



**Indiana**  
**Department**  
**of**  
**Health**

# Indiana Deaf Education and Assessments of Language (IDEAL) Annual Report (FY21)

Center for Deaf and Hard of Hearing Education

August 2021



*Center for Deaf  
and Hard of Hearing  
Education*

OUR MISSION:

**To Promote positive outcomes for all deaf and hard of hearing children through information, services and education.**

OUR VISION:

**Deaf and hard of hearing children will have the resources and support to reach their full potential.**





[IC-20-35-12](#)

[IDEAL Overview Flyer](#)

[Tools & Assessment List](#)

[Assessment Reporting Portal](#)

[Assessment Portal How-To; Tips](#)

[Technical Assistance Flyers & Videos](#)

[Parent Document](#)

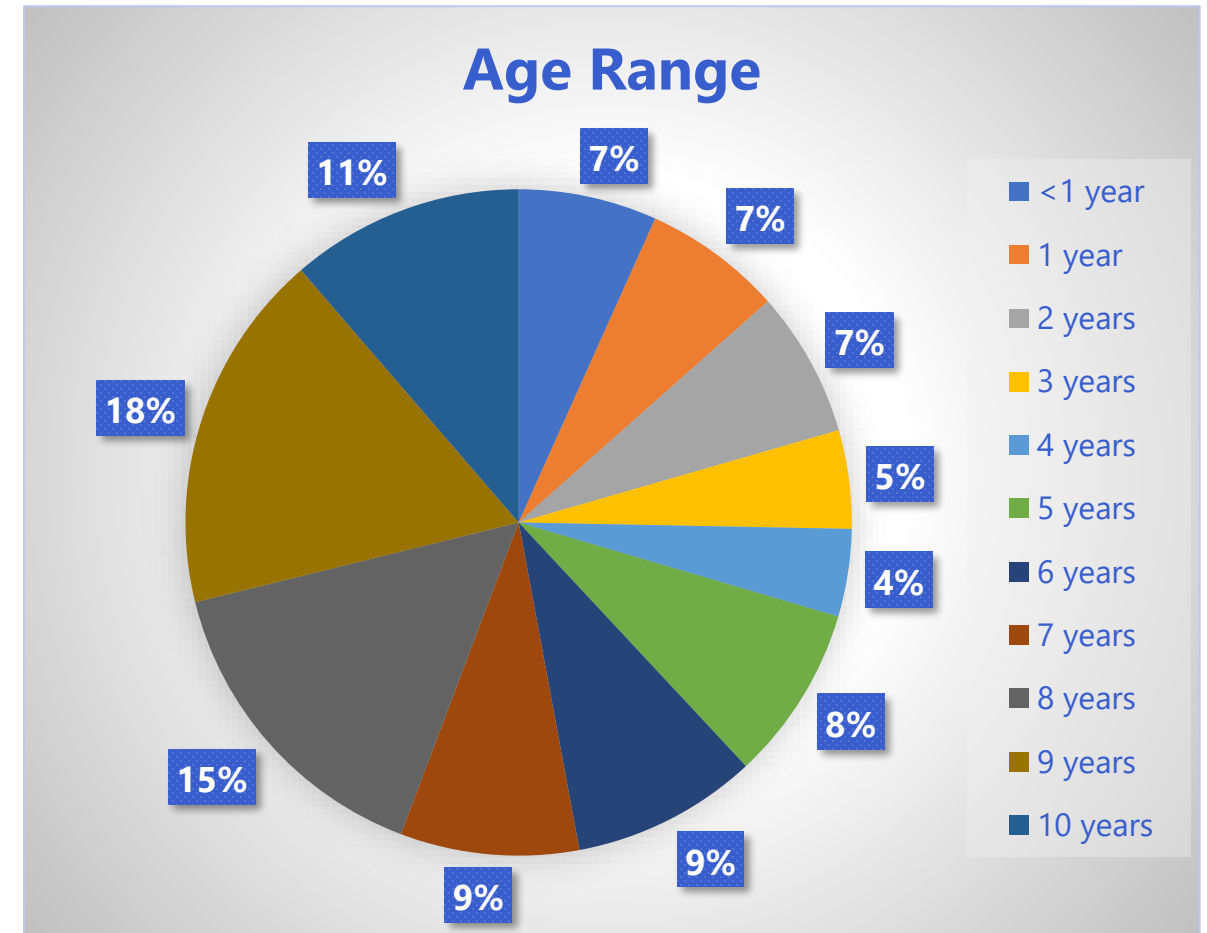


**IDEAL- code & resources**



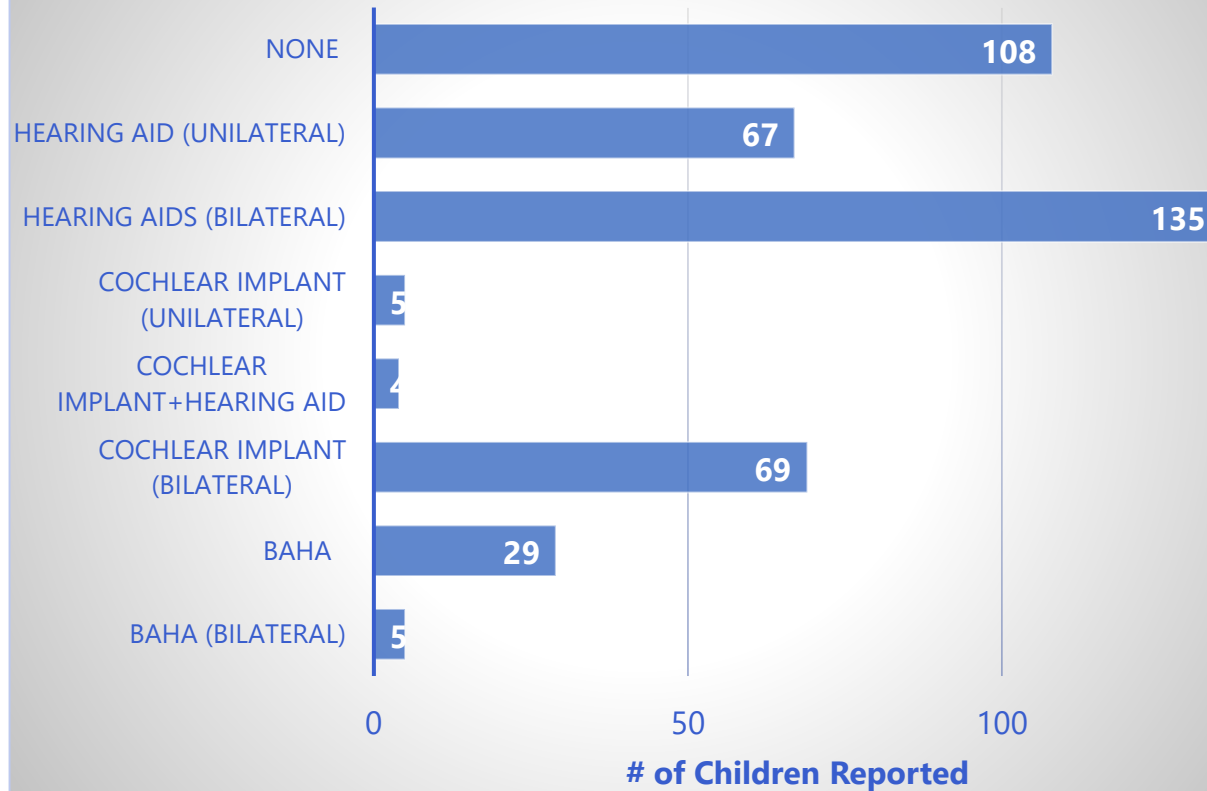
# Overall Demographics

- Total data points: 567
- Age range: 3 months – 10 years, 9 months
- Sex: Male- 257, Female- 220 (*not provided: 89*)
- Data of children in 79 school districts, 8 First Steps Clusters (*not provided: 192*)
- Programming: IFSP- 82, IEP- 240, 504 Plan- 11, none- 3 (*not provided: 230*)

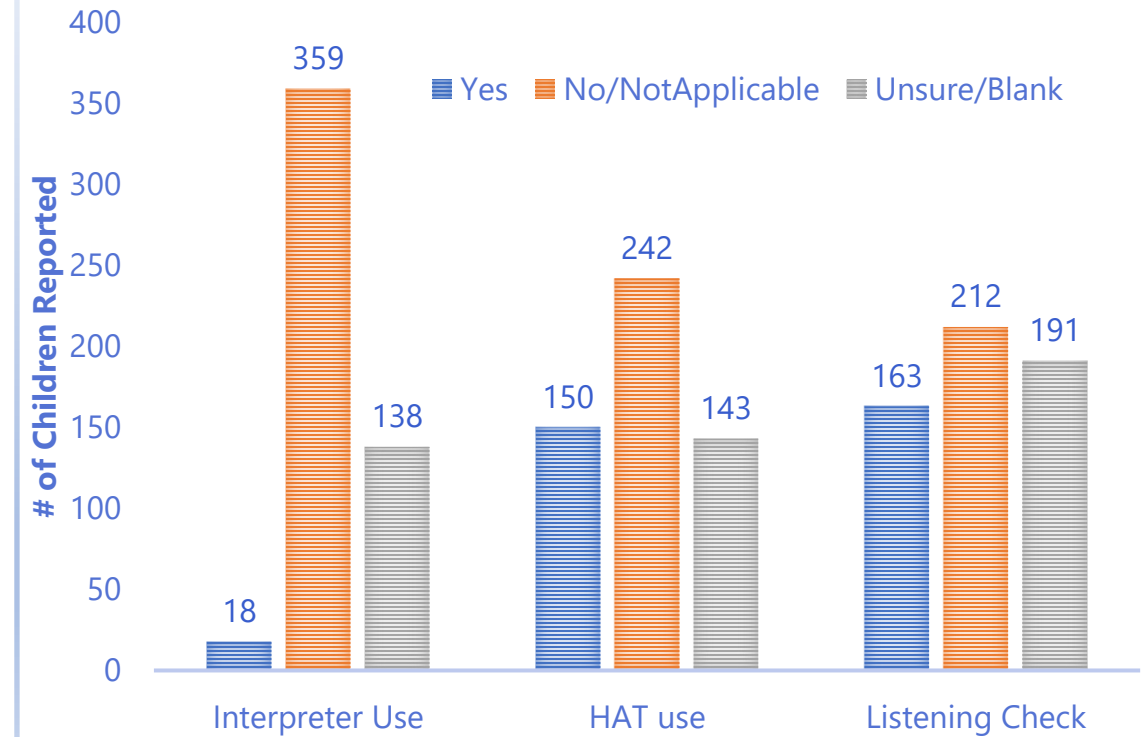


# Overall Demographics

## Amplification

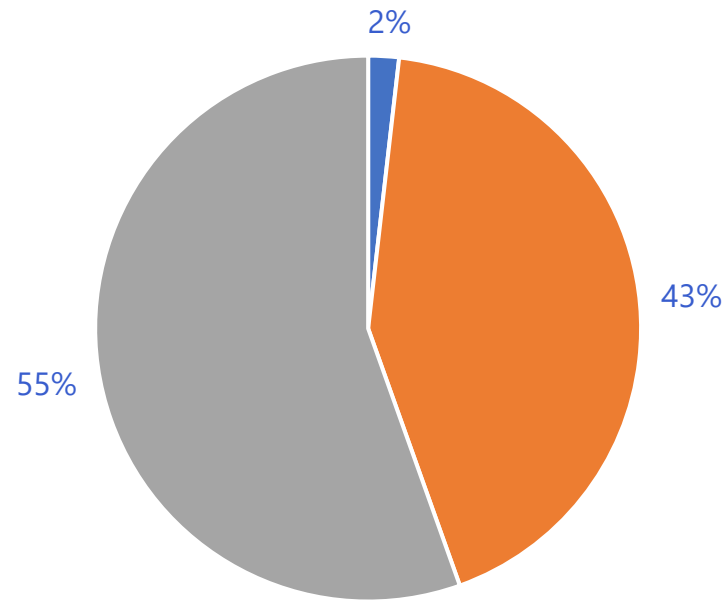


## ACCOMMODATIONS



# Overall Assessment Results

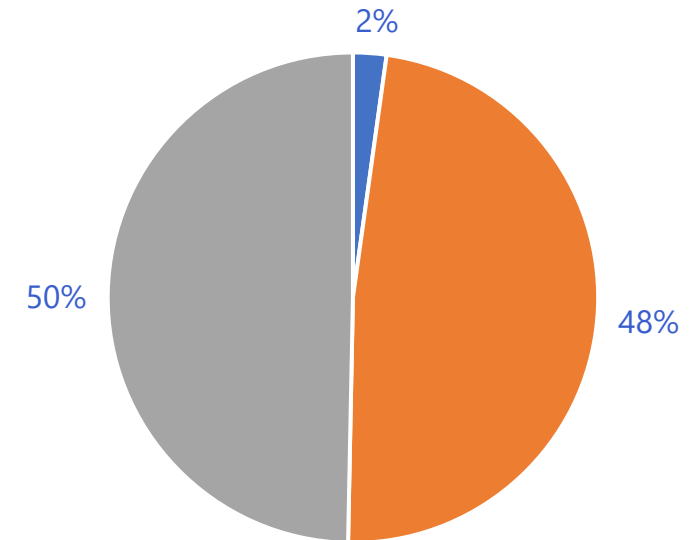
## Language Assessment Results



- Above Average/Expected Range
- Within Average/Expected Range
- Below Average/Expected Range

\*\*\*Based on 219 data points of core/composite/overall language scores on the following measures: AEPS (Communication), ASL-RST, CELF-5, CELF-P2&3, LDS, OWLS-II, PLS-5, TACL-4, TEXTL, TOLDP-4&5, VCSL)  
See [IDEAL List of Tools and Assessments](#) for more information on included measures

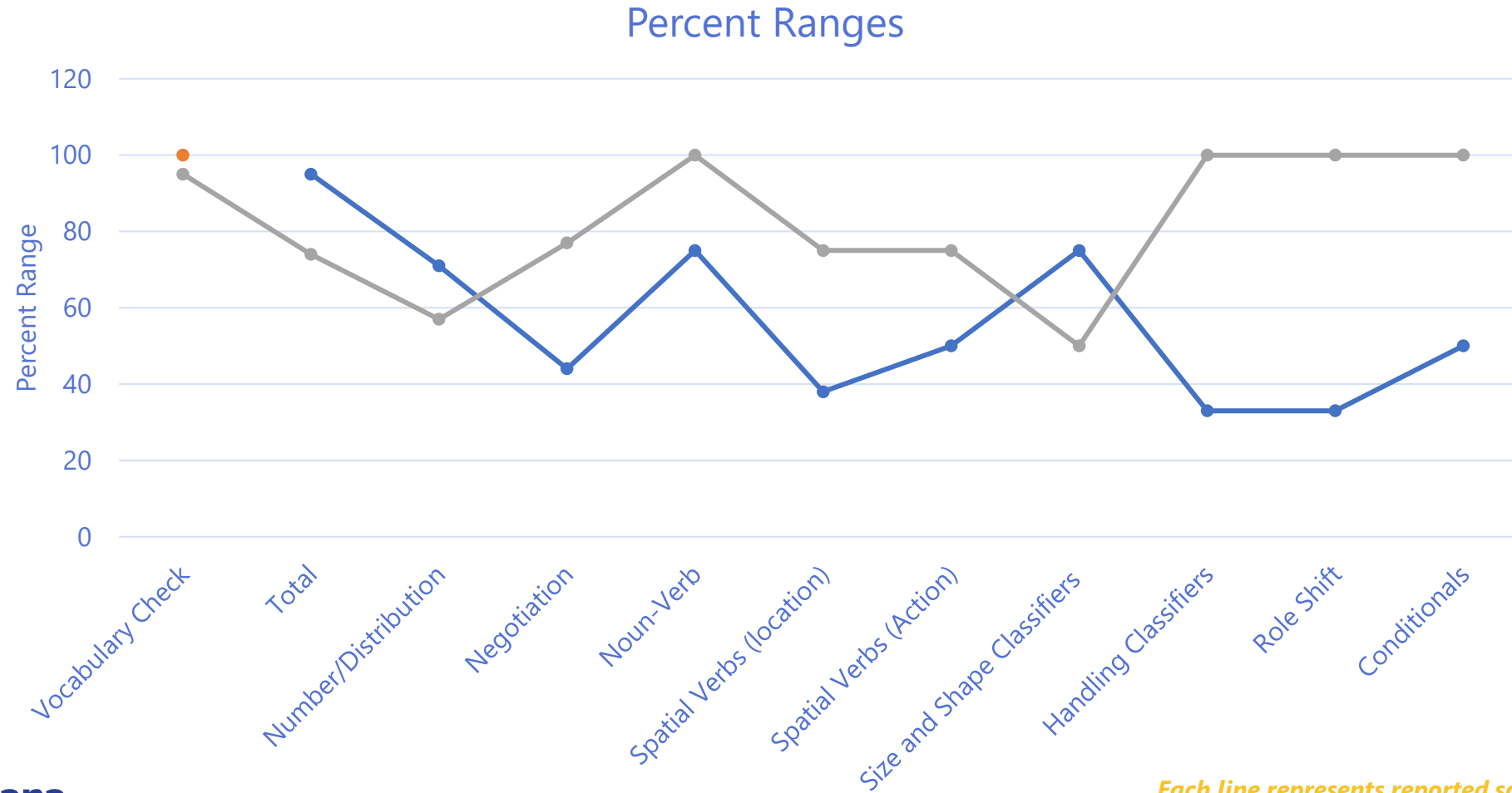
## Literacy Assessment Results



- Above grade/expected range
- on grade/level/expectations/pass/fluent
- below grade/expectations/did not pass/some or at risk

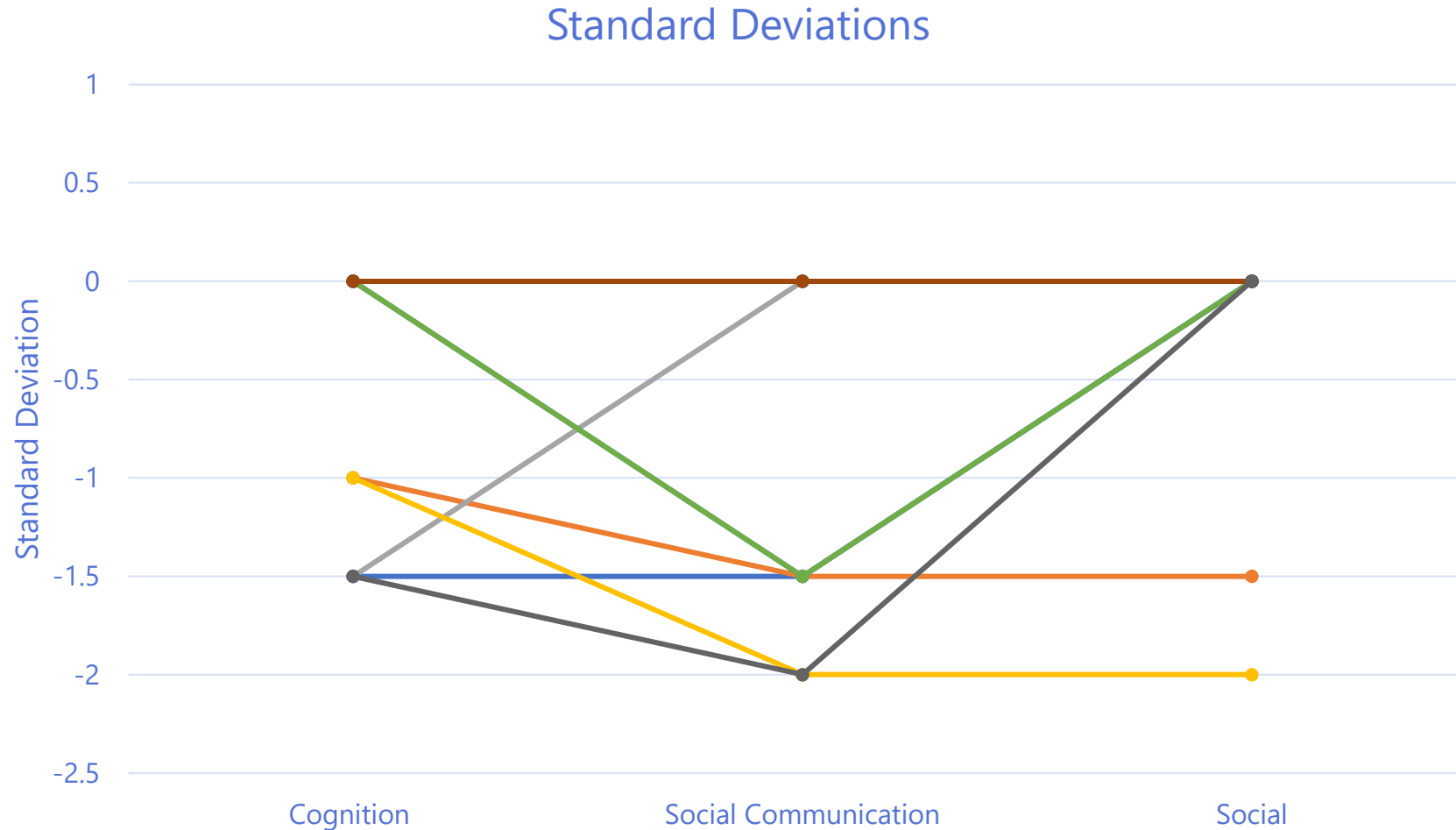
\*\*\*Based on 318 data points of reading/writing/English Language Arts scores on the following measures: DIBELS, F&P, ILEARN, IREAD, ISPROUT, NWEA-MAP, Star, WIDA)  
See [IDEAL List of Tools and Assessments](#) for more information on included measures

# American Sign Language – Receptive Skills Test (ASL-RST)



*Each line represents reported scores for an individual child*

# Assessment, Evaluation, and Programming System for Infants & Children (AEPS)



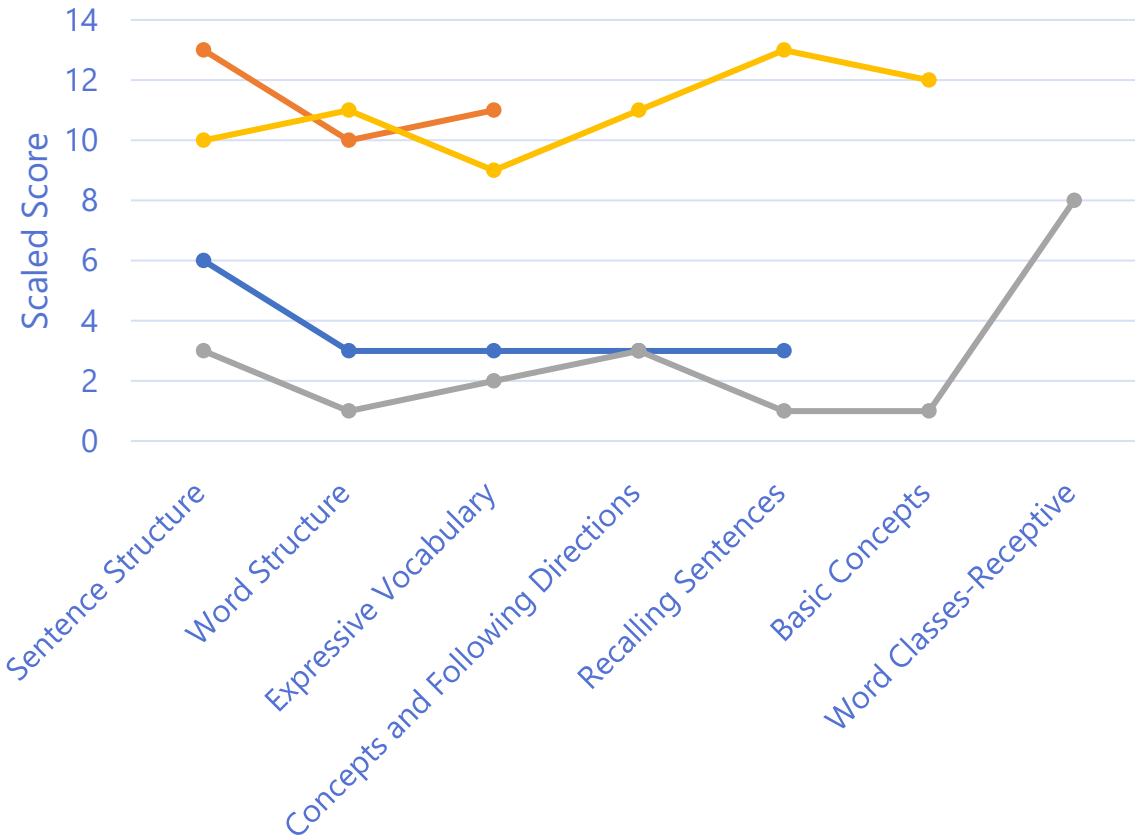
*Each line represents reported scores for an individual child*



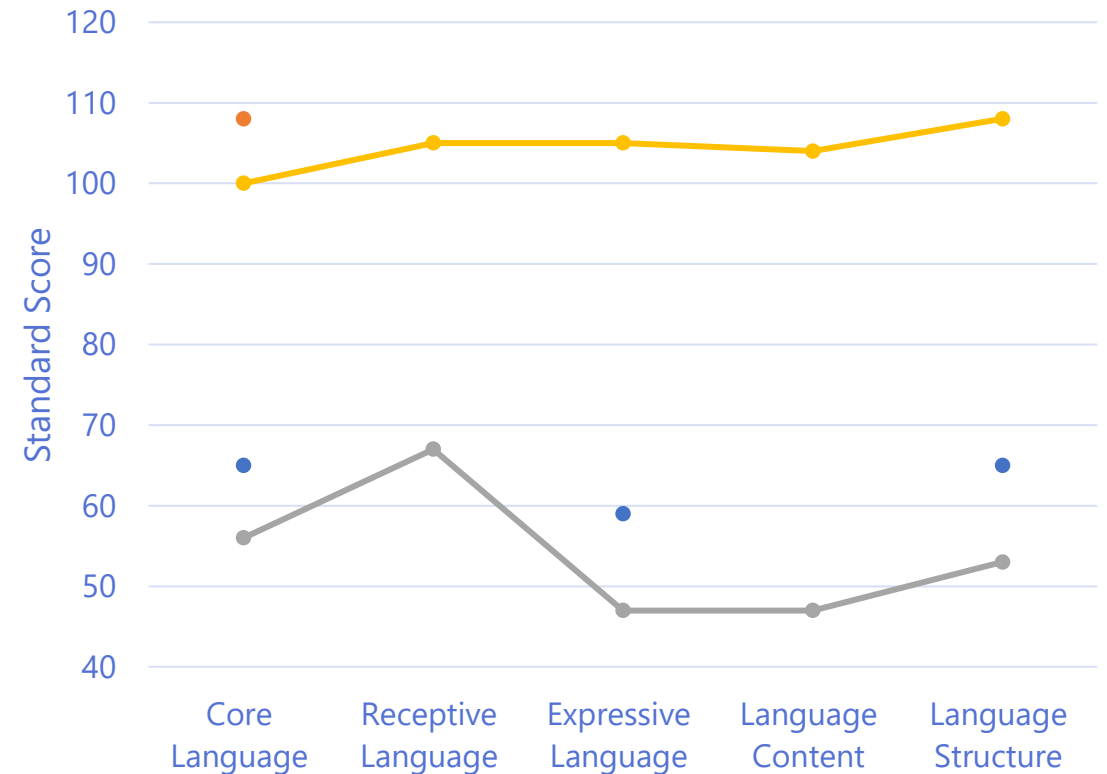
# Clinical Evaluation of Language Fundamentals—Preschool-2 (CELF-P2)



### Subtest Scaled Scores



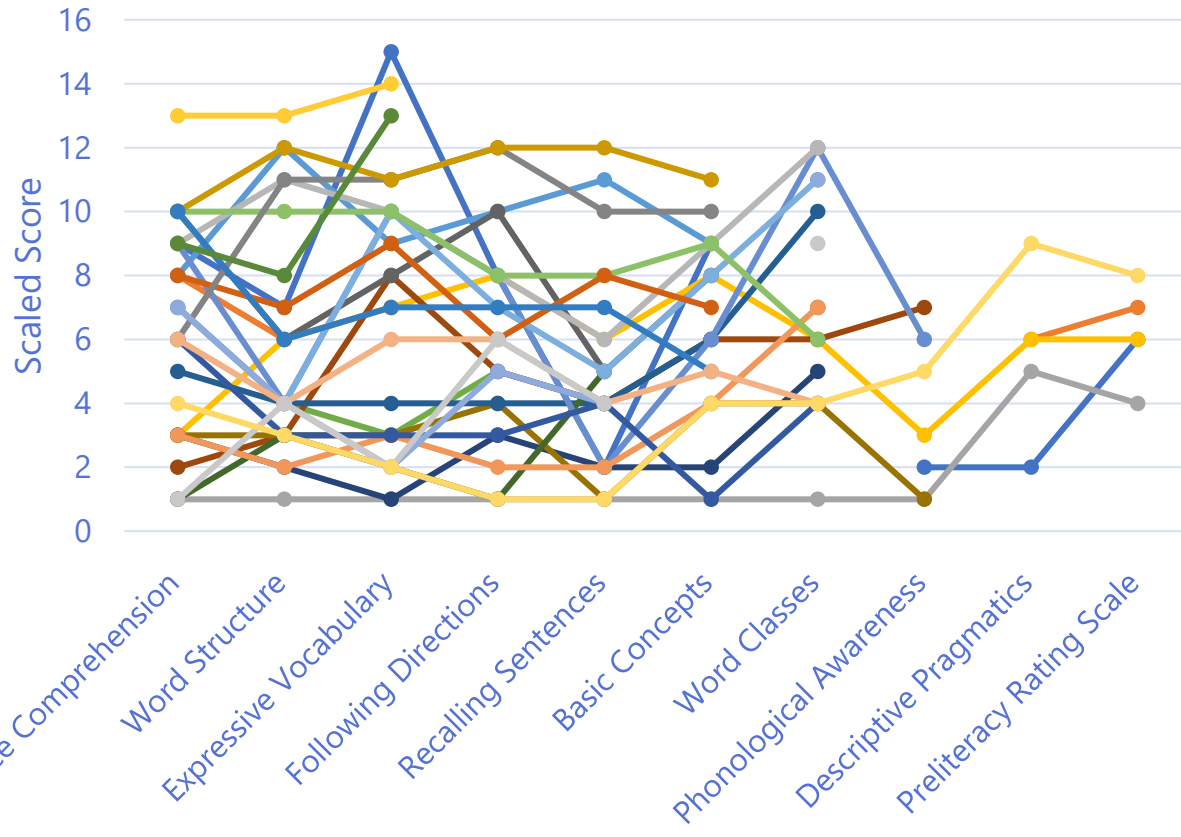
### Standard Scores



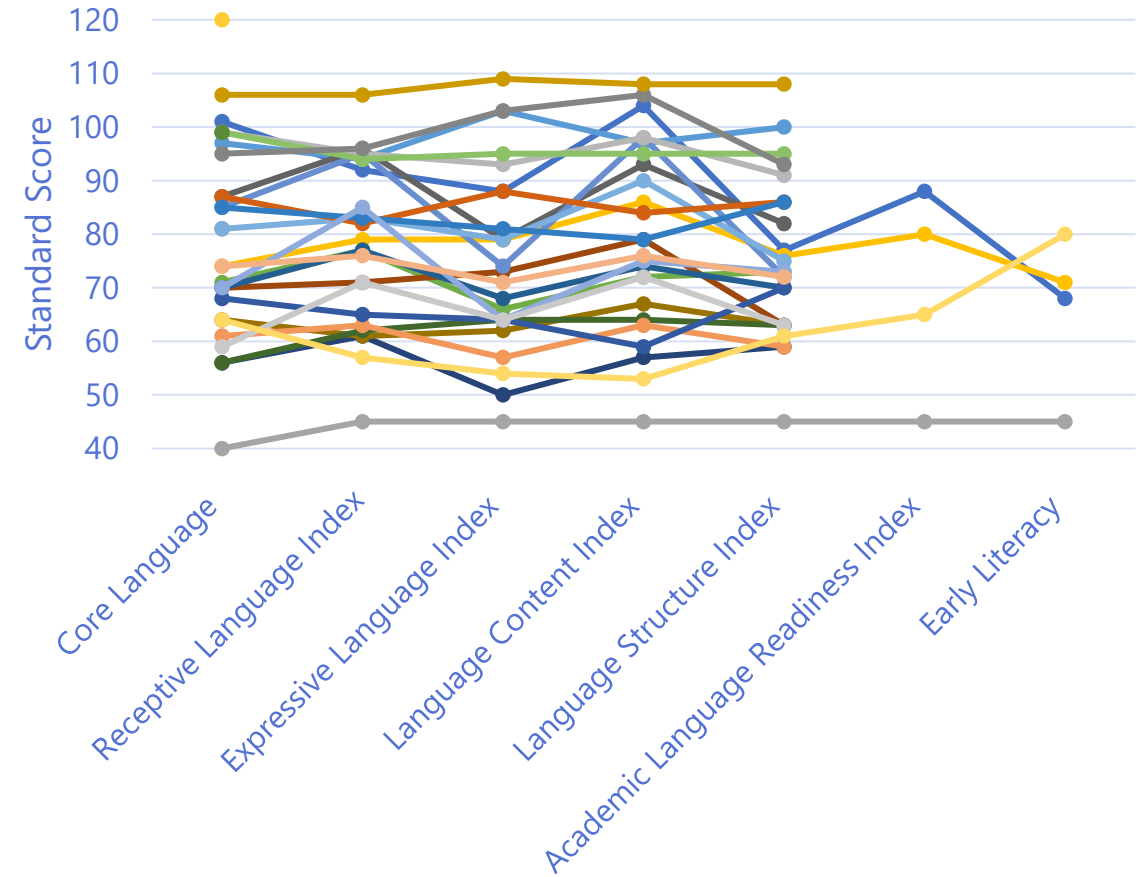
*Each line represents reported scores for an individual child*

# Clinical Evaluation of Language Fundamentals—Preschool-3 (CELF-P3)

## Subtest Scaled Scores



## Index Standard Scores

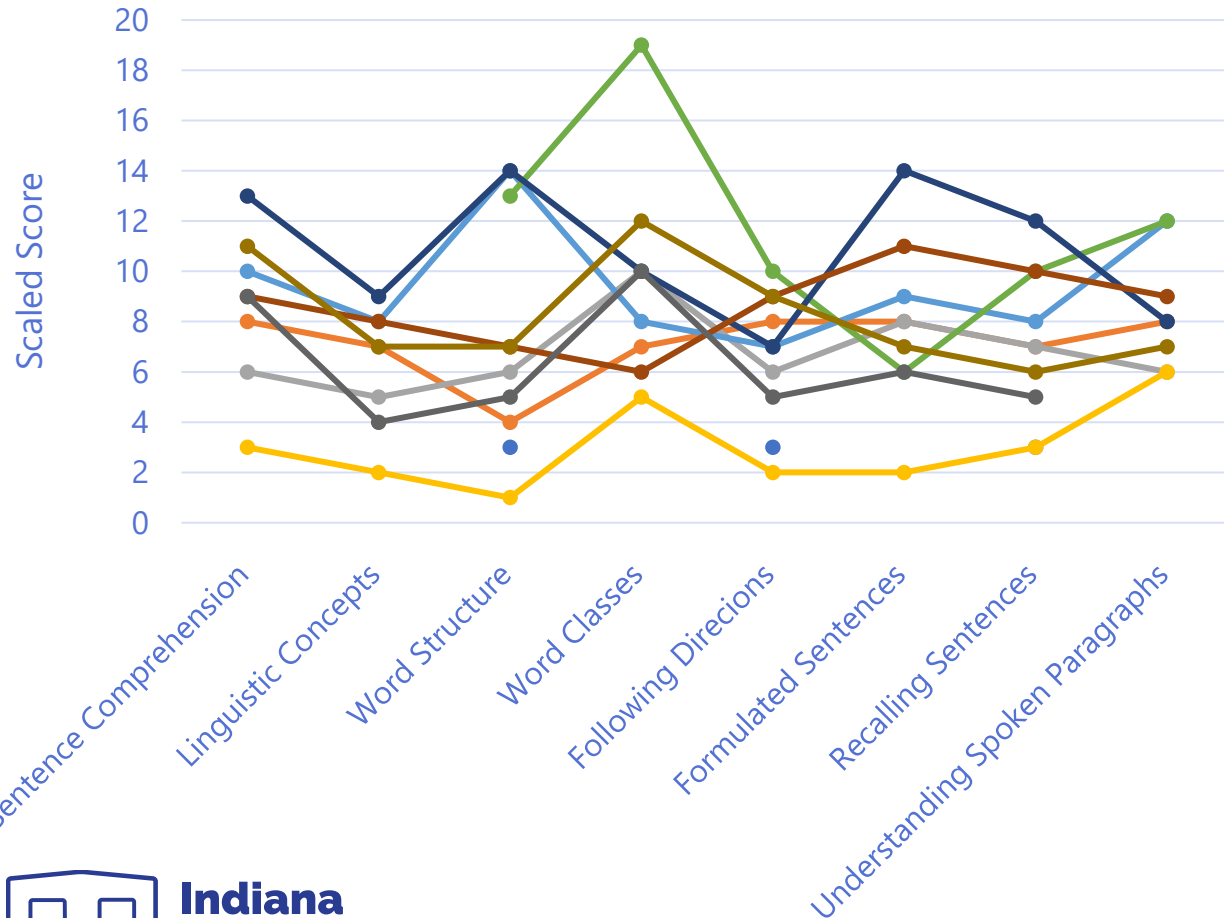


*Each line represents reported scores for an individual child*

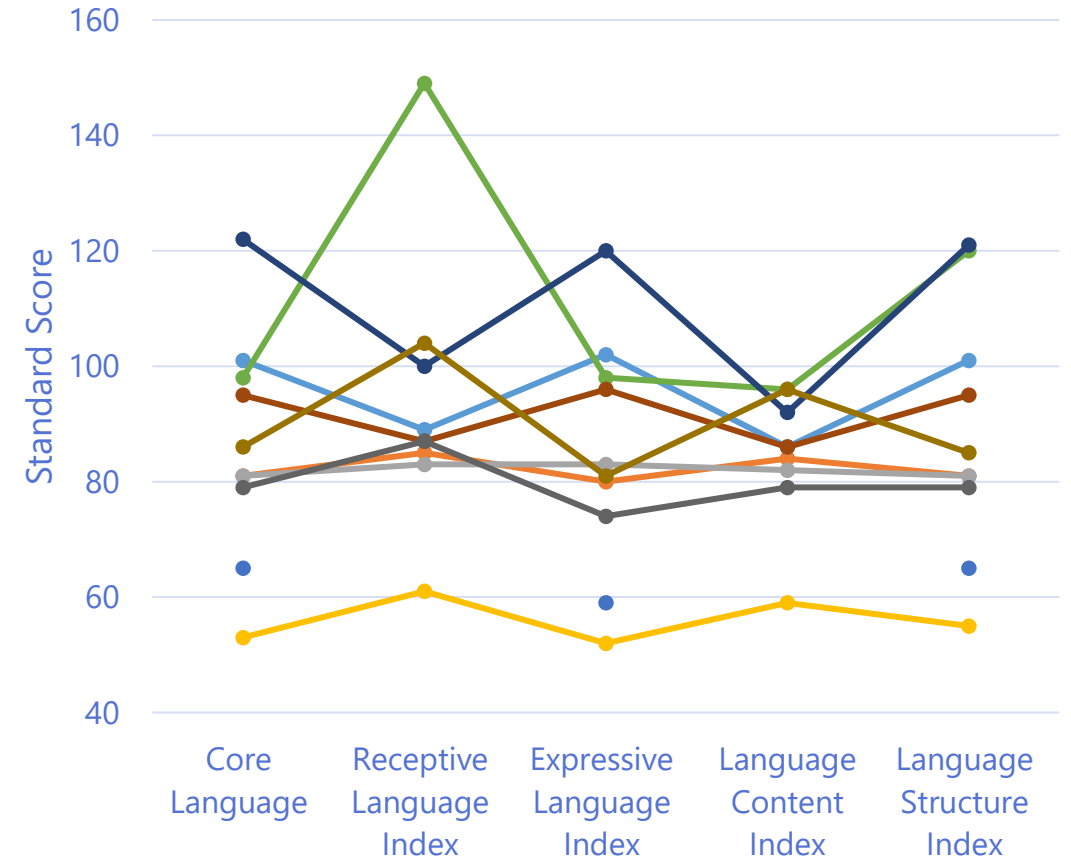
# Clinical Evaluation of Language Fundamentals— Fifth Edition; 5-8 years (CELF-5)



### Subtest Scaled Scores



### Index Standard Scores

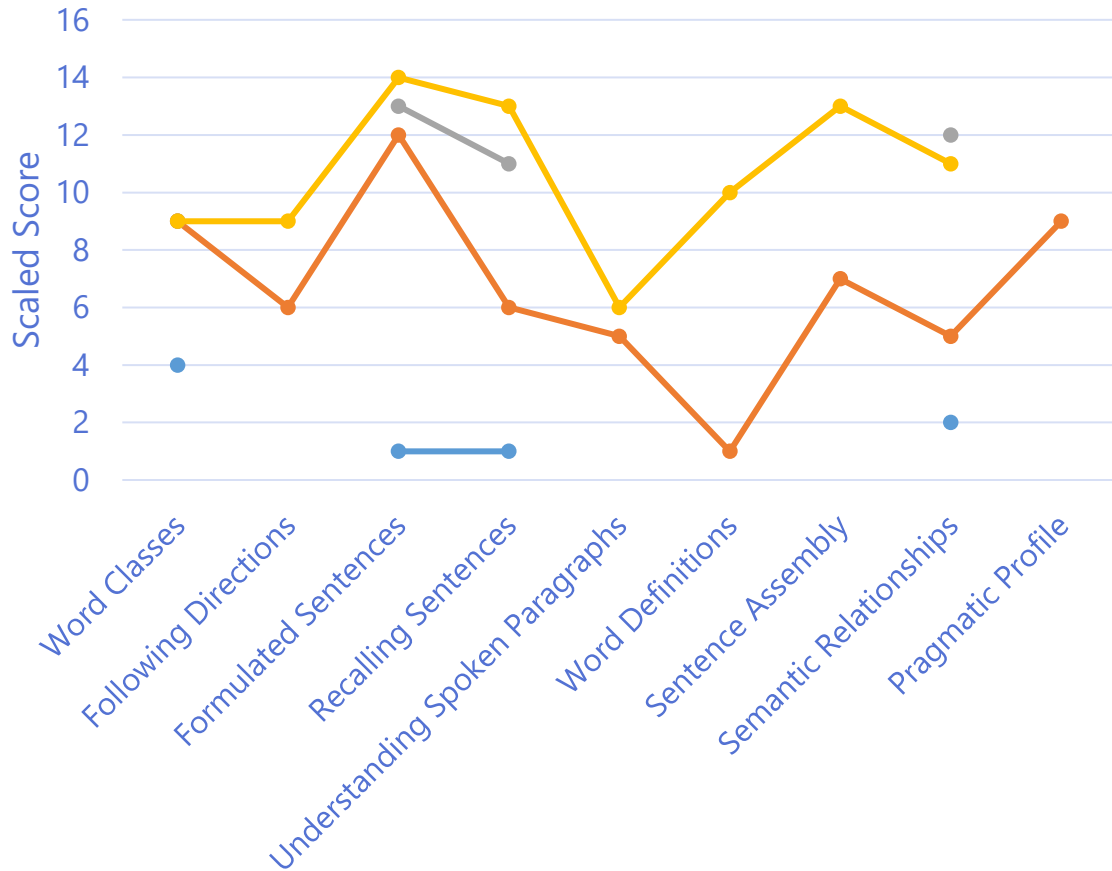


*Each line represents reported scores for an individual child*

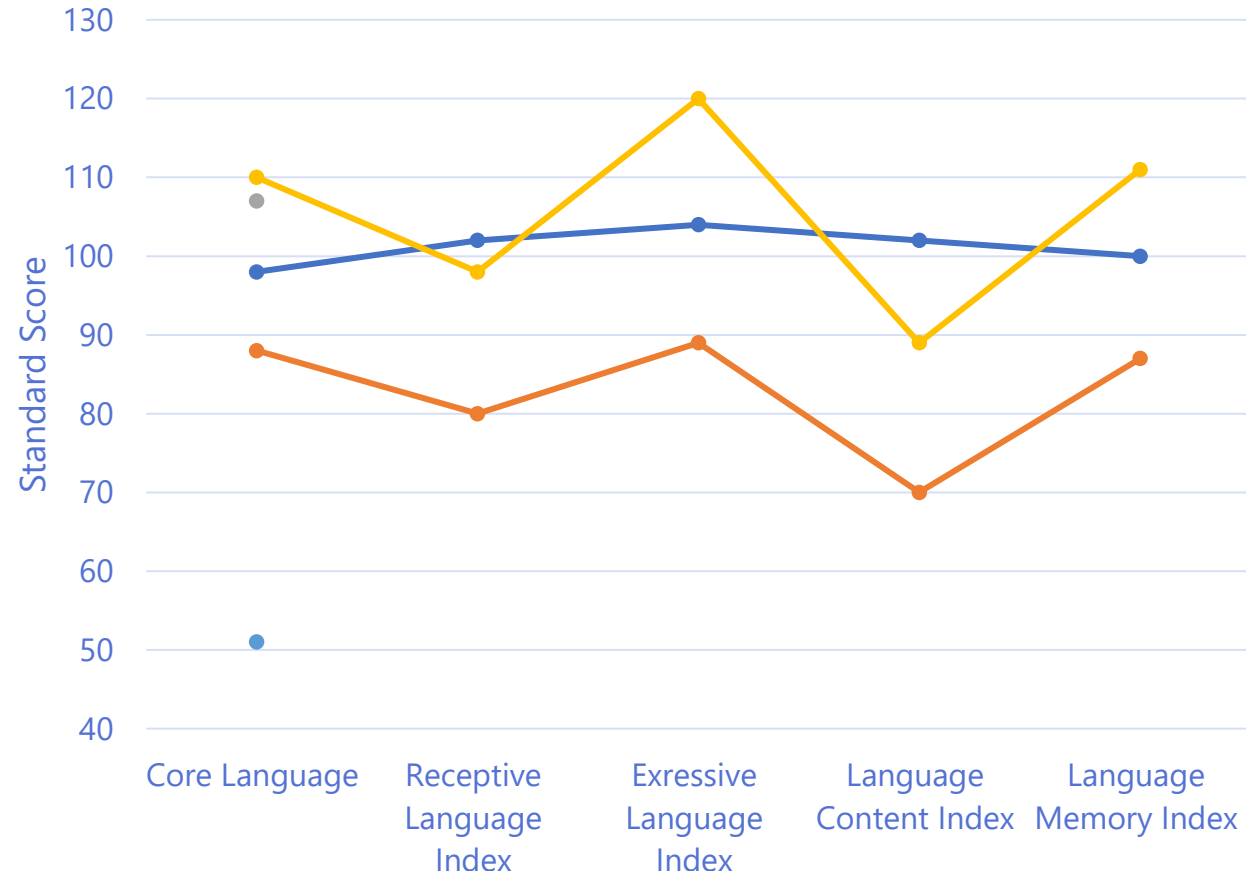
# Clinical Evaluation of Language Fundamentals Fifth Edition, 9-21 years (CELF-5)



### Subtest Scaled Scores



### Index Standard Scores



*Each line represents reported scores for an individual child*

# Clinical Evaluation of Language Fundamentals Metalinguistics—Fifth Edition



Subtest Scaled Scores

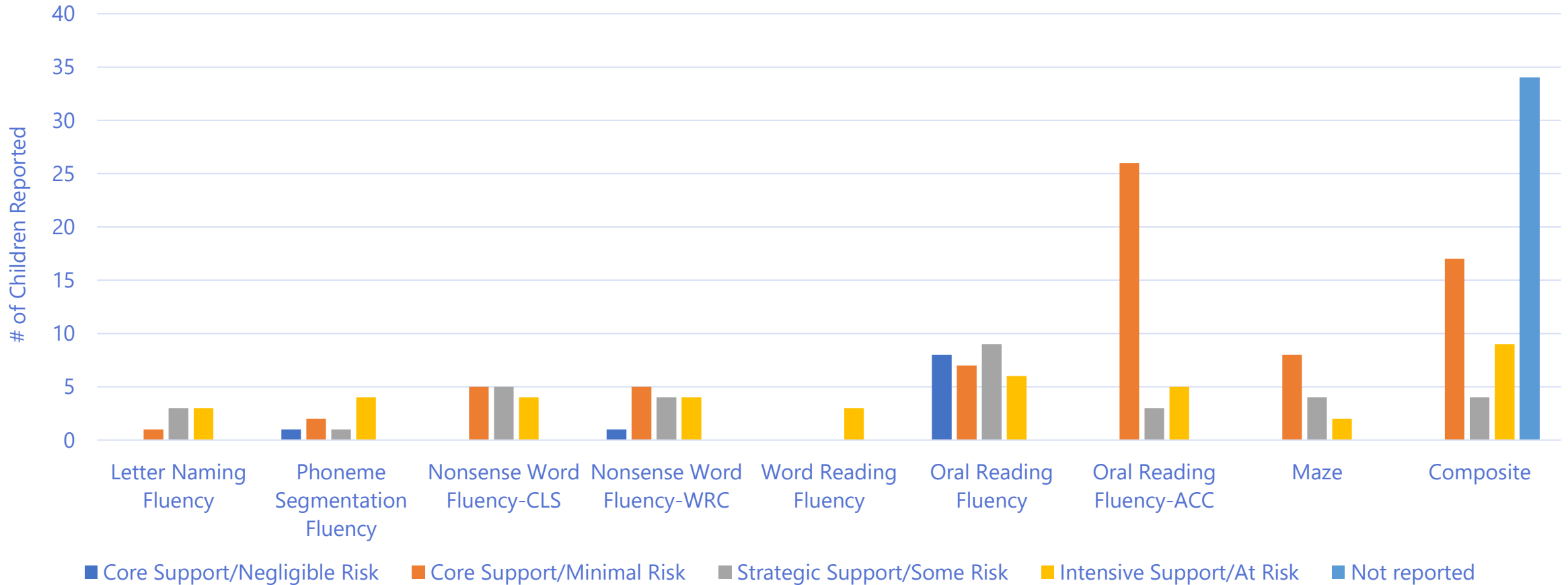


*Each line represents reported scores for an individual child*

# Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



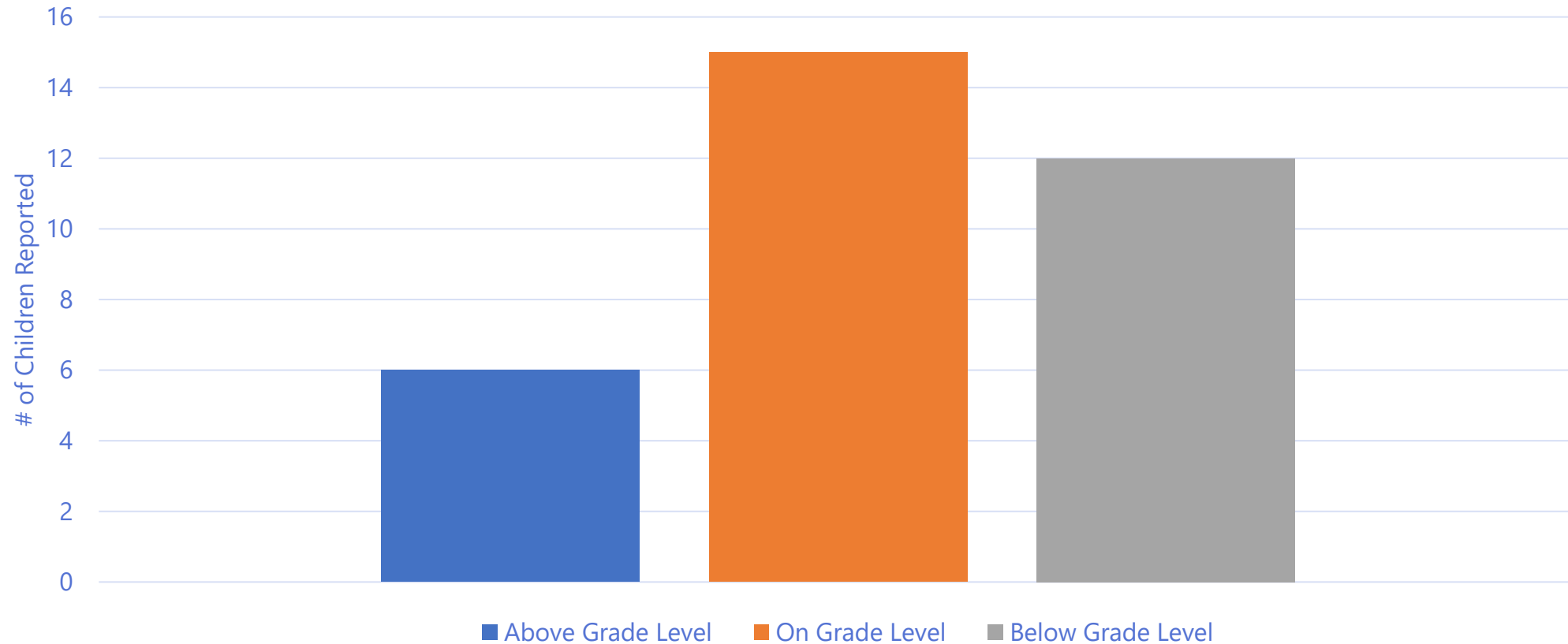
## Risk Classifications



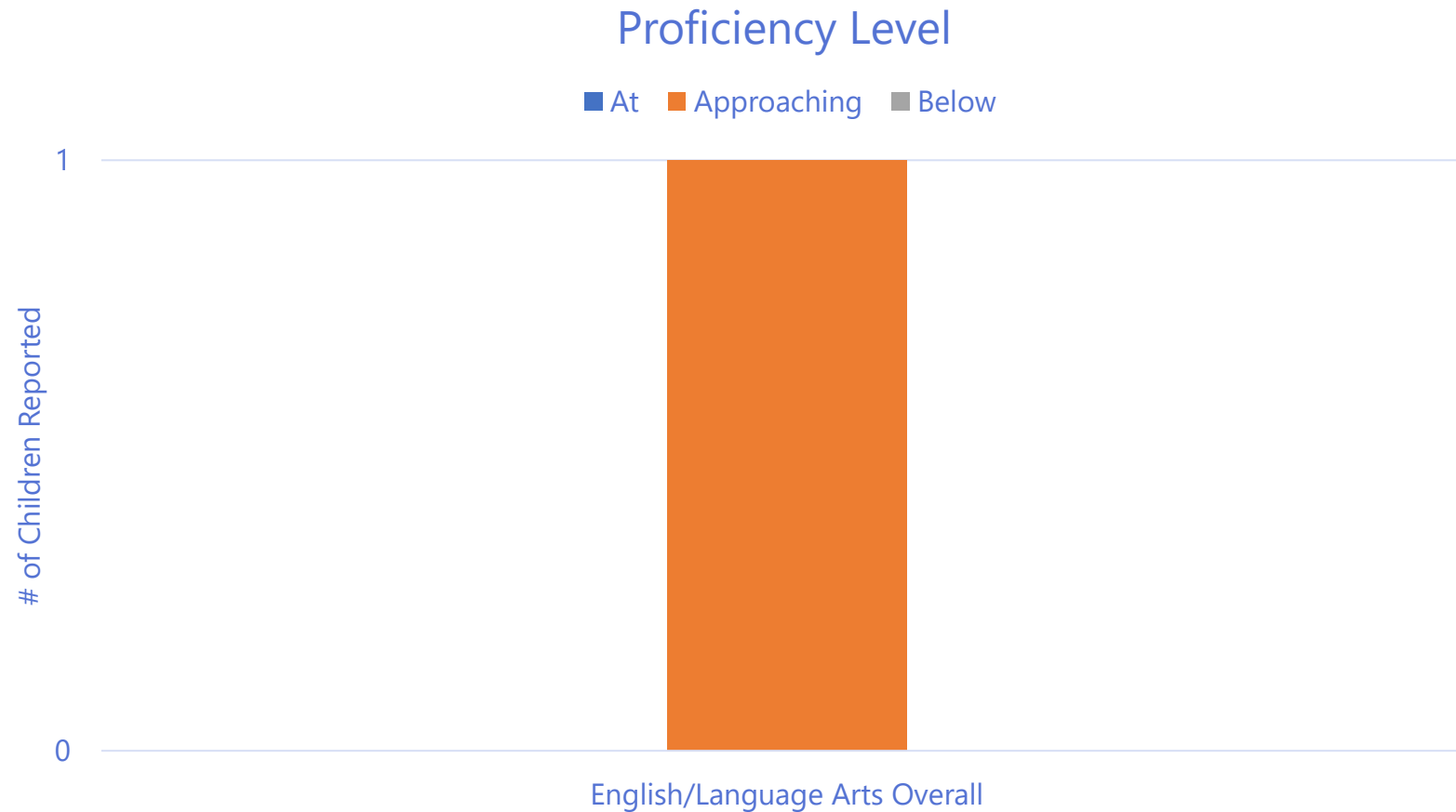
# Fountas and Pinnell Benchmark Assessment Systems (F&P)



Reading Levels



# Indiana's Alternative Measure (IAM)

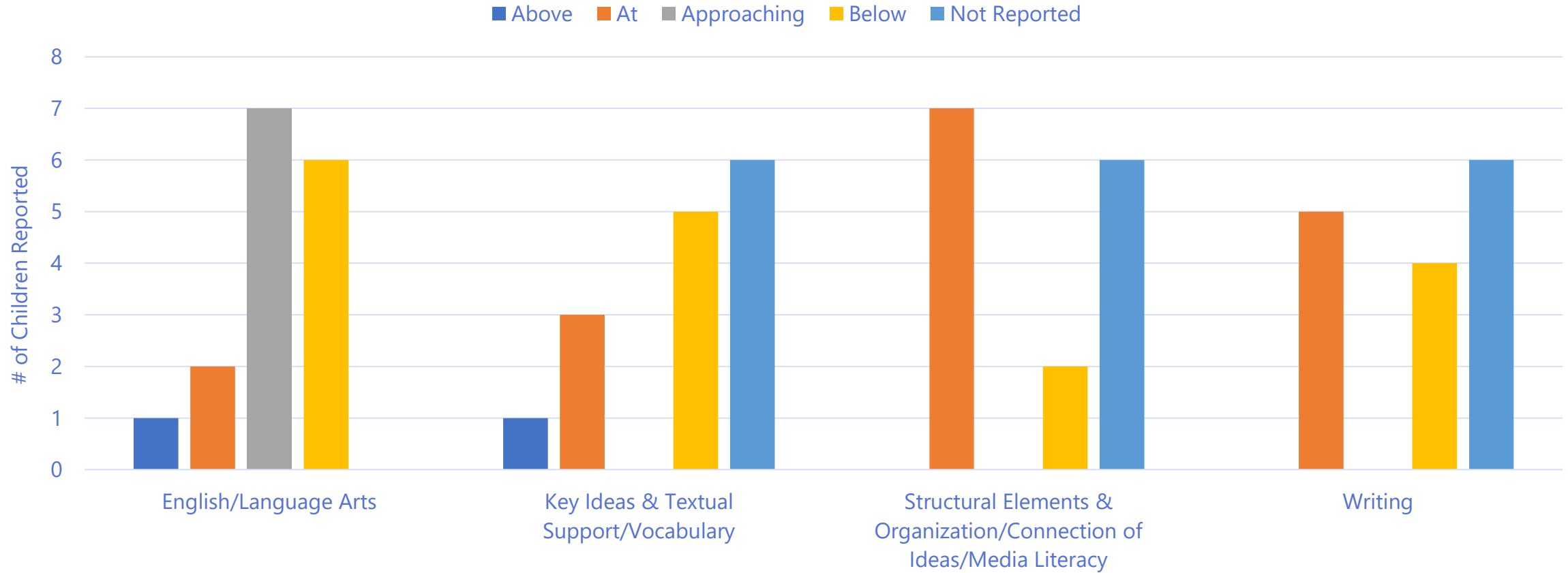




# Indiana Learning Evaluation Readiness Network (ILEARN)

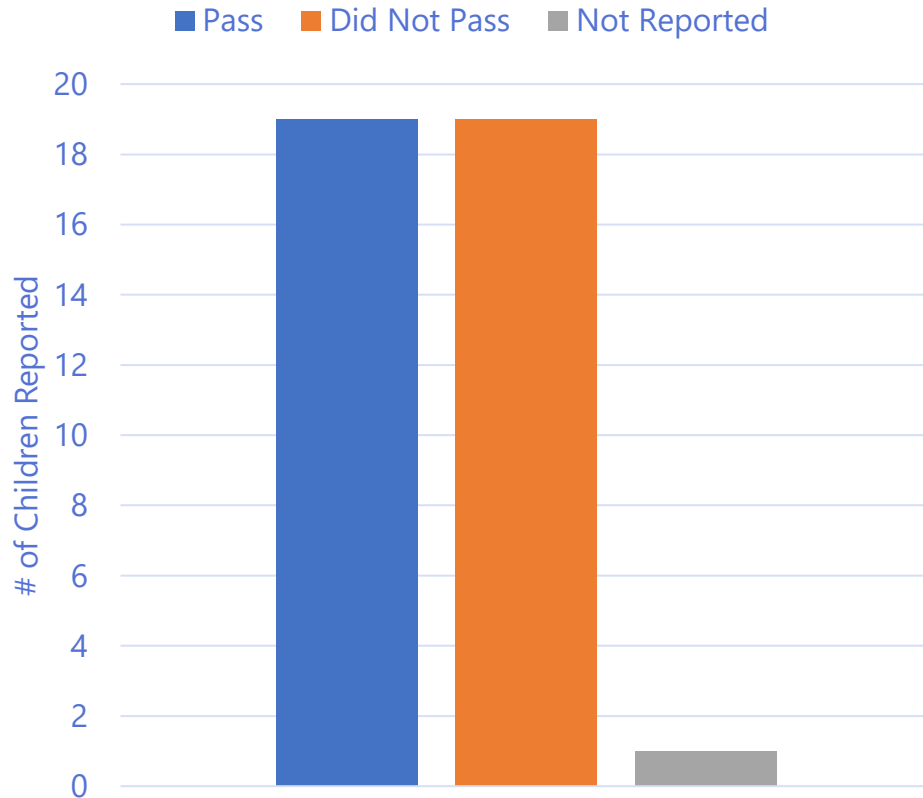


## Proficiency Levels

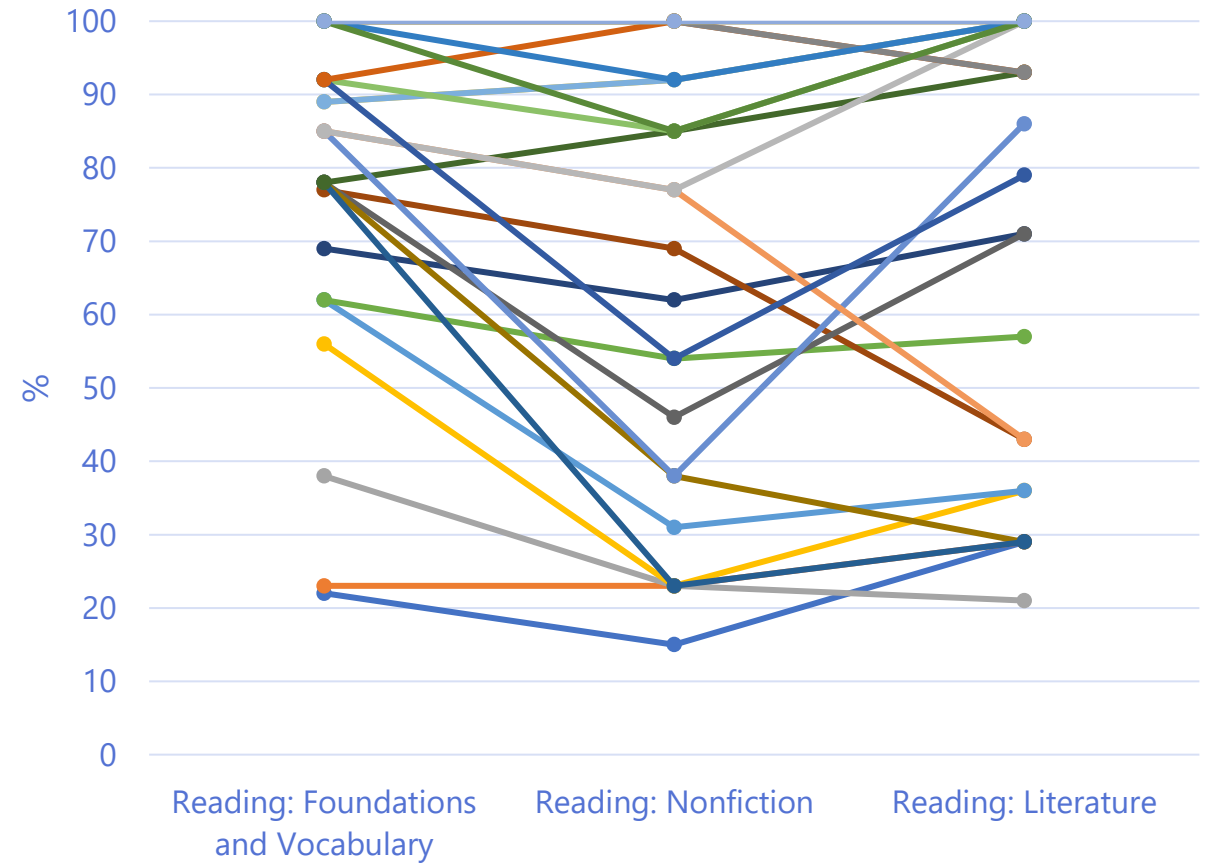


# Indiana Reading Evaluation and Determination (IREAD-3)

## Passing Status



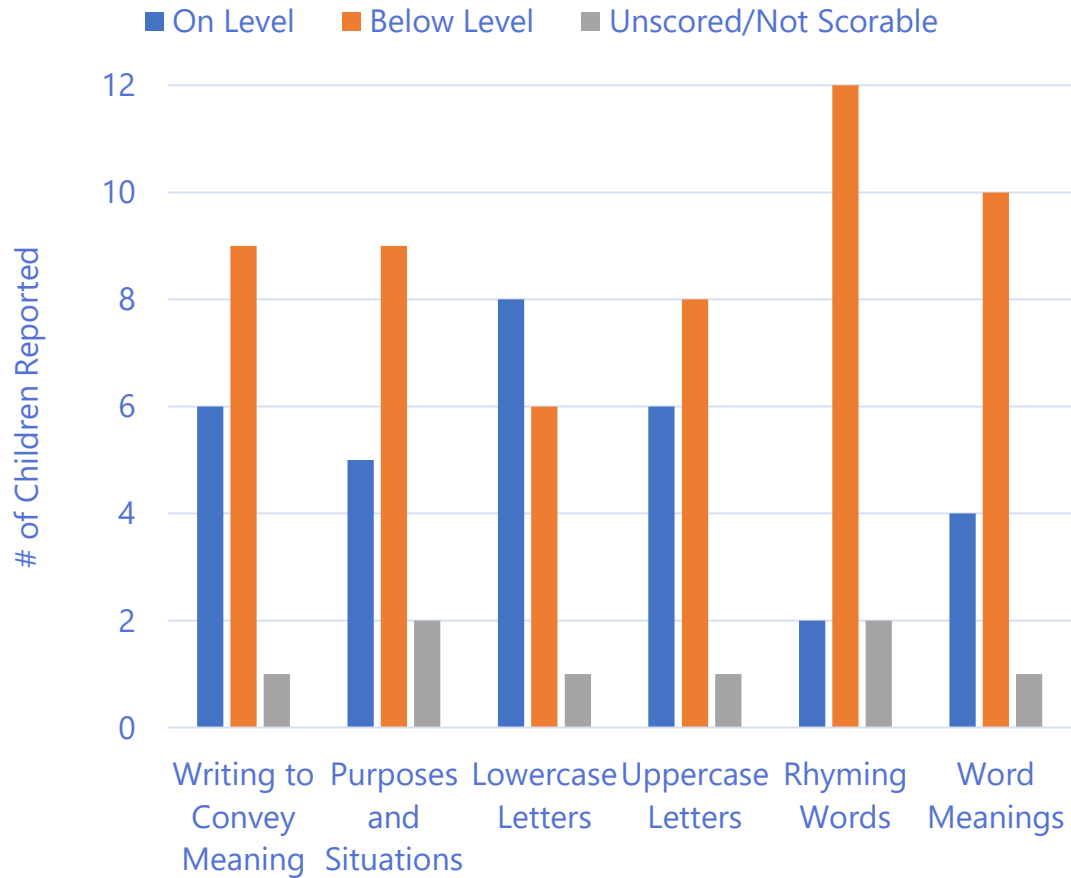
## Percentages



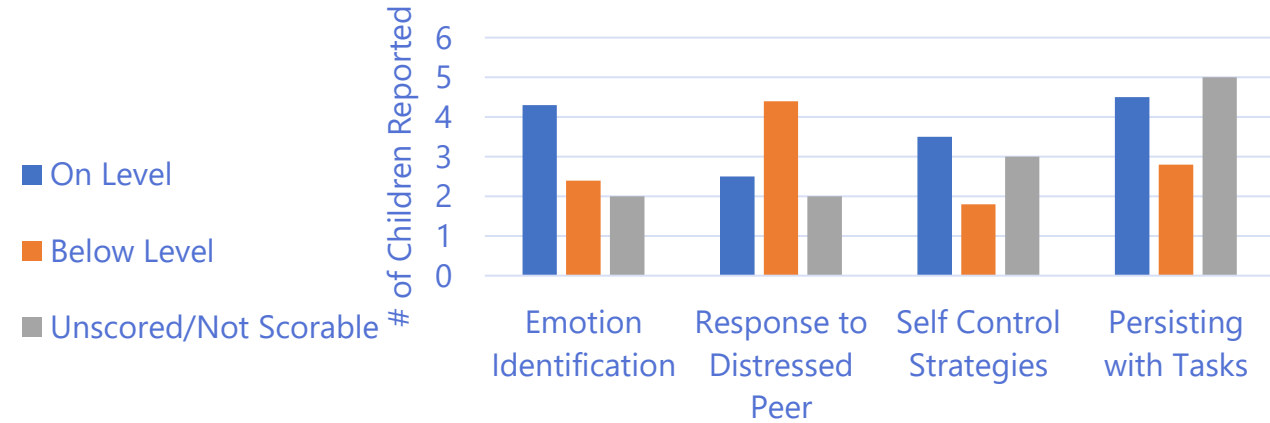
# Indiana Student Performance Readiness & Observation of Understanding Tool (ISPROUT)



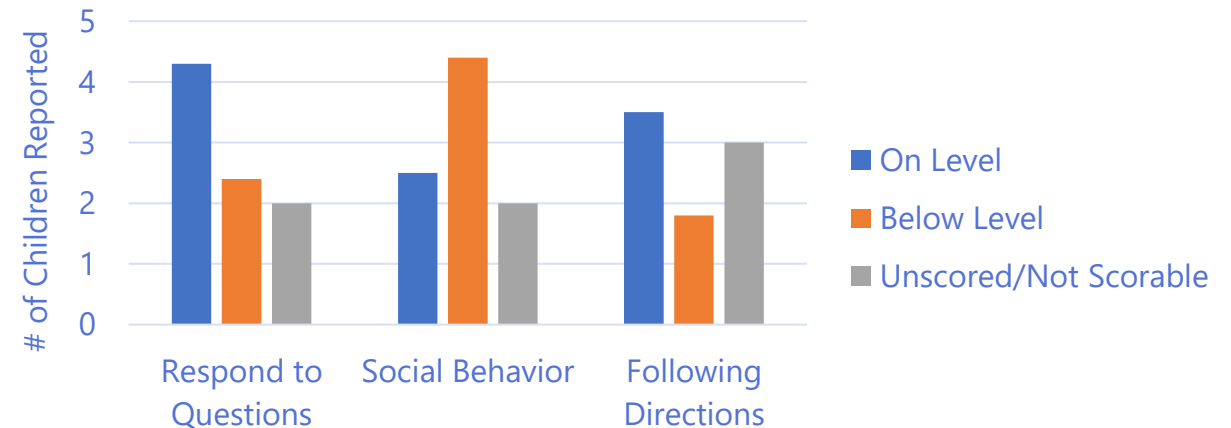
## Reading



## Behavior



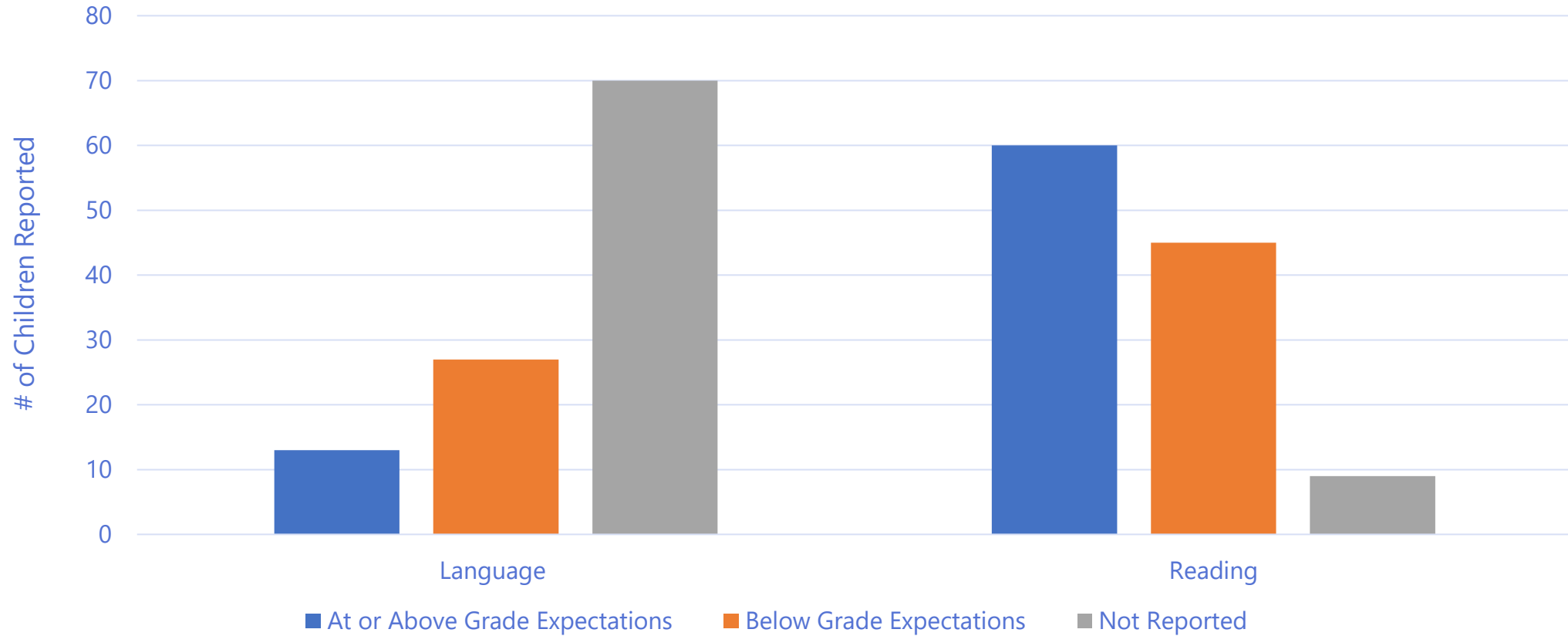
## Language



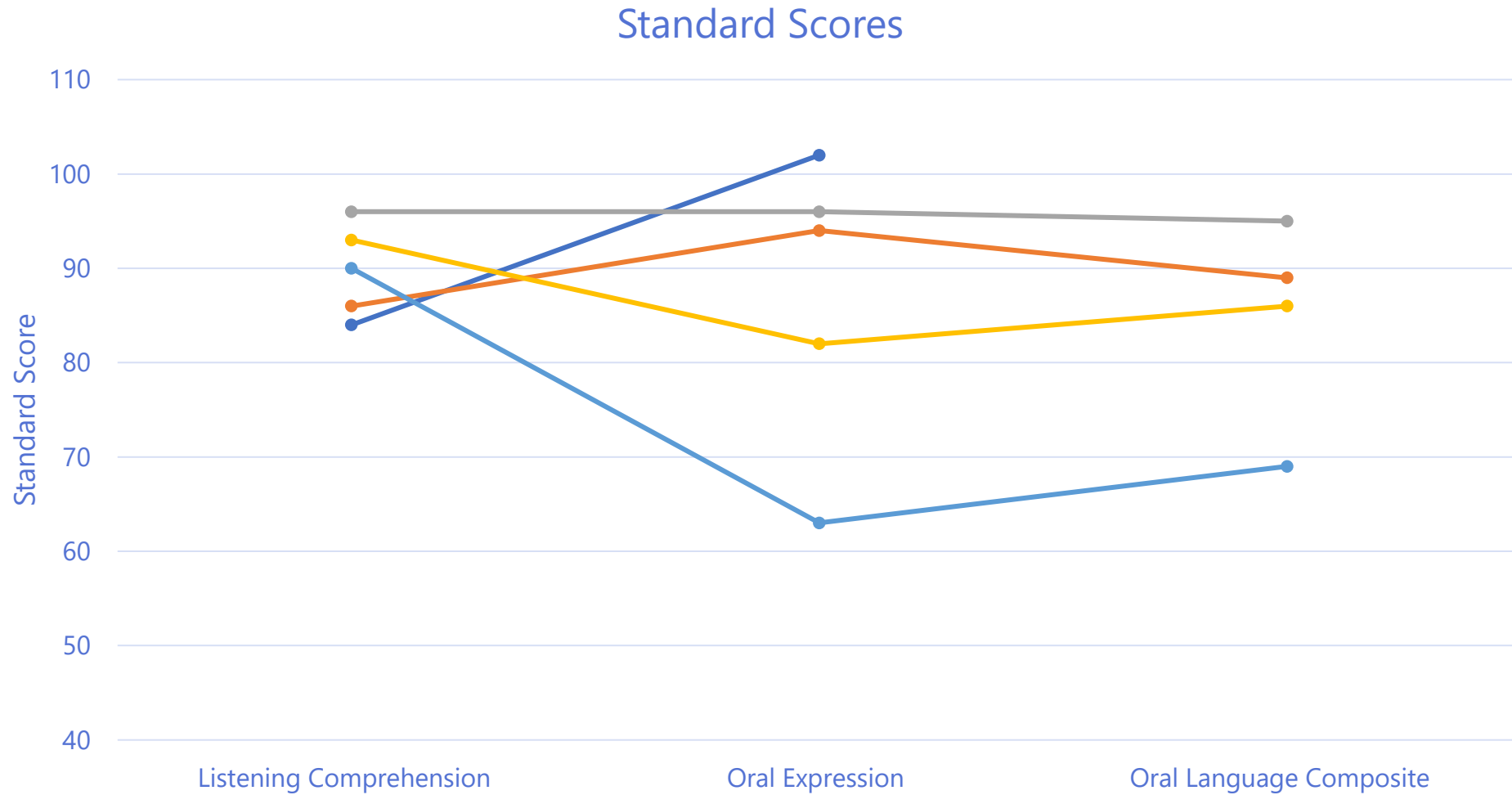
# Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP)



Achievement Status



# Oral and Written Language Scales Second Edition (OWLS-II)

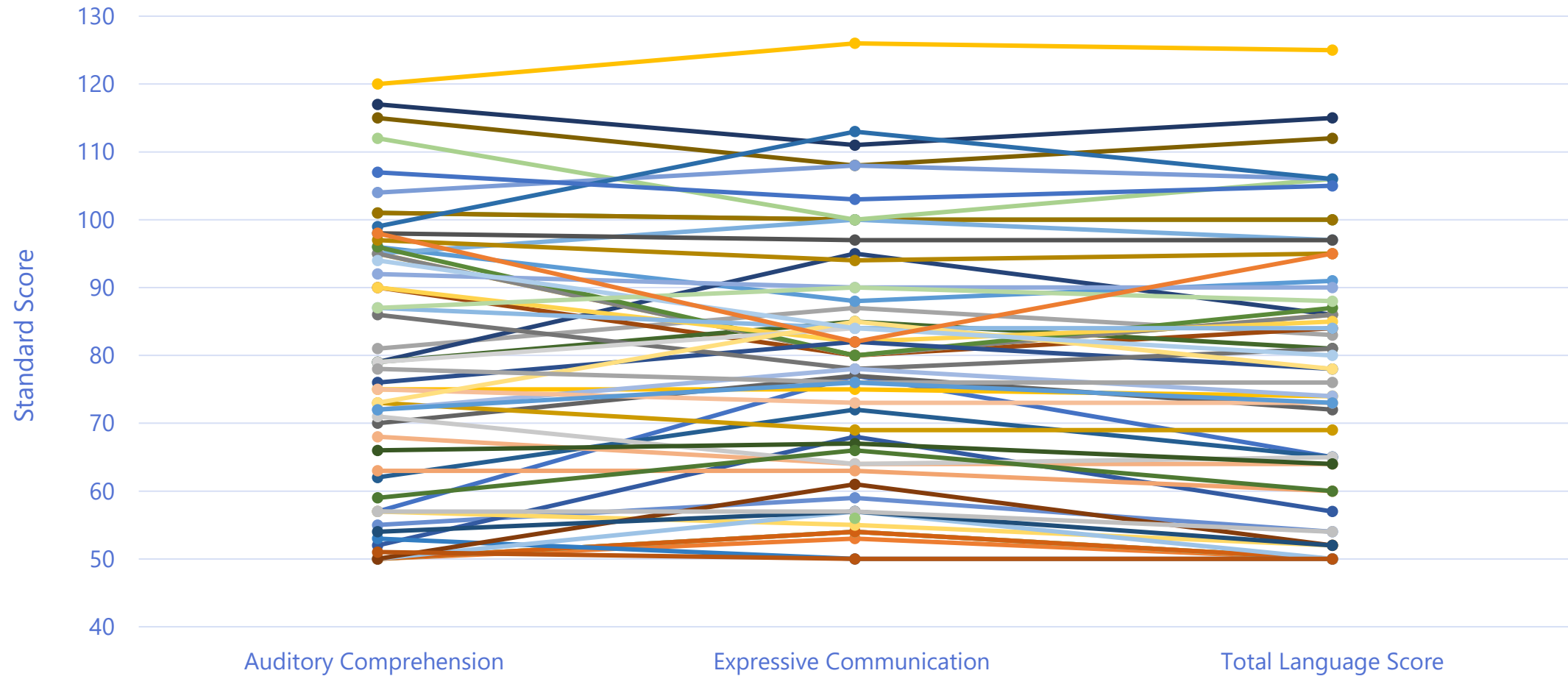


*Each line represents reported scores for an individual child*

# Preschool Language Scales, Fifth Edition (PLS-5)



## Standard Scores

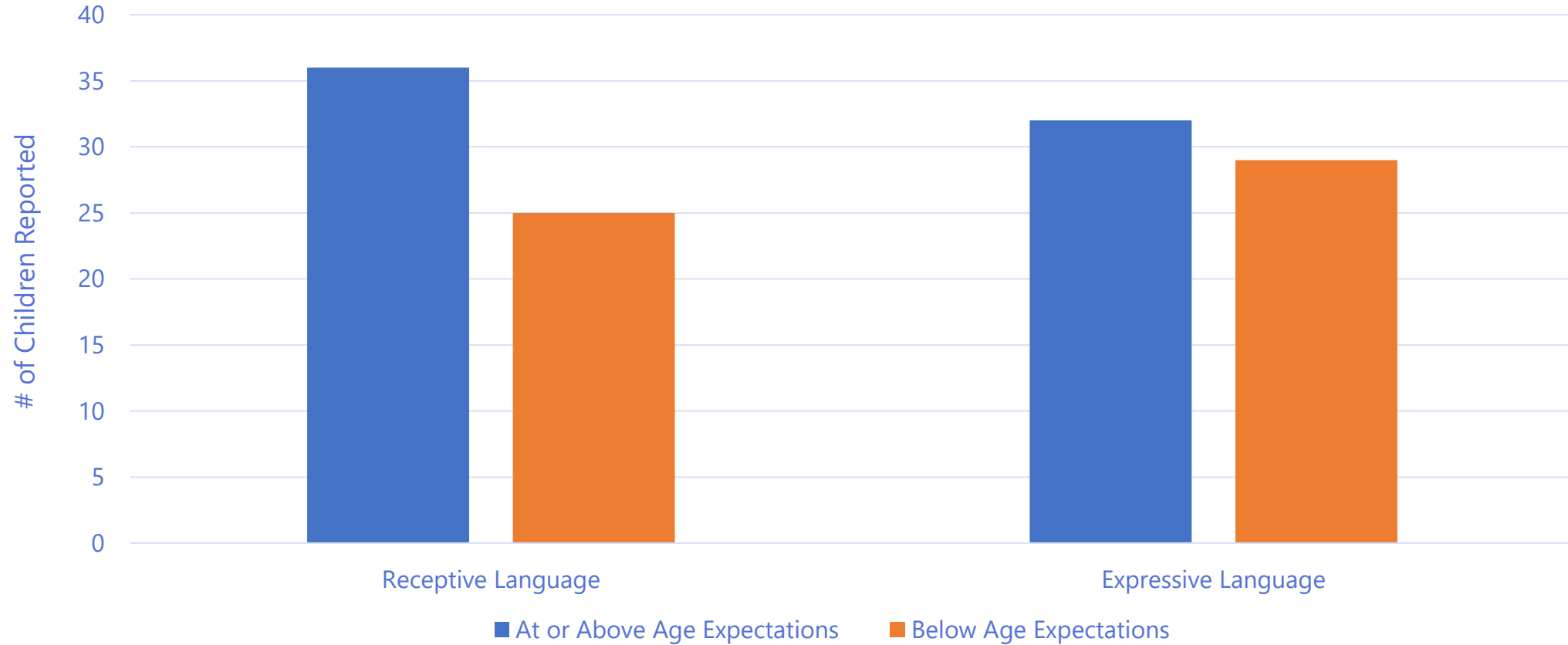


*Each line represents reported scores for an individual child*

# SKI-HI Language Development Scales (LDS)

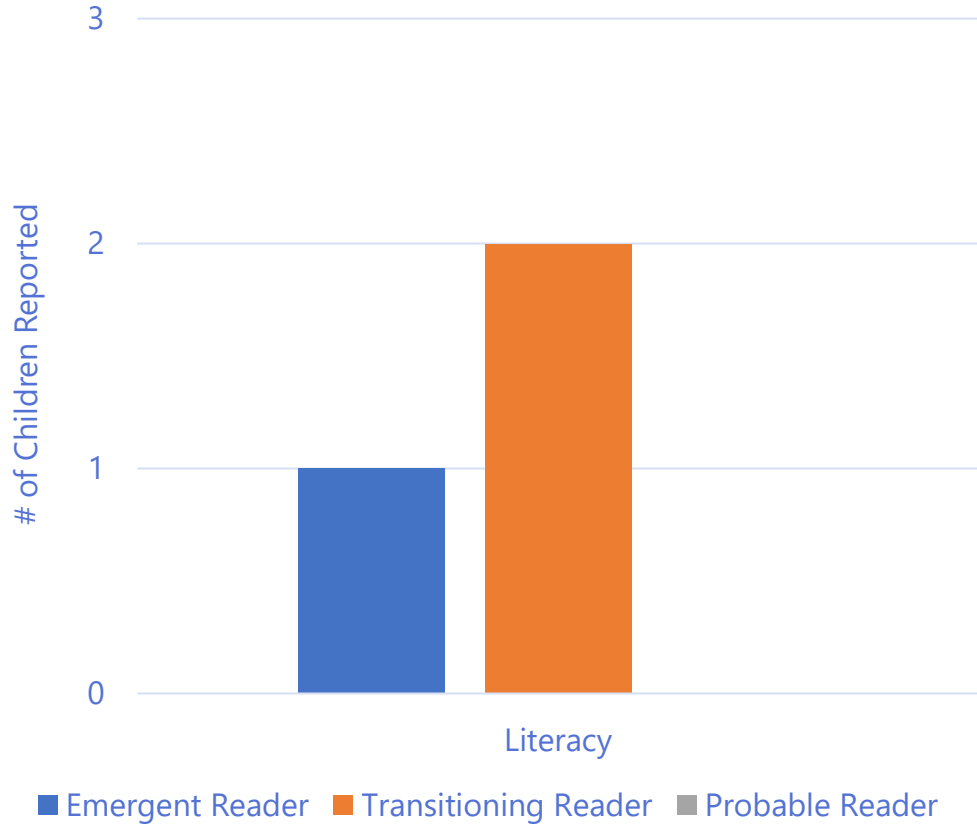


Age Equivalents

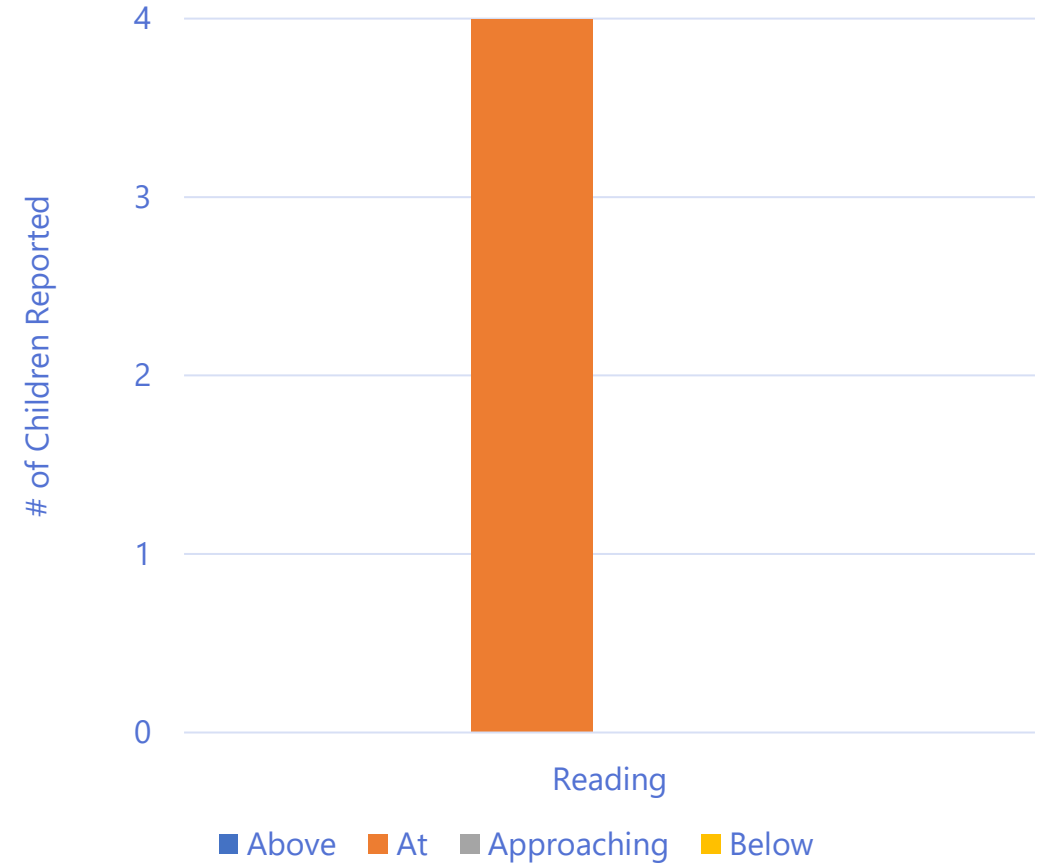


# Star Early Literacy & Reading

## Literacy Proficiency



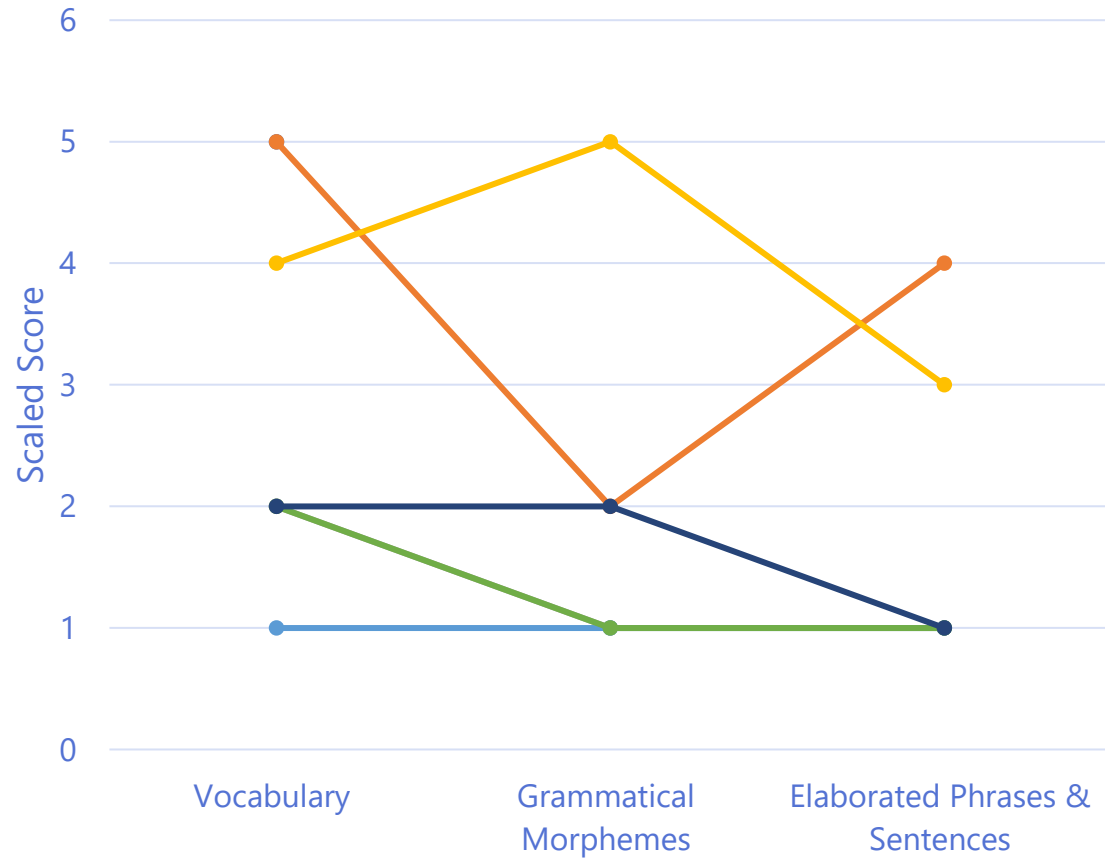
## Reading Proficiency



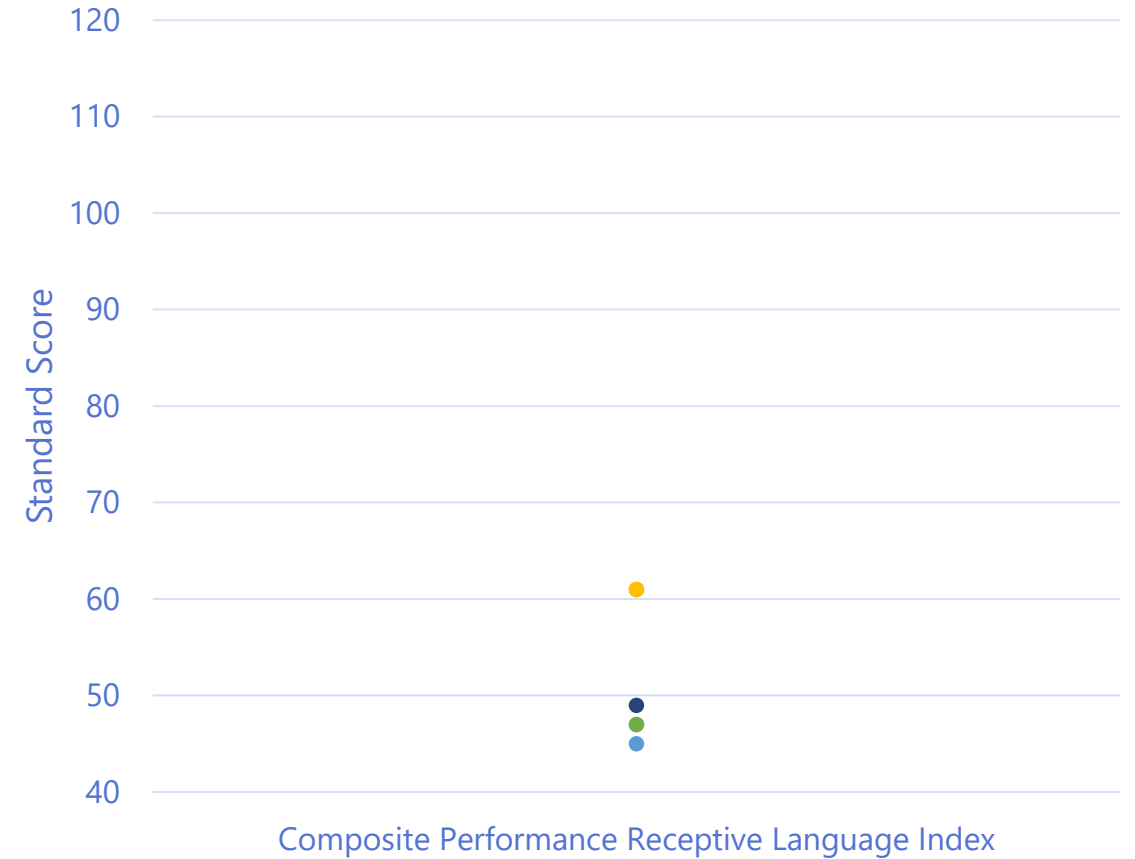


# Test for Auditory Comprehension of Language—Fourth Edition (TACL-4)

### Subtest Scaled Scores



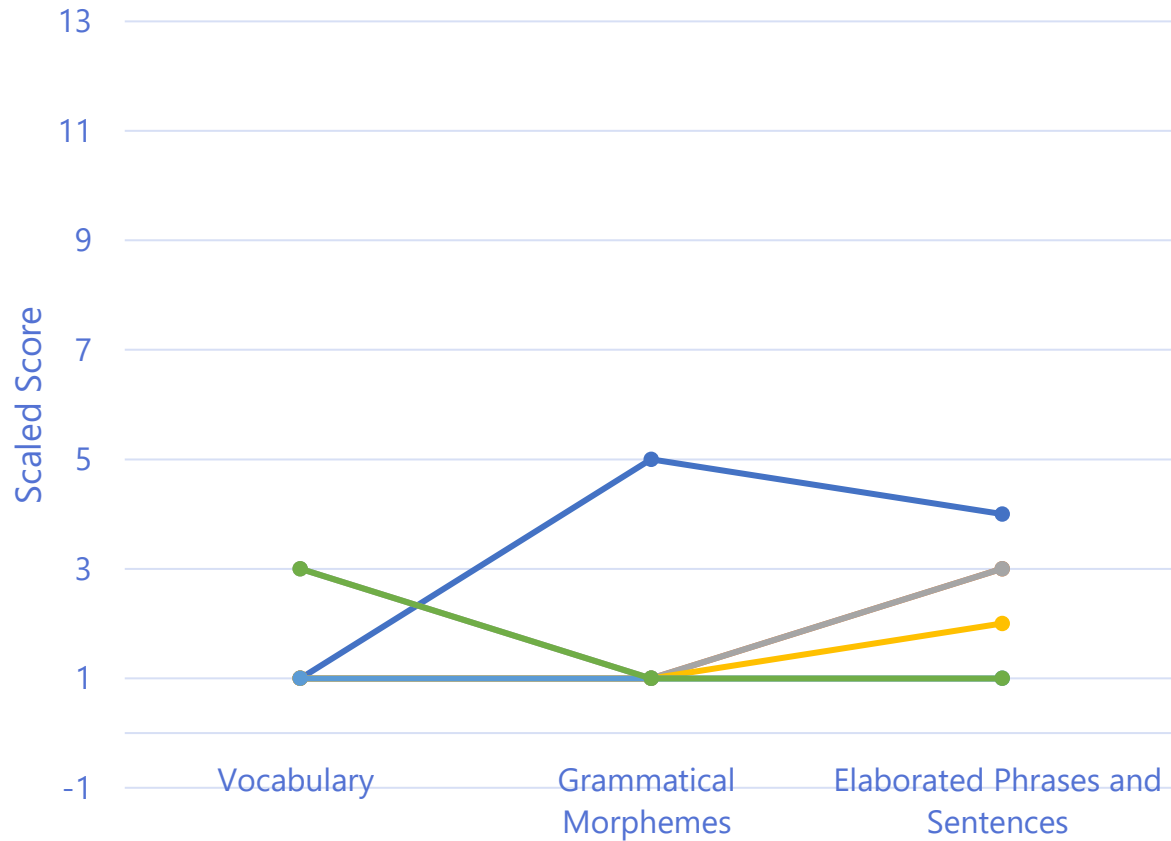
### Index Standard Score



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# Test of Expressive Language (TEXL)

### Subtest Scaled Scores



### Index Standard Score



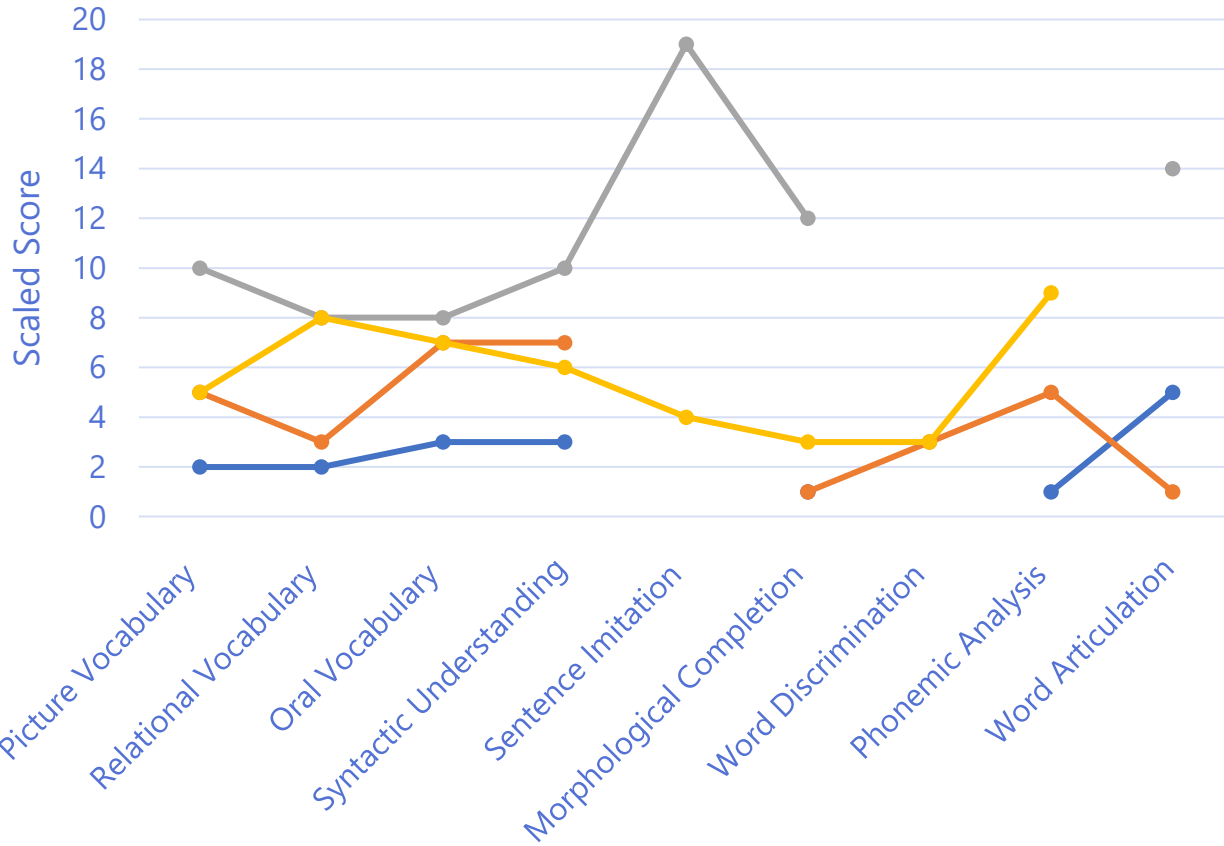
Composite Performance Expressive Language Index

*Each line represents reported scores for an individual child*

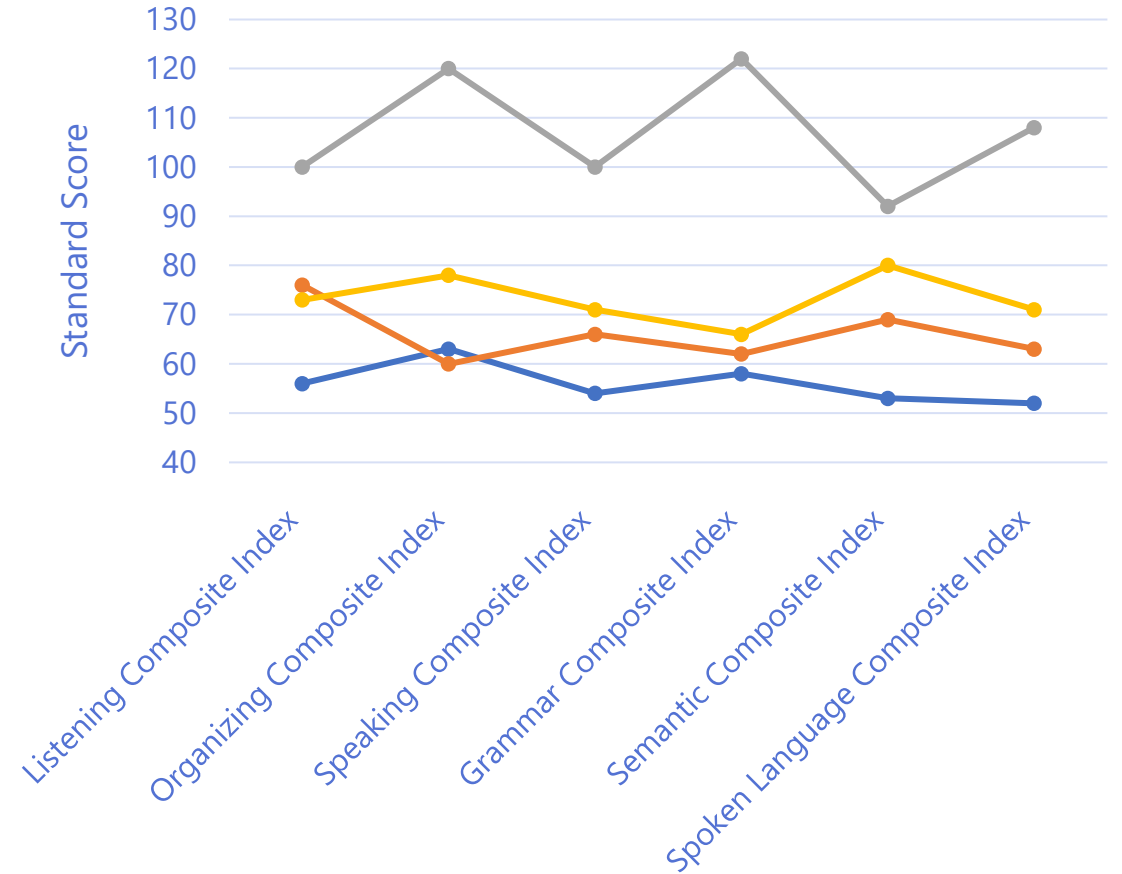
# Test of Language Development Primary— Fourth Edition (TOLDP-4)



### Subtest Scaled Scores

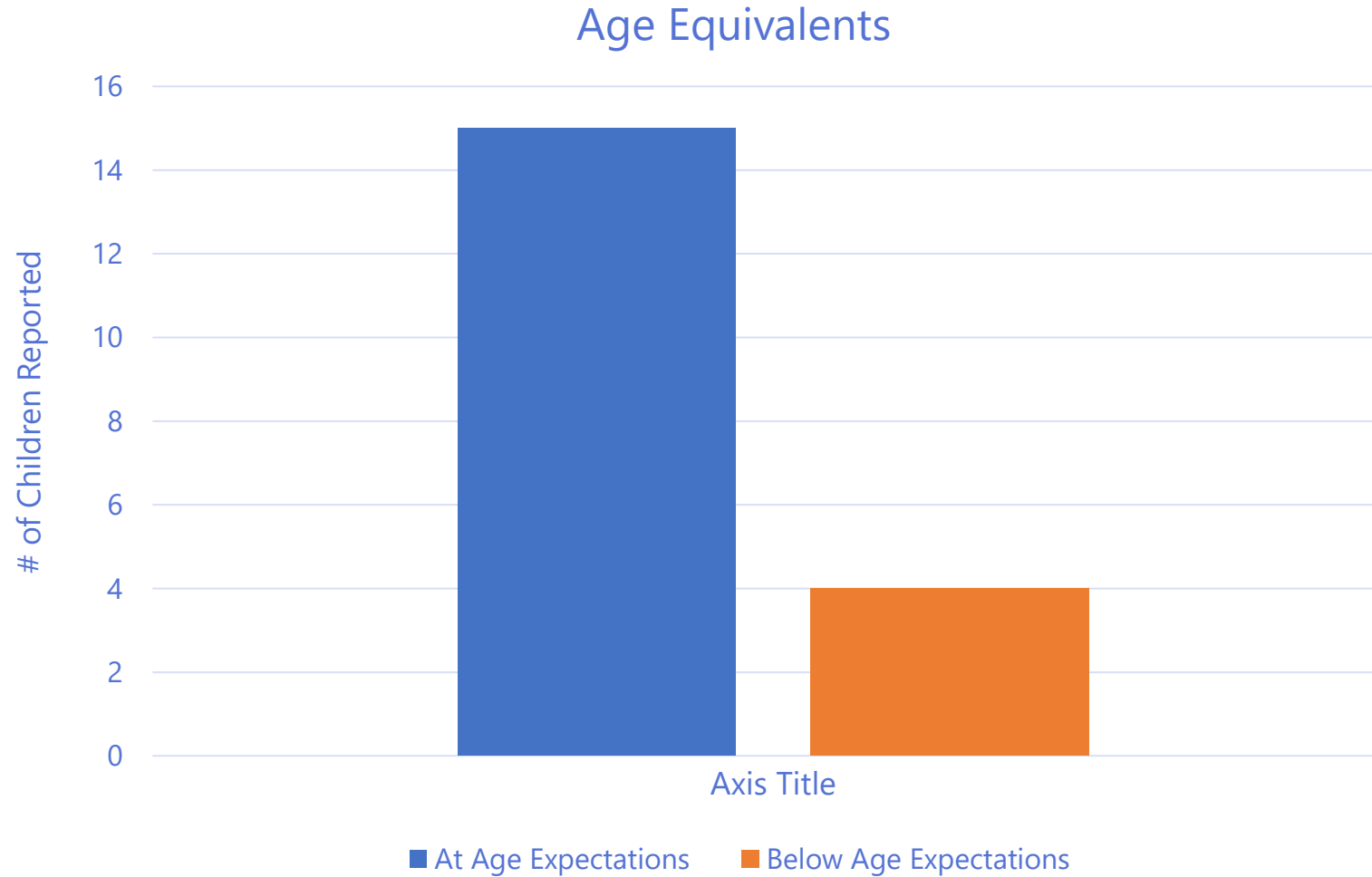


### Index Standard Scores



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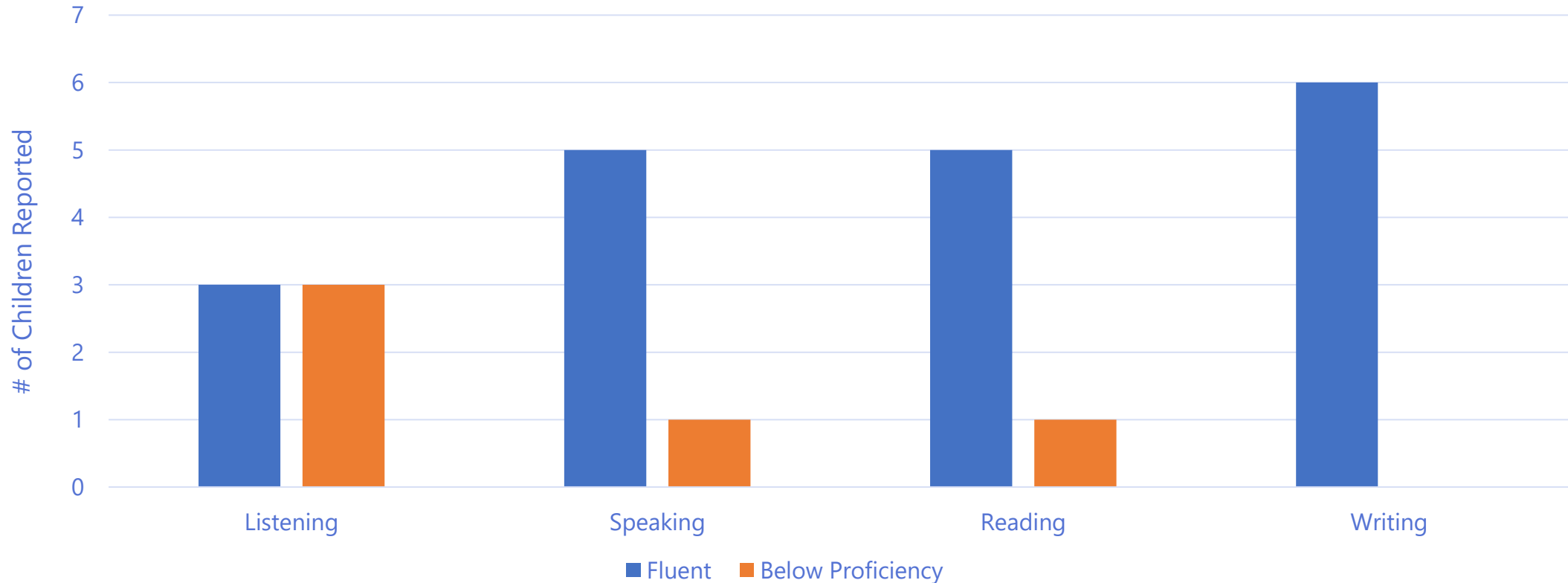
# Visual Communication and Sign Language Checklist (VCSL)

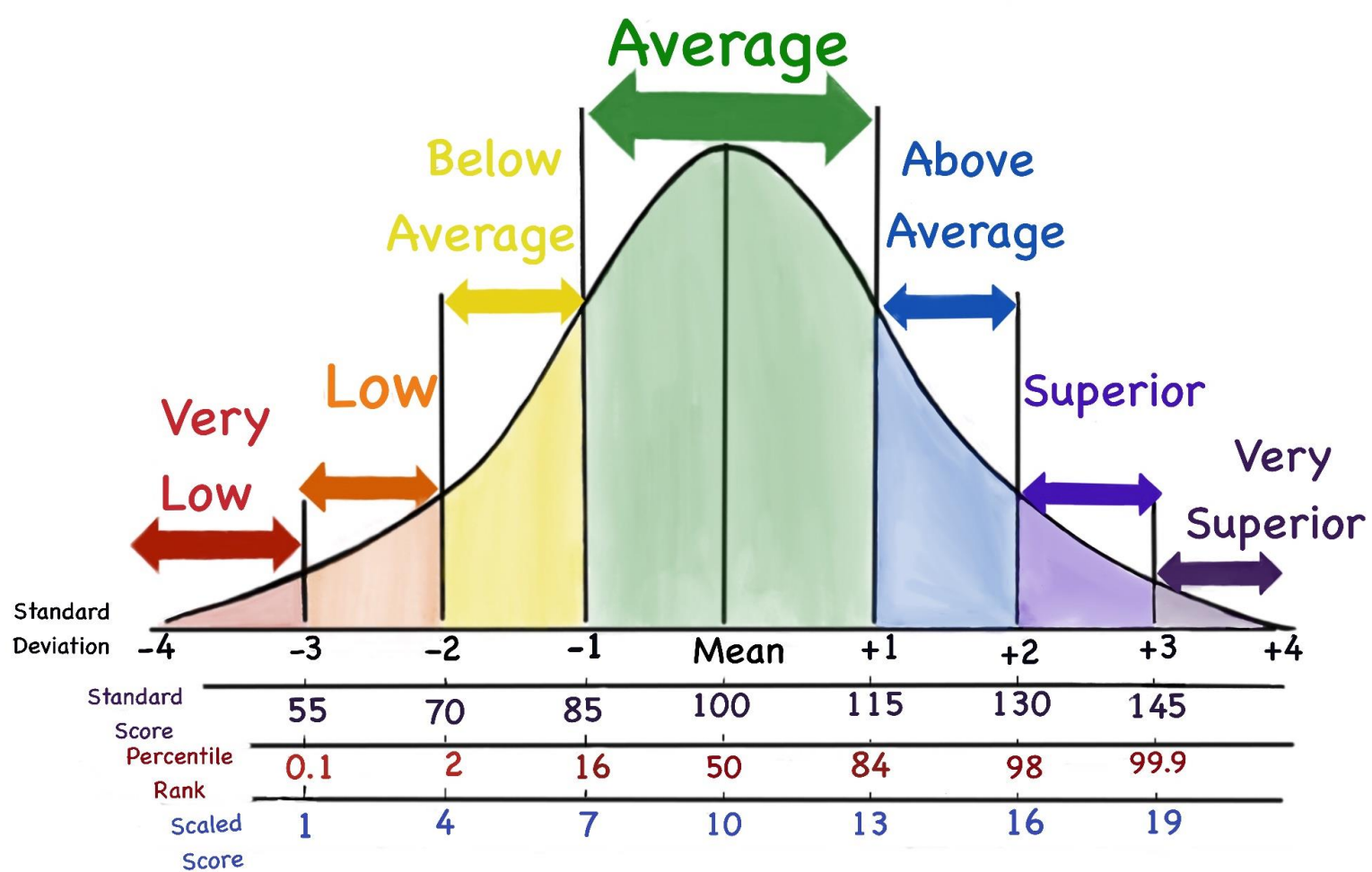


# World-Class Instructional Design and Assessment (WIDA)



Proficiency Levels





## Reference for Score Ranges



Scaled Score	Three-Category Descriptors	Five-Category Descriptors	Standard Scores
16-19	Above Average	Superior	$\geq 130$
13-15		Above Average	115-129
8-12	Average	Average	86-114
5-7	Below Average	Below Average	71-85
1-4		Far Below Average	$\leq 70$

## Reference for Score Ranges



*Center for Deaf  
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[www.in.gov/health/cdhhe/ideal/](http://www.in.gov/health/cdhhe/ideal/)

