



## Leadership System - *Manage District Systems for Continuous Improvement*

District and building leaders regularly monitor process and outcome indicators of practices and systems to determine actions for people and processes.

### **PRACTICE 17**

#### **PREPARATION**

##### *GETTING AWARE*

District and building leaders engage in needs assessment and root cause analysis to determine goals and priorities for the district and/or individual buildings. Using these analyses, leaders identify potential outcome indicators, as well as possible actions that will influence these outcomes.

##### *GETTING READY*

District and building leaders utilize needs assessment outcome indicators and identify specific actions that will impact outcomes. Leaders develop a logic model to identify relevant actions, capacities, and indicators for monitoring implementation. Leaders identify tools and protocols for monitoring system implementation data for future decision-making.

#### **PROGRESS INDICATORS**

##### *GETTING STARTED*

District and building leaders identify system processes and actions that are needed for implementation, and identify actionable indicators of progress toward outcome goals. Leaders regularly gather and review data on processes and outcomes to determine progress.

##### *GETTING BETTER*

District and building leaders identify a range of process and outcome indicators that are connected to district and building goals, and regularly monitor indicator data to inform decision-making around these practices. Leaders identify core outcome indicators of their systems and monitor these regularly to make adjustments or remove operational barriers to implementation.

##### *KEEP IMPROVING*

District and building leaders utilize improvement cycles specific to the actions and processes of each system, and gather implementation and outcome data for review during each cycle. Leaders identify actionable goals with each new cycle, and monitor progress accordingly. Systems are modified with each cycle to address contextual challenges or barriers to implementation.

## RESEARCH REFERENCES FOR THIS PRACTICE:

- Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education Press.
- Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Myers Education Press.
- Lewis, C. (2015). What is improvement science? Do we need it in education?. *Educational researcher*, 44(1), 54-61.
- Lipton, L., & Wellman, B. (2012). *Got data? Now what?: Creating and leading cultures of inquiry*. Solution Tree Press.
- Rohanna, K. (2017). Breaking the "adopt, attack, abandon" cycle: A case for improvement science in K-12 education. *New Directions for Evaluation*, 2017(153), 65-77.
- Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.
- Schildkamp, K., Lai, M. K., & Earl, L. (Eds.). (2012). *Data-based decision making in education: Challenges and opportunities*.
- Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational research*, 61(3), 257-273.
- Spillane, J. P. (2012). Data in practice: Conceptualizing the data-based decision-making phenomena. *American Journal of Education*, 118(2), 113-141.
- Yurkofsky, M. M., Peterson, A. J., Mehta, J. D., Horwitz-Willis, R., & Frumin, K. M. (2020). Research on continuous improvement: Exploring the complexities of managing educational change. *Review of Research in Education*, 44(1), 403-433.