

Early screening data can help us to select curriculum and allocate resources.

- Curriculum used for Tier 1 instruction should meet the needs of 75%+ of the students in a class.
- If a majority of primary grade students need strategic or intensive reading intervention, the curriculum used by the classroom teacher(s) must be designed for use with students who experience reading difficulties.
- Investing in primary grade teachers and students can alleviate the need for costly interventions in the later grades. If fewer than [95% of students](#) are leaving first grade reading well, primary grade teachers need ongoing professional development, coaching, materials, etc.

High-quality classroom instruction in the primary grades is the most cost-efficient way to ensure equitable outcomes for students.

- Interventions are costly and publishers know that.
- Any assessment that intends to funnel students into a specific intervention, especially if it's sold by the same publisher, should be viewed as suspect.
- Interventions should be short-term, targeted, and frequently monitored.
- More children benefit when we train teachers to teach reading well than when we purchase subscriptions to computer-based assessments with computer-based interventions.
- Screening data should be curriculum-agnostic and can even be [free](#).

Screening data tell us whether our approach is working.

- Effective instruction can change the trajectory of a child's reading development. If students are not climbing performance bands over the course of the year, we need to scrutinize our approach to teaching reading.
- As the school year progresses, we should see student growth reflected in progress-monitoring data and benchmark screening data. If our screening data isn't budging, we need to scrutinize our curriculum and implementation to find out why.

Families have a right to know if their child is likely to experience difficulty with reading.

- If screening data show a child is in need of intervention, we should be able to face the child's family and provide an explanation for how we will address that need.
- Though we should not depend on it, we can also ask families to reinforce our work at home

<p>Difficulty acquiring foundational skills does not predict later academic difficulties</p>	<p>... unless children don't receive the instruction they need to master those skills.</p>
<p>Our attitude towards data is an indication of our confidence in instruction.</p>	<p>When we know how to teach reading well, collecting data becomes a time of excitement and celebration, rather than a burden.</p>