

February 18, 2015

Roseburg School District believes in early learning as a pathway to ensure all children are reading by grade three. This is evident in many of the programs and supports provided for our students and families. For example, we have a district preschool, parent education even before students enter kindergarten, partnerships with community based organizations and other early learning programs. Our evidence-based, coordinated literacy program is at the core of this early literacy work. Because of this effort and belief, I would like to share my testimony and support of the 3 – 3 literacy initiative. This initiative focuses on the right work that will ensure that all our children in Oregon receive high quality literacy instruction and are reading by grade three.

Roseburg School District has focused on literacy through a multi-tiered model of instruction for over ten years. This model is one that is evident in all our schools and grade levels: pre-kindergarten through twelfth grade. While the poverty level for our Roseburg families has continued to rise and reaches near or above 80% in several of our schools, our early learning reading data is improving. Over the past four years, we have seen an increase of over 10% of our students entering third grade reading at grade level and over 15% increase in our first grade students. This is due to a targeted early literacy program.

This work begins before students start their first day of kindergarten through our work with early learning providers, parent education and district preschool programs. Roseburg has been coordinating work with Head Start and other providers through common professional development and shared goals. Coordinating this handoff to public schools reduces the opportunity gap for our students early and sets them up for academic success. Parent education, taught by our kindergarten teachers, is offered to our families to ensure our students are ready for kindergarten. This training not only provides materials, but also teaches the families how to use the tools with their children at home. The district preschool also provides early learning that uses the same evidenced based literacy program and strategies found in our elementary classrooms. This allows the students to begin kindergarten understanding specific routines and enter with a strong reading foundation. Our kindergarten assessment data shows that families and children who are involved in these programs are entering kindergarten with early learning skills far above state average. The average student in our schools enter kindergarten naming less than 15 letter names and less than 5 letter sounds in a minute, well below the state average. Those who have been enrolled in our district preschool and parent education course know over 14 letter sounds, over twice the state average. It is clear that this makes a difference.

At the heart of this work is a strong multi-tiered system that includes a robust literacy program in our early grades, and is aligned between grades and across the district. This program includes common evidence based curriculum, universal instructional strategies, data based decision making using district decision rules and strong teaming in all our buildings. This core instruction and system provides the foundation that all students deserve. Even with a strong core literacy program, there are students who may fall behind and need additional support. Targeted instruction and interventions are provided that are aligned across the district to support each students specific reading skills and needs. Roseburg also provides extended learning, K – 3, through a summer Jumpstart program and extended day opportunities for students who may need this additional instruction. These literacy based programs give students more time reading and writing to recoup the summer loss and target specific skills. Meals and transportation are also provided so that all students are given the opportunity to participate. A multi-

tiered system of instruction and interventions ensures that all students are supported in their early learning and given the opportunity to become strong readers.

Data shows that these programs are helping us close the opportunity gap in Roseburg and ensure that all our students are reading by grade three. However, there is still more work to be done. Through the 3 – 3 initiative, we can continue this work and reach our state goals of 40-40-20 to guarantee all our children graduate from high school college and career ready.

Sincerely,

Jill M. Weber, Administrative Coordinator

Roseburg Public Schools

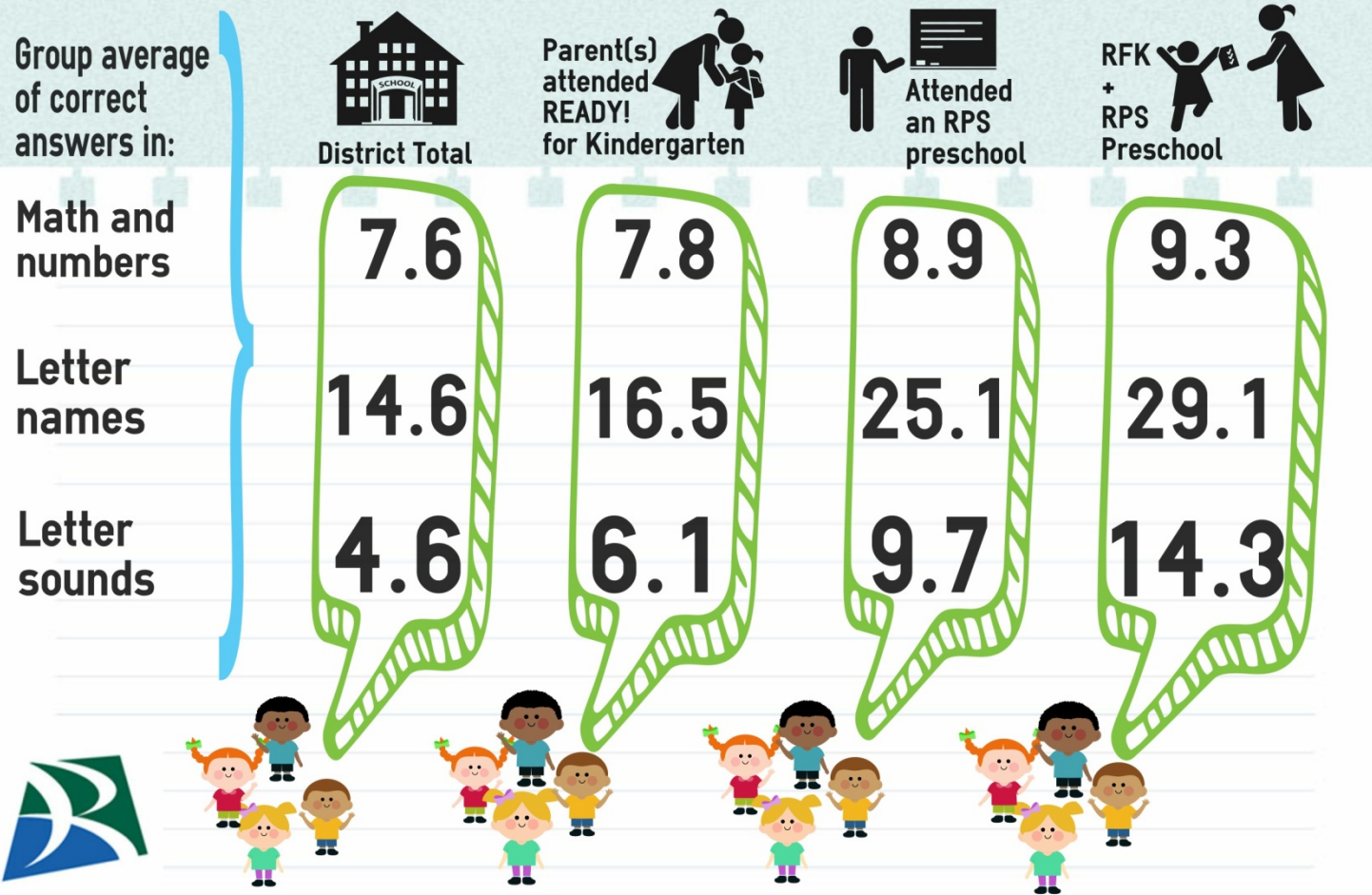
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More opportunities = More A-B-Cs and 1-2-3s

What Roseburg Public Schools saw in its kindergartners in September 2014



Data from Oregon Kindergarten Assessment and RPS early learning programs.