DATA SYSTEM & ASSESSMENTS
FREQUENTLY ANSWER QUESTIONS

Questions	Answers
ASSESSMENT	
Is there a comprehension component to the FAST?	The FAST assessments provide an indication of student comprehension skills. Some of the assessments provide a direct measure of comprehension while others provide a proxy for comprehension.
If a focus on comprehension is needed and not fluency/accuracy, would it be an intensive intervention?	Intensity of an intervention, whether it be Targeted or Intensive, is based on intensity of student needs, not the area(s) in which a student needs intervention (e.g., comprehension vs. fluency/accuracy). Students with needs at the Targeted level in the area of Literacy will engage in a Standard Treatment Protocol. Students at the Intensive level of need will engage in an intervention that is both more intensive and more narrowly focused on their specific needs.
We aren't required to use FAST, but are we required to use a universal screening tool 3 x per year and report the results to the state for PK-6 Reading?	There is no requirement in Iowa Code that any school administer universal screening 3x a year. It is good practice to implement an early warning system (universal screening data) to detect learner needs and then provide them with the support to be successful.
So will TIES and FAST replace our use of DIBELS and DRA? Will they replace one of them? Is there research available on the success of these programs? Where?	The TIES and FAST will not be required, meaning schools using other measures like DIBELS and DRA will be allowed to continue to do so. Summaries of all the universal screeners and progress monitoring assessments reviewed by the Iowa Department of Education (Department or DE) are posted on the Department RtI webpage at http://educateiowa.gov
Will IGDIs replace Gold?	IGDIs will not replace Gold. IGDIs will be used for the purposes of making decisions related to universal screening for four year olds. The primary purpose of *Teaching Strategies GOLD®* is to document children's learning over time, inform instruction, suggest learning activities, and facilitate communication with families and other stakeholders. It is important to remember that *Teaching Strategies GOLD®* is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool.
Will DIBELS be approved, supported and used in this process?	The Department conducted a review of widely used assessments within the state as well as any assessments that were submitted under the Request for Proposal (RFP) and Request for Information (RFI) process. There is a set of criteria that was used and applied to all assessments. A summary of the results is available on the DE website, under RtI, Iowa-based Resources, Literacy Assessments. Schools are urged to use this information when determining appropriate assessments to use in an RtI system.
How does this MAP for primary grades compare with this product?	FAST offers an assessment called aReading that is an online adaptive reading assessment for K - 5. Its administration is similar to MAP Primary. aReading provides a score that represents a broad reading score for each student.
After looking at the FAST website briefly yesterday, it looks as though the FAST assessment give a "composite score" and not broken down by specific skill areas. How do we target instruction for those kids that are below proficient?	The suite of FAST assessments is meant to answer questions related to universal screening and progress monitoring. They are not meant to be diagnostic.

ASSESSMENT

Thinking about the universal screenings (CBM & Adaptive Reading) what information will those give us about our readers? Fluency, comprehension?	The information universal screening assessments provide are which students are at-risk for not being proficient readers on an end of year outcome assessment. Universal Screening assessments sample specific skills that are not meant to be inclusive of all skills students need to learn but rather represent those skills that best predict how students will perform on an outcome measure given at the end of the year.
Will these assessments qualify as our 2nd assessment for state reporting purposes (in addition to IA Assessments)?	The state selected screening assessments in literacy may be used to fulfill the 2nd assessment state reporting requirements.
Will there be a requirement for progress monitoring? (Frequency)	There will be recommendations for the appropriate frequency of progress monitoring but there will be no requirement.
On your "mythbusters" page you stated that RtI reality is matching needs to resources. How does that look with a standard Treatment Protocol?	RtI is about matching resources to needs, which includes a system-wide perspective on resources and needs. When schools spend too much time assessing, scheduling, training, implementing, and supporting a long list of individualized interventions for all students requiring more than universal instruction, it hinders that school's ability to ensure all students receive robust universal instruction and that students with the most intensive needs receive more individualized supports. Using a Standard Treatment Protocol (STP) approach allows schools to use an approach that is highly likely to meet the needs of most students with Targeted levels of need. With the STP approach, schools are indicating the the most appropriate match for students with Targeted levels of need is a STP.
What can you gain diagnostically from FAST?	The suite of FAST Universal Screening and Progress Monitoring assessments are not meant to be diagnostic. The FAST assessment allow you to answer the questions: "Is our core reading instruction meeting the needs of most of our students?" and "Which students are at-risk for NOT being proficient on an end of year outcome assessment in reading?"
Can you please give an example of meaningful outcome measure"?	A meaningful outcome measure is an assessment that measures a broad range of skills and is used for high-stakes decisions, such as final grades, grade promotion, or school/district accountability purposes.
Do you have to use FAST? What if we are using another assessment?	The state-selected universal screening and progress monitoring assessments are not required. Therefore, schools and districts may choose to start or continue using different assessments for universal screening and progress monitoring purposes.
Does IGDI align with Creative Curriculum and the Gold Assessment?	The Department of Education (DE) did not conduct a formal alignment study between the IGDIs and Creative Curriculum or the GOLD assessment. In the future, the DE will support schools to understand the alignment between these tools.
What considerations have there been to use the RtI process with students exceeding proficiency?	Consideration for all learners, including learners that exceed proficiency, are being considered in the development of the statewide RtI model and support structure. For example, how would a school appropriately determine if a student significantly exceeds proficiency? Components of the RtI model addressing different groups of students will likely come out over time instead of all at once.

ASSESSMENT	
At this time our AEA is providing support for DIBELS materials and the DIBELS data site. Do you see that continuing or do you feel the AEA will discontinue this practice since DIBELS is not the stat- supported RtI screener? (I do realize that you may not know at this point)	The AEAs have all agreed to help support the state-purchased universal screeners and progress monitoring assessments, FAST and IGDIs. The extent to which AEAs can and will support additional universal screeners and progress monitoring tools will vary depending on the AEA. Contact your AEA for more information.
Do the FAST assessments have current norm referenced data?	The FAST assessments are based on criterion standards such as benchmarks that represent a level (e.i., criterion) of acceptable performance. The aReading assesment is computer adaptive that uses Item Response Theory to individualize each assessment based on the pattern of student responses. Norms are helpful when looking at large scale assessments but are not often helpful for the purposes of Universal Screening and Progress Monitoring.
Which one is the screener and which one is the progress monitoring in FAST again?	For FAST, early reading, CBM Reading, and aReading are all universal screeners. There are also progress monitoring assessments for early reading and CBM Reading.
What if our current screener is not on the list when it is released in April? Will we be highly encouraged to use FAST?	Schools are highly encouraged by the Department to use reliable, valid, technically adequate universal screeners. FAST meets these requirements and will be free for schools to use. You can check the summary of reviews to see if there is any technical adequacy information for the assessments you use at http://educateiowa.gov
How is FAST different than past screeners that have been used? How will the IDE support and honor the current assessments that are working for districts?	The FAST measures phonics, phonemic awareness, fluency, vocabulary, and comprehension. It can be used for universal screening and progress monitoring. Gathering diagnostic assessment information to inform instructional decision making is a process for which FAST information can be used by going beyond scores and examining student responses. The Department strongly encourages districts to use efficient assessment practices, and to avoid duplication in assessment to the extent possible. You can check the summary of reviews to see if there is any technical adequacy information for the assessments you currently use at http://educateiowa.gov, on the RtI page.
Is the FAST assessment a norm referenced test? Is there a predicted growth component?	FAST is a criterion-referenced assessment that uses predictive validity evidence to set those criteria. It is not a norm-referenced assessment, though norms can be calculated. Predicted growth can also be determined.
Can districts choose to implement the IGDIs OR the FAST, or will it be all or nothing?	Schools that are preschool and school-aged wishing to participate in the state's early literacy initiative must use both IGDIs and FAST. Schools and districts not participating in the early literacy initiative are free to use whatever measures they want for universal screening and progress monitoring, but will not have free access to them through the state at this time.
If the online assessment is administered like the MAP test, will a file server be required to host the test in each school network?	The FAST and IGDIs online administration will be handled by remote server. No school server will be necessary to administer these assessments - only a modern web browser.

ASSESSMENT	
Why broad?? When we can get closer with efficient diagnostic tools. Therefore a better targeted intervention.	The primary benefit of using a Standard Treatment Protocol (STP) approach instead of a diagnostic matching approach at the Targeted level of support is one that combines efficiency with effectiveness. By providing a robust, evidence-based intervention that is directly connected to the Iowa Core, students with a wide range of needs can all recieve the same intervention with significantly less time and resource investment with a high success rate. Not only do most students receiving the STP benefit from it, the time and resources saved by using the STP approach can be invested in ensuring all students receive quality universal instruction and that students with intensive levels of need receive better supports.
The current C-Plan requires that school districts administer a fall kindergarten literacy assessment and upload it as part of Easier. Will FAST replace this requirement?	FAST will not replace this requirement.
Will any diagnostic processes be discussed/provided during the summer training on the new measures	Initial training on IGDIs and FAST will focus on adminstration, scoring, and interpretation for the purposes of universal screening and progress monitoring. Diagnostic assessment practices will occur after this initial training, though a specific time table has not yet been set.
When will IGDI and FAST be available to view and evaluate to determine if it will work for individual districts?	Once we have determined which assessments will be used for universal screening and progress monitoring we will make this information available for the public during spring and summer 2013.
When will there be assessments beyond 6th grade? What is that timeline? (We need something for all levels - it seems important to have something for Pk-12 from the beginning.)	We are currently working to complete identification and implementation of PK-6 universal screening and progress monitoring assessments. Subsequent to implementation and coaching for this population, we will identify assessments beyond 6th grade.
Can we see how each Assessment was scored on the rubric?	Results of the Literacy Assessment Reviews are posted on the Iowa Department of Education website, http://educateiowa.gov, under RtI.
How are the assessments for four-year-olds adminstered and what is the schedule of administration for the IGDIs? What is the time commitment and method for administration and what is the process for submitting results to the state?	IGDIs are developed to be administered to learners individually. Once we have determined the schools who will be participating in the first group for the RtI database and assessments we will know what the schedules for training and administration will be. The assessments are brief to administer and score and the data is stored directly into the RtI database which the state will have access to.
Are the assessments available for the non-public schools?	The Data System and Assessments are free to public and accredited non-public districts and schools.
Has the FAST been normed for ESL students?What information has been collected as to the validity and reliability of this test for English language learners?	Yes. The FAST assessments are available in Spanish. We will be working with the developer to determine who we might use these assessments and for which students they are most appropriate.

ASSESSMENT SELECTION

Is there published research that demonstrates online vs. paper test invariance for gender and race/ethnicity?	No published research related to online vs. paper test invariance for gender and/or race/ethnicity was present during the review and selection process for the state-selected universal screening and progress monitoring assessments. If anyone has reviewed such research on this matter, please contact Michelle Hosp (michelle.hosp@iowa.gov) or Brad Niebling (brad.niebling@iowa.gov) to share that information.
In your PowerPoint, you noted that you worked with experts in June of 2011 and 2012 to determine these criteria. Would you please identify the list of the experts?	The list of outside experts that assisted us with the criteria we used to evaluate Universal Screening and Progress Monitoring assessments include:Dr. Erica Lembke, Dr. John Hosp, Dr. Kristen Missall.
A universal screener has been identified. Will progress monitoring assessments be identified, also? Who will identify appropriate progress monitoring assessments?	The state is purchasing FAST progress monitoring assesments. There are currently no IGDIs progress monitoring assessments available.
I heard that the selection process was illegal, and that lawsuits are forthcoming. What effect will that have on all of this?	The Department followed the appropriate legal process for selecting universal screeners and progress monitoring assessments. There are no lawsuits forthcoming at this time.
Did you invite only certain vendors to respond to the RFP?	The RFP is a public announcement and any vendor in the world could have applied. No vendor was excluded from applying to the RFP or RFI.
Shouldn't reliability and validity be the most important factor in the selection rather than other factors being considered and influencing the choice?	When reviewing universal screening and progress monitoring assessments many technical features are considered. The overall reliability and validity of an assessment is very important and critical. However, for an assessment to be used for the purposes of universal screening and progress monitoring there are also other technical features that MUST be present regardless of how good the overall reliability and validity are for a particular assessment. Demonstration of overall reliability and validity is certainly necessary but not sufficient when examining assessments for the purposes of universal screening and progress monitoring.

DATA SYSTEM

Will TIES pull information from our student management systems, or do we need to enter student information into the system manually?	The Department is working with our RtI data system vendor to make data transfer as easy and seamless as possible.
We are just getting ready to roll out a new IEP system to everyone in the state, will this then be a whole new IEP & IFSP, or will it be compatible with this "new" system?	When the IEP and IFSP are rolled into the RtI data system, the State will work to make them as similar as possible to the current system.
If used as a universal screener, is data entered into TIES for ALL students? Is it then also tracked for ALL students? Is it available to others (AEA, state) via student id numbers? Are there privacy concerns?	It would be expected that all students are screened three times a year. Data will be available to those with a legal educational interest in a student's data, according to FERPA guidelines. This may include personnel with the district, AEA, and State.
So it is possible the DIBELS or DRA results could be entered into this system?	The RtI data system has the capability to accept data from many different assessments. Timelines for integration of other assessments besides FAST and IGDIs are not yet available.
Is it safe to assume that these services will be available for non-public schools as well and that they will also be free of charge?	The RtI data system and assessments will be available free of charge to accredited non-public schools.

DATA SYSTEM

Will there be a list of technical/computer requirements needed to run FAST and TIES?	Yes, a list of technical/computer requirements will be made available prior to system scaling.
How will things roll over from IMS and the current IEP/IFSP system?	A roll-over plan from IMS and the Web IEP and IFSP has not yet been defined. The goal will be to make this as seamless and easy as possible.
What if we do not have enough technology?	The AEAs and the Iowa Department of Education will work with districts to meet the technology requirements needed to establish the RtI Data System and Assessments in schools.
Will districts be allowed remote access to the TIES server to integrate that information with other data?	Data within the TIES system will be made available through reports that include data downloads.
So will TIES replace EdInsight?	No, TIES will not replace EdInsight.
Will TIES replace GEIs?	We anticipate that TIES will be useful to document general education interventions.
Will the TIES have an administrative (budgetary) reporting function as well?	At this time, TIES does not have a budgetary reporting function.
Will TIES be free?	TIES will be free for districts to use.
Is there a concern that connecting the IFSP and IEP in the RtI database encourage people thinking RtI is a pathway to sped?	The Department supports RtI as an "Every Education" decision making framework, which includes special education determinations. The TIES database is designed to incorporate a wide range of data with easy access for decision making. This efficiency is in no way intended to communicate the incorrect perspective that RtI is specifically intended to be a pathway to special education.
How many years of a student's data will be maintained in the system?	We are currently working with the AEA, districts and schools to determine the number of years student data will be maintained in the system.
At a meeting last week, it was stated that the DE is no longer supporting IMS. But, if this is not ready until Fall of 2016, what do we do until then?	The Department will continue to support IMS and the current Web IEP and IFSP until these systems have been integrated into the RtI data system.
Who will have TIES access to IGDIs 4 year old data? AEA, pre-school to school?	Data will be available to those with a legal educational interest in a student's data, according to FERPA guidelines. This may include personnel with the preschool, district, AEA, and State.
How will the new data base system TIES work with the current EdInsight? Will they work together? or what are the plans of the DE in this regards?	The Department will work to integrate TIES with EdInsight where there would be benefit from an integration.
If the paper and pencil forms are used, is the data available in the data system? Or does the online assessment have to be used?	The intention is to have all assessments use the online RtI database. If people require paper and pencil versions we will have to determine how to accommodate this.
How long does the DE have a contract with the University of MN for? (in order to use these assessments)	The intention is to continue to support the use of these assessments into the future.
Does the TIES data system work with progress monitoring assessments, or only the universal screener?	The RtI database, developed in partnership with TIES, can be used with universal screeners and progress monitoring assessments.
We will have a new IEP system?	Current plans include the integration of IMS and the Web IEP and IFSP into the RtI data system in several years.
If the FAST assessment will use the state's SIF and ZIS, how will that work if the SIF is not ready?	We are currently working with the Bureau of Information and Analysis Services and their SIF contractor to prepare for integration.

DATA SYSTEM

Currently the State requires three years of data for the 2nd assessment that is used for AYP purposes. Will FAST be accepted as the 2nd assessment for AYP/APR reporting purposes? Will there be a continued requirement for the three years of data? If the three year requirement stays in place, we will be administering additional assessments for three years if we choose to move to the FAST assessment.	The requirement of three years of data is for assessments used to write annual improvement goals and is based on the idea that it is better to write goals on data where a trend is available. Three years of data are not specifically expected for the second assessment reporting requirement, which is not an AYP (NCLB) requirement, but rather a Chapter 12 requirement. The Chapter 12 requirement for reporting a second assessment does not define anything about the assessment other than that in the APR the district must report the results of a second assessment administered to all children (district-wide). This can be any kind of reading assessment (and math assessment) and no specific grade level is required. Thus, it would be acceptable to report the results of a universal screening measure as a part of the district's annual progress report. For example: "92% of all 2nd grade students scored at or above the target benchmark on the Fall administration of the XYZ Reading Screening test." FAST will not be used for AYP calculations. Those will continue to be based on the Iowa Assessments. It would not be wise to write APR goals on the FAST assessments until district trend data are available. It would be acceptable to report FAST scores to meet the second assessment reporting requirements.

INTERVENTIONS

Can you give an example of a broad comprehensive reading standard treatment intervention?	A Standard Treatment Protocol (STP) would include a combination of skills such as decoding, fluency, spelling, vocabulary, and comprehension. The skills are bundled together across activities so students have multiple opportunities to practice the skills. Regardless of the specific area of need most students will make gains because the STP will cover multiple skills and combines them to provide meaningful opportunities to practice. This is in contrast to identifying one skill area and teaching it in isolation without connecting it to other skills.
Can you share an example of an "evidence-based Standard Treatment Protocol?	Identifying evidenced-based STP will be part of the work happening over the 2013-2014 school year and will be shared in more detail at this time.
With regards to the standard protocol, is there a plan to identify, at least to some level, the area of need (accuracy, comprehension, phonics, etc) and that there are multiple possible "standard treatments" based on the area of need identified?	Area of need would not be determined for students with Targeted levels of need. There would be a single Standard Treatment Protocol (STP).
What alignment will there be in the future using this tool to support PBIS and interventions?	The role of the RtI database and PBIS and interventions will be discussed.
Where do Title I Reading programs fit in this?	Response to Intervention (RtI) is not bound by specific programs or funding sources. Schools should allocate resources based on student needs.
So would the "standard treatment" be systematic and comprehensive? Would you want to consider the area of deficit though to determine time allotment? For example, you may spend more time on comprehension during the treatment period if accuracy and fluency don't appear to be an issue?	The Standard Treatment Protocol (STP) would be systematic and comprehensive. No changes to time allotment would be made up front. However, emphasis may change within the STP depending on how students are responding to the intervention, while maintaining the comprehensive nature of the STP.

Will a Kindergarten standard treatment protocol be different from a 3rd grade standard treatment protocol? Will every grade level of teachers need "different training" and what if those "resources" required by the standard treatment are not available in the district?	The content and focus of the Standard Treatment Protocol (STP) will vary by grade level, requiring some specific training. The general structure and procedures will be mostly the same across grade levels. Districts will not be required to use a STP, but the state support structure will include a STP.
I'm confused by the answer to an earlier question. Are you saying that if a focus on comprehension is needed and not fluency/accuracy, it would be an intensive intervention?	The intensity of an intervention, be it Targeted or Intensive, is based on the intensity of student need not the area of student need. Students could engage in Targeted or Intensive intervention for comprehension needs, as well as fluency/accuracy needs.
The standard treatment will be considered to be under the 'targeted intervention' portion of RtI? But it isn't targeted on a specific skill or reading deficit? The targeted comes more from identifying specific students (through the screener) to receive that instruction?	The Standard Treatment Protocol (STP) would be at the Targeted level, and be based on universal screening data. It would address a wide range of knowledge and skills. It would be linked directly to the content of universal instruction, but be more focused and intense.
When will the "standard treatment" be identified?	The work around the Standard Treatment Protocol will begin Spring 2013 and will continue throughout the 2013-1014 school year

IMPLEMENTATION SCHEDULE

Is there an implementation deadline for school districts?	There is no implementation deadline for RtI, the state-selected screening and progress monitoring assessments, or the first round of RtI database features since there is no requirement to implement any of these. It is anticipated that when the state moves to integrating the IFSP and IEP into the RtI database that there will be an associated deadline for districts to implement the database. However, no implementation deadline has yet been set for that specific feature of the RtI database.
What is the timeline and plan for training on the assessments and the system before rolling them out?	Participating districts and schools will be trained in August/September to implement the RtI Data System and Assessments. Specific dates for training have not yet been determined.
What is the timeline for scaling this up since summer is so quickly approaching? How will we get all teachers ready and able to use the system with fidelity?	The state will take the data system, assessments, training, support and coaching in the area of early literacy to scale by engaging groups of elementary schools in four different phases for implementation. The first group will begin Fall 2013. Selection of this first group, and the subsequent three groups, will be based on results of a Readiness Survey, achievement, enrollment, and equitable distribution across the state. Phases do not denote years – it may be that the first two groups engage in 2013-2014, and the remaining groups engage in Fall 2014. The pace at which groups engage will be determined on the basis of criteria met across specific components of implementation.

PROFESSIONAL DEVELOPMENT

Have you identified dates for training AEAs?	Area Education Agencies will be trained in August/September to implement the RtI Data System and Assessments. Specific dates for training have not yet been determined.
What are the plans for training district staff in the use of the assessments (FAST, IGDIS) and how to use the results of these	Specific dates for training will be determine this spring 2013. The training will be in conjunction with the RtI database with support for how to interpret the data.

PROFESSIONAL DEVELOPMENT

How many hours of training will classroom teachers need to understand how to best use the data from the universal screener?	The number of hours for training has not been determined. It will likely depend on the prior knowledge and skills of people who have used universal screening data that is similar to FAST and IGDIs.
When will classroom teachers be trained on the "standard treatment"?	Specific dates for training on the standard treatment protocol have not yet been determined.
So will you have $ to pay teachers for training in the summer?	We are unable to indicate there will be money to pay teachers for training at this time. We are currently reviewing resources to determine if this might be possible.
How long will the trainings be? One day, two days, a few hours?	It is likely that those people who will be assisting others to use the database and assessments will be involved in a two day training with additional trains for follow up and troubleshooting.
Who should receive the training over the summer? Every teacher, or are you anticipating a train-the-trainer model?	The initial training will depend on the model used for scaling up. The people to be trained will include at a minimum multiple people from each LEA, AEA as well as DE. These people will then work with schools.
Will there be any training offered this summer in RtI by the state/AEA/private company that would help beginning schools understand where we are headed?	There will be training Summer 2013 specific to the RtI Data System and Assessments.
Will the training be for all teachers that will administer the assessments, or will it be a train-the-trainer?	It will be a modified version of train-the-trainers where a select group of people will be trained but there will also be experts across the state to troubleshoot and assist regardless of where the questions are coming from. This will allow us to build a network of experts, answer questions quickly, and only involve the vendors when necessary.
How are people going to be prepared to use the system?	The Iowa Department of Education, Area Eduation Agencies and participating districts and schools are working together to provide the coaching and support needed to implement Iowa's statewide RtI data system, assessments, and RtI in the area of early literacy in the 2013-2014 school year.

OTHER CONTENT AREAS

Will this system eventually include math as well?	Although no specific timetable or plan has been set for acquiring universal screening and progress monitoring assessments in mathematics, it is the Department's intent for supporting schools in the future.
Why not purchase the math portion?	The Departent started by purchasing universal screening and progress monitoring assessments in literacy because (a) of a legislative focus of early literacy and the Iowa Reading Research Center, (b) funds were only available for purchasing literacy assessments to start, and (c) resources to scale the assessments statewide were only available for literacy at this time.
Is anything in the works for grades 7-12?	We recognize both the demand and need for meeting the needs of educators and their students for grades 7-12. At this time, our initial focus is preK-Grade 3 Literacy skills. Additional age ranges and content areas will be added in the future.
Will they use the same process when reviewing the same type of system for math? How soon will they be moving toward this process for math assessments?	We intend to address math and behavior in the future, however a timeline has not yet been established.

OTHER	
Could you please try and include in some way the state's DE & AEA literacy consultants and maybe LEA literacy coaches in the development of this work?	Successful implementation of practices and tools related to response to intervention (RtI), such as the universal screeners, progress monitoring tools, and RtI database, require ongoing collaboration between schools, Area Education Agencies (AEAs), and the Department of Education (DE). The Collaborating for Iowa Kids (C4K) structure is a structure whose goal is to accomlish this collaboration.
If 30% of first graders are not proficient on the universal screener, will the standard treatment protocol be to address your core? And...if so...what's the plan to help schools address their core?	If 30% of first graders are not proficient on the universal screener, a school would need to address their universal level. A first step to determine what aspects the universal level to address, the school needs to review instructional materials, instructional time/content, and assessment. Results would provide critical information about why the universal level is not sufficient. Training and coaching will be provided to support schools to determine universal level suffiiciency and next steps.
Would you please discuss the terms "research based" and "evidence based" how are they different/the same?	The Department is engaged in an ongong process to determine what the terms "research-based" and "evidence-based" mean and how they are applied. When those descriptions are finalized they will be shared.
We would want the content and skills during the "standard treatment" to relate to Iowa Core Standards...right? I assume this would be desired. Will the DE work to make this connection with our LEAs?	The Standard Treatment Protocol (STP) would address the knowlege and skills found in the Iowa Core Literacy standards. The Department will ensure that districts are supported to make these connections explicit.
So is it possible or probable that you will define "research-based" differently than it was defined for No Child Left Behind and Reading First who both had their own sets of protocols for evaluation of research?	The Department's work to define "research-based" will be informed by a variety of definitions, including from No Child Left Behind.
Will we be able to review the assessments more than sample form to determine if we would find them useful for our district before the decision must be made?	The complete list of FAST assessments that will be used for Fall 2013 will be determined over the Spring and Summer 2013 and will be shared with the field.
What is the state using for funding?	The state is using state and federal funding to support the data system and assessments.
GENERAL INFORMATION	
Are these slides available for download?	Yes, the slides from the presentation are availableon the RtI page within the Iowa Department of Education website - http://educateiowa.gov
How often will updates be provided?	No fixed schedule for providing updates has been set. As soon as a schedule is set we will make sure that the schedule is widely shared starting with the DE website.
Where are the FAQs posted? Thanks so much.	The FAQ is posted on the RtI page within the Iowa Department of Education website - http://educateiowa.gov