

Continuous Improvement Continuums for Schools INFORMATION AND ANALYSIS

	One	Two	Three	Four	Five
Approach	Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and meet accountability expectations.	School collects all types of data, including demographics, student learning, perceptions, and school processes. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
Implementation	No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as student learning results, attendance, and behavior. Only a few individuals are asked for feedback about areas of schooling.	School collects information on current and former students (e.g., student achievement, demographics, perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms, along with process data.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Contributing causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information are available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessments, and instructional practices is shared with the school staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "contributing causes," and track results for improvement.	A comprehensive information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data, systemwide.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems, and optimize their results.

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Education for the Future Initiative, Chico, CA (<http://eff.csuchico.edu>).