

# Q&A

## WITH DANIEL BROWN

UTeach alum Daniel Brown has built his career around helping educators turn data into action. In this Q&A, he talks about his path to founding KT Accountability and how his partnership with UTeach PD helps educators use data to improve outcomes for Texas students.



### FOUNDER, KT ACCOUNTABILITY

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**Can you share a little about your background as a UTeach graduate, teacher, and district leader, as well as what led you to start KT Accountability?**

I began my career teaching Algebra I at Reagan High School in Austin ISD. I spent several years there, which gave me a deep understanding of how to drive student growth over time. I later served as PLC lead and then math department chair, which sparked my interest in instructional leadership and data-driven decision-making. From there, I became a math instructional coach at Gus Garcia Young Men's Leadership Academy and later at Dobie Middle School. Each of these campuses was either "Improvement Required" or had recently exited that status, so I developed strong experience in supporting school turnaround efforts.

That led me into the Austin ISD accountability department, where I worked on Targeted Improvement Plans, which are required by TEA for F rated schools, and data reporting across the district. I eventually became Assistant Director of Accountability, and that's where the idea for KT Accountability was born. I wanted to take the expertise I'd built in data systems, accountability, and school improvement and provide it to districts across Texas. So I launched KT Accountability (KT is short for Keep Track) to help schools not only meet state and federal requirements but also use data to create meaningful instructional improvement.

**Q In your experience, what does true data-driven instruction look like in practice?**

Data-driven instruction is more than a classroom strategy; it's a continuous improvement mindset. It involves taking an objective look at where students currently are, reviewing prior data, and using that information to create a clear and intentional plan. The real power comes when educators engage in the full cycle: plan based on data, take action, review the results, and refine the approach. When done well, it stops being a compliance task and becomes a culture of ongoing reflection and growth for students and teachers alike.

**Q What motivated you to partner with UTeach PD to design the data-driven instruction course?**

I've maintained strong ties to UTeach since my time in the program. I've stayed involved through alumni events and UTeach gatherings over the years. At one of those meetings, I was approached about helping develop a Data-Driven Instruction course, and it immediately resonated with me. Much of my work through KT Accountability focuses on helping educators use data to drive stronger outcomes. Building this course was a natural extension of that work and a way to support educators on a larger scale.

**Q What outcomes do you hope participants walk away with after completing the course?**

I hope participants leave the course with a clear, repeatable framework they can use throughout their career when reviewing and acting on student data. I want them to feel confident enough to become "the data person" on their campus. Someone who can help others make sense of results and support improvement. And especially for those who have felt intimidated by data in the past, my goal is for them to walk away feeling capable and energized about using data-driven instruction in their classrooms.

**Q If you could give teachers one quick tip to improve how they use classroom data tomorrow, what would it be?**

Don't react to data. Respond to data. Take a moment to review results in context before making changes. Understand what students struggled with and why, then respond with carefully targeted actions. A thoughtful response will always lead to better outcomes than a rushed reaction.



Learn more about KT Accountability by visiting their website:

[ktaccountability.com](https://ktaccountability.com)

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[pdinfo@uteach.utexas.edu](mailto:pdinfo@uteach.utexas.edu)