

## Why Is a Results Orientation the Key to School Effectiveness?

*“An astonishing number of educational leaders make critical decisions about curriculum, instruction, assessment, and placement on the basis of information that is inadequate, misunderstood, misrepresented, or simply absent. Even when information is abundant and clear, I have witnessed leaders who are sincere and decent people stare directly at the information available to them, and then blithely ignore it.”* (Reeves, 2006, p. 95)

*“Strategic leaders are worthy of the name because of their consistent linking of evidence to decision making. They respond to challenges not by scoring rhetorical points but by consistently elevating evidence over assertion.”* (Reeves, 2002, p. 162)

*“School systems must create a culture that places value on managing by results, rather than on managing by programs.”* (Schlechty, 1997, p. 110)

*“It is essential that leaders work to establish a culture where results are carefully assessed and actions are taken based on these assessments.”* (Schlechty, 2005, p. 11)

*Schools committed to improving student learning need information more than ever. They must have a process that gathers authentic and relevant information and use it to identify strengths and weaknesses in a way that pushes people toward continuous improvement* (Dolan, 1994).

*“Teachers in gap-closing schools more frequently use data to understand the skill gaps of low-achieving students. . . . When data points to a weakness in students’ academic skills, gap-closing schools are more likely to focus in on that area, making tough choices to ensure that students are immersed in what they need most.”* (Symonds, 2004, p. 13)