

RTI: Does it work?

**WERA Annual Assessment
Conference
December 8-10, 2011**

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Definitions Matter

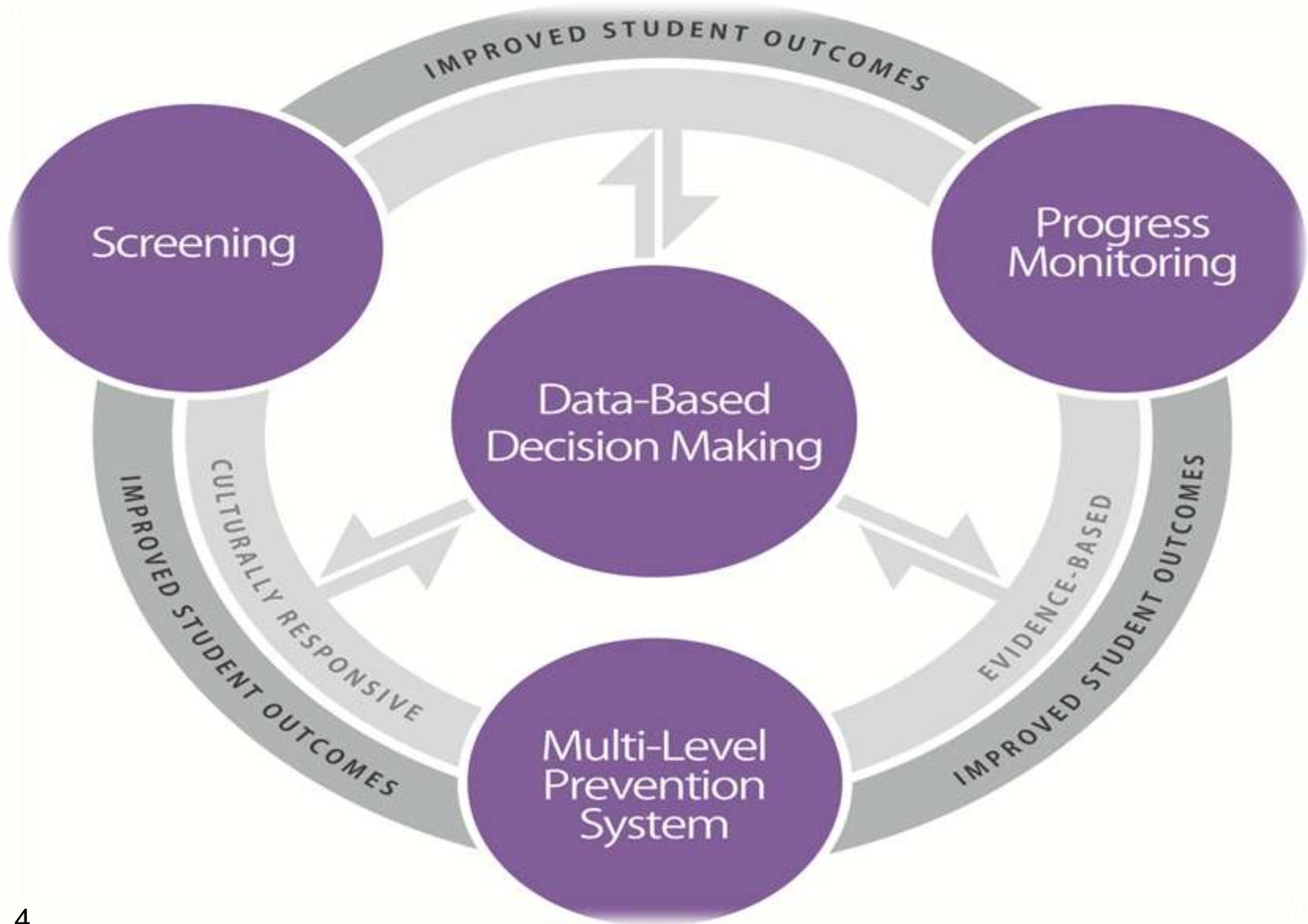
Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

(National Center on Response to Intervention)

What is RTI: Essential Components

- **A process that accurately identifies students at risk of poor learning outcomes or challenging behaviors**
- **A school-wide, multi-level system for preventing school failure**
- **Includes ongoing and frequent monitoring of progress that quantifies rates of improvement and informs instructional practice**
- **Data-based decision processes are used to inform instruction, movement within the multi-level system and in disability identification**

Essential Components of RTI



Why RTI?

- **The only way to the top is through the bottom 25%.**
- **Joseph Torgesen, Nationally published researcher-Director of the Florida Center for Reading**

Struggling Students: What do we know?

- **Often have underdeveloped language skills**
- **Require concrete learning experiences**
- **Difficulty making abstract connections**
- **Require a “hear it”, “see it”, “say it” learning format**
- **Require multiple pairings with corrective feedback**
- **Require a high degree of success throughout learning**
- **Require precise instruction and increased opportunities to respond**
- **Often have inconsistent memory**
- **Often have difficulties maintaining focused attention**

Struggling Students: What works best?

- **Controlled task difficulty**
- **Small group instruction**
- **Modeling**
- **Ongoing progress monitoring**
- **Ongoing and systematic feedback to students**
- **Distributed practice with ample review items**
- **Well specified and carefully designed programs (systematic)**
- **Validated programs**
- ***Direct and Explicit Instruction***
- Vaughn & Linan-Thomson, 2003

What are the questions?

- **Audience?**
- **What should be evaluated?**
- **What data do we have?**
- **What would we expect for evidence?**
- **Is it important that we evaluate RTI?**

Who is the Audience?

- **Staff who have the responsibility for serving struggling students**
 - **Interests/Needs?**
 - **What specific interventions work?**
 - **Is it good for kids?**
 - **Do I have to change what I'm doing?**
 - **Does it reduce special education referrals?**

Who is the Audience?

- **District/Central Office**
 - **Interests/Needs?**
 - Integration across grades, buildings
 - How does it fit w/ other “initiatives”?
 - How is it funded?
 - Who can support the implementation?
 - Why RTI now?
 - Will there be pushback?
 - Does it work?

Who is the Audience?

- **Principals**
 - **Interests/Needs?**
 - **Integration across grades**
 - **Will it increase my/our achievement rates?**
 - **Who else is implementing?**
 - **Are they getting results?**
 - **Where can we see RTI being implemented well?**
 - **How will my staff view it?**
 - **Will there be pushback?**

Who is the Audience?

- **Teachers**
 - **Interests/Needs?**
 - What does it mean for me?
 - Is it good for kids?
 - Who else is doing it?
 - Are they getting results?
 - Where can I see RTI being implemented well?
 - Is it the initiative de jour?
 - What skills do I need to carry this out?

What should be evaluated?

- **Perception data?**
- **Implementation rubrics?**
- **Fidelity?**
- **Student outcomes?**
- **Reduced referrals to special education?**

Perception Data

- **Awareness**
- **Satisfaction**
- **Interviews**
- **Surveys**
 - **What do I know about RTI?**
- **Limitations of this type of data?**

Implementation Rubrics

- **Rationale**
 - **171 of 295 school districts report implementing RTI in 2010***
 - **Implementation quality is unknown**
 - **Determine the extent which implementation may mediate changes in student outcomes**
 - **Identify areas of relative implementation strengths/weakness to:**
 - **Help districts/schools plan future professional development and additional support**
 - » *OSPI-Zumeta-2011

Implementation Rubrics

Item	Interview Questions	Comments/Remarks/Look-Fors	Ratings (1-5)
<i>Screening- Accurately identifies students at risk for poor learning outcomes or challenging behaviors</i>			
1. Screening Tools	<p>What tools do you use for screening?</p> <p>Do you have evidence supporting the reliability of your screening tools?</p> <p>Do you have evidence supporting the validity of your screening tools?</p> <p>Do you know whether these screening tools accurately predict students' risk status?</p> <p>(Provide evidence if available; i.e. technical manuals, information from NCRTI Tools Chart, data from the publisher.)</p>		

Implementation Rubrics

Item	Interview Questions	Comments/Remarks/Lo ok Fors	Ratings (1-5)
<i>Screening- Accurately identifies students at risk for poor learning outcomes or challenging behaviors</i>			
2. Universal Screening	<p>Do you conduct screening for all students?</p> <p>How often is screening conducted?</p> <p>What procedures do you use to ensure implementation accuracy (i.e. universal, accurate administration, scoring, and accurate use of cut points to identify students)?</p> <p>(Provide evidence, if available, i.e. sample administration scripts, sample training and/or procedures for checking or retraining as needed.)</p>		

Implementation Rubrics

Item	Interview Questions	Comments/Remarks/Look -Fors	Ratings (1-5)
<i>Multi-Level Prevention/Intervention System-The framework includes a school-wide, multi-level system for prevention school failure.</i>			
3. Research-Based Curriculum Materials	What curriculum materials do you use in your core program? How do you know whether these materials are research-based for your population of learners? (Provide evidence, if available, i.e. information from IES Practice Guides, NCRTI Tools Chart, WWC or other relevant sources)		

Implementation Rubrics

Item	Interview Questions	Comments/Remarks/Look -Fors	Ratings (1-5)
<i>Multi-Level Prevention/Intervention System-The framework includes a school-wide, multi-level system for prevention school failure.</i>			
4. Fidelity	<p>How do you ensure that your curriculum materials are delivered with fidelity?</p> <p>What procedures do you use to monitor the fidelity of implementation of your core curriculum?</p> <p>(Provide evidence, if available, i.e. fidelity checklists, observation protocols, processes for re-training)</p>		

Implementation Rubrics

Item	Interview Questions	Comments/Remarks/Look -Fors	Ratings (1-5)
<p><i>Progress Monitoring-Ongoing and frequent monitoring of progress that quantifies rates of improvement and, informs instructional practice</i></p>			
<p>19. Progress Monitoring Tools</p>	<p>What tools do you use to monitor student progress?</p> <p>Are alternate forms (of equal and controlled difficulty) available? If so, do you know how many?</p> <p>Are there criteria for minimum acceptable growth?</p> <p>Are there benchmarks for minimum acceptable end-of – year performance?</p> <p>Are there reliability data for performance level?</p> <p>(Provide evidence, if available; i.e. a technical manual from the publisher, sample probes, information from the NCRTI Tools Chart)</p>		

Implementation Rubrics

Item	Interview Questions	Comments/Remarks/Look -Fors	Ratings (1-5)
<p><i>Data-Based Decision Making-Data-based decision making processes are used to inform instruction, and movement within the multi-level system.</i></p>			
<p>22. Decision-Making Process</p>	<p>What processes do you use to make decisions about placement of students in supplemental/tier-2/secondary or intensive/tier-3/tertiary intervention/prevention levels?</p> <p>Who participates in this decision-making process?</p> <p>Are there procedures in place that include objective decision-making criteria to support teams in making placement or movement determinations?</p> <p>Provide evidence, if available; i.e., meeting protocol, composition of decision-making team(s), sample data reviewed, identification of desired cut-points or growth rates for determining</p>		

Foothills Elementary: NCRTI Essential Components Summary

Component	Reading Average	Math Average
Screening	4.5	4
Core Instruction	3.6	4
Secondary Instruction	3.8	3
Intensive Intervention	3.4	3.2
Progress Monitoring	4	3.2
Data-based decision making	3	3
Overarching Factors	3.8	3.8
Overall Score	3.7	3.5

Glacier Middle School Mean

	Reading	Math
Screening	4.5	4
Primary (L1)	4	4.2
Secondary (L2)	3.7	3.5
Tertiary (L3)	3.2	3.4
Progress Monitoring	4	4
DBDM	3	3
Overarching Factors	3.8	3.8
Overall	3.7	3.7

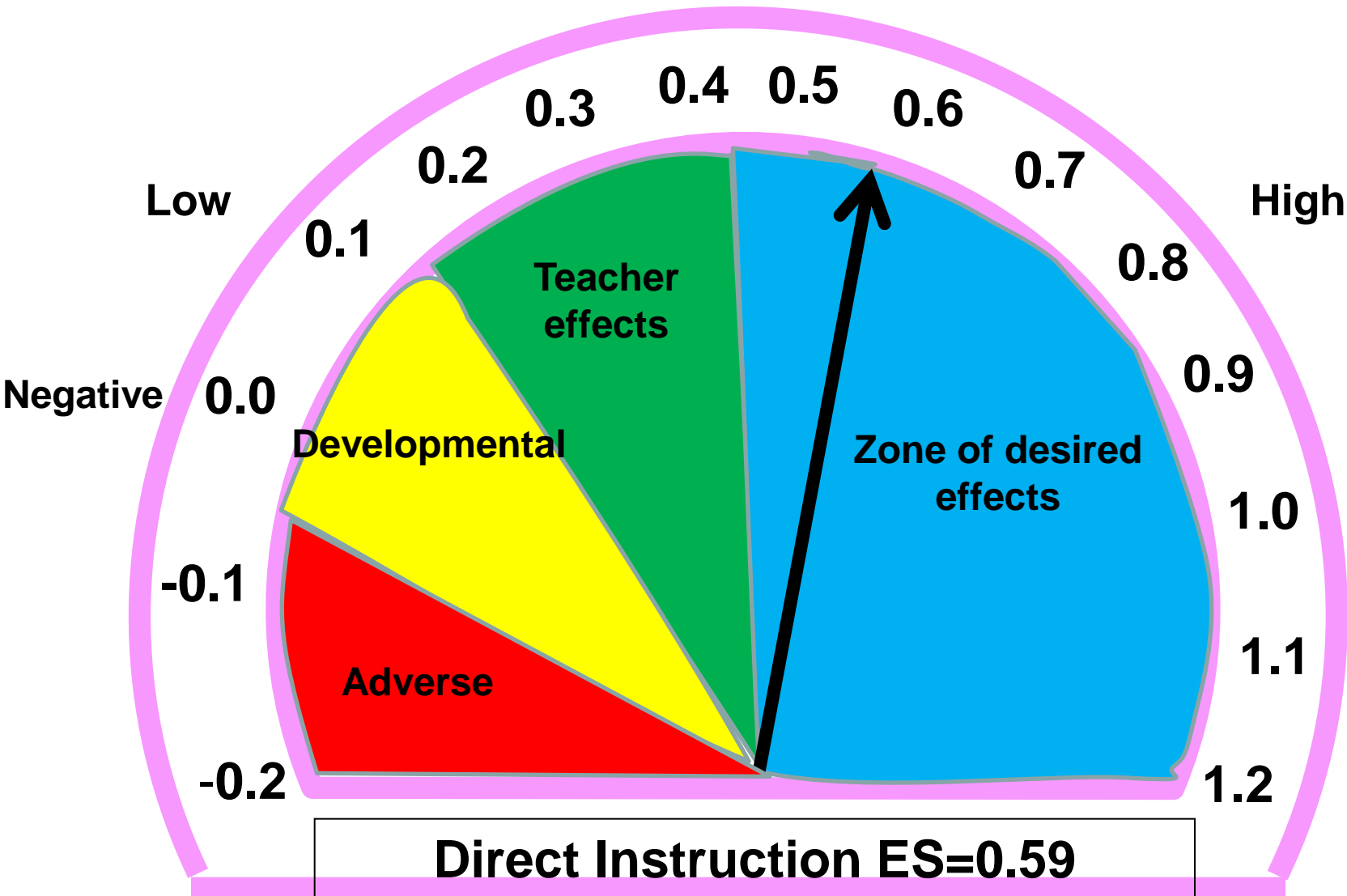
What is the research support for RTI: Essential Components

What does improve learning: Is it visible?

- **John Hattie**
 - **56,000 thousand studies**
 - **800 Effect sizes**
 - **Upwards of 1/2 million students**
 - **Majority of common educational practices analyzed**

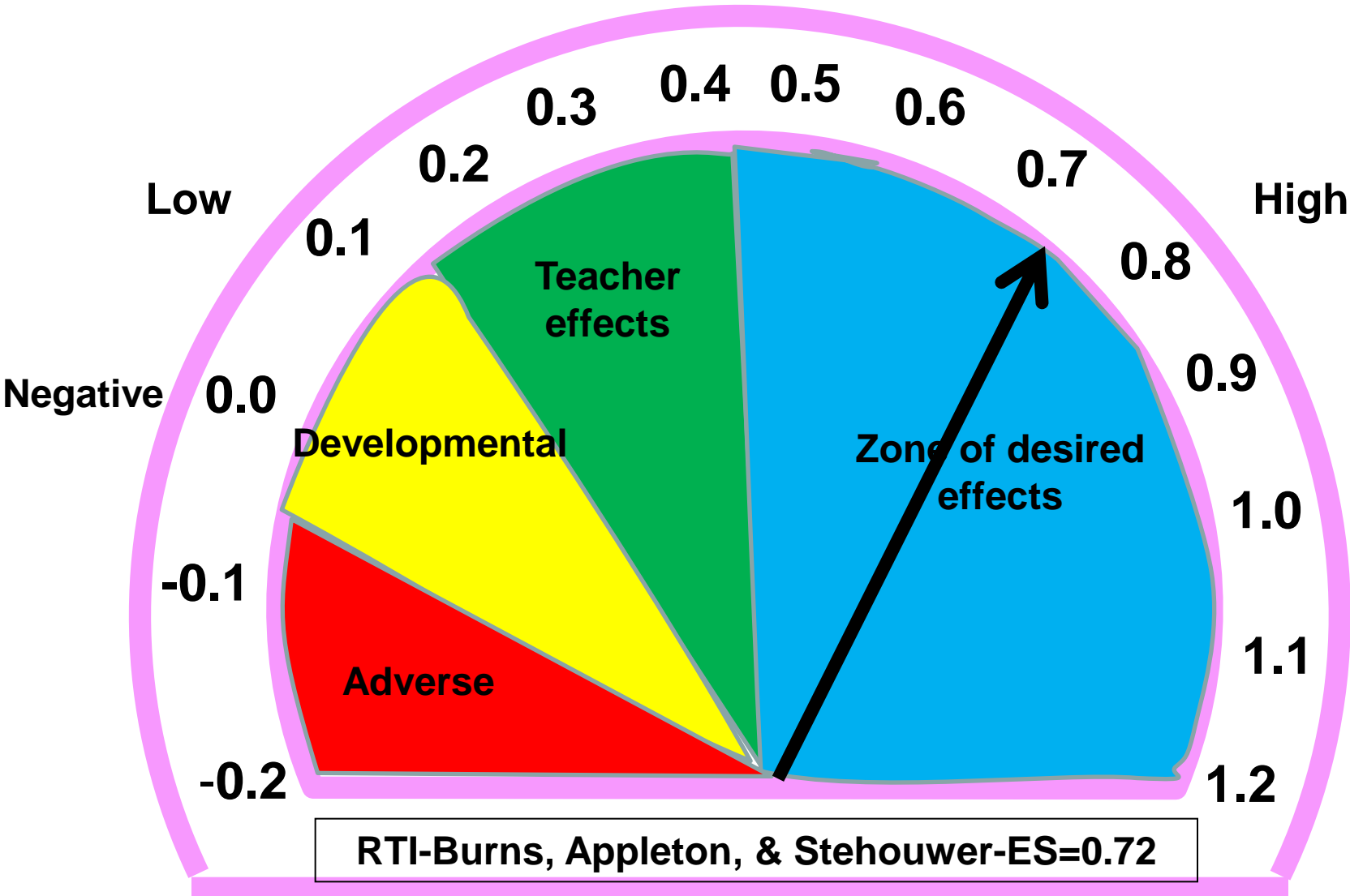
Visible Learning

Medium



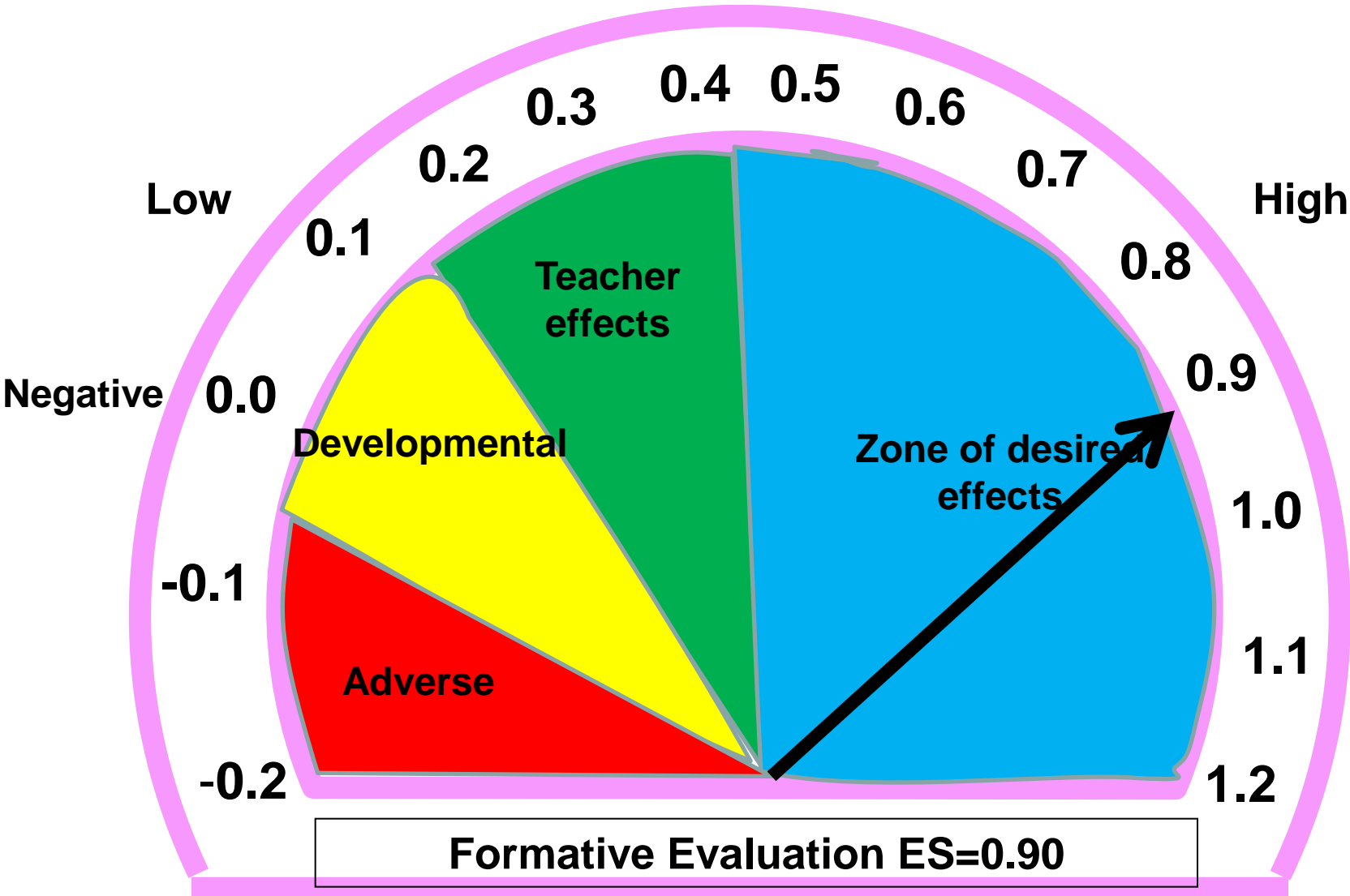
Visible Learning

Medium



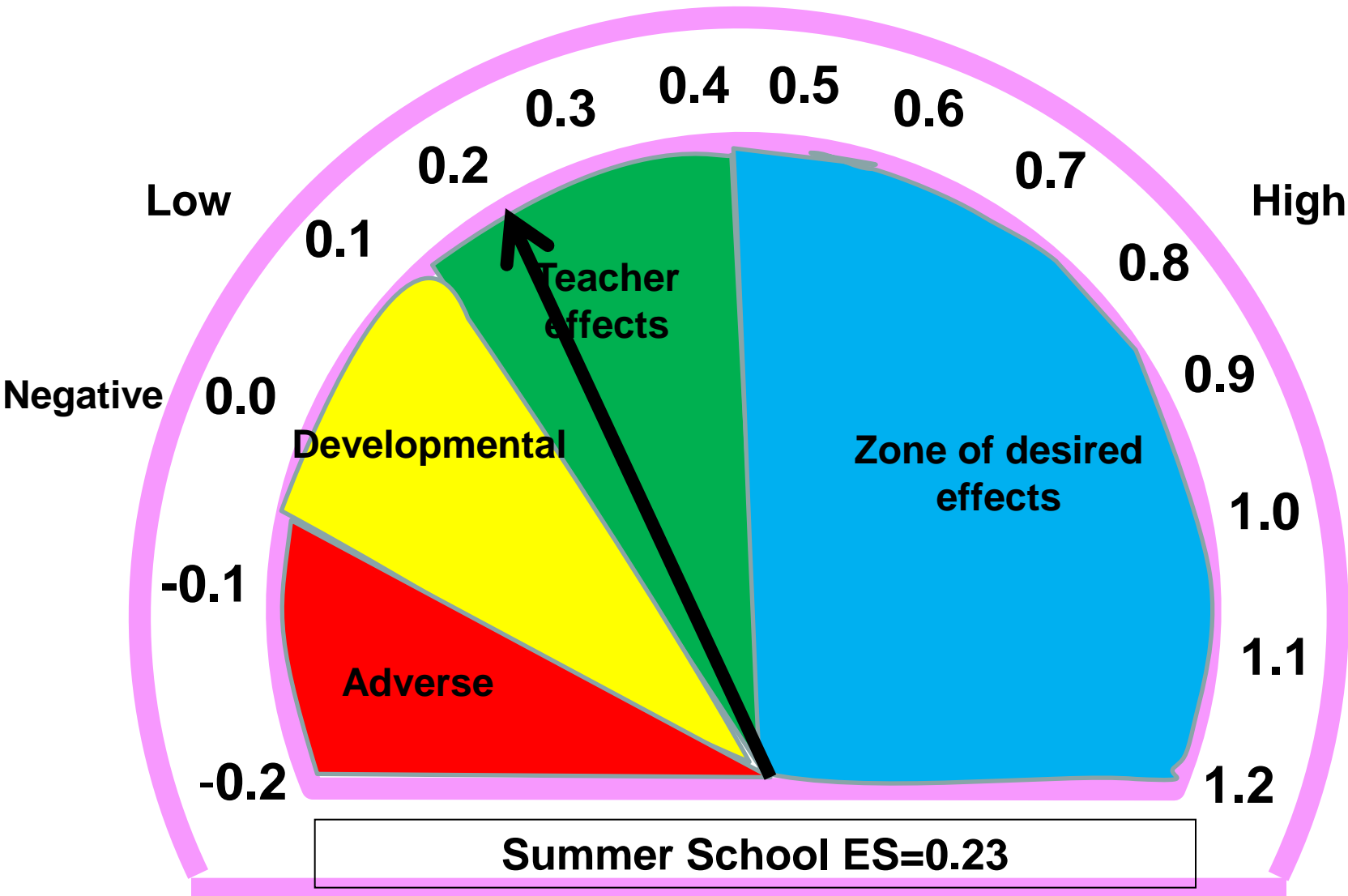
Visible Learning

Medium



Visible Learning

Medium



MSP/HSPE Assessments

- **Issues**

- **Summative**
- **Content areas?**
- **% meeting standard for all students?**
- **% meeting standard for groups of students?**
- **Growth for subgroups using the 1-4 MSP/HSPE levels?**

Benchmark Screening Assessments

- **Issues**
 - **Need ongoing screening process in place**
 - **Benchmark screening process has to provide a method to graph/display data...preferably over multiple years**
 - **How is data collected?**
 - **Who has the responsibility for collecting the data?**

Progress Monitoring

- **Issues**

- **Need ongoing screening process in place**
- **Benchmark screening process has to provide a method to graph/display data...preferably over multiple years**
- **How is data collected?**
- **Who has the responsibility for collecting the data?**

Frequency of Progress Monitoring

Number of assessments/15 weeks	Effect Size (SD)	Percentile Gain
0	0	0
1	.34	13.5
5	.53	20
10	.60	22.5
15	.66	24.5
20	.71	26
25	.78	28.5
30	.82	29

Bangert-Drowns, R. L., Kulik, J. A., & Kulik, C.-L. C. (1991). Effects of frequent classroom testing. *Journal of Educational Research*, 85, 89-99.

Similar results found by Fuchs & Fuchs (1986)



Formative Assessments

- **Issues**

- **Increasingly use by teachers**
- **Is a high leverage instructional activity**
- **Many are developed by teachers**
- **Meet technical standards?**

In program or end of unit assessments

- **Issues**

- **Is the student making progress in the specific curriculum?**
- **Directly informs the teacher**
- **Is the student mastering the skills being taught**
- **Compliments data provided via benchmark screening and progress monitoring**

In program or end of unit assessments

Instructor Name: Jacobsen	Grade/Group: Grade 2	Expected Lesson #: 113 Actual Lesson#: 107	Date: 10/15/10	Program: Reading Mastery	
Student Name	Content Mastery- Lesson 10-80%	Content Mastery- Lesson 20-80%	Behavior	Days Absent	Comments
Randi	Yes	Yes	+	0	
Chris	Yes	Yes	+	0	
Chrystal	Yes	No	+	2	60% on last unit assessment
Jeff	No	No	+	0	

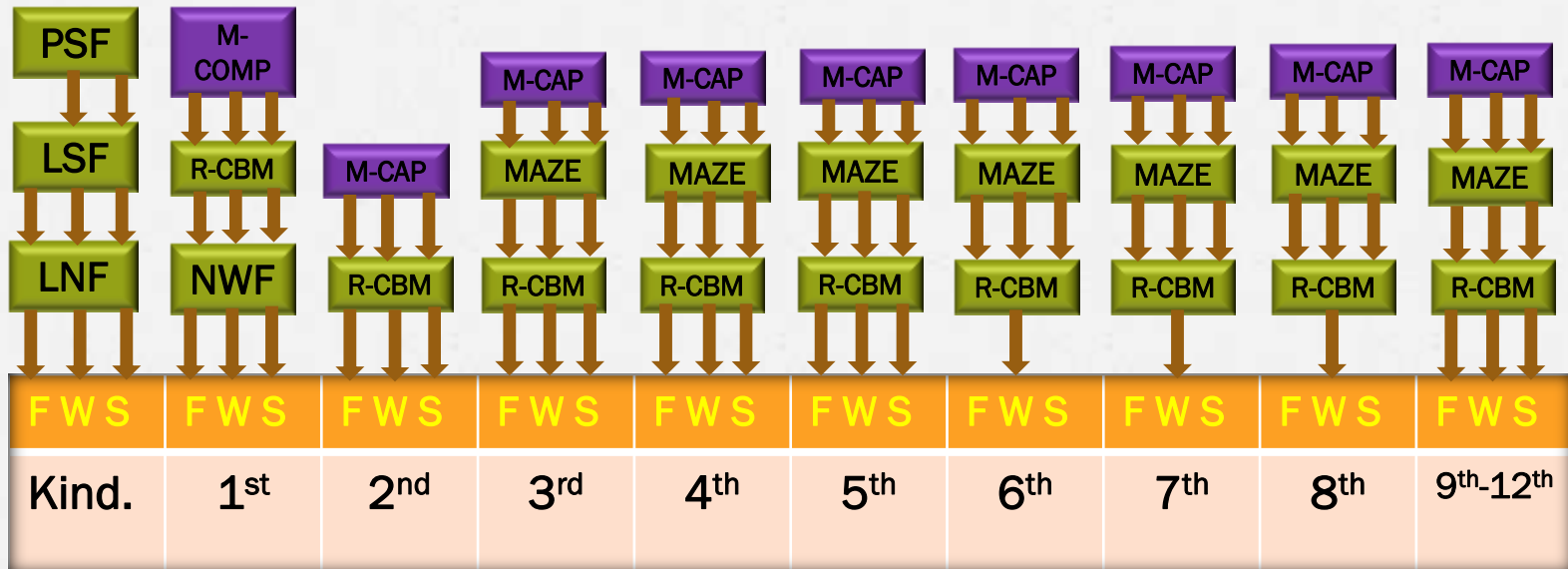
Effect Size

- **What is needed:**
 - Standardized measure
 - Pre & Post must be the same
- **How is it calculated:**
 - Average post score *minus* average pre score

Divided

 - Spread (standard deviation)

White River-Universal-Benchmark Screening



PSF: Phonemic Segmentation Fluency, LSF: Letter Sound Fluency, LNF: Letter Naming Fluency, M-COMP: Math Computation, R-CBM: Reading Curriculum Based Measurement (ORF), NWF: Nonsense Word Fluency, M-CAP: Math Computation & Application & MAZE: Reading Comprehension. (AIMSweb)

Are we evaluating progress in our instructional groups?

- Foothills Elementary
- Fall 2010-Win 2011
- Second Grade-Title One
- Reading Mastery-Signature Edition
- Daily instruction of 30 minutes (in addition to 90 minute reading in core)

Name	Fall-ORF	Win-ORF	ES	Gains	% Increase
KC	38	79	3.0	41	108
LC	29	72	3.1	43	148
AD	13	28	1.1	15	115
AJ	18	33	1.1	15	83
MG	39	68	2.1	29	74
SG	23	47	1.8	24	104
CH	21	64	3.1	43	205
DH	27	59	2.3	32	119
AM	28	39	0.8	11	39
AN	23	57	2.5	34	148
CO	28	62	2.5	34	121
OR	33	81	3.5	48	145
VR	11	18	0.5	7	64
OT	27	69	3.1	42	156
Average	24	52.5	2.1	28.5	124
Target	60	88	Foothills Elem. Fall 2010-2 nd Gr. Title		
% of Target	40%	60%	One-Reading Mastery		

WRHS-Fall 2010-Spring 2011-9th Essentials to Algebra-Teacher A-MCAP

Name	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Diff
NA	7	5	5	11	9	6	11	13	13	6
DA	4		5	6	4	7	8	11	6	2
RB	10	8	12	12	8	11	12	15		
KB	1	8	2	4	4	6	6	4	5	4
AB	6	6	9	9	10	4	7	7	7	1
CC	3	2	5	6	6	7	9	6	7	4
BC		4	8		4	10	7	12	14	14
CC	3	10	10	8	8	9	10	16	17	14
KC	12	7	18	12	13	15	16	13	18	6
CD	3	8	11	8	12	13	14	12	13	10
CD	6	5	6	6	7	3	9	3	12	6
KF	4	6	14	15	13	11	12	15	13	9
BH	4	9	10	6	12	11	8	9	15	11
TH	5		6	7	8	6	11	4	5	0
SJ	3	4	11		10	9	9	11	8	5
BM	7	6	9	15	17	8	9	15	17	10
MO			6	6	4	5		5		0
AS	6	7	9	7	8	8	10	12	12	6
CS	6	7	9	8	12	9	16	14	10	4
DT	7	9	14	8	14	12	7	11	13	6
JV		7		7	7	9	6	8	12	12
	7	7	9	8	9	9	10	10	11	7

WRHS-Fall 2010-Spring 2011-9th Essentials to Algebra-B-MCAP

Names	Sep	Oct	Nov	Dec	Jan	Feb	Diff
PA	8	5		4	8	6	-2
BB	4	6	13	6		9	5
SC	10	7	7	9	7	7	-3
MC	5	6	5			4	-1
DD	11	10	17	9	9	11	0
AE	7	6	11	6	17		
AE	5	2		5	2	2	-3
AF	6	7	9	3	5	10	4
MF	9	8	13	10	12	10	1
CH	7	10	10	14	12	10	3
TH	5	7		11	8	17	12
NH	8	2	5	3	3	1	-7
TJ	6	10	11	11	11		
MK	10				5	5	-5
KK	3	6	3	9	6	6	3
DK	4	4	5	4	5	10	6
JL	6	8	12	3	6	9	3
GL	5	1	9	4	6	11	6
NL	7		8	12	10	9	2
CM	5	3	12	6	6	8	3
EM	5	6	6	2	3	8	3
TM	8	9	10		13		
TM	10	6	11		7	8	-2
BM		6	6	8	8	9	9

WRHS-Fall 2010-Spring 2011-9th Read to Achieve-Teacher C-MAZE

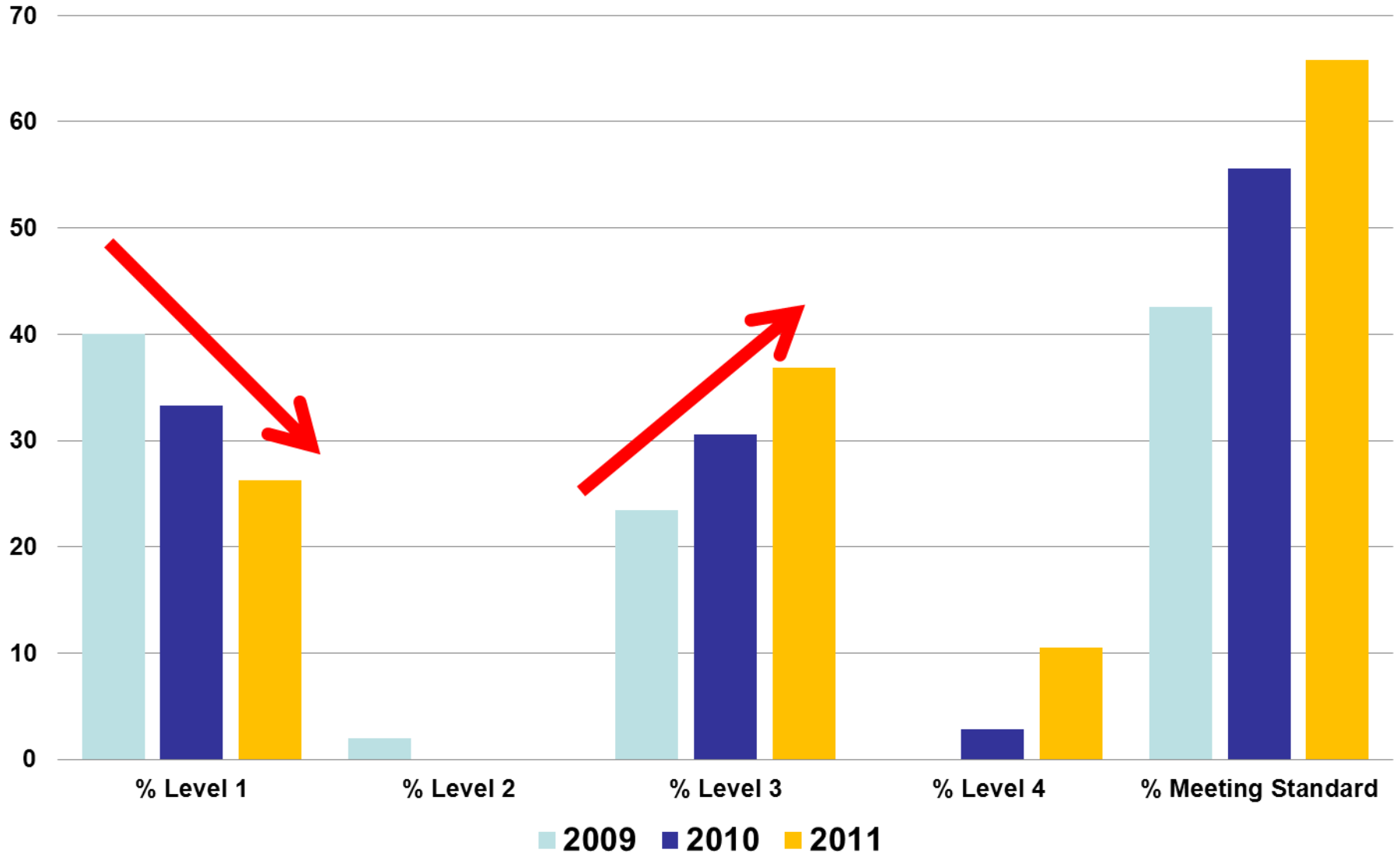
Name	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Diff	ES	% Increase
NA	19	15	17	22	24	30	23	18	31	12	2.61	63%
DA	17	36	39	46	23	47	48	46	23	6	1.30	35%
BC	18	16	25	29	21	35	35	24	28	10	2.17	56%
KC	20	23	23	30	24	38	29	28				0%
YD	18	17	23	22		21	24	24	16	-2	-0.32	-11%
SD	25					34	30	29	26	1	0.22	4%
WD						23	32					
BH	22	24	26	29	30	36	39	7	32	10	2.17	45%
SH	16	19	23	22	14	27	25	24	23	7	1.52	44%
SJ	19	25	27	33	30	43	41	34	33	14	3.04	74%
CK	15	18	25	24	15	29	27	30	21	6	1.30	40%
KK	23	34	23	28	15	34	29	21	32	9	1.95	39%
EM	18	25	21	20	23	22	21	23	25	7	1.52	39%
TP	21	21	23	28	20	30	25	24	24	3	0.65	14%
FR		20	25	27	23	33	27	22	18	18	3.91	
CS	25	24	37	31	21	33	32	27	37	12	2.61	48%

WRHS-Fall 2010-Spring 2011-9th Language! D-Teacher D-11th

Name	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Diff	ES
EA	6	13	14	14	9	16	17	16		10	1.64
JF						18		21	12		
MG	25	46	44	49	27	44	37	31	32	7	0.98
DH	21	21	20	19	15	25	24	23		2	0.33
BH	22	24	27	23	20	30	25	23	22	0	0.16
CM		25	28	30	22						
DP	13	18	26	22	15		22	19	15	2	0.98
CP	14	20	21	18	8	9	15	13		-1	-0.16
TW	14	20	21	26	14	24	25	26		12	1.97

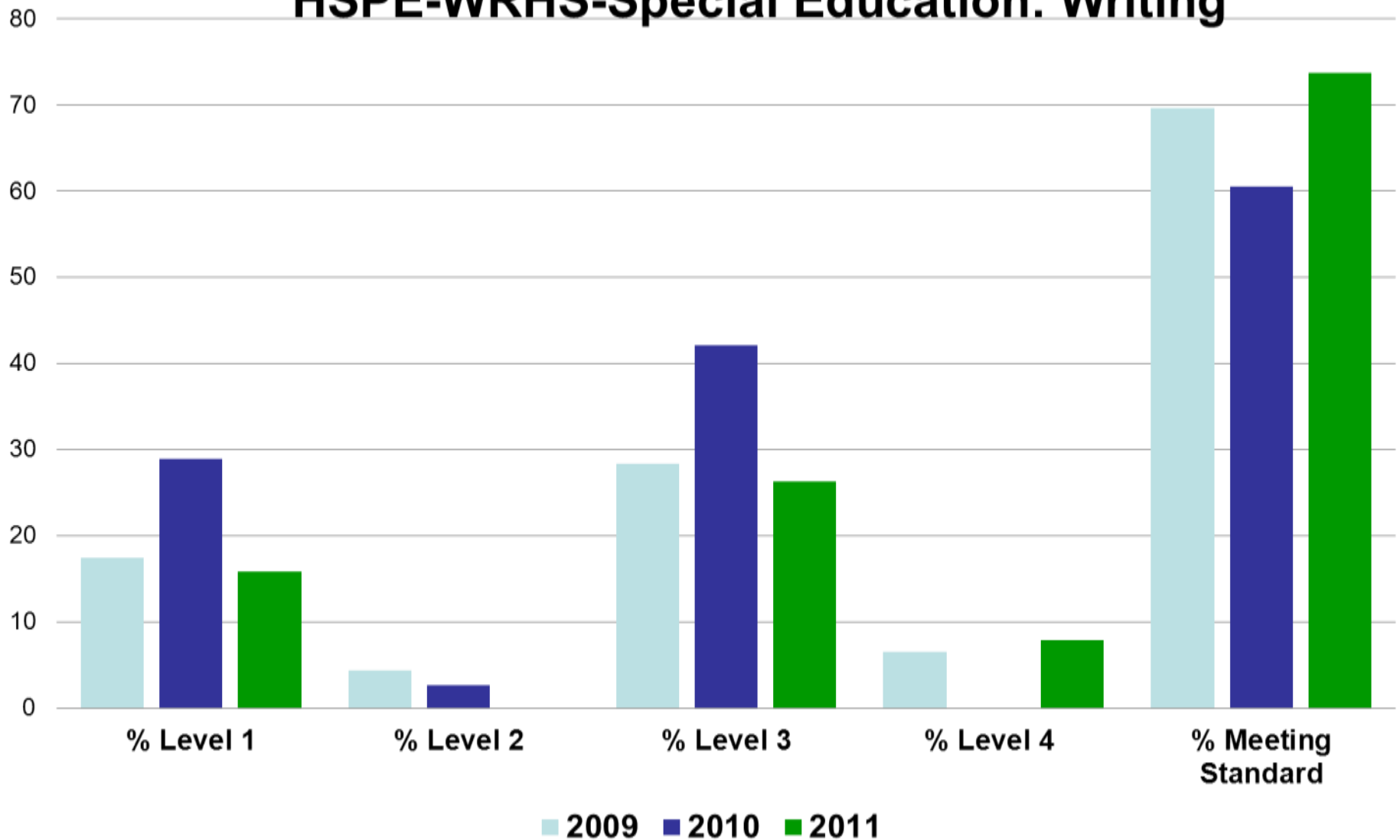
Implementation of Language! 2009

HSPE-WRHS-Special Education: Reading



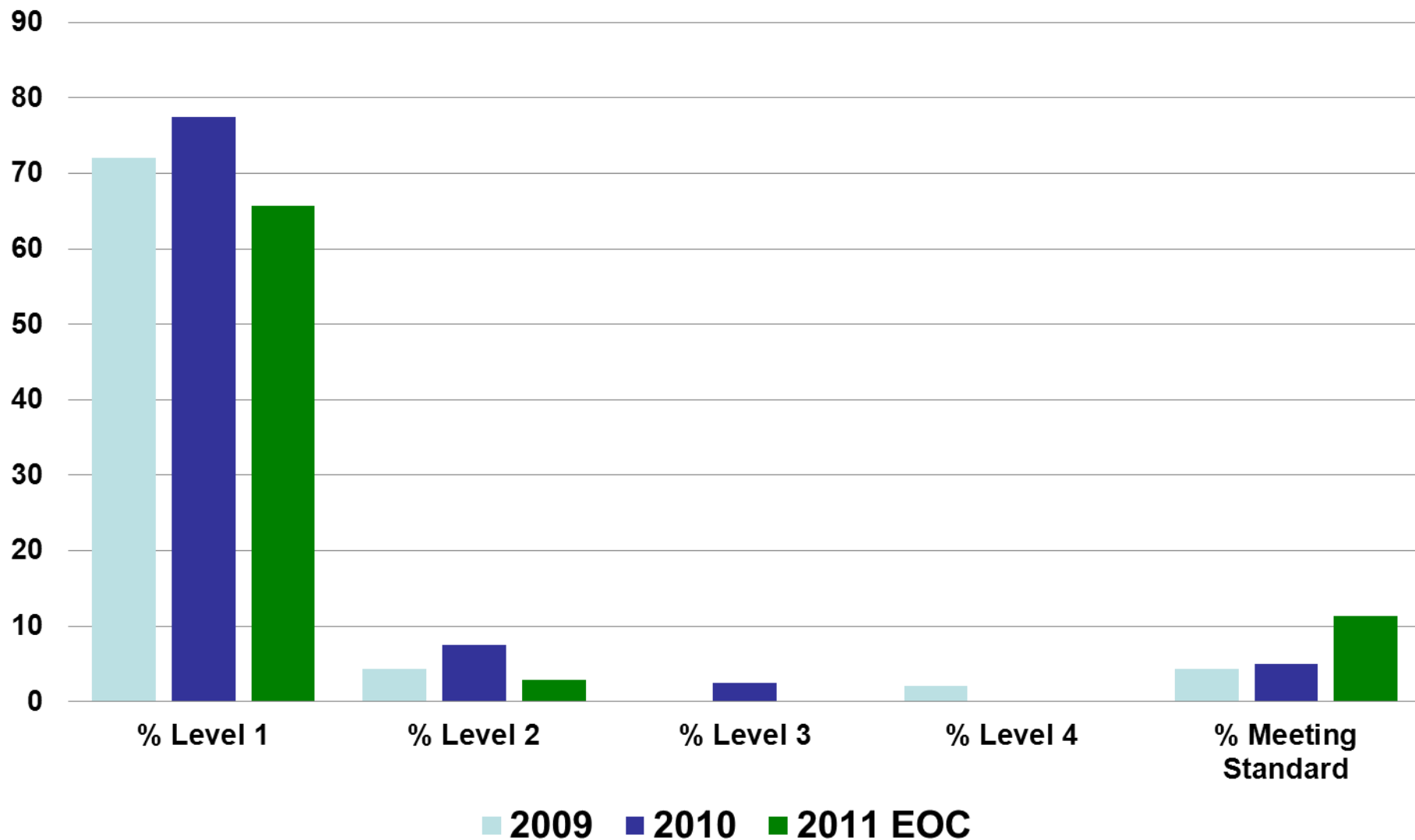
Implementation of Language! 2009

HSPE-WRHS-Special Education: Writing



Implementation of Corrective Math 2008

HSPE-WRHS-Special Education: Math



WRHS-Fall 2010-Spring-2011-10th Corrective Math- Teacher E

Name	Sep	Jan	May	Diff
JA	4	4	5	1
CC	3	5	6	3
KC	0	4	2	2
LD	1	3	1	0
TF	0	0	1	1
AG			5	5
SG	2	7		
JH	1	3	4	3
KL	2	2	1	-1
CH	3	0	2	-1
SM	3	5	4	1
HN	4			
DO	0	2		
KO	0	1		
WP	0	3		
MP	0			
JS	0	2	3	3
KS	1	2	2	1
TW		7	6	6
AW	2	0	2	0

GMS-Fall 2010-Spring-2011-6th RTA-Teacher F-LAP-MAZE

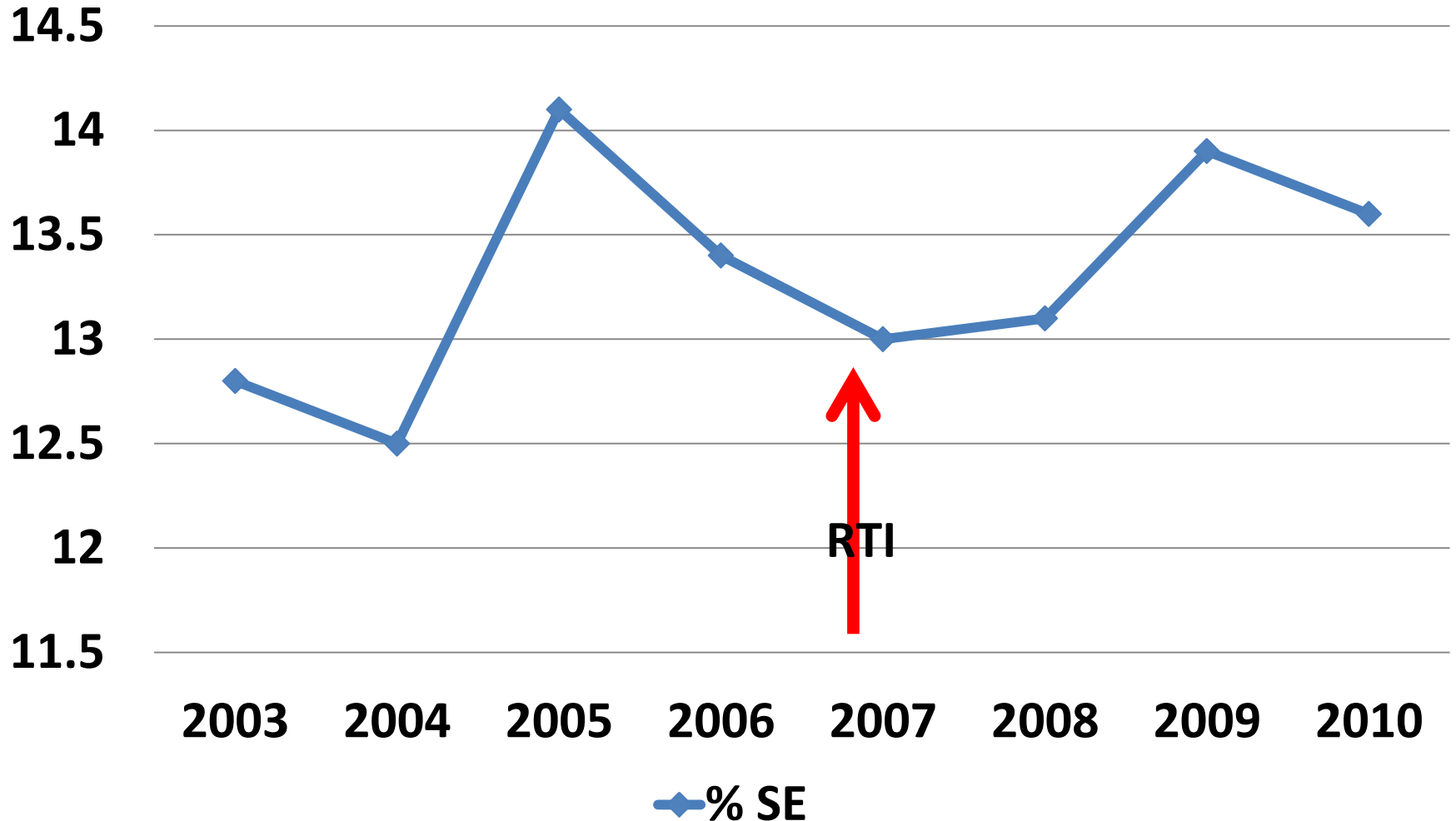
Name	Sep	Jan	May	Diff	ES	% Increase
NA	16	24	28	12	4.6	175%
JB	19	23	27	8	3.1	142%
TB	17	27	34	17	6.5	200%
MD	18	22	26	8	1.4	144%
JG	15	25	26	11	4.2	173%
AH	12	20	27	15	5.7	225%
KH	20	12				0%
HH	24	25				0%
SJ	22	28	28	6	2.3	127%
NL		17	30	30	11.4	
GM	16	14	24	8	4.5	150%
DN	21	28	30	9	3.4	143%
GO	19	26	32	13	5.0	168%
SR	14	23				
ER	11	22	23	12	4.6	209%
GR	16	22	19	3	1.1	119%
GR	10	22	27	17	6.5	270%
ZR	21	25	30	9	3.4	143%
TS	12	12	14	2	0.8	117%
ST	29	27	29	0	0.0	100%
BW	15	31	34	19	7.3	227%
KW	14	9	18	4	1.5	129%

FH's-Fall 2010-Spring-2011-3rd Connecting Math Concepts- Teacher G-Sped-MCAP

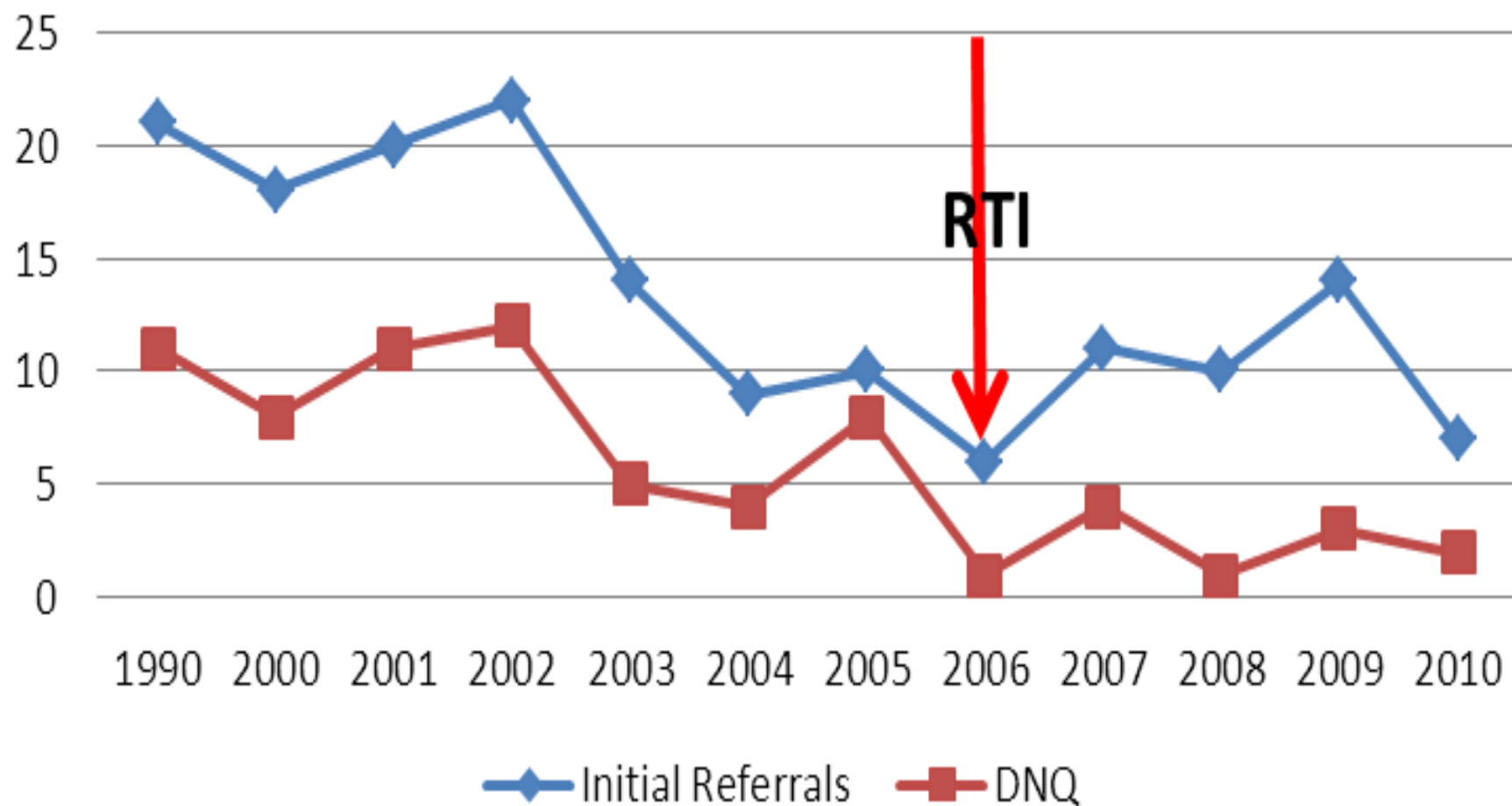
Name	Sep	Jan	May	Diff	ES	% Increase
KA	1	5	6	5	1.1	500%
BB	7	5	9	2	0.4	200%
JB	10	18	15	5	1.1	500%
TD	8	16	22	14	3.0	1400%
ME	7	8	19	12	2.6	1200%
RF	8	10	18	10	2.1	1000%
TH	8	10	11	3	0.6	300%
SH	1	6	20	19	4.1	1900%
AL	3	10	6	3	0.6	300%
KM	4	10	10	6	1.3	600%
KN	4	10	11	7	1.5	700%
EN	6	13	20	14	3.8	1400%
BO	3	2	2	-1	-0.2	-100%
KP	6	19	23	17	3.7	1700%
JP	3	11	15	12	2.6	1200%
ER	2	13	11	9	1.9	900%
NR	0	3	4	4	0.9	400%
NS	7	16	19	12	2.6	1200%
KS	5	11	11	6	1.3	600%
ES	9	17	21	12	2.6	1200%
BT	7	8	14	7	1.5	700%
ET	4	5	8	4	0.9	400%
AW		13	8	8		
JW	6	6	15	9	1.9	900%
DW	0	3	1	1	0.2	100%

Does RTI effect special education%?

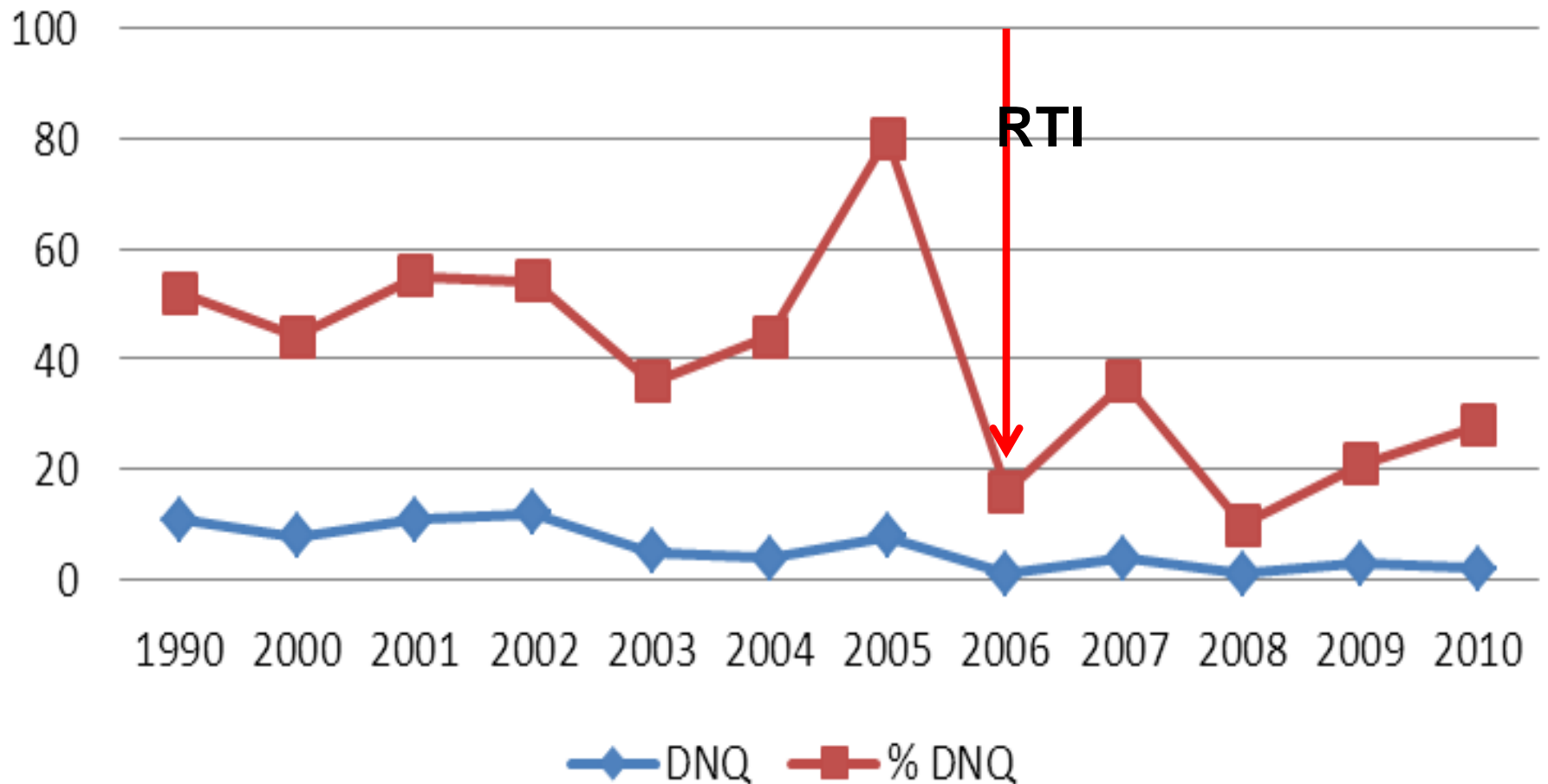
% Special Education-WRSD



Foothills Elementary-Numbers of Initial Referrals & DNQ



Foothills Elementary-Number & Percentage of DNQ Referrals



Is RTI making a difference in moving more at risk students to benchmark status?

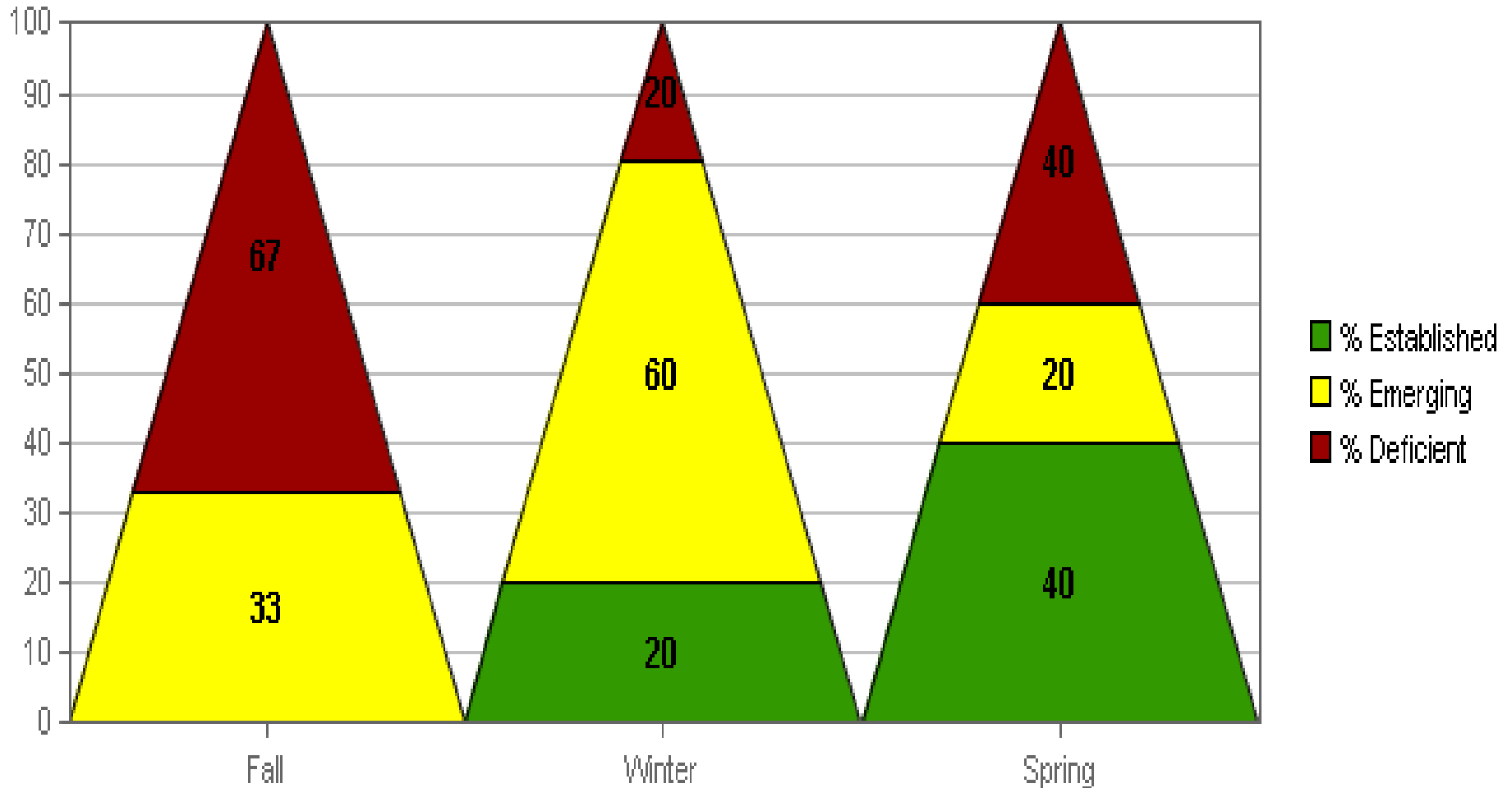
- **Data collection system needed**
- **Longitudinal look is important**
- **Must clearly identify how targets are set**

RTI: Is it making a difference for Special Education & Title Students?

- **MSP**
 - **Standard Score**
 - Level 1-200-275
 - Level 2-275-399
 - **Level 3-400-435**
 - Level 4-435-500
 - Index of overall health of the instructional program
 - Measure of intensity
 - Measure of growth towards increasing proficiency
- **Meeting standard**
- **Percent in Levels 3 & 4**
- **All of the following line graphs are special education, Title I & LAP students only.**

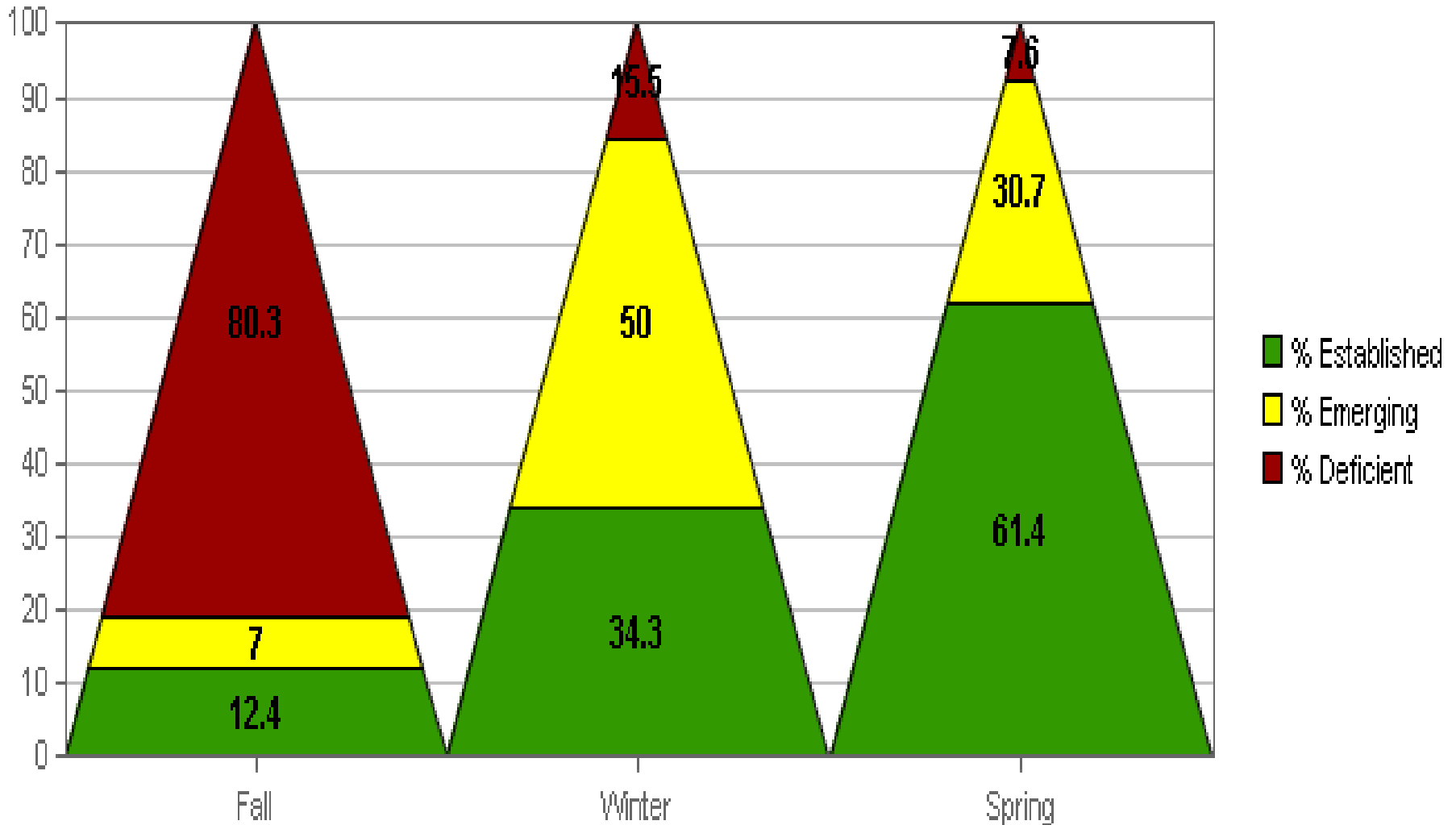
Three Year Comparison-Special Ed.-Title Only

White River School District Letter Sound Fluency Grade K : 2008-2009 School Year



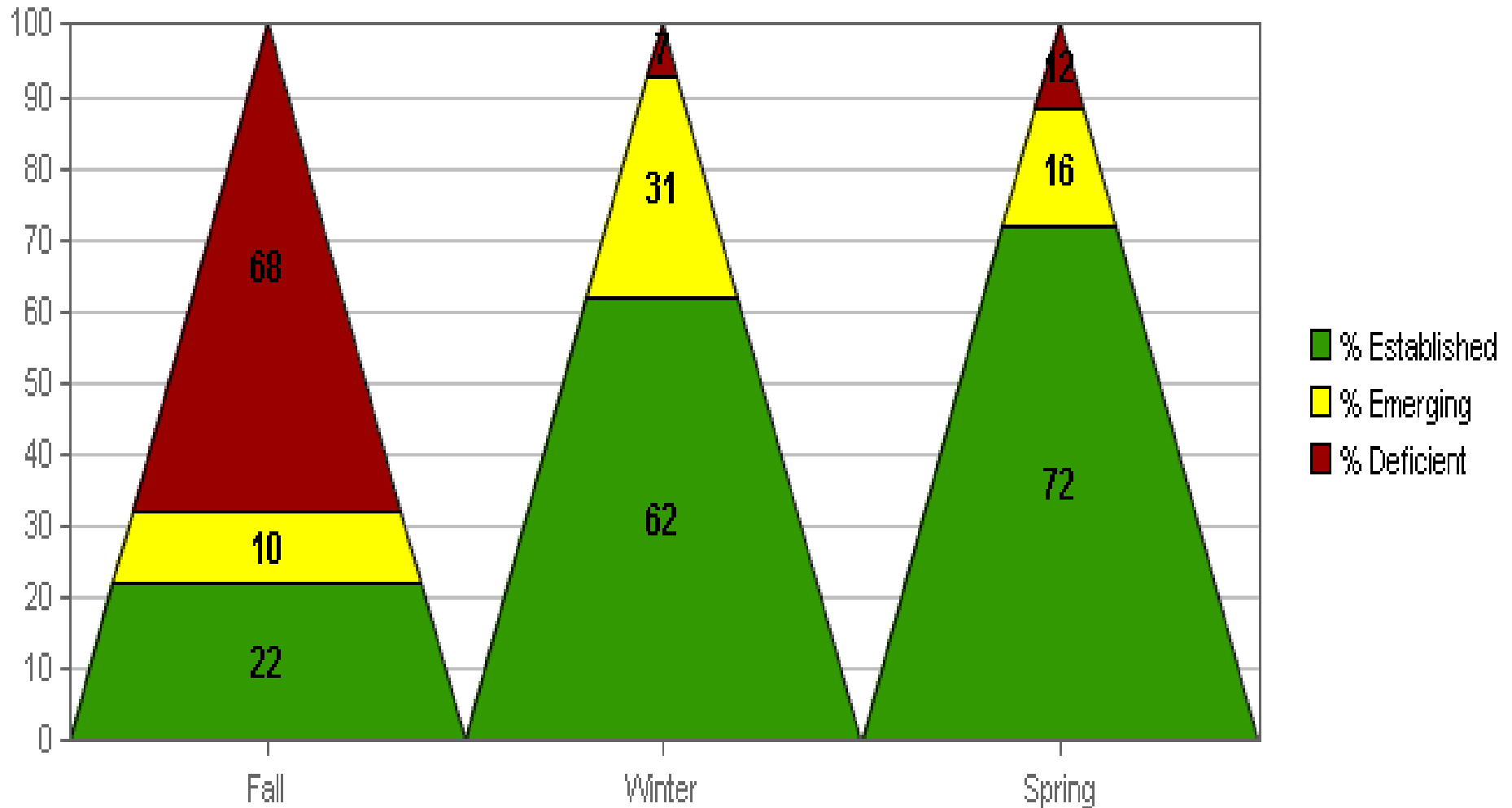
Three Year Comparison-Special Ed.-Title Only

White River School District Letter Sound Fluency Grade K : 2009-2010 School Year



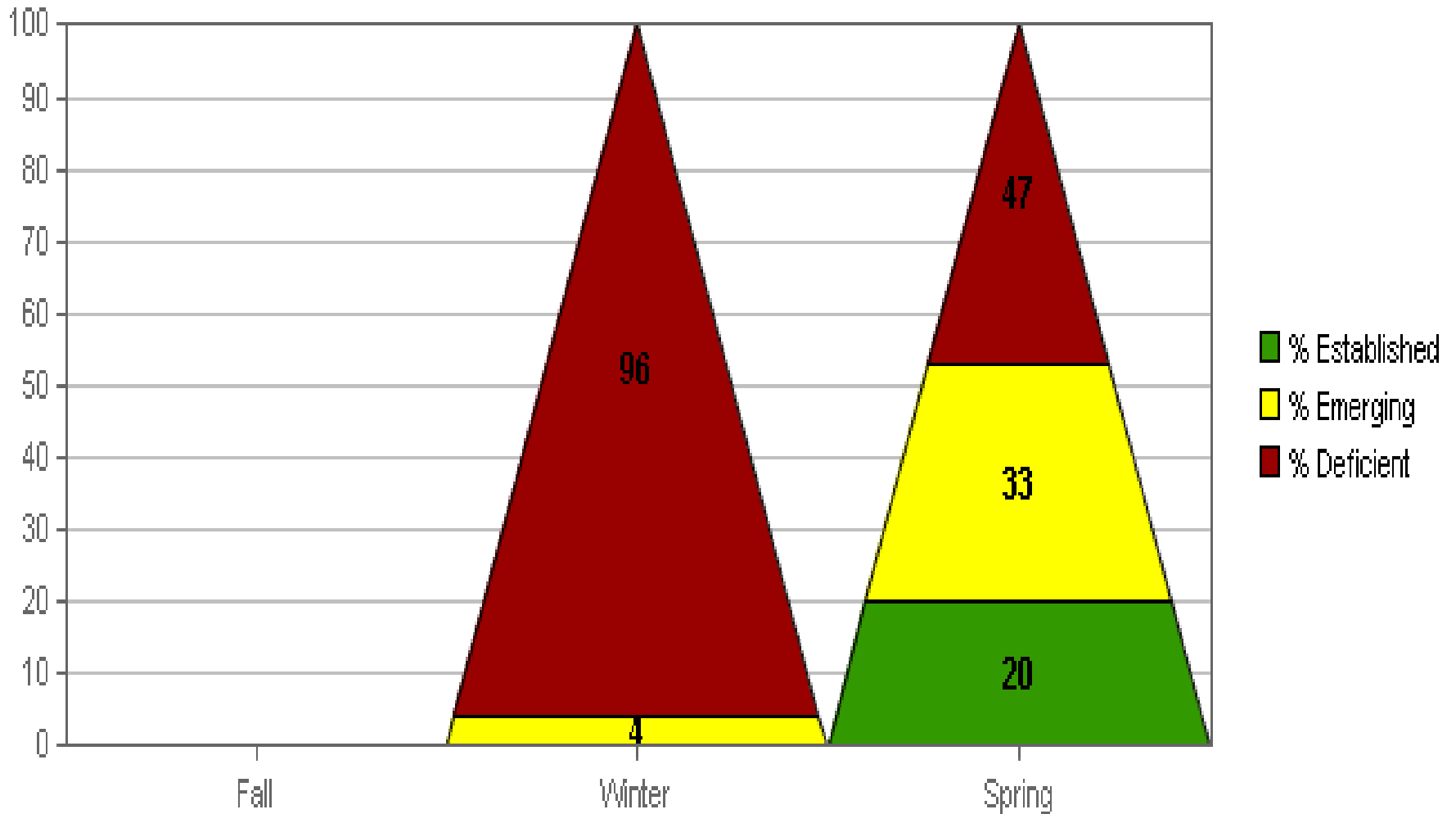
Three Year Comparison-Special Ed.-Title Only

White River School District Letter Sound Fluency Grade K : 2010-2011 School Year



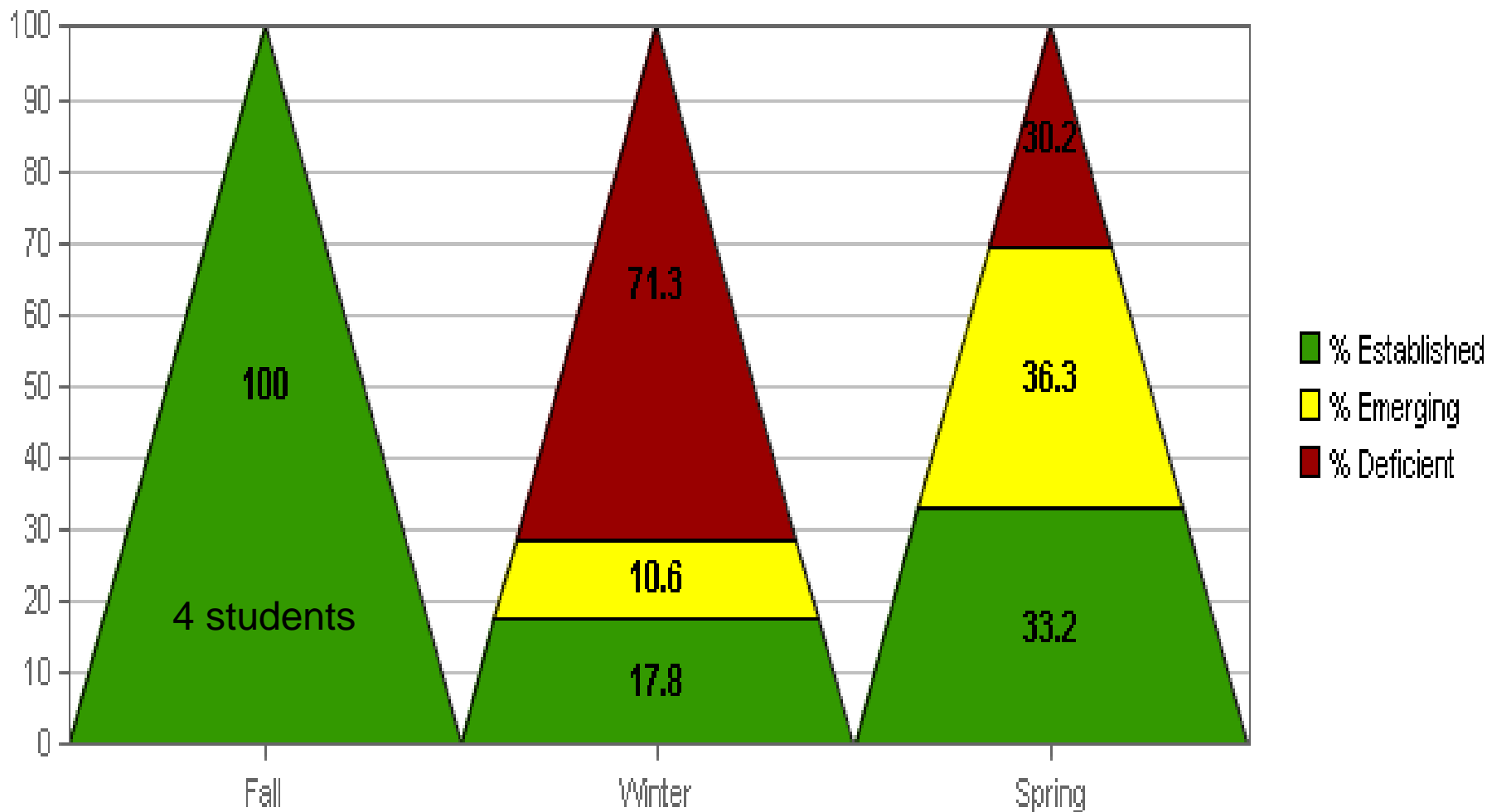
Three Year Comparison-Special Ed.-Title Only

White River School District Oral Reading Fluency-R-CBM Grade 1 : 2008-2009 School Year



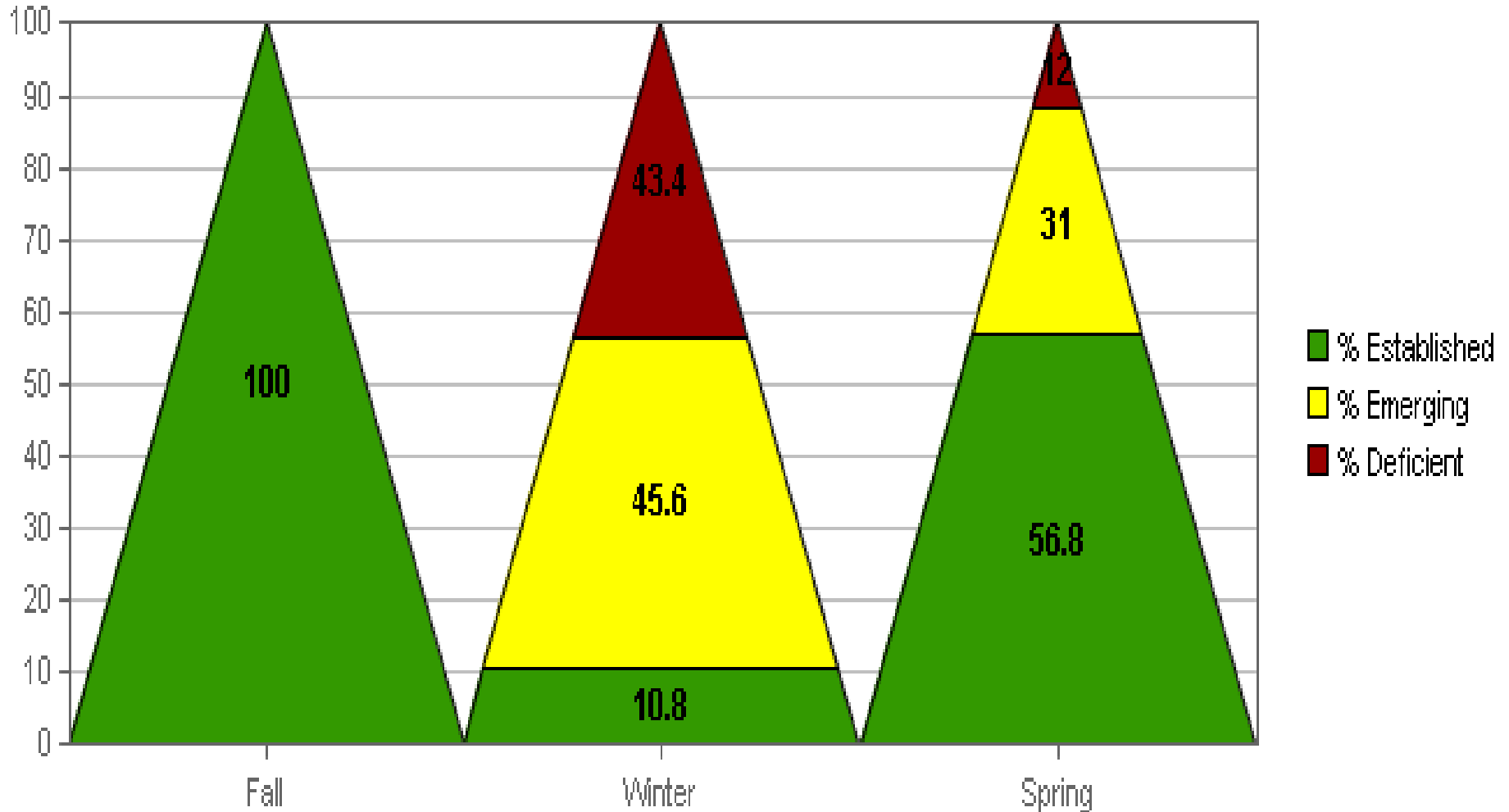
Three Year Comparison-Special Ed.-Title Only

White River School District Oral Reading Fluency-R-CBM Grade 1 : 2009-2010 School Year



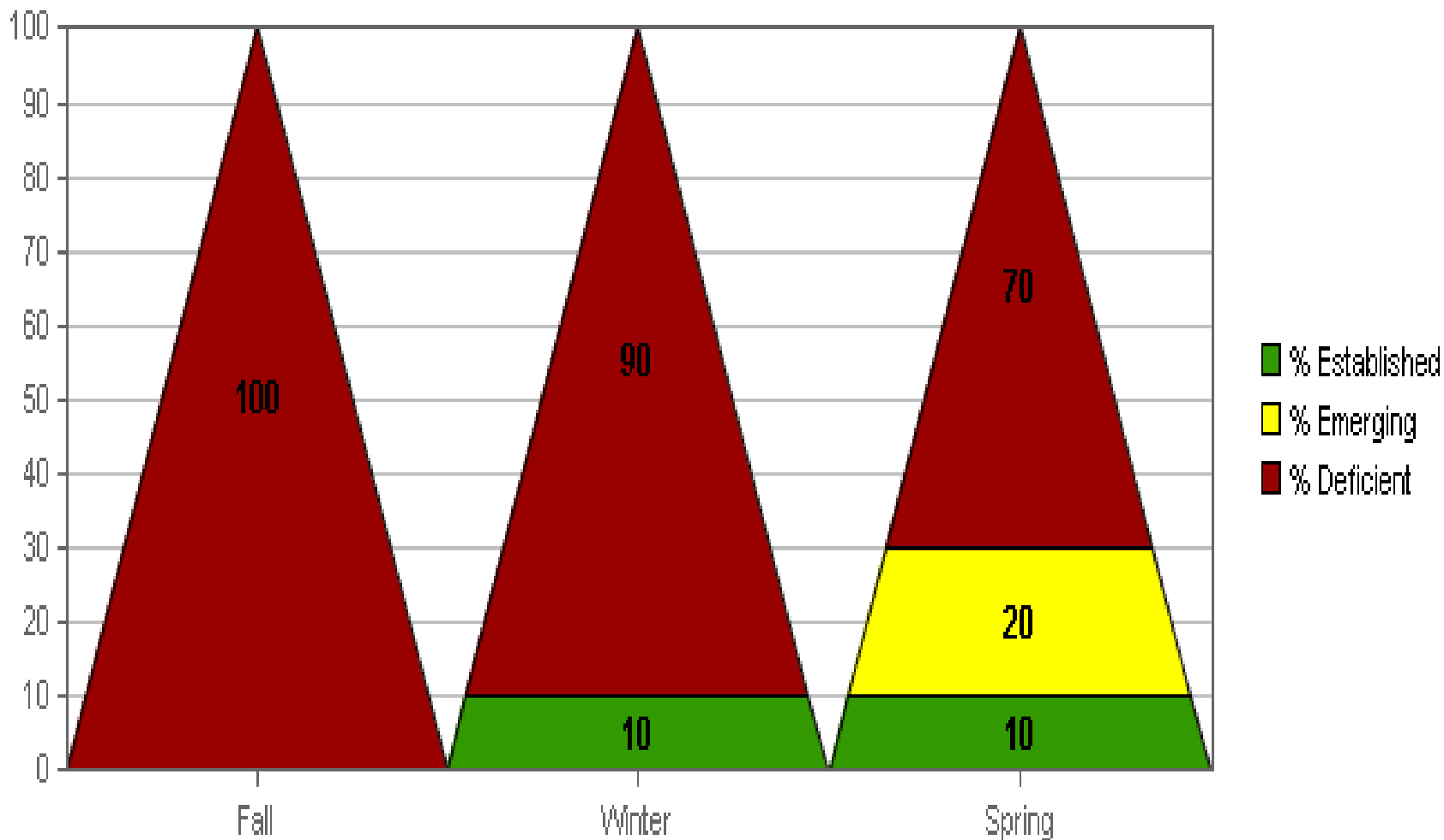
Three Year Comparison-Special Ed.-Title Only

White River School District Oral Reading Fluency-R-CBM Grade 1 : 2010-2011 School Year



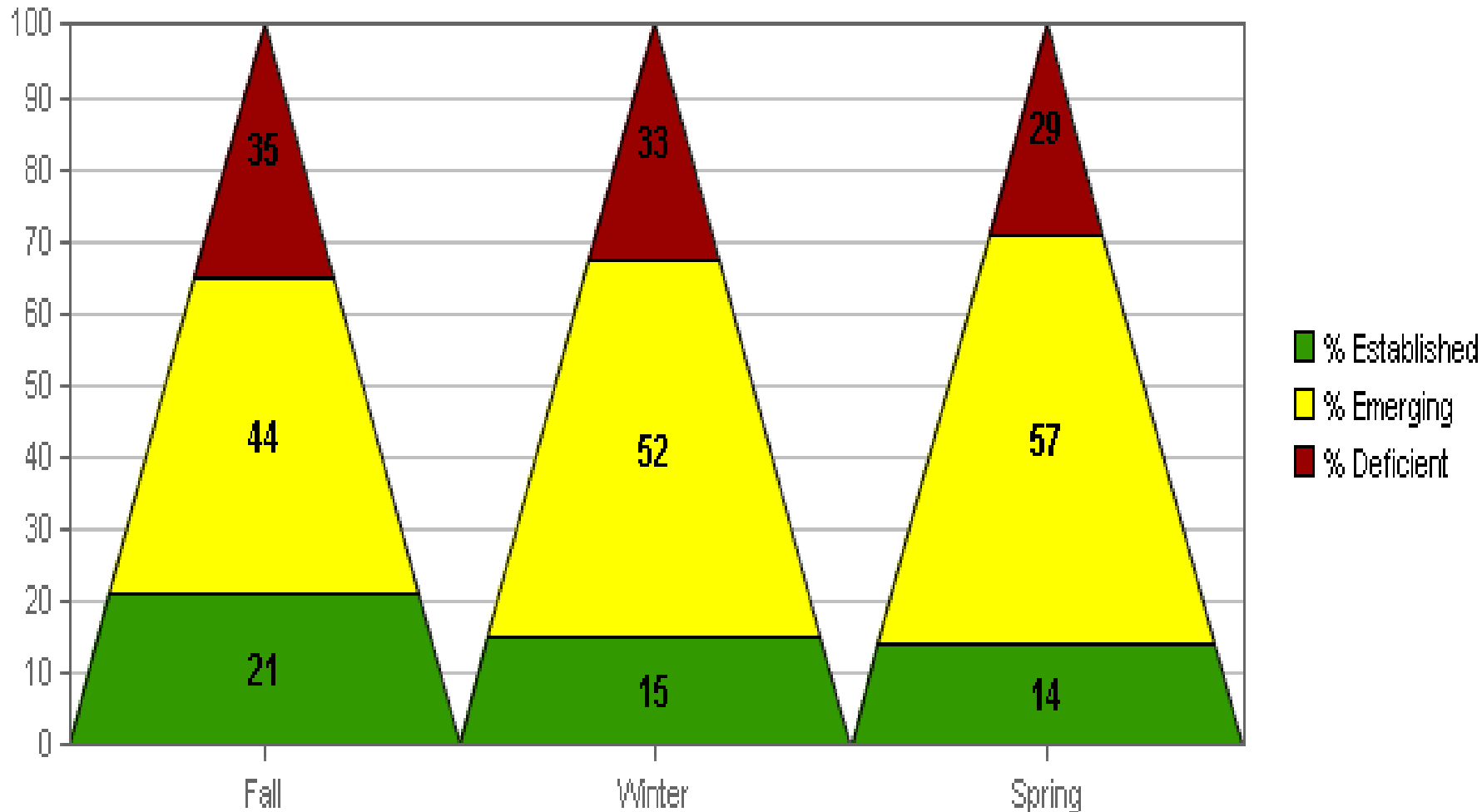
Three Year Comparison-Special Ed.-Title Only

White River School District Oral Reading Fluency-R-CBM Grade 6 : 2008-2009 School Year



Three Year Comparison-Special Ed.-Title Only

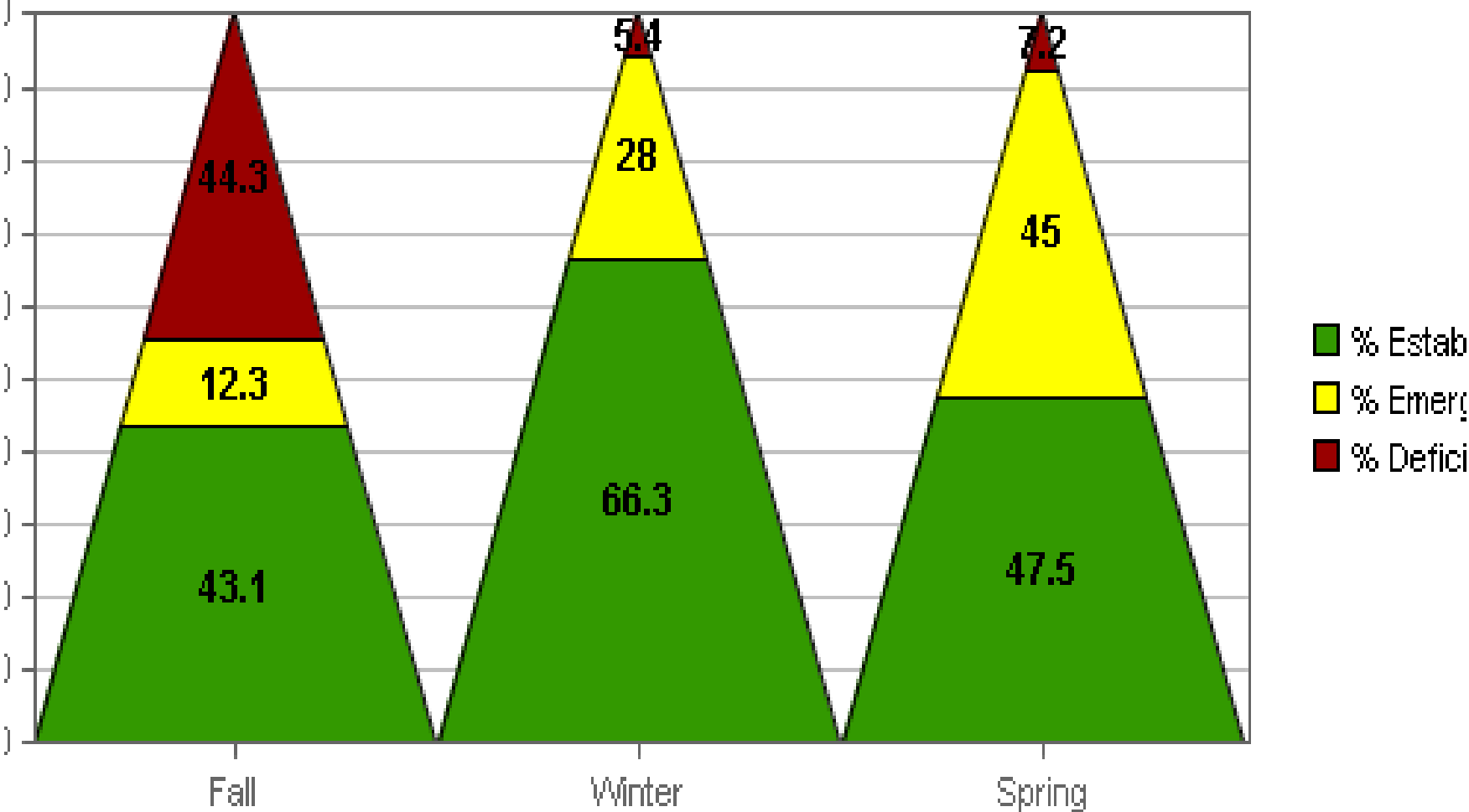
White River School District Oral Reading Fluency-R-CBM Grade 6 : 2009-2010 School Year



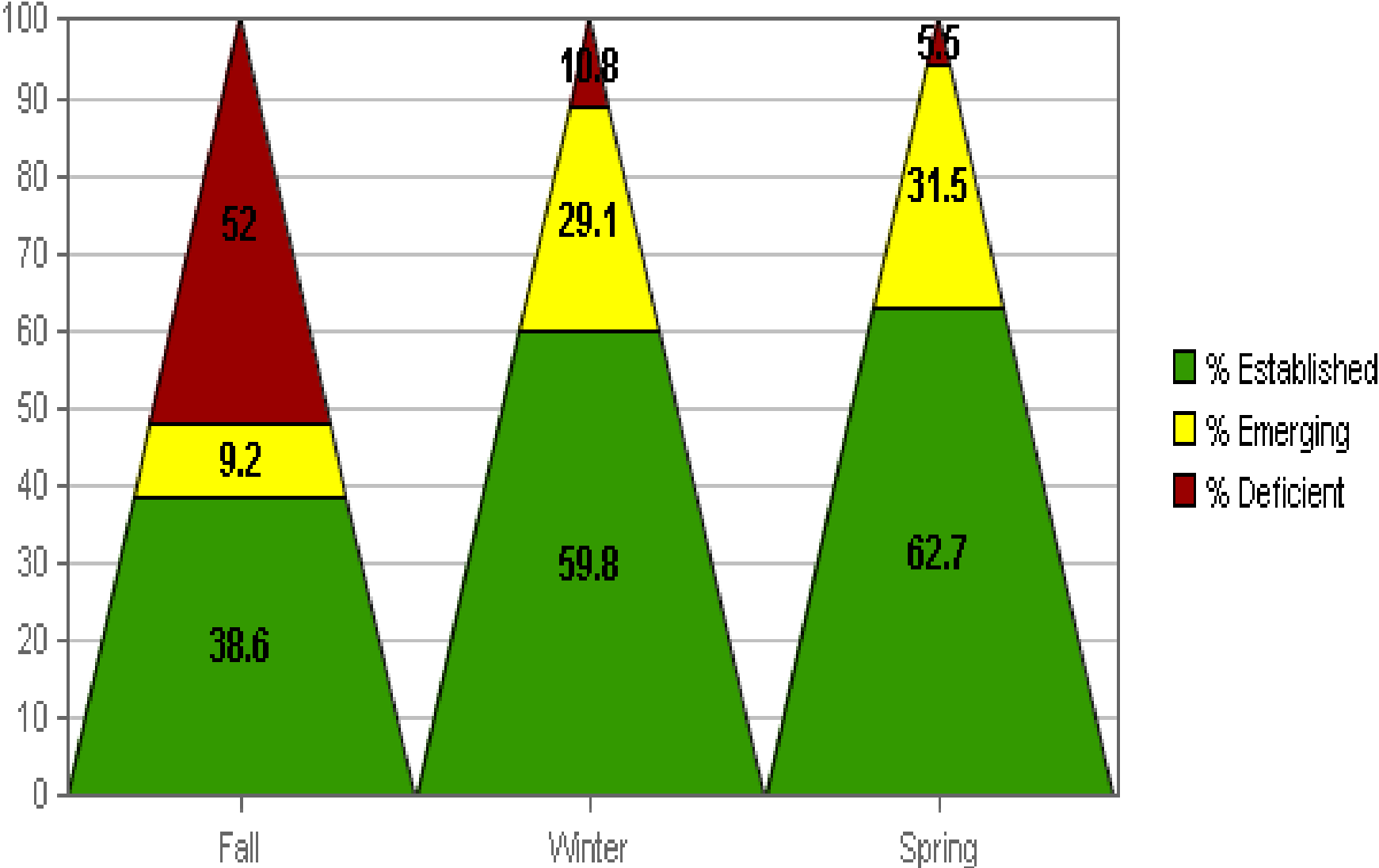
Is RTI making a difference in moving more students to benchmark status?

- Data collection system needed
- Longitudinal look is important
- Must clearly identify how targets are set
- The following slides are *all students*

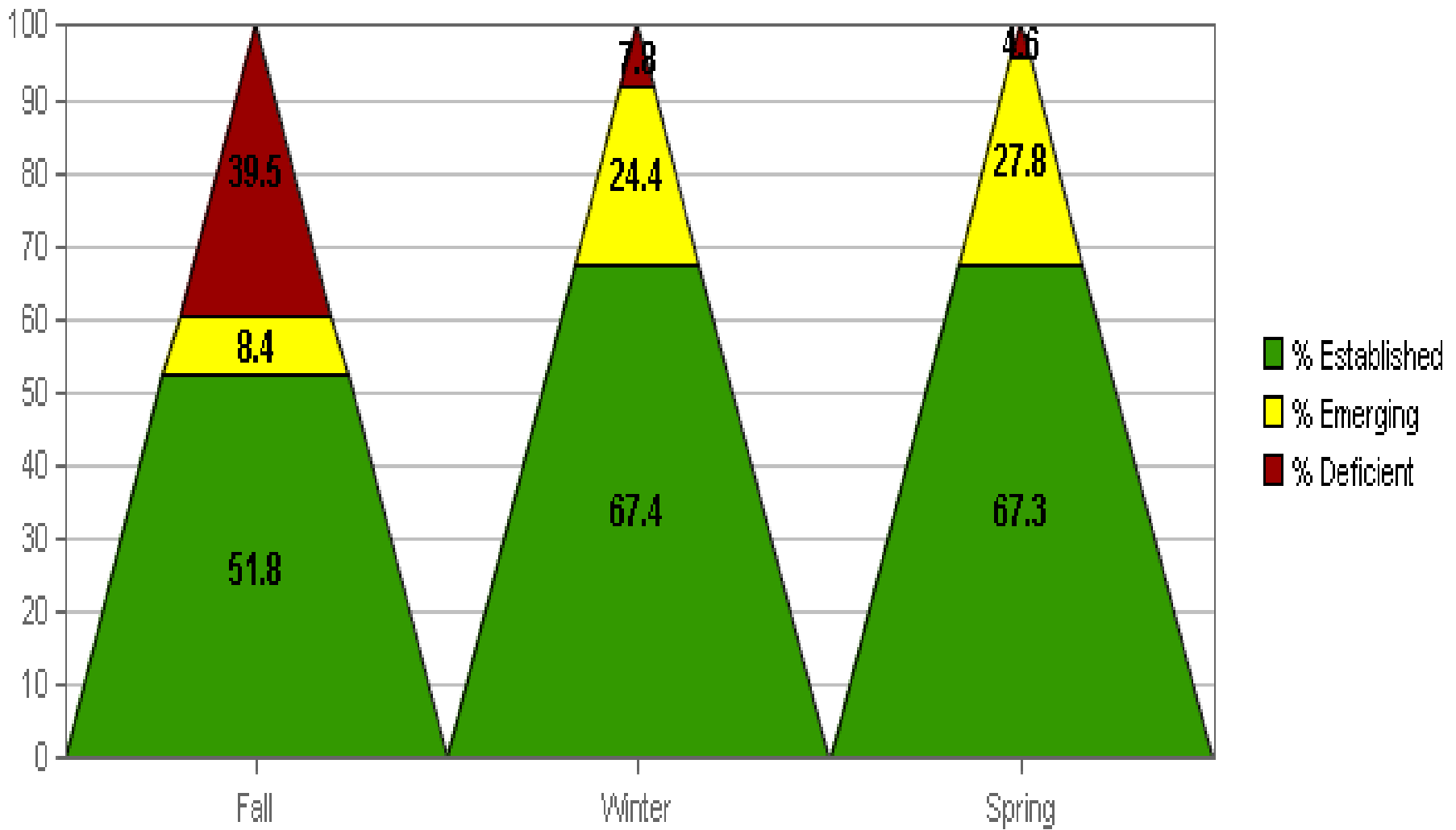
WRSD Kindergarten Letter Sound Fluency 2008-2009



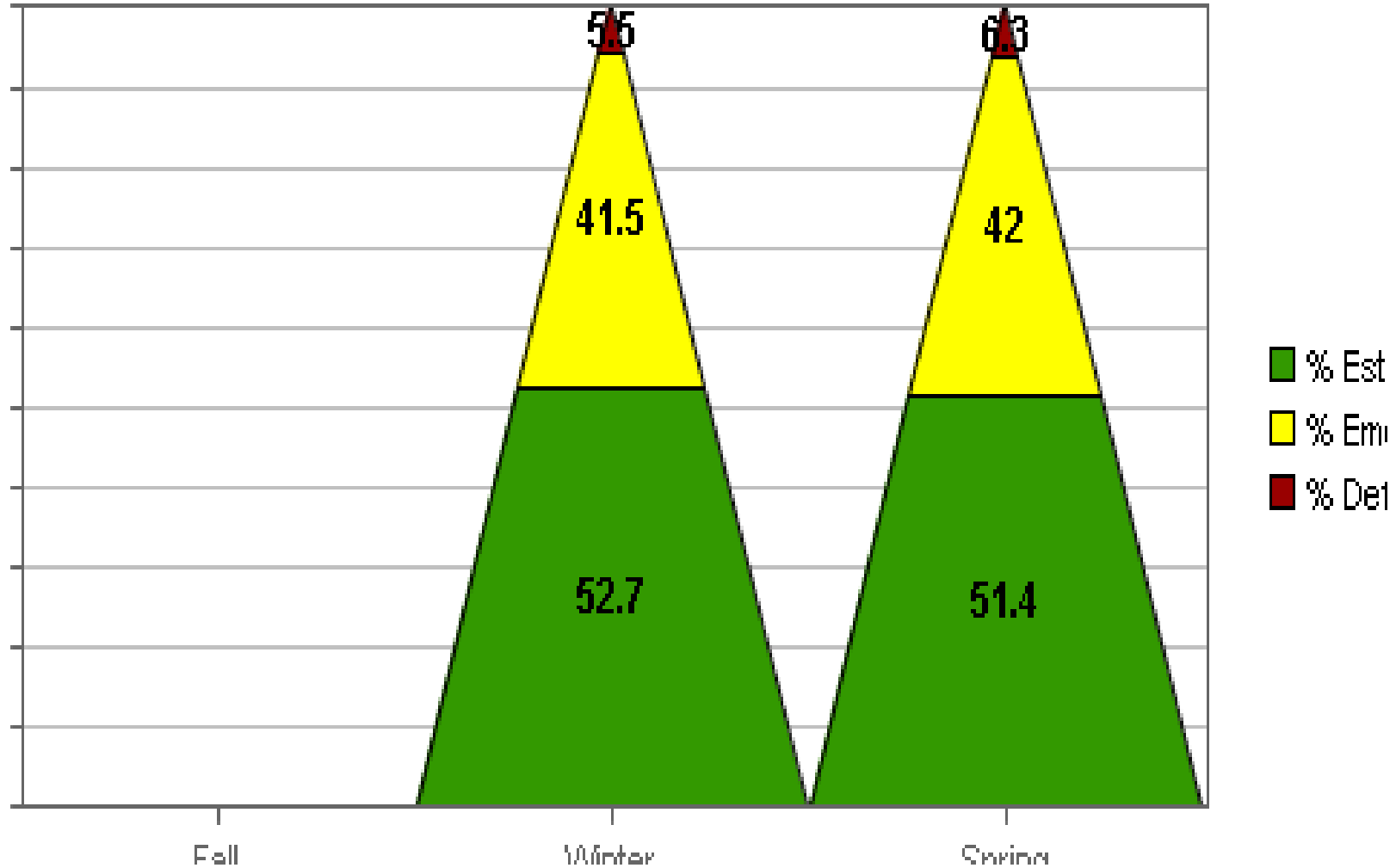
WRSD Kindergarten Letter Sound Fluency 2009-2010



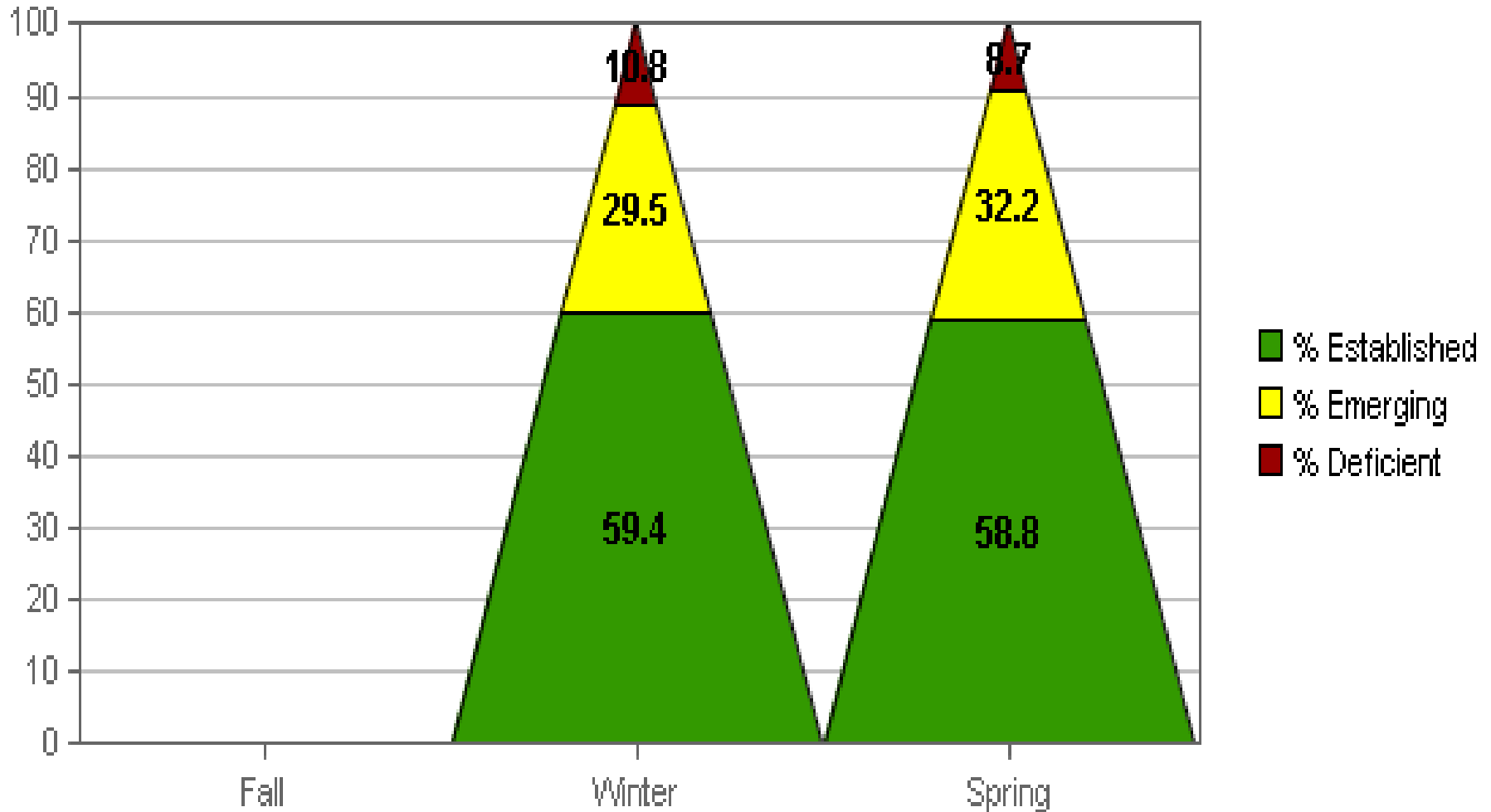
White River School District Letter Sound Fluency Grade K : 2010-2011 School Year



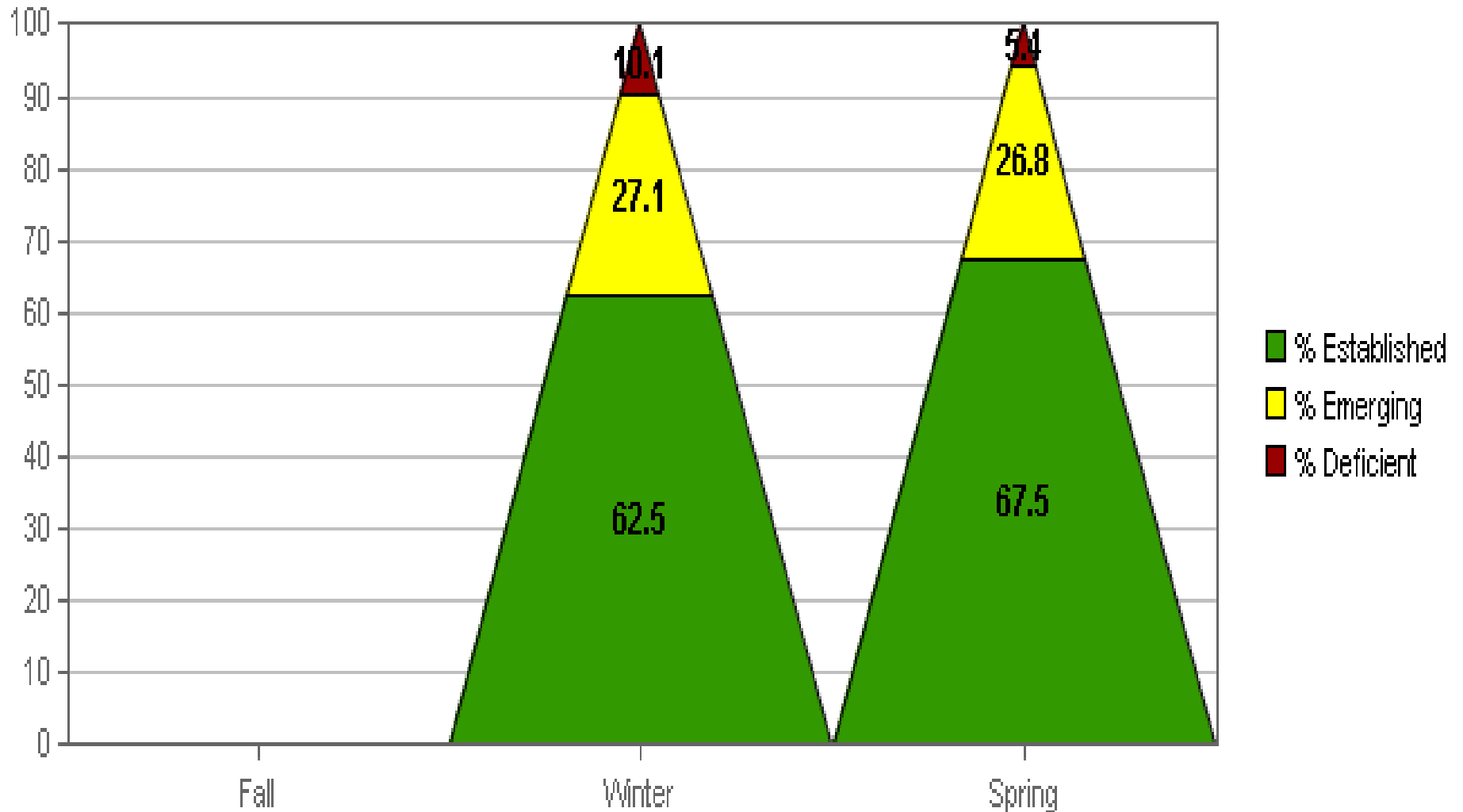
WRSD Kindergarten Phonemic Segmentation Fluency 2008-2009



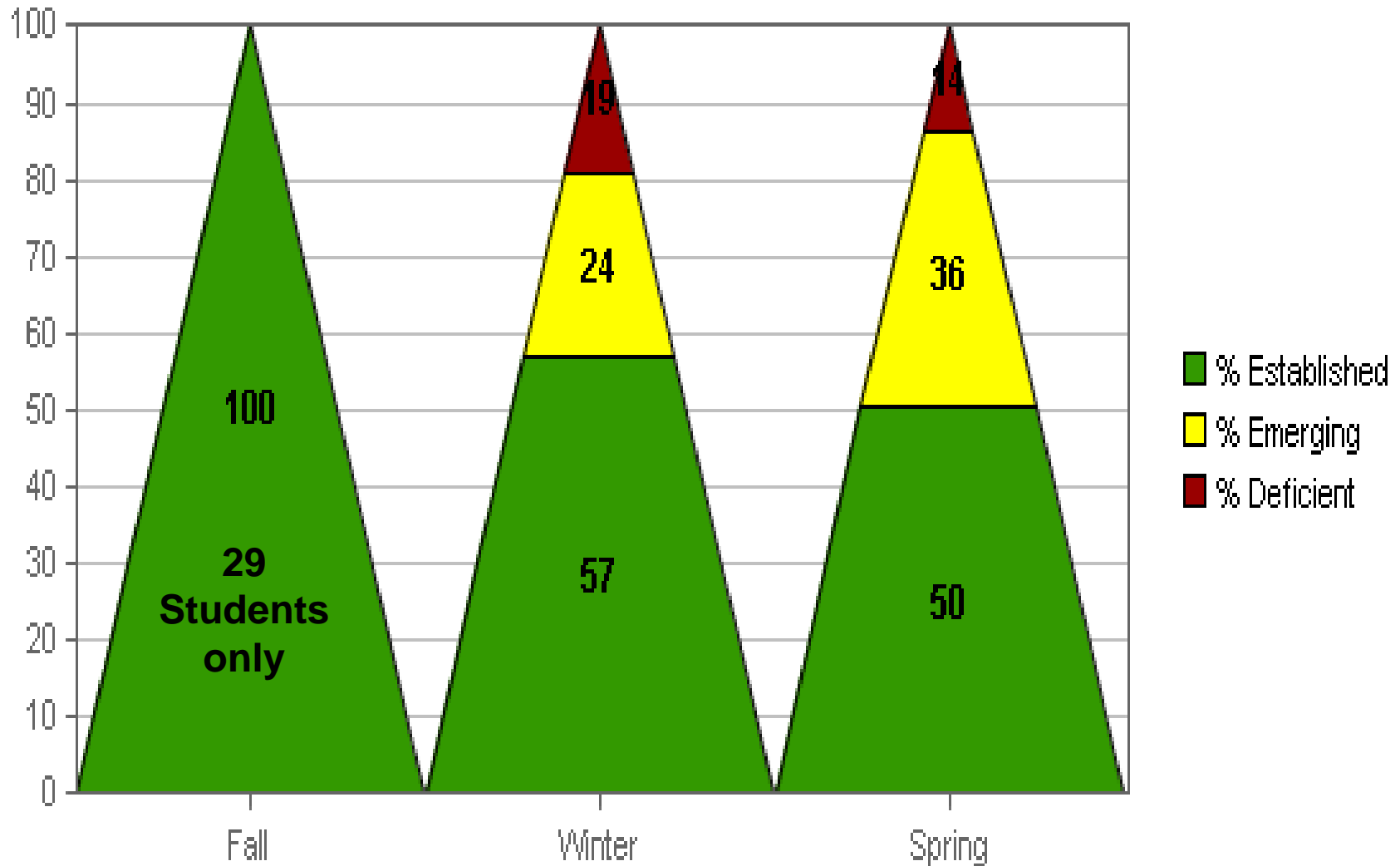
WRSD Kindergarten Phonemic Segmentation Fluency 2009-2010



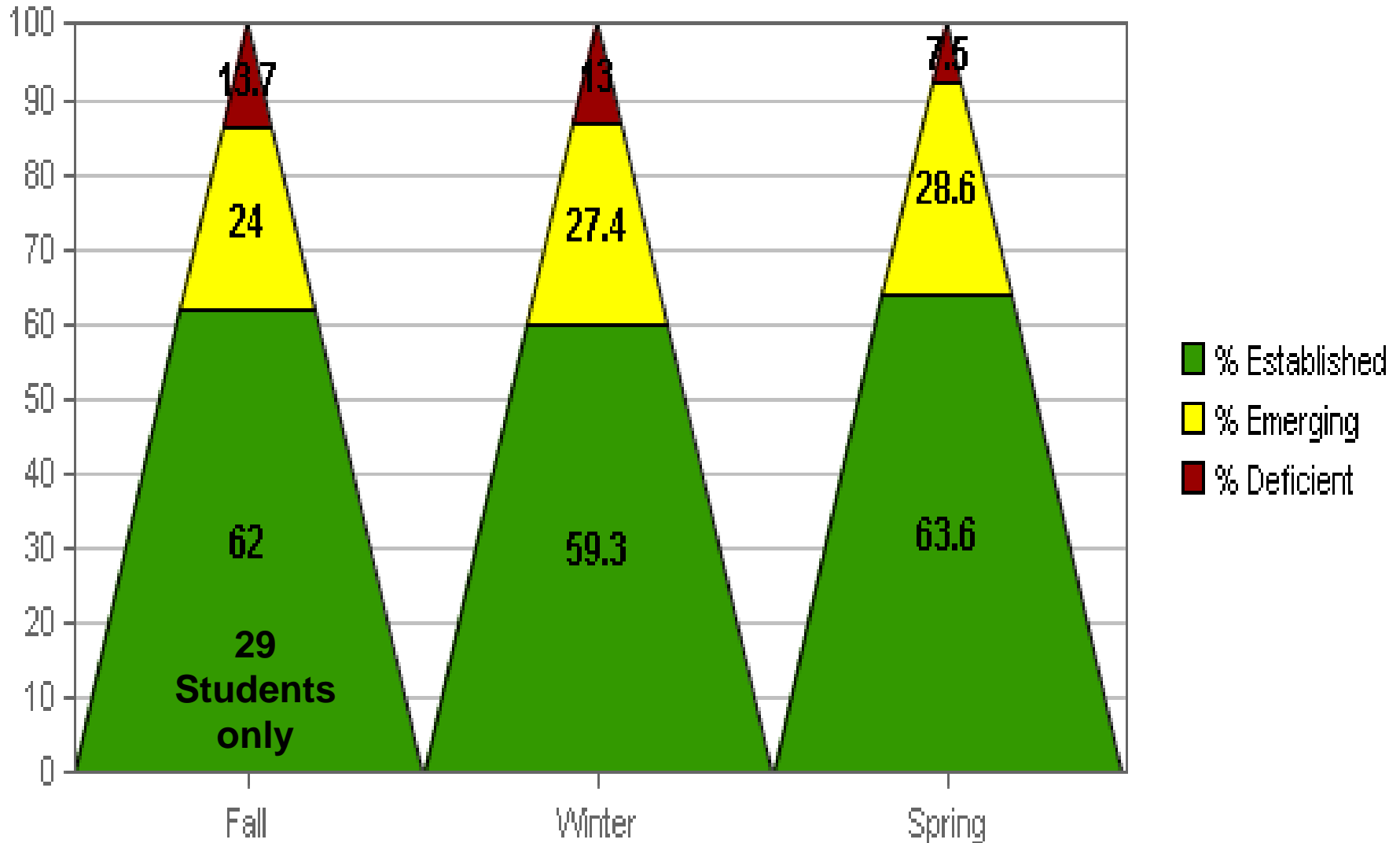
White River School District Phoneme Segmentation Fluency Grade K : 2010-2011 School Year



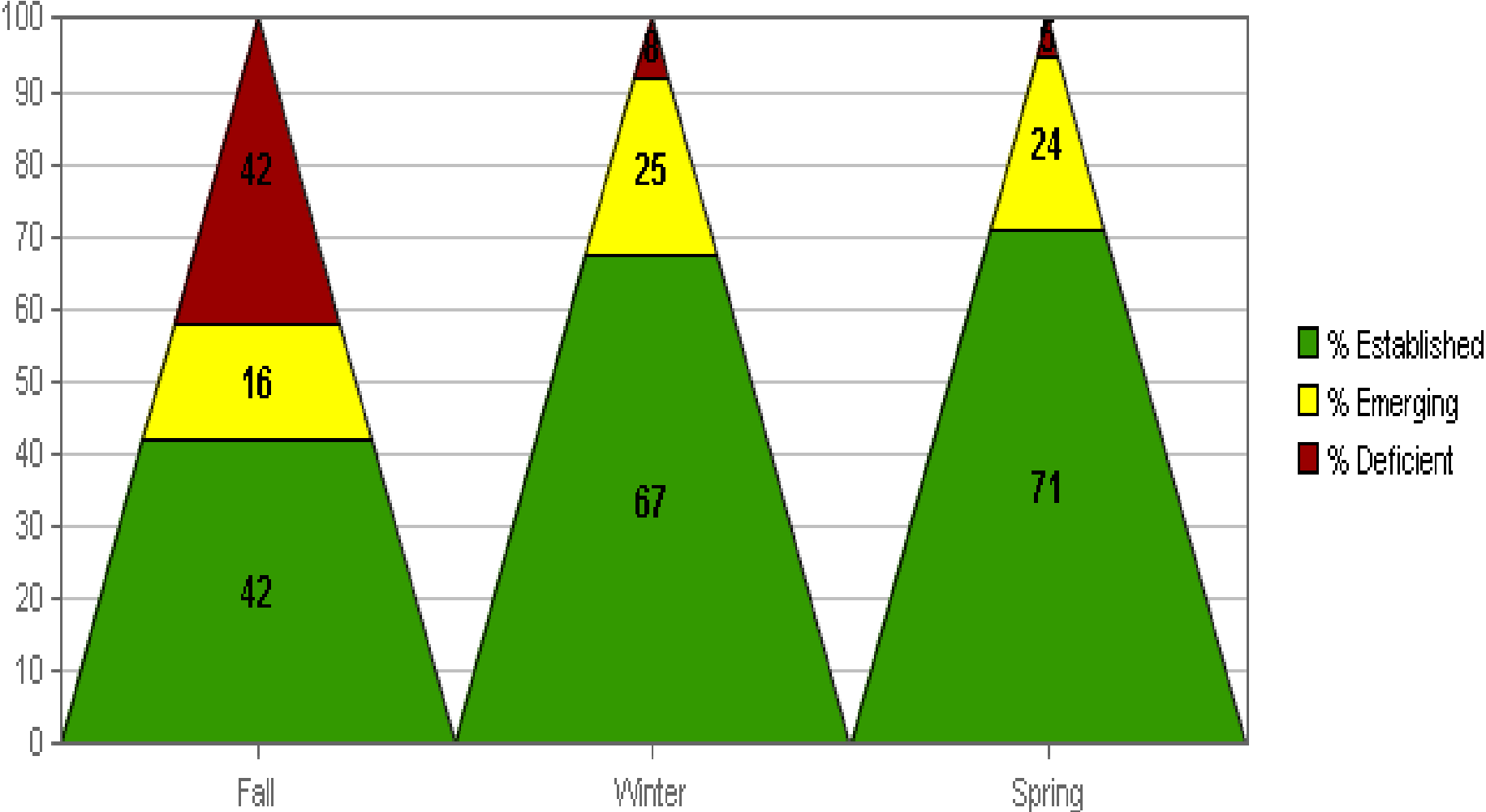
WRSD First Grade Oral Reading Fluency 2008-2009



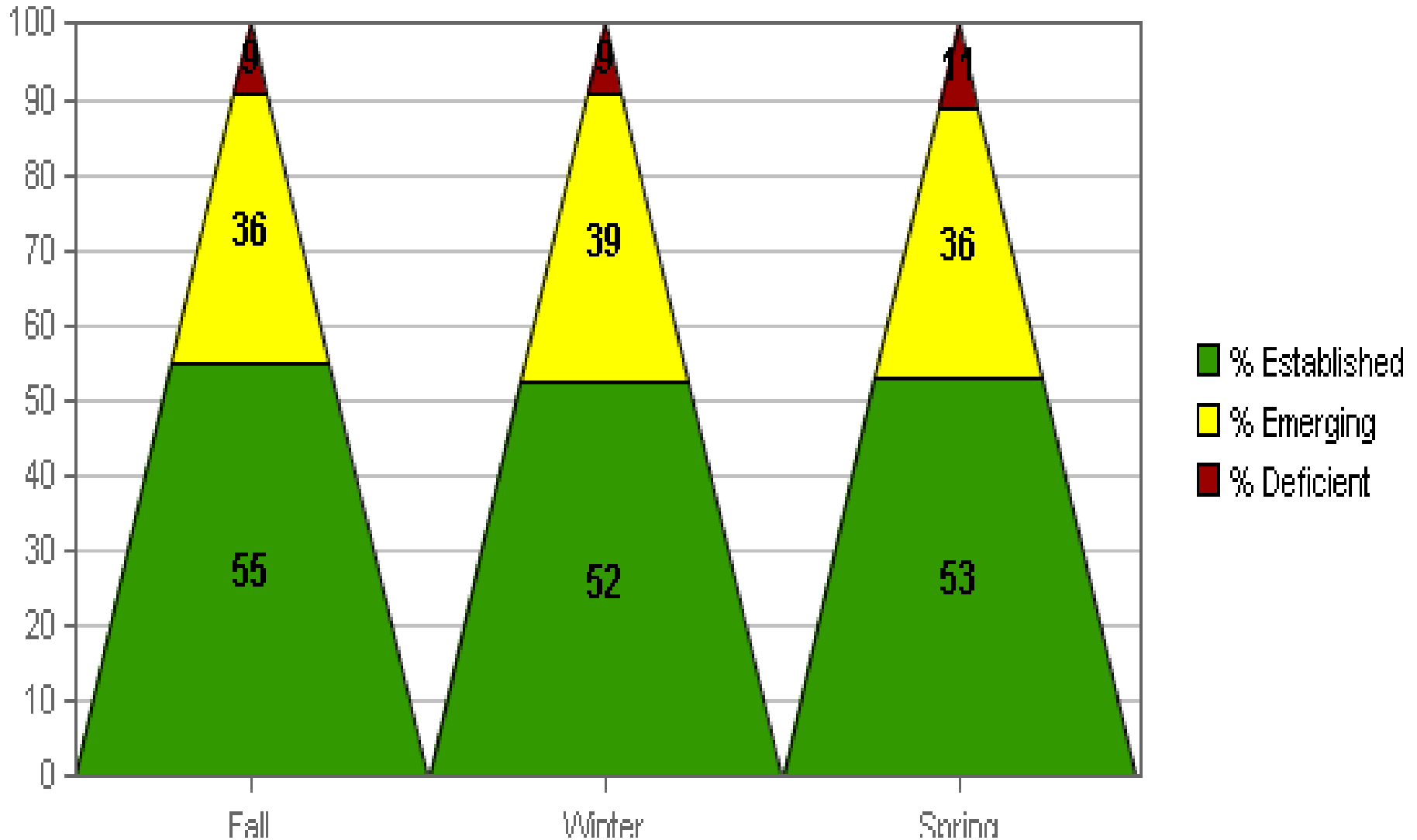
WRSD First Grade Oral Reading Fluency 2009-2010



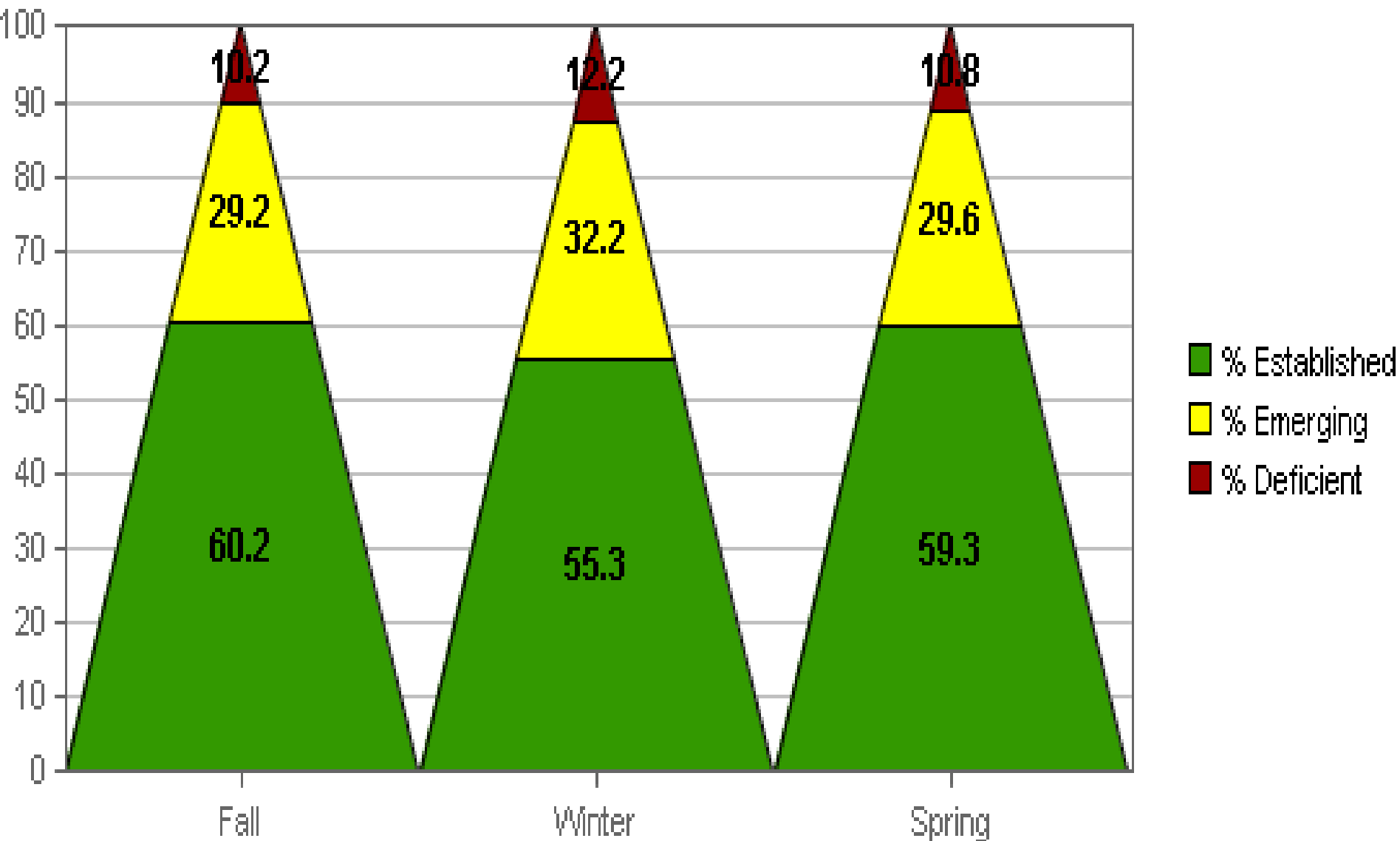
**White River School District
Reading - Curriculum Based Measurement
Grade 1 : 2010-2011 School Year**



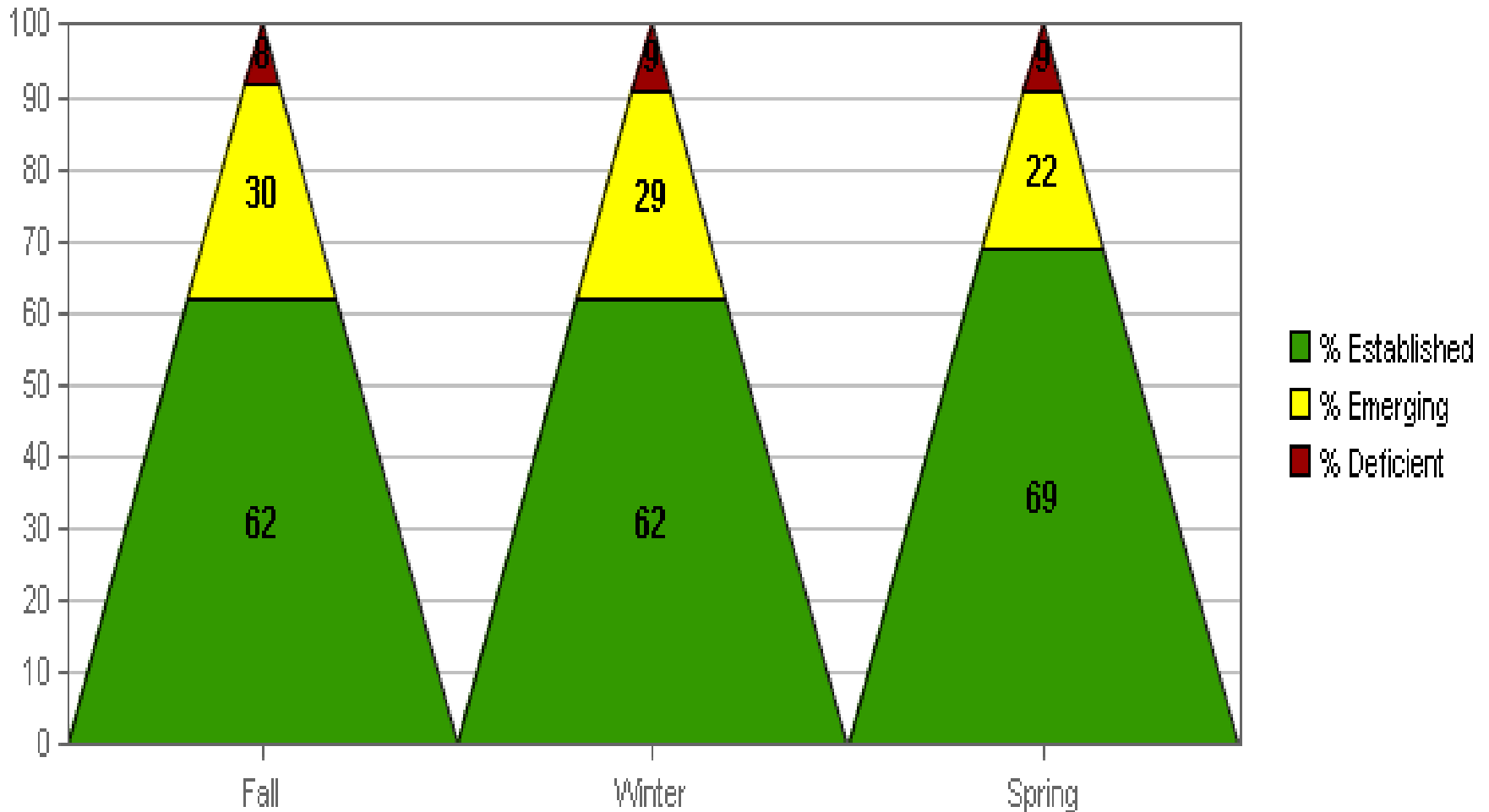
WRSD Fourth Grade Oral Reading Fluency 2008-2009



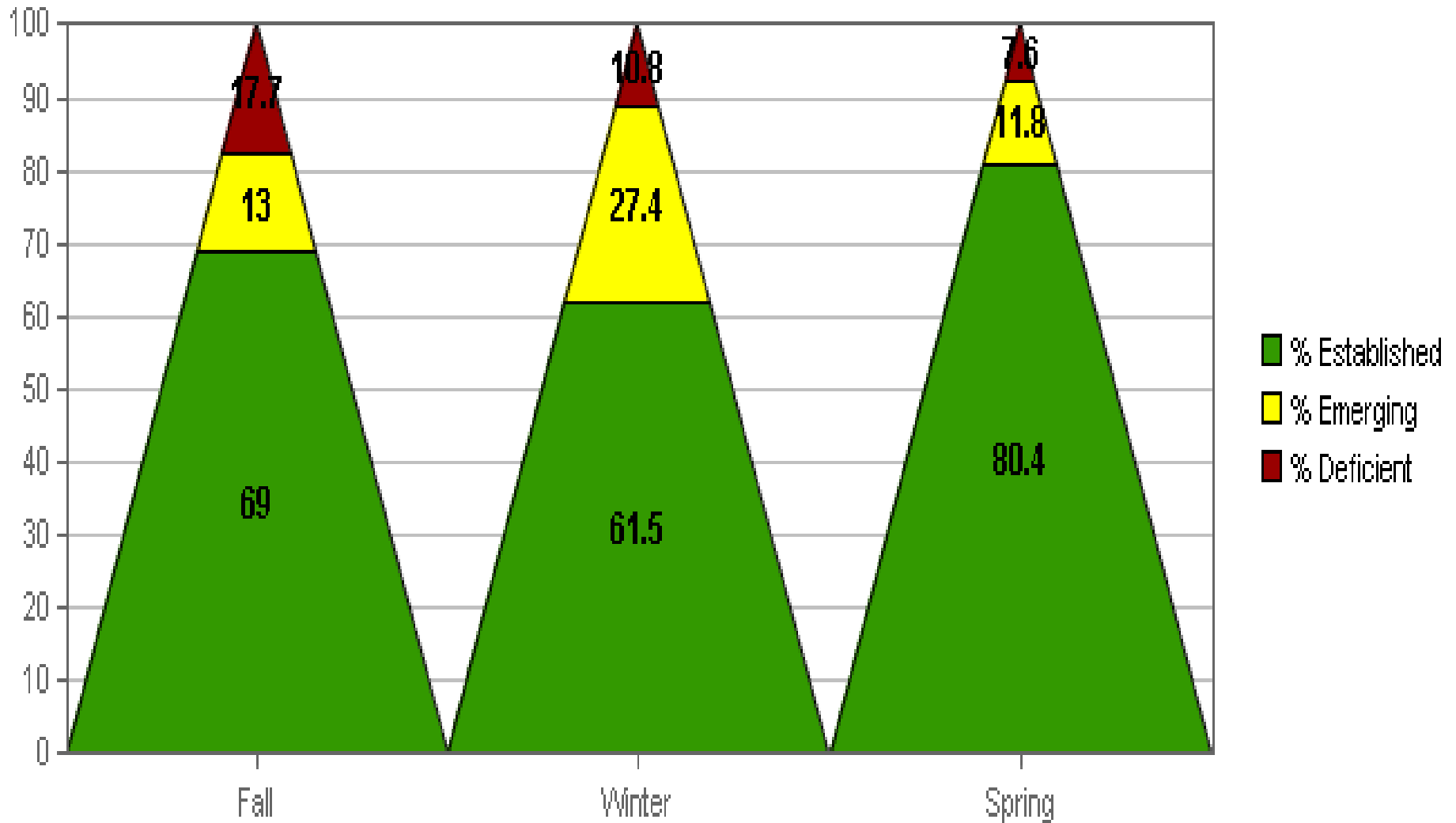
WRSD Fourth Grade Oral Reading Fluency 2009-2010



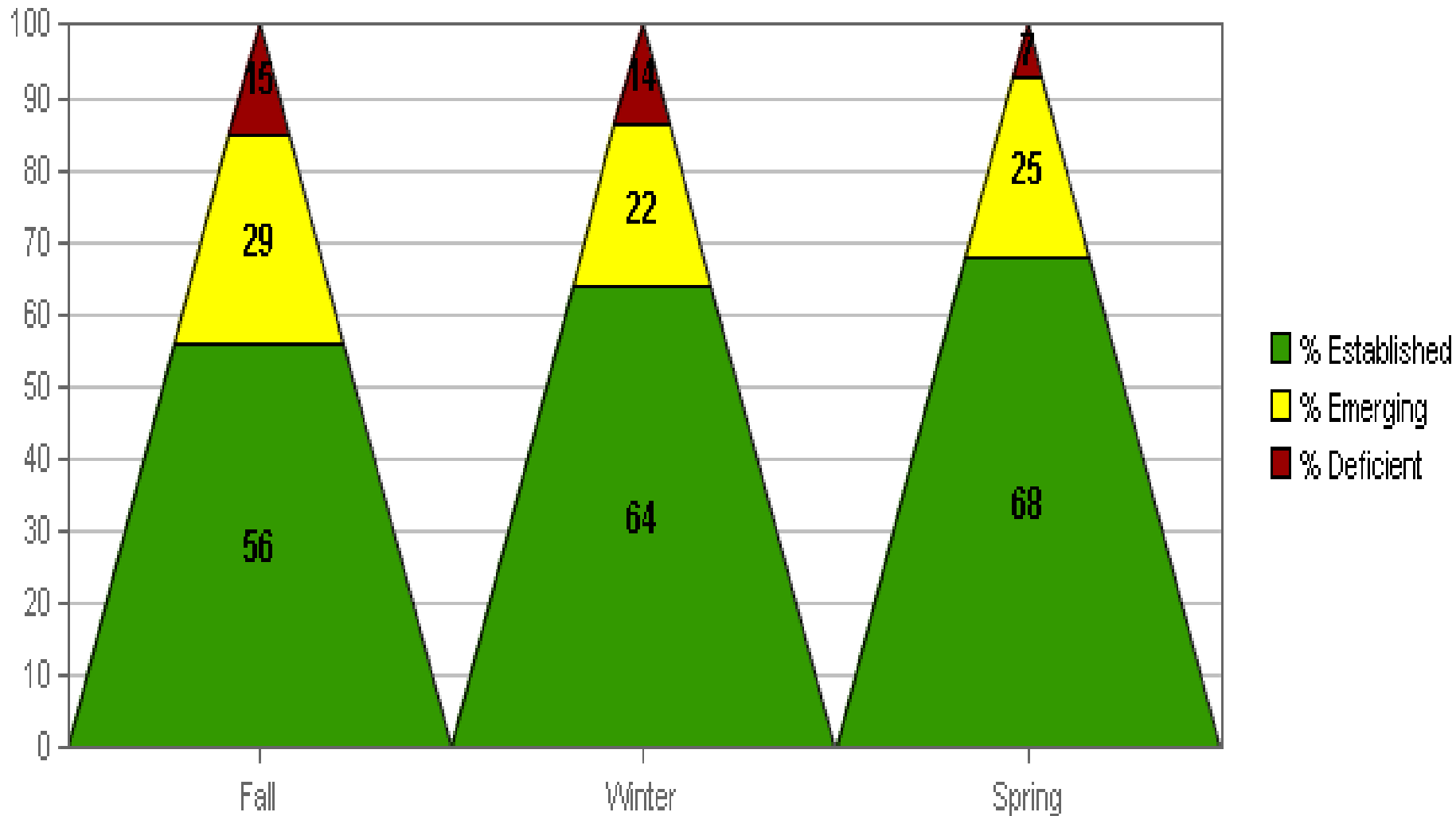
White River School District Reading - Curriculum Based Measurement Grade 4 : 2010-2011 School Year



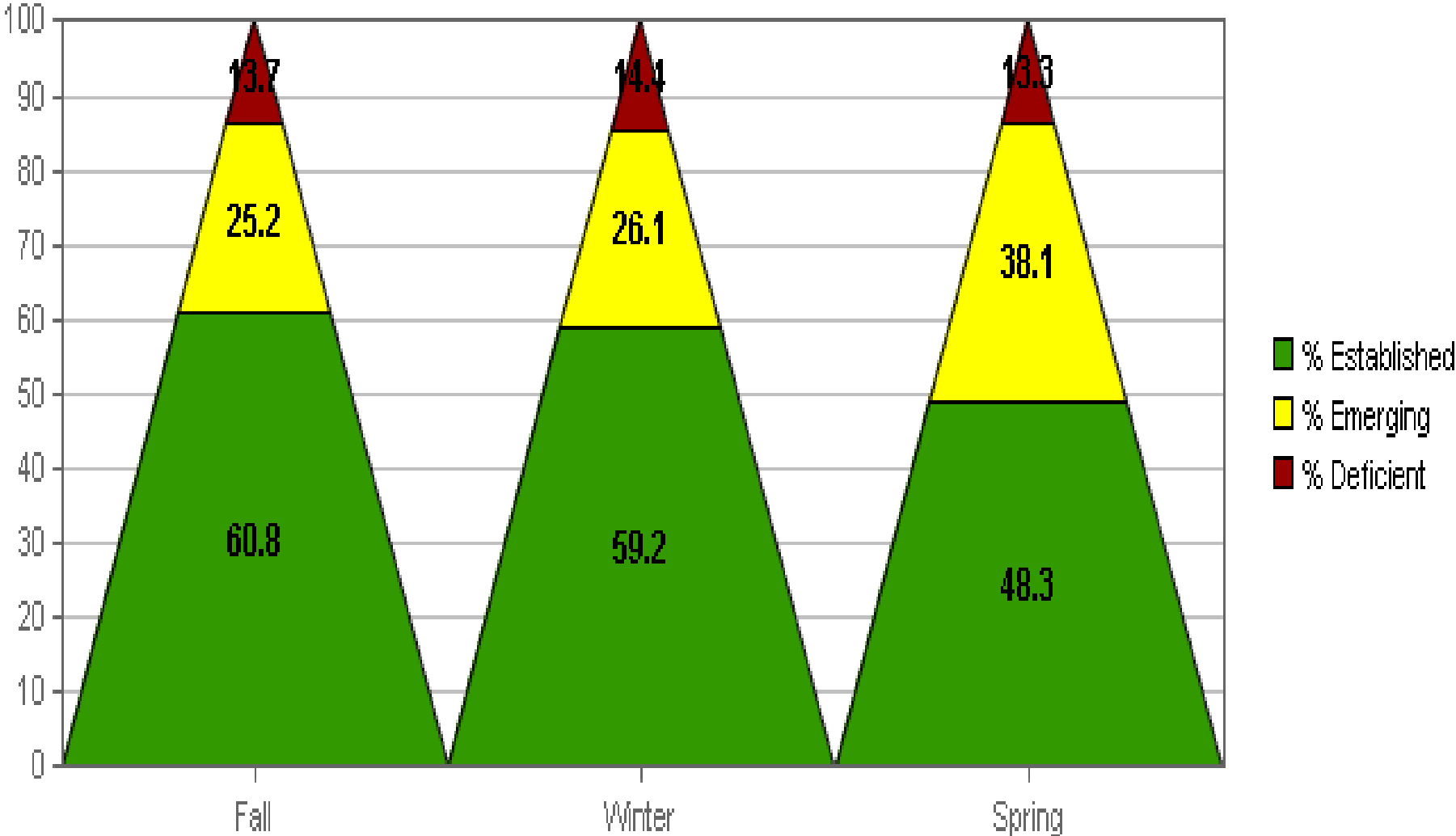
White River School District
MAZE - Comprehension
Grade 5 : 2010-2011 School Year



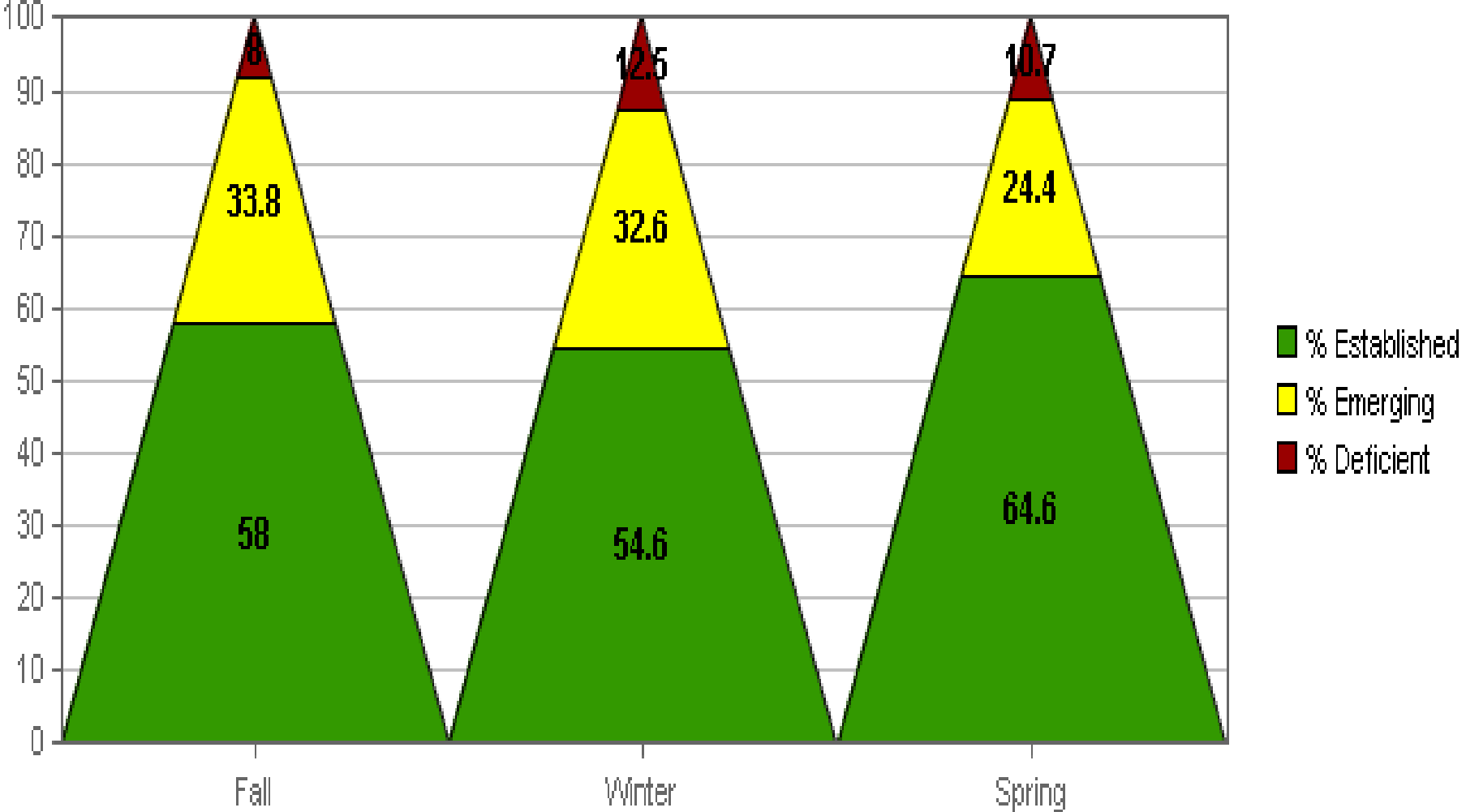
White River School District
Mathematics Concepts and Applications
Grade 5 : 2010-2011 School Year



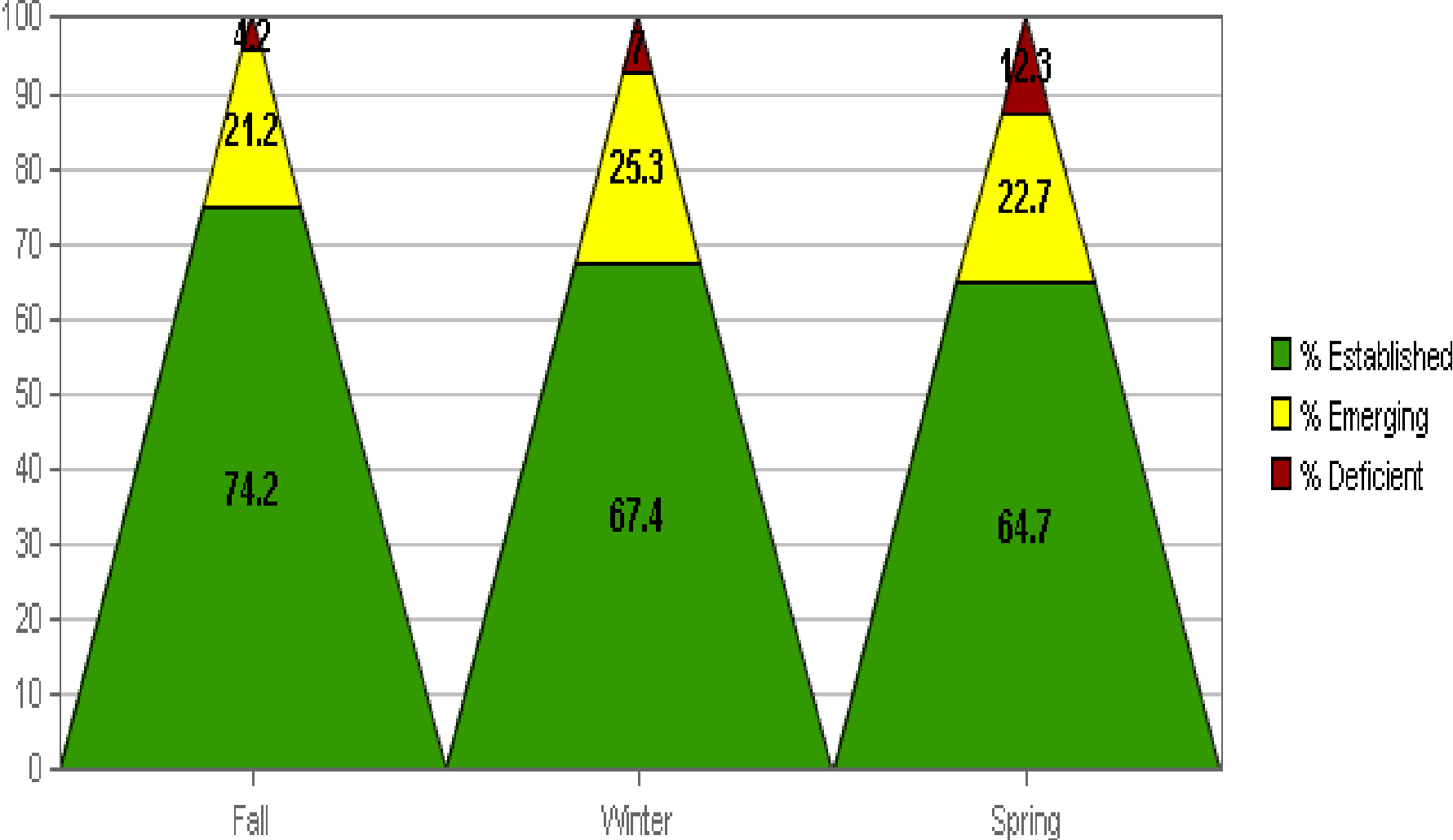
**White River School District
Mathematics Concepts and Applications
Grade 6 : 2010-2011 School Year**



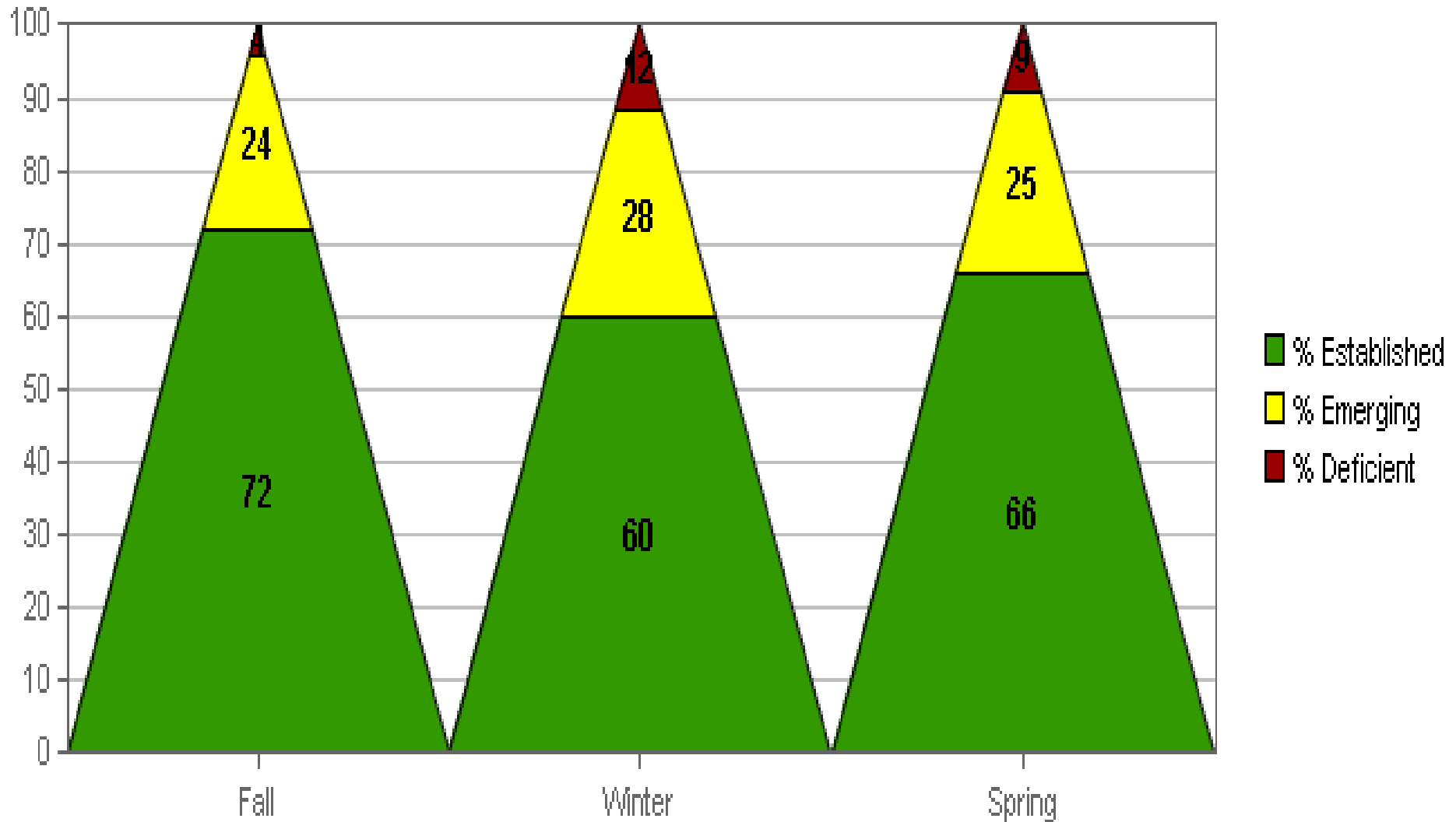
**White River School District
MAZE - Comprehension
Grade 6 : 2010-2011 School Year**



**White River School District
MAZE - Comprehension
Grade 7 : 2010-2011 School Year**



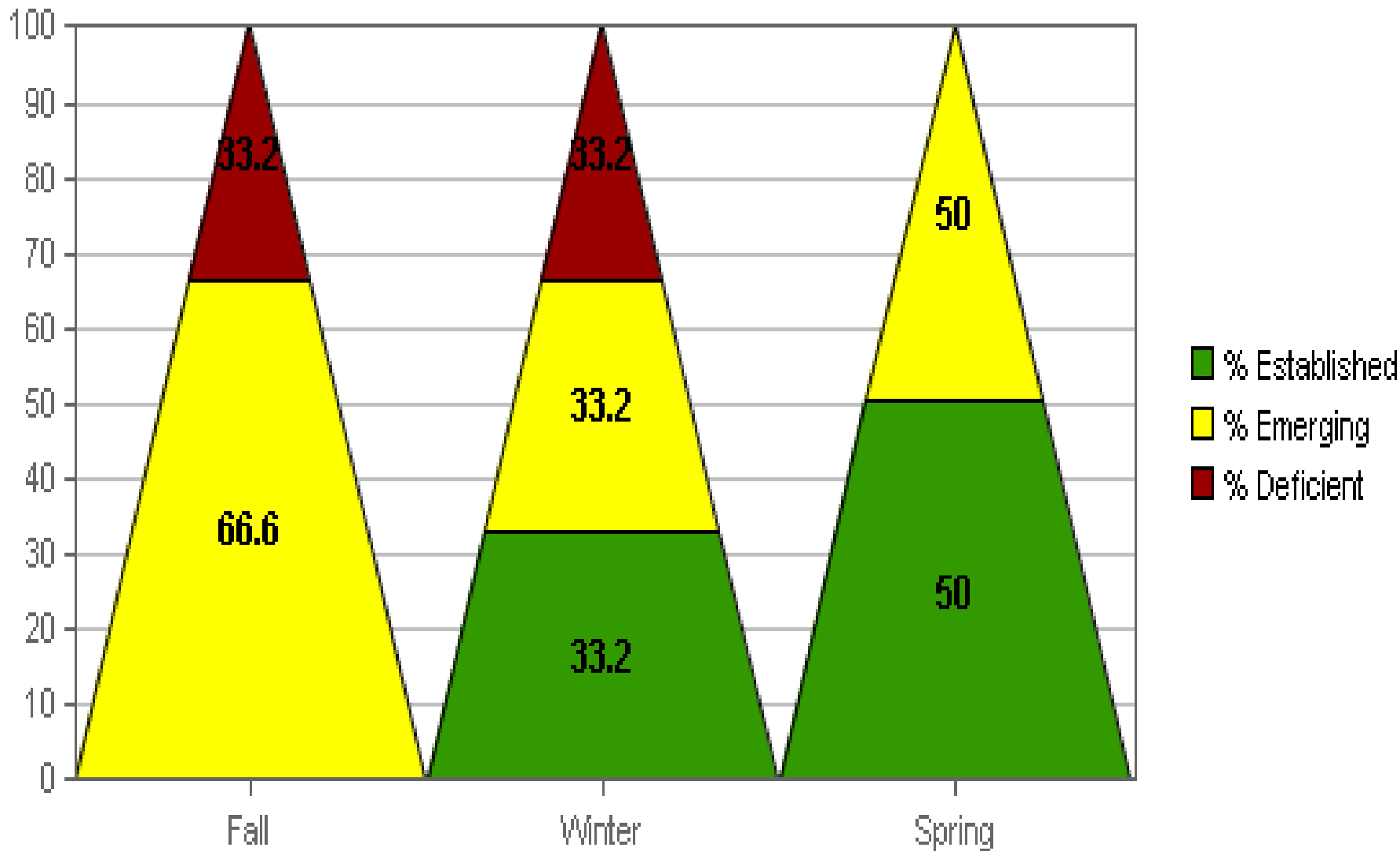
White River School District
MAZE - Comprehension
Grade 8 : 2010-2011 School Year



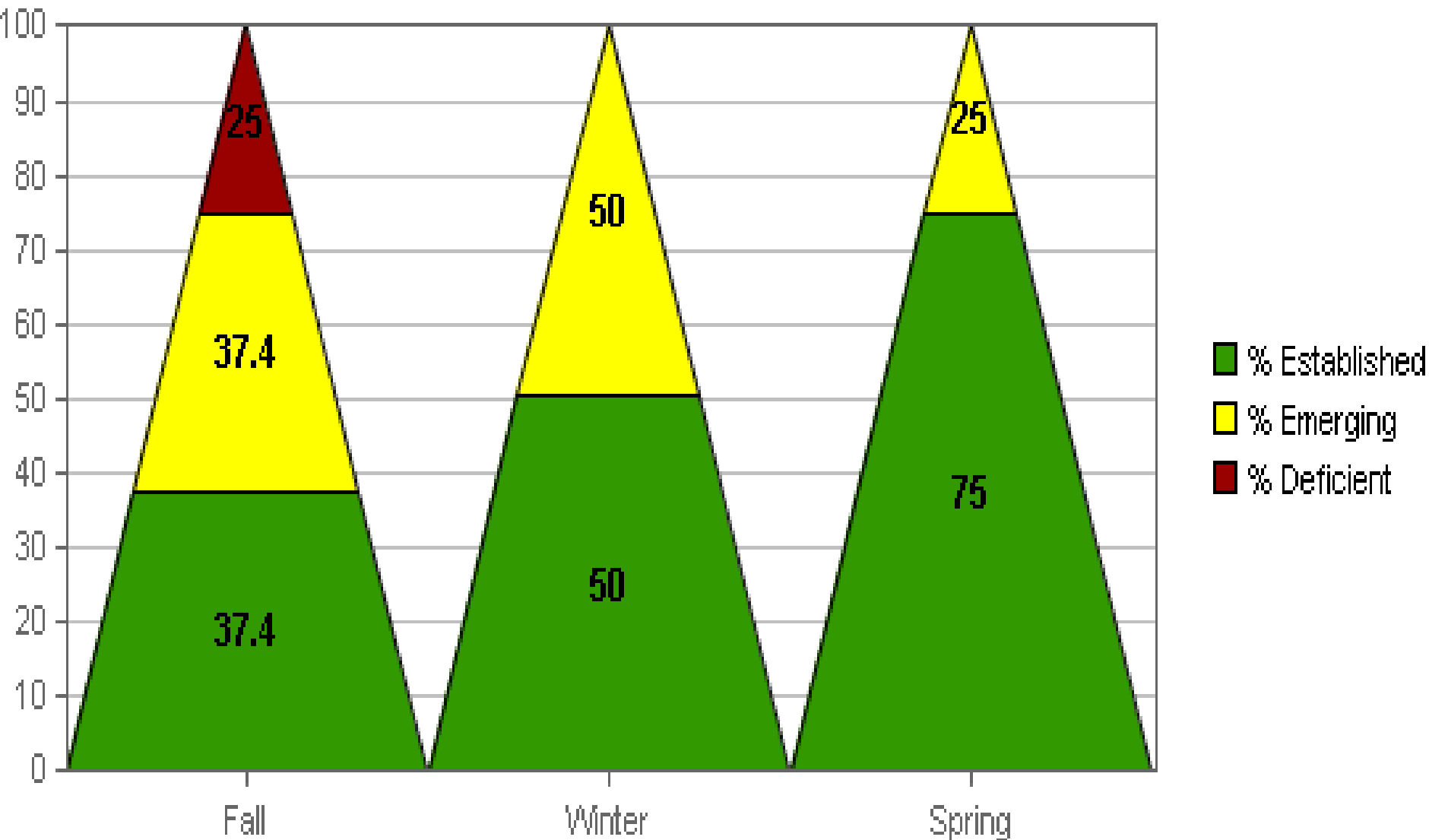
Is RTI making a difference for struggling students at Tiers 2 & 3

- Special Education-8th-Language!
- LAP-8th-Read to Achieve
- Special Education-8th-Corrective Math
- Special Education/Title-3rd-Reading Mastery
- Special Education-5th, 6th, &10th

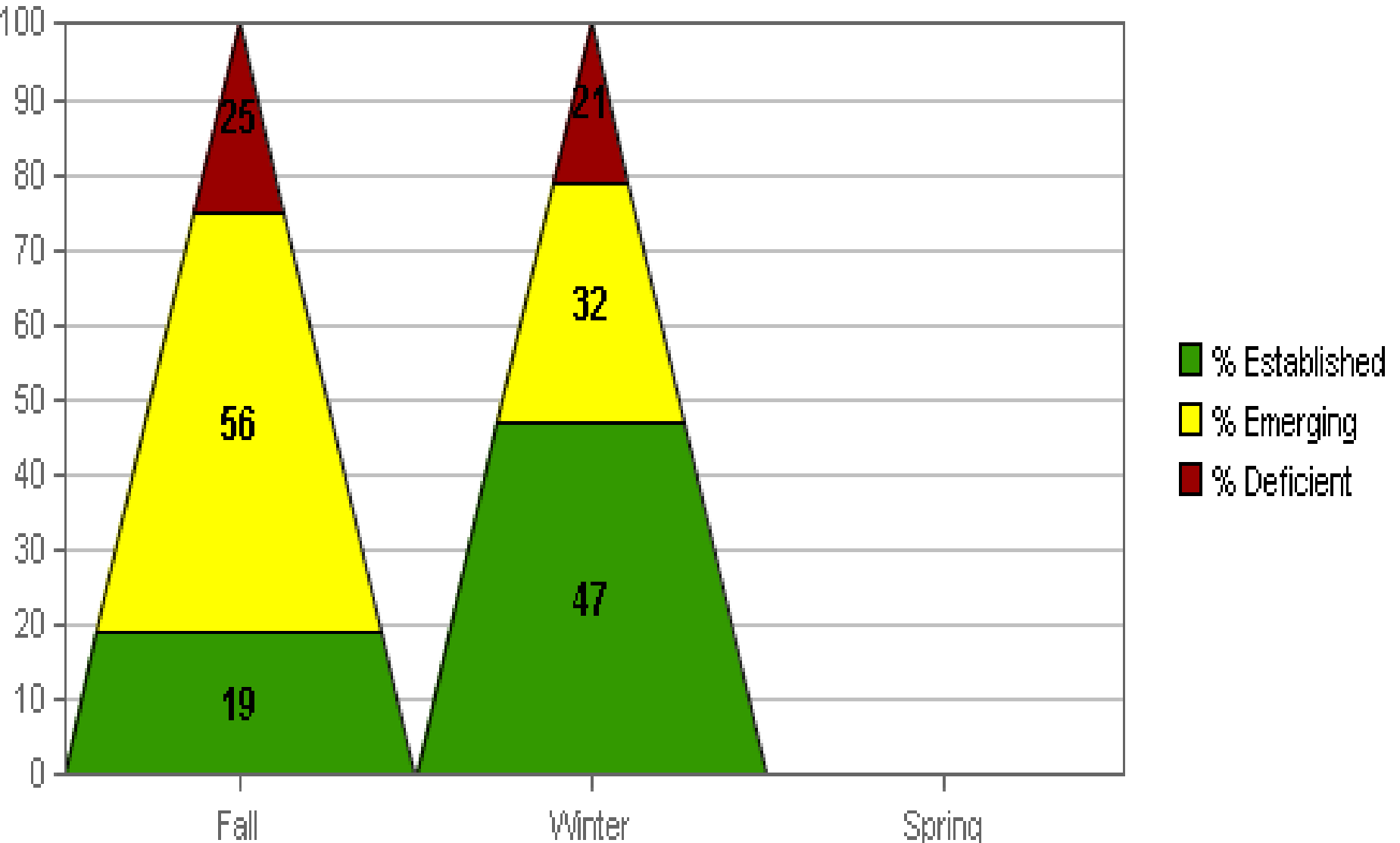
Special Education: GMS LA 68111-2009-2010-Languauge!



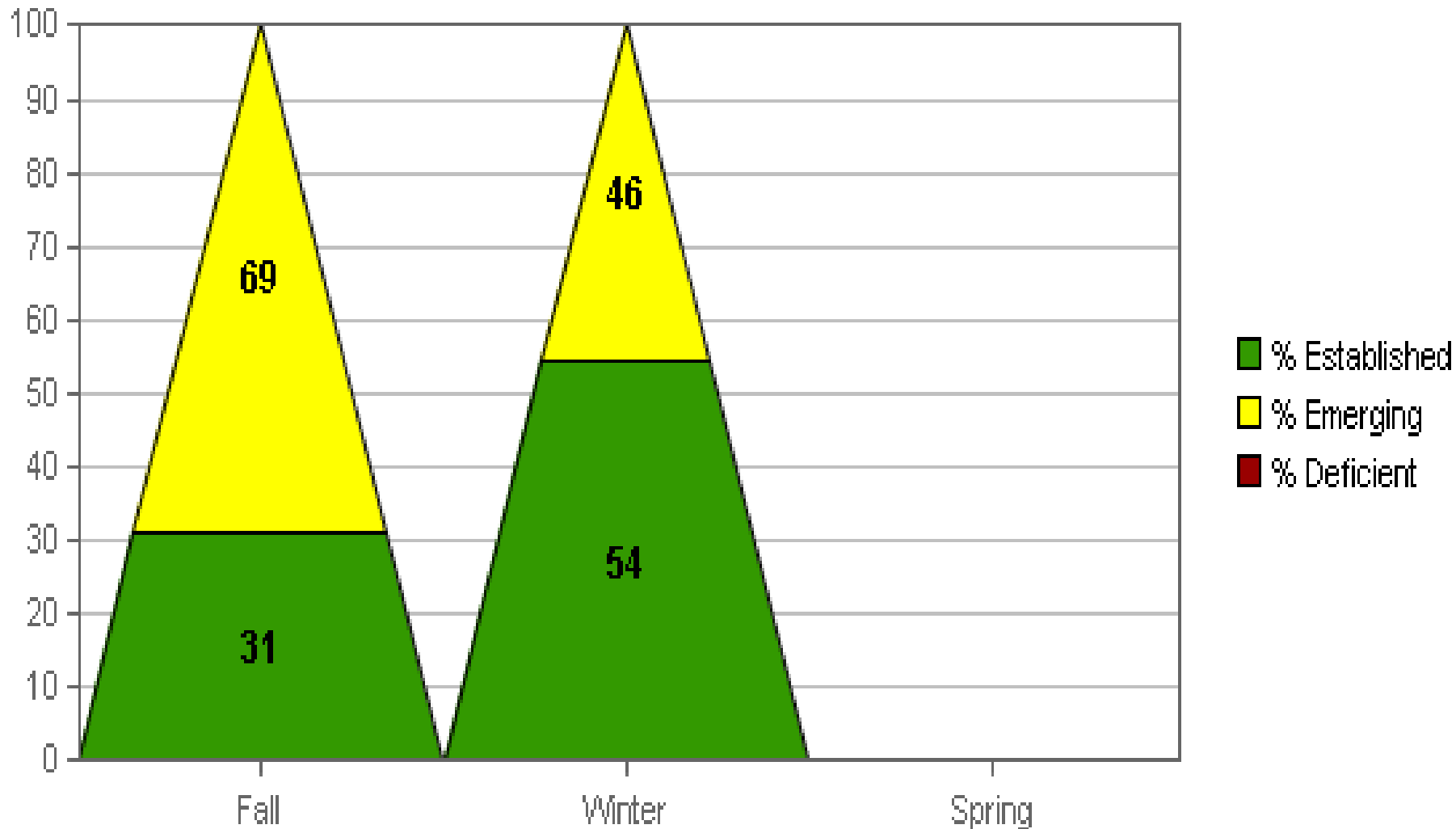
GMS-6th-Reading-Intervention-Maze-2009-2010-Read to Achieve



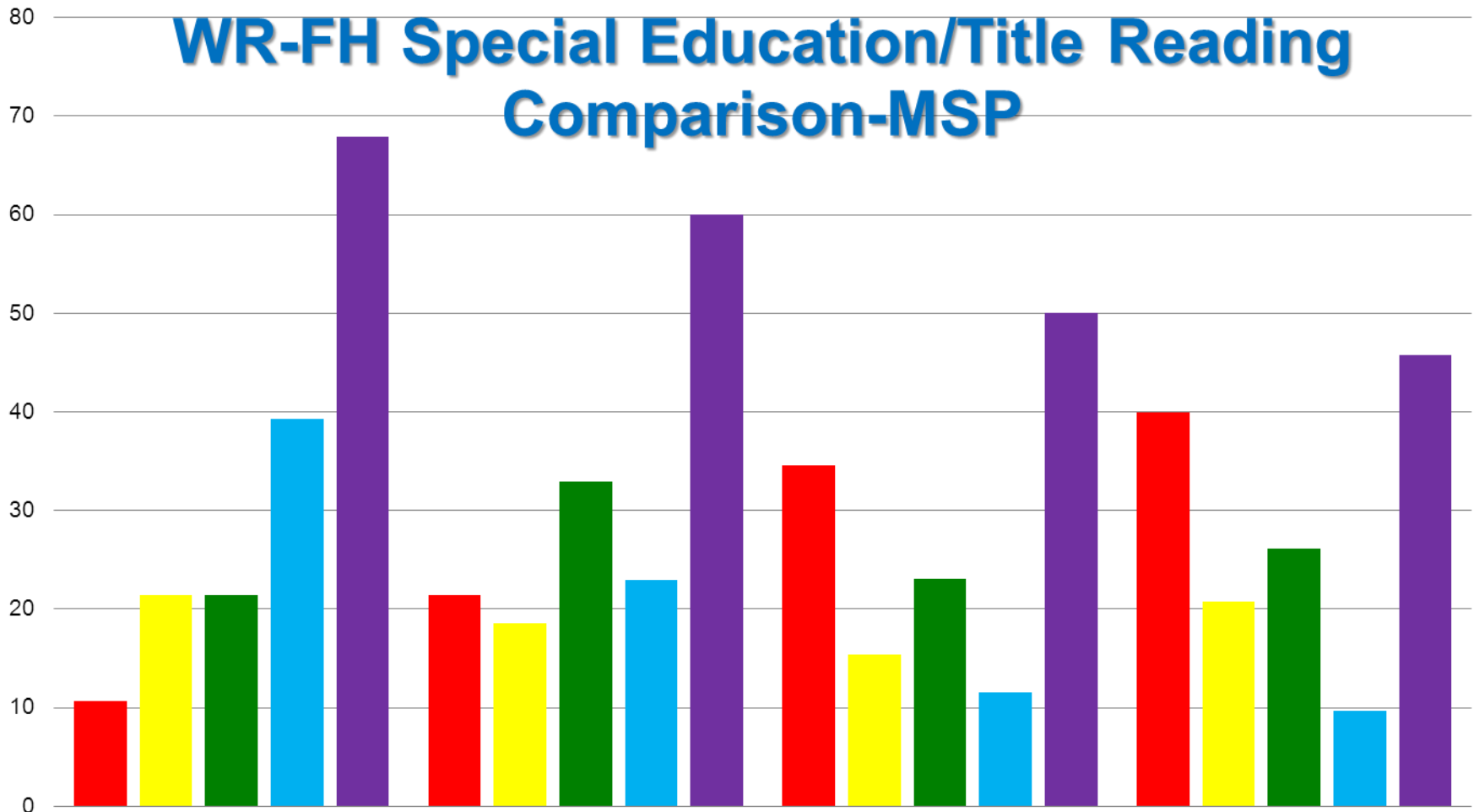
GMS-6th Math-LAP-Corrective Math-2010-2011



WRHS-9th-Maze-Read to Achieve-2010-2011



WR-FH Special Education/Title Reading Comparison-MSP



2010 FH

2010 WR

2011 FH

2011 WR

% Level 1

% Level 2

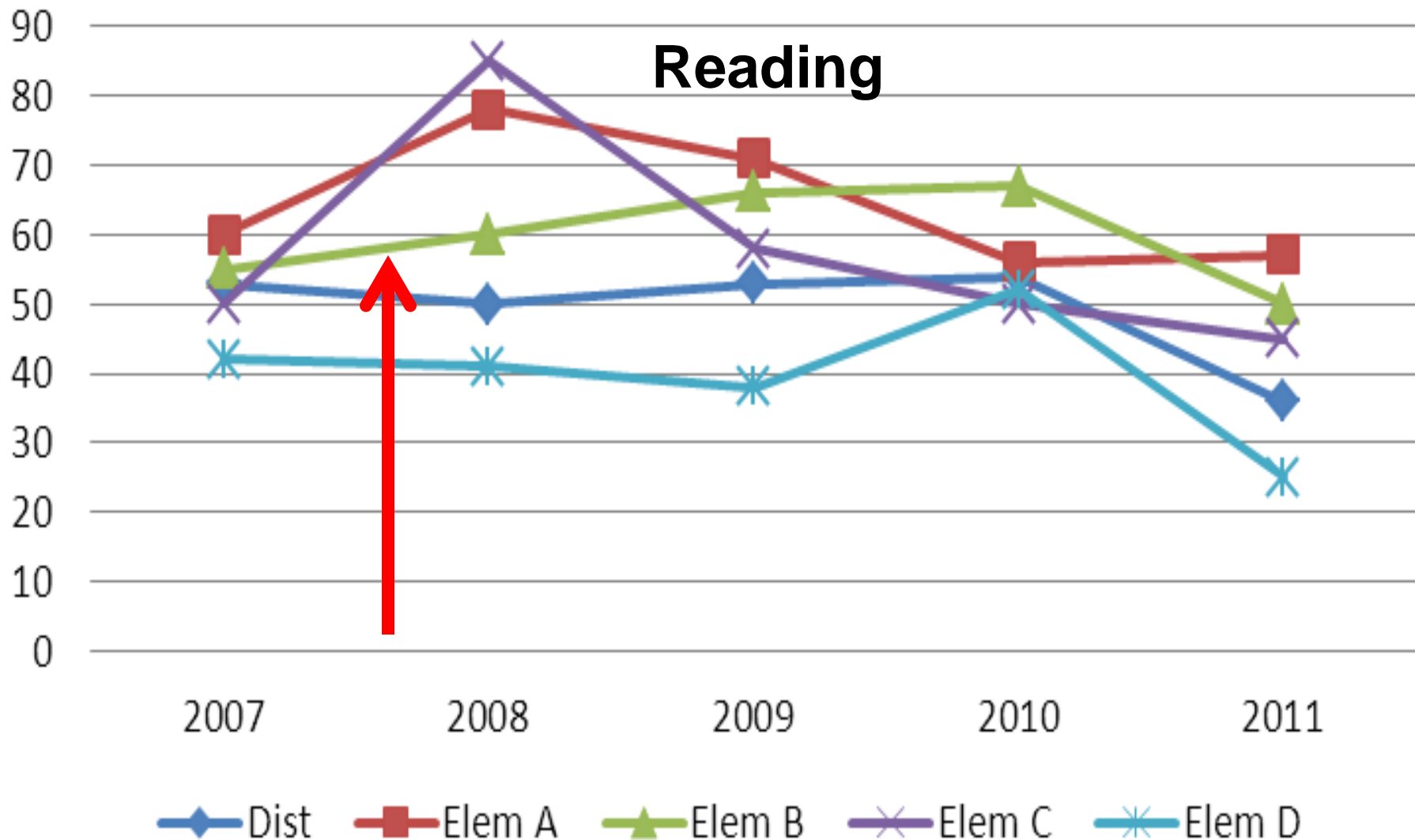
% Level 3

% Level 4

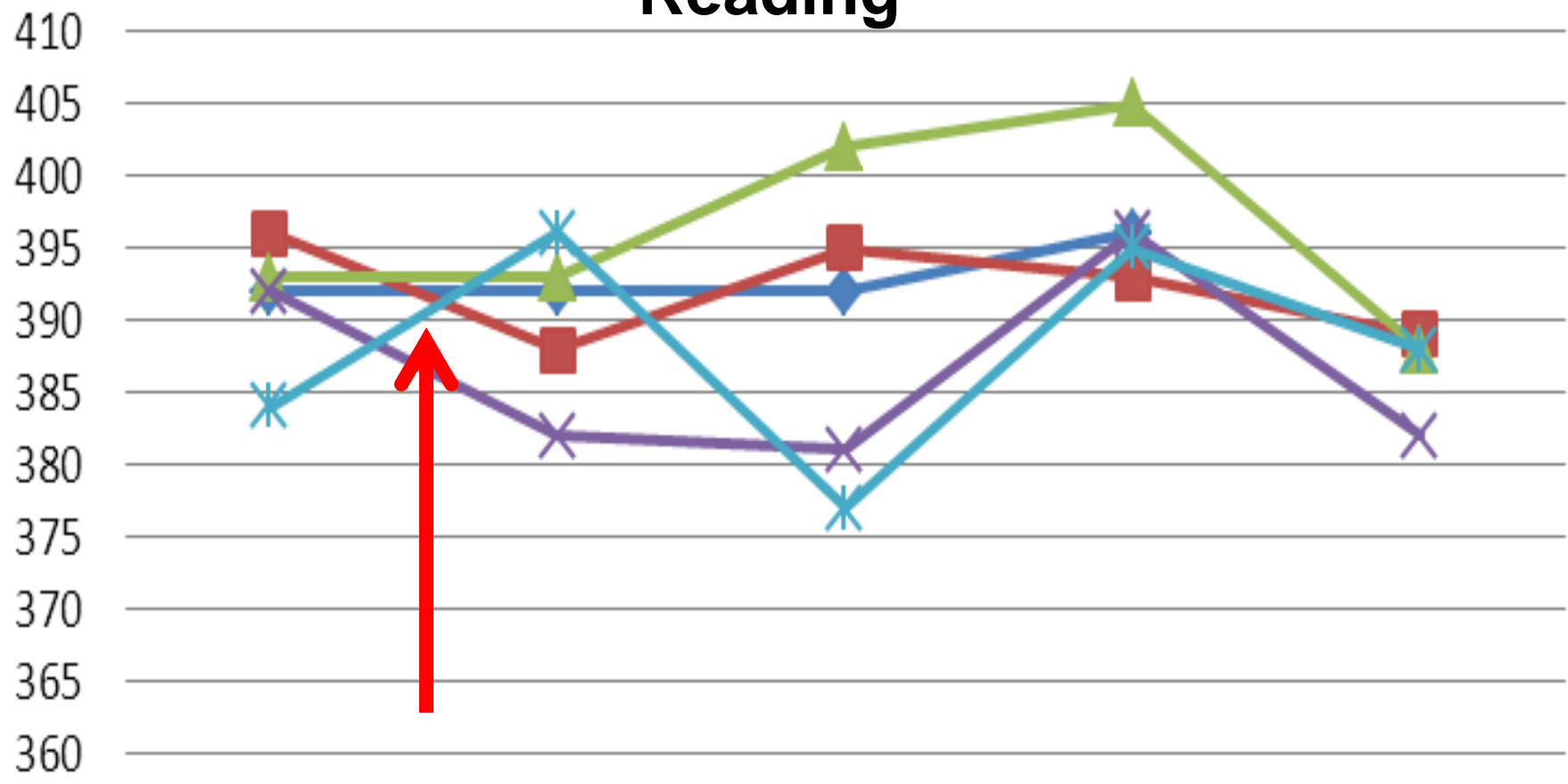
% Meeting Standard

3rd MSP-%MS-Special Ed/Title

Reading



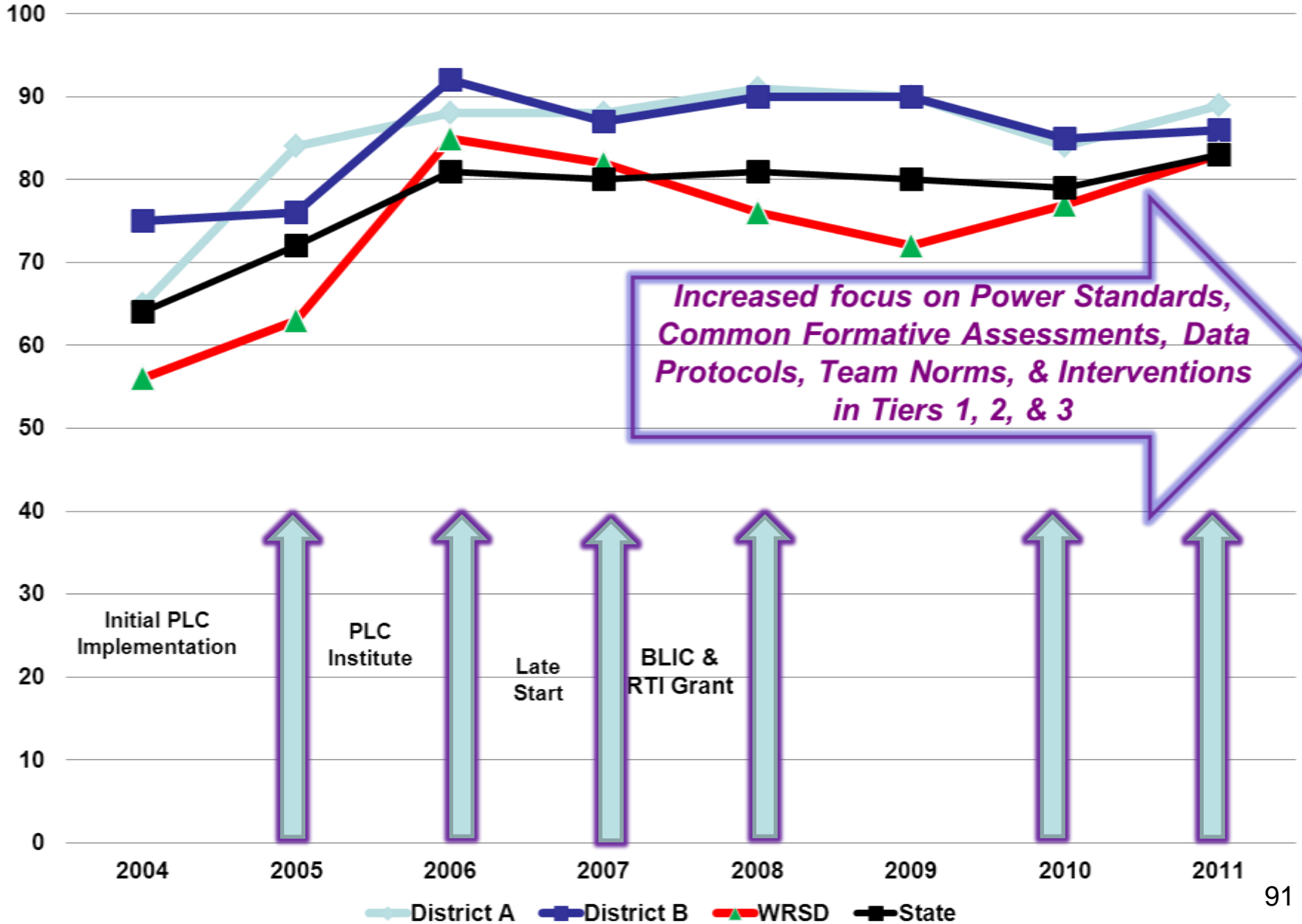
3rd MSP Scale scores-Special Ed/Title Reading



2011

◆ Dist ■ Elem A ▲ Elem B × Elem C * Elem D

10th Grade Reading-HSPE-2004-2011



Thank you!
Questions/Comments?

mjacobse@whiteriver.wednet.edu