

Novice Reduction for GAP Closure

Review Data Diagnostic

This diagnostic addresses the review component of reviewing, analyzing and applying data to school processes to bolster core instruction leading to novice reduction. With your leadership team discuss each component and use evidence to determine within which performance level your school operates. If you discover that your school review, analyze and apply data processes fall below the exemplary performance level, there are resources for you to use toward improvement on our webpage.

Component	Exemplary (4 points)	Accomplished (3 points)	Developing (2 points)	Ineffective (1 point)
School teams use multiple forms of data	<ul style="list-style-type: none"> • Multiple data sources are used in order to gain as much knowledge about a student, or group of students, as possible. Data sources could include: <ul style="list-style-type: none"> • Demographic- attendance, notes from parent conferences, behavior records, etc. • Student Learning- state assessment data, interim assessment data (common assessment administered routinely and consistently, commercial or educator created), progress monitoring, intervention tab data, prior data from cumulative folders, unit tests, projects • Perception- survey data, student, family, and stakeholder input • Practice/Processes (scheduling, course/intervention opportunities, etc.) 	<ul style="list-style-type: none"> • Student learning data and 2 additional sources of data are used in order to gain as much knowledge about a student, or group of students, as possible. Data sources could include: <ul style="list-style-type: none"> ▪ Demographic- attendance, notes from parent conferences, behavior records, etc. ▪ Student Learning state assessment data (common assessment administered routinely and consistently, commercial or educator created), progress monitoring, intervention tab data, prior data from cumulative folders, unit tests, projects, classwork, homework ▪ Perception- survey data, student, family, and stakeholder input • Practice/Processes (scheduling, course/intervention opportunities, etc.) 	<ul style="list-style-type: none"> • Student learning data is used to gain knowledge about students, along with one additional sources of data. 	<ul style="list-style-type: none"> • Only student learning data is used to gain knowledge about students.

Component	Exemplary (4 points)	Accomplished (3 points)	Developing (2 points)	Ineffective (1 point)
<p>School/District teams know their goals and delivery targets and can find the appropriate data to use to analyze impact and progress.</p>	<ul style="list-style-type: none"> • Documented goals in CSIP that are congruent to those goals found in School Report Card • The school uses interim assessment data as progress indicators and state assessment data as the measurement of goal achievement – this data is documented, discussed and visualized quarterly • School team knows how to navigate and interpret School Report Card data and can locate the congruent data to goals. • School team knows how to interpret and connect interim assessment data (MAP or ThinkLink) to state achievement data. • School administrators and other stakeholders form a team to implement this practice 	<ul style="list-style-type: none"> • Documented goals in CSIP that are congruent to those goals found in School Report Card • The school uses interim assessment data as progress indicators and state assessment data as the measurement of goal achievement – this data is documented, discussed and visualized quarterly • School team knows how to navigate School Report Card and can locate the congruent data to delivery goals 	<ul style="list-style-type: none"> • Documented goals in CSIP that are congruent to those goals found in School Report Card • Interim assessments are administered, but there is no evidence of using assessments to measure progress toward goals. • The only time assessment data is discussed is on data day after state release of test scores. • School team does not know how to navigate and interpret School Report Card or interim assessment data (MAP or Think Link) 	<ul style="list-style-type: none"> • Goals are not aligned or related to goals in the School Report Card • School team does not access School Report Card • No evidence of using interim assessments to measure progress toward goals

<p>RESOURCES</p>	<ul style="list-style-type: none"> • School Report Card • TELL Survey data • Student Voice data • Missing Piece of the Proficiency Puzzle • Reports from interim assessments (commercial or educator created) • Classroom records and notes • Infinite Campus- your district edition shows attendance, behavior records, parent contacts, IEPs, etc. • Student data files or cumulative folders
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