Data to Difference



How one rural district turned assessment results into daily instructional action

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Today we will learn how to turn data into targeted instruction by analyzing data patterns, so we can meet all student needs and improve acheivement.

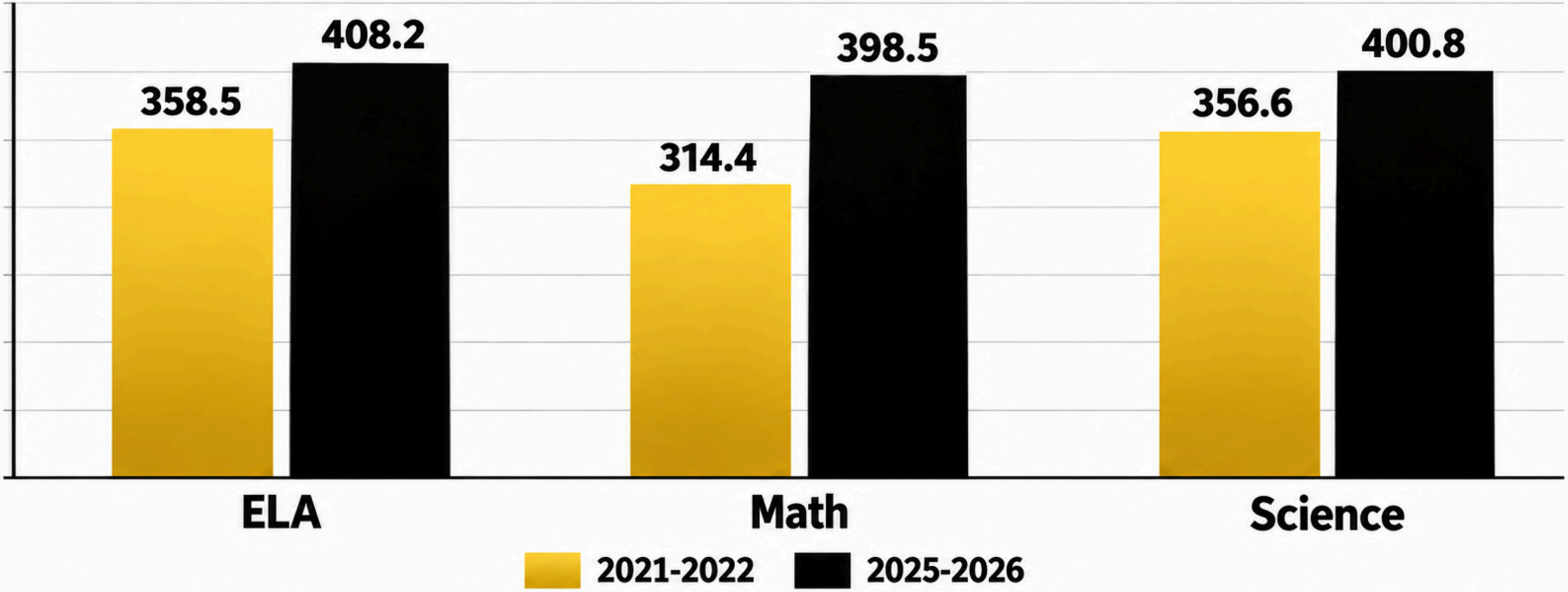
We had the data....



1. Benchmark Assessments
2. MAP Assessments
3. iReady Inform aka Diagnostic
4. Classroom Assessments

2021-2022 vs 2025-2026 MAP Data

Orearville R-IV School District



From Baseline to Growth



The real problem

We could identify our struggling students. We lacked a clear understanding of the root causes and a consistent process for addressing their individual needs.

The teachers were saying:

"He's low in math."

"She is below grade level."

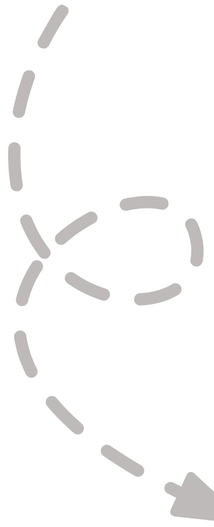
"They need intervention."

"He can't read."

"She doesn't get it."

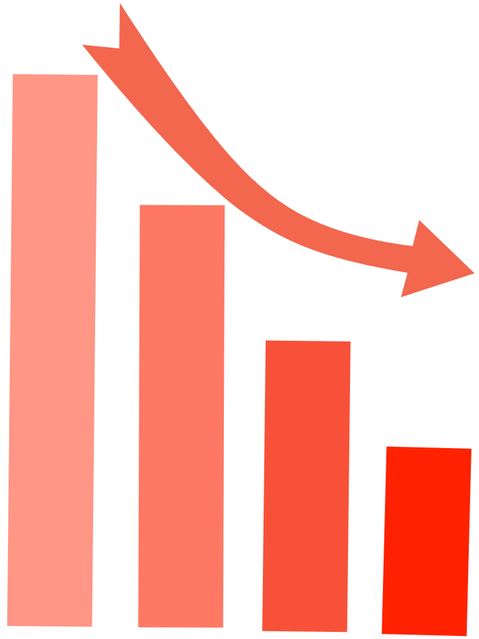
What our system looked like

Before	What we needed
Data collected	Data analyzed
Scores discussed	Skills indentified
Students labeled	Instruction changed
Intervention assigned	Progress checked
Wait for next benchmark	Groups adjusted



The shift: From data meetings to instructional decisions

We stopped just looking at the data!



We started having intentional data conversations leading to instructional decisions.



Data becomes everyone's job



Teachers:
analyze student evidence and adjust instruction.

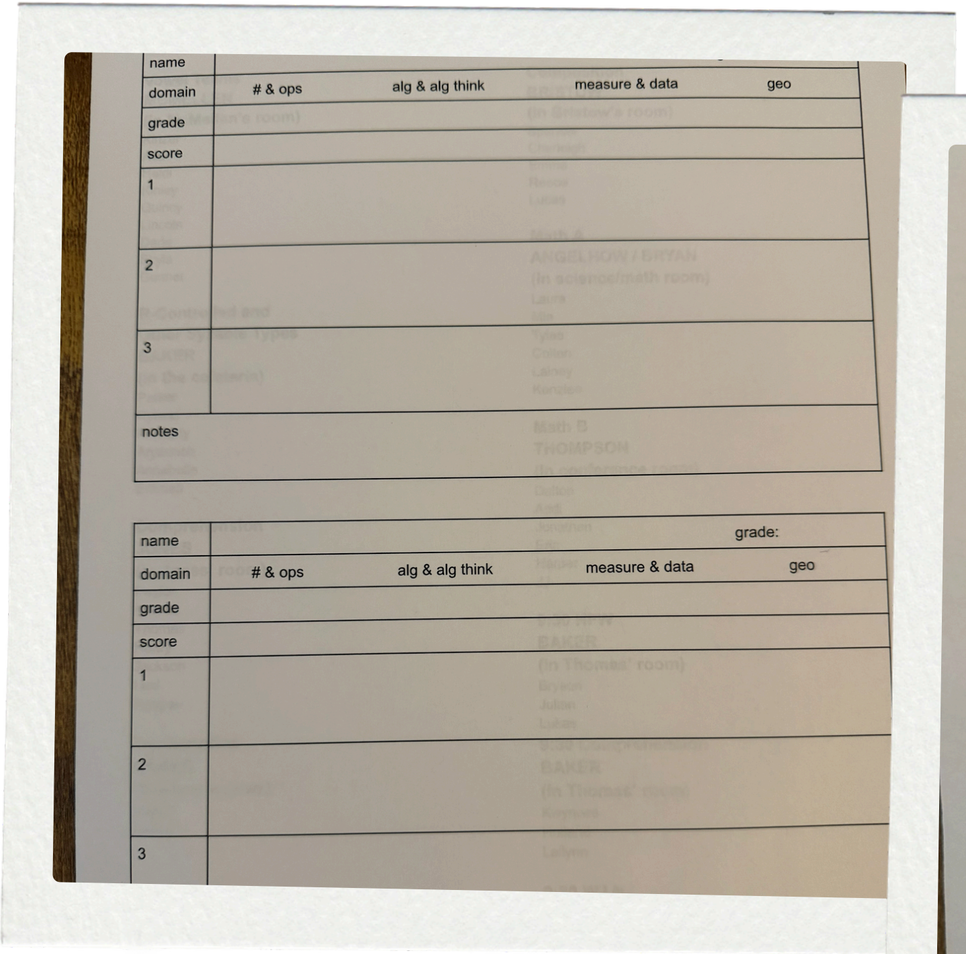


Administrator:
creates structures and protects intervention time.



Students:
understand what they are learning and what mastery looks like.

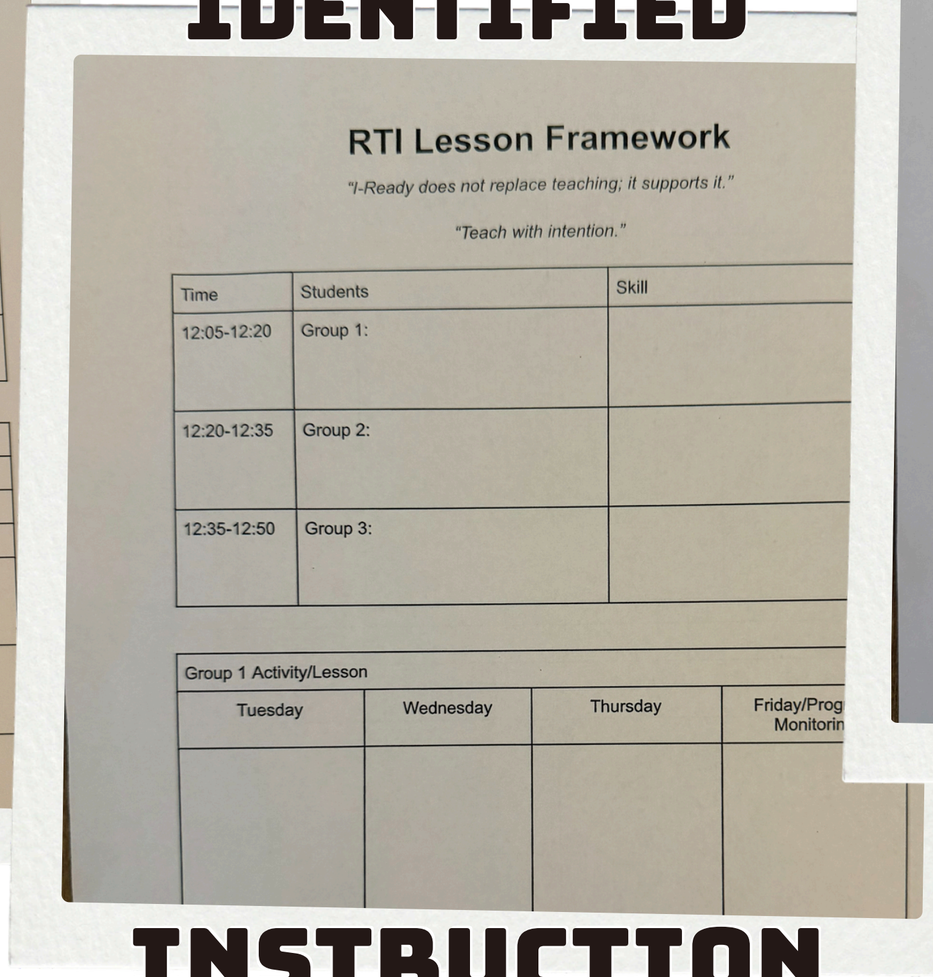
DATA ANALYZED



name				
domain	# & ops	alg & alg think	measure & data	geo
grade				
score				
1				
2				
3				
notes				

name			grade:
domain	# & ops	alg & alg think	measure & data	geo
grade				
score				
1				
2				
3				

SKILLS IDENTIFIED



RTI Lesson Framework

"I-Ready does not replace teaching; it supports it."

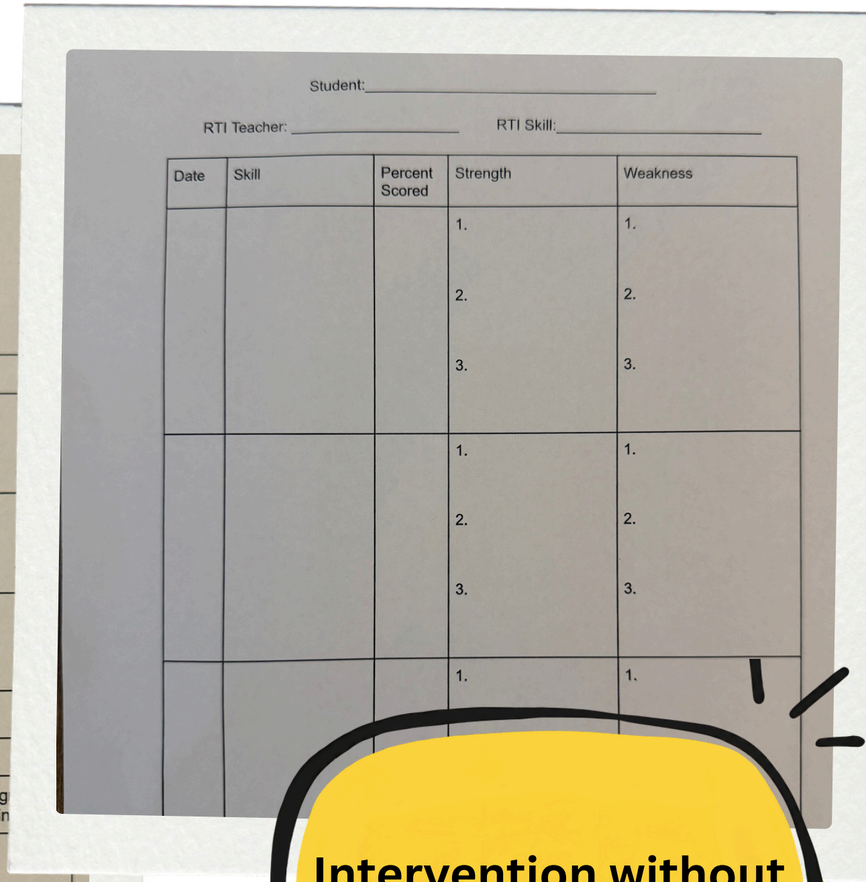
"Teach with intention."

Time	Students	Skill
12:05-12:20	Group 1:	
12:20-12:35	Group 2:	
12:35-12:50	Group 3:	

Group 1 Activity/Lesson			
Tuesday	Wednesday	Thursday	Friday/Prog Monitorin

INSTRUCTION CHANGED

PROGRESS CHECKED



Student:_____

RTI Teacher: _____ RTI Skill:_____

Date	Skill	Percent Scored	Strength	Weakness
			1. 2. 3.	1. 2. 3.
			1. 2. 3.	1. 2. 3.
			1.	1.

Intervention without progress monitoring is guessing.

GROUPS ADJUSTED

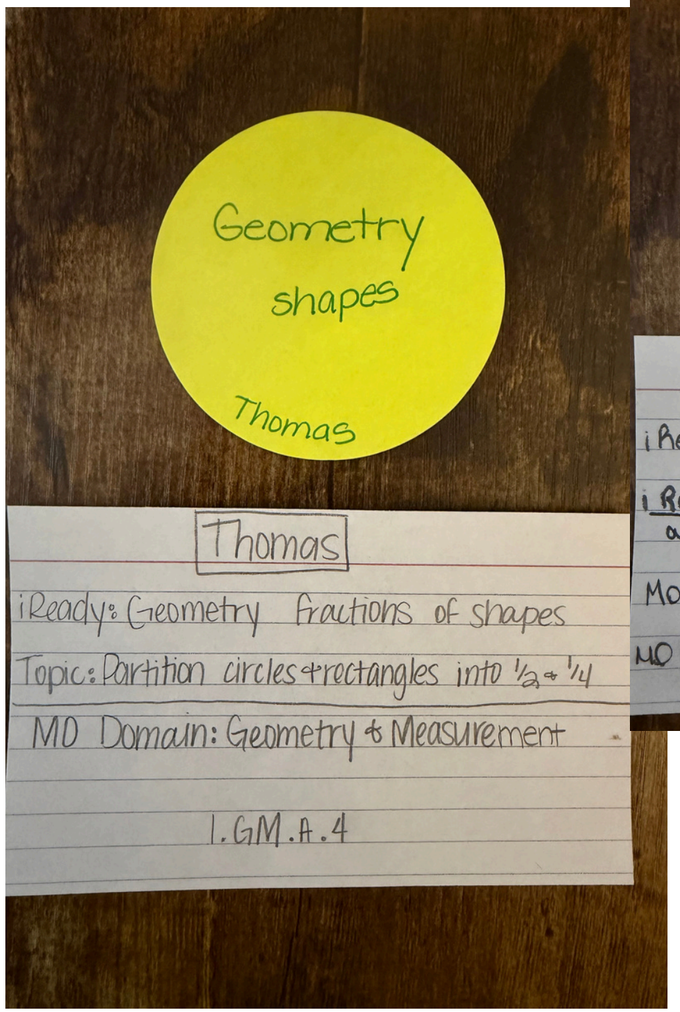
Name _____ Grade _____ Fall date:_____ Winter date: _____ Spring date: _____

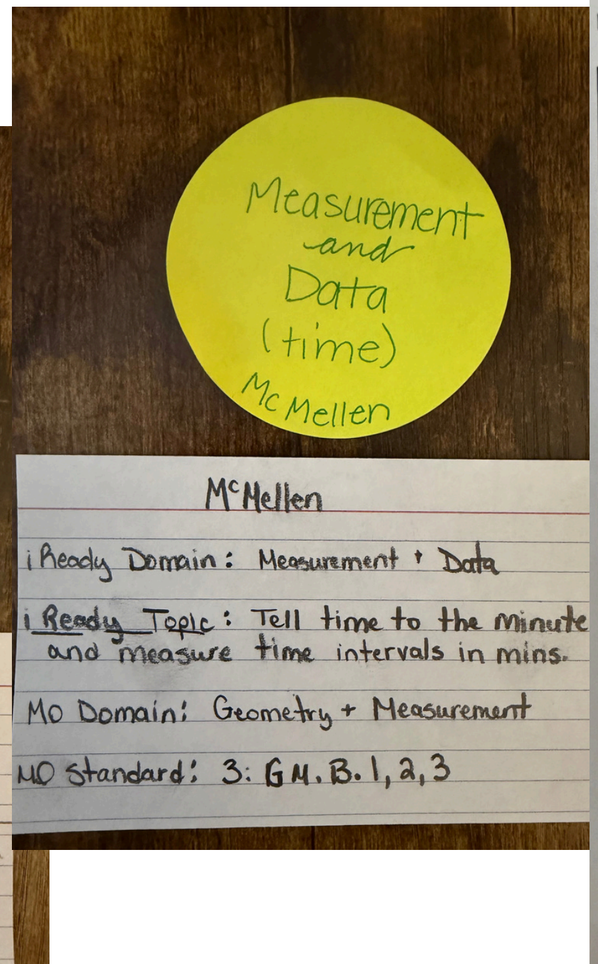
	F	W	S		Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry
overall gr				fall grade				
overall sc				winter grade				
typical				spring grade				
stretch				fall score				
Quantile				winter score				
%tile rank				spring score				
				fall next steps				
				winter next steps				

MOY: RTI Math Groups

Teacher	Group	Domain	Topic or Name of Lesson Currently Teaching	Students
Boss	1		High-Frequency	Hallie
Boss	2		Missing number within 20	William
Boss	3		Listening Comprehension	Weston
Thomas	1	Measure & Data	Collecting data, making picture and bar graphs & reading graphs	Kwyncee Holland Gunner
Thomas	2	Geometry	Identifying 2D & 3D shapes	Lukas
Thomas	3	Alg & Alg Think	Strategies to make 10	Julian
McMellen	1	Measure & Data	Tell time to the min/measure time intervals in min	Ava Thomas
McMellen	2	Alg & Alg Think	Multiplication Fact Fluency	Peyton Arryannah
McMellen	3	Geometry	Partition shapes into 2/3/4 equal shares and describe	Lailynn Kinley Tylea Dade Conrad
Jones	1	Geometry	Identifying points, lines, rays, angles Defining parallel and perpendicular	Lexi Reece
Jones	2	Numbers & Operations	Decomposing three digit numbers	Linncoln Kinzer Kenzlee Mia Kimberly Ryland Paxton Laura
Jones	3	Geometry	Identifying 2D figures and their characteristics	Charleigh Emma Emmett
Bristow	1	Alg & Alg Think	Understanding unit rates	Eric Lucas Spencer Harper Jonathan

RTI teacher and student example





Name Lailynn Grade 2 Fall date: 8/26/25 Winter date: 12/16/25 Spring date:

	F	W	S		Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry
overall gr	early 2	early 2		fall grade	early 2	mid 2	1	mid 2
overall sc	432	437		winter grade	early 2	mid 2	mid 2	1
typical	454	454		spring grade				
stretch	467	467		fall score	424	446	419	437
Quantile	450Q	480Q		winter score	435	453	450	405
%tile rank	91st	82nd		spring score				
				fall next steps	(8) • 3 digit #s • value of ↑ • #s - words, standard form, expanded form • compare 3 digit • > < • sub: 2 dig - 1 dig • add: 2 dig regroup • count 2, 5, 10, 100	(5) • + - wl unknowns in all positions • 1D odd/even to 2D • mult sents = equal groups and repeated addition • write X sent for an array • select operation to solve real world problems	(6) • sort objects by attribute • describe how can be measured • tell time to hour + half hour • length wl non-standard units • use ruler • pic/bar graphs wl 3 categories	(4) • solid figures - vertices - faces - edges • use ↑ to ID classify sha • ID squares, parallelogram trapezoides • describe are parts of sh fractions
				winter next steps	↑ same.	↑ same.	• measure in cm • choose best unit to measure • solve problems- compare lengths • represent #s on a # line • represent + - on a # line • time to nearest 5 min • bar graph • line plots		• ID attributes of 2D shap • fractions 1/2 of O • describe equ parts of O 1/2 1/4



The teachers are now saying:

“RTI has changed the way I looked at targeted goals for each student, no matter what age they were, I was able to give one on one instruction on their needs to become successful.”

“Once we used i-ready data to form small groups and intentionally focused on mastering specific skills, I began to see the students’ knowledge and understanding become evident. This experience reinforced the importance of using data to guide instruction and providing targeted support to help students grow.

“RTI has changed my way of thinking by being able to see the root cause of a students struggle and being able to implement ways for improvement throughout each day. “

”Using data-driven RTI practices allowed me to focus my instruction more intentionally and better meet the needs of my students. ”

“RTI encouraged me to become more creative and intentional by finding multiple ways to teach the same standard.”

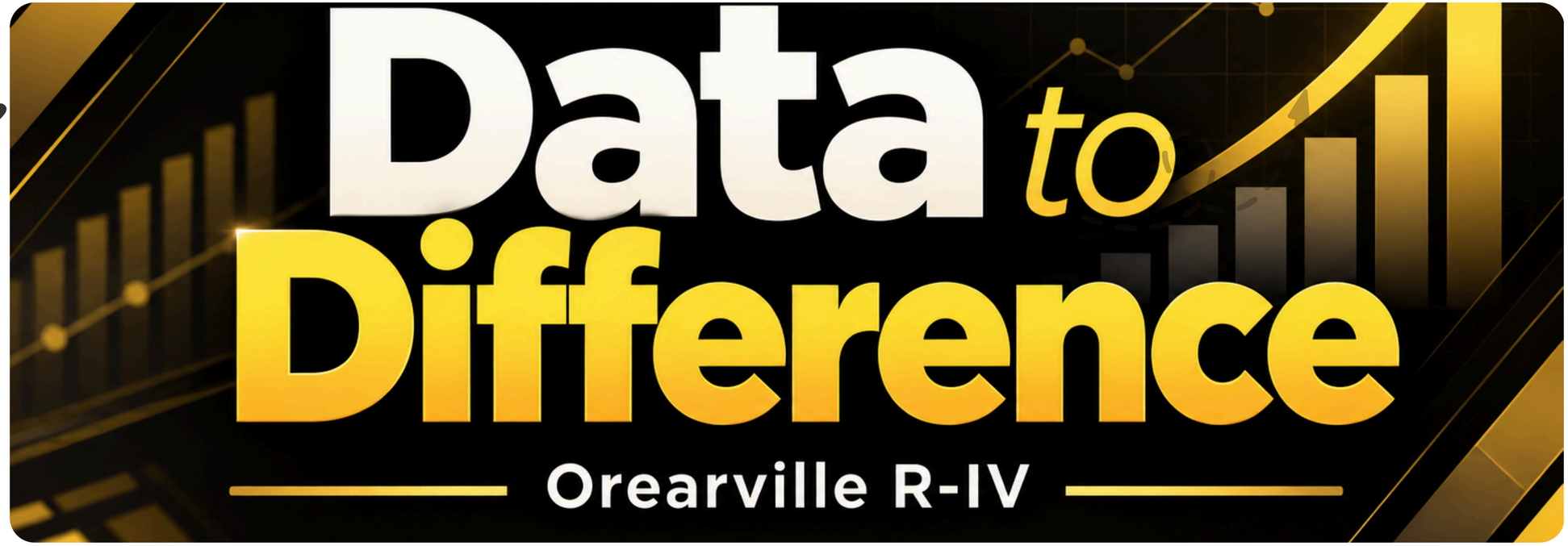
RTI is NOT:

- More worksheets
- More computer time
- Homework completion
- A holding place

RTI is:

- Targeted instruction
- Explicit modeling
- Guided practice
- Immediate feedback
- Repeated practice
- Skill-specific intervention





Want to know more?

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