

## **Collaborative Data Teams Needs Assessment**

School:					
Evalua	valuator: Date:				
1.	There are data teams formed at each grade level or within each department.  ☐ YES ☐ NO (skip questions 2- 4 and answer questions 5 - 15)				
2.	Data teams are meeting on a monthly basis.	□ YES	□ NO		
3.	The data teams have basic structures for operating:  a. Start and stop on time	□ YES	□ NO		
	b. Have data accessible	□ YES	□ NO		
	c. Assigned roles for members	□ YES	□ NO		
4.	The data teams have established processes:  a. Members contribute equally	□ YES	□ NO		
	b. Members know how to analyze data	□ YES	□ NO		
	c. Members use the data to identify problems	□ YES	□ NO		
	d. Members develop written plans for solving problems	□ YES	□ NO		
5.	Multiple forms of data are gathered:				
	a. Instructional quality	□ YES	□ NO		
	b. Screening	□ YES	□ NO		
	c. Diagnostic	□ YES	□ NO		
	d. Progress monitoring	□ YES	□ NO		
	e. Outcome/summative	□ YES	□ NO		
6.	The school has an assessment schedule that all teachers follow	v. □ YES	□ NO		
7.	Teachers receive expert training on how to administer assessm	nents.	□ NO		
8.	Teachers receive expert training on how to interpret data.	□ YES	□ NO		



9.	There is a designated	individual for managing o						
			☐ YES	□ NO				
10.	Data are made availab	ole in a timely and efficier						
			☐ YES					
11.	There is an electronic	ata from multiple source  VES						
42	<b>T</b> I	and the state of t						
12.	There is an electronic	system for displaying dat	oxdota within and across year $oxdot$ YES					
12	There are formal plan	s for communicating data						
13.	. There are formal plan	s for communicating data	YES	□ NO				
14. There is agreement among faculty and administrators about the data to use and how to use it.								
<b>-</b> 1.	There is agreement at	nong racarty and daminis	☐ YES					
15. The principal is a model of data use on the campus.								
			. □ YES	□ NO				
Where is the school on the continuum of data use?								
where is the school on the continuum of data use:								
adapted by Gurzon & Guckenburg (2015) from Means, Padilla, & Gallagher (2010)								
STAC	GF 1	STAGE 2	STAGE 3	STAGE 4				
Focu	s of work on	Focus of work on	Focus of work on	Focus on linking				
	ol improvement ning using	curriculum development,	comparative analysis of student growth,	assessment and data literacy at the				
	untability data blacement	student grouping, and attention by	instructional changes based on <b>how to</b>	classroom level to address <b>how</b>				
decis		teachers on what	teach – entry into	students learn,				
		to teach (e.g., re- teach groups)	continuous improvement	with immediate feedback based on				
		· ·		data				