

THIRD GRADE READING LAW

How does the new Third Grade Reading Law really impact us?
A practical guide of the tasks and responsibilities as outlined by the Enrolled House Bill No. 4822

Source: [http://www.legislature.mi.gov/\(S\(ts4dacobiebno3tt4gocfe5i\)\)/mileg.aspx?page=getobject&objectname=2015-HB-4822](http://www.legislature.mi.gov/(S(ts4dacobiebno3tt4gocfe5i))/mileg.aspx?page=getobject&objectname=2015-HB-4822)

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Beginning in the 2016-2017 school year...

MDE Responsibilities

The Michigan Department of Education would be required to do all of the following to help ensure that more students achieve a score of at least "proficient" in English language arts on the grade 3 state assessment:

	Notes/Questions/Actions
Approve three (or more) valid and reliable screening, formative, and diagnostic reading assessment systems for use by school districts and charter schools.	
Approved assessment system will provide a screening assessment, progress monitoring capabilities, and a diagnostic assessment.	
In determining which assessment systems to approve, the department must consider at least the following factors:	
<ul style="list-style-type: none"> ✓ Time required to conduct the assessment (<i>with the intention of minimizing the impact on instructional time</i>) ✓ Level of integration of assessment results with the instructional support for teachers ✓ Timeliness in reporting assessment results to teachers, administrators, and parents 	
	Notes/Questions/Actions
Recommend or develop a reading/literacy coach model.	
The bill requires that the reading/literacy coach model support and provide initial and ongoing professional development to teachers in all of the following ways:	
<ul style="list-style-type: none"> ✓ The coach must provide professional development in each of the five major reading components: <ul style="list-style-type: none"> ○ Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension <i>(*Based on an analysis of student performance data)</i> ✓ The coach must provide professional development that enables administering and analyzing instructional assessments. ✓ The coach must make available professional development that provides differentiated instruction and intensive intervention. ✓ The professional development provided by the coach must use progress monitoring. 	

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ISD/Early Literacy Coach Responsibilities

The bill requires the early literacy coach to undertake 11 separate teaching tasks:	Notes/Questions/Actions
1. Model effective instructional strategies for teachers	
2. Facilitate study groups	
3. Train teachers in data analysis and using data to differentiate instruction	
4. Coach and mentor colleagues	
5. Work with teachers to ensure that evidence-based reading programs (such as comprehensive core reading programs, supplemental reading programs, and comprehensive intervention reading programs) are implemented with fidelity	
6. Train teachers to diagnose and address reading deficiency	
7. Work with teachers in applying evidenced-based reading strategies	
8. Help increase instructional density	
9. Help lead and support reading leadership teams at the school	
10. Continue to increase his or her own knowledge base in best practices in reading instruction and intervention; and House Fiscal Agency HB 4822 as reported from committee Page 4 of 16	
11. Model and coach whole- and small-group instruction with students, for each teacher in grades K to 3	

To allow a sharp and sustained focus on reading instruction, the bill <u>PROHIBITS</u> an early literacy coach from...	Notes/Questions/Actions
✓ Coaches MAY NOT be assigned administrative functions that will confuse the coach's role for teachers	
✓ The bill PROHIBITS a coach from being assigned a regular classroom teaching assignment	
<u>Instead requires</u> that the coach work frequently with students in whole- and small-group instruction or tutoring in the context of modeling and coaching in or outside of teachers' classrooms	



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To ensure highly capable coaches, the bill requires that an early literacy coach <u>have all of the following</u>:	Notes/Questions/Actions
<ul style="list-style-type: none">✓ Experience as a successful classroom teacher✓ Sufficient knowledge of evidenced-based reading research✓ Special expertise in quality reading instruction (and infusing reading strategies into content-area instruction)✓ Data management skills✓ A strong knowledge base in working with adults✓ A minimum of a bachelor's degree and advanced coursework in reading✓ Have completed professional development in research based literacy instruction strategies	

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Beginning in the 2017-2018 school year...

School Board and Charter School Board of Directors Responsibilities

The boards of public and charter schools would be required to do <u>all of the following</u> to ensure more students achieve a score of at least "proficient" in English language arts on the grade 3 state assessment.	In Place	Partial	Not Yet
1. Select one valid and reliable screening, formative and diagnostic Reading Assessment System from those approved by the Department of Education. <ul style="list-style-type: none"> ✓ This assessment system will be used in grades kindergarten to 3 to screen and diagnose difficulties, inform instruction and intervention needs, and assess progress. ✓ A student's progress would have to be assessed at least three times each school year. ✓ The first of the assessments would have to be conducted within the first 30 days after classes began. 			
2. For any student who exhibited a reading deficiency at any time, provide an Individual Reading Improvement Plan within 30 days . <ul style="list-style-type: none"> ✓ The plan would be created by a student's teacher, school principal, and parents (or legal guardians), as well as by other pertinent school personnel. ✓ It would describe the reading intervention services the student would receive to remedy the reading deficit. ✓ Then, the school would provide intensive reading intervention for each student, in accord with the individual reading improvement plan until the student no longer had a reading deficiency. 			
3. If a student in grades K to 3 were identified as having an early literacy delay or reading deficiency, school officials, provide written notice to the parents (or legal guardian) AND provide tools to assist the parents to engage in intervention and to address or correct any barrier at home.			
4. Require a school principal or charter school chief administrator to: <ul style="list-style-type: none"> ✓ Target specific areas of professional development based on the reading development needs data for incoming students, for each teacher in grades K to 3 ✓ Differentiate and intensify professional development for teachers based on data gathered by monitoring teacher progress in improving student proficiency rate ✓ Establish a collaborative system within the school to improve reading proficiency rates in grades K to 3 ✓ Ensure that time was provided for teachers to meet for professional development 			
5. Utilize, at least, early literacy coaches provided by the intermediate school district (ISD) in which the school district or public school academy (charter school) is located. <p><i>*A charter school may hire and use its own early literacy coach, at the charter school's expense, if the coach and the coach's usage otherwise meet the requirements of this section</i></p>			

Requirements of School-Based Reading Intervention & Read at Home Plan

House Bill 4822 (H-5) describes in detail the manner in which school districts and charter schools would be required to provide reading intervention programs for all students in grades K to 3.

The programs, intended to ensure that students are proficient readers by the end of grade 3, <u>would include some or all of the following features:</u>	In Place	Partial	Not Yet
✓ Be student-specific for each K-3 student; identifying and addressing that student's reading deficiency			
✓ Screen and monitor progress at least three times each year			
✓ Provide evidence-based core reading instruction that is comprehensive and meets the majority of the general education classroom needs			
<ul style="list-style-type: none"> ✓ Provide reading intervention that, at a minimum: ✓ Allows the student to read at grade level, including intensive development in the five major reading components—phonemic awareness, phonics, fluency, vocabulary, and comprehension ✓ Is systematic and explicit, multisensory, and sequential ✓ Is implemented during regular school hours (in addition to regular classroom reading instruction) 			
✓ Provide parents, legal guardians, or other providers of care for the student with a "Read at Home" plan, including participation in parent, guardian, or care provider training workshops and regular home reading			
✓ Document efforts by the student's school to engage parents and legal guardians, and whether those efforts were successful			
<ul style="list-style-type: none"> ✓ Document any dissenting opinions expressed by school personnel or parent or guardian concerning the ✓ individual reading improvement plan 			

Further, the bill describes the reading intervention program that is intended to correct reading deficiencies for a grade 3 student who did not achieve a grade 3 reading level on the state assessment.

Depending on the needs of an individual student, the intervention program <u>would include the following features:</u>	In Place	Partial	Not Yet
✓ Be evidence-based with proven results in accelerating achievement within a single school year			
✓ Provide more dedicated time to reading			
✓ Provide daily targeted small-group and one-to-one reading intervention, including explicit and systematic instruction with more detailed and varied explanation, more extensive opportunities for guided practice, and more opportunities for error correction and feedback			
✓ Provide frequent and ongoing progress monitoring assessments			

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	In Place	Partial	Not Yet
✓ Provide supplemental evidence-based interventions delivered by a teacher, tutor or volunteer with specialized training provided before school, after school, or during school hours but outside of regular English language arts classroom time, or any combination of these			
✓ Document efforts by the student's school to engage parents and legal guardians, and whether those efforts were successful			
✓ Document any dissenting opinions expressed by school personnel or parent or guardian concerning the individual reading improvement plan			

Requirements for Supporting English Language Learners

House Bill 4822 requires that kindergarten to grade 3 students identified as English language learners (that is, students who are learning the English language in addition to their native language) by their teachers, or by the diagnostic reading assessment, have intervention services that <u>include at least ALL of the following:</u>	In Place	Partial	Not Yet
✓ Ongoing assessments that provide actionable data for teachers to use in interventions			
✓ Instruction in academic vocabulary			
✓ Instruction in the five major reading components—phonemic awareness, phonics, fluency, vocabulary, and comprehension			
✓ Common English language development strategies such as modeling, guided practice and comprehensive input			

In addition, for those students identified as English language learners by their teachers or by the diagnostic reading assessment, if available staff resources allow, a school district or charter school is encouraged to provide the following:	In Place	Partial	Not Yet
✓ Instruction in the student's native language, with withdrawal of that instruction as appropriate as the student improves English language skills (A school district or charter school is encouraged to provide this support for at least students whose native language is Spanish, Chinese, Hindi, Korean, or Arabic.)			
✓ Opportunities for speech production			
✓ Common English language development strategies such as modeling, guided practice and comprehensive input			
✓ Feedback for the student, including explanations in the native language			

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Reading Summer Camps

School districts and charter schools are <i>encouraged to offer</i> :	In Place	Partial	Not Yet
Summer reading camps staffed with highly effective reading teachers, for all students exhibiting a reading deficiency, as determined by a student's teacher through the diagnostic reading assessment system selected by the school district or charter school.			

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Beginning with students enrolled in grade 3 during the 2019-2020 school year...

Promotion from Grade 3 to Grade 4

The superintendent of a school district, or the chief administrator of a charter school would be required to ensure that a student whose parent or guardian has been notified by the Center House Fiscal Agency/Educational Performance and Information (CEPI) that the student is subject to being retained, and who does not fall under one of the exceptions listed below, **did NOT enroll in grade 4** until ONE of the following occurred:

- ✓ The student achieved a reading score that is less than one grade level behind on the state English language arts assessment
- ✓ The student demonstrated a grade 3 reading level through performance on an alternative standardized reading assessment approved by the state superintendent of public instruction
- ✓ The student demonstrated a grade 3 reading level through a student portfolio, as evidenced by demonstrating mastery of all grade 3 state English language arts standards through multiple work samples

Under the bill, if a child younger than 10 years of age sought to enroll for the first time in a school district or charter school in grade 4, school officials would be prohibited from enrolling the student in grade 4 until the student...

- ✓ Achieved a reading score that was less than one grade level behind, demonstrated by utilizing one of the three assessment results described above

Exceptions:

The bill provides that students who receive a "good cause" exemption (as outlined on page 10 of this document) OR who demonstrate proficiency in all other subjects on the state assessment *(and specifically in science and social studies)* as determined by the grade 3 teacher based on the student's portfolio, **are NOT required to meet one of the criteria above before being promoted to Grade 4.**

- ✓ These students must still receive intensive reading intervention until they no longer have a deficiency

Further, under House Bill 4822 (H-5), if a child is not enrolled in grade 4 at the beginning of a school year, then before promoting the student from grade 3 and placing the child in grade 4:

- ✓ An appropriate school official would be required to notify the student's parent (or legal guardian) of the proposed placement
- ✓ AND obtain the parent's written consent

Repeat Grade 3: Only Once

The bill would prohibit a school district or charter school from requiring a student to:

Repeat grade 3 more than once because of the requirements of House Bill 4822.

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Retention in Grade 3: Notice to Parents

The bill requires that...	Important Dates & Deadlines
<p>MDE must provide CEPI with the results for all grade 3 public school students who completed a state assessment NO LATER THAN MAY 23rd of each year. <i>*or no later than 14 days after the MDE finalizes scoring, whichever is earlier.</i></p>	<p>No later than May 23rd of each year</p>
<p>The Center for Educational Performance and Information (CEPI):</p> <ul style="list-style-type: none"> ✓ Identify the students subject to being retained in grade 3 ✓ Notify the parent or legal guardian and school district or charter school of those students NO LATER THAN JUNE 1st of each year. <i>* or no later than 14 days after receiving the results from the MDE</i> ✓ The CEPI notification to a parent or guardian must take place by certified mail 	<p>No later than June 1st of each year</p>
<p>A school district or charter school may also make its own notification to a parent or guardian. The notification to a parent or guardian must clearly state that:</p> <ul style="list-style-type: none"> ✓ Based on standardized testing, the student may be retained in Grade 3, but may achieve promotion based on an alternative assessment or student portfolio. ✓ The parent or guardian may request a good cause exemption (described below) from the school district or charter school, within 30 days after notification by CEPI, which would allow promotion. ✓ The parent or guardian has a right to meet with school officials to discuss the retention requirements and standards and processes for a good cause exemption from the retention requirement. 	<p>No date specified</p>
<p>The parent or guardian may request a “good cause” exemption (described on page 9 of this document) from the school district or charter school, within 30 days after notification by CEPI.</p>	<p>Parent or guardian may request a “good cause” exemption within 30 days after notification by CEPI</p>
<p><i>***If the parent or guardian requests a meeting, the school official to whom the request is made must ensure that an appropriate school official is made available.</i></p>	

Further, under House Bill 4822, if a child is not enrolled in grade 4 at the beginning of a school year...

Before placing the child in grade 4, an appropriate school official would be required to notify the student's parent (or legal guardian) of the proposed placement

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Reading Intervention Program for Struggling Readers

House Bill 4822 specifies that students who are not advanced to grade 4, who must fulfill one of the advancement criteria listed above before qualifying for advancement, who receive a good cause exemption, or who are allowed to advance based on proficiency in other subjects, **must be provided with a reading intervention program** that is intended to correct the student's reading deficiency, as identified by a valid and reliable assessment.

This program would be required to include effective instructional strategies necessary to assist the student with becoming a successful reader, <u>including all of the following features</u>, as appropriate for the needs of the individual student:	In Place	Partial	Not Yet
<ul style="list-style-type: none"> ✓ Assigning to a student one or more of the following: <ul style="list-style-type: none"> • A highly effective teacher of reading, as determined by the teacher evaluation system under Section 1249 of the act • The highest evaluated grade 3 teacher in the school as determined by the teacher evaluation system • A reading specialist 			
<ul style="list-style-type: none"> ✓ Reading programs that are evidence-based and have proven results in accelerating student reading achievement within the same school year 			
<ul style="list-style-type: none"> ✓ Reading instruction and intervention for the majority of student contact time each day that incorporates opportunities to master the grade 4 state standards in other core academic areas 			
<ul style="list-style-type: none"> ✓ Daily targeted small-group or one-to-one reading intervention that is based on student needs (determined by assessment data and reading deficiencies) that includes explicit and systematic instruction with more detailed and varied explanation, more extensive opportunities for guided practice, and more opportunities for error correction and feedback 			
<ul style="list-style-type: none"> ✓ Administration of frequent and ongoing progress monitoring assessments to monitor student progress toward a growth target 			
<ul style="list-style-type: none"> ✓ Supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training provided before, after, or during school but outside regular English language arts classroom time, or a combination of these 			
<ul style="list-style-type: none"> ✓ Parental, guardian, and care provider involvement with a "Read at Home" plan that includes training workshops 			

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Allowable Reasons for "Good Cause" Exemption

The bill describes ways that promotion to grade 4 would be allowed for a student without a grade 3-level reading proficiency. Specifically, if the school superintendent or charter school administrator, or a designee, granted a "good cause" exemption, the student could be advanced to grade 4.

However, a "good cause" exemption could be granted only according to certain procedures, <u>and only for one of the following reasons:</u>	Notes/Questions/Actions
<ul style="list-style-type: none"> ✓ The student has an individualized education program or Section 504 plan (based on federal law), whose team decides to exempt the student from specified retention requirements (that a child under age 10 seeking to enroll in school for the first time in grade 4 must demonstrate ability through assessments or work samples, as described in Promotion from Grade 3 to Grade 4, above) based on the team's knowledge of the student 	
<ul style="list-style-type: none"> ✓ The student is a limited English proficient student who has had less than three years of instruction in an English language learner program; 	
<ul style="list-style-type: none"> ✓ The student has received intensive reading intervention for two or more years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3; 	
<ul style="list-style-type: none"> ✓ The student has been continuously enrolled in the current school district or charter school for less than two years and there is evidence that the student was not provided with an appropriate individual reading improvement plan by the previous school 	
<ul style="list-style-type: none"> ✓ The student's parent or guardian has requested a good cause exception within the required time period and the superintendent or chief administrator, or designee, determines that the exemption is in the best interests of the student 	

Procedure for "Good Cause" Exemption

The bill describes a procedure that must be followed, if a school official exempts a grade 3 student for good cause.

A good cause exemption could be granted...	Setting the following steps in motion...	Final Decision
<ol style="list-style-type: none"> 1. At the request of a student's parent or legal guardian 2. Upon the student's grade 3 teacher's own initiative the teacher would need to submit: <ul style="list-style-type: none"> ✓ A recommendation ✓ Supporting documentation 	<p>The superintendent or chief administrator would then:</p> <ul style="list-style-type: none"> ✓ Review the request and supporting information ✓ Discuss the recommendation with the student's grade 3 teacher and individualized education program team (if applicable) ✓ Determine whether the exemption is in the best interest of the student ✓ Provide a determination in writing, whether or not to recommend a good cause exemption 	<p>This decision is final and must be made and communicated to the parent or guardian at least 30 days before the first day of school</p>

Staffing

If a school district or charter school cannot furnish the number of teachers needed to satisfy one or more of the criteria for a school year...

By the August 15 before the beginning of that school year:	In Place	Partial	Not Yet
The district or charter school must develop a staffing plan for providing services and post the plan on its website			
The plan must include at least:			
<ul style="list-style-type: none"> ✓ A description of the criteria that will be used to assign a student identified as not proficient in English language arts to a teacher ✓ The credentials or training of all teachers at the school ✓ How the district or charter school will meet the requirements of House Bill 4822 			

**The bill specifies that it neither requires, nor intends to require, a school district or charter school to supplant state funds with federal funds for implementing or supporting the requirements of House Bill 4822, nor does it prohibit a school district or charter school from continuing to use federal funds for any of the purposes or activities described in the bill.*

Beginning in 2020, by September 1 of each school year:

Retention Reporting to CEPI

School districts and charter schools must submit retention reports to CEPI, containing information on...	Notes/Questions/Actions
✓ The number of students retained in grade 3 due to these new regulations	
✓ The number of students promoted to grade 4 under each of the various good cause exemptions	

Please note: Content was taken from Traverse City Bay ISD materials.