



**RethinkEd**

**Together We Power Potential**

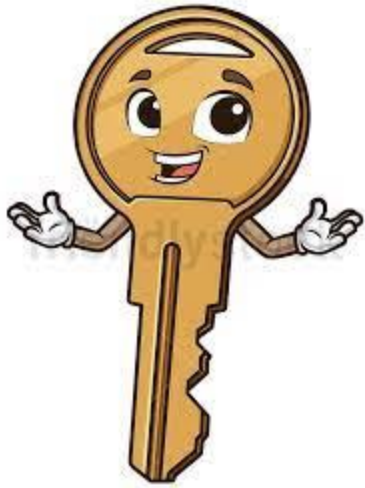
# MTSS: Data Driven Decision-Making and Problem Solving



# Today we will.....

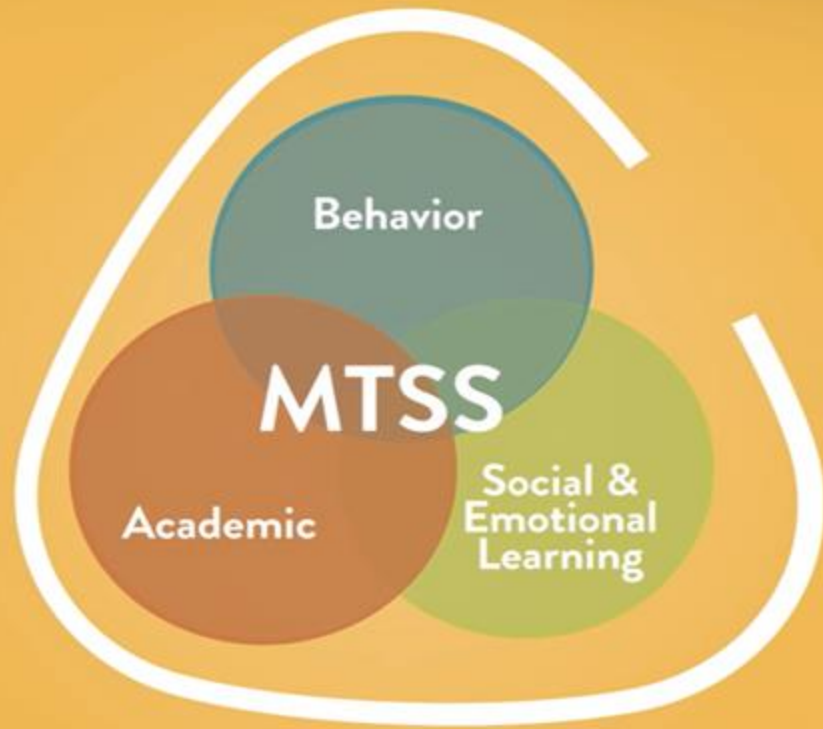
- Discuss the importance of collecting data to make decisions
- Explore types of data
- Briefly review the functions of system wide and problem-solving teams
- Review a data-based problem-solving framework
- Go over some Challenges and Considerations

# Key Components of MTSS Implementation



1. School-based leadership and capacity building infrastructure
2. Universal screening to identify at-risk students
3. Universal high-quality instruction
4. Tiered interventions matched to student needs
5. Data-based decision-making and problem solving
6. Progress monitoring student growth
7. Measuring effectiveness of implemented MTSS practices and interventions

# Why MTSS?



Quality implementation of Integrated systems are more sustainable and improve outcomes

Reduced competition across content area initiatives

Capacity building of educator skills and knowledge

- MTSS integrates data-driven decisions that are already happening in silos.
- MTSS provides a consistent common approach and structure for reviewing multiple data points, identifying trends and determining root causes

(Dana Ashley, American Educator, 2015)



Are we **systematically** providing a full range of support to all students ensuring that ALL students are provided with high quality core instruction, equitable instruction, as well as evidenced-based interventions to support student learning needs across all three tiers?

# Measuring the effectiveness and fidelity of MTSS Implementation

## Data-based decision making

Multiple data sources are accessible and utilized at a systems and problem-solving level to proactively deliver academic, behavioral, and social-emotional/mental health supports.

- |  |
|--|
| A system for documenting, tracking, accessing and viewing data in graphic form exists.   |
| Data sources include, but are not limited to, attendance, discipline, academic achievement and growth measures, mental health supports, climate surveys, SEL assessments, fidelity measures for PBIS, RTI and SEL. |
| Data is disaggregated by grade, ethnicity, race, gender, IEP status, English Learner status, etc.  |
| Data is entered in a timely manner.  |
| Teams regularly review multiple data points across academics, behavior and social-emotional/mental health.   |
| Teams use data to identify school-wide needs and individual student needs.   |
| Multiple data points are used to establish criteria for tiered supports and interventions.   |

## School-based leadership

School leadership proactively supports, leads and engages in MTSS, conveying implementation as a high priority for student success.

- |  |
|--|
| Aligns vision of MTSS with school's vision and goals.  |
| Develops a plan for implementation with input from multiple stakeholders and multiple disciplines representative of the school and staff community.                        |
| Communicates the vision, plan and expected positive outcomes of MTSS   |
| Prioritizes resources and organizational structures necessary to implement all components of MTSS.   |
| Supports an intentional and flexible master schedule supportive of common planning time, MTSS systems team meetings, problem-solving team meetings, and intervention time. |
| Dedicates time and leadership to the MTSS systems team.  |

## MTSS Systems Team

- |  |
|--|
| A systems level team is in place to coordinate implementation of MTSS.                                     |
| Team is representative of key stakeholders.  |
| Administration, academic, behavior, SEL/mental health leaders.   |
| Student representation as appropriate.   |
| Team members have a common time set aside to meet monthly to quarterly.                                    |
| Defined structures, processes and agendas are in place to guide efficient data review and decision making. |
| A process exists for communicating data and actions to relevant teams and staff.                           |



# Implementation Indicators



Rethink Indicators and Success Criteria for Beginning MTSS Implementation

Indicator	Implementation	Success Criteria
1. Teaming	<ul style="list-style-type: none"> <li>Establish a district-level MTSS Team</li> <li>Establish a school-based MTSS Team</li> </ul>	<input type="checkbox"/> Administrator engages in and leads team meeting <input type="checkbox"/> Team is established including staff who represent Tiers 1, 2 and 3 academic instruction, behavioral support, social and emotional learning, and mental health <input type="checkbox"/> Team represents student demographics <input type="checkbox"/> Team meets monthly <input type="checkbox"/> Utilizes an agenda <input type="checkbox"/> Has access to and reviews multiple data points <input type="checkbox"/> Communicates with district/school
2. Purpose	<ul style="list-style-type: none"> <li>Establish the mission, vision and purpose of the MTSS team</li> <li>Assess stakeholder beliefs, perceptions, shared values, and identity</li> </ul>	<input type="checkbox"/> Collectively establish the purpose, vision and mission of MTSS <input type="checkbox"/> Communicate purpose, vision and mission to all stakeholders, including MTSS is the responsibility of all staff, not just a few, and MTSS supports the whole child across tiers <input type="checkbox"/> Ongoing stakeholder feedback is collected, including evidence of representative student voice <input type="checkbox"/> MTSS team has developed data-based goals
3. Collective Responsibility	<ul style="list-style-type: none"> <li>Establish MTSS Team member roles and responsibilities</li> <li>Establish roles and responsibilities of all staff within the MTSS framework</li> </ul>	<input type="checkbox"/> Team roles and responsibilities are defined <input type="checkbox"/> Staff roles and responsibilities are defined <input type="checkbox"/> Stakeholders commit to shared ownership and responsibility toward MTSS goals <input type="checkbox"/> MTSS team has developed collective responsibility and ownership <input type="checkbox"/> An accountability process is in place for meeting MTSS goals
4. Infrastructure	<ul style="list-style-type: none"> <li>Assess current organizational frameworks, initiatives, programs and practices for duplicative efforts, efficiency and effective outcomes</li> <li>Develop an MTSS table of Tiered Strategies and Interventions</li> </ul>	<input type="checkbox"/> MTSS Resource Mapping <ul style="list-style-type: none"> <li>Duplicative and ineffective initiatives and practices are discarded or integrated with higher yield resources</li> </ul> <input type="checkbox"/> MTSS Table of Tiered Strategies and Interventions <ul style="list-style-type: none"> <li>All stakeholders understand the evidenced based strategies and interventions that are available within each tier across academics, behavior and social/emotional learning</li> </ul>

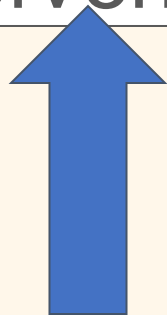
Indicator	Implementation	Success Criteria
5. Data	<ul style="list-style-type: none"> <li>Establish an accessible data system and baseline performance using multiple data points across academics, behavior and social, emotional and mental health</li> </ul>	<input type="checkbox"/> Disaggregated data points are identified and accessible <input type="checkbox"/> Disaggregated data is available for MTSS Team meetings <input type="checkbox"/> Data is shared with staff and school community, as appropriate <input type="checkbox"/> Data is used to determine if at least 80% of students are responding to universal instruction across frameworks <input type="checkbox"/> Universal high quality instruction is in place
6. Data-Based Decision Making and Problem Solving	<ul style="list-style-type: none"> <li>MTSS process and outcome goals and connected action steps are developed based on data</li> </ul>	<input type="checkbox"/> MTSS Team develops long-term and short term school-wide goals <input type="checkbox"/> Action steps are developed and assigned <input type="checkbox"/> Progress monitoring structures are used to assess progress towards goals <input type="checkbox"/> Specific and timely feedback is provided on goals
7. Screening and Progress Monitoring	<ul style="list-style-type: none"> <li>Universal screening and progress-monitoring structures are developed, trained on, and utilized with fidelity</li> </ul>	<input type="checkbox"/> Schools have access to universal screening and progress monitoring tools, both for data entry and viewing of results (in graph/visual form) <input type="checkbox"/> Staff are provided training and follow-up coaching on how to use progress monitoring <input type="checkbox"/> Both district/school-wide and classroom interventions are progress monitored for effectiveness and making student instructional decisions



# Systems VS Problem Solving Teams

## MTSS Systems Teams

Focus on school-wide  
systems and monitor  
effectiveness of universal  
strategies and targeted  
interventions



Leadership Teams

## Problem Solving Teams

Talk about individual  
students and if they  
need interventions  
beyond core instruction



Child study, Student  
support, CLTs, grade  
level

# WHY is data important for decision-making?



MTSS is a framework and within that framework are tiered strategies and interventions that *must use data* to match the most effective academic, behavior and social emotional instructional resources to a students' needs at all 3 tiers.

Sharing data with  
staff and  
community help  
schools achieve  
their outcomes



# Share data in a way that feels most genuine and simple

- Guides decision making
- Opportunity to engage staff and community



# Data-Based Decision Making is a Key Component at Every Tier

Identify problems and/or gaps

Select strategies/interventions to address challenges

Assess improvements in student outcomes

Optimize how resources are allocated

*Schools use strategies and interventions that are most effective and continue to include those in their repertoire*



# What Data Sources are Available in Your School?

## Behavior Data

Behavior Walkthroughs

Fidelity of Implementation

Stakeholder Climate surveys

Discipline Data

## SEL Data

SEL Walkthroughs

Fidelity of Implementation Rubrics

Teacher Perception of Impact Surveys

Stakeholder Climate Surveys

## Academic Data

Measures of Academic Progress (MAP)

Fidelity of Implementation Rubrics

Phonological Awareness Literacy Screeners (PALS)

Formative Assessment System for Teachers (FAST)

iReady Reading and/or Reading Recovery



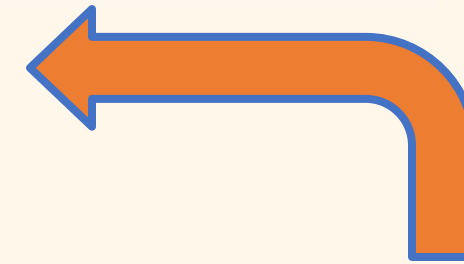
## School-wide Behavioral Practices Walkthrough

This walkthrough tool is designed to gain input from students and staff on implementation of school-wide behavioral practices. Feedback assists in determining areas of strength and areas in need of examination and growth within the school-wide behavioral system.

## Classroom Management Self-Assessment/Peer Observation

This tool may be used as a teacher's self-assessment or as an observation by a peer or administrator. The purpose of this tool is to provide feedback on classroom management practices and help staff determine strengths and areas of focus.

This tool is not designed for professional evaluation purposes.



**School-wide Behavioral Practices Walkthrough**

Date of Walkthrough: \_\_\_\_\_  
Observer: \_\_\_\_\_

**School-wide expectations/norms/values were created with student, staff and caregiver input:**  
Yes \_\_\_\_\_ No \_\_\_\_\_ In Development \_\_\_\_\_

**Student Questions:**

**Students Receive Behavior Specific Praise/Feedback:** Ask students if they have been acknowledged for positive behavior. Provide developmentally appropriate examples, if they have received a token or reward, ask if they know what they did that put them in that position. They documented in your data record.

Goal: Students receive positive and specific feedback and are connected to their success with the behavior. Students understand the connection.

# Students Asked Per Grade Level: \_\_\_\_\_ # Students Who Received Acknowledgment: \_\_\_\_\_ # Students Who Got Correct: Purpose of Researcher's Answer: \_\_\_\_\_

Special behaviors students report receiving feedback on: \_\_\_\_\_

**Students Know School-wide Expectations/Norms/Values:** Ask students if they know what the school's specific expectations, norms or rewards are and what it means to them.

Goal: Students explain expected behaviors in their own words.

# Students Asked Per Grade Level: \_\_\_\_\_ # Students Who Can Describe School-wide Expectations: \_\_\_\_\_

**Staff Questions:**

**Staff Have Provided Positive Feedback to Reinforce Expected Behaviors:** Ask staff how they acknowledge positive behaviors. If the school uses a token system, ask how many students have received a token and if the token was provided with behavior specific feedback.

# Staff Asked Per Grade Level: \_\_\_\_\_ # Staff Who Were Asked Provided Acknowledgment: \_\_\_\_\_

**Staff Know School-wide Expectations/Norms/Values:** Ask staff if they know what the school's specific expectations, norms or rewards are and what it means to them.

Goal: Staff are aware of and can explain expected behaviors in their own words.

# Staff Asked Per Grade Level: \_\_\_\_\_ # Staff Who Can Describe School-wide Expectations: \_\_\_\_\_

**Observer's Notes:**

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**Classroom Management Self-Assessment/Peer Observation**

Teacher: \_\_\_\_\_  
Subject/Activity: \_\_\_\_\_ # Students in Room: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ # Adults in Room: \_\_\_\_\_ Time: \_\_\_\_\_

The classroom is arranged to maximize learning opportunities and minimize distractions. Yes No

Positive classroom expectations, norms and routines have been taught, reviewed and reinforced. Yes No

Classroom expectations, norms and routines are clearly visible for students and reinforced when a participant. Yes No

Behavior specific feedback is immediate, specific, positive and consistently delivered across students. Yes No

Behavior specific feedback is used more frequently than corrective feedback. Yes No

Tally of positive student interactions: \_\_\_\_\_ Tally of negative student interactions: \_\_\_\_\_ Ratio of Positive to Negative: \_\_\_\_\_

Prompt and pre-corrections are used to prevent predictable errors. Yes No

Corrective feedback is delivered in a calm, instructional manner. Yes No

There is a clear connection between behavior, feedback and reinforcement. Yes No

Students are actively engaged in instruction. Yes No

Students are provided multiple opportunities to respond and participate (verbal and nonverbal strategies). Yes No

Active supervision is used: teacher scans and moves about the room. Yes No

Transition cues are provided consistently and efficiently. Yes No

Notes: \_\_\_\_\_

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Monitoring the fidelity of behavioral practices school-wide and within the classroom

# Types of Data

- Universal Data: Who is responding to core
- Outcome Data: Did the initiative, process or framework meet its goals or show growth
- Process Data: Did we take the right steps needed to achieve an outcome metric

# Aggregated VS Disaggregated Data Activity

Aggregated: Whole  
School Performance

Attendance

Academic

Discipline

Disaggregated: Breaking  
down whole data sets  
into groups

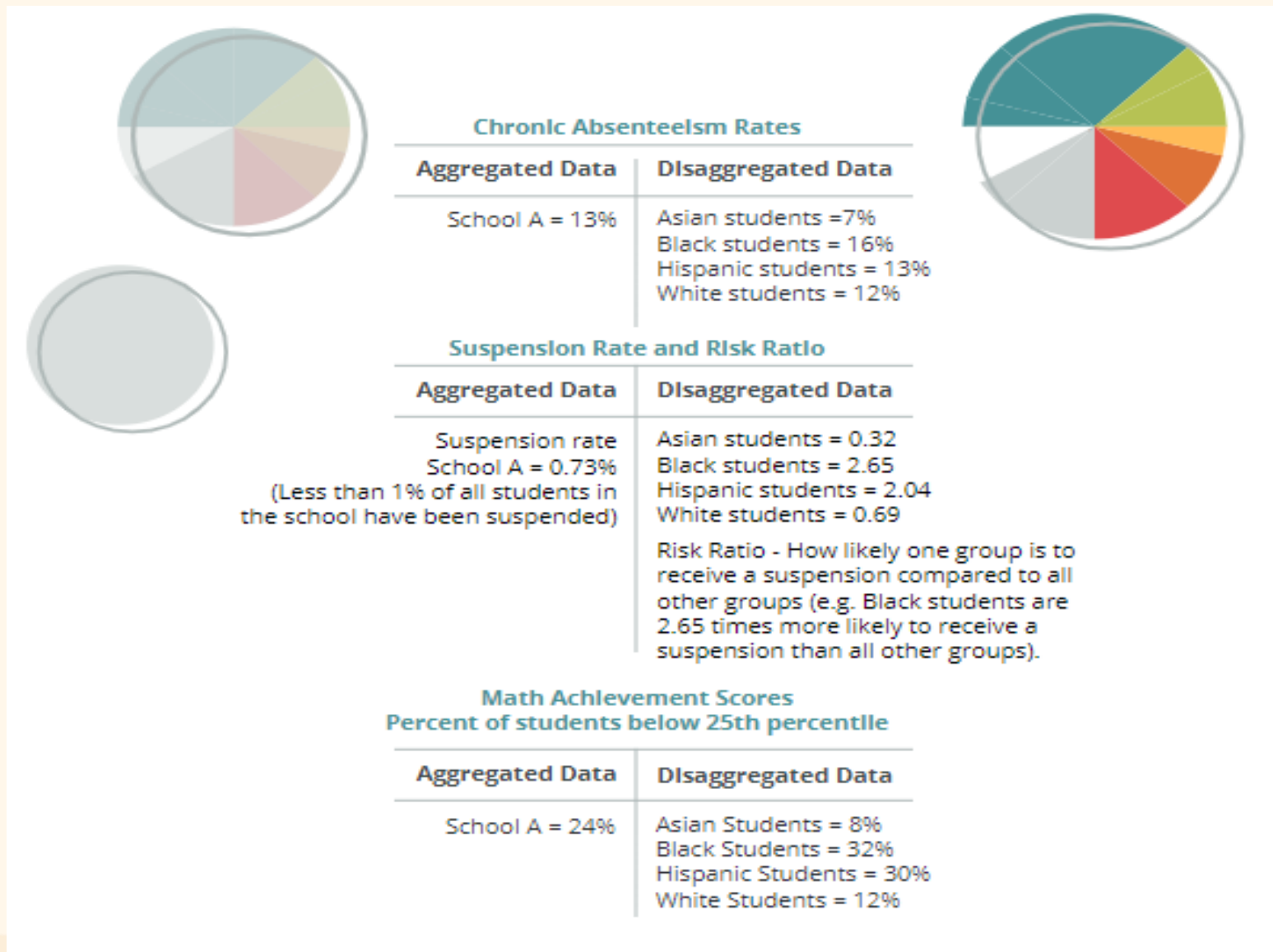
Age

Ethnicity

Gender

Grade

# Aggregated Data vs Disaggregated Activity



# How Does Data Guide Decisions for Action?

What problem are we trying to solve?

What data do we need to find solutions?

What do we need to do to maximize learning?

What is the data telling us to do?

Multiple data sources are accessible and utilized at a systems and problem-solving level to proactively deliver academic, behavioral, and social-emotional/mental health supports





# Streamlined Data-Driven Supports

- *Incident Reporting*
- *Robust Administrator Dashboards*
- *Demographic Reporting*
- *Data Collection/Monitoring tools for staff*

## MTSS Core Features

### Intervention Planning

#### Tier 1

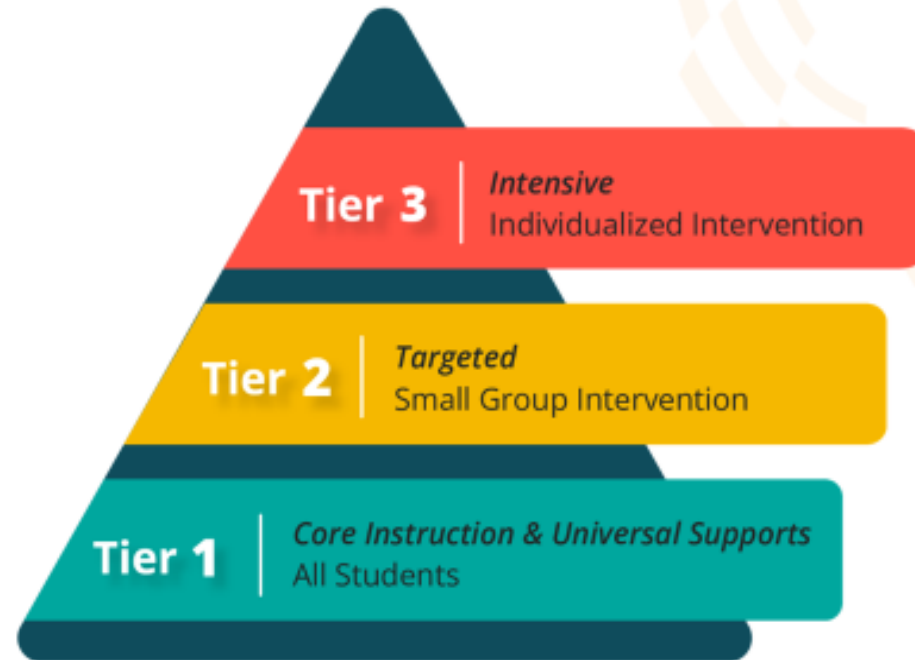
- Point System
- Incident Reports

#### Tier 2

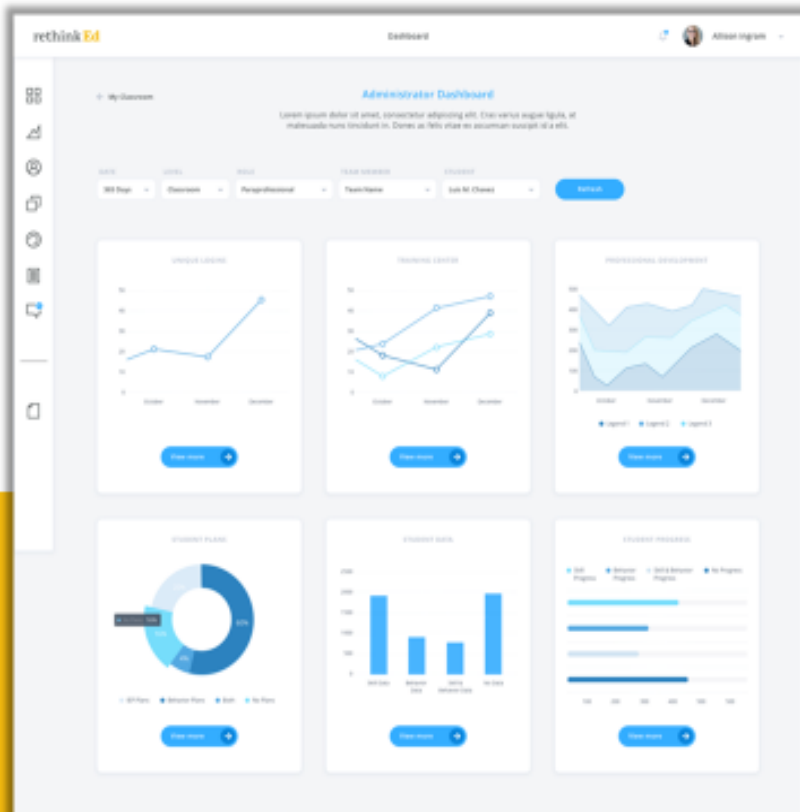
- Behavior Contract
- Data Tracking
- Self-Monitoring

#### Tier 3

- ABC Assessment
- Behavior Plan

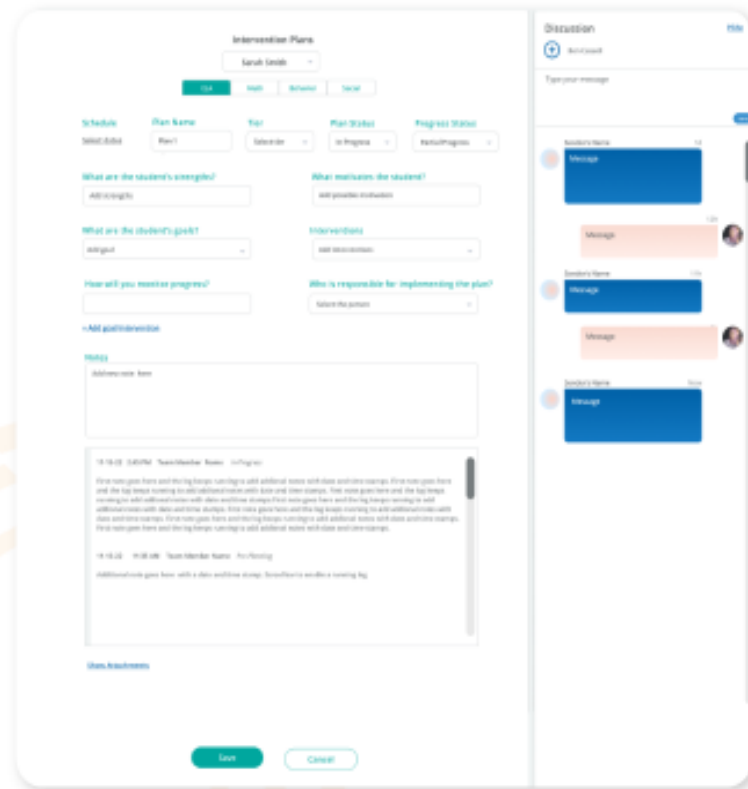


## DATA TRACKING & BEHAVIOR MANAGEMENT



- Simple-to-use Incident and Behavior Tracking Tool
- Dashboards, detailed graphs and progress reports facilitate use of meaningful data to inform decision making
- Administrators monitor staff participation and training outcomes from the training pathways that they have assigned staff
- Teachers can evaluate student outcomes and progress

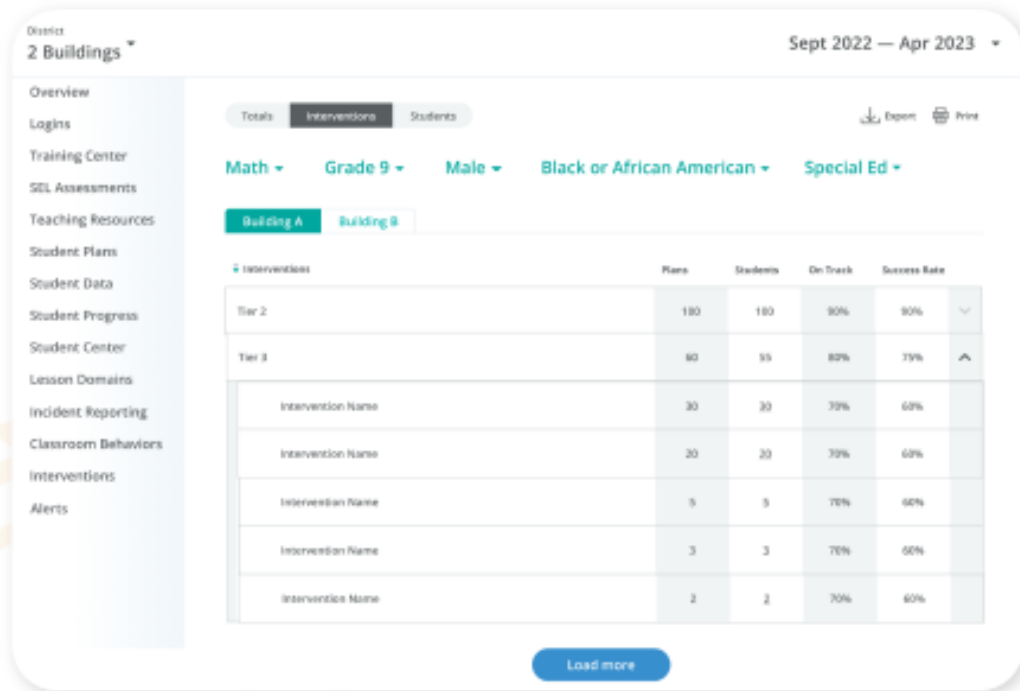
# MTSS Intervention Planning



The screenshot displays the 'Intervention Plans' interface. At the top, there's a dropdown for 'Sarah Smith' and tabs for 'Plan', 'Monitor', and 'Review'. Below this, a table lists intervention plans with columns for 'Schedule', 'Plan Name', 'Type', 'Plan Status', and 'Progress Status'. The 'Plan' tab is active, showing a form to create a new plan. The form includes sections for 'What are the student's strengths?', 'What are the student's goals?', 'How will you measure progress?', 'What motivates the student?', 'Interventions', 'Who is responsible for implementing the plan?', and 'Add goal/intervention'. A 'Notes' section at the bottom allows for additional comments. A 'Discussion' sidebar on the right shows a chat interface with a 'Type your message' input field and a list of messages from 'Sarah Smith'.

- Determine level of support needed for each student (Tier 1, 2, or 3)
- Build intervention plans for ELA, Math, Behavior, and Social & Emotional Learning
- Utilize pre-planning tools to collaborate with colleagues and organize your thoughts
- Create goals using the Rethink Ed Goal Bank or enter a custom goal
- Select interventions from a curated list of suggested interventions or create interventions of your own
- Document student progress on selected goals

## Comprehensive Data Analysis for District Leaders



The screenshot displays the RethinkEd data analysis interface. On the left is a sidebar with navigation links: Overview, Logins, Training Center, SEL Assessments, Teaching Resources, Student Plans, Student Data, Student Progress, Student Center, Lesson Domains, Incident Reporting, Classroom Behaviors, Interventions, and Alerts. The main content area shows a filter bar with 'District: 2 Buildings', 'Sept 2022 — Apr 2023', and tabs for 'Totals', 'Interventions', and 'Students'. Below the filter bar are dropdown menus for 'Math', 'Grade 9', 'Male', 'Black or African American', and 'Special Ed'. The 'Interventions' tab is active, showing a table with columns: Intervention, Plans, Students, On Track, Success Rate, and a chevron icon. The table lists data for Tier 2, Tier 3, and five individual intervention rows. A 'Load more' button is at the bottom.

Intervention	Plans	Students	On Track	Success Rate	
Tier 2	180	180	90%	90%	▼
Tier 3	60	55	80%	75%	▲
Intervention Name	30	30	70%	60%	
Intervention Name	20	20	70%	60%	
Intervention Name	5	5	70%	60%	
Intervention Name	3	3	70%	60%	
Intervention Name	2	2	70%	60%	

Evaluate effectiveness of interventions across whole population or by demographic information

## Comprehensive Data Analysis for District Leaders

Progress ▾ All Subjects ▾ On Track ▾

Students	Last Update	Subject	Status ▴
Student A	01/14/2022	Math	Progress
Student A	01/20/2022	ELA	Substantial Progress
Student C	02/02/2022	Behavior	Partial Progress
Student D	02/02/2022	Social Emotional	Partial Progress
Student A	02/02/2022	Behavior	Partial Progress
Student F	03/02/2022	Math	Progress
Student D	03/02/2022	ELA	Progress
Student B	03/02/2022	Behavior	Progress

Progress ▾ All Subjects ▾ Not on Track ▾

Students	Last Update	Subject	Status ▴
Student A	01/14/2022	Math	No Progress
Student A	01/20/2022	ELA	No Progress
Student C	02/02/2022	Behavior	Limited Progress
Student D	02/02/2022	Social Emotional	Limited Progress
Student A	02/02/2022	Behavior	Limited Progress
Student F	03/02/2022	Math	No Progress
Student D	03/02/2022	ELA	No Progress
Student B	03/02/2022	Behavior	Limited Progress

Identify students who are on track to meet goals vs  
those who may be in need of additional support





Data Dialogue:

Setting goals  
and taking action

## Data Dialogue Guiding Questions:

### Predictions and Assumptions (Think and 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.

### Analyzing the Data (Say Something)

1. What are some patterns, categories, or trends that are emerging?
2. What seems to be surprising?
3. What are some things we have not yet explored?
4. For discipline data:
  - a. What is the nature of violations?
    - i. Who is impacted?  
(By ethnicity: English learner status; disability status (IEP vs. Non-IEP); homeless status)
  - b. To what extent are violations policy driven (alcohol, tobacco) versus subjective violations (disorderly conduct; defiance, disrespect, disruption)?
    - i. For whom?  
(By ethnicity: English learner status; disability status (IEP vs. Non-IEP); homeless status)
  - c. Are behavioral consequences, particularly exclusionary discipline, continuing the cycle of missed academic and social-behavioral instructional opportunities?

2.

### Why? Hypothesize on Root Causes (Fishbone)

1. Why do you think these patterns/scores/violations are occurring?
2. What additional data sources might we need to verify our explanations?
3. What would cause concerning performance?
  - a. Are these students lacking skills that other students the same age understand and use?  
Are behaviors/violations due to an academic skill deficit?
  - b. What is keeping the student from learning these skills?
4. To what extent are we consistently analyzing data for disproportionality?
5. What is the role of implicit bias and vulnerable decision points have on discipline decisions?
6. What is the role of equitable classroom management practices?
7. To what extent are we equitably promoting and modeling a culture of respect and acceptance of differences among staff, students and families?

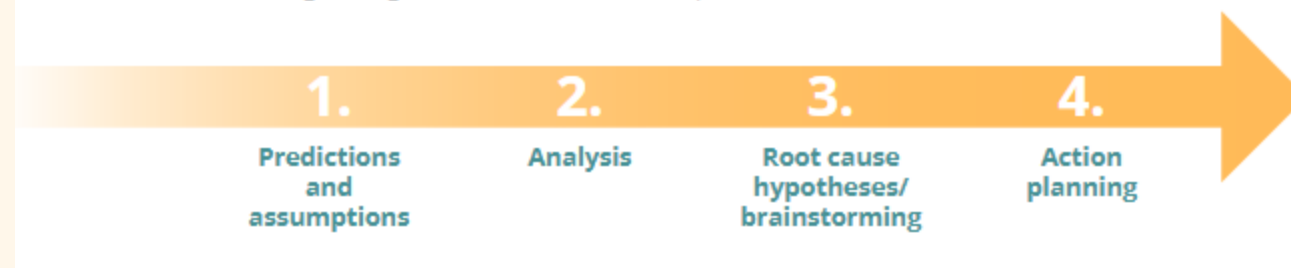
3.

### Action Planning (Here's What/So What/Now What)

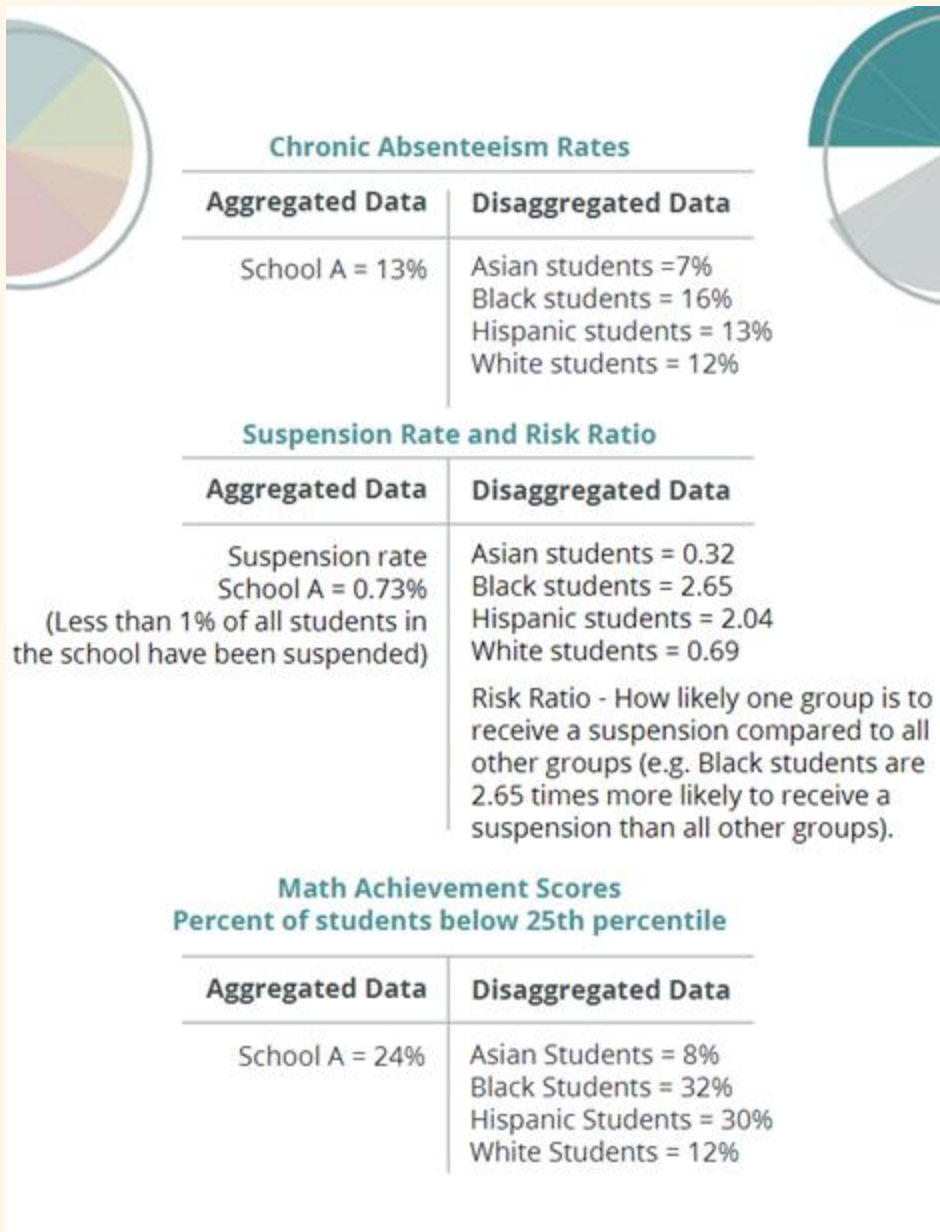
1. What are some solutions we might explore as a result of our conclusions?
  - a. Are there critical supports in place to make the change?  
Do we need additional professional learning, coaching, or administrative support?
  - b. Are the right people taking responsibility for guiding the change process?
  - c. Are the practices or innovations learnable, teachable, doable and readily accessible in practice?
2. What should we concentrate on first (prioritize)?
  - a. Consider resources, time, PD, changes in policy, etc.

4.

The **Data Dialogue Guiding Questions** is a protocol that is useful for organizing data discussions into steps:



# Data Dialogue Protocol and Guiding Questions



# SAY SOMETHING!

- What are some patterns, categories, trends that are emerging?
- What seems surprising?
- What are some things we have not yet explored?
- Discipline data:
  - What's the nature of the violations?*
  - Who is impacted?*
  - Are these violations policy driven?*
  - Are the behavioral consequences continuing the cycle of missed academic and social-behavioral instructional opportunities?*

## Data Dialogue Blank Table

Predictions and Assumptions (Think and Share)

1.

Analyzing the Data (Say Something)

2.

Why? Hypothesize on Root Causes (Fishbone)

3.

Action Planning (Here's What/So What/Now What)

4.

A protocol that is  
useful for  
organizing data  
discussions into  
steps

## Data-Informed Decision Making Action Plan



### 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:

Set a goal that is specific, measurable, achievable, relevant and time-bound.

### Key Practices:

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?			
4. Is division support needed/available?			



### Data/Progress Monitoring:

Are we making progress towards the goal? Did we do what we said we would do? Next steps.

# Data-Based Decision Challenges and Considerations



What do you consider current challenges that effect data-based decision making in your school?

- Division Support
- Access to high-quality, integrated and efficient data systems
- High-Quality, continuous staff training and support on how to input, access, and utilize data



## Data Champions

### CHALLENGES

**Lack of training and capacity building in using data (staff have low efficacy regarding data)**

### CONSIDERATIONS

Do data champions exist in your building?

Data champions are staff who are knowledgeable about your school's data applications and are comfortable working with and interpreting data.

Invite them to be on the systems team and to provide training to other staff on how to use and interpret the data.

Having one person in charge of pulling multiple data points is not sustainable, so ensure there's a plan to build capacity among staff.



# RethinkEd

## Data Systems

### CHALLENGES

**Inadequate technology to collect, store and use data**

### CONSIDERATIONS

Do we have the data to answer our questions?

There are many ways to collect and track data from manual Excel/Google Sheets to purchased, or division-developed, data tracking and visualization applications that communicate with student information systems.

Efficient data systems do require investment of resources including staff time and/or financial resources.

Data systems must be accessible, have the capability to disaggregate data into meaningful information, and provide visualization of the data.

**Data rich, information poor**

Often, multiple data points are located in separate systems (e.g. attendance reports, discipline reports, achievement reports, climate surveys, clinic visits, counselor referrals, etc).

Multiple data points are best interpreted through visual representation, such as charts, graphs, and tables.

For team-based decision-making, assign team members specific data points to bring to meetings and insert into a shared, integrated table or set of slides for easy viewing.

Ensure staff members have:

- a. Access and training on how to locate their assigned data source;
- b. Know what specific data to pull from that source; and
- c. Understand the questions their data points are answering.