

PRACTICE BRIEF

USING DATA TO INFORM PRACTICE

High quality intervention models use data to inform and evaluate every phase of implementation. For systems of integrated student support to be effective, they must respond to the specific strengths and needs of individual students and to school and community contexts. Both qualitative and quantitative data assist in ensuring a responsive, improving, and effective system of support. This brief outlines planning processes for data collection, organization, analysis, and use.

PLANNING

UNDERSTANDING THE CULTURE AND CONTEXT FOR DATA UTILIZATION

RECOMMENDED TIMELINE FOR MEETING BENCHMARKS

Extensive research on effective systems of integrated student support provides insight into a timeline for improving both process and outcome benchmark indicators. Certain indicators, including those related to implementation quality, can improve rapidly. Other indicators, such as those demonstrating improvements in healthy child development and learning, can take longer to see. However, even on student outcomes we can look for early indicators that implementation is on the right track and is likely to have a positive impact on students over the long-term.

	Year 1	Year 2	Year 3
Process Benchmarks	<p>Students are being reviewed and receiving personalized plans.</p> <p>Agency partners are delivering broad and individualized services.</p> <p>Satisfaction surveys are administered.</p>	<p>More students are being reviewed and receiving personalized plans.</p> <p>More agency partners are available and more services (broad and individualized) are being delivered to students.</p> <p>Students and families report feeling more supported and connected.</p>	<p>All students are being reviewed.</p> <p>Supports are fully coordinated across in and out of school contexts.</p> <p>Staff report satisfaction with agency partners.</p> <p>Teachers are changing their practices to meet student needs.</p>
Outcome Benchmarks	<p>Improved student effort.</p>	<p>Improved social-emotional behavior.</p> <p>Improved report card grades.</p> <p>Improved school climate.</p> <p>Decrease in frequency and volume of disciplinary incidences.</p>	<p>Improved attendance.</p> <p>Decreased grade retention.</p> <p>Improved state-wide achievement tests scores.</p>