



Tying it all together

State of Wyoming SPDG
 SIG Marketplace
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Project: Wyoming System of Instructional Support (WySIS)

Topical Strand: Ensuring Fidelity/Regional and Building Level Support Structures

WySIS Tools for Ensuring Fidelity:

<p>1. Self-Assessment Survey What? An online survey that checks for fidelity of implementation, staff satisfaction with the implementation and the WySIS components including the impact of the WySIS process on student achievement, behavior and school climate. Why? To determine if the process is being implemented with fidelity and if positive outcomes are being realized Who? All instructional-related personnel and administration in the school. When? April 2010 How? www.ddesurvey.com/WySIS</p>
<p>2. Information Survey What? A detailed survey about the interventions and progress monitoring data a school is using and whether the interventions are working. Why? To gather in-depth information from schools as to how they are implementing WySIS and what is working well and what isn't. Who? Building Coach When? February 2010 How? www.ddesurvey.com/WySIS or on-site interview with UW Coach</p>
<p>3. Tier Tracking Data What? An excel spreadsheet that tracks which students are in what tier at three different time periods. Why? To determine if students are being placed in tiers; to determine if more students are placed in Tier 1 at Time 3 than at Time 1. Who? Data person at each school When? November 10, February 10, and May 10 How? Complete Tier Tracking spreadsheet and email to DDE</p>
<p>4. Focus Groups - RANDOM SAMPLE OF SCHOOLS What? A group interview/discussion that touches on fidelity and on the impacts of the WySIS process at the school Why? To gather in-depth information from schools as to how WySIS is working in the trenches Who? WySIS teams from 4-8 schools When? April 2010 How? Two focus group facilitators travel to the school to meet with the team</p>

Today's Spotlight : Tier Tracking Data

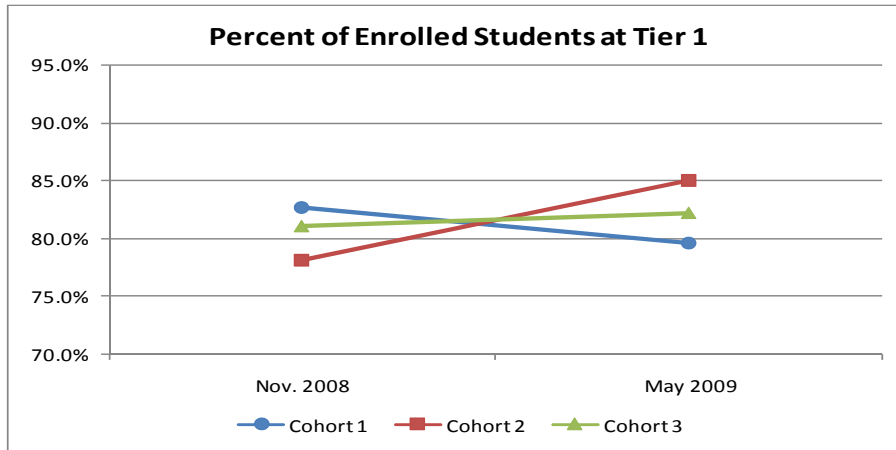
- See Appendix A for a copy of the form used to collect Tier Tracking Data.
- In 2008-09 schools from three cohorts completed the Tier Tracking Form.
 - Cohort 1: Began the WY RTI process in 2006-07

- Cohort 2: Began the WY RTI process in 2007-08
- Cohort 3: Began the WY RTI process in 2008-09

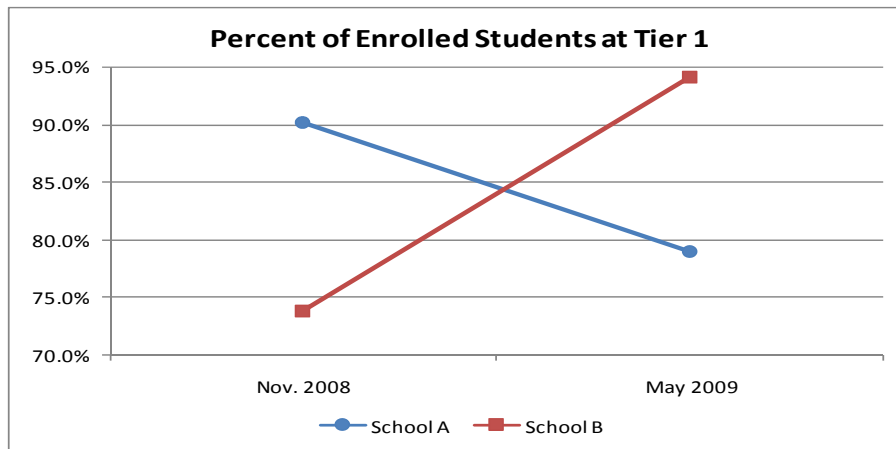
2008-09 Data Analysis on Reading

- **Question 1: Are schools making sure that a high percent of students are in Tier 1?**
 - **Operationalized as:** Is a higher percent of students in Tier 1 at the end of the school year than at the beginning of the school year?
 - Yes, for cohorts 2 and 3.
 - This pattern varied greatly by school. Display 2 shows an example of a school that showed great growth and one that did not.

Display 1

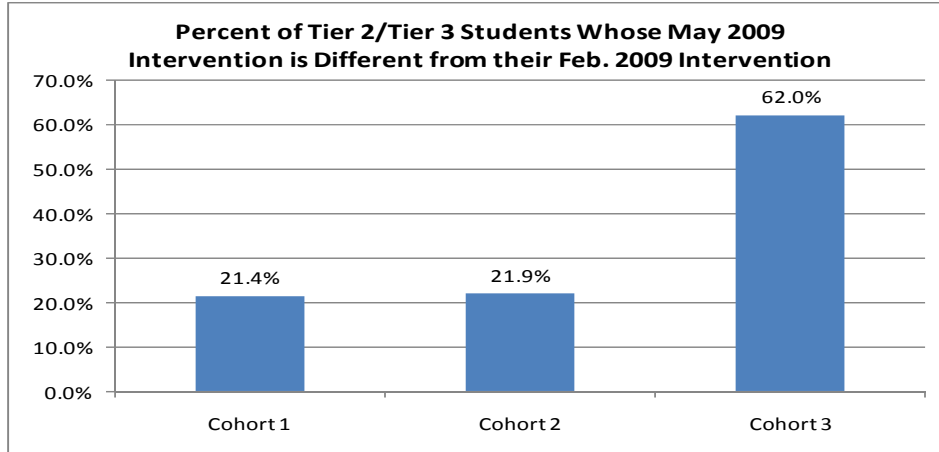


Display 2



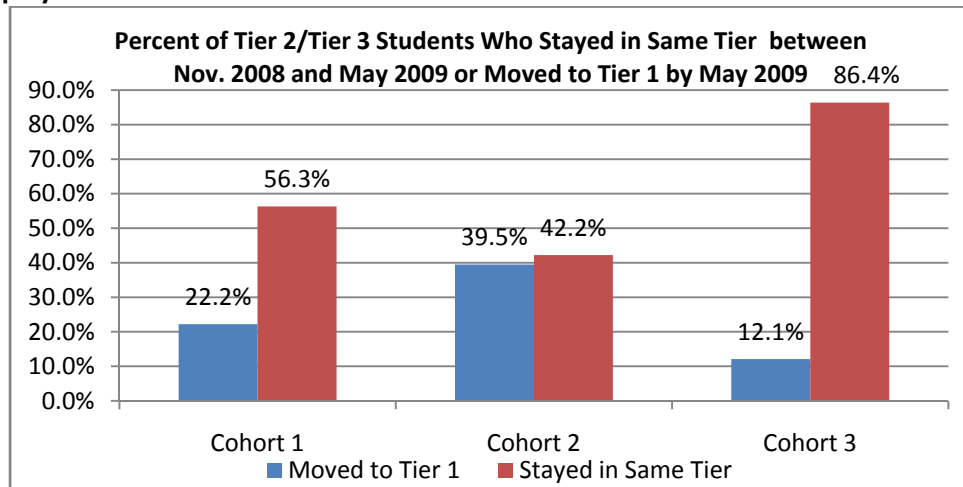
- **Question 2: Are schools using different interventions for students who stay at a given tier to ensure that the student makes enough progress to move out of that tier?**
 - Operationalized as: What percent of students are receiving a **different** intervention if they are still at a given tier three months later?
 - For Cohort 3, over 60% of students were receiving a different intervention; for other cohorts around 22% were.
 - Please note that it is possible that students were receiving the same type of intervention but that the intensity increased.

Display 3



- **Question 3: Are students in Tiers 2 and 3 making progress?**
 - Operationalized as: What percent of students in Tiers 2 and 3 end up in Tier 1 at the end of school year? What percent of students stayed at the same tier?
 - For Cohort 2, almost 40% of Tier 2 and Tier 3 students ended up in Tier 1 at the end of the school year.

Display 4



- **Question 4: What are the characteristics of students in Tiers 2 and 3?**
 - Operationalized as: What are the demographic and state test scores of students in each of Tiers 1, 2, and 3?
 - Prelim: Cohort 2 analysis shows that a higher percent of students in Tier 1 score proficient on the state test in reading (67%) than students in Tier 2 (35%) and Tier 3 (22%).
- **Going forward, we will:**
 - Share data with schools and get their input in order to better understand the data.
 - Merge progress monitoring data with tier tracking data to better understand tier movement or lack thereof.
 - Gather more information on demographic characteristics of students at each tier.
 - Make the process of completing the tier tracking form more efficient for schools.

