



# College Station Independent School District

Success....each life....each day....each hour

## MEMORANDUM

To: Mark Pantel, Director of Purchasing

From: Donna Adams<sup>PK</sup>, Director of Curriculum and Instruction

Date: April 25, 2008

Subject: Response to Intervention System

Agenda Item: L-1b

Board Priority/  
District Goal: Priorities 2 and 3: Goals 1 and 2

## Background

As of November 2007 the Texas Commissioner's Rules contain a new requirement to determine the eligibility of learning disability for a student in the public school system:

(A) Prior to and as part of the evaluation described in subparagraph (B) of this paragraph and 34 CFR, §§300.307-300.311, and in order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:

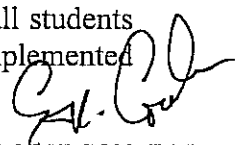
- (i) data that demonstrates the child was provided appropriate instruction in reading (as described in 20 USC, §6368(3)), and/or mathematics within general education settings delivered by qualified personnel; and
- (ii) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction. Data-based documentation of repeated assessments may include, but is not limited to, response to intervention progress monitoring results, in-class tests on grade-level curriculum, or other regularly administered assessments. Intervals are considered reasonable if consistent with the assessment requirements of a student's specific instructional program.

This is a change from the discrepancy model that has been utilized for Special Education eligibility in the past. This is a different mindset than the "wait to fail" model that has historically been present in the school systems. This requirement also shifts the focus to assessment in general education classrooms and to the provision of appropriate interventions, if a student is having difficulty, early in the school year and in his/her educational career.

This process requires the implementation of a universal screener three times a year for all students on a campus in the areas of reading and math. Once interventions are identified and implemented

GREG MCINTYRE  
Deputy Superintendent  
of Curriculum, Instruction  
and Personnel

1812 Welsh Street  
College Station, TX 77840  
979-764-5415 FAX 979-764-5425

  
EDDIE COULSON, Ed.D.  
Superintendent of Schools  
5-16-2008

for a period of time for those students at-risk, progress monitoring is required to determine whether the student is making progress.

During the course of the school year, the RTI Deep Dive Committee visited/contacted five school districts and reviewed the products those districts have utilized for the RTI process. The committee also had representatives from various companies present their products. In order to implement this process, the Response to Intervention Deep Dive team is recommending the purchase of the AIMSweb system—a 3-tier assessment, intervention and progress monitoring system. This system would be utilized for students from Kindergarten through 8<sup>th</sup> grade.

#### **Reasons for AIMSweb recommendation:**

- The system contains formative assessment, data management and reporting components
- Universal screeners and monitoring probes can be down-loaded from system
- The system has been research-based and is supported by the National Center on Progress Monitoring
- The system supports both reading and math
- Screeners and probes are available in English and Spanish
- The measures provide at least 33 alternate forms per skill, per grade level
- Training for staff is offered through private onsite sessions, open workshops at various locations and online training (self-paced)
- Program is web based, so can be accessed from any location
- Off-site web-based system leaves no footprints on the CSISD system network
- Additional data security due to the data being stored and backed up off site
- No district server space usage
- All district personnel can access at the same time
- NCS Pearson keeps the software up to date
- Principals/directors can view reports indicating gaps in curriculum, instruction or student progress at specific campuses and district-wide—identifies needs for staff development, conferences, faculty meetings
- Contacts reported ease of use, responsive technical support, ability of teachers and administrators to make instructional decisions based on data
- User friendly, easy to navigate.
- At any time the District might decide to terminate the contract, all district information will be released to the District

#### **Cons:**

Recurring cost that will increase as student enrollment grows each year @ \$5.00/student.

#### **Cost:**

See attached quote for AIMSweb

Funds for this purchase are available through Special Education Early Intervention Services.

#### **RECOMMENDATION**

It is recommended the College Station Independent School District Board of Trustees approve the purchase of AIMSweb as presented.