Response to Intervention Updates

RtI Update Webinar
March 6th, 2013
Session participants will understand...

1. the basic features of RtI and key components
2. initial information about state-selected universal screeners and progress monitoring assessments
3. initial information about the new TIES database

I can **answer questions** about the...

1. basic features of RtI and key components
2. state-selected universal screeners and progress monitoring assessments
3. new TIES database
Before we begin…

- This is going to be fast…we want to honor today’s agenda
- Write down your questions and hold them until the end…we’ll have 30 minutes at that time to address them
Defining Response to Intervention

Brad Niebling – Brad.Niebling@iowa.gov
What is Response to Intervention?

Response to Intervention (RtI) is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students.
# RtI Mythbusters

<table>
<thead>
<tr>
<th>Myth</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>An instructional program or time of day</td>
<td>A framework to implement effective practices</td>
</tr>
<tr>
<td>Intended to encourage placement of students</td>
<td>Matching needs and resources</td>
</tr>
<tr>
<td>A special education, a general education, a Title 1, a Talented and Gifted initiative</td>
<td>An “Every” Education Initiative</td>
</tr>
</tbody>
</table>
Key Components

1. Evidence-based curriculum & instruction at Universal level
2. Universal Screening
3. Evidence-based, instructional interventions at Targeted and Intensive levels
4. Progress Monitoring
5. Data-based decision making
Standard Treatment Protocol

UNIVERSAL SCREENING
All students in a grade level.
Three times a year: fall, winter, spring

FIDELITY OF IMPLEMENTATION

SCREENING ➔ RESULTS ➔ INTERVENTION

1. UNIVERSAL
   - 80–90%
   - Evidence-based core
   - Three times a year
   - Rarely

2. TARGETED
   - 5–10%
   - Core plus small group, targeted, evidence-based
   - Biweekly
   - Sometimes

3. INTENSIVE
   - 1–5%
   - Core plus individualized, intensive, evidence-based
   - At least weekly
   - Usually

4. How often should I engage in progress monitoring?
   - Do I need additional data and/or assessments?

Iowa Department of Education
In Focus…Targeted Supports

What is **Standard Treatment Protocol** approach in Iowa? Still defining, but here is an initial description:

1. Based on **Universal screening data**; no additional diagnostics
2. Single, evidence-based intervention that addresses a broad range of literacy components for a majority of students not at benchmark
3. Happens at the Targeted level in small groups
4. **Progress is monitored**, data-based decision making used to determine
   a. if students are ready to move back to only Universal instruction,
   b. continue to need the Standard treatment, or
   c. diagnostic information collected to design Intensive level intervention for students who did not make sufficient progress
In Focus…Targeted Supports

Benefits of the **Standard Treatment Protocol** approach

1. Time and resource efficient (e.g., less time assessing and scheduling different interventions)
2. Reduces training and support needs for school staff
3. Quicker access to intervention for students
4. Highly like to result in implementation fidelity
5. Highly likely to benefit a majority of students in the treatment
What is the state doing to support schools to implement RtI?
Overview of Universal Screening and Progress Monitoring Assessments for PreK – 6 in Reading

Michelle Hosp – Michelle.Hosp@iowa.gov
Definitions for Universal Screening and Progress Monitoring Assessments

- **Universal Screening Assessments:** are administered to ALL students to identify which students are at-risk for failure on a meaningful outcome measure.

- **Progress Monitoring Assessments:** are administered to only those students who are receiving additional instruction beyond Universal instruction to determine if they are benefiting from that instruction.
Questions that can be answered with Universal Screening Data

- Is Universal instruction meeting the needs of the majority of our students?

- At the beginning of 1st grade which students are at-risk for not being proficient in reading by the end of 1st grade on a meaningful outcome measure?
Questions that can be answered with Progress Monitoring Data

- Is this student responding positively to the reading intervention they are receiving?

- Is this student learning at a rate that will ensure they will reach their goal (i.e., close the gap)?
### Critical Features of Universal Screening and Progress Monitoring Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Critical Features</th>
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</thead>
</table>
| Universal Screening        | • Predictive of future academic success  
• Identify who is at-risk  
• Conducted at least three times a year  
• Used with All students  
• Brief to administer and score (5 – 15 minutes) |
| Progress Monitoring        | • Rates of growth and level of performance  
• Conducted on a routine basis (weekly)  
• Used with students who are at-risk or identified as having a disability  
• Brief to administer and score (1 – 10 minutes) |
<table>
<thead>
<tr>
<th>Steps</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Worked with Experts to Determine Criteria</td>
<td>June 2011 &amp; June 2012</td>
</tr>
<tr>
<td>4. Completed Reviews and shared with Vetting group</td>
<td></td>
</tr>
<tr>
<td>• Determined RFP (Response for Proposals) &amp; RFI (Response for Information) was needed</td>
<td>August 2012</td>
</tr>
<tr>
<td>5. RFP and RFI posted</td>
<td>December 10, 2012</td>
</tr>
<tr>
<td>6. Announcement of Successful Vendor(s):</td>
<td></td>
</tr>
<tr>
<td>• FAST universal screening &amp; progress monitoring K – 6</td>
<td>February 11, 2013</td>
</tr>
<tr>
<td>• IGDIs universal screening at age 4</td>
<td></td>
</tr>
<tr>
<td>7. Messaging to Field</td>
<td>Throughout Spring and Summer 2013</td>
</tr>
<tr>
<td>8. Messaging about RFI reviews</td>
<td>April 2013</td>
</tr>
</tbody>
</table>
FAST

- FAST stands for *Formative Assessment System for Teachers*
- They are out of the University of Minnesota
- Dr. Ted Christ is the Developer
- FAST includes many assessments:
  - Some will be available in the Fall
  - Some will be available later
General Features of FAST

- Browser-based User Interface
- Online administration
- Online scoring
- Will be integrating into our RtI database
- Paper and Pencil version for most measures
Introduction to FAST

Universal screening and progress monitoring in K & 1st

Universal screening and progress monitoring in 1st to 6th

Universal screening, computer adaptive measure K to 5th
Concepts of Print

Test 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Correct page orientation</td>
<td></td>
<td></td>
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</tbody>
</table>

READ:
We are going to do an activity with letters, words, and sentences. Please turn this page over so it is ready for you to read.

SCORE:
Correct (The student turned over the page so the print is oriented to her/him)
Incorrect (Student did not turn the page or did not orient it correctly.)

IF INCORRECT READ:
Try again. Put the page in front of you so you can read it.
(If correct) Good (NO POINT GIVEN, SCORE INCORRECT).
(If incorrect) Here, let me show you (orient the page correctly for the student) Look, now you are ready to read what is on the page.

2. Point to shape.
3. Point to a letter standing alone.
4. Point to a word standing alone.
5. Point to the sentence.
6. Point to start of the sentence.
7. Scan finger across sentence.
8. PEN - PENDANT

Toy

D

The tree has green leaves.
Bob, Zach, and Linda

Bob’s mom told him she had a surprise for him. She handed him a present and he wondered what it was. Inside was an orange shirt with the words, “Big Brother”. There was also a picture of a smiling baby. He realized his mom was going to have a baby. He was excited because his friends had little brothers and sisters. Now he would have one too.

His mom read him a book about how babies grow. He asked her lots of questions. He wondered what it was like when he was a baby. She answered and said he could help pick a name. He came up with a list of names he liked best. He liked the name Linda for a girl. If it was a boy he wanted to name it Zach.

Bob helped his dad get the baby’s room ready. They painted the walls a pretty pale yellow. They also hung a picture over the bed. It was a big green frog with funny legs. Then they put some toys and stuffed animals in the room.

One morning, his mom woke up early. She said it was time to go to the hospital. Bob went to stay with his grandma. Later that day, his dad came to pick him up. He told Bob the baby was a girl. He had a sister now and was excited to meet her. When he got there he learned her name was Linda.

Total Words Read: 176  WRC: 166  WRC per minute: 166  Accuracy: 94 %
Online Administration

Computer administered and scored.
IGDIs stands for Individual Growth and Development Indicators

They are out of the University of Minnesota and Early Learning Labs Inc.

Dr. Scott McConnell is the Developer
General Features of IGDIs

- Universal screener of Early Literacy:
  - First Sounds
  - Picture Naming
  - Rhyming
  - Sound Identification
  - Which one doesn’t belong

- Will be integrating into our RtI database
- Paper and Pencil version is currently available
IGDIs First Sound

Which one starts with the /t/ sound?
IGDIs Picture Naming

Do you know what this is?
Data System Vendor - TIES

- Through an RFP process, **Technology and Information Educational Services (TIES)** was chosen as our RtI data system vendor.

- TIES is located in Minnesota and is supported through an education cooperative in the state.
  - TIES currently serves many districts in Minnesota.
  - We will work with TIES to make minor changes to the RtI data system to meet our needs in Iowa.

- TIES will work seamlessly with the State’s selected universal screening and progress monitoring assessments.
  - The system could also be used to accept other assessment data.

- We will also work with TIES to develop a new IEP and IFSP.
Key Features of the RtI Data System

- Accepts and displays universal screening and progress monitoring assessments and data

- Supports tracking individual student interventions

- Provides secure access to data at all levels – teacher, building, district, AEA, state
# Universal Screening Example Report

## Tests & Assessments

Select One: **MAP MATH STRANDS - Strand Scores for Most recent M.**

**Report Filter**  
**Roster Date:** 05/05/2010

**Schools:** Sunny Slope Elementary  
**Grades:** GRADE 3

## MAP MATH STRANDS

<table>
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<tr>
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<td>Anderson, Allison</td>
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<td>179</td>
<td>188</td>
<td>195</td>
<td>F</td>
<td>Hispanic</td>
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<td>Baltzer, Courtney Y</td>
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<td>Bell, Ari N</td>
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<td>Brown, Edward A</td>
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<td>174</td>
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<td>Byrne, Jennifer G</td>
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<td>Carter, Frankie E</td>
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</tbody>
</table>
## Intervention Tracking Example Report

### Student Focal Point Summary

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Focal Point</th>
<th>Created By</th>
<th>User Type</th>
<th>Start Date</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>John needs to improve his reading fluency</td>
<td>Paul Musskens</td>
<td>Administrator</td>
<td>2/15/2012</td>
<td>In Progress</td>
<td>Based upon the fall MAP assessment, John is not on-track to meet the standards in reading</td>
</tr>
</tbody>
</table>

### Activities (click to expand/collapse)

<table>
<thead>
<tr>
<th>Activity</th>
<th>When Occur</th>
<th>Amount of Time</th>
<th>Location</th>
<th>Participants</th>
<th>Created By</th>
<th>User Type</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Reading with Comprehension Strategy</td>
<td>Daily</td>
<td>20 Minutes</td>
<td>Tutoring room</td>
<td>Student MRC Member</td>
<td>High School Principal</td>
<td>Administrator</td>
<td>9/3/2012</td>
<td>2/20/2012</td>
<td>Repeated reading with comprehension is designed to increase fluent reading on passages for students who read with high accuracy and show benefit from repeated practice on the same passage.</td>
</tr>
<tr>
<td>Duet Reading</td>
<td>Daily</td>
<td>20 minutes</td>
<td>Tutoring room</td>
<td>Student MRC Member</td>
<td>High School Principal</td>
<td>Administrator</td>
<td>10/4/2011</td>
<td>11/14/2011</td>
<td>Duet Reading is designed to increase fluent reading, particularly for students who often lose their spot while reading, just don’t get to the next word quickly enough, or who benefit from a delayed model for correct word reading.</td>
</tr>
<tr>
<td>Pencil Tap</td>
<td>Daily</td>
<td>20 Minutes</td>
<td>Tutoring room</td>
<td>Student MRC Member</td>
<td>High School Principal</td>
<td>Administrator</td>
<td>9/3/2012</td>
<td>12/30/2011</td>
<td>Pencil Tap is designed to increase fluency for students who make many reading errors which they do not independently self correct or those who demonstrate the skills to correct words read in error when asked to do so.</td>
</tr>
</tbody>
</table>

### Measurement Plans (click to expand/collapse)

<table>
<thead>
<tr>
<th>Measurement Plan</th>
<th>Measures</th>
<th>Staff</th>
<th>Frequency</th>
<th>Measureable Goal</th>
<th>Graph Details</th>
<th>Created By</th>
<th>User Type</th>
<th>Status</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Fluency, Grade 3</td>
<td>Words Read Correct grade 3</td>
<td>Reading Corps Member</td>
<td>Weekly</td>
<td>3-5 data points above the median</td>
<td>End of year target: 100.00 - Shows benchmarks - Shows target scores</td>
<td>Paul Musskens</td>
<td>Administrator</td>
<td>In Progress</td>
<td>View Scores</td>
</tr>
</tbody>
</table>
Progress Monitoring Example Report
RtI Data System Timeline

- Spring 2013 – begin work with TIES on Iowa’s implementation for the general education intervention part of the system

- Summer 2013 – work with TIES and AEAs to provide data system training across the state

- Fall 2013 – universal screening and progress monitoring data and reports will be available for literacy, grades PK-6

- Fall 2016 – IEP/IFSP will be available
## Links to Information

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessment System for Teachers (FAST)</td>
<td><a href="http://fast.cehd.umn.edu">http://fast.cehd.umn.edu</a></td>
</tr>
<tr>
<td>Individual Growth and Development Indicators (IGDIIs)</td>
<td><a href="http://myigdis.com">http://myigdis.com</a></td>
</tr>
<tr>
<td>Technology and Information Educational Services (TIES) Database</td>
<td><a href="http://www.ties.k12.mn.us/">http://www.ties.k12.mn.us/</a></td>
</tr>
</tbody>
</table>

**WARNING:** What you see on these sites is not necessarily what we will end up using in Iowa. For example, FAST and IGDIs both have math but Iowa has not purchased these. TIES has multiple products, but Iowa has not purchased most of these.
If you have a question, submit it to:
https://sites.google.com/site/datasystemassessments/faq