



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 a 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 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 tiered 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

For additional information, see [Data-Based Decision Making in Georgia's Tiered System of Supports for Students Implementation Guide](#)

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Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making (See Pages 1 & 2 of Georgia's Tiered System of Supports for Students Fidelity to Implementation Rubric.)			
Measures	1 (Little or No Evidence)	3 (Some Evidence)	5 (Evident)
Screening – Georgia's Tiered System of Supports for Students accurately identifies students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors.			
Screening	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is able to articulate the supporting evidence.
Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, state assessments performance, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.	Screening data are used in concert with at least two other data sources (e.g., classroom performance, curriculum-based assessment, state assessments performance, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.
Progress Monitoring – Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.			



Progress-Monitoring Tools	<p>Selected progress monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.</p>	<p>Selected progress monitoring tools meet two or three of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.</p>	<p>Selected progress monitoring tools meet all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance level score is available and staff is able to articulate the supporting evidence.</p>
Progress Monitoring Process	<p>Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</p>	<p>One of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision making rules are applied consistently).</p>	<p>Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision making rules are applied consistently).</p>

Data-Based Decision Making – *Data-based decision making processes are used to inform instruction, movement within the tiered system and disability identification (in accordance with state law). (See Page 3 of Georgia's Tiered System of Supports for Students Fidelity to Implementation Rubric.)*

Measures	1 (Little or No Evidence)	3 (Some Evidence)	5 (Evident)
Decision Making Process	<p>The mechanism for making decisions about the participation of students in 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).</p>	<p>The mechanism for making decisions about the participation of students in 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).</p>	<p>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).</p>
Data System	<p>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)</p>	<p>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.</p>	<p>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.</p>

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	there is a process for setting/evaluating goals.		
Responsiveness to Secondary and Intensive 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.	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.	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.
Multi-level Instruction – The tiered system includes a schoolwide, multi-level system of instruction and interventions for preventing school failure. (See Pages 4-6 of Georgia's Tiered System of Supports for Students Fidelity to Implementation Rubric.)			
Measures	1 (Little or No Evidence)	3 (Some Evidence)	5 (Evident)
Primary Level - Instruction/Core Curriculum (Tier I)			
Research-Based Curriculum Materials	Few core curriculum materials are research based for the target population of learners (including the subgroups).	Some core curriculum materials are research based for the target population of learners (including the subgroups).	All core curriculum materials are research based for the target population of learners (including the subgroups).
Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of assigned teacher.
Differentiated Instruction	Neither of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	One of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.
Standards-Based	The core curriculum (reading and mathematics) is not aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and mathematics) is partially aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and mathematics) is aligned with the Georgia Standards of Excellence (GSE).
Exceeding Benchmark	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks;	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2)



	and (2) teachers implement those opportunities consistently at all grade levels.	implement those opportunities consistently at all grade levels.	teachers implement those opportunities consistently at all grade levels.
Secondary Level - Intervention (Tier II)			
Evidence-Based Intervention	Secondary level interventions are not evidence-based in content areas and grade levels where they are available.	Some secondary level interventions are evidence-based in content areas and grade levels where they are available.	All secondary level interventions are evidence-based in content areas and grade levels where they are available.
Complements Core Instruction	Secondary level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.
Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
Addition to Primary	Secondary level interventions replace core instruction.	Secondary level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary level interventions supplement core instruction.
Tertiary Level - Intensive Intervention – Individualized with a focus on the academic and behavior needs of recommended students (Tier III)			
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
Instructional Characteristics	None of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.

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<p>Relationship to Primary</p>	<p>Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</p>	<p>Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.</p>	<p>Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.</p>
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