

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT**

Standards for District Data Teams

This document describes a set of standards for District Data Teams. Teams able to meet the standards increase the probability of being successful in improving outcomes for students

Standards for District Data Teams

Introduction:

The purpose of a District Data Team is to identify and carry out the priority and high leverage adult actions. This will be implemented at the district level to achieve the goals and student outcome indicators that have been identified for a school system.

The District Data Team is part of a series of collaborative teams at the district, school and instructional levels. Together, this network of teams enables the professionals at all three levels to focus their efforts on common student outcomes; develop strategies appropriate to their level; and align their strategies to ensure a coherent and focused approach to improving student achievement.

Specifically, the District Data Team focuses its efforts on developing district-level strategies. These strategies should be those that the district is in the best position to implement. Examples are strategies related to curriculum development; hiring and retention; school performance standards and school designs. As the District Data Team studies which strategies to implement, it should be guided by several consideration factors leverage, evidence of likely effects and the capacity to implement.

A high functioning District Data Team produces many benefits. Some of these benefits include:

- a focus on a limited number of strategies; this allows the district to achieve deep, meaningful, high levels of implementation;
- a coordinated approach to districtwide strategies, rather than the “siloes” initiatives and directives often given to schools by multiple district departments;
- greatly enhanced implementation by monitoring through the use of data-driven-decision-making;
- a transparent process that is communicated to all stakeholder groups in an appropriate fashion; and
- long-term sustainability through the implementation of a carefully designed model that has a proven track record.

The District Data Team accomplishes the above through a collaborative team process that moves through a continuous improvement cycle. This cycle includes the following steps: creating the District Improvement Plan; implementing the plan; monitoring the effectiveness of the plan; and adjusting the plan in response to the continuous flow of data concerning causes and effects.

The following standards for District Data Teams were created after watching teams operate in a number of districts over a period of several years. By successfully implementing these standards, a District Data Team optimizes its effectiveness in achieving the student outcome indicators it desires.

Standards for District Data Teams

Based upon extensive work in a number of districts during the past three years, a clear picture of the most effective District Data Teams has emerged. This document describes in detail the characteristics of the most effective District Data Teams in four domains – the District Improvement Plan (DIP), the Membership of the Team, the Structure of the Team and the Process that the Team Utilizes. The only rating described for a District Data Team is Exemplary. The goal is for all teams to be exemplary. For each domain, the rating will be exemplary or not yet exemplary. To be rated exemplary, all standards within a domain must be met. Each rating for each standard within a domain must be accompanied by evidence to support the rating.

| Domain | Standards | Standard Met/Not Met | Evidence |
|---|--|----------------------------|----------|
| <p style="text-align: center;">District Improvement Plan</p> <p><i><u>Domain Rating</u></i></p> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary | 1. Prioritized Goals and Student Outcome indicators (both academic and non-academic) for the DIP have been clearly specified and are measurable. | | |
| | 2. Prioritized areas of strategic adult actions have been identified in the DIP and are limited in number. | | |
| | 3. The plan includes all of the major priority actions related to improving student achievement. | | |
| | 4. Actions described in the plan have a high degree of leverage (effect multiple outcomes). | | |
| | 5. For each area of strategic adult action a highly detailed, specific action plan has been developed, which includes key strategies, timelines, results | | |

| | | | |
|---|---|--|--|
| | indicators, persons responsible and other relevant information. | | |
| | 6. At least an estimate of the total cost of each strategic action is presented. | | |
| | 7. Each major adult action plan is assigned to a subcommittee whose membership and chairman are identified in the plan. | | |
| | 8. Actions are based upon a cited body of research and/or experience. | | |
| | 9. The plan is widely distributed internally and externally. | | |
| | 10. The plan is presented to the governing body for approval and periodically for progress reports. | | |
| | | | |
| Membership <u>Domain Rating</u> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary | 1. Superintendent and senior leadership are regular attending members of the team. | | |
| | 2. District specialists are regular attending members, particularly those with areas of responsibility addressed in the plan. | | |
| | 3. School-level representatives (at least one from each level) are regular, attending members. | | |

| | | | |
|--|---|--|--|
| | 4. Bargaining unit representatives (both teacher and administrator) are regular attending members. | | |
| | 5. The team includes enough members to be able to do the work. | | |
| | | | |
| Structure | 1. Meetings are regularly scheduled and conducted. | | |
| <u>Domain Rating</u> ○ Exemplary ○ Not Yet Exemplary | 2. Meetings are of sufficient length to ensure monitoring of implementation of all aspects of the plan. | | |
| | 3. Agenda is sent to all members at least 48 hours in advance of the meeting. | | |
| | 4. Written materials from subcommittees are sent in advance of the meeting. | | |
| | 5. Oral reports are presented by each subcommittee at each meeting. | | |
| | 6. Norms are developed and followed. | | |
| | 7. Minutes are sent to all members following the meeting. | | |
| | 8. Roles are clearly defined (Chair, recorder, etc.). | | |
| | 9. The chairperson controls the meeting and reinforces norms. | | |

| <p style="text-align: center;">Process</p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> ○ <i>Exemplary</i> ○ <i>Not Yet Exemplary</i> | <p>1. A clear process for data collection and analysis, decision-making, follow-up, and feedback has been identified and is followed.</p> | | |
|--|--|--|--|
| | <p>2. There is ample opportunity for participation by every member.</p> | | |
| | <p>3. The discussion follows the agenda (focused, time-limited).</p> | | |
| | <p>4. Discussion is largely supported by evidence and data.</p> | | |
| | <p>5. Group serves as a problem-solving group as obstacles arise.</p> | | |
| | <p>6. Decisions made by the group are supported by all members.</p> | | |
| | <p>7. At the end of each meeting, next steps are clearly identified and a timeline developed for follow-up.</p> | | |
| | <p>8. The major work on each action plan is done by a subcommittee and reported to the team by the subcommittee chair or designee.</p> | | |

| | | | |
|--|--|--|--|
| | <p>9. The team uses relevant data (both adult action data and student outcome data) on a regular basis to determine the effectiveness of their actions designed to achieve the identified student outcomes.</p> | | |
| | <p>10. The team modifies the plan in response to the data and tracks each change.</p> | | |
| | <p>11. The team conducts a comprehensive review of the plan at least once per year.</p> | | |
| | <p>12. The team has established a process/structure to monitor the development, implementation and effectiveness of School Data Teams and to ensure their alignment with the DIP.</p> | | |
| | | | |