## From the DPS Elementary Handbook:

The homework policy for Danvers Public Elementary Schools is aligned with the current research on the effects of homework on student achievement (John Hattie, "Visible Learning" 2017). Hattie's study concluded that although there is a positive correlation between homework and academic achievement for secondary level students, homework has little to no effect on student achievement at the elementary level.

There is a vast amount of research that supports the positive correlation between time spent reading and student achievement. The NAEP Reading Report Card for the Nation (U.S. Department of Education 1999) shows that at every level, reading more pages at home and at school was associated with higher reading scores. In addition, Anderson, Wilson, and Fielding (1988) also researched the relationship between the amount of reading done and reading achievement. They found that the amount of time spent reading was the best predictor of reading achievement.

Guided by this research, the table below describes the district wide expectations for homework from preschool through fifth grade.

| Preschool and Kindergarten | - There is no assigned homework. <br> - We encourage you to read with/to your child daily. |
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| First Grade | - Please read with/to your child daily <br> - |
| Second Grade, Third Grade and word practice, as directed by teacher <br> Fourth Grade | - Read for 20 minutes daily <br> - Math fact practice, as directed by teacher <br> - Teacher may provide a monthly menu of optional <br> home learning opportunities |
| Fifth Grade | - Read for 30 minutes daily <br>  |

In addition to the homework described above, teachers may occasionally assign additional homework for the purposes of preparing for or extending the lessons within the prescribed elementary curriculum (Reading Units of Study, Writing Units of Study, Fundations, Words Their Way, Investigations, Amplify Science).

