Integrated Targeted Data-based Decision Making: Tier 2 Group Review

Advancing Evidence. Improving Lives.

Pennsylvania's Integrated Multi-Tiered System of Supports (PA I-MTSS; 2026)

PURPOSE

- This protocol is designed to help grade-level and middle school-high school (MS/HS) content area teams determine whether Tier 2 interventions/supports are implemented with fidelity, matched to student needs, and effective for most of the participating students.
- Use this protocol monthly or after each intervention cycle. This protocol may also be used when a group-level pattern of concern emerges across multiple groups of students receiving Tier 2 intervention/supports.
- This protocol is after completing *Integrated Targeted Data-based Decision Making: Tier 2 Student Review.*

Who Should Use this Protocol?

Grade-level or MS/HS content-area teams with the expertise needed to interpret multiple data sets and act on the results. This may include one or more of the following:

- MTSS team members who support Tier 2 decision making
- Classroom teacher(s)
- Interventionist(s)
- MTSS coordinator
- School psychologist
- Counselor/behavior specialist
- Administrator or designee as needed.

Team Roles

Before beginning, assign team members to the following roles. One person may serve in more than one role.

Role	Responsibility
Facilitator	Keeps the team focused on integrated universal patterns, action planning, and follow-up
Data lead	Prepares or orients the team to the integrated data display
Recorder	Documents key decisions, action steps, owners, and timelines

Follow-up owner	Ensures action steps, communication, and next review steps are completed

Before the Meeting: Prepare Integrated Group-level Data

Ready?	Data to Prepare	Ready?	Data to Prepare
☐	List of students in each Tier 2 group	☐	Academic diagnostic and progress monitoring data
☐	SEB progress or behavior data	☐	Attendance and intervention participation data
☐	Intervention/support fidelity data	☐	Group size, frequency, duration, and provider
☐	Tier 1 access information	☐	Student movement into/out of the group
☐	Relevant staff and caregiver feedback	☐	Other

Step 1: Describe the Tier 2 Group

Prompt	Team Notes
What Tier 2 intervention/support is being reviewed?	
What need is the intervention/support intended to address?	
How many students are in the group?	
How often and how long is the Tier 2 intervention/support provided?	
Who provides the intervention/support?	
How is academic and SEB intervention/support integrated, when needed by students?	

Step 2: Review Group Outcomes

Outcome Area	Evidence Reviewed	Group Pattern
Academic progress monitoring		
SEB progress monitoring and/or behavior data		
Attendance and intervention attendance		
Engagement and participation		
implementation data		
Student movement or fading of support		

Step 3: Review Implementation Data

Implementation Question	Yes / No / Notes
Was the intervention/support delivered as intended in most or all cases?	
Was dosage sufficient and consistent?	
Was group size appropriate for the intervention/support?	
Were students able to access Tier 1 while receiving Tier 2 intervention/support?	
Were academic and SEB intervention/support integrated when students had interacting needs?	

INTERPRETATION REMINDER

When many students in a group are not responding, first examine intervention fit, fidelity, dosage, grouping, attendance, and access to Tier 1 before concluding that each student needs a more intensive individual plan.

Step 4: Determine the Group-Level Pattern

Pattern	What It May Mean	Possible Next Step
Most students are responding.	Intervention/support is likely well matched and implemented adequately.	Fade eligible students, continue with remaining students, and monitor their progress.
Some students are responding and some are not.	Student needs may vary within the group.	Regroup, add diagnostic review, or adjust intervention/support for selected students.
Few students are responding.	There may be an issue with fit, fidelity, dosage, or Tier 1 access.	Review implementation conditions before intensifying individual plans.
Academic progress is improving but SEB progress is not.	Academic support may be appropriate but integrated SEB support is needed.	Add or coordinate SEB strategies and monitor academic and SEB outcomes.
SEB progress is improving but academic progress is not.	Academic aspect of the intervention/support may need adjustment.	Review diagnostic data and academic intervention/support fit.

Step 5: Select Group-Level Action Steps

Action Area	Decision / Notes	Owner / Timeline
Intervention/support match		
Dosage/frequency/duration		
Grouping		
Academic strategy or materials		
SEB strategy		
Implementation support (e.g., training and coaching)		
Data collection and next review		
Communication with staff and/or caregivers		

Step 6: Connect to School-Level Continuous Improvement

SYSTEM-LEVEL SUMMARY

If patterns are appearing across several Tier 2 groups, grade levels, or content areas, share the pattern with the school-level MTSS team. Examples of patterns include limited intervention capacity, unclear entry/exit decision guidance, lack of common fidelity checks, or recurring academic and SEB needs that suggest Tier 1 adjustments are also needed.

Decision Area	Team Notes / Evidence	Next Step / Owner