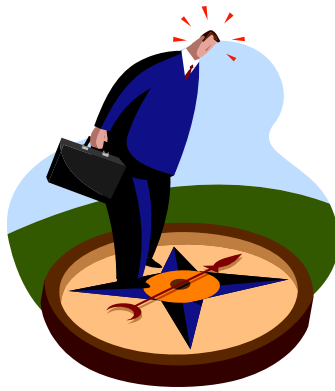














Data Driven Decision Making

What is data driven decision making and
how is it different from traditional
decision making?



Comparison of Traditional and Data Driven Decision Making

| Decision Making Based on Intuition, Tradition, or Convenience | Data Driven Decision Making |
|--|---|
|  Scattered programs and initiatives |  Focused programs as an improvement strategy to address documented problems/needs |
|  Budgetary decisions based on prior practice, priority programs |  Budget allocations to programs based on data-informed needs |
|  Program assignments based on interest and availability |  Program assignments based on skills needed as indicated by the data |
|  Reports to the community and states about events or programs |  Organized factual reports to the community and state about the progress of identified goals. |
|  Goal-setting by board members, administrators, project staff, favorite initiatives, or fads. |  Goal-setting based on data about problems and possible explanations. |
|  Team meetings or committees that focus on operations and dissemination of information |  Team meetings or committees that focus on strategies and issues raised by relevant data. |



Data driven decision making is focused on building knowledge, and using a wide variety of data to construct knowledge, to better understand what is actually going on versus what is assumed. There are multiple steps to effectively utilize data to inform decision making. Here are a few:

1. Collect Various Types of Data Related to the Population You Wish to Study

2. Analyze Data Patterns

3. Generate Hypothesis

4. Develop Goal-Setting Guidelines

5. Design Specific Strategies

6. Define Evaluation Criteria



Collect Various Types of Data



Demographic Data – Disengaged Youth...

Suggestions:

- Race/Ethnicity
- School Attendance Patterns
- Dropout Patterns
- Student Mobility Patterns
- Student Disruption Patterns
- Transportation Needs



Guiding Questions:

1. Who are our youth?
2. What trends do we see in our youth population?
3. What factors may help us understand these youth?

Performance Data – Disengaged Youth

What are the programs that target this population of youth?

Guiding Question:

1. How successful are these programs in reducing disengagement, or re-engaging youth?

Perception Data

How do youth, families, professionals, business owners, and community members perceive the issues relating to or leading to disruption?

Guiding Questions:

1. What do youth describe as the main contributors to their disruption?
2. What do families describe as main contributors to disruption?
3. What do professionals (e.g., state, regional, and local) describe as main contributors to disruption?

Analyze Data Patterns

In what ways does the data need to be analyzed to help us understand what is going on? There are reports and data currently available – what patterns do we see in this data? Do we have a complete picture of what we need to know? If not, what kinds of questions do we need to have answered? Then, what kinds of data need to be collected to help us answer our questions and how does the data need to be analyzed?

Generate Hypotheses

Formulate questions in response to the data and consider responses to the questions...

Guiding Questions:

1. Why are students who experience disruption more likely to become disengaged from their school, work, and the community?
2. What in our systems or practices are causing our youth to become disengaged from school, work, and the community?

Then, generate hypotheses and use the data to accept as a possibility, or to reject, each hypothesis.



Goal-Setting



This is a critical stage. Once data has been analyzed, and problem areas targeted and prioritized, the team should develop goals for improvement. These should consist of both long-term (five years from now) and short-term goals (those that can be achieved within the first year.)

Guiding Question:

1. What outcome for improvement will we set for youth regarding the issues of disengagement?

Guidelines for developing goals:

1. **Clear** – Goals should be focused and clearly stated.
2. **Data Based** – Goals should be directly based on the observed patterns seen through the data and their connection to the evaluation criteria.
3. **Few** – Goals should be few in number and they should be substantive.
4. **Measurable** – Goals should be measurable.
5. **Sustainable** – Goals should be systematic and sustainable.
6. **Community Driven** – Goals should be developed with outcomes that will meet the needs of state and community members.
7. **Developed by consensus** – All team members should agree.
8. **Attainable** – The goal should be one that can be achieved.

SMART GOALS

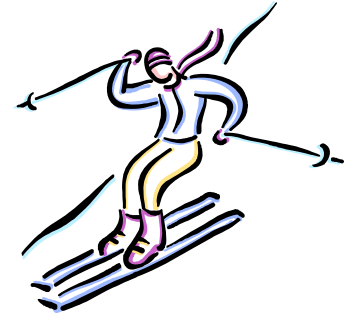
Specific

Measurable

Achievable

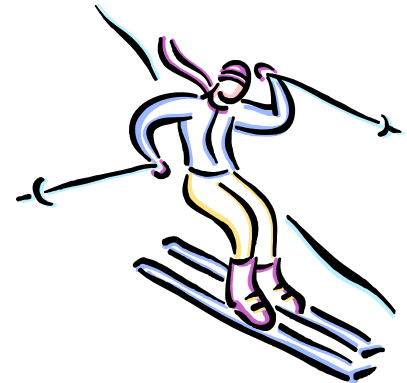
Research Based

Time Sensitive



Strategies Guidelines

- Clear and understandable
- **Evidence based**
- Observable and measurable
- **Will make a positive difference**
- One specific action or activity
- **One all team members endorse**
- Assignable
- **Doable – one that can be implemented**



Evaluation Strategies

Develop an evaluation plan to determine if the specific strategies, initiatives, or policies, are assisting in achieving the predetermined, measurable goals.

Guiding Questions:

1. How will we know if our strategies are successful?
2. What evidence will we have to show the successes of our actions?