3rd Grade Reading
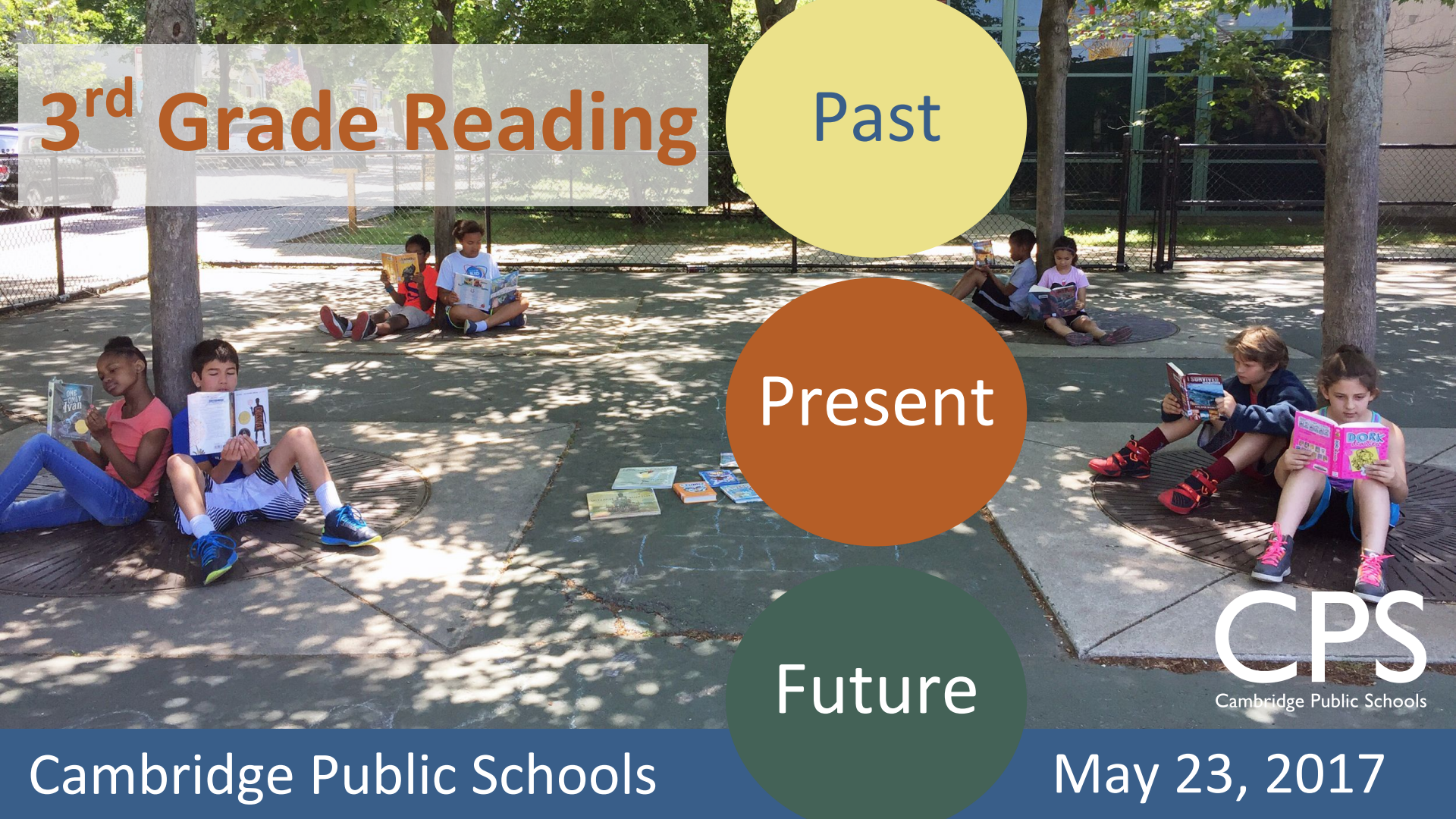
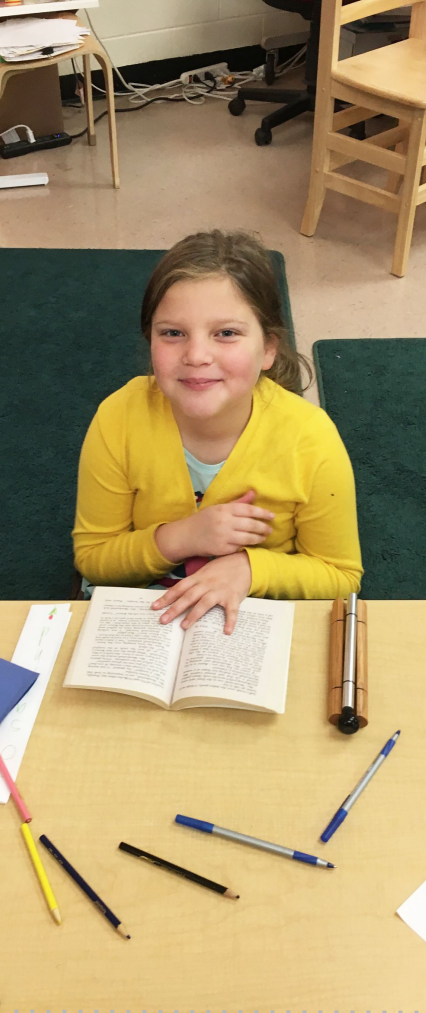Past

Present

Future

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May 23, 2017

TODAY'S AGENDA

1 Why focus on 3rd grade reading?

2 How are we doing as a district on this measure?

3 What are some effective practices in our schools?

4 How are we using effective practices to address our current challenges?

Why Focus on 3ʳᵈ Grade Reading?

Research has shown that:

- 75% of students who struggle with reading in 3ʳᵈ grade never catch up and are 4 times as likely to drop out of high school

- Early screening helps identify at-risk students and their needs

- Research-based interventions can change the learning trajectories for those students

http://www.ascd.org/ascd-express/vol7/711-houck.aspx

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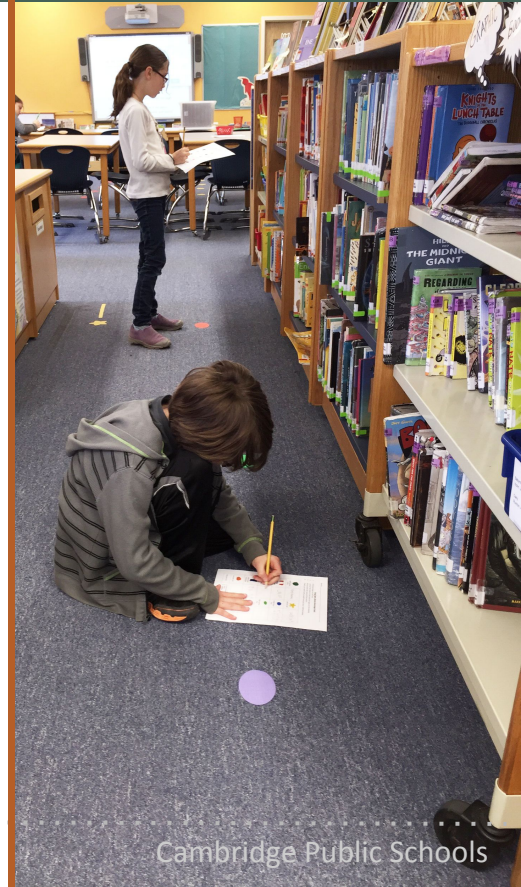
How are we doing on state tests?

Historical Third Grade Reading Proficiency Rates
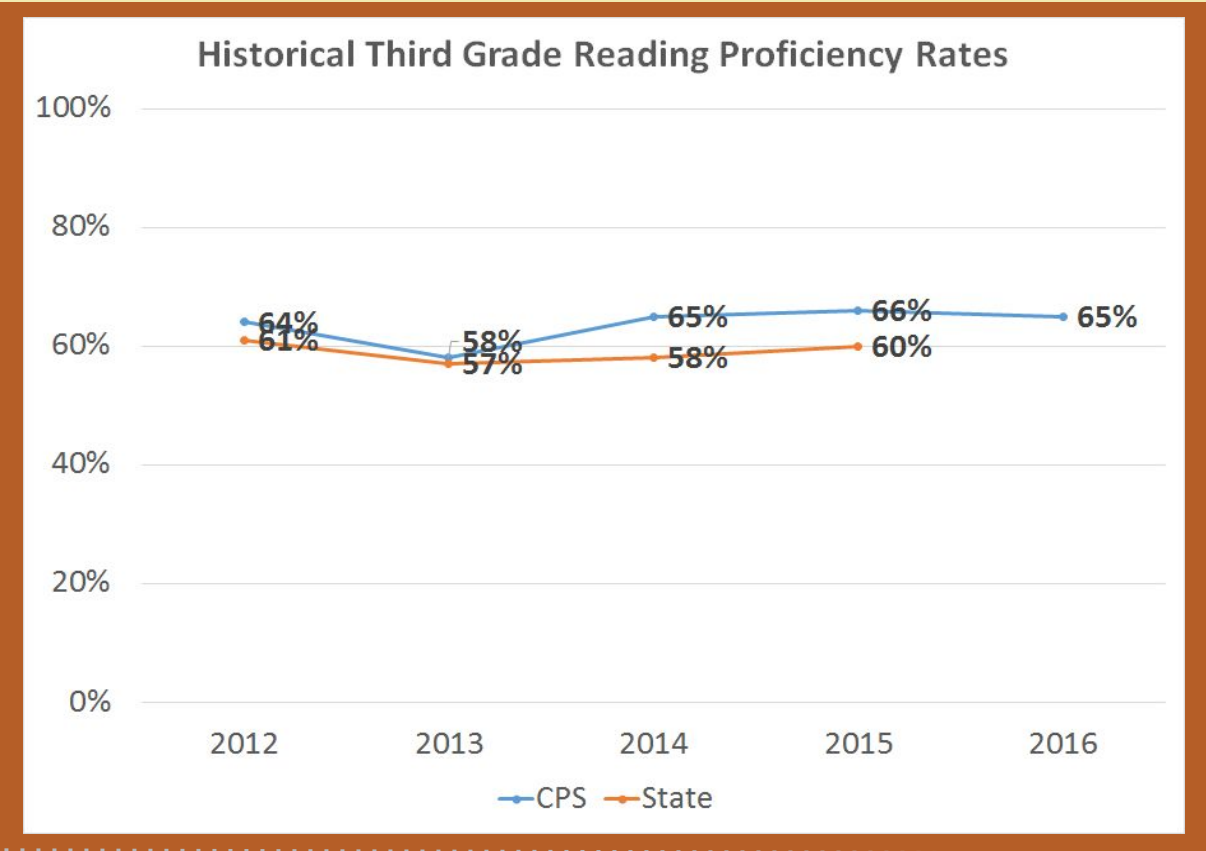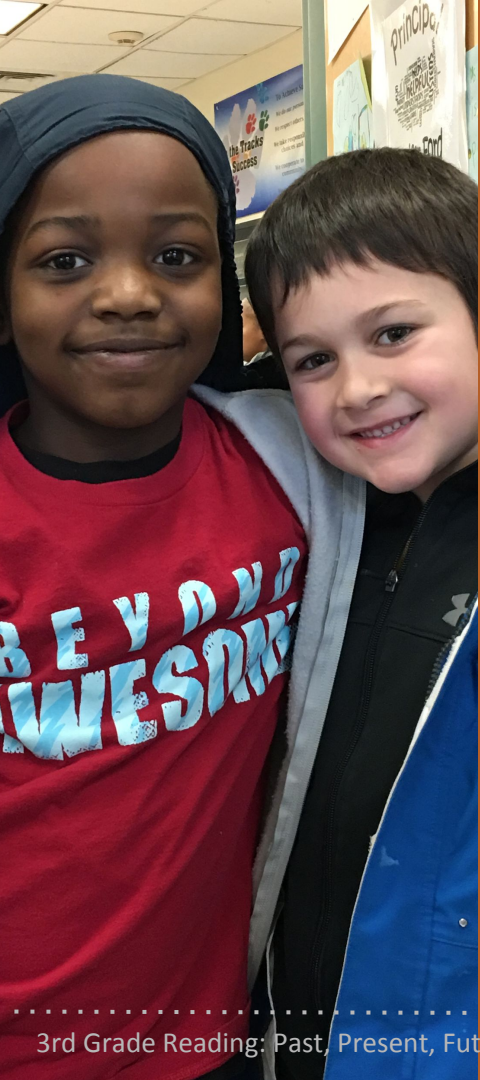
Achievement & Opportunity Gaps

Comparison of CPS Sub-group Data on 2016 PARCC:
% of Students Scoring Level 4 & 5

	Cambridge	Boston	Waltham	Framingham	Newton
Econ. Disadv.	49%	26%	34%	27%	56%
Af. Am./Black	55%	26%	36%	37%	34%
Hispanic/Latino	49%	27%	31%	24%	60%
White	79%	57%	64%	50%	81%
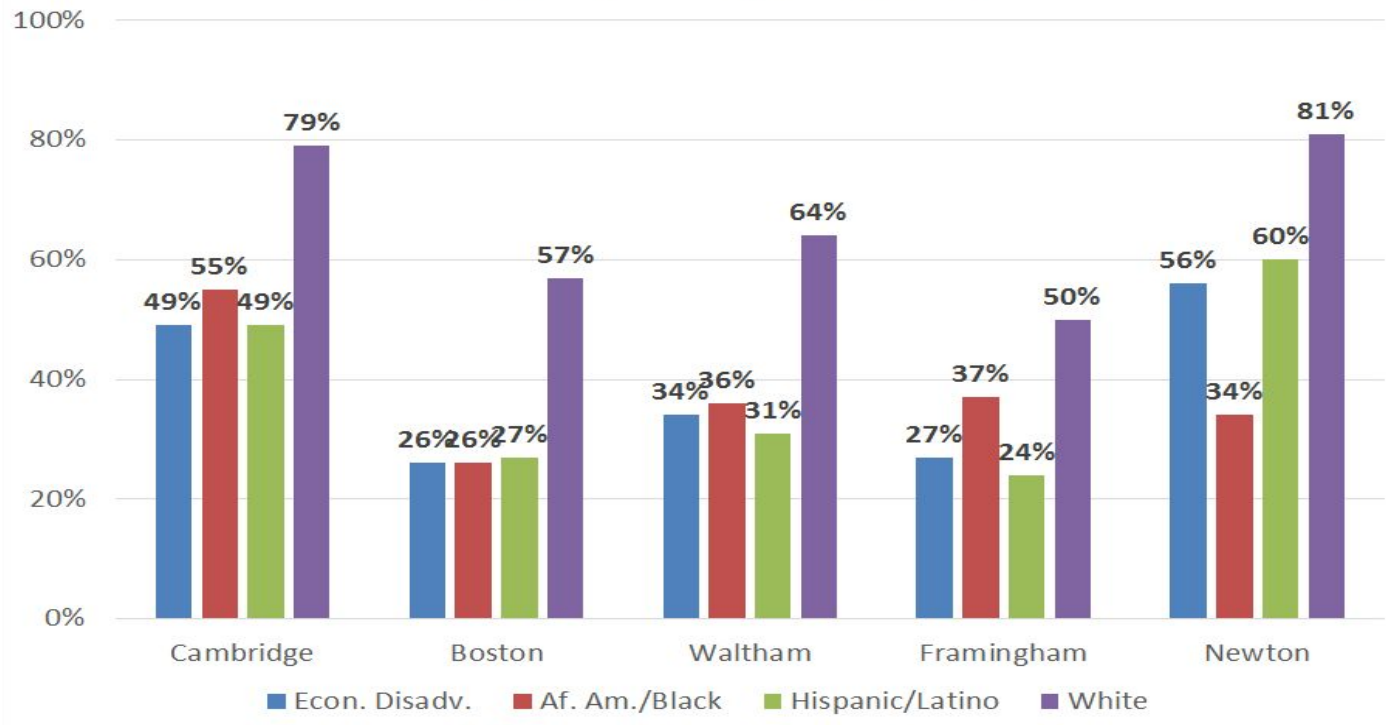
Measuring Reading Progress

- State Assessments

- Individual Benchmark Assessments

- Formative Assessments

- Literacy Screeners

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Measuring Reading Progress: Teacher View

Gender	Race	Sped /504	LEP	YTD % Days Absent	YTD % Days Tardy	2016 ELA PARCC PL	2016 ELA PARCC SGP	2016 Overall ACCESS Score	Spring 2016 Reading Level	16-17 Fall Screener Risk: aREADING	16-17 Winter Screener Risk: aREADING	16-17 Winter Opinion Writing PL
M	Caucasian	SpEd		4%	4%	5	94		On - S	Low Risk	Low Risk	Developing/Approaching
F	Caucasian			10%	2%	5	92		Below - R	Low Risk	Low Risk	Proficient
F	Asian,Caucasian			7%	7%	5	91		Above - U	Low Risk	Low Risk	Above Proficient
M	Caucasian			3%	1%	5	69		Above - U	Low Risk	Low Risk	Developing/Approaching
M	Caucasian			6%	11%	4	77		On - S	Low Risk	Low Risk	Proficient
M	African American	SpEd		3%	1%	4	49		Below - R	Low Risk	Low Risk	Developing/Approaching
F	Caucasian	SpEd		7%	0%	4	43		Below - R	Low Risk	Low Risk	Developing/Approaching
F	Caucasian			7%	16%	4	48		Above - U	Low Risk	Low Risk	Developing/Approaching
F	African American,Caucasian			6%	0%	4	59		Above - U	Low Risk	Low Risk	Proficient
M	African American	504		1%	3%	4	66		Above - U	Low Risk	Low Risk	Proficient
M	Asian			10%	2%	4	85		Above - U	Low Risk	Low Risk	
M	Asian			7%	1%	4	98		Above - U	Low Risk	Low Risk	Proficient
M	African American			5%	0%	4	15		Above - U	Low Risk	Low Risk	Developing/Approaching

3rd Grade Reading: Past, Present, Future

What does research tell us are the most effective strategies?

Early childhood

High-quality teaching and learning

Engaged families and caregivers

Solutions for chronic absence and summer learning

through a multi-pronged approach

Early Childhood Work in Cambridge

Birth- 3rd grade Governance and Leadership Structure
Early Childhood Director and Quality Support Specialist
3 sub-committees

Access to affordable, high quality early learning and care services
34 additional DHSP pre-school seats
Scholarship pilot for Low Income families
Proposed review of JK program

Family Support
Increased Birth - Age 3 Parenting Education
Father facilitator - Baby U program
Expanded family learning and workshops
Find It Cambridge

Access to quality healthcare services
Increased funding for Riverside and Cambridge Hospital

Transition between Pre-school & Kindergarten teachers

High-quality Teaching and Learning

Multi-tiered System of Support

Response to Intervention

Social Emotional Learning

Data Dashboards

Tier 1 Instruction

Continue to strengthen the instructional core

Highly Effective Teaching professional learning

Pilot of phonics programs

Kindergarten Integrated Curriculum Pilot

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Engaged Families & Caregivers

District & School Family Engagement

- Family engagement plans
- Title 1 sponsored events
- Family literacy nights
- Summer camp showcases
- Mind Matters Project
- Connecting families with resources

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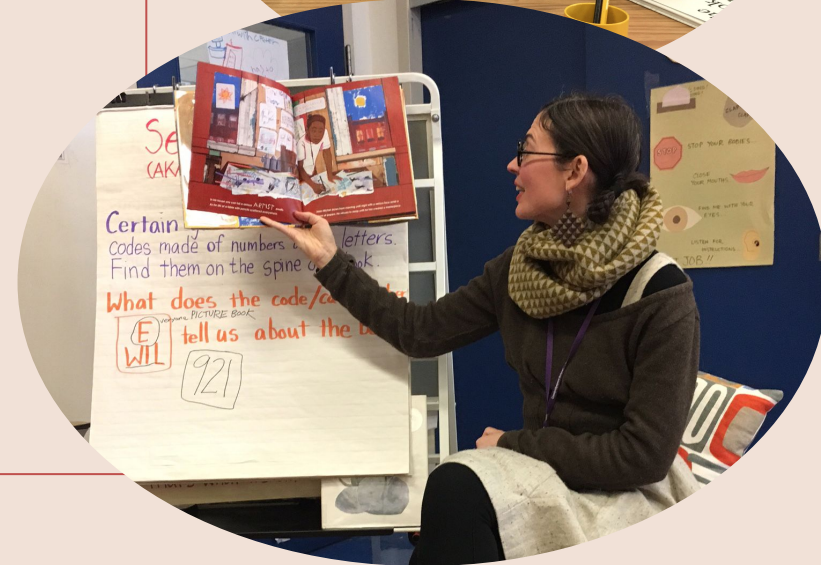
Address Chronic Absences

Improving reporting system for absences

Communicating with families

System for review & support at each school

Engage Summer Learning

- Books for rising third graders
- Summer reading guidelines
- Compass summer program
- Targeted summer programs
  - Title 1 & English Language Learners
- Collaborate with Cambridge Public Library

READ 20 MINUTES/DAY! IF MINUTES = FEET, WE'LL READ TO THE TIP OF CAPE COD & BACK!

ON YOUR MARK, GET SET... READ!

SUMMER READING 2016 INFO: www.bit.ly/cpssummer

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READ TO THE MOON & BACK...

IF MINUTES = MILES, WE'LL READ TO THE MOON & BACK THIS SUMMER!

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Growing Effective Practices to Address Challenges

- Lack of a systematic structure to address the SEL/ behavioral needs of students

  - Fully incorporating SEL into Multi-tiered System of Support

- Coordinating between general educators & special educators

  - Increase opportunities for collaboration

Growing Effective Practices to Address Challenges

- Aligning curriculum, instruction, and professional learning
  - Evaluate (and expand) phonics pilots
  - Strengthen curriculum integration & alignment (incl. K)
  - Continue HET work to strengthen instructional practices

- Tracking and monitoring chronic absences
  - Create consistent system for monitoring attendance & working with families

Discussion

Reference Slides

Early Childhood Factors

- Early literacy development

- Good health

- Strong family support

- Feeling safe

- Positive social interaction skills, language skills, the motivation to learn, emotional and behavioral self-control, and physical skills and capacities

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Guiding Question

How do we communicate with you and with our community about our work and progress toward this important goal?

Key Characteristics of the Statewide Test

MCAS 1.0 (1993-2015)	PARCC (2016)	MCAS 2.0 (2017-onward)
Massachusetts Curriculum Frameworks	*Common Core Standards*	*Common Core Standards*
		Increase in writing demands
Paper-based	*Mix of computer-based and paper-based*	*Computer-based eventually.*
Untimed	*Timed*	*Untimed (2017)*

How are all of our student groups doing?

% of Students Scoring Level 4 & 5 on Spring 2016 Grade 3 ELA PARCC
Numbers in parentheses = number of students tested

Group	%
Black/African American (121)	55%
Asian (58)	64%
Hispanic (63)	49%
Multi-Race, Non-Hispanic (40)	66%
White (184)	79%
Non-Disabled (358)	76%
Students with Disabilities (110)	30%
Former ELL (25)	52%
ELL (28)	36%
Female (242)	69%
Male (226)	61%
Non-Economically Disadvantaged (296)	75%
Economically Disadvantaged (172)	49%

How is CPS doing relative to our comparison districts?

Subgroup ELA PARCC/MCAS Grade 3 ELA Proficiency Rates