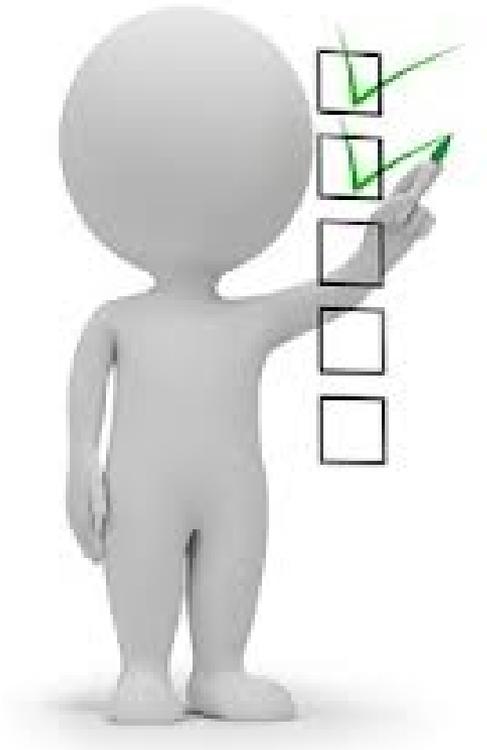


IOWA Department of Education

Early Literacy Progression §279.68 –
December 2015

Agenda



Purpose:

1. Location and Organization of Guidance
2. Guidance in Early Childhood- November 2015
3. FAQs and Technical Assistance
4. Questions and Answers

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Location and Organization of
Guidance- November 2015

- 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

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

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Guidance in Early Childhood

Appendix C

Serves as additional guidance to schools in the implementation of § 279.68 *Early Literacy Implementation*, specific to preschool and kindergarten

- Preschool and Kindergarten Programming
- Use of Teaching Strategies GOLD and Individual Growth and Development Indicators (IGDIs)
- Alignment between Iowa Early Learning Standards (IELS) and the Iowa Core for Kindergarten

Preschool and Kindergarten

Program	Age	Conditions for Enrollment	Standards	Assessment	State Funding		
					SWVPP	Special Education	Certified Enrollment
Statewide Voluntary Preschool Program for Four-Year-Old Children [SWVPP]	4	<ul style="list-style-type: none"> Child is a resident of Iowa Open Enrollment does not apply 	Iowa Early Learning Standards (IELS)	GOLD online assessment [required] IGDIs online assessment for Universal Screening [optional]	Yes	No	.5
	4-IEP support services only				Yes	No	.5
	4 – IEP	<ul style="list-style-type: none"> Child is a resident of Iowa Open Enrollment applies 			No	Yes	1.0 + special education through weighting
Kindergarten [Age on or before 9/15]	5	<ul style="list-style-type: none"> Open Enrollment applies Grade Level is District Determined 	Iowa Core	District Determined Assessments [required] DE approved universal screening assessment. The DE supports administration of FAST. FAST may also be used as the district’s KLA measure. [required]	No	No	1.0
	5 – IEP support services only				No	No	1.0
	5 – IEP				No	Yes	1.0 + special education through weighting

Preschool

Districts providing Statewide Voluntary Preschool classroom(s) must have program elements in accordance with § 281—16.3.

Program Standards:

- Iowa Quality Preschool Program Standards (IQPPS), NAEYC Accreditation, or Head Start Performance Standards

Child Learning Standards:

- The curriculum, assessment, staff development, and instructional strategies are aligned to the Iowa Early Learning Standards.

Curriculum:

- A research-based or evidence-based curriculum; addresses the needs of the whole child, and provides a guide for decision making about content, instructional methods, and assessment

Assessment:

- A research-based or evidence-based assessment to provide information on children's learning and development. SWVPP are required to administer the GOLD Assessment in the preschool program (§ 279.60), administration of IGDIs is optional



Kindergarten

Educational Standards

- Iowa Core for Kindergarten, Iowa Code § 256.7(28)

Length of day

- At minimum, the kindergarten day must be half of the length of the elementary day
Elementary grade length of day = 6 hours/5 days; Kindergarten length of day = 3 hours/5 days, at minimum

Assessment

- District Determined assessments for kindergarten
- Iowa Code § 279.60 Kindergarten Literacy Assessment (KLA)
Administer a valid and reliable universal screening instrument as prescribed by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1
- Iowa Code § 279.68 Early Literacy Implementation
Assess all student enrolled in kindergarten through grade three at the beginning of each school year for their level of reading or reading readiness on locally determined or statewide assessments that meet minimum standards for reliability and validity established by the DE



Preschool and Kindergarten

The Department recognizes that the below occurs in some districts.

- Kindergarten-age eligible children may be part of a multi-grade classroom meeting both SWVPP and kindergarten standards; or
- 5 year old children attend programs such as transitional, alternative, beginning, or other terms to indicate programming prior to kindergarten.

Transitional kindergartens or junior kindergartens are viewed as kindergarten programming. Expectations regarding learning standards and assessments for kindergarten must be met.



Preschool and Kindergarten

Once a child has completed any type of kindergarten programming [e.g., transitional, alternative, beginning] and is age eligible for first grade, there are two options:

- The child attends kindergarten.
 - If 1.0 funding was used to support a child to attend previous programming such as transitional, alternative or beginning programs, then the child would be considered as being retained in kindergarten.
- The child attends first grade.
 - If 1.0 funding was used to support a child to attend previous programming such as transitional, alternative or beginning programs, then the child would be considered as being appropriately promoted to first grade

Early Childhood FAQ

Question?

EC1: How does IAC 279.68 apply to prekindergarten or transitional kindergarten programs?

Answer.

- Iowa Code 279.68 does not apply to prekindergarten programs. However, if a kindergarten age eligible child is participating in Statewide Voluntary Preschool Programs [SWVPP], the child would need to be assessed using an approved kindergarten age assessment if the district receives kindergarten funding for the child. Transitional kindergarten and kindergarten are considered kindergarten programs and must comply with expectations of IAC 279.68. If a kindergarten age eligible child is participating in SWVPP and a transitional kindergarten program, the child would be assessed using a Department approved kindergarten age assessment.
- Children participating in transitional kindergarten who will attend kindergarten the following year would take a Department approved kindergarten age assessment both years. Please see **Appendix C: Early Childhood** for further information.

Early Childhood FAQ

Question?

- **EC4:** We have a few transitional kindergarten classrooms in our district. If the students that attended transitional kindergarten, by third grade, are determined to be significantly behind in reading, would they be exempt from the retention rule because they had spent two years in kindergarten?

Answer.

One of the good cause exemptions indicates that if a student was previously retained and has received intensive remediation in reading for at least two years, then the student is exempt from retention. If a district's defined transitional kindergarten mirrors the same structure, content and delivery of the district's defined kindergarten¹, a student who has attended kindergarten for two years would meet one part of this exemption. The other requirement is that the student would need to have received two years of intensive remediation. If these two requirements are met, then the student would be exempt from retention. It is important to note (1) if a district's defined transitional kindergarten is anything less or otherwise different than their defined kindergarten, then this would not meet the good cause exemption requirement of being retained for at least two years, and (2) 279.68 requires the district to continue to provide intensive instruction until the substantial deficiency is remediated, which includes grades 4 through 12.

Early Childhood FAQ

Question?

EC9:

Are transitional kindergarten students who are required to be tested also required to have progress monitoring and intervention as well?

Answer.

Yes. Transitional kindergarten is considered to be kindergarten so the requirements of 279.68 apply.

Early Childhood FAQ

Question?

EC11: May a five year old attend the SWVPP?

Answer.

- The SWVPP programs are intended for four year old children. A five year old child may participate if other funding sources are used, space is available, and there is not a waitlist for four year olds to enroll. IAC Chapter 16 (SWVPP) does not permit class size to be greater than 20 children under any circumstances. If the district receives K-12 funding for enrolled five year old children, this would be viewed as a multi age classroom and would need to meet expectations regarding standards and assessments applicable for both four year old and five year old children.
- This means five year old students in the multi-age classroom will need to be instructed to the Iowa Core and the Early Literacy Implementation requirements apply.

Early Childhood FAQ

Question?

EC14:

For a five year old that spends much of their day in an all-day preschool setting... did I hear a .5 weighting may be used?

Answer.

A five year old child may not generate the .5 funding for the SWVPP. The child may generate the 1.0 or student aid for K-12, however, expectations for curriculum and assessments are aligned to Iowa Core for kindergarten would be applicable as are ELI requirements. Specific guidance and technical assistance in this area is provided in **Appendix C: Early Childhood.**

GOLD and IGDIs

Teaching Strategies GOLD and IGDIs can be used together as part of a **comprehensive assessment**. To increase understanding how Teaching Strategies GOLD and IGDIs **complement** one another, one must understand the different purposes that each assessment can serve. Assessments are built to serve **specific purposes**. Because of this, they often work better for some things than they do for others. In reality, the same assessment might have some **utility** for more than one purpose. The key is that it is important to know **what purpose you have** when you look at the data – **what decisions you are going to be making** with the data.



What is GOLD?

- Authentic, comprehensive, curriculum-embedded assessment for young children including those with special needs
- Formative assessment for children birth through kindergarten
- Aligned with Iowa Early Learning Standards
- Levels are aligned with age range expectations (colored bands)



What is IGDIs?

Individual Growth and Development Indicators (IGDIs)

- State provided preschool literacy screening assessment
- Aligned with the Iowa Early Learning Standards
- Five measures (each 15 items, no time constraints):
 - Picture Naming (Oral Language)
 - Rhyming (Phonological Awareness)
 - First Sounds/Alliteration (Phonological Awareness)
 - Sound Identification (Alphabet Knowledge)
 - Which One Doesn't Belong (Comprehension)

GOLD & IGDIs

Two informational [guidance documents](#) are available on the DE website and in Appendix C.

GOLD and IGDIs...Unique and Complementary

Building awareness for how GOLD and IGDIs can be used *together* as part of a comprehensive assessment system has been challenging. To increase understanding how GOLD and IGDIs complement one another, one must understand the different purposes that each assessment can serve. Assessments are built to serve specific purposes. Because of this, they often work better for some things than they do for others. In reality, the same assessment might have some utility for more than one purpose. The key is that it is important to know what purpose you have when you look at the data – what decisions you are going to be making with the data. What follows is a comparison of IGDIs and GOLD for the primary purposes of assessment.

Purpose	GOLD	IGDIs
Screening	NO	YES
Diagnostic	Potentially ¹	NO
Formative Assessment	YES ²	NO
Progress Monitoring	NO	Not yet ³
Summative	YES ⁴	YES

NOTES:

¹While not necessarily designed as a comprehensive diagnostic test, informal analysis of child documentation can lead to an understanding of strengths and weaknesses.

²This would be appropriate only if GOLD is used as an ongoing portfolio of child learning and development, including reflection on child progress and if changes in instruction were made based on interpretation of complete information in GOLD.

³There is work in progress to validate IGDIs measures for progress monitoring but the evidence of the effectiveness of IGDIs for progress monitoring is not there yet.

⁴ GOLD may be used as an interim summative assessment for measuring growth from fall to winter, winter to spring, or fall to spring.



What is FAST?

Formative Assessment System for Teachers (FAST)

- Purpose: screening and monitor progress for K-6 literacy
- Multiple measures across the K-6 range
- Some unique to Kindergarten students
- Format, Administration, Scoring





Purposes of GOLD/IGDIs/FAST

Purpose	GOLD	IGDIs	FAST
Appropriate age group	3 and 4-year old's	4 year-old's	K - 6
Screening	NO	YES	YES
Diagnostic	Potentially	NO	NO
Formative Assessment	YES*	NO	NO
Progress Monitoring	NO	Not yet	YES
Summative	YES	YES	YES

Early Childhood FAQ

Question?

EC2: Should IGDIs be used to assess three year old children?

Answer.

No, the Department did not find IGDIs to be technically adequate for use with three year old children as a universal screening measure. IGDIs assessments are identified for use with four year olds only. The Department has not identified an early literacy screening tool for use with three year old children.

Early Childhood FAQ

Question?

EC3: How does IGDIs relate to Teaching Strategies Teaching Strategies GOLD?

Answer.

Teaching Strategies GOLD and IGDIs are both components of a balanced comprehensive assessment system. One assessment does not replace the other. Teaching Strategies GOLD is required under IAC 279.60 to be administered to all preschool children enrolled in a district program. While IGDIs is a Department approved assessment, it is not mandated by state law.

Early Childhood FAQ

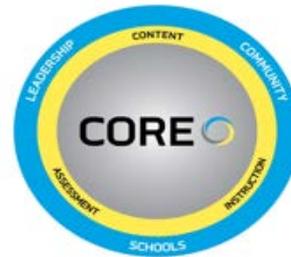
Question?

EC5: Should IGDIs be used to assess five year old children?

Answer.

IGDIs assessments are identified for use with four year olds. It may also be used with five year olds who are participating in a preschool program and are not receiving K-12 student funding.

Alignment of IELS and Iowa Core



Comprehensive framework for curriculum, instruction & assessment

Infants & Toddlers → Preschoolers → Kindergarteners

Early education & care → K-12 educational system

Alignment of IELS and Iowa Core

<p>IELS</p> <ul style="list-style-type: none">•Physical Well-Being & Motor Development•Approaches to Learning•Social & Emotional Development•Communication, Language & Literacy•Creative Arts•Social Studies	<p>Iowa Core—English Language Arts</p> <ul style="list-style-type: none">•Reading Stds for Literature•Reading Stds for Informational Texts•Reading Stds: Foundational Skills•Writing Stds•Language Stds•Speaking & Listening Stds
<p>IELS</p> <ul style="list-style-type: none">•Physical Well-Being & Motor Development•Approaches to Learning•Mathematics & Science	<p>Iowa Core—Mathematics</p> <ul style="list-style-type: none">•Counting & Cardinality•Operations & Algebraic Thinking•Number & Operations in Base Ten•Measurement & Data•Geometry <p>Stds for Mathematical Practices</p>

Alignment of IELS and Iowa Core

Infant/Toddler	Preschool	Kindergarten
<p><i>Approaches to Learning (Area 2)</i> <i>Communication, Language, and Literacy (Area 4)</i></p>	<p><i>Approaches to Learning (Area 9)</i> <i>Communication, Language, and Literacy (Area 11)</i></p>	<p>Reading: Literature <i>Key Ideas and Details</i> <i>Craft and Structure</i></p>
<p>Curiosity and Initiative (2.1)</p>	<p>Curiosity and Initiative (9.1)</p>	<p>1. With prompting and support, ask and answer questions about key details in a text. (RI.K.1)</p>
<p>Engagement and Persistence (2.2)</p>	<p>Engagement and Persistence (9.2)</p>	<p>2. With prompting and support, retell familiar stories, including key details. (RI.K.2)</p>
<p>Reasoning and Problem Solving (2.3)</p>	<p>Reasoning and Problem Solving (9.3)</p>	<p>3. With prompting and support, identify characters, settings, and major events in a story. (RI.K.3)</p>
<p>Language Understanding and Use (4.1)</p>	<p>Language Understanding and Use (11.1)</p>	<p>4. Ask and answer questions about unknown words in a text. (RI.K.4)</p>
<p>Early Literacy (4.2)</p>	<p>Early Literacy (11.2)</p>	<p>5. Recognize common types of texts (e.g., storybooks, poems). (RI.K.5)</p>
		<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RI.K.6)</p> <p>LA. 1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</p>

Alignment of IELS and Iowa Core

The alignment of the IELS and the Iowa Core for Kindergarten begins in Section Five of the [IELS](#).



Early Childhood FAQ

Question?

EC8:

I thought there was an alignment document between the Iowa Early Learning Standards, Teaching Strategies GOLD and Iowa Core?

Answer.

The Iowa Early Learning Standards (IELS) provide an alignment between the Iowa Core for English language arts and mathematics, and the IELS. Teaching Strategies GOLD has provided an alignment between the IELS and the Teaching Strategies GOLD Objectives for Learning and Development. An alignment study has not been completed between Teaching Strategies GOLD and the Iowa Core.

Early Childhood FAQ

Question?

EC10: How would this affect a four year old program that also serves five year olds in that same classroom and is a nonpublic school? Do they have the option to opt out of this?

Answer.

- The Early Literacy Implementation requirements apply to all school-age children K-3, including any nonpublic student receiving services in public schools. For specific guidance for nonpublic student populations, please see **Appendix I: Specific Student Populations**.
- If the nonpublic school is a SWVPP partner with a district, the requirement for reporting four year old children would include the Teaching Strategies GOLD Assessment System.

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Technical Assistance-
Appendix C: Early Childhood

Contacts

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Questions and Answers