



K-12 Data Teams

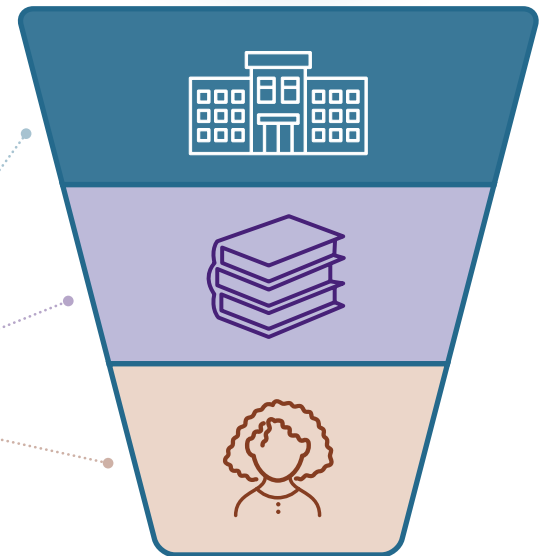
A Description of the Blueprint

The [Data-Informed Decision-Making: A K-12 School-Level Blueprint \(PDF\)](#) is a visual representation illustrating the organizational opportunities for data teams within an LEA/school. Establishing data teams at different levels within the school maximizes using data for different levels and perspectives, for different purposes and for a comprehensive approach to data use and continuous improvement for a school.

This **Data-Informed Decision-Making Chart** shows three (3) levels of data use:

- Data at the **school level**,
- Data at the **grade/subject level**, and
- Data at the **classroom/student levels**.

Ideally, all three levels of data analysis by data teams are in place, with different purposes of each, different data team member composition, different data, and data meeting frequencies.



Data-Informed Decision-Making Levels for Schools

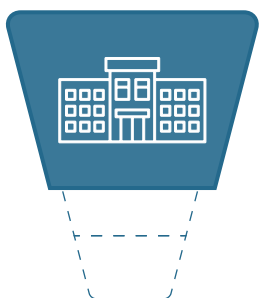
See also: [Data-Informed Decision-Making: A K-12 School-Level Blueprint \(PDF\)](#)

<https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/instruction/assessment-and-accountability/pvaas/k12data/datainformeddecisionmaking-k12schoolblueprint.pdf>

Which level or levels of data teams exist in your own setting?

What do the levels actually look like?

Let's define each of the levels shown here.



School-Level Data Team

First, a **school-level team** is established and typically operates to analyze data and set annual goals and priorities focusing on all students, or student groups, within the school. This team (as do all teams) functions with routines and processes that create consistency in approaching the purpose of the data team and data team meetings.

The school-level data team composition depends on the size of the school. For example, a larger elementary school may include a representative from each grade level, along with the school leader(s), the school psychologist, school counselor, special education and EL representative, instructional coach, etc. In some cases, a school nurse may also be a part of the team.

A school-wide data team may also look different at the secondary level. For example, a school-wide team at the middle school level may have a grade-level representative and/or subject-level representative from each of the teams at each grade level – or may have one grade-level representative per grade and/or subject. The school-wide data team at



School-Level Data Team, continued

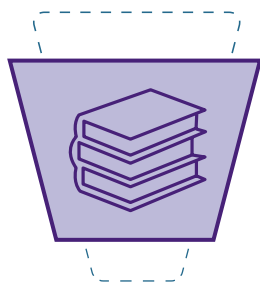
the high school level may consist of department chairs, representing subject levels or might include representatives at each grade level.

The important factor regarding data team composition is that the team represents the school as a whole and can work collaboratively for the intended purpose of analyzing data from a systems level – a helicopter view.

The frequency of school-level data team meetings can vary, but typically a minimum is 3x per year – a beginning of year (BOY), middle of year (MOY), and end of year (EOY) data analysis meeting. Schools with a history of lower achievement may meet biweekly or monthly. This frequency allows for establishing goals that are from the overall school perspective at the beginning of the year, monitoring progress towards those goals at mid-year (or monthly), and ending with an evaluation of the outcomes at end of year.

While sometimes referred to as school leadership teams, it is important to note that school-level data teams are tightly focused on analysis of student learning data (i.e., benchmark, diagnostic, summative, and formative data), as well as other types of data (i.e., perceptual data, process data, and demographic data).

School-level data teams are frequently not in place at the start of the creation of data teams. Often we might see grade/subject-level teams in place – or – individual student data team discussions, but overlooked may be **the big, system-level picture**. The goal is to build all three levels of teams to function for their different intended purposes!



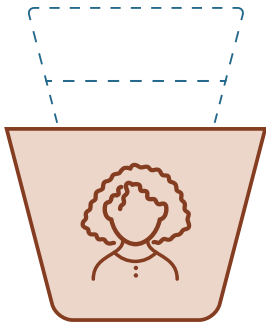
Grade/ Subject-Level Data Teams

Next, the [Data-Informed Decision-Making: A K-12 School-Level Blueprint \(PDF\)](#) graphic shows **periodic grade/subject-level data teams**, with established routines, a clear purpose(s), and specific data team composition and meeting frequency. This level of data teams focuses on groups of students (vs. individual students) by teams of teachers of like (horizontal) grade levels or content areas.

For example, at the elementary level, the grade-level team may be all of the 5th grade teachers. At the middle school level, it might be the grade-level team itself, or might be subject-specific in a grade level (for example, a math teacher from each team at grade 6). A high school typically organizes data teams by subject – for example, the data team might be the ELA teachers from grades 9-12. Again, since the purpose of this level of teaming is data-informed collaboration, the team composition should best represent the make-up that is conducive, representative, and as inclusive as possible.

The meeting frequency of these data teams varies – teams may meet monthly, bi-weekly or even weekly if possible. The intent of grade/subject-level teams is to analyze grade/subject-specific data sets at different times of the year, specified through data protocols, with routines established and aligned to the LEA's assessment map. For example, the grade/subject-level team might (should) meet after each benchmark assessment (BOY, MOY, EOY) and/or after each diagnostic assessment, or a combination of both.

Goals at the grade/subject-level are typically created at the beginning of the year (BOY) data meeting, with the data team monitoring and evaluating impact at MOY and EOY. Grade/subject-level data teams can focus on student learning data, demographic data, behavioral data, perceptual, and/or process data. The most effective data teams follow a prescribed data analysis cycle, using protocols specifically designed and tightly aligned to the purpose of each data meeting.



Classroom/ Student-Level Data Teams

The third level of data teams is a **classroom/student-level data team**. This data team differs from the school- and even the grade/subject-level team in that it centers around individual students and provides opportunities for collaborative discussions around one student at a time.

There are a few ways this can be accomplished:

1. An existing grade/subject-level team can collaboratively discuss each student from each of their classrooms, one at a time, using an individual student protocol form. However, this can be time consuming for the team, depending on the number of students to be individually discussed. The team could spend time discussing any student not on track to at least reach proficiency.
2. A data team might discuss specific individual students, one classroom at a time. For example, the data team may consist of the classroom teacher, instructional coach/intervention teacher, school leader(s), school psychologist, and school counselor, etc. A roving substitute might be used to accomplish this, with each teacher rotating in for analysis of each of their student's data, specifically those receiving targeted tiered supports. This brings a team approach to assist the teacher in analyzing an individual student's data and a team approach to action planning.

The frequency of meetings for this data team level varies, but is usually at intervals of 4-6 weeks. Again, the intent is to monitor and adjust instruction on a frequent basis, measure rate of learning, and monitor academic and behavioral data in a timely fashion!

Taking the Next Steps: School, Grade/Subject, and Classroom/Student Data Meetings

- ☐ Start with what type of data team(s) exist currently, and expand to needed levels not in place yet. Tighten up the routines/protocols for those meetings and ensure team members understand the purpose of that level of data analysis.
- ☐ Consider achievement status (and history) of student achievement.
 - a. For example, if a school has approximately 80% of their students at proficiency or higher, it might be acceptable to begin with individual student meetings, then build from there.
 - b. On the other hand, if a school currently has less than (approximately) 50% of students at proficiency or higher, there is a need to strengthen Tier 1, core classroom instruction, so beginning with school-level and/or grade/subject-level teams is an effective starting point.
 - c. The next step might be to establish a school level data team, followed by individual student level data analysis team meetings.
- ☐ Use the [Data-Informed Decision-Making: A K-12 School-Level Blueprint \(PDF\)](#) for professional learning about data teaming and keep visible for consistency and clarity purposes!

Data Team Resources for School Leaders:

- [Data-Informed Decision-Making: A K-12 School-Level Blueprint \(PDF\)](#)
- [The Three Levels of Data Analysis: School, Grade/Subject, and Student \(10-min Video\)](#)
- [Video Companion Guide: The Three Levels of Data Analysis \(PDF\)](#)