

Marshall Street

Establishing Effective Data Routines in Site-Based Teams

A RESEARCH-TO-IMPACT PRACTICE DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

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Establishing Effective Data Routines in Site-Based Teams

Implementation Level

- [ ] District/Central Office
- [x] School
- [x] Program/Department
- [ ] Classroom

Who Implements

- [x] Teacher(s)
- [ ] Instructional Coach
- [x] Principal
- [ ] Central Office Leadership
- [ ] Specialist

Practice Overview

What is the Practice?

Site-based teams gather and use data to coordinate timely, targeted support for students across grade, department, or other site-level teams.



Why are Site-Based Data Teams Important?

Structured meetings that focus on analyzing student data are necessary for educators to problem-solve how to best ensure all students receive the education they need. In many cases, schools already have student study team (SST) structures in place to address the needs of at-risk students through a multi-tiered system of supports (MTSS). These types of intervention team meetings help teachers implement high-quality instruction that focuses on the needs of all students, particularly Black and Latinx students with disabilities experiencing poverty. This high-quality instruction can reduce the need for more intensive intervention, allowing students with disabilities to remain in the general education classroom as much as possible.

Site-based data teams use a similar approach, but they look at data using different lenses, which are determined by the team's purpose.

Why it Works

Site-based teams directly impact student learning experiences by ensuring that instruction is data-driven and based on individual student needs. They also work indirectly by strengthening educators' knowledge and capacity to address these needs. Teams of teachers collaborating create opportunities for peer learning among teachers to build collective expertise.[1] In particular, the diverse experience and knowledge of each member can be transferred to others as team members work together to address challenges. Teams that also adopt and implement a data-driven decision-making process can further increase teacher and school capacity and improve student achievement.[2]

Increasing teacher capacity through site-based teams is particularly important for students of color and students with disabilities who are more likely to be placed with the least skilled teachers.[3] Site-based teams can help less experienced teachers gain important pedagogical knowledge that will help them educate all learners.

Furthermore, site-based teams aid both newer and veteran teachers to grow their knowledge and capacity for making data-driven decisions about student needs and to reflect on their own practices. As a result, all students receive more targeted instruction, fewer students need additional intervention, and more students with disabilities can be educated within the general education classroom.[4]



Summit Atlas GLT reviews data during their weekly collaboration

Implementation at a Glance

The information in this section provides a high-level view of what to consider when implementing this practice. Enabling Conditions describes the minimum conditions needed for successful implementation, including resources, mindsets, staffing, and recommended time allocation. Steps to Implement presents a concise checklist of action items, which are explained in detail in the following section.

Enabling Conditions

Prerequisites	• All school staff members understand the concepts of universal, additional, and intensified supports. • Schoolwide norms guide how staff collaborate with one another in a manner that is supportive, respectful, and asset-based. • Coaching structures exist to support educators in data analysis, planning of action steps, and the implementation of strategies to meet all students' needs.
Recommended Materials	• Team meeting agenda or protocol • Data tool (e.g., grading systems, databases that can disaggregate demographics, attendance systems) that allows for disaggregation of all identified data points • Resources for helping teachers and teams choose strategies for accelerating learning
Staff Commitment	• Dedicated team lead to manage meeting agendas, oversee documentation of meetings, and follow up on action items (e.g., school leader, department chair) • Dedicated team of staff members to regularly engage in site-based team meetings • Dedicated network data-support personnel to troubleshoot data or data tools with team members
Recommended Tme Allocation	• School leadership – 2 hours per week for their own data analysis and preparation to support team meetings – Individual data coaching meetings (45–60 min. per week per team) • Team members – Weekly team meeting (45–60 min. per week) • Data support – 1 hour per week to fix issues and update any data

Steps to Implement

LAY THE GROUNDWORK FOR SITE-BASED DATA TEAMS

To begin, **school leaders will:**

- ☐ Define team purpose
- ☐ Determine team members
- ☐ Train team members on data analysis
- ☐ Develop meeting resources

PREPARE FOR TEAM MEETINGS

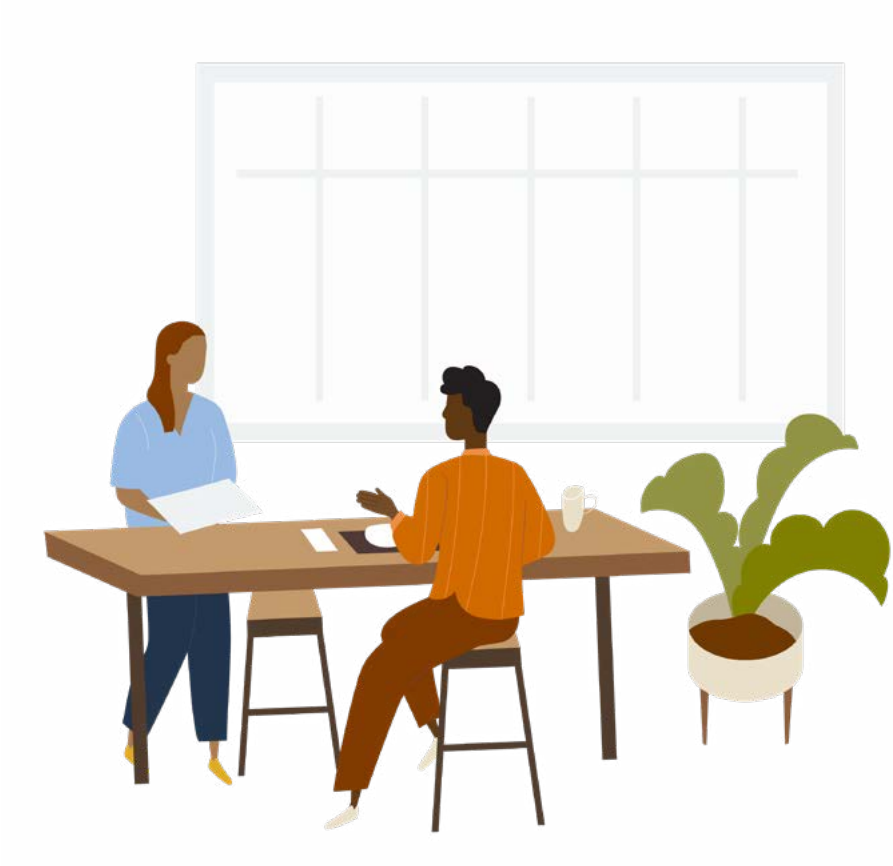
To prepare, **teams will:**

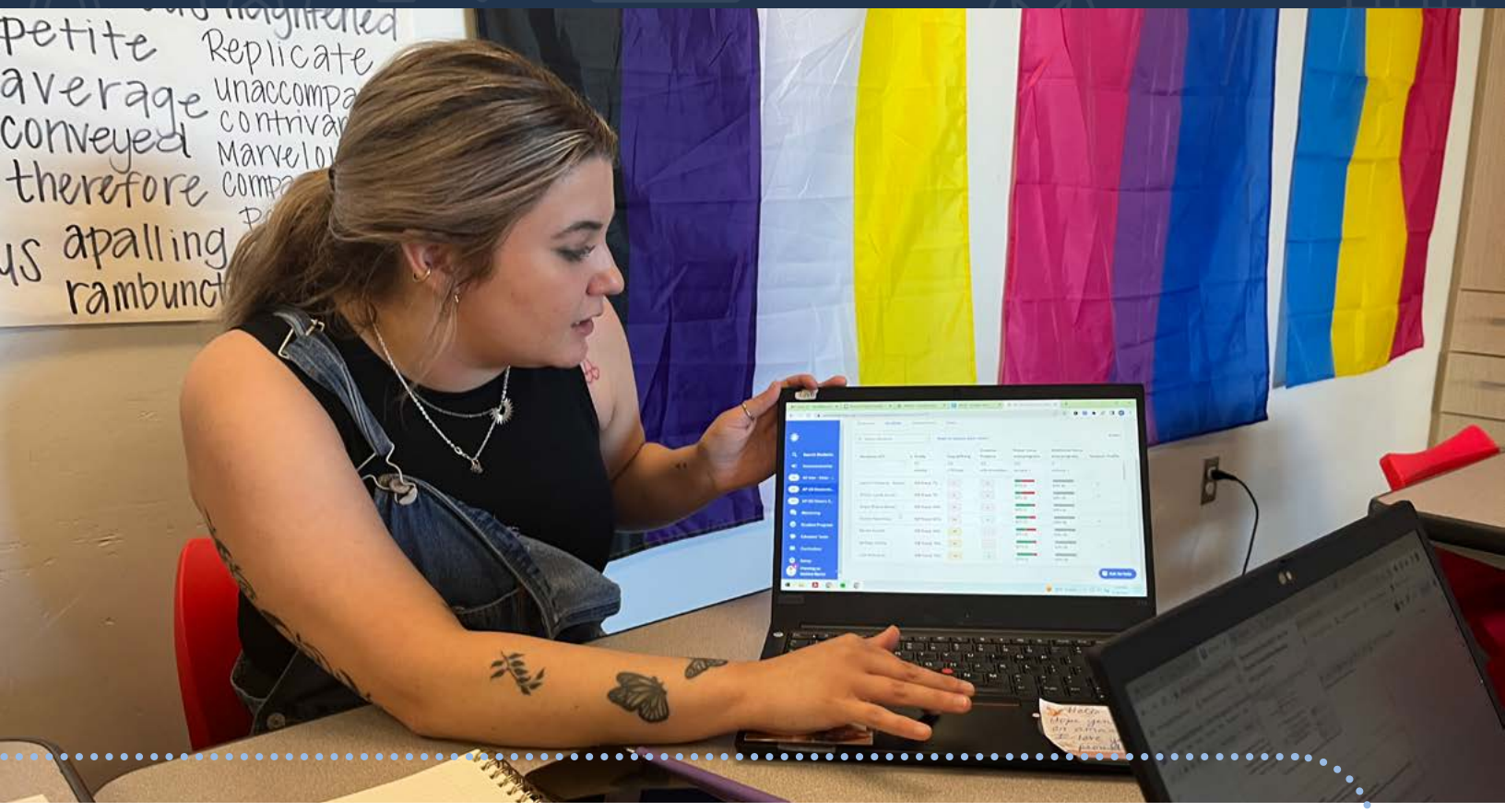
- ☐ Identify the data for analysis
- ☐ Establish team norms

LAUNCH TEAM MEETINGS

To implement the practice, **teams will:**

- ☐ Complete pre-work
- ☐ Hold meetings
- ☐ Enact plans and follow up





Bringing this Practice to Life

GRADE-LEVEL TEAMS USE DATA TO DESIGN ACCELERATION OPPORTUNITIES

It can be challenging in the secondary context to find opportunities to intervene and re-teach content to small groups of students. To meet the challenge, Summit Atlas created a weekly student support block dedicated to targeted instructional grouping to ensure students gain skills they have not yet mastered in class. To use this time most effectively, Summit Atlas staff need to use data to target the courses, content, and skills that will benefit students the most.

Understanding the Challenge

During the period of remote learning caused by the COVID-19 pandemic, Summit Atlas struggled to help students not yet mastering **cognitive skills**, a set of learning outcomes for Summit Public Schools graduates. At the heart of the struggle was the difficulty of providing "just-in-time" support to the students experiencing barriers with remote learning. Atlas's teachers had trouble knowing what the students' needs were and finding time in the daily schedule to address those needs. To make that time available, Atlas created a block each week (based on a structure developed at the

Summit Public Schools network-level) during which students could get more targeted support on challenging assignments or topics. To provide effective support during these acceleration blocks, Atlas needed a way for teachers to quickly identify student needs and to coordinate, school-wide, which teacher could provide the necessary support. Atlas leadership determined that existing grade-level teams were an asset that could be leveraged to solve this problem. Their grade-level teams — 9th–10th and 11th–12th — included content teachers, as well as grade-level special educators, a school leader, and other relevant staff (e.g., teaching assistants, therapists, counselors). Together, this team could collaboratively review data and plan responsive actions for students.

Transitioning from Virtual to In-Person Norms

During COVID virtual school, solving for "where" acceleration blocks would meet proved relatively easy. Staff sent students Zoom links that students could use to meet, with little delay, the teachers they needed support from. However, when Summit Atlas returned to an in-person school setting, it became more challenging to solve for "where."

To tackle this issue, Summit Atlas Director of Learning Experience Kristina Brawley and Summit Atlas Principal Dan Effland reflected on their success in virtual school and wondered if they could apply a similar approach in the school building. In the physical space, they would need to communicate to students further in advance because the rooms for acceleration blocks would change, and unlike virtual school, a simple click would not lead them to the correct teacher. Additionally, as with any changes to physical space, school culture needed to be of foremost concern for implementation. While Kristina proposed changing class lists for acceleration blocks on a daily basis to maximize the "just-in-time" learning, Dan suggested making these changes once every two weeks to minimize disruptions that could negatively impact school culture. Ultimately, they agreed to start with once-a-week roster changes for acceleration blocks, in an effort to both rapidly meet student needs and minimize disruptions to school culture.

Building a Tool to Support Rostering

To facilitate the grade-level team members' rostering of students into classes based on data, Kristina connected with Linh Hoang, data lead at Summit Public Schools, for help in building a scheduling support tool. Kristina and Linh began meeting on a weekly basis to clarify the tool's requirements and how teachers would need to use it. Kristina communicated specifically what data she needed to see, why she needed to see it, and how it would help to improve student outcomes and efficiencies for teachers. Following their meetings, Linh iterated on the scheduling tool to support those exact needs. In time, the scheduling tool developed into an early version of the acceleration block planning tool that became a lynchpin of the grade-level team meeting.

IMPROVING THE PRACTICE BY BUILDING DATA ANALYSIS SKILLS

While supporting grade-level teams in rostering students weekly, Dan and Kristina noticed that teachers were strong in considering the "who" of their acceleration blocks, but they were not yet as strong in the "what" and "how" aspects of the steps needed to plan blocks. Their teachers needed more support in analyzing student progress data to understand student needs and how to respond to them.

Inspiration for building data analysis skills in teachers struck after Dan participated in a network-wide data protocol during a meeting of all Summit principals. At the meeting, the principals used a protocol that involved analyzing data, setting a goal for a priority metric, identifying actions to move toward that goal, and receiving feedback from peer principals. Dan recognized this protocol was a modified version of a Plan-Do-Study-Act cycle to meet stated goals and could also benefit his teachers' development of their data analysis skills.

After the principals' meeting, Dan suggested creating a grade-level team meeting protocol: first have teachers use a similar simplified goal-action-feedback protocol, and only then have grade-level teams determine how to roster students into classrooms.

Today, the weekly grade-level team meeting protocol looks like this:

10 min.	The learning specialist shares updates about students for the week.
10 min.	Teachers identify student needs and make a plan to meet the needs: 1. Teachers use student progress data to identify the student needs that will make the biggest impact. 2. Teachers make a plan to address the need within the following week. 3. Teachers set a goal for improved student performance. 4. Teachers give one another feedback on their plans.
25 min. or less	Teachers roster students in acceleration blocks, according to the intervention plans. If more than one teacher adds a student to their roster, the team discusses prioritization of needs to determine the optimal class for the student to join.

	A	B	C	G	H	I	L	M	N	O	P
1	USE PLUS SIGN (+) ABOVE COLUMNS TO EXPAND FOR MORE DETAIL										
3	Grade	Student Name	Mentor	LC Schedule	Is MLL?	MLL Teacher	Gender	Race	Assignment	Teacher/Room	Mon, 11/6
4	9	[redacted]	J Barco		☐		M	Black or African American	Outside- Meet in OLS1		
5	9		J Barco		☐		X	White	Yoga		
6	9		J Barco		☐		M	Hispanic	Outside- Meet in OLS1		
7	9		J Barco		☐		M	White	Outside- Meet in OLS1		
8	9		J Barco		☐		M	Black or African American	Grayson Support		
9	9		J Barco		☐		M	Two or More Races	Outside- Meet in OLS1		
10	9		J Barco		☐		F	Two or More Races	Outside- Meet in OLS1		
11	9		J Barco		☐		M	White	Allen Support		
12	9		J Barco		☐		F	Black or African American	Allen Support		
13					☐				Grayson Support		
14	9		J Barco		☑		F	Black or African American	Earl Support		
15	9		J Barco		☑	Brittany Allen	F	Black or African American	Allen Support		
16	9		J Barco		☐		F	White	Outside- Meet in OLS1		
17	9		J Barco		☐		M	White	Game Room OLS2		

Example of Summit Atlas' rostering tool used to determine for which class students will attend acceleration blocks.

MAKING COLLABORATIVE DECISIONS

Summit Atlas grade-level teams often have to negotiate where a student will receive the most benefit during their acceleration blocks when they need intervention in more than one class. In these cases, teachers balance students' multiple needs with other factors, such as:

- content prioritization (e.g., distance from mastery, current grade, value of assignments),
- relationships with teachers,
- other services students are entitled to in their IEPs, and
- student interest in the subject.

Atlas school leaders give teams the autonomy to make these decisions using data and provide additional support when needed.

Acceleration Blocks in Action

Every Monday morning, students receive an email from the scheduling tool that tells them which class to attend for their weekly acceleration block. Teachers then enact the plans they created for the "who" (students they're focusing on), the "what" (the way students will show mastery), and the "how" (the strategies teachers proposed to their grade-level team and received feedback on).



How to Implement this Practice

The steps below provide step-by-step guidance for implementation of site-based teams specific to school and community context, along with accompanying resources to get started.

Lay the Groundwork for Site-Based Data Teams

Step 1: Define Team Purpose

School leaders and leadership teams should have a clear vision for why a team of educators is meeting. Various site-based teams will have different purposes based on the group of students they are focusing on and the problem they are trying to solve. The team's goal needs to be clear and within the team's locus of control.

The table below presents examples of possible team structures and purposes:

Team	Purpose
Grade-Level	Foster collaboration among educators within the same grade, allowing them to share insights, discuss student progress, plan across subjects, address challenges, and coordinate efforts to ensure a cohesive and supportive learning environment for students within that grade level. These meetings serve as a platform for effective communication, data analysis, and collaborative decision-making to enhance the overall educational experience for students in that specific grade.
Departmental	Collaboratively address curricular concerns within the content area, particularly as it relates to vertical alignment across grade-levels. These meetings could also be used to discuss types of accommodations, modifications, or interventions that pertain to the subject area.
Intervention	Analyze student data to identify individual students who need more intensive levels of intervention in or outside of their classes. This team will also monitor data for students who receive these interventions to determine whether interventions are working effectively, new interventions are needed, or additional support may be needed from special education.

Step 2: Determine Team Members

The choice of team members should align with the purpose of the team. Ideally, teams consist of individuals with varied viewpoints on the same issue or group of students. By leveraging diverse perspectives in any team, schools can more holistically and effectively address student needs. For grade-level teams, this might include a school counselor or special educator who works with that grade level.

When choosing team members, consider the following factors:

- Diversity of perspectives and roles
- Time availability
- Leadership or decision-making ability
- People from whom getting buy-in is helpful

It is important that teams define roles and responsibilities for team members. Teams need a clearly defined leader, even if that role rotates among members. The table below provides examples of team structures and recommended members to include in each:

Including Diverse Roles to Create Effective Teams

At **Mastery Schools**' Simon Gratz High School, staff members work in teams to help seniors with their postsecondary plans and goals. Team members in a variety of roles — including social workers, special education transition team members, senior seminar teachers, and college and career advisors — work with seniors on their journey toward postsecondary life. The diverse perspectives in these meetings help the Gratz team consider and plan for all aspects of students' postsecondary needs. See ***Building School-Based Transition Teams to Accelerate Student Progress Toward Postsecondary Goals***.

Team	Members
Grade-Level	Made up of all staff members who work directly with students in a specific grade level. Most, if not all, teachers in this team will see each student in one academic class, but the team may include special educators who teach students in that grade-level, as well as other support providers.
Departmental	Made up of all teachers and content specialists who relate to a specific content area, regardless of grade level. May include interventionists, coaches, or special educators who support the content area team.
Intervention	This team should include a diverse set of staff members, including general educators, special educators, mental health providers, counselors, school administrators, school psychologists, and other specialists. Families can also be included in an intervention team.

Step 3: Train Team Members on Data Analysis

Using summer or beginning-of-year training to build necessary mindsets related to data analysis and the purpose of the team will help create the foundation for the team throughout the year. Professional development throughout the school year can then build team members' common understanding, language, and capacity for data analysis. Both alignment of staff mindsets and technical training will help ensure consistency across the team regardless of each member's role.

Consider creating a scope and sequence for the year that covers all the technical skills team members will need and also provides the chance to recalibrate around mindsets. A scope and sequence might include the following:

- A step-by-step process for how to make meaning of the data that will be analyzed in the meetings
- A process for analyzing and interpreting disaggregated data by subgroups (The process of analyzing all students as well as subgroups should be specific to the purpose of the meeting.)
- An introduction to any data tools, such as student information systems, analysis tools, or data visualizations, that will be used during the meeting
- Practice using tools and applying them to an actual meeting (Part of this practice should also include how to make meaning of data and trends.)

Strategic Planning: Purpose Driven Decision-Making

Summit Atlas grade-level teams meet weekly to determine specific student needs for intervention or acceleration based on progress data. During this collaboration, they aim to share insights on their student data and discuss how best to balance students' various academic needs across content areas during the school's acceleration block. The clear purpose of this meeting makes it easier for teachers to use the appropriate lens when analyzing data, as well as to make the best decisions based on that data.

Step 4: Develop Meeting Resources

PROTOCOL

Draft a team data protocol aligned to the purpose and vision of the team that allows for a one-hour meeting. The protocol needs to ensure that all team members do at least the following:

1. **Review relevant data.** Look for patterns, trends, and outliers.
2. Pay special attention to **subgroups and equity.**
3. **Make sense of the data.** Try to understand why the data look the way they do.
4. Plan for **how to respond to the data**, answering the questions:
   - What will be done?
   - Which students need support?
   - Who will take the action?
   - Where and when will this happen?
   - How will you know if it worked?
5. **Give and get feedback** from another teammate or the whole team.

The protocol should take into account the amount of support team members will need with data analysis and problem-solving, both individually and as a group. Some teams might develop a protocol in which teachers make sense of their data individually and then come together as a group for problem-solving.

ACTION STEPS BANK

School leaders will need to create a resource of different action steps or interventions that team members can choose from when developing a plan for how to respond to their data. Action steps should be feasible, timely, and in the teacher or team's locus of control. It is a good idea to start a basic prepopulated list based on research. The team can expand the list over time as they brainstorm new ideas during team meetings. Teams can also add to their bank of action steps information on how students have responded to the actions or how easy they were to implement with fidelity. Over time, team members will see how different interventions work for different students and for the varied needs of those students, giving them the self-efficacy and empowerment to keep trying new options when prior strategies have not worked.

Prepare for Team Meetings

Step 5: Identify the Data for Analysis

The team itself must determine what data is most applicable for the team to analyze based on its purpose and goals. This determination should balance team objectives with school and network priorities in order for it to be as useful as possible. While schools and networks may prioritize outcomes such as test scores or class grades, teams can choose data that is more connected to daily instruction. Changes will be more apparent in these more proximal measures than in less frequently collected measures (e.g., summative assessments, state standardized assessments).

The figure below shows examples of how data used by a school-level team can be aligned with school or network outcomes of interest.

SCHOOL/NETWORK PRIORITIES	SCHOOL-TEAM PRIORITIES
State assessments →	Unit assessments
GPA →	Assignment grades
Graduation rates →	Passing grades
Suspensions →	Referrals

Step 6: Establish Team Norms

Before launching meetings, site-based teams benefit from agreement on team norms. When establishing norms, important factors to consider include the following:

- Expectations for how interventions are implemented
- Data entry requirements prior to and for meetings
- Meeting protocol
- Completion of necessary pre-work
- Materials needed (e.g., laptops, exit tickets, grade books)
- Beliefs about sharing each member's unique expertise
- Collaboration for the best results for students

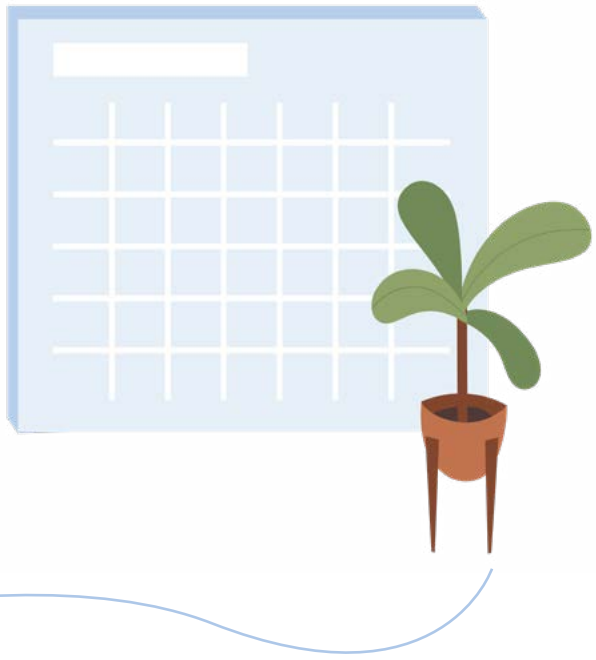
Aligning Data Across the School

Misaligned data will, over time, erode buy-in from team members. Early on, **Summit Atlas** school leaders aligned intentionally on how they talked about data analysis and subsequent placement of students in interventions to address the needs of all students. They created a leadership team around their new grade-level meetings that included teachers who were less accepting of the school's acceleration blocks so that they could build the capacity of team members and, over time, shift the mindset of teachers to adopt the practice.

When team members are able to express expectations and agree to norms that everyone will hold, frustrations and disagreements are less likely to occur in the future. In the process of agreeing to norms, teams can modify the protocol that was created in Step 4, which will help build buy-in from team members. Regardless, the team will benefit from having common expectations that members hold one another accountable for, such as that grades will be updated by the end of every Friday or that intervention activities will not be the same as the original assignment.

Create a Schedule that Works for Everyone

Scheduling team meetings may seem obvious, but it can often pose an unexpected challenge. It is important to try to reduce all possible conflicts for team members. For instance, consider how to schedule meetings so that special educators who support students in multiple subjects can attend each content-area meeting and not end up double-booked. This is made easier when school leaders, leadership teams, and site-based teams collaborate on the scheduling systems to ensure that all necessary members can attend meetings. To reduce potential conflicts, schools can use a shared school-wide calendar to schedule meetings so that all staff members can see when various team meetings are held.



Launch Team Meetings

Step 7: Complete Pre-work

Pre-work should be in service of making meetings more efficient when time is limited. If team members do not believe this to be true, they are unlikely to complete pre-work. Possible pre-work from members can include:

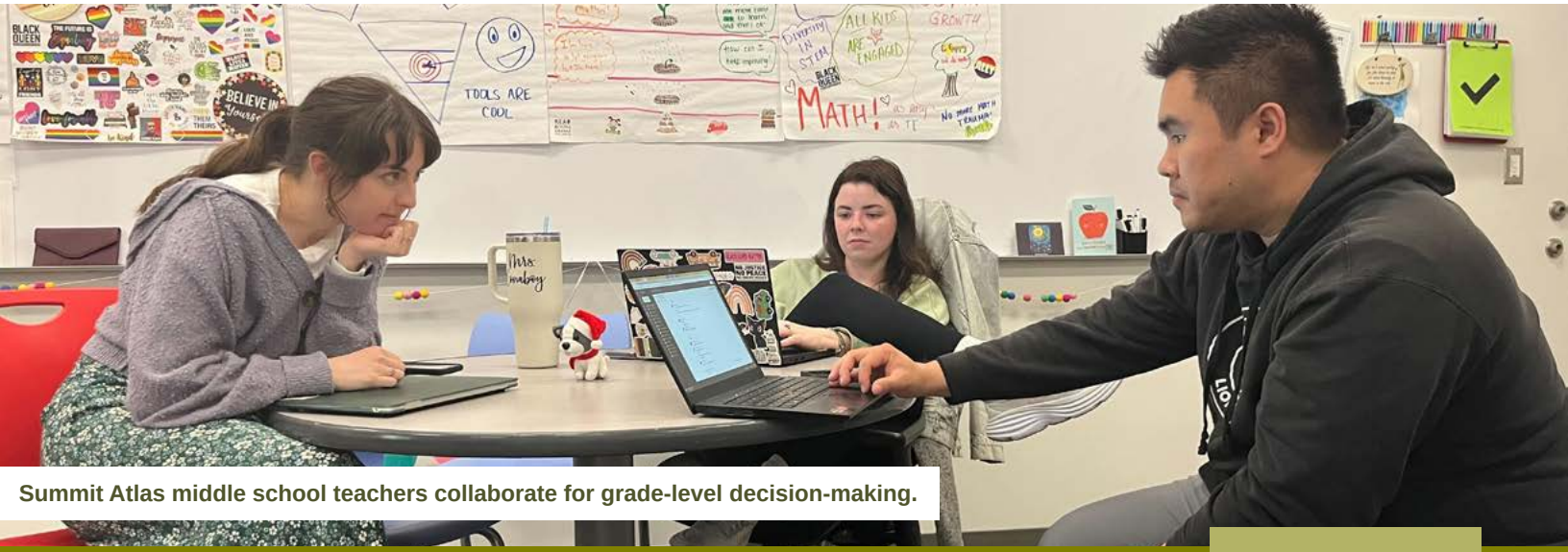
- grading exit tickets,
- inputting data,
- reading,
- completing prior action items,
- looking for classroom trends in the data, or
- researching potential interventions.

Step 8: Hold Meetings

At the end of the meeting, make sure there are clear action items with defined deadlines. Just like pre-work, action items should be relevant to the work discussed in the current meeting, and should be returned to in the next. Without transparency and follow-up on action items, team members will not feel accountable to one another.

Action items can include:

- checking in with a student,
- researching on possible interventions that can be added to the team's intervention bank,
- connecting with an outside organization,
- scheduling a follow-up meeting,
- implementing interventions,
- creating needed materials, or
- emailing staff.



Summit Atlas middle school teachers collaborate for grade-level decision-making.

WHAT DO SITE-BASED DATA TEAM MEETINGS LOOK LIKE?

The following example illustrates what a site-based data team meeting can look like. Some teams will have team members create their own individual goals and/or create team-wide goals that all members work toward. Consider what both the team and the students might benefit from most.

Step 1 (Independent) →	Find trends in the current data.
Step 2 (Independent) →	Develop a strategy to impact that student data in the next week (e.g., small group instruction, study guides, scaffolded practice).
Step 3 (Independent) →	Identify a goal for what the data will look like next week.
Step 4 (Whole-team) →	Share findings, plan, and goal from steps 1–3. Give teammates feedback.
Step 5 (Whole-team) →	Go through the process of placing students into intervention classes.

Step 9: Enact Plans and Follow Up

The most difficult step in the process for site-based teams is implementing the action steps determined in the meeting. This step requires team members to enact plans with fidelity and quality so that the data eventually shows improvement as a result. Furthermore, some plans may not work, for a variety of reasons, forcing the team to reconsider the chosen actions. And while the team needs to hold its members accountable for enacting the plan, there should be a considerable amount of grace given when a plan does not work out. Providing this courtesy helps all members feel like they can continue to innovate and persevere. A certain amount of failure has to be tolerated — even celebrated — before trying the next possible strategy for responding to data.



Practice Snapshot

COLLEGIATE LEADER DATA MEETINGS

How can a school foster collaboration between special and general educators to enhance learning outcomes for students with disabilities?

One promising approach is an emerging practice called "data teaming." Data teaming involves regular meetings among school stakeholders to collectively analyze student needs and develop intervention strategies. This collaborative process can effectively break down silos and create a more inclusive and effective learning environment for all students.

During the 2022–23 school year, Rosenwald Collegiate Academy (RCA), a Collegiate Academies public charter high school in New Orleans, implemented data teaming after noticing a troubling trend: Special education teachers weren't seeing the impact of specialized instruction without teaming and alignment from general education teachers, while general education teachers struggled to provide differentiation and re-teaching to support students with disabilities. As a result, both general education students and students with disabilities were struggling to achieve content mastery.

The Journey

Sonia Scott, the director of special education, and Samara Levy, the director of academics, had been seeking new ways to improve content mastery for their students with disabilities.

Although RCA had implemented co-teaching—a collaborative teaching structure aimed at enhancing teachers' ability to provide coordinated and individualized student support—it did not produce the desired learning outcomes the school had anticipated, especially for students with

disabilities. Sonia and Samara noticed that co-teachers tended to stick to a single co-teaching model, even when a different type of co-teaching model might be more suitable for meeting students' needs. Moreover, they observed that communication between general education and special education teachers was challenging, partly due to conflicting meeting times. Although both groups met separately with Sonia and Samara on a weekly basis, they did not have consistent joint meetings. This lack of collaboration compounded the issues they faced.

After reflecting on the school's co-teaching history and efforts, Sonia and Samara formulated a new hypothesis. They believed that implementing a school-wide practice of utilizing student progress data to identify academic needs, selecting suitable co-teaching models, and fostering information-sharing between general and special educators would enhance the co-teaching process and, in turn, lead to improved learning outcomes, especially for students with disabilities.

Setting Enabling Meeting Structures

First, Sonia and Samara changed the school's faculty meeting infrastructure. Historically, Sonia and Samara had met weekly with one another to understand student needs and then would meet separately once a week with general education and special education teachers.

However, to better facilitate information sharing, Sonia and Samara changed their meeting approach.

- First, Sonia and Samara would continue to meet weekly, often three times a week, to align on student needs.
- Then, Sonia and Samara would systematically bring instructional coaching teams to observe classes and review data. Instructional coaches met with the co-teaching pairs biweekly to review the data, create re-assessment calendars, and discuss and practice re-teach plans.
- Next, Sonia and Samara would bring together the entire school-wide faculty to collaboratively share student information, understand student needs, and align on interventions.

Developing Data Protocols

With the new meeting structure in place, Sonia and Samara set out to determine how to best incorporate the use of data in their school-wide faculty meetings. They developed a data protocol that educators could follow each week based on an existing protocol, aiming to establish a consistent practice of using data to inform their intervention planning.

To supplement the data protocol, Sonia and Samara worked closely with Aidan Kelly, Collegiate's chief academic officer, to

RCA'S DATA PROTOCOL

- Celebrate and discuss noteworthy academic highlights.
- Review all student data — such as assessment results, attendance, and behavior data, via a comprehensive data collection tool — to identify student needs.
- Collaboratively develop action steps to meet student needs, such as learning strategies, interventions, and resources.

incorporate the use of a comprehensive data collection tool built specifically for Collegiate's school network. The tool incorporates various data points, such as assessment results, attendance records, and behavior data for individual students. "We dedicated ourselves to improving data communication," shared Aidan. "Through trial and error, we discovered the most effective method of conveying information: a graph with specific numbers, represented by red or green indicators. This approach is instrumental in presenting the essential insights to leaders at [a particular] level."

Introducing the Practice to Faculty

To introduce the new data teaming protocol and meeting structure, Sonia and Samara brought together their full faculty.

- First, Sonia and Samara began by clearly communicating the reasons behind the changes with teachers and staff. Specifically, they underscored Collegiate's mission and values, emphasizing the importance of supporting all students.
- Next, Sonia and Samara reminded teachers and staff about the shared goal of planning student interventions with intentionality and using data to drive instructional decisions effectively.
- Then, Sonia and Samara spoke about their shared desire to help students see the connection in learning across all classes in order to improve student investment. For example, RCA wanted students to experience how concepts learned in algebra are relevant and applicable in science class, as well as other disciplines.
- Finally, Sonia and Samara shared their hypothesis: by fostering increased collaboration among RCA's teachers and staff, they believed they could collectively fulfill Collegiate's mission, provide effective support to all students, and strengthen students' understanding of the interconnectedness of learning across various subjects.

RCA's teacher response was positive. The teachers were willing to try the new data teaming approach and actively contributed their insights and suggestions on how to establish even more effective systems and structures to bolster student achievement.

Implementing the Practice

After introducing the new data teaming protocol and meeting structure with the full staff, Sonia, Samara, and the school started implementing.

- Once a week, Sonia and Samara met together to review student data and design school-wide action steps using the data collection tool and data protocol.
- After the 1:1, Sonia and Samara gathered their instructional coaches and school leaders to use the data protocol and data to engage in collaborative decision-making. Together, the instructional team leveraged their collective knowledge about the student, special education best practices, and general education best practices to more deeply understand the student data and to design interventions.

- This meeting helped instructional coaches go into **coaching meetings** with a clear understanding of student needs from both the special and general education perspectives. The instructional coaches distribute the data and share aligned action steps with teachers, who then further break down the student data and contribute their own perspectives on student needs and highest-leverage interventions.
- Completing the data teaming cycle, teachers take the data and action steps to their classrooms. Teachers break down student data, including attendance, behavior, and GPAs, with their students. Further, classroom-level student data is posted around campus, and teachers engage in conversation about individual student data with students and their parents.

Making Improvements to the Practice

Initially meeting once a week 1:1 as directors, Sonia and Samara noticed that they still needed to have multiple informal 1:1 check-ins beyond the once-a-week meeting. Realizing the benefits of the more frequent check-ins, Sonia and Samara adjusted their practice in the second semester. From the first semester to the second semester, Sonia and Samara increased their 1:1 meetings to three times a week, comprising two 75-minute sessions and a brief 10-minute huddle.

Reflecting on their changed approach, Sonia noted, “This semester we approached it completely differently. At the last minute last semester, we were making sure to get students to master standards. This semester, we are making sure that we are monitoring the progress of data together. Now, we are already meeting student learning goals at the beginning of the semester.”

The Results

At the end of the school year 2022–23, **92% of RCA’s students with disabilities achieved Mastery on their LEAP and/or April Dunn projects, up from 44% at the end of the school year 2020–21.**

Moreover, data teaming has had a significant positive effect on RCA’s school culture. By involving all instructional leaders and teachers in the process, RCA created an environment that fostered collaboration, innovation, and a shared sense of responsibility for student success. Sonia reflected on the importance that data teaming had in improving collaboration, sharing: “Collaboration was a new system and structure that came from this teaming structure. We had different teachers collaborating with one another to support in areas where we knew we needed the most support. Our teaming structure brought together ownership and teamwork.”

Summary

Site-based teams have the potential to provide proactive support to educator teams, programs, or entire schools by using data to identify issues and develop action steps. Teams should be intentional about the data and action steps they take to ease the burden for others and function as a support system based on the level of needs identified in the data. This can help ensure that students, especially those with disabilities who are Latinx, Black, or living in poverty, are able to receive the appropriate amount of academic support to make progress. To do this, formal structures and strong data that support decision-making are essential for the team's activities to be effective and centered on improving outcomes for students. Including diverse team members in these processes helps educational systems stay aligned in their school culture and actions to improve outcomes for all students. When diverse teams work together with the same purpose, they can strategically use their collective expertise to best support student learning and outcomes.

FURTHER LEARNING

Collaborative Teams Toolkit

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Team Formation Form

SWIFT EDUCATION CENTER



ESTABLISHING EFFECTIVE DATA ROUTINES IN SITE-BASED TEAMS

Appendix

Appendix

How to Measure

When making use of site-based teams' data routines for instructional support, monitoring how useful, usable, and utilized the practice is by team members and across the school system can accelerate learning to improve outcomes for students. Be aware that improvement in process measures is usually necessary to ensure a high enough level of fidelity for outcomes to see improvement. At minimum, these measures are most essential:

PRIMARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Meeting notes	Is the team meeting as scheduled? Yes / No	Percent of scheduled meetings held	Increasing percent of scheduled meetings held until reaching 100%	Could measure this both per team and school-wide
Process	Meeting notes Observation	Is the team correctly using the meeting protocol? Yes / No	Percent of held meetings in which the protocol is used correctly	Increasing percent of meetings where the protocol was used correctly until reaching 100%	Consider noting the sections of the protocol that are skipped or not addressed correctly to see patterns.
Process	Lesson plans Observation Meeting notes	Are action plans implemented as designed? Yes / No	Percent of action plans implemented as designed	Increasing percent of action plans implemented until 100%	Note any barriers to implementation or adaptations made over time.
Outcome	Grade books	Are student grades improving? Yes / No	Percent of students who improved their grades	Increasing percent of students showing improved grades over time	The data analyzed to see positive effects should align with what is used during meetings.

Additional measures can guide a team to know whether the routine data protocol is leading to the desired improvements for students:

SECONDARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Meeting notes	Are meeting objectives met? Yes / No	Percent of meetings that achieved the meeting objective	Increasing percent of meetings achieving objectives over time until reaching 100%	These should be the objectives listed in the protocol used.
Process	Lesson plans Meeting notes	What action steps were taken?	List of action steps or interventions and their frequency of use	A diverse list of steps taken that can be correlated with changes in student outcomes	
Outcome	Lesson plans Observation	What new practices are teachers using?	List of new strategies or methods used in classrooms over time	Increasing frequency of evidence-based strategies used	Map new strategies teachers use to those identified in meetings to correlate the two.
Process	Survey	Do team members find meetings valuable? Yes / No	Percent of team members who find meetings valuable	Increasing percent of team members until reaching 100%	

Notes

1 Berry et al, *Collaboration*

2 Marzano et al, *School Leadership that Works*

3 Lankford et al, “Teacher Sorting”

4 Burns and Symington, “A Meta-Analysis”

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Lankford, Hamilton, Susanna Loeb, and James Wyckoff. “Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis.” *Educational Evaluation and Policy Analysis* 24, no. 1 (2002): 37–62.

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