Review, Analyze and Apply Data Diagnostic

Novice Reduction for Gap Closure

Continuous Improvement & Assessment

This diagnostic addresses each 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 pts)	Accomplished (3 pts)	Developing (2 pts)	Ineffective (1)
OVERALL	Schools/Districts train multiple stakeholders with the ability to review, analyze and apply data aligned to goals	• *At least one person in the district and in each school is the data point of contact charged with championing the analysis and application of the data* • *Multiple district level staff have the ability to dive in depth into the various sources of available data* • *Multiple school level staff have the ability to dive in depth into the various sources of available data* • *Sound data analysis processes are in place* • *Timely scheduled, dedicated dates are set to do analysis* • *Designated persons share/explain the data with teachers, school board, SBDM, parents, public, media, etc.* • *Specific plans are in place for applying data at the classroom level*	• *At least one person in the district and in each school is the data point of contact charged with championing the analysis and application of the data* • *Sound data analysis processes are in place* • *Timely scheduled, dedicated dates are set to do analysis* • *Data is shared/explained with teachers, school board, SBDM, parents, public, media, etc.* • *Specific plans are in place for applying data at the classroom level*	• *At least one district and/or school level staff have the ability to dive in depth into the various sources of available data* • *Data analysis processes are in place* • *Timely scheduled, dedicated dates are set to do analysis*	• *At least one district staff person has the ability to dive in depth into the various sources of available data* • *Data analysis processes are in place*
REVIEW	School teams use multiple forms of data	• *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:* • ***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.)*	• *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:* • ***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.)*	• *Student learning data is used to gain knowledge about students, along with one additional sources of data.*	• *Only student learning data is used to gain knowledge about students.*

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School/District teams know their goals and delivery targets and can find the appropriate data to use to analyze impact and progress	• *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*	• *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*	• *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)*	• *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*
RESOURCES	• *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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ANALYZE	Schools/Districts use a systematic process to analyze data	• *A consistent process is always used for analyzing data* • *All staff are familiar with the process and could describe it, if asked* • *The process is used in multiple settings. For example: analyzing state test scores or TELL Survey results in a faculty meeting, or teacher groups using the process to determine the effectiveness of instruction after a culminating project.* • *Schools/districts have a data team to facilitate work around data* • *Critical concepts are defined, such as data, progress, evidence* • *Ongoing data meetings occur to ensure the district/school is on track to improving student outcomes*	• *A consistent process is always used for analyzing data* • *All staff are familiar with the process and could describe it, if asked.* • *The process is used in multiple settings. For example: analyzing state test scores or TELL Survey results in a faculty meeting, or teacher groups using the process to determine the effectiveness of instruction after a culminating project* • *Critical concepts are defined, such as data, progress, evidence* • *Ongoing data meetings occur to ensure the district/school is on track to improving student outcomes*	• *A process is sporadically used for analyzing data.* • *Some staff are familiar with the process, while others are unaware of using a process* • *The process is used mostly for one type of data, usually student learning data, such as state test results* •	• *There is no process in place for analyzing data*
	Component	**Exemplary (4 pts)**	**Accomplished (3 pts)**	**Developing (2 pts)**	**Ineffective (1)**
	District/School stakeholders analyze the "why" (root cause) behind possible gaps exposed in data analysis	• *Districts/Schools use Continuous Improvement strategies by using quality tools and processes that hypothesize possible problems in practice (Fish bone diagram, 5 Whys)* • *Root Cause analysis is based on appropriate level data* • *Five data questions are documented* • *Root cause analysis is performed for areas of concern exposed by the data* • *School administrators and all staff form a team to implement this practice*	• *Districts/Schools use Continuous Improvement strategies by using quality tools and processes that hypothesize possible problems in practice (Fish bone diagram, 5 Whys)* • *Root Cause analysis is based on appropriate level data* • *Root cause analysis is performed for areas of concern exposed by the data* • *School administrators and all staff form a team to implement this practice*	• *School administrators and staff form a team to hypothesize and implement the practice of analyzing the gaps in data* • *An analysis is conducted on appropriate level data but lacks connection to the Root Cause analysis method of analysis with little documentation of the "why" behind the gaps*	• *A District/School designee individually reviews the appropriate level data and shares the hypothesis of outcomes of data with additional District/School leadership*
	RESOURCES	• *Using Student Achievement Data to Support Instructional Decision Making* • *Data Analysis 5 Step Process* • *Guide to Using Data in School Improvement Efforts, Learning Points Associates* • *Fish Bone Diagram*, *5 Whys* • *Five Data Questions* • *Unbridled Learning Assessment and Accountability Resources*			

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	Component	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Ineffective (1)
	Mid course adjustment of activities are based upon periodic data reviews	• *PLCs or instructional teams use gaps exposed in classroom data analysis to strategically align acts of improvement (with team consensus)* • *Objectives are aligned to delivery target trajectories and standards* • *Classroom level systems are established to implement activities to push on goals and objectives* • *Goals, objectives, and activities are documented in lesson plans* • *Progress indicators are established to measure progress regularly* • *PLCs or instructional teams reconvene regularly to evaluate results and plan for improvement*	• *PLCs or instructional teams use gaps exposed in classroom data analysis to strategically align acts of improvement (with team consensus)* • *Objectives are aligned to standards* • *Classroom level systems are established to implement activities to push on goals and objectives*	• *Teachers working individually or with a partner use gaps exposed in data analysis to strategically align acts of improvement* • *Acts of improvement are applied at the classroom level initially but are not revisited*	• *Teachers establish goals and objectives with no alignment to gaps exposed in classroom data analysis*
	Component	**Exemplary (4 pts)**	**Accomplished (3 pts)**	**Developing (2 pts)**	**Ineffective (1)**
APPLY	School staff name and claim their students	• *Students meet the standard 90% or more of the time with a correct response* • *Teachers are required to have more than one data point to fully assess where students are within the standard. When assessments are planned, they are comprehensive in scope, with multiple questions or prompts to review, which signify thorough planning with formative assessment* • *Staff completes a name and claim sheet on a weekly basis that is based on a focus standard for that week. 30-60-90 day planning occurs within PLC for remediation and extension of that standard* • *Specific differentiated interventions for every child are developed and implemented* • *Every student can articulate how his/her needs are being met to ensure success*	• *Students meet the standard 80-89% of the time with a correct response* • *At least one data point assesses where students are within the standard. Assessments are planned with questions or prompts to review. Some planning with formative assessment is evident.* • *Name and claim sheets are evident but more focus is needed in regard to 30-60-90 day planning for remediation and extension of that standard.* • *There are differentiated interventions but they require more focus for the development and implementation of every child.* • *Some students articulate how needs are being meet to ensure success.*	• *Students meet the standard 70-79% of the time with a correct response* • *Limited follow-through with 30-60-90 day planning* • *Limited development of a Plan-Do-Study-Act plan* • *Limited evidence of name and claim sheets and 30-60-90 day planning for remediation of specific standards* • *Limited evidence of differentiated interventions* • *Limited evidence that students can articulate how needs are being meet to ensure success*	• *Students meet the standard less than 69% of the time* • *Lack of follow-through with 30-60-90 day planning* • *Lack of development of a Plan-Do-Study-Act plan* • *Lack of evidence of name and claim sheets and 30-60-90 day planning for remediation of specific standards* • *Lack evidence of differentiated interventions* • *Lack of evidence that students can articulate how needs are being meet to ensure success*

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Future Goals/objectives are aligned to needs assessment that comes from data analysis.	• *As grade level teams uses gaps exposed in data analysis to strategically align acts of improvement (with team consensus).* • *Objectives are aligned to delivery target trajectories* • *School level processes and systems are analyzed for equity of access and student needs based activities* • *Next classroom level systems are established to implement activities to push on goals and objectives.* • *Goals, objectives, and activities are documented in CSIP and approved by SBDM.* • *Progress indicators are established to measure progress regularly* • *Grade level teams reconvene regularly or in PLCs to evaluate results and plan for improvement*	• *As grade level teams, school staff uses gaps exposed in data analysis to strategically align acts of improvement (with team consensus).* • *Objectives are aligned to delivery target trajectories* • *School level processes and systems are analyzed for equity of access and student needs based activities* • *Next classroom level systems are established to implement activities to push on goals and objectives.*	• *School staff uses gaps exposed in data analysis to strategically align acts of improvement and documents resulting goals and objectives in CSIP.* • *Goals/Objectives and activities are communicated to staff initially but are not revisited.*	• *School staff establishes goals and objectives with no alignment to gaps exposed in data analysis then records these goals/objectives in CSIP*
RESOURCES	• *Assessment Literacy* • *Literacy Design Collaborative* • *Data Wise In Action, Harvard Education Press* • *"Whatever it Takes" – How Professional Learning Communities will Respond when Kids Don't Learn, by: Richard DeFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek* • *Principles of Good Data Analysis* • *Engage Staff in Analyzing the Data*			