"TIER 1"

Evaluating Impact

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Connecting Education

Evaluating Impact

How do you make your screening tool data a part of a Tier One conversation about impact?

Evaluating Impact

Why?

- Low achievement rates
- Low graduation rates
- High poverty rates

Improvement

- Unable to sustain
- Unable to predict
- Unable to explain

What did we know?

- Students with higher achievement levels within the screening tool (Reading Fluency) were more successful with standards based assessments (School and State)

- 70% to 75% of students within the district did not have benchmark achievement scores (screening tool) at levels required to have the opportunity to be successful on standards based assessments

Our Conclusions

- We have a problem that can not be fixed by relying solely on Tier 2 and Tier 3 resources

- We needed to include benchmark data as part of our Tier One discussions

What was the response?

1. **Common goal**
   - Shared our findings with the whole school (Established a need)
   - Increase schoolwide fluency rates
2. **Clear learning targets**
   - Reading Fluency is part of the "non-negotiables" for learning (All are responsible)
   - Students will reach the 60th percentile rank on the fluency measure
3. **Common assessments**
   - Screening tool
4. **Data literacy**
   - Deeper than achievement level
   - Student Growth Percentiles (All students must show high levels of growth – even high achievers)

What was the response?

5a. **Structure**

RTI Team will meet specifically to analyze Reading Fluency data BEFORE meeting with grade level teams

What is the impact of the "Reading Program" having on Reading Fluency?

- Grade Level
- By Service Received
- By Starting Point

- Are we seeing gaps in growth?
- Will growth rates move us towards our goals?
- Are there groups whose growth rates indicate the instructional program is not being impactful?
- Do we see differences by grade level? What are potential causes?
- Are there students not receiving support services whose growth will result in not meeting the goal?

What was the reponse?

5b. Structure

RTI team leads data meetings at each grade level

AGENDA

- Increase data literacy and common understandings across the grade level (What are the numbers telling us?)

- Evaluate the impact of the reading program on fluency levels (Are we moving towards our goal? Do we see any gaps in growth? Can we identify reasons for differences in growth?)

- Identify students whose growth levels indicate a need for an adjustment to their instructional program (Prioritize by need; Action Plans; Intervention Alignment)

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A WORK IN PROGRESS