

The most important criterion for determining whether educators are “doing data right” is whether their use of data leads to improved student learning.

—Richard DuFour, p. 22

States that use a single indicator—test scores—to measure school performance are operating with an inadequate dashboard.

—Robert Rothman, p. 28

When we collect data without using it, it’s like picking apples off the tree, only to let them rot.

—Doug Fisher and Nancy Frey, p. 82

When we involve students in looking at data, let’s make sure we do it in ways that support and motivate them, rather than deflate them.

—Caitlin C. Farrell, Julie A. Marsh, and Melanie Bertrand, p. 16

Data analysis might play the role of a servant when we begin our journey as educators. But once invited along, it can become a master, taking over other dimensions of education’s purpose.

—Steven Levy, p. 62

Schools and districts that successfully promote data-informed decision making often have one key feature in common: dedicated collaboration time for teachers.

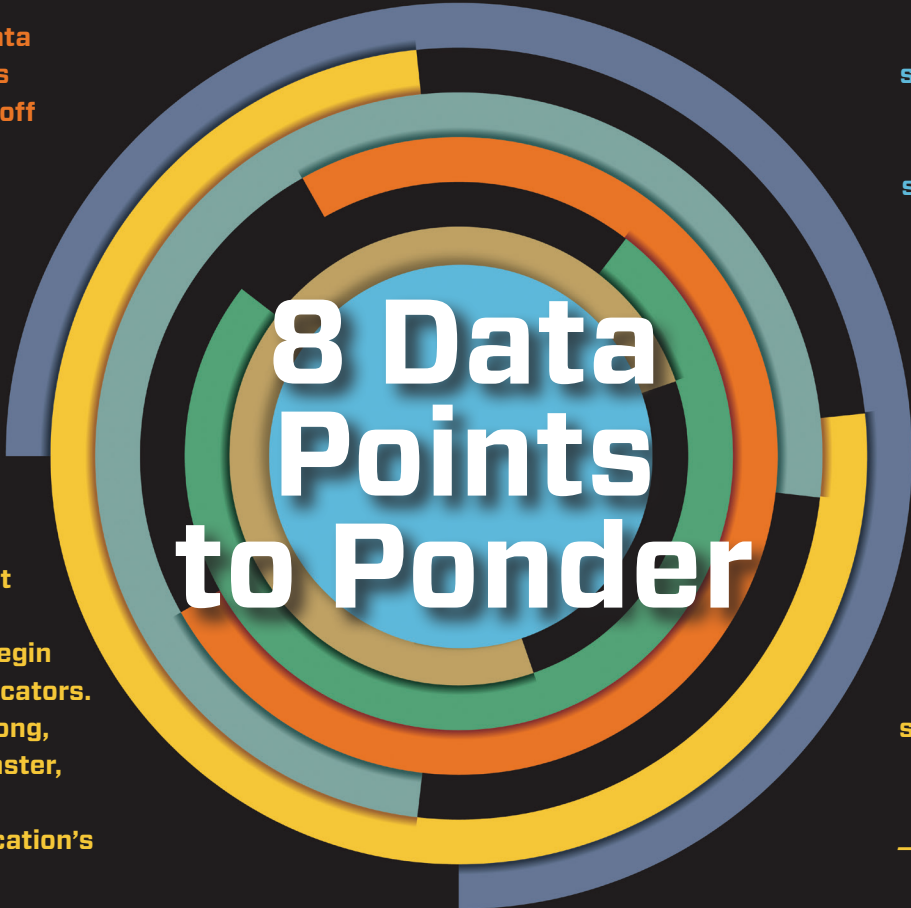
—Amanda Datnow and Vicki Park, p. 10

Data can make the push for change less personal. The issue isn’t about you or me; it’s about the goal we’re trying to achieve.

—Kristen Swanson, Gayle Allen, and Rob Mancabelli, p. 68

The data a school collects represent an actual child—her behaviors, interests, strengths, needs, and the areas in which she struggles.

—Lorette McWilliams and Christine Patton, p. 46



8 Data Points to Ponder