

## Tiered Data Review Routine Worksheet

Using Data for Decision Making

Audience: PBIS Tier II/III Coordination Teams that are building a monitoring plan for the coming school year.

Instructions: This document is a guide to help teams focus on data for decision making and develop a monitoring plan that meets the local context. It is not meant to be a comprehensive or prescriptive plan. The result should be an agreement among team members on what questions to ask, what information should be reviewed, and how often. Teams should review their monitoring plan at least annually to reflect changing needs.

*Tier II - This section of the guide is designed to assist teams as they identify the fundamental questions and monitoring norms for secondary systems.*

*Tier III - This section of the guide is designed to assist teams as they identify the fundamental questions and monitoring norms for tertiary systems.*

*Tier I - This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier I team.*

*Wrap-up - This section of the guide is designed to assist teams as they identify the final questions and tasks to incorporate into the monitoring plan.*

### Example Team Monitoring Plan *(Plan includes examples and possible recommendations, not meant to be prescriptive)*

Tier II/III Support Team Targeted & Intensive School-Wide					
Today's Date: 9/10/15			Next Review Date: 6/10/16		
Tier I Team Meeting Schedule	Every 2 <sup>nd</sup> Tuesday	Tier I Coordinator	Gary Noland	Tier I Data Analyst	Bethany Parks
Tier II Team Meeting Schedule	Every 1 <sup>st</sup> & 3 <sup>rd</sup>	Tier II Coordinator	Margie Rose	Tier II Data Analyst	Joe Binder
Tier III Team Meeting Schedule	Tuesday	Tier III Coordinator		Tier III Data Analyst	
What are the fundamental questions we want to ask regularly?		What data are available? What other data are needed?		How often will we review these data?	
<b>Tier II</b>					
How are the Tier II intervention systems working? (e.g., fidelity of implementation, benefit to students)		<i>Examples:</i> <i>Fidelity/component checklist (e.g., CICO Self-Assessment)</i> <i>Overall student outcome data</i> <i>Anecdotal summary reports from Tier II team members</i>		<i>Ex. Monthly</i>	
How many students are receiving Tier II supports?		<i>Proportionality of students compared to total enrollment (12-15%)</i>		<i>Ex. Monthly</i>	
How are students receiving Tier II support performing on the intervention?		<i>Overall/summary student data</i> <i>Tier II staff reports</i> <i>Universal Screening data</i>		<i>Ex. Bi-weekly analysis (to share at meetings)</i>	

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<p>Do we need to prioritize time for specific students during our meeting time? (e.g., new referrals, student not progressing, students ready to fade to self-management)</p>	<p><i>Requests for Assistance</i></p>	
<p>For each student:          What is the student’s overall success?          *Is student meeting goals consistently?          *What is the student’s success during specific periods of the day and/or across specific goals?</p>	<p><i>Individual student outcome data</i></p>	<p><i>Ex. Bi-weekly analysis (to share at meetings)</i></p>
<p><b>Tier III</b></p>		
<p>How are the Tier III intervention systems working? (e.g., fidelity of implementation, benefit to students)</p>	<p><i>Fidelity/component checklist (e.g., BAT, MATT)</i>  <i>Overall student outcome data</i>  <i>Anecdotal summary reports from Tier III team members</i></p>	<p><i>Ex. Monthly</i></p>
<p>How many students are receiving Tier III supports?</p>	<p><i>Proportionality of students compared to total enrollment (3-5%)</i></p>	<p><i>Ex. Monthly</i></p>
<p>How are students receiving Tier III support performing related to their individual goals?</p>	<p><i>Overall/summary student data</i>  <i>Tier III staff reports</i>  <i>Universal Screening data</i>  <i>Requests for Assistance</i></p>	<p><i>Ex. Bi-weekly analysis (to share at meetings)</i></p>
<p>Do we need to prioritize time for specific students during our meeting time? (e.g., new referrals, student not progressing, students ready to fade to less-intensive supports)</p>		

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<p>For each student:            What is the student's overall success?            *Is student meeting goals consistently?            *What is the student's success during specific periods of the day and/or across specific goals?</p>	<p><i>Individual student outcome data</i></p>	<p><i>Ex. Bi-weekly analysis (to share at meetings)</i></p>
<p><b>Tier I (System-level check)</b></p>		
<p>How are the Tier I intervention systems working?            (Is the Tier I foundation supporting at least 80% of students?)</p>	<p><i>Fidelity/component checklist (e.g., BoQ, TIC, SAS)</i>  <i>Overall student outcome data</i>  <i>Anecdotal summary reports from Tier I team members</i>  <i>Proportionality (triangle) data across tiers</i></p>	<p><i>Ex. Quarterly</i></p>
<p><b>Wrap-Up Routine</b></p>		
<p>Are additional data needed to make decisions?</p>		<p><i>Ex. Bi-weekly analysis (to share at meetings)</i></p>
<p>What are the follow-up tasks and action items for this team?</p>		<p><i>Ex. Bi-weekly analysis (to share at meetings)</i></p>
<p>Do team members have the information and resources needed to move forward with assigned tasks?</p>		<p><i>Ex. Bi-weekly analysis (to share at meetings)</i></p>
<p>What information needs to be communicated out?            (Tier I team, all staff, district team)</p>	<p><i>Examples: Brief summary report</i></p>	<p><i>Ex. Monthly/Quarterly</i></p>

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Tier II/III Support Team Targeted & Intensive School-Wide					
Today's Date:			Next Review Date:		
Tier I Team Meeting Schedule		Tier I Coordinator		Tier I Data Analyst	
Tier II Team Meeting Schedule		Tier II Coordinator		Tier II Data Analyst	
Tier III Team Meeting Schedule		Tier III Coordinator		Tier III Data Analyst	
What are the fundamental questions we want to ask regularly?		What data are available? What other data are needed?		How often will we review these data?	
<b>Tier II</b>					
How are the Tier II intervention systems working? (e.g., fidelity of implementation, benefit to students)					
How many students are receiving Tier II supports? (12-15%)					
How are students receiving Tier II support performing on the intervention?					
Do we need to prioritize time for specific students during our meeting time? (e.g., new referrals, student not progressing, students ready to fade to self-management)					

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<p><i>For each student:</i> <b>What is the student's overall success?</b></p> <p><b>*Is student meeting goals consistently?</b></p> <p><b>*What is the student's success during specific periods of the day and/or across specific goals?</b></p>		
<b>Tier III</b>		
<p><b>How are the Tier III intervention systems working?</b> (e.g., fidelity of implementation, benefit to students)</p>		
<p><b>How many students are receiving Tier III supports? (3-5%)</b></p>		
<p><b>How are students receiving Tier III support performing related to their individual goals?</b></p>		
<p><b>Do we need to prioritize time for specific students during our meeting time?</b> (e.g., new referrals, student not progressing, students ready to fade to less-intensive supports)</p>		

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<p><i>For each student:</i></p> <p><b>What is the student's overall success?</b></p> <p><b>*Is student meeting goals consistently?</b></p> <p><b>*What are specific successes and/or challenges that may need to be addressed by the coordination team? (if applicable/necessary)</b></p>		
<b>Tier I (System-level check)</b>		
<p><b>How are the Tier I intervention systems working?</b> (Is the Tier I foundation supporting at least 80% of students?)</p>		
<b>Wrap-Up Routine</b>		
<p><b>Are additional data needed to make decisions?</b></p>		
<p><b>What are the follow-up tasks and action items for this team?</b></p>		
<p><b>Do team members have the information and resources needed to move forward with assigned tasks?</b></p>		
<p><b>What information needs to be communicated out?</b> <i>(Tier I team, all staff, district team)</i></p>		