**CONNECTICUT ACCOUNTABILITY FOR LEARNING INITIATIVE**

## Data-Driven Decision Making/Data Teams

## Indicators of Success

**Component: Collaboration & Implementation**

**Level: School**

**Role: Leadership**

*At the school level, leadership:*

- participates in the training
- articulates a deep understanding of DDDM/DT
- creates a risk-free environment that encourages collaboration and makes room for mistakes
- allocates equitable and appropriate time, training and resources to support DDDM/DT
- ensures that new staff receive training
- makes links between existing initiatives and professional development with DDDM/DT
- establishes a timeline for implementation and review process for school progress
- develops a sustainable system for monitoring and adjusting implementation
- creates a system of sharing and disseminating information
- communicates purpose and goals of DDDM/DT with teachers, families, community members, school leaders and board of education members
- articulates an expectation that all staff are involved and accountable
- assists school leaders, teachers, parents, community members and union with understanding the change process
- arranges for vertical and horizontal articulation between grade and content levels
- collaboratively plans with principals and School Leadership Teams to identify Tier I & Tier II indicators
- monitors, analyzes and shares Tier II antecedents of excellence
- provides appropriate data in a user-friendly format and in a timely fashion
- poses difficult questions, has courageous conversations, and "faces facts"
- ensures that grade and content level data informs instruction the next day
- actively works to institutionalize concepts and principles of DDDM/DT over time
- keeps the moral imperative and greater purpose in the forefront of all work

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# Data-Driven Decision Making/Data Teams

# Indicators of Success

**Component:  Use of Data**

**Level: School**

**Role:  Leadership**

*At the school level, leadership:*

- collects and analyzes a variety of disaggregated student data from multiple sources on a regular basis to develop, modify and refine school improvement plan
- makes decisions based on analysis of data (i.e. placement, interventions, supplemental, personnel, scheduling, budget, programs, etc.)
- transparently posts data that reflects the reality of what is going on in the school and what is being done to address student needs
- creates school improvement plans with a School Leadership Team that is based on current data and research-based practices
- coordinates assessments with the district
- uses data to highlight growth, encourage improvement and identify what is working so success can be celebrated and replicated
- uses technology effectively to manage and share data
- uses data and student results as part of the evaluation process

## Data-Driven Decision Making/Data Teams

## Indicators of Success

**Component:  Ownership & Commitment**

**Level: School**

**Role:  Leadership**

*At the school level, leadership:*

- brings data alive and makes it meaningful with stories that illustrate how the use of data impacts student learning
- makes data team meetings a priority
- articulates and acts on the belief that school staff has an impact on student learning
- is invested in the process
- owns and openly shares the results
- demonstrates an inquiry-based attitude
- builds relationships with other schools to learn and share successful practices
- uses data teams in all organizational structures