

Screening Tools and Data Systems

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Purpose

- Provide school teams with a systematic process for identifying, evaluating and selecting an effective data system.

Recommended Next Steps

- Schedule an MTSS Team Meeting to plan for next year
- Systematically evaluate the current choice
 - **STEP 1: Assess Your Needs and Current Context**
 - **STEP 2: Evaluate the Quality of the Assessments**
 - **STEP 3: Evaluate the Quality of the Data System**
 - **STEP 4: Consider Other Factors**
 - **STEP 5. Determine Feasibility of Assessment System**
 - **STEP 6. Select Assessment System and Develop Implementation Plan**
- Implement Implementation Plan

STEP I: Assess Your Needs and Current Context

- *Gather Data.* Consider surveying and interviewing current staff in your school/district. The purpose is to gain a greater awareness about how different users view the usability of the system. Consider using the following to guide your data collection.
 - Describe your experience with the current data system.
 - How would you rate your comfort level with the current data system?
 - What do you see as the strengths of the current data system?
 - What do you see as some of the challenges or concerns with the current data system?
 - What additional features would you like the assessment system to have?

STEP I: Assess Your Needs and Current Context

- *Identify Potential Needs.* After reviewing the schoolwide data, come to **consensus** about what you would like your MTSS assessment system to do for your school and staff.
 - E.g., is it very important that the system allow you to easily compare the effectiveness of different interventions?
- It is recommended that the final list of school needs be shared with your staff to ensure it has captured everything.

STEP I: Assess Your Needs and Current Context

- *Clarify School Context.* Before evaluating current or future tools, it is important to clarify the available resources and school context. Here is a brief list of some things to consider.
 - Budget (initial and ongoing, professional development, printing)
 - Professional Development Needs (accessibility, costs)
 - Staffing (expertise, number, availability)
 - Time (professional development needed, testing time)
 - Domains of Interest (reading, math, behavior, ect)
 - Resources (computers, space)

STEP 1: Assess Your Needs and Current Context

- *Prioritize Needs and Resource Limitations.* Prioritize your needs from “very important” to “important, but we could probably do without.” It is important to also prioritize your resources limitations.
- During this process, be sure to take in consideration other district/school priorities.

STEP 2: Evaluate the Quality of the Assessments

- Using the available tools charts (see Resources) and staff data, determine if the assessment tools meet the Center on Response to Intervention criteria for effective MTSS/RTI screening and progress monitoring.
- Consider evaluating reading, math, and behavior tools separately.
- See handout for recommend things to consider.

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

Home > Resources > Tools Charts > Screening Tools Chart

This tools chart presents information about screening tools from the fifth annual review of screening tools by the Center's Technical Review Committee (TRC). The columns include ratings from our TRC members on the technical rigor of the tool and information about the efficiency of implementation. Click for [definitions of the technical standards](#). [Additional information](#) is provided below the chart.

Grade: Subject:

Tool	Area	Operational Reliability Rating	Interpretability	Estimability	Validity	Group-scaled Reporting Feasibility, and Distribution Adequacy for Group Reporting	Administration	Administration & Scoring Time	Scoring Method	Embeddability of Results
MAP-Growth Progress in Math	Mathematics	E	Moderate-Low	E	E	---	Group	35 - 40 Minutes	Computer Scored	Yes
Acute	English Language Arts	E	Moderate-High	E	E	---	Group	50 Minutes	Yes	Yes
Acute	Mathematics	E	Moderate-High	E	E	---	Group	50 Minutes	Yes	Yes
AIMSweb	Mathematics - Curriculum Based Measurement	E	Moderate-High	E	E	---	Group	2 Minutes	Yes	Yes

STEP 3: Evaluate the Quality of the Data System

- This section includes questions related to the data system's usability.
- Using staff data, determine if the data system meets the Center on Response to Intervention criteria for an effective MTSS/RTI data system.
- Consider evaluating reading, math, and behavior tools separately.

STEP 4: Consider Other Factors

Consideration	Response	Comments
Does the assessment system support a prevention focus?	Yes No DK	
Does the leadership use the data to support decisions?	Yes No DK	
Is on-going professional development available and cost-effective to support sustained implementation of the system?	Yes No DK	
Is the assessment system appropriate for the current resources?	Yes No DK	
Do the reports allow for increased communication and collaboration with families?	Yes No DK	
Do the reports allow for increased communication and collaboration with among staff?	Yes No DK	
Do the reports support the evaluation of short- and long-term goals?	Yes No DK	
Do the reports support evaluation of the effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective).	Yes No DK	

STEP 5. Determine Feasibility of Assessment System

- As a team, summarize the pros and cons of the system and compare them to the needs of your school and your school's context. Consider the following:
 - Does the assessment system currently meet our prioritized needs?
 - Will the system continue to meet our needs in the future?
 - Is the assessment system appropriate for our school context and resources?
- If there are any concerns, consider reviewing the tools charts and identifying another potential tool.
- Return to **STEP 2: Evaluate the Quality of Assessments** and review the tools and data system.
- Consider having publishers provide access to sample accounts or providing a presentation about potential new features.

STEP 6. Select Assessment System and Develop Implementation Plan

- Share the process and decision making with all staff.
 - Models the use of data for decision making
 - Can lead to increased staff buy-in, which is essential for sustainability and implementation fidelity.
- Include on-going staff professional development is also critical.

- See the RTI Fidelity Rubric for support in developing an implementation plan for your selected assessment system.

STEP 7: On-going Evaluation of Assessment System

- Consider repeating this process **annually or bi-annually** to ensure that your assessment system continues to meet your school's changing needs.

Thank You!!

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