

Standards for School Data Teams

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Introduction:

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

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 schoolwide 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, such as the following:

- 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; and
- 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 standards for School 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 School Data Team optimizes its effectiveness in achieving the student outcomes it desires.

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

Standards for School Data Teams

Based upon extensive work in a number of districts during the past three 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 four domains – the School Improvement Plan, the Membership of the Team, the Structure of the Team and the Process that the Team Utilizes. The only rating described for a School Data Team is exemplary. The goal is for all teams to be rated exemplary. For each domain the rating will be exemplary or not yet exemplary. 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.

Domain	Standards	Standard Met/Not Met	Evidence
<p style="text-align: center;">School Improvement Plan</p> <p style="text-align: center;"><u><i>Domain Rating</i></u></p> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary 	1. The plan establishes a school target for each student outcome indicator identified by the District. Each target is based upon a school’s analysis of its’ own data. The school can defend its’ choice of each target.		
	2. Prioritized areas of strategic adult actions have been identified in the School Improvement Plan (SIP) and are limited in number.		
	3. Actions described in the plan have a high degree of leverage (effect multiple outcomes).		
	4. 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.		

	5. At least an estimate for the cost of any strategic adult action is included in the plan.		
	6. Actions are based upon a cited body of research and/or experience.		
	7. The plan is focused upon the schools' highest, current priority(s).		
	8. 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.		
Membership <u>Domain Rating</u> ○ Exemplary ○ Not Yet Exemplary	1. Principal and other building administrators are regular attending members of the team.		
	2. Elementary – representatives from each grade level; Secondary – representatives from each department.		
	3. Representatives from non-classroom staff.		
	4. Parent and/or student representation is optional. However, if included, specific roles are identified.		
Structure <u>Domain Rating</u> ○ Exemplary ○ Not Yet Exemplary	1. Regularly scheduled and conducted meetings.		
	2. Meetings are of sufficient length to ensure monitoring of implementation of all aspects of the plan.		
	3. Agenda is sent to all members in advance of the meeting		
	4. Written reports from subcommittees are sent in advance of the meeting.		
	5. Oral reports are presented by each subcommittee at each meeting.		

	6. Minutes are sent to all members following the meeting.		
	7. Roles are clearly defined (Chair, recorder, etc.).		
	8. The chairman controls the meeting and reinforces norms.		
	9. Norms are developed and followed.		
<p style="text-align: center;">Process</p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary 	1. A clear process for data collection and analysis, decision-making, follow-up, and feedback has been identified and is followed.		
	2. Data used in analysis extends beyond “high stakes” assessment data.		
	3. There is ample opportunity for participation by every member.		
	4. The discussion follows the agenda (focused, time limited).		
	5. Group stays on task.		
	6. Discussion is largely supported by evidence and data.		
	7. Group serves as a problem-solving group as obstacles arise.		
	8. Decisions made by the group are supported by all members.		
	9. At the end of each meeting, next steps are clearly identified and a timeline developed for follow up.		
	10. The major work on each action plan is done by a subcommittee and reported to the team by the subcommittee chair or designee.		
	11. Those responsible for each action plan are clearly articulated.		

	12. 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.		
	13. The team modifies the plan in response to the data and tracks each change.		
	14. The team conducts a comprehensive review of the plan at least once per year.		
	15. The team coordinates and may direct the work of the Instructional Data Teams.		