Georgia Department of Education

Georgia's Tiered System of Supports for Students

Essential Components

Data-Based Decision Making

Data-Based Decision Making, an essential component of ***Georgia's Tiered System of Supports for Students,*** is in alignment with *Coherent Instruction* and crucial to the *School Improvement Process*. *Coherent Instruction* and the *School Improvement Process* are part of ***Georgia's Systems of Continuous Improvement.***

Data-Based Decision Making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system. The data-based decision-making process consists of using data to identify needs of all students, selecting and implementing evidence-based practices and interventions, monitoring the progress of students' responsiveness to an intervention, and making adjustments based on progress monitoring data, as needed.

Essential Component: Data-Based Decision Making
District and school leadership provide the support systems and resources necessary to implement a schoolwide multi-level prevention system focused on data-based decision making when planning for quality instruction, monitoring student progress, and planning/implementing school improvement processes.

Sample Performance Indicators
Performance indicators for districts and schools include, but are not limited to:

- ☐ Uses data to plan/support effective instruction and to determine/support movement between tiers
- ☐ Administers universal screeners and analyzes data (a minimum of two times per year/fall and winter) to determine the needs of all students
- ☐ Progress monitors frequently to determine the effectiveness of evidence-based interventions
- ☐ Uses data to determine enrichment opportunities for students who need acceleration
- ☐ Uses data to determine which students and educators need extra support
- ☐ Establishes and monitors school-wide data teams focused on student achievement
- ☐ Disaggregates and analyzes data at different levels (schoolwide, grade-level, classroom, student etc.) ***and*** uses it in a timely manner
- ☐ Uses a variety of formative and summative data to drive instructional decisions
- ☐ Ensures there are consistent learning experiences among students in the same grade and subject with different teachers (effective collaborative planning)
- ☐ Aligns instructional materials to the grade-level standards and teachers are trained in teaching those standards
- ☐ Ensures there is a viable curriculum
- ☐ Ensures that discussions for students are data-driven (academic and behavior)
- ☐ Makes data-driven professional learning decisions
- ☐ Determines fidelity of implementation of professional learning based on data

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IDEAs that Work

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Georgia Department of Education
Georgia's Tiered System of Supports for Students
Essential Components

Data-Based Decision Making *– Data-based decision making processes are used to inform instruction, determine movement within the multi-level prevention system, and for disability identification (in accordance with state laws).*

Measures	1	2	3	4	5 (Evident)
Decision Making Process	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets no more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets one of the following criteria and there is progress toward another: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria and there is progress toward another: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in instruction/intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).
Data System	A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets two of the following conditions and progress toward the 3rd condition: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following conditions with progress toward the fourth: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.

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Data-Based Decision Making *– Data-based decision making processes are used to inform instruction, determine movement within the multi-level prevention system, and for disability identification (in accordance with state laws).*

Measures	1	2	3	4	5 (Evident)
Responsiveness to Secondary and Tertiary Levels of Intervention	Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Neither of the following conditions is met but there is progress toward meeting one of them: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is me and there is progress toward meeting another: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.

Adapted from Center on Response to Intervention

For additional information, see **Data-Based Decision Making** in *Georgia's Tiered System of Supports for Students Implementation Step-By-Step Guidance.*

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