

## IREAD-3 and English Learners Frequently Asked Questions

### ***Administration and Accommodations:***

#### **What accommodations are available to English Learners on IREAD-3?**

It is important to note that any accommodations English Learners are eligible to receive on state assessments must be formally documented the student's Individual Learning Plan (ILP) and that the student is familiar with and uses on a regular basis. Accommodations available on IREAD-3 for English Learners include:

- Student permitted to read aloud to him or herself
- Text-to-speech (except reading comprehension; directions read aloud only)
- Extended time
- Additional breaks (as needed)
- Bilingual Dictionary (utilize only if student is literate in native language)
- Small group or individual testing

However, please see the IDOE [Accessibility and Accommodations](#) document which details all available accommodations for English Learners and students with IEPs. This document also provides information on accessibility tools and features that are allowed for all students.

### ***Good Cause Exemptions:***

#### **Is there a Good Cause Exemption for English Learners (ELs)?**

Yes. Good Cause Exemptions were included in Public Law 109 to allow for flexibility in determining access to grade four curriculum. Public Law 109 states that Good Cause Exemptions may be given to students who do not pass IREAD-3 and who fit one of the following criteria:

1. Students who have **previously been retained two times** prior to promotion to grade four (In other words, students may only be retained a maximum of two times in grades K-3 combined.).
2. **Students with disabilities** whose case conference committees have determined that promotion is appropriate.
3. **English Learners (ELs)** whose Individual Learning Plan (ILP) committees have determined that promotion is appropriate.

<p><b>When referring to “English Learners,” which students should be taken in to account?</b></p>	<p>EL students are identified English Learners having scored a level 1.0 - 4.9 on the annual WIDA ACCESS (or on a placement test, either Kindergarten W-APT or WIDA Screener, if applicable) in the 2016-2017 school year. <b>Students who scored a 5.0 or above are not eligible for the Good Cause Exemption, as they are no longer considered English Learners.</b></p>
<p><b>If a student is an English Learner based on 2016-2017 WIDA ACCESS (or placement test) data, and exits EL status on the 2017-2018 WIDA ACCESS, are they still eligible for a Good Cause Exemption for the 2017-2018 school year?</b></p>	<p>Yes. If a student is identified as an English Learner at the beginning of the 2017-2018 school year, they retain that status for the entirety of the school year, regardless of how they perform on that year’s annual WIDA ACCESS assessment. Because of this, they are still eligible for a Good Cause Exemption, as well as testing accommodations per their ILP.</p>

**ILP Committee:**

<p><b>What is an ILP Committee?</b></p>	<p>An ILP Committee is a group of individuals that will be responsible for determining whether an EL student who did not pass IREAD-3 should have access to fourth grade reading and literacy instruction via a Good Cause Exemption.</p>
<p><b>Who should be on the ILP Committee?</b></p>	<p>511 IAC 6.2-3.1-3 (6) (C) (i) indicates that the ILP Committee must consist of:</p> <ul style="list-style-type: none"> <li>• the student’s parent;</li> <li>• a building level administrator, or designee;</li> <li>• a classroom teacher of service;</li> <li>• an English learner teacher, if one exists; and</li> <li>• an English learner district administrator, if one exists.</li> </ul>
<p><b>Is a school only allowed to have those individuals stated in 511 IAC 6.2-3.1-3 (6) (C) be a part of the committee, or can there be more members?</b></p>	<p>This is a local decision. At a <i>minimum</i>, the ILP Committee must consist of: the student’s parent; a building level administrator, or designee; a classroom teacher of service; an English learner teacher, if one exists; and an English learner district administrator, if one exists.</p>
<p><b>Who is a ‘classroom teacher of service’?</b></p>	<p>The ‘classroom teacher of service’ is the individual who has the particular EL student that did not pass IREAD-3 in their classroom. It is important to note that the ‘classroom teacher of service’ may be different for each ILP Committee meeting, depending on the student.</p>

<p><b>If the building administrator chooses a designee for the ILP Committee, can that designee be a school counselor or must the designee have an administrative license?</b></p>	<p>511 IAC 6.2-3.1-3 (6) (C) (ii) indicates that “a committee consisting of a building level administrator or designee...” Therefore, if the building level administrator is unable to attend, they can designate another individual to attend in place of them. The law does not indicate that the designee have an administrative license. However, if the building level administrator is unable to attend, it would be expected that they have reviewed the case of any English Learner that did not pass IREAD-3 and have issued their recommendation to the ILP Committee for promotion or retention of the student.</p>
<p><b>Does an ILP Committee meeting have to be held for every EL student that does not pass IREAD-3?</b></p>	<p>Yes. An ILP Committee meeting must be held for every EL student that does not pass IREAD-3 after the March administration.</p>
<p><b>When do ILP Committee meetings need to be held?</b></p>	<p>This is a local decision; however, local ILP Committees should convene to determine remediation format and placement decisions prior to the summer retest window. Additionally, schools should determine a schedule that works best for all individuals involved and is accommodating as possible to parents.</p>
<p><b>What if parents are unable to attend the ILP committee meeting?</b></p>	<p>If parents are unable to attend the ILP Committee meeting, a school must be able to show documentation that due diligence was made in reaching out to the parent and accommodating the parent’s schedule to the extent possible.</p>
<p><b>Is there a specific form that is required to be used at each ILP Committee meeting?</b></p>	<p>No. It is recommended that documentation is kept regarding each ILP committee meeting and the outcome of each meeting; however, there is not a mandated form that is required to be used in each meeting. It is a local responsibility to develop a form that will accommodate the needs of your school. It is also recommended that the completed form be kept in the student’s cumulative folder.</p>
<p><b>Is there specific student data or information that is required to be reviewed when determining promotion or retention?</b></p>	<p>No, however it is recommended that multiple data points are considered. Recommendations of data/information to review may include:</p> <ul style="list-style-type: none"> <li>• WIDA ACCESS scores;</li> <li>• Summative, formative and progress monitoring assessment data;</li> <li>• ISTEP+ data;</li> <li>• Fidelity and implementation of student’s current Individual Learning Plan (ILP);</li> <li>• Fidelity and implementation of the English Language Proficient (ELP) standards;</li> <li>• Current grades;</li> <li>• Examples of student work; and</li> <li>• Input from members of the ILP committee.</li> </ul>

<p><b>How will the ILP committee incorporate the current IDOE rule that states, "retention of an English Learner should not be based solely upon their level of English language proficiency"?</b></p>	<p>The current IDOE guidance document regarding retention of an English Learner (EL) takes several different items into account when considering retention of an EL. One of the statements listed indicates that "retention of an English Learner should not be based solely upon their level of English language proficiency"; therefore, an ILP Committee's decision to promote or retain a student should be based on several different areas, not the student's annual WIDA ACCESS scores, which measures a student's English language proficiency.</p>
<p><b>Does the committee have to agree 100% or is it a majority rule?</b></p>	<p>This is a local decision. Each ILP Committee will be responsible for coming to a consensus on promotion or retention of a student.</p>

***Retests and Remediation:***

<p><b>Is an EL student who did not pass the March 2018 IREAD-3 required to retest in the summer?</b></p>	<p>Yes, however if an ILP Committee determines that the summer retest is not appropriate for the EL student, the student would not need to participate in the retest. The student may be granted a Good Cause Exemption.</p>
<p><b>What happens if a parent refuses to have their child participate in remediation?</b></p>	<p>Ultimately this is the parent's decision; however, it is strongly recommended that the school maintain documentation, including a parental sign-off for denial of services.</p>
<p><b>Are EL students who do not pass IREAD-3 included in the 90%?</b></p>	<p>Yes. All students who were enrolled in a school during the March test window are included in the 90% calculation (minus students assessed with IAM and Approved Medical Necessity Requests); this includes students who receive Good Cause Exemptions.</p>
<p><b>Can an ILP Committee meet and decide to have an EL student retest during the summer and then reconvene after summer results are back to determine promotion or retention?</b></p>	<p>Yes, this is a local decision.</p>
<p><b>Can an ILP Committee meet and decide to have an EL student retest during the summer but also at the time of the meeting, determine retention or promotion of a student based upon summer results?</b></p>	<p>Decisions about granting exemptions should be made <b>after</b> reviewing the student's test results. Also, once a student receives an exemption, retesting is no longer appropriate.</p> <p>Suggested: "No, once the decision to grant a student a Good Cause Exemption, the procedures to submit the GCE via the IDOE-data center must be followed without hesitation. Students who qualify and granted Good Cause Exemptions cannot retest."</p>

<p><b>If an EL student was a third grader in the 2017-2018 school year enroll from out of state <i>before</i> the end of the regular school year, is the student required to be assessed?</b></p>	<p>Yes. Any grade 3 student who moved into Indiana <i>after</i> the March test window and <i>before</i> the end of the 2017-2018 school year is required to participate in the summer retest.</p>
<p><b>If an EL student completed third grade during the 2017-2018 school year in a home school, non-accredited Indiana school, or an out-of-state school, and subsequently enrolls in fourth grade at an accredited Indiana school the following school year, is the student required to be assessed?</b></p>	<p>Once the local school determines that grade four is the appropriate grade-level placement, the student would not participate in IREAD-3. Students who are homeschooled do not participate in any state assessments such as IREAD-3. Students who were promoted to 4<sup>th</sup> grade by their teacher at an out-of-state school would not have had the opportunity to participate in IREAD-3, and the promotion decision of the out-of-state school is honored.</p>
<p><b>If we have an EL student that was absent for all three days of testing, is the EL student required to retest during the summer?</b></p> <p><b>Can the student qualify for a Good Cause Exemption after the re-test?</b></p>	<p>Yes, the student has to re-test.</p> <p>The ILP committee may choose to grant the student a Good Cause Exemption only <i>after</i> reviewing the student’s IREAD-3 results.</p>

***Additional Resources:***

IDOE IREAD-3 Website: <http://www.doe.in.gov/assessment/iread-3>

IDOE Assessment Program Manual: <https://www.doe.in.gov/sites/default/files/assessment/2017-2018-program-manual-chapters-1-13.pdf>

IDOE Accessibility and Accommodations Guidance: <https://www.doe.in.gov/sites/default/files/assessment/accessibility-and-accommodations-guidance.pdf>



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*Working Together for Student Success*