A Goal Monitoring Conversation:

PPS 3rd Grade English Language Arts







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3rd Grade ELA Goal Monitoring Agenda



Tonight, you will hear about:

- Our 3rd Grade ELA Goal and Why It Matters
- Where We Are: Student Performance and Progress
- What We Are Learning from the Data
- 2026–27 Strategies for Improvement
- How We Will Monitor Progress

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Goal – 3rd Grade English Language Arts Proficiency

What?

By June of 2027, 46.06% of students in grade 3 will be proficient on the state's PSSA and PASA English Language Arts assessment. At the end of the 24-25 school year, 43.9% of third-grade students were proficient, establishing the baseline for our 5-year goal of achieving 52.5% proficient/advanced by 2030.

Why?

Third grade marks the critical transition from "learning to read" to "reading to learn" and is the first year students participate in the statewide PSSA and PASA English Language Arts assessment. The 2024–25 results establish the baseline for our five-year Grade 3 ELA goal. As we monitor progress toward this goal, we will use multiple measures of student performance and implementation to identify strengths, areas requiring improvement, and differences in outcomes across student groups.

How?

PA Classroom Diagnostic Tool (CDT), DIBELS Acadience

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A Complete Picture of Literacy Proficiency

No single assessment tells the whole story.
We use multiple measures to understand where students are and how to support their growth.

LENS 1: LEARNING TO READ

DIBELS/Acadience

Measures foundational skills that make reading possible.

- **Phonological Awareness**
  Understanding sounds in words
- **Phonics & Decoding**
  Connecting letters to sounds and reading words
- **Reading Accuracy**
  Reading words correctly
- **Reading Fluency**
  Reading smoothly with speed and expression

Tells us whether students are developing the skills needed to become proficient readers

LENS 2: READING TO LEARN

PSSA & CDT

Measures how students apply reading skills to complex text.

- **Comprehension**
  Understanding and making meaning from text
- **Vocabulary**
  Understanding words in context
- **Analysis**
  Analyzing text structure, purpose, and author's craft
- **Evidence-Based Thinking**
  Using evidence to support answers and arguments

Tells us whether students can use reading to access and understand grade-level content?

Building Toward Grade 3: K-2 Interim Literacy Goals

Kindergarten	Grade 1	Grade 2	Grade 3

Kindergarten

DIBELS Acadience End of Year

% at/above benchmark

Baseline (2026)	56.5%
2026–27 Goal	59.6%

Grade 1

DIBELS Acadience End of Year

% at/above benchmark

Baseline (2026)	53.8%
2026–27 Goal	57.0%

Grade 2

DIBELS Acadience End of Year

% at/above benchmark

Baseline (2026)	54.3%
2026–27 Goal	57.5%

Grade 3

PSSA/PASA ELA

% proficient/advanced

Baseline (2024–25)	43.9%
2026–27 Goal	46.06%

Important: DIBELS/Acadience benchmarks and measures are grade-specific; the K–2 percentages are separate grade-level baselines, not a single declining trajectory.

Our K–2 interim goals provide early indicators of progress and help us monitor whether students are on track before reaching the Grade 3 ELA accountability measure.

Student Performance Data: PSSA/PASA (2024-2025), CDT & DIBELS 2025-2026

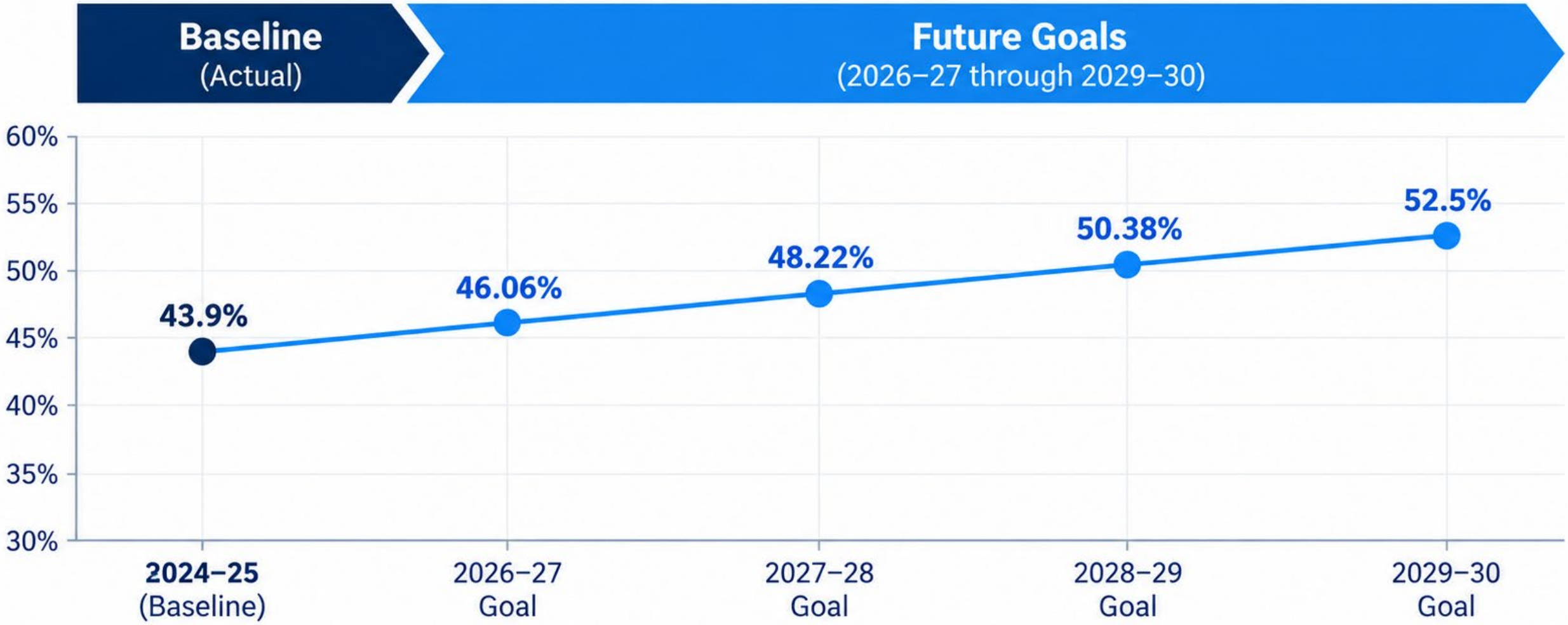
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Grade 3 ELA: Baseline and Future Goals

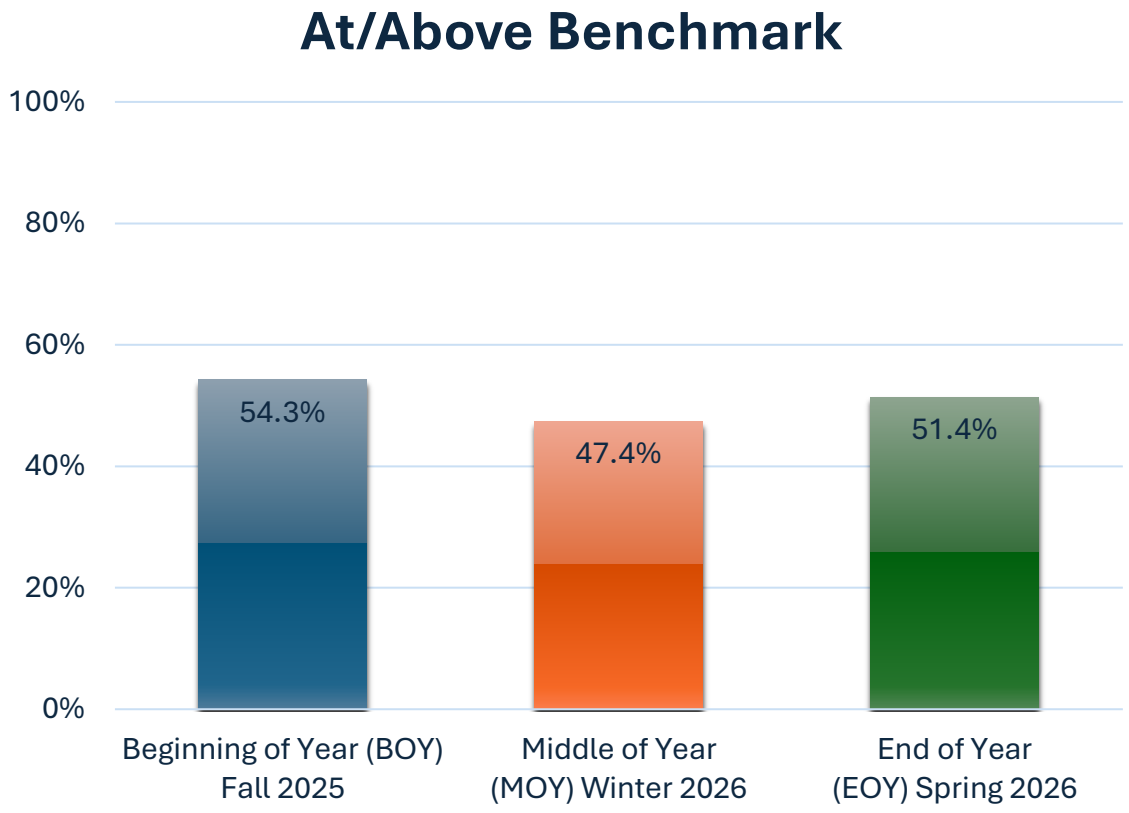
Percentage of students scoring proficient or advanced on PSSA/PASA ELA



Our goal is to increase the percentage of third-grade students scoring proficient or advanced on PSSA/PASA ELA from 43.9% in 2024–25 to 52.5% by 2029–30.

Grade 3 DIBELS Performance

Percentage of students at or above benchmark throughout the school year



Understanding the Change Across Benchmark Windows

1

Benchmark expectations increase across the year.

DIBELS benchmarks become more demanding across the year to reflect expected reading development. As students build foundational skills, they are expected to apply those skills with greater accuracy, automaticity, and independence in increasingly complex reading tasks. Maintaining or improving benchmark performance therefore requires continued growth as reading demands increase.

2

Performance declined at MOY but improved by EOY.

The percentage of students at or above benchmark declined from 54.3% at BOY to 47.4% at MOY, then increased to 51.4% at EOY. The EOY improvement is encouraging, although performance did not return to the BOY percentage.

3

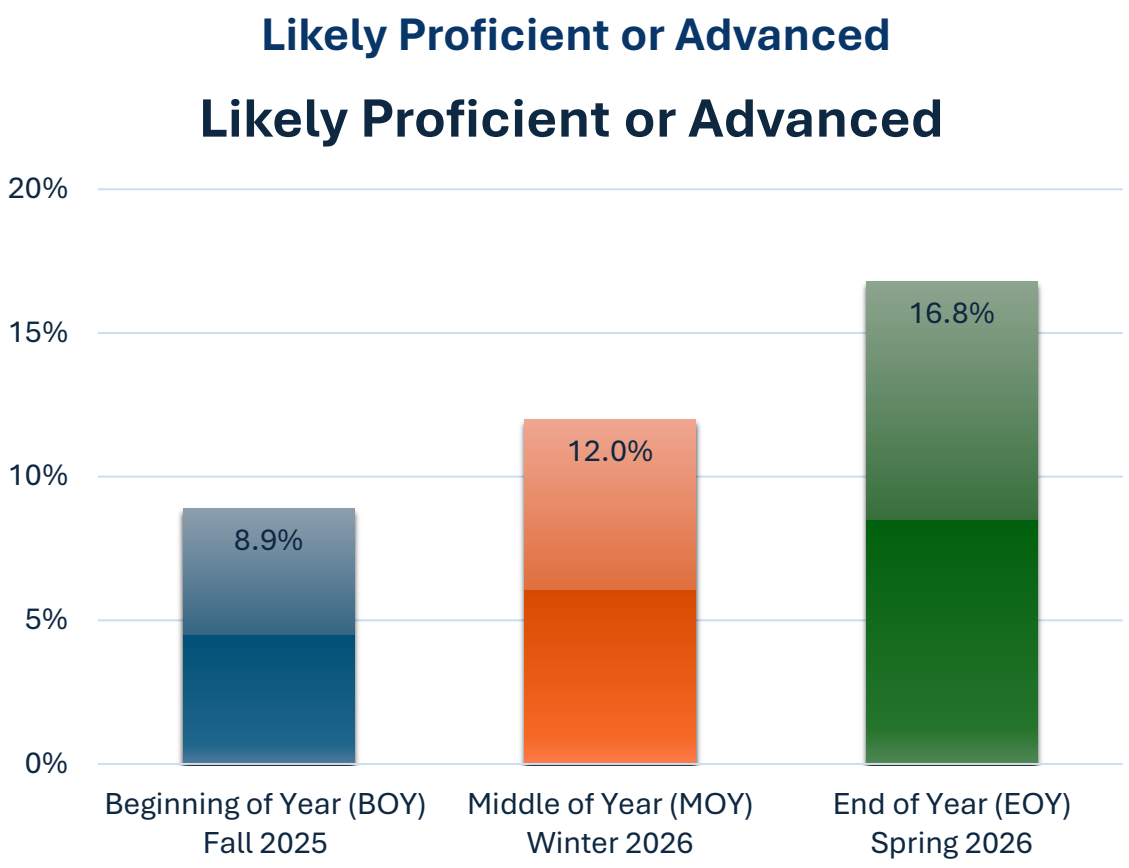
The pattern reinforces the need for closer growth monitoring and timely response.

For 2026–27, we need to use BOY, MOY, and ongoing progress-monitoring data as decision points—identifying students who are not demonstrating sufficient growth and examining whether Tier I instruction and intervention are producing the intended results.

EOY improvement is encouraging, but the yearlong pattern reinforces the need to identify insufficient growth earlier and respond with timely instructional and intervention support.

Grade 3 CDT Performance

Percentage of students likely proficient or advanced throughout the school year



Understanding the CDT Results

1 **Performance improved across each assessment window.**

The percentage of Grade 3 students identified as likely proficient or advanced increased from 8.9% at BOY to 12.0% at MOY and 16.8% at EOY.

2 **Performance shifted toward higher CDT performance ranges.**

The percentage of students in the lowest CDT performance range decreased from 79.6% at BOY to 70.3% at EOY, while the percentage identified as likely proficient or advanced increased from 8.9% to 16.8%.

3 **Growth is evident, but the level of performance requires continued attention.**

By EOY, 70.3% of students remained in the lowest performance range, reinforcing the need to strengthen core instruction, targeted intervention, and ongoing progress monitoring.

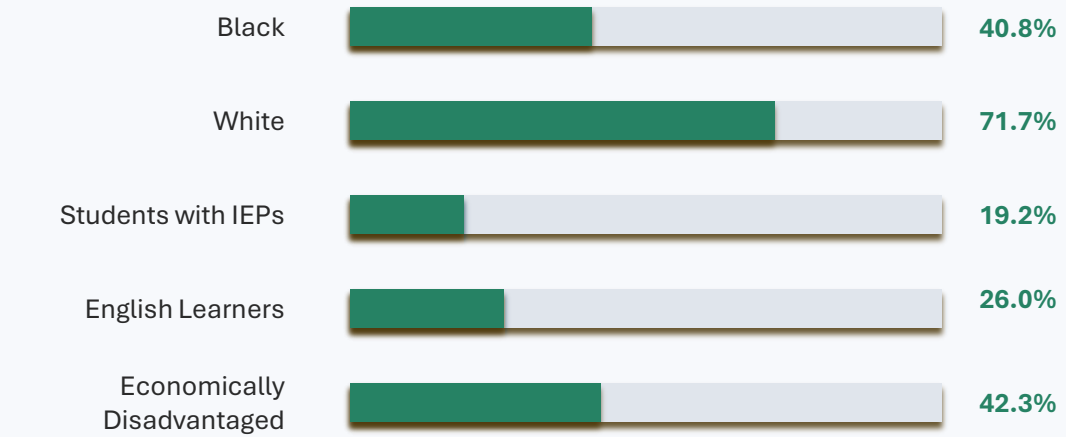
CDT provides a broader view of students' performance with grade-level ELA expectations, complementing DIBELS evidence about foundational reading development.

Who Is Experiencing Different Outcomes?

End-of-year results show substantial differences in literacy outcomes across student groups.

DIBELS Acadience

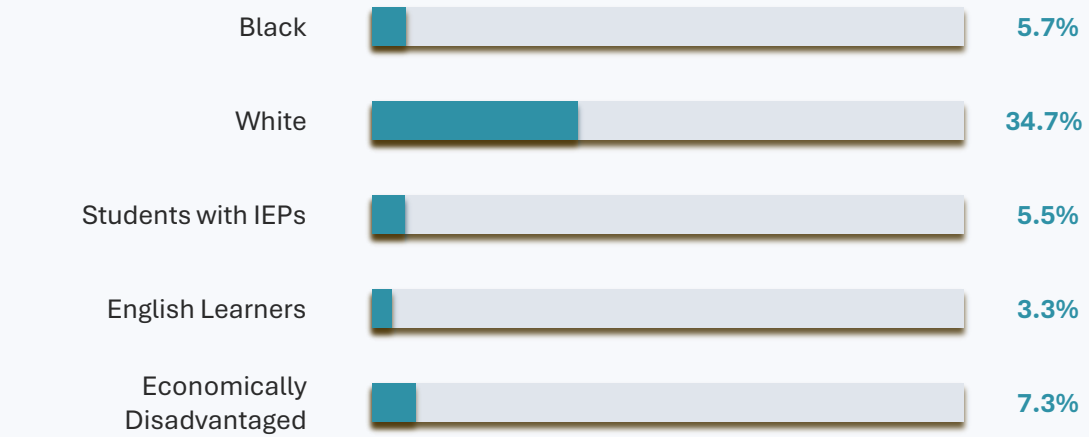
At or Above Benchmark — EOY



All Grade 3 students: 51.7%

PA Classroom Diagnostic Tool (CDT)

Likely Proficient or Advanced — Spring



All Grade 3 students: 16.8%

WHAT WE ARE LEARNING Student-group differences are evident across both literacy lenses. DIBELS identifies differences in foundational reading development, while CDT identifies differences in students' performance with broader grade-level ELA expectations.

Digital Literacy: Preparing Students for Online Learning and Assessment

The first year of online PSSA administration highlighted the need for students to develop literacy skills and the digital competencies necessary to demonstrate those skills successfully in online learning and assessment environments.

What We Learned from Year 1 of Online PSSA

1. Students were required to demonstrate literacy skills while also managing the digital demands of the testing platform.
2. Students' technology navigation skills may have influenced assessment performance.
3. Ongoing exposure to digital tools and online tasks became essential.
4. Students' access to and experience with technology varied across schools and classrooms.
5. The transition to an online assessment format highlighted opportunities to strengthen technology systems, student experiences, and supports.

PPS established K–12 Digital Literacy Expectations to support equitable assessment access and achievement.

Our Digital Learning Strategy

Systematically embed digital literacy experiences within core ELA instruction across grade levels.

EMBED — Digital reading, writing, annotation, navigation, and assessment experiences within core ELA instruction.

PRACTICE — Regular engagement with complex digital texts, digital written responses, and technology-enhanced assessment formats.

DEVELOP — Keyboarding and digital navigation proficiency as part of daily literacy learning.

Intended Result

Students simultaneously developing literacy skills and the digital competencies necessary to demonstrate those skills successfully in online learning and assessment environments.

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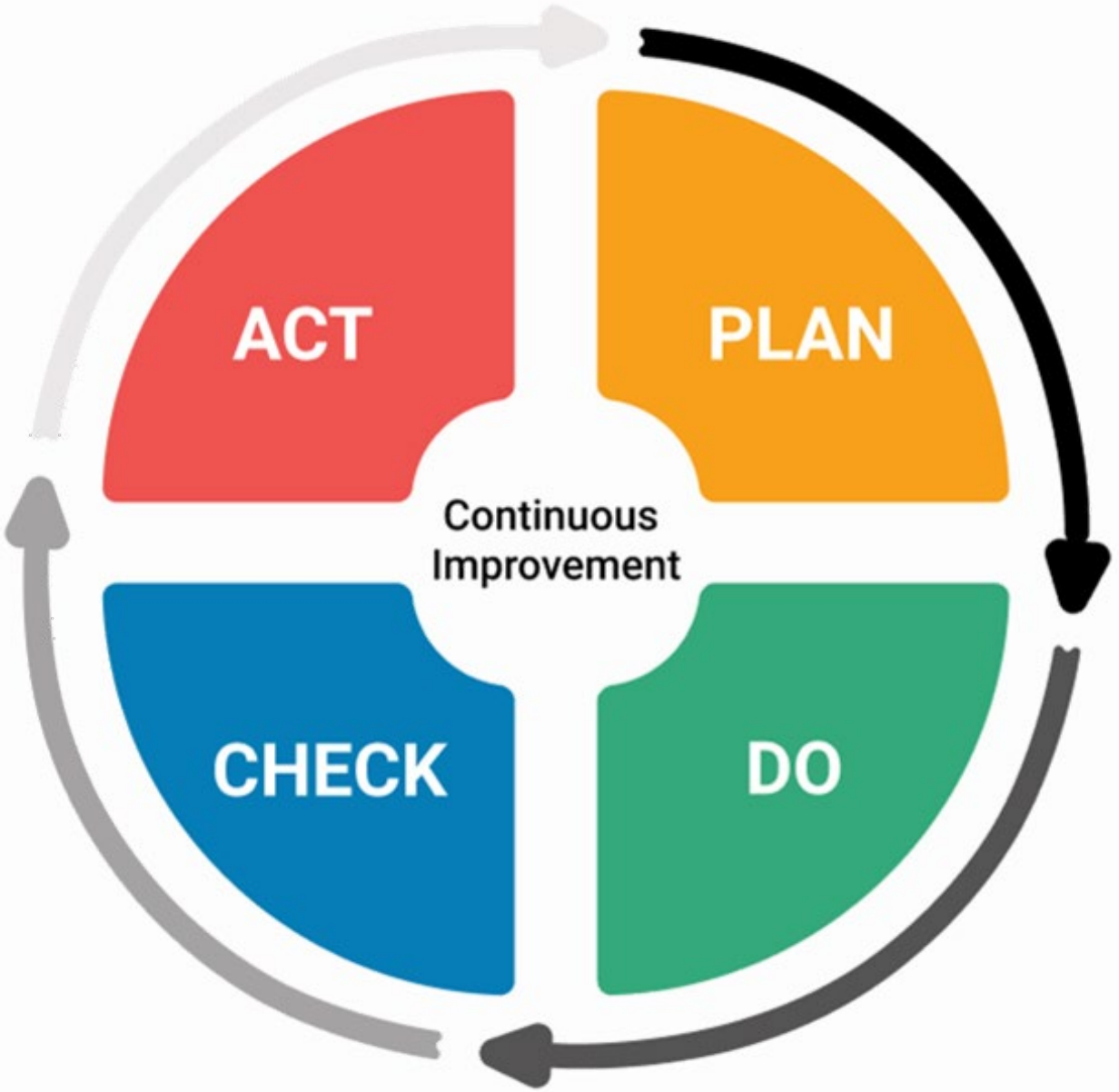
Our 2026-2027 Strategy

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Strategy and Plan 26-27



- Strengthening Core Instruction through Fidelity
- Strengthen Targeted Literacy Supports
- Strengthen Instructional Leadership and Data-driven Decision-making

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Strategy 1: Strengthen Core Instruction Through Fidelity

Building on the work already underway to ensure consistent implementation of the District-approved core curriculum

2025–26 Established the Foundation

Deepened Science of knowledge and Reading practice (395 educators completed Structured Literacy Course)

Provided professional learning and curriculum implementation support

Established instructional look-fors aligned to Open Court Reading (OCR)

Conducted classroom observations and provided feedback

Supported principals

Summer 2026 Prepared Leaders to Lead

Conducted Summer Instructional Leadership Readiness Sessions with principals

Reinforced expectations for high-quality Tier I instruction

Prepared principals to monitor implementation

Aligned leadership expectations with 2026–27 instructional priorities

August–September 2026 Established & Verified Expectations

Communicated expectations for use of District-approved curriculum

Launched K–5 ELA quarterly instructional priorities

Used the Open Court Reading Beginning of the Year (BOY) Checklist to verify classroom readiness

Conducted school visits and classroom observations

Provided immediate feedback and targeted support where implementation gaps were identified

2026–27 Monitor, Support & Hold Accountable

Regularly monitor evidence of core curriculum implementation

Provide targeted professional learning and coaching support

Conduct follow-up observations to verify implementation

Use student progress data to assess impact and adjust support

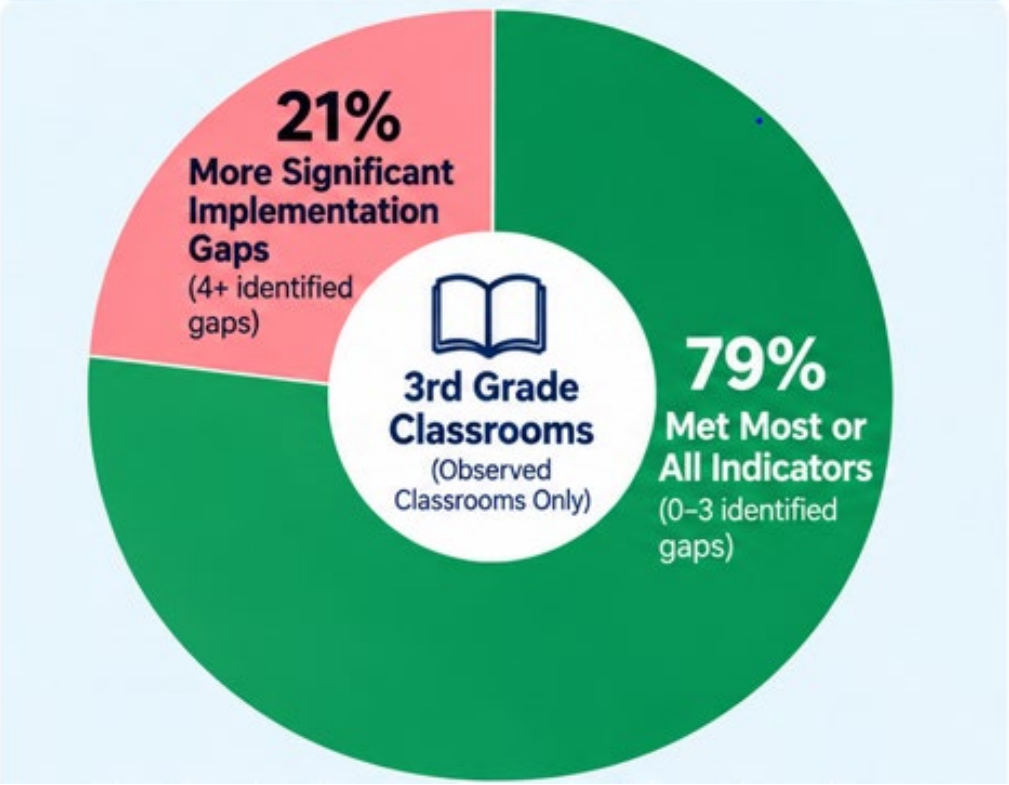
Hold school leaders accountable for implementation end follow-up actions

Strategy 1: What Our Beginning-of-Year Readiness Evidence Tells Us

Open Court Reading Implementation in 3rd Grade Classrooms — September 2026

Implementation Readiness Results

Based on the Open Court Beginning of the Year (BOY) Checklist



What We Are Seeing in Classrooms

Key areas for continued focus based on Beginning-of-Year Readiness

Writing	In some classrooms, there were limited opportunities for students to write regularly. Writing is not consistently integrated into daily instruction.
Instructional Routines and Materials	In some classrooms, instructional routines are not consistently implemented. Open Court Reading materials are not always used as intended, including the Teacher's Edition.
Classroom Readiness	Sound/Spelling Cards are not always posted where all students can see and access them Workshop and small-group areas are not consistently set up.

What This Means | **Beginning-of-Year evidence shows strong evidence in most observed classrooms, while identified gaps provide specific priorities for immediate support and follow-up monitoring.**

Strategy 1: Monitoring and Accountability

Using Multiple Sources of Evidence to Ensure High-Quality Instruction and Stronger Student Outcomes

What We Monitor	Evidence We Collect	Accountability Action
Core Curriculum Implementation (Open Court Reading)	• Open Court Reading BOY Readiness Checklist results • Trends in implementation over time	• Provide feedback to principal and teacher. • Schedule a follow-up observation to verify implementation.
Instructional Practice (Observations and Walkthroughs)	• Classroom observation and walkthrough data • Identified instructional gaps (e.g., writing, comprehension, routines, engagement)	• Share findings with principal & Assistant Superintendent. • Provide targeted support (coaching, professional learning) • Require a school-level action plan and follow-up monitoring.
Student Progress (DIBELS / Acadience)	• DIBELS benchmark results (BOY, MOY, EOY) • Progress-monitoring data • Analysis of student growth and areas of need	• Review core instruction and intervention supports. • Provide targeted support and monitor progress at the next benchmark window.
Coaching and Professional Learning	• Coaching-cycle completion and documentation • Implementation of coaching support plans • Participation in professional learning	• Adjust coaching focus and deployment • Provide differentiated support as needed. • Principals and Assistant Superintendents monitor implementation of agreed-upon action steps.
Approved Literacy Digital Tools	• Usage and utilization reports for approved literacy software and digital tools • Classroom evidence of effective integration	• Review usage reports and classroom evidence. • Provide targeted training and implementation support. • Ensure tools are used to enhance core instruction.

Strategy 2: Strengthen Targeted Literacy Supports

Timely, Consistent, and Effective Intervention for Students Who Need Additional Support

Use Data to Inform Decisions

- Reviewed School Improvement Plans and provided feedback to strengthen data-informed decision-making.
- Trained coaches and teachers to use data dashboards to design instruction and interventions.

Reset Expectations

- Shared intervention expectations through Summer K–5 Instructional Leadership Readiness Sessions before the school year began.

Reading Intervention Data Placement Guidance

- Established consistent districtwide processes for student identification, intervention planning, progress monitoring, and data-based decision-making.

District Reading Specialists

- Strategically assigned 8 District Reading Specialists based on EOY DIBELS data.
- Prioritized Grades 1–3 for intensive intervention support.

Professional Learning to Support Tier III

- Provide ongoing professional learning on our Tier III intervention.
- Provided summer professional learning for principals on the role and expectations of our District Reading Specialists.

Strategy 2: Strengthen Targeted Literacy Supports

Monitoring Intervention Delivery & Student Response

What We Monitor	Evidence We Collect	Purpose and Action
Student Identification and Placement	• DIBELS/Acadience assessment data • Student progress data between assessment windows	• Ensure students who need additional support are placed in the appropriate tier of intervention based on current performance. • Review placement between assessment windows and adjust as needed based on student progress.
Intervention Implementation and Usage	• Intervention schedules • Program usage data	• Ensure identified students are receiving the intended intervention support. • Provide principals with program usage data. • Follow up and provide support when usage is insufficient.
Student Response to Intervention	• DIBELS progress monitoring data • Student work and performance data	• Monitor student progress between assessment windows. • Determine if students are responding to the intervention support provided. • Make instructional adjustments when progress is not sufficient.
District Reading Specialist Support	• Progress-monitoring data • Reading Specialist service delivery data	• Monitor the support provided by District Reading Specialists. • Ensure students in Grades 1–3 who need intensive intervention are receiving support. • Review student progress and adjust support as needed.

Strategy 3: Strengthen Instructional Leadership & Data-Driven Decision-Making

Building Leadership Capacity to Monitor Instruction, Use Evidence, and Ensure Action for Stronger Student Outcomes

What We Are Strengthening

Instructional Leadership

- Strengthen principals' ability to recognize and monitor high-quality literacy instruction.
- Establish clear expectations for observations, walkthroughs, feedback, and follow-up.

Data Review Meetings

- School leaders provide in-year updates on progress toward the Grade 3 literacy goal.
- Review student performance, implementation evidence, and school-level priorities.

Evidence-Based School Monitoring

- Use observation and implementation evidence.
- Monitor whether actions produce changes in practice and student progress.

Central Office Support

- Strengthen monitoring and support by Assistant Superintendents.
- Provide targeted instructional support based on identified needs.

Accountability and Action

- Monitor implementation of observation and walkthrough expectations, including quality and frequency of feedback.
- Review school leader documentation and follow-up actions.
- Where expectations are inconsistent, provide targeted support and require follow-up monitoring by assistant superintendents.

- School leaders present current student data and implementation evidence at scheduled data review meetings.
- Establish specific actions, supports, and timelines.
- At the next review, school leaders report on agreed-upon actions and evidence of progress.

- Analyze multiple sources to determine whether instructional expectations are met and students are progressing sufficiently.
- Where progress is insufficient, require school-level problem-solving and specific instructional changes, followed by monitoring of implementation and impact.

- Assistant Superintendents monitor school-level implementation and follow up on priorities.
- Office of Curriculum and Instruction provides targeted support, resources, and professional learning.


LET'S TALK