Data-Informed Decision Making: Division

DATA/Evidence of Need: Here we answer the question…Is there a problem? You can: ● Attach data analyst worksheet ● Attach charts, graphs, reports ● Electronically link to charts, graphs, reports in a shared folder for meeting minutes
Using the data, develop a precision statement. Who? What? When? Where? Why? Here we precisely define the problem or decision to be made. The definition should include: ● Who is having the problem? ● What is the problem exactly? ● When is it happening? ● Where is it happening? ● Why is it happening? When answering these questions, in particular, the WHY, you should also consider the following (remember, the division role is to provide the support necessary for schools to make change): ● Are there/were there critical supports in place to make the change? Is there/was there adequate professional learning, coaching, administrative support, performance feedback, data for making 'real time' decisions? ● Were the right action steps and activities taken at the right time to ensure implementation fidelity? ● Were the right people taking responsibility for guiding the change process? ● Were the practices or innovations learnable, teachable, doable and readily assessable in practice? ● Was there sufficient support for barrier busting?
Outcome (Set a goal): Set a goal that is achievable, time bound and has explicit criteria for success.

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.			
Action Plan	Who?	When?	Fidelity Measures

	Who?	When?	Fidelity Measures
1. Be very specific here about what you want schools and teachers to do. By when? How will you know? If you don't have a key practice (refer to your initiative map and/or resource maps to be sure) you may have to utilize a formal selection process.			

Key Systems: How will the division support the school in the implementation of new practices?

Action Plan	Who?	When?	Fidelity Measures
1. Be very specific about how the division plans to support schools in implementation			
2. Include actions for providing: a clear definition of what you want schools to do (action steps/by when); professional learning; coaching; administrative support; performance feedback; who should be monitoring progress at the school level (in charge of the innovation) and who should report progress to the division level team; who should schools go to for support with barrier busting?			
3. Include communication plan – who is sharing the plan? By when? How?			
4. The level of detail may depend on the management structure of your division. Divisions that are more site-based managed may provide only guidelines or non-negotiables and the school provides more of the details as outlined above. The same details should be present regardless.			

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress? Did it work?