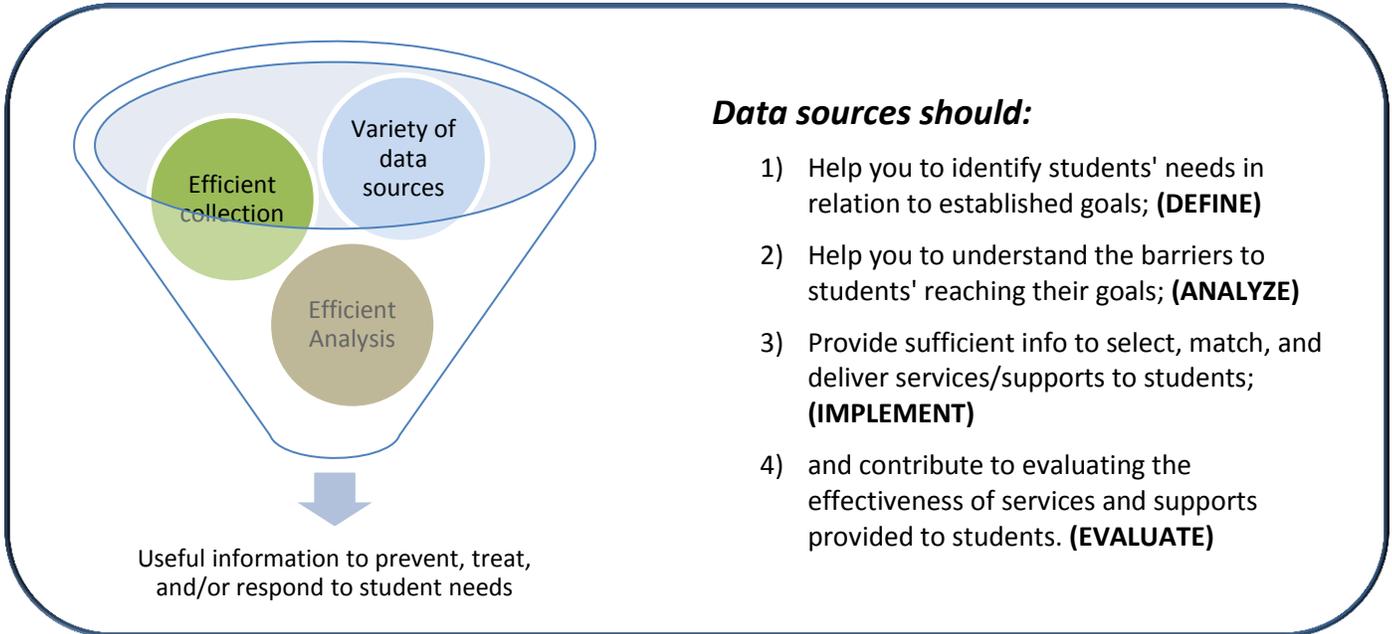
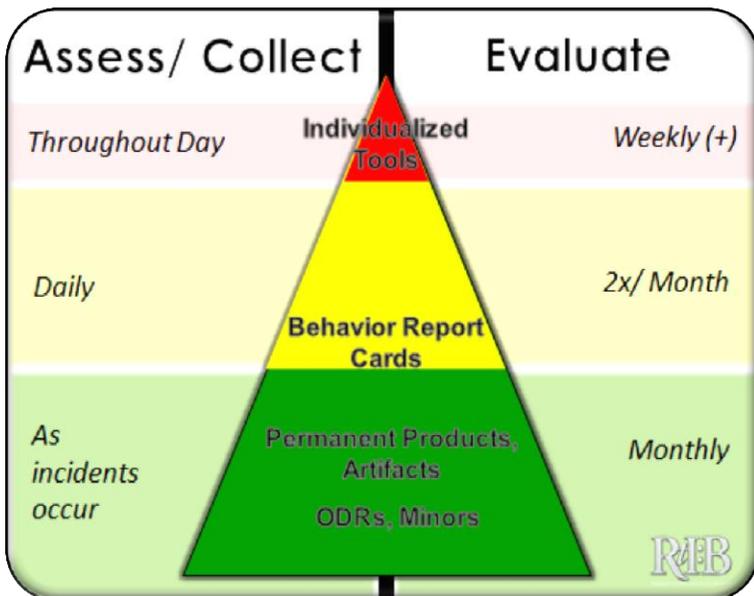


Multi-Tiered Systems of Support (MTSS) use a data-based problem solving process to make decisions about support provision in schools.



The way that data are displayed and used will vary depending on the specific questions that are being asked. Therefore, data systems must be flexible enough so that teams may combine and disaggregate their information as needed to problem-solve effectively.



Continuous growth requires the ability to identify strategies that work. Often, assessment methods are not sensitive enough to small changes, making it difficult to identify if a strategy is actually working.

The frequency of data collection and evaluation should increase in relation to the intensity of students' needs. At the same time, assessment should become more precise in order to capitalize on small trends in behavior.

### Tier 1 Data Systems

Characteristics	Using Data: Guiding Questions
<ul style="list-style-type: none"><li>Regular data collection allows educators to monitor the progress of <i>all</i> students</li><li>Data are used to guide instruction and lesson plans (formative assessment)</li><li>Data are used to evaluate effectiveness of Tier 1 instruction and supports (summative assessment – e.g., end-of -year PBSES evaluations)</li><li>Answer specific questions to guide effective problem solving</li><li>Inform evidence-based instructional practices and progress towards meeting school-wide or district-wide standards</li></ul>	<ul style="list-style-type: none"><li>What do we expect our students to know, understand, and do as a result of instruction?</li><li>Do at least 80% of our students meet or exceed these expected levels?<ul style="list-style-type: none"><li><i>If not, changes to Tier 1 are needed</i></li><li><i>If yes, are there subgroups of students for whom the core is not sufficient?</i></li></ul></li><li>What barriers have prevented students from reaching the expected levels?</li><li>How will fidelity of support be monitored over time?</li></ul>

### Tier 2 Data Systems

Characteristics	Using Data: Guiding Questions
<ul style="list-style-type: none"><li>Assessment tools are easy and efficient for all staff members to complete</li><li>Varied for different student needs, but are always aligned to the Tier 1 expectations</li><li>The frequency of assessment matches the level of student need (e.g., throughout the day, daily, weekly, etc.)<ul style="list-style-type: none"><li>Progress towards behavior goals should be evaluated at least 1-2 times each month</li></ul></li><li>Data provide meaningful information about instructional effectiveness and student progress</li></ul>	<ul style="list-style-type: none"><li>What are the similar instructional, social-emotional and/or behavioral needs among our students?</li><li>Which small-group evidence-based interventions will meet those needs?</li><li>Are the majority of students receiving a supplemental intervention making adequate progress?<ul style="list-style-type: none"><li>If so, which students may be ready to transition off of Tier 2 support?</li><li>If not, consider if interventions have been provided with fidelity, or if different interventions and/or intensity is needed</li></ul></li><li>Are students who are progressing at Tier 2 also demonstrating progress towards the Tier 1 expectations?</li></ul>

### Tier 3 Data Systems

Characteristics	Using Data: Guiding Questions
<ul style="list-style-type: none"><li>Frequency and variety of assessments for monitoring progress should be matched to the intensity of the student’s needs<ul style="list-style-type: none"><li>This may include very frequent data collection to assess more specific skills</li></ul></li><li>Answer the questions necessary to identify effective strategies for significant learning challenges or barriers</li><li>Data provide meaningful information about instructional effectiveness and student progress towards developmental and grade-level expectations</li></ul>	<ul style="list-style-type: none"><li>Are the majority of students receiving intensive intervention making adequate progress?<ul style="list-style-type: none"><li>If so, which students may be ready to transition off of Tier 3 support?</li><li>If not, consider if:<ul style="list-style-type: none"><li>interventions have been provided with fidelity,</li><li>assessment strategies are sensitive enough to identify progress, or if</li><li>different interventions and/or intensity of interventions is needed to create a better fit with the needs of the “whole student”</li></ul></li></ul></li><li>Are students who are progressing at Tier 3 also demonstrating progress towards the Tier 1 expectations?</li></ul>