

5Essentials: Adopting Data-Driven Improvement

Data Adoption Reflection	
1. Which phase of data adoption best describes how you approach most school improvement data? Your school or district? Why?	
2. Describe a time in which you have shown vulnerability when engaging with a set of data	

Six Phases of Adopting Data-Driven Improvement	
Challenging the test/instrument	<ul style="list-style-type: none"> • “Question #3 is poorly worded.” • “Answer ‘b’ is a trick answer.” • “People don’t feel strongly about these things.”
Feeling inadequate or distrustful	<ul style="list-style-type: none"> • “How can two questions show what students know or believe?” • “We can’t control this.” • “This is just a popularity contest.”
Confusion, overload	<ul style="list-style-type: none"> • “This is too much!” • “How can I really use all of this?”
Analytical but surface	<ul style="list-style-type: none"> • “Students do poorly on word problems, so we’ll do more word problems.” • “We need more reading.” • “The data suggest that our sixth grade students do not trust their teachers.”
Looking for causes	<ul style="list-style-type: none"> • “The wrong answers show that students are struggling to synthesize the information from the passage.” • “The data show that sixth grade students do not feel respected by their teachers or that teachers keep their promises.”
Changing practice and improving student learning	<ul style="list-style-type: none"> • “I need to write lesson plans that differentiate.” • “We need to focus on establishing authentic connections with students and being true to our word.”