



REFERENCE GUIDE

LEADERSHIP DEVELOPMENT FRAMEWORK

AREA 1: DATA AND THE DECISION-MAKING PROCESS

Superintendent	District Leadership Team	Building Leadership Team
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Area 1 emphasizes the importance of:

- Identifying, collecting, analyzing and effectively using relevant data to identify greatest problems to be addressed, and to create the kind of culture and expectation that supports effective data-based decision-making at all levels of the system.
- Developing shared accountability by broadening the concept of accountability to include “internal” measures that hold all adults accountable for improved student performance, rather than only external accountability imposed from outside.
- Using data to continuously monitor student progress against performance targets and district established goals.
- Addressing achievement and growth, and in getting past opinion through the use of research-based practices.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Establish clear expectations for and require the effective use of data at all levels of the system to drive improvement in instructional practice, to assess its impact on student achievement, and to make decisions about teaching and learning. 2. Build a culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development. 3. Require the use of current disaggregated student achievement data to establish focused goals and measurable strategies for instruction and achievement. 4. Use data to set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population. 5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the organization. 6. Expect district administrators and principals to model and monitor use of data to inform instructional decisions. 7. Establish as a part of the central office, services to regularly review and analyze building-level data and to provide guidance for both district and building-level actions. 	<ol style="list-style-type: none"> 1. Establish and implement procedures and norms requiring the effective use of data at all levels of the system to drive improvement in instructional practice, to assess the impact on student achievement, and to make decisions about teaching and learning. 2. Model the effective use of data as an ongoing strategy to improve student performance. 3. Require the use of current aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement. 4. Based on data analysis and interpretation, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population. 5. Assist administrators in monitoring staff use of data to inform instructional decisions. 6. Provide training, support, and guidance in the effective use of data for building-level teams. 	<ol style="list-style-type: none"> 1. Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning. 2. Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development. 3. Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement. 4. Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps. 5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building. 6. Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade-level configurations, interventions, etc.). 7. Provide support to all building-level data teams and regularly review and analyze building level data and to provide guidance for classroom level actions.
LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

KEY: **1=Initiating:** Planning for implementation
3=Progressing: Moderate level of implementation

2=Emerging: Low level of implementation
4=Accomplished: High level of implementation