

Standard 5

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

INDICATOR 5.1

The system establishes and maintains a clearly defined and comprehensive student assessment system.

- Level 4** All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 3** System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 2** System and school personnel use an assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 1** System and school personnel use an assessment system that produces data from assessment measures. These measures include assessments about student learning as well as school and system performance. The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions. Assessments seldom are proven reliable and bias free. The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

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INDICATOR 5.2

Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

- Level 4** Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
- Level 3** Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
- Level 2** Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
- Level 1** Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources provide a limited picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel rarely use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.

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INDICATOR 5.3

Throughout the system professional and support staff are trained in the interpretation and use of data.

- Level 4** All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.
- Level 3** All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.
- Level 2** Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.
- Level 1** Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

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INDICATOR 5.4

The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

- Level 4** Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 3** Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 2** A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 1** An incomplete or no process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results, if they exist, indicate little or no improvement. System and school personnel rarely or never use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

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INDICATOR 5.5

System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

Level 4 System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Level 3 System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.

Level 2 System and school leaders monitor information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders communicate results to all stakeholder groups.

Level 1 System and school leaders monitor some information about student learning, school effectiveness, and the achievement of system and school improvement goals. Leaders sometimes communicate results to stakeholders.



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