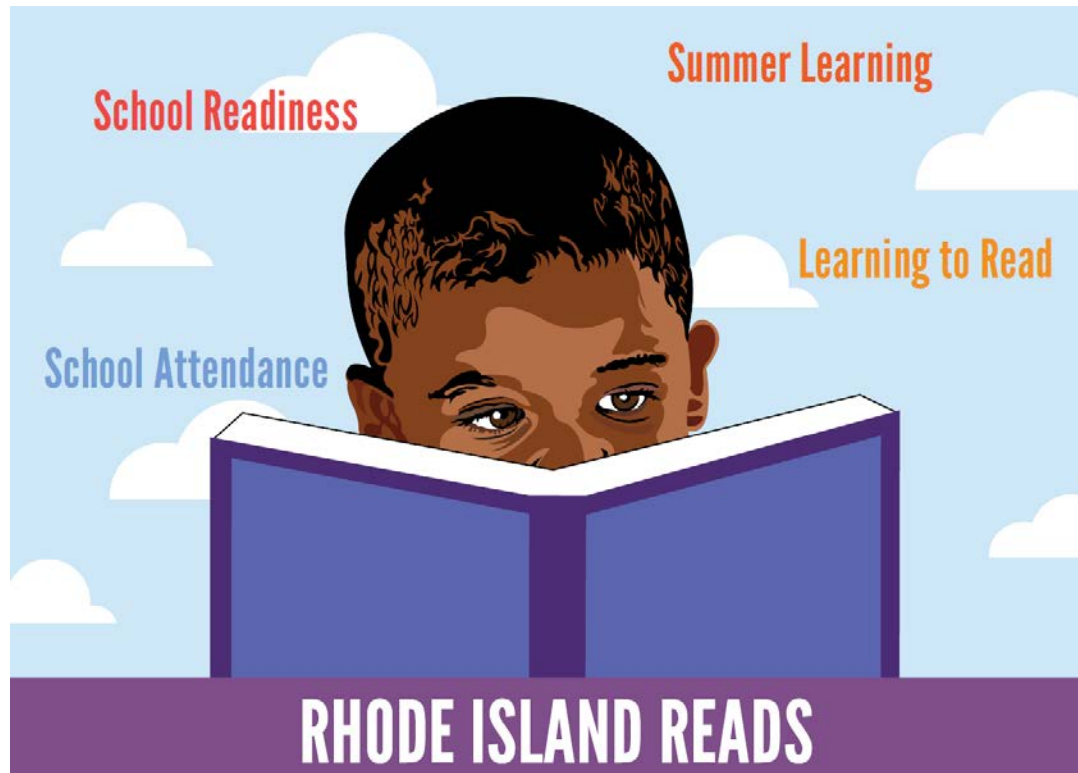


Rhode Island Reads: The Campaign for 3rd Grade Reading



Partner Summit
December 10, 2018



RHODE ISLAND
READS

THE CAMPAIGN FOR
3RD GRADE READING

3rd Grade Reading

Why it's important?

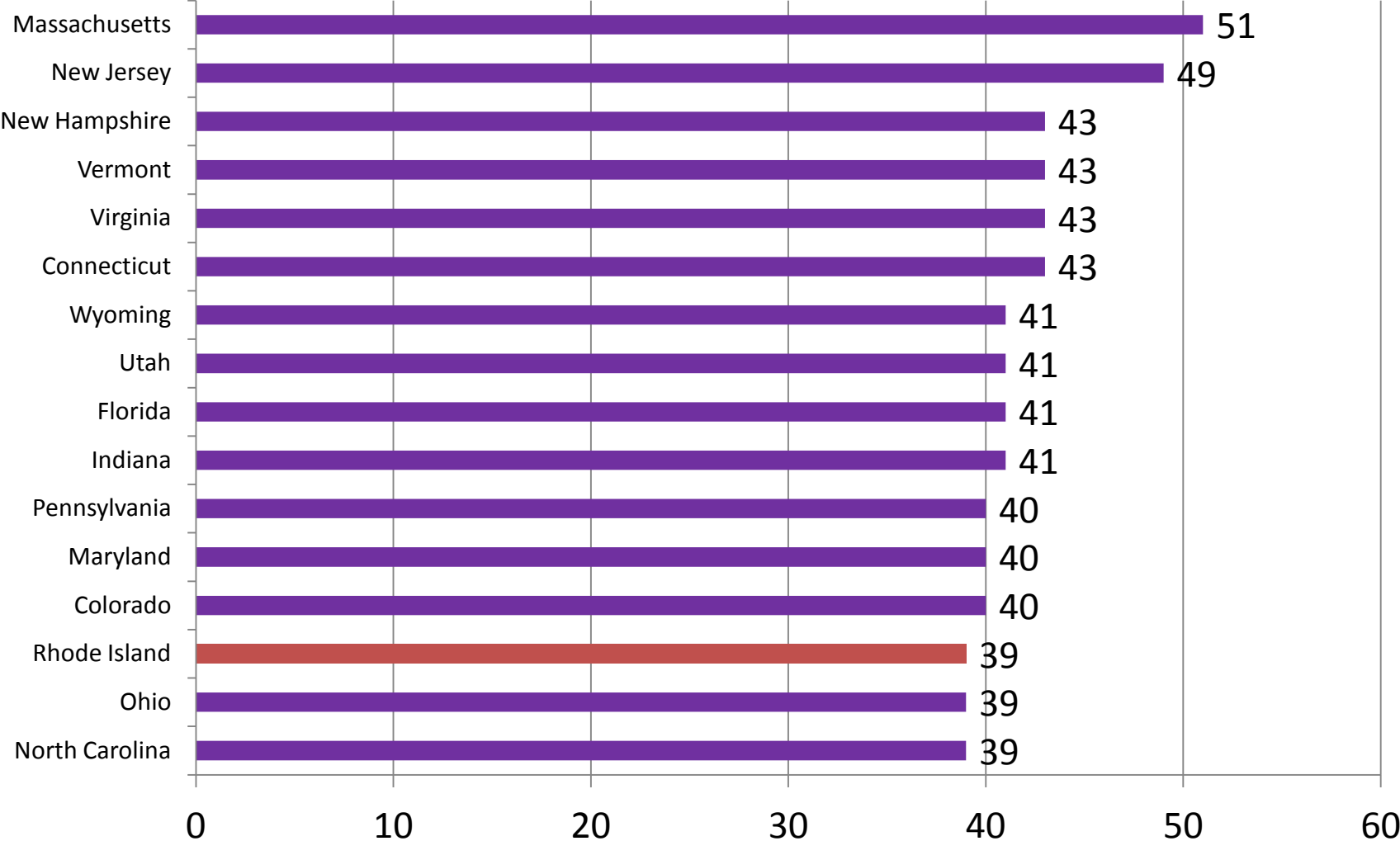
- Children who do not read proficiently by the end of 3rd grade are **four times more likely to drop out of high school** than their peers.
- We need both **in-school** and **out-of-school** strategies to improve 3rd grade reading. Schools are an important part of the equation but cannot do it alone.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



National Assessment of Educational Progress (NAEP)

2017 4th Grade Reading

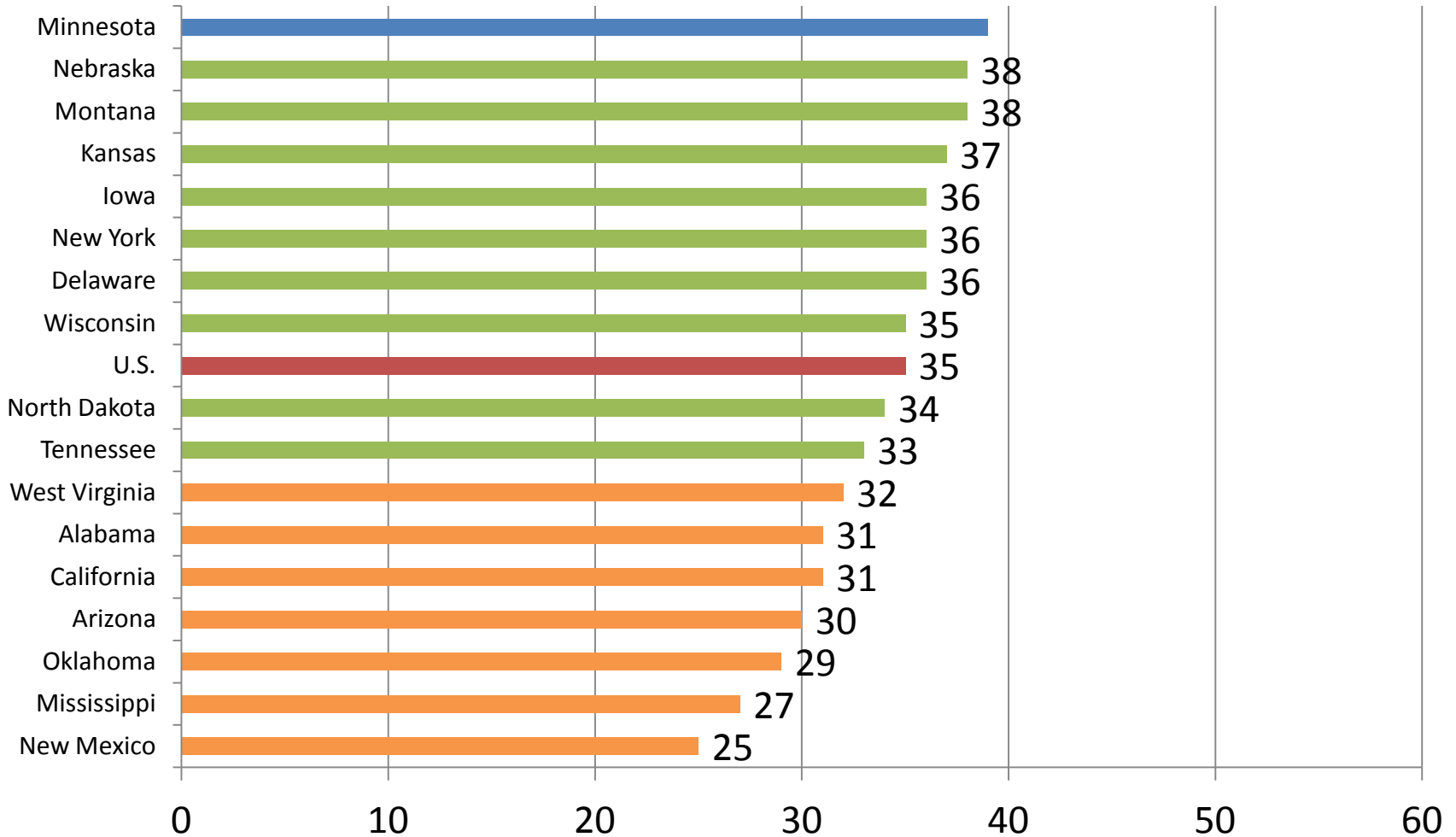
Top Performing States



National Assessment of Educational Progress (NAEP)

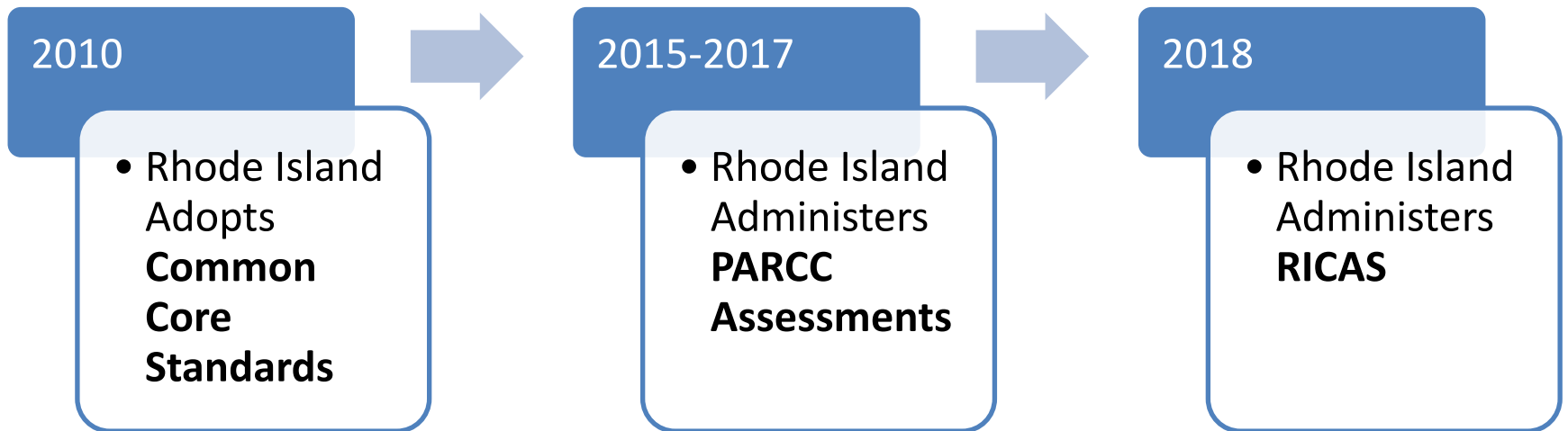
2017 4th Grade Reading

Selected Middle & Low Performing States



State Assessments

3rd Grade Reading



Comparing PARCC and RICAS Data

- A true year-over-year comparison is not possible. Although the Rhode Island learning standards have remained the same, the RICAS assessment has a more difficult performance standard.
- RICAS enables an apples-to-apples comparison with Massachusetts.

2017 & 2018 State Assessment

3rd Grade Reading, Selected Cities

District/LEA	% Low-Income Students	% Meeting Expectations 2017 PARCC	% Meeting Expectations 2018 RICAS
Rhode Island	47%	40%	40%
Central Falls	76%	15%	12%
Cranston	43%	47%	45%
East Providence	51%	35%	42%
Newport	64%	36%	26%
North Providence	52%	42%	33%
Pawtucket	61%	34%	30%
Providence	87%	19%	19%
Warwick	31%	47%	41%
Westerly	37%	52%	53%
Woonsocket	72%	25%	17%

2017 & 2018 State Assessment

3rd Grade Reading, Public Charter Schools

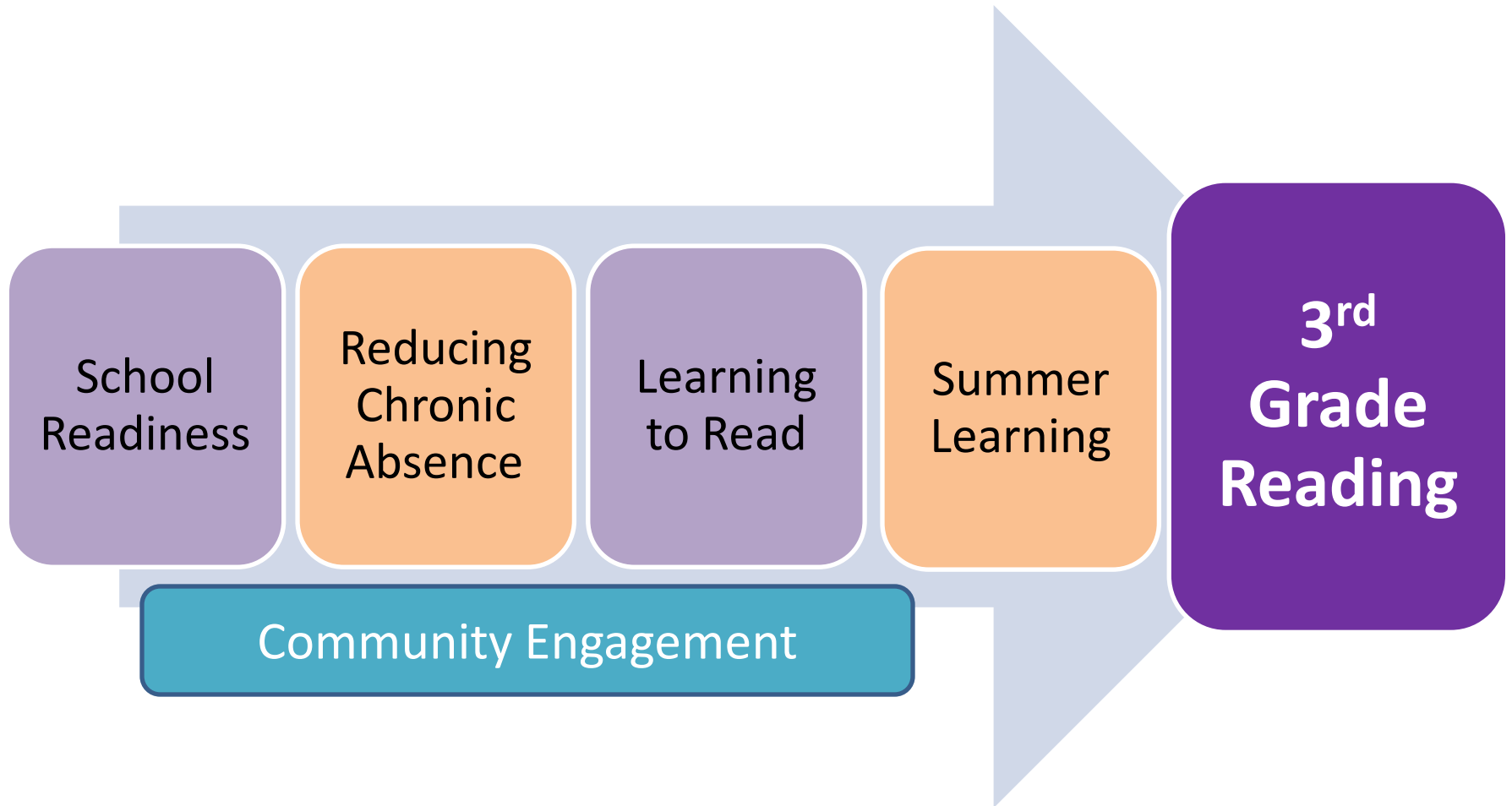
District/LEA	% Low-Income Students	% Meeting Expectations 2017 PARCC	% Meeting Expectations 2018 RICAS
Achievement First	80%	36%	60%
Blackstone Valley Prep	66%	45%	53%
Highlander	72%	16%	16%
International Charter	61%	16%	43%
Kingston Hill Academy	16%	82%	57%
The Learning Community	84%	58%	51%
Paul Cuffee	73%	29%	18%
The Compass School	6%	42%	60%

3rd Grade Reading

Students Meeting Expectations in ELA/Literacy, by
Student Subgroup, Rhode Island, 2017 & 2018

Subgroup	2017 PARCC	2018 RICAS
Males	35%	36%
Females	45%	45%
English Learners	12%	13%
Non-English Learners	44%	44%
Students With Disabilities	16%	9%
Students Without Disabilities	45%	46%
Low-Income Students	25%	26%
Higher-Income Students	57%	56%
Native American	16%	24%
Hispanic	24%	25%
Black	27%	26%
White	50%	50%
Asian	54%	44%
All Students	40%	40%

Key Levers to Advance 3rd Grade Reading



School Readiness

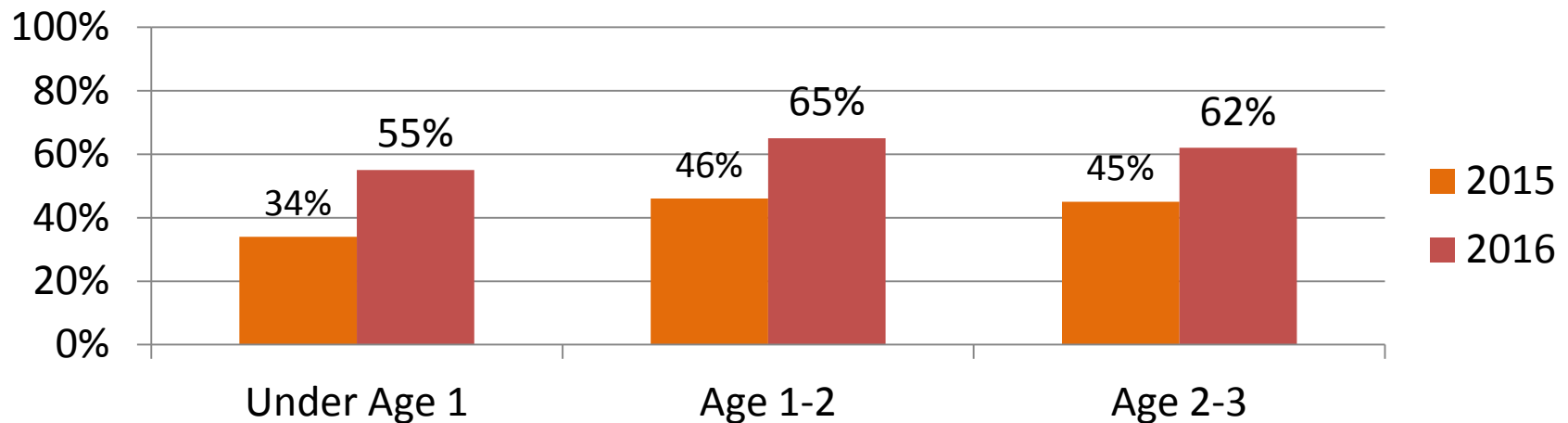
Why it's important?



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

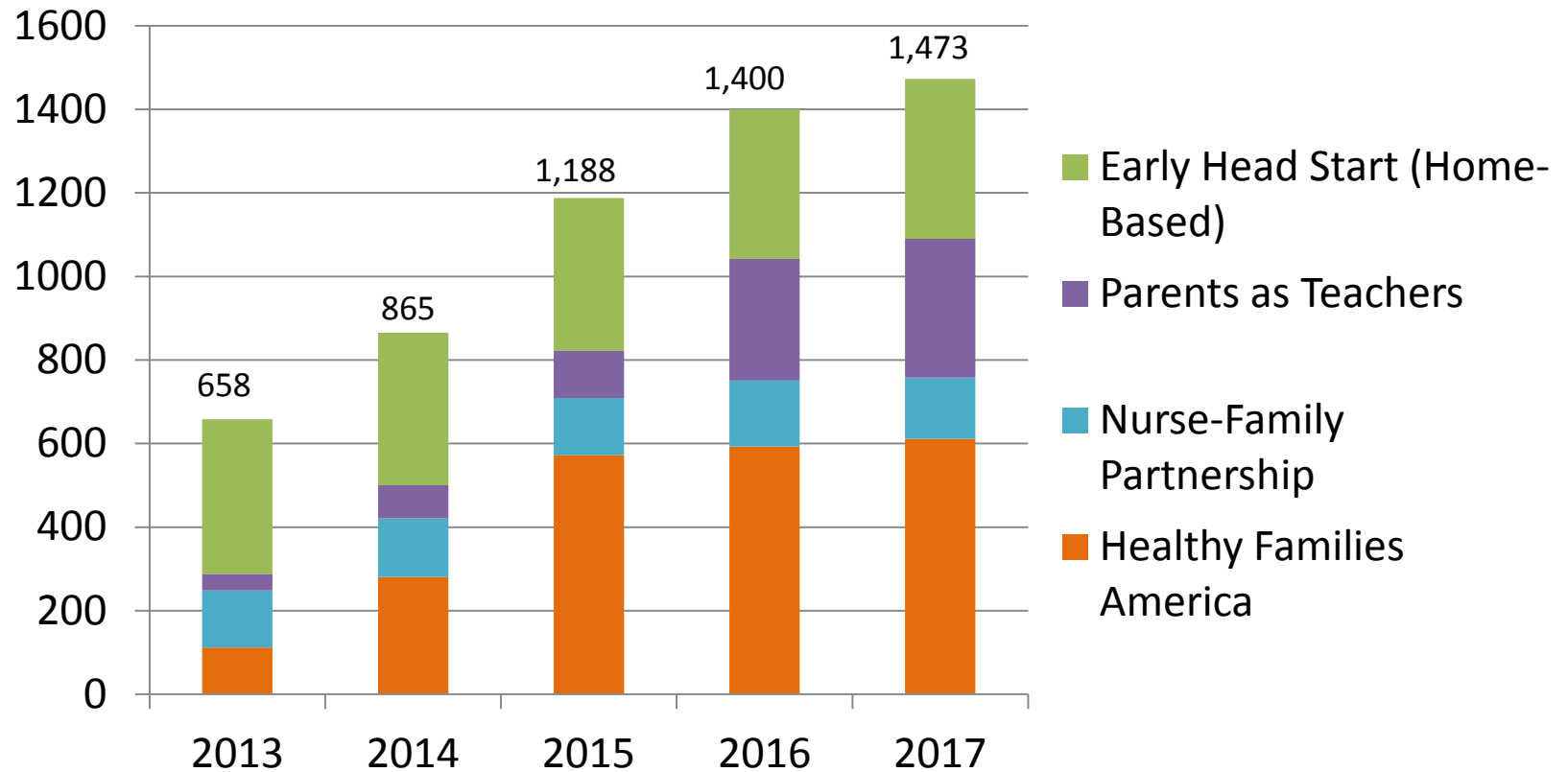
Developmental Screening Infants & Toddlers

Developmental Screenings Completed, Rite Care Members Under Age 3



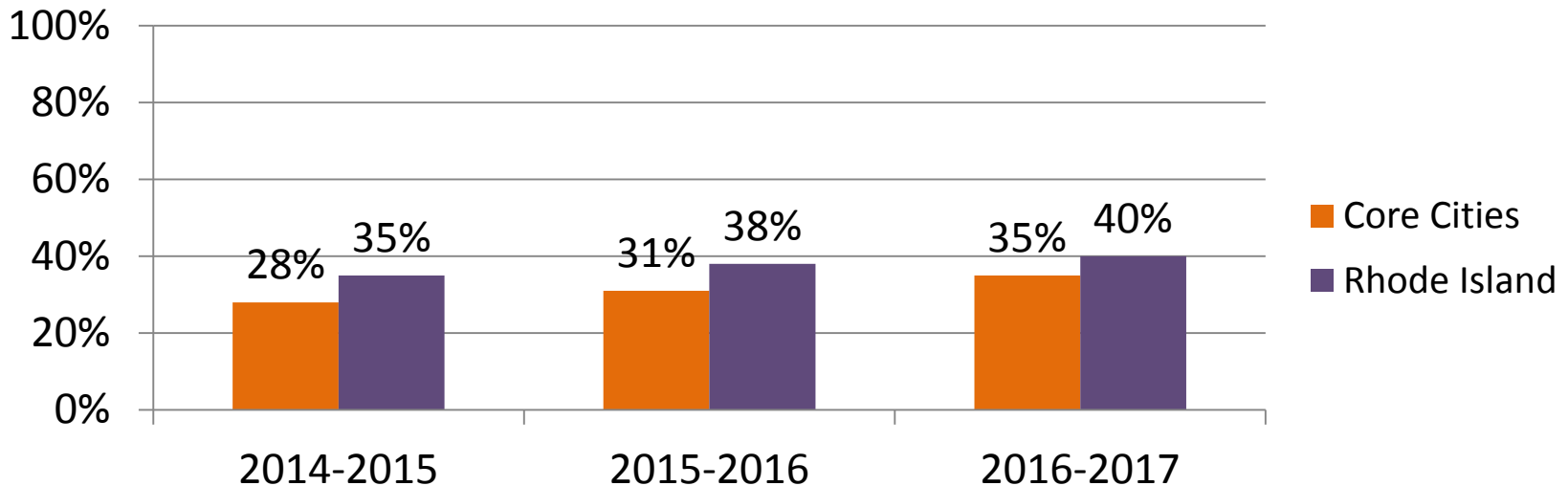
- 6% of Rhode Island's infants and toddlers receive Early Intervention services (Part C of the Individuals with Disabilities Act)

Evidence-Based Home Visiting



Developmental Screening Children Ages 3 to 5

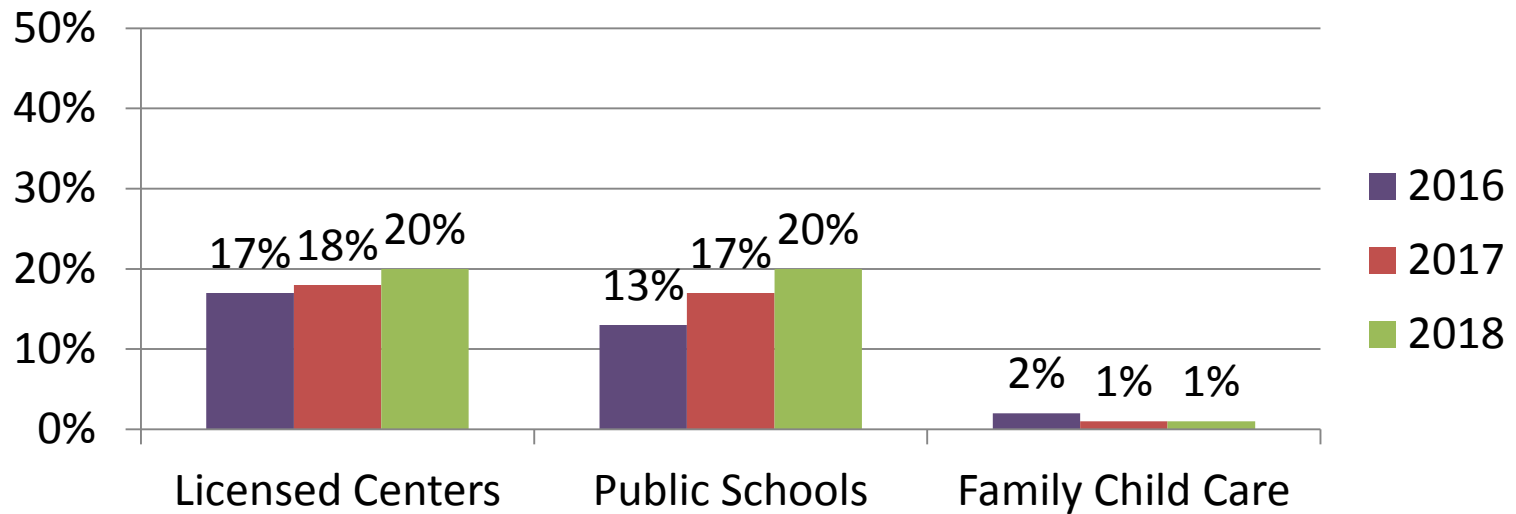
Children Ages 3 to 5 with Complete Developmental Screen



- 8% of Rhode Island children ages 3 through 5 receive preschool special education services

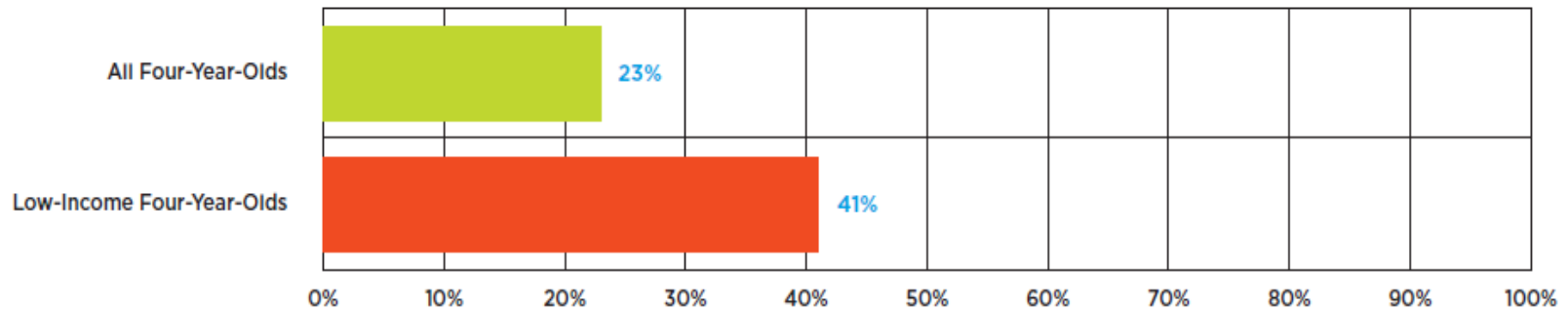
Quality of Early Learning Programs

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



4 Year Olds in Public Preschool (State Pre-K or Head Start)

PERCENT OF CHILDREN ENROLLED IN HEAD START OR STATE PRE-K
THE YEAR BEFORE KINDERGARTEN, RHODE ISLAND, 2017-2018

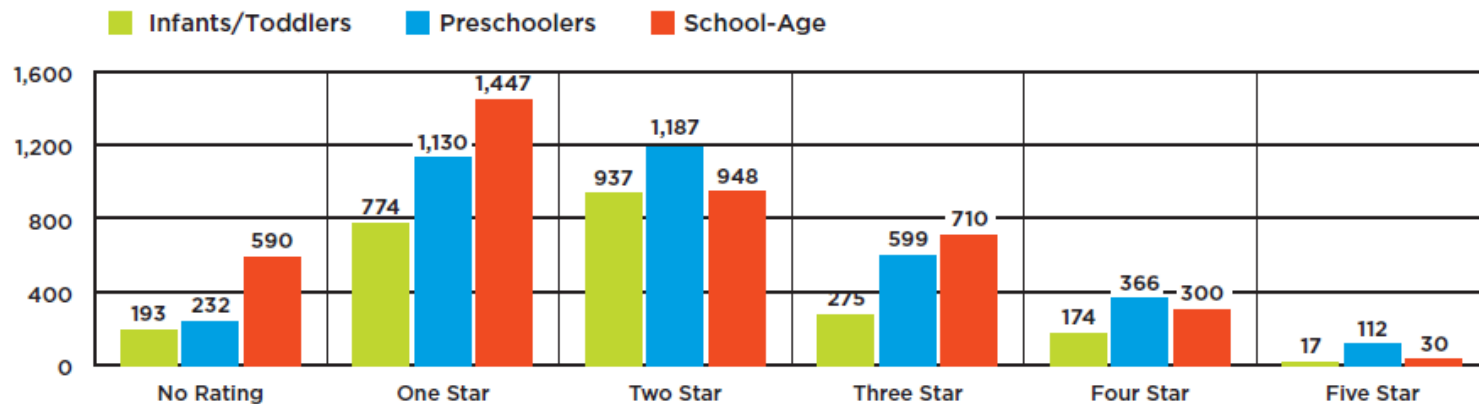


Source: Rhode Island KIDS COUNT calculations using October 2017 enrollment in Head Start and State Pre-K as numerator and October 2017 enrollment in public kindergarten as denominator with low-income population estimated using the % of children receiving free or reduced price lunch.

- 23% of all four-year-olds and 41% of low-income four-year-olds are enrolled in State Pre-K or Head Start.
- Rhode Island's State Pre-K program is recognized as one of only 3 in the U.S. to meet all quality benchmarks.

Access to High-Quality Child Care

CHILDREN RECEIVING CCAP BY BRIGHTSTARS QUALITY RATING OF PROGRAM, DECEMBER 2017



Source: Rhode Island Department of Human Services and Rhode Island Association for the Education of Young Children, Child Care Assistance Program enrollment by BrightStars program quality rating, December 2017.

- As of December 2017, 8% of infants and toddlers, 13% of preschool-age children, and 8% of school-age children receiving CCAP were in a high-quality program.
- As of July 2018, Rhode Island increased and established tiered quality rates for the Child Care Assistance Program.
- The infant/toddler rate for 5-star centers now meets the federal benchmark for access to quality care.

Chronic Early Absence

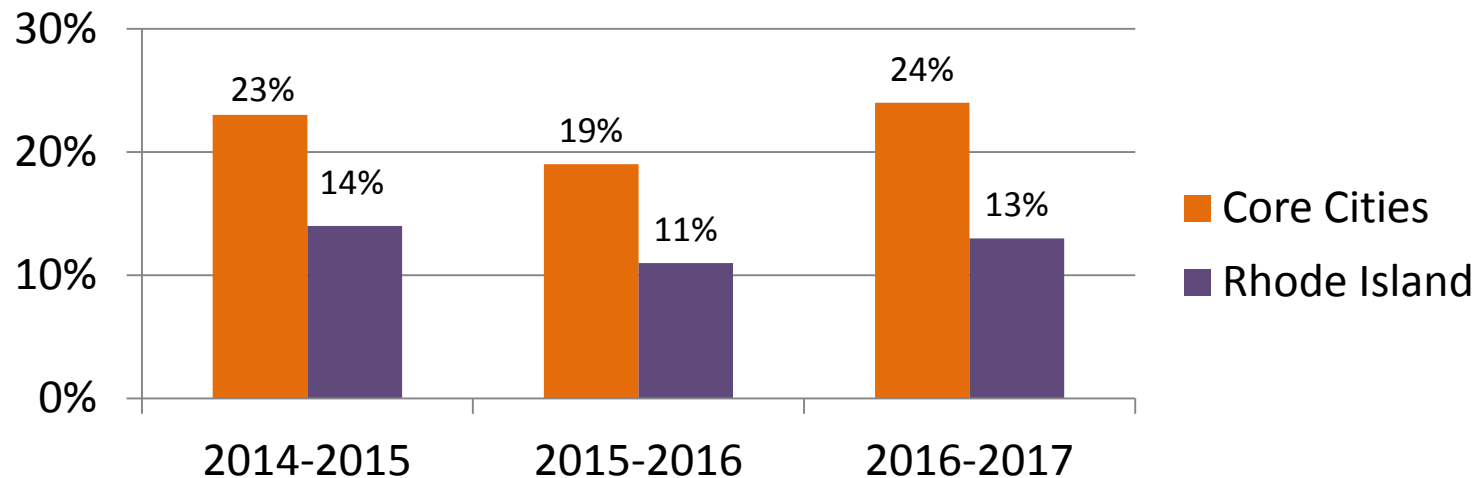
Why it's important?

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



Chronic Early Absence Grades K-3

K-3 Chronic Absence (Missed 18+ Days)



- Children who miss 18 or more days of school have lower levels of achievement in reading and math
- Chronic absence in kindergarten is linked to lower levels of achievement as far out as seventh grade.
- Children who are chronically absent in kindergarten are more than twice as likely to be retained.

Summer Learning

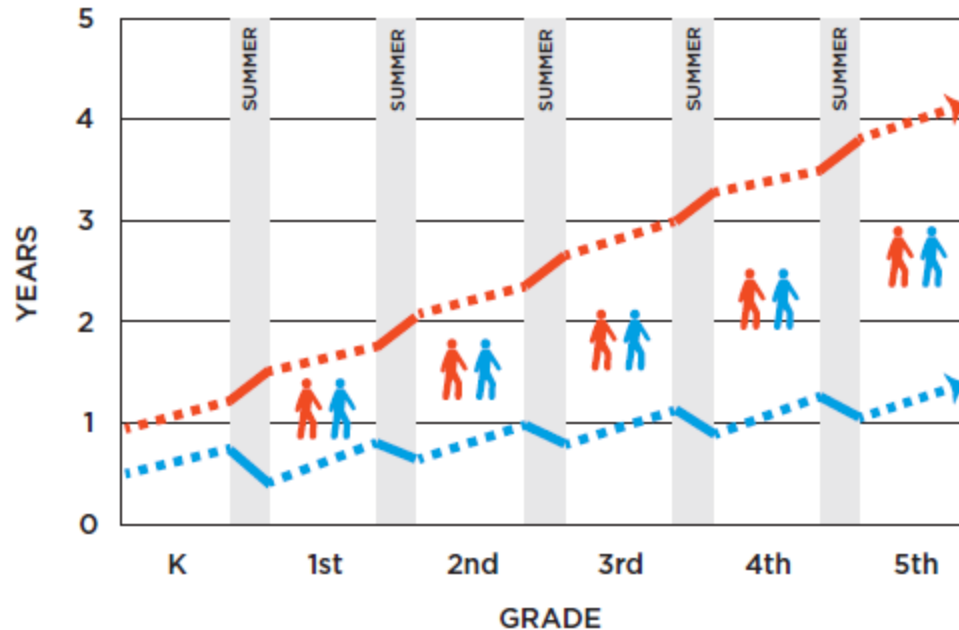
Why it's important?

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

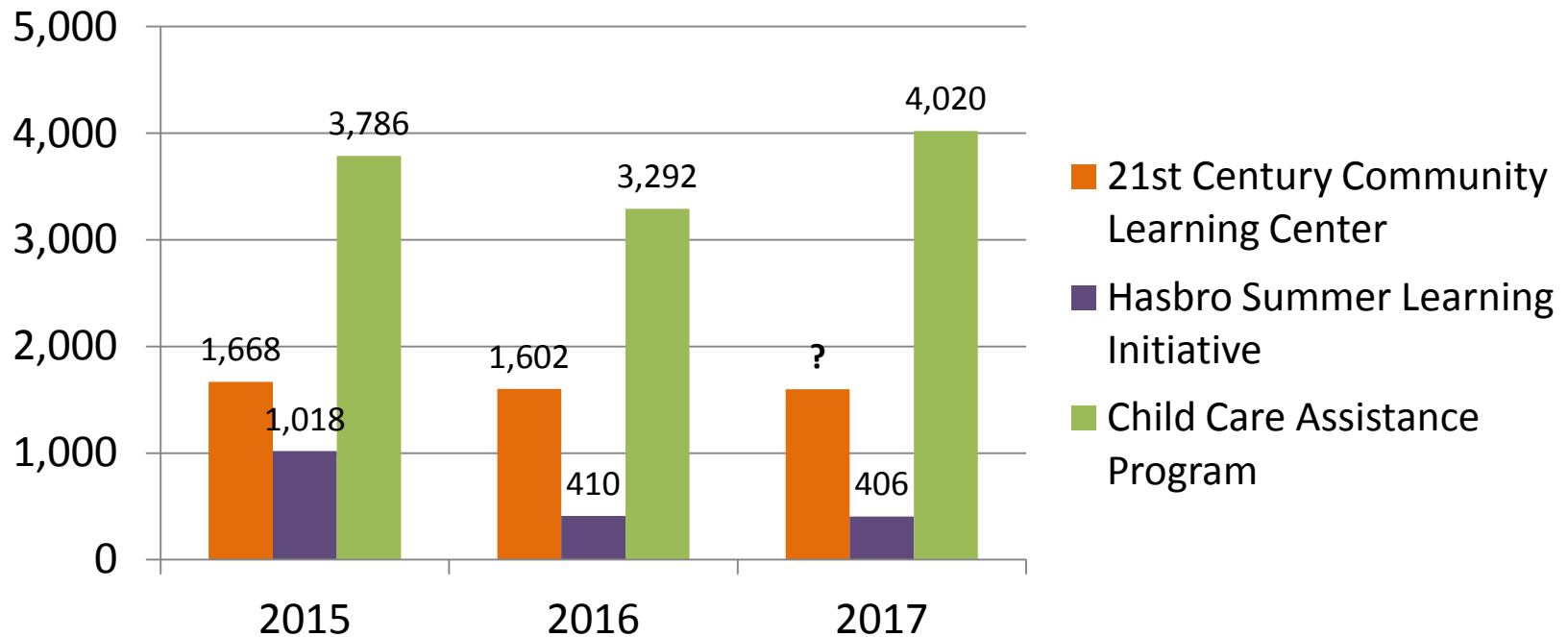
Summer Learning Loss

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

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



Summer Learning, Elementary Grades



Unduplicated child enrollment data in summer programs is not available and age ranges vary slightly: 21st Century is PK to Grade 5 children enrolled over entire summer; Hasbro Summer Learning is ages 5 to 11 enrolled over entire summer, Child Care Assistance Program is ages 6 to 12 enrolled at a point in time (December 2017). 2017 summer enrollment data for 21st Century Community Learning Centers is not yet available.

Community Engagement

84 Rhode Island Reads Partners and growing!

27 Community-Based Programs

8 School Districts

8 State Agencies

28 Advocacy Organizations/Associations

6 Businesses

3 Libraries

5 Other (colleges, etc.)

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





2018 Advocacy Wins

School Readiness

- Increased funding for State Pre-K
- Increased and connected Child Care Assistance Program rates to quality

Summer Learning

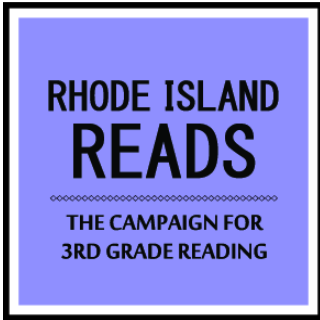
- Established Out-of-School Time Commission

Chronic Absence

- Encouraged adoption of evidence-based practices by schools
- Inclusion of chronic absence as an accountability measure

Learning to Read

- Expanded implementation of Boston K2 Kindergarten Curriculum



2019 Potential Advocacy Priorities

School Readiness

- Expand high-quality, mixed delivery State Pre-K
- Increase and expand tiered quality rates for the Child Care Assistance Program
- Sustain and grow evidence-based family home visiting

Summer Learning

- Increase and expand tiered quality rates for the Child Care Assistance Program
- Expand resources for summer learning

Chronic Absence

- Encourage adoption of evidence-based practices by schools

Learning to Read

- Expand implementation of Boston K2 Kindergarten Curriculum
- Develop plan for a statewide Kindergarten Entry Profile
- Increase funding for high-quality instruction for English Learners