



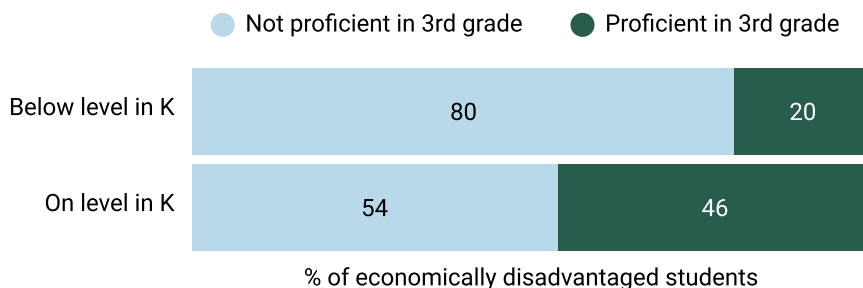
# Early intervention is essential – but continuity is critical

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## Key Findings

- **Economically disadvantaged children scoring below level at kindergarten entry were very unlikely to pass the LEAP.** Only 20% of these children were proficient in 3rd grade ELA.
- **More than half of economically disadvantaged students who entered kindergarten on track fell behind by 3rd grade.**



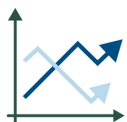
Kindergarten Cohorts, Academic Years 2012-13 & 2013-14

## Why This Matters



- **Kindergarten readiness matters.**

- The literacy bar at kindergarten entry is low - *recognizing letters and basic letter sounds* - yet it predicts later performance. Students not meeting this bar are at a steep disadvantage from the start.



- **Too many students fall off track.**

- Many students who pass the DIBELS at K entry still do not pass the 3rd grade LEAP. Initial readiness must be paired with sustained, high-quality instruction.



- **Early intervention is essential—but continuity is critical.**

- Strong instruction from kindergarten through 3rd grade is the key to keeping students on a path to reading proficiency and academic success.

## Policy Recommendations

- **Invest in evidence-based literacy instruction in both early childhood and K-3 classrooms.**
- **Support ongoing teacher training and coaching focused on foundational reading skills.**



## Bottom Line

Ensuring students are on level in kindergarten matters, but so does what happens in the months and years that follow. **Early intervention and quality instruction throughout those early grades are essential for catching students up and keeping them on track for reading proficiency in 3rd grade.**