# earlymatters A Historic Coalition on Early Education

### The Early Matters Coalition

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- Earl Maxwell, St. David's foundation
- Malini Rajput, JP Morgan Chase & Co

Leslie Sweet, H-E-B

- Mark Williams, ACC District Board of Trustees
- Ali Khataw, Encotech Engineering / Asian Chamber of Commerce
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- Nancy Kinder, Kinder Foundation
- Dan Gilbane, Gilbane Group
- Ed Emmett, Harris County Judge
- Anna Babin, United Way of Greater Houston
- Jim Postl, Former CEO of Pennzoil-Quaker State Company
- Lance Gilliam, Former Housing Authority Chairman
- Donald Bowers, Houston Branch Federal Reserve Bank
- Neil Bush, Barbara Bush Houston Literacy Foundation
- Susan Landry, Children's Learning Institute
- Stephen Klineberg, Kinder Institute for Urban Research

### Early Matter's objective is to get children reading at grade level by 3rd grade; Pre-K is instrumental to this goal

#### 3rd Grade Reading

3rd grade reading is a key transition point in which a student switches from "learning to read" to "reading to learn". This point is a critical indicator of future success both inside and outside of a classroom.

#### **Pre-K Enrollment**

Many studies highlight the importance of early learning during young ages while children's brains are developing at a rapid rate<sup>1</sup>. Early education has been demonstrated to result in significant long term benefits and increased future academic performance.







1. First things first (2017). The First Five Years. Retrieved at https://www.firstthingsfirst.org /why-early-childhood-matters/the-first-five-years

# 3rd grade reading comprehension is directly linked to future success

3rd Grade Reading

Data shows that disparities in literacy during the early grades are linked to persistent achievement gaps. If children are behind by third grade, they generally stay behind throughout school.<sup>1</sup>

- Reading at grade level is one of the strongest predictors of later success in school. Students at or above grade level reading in earlier grades graduate from high school and attend college at higher rates than peers reading below grade level<sup>2</sup>
- ~75% of students who were poor readers in 3rd grade will remain poor readers in high school<sup>3</sup>

Students with low literary achievement tend to have more behavioral and social problems in subsequent grades<sup>4</sup>

Additionally, Longitudinal studies find that students who do not read at grade level by third grade are four times more likely to drop out of high school than proficient readers<sup>5</sup>

• Students who fail to graduate in have a plethora of future problems from high rates of incarceration to lower earning potential<sup>6</sup>

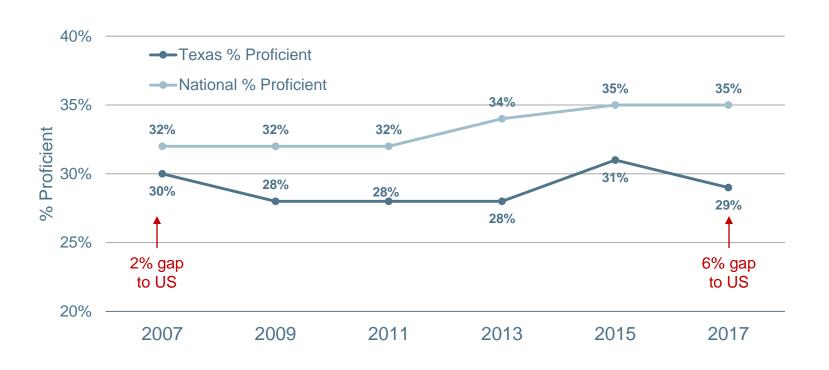


Sources: 1) Schorr, Lisbeth, and Marchand, Vicky. 2007. Pathway to Children Ready for School and Succeeding at Third Grade. Cambridge: Project on Effective Interventions at Harvard University. 2) Lesnick, Joy et al. 2010. Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment? Chicago: Chapin Hall at the University of Chicago 3) US Department of Education, America Reads Challenge (July 1999) *Start Early Finish Strong: How to Help Every Child Become a Reader* 4) Miles, S. and Stipek, D. (2006) "Contemporaneous and Longitudinal Associations Between Social Behavior and Literacy Achievement in a sample Low-Income Elementary School" 5) Hernandez, Donald. 2011. Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. New York: Foundation for Child Development and the Annie E. Casey Foundation. 6) Stark, Patrick et al (2005) *Trends in High School Dropout rate and Completion Rates in the United States*, NCES

# Texas lags behind the nation in early literacy, and the gap is growing

**3rd Grade Reading** 

#### % Proficient in 4th Grade Reading per National Report Card ("NAEP")



#### Texas has fallen to 46th for early literacy, down from 40th in 2015

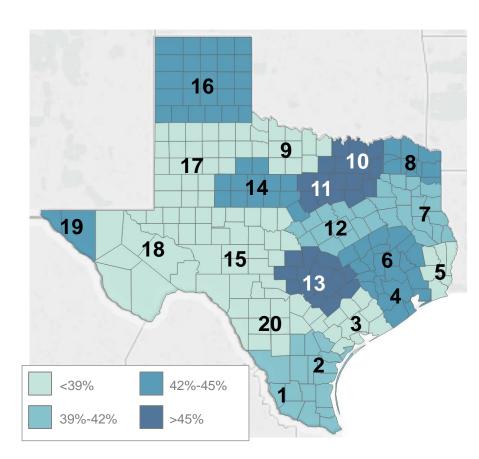


Source: NAEP 2017 and 2015 report

# According to STAAR, only 44% of all Texas 3rd graders are reading at or above grade level

**3rd Grade Reading** 

#### 2017 STAAR 3<sup>rd</sup> Grade Reading "Meets Grade Level" Rates by ESC Region



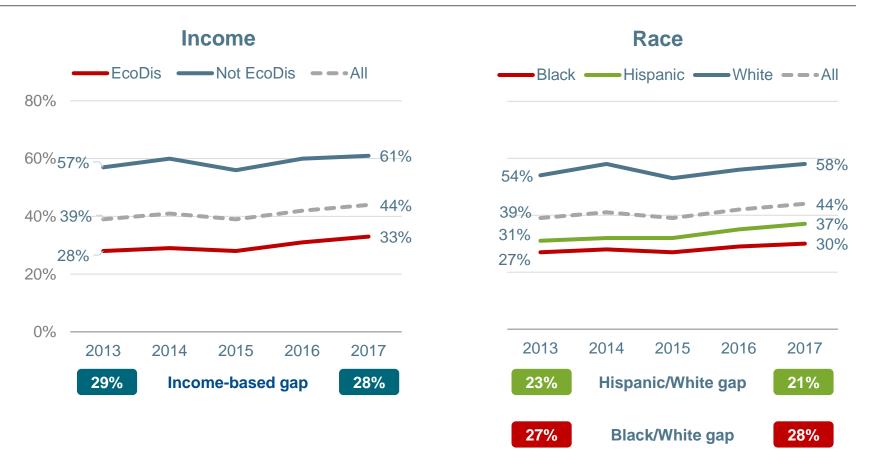
Region	% of Students	Region Name	3R "Meets"
1	8%	Edinburg	42%
2	2%	Corp. Christi	41%
3	1%	Victoria	37%
4	23%	Houston	45%
5	2%	Beaumont	39%
6	4%	Huntsville	45%
7	3%	Kilgore	41%
8	1%	Mt. Pleasant	43%
9	1%	Wichita Falls	39%
10	16%	Richardson	46%
11	11%	Fort Worth	47%
12	3%	Waco	41%
13	7%	Austin	50%
14	1%	Abilene	43%
15	1%	San Angelo	37%
16	2%	Amarillo	42%
17	2%	Lubbock	38%
18	2%	Midland	36%
19	3%	El Paso	44%
20	9%	San Antonio	39%
Total	100%	Texas	44%



## Notable 3rd grade reading proficiency gaps exist based on income and race

**3rd Grade Reading** 

#### 2017 3<sup>rd</sup> Grade Reading "Meets Grade Level" Rates by Income and Race



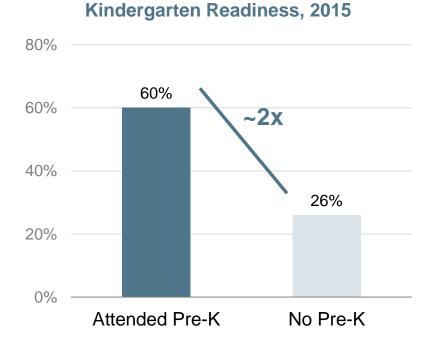


## Pre-K is linked to increased Kindergarten readiness, which impacts 3rd grade reading proficiency

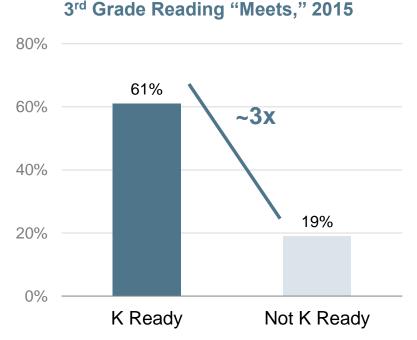
#### Case study at a Dallas ISD

**Pre-K Enrollment** 

#### Pre-K: Students who attended Pre-K were 2x more likely to be Kindergarten Ready



#### **K-Ready:** Students who were K-Ready were **3x more likely to be reading at grade level in 3<sup>rd</sup> grade four years later**

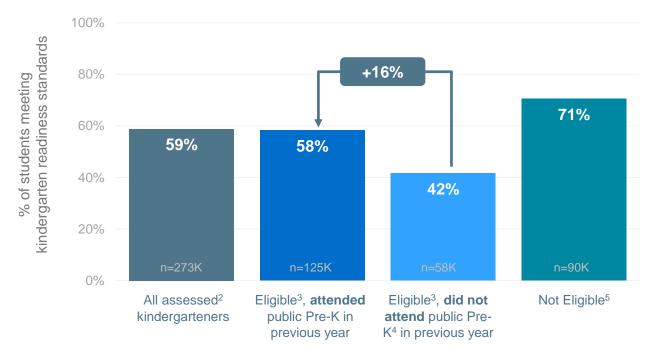




Source: Istation reading assessments from this district were used to determine impact of Pre-K on Kindergarten Readiness and impact on Kindergarten Readiness on 3<sup>rd</sup> grade reading performance on the STAAR 2015 exam

## Pre-K attendance increases kindergarten readiness of eligible students across the state

**Pre-K Enrollment** 



#### Kindergarten Readiness<sup>1</sup> in Texas 2016-17

<sup>1</sup> Kindergarten readiness rates reflect the percentage of students who met or exceeded the cut-off score for a particular assessment out of all students who were assessed. <sup>2</sup> Assessed using an assessment on the Commissioner's List of Reading Instruments.

- <sup>3</sup> To be eligible to attend a state funded prekindergarten program, the child must meet one of the following prekindergarten eligibility criteria:
  - · is unable to speak and comprehend the English language;
- · is educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program;
- is homeless;
- · is the child of an active duty member of the armed forces of the United States;
- · is the child of a member of the armed forces who was injured or killed while on active duty;
- · is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or
- is or ever has been in foster care.

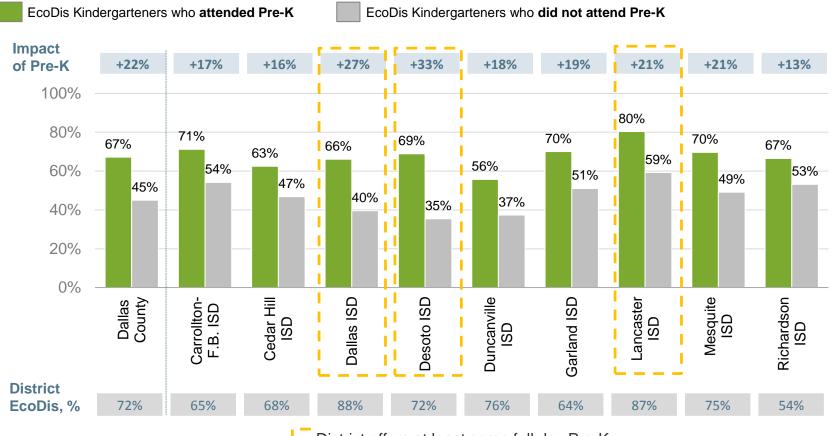
<sup>4</sup> Students in this group may have attended private prekindergarten.

<sup>5</sup> Students in this group may have attended private prekindergarten, may have attended public prekindergarten, or may not have attended prekindergarten. Source: TEA data and Independent district reporting

### Pre-K trends hold across the state: Dallas County

**Pre-K Enrollment** 

### Kindergarten Readiness of Dallas County districts' Economically Disadvantaged students who attended Pre-K vs. those who did not attend Pre-K, 2016-2017



District offers at least some full day Pre-K

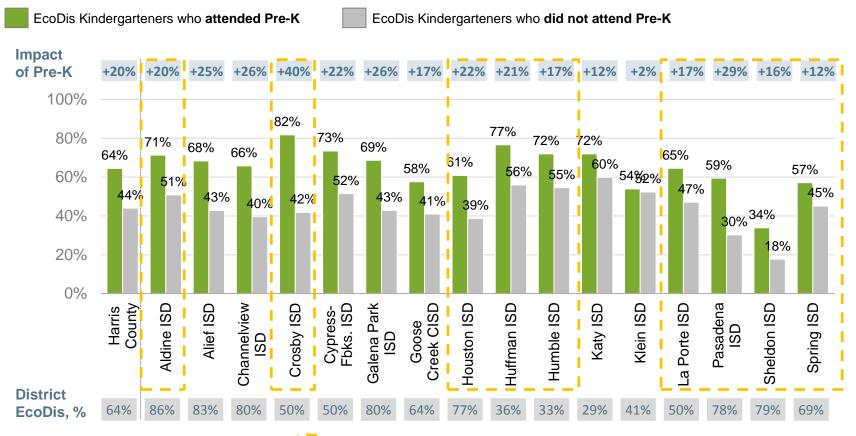
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Source: Kindergarten Readiness: Texas Public Education Information Resource, 2016; Student EcoDis found in TEA TAPR 2017 Note: Data is not available for Coppell ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, and Sunnyvale ISD

### Pre-K trends hold across the state: Harris County

**Pre-K Enrollment** 

### Kindergarten Readiness of Harris County districts' Economically Disadvantaged students who attended Pre-K vs. those who did not attend Pre-K, 2016-2017



District offers at least some full day Pre-K

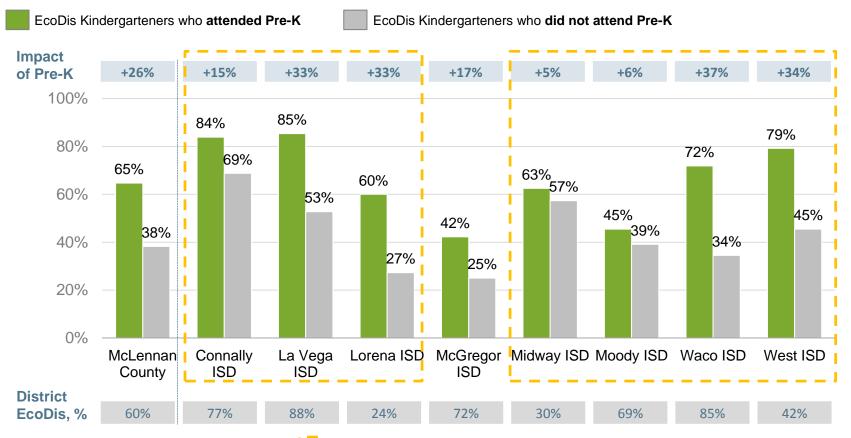


Source: Kindergarten Readiness: Texas Public Education Information Resource, 2016; Student EcoDis found in TEA TAPR 2017 6 Note: Data is not available for Deer Park ISD, Friendswood ISD, Spring Branch ISD, and Tomball ISD

### Pre-K trends hold across the state: McLennan County

**Pre-K Enrollment** 

### Kindergarten Readiness of McLennan County districts' Economically Disadvantaged students who attended Pre-K vs. those who did not attend Pre-K, 2016-2017



District offers at least some full day Pre-K



Source: Kindergarten Readiness: Texas Public Education Information Resource, 2016; Student EcoDis found in TEA TAPR 2017 Note: Data not available for Axtell ISD, Bosqueville ISD, Bruceville-Eddy ISD, China Spring ISD, Crawford ISD, Gholson ISD, Mart ISD, Riesel ISD, and Robinson ISD

## Pre-K benefits extend beyond helping students become kindergarten ready and reading at grade level by 3rd grade

**Pre-K Enrollment** 

Quality preschool programs have been found to reduce acting out and aggressive behaviors in elementary school<sup>1</sup>.

Research studies<sup>2</sup> have observed that students participating in preschool have

- Reduced prevalence of juvenile and adult crime
- Increased high school graduation rate and college attendance
- Reduced joblessness
- Reduced chances of teen pregnancy



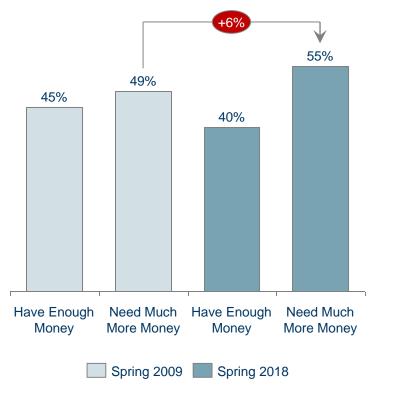
 Gregory Camilli et al., "Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development," Teachers College Record 112 (2010): 579–620.
Talia Berkowitz et al., "Math at Home Adds up to Achievement in School," Science 350, no. 6257 (2015): 196–98, doi: 10.1126/science.aac7427

# Houston survey indicates population is in favor of more school funding, specifically in Pre-K

**Pre-K Enrollment** 

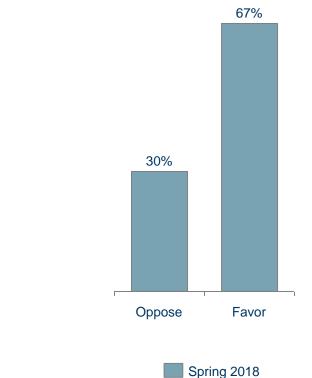
#### Schools need more funding

"The schools have enough money, if used wisely, to provide a quality education" – or – "In order to provide a quality education, significantly more money will be needed"



#### **Providing Universal Preschool**

"What about increasing local taxes in order to provide universal preschool education for all children in Houston?"



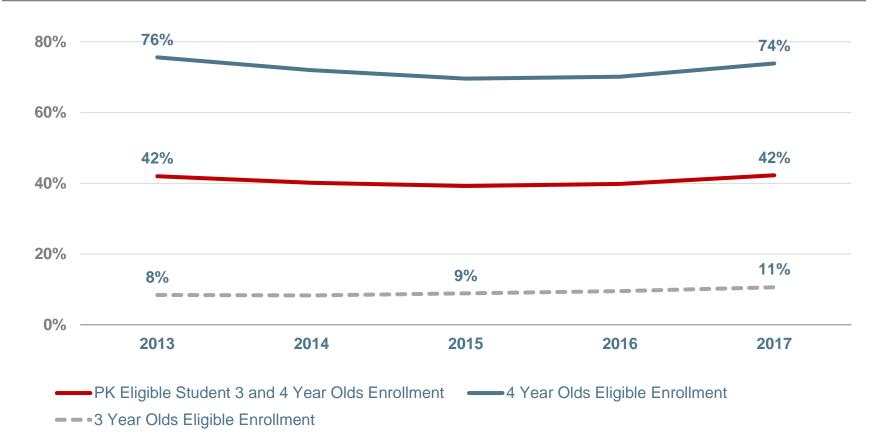


Source: Rice University, Kinder Institute for Urban Research, The 2018 and 2009 Kinder Houston Area Survey

## Despite strong evidence of its benefit, Pre-K enrollment of eligible students is flat

**Pre-K Enrollment** 

#### % of Eligible Three and Four Year Olds Enrolled in Pre-K Across Texas Since 2013





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### Key Takeaways

3rd grade reading proficiency is a key turning point in childhood education

- Yet, Texas is falling further behind compared to the rest of the US
- Gaps in 3rd grade reading are most stark for students of color and economically disadvantaged students

Quality Pre-K is a great opportunity to positively impact rates of 3rd grade reading proficiency and other student success factors

- Pre-K leads to significantly increased Kindergarten readiness and increased 3rd grade reading proficiency for the students that have the largest achievement gaps
- Pre-K has significant other benefits related to future success and increased social emotional skills
- There is public will to increase some funding and support for Pre-K



### **Policy Recommendations**

1 Support full day ADA. Studies are clear on the benefits of full day Pre-K, especially for economically disadvantaged students and students of color.

- Provide resources to support and incentivize district efforts to increase the number of students that meet 3rd grade reading standards
  - Create incentives for districts to hire and keep effective teachers in Pre-K through 2nd grade vs. placing them in tested grades
  - Focus early literacy support on populations that are most likely to benefit (i.e., economically disadvantaged students and students of color)

<sup>3</sup> Provide districts full day ADA credit for full day Pre-K for the purposes of recapture in order to further incentivize use of full-day Pre-K

