Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement.

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Abstract
To be useful to teachers and school leaders, test data must provide more than just a destination. Student performance results must also provide guidance that informs educators that they are moving in the right direction, while providing interactive and recursive feedback for mid-course adjustments. In order for student performance data to be useful to teachers and school leaders, and to make it worthwhile for them to make the extensive efforts necessary to learn to interpret and act upon feedback systems must rely on multiple sources of data collected at regular intervals.

This report is about building better roadmaps for teachers and school leaders to guide their instructional decision-making. The data required for making decisions come from systematically exploiting a variety of student performance data at both the individual classroom and school levels. Rather than relying on just one individual test to provide guidance, innovative school leaders develop comprehensive systems of assessments that provide better information from multiple perspectives. Through more sophisticated data systems, teachers and school leaders can foster a more inquiry-oriented approach that involves ongoing and sustained investigations into the kinds of teaching that produce more powerful student learning. In this report, we show how innovative teachers and school leaders use their data to help guide their strategic decisions. Through their examples, we develop and describe a theory of what a system of school data use might look like.

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