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Rhode Island's Third Grade Reading Action Plan

Reading by Third Grade is Critical

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

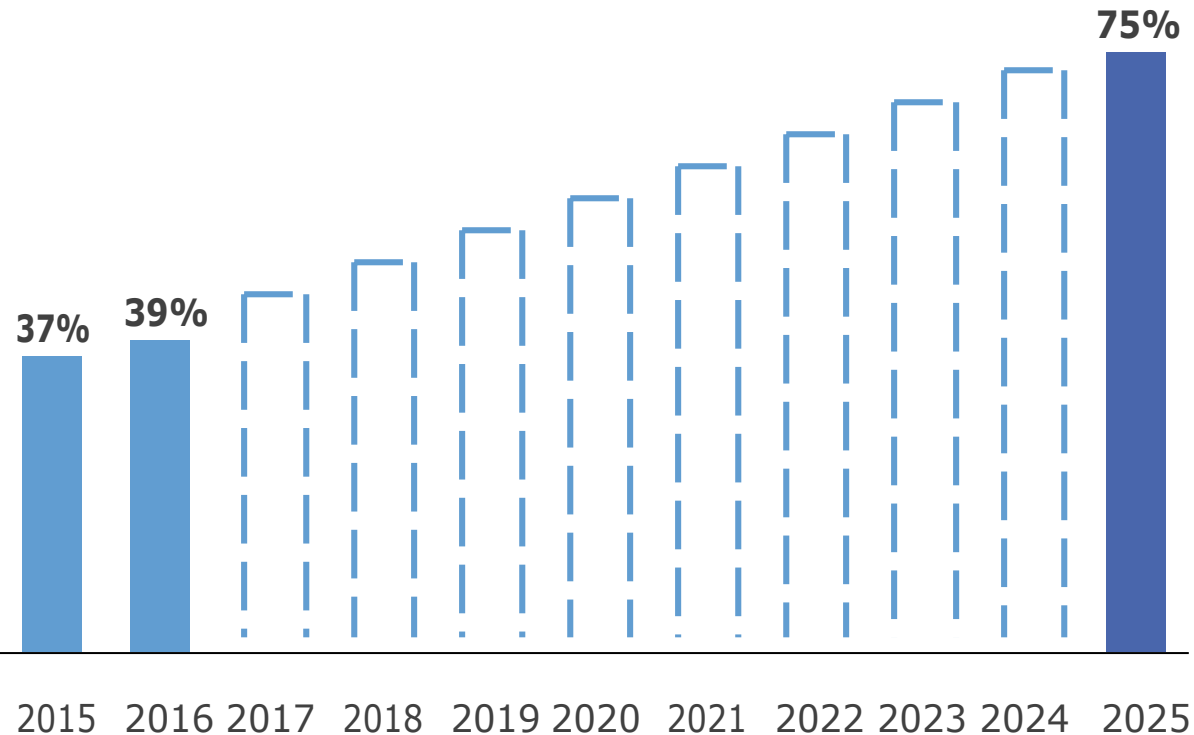
- Students who are competent readers are more likely to perform well in other subjects.
- Students who do not read at grade level in third grade are four times more likely to drop out of high school than those who do.
- Nearly 60% of boys and young men in prison could not read at a third-grade level 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 3rd Grade ELA Exam

Subgroup	2015-16
Students with Disabilities	10%
English Language Learners	15%
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	2025 Target
Ensure all children have access to affordable health insurance coverage	97%	99%
Improve comprehensive screening rates for at-risk populations	67%	90%
Reduce rates of lead poisoning, childhood asthma, and early toxic stress.	TBD	TBD

FY18 Action

- Maintain our nation-leading percentage of children with access to high-quality, affordable health care.
 - Owner: EOHHS
- Evaluate opportunities to expand evidence-based home visiting for the neediest children
 - Owner: DOH
- Modernize the lead poisoning prevention program and centralize administration within the Department of Health
 - Owner: DOH
- Increase referrals to Child Outreach Screens for the at-risk children, including DCYF-connected children and other children receiving home-visiting services.
 - Owners: DOH, 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	2025 Target
Increase # of Child Care Assistance Program (CCAP) providers at higher levels of Bright Stars (4-5).	9.5%	30%
Ensure low-income children have access to high-quality child care	7.6%	25%

FY18 Action

- Invest \$1 million to improve access to high-quality childcare for families by creating a new performance-based quality payment program for the Childcare Assistance Program.
 - Owner: DHS
- 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

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	2025 Target
Implement the Kindergarten Entry Profile statewide to improve understanding of the needs and strengths of incoming Kindergarteners	Pilot	50%
Expand access to high-quality Head Start or Start Pre-K to all high-risk children	39%	80%
Ensure there is a sufficient number of certified English Language Learner Teachers in grades K through 3	12%	30%
Increase % of students making progress on acquiring English language proficiency by grade 3	Determined in ESSA Plan	Defined by ESSA Plan

FY18 Action

- Fill every available Pre-K and Headstart seat in RI (Expansion target for FY18 is 1,080)
 - Owner: RIDE
- Implement the Kindergarten Entry Profile in 5 districts.
 - Owner: RIDE
- Develop a statewide common definition of a “viable literacy curriculum” with a review and feedback protocol to use with districts, and implement those tools in two districts
 - Owner: RIDE
- Partner with Rhode Island Foundation , higher education institutions, and urban core LEAs to train 60 urban core teachers seeking EL Certification
 - Owner: RIDE
- Ensure alignment with the efforts of the Rhode Island State Literacy Advisory Board and the Rhode Island Comprehensive Literacy Plan, including appropriate instruction, assessments, and supports for students with or suspected of having specific reading disabilities, such as dyslexia.
 - Owner: RIDE

SCHOOL SUCCESS: Increase Early Literacy Instructional Time

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

FY18 Action

- Expand participation in the state-wide summer reading challenge in public libraries
 - Owner: RIDE & DOA - OLIS
- Include chronic absence and discipline measures in ESSA
 - 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’s InfoWorks survey 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	2025 Target
Increase retention in evidence-based prevention and intervention services	Determined in Cohort Study	Identified by Cohort Study

FY18 Action

- 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
- Increase supper program participation in all schools by 5% and increase breakfast participation by 5% in pk-12
 - Owner: RIDE

FY19 Proposed Actions

- Reevaluate the Third-Grade Reading Action Plan in light of the data, and propose updates and budget investments for FY19 and future years.
 - Owner: Children’s Cabinet Leadership
- Utilize the Cohort Study initial findings to build a cross-agency screening, referral, response, and data tracking system.
 - Owner: Children’s Cabinet Leadership

COMMUNITY ENGAGEMENT: Increase public awareness

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

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Objective

Engage all Rhode Islanders (parents, teachers, students and community members) in improving third-grade reading scores.

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 Director
- Launch a public awareness campaign focused on engaging educators and schools on improving third-grade reading proficiency.
 - Owner: Children's Cabinet Director
- Distribute books through agency touchpoints, including DCYF foster families, pediatricians, childcare centers, summer lunch programs, and home visiting programs.
 - Owner: RIDE
- Host a Third Grade Reading Summit in December 2017 to release the first-round of cohort data from the Hassenfeld Institute
 - 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**, including the hiring a dedicated Children's Cabinet Director responsible for the overall success of the plan and early childhood program and policy alignment across agencies.
- **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