



Comprehensive MTSS Assessment System and Data Coordination

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

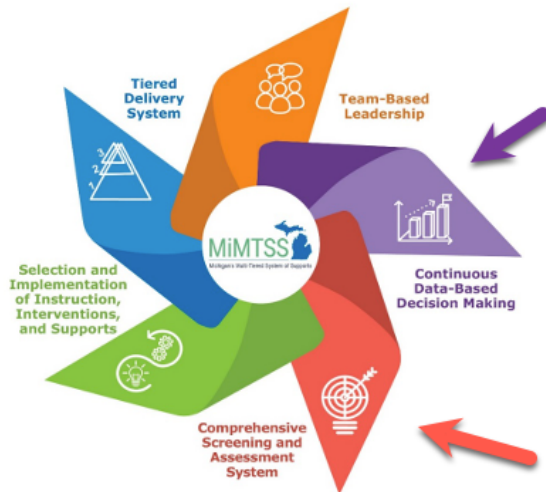
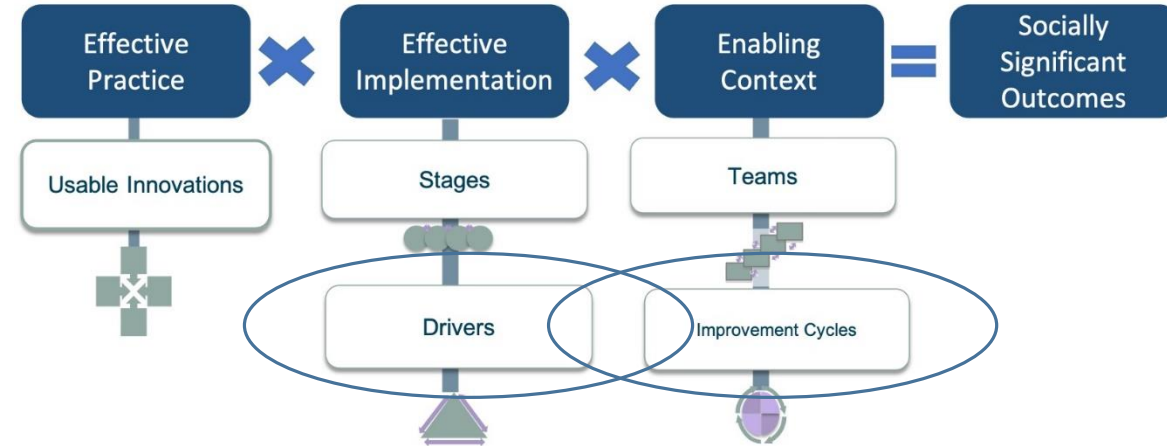
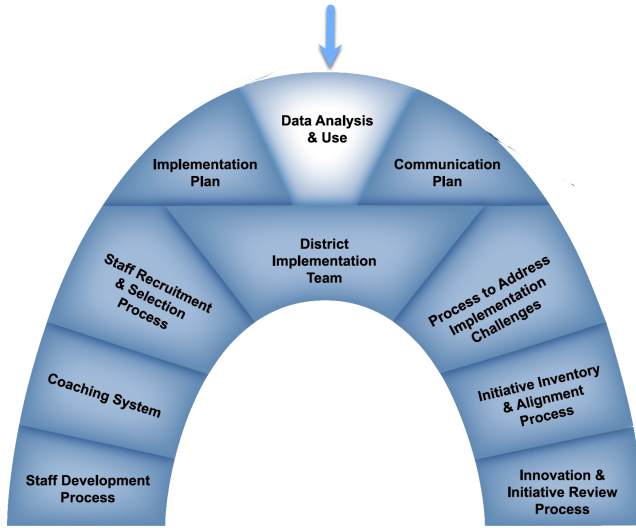
This session guides districts in the development and use of a comprehensive MTSS assessment system to ensure that accurate, reliable data is available to support the district's continuous improvement process.

Intended Outcomes and Agenda

Intended Outcomes	Agenda
<ul style="list-style-type: none">• Describe the components of a comprehensive assessment system• Identify the types of decisions that need to be made and documented within a district assessment system• Describe the role and purpose of a District Data Coordinator	<ul style="list-style-type: none">1.0 Review2.0 MTSS Assessment System3.0 Next Steps

1.0 Review

Foundational Elements



DISTRICT CAPACITY ASSESSMENT

Items 13-15

Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework

2.0 MTSS Assessment System

Activity 2.1

- Identify and discuss the various assessments your district will use to support your MTSS framework
- How does your district currently organize assessment information?
- Does that system include information like:
 - Staff involved in the assessment organization and delivery
 - Timelines when assessments are given
 - Methods to ensure staff understand the purpose of assessments and are trained to use them appropriately
 - Methods to ensure that data is accurate and available when needed

Data Collection and Analysis Decisions

- Data collection and analysis decisions are made and supported at two levels
 - **District:** uses a high-quality selection process to identify which assessments will be used and outlines general parameters for how data is collected, analyzed, and used across schools
 - **School:** given the general parameters established by the district, schools identify the particulars for when data will be collected, analyzed, and used by staff

Assessment System

- A coordinated system used to organize assessment information to ensure accurate and timely data are provided and effectively used for decision-making
- Includes:
 - Student assessments (e.g., universal screeners, progress monitoring, diagnostic, summative)
 - System assessments (e.g., capacity, fidelity)

Benefits

- Increases confidence that data are efficiently collected, accurate, and comply with guidelines for student confidentiality
- Ensures data are accessible when needed for decision making at multiple levels: district-level, school-level, grade-level
- Helps to develop common language and understanding (e.g., purpose of assessment measures, roles, responsibilities)
- Serves as a basis for developing communications internally and externally.
- Increases the likelihood that practices are done well and sustained over time

Impact on Student Outcomes

- Use of an assessment system leads to:
 - Efficient and accurate data collection
 - Systematic evaluation of data to ensure instruction, interventions, and supports are effective, efficient, and equitable
 - Responsive system that leads to improved student outcomes

Mid-Atlantic Regional Educational Laboratory (2018)

Assessment System Components

- Purpose
- Annual Assessment Schedule
- Measure Information and District Decisions

District Data Coordinators

- Provide a critical role in supporting the collection and use of assessment data
 - Clearly communicate the purpose and value of selected assessments
 - Support district staff in making assessment decisions which ensure
 - Accurate and efficient data collection procedures
 - Effective data analysis and use
 - Prompt the use of the assessment system to document and guide the collection and use of data
- Name(s), contact information and certification requirements are included for each data coordinator role

Activity 2.2

- Access the document “District MTSS Assessment System.” Your Implementation Specialist will facilitate a discussion around the document and its components.
- As you review, consider the following:
 - Does your district already have a process in place to organize and document information around assessments? If so, can this process be leveraged to serve the purpose of the Assessment System?
 - If your district does not have something in place, might the MiMTSS TA Center template be useful? OR
 - Are there other ideas for how to develop a district Assessment System?

Activity 2.3

- With your team, engage in a discussion to support the development of your district's Assessment System
 - Develop a draft Assessment System for your district
 - Consider what information you will share with DIT members around the Assessment System (e.g., definition, purpose, template, how to use, next steps) and how that information will be shared.
- Once the process has been drafted
 - It will need to be reviewed and approved by executive leadership
 - Decisions around assessments will need to be made by district-appointed personnel

Assessment System Use

- As the district and schools install and use assessments to guide their MTSS work, the Assessment System is used to organize information to support data accuracy and availability.
- Examples of consistent use include
 - Annual updates in the spring to prepare for the subsequent school year
 - Reviewed monthly by District Coordinator prior to meetings to drive agenda topics
 - Reviewed monthly by District Data Coordinators to ensure data collection accuracy, and reporting

3.0 Big Ideas and Next Steps

Big Ideas and Next Steps

- Big Ideas
 - Collection and use of assessment data is critical in an MTSS framework
 - Districts need to establish a process in place to organize assessment information
 - Development and use of a district assessment system increase our confidence that data is accurate and available when needed
- Next Steps
 - Update DIT Installation Checklists until they are 100% complete

References

- Mid-Atlantic Regional Educational Laboratory (2018). *Research Review: Data-Driven Decision Making in Education Agencies. Data Driven, not Data Drowning* [Infographic]. Mathematica Policy Research Reports. Retrieved from https://ies.ed.gov/ncee/rel/regions/midatlantic/app/Docs/Infographics/Data_Use_Infographic.pdf
- Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C. (2010). Using Data to Guide Instruction and Improve Student Learning. *American Institutes for Research, SEDL Archive*. Retrieved from <https://sedl.org/pubs/sedl-letter/v22n02/using-data.html>

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