

IOWA Department of Education

Students with Disabilities & ELI

# Agenda



*Purpose:* Understand implications of Ch.62 for students with IEPs and reading goals.

1. Screening
2. Progress monitoring
3. Interventions
4. Summer School
5. Retention

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Universal Screening

### *279.68(1)(a) IAC281-62.2*

Assess all K-3 students at the beginning of the school year and intermittently through the year using a Department-approved universal screening assessment.

# FAST Assessment

| State-Supported Assessments                             | Universal Screening |     |     |     |   |   |   |
|---|---------------------|-----|-----|-----|---|---|---|
|   | K                   | 1   | 2   | 3   | 4 | 5 | 6 |
| FAST Adaptive Reading (aReading) *                      | ✓                   | ✓   | ✓   | ✓   | ✓ | ✓ |   |
| FAST Curriculum Based Measurement for Reading (CBM-R) * | •••                 | ✓   | ✓   | ✓   | ✓ | ✓ | ✓ |
| FAST earlyReading First Grade Composite *               | •••                 | ✓   | ••• | ••• |   |   |   |
| FAST earlyReading Kindergarten Composite *              | ✓                   | ••• | ••• | ••• |   |   |   |
| FAST earlyReading Decodable Words *                     | •••                 | ✓   | ••• | ••• |   |   |   |
| FAST earlyReading Letter Naming *                       | •••                 | ••• | ••• | ••• |   |   |   |
| FAST earlyReading Letter Sound *                        | ✓                   | ••• | ••• | ••• |   |   |   |
| FAST earlyReading Nonsense Words *                      | ✓                   | ✓   | ••• | ••• |   |   |   |
| FAST earlyReading Onset Sounds *                        | ✓                   | ••• | ••• | ••• |   |   |   |
| FAST earlyReading Sight Words 150 *                     | •••                 | ✓   | ••• | ••• |   |   |   |
| FAST earlyReading Word Blending *                       | ✓                   | ✓   | ••• | ••• |   |   |   |
| FAST earlyReading Word Segmenting *                     | ✓                   | ••• | ••• | ••• |   |   |   |

# Other Approved Assessments

| + Other approved assessments                               | Universal Screening |   |   |   |   |   |   |
|--|---------------------|---|---|---|---|---|---|
|  | K                   | 1 | 2 | 3 | 4 | 5 | 6 |
| AIMSweb - Letter Sound Fluency **                          | ✓                   |   |   |   |   |   |   |
| AIMSweb - Letter Naming Fluency **                         | ✓                   |   |   |   |   |   |   |
| AIMSweb - Maze **  |                     |   |   | ✓ | ✓ | ✓ | ✓ |
| AIMSweb - Reading CBM **                                   |                     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| easyCBM *  |                     |   |   | ✓ | ✓ | ✓ | ✓ |
| Edcheckup Maze Reading Passages **                         |                     |   | ✓ |   | ✓ |   |   |
| Edcheckup Standard Reading Passages **                     |                     |   | ✓ | ✓ | ✓ |   |   |
| Gates MacGinite Reading Tests, 4th Edition *               |                     |   |   | ✓ | ✓ |   |   |
| mCLASS : DIBELS Next *                                     |                     | ✓ | ✓ | ✓ | ✓ | ✓ |   |
| mCLASS:Reading 3D *  | ✓                   | ✓ | ✓ | ✓ |   |   |   |
| Observation Survey of Early Literacy Achievement ***       |                     | ✓ |   |   |   |   |   |
| Phonological Awareness and Literacy Screening (PALS 1-3) * |                     | ✓ |   | ✓ |   |   |   |
| Phonological Awareness and Literacy Screening (PALS-K) *   | ✓                   |   |   |   |   |   |   |
| STAR Early Literacy *                                      | ✓                   |   | ✓ | ✓ |   |   |   |
| STAR Reading *   |                     |   | ✓ | ✓ | ✓ | ✓ | ✓ |
| Texas Primary Reading Inventory (TPRI) **                  | ✓                   | ✓ | ✓ | ✓ |   |   |   |

# What does this mean for SWD?

## **Most Students**

- Universal Screening occurs using the same materials as all students in the same grade.

## **Students Participating in the Alternate Assessment**

- The student's participation in the State Alternate Assessment meets the requirements of this rule.
- The IEP must
  1. Specifically mention the universal screening required by these rules.
  2. Why it is inappropriate for the child?

## FAQ

*If a student has extended time as an accommodation on her IEP, can we give the FAST assessment untimed?*

Because these are fluency-based assessments, in order to use the results as they are intended, the FAST assessment must be given with the approved timing practices.

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Progress Monitoring

### *279.68(1)(a) IAC281-62.2*

Provide periodic assessments of students who are at risk of having a substantial deficiency and those who have a substantial deficiency in reading for the purpose of progress monitoring using a Department-approved progress monitoring assessment.

## What does this mean for SWD?

### **Most Students**

- Students must receive weekly progress monitoring using a Department-approved measure.
- This may be in addition to the IEP reading goal if that goal is not monitoring on a Department-approved assessment and/or frequency.

### **Students Participating in the Alternate Assessment**

- The student's IEP goal and progress monitoring procedures meets the Ch. 62. requirements.

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Interventions

### *279.68(2)(a) IAC281-62.6(1)*

Provide intensive reading instruction, including a minimum of 90 minutes a day of scientific, research-based reading instruction, to any student who exhibits a substantial deficiency in reading.

## What does this mean for SWD?

- The goal of Specially Designed Instruction is to support access and progress in the core.
- Students must receive interventions and a minimum of 90 min. of scientific, research-based instruction in Iowa Core standards.
- IEP teams determine how much of this instruction occurs within the general education setting and what occurs in a special education setting based on each student's needs.

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Summer School

### *279.68(2)(e) IAC281-62.5(3)*

Offer and provide an intensive summer reading program for any student who exhibits a substantial deficiency in reading. The summer reading program must meet the standards and implementation guidelines established by the Iowa Reading Research Center (IRRC).

## What does this mean for SWD?

Students who are substantially deficient must receive a summer reading program that meets the requirements of Chapter 62.

This only qualifies as a good cause exemption for students between their 3<sup>rd</sup> and 4<sup>th</sup> grade year.

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Retention

## Ch. 62 Requirements

*279.68(1)(c), 279.68(5) IAC281-62.5(2)*

Retain in the 3<sup>rd</sup> grade any student who is not proficient in reading by the end of 3<sup>rd</sup> grade on the universal screening assessment unless the student meets an of the good cause exemptions.

## Good Cause Exemptions

1. The student is a Limited English Proficient student with less than two years of instruction in an ESL program
2. The student has an IEP that indicates that participation in the assessments required by 279.68 is not appropriate
3. The student has demonstrated an acceptable level of performance on an alternative assessment based on scientifically-based research
4. The student has demonstrated mastery through a portfolio review that meets Department-required criteria
5. The student was previously retained and has received intensive remediation for at least two years

## Permitted Actions

- Use alternative assessments and/or portfolio reviews in addition to universal screening and progress monitoring to help determine if a student exhibits a substantial deficiency in reading
- Use teacher observation in addition to universal screening to make the initial determination that a student exhibits a substantial deficiency in reading

## What does this mean for SWD?

### **Most Students**

- Most students with IEPs are not exempt unless they meet one of the good cause exemption criteria.

### **Students Participating in the Alternate Assessment**

- These students are exempt from the retention requirement.

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Questions and Answers