

**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><u>Domain Rating</u></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.		
<p style="text-align: center;">Structure</p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary 	1. Meetings are regularly scheduled and conducted.		
	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>		

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Standards for Instructional Data Teams

Standards for Instructional Data Teams (IDT)

Introduction:

The purpose of the Instructional Data Team is to collect and analyze data relative to instructional and student learning at the instructional level (grade level at the elementary level and teachers of common courses at the secondary level). The Instructional Data Team makes decisions based on analysis of data and identification of instructional/learning issues to implement strategies that have a high likelihood of achieving desired outcomes.

The Instructional Data Team is part of a system of the three tiered accountability system consisting 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. Successful strategies are linked with standards and learning activities for replication.

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

- instructional efficacy, focused on student outcome indicators, is the focus of the team's work;
- identification of research/evidence based strategies to focus upon in terms of student outcomes, and adult actions;
- coordination of the work of the team around instructional and learning issues;
- creation of a common focus for the team; and
- assurance that collaborative lesson planning occurs as an extension of the data team process.

The Instructional Data Team accomplishes the above through a collaborative team process that moves through a continuous improvement cycle. This cycle includes the following steps:

- collect and chart data
- analyze data and student work
- establish a SMART goal to address the issue identified
- set or revise instructional and/or behavioral strategies (adult behaviors)
- determine results indicators for implementation and effectiveness
- set team time focus
- establish timelines for implementation and future review
- teacher reflection

The following set of standards for Instructional Data Teams were created after watching teams operate in a number of districts over a period of three years. By operating at these Standards, an Instructional Data Team optimizes its effectiveness in achieving the student outcomes it desires.

Standards for Instructional Data Teams

Based upon extensive work in a number of districts during the past three years, a clear picture of the most effective Instructional Data Teams has emerged. This document describes in detail the characteristics of the most effective Instructional Data Teams in three domains –the Membership of the Team, the Structure of the Team, and the Process that the team utilizes. For each domain, the rating will be exemplary or not yet exemplary. The only rating described for an Instructional Data Team is exemplary. The goal is for all teams to be rated 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;">Membership</p> <p><i>Domain Rating</i></p> <ul style="list-style-type: none"> ○ Exemplary ○ Not Yet Exemplary 	<p><u>Elementary Level:</u></p> <ol style="list-style-type: none"> 1. Organized by grade level (all grade level teachers) 2. Appropriate support staff (e.g., reading consultant, social worker) <p><u>Secondary Level:</u></p> <ol style="list-style-type: none"> 1. Organized by those teaching common courses 2. Appropriate support staff 3. Each IDT selects a representative to the School Data Team (SDT) 		
<p style="text-align: center;">Process</p> <p><i>Domain Rating</i></p> <ul style="list-style-type: none"> ○ Exemplary 	<p><u>Meetings:</u></p> <ol style="list-style-type: none"> 1. Meeting time should be, at minimum, 1 hour per week 2. Minutes are kept and distributed to all members and building administration within 24 hours 		

<ul style="list-style-type: none"> ○ <i>Not Yet Exemplary</i> 	<p>3. Minutes are summaries-not verbatim transcripts</p> <p><u>Focus of meetings:</u></p> <ol style="list-style-type: none"> 1. Student data used to identify priority areas requiring attention (issue may be dictated by SDT) 2. Issue should be clearly described and limited in scope 3. From the identified student issue, a SMART goal is developed 4. Create a Common Formative Assessment (CFA) that will allow the team to identify progress 5. Administer CFA to get baseline 6. Design instructional strategies to achieve the SMART goal (team may require assistance from specialists) 7. Implement strategy for specific period of time 8. Team members consult formally and informally about the strategy and implementation 9. Readminister the CFA to measure the effect of the strategy on the students(s) 10. Team, at regularly prescribed intervals (e.g., every 2 weeks), evaluates the effectiveness of the selected strategy on the results of the CFA 11. If the CFA data indicates minimal progress toward the SMART goal, the team analyzes and revises the strategy or selects a different strategy 12. If the team determines the strategy 		
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	<p>is successful, go on to another instructional issue or area needing improvement</p> <p>13. The team periodically returns to previous issue to be sure learning has been sustained</p> <p>The Instructional Data Team makes periodic reports to the School Data Team relative to progress, process and issues; takes unresolved instructional issues to the School Data Team for advice and direction or possible referral to another level.</p>		

Standards for School Data Teams

Standards for School Data Teams

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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Domain	Standards	Standard Met/Not Met	Evidence
<p style="text-align: center;">School Improvement Plan</p> <p style="text-align: center;"><u>Domain Rating</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.		