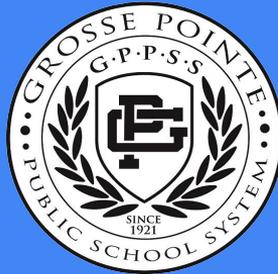


# Welcome



Third Grade Reading Legislation Update

March 20, 2019 EPLC

March 25, 2019 BOE

# MTSS and ELA subcommittee



## Our Vision:

- One GP - where *everyone* learns, *every* day

## Our Mission:

- Promote Innovation, Maximize Potential, Embrace Community

# MTSS and ELA Committee



The GPPSS Strategic Plan continues to guide our work and is committed to the principles of:

Collaboration, Compassion, Embracing Diversity, Innovation, Integrity, Global Awareness, and Perseverance

Actions within Strategic Plan are consistent with ongoing MTSS and ELA committee work:

- Provide tiered supports and challenges for all students
- K-12 MTSS process aligned with MDE Essential Components
- Our district has an aligned and consistent approach to a tiered support system for MTSS/PBIS
- Support inclusive learning opportunities for all students
- Ensure rigorous, innovative and comprehensive curriculum
- Collaborate with technology department to create a menu of digital tools that allows all students to access the curriculum
- Learning opportunities beyond the traditional school day
- Professional growth through professional development offerings

# Background - October 2016

Governor Rick Snyder signed House Bill 4822 into law requiring all Third Grade students not earning a proficient score on the Third Grade State Summative Assessment be retained.

During the year many districts and ISDs interpreted the specific components of this new legislation and developed plans to be in compliance with the law.

**Good News** - *With the exception of the retention language, this law is consistent with Grosse Pointe Public School System's historical approach and dedication to a multi-tiered system of support for our students.*

# Background - 2017-18 Board Presentation

- Unpacking the Third Grade Reading Legislation
- MDE Approved Assessments - Initial: NWEA and Extensive: F&P
- Interventions: Lexia, small group, targeted strategy groups, CR Success/FAST - Literacy Coach
- I-RIP Document
- Parent Engagement
- Communication
- Retention Process
- Good Cause Exemptions
- Next Steps --- we are here!

# 2018-19 Committee Work

- Increased communication and understanding of 3rd Grade Reading Law
- Illuminate DNA data entry to generate I-RIPs
- Develop Administrative Guidelines
- Letter to Parents of Kindergarten and new students
- Letter to Parents Regarding Third Grade Reading Legislation
- Good Cause Exemption Letter from Parent to Superintendent
- Good Cause Exemption Letter from Superintendent
- Develop Student Portfolio Report

# Administrative Guidelines

- Timeline for initial assessment
  - IRIP created within 30 days of student showing a deficit
  - Reading Intervention services provided by reading specialist/Literacy Coach
  - Read at Home plan developed by teacher, Literacy Coach, and parent
- Law does not provide for an IRIP opt-out process
- To avoid retention a student must demonstrate one of the following:
  - Proficiency on State Assessment
  - Proficiency on an alternative assessment
  - Proficiency through a portfolio
  - Qualification for a good cause exemption:

# Good Cause Exemptions - Beginning in 2019-20

- My Child has an IEP
- My child has a 504 plan
- My child is an English learner with less than 3 years instruction in an EL program
- My child received intensive reading interventions for two or more years but still demonstrates a reading deficiency **and** was previously retained. *Young Fives is not considered a retention year*
- My child has been enrolled in the district less than two years and there is evidence that my child was not provided with the appropriate Individual Reading Improvement Plan (IRIP) in their previous setting.
- My child has demonstrated proficiency in math on the state assessment, and has a **portfolio**, provided by their third grade teacher, which demonstrates proficiency in science and social studies
- My child demonstrates proficiency through an approved alternative assessment.

# “Read by Grade 3” Portfolio

*The MDE will provide support around Portfolio-Based assessments, but not specific to this legislation. Districts should create standards and practices that align with their assessment systems and instructional delivery. The law states that the student must demonstrate BOTH proficiency on all subject areas assessed on the grade 3 state assessment other than English language arts AND demonstrate proficiency in Science and Social Studies as shown through the pupil portfolio and as determined by the teacher who provided the grade 3 instruction to the pupil in Science and Social Studies, as applicable. **All portfolios will be reviewed by superintendent or designee.***

I-RIP (Individualized Reading Improvement Plan)

NWEA Student Profile Report

Report Cards

Science Common Assessments

Social Studies Common Assessments

ELA Work Samples:

- Grosse Pointe Writing Assessment
- F&P and/or DRA Records
- LLI Progress Monitoring
- Lexia Reports
- Reading Support Progress Reports

# Administrative Guidelines

- **By June 1, 2020** -- Center for Educational Performance and Information (CEPI) will send notification to school districts and parents if student is below a unique score from the M-STEP (specific cut score not identified at this time) requiring potential retention.
- Parent can file a Good Cause Exemption within 30 days of receiving a notice regarding potential retention.
  - The District has developed a [form letter](#) that will support parents regarding Good Cause Exemptions request.
- After receiving a Good Cause Exemption request the school/district will provide [notification to parent regarding](#) a decision on retaining child 30 days before the first day of school. This decision is made by the school principal and/or superintendent and it is a final decision in accordance with the law.
- Students retained in third grade will be provided reading interventions from a specialized Literacy Coach that are designed to improve specific reading concerns.

# Recap Implementation Timeline

- Beginning 2019-20 - Retention legislation implemented- current 2nd grade students
- **June 1, 2020** - Grade three scores made available to parents and districts
  - CEPI sends notification to parents and school districts
  - Within 30 days of CEPI notification parents can request Good Cause Exemptions
    - Superintendent communicates to parents the determination of Good Cause Exemptions by **August 1, 2020**
- **By September 1, 2020**
  - Retention report due to Center for Educational Performance and Information (CEPI)

# Parent Engagement and Communication

## Parent Engagement

- [Reading at Home Brochure](#)
- [Online Reading Resources for Parents](#)
- [Reading at Home Phonemic Awareness K-1](#)
- [Reading at Home Phonemic Awareness 2-3](#)
- [Reading at Home Phonics K-1](#)
- [Reading at Home Phonics 2-3](#)
- [Reading at Home Fluency K-1](#)
- [Reading at Home Fluency 2-3](#)
- [Reading at Home Vocabulary K-1](#)
- [Reading at Home Vocabulary 2-3](#)
- [Reading at Home Comprehension K-1](#)
- [Reading at Home Comprehension 2-3](#)
- [Reading Tips for Parents of Toddlers](#)
- [Reading Tips for Parents of Preschoolers](#)
- [Reading Tips for Parents of Kindergarteners](#)
- [Reading Tips for Parents of First Graders](#)
- [Reading Tips for Parents of Second Graders](#)
- [Reading Tips for Parents of Third Graders](#)

## Websites for parents:

[www.readingrockets.org](http://www.readingrockets.org)  
[www.pbs.org](http://www.pbs.org)  
[www.starfall.com](http://www.starfall.com)  
[www.kidsource.com](http://www.kidsource.com)  
[www.literacyworldwide.org](http://www.literacyworldwide.org)  
[www.michiganreading.org](http://www.michiganreading.org)  
[www.scholastic.com](http://www.scholastic.com)  
[www.readwritethink.org](http://www.readwritethink.org)

**Communication:** [Parent Letter](#)

## Summer Learning:

- Check out books online
- **Take me to your Readers**

# Future considerations



- **Gov. Whitmer wants to overturn third-grade reading law**
  - Focus on change in policy
  - Focus on increasing funding
  - [Education News](#)
- **GPPSS will continue to comply with the law and adjust accordingly while keeping students at the forefront of our decisions.**

# Thank You



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