

Rhode Island's Third Grade Reading Action Plan

UPDATED 10/27/17



Reading by Third Grade is Critical

Reading proficiently by the end of third grade is a crucial indicator in a child's development.

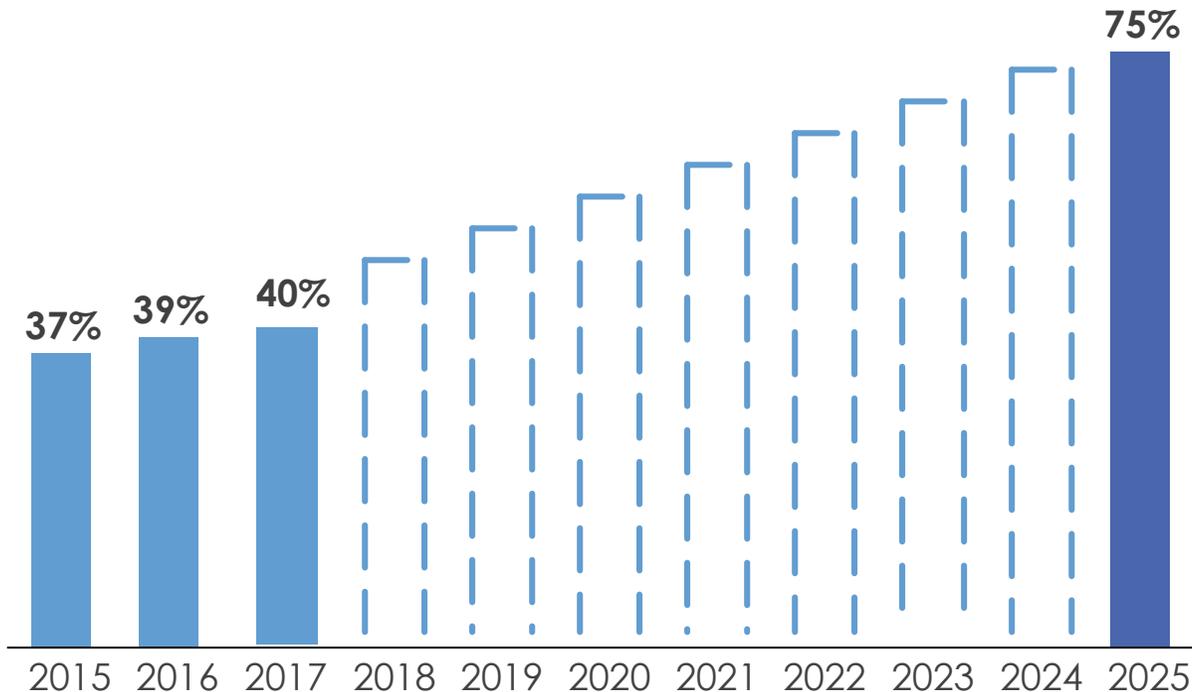
- ▶ Students who are competent readers are more likely to perform well in other subjects.
- ▶ Students who do not read at grade level in third grade are four times more likely to drop out of high school than those who do.
- ▶ Nearly 60% of boys and young men in prison could not read at a third-grade level when they committed crimes.

Rhode Island's economy demands that more children be on track to be proficient readers.

- ▶ The current pool of qualified high school graduates is neither large enough nor skilled enough to supply our nation's workforce, higher education, leadership and national security needs.
- ▶ Every student who does not complete high school costs an estimated \$260,000 in lost earnings, taxes and productivity.

Just over one-third of Rhode Island third graders are reading on grade level

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



While closing significant achievement gaps

RI Third Graders Meeting Expectations on the PARCC 3 rd Grade ELA Exam	
Subgroup	2016-17
Students with Disabilities	10%
English Language Learners	13%
Hispanic Students	24%
Low-Income Students	25%
Black Students	26%
All Students	40%

Rhode Island Is Ready to Improve

Long-Standing Commitment to Setting Strategic Priorities and Achieving Goals



- ▶ The Starting Right Child Care System Plan
- ▶ The Successful Start Early Childhood Systems Initiative
- ▶ The Race to the Top – Early Learning Challenge

Community Expertise, Engagement and Contributions



- ▶ RI Campaign for Third Grade Reading
- ▶ Early Learning Council
- ▶ Successful Start Steering Committee
- ▶ Engaged Research Partners

Early Leadership and Investments by Governor Raimondo

- ▶ Reconvened RI Children's Cabinet
- ▶ All-Day Kindergarten State-Wide
- ▶ Expanded Access to Pre-K
- ▶ Home Visiting Act Signed into Law
- ▶ Investments in Child Care Quality



THE ACTION PLAN

By 2025, 75% of third-graders in Rhode Island will be reading at grade level

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

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

Continuum

School Readiness (early health and learning) → School Success (engaging literacy instruction)

Safety Net Services (Timely screening, referral and response)

Robust Family and Community Engagement

SCHOOL READINESS: Address health determinants of school success and improve progress towards developmental milestones

*Health outcomes drive significant disparities in school success
Better coordination between state agencies charged with addressing health outcomes and the education system will help improve outcomes for the most vulnerable children*

Objective	Baseline	FY18 Target	2025 Target
Ensure all children have access to affordable health insurance coverage	97%	97.25%	99%
Ensure vulnerable infants and toddlers get engaged in appropriate evidence based services (NAS, DCYF)	70%	Nov. 1	95%
Increase lead screening rates	75.72%	76.25%	80%
Increase the number of children under two years of age who have a dental visit	21.8%	28%	31.8%
Increase the capacity of family home visiting	64%	70%	90%
Improve comprehensive screening rates for at-risk populations, ages 3-5 (high levels of lead; connection to DCYF)	Lead: 39.52% DCYF: 34.19%	Lead: 43% DCYF: 38%	Lead: 75% DCYF: 75%

FY18 Proposed Actions

- Maintain our nation-leading percentage of children with access to high-quality, affordable health care.
 - Owner: EOHHS
- Distribute posters about the importance of Lead Screening in primary care offices
- Expand working with the WIC clinic sites to reestablish Lead Screening
- Create and promote Age One Champion Directory, a directory of dentists willing to see very young children
- Work with sister state agencies to create policies and referral protocols for ensuring that children get engaged in appropriate services
 - Owner: RIDOH
- Increase referrals to Child Outreach Screens for children ages 3-5 who are at-risk, including DCYF-connected children and other children receiving home-visiting services.
- Increase communication to families about screening with RIDOH and DCYF caseworkers
 - Owners: DCYF & RIDE

SCHOOL READINESS: Expand access to high-quality child care



*Success in school starts in with early child care, long before entering kindergarten
High-quality child care ensures all children have an opportunity to learn, and can have a particular impact on reducing learning disparities*

Objective	Baseline	FY18 Target	2025 Target
Increase # of Child Care Assistance Program (CCAP) providers at higher levels of Bright Stars (4-5).	9.5%	12.5%	30%
Ensure low-income children have access to high-quality child care	7.6%	17.5%	25%

FY18 Proposed Actions

- Develop and promote best-practice coursework for childcare workers, based on Bright Stars data, to improve child care quality statewide.
 - Owner: DHS
- Engage the Early Learning Council and other community stakeholders to examine the child care rate structure.
 - Owner: DHS
- Increase enrollment in high-quality child care for children birth to 5-years-old who are in foster care
 - Owner: DCYF

SCHOOL SUCCESS: Ensure Early Literacy Instruction is High-Quality

*Early literacy instruction must be developmentally appropriate and evidence-based.
Successful implementation is dependent on preparing educators and ensuring quality instruction is available*

Objective	Baseline	FY18 Target	2025 Target
Expand access to high-quality Head Start or State Pre-K to all children who are at-risk	Low Income: 41% All: 23%	Low Income: 43% All: 25%	Low Income: 80% All: 50%
Increase % of all students making progress on acquiring English language proficiency by grade 3	38%	45%	75%
Increase % of English Language Learners making progress on acquiring language proficiency by grade 3	12%	22%	30%
Expand and support implementation of a high-quality, statewide Kindergarten Entry Profile (KEP) to improve understanding of incoming kindergartners (measure by % of classrooms)	0%	Pilot	50%

FY18 Proposed Actions (all owned by RIDE)

- Fill every available Pre-K and Head Start seat in RI
- Increase the % of young children with disabilities who receive the majority of their special education services within general education settings
- Prepare an RFP to look for vendors that have a birth to grade 3 formative assessment that is appropriate and add them to master purchasing agreement list for LEAs
- Increase number of classrooms who use the Boston Public Schools kindergarten curriculum
- Develop a statewide common definition of a “comprehensive literacy curriculum” with a review and feedback protocol.
- Align efforts of the RI State Literacy Advisory Board and the RI Comprehensive Literacy Plan, including appropriate instruction, assessments, and supports for students with specific reading disabilities, such as dyslexia, in the plan
- Increase the number of certified ELL teachers in grades K-3, partnered with RIF, IHEs, and urban core LEAS to training 60 teachers seeking ELL certification
- Increase technical assistance and professional development around instruction and assessment for educators of English Language Learners.

SCHOOL SUCCESS: Increase Early Literacy Instructional Time

One cause of low literacy is inconsistent engagement with high quality and engaging literacy practices.. Students must be in school as much as possible and should have access to additional programming outside of school to ensure they are on track for school success.

Objective	Baseline	FY18 Target	2025 Target
Increase participation in summer reading programs by 10%	13,530	13,700	15,000
Reduce chronic absenteeism in the early grades (K-3) by one-third	14%	12.8%	10%
Reduce the rate of K-3 suspensions by two-thirds	1.5%	1.4%	0.5%

FY18 Proposed Actions

- Expand participation in the state-wide summer reading challenge in public libraries
 - Owner: RIDE & DOA - OLIS
- Include chronic absence and discipline measures in school “report cards”
 - Owner: RIDE
- Prioritize Early Literacy and Reading programs for funding through 21st Century Summer Learning Grants, with a goal of awarding grants to 25% more programs in this area.
 - Owner: RIDE
- Utilize data from RIDE (Info Works, Survey Works) to create a report that highlights survey results and informs school strategies that engage families and students on the importance of school attendance and early learning
 - Owner: RIDE

SAFETY NET SERVICES: Respond to the needs of high-risk children

More information is needed on the needs of high-risk children in the state to identify and resolve issues that prevent a seamless transition between effective programs that will ensure school readiness.

Objective	Baseline	FY18 Target	2025 Target
Increase retention in evidence-based prevention and intervention services	Determined in Cohort Study	Determined in Cohort Study	Identified by Cohort Study
Increase participation for eligible children in breakfast, supper (afterschool), and summer meals programs	Breakfast: 53% Supper: 13% Summer: 469,573	Breakfast: 58% Supper: 18% Summer: +5%	Breakfast: 70% Supper: 25% Summer: 40%

FY18 Proposed Actions

- In partnership with the Hassenfeld Institute, launch a multi-year cohort Study of Rhode Island's high-risk births to study rates of screening, referral and program participation.
 - Owner: Children's Cabinet Leadership
- Work with academic partners (Brown's RILP, Population Studies and Training Center) and community partners
 - Owner: Children's Cabinet Leadership
- Create and execute on a targeted district outreach plan around breakfast, afterschool, and summer programs
 - Owner: RIDE

COMMUNITY ENGAGEMENT: Increase public awareness

Collaborate with the Third Grade Reading Campaign to promote public awareness and community-wide involvement in improving reading proficiency.

Objective	Baseline	FY18 Target	2025 Target
Engage all Rhode Islanders (parents, teachers, students and community members) in improving third-grade reading scores.	Establish in FY18	Determined in FY18	100%

FY18 Proposed Actions

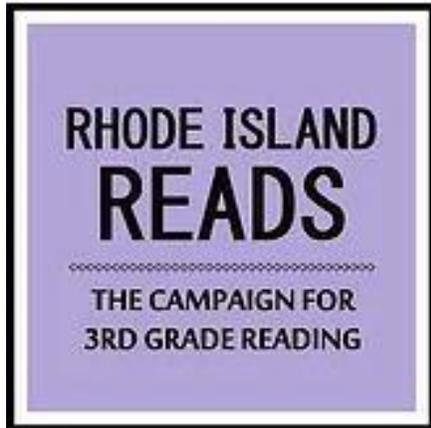
- Convene four statewide events with the Third Grade Reading Campaign that promote school readiness, reducing absenteeism, and limiting summer learning loss.
 - Owner: Children's Cabinet Leadership
- Launch a public awareness campaign focused on engaging educators and schools on improving third-grade reading proficiency in partnership with the Rhode Island Foundation.
 - Owner: Children's Cabinet Leadership

Necessary factors for success

Investments this year will start Rhode Island down the path of improving literacy. However, there is more work to do to achieve our goals. To be successful, we will need sustained work from now through 2025.

- ▶ **Strong engagement from the Children’s Cabinet and outside advocacy groups**
- ▶ **Commitment to data-driven management** for state programs and at local districts to measure and monitor progress consistently and provide quarterly opportunities for data-informed course corrections.
- ▶ **Willingness to annually reassess the plan** to ensure proposed objectives and actions are working, to add new items, and to replace ineffective strategies.
- ▶ **Opportunity to advocate for new budget investments**, which are determined to be cost effective and necessary for success

Ways to get involved



- ▶ There will be a Rhode Island Reads Partner Meeting on Thursday, November 2nd from 9:30 to 12:00 at Rhode Island College. There are limited spaces available, and you can contact Leanne Barrett, lbarrett@rikidscount.org, to register.
- ▶ Go to www.rireads.org about becoming an official RI Reads partner
- ▶ Amplify messages through your networks and encourage public engagement using #RIReads hashtag