Administrative Data Use Self Assessment Checklist

Element 1: Planning for Data Use

Foundational Knowledge	Application	Established	Exemplary
☐ A. Staff know what data are available, the purpose for collecting it, how to collect, and how it will be used.	☐ B. Staff review and revise plans together for data analysis, product development, and dissemination as necessary.	☐ C. Planning for data use and consistent reporting mechanisms across schools and programs is matched to the intended audience (school board, funder, parents, policymakers, community, etc.). ☐ D. Plans are in place to use data to inform decisions about accountability and program needs such as changes to instructional strategies, learning environment, teacher assignment, or professional development. ☐ E. Staff plan for use of multiple data sources to inform decisions.	☐ F. Data collection, use, and analysis questions are planned through a mutual process of engaging program staff, families, and community partners. ☐ G. Formal written policies are in place regarding the collection, storage, and dissemination of data and use of data.
Improvement Goals:			

Element 2: Using and Communicating Data

Foundational Knowledge	Application	Established	Exemplary
☐ A. Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements. ☐ B. Staff reflect on quality including the accuracy and timeliness of the data. ☐ C. Staff respond to data requests in a timely manner.	☐ D. Data are kept current throughout an assessment period. ☐ E. Data are made available to users (teachers, administrators) in a timely manner to inform instruction and make site-level decisions. ☐ F. Staff incorporate data into family conferences. ☐ G. Staff use data to manage programs (professional development, curriculum, district-level policies, resource allocation) and inform decisions about programmatic elements.	☐ H. Dissemination of data products includes sufficient information, such as sample size or percentages, to interpret and use the data appropriately. ☐ I. Staff use data for individualizing instruction/interventions and classroom planning. ☐ J. Staff value data discussions in which data is used to guide staff professional development.	☐ K. Staff demonstrate commitment to using data to identify and address achievement gaps by providing data disaggregated by student subgroups (e.g., geographic locality, race/ethnicity, disability type, age, gender, or other criteria) through framing of useful questions that inform data-driven decisions. ☐ L. Staff prepare a variety of data products (e.g., videos, webinars) or displays (e.g., tables, infographics) to enhance understanding of the data for a variety of audiences (families, community stakeholders, policymakers, etc.). ☐ M. Leaders conduct data discussions with all staff to monitor and improve individual student, school wide learning, and teaching practices.
Improvement Goals:			

Element 3: Self-Reflection and Monitoring

Foundational Knowledge	Application	Established	Exemplary
☐ A. Staff monitor assessment completion and make corrections in a timely manner. ☐ B. Teaching staff receive adequate oversight (protected time for data conversations, feedback loops around data quality) and support from leadership (administrators and principals) to use data.	☐ C. Staff use data to monitor assessment completion, fidelity, quality, and training. ☐ D. Staff have established processes/routines for entering documentation in the online assessment tool (e.g., GOLD or COR Advantage). ☐ E. Administrators ensure that professional development is informed by current research and student-based data, focused on effective instruction, and structured to build collaborative relationships among teachers. ☐ F. Staff participate in professional development that supports users' skills and competencies to understand, interpret, and use data effectively.	☐ G. Multiple resources and tools (e.g., help desk, analytic and querying tools, web portal) are available for a variety of data users to facilitate access to data and to support data use. ☐ H. On a regular basis, staff have dedicated, structured time for collaborative review and data-use planning. ☐ I. Staff have documented data specifications (e.g., data elements, restrictions related to data elements, querying parameters, report criteria) to help answer specific questions, and documentation is updated as needed.	☐ J. Staff hold data discussions across classes/grades to support children's transitions. ☐ K. Staff reflect on data-informed decision-making and hold organizational members accountable for results.
Improvement Goals:			