Stonington Public Schools
Standards for School Data Teams

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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 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, thus enhancing internal alignment; 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.

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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. For each domain, the overall rating will be either Exemplary or Not Yet Exemplary. To be rated Exemplary, all standards within a domain must be met. The rating for each standard within a domain must be accompanied by evidence to support the rating. The goal is for teams to be rated Exemplary in all four domains.

Domain	Standards	Standard Met/Not Met	Evidence
School Improvement Plan ***Domain Rating*** o *Exemplary* o *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 work 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 (positive effect on multiple outcomes).		
	4. For each area of strategic adult work, a highly detailed action plan has been developed which includes key strategies, timelines, results indicators, persons responsible and other relevant information.		
	5. Actions are based upon a cited body of research and/or experience.		
	6. The plan is focused upon the school's highest current priorities.		
	7. A copy of the plan is distributed to each staff member and is discussed regularly.		

Membership *Domain Rating* o *Exemplary* o *Not Yet Exemplary*	1. Principal and other building administrators are regularly attending members of the team.		
	2. Elementary – representatives from each grade level; Secondary – representatives from each department.		
	3. Representatives from non-classroom staff. (e.g. reading specialist, special education teacher)		
Structure *Domain Rating* o *Exemplary* o *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. An agenda is sent to all members in advance of the meeting.		
	4. Written reports from subcommittees/teams are sent in in advance of the meeting.		
	5. Oral reports are presented by each subcommittee/team at each meeting.		
	6. Minutes are sent to all members following the meeting.		
	7. Roles are clearly defined (Chair, recorder, etc.).		
	8. The chair controls the meeting and reinforces norms.		
	9. Norms are developed and followed.		
Process *Domain Rating* o *Exemplary* o *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. The team stays on task.		
	6. Discussion is largely supported by evidence and data.		
	7. Team serves as a problem-solving group as obstacles arise.		

Process (continued) *Domain Rating* o *Exemplary* o *Not Yet Exemplary*	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 is developed for follow up. The School Data Team identifies the academic or behavioral areas in need of attention at each grade level.		
	10. Each Instructional Team provides a written report on the adult action(s) and expected student outcomes to address academic or behavioral areas in need of improvement as identified by the School Data Team.		
	11. Instructional Team liaisons are clearly identified.		
	12. The team uses relevant data (both adult action data and student outcome data) to determine the effectiveness of actions designed to achieve the identified student outcomes.		
	13. The team modifies the plan in response to the instructional/behavioral 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.		
	16. The team via the building administrator(s) communicates action items appropriate for district consideration, funding or decision-making.		