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| **Kentucky Multi-Tiered System of Supports (KyMTSS)** **Team Data Inventory** |

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| In Kentucky’s Multi-Tiered System of Supports (KyMTSS), teams systematically analyze data across academic, behavioral and social-emotional domains to achieve improved and sustainable student outcomes. Data-based decision-making guides the MTSS implementation process. Data is collected, analyzed and presented in a visual format at all levels of collaborative problem-solving teams. This template provides a structure to compile data sources and develop a plan for the comprehensive screening and assessment system, including a key concepts and considerations section at the end of the document. For further information and resources, refer to the [**KyMTSS Data-Based Decision-Making Essential Element**](https://kymtss.org/essential-elements/data-based-decision-making/)page. |

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| **Academic Data**  |

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| **Data Sources**(universal academic screener, diagnostic assessment, progress monitoring tool, observation, performance assessment, interview, etc.) | **Administered to whom?*****(****Use the dropdown to select the assessment group.)* | **Administered when?**(month, daily, weekly, frequency, etc.) | **Administered by whom?** | **Informs what tier of the tiered delivery system?**(*Use the dropdown to select the tier.)* | **Purpose**(screener, diagnostic, progress monitoring, required by law/regulation, other) |
|  | **All Students** | **3 times/year** |  | Tier 1 | Screener |
|  | **All Students** | **3 times/year** |  | Tier 1 | Screener |

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| **Questions to guide the MTSS team discussion:**  After compiling the data inventory for the domain, the MTSS team may use the questions below to guide a discussion for assessing the current status and planning for future action steps. |

| **Guiding Questions** | **Notes to Capture the Discussion** |
| --- | --- |
| What data provides **descriptive** data to help the team answer: * What happened?
* What trends are noticed?
* What patterns emerge?
 |  |
| What data provides **diagnostic** data to help determine why something happened?  |  |
| What data provides **predictive** data to help determine what is likely to happen in the future? |  |
| What data provides **prescriptive** data to help determine the best course of action for instruction, intervention and support? |  |
| For whom do we have data? |  |
| How are the data presented and reviewed by the MTSS team? |  |
| Who reviews and discusses the data? |  |
| What data protocol(s) are used to guide the discussion? |  |
| With whom are the data sets shared? |  |
| How is the data used to inform decision making in the school/district? |  |
| What additional data might be needed to inform the team’s decision-making process? |  |
| What additional data sources might be needed to effectively address the needs of tiers 1, 2 or 3? |  |
| Are there data sources that may no longer be needed or are duplicative? |  |
| What additional questions might the team have regarding academic data? |  |

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| **Academic Data Comments and Considerations** |
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| **Behavioral Data**  |

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| **Data Sources**(behavior screener, office discipline referral report, attendance report, classroom tracker report, questionnaire, observation, performance assessment, interview, etc.) | **Administered to whom?***(Use the dropdown to select the assessment group.)* | **Administered when?**(month, daily, weekly, frequency, etc.) | **Administered by whom?** | **Informs what tier of the tiered delivery system?**(*Use the dropdown to select the tier.)* | **Purpose**(screener, diagnostic, progress monitoring, required by law/regulation, other) |
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| What additional data might be needed to inform the team’s decision-making process? |  |
| What additional data sources might be needed to effectively address the needs of tiers 1, 2 or 3? |  |
| Are there data sources that may no longer be needed or are duplicative? |  |
| What additional questions might the team have regarding behavioral data? |  |

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| **Behavioral Data Comments and Considerations** |
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| **Social-Emotional Data**  |

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| **Data Sources**(SEL screener, questionnaire, observation, performance assessment, report, interview, etc.) | **Administered to whom?*****(****Use the dropdown to select the assessment group.)* | **Administered when?**(month, daily, weekly, frequency, etc.) | **Administered by whom?** | **Informs what tier of the tiered delivery system?**(*Use the dropdown to select the tier.)* | **Purpose**(screener, diagnostic, progress monitoring, required by law/regulation, other) |
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| What additional data sources might be needed to effectively address the needs of tiers 1, 2 or 3? |  |
| Are there data sources that may no longer be needed or are duplicative? |  |
| What additional questions might the team have regarding social emotional data? |  |

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| **Social-Emotional Data Comments and Considerations** |
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| **Next Steps:**  After compiling the data inventory and discussing the questions for each domain, the MTSS team may consider next steps in the collaborative problem-solving data-based decision-making process.. |

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| **Action Steps** | **Action Step Lead** | **Timeline** | **Notes** |
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| **Data Key Concepts**  | **Considerations** |
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| **Annual Assessment Calendar**[Washington County Assessment Calendar](https://docs.google.com/document/d/11t9h70Eq4gL9bDncruN5wyuVyNP_-M8_FCdX3a7cZ44/copy) | * Organizes the assessment data throughout the calendar year.
* Relies on high-quality, valid and reliable assessments and measures.
* Informs instructional and programmatic decisions.
* Operates at the district, school, classroom and student levels.
* Encompasses the academic, social-emotional and behavioral domains.
* Includes a variety of assessments to inform instruction, intervention and support.
	+ Universal screeners
	+ Diagnostic assessments
	+ Progress monitoring tools
	+ Formative and summative assessments
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| **Consistent and Valid Problem-Solving Process**[Data Analysis Protocol](https://education.ky.gov/curriculum/standards/teachtools/Documents/Data_Analysis_Protocol.docx) | * Establishes and communicates practices, procedures and protocols for data-based decision-making to collect and analyze data at all tiers and across all levels (district, school, classroom, content area and individual student).
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| **Coordinated System Development**[Selecting an MTSS Data System | Center on Multi-Tiered Systems of Support](https://mtss4success.org/resource/selecting-mtss-data-system)  | * Relies on high-quality, valid and reliable assessments and measures.
* Informs instructional, programmatic and logistical decisions.
* Operates at the district, school, classroom, content area and student levels.
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| **Data Literacy Skills** [Essential Elements of Comprehensive Data Literacy](https://files.eric.ed.gov/fulltext/ED620527.pdf) | * Ensures team members have the knowledge and skills to select, interpret and use multiple sources of data within a systematic collaborative problem-solving process.
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| **Data Systems**[Selecting an MTSS Data System](https://mtss4success.org/resource/selecting-mtss-data-system) | * Selects and uses valid and reliable assessments, while also collecting, analyzing, and leveraging data to monitor implementation fidelity and student outcomes over time.
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| **Multiple Data Sources** [Assessment Practices Within a Multi-Tiered System of Supports (ufl.edu)](https://ceedar.education.ufl.edu/wp-content/uploads/2020/12/Assessment-Practices-Within-a-Multi-Tiered-System-of-Supports-2.pdf) | * Supports an integrated data system that may include:
	+ Needs assessment;
	+ Academic and behavior universal screenings;
	+ Diagnostic data;
	+ Formative assessment data;
	+ Progress monitoring data;
	+ Demographic data;
	+ Early warning indicators;
	+ Student/family/staff survey data; and/or
	+ Relevant community data.
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| **Practices and Protocol**[Protocols – School Reform Initiative](https://www.schoolreforminitiative.org/protocols/)[Assessment Practices Within a Multi-Tiered System of Supports | The CEEDAR Center](https://ceedar.education.ufl.edu/wp-content/uploads/2020/12/Assessment-Practices-Within-a-Multi-Tiered-System-of-Supports-1.pdf) | * Occurs at all levels and tiers within KyMTSS.
* Matches instruction, intervention and support to the needs of all learners.
* Evaluates the effectiveness and health of the multi-tiered system of supports.
* Utilizes fidelity measures and decision rules.
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| **Written Decision Rules**[Data-based Decision Making | Center on Multi-Tiered Systems of Support](https://mtss4success.org/essential-components/data-based-decision-making)  | * Creates a systematic means to determine:
	+ Overall health and effectiveness of universal tier 1 instruction, intervention and support;
	+ Students in need of an intervention or extension;
	+ How frequently to progress monitor;
	+ When to review progress monitoring data;
	+ Whether to continue, intensify or exit a student from an intervention; or
	+ When to refer a student for a special education evaluation (in accordance with state law and district policies and procedures).
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