



Rhode Island Campaign for 3rd Grade Reading

**Partner Meeting
November 2, 2017
Rhode Island College**

Rhode Island Reads The Campaign for 3rd Grade Reading



RHODE ISLAND
READS

THE CAMPAIGN FOR
3RD GRADE READING

3rd Grade Reading

Why it's important?

- Children who do not read proficiently by the end of 3rd grade are **four times more likely to drop out of high school** than their peers.
- We need both **in-school** and **out-of-school** strategies to improve 3rd grade reading. Schools are an important part of the equation but cannot do it alone.
- Language and literacy **gaps begin to develop starting at birth** (or even prenatally) and widen over time without intervention.



How Rhode Island Compares: 2015 *NAEP*

| Rank | State | NAEP (4 th Grade Reading) |
|----------|----------------------------|--------------------------------------|
| 1 | Massachusetts | 50% |
| 2 | New Hampshire | 46% |
| 3 | Vermont | 45% |
| 4 | Connecticut | 43% |
| 4 | Virginia | 43% |
| 4 | New Jersey | 43% |
| 7 | Pennsylvania | 41% |
| 7 | Wyoming | 41% |
| 9 | Nebraska | 40% |
| 9 | Indiana | 40% |
| 9 | Kentucky | 40% |
| 9 | <i>Rhode Island</i> | 40% |
| 9 | Utah | 40% |
| 9 | Washington | 40% |
| | U.S. | 35% |

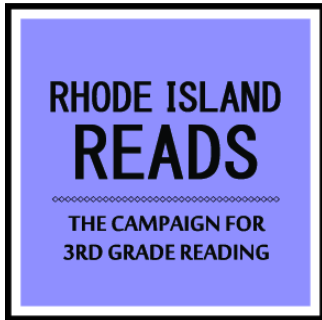
- Rhode Island ranked 9th in the U.S. and 5th in New England in the 2015 *NAEP* reading test.

3rd Grade Reading

Students Meeting Expectations in *PARCC* ELA/Literacy,
by Student Subgroup, Rhode Island, 2015-2017

| Subgroup | 2015 | 2016 | 2017 | Change Since 2015* |
|-------------------------------|------|------|------------|--------------------|
| Males | 33% | 34% | 35% | +3% |
| Females | 43% | 45% | 45% | +3% |
| English Language Learners | 8% | 13% | 12% | +3% |
| Students With Disabilities | 10% | 10% | 16% | +6% |
| Students Without Disabilities | 42% | 44% | 45% | +3% |
| Low-Income Students | 21% | 25% | 25% | +4% |
| Higher-Income Students | 53% | 56% | 57% | +4% |
| Native American | 17% | 16% | 16% | -1% |
| Hispanic | 18% | 24% | 24% | +6% |
| Black | 22% | 26% | 27% | +6% |
| White | 48% | 49% | 50% | +3% |
| Asian | 47% | 49% | 54% | +6% |
| All Students | 37% | 40% | 40% | +3% |

Source: Rhode Island Department of Education, *Partnership for Assessment of Readiness for College and Careers (PARCC)*, 2015-2017. *Change calculations may reflect rounding.



Progress Since 2015

- 20 of 35 traditional school districts and 4 of 7 public charter schools have **improved 3rd grade reading proficiency.**
- All four core city districts have **improved 3rd grade reading proficiency rates.**
 - Central Falls +2%
 - Pawtucket +11%
 - Providence +5%
 - Woonsocket +1%

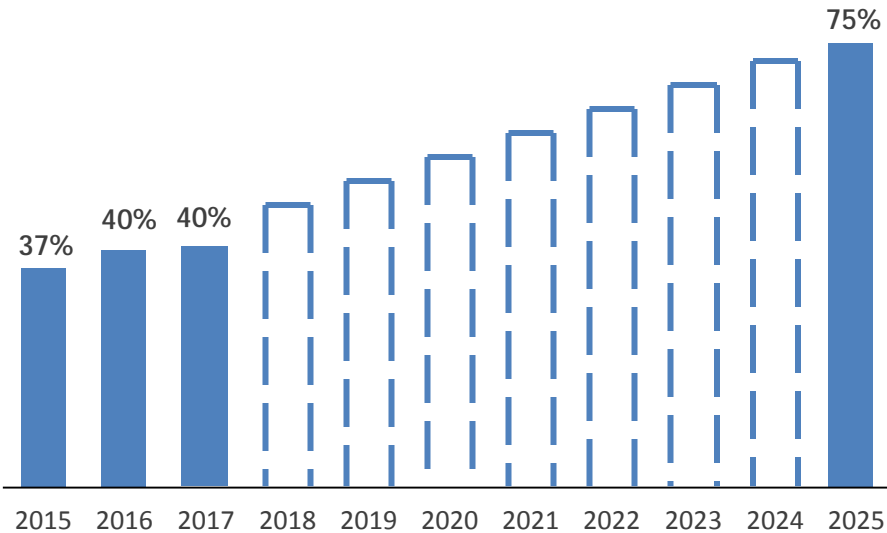
Communities Making Strong Progress in 3rd Grade Reading

| District/LEA | Percentage Point Increase Since 2015 | % Low-Income Children | % Students Meeting Expectations | Above State Rate? |
|------------------------|--------------------------------------|-----------------------|---------------------------------|-------------------|
| Bristol Warren | +15% | 33% | 58% | YES |
| Exeter-West Greenwich | +13% | 13% | 54% | YES |
| Glocester | +21% | 13% | 68% | YES |
| Jamestown | +27% | 10% | 87% | YES |
| Narragansett | +14% | 20% | 75% | YES |
| North Providence | +15% | 44% | 42% | YES |
| North Smithfield | +14% | 17% | 43% | YES |
| Pawtucket | +11% | 69% | 34% | NO |
| Scituate | +15% | 18% | 64% | YES |
| Westerly | +12% | 33% | 52% | YES |
| The Learning Community | +39% | 85% | 58% | YES |



Children's Cabinet 3rd Grade Reading Goal

Governor Raimondo has set a goal to double state-wide 3rd grade reading proficiency in eight years



While closing significant achievement gaps

| RI 3rd Graders Meeting Expectations on the PARCC 3 rd Grade ELA Exam | |
|---|---------|
| Subgroup | 2016-17 |
| Students with Disabilities | 16% |
| English Language Learners | 12% |
| Hispanic Students | 24% |
| Low-Income Students | 25% |
| Black Students | 27% |
| All Students | 40% |



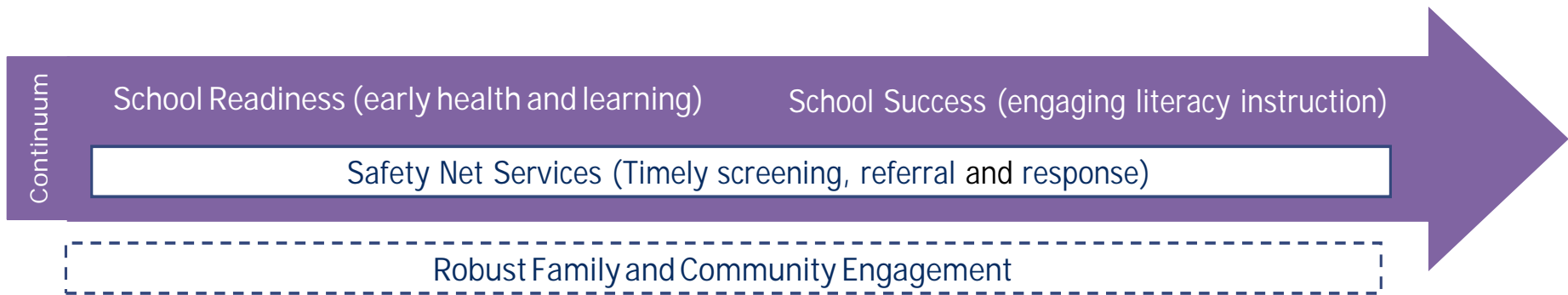
Children's Cabinet

3rd Grade Reading Action Plan

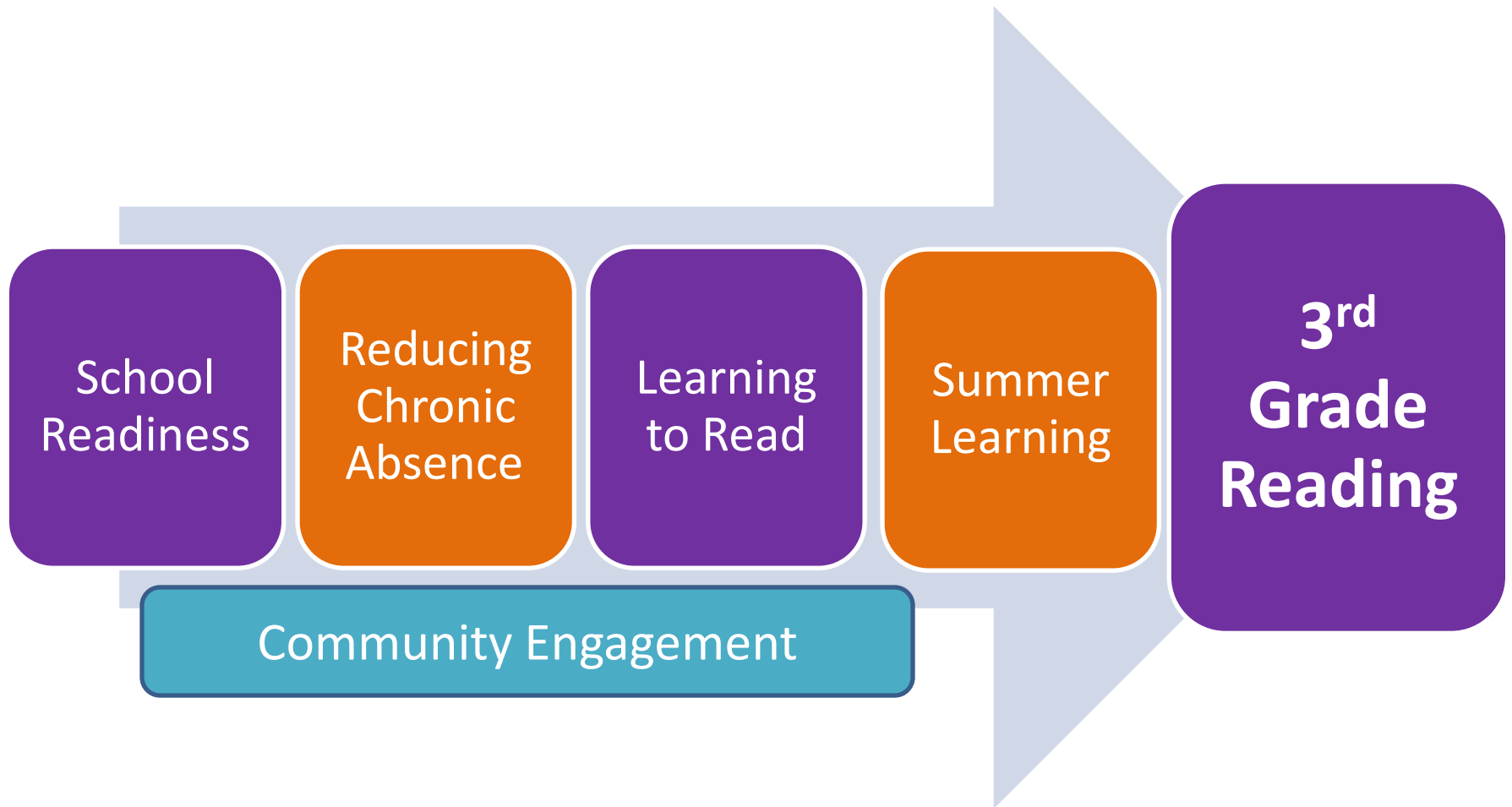
Governor Raimondo's 3rd Grade Reading Action Plan focuses on four specific and complementary strategies aimed at doubling the state's 3rd grade reading proficiency level in eight years:

1. **School Readiness:** Ensure all children are ready to learn in school
2. **School Success:** Provide all children with high-quality literacy instruction in and out of school
3. **Safety Net Services:** Effectively serve young children at high-risk with state-wide screening, referral and response system
4. **Community Engagement:** Engage family and community members with a year-round campaign to prepare their children for school and for success in school

For the complete action plan, go to www.kids.ri.gov



Key Levers to Advance 3rd Grade Reading



School Readiness

Why it's important?



- Children begin learning language in **infancy**.
- Language and literacy development is **intertwined with development of relationships**, social-emotional skills, cognitive skills, and knowledge about the world.
- **Parents need supports** as they nurture the growth and development of their children.
- **High-quality early care and education programs** play an important role in preparing children for success in school.

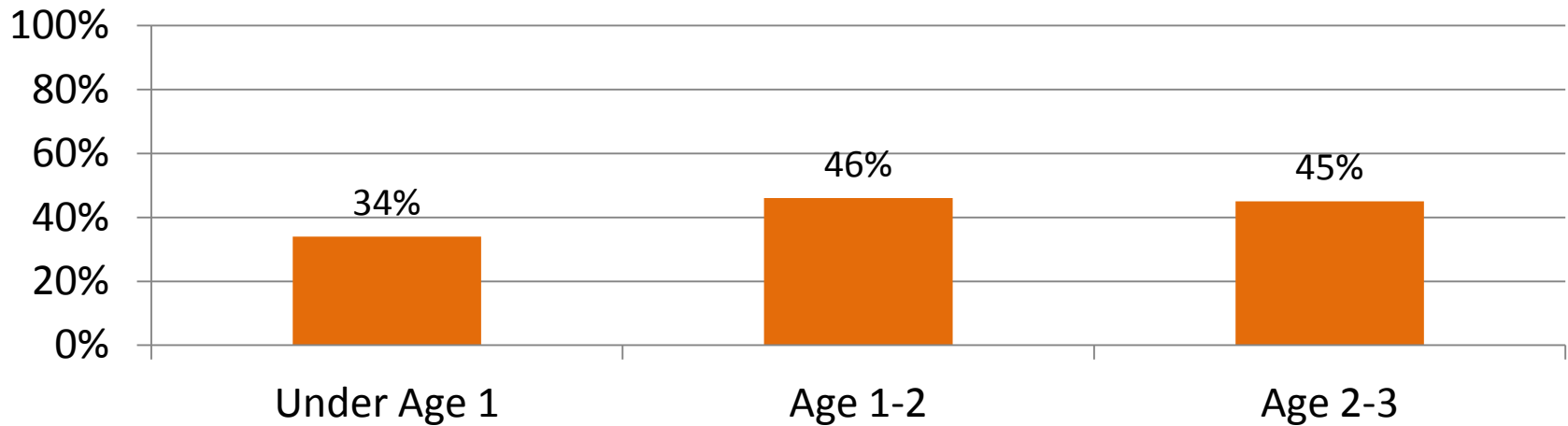
School Readiness

How can we measure?

- **Developmental screening rates**
 - Regular screening during the early years identifies children who are falling behind and helps them gain early access to needed services.
- **Quality of early learning programs**
 - High-quality early learning programs help children make developmental, social, cognitive, and language gains that persist into the later school years.
- **Access to public preschool** (State Pre-K and Head Start)
- **Access to high-quality child care** (Child Care Assistance Program)
- **Access to evidence-based home visiting**
 - Specific home visiting programs, when implemented with fidelity, improve the health, safety, and school readiness of children.

Developmental Screening Infants & Toddlers

Developmental Screenings, Rlte Care Members Under Age 3, 2015

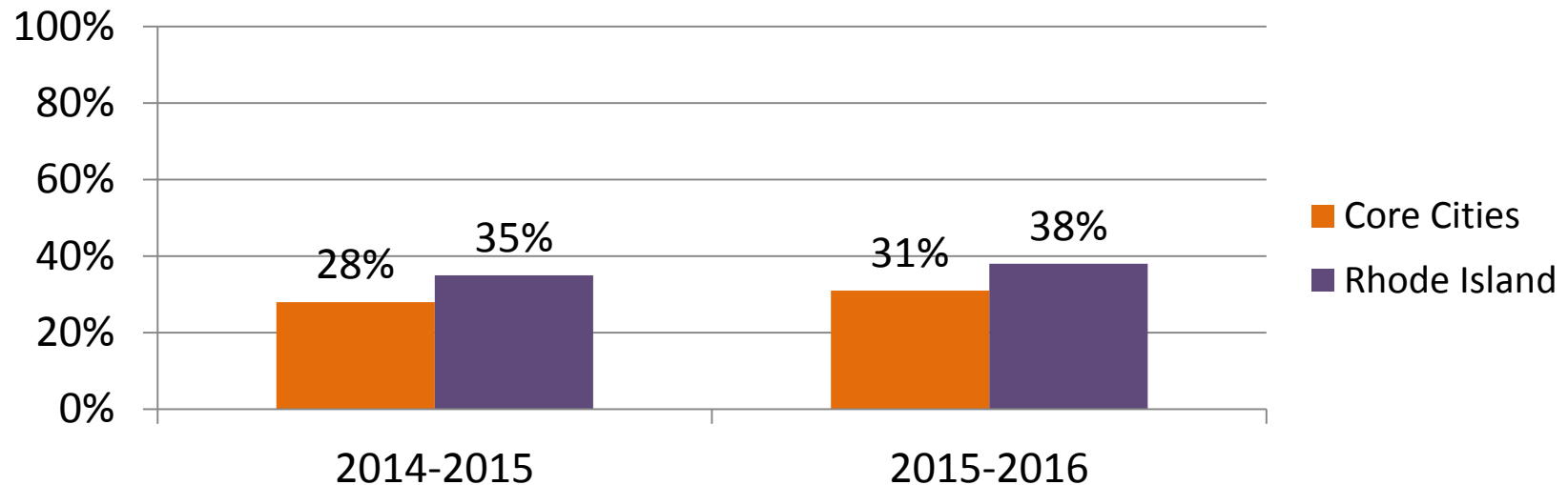


- In Calendar Year 2015,
 - **34% of infants under age 1**
 - **46% of one-year-olds**
 - **45% of two-year-olds**

...enrolled in Rlte Care received a developmental screening

Developmental Screening for Children Ages 3 to 5

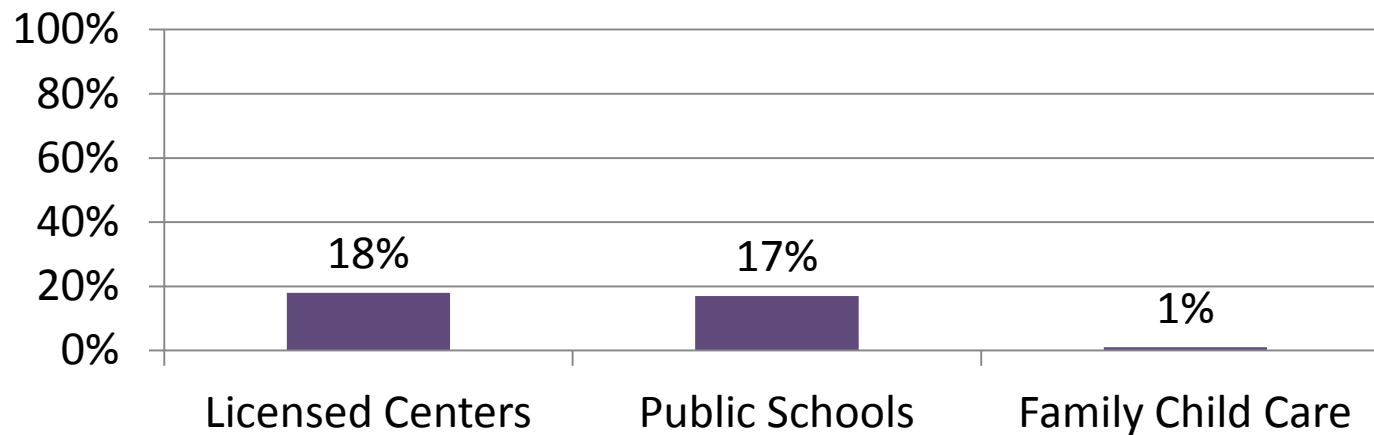
Children Ages 3 to 5 with Complete Developmental Screen



- As of the 2015-2016 school year
 - **38% of children ages 3 to 5 statewide**
 - **31% of children ages 3 to 5 in the Core Cities**
...received a developmental screening
- Improved from previous year

Quality of Early Learning Programs

Programs with High-Quality BrightStars Rating (4 or 5 Stars), January 2017

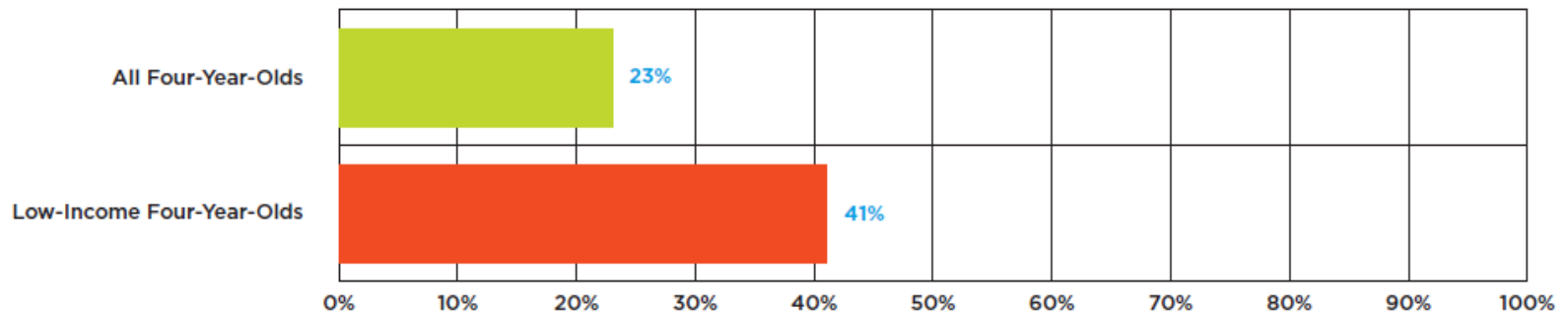


- As of January 2017
 - **18% of licensed early learning centers**
 - **17% of public schools with preschool classrooms**
 - **1% of licensed family child care homes**

... in Rhode Island had a high-quality rating (4 or 5 stars)

Access to Public Preschool (State Pre-K or Head Start)

PERCENT OF FOUR-YEAR-OLDS ENROLLED IN HEAD START OR STATE PRE-K, RHODE ISLAND, 2016-2017



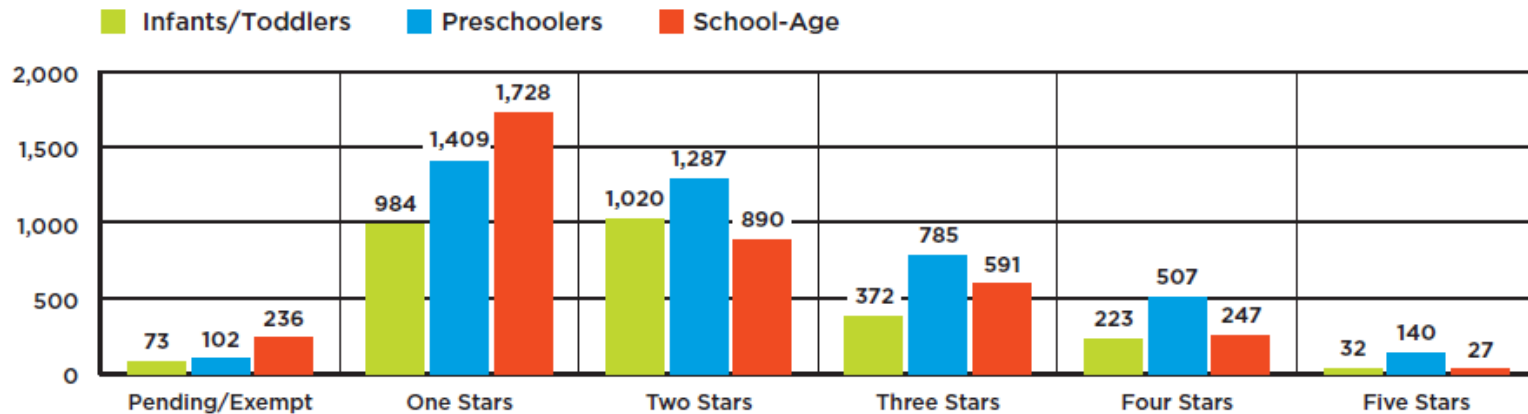
Source: Rhode Island KIDS COUNT calculations using October 2016 enrollment in Head Start and State Pre-K as numerator and October 2016 enrollment in public kindergarten as denominator.

- As of the 2016-2017 school year..
 - **41% of low-income four-year-olds**
 - **23% of all four-year-olds**

...in Rhode Island were enrolled in Head Start or State Pre-K

Access to High-Quality Child Care

CHILDREN RECEIVING CCAP BY BRIGHTSTAR QUALITY RATING OF PROGRAM, MARCH 2016

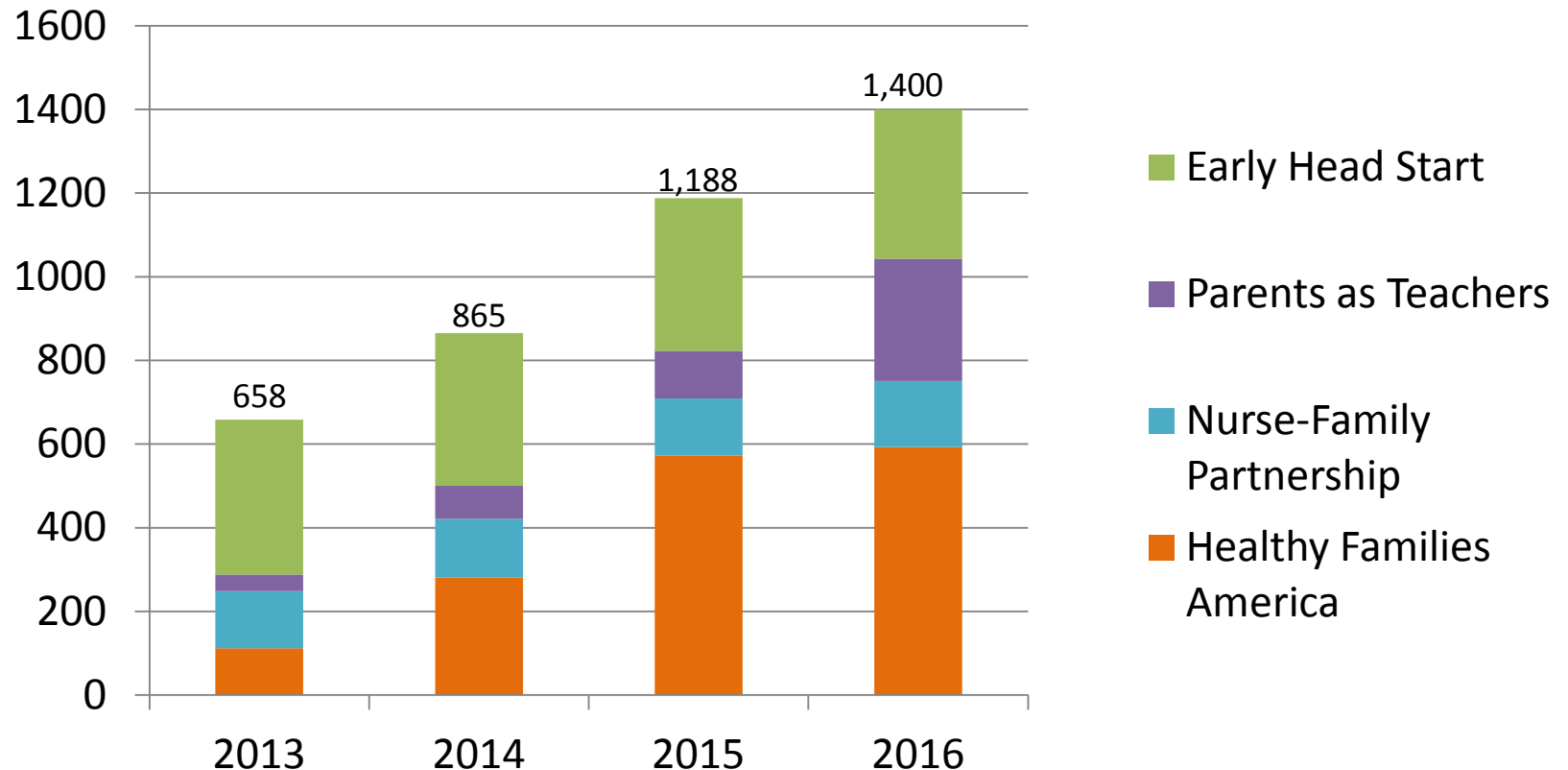


Source: Rhode Island Department of Human Services, InRhodes Database and Rhode Island Association for the Education of Young Children, BrightStars quality ratings, March 2016. Note: Programs serving children with a CCAP certificate may not have a BrightStars rating if they are exempt from licensing, located out-of-state, or have a BrightStars application in process.

- As of March 2016
 - **9% of infants and toddlers**
 - **15% of preschoolers**
 - **7% of school-age children**

...receiving subsidies from the Child Care Assistance Program were enrolled in high-quality programs (4 or 5 stars)

Evidence-Based Home Visiting



As of October 2016, there were 1,400 children enrolled in an evidence-based home visiting program in Rhode Island.

Chronic Early Absence

Why it's important?

- Too many children miss too much instructional time due to chronic absence.
- Children who are chronically absent in the earlier years have **lower levels of achievement in reading and math** and are more likely to be retained.

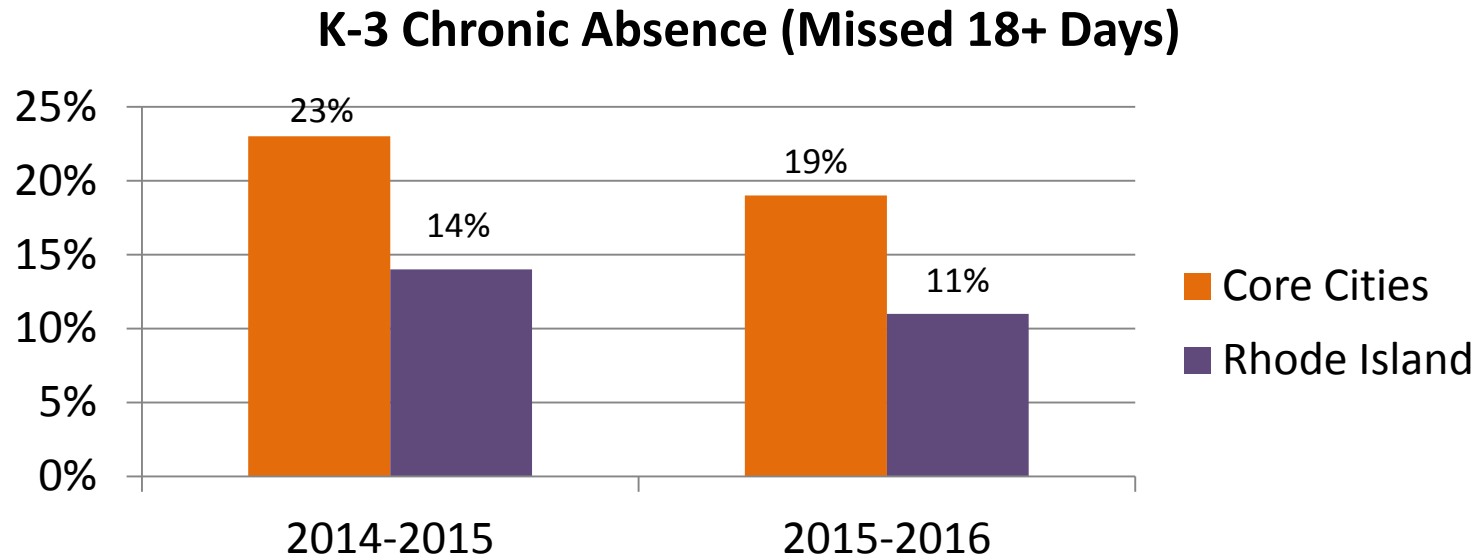


Chronic Early Absence

How can we measure?

- % of children in kindergarten through Grade 3 who miss 10% or more of the school year (18 or more days in a 180-day school year)

Chronic Early Absence, 2014-2015 School Year



- In the 2015-2016 school year
 - **11% of children in K-3 statewide**
 - **19% of children in K-3 in the Core Cities**... were chronically absent (missed $\geq 10\%$ of school)
- Improved from previous year

Summer Learning

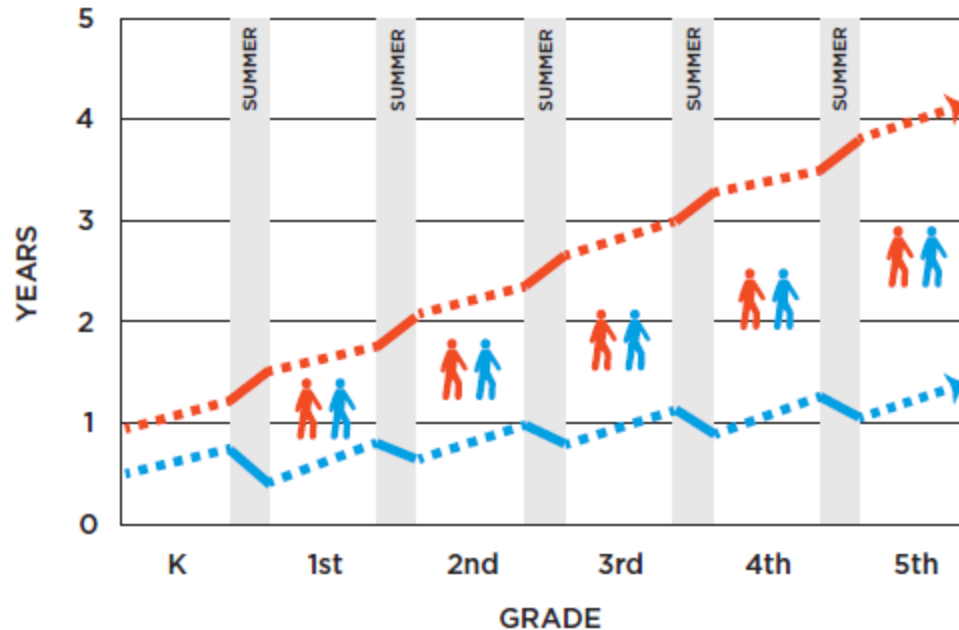
Why it's important?

- Children from **low-income families lose more than two months of reading achievement over the summer**, while their higher-income peers make slight gains.
- Over time, this summer learning loss can **amount to the equivalent of 3 years of reading loss** by the end of 5th grade.

Summer Learning Loss

THE EFFECT OF SUMMER LEARNING LOSS ON READING SKILLS, GRADES K-5

- Middle-Class Student
- Low-Income Student
- Advanced by One Month
- Fall Behind by 2-3 Months
- 🧑🧒 Same Rate of Progression During School Year



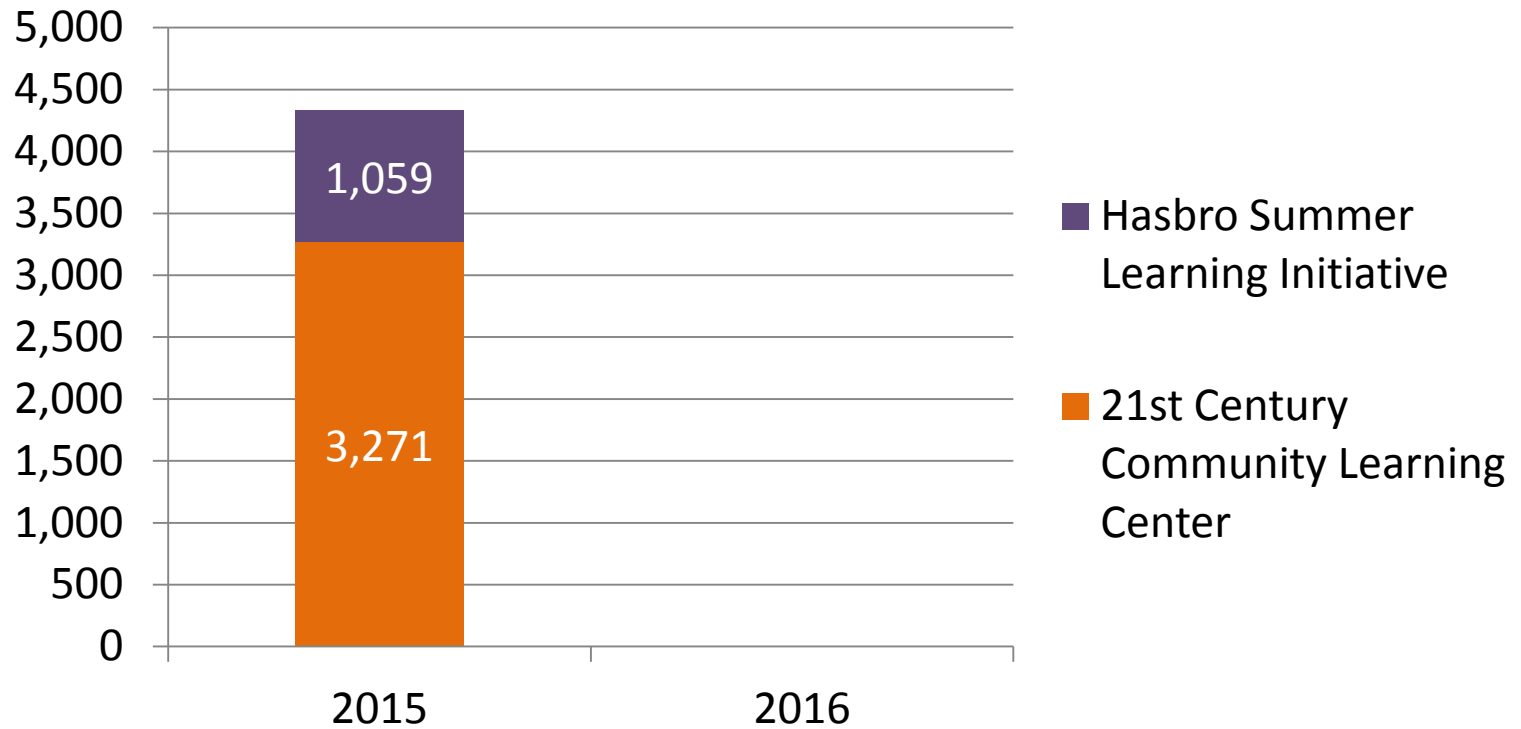
Summer Learning

How can we measure?

- Enrollment in **high-quality summer learning programs** for children
 - 21st Century Community Learning Programs
 - Hasbro Summer Learning Initiative
 - High-quality summer camps/programs serving children in the Child Care Assistance Program



Summer Learning



In Summer 2015, there were 4,330 PK- Grade 5 students enrolled in either a 21st Century Community Learning Center program or a Hasbro Summer Learning program.

Learning to Read

Why it's important?



- Talking and reading to children is important! Early literacy begins with **hearing spoken language, seeing written language, and feeling loved.**
- Much is already known about **the science of how people learn to read** and how to teach reading skills.
- **Some children struggle** to achieve reading proficiency and need special interventions.

Learning to Read

How can we measure?

- **Promoting early language and literacy** activities at home and in the community.
- Districts implementing high-quality practices to support transition to kindergarten, including using a **statewide Kindergarten Entry Profile**.
- Districts using evidence-based K-3 literacy **curricula** and providing high-quality **professional development and teacher coaching**.

Community Engagement

51 Rhode Island Reads Partners and growing!

25 Community-Based Programs

11 State Agencies

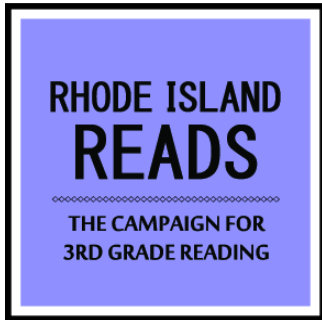
10 Advocacy Organizations/Associations

3 Businesses

2 Colleges

Help spread the word and encourage others to sign on as partners in the Rhode Island Reads Campaign!





2017 Advocacy Agenda

School Readiness

- Increase funding for Head Start and State Pre-K
- Adopt tiered quality rates for Child Care Assistance Program
- Sustain and grow Evidence-Based Family Home Visiting

Summer Learning

- Restore state support for summer learning
- Protect federal funding for 21st Century Community Learning Centers
- Adopt tiered quality rates for Child Care Assistance Program

Chronic Absence

- Encourage adoption of evidence-based practices by schools

Learning to Read

- Implement Kindergarten Entry Profile
- Sustain evidence-based programs for English Language Learners

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Table Discussions

Join a Table Discussion:

- Early Language and Literacy
- High-Quality Early Care & Learning
- Health & Nutrition
- Developmental Screening & Intervention
- Summer Learning
- Early Elementary Grades
- Birth to Grade 3 Early Learning Workforce
- Chronic Absence
- Family Support
- Public Engagement

Identify:

- At least one priority for implementation now with existing resources
- One big idea that would move the needle statewide, with a particular focus on closing the achievement gaps outlined earlier.