HB-4822 Crosswalk to
Reading-Tiered Fidelity Inventory

R-TFI Correlation	Key Requirements
	Districts will:
	• Use one of the state approved reading assessment systems for screening & progress monitoring, and as a diagnostic (yet to be determined)
Tier 1: Resources 1.13, 1.14; Evaluation 1.19	• Use the assessments to diagnose difficulties, inform instruction and intervention needs
Tier 1: Resources 1.13, 1.14, 1.20	• Use the state assessment system to assess all students K-3 three times a year, including within 30 days of starting school
Tier 1: Implementation 1.9, Tier 2: Teams 2.2; Intervention Implementation 2.6; Tier 3 Intervention Implementation 3.5, 3.6, 3.7	• Create an individualized reading improvement plan within 30 days of identification that describes the reading intervention services the student will receive to remedy the identified reading deficiency
Tier 2: Teams 2.2; Intervention Implementation 2.6; Tier 3 Intervention Implementation 3.5, 3.7; Resources 3.12	• Create the reading improvement plans with the student's teacher, principal, parent/legal guardian, and any other person who is necessary
Tier 3: Intervention Implementation 3.6	• Provide intensive reading intervention for the student intended to correct deficiencies as described in the individualized reading plan
	• Provide written notice to all parents of students with a literacy delay or reading deficiency and include tools to support/ correct at home
Tier 2: Resources 2.7	• Provide supplemental evidence-based reading intervention for all students K-3 for students who are identified as having a reading deficiency
Tier 1: Implementation 1.6	• Ensure all students have evidence-based core reading instruction that meets the majority of general education needs
	The district will provide teachers with PD that shall:
	• Be provided based on student data
	• Address the 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary, & comprehension)
Tier 2: Evaluation 2.9;	• Include administration and analysis of instructional assessments
Tier 2: Teams 2.1	• Include differentiation
Tier 2: Teams 2.1; Tier 2: Resources 2.8; Tier 3: Resources 3.8;	• Include how teachers can support and use intensive intervention
Tier 2: Teams 2.1	• Include how to use progress monitoring
Tier 2: Teams 2.1	• Include how to identify and address reading deficiencies
	The district shall provide a Reading Intervention Program for K-3 that will:

Tier 2: Teams 2.1	• Place all students who have been identified with a reading deficiency in an intervention program
Tier 2: Teams 2.1; Tier 2: Evaluation 2.9, 2.10, 2.11	• Screen and monitor student progress (at least 3 times)
Tier 2: Teams 2.1; Tier 2: Intervention Implementation 2.4; Tier 3: Resources 3.10	• Align intervention to identify and address student(s) deficiencies
Tier 2: Teams 2.1	• Work on bringing all students to read at grade level
Tier 2: Intervention Implementation 2.4	• Provide intensive development in the 5 areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
Tier 2: Intervention Implementation 2.3	• Program must be systematic, explicit, multisensory, and sequential
Tier 2: Resources 2.7	• Must be implemented during school hours and in addition to regular class reading instruction
	• Provides parents/ guardians/care takers with Read at Home plan
	• Read at Home plan must include the provision of training workshops for families
	• Read at Home plan must include regular home reading
	• Document efforts to engage parent/guardian and how successful it was
	• Document any dissenting opinions regarding individual reading improvement plan
Tier 3: Evaluation 3.9	• Utilize a diagnostic to identify specifics around student reading deficiency
	The district will provide even more intensive reading intervention support for students in grade 3 who are still not reading on grade level, including:
Tier 2: Intervention Implementation 2.3	• Curriculum which is evidence-based and has proven results in accelerating student reading achievement within the same school year
	• Has more dedicated instructional time than previous year in general reading instruction and intervention
Tier 2: Intervention Implementation 2.4, 2.5; Tier 3: Intervention Implementation 3.5; Resources 3.10	• Be provided daily in targeted small group or 1-1 based on student needs determined by assessment data
Tier 2: Intervention Implementation 2.3	• Explicit and systematic instruction with more detailed and varied explanations, extensive opportunities for guided practice, more opportunities for error correction, and more opportunities for feedback
Tier 2: Evaluation 2.9, 2.10, 2.11; Tier 3: Resources 3.10	• Provides administration of ongoing progress monitoring assessments in order to monitor student progress

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	• Provide additional instruction beyond core delivered by teacher, tutor, volunteer with specialized reading training
	• Instruction can be before or after school or during the school hours – but may not happen during ELA classroom time
	• Provides parents/ guardians with Read at Home plan
	• Read at Home plan must include the provision of training workshops for families
	• Read at Home plan must include regular home reading
	• Document efforts to engage parent/guardian and how successful it was
	• Document any dissenting opinions regarding individual reading improvement plan
	For students not promoted to grade 4, the district will provide a reading intervention program with the following features as appropriate for the needs of the student:
	• They must be assigned a highly effective teacher OR highest evaluated grade 3 teacher using the state teacher evaluation system AND/OR a reading specialist
	• Instruction must have reading programs that are evidence-based with proven results in accelerating reading achievement within same year
	• Reading instruction and intervention must take place for the majority of pupil contact time each day
	• Instruction and intervention must also give opportunities to master the grade 4 state standards in other core areas
	• Daily small group or 1-1 intervention must be based on student needs as determined by assessment data and identified reading deficiencies
	• Must have explicit and systematic instruction with more detailed and varied explanations, extensive opportunities for guided practice, more opportunities for error correction, and more opportunities for feedback
	• Provide administration of ongoing progress monitoring data in order to monitor student progress toward a growth target
	• Provide supplemental instruction beyond core delivered by teacher or tutor with specialized reading training before/after school or during school hours,but may not happen during ELA classroom time
	• Provides parents/ guardians with Read at Home plan that includes training workshops for families
	Districts are encouraged to:
	• Provide summer reading camps that are staffed with highly effective teachers of reading

	• Provide reading intervention services at the summer reading camps that address the student's reading deficiency
	Principals will:
Tier 1: Resources 1.15	• Target specific areas of professional development based on needs data of current or incoming students
Tier 2: Teams 2.1; Tier 2: Evaluation 2.9	• Collect data and monitor teacher progress in improving student proficiency rates
(Aligns with the DCA though)	• Use the teacher data to differentiate and intensify teacher professional development
Tier 1: Teams 1.1, 1.3, Tier 2: Teams 2.1	• Create a collaborative system within the school to improve reading rates in grades K-3
Tier 1: Teams 1.4	• Ensure time is provided for professional development and meeting of teachers
	• Utilize the early literacy coaches
	Literacy Coach will:
	• Provide initial and ongoing professional development for district staff
	• Not perform administrative functions
	• Not have a classroom teaching assignment
	• Model effective instructional strategies for teachers
	• Facilitate study groups
Tier 3: Resources 3.9	• Train teachers to analyze data and use data to differentiate
	• Coach and mentor colleagues
Tier 1: Resources 1.12	• Support, monitor, and ensure implementation of core reading program with fidelity
Tier 1: Resources 1.17; Tier 2: Resources 2.8; Tier 3: Resources 3.8	• Train teachers to diagnose and address reading deficiencies
Tier 1: Resources 1.17; Tier 2: Resources 2.8	• Work with teachers to use evidence-based reading strategies for all content areas
	• Help increase instructional density
Tier 1: Resources 1.17; Tier 2: Resources 2.8; Tier 3: Resources 3.8	• Prioritize coaching & mentoring
	• Prioritize the impact on more students vs few
Tier 1: Resources 1.16; Tier 3: Resources 3.10	• Lead & support reading leadership teams
Tier 1: Resources 1.17; Tier 2: Resources 2.8	• Model for all teachers in classrooms K-3rd
	• Increase his/her background knowledge on reading instruction & intervention best practices
Tier 1: Resources 1.17	• Prioritize time to be spent on teachers/ activities/roles that will have highest impact
Tier 1: Resources 1.17; Tier 3: Resources 3.8	• Work with students in whole group & small group to model and coach teachers

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	Early Literacy Coach Qualifications:
	• Have successful experience as a classroom teacher
	• Have background knowledge on scientifically based reading research
	• Have expertise in quality reading instruction
	• Know how to infuse reading strategies into content area classes
	• Know how to manage, organize, and support analysis of instruction
	• Understand and know how to work well with adults
	• Have at least a Bachelor's degree, extra course work in reading, and/or have completed PD on reading
	For ELL students, if staff resources allow, districts are encouraged to provide the following intervention services:
	• Ongoing assessments to give actionable data to teachers for intervention
	• Instruction in the student's native language with withdrawal of that instruction as the student improves his/her English language skills
	• Instruction in academic vocabulary
	• Instruction in the 5 reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension
	• Common English language development strategies (modeling, guided practice, comprehensive input)
	• Feedback for the student including explanations in his/her native language
	• Opportunities for speech production
	In 2019-2020 year, districts must not enroll a students in grade 4 (even if enrolling for the first time) until one of the following occurs:
	• Student achieves a reading score that is less than one grade level behind on the grade 3 ELA assessment • Student demonstrates grade 3 reading level thru performance on an alternate standardized reading assessment • Student demonstrates a grade 3 reading level as evidenced by a student portfolio demonstrating competency in all grade 3 state ELA standards thru multiple work samples
	Districts must also:
	• Inform parents at least 30 days prior to start of school year in writing of proposed placement for following year once finally determined
	• Provide intervention for 4th + grade students (with same intensity as their peers who were retained) who were exempted from the retention but still have reading deficiencies
	The superintendent or designee may grant a good cause exemption to promote a student to grade 4 for one of the following:
	• Student is proficient in all subject areas on grade 3 state assessment except ELA

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	• Student is proficient in science and social studies as shown by portfolio and supported by the grade 3 teacher of science and social studies
	• Student is on a 504 plan and the team decides to exempt the student
	• Student is ELL with less than 3 years of instruction in an ELL program
	• Student has received 2+ years of intensive reading intervention but still has a reading deficiency AND was previously retained in K, 1, 2, or 3
	• Student has been enrolled in district for less than 2 years AND evidence the student was not provided with appropriate individual reading plan from previous school
	• Parent/guardian requests a good cause exemption within 30 days of notification from CEPI
	• Inform parents at least 30 days prior to start of school year in writing of proposed placement for following year once finally determined
	• Provide intervention for 4th + grade students (with same intensity as their peers who were retained) who were exempted from the retention but still have reading deficiencies

3rd Grade Retention Meeting in response to CEPI's letter will include:
• School official
• Discussion of retention requirements, good cause exemptions, and state standards

In June 2019+, Districts will:
• Create a staffing plan to provide services under the legislation (for districts who are having difficulty meeting needs of instruction for students), that includes: o Description of criteria of how students assigned to ELA teacher o Credentials and training of teachers teaching at the school o Plan of how the district will meet the requirements of the bill

In summer of 2020, Districts will:
• Submit a retention report to CEPI that includes: o Number of students retained in grade 3 due to this legislation o Number of students promoted to grade 4 due to good cause exemption and disaggregated by each of the exemptions

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