

NEW GUIDELINE - VOL. 31, NO. 2

THIRD GRADE READING ASSESSMENT

Responsibilities of the Board

The Board of Education is dedicated to providing its students with the necessary tools to achieve a score of at least proficient in English language arts on the grade 3 state assessment. In furtherance of this goal, the District will do as follows:

Beginning in the 2017-2018 school year, (~~x~~) the Superintendent (~~+) the Board (+) the _____~~, will select a valid and reliable screening, formative, and diagnostic reading assessment system from those approved by the Michigan Department of Education.

Implementation of the Assessment System

Beginning in the 2017-2018 school year, the District will utilize this assessment system in kindergarten to third grade to screen and diagnose difficulties, inform instruction and intervention needs, and assess progress toward a growth target. Each student's progress will be assessed at least three (3) times each school year, with the first assessment occurring within the first thirty (30) days after classes began.

Identification of Deficiency

If a student in kindergarten through third grade exhibits a reading deficiency at any time, the District will provide an Individual Reading Improvement Plan (Plan) for that student within thirty (30) days after a deficiency is identified. A reading deficiency exists if the student scores below grade level or is determined to be at risk of reading failure based on a screening assessment, diagnostic assessment, standardized summative assessment or progress monitoring.

The Plan will be created by the student's teacher, school principal, and parents (or legal guardians), as well as by other pertinent school personnel. The Plan will describe the reading intervention services the student will 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. The District will also provide written

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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.

Professional Development

Beginning in the 2017-2018 school year, the (x) school principal (~~→~~ ~~chief administrator~~) shall:

- A. target specific areas of professional development based on the reading development needs data for incoming students, for each teacher in kindergarten through third grade;
- B. differentiate and intensify professional development for such teachers based on data gathered by monitoring teacher progress in improving student proficiency rates;
- C. establish a collaborative system within the school to improve reading proficiency rates in kindergarten to third grade;
- D. ensure that time is provided for teachers to meet for professional development.

The District shall also utilize, at least, early literacy coaches provided by the intermediate school district (ISD).

Reading Intervention Programs

Beginning in the 2017-2018 school year, the District shall provide reading intervention programs for students in kindergarten through third grade intended to ensure that students are proficient readers by the end of third grade.

For students who exhibit reading deficiencies, these programs shall include all of the following:

- A. intervention based on screening and diagnostic tools
- B. intervention that identifies and addresses the student's reading deficiencies
- C. screening and monitoring progress at least three (3) times each year

- D. evidence-based core reading instruction that is comprehensive and meets the majority of the general education classroom needs
- E. reading intervention that, at a minimum, allows the student to read at grade level, including intensive development in the five (5) major reading components-phonemic awareness, phonics, fluency, vocabulary, and comprehension; is systematic, explicit, multisensory, and sequential; and is implemented during regular school hours in addition to regular classroom reading instruction
- F. a "Read at Home" plan for parents, legal guardians, or other providers of care for the student with a reading deficiency, including participation in parent, guardian, or care provider training workshops and regular home reading
- G. documentation of the efforts by the student's school to engage parents and legal guardians, and whether those efforts were successful
- H. documentation of any dissenting opinions expressed by school personnel or a parent or guardian concerning the individual reading improvement plan

If a third grade student who exhibits a reading deficiency as determined by the student's teacher through the diagnostic reading system selected by the District, the student shall receive reading intervention programs intended to correct the identified area(s) of deficiency. This program shall include all of the following:

- A. be evidence-based with proven results in accelerating achievement within a single school year
- B. more dedicated time to reading
- C. 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

- D. frequent and ongoing progress monitoring assessments
- E. 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
- F. parental involvement through a "Read at Home" plan including training workshops (as described above)
- G. documentation of the efforts by the student's school to engage parents and legal guardians, and whether those efforts were successful
- H. documentation of any dissenting opinions expressed by school personnel or a parent or guardian concerning the individual reading improvement plan

English Language Learners

Beginning with the 2017-2018 school year, all students in kindergarten to third grade who are identified as English language learners by their teachers, or by the diagnostic reading assessment selected by the District, shall be provided with intervention services that include at least all of the following:

- A. ongoing assessments that provide actionable data for teachers to use in interventions;
- B. instruction in academic vocabulary;
- C. instruction in the five (5) major reading components-phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- D. Common English language development strategies such as modeling, guided practice and comprehensive input.

~~[THE FOLLOWING OPTIONAL LANGUAGE IS BASED ON THE LEGISLATURE'S "ENCOURAGEMENT" TO PROVIDE FOR ENGLISH LANGUAGE LEARNERS IF THE DISTRICT HAS AVAILABLE STAFF RESOURCES]~~

~~[OPTION]~~

~~[] In addition, for those students identified as English language learners by their teachers or by the diagnostic reading assessment, the District will provide:~~

- ~~A. instruction in the student's native language, with withdrawal of that instruction as appropriate as the student improves English language skills; **[DRAFTING NOTE: A District is encouraged to provide this support for at least students whose native language is Spanish, Chinese, Hindi, Korean, or Arabic.]**~~
- ~~B. opportunities for speech production;~~
- ~~C. common English language development strategies such as modeling, guided practice and comprehensive input;~~
- ~~D. feedback for the student, including explanations in the native language.~~

~~[END OF OPTION]~~

~~[THE FOLLOWING OPTIONAL LANGUAGE IS "ENCOURAGED" BY THE LEGISLATURE]~~

~~[] Reading Summer Camps~~

~~The District will provide 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 District.~~

~~[END OF OPTION]~~

Promotion to Fourth Grade

Beginning with students enrolled in the third grade during the 2019-2020 school year, the Superintendent will ensure that a student whose parent or guardian has been notified by the Center for Educational Performance and Information (CEPI) that the student is subject to being retained in the third grade due to a reading deficiency, and who does not fall under one (1) of the exceptions listed below, does not enroll in fourth grade 4 until one (1) of the following occurred the student:

- A. achieves a reading score that is less than one (1) grade level behind on the State English language arts assessment
- B. demonstrates a third grade reading level through performance on an alternative standardized reading assessment approved by the State Superintendent of Public Instruction
- C. student demonstrates a third grade reading level through a student portfolio, as evidenced by demonstrating competency in all third grade State English language arts standards through multiple work samples

New Student Reading Requirements

Beginning in the 2019-2020 school year, if a child younger than ten (10) years of age seeks to enroll in fourth grade with the District for the first time, the child may not be enrolled in the fourth grade in the District unless one (1) of the following occurs the student:

- A. achieves a third grade reading score as determined by the department based on the reading portion of the third grade State English language arts assessment
- B. demonstrates a third grade reading level through performance on an alternative standardized reading assessment approved by the State Superintendent of Public Instruction
- C. demonstrates a third grade reading level through a student portfolio, as evidenced by demonstrating competency in all third grade State English language arts standards through multiple work samples

Other Means for Promotion to Fourth Grade

For new students described above and enrolled students who are being retained as described above, such students may still be promoted to fourth grade if s/he demonstrates both of the following that the student is proficient in:

- A. all other subjects on the third grade State assessment other than English language arts as evidenced by the student's test scores
- B. science and social studies, as shown through the student portfolio and determined by the third grade teacher who provided instruction to the student in science and social studies

[OPTIONAL LANGUAGE]

[x] Notice to Parents that the Student Will be Retained

After the District receives notification from CEPI that a student is subject to retention in third grade, the District will notify the parent or guardian of this fact.

[END OF OPTION]

The parent or guardian of a student who receives notification from CEPI 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. If the parent or guardian requests a meeting, the District will ensure that an appropriate school official is made available to participate in the meeting.

If a child/student is not enrolled in fourth grade at the beginning of a school year based on reading retention requirements, an appropriate school official will notify the student's parent (or legal guardian) of the proposed placement before placing the child in the fourth grade.

Reading Intervention Program for Struggling Readers in or After Third Grade

Students who do not advance to fourth grade due to a reading deficiency, students who must fulfill one (1) of the advancement criteria listed above before qualifying for advancement to fourth grade, students who receive a good cause exemption as described below, and students who are allowed to advance based on proficiency in other subjects, will all 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 will include effective instructional strategies necessary to assist the student to become a successful reader, including all of the following features, as appropriate for the needs of the individual student:

- A. assignment of the student to one (1) or more of the following:
 - 1. a highly effective teacher of reading, as determined by the teacher evaluation system under Section 1249 of the Revised School Code
 - 2. the highest evaluated grade 3 teacher in the school as determined by the teacher evaluation system
 - 3. a reading specialist
- B. reading programs that are evidence-based and have proven results in accelerating student reading achievement within the same school year
- C. 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

- D. 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
- E. administration of frequent and ongoing progress monitoring assessments to monitor student progress toward a growth target
- F. 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
- G. parental, guardian, and care provider involvement with a "Read at Home" plan including training workshops and regular home reading

"Good Cause" Exemption

The Superintendent may grant a "good cause" exemption, which would allow the student to advance to fourth grade even if the student does not otherwise satisfy the foregoing standards. A "good cause" exemption may be granted only according to the following procedures and only for one (1) of the following reasons:

- A. 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 based on the team's knowledge of the student
- B. the student is a limited English proficient student who has had less than three (3) years of instruction in an English language learner program
- C. the student has received intensive reading intervention for two (2) or more years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade

- D. the student has been continuously enrolled in the District for less than two (2) years and there is evidence that the student was not provided with an appropriate individual reading improvement plan by the student's previous school
- E. the student's parent or guardian has requested a "good cause" exemption, as described below, within the required time period and the (x) Superintendent / (x) Principal determines that the exemption is in the best interests of the student

Procedure for Obtaining a "Good Cause" Exemption

The (x) Superintendent / (x) Principal shall only grant a good cause exemption if the following procedure is followed:

- A. at the request of a student's parent or legal guardian or upon a teacher's own initiative, the student's third grade teacher submits a recommendation for promotion to the fourth grade to the (x) Superintendent / (x) Principal along with documentation
- B. The (x) Superintendent / (x) Principal discusses the recommendation with the student's third grade teacher and individualized education program team, if applicable, and makes a determination, in writing, whether or not to recommend a "good cause" exemption. The decision is final.

Alternatively, a parent or guardian may make a request for a good cause exemption within thirty (30) days of the CEPI notification. If this occurs, the (x) Superintendent / (x) Principal will review the request and supporting information, determine whether the exemption is in the best interest of the student, and make a determination, in writing, whether or not to recommend the "good cause" exemption. The decision is final and must be made and communicated to the parent or guardian at least 30 days before the first day of school.

Repeat Grade 3 Only Once

A student may not be required to repeat the third grade more than once due to a reading deficiency.

~~[OPTIONAL LANGUAGE TO INCLUDE IF DISTRICT CONSIDERS THIS MAY BE A POSSIBILITY]~~

~~[] ——— **Staffing**~~

~~Beginning June 4, 2019, if the District cannot furnish the number of teachers needed to satisfy one (1) or more of the criteria set out above for a school year, by August 15th before the beginning of that school year, the District will develop a staffing plan for providing services and post the plan on its website. The plan will include at least: 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; and how the District will meet the requirements set out above.~~

~~[END OF OPTION]~~

Retention Reporting to CEPI

Beginning in 2020, by September 1st of each school year, the District will submit retention reports to CEPI, containing information on the number of students retained in the third grade for the reasons set out above and the number of students promoted to the fourth grade under each of the various good cause exemptions set out above.

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