

Read by Grade Three Legislation and the School-wide Reading Model

This document provides an overview of the Read by Grade Three legislation and the components of the School-wide Reading Model specifically supported by MiMTSS TA Center's training scope and sequence, data coordination and technical assistance. The intent of this document is to help individuals understand how implementation of the School-wide Reading Model will support the requirements of the Third-Grade Reading Legislation.

Read by Grade Three Legislation (H.B. 4822)

House Bill 4822 came into effect on October 6, 2016. It outlines requirements for Michigan Department of Education (MDE) and requirements for school districts with the intent of ensuring more students will achieve a score of at least proficient in English language arts on the third-grade state assessment.

Alignment with School-wide Reading Model

The following table provides a side-by-side examination of key points from the third-grade reading legislation and components of the School-wide Reading Model.

Table 1. Read by Grade Three comparison to MiMTSS TA Center School-wide Reading Model

Read by Grade Three Legislation	MiMTSS TA Center’s School-wide Reading Model
<p>#1. District selects one valid & reliable screening, formative, and diagnostic reading assessment system from approved list</p>	<p>#1. MiMTSS TA Center partnering districts utilize the Acadience Reading Assessment System</p> <p>Acadience Reading measures are reliable and valid measures of early literacy skills aligned with the big ideas of reading. They can be used for universal screening and progress monitoring purposes and have been approved by MDE as “Initial assessments”</p> <p>Acadience Reading Survey, Acadience Reading Diagnostics PA & WRD (Phonemic Awareness and Word Reading and Decoding) and Acadience Reading Diagnostics CFOL (Comprehension, Fluency, and Oral Language) are diagnostic assessments that have been approved by MDE as “Extensive Assessments”</p>

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<p>#2. Conduct universal screening 3 times per year in grades K-3</p>	<p>#2. MiMTSS TA Center partnering districts collect universal screening 3 times per year in all grade levels using Acadience Reading measures</p>
<p>#3. Any students in grade K-3 demonstrating a reading deficiency will have an individual reading improvement plan created by the teacher, principal, and parent along with any other pertinent school personnel</p> <p>Plan should describe the reading intervention services the students will receive to remedy the deficiency</p> <p>Plan will be in place within 30 days of the student demonstrating a reading deficiency</p>	<p>#3. MiMTSS TA Center partnering districts will build teaming structures that will allow for the efficient development and implementation of individual reading improvement plans.</p> <p>Grade-level problem solving teams will be established to review universal screening data and develop grade-level instructional plans</p> <p>School Leadership Team (or Tier 2/3 Systems Team) will establish intervention grids that outline a standard set of intervention programs available in the school that include specific entrance and exit criteria as well as progress monitoring recommendations for students receiving the intervention</p> <p>The intervention grid will help to appropriately match students to an intervention that will best meet the identified need(s)</p> <p>Grade Level Teams will be able to use these intervention grids to help match students to interventions in a timely fashion</p>
<p>#4. Target specific areas of professional development based on the reading needs for incoming pupils</p> <p>Professional development will be differentiated and intensified based on needs</p> <p>Ensure time is provided for teachers to meet for professional development</p>	<p>#4. MiMTSS TA Center partnering districts will receive training and coaching in the development of professional learning plans and will be able to take advantage of specific training opportunities (Focus Days) based on identified student needs.</p> <p>School Leadership Team, along with the District Implementation Team, develops a specific professional learning plan that includes the installation and implementation of a multi-tiered system of supports for reading and behavior</p> <p>Focus Day trainings provided by MiMTSS TA Center include specific topics geared towards strengthening core reading instruction in grades K-2 as well as trainings for specific evidence-based reading interventions</p>

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<p>#5. Establish a collaborative system within the school to improve reading proficiency rates in grades K to 3</p>	<p>#5. MiMTSS TA Center partnering districts will establish Grade-Level Problem-Solving teams that will operate with effective team meeting structures, utilize universal screening data to differentiate instruction and to match students to intervention</p> <p>School Leadership Team will establish a schedule for Grade-Level Problem-Solving teams</p> <p>Coordination between School Leadership Team, Grade Level Problem-Solving teams, and other school teams to ensure reading priorities are known and that grade level and school-wide data are shared on a regular basis</p>
<p>#6. Utilize early literacy coaches provided through the intermediate school district</p>	<p>#6. MiMTSS TA Center partnering districts will develop communication protocols with their ISDs which could be used to facilitate access to instructional coaching</p>
<p>#7. Provide a reading intervention program for students in grades K to 3 who demonstrate a reading deficiency based on screening and diagnostic tools that includes:</p> <p>Screening and monitoring student progress at least 3 times per year</p> <p>Evidence-based core reading instruction that is comprehensive and meets the majority of the general education classroom needs</p> <p>Intensive development of the 5 major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension</p> <p>Instruction that is systematic, explicit, multisensory, and sequential</p> <p>Provided during school hours in addition to regular classroom instruction</p> <p>Provides parent or legal guardian with a "Read at Home" plan</p> <p>Develop an individual reading improvement plan for each student in grades K to 3 who demonstrate a reading deficiency</p>	<p>#7. MiMTSS TA Center partnering districts work with schools to:</p> <ul style="list-style-type: none"> • Develop a school-wide reading schedule that ensures there is at least 90-minutes of uninterrupted reading instruction that is comprehensive of the 5 major reading components (big ideas of reading) and is systematic, explicit, and sequential • Develop a schedule that provides for intervention time that is above and beyond the 90-minute reading block • Adopt MiMTSS TA Center's I-RIP template or develop their own template

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