

Secondary Tier 2/Tier 3 Reading/Engagement Data Interpretation Tool

This tool is designed as a scaffold to support a School Leadership Team's review and interpretation of Tier 2/Tier 3 Reading outcomes.

Use of this Tool

Before completing this tool make sure you have login access to [MiMTSS Data System](#). 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 2/Tier 3 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 the data to identify and address any concerns with the accuracy?

INSERT TEXT

Tier 2 Engagement

MiMTSS Data System, School Dashboard, Engagement Outcomes Tab, Tier 2

School-Wide

School-wide, #% of students are flagged as at some risk (1 flag) on the overall engagement measure, compared to the goal of 15% or fewer. This indicates that our Tier 2 Reading System **Needs Support/Is Strong**.

Winter and Spring: From last term to this term, #% of students moved from some risk (1 flag) to low risk on the overall engagement measure, compared to our goal of at least 80%. This indicates that our Tier 2 Engagement System **Needs Support/Is Strong**.

Noteworthy school-wide patterns of engagement for students needing Tier 2 supports include:

INSERT TEXT

By Grade Level

Grades #, #, # have more than 15% of students flagged as at some risk (1 flag) on the overall engagement measure, indicating these grade levels may need more support to strengthen Tier 1 and/or Tier 2.

From last term to this term, grade levels #, #, # had less than 80% of students who moved from some risk (1 flag) to low risk (0 flags) on the overall engagement measure, indicating these grade levels may need more support to strengthen Tier 1 and/or Tier 2.

Tier 3 Engagement

MiMTSS Data System, School Dashboard, Engagement Outcomes Tab, Tier 3

School-Wide

School-wide, #% of students are flagged as at risk (2 or more flags) on the overall engagement measure, compared to our goal of 5% or fewer. This indicates that our Tier 3 Engagement System **Needs Support/Is Strong**.

Winter and Spring: From last term to this term, #% of students moved from at risk (2 or more flags) to some risk (1 flag) or low risk (0 flags) on the overall engagement measure, compared to our goal of at least 80%. This indicates that our Tier 3 Reading System **Needs Support/Is Strong**.

Noteworthy school-wide patterns of engagement for students needing Tier 3 supports include:
INSERT TEXT

By Grade Level

Grades #, #, # have more than 5% of students flagged as at risk (2 or more flags) on the overall engagement measure, indicating these grade levels may need more support to strengthen Tier 1, Tier 2 and/or Tier 3.

From last term to this term, grade levels #, #, # had less than 80% of students who moved from at risk (2 or more flags) to some risk (1 flag) or low risk (0 flags) on the overall engagement measure, indicating these grade levels may need more support to strengthen Tier 1, Tier 2 and/or Tier 3.

Early Warning Indicator Patterns

Review the EWI Excel Tool, School Drill Down Table. If a large number of students are being flagged across multiple indicators to suggest some patterns, complete the sentence frame below for your team. Then refer to the Early Warning Indicators Tab in MiMTSS to determine if there are any noteworthy patterns of individual indicators from year to year.

When students have 2 flags, the most common combination of 2 flags are **INDICATOR** and **INDICATOR**.

When students have 3 flags, the most common combination of 3 flags are **INDICATOR**, **INDICATOR** and **INDICATOR**.

Noteworthy patterns of individual indicators during this term, from year to year, and/or across grade levels **INSERT TEXT**

Tier 2 Reading

MiMTSS Data System, School Dashboard, Reading Outcomes Tab, Tier 2

School-Wide

School-wide, #% of students performed below benchmark based on the Acadience Reading composite score compared to the goal of 15% or fewer. This indicates that our Tier 2 Reading System **Needs Support/Is Strong.**

Winter and Spring: From last benchmark to this benchmark, #% of students school-wide moved from performing below benchmark to performing at or above benchmark based on their Acadience Reading Composite scores, compared to our goal of at least 80%. This indicates that our Tier 2 Reading System **Needs Support/Is Strong.**

Noteworthy school-wide patterns of reading performance for students needing Tier 2 supports include: **INSERT TEXT**

By Grade Level

Grades #, #, # have more than 15% of students performing below benchmark based on the Acadience Reading composite score, indicating these grade levels may need more support to strengthen Tier 1 and/or Tier 2.

From last benchmark to this benchmark, grade levels #, #, # had less than 80% of students who performed below benchmark move to performing at or above benchmark based on their Acadience Reading Composite scores, indicating these grade levels may need more support to strengthen Tier 1 and/or Tier 2.

Tier 3 Reading

MiMTSS Data System, School Dashboard, Reading Outcomes Tab, Tier 3

School-Wide

School-wide, #% of students performed well below benchmark based on the Acadience Reading composite score compared to the goal of 5% or fewer. This indicates that our Tier 3 Reading System **Needs Support/Is Strong.**

Winter and Spring: From last benchmark to this benchmark, #% of students moved from performing well below benchmark to performing below or at/above benchmark based on their Acadience Reading Composite scores, compared to our goal of at least 80%. This indicates that our Tier 3 Reading System **Needs Support/Is Strong.**

Noteworthy school-wide patterns of reading performance for students needing Tier 3 supports include: **INSERT TEXT**

By Grade Level

Grades #, #, # have more than 5% of students performing well below benchmark based on the Acadience Reading composite score, indicating these grade levels may need more support to strengthen Tier 1 and/or Tier 2.

From last benchmark to this benchmark, grade levels #, #, # had less than 80% of students who performed well below benchmark move to performing below or at/above benchmark based on their Acadience Reading Composite scores, indicating these grade levels may need more support to strengthen Tier 1, Tier 2, and/or Tier 3.

Additional Data Sources

If your team has additional data sources related to the Tier 2/Tier 3 Reading/Engagement System that they will want to consider, summarize the data and describe noteworthy patterns.

INSERT TEXT

Data Summary

School-wide, our Tier 2 Engagement System **Needs Support/Is Strong** and our Tier 3 Engagement System **Needs Support/Is Strong**.

Early Warning Indicator patterns include: **INSERT TEXT**

School-wide, our Tier 2 Reading System **Needs Support/Is Strong** and our Tier 3 Reading System **Needs Support/Is Strong**.

Grade Levels **X, Y and Z** need more support to strengthen Tier 1, Tier 2, and/or Tier 3:

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 2/Tier 3 Reading Precise Gap Statements

Who/When	What/Where	As Measured By
<i>Example 1: At the end of semester 1, of our students who were at moderate risk at the end of the first quarter...</i>	<i>Only 50% of them improved to low risk status, compared to our goal of 80% improvement,</i>	<i>As measured by change in risk status on our overall engagement measure from the end of the first quarter to the end of the semester.</i>

Who/When	What/Where	As Measured By
<i>Example 2: At spring benchmark, 2019, 12% of our 6th grade students . . .</i>	<i>performed in the well below benchmark range compared to our goal of 5% or less,</i>	<i>as measured by their Acadience Reading Composite scores.</i>
1.		
2.		

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>)

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.