

# PA 306 Third Grade Reading Summary



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# PA 306 - What Is The Law All About?

In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016.

To help more students be proficient by the end of third grade, the law requires extra support for K-3 students who are not reading at grade level.

The law also states that a child **may** be retained in 3<sup>rd</sup> grade if they are one or more grade levels behind in reading at the end of 3<sup>rd</sup> grade.

# PA 306 – Beginning Next Year 2017-18

## Districts **must**:

- Assess the reading skills of K-3 students at least three times per school year, the first within 30 days of school starting
- Provide **written** notification to parents of a student with a reading deficiency
- Provide an **Individual Reading Improvement Plan (IRP)** developed by the teacher, principal, parents, and other pertinent school personal, for any K-3 student with a reading deficiency within 30 days after identification

# PA 306 – Beginning Next Year 2017-18

Districts will:

- Target specific areas of professional development based on the reading development needs of the students
- Differentiate and intensify professional development for teachers based on data gathered by monitoring teacher progress in improving student proficiency rate
- Require the early literacy coach to undertake specific teaching tasks

# PA 306 – Beginning Next Year 2017-18

Districts will develop a Reading Intervention Program that includes:

- Intensive development in **phonemic awareness, phonics, fluency, vocabulary, and comprehension**
- Intervention implemented during regular school hours (in addition to regular classroom reading instruction)
- Screening and monitoring progress at least three times each year
- Providing parents with a “Read at Home” plan, including participation in training workshops and regular home reading
- Documentation of dissenting opinions expressed by school personnel or parents in IRPs

# PA 306 – Beginning Next Year 2017-18

**Grade 3** Reading Intervention Programs will include:

- More intervention time than the previous school year
- Daily small group and one-to-one instruction time
- Providing frequent and ongoing progress monitoring assessments
- Intervention by a teacher, tutor, or volunteer outside of the regular English Language Arts classroom time with specialized reading training
- Providing parents with a “Read at Home” plan, including participation in training workshops and regular home reading

# PA 306 – Beginning Next Year 2017-18

English Language Learners will receive:

- Instruction in the five major reading components
- Instruction in academic vocabulary
- Ongoing assessments that provide actionable data
- Common English language development strategies such as modeling, guided practice, and comprehensive input

# PA 306 – Beginning Next Year 2017-18

Literacy Coaches shall support teachers in:

- Modeling effective reading strategies
- Facilitating study groups
- Training teachers in data analysis and using data to differentiate instruction
- Working to ensure that evidence-based reading is implemented with fidelity
- Training teachers to diagnose and address reading deficiencies
- Modeling and coaching whole and small group instruction



# PA 306 – Beginning Next Year 2017-18

To allow a sharp and sustained focus on reading instruction, PA 306 **prohibits** an early literacy coach from:

- Being assigned administrative functions that will confuse the coach's role for teachers
- Being assigned a regular classroom teaching assignment

*Instead PA 306 requires that the coach work frequently with students in whole- and small-group instruction or tutoring in the context of modeling and coaching in or outside of teachers' classrooms*

# PA 306 – Beginning in 2019-2020

## **Retention:**

- Begins in the 2019-20 school year
- Is triggered when a student is one year or more behind in reading on the state assessment

# PA 306 – Beginning in 2019-2020

Exemptions can be granted for students to bypass retention who **either:**

- Are less than one year behind on state assessment
- Perform at grade level on a state-approved alternative assessment
- Demonstrate grade-level proficiency through a portfolio of work

# PA 306 – Beginning in 2019-2020

Exemptions can be granted for students to bypass retention who **either:**

- Received two or more years of intensive reading intervention and were previously retained
- Have an IEP or 504 plan
- Have less than three years of instruction in a English Language Learning Program

# PA 306 – Beginning in 2019-2020

Exemptions can be granted for students to bypass retention who **either:**

- Have been enrolled less than two years in the current district and were not provided an IRP in previous school
- Demonstrate proficiency in science and social studies as shown through a student portfolio

**OR**

- Have a parent who requests an exemption “in the best interest of the student” to be approved by the district superintendent

# PA 306 – Beginning in 2019-2020

## **Retention and Notification:**

The Michigan Department of Education (MDE) shall provide The Center for Educational Performance and Information (CEPI) with the 3<sup>rd</sup> grade assessment scores for every student enrolled in a public school.

By June 1<sup>st</sup> of each year, CEPI will identify student that may not enter fourth grade (based on the assessment) and notify parents by mail.

# PA 306 – Beginning in 2019-2020

## **Staffing Plan, June 2019:**

If a school district or PSA cannot meet the staffing requirements to satisfy the criteria in the legislation, the school must develop a plan to provide services.

The plan must be posted on the school website and describe how the school will meet the requirements of PA 306.

# PA 306 – Beginning in 2019-2020

## **Reporting, September 2020:**

School Districts and PSAs shall submit a retention report to CEPI. The report must include:

- The number of students retained
- The number of student promoted to 4<sup>th</sup> grade due to good cause



# PA 306 – Moving Forward

- Communicate the requirements of PA 306 to building administrators, teachers, and parents
- Determine the (MDE-approved) initial and extensive assessments that will be used for the 2017-18 school year
- Develop district template of the required individual reading plan (IRP) for any K-3 student demonstrating a reading deficiency
- Develop a process for informing the student's parents in writing if they have a reading deficiency and process for involving parents in the IRP

# PA 306 – Moving Forward

- Continue to establish consistency in K-3 core reading instruction
- Focus on the five major reading components and effective instructional strategies
- Discuss extended day opportunities for children/summer literacy camps
- Revisit the role of literacy coaches
- Develop Reading Leadership Teams

# PA 306 – Documents Shared at MACA

- **PowerPoint – Summary**
- Third Grade Reading Timelines
- **Example – Individual Reading Plans**
- Example – Reading Assessment Calendar
- **Example – Parent Guide**
- Key Features of Effective Reading Intervention
- **MDE Approved Assessments**
- Essential Literacy Documents (GELN)
- Coaching Article