Use of Data to Drive School Decisions

Directions: This questionnaire condata to make instructional decisions consider where you believe your schumbered descriptions shown in bol point scale. On each scale, circle the you feel your school has developed.	There is no right or wro nool is in its development d-faced type on the left. e number that best repres	ong response. Please of each of the five Each sub-item has a five-	DateSchool			
	5	4	3	2	1	
School improvement goals	Use of Variety of Data At least 3 different types of data are used to drive school improvement plan goals that are grade level and subject specific.		At least 2 different types of data are used to drive school improvement plan goals.		Only one type of data is used to drive school improvement plan goals.	
are built on disaggregated student achievement data.	5	4	3	2	1	
	Level of Disaggregation All data utilized to drive school improvement plan is disaggregated by ethnicity, demographics, gender, special designations, language proficiency and any other relevant factors.		Student achievement data is disaggregated only by 2-3 factors such as ethnicity and language proficiency, and this is used to drive school improvement plan decisions.		No disaggregated data is examined or used by the school improvement team.	
	5	4	3	2	1	
Level of Staff Involvement in Data Driven Decisions	The whole faculty is involved in analyzing student achievement data for the purpose of identifying school improvement goals.		School improvement team or small group of representative staff members and parents write school improvement goals based on student achievement data. School improvement plan is put in a book in the principal's office.		Principal writes school improvement plan by him/herself using some student achievement data. He/she informs the staff of the results.	

Data is used collaboratively to drive grade level/department/individual goals, professional development and curricular decisions.	5	4	3	2	1	
	The staff, based on student learning data, sets goals that address students' learning needs, therefore increasing effective teaching, and increasing successful student learning.		The staff occasionally sets goals based on the student achievement data to make and implement plans to improve teaching and learning.		The staff does not set goals based on student achievement data.	
	5	4	3	2	1	
	ALL professional development for teachers is based on student achievement data and assessment of staff's current knowledge and skills in the areas of need.		Occasionally, professional development is based on student achievement data.		Professional development is based on what teachers want to learn and student achievement data is not considered.	
	5	4	3	2	1	
	All curricular decisions, including pacing guides and essential content standards are driven by student achievement data.		Some curricular decisions are based on student achievement data.		Curricular decisions are not based on student achievement data.	
	5	4	3	2	1	
	ALL individual teacher goals are based on student achievement data from their own classrooms and grade level goals.		Some individual teacher goals are based on student achievement data from their own classrooms and grade level goals.		No individual teacher goals use student achievement data from their own classrooms and grade level goals.	

	5	4	3	2	1	
	Student learning is assessed on a regular basis (8-9 week intervals at the longest) and used to drive instructional decisions.		Student learning is assessed 2 times a year and sometimes used to drive instructional decisions.	at end of year a	Student learning is assessed at end of year and is not used to drive instructional decisions.	
Ongoing use of data to monitor and adjust	5	4	3	2	1	
classroom instruction	Essential learning outcomes and common assessments are identified. Staff collectively examine common assessments and make adjustments in classroom instruction.		Essential learning outcomes and common assessments are identified. There is no collective examination of assessments. (Each teacher individuall assesses student learning.	essential learnin common assess	There is no identification of essential learning outcomes or common assessments.	
	5	4	3	2	1	
	Staff regularly look at work together to adjust appropriately.		Some staff examines and occasionally discusses student work.	Student work is or discussed co	s rarely examined llectively.	

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