

# Four Ways Super Teams Strategically Use Data

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School and district teams across Wisconsin told us how they are strategically completing their assessments and using the data collected to improve their school systems so every child graduates ready for college or a career. Now, we're sharing their keys to success with you to bring back to your team!

## 1. Do you feel like you're on the team, but unclear on what assessments are supposed to help your team do?

System self-assessments measure the health and areas that need improvement in your school's and district's equitable, multi-level system of supports. By measuring knowledge, attitudes, beliefs, and practices – assessments reveal the connection between adult behavior and learner outcomes. To sustain implementation, teams regularly use their assessment data to inform the what, why, who, when, and how. For example, what areas of the system need improvement; why, who, and when we should share the data; and how to plan next steps.

## 2. Did you know it is important to have key point people responsible for supporting your team to complete assessments?

Oconomowoc Area School District's PBIS external coach and the director of pupil services work together to set the assessment calendar for the year. They have found a very successful approach.

The external coach:

- **communicates** the assessment dates to principals and internal coaches at the beginning of the year
- **checks** to ensure the assessments are taken as scheduled
- **confirms** staff are comfortable and knowledgeable on how to take the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) assessments
- **connects** regularly with school internal coaches and principals to make sure the teams are supported in assessing their systems

## 3. Did you know it is imperative to build in time to take your system assessments?

Don't hope it will happen - make it happen! To ensure adequate time for rich conversation, the Eleva-Strum Middle/High School leadership team increased the amount of time set aside for discussion of system needs and practices. Their team self-assessment data revealed this need.

## 4. Has your team ever taken an assessment and then checked it off your 'to do' list, and then never action planned with the results?

To make sure it's not just a check mark on the "to-do" list, make assessing meaningful to inform next steps. The Berlin Area School District consistently uses the Tiered Fidelity Inventory (TFI) three times per year for progress monitoring of PBIS practices in each school.

Their assessment data facilitates the district's continuous improvement planning. Results set the new Plan-Do-Study-Act (PDSA) cycles for behavioral supports. And, data identifies root causes through continuous improvement tools such as the 5-Why process and fishbone diagrams.