Quick Guide for Multi-Tiered System of Supports: Working with Data

Purpose of this Quick Guide

The purpose of this Quick Guide is to provide an overview of working with data as it pertains to a Multi-Tiered System of Support (MTSS). The intended use is for leaders to build a common understanding of MTSS that will lead to the thoughtful implementation of MTSS in the district. The audience for this MTSS Quick Guide includes school district central office administrators such as superintendents, curriculum directors, special education directors, Title and At Risk administrators, academic officers, and district level stakeholders such as school board members.

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What are the core principles of MTSS that pertain to data?

The Michigan Department of Education (MDE) defines MTSS as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. MTSS has evolved from the research on response to intervention and research-based core principles for effective instruction and intervention systems.

A Multi-Tiered System of Supports is designed so that schools can provide the appropriate level of instruction and intervention for their students. Using performance data and monitoring learning rates through MTSS, educators can make important instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment.

The core principles that pertain to data within the MTSS framework include the following:

1. Universal Screeners
2. Progress Monitoring
3. Multiple Sources of Data
4. Ongoing data-driven professional development activities that align to core student goals and staff needs.

CORE PRINCIPLES THAT PERTAIN TO DATA WITHIN THE MTSS FRAMEWORK	
Universal Screeners	Universal screening is the first step in identifying students who are at risk for learning and behavioral difficulties. Universal screening is typically conducted three times per school year, in the fall, winter, and spring. Universal screening measures consist of brief assessments focused on target learning (e.g., phonological awareness) that are highly predictive of future outcomes. Effective universal screening may occur in reading, math, writing and behavior.
Progress Monitoring	Progress monitoring refers to the on-going assessment of the student's rates of expected learning. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.
Multiple Types and Sources of Data	Best practices for a balanced assessment system emphasize the uses of multiple types and sources of data to inform instructional planning and the problem-solving activities of MTSS. Multiple data types and sources would include the screeners, progress monitoring tools/methods, diagnostic, and benchmark data that are regularly collected to inform the instruction and intervention planning.
Data-Driven Professional Development Activities	In addition to instruction and interventions tailored to student needs, the data are referenced continuously to provide for staff training needs as part of a robust system focused on high quality instruction and intervention. By aligning professional development to student goals and data, needs for students and staff are identified and addressed in an on-going and strategic method.

What are the data types that support MTSS?

Norm-referenced tests compare student scores to those of other students. Norm-referenced tests may be administered in group or individual settings under the same or "standardized" conditions. Examples of these types of tests are personality, achievement, intelligence tests and competency exams. The majority of students score between the 25th to 75th percentiles. Scores reported as Scaled Scores can be compared across different norm-referenced tests, controlling for differences in the reliability of the tests with regression analysis.

Criterion referenced tests compare student scores to performance criterion. Criterion referenced tests are tests that assess performance in relation to a particular criterion or curriculum. Criterion measures compare student proficiency to curriculum benchmarks and not to the performance of other students (determines mastery of skills). Information provided by these types of tests:

- How much of the material has been mastered
- How many students have mastered the material
- How rapidly material is being covered and mastered

The benchmarking of student progress with curriculum assessments three times a year is fundamental to school-wide monitoring of learning. Schools will need to start with the learning sequence. In other words, schools must first define, by grade/age level, the order of instructional content. The assessments are then purposive in measuring student growth, in identifying students in need of additional instruction, and in checking the effectiveness of instructional strategies.

Curriculum-based measures are used for progress monitoring. With these assessments, the curriculum standard is the construct or domain of learning. Student performance serves as the data basis for establishing proficiency targets in subsequent uses of the curriculum assessment.

Diagnostic data are collected with a variety of methods. Often, teacher observations of student learning and behavior form a baseline for comparing the student to expectations of peers. The teacher may collect samples of student behavior or learning using simple checks throughout the school day. Error analysis can be used as a systematic method to identify and track learning challenges for individual students. A range of diagnostic assessments exist in content areas.

The pillars of the MTSS data system are represented in this graphic:

Universal Screening

- District-wide screening assessments are quick and efficient measures of overall ability or efficient measures of critical skills known to be strong indicators that predict student performance in a specific subject. Screening assessment provide data to plan classroom instruction, identify struggling students in need of additional instructional supports or Tier 2.
- Universal screening is typically conducted three times during a school year.
- **Examples:** DIBELS, Developmental Reading Assessment (DRA), AIMSweb, Easy CBM, STAR Early Literacy, Acuity, Fountas & Pinnell Benchmark Assessment, Scholastic Reading Inventory (SRI)
- **Universal Screener Tools:** http://www.rti4success.org/resources/tools-charts/screening-tools-chart

Progress Monitoring

- Progress monitoring is used to assess student progress or performance in those areas identified by universal screening as being at-risk for failure to evaluate the effectiveness of instruction/intervention. Progress monitoring data are used to adjust instruction/intervention.
- Progress should be monitored frequently, at least monthly, but ideally weekly or biweekly.
- **Examples:** DIBELS, Developmental Reading Assessment (DRA), AIMSweb, Easy CBM, STAR Early Literacy, Acuity, Fountas & Pinnell Benchmark Assessment, Scholastic Reading Inventory (SRI)
- **Progress Monitoring Tools:** http://www.intensiveintervention.org/chart/progress-monitoring

Diagnostic Data

- Diagnostic Data help to identify a student's needs and strengths with critical skills. Diagnostic data provide very specific and in-depth information that assists in more strategically targeted instruction/interventions.
- Diagnostic assessments are individually administered to students at-risk.
- **Examples:** Woodcock-Johnson, WCAT, Gray Diagnostic Reading Test (GDRT-22), Phonics Based Reading Test, RAN/RAS, Test of Phonological Awareness, Test of Early Reading Ability (TERA-3)

When developing the data system for MTSS, it is important to have an organized understanding of the assessment system in the district, school, and classroom. Below is a simple format for summarizing the available assessments for MTSS:

ASSESSMENT INVENTORY				
Pick a Grade and Skill Area	**Formative Assessment**	**Benchmark Assessment**	**Summative Assessment**	**Progress Monitoring Assessment**
Benchmark or Goal				
Strategy or Name of Assessment				
Frequency of Administration				
Use of Data				

TIER 1
Essential Questions

CORE UNIVERSAL CLASSROOM INSTRUCTION AND SUPPORTS

What Universal Screeners do we use? Are they Evidence-Based?

Universal Screeners are typically quick and efficient measures of overall ability or efficient measures of critical learning known to be strong indicators that predict student performance in a specific subject. Screening assessments provide data to plan classroom instruction, identify struggling students in need of additional instructional supports or identify students that may need Tier 2 intervention. Universal screening is typically conducted 3 times during a school year.

In universal screening, attention should focus on fidelity of implementation and selection of research-based tools to guarantee reliable data. Some examples of evidence-based tools are: DIBELS, Developmental Reading Assessment (DRA), AIMSweb, Easy CBM, STAR Early Literacy, Fountas & Pinnell Benchmark Assessment, Scholastic Reading Inventory (SRI).

Is there an effective central data management system to manage district-wide data?

Since data will be used to make meaningful instructional changes for students within a team-based approach, it is important that the data are accessible to general education teachers and the MTSS team. All student data needs to be collected in a timely manner within a central data management system by designated staff members. Some examples of a data management system would be MISTAR Data & Assessment, Illuminate, and Data Director.

In the absence of a central data management system, consider using Google forms to organize and share data for planning and monitoring purposes. Some schools set up data management systems using folders or binders to keep track of data and interventions. Sample forms for data management appear among the templates starting on page 22 of this Quick Guide.

Has the leadership allotted time for data driven dialogue for staff?

To ensure that MTSS is efficient and effective for our students and implemented with fidelity, MTSS teams collect and analyze student data and make instructional decisions using protocols such as data driven dialogue. Some schools choose to build time into PLC's, grade level team meetings or school-wide staff meetings. It is important that time is not only allotted for these conversations and dialogues but it must also be thoughtfully planned and facilitated by the MTSS Leadership team.

Are teachers trained on how to monitor progress using classroom data and to identify targeted skills within the core curriculum as needed?

General education teachers should use formative classroom assessment to monitor progress toward learning targets in Tier 1. The formative assessment process and progress monitoring data will allow them to evaluate student learning and adjust instruction or the intervention as needed.

To ensure the fidelity of implementation and to make sure accurate data are being collected, school leaders and teachers must be trained on evidence-based instructional practices, formative assessment and progress monitoring.

Staff can be trained through professional development, collegial walk-thrus, mentoring and coaching.

What is the process to determine if a student needs additional instruction/ intervention in Tier 1 or access to Tier 2?

The general education teacher and MTSS data team identifies students who need additional instruction/ intervention by using multiple data points such as: district-wide universal screeners, benchmark assessments, interim assessments, common assessments, formative classroom assessments and informal observational assessments. The MTSS team and the general education teacher will review and analyze the data to determine what adjustments are needed to instruction/interventions. Goals should be set and decision rules should be in place to guide these conversations.

Below you will find a sample form for summarizing the recommendations of a team after reviewing universal screening data. In this example, the team uses percentile data to identify the students who may be at-risk and identified for interventions. The Tier 2 students are identified based on scores below the 25th percentile.

Note that the identification of students for intervention includes the use of multiple measures. Once students are screened, the team reviews records and determines what interventions have occurred in the past and what additional data are available to determine the best place to begin supporting the student to be successful. The Tier 1 interventions do not "wait" for more signs of failure. The screening serves to immediately make plans to meet student needs.

Sample: Initial School Level Support Team – List of Students "At-Risk"

Initial universal screening is administered and data are collected by the teacher as soon as possible to identify students "at-risk." All students who fall below the 25th percentile will receive appropriate interventions and will be monitored using progress monitoring. Teams work to determine and schedule appropriate interventions for each student.

Initial Universal Screening

School _____ **Date** _____

Grade/Subject _____

Universal Screening _____ **Year** _____

Cut Score _____ **Date** _____

Select One ☐ Fall ☐ Winter ☐ Spring

Percent Below 25th Percentile_____ 10th Percentile _____

Student	Teacher	Universal Screening Score	Other Data	Previous Interventions	Tier II Tier III

Signatures of Team Members

_____ _____

_____ _____

_____ _____

TIER 2
Essential Questions

TARGETED SUPPLEMENTAL INSTRUCTION AND SUPPORTS

Who is collecting the data on the intervention?

There are many methods for collecting data on student progress with Tier 2 interventions. Whether the method involves demonstration of attainment of a goal or charting of errors, the data need to be regularly collected and aligned to the intervention provided to the student. The best persons to collect the Tier 2 data are the general education teacher or a highly qualified teacher or specialist who has been identified to monitor progress in the building and in the MTSS plan. When a person other than the classroom teacher is the individual collecting the data, it is critical that s/he consistently communicate with the general education teacher on the progress being made by the student with intervention.

In addition to the data on student progress with the intervention, the professional who is delivering intervention must collect proof of intervention. The MTSS plan for the building, classroom, and teacher need to identify how logs will be kept on the delivery of the intervention.

Here is an example of a simple format for keeping track of students grouped for interventions, their progress, and data on intervention fidelity.

INTERVENTION PLANNING CHART FOR STUDENT GROUPING AND FIDELITY DATA									
Grade	Name of Intervention	Focus of Intervention	Who is Intervening?	Start Date	Amount of Time	Frequency of Intervention	Maxium Group Size	Frequency of Progress Monitoring	Tier II or Tier III?
3	Word Power	Vocabulary	Jones	11/17/16	10 weeks	3 hrs/week	5	biweekly	Tier II

What progress monitoring tools do we use? Are they evidenced-based?

In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Use the following checklist to help ensure that these important aspects of progress monitoring are not omitted from your program:

- ☐ Determine the age-appropriate, reliable, and valid progress monitoring tools that will be used at each grade
- ☐ Create a preset schedule for collecting progress monitoring data throughout the year
- ☐ Outline a set schedule and agenda for meeting to evaluate progress monitoring data
- ☐ Establish the decision rules that will guide the decision-making process and subsequent follow-up tasks. Establish practices to ensure fidelity of the progress monitoring process

A valid progress monitoring tool must meet these three criteria:

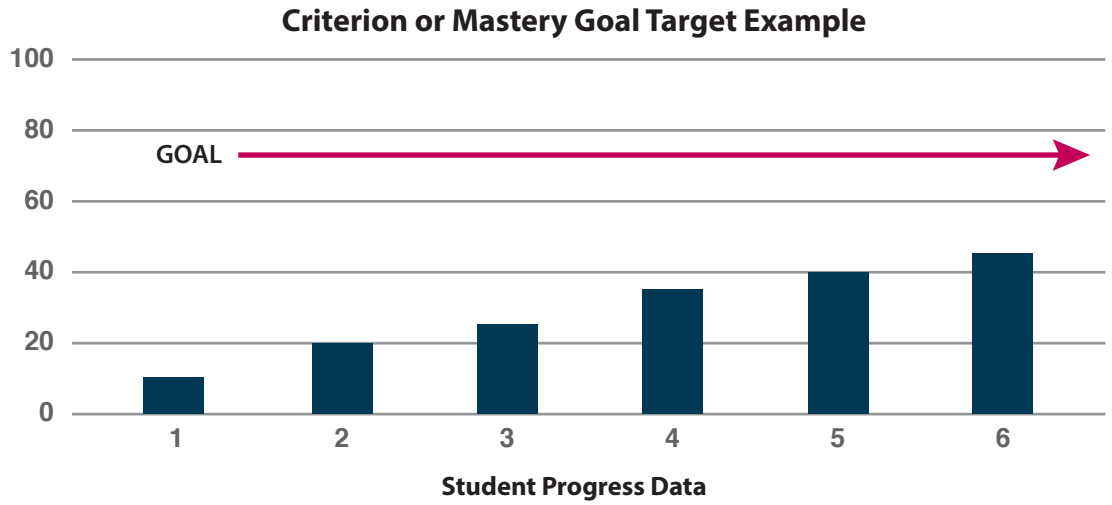
1. Appropriate to the grade level or age of the student
2. Valid assessment of the content or construct to be measured
3. Appropriate alignment to the curriculum

When using a progress monitoring tool, be certain that baseline data are described in specific and measurable terms. Avoid using terms such as "High", "Low", and "Improvement". In other words, describe the skill or concept in terms that can be easily quantified. Use terms such as, "Number Correct", "Number of Errors", "Time Delay", "Repeat", "Define", etc. Focus on probes that will quickly sample markers of skill/concept development.

The progress monitoring must be used in the context of goals for student progress. There are two types of goals that are common when using progress monitoring data:

1 Criterion or Mastery Goals

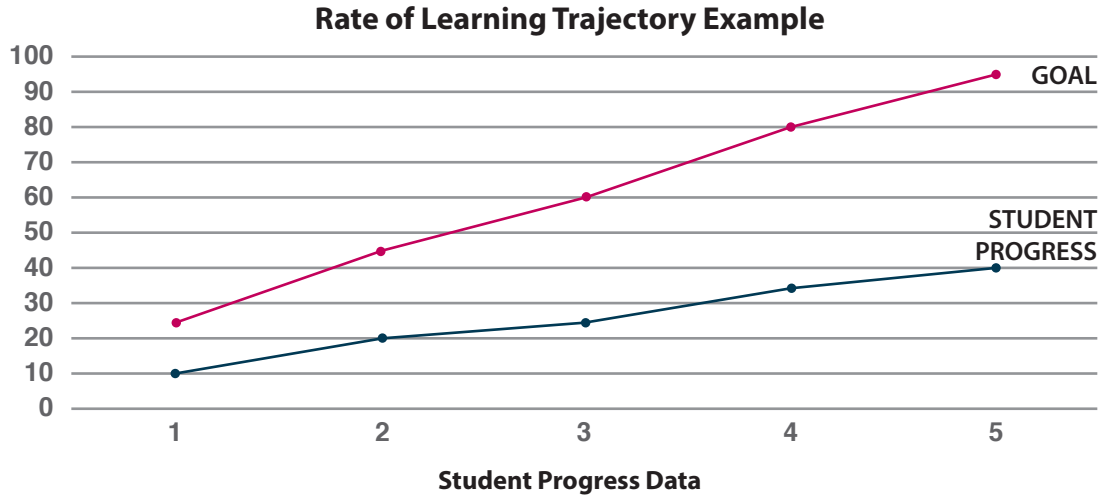
The team establishes a criterion or goal that represents mastery of the skill for the grade and the time frame in which the student is expected to achieve the criterion.



❷ Rate of Learning Goals

The team establishes a projected trajectory of learning over a period of time. The team reviews the baseline data for the student, determines what is a predicted reasonable amount of progress for a given amount of time and then uses the progress monitoring data to chart the pattern of performance for the student in achieving the defined trajectory.

Some examples of progress monitoring tools are DIBELS, AIMSweb, easyCBM, STAR Early, Fountas & Pinnell, and Formative Assessment. A school may develop curriculum aligned probes using research-based methods.



How often are data collected?

The frequency of progress monitoring should be determined as part of developing the intervention plan for the student. Typically, progress monitoring data are collected every other week.

At least 5 - 7 pieces of progress monitoring data would be needed to determine if the intervention is working. This means that a reasonable intervention period will span at least 10 - 14 weeks before determining if adjustments need to be made to the intervention.

Are teachers trained on how to use the data to monitor progress and adjust the intervention as needed?

Teachers use relevant data to measure, on an ongoing basis, student progress to inform their individualized instructional decisions. For teachers to be effective, they will need to be trained on the progress monitoring assessment, how to administer it, how to collect the data, and how to report data to the team and parents.

Professional development for teachers should be designed based on data that are collected with universal screeners and progress monitoring tools. By using real data, the school or district may be able to identify areas of focus that will improve teachers' skills in delivering instruction, instructional interventions and data analysis.

Staff may be trained through professional development, collegial visits, mentoring and coaching. Successful schools use teams to support the teachers in the collection and review of their data and provide authentic support to the teacher in learning to work with progress monitoring data.

How many data points are needed to determine intervention effectiveness?

A minimum of five to seven data points are required to determine the effectiveness of the intervention. These data points will help to determine if the intervention is working or if a more focused, targeted intervention is needed. The MTSS team should choose a decision rule (e.g. benchmark, slope or rate of growth, three data points above the aimline) and set a goal. To ensure that the implementation is done with fidelity, leadership should conduct a training on the decision rule with a rationale and good examples of how to apply the decision rules. It will also be important to develop and communicate a template for recording decisions.

Has the leadership allotted time for data driven dialogue for staff?

To ensure that MTSS is efficient and effective for our students and implemented with fidelity, MTSS teams will work collaboratively to collect and analyze student data and make instructional decisions using protocols such as, data driven dialogue. Some schools choose to build time into PLC's, grade level team meetings or school-wide staff meetings. It is important that time is not only allotted for these conversations and dialogues but it must also be thoughtfully planned and facilitated by the MTSS Leadership team.

The data and recommendations of these data driven conversations can be documented in formats that summarize the progress data and intervention revisions, such as the following example:

Sample On-Going School Level Data Summary and List of Students "At Risk"

On-going progress monitoring are administered a minimum of every two weeks and data are collected to monitor student progress in the intervention. Grade level and/or subject specific teams meet every four to five weeks to make appropriate adjustments in the delivery of interventions for each student.

School _____ **Date** _____

Grade/Subject _____

Goal _____

Assessment _____ **Assessment** _____

Select One ☐ Fall ☐ Winter ☐ Spring

Percent Below 25th Percentile_____ 10th Percentile _____

Student	Teacher	Intervention	Progress Monitoring Assessment	Intervention Change Yes/No	Tier II Tier III	Request Parent Meeting

Signatures of Team Members

_____ _____

_____ _____

_____ _____

TIER 3
Essential Questions

INTENSIVE INDIVIDUALIZED INTERVENTIONS AND SUPPORTS

What assessments are used to collect diagnostic data in Tier 3?

Diagnostic data help to define a student's needs and strengths with critical learning. Diagnostic data provide very specific and in-depth information that assists in planning strategically targeted instruction/intervention. Diagnostic assessments are individually administered to students who are identified as at-risk.

Some examples of diagnostic assessments include: Woodcock-Johnson, WCAT, Gray Diagnostic Reading Test (GDRT-2), Phonics Based Reading Test, RAN/RAS, Test of Phonological Awareness and Test of Early Reading Ability (TERA-3)

Is a highly qualified staff member collecting the data on the intervention?

Tier 3 is the most intense service level of MTSS. The most appropriate persons to collect data during intervention include the general education teacher, a content specialist, intervention specialist or Title I providers who are highly qualified teachers.

How often are data collected?

Progress monitoring data are used to determine the effectiveness of the intervention. Data should be collected at a minimum of once a week in Tier 3.

How many data points are needed to determine intervention effectiveness?

A minimum of 5-7 data points are needed to determine the effectiveness of the intervention. These data points will help to determine if the intervention is working or if a more focused, targeted intervention is needed. The MTSS team should choose a decision rule (e.g. benchmark, slope or rate of growth, three data points above the aimline) and set a goal. To ensure that the implementation is done with fidelity, leadership should conduct a training on the decision rule with a rationale that includes good examples. It will also be important to develop a template for recording decisions.

Is there a lack of response with the Tier 3 intervention?

If there is no response with the Tier 3 interventions, progress monitoring data and multiple measures of achievement are considered; intervention and support may need to be adjusted. If there is still no response, the team may consider a referral for special education consideration using district procedures.

Has the leadership allotted time for data driven dialogue for staff?

To ensure that MTSS is efficient and effective for students and implemented with fidelity, MTSS teams should work collaboratively to collect and analyze student data and make instructional decisions using protocols such as data driven dialogue. Some schools choose to build time into PLC's, grade level team meetings or school-wide staff meetings. It is important that time is not only allotted for these conversations and dialogues but it must also be thoughtfully planned and facilitated by the MTSS Leadership team.

ASSESSMENT TOOLBOX				
Assessment	**Type/Tier**	**Location/ Who Administers?**	**Information the Assessment Provides to Teacher**	**Grade Level**
READING ***Fountas and Pinnell Benchmark Assessment System***	• Formative • Diagnostic • Interim • Tiers I, II, III	• Classroom Teacher	Benchmark information that can be used to plan instruction and identify student needs.	K–8
READING ***Fountas and Pinnell Progress Monitoring by Instructional Text Reading Level***	• Formative • Diagnostic • Interim • Tiers I, II, III	• Classroom Teacher • Instructional Specialist	Information that can be used to target instruction and track progress during intervention.	K–12
READING ***Developmental Reading Assessment (DRA)***	• Formative • Diagnostic • Interim • Tiers I, II, III	• Classroom Teacher	Information that can be used to target instruction.	K–5
READING ***Michigan Literacy Progress Profile (MLPP)***	• Formative • Diagnostic • Interim • Tiers I, II	• Classroom Teacher	Observations that can be used to target instruction.	K–2
READING ***Early Reading Diagnostic Assessment (ERDA)***	• Diagnostic • Tier II, III • Must be administered prior to or at the time of increasing intervention to Tier III	• Located in Reading Coach offices • Administered by the Reading Coach/ Instructional Specialist	Specific reading diagnostic information.	K–3
READING ***Diagnostic Assessment of Reading (DAR)***	• Diagnostic • Tiers II, III • Must be administered prior to or at the time of increasing intervention to Tier III	• Located in Reading Coach offices • Administered by the Reading Coach/ Instructional Specialist	Specific reading diagnostic Information.	4–12
READING STAR ***Reading***	• Screening • Progress monitoring • Tiers I, II, III	• Classroom Teacher • Online	Provides information to match students to text. Shows growth.	K–8
READING ***Scholastic Reading Inventory (SRI)***	• Screening • Progress • Monitoring • Tiers II, III	• Classroom Teacher • Online High School • Intensive Reading Teachers • MS Read 180 labs	Provides information to match students to text. Shows growth.	6–12

ASSESSMENT TOOLBOX				
Assessment	**Type/Tier**	**Location/ Who Administers?**	**Information the Assessment Provides to Teacher**	**Grade Level**
READING ***Dynamic Indicators of Basic Early Literacy (DIBELS)***	• Screening • Progress Monitoring • Tiers II, III, III	• Classroom Teacher • Instructional Specialist	Brief, powerful indicators of foundational early literacy skills that are quick to administer and score.	K–6
READING ***Core Assessments***	• Formative • Diagnostic • Tiers II, III	• Classroom Teacher	Teacher chooses a grade-level passage (100 words). Marks errors while student reads. Records accuracy. Ex. 100 words/5 errors – 95% accuracy. Can do error analysis.	K–12
READING ***Curriculum-Based Measurement***	• Progress Monitoring • Tiers II, III	• Classroom Teacher • Instructional Specialist	Create probe and re-administer form of probe regularly.	K–12
READING AND MATH ***easyCBM***	• Progress Monitoring • Tiers II, III	• Classroom Teacher • Instructional Specialist	Math and Reading probes based on research and vertically scaled.	K–8
READING, MATH AND BEHAVIOR ***Aimsweb***	• Screening • Progress Monitoring • Tiers II, III, III	• Classroom Teacher • Instructional Specialist	Reading, Math and Behavior probes based on research and online administration, reporting.	K–12
MATH ***Mathematics*** ***Add+Vantage MR*** ***Developmental Assessment from Math recovery***	• Formative • Diagnostic • Interim • Tiers II, III	• Classroom Teacher • Instructional Specialist	Diagnostic Specific math diagnostic information. • Addition, subtraction • Multiplication • Fractions	K–6

ASSESSMENT TOOLBOX				
Assessment	**Type/Tier**	**Location/ Who Administers?**	**Information the Assessment Provides to Teacher**	**Grade Level**
MATH *Deltamath.org*	• Progress Monitoring	• Classroom Teacher • Instructional Specialist	RtI program that provides online grade level readiness screening and standards-based reporting, paper based progress monitoring and Tier 2 instructional support for grades Kindergarten through Algebra 1.	K–12
BEHAVIOR *www.resa.net/ curriculum/ positivebehavior/*	• Data Collection • Progress Monitoring • Tiers I, II, III	• Online • Data maintenance by the Classroom Teacher	Excel Spreadsheet that allows the teacher track targeted behaviors.	K–12
BEHAVIOR *Behavior Central.org*	• Data Collection • Progress Monitoring • Tiers I, II, III	• Online • Data maintenance by the Classroom Teacher	Can track targeted behavior for up to 20 weeks; one child per spreadsheet. Allows teacher to format and print a "points sheet"/Behavior Report Card to track and report student success on targeted behaviors.	K–12
BEHAVIOR *FBA - Functional Behavior Assessment*	• Screening with Diagnostic • Must be administered prior to or at the time of increasing intervention to Tier III	• Guidance Counselor • Social Worker • School Psychologist	Results in a Behavior Intervention Plan (BIP).	K (6 years)–12
BEHAVIOR *Behavior Assessment System (BASC Screener)*	• Screening • Diagnostic • Tiers I, II, III	• Social Worker • School Psychologist	Brief, powerful indicators to understand the behaviors and emotions of children and adolescents.	K–12

ASSESSMENT TOOLBOX				
Assessment	**Type/Tier**	**Location/ Who Administers?**	**Information the Assessment Provides to Teacher**	**Grade Level**
BEHAVIOR ***Attention Deficit Disorder Evaluation Scale (ADDES 4)***	• Universal • Screening • Tiers I, II, III	• School Psychologist	Observation tool to evaluate attention deficit and hyperactivity disorder.	K–12
BEHAVIOR ***Conners Behavior Rating Scales***	• Screening • Tiers I, II, III	• Guidance Counselor • Social Worker • School Psychologist	Rating scale of behaviors that may be used to plan interventions.	K (6 years)–12
PSYCHO-EDUCATIONAL BATTERY ***Woodcock–Johnson Battery (WJ-IV)***	• Diagnostic • Tiers III, IV	• School Psychologist • Special Education Teacher	Measures achievement and cognitive abilities RPI Score can be used to show growth.	K–12

TIer 1 Screening and Intervention Record Form

On-going progress monitoring are administered a minimum of every two weeks and data are collected to monitor student progress during the intervention. Grade level and/or subject-specific teams meet every four to five weeks to make appropriate adjustments in the delivery of interventions for each student.

Assessment _____

Grade _____

Meeting ☐ Beginning ☐ Midyear ☐ End of Year

MEETING PARTICIPANTS	
Name	**Position**

TIER I: Target Skill 1—Percentage of Students at Proficient Level Based on Benchmark/Standard	
Percent Proficient	**Benchmark/Standard**

TIER I: Goal for Term—Percentage of Students at Proficient Level Based on Benchmark/Standard	
Goal % Proficient	**Benchmark/Standard**

TIER I: Strategies Selected for Implementation This Term		
Goal % Proficient	**Benchmark/Standard**	**Implementation Strategy**

Logistics for Implementation of Reading Strategies Selected ("To-Do")				
Strategy	Timeline/Schedule	Person/s Responsible	Materials/ Resources	Evidence or Data

TIER I: Target Skill 2—Percentage of Students at Proficient Level Based on Benchmark/Standard	
Percent Proficient	Benchmark/Standard

TIER I: Goal for Term—Percentage of Students at Proficient Level Based on Benchmark/Standard	
Goal % Proficient	Benchmark/Standard

TIER I: Strategies Selected for Implementation This Term		
Goal % Proficient	Benchmark/Standard	Implementation Strategy

Logistics for Implementation of Reading Strategies Selected ("To-Do")				
Strategy	Timeline/Schedule	Person/s Responsible	Materials/ Resources	Evidence or Data

TIer 2 Screening and Intervention Record Form

Students Identified for Tier 2						
Student Name	**Assessment**	**Score**	**Assessment**	**Score**	**Assessment**	**Score**

TIER 2: Goals for Next Term	
Target Defined	**Standard or Skill**

TIER 2: Strategies for Implementation This Term		
Target Defined	**Standard or Skill**	**Strategy or Intervention**

Logistics for Implementation of Reading Strategies Selected ("To-Do")				
Strategy	**Timeline/Schedule**	**Person/s Responsible**	**Materials/ Resources**	**Evidence or Data**

Progress Monitoring Assessment Plan			
Student Name	**Assessment**	**Person Responsible**	**Frequency**

TIer 3 Screening and Intervention Record Form

Students Identified for Tier 3						
Student Name	**Assessment**	**Score**	**Assessment**	**Score**	**Assessment**	**Score**

TIER 3: Strategies Selected for Implementation This Term			
Student Name	**Strategies**	**Person Responsible**	**Frequency**

Progress Monitoring Assessment Plan			
Student Name	**Assessment**	**Person Responsible**	**Frequency**

Next Meeting: _____ **Date:** _____

Location: _____ **Time:** _____

Team Leader: _____ **Teacher:** _____

Tips for Solving Data Problems for MTSS

Focus	Issue	Problem Solving
Screening	***Inaccurate or Lack of Confidence in Screening Data*** • Data are inconsistent or missing • Data are not "matching up" with other assessments and/or teacher validation • Data are not identifying students with the most need	• Develop and distribute a written checklist for screening procedures and ensure that it is followed (include training, fidelity checks on administration and scoring, random checks of student screening protocols for accuracy, and checks on data entry) • Are there multiple people entering data? If so, run multiple random checks on accuracy of data entry. Provide checklist w/screen shots. • Consider "shadow" scoring (e.g. two adults score one student each with their own protocol to see if they are within two correct words per minute or four on the retell) or practice with video clips.
Screening	***Identifying too many students*** • If the percentage that did not met the benchmark is significantly lower than 80% (classroom/grade)	• Is it a distributed problem or are there spikes by certain classrooms or grade levels? (If you have classroom or grade level spikes, first verify accurate administration/scoring and data entry, then examine classroom instruction.) • Is it a classroom or grade level issue with primary focus on Tier 1 instruction? • Is it is one particular grade? Check Tier 1 instruction as well as grades before (was there a rapid increase in expectations that were not addressed in earlier grades?) • Check criteria for decision rule on screening (e.g. benchmark, norm-referenced, or combination). Is it too low? (Caution: Cannot go lower than research criteria developed for the screening measure) Does number of students not at risk roughly match up with proficient performance on high stakes assessments?
Screening	***Interpretation and use of screening data*** • Data are not shared with instructional staff • Data are not accessible to teachers • Data are ignored or not used	• Assign one person the time and task of coordinating and following up with screening • Develop and distribute a written timeline for all screening windows during the school year • Teaching staff obtains screening results within two days or less • Building and District leadership obtain screening data within one week to analyze trends, curriculum and professional development decisions? If not, what support do they need? • Time has time been allotted for staff to share data and dialogue around the data

Focus	Issue	Problem Solving
Instruction	***Core instruction is not effective*** • System is overwhelmed by students identified as "at-risk" (e.g. more than 20%). • Number of students at-risk has stayed the same over time.	• Check the accuracy of screening data • Examine adequacy of core instructional materials using a skills trace (core material scope and sequence; Common Core Standards, Curriculum Maps) • Conduct a "time" assessment (allocated versus actual) • Check for active student participation and engagement (on-task and responding for 70% or more of observation) • Assess teacher-student feedback ratios. Did 100% of incorrect student responses receive accurate and timely corrective feedback? • Are all students given multiple and frequent opportunities to respond? Check for response cards or slates, pair-shares, choral responses, oral responses, written response, and action responses. • Check pacing • Analyze instructional routines. Are they concise? Efficient? • Conduct a materials check (Are core materials being used?) • Do you need to increase instructional time for the core area? • Check classroom conditions • Spot check transition times, are within-class transitions two minutes or less? • Check fidelity of supplemental instruction • Examine classroom management.

Focus	Issue	Problem Solving
Tier 2 Intervention	***Many students are not successful in supplemental intervention*** • 70-90% of students are not making progress • Majority, if not all, students receiving supplemental intervention remain in Tier 2 for an extended time	• Use a checklist to examine the integrity of the intervention (Was it delivered as designed?) • Examine the intensity of the intervention. • Recheck the research base supporting the intervention and what it is designed to do. • Use diagnostic assessments and intervention placement/pretests to ensure correct match • Check pacing • Check the student goal. Does the goal match the specific need of the student? • Increase opportunities for student response and feedback. • Examine allocated versus actual time. • Retrain interventionists • Provide time for peer coaching of intervention delivery • Is group size too large? (No more than 5-8 students) • Add or adjust student reinforcements or rewards • Examine intervention space, is it conducive to learning?
Tier 2 Intervention	***Intervention management*** • Groups are unorganized • Materials are lacking • Training was insufficient	• Dedicate an intervention coordinator or manager • Scale back on the number of interventions (do you have too many to manage?) • Communicate and distribute an intervention schedule • Post a building wide schedule • Retrain interventionists • Provide time for peer coaching of intervention delivery • Retrain students and staff on transition routines • Conduct a materials inventory and needs assessment

Focus	Issue	Problem Solving
Tier 2 Intervention	***Progress monitoring is not systematic*** • Progress monitoring data are not collected systematically or consistently • Progress monitoring data are not shared with teachers	• Communicate and document who will progress monitor which students, with what and how often • Post clear expectations on who will receive progress monitoring data, always include classroom teacher and interventionists • Examine data for groups of students and by intervention, not just individual student progress • Conduct fidelity checks with staff administering progress monitoring • Include students in graphing progress monitoring data
Tier 2 Intervention	***Exit criteria is not based on data or doesn't exist*** • Decision rules are not in place to exit students from interventions • Students remain in interventions too long	• Choose a decision rule (e.g. benchmark, slope or rate of growth, three data points above the aimline) • Conduct a mini-training on the decision rule with a rationale, example and non-example • Develop and communicate a template for recording decisions • Spot check progress monitoring decisions to look for use of the decision rule
Evaluation	***We are not sure if MTSS is working in our building***	• Pull data into multiple years (e.g. cross year box plots; Excel graphs) • Program evaluation around interventions and progress monitoring systems • Collect data around the system as well as student outcomes (e.g. How many times did the MTSS Leadership team meet? What was your average intervention integrity score? What was the average length of intervention time? What percent of students received intervention? What was their progress?)

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