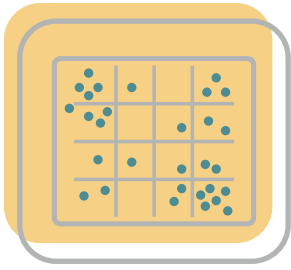




# Maximize MTSS Outcomes with Data-Based Decision-Making



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# Data Dialogue Protocol and Guiding Questions

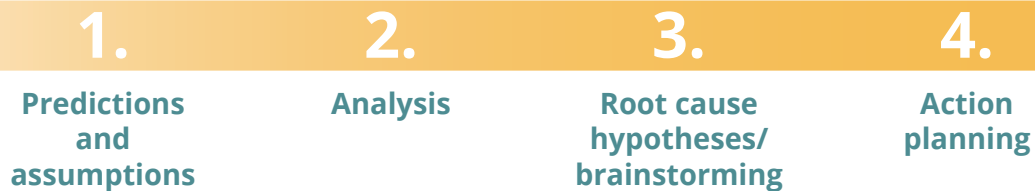
A Multi-Tiered System of Supports relies on data collection, analysis, data-based decision making and problem solving as key components to fidelity of implementation.



Integrating multiple data points to identify trends may appear overwhelming without a way to organize and process the data. Agendas, spreadsheets and slides are all ways for staff to contribute, organize and view data from multiple disciplines.

Once we have the data to view, we need a method to process or talk through the data with efficiency and focus.

The **Data Dialogue Guiding Questions** is a protocol that is useful for organizing data discussions into steps:



Within each step, questions are provided to lead the team towards considering the factors impacting the whole system and student. An accompanying blank organizer is provided in the Practice 2 resources for note-taking during data discussions.

Before reviewing the **Data Dialogue Guiding Questions**, consider these points when working with data:

**The purpose of data is to support reflection on practices and outcomes and inform decision-making for improvement.**

- Data is not used to shame schools or staff.
- Without data analysis, it is difficult to accurately identify areas for improvement and track progress towards growth.

**Schools are encouraged to analyze their data to identify patterns or relationships across outcomes for different student groups to identify root causes that may explain any disparate outcomes.**

**When looking at disaggregated data, school staff are encouraged to analyze the raw referral data before identifying a root cause of potential disproportionality.**

- For example, a small number of students may account for multiple violations, which may not reflect bias or other factors.
- Schools with small numbers of violations (fewer than 10) are more likely to experience disproportionality due to small sample size, however this data should still be considered as part of a comprehensive review.

# Data Dialogue Guiding Questions:

## Predictions and Assumptions (Think and Share)

1. What are some predictions we are making about the data?
2. What assumptions do we have about the data?
3. What questions do we have before we see the data?
4. What do we expect to learn from the data?

1.

## Analyzing the Data (Say Something)

1. What are some patterns, categories, or trends that are emerging?
2. What seems to be surprising?
3. What are some things we have not yet explored?
4. For discipline data:
  - a. What is the nature of violations?
    - i. Who is impacted?  
(By ethnicity; English learner status; disability status (IEP vs. Non-IEP); homeless status)
  - b. To what extent are violations policy driven (alcohol, tobacco) versus subjective violations (disorderly conduct: defiance, disrespect, disruption)?
    - i. For whom?  
(By ethnicity; English learner status; disability status (IEP vs. Non-IEP); homeless status)
  - c. Are behavioral consequences, particularly exclusionary discipline, continuing the cycle of missed academic and social-behavioral instructional opportunities?

2.

## Why? Hypothesize on Root Causes (Fishbone)

1. Why do you think these patterns/scores/violations are occurring?
2. What additional data sources might we need to verify our explanations?
3. What would cause concerning performance?
  - a. Are these students lacking skills that other students the same age understand and use?  
Are behaviors/violations due to an academic skill deficit?
  - b. What is keeping the student from learning these skills?
4. To what extent are we consistently analyzing data for disproportionality?
5. What is the role of implicit bias and vulnerable decision points have on discipline decisions?
6. What is the role of equitable classroom management practices?
7. To what extent are we equitably promoting and modeling a culture of respect and acceptance of differences among staff, students and families?

3.

## Action Planning (Here's What/So What/Now What)

1. What are some solutions we might explore as a result of our conclusions?
  - a. Are there critical supports in place to make the change?  
Do we need additional professional learning, coaching, or administrative support?
  - b. Are the right people taking responsibility for guiding the change process?
  - c. Are the practices or innovations learnable, teachable, doable and readily accessible in practice?
2. What should we concentrate on first (prioritize)?
  - a. Consider resources, time, PD, changes in policy, etc.

4.

# Data Dialogue Blank Table

**Predictions and Assumptions (Think and Share)**

1.

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**Analyzing the Data (Say Something)**

2.

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**Why? Hypothesize on Root Causes (Fishbone)**

3.

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**Action Planning (Here's What/So What/Now What)**

4.

# Data-Informed Decision Making Action Plan



## Data/Evidence of Need:

Is there a problem or area for improvement?

Enter, Attach or Electronically link to data charts, graphs, reports.



## Using the data, develop a precision statement.

Specifically define the problem or decision to be made.

- Who is impacted?
- What is the problem exactly?
- When is it happening?
- Where is it happening?
- Why is it happening (root cause)?



## Expected Outcome/Goal:

Set a goal that is specific, measurable, achievable, relevant and time-bound.

## Key Practices:

How will you reach the goal?



## Action Plan

## Who?

## When?

## Fidelity Measures

1. What actions will be implemented?

2. How will this be communicated?

3. How will staff be supported in the implementation of new practices?

4. Is division support needed/available?



## Data/Progress Monitoring:

Are we making progress towards the goal? Did we do what we said we would do? Next steps.

# About Us

RethinkEd was founded on a simple, yet powerful idea: To re-think education. To make it better and easier. To unburden school districts and empower educators. To improve outcomes and elevate accountability. To promote collaboration and inspire learning. And most importantly, to make a difference in the school day for everyone – administrators, educators, and students.

The RethinkEd solution is part of Rethink First, a global company that is transforming behavioral healthcare. Similar to Rethink First's other solutions that are innovating and improving outcomes for clinicians and employers globally, RethinkEd is pioneering EdTech with our relentless pursuit of innovative methods that put evidenced-based, data-informed, digitally delivered instruction and assessments into the hands of educators, clinicians, and parents who share our singularly minded focus: To power the potential of all children and to work together to help them succeed.

## Watch Multi-Tiered System of Supports PD "What is MTSS?"

[Watch Now](#)



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