



Use of Data to Guide Continuous Improvement A Developmental Continuum

Essential Question	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<p>Commitment to Continuous Improvement:</p> <p>Are all school stakeholders committed to using data to get better?</p>	<p>Little attention is devoted to creating systems for the school or individual teachers to track improvement. The school would have a difficult time answering the questions, "Are we becoming more effective in achieving our shared vision?"</p>	<p>A few people in the school are tracking general indicators of achievement, such as mean scores on state and national tests. Positive trends are celebrated. Negative trends are dismissed or suppressed.</p>	<p>Individual teachers and teaching teams gather information that enables them to identify and monitor individual and team goals.</p>	<p>Everyone in the school participates in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies between actual and desired results, goal setting to reduce the discrepancies, developing strategic strategies to achieve the goals, and tracking improvement indicators.</p>
<p>Focus on Results:</p> <p>Are all staff members clear on the results we are looking for and committed to doing whatever it takes to achieve them?</p>	<p>The results that the school seeks for each student have not been identified.</p>	<p>Results have been identified, but are stated in such broad terms that they are impossible to measure. Improvement initiatives focus on inputs --- projects or tasks to be completed --- rather than on student achievement.</p>	<p>Desired results have been identified in terms of student outcomes and student achievement indicators have been identified. Data is being collected and monitored within the school and district. Results of the analysis are shared with teachers.</p>	<p>Teams of teachers are hungry for information on results. They gather relevant data and use this data to identify improvement goals and to monitor progress towards the goals.</p>
<p>Comprehensive Assessment System:</p> <p>Is data that guides decisions about student achievement and teaching and learning derived from a comprehensive system of assessment?</p>	<p>There is no systematic approach to collecting evidence of student learning. Most evidence is collected at the discretion of individual teachers and school-wide assessment is limited to mandated state assessments.</p>	<p>Along with mandated state assessments, other standardized assessments are used to collect evidence of learning. Some teachers at grade levels or in specific content areas have developed other assessments to provide evidence of learning, but this is inconsistent and little regard is given to the validity and reliability of the assessment tools.</p>	<p>Mandated assessments are combined with a variety of other standardized tests as evidence of student learning. Many teachers have worked together in grade level or content teams to develop common summative assessments to judge student progress. Many also use teacher-developed formative assessment to guide daily instruction. However, minor attention is paid to test validity and reliability and the evidence collected is not used to answer the achievement question of all stakeholders.</p>	<p>The assessment system includes achievement evidence from a variety of sources including state assessments, state/national standardized assessments, common teacher developed summative and benchmark assessments developed at grade level and /or by content area, and teacher developed formative classroom assessments that guide daily instruction. The assessments:</p> <ul style="list-style-type: none"> ▪ Are valid and reliable ▪ Are linked to clearly defined targets that include a mix of practical skills and essential understanding ▪ Include a variety of selected response, constructed response, and performance activities ▪ Answer improvement questions form a variety of sources including students, parents, teachers, administrators, school boards, communities, and state/federal governments

<p>Comprehensive Data Management System:</p> <p>Is data related to student achievement collected, stored, analyzed, and communicated regularly to all stakeholders?</p>	<p>There is no system for collecting, storing, and analyzing student achievement data. No reports are generated and few, if any stakeholders are clear about progress.</p>	<p>The district collects stores and analyzes some of its student achievement data, but reports of progress are not timely or only made available to some stakeholders.</p>	<p>The district systematically collects, stores, and analyzes all of its student achievement data, but reporting of progress is not timely or only made available to some stakeholders.</p>	<p>The district has a robust system for collecting and storing the entire array of student achievement data. It analyzes results quickly making those available through reports customized for each particular stakeholder.</p>
<p>Commitment to Research Data:</p> <p>Is research data used to identify effective practices and do all staff engage in research-based instructional and assessment practices?</p>	<p>Teaching practices cannot be supported by the research literature. There is no commitment to review the literature to identify effective practices.</p>	<p>There is an understanding by some staff that many current teaching practices aren't supported by research and that it's important to uncover and use research-based instructional practices.</p>	<p>Many of the staff search for and use research-based effective instructional and assessment strategies and can defend their practices with research literature. However, some non-defensible practices persist.</p>	<p>There is strong commitment by all teachers to engage in research-based, effective practices. Practices that cannot be verified or supported with research are abandoned. The research is regularly reviewed to uncover effective practices.</p>

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