Module 3

Introducing The Continuous School Improvement Framework And Multiple Measures Of Data

OVERVIEW

Understand the framework. The Continuous School Improvement Framework, research-based and using data analysis to drive staff engagement for improvement, organizes the work into the following five questions:

1. ***Where are we now?*** Data analysis by looking at trends and patterns in data over time using a data profile, often associated with conducting a Comprehensive Needs Assessment.
2. ***How did we get to where we are?*** Data analysis focused on problem-solving undesirable results to identify contributing causes.
3. ***Where do we want to be?*** Using the findings of data analysis and staff engagement along with other core values and beliefs to define a shared mission and vision.
4. ***How are we going to get to where we want to be?*** Your School Improvement Plan is focused on the work and allocation of resources intended to realize the shared vision.
5. ***Is what we are doing making a difference?*** We embrace evaluation to make sure our improvement efforts are achieving the intended result(s).

The framework facilitates the transition from seeing school improvement as an "event" or based solely on compliance and accountability to a commitment to shared vision that is inclusive of both student achievement and faith identity, and the evidence created can be used to satisfy external functions such as the accreditation process.

Commit to multiple measures of data. Central to implementation of the framework is the use of data, specifically 'multiple measures of data' or 'comprehensive data analysis' that involves moving away from singular reactions to negative results, instead engaging the following 4 types of data at all levels:

- Demographic Data: Community, student, and staff demographic descriptors (i.e., enrollment, ethnicity/race, attendance, etc.).
- Perceptions Data: Assessing school culture/climate/environment via staff, student, and parent questionnaires.
- Student Learning Data: IOWA, diagnostic assessments, formative and summative assessments.
- School Processes Data: All work is a process. School process data includes programs, actions, changes, or functions that are intended to bring about a desired result.

Reflect on where your school is with Continuous School Improvement. Use the Continuous Improvement Continuums as a self-assessment tool to measure your school against the CSI Framework, specifically your approach, implementation, and outcomes relative to seven continuous improvement categories: Information and Analysis, Student Achievement, Quality Planning, Professional Learning, Leadership, Partnership Development, and Continuous Improvement and Evaluation.

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapters 1, 2-6, 13

https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622

Download a book order form that contains a 20% off discount code.

DO

- PPT To Support This Module

Facilitation Guides:
- Assessing Perceptions with Questionnaires, p 218.
- Continuous Improvement Continuums Facilitation Guide, p 193.
- Data Inventories, p 205.

Templates:
- Data Inventories
- To Do List
- SWUC Questionnaires

Handouts:
- CSI Framework and Multiple Measures of Data
- Continuous Improvement Continuums
- Input-Process-Outcome Activity

REFER

Examples/Additional Reference Items:
- Questionnaires as PDFs
- Timeline Example, p 170.

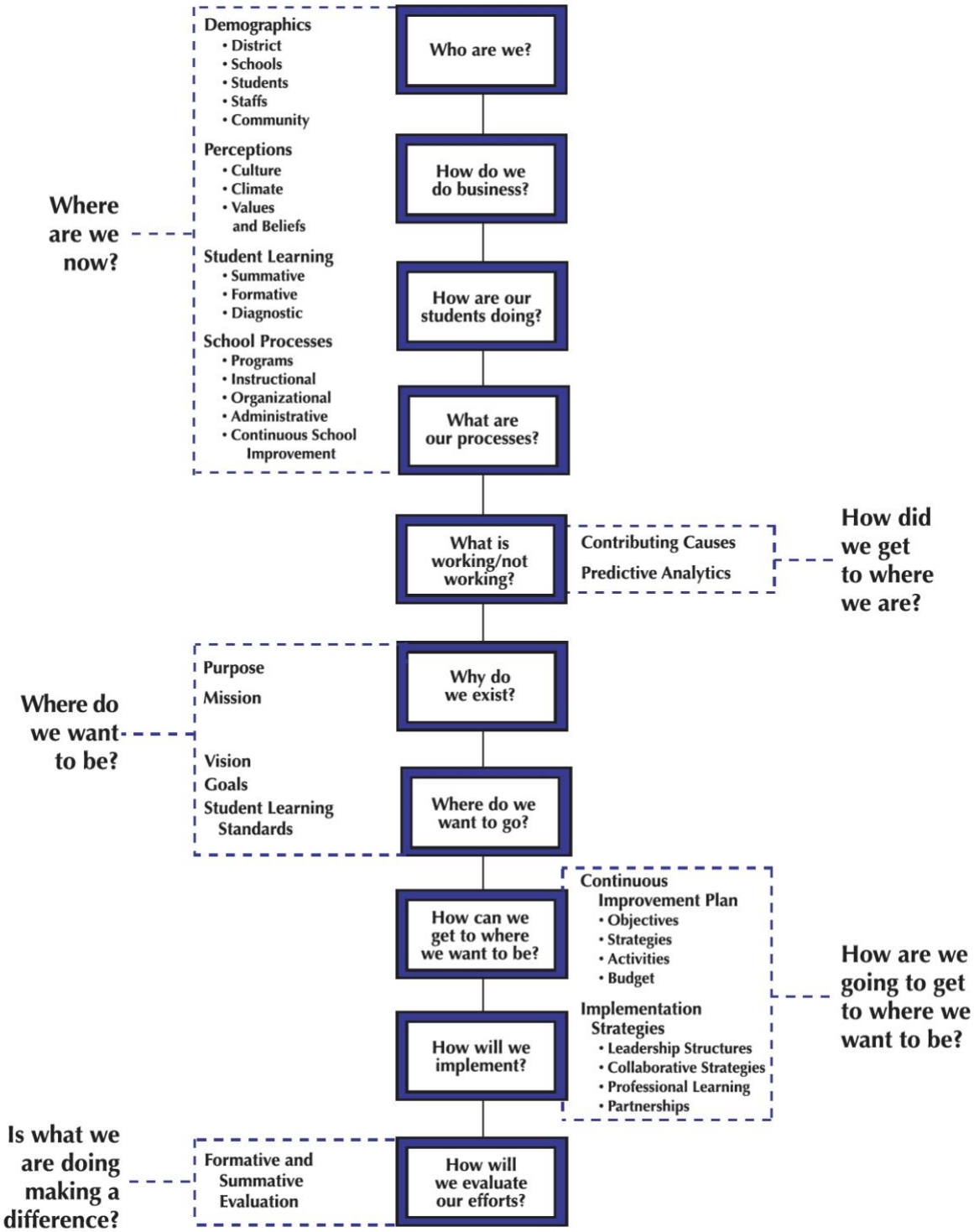
Videos:
- CSI Framework
- Multiple Measures
- Data Prep
- Scenarios for Implementation
- Continuous Improvement Continuums
- Using a Case Study

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. What is Continuous School Improvement?
2. Why is it important to have a framework for Continuous School Improvement?
3. What are the five essential questions of Continuous School Improvement?
4. Why are school process data important for Continuous School Improvement?
5. What did you learn about your school from completing the Continuous Improvement Continuums?

Module 3 (*continued*)
The Continuous School Improvement Framework



Module 3 (*continued*)
Multiple Measures Of Data

