

Michigan Department of Education Individual Reading Improvement Plan (IRIP) FAQs

Note: This document was drafted in response to the temporary changes in the Read by Grade Three law due to [Executive Order 2020-65 \(COVID-19\)](#)

Is the Read by Grade Three Law still in effect?

- Yes. The only portion temporarily suspended is the retention portion of the law. All other components should still be followed.

Do I have to document all contacts made to students' families?

- The Michigan Department of Education recommends documentation of contacts (including dates, names of contact, reason for contact), although there is no specific tracking form to use.

Does the state have any guidance for the benchmark assessment since so many schools cannot give assessments right now?

- Yes. The MDE understands that traditional assessments are not happening right now due to the cancellation of in-person instruction. The IRIPs should continue to address progress in a skill which can be based on observation and non-standardized assessments like running records, CORE reading assessments and informal decoding inventories. It is appropriate to use the most recent data point (such as a winter benchmark assessment). If a district wants to continue to assess students, they may be able to find an appropriate assessment in the [Free and Very Low Cost](#) list the MDE provides online.

Should we continue to reach out to students that have IRIPs? What methods should a district use to track progress on an IRIP?

- Yes, contact must continue, although the mode will vary (virtual meeting, phone call, email, etc.)
- The Read by Grade Three law states that guardians must receive a copy of the IRIP
- Districts have the autonomy to decide how to track progress on an IRIP; including having teachers document contact made to families, resources provided, monitoring when/if student assignments are turned in, etc.

What needs to be submitted in the Early Reading Deficiency (ERD) report at the end of the school year?

- Districts that received 2019-20 35a(5) Additional Instructional Time or Summer Reading Program Grant 35a(9) funds have a designated MSDS reporter (ex: business office, auditor, etc.) that must submit the Early Reading Deficiency (ERD) in the end of year collection in the Michigan Student Data System (MSDS), which is due June 30, 2020. The following must be submitted for each student within the MSDS:
 1. Reading Deficiency Identified
 - The LEA will submit "yes" or "no" for every K-3 student in the district; a "yes" would be assigned to students that were identified as having a reading deficiency at any time in the 2019-20 school year based on the district's initial assessment and the student will have an Individual Reading Improvement Plan (IRIP) in place.
 2. Reading Deficiency Continuation
 - The LEA will submit "yes" or "no" for any K-3 student that was identified as a "yes" in question 1. The LEA will submit "yes" if the student still has the identified early reading deficiency at the end of the 2019-20 school year and "no" if the student no longer has the reading deficiency at the end of the 2019-20 school year.
 3. Reading Deficiency Activities
 - For each student that was identified as a "yes" in questions 1 and 2, the LEA will choose all that apply, regardless of the funding source: "before school programming", "during school programming", "after school programming", "summer programming", "Read at Home Plan", or "other allowable grant activities" (i.e. staffing costs, reading materials, technology, assessment costs, etc.).