

Student Data Use Self-Assessment

This self-assessment is based on best practices and research. Education programs have reported these items as important to supporting continuous improvement. The tool can be completed individually and compared across program staff or in a small team.

Data Use Culture					
	Not in Place	Under Discussion	Partially in Place	Fully in Place	Supporting Evidence, Identification of Roles, and/or Follow-Up Tasks
We have a vision for data use that aligns with and furthers the wider organizational mission (for example, school improvement plans are driven by our analysis of data)					
We actively seek youth voice in our work, including in program planning, execution, analysis, and revision					
We have a positive culture for using data for improvement, not blame					
We support and train staff and teachers to use data, including helping with data analysis and interpretation					
Teachers and staff have time to analyze and reflect upon data and plan revisions to their curriculum and teaching practices					

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We review data as a team; staff are encouraged to share improvement ideas across teams and areas of responsibility					
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Collecting Data					
	Not in Place	Under Discussion	Partially in Place	Fully in Place	Supporting Evidence, Identification of Roles, and/or Follow-Up Tasks
We document teaching and other key processes clearly so we know what data we need to collect					
We collect and store data efficiently, so that it is clear where to find needed data, data can be accessed when needed, and it is clear when the data was collected					
We use all the data we collect					
Staff charged with collecting data have a clear understanding of what the data will be used for					

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All staff have an understanding of what “FERPA compliant” means and how to protect data consistently within FERPA regulations ¹					
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¹ FERPA is the Federal Student Privacy Act: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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Data Analysis and Use					
	Not in Place	Under Discussion	Partially in Place	Fully in Place	Supporting Evidence, Identification of Roles, and/or Follow-Up Tasks
We analyze and disaggregate data in time to use the data for decision-making					
We use multiple indicators and pieces of data to make decisions and gauge outcomes					
We analyze outcomes by racial and ethnic subgroups, income, and other key demographic factors ²					
Staff use data to help uncover root problems, asking why many times rather than making early conclusions about why the data look like they do					
When the data suggest a need for change, we make adjustments to					

² See <http://www.aecf.org/resources/more-race-matters-occasional-updates-3/> for more about using a racial equity lens in data disaggregation and YDEKC's tip sheet on equitably collecting racial demographic information. <http://ydekc.org/wp-content/uploads/2016/08/Demographic-Data-Tip-Sheet.pdf>

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optimize student learning and/or program functioning					
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