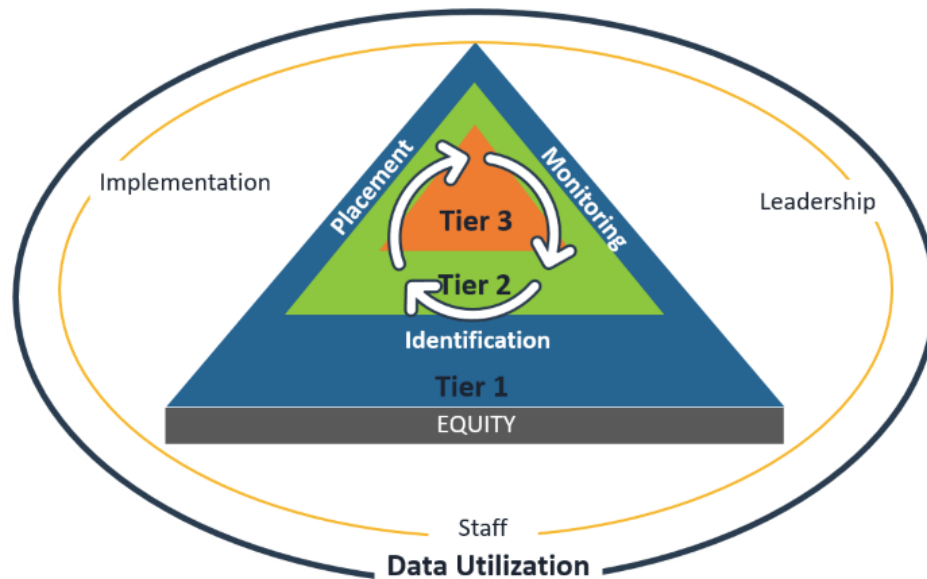# Social Emotional Learning and Mental Health Data Inventory

Taking inventory of your social emotional learning (SEL) and mental health data is an important first step towards effectively using data to make decisions about your MTSS for SEL and Mental Health.

Before making decisions, such as whether to select a new assessment or screener, you need a clear picture of the data you already collect and how it is used. The purpose of this tool is to help schools and districts capture what SEL and mental health related data is already being collected, how that data is (or is not) being used and to consider whether there are ways to fill "data gaps", improve data collection and leverage data-informed decision making. For a tool to support equitable analysis and action planning refer to the Recommendations and Resources for Equitable Data Use.

It is likely that your team is already collecting multiple sources of data related to SEL and mental health.

Some examples of SEL and mental health data sources are:

- student, staff, and family surveys
- school climate data
- observations of student behavior
- attendance records

- student discipline data
- focus groups or empathy interviews
- classroom observations
- school walkthroughs

These data can be captured at the student level, aggregated to the classroom, school, or district level, and/or broken down by various groups.

PART 1: IDENTIFY GOALS FOR DATA-BASED DECISION-MAKING RELATED TO MTSS FOR SEL AND MENTAL HEALTH

SEL and mental health data can be leveraged in many ways. Starting with goals for data use will help.

Check off how you would like to use data to inform your MTSS for SEL and Mental Health.

Data Goals	
	Understand the needs and strengths of students, staff, and families
	Inform what tiered supports to offer or how to match students to appropriate supports
	Monitor the implementation of tiered supports
	Learn about student and program outcomes
	Adjust and improve tiered supports
	Understand how particular groups of students are doing
	Other
	If you selected other, please describe:

PART 2: IDENTIFY DATA SOURCES

Complete the table below to consider the purpose, access, and use of SEL and Mental Health data sources currently available in your school/district.

SEL or Mental Health data source	For whom do we have data?	How is the data presented to be reviewed by the team?	Who reviews and discusses the data, and what, if any, protocols do you use to guide the discussion?	Who else is the data shared with?	How is the data used to inform decision making about the MTSS for SEL and Mental Health?
EXAMPLE: *Devereux Student Strengths Assessment (DESSA)*	*K-8 students*	*Our school data team helps compile and organize the data for review.*	*Grade level teams review and discuss grade level data using CASEL's SEL Data Reflection Protocol.* *Middle school students look at data for their own progress monitoring.*	*We share aggregated data with students and families.*	*To understand school, grade level, and classroom level trends related to specific SEL competencies, help target tiered supports provided at each level; also informs professional learning for staff.*

SEL or Mental Health data source	For whom do we have data?	How is the data presented to be reviewed by the team?	Who reviews and discusses the data, and what, if any, protocols do you use to guide the discussion?	Who else is the data shared with?	How is the data used to inform decision making about the MTSS for SEL and Mental Health?

PART 3: DISCUSSION QUESTIONS

Are there specific groups of students or staff for which data is limited or missing? If so, what groups? What do we want to know?

Is the data presented to the team in a way that is clear and helpful?

How effective are our SEL and mental health data discussions? Should anyone else be included in those discussions? Would it be helpful to use a data review protocol to guide our discussion and decision-making?

Is there data that we collect but don't use? If so, do we need to continue collecting this data? How could the data be used to support your MTSS for SEL and mental health?

Is there information we wish we had but don't? What is it?

Based on this data inventory, what are potential next steps?

Note: When ready to review and discuss data, refer to the Recommendations and Resources for Equitable Data Use.