



MiMTSS Data System Orientation

Session 3

Participant Version 1.4
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Michigan's Multi-Tiered System of Supports (MiMTSS) Data System Orientation Session 3 Participant Version

This document includes information and activities for individuals participating in Session 3 of the MiMTSS Data System Orientation Series. This third session builds on Session 1 and Session 2 by deepening participants' understanding of student outcome data—specifically behavior and reading outcome data—that can be entered, accessed, and interpreted in the MiMTSS Data System, as well as how this data connects to other systems.

Introduction

Welcome Back

- MiMTSS Data System Updates
- Questions and Answers (Q&A)

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 and 2 Review

District Capacity Assessment (DCA)

Some ISDs are using the DCA to help guide MTSS supports for their ISD-operated center-based programs (schools). If this is of interest to your team, we can enable the DCA feature for your ISD or create an artificial district under your ISD's name to support this work.

We will review key concepts from Session 1 and Session 2 by answering questions about data system accounts, personnel management, feature requests, error reports, and implementation data.

Practice 1 (Menti):

- a. What role (checkbox) allows a MiMTSS Data System User to also manage other users within their organization? A. ISD User; B. District User; C. School User; D. MiMTSS Data System Local Admin
- b. Your colleague (special education director) on your district leadership team has the district listed as their primary facility but cannot login. What user role do they likely need to be assigned? A. ISD User; B. District User; C. School User; D. MiMTSS Data System Local Admin
- c. Your team entered scores in PBIS Assessment for the Schoolwide PBIS Tiered Fidelity Inventory earlier this week, but those scores are not showing up on the school and district dashboard. What should you do to get help? A. Submit a feature request; B. Submit an error report
- d. What implementation measure would you use to self-assess how implementation of early childhood MTSS is going (Pyramid Model)? A. Reading Tiered Fidelity Inventory (R-TFI); B. Early Childhood Benchmarks of Quality (EC BOQ); C. School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI); D. District Capacity Assessment (DCA)
- e. Which implementation tool is connected to the MiMTSS Recognition Data Utilization award at the district level? A. Reading Tiered Fidelity Inventory (R-TFI); B. Teaching Pyramid Observation Tool (TPOT); C. School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI); D. District Capacity Assessment (DCA)
- f. Explain the advantages of looking at Reading Tiered Fidelity Inventory (R-TFI) data on the district dashboard rather than each individual school's dashboard

Session 3 Outcomes

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

1. Retrieve knowledge and skills covered during sessions 1 and 2
2. Practice student outcome data entry navigation
3. Interpret student outcome data on dashboards using prompting questions
4. Access student outcome data in a single Measure Report
5. Understand recognition implications of student outcome data (silver and gold)

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 1 below are tied to school-level MTSS recognition.** Please follow along as your trainer navigates to the data entry screen.

Table 1. Student outcome measures available in the MiMTSS Data System.

Measure	Grade Level Use	Connection to Implementation Data
<p>Discipline Referrals</p> <ul style="list-style-type: none"> • 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 • 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 	K-12	Review alongside the School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory and Classroom Management Observation Tool to examine the impact of the SEBH components of MTSS on students
<p>Seclusion/Restraint</p> <ul style="list-style-type: none"> • 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 Schoolwide PBIS Tiered Fidelity Inventory and Classroom Management Observation Tool to examine the impact of the SEBH components of MTSS on adult use of emergency practices
<p>School Climate Survey</p> <ul style="list-style-type: none"> • Total score average 	3-12	Review alongside the Schoolwide PBIS Tiered Fidelity Inventory to examine the impact of the SEBH MTSS efforts on students' perceptions of school climate
<p>Early Warning Indicators</p> <p>For the first 20 days of school and each term:</p> <ul style="list-style-type: none"> • 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 	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
<ul style="list-style-type: none"> • 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 		
<p>Acadience Reading K-6</p> <p>Fall, Winter, Spring screening results:</p> <ul style="list-style-type: none"> • 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
<p>Acadience Reading 7-9</p> <ul style="list-style-type: none"> • 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 on integrating additional sources of student reading data into the MiMTSS Data System, as well as into the MiMTSS Reading Recognition Awards. Our goal is to align this work with the Public Act 146 Literacy/Dyslexia legislation. In January 2026, MDE released a list of approved literacy universal screening and progress monitoring assessments, with additional approved assessments anticipated by January 2027.

Practice 2: Coaching Role-Play (5 min):

Your new colleague, Captain MTSSpants, missed Sessions 2 and 3 of this training series and is counting on your expertise to get up to speed with the data entry process.

Start by logging into your Home Dashboard and thinking of a real school (elementary or secondary). You will mute your Zoom microphone. Your mission is to help Captain MTSSpants navigate to the Data Entry page and walk him step-by-step through how to enter data for the following two measures for that school. Have fun with it. You've got this!

Reading Tiered Fidelity Inventory (R-TFI)

Acadience Reading K-6 or 7-9

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

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.

Practice 3 (Breakout Room): 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 7 or Page 8 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 Outcomes for all 3 sessions, share in the chat:

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

Session 1 Outcomes

1. Successfully log into the MiMTSS Data System and help others log in
2. Update personnel records
3. Download a professional learning certificate
4. Access two primary resources: Page help and the YouTube playlist
5. Understand when and how to submit an error report and a feature request
6. Explain how user roles are connected to a school, district and ISD on the context tab of each dashboard

Session 2 Outcomes

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

Session 3 Outcomes

1. Retrieve knowledge and skills covered during sessions 1 and 2
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Session 3 Training Evaluation

- [MiMTSS Data System Orientation Session 3 Evaluation](#)



Image 1. QR code linking to the MiMTSS Data System Orientation Session 3 evaluation survey.

URLs Used in Document

[Classroom Management Observation Tool](#)

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

[MICIP Platform Guide](#)

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

[/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 3 Evaluation](#)

(<https://mimtsdata.org/MIData/Training/Evaluation/118654>)

[MiMTSS Data System YouTube Playlist](#)

(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>)

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