



SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY



## Data Inventory

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### OBJECTIVE

Our team can organize 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,” and/or improve data collection systems and routines to enhance data-informed decision making.

### OUTCOME

Our team will have an inventory of what data we have available, “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: Establish Data Routines](#)

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 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



### Additional Resources

- + [Recommendations and Resources for Equitable Data Use](#)
- + [Using Data to Inform MTSS Efforts to Promote Student Well-being \(REL\)](#)
- + Additional guidance for [Organizing Data Sources](#)

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

Social, emotional and behavioral data related to implementation fidelity and outcomes can be leveraged in many ways. Consider your goals for collecting data. Consider the suggested goals below and 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 student needs to appropriate supports
	Monitor the implementation of tiered supports
	Learn about student and program outcomes
	Adjust and improve tiered supports
	Understand more about particular groups of students
	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 sources use of SEB data currently available in your school/district.

Data Goals	Data Questions	Data Sources*	Data System (Where is the data stored?)	Data Access (Who has access?)
<b>EXAMPLE:</b> Understand the needs and strengths of students	What are students SEL strengths?	Panorama survey	Panorama dashboard	All teachers have access to Panorama data for students in grades 6-12 through Panorama dashboard.

\* Put "Missing" if currently no data sources are available to answer question.

## ➤ Part 3 Establish Data Routines

Complete the table below to clarify the routines associated with collecting and using SEB data in your school/district.

Data Purpose	Data Source	Data Collection (how and when is the data collected)	Data Analysis (who reviews the data and when is it reviewed)	Data Decisions (how will the data be used to inform decisions related to students, staff, or systems)	Data Share (how will the data be shared with others)
<b>EXAMPLE:</b> Identifying student mental health needs	PHD-9 and GAD-7 (Universal Mental Health Screening Tools)	Collected twice per year by Nov 1 and Feb 1 during advisory; Coordinated by School Counselors;	School Counselors coordinate analysis using the Panorama dashboard within two weeks of administration	Based on universal screening data identify students who need Tier 2 and/or 3 supports and match to appropriate interventions	A summary of percentage and number of students at-risk is provided to staff

\* Put “Missing” if currently no data sources are available to answer question.

### Next Steps:

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