### Race to the Top: Supporting Third Grade Reading Proficiency

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| **Goal 1: Standards & assessments**  
Adopt common standards, transition to enhanced standards and assessments.  
Commits ESE/EEC to:  
- Aligning current pre-k and k-3 standards;  
- Providing model curriculum in Digital Library; and  
- Developing formative assessments and curriculum-embedded performance tasks.  
(Phase 2, p. 191 – invitational priority 3 response) | Proposes “P-12 teaching and learning system” including standards, assessments, curricula, pd.  
Commits ESE/EEC to:  
- Aligning current pre-k and k-3 standards;  
- Providing model curriculum in Digital Library; and  
- Developing formative assessments and curriculum-embedded performance tasks.  
(Phase 2, p. 191 – invitational priority 3 response) | Create college and career readiness pathway that begins at school entry and includes:  
- Increased access to high-quality pre-kindergarten;  
- A statewide kindergarten readiness assessment;  
- A developmentally-appropriate PK-3 assessment system to track student progress prior to the MCAS; and  
- Increased focus on third grade reading proficiency as a key indicator of future academic success.  
Ensure pk-3 literacy data is collected, analyzed and used to guide instruction/pd in all schools. |
| **Goal 2: Data systems**  
Implement longitudinal data systems.  
Use data to improve instruction. | Commits to building the state’s longitudinal data system “as soon as a student is touched by the public system” (Phase 2, p. 193 – invitational priority 4 response) | Partner with EEC and public and private programs to assign SASIDs to all children in state-funded early education and care settings from birth to age 5.  
Consider working with pediatricians’ offices to identify and track all children in Massachusetts, especially those most at risk. |
| **Goal 3: Great teachers and leaders**  
Improve teacher and principal effectiveness based on performance.  
Provide effective support to teachers and principals.  
Proposes a statewide system to measure educator effectiveness using multiple measures and new tools  
Supports the state’s six regional Readiness Centers, multipurpose collaboratives that convene stakeholders from across the early education, K–12, higher education, and out-of-school-time sectors and provide high quality professional development and instructional services.  
Adds six positions in the District and School Accountability Centers (DSAC) focused on professional development in mathematics and English language arts | State will launch a new program to place turnaround teachers and leaders in target schools.  
“Wraparound zones” in seven level 4 districts will coordinate social services to comprehensively meet needs of children and families. | Create unique pk-3 measures to evaluate the value-added to children’s literacy development by schools and individual teachers.  
Ensure that early childhood educators and early literacy specialists are represented on Readiness Centers Coordinating Committees.  
Ensure that DSAC staff are charged with maintaining a special focus on reading proficiency by the end of grade three.  
Acknowledge and continue work of the “Closing the Early Literacy Proficiency Gap” conference, held on March 3, 2010., and follow-up conferences held in June, 2010. |
| **Goal 4: Turn around schools**  
Identify and intervene in the lowest performing schools.  
*School intervention models encourage new school models under “turnaround” (examples provided: themed schools, dual language academies, etc.) | State will launch a new program to place turnaround teachers and leaders in target schools.  
“Wraparound zones” in seven level 4 districts will coordinate social services to comprehensively meet needs of children and families. | Ensure turnaround teachers and leaders working with children in grades pk-3 have subject mastery in early childhood development and literacy.  
Ensure wraparound zones include a focus on early literacy and reading proficiency.  
Reconstitute under-performing elementary schools as pk-3 academies (pre-kindergarten, full-day kindergarten, job-embedded literacy pd, assessment, curriculum alignment, family partnerships) with the goal of reading and math proficiency by 3rd grade.  
Incorporate statutory language in An Act Relative to the Achievement Gap focused on pk-3, including:  
- Annual goals for turnaround schools shall include developmentally appropriate pk-3 assessments, if applicable.  
- Turnaround may include the implementation of research-based early literacy curriculum, early intervention for struggling readers.  
- Turnaround may… add pre-k and full-day k if the school does not have them. |