

Achievement Gap

30-60-90 Day Plan

Review, Analyze and Apply Data

Goal: Schools and districts will use data to expose gaps to identify processes for continuous improvement and reduce the number of students performing below proficiency in _____ school/district.

180 Day Goal: Insert school/district goal here

In the first 30 days, we will know we are successful when:

The district establishes a culture of collaborative work with schools to understand relevant state and local data points and how data applies to achievement gap goals.

The measures/evidence we will use are:

- Completed Review, Analyze and Apply Data Needs Assessment at district level with next steps and action plan identified
- Plus/delta on the level of understanding (by the District Data Team) in use of data in closing achievement gaps
- Meeting agendas and minutes
- Outline of school level training plan for use of data in closing achievement gaps

First 30 days action strategies:	Who is on point?	Due Date	Method of Communication
DISTRICT LEVEL			
1. District Administration will identify appropriate staff to form District Data Team who understand and can effectively communicate to stakeholders local and state data (e.g. DAC, CAO, CIO, supervisor of instruction, curriculum coaches). From this team, the district will appoint a data liaison to each school for support and guidance in assessment literacy.	Superintendent or designee	Within first 5 days	Verbal, followed by staff email including all district and school leadership
2. The District Data Team will identify and agree upon appropriate state and local data sources for each student level of data (e.g., pre-K, K-2, 3-5, 6-8, 9-12) and	DAC or Designee	Within first 10 days	Meeting minutes including identified data sources with

First 30 days action strategies:	Who is on point?	Due Date	Method of Communication
create a calendar of data availability for each student level to include the assessment, measure, and grade level.			calendared availability of data to all district and school leaders
3. Before proceeding, the District Data Team will use the Review, Analyze and Apply Data Needs Assessment in order to analyze current practices and devise next steps in the development of a systematic process for analyzing data. Activities are broken out into steps below: Step 1: What are we doing? Use the Needs Assessment to analyze <i>current</i> policies and practices at the district and school level to impact gap closure. Step 2: What do we need to do to improve? The District Data Team collaborates to answer data wise questions. Step 3: What are our next steps? Determine next steps for policy and practice improvements. Step 4: What is our action plan? Create a district action plan with next steps	DAC or Designee	Within first 20 days	Meeting minutes Needs Assessment Results Plus/Delta of District Data Team understanding of closing the achievement gap action plan with next steps
4. The District Data Team will establish dates and locations for future training of school leadership and additional district personnel.	DAC or Designee	Within first 20 days	Calendar dates and secured locations are communicated to trainees
5. District Data Team will develop a data analysis protocol. The protocol is a system that will be used consistently for district and school data analysis. The protocol will ensure the opportunity for schools to self-assess using the KCWP 5 Needs Assessment. The protocol will also include use of quality tools (root cause analysis, circle of influences, data questions, plus/delta) for school teams to use when prioritizing the work for gap closure.	DAC or Designee	Within first 25 days	COMPLETED District Data Analysis Protocol
6. The DAC will develop training and exercises that will focus leaders on aligning district and school improvement goals with local and state data to reduce novice. District Data Team, which includes the DAC, and in collaboration with school	DAC or Designee	Within first 30 days	COMPLETED and Communicated

First 30 days action strategies:	Who is on point?	Due Date	Method of Communication
leadership (a selection of principals) will design and schedule training for schools on the data analysis protocol established by the District Data Team.			Training Agenda for school data teams

If we are not successful, we will:
• Plus/delta on the barriers to progress (act on the deltas!) • Conduct a task analysis - consider reassignment and management of tasks • Consider PDSA where needed • Solicit support for the work (Co-ops, continuous improvement coaches)

In 60 days, we will know we are successful when:
The School Data Leadership Team, with support and guidance from District Data Team, establishes a culture of collaborative work within school data teams to understand relevant state and local data points and how data applies to achievement gap goals.
The measures/evidence we will use are:
• Completed Review, Analyze and Apply Data Needs Assessment at the school level with next steps and action plan identified • Plus/delta measuring the level of understanding (by the School Data Leadership Team) in use of data in closing the achievement gap • Meeting agendas and minutes • Outline of school level data analysis work session

60 days action strategies:	Who is on point?	Due Date	Method of Communication
DISTRICT LEVEL			
School level administration, with support from district data liaison, will identify appropriate staff to form School Data Leadership Team who understand and communicate local and state data (e.g. BAC, Principal, Teacher Leaders, Interventionists and/or Instructional Coaches)	DAC/BAC/Administrator/Supervisor of Instruction	Within first 35 days	Verbally followed by staff memo w/training dates
The District Data Team will train School Data Leadership Teams and other district personnel on the use of the district data analysis protocol.	DAC/Supervisor of Instruction	Within first 50 days	COMPLETED Training Agenda with attendance Plus/Delta analysis from attendees
SCHOOL LEVEL			
Upon completion of training, School Data Leadership Team will determine if modifications to the district data analysis protocol are needed in order to meet the needs of individual schools. Any modifications or adaptations of the protocol by the schools will be communicated back to the district.	School Data Leadership Team	Within first 50 days	COMPLETED School-level data analysis protocol
The School Data Leadership Team will participate in data analysis protocol teacher-level training specific to closing the achievement gap.	Supervisor of Instruction/Teacher Leader(s)	Within first 60 days	PDSA and/or Next Steps
Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card. Examples but not exclusive to: - Examining state data and student performance data - Examining data from Quarterly Data and making decisions on Tier I and Tier II instructional practices and academic next steps for students	Supervisor of Instruction/Teacher Leader(s)	Ongoing Quarterly	PDSA and/or Next Steps

60 days action strategies:	Who is on point?	Due Date	Method of Communication
Current classroom data (benchmarks, summative and formative assessments)			

If we are not successful, we will:
- Plus/delta on the barriers to progress (act on the deltas!) - Conduct a task analysis - consider reassignment and management of tasks - Consider PDSA where needed - DAC solicits support for the work (Co-ops, continuous improvement coaches)

In 90 days, we will know we are successful when:
The school leadership, with support and guidance from district data team have clearly communicated and published standard data protocol process and all stakeholders (administration, support staff, teachers and students) are actively using data to implement aligned acts of improvement
The measures/evidence we will use are:
100% of schools have reviewed and analyzed data using the data analysis protocol for the purpose of closing the achievement gap - Professional Learning (PLC) Agenda (plus/deltas and evaluations) include reference to data analysis to set goals for achievement gap 100% Published CSIP/CDIP – (Cognia’s Continuous Improvement Platform) used data to set goals and define action steps for closing the achievement gap - Data Walls, Data Displays, Data Dashboards, Student Data Notebooks and/or Calendar with Student Led Conferences (name & claim) are present in 100% of Schools

90 days action strategies:	Who is on point?	Due Date	Method of Communication
DISTRICT LEVEL			
To ensure gap closure, the District Data Team will reevaluate district practice, using the Review, Analyze and Apply Data Needs Assessment in order to analyze current practices and devise next steps. Activities are broken out into steps below:	DAC or Designee	Within first 90 days	Current Needs Assessment w/analysis of improvement from

90 days action strategies:	Who is on point?	Due Date	Method of Communication
Step 1: What are we doing? Use the Needs Assessment to analyze <i>current</i> policies and practices at the district and school level to impact gap closure. Step 2: What do we need to do to improve? The District Data Team collaborates to answer the data wise questions. Step 3: What are our next steps? Determine next steps for policy and practice improvements. Step 4: What is our action plan? Create a district action plan with next steps using a PDSA Cycle to ensure continuous improvement			initial Needs Assessment
District and School Administration continue to review and analyze data points on no less than a quarterly basis focusing on gap closure, e.g., use of specific student data, formative and summative assessments	DAC or Designee	Ongoing	PDSA and/or Next Steps
District Data Team will determine professional learning and next steps to support implementation of gap closure strategies	DAC or Designee	Ongoing	PDSA and/or Next Steps
SCHOOL LEVEL			
Determine, establish and communicate ownership of school level, PLC, grade level achievement gap goals	Administrators/Teacher Leaders	Within 90 days	PLC minutes, student data notebooks, newsletters, etc...
School has data visualizations posted around the school and in teacher work rooms communicating goals and current progress toward gap closure	Administrators/Teacher Leaders	Within 90 days	Posted progress
Schedule Student Led Conferences at least every six weeks	Teachers	Ongoing	Parent, Student and school staff
School Leadership Data Team will provide all school staff a Data Retreat including data review, research questioning, root cause analysis and CSIP training	School Leadership Data Team	Within 90 days	Face to Face Agendas Minutes

If we are not successful, we will:

- Plus/delta on the barriers to progress (act on the deltas!)
- Conduct a task analysis - consider reassignment and management of tasks
- Consider PDSA where needed
- DAC solicits support for the work (Co-ops, continuous improvement coaches)

Projected Next Steps:

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