



Leadership System - *Manage District Systems for Continuous Improvement*

District and building leaders generate, collect, and analyze a variety of data sources to identify needs and priorities for programming and policy aligned to the district vision and mission.

PRACTICE 16

PREPARATION

GETTING AWARE

District and building leaders inventory the data that is collected regularly on students, educators, classrooms, or buildings within the district. Inventories include information about how the data is collected, who reviews outcome data, what data requires special collection efforts (beyond standard review of existing data tools or student information systems), and which metrics are used specifically to guide leader decisions. District and building leaders identify data that is not currently collected that would be useful in decision-making around instruction, programming, student support, or talent management practices.

GETTING READY

District and building leaders identify relevant data to be used in programming and policy decisions. Leaders develop a plan for data collection and analysis that identifies who will collect or report data, how data will be collected, where data will be available, and how data will be analyzed and presented in order to support decision-making. District leaders identify a review protocol that will be used for each set of data, and determine how frequently such data will be reviewed.

PROGRESS INDICATORS

GETTING STARTED

District and building leaders review student outcome data for academic and non-academic indicators to determine progress on goals and existing alignment of instruction to support the district vision and mission. The district engages in a needs assessment protocol to identify potential issues in programming, policy, or delivery of instruction based on gaps in outcome data from district goals.

GETTING BETTER

District and building leaders review a variety of student outcome data and operational practices, including instructional and student support data, to identify potential gaps in practices or outcomes. Leaders engage educators and other staff representing critical perspectives to engage in a comprehensive needs assessment to identify possible root cause issues. Leaders use regular monitoring data to adjust practices or programming to existing operational practices to improve short and long-term outcomes for students.

District leaders engage a collaborative team that includes building leaders and educators in a comprehensive needs assessment using a defined protocol, such as the collaborative learning cycle, to look at multiple root-cause issues that might impact district outcomes. District leaders utilize this process to make decisions regarding programming and policies that impact desired outcomes. The district identifies multiple operational practices and short-and long-term outcome indicators that will be monitored using improvement cycles during program implementation.

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