Goal of Legislation

- All students proficient readers by the end of third grade.
- Gives students multiple opportunities to show proficiency
- Gives extra support to third and fourth grade students
Reading in K-3

• Core of all instruction

• Foundational reading skills build deeper comprehension skills and success in other content areas
mClass Reading 3D

• Teachers understand reading skill development and levels
• Design instruction
• NOT tests
• Listening to child read from books and one-minute skill tasks
• Home Connect letter
Personal Education Plan (PEP)

• PEP developed if student below proficiency
• Must include focused interventions and goals
• Development of stronger reading skills
• Parents receive copy of PEP and are included in reviews
• Teachers monitor student’s progress frequently
• Intensive reading instruction
Reading At or Above Proficiency

• Continue to progress in reading proficiency

• Read, comprehend, integrate, and apply complex texts needed for secondary education and career success

• Become an independent reader
Beginning-of-Grade (BOG)
End-of-Grade (EOG)

• Measures progress on standards
• BOG for reading only
• Indication if student on track
• Scores range Level 1 (the lowest) to Level 5 (the highest).
• EOG – reading and math
• Multiple-choice tests
• Read selections and answer questions
Non-Promotion

- Score at Level 1 or 2 in reading

- Good cause exemption – identified in law

- Notification in writing
Reading Camps

- Provided by local school district
- No cost to parents
- At least 72 hours of instruction (over at least 3 weeks)
- After camps
  - Read to Achieve test and/or local alternative
  - completed reading portfolio
- Year-round schools follow different timeline
- Parent/guardian decides student attendance
Retained Reading Label

- Extra intensive interventions and opportunities
- Extra time to catch up in reading and build stronger skills for other content areas
- Reading deficiencies addressed prior to more difficult work and assignments
- All students reading with proficiency
Successful Reading Development

• One of three situations:
  – Third grade accelerated class
  – Three/four transitional
  – Fourth grade accelerated class
Third Grade Accelerated Class

• Third-grade standards and curriculum
• Receive 90 minutes of daily uninterrupted instruction outside of the classroom
• Receive services all year
• Take third-grade EOG
3/4 Transition and 4th Grade Accelerated Classes

• 4th grade standards and curriculum
• Both classes will include:
  – Research-based effective teaching strategies
  – A highly qualified teacher
  – A heterogeneous mix of students
  – At least 90 minutes of uninterrupted reading instruction each day to include:
    • one-on-one and small group instruction
    • frequent progress monitoring
    • intensive intervention strategies
    • Intensive remediation for students with “retained reading” label
Successful Reading Development

- Transitional classes receive interventions within regular class setting
- Accelerated classes receive interventions in a pull-out setting
- Parents of retained students can expect:
  - Monthly written reports on child’s reading progress
- Take the 4th grade EOG
Mid-Year Promotion

• Read to Achieve test, local alternative assessment approved by the State Board of Education, or completed reading portfolio

• November 1

• Retained reading label removed

• Continue work on portfolio

• All students remain in same classes for entire year

• Fourth-grade EOG
Why?

• Early identification and early intervention for struggling students
• Reduce need for remedial classes in middle and high schools
• Increase graduation rate
• All students college and career ready at graduation
• Proactive and offer multiple and intensive opportunities
Who to Contact

• Further details and information on law and implementation

• Contact your child’s school

• View http://www.livebinders.com/play/play/850102