



# **Response to Intervention Updates**

RtI Update Webinar  
March 6<sup>th</sup>, 2013



# Learning Goals/Success Criteria

## Learning Goals

Session participants will understand...

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

## Success Criteria

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

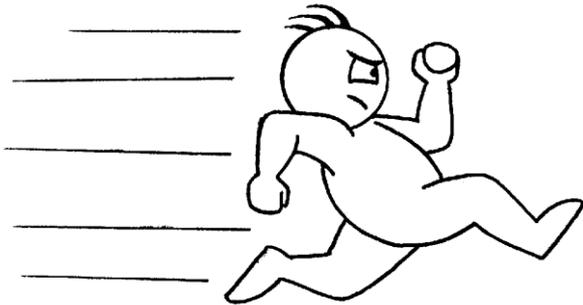
1. basic features of Rtl and key components
2. state-selected universal screeners and progress monitoring assessments
3. new TIES database



# Before we begin...

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- ▶ 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](mailto:Brad.Niebling@iowa.gov)



# What is Response to Intervention?

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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

## Myth

- ▶ An instructional program or time of day
- ▶ Intended to encourage placement of students
- ▶ A special education, a general education, a Title 1, a Talented and Gifted initiative

## Reality

- ▶ A framework to implement effective practices
- ▶ Matching needs and resources
- ▶ An “Every” Education Initiative

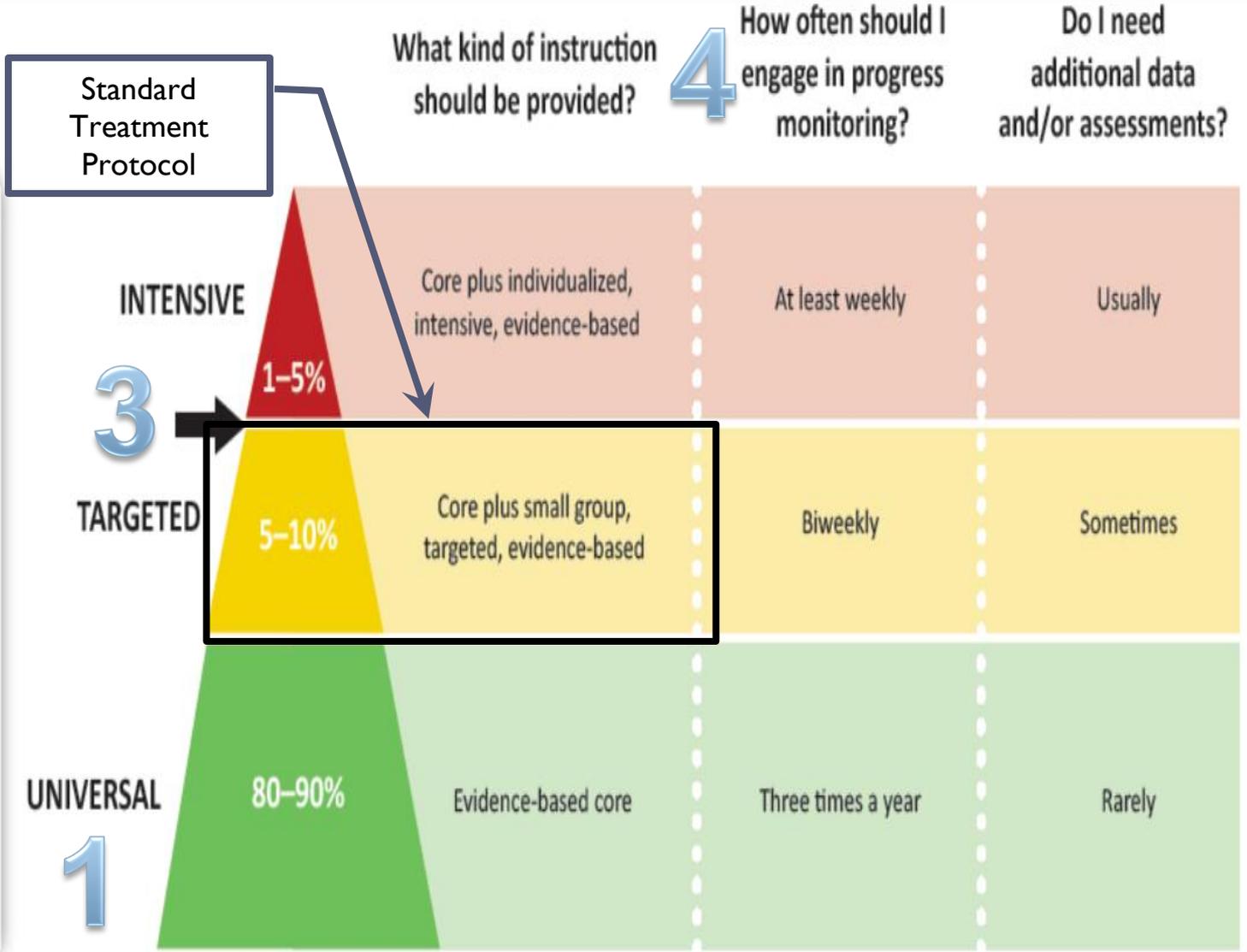


# Key Components

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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

**2**  
**UNIVERSAL SCREENING**  
 All students in a grade level.  
 Three times a year: fall, winter, spring



**FIDELITY OF IMPLEMENTATION**



# In Focus...Targeted Supports

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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

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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 likely to result in implementation fidelity
5. Highly likely to benefit a majority of students in the treatment



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# What is the state doing to support schools to implement Rtl?





## Overview of Universal Screening and Progress Monitoring Assessments for PreK – 6 in Reading

Michelle Hosp – [Michelle.Hosp@iowa.gov](mailto:Michelle.Hosp@iowa.gov)

# Definitions for Universal Screening and Progress Monitoring Assessments

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- ▶ ***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

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- ▶ Is Universal instruction meeting the needs of the majority of our students?
- ▶ At the beginning of 1<sup>st</sup> grade which students are at-risk for not being proficient in reading by the end of 1<sup>st</sup> grade on a meaningful outcome measure?

# Questions that can be answered with Progress Monitoring Data

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- ▶ 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



Assessments	Critical Features
Universal Screening	<ul style="list-style-type: none"><li>• Predictive of future academic success</li><li>• Identify who is at-risk</li><li>• Conducted at least three times a year</li><li>• Used with <b>All</b> students</li><li>• Brief to administer and score (5 – 15 minutes)</li></ul>
Progress Monitoring	<ul style="list-style-type: none"><li>• Rates of growth and level of performance</li><li>• Conducted on a routine basis (weekly)</li><li>• Used with students who are <b>at-risk</b> or identified as having a disability</li><li>• Brief to administer and score (1 – 10 minutes)</li></ul>

Steps	Timeline
1. Surveyed Elementary Schools and Preschools	May 2011 & May 2012
2. Worked with Experts to Determine Criteria	June 2011 & June 2012
3. Worked with Vetting Group to Establish Rubrics and Process	October 2011 & June 2011
4. Completed Reviews and shared with Vetting group • Determined RFP (Response for Proposals) & RFI (Response for Information) was needed	August 2012
5. RFP and RFI posted	December 10, 2012
6. Announcement of Successful Vendor(s): • FAST universal screening & progress monitoring K – 6 • IGDIs universal screening at age 4	February 11, 2013
7. Messaging to Field	Throughout Spring and Summer 2013
8. Messaging about RFI reviews	April 2013

# FAST

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- ▶ 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

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- ▶ Browser-based User Interface
- ▶ Online administration
- ▶ Online scoring
- ▶ Will be integrating into our Rtl database
- ▶ Paper and Pencil version for most measures



# Introduction to FAST

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*earlyReading*

Universal screening and progress monitoring in **K & 1<sup>st</sup>**

*CBMReading*

Universal screening and progress monitoring in **1<sup>st</sup> to 6<sup>th</sup>**

*aReading*  
*Adaptive Assessment*

Universal screening, computer adaptive measure **K to 5<sup>th</sup>**

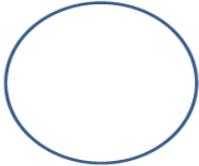
# FAST:

*earlyReading*



## Concepts of Print

Test 1			
Item	Questions	Correct	Incorrect
1.	Correct page orientation	<input type="radio"/>	<input type="radio"/>
<p>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.</p> <p>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.)</p> <p>IF INCORRECT READ: Try again. Put the page in front of you so <u>you</u> 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.</p> <p style="text-align: right;">Next</p>			
2.	Point to shape.	<input type="radio"/>	<input type="radio"/>
3.	Point to a letter standing alone.	<input type="radio"/>	<input type="radio"/>
4.	Point to a word standing alone.	<input type="radio"/>	<input type="radio"/>
5.	Point to the sentence.	<input type="radio"/>	<input type="radio"/>
6.	Point to start of the sentence.	<input type="radio"/>	<input type="radio"/>
7.	Scan finger across sentence.	<input type="radio"/>	<input type="radio"/>
8.	PEN - PENDANT	<input type="radio"/>	<input type="radio"/>

© 2011 University of Minnesota		ERAS Form I	
			Toy
	D		5
The tree has green leaves.			
	Test of Concepts of Print Page 1		Screening Set 1

# FAST: *CBM* Reading



## 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 %

### Timing

Test duration: 1 minute

Start Timer

Time Elapsed: 60 Seconds

Stop Timer

### Scoring

Mark Last Word

Bulk errors

Show error tracking

Add note

Last word marked

Summary statistics

- ▶ Online Administration
- ▶ **Computer** administered and scored.



# IGDIs

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- ▶ 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

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- ▶ **Universal screener of Early Literacy:**
  - ▶ First Sounds
  - ▶ Picture Naming
  - ▶ Rhyming
  - ▶ Sound Identification
  - ▶ Which one doesn't belong
- ▶ **Will be integrating into our Rtl database**
- ▶ **Paper and Pencil version is currently available**



# IGDIs First Sound

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Which one starts with the /t/ sound?

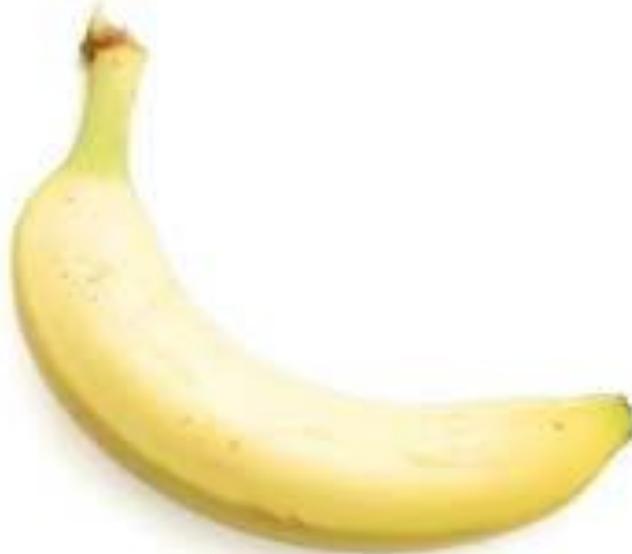




# IGDIs Picture Naming

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Do you know what this is?





# RtI Data System

Amy Williamson – [Amy.Williamson@iowa.gov](mailto:Amy.Williamson@iowa.gov)  
Janell Brandhorst - [Janell.Brandhorst@iowa.gov](mailto:Janell.Brandhorst@iowa.gov)



# Data System Vendor - TIES

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- ▶ Through an RFP process, **Technology and Information Educational Services (TIES)** was chosen as our Rtl 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 Rtl 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

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- ▶ 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

One-Click Reports

My Custom Reports (beta)

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

Show Filter

MAP MATH STRANDS  
Show columns with no data

\* Col has resource links

Show Colors:

ON

Filter Scores:



Export



Box Plot



Stacked Bar



FullName	Student Id	Grade	MAP Math Spring 2008-2009 RIT Score	MAP MATH SPR 2008-2009, Strand: Number Sense & Computation - RIT Score	MAP MATH SPR 2008-2009, Strand: Functions & Algebra - RIT Score	MAP MATH SPR 2008-2009, Strand: Statistics & Probability - RIT Score	MAP MATH SPR 2008-2009, Strand: Geometry & Measurement - RIT Score	Gender	Ethnicity	Gifted	ELL	SpecEd	Title1
Anderson, Allison	696424	03	188	179	188	188	195	F	Hispanic				
Anderson, John M	688214	03	178	176	182	206	195	M	White		✓		
Anderson, John Q	688651	03	179	178	182	199	218	M	White		✓		
Baio, John B	688266	03	179	178	182	202	218	M	White		✓		
Balk, David	687249	03	179	178	182	199	196	M	White				
Baltizar, Courtney Y	686379	03	179	178	182	190	206	F	Black				
Bell, Ari N	695867	03	204	200	207	207	200	M	White		✓		
Brown, Edward A	686556	03	180	174	182	171	195	M	White				
Byrne, Jennifer G	688527	03	192	191	189	200	188	F	White				
Carter, Frankie E	687220	03	197	186	198	202	198	M	White				





# Intervention Tracking Example Report

## Student Focal Point Summary

Edit This Text

Select a different Focal Point:

Focus Area	Focal Point	Created By	User Type	Start Date	Status	Notes	Active
Reading	<a href="#">John needs to improve his reading fluency</a>	Paul Muyskens	Administrator	2/15/2012	In Progress	Based upon the fall MAP assessment John is not on-track to meet the standards in reading	✓

### Activities (click to expand/collapse)

Activity	When Occur	Amount of Time	Location	Participants	Created By	User Type	Start Date	Completion Date	Notes
<a href="#">Repeated Reading with Comprehension Strategy Practice</a>	Daily	20 Minutes	Tutoring room	Student MRC Member	High School Principal	Administrator	9/3/2012	2/20/2012	<a href="#">Repeated reading with comprehension</a> 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.
<a href="#">Duet Reading</a>	Daily	20 minutes	Tutoring room	Student MRC Member	High School Principal	Administrator	10/4/2011	11/14/2011	<a href="#">Duet Reading</a> 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.
<a href="#">Pencil Tap</a>	Daily	20 Minutes	Tutoring room	Student MRC Member	High School Principal	Administrator	9/3/2012	12/30/2011	<a href="#">Pencil Tap</a> 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 cued to do so.

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

Measurement Plan	Measures	Staff	Frequency	Measureable Goal	Graph Details	Created	Created By	User Type	Status	Benchmarks
<a href="#">Oral Reading Fluency, Grade 3</a>	Words Read Correct grade 3	Reading Corps Member	Weekly	3-5 data points above the aimline	End of year target: 109.00 - Shows benchmarks - Shows target scores	2/15/2012	Paul Muyskens	Administrator	In Progress	<a href="#">View Scores</a>

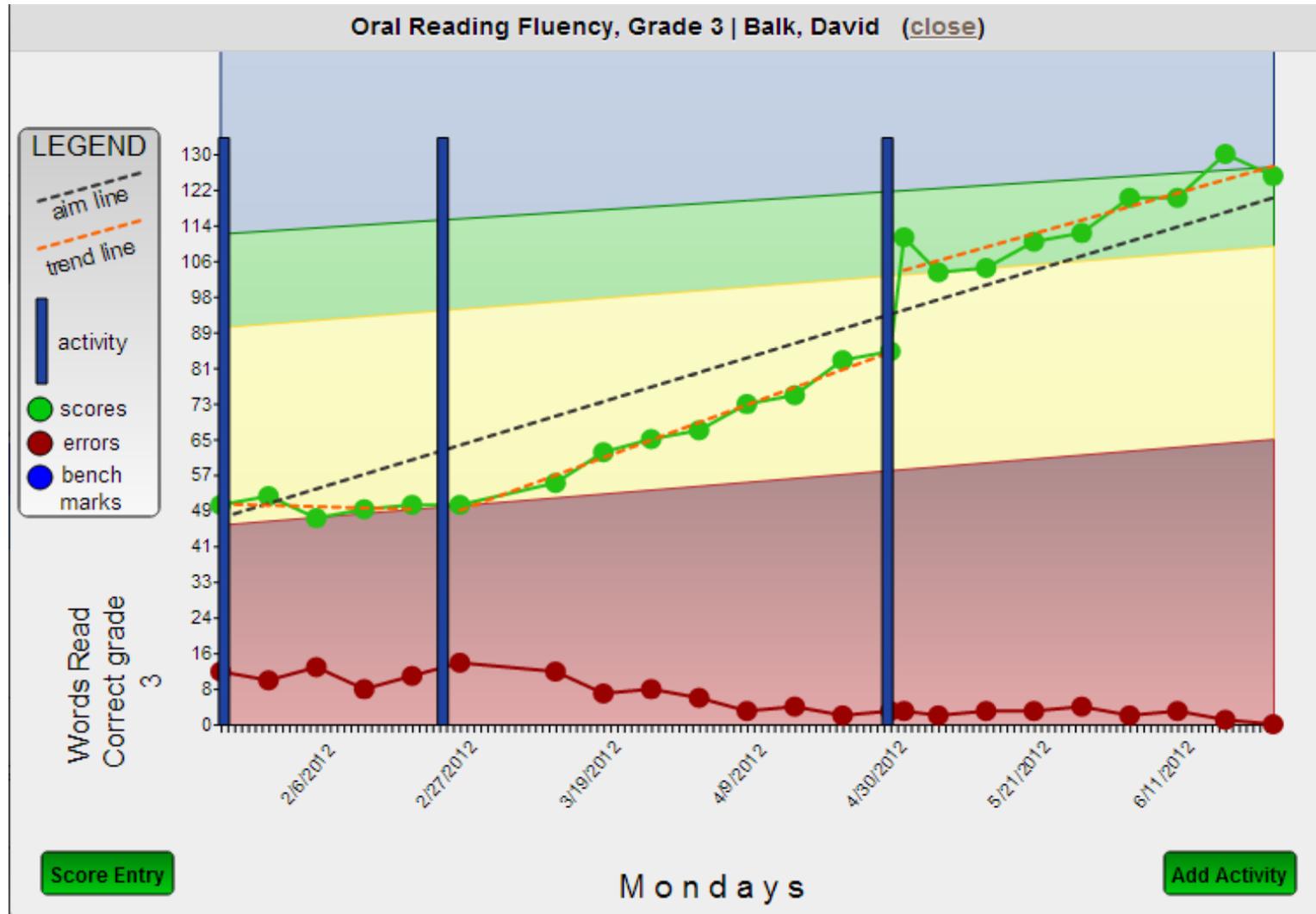
Add New Activity

Add New Measurement Plan

[Return to Personal Plan](#)



# Progress Monitoring Example Report





# RtI Data System Timeline

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- ▶ 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

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Resource	Link to Information
Iowa's Application of Rubrics to Evaluate Screening and Progress Tools	<a href="http://www.rti4success.org/webinars/video/1040%20">http://www.rti4success.org/webinars/video/1040%20</a>
Formative Assessment System for Teachers (FAST)	<a href="http://fast.cehd.umn.edu">http://fast.cehd.umn.edu</a>
Individual Growth and Development Indicators (IGDIs)	<a href="http://myigdis.com">http://myigdis.com</a>
Technology and Information Educational Services (TIES) Database	<a href="http://www.ties.k12.mn.us/">http://www.ties.k12.mn.us/</a>

**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.



# Questions

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If you have a question, submit it to:

<https://sites.google.com/site/datasystemassessments/faq>