

Figure 1.1
DIFFERENCES IN ACTIONS BETWEEN SCHOOLS FOCUSED ON COMPLIANCE AND SCHOOLS COMMITTED TO USING DATA ONLY FOR CONTINUOUS SCHOOL IMPROVEMENT

Key Components	Schools Focused on Compliance for Accountability...	Schools Committed to Using Data for Continuous School Improvement...
Data Analysis	Blame students for poor results (e.g., our results are not very good because our population lives in poverty). Use student learning data, only, to close gaps. Focus on “Bubble Kids.”	Embrace whom they have as students and learn how to meet their needs, and ensure that <i>all</i> achieve. Have all staff use demographic, perceptions, student learning, and school processes data to understand how to— <ul style="list-style-type: none"> • meet the needs of students, • understand what is working and what is not working, • use what is working to serve <i>all</i> students, and • predict and prevent failures, and optimize successes.
Problem Solving	Use problem solving in a reactive fashion. They tend to add fixes when problems occur.	Prepare staff to know how to problem solve together to get to and eliminate contributing causes, in a proactive fashion.
Vision	Focus only on achieving compliance and making Adequate Yearly Progress. Add programs and interventions to what they are already doing when change is needed.	Have a vision about doing whatever it takes to improve teaching and learning. Use data to inform the schoolwide vision that is created, embraced, and implemented by all staff members. The vision clarifies what teachers will teach, how teachers will teach and assess, and how everyone in the organization will treat each other, related to student learning standards. The vision provides the means for strategic, fast action—the scenarios have been played through.
Planning	Write school improvement plans to close gaps related to compliance. School goals are limited to improving test scores versus improving student learning. Reactive to compliance reports, these plans are usually about “fixing the kids” by prescribing add-on interventions.	Proactively write continuous school improvement plans to implement a vision that improves learning for <i>all</i> students and prepares them for college and careers. The plan interweaves the leadership structure, professional learning, and partnerships needed to implement the vision.
Leadership	Have top-down leadership that requires a focus on compliance and closing gaps. Areas of emphasis change as leaders change.	Create shared decision-making structures that support each other as they implement the vision, and improve learning for all students
Professional Learning	Use professional learning as a carrot and a stick. “If we are failing in this area, everyone has to go to this workshop.” Without new information, teachers do the same things over and over and hope for different results.	Understand that <i>collaboration</i> is required to improve teaching and learning. They build structures for all staff to collaborate and learn together. Time is dedicated for collaborative teams to review and make meaning of classroom and schoolwide data, and to discuss and apply options for improving student learning.
Partnerships	Have top-down leadership that requires a focus on compliance and closing gaps. Areas of emphasis change as leaders change.	Create shared decision-making structures that support each other as they implement the vision, and improve learning for all students
Evaluation	Use evaluation when required for external accountability.	Use data to continuously improve all aspects of the learning organization.
Compliance	Focus on what is being measured for compliance purposes only, and are expert at gap analysis. Are content with the status quo as long as it meets compliance requirements. Look for the easiest routes to becoming “adequate,” as in making Adequate Yearly Progress.	Focus on creating and improving the learning organization to ensure learning for <i>all</i> students in all subject areas, so all students can be college and career ready. Accountability and compliance are a part of the process, but not the sole focus.