Critical Data Systems to have in place for an Effective MTSS Implementation

As an assessment system is developed, it is important for data to be collected that informs teams about the whole child. This includes data sources related to behavior, social emotional learning and academics. Using multiple sources of data compensates for deficits in individual tools and provides a more comprehensive picture. The following types of assessments are required within a MTSS framework:

Type	Frequency	Purpose
Screening Benchmarking	3x/year (fall, winter, spring)	● Identify where students are in relation to identified standards and outcomes ● Identify students at risk
Diagnostic	As needed	● Identify skill strengths and weaknesses ● Determine why a student is at risk
Progress Monitoring	Daily, weekly, bi-weekly, monthly	● Identify the effectiveness of instruction and interventions ● Identify rate of student learning ● Inform planning of instruction and intervention ● Measure progress of an identified skill
Outcome	Annually	● Identify the effectiveness of curriculum and instruction ● Comparison to states ● Program effectiveness

Data Based Problem Solving Process

The 4 Step Problem Solving Process:
1. Problem Identification
2. Problem Analysis
3. Plan Development
4. Evaluation

Data Based Problem Solving Process

Step 1 – Problem Identification

What is the Problem? The Team will use data to quantify the problem including any formative or summative data. The problem is identified by asking, "What is expected and what is occurring?"

Step 2 – Problem Analysis

Why is the problem occurring? The team will engage in problem analysis to consider possible reasons the difference exists between:
1. The current level of performance and the expected level of performance.
2. The current rate of learning and the expected rate of learning.

During the problem analysis stage the team reviews multiple factors that may affect student learning using the **RIOT and ICEL** method (instructional practices, curriculum, environment, learner's unique characteristics and traits). RIOT information is gathered through the use of Reviews, Interviews, Observations, and Tests (RIOT).

Learner deficits is the last area to be considered and should not be addressed until the instruction and curriculum are appropriate and the environment is positive.

Step 3 – Plan Development

What are we going to do about it? The team should develop a plan based on **RIOT and ICEL** (see appendix for the form) data that align with the **hypothesis**. The plan should include who, what, when, where and how and include professional learning if needed. The plan will also include a date to follow-up.

Step 4 - Evaluation

Is it working?
- What is the student response to instruction or intervention?
- What is the fidelity of implementation of the intervention?
- How well did we reach the goal or desired behavior?

If the desired outcome is not met the team will revisit the process starting with Step 2 Problem Analysis.

Use of Data-Based Problem Solving Process within MTSS
The goal is to glean as much information about student learning and program evaluation from the data sources as possible. The team will use all data sources to articulate a clear problem statement and use the data to guide decisions.

Problem solving is a key component of MTSS. However, at each level of support the problem solving process may have specific characteristics and a different focus. In the following sections the use of problem solving at each level will be described.

The table below is an example which summarizes the use of problem solving at each level of support.

Summary of Problem Solving At All Levels of Support					
	Universal Core		**Targeted**	**Intensive**	**Special Education**
	Building	**PLC**	**Grade Level**	**IPS Team**	**IEP**
Purpose	Determine the effectiveness of core instruction for all students Develop grade level goals Development of district/school improvement plans	Determine the effectiveness of core instruction for all students Develop plan to meet grade level goals	• Identify students in need of intervention • Develop intervention plans	• Develop individual intervention plan that intensifies instruction • Review data	• Develop individual intervention plan that intensifies instruction • Review data
Team	District/Building Leadership Team	Grade Level Team	Grade Level Team	Individual Problem Solving	Special Education Team

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				Team	
Sample Data Sources	- Screening data - Fidelity data - Local assessments - Outcome data - Demographic data - Perception data - Process data	- Screening data - Outcome data - Classroom assessments - Student work	- Screening data - Progress monitoring data - Local assessments - Fidelity data	- Progress monitoring data - Fidelity data - Diagnostic data	- Progress monitoring data - Fidelity data - Diagnostic data
How often should the team meet?	Based on purpose: - Annually - Monthly 3x/year	Weekly	Every 4 to 6 weeks	Weekly or more as needed to allow for regular monitoring of students' progress	Every 4 to 6 weeks
Documentation	District/School Improvement Plan Grade Level/ Classroom Intervention Plan Progress Monitoring Chart	Grade Level Problem Solving Form	- Group Intervention Plan - Fidelity Check (documentation form) - Progress Monitoring Chart - EmbraceMTSS or Problem Solving Form	- Individual Intervention Plan - Fidelity Check (documentation form) - Progress Monitoring Chart - Embrace MTSS or Problem Solving Form	- Individual Education Plan (IEP) - Individual Intervention Plan - Fidelity Check (documentation form) - Progress Monitoring Chart - Embrace MTSS or Problem Solving form