

IOWA Department of Education

ELI Identification of Students with
Substantial Deficiency in reading

Agenda



Purpose: Understand how to identify students with substantial deficiency in the area of reading.

1. Review Law and Definition
2. Process to Identify
3. Guidance on steps
4. Questions and Answers

Major Requirements of Iowa Code §279.68 and IAC 281-62

- Universal screening in reading grades K-3
- For students with a “substantial deficiency” in reading:
 - Progress monitoring
 - Intensive instruction, including 90 minutes a day of scientific, research-based reading instruction
 - Notice to parents:
 - The student has a substantial deficiency
 - Strategies they can use to help the child succeed
 - Student progress reports
 - Retention if the student is not proficient by the end of third grade, did not attend the summer program, and does not qualify for a good cause exemption

Definition

IAC 281-62.4(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

IOWA Department of Education

Process to Identify

Requirements of Identification

- Universal screening must:
 - Be delivered using a Department-approved universal screening assessment.
 - Be used with every student, as opposed to a subgroup of students who were at-risk based on another criteria.
 - Have been given during the assessment windows:
 - Fall window: August 28 to October 10
 - Winter window: January 12 to February 6
- Identification must occur within a week of the conclusion of a given screening period.
 - For this time period, that means no later than February 13, 2015.

To Identify in the Winter of
2013-2014...

Compare universal screening results from two
consecutive screening periods:

RED	+	RED	=	SUBSTANTIALLY DEFICIENT
GREEN	+	RED	=	AT-RISK
RED	+	GREEN	=	APPROPRIATELY PROGRESSING
GREEN	+	GREEN	=	APPROPRIATELY PROGRESSING

Note: This process will change slightly in the future, after some students are identified as substantially deficient. Buildings will compare each student's risk classification and their current universal screening results.

Circumstances in 2014-2015

- Universal screening may have been obtained multiple times on a student during the fall assessment window – either the same assessment or different assessments [e.g., CBM-R more than once, or CBM-R and aReading];
- Universal screening assessments may have changed from fall to winter for all students [e.g., fall screening CBM-R, and school switched to aReading for winter];
- Different/inconsistent universal screening assessments are available for fall and winter for individual students [e.g., students who move from one school to another].

Best practice for comparisons

- Utilize the same measure for comparing fall to winter scores for an individual student.
- For 2014-2015: Select one assessment for all learners in a given grade level for the comparison

Reporting

- Districts are required to report which students have been identified as having a substantial deficiency in the area of reading.
 - In 2014-2015, reporting will be required by June 4, 2015.
 - We will host a webinar to review reporting procedures prior to the reporting deadline.

IOWA Department of Education

Guidance on steps to identify

The Steps

1. Compare Screening Scores
2. Record Final Decision
3. Notify Parents
4. Implement Progress Monitoring and Intensive Instruction

Compare Screening Scores

1. Run one-click reports [obtain screening results] by class/grade for the two screening periods being compared;
2. Identify students who scored below the benchmark on the winter screening assessment;
3. Review fall screening results:
 - Students who scored below benchmark in the fall will be identified as substantially deficient;
 - Students who scored above benchmark in the fall will be identified as at-risk.
4. For students who have missing data, investigate missing data elements and make an informed, professional decision regarding the classification. Document the decision and rationale.

Record Final Decisions

Record those students identified as having a substantial deficiency and report this to the Department as indicated on guidance that will be issued prior to the deadline of June 4, 2015.

Notify Parents – Implement Progress Monitoring and Intensive Instruction

Please visit the DE website to review the webinars and supporting documents regarding parent notification and implementing progress monitoring and intensive instruction for students identified as having a substantial deficiency in reading.

<https://www.educateiowa.gov/early-literacy-implementation>

Progress Monitoring Reminder

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

Intervention Reminder

On Track	At risk	Substantially Deficient
Not required	Recommended	Required

IOWA Department of Education

Frequently Asked Questions

FAQ

Right now I have to manually compare my data. Shouldn't Iowa TIER be able to do this for me?

Yes, and that capability is being programmed right now.

FAQ

Do we only consider the universal screening periods within the current school year to determine at-risk or substantial deficiency?

No. Decisions related to substantial deficiency or being at-risk are made by examining scores at adjacent universal screening periods. This applies both within and across school years.

FAQ

Can the labels of at-risk and substantially deficient be applied to grades above third grade?

Schools are encouraged to use the same, good instructional practices above 3rd grade. The legislation applies to only grades K-3. However, students who are substantially deficient at the end of grade 3 are required to continue receiving intervention and progress monitoring until they are proficient readers.

FAQ

If we use 2 of the approved universal screening assessments 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.

FAQ

If I can retest a student during the universal screening period, can I retest all students whose scores are below the benchmark?

No. Retesting students is only appropriate in rare and unusual circumstances where the validity of the results are suspect. Unless these types of circumstances exist, students should only be assessed once during a screening period.

IOWA Department of Education

Questions and Answers