Elementary Tier 1 Reading Data Interpretation Tool

This tool is designed as a scaffold to support a School Leadership Team's review and interpretation of Tier 1 Reading outcomes.

Use of this Tool

Before completing this tool make sure you have login access to MiMTSS Data System, Acadience Data Management and MI School Data.[1] One or more individuals from the School Leadership Team should complete this tool **before** the team meets so they are prepared to guide the team's discussion as they view the data. Once fluency is built with interpreting data and identifying specific areas of need, this tool may be phased out.

Validity Check

Are there concerns with the validity of any of the Tier 1 Reading student outcome data? For example:

- Were all students assessed?
- Were accuracy checks conducted on both data collection and data entry?
- Did grade level teams have an opportunity to review scores and booklets to identify and address any concerns with the accuracy of specific scores?

INSERT TEXT

School-wide Reading Outcomes

MiMTSS Data System, School Dashboard, Reading Outcomes Tab

School-wide, **#**% of students are at or above benchmark based on their Acadience Reading composite scores compared to the minimum goal of 80%. This indicates that:

- Our Tier 1 Reading System **Needs Support/Is Strong**
- Currently **#**% of the students in our school are likely to need **MORE** support in order to reach the next benchmark.

Winter and Spring: From last benchmark to this benchmark, **#**% of students school-wide stayed at or above benchmark on their Acadience Reading Composite scores compared to the

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[1] Users are welcome to adapt this tool for use with other reading measures and data management systems as needed.

minimum goal of 95%. This indicates that our Tier 1 Reading System **Needs Support/Is Strong.**

Noteworthy patterns of performance on the Acadience Reading K-6 composite score across years and/or across grade-levels include: **INSERT TEXT**

Additional measures of school-wide reading outcomes indicate: **INSERT TEXT**

Grade Level Outcomes and Skills

MiMTSS Data System, School Dashboard, Reading Outcomes Tab

Grades **X, Y, Z** have less than 80% of students performing at or above benchmark based on their Acadience Reading composite scores, indicating these grade level teams may need more support to strengthen Tier 1.

From last benchmark to this benchmark, grade levels **#, #, #** had less than 95% of students who were performing at or above benchmark stay at or above benchmark based on their Acadience Reading composite scores, indicating these grade levels may need more support to strengthen Tier 1.

MiMTSS Data System, School Dashboard, Reading Skills Tab

Table. 1.0 Summary of reading skills by grade level as measured by Acadience Reading K-6 measures

Reading Skill	Acadience Reading Measures and Scores	Minimum Goal	Grade Level(s) In Need of More Support
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)	90% of kindergarten students at/above fall and winter benchmarks for FSF and winter and spring benchmarks for PSF 90% of 1st grade students at/above fall benchmark for PSF	**LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL**
Alphabetic Principle/ Basic Phonics	Nonsense Word Fluency (NWF) - Correct Letter Sounds (CLS) score - Whole Words Read (WWR) score	80% of kindergarten students at/above winter and spring benchmarks for CLS 80% of 1st grade students at/above fall, winter and spring benchmarks for both CLS and WWR 80% of 2nd grade students at/above fall benchmark for CLS and WWR	**LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL**
Advanced Phonics	Oral Reading Fluency (ORF) - Accuracy	80% of 1st* through 6th grade students at/above benchmark for ORF Accuracy	**LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL**

Reading Skill	Acadience Reading Measures and Scores	Minimum Goal	Grade Level(s) In Need of More Support
Fluency	ORF - Words Correct score	80% of 1st* through 6th grade students at/above benchmark for ORF Words Correct	**LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL**
Comprehension	ORF - Retell MAZE	80% of 1st** through 6th grade students at/above benchmark for ORF Retell 80% of 3rd through 6th grade students at/above benchmark for MAZE	**LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL**

*Not applicable in fall of 1st grade; **Not applicable in winter of 1st grade

MI School Data

Grades **X, Y and Z** had fewer than 80% of students demonstrate proficiency or advanced proficiency on the M-STEP from Spring of **YEAR** further indicating a need to strengthen Tier 1.

Acadience Data Management, Status Report by Demographics

At each grade-level, how does the performance of each demographic group compare to the overall performance of all students within the grade-level based on the Acadience Composite score benchmark status?

INSERT TEXT

Additional Data Sources

If your team has additional data sources related to the Tier 1 Reading System that they will want to consider, summarize the data and describe noteworthy patterns

INSERT TEXT

Data Summary

School-wide, our Tier 1 Reading System **Needs Support/Is Strong.**

Grade Levels **X, Y and Z** need more support to strengthen Tier 1 instruction.

- Grade **X** needs support with **LIST SKILLS**.
- Grade **Y** needs support with **LIST SKILLS**.
- Grade **Z** needs support with **LIST SKILLS**.

Further analysis of our instruction, our curriculum/resources, and our system of supports is needed to better understand and address why students from the following demographic groups are performing below the average performance of all students within the grade level.

LIST DEMOGRAPHIC GROUPS AT EACH GRADE LEVEL

Review of additional data sources indicates: **INSERT TEXT**

Gap Analysis

Develop possible precise gap statements to review with your team. Precise gap statements describe the gap between current and desired performance in a measurable way. Consider where it makes the most sense for the School Leadership Team to focus its efforts. Which needs occur across grade levels and might benefit from a school-wide approach versus needs that are specific to certain grade-levels that could be addressed through grade-level teaming? Which specific reading skills are precursors to other reading skills and should be given higher priority?

Table 1.0 Tier 1 Reading Precise Gap Statements

Who/When	What/Where	As Measured By
Example 1: At winter benchmark, 2018, school-wide . . .	*only 57% of students are at or above benchmark and only 75% of students stayed at or above benchmark from fall to winter (compared to our goals of 80% and 95% respectively)*	*as measured by our Acadience Reading Composite scores.*
Example 2: At winter benchmark, 2018, grades 1, 2 and 3 . . .	*have fewer than 80% of their students reading grade level text with a high degree of accuracy*	*as measured by the Accuracy score on Acadience Reading Oral Reading Fluency.*
1. (Overall Reading Performance Gap):		**as measured by the Acadience Reading Composite scores.**
2. (Specific Reading Performance Gap):		**as measured by the Acadience Reading _____ score(s).**

Next Steps

Prepare to facilitate your team's discussion by practicing navigation of each data system and deciding which data displays the team should study during each part of its discussion. Think through how to keep your team focused on the data (not this tool) while *you* use this tool to support your coaching of the team. Recall this tool is a temporary scaffold that should be phased out once fluency is built with interpreting data and identifying specific areas of need.

URLs Used in Document

MiMTSS Data System
(https://mimtssdata.org/MIData/Account/Login)

Acadience Data Management
(https://acadiencelearning.net/)

MI School Data
(https://www.mischooldata.org/)