



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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**MEMORANDUM**

**TO:** State Board of Education  
**FROM:** Thomas D. Watkins, Jr., Chairman  
**DATE:** June 28, 2004  
**SUBJECT:** Update on Reading First

Michigan has successfully completed the second year of its comprehensive Reading First Program. Michigan was the first state in the nation to fund individual sub grants to school districts, and was also one of only three states in the country to implement components of Reading First before 2003. As a result, the Michigan Reading First Program was able to submit a full Annual Performance Report to the USDOE in 2003, and is now the first state to implement sanctions for buildings that have not made adequate progress in reading achievement at the end of their second year.

Federal legislation requires states to hold districts and buildings accountable for making adequate progress in reading achievement in order for each state to maintain federal Reading First funding. Of Michigan's 119 total Reading First buildings, 112 buildings have successfully met criteria for adequate progress in Reading First, while seven have not made adequate progress for the second consecutive year. Therefore, their Reading First funding will be discontinued. (See Attachment A: Guidelines for Adequate Progress)

The Michigan Department of Education continues to support buildings in improving students' reading achievement. We will conduct a third round of Reading First grant competitions in the winter of 2005, and these districts may re-apply for targeted buildings at that time.

Attachment

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## Guidelines for Adequate Progress in Michigan's Reading First Program

The Michigan Department of Education is required by the No Child Left Behind legislation to make adequate progress in order to maintain Michigan's Reading First grant funding from the federal government. We must comply with an Annual Performance Report for the US Department of Education as well as an extensive mid-point evaluation after the first three years. The following excerpts from the Final Guidance for Reading First explain these requirements:

**G-1. Must a state educational agency conduct an evaluation of its Reading First program?**

Yes. Each State educational agency (SEA) that receives Reading First funds must assess and evaluate, on a regular basis, the progress of local educational agencies (LEA) that receive subgrants in meeting the goals of the Reading First program. SEAs must use valid and reliable instruments to measure progress in improving student achievement, and should use this data in determining whether local educational agencies should receive continuation funding of their subgrant awards. (See Question H-15.) The Secretary encourages States to submit their evaluation to the Department as a supplement to the required annual report. (See Question G-4.

**G-4. What information must be included in the annual report?**

The annual report must include the following information. The SEA must ensure that it reports all data in a manner that protects the privacy of individuals.

**Implementation Evidence** – The SEA must demonstrate that it has met all program requirements and obligations related to the implementation and administration of the Reading First program.

2. **Achievement Gains** – The SEA must specifically identify the schools and local educational agencies within the State that report the largest gains in reading achievement.
3. **Program Effectiveness** – The SEA must report on the progress the SEA and local educational agencies are making in reducing the number of students in grades 1 through 3 served by Reading First who are reading below grade level. SEAs should select methods of collecting and reporting this information that will result in the submission of data that are valid and reliable.
4. **Reducing Students Reading Below Grade Level Statewide** – The SEA must report on whether it and local educational agencies have significantly increased the number of students reading at grade level or above, including whether the percentages of students in certain categories reading at grade level or above have increased.

Please note that students' reading achievement must be reported to the US Department of Education annually. This report must include disaggregation of the results for students at risk for reading difficulties; this includes students in different ethnic and racial groups, students with disabilities, students with limited English proficiency, and students who are economically disadvantaged. In order to provide the federal government with information about reading achievement of these subgroups, the Reading First Evaluation team at the University of Michigan relies of information about students in the Single Record Student Database, submitted twice a year by schools and districts to the Center for Educational Performance and Information (CEPI).

### **Guidelines for Adequate Progress in Michigan's Reading First Program**

Last year, it was apparent that school districts were not entering information about their students in all of the required fields. As a result, it was not possible to provide reports of the disaggregated groups to the Reading First schools, to MDE, or to US Department of Education. This year, it is crucial that the SRSD data be entered completely and accurately. Schools and districts will be held responsible for the accuracy and completeness of this information.

**H-15. On what basis does a State educational agency make continuation awards to local educational agencies?**

In making continuation awards to local educational agencies, State educational agencies must assess the progress each local educational agency has made in improving student reading achievement and implementing the program outlined in its subgrant application.

Please review the attached documents that define **adequate progress** for funded Reading First buildings about the year-end AYP determination. Results from the Iowa Test of Basic Skills will be used to determine reading achievement and progress in improving students' reading achievement for both the federal report and for the continuation awards. Round 1 schools that are not making adequate progress will be notified in June of 2004; they will need to meet with the RF Management Team representatives to discuss the status of their RF plans. It is likely that RF funding will not be granted for the 2004-2005 school year. Round 2 schools will have until the spring of 2005 to demonstrate improved student achievement.

### ***Evaluation of Improvement of Reading in Reading First Schools: Guidelines for 2003-2004***

#### ***Overview***

The Reading First Guidance stipulates that states evaluate the progress made by school receiving Reading First funding in improving the reading of the students. Reading First Schools that do not show improvement in the reading achievement of their students over a 2-year period are likely to lose their funding. Please see the attached excerpts from the April 2002 Final Guidance for Reading First. States are required to demonstrate that their Reading First programs are making progress in order to maintain funding for the second half of the six-year funding cycle (G-7). The Reading First Management Team is instituting a system to determine adequate progress in reading that is based on third graders' performance on the Iowa Test of Basic Skills, total reading score. In many respects, this system models the steps that are taken to determine adequate yearly progress on Michigan's state reading achievement test (MEAP). Alignment of the procedures used by the state for all schools and by those schools in the Reading First program is intended to prevent unnecessary confusion that might occur if different standards were set.

#### ***Phases of Evaluation of Improvement***

Improvement in reading is assessed by determining whether schools have met standards in three separate phases.

#### **Phase One is required of all Reading First schools.**

- The *first* step is required of all Reading First schools. It entails determining whether 95% of the students took the Iowa Test of Basic Skills (ITBS) in the spring of 2004. If they did not, the school cannot meet the requirement of adequate progress. If they did, the school can move on to the next step.

### **Guidelines for Adequate Progress in Michigan's Reading First Program**

- The *second* step involves determination of the percent of third graders who are reading at or above grade-level standards. To meet the requirement of this step, 20% or more of the third graders must be reading at or above grade level (defined as the 50<sup>th</sup> percentile, using the ITBS national norms). If a school meets this standard, the reading achievement of the third graders in reading is considered adequate. If the school does not meet this standard, the third step must be taken.
- At the *third* step, the school must determine whether there has been a significant decrease between 2003 and 2004 in the percent of students who are significantly underachieving in reading, defined as those whose total reading score is below the 25<sup>th</sup> percentile, based on ITBS national norms. To show adequate progress at this step, there must be a 10% decrease in the number of third graders below the 25<sup>th</sup> percentile. This involves a comparison of the results of the ITBS for third graders in the 2002-2003 school year and the 2003-2004 school year. Schools who entered the Reading First program in Round 2 may not be able to use this means of showing adequate progress because they do not have ITBS scores for the 2002-2003 school year.

#### Phase 2 is advisory, not required.

- In this phase, schools are asked to demonstrate progress for the groups of students considered to be at particular risk for underachievement in reading. Performance of students in these groups is disaggregated in order to determine whether they are making progress to the same extent as other students in Reading First schools. These groups include students with limited English proficiency, students with disabilities, students who are economically disadvantaged, and students from specified ethnic and racial categories.
- If a school meets the achievement and/or progress requirement of Phase 1, and if in this advisory phase schools demonstrate that all subgroups had 20% or more third graders reading at or above grade level OR that there was a decrease of 10% of the students in each group reading below the 25<sup>th</sup> percentile, they qualify as making excellent progress in reading.

#### Phase 3 involves the final determination of Excellent Progress, Adequate Progress, or Inadequate Progress

- The summary chart labeled Part 3 shows the ways that schools can demonstrate progress. To summarize, *excellent progress* is evident when third graders in general AND for the disaggregated groups are found to meet the standards laid out in phase 1 and phase 2. *Adequate progress* is evident when the third graders as a group meet the standard for proficiency or for progress.
- For the schools that do not make adequate or excellent progress, the Reading First Management Team will use this information along with other indicators that they are or are not complying with other state and federal Reading First requirements in order to make decisions about status for the coming year. Two possible outcomes are: (1) Reading First Management Team oversight of the RF plan and its implementation for the 2004-2005 school year or (2) Reading First funding is withdrawn.

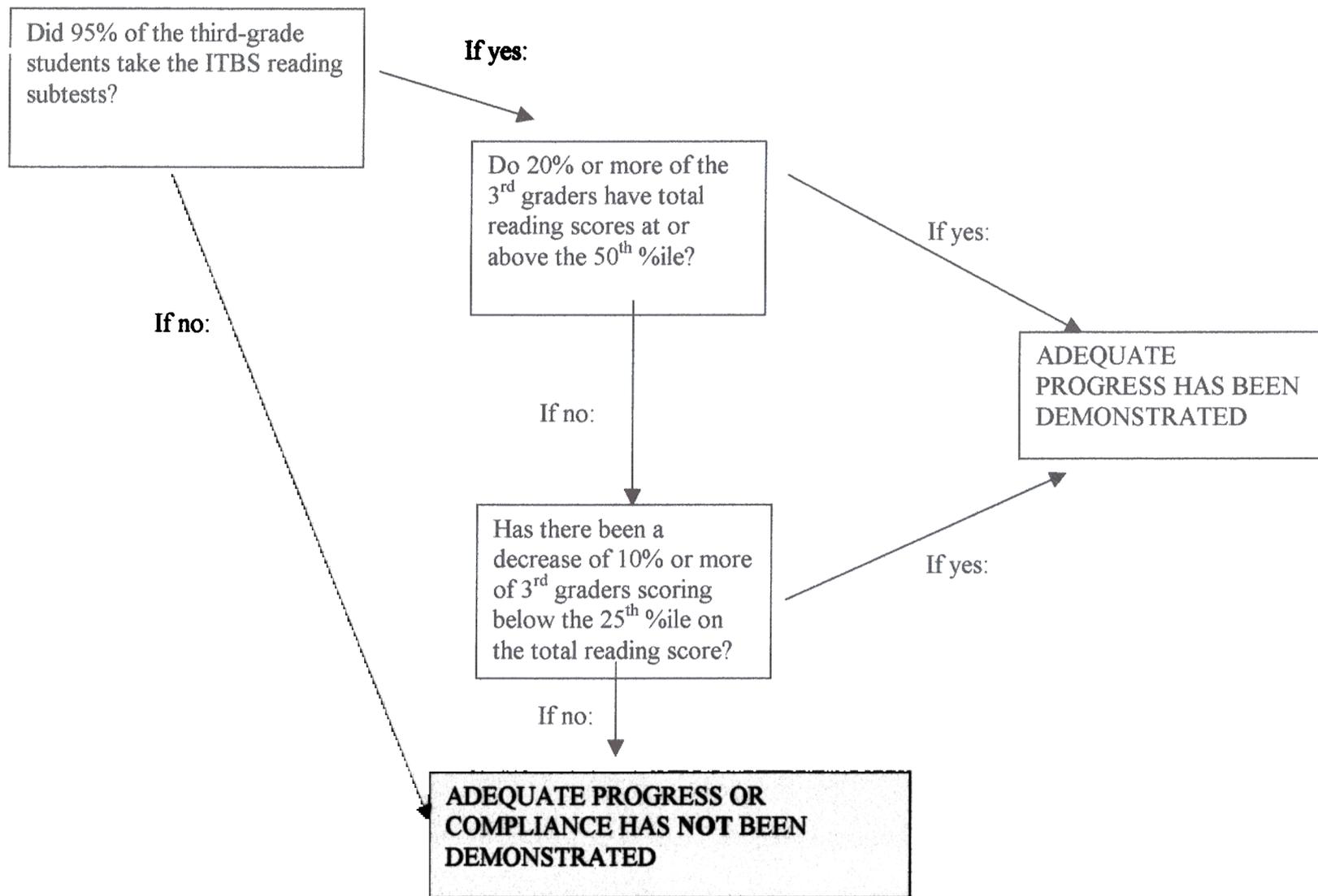
#### *Further Guidelines*

- The criteria for achieving adequate progress will not change in significant ways for the 2004-2005 school year
- For small schools (those with fewer than 30 students in the 3<sup>rd</sup> grade), the achievement of second and third grade will be combined for the evaluation of progress.

**Guidelines for Adequate Progress in Michigan's Reading First Program**

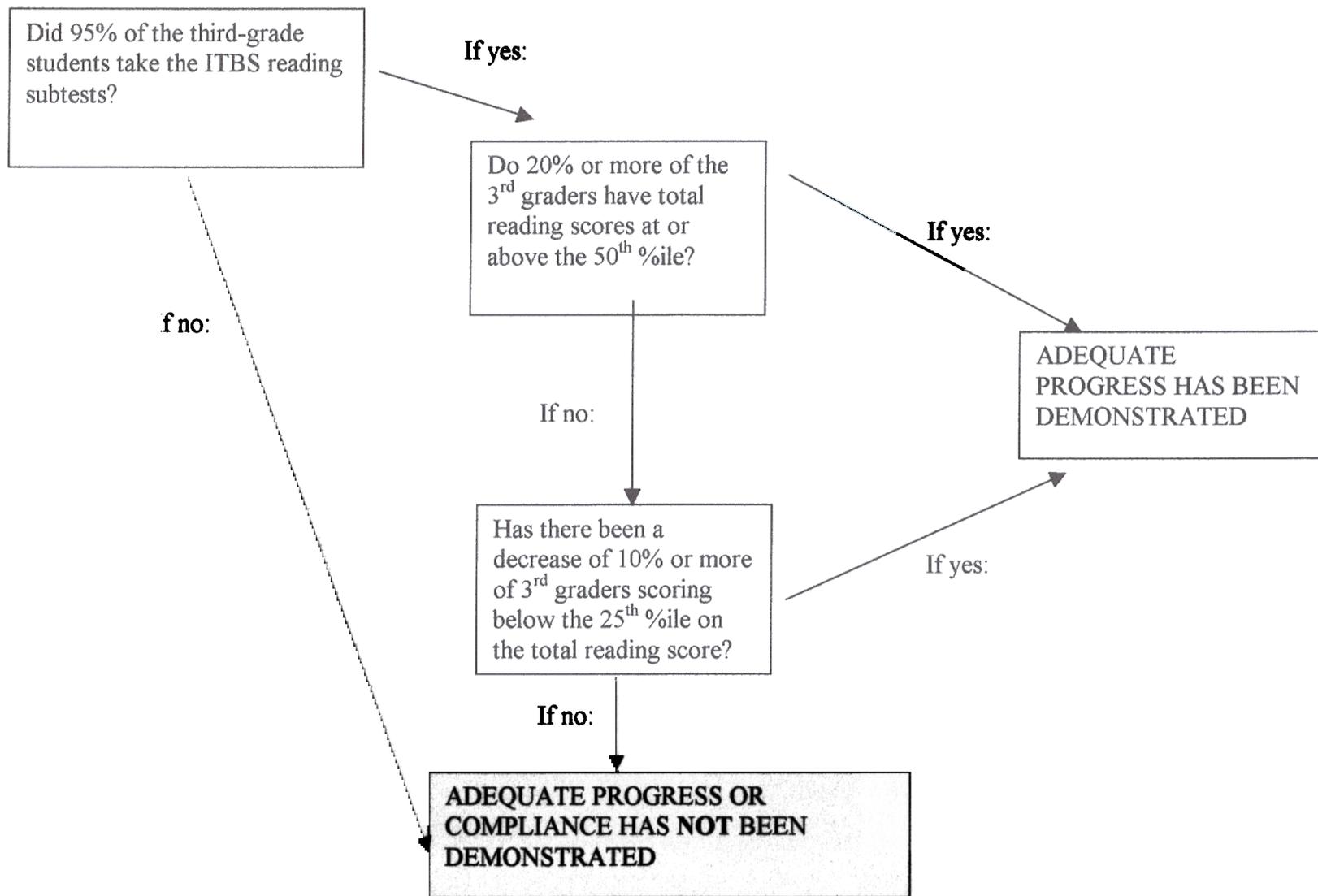
**PROCEDURE FOR ASSESSING PROGRESS ON THE ITBS FOR RF SCHOOLS (2003-2005):**

**PART 1: Requirement**



**Guidelines for Adequate Progress in Michigan’s Reading First Program**

**PART 2: Advisory:** If progress is demonstrated by the 3<sup>rd</sup>-grade cohort in a school, then carry out the same analysis for each at-risk category: students with disabilities, ethnic minorities, ELL, economic disadvantage.



**Guidelines for Adequate Progress in Michigan's Reading First Program**

**Part 3: Demonstration of proficiency and progress in reading for 2003-2004 school year**

**ADEQUATE PROGRESS  
IS INDICATED BY:**

20% or more 3<sup>rd</sup> graders  
at or above 50<sup>th</sup> %ile on  
ITBS total reading score

**OR**

10% decrease in 3<sup>rd</sup>  
graders scoring below  
the 25<sup>th</sup> %ile on the  
ITBS total reading  
score

**EXCELLENT PROGRESS  
IS INDICATED BY:**

20% or more 3<sup>rd</sup> graders and 20% or  
more members of each "risk" category  
reading at or above 50<sup>th</sup> %ile on ITBS  
total reading score

**OR**

10% decrease in 3<sup>rd</sup> graders and 10%  
decrease in students in each "risk"  
category reading below the 25<sup>th</sup> %ile on  
the ITBS total reading