

Beginning next year, in 2017-18, districts must:

- assess K-3 reading skills three times per year, the first within 30 days of school starting
- provide written notice to parents of a deficiency
- provide an individual reading plan developed by the teacher, principal, parents, and other pertinent school personnel, for any deficient students within 30 days after identification
- utilize a literacy coach from the ISD or in-house

Districts must develop a Reading Intervention Program that includes:

- evidence-based core reading instruction
- intensive development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- parent “read at home plans” and other documentation of school’s efforts to engage parents
- documentation of dissenting opinions expressed by school personnel or parents in Individual Reading plans

Grade 3 intervention programs must include:

- more intervention time than the previous school year
- daily small-group, one-to-one instruction
- ongoing progress monitoring assessments
- intervention by a teacher, tutor, or volunteer outside of the regular English-language arts classroom time with specialized reading training
- parent “read at home” plans with training workshops

Literacy Coaches shall support teachers in:

- each of the five major reading components
- administering and analyzing assessments
- diagnosing reading deficiencies
- using progress monitoring
- modeling effective teaching strategies
- facilitating study groups
- data analysis
- evidence-based practices

## Retention:

- begins in 2019-20 school year for 3rd grade students (current Kindergarten students)
- gets triggered when a student is one year or more behind in reading on state assessment

Exemptions can be granted for students to bypass retention, who EITHER:

- perform at grade level on a state-approved alternative assessment
- demonstrate grade-level proficiency through a portfolio of work
- were previously retained in kindergarten, grade 1, 2, or 3 and received two years of remediation
- have an IEP or 504 plan
- have less than three years of instruction in English Language Learning programs
- have been enrolled less than two years in the current district and were not provided an Individual Reading Plan in previous school
- demonstrate proficiency in all other subject areas

OR

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