

Classroom Evaluation of Kentucky Department of Education Key Core Work Processes for Novice Reduction

Review, Analyze and Apply Data

Key Elements of this Process: Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.

Continuous Improvement Activities

Establish a **process** (work) to:

- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Assess with formative and summative assessments that are aligned to the standards and learning targets.
- Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.
- Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.
- Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.
- Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.
- Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.
- Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)
- Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
- Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students
- Develop a progress monitoring system to monitor standards mastery for each student.
- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.
- Develop a tracking system for monitoring of student achievement progress by learning target and by standard.
- Ensure that all assessments evolve from high-quality content standards.

Establish a **practice** (worker) to:

- Create and monitor a “Watch (Cusp) List” for students performing below proficiency.
- Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.
- Assure that attendance issues are rectified as to not pose an interference with the educational process of students.
- Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math- numeracy).

Continuous Improvement Activities

- Enable student voice opportunities for instructional improvements through integrating the usage of Quality Tools (i.e. Plus/Delta, 3-2-1 Learn, Share, and Grow).
- Develop a system for student monitoring using data notebooks.
- Assure consideration and addressment of non-academic barriers to learning.
- Monitor and evaluate the validity of assessments, standards, and learning targets.
- Create intentional opportunities for students to receive and offer effective feedback during learning.
- Implement student participation in conducting student-led data conferences and goal setting.
- Use assessment data to help students assess and adjust their own learning.
- Use classroom assessment data to inform teacher's instructional decisions.
- Use collection of assessment artifacts to inform next steps for individual students and groups of students.
- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.

Establish a **condition** (workplace) to:

- Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
- Ensure that grades effectively and accurately communicate student achievement.
- Ensure that all users of assessment data use information to benefit student learning.
- Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.
- Determine if formative assessment results function as effective feedback to students and teachers.
- Utilize student voice surveys, such as Plus/Delta, to guide high yield instructional strategy selection in lesson planning.