

IOWA Department of Education

Substantial Deficiency: Fall, Winter, Spring

# Agenda



## *Purpose:*

1. Requirements
2. Identification Fall-Winter-Spring
3. Questions and Answers

## Requirements

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

	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>

## Implement US and Identify Students

- Universal screening must:
  - Be delivered using a Department-approved universal screening assessments.
  - Have been given during the assessment windows:
    - Fall window: August 28 to October 10
    - Winter window: January 12 to February 6
    - Spring window: April 27 to May 22
- Identification must occur within a week of the conclusion of a given screening period.
  - For spring, that means no later than May 29.

## Steps to identify and notify

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

# 1. Compare Screening Scores

- FOR FALL TO WINTER ONLY
  - Compare universal screening results from two consecutive screening periods

FALL		WINTER		IDENTIFICATION
RED	+	RED	=	SUBSTANTIALLY DEFICIENT
GREEN	+	RED	=	AT-RISK
RED	+	GREEN	=	APPROPRIATELY PROGRESSING
GREEN	+	GREEN	=	APPROPRIATELY PROGRESSING

# 1. Compare Screening Scores

- **FOR FALL-WINTER-SPRING.**
  - Compare universal screening results from three consecutive screening periods

US-1			US-2			US-3			IDENTIFICATION		
either	+	RED	+	RED	=	SUBSTANTIALLY DEFICIENT					
RED	+	RED	+	GREEN	=	AT-RISK					
either	+	GREEN	+	RED	=	AT-RISK					
either	+	GREEN	+	GREEN	=	APPROPRIATELY PROGRESSING					
GREEN	+	RED	+	GREEN	=	APPROPRIATELY PROGRESSING					



## 1. Compare Screening Scores

- General rule of thumb:
  - Two reds in a row to be determined as having a substantial deficiency
  - Two greens in a row to be determined as appropriately progressing
  - In-between is AT RISK

# 1. Compare Screening Scores

- **FOR FALL-WINTER-SPRING.**
  - Another way to think about it is to compare your current identification to current screening results

Current Identification		Current US		IDENTIFICATION
APPROPRIATELY PROGRESSING	+	GREEN	=	APPROPRIATELY PROGRESSING
AT-RISK	+	GREEN	=	APPROPRIATELY PROGRESSING
APPROPRIATELY PROGRESSING	+	RED	=	AT-RISK
SUBSTANTIALLY DEFICIENT	+	GREEN	=	AT-RISK
SUBSTANTIALLY DEFICIENT	+	RED	=	SUBSTANTIALLY DEFICIENT
AT-RISK	+	RED	=	SUBSTANTIALLY DEFICIENT

# 1. Compare Screening Scores

- We understand these things occurred this year:
  - 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 and perhaps even spring 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 and perhaps even spring for individual students [e.g., students who move from one school to another, or a student who took a different measure than the other students]

## This year and beyond

- Same measure for fall, winter and spring for an individual student.
- For 2014-2015:
  - Select and use the fall, winter and spring universal screening results that most accurately reflects the performance of each student in your school, regardless of circumstances.
- By 2015-2016:
  - Select consistent measures by building [by grade is fine].
  - There will be a way to override the chosen measure at an individual student level based on student-specific reasons

## 2. Record Final Decisions

- A. 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. **Directions for this process will be reviewed at the May 27<sup>th</sup> webinar from 1-2:30pm**

## 3. Notify Parents

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

## 4. Implement Progress Monitoring and Intensive Instruction

- Tips for collecting:
  - Person administering progress monitoring should also be the person providing the intervention.
  - Spread it out over the week, during natural break times in the day (e.g., first thing in the morning, before lunch, choice activity time)
  - Keep the students on the same day each week provides a consistent comparison for weekly growth
- Tips for reviewing:
  - 1) Look at the slope for a group of students receiving an intervention and compare it to slopes of other interventions.
  - 2) Eliminate those interventions that show less student growth

## FAQs

- How do Iowa Assessments relate to identification of students with substantial deficiencies in the area of reading?
  - DE-approved universal screening assessment results are used to identify students on-track to be proficient on a general outcome measure, and therefore used to determine if a student is substantially deficient in the area of reading. The Iowa Assessments are not DE-approved for the purpose of universal screening.



- How does Iowa Assessments relate to proficiency?
  - Iowa Assessments are the general outcome measures to determine student proficiency for various accountability purposes. It is anticipated that they will be included as part of the data used to make retention decisions in May 2017.

## FAQs

- How do multiple measures relate to identification? To proficiency? To retention?
  - Multiple measures should be used to determine proficiency in retention decisions. In this case, identification is specific to the determination of substantial deficiency. Universal screening results are used to identify if a student is substantially deficient in the area of reading.

## FAQs

- How does a screener relate to substantial deficiency, proficiency and/or retention?
  - Results from a DE-approved universal screening assessment are used to identify a student with a substantial deficiency in the area of reading during each screening window. These data may also be used to determine proficiency and retention decisions, in combination with Iowa Assessments/multiple measures at the time this is required – May 1, 2017.

## Questions and Answers

- Time for Q and A!

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