

Detailed Guide for Huron County Educators to Public Act 306

Commonly known as the 3rd Grade Reading Law or the 3rd Grade Retention Law

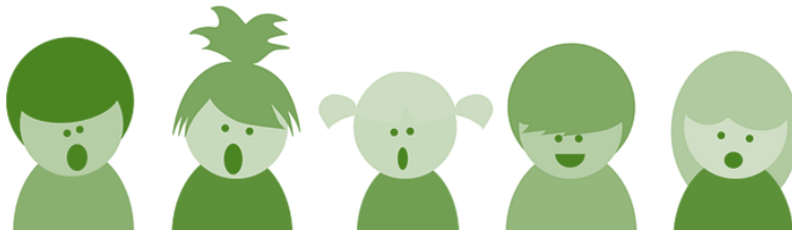


The intent of this law is to ensure that all Michigan students are readers by the end of Grade 3.

Effective in the **2017-18 school year**, all schools will:

- ✓ **Provide core instruction** in phonemic awareness, phonics, fluency, vocabulary, and comprehension that is systematic, explicit, multisensory, and sequential.
- ✓ **Use a Universal Screening** tool such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next to assess ALL students, K-3, for reading proficiency, at least **three times each year**. The first screening will occur **within 30 days of the beginning of the school year**.
- ✓ **Complete diagnostic and formative assessments** for any students identified as deficient in reading. The diagnostic assessment(s) selected will be determined by the skill area(s) of phonemic awareness, phonics, fluency, vocabulary, and comprehension, as indicated by the universal screening results. This may include classroom assessments, analysis of the DIBELS Next assessment booklets, a Diagnostic Decoding Survey, DIBELS Deep, NWEA MPG Skills Checklist, or DRA2.
- ✓ **Notify the parent**, in writing, of their child's reading deficiency. **Within 30 days** of identifying the student, the teacher, principal, parent, and other pertinent personnel will **create an Individual Reading Improvement Plan**.
- ✓ The **plan will include**:
 - Student's **assessment results**.
 - **Intensive intervention services** the pupil will receive during the school day, in addition to regular classroom reading instruction, until the reading deficiency has been remedied.
 - **A Read-at-Home Plan for parents with tools and training provided by the school**.
 - Documented **efforts to engage the parent** and whether or not those efforts were successful.
 - Documentation of any **dissenting opinions** about the plan.
- ✓ For **Grade 3** students with an identified reading deficiency, the plan will also include:
 - An intervention program that is proven to **accelerate reading achievement** within the same year.
 - **More dedicated instructional time** than given the previous year.

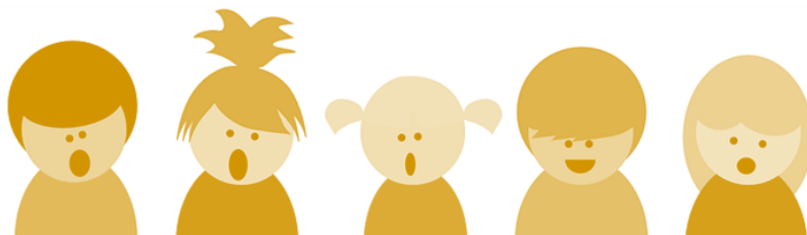
- **Daily, targeted, small-group or 1-to-1 instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.**
 - More **frequent progress monitoring.**
 - Supplemental instruction provided by someone with **specialized reading training.**
- ✓ For students who are **English Language Learners**, the plan will also include ongoing assessments that provide actionable data for teachers to use in interventions, instruction in academic vocabulary, and English language instruction.
 - ✓ An Early Literacy **coach will provide Professional Development to teachers** in the 5 major reading components (phonemic awareness, phonics, fluency, vocabulary and comprehension), administering assessments, data analysis, differentiating instruction and intensive intervention, progress monitoring, identifying and addressing reading deficiency.
 - ✓ An Early Literacy **coach will model** effective instructional strategies in whole and small groups, **facilitate study groups, coach and mentor**, help teachers ensure core and supplemental programs are implemented with fidelity and use of evidence-based reading strategies, help increase instructional density, support leadership teams, and continue to develop themselves as a professional.

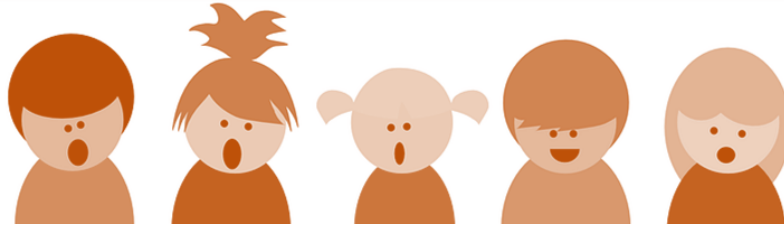


Beginning in the **2019-2020** school year:

- ✓ **Students enrolled in Grade 3 shall not be enrolled in Grade 4 unless the student is less than one year behind** on the Grade 3 State ELA assessment, or on a State-approved alternate standardized assessment, or as evidenced by a pupil portfolio or work samples showing competency in all the Grade 3 ELA standards.
- ✓ By June 1, or 14 days after the finalized scoring of State assessment data, parents and the school district will be **notified via certified mail from CEPI that the child is subject to being retained in Grade 3.** CEPI is the Center for Educational Performance and Information.
- ✓ **Parents have the right to request** of the superintendent, within 30 days of notification, a good cause **exemption** that would allow the children to be enrolled in Grade 4.
- ✓ The **Grade 3 teacher** may also present the superintendent with documentation and a **recommendation for exemption.**

- ✓ The Superintendent will **review and discuss the recommendation with the child's Grade 3 teacher**. The **Superintendent's determination is final**.
- ✓ Other **exemptions** to Grade 3 retention include:
 - The student is **proficient on all other areas** of the Grade 3 State assessment, except ELA.
 - The student is **proficient in science and social studies** as shown through a portfolio.
 - The student has an **IEP or 504 Plan** which exempts the student from retention or following a discussion with the IEP team.
 - The student is an **English language learner** with less than 3 years of English instruction.
 - The student has received **intensive reading intervention for 2 or more years** but still demonstrates a reading deficiency and the student was **already retained** in kindergarten (including DK), Grade 1, 2, or 3.
 - The student was continuously enrolled in the current school for **less than 2 years** and there is evidence they were not provided with an appropriate reading improvement plan.
 - If the parent request is received within 30 days of CEPI notification, **notification to the parent** granting or denying the exemption must be made at least **30 days prior to the first day of school**.
- ✓ For a student who is **retained in Grade 3** under these provisions, *in addition to the requirements for any student with a reading plan*, the school shall also:
 - Assign the pupil to a **highly effective teacher**, OR the highest evaluated teacher of reading in the school, OR a reading specialist.
 - Provide reading instruction and intervention for a **majority of the pupil contact time** each day that incorporates opportunities to master the grade 4 state standards in other core academic areas, if applicable.
 - Provide supplemental evidence-based reading intervention delivered by a **teacher with specialized reading training** that is provided before, after, or during school, but **outside of regular English language arts** classroom time.
- ✓ If promoted to **Grade 4** because of an exemption, the student **continues to be eligible** for services under the Grade 3 criteria listed above.





The law also specifies:

- ✓ The training and background required for **Early Literacy Coaches** and clarifies that a coach may not be an administrator or a teacher assigned regular teaching duties. At a minimum, schools will utilize the ISD coach, but may also employ their own literacy coach.
- ✓ The school principal must target **professional development** based on the reading data, differentiate professional development for teachers based on data, establish a collaborative system in the school, and ensure that time is allocated for professional development.

Beginning **June of 2019**:

- ✓ **Hiring or posting for staffing** must be according to the criteria specified in the law. It includes special consideration for teaching English language learners.

Beginning in **2020**:

- ✓ By September 1 of each year, the district will report to **CEPI a retention report** that includes:
 - number of students retained
 - number of pupils promoted under a good cause exemption, disaggregated by specific exemption type

The law defines the following:

- ✓ “Evidence-based” means based in research and with proven efficacy.
- ✓ “IEP” is an individualized Education Program under the Michigan Administrative Rules for Special Education. “504 Plan” means a plan under section 504 of Title V of the Rehabilitation Act of 1973, 29 USC 794.
- ✓ “Kindergarten” includes a Young-5s or Developmental Kindergarten classroom.
- ✓ Reading deficiency means scoring below grade level or being determined to be at risk of reading failure based on a screening assessment, diagnostic assessment, standardized summative assessment, or progress monitoring.
- ✓ “Reading leadership team” means a collaborative system led by a school building’s principal or program director and consisting of a cross-section of faculty who are interested in working to improve literacy instruction across the curriculum.

Allowable Reasons for Good Cause Exemptions

- 

1 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.
- 

2 The student is a limited English proficient student who has had less than three years of instruction in an English language learner program.
- 

3 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 One, Grade Two, or Grade Three.
- 

4 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 (iRIP) by the previous school.
- 

5 The student's parent or guardian has requested a Good Cause Exception within the required time period and the superintendent, chief administrator, or designee determines that the exemption is in the best interest of the student.
- 

6 Student is proficient in all subjects except reading.
- 

7 Satisfactory portfolio completion by student.
- 

8 The teacher requests with supporting documentation.