

User Questions and Answers from the 10/3/2014 Iowa TIER Support Webinar

We had a wonderful turnout for our webinar. Many thanks to all who attended!

There were lots of great questions asked by our users. Here is a recap of some of those questions and answers –

Iowa TIER Support Webinar Questions

No questions at this time.

Single User Access Role Type Assignment and Staff Management

No questions at this time.

A&A (EdPortal) Account Setup

No questions at this time.

Accessing Iowa TIER via the Iowa EdPortal

No questions at this time.

Reporting

Q: “At some point in time will there be a one page report to print off that we can give to parents that will explain the testing and progress monitoring?”

A: There are some parent letters available on the Iowa Reading Research Center website, and there are links that can be found in the Knowledge Base. This is not the letter that be required for the Early Literacy communications. The first time this will be required will be after the winter testing window because we are going to need to have two measuring periods with two consecutive scores below benchmark, thereby identifying a substantial deficiency. The official communications will be coming later, but you can use the letters that are available now for a general communication.

Q: “Did I understand correctly that you will be providing us a way to report the scores of IEP students who are being monitored on FAST measures paper and pencil out of grade level?”

A: Yes, but just go ahead and use the FAST measures. You can set up to monitor on FAST measures out of grade level as a part of the monitoring package.

Testing and Measurement

Q: “How do we screen and monitor non-verbal students with FAST?”

A: If a student specifically has an alternate assessment set up on their IEP, that student would be exempt from taking the FAST assessment. This does not apply to all students. Specific information about exemptions from screening are available in the latest 279.68 Q&A document. There will be settings that administrators can use to indicate any sorts of exceptions or exemptions.

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Q: "I am an internal coach and according to the directions in the knowledge base, referring to page 7 step 10 on the direction sheet. I do not have the "attached sites option" when I create a custom intervention. I don't have that option when I am creating interventions either. Our district has interventions that we all use so I would like to create them and push them out to my buildings to choose from."

A: Sorry, this was a mistake in our directions! The DE admin account has this function and it didn't occur to us that others didn't. The programmers will be working on adding a similar function for districts at a later date.

Q: "Our classroom teachers do not have the "no intervention- progress monitor only" option when setting up progress monitoring. Is this an option that only the internal coaches have? Or should all teachers have this function?"

A: If the internal coach can see the intervention but the teachers can't, try checking the user permissions for the intervention to see if the teachers are set up with authorization to use. If they are showing as authorized, but still can't see the intervention, please submit a support ticket for follow up.

Q: "When I go to code a student as alternative assessment, I don't see an indication that it recognized my entry. I see a quick red box flash on the screen, but then nothing. It looks like the student wasn't tested."

A: There might be a system issue going on. Please submit a support ticket and we'll see if we can find out what's happening.

Q: "What about an IEP student who is home schooled, dually enrolled? Are they required to participate in these assessments?"

A: Yes. They will need to be assessed and coded in the district they reside in. You will need to work out a testing time with their families.

Q: "When we set up interventions, all the progress monitoring popped up for today's date, even if I adjusted the start date manually. We can't possibly progress monitor all of our kids on the same day. I tried going in and changing the PM days manually which they then showed up on my calendar as being changed, but when I went to the tab to PM the students, they were all on the same day again. Is that just a one-time thing and then they will shift to different days?"

A: From the sounds of it, it should hopefully be a one-time thing. The date should always be defaulted to the present date you are scheduling the PM measures on. You should be able to specify the day. If this continues, please submit a ticket with the details and we will investigate.

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Q: "If we miss a student on a PM day, (let's say Thursday), does the pencil remain black on Friday so we can catch up again? If so, will it then stay on that new day (Friday) that I PM'd the following week?"

A: Yes, it will move to the next available day. After that, it should default back to the original schedule that was set up.

Q: "If we are just PM-ing kids, we have to set up an intervention. Do we just ignore putting in minutes for the intervention?"

A: Yes. If you are using the "Progress Monitoring – No Intervention" Intervention, it should now be defaulted to 0 minutes.

Q: "Some teachers want to PM during a set time – e.g. library checkout - but that rotates each week. Could they set the PM for Monday and then just do on the day of their library time?"

A: Yes. You can change the day as needed, but the exact time is not required.

Q: "Are the PM probes set up like the DIBELS probes where one is easier, one is medium, and one is harder? Our teachers have noticed that the kids' scores have REALLY fluctuated the last few weeks."

A: The PM probes are carefully calibrated so they should be of equivalent difficulty.

Q: "Are FAST CBM measures of equal difficulty to DIBELS on any given grade level?"

A: There are differences in how any set of CBM measures are constructed. They will be internally consistent, but do not expect measures across developers to be at all similar. There are several posts about the meaning of differences between fluency measures in the knowledge base.

Q: "New students to the district will be given the FAST assessment - is there a time frame as to where we should stop doing that in relation to when the next window opens?"

A: Certainly in the last few weeks or maybe a month before the next window. Of course, if you need the information and are comfortable with the timing, go ahead and test. A struggling student will not be likely to have much of a practice effect on repeated screening measures. You might also plan on using the aReading, since the adaptive nature will make it likely the student won't even get the same items.

Q: "As an internal coach, is there a way we can delete interventions that we created? Or do we submit a ticket for somebody to wipe those out to clean it up? I created one for practice but it doesn't bother me for it to be there, but it probably won't be used because I will be entering ones that are more specific."

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A: There have been cases of interventions that were set up erroneously that people could not delete. We have since then locked down all of the existing intervention banks. There is not currently a method to delete an intervention. We will be exploring possible changes in this area.

Q: "If the scores are following students, we have a new student. She moved from a neighboring district. I started her FAST and plan on finishing on Monday. Will she have 2 sets of scores?"

A: No. If the student tested at her previous district, no further testing will be required as her scores will accompany her. The only way that there would be any sort of issue would be if the internal coach set her up to be allowed to retake her tests. The student's state ID will be used as the unique Identifier that will carry her testing info across districts. (After this webinar we learned that if there are two sets of valid scores because a student moves, they will both be displayed. Float the cursor over the scores to see when they were administered.)

Q: "Our AK (Alternate Kindergarten) program is a 1/2 day 4 days a week class schedule. Are there any Kindergartens in this similar situation? How are they progress monitoring and providing interventions in this short amount of time?"

A: Iowa Core and ELI state that if a school is reporting a student for 1.0 funding as a full time K student, then they are to be tested and PM'd just as a regular full time K student would be. For further reference, please refer to the ELI Guidance Documents for further details. Assuming these students were assigned to this program because of significant concerns, it might be best to think about how to intensify and focus their instruction to make the most improvement in their skills.

Staff Training and Certification

Q: "Our school is not going to use IGDIs at this time. Will there be training later or just this October?"

A: There is no specific plan for later trainings at this time, but we are always open to reasonable suggestion.

Student Management

Q: "Many of our schools the site users that log in cannot filter, or see any students is this a programming issue being worked on?"

A: Double check to see what the teachers' user roles are set to first. Teachers will only have the ability to view their own classes. If there are listed as a site user or higher, they should have the ability to view all students in the building. If these settings are correct and they are still unable to view the student info, please submit a support ticket for follow up.

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Q: “Is there a way that when a Special Ed teacher logs in, they could just see all Special Ed students and not have to filter each class?”

A: Once we resolve the coding issues, you will be able to apply the Special Ed Filter in the student list search functions. Make sure that the teacher is set with at least a site user role, otherwise they won't be able to view all of the students in the building. It might also be possible to create a “class” in your SIS with just these students in it and use it as a filter.

Q: “I do see students in one of my schools that are in a different district and are being PM'd by a teacher. Should I leave that alone?”

A: Yes, please. We are working to fix this issue. If it continues to show for a few days or more, please submit a support ticket for follow up.

SIS (Infinite Campus, JMC, and Power School) Functionality

No questions at this time.

Technical Requirements

No questions at this time.

Iowa TIER Support Ticketing System

No questions at this time.

If you would like to get access to the latest Q&A documents, please go to the DE website at <https://www.educateiowa.gov/early-literacy-implementation>, click on “A to Z index”, click on “E”, and find “Early Literacy Implementation”. Scroll down to find “Supporting Documents” and other documents that deal with setup.

If you are still unable to get into Iowa TIER, please contact us at TIERSupport@iowa.gov

For all other Iowa TIER issues, please contact an internal coach and have them submit a support ticket.