

A Multi-Tiered System of Supports

PS RtI

Problem Solving/Response to Intervention

Using and Interpreting Tier 1 Data to Make Instructional Decisions

April 3, 2024
12:00 pm-1:00 pm EST

ⓧ @flpsrti #flpsrti

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Professional Learning Objectives:

Participants will:

1. Increase knowledge of how to use and interpret Tier 1 data to make instructional decisions
2. Discuss frequently asked questions related to the analysis, interpretation and use of student data

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Rationale for this Session

Needs Assessment Survey-Spring 2023

The greatest need our district schools have regarding MTSS is learning how to accurately **interpret data** and **using it to make informed instructional decisions**.

How teachers use data to **drill down to the root cause** of the academic or behavioral deficiency.

Our greatest need is to continue **looking at our systems-wide data** with various departments/divisions, action planning, and then continuing to follow-up together.

We continue to target Assessment data, **dissecting** the skill down to determine the most appropriate targets for intervention and **data analysis** throughout the problem-solving process.

Data analysis training at the teacher level/**Data-based decision-making** by grade-level teams (PLCs)

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What does it mean to use and interpret data?



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Panelists



Beth Hardcastle
PS/RtI Regional Coordinator



Dr. Carlos Blaine
PS/RtI Regional Coordinator



Kelly Justice
PS/RtI Assistant Director/
Regional Coordinator



Pam Sudduth
PS/RtI Learning & Development
Facilitator - Literacy

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Questions & Answers



6

We're a data-rich school district! How can we help educators choose the right data to analyze?

7

How can my school efficiently problem solve when large numbers of students are in need of support?

8

What is considered best practice for training teachers to efficiently use and interpret data to make instructional decisions?

9

How do we look at Tier 1 data for trends/patterns?

10

How do we make data-based decisions when instructional fidelity is a concern?

11

When our data (universal screener) indicate a need for intervention in the areas of comprehension or vocabulary, what can we use for progress monitoring?

12

How can high school educators use Tier 1 data to determine if Tier 2 intervention is needed and develop the necessary supports?

13

How do we use diagnostic assessments to inform Tier 1 instruction?

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Your feedback is important to us!

**Please take a moment to scan this
QR code and complete our
evaluation survey.**



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**Thank you...
And please connect with us!**

The Florida Problem-Solving/Response
to Intervention Project

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