DATA INTO ACTION WORKSHOP

Data Inquiry Guide

**Section 1:** Perceptions of Health and Wellness

**DIRECTIONS:**

Independently, consider the health of young people in your school and district, and ongoing health and wellness efforts to answer questions #1-2.

1. **Before diving into your data, what do you know to be true about the health and wellness of young people within your school and, more generally, within your district?**

1. **What are your perceptions of health and wellness efforts within your school and district?**

**Section 2:** Reviewing Data

**DIRECTIONS:**

Independently, review your Paired Indicator Report (if you do not have a school or district Paired Indicator Report use the State Paired Indicator Report) independently and answer questions. If time permits, answer question #6.

1. **Considering both data sets on the Paired Indicator Report, what are some areas of strength or success? What surprised you most, especially comparing your perceptions (Section 1) to your results?**
* ***For HKCS results****, these might be low estimates for negative outcomes (e.g., experiencing bullying) OR high estimates for positive outcomes (e.g., having a trusted adult).*
* ***For Smart Source results****, areas of strength are indicated by a check mark, meaning your school aligns with best practice. What surprises you the most about the results as it relates to this section?*

1. **Considering both data sets, what are some areas for improvement or gaps? What surprised you most, especially comparing your perceptions (Section 1) to your results?**
* ***For HKCS results****, these might be high estimates for negative outcomes (e.g., experiencing bullying) OR low estimates for positive outcomes (e.g., having a trusted adult).*
* ***For Smart Source results,****areas of improvement are indicated by an ‘X’, meaning your school does not align with best practice. What surprises you the most about the results as it relates to this section?*

**Section 3:** Selecting Priorities

**DIRECTIONS:**

Based on your data inquiry and reflection process, answer the following questions.

1. **Identify at least 3 priorities that can be explored at your school.** These can be specific priorities listed in the Paired Indicator Report (e.g., providing bullying prevention training to staff, implementing classroom physical activity breaks).

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

Prioritization Matrix

**DIRECTIONS:**

Using the matrix below, write each priority (can be abbreviated) in the appropriate quadrant based on impact and feasibility. Considerations to inform rankings are listed below.

|  |  |
| --- | --- |
| Impact | Feasibility |
| * Is this change evidence-based?
* How many students will this change affect?
* How often will this change be evident?
 | * What barriers currently exist?
* What resources will be needed?
* Is there support from the school community?

 *Does this align with current district strategy?*  |

**Quadrant 2:**
Low Impact
**High Feasibility**

**Quadrant 4:**
**High Impact**
**High Feasibility**

**Quadrant 1:**
Low Impact
Low Feasibility

**Quadrant 3:**
**High Impact**
Low Feasibility

