

LOW- AND HIGH-CAPACITY DATA USE CONTINUUM

School District Name: _____

High-capacity uses are those that actually translate into improved instruction, expanded opportunities to learn for diverse learners, and improved outcomes for students. Low-capacity use, on the other hand, leads to inappropriate responses to data that can harm children and/or teachers.

Directions: Read each of the items below that represent the extremes on a “continuum line.” Find the point on the 1 to 6 line that BEST describes the current position of your district or school situation, and circle that number.

District:

School:

Low-Capacity Data Use

High-Capacity Data Use

1. Misinterprets and misunderstands data

1 2 3 4 5 6

1. Accurately interprets data and discerns what they mean

2. Uses aggregated and disaggregated data only

1 2 3 4 5 6

2. Regularly uses item-level data and student work

3. Accepts achievement gaps as inevitable

1 2 3 4 5 6

3. Responds to achievement gaps with immediate concern and corrective action

4. Uses single measures to draw conclusions

1 2 3 4 5 6

4. Uses multiple sources of data before drawing conclusions

5. Uses only summative measures

1 2 3 4 5 6

5. Uses formative and summative measures

6. Blames students and external causes for failure

1 2 3 4 5 6

6. Looks for causes for failure that are within educators’ control

7. Draws conclusions without verifying hypotheses with data

1 2 3 4 5 6

7. Uses student work and data about practice and research to verify hypotheses

8. Fails to monitor implementation and results; big surprises at the end

1 2 3 4 5 6

8. Regularly monitors implementation and student learning; no surprises

9. Responds as individual administrators and teachers

1 2 3 4 5 6

10. Prepares for tests by drilling students on test items

1 2 3 4 5 6

11. Tutors only those students just missing the cutoff for proficiency—"bubble kids"

1 2 3 4 5 6

12. Tracks students into classes by perceived ability

1 2 3 4 5 6

13. Chooses strategies based on instinct or the latest educational fad

1 2 3 4 5 6

9. Responds in teams and as a system

10. Aligns curriculum with standards and assessments; implements research-based improvements in curriculum, instruction, and assessment

11. Differentiates instruction; provides extra help and enrichment for all who need it

12. Increases the rigor of the curriculum for all students; assigns the best teachers to those who need them most

13. Chooses strategies that are culturally proficient and research-based and have a logical link to the intended outcome