Using Data Across Tiers

TIER 3

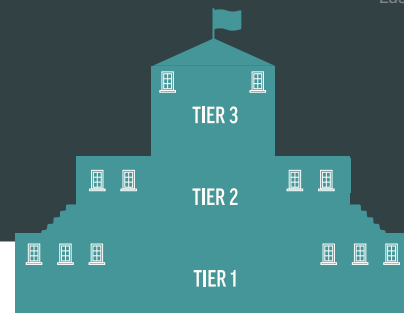TIER 2

TIER 1

Data-based decision-making is an essential component of MTSS-B. Teams regularly use school and community data to identify, prioritize, and monitor needs related to student social-emotional functioning and wellness. These data inform the development of measurable outcomes by which MTSS-B impact can be monitored. Overall MTSS-B implementation, individual practices and interventions are monitored for fidelity, and student outcomes are monitored at the whole-school and individual student levels.

Effective MTSS-B implementation includes local district policies that establish practices for student data sharing/privacy and informed parent/guardian consent for supports and services. **See MTSS-B data sharing and consent considerations** for more guidance.

Data types

Reach

Reach has to do with implementation breadth, depth, and scope. If reach is insufficient, implementation will be ineffective – your schools and students will receive an inadequate "dose."

Fidelity

Fidelity has to do with implementation integrity or quality – the degree to which a practice is implemented in a way that is faithful to the guiding model. It applies to the overarching MTSS-B system as well as individual practices at each tier.

Outcomes

Outcomes are the results of your implementation reach and fidelity - they demonstrate program effectiveness. They can include aggregate measures at the school, grade, classroom or other subgroup level, as well as individual student progress monitoring.

Data collection

Data collection causes unnecessary burden and loss of social capital if the time and effort put into it results in messy data. Meaningful data use requires sufficient tracking systems to ensure consistent, accurate data collection. The MTSS-B Toolkit offers several tools and templates to assist you in organizing your data, in addition to the many established systems offered through other technical assistance groups.

Frequency

The frequency at which data is used for monitoring and decision-making varies by indicator and tier. Some indicators, such as schoolwide office discipline referrals (ODRs) or Advanced Tier intervention fidelity, may be sensitive enough to systematic MTSS-B implementation to warrant monthly examination; other-more distal indicators, such as school climate, are unlikely to show reliable shifts on less than an annual basis.

Displaying your data

Many indicators should be expressed as a rate to account for shifts in number of school days or student enrollment over time. For example, using the raw number of ODRs from year to year can be misleading if student enrollment increases or decreases across that same time period. Where applicable, expressing data as a rate will account for these underlying shifts; for example: "In 2022 we had 1.4 ODRs per 100 students per day, compared to 2.6 ODRs per 100 students per day in 2021." The tables that follow detail data indicators across tiers, approaches to measurement, recommended frequency of use, and associated tools/ templates to support use of data for progress monitoring and decision making.

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Tier 1 data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Reach	When, where, by whom, and to whom Tier 1 programs and supports are delivered	Track types of Tier 1 programs and supports being delivered/implemented (e.g., SEL curriculum, schoolwide behavior expectations) Track populations (e.g., whole school, grade levels, classrooms) to which Tier 1 programs are delivered	Review monthly in Tier 1 Team meetings	Number and type of programs/supports Percent of student population and student subgroups receiving programs and supports Number or percent of staff delivering Tier 1 programs/supports	**Tier 1 Data Tracker**
Fidelity	MTSS-B Schoolwide/ Tier 1 fidelity	Quality of school-level implementation, including schoolwide leadership, support, teaming, and universal intervention structures and practices Use scores to support strategic/action planning using the corresponding **School MTSS-B Action Planning Tool (S-MAPT)**, monitor progress, and gauge fidelity to the NH MTSS-B framework An external or internal MTSS-B coach should facilitate administration	Annually, during the school's typical planning time (e.g., just prior to the start of or after the close of the school year, etc.)	Display scores as a percentage: points scored out of total points possible, against the fidelity benchmark of 75% Examine scores at the item and domain levels	**NH MTSS-B Fidelity Inventory: Schoolwide/ Tier 1 Module**
Outcomes	Office discipline referrals (ODRs)	Leading indicator of student problem behaviors & related distress Examine trends by location, time of day, and type of problem behavior to identify focus areas for Tier 1 efforts Examine subcategories: grade, IEP/504 status, etc., to identify disproportionalities	Monthly/annually to determine shifts corresponding to Tier 1 implementation efforts (e.g., before, during, and after schoolwide behavior expectations rollout)	Average ODRs per day per month Number of ODRs per day per 100 students compared across years	School-Wide Information System **Office Discipline Referral Tracker** **Tier 1 Data Tracker**

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Tier 1 data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Outcomes	Suspensions	In-school suspensions (ISS) Out-of-school suspensions (OSS) Predictors of school engagement and success Ensure definitions of suspension are consistent (e.g., one suspension = at least a 1/2 day or more)	Annually to examine shifts over time	Number of ISS and OSS events per 100 students per year Number of ISS and OSS days per year (adjusted for number of school days in each year)	**Tier 1 Data Tracker**
	Instructional time gained/ lost	Measure of student instructional and administrative time gained or lost due to fluctuations in ODRs Collect the number of major ODRs and total school enrollment for each school year of interest to adjust ODR rates to changing enrollment Estimate 15 minutes of administrative time and 20 minutes of student instructional time lost per ODR; adjust as needed for your local setting	Annually to determine instructional time gained or lost year-to-year	Total hours of student instructional time gained or lost from year prior or over a multi-year time period, adjusted for school enrollment Total hours of administrative time gained or lost from year prior or over a multi-year time period, adjusted for school enrollment	**Instructional & Administrative Time Gained/ Lost Calculator**
	Absenteeism	Indicator of school engagement and student success Examine specific months in one year to the next to compare times of year when absenteeism may typically be high	Monthly and annually to determine potential areas of focus for Tier 1 implementation	Number of unexcused absences of at least a ½ day or more per 100 students per month (adjusted for number of school days in month) or per year	**Tier 1 Data Tracker**
	Truancy	Indicator of school engagement and student success	Annually to determine potential areas of focus for Tier 1 implementation	Number of truancies (instances of a student with 10 or more unexcused absences of at least a ½ day or more) per 100 students per year	**Tier 1 Data Tracker**

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Tier 1 data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Outcomes	Social-emotional functioning	Aggregate ratings of student social-emotional learning competencies can be used to identify and measure progress in common areas of need across students Select and implement a universal social-emotional screening measure Track aggregate schoolwide screening scores and analyze to determine specific areas of focus	Annually or twice annually to monitor aggregate student SEL competencies to determine potential areas of focus for Tier 1 implementation	Percent of students flagged below and above measure cutoffs indicating students as at risk for social-emotional concerns, overall and by subgroup	**Universal Screening Overview** **Universal Screeners Review**
	School climate	Perceived quality and feel of school culture Administer online to school staff (teachers, specialists, paraprofessionals, and administrators) and family to self-report on perceptions of school climate Ideally administer to students; NH legislation requires parent/guardian opt-in which drastically lowers response rates so as to become potentially unusable	Annually in the Spring	Percent of respondents rating school climate as positive (choose a benchmark on your response scale for "positive") Average score across respondents Examine by item, domain, overall	National Center on PBIS: School Climate Survey Suite

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Advanced Tier (2/3) data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Reach	Behavioral health screenings	Number and type of screenings conducted	If using universal screening, annually or twice annually	Percent of student population screened Percent of student population flagged for follow-up/intervention	**Universal Screening Overview** **Universal Screeners Review**
	Advanced Tier referrals	Tier and type of services referred to, presenting concerns, and types of evidence/ data supporting the referral	Track ongoing and examine monthly	Number and percent of student population referred for Tier 2 and Tier 3 services (Tier 3 can include school-based and community-based) Number and percent of all referrals to Tier 2 services, by type (Check-In Check-Out, small groups) Number and percent of all referrals to Tier 3 services, by type (school-based, community-based) Number and percent of all referrals by presenting concern, etc.	**Designing an Evaluation Plan**

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Using Data Across Tiers

Advanced Tier (2/3) data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Reach	Number and percent of students that receive Advanced Tier services	Service tracking can include ongoing recording of the number of Tier 2 and Tier 3 sessions delivered to each student to estimate "dose"	Track ongoing and examine monthly	Type, number, and frequency of services delivered to individual students Percent of students receiving services Percent of community mental health referrals that are successful (at least an intake completed)	**Designing an Evaluation Plan** **Advanced Tier Intervention Tracker**
Fidelity	MTSS-B Advanced Tier fidelity	Quality of school-level implementation, including teaming, systems, and intervention structures and practices Use scores to support strategic/action planning using the corresponding **School MTSS-B Action Planning Tool (S-MAPT)** External or internal MTSS-B coach should facilitate administration	Annually, during the school's typical planning time (e.g., just prior to the start of or after the close of the school year, etc.)	Display scores as a percentage: points scored out of total points possible, against fidelity benchmark of 75% Examine scores at the item and domain levels	**NH MTSS-B Fidelity Inventory: Tier 2/3 Module**
	Intervention fidelity	Assess fidelity of individual Tier 2 and Tier 3 interventions	Once per episode of treatment per student	Dependent on measure selected Display scores as a percentage: points scored out of total points possible, against a fidelity benchmark Examine scores at item and domain levels if tool contains domains	**Intervention Fidelity Guidance** **Intervention Fidelity Template** **Intervention Quality Tool** **Advanced Tier Intervention Tracker**

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Advanced Tier (2/3) data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Outcomes	Social-emotional functioning	Individual student-level screening scores	At least twice annually, possibly more depending on measure used Track as they are administered	Scores relative to the measure's at-risk cutoffs	**Universal Screening Overview** **Universal Screeners Review**
	Daily progress report on behavior	As part of a daily Check-In Check-Out support, progress report used daily to monitor target/goal behaviors that map onto social-emotional competencies and schoolwide behavior expectations Outline a threshold to distinguish whether students "respond" to an intervention (i.e., 80% or better on Daily Progress Report for 4 consecutive weeks)	Collect and review with student daily	Percent of points earned out of total points possible	**Check-In Check-Out Guidance** **Sample Daily Progress Report** SWIS Check-In Check-Out
	Office discipline referrals (ODRs)	Leading indicator of student problem behaviors & related distress Review type of problem behavior, antecedents and consequences, time of day, location, etc.	Collect daily and review at monthly intervals	Number of ODRs per month (adjusted for number of school days in each month)	Student information system
	Suspensions	In-school suspensions (ISS) Out-of-school suspensions (OSS) Predictors of school engagement and success Ensure definitions of suspension are consistent (e.g., one suspension = at least a 1/2 day or more)	Annually to examine shifts over time	Number of ISS and OSS events Number of ISS and OSS days	Student information system

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Advanced Tier (2/3) data indicators and use

	Indicator	Description & Use	Frequency	Data Display	Guidance / Tools
Outcomes	Absenteeism	Indicator of school engagement and student success	Monthly	Number of unexcused absences of at least a ½ day or more per month (adjusted for number of school days in month)	**Tier 1 Data Tracker** Student information system
	Truancy	Indicator of school engagement and student success	Quarterly	Number of truancies (10 or more unexcused absences of at least a ½ day or more)	Student information system
	Academic achievement	Indicator of academic engagement/success Choose a measure local to your context that describes academic engagement/success Grades, report cards, other measures of academic engagement	Quarterly	% proficiency, GPA, course grades, rate of failures, score on a local academic engagement measure	Student information system

Adapted from Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.* Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.