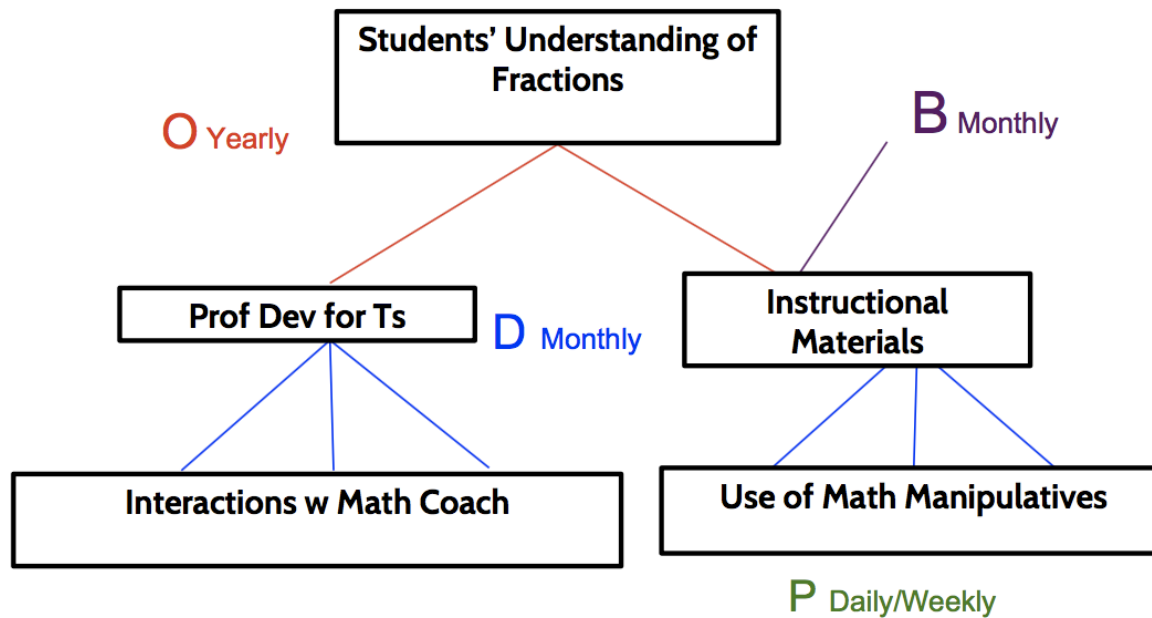


Different Types of Measurement for Different Goals

ASPECT	IMPROVEMENT	ACCOUNTABILITY	RESEARCH
Why?	Develop and evaluate changes in practice	Identify exemplary or problematic performers (teachers, schools, districts)	Develop and test theories about the relationships between conceptual variables
What?	Outcomes and processes that are the object of change	End of the line outcomes	Latent variables
How often?	Frequently as practice occurs	Usually collected once a year (after the fact)	Typically once or twice per study (after the fact)
Testing your theory	Sequential tests	No theory to test	One large test
Sample size	“Just enough” data, small sequential samples	Obtain 100% of available, relevant data	“Just in case” data
Social Conditions of Use?	Data shared in a low-stakes, safe environment conducive to change.	Publically available. Formal collection process to assure appearances of neutrality and objectivity.	Meets scientific standards that are held in the field.

FRACTIONS MEASUREMENT SYSTEM



Measure Types

O = Outcome Measures

- Measures of our ultimate aim or goal. How is our system performing?

D = Driver Measures

- Intermediary outcome measures, tied to our drivers, that should predict progress on our ultimate outcome measures.

P = Process Measures

- Measures closely tied to the specific work processes we are trying to change. Are the processes performing as planned?

B = Balance Measures

- Measures of unexpected changes. What unintended consequences might occur as we improve our outcome and process measures?