



Problem-Solving Driver System Using Multiple Measures of Data



This system provides a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development.

The Effective Data Conversation Protocol . . .	
Evidence of Practice	Rationale
1. Establishes high performing groups for data collection, analysis, and action planning.	<p>The best strategy for improving schools and districts is developing the collective capacity of educators to function as members of professional learning communities – a concept based on the premise that if students are to learn at higher levels, processes must be in place to ensure the ongoing-job embedded learning of the adults who serve them. (DuFour & Marzano, 2012)</p> <p>“Data driven change requires the commitment and perseverance of individual practitioners sustained by the focused efforts of the whole school community” (Welman & Lipton, 2012, p. 8).</p> <p>“<i>Data literacy</i> is the ability to collect, analyze, communicate and use multiple measures of data to continuously improve all aspects of the learning organization, especially teaching and learning. <i>Data use</i> is the ability to transform data into information and then into action to improve all aspects of the learning organization. Data use will not happen on its own. An organizational shift away from a singular focus on compliance, toward a true commitment to improvement through a shared vision is required” (Bernhardt, 2013, p. 5).</p>
2. Uses data conversations within every system in the <i>Blueprint</i> to ensure effective problem identification and problem solution.	
3. Uses all three phases of the data conversation, i.e., activate and engage (stage 1); explore and discover (stage 2); and organize and integrate (stage 3) in the data conversation process.	
4. Uses multiple measures of data (demographic, achievement, process, and perception) where appropriate to effectively and accurately guide decision-making.	
5. Establishes meaningful action plans based on data conversations to successfully and positively impact student achievement and to drive the <i>Blueprint</i> installation process at the district, building, and classroom levels.	
6. Uses the data conversation process to identify system, building and classroom level issues and selects the appropriate triangulated data sets to investigate the identified issue or question.	
7. Invites appropriate participation from stakeholders in data conversations.	

Bernhardt, V.L., (2013). *Data analysis for continuous school improvement*, 3d edition. Larchmont, NY: Eye on Education.

Dufour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

Welman, B. & Lipton, L., (2012). *Got data? Now what? Creating and leading cultures of inquiry*. Bloomington, IN: Solution Tree Press.