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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

IDEAs that Work

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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

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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

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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)

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Purpose

Research

Demonstration

OVERVIEW OF CBM

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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

CBM Research

- 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

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CBM Demonstration: Progress Monitoring

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Reading

Mathematics

Written Expression

Content Areas

CBM TOOLS FOR HIGH SCHOOL

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Reading: Read-Aloud Task

- 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

Denise and her parents go to the river almost every weekend 11
when the weather is warm. Her parents are expert kayakers, but this is 24
only Denise's second summer paddling a kayak. Her parents have 34
decided Denise is ready for some "big water" and are taking her to the 48
Ocoee River. 50

Denise is a little nervous as she takes her boat off the car at the 65
put-in. She dresses for the river by putting on a spray jacket over her 80
bathing suit. The water is very cold, and the waterproof jacket helps 92
keep her warm. She pulls her spray skirt around her waist. This makes 105
a waterproof seal when she sits in the cockpit of the boat and pulls the 120
skirt tightly around the rim of cockpit of the boat. After putting o
life jacket and helmet, she pulls her boat to the edge of the water a
sits in it with her legs stretched out in front of her. She holds her
paddle as someone slides her into the water.

Although she is a little anxious, she remembers to keep paddling 183
smoothly. As she and her family approach the first big rapid, her 195
mother suggests they get out of the boats and walk down the river to 209
look at the rapid. This is called "scouting" a rapid. Paddlers watch the 222
patterns of the water and currents and decide which is the safest way to 236
paddle without flipping over. 240

They get back into their kayaks. Denise and her father sit in the 253
calm waters of an eddy and watch as her mother runs the rapids. 266
Denise's heart is pounding as she watches her father paddle his way 278
through the rapid. It is her turn. Her parents are sitting in an eddy at 293
the end of the rapid waiting for her to paddle her boat into the fast- 308
moving white water. 311

Sample:
Vanderbilt Passages

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

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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 = .79 to .96
  - Validity: r = .75 to .88
  - Sensitive to growth

Project PROACT Vanderbilt University

BREAKFASTS

My fondest childhood memories include breakfasts [girl/ pens/ with] my grandparents in the kitchen of [bring/ their/ horse] second-story flat in Chicago. Very [paper/ steam/ early] in the morning, the smell of [fresh/ reach/ plans] perked coffee would rouse me from [it/ see/ my] sleep. I could hear her soft slippers [lowering/ raising/ padding] across the linoleum floor as my grandmother prepared [pen/ for/ tar] the cooking and baking of the [red/ day/ rain].

I slept in the bedroom just off the kitchen. [Of/ A/ I] listened to her conversing quietly with [ten/ my/ of] grandfather or humming softly to the [sap/ lie/ from the radio. [Be/ I/ To] would doze off now and [then/ team/ softness of my father's [poke/ old/ sit] bed and wondering whether sand/ are] noises of Grandma's kitchen to pull [hat/ him/ lip] out of sleep each morning when [at/ he/ it] was a child.

Soon, I would [want/ gum/ trot] into the kitchen. Grandma would greet [ten/ why/ me] with a "Good Morning!" and a [towel/ strong/ paper] hug. "What can I fix you for breakfast?" [she/ seem/ wind] would ask, even though she knew [be/ a/ I] would order eggs, my favorite breakfast. "[Can/ How/ But] about a little sausage, too?"

"Sure!"

"[Fox/ Blue/ And] some toast to go with those [lame/ bust/ eggs]?" she would offer. She knew I [slam/ liked/ hill] to soak the runny yolk of [to/ my/ fun] eggs "over easy" with toast. But [sand/ hers/ tree] was no ordinary toast. She baked homemade [just/

Sample: Vanderbilt Passages

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

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Mathematics

- Description
  - Basic facts
  - Estimation (computation and word problems)
  - Algebra
    - Basic skills
    - Algebra foundations
- Research
  - Preliminary evidence of reliability, validity, and sensitivity to growth

Solve: $9 + a = 15$	$a =$
Evaluate: $12 + (-8) + 3$	
Simplify: $2x + 4 + 3x + 5$	
Solve: $12 - e = 4$	$e =$
Simplify: $4(3 + s) - 7$	
Simplify: $b + b + 2b$	
Solve: $\frac{r}{6} = \frac{12}{18}$	$r =$
Simplify: $7 - 3(f - 2)$	
Evaluate: $-5 + (-4) - 1$	
Solve: $63 \div c = 9$	$c =$
Simplify: $2(s - 1) + 4 + 5s$	
Simplify: $8m - 9(m + 2)$	
Solve: 3 ft. = 1 yd. ____ ft. = 9 yds.	
Evaluate: $4 - (-2) + 8$	
Simplify: $2k + 3 - 5(k + 7)$	

Solve: $10 - 6 = g$	$g =$
Simplify: $9 - 4d + 2 + 7d$	
Simplify: $5(b - 3) - b$	
Solve: $q \cdot 5 = 30$	$q =$
Evaluate: $8 - (-6) - 4$	
Simplify: $2 + w(w - 5)$	
Solve: 1 ft. =12 in. 5 ft. = ____ in.	
Simplify: $4 - 7b + 5(b - 1)$	
Simplify: $s + 2s - 4s$	
Solve: $x + 4 = 7$	$x =$
Simplify: $-5(q + 3) + 9$	
Evaluate: $9 + (-3) - 8$	
Solve: $\frac{12}{2} = \frac{48}{e}$	$e =$
Simplify: $y^2 + y - 4y + 3y^2$	
Simplify: $3(c + 2) - 2c$	

Sample: Project AIMMS

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

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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)

Write about a trip you would like to take with the students in your class.

It would be a trip to England. I really like Harry Potter and all 3 movies were made there. We would get to meet the characters, Daniel Radcliffe, Emma Watson, and Rupert Grint. We would go behind the scenes and get to see how they did a
special effects. They wou
they filmed all the scen
~~that~~ might be able to tell us how many people excactly did it take to make a
r

Sample:
Research Institute on Progress Monitoring

IDEAs that Work

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

Espin, Busch, Shin, & Kruschwitz, 2001; Espin & Foegen, 1996; Espin, Shin, & Busch, 2005

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DEVELOPING CBM TOOLS

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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 1st sentence intact.
3. Starting with the 2nd 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

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

Developing Writing Prompts

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

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

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

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The Wa-Hi Way

RTI Implementation Journey At Walla Walla High School

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Who are we?

Enrollment		
October 2008 Student Count		**1,912**
May 2009 Student Count		1,848
Gender (October 2008)		
Male	957	50.1%
Female	955	49.9%
Ethnicity (October 2008)		
American Indian/Alaskan Native	18	0.9%
Asian	38	2.0%
Asian/Pacific Islander	38	2.0%
Black	29	1.5%
Hispanic	571	**29.9%**
White	1,255	**65.6%**

Special Programs		
Free or Reduced-Price Meals (May 2009)	727	**39.3%**
Special Education (May 2009)	178	**9.6%**
Transitional Bilingual (May 2009)	115	6.2%
Migrant (May 2009)	29	1.6%
Other Information (more info)		
Annual Dropout Rate (2007-08)	22	1.2%
On-Time Graduation Rate (2007-08)	326	86.7%
Extended Graduation Rate (2007-08)	336	89.4%

Who are we?

Teacher Information (2008-09)		
Classroom Teachers		96
Average Years of Teacher Experience		12.1
Teachers with at least a Master's Degree		80.2%
Total number of teachers who teach core academic classes		67
% of teachers teaching with an emergency certificate		0.0%
% of teacher teaching with a conditional certificate		0.0%
Total number of core academic classes		311
NCLB Highly Qualified Teacher Information		
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition		98.7%
% of classes taught by teachers who do not meet NCLB HQ definition		1.3%

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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

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Our Journey

Response To Intervention

PLC

What do we want our student to know?

How do we know they have learned it?

What do we do when they don't learn it?

What do we do when they do learn it?

The Work

Curriculum Alignment

Common Assessments

Data-driven student placement

Student Support Team

Tier II courses

9th Grade transition

OASIS

Professional Development

Literacy First

GLAD

Differentiated Instruction

AVID

Student Learning Protocol

Critical Friends Group

Standards Based Assessment

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!

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Walla Walla High School Placement Options: Grade 9
ENGLISH

	Course Title	Description	Criteria
Advanced; at or above grade level	☐ Honors Freshmen English	☐ Students self selected to be in this class. ☐ Summer reading required.	☐ WASL Reading score 415 or higher (7th) ☐ WASL Writing score 9 or above ☐ MAP Reading score 223 or above ☐ Teacher recommendation ☐ Other:
At or near grade level	☐ Freshmen English	☐ Students able to access grade level reading materials with grade level strategies.	☐ 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:
Below grade level	☐ Basic Freshmen English	☐ Students requiring support in reading in order to access grade level materials. ☐ Supplemental reading materials and strategies are used.	☐ 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
ELL	☐ Co-Taught English		☐ For an ELL student: WLPT II level 3 with a composite score between 661-725
	☐ 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	☐ 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
Other Recommendations	☐ After School Tutorial ☐ Bilingual para support ☐ Referral to Student Support Team ☐ Referral to Counselor Watch ☐ Guided Study Class		

DRAFT

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Tier II Intervention: Basic English Classes

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

Course	Universal Screening Criteria	Progress Monitoring Assessments	Skills	Core Curriculum	Supplemental Materials "More"	Instructional Interventions
Basic Freshmen 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

Tier III SPED English Classes

Focus: For students identified with a specific learning disability in Reading and/or written language.

Course	Universal Screening Criteria	Progress Monitoring Assessments	Skills	Core Curriculum	Supplemental Materials "More"	Instructional Interventions
English I SPED	Map WASL CBA (R&W) (Maze, Dibels, 6 Traits) Teacher Rec.	MAP 3 times per year CBA Decoding Survey	• Plot • Point of view and character • Setting • Theme • Persuasive writing	VOYAGER Journeys I (?)	Reading/Writing Modules Language! A-B No Glamour Grammar Technology Tools	Small class size GLAD/AVID Flexible grouping Para educator
English II SPED	Map WASL CBA (R&W) (Maze, Dibels, 6 Traits) Teacher Rec.	MAP 3 times per year CBA Decoding Survey	• Plot • Point of view and character • Setting • Theme • Persuasive	VOYAGER Journeys I	Reading/Writing Modules Language! C No Glamour Grammar Technology Tools	Small class size GLAD/AVID Flexible grouping Para educator
English III SPED	Map HSPE CBA (R&W) (Maze, Dibels, 6 Traits) Teacher Rec.	MAP 3 times per year CBA Decoding Survey	• Plot • Point of view and character • Setting • Theme • Persuasive • Author's purpose • Historical Context • Expository Writing	VOYAGER Journeys I	Reading/Writing Modules Language! C No Glamour Grammar Technology Tools	Small class size GLAD/AVID Flexible grouping Para educator
English IV SPED	Map HSPE CBA (R&W) (Maze, Dibels,	MAP 3 times per year CBA Decoding Survey	• Plot • Point of view and character • Setting	VOYAGER Journeys I (?)	Reading/Writing Modules Language! D-E No Glamour	Small class size GLAD/AVID Flexible grouping Para educator

Walla Walla High School Placement Options: Grade 9

Mathematics & Science

	Course Title	Criteria
Advanced; at or above grade level	☐ Honors Algebra 3A-4A ☐ Honors Geometry 1A-2A ☐ Geometry 1-2	☐ Enrolled in Algebra or Geometry in 8th grade ☐ Teacher recommendation to move onto the next level ☐ 400 or above on 7th grade math WASL ☐ MAP math score of 250 or higher (245 ok for Geometry) ☐ Other:
At or near grade level	☐ Algebra 1-2	☐ Enrolled in 8th grade math ☐ Teacher recommendation to move onto the next level ☐ High Level 2 and Level 3 on 7th grade math WASL (385 or higher) ☐ MAP math score of 235 or higher ☐ Other:
Below grade level	☐ Algebra 1-2 plus Algebra Support Class	☐ Teacher recommendation ☐ Below 25 % on the spring math MAP score will be considered ☐ Low Level 2 and Level 1 on 7th grade math WASL (below 385) ☐ Other:
Advanced; at or above grade level	☐ Honors Freshmen Science	☐ Teacher recommendation ☐ Students who are placed in Geometry or above math placement
Everyone else	☐ Freshmen Science	
Special Education	☐ See flow chart	
Other Recommendations	☐ After School Tutorial ☐ Bilingual para support ☐ Referral to Student Support Team ☐ Referral to Counselor Watch ☐ Guided Study Class	

Special Education Placement For High School Math

Entrance Point

Foundations in Pre-Algebra

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

Entrance Point

Foundations in Algebra

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

Entrance Point

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 Mind's Eye
Origo

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

Data Points for Placement:

- ☐ MAP
- ☐ WASL
- ☐ Teacher Recommendation

Entrance Point

Functional Math I

Curriculum:

Supplementals:

Functional Math II

Curriculum:

Supplementals:

Functional Math III

Curriculum:

Supplementals:

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Wa-Hi's Tiers

IDEAs that Work

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The Assessment Data Trend (Green indicates higher than state average)

	Reading		Math		Writing		Science	
Year	State	Wa-Hi	State	Wa-Hi	State	Wa-Hi	State	Wa-Hi
2003	60.0%	52.1%	39.4%	34.9%	60.5%	56.6%	31.8%	33.9%
2004	64.5%	66.2%	43.9%	40.2%	65.2%	63.7%	32.2%	37.6%
2005	72.9%	75.1%	47.5%	51.4%	65.2%	70.4%	35.8%	43.2%
2006	82.0%	83.5%	51.0%	56.0%	79.8%	80.0%	35.0%	48.7%
2007	80.8%	84.1%	50.4%	55.4%	83.9%	84.6%	36.4%	48.4%
2008	81.8%	87.4%	49.6%	52.1%	86.8%	93.9%	40.0%	53.0%
2009	81.2%	85.3%	45.4%	51.0%	86.7%	91.2%	38.8%	49.2%

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Student reading history at a glance

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Reading details

MAP	READING		
	F	W	S
4th			173
Target	201	205	207
5th	177		198
Target	208	211	212
6th	194		207
Target	213	215	216
7th			
Target	217	219	219
8th			204
Target	220	222	223
9th	216		215
Target	222	223	224
10th	214		
Target	226	227	228
11th	224	221	
Target	227	228	227

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Ongoing work

- "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?

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For More Information

- National High School Center
  www.betterhighschools.org

- National Center on RTI
  www.rti4success.org

- Center on Instruction
  www.centeroninstruction.org

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