Rhode Island Reads: The Campaign for 3rd Grade Reading

Partner Summit
December 10, 2018
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  
Selected Middle & Low Performing States
State Assessments
3rd Grade Reading

2010
• Rhode Island Adopts Common Core Standards

2015-2017
• Rhode Island Administers PARCC Assessments

2018
• Rhode Island Administers RICAS
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.
<table>
<thead>
<tr>
<th>District/LEA</th>
<th>% Low-Income Students</th>
<th>% Meeting Expectations 2017 PARCC</th>
<th>% Meeting Expectations 2018 RICAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhode Island</td>
<td>47%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Central Falls</td>
<td>76%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Cranston</td>
<td>43%</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>East Providence</td>
<td>51%</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>Newport</td>
<td>64%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>North Providence</td>
<td>52%</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>Pawtucket</td>
<td>61%</td>
<td>34%</td>
<td>30%</td>
</tr>
<tr>
<td>Providence</td>
<td>87%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Warwick</td>
<td>31%</td>
<td>47%</td>
<td>41%</td>
</tr>
<tr>
<td>Westerly</td>
<td>37%</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>Woonsocket</td>
<td>72%</td>
<td>25%</td>
<td>17%</td>
</tr>
</tbody>
</table>
### 2017 & 2018 State Assessment
#### 3rd Grade Reading, Public Charter Schools

<table>
<thead>
<tr>
<th>District/LEA</th>
<th>% Low-Income Students</th>
<th>% Meeting Expectations 2017 PARCC</th>
<th>% Meeting Expectations 2018 RICAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement First</td>
<td>80%</td>
<td>36%</td>
<td>60%</td>
</tr>
<tr>
<td>Blackstone Valley Prep</td>
<td>66%</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>Highlander</td>
<td>72%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>International Charter</td>
<td>61%</td>
<td>16%</td>
<td>43%</td>
</tr>
<tr>
<td>Kingston Hill Academy</td>
<td>16%</td>
<td>82%</td>
<td>57%</td>
</tr>
<tr>
<td>The Learning Community</td>
<td>84%</td>
<td>58%</td>
<td>51%</td>
</tr>
<tr>
<td>Paul Cuffee</td>
<td>73%</td>
<td>29%</td>
<td>18%</td>
</tr>
<tr>
<td>The Compass School</td>
<td>6%</td>
<td>42%</td>
<td>60%</td>
</tr>
</tbody>
</table>
# 3rd Grade Reading

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

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2017 PARCC</th>
<th>2018 RICAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>Females</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>English Learners</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Non-English Learners</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>Students Without Disabilities</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>Low-Income Students</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Higher-Income Students</td>
<td>57%</td>
<td>56%</td>
</tr>
<tr>
<td>Native American</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Black</td>
<td>27%</td>
<td>26%</td>
</tr>
<tr>
<td>White</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Asian</td>
<td>54%</td>
<td>44%</td>
</tr>
<tr>
<td>All Students</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Key Levers to Advance 3rd Grade Reading

School Readiness
Reducing Chronic Absence
Learning to Read
Summer Learning

Community Engagement

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,
Rlte Care Members Under Age 3

- 34% of Rhode Island’s infants and toddlers receive Early Intervention services (Part C of the Individuals with Disabilities Act)
Evidence-Based Home Visiting

- Early Head Start (Home-Based)
- Parents as Teachers
- Nurse-Family Partnership
- Healthy Families America

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Head Start (Home-Based)</th>
<th>Parents as Teachers</th>
<th>Nurse-Family Partnership</th>
<th>Healthy Families America</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>658</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>865</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>1,188</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>1,400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>1,473</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

- Licensed Centers: 17% (2016), 18% (2017), 20% (2018)
- Public Schools: 13% (2016), 17% (2017), 20% (2018)
- Family Child Care: 2% (2016), 1% (2017), 1% (2018)
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

• 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.

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.
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

Graph showing the progression of reading skills from kindergarten to fifth grade for middle-class and low-income students.
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!
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