Achieving Early Reading Success

Utah Senator Howard Stephenson

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S.E.S (Household Income) vs. Student Achievement

Combined Reading and Math Proficiency vs. Median Household Income
Typical Excuses for Failing Schools

• Poverty
• Diverse Populations
• Family Disintegration
• English Learners
• Uncooperative Parents
• ADHD/ADD
• Special Needs
Figure 8. Growth Rate Comparisons on the Brigance
Figure 9. Growth Rate Comparisons on the Bader
DIBELS - Grade 1

- UPSTART
- State
DIBELS - Grade 3

- **Overall**: UPSTART - 80%, State - 70%
- **SPED**: UPSTART - 50%, State - 40%
- **Minority**: UPSTART - 80%, State - 60%
- **Low Income**: UPSTART - 80%, State - 70%
- **ELL**: UPSTART - 60%, State - 50%
SAGE - LOW INCOME

GRADE 3 vs. GRADE 4

- **Reading**
  - UPSTART: 60%
  - STATE: 40%

- **Math**
  - UPSTART: 80%
  - STATE: 20%

- **Science**
  - UPSTART: 60%
  - STATE: 40%
SAGE - SPED

GRADE 3       GRADE 4

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Math</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>Science</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>

UPSTART STATE UPSTART STATE UPSTART STATE
K-3 Reading Intervention Software

• Serves 55,000 Students Reading Below Grade Level
• Schools Choose from 5 State Approved Software Programs
• Requires Annual Third Party Evaluation to Measure Results
• Schools Lose Grants If They Fail to Use With Fidelity
Non-cognitive benefits of digital learning tools are as significant as cognitive benefits

• Self confidence
• Prevents Stigma of grouping students
• Sense of well-being
• Positive attitude toward school
• Fewer absences
• Social and emotional growth
Intergenerational Poverty Interventions
**Why Education Matters for Intergenerational Poverty**

We are focusing on four key areas to address the needs of Utah children at risk of living in poverty as adults. Education is one of the areas of focus influencing a child's future economic prospects.

Here's what you need to know about people experiencing intergenerational poverty:

- **Attendance matters**
  - Regular attendance leads to better academic performance
  - Children generally have higher chronic absences
  - Frequent moves can lead to poor academic outcomes

- **Children underperform in Reading & Math**
  - Academic achievement is a key indicator of future success
  - Children underperform on two key benchmarks—third grade reading proficiency and eighth grade math proficiency

- **25% of third graders were chronically absent** compared to 10% for non-HIP children

- **57% of students graduated in 2013**, compared to 81% for the overall student population
  - Graduation from high school is vital for economic success

**Key Indicators**

- Kindergarten participation
- Chronic absence rates
- Third grade language arts proficiency
- Eighth grade math proficiency
- AP participation
- ACT scores
- Graduation rates
- Juvenile justice engagement

**5 year goal:** Align systems assisting with educational outcomes to ensure efforts are focused in schools disproportionately impacted by intergenerational poverty. This includes all levels of government, local schools, communities, businesses, and non-profits.

**10 year goal:** Children at risk of remaining in poverty as they become adults graduate from high school at the rate equal to the statewide rate.
Why EARLY CHILDHOOD DEVELOPMENT MATTERS for Intergenerational Poverty

We are focusing on four key areas to address the needs of Utah children at risk of living in poverty as adults. EARLY CHILDHOOD DEVELOPMENT is one of the areas of focus influencing a child’s well-being.

Here’s what you need to know about people experiencing intergenerational poverty:

- Critical brain development starts early
  - Key development happens in the first three years of a child’s life, and often takes place in the home
  - Children in stressful home environments frequently demonstrate impairments in cognitive, behavioral and social development
  - Children in low-income homes hear far fewer vocabulary words than their more affluent peers, resulting in a word gap that often remains as they enter kindergarten
  - Brain development research shows that the foundation for social and economic mobility in adulthood are built in early childhood

- The first 3 years are key

- Access to health care beginning in infancy
- Access to quality child care
- Preschool participation
- Kindergarten readiness

5 year goal: Align all systems involved in early childhood development to ensure Utah has the capacity to prepare children at risk of remaining in poverty for kindergarten

10 year goal: Children at risk of remaining in poverty as they become adults are emotionally, cognitively, and developmentally prepared for kindergarten