



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY



Data Inventory

OBJECTIVE

Our team can capture what SEB data is already being collected, how that data is (or is not) being used and consider whether there are ways to fill “data gaps”, improve data collection and leverage data-informed decision making.

OUTCOME

Our team will have a clear inventory of what data we have available, identify any “data gaps”, and identify steps to improve data collection and systematically leverage data to inform decision making.

Parts of this Tool:

- + [Part 1: Identify Goals for Data-Informed Decision-Making](#)
- + [Part 2: Identify Data Sources](#)
- + [Part 3: Discussion Questions](#)

It is likely that your school/district is already collecting multiple sources of data related to social, emotional and behavioral needs.

Some examples of such 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 walkthrough

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



Resources

- + [Recommendations and Resources for Equitable Data Use.](#)

➤ Part 1 Identify Goals for Data-Informed Decision-Making

Social, emotional and behavioral data, whether implementation or outcome, can be leveraged in many ways. Consider your goals for collecting data. Check off how you would like to use data to inform your MTSS.

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
	Monitor the fidelity of systems or processes
	Identify disparities based on subgroup analysis
	Other
	<i>If you selected other, please describe:</i>

➤ Part 2 Identify Data Sources

Complete the table below to clarify the purpose, access, and use of SEB data currently available in your school/district.

Data source	For whom do we have data?	Who reviews and discusses the data, and what, if any, protocols do you use to guide the discussion?	When is the data reviewed and/or discussed?	Who else is the data shared with?	How is the data used to inform decision making?
EXAMPLE: Devereux Student Strengths Assessment (DESSA)	K-8 students	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.	The week following DESSA completion	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.

› 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 there data that we collect but don't use? If so, do we need to continue collecting this data? If yes, how could this data be leveraged?

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

When data is presented to the team is it clear and helpful? What would make it easier to understand?

How effective are our data discussions? What could we adjust to improve these discussions? (e.g., input from additional community members, use of protocols, time to review ahead of meeting)

 Next Steps:

+ When ready to review and discuss data, refer to the [Recommendations and Resources for Equitable Data Use](#).

