



# PROCESS & CONSIDERATIONS FOR ISSUING A GOOD CAUSE EXEMPTION

Indiana is committed to supporting long-term success for all students by ensuring that by 2027, **95% of grade three students attain reading proficiency**. Goals delineated in [Indiana's Priorities for Early Literacy](#) outline the importance of student proficiency in reading by the end of grade three in order to advance and excel in other curricular areas.

The guidance is intended to support school staff in strategic decision-making when determining whether to issue a Good Cause Exemption (GCE) to an eligible student who did not pass IREAD-3. GCEs serve to exempt eligible students from additional IREAD-3 testing requirements. Refer to the Indiana Department of Education's (IDOE's) [guidance](#) for grade three students following the IREAD-3 administration.

## I. INITIAL STEPS

## II. MAKING A GCE DETERMINATION

## III. NEXT STEPS FOR STUDENT SUPPORT

### I. INITIAL STEPS

ACTION		CONSIDERATIONS
1.	<b>Receive IREAD-3 results and identify students who Did Not Pass and may qualify for a GCE.</b>	<p>Students who may qualify for a GCE include:</p> <ul style="list-style-type: none"> <li>• Students with an Individualized Education Program (IEP);</li> <li>• Identified English learners (ELs); and</li> <li>• Students who have been retained twice.</li> </ul>
2.	<b>Parents are notified that their student Did Not Pass and is not exhibiting reading skills required at the grade three level.</b>	<ul style="list-style-type: none"> <li>• The <a href="#">parent letter template</a> may be modified to support conversations with families about results, retest opportunities, and exemptions.</li> <li>• Communication must occur in a language parents understand.</li> <li>• Communication should occur in a timely manner.</li> <li>• Schools should retain local documentation.</li> </ul>



# PROCESS & CONSIDERATIONS FOR ISSUING A GOOD CAUSE EXEMPTION

## I. INITIAL STEPS

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<p><b>3.</b> A Case Conference Committee for students with IEPs or Individual Learning Plan (ILP) Committee for ELs must be convened to review the student's IREAD-3 results and determine next steps. This includes GCE considerations and continued interventions and support.</p>	<p>The following individuals should be included in the GCE determination committees:</p> <table border="0"> <tr> <td data-bbox="849 650 1484 1085"> <p><b>IEPs:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Teacher of record</li> <li>• General education teacher</li> <li>• School administrator</li> <li>• Reading specialist</li> <li>• Other</li> </ul> </td> <td data-bbox="1493 650 2128 1085"> <p><b>ILPs:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• EL teacher of record/service</li> <li>• General education teacher</li> <li>• School administrator</li> <li>• Reading specialist</li> <li>• Interpreter (as needed)</li> <li>• Other EL staff (i.e., paraprofessionals)</li> </ul> </td> <td data-bbox="2137 650 2960 1085"> <p><b>Students retained twice:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• General education teacher</li> <li>• School administrator</li> <li>• Reading specialist</li> <li>• Special education staff (if applicable)</li> <li>• Other</li> </ul> </td> </tr> </table>	<p><b>IEPs:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Teacher of record</li> <li>• General education teacher</li> <li>• School administrator</li> <li>• Reading specialist</li> <li>• Other</li> </ul>	<p><b>ILPs:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• EL teacher of record/service</li> <li>• General education teacher</li> <li>• School administrator</li> <li>• Reading specialist</li> <li>• Interpreter (as needed)</li> <li>• Other EL staff (i.e., paraprofessionals)</li> </ul>	<p><b>Students retained twice:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• General education teacher</li> <li>• School administrator</li> <li>• Reading specialist</li> <li>• Special education staff (if applicable)</li> <li>• Other</li> </ul>
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## II. MAKING A GCE DETERMINATION

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<p><b>4.</b> Compile additional data points or evidence to consider alongside IREAD-3 performance. Various factors must be considered to make this determination.</p>	<table border="0"> <tr> <td data-bbox="849 1348 1484 1929"> <p><b>Possible Evidence to Consider for All Students:</b></p> <ul style="list-style-type: none"> <li>• Summative and formative progress monitoring and assessment data</li> <li>• ILEARN results (if available)</li> <li>• Grades across academic content areas</li> <li>• Student work samples</li> <li>• Teacher observations</li> <li>• Attendance data</li> <li>• Behavioral data</li> </ul> </td> <td data-bbox="1493 1348 2128 1929"> <p><b>Additional Evidence for Special Education Students:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring data</li> <li>• IEP goals</li> <li>• Documentation of attempted interventions</li> </ul> </td> <td data-bbox="2137 1348 2960 1929"> <p><b>Additional Evidence for EL Students:</b></p> <ul style="list-style-type: none"> <li>• WIDA ACCESS scores (current and historic)</li> <li>• ILP</li> <li>• EL services (i.e., program models, frequency, and duration of services)</li> </ul> </td> </tr> </table>	<p><b>Possible Evidence to Consider for All Students:</b></p> <ul style="list-style-type: none"> <li>• Summative and formative progress monitoring and assessment data</li> <li>• ILEARN results (if available)</li> <li>• Grades across academic content areas</li> <li>• Student work samples</li> <li>• Teacher observations</li> <li>• Attendance data</li> <li>• Behavioral data</li> </ul>	<p><b>Additional Evidence for Special Education Students:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring data</li> <li>• IEP goals</li> <li>• Documentation of attempted interventions</li> </ul>	<p><b>Additional Evidence for EL Students:</b></p> <ul style="list-style-type: none"> <li>• WIDA ACCESS scores (current and historic)</li> <li>• ILP</li> <li>• EL services (i.e., program models, frequency, and duration of services)</li> </ul>
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## II. MAKING A GCE DETERMINATION

ACTION		CONSIDERATIONS		
<b>5.</b>	<b>Review the compiled data and evidence utilizing guiding questions.</b>	<p><b>Questions to Consider:</b></p> <ul style="list-style-type: none"> <li>• What reading interventions (addressing areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension) were implemented so far with the student?</li> <li>• What trends do progress monitoring data show?</li> <li>• What other supports does the student receive (e.g., Title, tutoring)?</li> <li>• Does the school implement research-based support systems (e.g., multi-tiered systems of support)?</li> </ul>	<p><b>Additional Questions for Special Education Students:</b></p> <ul style="list-style-type: none"> <li>• Does the student’s IEP indicate that participation in statewide assessments is not appropriate?</li> <li>• Has the student been retained previously?</li> <li>• Is the student making progress toward IEP goals?</li> </ul>	<p><b>Additional Questions for English Learner Students:</b></p> <ul style="list-style-type: none"> <li>• How long has the student received schooling in the U.S.?</li> <li>• What was their initial English proficiency level, and how has their proficiency in all domains progressed over time?</li> <li>• Has the ILP been implemented with fidelity? Have the accommodations and modifications been appropriate, or do they need adjusted?</li> <li>• Have EL services been provided with fidelity? What have services entailed?</li> </ul>
<b>6.</b>	<b>Make a GCE determination.</b>	<p><b>Consider Issuing a GCE When:</b></p> <ul style="list-style-type: none"> <li>• The student qualifies as a student for the alternate assessment.</li> <li>• The student has received intense reading interventions and has not made progress.</li> <li>• The student is an EL at lower proficiency levels.</li> <li>• The student has not been provided intense interventions for reading.</li> <li>• The student has not been provided scientific-based instruction.</li> <li>• The student has been enrolled in numerous schools and/or had multiple teachers.</li> <li>• The students’ access to educational experiences has been disrupted (e.g., homelessness, and interrupted schooling).</li> </ul>		



## III. NEXT STEPS FOR STUDENT SUPPORT

ACTION	CONSIDERATIONS
<b>7.</b> Complete GCE documentation via appropriate data submission.	<ol style="list-style-type: none"><li>1. Submit students who receive GCEs via Data Exchange during the submission time period.</li><li>2. Indicate in the student's IEP, ILP, and/or the student information system (SIS) that they have received a GCE.</li><li>3. Complete the GCE Intervention Plan for each student.</li><li>4. Provide information within the school's Reading Plan regarding issuing GCEs and continued interventions and support by June 30 annually.</li></ol>
<b>8.</b> Review guidance and collectively determine appropriate reading interventions for continued support of GCE students.	<ul style="list-style-type: none"><li>● Review guidance for educators and families for those who receive GCEs:<ul style="list-style-type: none"><li>○ <a href="#">After the Good Cause Exemption: Students with Disabilities</a></li><li>○ <a href="#">After the Good Cause Exemption: English Learners</a></li></ul></li><li>● Review IDOE literacy resources:<ul style="list-style-type: none"><li>○ <a href="#">IDOE Literacy Development webpage</a></li><li>○ <a href="#">IDOE Dyslexia Toolkit</a></li><li>○ <a href="#">IREAD-3 Resources Collection</a> in the Indiana Learning Lab</li><li>○ <a href="#">#INLovesReading</a> Indiana Learning Lab Collection</li><li>○ <a href="#">IDOE Science of Reading Resources</a></li><li>○ <a href="#">What Works Clearinghouse</a> of evidence-based interventions</li></ul></li><li>● Select and plan interventions considering student need, IEP goals, English proficiency levels, and other relevant data and student learning characteristics.</li></ul>
<b>9.</b> Implement interventions and monitor student progress.	<ul style="list-style-type: none"><li>● Administer specific formative assessments to monitor student progress and growth.</li><li>● Meet regularly throughout the school year to review student data and adjust interventions as needed to meet grade-level expectations.</li></ul>



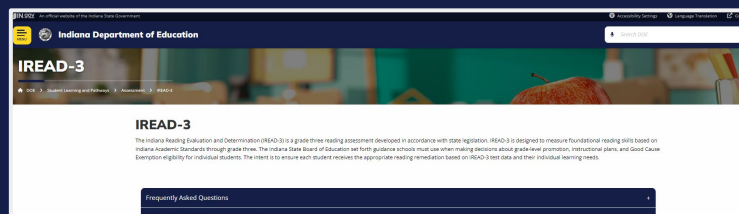


## III. NEXT STEPS FOR STUDENT SUPPORT: STUDENTS WHO DO NOT RECEIVE GCE

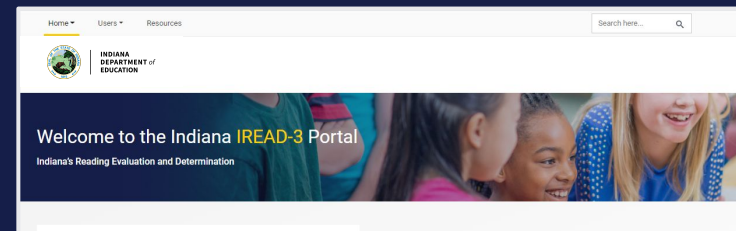
	ACTION	CONSIDERATIONS
10.	<b>Complete documentation for students who did not pass IREAD-3.</b>	<ul style="list-style-type: none"> <li>Indicate in the student's IEP, ILP, and/or the SIS that the student did not pass.</li> <li>Document locally which students are required to retest. Students must participate in the summer and spring administrations as needed to achieve a passing score.</li> <li>Select and implement interventions using actions eight and nine.</li> </ul>
11.	<b>Assess during IREAD-3 re-testing window.</b>	<ul style="list-style-type: none"> <li>If a student receives a Pass, continue with routine grade-level instruction and any needed interventions.</li> <li>If a student receives a Did Not Pass, repeat process starting at action one.</li> </ul>

### IREAD-3 Resources and Contacts

[IDOE IREAD-3 Webpage](#)



[IREAD-3 Assessment Portal](#)



- [Indiana Assessment Help Desk Contact](#)
- [IDOE Office of Student Assessment](#)
- [IDOE Assessment Moodle Courses](#)
- [IDOE Assessment webpage](#)