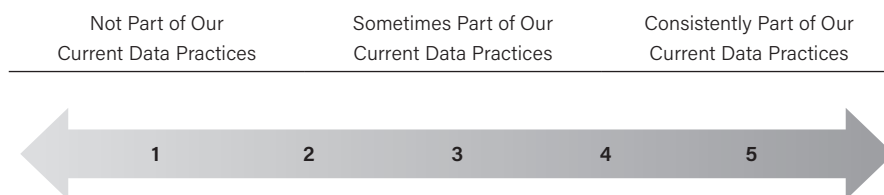


Figure 7.2: Data Culture Self-Assessment

Directions: Review the look-fors for each quality of a sustainable and healthy data culture. For each look-for, rate your current data practices on a scale of 1 to 5. Use your scores to identify qualities to prioritize or areas to improve within your sustainable and healthy data culture.



Targeted

- _____ 1. We establish a guaranteed and viable curriculum by identifying essential standards.
- _____ 2. We unpack and discuss essential standards so that every member has clarity.
- _____ 3. We create proficiency scales for each essential standard to define our expectations for mastery.
- _____ 4. We create learning progressions for each essential standard to agree on the logical sequence of instruction.
- _____ 5. We calibrate our scoring of common assessments to ensure the data is reliable and accurate through consistent evaluation among our team members.

_____ **Subtotal for targeted**

Timely

- _____ 1. We administer assessments that are a balanced mix of formative, summative, formal, and informal assessments and that provide the information necessary to make informed decisions and instructional adjustments.
- _____ 2. We use common assessments as the anchor points for the pacing of our instructional units.
- _____ 3. We collaboratively analyze the results from a CFA within forty-eight hours of its administration.
- _____ 4. We meet the inferences we draw from data with reasonable urgency to mitigate misconceptions and misunderstandings quickly, before they grow into larger learning gaps.
- _____ 5. We form response plans that identify specifically when students who need extra time and support will receive them.

_____ **Subtotal for timely**

Trustful	
_____ 1.	We developed norms that describe our collective expectations when engaging in work on data to ensure that the needs of all team members are met.
_____ 2.	We demonstrate vulnerability through a willingness to change our practices, implement different strategies, and tap into the ideas and perspectives of our colleagues.
_____ 3.	We check the validity of assessment items before using them to collect data.
_____ 4.	We rely on the data we gather from assessments as well as on other useful information available to ensure that our decisions are accurate and based on as complete a story as possible about students.
_____ 5.	We form data-response plans in which we come to a consensus about what to do next based on the information we glean from the data.
_____	Subtotal for trustful
Transparent	
_____ 1.	We view all students working toward the same learning outcome as our shared responsibility.
_____ 2.	We collaboratively analyze results from common assessments, resulting in a collaborative response plan.
_____ 3.	In our data discussions, we identify the specific needs of individual students or groups of students based on our gathered results.
_____ 4.	We gather data that includes results from <i>all</i> students who are working toward the same learning outcome.
_____ 5.	We share our data publicly with one another so that each member can access the entire data set for all students who are working toward the same learning outcome.
_____	Subtotal for transparent
Tenacious	
_____ 1.	We create (and update) SMART goals based on student learning outcomes to support school or district goals.
_____ 2.	Our data practices occur in recurring cycles, not in isolated, onetime events.
_____ 3.	We document our data-informed decisions throughout the unit of instruction to memorialize the rationale behind the decision we made and clarify our next actions.
_____ 4.	We track improvement of our instructional practice over time (unit to unit and year to year).
_____ 5.	We commit to frequent progress monitoring (at least every two weeks) for students receiving extra time and support with essential learning outcomes.
_____	Subtotal for tenacious

Source: Adapted from DuFour et al., 2024.