High School Response to Intervention: Progress Monitoring

A Webinar Sponsored by the National Center on Response to Intervention, the National High School Center, and the Center on Instruction

Wednesday, May 12, 3:00 - 4:30 EDT
High School Tiered Interventions Initiative (HSTII)

- Collaboration among three national technical assistance centers
  - Center on Instruction (Special Education Strand)
  - National Center on Response to Intervention
  - National High School Center

- Goal is to enhance the understanding of how tiered intervention models are emerging in high schools
HSTII Approach

- Identified high schools implementing tiered interventions based on recommendations
- Contacted 51 high schools
- Interviewed 20 high school administrators
- Convened Technical Advisory Group
- Conducted 8 site visits
High School RTI: Progress Monitoring

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Presentation Overview

- Selecting a Progress Monitoring Approach in High School
- Overview of Curriculum-Based Measurement (CBM)
- CBM Tools for High School
- Developing CBM Tools
Selecting a Progress Monitoring Approach in High School

- Depends on the *purpose*.
  - Monitoring attendance? Behavior?
    - Attendance, office referrals, behavioral observations
  - Mastery of specific content?
    - Grades, test scores, performance on competencies
  - Monitoring overall proficiency in basic skills needed to access the curriculum?
    - General outcome measures, such as Curriculum-Based Measurement (CBM)
Purpose
Research
Demonstration

OVERVIEW OF CBM
Purpose of CBM

A *simple, efficient* set of *standard* procedures that

- Are objective
- Allow for comparison of students to peers and to grade-level benchmarks
- Allow for repeated measurement
- Show student growth over time
Purpose of CBM

- Reflect *vital signs* of academic health
  - Indicate whether something is wrong
  - Suggest whether further diagnosis and treatment is needed
CBM Research

Developed by Stan Deno and colleagues at the University of Minnesota (IRLD; e.g., Deno, 1985)

Criteria for CBM:

- Technically adequate
  - Reliable
  - Valid,
  - Sensitive to growth
- Practical
  - Easy to use and understand
  - Brief
  - Repeatable
Over 30 years of research in reading, mathematics, written expression, and content areas

- Relatively few studies focusing on high school students
- Most research addresses reliability and validity of measures
- Some research addresses use of measures to monitor progress

See *Journal of Special Education, 41, Summer 2007* for reviews
CBM Demonstration: Progress Monitoring

1. Determine current level of performance
2. Set individual annual goal -- tied to general education standards
3. Monitor individual progress towards goal
4. Evaluate and modify instruction on basis of rate of progress towards goal

Graph showing the number of correct maze choices over weeks from 11/24/12 to 5/25/13.
High School Tiered Interventions Initiative

Reading
Mathematics
Written Expression
Content Areas

CBM TOOLS FOR HIGH SCHOOL
Description:
- Read aloud for 1 minute
- Count words read correctly

Research for high school:
- Reliability: $r = .93$ to $.97$
- Validity: $r = .76$ to $.89$
- Not sensitive to growth

Sample: Vanderbilt Passages

Espin, Wallace, Lembke, Campbell, & Long, 2010; Ticha, Espin, & Wayman, 2009
Reading: Maze Task

Description
- Read silently for 2-3 min
- Every 7th word replaced with three choices
- Circle correct word
- Count correct selections

Research
- Reliability: \( r = 0.79 \) to \( 0.96 \)
- Validity: \( r = 0.75 \) to \( 0.88 \)
- Sensitive to growth

Sample:

Vanderbilt Passages

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Espin, Wallace, Lembke, Campbell, & Long, 2010; Ticha, Espin, & Wayman, 2009

High School Tiered Interventions Initiative
Mathematics

- **Description**
  - Basic facts
  - Estimation (computation and word problems)
  - Algebra
  - Basic skills
  - Algebra foundations

- **Research**
  - Preliminary evidence of reliability, validity, and sensitivity to growth

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### Sample: Project AIMMS

- **Foegen, Jiban, & Deno, 2007; Foegen, Olson, & Impecoven-Lind, 2008**

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**High School Tiered Interventions Initiative**
Written Expression

Description
- Respond to prompt for 5 to 10 minutes
- Prompts are scored for correct minus incorrect word sequences

Research
- Reliability: $r = .66$ to $.85$
- Validity: $r = .57$ to $.60$
- Sensitive to growth
- Longer, expository samples may be better

Sample:
Research Institute on Progress Monitoring

Espin, De La Paz, Scierka, & Roelofs, 2005; Espin, Shin, Deno, Skare, Robinson, & Benner, 2000
Content Areas: Vocabulary Matching

- **Description**
  - Match content-area terms with definitions for 5 min

- **Research**
  - Criterion-related validity ($rs = .59-.84$)
  - Sensitive to growth

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Espin, Busch, Shin, & Kruschwitz, 2001; Espin & Foegen, 1996; Espin, Shin, & Busch, 2005
DEVELOPING CBM TOOLS
General Procedures for Measure Development

- **Identify the domain** in which student progress will be monitored (i.e., reading, math, writing, content areas)
- **Sample from the curriculum** in which students are learning
- Create **alternate forms** that are of the same difficulty level
Developing the Maze Task

1. Select a passage at the desired grade level.
2. Leave the 1\textsuperscript{st} sentence intact.
3. Starting with the 2\textsuperscript{nd} sentence:
   - Delete every 7th word.
   - Replace the deleted word with 3 choices, including:
     - The correct word
     - Two distracters

   Distracters should NOT:
   - Be semantically correct
   - Rhyme
   - Sound similar to the correct answer
   - Be visually similar to the correct choice

Espin & Foegen, 1996
High School Tiered Interventions Initiative
Administering and Scoring the Maze Task

Administer:
- Give the students 2-3 min to read the passage and make their selections (always use the same amount of time)

Score:
- Count the number of correct choices

Espin & Foegen, 1996
1. Determine whether you will use narrative or expository prompts.

2. Use prompts that will tap background knowledge of typical high school students.

3. Use simple language.

- **Narrative**
  - Should be open-ended

- **Expository**
  - Should prompt the student to describe and explain

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Espin, De La Paz, Scierka, & Roelofs, 2005; Espin, Shin, Deno, Skare, Robinson, & Benner, 2000

High School Tiered Interventions Initiative
Sample Writing Prompts

**Narrative**
- One night I had a strange dream about...
- It was the last day of school so I decided to...
- One day, when I got home from school...
- One day my friend told me the strangest story...
- I was walking home when I found a $100 bill on the sidewalk and...
- One morning I found a note under my pillow that said . . .

**Expository**
- Describe a game you like to play and tell why you like it.
- Describe your favorite day of the week and tell why you like it.
- Describe your favorite time of the year and tell why you like it.
- Describe your favorite thing to do and tell why you like it.
- Describe a place you like to go and tell why you like to go there.
- Describe the clothes that kids wear in your school and tell why kids wear them.
Administering and Scoring Writing Prompts

**Administer**
- Provide students with paper with prompt at the top or on the board.
- Read the prompt aloud to them.
- Provide the students with 30 seconds to think and 5-10 minutes to write (always use the same amount of time).

**Score**
- Score for correct minus incorrect word sequences (CIWS).
- For scoring instructions, visit the Research Institute on Progress Monitoring at [http://progressmonitoring.org/RIPMProducts2.html#scoring](http://progressmonitoring.org/RIPMProducts2.html#scoring)

Espin, De La Paz, Scierka, & Roelofs, 2005; Espin, Shin, Deno, Skare, Robinson, & Benner, 2000
Developing Vocabulary Matching Measures

1. Identify vocabulary terms to be covered within the content area (across the term or year)
2. Create probes by selecting 22 terms randomly (with replacement) from the larger pool
3. Provide 20 definitions to be matched to the 22 terms (2 terms serve as distracters)
   - Definitions may come from textbook glossaries
   - Modify definitions to consist of 15 or fewer words
4. Place definitions in alphabetical order vertically on the left side of a page
5. Place definitions in random order on the right side of the page, and number from 1-20
Administering and Scoring Vocabulary Matching

- **Administer**
  - Provide students with 5 minutes to read and match the terms with their definitions
  - If administrator is reading the definitions:
    - First read the entire list of terms
    - Then read the definitions one at a time at 15-second intervals
  - Students mark the term with the number corresponding to each definition

- **Score**
  - Count the number of correctly-matched terms

Espin, Busch, Shin, & Kruschwitz, 2001
Mathematics Measures

Basic Skills, Concepts and Applications

- From Vanderbilt, contact Flora Murray at flora.murray@Vanderbilt.Edu (available through Pro-Ed)
- AIMSweb: http://www.aimsweb.com/
- easyCBM: http://easycbm.oregon.edu/

Algebra measures

- Project AIMMS:
  http://www.ci.hs.iastate.edu/aaims/homepage.php

Foegen, Jiban, & Deno, 2007; Foegen, Olson, & Impecoven-Lind, 2008
References


The Wa-Hi Way

RTI Implementation Journey
At Walla Walla High School
## Who are we?

<table>
<thead>
<tr>
<th>Enrollment</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>October 2008 Student Count</td>
<td>1,912</td>
</tr>
<tr>
<td>May 2009 Student Count</td>
<td>1,848</td>
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</table>

<table>
<thead>
<tr>
<th>Gender (October 2008)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>957</td>
</tr>
<tr>
<td></td>
<td>50.1%</td>
</tr>
<tr>
<td>Female</td>
<td>955</td>
</tr>
<tr>
<td></td>
<td>49.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity (October 2008)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>18</td>
</tr>
<tr>
<td>Indian/Alaskan Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>2.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>2.0%</td>
</tr>
<tr>
<td>Black</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>1.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>571</td>
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<tr>
<td></td>
<td>29.9%</td>
</tr>
<tr>
<td>White</td>
<td>1,255</td>
</tr>
<tr>
<td></td>
<td>65.6%</td>
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<table>
<thead>
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<th>Special Programs</th>
<th></th>
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<tr>
<td>Free or Reduced-Price Meals (May 2009)</td>
<td>727</td>
</tr>
<tr>
<td></td>
<td>39.3%</td>
</tr>
<tr>
<td>Special Education (May 2009)</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>9.6%</td>
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<tr>
<td>Transitional Bilingual (May 2009)</td>
<td>115</td>
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<tr>
<td></td>
<td>6.2%</td>
</tr>
<tr>
<td>Migrant (May 2009)</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>1.6%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Information (more info)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Annual Dropout Rate (2007-08)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>1.2%</td>
</tr>
<tr>
<td>On-Time Graduation Rate (2007-08)</td>
<td>326</td>
</tr>
<tr>
<td></td>
<td>86.7%</td>
</tr>
<tr>
<td>Extended Graduation Rate (2007-08)</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>89.4%</td>
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</tbody>
</table>
### Teacher Information (2008-09)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>96</td>
</tr>
<tr>
<td>Average Years of Teacher Experience</td>
<td>12.1</td>
</tr>
<tr>
<td>Teachers with at least a Master's Degree</td>
<td>80.2%</td>
</tr>
<tr>
<td>Total number of teachers who teach core academic classes</td>
<td>67</td>
</tr>
<tr>
<td>% of teachers teaching with an emergency certificate</td>
<td>0.0%</td>
</tr>
<tr>
<td>% of teacher teaching with a conditional certificate</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total number of core academic classes</td>
<td>311</td>
</tr>
</tbody>
</table>

### NCLB Highly Qualified Teacher Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>% of classes taught by teachers meeting NCLB highly qualified (HQ) definition</td>
<td>98.7%</td>
</tr>
<tr>
<td>% of classes taught by teachers who do not meet NCLB HQ definition</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
Our Journey

Literacy First (2003)
- School wide reading instruction strategies
- Intensive reading instruction
- Job embedded professional development

Literacy First
- Data driven student placement in English courses
- Instructional coaches
- Beginning of Tiered Instruction

PLC
- “Whatever It takes”
- Defined the work for professional learning communities
- Systematic efforts to address student achievement
## Our Journey

### Response To Intervention

<table>
<thead>
<tr>
<th>PLC</th>
<th>The Work</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want our student to know?</td>
<td>Curriculum Alignment</td>
<td>Literacy First</td>
</tr>
<tr>
<td>How do we know they have learned it?</td>
<td>Common Assessments</td>
<td>GLAD</td>
</tr>
<tr>
<td>What do we do when they don’t learn it?</td>
<td>Data-driven student placement</td>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td>What do we do when they do learn it?</td>
<td>Student Support Team</td>
<td>AVID</td>
</tr>
<tr>
<td></td>
<td>Tier II courses</td>
<td>Student Learning Protocol</td>
</tr>
<tr>
<td></td>
<td>9th Grade transition</td>
<td>Critical Friends Group</td>
</tr>
<tr>
<td></td>
<td>OASIS</td>
<td>Standards Based Assessment</td>
</tr>
</tbody>
</table>
Tier II Intervention Classes

- Basic English classes at each grade level
- Co-Teaching model in English & Math
- Algebra Support
- Guided Study
- AVID elective classes
- Credit Retrieval Classes
- Twilight School
Challenges

- Innovative use of funds and resources
- Paradigm shift in teaching philosophy of high school teachers
- Earning grades vs. learning standards
- Matching ‘right’ teachers to ‘right’ kids
- Accessing data, understanding data, using data
- Timely movement in and out of tiers
- TIME, TIME, TIME!
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced; at or above grade level</strong></td>
<td>□ Honors Freshmen English □ Students self selected to be in this class. □ Summer reading required.</td>
<td>□ WASL Reading score 415 or higher (7th) □ WASL Writing score 9 or above □ MAP Reading score 223 or above □ Teacher recommendation □ Other:</td>
</tr>
<tr>
<td><strong>At or near grade level</strong></td>
<td>□ Freshmen English</td>
<td>□ WASL Reading score 390 – 415 □ WASL Writing score 8 or above □ MAP Reading score 218 or above □ For an ELL student WLPT II level 3 with a composite score 726 or above □ Teacher recommendation □ Other:</td>
</tr>
<tr>
<td><strong>Below grade level</strong></td>
<td>□ Basic Freshmen English □ Students requiring support in reading in order to access grade level materials □ Supplemental reading materials and strategies are used.</td>
<td>□ WASL Reading score 389 or below* □ WASL Writing score 7 or below* □ MAP Reading score 217 or below* □ 25% or below on 8th grade Spring MAP Reading score □ Teacher recommendation</td>
</tr>
<tr>
<td></td>
<td>□ Co-Taught English</td>
<td>□ For an ELL student: WLPT II level 3 with a composite score between 661-725</td>
</tr>
<tr>
<td><strong>ELL</strong></td>
<td>□ Oral Languages 1-2 □ Oral Languages 3-4 □ Students whose reading and writing are impacted by their very limited English vocabulary and language skills □ Students who are hesitant to risk using their English language in general classrooms □ ELL students are enrolled in Basic English classes, in addition to Oral Language</td>
<td>□ Student is directly served in an ESL program at the middle school level. □ For Oral Language 1-2: WLPT II level 1 with a composite score between 441-612 □ For Oral Language 3-4: WLPT II level 2 with a composite score between 613-660 □ If an ELL student has an IEP, his/her needs will be evaluated individually</td>
</tr>
</tbody>
</table>

**Other Recommendations**
- After School Tutorial
- Bilingual para support
- Referral to Student Support Team
- Referral to Counselor Watch
- Guided Study Class
## Tier II Intervention: Basic English Classes

**Focus:** For students identified with marked difficulties and have not responded to Tier I efforts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Universal Screening Criteria</th>
<th>Progress Monitoring Assessments</th>
<th>Skills</th>
<th>Core Curriculum</th>
<th>Supplemental Materials “More”</th>
<th>Instructional Interventions</th>
</tr>
</thead>
</table>
| Basic Freshmen English English | Map WASL Teacher Rec.          | MAP 3 times per year            | • Plot  
  • Point of view and character  
  • Setting  
  • Theme  
  • Persuasive writing          | McDougal Littell 9th grade book | Reading/Writing Modules       | GLAD Flexible grouping Para educator |
| Basic Sophomore English | Map WASL Teacher Rec.          | MAP 3 times per year            | • Plot  
  • Point of view and character  
  • Setting  
  • Theme  
  • Persuasive  
  • Author’s purpose  
  • Historical context  
  • Expository writing         | McDougal Littell 9th grade book | Reading/Writing Modules       | GLAD Flexible grouping Para educator |
| Basic Junior English   | Map HSPE Teacher Rec.          | MAP 3 times per year            | Same as Tier I students- 10                                            | McDougal Littell 10th grade book | Reading/Writing Modules       | GLAD Flexible grouping Para educator |
| Basic Senior English   | Map HSPE Teacher Rec.          | MAP 3 times per year            | Same as Tier I students -10                                           | McDougal Littell 10th grade book | Reading/Writing Modules       | GLAD Flexible grouping Para educator |

**Exit Criteria:** Student achieves 25th percentile  
Continue in Tier II: Student progressing but still below average

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**High School Tiered Interventions Initiative**
### Tier III SPED English Classes
**Focus:** For students identified with a specific learning disability in Reading and/or written language.

<table>
<thead>
<tr>
<th>Course</th>
<th>Universal Screening Criteria</th>
<th>Progress Monitoring Assessments</th>
<th>Skills</th>
<th>Core Curriculum</th>
<th>Supplemental Materials “More”</th>
<th>Instructional Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I SPED</td>
<td>Map WASL CBA (R&amp;W) (Maze, Dibels, 6 Traits) Teacher Rec.</td>
<td>MAP 3 times per year CBA Decoding Survey</td>
<td>Plot, Point of view and character, Setting, Theme, Persuasive writing</td>
<td>VOYAGER Journeys I (?)</td>
<td>Reading/Writing Modules Language! A-B No Glamour Grammar Technology Tools</td>
<td>Small class size GLAD/AVID Flexible grouping Para educator</td>
</tr>
<tr>
<td>English II SPED</td>
<td>Map WASL CBA (R&amp;W) (Maze, Dibels, 6 Traits) Teacher Rec.</td>
<td>MAP 3 times per year CBA Decoding Survey</td>
<td>Plot, Point of view and character, Setting, Theme, Persuasive</td>
<td>VOYAGER Journeys I</td>
<td>Reading/Writing Modules Language! C No Glamour Grammar Technology Tools</td>
<td>Small class size GLAD/AVID Flexible grouping Para educator</td>
</tr>
<tr>
<td>English III SPED</td>
<td>Map HSPE CBA (R&amp;W) (Maze, Dibels, 6 Traits) Teacher Rec.</td>
<td>MAP 3 times per year CBA Decoding Survey</td>
<td>Plot, Point of view and character, Setting, Theme, Persuasive, Author’s purpose, Historical Context, Expository Writing</td>
<td>VOYAGER Journeys I (?)</td>
<td>Reading/Writing Modules Language! C No Glamour Grammar Technology Tools</td>
<td>Small class size GLAD/AVID Flexible grouping Para educator</td>
</tr>
<tr>
<td>English IV SPED</td>
<td>Map HSPE CBA (R&amp;W) (Maze, Dibels, 6 Traits) Teacher Rec.</td>
<td>MAP 3 times per year CBA Decoding Survey</td>
<td>Plot, Point of view and character, Setting</td>
<td>VOYAGER Journeys I (?)</td>
<td>Reading/Writing Modules Language! D-E No Glamour</td>
<td>Small class size GLAD/AVID Flexible grouping Para educator</td>
</tr>
<tr>
<td></td>
<td>Course Title</td>
<td>Criteria</td>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Advanced; at or above grade level</strong></td>
<td>□ Honors Algebra 3A-4A</td>
<td>□ Enrolled in Algebra or Geometry in 8th grade</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>□ Honors Geometry 1A-2A</td>
<td>□ Teacher recommendation to move onto the next level</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>□ Geometry 1-2</td>
<td>□ 400 or above on 7th grade math WASL</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>□ MAP math score of 250 or higher (245 ok for Geometry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>At or near grade level</strong></td>
<td>□ Algebra 1-2</td>
<td>□ Enrolled in 8th grade math</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>□ Teacher recommendation to move onto the next level</td>
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<tr>
<td></td>
<td></td>
<td>□ High Level 2 and Level 3 on 7th grade math WASL (385 or higher)</td>
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<tr>
<td></td>
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<td>□ MAP math score of 235 or higher</td>
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<td></td>
<td></td>
<td>□ Other:</td>
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<tr>
<td><strong>Below grade level</strong></td>
<td>□ Algebra 1-2 plus Algebra Support Class</td>
<td>□ Teacher recommendation</td>
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<tr>
<td></td>
<td></td>
<td>□ Below 25 % on the spring math MAP score will be considered</td>
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<tr>
<td></td>
<td></td>
<td>□ Low Level 2 and Level 1 on 7th grade math WASL (below 385)</td>
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<td></td>
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<td>□ Other:</td>
<td></td>
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<tr>
<td><strong>Advanced; at or above grade level</strong></td>
<td>□ Honors Freshmen Science</td>
<td>□ Teacher recommendation</td>
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<td></td>
<td></td>
<td>□ Students who are placed in Geometry or above math placement</td>
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<tr>
<td><strong>Everyone else</strong></td>
<td>□ Freshmen Science</td>
<td></td>
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<tr>
<td><strong>Special Education</strong></td>
<td>□ See flow chart</td>
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<tr>
<td><strong>Other Recommendations</strong></td>
<td>□ After School Tutorial</td>
<td></td>
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<tr>
<td></td>
<td>□ Bilingual para support</td>
<td></td>
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<tr>
<td></td>
<td>□ Referral to Student Support Team</td>
<td></td>
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<tr>
<td></td>
<td>□ Referral to Counselor Watch</td>
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<tr>
<td></td>
<td>□ Guided Study Class</td>
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</table>
High School Tiered Interventions Initiative

Special Education Placement For High School Math

Data Points for Placement:
- MAP
- WASL
- Teacher Recommendation

Foundations in Pre-Algebra
Curriculum:
- Math Connects, Course 2
- 7th grade standards
Supplementals:
- Math Triumphs
- Math in the Minds Eye
- Origo

Foundations in Algebra
Curriculum:
- Math Connects, Course 3
- 8th grade standards
Supplementals:
- Math Triumphs
- Math in the Minds Eye
- Origo

Co-Taught Algebra with Support
Curriculum:
- HS Adopted Algebra Curriculum
- Algebra 1 standards
Supplementals:
- Math Triumphs
- Math in the Minds Eye
- Origo

Co-Taught Geometry
Curriculum:
- HS Adopted Geometry Curriculum
- Geometry standards
Supplementals:
- Math Triumphs
- Math in the Minds Eye
- Origo

Functional Math I
Curriculum:
Supplementals:

Functional Math II
Curriculum:
Supplementals:

Functional Math III
Curriculum:
Supplementals:

Algebra 3-4 with Para Support
Curriculum:
- HS adopted Algebra 3-4 Curriculum
- Algebra 2 standards
Supplementals:
- Math Triumphs
- Math in the Mind’s Eye
- Origo

Consumer Math
Curriculum:
- HS Adopted Consumer Math Curriculum
Supplementals:
- Math Triumphs
- Math in the Mind’s Eye
- Origo
Wa-Hi’s Tiers

- **Tier 3**: ESOL, Special Education (5%)
- **Tier 2**: Basic Eng., Algebra Supp., Guided Study (6%)
- **Tier 1**: Freshman Eng., etc. Algebra, Geometry, etc. College Prep Science, US History, etc. (68%)
- **Tier “A”**: Honors, AP (20%)
## The Assessment Data Trend

(Green indicates higher than state average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
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<td>State</td>
<td>Wa-Hi</td>
<td>State</td>
<td>Wa-Hi</td>
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<tr>
<td>2003</td>
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<td>52.1%</td>
<td>39.4%</td>
<td>34.9%</td>
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<tr>
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<td>60.5%</td>
<td>56.6%</td>
<td>31.8%</td>
<td>33.9%</td>
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<tr>
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<td>43.9%</td>
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<td>65.2%</td>
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<tr>
<td>2006</td>
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<td>79.8%</td>
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<td>84.1%</td>
<td>50.4%</td>
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<td>87.4%</td>
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<td>86.7%</td>
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Student reading history at a glance

<table>
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<th>Reading</th>
<th>4th</th>
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<th>6th</th>
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<tbody>
<tr>
<td>Above Standard</td>
<td>F</td>
<td>W</td>
<td>S</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<td>Meets Standard</td>
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<td>Below Standard</td>
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<tr>
<td>At Risk</td>
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# High School Tiered Interventions Initiative

## Reading details

<table>
<thead>
<tr>
<th>MAP</th>
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<tr>
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<td>4th</td>
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<tr>
<td>Target</td>
<td>201</td>
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<td>5th</td>
<td><strong>177</strong></td>
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<tr>
<td>Target</td>
<td>208</td>
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<tr>
<td>6th</td>
<td><strong>194</strong></td>
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<tr>
<td>Target</td>
<td>213</td>
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<tr>
<td>7th</td>
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<tr>
<td>Target</td>
<td>217</td>
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<td>8th</td>
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<tr>
<td>Target</td>
<td>220</td>
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<td>9th</td>
<td><strong>216</strong></td>
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<tr>
<td>Target</td>
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<td>10th</td>
<td><strong>214</strong></td>
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<td>Target</td>
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<td>11th</td>
<td><strong>224</strong></td>
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<tr>
<td>Target</td>
<td>227</td>
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</tbody>
</table>
“Growing” tiered instruction initiative to more content areas

Continuing improvement of special education’s mesh with general education

More frequent progress monitoring of students in interventions

Academic Lab, 2010-2011
Questions?

- Mira Gobel, Associate Principal
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- Casey Monahan, English Department Chair
  cmonahan@wwps.org

- Maria Garcia, RTI Coordinator
  mgarcia@wwps.org
For More Information

- National High School Center
  www.betterhighschools.org

- National Center on RTI
  www.rti4success.org

- Center on Instruction
  www.centeroninstruction.org