Indicators of Digital Readiness

Indicator	Data-Informed Decision-Making Process
Theme	Technology and Support Services
Priority Level	P2
Organizational Level	District

Description of Indicator

The district develops or adopts a model or process for analyzing data and sets expectation that all instructional decisions be based on evidence.

Why is this action important?

Data should be the heart of strategic decision-making in any District. In order to ensure decisions are being based on relevant data, the District should provide staff with a data-informed decision-making replicable framework or process that promotes best practices and sets a baseline expectation for data-use. By providing a framework to work through or from, professional development can be much more focused and data-informed decision-making becomes a part of the professional culture. This can also help ensure that staff are using common vocabulary and processes when gathering, analyzing and interpreting data.

Indicator Rubric

Insufficient Evidence of Implementation **(0 Points)**	● No formal data analysis/decision-making process(es) has(have) been established or communicated to staff ● Staff are not expected to base decisions on data/evidence
Foundational Stage of Implementation **(2 Points)**	● Staff is expected to base decisions on evidence/data, but no formal process has been developed and/or communicated to staff ● No formal data-informed decision-making model, program or initiative is in place
Achieving Success in Implementation **(4 Points)**	● District has developed and adopted a data-informed decision-making model/process ● Staff has been trained (or is trained periodically) on making data-informed decisions using District-adopted model ● Staff is expected to show evidence for instructional decisions/plans
Exemplary Success in Implementation **(6 Points)**	● A systemic data-informed decision-making program/initiative is implemented at all levels across the district/school ● Ongoing professional development is provided to staff regarding data-informed decision making ● District and building leadership are engaged in establishing a culture of using data to make informed instructional decisions by modeling best practices ● All instructional or programmatic decisions require evidence in accordance with adopted model/process ● Program is continually monitored for progress and improvement

Prerequisite action(s)

- A data/data systems inventory has been completed and data has been identified and classified based on role or use.
- Relevant, preferably real-time, student learning/achievement and staff data is available and easily accessible on-demand.
- Systems or tools are available and easily accessible for teachers to collect, manipulate and interpret data.
- Time is provided to staff for the purpose of using/analyzing data.
- Data policies, procedures and best practices are in place.
- Staff is thoroughly trained on data policies, procedures and best practices.

District administration, including superintendent and building leaders, is involved in data analysis conversations in order to model use and drive data conversations throughout the district. **Who in the school/district should lead and be involved with this action?**

- Superintendent
- Business Administrator
- Curriculum Director
- Building Administrators
- Content Area Supervisors
- District Data Team

How to execute the action

- **Adopt a research-based inquiry model for data analysis that provides a step-by-step process for teachers and administrators to analyze and interpret data:**

  Example Data Analysis Models:

  "Data-Driven Dialogue"

  - Predict—activate and engage interest in the data, access prior learning, name frames of reference, and establish common ground for dialogue.
  - Explore—interact with the data, look for patterns and trends, identify data facts and surprises, make observations without inference, identify questions raised by the data, and develop problem statements.
  - Explain—generate theories of causation, stay open to multiple possibilities, deepen thinking and identify "root causes" rather than symptoms, make inferences about data, and identify the additional data that will validate the theories of causation.
  - Take Action—move from problems to solutions based on validated theories of causation, identify goals and specific related action steps, and identify data to be monitored to determine whether action steps lead to the solution.
- **Provide targeted, ongoing professional development for staff on applying model as it relates to their role.** Topics could include:

- Developing diagnostic assessments
- Adjusting instructional methods/content based on data
- Identifying type of data to collect
- Properly interpreting test data
- Training on how to properly use/leverage District data systems and other data analysis tools.
- Formulating questions/hypotheses
- How to collaborate with colleagues on data
- Identifying trends and root causes
- Administrators: Developing data-informed action/improvement plans
- Administrators: Conducting data-informed needs assessments
- Administrators: Using data to properly evaluate purchases/programs
- **Set clear expectations**
  Will you require clear evidence/justification for all instructional decisions or just specific types? Some suggestions include:
  - Adding an "Evidence/Data" component on all forms/planning documents
  - Requiring "Justification" on all requests/purchases aligned to needs assessments or other relevant data.
- **Integrate process/model into all Professional Development and discussions around data.**
- **Host "Data Digs" at the building level with educators and at the District level with administrators where groups come together to analyze sets of data collaboratively.**
- **Create flyers and posters for offices and schools showcasing process/model and promoting evidence-based decision-making.**

Evidence to submit for successful execution of this action

- Documentation on adopted data-informed decision-making process.
- Sample planning documents requiring evidence.
- Professional development course offerings and sign-ins.
- Flyers/posters reinforcing data-informed decision-making

Resources schools can use to complete this action successfully

- Data Dialogue
- Toolkit
- Data Resource Guide
- Root Cause Analysis Primer
- 5 "Why's"
- Sample data analysis worksheet

Certified Schools Exemplars

1. **Sycamore Drive Early Childhood Learning Center, Hazlet Township Public Schools, 2018 Bronze Certified**

We utilize online digital tools, such as Reading Eggs, IXL, Reading A to Z, Zing, Pearson Envision, and Teaching Strategies Gold to collect data on student progress. This data is used for instructional planning to meet the needs of diverse learners.