

# Learning Bites: Getting Ready for Continuous Improvement



## Data Inventory

Once you have begun to work as a team, one of the next steps in this work is to understand the data you have available. A [data inventory](#) will help you identify what data is currently being collected. This includes identifying any duplication of types of data collected, as well as what systems are used to collect, store, and analyze data.

Keep in mind that you want state and local data that addresses not only academic achievement, but also data that addresses the health components of the whole child, as well as systems data. For example, you'll want data that speaks to:

- Non-academic areas, such as nutrition, social and emotional health, school culture and climate, mental and behavioral health, or family & school engagement. If you don't know how to get this data, you can view the Whole Child: Data presentation on the [Professional Learning page](#) of the MICIP website.
- Systems data includes areas such as curriculum and instruction, assessment, finance, workforce, leadership, communication, technology, professional learning, transportation, facilities management, and food service. To obtain systems data, you will likely need to reference a framework that incorporates these systems. System frameworks frequently have self-assessment tools associated with them. Some of the more familiar frameworks include:
  - MDE District and School Improvement Frameworks
  - COGNIA
  - Whole Child Framework
  - MTSS Framework
  - HIL Project Framework
  - Teacher Evaluation Frameworks
- School or district data may be stored and accessed through multiple systems, including:
  - MiSchoolData
  - MiDataHub
  - other local data source(s)

Understanding the data you have available will put your district in a strong position when you begin to identify students' needs. It will also help you understand what gaps exist in the data that you need to fill.

