

Making Data-Based Decisions

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Data-Based Decision Making

1. Determine what questions you want to answer
2. Determine what data will help to answer questions
3. Determine the simplest way to get data
4. Put system in place to collect data
5. Analyze data to answer questions

Focus on both Academic and Social Outcomes

MIM Data-based Decision Making Worksheet

| <i>1. Question</i> | <i>2. Data to help answer</i> | <i>3. Simplest way to get data</i> | <i>4. System to collect</i> | <i>5. Analysis</i> |
|--------------------|---|------------------------------------|-----------------------------|--------------------|
| | Existing: Current collection: Additional: | | | |
| Notes: | | | | |

1. Determine what questions you want to answer

Examples

- Can we predict problems/success?
 - When/where/who?
- Possible “function” of problem behavior?
- Who needs targeted or intensive academic supports?
- What environmental changes/supports are needed?

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|---|---|---|---|--|
| Does our MIM intervention focusing universal social supports decrease problem behavior? | <p>Existing: Office Discipline Referral Form</p> <p>Current collection: Team notes</p> <p>Additional: more specifics on form and clearly defined categories</p> | <p>ODR form sent to office for both Majors and Minors</p> <p>ODR information entered at end of each day by secretary</p> | <p>Staff send ODR with student if major offense</p> <p>Place ODR in inbox on secretaries desk for minors</p> <p>All entered by secretary daily at end of day or first thing in the AM for late submitted minors</p> | <p>Data graphed with major summaries for each MIM team meeting</p> <p>Data graphed and presented at monthly staff meetings</p> <p>Data reviewed for a) trends over time, b) month by month comparisons, c) comparisons made to last year, and d) sorted if improvements are not observed (e.g., who, where, day)</p> |
| Notes: | <p>Revise current office discipline form</p> <p>Draft definitions of each category</p> | <p>Introduce new form and process for majors/minors to staff</p> <p>Revise form and category definitions based on feedback</p> <p>Review new process with all staff on final form</p> <p>Set up data-base for data entry (SWIS)</p> | <p>Train secretary to enter data</p> <p>If questions arise, principal or MIM team chair consulted</p> <p>Unresolved definition /procedures returned to team for review</p> | |

2. Determine what data will help to answer questions

- Existing data set(s)
- Current data collection
- Additional / new data

- *Confidence in accuracy?*
- *Complete picture?*

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3. Determine the simplest way to get data

- Agreement on definitions
- Standard forms / process
- Frequency of collection
- Target “Multi-purpose” data/use

Train ALL staff on use & provide on-going TA

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4. Put system in place to collect data

- Build on existing systems
- Add components over time
- Central entry point
 - Electronic

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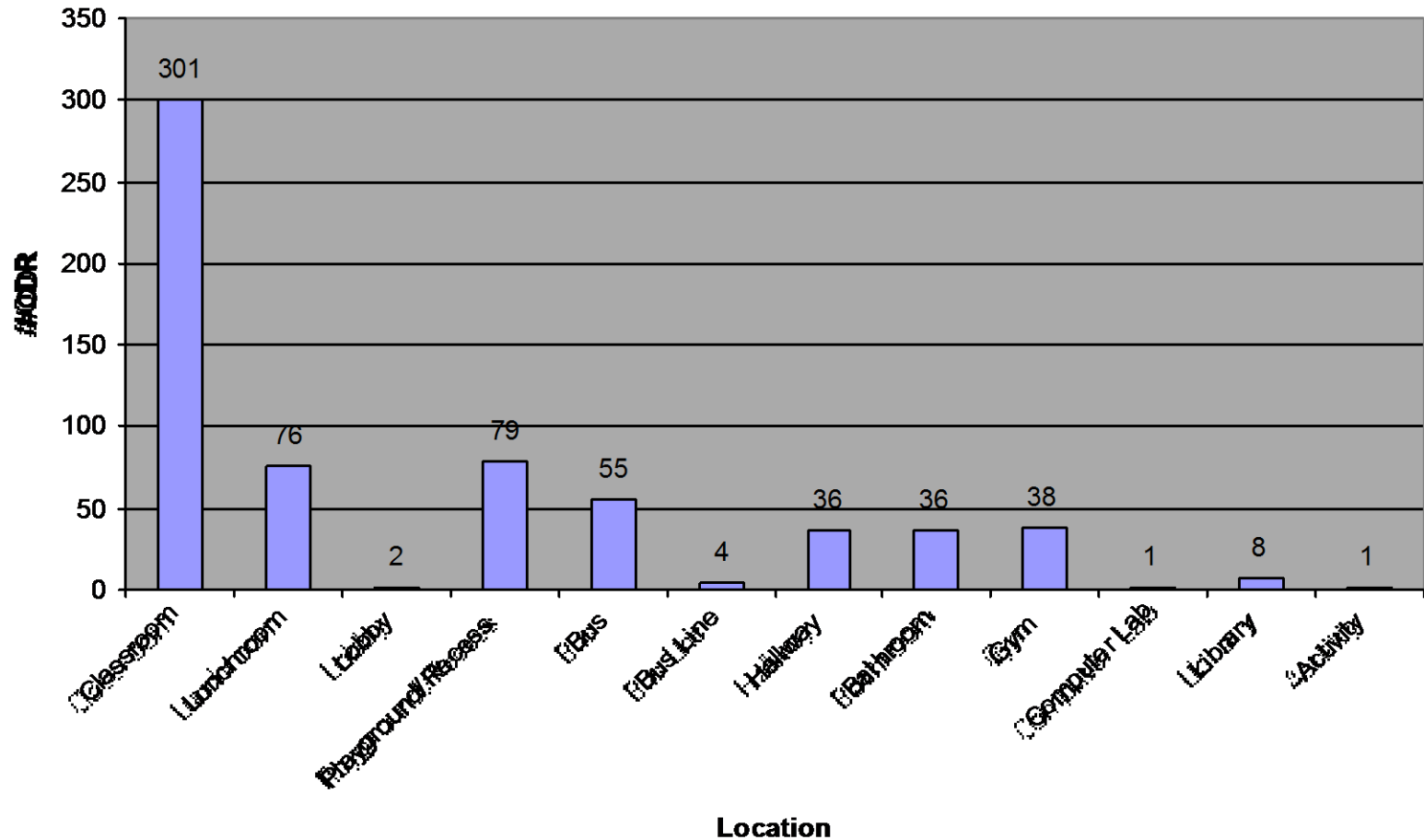
5. Analyze data to answer questions

- Trends
- Instruction & supports in place/not in-place
- Pre/post “big outcomes”
- Comparisons (norm / local)
 - Relative growth
 - Absolute growth

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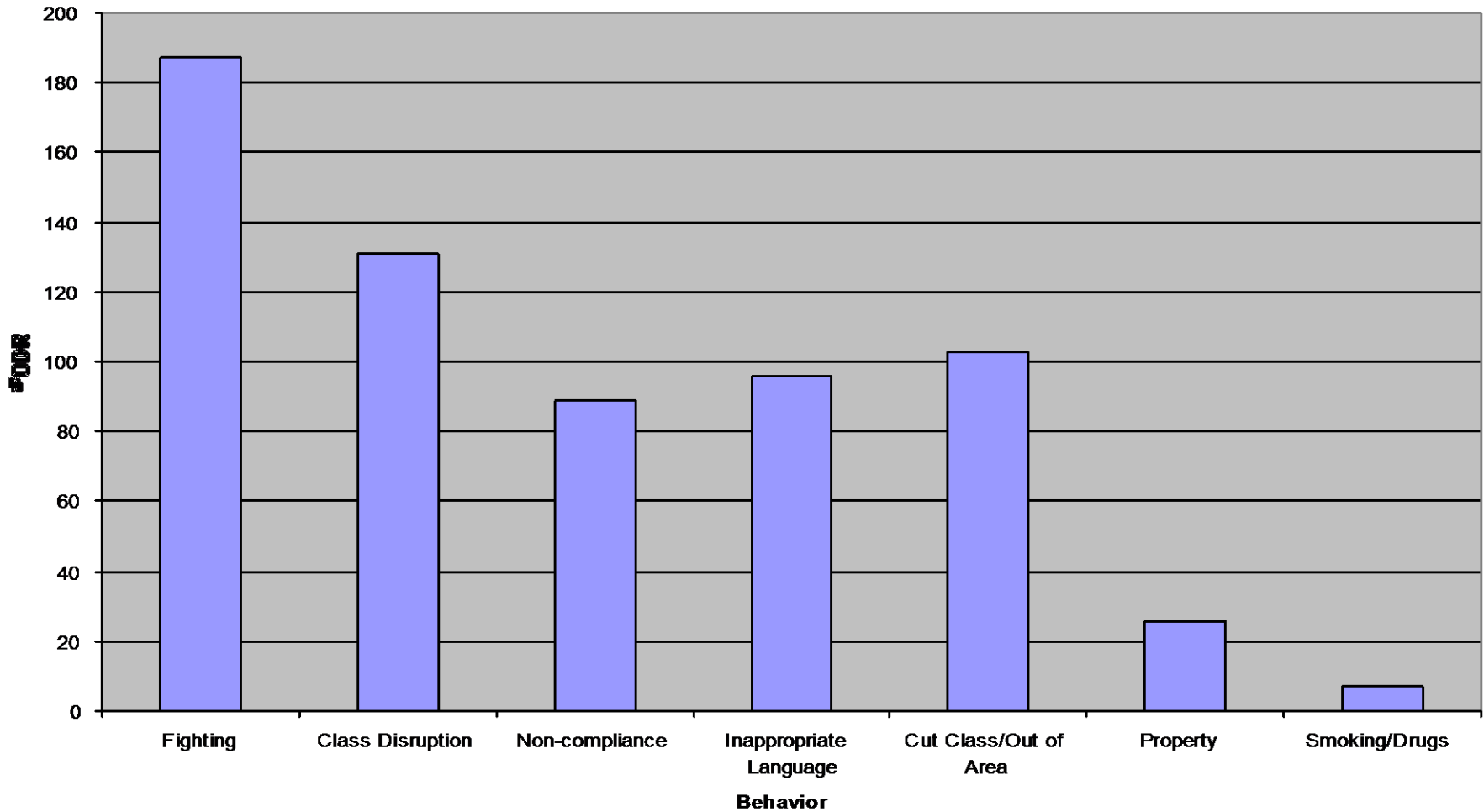
By Location

1998-99/#ODR by Location



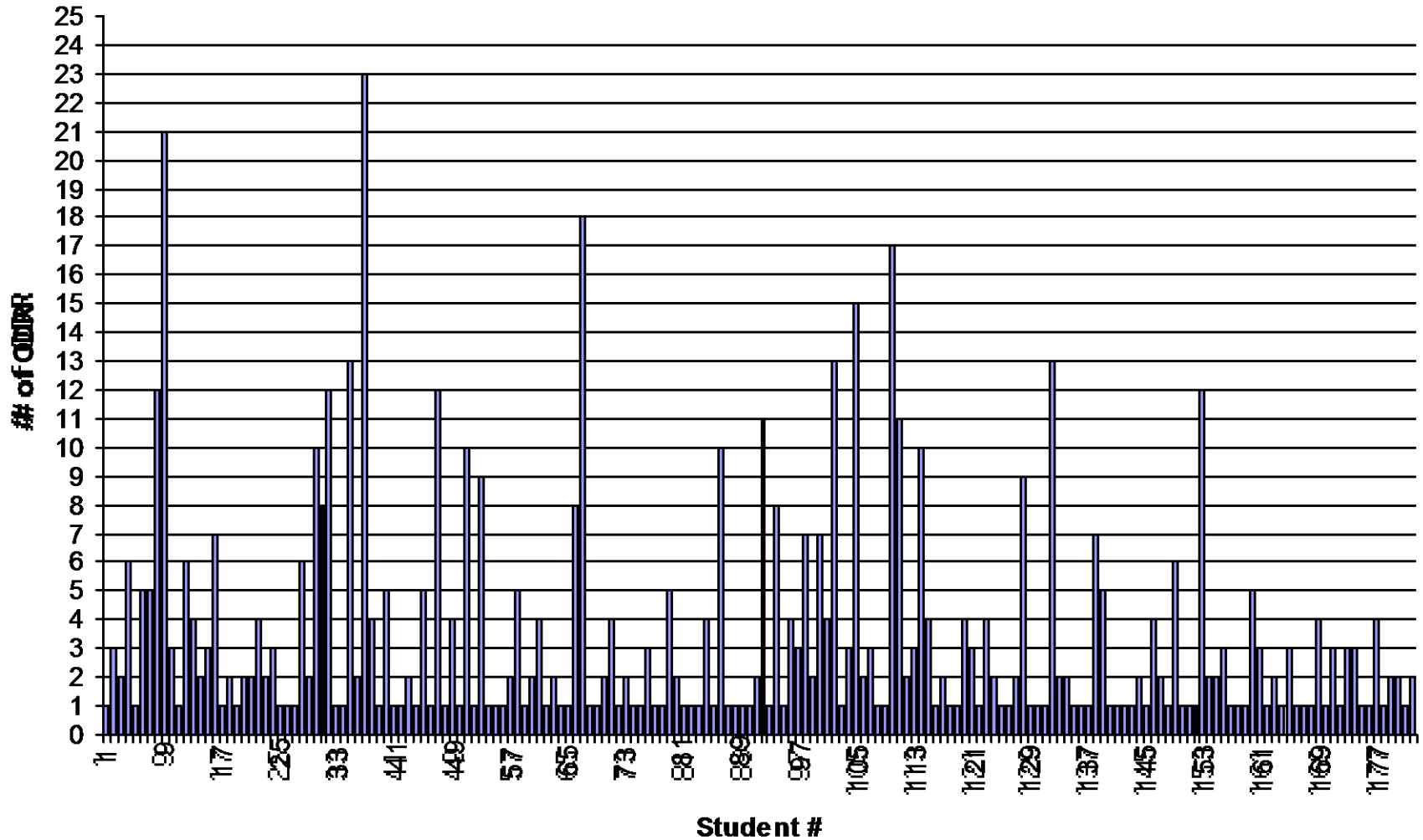
By Behavior

1998-99 #ODR/Behavior



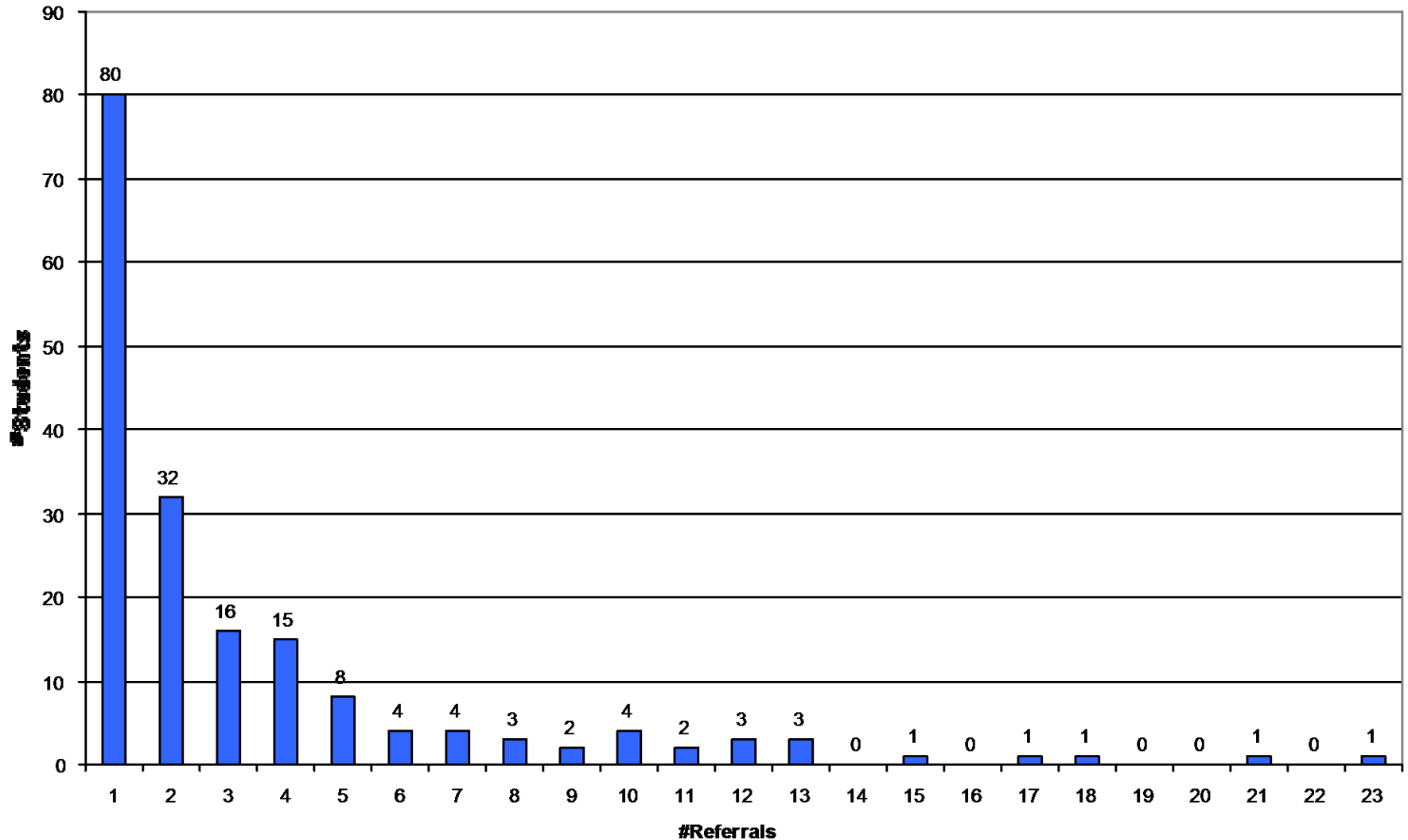
By Student

1998-99 By Student



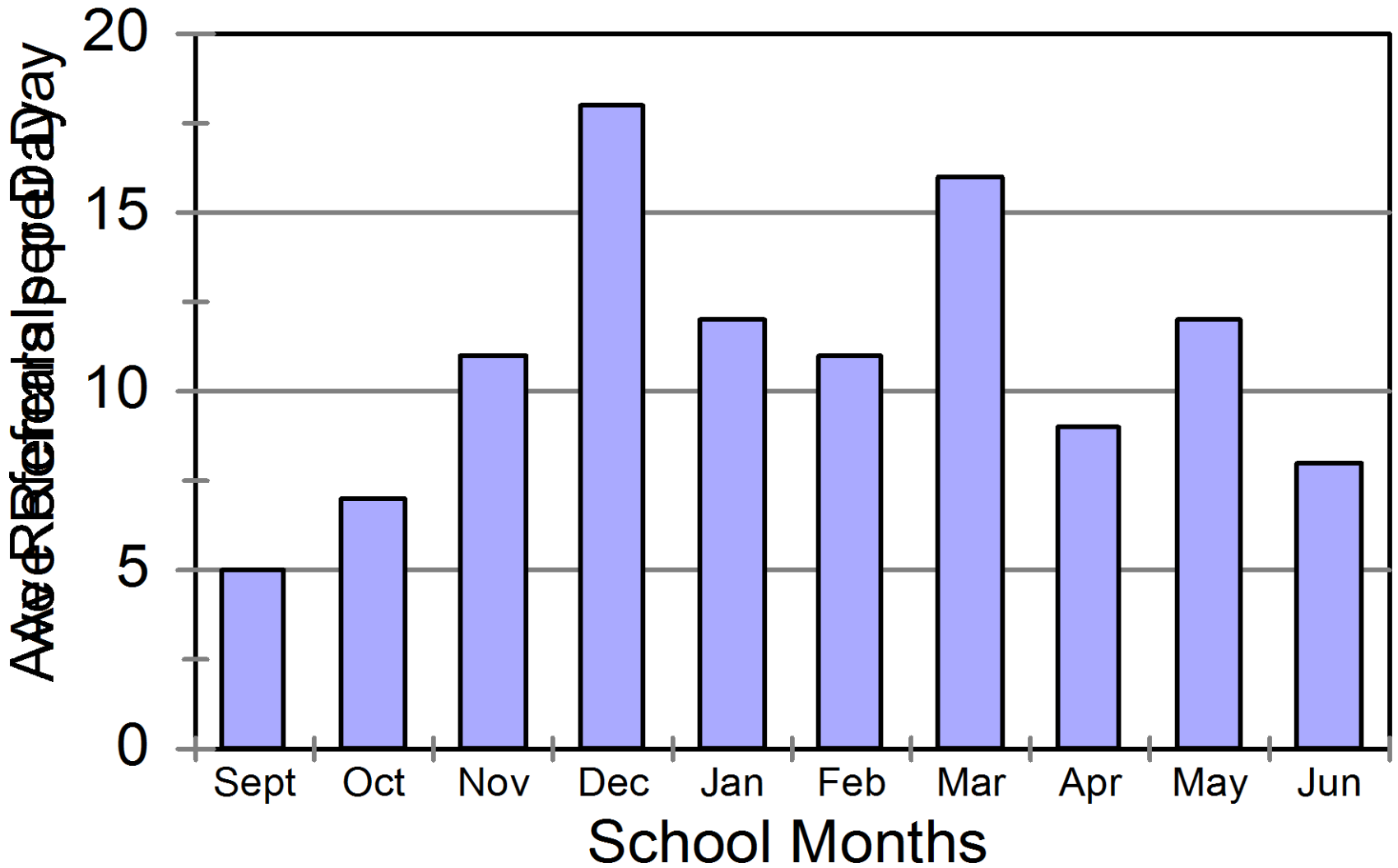
By # of Referrals

1988-99 #ODR per Student



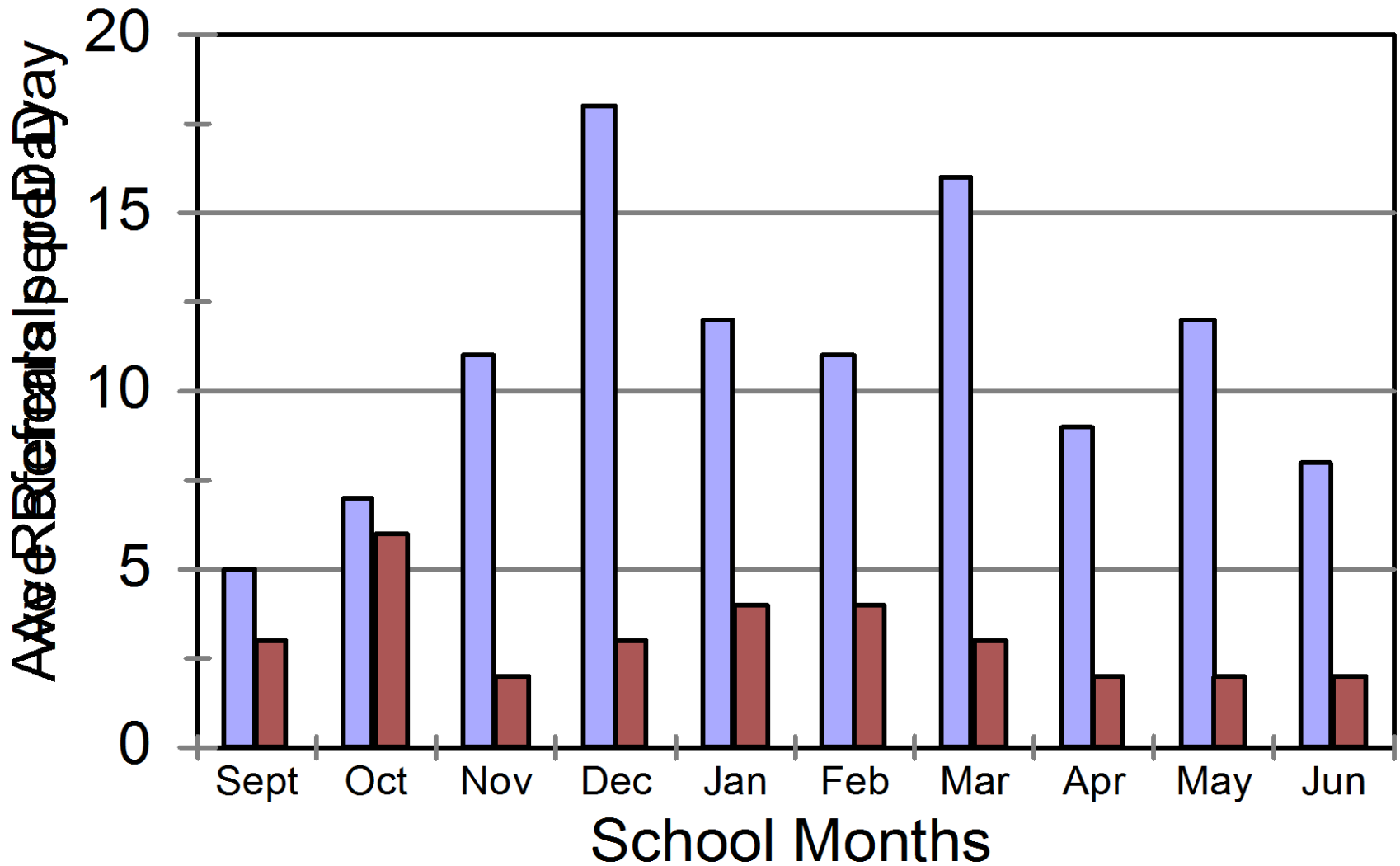
Office Referrals per Day per Month

Last year



Office Referrals per Day per Month

Last Year and This Year



Final Thoughts

- Don't collect data for collection sake – make sure informs the process
- Don't “drown” in data – keep focused on the question
- Data without context are simply numbers