

# Understanding Michigan's 3rd Grade Reading Legislation

PA 306 of 2016  
(HB 4822)

October 21, 2016

# Purpose

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To help familiarize district administration and Boards of Education on the key requirements of Public Act 306 of 2016.

To assist districts in creating their initial action plans for implementation of the requirements phased in over the next three years.

# Objectives

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1. Understanding the compelling need driving the legislation.
2. Provide links to read the actual legislation and a MAISA summary.
3. Review the broad requirements and timelines of PL 306.
4. Consider next steps for district action planning.

# 3rd Grade Reading Legislation in Michigan

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HB 4822, signed by Governor Snyder on 10/6/16, is now Public Act 306 of 2016:

- ▶ Attempts to ensure that more students will achieve a score of at least proficient in ELA on the 3rd Grade state assessment
- ▶ Requires implementation of many MTSS elements to ensure early intervention of at risk students.
- ▶ Legislates a process to retain students that fail to read proficiently by the end of 3rd grade

# Why?

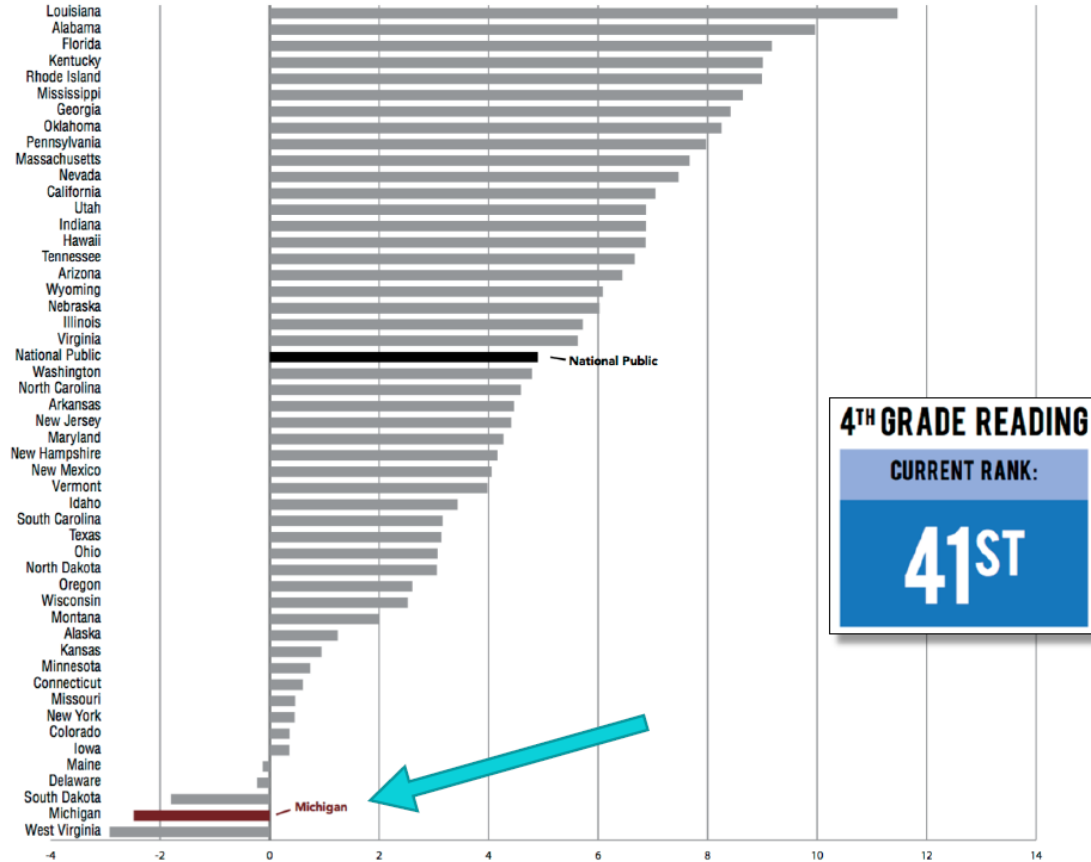
What is the compelling need for this  
legislation?

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# Compelling Need

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

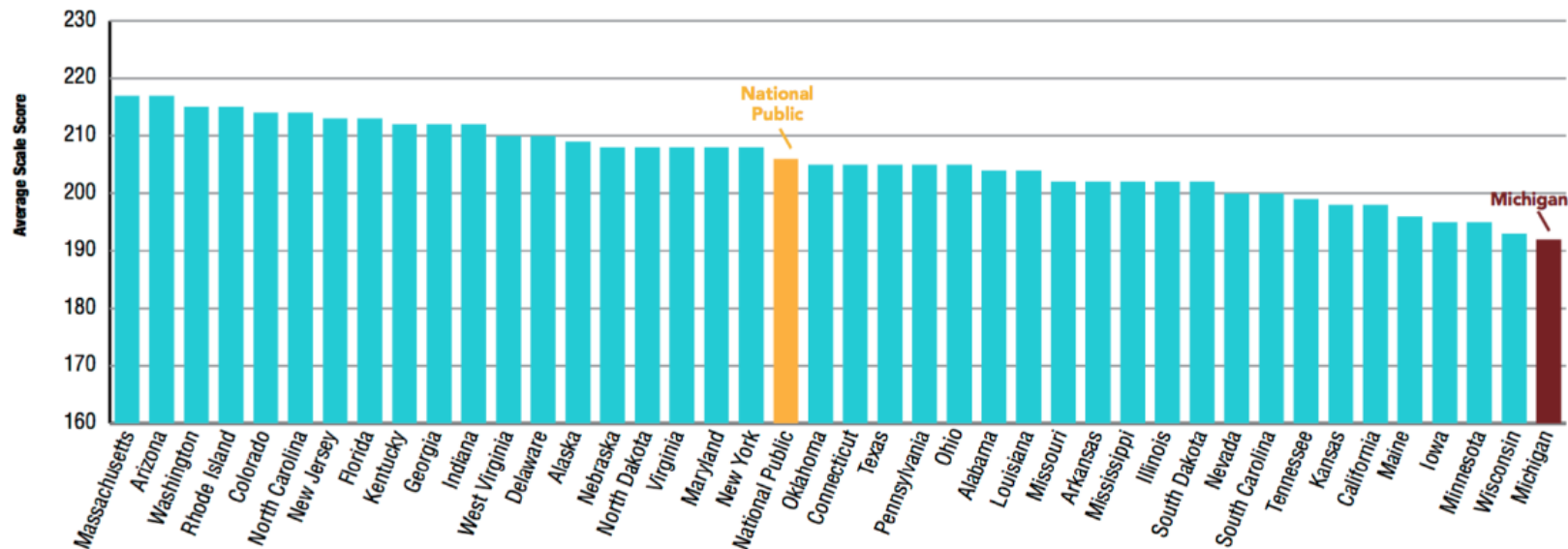
Chart from Michigan Achieves! 2016 Michigan State of Education Report by The Education Trust Midwest  
Available online at: <https://midwest.edtrust.org/michiganachieves/>



The Education Trust-Midwest

# Michigan Last for African American Students in Early Literacy Compared to Nation

Average Scale Score, NAEP Grade 4 – Reading – African American Students (2015)



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

# Oakland County Data

29-91%

of Oakland County local district 3rd Graders scored below proficient on 2015-16  
M-STEP ELA results.

This significantly impacts all districts.

([mischooldata.org](http://mischooldata.org))



# Oakland County Data

5,264

Would be considered for retention based on the 2015-16 M-STEP ELA results.

([mischooldata.org](http://mischooldata.org))

# What?

What does the legislation say?

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# Read the Act

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PA 306 (formerly HB 4822): <http://www.legislature.mi.gov/documents/2015-2016/publicact/pdf/2016-PA-0306.pdf>

MAISA Summary of HB 4822:

<https://drive.google.com/file/d/0B4gufmQtbHFQMDBCSEdNa1FsZHM/view?usp=sharing>

Protocol for Guided Reading of MAISA Summary:

<https://docs.google.com/presentation/d/1b3Z3lGaPeMBgxS650TvDwOj2u3Ut4eF77qMDK7ql1YE/edit?usp=sharing>

# PA 306 Requires K-3 Reading Systems:

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School districts are required in K-3 to have the critical elements of a Multi-Tiered System of Support known as MTSS.

Four Key Elements of MTSS Include

1. Provide evidence-based, comprehensive core reading instruction that meets the needs of the majority of students in the classroom.
2. Utilize assessments to screen, diagnose and progress monitor student growth at least three times a year.

# PA 306 Requires K-3 Reading Systems:

## Key Elements Include (con't)

3. For students identified as having reading delays, a individual reading intervention plan needs to be developed to layer on reading supports and interventions that...

- a. Accelerate student learning to read at grade level
- b. Provide intensive development in the five major reading components (phonemic awareness, phonics, fluency, vocabulary and comprehension)
- c. Are systematic, explicit, multisensory and sequential
- d. Intensify the frequency, grouping formats, instructional focus, explicitness, and assessment of instruction based on student need, supplementing core reading instruction

4. Notify parents and provide supports for reading at home.

# When?

When must requirements be implemented?

# Timelines

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The clock has started ticking!

- PA 306 of 2016 takes effect immediately. This year's (2016-17) Kindergarten students will need to be proficient in ELA on the 3rd Grade state assessment in 2019-20.

Timelines apply to the following entities:

- Michigan Department of Education
- School Districts
- Parents

# Timelines Requirements for MDE

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During the 2016-17 school year:

- MDE must approve 3 or more screening, diagnostic, and progress monitoring assessment systems purposes.
- MDE must develop an early literacy coach model.



# Timelines Requirements for School Districts

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Beginning in 2017-18 school year:

- Must select and administer screening, diagnostic and progress monitoring K-3 assessment systems from the MDE-approved listing.
  - Assessments conducted at least 3 times per year K-3, the first of which must occur within the first 30 days of the school year.
- Collaboratively create and provide individual reading improvement plan within 30 days of identifying a reading deficiency for K-3 students.
  - Provide written notice to the student's parent and tools to support student reading at home ("Read at Home plan").

# Timeline Requirements Involving Parents, Legal Guardians or Other Providers of Care

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Beginning in 2017-18 school year:

- Districts must provide parents, legal guardians or other providers of care with a “Read at Home” plan for all students identified as having reading deficiency, including training workshops and regular home reading.
- Districts must document efforts (successful or unsuccessful) of engaging the parent, legal guardian or other care provider in the “Read at Home” plan.

# Timelines Requirements for School Principals

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Beginning in 2017-18 school year:

- Identify and implement targeted professional development based on the reading needs of students.
- Differentiate and intensify professional development for teachers based on progress monitoring of student proficiency rates.
- Establish a collaborative system (i.e., data-driven grade level meetings 3 times per year) and time for teachers to meet for professional learning.

# What Happens Next?

## The Retention Process

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# 2019-20 Retention Process

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## Parent and School Notification

- Beginning in 2019-2020 MDE will provide CEPI ( Center for Educational Performance and Information) final scores of state assessment within 14 days of finalized scores.
- CEPI notifies parents and school district of students who did not achieve a score of at least proficient in ELA on the 3rd Grade state assessment and are subject to not being advanced to 4th Grade. Parents also informed that:
  - Students may enroll in 4th Grade if they demonstrates 3rd Grade reading performance on an alternative standardized reading assessment or student portfolio.
  - Parent requests good cause exemption within 30 days of CEPI notification

# 2019-20 Retention Process

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## Parent and School Notification

- District superintendent ensures that students who received CEPI notification may not enroll in 4th Grade until they demonstrate 3rd grade reading level via:
  - Proficiency in reading based on 3rd grade state assessment or
  - Demonstrates 3rd grade reading level on an alternative assessment or
  - Demonstrates 3rd grade reading through a pupil portfolio
- District must develop and post on their website a staffing plan if they cannot satisfy the criteria necessary to assist students retained in third grade.

# 2019-20 Retention Process

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Student may progress to 4th Grade despite CEPI notification IF:

- Proficient in all subject areas assessed on 3rd Grade state assessment other than ELA ,

AND

- Proficient in science and social studies via student portfolio and teacher

# 2019-20 Retention Process

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Retention can last no more than one year.

5 “Good Cause” Exemptions are allowable:

- A student with an IEP or 504 plan can be exempted by the IEP team or 504 coordinator
- An English Learner who has had less than 3 years of instruction in ESL program
- A student previously retained and has received intensive reading intervention for two or more years
- A student enrolled for less than 2 years and was not provided with an appropriate individual reading improvement plan in previous school



# 2019-20 Retention Process

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## Promotion to 4th Grade:

- A district must ensure a student achieved a reading score that is less than 1 grade level behind on ELA assessment or an alternative state-approved assessment
- Or student can demonstrate a grade 3 reading level through a portfolio of multiple work samples.