

District Tier 1 Reading/Engagement Data Interpretation Tool

This tool is designed as a scaffold to support a District Implementation Team's review and interpretation of Tier 1 Reading/Engagement fidelity and outcomes across schools.

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 District Implementation 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/Engagement fidelity or student outcome data? For example:

- Are there concerns with the validity of the most recent administrations of the Reading Tiered Fidelity Inventory at any of the schools?
- Were any concerns reported by schools regarding the collection of student outcome data?

Insert Text

Tier 1 Fidelity Across Schools

MiMTSS Data System, District Dashboard, Reading Fidelity Tab

The following schools need more support to reach the Tier 1 Reading Fidelity target of 80%:
School Name(s)

District-wide, Item-Level R-TFI Report

(Go to MiMTSS Data System, Reporting, Single Measure Reports, R-TFI Elementary Detail, Set Data Range, Preview, Download to Excel; repeat for R-TFI Secondary Detail report)

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

Across Elementary Buildings

The following Tier 1 items were scored a 0 or 1 by at least half of all implementing schools: [List Items](#)

When these items are cross-walked with the coaching concepts (cheat sheet), the following priorities are noted: [List Prioritized items and related concepts](#)

Across Secondary Buildings

The following Tier 1 items were scored a 0 or 1 by at least half of all implementing schools: [List Items](#)

When these items are cross-walked with the coaching concepts (cheat sheet), the following priorities are noted: [List Prioritized items and related concepts](#)

Student Outcomes Across Schools

MiMTSS Data System, District Dashboard, Reading/Engagement tab

School-wide Percent of Students at Benchmark/Low Risk Over Time

Elementary schools with fewer than 80% of students at benchmark in reading [School Name\(s\) or X of Y Schools](#)

Secondary schools with fewer than 80% of students at low risk in engagement: [School Name\(s\) or X of Y Schools](#)

Percent of Schools that Met Threshold for Students at Benchmark/Low Risk

Noteworthy patterns in reading skills across elementary schools include: [Insert Text](#)

Noteworthy patterns in reading skills across secondary schools include: [Insert Text](#)

Noteworthy patterns engagement indicators across secondary schools include: [Insert Text](#)

MI School Data

Schools **X, Y and Z** had fewer than 80% of students across multiple grades 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 Across Schools

Additional data that may be reviewed by the team include:

Data Source: **Text**

Noteworthy patterns or observations: **Text**

(Example data sources: review of lesson plans, classroom observations, suspension data, seclusion and restraint data, student perception surveys of climate and/or safety, stakeholder perception and input surveys)

Data Summary

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

Schools in need of more support to strengthen fidelity of implementation for Tier 1 include: **List School Name(s) and Specific Needs**

Schools in need of more support to strengthen student outcomes for Tier 1 include: **List School Name(s) and Specific Needs**

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 District Implementation Team to focus its efforts.

Table 1.0 Tier 1 Reading/Engagement Precise Gap Statements

Who/When	What/Where	As Measured By
<i>Example 1: (Tier 1 Fidelity Problem): As of Fall 2019 (Year 4), four of our five schools that have begun implementing a Tier 1 School-wide Reading Model or a Secondary Content Area Reading Model</i>	<i>Have not reached the criterion of 80% for fidelity at Tier 1, with the lowest scores in the subscales of Resources and Implementation</i>	<i>as measured by the Tier 1 scores on the Reading Tiered Fidelity Inventory from October, 2019.</i>
<i>Example 2: (Elementary Item-level Fidelity Problem): As of Fall 2019, two of our three implementing elementary schools</i>	<i>Do not have grade-level teams that meet monthly, and grade level instructional plans are not being developed</i>	<i>as measured by a score of 0 or 1 for two of three elementary schools on item 1.5 and a score of 0 for both schools on item 1.9 on the Reading Tiered Fidelity Inventory from October, 2019.</i>

Who/When	What/Where	As Measured By
<i>Example 3: (Secondary Student outcome problem across schools): During the 17-18 school year, grades 9, 10 and 11 across both secondary buildings</i>	<i>Have not met the threshold of 80% of students at low risk for course performance</i>	<i>as measured by fall and winter Early Warning Indicator data.</i>
1.		as measured by . . .
2.		as measured by . . .

Next Steps

Prepare to facilitate your team’s discussion by practicing navigation of the 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)

(<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/>)

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