

Monitoring the Health of the Tier 1 Reading Components of an MTSS Framework

The School Leadership Team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework. Specifically, the SLT uses data to answer the following questions:

1. Compared to the school-wide SMARTER goal(s), what percent of students have reading scores that demonstrate they are on track for future reading success?
2. Is reading success increasing over time?
3. How are students' reading scores the same or different across groups (i.e., race, ethnicity, gender, ability, grade level)?
4. What do students report about their reading skills, progress, and reading supports?
5. What do parents, families, and caregivers report about their children's reading skills, progress, and reading supports?
6. How are student and family perceptions the same or different across groups (i.e., race, ethnicity, gender, ability, student grade level)?
7. Compared to the school-wide SMARTER goal(s), what percent of teachers are implementing the essential components of the Tier 1 reading curriculum resources with fidelity?
8. Compared to the school-wide SMARTER goal(s), what is our level of implementation of the Tier 1 components of an MTSS Framework (e.g., R-TFI data)?

Question	Data Source(s)	When will the SLT collect & analyze the data?	Who will the data be shared with?
Compared to the school-wide SMARTE goal(s), what percent of students have reading scores that demonstrate they are on track for future reading success?	Acadience Reading Benchmark Assessment Results (all grade levels) M-STEP (3 rd grade and above) SMARTE goal(s) developed by the SLT	After each benchmark assessment (Fall, Winter, Spring)	
Is reading success increasing over time?	Historical Acadience Reading Benchmark Assessment Results (all grade levels) Historical M-STEP results (3 rd grade and above)	After each benchmark assessment (Fall, Winter, Spring)	
How are students' reading scores the same or different across groups (i.e., race, ethnicity, gender, ability, grade level)?	Disaggregated Acadience Reading Benchmark Assessment Results (all grade levels) Disaggregated M-STEP results (3 rd grade and above)	After each benchmark assessment (Fall, Winter, Spring)	
What do students report about their reading skills, progress, and reading supports?	<i>Possible data sources:</i> <i>Student interviews, student surveys</i>		

Question	Data Source(s)	When will the SLT collect & analyze the data?	Who will the data be shared with?
What do parents, families, and caregivers report about their children's reading skills, progress, and reading supports?	<i>Possible data sources:</i> <i>Family surveys</i>		
How are student and family perceptions the same or different across groups (i.e., race, ethnicity, gender, ability, student grade level)?	<i>Possible data sources:</i> <i>Disaggregated survey results</i>		
Compared to the school-wide SMARTER goal(s), what percent of teachers are implementing the essential components of the Tier 1 reading curriculum resources with fidelity?	<i>Possible data sources:</i> <i>Tier 1 fidelity assessments for the defined essential components of the Tier 1 reading curriculum resources</i> <i>Walk through observations</i> <i>Teacher self-reports</i>		
Compared to the school-wide SMARTER goal(s), what is our level of implementation of the Tier 1 components of an MTSS Framework (e.g., R-TFI data)?	Reading Tiered Fidelity Inventory (R-TFI) annual assessment results SMARTER goal(s)	Annually in the spring	

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