

Standards for School Data Teams

[The attached standards can be used to assess the functioning of school data teams.]

District: _____

School: _____

Standards for School Data Teams

Introduction:

The School Data Team is part of a system 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 School Data Team focuses its efforts on developing school-wide strategies. These strategies should be those that the school is in the best position to implement. The strategies should be focused on changing those adult actions that are the highest current priority for a school. Examples are strategies that are related to how the school is scheduled, how teachers are assigned, how the early literacy program is organized, how the mathematics program is supported and reinforced, or how attendance is enhanced. The strategies are developed after a school has conducted a thorough analysis of its performance with respect to the student outcome indicators given to it by the district. Based upon this analysis the school team will decide which areas of student achievement are the highest priorities and will focus a plan of adult actions on those priorities.

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

- ensures that the school plan is focused on the student outcome indicators created by the district, thus assuring alignment.
- identifies the highest priorities for a school to focus upon in terms of student outcomes, and adult actions, thus assuring focus.
- coordinates the work of the many Instructional Data Teams in a school, enhancing internal alignment and focus.
- creates a common mission for the school.

The School 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 School Improvement Plan that is aligned with the District 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 set of standards for School Data Teams was created after watching teams operate in a number of districts over a period of several years. By successfully implementing these Standards, a School Data Team optimizes its effectiveness in achieving the student outcomes it desires.

Standards for School Data Teams

Based upon extensive work in a number of districts during the past several years a clear picture of the most effective School Data Teams has emerged. This document describes in detail the characteristics of the most effective School Data Teams in five domains –Membership, Structure, Data Analysis, Process and The School Improvement Plan. The goal is for all teams to be rated exemplary. For each domain the rating will be exemplary, met, progressing, or not begun. To be rated exemplary, all indicators within a domain must meet the standard. Each rating for each standard within a domain must be accompanied by evidence to support the rating.

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Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
Membership <u>Domain Rating</u> ○ Exemplary ○ Met ○ Progressing ○ Not Begun	1. Principal and other building administrators are regular, attending members of the team.					
	2. Elementary – representatives from <u>each</u> grade level; Secondary – representatives from <u>each</u> department					
	3. Representatives from non-classroom staff.					
	4. Parent and/or student representation is optional. However, if included, specific roles are identified.					
Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence

<p>Structure</p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> ○ Exemplary ○ Met ○ Progressing ○ Not Begun 	<p>1. Norms/Ground Rules are developed and followed. (i.e. have an agenda, start and end on time, open and honest dialogue, everyone has a voice, confidentiality, etc.)</p>					
	<p>2. Regularly scheduled and conducted meetings. (i.e. future meeting dates, times, and locations are established and distributed)</p>					
	<p>3. Meetings are of sufficient length to ensure monitoring of implementation of all aspects of the school improvement plan.</p>					
	<p>4. Roles are clearly defined (i.e. chair facilitates the meeting and reinforces ground rules , recorder takes minutes which summarize discussion and documents actions taken and records person(s) responsible for future actions)</p>					
	<p>5. Agenda is developed and forwarded to all members of the team at least one week before the next meeting. (i.e. agenda lists those topics for discussion and resolution that address aspects of the SIP which increases and improves teaching toward the ultimate goal of increasing student achievement)</p>					

Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
	<p>6. Minutes are sent to all members following the meeting. (i.e. minutes should summarize discussion, record, identify roles and responsibility for future team or work group members, and inform constituents about future deadlines/reports.</p>					
<p>Data Analysis</p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> ○ Exemplary ○ Met ○ Progressing ○ Not Begun 	<p>1. The team conducts a comprehensive analysis of the performance of the students in the school at least annually. This analysis covers not only academic performance measures but social/behavioral as well.</p>					
	<p>2. As a result of the analysis of student performance, the team identifies the most significant student performance issues in the school. These issues are limited in number and represent the school's current highest priority.</p>					
	<p>3. Each student performance issue is expressed as a SMART goal.</p>					

Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
	<p>4. The team conducts a comprehensive analysis of its current adult practices in order to determine which adult practices issues are most significantly contributing to the student performance issues identified.</p>					
	<p>5. As a result of the analysis of adult practices, the team identifies the most significant adult practices that need to be changed in the school to improve the student performance issues of concern. These adult practices should be limited in number and represent the school's current highest priority of adult practices that needs to change.</p>					
	<p>6. Each adult practice issue is expressed as a SMART goal.</p>					

Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
<p>Process <u><i>Domain Rating</i></u></p> <ul style="list-style-type: none"> ○ <i>Exemplary</i> ○ <i>Met</i> ○ <i>Progressing</i> ○ <i>Not Begun</i> 	1. At each meeting there is ample opportunity for participation by every member.					
	2. The discussion follows the agenda (focused, time-limited).					
	3. Group stays on task.					
	4. Discussion is largely supported by evidence and data.					
	5. Group serves as a problem-solving group as obstacles arise.					
	6. Decisions made by the group are supported by all members					
	7. At the end of each meeting, next steps are clearly identified and a timeline is developed for follow-up.					
	8. Those responsible for each action plan are clearly articulated.					
	9. The team uses relevant data (both adult action data and student outcome data) to determine the effectiveness of their actions designed to achieve the identified student outcomes.					
	10. The team modifies the plan in response to the data and tracks each change.					
	11. The team conducts a comprehensive review of the plan at least once per year.					
	12. The team coordinates and may direct the work of the					

	Instructional Data Teams.					
Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
School Improvement Plan <u>Domain Rating</u> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary ○ Progressing ○ Not Begun 	1. Based upon the results of the Data Analysis process the team writes an Action Plan for each Adult practice SMART goal identified. This Action Plan describes the major steps the school will take to achieve the desired change in adult behavior including timelines, persons responsible, and other relevant information.					
	2. The team will identify the specific measures that will be used to document changes in adult practice as well as changes in student performance.					
	3. The team is able to describe a strong rationale for the connection between the student outcome being addressed and the adult practice selected.					
	4. At least an estimate for the cost of any strategic adult action is included in the plan.					
	5. Actions are based upon a cited body of research and/or experience and evidence.					
	6. The plan is focused upon the schools' highest, current priority(ies).					

	7. A copy of the plan is distributed to each staff member and is discussed regularly. The plan is posted on the school's web site.					
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Ratings Key

Not Begun – The team has not yet addressed this issue.

Progressing – The team has begun working on this issue and is making adequate progress.

Met – The team has addressed this issue and their performance meets the standard as described.

Exemplary – The team has done a superior job on this issue and surpasses the standard in obvious and dramatic fashion.