CULTURE OF DATA USE CONTINUUM

ENSURING ACCESS TO DATA

EMERGING	DEVELOPING	ACCOMPLISHING
Data is accessed in ways that allow educators to interpret data.	Data is accessed in ways that allow educators to analyze and interpret data to answer key questions.	Data is accessed, coordinated, filtered, and prepared in ways that allow educators to analyze and interpret data to answer key questions and address important teaching and learning issues quickly and efficiently.

MAKING MEANING FROM DATA

EMERGING	DEVELOPING	ACCOMPLISHING
Occasional time is provided to allow users of data to make sense of what the data indicates.	Protected time is provided to allow users of data to collectively make sense of what the data indicates. This time is focused on making meaning from data.	Protected time is provided to allow users of data to collectively make sense of what the data indicates and to explore how to move from data to evidence that will inform instruction. This time is focused on making meaning from data and is supported by the use of consistent inquiry-based practices.

CLARIFYING EXPECTATIONS FOR DATA USE

EMERGING	DEVELOPING	ACCOMPLISHING
There are unclear expectations about how to use data, and these expectations rarely change. District, school, and teacher leaders seldomly frame messages about how data can be used.	There are minimal expectations about how to use data. District, school, and teacher leaders occasionally frame messages about how data can be used.	There are clear expectations about how to use data, and these expectations change over time as skills for data use grow. District, school, and teacher leaders frame consistent messages about how data can be used to support teachers' professional capacity and student learning.

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BUILDING KNOWLEDGE AND SKILLS TO USE DATA

EMERGING	DEVELOPING	ACCOMPLISHING
Minimal professional learning takes place regarding data use. Professional learning supports teachers in building content knowledge. Professional learning is seldomly differentiated to support teachers' specific learning needs.	Occasional professional learning takes place regarding data use, assessment literacy, and using data to inform instruction. Professional learning supports teachers in building content knowledge. Professional learning is somewhat differentiated to support teachers' learning needs.	Adequate professional learning takes place regarding data use, assessment literacy, and using data to inform instruction. Professional learning is integrated into daily practices and supports teachers in building content knowledge over time. Professional learning is differentiated to support teachers' specific learning needs.

LEADING A CULTURE OF DATA USE

EMERGING	DEVELOPING	ACCOMPLISHING
Leadership supports a culture of data use and develops consistent structures that include time to conduct occasional data dialogue. Acting on knowledge is supported at the administrative level. Leaders' use of data is seldomly central to helping educators interact around issues that will lead to improved learning outcomes.	Leadership supports and nurtures a culture of data use and develops organizational structures that include time to conduct ongoing data dialogue and feedback that will support users to act on new knowledge. Acting on knowledge is supported at the administrative, teacher, and student levels. Leaders' use of data is occasionally central to helping educators interact around issues that will lead to improved learning outcomes.	Leadership supports and nurtures a positive culture of data use and develops organizational structures that include time and resources to conduct ongoing data dialogue and feedback that will support users to act on new knowledge. Acting on knowledge is supported at the administrative, teacher, and student levels. Leaders' use of data is consistently central to helping educators interact around issues that will lead to improved learning outcomes.
"Leaders inspire continuous improvement in student learning by using data to celebrate growth on summative assessments among some students. Data is used in ways that do not blame or shame. Instead, data is used to promote reflection."	*"Leaders inspire continuous improvement in teaching, and student learning by using data to celebrate growth on summative assessments among all students. Data is used in ways that do not blame or shame. Instead, data is used to promote honest reflection and sincere collaboration."*	*"Leaders inspire continuous improvement in teaching and student learning by frequently and consistently using data to celebrate growth and improvement on formative and summative assessments among all students. Data is used in ways that do not blame or shame. Instead, data is used to promote honest reflection, sincere collaboration, and improved teaching & learning."*

National Center for Urban School Transformation
3910 University Avenue San Diego, CA 92105
619-594-7905
ncust.com
ncust@sdsu.edu