

Chapter 5 Component Audit: Data-Based Decision Making

To establish your current status with the data-based decision-making part of the MTSS framework, complete the following audit.

1. Have team members independently score the implementation status of each of the identified components in your school or district.
2. Compare scores within the team.
3. Discuss with your team to determine which component will be the most effective starting point—which one will have the biggest impact right now?

Component	Essential Elements	Status
Understanding Quality Assessments Collaborative teams understand what quality assessments are and how to use them.	<ul style="list-style-type: none"> • Teacher teams understand and use a variety of assessments, such as summative, formative, qualitative, and quantitative. • Teachers assess students frequently to acquire timely data. 	<input type="checkbox"/> Not yet implemented <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented <input type="checkbox"/> Sustaining implementation
Using an Assessment Inventory Teams create a list of all classroom, school, district, and state assessments students take, what the purpose of each assessment is, who uses the data, and for what purpose.	<ul style="list-style-type: none"> • Teacher teams use assessment inventories to determine what assessments they have and their purpose. • Schools or districts ensure that students are not over-assessed and that assessments are meaningful to learning and instruction. 	<input type="checkbox"/> Not yet implemented <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented <input type="checkbox"/> Sustaining implementation
Building a Data-Discussion Calendar The staff understand what assessment data teams and the school will review for accountability and improvement and when.	<ul style="list-style-type: none"> • Teams have a data-discussion calendar showing the essential data that need to be analyzed. • Teams have a clear understanding of which data are for accountability and which data are for improvement. 	<input type="checkbox"/> Not yet implemented <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented <input type="checkbox"/> Sustaining implementation
Applying a Data Protocol Teams use a consistent protocol for processing data through discussions.	<ul style="list-style-type: none"> • Teams have a process for analyzing and discussing student data. • Schools or districts have a standard data protocol that they use as a feedback loop with teams. 	<input type="checkbox"/> Not yet implemented <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented <input type="checkbox"/> Sustaining implementation