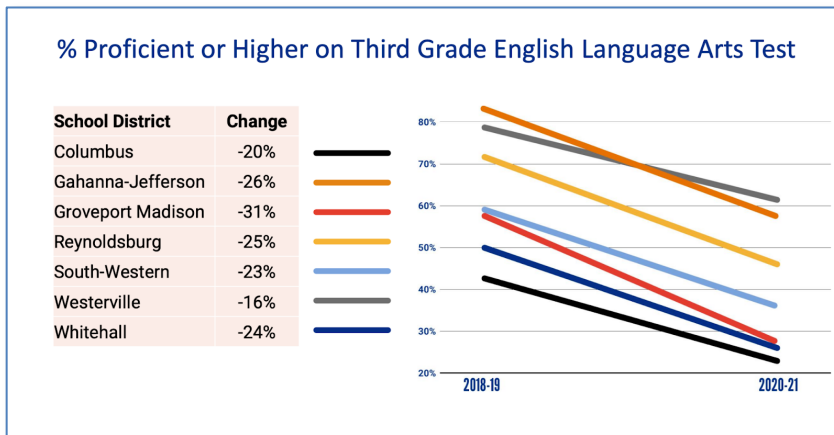


## County, State & National Data

### Franklin County

- The percentage of students performing proficient or higher on third grade language arts tests has declined rapidly since the 2018 school year. (*Ohio Department of Education District Achievement Ratings*)



- During the 2018-2019 school year, seven out of 16 Franklin County school districts had third grade proficiency rates under 75%. (*Ohio Department of Education District Achievement Ratings*) School attendance rates largely declined from the 2018/2019 school year to the 2020/2021 school year. (*Ohio Department of Education District Achievement Ratings*)
- There are racial disparities in third grade ELA across all seven districts. White/Non-Hispanic are generally more proficient across all districts. Black/Non-Hispanic are the least proficient in CCS., Gahanna-Jefferson, Reynoldsburg, and Groveport Madison. The most significant gap is between White/Non-Hispanic and Hispanics in Westerville. (*Ohio Department of Education District Disaggregated Race/Ethnicity*)

### Ohio

- In 2019, 78% of fourth graders from families that have low incomes scored below proficient reading level, while only 47% of students from middle- to high-income families scored below proficient reading level. (*Kids Count Data Center*)
- In a 2019 Benchmarking Central Ohio Report comparing Metro Columbus to 22 similarly sized communities, Metro Columbus had the third-lowest number of 3-

and 4-year-olds enrolled in preschool, at just 40.7%. (*The Columbus Foundation, Benchmarking Central Ohio 2019*)

## **National**

- Fourth grade is a crucial crossover point in a child's educational development. Up until third grade, a child is learning to read. Upon entering fourth grade, children read to learn – or at least should be. If this transition doesn't occur at this stage, a child's future success is severely compromised. (*Annie E. Casey Foundation, Grade Level Reading Research and Publications, also see The Campaign for Grade-Level Reading*)
- The following five factors have been shown to increase student reading proficiency by third grade: kindergarten readiness, reducing absenteeism, summer learning, reducing family stressors, high-quality teaching at home, community and school. (*AEC. Early Warning! Update*)
- Students not proficient in reading by the end of third grade were four times more likely to drop out of high school, and 88% of students who failed to earn a high school diploma had struggled to achieve third grade reading proficiency. (*The Annie E. Casey Foundation*)
- Of all students who are not reading proficiently in third grade, Black and Hispanic children are two times more likely than white children to not graduate from high school. (*AEC Double Jeopardy – How Third Grade Reading Skills and Poverty Influence High School Graduation*)