

Secondary Tier 1 Reading/Engagement Data Interpretation Tool

This tool is designed as a scaffold to support a School Leadership Team's review and interpretation of Tier 1 Reading and Engagement 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 or Engagement 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 the data to address any concerns with accuracy?

INSERT TEXT

School-wide Engagement Outcomes

MiMTSS Data System, School Dashboard, Engagement Outcomes Tab

School-wide, #% of students are at low risk on the overall engagement measure, indicating these students are benefitting from existing support to stay engaged in school.

This indicates that:

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

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

Winter and Spring: From one term to the next term, #% of students school-wide stayed low risk on the overall engagement measure compared to the minimum goal of 95%. This indicates that our Tier 1 Reading/Engagement System **Needs Support/Is Strong**.

Noteworthy school-wide patterns of engagement during this time of year, from year to year and/or across grade levels include: **INSERT TEXT**

Grade Level Engagement Outcomes and Early Warning Indicators

MiMTSS Data System, School Dashboard, Reading Outcomes Tab

Grades **X, Y, Z** have less than 80% of students performing at low risk on the overall engagement measure, indicating these grade levels may need more support to strengthen Tier 1.

From last term to this term, grade levels **#, #, #** had less than 95% of students who were low risk stay low risk on the overall engagement measure, indicating these grade levels may need more support to strengthen Tier 1.

MiMTSS Data System, School Dashboard, Early Warning Indicators Tab

Table. 1.0 Summary of Early Warning Indicators by grade level

Early Warning Indicator	Minimum Goal	Grade Level(s) In Need of More Support
Incoming Risk Indicator (Fall only)	80% or more students not flagged as at-risk during the last term from the previous school year	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL
Attendance	90% or more students attend at least 90% of instructional time	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL
Behavior	90% or more students not suspended	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL
Course Performance: Middle School Math	80% or more students pass their Math classes in Middle School	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL
Course Performance: Middle School ELA	80% or more students pass their ELA classes in Middle School	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL
Course Performance: High School Core Courses	80% or more students pass their Core Courses in High School	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL

Early Warning Indicator	Minimum Goal	Grade Level(s) In Need of More Support
Course Performance: High School GPA	80% or more students have a GPA of 2.0 or above in High School	LIST GRADE LEVEL(S) THAT DID NOT MEET MINIMUM GOAL

Noteworthy patterns for specific Early Warning Indicators during this time of year, from year to year and/or across grade levels include: **INSERT TEXT**

EWI Excel Tool, School Drill Down Table

For students with multiple flags, the most common combination of two flags are **INDICATOR** and **INDICATOR** suggesting these indicators may need to be considered in combination rather than as two distinct areas of need.

Tier 1 Reading Outcomes

MiMTSS School Dashboard, Reading Outcomes Tab, Tier 1 button (and/or Reading Outcomes-Acadience Reading 7-9 Tab, Tier 1 button)

Grades **#, #, #** have less than 80% of students performing at or above benchmark based on their Acadience Reading composite scores, indicating these grade levels may need more support 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

MI School Data

Grades **X, Y and Z** had fewer than 80% of students demonstrate proficiency or advanced proficiency on state-wide summative assessments of Reading/ELA from Spring of **YEAR** further indicating a need to strengthen Tier 1.

Additional Data Sources

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

Data Summary

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

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

- Grade **X** needs support with **LIST EARLY WARNING INDICATORS AND READING SKILLS**.
- Grade **Y** needs support with **LIST EARLY WARNING INDICATORS AND READING SKILLS**.
- Grade **Z** needs support with **LIST EARLY WARNING INDICATORS AND READING 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?

Table 1.0 Tier 1 Reading/Engagement Precise Gap Statements

Who/When	What/Where	As Measured By
<i>Example 1: At the end of the first term, 2019, school-wide . . .</i>	<i>only 68% of our students are at low risk for overall engagement, compared to our goals of 80%,</i>	<i>as measured by our Early Warning Indicators.</i>
<i>Example 2: At the end of our second term 2019, school-wide . . .</i>	<i>only 82% of our students are attending at least 90% of the instructional time, compared to our goal of at least 90% of students attending 90% of the time,</i>	<i>as measured by our early warning indicator attendance data.</i>
1. (Overall Reading Performance/Engagement Gap):		as measured by . . .
2. (Specific Reading Performance/Engagement Gap):		as measured by the . . .

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)

(<https://mimtssdata.org/MIData/Account/Login>)

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

(<https://acadiencelearning.net/>)

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

(<https://www.mischooldata.org/>)

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.