

## **What is the Read by Grade Three Law? Fall, 2018 Update**

In 2016, the Michigan legislature passed a law that requires schools to identify learners in grades K-3 who are struggling with reading and to provide additional help. The purpose of the law is to ensure that all third grade students can read at grade level by the end of the school year.

Beginning in the spring of 2020, a third grade student who is one or more grade levels behind on the state reading assessment (M-STEP) **may** be considered for retention. This would apply to our current second grade students. Students may be exempt from retention if they meet at least one of the specified criteria. The list of exemption criteria includes a request by the parent if in the best interest of their child.

Our district is committed to ensuring that all students meet their full potential as learners. We will use researched-based programs and strategies to make sure students can read proficiently by the end of third grade. In an effort to achieve our commitment, the district has implemented the **Early Intervention Literacy Program**. The Program includes the following components:

1. **Assess** the reading skills of K-3 students at least three times per school year within the first 30 days of the beginning of the year. A letter will be provided to parents of a student that is identified as a struggling reader.
2. Develop an **Individualized Reading Improvement Plan (IRIP)**. The teacher, principal and other key school personnel for any K-3 student that has been identified as a struggling reader will develop the IRIP. The IRIP will outline the intervention plan that will be implemented during the school day (in addition to the regular classroom reading instruction). The IRIP will also include a **Read at Home** plan in an effort to support children at home. The IRIP will be discussed with parents within thirty days of the reading assessment.
3. **Monitor** the progress of struggling readers at least three times a year through progress monitoring assessments.
4. Provide **intense instruction** in small groups or one-to-one instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension during the school day. This instruction will be provided by the classroom teacher, literacy coach and paraprofessionals.
5. Provide ongoing **training** for teachers, literacy coaches and paraprofessionals in the best practices of literacy instruction.

6. Continue to provide current **research-based materials** to support literacy instruction in the school.

New Haven Community Schools has had many of these assessment and instructional components in place prior to the Read by Third Grade Law. I am confident that working together through a partnership between home and school will result in our students becoming proficient readers by the end of third grade.

The district will continue to provide updates to keep you informed of the Read by Third Grade Law. Please contact your child's teacher, principal or superintendent if you have any questions.