



# MiMTSS Data System Orientation

## *Session 2*

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Participant Version 1.4  
January 2026



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## Michigan's Multi-Tiered System of Supports (MiMTSS) Data System Orientation Session 2 Participant Version

This document includes information and activities for individuals participating in Session 2 of the MiMTSS Data System Orientation Series. This second session builds on Session 1 by deepening participants' understanding of implementation data—specifically fidelity and capacity data—that can be entered, accessed, and interpreted in the MiMTSS Data System, as well as how this data connects to other systems.

### Introduction

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#### Who's here today and why?

- Trainer introduction
- 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 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.

### Session 1 Review

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We will work through the following practice scenarios to review key concepts from Session 1 related to logging in and personnel management.

## Personnel Records and User Roles

Practice 1: Why can't this curriculum director (shown in Image 1 below) login as a district user? What needs to be fixed?

**Edit Person**  
\* - Required Field

Title

First Name \*

Last Name \*

Address

City

State

ZIP Code

Email Address \*

Comments

Office Phone

Office Extension

Cell Phone

Inactive ☐

Login Name \*

**MiMTSS Data System Administrator Roles**

- ☐ MiMTSS Data System Administrator
- ☒ MiMTSS Data System Local Admin

**MiMTSS Data System User Roles**

- ☐ Statewide User
- ☐ ISD User
- ☐ District User
- ☐ School User

**Administrative Roles**

- ☐ Assistant Principal
- ☐ Assistant Superintendent
- ☐ Career and Technical Education Director/Supervisor
- ☒ Curriculum Director
- ☐ Dean of Students
- ☐ Director of Technology Services
- ☐ Early Childhood Services Director/Supervisor
- ☐ General Education/Instructional Services Director
- ☐ Principal
- ☐ Special Education Director
- ☐ Special Education Supervisor
- ☐ Superintendent

**Consultant/Specialist/Coordinator Focus**

- ☒ Academic
- ☐ Behavior
- ☐ Early Childhood
- ☐ ELA/Literacy/Reading
- ☐ Health

Image 1. Personnel records page for Practice 1, illustrating the access issue that prevents district-level login.

Practice 2: Why can't this literacy coach (shown in Image 2 below) add additional users to their school?

**Edit Person**  
\* - Required Field

Title

First Name \*

Last Name \*

Address

City

State

ZIP Code

Email Address \*

Comments

Office Phone

Office Extension

Cell Phone

Inactive ☐

Login Name \*

**MiMTSS Data System Administrator Roles**

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- ☐ General Education/Instructional Services Director
- ☐ Principal
- ☐ Special Education Director
- ☐ Special Education Supervisor
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**Consultant/Specialist/Coordinator Focus**

- ☐ Academic
- ☐ Behavior
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- ☒ ELA/Literacy/Reading
- ☐ Health

Image 2. Personnel records page for Practice 2, showing assigned roles that limit a literacy coach's ability to add school users.

Practice 3: This ISD consultant (shown in Image 3 below) can only see data for one district. What's incorrect about how their personnel record is configured?

**View Person** [View Facility](#) [View District](#) [Merge Record](#) [Login As](#) [Change Password](#)

**Test User**

[Details](#) [Affiliated Facilities](#) [Trainings](#)

[Add Facility](#)

Facility	Primary	Start Date	End Date	Has Rights To
<a href="#">Edit</a> MiMTSS TEST District	Yes			Yes

Image 3. Personnel records page for Practice 3, showing an ISD consultant's account configuration that prevents ISD-level data access.

## Logging into the MiMTSS Data System

Practice 4: You are a retiring MTSS coordinator meeting with the new MTSS coordinator, Captain MTSSpants. Every hero needs a starting point—how would you help him locate the MiMTSS Data System login page?

Practice 5: What is your own user role (ISD, district, school)? How many people have access to your organization's account? Where did you go find this information?

## Session 2 Outcomes

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

1. Navigate to data entry for implementation data
2. Interpret implementation data displayed on dashboards
3. Access implementation data using a single-measure report
4. Understand how MiMTSS Recognition process uses data from the system
5. Enable the MICIP third party integration and add MiMTSS data
6. Revisit page help, feature request, error report tools

## 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. Tabel 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	<a href="#">Reading Tiered Fidelity Inventory</a>	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	<a href="#">School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory</a>	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	<a href="#">Early Childhood Program-wide Benchmarks of Quality</a>	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	<a href="#">Classroom Management Observation Tool</a>	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	<a href="#">Teaching Pyramid Observation Tool</a>	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	<a href="#">Reading Intervention Implementation</a>	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	<a href="#">District Capacity Assessment</a>	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	<a href="#">Regional Capacity Assessment</a>	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.

## Demonstration of 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 at the bottom 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 1 – Breakroom Discussion: Implementation Data Entry

- 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?
- d. If you see SWPBIS TFI scores in PBIS Assessment but not in the MiMTSS Data System, how would you let the MiMTSS Technical Assistance (TA) Center know?

## Dashboard Interpretation

Implementation data flow to multiple dashboard tabs.

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

School	District	ISD
<ul style="list-style-type: none"> <li>Context</li> <li>Reading Outcomes</li> <li>Reading Skills</li> <li>Engagement Outcomes</li> <li>Early Warning Indicators</li> <li>Behavior Outcomes</li> <li><b>Installation Checklists</b></li> <li><b>Reading Fidelity</b></li> <li><b>Behavior Fidelity</b></li> <li><b>Early Childhood</b></li> <li><b>Reading Intervention</b></li> <li><b>Classroom Fidelity</b></li> </ul>	<ul style="list-style-type: none"> <li>Reach</li> <li>Reading/Engagement</li> <li>Behavior Outcomes</li> <li><b>Installation Checklists</b></li> <li><b>Reading Fidelity</b></li> <li><b>Behavior Fidelity</b></li> <li><b>Classroom Fidelity</b></li> <li><b>Early Childhood</b></li> <li><b>Capacity</b></li> <li>Context</li> <li>Training</li> <li><b>Reading Intervention</b></li> <li><b>School Details</b></li> </ul>	<ul style="list-style-type: none"> <li>Reach</li> <li><b>Capacity</b></li> <li><b>District Capacity</b></li> <li><b>Reading Fidelity &amp; Outcomes</b></li> <li><b>Reading Fidelity &amp; Engagement</b></li> <li><b>Behavior Fidelity &amp; Outcomes</b></li> <li><b>Early Childhood</b></li> <li><b>School Details</b></li> <li>Context</li> </ul>

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

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 2 – Breakroom 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 8 and Page 9.

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):

## MiMTSS Recognition Implications

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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

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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

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### 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

## Feature Requests and Error Reports

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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.
- 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 cue 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.

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

## Wrap Up

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### Session 2 Training Evaluation

- [MiMTSS Data System Orientation Session 2 Evaluation](#)



Image 4. QR code linking to the MiMTSS Data System Orientation Session 2 evaluation survey.

### Session 3 Preview (Wednesday, February 11 11:00am-1:00pm)

- Session 1 and 2 Cumulative Review
- Practice Student Outcome Data Entry Navigation
- Student Outcome Data Dashboard Interpretation
- Access Student Outcome Data in a Single Measure Report
- MiMTSS Recognition Implications
- MICIP Integration
- Revisit Page Help, Feature Request, Error Report

#### URLs Used in Document

##### [Classroom Management Observation Tool](#)

(<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/>)

##### [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](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 Orientation Session 2 Evaluation](#)

(<https://mimtsdata.org/MIData/Training/Evaluation/118653>)

[MiMTSS Data System YouTube Playlist](#)

([https://www.youtube.com/playlist?list=PLagiviFhnZbC8046ZWZ8dJfpZ9xTP7\\_i0](https://www.youtube.com/playlist?list=PLagiviFhnZbC8046ZWZ8dJfpZ9xTP7_i0))

[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/>)

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