



Third Grade Hurdles

Symptoms of Community Health

Talk is Cheap...but Very Valuable!

Children's vocabulary acquisition varies greatly depending on socioeconomic factors. I.Q. also correlates closely to vocabulary.

According to research by age of three:

- Children with professional parents have vocabularies of about 1,100 words
- Children from impoverished homes have vocabularies of only about 525 words.

By the age of four:

- Total gap of 32 million words.

With every word spoken to children (focusing on affirmations rather than desists or discouragement) and exposing them to complex sentences, the advantages just keep building up.



Children from:	Types of Verbal Interactions	Words Heard Monthly
Families in poverty	5 affirmations/ 11 prohibitions	500 words
Working class families	12 affirmations/ 7 prohibitions	700 words
Professional families	32 affirmations/ 5 prohibitions	1,100 words

A Words Worth

Quality is as Important as Quantity

Third Grade

Florida Statute 1008.25 (6), which took effect July 1, 2002, requires Grade 3 students to score at least at Level 2 to be eligible for promotion to grade 4.

If a student does not score at Level 2 or above, the student must meet at least ONE of the following good cause exemptions to be promoted (s. 1008.25(6)(b)5, F.S.):

- ____ 1. ELL student with less than two years of instruction in an ESOL program.
- ____ 2. ESE student and FCAT exempt on IEP.
- ____ 3. Score at or above the 45th percentile on an approved NRT
- ____ 4. Student with an IEP or Section 504 plan with more than 2 years reading remediation AND was previously retained in grades K, 1, 2, or 3.
- ____ 5. Student with 2 years reading remediation and previously retained in K, 1, 2, or 3 for a total of two years.
- ____ 6. Student demonstrates grade level proficiency through a Portfolio.
 - 14 reading skills that FCAT measures
 - 70% proficiency or above
 - 3 samples each
 - Multiple-choice items and passages
 - 60% literary text and 40% information text
 - Medium and Long Passages

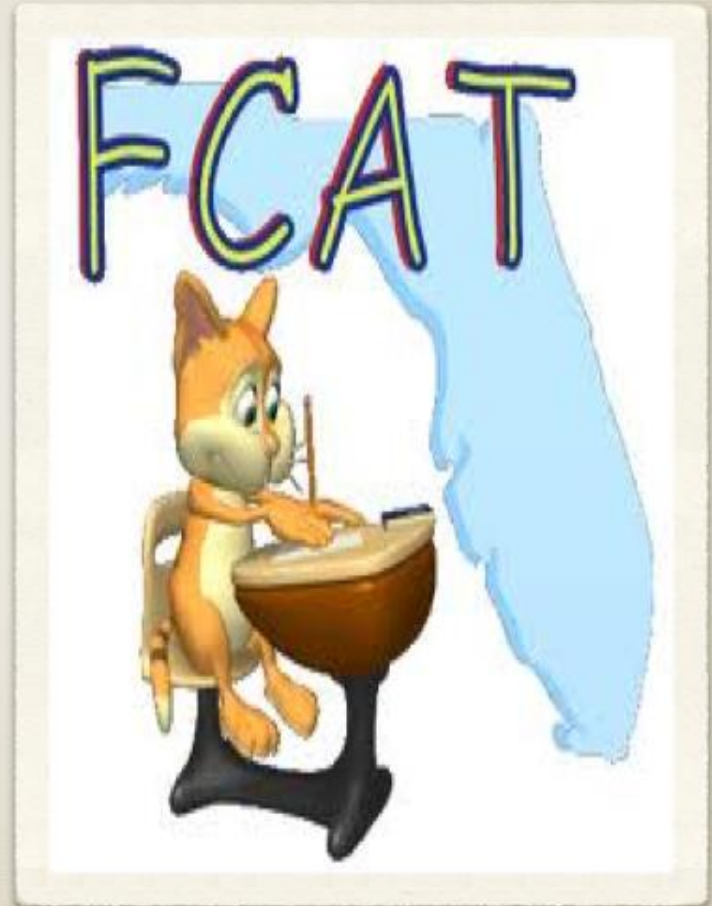
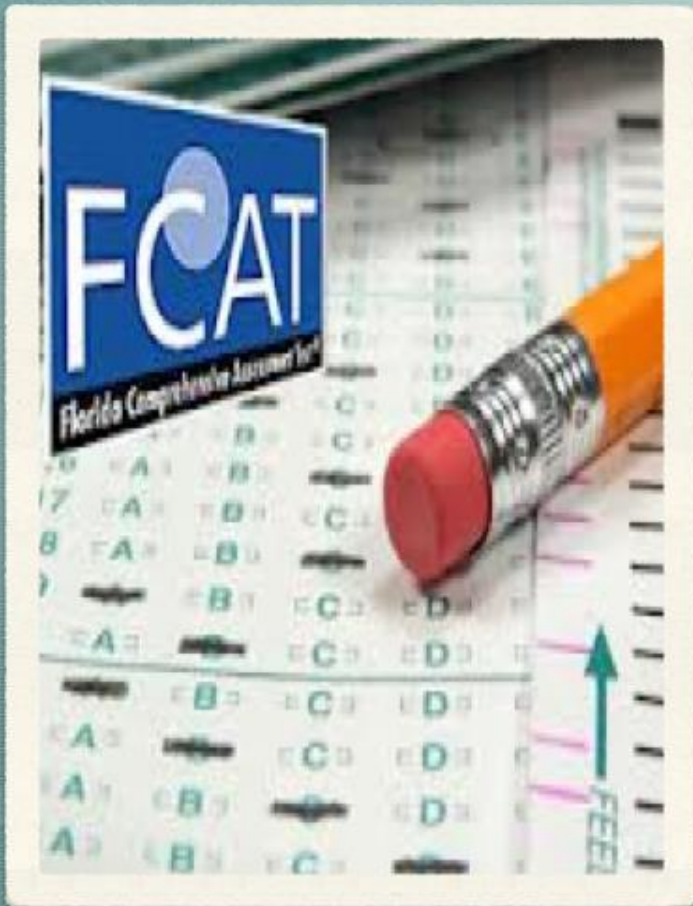


Table 1: 2012 - 2013 OCPS 3rd Grade Reading Proficiency for Selected Groups

Student Group		Proficiency
All Students	All	58.99%
	Male	55.62%
	Female	62.61%
Black	All	43.98%
	Male	40.41%
	Female	47.81%
Hispanic	All	51.49%
	Male	47.88%
	Female	55.33%
White	All	77.13%
	Male	73.88%
	Female	80.71%
ESE (All Exceptionalities besides Gifted)		22.47%
ELL (Students Classified 'LY')		21.91%
FRL		47.68%
Non-FRL		81.02%



OCPS 3rd Grade Numbers:

2011 2,363 meeting criteria to be retained
2012 2,505 meeting criteria to be retained
2013 2,488 meeting criteria to be retained

Good Cause Exemptions:

2011 1,492 promoted to 4th grade
2012 1,383 promoted to 4th grade
2013 Approximately 1500 (TBD)

How Are Parents Made Aware?

Florida Statute 1008.25 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.

(a) Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

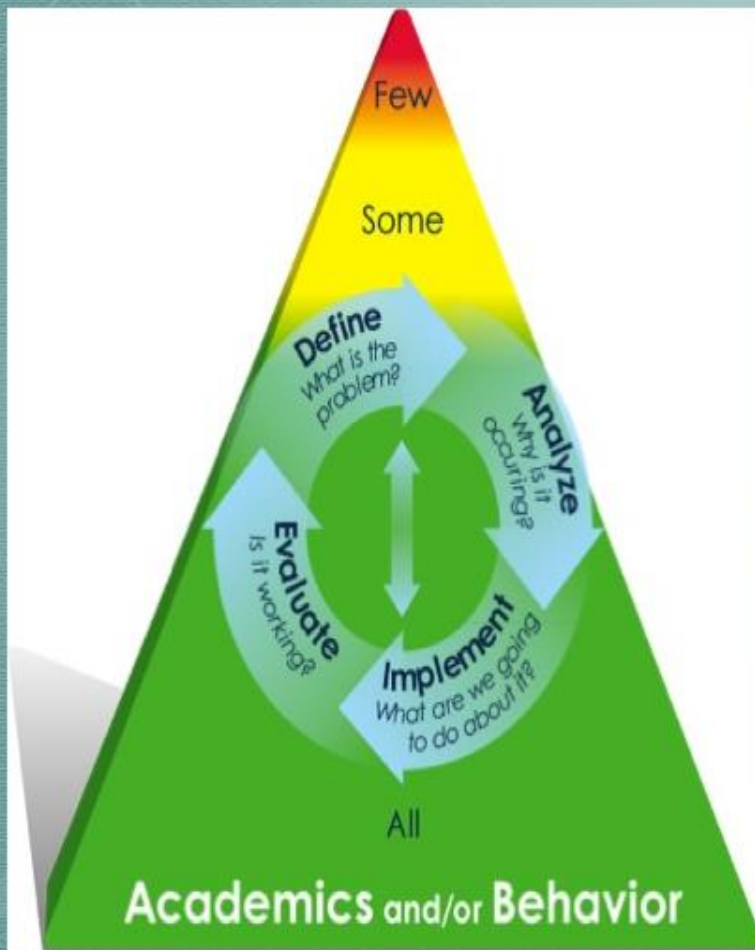
(c) The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.

Research Shows:

- 78% of the students retained in K-8, drop out of high school (Tuck, 1989)
- Retaining students may cause short term increases in performance, however they are not sustained over time (Shepard & Smith, 1990)
- Retained students experience higher incidences of emotional distress, tobacco use, drug and alcohol abuse, suicide and violence (Jimerson, 1990)

Intervention Process



Designing Schoolwide Systems for Student Success

Academic Instruction

Tertiary Interventions
(for individual students)

- Assessment-based
- High Intensity

Secondary Interventions
(for some students)

- High Efficiency
- Rapid Response

Universal Interventions
(for all students)

- Preventive, Proactive

Behavioral Instruction

Tertiary Interventions
(for individual students)

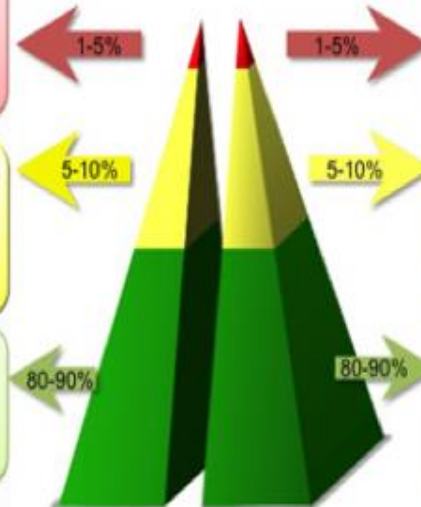
- Assessment-based
- Intense, durable procedures

Secondary Interventions
(for some students: at-risk)

- High Efficiency
- Rapid Response

Universal Interventions
(for all students)

- All Settings
- Preventive, Proactive



RTI/MTSS

What is Response to Intervention/Multi-tiered Systems of Support?

It is a process that involves answering four questions, which help school-based teams and parents find solutions to both academic and behavioral difficulties. The four essential questions are:

1. What is the problem, exactly?
2. Why is this happening?
3. What are we going to do about it? and
4. How well is what we are doing working?

How does Response to Intervention/Multi-tiered Systems of Support help a child?

It reduces the time your child waits before receiving additional instruction; additional support starts as soon as the need is identified. It tracks the rate of progress toward grade level goals (called progress monitoring), which provides current information about the instructional needs of your child and is used to select effective educational interventions and to make sound educational decisions. It also ensures that multiple types of instruction and intervention are put in place in an effort to meet your child's educational needs.

What does an Effective RtI/MTSS Program Have?

- Multiple Sources of Data
- Accurate, Up to Date Documentation
- Appropriate Interventions that Match Student Needs
- Multiple Tier Interventions that are Research Based
- School-Wide Core Curriculum Coupled with High Quality Instruction
- Intervention Fidelity
- Actively Involved Parents and/or Guardians
- Frequent Progress Monitoring
- Problem-Solving Intervention Assistance Team



The Common Core Standards, Race to the Top and the new teacher and leader evaluation system is requiring educators to take a look at instructional practices in terms of students learning and what students will need to be college or career ready. It goes well beyond surface learning to provide students with enduring understanding. Learning has to go beyond just basic knowledge and comprehension and move into analysis and synthesis of information for complex thinking and problem solving.



The Common Core State Standards for reading require that all students be able to read and comprehend texts of steadily increasing complexity as they progress through school so that they can independently read a range of texts. They are expected to interpret what text meaning by answering text-supported questions and writing to explain their thinking. Students will also hone their listening and speaking skills.



The Common Core State Standards in mathematics were built on progressions: narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics. The CCS aim is for greater focus and coherence, outlining both content standards by grade level and standards of mathematical practice. Students have the opportunity to deeply learn math concepts through exposure, experience and building on prior knowledge.



I want to be a police officer

Ask me questions

What are 21st Century Skills?

Be resilient

How can my child go to college?

How can I help?

What opportunities will be there for me?

Expect more

How will the CCSS prepare my child for the future?

I don't want to be left behind

I learn best in groups

Challenge me

Reading is my favorite subject

Make me explain my thinking

How will the CCSS increase job opportunities?

I am a digital learner

Grow me

Work together

I am a math wiz

How are the CCSS better than old standards?

Engage me

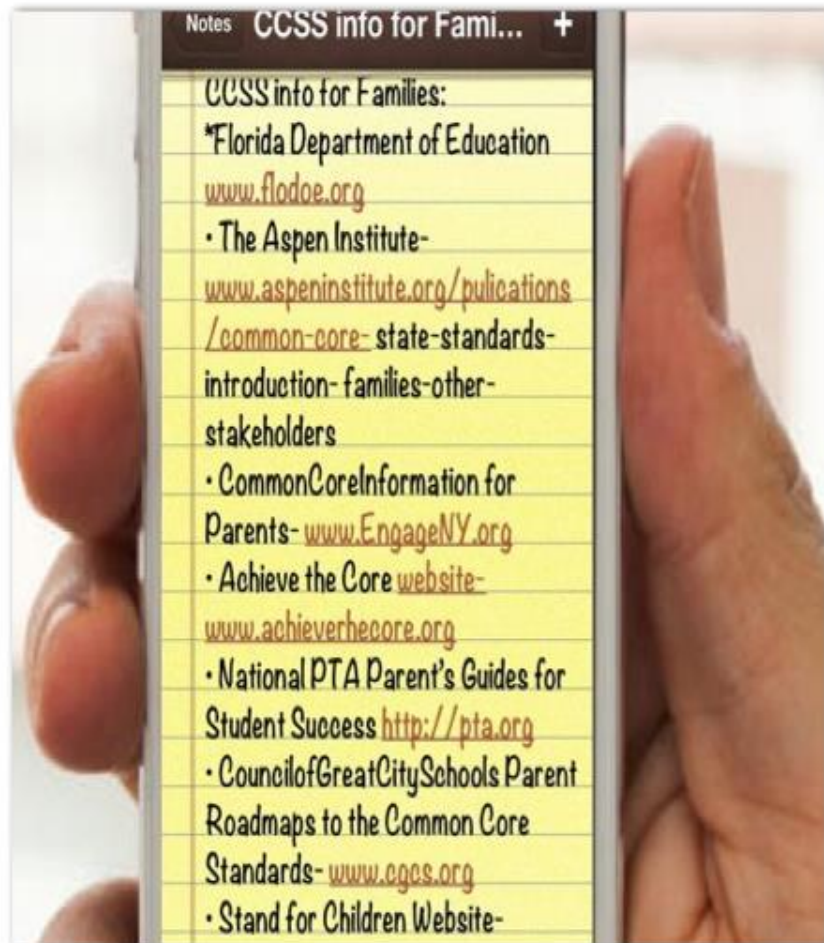
Science excites me

What can I do?

Why are we making changes?

I want the best for my child

Knowledge is Power-What Parents Need to Know about the CCSS



Many websites provide information for parents to become more aware of what the CCSS are and what they mean to our children's future. Explore the ones above. Fast facts about the Common Core State Standards:

The CCSS are challenging standards that will help students gain the knowledge and skills to think and work at deeper levels to prepare them for college and career.

The CCSS build students ability to think critically about their math concepts and what they read, help them apply and connect what they learn to the real world, expose them to creative problem solving and allow them to communicate their ideas and arguments through speaking and writing.

What can we do?



- Reading to/with children daily (books, magazines, and newspapers)
- Support reading incentive programs
- Provide books and reading materials to children and schools
- Advocate for reading mentors and tutors
- Vocabulary development through wide reading and puzzles
- Asking high level questions and challenge students' thinking
- Listen to books on tape in the car
- Visit the library
- Use Computer time as reading and research time
- Provide a child with a reliable home dictionary

Mike Schmoker in his book Focus, he says:

- “Once students begin to read, they learn to read better by reading-just reading-not by being forced to endure more reading skill drills.”
- “The only way they can be learned is for us to ensure that they read, by today’s standards, enormous and unprecedented amounts of reading material.”