

# The CEA Voice

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## The third grade guarantee: What does it mean for us?

Ohio's new Third Grade Reading Guarantee law requires third graders in public schools—both district and charter—to achieve a specified score on the state reading test in order to advance to the fourth grade. KidsOhio.org issued, *Understanding Ohio's New Third Grade Reading Guarantee*.

KidsOhio worked closely with Supt. Dan Good and five CCS reading coaches who are quoted in the report.

The report provides the rates of third graders scoring at each of the five performance levels on the fall 2013 test in every Franklin County school district, in each of the Ohio 8 school districts, in 74 Columbus City Schools and in the 39 Columbus-based brick and mortar charter schools. The report also provides the rates of economically disadvantaged third graders, students learning English as a second language and students with disabilities.

You can read the full report at [www.KidsOhio.org](http://www.KidsOhio.org), but here are highlights:

- ◆ More than 42 percent of Columbus third graders scored high enough on the October 2013 reading test to be

promoted to fourth grade next fall, including 839 students (20.5 percent) who scored at the Advanced or Accelerated level.

- ◆ More than 49 percent, or 2,021 students, scored at the Limited level: “students may recognize a few words, but do not comprehend simple text.”
- ◆ 58 percent have up to two more chances this spring or summer to score high enough to be promoted.
- ◆ More than 20 percent scored at the two highest of the five performance levels, but more than 49 percent scored at the lowest level.
- ◆ CCS ranked 15th among the 16 Franklin County school districts. Whitehall ranked 16th.
- ◆ Among third graders in Columbus-based charter schools, more than 18 percent scored at the highest two performance levels
- ◆ 47 percent of Columbus charter school third-graders scored at the lowest level.

The report below shows data for the Ohio 8 school districts.

### Third Grade Reading Ohio Achievement Assessment Results, Fall 2013 Ohio's Eight Large Urban School Districts

Ohio Urban 8 School District	Number of Students Tested	Percent Advanced (Scored 432-503)	Percent Accelerated (Scored 415-431)	Percent Proficient (Scored 400-414)	Percent Basic (Scored 385-399*)	Percent Limited (Scored 260-384)
Akron	1,540	12.1%	10.8%	15.4%	20.3%	41.4%
Canton	682	9.4%	9.5%	17.3%	19.7%	44.1%
Cincinnati	2,373	19.4%	13.0%	18.5%	17.8%	31.3%
Cleveland	2,563	4.8%	7.0%	12.1%	18.3%	57.8%
Columbus	4,098	10.0%	10.5%	13.9%	16.3%	49.3%
Dayton	962	9.8%	8.4%	15.2%	18.9%	47.7%
Toledo	1,652	10.1%	10.3%	16.3%	21.0%	42.3%
Youngstown	368	3.5%	6.5%	11.1%	19.0%	59.8%

Source: <http://education.ohio.gov/Topics/Testing/Ohio-Achievement-Assessments/Ohio-Achievement-Assessment-Results>. \*Students must score 392 or above on the Third Grade Reading Ohio Achievement Assessment to be promoted to fourth grade. Table created by KidsOhio.org.

The report also includes a sample reading passage and test questions, answers to frequently asked questions about the new Third Grade Reading Guarantee law and interviews with Columbus City Schools and public charter school leaders about what they are doing to help students improve their reading skills.

## CEA president will join the Mayor's cabinet

You have heard by now that our president, Rhonda Johnson, will join Mayor Michael Coleman's team this summer as his education director. Johnson sat on the mayor's education commission and helped develop its detailed set of recommendations for improving Columbus City Schools in partnership with the community. Key elements of the plan include decentralizing decision-making, focusing on preschool education, updating technology in school buildings and recruiting and retaining high-quality teachers.



CEA President  
Rhonda Johnson

Johnson, who has led our association since 2004, will help continue the momentum created by the commission and act as the city's official liaison to the Columbus school board.

“As a teacher advocate, I believe teachers ultimately lose when children don't get the education they deserve,” she said. “That's why I advocated for comprehensive reform.”

As director, Johnson says she hopes to:

- ◆ Maintain the city's full-time focus on our kids' education
- ◆ Serve as a main point of contact in the development of education policies
- ◆ Engage with the superintendent and have a formal role at school board meetings



“The challenges facing our kids are daunting, and Dr. Good and the school board cannot solve them alone,” she said. “Our schools remain in crisis, and our kids remain in jeopardy. More than half of our third-graders are in danger of being held back because they cannot pass the state reading exam. The data scrubbing scandal has shattered public confidence in the district.”

Among the goals for the city is Early Start Columbus, ensuring that children enter kindergarten prepared to learn. In our district, 34 percent of the students enter school unprepared, and almost 60 percent of our third-graders are not ready to meet the state’s third-grade reading guarantee.

“Not only will this strain our resources, facilities and teachers; but by failing to read at the very basic third-grade level, these children will already be behind before they get started in life,” said Johnson.

Coleman called Johnson “one of the most outspoken voices” on his education commission. He told the news media, “That’s the person I want to be my director of education.”

Johnson will begin her new position in June.

## Article 211 training

Article 211 training for Senior Faculty Representatives and building principals/supervisors will be held on Monday, Mar. 3, and Tuesday, Mar. 4. At the time this edition of *The Voice* went to press, the location for the training had not yet been determined. The schedule is as follows:

- ✦ Monday, Mar. 3
  - 9–11 a.m.: High Schools and Middle Schools;
  - 1–3 p.m.: Departments
- ✦ Tuesday, Mar. 4
  - 9–11 a.m.: Division 1 Elementary Schools;
  - 1–3 p.m.: Division 2 Elementary Schools

Building principals/supervisors and CEA Senior Faculty Representatives are required to attend the 211 training. Building principals are responsible for providing classroom coverage so that the Senior Faculty Representatives can attend.

## Thank a social worker

Don’t overlook our social workers. They are out there every day helping our kids with crisis intervention, mental health assessments, counseling, linking and referring students and families to community agencies and collaborating with school staff and community partners to reduce or minimize barriers to student achievement and attendance.

Now we’ve got an official chance to thank them. National School Social Work Week is Mar. 3–9. It’s a great time to acknowledge the vital services that these CEA members provide to our schools. CCS wants to keep students in school and to help them achieve success. Social workers comprise a key ingredient in that effort. They are on the front lines, developing, advocating and delivering programs that respond to human needs, such as homelessness, poverty, family break-up, mental illness, disability, alcohol and substance abuse, domestic violence and many other issues.

Thank your school social worker for the valuable services that are provided to CCS students so they come to school each day ready to learn.

## Congratulations to our NBCTs

National Board Certification is an advanced teaching credential, serving as both a catalyst for profound professional growth and a mechanism for recognizing and rewarding the impact accomplished teachers have in improving student learning. National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do.

Congratulations to the following new and renewed National Board Certified Teachers for 2013–2014.

## Newly Certified 2013

Charmaine Campbell, Leadership Intern, Winterset ES, Early and Middle Childhood English as a New Language; John Fox, Ridgeview MS, Early Adolescence Mathematics; Katherine Harrelson, Moler ES, Early Childhood through Young Adulthood Exceptional Needs Specialist; Jennifer Nord, Independence HS, Adolescent and Young Adulthood Science; Karen Nussdorfer, Fifth Avenue International, Early and Middle Childhood Literacy Reading-Language Arts; Rene Stufft, Devonshire ES, Early Childhood Generalist; and Carolyn Williams, Clinton ES, Middle Childhood Generalist.

## Renewed 2013

Kristin Brant, Georgian Heights ES, Early Childhood Generalist; Kriston Crombie Stotik, Professional Learning & Licensure, Adolescent and Young Adulthood English Language Arts; Julie Freeman, Devonshire ES, Early Childhood Generalist; Wendy Jones, Scottwood ES, Early Childhood Generalist; Valerie Long, Centennial HS, Early Adolescence through Young Adulthood Art; Georgia O’Hara, Centennial HS, Adolescence and Young Adulthood Science; Pamela Reed, Buckeye MS, Early Adolescence English Language Arts; and Susan Thompson, Woodward Park MS, Early Adolescence through Young Adulthood Physical Education.

## Read your book and brush your teeth

Magic happens when you give a child a book. NEA’s Read Across America Day, which promotes literacy and encourages families to read to their children for 20 minutes every day, is building a nation of book lovers. Now in its 17th year, this year-round program focuses on motivating children and teens to read through events, partnerships, and reading resources. We highlight the joy today in celebration of the Mar. 2 birthday of Dr. Theodor Seuss Geisel. What better way? Dr. Seuss books are well loved year after year.



As teachers, we know that without strong reading skills, children cannot succeed in their school subjects. We also know that other issues, such as oral health, affect the ability of children to grow and develop. Poor oral health is a leading cause of absenteeism in schools, causing students to lose millions of hours in critical reading instruction. That’s why, for the second year in a row, Read Across America will highlight the importance of oral health and the connection between oral health and literacy, thanks to national sponsor and dental benefits provider Renaissance Dental.

Developing good habits at an early age and scheduling regular dental visits help children get a good start on a lifetime of healthy teeth and gums. Grab a toothbrush. Talk to your students about the importance of brushing their teeth. Then sink them into a good book.

For more information, visit <http://www.nea.org/grants/National-Childrens-Dental-Health-Month.htm>. Get some cool dental resources, including activity sheets and posters, at <http://www.ada.org/5578.aspx>.

## Special notes

- ❑ The formal campaign period and voting in the CEA spring elections ends Mar. 3. Votes will be tabulated Mar. 4. Call CEA Elections Committee Chairperson Michele Mays at 253-4731 with questions.
- ❑ The CEA Book Drive wrapped up Feb. 28. FRs should make arrangements to have their books dropped off to the CEA office by Friday, Mar. 7. Entry forms for the iPad Mini are due no later than 5 p.m., Thursday, Mar. 6. Thank you for helping us put a book in the hands of every third grader in our district.