

## **Measurement, Analysis, and Knowledge Management Category**

**What does “Measurement, Analysis, and Knowledge Management” look like at the school and classroom levels?**

- The school has processes in place for the ongoing collection and analysis of formative data to drive fact-based decision making and to initiate a rapid response, if required, to support continuous improvement of student achievement. Formative assessment tools are put in place to monitor the effectiveness of the leadership and organizational systems; the education and training of all staff; staff, student, and stakeholder levels of satisfaction/dissatisfaction; and the processes and systems which sustain the actions within each category.
- In a Classroom Learning System focused on “Measurement, Analysis and Knowledge Management,” the teacher has processes in place for measuring and analyzing student progress during the school year using formative assessment tools and the PDSA cycle. A classroom data center, focused on continuous improvement, graphically communicates the connections among the class mission statement, goals, action plans, data, and quality tools. The data center provides the information for the ongoing analysis of student needs with an emphasis on continuous progress. Likewise, personal data notebooks or folders are maintained by students for the purpose of self-monitoring of progress according to individual goals and action plans aligned with class goals.

### **A Process for Meeting the Requirements of the Baldrige Measurement, Analysis, and Knowledge Management Category**

In order to evaluate student performance, specifically how the school’s programs, offerings, and methods impact the attainment of strategic goals/objectives, appropriate measures and formative assessment tools must be selected or developed for data analysis, rapid response and continuous improvement of student performance. Other areas of the school’s operation that are monitored include the leadership system, staff development, and student, staff, and stakeholder satisfaction. High-quality and timely data and information must be available to all stakeholders to improve organizational efficiency, effectiveness and innovation.

To address the requirements of the Measurement, Analysis, and Knowledge Management Category, the school must engage in processes that define the content or actions of the category needed for the School Improvement Plan. These processes may be addressed through a set of process or “how” questions strategically aimed at the Baldrige requirements of the category. By answering these questions, the school improvement team will address specifically the content and actions or “what” questions to meet the needs of the school according to the Measurement, Analysis, and Knowledge Management Category.

<b>Process Questions (How)<sup>1</sup></b>	<b>SIP Content Questions (What)</b>
1. How does the school share, analyze, and provide performance data for stakeholders?	1. What actions have been identified by the school to share, analyze, and provide data for stakeholders?
2. How does the school select and/or develop multiple sources <sup>2</sup> of formative assessment tools that are aligned with goals/objectives and summative tools, for frequent monitoring of school performance?	2. What data sources or assessment tools have been identified and/or developed for monitoring student achievement and strategic goals/objectives, both short-term and long-term?
3. How does the school gather, analyze, and integrate data and information about student, classroom, and school performance to make decisions and inform instruction?	3. What processes are in place for making decisions regarding data and information?
4. How does the school use data for continuous improvement, including corrective, rapid action, if needed?	4. What tools are in place to facilitate continuous improvement, including corrective and rapid action, if needed?
5. How does the school ensure the quality, timeliness, availability, security and confidentiality of data and information?	5. What, if any, are the issues regarding data and information management?
6. How does the school/classroom use comparative data and information? How does the school measure itself against top performing schools?	6. What does the data show when making comparisons with similar schools? Which schools were chosen for benchmarking?

**Directions for completing the SIP category for “Measurement, Analysis, and Knowledge Management”**

- ⇒ Place the selected key measures and formative assessment tools that will be used to measure and monitor the strategic goals/objectives under the heading “Measurement, Analysis, and Knowledge Management” on a linkages chart, linear chart, narrative, etc., the format to be chosen by individual schools. Include benchmarking activities.
- ⇒ Under the heading “Process Management,” summarize the key well-defined, well-designed, and well-deployed processes that will be used to manage, analyze, and monitor the identified activities. As other Baldrige categories are addressed, check for the alignment of actions and processes to work towards a truly integrated, efficient, and effective management system.

<sup>1</sup> See the Principal’s Handbook for suggestions or actions as a guide for answering these questions.

<sup>2</sup> Multiple measures are evidence of student learning collected in various formats such as exams, tests, quizzes, reports, projects, portfolios, exhibits, artifacts, presentations, essays, and other tasks designed to evaluate learning.

