

Outcomes Driven Model: Guiding Questions for Use after Each Interim Assessment

Step	Type of Assessment	Who?	District Level: Guiding Questions	Building Level: Guiding Questions	Classroom Level: Guiding Questions	Student Level: Guiding Questions
<p>Step 1: Identify Need for Support</p> <p>Are there students who need support?</p>	<p>Interim Assessment</p>	<p>All students</p>	<p>Which building(s) need more support?</p> <p>How many students are on trajectory to reach grade level proficiency?</p> <p>How many students flagged as significantly below grade level? (Potential SRD)</p> <p>Which grade level(s) appear to need more support?</p> <p>Is the system of support generally effective to support most students (80%+) to reach reading outcomes?</p> <p>Where should resources (time, intensity, programming, personnel) be allocated?</p>	<p>Which grade level(s) need more support?</p> <p>How many students are on trajectory to reach grade level proficiency?</p> <p>How many students flagged as significantly below grade level? (Potential SRD)</p> <p>Which classroom(s) appear to need more support?</p> <p>Is the system of support generally effective to support most students (80%+) to reach reading outcomes?</p> <p>Where should resources (time, intensity, programming, personnel) be allocated?</p>	<p>Which students need more support?</p> <p>How many students are on trajectory to reach grade level proficiency?</p> <p>Which students are flagged as significantly below grade level? (Potential SRD)</p> <p>Which students entered the grade level on a READ Plan?</p> <p>Who needs a READ Plan?</p>	<p>Is the student on trajectory to reach grade level proficiency by the end of the year?</p> <p>Does the student have a Significant Reading Deficiency?</p> <p>What skills does the student have?</p> <p>What skills does the student need?</p>

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<p>Step 2: Validate Need for Support</p> <p>Are we confident in the accuracy of our data?</p>	<p>Interim Assessment</p> <p>Progress Monitoring</p> <p>Classroom formative assessment (formal & informal)</p> <p>Diagnostic Assessment</p>	<p>Some Students</p>	<p>What are the implications for curriculum and instruction?</p> <p>Is the system of support generally effective to support most students (80%+) to reach reading outcomes?</p>	<p>What are the implications for curriculum and instruction in my building?</p> <p>Is the system of support generally effective to support most students (80%+) to reach reading outcomes?</p>	<p>What data will be collected to confirm the need for support?</p> <p>Which students are no longer significantly below grade level?</p> <p>Which students remain significantly below grade level?</p> <p>Which diagnostic assessment will be given to support the creation of a READ Plan?</p>	<p>What data will be collected to confirm the need for support?</p> <p>If student is no longer significantly below grade level, what instruction will be provided to ensure that student achieves grade level expectations?</p> <p>If student is determined to have a Significant Reading Deficiency, what diagnostic assessment will be given?</p>

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<p>Step 3: Plan Support and Implement Support</p> <p>How might student data influence instructional decisions?</p>	<p>Interim Assessment</p> <p>Progress Monitoring</p> <p>Diagnostic Assessment</p>	<p>Some Students</p>		<p>How will resources (time, intensity, programming, personnel) be allocated to provide targeted instruction?</p> <ul style="list-style-type: none"> • Who will teach? • Which program or intervention materials will be used? • When will instruction be scheduled and for what length of time? • Where will groups meet? <p>How will grouping adjustments be made?</p>	<p>What are the results of the diagnostic assessment?</p> <p>On which Basic Early Literacy Skill might students need instruction?</p> <p>What type of instruction will be provided?</p> <p>Which students will be in the group?</p> <p>Who will provide the instruction?</p> <p>How often will the instruction be provided and for what length of time?</p> <p>How will grouping adjustments be made?</p>	<p>What are the results of the diagnostic assessment?</p> <p>On which Basic Early Literacy Skill might students need instruction?</p> <p>What instruction will be provided?</p> <p>Does the focus of instruction match the Specific Skill Deficiency?</p> <p>What is the targeted outcome for the student?</p> <p>How will progress be monitored and evaluated?</p> <p>How will instruction changed based on progress monitoring results?</p>

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<p>Step 4: Evaluate Effectiveness of Support</p> <p>Is the support effective for students?</p>	<p>Progress Monitoring</p>	<p>Some Students</p>		<p>Are the majority of students making adequate progress?</p> <p>What is the new plan of action and instruction based on this data? (return to Plan Support and Implement Support section and continue cycle)</p>	<p>Are the majority of students making adequate progress?</p> <p>What is the new plan of action and instruction based on this data? (return to Plan Support and Implement Support section and continue cycle)</p>	<p>Did the student meet the targeted outcome?</p> <p>Was the instruction effective?</p> <p>What are the results of progress monitoring?</p> <p>What instructional changes will be made?</p> <p>What is the new plan of action and instruction based on this data? (return to Plan Support and Implement Support section and continue cycle)</p>

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<p>Step 5: Review Outcomes</p> <p>How effective is our support at all tiers of instruction?</p>	<p>Interim Assessment</p>	<p>All Students</p>	<p>Is the system of support generally effective to support most students (80%+) to reach reading outcomes? (return to Identify Need for Support section and continue cycle)</p> <p>Have system-wide goals been met?</p> <p>How many students have met assessment goals?</p>	<p>Is the system of support generally effective to support most students (80%+) to reach reading outcomes? (return to Identify Need for Support section and continue cycle)</p> <p>How many students have met assessment goals?</p>	<p>Are the students who have not met assessment goals making progress toward the next assessment goals?</p>	<p>What is next? (return to Identify Need for Support section and continue cycle)</p>