

## **Placement and Instruction for Third Grade Students Who Have Not Passed the GCRCT Reading Test**

House Bill 1190, which was passed during the 2004 Georgia General Assembly, specifies the services to be provided to students who did not pass the GCRCT in Grade 3 and have been retained or promoted to fourth grade following an appeal. The State has outlined two options for providing instructional services for these students and APS has developed guidelines for setting up programs for them.

How you provide services to these students depends on many variables, including:

- Number of students in your school who have not passed the reading test
- Performance of these students on the GCRCT
- Results of the appeal process and resulting placement of students for the next school year
- Availability of reading programs in your school

HB 1190, Section 7 states that:

Local school systems are authorized to place students that fail the third grade Criterion-Referenced Reading Assessment in a transition class, provide extended third grade EIP for such students, or to use both a transition class and extended third grade EIP for such students, in addition to other methods of instruction.

This means:

- That students who are to remain in third grade should receive additional services under EIP guidelines.
- That students who are promoted to fourth grade (either by decision of the school or as the result of an appeal initiated by the parent, guardian, or teacher) are to be placed in a transition class which provides both for remediation of third grade objectives not mastered, and acceleration through fourth grade objectives.
- EIP services provided these students must be different from any other EIP services now provided.
- Remediation must be different from any reading programs the students were involved in last year.

### **No Child Will Fall Through the Cracks**

While the law only requires a placement in fourth grade following a review as the result of an appeal, APS has decided that appropriate placement will be made for every child following a committee's review of the child's records. This must be done for each child whether there has been an appeal or not. We want every

child to be placed properly. Forms have been provided to record the results of this review and/or appeal.

Depending on each child's placement and the number of children involved, the local school may decide to:

- Form an Extended Third-Grade EIP class
- Form a fourth-grade STAR class
- Provide fourth-grade students with special services as part of an EIP class.

#### Fourth-Grade Placement and the STAR Class

APS is initiating a new transitional class called STAR (Students Transitioning through Acceleration and Remediation). STAR replaces the Non-Graded Transition classes offered in years past, and is for students who have not passed the GCRCT reading or Language Arts section but who, in the opinion of the school (or as a result of a placement appeal) have a good chance of making up all third grade reading and Language Arts deficiencies and joining their cohort at the fifth grade at the end of the current school year. STAR students are classified as fourth graders for all purposes, including for testing in the Spring.

If there are enough students in the school to form a self-contained class, this class may be formed under EIP guidelines and will be classified as a fourth grade class, a STAR class. If there are not enough students to make a complete class, additional EIP students who could benefit from such a special class may be pulled from grades 3, 4, or 5 to make a combination class and meet the EIP class quota (11-14 students).

If there are too few students to form a stand-alone STAR class, these students may be served under one of the specified delivery models for EIP program structure in a classroom with regular fourth grade students. This class will be limited in size by EIP requirements, depending on the number of EIP students present.

The STAR class must be designed as follows:

- The STAR class will be a stand-alone class.
- STAR students will be classified as fourth grade students in SASI, for FTE counts, and for testing purposes. Assignment to the STAR class will be done by the Promotion Committee in the case of an appeal by parent, guardian, or teacher, or by review of the student's records and resulting recommendation by the school's SST committee and with the concurrence of the parent or guardian.
- Reading instruction will be given for 2 1/2 hours each day. One and a half hours are at the fourth grade level while one hour will be used to remediate third grade material.

- During the remaining time, STAR students are to receive the regular fourth grade curriculum in all other areas.
- It is required that the reading program for these students will be different from what they have experienced in the past and will provide new and different opportunities to master the reading standards.
- Each student is to have a program individualized through diagnostic evaluation and prescription of activities designed to help the student master material.
- Frequent assessment will insure that students are making progress.
- Teachers involved in the program must be highly qualified and experienced.
- Schools may develop their own reading remediation program around existing components, such as Scholastic Read180, McGraw-Hill Intervention, Voyager, Leap Frog, or some other program developed with the approval of the SRT.
- Students must pass the GCRCT in reading at the fourth grade level during the spring testing in order to move on to the fifth grade without attending summer school. If they must attend summer school, they may move to fifth grade only after attaining a fifth grade score on a recognized assessment.

### Third-Grade Placement and the Extended Third-Grade EIP

If it is determined that a student's most beneficial placement is to repeat the third grade, then that student should be placed in a Extended Third-Grade EIP program.

- The Extended Third-Grade EIP has the following characteristics:
- Students in the Extended Third-Grade EIP class will be classified as third graders for FTE and testing purposes.
- Extended Third-Grade EIP will be counted as EIP students for funding purposes. The classroom to which they are assigned must meet requirements for EIP as outlined in Early Intervention Program (EIP) Guidelines 2004-2005 which was distributed to schools by the Office of External Programs and may follow any of the delivery models described there.
- The State requires that any EIP program for these students be programmatically and instructionally different from any other EIP programs.
- It is expected that these students will receive additional instructional time in reading using available programs such as Scholastic Read180, McGraw-Hill Intervention, Voyager, Leap Frog, or some other program developed with the approval of the SRT.
- Teachers in the Extended Third-Grade EIP class must be highly qualified.

- Students will receive frequent assessment to guarantee that they are making progress.

### SASI Coding

In order to follow the progress of these students, they must be coded in SASI as is done for all EIP students. In addition, instructions will be given the schools in how to code these students so they may be identified for statistical purposes.

## Instructional Models for Third-Grade Students Who Have Not Passed the GCRCT

	<b>Third-Grade Extended EIP</b>	<b>Fourth-Grade Transition</b>	<b>Fourth-Grade Extended</b>
How Is A Student Assigned?	Retention	Promotion by Appeal or Evaluation	Promotion by Appeal or Evaluation
Class Model	Any EIP Model	Self-Contained STAR Classroom	Any EIP Model
Number of Students per Classroom	Any number up to EIP requirements	11 - 14	Any number up to EIP maximum
Interventions*	Scholastic Read 180 McGraw Hill Intervention Voyager Leapfrog Tutoring Other intervention	Scholastic Read 180 McGraw Hill Intervention Voyager Leap Frog Other intervention	Scholastic Read 180 McGraw Hill Intervention Voyager Leap Frog Tutoring Other intervention
Program	Must be individualized to the specific needs of each student	Must be individualized to the specific needs of each student	Must be individualized to the specific needs of each student
Evaluation	Frequent enough to show progress or lack thereof	Frequent enough to show progress or lack thereof	Frequent enough to show progress or lack thereof
Teachers	Must be Highly Qualified according to NCLB	Must be Highly Qualified according to NCLB	Must be Highly Qualified according to NCLB
Spring Testing	Third Grade	Fourth Grade	Fourth Grade

\*State Policy requires that interventions be ". . .programmatically and instructionally different than EIP."

Flow Chart for Developing Programs for Third-Grade Students Who Have Not Passed the GCRCT  
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