



Effective School-Based Data Teams

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Project Overview

School data teams often equate strategy making with planning. Planning is necessary but does not equip schools with the ability to identify and make transitions as new educational conditions change.

Strategy is about renewal and renewal is about innovation that is instructional, organizational, administrative and continuous (Bernhardt, 2013). Creation and adoption of edge-centric strategies that are necessary for continual improvement require data teams to adopt the following questions.

- 1) What are the team deliverables to the school?
- 2) What must the team do extraordinarily well to achieve results?
- 3) How will the team focus and discipline efforts, measure and manage progress?

Bibliography

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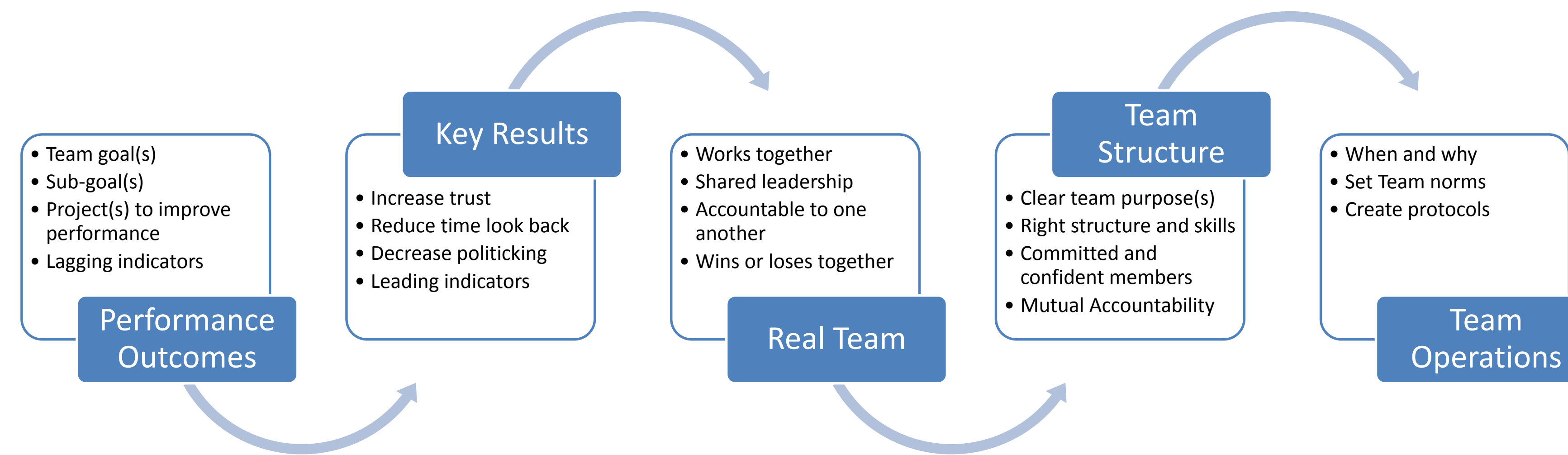
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Resources

- Principal School Data Report
- Teacher Lesson Plan
- Teacher Grade Book
- Grade Level Vertical and Horizontal Articulation Notes

Data Team Development Process



NDE Standard 5

Systems Analysis

Managing the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Literature Review

An abundance of organizational and performance literature exist providing recipes for building capacity (Bolman & Deal, 2013; Shafritz, Ott & Jang, 2011). The literature suggests that repeated performance stems from the purposeful focus delivery of timely information as well as the ability to see and forecast changes in the landscape (Nunes & Breene, 2011).

Designing a high performance data team is a top-down process that begins with the purpose of the team and ends with agreement on how the team will operate to deliver those results.

Process

Performance Outcomes

1. Define performance outcomes (instructional, operational, administrative, continual)
2. Simplify and focus performance outcome (specific) aligned to student achievement
3. Unified explanation and implementation deadline
4. Strategic and Capabilities meeting monthly
5. Operational meeting weekly in grade levels
6. Identify Critical Success Factor: CFS
7. Identify Strategic Objective; SO

Example Performance Outcome

Increase summative assessment scores in LAL and Math

Key results

Considers performance outcomes, school climate and culture, school capabilities

Example Key Results

Shift from summative to formative benchmarks 3-part instructional objectives in LAL and Math

Example Key Result Model

The SO/CSF matrix shows possible interaction of CFSs and Sos. Matrix also defines metrics and owner of implementation.

Strategic Objective Critical Success Factor

Within Year Performance	SO #1 Math	SO #2 LAL	CSF Metric	CSF Owner
CSF #1 Formative Assessment Math	X	X	Benchmarks Scores	Teachers Grade levels Principal
CSF #2 3-Part Objective Math	X		Frequency observed, Curriculum alignment Lesson Plans	Teachers Grade levels Principal
CSF #3 Formative Assessment LAL		X	Benchmarks Scores	Teachers Grade levels Principal
CSF #4 3-Part objective LAL	X	X	Frequency observed, Curriculum alignment Lesson Plans	Teachers Grade levels Principal
SO Metric	Define Increase State Test	Define Increase State Test	Teachers Grade levels Principal	Teachers Grade levels Principal
SO Owner	Data Team Principal	Data Team Principal	Teachers Grade levels Principal	Teachers Grade levels Principal

Data Team Assessment

Executive Team Results	Phase 1	Phase 2	Phase 3
Strategy	Formalized Strategy development process	Strategy includes all stakeholders All teacher can state SOs and CSFs	Strategic Goal alignment from top to bottom Teacher sensing and feedback
Execution	Makes time and material plans Curricular productivity plans set	Meets instructional, organizational, administrative objectives Goal school-wide and known	Reliably meets teacher, student and curriculum objectives Performance improves
Culture	Culture operationalized and accepted by staff	Systematic measured approach for culture improvement set	Score improvement to plan on defined cultural dimensions
Structure	Plan reduces unnecessary bureaucracy	Unrelenting fight against bureaucracy seen as a cultural hallmark	Staff feel unnecessary bureaucracy is under control

Adapter from: Roberson, B. (2003). *What Really Works*. New York, NY: Harper Collins.