

Compelling Why: School-wide Reading Data

The purpose of this document is to support a School Leadership Team (SLT) in examining their school-wide Universal Screening Reading data after each benchmark window. This is not meant to replace a school-level data review. It is intended to support School Leadership Teams in understanding their role in examining school-wide data using the Reading Tiered Fidelity Inventory Elementary Level Edition and Universal Screening data.

Step One: Big Picture View of Grade Level Data

Review the Universal Screening data reports that indicate the percentage of students on track with reading outcomes at each grade level. In the space below, record grade levels that have at least 80% of students on track with grade level targets.

Table 1. Grade levels with 80% or more of students on track.

Grade Level	Percentage of Students On-Track

Step 2: Specific Skill Grade Level Snapshot

Review your universal screening measures for each grade level after each benchmark assessment (Fall, Winter, and Spring). Identify the big idea being assessed by each measure given. Record the measure and the score in the middle column. Check the box in the last column if the grade level data is **below** the established target for the specific measure assessed at each grade level for that time of year.

For Phonemic Awareness, the target is **at least 90%** of students at or above benchmark. For the other big ideas, the target is **at least 80%** of students at or above grade level.

Table 2. Summary of school-wide data by big idea.

Big Idea	Measured By:	Fall Status
Phonemic Awareness		<p>Check if less than 90% are at or above the target</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> First Grade</p>
Alphabetic Principle / Basic Phonics		<p>Check if less than 80% are at or above the target</p> <p><input type="checkbox"/> First Grade</p> <p><input type="checkbox"/> Second Grade</p>
Advanced Phonics		<p>Check if less than 80% are at or above the target</p> <p><input type="checkbox"/> Second Grade</p> <p><input type="checkbox"/> Third Grade</p> <p><input type="checkbox"/> Fourth Grade</p> <p><input type="checkbox"/> Fifth Grade</p> <p><input type="checkbox"/> Sixth Grade</p>
Reading Fluency		<p>Check if less than 80% are at or above the target</p> <p><input type="checkbox"/> Second Grade</p> <p><input type="checkbox"/> Third Grade</p> <p><input type="checkbox"/> Fourth Grade</p> <p><input type="checkbox"/> Fifth Grade</p> <p><input type="checkbox"/> Sixth Grade</p>

Big Idea	Measured By:	Fall Status
Comprehension		<p>Check if less than 80% are at or above the target</p> <ul style="list-style-type: none"> <input type="checkbox"/> Second Grade <input type="checkbox"/> Third Grade <input type="checkbox"/> Third Grade <input type="checkbox"/> Fourth Grade <input type="checkbox"/> Fourth Grade <input type="checkbox"/> Fifth Grade <input type="checkbox"/> Fifth Grade <input type="checkbox"/> Sixth Grade

Summary

Create a summary of what you found in the review of the data that includes school-wide areas of strength and school-wide opportunities for growth. Are there any big ideas for which you do not have data?

Based on a review of our school's data, the following big ideas are school-wide areas of strength:

We also identified the following school-wide areas of need and opportunities for growth:

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