

Race to the Top: Supporting Third Grade Reading Proficiency

| Race to the Top components: | Elements of MA phase two application that relate to 3 rd grade reading proficiency: | Suggestions for implementing Race to the Top to support 3 rd grade reading proficiency: |
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| <p><u>Goal 1: Standards & assessments</u></p> <p>Adopt common standards, transition to enhanced standards and assessments.</p> | <p>Proposes “P-12 teaching and learning system” including standards, assessments, curricula, pd.</p> <p>Commits ESE/EEC to:</p> <ul style="list-style-type: none"> 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) | <p>Create college and career readiness pathway that begins at school entry and includes:</p> <ul style="list-style-type: none"> 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. <p>Ensure pk-3 literacy data is collected, analyzed and used to guide instruction/pd in all schools.</p> |
| <p><u>Goal 2: Data systems</u></p> <p>Implement longitudinal data systems. Use data to improve instruction.</p> | <p>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)</p> | <p>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.</p> <p>Consider working with pediatricians’ offices to identify and track all children in Massachusetts, especially those most at risk.</p> |
| <p><u>Goal 3: Great teachers and leaders</u></p> <p>Improve teacher and principal effectiveness based on performance.</p> <p>Provide effective support to teachers and principals.</p> | <p>Proposes a statewide system to measure educator effectiveness using multiple measures and new tools</p> <p>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.</p> <p>Adds six positions in the District and School Accountability Centers (DSAC) focused on professional development in mathematics and English language arts</p> | <p>Create unique pk-3 measures to evaluate the value-added to children’s literacy development by schools and individual teachers.</p> <p>Ensure that early childhood educators and early literacy specialists are represented on Readiness Centers Coordinating Committees.</p> <p>Ensure that DSAC staff are charged with maintaining a special focus on reading proficiency by the end of grade three.</p> <p>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.</p> |
| <p><u>Goal 4: Turn around schools</u></p> <p>Identify and intervene in the lowest performing schools.</p> <p>*School intervention models encourage new school models under “turnaround” (examples provided: themed schools, dual language academies, etc.)</p> | <p>State will launch a new program to place turnaround teachers and leaders in target schools.</p> <p>“Wraparound zones” in seven level 4 districts will coordinate social services to comprehensively meet needs of children and families.</p> | <p>Ensure turnaround teachers and leaders working with children in grades pk-3 have subject mastery in early childhood development and literacy.</p> <p>Ensure wraparound zones include a focus on early literacy and reading proficiency.</p> <p>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.</p> <p>Incorporate statutory language in <i>An Act Relative to the Achievement Gap</i> focused on pk-3, including:</p> <ul style="list-style-type: none"> 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. |