

Milton School Committee
Wednesday, March 27, 2013
Carolyn Lyons



Strategies for Children is spearheading a statewide campaign to ensure Massachusetts children have access to high-quality early education and become proficient readers by the end of third grade. SFC has led efforts that have resulted in:

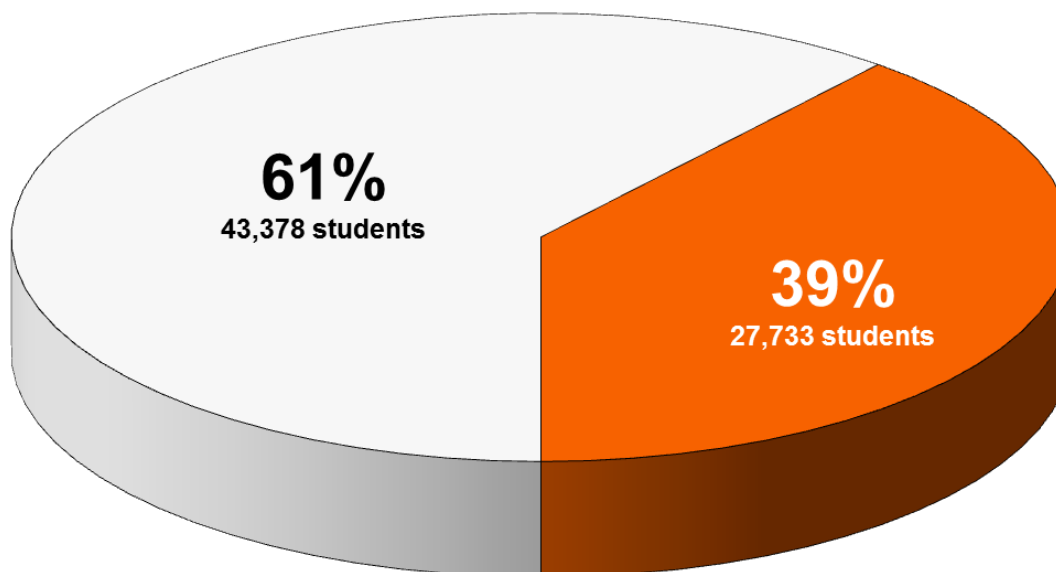
- Creation of the Massachusetts Department of Early Education and Care;
- Creation of the Early Childhood Educators Scholarship; the Universal Pre-Kindergarten pilot program; and the Quality Rating and Improvement System.
- Award of \$50 million Race to the Top – Early Learning Challenge Grant;
- Enactment of An Act Relative to Third Grade Reading Proficiency;
- Increase in percentage of children in full-day kindergarten to 83%, up from 38% in 2000.

- MA frequently outscores all other states on national tests.
- MA is #1 on the National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and math.
- MA 4-year high school graduation rate increased for the past five years.
 - 83.4% of the 74,307 students in the 2011 cohort
- So...what is the problem?

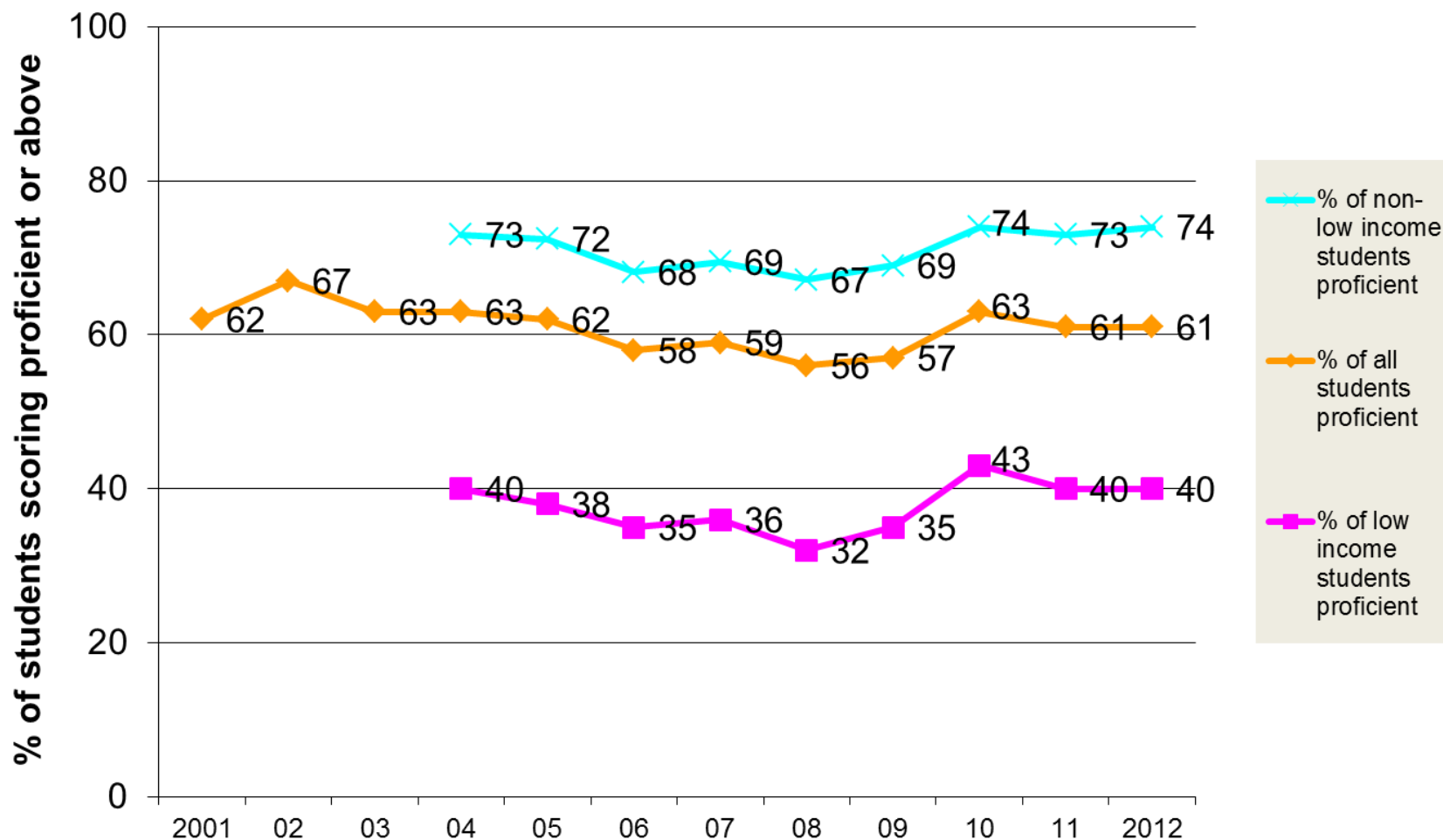
2012 MCAS: Third Grade Reading

□ Proficient or Above

■ Below Proficient

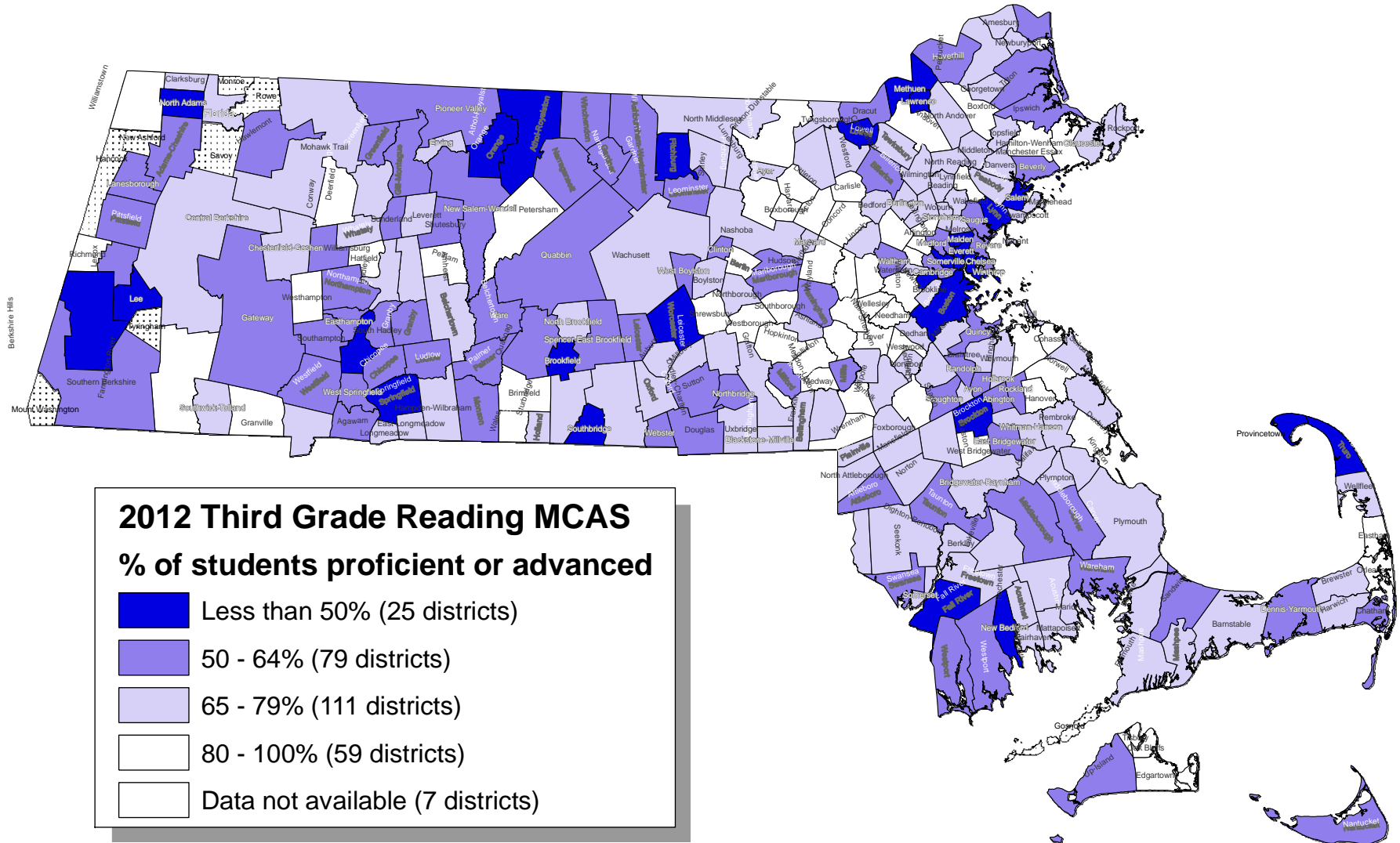


Third Grade Reading Proficiency In Massachusetts 2001-2012 MCAS by Income



Source: Massachusetts Comprehensive Assessment System (MCAS), Massachusetts Department of Elementary and Secondary Education.

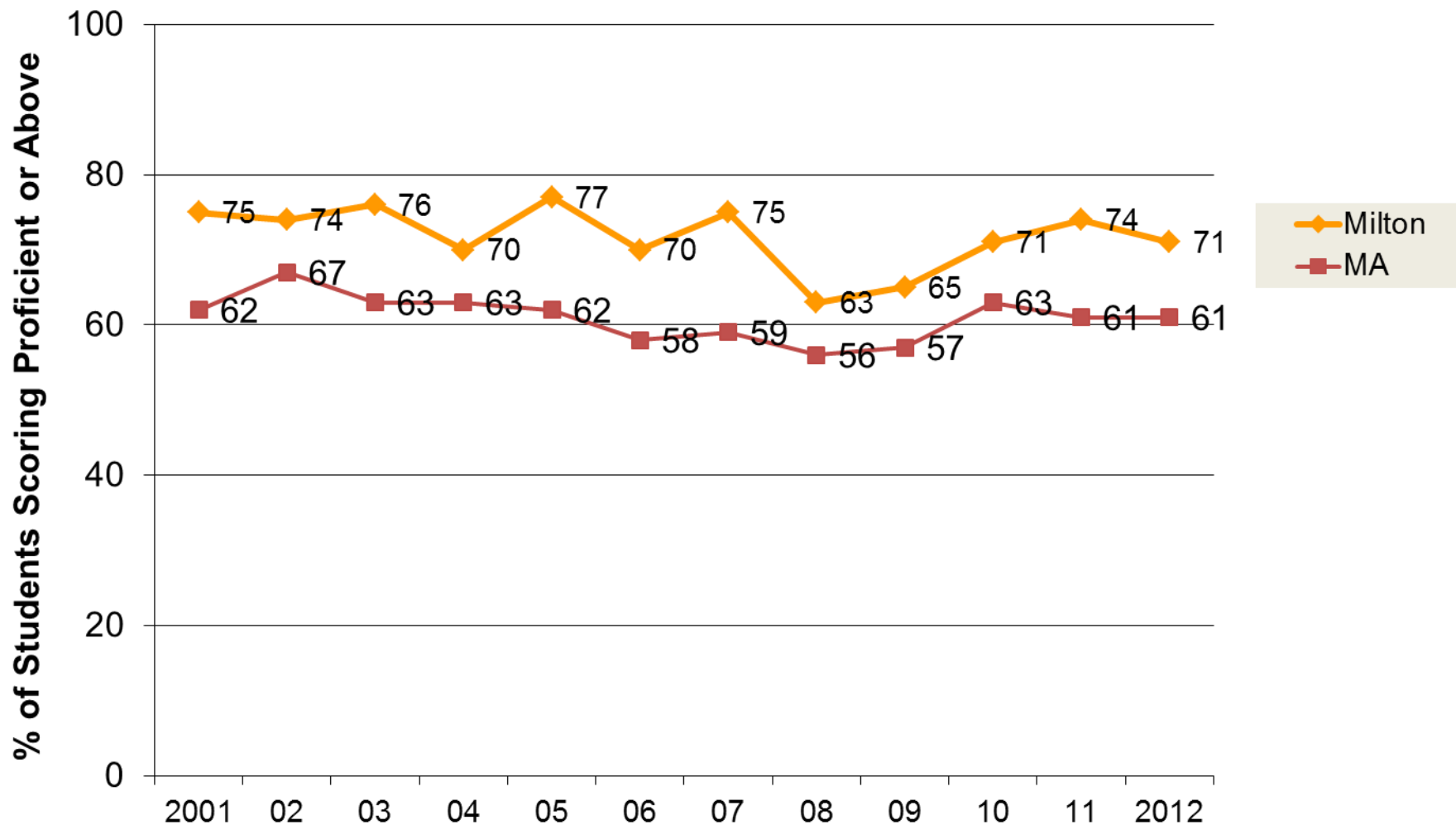
Reading Performance is a Statewide Problem



Key educational benchmarks	Milton	MA
% of third graders who score proficient or above in reading on MCAS	71%	61%
% of students graduating high school within four years	93.8%	84.7%
Early education and care		
% of children under age 6 with all parents in the labor force	72.9%	67.9%
# of preschool-aged (3-5) children	1,078	224,901
% of preschool-aged children enrolled in an early education program	72.9%	60.3%
# of preschool programs that are Massachusetts Universal Pre-Kindergarten (UPK) Classroom Quality grantees	0	238
# of full-day kindergarten classrooms supported by the MA Quality Full-Day Kindergarten grant	14	2,280

Sources: Massachusetts Department of Early Education and Care, Massachusetts Department of Elementary and Secondary Education, US Census 2010, ACS 07-11.

Third Grade Reading Proficiency 2001-2012 MCAS, Milton and State Average



Source: Massachusetts Comprehensive Assessment System (MCAS), Massachusetts Department of Elementary and Secondary Education.

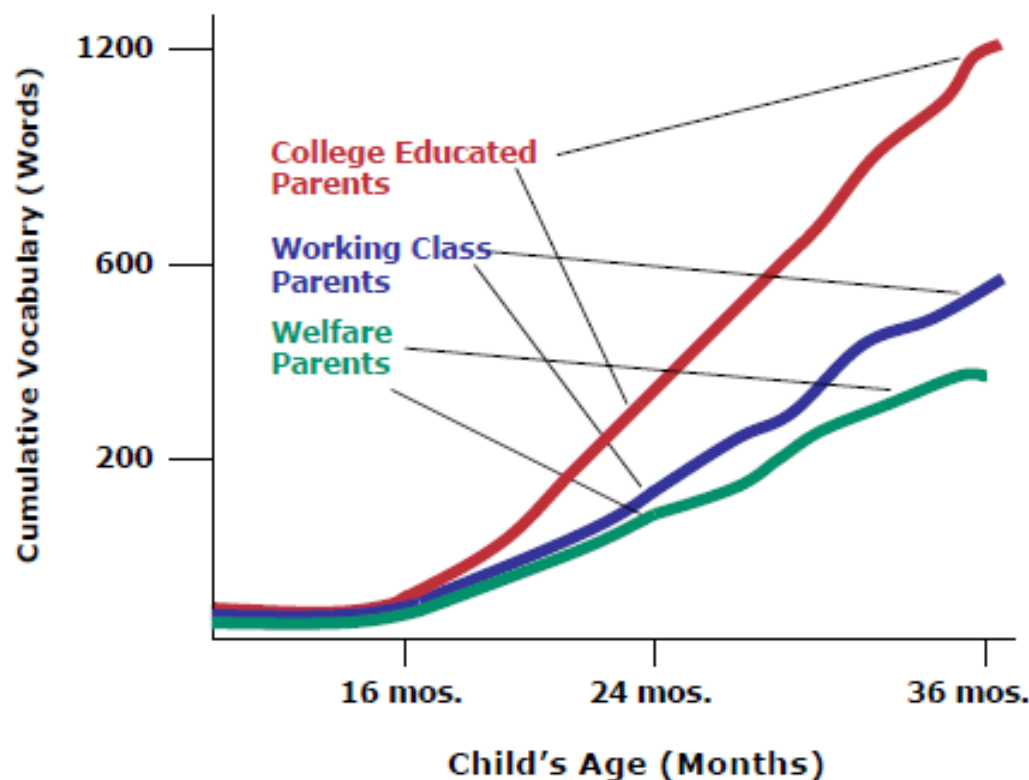
- **Three-quarters** of children who struggle with reading in third grade will continue to struggle in school, putting them at great risk of not finishing high school, attending college or contributing to our knowledge-based economy.
- Children who do not read proficiently by the end of third grade are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

- Only **83%** of Massachusetts ninth graders graduate from high school four years later.
- The average high school dropout in Massachusetts costs taxpayers an estimated **\$349,000** more over his/her lifetime than the average high school graduate.
 - Lower tax revenues due to lower earnings
 - Higher Medicaid, Medicare and public assistance costs

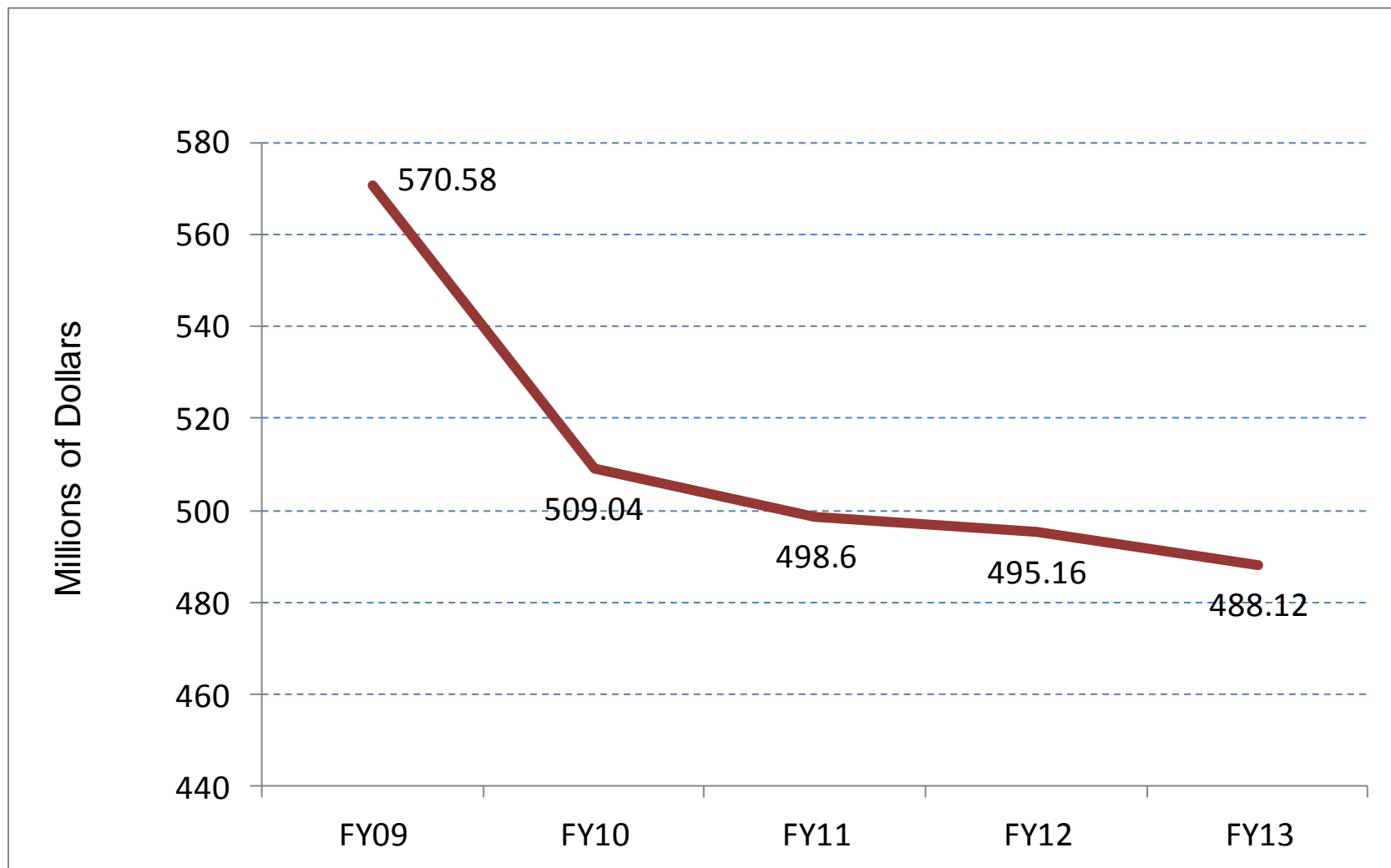
*Massachusetts Department of Elementary and Secondary Education, Cohort 2011, 4-Year Graduation Rate.
Sum, A., Khatiwada, I., McLaughlin, J. Tobar, P., & Motroni, J. (January 2007). An Assessment of the Labor Market, Income, Health, Social, Civic and Fiscal Consequences of Dropping Out of High School: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

Barriers to Educational Achievement Emerge at a Very Young Age



Source: Hart & Risley (1995)

Graph reprinted courtesy of the Center on the Developing Child at Harvard University. www.developingchild.harvard.edu



Recent Momentum

The governor has proposed an additional \$131 million (and new line items) for early education and care in FY14:

- Ensure access - \$56.7 million
 - Reduce EEC's current birth-age five waitlist, currently at 30,000 children birth – 5.
 - The governor's proposal will also dedicate new Chapter 70 funding to incentivize school districts to offer pre-school to 4-year olds.
- Focus on quality - \$71.8 million
- Maintains level funding for existing EEC line items.

The President will propose a series of new investments that will establish a continuum of high-quality early learning for a child – beginning at birth and continuing to age 5:

- High-quality preschool for every child
- Growing the supply of effective early learning opportunities for young children (infant/toddler B-3)
- Extending and expanding evidence-based, voluntary home visiting

Invest in early childhood education

The Patriot Ledger, Ada Rosmarin, February 4

Lyons praises Governor Patrick

Milton Times, Carolyn Lyons, February 7

Clear case for early childhood funding

Boston Business Journal, March 22

Our View: "Investment, not consumption"

The Standard-Times, March 22

Early ed. chief sees "good chance" for education investments

State House News Service, March 21

Slow drive toward early ed. reform

Cape Cod Times, March 21

Education push gets backing

The Boston Globe, March 21

New Jersey pre-k holds lessons for Mass.

CommonWealthMagazine.org, March 21

In New Jersey, courts played role in expanding early ed. access

State House News Service, March 20

NJ pre-k holds important lessons for MA

The Boston Globe, March 20

A safe investment

Cape Cod Times, March 19

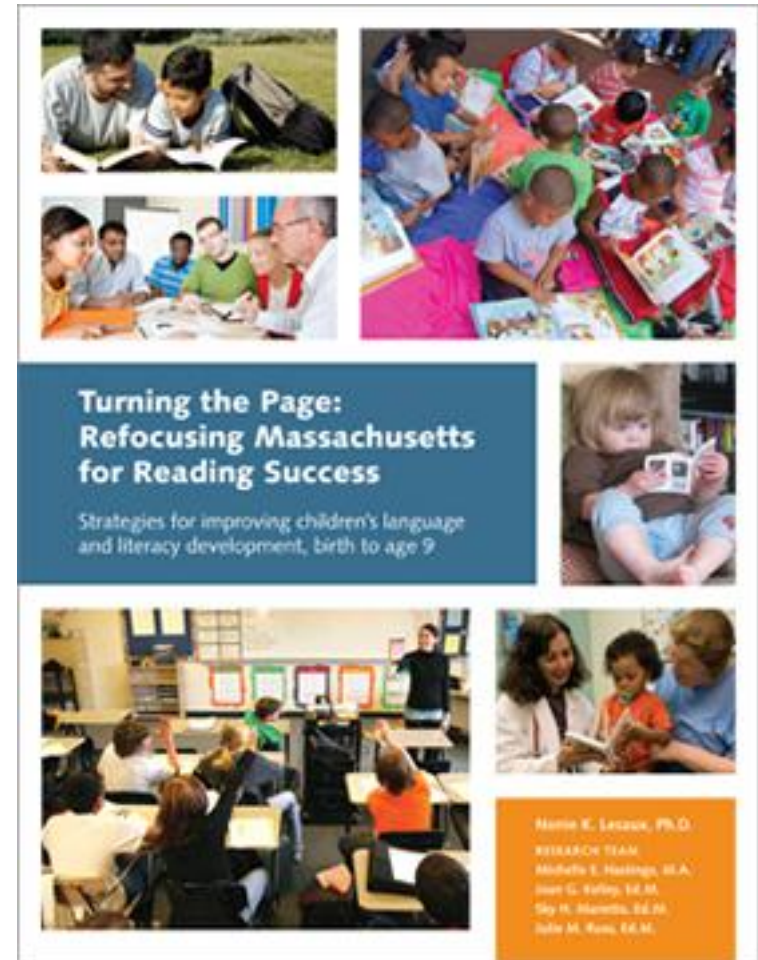
- Establishes nine-member Early Literacy Expert Panel
- Panel to advise state education agencies on the alignment, coordination, and implementation of:
 - Comprehensive curricula
 - Effective instructional practices
 - Professional development and training
 - Developmentally appropriate assessment
 - Family partnership strategies

So what can we do in Milton?

#1. Implement Recommendations from Turning the Page the Page

“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.

Ensure language-rich, high-quality experiences in all settings where children learn.

Align solutions across the birth-third grade continuum.

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.

Ensure High-Quality Experiences in All Settings



Language-rich
homes



High-quality
infant-toddler
services



High-quality pre-k

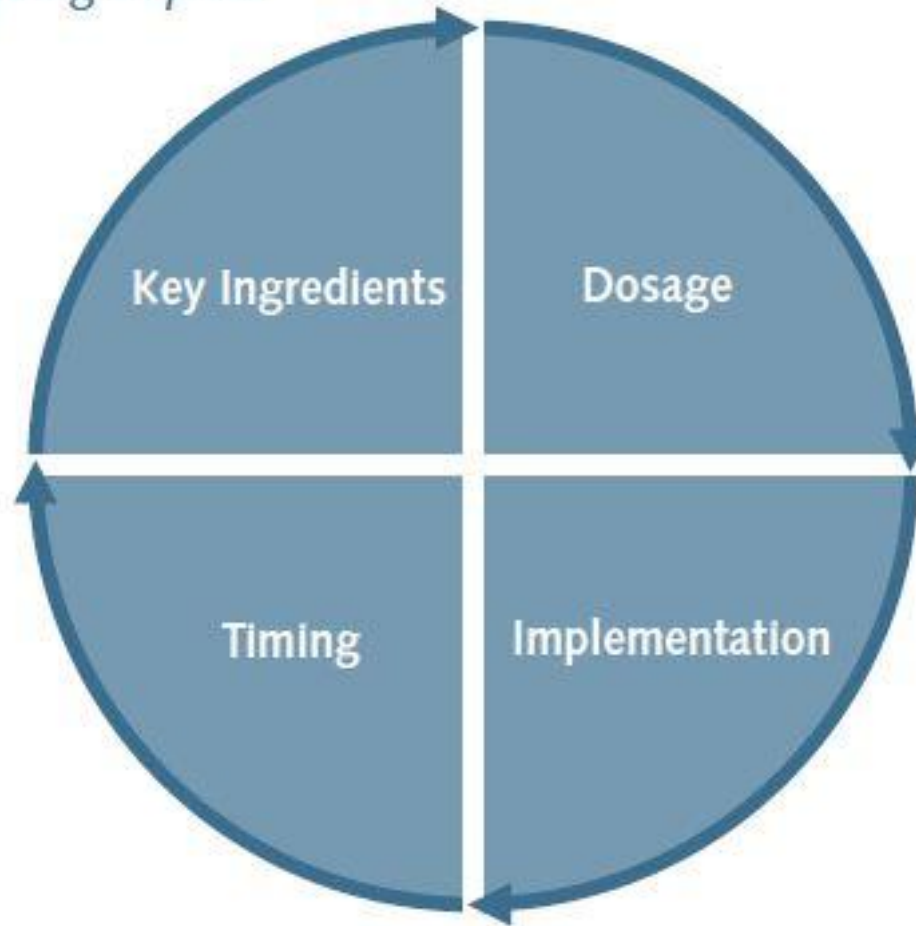


PK-3
alignment

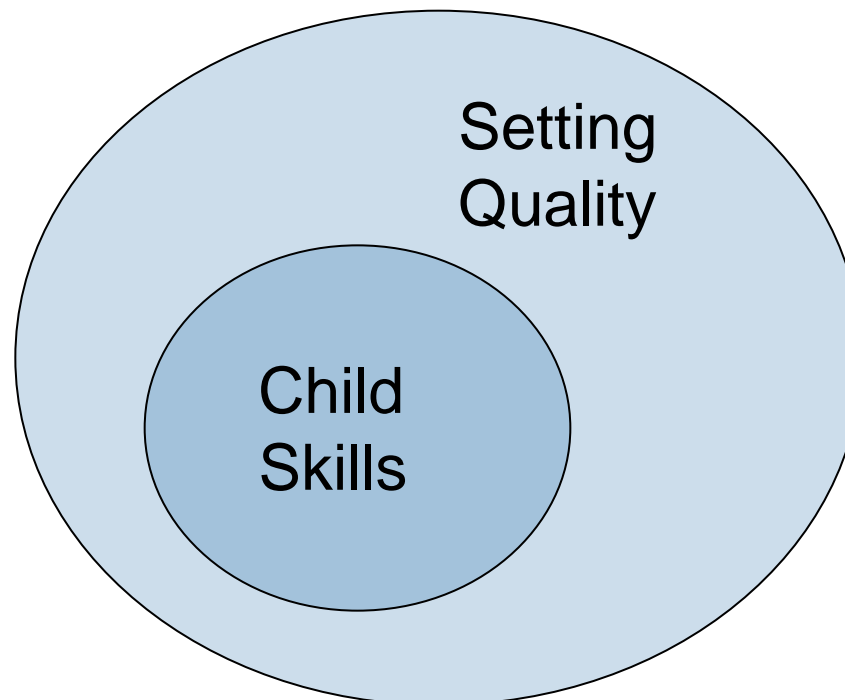
- Program design
- Assessment
- Professional development
- Curriculum
- Partnerships with families



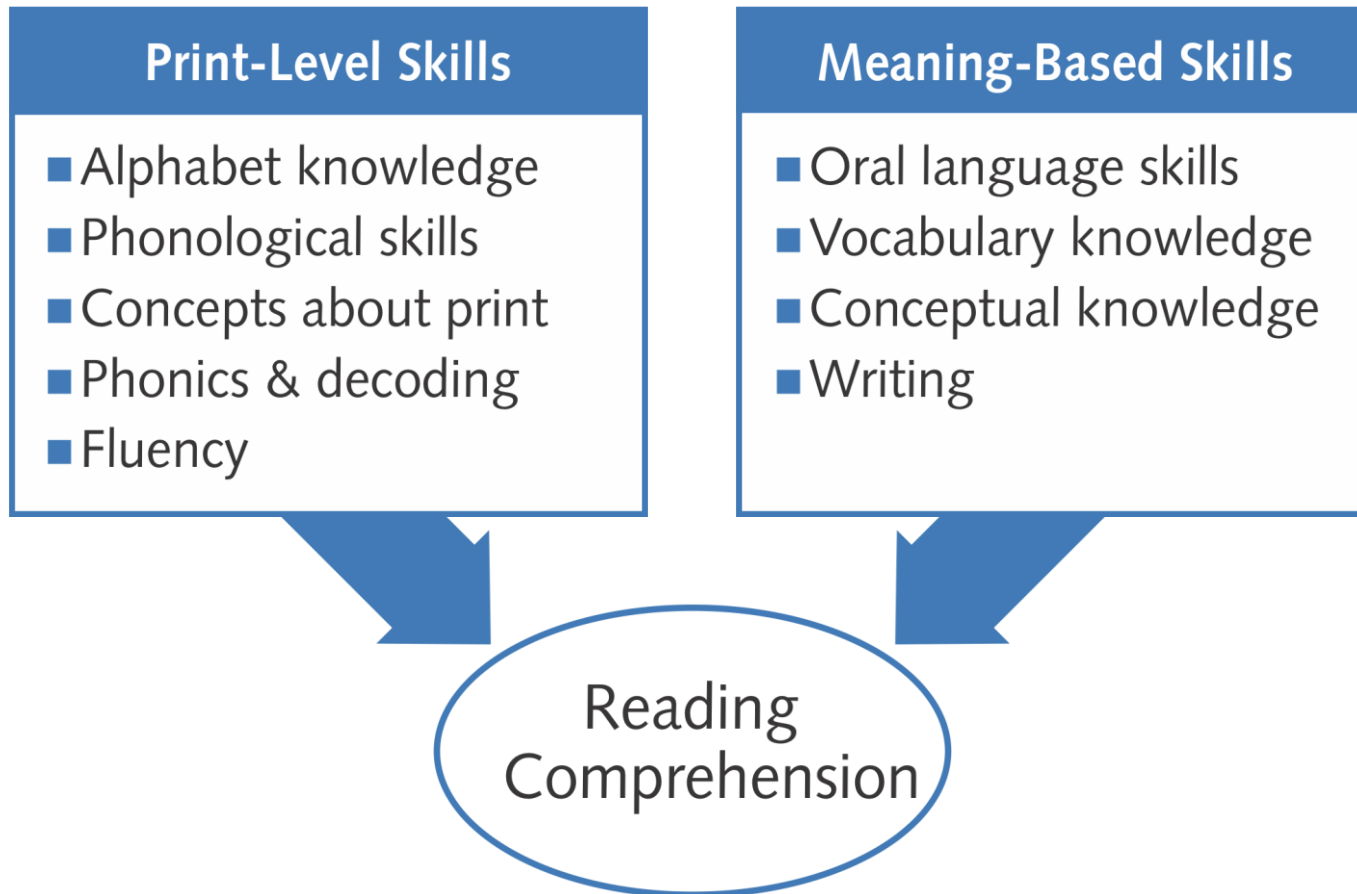
Analyzing Impact



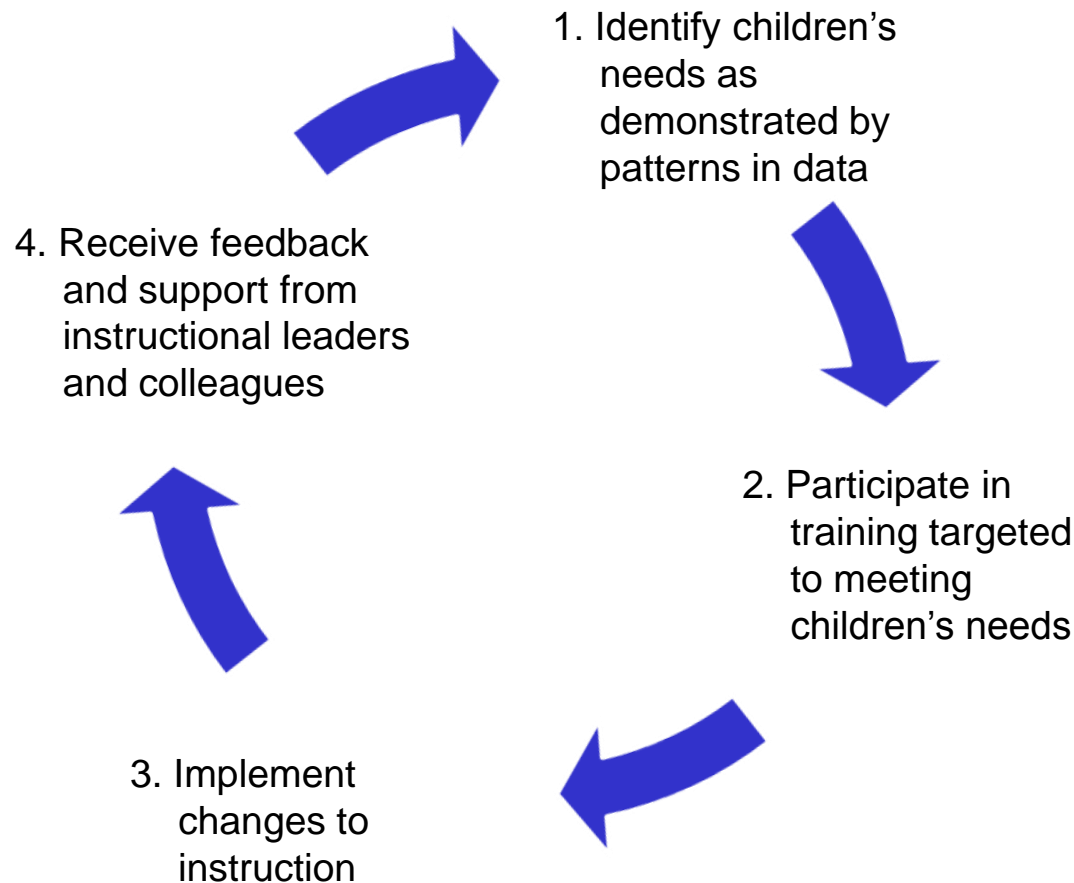
A comprehensive assessment system must focus on children's reading and language development while also critically evaluating the quality and impact of learning environments and services.



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.



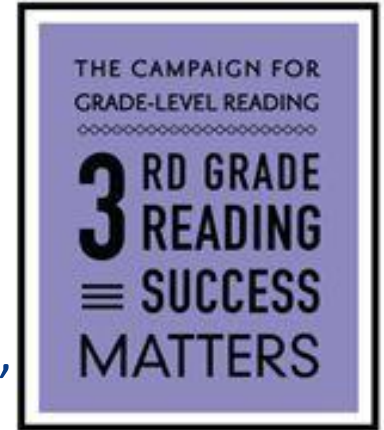
Expand and strengthen partnerships with families across learning settings and within communities.



Photo Credit: Reach Out and Read

#2. Participate in the Campaign for Grade-Level Reading

- Launched in 2010 by Annie E. Casey Foundation and dozens of national partner organizations and funders.
- Promotes goal of third grade reading proficiency, with emphasis on school readiness, reducing chronic absence, promoting summer learning.
- In summer 2012, National Civic League honored 14 communities with All-America City Awards for their community action plans.
- Currently 124 cities make up the Grade-Level Reading Communities Network.



Network Members Get Access To:

- The nation's leading experts in school readiness, attendance and summer learning
- Key policymakers at the federal and state levels in Campaign gatherings
- Information about proven and promising models, programs and strategies
- Peer learning opportunities with other public officials, educators and civic leaders from around the nation
- Media products that can be localized to help spread the word about successes in your city
- Funders looking to invest in promising local efforts

#3 Advocate for Investments in the FY14 State Budget

- Contact your state legislators in support FY14 increased investments - send a letter, email, phone call, meeting.
- House Ways & Means Budget released on April 10.



#4 Join Our Campaign



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