

Moving the Needle on Third Grade Reading in Wilmington: Real Action Leading to Results

February 27, 2018

**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

Schools and Communities

Partnerships to better prepare our youth.



Delaware
Department of Education



Parents as Teachers.
Affiliate



The
PACE
Network



Wilmington Education
Improvement Commission
Solutions for Delaware Schools



Alone we can do so little; together we can do so much.

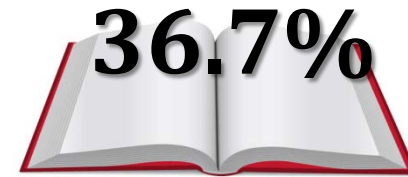
-H. Keller

3rd Grade Reading Scores

All Students

Low Income Students*

State of
Delaware



Eight Promise
Communities



City of
Wilmington



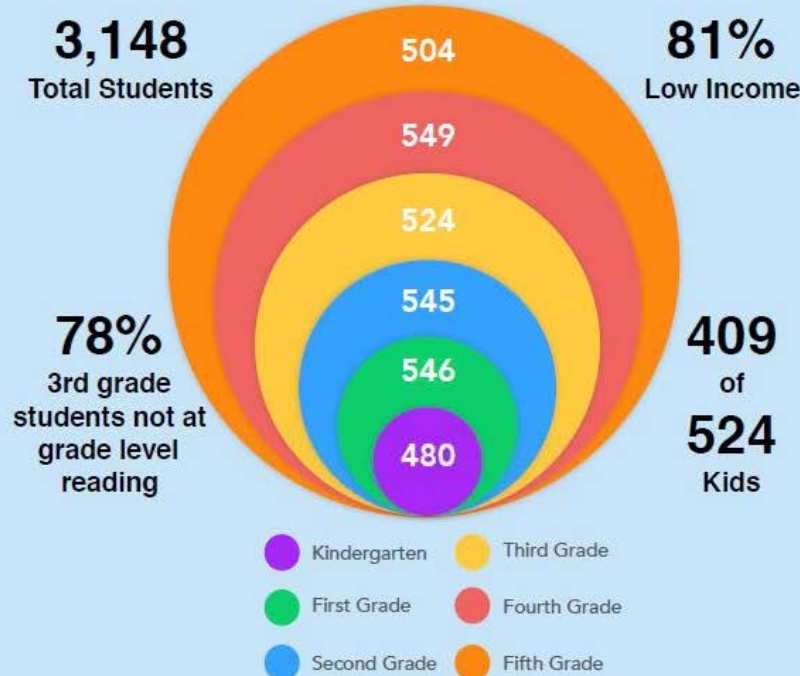
*Low Income status is determined if the student receives Temporary Assistance for Needy Families (TANF) and/or Supplemental Nutrition Assistance Program (SNAP) from DHSS.

Wilmington Kindergarteners

9 Elementary Schools

School	Students	ELA %
Harlan	344	31.0%
Elbert	244	13.3%
Stubbs	305	14.3%
Pulaski	362	25.9%
Bancroft	326	13.2%
Lewis Dual	440	24.3%
Highlands	309	26.9%
Warner	428	26.8%
Shortlidge	390	N/A

Student Enrollment (by grade)



*"What we need help with, more than any other thing, is to have children ready for kindergarten."
-Jeffers Brown
Principal, Stubbs Elementary*



Kindergarten Enrollment by School

Assumptions

Goal: Increase the literacy of 500 children living in Wilmington's high need communities to be able to read on grade level by the end of third grade.

Strategy: Start with cohort of approximately 125 children age 4 from three elementary schools in one school district in Wilmington. Each year a new cohort of approximately 125 children will be added to reach the total of 500 children engaged over 4 years. (Pending adequate funding.)

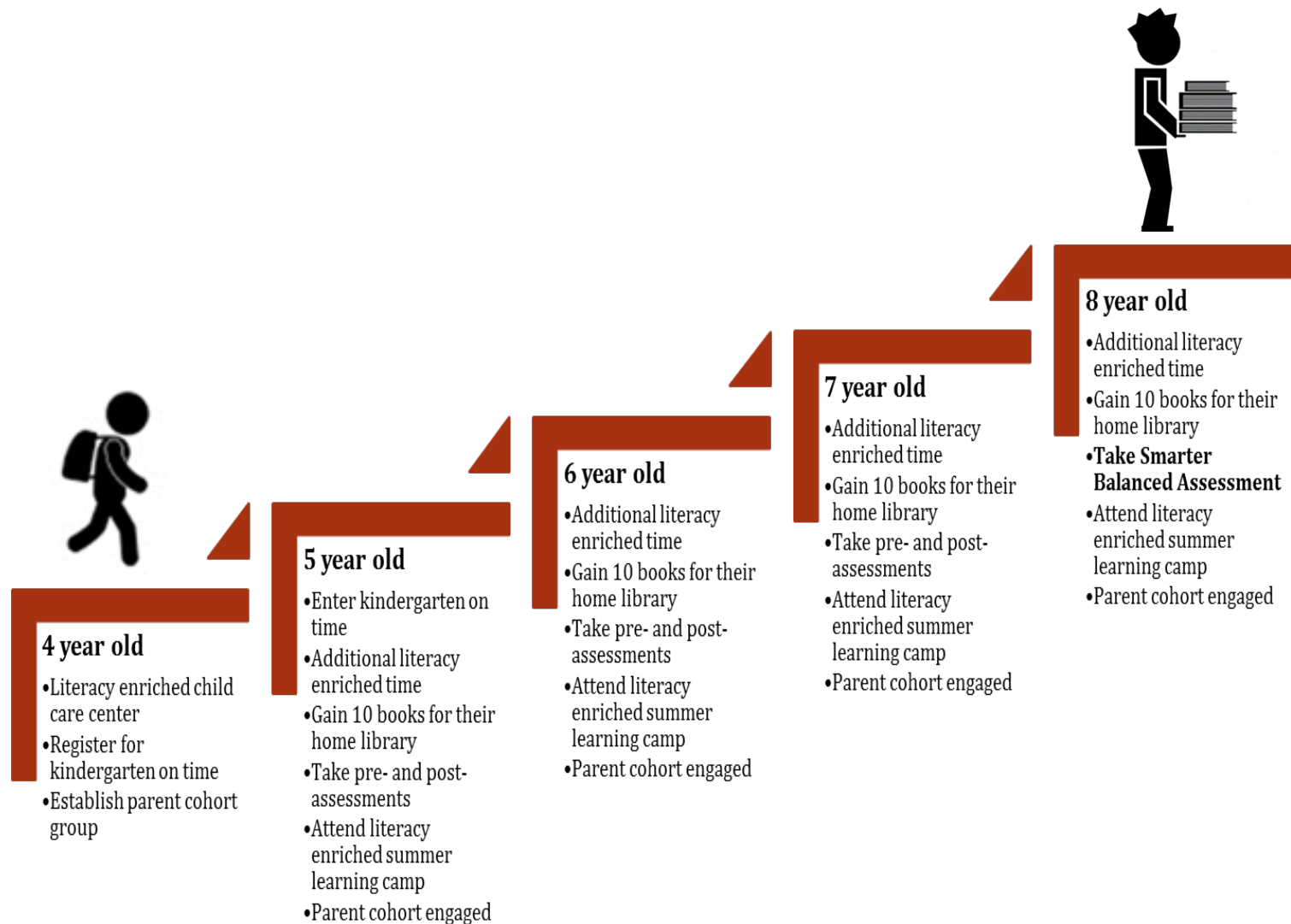
The order of schools will be selected based on their low income ELA score and the number of kindergarteners.

Focus: **School Readiness** **School Attendance** **Summer Learning** **Parent Engagement**

Tactics:

1. Partnership with principal and school is the foundation.
2. Partner with the elementary schools throughout the school year and in out of school time
3. Conduct and collect pre- and post- assessments every year and compare
4. Build incentives to increase attendance, decrease tardiness, and promote participation in summer learning programs
5. Provide students with literacy enriched summer camp opportunities
6. Establish a partnership with parents and teachers
7. Build parent cohort through PACE, Parents as Teachers and others.

The Student's Journey



Real Action Leading to Results

School	% Low Income 3rd Grade Students Reading at or Above Proficiency
	2016-17
Harlan	51.0
Elbert	51.0
Stubbs	51.0
Pulaski	51.0
Bancroft	51.0
Lewis Dual	51.0
Highlands	51.0
Warner (3-5)	51.0
Shortlidge (K-2)	N/A
Wilm. Total	51.0
EPC Total	42.9
DE Total	41.2

Target Indicator: 51% read on grade level

School	#Students	Wilm. ELA	EPC ELA	DE ELA
Cohort 1	137	33.6	39.6	39.6
Elbert	39			
Stubbs	46			
Bancroft	52			
Cohort 2	136	41.2	41.1	40.3
Pulaski	50			
Lewis	86			
Cohort 3	89	47.9	42.4	40.9
Harlan	45			
Highlands	44			
Cohort 4	118	51.0	42.9	41.2
Shortlidge/ Warner	118			



A Proposed Two-Generation Model for Christina

Meeting the Needs of Children and Parents Together



The Parent's Journey



Child is 4 years old

- Enrolled in home visiting
- Adult/family literacy program selection of workforce/dev. Training/college program
- Connect to 2-1-1
- Reads daily to child
- Health coverage
- Immunizations up to date
- Attends parent workshops/school conferences
- Works part-time

Child is 5 years old

- Child is ready for kindergarten
- 90% attendance rate
- Reads daily to/with child
- Accesses resources independently
- Enters workforce/dev. training/college program
- Assigned a financial coach – set goals
- Attends parent workshops/school conferences/activities
- Works part-time

Child is 6 years old

- Reads daily with child
- 90% attendance rate
- Maintains home visits/financial coaching
- Keeps health & wellness visits for self and child
- Attends parent workshops/school conferences/activities
- Works part-time

Child is 7 years old

- Reads daily with child
- 90% attendance rate
- Continuing workforce/dev. training/college program
- Maintains home visits/financial coaching
- Keeps health & wellness visits for self and child
- Attends parent workshops/school conferences/activities
- Works part-time

Child is 8 years old

- Reads daily with child
- 90% attendance rate
- Graduates/completes workforce/dev. training/college program
- Gainfully employed with a career path
- Stable housing
- Financial goals met
- Regularly accesses community resources
- Keeps health & wellness visits for self and child
- Maintains home visits
- Attends parent workshops/school conferences/activities

Expected Outcomes

Child

- Enrolled in early learning program
- Increased school readiness
- Home library
- Grade level reading & math proficient
- Mentally, physically, and emotionally well
- Excited and motivated to learn

Parent

- Attained diploma/college degree/training certification
- Gainfully employed
- Stable housing
- Strong and stable social networks
- Mentally, physically, and emotionally well
- Family literacy

School

- Increased proficiency rates in reading and math
- 95%+ attendance rate
- Positive culture and climate
- Teacher retention
- Strong school to home communications
- Family engagement
- Community partnerships

Parents  **Community Partners**  **Schools**  **Thriving Children**

Moving the Needle on Third Grade Reading

Real Action Leading to Results

