

Karen Hill

From: Charlie Glaes
Sent: Wednesday, October 07, 2015 10:47 AM
To: Karen Hill
Subject: FW: Legislative Committee Update
Attachments: ATT00001.txt; HB 4822 Modifications.pdf

[For Board Legislative Update.](#)

From: masa7 [mailto:masa7@listserv.melg.org]
Sent: Monday, October 05, 2015 8:42 AM
To: Charlie Glaes
Cc: Brad Biladeau and David Randels; Chris Wigent
Subject: Fwd: Legislative Committee Update

NOTE: Replies to this message go automatically to all region list members.

Good Morning Region VII Colleagues-

Here is an update from Brad B. regarding some "hot topics" going on right now in Lansing.

Please take special note of the side-by-side comparison re: 3rd grade reading. As you know, this is a big issue. I will be discussing the issue personally with Rep. Aaron Miller tomorrow, please take the time to e-mail (good), call (better), or even try to visit your rep (best) to discuss this very important issue with him or her. There are too many problems with this bill to not do our very best to voice our collective concerns. I truly believe that our representatives do care about kids- but we have to get our message to them. Longitudinal studies (in the majority of cases) do not support the retaining of students as a viable option in regards to improving student outcomes, and certainly does not help lower drop-out rates among students.

We DO have to do a better job of catching students earlier who are struggling readers, and we DO have to reinforce in the early grades. I don't believe anybody- least of all the educational community- debates that. Lansing has stepped up with more resources for early childhood

education, and that's good. We have to work on best practices and use reliable formative assessment tools to make sure that students are engaged and getting the extra support needed to succeed.

Please urge your representative to continue to work with us to ensure success for our young students, and assure him or her that we are willing to do so. I know that all of you have stepped up in this area. Share those stories with him or her.

Thanks for all you do for the young people in your district.

-Tom

Dr. Thomas M. Langdon
Superintendent of Schools,
Sturgis Public Schools

"Go Trojans!"

The Four Critical Questions of Professional Learning Communities:

- 1.) What do we want our students to learn?
- 2.) How will we know they have learned it?
- 3.) How will we respond when some students don't learn?
- 4.) How will we respond when some students already know it?

----- Forwarded message -----

From: **Brad Biladeau** <bbiladeau@gomasa.org>

Date: Mon, Oct 5, 2015 at 7:36 AM

Subject: Legislative Committee Update

To: Brad Biladeau <bbiladeau@gomasa.org>

MASA Legislative Committee:

There have been few new legislative developments that we wanted to provide you a brief status update on. We expect the Michigan House of Representatives to take action on several pressing education issues this week. We will continue the update you as changes occur.

1. Third Grade Reading. The Michigan House Education Committee met and approved changes to the third grade reading legislation. We expect a vote on the floor this week. While the legislation has several modifications, there are issues that remain in the newest version. I have attached a side-by-side analysis which explains the concerns raised by the legislative committee and the corresponding changes made in the bill.

2. Evaluations. The House Education also met last week to pass out SB 103, legislation that creates a teacher

and administrator evaluation system. We are continuing to review the legislation and work with stakeholders. Our initial observation is that the legislation appears to fall within the parameters supported by the MASA legislative committee. We expect a vote on the floor this week and will keep you updated as new information is made available.

3. MASA Council Action. The MASA Council has ratified the position of the legislation committee on the following issues.

Teacher Prep Reading Requirements - HB 4823 (Rep. Price).

MOTION: Moved by Yvonne Camul-Caanal, seconded by Pete Haines, to support the MASA/MAISA Legislative Committee's position of support for HB 4823. Motion carried.

Educator Evaluation - House Sub SB 103 (Draft 3).

MOTION: Moved by Russell Pickell, seconded by Dirk Weeldreyer, to support the MASA/MAISA Legislative Committee's position of opposing SB 103. Motion carried.

As always, please contact me if you have any comments or questions.

Brad

CONFIDENTIALITY NOTICE: This message and all attachments transmitted with it may contain legally privileged and confidential information intended solely for the use of the addressee. If the reader of this message is not the intended recipient, you are hereby notified that any reading, dissemination, distribution, copying, or other use of this message or its attachments is strictly prohibited. If you have received this message in error, please notify the sender immediately and delete this message and all copies and backups

You are currently subscribed to masa7 as: cglaes@vicksburgschools.org.
To unsubscribe send a blank email to leave-1444231-5928348.09678b5b0410b2b3d11348027c412830@listserv.melg.org

Third Grade Reading (HB 4822)

● Change ● Partial Change ● No Change

ISSUE (HB 4822)	CONCERN	MODIFICATIONS (H-5)
Implementation Window: Identification, intervention, and retention requirements begin in the 2016-17 school year.	Phase in: districts should be given time to fully implement the intervention plan before the retention component takes effect.	Identification and intervention requirements begin in the 2016-17 school year. Retention requirement begins in the 20-17-18 school year. (modified one year)
Literacy Coaches: Employ reading and literacy coaches using the reading/literacy coach model recommended or developed by the department.	This requirement is overly prescriptive and would further exacerbate the shortages in the field. Funding is available only for 2 coaches per ISD.	Districts must utilize, at least, early literacy coaches provided through the ISD in which the district is located, as provided under the State School Aid Act, and using the early literacy coach model recommended or developed by MDE.
Headlee/Supplanting: A school district or PSA shall prioritize its state school aid funding, general funds, and any federal funds available to implement and support activities and requirements. This bill does not require or state an intention to require a school district or PSA to supplant state funds with federal funds for implementing or supporting the activities under this section.	Simply stating intent to pay for legislative mandates under existing funds does not relieve the state from their obligation under either the Headlee Act or federal supplanting laws.	Eliminates the requirement that a school district or PSA shall prioritize its state school aid funding, general funds, and any general funds available for these purposes to implement and support activities under this section. Federal supplanting language remains unchanged.
High Stakes Assessment: Both retention and 3 rd grade intervention is mandated for pupils who do not achieve a grade 3 reading level score on the grade 3 ELA assessment.	The grade 3 ELA assessment doesn't provide the data necessary to make these high stakes decisions. Further, the assessment is not made available to school districts in the time and manner necessary to provide the specified intervention or retention.	Intervention: Eliminates grade 3 ELA assessment and replaces it with a diagnostic reading assessment system. Retention: Changes grade 3 state ELA assessment as sole indicator and adds alternative assessment or portfolio. Legislation should also consider adding a diagnostic assessment.
Smart Promotion: If a pupil is not enrolled in grade 4 and the pupil has demonstrated proficiency in mathematics, science, writing, or social studies, the district shall ensure that the pupil is provided instruction commensurate with the pupil's achievement level in that specific subject area. This instruction may be given in a grade 4 classroom setting.	Students that meet certain proficiency benchmarks in other subjects move forward for instruction but remain in grade 3 for reading. This will create implementation, infrastructure, and assessment alignment concerns with school districts.	No Change

Third Grade Reading (HB 4822)

Good Cause Exemption: Exemptions are given for pupils with an individualized education program that determines the pupil is ineligible to take a state assessment, the pupil is a limited English proficient student who has had less than 2 years of instruction in an ELL program, or the pupil has received intensive reading intervention for 2 or more years and was previously retained.	The special education exemption does not address the needs of most students as many are required to take a state assessment. ELL exemption should be extended to at least 3 years of instruction. Experience has shown that these students need more time and support than 2 years would allow. The legislation should be amended to empower parents and school districts by granting them a mutual good cause exemption.	IEP: The pupil is a student with a disability whose individualized education program or section 504 plan reflects that the pupil has received intensive remediation in reading but that the pupil still demonstrates a reading deficiency or was previously retained in kindergarten, grade 1, grade 2, or grade 3 for academic reasons. ELL: The pupil is a limited English proficient student who has had less than 3 years of instruction in an English language learner program.
Opt-out: Flexibility is not given for districts who are implementing alternative reading programs.	Several states offer an opt-out for districts that have documented success in implementing MTSS/RTI or other proven programs that are tailored to district and student need.	Parent/School Option: NONE No Change
Barriers at Home: Stipulates that districts must address or correct any reading barriers at home.	A requirement to correct any barrier at home is arbitrarily vague and may invite legal challenges.	Eliminates the requirement to address or correct any barrier to reading at home.
Retention: If a pupil is rated one full grade level or more behind in reading on the grade 3 ELA assessment, the pupil shall not be enrolled in grade 4 until proficiency is proven on the state assessment, an alternative assessment, or through a portfolio.	Researchers have found that retention is not a successful strategy. In fact, less than half of retained students meet promotion standards even after attending summer school and repeating a grade. Studies also indicate that retention is the second greatest predictor of school-drop; a child that is retained one year is almost twice as likely to dropout as non-retained students. On a case-by-case basis and done in close partnership with a child's parents, teachers and support network retention can be necessary. However, this type of action needs to be monitored carefully and be based on each child's individual situation.	Changes grade 3 state ELA assessment as sole indicator and adds alternative assessment or portfolio.