



MiMTSS Data System Orientation

In Person

Participant Version 1.0
September 2026



Table of Contents

Introduction	3
Who's here today and why?	3
Purpose of the MiMTSS Data System	3
Organizations with Signed Use Agreements	3
Training Outcomes.....	4
Logging into the MiMTSS Data System.....	4
Personnel Records and User Roles	5
Reviewing Our Own Account Information	5
User Management.....	6
Common Errors Preventing Data System Access	7
Implementation Data	7
Data Entry	9
Dashboard Interpretation.....	10
Single Measure Reports – Implementation Data	11
Feature Requests and Error Reports	12
Feature Request	12
Error Report	12
Student Outcome Data and Connection to Implementation Data	13
Data Entry	15
Dashboard Interpretation.....	16
Single Measure Reports – Student Outcome Data	17
MiMTSS Recognition Implications.....	18
MICIP Integration	19
Learning Resources.....	19
Page Help	19
YouTube Playlist	19
MiMTSS Data System News	19
Wrap Up.....	20
Final Reflections	20
Training Evaluation	20

MiMTSS Data System Orientation Participant Version

This document includes key information and activities for individuals participating in the Michigan's Multi-Tiered System of Supports (MiMTSS) Data System Orientation in person training.

Introduction

Who's here today and why?

- Trainer introductions
- Participant introductions

Purpose of the MiMTSS Data System

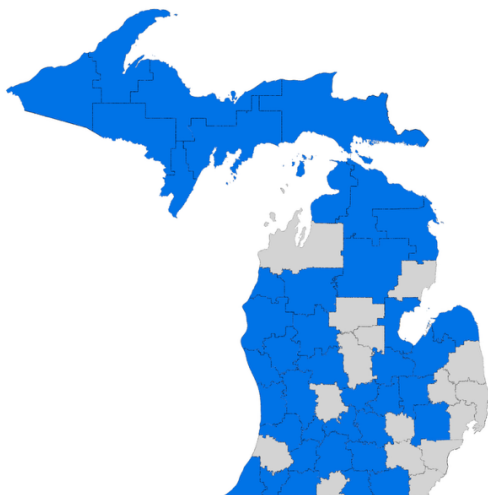
The [MiMTSS Data System](#) is a free-access web-based data system designed for Local Education Agencies (LEAs), Intermediate School Districts (ISDs) and the Michigan Department of Education (MDE) to gather and analyze data that are critical for the continuous improvement of Multi-Tiered System of Supports (MTSS) in Michigan. When teams use data to drive decisions about MTSS, it is more likely that MTSS will be implemented and sustained to support each and every learner.

Additional Benefits

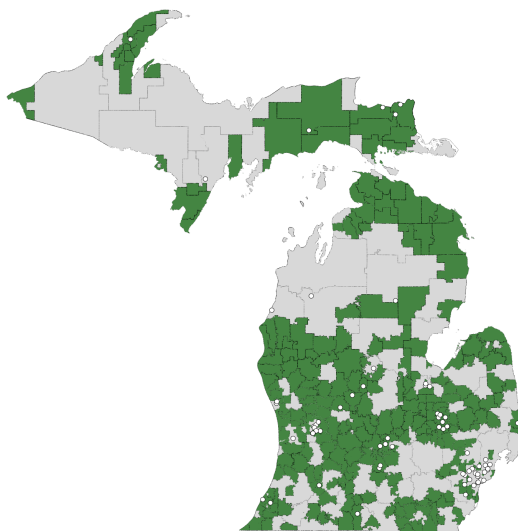
- The annual statewide MiMTSS Recognition System leverages data entered in the MiMTSS Data System.
- Michigan Integrated Continuous Improvement Process (MICIP) users can turn on an integration with the MiMTSS Data System and build data stories using views from the MiMTSS Data System district dashboards.

Organizations with Signed Use Agreements

The Michigan map below highlights 40 ISDs in blue that have signed up to use the MiMTSS Data System.



The second map below illustrates statewide district-level participation in the MiMTSS Data System, with 311 traditional school districts (shaded in green) holding active user agreements, and 73 public school academies (represented by white dots) that have also signed agreements to use the system.



Training Outcomes

By the end of this training, participants will be able to:

1. Successfully log into the MiMTSS Data System and help others log in
2. Download a professional learning certificate
3. Practice implementation data entry
4. Interpret implementation data displayed on dashboards
5. Understand when and how to submit an error report and a feature request
6. Practice student outcome data entry
7. Interpret student outcome data on dashboards using prompting questions
8. Access implementation data and student outcome data in a single Measure Report
9. Access two primary resources: Page Help and the YouTube playlist
10. Understand how the MiMTSS Recognition process uses data from the system

Logging into the MiMTSS Data System

Accessing the Login Page

- From the [MiMTSS TA Center Website](#) > Evaluation & Research (top menu) > MiMTSS Data System (left column in the dropdown) > MiMTSS Data System Login (button on the right panel)
- Direct Link: [MiMTSS Data System Login Page](#)
- I forgot my password: Click to reset your password
- The Login page also includes quick links to the Data System YouTube Playlist and the Interest Form (first step in the sign-up process)

Activity 1: a) Navigate to the Login page. b) Bookmark the page. c) Successfully log in.

Personnel Records and User Roles

Reviewing Our Own Account Information

From the upper right corner of your home dashboard, click “account” next to your name, then click “Edit Your Account,” you will see three tabs: “Details”, “Affiliated Facilities” and “Trainings”.

Details

- Name and Contact Information
- MiMTSS Data System Administrator Roles, User Roles, Professional Roles

User Roles

Users can enter and access data from within their organization, and any organization below/within it, if a signed use agreement is on file with the MiMTSS Data System.

User Role	School-Level Data	District-Level Data	ISD-Level Data	State-Level Data
School User (+ Local Admin) For School Leadership Team members	Single School	n/a	n/a	n/a
District User (+ Local Admin) For District Implementation Team members	All schools within district	yes	n/a	n/a
ISD User (+ Local Admin) For ISD Implementation Team members	All schools within districts	All districts within ISD	Yes	n/a
State User (+ System Admin) For TA Center staff and State MTSS Team members	All schools within districts	All districts within Michigan	All ISDs within Michigan	yes

Tip: When adding a user role, the system copies the email address into the Login Name field. Make sure those two fields match and are the correct work email address for the individual.

Affiliated Facilities

- Users may have multiple affiliated facilities, with just one assigned as the primary facility.
 - Tip: The primary facility/organization must match the User Level (e.g., A district user's primary facility must be a district, and a school user's primary facility must be a school)
- Historical affiliated facilities are Indicated by "No" in the Primary column and include an end date.

Trainings

- View all training sessions that you have attended with the MiMTSS TA Center
- Print the entire list
- Print a school-year specific Training Certificate

Activity 2: Click "Edit Your Account" next to your name, then click "Edit." Then:

- a) Update your contact information and professional roles
- b) Review and update your Affiliated Facilities
- c) Print a training certificate

User Management

Search

- Search by first name, last name (can be partial text) or email
- Tip: always click "include inactive" when searching, because users are often marked inactive when they leave an organization
- If you find an existing record, you may update their contact information, user roles (including login), and affiliated facilities

Add Person

- You'll be prompted to add name, contact information, and roles. After saving, add Affiliated Facilities Next.

View all Users with Access

- Dashboard (Home) > Context Tab > Users with Access
- For transparency, this report displays everyone who has the same level of access as you and all users with higher level access. This is why everyone will see a long list of Statewide Users (TA Center staff and State MTSS team members).

Connections between Roles, Facilities, and Context Dashboard Tabs

- **MTSS Support Roles**
 - **ISD Implementation Team Member:** Name appears on list of ISD Implementation Team members on the Context tab for the primary facility
 - **District Implementation Team Member:** Name appears on list of District Implementation Team members on the Context tab for the primary facility
 - **School Leadership Team Member:** Name appears on list of School Implementation Team members on the Context tab for the primary facility
 - **MTSS Coordinator:** Role indicated next to name on the list of District or ISD Implementation Team members
 - **Coach:** Role indicated next to name on the list of School Leadership Team members
- **Data Coordinators:** Data coordinators appear on the district or ISD context tab in the table of Data Coordinators. For school dashboards, data coordinators must be assigned to a school under school Data Entry.

Change Password

If someone has a User Role assigned, has tried the “I forgot my password” feature, and is not receiving the automated email, Local Admin can manually assign a password. Encourage the user to change the password after successfully logging in.

Merge Record

If a duplicate personnel record is inadvertently created, please reach out to datasystem@mimtss.org to request a merge. The records will be combined so that all training history is retained, and the person's contact information and roles are preserved in a single record.

Common Errors Preventing Data System Access

- No user role assigned for login rights
- Primary facility does not match user level
- Attempting to log into the MiMTSS TA Center website instead of the Data System
- User still affiliated with a previous organization (needs end date)
- Attempting to log in using Single Sign On (SSO) (not currently available for the MiMTSS Data System)

Implementation Data

Implementation data measure adult behaviors—practices and systems—that are designed to positively impact student success. The MiMTSS Data System is one of the few systems available to Michigan educators that allows teams to enter, view, and analyze MTSS implementation data. Table 1 below lists Implementation data measures currently available in the MiMTSS Data System.

Table 1. Implementation data measures available in the MiMTSS Data System.

Acronym and Type of Measure	Full Measure Name	Who Collects, Enters, and Uses the Data
R-TFI School-level fidelity	Reading Tiered Fidelity Inventory	School Leadership Team self-assesses 1-2 times per year and uses results to improve the reading components of an MTSS framework
SWPBIS TFI School-level fidelity	School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory	School Leadership Team self-assesses 1-3 times per year and uses results to improve the social, emotional, behavioral health components of an MTSS framework
EC BOQ Program-level fidelity	Early Childhood Program-wide Benchmarks of Quality	Early Childhood Leadership Team self-assesses 1-2 times per year and uses results to improve the reading components of an MTSS framework
CMOT K-12 Classroom-level fidelity	Classroom Management Observation Tool	Classroom coach observes for 15 minutes of instruction and uses the results with a teacher to inform coaching support and school-wide supports for classroom management.
TPOT Early Childhood Classroom-level fidelity	Teaching Pyramid Observation Tool	Classroom coach observes for 2-3 hours and uses the results with a teacher/teaching team to inform coaching support and school-wide supports for classroom management.
Intervention Group implementation data	Reading Intervention Implementation	Multidisciplinary Team Systems and Instructional coaches summarize monthly group intervention data on dosage, student attendance, student engagement, and interventionist fidelity. Data are used to inform coaching support for interventionists and improvements to a school's intervention system.
DCA District infrastructure to support implementation	District Capacity Assessment	District Implementation Team self-assesses 2 times per year and uses results to improve the district's ability to support schools with a specific innovation (e.g., MTSS)
RCA Regional infrastructure to support implementation	Regional Capacity Assessment	Regional Implementation Team self-assesses 2 times per year and uses results to improve the ISD's ability to support districts with implementation

Acronym and Type of Measure	Full Measure Name	Who Collects, Enters, and Uses the Data
—	Installation Checklists	Activities for teams to complete following training as they take the first steps to begin MTSS implementation in specific areas.

Data Entry

We will demonstrate data entry for three of the assessments listed above.

1. From your home dashboard, navigate to Data Entry using the top menu
2. School-level data: Fidelity data entry is located in the right panel of the page
3. District-level data: Look for District Capacity Assessment (DCA) in the active Data Entry column
4. ISD-level data: Look for Regional Capacity Assessment (RCA) in the active Data Entry column

School-wide Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Inventory (TFI)

This assessment is unique because scores are not entered directly into the MiMTSS Data System. Instead, data are entered in PBIS Assessment. TFI 2.1 scores automatically transfer to the MiMTSS Data System overnight, while TFI 3.0 scores transfer monthly. If TFI scores are not appearing on the MiMTSS Data System dashboards, they may be held due to misalignment in school names or school codes between the MiMTSS Data System and the PBIS Assessment website.

District Capacity Assessment

Some ISDs are using the DCA to guide the MTSS supports for their ISD-run center-based programs (schools). If this is something you're interested in, we can turn on a feature for your ISD to use the DCA or set up an artificial district with your ISD's name for this function.

Activity 3: Practice entering Reading Tiered Fidelity Inventory (R-TFI) implementation data

Activity 4 (if time): Explore Your Implementation Data

- a. What implementation data have been entered for your organization this school year? What historical implementation data exist from previous school years?
- b. Are there any scores that you have collected, but not entered this year?
- c. What implementation data might you be interested in collecting next? After collecting the data, which tab would you click to enter it?

Dashboard Interpretation

Implementation data flow to multiple dashboard tabs.

The **bolded tabs** indicate where implementation data are displayed.

School	District	ISD
- Context - Attendance Behavior Fidelity - Behavior Outcomes Classroom Fidelity Early Childhood - Early Warning Indicators - Engagement Outcomes Installation Checklists Reading Fidelity Reading Intervention - Reading Outcomes - Reading Skills	- Context - Attendance Behavior Fidelity - Behavior Outcomes Capacity Classroom Fidelity Early Childhood Installation Checklists - Reach - Reading/Engagement Reading Fidelity Reading Intervention School Details - Training	- Context Behavior Fidelity & Outcomes Capacity District Capacity Early Childhood - Reach Reading Fidelity & Outcomes Reading Fidelity & Engagement School Details

When examining data, consider these guiding questions:

- School Dashboard
 - Reading Fidelity, Behavior Fidelity, Early Childhood
 - What are our trends over time? Are we improving, staying the same, or seeing dips in fidelity?
 - Are we implementing with fidelity (green zone)?
 - What scales are highest/lowest?
 - Classroom Fidelity
 - What are our trends over time? Are we improving, staying the same, or seeing dips in implementation?
 - Are we implementing with fidelity?
 - What scales are highest/lowest?
 - Reading Intervention
 - What patterns do we see in the school averages?
 - What patterns exist across groups and interventions (e.g., similarities or spread in scores) for dosage, attendance, engagement, and fidelity?
 - Which intervention groups may need different supports or additional resources from the multi-disciplinary team to improve implementation?
- District Dashboard
 - School Details
 - Which schools have entered data? Which ones have not?
 - Which schools are implementing with fidelity?
 - Behavior Fidelity, Reading Fidelity
 - What patterns do we see in the district averages?
 - What patterns exist across schools (e.g., similarities, variability, elementary vs. secondary, new vs. experienced schools)?

- Which schools are implementing with fidelity?
 - Which schools may need additional supports or resources from the district to improve implementation?
- Capacity (DCA) and Early Childhood:
 - What are our trends over time? Are we improving, staying the same, or seeing dips in implementation?
 - Are we implementing with fidelity (green zone)?
 - What scales are highest/lowest?
- ISD Dashboard
 - Capacity (RCA)
 - What are our trends over time? Are we improving, staying the same, or seeing dips in implementation?
 - Are we implementing with fidelity (green zone)?
 - What scales are highest/lowest?
 - School Details
 - Which schools and districts have entered data? Which ones have not?
 - Which schools are implementing with fidelity?

Tools

- Use the hamburger icon (three horizontal lines) to download graph images
- Leverage Page Help (top right corner of browser page) when available

Single Measure Reports – Implementation Data

To access Single Measure Reports, navigate to the Reporting tab at the top of the dashboard screen and select Single Measure Reports. These reports are downloadable spreadsheets that can be filtered by several features. They are useful for conducting more detailed data analysis and for closely examining implementation data.

Activity 5: Scavenger Hunt and Implementation Data Interpretation

Using the MiMTSS Test dashboards (sample data), identify the dashboard tabs that display the implementation data listed below. Then, practice answering the guiding questions on Page 10 and Page 11.

Choose one type of dashboard (School/District/ISD) to start. If time allows, explore an additional dashboard type. Hint: some measures feed to more than one dashboard tab.

School Dashboard

School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI):

Reading Tiered Fidelity Inventory (R-TFI):

Teaching Pyramid Observation Tool (TPOT):

Early Childhood Benchmarks of Quality (EC BOQ):

Classroom Management Observation Tool (CMOT):

Reading Intervention Fidelity, Dosage, Attendance, Engagement:

District Dashboard

School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI):

Reading Tiered Fidelity Inventory (R-TFI):

Early Childhood Benchmarks of Quality (EC BOQ):

ISD Dashboard (click: school details tab)

School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI):

Reading Tiered Fidelity Inventory (R-TFI):

Feature Requests and Error Reports

There are two hyperlinks available at the bottom of every page in the MiMTSS Data System. You can use these to communicate with the Data system team about something that you'd like to see improved or added (Feature Request), or something that's not working correctly (Error Report).

Feature Request

- You have an idea for a new or enhanced feature in the MiMTSS Data System.
- Feature requests are reviewed every two weeks.
- Requests are moved to development based on time, funding, and priority.
- You will receive a copy of your feature request by email. Someone will follow up if we have questions, are not able to move it forward, or when the request has been fulfilled. If you do not hear back, assume your request is in the queue for future development.

Error Report

- Something is not working properly in the system. It previously worked, but now it does not.
- When you submit an error report, an email goes to the web developer and all Data System team members for quick resolution.
- You will receive a copy of the error report via email, and someone will follow-up with you.

Activity 6: Feature Request or Error Report?

- Sam previously had a data system account in another district and now is the MTSS coordinator for your district. You try to find him through a personnel search (including inactive users), but his record does not appear.
- You would like to be able to enter data and access reports for a new MTSS fidelity tool your district is using.
- You entered Schoolwide PBIS Tiered Fidelity Inventory 2.1 data into PBISApps. You know it should automatically integrate into the MiMTSS Data System overnight, but it is still missing the next morning.
- Your district reconfigured over the summer, and you now have four K–8 buildings instead of three elementary schools and one middle school. You need the Data System to reflect this new configuration.

Optional Activity: Throughout the Data System Orientation, consider ideas for system improvements and submit a Feature Request.

Student Outcome Data and Connection to Implementation Data

Student outcome data measure the impact of adult behaviors (practices and systems) on students' academic skills and social, emotional, behavioral health (SEBH). **Data points listed in bold in Table 2 below are tied to school-level MTSS recognition.**

Table 2. Student outcome measures available in the MiMTSS Data System.

Measure	Grade Level Use	Connection to Implementation Data
Attendance - Number of students with attendance above 90% during each marking period (e.g. quarter, trimester, semester) - Number of students with attendance at or below 90% during each marking period	K-12	Review alongside the School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI) to examine the impact of the SEBH components of MTSS on students
Discipline Referrals Schoolwide annual and monthly rates of major discipline referrals (office managed) Annual percent of students with 0-1, 2-5, and 6+ major discipline referral	K-12	Review alongside the SWPBIS TFI and Classroom Management Observation Tool (CMOT) to examine the impact of the SEBH

Measure	Grade Level Use	Connection to Implementation Data
• Top 3 behaviors, locations, and motivating factors in fall, winter, and spring • Student enrollment and number of students with 1+ major discipline referral by student race and ethnicity in fall, winter, and spring		components of MTSS on students
Seclusion/Restraint • Monthly number of times seclusion, restraint, seclusion & restraint were used with students • Monthly number of students who were secluded/restrained	K-12	Review alongside the SWPBIS TFI and CMOT to examine the impact of the SEBH components of MTSS on adult use of emergency practices
School Climate Survey • Total score average	3-12	Review alongside the SWPBIS TFI to examine the impact of the SEBH MTSS efforts on students' perceptions of school climate
Early Warning Indicators For the first 20 days of school and each term: • Number of students flagged/not flagged on an incoming risk indicator (e.g., previous spring state assessment or fall local screening assessment) • Number of students above/below a 90% attendance rate • Number of students who have/have not been suspended. • Number of students who have passing/failing grades in 1+ high school course required for graduation • Number of students with a cumulative GPA above/below 2.0 • Number of students who have passing/failing grades in a middle school math course • Number of students who have passing/failing grades in a middle school ELA course • Number of students with 0, 1, and 2+ early warning flags • Number of students who maintained 0 early warning flags, or reduced the number of flags since last term	Secondary (5-12)	Review alongside the Schoolwide PBIS Tiered Fidelity Inventory and Reading Tiered Fidelity Inventory (Secondary-Level Edition) to examine the impact of your reading and SEBH MTSS efforts on students' risk for school dropout

Measure	Grade Level Use	Connection to Implementation Data
Acadience Reading K-6 Fall, Winter, Spring screening results: • Number of students scoring at or above benchmark, below benchmark, and well below benchmark on the composite score • Number of students scoring at or above benchmark, below benchmark, and well below benchmark on grade-specific subtests • Winter and Spring: Number of students who remained low risk on the composite score, or reduced their level of risk since the last screening period	K-6	Review alongside the Reading Tiered Fidelity Inventory (Elementary-Level Edition) to examine the impact of your reading MTSS efforts on students' reading skills
Acadience Reading 7-9 • Number of students scoring at or above benchmark, below benchmark, and well below benchmark on the composite score • Number of students scoring at or above benchmark, below benchmark, and well below benchmark on grade-specific subtests • Winter and Spring: Number of students who remained low risk on the composite score, or reduced their level of risk since the last screening period	7-9	Review alongside the Reading Tiered Fidelity Inventory (Secondary-Level Edition) to examine the impact of your reading MTSS efforts on students' reading skills

We are working to integrate additional sources of student reading data into the MiMTSS Data System and the MiMTSS Reading Recognition Awards. Our goal is to align this work with the Public Act 146 Literacy/Dyslexia legislation. In July 2026, MDE released an updated list of approved literacy universal screening and progress monitoring assessments, with additional assessments expected to be approved by January 2027. We aim to make these new features available to districts in the MiMTSS Data System by August 2027.

Data Entry

Student outcome data entry follows a similar path as implementation data entry.

1. From your home dashboard, navigate to Data Entry using the top menu
2. Enter the school's name before adding new student outcome data

Activity 7: Practice entering Discipline Referrals data

Dashboard Interpretation

Student outcome data flow to multiple dashboard tabs.

The **bolded tabs** below are the ones that include student outcome data displays.

School	District	ISD
- Context Attendance - Behavior Fidelity Behavior Outcomes - Classroom Fidelity - Early Childhood Early Warning Indicators Engagement Outcomes - Installation Checklists - Reading Fidelity - Reading Intervention Reading Outcomes Reading Skills	- Context Attendance - Behavior Fidelity Behavior Outcomes - Capacity - Classroom Fidelity - Early Childhood - Installation Checklists - Reach Reading/Engagement - Reading Fidelity - Reading Intervention School Details - Training	- Context Behavior Fidelity & Outcomes - Capacity - District Capacity - Early Childhood - Reach Reading Fidelity & Outcomes Reading Fidelity & Engagement School Details

When examining data, consider these guiding questions:

- School Dashboard
 - Tab: Reading/Engagement
 - What are school trends over time? Improving? Staying the same? Dips?
 - Are student outcomes at the minimum positive thresholds? (green bars)?
 - What skills/grade levels/times of year are highest/lowest?
 - Tab: Behavior Outcomes
 - What are our trends over time? Improving? Staying the same? Dips?
 - How does our school compare to other schools our size (national median, national 75th percentile)?
 - What patterns do we see in our top behaviors, locations, and motivating factors?
 - Are any groups of students experiencing higher or lower rates of discipline referrals compared to all other student groups?
- District Dashboard
 - Tab: Reading/Engagement
 - What are schools' trends over time? Improving? Staying the same? Dips? (line graphs)
 - In which skill areas are schools achieving positive outcomes (blue bars)
 - Tab: Behavior Outcomes
 - What are schools' trends over time? Improving? Staying the same? Dips?
 - How do our schools compare to other schools of the same size (blue cells)

- What patterns do we see across schools for top behaviors, locations, and motivating factors?
 - Are any groups of students experiencing higher or lower rates of discipline referrals compared to all other student groups?
- Tab: School Details
 - Which schools have entered data (historically, this school year)? Which ones have not?
 - Which schools are achieving the minimum positive thresholds (green cells) this school year?
- ISD Dashboard
 - Tab: Reading Fidelity & Outcomes, Behavior Fidelity & Outcomes, Reading Fidelity & Engagement
 - Which schools are achieving high levels of implementation fidelity and positive student outcomes (green quadrant-upper right)?
 - Which schools need to improve implementation fidelity (left quadrants)?
 - Which schools are achieving positive student outcomes despite low levels of implementation fidelity (top left quadrant)?
 - Which schools have not entered both fidelity and student outcome data?
 - Tab: School Details
 - Which schools have entered data (historically, this school year)? Which ones have not?
 - Which schools are achieving the minimum positive thresholds (green cells) this school year?

Tools

- Use the hamburger icon (three horizontal lines) to download graph images
- Leverage Page Help (top right corner of browser page) when available

Single Measure Reports – Student Outcome Data

To access Single Measure Reports, navigate to the Reporting tab at the top of the dashboard screen and select Single Measure Reports. These reports are downloadable spreadsheets that can be filtered by several features. They are useful for conducting more detailed data analysis and for closely examining student outcome data.

Activity 8 (if time): Partner Scavenger Hunt and Data Interpretation:

Please use the MiMTSS TEST dashboards by clicking "View Samples" from your home dashboard, and select one type of dashboard (School, District, or ISD) to begin. If time allows, explore an additional dashboard.

Identify the dashboard tabs that display the following student outcome data. Hint: some measures feed to more than one dashboard tab.

Next, practice answering the questions on Page 16 or Page 17 of this handbook for the corresponding dashboard level.

School Dashboard

- Acadience Reading
- Discipline Referrals
- Attendance
- Course Performance
- Overall Engagement Indicator

District Dashboard

- Acadience Reading
- Discipline Referrals
- Attendance
- Course Performance
- Overall Engagement Indicator

ISD Dashboard

- Acadience Reading
- Discipline Referrals
- Overall Engagement Indicator

MiMTSS Recognition Implications

In alignment with the priority of using implementation and outcome data to support continuous improvement, the MDE and MiMTSS TA Center have developed a process for identifying and recognizing ISDs, districts, and schools that demonstrate strong outcomes and/or meaningful progress in meeting the needs of each and every learner through a multi-tiered framework. This [MiMTSS Recognition Process](#) is based on information housed in the MiMTSS Data System, and criteria for a specific school year are posted on the MiMTSS TA Center website.

MICIP Integration

Integration is available between the MICIP platform and the MiMTSS Data System, allowing districts to more easily assess needs and monitor progress related to MTSS systems goals.

When the integration is enabled, MICIP users can add data from the MiMTSS Data System directly to a Data Set. This allows MTSS data to be pulled seamlessly into MICIP without the need to create screenshots or upload images or PDF reports. The following pathways and datasets are available. The views will mirror what is available on the district dashboard.

- **MTSS District Capacity:** District Capacity Assessment, District Installation Checklist Data.
- **MTSS Reading:** Reading Tiered Fidelity Inventory, aggregated Acadience Reading scores, aggregated attendance, behavior, and course performance data, Reading Installation Checklist Data.
- **MTSS Behavior:** Schoolwide PBIS Tiered Fidelity Inventory, aggregated discipline referral data, PBIS Installation Checklist data.

Details on how to enable this integration can be found in the [MICIP Platform Guide](#), Third Party Integration on page 23. You may also reference the [MICIP Third Party Integrations](#) instructional video for step-by-step guidance.

Learning Resources

Page Help

- Explanations and user assistance that is embedded into the system, and is page specific
- Pages with Page Help available will display the linked text “Page Help” in the top right corner

YouTube Playlist

Three ways to access:

- From the MiMTSS TA Center webpage for the MiMTSS Data System
- From the MiMTSS Data System login page
- Directly: [MiMTSS Data System YouTube Playlist](#)

MiMTSS Data System News

- Quarterly email newsletter sent to all MiMTSS Data System users
- Feature story
- Maps and counts of ISDs and districts with signed use agreements
- Newly released features
- Features currently in development
- Training opportunities
- Links to additional resources and previous newsletters

Wrap Up

Final Reflections

Review Training Outcomes, share:

- One thing from this training that I've already put into practice is...
- The next thing I plan to try out is...

Training Outcomes

1. Successfully log into the MiMTSS Data System and help others log in
2. Download a professional learning certificate
3. Practice implementation data entry
4. Interpret implementation data displayed on dashboards
5. Practice student outcome data entry
6. Interpret student outcome data on dashboards using prompting questions
7. Access implementation data and student outcome data in a single Measure Report
8. Access two primary resources: Page Help and the YouTube playlist
9. Understand when and how to submit an error report and a feature request
10. Understand how the MiMTSS Recognition process uses data from the system

Training Evaluation

- [MiMTSS Data System Orientation Evaluation](#)



Image 1. QR code linking to the MiMTSS Data System Orientation evaluation survey.

URLs Used in Document

[Classroom Management Observation Tool](https://sebacademy.edc.org/sites/default/files/2022-11/CMOT-5.1.20.pdf)

(<https://sebacademy.edc.org/sites/default/files/2022-11/CMOT-5.1.20.pdf>)

[District Capacity Assessment](https://implementation.fpg.unc.edu/resource/district-capacity-assessment-dca/)

(<https://implementation.fpg.unc.edu/resource/district-capacity-assessment-dca/>)

[Early Childhood Program-wide Benchmarks of Quality](#)

(<https://www.pbis.org/resource/early-childhood-program-wide-pbs-benchmarks-of-quality-ec-boq>)

[MICIP Platform Guide](#)

(https://www.michigan.gov/mde/-/media/Project/Websites/mde/MICIP/Resources/MICIP_Platform_Guide.pdf?rev=59cce30ea5a44a02952fc8d579b419c8&hash=66E23A226FFF8EBCBED47B60152B23E5)

[MICIP Third Party Integrations](#)

(<https://www.youtube.com/watch?v=gsJdpNXPJds>)

[MiMTSS Data System](#)

(<https://mimtsstac.org/evaluation-research/data-systems/mimtss-data-system>)

[MiMTSS Data System Login Page](#)

(<https://mimtsstac.org/MIData/Account/Login>)

[MiMTSS Data System Orientation Evaluation](#)

(<https://mimtsstac.org/MIData/TrainingPortal/Evaluation/119133>)

[MiMTSS Data System YouTube Playlist](#)

(https://www.youtube.com/playlist?list=PLagiviFhnZbC8046ZWZ8dJfpZ9xTP7_i0)

[MiMTSS TA Center Website](#)

(<https://mimtsstac.org/>)

[MiMTSS Recognition Process](#)

(<https://mimtsstac.org/evaluation-research/results/mimtss-recognition>)

[School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory](#)

(<https://www.pbis.org/resource/tfi>)

[Reading Tiered Fidelity Inventory](#)

(<https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi>)

[Regional Capacity Assessment](#)

(<https://implementation.fpg.unc.edu/resource/regional-capacity-assessment-rca/>)

[Teaching Pyramid Observation Tool](#)

(<https://brookespublishing.com/product/tpot/>)

Michigan's MTSS Technical Assistance Center is funded by the
Michigan Department of Education and the U.S. Department of Education,
Office of Special Education Programs.