

BY THE NUMBERS

3rd grade reading call to action

The Campaign for
GRADE-LEVEL
READING

Success Sequence

- Graduate from high school
- Belong to a family with at least one full-time worker
- Have children while married and after age 21

Too many children from low-income families miss the first hurdle of the success sequence

- In 2012, in 44 states, low-income students graduate at or below the national average.
- Fully 41 percent of low-income students fail to graduate from urban high schools.
- Low-income students constitute more than 60 percent of those who attend “low graduation rate” high schools.



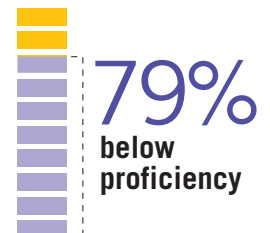
Low-income kids
ATTENDING URBAN SCHOOLS
who fail to graduate

41%

No surprise: Grade-level reading by the end of third grade is a key predictor of high school graduation

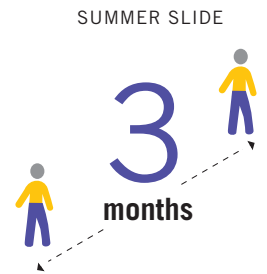
- The National Research Council reports that “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of grade 3.”
- 79 percent of low-income fourth graders scored “below proficient” in reading on the 2015 National Assessment of Educational Progress.
- Low-income children who fail to read proficiently at the end of third grade fail to graduate at six times the rate for all proficient readers.

LOW-INCOME 4TH GRADERS



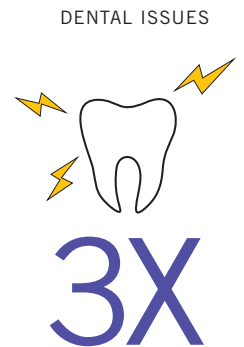
Why are so many low-income students missing the mark on third-grade reading?

- **Readiness Gap:** They are more likely to start school behind their peers; fewer than half are ready for school at age 5.
- **Word Gap:** They will have heard 30 million fewer words by age 3, and will enter kindergarten 12 to 18 months behind in language and pre-reading skills.
- **Chronic Absence:** They are three times more likely to miss 20 days or more of school each year during the early grades.
- **Summer Slide:** They are returning to school every fall having lost an average of two to three months in reading skills over the summer.



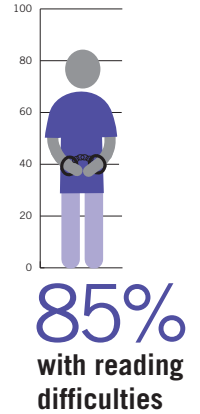
Health-related impediments of teaching and learning for low-income students

- **Vision:** An estimated 30 percent are visually impaired and need glasses.
- **Hearing:** Children from low-income families had greater high-frequency hearing loss (16.3 percent) than either children from middle-income families (12.7 percent) or high-income families (7.9 percent).
- **Dental:** They are three times more likely to have tooth pain and other undetected and untreated dental issues.
- **Medical Home:** In 2011, the majority (51 percent) of kids in families with incomes below the federal poverty line did not have a medical home.
- **Hunger and malnutrition:** Nearly 4 million families with children regularly face a limited or uncertain supply of nutritious and safe food.



Effects are not limited to education

- Statistics show that 85 percent of America’s juvenile offenders have reading difficulties and that approximately 40 percent of America’s juvenile offenders at a tenth-grade level read below a fourth-grade level.
- 74 percent of the boys and young men in prison had been chronically absent from school and nearly 60 percent could not read at a third-grade level when they went to prison.
- Research shows that parental levels of education impact child development, school readiness and high school graduation rates.



Schools succeeding for low-income children: What WE must do

- **Stop playing catch-up** by allowing so many kids to start school so far behind.
- **End chronic absence** so that students don’t fall further behind during the school year.
- **Reverse the summer slide** to enable students to make progress instead of losing ground.
- **Acknowledge and address health-related challenges** that prevent early academic success.
- **Help parents succeed** in their critical roles as brain builder, first teacher and tutor, strongest advocate and best coach.

Early Warning's Call to Action

“Now comes the time to turn argument to action ...we owe the nation’s workforce, employers, colleges and universities, and armed services a larger pool of high school graduates prepared to take up the responsibilities of citizenship and adulthood. The alternative future is one with an enormous loss in individual potential and an unacceptable erosion of our nation’s competitiveness, readiness and ideals. That is why we conclude this essay with a challenge to the nation’s educators and public officials — federal, state and local alike:
Keep the promises already made.”

The Annie E. Casey Foundation. (2010). *Early Warning! Why Reading by the End of Third Grade Matters*. Baltimore, MD: Author

THE CAMPAIGN FOR GRADE-LEVEL READING IS A COLLABORATIVE EFFORT by funders, nonprofits, government agencies, business leaders, states and communities across the nation to ensure that more low-income children succeed in school and graduate prepared for college, a career and active citizenship. The GLR Campaign focuses on an important predictor of school success and high school graduation — grade-level reading by the end of third grade. The GLR Campaign’s 2020 goal:

- Sustainable momentum trending toward more low-income kids reading on grade level by the end of third grade and closing the gap with their more affluent peers.
- Increase by at least 100 percent the number of children from low-income families reading proficiently by the end of third grade in 12 states or more.

With that goal in mind, the GLR Campaign seeks “wins” in the form of (1) broad-based support for and investment in “on-track” child development, learning and literacy across the early years and early grades; (2) widespread community engagement, civic action and citizen service to find and implement community solutions to barriers to student success; and (3) local, state and federal policy reforms to strengthen, scale and sustain improved child outcomes and school success for children in low-income families.