

CONTINUOUS IMPROVEMENT

CONTINUUMS SELF-ASSESSMENT ACTIVITY

OVERVIEW OF THE CONTINUUMS

Measuring a school's progress against identified criteria—such as the *Education for the Future Continuous Improvement Continuums*—provides a benchmark that schools can use to see if their actions have created the results they intended. These measures are supported by analyzing data gathered through questionnaires, performance measures, and observations of the learning environment. When these measures are used on a regular basis, the data clearly document trends and provide information that assist schools in determining next steps for improvement.

The seven *Education for the Future Continuous Improvement Continuums* represent the theoretical flow of systemic continuous school improvement. The Continuous Improvement Continuums (CICs) take the theory and spirit of continuous school improvement, interweave educational research, and offer practical meaning to the components that must change, simultaneously and systematically, throughout the learning organization.

These *Education for the Future Continuous Improvement Continuums*, adapted from the *Malcolm Baldrige Award Program for Quality Business Management*, provide an authentic means for measuring school wide improvement and growth. Schools use these Continuums as a vehicle for ongoing self-assessment. They use the results of the assessment to acknowledge their accomplishments, to set goals for improvement, and to keep school districts and partners apprised of the progress they have made in their continuous school improvement efforts.

Understanding the Continuums

These Continuums, extending from one to five horizontally, represent a range of expectations related to continuous school improvement with respect to an *Approach* to the Continuum, *Implementation* of the approach, and the *Outcome* that results from the implementation. A one rating, located at the left of each Continuum, represents a school that has not yet begun to improve. Five, located at the right of each Continuum, represents a school that is one step removed from "world class quality." The elements between one and five describe how that Continuum is hypothesized to evolve in a continuously improving school. Each Continuum moves from a reactive mode to a proactive mode—from fire-fighting to prevention. The five in *Approach*, *Implementation*, and *Outcome* in each Continuum is the target. Vertically, the *Approach*, *Implementation*, and *Outcome* statements, for any number one through five, are hypotheses. In other words, the implementation statement describes how the approach might look when implemented, and the outcome is the "pay-off" for implementing the approach. If the hypotheses are accurate, the outcome will not be realized until the approach is actually implemented.

Purpose

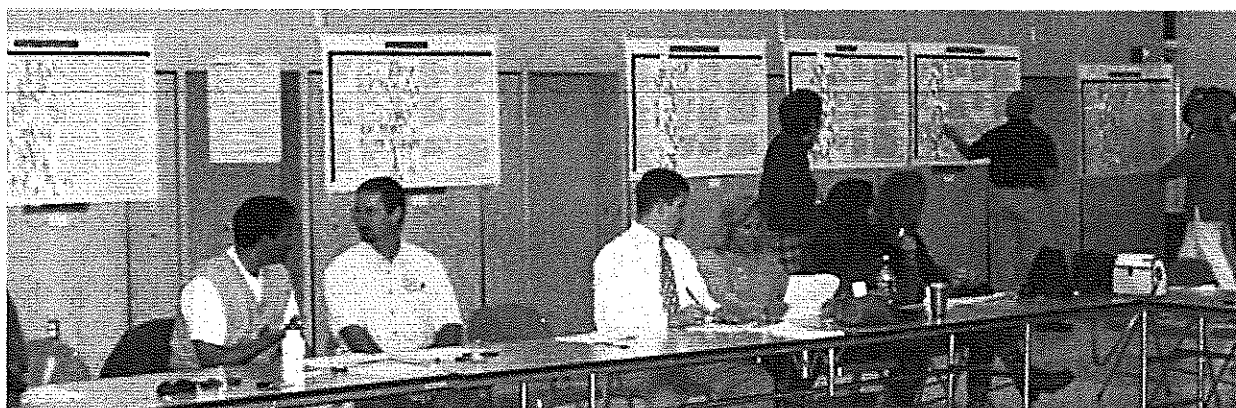
Assessing on the *Continuous Improvement Continuums* will help staff members see where their systems are right now with respect to continuous improvement, and ultimately show that they are making progress over time. The discussion that leads to consensus is the most valuable piece of this activity. In addition to helping the entire staff see where the *school or district* is, the process lays out next steps for continuous school improvement.

Target Audience School or district staff.

Time Three hours for the first assessment; 90 minutes for subsequent assessments.

Materials

One set of the school or district *Continuous Improvement Continuums* (CICs), enlarged to poster size, a copy of the CICs for staff members, chart pad paper, markers, masking tape or push pins to hang the large *Continuums*, colored dots, 2x2 self-stick notes, and computer for note-taking. Reserve a room with big blank walls for this activity. (Do not bother laminating the posters or making them really big unless you can do so inexpensively. The posters serve as a chart. They will be used once.)



Overview

Use the *Continuous Improvement Continuums* (CICs) to understand where your school is with respect to continuous school improvement, and to determine next steps. The results will provide that sense of urgency needed to spark enthusiasm for your school improvement efforts.

Be sure each table has a supply of markers, colored dots, and self-stick notes. Do not try to assign any one group the same color dots. The color of the dots has no particular meaning, and we want to ensure a feeling of one cohesive organization.

Remember that where your school is at any time is just where it is. Do not worry about being lower than you thought. The important thing is what you do with this information. Continuous school improvement is a never-ending process which, when used effectively, will ultimately lead your school, or district, toward providing a quality program for all students.

Process Protocol

Hang the enlarged posters of the *Continuous Improvement Continuums* around the room. Read about where the *Continuous Improvement Continuums* came from, that they represent the theoretical flow of continuous improvement, going from reactive (1) to proactive (5). Have a person available to record the highlights of the conversation.

Step 1. Establish ground rules for the assessment. We want to make sure everyone understands that the conversation is safe and confidential. Also clarify why it is important to do this activity.

Step 2. Introduce the first section of the *Continuums—Information and Analysis*. Ask staff members to independently read the *Information and Analysis Continuous Improvement Continuum* and see if they can recognize where the *school or district* is right now, with respect to *Approach*, *Implementation*, and *Outcome*. Ask them to read left to right with a one and move to a five. Keep the group moving and try to avoid rewording the descriptions of the continuums. Also ask them to select a whole number, as opposed to a “between” number like 2.5.

Step 3. Direct staff members to walk over to the *Information and Analysis Continuum* on the wall and place a colorful dot where they believe the school/district is with respect to *Approach*, *Implementation*, and *Outcome*. We call this “dot-mocracy.”



Step 4. After everyone has placed her or his dot, review what you see. Focusing on *Approach*, ask for discussion of why staff thought the school/district was a 1, 2, 3, 4, or 5.

Step 5. After the discussion, if one number is becoming clearly favored, ask if there is anyone who could not live with this number as a baseline assessment of this school's or district's *Approach to Information and Analysis*. If no one opposes, write that number on a post-it and place it on the large continuum to represent the consensus decision of the group. If there is not a number that is clearly favored after the first discussion, continue the discussion. You can assist if there is a stalemate by systematically asking what the organization has for *Information and Analysis*, and walking through each number in *Approach*, clarifying what the organization would have to have to be a specific number. Ask again for a show of hands.

Step 6. Continue with *Implementation* and *Outcome*.

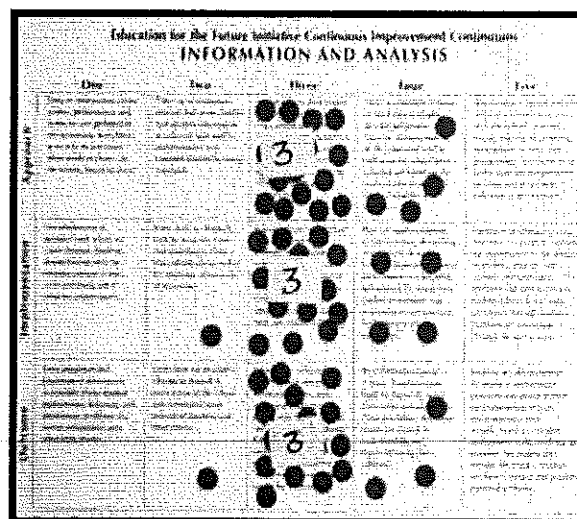
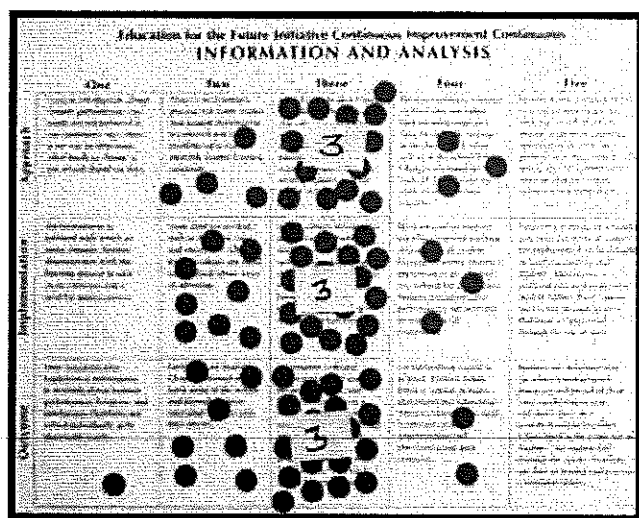
Step 7. When consensus on the three sections is complete, ask for the “Next Steps:” *What do we need to do to move up? Or to become the next solid number? (See Coming to Consensus, after Comments to the Facilitator.)*

Step 8. Continue with the next six *Continuums*. After *Information and Analysis*, you can usually introduce two *Continuums* at a time. (If you are familiar with the *Continuums*, you could read

and dot two at the same time. You will need to discuss each one separately to list “Next Steps.”) It is effective to have one-half of the group read one *Continuum*, place their dots, and then come back and read the next *Continuum*, while the other half of the group is reading the second *Continuum* first, putting up their dots, and then reading the first *Continuum*.

Step 9. As staff members are reading the next *Continuum*, use the time to type highlights of the discussion of the just completed *Continuum*. You will be able to leave the session with a complete report that summarizes the assessment results that day.

Step 10. Add digital pictures of the assessment charts to the report to watch the staff thinking come together over time.



Comments to the Facilitator

Make sure everyone knows the emphasis is on *consensus* and not just a vote. We want everyone to win! We want the *Continuous Improvement Continuums* to add a sense of urgency for improvement. To that end, do not let staff members average their scores or rate themselves too high. Averaging the scores does not inspire change—especially on the first assessment. If the discussion hangs between two numbers, go to the lower number, and write solid next steps to become the next number.

Periodic (regular) assessment sessions will help staff see that they are making progress. We recommend assessing on the *Continuous Improvement Continuums* at least once a year.

Figure 1

COMING TO CONSENSUS

Consensus is reached when everyone in the group can buy into, or live with, the decision without feeling compromised in any way.

Michael Doyle and David Straug

How to Make Meetings Work: The New Interaction Method (1993)

Any group's goal should be to reach decisions that best reflect the thinking of all group members. We call this *reaching consensus*. It is easy to be confused about what consensus is and isn't, so here are some guidelines:

Consensus is...

- ♦ Finding a proposal acceptable enough that all members can support it; no member opposes it.

Consensus is not...

- ♦ A unanimous vote—a consensus may not represent everyone's first priorities.
- ♦ A majority vote—in a majority vote, only the majority gets something with which they are happy, while those in the minority may get something they don't want at all.
- ♦ Everyone is totally satisfied.

Consensus requires...

- ♦ Time to discuss ideas.
- ♦ The active participation of all group members.
- ♦ Good communication skills (listening, clarification, conflict resolution, and facilitation for both discussion and dialogue).
- ♦ Creative thinking and open-mindedness.

How do you know when you have reached consensus? Probably no one will be completely satisfied with the decision, but everyone can live with it.

Not every decision needs consensus. Your group should decide ahead of time when you will push for consensus. Decisions that may have a major impact on the direction of the project or conduct of the team—such as which problem to study, or what ground rules to establish—should belong to the whole team and be supported by consensus.

Benefits of Consensus

- Decisions are more accurate and usually of higher quality.
- People are more willing to support decisions.
- Disagreement can be explored rather than avoided.

Why Not Vote?

- Voting causes an individual to establish a position. It is difficult for anyone to publicly change her or his position.
- Voting ignores the opinions of the minority.
- Voting avoids conflict and discussion. Voting denies the group the benefit of understanding others and the natural synergism created by group interaction.

Continuous Improvement Continuums for Schools INFORMATION AND ANALYSIS

One

Two

Three

Four

Five

Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and meet accountability expectations.	School collects all types of data, including demographics, student learning, perceptions, and school processes. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as student learning results, attendance, and behavior. Only a few individuals are asked for feedback about areas of schooling.	School collects information on current and former students (e.g., student achievement, demographics, perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms, along with process data.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Contributing causes are known through analyses. Problems are prevented through the use of data.
Only anecdotal and hypothetical information are available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessments, and instructional practices is shared with the school staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "contributing causes," and track results for improvement.	A comprehensive information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data, systemwide.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems, and optimize their results.

Approach

Implementation

Outcome

Continuous Improvement Continuums for Schools

STUDENT ACHIEVEMENT

One Two Three Four Five

Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some teachers believe that not all students can achieve.	Some data are collected on student background and performance trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be used to guide instruction and learning.	A shared vision is created. Each staff agree and commit to what they are going to teach, how they are going to teach, how they will assess, and how they and students will treat each other and students (teachers). Student learning standards are identified for implementation, and a continuum of learning is created throughout the school. Student performance data are collected and compared to the standards in order to analyze how to improve learning for all students.	Data on student achievement and the achievement of student learning standards are used throughout the school to pursue the improvement of student learning. Teachers collaborate to implement appropriate instruction and assessment strategies for meeting student learning standards articulated across grade levels. All teachers believe that all students can learn.	School makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.
All students are taught the same way. There is no communication with students about their academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a schoolwide basis. Teachers begin to understand the needs and learning gaps of students.	Teachers commit to effective instruction and assessment strategies to implement standards and to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies, such as lesson study and demonstration lessons.	There is a systematic focus on implementing student learning standards and on the improvement of student learning schoolwide. Effective instruction and assessment strategies are implemented in each classroom. Teachers support one another with peer coaching, lesson study, and/or action research focused on implementing strategies that lead to increased achievement and the attainment of the shared vision.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to student learning standards is utilized to adjust teaching strategies to ensure a progression of learning for all students.
There is wide variation in student attitudes and achievement with undesirable results. There is high dissatisfaction among students with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to teachers and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication between students and teachers, and teachers and teachers, regarding student learning. Teachers learn about effective instructional strategies that will implement the shared vision, student learning standards, and meet the needs of their students. They make some gains.	Increased student achievement is evident schoolwide. Student morale, attendance, and behavior are good. Teacher morale is high. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Students and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning standards, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.

Approach

Implementation

Outcome

Continuous Improvement Continuums for Schools

QUALITY PLANNING

One Two Three Four Five

No quality plan or process exists. Data are neither used nor considered important in planning.	The staff realize the importance of a mission, vision, and one comprehensive school plan; however, the current school improvement plan focuses on solving problems and closing gaps.	A comprehensive continuous school improvement plan to achieve the shared vision is developed. Plan includes evaluation and continuous improvement.	One focused and integrated continuous school improvement plan for implementing the shared vision is put into action. All school efforts are focused on the implementation of this plan that represents the achievement of the vision.	A plan for the continuous improvement of the school, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the school due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.
There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.	School community begins continuous school improvement planning efforts by laying out major steps to create a shared vision, and implementing student learning standards.	Implementation goals, responsibilities, due dates, and timelines are spelled out in the comprehensive continuous school improvement plan to implement the shared vision. Support structures to implement the vision, such as teams, for implementing the plan are set in place.	The continuous school improvement plan is implemented through effective procedures in all areas of the school. Everyone commits to implementing the plan aligned to the vision, mission, and values and beliefs. All share responsibility for accomplishing school goals.	Schoolwide goals, mission, vision, and student learning standards are shared and articulated throughout the school and with feeder schools. The attainment of identified student learning standards is linked to planning and implementation of effective instruction and assessments that meet students' needs. Leaders at all levels are developing expertise because planning is the norm.
There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.	The school community understands the benefits of working together to implement a comprehensive continuous school improvement plan. Current improvements are neither systematic nor integrated schoolwide.	There is evidence that the continuous school improvement plan is being implemented in some areas of the school. Schoolwide improvements are starting to show.	A continuous school improvement plan to implement the vision is known to all. Results from working toward the quality improvement goals are evident throughout the school. Planning is ongoing and inclusive of all stakeholders.	Evidence of effective teaching and learning results in significant improvement of student achievement attributed to continuous school improvement planning at all levels of the school organization. Teachers and administrators understand and share the school mission and vision. Quality planning is seamless and all demonstrate evidence of accountability.

Approach

Implementation

Outcome

Continuous Improvement Continuums for Schools LEADERSHIP

One

Two

Three

Four

Five

Principal as decision maker. Decisions are reactive to state, district, and federal mandates. There is no knowledge of continuous school improvement.	A shared decision-making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive.	Leadership teams are created and committed to continuous school improvement. Leadership seeks inclusion of all school sectors and supports teams by making time provisions for their collaboration.	Leadership teams represent a true shared decision-making structure. All teams understand their roles and carry them out in the implementation of a comprehensive continuous school improvement plan.	A strong continuous school improvement structure is set into place that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approaches and beliefs. The school vision is student-learning focused, based on data, and appropriate for school/ community values, and meeting <i>all</i> student needs.
Principal makes all decisions, with little or no input from teachers, the community, or students. Leadership inspects for mistakes.	The shared decision-making structure is implemented in some places and not others. Structure is mostly used to solve problems or close gaps.	School values and beliefs are identified; the purpose of school is defined; a school mission, vision, and student learning standards are agreed upon. A leadership structure for implementing approaches to achieving student learning standards and the shared vision is established.	Decisions about budget and implementation of the vision are made within teams, by the principal, by the leadership team, and by the full staff as appropriate. All decisions are communicated to the full staff.	The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction. Necessary resources are available to implement and measure staff learning related to student learning standards.
Decision-making process is clear and known; however, decisions lack focus and consistency. There is no evidence of staff commitment to a shared vision. Students and parents do not feel they are being heard.	Quality leadership techniques are used sporadically. Critical areas for improvement are identified.	The mission provides a focus for all school improvement, and guides the action to the vision. The school community is committed to continuous school improvement. Faculty feel included in shared decision making.	There is evidence that the leadership team listens to all levels of the organization. Implementation of the continuous school improvement plan is linked to student learning standards and the shared vision. Leadership capacities for implementing the vision among teachers are evident.	Site-based management and shared decision making truly exists. Teachers understand and display an intimate knowledge of how the school operates. Teachers support and communicate with each other in the implementation of quality strategies. Teachers implement the vision in their classrooms and can determine how their new approach meets student needs and leads to the attainment of student learning standards. Leaders are standards-driven at all levels. Instructional coherence results.

Approach

Implementation

Outcome

Continuous Improvement Continuums for Schools

PROFESSIONAL LEARNING

One

Two

Three

Four

Five

There is no professional learning. Teachers, principals, and staff are seen as interchangeable parts that can be replaced. Professional learning is external and usually equated to attending a conference alone. Hierarchy determines "haves" and "have-nots."	The "cafeteria" approach to professional learning is used, whereby individual teachers choose what they want to take, without regard to an overall school plan, or vision.	The shared vision, school plan, and student needs are used to target focused professional learning for all employees. Staff is inserviced on relevant instructional, assessment, and leadership strategies.	Professional learning and data are used by all teachers and are directed toward the goals of the shared vision and the continuous improvement of the school. Teachers have ongoing conversations about student achievement data. Other staff members receive training in their content areas. Systems thinking is considered in all decisions.	Leadership and staff continuously improve all aspects of the learning organization through an innovative, data-informed, and comprehensive continuous school improvement process that prevents student failures. Effective job-embedded professional learning is ongoing for implementing the vision for student success. Teachers engage in collegial coaching and action research focused on student learning standards. Policies set professional learning as a priority budget line-item. Professional learning is planned, aligned, and leads to the achievement of student learning standards and the shared vision.
Teacher, principal, and staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.	Teacher professional learning is sporadic and unfocused, lacking an approach for implementing new procedures and processes. Some collaborative training begins to take place.	Teachers are involved in year-round quality professional learning. The school community is trained in shared decision making, team building concepts, effective communication protocols, and data analysis at the classroom level.	Teachers, in teams, continuously set and implement student achievement goals. Leadership considers these goals and provides necessary support structures for collaboration. Teachers utilize effective support approaches as they implement new instruction and assessment strategies. Coaching and feedback structures are in place. Use of new knowledge and skills is evident.	Teams passionately support each other in the pursuit of quality improvement at all levels. Teachers make bold changes in instruction and assessment strategies focused on student learning standards and student learning styles. Staffwide conversations focus on systemic reflection and improvement. Teachers are strong leaders.
No professional growth and no staff or student performance improvement. There exists a high turnover rate of employees, especially administrators. Attitudes and approaches filter down to students.	The effectiveness of professional learning is not known or analyzed. Teachers feel helpless about making schoolwide changes.	Teachers, working in teams, feel supported and begin to feel they can make changes. Evidence shows that collaboration to improve student learning works.	A collegial school is evident. Effective classroom strategies are practiced, articulated schoolwide, are reflective of professional learning aimed at ensuring student achievement, and the implementation of the shared vision, that includes student learning standards.	True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective, differentiated teaching strategies for individual student learning gains. Teachers' repertoire of skills are enhanced, and students are achieving. Professional learning is driving learning at all levels.

Approach

Implementation

Outcome

Continuous Improvement Continuums for Schools

PARTNERSHIP DEVELOPMENT

One Two Three Four Five

There is no system for input from parents, business, or community. Status quo is desired for managing the school.	Partnerships are sought, but mostly for money and things.	School has knowledge of why partnerships are important and seeks to include businesses and parents in a strategic fashion related to student learning standards for increased student learning.	School seeks effective win-win business and community partnerships and parent involvement to implement the vision. Desired outcomes are clearly identified. A solid plan for partnership development exists.	Community, parent, and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Parent and business involvement in student learning is refined. Student learning <i>regularly</i> takes place beyond the school walls.
Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.	A team is assigned to get partners and to receive input from parents, the community, and business in the school.	Involvement of business, community, and parents begins to take place in some classrooms and after school hours related to the vision. Partners begin to realize how they can support each other in achieving school goals. School staff understand what partners need from the partnership.	There is a systematic utilization of parents, community, and businesses schoolwide. Areas in which the active use of these partnerships benefit student learning are clear.	Partnership development is articulated across all student groupings. Parents, community, business, and educators work together in an innovative fashion to increase student learning and to prepare students for college and careers in the 21 st Century. Partnerships are evaluated for continuous improvement.
There is little or no involvement of parents, business, or community at-large. School is a closed, isolated system.	Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.	Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.	Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.	Previously non-achieving students enjoy learning with excellent achievement. Community, business, and home become common places for student learning, while school becomes a place where parents come for further education. Partnerships enhance what the school does for students.

Approach

Implementation

Outcome

Continuous Improvement Continuums for Schools

CONTINUOUS IMPROVEMENT AND EVALUATION

One Two Three Four Five

Approach	One	Two	Three	Four	Five
Implementation	Neither goals nor strategies exist for the evaluation and continuous improvement of the school organization or for elements of the school organization.	The approach to continuous improvement and evaluation is problem solving. If there are no problems, or if solutions can be made quickly, there is no need for improvement or analyses. Changes in parts of the system are not coordinated with all other parts.	Some elements of the school organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation findings.	All elements of the school's operations are evaluated for improvement and to ensure congruence of the elements with respect to the continuum of learning students experience.	All aspects of the school organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school improvement process.
Outcome	With no overall plan for evaluation and continuous improvement, strategies are changed by individual teachers and administrators only when something sparks the need to improve. Reactive decisions and activities are a daily mode of operation.	Isolated changes are made in some areas of the school organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the contributing causes of problems. The effectiveness of the elements of the school organization, or changes made to the elements, is not known.	Elements of the school organization are improved on the basis of comprehensive analyses of contributing causes of problems, client perceptions, and operational effectiveness of processes.	Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a comprehensive learning continuum for students and to prevent student failure.	Comprehensive continuous improvement becomes the way of doing business at the school. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the school organization are improved to support teachers' efforts.
	Individuals struggle with system failure. Finger pointing and blaming others for failure occurs. The effectiveness of strategies is not known. Mistakes are repeated.	Problems are solved only temporarily and few positive changes result. Additionally, unintended and undesirable consequences often appear in other parts of the system. Many aspects of the school are incongruent, keeping the school from reaching its vision.	Evidence of effective improvement strategies is observable. Positive changes are made and maintained due to comprehensive data and process analyses and evaluation.	Teachers become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement. Sustainable improvements in student achievement are evident at all grade levels, due to continuous improvement.	The school becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning results for all students and staff. The impact of improvements is increasingly measurable.