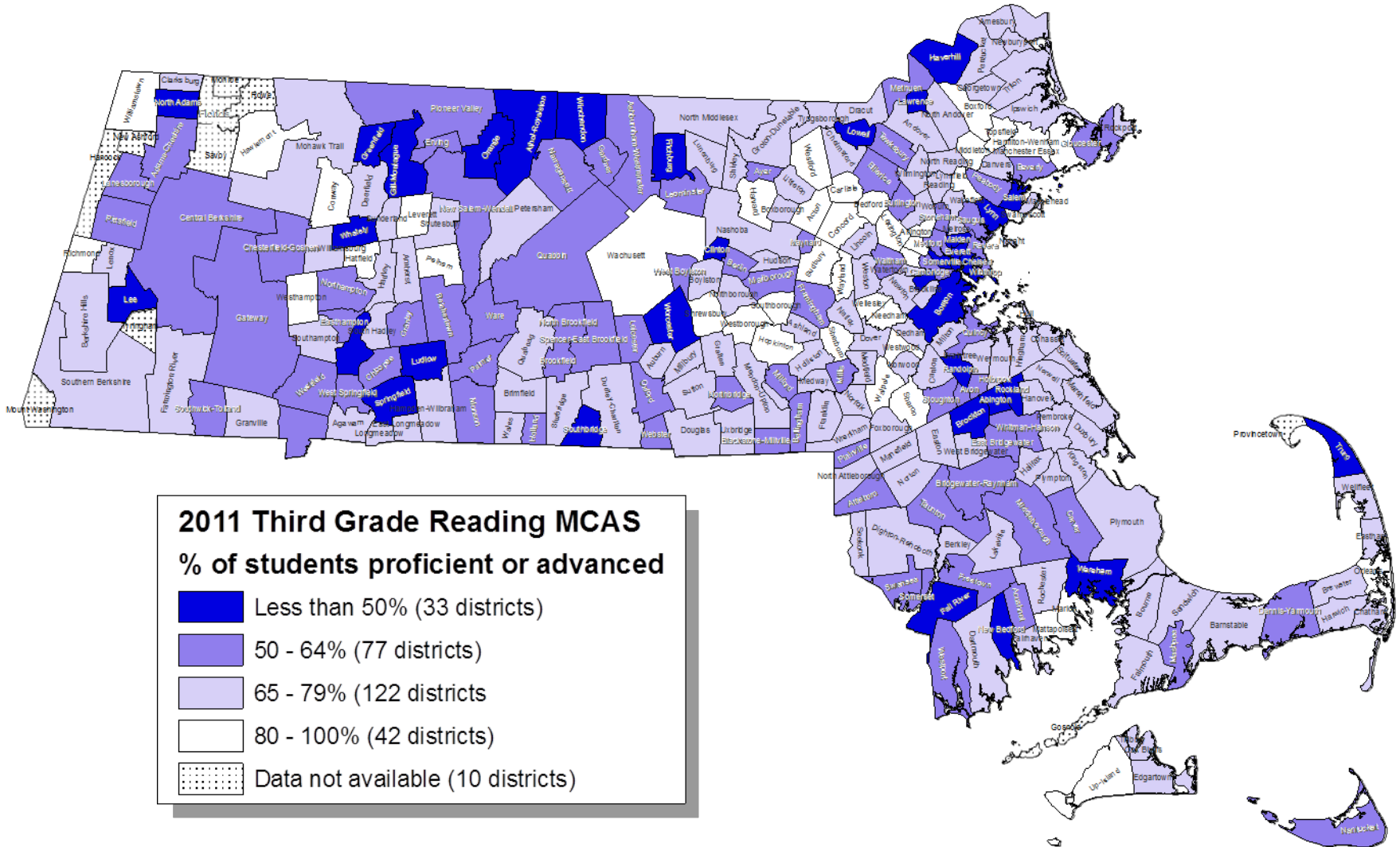
A Large Achievement Gap Persists

Third Grade Reading Proficiency in Massachusetts, 2001-2011 MCAS, by Race/Ethnicity



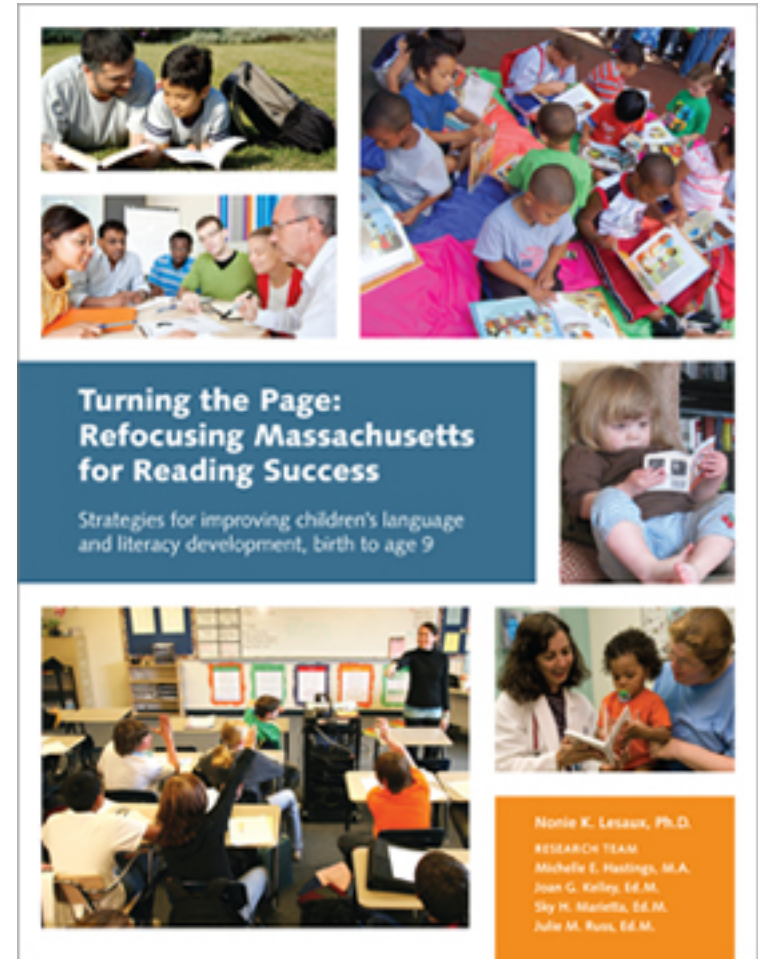
Source: Massachusetts Department of Elementary and Secondary Education

Reading Performance is a Statewide Problem



“Turning the Page: Refocusing Massachusetts for Reading Success,” By Nonie K. Lesaux, Ph.D.

Commissioned by Strategies for Children in 2010 with support from The Boston Foundation, Irene E. and George A. Davis Foundation, Nellie Mae Education Foundation, and the Pew Charitable Trusts



**Define reading
success.**

**Recognize that
the solution
begins at birth.**

**Ensure high-
quality
experiences in all
settings where
children learn;
align solutions
across the birth-
third grade
continuum.**

Define Reading Success

Reading Success =

Language and literacy development aligned with a child's age and grade level

Examples for children in the early elementary grades:

I have a wide vocabulary.

I comprehend.

I write logically.



I read fluently.

I speak coherently.

I understand different types of texts.

The Path to Literacy Begins at Birth



A Developing Reader's Journey

WORD COUNT



ACTIONS

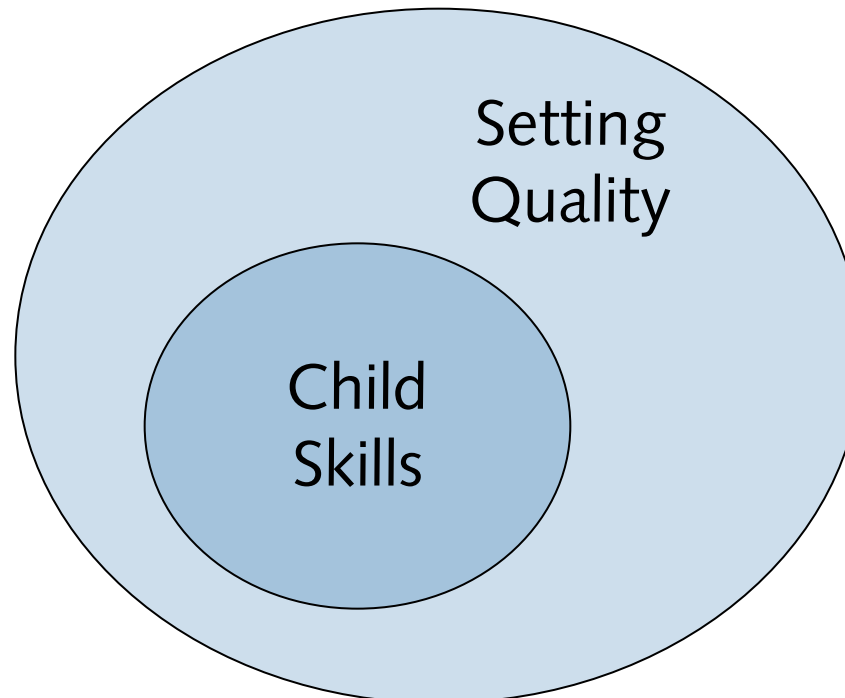
- Program design
- Assessment
- Professional development
- Curriculum
- Partnerships with families



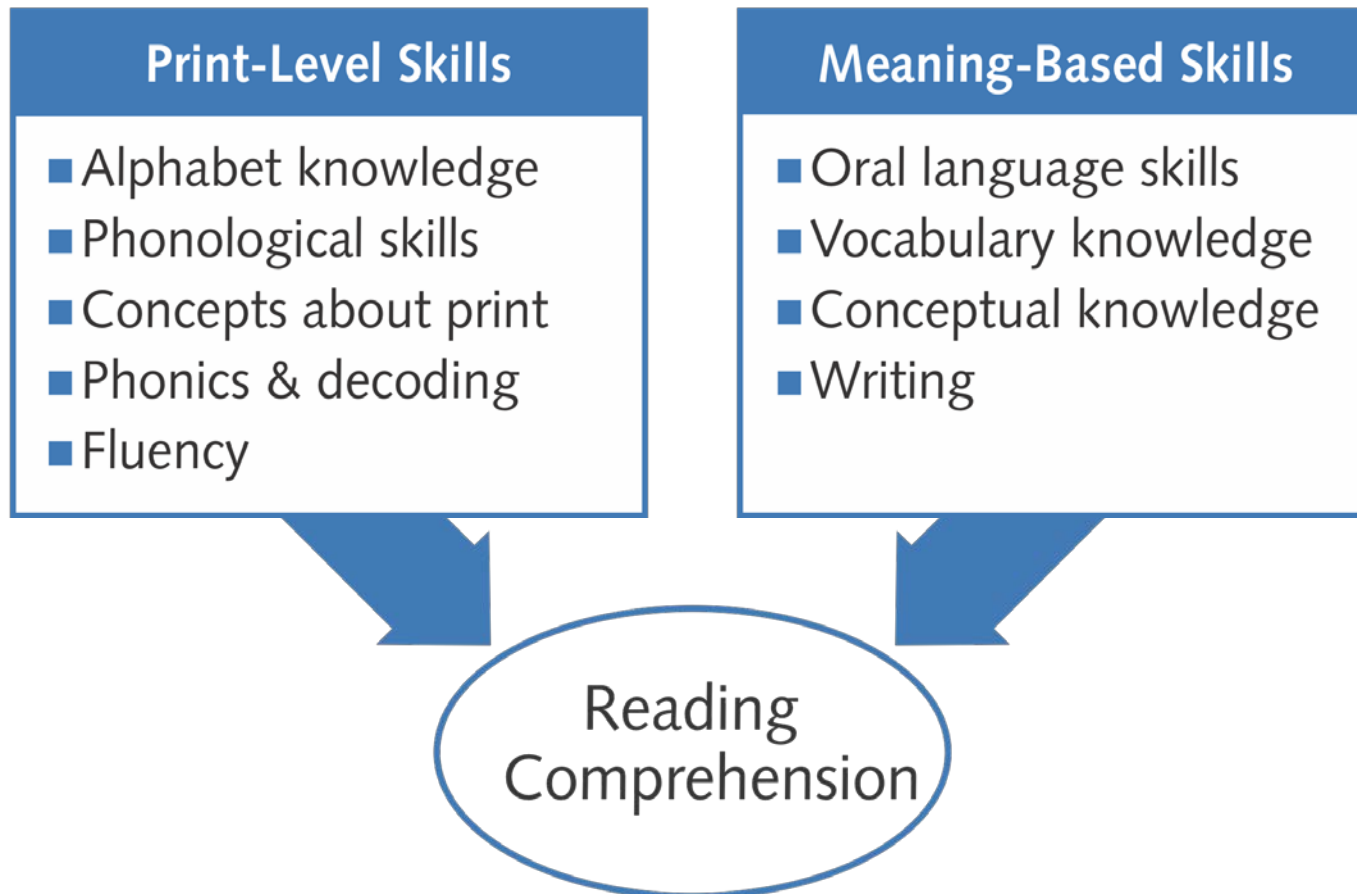
Program Design and Implementation



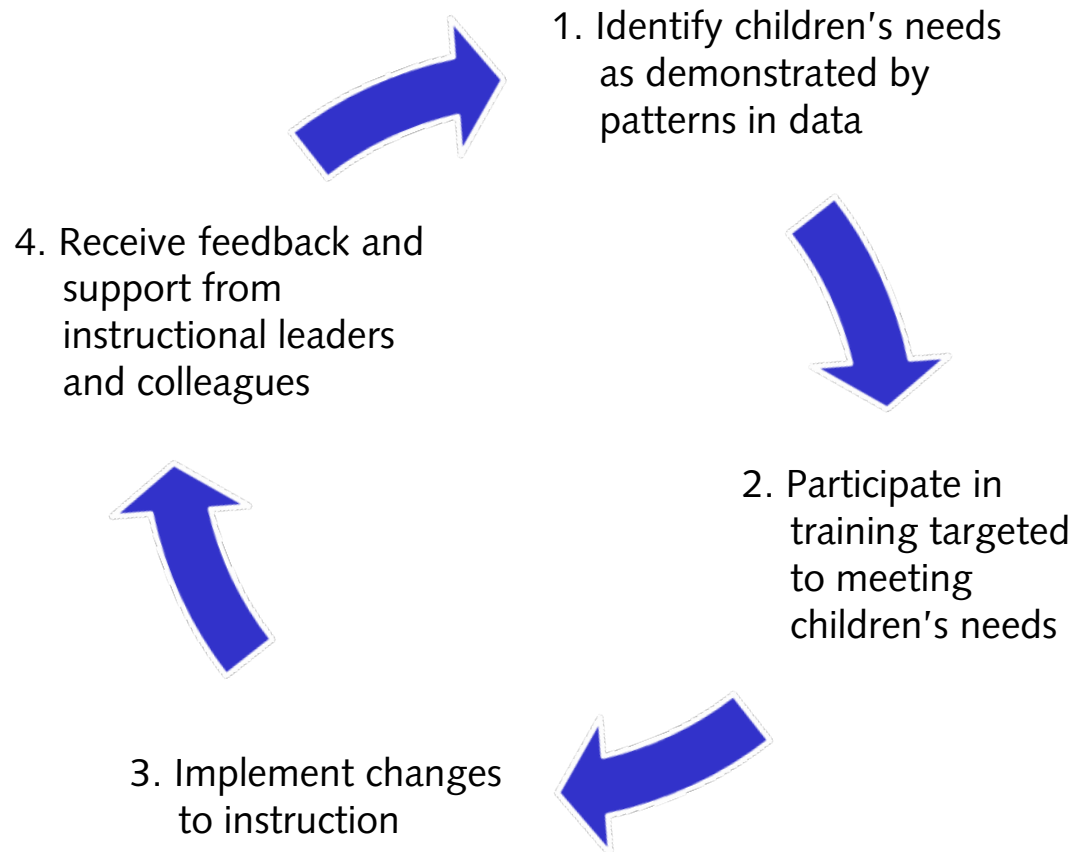
A comprehensive assessment system must focus on children's reading and language development while also critically evaluating the quality and impact of learning environments and services.



Developmentally appropriate pre-k to grade three literacy assessments should measure:



Professional development should enable early educators, teachers and their instructional leaders to:



Bring language-rich, rigorous and engaging pre-reading and reading curricula into early education and care settings and PK-3 classrooms.



Expand and strengthen partnerships with families across learning settings and within communities.



Photo Credit: Reach Out and Read

Ensure High-Quality Experiences in All Settings



Language-rich
homes

High-quality
infant-toddler
services

High-quality pre-k

High-quality full-
day kindergarten

PK-3
alignment

Stay Informed and Take Action



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To partner with Strategies for Children or learn more about what you can do in your community, contact Kelly Kulsrud, director of reading proficiency, at 617-330-7383 or kkulsrud@strategiesforchildren.org