Integrated Targeted Data-based Decision Making: Tier 2 Student 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 review academic and social-emotional behavioral (SEB) data, as well as daily attendance, engagement, implementation, context, and access data to determine whether Tier 2 supports are matched to individual student needs and producing the intended response.
- This protocol is designed to be used monthly and ***before*** completing *Integrated Targeted Data-based Decision Making: Tier 2 Group 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 Student-Level Data

Ready?	Data to Prepare	Ready?	Data to Prepare
☐	Current Tier 2 intervention/support and start date	☐	Academic screening and diagnostic data
☐	Academic progress monitoring data	☐	SEB screening, rating scales, and/or behavior data
☐	Attendance and Tier 2 attendance data	☐	Engagement and participation data
☐	Fidelity check or implementation notes	☐	Language proficiency, cultural/contextual information, and special education status
☐	Tier 1 access information	☐	Group size, frequency, duration, and provider
☐	Caregiver and staff input	☐	Local decision rules or decision guidance

INTEGRATED DATA-BASED DECISION MAKING (DBDM) REMINDER

For students with academic and SEB needs, review data together rather than in separate problem-solving conversations. The team should ask how academic needs, SEB needs, and contextual factors may be interacting and whether the intervention/support addresses the full pattern of need.

Step 1: Confirm the Student Need and Current Support

Prompt	Team Notes
What concern led to Tier 2 intervention/support?	
What Tier 2 intervention/support is currently being provided? Include group size, frequency, duration, provider, and start date.	
Is the support supplemental to Tier 1?	

What outcome is expected by the next review period?	

Step 2: Review Data

Question	Team Response
Academic progress monitoring	
SEB progress monitoring and/or behavior data	
Attendance and intervention attendance	
Engagement and participation	
implementation data	
Staff/caregiver input	

DECISION GUIDANCE

Use the school's established decision rules consistently. Avoid making changes based on a single data point unless there is urgent safety, access, or implementation concern. When data are unclear, identify what additional information is needed before changing the intervention or changing to Tier 1 or Tier 3.

Step 3: Interpret Integrated Patterns

Question	Team Response
Is the student showing adequate progress academically? What is the evidence?	
Is the student showing adequate progress in SEB outcomes? What is the evidence?	
Do academic and SEB data suggest the same concern, different concerns, or interacting concerns?	

Could limited response to the intervention be explained by implementation, such as dosage, grouping size, or Tier 2 supplanting Tier 1 instruction?	
Do language, cultural/contextual factors, disability status, or other access factors need to be considered before changing support?	

Step 4: Make a Tier 2 Decision

Possible Decision	Use When...	Team Decision / Notes
Continue current Tier 2 intervention/support	The student is making expected progress, and the support appears well matched.	
Adjust implementation of Tier 2 intervention/support	Progress is limited and data suggest a need to adjust implementation, such as a change to dosage, grouping, strategy, feedback, reinforcement, or other implementation supports (e.g., coaching for teacher).	
Add integrated academic/SEB support	Academic and SEB data suggest interacting needs that should be addressed together.	
Collect additional diagnostic data	The reason for limited response is unclear, or the intervention/support may not match the student's need.	
Consider if more intensive support is needed	The student shows persistent, significant, and/or complex need despite well-implemented Tier 2 support.	
Fade or reduce intervention/ support	The student has met criteria for success and can maintain progress with less support.	

Step 5: Update the Support Plan

Plan Component	Team Response
What will continue?	
What will change?	
How will academic and SEB needs be addressed together, if needed by student?	
Who will implement the intervention/support?	
How will implementation be monitored?	
What data will be reviewed and when?	
Who will communicate with caregivers and relevant staff?	

Step 6: Summarize for Intervention Group/System Review

TEAM SUMMARY

Record any patterns that may need to be elevated beyond this student review. Examples: several students in the same group are not responding, intervention dosage is inconsistent, students are missing Tier 1 instruction, or academic and SEB supports are not being coordinated.

Patterns to share / support needed: _____