Using Data
A TERC INITIATIVE

LOW- AND HIGH-CAPACITY DATA USE CONTINUUM

High-capacity uses are those that actually translate into improved instruction, expanded opportunities to learn for diverse learners, and improved outcomes for students. Low-capacity use, on the other hand, leads to inappropriate responses to data that can harm children and/or teachers.

Directions: Please add your district and your school's name.

Read each of the items below that represent the extremes on a "continuum line." Find the point on the 1 to 6 line that BEST describes the current position of your district or school situation, and circle that number.

District: **School:**

Low-Capacity Data Use	**High-Capacity Data Use**
1. Misinterprets and misunderstands data 1 2 3 4 5 6	1. Accurately interprets data and discerns what they mean
2. Uses aggregated and disaggregated data only 1 2 3 4 5 6	2. Regularly uses item-level data and student work
3. Accepts achievement gaps as inevitable 1 2 3 4 5 6	3. Responds to achievement gaps with immediate concern and corrective action
4. Uses single measures to draw conclusions 1 2 3 4 5 6	4. Uses multiple sources of data before drawing conclusions
5. Uses only summative measures 1 2 3 4 5 6	5. Uses formative and summative measures
6. Blames students and external causes for failure 1 2 3 4 5 6	6. Looks for causes for failure that are within educators' control
7. Draws conclusions without verifying hypotheses with data 1 2 3 4 5 6	7. Uses student work and data about practice and research to verify hypotheses
8. Fails to monitor implementation and results; big surprises at the end 1 2 3 4 5 6	8. Regularly monitors implementation and student learning; no surprises
9. Responds as individual administrators and teachers 1 2 3 4 5 6	9. Responds in teams and as a system

10. Prepares for tests by drilling students on test items

1	2	3	4	5	6

10. Aligns curriculum with standards and assessments; implements research-based improvements in curriculum, instruction, and assessment

11. Tutors only those students just missing the cutoff for proficiency—"bubble kids"

1	2	3	4	5	6

11. Differentiates instruction; provides extra help and enrichment for all who need it

12. Tracks students into classes by perceived ability

1	2	3	4	5	6

12. Increases the rigor of the curriculum for all students; assigns the best teachers to those who need them most

13. Chooses strategies based on instinct or the latest educational fad

1	2	3	4	5	6

13. Chooses strategies that are culturally proficient and research-based and have a logical link to the intended outcome