



## Strategic Use Of Data To Drive Decision Making Rubric

October 2017 Draft 1.0

This modified version of the *Strategic Use of Data Rubric* is a resource developed by GO Public Schools West Contra Costa adapted from the Harvard Strategic Data Project. It is intended to serve as a guide to support district leaders in their efforts to transform how data is used to improve student outcomes. This tool provides a common language and framework that enables a structured and systematic assessment of the district's strengths and challenges in using data to develop and monitor programs and initiatives.

### Staff Report:

Goal-Setting	Basic	Emerging	Strong	Exemplary	Review Summary
<i>To what extent does the district use data and analysis to set goals for a program or major initiative?</i>	District staff introduce a program or major initiative without outcome or implementation goals or evidence not publicly available.	District staff introduce a program or major initiative with established goals, but goals are not informed by analysis, nor aligned with strategic plan.	District staff introduce a program or major initiative with goals, targets, and timelines; all aligned with the strategic plan.	District staff introduce a program or major initiative with goals, targets, timelines, responsibilities, and dependencies; all aligned with the strategic plan.	
	Targets and goals non-existent or evidence not publicly available.	Targets and goal exist but not created with evidence or analysis.	Targets and goals exist, established from trend data and research.	Targets and goals exist, are both challenging and realistic, and have been established from trend data, research, and growth predictions grounded in analysis.	
	Targets and goals are not connected to key actions, milestones, or data indicators or evidence not publicly available.	Targets and goals are not well connected to key actions, milestones, or data indicators.	Targets and goals are largely connected to key actions, milestones, or data indicators.	Targets and goals are always directly connected to key actions, milestones, or data indicators.	
	No plan for monitoring of progress or evidence not publicly available.	Little plan for monitoring of progress.	Plan for monitoring of progress largely focused on implementation, but not measurable outcomes.	Plan for monitoring of progress includes review of key actions, measurement of outcomes, and growth predictions to anticipate progress and adjust tactics.	
Evaluation and Decision Making	Basic	Emerging	Strong	Exemplary	Review Summary
<i>To what extent has the district evaluated the outcomes of the proposed program or initiatives?</i>	No evaluation plan or plans exist or evidence not publicly available.	Some evaluation plan or plans exist, often created after program start, but are often vague and lack actionable results.	Many evaluation plans exist before program start, are explicit and moderately strong.	Evaluation plans exist for the program or initiatives, and are explicit (with strong designs, including randomization) to determine initiative's impact and next steps.	
	Outcomes of similar programs (for new proposals) or the same program/initiative (for renewals) are not considered in decisions to continue, expand, or terminate program or initiative or evidence not publicly available.	Outcomes of similar programs (for new proposals) or the same program/initiative (for renewals) occasionally influence decisions to continue, expand, or terminate programs.	Outcomes of similar programs (for new proposals) or the same program/initiative (for renewals) often influence program/initiative continuation, termination or expansion decisions.	Outcomes of similar programs (for new proposals) or the same program/initiative (for renewals) always influence program/initiative continuation, termination or expansion decisions, and clear timelines for periodic re-evaluation are articulated.	

	Decision to recommend a program/initiative based on prior beliefs and assumptions rather than grounded in measurable outcomes or evidence not publicly available.	Decision to recommend a program/initiative sometimes grounded in measurable outcomes, though these still may support prior beliefs or assumptions.	Decision to recommend a program/initiative more often grounded in measurable outcomes and sometimes are contrary to prior beliefs or assumptions.	Decision to recommend a program/initiative always based on and driven by measurable outcomes.	
<b>Performance Data for Measurement and Monitoring</b>	Basic	Emerging	Strong	Exemplary	<b>Review Summary</b>
<i>To what extent does the district articulate how it plans to use outcomes to measure and monitor program/initiative performance?</i>	No clear set of expectations or measureable outcomes named for performance evaluation or evidence not publicly available.	Evaluations of performance named for some expectations, but lack measurable outcomes and timeline for impact.	Evaluations of performance have clearly identified expectations and measurable outcomes (e.g., student achievement, utilization of staff, and budget expenditures).	Evaluations of performance have clearly defined expectations and measurable outcomes for student achievement, utilization of staff, and budget expenditures.	
	No formal review process identified or evidence not publicly available.	Review processes named, but timeline unclear or infrequent.	Reviews of goal(s) and targets clearly named and designed to be conducted somewhat frequently using a clear timeline and process.	Reviews of goal(s) and targets clearly named and designed to be conducted regularly and consistently using a clear timeline and process.	
	No process to monitor performance, as related to goals and targets, is named or the process is very unclear or evidence not publicly available.	The process to monitor goals and targets is named but unclear; leaders may know they are off track, but will not be able to articulate why.	The process to monitor goals and targets is clear and includes initiatives to understand challenges to reach goals (i.e., root cause analysis and action planning).	The process to monitor goals and targets is clear, includes root cause analysis and action planning informed by sophisticated data analysis. This analysis supports change in action when goals and targets are off-track.	
	No accountability systems in place or systems that are unclear or evidence not publicly available.	Target monitoring exists, but accountability for meeting/missing targets not clear.	Accountability system in place and progress toward meeting/missing targets is basis for management conversations.	Accountability systems form the basis of all management decisions. Interdependencies between departments are identified and addressed to optimize performance and student impact.	
<b>Financial Planning and Strategy</b>	Basic	Emerging	Strong	Exemplary	<b>Review Summary</b>
<i>To what extent does the district employ a strategic approach to program budgeting and address financial impact for a program/initiative?</i>	Short-term financial impact of a program/initiative not clear in the proposal or evidence not publicly available.	Short-term financial impact focused on financial management, not district's strategic plan.	Short-term financial impact clear and considers strategic plan.	Short-term financial impact is clear, shared publicly, and has priorities aligned to district's strategic plan.	
	Little to no long-term financial planning or resource alignment in the proposal or evidence not publicly available.	Some long-term financial planning and resource alignment exists.	Long-term financial planning exists. Resource allocation based on strategic plan.	Long-term financial planning considers multiple revenue scenarios with clear action plans (i.e., what's added or cut) for each scenario. Resource allocation based on strategic plan.	
	Goal and target alignment to budget is arbitrary or unknown in program/initiative proposal or evidence not publicly available.	Goal and target alignment to budget is stated but unclear in program/initiative proposal.	Goal and target alignment to budget is generally clear in program/initiative proposal.	Goal and target alignment to budget is clear and consistent in program/initiative proposal.	
	<b>Zero Points</b>	<b>One Point</b>	<b>Two Points</b>	<b>Three Points</b>	<b>Total Points</b>
Overall Rating	0-8	9-20	21-33	34-42	Overall Rating: Basic