DOINGWHATWORKS

Audio
FULL DETAILS AND TRANSCRIPT

Intervening Early Using Data From Multiple Assessments

Thompson Elementary School, Texas • December 2009

Topic: Using Student Achievement Data to Support
   Instructional Decision Making
Practice: Cycle of Improvement

Highlights

- Teachers at Thompson Elementary School analyze data from multiple assessments to determine weaknesses and strengths in their students.
- By screening all students, teachers can quickly plan for interventions.
- The teachers create action plans by grade level and for individual students to ensure that achievement gaps are addressed.

About the Site

Thompson Elementary School

Houston, TX

Demographics

89% Hispanic

 9% Black

 2% White

88% Free or Reduced-Price Lunch

Thompson Elementary School integrates student achievement data into the instructional decision-making process by implementing the following practices:

- Incorporating the results of multiple assessments into a cycle of instructional improvement
- Maintaining and fostering a culture of trust, solidarity, and support among staff members
- Using school-level data to determine appropriate professional development and support for teachers
- Accessing and analyzing data from the districtwide data warehouse system

Full Transcript

My name is Pamela Riggans. I am the curriculum skills specialist at Thompson Elementary School in Aldine Independent School District, in Houston, Texas.

We use a variety and multiple data simply because no one particular assessment assesses all skills. There is not one particular skill that is assessed with any one assessment, and so we look at a multiple or a variety of data in order to help us determine the weaknesses and the strengths in our students, and it also gives us an idea as to which areas need early intervention.

We use assessments to determine the reading fluency and also the reading comprehension of our students through reading inventories. We also use assessment to determine the proficiency in language skill of our bilingual students in the areas of writing, speaking, reading, and listening. We use assessments to determine math competency, such as problem solving and math computations for all grade levels, K–4, in our building. We also use a universal screening type of assessment, which assesses all students in their basic math concepts and letter recognition, letter sound, and also in reading fluency. And we take those scores and we disaggregate them to give us a key idea on students that may need intervention.

The use of universal screening gives us a common ground for all students, and it is kind of like a jumping point to other assessments. For example, if we determine that a student has a specific weakness or deficit area, using the universal screening test we look at other assessments in order to determine if that is a true deficit area or if it was a problem maybe with that particular assessment. And so the multiple assessments help us to validate our findings from the universal screening.

RtI stands for Response to Intervention*, and this is how we target students that may not be performing on grade level or have gaps in learning, and we intervene early and consistently in order to place them on grade level. The early intervention team is a team comprised of the administrators—mainly the principal, assistant principal, the RtI coordinator, and the RtI teacher. And what happens with this team is they look at the progress of all students K–4 every three weeks. They go through their progress reports, their report cards, any information that the teachers may send to the team that may be concerns that they have with the student. If the student is involved in interventions, early interventions during the day, they look at the assessment data from early interventions. And what the team does is determine if the student is being

successful according to the data that is presented or if more intervention needs to take place or different intervention needs to take place.

The impact for student achievement is that students' achievement improves and it is sustained over time. We always want our students not to just learn here but know that learning is a learning process. Through consistent and timely disaggregation of data, teachers have been able to identify students in need of intervention earlier. This allows us to identify students, implement intervention before the gaps in the student learning become even larger, and also has helped us to get students on grade level quicker because of the early identification and intervention. So, overall, the impact has been success for both the teacher and the student.

* Response to Intervetion (RtI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RtI systems combine universal screening and high-quality instruction for all students with interventions targeted at struggling students. RtI strategies are used in both reading and math instruction. To learn more about RtI, you can access two practices guides, *Assisting Students Struggling With Reading: Response to Intervention and Multi-Tier Intervention for Reading in the Primary Grades* and *Assisting Student with Mathematics: Response to Intervention for Elementary and Middle Schools.*

http://ies.ed.gov/ncee/wwc/publications/practiceguides/?pgid=3