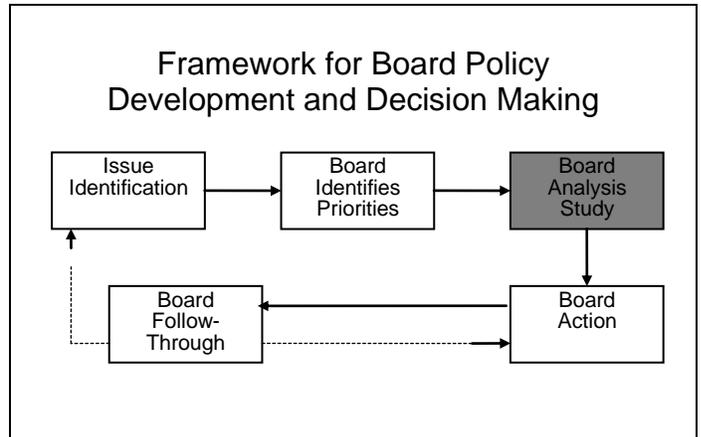


Iowa State Board of Education

Executive Summary

September 15, 2011



Agenda Item: Response to Intervention (Rtl) Implementation

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Data nationally and in Iowa reflect differences in achievement for students from impoverished backgrounds, students with disabilities, and students from non-majority cultural backgrounds.

Presenters: Connie Maxson, Chief
Bureau of Teaching and Learning Services

Kevin Fangman
Deputy Director

Attachments: 1

Recommendation: It is recommended that the State Board discuss some of the accountability measures the Division of Learning and Results will use to evaluate Rtl implementation and impact statewide.

Background: Implementing Rtl is an area of interest of the State Board. Discussions about how Rtl will help address achievement gaps, and what implementation of Rtl might look like, have happened since April 2011. This update will highlight some data markers that can be used to evaluate Rtl, and provide an opportunity to have further dialogue about how to support Rtl statewide.

Monitoring Implementation and Effect of Response to Intervention***2010-2011 Data**

1. Students Entering Kindergarten Ready to Learn
 - a. Percent of Kindergarteners assessed using DIBELS: **50%**
 - b. Percent of those assessed at low risk: **69%**
2. Going Through School in Safe Environment
 - a. Percent of school buildings in Iowa with either (a) score on healthy school index (being studied now as part of Safe Supportive Schools project) or (b) implementing Positive Behavioral Interventions and Supports (PBIS): **23%**
 - b. Percent of student population in those buildings: (being calculated)
3. Implementing RTI Components
 - a. School Buildings with valid universal screening measures: **63%** (elementary level reading)
 - b. School Buildings with Strong Universal Instruction and Targeted Supports in General Education
 - i. School Buildings with 80% proficient in reading and 10% IEP identification rate: **16%**
 - ii. School buildings reporting on interventions in general education: **19%**
 - c. School buildings with strong Intensive/IEP supports
 - i. Percent of IEP goals that are grade referenced and progress monitoring data: **<50% of IEP goals are grade referenced. Data not available for all buildings in Iowa.**
4. General Academic Performance
 - a. Gap between Students with and without disabilities
 - b. Percentage of Students in Iowa making at least 1 years' growth in year's time
 - i. Current growth model but across all performance levels, using ITBS
 - ii. New growth metric using ITBS, using standard scores
 - iii. Growth metric using universal screening data
 - iv. Value added metric

**Work of RTI Teams may further define or refine the type of measure used to report annually*