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?
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| * Is there a process for how the data is collected and entered into the system(s)? For who collects and enters the data?
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| * If there are two systems, do the same staff members have access in order to analyze together?
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| * 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?
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| * Is the system(s) able to generate queries or reports?
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| * Is the system(s) capable of providing data instantaneously or in real time?
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| * Does the system(s) have graphing capabilities?
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| * Is the system able to capture universal screening and progress monitoring data across domains?
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| * Is the system able to capture fidelity data, not just outcomes?
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| * Does the system(s) automatically calculate risk indices or risk ratios?
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| 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?
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| * Are data shared monthly with decision-making teams at all levels as appropriate?
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| * 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)?
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| * Is there a consistent data driven decision-making process (that includes data analysis, problem identification, implementation planning and evaluation)? Is it documented?
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| * 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.  |