

# HOUSE RESEARCH

## Bill Summary

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**Authors:** Bly and others

**Subject:** Implementing a statewide response to intervention model

**Analyst:** Lisa Larson

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### Overview

Proposes to require school districts and charter schools to use a response to intervention model for supporting and intervening with students who are not reading or math proficient. Directs the education commissioner to adopt specific rules for implementing the model and, with the assistance of the regional centers of excellence and a Minnesota Response to Intervention Center re-established by the St. Croix River Education District (SCRED), among other strategies, help school districts and charter schools fully implement the model. Directs the commissioner to establish a statewide testing committee to examine how to improve the use and benefit of statewide tests.

### Section

#### **1 Response to intervention.**

**Subd. 1. Purpose.** States the purpose of this section as requiring school districts to use a response to intervention model to close the academic performance gap among categories of students by: improving all students' learning; giving students assistance as soon as they are not progressing toward proficiency; using formative assessments to generate useful data for instruction; reducing paperwork burdens and other costly and time consuming procedures; improving coordination and alignment of regular classroom and remedial instruction staff; providing valid data on academic growth and accountability; and eliminating expensive and time consuming dual state tests in favor of formative data and a single statewide test serving state and local accountability purposes.

## **Section**

**Subd. 2. Definitions.** (b) Defines “presenting problem” as the assessed discrepancy between academic standards and a student’s performance.

(c) Defines “progress monitoring” to be the same as the statutory definition in the special education chapter on early intervening services under Minnesota Statutes, section 125A.56, subdivision 2.

(d) Defines “response to intervention” to mean a support and prevention system for students presenting a reading or math problem that includes interventions and progress monitoring to inform instruction.

(e) Defines “valid intervention” to mean a scientifically valid technique, program, or practice to improve student learning or performance in a particular area.

**Subd. 3. Usage.** Requires school districts and charter schools use a response to intervention model, consistent with rules adopted by the education commissioner. Encourages response to intervention use in pre-kindergarten.

**Subd. 4. Rulemaking.** (a) Directs the education commissioner to adopt rules by August 30, 2015, to establish a response to intervention model by repealing an existing rule and adopting a new rule, effective August 1, 2017, consistent with the requirements of this subdivision.

(b) For purposes of intervention, requires regular classroom reading curriculum to be periodically reviewed and to include a multi-tiered collaborative model of instructional support among regular classroom and remedial instruction staff.

(c) Requires assessment benchmarking three times per year for all students or only those not on target to be reading or math proficient.

(d) Requires objective data about the instructional environment to be used to describe a presenting problem.

(e) Requires valid data to be systematically used and analyzed to identify those standards proving difficult for a student.

(f) Requires collected data, a definition of the problem, and parent and teacher input to inform interventions.

(g) Requires an intervention plan to include standards and learning targets, a monitoring process, and the identity of responsible educators.

(h) Requires data to be valid, reliable, student-focused, and regularly collected. Affirms a parent’s right to request a special education evaluation.

(i) Requires a process to ensure an intervention plan is appropriately implemented.

**Subd. 5. Assistance to sites.** (a) Directs the commissioner, by August 1, 2014, to assist school districts and charter schools to implement this section. Allows the

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commissioner to: assign response to intervention assistance to regional centers of excellence; contract with SCRED to re-establish the Minnesota response to intervention center; develop an RFP for providing assistance to school sites; develop a consortium of education agencies, institutions, and organizations to assist school sites; or other support strategies identified by the commissioner.

(b) Encourages the commissioner to use federal ESEA or IDEA funds for purposes of paragraph (a).

(c) Gives the following responsibilities to the response to intervention center: assist the commissioner to develop rules; develop response to intervention guidelines and implement a response to intervention model; provide professional development, coaching, and consultation to school sites; collaborate with ServeMinnesota on reading and math interventions; collaborate with educator preparation programs to incorporate response to intervention research into educator licensure programs; help the commissioner evaluate the impact of the response to intervention model; disseminate models for evaluating classroom reading curriculum; and disseminate interventions for students who are not reading or math proficient.

- 2** **Statewide testing committee.** Directs the education commissioner to establish a committee of education researchers and the state's test vendor to determine how: statewide reading and math tests can be modified to serve a formative assessment function and reduce the need to administer both summative and formative tests to students; statewide test can be administered in the fall, winter, and spring for benchmarking purposes; a value-added component can be included; valid statewide tests are for predicting career pathways; and equivalent statewide tests are to the NAEP, TIMSS, and PISA assessments for purposes of making international comparisons; and other tasks determined by the commissioner.