



# Early Literacy Implementation & Support

## December 2013

# Outcomes for Today

- Attendees will:
  1. Understand the history of the Early Literacy Progression law
  2. Become familiar with Iowa Code §279.68 and IAC 281--62 requirements
  3. Know how to apply for Early Literacy Implementation funds
  4. Have questions answered

# History

# History

- SF 2284 Passed in 2012 Legislative Session
- Law was placed at 279.68 (Director's Powers and Duties)
- Little attention due to fiscal triggers in paragraphs 2 and 4b
- No dollars appropriated for this section of code in 2012
- No rules were written at the time

# 2013 Legislative Session

- Governor's Education Reform package front and center
- No provisions for Literacy
- Senate proposed late in the session \$12M for early literacy, House proposed \$0M
- At the end of the session, a compromise of \$8M was reached – breathing life into paragraph 2

# Why This is a Big Deal?

- It affects every early literacy program in Iowa
- The retention clause is controversial
- These rules are closer to curriculum decisions than we've ever gone
  - Important point: Curriculum decisions are local decisions!
  - Requires students demonstrating a reading deficiency to receive “a minimum of 90 minutes daily of scientific, research-based reading instruction...”

# Requirements

# Big Ideas

- 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

# 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

# Progress Monitoring

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

# Substantial Deficiency

- A student with a *substantial deficiency* in reading is a student whose reading performance is below a standard set on an approved assessment **and** whose progress on an approved assessment is minimal
- Definition will be operationalized by IDE

# Intensive Instruction

- 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.

# Notice to Parents

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

# Summer Reading Program

- Beginning May 1, 2017 each district must provide an intensive summer reading program for any student who exhibits a substantial deficiency in reading
- A one-time waiver from this provision will be available
- The standards for an intensive summer reading program are being developed and reviewed by the Iowa Reading Research Center (IRRC)

# Retention

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

# 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

# Reporting

- Report universal screening and progress monitoring data to the IDE
- Report interventions and supports implemented to the IDE
- Address reading proficiency as part of the CSIP using universal screening and progress monitoring data aggregated by classroom, school, and other student characteristics
- Review chronic early absenteeism for its impact on early literacy as part of the CSIP
- If more than 15% of an attendance center's students are not proficient by the end of third grade, include in the CSIP strategies to increase the percent proficient, including school and community strategies

# Funding

# Distribution of Funds

- \$8 million total
  - \$4 million distributed equally to each district
  - \$4 million distributed per pupil based on 2012 certified enrollment
- Median allocation is \$17,018.86

# Get your \$\$\$

- Go to [www.iowagrants.gov](http://www.iowagrants.gov)
- If you aren't registered, do so
- If you are registered, sign in
- Under **Funding Opportunities** find “Early Literacy Implementation Grant”
- You will need to provide certified enrollment data from October 1, 2012 (line 7 of Certified Enrollment)
- Email [meredith.macquigg@iowa.gov](mailto:meredith.macquigg@iowa.gov) with questions

Question	Answer	Suggested Items for Budget
Is there consensus in your district that reading instruction can improve and that using the combination of high standards in a multi-tiered system of supports is an evidence-based way of improving reading outcomes?	No or I'm not sure	Staff time to engage in understanding and building your level of consensus with the DE's consensus toolkit
Does your district wish to use the state-sponsored universal screening and progress monitoring assessments (FAST) in the Iowa TIER data system?	Yes	Pay for training on data system and assessments
Does your district currently use scientific, research-based reading instruction that would meet the standards of Iowa Code §279.68?	I'm not sure	Staff time to review current practices using the DE's implementation guide for reviewing your core instruction
Does your district currently use scientific, research-based reading instruction that would meet the standards of Iowa Code §279.68?	No	Purchase of new curriculum and/or instructional materials; professional learning for staff on implementation
If you are using scientific, research-based reading instruction, are you implementing it with fidelity?	I'm not sure	Staff time to review current practices using the DE's implementation guide for reviewing your core instruction
If you are using scientific, research-based reading instruction, are you implementing it with fidelity?	No	Professional learning for staff on implementation of current materials
Does your district currently provide tutoring or mentoring programs or extended school day, week or year services?	No	Begin these services
Does your district currently provide tutoring or mentoring programs or extended school day, week or year services?	Yes	Fund these services
Does your district currently provide the parents of students with substantial deficiencies in reading with parent contracts, regular updates on their student's progress, and guidance for things the parents can do to help their child at home?	No	Begin these services
Does your district currently provide the parents of students with substantial deficiencies in reading with parent contracts, regular updates on their student's progress, and guidance for things the parents can do to help their child at home?	Yes	Fund these services
Does your district currently operate a summer program for reading at the K-3 level that employs scientific, research-based instructional practices?	No	Begin a summer reading program; Consider providing transportation for students who have a substantial deficiency in reading
Does your district currently operate a summer program for reading at the K-3 level that employs scientific, research-based instructional practices?	Yes	Fund the program; Consider providing transportation for students who have a substantial deficiency in reading

# Questions?

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

# Contact

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