



# Rhode Island Campaign for 3<sup>rd</sup> Grade Reading

**Data Dashboard**

Fall/Winter 2017-18

RHODE ISLAND  
READS

THE CAMPAIGN FOR  
3RD GRADE READING

# 3<sup>rd</sup> 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 3<sup>rd</sup> 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 <sup>th</sup> 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%
<b>9</b>	<b><i>Rhode Island</i></b>	<b>40%</b>
9	Utah	40%
9	Washington	40%
	U.S.	35%

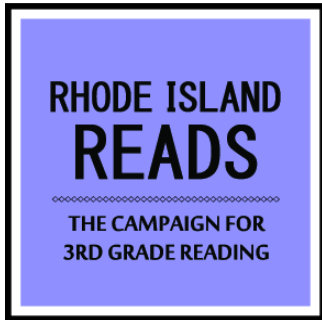
- Rhode Island ranked 9<sup>th</sup> in the U.S. and 5<sup>th</sup> in New England in the 2015 *NAEP* reading test.

# 3<sup>rd</sup> 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%	<b>35%</b>	+3%
Females	43%	45%	<b>45%</b>	+3%
English Language Learners	8%	13%	<b>12%</b>	+3%
Students With Disabilities	10%	10%	<b>16%</b>	+6%
Students Without Disabilities	42%	44%	<b>45%</b>	+3%
Low-Income Students	21%	25%	<b>25%</b>	+4%
Higher-Income Students	53%	56%	<b>57%</b>	+4%
Native American	17%	16%	<b>16%</b>	-1%
Hispanic	18%	24%	<b>24%</b>	+6%
Black	22%	26%	<b>27%</b>	+6%
White	48%	49%	<b>50%</b>	+3%
Asian	47%	49%	<b>54%</b>	+6%
All Students	37%	40%	<b>40%</b>	+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 3<sup>rd</sup> grade reading proficiency.**
- All four core city districts have **improved 3<sup>rd</sup> grade reading proficiency rates.**
  - Central Falls +2%
  - Pawtucket +11%
  - Providence +5%
  - Woonsocket +1%

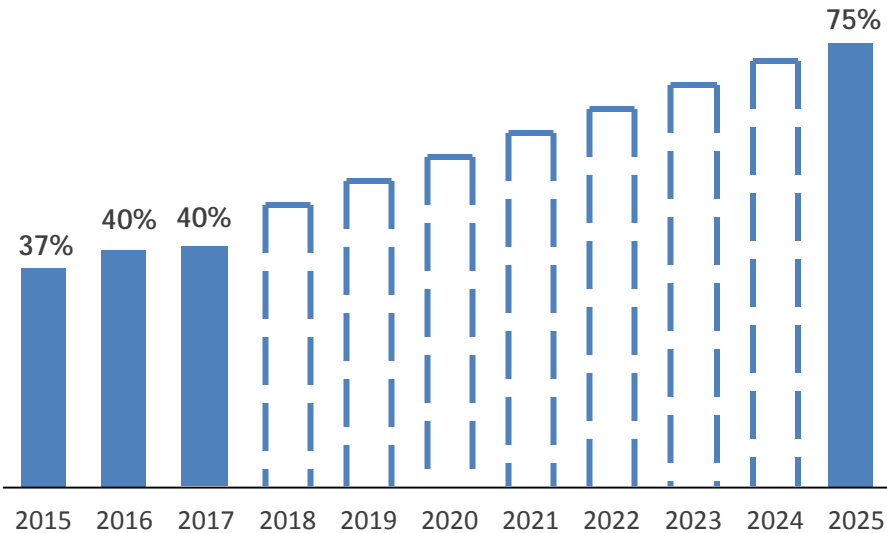
# Communities Making Strong Progress in 3<sup>rd</sup> Grade Reading

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 3<sup>rd</sup> Grade Reading Goal

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



While closing significant achievement gaps

RI 3rd Graders Meeting Expectations on the PARCC 3 <sup>rd</sup> 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%



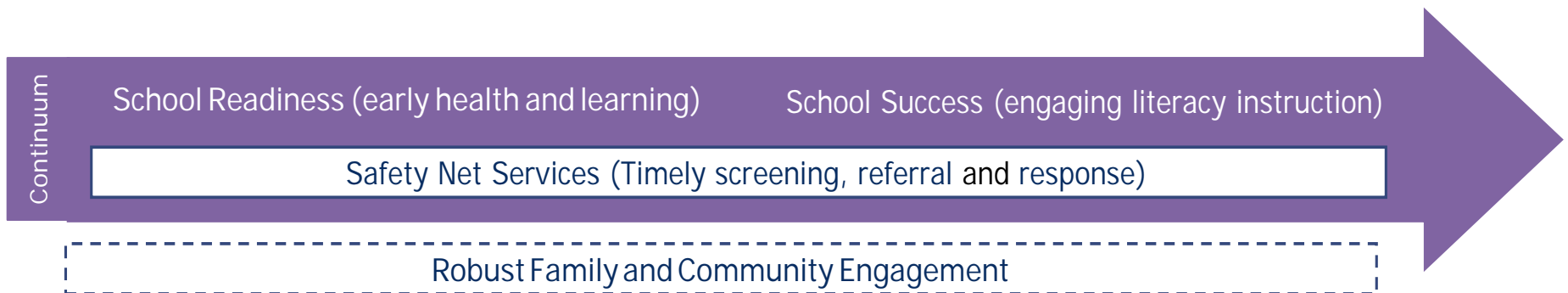
# Children's Cabinet

## 3rd Grade Reading Action Plan

**Governor Raimondo's 3<sup>rd</sup> 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:

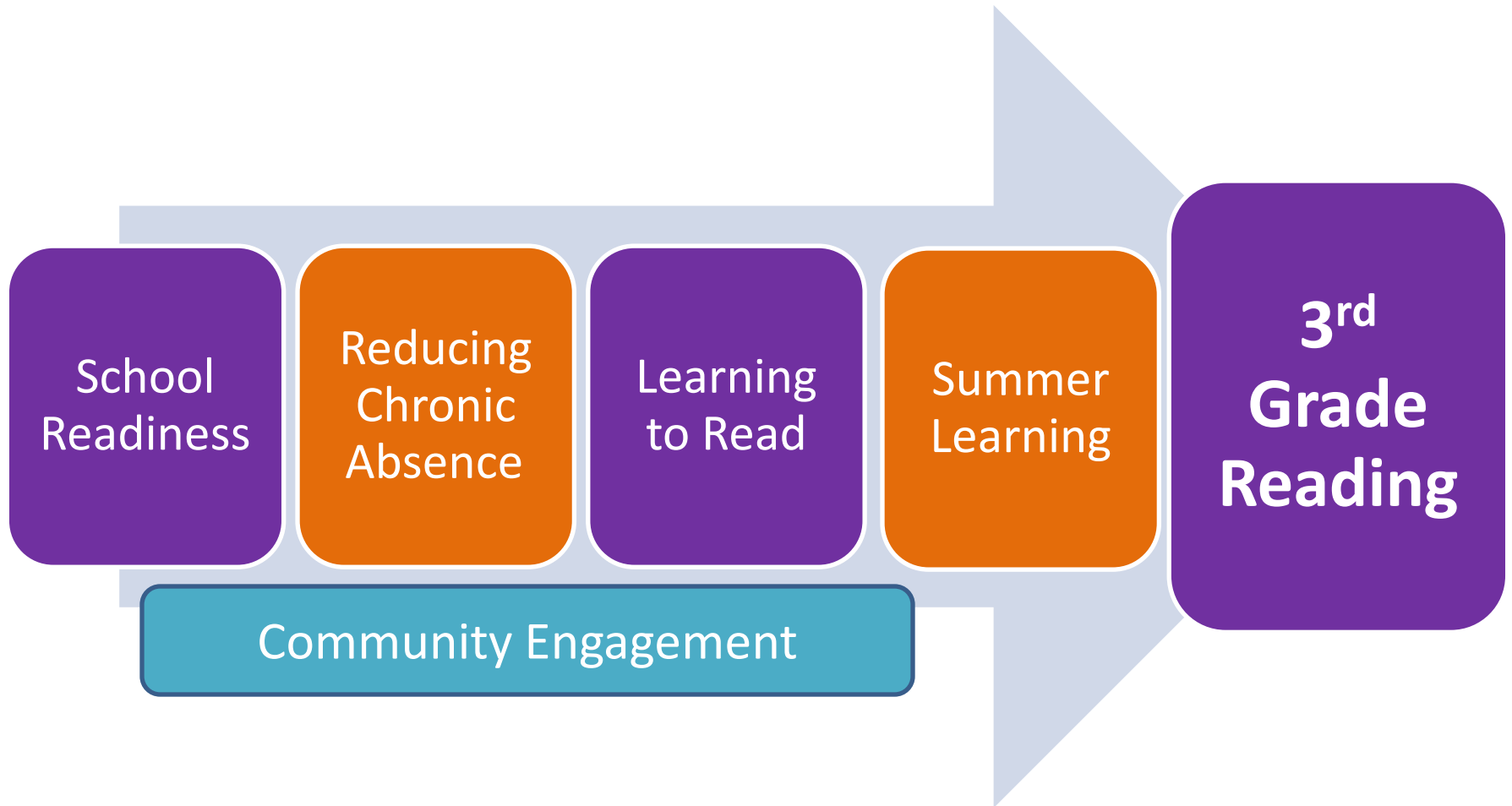
- 1. School Readiness:** Ensure all children are ready to learn in school
- 2. School Success:** Provide all children with high-quality literacy instruction in and out of school
- 3. Safety Net Services:** Effectively serve young children at high-risk with state-wide screening, referral and response 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](http://www.kids.ri.gov)





# Key Levers to Advance 3<sup>rd</sup> Grade Reading



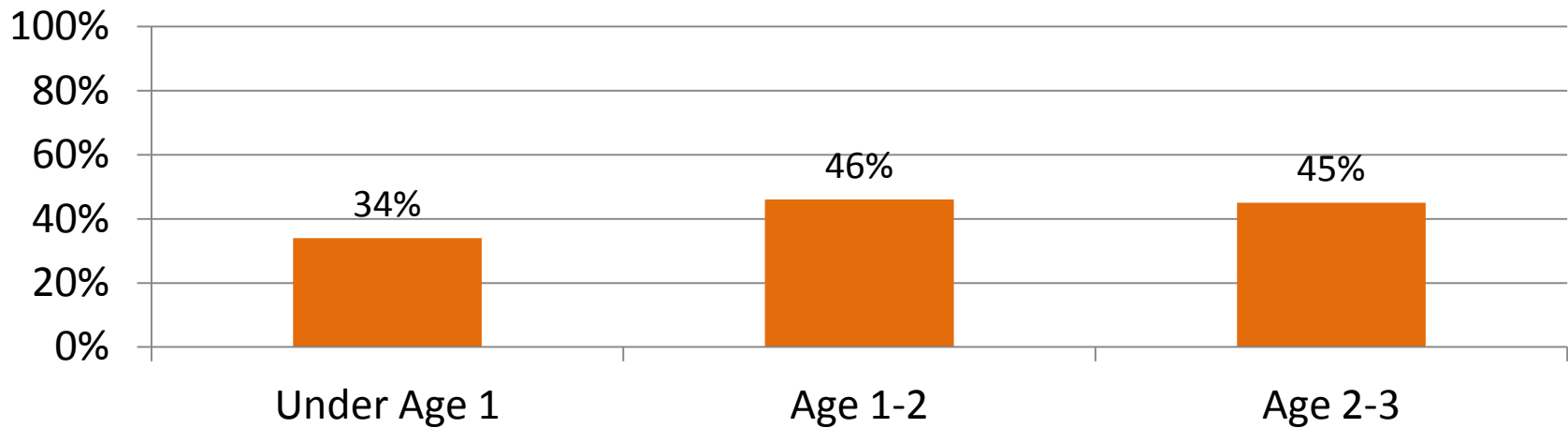
# School Readiness

## 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

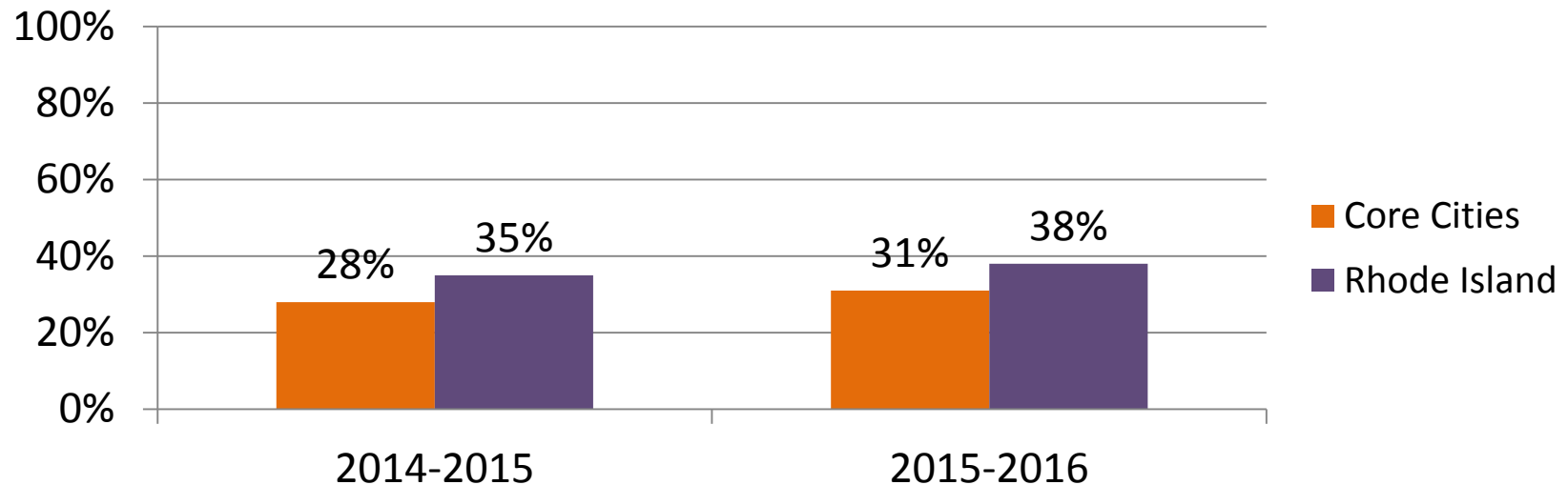


- In Calendar Year 2015,
  - **34% of infants under age 1**
  - **46% of one-year-olds**
  - **45% of two-year-olds**

...enrolled in Rlte Care received a developmental screening

# Developmental Screening for Children Ages 3 to 5

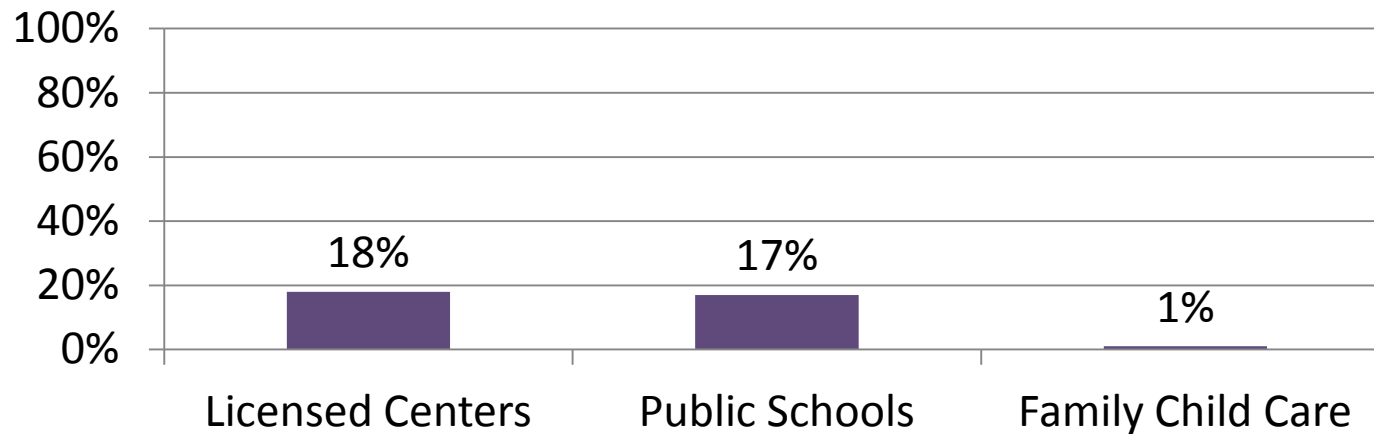
Children Ages 3 to 5 with Complete Developmental Screen



- 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

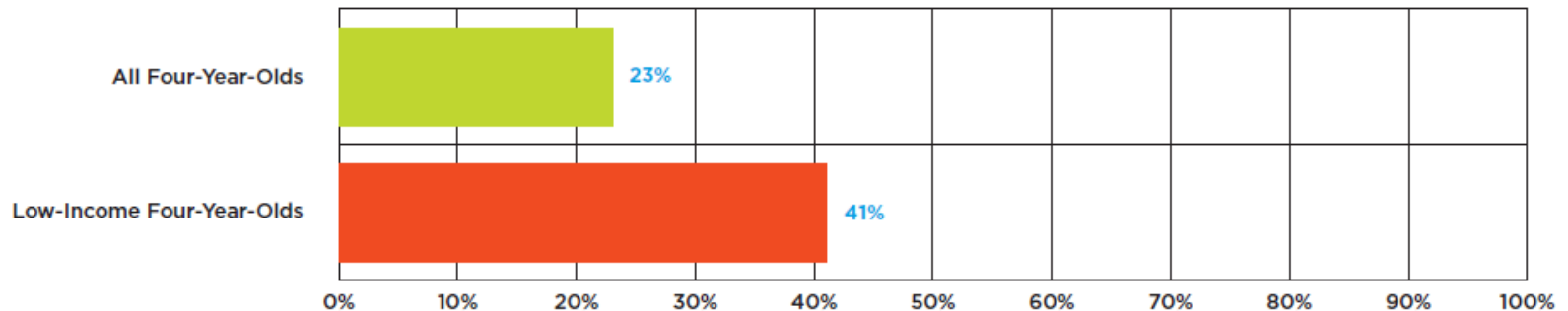


- As of January 2017
  - **18% of licensed early learning centers**
  - **17% of public schools with preschool classrooms**
  - **1% of licensed family child care homes**

... 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



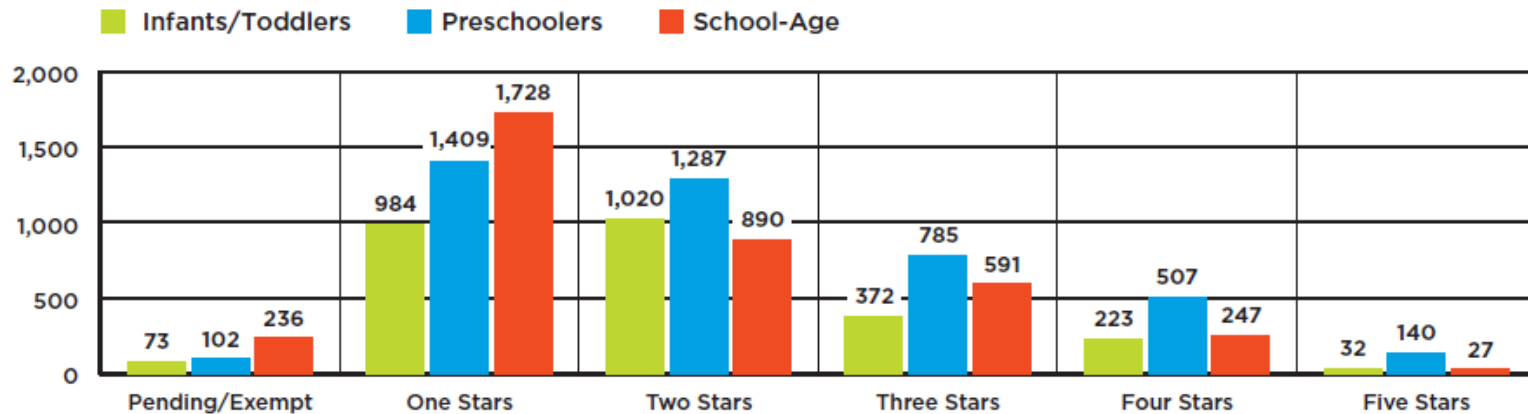
Source: Rhode Island KIDS COUNT calculations using October 2016 enrollment in Head Start and State Pre-K as numerator and October 2016 enrollment in public kindergarten as denominator.

- 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

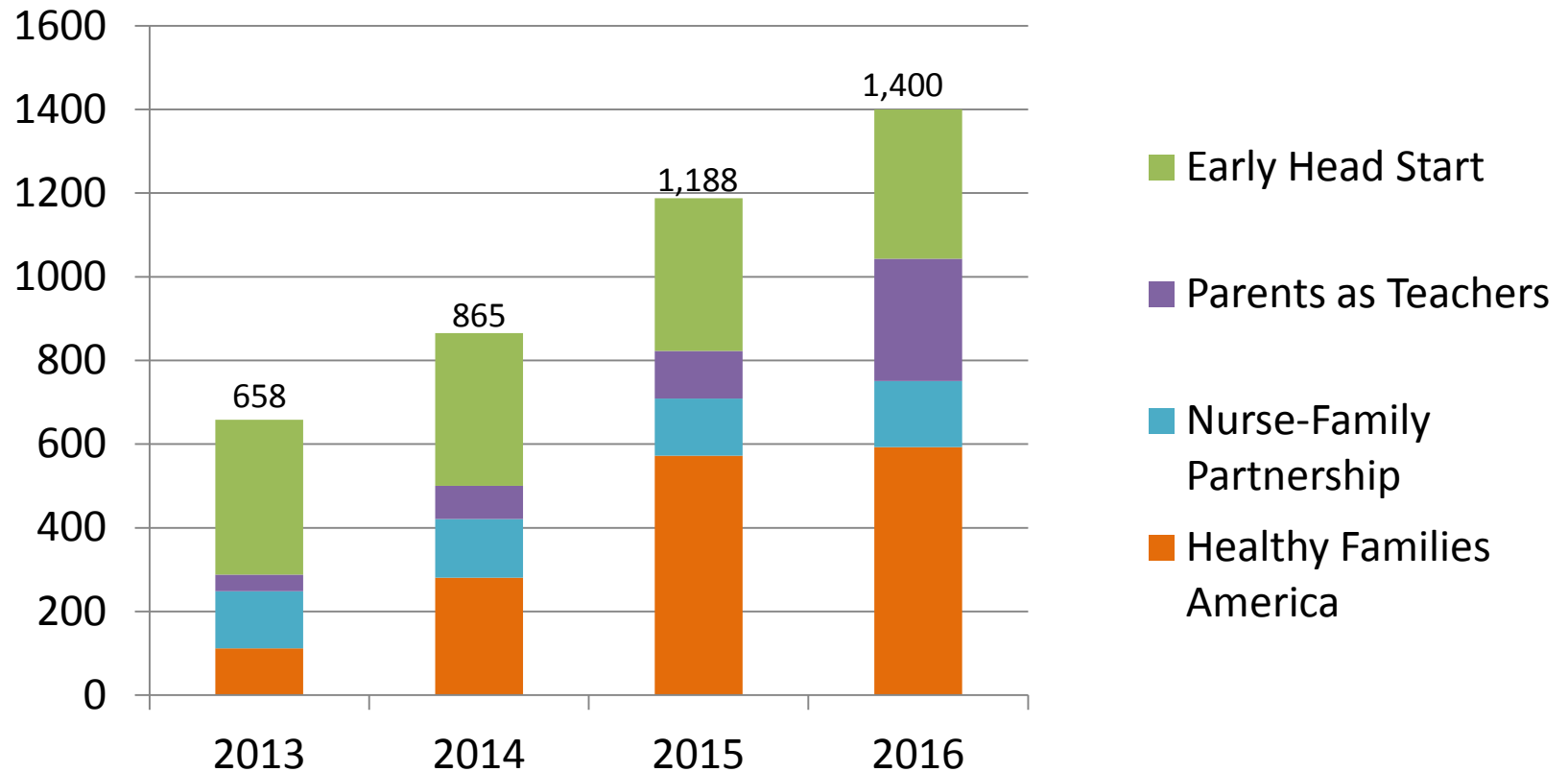


Source: Rhode Island Department of Human Services, InRhodes Database and Rhode Island Association for the Education of Young Children, BrightStars quality ratings, March 2016. Note: Programs serving children with a CCAP certificate may not have a BrightStars rating if they are exempt from licensing,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

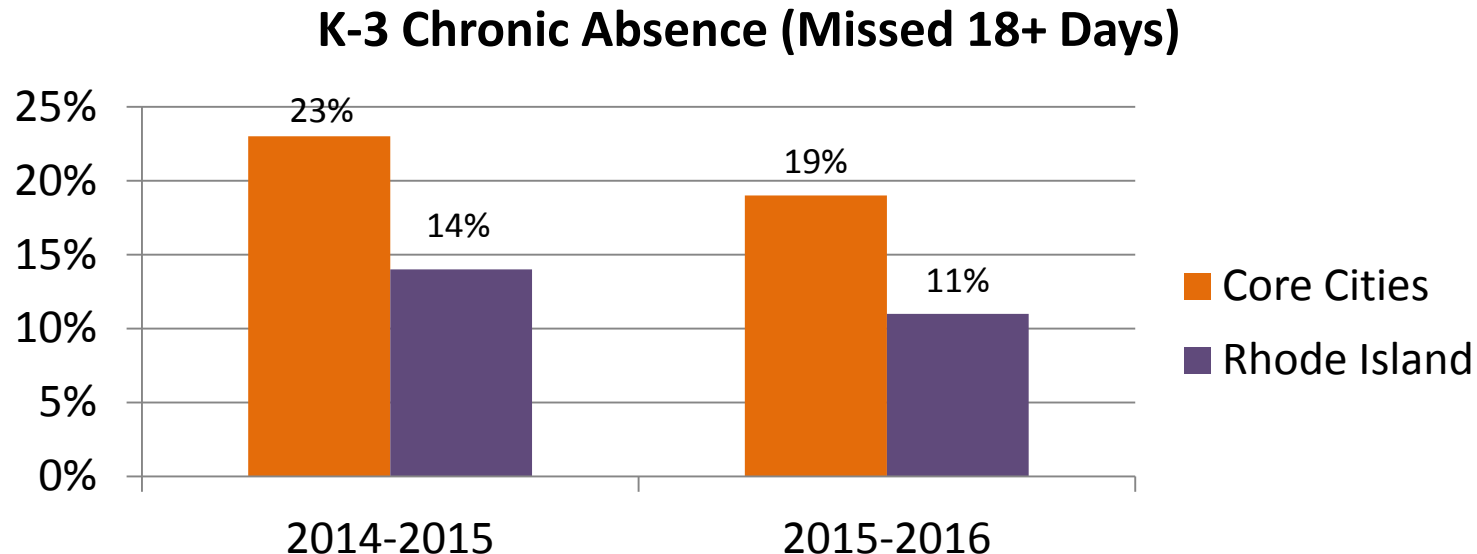


# Chronic Early Absence

## 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

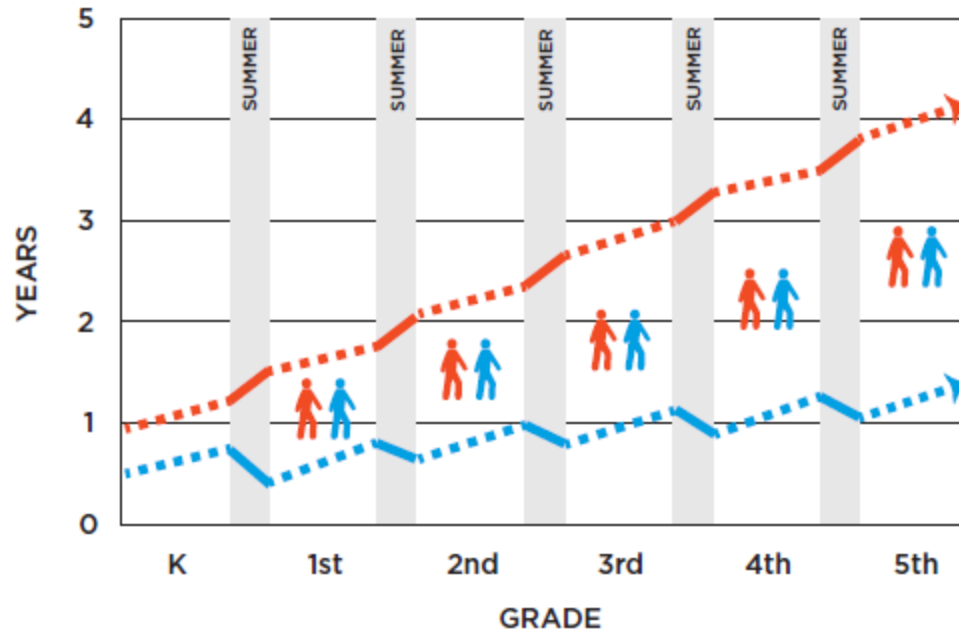


- In the 2015-2016 school year
  - **11% of children in K-3 statewide**
  - **19% of children in K-3 in the Core Cities**... were chronically absent (missed  $\geq 10\%$  of school)
- Improved from previous year

# Summer Learning 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



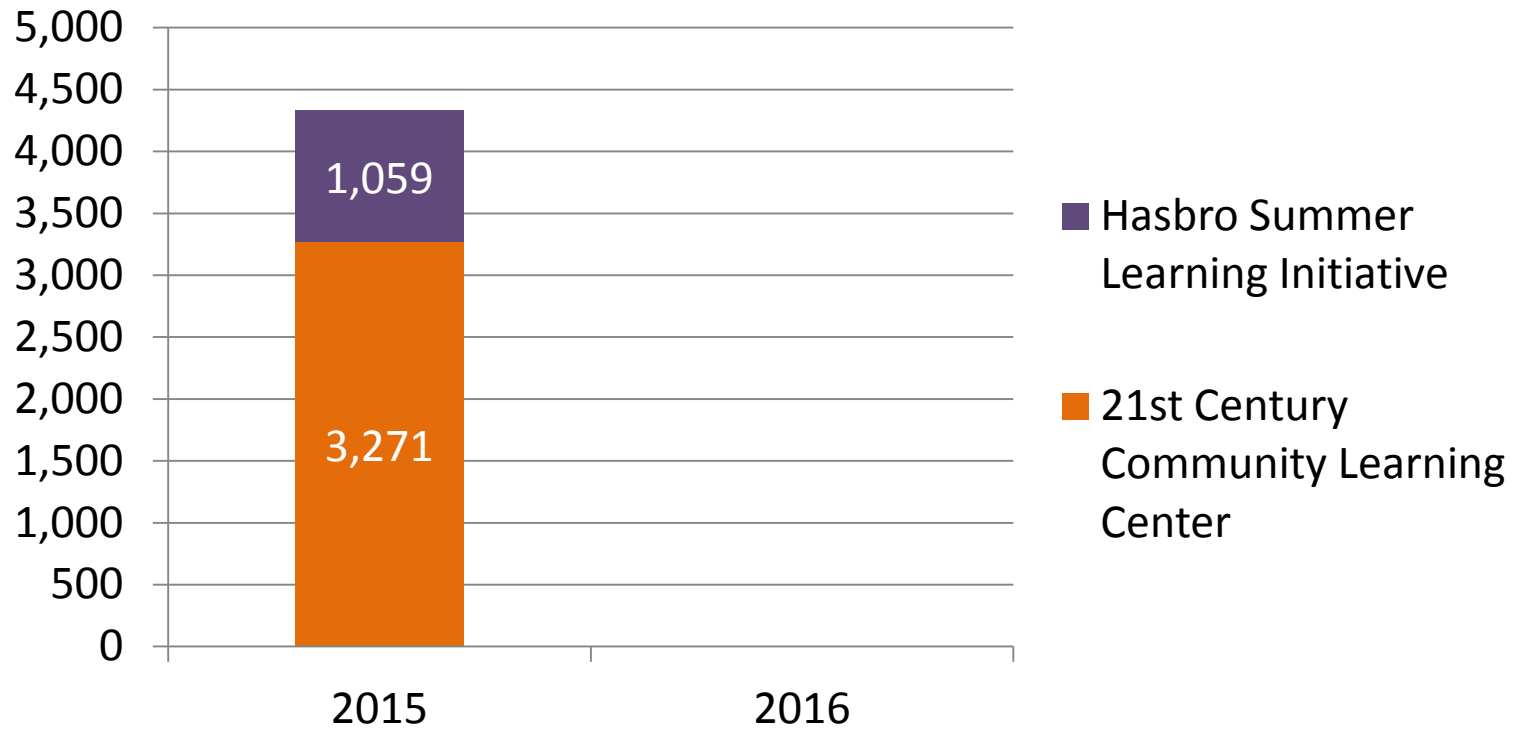
# Summer Learning

## How can we measure?

- Enrollment in **high-quality summer learning programs** for children
  - 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Center program or a Hasbro Summer Learning program.

# 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**.

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