

Standard (c) FAQs

1. Which students should receive reading interventions according to Standard (c)?

Each school district shall provide remedial reading services for students in grades kindergarten through four if:

- The student fails to meet the reading objectives specified in the school district's reading curriculum plan; or
- The student fails to score above the minimal proficiency level on the Standard s. 121.02(1)(r), Stats (grade 3 state summative assessment in reading) and the student's parent/guardian and a teacher in the district agree that the student's test performance accurately reflects his or her reading ability; or
- A teacher in the school district determines, based on other objective evidence of the student's reading comprehension, that the student's test performance accurately reflects his or her reading ability; or
- The pupil's reading assessment under s. 118.016 (early literacy screener) indicates that the pupil is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the pupil shall be scientifically based and shall address all areas in which the pupil is deficient in a manner consistent with the state standards in reading and language arts.

2. What constitutes an intervention?

"Intervention" means the systematic use of a technique, program or practice designed and shown to improve learning in specific areas of student need. Interventions must be accurately matched to a student's area of need and a student's response to interventions should be monitored in order to make necessary adjustments.

3. What is the role of reading specialists in implementing the standard?

Certified reading specialists (required under s. 118.015, Stats.) are the key persons for providing the leadership in implementing this standard. They direct the identification and diagnosis of students who have difficulty learning to read and guide and coordinate an appropriate instructional program.

4. Who may provide instruction and where should that instruction be provided?

Any interventions must be delivered by an educator holding a DPI license that matches the age/grade-level of the students served AND the content area information being provided. The instruction may be provided within the identified student's regular classroom or in some alternative setting as deemed appropriate by the program director. Alternative settings might include small group instruction outside of the regular classroom or individual tutoring.

5. Can Title I funds be used for implementing Standard (c)?

No, the standard must be implemented with funds from state and local sources since it is required by state statute. In targeted Title I schools, additional supplementary reading activities may be provided with these federal funds for those underachieving students who may still require extra reinforcement to achieve grade-level reading proficiency. The district must maintain careful documentation to support those Title I-funded reading activities being provided above and beyond those the student is entitled to receive pursuant to the state statute.

6. What information should be included in the plan to improve reading performance in districts/schools where fewer than 80% of pupils score above the minimal proficiency level on the s. 121.02(1)(r), Stats?

The district/school plan shall include the following elements:

- The student fails to meet the reading objectives specified in the school district's reading curriculum plan; or
- A description of how the district will provide reading services to address identified reading needs.
- A description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies.
- An assessment of the school district or individual school's reading program.
- (Please note that the above are consistent with a certified reading specialist's responsibilities as stated under s. 118.015, Stats.)

7. How should families be involved in the remedial program?

Families should be informed of their child's strengths and needs. Regular collaboration should take place to discuss home and school efforts to build on a student's reading strengths and to address reading challenges.