

Education

I Continue to Dream

by Langston Hughes

I take my dreams and make of them a bronze vase
and a round fountain with a beautiful statue in its center.
And a song with a broken heart and I ask you:
Do you understand my dreams?
Sometimes you say you do,
And sometimes you say you don't.
Either way it doesn't matter.
I continue to dream.

Children Enrolled in Early Intervention

DEFINITION

Children enrolled in Early Intervention is the number and percentage of children under age three who have an active Individual Family Service Plan through a Rhode Island Early Intervention provider.

SIGNIFICANCE

During the first few years of life, children develop the basic brain architecture that serves as a foundation for all future development and learning. Early and effective intervention for vulnerable young children yields improved long-term outcomes.¹

In 1986, Congress established Early Intervention (EI) services for infants and toddlers under the *Individuals with Disabilities Education Act (IDEA)*. Part C of IDEA requires states to identify and provide appropriate EI services to children under age three who are developmentally delayed or have a diagnosed condition that is associated with a developmental delay. States may also choose to serve children who are at risk of experiencing a delay if early intervention services are not provided.²

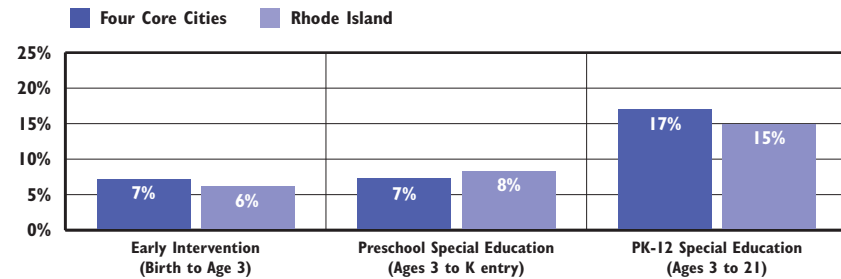
In Rhode Island, children are eligible for EI if they have a diagnosed medical disorder bearing relatively well-known expectancy for developmental delay (single established condition) or if they have a developmental delay in one or more areas of development (cognitive,

physical, communication, social-emotional, and adaptive). Until November 2013, children were also eligible under a “multiple established conditions” category.³ Current eligibility criteria allow children with significant circumstances (including significant trauma/losses, history of abuse/neglect, family lacking basic resources, parental substance abuse, significant parental health/mental health issues, or intellectual disability of caretaker) to qualify through informed clinical opinion if the circumstances impact child or family functioning.⁴

Approximately 15% of U.S. children ages three to 17 have developmental disabilities, with higher prevalence among children from low-income families and among boys. The percentage of children recognized with developmental disabilities has been increasing in recent years due to increased survival rates among preterm infants and children with birth defects/genetic disorders and improved awareness and diagnosis of many conditions.⁵

The American Academy of Pediatrics recommends that physicians incorporate the use of a standardized developmental screening tool into the 9-, 18-, and 30-month well-child visits in order to improve detection of developmental delays and ensure that children who could benefit from services receive timely interventions.⁶

Percentage of Children Receiving Special Education Services by Grade Span, Rhode Island, June 2014



Source: Rhode Island KIDS COUNT calculations using Rhode Island Executive Office of Health and Human Services, June 30, 2014 Early Intervention enrollment, Census 2010, Summary File 1, Rhode Island Department of Education, June 30, 2014 Special Education Census, population of children ages 3-5 from KIDS NET, and Resident Average Daily Membership.

◆ As of June 30, 2014 there were 2,184 infants and toddlers receiving Early Intervention (EI) services, 6% of the population under age three. Seventeen percent were under age one, 32% were age one, and 51% were age two. Of these, 80% were eligible under the developmental delay category, 17% were eligible under the single established condition category, and 3% were eligible under the multiple established conditions category.⁷

◆ In Calendar Year 2014 in Rhode Island, 4,339 children received EI services, a 4% increase from 2013.^{8,9} In 2014, 1,047 children were discharged from EI upon reaching age three. Of these, 65% were found eligible and 20% were found not eligible for preschool special education. Eleven percent were in the process of eligibility determination and 4% left the program.¹⁰

◆ Because maltreated infants and toddlers are six times more likely to have a developmental delay, federal legislation requires states to refer children under age three who have been substantiated victims of child abuse or neglect to EI for an eligibility assessment.^{11,12} In 2014 in Rhode Island, there were 831 infants and toddlers under age three who were maltreated. Of these, 62% were referred to EI for an eligibility assessment, 23% were referred to First Connections for screening, 4% were already enrolled in EI, and 11% were not referred due to case closure or family consent refusal. Of the 514 substantiated victims referred to EI in 2014, 57% were found eligible, 22% were found not eligible, 13% were not evaluated/did not complete a service plan, and 8% were in the determination process.^{13,14}

Children Enrolled in Early Intervention

Table 32. Infants and Toddlers Enrolled in Early Intervention (EI) by Eligibility Type, Rhode Island, 2014

CITY/TOWN	CALENDAR YEAR 2014 ENROLLMENT			JUNE 30, 2014 ENROLLMENT				
	# OF CHILDREN UNDER AGE 3	# OF CHILDREN ENROLLED IN EI	% OF CHILDREN ENROLLED IN EI	SINGLE ESTABLISHED CONDITION	DEVELOPMENTAL DELAY	MULTIPLE ESTABLISHED CONDITIONS	# OF CHILDREN ENROLLED IN EI	% OF CHILDREN ENROLLED IN EI
Barrington	366	37	10%	1	22	0	23	6%
Bristol	507	72	14%	12	28	1	41	8%
Burrillville	460	55	12%	1	29	0	30	7%
Central Falls	1,028	153	15%	9	57	1	67	7%
Charlestown	186	25	13%	4	6	0	10	5%
Coventry	940	125	13%	5	56	2	63	7%
Cranston	2,318	266	11%	28	101	5	134	6%
Cumberland	970	115	12%	5	53	0	58	6%
East Greenwich	299	40	13%	6	12	0	18	6%
East Providence	1,560	189	12%	21	70	3	94	6%
Exeter	166	16	10%	0	7	0	7	4%
Foster	113	11	10%	0	5	0	5	4%
Glocester	247	21	9%	5	9	0	14	6%
Hopkinton	258	24	9%	1	9	0	10	4%
Jamestown	85	14	16%	0	7	0	7	8%
Johnston	816	99	12%	4	42	2	48	6%
Lincoln	587	76	13%	9	32	1	42	7%
Little Compton	68	4	6%	0	0	0	0	0%
Middletown	502	81	16%	5	33	1	39	8%
Narragansett	271	20	7%	0	11	1	12	4%
New Shoreham	21	2	10%	0	0	0	0	0%
Newport	820	96	12%	6	34	1	41	5%
North Kingstown	728	88	12%	8	37	3	48	7%
North Providence	851	117	14%	10	53	1	64	8%
North Smithfield	290	63	22%	4	29	0	33	11%
Pawtucket	2,959	353	12%	47	140	8	195	7%
Portsmouth	429	45	10%	3	15	1	19	4%
Providence	7,609	1,098	14%	88	425	12	525	7%
Richmond	235	10	4%	2	2	1	5	2%
Scituate	193	35	18%	3	12	1	16	8%
Smithfield	402	40	10%	2	19	0	21	5%
South Kingstown	640	84	13%	4	32	1	37	6%
Tiverton	398	41	10%	2	16	1	19	5%
Warren	296	29	10%	4	12	0	16	5%
Warwick	2,322	289	12%	24	125	6	155	7%
West Greenwich	178	20	11%	2	7	2	11	6%
West Warwick	1,044	148	14%	10	62	4	76	7%
Westerly	726	85	12%	10	34	2	46	6%
Woonsocket	1,900	253	13%	17	115	3	135	7%
Four Core Cities	13,496	1,857	14%	161	737	24	922	7%
Remainder of State	20,292	2,482	12%	201	1,021	40	1,262	6%
Rhode Island	33,788	4,339	13%	362	1,758	64	2,184	6%

Source of Data for Table/Methodology

Rhode Island Executive Office of Health and Human Services, Center for Child and Family Health, Early Intervention enrollment, Calendar Year 2014 and June 30, 2014 enrollment (point-in-time). Note: Children eligible under the Multiple Established Conditions category enrolled before November 2013. The Multiple Established Conditions eligibility category was eliminated in November 2013.

The denominator is the number of children under age three, according to Census 2010, Summary File 1.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

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- Early Intervention certification standards*. (2005). Cranston, RI: State of Rhode Island, Department of Human Services, Center for Child and Family Health.
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- Boyle, C. A., et al. (2011). Trends in the prevalence of developmental disabilities in U.S. Children, 1997-2008. *Pediatrics*, 127(6), 1034-1042.
- Council on Children with Disabilities, Section on Developmental Behavioral Pediatrics, Bright Futures Steering Committee and Medical Home Initiatives for Children with Special Needs Project Advisory Committee. (2006). Identifying infants and young children with developmental disorders in the medical home: An algorithm for developmental surveillance and screening. *Pediatrics*, 118(1), 405-420.
- ^{7,8,10,14} Rhode Island Executive Office of Health and Human Services, 2014.
- ⁹ Rhode Island Executive Office of Health and Human Services, 2013.

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Children Enrolled in Early Head Start

DEFINITION

Children enrolled in Early Head Start is the number and percentage of children enrolled in a Rhode Island Early Head Start program.

SIGNIFICANCE

Established in 1994, Early Head Start is a comprehensive early childhood program serving low-income children birth to age three, pregnant women and their families. Early Head Start programs serve children in families with incomes below 130% of the federal poverty level (\$26,117 for a family of three in 2015). Children in families with incomes below the federal poverty line have priority enrollment.^{1,2,3} The federally-funded Early Head Start program is designed to address the comprehensive needs of low-income infants and toddlers and pregnant women by providing high-quality early education, nutrition and mental health services, medical and dental referrals, and fostering the development of healthy family relationships.⁴

Pregnant women enrolled in Early Head Start are assessed for risks to a successful pregnancy. Individualized plans are developed to support prenatal health, promote healthy behaviors and prepare for the baby's arrival.⁵ After the baby is born, families participate by enrolling in either a center-based or a home-based program. Home-based

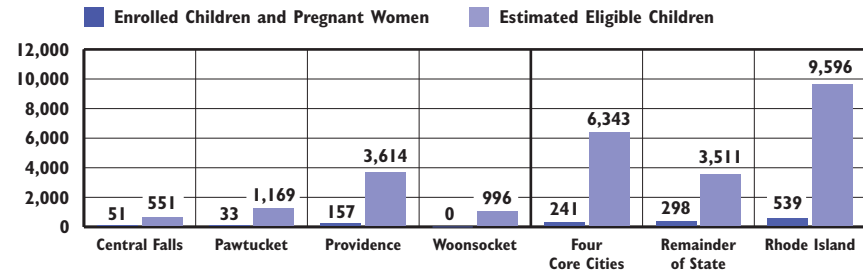
programs use weekly home visits to support child development and twice monthly group meetings. Children in center-based models attend a center-based early care and education program and families receive at least two home visits per year. Some Early Head Start programs provide a combination of home-based and center-based services for families.⁶

In Rhode Island in 2014, there were 529 federally-funded Early Head Start slots. Of these, 31% were center-based and 69% were home-based.⁷ There are eight more Early Head Start slots in Rhode Island than in 2013.⁸

Early Head Start has been shown to produce significant cognitive, language, and social-emotional gains in participating children and more positive interactions with their parents. Early Head Start parents provide more emotional support and more opportunities for language and learning to their children, and are more likely to pursue education and job-training activities and to be employed.^{9,10} Children who enroll in preschool after Early Head Start have better outcomes in early reading skills.¹¹

As of October 2014, 527 infants and toddlers and 12 pregnant women were receiving Early Head Start services in Rhode Island, 6% of the estimated eligible population.¹²

Access to Early Head Start for Low-Income Children and Pregnant Women, Rhode Island, 2014



Source: Rhode Island Early Head Start program enrollment data compiled by Rhode Island KIDS COUNT, October 2014. Estimated eligible children is the number of children under age three according to Census 2010 multiplied by the % of children under age six living in families with incomes below 125% of the federal poverty level (FPL) according to the Population Reference Bureau's analysis of U.S. Census 2009-2013 American Community Survey, 5-year estimates. Estimates for children living in families between 125% and 129% FPL are not available.

- ◆ In 2014 in Rhode Island, federal funding enabled 241 children and pregnant women to participate in Early Head Start from three of the four core cities (4% of the estimated income-eligible population) and 298 children and pregnant women from the remainder of the state (8% of the estimated income-eligible population). The estimated percentage of the eligible population enrolled in Early Head Start for each core city is: Central Falls – 9%, Pawtucket – 3%, Providence – 4%, and Woonsocket – 0%.¹³
- ◆ As of October 2014, there were 203 eligible children and pregnant women on agency waiting lists for Early Head Start Services in Rhode Island. There are no Early Head Start services available for families in Woonsocket, Cumberland, Lincoln or any towns in Washington County.¹⁴ A new federal Early Head Start-Child Care Partnership grant, awarded in 2015, will create 100 new Early Head Start slots in Rhode Island.¹⁵
- ◆ As of October 2014 in Rhode Island, 18% of the children enrolled in Early Head Start had a developmental delay or disability and were receiving Early Intervention services.¹⁶ Early Head Start programs are required to prioritize enrollment for children with special needs and to screen all enrolled children to identify developmental delays and disabilities.¹⁷
- ◆ As of October 2014 in Rhode Island, 25% of children enrolled in Early Head Start were also participating in the Child Care Assistance Program.¹⁸ Center-based Early Head Start programs are open 6 hours per day but do not cover the entire day for many working parents.¹⁹

Children Enrolled in Early Head Start

Table 33. Children Ages Birth to 3 and Pregnant Women Enrolled in Early Head Start, Rhode Island, 2014

CITY/TOWN	ALL CHILDREN UNDER AGE 3	# OF PREGNANT WOMEN ENROLLED IN EARLY HEAD START	# OF CHILDREN ENROLLED IN EARLY HEAD START	ESTIMATED % OF ALL CHILDREN ENROLLED IN EARLY HEAD START
Barrington	366	0	0	0%
Bristol	507	0	3	1%
Burrillville	460	2	15	3%
Central Falls	1,028	1	50	5%
Charlestown	186	0	0	0%
Coventry	940	0	11	1%
Cranston	2,318	1	19	1%
Cumberland	970	0	0	0%
East Greenwich	299	0	1	0%
East Providence	1,560	0	28	2%
Exeter	166	0	0	0%
Foster	113	0	0	0%
Glocester	247	0	2	1%
Hopkinton	258	0	0	0%
Jamestown	85	0	0	0%
Johnston	816	0	15	2%
Lincoln	587	0	0	0%
Little Compton	68	0	1	1%
Middletown	502	0	12	2%
Narragansett	271	0	0	0%
New Shoreham	21	0	0	0%
Newport	820	3	50	6%
North Kingstown	728	0	0	0%
North Providence	851	1	19	2%
North Smithfield	290	0	2	1%
Pawtucket	2,959	1	32	1%
Portsmouth	429	0	2	0%
Providence	7,609	1	156	2%
Richmond	235	0	0	0%
Scituate	193	0	1	1%
Smithfield	402	0	1	0%
South Kingstown	640	0	0	0%
Tiverton	398	0	2	1%
Warren	296	0	8	3%
Warwick	2,322	0	43	2%
West Greenwich	178	0	2	1%
West Warwick	1,044	2	52	5%
Westerly	726	0	0	0%
Woonsocket	1,900	0	0	0%
Four Core Cities	13,496	3	238	2%
Remainder of State	20,292	9	289	1%
Rhode Island	33,788	12	527	2%

Source of Data for Table/Methodology

Rhode Island Early Head Start Programs, children enrolled as of October 2014.

Children enrolled are listed by residence of child, not location of the Head Start program.

The estimated number of children under age three in each community is from Census 2010, Summary File 1. It is no longer possible to estimate the number of children eligible for Early Head Start for each city and town in Rhode Island because family income data are no longer collected in the decennial census. Family income estimates from the American Community Survey are available for most cities and towns, but estimates for many smaller towns in Rhode Island have large margins of error or are suppressed.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

- ^{1,6,9} Raikes, H. H., Chazan-Cohen, R., Love, J. M. & Brooks-Gunn, J. (2010). Early Head Start impacts at age 3 and a description of the age 5 follow-up study. In A. J. Reynolds, A. J. Rolnick, M. M. Englund & J. A. Temple (Eds.), *Childhood programs and practices in the first decade of life*. (pp.99-118). New York, NY: Cambridge University Press.
- ² *Improving Head Start for School Readiness Act of 2007*, § 42 U.S.C. 9801, § 645 (2007).
- ³ U.S. Department of Health and Human Services. (2015). Annual update of the HHS poverty guidelines. *Federal Register*, 80(14), 3236-3237.
- ⁴ Schmit, S. (2013). *Early Head Start participants, programs, families and staff in 2012*. Washington, DC: Center for Law and Social Policy.
- ⁵ Kanda, M. B. & Askew, G. L. (2004). The whole 9 months and beyond: Early Head Start services for pregnant women. In J. Lombardi & M. M. Bogle (Eds.), *Beacon of hope: The promise of Early Head Start for America's youngest children*. (pp. 63-76). Washington, DC: Zero to Three Press.
- ^{7,12,13,14,16,18} Rhode Island Early Head Start program reports to Rhode Island KIDS COUNT, October 2014.
- ⁸ Rhode Island Early Head Start program reports to Rhode Island KIDS COUNT, October 2013.

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Licensed Capacity of Early Learning Programs

DEFINITION

Licensed capacity of early learning programs is the number of child care and early learning programs and slots licensed by the Rhode Island Department of Children, Youth and Families for children under age six. Licensed centers include child care programs, preschools, nursery schools, and center-based Head Start and Early Head Start programs.

SIGNIFICANCE

Research indicates that high-quality child care and early learning programs for infants, toddlers and preschoolers can have long-lasting positive effects on how children learn and develop.¹

Early and on-going enrollment in child care and early learning programs is common in the United States. Across the U.S., 42% of infants under the age of one and 73% of preschoolers between ages three and five regularly participate in a non-parental early care and education arrangement. Participation in early care and education varies by family income, with 63% of children ages birth to five living in households at or above the poverty line enrolled in child care or early learning programs versus 49% of those in households below the poverty line. Enrollment in center-based programs increases as children get older, with 28% of infants under age one participating in a center-based program while 78% of preschoolers (children ages

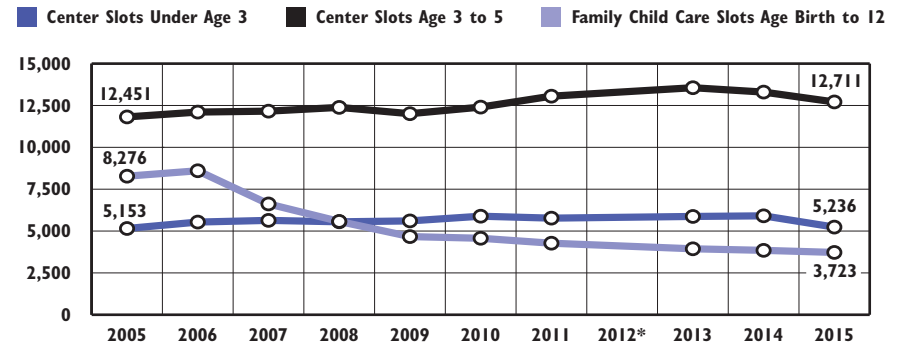
three to five) are enrolled in a center. Children with disabilities can have great difficulty accessing child care and early learning programs despite a federal law requiring that community-based child care and preschool settings include children with disabilities.²

Access to stable, affordable, quality child care is a basic need for many working families and is critical for Rhode Island's economy. When parents have difficulty finding and keeping child care, they are more likely to be absent from work and to leave their jobs.³ Between 2011 and 2013, 72% of Rhode Island children under age six had all parents in the workforce, higher than the U.S. rate of 65%.⁴

The availability of high-quality child care and early learning programs depends on the stability of a skilled teaching workforce. However, there are significant systemic workforce challenges including low compensation, inadequate professional development opportunities, and high turnover.⁵ In addition, high-quality early care and education programs require well-designed, safe buildings that meet the needs of young children.⁶

Rhode Island's \$50 million Race to the Top-Early Learning Challenge grant, awarded in December 2011, is designed to increase the quality of early learning programs and strengthen the workforce statewide, with a focus on programs and staff serving low-income and disadvantaged children.⁷

Early Learning Program Capacity, Rhode Island, 2005-2015



Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes, 2005-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and family child care homes, 2007-2015.*In the 2013 Factbook, data was collected as of January 2013, instead of December 2012.

◆ In January 2015, there were 673 fewer slots for infants and toddlers (children under age three), an 11% reduction, and 589 fewer slots for preschoolers (children ages three to five), a 4% reduction, in licensed child care centers in Rhode Island than in the previous year.⁸

◆ In January 2015, there were 124 fewer slots in licensed family child care homes than in the previous year. The number of family child care slots is down 57% from a peak high of 8,601 in 2006 to 3,723 in 2015.⁹

Quality Child Care for Infants and Toddlers

◆ Infants and toddlers benefit from low child-to-provider ratios and small group sizes where they can form nurturing, responsive and continuous relationships with adults. Specific infant-toddler training along with regular on-site coaching and monitoring helps providers meet key health and safety standards particular to babies and learn how to provide sensitive and enriching care in a group setting.¹⁰

Licensed Capacity of Early Learning Programs

Table 34.

Capacity of Licensed Early Learning Programs, Rhode Island, January 2015

CITY/TOWN	# OF LICENSED CENTERS	# OF CENTER SLOTS FOR CHILDREN < AGE 3	# OF CENTER SLOTS FOR CHILDREN AGES 3-5	# OF LICENSED FAMILY CHILD CARE HOMES	# OF LICENSED FAMILY CHILD CARE HOME SLOTS*	TOTAL LICENSED EARLY LEARNING PROGRAM SLOTS
Barrington	9	129	362	5	32	523
Bristol	5	68	102	4	21	191
Burrillville	3	19	89	2	14	122
Central Falls	4	78	199	21	136	413
Charlestown	4	14	72	2	14	100
Coventry	6	104	211	5	34	349
Cranston	29	424	1,168	49	335	1,927
Cumberland	7	126	315	8	68	509
East Greenwich	11	281	608	0	0	889
East Providence	15	136	497	8	56	689
Exeter	2	31	38	1	8	77
Foster	1	17	25	0	0	42
Glocester	3	47	82	0	0	129
Hopkinton	3	5	60	2	16	81
Jamestown	1	31	33	1	8	72
Johnston	18	303	452	9	59	814
Lincoln	4	57	204	4	26	287
Little Compton	1	0	18	0	0	18
Middletown	9	143	419	5	37	599
Narragansett	2	12	56	0	0	68
New Shoreham	1	13	26	0	0	39
Newport	4	60	183	4	34	277
North Kingstown	9	183	415	3	22	620
North Providence	9	150	260	10	66	476
North Smithfield	1	30	91	3	32	153
Pawtucket	17	223	736	40	253	1,212
Portsmouth	5	53	174	1	6	233
Providence	47	795	1,865	323	2,129	4,789
Richmond	0	0	0	4	35	35
Scituate	1	11	16	5	40	67
Smithfield	10	341	676	0	0	1,017
South Kingstown	11	193	347	6	46	586
Tiverton	3	24	113	1	8	145
Warren	5	60	210	2	16	286
Warwick	28	695	1,443	11	79	2,217
West Greenwich	2	6	48	0	0	54
West Warwick	5	158	329	4	28	515
Westerly	7	99	280	2	13	392
Woonsocket	9	117	489	7	52	658
Four Core Cities	77	1,213	3,289	391	2,570	7,072
Remainder of State	234	4,023	9,422	161	1,153	14,598
Rhode Island	311	5,236	12,711	552	3,723	21,670

Source of Data for Table/Methodology

Rhode Island Department of Children, Youth and Families, number of licensed child care center slots and programs for children under age six and number of licensed family child care homes and slots, January 2015. Only full-day and morning slots are counted for center-based care.

Licensed centers include child care programs, preschools, nursery schools, and center-based Head Start and Early Head Start programs.

*Family child care slots are for children ages birth to 12 years old.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

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¹ Burchinal, M., Kainz, K. & Cai, Y. (2011). How well do our measures of quality predict child outcomes?: A meta-analysis and coordinated analysis of data from large-scale studies of early childhood settings. In Zaslow, M., Martinez-Beck, I., Tout, K., & Halle, T. (Eds.), *Quality measurement in early childhood settings*. 11-31. Baltimore, MD: Paul H. Brookes Publishing.

² Halle, T., Martinez-Beck, I., Forry, N. D. & McSwiggan, M. (2011). Setting the context for a discussion of quality measures: The demographic landscape of early care and education. In Zaslow, M., Martinez-Beck, I., Tout, K. & Halle, T. (Eds.), *Quality measurement in early childhood settings*. 3-10. Baltimore, MD: Paul H. Brookes Publishing.

³ Glynn, S. J., Farrell, J. & Wu, N. (2013). *The importance of preschool and child care for working mothers*. Retrieved February 10, 2014, from: www.americanprogress.org

⁴ U.S. Census Bureau, American Community Survey, 2011-2013. Table DP03.

⁵ Kagan, S. L., Kauerz, K. & Tarrant, K. (2008). *The early care and education teaching workforce at the fulcrum: An agenda for reform*. New York: Teachers College Press.

⁶ Sussman, C. & Gillman, A. (2007). *Building early childhood facilities: What states can do to create supply and promote quality*. New Brunswick, NJ: National Institute for Early Education Research.

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Children Receiving Child Care Subsidies

DEFINITION

Children receiving child care subsidies is the number of children receiving child care that is either fully or partially paid for with a child care subsidy from the Rhode Island Department of Human Services. Child care subsidies can be used for care in a child care center, family child care home, or by a relative or an in-home caregiver.

SIGNIFICANCE

Families rely on child care to enable them to work and to provide the early education experiences needed to prepare their children for school. Yet the high cost of child care puts quality care out of reach for many low-income families. State child care subsidy programs help low-income, working families enroll their children in licensed child care programs.¹

In Rhode Island, the average cost of full-time child care for an infant in a child care center consumes 49% of the median single-mother family income and 13% of the median two-parent family income. The average annual cost of child care for two children (an infant and a preschooler) in Rhode Island is more than twice the state's median annual rent.² Using the federal affordability guideline that families should spend no more than 10% of their gross income on child care, a Rhode Island family would need to earn approximately \$95,000

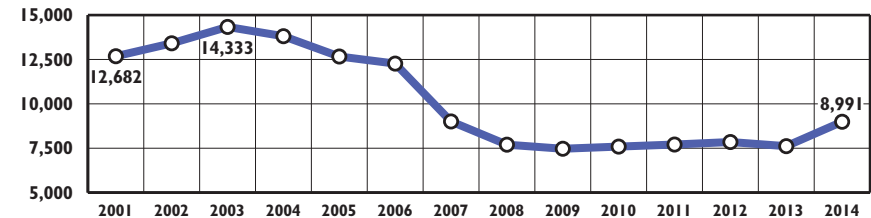
annually to afford the average yearly cost for a three-year-old at a licensed center (\$9,587).^{3,4}

Child care subsidies increase the likelihood that low-income parents are able to work, reduce the likelihood that parents who previously received cash assistance payments do so again, and increase the range of affordable child care options. Families who use child care subsidies have higher rates of parental employment, more stable employment, and more income than poor families who do not use them.^{5,6}

In 1996, Rhode Island established an entitlement to child care assistance for families with incomes up to 185% of the federal poverty level (FPL) as a key component of welfare reform. In 1998, legislation expanded eligibility for families with incomes up to 225% FPL, and adjusted rates paid to child care providers biennially in order to improve access to high-quality child care.⁷ In 2007, eligibility for child care subsidies was reduced to 180% FPL (\$36,162 for a family of three in 2015).^{8,9} In 2008, the requirement to adjust rates biennially was eliminated.¹⁰

Nationally, many families lose access to child care subsidies after a short period of time and then return to the subsidy program. Access and continuity of care can be improved by simplifying application and renewal processes, and expanding eligibility periods.^{11,12}

Child Care Subsidies, Rhode Island, 2001-2014



Source: Rhode Island Department of Human Services, December 2001-December 2014.

- ◆ In December 2014, there were 8,991 child care subsidies in Rhode Island, an increase of 18% from 7,616 in December 2013, but down 37% from the 2003 peak.¹³
- ◆ In 2014 in Rhode Island, 76% of child care subsidies were for care in a licensed child care center, 23% were for care by a licensed family child care home or group family child care home, and 1% were for care by a non-licensed relative, friend, or neighbor.¹⁴
- ◆ As of January 2015, 77% of licensed early childhood centers, 95% of licensed school-age centers, and 84% of licensed family child care homes in Rhode Island accepted Child Care Assistance Program payments.¹⁵
- ◆ In December 2014, 82% of all child care subsidies in Rhode Island were used by low-income working families not receiving cash assistance and 10% were used by families enrolled in the Rhode Island Works Program who were engaged in employment activities. Another 9% of child care subsidies were used for children in the care of the Rhode Island Department of Children, Youth and Families.¹⁶

Average Annual Cost for Full-Time Child Care, Rhode Island, 2013

PROGRAM TYPE	COST PER CHILD
Child Care Center (infant care)	\$12,097
Child Care Center (preschool care)	\$9,587
Family Child Care Home (preschool care)	\$8,715
School-Age Center-Based Program (child age 6-12)	\$6,786

Source: Rhode Island KIDS COUNT analysis of average weekly rates from Bodah, M. M. (2013). *Statewide survey of child care rates in Rhode Island*. Kingston, RI: University of Rhode Island.

Children Receiving Child Care Subsidies

Table 35.

Child Care Subsidies, Rhode Island, December 2014

CITY/TOWN	SUBSIDY USE BY CHILD RESIDENCE			SUBSIDY USE BY PROGRAM LOCATION			
	ENROLLED IN RI WORKS	NOT ENROLLED IN RI WORKS	TOTAL CHILD CARE SUBSIDIES	UNDER AGE 3	AGES 3-5	AGES 6-12	TOTAL CHILD CARE SUBSIDIES
Barrington	1	15	16	9	8	7	24
Bristol	6	62	68	13	16	18	47
Burrillville	1	38	39	3	7	20	30
Central Falls	42	325	367	86	120	149	355
Charlestown	1	7	8	3	1	4	8
Coventry	13	119	132	34	63	64	161
Cranston	52	438	490	160	226	220	606
Cumberland	7	80	87	17	29	28	74
East Greenwich	2	8	10	24	23	16	63
East Providence	23	265	288	64	160	160	384
Exeter	3	11	14	5	6	2	13
Foster	1	7	8	4	8	2	14
Glocester	0	11	11	9	9	0	18
Hopkinton	0	18	18	5	1	1	7
Jamestown	1	2	3	4	2	1	7
Johnston	17	157	174	95	100	89	284
Lincoln	6	95	101	33	42	77	152
Little Compton	0	0	0	0	0	0	0
Middletown	1	52	53	20	41	7	68
Narragansett	0	32	32	0	1	8	9
New Shoreham	0	1	1	0	1	0	1
Newport	20	211	231	57	107	83	247
North Kingstown	16	146	162	54	74	47	175
North Providence	22	173	195	43	54	67	164
North Smithfield	5	31	36	19	30	15	64
Pawtucket	104	876	980	201	349	424	974
Portsmouth	1	23	24	12	14	11	37
Providence	396	2,882	3,278	754	1,033	1,471	3,258
Richmond	3	15	18	0	3	3	6
Scituate	1	22	23	2	3	4	9
Smithfield	7	27	34	50	63	35	148
South Kingstown	11	45	56	18	32	24	74
Tiverton	3	30	33	4	9	7	20
Warren	5	55	60	25	36	26	87
Warwick	8	306	314	135	220	150	505
West Greenwich	0	8	8	1	4	0	5
West Warwick	11	227	238	58	76	62	196
Westerly	3	70	73	32	36	31	99
Woonsocket	80	522	602	94	187	284	565
DCYF	NA	NA	775	NA	NA	NA	NA
Out-Of-State	0	0	0	12	20	1	33
Four Core Cities	622	4,605	5,227	1,135	1,689	2,328	5,152
Remainder of State	251	2,807	3,058	1,012	1,505	1,289	3,806
Rhode Island	873	7,412	9,060	2,159	3,214	3,618	8,991

Source of Data for Table/Methodology

Rhode Island Department of Human Services, InRhodes Database, December 2014.

RI Works is Rhode Island's cash assistance program (formerly known as the Family Independence Program).

DCYF is the number of children in the care of the Department of Children, Youth and Families who are receiving child care subsidies.

Out-of-State is Rhode Island resident children who attend child care located outside of Rhode Island; they are included in the total count for Rhode Island.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

NA=Not applicable

Subsidy data by age of child are reported by the location of the program. Total subsidy use numbers by child residence and total subsidy use numbers by program location do not match because children may be enrolled in more than one program and the InRhodes database is a live system and reports run on different days can have slight variation.

The average annual cost for full-time child care was determined by multiplying the average weekly tuition rate by 52 weeks (for infants and preschoolers). For school-age children, the annual cost was determined by multiplying the average weekly tuition for before and after school care by 39 weeks and adding three weeks of average school vacation tuition and 10 weeks of average summer vacation tuition.

References

¹ Schulman, K. & Blank, H. (2014). *Turning the corner: State child care assistance policies 2014*. Washington, DC: National Women's Law Center.

² *Parents and the high price of child care: 2014 report*. (2014). Arlington, VA: Child Care Aware of America.

³ U.S. Department of Health and Human Services. (1998). Child Care and Development Fund: Final rule. *Federal Register*, 63(142). Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

(continued on page 182)

Early Learning Programs Participating in BrightStars

DEFINITION

Early learning programs participating in BrightStars is the percentage of licensed early learning centers and family child care homes in Rhode Island that are participating in BrightStars, Rhode Island's Quality Rating and Improvement System for child care and early learning programs.

SIGNIFICANCE

Research on early care and education reveals a strong relationship between program quality and children's developing skills and well-being. Children who attend high-quality programs score higher on tests of language and cognitive skills and demonstrate stronger social and emotional development than children who attend low-quality programs.^{1,2,3} Programs across the U.S. and in Rhode Island vary markedly in quality and can range from rich learning experiences to mediocre, custodial care.^{4,5,6}

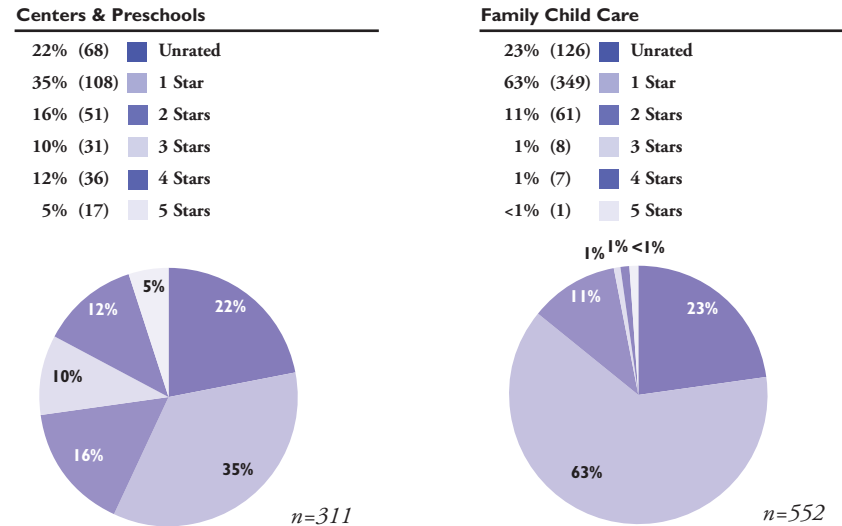
High-quality early care and education is characterized by smaller numbers of children in a classroom or group, fewer children per adult, skilled staff, a language-rich environment with stimulating curricula, warm, nurturing and dependable relationships between staff and children, and a safe environment.⁷ The development and retention of a highly qualified and appropriately compensated workforce

for early childhood programs is critical to improve program quality.⁸

Quality Rating and Improvement Systems (QRIS) are becoming an increasingly common strategy used by states to measure, improve and incentivize program quality. QRIS incorporate five components: (1) quality standards with incremental steps for programs, (2) a process to assess program quality, (3) strategies to support quality improvement, (4) financial incentives for programs, and (5) a system to share program quality information with parents and the public. Studies have shown that, over time, state QRIS can improve the quality of care available.^{9,10} Many states provide financial incentives to encourage and support achievement of quality standards. Incentives include offering tiered child care subsidy payments with higher rates for higher quality care and providing program improvement grants.¹¹

Launched in 2009, BrightStars conducts program quality assessments using research based standards for licensed centers (including child care, preschool and Head Start), family child care homes, and public schools. Programs participating in BrightStars receive a star rating and develop a quality improvement plan across six quality domains.¹² As of October 2014, all programs serving children participating in the Child Care Assistance Program are required to have a BrightStars rating.¹³

Quality Ratings of Licensed Early Learning Programs Participating in BrightStars, Rhode Island, January 2015



Source: Rhode Island Association for the Education of Young Children, January 2015.

◆ As of January 2015, there were 669 licensed early care and education programs with an active BrightStars quality rating, more than three times as many as were rated in January 2014. Seventeen percent of licensed early learning centers had met the benchmarks for a high-quality rating of four or five stars, while 1% of family child care homes had received a high-quality rating of four or five stars.¹⁴

◆ As of January 2015, there were 21 public schools with a BrightStars quality rating (40% of the 53 public schools serving preschoolers). Five (9%) had a high-quality rating of four or five stars.¹⁵

◆ The Rhode Island Department of Education awards Comprehensive Early Childhood Education approval to preschool classrooms that meet state-defined quality benchmarks. As of January 2015, there were 24 preschool classrooms in 16 licensed centers and zero public school classrooms that met approval standards.¹⁶

◆ Rhode Island's four-year, \$50 million Race to the Top-Early Learning Challenge grant is focused on increasing participation in BrightStars and providing intensive support to programs to meet high-quality benchmarks.¹⁷

Early Learning Programs Participating in BrightStars

Table 36.

Licensed Early Learning Programs Participating in the BrightStars Quality Rating and Improvement System, Rhode Island, January 2015

CITY/TOWN	CHILD CARE CENTERS AND PRESCHOOLS					FAMILY CHILD CARE HOMES				
	LICENSED PROGRAMS	PROGRAMS WITH A QUALITY RATING	PROGRAMS WITH A HIGH-QUALITY RATING	% IN BRIGHTSTARS	% WITH HIGH-QUALITY RATING	LICENSED PROGRAMS	PROGRAMS WITH A QUALITY RATING	PROGRAMS WITH A HIGH-QUALITY RATING	% IN BRIGHTSTARS	% WITH HIGH-QUALITY RATING
Barrington	9	5	1	56%	11%	5	0	0	0%	0%
Bristol	5	5	0	100%	0%	4	2	0	50%	0%
Burrillville	3	2	1	67%	33%	2	1	0	50%	0%
Central Falls	4	3	2	75%	50%	21	20	0	95%	0%
Charlestown	4	3	1	75%	25%	2	1	0	50%	0%
Coventry	6	5	1	83%	17%	5	1	0	20%	0%
Cranston	29	19	2	66%	7%	49	40	0	82%	0%
Cumberland	7	5	2	71%	29%	8	3	1	38%	13%
East Greenwich	11	9	2	82%	18%	0	NA	NA	NA	NA
East Providence	15	12	3	80%	20%	8	6	0	75%	0%
Exeter	2	2	0	100%	0%	1	1	1	100%	100%
Foster	1	1	0	100%	0%	0	NA	NA	NA	NA
Glocester	3	3	0	100%	0%	0	NA	NA	NA	NA
Hopkinton	3	1	0	33%	0%	2	1	1	50%	50%
Jamestown	1	1	0	100%	0%	1	0	0	0%	0%
Johnston	18	17	1	94%	6%	9	6	0	67%	0%
Lincoln	4	4	1	100%	25%	4	2	0	50%	0%
Little Compton	1	0	0	0%	0%	0	NA	NA	NA	NA
Middletown	9	6	1	67%	11%	5	0	0	0%	0%
Narragansett	2	0	0	0%	0%	0	NA	NA	NA	NA
New Shoreham	1	1	1	100%	100%	0	NA	NA	NA	NA
Newport	4	2	1	50%	25%	4	2	0	50%	0%
North Kingstown	9	9	2	100%	22%	3	2	0	67%	0%
North Providence	9	8	1	89%	11%	10	3	0	30%	0%
North Smithfield	1	1	0	100%	0%	3	2	2	67%	67%
Pawtucket	17	14	1	82%	6%	40	34	0	85%	0%
Portsmouth	5	3	0	60%	0%	1	0	0	0%	0%
Providence	47	39	14	83%	30%	323	277	3	86%	1%
Richmond	0	NA	NA	NA	NA	4	1	0	25%	0%
Scituate	1	1	0	100%	0%	5	2	0	40%	0%
Smithfield	10	8	1	80%	10%	0	NA	NA	NA	NA
South Kingstown	11	8	3	73%	27%	6	4	0	67%	0%
Tiverton	3	2	0	67%	0%	1	1	0	100%	0%
Warren	5	2	0	40%	0%	2	0	0	0%	0%
Warwick	28	22	5	79%	18%	11	4	0	36%	0%
West Greenwich	2	2	0	100%	0%	0	NA	NA	NA	NA
West Warwick	5	5	1	100%	20%	4	2	0	50%	0%
Westerly	7	5	0	71%	0%	2	2	0	100%	0%
Woonsocket	9	8	5	89%	56%	7	6	0	86%	0%
Four Core Cities	77	64	22	83%	29%	391	337	3	86%	1%
Remainder of State	234	179	31	76%	13%	161	89	5	55%	3%
Rhode Island	311	243	53	78%	17%	552	426	8	77%	1%

Source of Data for Table/Methodology

Data on the number of licensed early learning programs and family child care homes are from the Rhode Island Department of Children, Youth and Families, January 2015. Data on BrightStars quality ratings is from the Rhode Island Association for the Education of Young Children, January 2015.

High-quality rating means a BrightStars rating of four or five stars.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

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Children Enrolled in Head Start

DEFINITION

Children enrolled in Head Start is the number and percentage of children enrolled in a Rhode Island Head Start preschool program.

SIGNIFICANCE

Head Start is a federally-funded comprehensive early childhood program for low-income preschool children and their families. It is designed to address a wide variety of needs during the two years before kindergarten so that low-income children can begin school on a more equal footing with their economically advantaged peers.¹ Head Start programs deliver early education, medical and dental screenings and referrals, nutrition services, mental health services, family engagement activities, and social service referrals for the whole family.²

Family income is strongly correlated with children's cognitive, language, and literacy skills at school entry. Before kindergarten entry, children in the highest socio-economic group have cognitive test scores that are 60% higher than the average scores of children in the lowest socio-economic group. Children in families with incomes below the federal poverty threshold are typically 18 months behind their peers at age four.³

On average, Head Start centers are higher quality than most other early care and education programs available

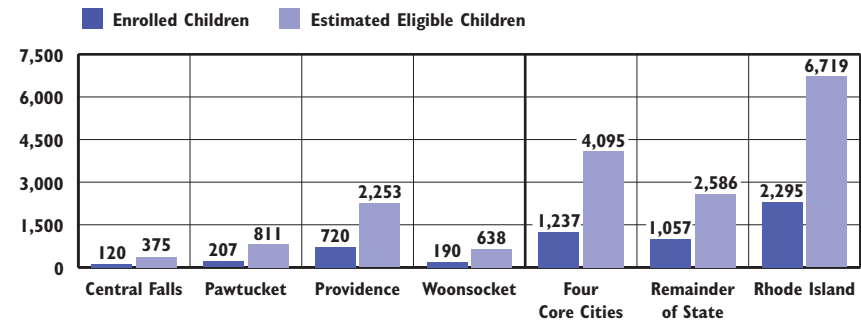
to low-income parents.⁴ Head Start also has been found to be more effective than many other early learning programs.⁵ Children who participate in Head Start show improvements in language and literacy skills.^{6,7}

Lasting impacts for children who participate in Head Start have been found in reduced grade retention and special education placement and increased high school graduation rates.⁸ However, a recent study found that improved language and literacy skills were no longer discernible by the end of third grade, perhaps due to the fact that children in the study attended elementary schools with higher levels of poverty than schools nationwide.⁹

For the 2014-2015 school year there were 2,284 Head Start slots in Rhode Island, with 2,154 federally-funded slots and 130 state-funded slots.¹⁰ This is 143 fewer federally-funded slots than in 2012-2013.

As of October 2014, there were 2,295 children enrolled in Head Start and 532 eligible children on the waiting list. Rhode Island Head Start providers served 275 preschool children with developmental delays or disabilities, 12% of all children enrolled. Twelve percent of children enrolled in Rhode Island Head Start programs were also participating in the Child Care Assistance Program.¹² Head Start funding is not sufficient to provide a full-day or full-year program.¹³

Access to Head Start for Low-Income Children, Rhode Island, 2014

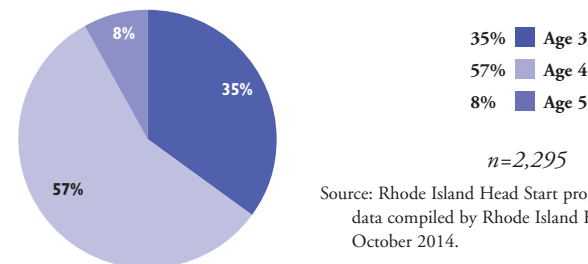


Source: Rhode Island Head Start program enrollment data compiled by Rhode Island KIDS COUNT, October 2014. Estimated eligible children is the number of children ages three and four according to Census 2010 multiplied by the % of children under age six living in families with incomes below 125% of the federal poverty level (FPL) according to the Population Reference Bureau's analysis of U.S. Census 2009-2013 American Community Survey, five-year estimates. Estimates for children living in families between 125% and 129% FPL are not available.

◆ **Head Start is not funded at a level to serve all eligible children and all Rhode Island Head Start programs maintain active waiting lists of eligible children. In October 2014, Rhode Island Head Start programs served 2,295 children, 34% of the estimated 6,719 income-eligible three- and four-year old children and 10% of all children ages three and four.**¹⁴

◆ **In the four core cities, 30% of the estimated eligible children were enrolled in Head Start, compared with 41% in the remainder of the state. The estimated percentage of eligible children enrolled in Head Start for each core city is: Central Falls – 32%, Pawtucket – 26%, Providence – 32%, and Woonsocket – 30%.**¹⁵

Children Enrolled in Head Start by Age, Rhode Island, 2014



Source: Rhode Island Head Start program enrollment data compiled by Rhode Island KIDS COUNT, October 2014.

Children Enrolled in Head Start

Table 37.

Children Enrolled in Head Start, Rhode Island, 2014

CITY/TOWN	# OF CHILDREN AGES 3 & 4	# OF CHILDREN ENROLLED IN HEAD START	ESTIMATED % OF CHILDREN ENROLLED IN HEAD START
Barrington	369	2	1%
Bristol	401	25	6%
Burrillville	321	17	5%
Central Falls	699	120	17%
Charlestown	153	9	6%
Coventry	734	55	7%
Cranston	1,684	182	11%
Cumberland	810	0	0%
East Greenwich	277	6	2%
East Providence	982	108	11%
Exeter	105	5	5%
Foster	99	0	0%
Glocester	191	1	1%
Hopkinton	167	7	4%
Jamestown	102	0	0%
Johnston	528	47	9%
Lincoln	412	0	0%
Little Compton	49	1	2%
Middletown	431	43	10%
Narragansett	210	6	3%
New Shoreham	15	0	0%
Newport	514	79	15%
North Kingstown	593	27	5%
North Providence	575	58	10%
North Smithfield	218	2	1%
Pawtucket	2,053	207	10%
Portsmouth	359	9	3%
Providence	4,743	720	15%
Richmond	190	2	1%
Scituate	197	1	1%
Smithfield	343	7	2%
South Kingstown	504	15	3%
Tiverton	287	17	6%
Warren	240	26	11%
Warwick	1,579	118	7%
West Greenwich	115	1	1%
West Warwick	703	110	16%
Westerly	490	71	14%
Woonsocket	1,218	190	16%
Homeless	NA	1	NA
Four Core Cities	8,713	1,237	14%
Remainder of State	14,947	1,057	7%
Rhode Island	23,660	2,295	10%

Source of Data for Table/Methodology

Rhode Island Head Start Programs, all children enrolled (ages three to five) as of October 2014. Children enrolled are listed by residence of child, not location of the Head Start program.

The estimated number of children ages three and four in each community is from Census 2010, Summary File 1. It is no longer possible to estimate the number of children eligible for Head Start for each city and town in Rhode Island because family income data is no longer collected in the decennial census. Family income estimates from the American Community Survey are available for most cities and towns, but estimates for many smaller towns in Rhode Island have large margins of error or are suppressed.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

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- ⁸ Barnett, W. S. (2002). *The battle over Head Start: What the research shows*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

(continued on page 182)

Children Enrolled in State Pre-K

DEFINITION

Children enrolled in State Pre-K is the number and percentage of children enrolled in the State Pre-Kindergarten (Pre-K) program managed by the Rhode Island Department of Education. The State Pre-K program is operated by child care programs, Head Start programs, and public schools.

SIGNIFICANCE

State-funded Pre-K programs for children ages three and four are available in 40 states, with 28% of four-year-olds and 4% of three-year-olds enrolled nationwide. Eight states and the District of Columbia have more than half of their four-year-olds enrolled in State Pre-K.¹ States have increased investments in Pre-K, recognizing that children who attend high-quality preschool make substantive developmental, academic, language, and social gains that can persist well into later school years, and are less likely to be retained a grade or enrolled in special education.^{2,3,4} In states without large public Pre-K programs, children from high-income and highly educated families are much more likely to be enrolled in preschool than children from low- to moderate-income families.⁵

High-quality preschool programs have shown strong economic returns, with benefits to children and the public far exceeding the original investment. Small class sizes, low child-teacher

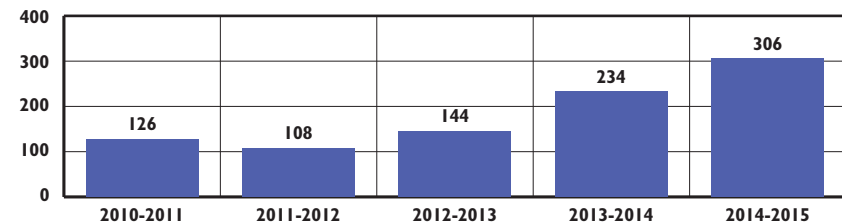
ratios, and teachers who are well-educated, emotionally supportive, and use curricula effectively produce the biggest gains among children.^{6,7,8}

In 2008, the General Assembly passed *The Rhode Island Prekindergarten Education Act*, acknowledging the need to adequately prepare all children to succeed in school by providing access to publicly-funded, high-quality Pre-K and requiring the Rhode Island Department of

Education to plan for the development of a State Pre-K program that meets high-quality standards, builds on the existing early childhood education infrastructure, and serves children ages three and four.⁹ Rhode Island began offering the State Pre-K program for four-year-olds in the 2009-2010 school year. The state's program is one of only four in the U.S. to meet all recommended quality benchmarks.¹⁰ Rhode Island's State Pre-K program has been found to improve children's language and literacy skills and close the achievement gap between low-income children and their more affluent peers by three-quarters.¹¹

Currently, there are 306 children enrolled in State Pre-K (3% of four-year-olds in the state), placing Rhode Island near the bottom of the 40 states in terms of ranking for access to State Pre-K.^{12,13} Expansion of the State Pre-K program is included in the state's education funding formula, with a \$1 million increase in funding planned each year for 10 years.^{14,15}

Rhode Island State Pre-K Funded Slots, 2010-2011 through 2014-2015



Sources: National Institute for Early Education Research, *The State of Preschool 2010, 2011, 2012, 2013*. Rhode Island Department of Education, State Pre-K programs 2013-2014 and 2014-15.

- ◆ As of the 2014-2015 school year, there are 17 State Pre-K classrooms in Rhode Island with a total of 306 children enrolled. Thirty-two percent of children enrolled in State Pre-K speak a language other than English at home and 11% have a developmental delay or disability.¹⁶
- ◆ Of the 17 State Pre-K classrooms, eight are operated by a child care center/preschool, eight are operated by a Head Start agency, and one is operated by a public school district.¹⁷
- ◆ State Pre-K funds are targeted to communities with a high proportion of low-income families, using the percentage of children participating in the local school district's free and reduced-price lunch program as a guideline.¹⁸
- ◆ Children are selected to participate in State Pre-K through a lottery, with children from families at or below 185% of the federal poverty level (FPL) prioritized for enrollment based on the proportion of low-income children in the local school district.¹⁹ In the 2014-15 school year, 67% of children enrolled in State Pre-K are at or below 185% FPL, while 33% are above.²⁰

State Pre-K and the Early Learning System

- ◆ State Pre-K is an important part of a strong state early learning system that starts at birth and continues through third grade, including nurturing, language rich environments in child care, Head Start, full-day kindergarten, and the early elementary grades.²¹ Head Start programs collaborate with State Pre-K in many states to serve more children in high-quality early childhood education programs.²²

Children Enrolled in State Pre-K

Table 38.

Children Enrolled in State Pre-K, Rhode Island, 2014-2015

CITY/TOWN	% LOW-INCOME STUDENTS	# OF CHILDREN AGE 4	# OF CHILDREN ENROLLED IN STATE PRE-K	% OF CHILDREN ENROLLED IN STATE PRE-K
Barrington	4%	199	0	0%
Bristol	36%	206	0	0%
Burrillville	36%	173	0	0%
Central Falls	79%	345	18	5%
Charlestown	21%	81	0	0%
Coventry	34%	366	0	0%
Cranston	42%	862	18	2%
Cumberland	25%	426	0	0%
East Greenwich	6%	158	0	0%
East Providence	50%	469	0	0%
Exeter	14%	55	0	0%
Foster	23%	53	0	0%
Glocester	16%	106	0	0%
Hopkinton	21%	87	0	0%
Jamestown	12%	50	0	0%
Johnston	37%	278	0	0%
Lincoln	27%	211	0	0%
Little Compton	13%	28	0	0%
Middletown	28%	226	0	0%
Narragansett	21%	117	0	0%
New Shoreham	17%	7	0	0%
Newport	62%	232	36	16%
North Kingstown	22%	318	0	0%
North Providence	49%	282	0	0%
North Smithfield	17%	108	0	0%
Pawtucket	73%	1,006	18	2%
Portsmouth	15%	196	0	0%
Providence	80%	2,382	90	4%
Richmond	21%	102	0	0%
Scituate	20%	94	0	0%
Smithfield	16%	169	0	0%
South Kingstown	19%	273	0	0%
Tiverton	29%	143	0	0%
Warren	36%	127	0	0%
Warwick	34%	850	54	6%
West Greenwich	14%	53	0	0%
West Warwick	49%	354	36	10%
Westerly	40%	244	0	0%
Woonsocket	72%	584	36	6%
Four Core Cities	77%	4,317	162	4%
Remainder of State	31%	7,703	144	2%
Rhode Island	47%	12,020	306	3%

Source of Data for Table/Methodology

The number children enrolled in State Pre-K and percentage of low-income students (eligible for free and reduced price lunch) is from the Rhode Island Department of Education, October 2014. The number of four-year-olds is from Census 2010, Summary File 1.

% of low-income students is the percentage of students enrolled in free and reduced price lunch. Data for regional school districts (Charlton, Bristol Warren, Exeter-West Greenwich) is not separated by community.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

- ^{1,5,10,13} Barnett, W. S., Brown, K., Carolan, M. E. & Squires, J. H. (2013). *The state of preschool 2013: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers Graduate School of Education.
- ^{2,6} Epstein, D. J. & Barnett, W. S. (2012). Early education in the United States: Programs and access. In R. C. Pianta, W. S. Barnett, L. M. Justice & S. M. Sheridan (Eds.), *Handbook of early childhood education*. (pp. 3-21). New York, NY: The Guilford Press.
- ³ Lamy, C. (2012). Poverty is a knot, and preschool is an untangler. In R. C. Pianta, W. S. Barnett, L. M. Justice & S. M. Sheridan (Eds.), *Handbook of early childhood education*. (pp.158-174). New York, NY: The Guilford Press.
- ^{4,8} Yoshikawa, H., et al. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development and New York, NY: Foundation for Child Development.
- ⁷ Galinsky, E. (2006). *The economic benefits of high-quality early childhood programs: What makes the difference?* Washington, DC: Committee for Economic Development.
- ⁹ Rhode Island Prekindergarten Education Act, Rhode Island General Laws, § 16-87 (2008).
- ¹¹ Barnett, W. S. (2012, February 14). Rhode Island State Pre-K Demonstration Program evaluation. Presentation to the Rhode Island General Assembly.

(continued on page 182)

Children Receiving Preschool Special Education Services

DEFINITION

Children receiving preschool special education services is the percentage of children ages three to five who have an Individualized Education Program (IEP) and are receiving special education services in Rhode Island.

SIGNIFICANCE

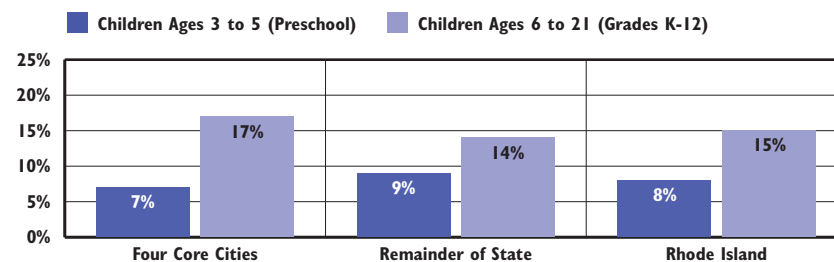
Preschool special education is an important component of the early care and education system, providing access to early learning opportunities for hundreds of thousands of preschool-age children across the U.S.¹ The federal *Individuals with Disabilities Education Act (IDEA)* specifies that, beginning at age three, children are eligible for special education through their local school district if they have a specific disability or a developmental delay in one or more of the following areas: physical, cognitive, communication, social/emotional, or adaptive.² Children under age three are eligible for special education services through Early Intervention providers.³

Developmental delays are identified when a child does not reach developmental milestones at the same time as other children his or her age. Some young children with developmental delays are eventually diagnosed with a disability while others catch up to their peers when therapy or intervention is provided.^{4,5}

In Rhode Island, children are eligible for special education services under the “developmental delay” category up to age eight.⁶ As of June 2014, 39% of children in preschool special education in Rhode Island qualified under the developmental delay category, 50% had an identified speech/language disability, 6% were diagnosed with autism, and 5% had another diagnosed disability.⁷

Under *IDEA*, states are required to identify, locate and evaluate all children ages birth to 21 with disabilities in the state.⁸ Early childhood developmental screening is often the first step in identifying children who may have a disability or developmental delay and could benefit from intervention. Regular screening during the early stages of life, followed by evaluation and diagnostic assessment for children who appear to have special needs, helps children gain early access to needed services in order to prevent the occurrence of more severe problems.⁹ In Rhode Island, school districts work to screen every child ages three through five every year through the Child Outreach screening program. Screenings are conducted in the child’s dominant language.¹⁰ In the 2013-2014 school year in Rhode Island, districts completed developmental screenings for 48% of three-year-olds, 62% of four-year-olds, and 63% of five-year-olds.¹¹

Special Education Participation,
Four Core Cities and Rhode Island, June 2014



Source: Rhode Island Department of Education, June 2014 Special Education Census. Denominator for children ages three to five is the number of children ages three to five residing in each district during the 2013-2014 school year from the Rhode Island Department of Health’s KIDSNET database shared with RIDE. Denominator for children ages six to 21 is the resident average daily membership (RADM) from RIDE.

- ◆ Approximately 15% of children ages three to 17 have a disability. Children in low-income families are more likely to have a developmental disability than children in higher-income families.¹²
- ◆ In June 2014 there were 2,786 children enrolled ages three to five receiving preschool special education services, 8% of all preschool-age children in the state. Children in the four core cities are less likely to be receiving preschool special education services (7%) than children in the remainder of the state (9%). Thirty percent of the students receiving preschool special education services were eligible for free or reduced price lunch, less than the state’s overall rate of 47%.¹³
- ◆ In June 2014 in Rhode Island, 43% of preschool-age children received special education services within an inclusive early childhood classroom along with their typically developing peers, while 20% were enrolled in a separate special education class, school or residential facility. Another 10% were enrolled in a regular early childhood classroom but did not receive their special education services in that class and 27% were not enrolled in an early childhood classroom, receiving services at home or through “walk-in” visits to a service provider.¹⁴
- ◆ In June 2014, children in the four core cities were less likely to receive preschool special education services in an inclusive early childhood setting (36%) than children in the remainder of the state (47%).¹⁵ Inclusion in high-quality early learning programs benefits children with and without disabilities.¹⁶

Children Receiving Preschool Special Education Services

Table 39.

Children Ages 3 to 5 Receiving Special Education Services, Rhode Island, 2014

SCHOOL DISTRICT	# OF CHILDREN AGES 3-5	DEVELOPMENTAL SCREENING RATES			PRESCHOOL SPECIAL EDUCATION BY SETTING			
		% 3-YEAR-OLDS SCREENED	% 4-YEAR-OLDS SCREENED	% 5-YEAR-OLDS SCREENED	INCLUSIVE EARLY CHILDHOOD CLASS	OTHER	TOTAL ENROLLED	% ENROLLED
Barrington	293	130%	134%	58%	45	*	51	17%
Bristol Warren	797	51%	56%	23%	32	28	60	8%
Burrillville	400	92%	89%	87%	32	17	49	12%
Central Falls	1,005	51%	55%	70%	43	54	97	10%
Charlton	621	76%	71%	54%	20	45	65	10%
Coventry	855	78%	84%	90%	72	30	102	12%
Cranston	2,350	36%	54%	41%	42	100	142	6%
Cumberland	962	71%	82%	58%	47	38	85	9%
East Greenwich	305	36%	76%	32%	*	34	41	13%
East Providence	1,563	26%	40%	76%	25	113	138	9%
Exeter-West Greenwich	310	95%	74%	55%	14	14	28	9%
Foster	82	90%	111%	84%	*	*	10	12%
Glocester	222	90%	111%	84%	12	14	26	12%
Jamestown	72	66%	189%	171%	12	*	14	19%
Johnston	758	59%	89%	38%	22	55	77	10%
Lincoln	538	93%	93%	45%	68	19	87	16%
Little Compton	61	43%	67%	125%	*	0	*	3%
Middletown	519	48%	78%	97%	33	13	46	9%
Narragansett	244	90%	63%	37%	21	*	27	11%
New Shoreham	32	100%	36%	0%	*	0	*	16%
Newport	811	35%	57%	67%	51	22	73	9%
North Kingstown	589	95%	77%	62%	22	39	61	10%
North Providence	904	44%	55%	29%	44	40	84	9%
North Smithfield	272	92%	122%	87%	17	12	29	11%
Pawtucket	3,075	31%	51%	24%	37	171	208	7%
Portsmouth	360	51%	92%	108%	19	15	34	9%
Providence	8,071	37%	51%	82%	209	252	461	6%
Scituate	171	90%	111%	84%	*	13	19	11%
Smithfield	370	89%	95%	41%	26	19	45	12%
South Kingstown	572	89%	111%	49%	30	27	57	10%
Tiverton	355	52%	47%	73%	14	21	35	10%
Warwick	2,343	36%	47%	62%	36	105	141	6%
West Warwick	1,140	62%	72%	73%	14	94	108	9%
Westerly	637	94%	97%	33%	40	15	55	9%
Woonsocket	1,864	23%	46%	75%	65	146	211	11%
Charter Schools	NA	NA	NA	NA	*	*	*	NA
RI School for the Deaf	NA	NA	NA	NA	0	*	*	NA
Four Core Cities	14,015	34%	51%	67%	354	623	977	7%
Remainder of State	19,508	58%	70%	59%	837	959	1,796	9%
Rhode Island	33,523	48%	62%	63%	1,199	1,587	2,786	8%

Sources of Data for Table/Methodology

Rhode Island Department of Education (RIDE), June 2014 Special Education Census.

*Fewer than 10 students are in this category. Actual numbers are not shown to protect student confidentiality. These students are still counted in district totals and in the four core cities, remainder of the state, and state totals.

The denominator is the number of children ages three to five residing in each district during the 2013-2014 school year from the Rhode Island Department of Education's KIDSNET database shared with RIDE.

2013-2014 Child Outreach screening data is from the Office of Student, Community, and Academic Supports, Rhode Island Department of Education. Screening rates sometimes exceed 100% because population estimates may be inaccurate and/or districts may screen out-of-district children. Screening rates for five year old children may be low because many have entered kindergarten and do not receive screening through Child Outreach.

Foster, Glocester, and Scituate school districts collaborate to conduct Child Outreach screenings. Separate rates are not available for each of these districts so the same combined rate is used for all three districts.

Inclusive early childhood class means children receive the majority of their special education services in a general early childhood education class at a public school, Head Start program, or a community-based child care program or preschool. Data include children who are district-placed and who are parentally-placed.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

¹ Epstein, D. J. & Barnett, W. S. (2012). Early education in the United States: Programs and access. In R. C. Pianta, W. S. Barnett, L. M. Justice., & S. M. Sheridan, (Eds.), *Handbook of early childhood education* (pp. 3-21). New York, NY: The Guilford Press.

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(continued on page 183)

Public School Enrollment and Demographics

DEFINITION

Public school enrollment and demographics is the total number of students enrolled in Rhode Island public schools on October 1.

SIGNIFICANCE

Education is a lifetime process that begins at birth and continues throughout a child's life into adulthood. Racial, ethnic and income gaps in educational attainment have been well-documented throughout the country. Research has shown that there are three clusters of factors that have an impact on student achievement: school factors, factors related to connections between home and school and factors that exist before and beyond school (including health, nutrition, and non-school academic supports).¹

On October 1, 2014, there were 141,959 students enrolled in Rhode Island public schools in preschool through grade 12, a decrease of 9% from 156,498 on October 1, 2004.

Of the 141,959 Rhode Island public school students in October 2014, 29% (41,642) were attending schools in the four core cities (communities with the highest child poverty rates, 66% (92,932) were attending schools in the remaining districts, and the remaining 7,385 attended charter schools, state-operated schools, or the Urban

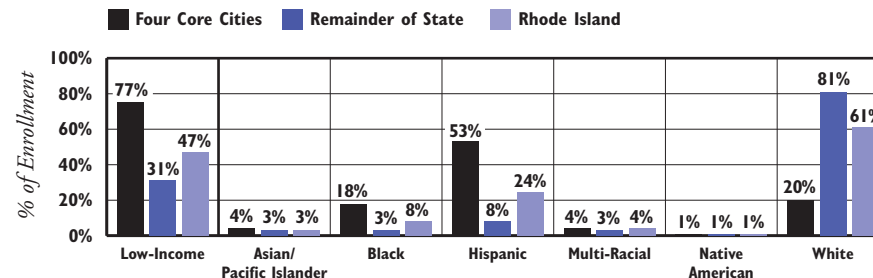
Collaborative Accelerated Project (UCAP). There were an additional 19,809 Rhode Island students attending private and parochial schools (including out-of-state schools) and 1,527 students were home-schooled.²

In October 2014, there were 64,140 students in grades K-5, 32,558 in grades 6-8, and 42,892 in grades 9-12. There were 2,369 children enrolled in preschool in Rhode Island public schools.³ The Rhode Island State Pre-K program serves 306 children in 2014-2015, including 18 in a public school classroom and the remainder in community-based centers.⁴

In October 2014, 61% of Rhode Island public school students were non-Hispanic White, 24% were Hispanic, 8% were Black, 3% were Asian/Pacific Islander, 4% were Multi-Racial, and 1% were Native American. In October 2014, 47% of students in Rhode Island were low-income (students who were eligible for the free or reduced-price lunch program).⁵

Rhode Island schools are also diverse in terms of students with disabilities and students who are English Language Learners. During the 2013-2014 school year, 15% of Rhode Island public school students were receiving special education services and 7% were receiving English as a Second Language (ESL) or bilingual education services.⁶

Rhode Island Public School Enrollment by Low-Income Status, Race and Ethnicity, October 1, 2014



Source: Rhode Island Department of Education, October 1, 2014.

◆ In October 2014, 20% of students enrolled in the four core cities were White, compared with 81% in the remainder of the state, and 77% of students enrolled in the four core cities were low-income compared with 31% in the remainder of the state.⁷

Projecting School Enrollment

◆ Nationally, projections indicate there will be a 7% increase in public school enrollment from Fall 2008 to Fall 2020. While increases are expected for the Midwest, South, and West, a decrease is expected for the Northeast.⁸

◆ Enrollment has fallen in many of Rhode Island's urban ring and suburban school districts due to a decrease in the number of school-age children living in these communities and an increase in the number of children from these communities attending charter schools, career and technical schools, and private schools.⁹

◆ With falling enrollment, more districts may consider closing or consolidating schools, regionalization, or reconfiguring schools (e.g., by putting fifth graders in middle schools). Districts that are considering closing schools should be mindful of future needs, including potential expansion to full-day kindergarten and future enrollment increases. Regionalization may help address declines in enrollment and reduce costs, allowing for more electives and Advanced Placement (AP) courses, providing opportunities to better serve students with special needs, driving more dollars into the classroom, and encouraging stronger academic performance.¹⁰

Public School Enrollment and Demographics

Table 40. Rhode Island Public School Enrollment by Grade and Demographic Groups, October 1, 2014

SCHOOL DISTRICT	ENROLLMENT BY GRADE LEVEL*				ENROLLMENT BY DEMOGRAPHIC GROUPS							TOTAL ENROLLMENT
	PRE-SCHOOL	ELEMEN-TARY	MIDDLE	HIGH	% LOW-INCOME	% ASIAN PACIFIC ISLANDER	% BLACK	% HISPANIC**	% NATIVE AMERICAN	% MULTI-RACIAL	% WHITE	
Barrington	22	1,372	823	1,071	4%	5%	1%	2%	<1%	3%	89%	3,288
Bristol Warren	48	1,583	779	948	36%	1%	2%	5%	1%	3%	88%	3,358
Burrillville	50	996	628	734	36%	1%	1%	3%	<1%	2%	93%	2,408
Central Falls	90	1,408	432	753	79%	1%	12%	74%	<1%	4%	9%	2,683
Chariho	69	1,318	753	1,165	21%	1%	1%	3%	2%	2%	92%	3,305
Coventry	112	2,028	1,150	1,564	34%	1%	1%	3%	<1%	2%	93%	4,854
Cranston	54	4,624	2,555	3,224	42%	7%	5%	24%	<1%	4%	60%	10,457
Cumberland	81	2,024	1,130	1,308	25%	3%	3%	9%	<1%	3%	83%	4,543
East Greenwich	34	1,033	621	724	6%	6%	1%	5%	<1%	3%	86%	2,412
East Providence	107	2,473	1,141	1,559	50%	6%	8%	2%	1%	6%	76%	5,280
Exeter-West Greenwich	43	640	422	540	14%	1%	<1%	3%	0%	<1%	94%	1,645
Foster	0	284	0	0	23%	0%	0%	1%	0%	2%	97%	284
Foster-Glocester	0	0	470	651	19%	1%	1%	<1%	0%	1%	97%	1,121
Glocester	3	526	0	0	16%	1%	<1%	0%	<1%	2%	97%	529
Jamestown	26	324	147	3	12%	2%	1%	2%	<1%	2%	93%	500
Johnston	68	1,443	747	858	37%	3%	4%	15%	<1%	1%	77%	3,116
Lincoln	82	1,294	782	926	27%	2%	3%	6%	<1%	1%	89%	3,084
Little Compton	0	148	100	0	13%	2%	1%	1%	0%	1%	96%	248
Middletown	23	1,061	530	671	28%	4%	6%	11%	<1%	7%	71%	2,285
Narragansett	53	559	301	427	21%	2%	2%	2%	2%	3%	89%	1,340
New Shoreham	0	43	39	36	17%	3%	0%	11%	0%	2%	85%	118
Newport	44	1,006	435	587	62%	2%	17%	24%	2%	11%	44%	2,072
North Kingstown	89	1,598	965	1,436	22%	2%	1%	4%	1%	2%	90%	4,088
North Providence	91	1,625	839	1,005	49%	3%	9%	19%	<1%	3%	65%	3,560
North Smithfield	37	757	446	535	17%	2%	1%	6%	<1%	3%	88%	1,775
Pawtucket	132	4,790	2,019	2,116	73%	1%	26%	31%	1%	6%	34%	9,057
Portsmouth	32	988	598	945	15%	1%	2%	4%	<1%	2%	91%	2,563
Providence	321	11,691	5,382	6,513	80%	5%	17%	64%	1%	3%	9%	23,907
Scituate	11	577	364	467	20%	1%	<1%	1%	0%	<1%	97%	1,419
Smithfield	48	1,022	585	717	16%	2%	1%	5%	<1%	3%	89%	2,372
South Kingstown	110	1,384	774	1,053	19%	2%	2%	5%	3%	4%	85%	3,321
Tiverton	54	810	435	572	29%	1%	1%	<1%	<1%	1%	96%	1,871
Warwick	215	4,016	2,190	2,856	34%	3%	2%	8%	<1%	3%	83%	9,277
West Warwick	60	1,620	763	974	49%	2%	5%	12%	1%	2%	78%	3,417
Westerly	90	1,323	659	950	40%	3%	1%	7%	2%	5%	82%	3,022
Woonsocket	56	3,012	1,323	1,604	72%	6%	10%	31%	1%	5%	48%	5,995
Charter Schools	12	2,715	1,092	1,626	65%	2%	14%	53%	1%	4%	27%	5,445
State-Operated Schools	2	25	12	1,762	64%	3%	14%	41%	1%	6%	35%	1,801
UCAP	0	0	127	12	73%	1%	17%	71%	1%	6%	3%	139
Four Core Cities	599	20,901	9,156	10,986	77%	4%	18%	53%	1%	4%	20%	41,642
Remainder of State	1,756	40,499	22,171	28,506	31%	3%	3%	8%	1%	3%	81%	92,932
Rhode Island	2,369	64,140	32,558	42,892	47%	3%	8%	24%	1%	4%	61%	141,959

Source of Data for Table/Methodology

Rhode Island Department of Education, Public School Enrollment in preschool through grade 12 as of October 1, 2014.

*Preschool includes students enrolled in half-day or full-day preschool through the public school district (primarily preschool special education classrooms). The Rhode Island State Pre-K program serves 306 children in 2014-2015, including 18 in a public school classroom and the remainder in community-based centers.

*Elementary includes students in kindergarten through 5th grade, middle includes 6th through 8th grades, and high includes 9th through 12th grades.

**Hispanic students can be of any race.

Children are counted as low-income if they are eligible for a Free or Reduced-Price Lunch Program.

State-operated schools include: Metropolitan Regional Career and Technical Center, William M. Davies Jr. Career & Technical High School, DCYF and the Rhode Island School for the Deaf.

Charter Schools include: Achievement First Rhode Island, Beacon Charter High School for the Arts, Blackstone Academy, Blackstone Valley Prep Mayoral Academy, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, Hope Academy, International Charter School, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College, Segue Institute for Learning, Sheila C. "Skip" Nowell Leadership Academy, South Side Elementary Charter School, Trinity Academy for the Performing Arts, and The Village Green Virtual Public Charter School.

UCAP is the Urban Collaborative Accelerated Program.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Students enrolled in state-operated schools, charter schools and UCAP are not counted in totals for the four core cities or for the remainder of the state, but they are included in the Rhode Island state totals.

References

¹ Barton, P. E. & Coley, R. J. (2009). *Parsing the achievement gap II*. Princeton, NJ: Educational Testing Service.

(continued on page 183)

Children Enrolled in Full-Day Kindergarten

DEFINITION

Children enrolled in full-day kindergarten is the percentage of public school children enrolled in full-day kindergarten programs on October 1. Children enrolled in private kindergarten programs or in half-day kindergarten programs that offer after-school child care are not included.

SIGNIFICANCE

Children benefit academically from participating in full-day kindergarten. Children in full-day kindergarten make significant gains in early reading, math, and social skills when compared with children in half-day kindergarten. Full-day kindergarten can reduce grade retention and remediation rates. One study found that participation in full-day, high-quality kindergarten can close the achievement gap between the highest and lowest performing students by nearly one-third in reading and one-fourth in math.¹² Full-day kindergarten benefits all students, but it has a particularly strong impact for disadvantaged children.³

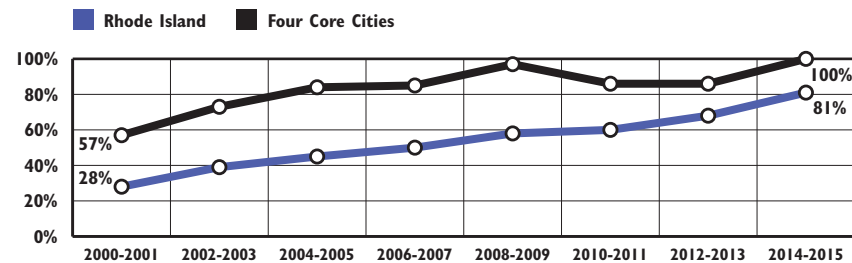
With an estimated 75% of four-year-olds in the U.S. enrolled in some type of preschool program, kindergarten no longer serves as the entry-point to formal, full-day school for most young children.⁴ The majority of parents favor full-day kindergarten as it provides continuity for children who are accustomed to full-day preschool

experiences and it reduces the number of transitions and disruptions their child experiences each day.⁵ Also, teachers in full-day kindergarten programs have more time to provide meaningful learning opportunities that encourage cognitive, physical, and social-emotional development.^{6,7}

Nationally, enrollment in full-day kindergarten has been increasing steadily over the past 30 years. In 1979, 25% of U.S. kindergartners were in full-day programs, compared with 77% in 2013.^{8,9} As the number of children enrolled in preschool and full-day kindergarten has grown, expectations of kindergarten teachers have changed. The majority of kindergarten teachers in the U.S. now believe that academic instruction in literacy and math should begin in preschool and children entering kindergarten should know their alphabet and have strong social and self-regulation skills (e.g., ability to follow directions, share, and take turns).¹⁰ Enrollment in high-quality kindergarten is associated with immediate academic gains and long-term improved outcomes, including attending college, owning a house, and earning more as an adult.¹¹

In the 2014-2015 school year, 81% of the Rhode Island children who attended public kindergarten were in a full-day program, with 100% of students in the four core cities and 68% of students in the remainder of the state attending full-day kindergarten.¹²

Children in Full-Day Public Kindergarten Programs, Rhode Island, 2000-2001 through 2014-2015 School Years



Source: Rhode Island Department of Education, kindergarten enrollment October 1, 2000-October 1, 2014.

◆ In the 2014-2015 school year, 81% of Rhode Island kindergartners statewide and 100% of kindergartners in the four core cities were in full-day kindergarten. As of the 2014-2015 school year, 28 of the 35 elementary school districts and all of the public charter elementary schools in Rhode Island offer universal access to full-day kindergarten programs.¹³

◆ Five school districts are operating universal full-day kindergarten for the first time in the 2014-2015 school year (Barrington, Exeter-West Greenwich, Glocester, Scituate, and Smithfield). Woonsocket also has restored full-day kindergarten.¹⁴ Each of these districts received start-up or planning grant funding to support the transition to full-day kindergarten available through the state *Full-Day Kindergarten Accessibility Act* passed in 2012.¹⁵

◆ As of the 2014-2015 school year, there are only seven districts in Rhode Island that do not offer full-day kindergarten for all students: Coventry, Cranston, East Greenwich, Johnston, North Kingstown, Tiverton, and Warwick. East Greenwich, North Kingstown, and Warwick offer limited enrollment in full-day kindergarten classrooms.¹⁶

Academic Progress in Full-Day Kindergarten

◆ Nationally, 68% of full-day kindergarten classes spend more than one hour per day on reading instruction, compared to 37% of half-day classes. Full-day kindergarten classes are more likely than half-day classes to spend time every day on math, social studies, and science.¹⁷ Children in full-day kindergarten classes make greater academic gains in both reading and mathematics compared to those in half-day classes.¹⁸

Children Enrolled in Full-Day Kindergarten

Table 41. Children Enrolled in Full-Day Kindergarten Programs, Rhode Island, 2013-2014 and 2014-2015

SCHOOL DISTRICT	2013-2014 SCHOOL YEAR			2014-2015 SCHOOL YEAR		
	TOTAL CHILDREN IN K PROGRAMS	CHILDREN IN FULL-DAY K	% OF CHILDREN IN FULL-DAY K	TOTAL CHILDREN IN K PROGRAMS	CHILDREN IN FULL-DAY K	% OF CHILDREN IN FULL-DAY K
Barrington	161	0	0%	170	170	100%
Bristol Warren	279	279	100%	253	253	100%
Burrillville	157	157	100%	145	145	100%
Central Falls	237	237	100%	222	222	100%
Chariho	469	469	100%	188	188	100%
Coventry	279	0	0%	292	1	< 1%
Cranston	677	0	0%	598	3	< 1%
Cumberland	277	277	100%	317	317	100%
East Greenwich	121	25	21%	140	34	24%
East Providence	437	437	100%	386	386	100%
Exeter-West Greenwich	91	0	0%	101	101	100%
Foster	44	44	100%	31	31	100%
Glocester	72	0	0%	82	82	100%
Jamestown	43	43	100%	46	46	100%
Johnston	204	0	0%	231	4	2%
Lincoln	219	219	100%	191	191	100%
Little Compton	23	23	100%	22	22	100%
Middletown	144	144	100%	174	174	100%
Narragansett	79	79	100%	75	75	100%
New Shoreham	7	7	100%	8	8	100%
Newport	172	172	100%	195	195	100%
North Kingstown	211	63	30%	205	64	31%
North Providence	259	259	100%	249	249	100%
North Smithfield	106	106	100%	112	112	100%
Pawtucket	800	800	100%	764	764	100%
Portsmouth	153	153	100%	148	148	100%
Providence	2,035	2,035	100%	1,838	1,838	100%
Scituate	147	0	0%	69	69	100%
Smithfield	130	11	8%	120	120	100%
South Kingstown	200	200	100%	203	203	100%
Tiverton	115	0	0%	108	0	0%
Warwick	607	66	11%	581	162	28%
West Warwick	295	295	100%	295	295	100%
Westerly	220	220	100%	217	217	100%
Woonsocket	512	17	3%	523	523	100%
Charter Schools	504	504	100%	583	583	100%
State-Operated Schools	4	4	100%	3	3	100%
Four Core Cities	3,584	3,089	86%	3,347	3,347	100%
Remainder of State	6,398	3,748	59%	5,952	4,065	68%
Rhode Island	10,490	7,345	70%	9,885	7,998	81%

Source of Data for Table/Methodology

Rhode Island Department of Education, October 1, 2013 and October 1, 2014.

Note: Some districts that do not operate full-day kindergarten classrooms may report children who are enrolled in full-day kindergarten due to their special needs.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Charter schools included in this indicator are Achievement First Rhode Island, Blackstone Valley Prep Mayoral Academy, Highlander Charter School, International Charter School, Kingston Hill Academy, Paul Cuffee Charter School, Southside Elementary Charter School, The Compass School, The Hope Academy, and The Learning Community. The state-operated school is the Rhode Island School for the Deaf.

References

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- ²⁷ Strategies for Children. (2013). *Investing in full-day kindergarten is essential*. Retrieved January 9, 2015, from www.strategiesforchildren.org
- ³ Gibbs, C. R. (2014). *Experimental evidence on early intervention: The impact of full-day kindergarten*. University of Virginia Batten School of Leadership and Public Policy Faculty Working Paper. Retrieved December 15, 2014, from www.batten.virginia.edu
- ⁴ Barnett, W. S., Carolan, M. E., Fitzgerald, J. & Squires, J. H. (2011). *The state of preschool 2011: State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.
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- ⁹ U.S. Census Bureau, Current Population Survey, 2013. Table 3: Nursery and primary school enrollment of people 3 to 6 years old, by control of school, attendance status, age, race, Hispanic origin, mother's labor force status and education, and family income: October 2013.

(continued on page 183)

Out-of-School Time

DEFINITION

Out-of-school time is the number of children participating in organized after-school programs. This indicator presents data on the number of licensed after-school child care programs and slots for children ages six and older as well as available data on children served by after-school programs that do not require state licensing.

SIGNIFICANCE

Organized programs for school-age children offered during the hours and days when school is not in session have become increasingly popular over the past 50 years. Growth has been driven by the expansion of mothers' labor force participation, concerns over negative consequences associated with children being home alone, passage of the 1990 *Child Care Development and Block Grant Act* which provided the first major funding stream for school-age child care, and federal funding for 21st Century Community Learning Centers which began in 1998. Over time, policymakers have increasingly recognized that out-of-school time programs can contribute significantly to children's development and learning.¹

High-quality, organized after-school and summer programs promote academic and social skills, provide opportunities for children and youth to develop positive relationships with peers

and adult mentors, increase children's safety and reduce the likelihood that youth engage in inappropriate activities. Children who participate in organized after-school programs and extra-curricular activities benefit socially, emotionally and academically. Children who are from low-income families and those in need of social and academic supports are most likely to benefit.^{2,3}

In most communities there are not enough high-quality, affordable after-school and summer programs to serve all the children who could benefit from them. Resources are needed both to improve the quality of current programs and to expand access.⁴ In Rhode Island, the Providence After School Alliance and the Rhode Island After School Plus Alliance act as intermediaries to address access issues and support program quality improvement through the use of the Rhode Island Program Quality Assessment (RIPQA) tool.⁵

Between 2011 and 2013, 77% of Rhode Island children ages six to 17 had all parents in the workforce, higher than the U.S. rate of 71%.⁶ Nationally, 56% of children ages five to 14 with employed mothers stay with a relative during the hours when they are not in school, while 19% regularly participate in enrichment activities, 7% each are in a child care center or in home-based child care, and 14% regularly stay at home by themselves.⁷

Students Served by 21st Century Community Learning Centers by Grade Span, Rhode Island, 2013-2014

SCHOOL DISTRICT	GRADES PK-5	GRADES 6-8	GRADES 9-12	TOTAL
Central Falls	544	272	248	1,064
Cranston	221	23	0	244
Newport	725	245	303	1,273
North Kingstown	276	503	20	799
Pawtucket	1,300	458	475	2,233
Providence	796	1,950	1,461	4,207
West Warwick	161	151	0	312
Woonsocket	525	423	949	1,897
<i>Charter Schools</i>	548	309	2	859
<i>State-Operated Schools</i>	0	0	363	363
UCAP	0	183	27	210
<i>Four Core Cities</i>	3,165	3,103	3,133	9,401
<i>Remainder of State</i>	1,383	922	323	2,628
Rhode Island	5,096	4,517	3,848	13,461

Source: RI Department of Education, Office of Student, Community and Academic Supports, Summer 2013 and 2013-2014 school year. Students participating in summer programs are reported in the grade level they are entering in the fall. Data are not unduplicated as students can be served by more than one grantee and in more than one community. Charter schools are: Highlander Charter School, Paul Cuffee Charter School, and The Learning Community. State-operated schools are: Metropolitan Regional Career and Technical Center and the Rhode Island Training School. UCAP is the Urban Collaborative Accelerated Program.

Expanded Learning Opportunities

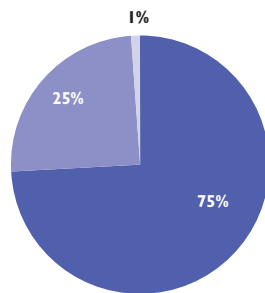
- ◆ Expanded learning opportunities provide safe, structured learning environments for school-age children beyond the traditional school day and include after-school and summer learning programs. They can be delivered by schools and community-based organizations. High-quality expanded learning programs offer a variety of content-rich programming that engages students and builds both academic and non-academic skills.⁸
- ◆ The federal 21st Century Community Learning Centers initiative provides funding for after-school and summer enrichment programs serving students attending high-poverty, low-performing schools.⁹ During the summer of 2013 and the 2013-2014 school year, 21st Century programs in Rhode Island served 13,461 students from 51 schools, including students in pre-kindergarten through grade 12.¹⁰ Students attending 21st Century programs in Rhode Island have fewer unexcused absences and disciplinary incidents than their peers.¹¹

Table 42. Licensed School-Age Child Care for Children Ages Six to 12 Rhode Island, January 2015

CITY/TOWN	NUMBER OF CHILDREN AGES 6 TO 12	NUMBER OF LICENSED PROGRAMS		TOTAL NUMBER OF SLOTS
		OPERATED AS PART OF AN EARLY CHILDHOOD CENTER	OPERATED INDEPENDENTLY	
Barrington	2,038	3	1	200
Bristol	1,421	1	3	156
Burrillville	1,456	1	2	213
Central Falls	2,045	2	0	159
Charlestown	616	0	1	60
Coventry	3,142	4	4	332
Cranston	6,331	10	5	627
Cumberland	2,976	0	6	433
East Greenwich	1,482	3	1	143
East Providence	3,395	5	7	497
Exeter	480	2	1	74
Foster	369	1	0	18
Glocester	809	1	1	55
Hopkinton	741	0	1	52
Jamestown	429	0	0	0
Johnston	2,119	7	0	133
Lincoln	1,900	1	6	441
Little Compton	299	0	1	26
Middletown	1,442	2	1	232
Narragansett	856	0	1	60
New Shoreham	73	0	0	0
Newport	1,399	2	2	205
North Kingstown	2,581	6	2	250
North Providence	2,073	2	3	262
North Smithfield	1,002	1	1	172
Pawtucket	6,015	8	4	685
Portsmouth	1,622	2	0	74
Providence	15,342	17	21	3,295
Richmond	777	0	2	88
Scituate	935	1	0	26
Smithfield	1,445	6	1	347
South Kingstown	2,199	0	1	50
Tiverton	1,201	1	1	111
Warren	770	1	1	98
Warwick	6,195	7	5	726
West Greenwich	624	0	0	0
West Warwick	2,155	3	4	405
Westerly	1,850	1	1	116
Woonsocket	3,653	3	7	564
Four Core Cities	27,055	30	32	4,703
Remainder of State	59,202	74	66	6,682
Rhode Island	86,257	104	98	11,385

School-Age Child Care Subsidies by Type of Setting, Rhode Island, 2014

75% Licensed Center (2,697)
 25% Licensed Family Child Care (889)
 1% License-Exempt Provider (32)



n=3,618

Source: Rhode Island Department of Human Services, InRhodes Database, December 2014. Totals may not sum to 100% due to rounding.

◆ In January 2015, there were 11,385 school-age child care slots in 202 licensed centers (104 were operated as part of a licensed early childhood center and 98 were operated under an independent license, serving only school-age children).¹²

◆ In January 2015 in Rhode Island, there were 83 independent school-age child care programs participating in BrightStars, Rhode Island's Quality Rating and Improvement System (85% of licensed independent school-age child care programs). Seven programs had a high-quality rating of four or five stars.¹³

Source of Data for Table/Methodology

Number of children ages six to 12 years is from the U.S. Census Bureau, Census 2010 Summary File 1.

Rhode Island Department of Children, Youth and Families. Number of licensed school-age child care programs and slots for children ages six to 12 as of January 2015. These numbers do not include licensed family child care home slots, informal child care arrangements, or community programs for youth ages six and older that do not require licensing by the state. Licensed school-age child care programs also provide services to five year-old children who are enrolled in kindergarten.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

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(continued on page 183)

English Language Learners

DEFINITION

English Language Learners is the percentage of all public school children (preschool through grade 12) who are receiving English as a Second Language services or bilingual education services in Rhode Island public schools.

SIGNIFICANCE

English Language Learner (ELL) students are the fastest growing student population in the U.S.¹ Nationally and in Rhode Island, there are large achievement gaps between ELL and non-ELL students, with ELL students having lower rates of math and reading achievement than non-ELL students.² Many children of immigrants face challenges to succeeding in school, including poverty, limited access to health care, and low parental education levels, that may contribute to these achievement gaps.³

ELL students enter school without the English skills necessary for full participation in and access to the education system. They face diverse challenges based on their home language, immigration status, academic background, and socioeconomic status.^{4,5} Successful ELL programs strategically use ongoing assessments of student progress, have highly qualified teachers trained to teach ELL students, address students' learning, language, and cultural needs.^{6,7,8}

Additionally, ELL students and children in immigrant families are more

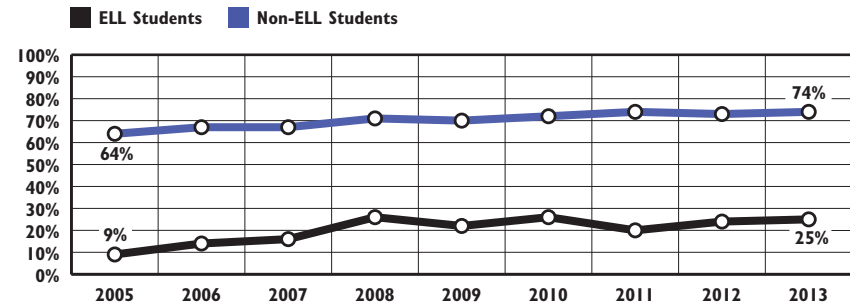
likely to attend schools that are under-resourced, urban, large, serve high proportions of minority students, and located in high-poverty communities.^{9,10} In the 2013-2014 school year in Rhode Island, ELL students were 7% of total students (10,233). Of these, 88% were enrolled in free or reduced-price lunch programs and 76% lived in the four core cities.¹¹

Children of immigrants believe that school prepares them to get ahead and most hope to go to college. Schools that foster relationships and offer personalized instruction by effective teachers can help ELL students succeed.^{12,13}

In the 2013-2014 school year, ELL students in Rhode Island public schools spoke 85 different languages. The majority (77%) spoke Spanish, 7% spoke Asian languages, 6% spoke Creole or Patois, 3% spoke Portuguese, 1% spoke African languages, and 6% spoke other or multiple languages.¹⁴

Bilingual education in early grades can significantly improve English reading proficiency.¹⁵ During the 2013-2014 school year, 14% percent of ELL students were enrolled in a bilingual program and 86% were enrolled in an English as a Second Language (ESL) program. Bilingual programs are offered in the Central Falls and Providence school districts and at the International Charter School.¹⁶

Fourth-Grade Reading Proficiency, English Language Learner Students and Non-ELL Students, 2005-2013



Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005-2013.

- ◆ In October 2013, 25% of fourth-grade ELL students scored at or above proficiency in reading on the *New England Common Assessment Program (NECAP)*, compared to 9% in 2005.¹⁷
- ◆ While the achievement gap in fourth-grade reading has been reduced from 55% in 2005 to 49% in 2013, ELL students are consistently performing lower than their non-ELL peers.¹⁸

Early English Language Learning

- ◆ As of September 1, 2014, there were 4,817 children under age five born to a mother who did not speak English in Rhode Island.¹⁹ In the 2013-2014 school year, 49% of all ELL students in Rhode Island were in grades preschool to grade three.²⁰
- ◆ For young children growing up in homes where English is not the first language, the quality, type, and amount of early childhood education can help boost English language development and kindergarten readiness of ELL students.²¹ A consistent approach to language development, common curriculum, and aligned assessment from preschool to third grade can help young ELL students gain English skills and reading proficiency and set the stage for future academic success.²²

Table 43.

English Language Learner Students, Rhode Island, 2013-2014

SCHOOL DISTRICT	NUMBER OF ENGLISH LANGUAGE LEARNER STUDENTS				TOTAL # OF ELL STUDENTS	% OF TOTAL DISTRICT
	TOTAL # OF STUDENTS	ELEMENTARY (GRADES PRE-K-5)	MIDDLE (GRADES 6-8)	HIGH (GRADES 9-12)		
Barrington	3,237	38	*	*	44	1%
Bristol Warren	3,395	77	17	*	96	3%
Burrillville	2,379	0	*	*	*	<1%
Central Falls	2,692	399	114	228	741	28%
Charlho	3,383	*	*	*	10	<1%
Coventry	4,769	*	*	*	14	<1%
Cranston	10,177	397	118	81	596	6%
Cumberland	4,490	67	19	*	95	2%
East Greenwich	2,360	*	*	*	10	<1%
East Providence	5,265	140	31	26	197	4%
Exeter-West Greenwich	1,582	*	*	*	13	1%
Foster	284	0	NA	NA	0	0%
Foster-Glocester	1,148	NA	0	0	0	0%
Glocester	499	0	NA	NA	0	0%
Jamestown	492	*	*	0	*	1%
Johnston	2,991	77	12	*	98	3%
Lincoln	3,095	17	*	*	24	1%
Little Compton	257	0	0	0	0	0%
Middletown	2,267	46	20	16	82	4%
Narragansett	1,366	*	0	*	*	<1%
New Shoreham	117	*	*	*	10	9%
Newport	1,994	56	15	32	103	5%
North Kingstown	3,948	39	*	13	59	1%
North Providence	3,459	55	11	13	79	2%
North Smithfield	1,724	*	0	*	*	<1%
Pawtucket	8,750	638	174	252	1,064	12%
Portsmouth	2,628	*	*	*	*	<1%
Providence	23,799	3,448	921	1,087	5,456	23%
Scituate	1,403	0	0	0	0	0%
Smithfield	2,343	10	*	0	11	<1%
South Kingstown	3,333	29	0	*	31	1%
Tiverton	1,796	*	*	*	10	1%
Warwick	9,061	78	11	13	102	1%
West Warwick	3,348	56	*	12	77	2%
Westerly	3,010	33	*	*	48	2%
Woonsocket	5,649	286	106	95	487	9%
Charter Schools	4,952	481	108	41	630	13%
State-Operated Schools	1,773	0	0	20	20	1%
UCAP	138	NA	0	0	0	0%
Four Core Cities	40,889	4,771	1,315	1,662	7,748	19%
Remainder of State	91,600	1,273	304	258	1,835	2%
Rhode Island	139,353	6,525	1,727	1,981	10,233	7%

Sources of Data for Table/Methodology

Rhode Island Department Education, 2013-2014 school year. Total number of English Language Learner students is the number of students in each district who were actively enrolled in English as a Second Language (ESL) or bilingual education programs in the 2013-2014 school year. Students who are not yet fully English proficient but have exited ESL or bilingual education programs to regular education are not included in these numbers.

*Fewer than 10 students are in this category. Actual numbers are not shown to protect student confidentiality. These students are still counted in district totals and in the four core cities, remainder of the state, and state totals.

NA indicates that the school district does not serve students at that grade level or that no data are available.

Due to a change in methodology, the percentage of English Language Learner students by district cannot be compared with percentages before the 2004 Factbook. The “% of Total District” is based on the total number of English Language Learners divided by the “Total # of Students,” which is the average daily membership in the districts of instruction. The charter schools that reported ELL students are Achievement First Rhode Island, Blackstone Academy, Blackstone Valley Prep, Paul Cuffee Charter School, Highlander Charter School, International Charter School, The Learning Community, Segue Institute for Learning, Sheila C. “Skip” Nowell Leadership Academy, and Trinity Academy for the Performing Arts. State-operated schools with ELL students are William M. Davies Career & Technical High School and DCYF Schools. UCAP is the Urban Collaborative Accelerated Program.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

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(continued on page 183)

K-12 Students Receiving Special Education Services

DEFINITION

K-12 students receiving special education services is the percentage of students ages six to 21 who received special education services in Rhode Island public schools or who were placed in private special education programs by their district of residence.

SIGNIFICANCE

Effective and appropriate special education and related services are important resources for improving long-term outcomes for children and youth with special needs. Students with disabilities are more likely than students without disabilities to have lower academic achievement and graduation rates, reduced participation in postsecondary education, and less economic success in adulthood.^{1,2} Students with disabilities are more likely than their peers to report discrimination.³

The federal *Individuals with Disabilities Education Act (IDEA) Part B* mandates that local school districts identify and evaluate students ages three to 21 who have disabilities. Once found eligible for special education, a student must be provided with an Individualized Education Program (IEP) laying out goals and outlining steps for achieving the goals. Services described in the IEP must be provided to students in the least restrictive environment (to the extent

appropriate, integrated into a regular-education setting).^{4,5,6} Students with disabilities who do not require individualized instruction may have a 504 Plan that provides accommodations, supports, and auxiliary aides to allow the student to participate in the general curriculum.⁷

Approximately 15% of U.S. children ages three to 17 have a developmental disability. Children in low-income families are more likely to have a developmental disability than children in higher-income families.⁸

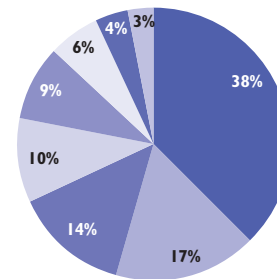
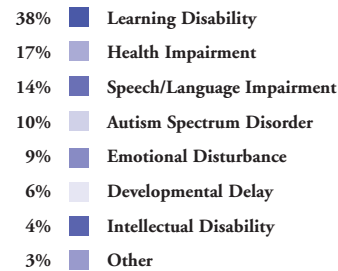
The federal *No Child Left Behind Act (NCLB)* requires states, districts, and schools to apply the same content and achievement standards to all students, including those with disabilities. Together with *IDEA*, *NCLB* promotes accountability for the achievement of students with disabilities.^{9,10}

In 2013 in Rhode Island, 52% of students receiving special education services in fourth grade were substantially below proficient in reading, compared with 6% of regular education students.¹¹

In Rhode Island, the four-year graduation rate for the Class of 2014 was 60% for students receiving special education services, compared to 87% for students not receiving these services. Some students receiving special education services may take additional time to graduate.¹²

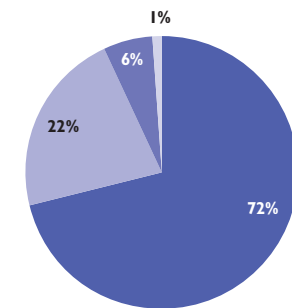
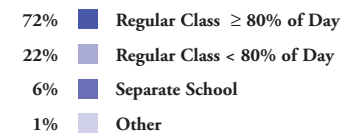
Students Ages Six to 21 Receiving Special Education Services, Rhode Island, June 2014

By Disability



n=20,906

By Setting



Source: Rhode Island Department of Education, Office of Diverse Learners, Special Education Census, June 30, 2014. Excludes parentally-placed students.

◆ As of June 2014, there were 20,906 Rhode Island students ages six to 21 (15% of K-12 students) receiving special education services. Thirty-eight percent had a learning disability, 17% had a health impairment, 14% had a speech/language disorder, 10% had an autism spectrum disorder, 9% had an emotional disturbance, 6% had a developmental delay, 4% had an intellectual disability, and 3% had other disabilities.¹³

◆ During the 2013-2014 school year, 72% of special education students ages six to 21 were in a regular class for 80% of the day or more, 10% were in a regular class for 40% to 79% of the day, and 12% were in a regular class for less than 40% of the day. Six percent were in a separate school and 1% were in a residential facility, a correctional facility, were home-bound, or were hospitalized.¹⁴ Two-thirds (68%) were boys, 59% were low-income (receiving free or reduced-price lunch), 41% identified as Hispanic or a racial/ethnic category other than White, and 8% were English Language Learners.¹⁵

K-12 Students Receiving Special Education Services

Table 44.

Students Ages Six through 21 Receiving Special Education Services by Primary Disability, Rhode Island, 2014

SCHOOL DISTRICT	TOTAL # OF STUDENTS	AUTISM SPECTRUM DISORDER	DEVELOPMENTAL DELAY	EMOTIONAL DISTURBANCE	HEALTH IMPAIRMENT	LEARNING DISABILITY	INTELLECTUAL DISABILITY	SPEECH/LANGUAGE IMPAIRMENT	OTHER	TOTAL STUDENTS WITH DISABILITIES	% STUDENTS RECEIVING SPECIAL EDUCATION
Barrington	3,225	47	19	45	49	94	10	54	13	331	10%
Bristol Warren	3,370	59	22	18	36	116	25	87	15	378	11%
Burrillville	2,353	39	19	27	43	120	14	78	10	350	15%
Central Falls	2,616	22	22	38	92	292	26	54	18	564	22%
Chariho	3,344	49	22	11	49	120	16	36	20	323	10%
Coventry	4,705	46	46	49	94	289	25	33	24	606	13%
Cranston	10,145	172	82	122	306	499	41	87	23	1,332	13%
Cumberland	4,445	80	25	44	123	221	28	132	22	675	15%
East Greenwich	2,338	45	21	15	51	59	11	36	13	251	11%
East Providence	5,226	81	37	83	164	299	29	97	32	822	16%
Exeter-West Greenwich	1,562	30	*	12	34	53	11	52	*	206	13%
Foster	284	*	0	0	*	*	*	18	*	31	11%
Foster-Glocester	1,148	16	*	*	22	43	*	*	*	103	9%
Glocester	495	*	*	*	11	10	*	19	*	50	10%
Jamestown	475	13	*	*	18	21	*	17	*	77	16%
Johnston	2,965	57	39	33	125	320	15	40	16	645	22%
Lincoln	3,053	47	29	36	74	134	14	74	16	424	14%
Little Compton	257	*	*	*	*	25	*	*	*	45	18%
Middletown	2,255	36	*	45	66	131	18	47	17	365	16%
Narragansett	1,337	20	12	23	54	84	*	34	*	236	18%
New Shoreham	117	*	*	0	11	0	*	*	*	23	20%
Newport	1,973	28	16	36	30	139	19	56	*	331	17%
North Kingstown	3,902	47	46	36	51	139	18	85	10	432	11%
North Providence	3,408	51	64	38	107	189	12	83	18	562	16%
North Smithfield	1,703	23	12	16	54	84	10	55	*	258	15%
Pawtucket	8,670	123	88	101	174	551	59	168	22	1,286	15%
Portsmouth	2,606	41	10	44	86	137	*	30	12	366	14%
Providence	23,527	192	253	417	406	1,649	169	690	109	3,885	17%
Scituate	1,396	19	*	*	23	56	0	41	*	150	11%
Smithfield	2,313	28	16	19	34	90	12	20	*	226	10%
South Kingstown	3,274	55	25	36	92	94	15	52	24	393	12%
Tiverton	1,781	46	10	34	29	149	11	43	13	335	19%
Warwick	8,967	210	88	130	295	637	41	143	44	1,588	18%
West Warwick	3,299	81	50	83	76	186	24	35	11	546	17%
Westerly	2,928	46	30	42	97	132	18	47	22	434	15%
Woonsocket	5,614	131	73	91	259	350	78	156	38	1,176	21%
Charter Schools	4,940	48	22	45	126	313	*	125	*	691	14%
State-Operated Schools	1,769	*	0	54	103	112	*	*	59	340	19%
UCAP	138	*	0	0	*	22	0	0	0	25	18%
Department of Corrections	NA	0	0	*	*	29	0	0	0	45	NA
Four Core Cities	40,427	468	436	647	931	2,842	332	1,068	187	6,911	17%
Remainder of State	90,648	1,526	758	1,090	2,316	4,617	461	1,643	429	12,894	14%
Rhode Island	137,922	2,052	1,216	1,845	3,485	7,989	797	2,838	684	20,906	15%

Source of Data for Table/Methodology

Rhode Island Department of Education (RIDE), Office for Diverse Learners, Special Education Census June 30, 2014. The denominator (number of students) is the "resident average daily membership" (RADM) for grades K-12 in the 2013-2014 school year provided by RIDE.

Due to changes in methodology, *K-12 Students Receiving Special Education Services* in this Factbook cannot be compared with prior Factbooks. Data about preschool students receiving special education services can be found in the *Children Receiving Preschool Special Education Services* indicator.

*Fewer than 10 students are in this category. Actual numbers are not shown to protect student confidentiality. These students are still counted in district totals and in the four core cities, remainder of the state, and state totals.

NA indicates that the school district does not serve students at that grade level or that no data are available.

Totals of students and percentages of students receiving special education may not sum due to rounding.

The category "other" includes students who are blind/visually impaired, deaf, deaf/blind, hearing impaired, multi-handicapped, orthopedically impaired, and who have traumatic brain injury.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Independent charter schools reported for this indicator are Achievement First Rhode Island, Beacon Charter High School for the Arts, Blackstone Academy, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, Sheila C. "Skip" Nowell Leadership Academy, Trinity Academy for the Performing Arts, and Village Green Virtual Charter School

State-operated schools are William M. Davies Career & Technical High School, DCYF Schools, Metropolitan Regional Career and Technical Center and Rhode Island School for the Deaf.

UCAP is the Urban Collaborative Accelerated Program.

References are on page 183.

Student Mobility

DEFINITION

Student mobility is the number of students who enrolled in school after September 30 or withdrew from school before June 1 divided by the total enrollment for that school district.

SIGNIFICANCE

Student mobility is associated with lower academic performance, social and psychological difficulties, lower levels of school engagement and increased risk of dropping out of high school.¹ Changing schools disrupts learning, can result in children missing critical conceptual knowledge and skills, and can cause social upheaval for children. Student mobility also can lead to less active parent involvement in their children's schools.^{2,3}

Students who change schools frequently are more likely to have lower math and reading skills, are more likely to repeat a grade, are more likely to be suspended and are less likely to graduate from high school than their non-mobile peers.^{4,5}

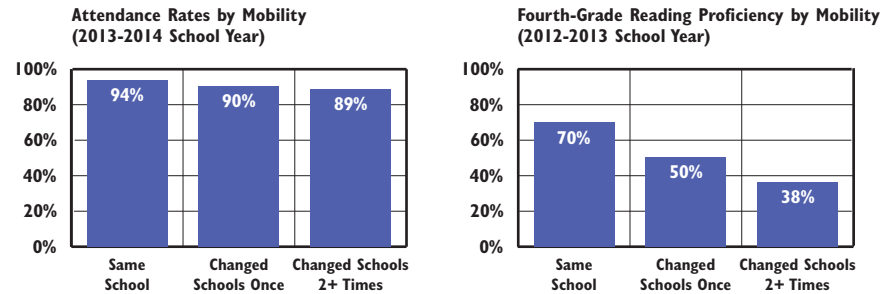
Low-income and minority children are more likely to be mobile than higher-income and White students. School mobility has a greater negative impact on the academic achievement of low-income students than it does on higher-income students. Students receiving special education services also are likely to be negatively impacted by changing schools.⁶

High mobility rates in schools can negatively impact all students because teachers must slow curriculum progress, repeat lessons and adjust to changing classroom dynamics and student needs. Within-year moves are particularly disruptive for students, teachers and schools.^{7,8}

Families may move their children to a different school because they are dissatisfied with the school, concerned about their child's safety or because they are moving due to changes in family circumstances.⁹ Changes in family circumstances can be either positive or negative factors including eviction or foreclosure, divorce or marriage, job loss or job changes, death in the family, or a desire to improve quality of life. Mobile students in low-income and Black families are more likely to change schools due to family reasons than mobile students in higher-income and White families.^{10,11}

Between 2011 and 2013 in Rhode Island, 11% of children ages five to 17 changed residence at least once during the previous year, 83% of whom moved within Rhode Island and 17% of whom moved from another state or abroad.¹² Nationally and in Rhode Island, people with incomes below the poverty line are more likely to move than higher-income residents. Between 2011 and 2013, 25% of Rhode Islanders living below the poverty line moved, compared with 10% of higher-income residents.¹³

School Mobility and Education Outcomes in Rhode Island



Source: Rhode Island Department of Education, 2012-2013 and 2013-2014 school years.

- ◆ Rhode Island students who change schools mid-year are absent more often than students who do not change schools. Rhode Island students who did not change schools had a 94% attendance rate, compared with 90% for those who changed schools once and 89% for those who changed schools two or more times during the 2013-2014 school year.¹⁴
- ◆ Children who change schools mid-year also perform worse on standardized tests than children who have not experienced school mobility. During the 2012-2013 school year in Rhode Island, 70% of fourth-grade children who did not experience mobility were proficient in reading on the state assessments, compared with 50% of students who moved once and 38% of students who moved two or more times.¹⁵ Rhode Island students who change schools mid-year are suspended more often than students who do not change schools.¹⁶
- ◆ High school students in urban districts in Rhode Island are more likely than those in non-urban districts to be mobile, regardless of race, ethnicity, or income.¹⁷
- ◆ School districts with high mobility rates can reduce the negative impacts of mobility on students by providing immediate and comprehensive screening of entering students to ensure that students are properly placed and providing professional development for teachers on working effectively with students who transfer into their classrooms during the school year. Districts also can identify those districts where students most frequently transfer to and from and align their curricula, programs, and policies to reduce disruption of learning.¹⁸

Student Mobility and Stability Rates

◆ Mobility rates are calculated by adding all children who enrolled after September 30 to all those who withdrew before June 1 and dividing the total by the total enrollment for that school district.¹⁹

◆ Stability rates measure the number of children who attended the same school the entire school year in a school district. The stability rate is calculated by dividing the number of children enrolled the whole year at the same school in the school district by total enrollment for that school district.²⁰

◆ Total enrollment for each district is cumulative over the course of the school year.²¹

◆ The overall Rhode Island student mobility rate was 13% in the 2013-2014 school year. The four core cities had a higher mobility rate (21%) than districts in the remainder of the state (10%).²²

◆ One study showed that the average length of time between enrollments for mobile students in Rhode Island during the 2007-2008 school year was 10 days.²³

Table 45. Student Mobility and Stability Rates by District, Rhode Island, 2013-2014 School Year

SCHOOL DISTRICT	CUMULATIVE ENROLLMENT FOR 2013-2014	# ENROLLED THE WHOLE YEAR	# ENROLLED AFTER SEPT. 30	# EXITED BEFORE JUNE 1	STABILITY RATE	MOBILITY RATE
Barrington	3,393	3,297	46	52	97%	3%
Bristol Warren	3,599	3,305	132	180	92%	9%
Burrillville	2,554	2,305	135	149	90%	11%
Central Falls	3,149	2,417	413	389	77%	25%
Charlho	3,625	3,262	169	213	90%	11%
Coventry	5,208	4,825	170	241	93%	8%
Cranston	11,217	10,069	561	650	90%	11%
Cumberland	4,773	4,390	186	215	92%	8%
East Greenwich	2,477	2,376	63	39	96%	4%
East Providence	5,645	5,036	287	353	89%	11%
Exeter-West Greenwich	1,728	1,589	71	76	92%	9%
Foster	298	270	16	12	91%	9%
Foster-Glocester	1,188	1,117	38	35	94%	6%
Glocester	560	517	22	21	92%	8%
Jamestown	529	487	22	20	92%	8%
Johnston	3,330	2,975	159	217	89%	11%
Lincoln	3,290	3,050	113	139	93%	8%
Little Compton	265	252	*	*	95%	5%
Middletown	2,484	2,100	199	216	85%	17%
Narragansett	1,447	1,348	49	57	93%	7%
New Shoreham	126	110	12	*	87%	13%
Newport	2,252	1,848	232	207	82%	19%
North Kingstown	4,273	3,930	188	178	92%	9%
North Providence	3,753	3,330	229	231	89%	12%
North Smithfield	1,831	1,700	91	62	93%	8%
Pawtucket	10,024	8,313	851	973	83%	18%
Portsmouth	2,786	2,530	126	149	91%	10%
Providence	27,170	21,934	2,427	3,192	81%	21%
Scituate	1,482	1,415	30	38	95%	5%
Smithfield	2,533	2,339	113	97	92%	8%
South Kingstown	3,581	3,277	150	178	92%	9%
Tiverton	1,963	1,808	55	104	92%	8%
Warwick	10,009	8,983	507	582	90%	11%
West Warwick	3,755	3,158	244	405	84%	17%
Westerly	3,181	2,878	154	171	90%	10%
Woonsocket	6,710	5,389	630	813	80%	22%
Charter Schools	5,156	4,827	126	213	94%	7%
State-Operated Schools	2,104	1,620	282	313	77%	28%
UCAP	155	127	14	17	82%	20%
Four Core Cities	47,053	38,053	4,321	5,367	81%	21%
Remainder of State	99,135	89,876	4,574	5,299	91%	10%
Rhode Island	153,603	134,503	9,317	11,209	88%	13%

Source of Data for Table/Methodology

Rhode Island Department of Education, 2013-2014 school year.

*Fewer than 10 students are in this category. Actual numbers are not shown to protect student confidentiality. These students are still counted in district totals and in the four core cities, remainder of the state, and state totals.

Charter Schools include: Achievement First Rhode Island, Beacon Charter High School for the Arts, Blackstone Academy, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, Sheila C. "Skip" Nowell Leadership Academy, Trinity Academy, and the Village Green Virtual Public Charter School. State-operated schools include DCYF Schools, Metropolitan Regional Career and Technical Center, William M. Davies Career & Technical High School and the Rhode Island School for the Deaf. UCAP is the Urban Collaborative Accelerated Program.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

References

^{1,5,9} Reynolds, A. J., Chen, C. & Herbers, J. E. (2009). *School mobility and educational success: A research synthesis and evidence on prevention*. Paper presented at the National Research Council Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools and Neighborhoods, Washington, DC.

^{2,4,6,7,10} Burkam, D. T., Lee, V. E. & Dwyer, J. (2009). *School mobility in the early elementary grades: Frequency and impact from nationally-representative data*. Paper presented at the National Research Council Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools and Neighborhoods, Washington, DC.

^{3,8,11} Turner, M. A. & Berube, A. (2009). *Vibrant neighborhoods, successful schools: What the federal government can do to foster both*. Washington, DC: Urban Institute.

¹² U.S. Census Bureau, American Community Survey, 2011-2013. Table B07001.

(continued on page 183)

Fourth-Grade Reading Skills

DEFINITION

Fourth-grade reading skills is the percentage of fourth-grade students who scored at or above the proficiency level for reading on the *New England Common Assessment Program (NECAP)* test.

SIGNIFICANCE

Educators and researchers have long recognized the importance of achieving reading proficiency by the end of third grade, when children begin to shift from learning to read to reading to learn. Students who do not read proficiently by then struggle in later grades and are four times more likely to drop out of high school than their proficient peers.¹

Literacy begins long before children encounter formal school instruction in writing and reading. Supportive, literacy-rich home learning environments (including reading and telling stories to children) and parents who invest in early cognitive development activities contribute to advanced literacy development, reading achievement, and success in school.^{2,3}

High-quality preschool and Pre-K programs can boost language and literacy skills, and have the greatest impact on children living in or near poverty.⁴ Programs targeting the development of social-emotional and behavioral skills improve children's school readiness and academic achievement. Children who participate

in high-quality Pre-K programs score higher on future reading and math assessments, are more likely to become proficient readers in the primary grades, and have higher graduation rates.^{5,6}

Students that have difficulty reading beyond third grade often need intensive interventions in order to read proficiently. While interventions implemented before third grade have high rates of success, interventions after third grade are much less effective. Once they fall behind, most children never catch up to their peers.^{7,8}

Literacy development in the elementary grades can be enhanced through the prioritization of literacy development, early warning systems that identify students who are falling behind and provide intervention services as early as possible, individualized teaching strategies and materials designed to meet diverse student needs, high-quality teacher training, and parent involvement.⁹

4th-Grade NAEP Reading Proficiency		
	2003	2013
RI	29%	38%
US	30%	34%
National Rank*		13th
New England Rank**		5th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org.

The *National Assessment of Educational Progress (NAEP)* measures proficiency nationally and across states every other year.

Fourth-Grade NECAP Reading Proficiency Rates, by Student Subgroups, 2005 and 2013

	2005	2013
English Language Learners	19%	25%
Non-English Language Learners	64%	74%
Students With Disabilities	26%	21%
Students Without Disabilities	68%	78%
Low-Income Students	40%	58%
Higher-Income Students	74%	83%
ALL STUDENTS	60%	71%

Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005 and October 2013. Low-income status is determined by eligibility for the free or reduced-price lunch program.

- ◆ In October 2013, 71% of Rhode Island fourth graders scored at or above proficiency for reading on the *New England Common Assessment Program (NECAP)*, up from 60% in 2005.¹⁰
- ◆ In Rhode Island between 2005 and 2013, the percentage of higher-income fourth graders achieving at or above the proficient level on the *NECAP* was consistently higher than that of low-income fourth graders. In 2013, 58% of low-income fourth graders scored at or above the proficient level, compared with 83% of higher-income fourth graders.¹¹

Statewide Assessments of Reading and English Language Arts

- ◆ The *New England Common Assessment Program (NECAP)* has been Rhode Island's statewide assessment system since 2005. Starting in the 2014-2015 school year, Rhode Island is using a new statewide assessment, the *Partnership for Assessment of Readiness for College and Careers (PARCC)*.¹²
- ◆ The *PARCC* is aligned to the *Common Core State Standards* in English language arts/literacy and will assess students' ability to read and comprehend complex texts, use different sources to compare and synthesize ideas, and write effectively.¹³

Fourth-Grade Reading Skills

Table 46.

Fourth-Grade Reading Proficiency, Rhode Island, 2005-2013

SCHOOL DISTRICT	% AT OR ABOVE THE PROFICIENCY LEVEL								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Barrington	89%	91%	91%	90%	92%	91%	90%	90%	88%
Bristol Warren	69%	73%	79%	78%	74%	77%	74%	73%	68%
Burrillville	63%	73%	72%	72%	61%	74%	73%	75%	70%
Central Falls	40%	46%	45%	48%	52%	58%	45%	42%	44%
Chariho	73%	80%	80%	73%	85%	86%	93%	88%	92%
Coventry	68%	76%	73%	75%	80%	80%	86%	80%	78%
Cranston	71%	71%	72%	80%	75%	72%	73%	73%	79%
Cumberland	74%	70%	70%	75%	71%	75%	85%	81%	85%
East Greenwich	86%	78%	82%	85%	85%	91%	92%	83%	87%
East Providence	59%	63%	58%	73%	64%	61%	65%	62%	62%
Exeter-West Greenwich	74%	65%	71%	75%	77%	77%	82%	83%	89%
Foster	68%	69%	69%	86%	78%	75%	82%	79%	94%
Glocester	77%	65%	76%	77%	82%	76%	73%	76%	90%
Jamestown	83%	81%	82%	80%	77%	82%	88%	80%	79%
Johnston	58%	68%	65%	66%	71%	66%	69%	71%	76%
Lincoln	72%	76%	78%	77%	76%	81%	79%	76%	81%
Little Compton	73%	76%	79%	76%	79%	76%	88%	81%	87%
Middletown	68%	63%	73%	70%	67%	71%	77%	75%	78%
Narragansett	81%	84%	71%	86%	77%	87%	91%	89%	86%
New Shoreham	100%	78%	90%	91%	NA	82%	92%	83%	90%
Newport	46%	54%	50%	53%	53%	66%	58%	64%	61%
North Kingstown	79%	81%	78%	75%	79%	80%	83%	83%	83%
North Providence	64%	71%	69%	73%	69%	67%	72%	74%	70%
North Smithfield	77%	77%	83%	85%	88%	83%	83%	83%	77%
Pawtucket	48%	48%	55%	58%	56%	61%	60%	60%	62%
Portsmouth	75%	77%	80%	75%	80%	78%	87%	86%	78%
Providence	31%	39%	36%	47%	44%	47%	46%	45%	52%
Scituate	72%	77%	75%	79%	86%	79%	82%	86%	82%
Smithfield	79%	78%	81%	84%	83%	85%	89%	84%	88%
South Kingstown	76%	74%	75%	75%	81%	83%	90%	83%	82%
Tiverton	77%	64%	74%	74%	75%	75%	83%	88%	87%
Warwick	71%	72%	75%	75%	76%	73%	77%	78%	78%
West Warwick	55%	59%	58%	69%	60%	67%	74%	72%	71%
Westerly	69%	74%	78%	70%	75%	78%	82%	87%	77%
Woonsocket	46%	50%	50%	53%	54%	59%	59%	56%	53%
Charter Schools	43%	55%	58%	64%	58%	67%	70%	69%	71%
Four Core Cities	37%	43%	43%	50%	48%	52%	51%	50%	54%
Remainder of State	71%	72%	73%	76%	75%	76%	75%	78%	79%
Rhode Island	60%	63%	64%	68%	67%	69%	71%	69%	71%

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005 to October 2013.

Due to the adoption of a new assessment tool by RIDE, Fourth-Grade Reading Skills cannot be compared with Factbooks prior to 2007, when the *NECAP* data were first presented.

% at or above the proficiency level are the fourth-grade students who received proficient or proficient with distinction scores on the reading section of the *NECAP*. Only students who actually took the test are counted in the denominator for the district and school proficiency rates. All enrolled students are eligible unless their Individualized Education Program (IEP) specifically exempts them or unless they are beginning English Language Learners.

2013 *NECAP* data for independent charter schools include The Compass School, The Paul Cuffee Charter School, Highlander Charter School, International Charter School, Kingston Hill Academy, and The Learning Community. Charter schools included in total differ by year, depending on the schools serving that grade level on the year of the test. Charter schools are not included in the core city and remainder of state calculations. NA indicates that no data are available.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

See Methodology Section for more information.

References

- ¹⁸ Hernandez, D. J. (2012). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. Baltimore, MD: The Annie E. Casey Foundation.
- ²⁶ Fiester, L. (2013). *Early warning confirmed: A research update on third-grade reading*. Baltimore, MD: The Annie E. Casey Foundation.
- ³ Federal Interagency Forum on Child and Family Statistics. (2013). *America's children: Key national indicators of well-being, 2013*. Washington, DC: U.S. Government Printing Office.

(continued on page 184)

Eighth-Grade Reading Skills

DEFINITION

Eighth-grade reading skills is the percentage of eighth-grade students who scored at or above the proficiency level for reading on the *New England Common Assessment Program (NECAP)* test.

SIGNIFICANCE

Strong reading skills are essential for a student's academic success in high school and college.¹ Reading skills also are a powerful indicator of a student's ability to contribute to, participate in, and succeed in the workforce and the community.² Literacy demands intensify dramatically in grades four through 12, as students are expected to comprehend, synthesize, and analyze increasingly complex texts across academic disciplines. Even after mastering basic literacy skills, adolescents need ongoing support and instruction to develop advanced literacy skills required to succeed in middle and high school, such as applying critical thinking skills and drawing conclusions based on evidence.³

Reading difficulties can persist over time with long-term consequences for youth. Adolescents who are poor readers are more likely to drop out of high school, to have lower wages, and to rely on public assistance than their peers with higher levels of literacy.⁴ These problems are exacerbated for English Language Learners and low-income students, who are more likely to have low literacy skills.⁵

There has been limited progress in improving literacy skills among secondary students.⁶ When literacy-specific instruction is used as remedial support for struggling adolescent students, the programs typically serve only a small proportion of students who need assistance.⁷ These supplementary programs are generally insufficient for dealing with the pervasive low levels of adolescent literacy in many schools and communities.⁸

Intensive individualized instruction can help improve adolescent literacy among struggling readers.⁹ Successful adolescent literacy programs include comprehensive professional development for teachers and principals in literacy instruction strategies, incorporating literacy instruction in content area classes, providing opportunities for student discussion, and using student assessments effectively.^{10,11}

8th Grade NAEP Reading Proficiency		
	2002	2013
RI	30%	36%
US	31%	34%
National Rank*	21st	
New England Rank**	6th	

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org

The *National Assessment of Educational Progress (NAEP)* measures proficiency nationally and across states every other year.

Eighth-Grade NECAP Reading Proficiency Rates, by Student Subgroups, 2005 and 2013

	2005	2013
English Language Learners	6%	19%
Non-English Language Learners	58%	77%
Students With Disabilities	21%	32%
Students Without Disabilities	63%	81%
Low-Income Students	33%	61%
Higher-Income Students	67%	86%
ALL STUDENTS	55%	74%

Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005 and October 2013. Low-income status is determined by eligibility for the free or reduced-price lunch program

◆ In October 2013, 74% of Rhode Island eighth graders scored at or above proficiency in reading on the *New England Common Assessment Program (NECAP)*, up from 55% in 2005.¹²

◆ In Rhode Island between 2005 and 2013, the percentage of higher-income eighth graders achieving at or above the proficient level on the *NECAP* was consistently higher than that of low-income eighth graders. In 2013, 61% of low-income eighth graders scored at or above the proficient level, compared with 86% of higher-income eighth graders.¹³

Statewide Assessments of Reading and English Language Arts

◆ The *NECAP* has been Rhode Island's statewide assessment system since 2005. Starting in the 2014-2015 school year, Rhode Island is using a new statewide assessment, the *Partnership for Assessment of Readiness for College and Careers (PARCC)*.¹⁴

◆ The *PARCC* is aligned to the *Common Core State Standards* in English language arts/literacy and will assess students' ability to read and comprehend complex texts, use different sources to compare and synthesize ideas, and write effectively.¹⁵

Table 47.

Eighth-Grade Reading Proficiency, Rhode Island, 2005 through 2013

SCHOOL DISTRICT	% AT OR ABOVE THE PROFICIENCY LEVEL								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Barrington	92%	91%	95%	94%	92%	94%	95%	92%	94%
Bristol Warren	63%	66%	77%	76%	78%	81%	88%	87%	84%
Burrillville	67%	59%	63%	64%	61%	73%	75%	83%	75%
Central Falls	27%	27%	35%	34%	43%	53%	51%	41%	39%
Chariho	58%	66%	79%	85%	84%	90%	93%	92%	94%
Coventry	66%	77%	77%	80%	80%	86%	88%	83%	83%
Cranston	57%	65%	65%	68%	78%	78%	84%	82%	83%
Cumberland	72%	65%	63%	71%	82%	82%	85%	84%	83%
East Greenwich	87%	85%	90%	86%	94%	91%	93%	95%	94%
East Providence	57%	52%	65%	65%	65%	79%	77%	80%	74%
Exeter-West Greenwich	72%	71%	75%	78%	80%	82%	93%	87%	86%
Foster-Glocester	57%	75%	78%	67%	82%	82%	90%	87%	87%
Jamestown	86%	85%	75%	87%	90%	93%	94%	94%	95%
Johnston	58%	62%	63%	66%	71%	74%	77%	74%	82%
Lincoln	74%	75%	71%	79%	83%	87%	90%	92%	86%
Little Compton	83%	93%	87%	75%	94%	87%	97%	93%	97%
Middletown	64%	63%	76%	80%	74%	79%	79%	80%	76%
Narragansett	81%	88%	70%	87%	88%	93%	88%	93%	86%
New Shoreham	NA	91%	NA	NA	100%	75%	NA	NA	NA
Newport	50%	46%	46%	69%	76%	68%	78%	85%	86%
North Kingstown	73%	81%	76%	73%	84%	87%	88%	87%	91%
North Providence	70%	64%	66%	66%	65%	78%	76%	82%	82%
North Smithfield	72%	71%	55%	58%	87%	89%	90%	92%	90%
Pawtucket	44%	40%	47%	52%	55%	62%	67%	62%	62%
Portsmouth	81%	78%	73%	80%	84%	90%	89%	87%	89%
Providence	25%	34%	37%	41%	45%	44%	52%	56%	49%
Scituate	89%	77%	87%	87%	91%	85%	91%	92%	89%
Smithfield	78%	79%	85%	81%	85%	92%	92%	92%	92%
South Kingstown	76%	81%	83%	82%	89%	87%	90%	90%	83%
Tiverton	67%	60%	51%	68%	75%	73%	87%	84%	73%
Warwick	59%	64%	65%	73%	76%	78%	84%	80%	75%
West Warwick	56%	59%	62%	59%	71%	79%	74%	73%	72%
Westerly	59%	73%	76%	77%	73%	84%	87%	84%	78%
Woonsocket	28%	31%	30%	43%	51%	60%	63%	56%	55%
Charter Schools	55%	35%	49%	48%	62%	76%	71%	73%	69%
UCAP	6%	22%	36%	43%	48%	42%	66%	47%	46%
Four Core Cities	30%	34%	38%	43%	48%	52%	57%	57%	52%
Remainder of State	66%	69%	71%	74%	79%	83%	85%	85%	83%
Rhode Island	55%	58%	61%	65%	70%	74%	77%	77%	74%

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Education (RIDE), *New England Common Assessment Program (NECAP)*, October 2005 through October 2013.

Eighth-Grade Reading Skills cannot be compared with Factbooks prior to 2007, when the *NECAP* data were first presented.

% at or above the proficiency level are the eighth-grade students who received proficient or proficient with distinction scores on the reading section of the *NECAP*. Only students who actually took the test are counted in the denominator for the school or district proficiency rate. All enrolled students are eligible unless their IEP specifically exempts them or unless they are beginning ELLs.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

2013 *NECAP* eighth-grade reading data for independent charter schools include: Blackstone Valley Prep Mayoral Academy, The Compass School, Paul Cuffee Charter School, Highlander Charter School, The Learning Community, Segue Institute for Learning, and Trinity Academy for the Performing Arts. Charter schools included in totals differ by year, depending on the schools serving that grade level on the year of the test. UCAP is the Urban Collaborative Accelerated Program. Four core cities and remainder of state calculations do not include charter schools or UCAP.

NA indicates that the number of students is too small to report or no data is available.

See Methodology Section for more information.

References

^{1,6,10} *Adolescent readers in middle school*. (2013). New York, NY: Generation Ready.

²⁴ Salinger, T. (2011). *Addressing the "crisis" in adolescent literacy*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Smaller Learning Communities Program.

³ Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.

(continued on page 184)

Math Skills

DEFINITION

Math skills is the percentage of fourth-, eighth-, and eleventh-grade students who scored at or above the proficiency level for math on the *New England Common Assessment Program (NECAP)* test.

SIGNIFICANCE

Math skills are critical for students to understand and use. Students must rely on mathematics to perform everyday activities, advance their education, and navigate today's technological world. Strong math skills predict higher college attendance and success rates, and increase students' employability.^{1,2} Improving education in the STEM disciplines (science, technology, engineering, and math) can spur national innovation and competitiveness and ensure that we have qualified workers for our growing STEM industries.³

State, national, and international assessments show that U.S. students fare well when asked to perform straight-forward computational procedures, but tend to have a limited understanding of basic mathematical concepts needed to solve simple problems. Performance in mathematics, while generally low, has been improving over the past decade.^{4,5,6}

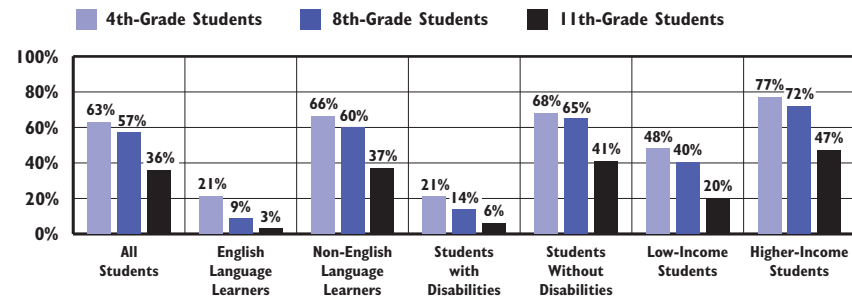
Family risk factors such as poverty and low parental education levels are associated with low student achievement

in mathematics. Disparities in math achievement related to race and family income persist in the U.S.⁷ Opportunities for high-quality math instruction are especially important for low-income children. Low-income children demonstrate lower levels of math skills before entering school and the gaps continue and even widen throughout their time in school.⁸

Achieving math proficiency for all students requires that improvements be made in curriculum, instructional materials, assessments, classroom practice, teacher preparation, and professional development.^{9,10} Early warning and intervention systems that identify students struggling with math can provide personalized and timely academic support.¹¹

The *National Assessment of Educational Progress (NAEP)* measures proficiency in math and other subjects nationally and across states every other year.¹² In 2013, 83% of Rhode Island and U.S. fourth graders performed at or above the Basic level in math on the *NAEP*, and 74% of Rhode Island and U.S. eighth graders performed at or above the Basic level in math on the *NAEP*.^{13,14} Unlike in the previous two testing periods, the performance of Rhode Island fourth and eighth graders did not improve between the 2011 and 2013 *NAEP* math tests.^{15,16,17}

4th-Grade, 8th-Grade & 11th-Grade Math Proficiency Levels by Student Subgroup, Rhode Island Public Schools, October 2013



Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2013. Low-income status is determined by eligibility for the free or reduced-price lunch program.

- ◆ As students progress in school, math proficiency drops. In October 2013, 63% of Rhode Island fourth graders scored at or above the proficient level on the *NECAP*, compared to 57% of eighth graders, and 36% of eleventh graders.¹⁸
- ◆ Nationally and in Rhode Island, there are math achievement gaps between subgroups of students. Across all tested grade levels, English Language Learners and students with disabilities were the least proficient in math in Rhode Island in 2013.^{19,20}

Statewide Assessments of Math

- ◆ The *New England Common Assessment Program (NECAP)* has been Rhode Island's statewide assessment system since 2005. Starting in the 2014-2015 school year, Rhode Island is using a new statewide assessment, the *Partnership for Assessment of Readiness for College and Careers (PARCC)*.²¹
- ◆ The *PARCC* is aligned to the *Common Core State Standards* in mathematics and will assess students' ability to demonstrate mathematical reasoning and apply mathematical concepts to solve complex, real-world problems.²²

Table 48.

Fourth-, Eighth-, and Eleventh-Grade Math Proficiency, Rhode Island, 2005 and 2013

SCHOOL DISTRICT	FOURTH GRADE		EIGHTH GRADE		ELEVENTH GRADE	
	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2013	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2013	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2007*	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2013
Barrington	85%	79%	87%	90%	63%	78%
Bristol Warren	62%	66%	57%	68%	28%	41%
Burrillville	55%	57%	52%	55%	20%	41%
Central Falls	28%	42%	16%	14%	3%	13%
Charlho	66%	86%	55%	74%	29%	50%
Coventry	63%	72%	62%	62%	26%	36%
Cranston	55%	63%	41%	61%	18%	28%
Cumberland	58%	75%	56%	72%	20%	46%
East Greenwich	83%	85%	84%	85%	54%	70%
East Providence	59%	54%	46%	58%	14%	30%
Exeter-West Greenwich	68%	85%	64%	74%	30%	58%
Foster	66%	75%	NA	NA	NA	NA
Foster-Glocester	NA	NA	61%	74%	18%	53%
Glocester	62%	86%	NA	NA	NA	NA
Jamestown	65%	85%	77%	86%	NA	NA
Johnston	45%	67%	41%	63%	17%	23%
Lincoln	72%	79%	62%	69%	35%	52%
Little Compton	59%	87%	76%	86%	NA	NA
Middletown	68%	78%	70%	66%	33%	59%
Narragansett	66%	79%	75%	69%	36%	66%
New Shoreham	57%	90%	NA	NA	27%	64%
Newport	34%	50%	39%	55%	24%	24%
North Kingstown	71%	84%	61%	80%	43%	58%
North Providence	39%	63%	38%	42%	19%	38%
North Smithfield	80%	70%	66%	77%	29%	52%
Pawtucket	42%	50%	37%	37%	12%	18%
Portsmouth	67%	83%	72%	78%	37%	63%
Providence	25%	39%	20%	34%	10%	14%
Scituate	62%	81%	79%	80%	27%	55%
Smithfield	72%	82%	64%	74%	31%	47%
South Kingstown	71%	79%	72%	79%	42%	59%
Tiverton	75%	80%	62%	67%	29%	27%
Warwick	63%	66%	52%	61%	18%	33%
West Warwick	42%	61%	51%	48%	21%	31%
Westerly	56%	78%	47%	58%	28%	54%
Woonsocket	41%	50%	29%	33%	11%	20%
Charter Schools	36%	69%	39%	59%	7%	20%
State-Operated Schools	NA	NA	NA	NA	6%	26%
UCAP	NA	NA	5%	18%	NA	NA
Four Core Cities	31%	43%	25%	34%	10%	16%
Remainder of State	62%	71%	57%	67%	27%	45%
Rhode Island	52%	63%	47%	57%	22%	36%

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005 and October 2013.

Due to the adoption of a new assessment tool by the Rhode Island Department of Education in 2005, Math Skills in this Factbook cannot be compared with Factbooks prior to 2007, when the *NECAP* data were first presented.

*2007 is the first year that eleventh-grade students participated in the *NECAP*.

% at or above proficiency are students who received proficient or proficient with distinction scores on the math section of the *NECAP*. Only students who actually took the test are counted in denominator for the district's or school's proficiency rate. All enrolled students are eligible unless their Individualized Education Program (IEP) specifically exempts them or unless they are beginning English Language Learners.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

2013 *NECAP* data for independent charter schools include Beacon Charter School for the Arts, Blackstone Valley Prep Mayoral Academy, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, Segue Institute for Learning, Sheila C. "Skip" Nowell Leadership Academy, and Trinity Academy for the Performing Arts. State-operated schools include the William M. Davies Jr. Career & Technical High School and the Metropolitan Regional Career and Technical Center. DCYF Schools and the Rhode Island School for the Deaf are not included because the number of students is too small to report. Charter schools, state-operated schools, and the Urban Collaborative Accelerated Program (UCAP) are not included in the four core cities and remainder of state calculations.

NA indicates that the school district does not serve students at that grade level or that the number of students was too small to report.

References

^{1,5,7} *Mathematics proficiency*. (2013). Washington, DC: Child Trends.

(continued on page 184)

Schools Identified for Intervention

DEFINITION

Schools identified for intervention is the percentage of Rhode Island public schools that are identified for intervention as classified by the Rhode Island Department of Education. Classification levels are: “Commended,” “Leading,” “Typical,” “Warning,” “Focus,” and “Priority.” Schools designated “Focus” or “Priority” are identified for intervention. Rhode Island’s accountability system is designed to recognize outstanding performance and provide support to low-achieving schools and options for intervention to improve student achievement.

SIGNIFICANCE

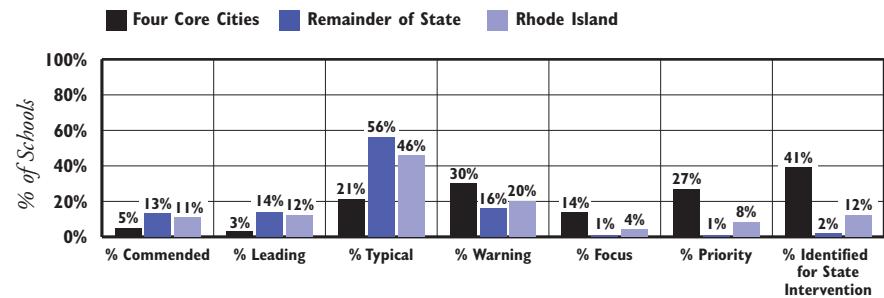
Since its passage in 2001, the federal *No Child Left Behind Act (NCLB)* has focused on closing achievement gaps and improving public schools. In 2012, Rhode Island replaced this system of classifying schools, which was based on whether schools “Met Adequate Yearly Progress (AYP),” with a new accountability system, which identifies each school’s strengths and weaknesses. By focusing on student subgroups, Rhode Island provides the support and interventions needed to help improve student achievement and close achievement gaps. As with the previous system, the new accountability system uses standardized test scores and graduation rates to measure school

performance; however, there is now greater focus on schools’ success in closing achievement gaps, progress toward 2017 goals, and the year-over-year growth or improvement of individual students.^{1,2}

Strong state accountability systems are aligned with college and career-ready standards, make accountability determinations for all schools and districts, focus on student performance and growth, disaggregate data by student subgroup, report timely data that is accessible to a wide range of stakeholders, offer diagnostic reviews tied to the delivery of meaningful interventions, build district and school capacity for sustained improvement, target the lowest-achieving schools for interventions, and promote innovation, evaluation, and continuous improvement.³

Students who have attained proficiency in reading and math are more likely to graduate from high school, attend college, earn more and have more stable employment than students with lower test scores.^{4,5} Districts can improve student performance by focusing on student achievement, improving curricula, using data to improve instruction and accountability, building structures to support staff, nurturing positive relationships within schools and communities, investing in instructional leadership, using coherent school-improvement strategies, strengthening professional development, and aligning district infrastructure.⁶

Rhode Island School Performance Classifications, 2013-2014 School Year



Source: Rhode Island Department of Education, 2013-2014 school year. Note: Percentages may not sum to 100% due to rounding. See Methodology Section for more detail on the definition of each school classification strategy.

◆ In Rhode Island in 2014, 30 schools (11%) were classified as “Commended,” 32 schools (12%) were classified as “Leading,” 128 schools (46%) were classified as “Typical,” 55 schools (20%) were classified as “Warning,” 11 schools (4%) were classified as “Focus,” and 21 schools (8%) schools were classified as “Priority.” Schools designated as “Priority” or “Focus” schools (12% of schools in Rhode Island in 2013) were identified for intervention, and 27 of these 32 schools were located in the four core cities.^{8,9}

Interventions Designed to Improve Schools

◆ Rhode Island’s transition from the *New England Common Assessment Program (NECAP)* to the *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments will require some changes to the assessment and classification system.¹⁰

◆ In Rhode Island, intervention in low-achieving schools has led to improvements in school climate and student achievement. The Rhode Island Department of Education works with districts and schools to design, implement, and monitor plans focused on improving instruction and student achievement that schools can sustain over time.¹¹

◆ Once identified as a priority or focus school requiring intervention, the school and state begin a multi-year intervention plan that begins with diagnostic evaluation and the development of comprehensive strategies for intervention.¹²

◆ All public schools in Rhode Island, regardless of classification, are included in the accountability system and are expected to strive for continued improvement.¹³

Schools Identified for Intervention

Table 49.

Schools Identified for Intervention, 2013-2014 School Year

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# COMMENDED	# LEADING	# TYPICAL	# WARNING	# FOCUS	# PRIORITY	# SUBJECT TO INTERVENTION	% SUBJECT TO INTERVENTION
Barrington	6	1	1	4	0	0	0	0	0%
Bristol Warren	6	2	0	3	1	0	0	0	0%
Burrillville	4	0	1	2	1	0	0	0	0%
Central Falls	4	0	0	0	1	1	2	3	75%
Chariho	6	2	2	2	0	0	0	0	0%
Coventry	7	0	0	2	5	0	0	0	0%
Cranston	23	2	5	12	3	1	0	1	4%
Cumberland	8	0	1	6	1	0	0	0	0%
East Greenwich	6	2	1	3	0	0	0	0	0%
East Providence	11	0	0	5	4	0	2	2	18%
Exeter-West Greenwich	3	1	1	1	0	0	0	0	0%
Foster	1	0	1	0	0	0	0	0	0%
Foster-Glocester	2	1	0	1	0	0	0	0	0%
Glocester	2	0	1	1	0	0	0	0	0%
Jamestown	2	0	0	2	0	0	0	0	0%
Johnston	6	0	0	6	0	0	0	0	0%
Lincoln	6	0	1	5	0	0	0	0	0%
Little Compton	1	0	1	0	0	0	0	0	0%
Middletown	5	1	1	3	0	0	0	0	0%
Narragansett	3	1	0	2	0	0	0	0	0%
New Shoreham	1	0	0	1	0	0	0	0	0%
Newport	2	0	0	1	1	0	0	0	0%
North Kingstown	8	1	3	4	0	0	0	0	0%
North Providence	9	1	1	5	2	0	0	0	0%
North Smithfield	4	1	0	3	0	0	0	0	0%
Pawtucket	16	2	0	7	5	0	2	2	13%
Portsmouth	4	1	0	2	1	0	0	0	0%
Providence	37	1	2	6	6	8	14	22	59%
Scituate	5	2	1	2	0	0	0	0	0%
Smithfield	6	2	2	2	0	0	0	0	0%
South Kingston	7	1	0	4	2	0	0	0	0%
Tiverton	5	1	1	3	0	0	0	0	0%
Warwick	22	0	1	17	4	0	0	0	0%
West Warwick	5	0	0	2	3	0	0	0	0%
Westerly	6	1	0	2	3	0	0	0	0%
Woonsocket	9	0	0	1	8	0	0	0	0%
Charter Schools	14	3	3	4	3	1	0	1	7%
State-Operated Schools	4	0	1	1	1	0	1	1	25%
UCAP	1	0	0	1	0	0	0	0	0%
Four Core Cities	66	3	2	14	20	9	18	27	41%
Remainder of State	192	24	28	108	31	1	2	3	2%
Rhode Island	277	30	32	128	55	11	21	32	12%

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Education, 2013-2014 school year. See the Methodology Section for more information.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Charter schools that are classified include Beacon Charter High School for the Arts, Blackstone Academy Charter School, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, and Trinity Academy for the Performing Arts.

State-operated schools that are classified include the William M. Davies Jr. Career and Technical High School, DCYF, Metropolitan Regional Career & Technical Center, and the Rhode Island School for the Deaf. UCAP is the Urban Collaborative Accelerated Program.

A total of four schools were not classified because they did not have sufficient years of data or had new school designations.

See the Methodology Section for more information.

References

¹ Rhode Island Department of Education. (2012). *Rhode Island school and district accountability system ESEA flexibility under NCLB*. Retrieved November 9, 2012, from www.ride.ri.gov

² Rhode Island Department of Education. (2014). *RIDE releases 2014 school classifications: 30 schools honored as commended* [Press release]. Retrieved from www.ride.ri.gov

³ Council of Chief State School Officers. (n.d.). *Roadmap for next-generation state accountability systems*. Retrieved January 6, 2015, from www.ccsso.org

⁴ *Reading proficiency*. (2014). Washington, DC: Child Trends.

⁵ *Mathematics proficiency*. (2013). Washington, DC: Child Trends.

(continued on page 184)

Chronic Early Absence

DEFINITION

Chronic early absence is the percentage of children in kindergarten through third grade (K-3) who were enrolled for at least 90 days and missed 18 days or more of school, including excused and unexcused absences (10% or more of the school year for a 180-day school year).

SIGNIFICANCE

Students who are absent from school miss opportunities to learn and develop positive relationships within the school community. During the early elementary school years, children develop important skills and approaches to learning that are critical for ongoing school success. Through their experiences in K-3 classrooms, children build academic, social-emotional and study skills.^{1,2} Children who are chronically absent in kindergarten show lower levels of achievement in math, reading, and general knowledge in first grade. Chronic absence in kindergarten appears to be especially detrimental for poor and Hispanic children.³ In Rhode Island, children who are chronically absent in kindergarten have lower levels of achievement as far out as the seventh grade and are more than twice as likely to be retained.⁴

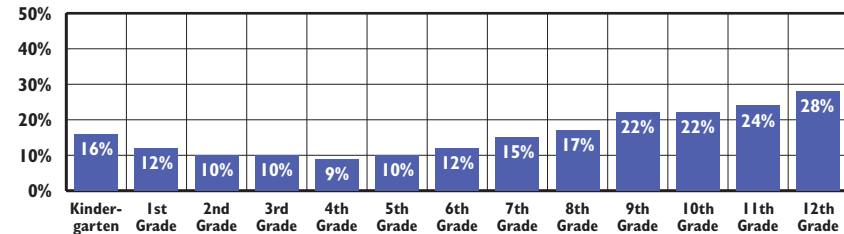
Chronic early absence affects one out of 10 children in the U.S. during their first two years of school.⁵ Children from poor families are much more likely to have high rates of chronic absenteeism

in the early grades than higher-income children. In the U.S., one in five (21%) poor kindergartners were chronically absent, compared to less than one in 10 (8%) of their higher-income peers.⁶ Children who are homeless or formerly homeless experience poor educational outcomes related to school absenteeism and mobility.⁷ Lack of access to preventive health care and chronic health issues, such as asthma, can result in increased absenteeism.⁸

Chronic early absence is most often a result of a combination of school, family, and community factors.⁹ While illness is a leading factor in chronic early absence, poverty, teenage parenting, single parenting, low maternal education levels, unemployment, poor maternal health, public assistance enrollment, and household food insecurity all can affect school attendance. Rates of chronic absence rise significantly when three or more of these risk factors are present.^{10,11}

Chronic absenteeism also can result from poor quality education, ambivalence about or alienation from school, and chaotic school environments, including high rates of teacher turnover, disruptive classrooms and/or bullying.¹² Unreliable or insufficient transportation, violence at and around school, multiple foster care placements, lack of clean or affordable clothes, and lack of safe and affordable housing are factors that can lead to chronic absence.¹³

Chronic Absence Rates in Rhode Island by Grade, 2013-2014 School Year



Source: Rhode Island Department of Education, 2013-2014 school year.

- ◆ **Chronic absence rates are high in kindergarten and then decline before increasing again in middle and high school.** During the 2013-2014 school year, 16% of Rhode Island kindergarten students, 12% of first graders, 10% of second graders, and 10% of third graders were chronically absent (i.e., absent 18 days or more).¹⁴
- ◆ **During the 2013-2014 school year, 12% of Rhode Island children in grades K-3 were chronically absent, and a quarter (26%) missed 12 or more days of school during the 2013-2014 school year.**¹⁵ Chronic absenteeism affects all students in a class because teachers may backtrack or slow the learning pace to review lessons for students who have missed school.¹⁶
- ◆ **Averages for school-wide attendance can mask significant numbers of chronically absent individual students.**¹⁷ During the 2013-2014 school year, the average daily attendance rate for K-3 students in Rhode Island's four core cities was 93%, but 22% of students were chronically absent.¹⁸
- ◆ **Most schools monitor average daily attendance or unexcused absences, but few actively track chronic absenteeism.** Rhode Island is one of the few states that makes school-level data on chronic absence available on a state website.¹⁹
- ◆ **Schools, districts, and the state can nurture a culture of attendance by raising awareness among school and community personnel about the problem of chronic absence, using positive messaging to encourage parents to send their children to school on time and every day in the early grades, providing frequent reports on student absenteeism and identifying and intervening with students with troubling absenteeism patterns.**^{20,21}

Table 50.

Chronic Early Absence Rates, Grades K-3, Rhode Island, 2013-2014 School Year

SCHOOL DISTRICT	K-3 STUDENTS ENROLLED LESS THAN 90 DAYS	K-3 STUDENTS ENROLLED 90 DAYS OR MORE	K-3 ATTENDANCE RATE	% OF K-3 STUDENTS ABSENT 0-5 DAYS	% OF K-3 STUDENTS ABSENT 6-11 DAYS	% OF K-3 STUDENTS ABSENT 12-17 DAYS	% OF K-3 STUDENTS ABSENT 18+ DAYS
Barrington	NA	891	96%	48%	38%	11%	3%
Bristol Warren	57	1,088	95%	39%	38%	14%	8%
Burrillville	37	661	95%	40%	36%	16%	8%
Central Falls	144	1,008	93%	27%	31%	19%	24%
Chariho	42	888	96%	44%	40%	11%	4%
Coventry	59	1,336	96%	50%	36%	9%	5%
Cranston	207	3,028	95%	42%	33%	15%	10%
Cumberland	64	1,319	97%	58%	32%	7%	3%
East Greenwich	16	646	96%	50%	36%	10%	3%
East Providence	107	1,699	95%	40%	32%	16%	12%
Exeter-West Greenwich	20	386	96%	48%	39%	9%	4%
Foster	NA	192	98%	80%	16%	4%	1%
Glocester	16	351	98%	74%	20%	5%	1%
Jamestown	NA	204	96%	41%	42%	13%	4%
Johnston	53	962	95%	36%	34%	17%	13%
Lincoln	40	848	96%	47%	34%	13%	6%
Little Compton	NA	91	92%	11%	34%	24%	31%
Middletown	61	697	96%	43%	38%	13%	7%
Narragansett	15	378	96%	47%	37%	9%	7%
New Shoreham	NA	27	94%	22%	48%	19%	11%
Newport	59	682	94%	35%	35%	17%	12%
North Kingstown	59	1,047	96%	50%	34%	10%	6%
North Providence	96	1,049	96%	49%	30%	13%	9%
North Smithfield	18	466	96%	48%	34%	13%	4%
Pawtucket	377	3,257	95%	41%	28%	17%	14%
Portsmouth	55	652	96%	50%	36%	10%	4%
Providence	1,124	7,971	93%	30%	29%	18%	23%
Scituate	10	363	94%	37%	32%	15%	17%
Smithfield	33	690	97%	52%	37%	9%	2%
South Kingstown	48	895	96%	44%	39%	11%	6%
Tiverton	31	542	96%	47%	34%	11%	8%
Warwick	165	2,623	96%	45%	35%	12%	7%
West Warwick	132	1,116	95%	45%	31%	14%	10%
Westerly	47	886	96%	40%	40%	12%	8%
Woonsocket	333	2,065	91%	23%	27%	20%	31%
Charter Schools	23	1,783	97%	56%	30%	8%	6%
Rhode Island School for the Deaf	NA	12	88%	8%	17%	25%	50%
Four Core Cities	1,978	14,301	93%	32%	29%	18%	22%
Remainder of State	1,574	26,703	96%	46%	35%	12%	7%
Rhode Island	3,578	42,799	95%	41%	32%	14%	12%

Source of Data for Table/Methodology

Rhode Island Department of Education, 2013-2014 school year.

Attendance rates are calculated by dividing the state-calculated "average days of attendance" by the "average days of membership."

Chronic absence rates are based on attendance patterns for students who were enrolled in a district for at least 90 days. A total of 3,578 Rhode Island students in grades K-3 were not included in this analysis because they were only enrolled for a short period. The Rhode Island Department of Education excludes these students so that chronic absence issues can be examined separate from student mobility issues. It is likely that more students were excluded from districts with higher student mobility rates.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Charter schools include Achievement First Rhode Island, Blackstone Valley Prep, The Compass School, the Paul Cuffee Charter School, Highlander Charter School, International Charter School, Kingston Hill Academy, and the Learning Community.

NA indicates that the number of students was too small to report or that data from the district were not available.

References

¹ Romero, M. & Lee, Y. (2008). *The influence of maternal and family risk on chronic absenteeism in early schooling*. New York, NY: Columbia University, Mailman School of Public Health, National Center for Children in Poverty.

^{2,3,5,9,11,12,20} Chang, H. N. & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades*. New York, NY: Columbia University, Mailman School of Public Health, National Center for Children in Poverty.

⁴ RI DataHUB. (n.d.). *Chronic absenteeism among kindergarten students*. Retrieved February 4, 2015, from <http://ridatahub.org>

(continued on page 184)

Chronic Absence, Middle School and High School

DEFINITION

Chronic absence, middle school and high school is the percentage of children in middle and high school who were enrolled for at least 90 days and missed 18 days or more of school, including excused and unexcused absences (10% or more of the school year for a 180-day school year).

SIGNIFICANCE

Students who are frequently absent from school miss critical academic and social learning opportunities and are at risk of disengagement from school, academic failure, and dropping out.¹ Studies in large cities have shown strong relationships between chronic absence in middle and high school and the likelihood of dropping out.² Chronic absence in sixth grade is one of three early warning signs that a student is likely to drop out of high school, and by ninth grade, a student's attendance is a better predictor of dropout risk than eighth-grade achievement test scores.³

Family and economic factors connected to student absenteeism include poverty, lack of access to health care, unstable housing, child welfare or juvenile justice involvement, work or family responsibilities, and lack of affordable or reliable transportation. School factors contributing to chronic absence include school climate,

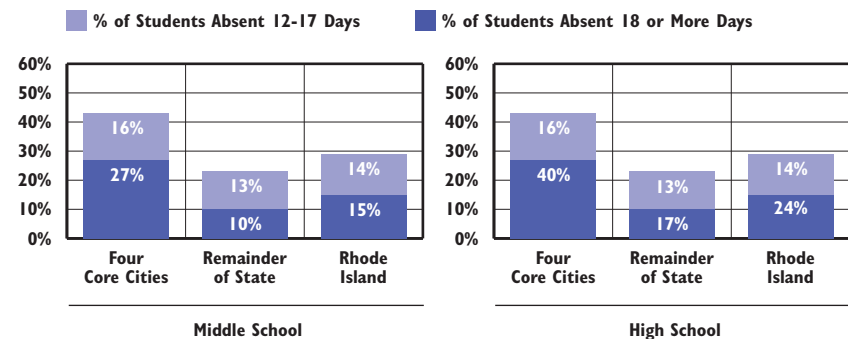
discipline policies, and concerns about bullying and unsafe situations.^{4,5,6}

Student-reported reasons for not attending school include repeated suspensions, disruptive learning environments, irrelevant or unchallenging courses, poor achievement, concerns for safety, difficulty with peer and adult relationships, conflicts between school and work, family responsibilities, and negative perceptions of school.^{7,8}

The U.S. Department of Education and the Rhode Island Department of Education (RIDE) define truancy as ten or more unexcused absences in a school year.^{9,10} During the 2013-2014 school year in Rhode Island, 22% of middle school students and 30% of high school students were considered truant by RIDE.¹¹ Truant students in Rhode Island may be referred to the Family Court's Truancy Calendar, a community and school-based intervention program.¹²

Almost one-third (30%) of Rhode Island's low-income middle and high school students were chronically absent in 2013-2014, compared with 11% of higher-income students. Middle and high school students receiving special education services (30%) were more likely than their peers not receiving these services (18%) to be chronically absent. More than two-thirds (69%) of absences by middle and high school students were unexcused absences.¹³

School Attendance in Rhode Island by Number of School Days Missed, Middle and High School, 2013-2014 School Year



Source: Rhode Island Department of Education, 2013-2014 school year.

◆ The chronic absence rate among middle (27%) and high (40%) school students in the four core cities is more than twice as high as the rates among middle (10%) and high (17%) school students in the remainder of the state.¹⁴

◆ One of the most effective strategies for increasing student achievement, high school graduation rates, and college access and completion, and for closing achievement gaps between higher income and lower income students, would be to increase the number of low-income students who attend school regularly.¹⁵

Reducing Chronic Absence

◆ Schools and districts together with community agencies can improve student attendance by developing systems that provide frequent reports on student absenteeism and reasons for the absenteeism, problem solving to address reasons for absenteeism, building and sustaining relationships with students and their families, developing a community response that involves adults who interact with students outside of school, recognizing and rewarding good attendance, and committing to learning what works and expanding effective programs and halting efforts that are not working.¹⁶

◆ States can reduce chronic absence by raising awareness about the problem; producing chronic absence reports with data available by district, grade, and subgroup; requiring that district and school improvement plans include chronic absence data and strategies for improving; and allocating resources to address barriers to attendance.¹⁷

Chronic Absence, Middle School and High School

Table 51.

**Chronic Absence and Attendance Rates, Middle and High School,
Rhode Island, 2013-2014 School Year**

SCHOOL DISTRICT	MIDDLE SCHOOL					HIGH SCHOOL				
	# ENROLLED LESS THAN 90 DAYS	# ENROLLED 90 DAYS OR MORE	ATTENDANCE RATE	% ABSENT 12-17 DAYS	% ABSENT 18+ DAYS	# ENROLLED LESS THAN 90 DAYS	# ENROLLED 90 DAYS OR MORE	ATTENDANCE RATE	% ABSENT 12-17 DAYS	% ABSENT 18+ DAYS
Barrington	*	864	96%	9%	5%	13	1,040	95%	12%	7%
Bristol Warren	28	739	95%	17%	9%	68	997	93%	17%	18%
Burrillville	26	622	95%	17%	10%	55	691	93%	16%	16%
Central Falls	71	418	91%	17%	32%	136	749	88%	17%	40%
Chariho	41	749	96%	8%	5%	91	1,227	95%	13%	11%
Coventry	30	1,173	96%	10%	6%	96	1,591	95%	12%	13%
Cranston	96	2,517	95%	14%	14%	250	3,259	90%	16%	31%
Cumberland	32	1,077	96%	11%	6%	69	1,355	94%	15%	14%
East Greenwich	10	600	97%	8%	4%	14	731	96%	9%	9%
East Providence	65	1,174	94%	19%	16%	121	1,528	93%	11%	19%
Exeter-West Greenwich	19	403	96%	10%	4%	22	549	95%	11%	9%
Foster-Glocester	19	463	95%	17%	5%	23	683	97%	7%	4%
Jamestown	NA	160	95%	15%	13%	NA	NA	NA	NA	NA
Johnston	32	737	94%	16%	16%	96	898	92%	14%	24%
Lincoln	18	739	95%	13%	11%	39	999	93%	16%	19%
Little Compton	NA	97	92%	28%	30%	NA	NA	NA	NA	NA
Middletown	42	542	95%	15%	10%	57	690	95%	12%	9%
Narragansett	18	314	95%	13%	11%	19	432	94%	16%	14%
New Shoreham	NA	31	94%	26%	13%	NA	36	95%	11%	11%
Newport	52	434	94%	18%	14%	105	547	88%	16%	34%
North Kingstown	30	968	95%	11%	9%	64	1,398	95%	9%	11%
North Providence	45	763	94%	15%	18%	72	998	93%	15%	24%
North Smithfield	20	413	96%	11%	6%	43	528	96%	10%	6%
Pawtucket	167	1,922	93%	16%	21%	288	2,112	90%	16%	35%
Portsmouth	24	594	96%	11%	9%	46	980	96%	13%	8%
Providence	712	5,188	92%	16%	26%	1,087	6,431	87%	16%	41%
Scituate	*	376	95%	12%	11%	17	462	93%	18%	19%
Smithfield	29	575	96%	9%	5%	22	759	95%	12%	11%
South Kingstown	42	790	96%	11%	6%	68	1,062	94%	11%	12%
Tiverton	21	452	95%	15%	8%	19	561	95%	13%	12%
Warwick	114	2,223	95%	15%	11%	230	2,890	92%	15%	23%
West Warwick	78	751	94%	11%	13%	98	942	91%	11%	22%
Westerly	21	673	95%	15%	10%	55	940	95%	16%	12%
Woonsocket	127	1,267	90%	18%	36%	190	1,584	86%	17%	45%
<i>Charter Schools</i>	29	1,073	97%	8%	4%	126	1,421	92%	15%	30%
<i>State-Operated Schools</i>	18	*	90%	0%	33%	327	1,717	92%	18%	26%
<i>UCAP</i>	16	121	88%	17%	46%	NA	14	89%	7%	36%
<i>Four Core Cities</i>	1,077	8,795	92%	16%	27%	1,701	10,876	87%	16%	40%
<i>Remainder of State</i>	993	22,134	95%	13%	10%	1,877	28,793	93%	13%	17%
<i>Rhode Island</i>	2,117	32,011	94%	14%	15%	4,031	42,807	92%	14%	24%

Source of Data for Table/Methodology

Rhode Island Department of Education, 2013-2014 school year.

Attendance rates are calculated by dividing the state-calculated "average days of attendance" by the "average days of membership."

Chronic absence rates are based on attendance patterns for students who were enrolled in a district for at least 90 days. A total of 2,117 Rhode Island middle school students and 4,031 high school students were not included in this analysis because they were only enrolled for a short period. The Rhode Island Department of Education excludes these students so that chronic absence issues can be examined separate from student mobility issues. It is likely that more students were excluded from districts with higher student mobility rates.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Little Compton students attend high school in Portsmouth and Jamestown students attend high school in North Kingstown.

Charter middle schools include Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, Highlander Charter School, The Learning Community, Segue Institute for Learning, and Trinity Academy for the Performing Arts. Charter high schools include Beacon Charter High School for the Arts, Blackstone Academy, Highlander Charter School, Paul Cuffee Charter School, The Greene School, Rhode Island Nurses Institute Middle College Charter School, Sheila C. "Skip" Nowell Leadership Academy, Trinity Academy for the Performing Arts, and the Village Green Virtual Public Charter School.

State-operated schools include The Rhode Island Training School operated by DCYF, Metropolitan Regional Career and Technical Center, Rhode Island School for the Deaf, and William M. Davies Jr. Career & Technical High School. UCAP is the Urban Collaborative Accelerated Program.

*Fewer than 10 students are in this category. Actual numbers are not shown to protect student confidentiality. These students are still counted in district totals and in the four core cities, remainder of the state, and state totals.

References are on page 185.

Suspensions

DEFINITION

Suspensions is the number of disciplinary actions per 100 students in pre-kindergarten through 12th grade in Rhode Island public schools. Students can receive more than one disciplinary action during the school year. Disciplinary actions include in-school suspensions, out-of-school suspensions, and removal to an Interim Alternative Educational Setting (IAES) by school personnel.

SIGNIFICANCE

Effective school disciplinary practices promote a safe and respectful school climate, support learning and address the causes of student misbehavior. Punitive disciplinary practices, including “zero tolerance” policies, are largely ineffective and even counterproductive.^{1,2} Despite this evidence, out-of-school suspension is a widely used disciplinary technique, both nationally and in Rhode Island. Suspensions are used for minor offenses, such as attendance infractions, and for more serious offenses, such as weapon possession.^{3,4}

Suspension usually does not deter students from misbehaving and may actually reinforce negative behavior patterns. Suspended students are more likely than their peers to experience academic failure, juvenile justice system involvement, disengagement from school, isolation from teachers and peers, and

dropping out of school. In fact, being suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out.^{5,6}

Schools and districts can improve school climate and discipline by setting high expectations for student behavior, using tiered supports based on student needs, providing professional development focused on engaging instruction and promoting positive behavior, and developing and enforcing disciplinary policies that ensure the equitable, appropriate, and limited use of suspensions.⁷

During the 2013-2014 school year in Rhode Island, 30,790 disciplinary actions were attributed to 11,848 students. In Rhode Island during the 2013-2014 school year, 9% of the student population was suspended at least once. The total number of disciplinary actions is two and a half times the number of students disciplined because some students were disciplined multiple times.⁸

Of all disciplinary actions during the 2013-2014 school year, 10% (3,013) involved elementary school students (pre-kindergarten through 5th grade), 39% (11,911) involved middle school students (6th-8th grades), and 52% (15,866) involved high school students (9th-12th grades). Kindergartners received 197 disciplinary actions, including 184 out-of-school suspensions.⁹

Out-of-School Suspensions, Rhode Island Public Schools, 2013-2014

BYTYPE OF INFRACTION*	#	%	BYTYPE OF INFRACTION	#	%
Insubordination/Disrespect	4,927	31%	Alcohol/Drug/Tobacco Offenses	718	5%
Disorderly Conduct	3,290	21%	Arson/Larceny/Robbery/Vandalism	412	3%
Fighting	2,233	14%	Weapon Possession	206	1%
Assault of Student or Teacher	1,275	8%	Communications/Electronic Devices	186	1%
Obscene/Abusive Language	1,169	7%	Attendance Offenses	0	0%
Harassment/Intimidation/Threat	1,030	7%	Other Offenses	317	2%
<i>Total</i>			<i>15,763</i>		

*Harassment offenses include hazing and hate crimes. Assault offenses include sexual assault. Examples of other offenses include cheating/plagiarism, fire regulation violations, sexual misconduct, trespassing, forgery, as well as disciplinary actions where the infraction is missing or not specified.

Source: Rhode Island Department of Education, 2013-2014 school year. Percentages may not sum to 100% due to rounding.

◆ Since the 2008-2009 school year, the number of out-of-school suspensions in Rhode Island has decreased by 37%.¹⁰ However, during the 2013-2014 school year, out-of-school suspensions still accounted for 51% of disciplinary actions.¹¹

◆ More than one-half of out-of-school suspensions were for non-violent offenses, such as insubordination or disrespect (31%) and disorderly conduct (21%).¹²

◆ In 2012, the Rhode Island General Assembly passed a law that prohibits schools from using a student’s absenteeism as the sole basis for an out-of-school suspension.¹³ During the 2013-2014 school year, there were 3,697 disciplinary actions in Rhode Island public schools for attendance-related infractions, and all resulted in in-school suspensions.¹⁴

Disparities in School Discipline

◆ Minority and low-income students receive more school suspensions and disproportionately severe disciplinary actions compared with their White and higher-income peers.¹⁵ In Rhode Island during the 2013-2014 school year, minority students made up 39% of the student population, but received 57% (17,572) of all disciplinary actions. Less than one-third (29%) of Rhode Island students were enrolled in the four core city districts, but students in these districts received 51% of the disciplinary actions.^{16,17}

◆ While 15% of Rhode Island students received special education services in 2013-2014, they accounted for 30% of the disciplinary actions and 26% of students disciplined.^{18,19}

Table 52.

Disciplinary Actions, Rhode Island School Districts, 2013-2014

SCHOOL DISTRICT	TOTAL # OF STUDENTS ENROLLED	SUSPENDED IN-SCHOOL	SUSPENDED OUT-OF-SCHOOL	TOTAL DISCIPLINARY ACTIONS	ACTIONS PER 100 STUDENTS
Barrington	3,237	*	60	67	2
Bristol Warren	3,395	583	408	991	29
Burrillville	2,379	85	230	315	13
Central Falls	2,692	455	108	563	21
Chariho	3,383	441	292	733	22
Coventry	4,769	745	156	901	19
Cranston	10,177	1,435	1,437	2,884	28
Cumberland	4,490	90	449	539	12
East Greenwich	2,360	20	38	58	2
East Providence	5,265	0	701	701	13
Exeter-West Greenwich	1,582	15	129	144	9
Foster	284	0	0	0	0
Foster-Glocester	1,148	175	98	273	24
Glocester	499	*	0	*	<1
Jamestown	492	*	0	*	<1
Johnston	2,991	30	70	100	3
Lincoln	3,095	*	241	246	8
Little Compton	257	0	0	0	0
Middletown	2,267	373	128	501	22
Narragansett	1,366	176	125	301	22
New Shoreham	117	*	0	*	<1
Newport	1,994	74	399	473	24
North Kingstown	3,948	478	90	568	14
North Providence	3,459	759	597	1,356	39
North Smithfield	1,724	*	53	55	3
Pawtucket	8,750	12	905	917	10
Portsmouth	2,628	260	109	369	14
Providence	23,799	2,022	6,296	8,318	35
Scituate	1,403	46	*	53	4
Smithfield	2,343	55	99	154	7
South Kingstown	3,333	339	137	476	14
Tiverton	1,796	35	179	214	12
Warwick	9,061	480	763	1,243	14
West Warwick	3,348	173	235	412	12
Westerly	3,010	41	188	229	8
Woonsocket	5,649	5,076	687	5,763	102
<i>Charter Schools</i>	<i>4,952</i>	<i>187</i>	<i>277</i>	<i>464</i>	<i>9</i>
<i>State-Operated Schools</i>	<i>1,773</i>	<i>330</i>	<i>23</i>	<i>353</i>	<i>20</i>
<i>UCAP</i>	<i>138</i>	<i>0</i>	<i>49</i>	<i>50</i>	<i>36</i>
<i>Four Core Cities</i>	<i>40,889</i>	<i>7,565</i>	<i>7,996</i>	<i>15,561</i>	<i>38</i>
<i>Remainder of State</i>	<i>91,600</i>	<i>6,928</i>	<i>7,418</i>	<i>14,362</i>	<i>16</i>
<i>Rhode Island</i>	<i>139,353</i>	<i>15,010</i>	<i>15,763</i>	<i>30,790</i>	<i>22</i>

Source of Data for Table/Methodology

Rhode Island Department of Education, 2013-2014 school year.

The disciplinary actions rate per 100 students is the total disciplinary actions for the school district at all grade levels (Pre-K through 12th grade), multiplied by 100, and divided by the student enrollment ("average daily membership").

Schools and districts only report suspensions of one day or longer. If an incident involves more than one infraction, schools and districts are asked to code the incident as the most serious type of infraction (e.g., violent offenses involving weapons and offenses involving drugs and alcohol are considered more serious than other offenses). The type of infraction resulting in disciplinary action varies according to school district policy. The type of disciplinary action used for each type of infraction also varies according to school district policy.

*Only 17 removals to an Interim Alternative Education Setting (IAES) by school personnel were reported because new guidance from the Rhode Island Department of Education defined in-school suspensions more broadly than in the past. These removals are counted in district, four core city, remainder of state, and Rhode Island totals.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Charter schools include: Achievement First Rhode Island, Beacon Charter High School for the Arts, Blackstone Academy, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, Sheila C. "Skip" Nowell Leadership Academy, Trinity Academy for the Performing Arts, and The Village Green Virtual Public Charter School. State-operated schools include: William M. Davies Jr. Career & Technical High School, DCYF Schools, Metropolitan Regional Career and Technical Center, and Rhode Island School for the Deaf. UCAP is the Urban Collaborative Accelerated Program.

References

^{1,3,5} Sundius, J. & Farneth, M. (2008). *Putting kids out of school: What's causing high suspension rates and why they are detrimental to students, schools, and communities*. Baltimore, MD: Open Society Institute – Baltimore.

(continued on page 185)

High School Graduation Rate

DEFINITION

High school graduation rate is the percentage of students who graduate from high school within four years of entering, calculated by dividing the number of students who graduate in four years or fewer by the total number of first-time entering ninth graders (adjusted for transfers in and transfers out during the four years).

SIGNIFICANCE

High school graduation is the minimum requisite for college and most employment. In Rhode Island, adults without high school diplomas (17.1%) are more likely to be unemployed than those with a high school diploma (11.7%).¹ Between 2011 and 2013 in Rhode Island, the median income of adults without high school diplomas or GEDs was \$22,256, compared to \$30,298 for adults with high school degrees, and \$52,184 for adults with bachelor's degrees.² In 2013, 14% of Rhode Island children lived in households headed by a non-high school graduate, consistent with the national average.³

Children who attend high-quality preschool programs and read at grade level in elementary school are more likely to graduate from high school than their peers.⁴ Early warning and intervention systems use early predictors of dropping out, such as poor attendance, behavior problems, and

course failure in math and reading to identify students who are off-track; so personalized and timely academic supports can be put in place to help students get “on track” for graduation.⁵

Other strategies for improving graduation rates include reducing chronic absenteeism; creating eighth to ninth grade transition programs; supporting personalized learning and meaningful student connections with adults in the school; implementing rigorous, engaging and relevant curricula, including expanded learning opportunities; providing clear pathways from high school to college and career training; and offering dropout recovery programs.^{6,7}

In order to graduate, Rhode Island students must complete at least 20 courses in core subject areas, two performance-based assessments, and starting with the Class of 2020, reach a minimum achievement level on the state assessment in content areas designated by the Board of Education.⁸

High School Graduation Rates	
	2012-2013
RI	80%
US	81%
National Rank*	34th
New England Rank**	6th

*1st is best; 49th is worst

**1st is best; 6th is worst

Source: EDFacts. (2015). Consolidated state performance report, school years 2010-11, 2011-12, and 2012-13. Retrieved February 10, 2015, from www.ed.gov

Rhode Island Four-Year High School Graduation and Dropout Rates, by Student Subgroup, Class of 2014

	COHORT SIZE	DROPOUT RATE	% COMPLETED GED	% OF STUDENTS STILL IN SCHOOL	FOUR-YEAR GRADUATION RATE
Females	5,520	6%	2%	7%	84%
Males	5,813	9%	3%	10%	77%
English Language Learners	1,140	15%	2%	11%	72%
Students With Disabilities	2,491	16%	3%	21%	60%
Students Without Disabilities	8,842	6%	2%	5%	87%
Low-Income Students	6,286	12%	4%	13%	71%
Higher-Income Students	5,047	2%	1%	4%	93%
White	7,373	6%	2%	7%	85%
Asian	294	5%	2%	4%	88%
Black	980	12%	2%	14%	72%
Hispanic	2,372	13%	3%	13%	72%
Native American	54	28%	6%	9%	57%
ALL STUDENTS	11,333	8%	2%	9%	81%

Source: Rhode Island Department of Education, Class of 2014. Percentages may not sum to 100% due to rounding.

◆ The Rhode Island four-year graduation rate for the Class of 2014 was 81%, up from 70% for the Class of 2007 (the first class for which the Rhode Island Department of Education (RIDE) began calculating graduation rates using a cohort formula).⁹

◆ Poverty is strongly linked to the likelihood of dropping out.¹⁰ Students in Rhode Island's four core cities (14% drop out) are almost three times as likely to drop out of high school as students in the remainder of the state (5% drop out).¹¹

Rhode Island Five- and Six-Year High School Graduation Rates

◆ Rhode Island calculates five- and six-year graduation rates to recognize the graduation accomplishment regardless of the time it takes. Of the 12,036 Rhode Island students who enrolled in ninth grade in 2008, 9,325 (77.5%) graduated in four years in 2012, 444 (3.7%) graduated in five years in 2013, and 87 (0.7%) graduated in six years in 2014.¹²

◆ Of the 444 students who graduated in five years in 2014, 43% were students with disabilities. Of the 87 students who graduated in six years in 2014, 70% were students with disabilities.¹³

High School Graduation Rate

Table 53.

High School Graduation Rates, Rhode Island, Class of 2014

FOUR-YEAR COHORT RATES					
SCHOOL DISTRICT	# OF STUDENTS IN COHORT	DROPOUT RATE	% COMPLETED GED	% STILL IN SCHOOL	FOUR-YEAR GRADUATION RATE
Barrington	269	1%	0%	5%	94%
Bristol Warren	275	6%	1%	7%	87%
Burrillville	180	16%	3%	7%	74%
Central Falls	210	13%	1%	15%	71%
Chariho	306	5%	1%	3%	92%
Coventry	432	7%	1%	8%	85%
Cranston	911	5%	3%	7%	85%
Cumberland	334	5%	2%	7%	87%
East Greenwich	183	1%	0%	3%	96%
East Providence	393	8%	6%	8%	77%
Exeter-West Greenwich	140	5%	3%	2%	90%
Foster-Glocester	193	3%	1%	2%	94%
Johnston	229	6%	3%	3%	88%
Lincoln	271	4%	2%	6%	89%
Middletown	176	2%	2%	11%	85%
Narragansett	125	5%	4%	5%	86%
Newport	141	18%	1%	12%	70%
North Kingstown	370	5%	2%	5%	87%
North Providence	261	1%	3%	8%	88%
North Smithfield	121	4%	2%	3%	90%
Pawtucket	569	9%	2%	9%	80%
Portsmouth	267	1%	<1%	3%	96%
Providence	1,797	14%	2%	14%	71%
Scituate	116	4%	1%	3%	91%
Smithfield	222	6%	0%	5%	88%
South Kingstown	260	5%	2%	2%	91%
Tiverton	136	3%	1%	5%	91%
Warwick	764	6%	5%	10%	79%
West Warwick	241	14%	2%	3%	81%
Westerly	213	1%	3%	10%	85%
Woonsocket	436	25%	6%	12%	58%
<i>Beacon Charter High School for the Arts</i>	56	2%	2%	4%	93%
<i>Blackstone Academy</i>	41	5%	5%	7%	83%
<i>Paul Cuffee Charter School</i>	59	2%	0%	7%	92%
<i>Sheila C. "Skip" Nowell Leadership Academy</i>	60	28%	0%	52%	20%
<i>The Greene School</i>	38	0%	5%	8%	87%
<i>William M. Davies Jr. Career & Technical High School</i>	177	6%	2%	11%	81%
<i>DCYF Schools</i>	56	23%	43%	25%	9%
<i>Metropolitan Regional Career and Technical Center</i>	240	5%	1%	8%	87%
<i>Four Core Cities</i>	3,012	14%	3%	13%	71%
<i>Remainder of State</i>	7,537	5%	2%	6%	86%
<i>Rhode Island</i>	11,333	8%	2%	9%	81%

Source of Data for Table/Methodology

Rhode Island Department of Education, Class of 2014.

The 2014 four-year cohort graduation rate is the number of students who graduate in four years or fewer divided by the total number of students in the cohort. The cohort is calculated as the number of first-time entering ninth graders in 2010-2011 adjusted for transfers in and transfers out during the course of the four years. The cohort dropout rate is calculated the same way as the graduation rate, but the numerator is the number of students who drop out or whose status is unknown at the end of four years. Separate rates are calculated for the percentage of students who are retained in high school and therefore are taking more than four years to graduate and for the percentage of students who received their GED within four years instead of graduating with a traditional diploma.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Students from Little Compton attend high school in Portsmouth, and students from Jamestown attend high school in North Kingstown. DCYF includes students attending DCYF alternative schools.

Rates are not reported for districts or schools with fewer than 10 students in the cohort or for Rhode Island Nurses Institute Middle College Charter School. There are 57 students in this cohort included in the four core cities, remainder of the state, and Rhode Island totals that come from districts and schools not reported.

Rhode Island Nurses Institute Middle College Charter High School is not reported because students complete their course of study in five years instead of four.

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(continued on page 185)

College Preparation and Access

DEFINITION

College preparation and access is the percentage of Rhode Island high school seniors who graduate and go on to college (i.e., enroll in a two-year or four-year college) immediately or within six months of graduation.

SIGNIFICANCE

By 2020, 71% of jobs in Rhode Island will require post-secondary education beyond high school.¹ Between 2011 and 2013 in Rhode Island, adults with high school diplomas were almost three times more likely to be unemployed as those with bachelor's degrees or higher.² During that same period, the median annual income for adults with high school diplomas was \$30,298, compared to \$52,184 for adults with bachelor's degrees.³

During the 2013-2014 school year, 87% of Rhode Island high school seniors reported planning to attend a two- or four-year college.⁴ However, many students, and low-income students in particular, face barriers, including insufficient academic preparation, difficulty navigating the application and financial aid process, and the high cost of college.⁵

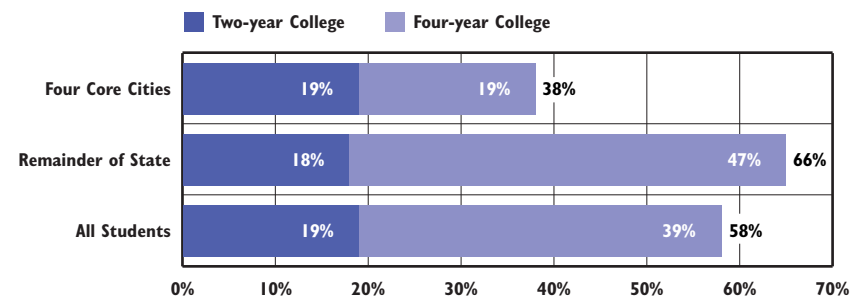
Many students arrive at college unprepared for the work. In 2014, 58% of Rhode Island public school seniors

took the SATs. Average scores were 483 in critical reading, 484 in math, and 471 in writing.⁶ Students with scores of 500 or better in each section are more likely to enroll in and succeed in college.⁷ Students who participate in upper-level honors and Advanced Placement (AP) courses are likely to attend and succeed in college.⁸ Among Rhode Island's 2013 high school graduates, 26% took at least one AP exam, compared with 33% nationally.⁹

Students need information, support, and encouragement to plan, prepare for, and attend college. Without support, low-income and first-generation college students are particularly likely to “undermatch” (enroll in a college for which they are academically overqualified) or not enroll at all.¹⁰ Seniors who have completed a Free Application for Federal Student Aid (FAFSA) by May and been accepted to a four-year college are 50% more likely to enroll than students who have not completed their FAFSA.¹¹

Many students who enroll in college do not complete their degree. Low-income students, minority students, and first-generation students are less likely to enroll in and complete college. Academic, financial, and social supports can increase college enrollment and completion rates, especially among these groups.^{12,13,14}

Immediate College Enrollment by District Type and Type of College, Class of 2012, Rhode Island



Source: Rhode Island Department of Education, Class of 2012. Percentages may not sum exactly due to rounding.

◆ Fifty-eight percent of Rhode Island students who graduated from high school in the Class of 2012 immediately enrolled in college. However, there are large gaps in college access between students who graduate from high schools in the four core cities and the remainder of the state. Among Rhode Island students who graduated from high school in 2012, 19% of students from the four core cities immediately enrolled in a four-year college, compared to 47% of students from the remainder of the state.¹⁵

◆ Low-income and first-generation college students are more likely to go to college when they attend high schools with strong college-going cultures, in which teachers encourage students to attend college, help them with the application process, and make sure that students are academically prepared. High schools that offer rigorous coursework, set high expectations for students, offer dual enrollment in college classes, and increase access to financial aid counseling can improve their students' enrollment and completion rates.^{16,17,18}

◆ Improving college access and success will require improvements at all points in the early education to college education system, including increasing access to high-quality preschool, implementing research-driven dropout prevention programs, aligning the K-12 education system with college and career expectations, simplifying the college admission process, keeping college affordable, and providing student support programs that increase college completion rates.¹⁹ State policies that reward colleges for meeting performance goals, transform remediation practices, encourage full-time college attendance, help students balance work and school, and support on-time graduation could further increase college completion rates.²⁰

Table 54.

College Preparation and Access, Rhode Island

SCHOOL DISTRICT	TOTAL 12TH GRADE ENROLLMENT OCT. 2014	% OF 11TH GRADERS PROFICIENT IN READING, 2013	% OF 11TH GRADERS PROFICIENT IN MATH, 2013	% OF 12TH GRADERS WHO PLANNED TO ATTEND COLLEGE, 2013	4-YEAR HIGH SCHOOL GRADUATION RATE, 2014	% OF 12TH GRADERS WHO FILLED OUT THE FAFSA, 2014	% OF 12TH GRADERS TAKING THE SATS, 2014
Barrington	299	97%	78%	93%	94%	58%	78%
Bristol Warren	226	95%	41%	85%	87%	66%	65%
Burrillville	190	86%	41%	84%	74%	38%	35%
Central Falls	226	53%	13%	89%	71%	34%	31%
Charlho	298	93%	50%	83%	92%	51%	54%
Coventry	399	93%	36%	87%	85%	56%	63%
Cranston	838	85%	28%	90%	85%	59%	55%
Cumberland	355	89%	46%	86%	87%	54%	61%
East Greenwich	202	95%	70%	96%	96%	55%	77%
East Providence	381	80%	30%	88%	77%	45%	45%
Exeter-West Greenwich	140	88%	58%	90%	90%	65%	79%
Foster-Glocester	161	90%	53%	85%	94%	78%	75%
Johnston	206	81%	23%	88%	88%	48%	56%
Lincoln	262	93%	52%	90%	89%	65%	68%
Middletown	173	90%	59%	91%	85%	55%	65%
Narragansett	125	96%	66%	NA	86%	52%	70%
New Shoreham	13	100%	64%	NA	NA	NA	46%
Newport	122	78%	24%	82%	70%	55%	55%
North Kingstown	360	93%	58%	88%	87%	66%	75%
North Providence	252	90%	38%	90%	88%	54%	46%
North Smithfield	143	96%	52%	85%	90%	43%	51%
Pawtucket	503	70%	18%	88%	80%	51%	57%
Portsmouth	233	93%	63%	92%	96%	71%	81%
Providence	1,435	61%	14%	88%	71%	66%	69%
Scituate	116	94%	55%	87%	91%	67%	67%
Smithfield	167	91%	47%	89%	88%	84%	97%
South Kingstown	261	88%	59%	90%	91%	59%	71%
Tiverton	133	88%	27%	80%	91%	54%	58%
Warwick	718	86%	33%	84%	79%	36%	48%
West Warwick	202	80%	31%	79%	81%	66%	61%
Westerly	271	91%	54%	83%	85%	44%	45%
Woonsocket	394	70%	20%	80%	58%	36%	33%
<i>Beacon Charter High School for the Arts</i>	53	96%	24%	88%	93%	72%	68%
<i>Blackstone Academy</i>	39	90%	35%	NA	83%	79%	100%
<i>Paul Cuffee Charter School</i>	61	67%	12%	NA	NA	67%	95%
<i>The Greene School</i>	30	88%	44%	79%	87%	67%	77%
<i>RI Nurses Institute Middle College</i>	100	86%	23%	NA	NA	16%	47%
<i>Sheila C. "Skip" Nowell Leadership Academy</i>	32	31%	1%	NA	NA	NA	NA
<i>William M. Davies Jr. Career & Technical High School</i>	205	93%	35%	NA	81%	32%	24%
<i>DCYF Schools</i>	17	NA	NA	NA	9%	NA	NA
<i>Metropolitan Regional Career and Technical Center</i>	222	67%	16%	86%	87%	62%	10%
<i>RI School for the Deaf</i>	14	NA	NA	NA	NA	NA	NA
<i>Four Core Cities</i>	2,558	63%	16%	87%	71%	56%	58%
<i>Remainder of State</i>	7,247	89%	45%	87%	86%	51%	61%
<i>Rhode Island</i>	10,578	82%	36%	87%	81%	51%	58%

Source of Data for Table/Methodology

12th grade enrollment data (October 1, 2014), 11th grade *New England Common Assessment Program (NECAP)* data, % of 12th graders taking the SATs, and high school graduation rates data are all from the Rhode Island Department of Education.

11th grade *NECAP* reading and math proficiency rates are the percentage of *NECAP* test-takers who scored at the "proficient" or "proficient with distinction" levels (levels three and four) on the October 2013 *NECAP*.

% of 12th graders who planned to attend college is from the 2013-2014 administration of *SurveyWorks!*, based on responses to the question, "What are you thinking about doing after finishing high school?" and includes students who responded that they planned to go to a community college, two-year college, or four-year college. See the Methodology Section for more information on *SurveyWorks!*

The high school graduation rate is the number of students who graduate in four years or fewer divided by the total number of students who started 9th grade in 2010-2011, adjusted for transfers in and transfers out.

% of 12th graders who filled out the FAFSA is from U.S. Department of Education, Federal Student Aid. (2014). *FAFSA completion by high school*. Retrieved March 2, 2015, from studentaid.ed.gov

% of 12th graders taking the SATs is the number of students who took the SATs in 2014 divided by the 12th grade enrollment. This number likely includes some 11th graders who took the SATs that year and may not be consistent with the percentage of graduating seniors who took the SATs as reported by the College Board and reported in other places in this indicator.

NA indicates that data are not available either because data were not collected or reported or because the number of students was too small to report.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Students from Little Compton attend high school in Portsmouth and students from Jamestown attend high school in North Kingstown. DCYF includes students attending DCYF alternative schools.

References are on page 185.

Teens Not in School and Not Working

DEFINITION

Teens not in school and not working is the percentage of teens ages 16 to 19 who are not enrolled in school, not in the Armed Forces, and not employed. Teens who are recent high school graduates and who are unemployed, and teens who have dropped out of high school and are jobless are included.

SIGNIFICANCE

School and work help teens acquire the skills, knowledge and supports they need to become productive adults.¹ Teens who drop out of school and do not become a part of the workforce are at risk of experiencing negative outcomes as they transition from adolescence to adulthood. Teens in low-income families, teens who drop out of school, teen parents, teens with a disability, teens in foster care and teens involved in the juvenile justice system are most at risk of being disconnected from both school and work.²

Disconnected youth are more likely to live in poverty, suffer from substance abuse and mental health problems, have low educational attainment, become teen parents, engage in violent activity, lack health insurance, experience difficulties maintaining employment, and earn low wages.^{3,4,5}

Meaningful family support, adult mentoring, out-of-school programs, job training, safer schools and school-to-career programs lessen the likelihood of teens becoming disconnected from school and work.^{6,7,8} Research shows that youth who are consistently connected to work and school have similar annual earnings regardless of whether they are Hispanic, White, or Black.⁹

Between 2011 and 2013, an estimated 4,095 (6%) youth ages 16 to 19 were not in school and not working in Rhode Island. Of the youth who were not in school and not working, 42% were females and 58% were males. Fifty-five percent of these youth were high school graduates and 45% had not graduated from high school.¹⁰

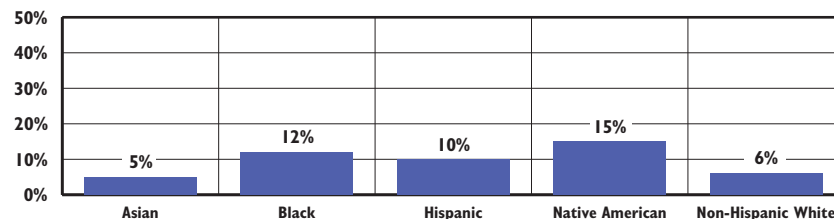
Teens Not in School and Not Working	
	2013
RI	6%
US	8%
National Rank*	11th
New England Rank**	5th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org

Percentage of U.S. Youth Ages 16 to 19, Not in School and Not Working, by Race and Ethnicity, 2013



Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org

◆ Nationally and in Rhode Island, minority youth are more likely to be disconnected from school and work.^{11,12} In 2013 among youth ages 16 to 19 in the U.S., 15% of Native American youth, 12% of Black youth, and 10% of Hispanic youth were not in school and not working, compared to 6% of non-Hispanic White youth and 5% of Asian youth.¹³

◆ The economic recession had a negative impact on the job market for youth and young adults. In 2011, youth employment in the U.S. reached its lowest level since World War II, with 26% of teens ages 16 to 19 employed.¹⁴

Compulsory School Attendance

◆ In 2011, Rhode Island raised its school attendance requirement from age 16 to 18. Rhode Island students over age 16 may obtain a waiver from the attendance requirement if they have an alternative learning plan for obtaining a diploma. Plans can include independent study, private instruction, community service, or online coursework and must be developed in consultation with the student, school guidance counselor, school principal, and at least one parent or guardian. Alternative learning plans must be approved by the district superintendent.¹⁵

◆ As of August 2013, 23 states have set compulsory attendance to age 18, 11 states required attendance to age 17, and the remaining 16 states required school attendance to age 16.¹⁶

Connecting Youth to School and Work

- ◆ Education has a positive impact on the likelihood of finding and maintaining employment. Between 2011 and 2013, the unemployment rate for Rhode Island adults ages 25 to 64 with a bachelor's degree or higher was 4%, compared with 17% for those with less than a high school diploma.¹⁷
- ◆ Successful strategies to connect youth to work and school must be comprehensive, including attention to community engagement in schools, early identification of youth at risk of dropping out of school, targeted workforce development programs, and multiple pathways to high school graduation and employment.^{18,19,20}
- ◆ Programs and alternative schools that enable students to earn college credits while working towards their high school degrees can improve high school graduation rates and better prepare students for college completion and high-skill careers.²¹

Youth Work Experience

- ◆ Work experience during the teen years increases employability and wages into early adulthood and improves the likelihood that workers will receive formal training, including apprenticeship training, from their employers early in their careers.²²
- ◆ Investment in summer work programs helps keep adolescents attached to constructive youth development activities and can help prevent youth violence.²³
- ◆ Expanding work experience opportunities, internships, and job shadowing programs can help more youth in Rhode Island successfully transition into the workforce. These types of programs can help to motivate students, teach them critical skills, connect them with mentors and positive adult role models, as well as help them to make informed decisions about vocational training, colleges, and careers. Many internship programs allow youth to receive school credit and/or earn money, while gaining important workplace experience.^{24,25}

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