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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? |  |
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| 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 |
| **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). |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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). |