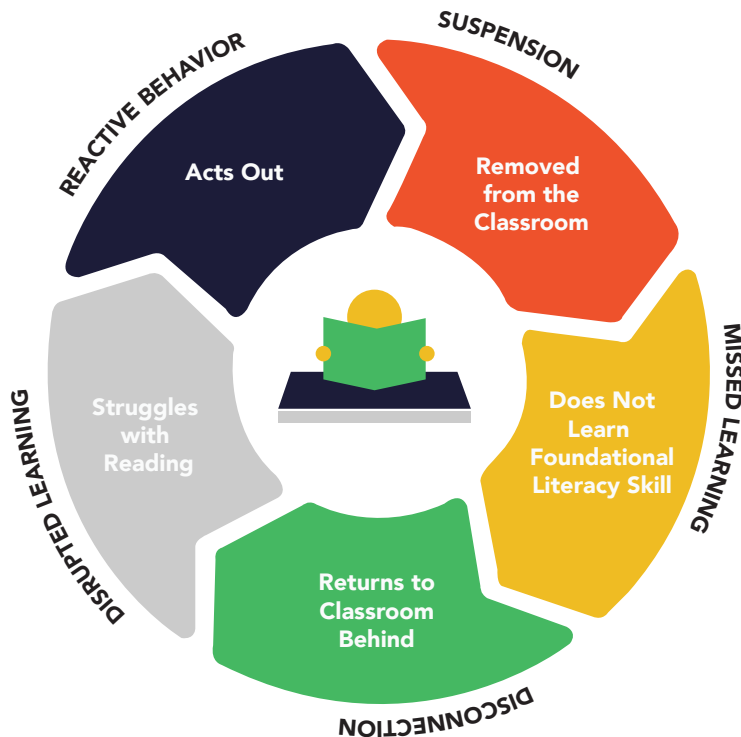


Early Literacy & The Cycle of Missed Learning

Removing students from valuable learning time contributes to gaps in academic learning, including literacy.



WILL MICHEAL LEARN TO READ?

Micheal is in kindergarten. His teacher tells him he needs to share the crayons with other children, and he doesn't want to. He's is upset, runs out of the classroom, and is suspended for "unsafe behavior."

While he's out, Micheal misses several literacy lessons that lay a foundation for learning to read. When he returns to class, he has trouble keeping up with classmates and starts to fall behind in his work.

He feels ashamed that he can't keep up and starts acting out—interrupting his classmates and disrupting their learning. He's removed from class again and again, creating a cycle of missed learning and lost instructional time for Michael.

K-3 STUDENTS MISSING LEARNING TIME, AREN'T LEARNING TO READ

If a child can't read well by the end of 3rd-grade, odds are they will never catch up.¹ And the effects of falling behind and feeling like a failure can be devastating—ultimately, it costs students and the economy.²

- **Reading by the end of 3rd-grade matters.** By the end of 3rd-grade, 74% of struggling readers won't catch up. In fact, one of the most important predictors of graduating from high school is reading proficiently by then.³
- **Exclusionary discipline practices have a multitude of negative consequences.** They result in lower academic performance, higher dropout rates, failure to graduate on time, decreased academic engagement, and more.⁴
- **Suspensions don't work—for schools, teachers, or students.** Discipline practices that remove students from instruction—such as suspensions and expulsions—do not help improve either student behavior or school climate.⁵

ENDNOTES

1. The Children's Reading Foundation. Available at www.readingfoundation.org/reading_research.jsp.
2. Planty, M., et al., 2009. The Condition of Education 2009 (NCES 2009-081). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, p. 41.
3. The Children's Reading Foundation. Available at www.readingfoundation.org/reading_research.jsp.
4. Achilles, McLaughlin, Croninger, 2007; Arcia, 2006; Christle, Jolivet, & Nelson, 2005; Costenbader & Markson, 1998; Lee, Cornell, Gregory, & Fan, 2011; Raffaele-Mendez, 2003; Rodney et al., 1999; Skiba & Peterson, 1999
5. Skiba, Shure, Middelberg & Baker, 2011; Office For Civil Rights, Dept. of Education., Civil Rights Data Collection 2006, ocrdata.ed.gov/ocr2006rv30