3rd Grade Reading Coalition Recommendation Report

SCOPE:

      a. Gather information about third grade reading proficiency. Determine the scope of the problem to be addressed.

      b. Better understand impact of third grade reading bill on Detroit students.

      c. Learn and glean recommendations from local, state and national examples of how third grade reading can be addressed. Ex: national (Campaign for Grade-Level Reading), state and local (MDE, Wayne RESA, and statewide report), and programmatic (early childhood and literacy programs).

      d. Develop a set of recommendations to help increase third grade reading proficiency rates for Detroit students who attend district and charter schools. Identify (in partnership with absenteeism subcommittee) potential community, district and individual school strategies that will increase student attendance specifically for K-3 students.

      e. Identify (in partnership with the parent support and engagement subcommittee) recommendations for how parents can be engaged and supported related to increasing third grade reading proficiency and literacy.

SUMMARY RECOMMENDATIONS

Recommendation
1. (a) Formal endorsement of the Hope Starts Here early childhood citywide framework, (b) inclusive of the citywide common assessment for Kindergarten Readiness – iReady.
2. Implementation of a cross-training model for K-3 and early childhood educators around aligned curriculum.
3. Implementation of a model for summer programming for all students inclusive of entering Kindergarten students in order to prevent summer reading loss and to provide clinical training opportunities for all teachers.
4. The implementation of a portfolio approach for grade level advancement

STRATEGY RECOMMENDATIONS

1. **(b) Formal endorsement of the Hope Starts Here early childhood citywide framework, inclusive of the citywide common assessment for Kindergarten Readiness – iReady.**

Problem Definition: *What's the problem?*	Currently, fewer than half of Detroit's 3 and 4 year olds are participating in early childhood learning. However, there are almost 300 organizations that exist to support these children and their families. A lack of awareness and connection to these programs is leading to an increasing rate of students entering Kindergarten unprepared. Hope Starts Here is an initiative built to address these issues. The planning process for this group completed in Fall of 2017 with Presidents of Kresge and Kellogg, a stewardship board, and 6 citywide strategy teams inclusive of 500-600 participants after a year of planning. Six imperatives have been lifted up regarding how Detroit can better support children from birth through age 8. This group anticipates recommendations from our group as well as DPSCD.
Strategy: *How can the community respond?*	There is significant overlap between the Coalition's 3rd Grade Reading Team and the Hope Starts Here initiative that has already done much of the heavy lifting around establishing priorities to advance 3rd grade reading. By endorsing Hope Starts Here, the coalition recommends the implementation of the following: • Creation of materials that detail available resources for parents of children 0-8 • Wider availability of tools and technologies to better support parents • Ongoing inclusive community input processes to improve parent involvement • Ensuring early childhood through 3rd grade curriculum alignment • Interventions such as Say and Play and LENA to address the 30 million-word gap • A citywide Kindergarten assessment: iReady
Assumptions: *What conditions do we believe to be true?*	• Detroit children are entering Kindergarten increasingly unprepared • Fewer than half of Detroit's eligible 3 and 4 year olds are in early learning environments. • Almost 300 organizations currently exist to support these children and their families, but the levels of alignment amongst these organizations are low.
Risks: *What could go wrong?*	• Once gaps in early childhood programming in the city are identified, the resources to fill those gaps may not be properly aligned.
Success Measures: *How do we know it worked?*	• Enrollment in formal early childhood education programs in Detroit will grow due to an increase in awareness and alignment. • Students will enter Kindergarten at higher levels of readiness. • Parents will feel more equipped to support their child's early learning.

1. **(b) Formal endorsement of the Hope Starts Here early childhood citywide framework, inclusive of the citywide common assessment for Kindergarten Readiness – iReady.**

Problem Definition: *What's the problem?*	There is currently a significant lack of data around early childhood education for Detroit students. Additionally, there is little data collected about the impact of early childhood programs available to Detroiters on an individual basis. Detroit educators must come together in commitment to assess Kindergarten readiness in a uniform manner citywide. There are currently a large number of early childhood providers, charter elementary schools, and DPSCD elementary schools operating in the city of Detroit. Currently, these entities do not track data and outcomes for Kindergarten readiness and ultimately third grade reading in a common manner.
Strategy: *How can the community respond?*	The Coalition recommends that all elementary school entities in the City of Detroit work together to track data and outcomes for Kindergarten readiness and ultimately third grade reading through the designation of a common assessment: iReady. The coalition also recommends that data around early childhood learning be documented in each student's school record – knowledge around "which student went where" before Kindergarten entry.
Assumptions: *What conditions do we believe to be true?*	- A common kindergarten readiness assessment will help determine which early childhood interventions are most effective, what reading s - DPSCD will be implementing the i-Ready assessment developed by Curriculum Associates. This diagnostic assessment is able to provide a grade level assessment that will define as far as early, mid, and late grade level. - DPSCD's data team has defined two questions to be answered around Pre-K learning: 1) How many students come to school in Detroit for the very first time in 1st grade? 2) How many students participated in DPSCD pre-k programs v. other programs v. no programs. - This coalition group could collect data around these two above questions across private and charter schools in Detroit.
Risks: *What could go wrong?*	- Many transient students may be attending schools outside of Detroit and their data may be lost with each school transfer. - If there cannot be a singular common assessment, identifying common metrics may not provide as reliable data due to inherent differences between the tests. - Teachers will need proper professional development in administrating the assessment. Without this, the data may be skewed. - If a common assessment cannot be agreed upon, we would not want to subject children to more than one assessment to meet our collective data needs.
Success Measures: *How do we know it worked?*	- Every Kindergarten student record in the city of Detroit has common data regarding kindergarten readiness. - Every Kindergarten student in the city of Detroit has record of their early childhood education. - By aggregating the data for each child based on where they live, we will have a better understanding of where there is a need for early childhood resources in the city.

The Coalition recommends the implementation of a cross-training model for K-3 and early childhood educators around aligned curriculum.

Problem Definition: *What's the problem?*	Effective teaching and relevant curriculum can have a dramatic impact on student performance. Oftentimes, a lack of alignment in literacy curriculum in grades K-3 can lead to gaps in instruction from grade to grade. For example, a lack of understanding of the 3rd grade reading standards on the part of K-2 teachers can result in a large amount of standards left to be covered exclusively in the 3rd grade. There is a shortage of teachers who are properly equipped to teach reading due to a lack of clinical training settings. Clinical training settings are an avenue to better train teachers in not just the principles of early literacy, but also how to implement them within a classroom environment and with students who may enter the education system at low literacy levels across a series of grades.
Strategy: *How can the community respond?*	The coalition recommends the alignment of reading curriculum from grades K-3 and inclusive of early childhood education. High-quality materials that build core knowledge, vocabulary, and phonics skills are essential supports for all students, and especially for students who may be entering education environments with less exposure to literacy skills and content knowledge at home. These materials should speak fluidly to one another throughout grade level and should all contribute to building skills required by the 3rd grade reading standards. The coalition also recommends that districts provide educators with supports, like high-quality curriculum and instructional resources to help teachers improve their instructional practices. This can oftentimes provide more assistance than any other improvement intervention including traditional seminar professional development. Professional development specifically designed for principals and school leaders on literacy instruction and supporting its implementation in a school building is also important to improving effective teaching and aligned curriculum.
Assumptions: *What conditions do we believe to be true?*	• Curriculum between Kindergarten and third grade is not currently well aligned to state standards. • Teachers are not fully supported or properly trained to effectively teach this style of integrated curriculum. • A lack of uniform diagnostic assessments leads to difficulty teaching effective and relevant curriculum.
Risks: *What could go wrong?*	• As teachers move in and out of roles within and between schools, a sense of fluidity between aligned curriculum could be lost. • Students who are transient between schools may be asked to learn many types of curriculum due to a lack of alignment across DPSCD, charters, and private schools. • This will require funding from new/mixed sources inclusive of private funding, philanthropic dollars, and state funding
Success Measures:	• Assessment scores in early grade levels will serve as accurate predictors of 3rd grade reading test scores.

How do we know it worked?	• Students who enter school several grade levels behind will advance to current reading level at a more rapid rate due to special instruction.

Implementation of a model for summer programming for all students inclusive of entering Kindergarten students in order to prevent summer reading loss and providing clinical training opportunities for all teachers.

Problem Definition: *What's the problem?*	Many factors contribute to how successful a teacher is able to be during a designated literacy block during the school day including lack of professional development training, continuous instruction interruption, and a lack of resources. Due to these factors out of control of the coalition leadership team members, the coalition recommends additional instruction time be implemented citywide during the summertime.
Strategy: *How can the community respond?*	Due to these factors out of control of the coalition leadership team members, the coalition recommends additional instruction time be implemented citywide during the summertime. This program will: • Create a resource of summer programs that are available to students in Detroit and regionally to better awareness and connectedness to these opportunities • Utilize staff members that have results in reading intervention as opposed to new teachers/educators. The primary goal is that excellent educators are working with a small group of students to increase their abilities. • Create a hybrid between the school and an external entity to make it feel less of a formal school requirement • Create an opportunity to launch Kindergartners with more excitement for school by creating a sense of belonging and identity and increase attendance indirectly • The rollout of an online platform for student and parent summer reading engagement such as ABC Mouse. Additionally, because of the lack of effective and integrated teaching curriculum present in Detroit, the coalition recommends the development of a summer programming model to prevent summer reading loss. The coalition recommends a model similar to that of the Sound Reading Framework implemented in the Kennedy schools in Grand Rapids, Michigan. This model utilizes teacher coaching models in the Summer literacy program through ETM's Center for Excellent Teaching and Learning. Teachers are able to master teaching the curriculum in smaller groups of students during the summertime before advancing on to teach a full class.
Assumptions: *What conditions do we believe to be true?*	• Youth development settings are critical to educational success, especially outside the classroom. • A similar model program, Reading is Fundamental, saw success in students who increased and maintained their grade level. The initiative involved 6 different partners and targeted students primarily between ages 3-8. • This summer programming will tie directly to the work of Hope Starts here in the early childhood education space.

	• The Summer Literacy program in Grand Rapids evaluated local and externally provided curriculum and chose a system that best meets the needs of the students they serve. • There is currently a shortage of professionals equipped to serve as coaches and effectively teach educators how to teach literacy. This type of small scale clinical training for teachers is critical.
Risks: *What could go wrong?*	• Existing challenges such as low attendance or lack of transportation may affect the program's outcomes in an unexpected manner. • If enough awareness is not generated for parents, summer programming could go underutilized • Teachers don't participate in summer school and therefore miss this clinical training opportunity
Success Measures: *How do we know it worked?*	• Summer reading loss will decrease and be shown through common assessment scores. • Enrollment numbers for summer programs in Detroit will significantly increase.

The Coalition recommends the implementation of a portfolio approach for grade level advancement.

Problem Definition: *What's the problem?*	Many students in Detroit oftentimes are not able to demonstrate their proficiency in literacy through the administration of a formalized test, including those assessments required by the state. These difficulties likely stem from issues such as difficulty teaching due to frequently changing exams, a high number of ELL students and students with IEPs, and a highly mobile population. Additionally, a new law will come into effect requiring the testing of students at three separate points throughout the school year. There is currently an alternative option for the promotion of students who are unable to pass the state mandated exam. The portfolio option allows students' work to be evaluated against a particular set of standards in place of a passing exam grade. Currently the standards for portfolio based promotion are not clear, are not well understood by all educators, and vary greatly from school to school.
Strategy: *How can the community respond?*	• Develop a common set of standards for Portfolio requirements that align with state requirements and testing areas. • Develop a plan to educate teachers and principals on the importance of portfolios and how to develop them early on in a child's educational career. • Begin with work at the MDE level to create uniform standards for advancement.

Assumptions: *What conditions do we believe to be true?*	• DPSCD students will begin to develop portfolios in grades 2 and 3. • The superintendent will have the power to "waive" certain requirements in order to allow a student to advance to the next grade. • The method of advancement by portfolio will be critical for many students who experience testing anxiety or special needs. • Currently, some MSU doctoral students are working with the state to define these portfolio requirements.
Risks: *What could go wrong?*	• Agreed upon standards for portfolios may not translate to sufficient levels of proficiency for literacy. • If parents are not properly informed to thoroughly understand the purpose and role of portfolios in their child's education, there may not be strong familial support for high quality portfolios. • MDE policy may not sufficiently support portfolio advancement year over year.
Success Measures: *How do we know it worked?*	• Portfolios can serve as a demonstration that students are proficient at the 3rd grade level, or are "on track" to be proficient soon. • Students will have had the opportunity to demonstrate in multiple ways that they are capable of understanding and meeting literacy standards. • Detroit area schools have the opportunity to create a definition of reading skills that are much broader than those that can be tested on a standardized test.

APPENDIX

Committee Members

- Co-Chair Wendy Lewis Jackson, Managing Director for Detroit Program, The Kresge Foundation
- Co-Chair John Kennedy, CEO Autocam Medical and Chair Grand Valley State University
- Nicole Mattioli, Client and Community Relations Specialist, PNC Financial Services
- Amber Arellano, Executive Director, Education Trust Midwest
- Kim Bland, Chief Academic Officer, New Paradigm for Education
- Cindy Eggleton, Brilliant Detroit
- Khalilah Burt Gaston, Program Officer, W.K. Kellogg Foundation
- Beth Gonzalez, Senior Executive Director of Curriculum and Instruction, DPSCD
- Mary Grech, Education Trust Midwest
- Ponsella Hardaway, Executive Director, MOSES
- Lawrence Hood, Executive Director, ANet Michigan
- Tammie Jones, Vice President of College and Career Pathways, United Way of Southeast Michigan
- Jeremy Linne, Chief Academic Officer, American Promise Schools
- Heidi Magyar, Director of Community Outreach, General Motors
- Terry Rhadigan, Executive Director of Global Communications and Global Giving, General Motors
- Paul Salah, Associate Superintendent Educational Services, Wayne RESA
- Janelle Schaeffer, Teacher, Boggs Academy
- Kenyatta Stephens, COO, Black Family Development
- Punita Dani Thurman, Program Director, Education, The Skillman Foundation
- John Yun, Associate Professor, Department of Educational Administration, Michigan State University
- Project Manager: Kayleigh Roy, Associate Project Manager, Quicken Loans Community Investment Fund

Resource	Source	Link
3rd Grade Reading Programs	Bill Analysis	State of Michigan. (2016). *Enrolled house bill no. 4822.* Retrieved from https://www.legislature.mi.gov/documents/2015-2016/publicact/htm/2016-PA-0170.htm
Act No. 306 State of Michigan	Public Act	State of Michigan. (2016). *Enrolled house bill no.4822.* Retrieved from https://www.legislature.mi.gov/documents/2015-2016/publicact/pdf/2016-PA-0306.pdf
3rd Grade Reading	A plan for Advancing Literacy in our Communities	No link provided. Hard copy provided.
(ACLU)	Raising Readers: Improving literacy education for Michigan's Most vulnerable students	ACLU. *Improving literacy education for michigans most vulnerable students.* Retrieved from http://www.aclumich.org/sites/default/files/ACLU_MPowerED%20Raising%20Readers%20report.pdf
Chiefs for Change	Chiefs for Change Report Leveraging Curriculum to Improve Student Learning	Chiefs for Change. (2017). *Hiding in plain sight.* Retrieved from http://chiefsforchange.org/policy-paper/4830/
NAESP	Leading Pre-K-3 Learning Communities – Competencies for Effective	NAESP. (2015). *Compentencies for effective principal practice.* Retrieved from https://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities.pdf

	Principal Practice	
GELN: a MAISA collaborative	Essential Coaching Practices for Elementary Literacy	GELN. (2016). *Essential coaching practices for elementary practices.* Retrieved from http://www.gomaisa.org/sites/default/files/Essential_Coaching_Practices_12_8_16.pdf
The Campaign for Grade-Level Reading	Growing Healthy Readers: A starter kit for sponsoring coalitions to strengthen health and learning	Campaign for Grade Level Reading. (2012). *Growing healthy readers.* Retrieved from http://gradelevelreading.net/wp-content/uploads/2012/08/Healthy-Readers-starter-kit.pdf
GELN: Essential Instructional practices in Early Literacy	Instructional Practices – Grades K-3	GELN. (2016). *Essential instructional practices in early literacy: grades k-3.* Retrieved from http://www.gomaisa.org/sites/default/files/K-3%20Literacy%20Essentials%203.2016.pdf
GELN: Essential Instructional practices in Early Literacy	Instructional Practices - PREKINDERGARTEN	GLEN. (2016). *Essential instructional practices in early literacy: prekindergarten.* Retrieved from http://www.gomaisa.org/sites/default/files/Pre-K%20Literacy%20Essentials%203.2016.pdf
GELN: Essential School-Wide and Center-Wide Practices in Literacy	Organizational Practices – Literacy Leadership	GLEN. (2016). *Essential school-wide practices and center-wide practices in literacy: organizational practices in literacy leadership.* Retrieved from http://www.gomaisa.org/sites/default/files/School_and_Center_Level_Essentials_Pub_1.14.17.pdf

3rd Grade Reading	Sound Reading Framework Components	No link provided. Hard copy provided.
Success for All Foundation: Success Stories	A Partnership Made in Heaven	Success for All Foundation. (2016). *A partnership made in heaven.* Retrieved from http://www.successforall.org/wp-content/uploads/2016/04/SFA_SuccessStories_DetroitPublicSchools_MI.pdf
WAYNE RESA	Third Grade Reading Legislation Guidance	Wayne RESA. (2016). *Third grade reading legislation guidance.* Retrieved from http://www.resa.net/downloads/educational_services/third_grade_reading_legislation_guidance_.pdf