



# 3<sup>rd</sup> Grade Reading Law Outline and Potential Impact

Presentation to MEMSPA

February 28, 2017



October 6, 2016 Governor Snyder signed House Bill 4822 into law.



Photo from Mlive

# Number of 3<sup>rd</sup> Graders Assessed

107,178

3<sup>rd</sup> Graders

2014-15 School Year

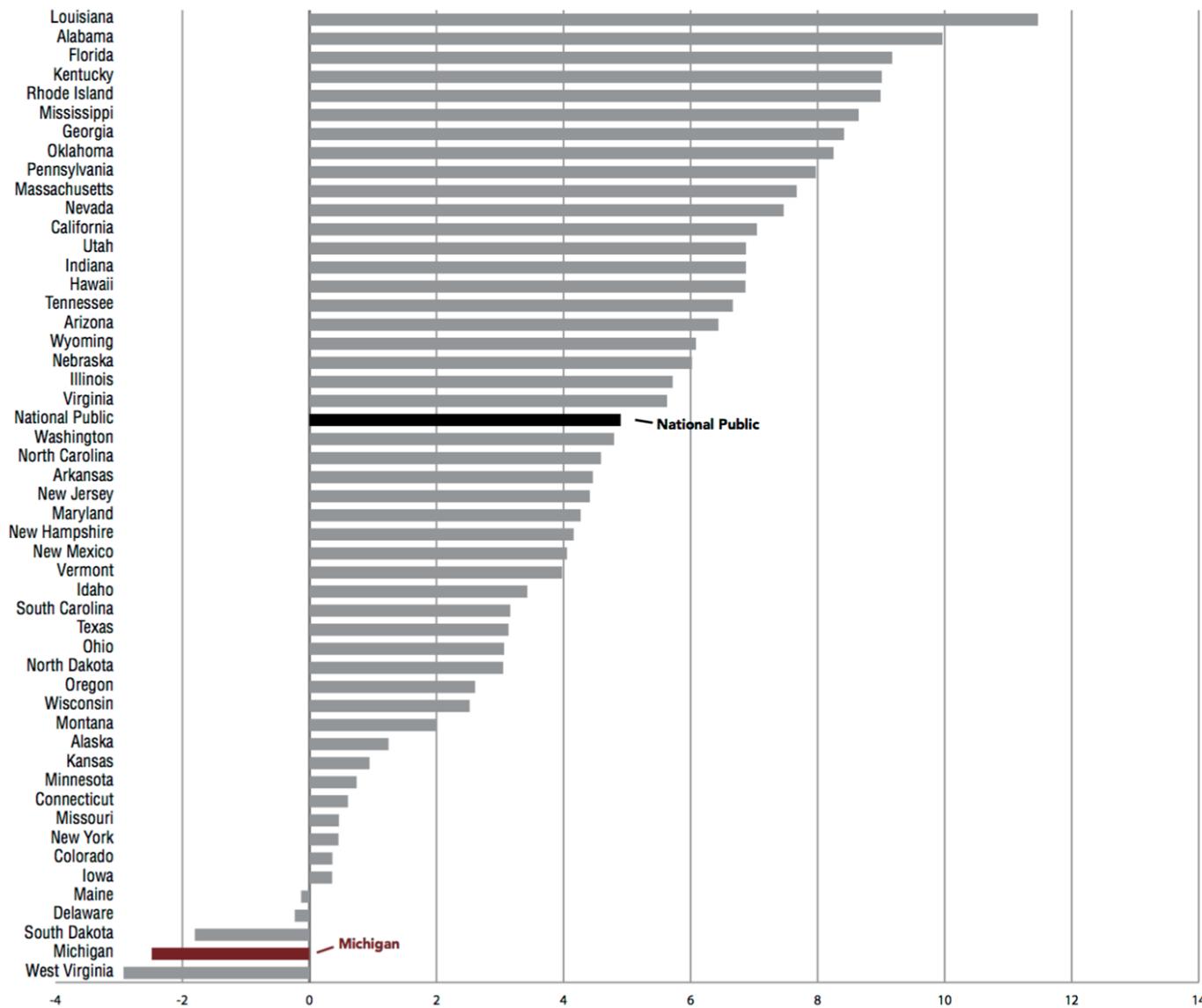
Of 3<sup>rd</sup> Graders Assessed

53,481

are **not proficient** in English Language Arts on MSTEP

## Michigan is One of Only Five States That Show Negative Improvement for Early Reading Since 2003

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-15)

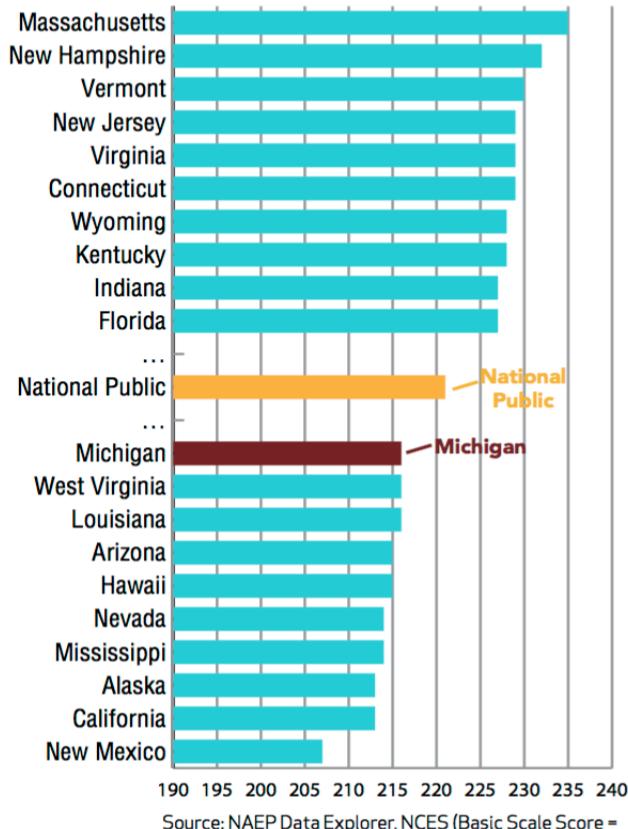


Source: NAEP Data Explorer, NCES (Basic Scale Score = 208; Proficient Scale Score = 238), 2003-15

## Michigan in Bottom Ten States for Early Literacy

Average Scale Score, NAEP Grade 4 - Reading -  
All Students (2015)

### Top Ten and Bottom Ten States



Source: NAEP Data Explorer, NCES (Basic Scale Score = 208; Proficient Scale Score = 238), 2015

### 4TH GRADE READING

CURRENT RANK:

41ST

2030 PROJECTED RANK:

48TH

# Michigan is faced with a challenge

- We must improve learning outcomes for our students.
- “Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement. Classroom instruction can have an enormous impact on the development of literacy knowledge and skills.”  
Essential Instructional Practices in Early Literacy K-3



“Be unsatisfied-disturb the comfortable in Michigan literacy.”

-Dr. Nell Duke MEMSPA 2016



# 3<sup>rd</sup> Grade Reading Law

## Reading Programs

Beginning 2017-2018



Intended to ensure all students are reading at grade level by the end of 3<sup>rd</sup> grade:

- Identifies and addresses the pupil's reading deficiency
- Screens and monitors the progress of each pupil's reading skills
- Comprehensive, evidence-based core reading instruction
  - The Essentials



# 3<sup>rd</sup> Grade Reading Law

## English Language Learner

- Ongoing assessments that provide actionable data
- Instruction in phonemic awareness, phonics, comprehension, fluency, and academic vocabulary
- Development of strategies such as modeling, guided practice, and comprehensive input
- Encourage:
  - Instruction in native language
  - Opportunities for speech population
  - Feedback in native language





## **Definition of *program***

[Late Latin *programma*, from Greek]

a plan or system under which action may be taken toward a goal

# 3<sup>rd</sup> Grade Reading Law

- Develop Coaching Model- In progress



# 3<sup>rd</sup> Grade Reading Law: Assessment to Inform Instruction

Beginning 2017-18

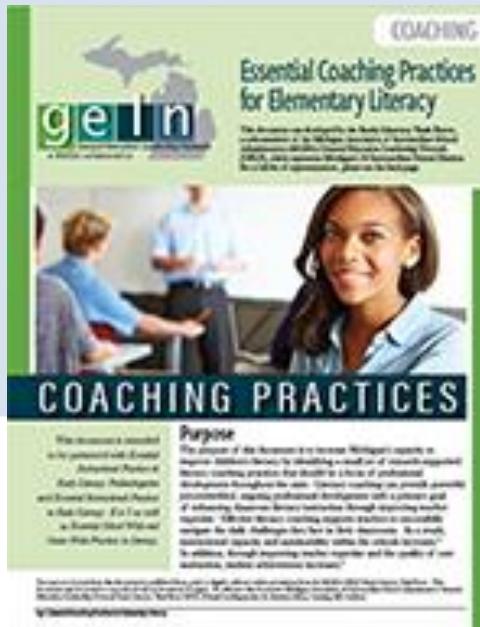
MDE's Responsibilities (In Progress)	District Responsibilities
Select <b>3</b> Assessment Systems to include: <ul style="list-style-type: none"><li>• Screening</li><li>• Formative</li><li>• Diagnostic</li></ul>	Select <b>1</b> Assessment System to include: <ul style="list-style-type: none"><li>• Screening</li><li>• Formative</li><li>• Diagnostic</li></ul>

Not to determine retention in 3rd Grade



# 3<sup>rd</sup> Grade Reading Law: Coaching Model

Beginning 2017-18

MDE's Responsibilities (In Progress)	District Responsibilities
<p>Recommend or develop an early literacy coaching model with the following features:</p> <p><b>Ongoing Professional Development:</b></p> <ul style="list-style-type: none"><li>• Reading components and the Essentials</li><li>• Administering and utilizing assessment data</li><li>• Differentiated instruction and intensive intervention</li></ul>	<ul style="list-style-type: none"><li>• Utilize at least early literacy coaches provided through the ISDs</li></ul> 

# 3<sup>rd</sup> Grade Reading Law

## Districts or PSA Responsibilities- Beginning 2017-18

- Create an Individual Reading Improvement Plan (IRIP) for any K-3 student with a deficiency
- Notify parents and give tools to support
- Requirements for principals (professional development)
- Use a literacy coach
- Encouraged to offer Summer reading camps staffed by highly effective teachers providing reading intervention services and supports



# 3<sup>rd</sup> Grade Reading Law

## Reading Interventions – Meet the Minimum

- Develop the ability to read at grade level
- Develop the reading components of **phonemic awareness, phonics, fluency, vocabulary, and comprehension**
- Systematic, explicit, multisensory, and sequential
- Implemented during regular school hours in addition to regular classroom instruction



# 3rd Grade Implications

# 3<sup>rd</sup> Grade Reading Law

## Reading Intervention Programs for Grade 3– Students Exhibiting Deficiency Include:



- Evidence-based and proven results in accelerating pupil reading achievement
- More dedicated time than the previous school year
- Daily targeted small group or 1-to-1 reading invention based on needs
- Progress monitoring assessments
- Delivered by teacher, tutor or volunteer with specialized reading training
- Provided before school, during school hours, but outside regular English language arts classroom time
- “Read at Home” plan – for those with a deficiency
  - Guardian training workshops and regular home reading
  - Schools and Districts must:
    - Document efforts by the school to engage the pupil’s guardian
    - Document any dissenting opinions in IRIP

# 3<sup>rd</sup> Grade Reading Law

## 3<sup>rd</sup> Grade Students in 2019-2020 (Current Kindergarteners)

Shall ensure that a pupil, whose guardian has been provided notification, is not enrolled in grade 4 until one of the following occurs:

- Achieves a reading score that is less than 1 grade level behind on the grade 3 state English Language Arts assessment
- Demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment approved by the superintendent of public instruction
- Demonstrates a grade 3 reading level through a portfolio demonstrating competency in all grade 3 state English Language Arts standards
- Other must-knows:
  - Incoming students younger than 10 years of age must demonstrate grade 3 reading level
  - Only requires repeating 3<sup>rd</sup> grade once



# 3<sup>rd</sup> Grade Reading Law

## Timelines

May 23<sup>rd</sup> or 14 days after finished scoring provided to CEPI

June 1<sup>st</sup> or 14 days after getting scores, CEPI tells guardians by certified mail:

- State has determined that the pupil may be required to be retained
- Guardian has the right to request a 'good cause exemption'
  - 30 days after the date of notification by CEPI
  - Must direct the request to the district in which student intends to enroll in 4<sup>th</sup> grade
  - Right to request a meeting with school officials



# 3<sup>rd</sup> Grade Reading Law

- **Good Cause Exemption**
  - One of the following:
    - Individualized education program or with a section 504 plan
    - The individualized education program team or section 504 coordinator makes the decision
  - Limited English proficient student
    - Less than 3 years of instruction
  - Received intensive intervention for 2 or more years and was previously retained
  - Continuously enrolled in current district for less than 2 years and evidence they were not provided with an appropriate Individual Reading Improvement Plan
  - Requested within the time period and in the best interest of the student



# 3<sup>rd</sup> Grade Reading Law



- **Good Cause Procedure**
  - After request or the teacher's own initiative
    - Grade 3 teacher submits a recommendation along with documentation that indicates that an exemption applies to the pupil
  - Review and discuss the recommendation and make a determination in writing
  - Superintendent/chief administrator's decision is final
    - Communicated to the parent or legal guardian at least 30 days before the first day of school

# 3<sup>rd</sup> Grade Reading Law

- **Exemptions other than Good Cause**
  - Both of the following:
    - Proficient in all subject areas assessed on the grade 3 state assessment other than English language arts
    - Proficient in science and social studies as shown through a pupil portfolio and as determined by the teacher who provided the grade 3 instruction to the pupil in science and social studies



# 3<sup>rd</sup> Grade Reading Law

- **Students not Promoted (and some that have been)**

District shall provide a reading intervention program that is intended to correct the pupil's specific reading deficiency

- Effective instructional strategies and 1 or more:
  - Assigned to highly effective teacher of Reading
  - Highest evaluated grade 3 teacher in the school
  - Reading specialist
- Evidenced-based reading programs
- Reading instruction and intervention for the majority of contact time that incorporates grade 4 standards in other areas
- Tier two or three intervention with progress monitoring
- “Read at Home” plan



# 3<sup>rd</sup> Grade Reading Law

- **Staffing Plan**

Beginning June 4, 2019 – If cannot meet guideline, then need to post a plan by August 15, 2019, which includes:

- Description of the criteria that will be used to assign a pupil who has been identified as not proficient in English language arts to a teacher
- Credentials or training held by teachers currently teaching at the school
- How the district will meet the requirements under this section



# 3<sup>rd</sup> Grade Reading Law

- **Reporting Requirements**

Retention Report to CEPI:

- Beginning in 2020, not later than September 1, 2020
- Number of pupils retained in grade 3
- Number of pupils promoted to grade 4 due to a “Good Cause Exemption”



# 3<sup>rd</sup> Grade Reading Law

The legislation itself is not rich enough to succeed in improving results.

- **Schoolwide Essentials**
- **Coaching Essentials**
- **K-3 Instructional Practices**
- **Pre K Instructional Practices**



# Questions?



Laural Triebel  
MDE, OEII Curriculum and Instruction  
[triebell@michigan.gov](mailto:triebell@michigan.gov)

Lisa Brown  
MDE, OFS Special Populations  
[brownl30@michigan.gov](mailto:brownl30@michigan.gov)