

How 66% of Greenfield Students Reached Grade-Level Reading Proficiency

A district-wide structured literacy approach strengthened Tier 1 instruction, improved instructional consistency, and reduced the need for intensive intervention support.

DISTRICT Greenfield Exempted SD, Ohio	SCHOOLS 5	TEACHERS 103	STUDENTS 1,900	TIMEFRAME 1 Year
--	--------------	-----------------	-------------------	---------------------

66%

of second-grade students now reading at grade level

31%

reduction in kindergarten Reading Improvement Plans

K-3

foundational skills instruction aligned across the district

THE CHALLENGE

Greenfield leaders recognized that too many students required Tier 2 and Tier 3 intervention support despite existing foundational literacy instruction.

Instruction varied across schools, and teachers relied on inconsistent supplemental materials that limited district-wide alignment.

- ☀ Tier 1 instruction lacked consistency across schools
- ☀ Too many students required intensive intervention support
- ☀ Foundational skills instruction varied across classrooms
- ☀ Teachers relied on fragmented supplemental materials

WHAT GREENFIELD DID

Science of Reading Alignment

Greenfield implemented structured literacy routines across K-3 classrooms to strengthen foundational skills instruction and reduce intervention needs.

Professional Learning & Support

Educators received ongoing support to strengthen instructional consistency and align literacy practices across schools and grade levels.

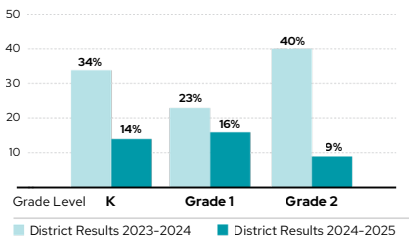
Data Visibility & Implementation

The district used implementation data and student performance trends to guide instruction, monitor growth, and strengthen intervention decisions.

“We’re changing that [inverted MTSS] triangle. We are significantly decreasing our Tier 3 needs.”

- Alisa Barrett, Director of Instruction,
Greenfield Exempted Village School District

K-2 TIER MOVEMENT



*Students placed on a Reading Improvement Plan (RIMP). Decrease reflects RGR intervention and Science of Reading-aligned instruction.

KEY OUTCOMES

- ☀ Kindergarten Reading Improvement Plans decreased by 31%
- ☀ 66% of second-grade students reached grade-level reading proficiency
- ☀ Tier 2 and Tier 3 intervention needs declined across K-3
- ☀ District-wide literacy instruction became more consistent and prevention-focused