Guiding Questions for Data-Based Decision Making (DBDM): Student-Level

Purpose: This resource is designed to assist facilitators of data-based decision-making (DBDM) teams as they apply the problem-solving process to student-level data. This resource is provided as a supplement to existing Tennessee Tiered Support Center (Tennessee TSC) resources containing more specific examples and/or summaries of the DBDM process. These resources, available on the Tennessee TSC website, include the:

- Data Drill-Down Case Studies and Facilitator Guide,
- Drill-Down Process Handout,
- Responding to Academic Data – Planning Reading Interventions Module, and
- Data-Based Decision Making Using an Early Warning System in High Schools.

The guiding questions should <u>not</u> be used as a checklist. Within each step of the four-step DBDM process, facilitators have flexibility to pull from the guiding questions *as needed* to provide structure to their team's drill-down process, encourage team members to think critically about multiple types of data, and enhance team discussions about student data and supports.

Application of the Guiding Questions:

- The guiding questions may be applied to academic (English language arts, math, written expression) The questions are broad enough to be used across grade levels.
- The guiding questions contained in this document focus on "**student-level**" data analysis and decision making, helping teams to think critically about multiple types of data before making decisions about student-level supports. As teams work their way through the different steps of the DBDM process, they should consider the extent to which their system-level outcomes, analysis and implementation plan aligns with, informs and addresses individual student needs.
- DBDM teams are encouraged to complete the guiding questions for system-level decision-making (separate document) prior to completing the student-level guiding questions. The system-level guiding questions help to establish a context for student performance that is useful to consider when identifying student-level needs.

Pre-Work: Identifying Students at Risk

	Guiding Question
PRIORITIZE	**1.** Which students have outcome data that suggests they may have additional needs in at least one area?
	2. Which students have outcome data that suggests their need(s) may be intense compared to those of their peers? In which area(s)?
	3. Which students have outcome data that suggests they have elevated needs in **multiple** areas?
	4. Are there any patterns or relationships across students who may have elevated needs?
	5. Which student will our team focus on first?

Step 1: Student-Level Problem Definition

	Guiding Question
DEFINE	**1.** What is the student expected to know and do?
	2. How is the student currently performing relative to those expectations?
	3. How does this student's performance align with school-level outcomes?
	4. How does this student's performance compare to the performance of other students in their classroom?
	5. How does this student's performance compare to the performance of similar peers?
	6. What relationships and/or patterns exist across this student's comprehensive data profile?
	7. What else do we need to know to accurately define the problem experienced by this student?
	8. *Problem Definition:* What is the specific need experienced by this student?

Step 2: Problem Analysis

	Guiding Question
ANALYZE	**1.** To what degree does this learner have the prerequisite knowledge and skills necessary to participate in Tier I instruction with their peers?
	2. To what degree is *this student's* curriculum across tiers: a. Aligned to grade level standards? b. Used with fidelity? c. Relevant and meaningful to the student? d. Matched to this student's instructional level? e. Accessible for this student? f. Sequenced to address necessary prerequisite knowledge/skills? g. Inclusive of adequate information to support scaffolding? h. Inclusive of adequate opportunities for practice, feedback and review?
	3. To what degree does *this student's* instruction across tiers: a. Provide adequate scaffolding that enables the student to access grade-level content? b. Reflect the use of high-leverage practices? c. Reflect their current instructional level? d. Include explicit instruction on necessary skills? e. Include adequate modeling? f. Reflect a brisk instructional pace? g. Have a high level of active engagement? h. Include prompting and precorrection? i. Include explicit teaching of how to work effectively with peers? j. Utilize relevant and meaningful learning strategies? k. Include corrective feedback with additional opportunities to practice? l. Utilize the expected number of minutes and session frequencies? m. Include recognition and celebration of this student's successes?

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	Guiding Question
ANALYZE	**4.** To what degree do *this student's* educational environments: a. Reflect a positive and instructional climate? b. Include high rates of behavior-specific praise? c. Include diverse learners as valued members of the community? d. Demonstrate respect for this student, their friends and their family? e. Include clear and consistent expectations and routines? f. Minimize transition and "down" times? g. Enable and encourage instructional and supportive discipline strategies? h. Support the development of positive peer relationships? i. Support the development of positive student-teacher and family-teacher relationships? j. Remain conducive to learning, even when distractions occur? k. Use physical layouts that facilitate learning and minimize behavioral disruptions? l. Include an overview of learning objectives? m. Allow flexibility so that unique situations and student needs may be addressed in a sensible and just manner?
	5. To what degree do our policies, practices, and resources account for this learner's characteristics?
	6. What other factors could be preventing this student from demonstrating expectations?
	7. How do the factor(s) impacting this student relate to system-level outcomes and action plans?
	8. What relationships exist between the different factors identified by the team? Are there factors that suggest a common root cause?
	9. What other information does the team need to identify, understand, and validate the causes of this student's defined problem?
	10. Whose perspectives are missing from the team's analysis?
	11. *Likely root causes:* What themes were identified in our analysis?
	12. *Validated root cause:* What evidence does our team have to support the root cause identified through our analysis?

Step 3: Implementation Planning

	Guiding Question
Implement	**1.** Which validated root cause will our team address first?
	2. What resources already exist that could help address this root cause?
	3. What new actions could our team take to address this root cause, if needed?
	4. What do other key collaborators, including the student and their caretaker(s), suggest as potential actions to address the root cause? Which actions do key collaborators wish to prioritize?

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	Guiding Question
Implement	**5.** What should be included in the support plan?
	6. What is the expected (short-term) outcome of our team's action, and how quickly would the action impact the root cause? When can the team expect to see a change in the student's defined problem?
	7. How will the team monitor the short-term impact on the root cause? How will the team monitor the longer-term impact on the defined problem?
	8. How will the team monitor fidelity to this student's plan? How often will fidelity be measured?
	9. What resources are available to implement this plan? What resources are needed?
	10. Who will lead the implementation of this student's plan? Who will serve as a support and/or backup?

Step 4: Evaluate

	Guiding Question
Evaluate	**1.** What patterns do the data reveal?
	2. What do other data sources tell us? How are the results across data sources similar or different?
	3. Will short- and/or longer-term benchmarks and goals be met within the expected timeline? a. If yes, should the team create a plan to fade the intervention and plan for longer-term sustainability? b. If no, how might data and assessment issues be responsible for the lack of progress? c. If no, how might dosage and **fidelity** issues be responsible for the lack of progress? d. If no, how might content and intensity issues be responsible for the lack of progress? e. If no, should we intensify or change our intervention plan?
	4. What feedback have key collaborators provided about the current intervention plan?
	5. When will we reconvene to discuss progress?