Long-Range Data Planning Overview

Data play an integral role in long-range planning when completing the Plan-Do-Study-Act Cycles to drive implementation of scaled improvement efforts. School leaders must form a data team that is data literate and actively participates in analyses and conversations. Together, school leaders and data teams interact with data through identifying and collecting relevant information, analyzing data, conducting facilitated dialogues, and using initial and small-scale interventions data to ensure effective scaled improvement efforts.

Understanding the Role of Data in Planning:

★ Continuous improvement plans are roadmaps that support leaders in bridging current performance and desired performance. These plans provide structure to multi-year, problem-solving efforts at the school level.

★ Comprehensive Needs Assessments (CNAs) are systematic processes used to identify current needs, associated causes, and outcomes and to review operations and practices used to support student achievement.

Identifying and Collecting Data:

School leaders and teams must identify and collect data from each of the following areas when engaging in school improvement planning:

- Demographics
- Student Outcomes
- School Processes
- Perceptions

Analyzing Data:

- Utilize protocols to ensure discussions are successful
- Avoid common challenges preventing accurate and efficient data analysis
- Look for data intersections to provide a more nuanced view of schools
- Complete Root cause analyses (RCAs) to identify the cause(s) of issues
- Make informed decisions.

Using Data to Scale Improvements:

School leaders and data teams must decide whether to scale school improvement interventions or continue with PDSA Cycles to find best-fit strategies. This decision requires data and conversations about the following considerations:

- Progress towards the aim statement
- Understanding of the change practice
- Schedule