

## MTSS DATA ANALYSIS PROCEDURES

The primary purpose of a universal screener is to determine the “health” of Tier 1. Therefore, in taking a Multi-Tiered approach to analyzing data, we start with district-wide (if appropriate), school-wide, and grade-level/ classroom level analysis first.

### DISTRICT/ SCHOOL:

- What percentage of students were identified as at-risk?
  - **Less than 15%=** Tier 1 is healthy and meeting the needs of the majority of students.
  - **Nearing or Equal to 15%=** Tier 1 is healthy but requires careful monitoring.
  - **More than 15%=** Tier 1 requires some adjustments in order to meet the needs of the majority of students. Intervention teams alone do not have the capacity to effectively meet the needs of all identified students through intervention. (*“There is no amount of intervention that can substitute quality instruction.”*) Does administration need to address any of the following: beliefs, knowledge, skills, and procedures?
- For school site: What percentage of classrooms have more than 15% of students identified as at-risk?
  - **50% or more=** Consider school-wide changes to Tier 1 supports. Does the administration need to address any of the following: beliefs, knowledge, skills, and procedures?

### GRADE-LEVEL/ CLASSROOM:

- For each classroom: What percentage of students were identified as at-risk?
  - **Less than 15%=** Tier 1 is healthy and meeting the needs of the majority of students.
  - **Nearing or Equal to 15%=** Tier 1 is healthy but requires careful monitoring.
  - **More than 15%=** Tier 1 requires some adjustments in order to meet the needs of the majority of students. What areas (academic, social-emotional, behavioral) are teachers reporting as most problematic?
- For each grade level: What percentage of classrooms have more than 15% of students identified as at-risk?
  - **Less than 50%=** Consider push-in intervention or Tier 1 support for identified classrooms
  - **50% or more=** Consider grade-level intervention. What areas (academic, social-emotional, behavioral) are teachers reporting as most problematic?

**STUDENT:**

- Identify/ List the students identified as at-risk through the universal screener.
- Administer appropriate diagnostic assessments to identify skill gaps. This will help the appropriate team determine best-matched evidence based interventions.
- Bring data back appropriate problem-solving team (e.g. SST, intervention team, PBIS) to develop an intervention plan.
- Monitor student progress.
- Bring data back to appropriate problem-solving team to review progress and determine next steps.