Data Systems for Successful Implementation

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| **Considerations: Check if priority for action planning.** | **Division** | | **School** | | **Actions** | **Who?/ By When?** |
| **YES** | **NO** | **YES** | **NO** |  |  |
| Data Infrastructure (the program or application in which division and/or school data is collected and stored) | | | | | | |
| * Is there a system for collecting academic data? |  |  |  |  |  |  |
| * Is there a system for collecting behavior data? |  |  |  |  |  |  |
| * Do you have ONE system that is able to collect both academic and behavior data? |  |  |  |  |  |  |
| * Is there a process for how the data is collected and entered into the system(s)? For who collects and enters the data? |  |  |  |  |  |  |
| * If there are two systems, do the same staff members have access in order to analyze together? |  |  |  |  |  |  |
| * Do enough staff members have access to the data system(s) to make the data easily accessible to the decision-making teams at all levels? |  |  |  |  |  |  |
| * Is the system(s) able to generate queries or reports? |  |  |  |  |  |  |
| * Is the system(s) capable of providing data instantaneously or in real time? |  |  |  |  |  |  |
| * Does the system(s) have graphing capabilities? |  |  |  |  |  |  |
| * Is the system able to capture universal screening and progress monitoring data across domains? |  |  |  |  |  |  |
| * Is the system able to capture fidelity data, not just outcomes? |  |  |  |  |  |  |
| * Does the system(s) automatically calculate risk indices or risk ratios? |  |  |  |  |  |  |
| Data Systems (the process by which data is communicated and utilized) | | | | | | |
| How is data communicated? | | | | | | |
| * Is there a consistent process by which data are communicated from division to schools and back to division? |  |  |  |  |  |  |
| * Are data shared monthly with decision-making teams at all levels as appropriate? |  |  |  |  |  |  |
| * Are data shared monthly with faculties? |  |  |  |  |  |  |
| * Are data shared on a routine basis with the school board and other stakeholders? |  |  |  |  |  |  |
| How is data utilized? | | | | | | |
| * Is there a regular schedule of meetings for decision-making (i.e. at least monthly for interventions)? |  |  |  |  |  |  |
| * Is there a consistent data driven decision-making process (that includes data analysis, problem identification, implementation planning and evaluation)? Is it documented? |  |  |  |  |  |  |
| * Is there a system for routinely progress monitoring and ensuring fidelity (on core instruction AND interventions)? Is it documented? |  |  |  |  |  |  |
| * Are there data driven decision rules in place for determining access to interventions? |  |  |  |  |  |  |
| * Is the “right” data present for decisions and answering questions about student outcomes?\* |  |  |  |  |  |  |
| * Is data routinely analyzed to answer questions regarding the outcomes for ALL students in your demographic and potential differences among groups? \* |  |  |  |  |  |  |
| \*Regarding the above two questions in ‘orange’: “*The right data*” is defined as the data needed to answer questions regarding student outcomes prioritized by the division and how those outcomes are impacted by ‘differences’. For example, if you have a transient population, would it be helpful to collect data on the number of times a student has transferred? Other data to consider: race/ethnicity, gender, ELL status, disability status, free or reduced lunch status (if tracked), juvenile justice system involvement, attendance, ODRs, screening data, benchmark data and so on. | | | | | | |