



Read by Grade Three:

A Guide for Parents

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Introductions

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Objectives:

- Learn about the Read by Grade Three Law.
- Understand your role as a parent/guardian with regard to the Read by Grade Three law.
- Gain resources to support your child at home.

Video from MDE

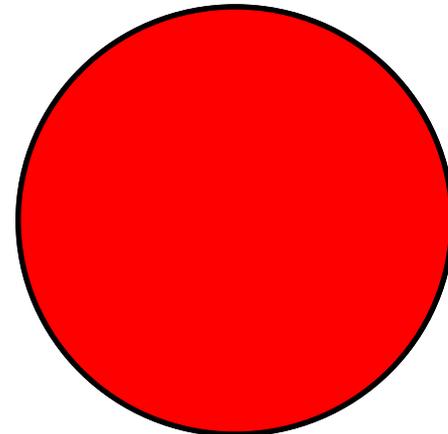
- https://www.youtube.com/watch?v=vMnR2fC_pRE&feature=youtu.be

Video Reflection

Turn and Talk

- What things stick out?
- What questions do you now have?

1 minute



Components of the Law



Our Multi-Tiered System of Support (MTSS) Program

80 to 90% of Students

Tier #1

Traditional Classroom

- High quality, research-based instruction
 - Rigorous, relevant, and standards driven curriculum
-

5 to 15%
of Students

Tier #2

Small group instruction

- Standards-based curriculum and supplemental instruction
 - Remediation of specific skills or concepts
 - Interventions are differentiated, scaffolded and targeted to student
-

1 to 5%
of Students

Tier #3

Small group/individualized – up to 5 days a week

- Intensive skill specific interventions
- One-on-one or small group instruction

Who helps with Tiers #2 & #3?

Academic	Behavior
Reading Specialists (1 x building)	Social Worker
Title I Interventionists	PBIS Interventionists

Funded from Title I and 31a Programs – State and Federal Programs intended to help students at-risk of not meeting grade level expectations.

What is an IRIP?

Individualized Reading Improvement Plan

A plan created for any student exhibiting a reading deficiency.

The plan:

- Is created within 30 days of identifying the deficiency
- Outlines reading interventions to support the student
- Is a collaboration between parent/guardian, teacher, Principal and other pertinent school personnel

Read at Home Plan

- A Read at Home Plan may be a support necessary for parents to help their child improve literacy at home.
- Resources are sent home with each IRIP with suggested activities.

Sample – Reading Fiction

- ❑ Before reading – Point out the title and author. Look at the picture on the cover and ask, “What do you think is going to happen in this story? Why? This will help your child set the purpose for reading.
- ❑ During reading – Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child’s opinion. “Do you think the character did the right thing? How do you feel about that choice?” Explain any unfamiliar words.
- ❑ After reading – Ask your child to retell the story from the beginning and ask for opinions, too. “What was your favorite part? Would you recommend this to a friend?”

Southgate's Retention Process

Teachers identify students who are not meeting grade level objectives in one or more subject and notify the building administrator and the students' parents by the end of January or the second set of Parent-Teacher Conferences of each school year.

- The teacher, building administrator and parents should meet to review the student's academic record, current test scores, work samples, and anticipated progress.

Retention Process Continued...

The building administrator is responsible for making a final decision on retention, after consulting the teacher and the parents, and considering the following factors, among others:

- academic achievement in all subject areas
- the student's chronological age
- the student's attendance
- the student's social and emotional maturity

Southgate's Data

2018

- 13 students below 1252 cut score
 - 11 students with an IEP (Individual Education Plan)
 - 2 possible retentions

2019

- 12 students below 1252 cut score
 - 7 students with an IEP
 - 5 possible retentions

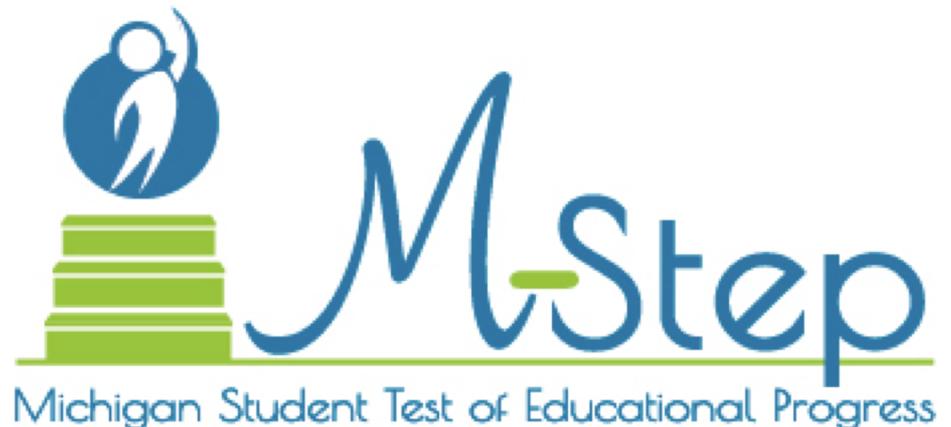
Promotion to Grade 4

For all 3rd grade students, the district must ensure **ONE** of the following before students move onto the next grade:

- Has a reading score that is less than one grade level behind on the Grade 3 M-Step ELA test
- Demonstrates Grade 3 reading level through performance on an alternative standardized reading test approved by the Superintendent of Public Instruction
- Demonstrates a Grade 3 reading level through a portfolio demonstrating competency in all Grade 3 state ELA standards

Retention

Beginning with the 2019/2020 school year, students enrolled in Grade 3 who are determined to be one or more years behind based on the Spring 2020 ELA State Summative Assessment **may** *be eligible to be retained.*



Notification

- If a third grade student is flagged for retention based on the spring 2020 ELA M-STEP assessment, CEPI (Center for Educational Performance and Information) will mail a notification to the parents of the student within 14 days of receiving the student assessment results.
- Specific details of this letter have yet to be formalized.

Good Cause Exemptions

A student **may** qualify for a Good Cause Exemption if they:

- Have an Individualized Education Program (IEP) or 504 Plan
- Are an English Learner with less than three years instruction in an English Learner Program
- Have been previously retained, received intensive reading intervention for two or more years and still exhibit a reading deficiency
- Have been enrolled in their current school for less than two years and did not have an IRIP in their previous school

OR

- The student's parent or legal guardian has requested, in the appropriate timeframe, the student not be retained, and the superintendent, chief administrator, or his or her designee has determined that promotion is in the best interest of the student.

Other Ways to be Promoted

Proficiency on the Math portion of the State Summative Assessment

And

Proficiency in Science and Social Studies as demonstrated through a pupil portfolio, as determined by the teacher that provided instruction in Grade 3 Social Studies and Science.

Retention & Good Cause Exemption Steps

Grade 3 student takes ELA M-Step, Spring 2020.

Parents/Guardians of Grade 3 students scoring at a 1252 or lower ELA M-Step receive notification.

Parents/Guardians not wanting their child retained request Good Cause Exemption from school/district within **30 days of notification.**

District/School officials meet with parents/guardians to share decision on Good Cause Exemption request **30 days prior** to start of school.

Sample Letter

Dear Superintendent:

I have received a letter from the state of Michigan informing me that my child will be retained in the 3rd grade for the upcoming school year. I am formally requesting that you consider the following good cause exemption qualifications on behalf of my child, (First and Last Name of Child).

- My child has an IEP.
- My child has a 504 plan.
- My child is limited English Proficient
- My child received intensive reading intervention for two or more years but still demonstrates a reading deficiency and was previously retained in kindergarten, grade one, grade two or grade 3.
- My child has been enrolled in the district for less than two years and there is evidence that my child was not provided with an appropriate Individual Reading Improvement Plan.
- My child has demonstrated proficiency in all subject areas assessed on the grade three state assessment other than ELA as evidenced by his or her scores on those assessments.
- My child has demonstrated proficiency in science and social studies as shown through a pupil portfolio as determined by the teacher who provided the grade three instruction to my child.

Thank you for your commitment to my child's education. If any additional documents are required, please contact me.

Questions?

- **Write any additional questions or if you would like to talk to someone?**
- **What is your preferred method of contact?**
 - **Face-to-face**
 - **Phone**
 - **Email**

