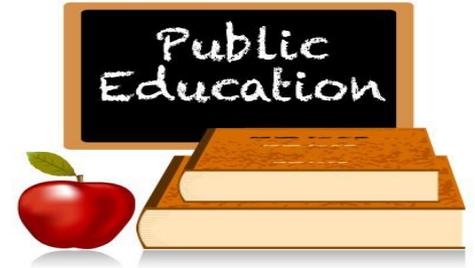
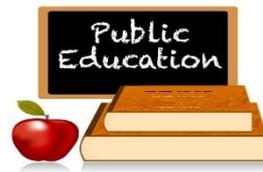


RCS PTA  
LEGISLATIVE  
COUNCIL



# 3<sup>rd</sup> Grade Reading Bill

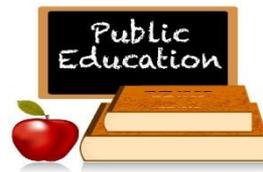
HB 4822



# What is K-3 Reading Bill

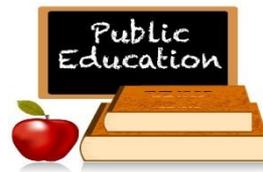
The **K-3 Reading Bill (HB 4822)** plans to address short falls in our current education system by improving early literacy. The bill:

- Focuses on early annual screening (K-3<sup>rd</sup>). This because research has demonstrated that intervening at this age requires one fourth of the time and resources in comparison to waiting until the third or fourth grade.
- Parental notification and participation. Gives parents timely feedback on child's reading deficiency and generates a plan within 30 days to address.
- Targeted strategies and tutoring with reading specialist for struggling readers. Often one on one.
- Intensive intervention for those students reading dramatically behind grade level.
- Enhancing reading instruction requirements for teacher certification
- Requires minimum benchmarks for reading skills in order to be promoted from the 3<sup>rd</sup> grade (Smart Promotion). Non-proficient students are eligible for a number of “good cause” exemptions from the intensive intervention policy
- This bill includes the ability for students to re-take the state assessment, participate in after school and summer reading camps, and other interventions to improve literacy.



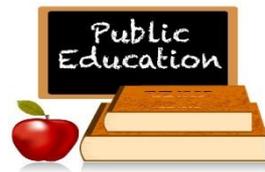
# Why is it Needed?

- From Kindergarten through 3<sup>rd</sup> grade, students are **learning to read, and beginning in 4<sup>th</sup> grade students begin reading to learn**. Students with limited reading abilities have a harder time keeping up across multiple subjects (including math, science, and other languages), and those who fall behind in the early grades often stay behind
- Results of the 2013 & 2015 NAEP show Michigan ranked **40<sup>th</sup>** of 50 states in 4<sup>th</sup> grade reading. 69% not proficient in 2013 & 71% in 2015.
- **30%** of Michigan 3<sup>rd</sup> graders are **not proficient** in reading (2013/2014 MI School Data). Only **50%** scored proficient based on 2015 M-step (25% partially \ 24% not proficient).
- **13%** of RCS 3<sup>rd</sup> graders are not proficient in reading. (2013/14 MI School Data) **24.6%** are partially or not proficient per the 2015 M-step (17% partially \ 8% not proficient).
- **22%** of 3<sup>rd</sup> graders in the ISD not proficient. (13/14 MI School Data) **42.4%** are partially or not proficient per the 2015 M-step (24% partially \ 18% not proficient).
- Reading proficiency has been steadily declining for the past 12 years while nearly every other state has been improving. (GLEP Testimony to Congress Ed.)



# Why is it Needed?

- Reading Partners a volunteer based reading partnership estimates nationwide that only 20% of low income and 34% of overall students are reading proficiently by 4<sup>th</sup> grade.
- Children who don't read proficiently by third grade are **four times** more likely to drop out of school than those who read well, according to a study by the Annie E. Casey Foundation. 9 of 10 HS drop outs were not proficient by 3<sup>rd</sup> grade.
- More than **35 states** have developed comprehensive K-3 reading programs. 15 States have a 3<sup>rd</sup> Grade Reading bill with Retention. They include: CA, AZ, IA, MO, AR, MS, TN, IN, OH, DE, MD, FL, GA, SC, NC. Four States also allow retention as part of 3<sup>rd</sup> grade reading: WA, WV, CO, OK (per Education Week 2015). Florida introduced this similar law in 2002.
- Literacy is a struggle for many U.S. children, with **33%** of all fourth-graders **nationwide reading below basic levels** in 2011, according to federal data. For minorities, the picture was worse: half of African American and Hispanic fourth-graders were below basic in reading.



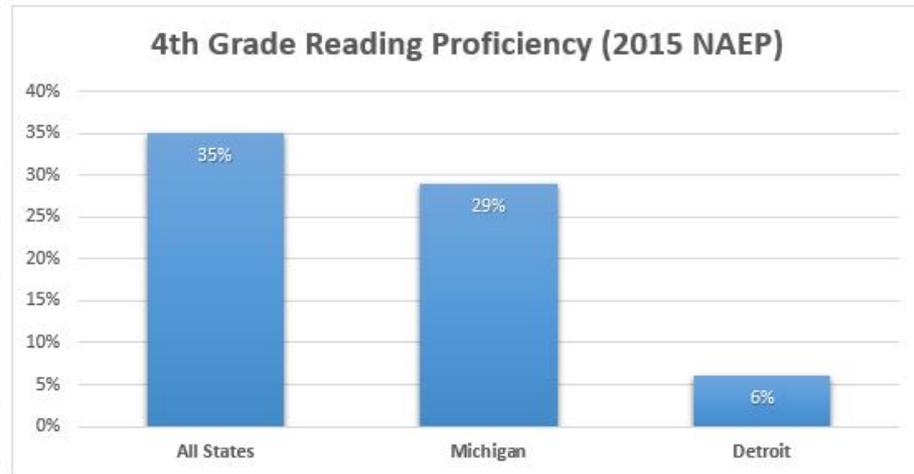
# 2015 Test Results

State 2015 ACT Score 19.9,  
20.2% deemed college ready



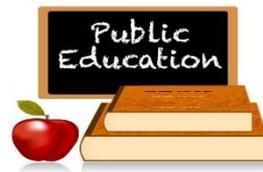
## Spring 2015 State Aggregates

Grade	Percent Proficient			
	English Language Arts	Mathematics	Science	Social Studies
Grade 3	50	49		
Grade 4	47	41	12	
Grade 5	49	33		22
Grade 6	45	33		
Grade 7	49	33	23	
Grade 8	48	32		30
Grade 11	49	28	29	44



Michigan's 4<sup>th</sup> Grade Reading Score of 216 ranks ahead of NM, CA, AL, MS, NV, HI, AZ, LA & WV

# Concern's with Bill

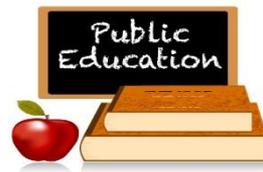


## Concerns with HB4822

- More students will be held back in 3<sup>rd</sup> grade. One estimate has the figure at 3,000 or less (about 3% of 3<sup>rd</sup> graders).
- Retention will have a negative impact on children staying in school says a National Association of School Psychologist study. The same study notes Social Promotion having damaging impact on students
- Although the FY '16 School Aid Budget includes an increase of \$100 million for “at-risk” students and targeted support and interventions to improve early literacy. MASA has concerns with alignment between appropriations implementation and policy.
- Concerns have been voiced about the testing & screening diverting time from other areas.
- Places additional teaching, administrative and legal burden on school districts
- Smart promotion will result in implementation challenges for students and districts. If a student is classified in third grade as a result of retention, there will be alignment, assessment, and logistical problems that will need to be addressed per MASA
- Will districts like Rochester Community Schools have fair access to money.
- 8 of the top 10 reading states do not have a bill which requires retention states MASA.

## Detractor of Bill

- Tri-County Alliance, Michigan Association of School Administrators (MASA) & Reading Partners (retention only concern). MASA no longer tracking issue on sight. MASB against retention piece of bill supports 3<sup>rd</sup> grade reading initiative.



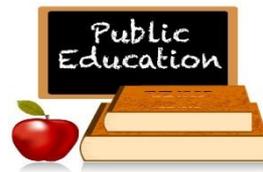
# Advantages of Bill

## Benefits of HB4822

- Will improve early literacy by providing research-based methods focused on early annual screening; parental notification and participation; teacher \ reading consultant training, targeted strategies and tutoring for struggling readers; and intensive intervention for those students reading dramatically behind grade level.
- The bill does not go into effect until 2019-2020 school year providing plenty of time for introduction.
- The FY '16 School Aid Budget includes an increase of **\$100 million** for “at-risk” students and targeted support and interventions to improve early literacy.
- Bill includes the ability for students to re-take the state assessment, participate in after school and summer reading camps, and other interventions to improve literacy.
- Improving early literacy is one of the most important issues in K-12 education, and more than **35 states** have developed comprehensive K-3 reading programs.
- Part of the Michigan Department of Education 2013-2015 Mission and Priorities & Brian Whiston.
- Requires minimum benchmarks for reading skills in order to be promoted from the 3<sup>rd</sup> grade, ending social promotion in place of smart promotion.
- Provides waiver’s for children with: IEP, ELL, proficiency via portfolio, fluency in math, science.
- While the bill provides a menu of methods — including tutoring, read-at-home plans and summer school — it entrusts the specifics to those closest to the child. These plans would be refined throughout the year to ensure the instruction is focused on bringing them up to grade level.

## Supporters of Bill

- Governor Snyder, Michael Webber (?), Great Lakes Education Project, Detroit Regional Chamber, Grand Rapids Chamber of Commerce, Michigan Association of Public School Academies, Michigan Council of Charter School Authorizers, Students First – Michigan, Central Michigan Foundation, West Michigan Talent Triangle, Hope Network, Grand Rapids Public Schools, Foundation for Excellence in Education
- Center for Michigan and the MEA are Neutral on bill



# Status of Bill

- The House Education Committee approved 13-3-1. The House Education Committee approved revised bill with nearly 100 changes.
- The Bill passed in the House 57-48 on 10/15/15 with the following changes:
  - Changed implementation to **2019-20** school year
  - Added **Hindi and Korean** as languages that are encouraged to be supported. Prior only Spanish, Chinese, Arabic
  - THE DEPARTMENT SHALL COMPLETE THE SCORING OF THE GRADE 3 STATE ENGLISH LANGUAGE ARTS ASSESSMENT, AND RELEASE THE RESULTS OF THE ASSESSMENT, **BY JUNE 1 OF EACH YEAR**
  - THE SUPERINTENDENT OF THE PUPIL'S SCHOOL DISTRICT OR CHIEF ADMINISTRATOR OF THE PUPIL'S PUBLIC SCHOOL ACADEMY GRANTS A GOOD CAUSE EXEMPTION FROM THE REQUIREMENTS OF SUBSECTION FOR A PUPIL, THEN A PUPIL MAY BE PROMOTED TO GRADE 4 WITHOUT MEETING THE REQUIREMENTS OF SUBSECTION. A GOOD CAUSE EXEMPTION MAY BE GRANTED ONLY ACCORDING TO THE PROCEDURES UNDER SUBSECTION AND ONLY FOR 1 OF THE FOLLOWING: **STUDENT WITH AN INDIVIDUALIZED EDUCATION PROGRAM WHOSE IEP TEAM MAKES THE DECISION TO EXEMPT THE PUPIL FROM THE RETENTION REQUIREMENTS OF SUBSECTION BASED UPON THE TEAM'S KNOWLEDGE OF THE PUPIL. THIS SUBDIVISION MAY ALSO BE APPLIED TO A PUPIL WITH A SECTION 504 PLAN.**
- **Webber voted for bill. Greimel did not.** The MEA is neutral on this bill.
- **Bill in Senate Education Committee since 10/20**