



RethinkEd

Together We Power Potential

Data to Differentiation:

*Closing Gaps and Driving
Student Growth*

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Introductions



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Agenda

- Challenges in meeting diverse student needs
- Data informing differentiated instruction
- Tools to empower educators across settings
- Data and tools in action
- Q & A



What Is Your Role in Education?

- Administrator
- General educator
- Special educator
- Counselor
- Special services provider
- Paraprofessional
- Parent
- Other



What Are Some of Your *Challenges*?

- Increasing diversity of learner needs
- Capturing data for academic + behavioral progress
- Staffing shortages
- Resource constraints
- Training gaps, fidelity, and consistency
- All of the above
- None of the above



You'll Walk Away With ...

- Ideas to reduce district challenges in meeting the needs of all learners
- Ways to anchor individualized instruction in meaningful data across education settings
- Tools that empower educators with benchmarks, progress monitoring, and personalized learning pathways



Understanding the Whole Learner

- Academic performance
- Behavior & social-emotional skills
- Executive functioning & independence
- Transition & vocational readiness
- Importance of integrated data sources



Is Your Data Causing Chaos?



What Can We Learn from Our Data?

- State testing insights
- Universal screeners
- IEP goals, accommodations, and progress
- Benchmark + formative assessments
- Transition plans and student pathways
- Data as a roadmap, not a report card



Learning from Other Sources

- Observations
- Interest Surveys
- Parent Surveys



Organizing the Data

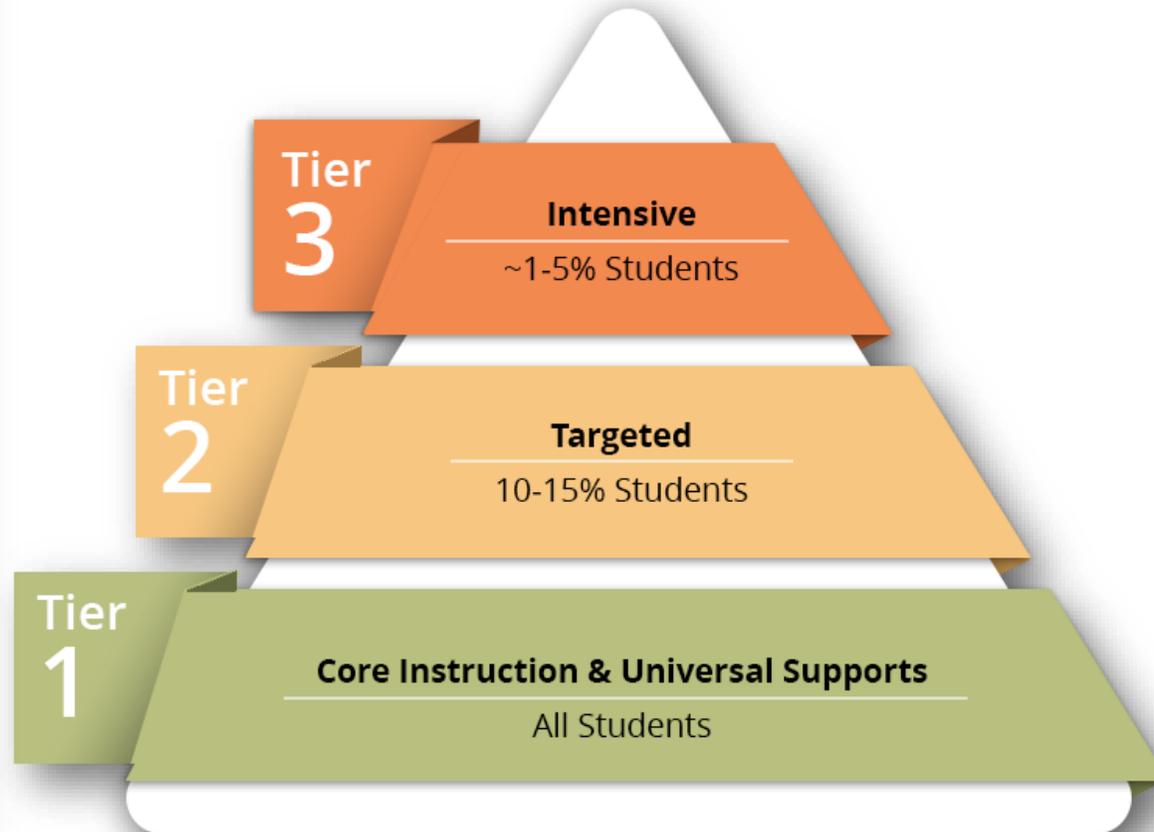
MTSS:

- integrates data-driven decisions that are already happening in silos.
- provides a consistent, common approach and structure for reviewing multiple datapoints, identifying trends, and determining root causes

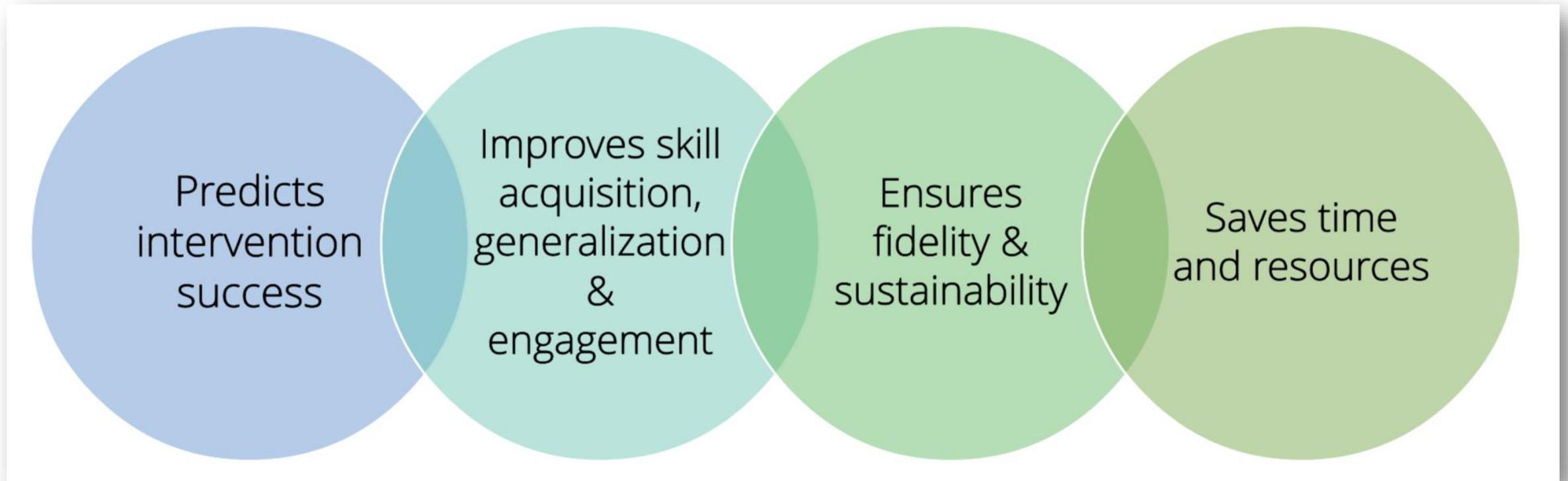


Organizing Data to Drive Instruction

	Academics
Tier 3: Intensive, individual interventions	Supported by Tier 3 Systems and <ul style="list-style-type: none"> • Modified Instruction/Assessments • Alternate Assignments • Individualized Instruction • Specialized Instruction (e.g. Reading, Math)
Tier 2: Targeted group interventions	Supported by Tier 2 Systems Plan Assistance Team, etc. <ul style="list-style-type: none"> • Targeted Evidenced-Based Strategies/Intervention • Structured Flex/Resource • Tutoring • Specialized Instruction (Reading, Math)
Tier 1: Universal, core instruction and strategies for all students	Supported by Tier 1 Systems Plan <ul style="list-style-type: none"> • Feedback • Differentiation (Reteach/Model/Reassess) • Reciprocal Teaching • Teaching Self-Verbalization • Meta-Cognition Strategies • Peer Assisted Learning Strategies

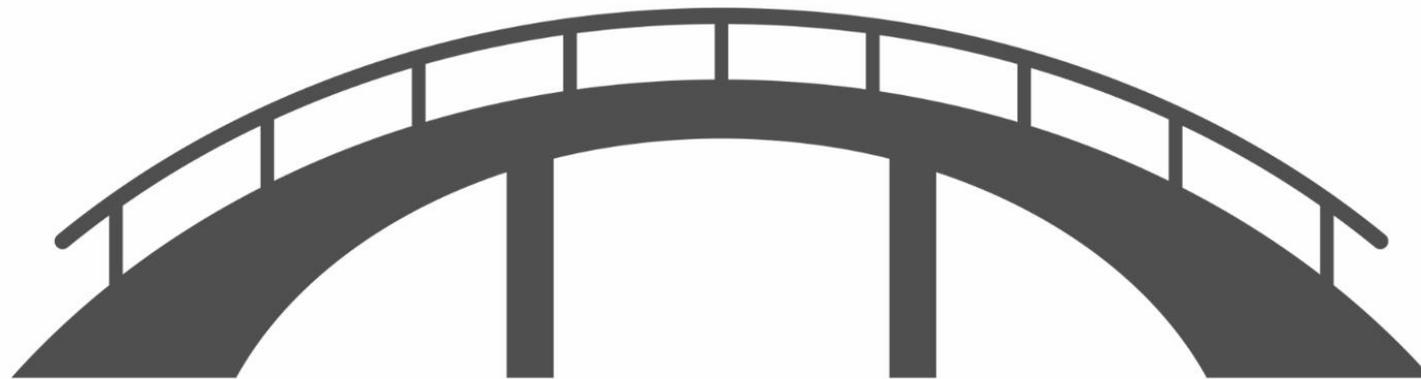


Why Curriculum Choices Matter



Data – Curriculum – Bridging Gaps

A well-designed intervention curriculum is the *bridge* from identifying need to achieving measurable change.



Data to Differentiation



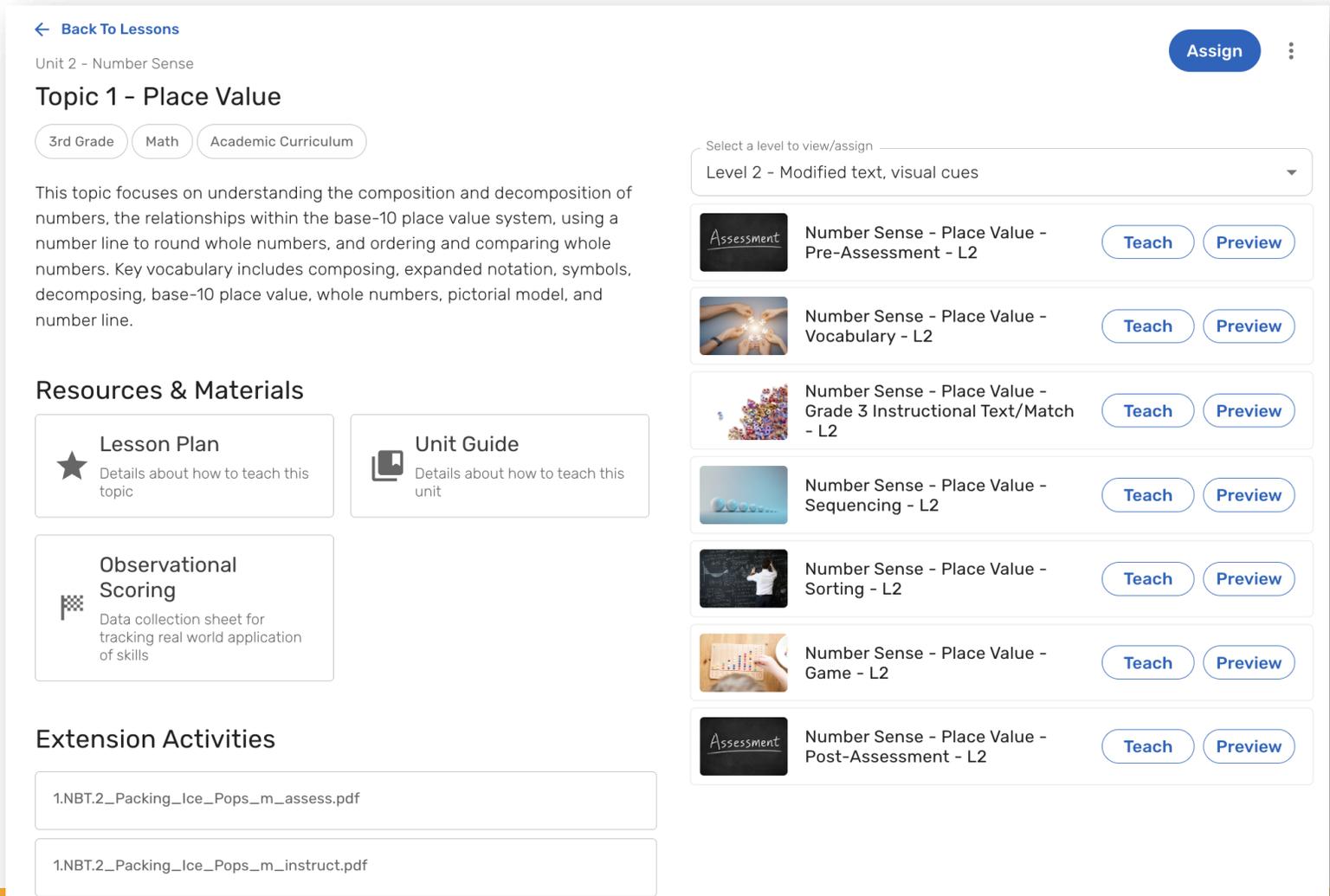
MTSS (Multi-Tiered System of Supports) Academic Intervention Strategies are structured approaches designed to address students' diverse academic needs across three tiers.

- **Tier 1:** universal strategies such as **differentiated instruction** and **varied formative assessment techniques** are implemented to support all students.
- **Tier 2:** targeted support through small-group instruction, **supplemental materials**, and **progress monitoring** for students requiring additional assistance.
- **Tier 3:** individualized, intensive interventions, including **personalized learning plans** and specialized interventions to address the specific academic challenges of students with significant needs, ensuring a **systematic and personalized approach** to support their academic growth and success.

Differentiating Content

- Adapted curriculum meets diverse learner needs by tailoring content to readiness, language, and interests.
- All students learn essential skills, but in different ways.

*Challenge Statements



The screenshot displays the RethinkEd interface for a lesson titled "Topic 1 - Place Value" under "Unit 2 - Number Sense". It includes a "Back To Lessons" link, a filter for "3rd Grade", "Math", and "Academic Curriculum", and a description of the topic's focus on understanding number composition and decomposition. Below this, there are sections for "Resources & Materials" (Lesson Plan, Unit Guide, Observational Scoring) and "Extension Activities" (two PDF files). On the right, a list of activities is shown, each with a "Teach" and "Preview" button, and a dropdown menu to "Assign" or "Select a level to view/assign".

← Back To Lessons

Unit 2 - Number Sense

Topic 1 - Place Value

3rd Grade Math Academic Curriculum

This topic focuses on understanding the composition and decomposition of numbers, the relationships within the base-10 place value system, using a number line to round whole numbers, and ordering and comparing whole numbers. Key vocabulary includes composing, expanded notation, symbols, decomposing, base-10 place value, whole numbers, pictorial model, and number line.

Resources & Materials

- Lesson Plan**
★ Details about how to teach this topic
- Unit Guide**
📖 Details about how to teach this unit
- Observational Scoring**
🏁 Data collection sheet for tracking real world application of skills

Extension Activities

- 1.NBT.2_Packing_Ice_Pops_m_assess.pdf
- 1.NBT.2_Packing_Ice_Pops_m_instruct.pdf

Assign

Select a level to view/assign

Level 2 - Modified text, visual cues

- Assessment** Number Sense - Place Value - Pre-Assessment - L2 [Teach](#) [Preview](#)
-  Number Sense - Place Value - Vocabulary - L2 [Teach](#) [Preview](#)
-  Number Sense - Place Value - Grade 3 Instructional Text/Match - L2 [Teach](#) [Preview](#)
-  Number Sense - Place Value - Sequencing - L2 [Teach](#) [Preview](#)
-  Number Sense - Place Value - Sorting - L2 [Teach](#) [Preview](#)
-  Number Sense - Place Value - Game - L2 [Teach](#) [Preview](#)
- Assessment** Number Sense - Place Value - Post-Assessment - L2 [Teach](#) [Preview](#)

Rigorous & Engaging Content

- Grade-level aligned
- Vertically aligned
- Standards-aligned content
- IEP/504 aligned content

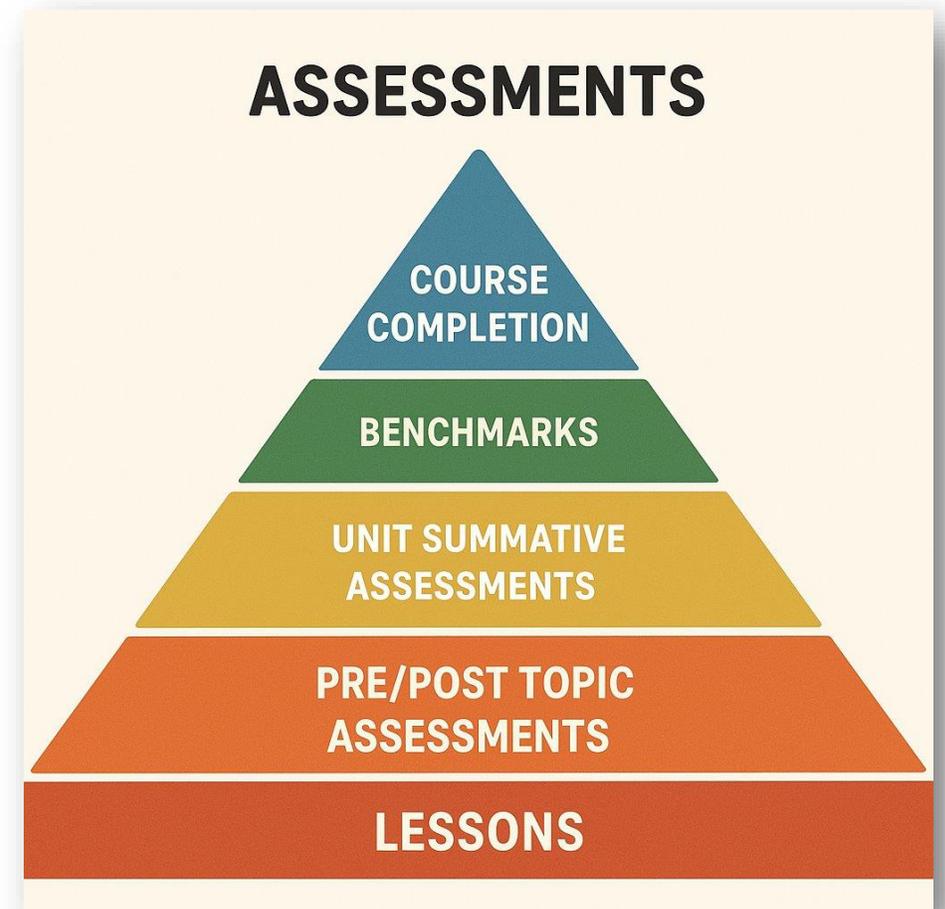
***Challenge Statements**



Tools That Empower Educators

- Benchmarks for big picture
- Formative data for ongoing information
- Summative data for generalization
- Automations that reduce educator workload
- Multi-role visibility (admin → teacher → paraprofessional)

*Challenge Statement





Student Profile

Ali, Grade K

Tier 3 Intervention

Challenges

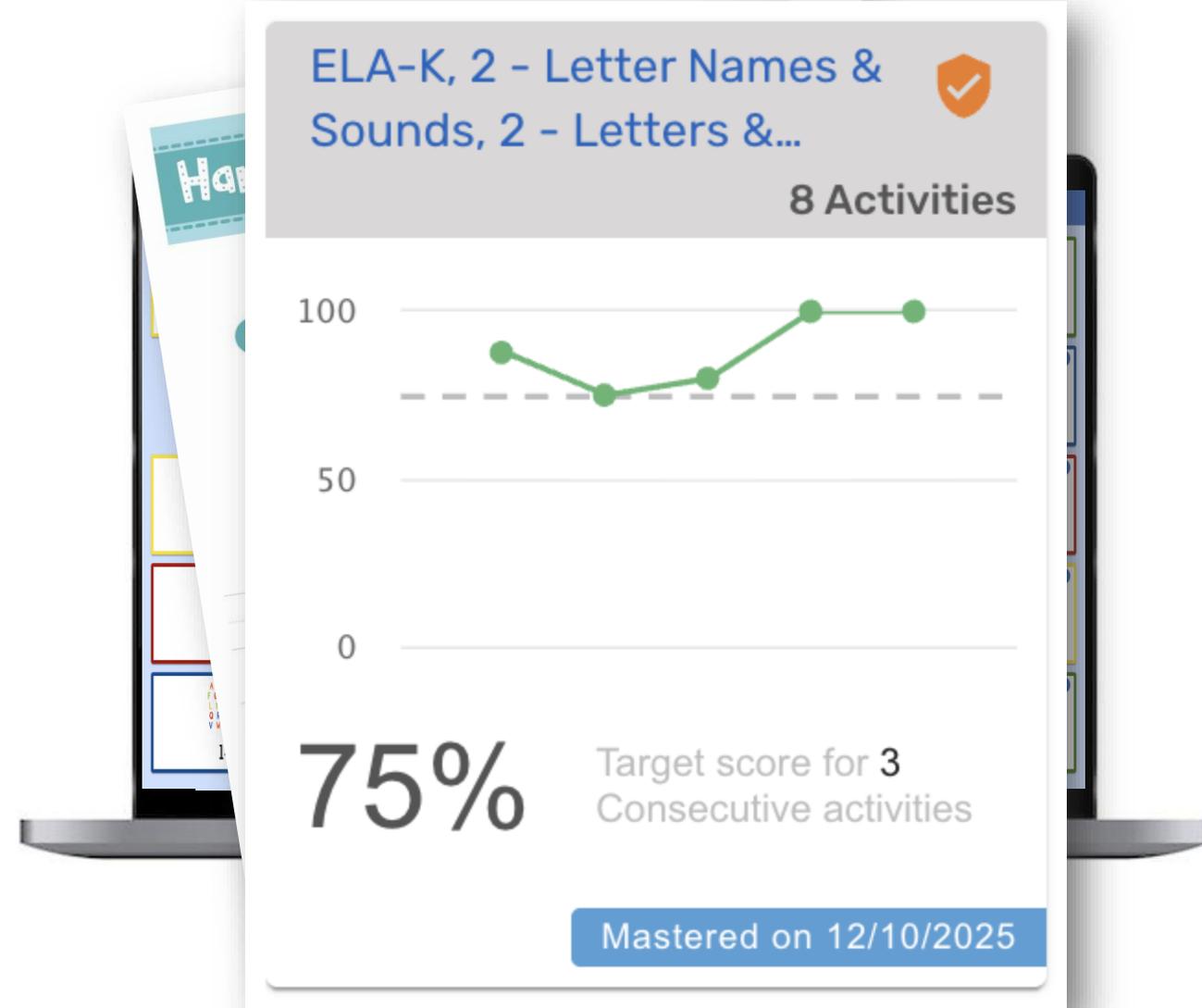
- Difficulty following classroom expectations
- Ignores requests and redirection from adults
- Significant loss of instructional time due to behavior redirection
- Struggling across all academic areas with limited engagement and persistence

Supports

- Provides differentiated, interactive lessons aligned to standards
- Maintains engagement through visuals, modeling, and guided practice
- Personalize instructional time based on interests and independence
- Real-time progress monitoring to target areas of need

Outcomes

- Fewer disruptions
- More on-task time
- Increase in engagement
- Progress across goals and objectives





Student Profile

Ryan, Grade 6

Tier 2 Intervention

Challenges

- Demonstrates math-avoidance behaviors, including off-task actions and task refusal
- Requires Tier 2 behavior supports paired with Tier 3 math intervention to address academic
- Experiences significant loss of instructional time during avoidance cycles, reducing access to core content

Supports

- MTSS data to flag patterns academic struggles, supporting accurate identification intervention needs
- Check-In/Check-Out (CICO) system reinforces replacement behaviors
- Explicit instruction guidance helps build foundational math concepts and close skill gaps

Outcomes

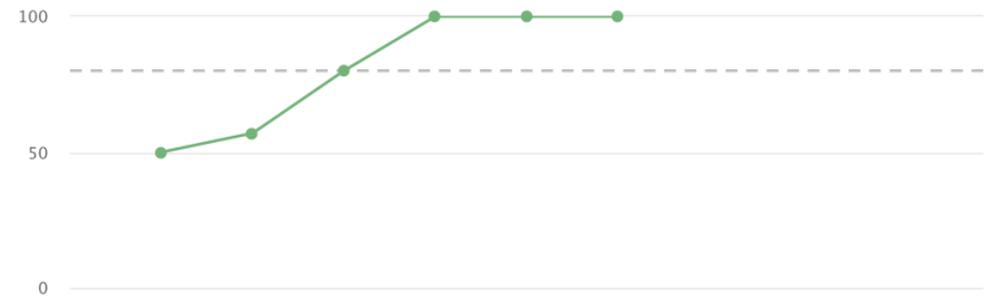
- Significant reduction in math-avoidance and off-task behaviors
- Increased engagement and participation in math lessons
- Steady progress in math skills supported through targeted Tier 2–3 interventions

Ryan Jameson

✓ Activity Results Math - 6, 8 - Geometry, 1 - Triangles... for:

Mastery set for **3** consecutive activities at **80%**

Mastery achievement is recalculated after every activity play



Only activities played to completion are displayed and counted toward Mastery progress



Student Profile

Ry, Grade 12

Transition/Vocational Program

Challenges

- Difficulty generalizing skills to real-world settings
- Understanding of workplace expectations, self-advocacy, and independent decision-making
- Unclear postsecondary plan to career pathways and vocational experiences

Supports

- Digital, scaffolded lessons build independence across daily living, self-care, organization, and community participation
- Scenario-based activities introduce workplace routines, safety, teamwork, and professional behavior
- Task analysis tools break down vocational tasks into manageable steps

Outcomes

- Increased confidence navigating real-world and workplace scenarios
- Greater independence in completing daily tasks and following multi-step routines
- Improved readiness for employment, community participation, and postsecondary transition

Observational Scoring

Student Name _____ Unit/Topic/Objective _____

SCORING
(1-5 SCALE)

Accuracy _____ Participation _____ Engagement _____

DATE: _____

OBSERVER: _____

Verbal

Assistive Tech.

Other

SCORING RUBRIC

ACCURACY

1: No response or incorrect response to prompt /targeted objective.

2: Needs maximum assistance to complete target objective. (Physical Cue, or combination of cues).

3: Needs moderate assistance to complete target objective. (Combination of visual, gestural, auditory cues).

4: Needs minimum assistance to complete target objective. (No more than 1 cue).

5: Completes objective independently.

PARTICIPATION/ENGAGEMENT

1: No participation observed.

2: Needs maximum assistance to participate. (Physical Cue, or combination of cues).

3: Needs moderate assistance to participate. (Combination of visual, gestural, auditory cues).

4: Needs minimum assistance to participate (No more than 1 cue).

5: Participates independently. (No cues)

Outcomes

- ✓ Enabled Educators
- ✓ Student Success
- ✓ Benefits
 - Increased self-confidence
 - Time on task
 - Improved academic achievement



Whether reviewing data to:

- **close gaps** in state-level testing reports as an admin
- **catch** students up on content from extended absences
- **accelerate** instruction for students with deeper intervention needs and larger learning gaps

The right tools in your toolbox can be the game changer in any classroom!

MATHEMATICS SPRING 2019, 2021, 2022, AND 2023 STAAR GRADE 3-8 RESULTS						
	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
3	Approaches	78%		61%	70%	72%
	Meets	47%		29%	41%	43%

	Item #	
6		
7	Item #	
8	1	2. Understand
	2	2. Understand
	3	2. Understand
	4	2. Understand
	5	2. Understand
	6	2. Understand
	7	2. Understand
	8	3. Understand
	9	3. Understand
	10	1. Understand

Test History | Test Results | Detailed Results | Test Questions

A Item 1 of 36
Your child's response was B, and it was correct. Next

Reporting Category 2:
2. Computations and Algebraic Relationships

B Student Expectation 5.3(K):
(5.3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:
(K) add and subtract positive rational numbers fluently

C Percentage of Students Who Answered this Item Correctly:
85% of students in the state of Texas
71% of students in the district
73% of students on the campus

Item | Rationales

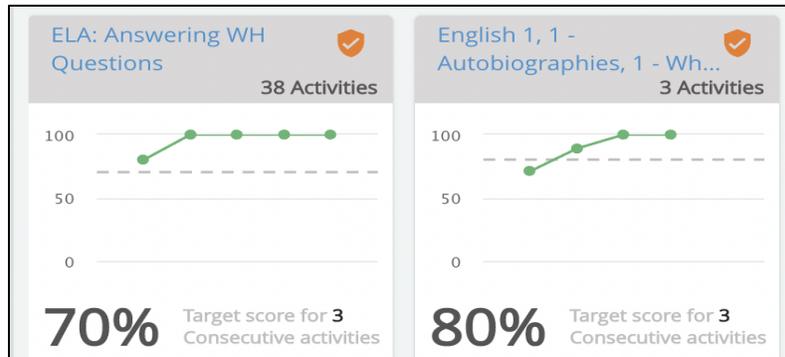
Test questions and answer choice explanations are provided in the language your child tested.

D While cleaning his room, Paul found 7 cents on his desk, 98 cents under his bed, and 2 dollars and 4 cents in his closet. What was the total amount of money Paul found?

A \$2.09
B \$3.09
C \$3.72
D \$4.08

Ensure Success - Monitor Progress

- Automatic data collection
- Data filtered by topic or goal
- Teacher notifications for mastery
- Customizable reports
- Compliance with real-time data



Summary

Avg Percent	Avg Questions	Avg Right	Avg Wrong	Avg Lesson Time	Total Lesson Plays
75.67	7.00	5.33	1.67	1.17	3

Detail

Lesson Name	Complete	%	Questions	Correct	Incorrect	Start Time	Minutes	Logged-in User
Autobiographies: Pre-Assessment L3	Y	67	9	6	3	09/15/2021 12:57 PM	1.4	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Storymatch L3	Y	60	5	3	2	09/15/2021 12:58 PM	1	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Vocabulary L3	N	N/A	0	N/A	N/A	09/15/2021 12:59 PM	0.3	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Storymatch L3	N	N/A	0	N/A	N/A	09/15/2021 01:00 PM	0.1	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Vocabulary L3	Y	100	7	7	0	09/15/2021 01:00 PM	1.1	lauren.staffordx@rethink.com

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Write in standard form.

9^3

729

93

27

19,683

None of these are correct.

2

3

4

5

6

7

8

Bringing It All Together

- Data drives clarity
- Differentiation drives growth
- Personalized pathways support whole-child success
- Educators and administrators gain actionable visibility

Challenges



**RESOURCE
CONSTRAINTS**



**STAFF
SHORTAGES**



**BUDGET
ALLOCATION**



TRAINING GAPS

Solutions



Comprehensive
Inclusive Program



Simplified Solutions
for Differentiation



Personalized
Platform



Progress
Monitoring

Is Your Curriculum...

- ✓ Easy-to-use?
- ✓ All-inclusive?
- ✓ Budget-friendly for all students?
- ✓ Set for differentiation?
- ✓ Flexible for specially designed instruction?
- ✓ Accessible and engaging?
- ✓ Standards and extended standards-aligned?
- ✓ Providing easy tracking and reporting for compliance?



If not... we can help!



Why RethinkEd

Ask us about new product launches:
LifeEd and NavigatED

1

MTSS

Streamline systems, simplify processes, and increase capacity to provide data-driven academic, behavioral, and social-emotional interventions that facilitate measurable student success.

2

Behavior

Promote positive behaviors, decrease behaviors that hinder learning, and maximize student and educator success in the classroom with a holistic and data-driven approach.

3

Special Education

Implement innovative, defensible, and evidence-based programs that focus on curriculum interventions targeting academic skills, life skills, social skills, and transitional/vocational skills.

4

Wellness

Promote social, emotional and mental well-being, connectedness and overall success by focusing on skills development and awareness for the entire school community.

Explore More: Access, Learn, and Engage

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Q&A Session





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