

IOWA Department of Education

Substantial Deficiency

Agenda



Purpose: Understand the definition and requirements related to substantial deficiency.

1. Defining Substantial Deficiency
2. Clarify Requirements
3. Frequently Asked questions
4. Questions and Answers

Substantial Deficiency

62.4(1)

Definition of “substantial deficiency in reading.”

A school district shall determine that a student has a “substantial deficiency in reading” if, based on the requirements of this chapter, the student’s reading is **below a standard set on an approved assessment** pursuant to subrule [62.2\(6\)](#) and the student’s **progress on a measure that meets the requirements of this chapter is minimal.**

What does that look like?

Students are considered to have a substantial deficiency in reading when they meet either of the following criteria:

- Score below the vendor benchmark during a universal screening period directly after a screening period in which they were considered at-risk of being substantially deficient.
- Score below the vendor benchmark for two consecutive universal screening periods.

What else is important?

- Universal Screening data are used.
- Always look at 2 adjacent Universal Screening periods (e.g. fall to winter).
- 3 categories of student performance based on Universal Screening data:
 1. On track
 2. At risk of having a substantial deficiency
 3. Have a substantial deficiency

What are decisions?

If a student **met benchmark** on the previous universal screening assessment and on the current universal screening s/he scores...

- at or above the benchmark, then s/he is **not at-risk** and considered appropriately progressing and no action is required.
- below the benchmark, then s/he is **at-risk for substantial deficiency** in reading and weekly progress monitoring is required but no intervention.

What are decisions?

If a student was identified as **at-risk** on the previous universal screening assessment and on the current universal screening s/he scores...

- at or above the benchmark, then s/he is no longer considered at-risk and considered appropriately progressing and no action is required.
- below the benchmark, then s/he is substantially deficient in reading and both weekly progress monitoring and intervention are required.

What are decisions?

If a student was identified as **substantially deficient** on the previous universal screening assessment and on the current universal screening s/he scores...

- at or above the benchmark, then s/he is at-risk for substantial deficiency in reading and weekly progress monitoring is required but no intervention.
- below the benchmark, then s/he continues to be substantially deficient in reading and both weekly progress monitoring and intervention are required.

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Requirements

Universal Screening

On Track	At risk	Substantially Deficient
All students 3 times/year	All students 3 times/year	All students 3 times/year

Progress Monitoring

On Track	At risk	Substantially Deficient
Not required	Required weekly	Required weekly

Progress Monitoring

One purpose of universal screening is to identify students who may not be on track to be proficient readers early.

Monitoring progress for students at risk of having a substantial deficiency allows you to ensure that current instruction is adequate to meet reading goals.

Intervention

On Track	At risk	Substantially Deficient
Not required	Recommended	Required

Intervention

The purpose of 279.68 is to support successful reading for all students.

That requires early intervention for students who are at-risk readers.

For at-risk readers who are making adequate progress to meet end of year goals – current instruction is likely appropriate.

For at-risk readers whose progress data suggest they are not on-track to meet end of year goals should be provided with intervention. Do not wait until the next universal screening period.

Parent Notification

On Track	At risk	Substantially Deficient
District adopted process for communicating student performance and progress	District adopted process for communicating student performance and progress – Notice specific to performance on universal screening and any services to be provided is <u>recommended</u> .	District adopted process for communicating student performance and progress – Notice to parents specific to performance on universal screening, services to be provided, recommended strategies, progress, and parent contract information is <u>required</u> .

The DE and IRRC will post sample letters.

	Students who are Appropriately Progressing	Students who are At- Risk for a Substantial Deficiency in Reading	Student who exhibit a Substantial Deficiency in Reading
Universal Screening	All students 3 x's per year	All students 3 x's per year	All students 3 x's per year
Progress Monitoring	Not Required	Required Weekly	Required Weekly
Instruction	Universal Tier	Universal Tier with additional intensive instruction <u>recommended</u>	Universal Tier with additional intensive instruction <u>required</u>
Parent Notice	District adopted process for communicating student performance and progress	District adopted process for communicating student performance and progress – Notice specific to performance on universal screening and any services to be provided is <u>recommended</u> .	District adopted process for communicating student performance and progress – Notice to parents specific to performance on universal screening, services to be provided, recommended strategies, progress, and parent contract information is <u>required</u>

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Frequently Asked Questions

FAQ

Does a district have to provide intensive reading instruction to students who are at-risk of having a substantial deficiency in reading?

Intervention for students who are at-risk is highly recommended. If multiple data points suggest a student is not on track to meet end of year goals (i.e., spring benchmarks), interventions should be implemented for the at-risk student.

FAQ

The law says that a district must provide a student with intensive reading instruction until the reading deficiency is remedied: what does 'remedied' mean?

Remedied means the student no longer performs below the benchmark on the universal screening measure for two consecutive periods and/or meets proficiency on the statewide accountability assessment.

FAQ

How should we use progress monitoring information? It seems like decisions are all based only on the universal screening data.

For the purposes of identification of a student for substantial deficiency in the early literacy application, universal screening data is the primary indicator. For students identified as at-risk, progress monitoring data can be used to help identify the student as needing intervention if they are not already receiving intervention. Additionally, for all students receiving intervention, progress monitoring should be used to monitor the student's improvement toward end of year goals (i.e., spring benchmark) given the intervention they receive.

FAQ

If we use 2 of the approved universal screening assessment and a student scores above benchmark target on one and below on the other, which should we use?

If a student meets the target on an approved assessment, you can consider the student as one who met the target. In these situations, it is recommended that you use other information available to estimate the student's risk for reading success. It may be advantageous to monitor the student's progress for a brief period of time to determine if the student is on-track with reading skills or may need additional intervention.

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Questions and Answers