



State ESSA Implementation Planning Grade-Level Reading Policy Priority Checklist

Many of the Campaign for Grade-Level Reading's partners, including funder coalitions, state leads, community leaders and child advocacy organizations are well-positioned to be part of shaping state plans for implementing the Every Student Succeeds Act (ESSA). The Campaign — in coordination with our partners — recommends prioritizing the following in the state ESSA plans:

Cross-Cutting Campaign Priorities:

- Include **early warning and intervention systems in statewide accountability systems** for students in kindergarten, first, second and third grades and use these early warning systems to support districts and teachers in identifying struggling readers and providing timely intervention (Title I, Section 1111, State Plans)
- Within early warning systems, **adopt measures that gather information on a child's readiness** for school in terms of health, language development, social-emotional skills and participation in high-quality early childhood programs. (Title I, Section 1111, State Plans)
- Develop **Kindergarten Entry Profiles that are developmentally appropriate and valid, encompass all domains of early childhood and that are used diagnostically to inform instruction and individualize approaches to learning** (Title I, Section 1111, State Plans)
- Enhance **coordination between early childhood providers and K-12** with a focus on the “early years/ early grades” and “birth through third grade frame” and aligning professional development for preschool and K-3 teachers (Title I, Section 1013, Coordination Requirements and Title II, Section 2101, Formula Grants to States)
- Intentionally connect ESSA plans to other state plans working on healthy, on-track development** including prenatal care; primary health care; vision, dental and mental health care; comprehensive screenings, follow-up and early intervention; asthma management; and nutrition (Title I, Section 1013, Coordination Requirements)
- Establish a definition of and standards for **effective parent engagement and parent support** that focuses on proven and promising practices in promoting parents as essential partners in the education of their children (Title I, Section 1010, Parent and Family Engagement)
- Institutionalize **smart and sensible promotion decisions** in the early grades that use retention as a last resort with early intervention for struggling readers and continuous parent engagement
- Continue to **disaggregate data and target resources to the most vulnerable children**, including low-income children, dual language learners, homeless children, children in the child welfare system, children living in public housing and children with learning differences and disabilities

Summer	Attendance	Readiness
<input type="checkbox"/> Promote summer as an opportunity to address early literacy gaps, especially for low-income children and use summer programming as an opportunity for rapid/focused ELL instruction (Title III)	<input type="checkbox"/> Promote chronic absenteeism as a diagnostic tool for school improvement and as an excellent option for an additional School Quality and Student Success indicator in state accountability systems (Title I, Section 200.14)	<input type="checkbox"/> Increase access to high-quality early learning opportunities across a variety of programs and settings (home based, child care, preschool, early intervention, preschool special education, full-day kindergarten) (Title I, Section 200.21(d))
<input type="checkbox"/> Develop systems to share data between summer learning providers and districts	<input type="checkbox"/> Monitor and publicly report school- and district-level chronic absence rates beginning in kindergarten by grade and subgroup	<input type="checkbox"/> Focus on the health determinants of early school success including comprehensive screening, follow-up and treatment, and children’s vision, dental and mental health care
<input type="checkbox"/> Use shared professional development as strategy for aligning school-based and community-based programming during summer months to connect learning year-round (Title III, 3115(c))	<input type="checkbox"/> Encourage using chronic absence as part of early warning systems that identify students and schools in need of early intervention and recommend using 10 percent of the school year as the consistent definition of chronic absence	<input type="checkbox"/> Emphasize children’s optimal social, emotional, physical and cognitive development from the early years to the early grades
<input type="checkbox"/> Include effective parent engagement/support in related policies to ensure that parents have information about the summer slide and tools/resources to promote ongoing learning during the summer (Title I, Section 1010, Parent and Family Engagement)	<input type="checkbox"/> Include effective parent engagement/support in related policies to ensure that parents understand that absences add up and that they have the tools to monitor their children’s attendance (Title I, Section 1010, Parent and Family Engagement)	<input type="checkbox"/> Include effective parent engagement/support in related policies to ensure parents have information, tools and supports to track children’s developmental milestones, promote early language development, and nurturing/responsive back and forth interactions that support social/emotional development (Title I, Section 1010, Parent and Family Engagement)

How to Get Involved in ESSA Planning:

Section 299.15 of The Every Student Succeeds Act requires states to engage in outreach to a broad range of stakeholders as they develop their state plans. The Campaign’s partners are in an ideal position to come together at the state and local levels to help shape implementation of the ESSA so that it is a critical tool for increasing the percentage of low-income children reading at grade level by the end of third grade. Contact your state Department of Education to see how you can get involved with official state planning efforts and/or sponsor an event with key community leaders and invite education officials to come to discuss the Campaign’s priorities for effective implementation of the ESSA. For additional information contact Suzanne Immerman, the Campaign’s senior consultant on ESSA at suzimmer@gmail.com