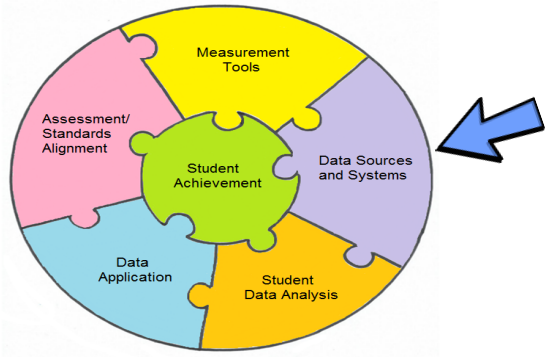
Critical Question #3
How do we know students are learning (Reflect)?

How does a leader identify and develop effective systemic practices through their leadership?

Fundamental Practice 3. ***To guide decision making, districts and schools continually collect and analyze an array of data including student growth and learning results (e.g., skill or content "snap- shots," individual and group growth patterns, student sub groups, longitudinally, among schools, against comparable districts and state-level performance, etc.)***

Just as student growth and mastery of grade-level expectations is the core focus of standards-based schools, other measurements at both the school and district level are important to evaluate effectiveness of educational practices. This means that district-wide data from a variety of assessment sources is collected and analyzed for grade levels, content areas, student sub-groups, individual schools, and at the district level. Assessment data should provide information about current achievement, past achievement trends, and the growth students are making over time. This information is needed for accountability purposes, but more importantly, to guide district and school curricular and instructional decisions, improve practices throughout the system, deploy human and material resources, and design policies and processes that support effective educational practices. Additionally, other data such as attendance, discipline, or even perception data, can be valuable to inform district decision making. Standards-based districts and schools have policies, structures, and processes in place to ensure they are ***data and information rich*** and continually use the knowledge yielded from multiple sources of data to guide planning and decisions.

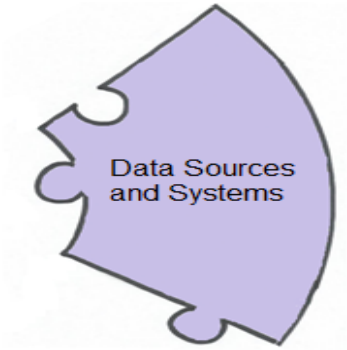


Guiding Questions:

- What types of data systems are in place to efficiently manage, disaggregate, and report data from interim and summative assessments?
- How can analysis of student performance data be used to understand the current reality of a district or school?
- How are multiple sources of achievement data used to guide system-wide decisions such as curriculum revisions, deployment of staff and resources, designing professional development, etc.?

Reflections:

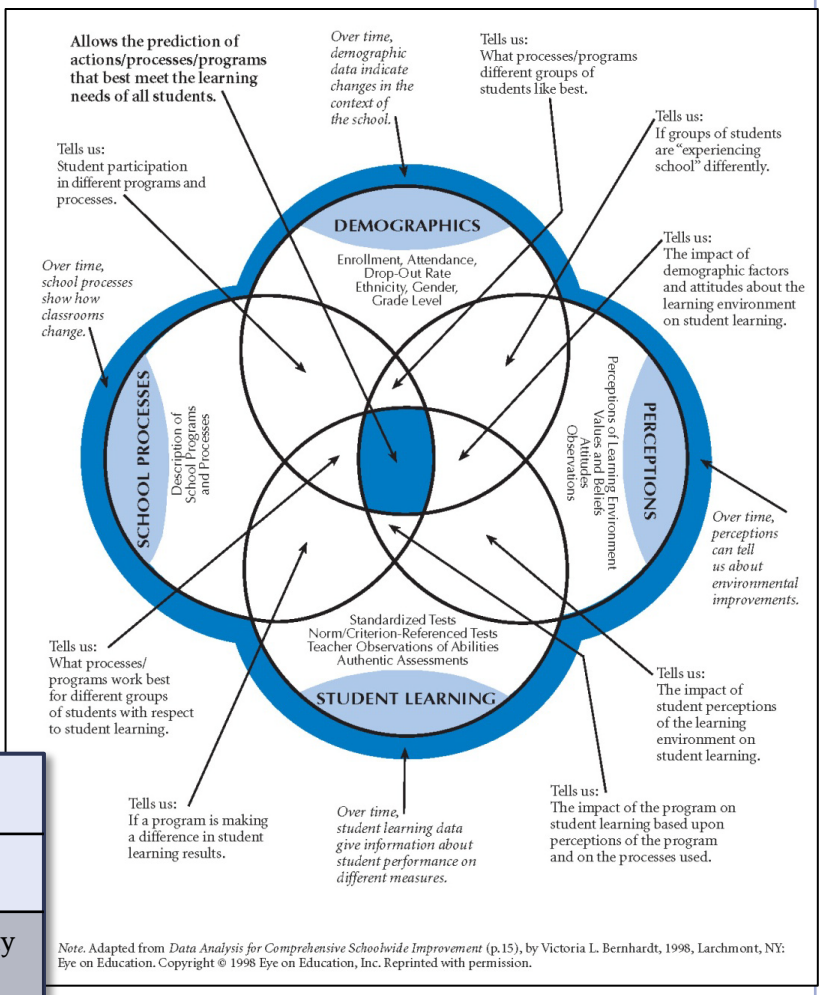
1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
   a. _____
   b. _____
   c. _____



Did you know cycles of inquiry, experimentation and reflection accelerate continuous growth and learning?

Multiple Measures of Data

For data to truly guide decision making, districts and schools must engage in continuous, collaborative inquiry. Through organization, analysis and interpretation, meaning is created. The practice of gathering around multiple measures of data is just the beginning. It's in the *how* we interact with the data that is vitally important. Problem solving provides the framework for thoughtful inquiry and dialogue over high-quality data derived from multiple measures. It is through use of meaningful questions that thoughtful data analysis arises with careful and continuous problem framing to monitor for gaps between goal achievement and the current state. These collective processes offer meaning and action through the shared commitment to improve student learning.



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Data *Shifts* in Thinking

From	To
Professional certainty	Conscious curiosity
Isolated individual	Collaborative Community Member
Passive technician	Active researcher

Connect to Resources

For additional resources on engaging with data sources and systems through collaborative inquiry, visit the critical question3, fundamental practice #3 section of the toolkit.