Selecting an MTSS Data System
Step 1: Assessing Your Needs and Current Context

An effective and efficient data system is essential for successful implementation of a multi-tiered system of support (MTSS). However, prior to selecting an appropriate system, schools and districts must identify what its staff and community need and what resources the district or school has to support an MTSS data system. This tool can help you systematically identify and document your MTSS data system needs and current context which is a prerequisite for **Selecting an MTSS Data System Step 2: Evaluating Tools (Companion Resource).**

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 current assessment system for screening and progress monitoring and what feature they would like to see in future systems. 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 assessment system?

- What do you see as the strengths of the current assessment system?

- What do you see as some of the challenges or concerns with the current assessment system?

- What additional features would you like the assessment system to have?

Identify Potential Needs and Consideration. After reviewing the schoolwide data, come to consensus about what you would like your MTSS assessment system to do for your school staff and community. For example, your team might determine that is it very important that the system allow you to easily compare the effectiveness of different interventions or communicate effectively with parents. It is recommended that the final list of school needs be shared with your staff to ensure it has captured everything. With your team, identify and list any needs that need to be considered.

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Clarify School/District Context. Before evaluating MTSS assessment tools, it is important to clarify the available resources and school context. Here is a brief list of some things to consider.

Context	Questions to Consider	Summary of Resources	Priority H = High, M= Medium, L= Low
Focus	• What are our current outcomes of interest? • (e.g., behavioral, reading, math) • What are potential outcomes of interest in the future? • What grade levels will be involved? • What specific groups of children should we to take into consideration (e.g., SWDs, ELLs, low SES)? • Does the tool and data system need to serve multiple project or initiatives?		
Budget	• Funds for initial purchase and ongoing maintenance of the tool? • Funds for initial and ongoing professional? development printing)		
Staffing	• What are staff preferences for test delivery? • How many staff would be available for test administration? Will classroom teachers administer the assessment? • What is the current knowledge level of our staff?		
PD	• How much time will be allocated for PD on administration and scoring? • What PD approaches meet the needs of our staff (online, face to face)?		
Time	• How much time will be allocated for benchmark data collection?		
Resources	• What resources are available for test administration (e.g., computer, iPads, paper-pencil only)?		

Prioritize Needs and Resource Limitations. It is important to remember that no assessment system will be perfect. Thus, it is very important to prioritize your needs and resource limitations. In the final column of the table above, rate each as either "L = low importance", "M= medium importance", or "H = high importance".