Shelby County Schools
2021-22
3rd Grade Commitment
Guide

Shelby County Schools identifies student achievement as its highest priority. Specific revisions to the administrative rules and regulations of Policy 5013 Promotion and Retention were developed to ensure we hold district and school leaders, teachers, and all stakeholders accountable towards the 3rd Grade Commitment. The 3rd Grade Commitment is a collaborative effort between schools, parents and community that ensures we all work together to best help SCS students reach reading readiness by the time they reach the 3rd grade. Third grade has been identified as important to literacy because it is the year students are no longer "learning to read" but they are "reading to learn." If students are not proficient readers by the time they reach the third grade, we are not setting our students up for success.

The Third Grade Commitment addresses 3 key areas: Success Criteria, Academic Support Plans, and Parent Communication. This guide will provide details for all three areas and will be updated throughout the year.

Success Criteria:
In order to adequately address reading readiness, 2nd grade students must meet 8 of 12 Success Criteria to be considered for promotion to 3rd grade.

1. **Quarter Grades**, once per quarter, for a total of **4 Success Criteria** if the report card grade is 70% or higher in ELA/Reading.

   Quarter grades are defined by the grading policy Grading System for Grades Pre-K-5 with more detail provided in the Grading Protocol for Elementary School (Grades 1-5).

   Per Board Policy 5014 Grading System for Grades Pre-K-5

   Report cards are sent to parents at the end of each nine-week period. First, **Parents must be notified within a report card period when a student is not doing acceptable work.** Second, **at the midpoint of the nine weeks, parents will be notified of students' progress; all students** will receive an interim report. Parent-teacher conferences should be held to gain parental support to improve student performance.

2. **Universal Screener**, Illuminate FastBridge, aReading, three times per year, for a total of **3 Success Criteria,** if the Lexile levels are 350 or better in the fall, 420 or better in the winter, and 480 or better in the spring. (NOTE: Achieving the 480 Lexile level during the final assessment window will automatically count for **3 Success Criteria for the Universal Screener**.)

   ### TK-3 Reading Universal Screener Update
   As part of the Tennessee Literacy Success Act, school districts must monitor progress in foundational literacy skills by screening all students in grades K-3 using an approved universal reading screener three times a year. TDOE released updated guidance earlier this month, which has impacted current RTI2 universal screener implementation protocols. To ensure all schools are trained on the new updates, the RTI2 Team requests all RTI2 Leads supporting grades K-3 and another school

administrative team staff member to attend one of the available training sessions through **September 2**. Access the informational flyer with the associated PLZ **code here**.
View valuable information and dates on the **Fall K-5 Universal Screening Window here**.

3. **Standards-based Formative Assessment,** MasteryConnect, three times per year, for a total of **3 Success Criteria,** if the student scores 70% or higher on the ELA assessment.

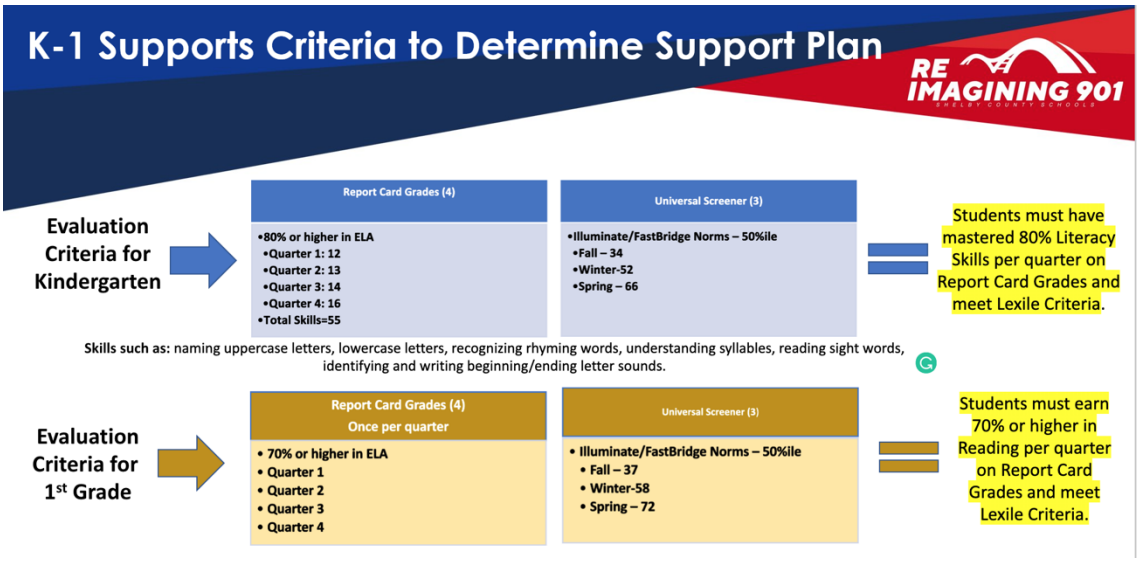
4. **End of Year State Test, TCAP,** one time a year, if the student scores 70% or higher on the ELA/Reading portion of the assessment, for a total of **2 Success Criteria.** (NOTE: achieving the 70% or better on the TCAP will automatically replace all missed **Success Criteria**.)

2nd Grade Success Criteria

Purpose:
Adequately assess K-2ND grade students, with the stop-gap being 2nd grade, using **Criteria for Success** evaluation criteria, to ensure students are on track for 3rd grade readiness.

Quarter Grades (4)	ELA Formative Assessment (3)	Universal Screener (3)	TN Ready Scores (2)	
• 70% or above in ELA	70%+ mastery • Fall • Winter • Spring	Fall: • Lexile 350 Winter: • Lexile 420 Spring: • Lexile 485	• On Track or Mastery in ELA	Students must reach (8) of the possible (12) points for promotion into the 3rd grade.

Per Policy 5013 Promotion and Retention**: Good Cause Exemptions: e.g., extenuating circumstances, individual SPED/EL considerations**



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Academic Support Plans:
Per policy Grading System for Grades Pre-K-5 and the Grading Protocol for Elementary School (Grades 1-5), any time a student is not meeting grade-level expectations, **academic support** must be provided. The Third Grade Commitment further articulates that when any criteria are missed, an **Academic Support Plan** should be developed in **EdPlan**, parents should be notified, and the plans should be implemented until the student meets or exceeds identified success criteria. ***Please NOTE: Academic Support Plans should not be created for students who are eligible to participate in the RTI2 Tier II or Tier III academic interventions.***

What type of support should be provided for missed criteria?

60-90 minutes a week of computer-based instruction (iReady) based on student needs, plus small group, and face-to-face instruction. The combination of supports must occur within the daily 45-minute intervention time. Identified reading deficits can also be addressed using *Wonders* during small group.

Excluding students already in RTI (Students who are eligible to participate in RTI2 Tier II or Tier III academic interventions should continue to have RTI2 plans developed and implemented until a student demonstrates growth beyond RTI2 eligibility): The first time a student does not meet one or more of the identified Success Criteria, an Academic Support Plan must be initiated. At a minimum, ASPs should include placing the student on the iReady adaptive path ("My Path") for x minutes, x times a week. ASPs should never exceed 45 minutes a day and should never exceed iReady recommended minutes per week.

Please NOTE: Schools participating in Arise2Read may include this program in the ASP for 2nd grade students.

Please NOTE: Schools may also receive tutoring through TN ALL Corps and will be notified when participation enrollment begins. (October)

How will placement, intensity, and scheduling of supports be decided upon?

Schools will utilize the ILT structure to determine placement, intensity, and scheduling of students for ASP participation. The school based RTI2 Data Team will adhere to the RTI2 Framework to determine placement for and monitoring of student progress associated with Tier II and Tier III academic intervention supports.

How long should student support be provided for missed success criteria?

The combination of supports, as identified in the Academic Support Plan, must be implemented until the appropriate number of success criteria are met: grade-level Lexile, formative assessment, and quarterly grade.

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Do students need a new Academic Support Plan each time criteria are missed?

No. Each time a success criteria opportunity occurs, the active Academic Support Plan is updated, unless the student meets the required success criteria. When a student meets the required success criteria, the ASP will be discontinued.

How and when will schools analyze data to ensure student reading progress is tracking towards mastery?

Schools will utilize ILT structure to discuss intervention and ASP data to ensure students are increasing in accuracy levels in iReady lessons and other supports are being executed with fidelity. See the 3GC Team recommendations in the appendix.

Who will verify fidelity of implementation of the ASP?

Principal and/or designee will review iReady minutes and pass-rates to verify implementation of the ASP. See the 3GC Team recommendations in the appendix.

How will reading progress be communicated to parents?
Schools will complete the following steps to communicate to students and parents regarding reading performance:

1. Complete the **3GC Student Progress Report** utilizing the **3GC Cycle of Support** tool for students in grades K-3 after each Success Criteria assessment/event.

2. Customize the **parent letter** to describe the support that will be provided by the school, what support can occur at home, (ensure aligns with Literacy Success Act requirements).
    a. Initial communication: Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd grade.
    b. Subsequent communication: Will include what is listed in "a." above and will note the intervention(s) and any changes being made if the child is not showing sufficient progress as evidenced by universal screening data and formative assessment data as well as recommend activities (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child but are tailored by skill deficit generally).

3. **Progress Reports** will include a child's progress, or lack of progress, relative to ASP implementation and classroom instruction.