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

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

August 2016

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Step 3: Plan Support and Implement Support How might student data influence instructional decisions?	Interim Assessment Progress Monitoring Diagnostic Assessment	Some Students		How will resources (time, intensity, programming, personnel) be allocated to provide targeted instruction? • 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? How will grouping adjustments be made?	What are the results of the diagnostic assessment? On which Basic Early Literacy Skill might students need instruction? What type of instruction will be provided? Which students will be in the group? Who will provide the instruction? How often will the instruction be provided and for what length of time? How will grouping adjustments be made?	What are the results of the diagnostic assessment? On which Basic Early Literacy Skill might students need instruction? What instruction will be provided? Does the focus of instruction match the Specific Skill Deficiency? What is the targeted outcome for the student? How will progress be monitored and evaluated? How will instruction changed based on progress monitoring results?

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

August 2016

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

August 2016