

3rd Grade Reading Legislation Questions - Received from GELN Membership - November 10, 2016

Identification Threshold and Procedures

1. What will constitute "one year deficient at the end of third grade?" If it is a 1200 on the state assessment, very few students will actually meet that definition.
2. Is it one year behind in "reading" or "ELA"? The legislation states proficiency on the state ELA assessment but then uses "reading" throughout a good portion of the document.
3. If an end of Grade 3 assessment indicates retention, but services over the summer provide sufficient acceleration as demonstrated at end of summer or beginning of Grade 4, can a student be moved at that time?
4. Will CEPI reports be sent to parents in the language spoken in the household? (And...In simple terms that all parents can understand—especially considering that these students may come from families where reading levels are not high.)
5. Is the starting point for the retention the state test scores?
6. Can a teacher other than the student's assigned homeroom teacher advocate for a Good Cause Exemption?
7. Is there a clear retention process we are to follow for this? Do we use state assessment data or local data or a combination of both?
8. What is the process for exempting students from this? Can we get a clear cheat-sheet or one-page document that we can use as a reference to help us clearly explain the PROCESS to parents.

ESSA / Title I Connections

1. How does the new reading law interplay with ESSA/Title I requirements?
2. Do the existing Title I supports in districts and schools already, in effect, meet the added instructional time and interventions for students demonstrated deficiencies in reading?
3. If there are more students demonstrating deficiencies than there are resources to intervene, does a school/district prioritize to serve those with greatest needs first?
4. Will Summer Reading Camps be an acceptable use of Title One funds?

Individualized Reading Improvement Plans

1. Will a standard format or template to facilitate the development of Individual Reading Improvement Plans (IRIPs) be developed?
2. Will this standard format include procedural safeguards?
3. What are the options if parents dissent/opt out of signing/agreeing to an Individual Reading Improvement Plan?
4. Will there be standard supports for Reading at Home plans and professional development for parents or caregivers?
5. Will 4th graders promoted on a good cause still require a IRP until proficient?

Staffing Implications

1. If there is language regarding student caseload or student placement within classrooms that is in conflict with the placement requirement for students with highly qualified teachers, what recommendations are there? (ie: if there are 1 highly effective and 3 effective teachers at a grade level)
2. Given the enormous list of tasks enumerated for and expected of coaches - how are small ISDs or districts ever going to be able to provide sufficient staffing? The coaching numbers are insufficient across the board.

Assessments

1. What is the timeline for announcement of the approved assessments?
2. Who will determine what constitutes "deficiency" on the various assessments? In other words, does every score that falls below benchmark constitute a deficiency— or will there be a small amount of 'grace'?
3. Can the three assessments be different tools?
4. How do we ensure we continue to focus on the whole child while simultaneously using predictability of the assessments we use before the 3rd grade state assessment?

Other

1. Can the MDE or state legislators provide any data or evidence saying that retaining a student is a researched-based practice that makes a positive impact on a child's education?