



## SCHOOL PROCESSES DATA INVENTORY

**Purpose** The purpose of the *School Processes Data Inventory* is for a school to take stock of the programs and processes being used across grade levels and subject areas, to eliminate overlap and ineffective processes, and to solidify programs and processes that need to be implemented throughout the school.

**Target Audience** Teachers and administrators.

**Time** Completing the inventory will probably take a couple of hours. Determining improvements will take longer, depending upon how much consistency is currently in your school.

**Materials** Copies of *School Processes Data Inventory*.

### Overview

The *School Processes Data Inventory* helps all teachers know the variety of programs and processes being implemented (as well as not implemented) in a school. There are some programs and processes that everyone should be implementing. This inventory will reinforce the implementation of the programs and processes that need to be implemented throughout the school.

There are four types of processes to consider, as well as programs:

- ◆ **Instructional**—the techniques and strategies that teachers use in the learning environment.
- ◆ **Organizational**—those structures the school puts in place to implement the vision.
- ◆ **Administrative**—elements about schooling that we count, such as class sizes.
- ◆ **Continuous School Improvement**—the structures and elements that help schools continuously improve their systems.

Programs are school processes too. Programs are planned series of activities and processes, with specific goals. See the lists of example processes and programs in Figure B4-1.

**Figure B4-1**  
**SCHOOL PROCESSES EXAMPLES**

| Instructional Processes   | Organizational Processes   | Administrative Processes  | Continuous School Improvement Processes  | Programs  |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Curriculum (what we teach)</li> <li>• Instructional Strategies (how we teach)</li> <li>• Assessments (how we know students are learning what we teach)</li> <li>• Differentiated Instruction</li> <li>• Direct Instruction</li> <li>• Flipped Classrooms</li> <li>• Grading</li> <li>• Homework</li> <li>• Immersion</li> <li>• Academic conversations with students</li> <li>• Classroom discussions (teacher talk, student-to student talk, student-to teacher talk)</li> <li>• Classroom assignments (types of tasks, choices, projects, collaboration)</li> <li>• Inquiry process</li> <li>• Student reflection and self-assessment</li> <li>• Standards Implementation</li> <li>• Technology Integration</li> <li>• Tutoring</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Collaboration</li> <li>• Data Teams</li> <li>• Data Use</li> <li>• Leadership Structure (Leadership Teams)</li> <li>• Professional Learning Communities</li> <li>• Response to Intervention (RTI)</li> <li>• Mentoring</li> <li>• Instructional Coaching</li> <li>• Referral Process</li> <li>• Policies and Procedures</li> <li>• Parent Involvement</li> <li>• Teacher Hiring</li> <li>• Teaching Assignments</li> <li>• Teacher renewal (professional learning)</li> <li>• Professional reflection</li> <li>• Teacher evaluation</li> <li>• Inquiry process</li> <li>• Problem-solving</li> <li>• Professional discussions and support</li> <li>• Teacher observations</li> <li>• Mission</li> <li>• Vision</li> </ul> | <ul style="list-style-type: none"> <li>• Scheduling of classes</li> <li>• Class sizes</li> <li>• Discipline strategies</li> <li>• Student groupings</li> <li>• Policies and procedures</li> <li>• Enrollment in different courses/programs/program offerings</li> <li>• Retentions</li> <li>• Attendance Program</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Teacher hiring</li> <li>• Teacher assignments</li> <li>• Teacher certification</li> <li>• Teacher turnover rates</li> <li>• Leadership turnover rates</li> <li>• Number of support personnel</li> <li>• Data collection</li> </ul> | <ul style="list-style-type: none"> <li>• Data analysis and use</li> <li>• Contributing cause analysis</li> <li>• Vision</li> <li>• Mission</li> <li>• Continuous school improvement planning</li> <li>• Leadership</li> <li>• Professional learning</li> <li>• Partnership</li> <li>• Evaluation</li> <li>• Self-assessment</li> </ul> | <ul style="list-style-type: none"> <li>• AVID</li> <li>• A+</li> <li>• Accelerated Reader/Math</li> <li>• Advanced Placement</li> <li>• After School</li> <li>• Advanced Placement</li> <li>• At-Risk</li> <li>• Bilingual</li> <li>• Dropout Prevention</li> <li>• Gifted and Talented</li> <li>• International Baccalaureate</li> <li>• Interventions</li> <li>• 9th Grade Academy</li> <li>• Science Fairs</li> <li>• Service Learning</li> <li>• Special Education</li> </ul> |

## Process Protocol

A recommended process for completing the *School Processes Data Inventory* is described below.

- Step 1.** Determine how your school will complete the inventory. Perhaps by assigning a school process category to small meaningful groups.
- Step 2.** Have the groups make lists of all programs and processes in the different categories, using the school processes data inventory.
- Step 3.** Have each team share their list and have staff add more to the lists.
- Step 4.** In grade-level teams, and then ultimately cross grade-level teams, determine where there are gaps in instructional processes and programs, where the efforts can be streamlined, what other programs would be helpful, and how the school can get consistency.
- Step 5.** Determine which school processes will be described in the *Measuring Programs and Processes Table*, and who will do the work.

## Comments to the Facilitator

After the inventory of school processes is completed, make sure staff determine the appropriate programs and processes to use in each subject area and grade level. Some programs and processes might need to be discontinued because they are not fulfilling a need (Figure B4-2). Make sure the final list of school processes will help teachers know how students are achieving with respect to standards, and if the curriculum and instructional strategies are meeting the needs of the students.

Follow through by completing the *Measuring Programs and Processes Table*, for each school process (Appendix D).

**Figure B4-2**  
**SCHOOL PROCESSES INVENTORY**

| Instructional Processes | Organizational Processes | Administrative Processes | Continuous School Improvement Processes | Programs |             |
|-------------------------|--------------------------|--------------------------|---|----------|-------------|
|                         |                          |                          |   | Name     | Grade Level |
|                         |                          |                          |   |          |             |