

IOWA Department of Education

Early Literacy Progression §279.68 –
December 2015

Agenda



Purpose:

1. Location and organization of newly released Guidance
2. Guidance – December 2015, FAQs and Technical Assistance
3. Questions and Answers

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Location and Organization of
newly released guidance

- Guidance and support materials
 - <https://www.educateiowa.gov/early-literacy-implementation>
- Organization
 - Legal Requirements
 - Guidance
 - Informational Webinars and Q/A
 - Support Materials
 - Iowa TIER and FAST/IGDIs

- Guidance
 - Guidance document
 - Technical Assistance Appendices
 - A. Assessment: Universal Screening and Progress Monitoring
 - B. Continuous Improvement
 - C. Early Childhood
 - D. Finance
 - E. Intensive Intervention and Core Instruction
 - F. Iowa TIER and Data Reporting
 - G. Parental Notification
 - H. Retention
 - I. Student Populations
 - J. Substantial Deficiency
 - K. Summer School

- Informational Webinars and Q/A
 - Access these informational webinars on the dates indicated by going to:
<https://iowa.adobeconnect.com/a830042961/ideoe>.

Location/Organization of Guidance

DATE	TIME	TOPIC	MATERIALS [if applicable]
12/11/15	3:30-4:30	Overview of Early Literacy Guidance	Early Literacy Guidance Early Literacy Technical Assistance Appendices
12/16/15	10:30-11:30	Early Childhood	Early Literacy Technical Assistance Appendices, Appendix C
12/17/15	10:30-11:30	Iowa TIER and Data Reporting	Early Literacy Technical Assistance Appendices, Appendix D

Location/Organization of Guidance

- Support Materials

Topic	Appendices	Webinar/PPT	Related Documents *Items without hyperlinks are included in Appendix
Overview of ELI Guidance			Early Literacy Guidance Early Literacy Technical Assistance Appendices
A. Assessment: Universal Screening and Progress Monitoring	Appendix A	Available after 11/23/15	<ol style="list-style-type: none">1. Universal screening windows in Appendix A2. US Benchmarks in Appendix A3. Approved Literacy Assessments

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Newly Released Guidance

Newly Released Guidance

1. Universal screening in reading grades K-3
2. For students with a “substantial deficiency” in reading:
 - a. Progress monitoring
 - b. Intensive instruction, including 90 minutes a day of scientific, research-based reading instruction
 - c. Notice to parents:
 - The student has a substantial deficiency
 - Strategies they can use to help the child succeed
 - Student progress reports
 - d. 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

Newly Released Guidance

3. Comprehensive School Improvement Plan
4. Reporting
5. Finance

1. Universal Screening

- All K-3 students, 3x/year
- Use Department-approved tool
 - Valid, reliable, technically adequate for universal screening
- Use vendor benchmarks
- Provide alternate assessment for students with disabilities whose IEP indicates it is required

2. Substantial Deficiency

- Identification – using Department approved universal screening assessments:
 - Score below the vendor benchmark during a universal screening period directly after a screening period in which they were identified as at-risk of being substantially deficient.
 - Score below the vendor benchmark for two consecutive universal screening periods.

2. Substantial Deficiency – Permitted actions

- The district may use additional resources to identify a student as having a substantial deficiency in reading – these are IN ADDITION to universal screening:
 - Alternative assessments and/or portfolio reviews
 - Teacher observation

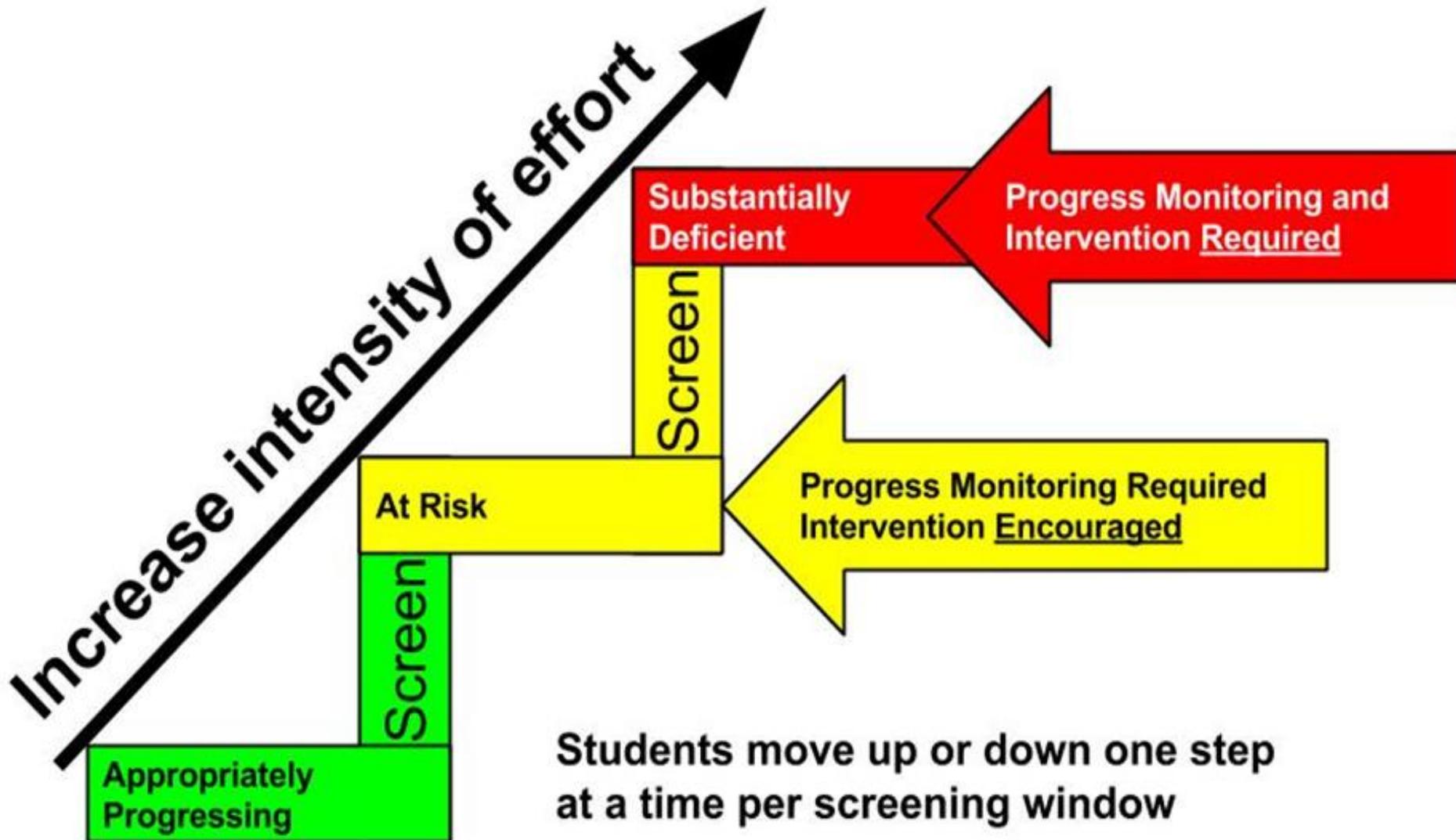
2. Substantial Deficiency

- Further, students are considered to have a substantial deficiency in the following circumstances:
 - Current identification of the student is substantially deficient, and current screening results are below vendor benchmarks.
 - Current identification of the student is at-risk, and current screening results are below vendor benchmarks.
 - Current identification of the student is substantially deficient, and there are no current screening results available.
 - There is no current identification of a student or current screening results available, and teacher observation results indicate the student has a substantial deficiency in reading.
 - An IEP team has determined the student must take an alternate assessment aligned to alternate academic achievement standards.

2. Substantial Deficiency

Current Identification		Current US		New Identification
ADEQUATELY PROGRESSING	+	GREEN	=	ADEQUATELY PROGRESSING
AT-RISK	+	GREEN	=	ADEQUATELY PROGRESSING
ADEQUATELY PROGRESSING	+	RED	=	AT-RISK
SUBSTANTIALLY DEFICIENT	+	GREEN	=	AT-RISK
SUBSTANTIALLY DEFICIENT	+	RED	=	SUBSTANTIALLY DEFICIENT
AT-RISK	+	RED	=	SUBSTANTIALLY DEFICIENT
NO DETERMINATION AVAILABLE	+	GREEN	=	ADEQUATELY PROGRESSING
NO DETERMINATION AVAILABLE	+	RED	=	AT-RISK
NO DETERMINATION AVAILABLE		Add'l Info		SUBSTANTIALLY DEFICIENT
ADEQUATELY PROGRESSING	+	UNAVAILABLE	=	ADEQUATELY PROGRESSING
ADEQUATELY PROGRESSING	+	Add'l Info	=	AT-RISK
AT-RISK	+	UNAVAILABLE	=	AT-RISK
AT-RISK	+	Add'l Info	=	SUBSTANTIALLY DEFICIENT
SUBSTANTIALLY DEFICIENT	+	UNAVAILABLE	=	SUBSTANTIALLY DEFICIENT

2. Substantial Deficiency



2. Substantial Deficiency FAQ

Question?

How does substantial deficiency, as defined by performance on universal screening measures, relate to proficiency?

Answer.

Substantial deficiency is determined by results of universal screening assessments. Universal screening is intended to predict performance on a general outcome measure. The purpose of universal screening is to determine which students are on track for proficiency and which need additional, perhaps more intensive, instruction.

2. Substantial Deficiency FAQ

Question?

What is required when students move on to 4th grade with a substantial deficiency?

Answer.

The district is required to continue to provide interventions until the substantial deficiency is remediated, as well as universal screening in order to determine if the substantial deficiency has been remediated.

Appendix J:

Substantial Deficiency

- Teacher Observation
- Substantial Deficiency Determination
 - Matrix
 - Stair Step

1. Universal Screening

- All K-3 students, 3x/year
- Use Department-approved tool
 - Valid, reliable, technically adequate for universal screening
- Use vendor benchmarks
- Provide alternate assessment for students with disabilities whose IEP indicates it is required

2.a. Progress Monitoring

- For all students who exhibit a substantial deficiency
 - Monitor weekly
 - Use Department-approved tool
 - Valid, reliable, technically adequate for progress monitoring
 - Use vendor benchmarks

	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>

Universal Screening/Progress Monitoring FAQ

Question?

If special education teachers use a different progress monitoring (PM) tool (e.g., Aimsweb or DIBELS) do they need to put the scores in somewhere to prove to the state that they are progress monitoring weekly like they are supposed to be according to the legislation?

Answer.

Not at this time. Department-approved progress monitoring tools that are not programmed into the state-supported data system are currently handled with an assurance that they are occurring weekly for every student who meets the requirement to be progress monitored.

Universal Screening/Progress Monitoring FAQ

Question?

If a universal screening measure is on the approved list, can it be used at any grade level?

Answer.

Universal Screening Measures were reviewed and approved per grade level. Districts must select the approved measure by grade level and designate what measure will be used per grade level in the state supported data system.

Universal Screening/Progress Monitoring FAQ

Question?

What if progress monitoring at grade level is too frustrating for the student or is otherwise not appropriate?

Answer.

- In certain circumstances, a below grade level measure may be used for weekly progress monitoring.
- When administering an off-grade level measure, a grade level measure should be given (less frequently; typically once per month) to evaluate whether the student's progress is sufficient to accelerate learning and close the gap.

Universal Screening/Progress Monitoring FAQ

Question?

What assessments must be given for students above third grade who continue to have a substantial deficiency in reading?

Answer.

- It is required for benchmark (universal screening) measures to be administered beyond third grade to students identified as having a substantial deficiency in reading that has not yet been remediated.
- It is strongly recommended that progress monitoring continue in order to assess the student's rate of progress and to assist instructional decision-making.

Special Populations FAQ

Question?

Can a parent refuse to have their child tested?

Answer.

Parental refusal is not permitted by current legal guidance. Parents of students who are homeschooled may refuse to allow their child to participate in screening and progress monitoring pursuant to the Early Literacy Implementation Law and may not be compelled to participate.

Appendix A:

Assessment: US/PM

- Universal Screening Window
- Universal Screening Benchmarks
- Approved Literacy Assessments
- Changing the default progress monitoring measure

2.b. Intensive Interventions

- For any student with a substantial deficiency, provide:
 - 90 minutes a day of scientific, research-based reading instruction, which may include:

Small group instruction, Reduced teacher-student ratios, More frequent progress monitoring, Tutoring or mentoring, Extended school day, week, or year services, Summer reading programs
 - A reading curriculum that does all of the following:
 - Assists in developing skills to read at grade-level
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Is implemented by certified staff with appropriate training and PD
 - Is implemented during regular school hours
 - Provides curriculum in core academic subjects

Until the reading deficiency is remediated

2.b. Intensive Interventions

Question?

Why aren't interventions required immediately when a child is below vendor benchmarks on an approved assessment?

Answer.

It is recommended that interventions are provided immediately for students who are at-risk of having a substantial deficiency in reading. Additionally, progress monitoring data will inform schools when a child who is at-risk is not making adequate progress with current instruction to meet end of year goals.

2.b. Intensive Interventions

Question?

When should we intervene with a student who is performing within the at-risk range?

Answer.

Although not required, it is recommended that supplemental interventions, be provided to students who are determined to be at-risk of having a substantial deficiency. However, it is required that these students' progress is monitored using state approved tools. This will allow the school to monitor each student's progress toward end of year goals.

2.b. Intensive Interventions

Question?

Can I discontinue an intervention for a student identified as substantially deficient in between benchmark periods?

Answer.

No. Intervention may be discontinued when a student is no longer substantially deficient. The best measure of this status is performance during the screening periods. In most instances, the amount of time until this decision is a matter of a few weeks and it is likely most efficient to make the decision at this time.

2.b. Intensive Interventions

Question?

Can the 90 minutes include 60 minutes of classroom core and 30 minutes of intervention?

Answer.

For students with a substantial deficiency in reading, at least 90 minutes of scientific, research-based reading instruction is required. These students should have access to core instruction and be provided with intensive instruction in addition to the core instruction. The specific breakdown of these minutes is a local decision. Refer to the definition of Intensive Instructional Services for more information.

Appendix E: Intensive Intervention and Core Instruction

- General Information Regarding Instruction
- Determining Intervention Success
- Iowa Reading Research Center (IRRC)
- Reviewed list of Interventions

2.c. Notice to Parents

- The parent or guardian of a student who exhibits a substantial deficiency in reading must receive:
 - Annual Notices:
 - Student has been identified as having a substantial deficiency
 - Information on services currently provided to the student
 - Proposed supplemental services the district will provide
 - Information on strategies the parents/guardians may use to help the child succeed
 - Quarterly Notices:
 - Information on their students academic progress and any other useful information
 - One-Time Notices:
 - A plan for remediating the reading deficiency in a parent contract
 - Notice that they may enroll their student in an intensive summer reading program if not proficient at the end of 3rd grade

2.c. Notice to Parents

- For students on the alternate assessment:
 - Parental notification is required in adherence to special education guidance requirements.
 - Summer school is required, and the parental notification regarding this component is required. Extended School Year Services may meet the requirement of summer school if the ESYS meets the criteria specified in the guidance provided for summer school.

Notification	Timeframe	Example
<p>Student has been identified as having a substantial deficiency in the area of reading, current services, proposed supplemental services, strategies parents/guardians may use</p>	<p>Annually – Within a week of the conclusion of a screening period</p>	<ul style="list-style-type: none"> • Parent Notification Letter [Substantial Deficiency Parent Letter Laws Only] • School Family Partnership Sheet
<p>A plan for remediating the reading deficiency in a parent contract</p>	<p>One-Time Follow-up after initial letter</p>	<ul style="list-style-type: none"> • Parent Letter and Contract Example • Title 1-ELI Parent Letter and Contract Example
<p>Reports on student academic progress and any other useful information</p>	<p>Quarterly</p>	<ul style="list-style-type: none"> • District adopted format for communicating student performance and progress
<p>Enrollment in an intensive summer reading program if student is not proficient at the end of 3rd grade</p>	<p>One-Time</p>	<ul style="list-style-type: none"> • No example or guidance at this time

2.c. Parental Notification FAQ

Question?

Do parents have to sign the contract?

Answer.

No. It is recommended that all parties sign the contract to ensure the principal, educators, and parents are working collaboratively to support the student in the area of reading.

2.c. Parental Notification FAQ

Question?

Do we have to use the sample forms or are other options OK? What must be on the parent communication if the district creates their own?

Answer.

The sample forms are not required. The elements of communication must include universal screening data that indicates their child(ren) is/are below benchmark, current services and proposed supplemental services that will be provided to the student to remediate substantial deficiency, and strategies parents/guardians may implement at home.

2.c. Parental Notification FAQ

Question?

If a student's IEP designates that he or she is to take an alternate assessment, is parental notification, and summer school required?

Answer.

Parental notification is required in adherence to special education guidance requirements. Summer school is required, and the parental notification regarding this component is required. Extended School Year Services may meet the requirement of summer school if the ESYS meets the criteria specified in the guidance provided for summer school.

Appendix G:

Parental Notification

- Initial Parent Notification
- Home-School Contract
- Progress Reports
- Enrollment Notification in Intensive Summer Reading Program; *to be developed*

2.d. Retention

- Beginning May 1, 2017, a student must be retained in grade 3 who:
 - is not proficient by the end of 3rd grade, AND
 - does not enroll in and complete the intensive summer reading program, AND
 - does not qualify for a good cause exemption

2.d. Retention – Good Cause

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

Appendix H: Retention

- To be developed
- Summer School Appendix K– to be developed

3. Comprehensive School Improvement Plan

- At attendance center level:
 - If more than 15 percent of an attendance center's third grade students are not at benchmark at the conclusion of the winter assessment window of a given year, schools are required to identify barriers, and address areas of concern based on these analyses within their CSIP
- Chronic Early Absenteeism
 - Missing 10% or more of school days for any reason

3. Comprehensive School Improvement Plan

- Analyze specific data¹ at the systems and school level, identify barriers, and address any areas of concern based on the analyses within their CSIP.
- Analyses must include:
 - Universal screening and progress monitoring data
 - Chronic early absenteeism - and its impact on literacy.
 - Percent of students assessed with a valid and reliable universal screening tool.
 - Percent of students not at benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks between screening periods.
 - Percent of students at benchmark on universal screening assessment.
 - Percent of students at or above benchmark in the fall and remaining at or above benchmark.

¹Including but not limited to race/ethnicity and English language learners (ELL) status, as well as attendance

3. Comprehensive School Improvement FAQ

Question?

How shall we review “chronic early absenteeism for its impact on literacy development”?

Answer.

The district should review attendance data for all students in grades K-3 to determine if a pattern of frequent absences is associated with students being determined to have a substantial deficiency in reading at the individual student level.

3. Comprehensive School Improvement FAQ

Question?

Do we have to provide professional development to enhance the skills of elementary teachers in responding to children's unique reading issues and needs and to increase the use of evidence-based strategies?

Answer.

No. This is not required by code or rule since there have not been funds appropriated specifically for this section of the law. However, the district may use part or all of their portion of the Early Literacy Progression monies allocated to provide professional learning opportunities for teachers if they choose.

Appendix B:

Continuous Improvement

- General information on continuous improvement
- Collaborative Inquiry Questions
- Chronic and Early Absenteeism
- Protocols to support schools to identify barriers and address areas of concern

4. Reporting

- Report universal screening and progress monitoring data to the IDE
- Report interventions and supports implemented to the IDE
- Address needed areas as part of the Comprehensive School Improvement Plan

4. Reporting FAQ

Question?

What are the reporting requirements for 4th grade and above, for students who continue to be substantially deficient?

Answer.

The mechanism for reporting screening and progress monitoring will be located in **Appendix F: Iowa TIER and Data Reporting** when this becomes available. Sites using the using the assessments directly programmed into the statewide data system should continue to do so for students with substantial deficiency until remedied.

Appendix F:

Iowa TIER and Data Reporting

- Logging in to Iowa TIER
- Trouble-shooting TIER Access
- Selecting the default assessment for substantial deficiency, at-risk, and adequately progressing
- SD Reporting for districts using FAST/Fast Bridge Learning
- SD Reporting for districts using a non-FAST tool
- Accessing the Ticket System

5. Finance

- Funding for 2015-2016 is \$8 million
- Access funds via iowagrants.gov
- Guidance for use of funds is included in Appendix D: Finance
 - ELI Budget Guidance
 - Application for Funds and Contacts

5. Finance FAQ

Question?

What are the reporting requirements for 4th grade and above, for students who continue to be substantially deficient?

Answer.

The mechanism for reporting screening and progress monitoring will be located in **Appendix F: Iowa TIER and Data Reporting** when this becomes available. Sites using the using the assessments directly programmed into the statewide data system should continue to do so for students with substantial deficiency until remedied.

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Questions and Answers

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