Continuous Improvement Activities for Kentucky Department of Education Key Core Work Processes		
Review, Analyze, and Apply Data Results		
OPERATIONAL DEFINITION *Schools/districts must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.*	**PROCESS**	**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/district-wide 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.

	PRACTICE	**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). • 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.
	CONDITION	**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.