



MTSS MINUTE



A GOSHEN COUNTY SCHOOL DISTRICT #1 NEWSLETTER

NOTABLE DATES



Guiding Coalition

May 6

District Guiding Coalition members have their final meeting of the year to guide district initiatives.

Green Friday

May 8

Students are invited to interventions and enrichments.

Spring District Benchmark Meetings

May 11-20

District leaders will review screening data to get a macro-view of student baseline data before leading their school benchmark meetings.

Professional Development Days

May 26-27

Among other topics, at the building-level, teachers will unpack universal screening data to review student growth.



Using Data for Reflection, Not Pressure

As the school year comes to a close, data becomes more visible and more tempting to overinterpret. Within MTSS, data is meant to support reflection and learning, not create urgency or pressure. Using the right data for the right purpose helps teams support students while maintaining calm, supportive environments, especially during testing season.

Assessment Types and Their Purpose

Instructional Data

Aimsweb & Star

District benchmark

screeners are used to inform instruction and intervention.

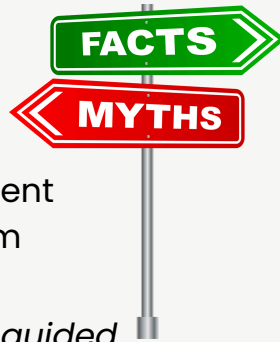
They provide timely insight into student skills, help flag risk, and guide instructional decisions across tiers within MTSS.

Outcome Data

Wy-Topp & ACT

High-stakes assessments are used to evaluate how the system is functioning overall. They help track cohorts over time and inform long-term planning, not day-to-day classroom instruction.

MTSS Myths



Myth: ACT and state assessment scores should guide classroom instruction.

Reality: *Instruction should be guided by benchmark screeners, progress monitoring, and classroom-based data. ACT and state assessments are designed for system-level reflection and trend analysis.*



Myth: Incentives and pressure improve performance on outcome assessments.

Reality: *Calm, supportive environments allow students to better access what they know and result in more accurate system-level data.*



Myth: ACT scores measure effort and readiness at the individual classroom level.

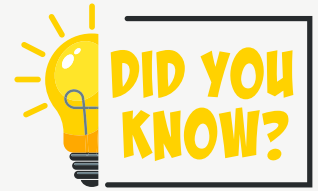
Reality: *ACT scores provide a snapshot of college-readiness trends across groups and cohorts. It does not directly reflect effort or classroom instruction.*



Myth: End-of-year assessment data determines success or failure.

Reality: *End-of-year data helps teams reflect on trends, growth, and system effectiveness to inform future planning.*

FAQ Corner



Question: Which data should guide instructional decisions?

Answer: *Instructional decisions should be based on classroom assessments, district benchmark screeners like Aimsweb and STAR, and progress-monitoring data, not outcome assessments.*

Question: How should ACT data be used at the school or district level?

Answer: *ACT data should be used to reflect on system-wide trends, evaluate long-term readiness initiatives, and track cohorts over time rather than to guide day-to-day instruction.*

Question: How should teachers frame ACT and state testing for students?

Answer: *These assessments should be framed as opportunities to show learning and readiness, not as high-stakes or defining. Encouraging best effort in calm, predictable environments helps reduce testing anxiety.*

Question: Why avoid incentives tied to ACT or state assessment performance?

Answer: *Incentives tied to performance can increase anxiety and undermine the validity of outcome data. Supportive environments lead to better experiences and results*

MTSS Resources & Learning Opportunities



Tips for Surviving Standardized Tests



Clear, student-centered resources on reducing anxiety and framing tests in healthy, developmentally appropriate ways.



Best Practices on Interpreting Assessment Data



This webinar explains how assessments within an MTSS framework provide essential data that informs decision-making and helps teams use results as feedback to adjust interventions and instruction.

Tips & Strategies

As teams reflect on data this spring, consider



Tip #1: What benchmark trends helped guide instructional adjustments?



Tip #2: How did screening data support early identification and intervention?



Tip #3: What does state assessment data suggest about system strengths over time?

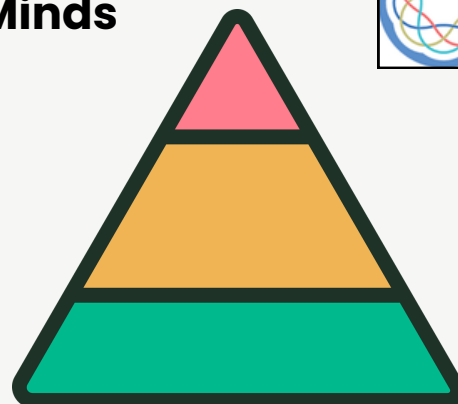
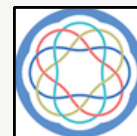


Tip #4: How does testing environments support student regulation and confidence?



Tip #5: What practices helped reduce student stress while still maintaining high expectations?

Branching Minds



How Tier Automation Makes It Easy To Accurately Screen & Tier Students for Support

This article ([link here](#)) describes how automating MTSS screening helps schools identify student risk more efficiently and consistently, allowing teams to focus on timely decisions and support rather than manual processes.

MTSS Support or Coaching

Do you want to take a deeper dive into any of the topics within this newsletter? I'd be happy to help! Whether it's a quick question or an in-depth meeting, reach out to schedule a time for us to chat.



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