Novice Reduction for GAP Closure

Apply Data Diagnostic

This diagnostic addresses the apply 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) ☐
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 points) ☐	Accomplished (3 points) ☐	Developing (2 points) ☐	Ineffective (1 point) ☐
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

Component	Exemplary (4 points) ☐	Accomplished (3 points) ☐	Developing (2 points) ☐	Ineffective (1 point) ☐
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*