



Differentiated Instruction Raises Students' Tiers

During the 2016-2017 school year, a charter school sees a decrease in student intervention needs by nearly 50% over 7 months.



Charter School in Idaho



Curriculum: International Baccalaureate



Grades: K-9



Classrooms: 30



Students: 513

Summary:

After using Istation Reading for its progress-monitoring tools and instructional practice, a charter school sees an overall increase in students' tier rankings as well as a decrease in intervention needs of almost 50% in 7 months.

Opportunity:

At the beginning of the 2016 fall semester, the percentage of students reading at a Tier 1 range was lower than the RTI coach and teachers would have liked. The teachers' overall goal for their students was reading proficiency across all grade levels at the school.

Solution:

Istation's interactive activities engage students while strengthening fundamental reading skills such as vocabulary, spelling, comprehension, and fluency. Istation's curriculum requires students to master these skills before moving on to the next level of instruction. Teachers used Istation's Indicators of Progress (ISIP™) assessment to progress monitor their classes each month. The ISIP results provided teachers with information on each student to form small intervention groups and to practice differentiation in the classroom. For both new and seasoned teachers, Istation enhanced lesson planning and instruction.

Results:

Using Istation's Tier Movement Report, the school learned that the number of Tier 3 students in August, 46 (11% of all students), had decreased to 26 students (8%) by February. Tier 2 students numbered 87 (20%) in August and 45 (13%) in February. The school also had 69% of its students at Tier 1 in August, and by February that had grown to 79%. The school was able to decrease the number of students in need of intervention by almost 50% in those 7 months.

Tier Growth over Seven Months with Istation

