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Transform Data into Action with Multi-Tiered Systems of Supports (MTSS)

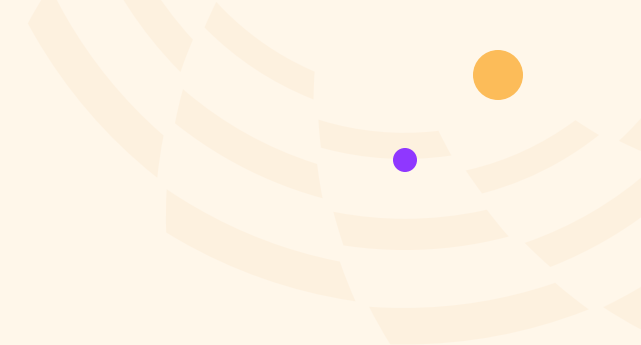**January 18, 2024**

Dr. Tracey Roden

Comfort Level Check

1 → **2** → **3** → **4**

Newbie   **Learning**   **Independent**   **Confident**

Objectives

- Learn how to structure data discussions for efficiency

- Identify root causes and make data-driven decisions

- Create targeted action plans that address student needs

- Prioritize resources to support staff and systems

Let's Discuss...

Why does sharing data with staff and community help schools achieve their desired outcomes?
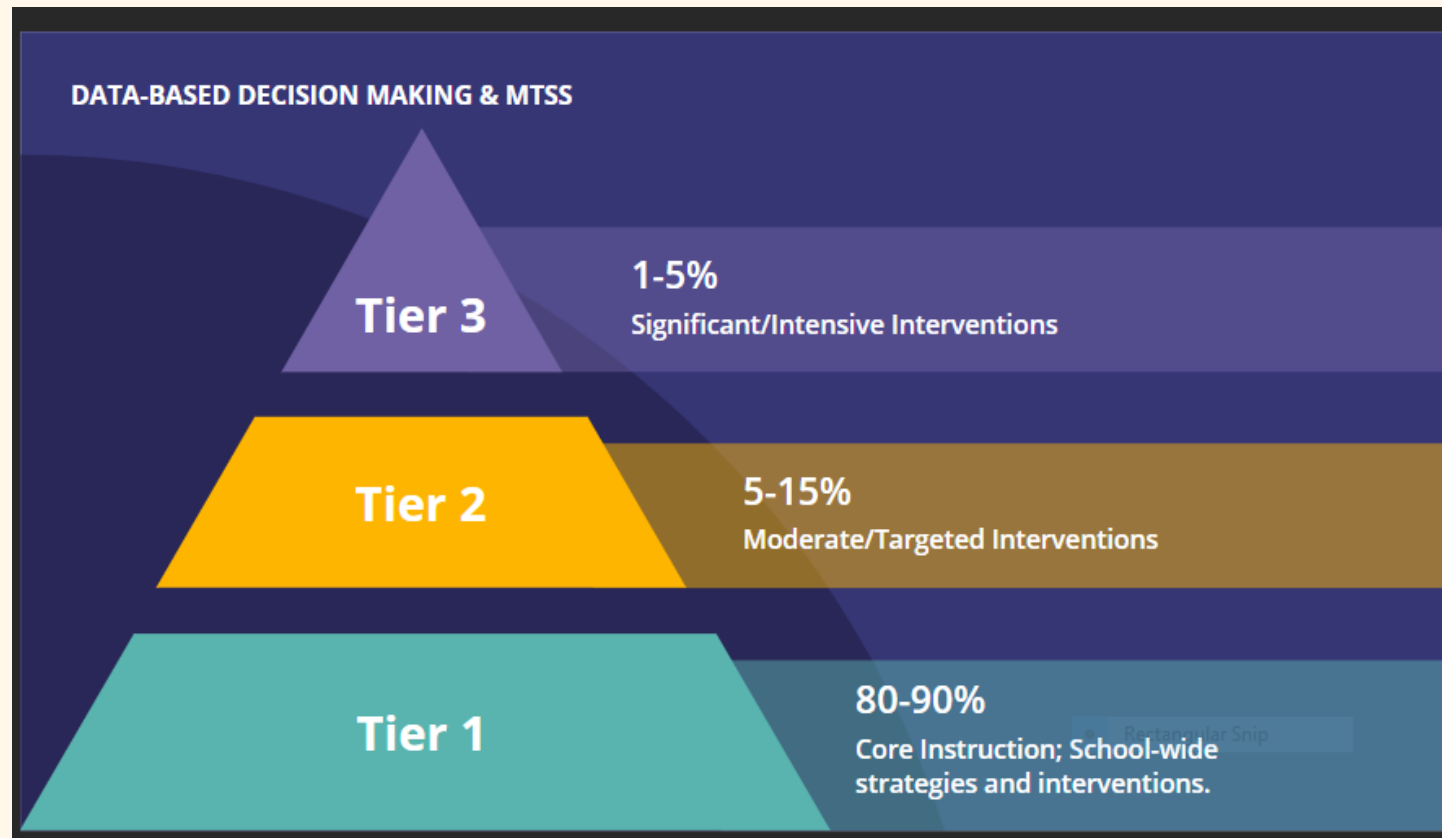
Key Components of MTSS

1. School-based Leadership

2. Universal Screening

3. Universal High-Quality, Core Instruction

4. Evidence-based Interventions

5. **Data-based Decision Making**

6. Progress Monitoring

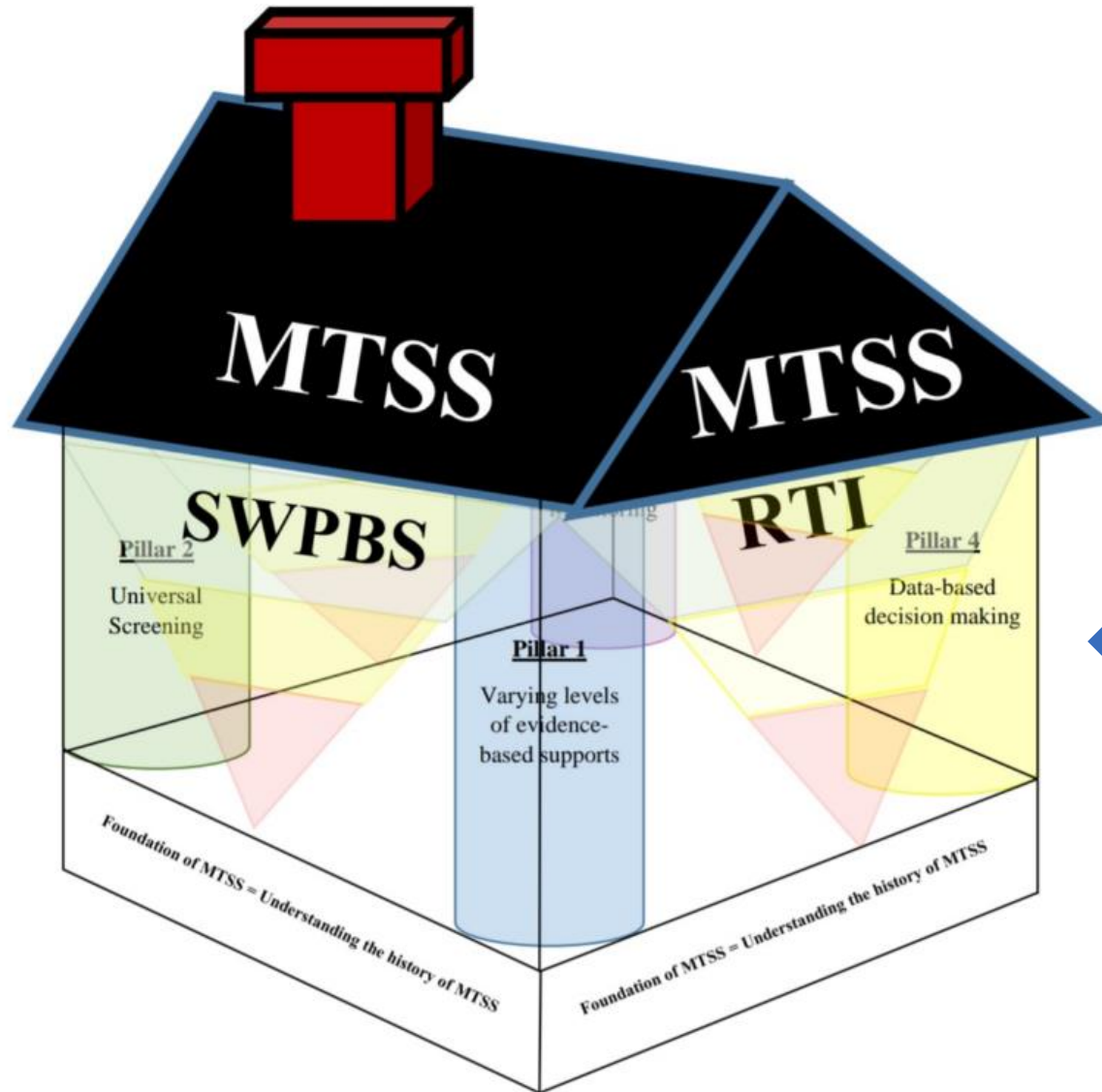7. Measuring Effectiveness of Implementation

Data-driven Decision Making is a **key component of MTSS** and occurs at **all levels of implementation** from the system level to the individual student level to build and **refine the MTSS framework**.

DATA-BASED DECISION MAKING & MTSS

Tier 3
1-5%
Significant/Intensive Interventions

Tier 2
5-15%
Moderate/Targeted Interventions

Tier 1
80-90%
Core Instruction; School-wide strategies and interventions.

MTSS Model Home

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MTSS

MTSS

SWPBS

RTI

Pillar 2

Universal
Screening

Pillar 4

Data-based
decision making

Pillar 1

Varying levels
of evidence-
based supports

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Foundation of MTSS = Understanding the history of MTSS

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Data Sources

Behavior Data

Behavior Walkthroughs

Stakeholder Climate surveys

Discipline Data

Fidelity of Implementation Rubrics

SEL Data

SEL Walkthroughs

Fidelity of Implementation Rubrics

Teacher Perception of Impact Surveys

Stakeholder Climate Surveys

Academic Data

Phonological Awareness Literacy Screeners (PALS)

Measures of Academic Progress (MAP)

iReady Reading & Math

Fidelity of Implementation Rubrics

Sharing Data

Share data in a way that feels most genuine and simple

When making decisions

When engaging with staff

Data Dialogue Protocol

1
Predictions & Assumptions

2
Analysis

3
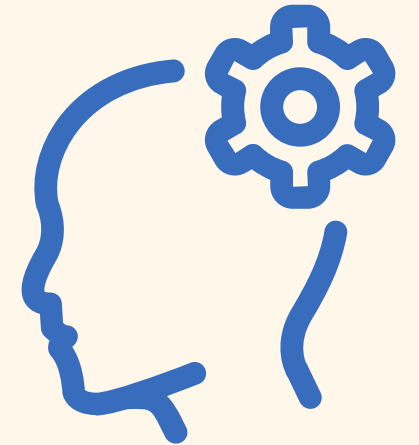Root cause hypotheses/ brainstorming

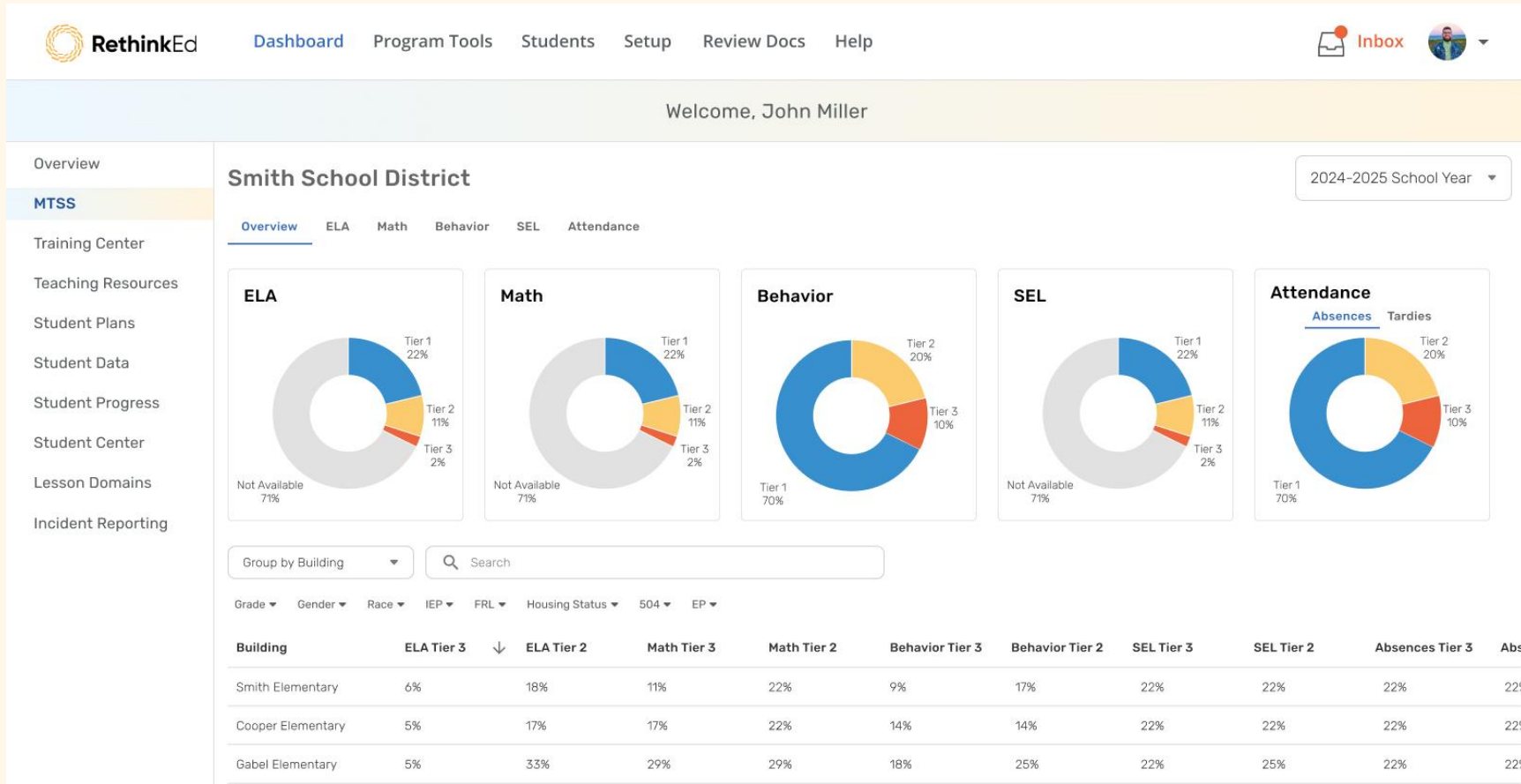**4**
Action Planning

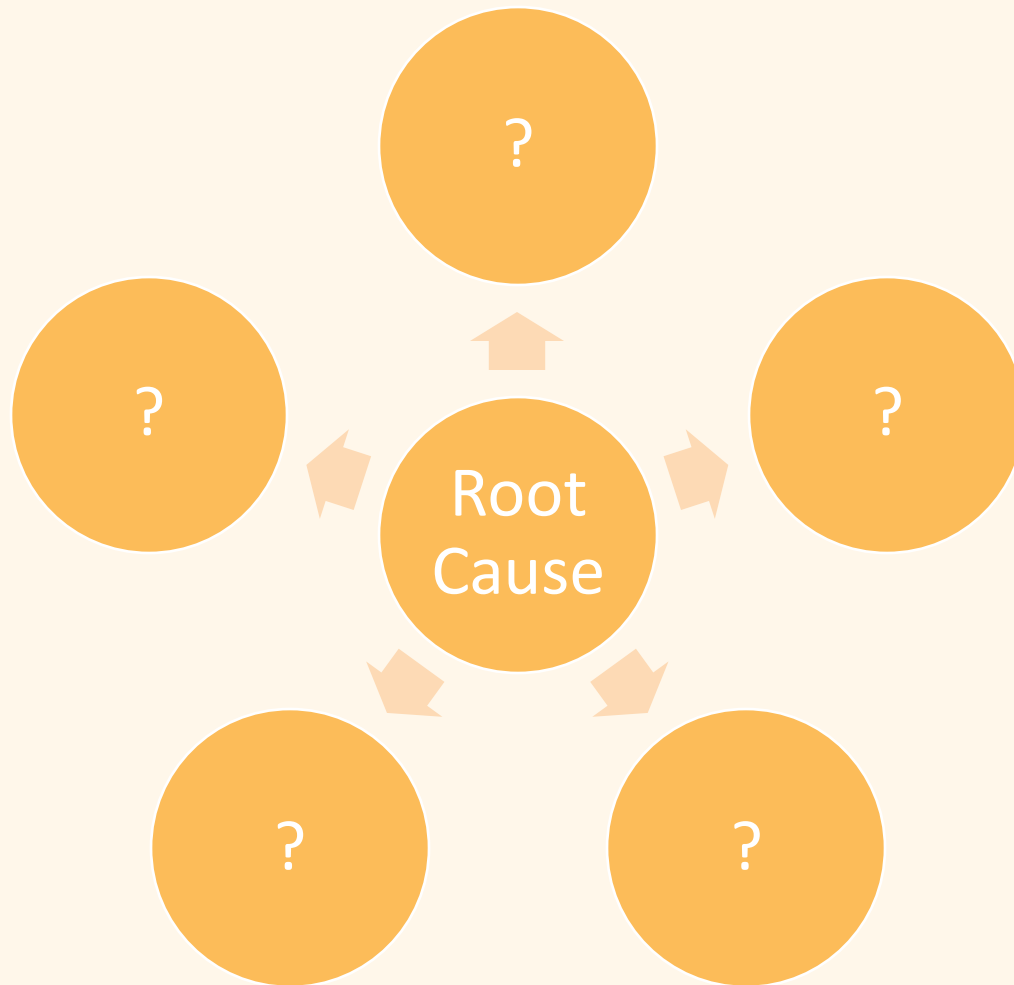RethinkEd | 10

Predictions & Assumptions

Think & Share

1. What are some predictions we are making about the data?

2. What assumptions do we have about the data?

3. What questions do we have before we see the data?

4. What do we expect to learn from the data?

1 2 3 4

Analysis

Root Cause Hypothesis/Brainstorming

Action Planning

Data-Informed Decision Making Action Plan

1 **2** **3** **4**

Data/Evidence of Need:

Is there a problem or area for improvement?

Enter, Attach or Electronically link to data charts, graphs, reports.

Using the data, develop a precision statement.

Specifically define the problem or decision to be made.

- Who is impacted?
- What is the problem exactly?
- When is it happening?
- Where is it happening?
- Why is it happening (root cause)?

Expected Outcome/Goal:	Key Practices:
Set a goal that is specific, measurable, achievable, relevant and time-bound.	How will you reach the goal?

Action Plan	Who?	When?	Fidelity Measures
1. What actions will be implemented?			
2. How will this be communicated?			
3. How will staff be supported in the implementation of new practices?			

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Action Planning

Action Plan	Who?	When?	Fidelity Measures
1. What actions will be implemented?			
2. How will this be communicated?			
3. How will staff be supported in the implementation of new practices?			
4. Is division support needed/available?			

1 2 3 4

Using S.M.A.R.T. Goals

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The "SMART" acronym typically stands for:	A goal is SMART if it includes...
S: Specific	...a desired outcome that is clear and specific.
M: Measurable	...how student growth will be measured.
A: Attainable	...clear benchmarks for achievement that are based on student ability
R: Relevant	...relevant and related to identified area of growth
T: Time Based	...specific timeline to ensure student success.

CONSIDER THE FOLLOWING QUESTIONS WHEN CREATING A SPECIFIC GOAL:

- What is the area of concern?
- What is the targeted outcome? What do you want the student to be able to do?

Barriers to Effective Data-based Decisions

1
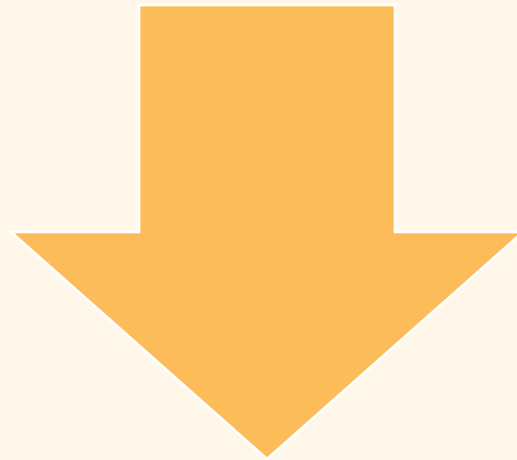- Division Support (Academic, SEL, Behavior)

2
- Access to high-quality, integrated & efficient data systems

3
- Continuous staff training & support on how to input, access & utilize data

Data Champions!

Challenge

Lack of training and capacity building in using data

Consideration

Do data champions exist?

Data Systems

Challenges	Considerations
Inadequate technology to collect/store and use data	Consider the implementation of data tools
Data Rich/Information Poor	Streamline systems, present data visually, assign team members specific data points
Making Excuses for or believing the data is representative of practices	Make sure data is entered correctly and in a timely manner, shift lens of how data is being viewed

Data-Based Decision-Making Structures

Challenges	Considerations
Lack of admin involvement/support	Administrative participation and support is a necessity
Lack of structure for data discussions	Consider the use of agendas and data prompts
Lack of resources to carry out actions	Distribute responsibility to increase ownership and capacity
Lack of follow through and progress monitoring	Monitoring progress regularly is necessary

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Staff Support

Challenge

Lack of knowledge about bias in decision-making

Consideration

Increase awareness of bias in decision-making

Challenge

Difficulty applying data-informed practices with fidelity

Consideration

Make connections between data and an action plan

Challenge

Culture of school does not support data-based decision making

Consideration

Creating a culture of beings with support and resources from administration

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Allocating Resources

- [ ] Equitable and Inclusive Resources
- [ ] Staffing Model
- [ ] High Quality, Needs-Based Professional
- [ ] Coaching
- [ ] Intentional Tiered Scheduling
- [ ] Common Planning Time
- [ ] Fidelity Monitoring
- [ ] Continuous Improvement Process

Data is Essential to the MTSS Framework

✓ Empowers team members to effectively and efficiently meet the needs of all students

✓ Allows for allocations of resources appropriately

✓ Creates personalized learning pathways

Free Webinar Replay

get.rethinked.com/transform-data-with-mtss-replay

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Why ⟳ RethinkEd ?

We're ALREADY Making a Difference Together!

1 Special Education

Implement innovative, defensible, and evidence-based programs targeting academic skills, life skills, social skills, and transitional/vocational skills for students with special needs.

2 Wellness

Promote social, emotional and mental well-being, connectedness and overall success by focusing on skills development and awareness for the entire school community.

3 Behavior Support

Promote positive behaviors, decrease behaviors that hinder learning, and maximize student and educator success in the classroom with a holistic and data-driven approach.

4 MTSS

Streamline systems, simplify processes, and increase capacity to provide data-driven academic, behavioral, and social-emotional interventions that facilitate measurable student success.