

RtI

Response to Intervention (sometimes referred to as *Response to Instruction*) is an initiative that has been at Creek Valley for the past two years. It is a way of personalizing learning for students. In essence, teachers use student data to determine whether or not learners are making adequate progress toward grade level standards. If not, interventions are put in place. Progress is monitored to determine whether or not the interventions are working. Our focus has been on reading and math. “Similarly, some students are out of alignment with the curriculum in the sense that they are performing *beyond* grade level standards. These needs are addressed by enriching or accelerating content and challenging students within the classrooms with more difficult reading material and higher level thinking, for example.”

Data

In education, data can be formal or informal, quantitative or qualitative. Achievement data includes MAP test scores (explained below), DRAs (diagnostic reading assessments), weekly classroom theme assessments, fluency checks, unit math tests, etc.

Interventions

An intervention can be anything that helps a student learn. For example, a student who needs more practice in phonics may meet with his/her teacher or support staff more frequently. Once students are at grade level, the intervention is no longer necessary. Other interventions may include thinking maps or graphic organizers, Success Center, Tucker signing strategies, etc, but all are ‘evidence based’, meaning there is research suggesting they are effective. An advantage to the work we are doing in monitoring progress is that if one intervention isn’t working, we can make frequent adjustments to find the right one.

MAPs

Measure of Academic Progress assessments are taken three times a year by Creek Valley students in grades one through five. They show what students have learned, how much progress they have made, expected growth, and what kind of progress is necessary to achieve grade level proficiency if below peers. There is some variability from test to test, but over time, we look for patterns in student progress.

CogATs – Cognitive Abilities Tests

As the name implies, CogATs are abilities tests. Similar to an IQ test, they are used to show students’ potential. (Note that, contrary to prior belief, IQ is not static.) Educators often compare achievement tests to abilities tests; the correlation should be strong. If ability test scores are significantly higher than achievement test scores, either something is getting in the way of learning or students may be

underachieving. Often, Edina students' achievement test scores are higher than their ability test scores which implies that they are working hard and have good study habits.

MCAs – Minnesota Comprehensive Assessments

These state achievement tests are taken by third, fourth, and fifth graders in the areas of reading and math; fifth graders also take them in science. They serve as an accountability measure for schools and are tied to funding for public schools under the No Child Left Behind Act.

YPP – Yearly Progress Pro

YPP is a computerized assessment that monitors students' progress in reading and/or math.