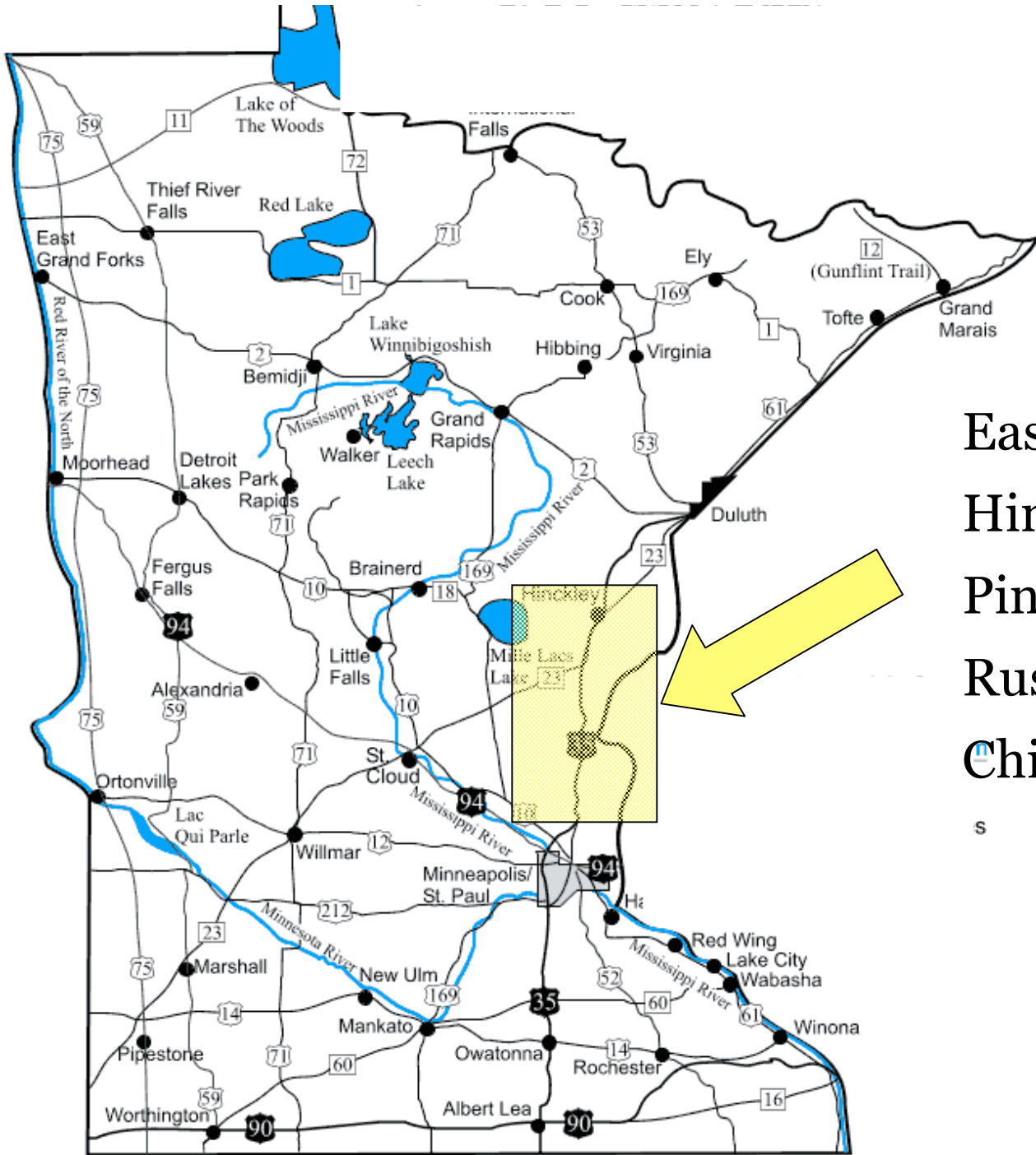


**Using Response to Intervention (RTI)  
to make  
Adequate Yearly Progress (AYP)**

**Aligning NCLB, IDEA  
and State Policy in your district**

*Jack Almos, Vern Koepp, Mike McLoughlin  
Chris McHugh, Kim Gibbons*



East Central  
 Hinckley-Finlayson  
 Pine City  
 Rush City  
 Chisago Lakes

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# Background

- The St. Croix River Education District (SCRED) is operated by the Chisago Lakes, East Central, Hinckley/Finlayson, Pine City and Rush City Schools districts in east central Minnesota. These districts vary in their characteristics from Chisago Lakes as a fourth ring suburb to the state forest and parks found in Hinckley and East Central. Likewise poverty rates climb as you travel north along Interstate 35 which bisects SCRED. The Mille Lacs Band of Ojibwe have a strong population and business presence in this region.
- SCRED along with Minneapolis was the field site for groundbreaking research at the University of Minnesota's Institute for Research on Learning Disabilities in the early 1980's on alternative assessment. The result was Curriculum Based Measurement (CBM) now being used nationally and found in federal law as a best practice. The process of intervening early in reading, mathematics and social behavior using continuous and frequent assessment data to make educational decisions about students has become known as **Response to Intervention (RTI)**.
- SCRED became the first school district in the nation to use a data based decision making special education model (later shut down by MDE.) This **Response to Intervention** model is now found in IDEA '04 as an alternative means to identify learning disabled students, the largest category of students in special education.
- SCRED schools also received the first waiver for special education programs for a program called "Compensatory Education" in which staff could be used flexibly regardless of how their positions are funded. SF 1190 has a provision to build on this waiver.

# Background cont'd

- In the last ten year the Legislature and MDE have flowed over 1.2 million dollars in grants to SCRED to develop, refine and disseminate its RTI Model.
- SCRED has established the ***Minnesota Reading Center*** to manage these resources. Grants have included Reading First, E2T2 , state RTI, Youthworks, a state improvement grant and a general dissemination grant.
- SCRED has established a reading model which is a framework for improvement. It is a 3 part model that includes Assessment, Scientifically Based Research Instruction and Problem Solving and organization. Use of the model has resulted in a 50% reduction in Learning Disabilities placements.
- SCRED staff present nationally and across the state on the subject of RTI and reading. Former SCRED director Gary Germann founded Edformation, Inc. now part of Harcourt which produces Aimsweb now used nationally to measure student progress. Former SCRED Reading Center Director Kathy Howe is co-director of the Reading First National Technical Assistance Center in Eugene Oregon.
- Programs currently being operated by SCRED include:
  - *State-wide Reading First (13 schools)*
  - *Minnesota Reading Corps (Literacy training and coaches provided to Headstart and K-3 sites in cooperation with SERVE Minnesota)*
  - *RTI demonstration site*
  - *SCRED is the only MN district implementing newly allowed federal flexibility to use RTI for special education eligibility decisions.*

# A Smart System Structure

Enter a School-Wide Systems for Student Success

## Academic Systems

## Behavioral Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Targeted Group Interventions

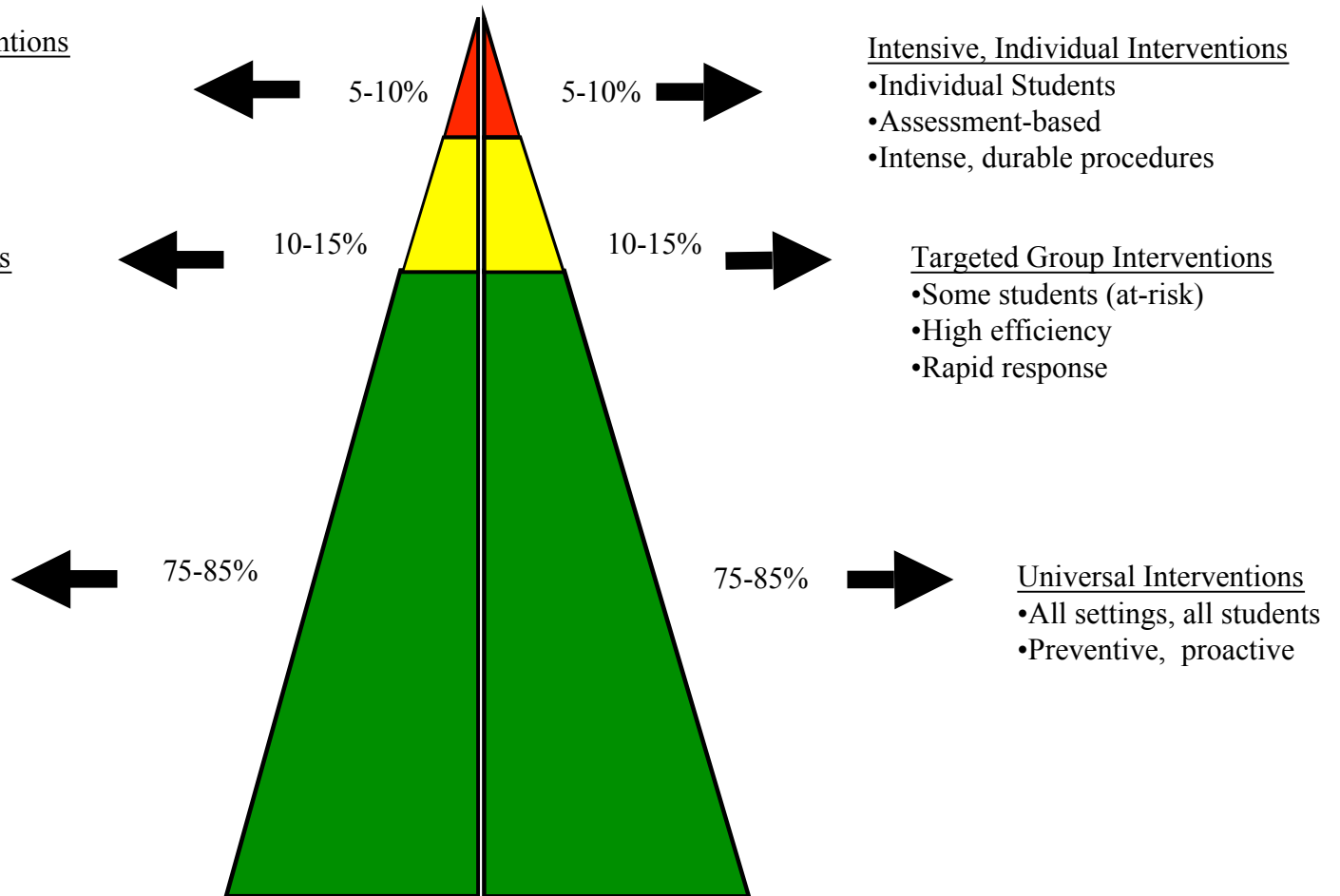
- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

### Universal Interventions

- All settings, all students
- Preventive, proactive



# A Regular Education Reform Coming out of Special Education (Again)

## IDEA Reauthorization(2004):

- Role of the federal government in the funding of special education
- Issue of over identification in the area of LD
- Most LD students are poor readers
- Response to Intervention compatability with NCLB

# IDEA Reauthorization

- Reauthorization was preceded by four consensus reports:
  - NRC report on minority overrepresentation in special education
  - Report on rethinking special education
  - LD Summit
  - Presidents Commission on Excellence in Special Education
- Each of these reports was influenced by reading research and the current classification system of individuals with LD.

# What did the Four Consensus Reports Say?

- The number of individuals identified with LD could be reduced if more effective reading instruction was in place
- Current regulations for LD lacked a research base and presented obstacles to the implementation of better instructional approaches for students with disabilities.

# The Basics: What is RTI?

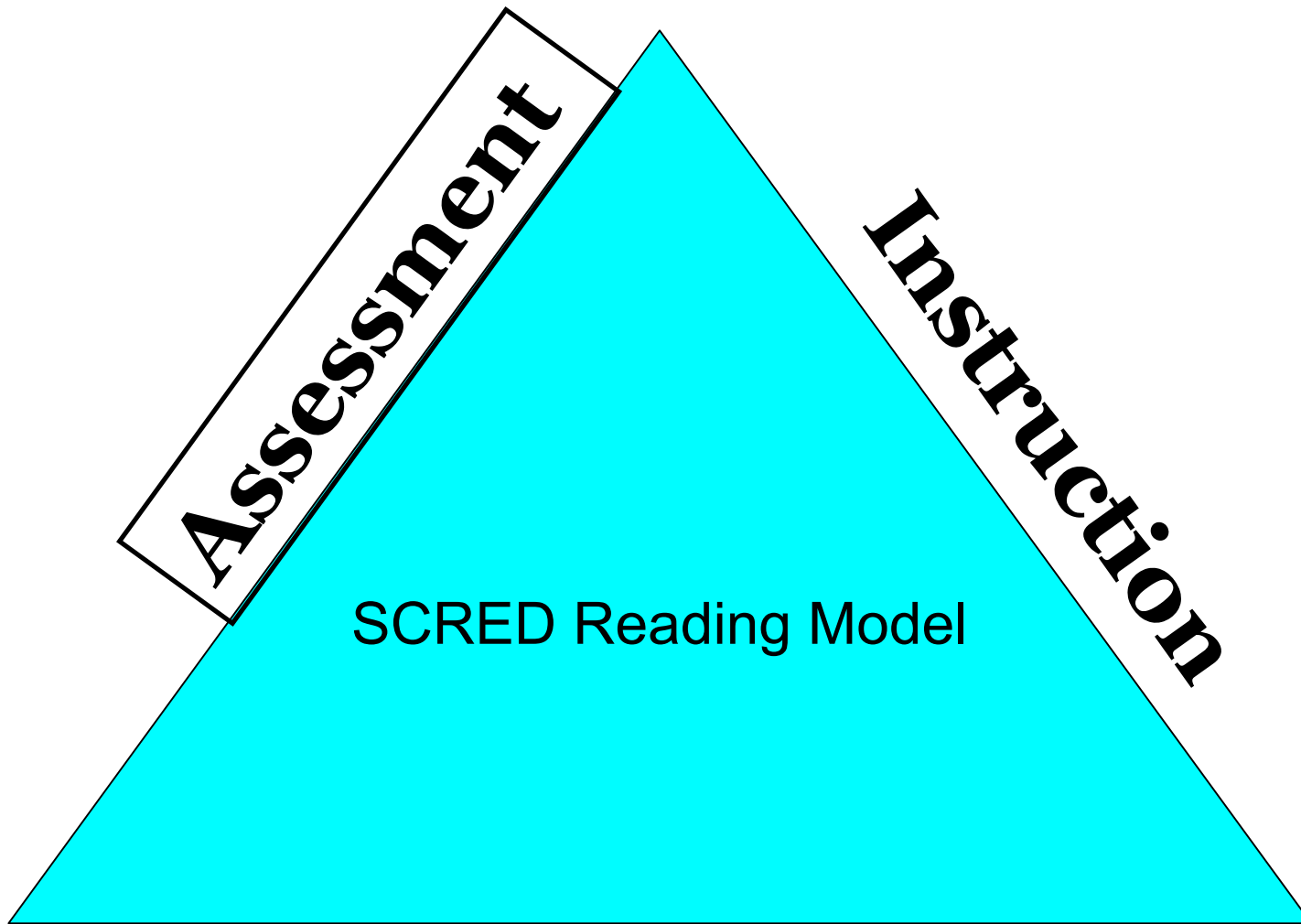
- Response to Intervention (RTI)
  - The practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction, and applying child response data to important educational decisions.
- Two RTI “Camps”
  - Preventative
  - Reactive

# Working Together Under NCLB and IDEA

- RTI in the Context of NCLB:
  - Emphasis on universal screening of all students for achievement difficulties.
  - Placement in early intervention programs
  - Careful monitoring of progress and accountability for results

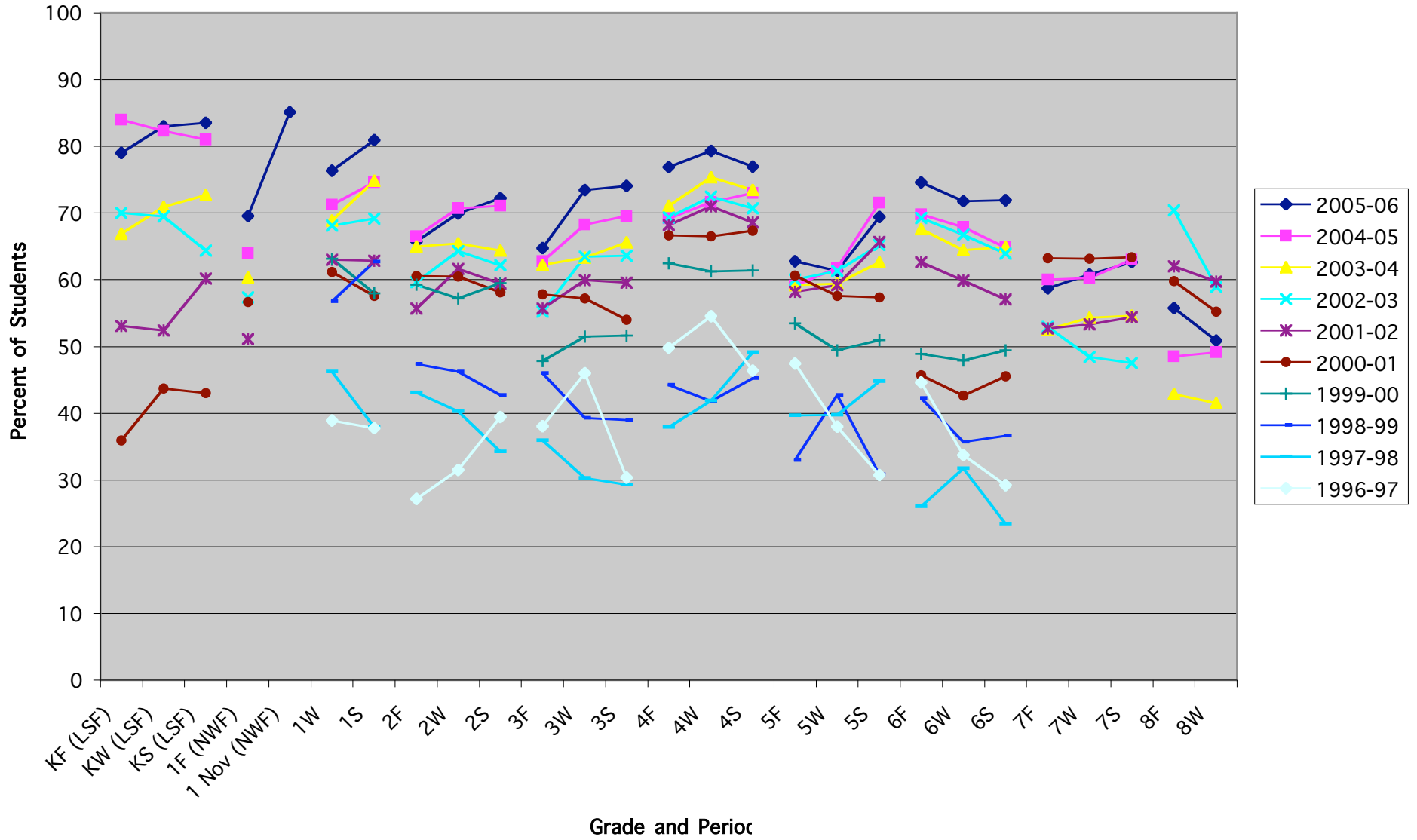
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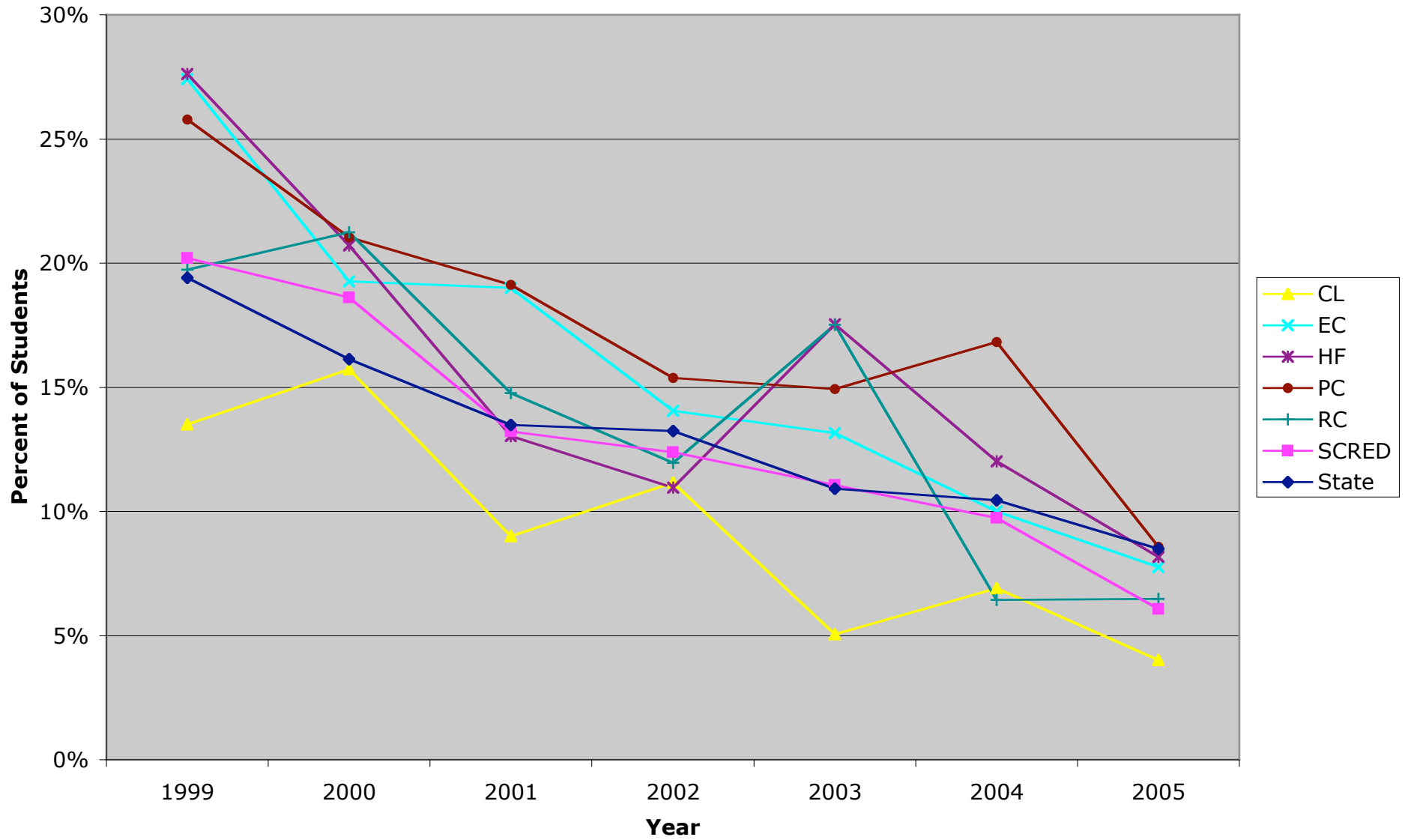


**Problem-Solving & Organization**

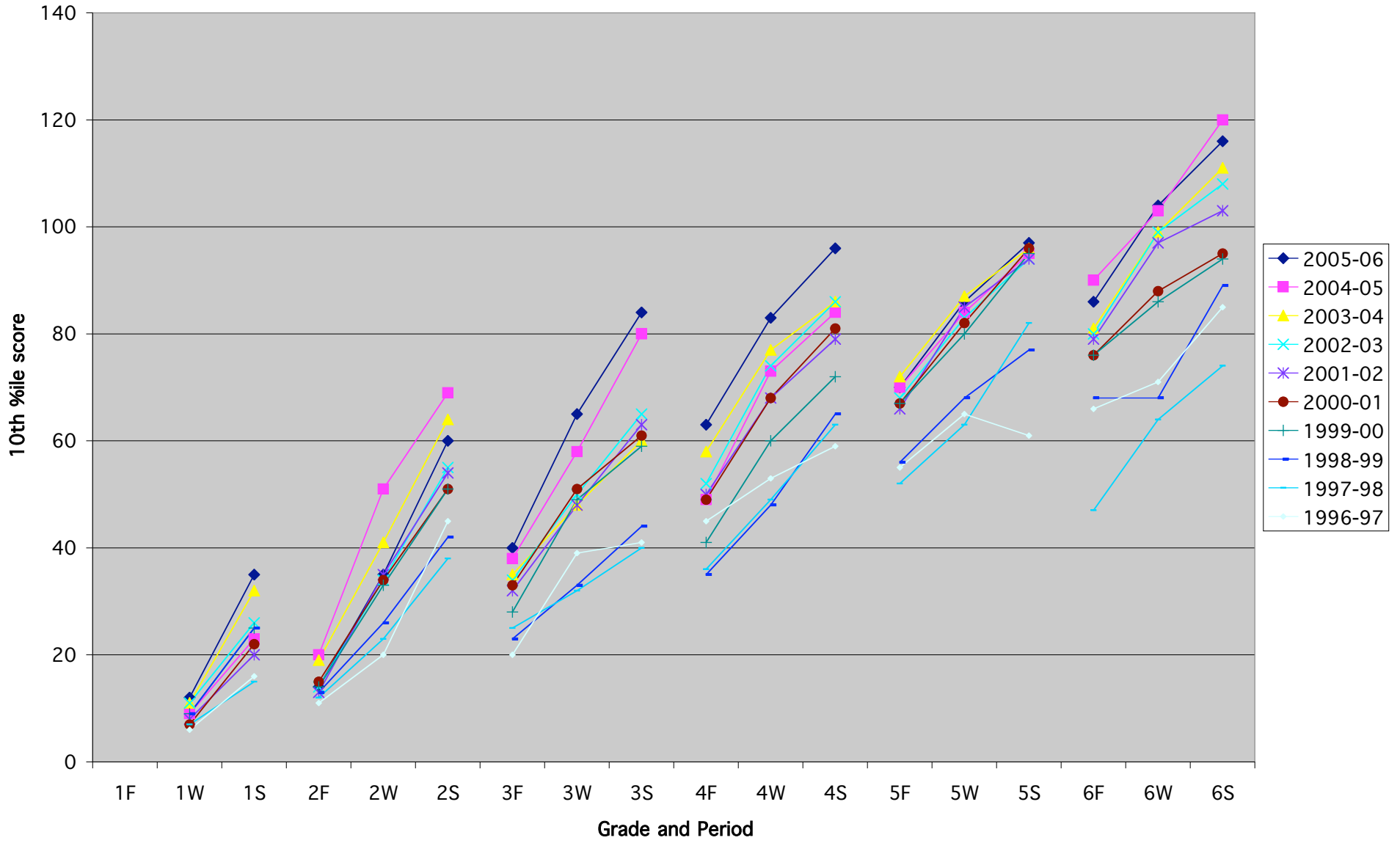
## St. Croix River Education District - Percent Above Target (Readin



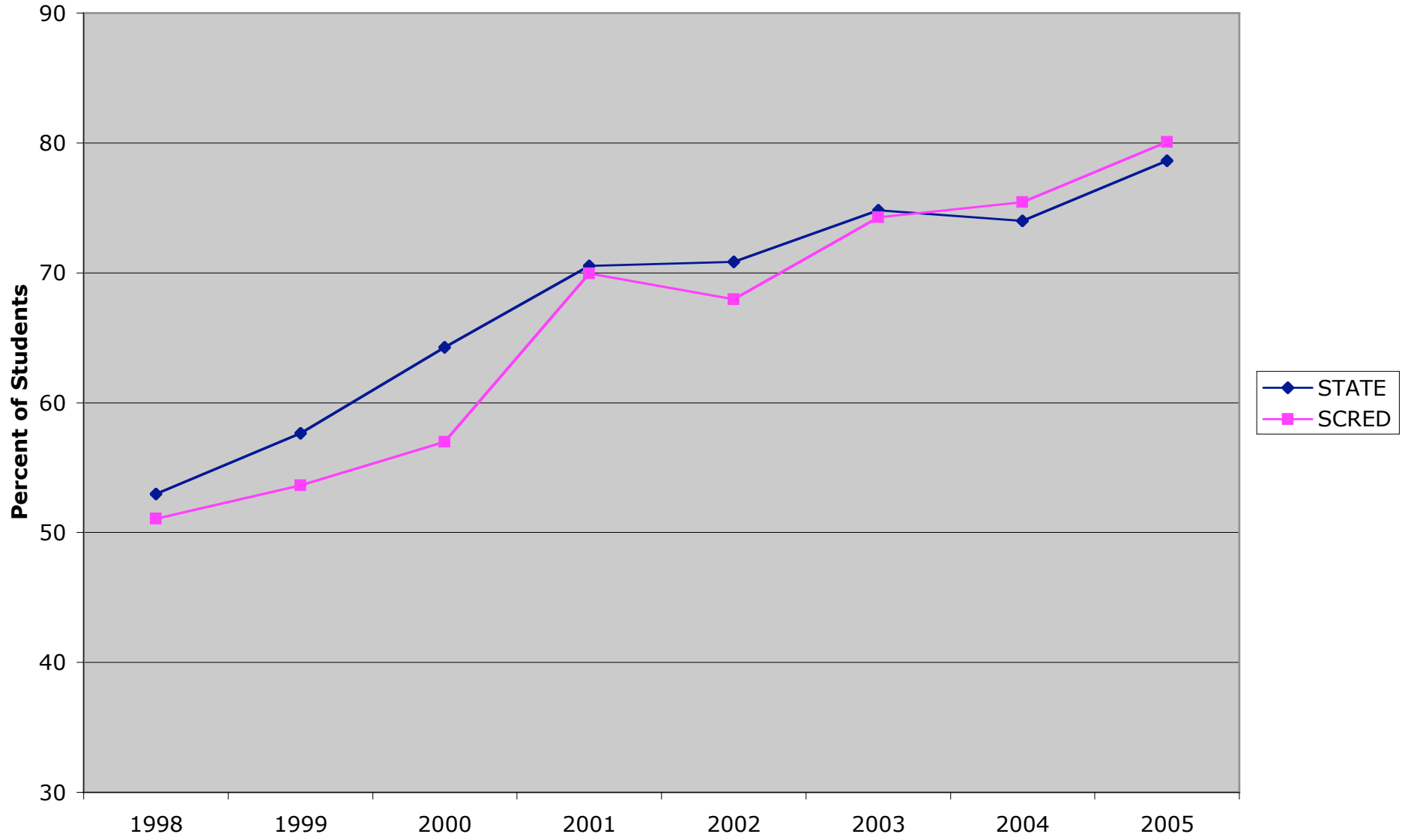
# Percent of Students in Level 1 on the MCA Reading: Grades 3 and 5 combined



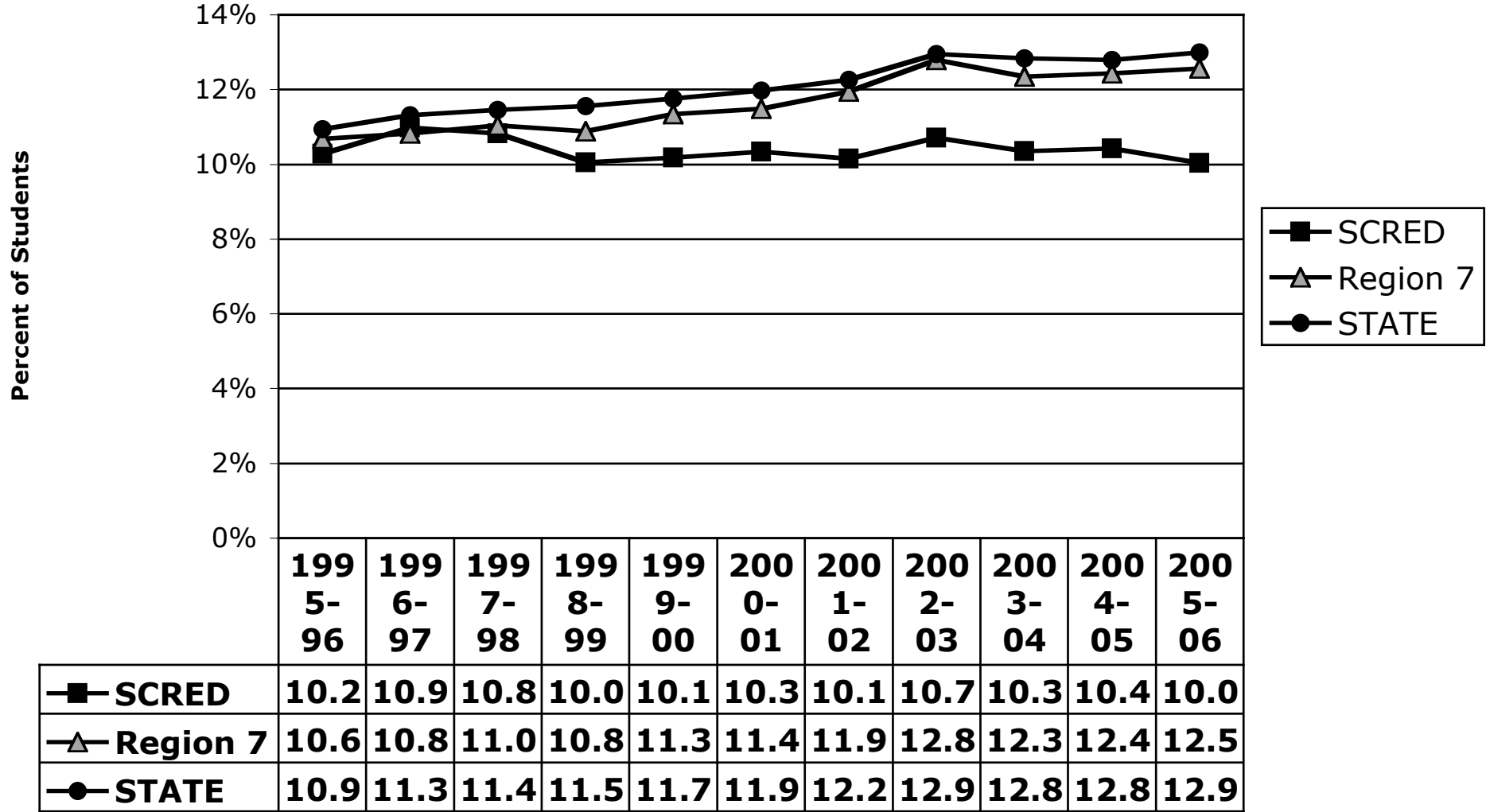
All-SCRED - Historical 10th percentile scores (ORF)



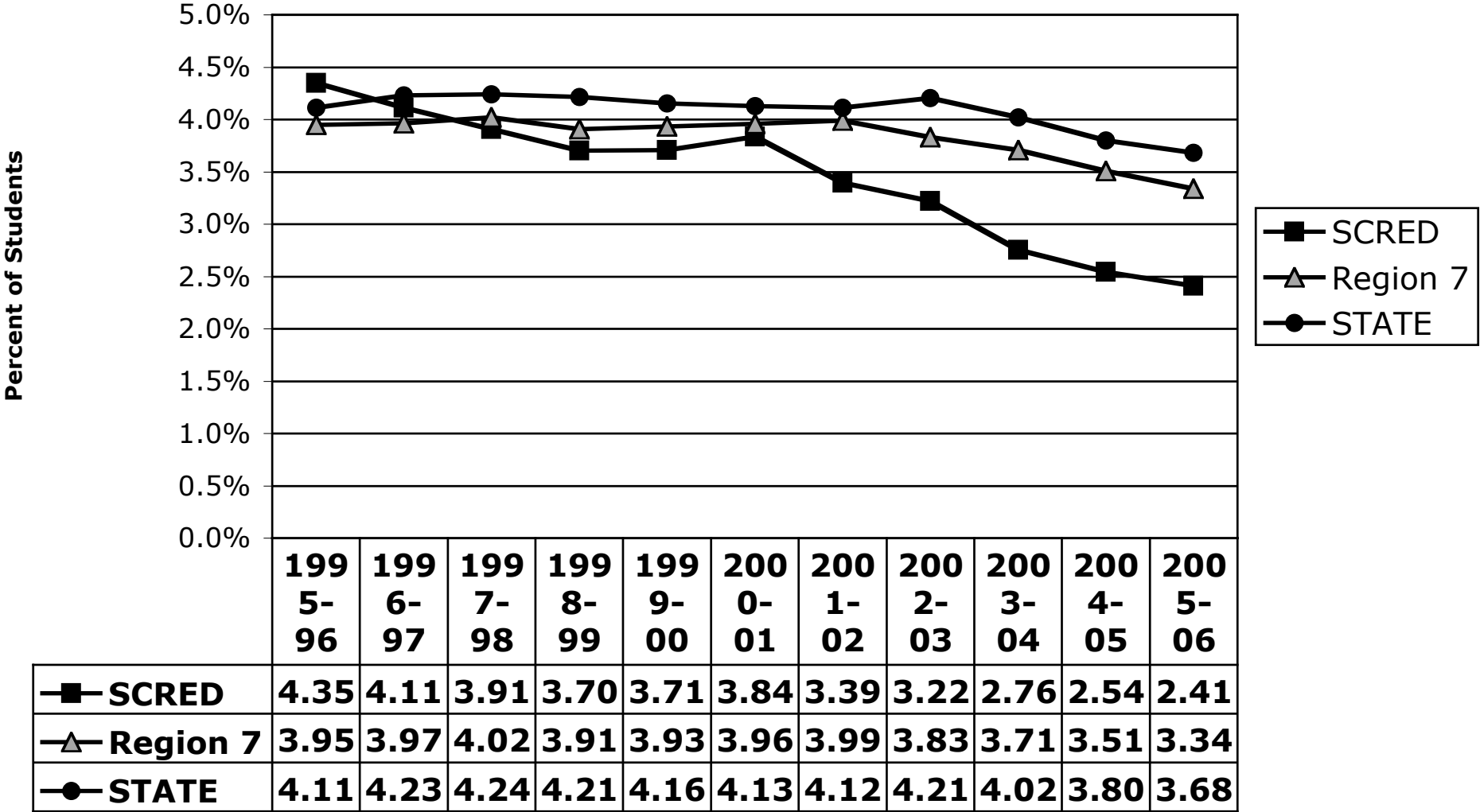
### Percent at or Above 1420: MCA Reading (All Grades)



## Percentage of Students Receiving Special Education Services - St. Croix River Education District (SCRED) vs. Region and MN State Totals



## Percentage of Students Receiving Services for a Specific Learning Disability - St. Croix Education District (SCRED) vs. Region and MN State Totals



# Measuring Reading Fluency

**Reading fluency is measured by:**

*One Minute Samples*

- Oral Reading Fluency using Correct Words read in one minute (1st grade and above)
- Letter Sound Fluency (Kindergarten)
- IGDI's

*Measures were developed at the  
University of Minnesota*

# Fluency Measure Characteristics



**valid**



**inexpensive**



**reliable**



**easily understood**



**simple**



**can be given often**



**quick**



**sensitive to growth  
over short periods of  
time**

# Correlations

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**IMPORTANT!**

**The statistical correlations between 3rd and 5th grade MCA reading scores and 3rd and 5th grade reading fluency assessments are strong (.70-.76).**

# Strong Correlations

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We can determine reading fluency scores that will lead to success on 3rd grade MCAs. We use the idea of **backwards planning** to define a K-3 data-based path of reading success. We have also used this to establish benchmarks before Kindergarten.

***Oral Reading Targets - Words Read Correct/Minute***

<b>Grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Growth Rate/Week</b>
<b>1</b>		<b>20</b>	<b>49</b>	<b>1.36</b>
<b>2</b>	<b>43</b>	<b>72</b>	<b>90</b>	<b>1.31</b>
<b>3</b>	<b>70</b>	<b>91</b>	<b>107</b>	<b>1.03</b>

# SCRED Reading Model's effect on student progress

- The average student growth in Oral Reading Fluency has improved at every grade level since the reading model's inception in 1996-97.
- Most grade levels saw an average improvement in student growth rates of 0.4 to 0.6 words per minute per week over this time period.
- A student who grows 0.5 words per minute per week faster than his or her peers will be about 20 words per minute higher at the end of a school year.
- In the spring of third grade in SCRED, a student who reads 107 words/minute has a 72% probability of reaching grade-level standards on the Minnesota Comprehensive Assessment in Reading. A student who reads 87 words/minute has only a 49% probability of reaching grade-level standards.

# **Reading Fluency Testing Schedules**

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**We use the Correct Words per Minute measure on two different schedules for different students:**

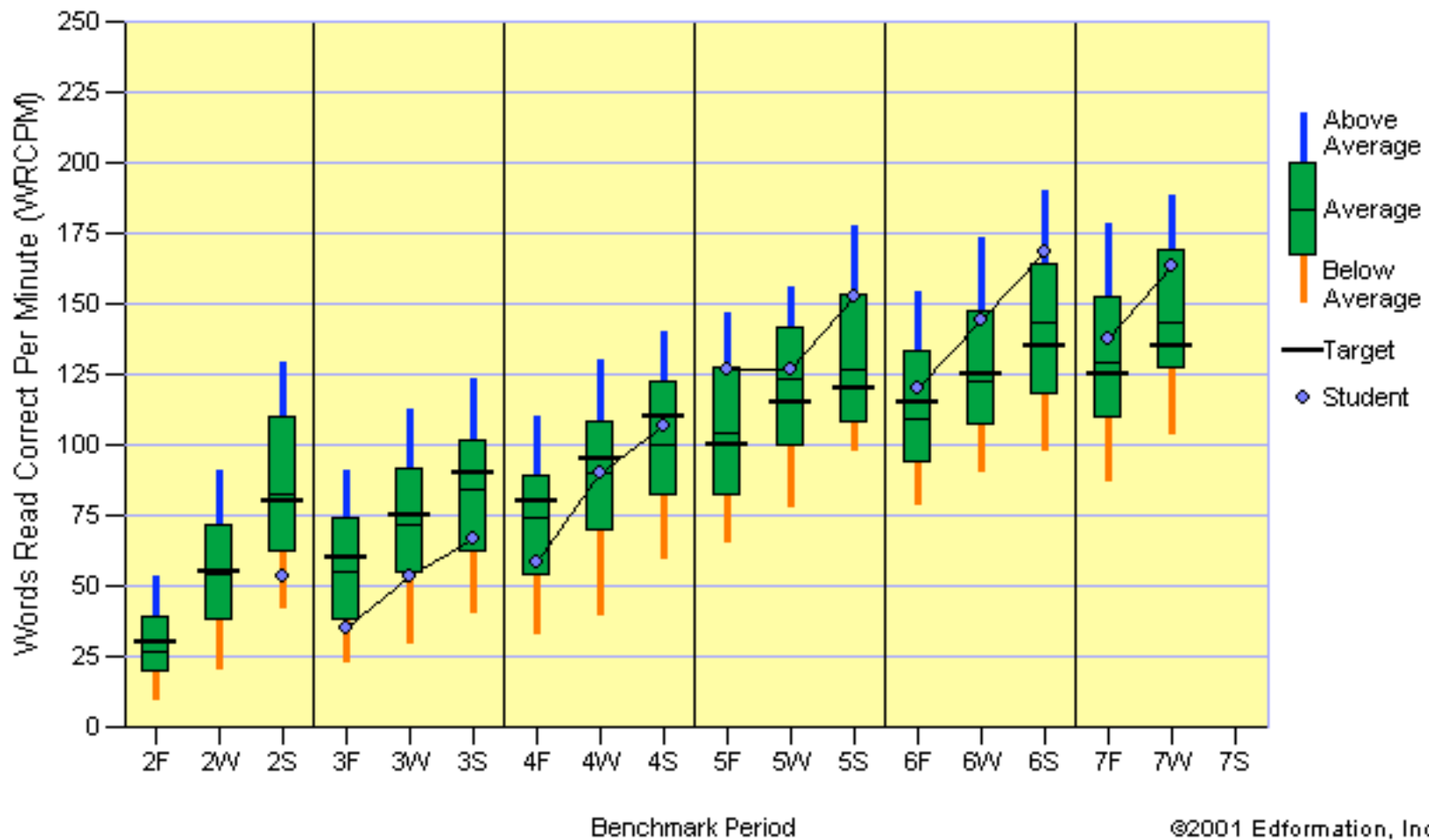
- 1. Benchmark testing for all students**
- 2. Progress Monitoring for students of concern**

# **Benchmark Testing/Fall-Winter-Spring**

## **Benchmark testing is used:**

- **for all students in all schools**
- **to monitor progress of all students**
- **to establish school norms**
- **to call attention to students having difficulty**
- **to evaluate instructional programs**

████████████████████ Elementary  
████████████████ (Grade 7)  
**Reading - Standard Benchmark Passages**



# **Frequent Monitoring**

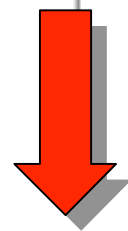
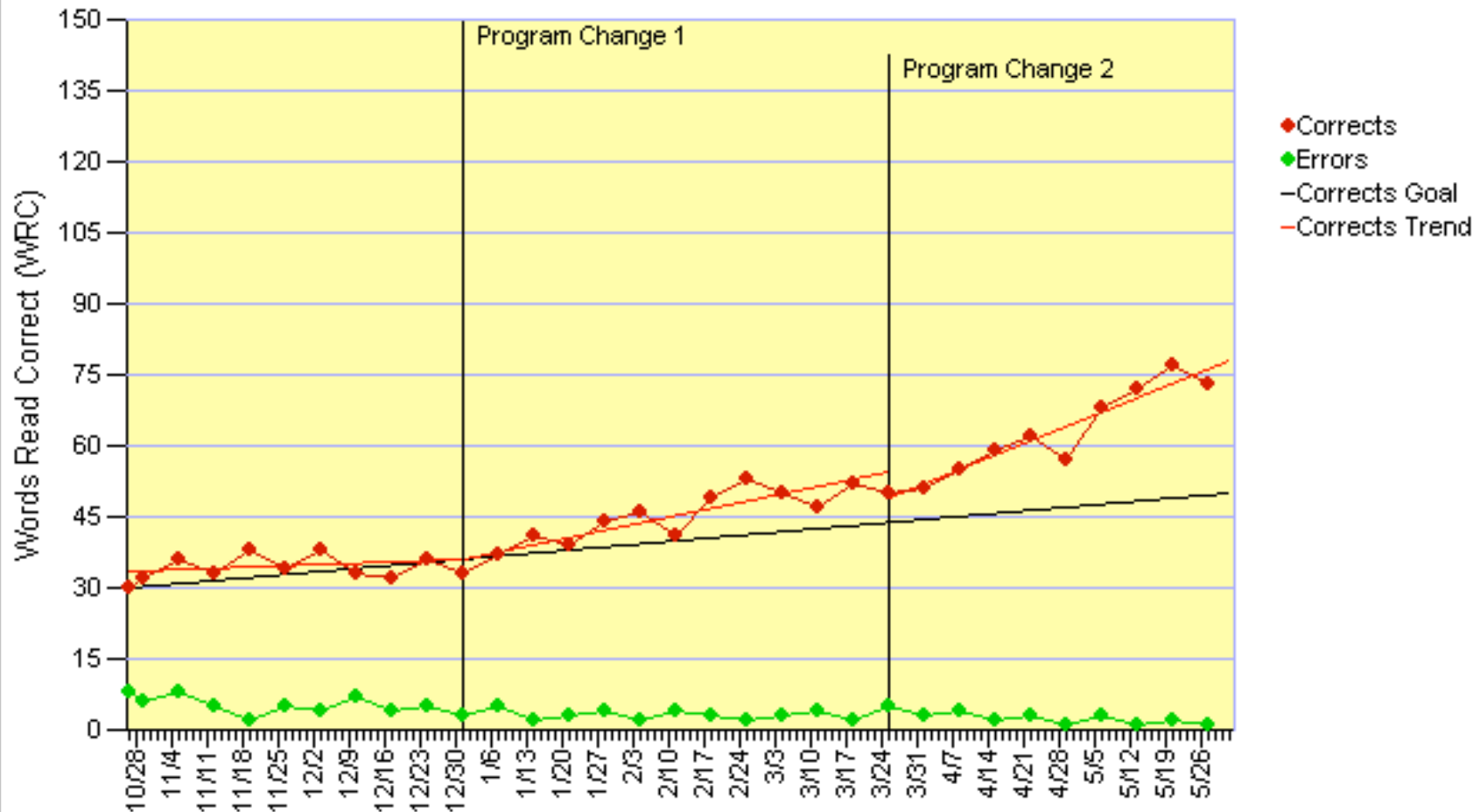
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**Frequent Monitoring is used :**

- **for students of concern, i.e., students who are below target**
- **to provide a basis for evaluation of instructional programming for individual students as the instruction is occurring**
- **to provide information to help teachers make decisions about goals, materials, levels, and groups**
- **to aid in communication with parents**
- **to document progress for IEP students as is required for periodic and annual reviews**

# Progress Monitoring Improvement Report from 10/25/2002 thru 05/30/2003

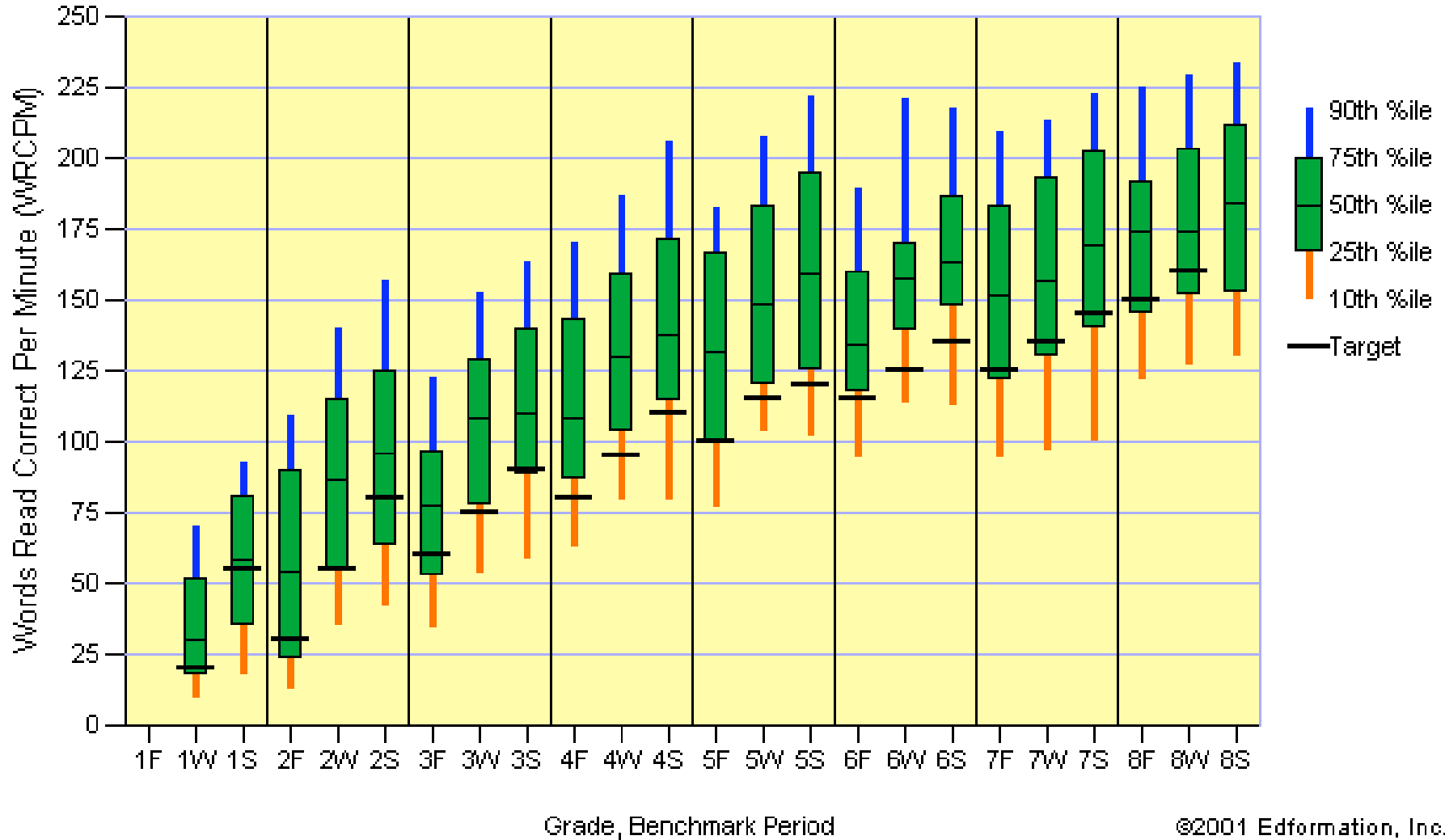
**Hartford School District - Wilson Elementary  
Mark Time (Grade 3)  
Grade 1 : Reading - Standard Progress Monitor Passages**

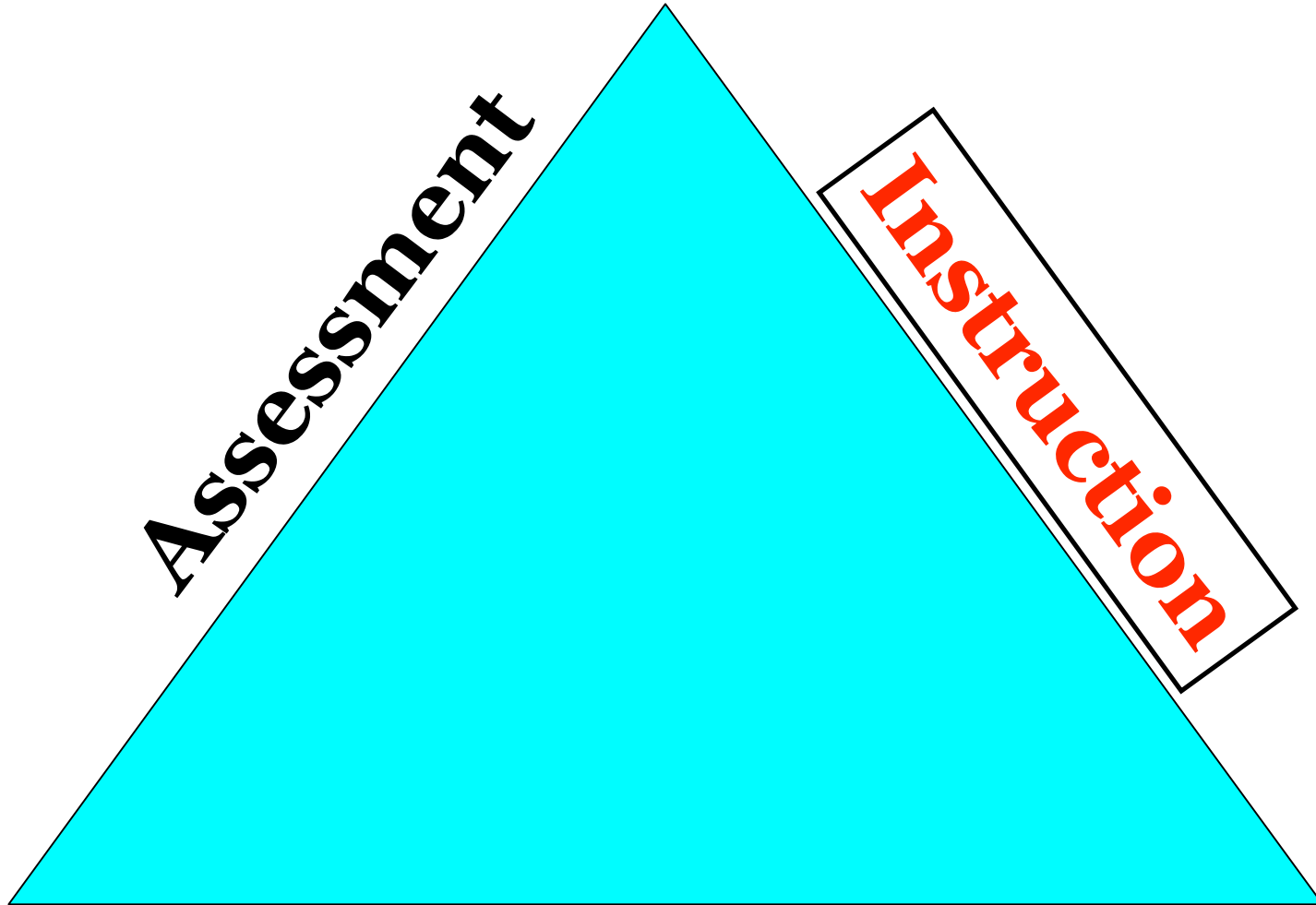


# Normative Performance Chart

2001-2002 School Year

Reading - Standard Benchmark Passages





**Problem-Solving & Organization**

# Put Reading First

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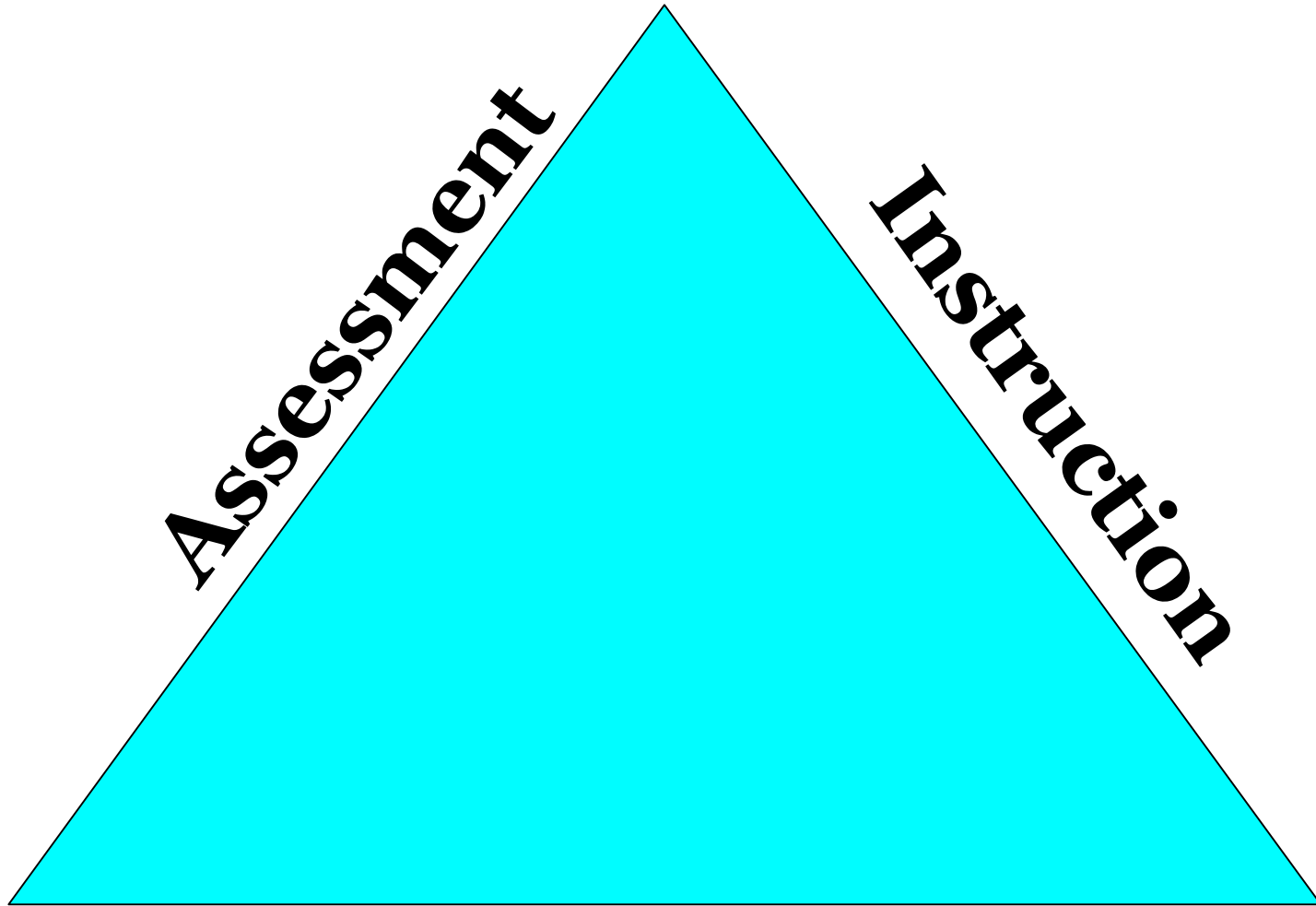
*Text comprehension instruction*

*Vocabulary instruction*

*Fluency instruction*

*Phonics instruction*

*Phonemic awareness instruction*



**Problem-Solving & Organization**

# Organization: Supporting Structures

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**Five building-level supporting structures promote Problem Solving and optimal student achievement:**

- **Continuous Measurement**
- **Grade-level Team Meetings**
- **Flexible Grouping**
- **Grade-level Scheduling**
- **Concentrated Resources**

Target: 43

Fall

**Benchmark**  
 45 students  
 05-06 66%  
 04-05 61%  
 03-04 56%

42

72

Winter

**Benchmark**  
 47 students  
 05-06 70%  
 04-05 69%  
 03-04 61%

2nd grade

90

Spring

Goal  
70%

**Benchmark**  
 05-06  
 04-05 68%  
 03-04 54%

**Strategic** <43, >=26  
 6 students  
 9%

2

**Strategic**  
 10 students  
 15%

**Strategic**

**Intensive** <26  
 17 students  
 25%

10

**Intensive**  
 10 students  
 15%

**Intensive**

Isis 30-86  
 Johanna 35-85  
 A.S. Marie 31-76  
 Peggy D 33-73  
 Peggy N 43-71  
 Tom T 65-70

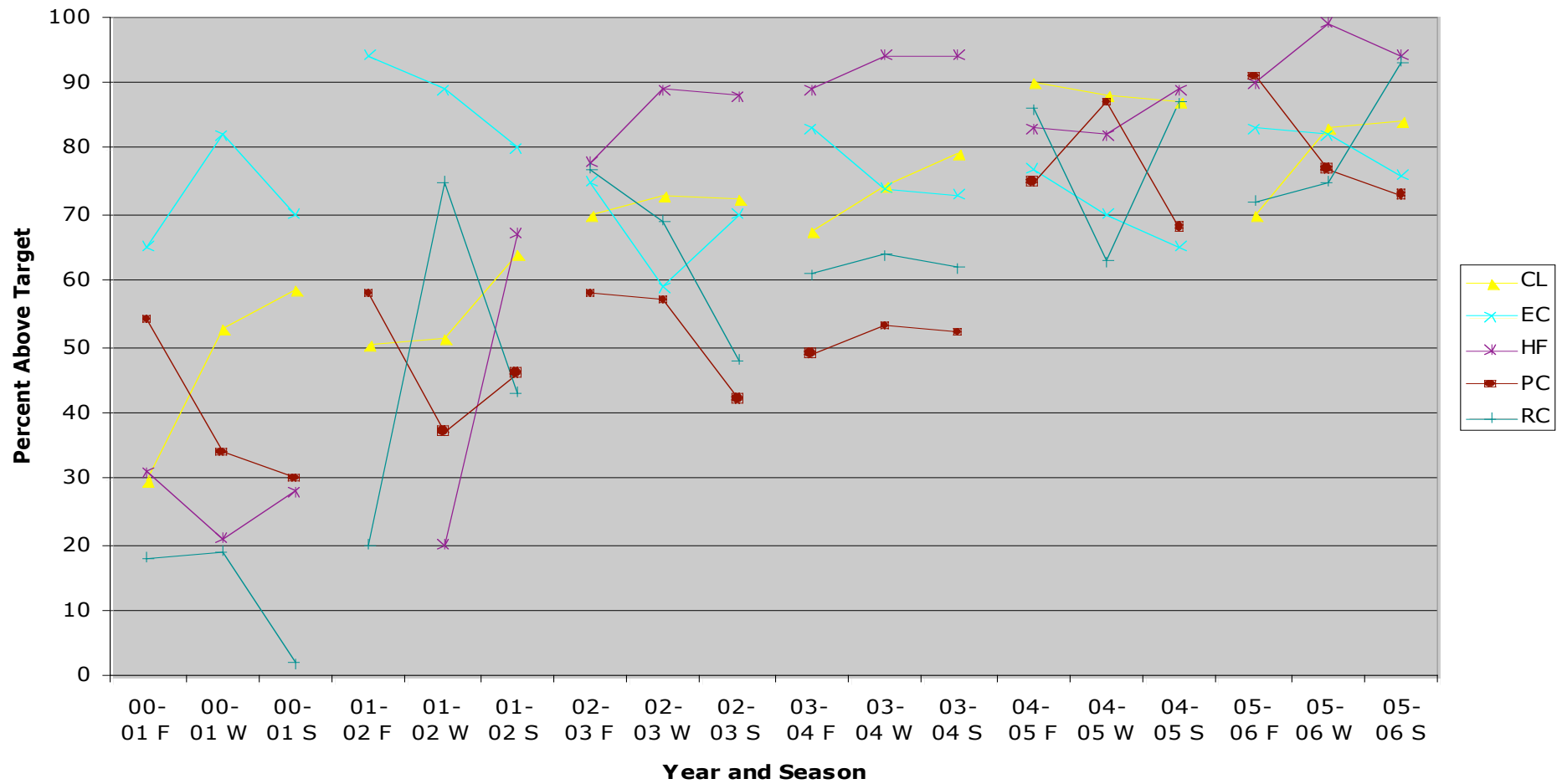
Bobby 21-67  
 Woody 16-63  
 Edward 15-58  
 Truman 24-57  
 James 10-53

Total Enrollment: 68

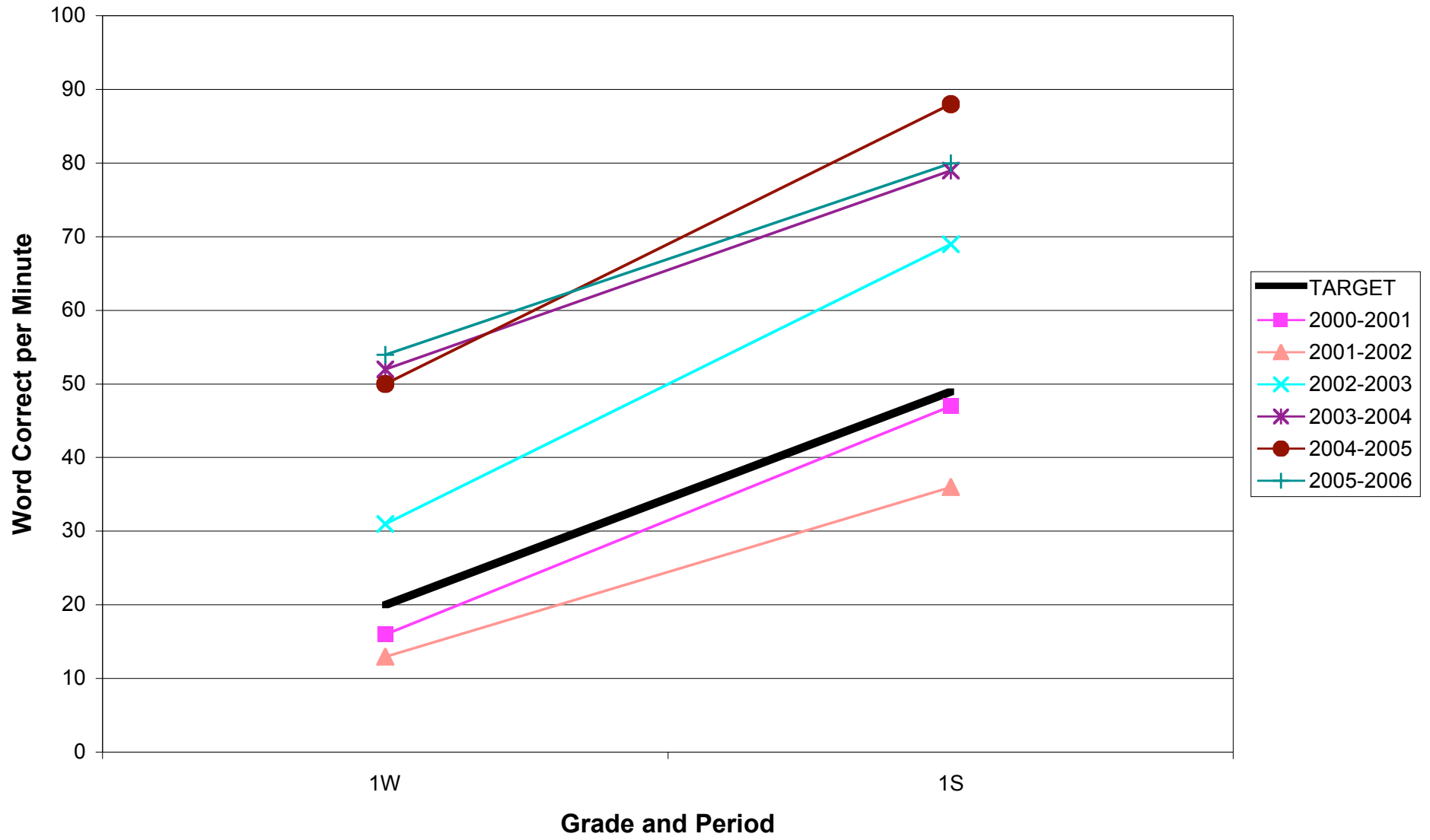
67

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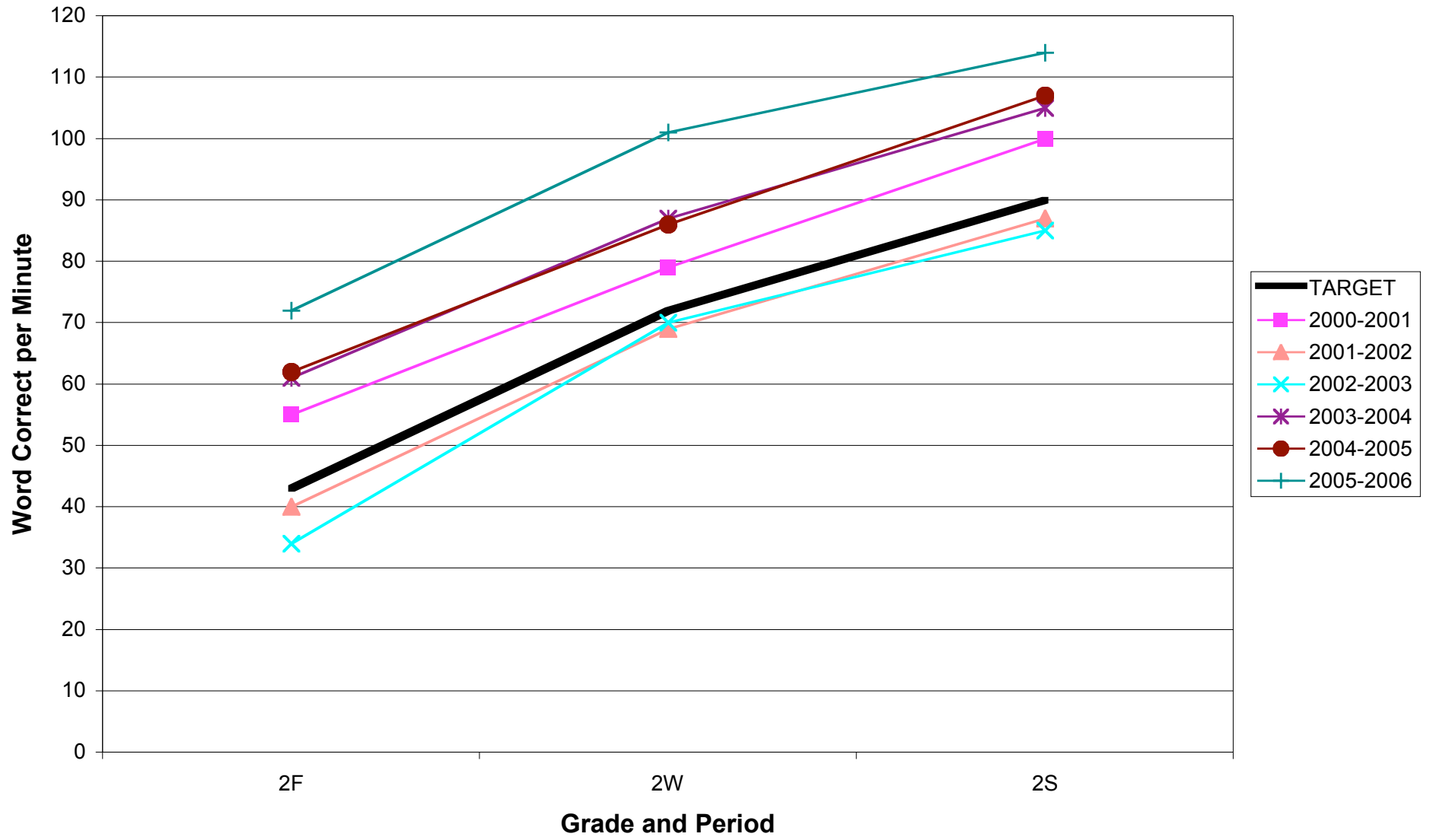
## Percent Above Target: Kindergarten Letter Sound Fluency by District



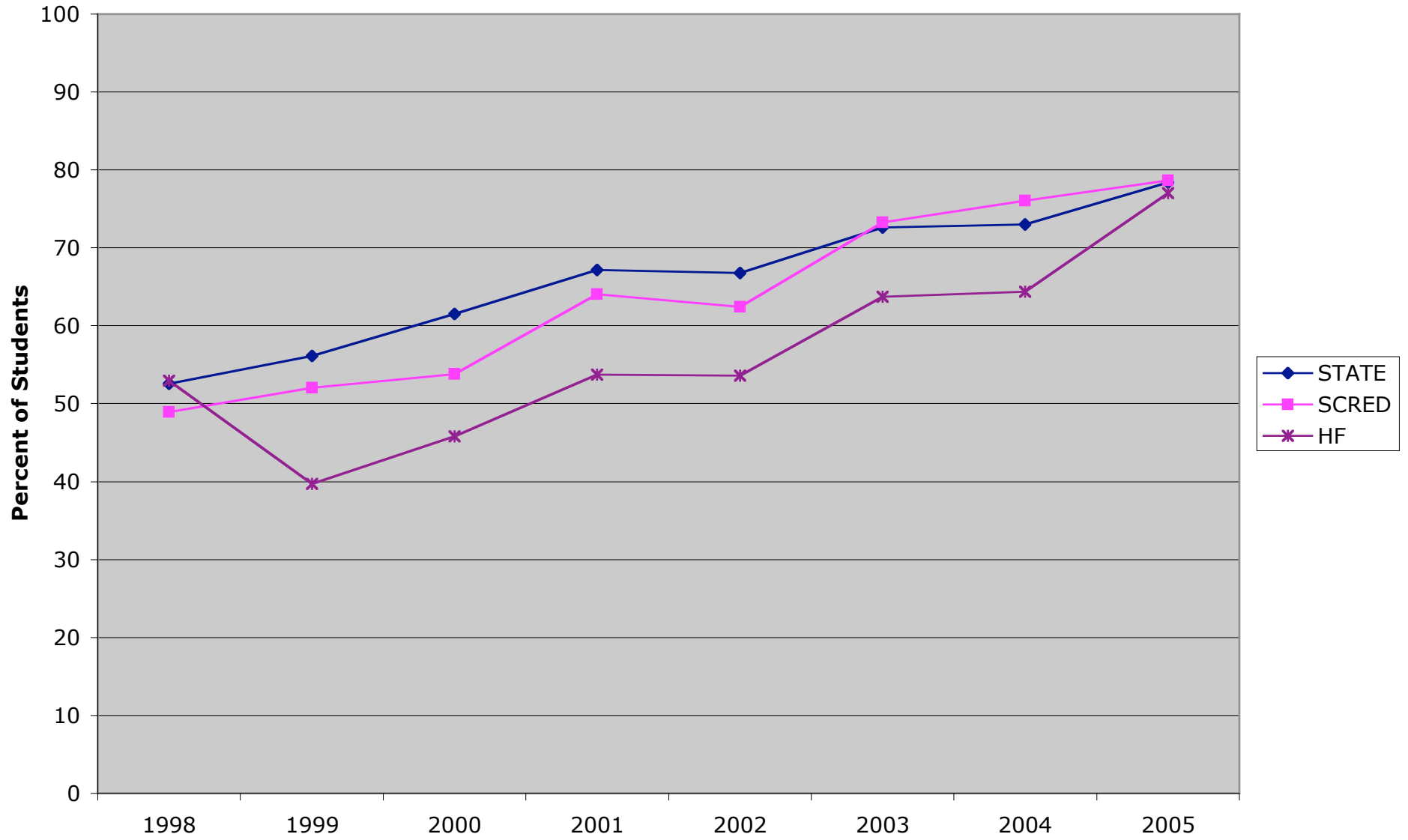
# Hinckley/Finlayson Reading Measure - Grade 1 Median Scores



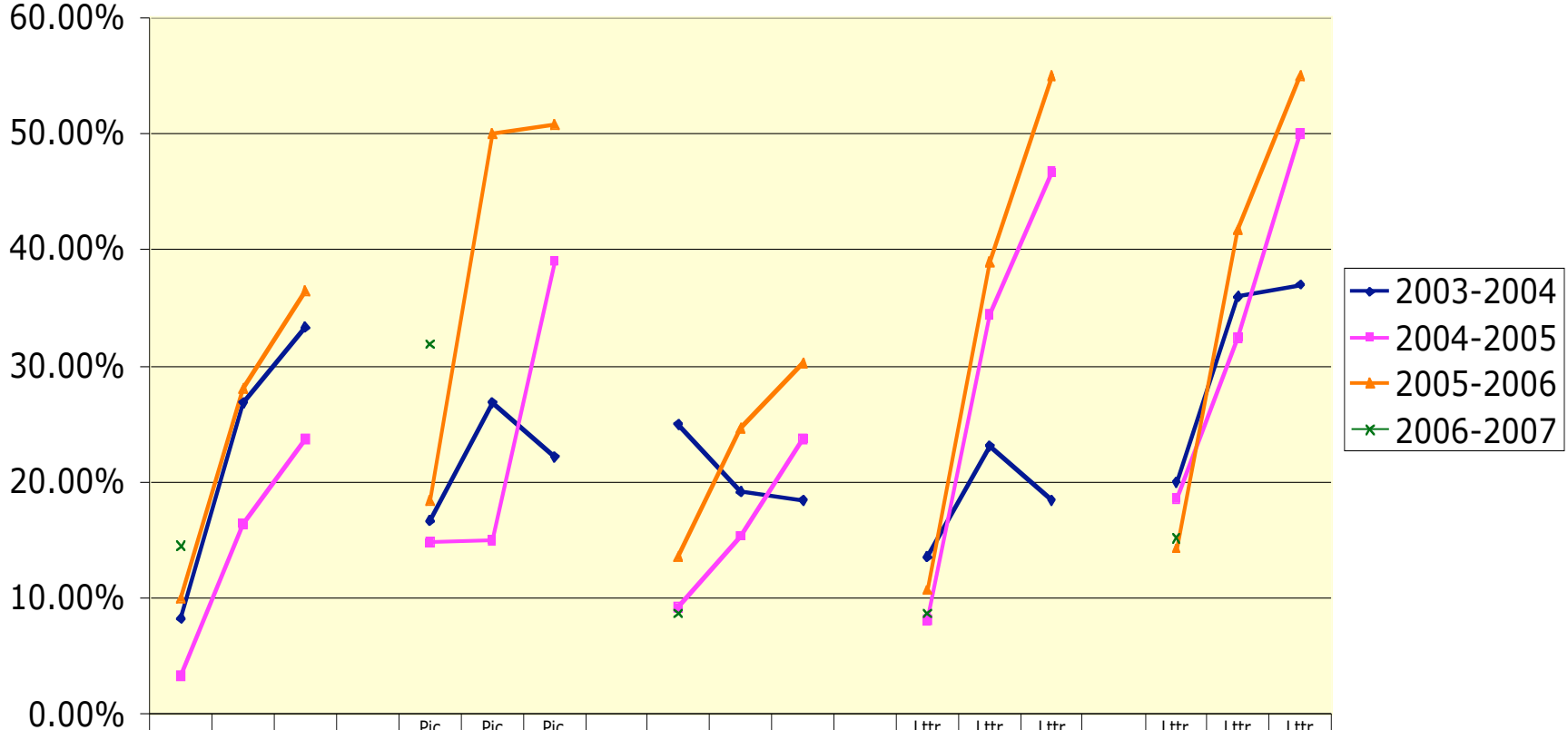
# Hinckley/Finlayson Reading Measure - Grade 2 Median Scores



### Percent at or Above 1420: MCA Reading (Grade 3)

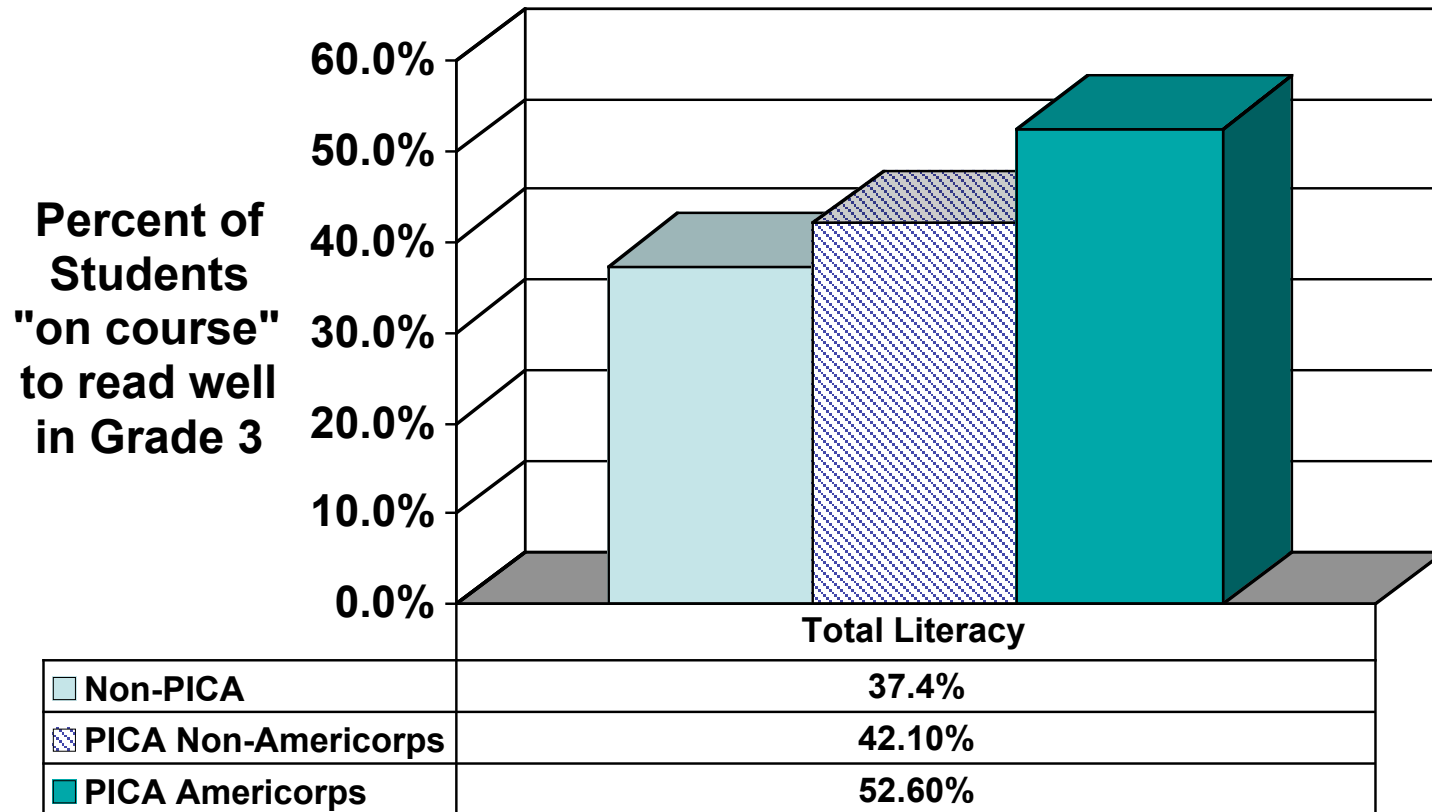


# Little Wildcats Student Outcomes: Comparison Across 4 Years

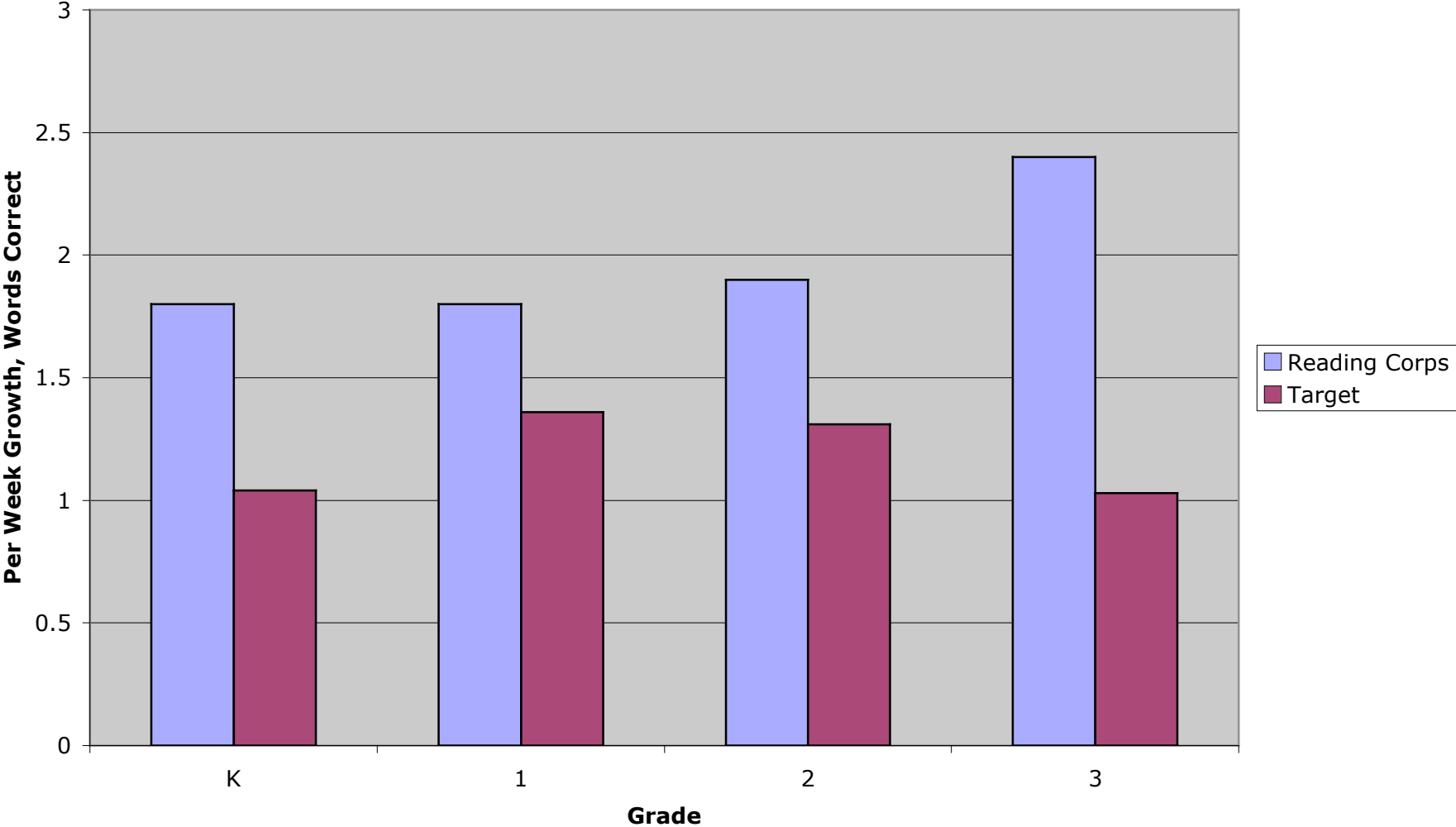


	Rhyme Fall	Rhyme Wint	Rhyme Spr		Pic Name Fall	Pic Name Win	Pic Name Spr		Allit Fall	Allit Wint	Allit Spr		Ltr Snd Fall	Ltr Snd Wint	Ltr Snd Spr		Ltr Nm Fall	Ltr Nm Wint	Ltr Nm Spr
◆ 2003-2004	8.30%	26.90	33.30		16.70	26.90	22.20		25.00	19.20	18.50		13.60	23.10	18.50		20.00	36.00	37.00
■ 2004-2005	3.30%	16.40	23.70		14.80	15.00	39.00		9.20%	15.40	23.70		8.10%	34.40	46.70		18.60	32.40	50.00
▲ 2005-2006	10.00	28.10	36.50		18.40	50.00	50.80		13.60	24.60	30.20		10.70	38.90	55.00		14.30	41.70	55.00
✕ 2006-2007	14.50				31.90				8.70%				8.70%				15.20		

# Percent “on course” to read well in grade 3 on MCAs Fall 2005 (n=72 students per group)



# Average Weekly Growth of Students Participating in Reading Corps vs. Target Growth



# Outcomes Manager: History

- Started 1/2002
- Developed out of need for:
  - Organizing Data
  - Understanding Assessment
  - Reporting on Student Performance
  - Evaluating Programs
- Districts already had several components of current assessment plan in place
- Background as a data analysis-oriented doctoral student in school psychology was good preparation

# Key Roles: Organizing Data

- Compiling master database
  - State tests
  - AIMSweb measures
  - Other assessments (ITBS, MAP, etc.)
  - Student demographic info
- AIMSweb data and contract management
  - Electronic updates of class lists and student info
  - Electronic updates of data?
  - Check for double students

# Key Roles: Organizing Data

- MAP data management
  - Preparing student information files
  - Managing MAP data warehouse
- Evolution to a single Data Warehouse
  - Common across districts
  - Communicates with multiple Student Info Systems
  - One login, one password
  - Quick access to student test & assessment data

## Tests and Assessments Home

### What's New?

- Check out the One-Click Reports (if you don't see the "One-Click Reports" heading below, check with your Tests & Assessments staff).
- Report Wizard has been merged into the Custom Report.
- Custom Report has been enhanced to allow strand selections only (no main test needed!).
- Custom Report and One-Click Reports have been enhanced to show statistics summary.
- Custom Report and One-Click Reports can be printed and also exported to a tab-delimited format.
- You have the ability to sort and re-sort on all fields in the Custom Report.
- Score Entry is available for certain defined tests.

















### One-Click Reports

Class:

Drop down menu to choose a class

Report Name	Report Description
<a href="#">EARLYLIT 2004-05</a>	Early Literacy measures for the prior school year
<a href="#">EARLYLIT 2005-06</a>	Early Literacy measures for the current school year
<a href="#">MAP MATH ALL</a>	Complete History of Overall MAP Math Scores
<a href="#">MAP MATH STRANDS</a>	MAP Math Strand Scores for most recent MAP test
<a href="#">MAP RDG ALL</a>	Complete History of Overall MAP Reading Scores
<a href="#">MAP RDG STRANDS</a>	MAP Reading Strand Scores & Lexiles for most recent MAP test
<a href="#">MATH 2004-05</a>	Math test scores for the prior school year
<a href="#">MATH 2005-06</a>	Math test scores for the current school year
<a href="#">MATHAPP ALL</a>	Complete History of Math Applications Scores
<a href="#">MATHF ALL</a>	Complete History of Math Facts Scores
<a href="#">ORF ALL</a>	Complete History of Oral Reading Fluency Scores
<a href="#">READING 2004-05</a>	Reading test scores for the prior school year
<a href="#">READING 2005-06</a>	Reading test scores for the current school year
<a href="#">WRITING 2004-05</a>	Writing/Language test scores for the prior school year

Select a report by clicking on a report name

Student	ID Number	Grade	Map Reading Fall 2004 2005 RIT SCORE	Map Reading Fall 2004 2005 Percentile	Map Reading Spring 2005 RIT SCORE	Map Reading Spring 2005 Percentile	Oral Reading Fluency Fall Benchmark 2005 RAW SCORE	Oral Reading Fluency Fall Benchmark 2005 NUMBER OF ERRORS	Oral Reading Fluency Winter Benchmark 2005 RAW SCORE	Oral Reading Fluency Winter Benchmark 2005 NUMBER OF ERRORS
AMBLER, ANDREW 	370948	04	190	49	199	50	104	1	96	0
ANDERSON, CAMERON 	365	04	188	44	206	70	144	2	142	1
CAGE, CLANCY 	98	04	204	84	212	84	110	1	131	2
CASELLA, ARI 	370054	04	202	80	209	77	154	3	190	0
COSTNER, ALLEY 	474	04	195	62	213	86	77	8	95	6
DOURIF, BILL 	324	04	208	91	211	82	125	1	157	1
GESNER, GARY 	370391	04	200	75	194	37	105	2	134	0
GROENING, CHARLES 	370008	04	207	90	217	93	151	0		
HEASLEY, ABRAHAM 	370421	04	190	49	195	40	93	0	122	1
HOFFMAN, COREY 	370574	04	200	75	203	61	148	5	178	2
MARTIN, ANNE 	353	04	203	83	210	80	112	0	158	3
MCINTYRE, ELAINE 	370265	04	200	75	202	58	139	1	149	0
MCKELLAR, FRED 	376	04	199	73	207	73	114	5	145	2
PENNY, FRANCES 	464	04	207	90	215	90	106	2	135	1
RICHARDS, DEAN 	370295	04	199	73	205	67	106	5	129	1
ROWAN, CHARLES 	370303	04	193	57	200	52	112	1	152	0

**AMBLER, ANDREW**

<u>School Year</u>	<u>Test Description</u>	<u>Test Date</u>	<u>Score 1</u>	<u>Score 2</u>	<u>Score 3</u>	<u>Test Version</u>	<u>T</u> <u>F</u>
2005	Oral Reading Fluency Spring Benchmark	05/13/2005	134	1			
2005	Math Facts Spring Benchmark	05/13/2005	14				
2005	Math Applications Spring Benchmark	05/13/2005	19				
2005	<u>Map Reading Spring 2005</u>	05/13/2005	199 RIT SCORE	50 Percentile	3.4 STANDARD ERROR		
2005	<u>Map Math Spring 2005</u>	05/13/2005	203 RIT SCORE	59 Percentile	3 STANDARD ERROR		
2005	<u>MN Comprehensive Assessment - Read Gr 03</u>	04/18/2005	1440 Scale	27 Percentile	3 LVL		
2005	<u>MN Comprehensive Assessment - Math Gr 03</u>	04/18/2005	1520 Scale	39 Percentile	4 LVL		
2005	Math Facts Winter Benchmark	01/13/2005	9				
2005	Oral Reading Fluency Winter Benchmark	01/13/2005	96	0			
2005	Math Applications Winter Benchmark	01/13/2005	17				
2005	<u>Map Math Fall 2004</u>	09/30/2004	196 RIT SCORE	69 Percentile	3.00 STANDARD ERROR		
2005	<u>Map Reading Fall 2004</u>	09/27/2004	190 RIT SCORE	49 Percentile	3.30 STANDARD ERROR		
2005	Math Facts Fall Benchmark	09/15/	7				

Subject: Mathematics

Goal Strand: Computation and Operations

RIT Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
<p><b>Whole Numbers - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Adds 1-digit to multiple-digit number, with regrouping<sup>†</sup></li> <li>• Adds two or three 2-digit numbers, with regrouping</li> <li>• Adds 2-digit to 3-digit number, with regrouping</li> <li>• Adds 3-digit numbers, with regrouping, with sums under 1000</li> <li>• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Subtracts 1-digit number from a 2-digit number, with regrouping<sup>†</sup></li> <li>• Subtracts a 1-digit number from a multiple-digit number<sup>†</sup></li> <li>• Subtracts 2- and/or 3-digit numbers with no regrouping</li> <li>• Subtracts 2-digit number from a 3-digit number, with regrouping</li> <li>• Instantly recalls basic subtraction facts with minuend less than 10<sup>†</sup></li> <li>• Subtracts multiple-digit numbers, with no regrouping<sup>†</sup></li> <li>• Subtracts 3- or 4-digit numbers, with regrouping</li> <li>• Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>• Performs mental computation with 2, 3, or 4 addends</li> <li>• Performs mental subtraction with numbers under 1000</li> <li>• Solves real-world addition problems with sums to 20 (result unknown)<sup>†</sup> - analysis</li> <li>• Solves real-world addition problems with sums to 20 (start unknown)<sup>†</sup></li> <li>• Solves real-world addition problems with sums to 1000</li> <li>• Solves real-world problems involving subtraction with numbers under 20</li> <li>• Solves real-world problems involving subtraction with numbers 100 and under</li> <li>• Solves real-world problems involving subtraction with</li> </ul>	<p><b>Whole Numbers - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Adds 2-digit to 3-digit number, with regrouping</li> <li>• Adds multiple-digit numbers, with sums under 1000</li> <li>• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Subtracts 1-digit number from a 2-digit number, with regrouping<sup>†</sup></li> <li>• Subtracts a 2-digit number from a 2-digit number, with regrouping</li> <li>• Subtracts a 2-digit number from a 3-digit number with a single regrouping</li> <li>• Subtracts multiple-digit numbers, with no regrouping<sup>†</sup></li> <li>• Subtracts 3- or 4-digit numbers, with regrouping</li> <li>• Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>• Solves problems using the inverse relationship between addition and subtraction<sup>†</sup></li> <li>• Uses number sense strategies to judge the reasonableness of given answers (addition/subtraction only)<sup>†</sup></li> <li>• Performs mental subtraction with numbers under 1000</li> <li>• Performs mental subtraction with numbers 1000 and over</li> <li>• Solves real-world addition problems with sums to 20 (result unknown) - analysis</li> <li>• Solves real-world addition problems with sums to 100 (start unknown)<sup>†</sup></li> <li>• Solves real-world problems involving subtraction with numbers 100 and under</li> <li>• Solves real-world problems involving subtraction with numbers under 1000</li> <li>• Solves addition word problems with sums over 1000</li> <li>• Solves subtraction word problems with numbers over 1000</li> <li>• Uses a number line to construct subtraction facts with</li> </ul>	<p><b>Whole Numbers - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Instantly recalls basic addition facts with sums to 18 in a table<sup>†</sup></li> <li>• Adds multiple-digit numbers, with sums under 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Subtracts 3- or 4-digit numbers, with regrouping</li> <li>• Subtracts numbers with 5-digits or more, with regrouping</li> <li>• Uses strategies to determine 2 or more missing digits (addition/subtraction only)</li> <li>• Uses number sense strategies to solve problems (addition/subtraction only)</li> <li>• Uses reasoning strategies to solve magic squares and related puzzles (addition/subtraction only)</li> <li>• Performs mental computation with more than 4 addends</li> <li>• Performs mental subtraction with numbers 1000 and over</li> <li>• Solves real-world addition problems with sums to 100 (start unknown)<sup>†</sup></li> <li>• Solves real-world problems involving subtraction with numbers 100 and under (analysis)</li> <li>• Solves subtraction word problems with numbers over 1000</li> <li>• Adds and subtracts whole numbers using place value</li> </ul>

# Key Roles: Understanding Assessment

- Staff development & teacher training
- MAP Coordinator and Trainer
  - Train-the-trainers administering MAP and interpreting results
  - Resource for questions about how to use MAP effectively
- Resource for questions about state testing
  - MCA Prep
  - Understand test specifications
  - Understand test design

# Key Roles: Understanding Assessment

- NCLB and State Testing issues
  - Minnesota Assessment Group
  - Technical Advisory Committee
  - Report Card Working Group
  - Stay abreast of academic literature and mass media on these issues
- Streamline PreK-12 assessment
  - Administrative groups or Assessment committees
  - Linking measures through predictive validity and target scores

# SF1190 & HF 1561

*Can the SCRED Reading Model  
be used as the basis for state policy?*

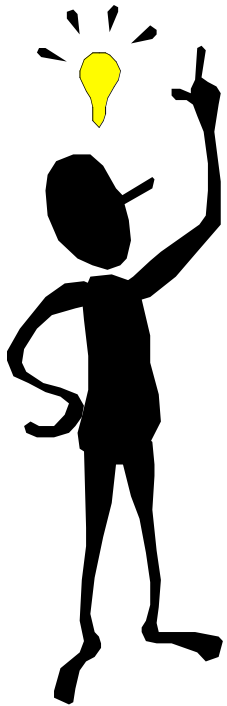
## Bill Components

- Policy Change: *from “pre-referral to early Intervention and Prevention*
- Flexibility provisions: *non-categorical service delivery*
- Revenue
  - *Assessment*
  - *Tier II Instruction*
  - *Problem Solving training*
- Technical Assistance Centers
  - *SCRED, Minneapolis, Stillwater*

# Midwest RTI Conference

- September 13-14 2007
- Sheraton Bloomington
- Designed for Building/District teams
- Overview
- Building Assessment
- Break Out
- Building Action Plan

# Preventing Reading Failure



**Problem-Solving Process**

**Get it right the first time!**