### Indicator 1.C: Culture of continuous improvement



School leadership has a plan for a consistent way for monitoring improvement using the elements of continuous improvement, but there is limited evidence that they use data to prioritize initiatives and to refine (and improve) strategies to meet evolving teacher and student needs. School leadership has established systems for communicating about progress and challenges of improvement efforts, but some barriers to communication may still exist. School leadership has begun using schoolwide data to monitor the effectiveness of some key initiatives, but there is little to no evidence that the data are analyzed by student groups. School leadership occasionally seeks input from the broader school community about progress on improvement efforts.

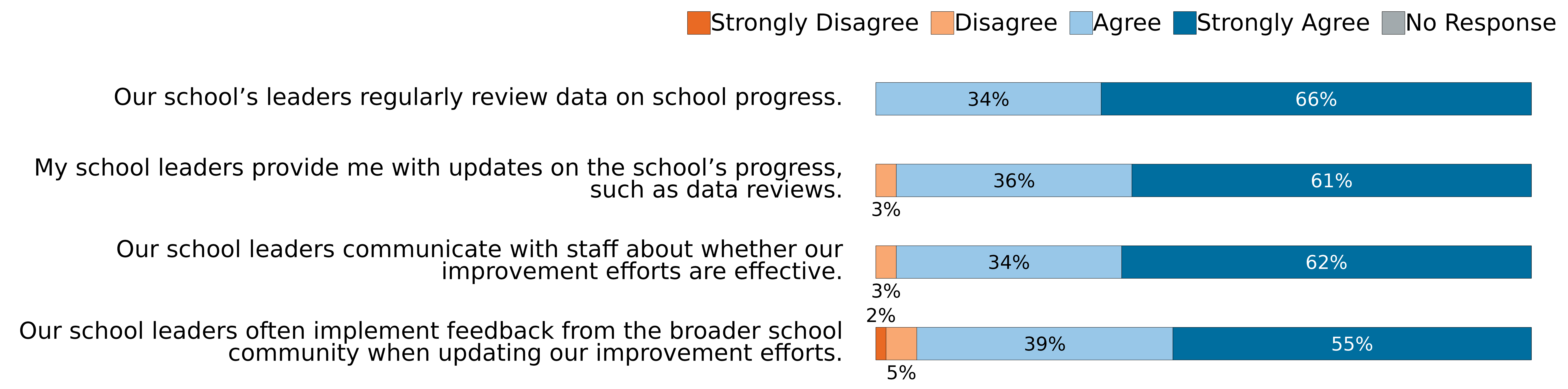
#### OVERALL RATING SUMMARY:

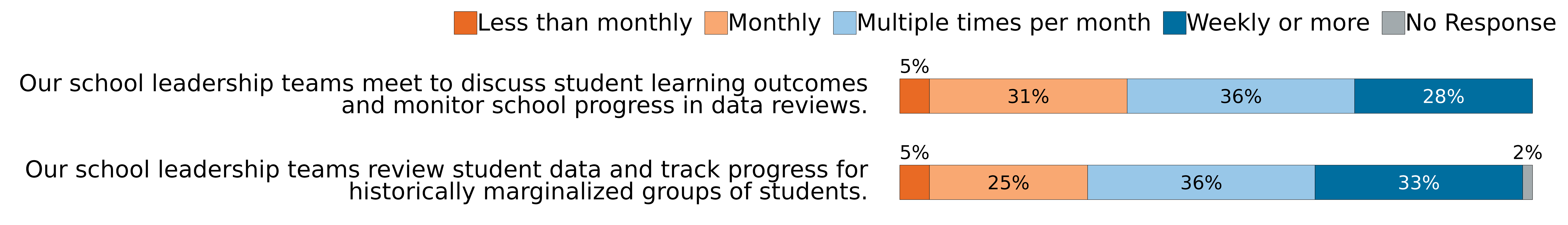
Consistent with an established rating for this indicator, school leaders have established practices for regularly monitoring the implementation of improvement efforts and prioritizing initiatives based on student data. While there are systems for communicating about progress and challenges, there are still some barriers to communication and insufficient attention to some student groups, such as historically marginalized groups.

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|  | 2023-2024 |
| University of Chicago Five Essentials Survey: Selected Constructs |  |
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Indicator 1.C: Culture of continuous improvement (CONT.)

#### STAFF SURVEY RESPONSE:





#### STAFF PERSPECTIVES:

* School leaders reported that they use data to monitor and adjust school initiatives. Staff corroborated this report, as all staff survey participants (100%) agreed or strongly agreed that school leaders regularly review data on school progress. Leaders described using a structured approach to focus on a different strategy each month (e.g., addressing chronic absenteeism), identify areas of improvement, and make necessary adjustments.
* According to school leaders, the school uses data to address disparities in attendance and discipline (e.g., conducting home visits for families with poor attendance). Leaders report that these data utilization efforts have improved student outcomes. According to staff focus group participants, the ULT members share progress updates with grade level groups, and nearly all staff survey respondents (95%) agreed or strongly agreed that school leaders communicate with staff about whether improvement efforts are effective.
* Evidence of Student Learning (EJC): While two-thirds of staff survey respondents (67%) indicated that school leaders review data and track progress for historically marginalized groups multiple times per month (or more often), school leaders acknowledged that there is currently a lack of action in response to these data reviews.