

Which Student will Receive an IRIP? Ruth McGregor Elementary School IRIPs.

1. **DIBELS Next:** All Y5-5th (BOY/MOY/EOY Initial Assessment.)
 - a. Analyze the BOY/MOY/EOY DIBELS Next scores/report.
 - b. Any learner whose “Need for Support” (in any skill tested) which indicates INTENSIVE (red), could possibly be targeted for an iRIP.

2. **KRA** For Kindergarten ONLY (BOY Initial Assessment)
 - a. Look at BOY KRA Literacy & Language Score.
 - b. Any learner who scores at 262 or lower could possibly be targeted for an iRIP.

3. **DRA2 Tasks** For Y5 ONLY (Extensive Assessment)
 - a. BOY Tasks 3, 5, & 6 -
Task 3 - Cut off score = 3
Task 5 - Cut off score = 9
Task 6 - Cut off score = 9
*Learners who score below the cut-off score on all three tasks are identified as needing an iRIP.
 - b. MOY Tasks 3, 5, 6, & 21-
Task 3 - Cut off score = 7
Task 5 - Cut off score = 20
Task 6 - Cut off score = 20
Task 21 - Cut off score = 5
*Learners who score below the cut off score on all four tasks will qualify for an iRIP.

4. **DRA2:** For all K-5th (Extensive Assessment)
 - a. Analyze BOY/MOY/EOY DRA2 scores.
 - b. There are 4 components to DRA2: Reading Engagement Score, Book Level, Oral Reading, and Comprehension Scores.
 - c. **Remember** DRA2 is a tool that aids in determining a learner’s **INDEPENDENT READING LEVEL**. So the only “red” on the class excel data spreadsheet should only be under **Book Level**. All **Oral Reading & Comprehension** scores should be in “green”. (It should be really easy to see who needs an iRIP is **INDEPENDENT READING LEVEL** is determined and the test is administered correctly)
 - d. Any learner who fall below benchmark **Book Level**, qualifies for an iRIP.

If you have any questions about a learner and whether or not they should get an IRIP based on the data and/or on your observations, please talk with the Literacy Coach. Remember always err on the side of extreme caution.

Things to Prepare & Gather before initial IRIP Meetings:

- 1. MAKE SURE TO HAVE ENTERED ALL BOY DRA2 SCORES PRIOR TO iRIP MEETING**
2. Bring your learners' Initial Assessment results.
3. Bring your learners' Extensive Assessment results.
4. Bring your list of learners who will receive an IRIP.
5. Bring the list of learners who had IRIPs last year (should be in the CA60s).
6. Computers & your Illuminate Login.

Directions for Filling out 2018-19 IRIP in Illuminate DNA

1. Log in to Illuminate DNA: <https://lisd.illuminateed.com>
2. On your welcome page (Homepage), click on black titled “iRIP BOY Data Entry” depending on year period (BOY, MOY, EOY)
3. Click on the RESPONSES tab at the top.
4. Click ENTER/EDIT.
5. Click FIND STUDENTS at the bottom.
6. You can enter/edit data by grid (default), by column or by student.
7. Make sure your class list is accurate - it will clean up kids that have moved. Just make sure you aren’t missing anyone.
8. Go down your list, and in the second column, mark an X for all your learners who will be getting an IRIP based on our district’s cut points.
9. When all your learners receiving IRIPs are filled in with X in the second column, click on the column header “**IRIP 2018-19**” to sort your IRIP learners to the top. **You will fill in the rest of the columns for only those learners.**
10. Here are directions for each column/section:
11. NOTE: Hovering over a heading gives complete title.

***NOTE: If the information is the same for all of your IRIP learners, you can drag the information down the column. (*columns marked *)**

Column Heading	Instructions
2017-18 IRIP:	Put an X if the learner had an IRIP in 2017-18.
2018-19 IRIP:	Should already be filled in with an X for learners receiving and IRIP in 2018-19.
*Teacher’s Name:	Type your first and last name.
Current IEP:	Put X if the learner has an IEP.
Current 504:	Put X if the learner has a 504 Plan.

Risk Factors (5 columns):	Put an X in the column(s) that relate to risk factors that apply to the learner (Medical, ELL, Hearing, Vision, Attendance).
Notification Method (4 columns):	Put and X in the column(s) to indicate how this plan will be shared with parents/guardians.
Team Members Present:	List first and last names for this learner's team who attended the meeting. (Principal, Reading Specialist, Literacy Coach, Learning Facilitator, Special Education Teacher, etc...)
*Meeting Date:	Fill in the date of the IRIP meeting.
*Initial Assessment (6 columns):	Put X next to the Initial Assessment used.
KRA Language & Literacy Score (Kindergarten T's Only)	Type in the learners overall Language and Literacy score.
*Extensive Diagnostic:	Type the name of the Extensive Diagnostic used at this learner's grade level - DRA2
Strengths (9 columns):	Put X in all the columns that represent strengths for this learner. Choose at least one. (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Reading Motivation, Engagement, Other (type a short response if applicable).
Intervention (6 columns):	Put X in all the columns that represent areas of intervention for this learner. Choose at least one. (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Other (type a short response if applicable)).
Interpretation of Results:	Type a summary in words of the conclusions you have drawn based on the learner's data. This should be around 2-5 sentences in length.
Instructional Goal #1:	Each learner needs at least one goal. It should be a SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goal. It should be specific, measurable, attainable, relevant, and time bound.
Instructional Goal #2:	Add a second SMART goal if needed.
Instructional Goal #3:	Add a third SMART goal if needed.

*Resources and Strategies (1st Column):	
Resources and Strategies (6 more columns):	Put X next to the resources and strategies used with this learner. (Small Group or 1:1, Progress monitoring (ALL learners), Tier 2 Evidence Based Program, Tier 3 (IEP/RTI), Other (type a short response if applicable.) NOTE: ALL learners will have a Read At Home Plan, and this will be printed on their final IRIP. There is no need to add it here.
*Targeted Instruction Plan Provider - Tier 1:	Type the first and last name of the individual providing targeted Tier 1 interventions.
Targeted Instruction Plan Provider - Tier 2:	Type the first and last name of the individual providing targeted Tier 2 interventions - could be classroom teacher or literacy support team member.
Targeted Instruction Plan Provider - Tier 3:	Type the first and last name of the individual providing targeted Tier 3 interventions if applicable - Special Education Teacher.
Targeted Plan Details - Tier 1 - days per week:	Click on the arrow for a drop down (1-5). Choose the days per week applicable to the learner.
Targeted Plan Details - Tier 1 - minutes per session:	Click on the arrow for a drop down (5-10, 10-15, 15-20, 20-25, 25-30). Choose the range for this learner.
*Targeted Plan Details - Tier 1 - weeks of instructional period:	Click on the arrow for a drop down (4-8). Choose 8.
Targeted Plan Details - Tier 2 - days per week:	Fill in as you did for Targeted Plan Details for Tier 1 with the correct days for this learner.
Targeted Plan Details - Tier 2 - minutes per session:	Fill in as you did for Targeted Plan Details for Tier 1 with the correct minutes for this learner.
*Targeted Plan Details - Tier 2 - weeks of instructional period:	Click on the arrow for a drop down (4-8). Choose 8.
Targeted Plan Details - Tier 3 - days per week:	Fill in as you did for Targeted Plan Details for Tiers 1 & 2 with the correct days for this learner if applicable.
Targeted Plan Details - Tier 3 - minutes per session:	Fill in as you did for Targeted Plan Details for Tiers 1 & 2 with the correct minutes for this learner if applicable.
Targeted Plan Details - Tier 3 - weeks of instructional period:	Click on the arrow for a drop down (4-8). Choose 8.

Check-in Date (4-8 weeks):	Do NOT fill in at the initial meeting. You will enter this date at the Check-in Meeting.
Results of Instruction - Tier 1:	Do NOT fill in at the initial meeting. At the Check-in meeting, the classroom teacher will write a short summary of the data collected through interventions and progress monitoring.
Results of Instruction - Tier 2:	Do NOT fill in at the initial meeting. At the Check-in meeting, the person providing Tier 2 intervention will write a short summary of the data collected through interventions and progress monitoring.
Results of Instruction - Tier 3:	Do NOT fill in at the initial meeting. At the Check-in meeting, the person providing Tier 3 intervention will write a short summary of the data collected through interventions and progress monitoring.
Next Steps (4 columns):	Do NOT fill in at the initial meeting. At the Check-in meeting, put X next to the appropriate Next Step for this learner. (Discontinue additional support, Continue additional support, Shift additional support, Provide additional research supported instruction.)
Next Step Comments:	Do NOT fill in at the initial meeting. At the Check-in meeting, provide a comment relevant to Next Steps if applicable.

Look for Check Mark - Auto Save

Directions DRA2 Data Entry into Illuminate DNA

1. Log in to Illuminate DNA: <https://lisd.illuminateed.com>
2. On your welcome page (Homepage), click on Green Tile DRA2 BOY/MOY/EOY Score
3. Click on the RESPONSES tab at the top.
4. Click ENTER/EDIT.
5. Click FIND STUDENTS at the bottom.
6. You can enter/edit data by grid (default), by column or by student.
7. Press Save.
8. Remember Illuminate only “understands” numbers so for a DRA2 Book Level of an A, please enter a 0 (zero). So in other words, A=0.

Directions for Printing iRIPs from Illuminate DNA (Ruth)

1. Go to **County Summative Assessment for iRIPs 2018-19 (Fall) overview**
2. Click on **County Custom Reports for iRIPs 2018-19 (Fall) Report** near bottom.
3. Go to **Advanced** and choose **“New” Students**.
4. You should be at a place where you can **Find Students**.
5. You can sort however you like.
6. To print by class put in names of students in the class you want to print where it says **Students**.
7. Go to top **Form Letter** and drop down and click **Layout**
8. Go to **Form Letter** and click **download**.
9. Go to **Scheduled Jobs**. - in blue in the yellow field near the top. The top job should be the one you just created.
10. Click **Download** in the last column.
11. The document with all the iRIPs for those kids should appear wherever your downloads usually show up. (bottom of the screen, maybe)
12. Click on the document. It will open and you will have all the iRIPs.
13. Click **Print**.