

DOINGWHATWORKS



SAMPLE MATERIAL

Data Analysis Worksheets and Team Protocol

John Wash Elementary School, California

Topic: Response to Intervention in Primary Grade Reading

Practice: Progress Monitoring and Differentiation

The included Teacher and Group Data Analysis Worksheets and Data Analysis Protocol used at John Wash Elementary School provide a model for conducting data team meetings. In the first step, teachers and teams complete the first two data analysis worksheets. Teachers use the first worksheet to record class assessment data related to a specific goal, target students for intervention based on performance, and plan intervention strategies. Data teams use the second worksheet to set a common goal and instructional focus for students and identify academic vocabulary for English learners. During the second step, data teams analyze the group data to identify strengths and barriers, identify strategies for classroom intervention, and assess the intervention.

The Data Analysis Worksheet that follows can be used to continue the process of goal-setting, classroom data collection, targeting students for intervention, analyzing strengths and barriers, planning instructional strategies, and identifying results indicators. The Data Analysis Protocol provides a script for conducting a data team meeting following this model.

John Wash School
Teacher Data Analysis
For Professional Learning Communities

Scoring Guide for this assessment:

% or raw score above:
 Advanced _____
 Proficient _____
 Basic _____
 Below Basic _____
 Far Below Basic _____

What do we want students to know?

SMART Goal

_____ % of ALL students will score at proficiency/advanced on: _____ (standard) as measured by _____ (name of test) given on or during the week of _____.
--

How do we know if they are learning it?

Class Data Collection

Teacher:	Total # of students:	Total # Prof & Adv:	Total # Basic: (Strategic)	Total # BB & FBB (Intensive)		Total # of EL's Prof. & Adv. (Include RFEP)	Total # of EL's B, BB, & FBB (Include RFEP)

What do we do if they are NOT learning it?

Target Students

Strategic (Basic)	Program (EL, Sp.Ed.)	Intensive (BB and FBB)	Program (EL, Sp.Ed.)

Instructional strategies for students not meeting goal (Basic, BB and FBB):

John Wash School
Group Data Analysis
For Professional Learning Communities

Scoring Guide for this assessment:

% or raw score above:

Advanced _____
Proficient _____
Basic _____
Below Basic _____
Far Below Basic _____

Grade Level: _____ Date: _____

Members Present: _____

STEP 1: Planning and Goal Setting (complete entire page)

SMART Goal (SMART Goal & Common Instructional Focus are to be completed together.):

_____ % of ALL students will score at Proficient/Advanced on:

_____ (Standard/topic) as measured by
_____ (name of test) given on or during the
week of _____.

Common Instructional Focus:

Objective (Student Friendly):

Concept Development: (bullet proof definitions/examples & non-examples)	Skill Development: (steps, graphic organizer)

English Learner Vocabulary Development:

List and define academic vocabulary to be taught (this is in addition to concept development):

STEP 2: Analyzing Data and Meeting the Needs of All students (complete entire page)

Group Data Collection:

Teachers:	Total # of students:	Total # Prof & Adv:	Total # Basic: (Strategic)	Total # BB & FBB (Intensive)	Total # of EL's Prof. & Adv. (Include RFEP)	Total # of EL's B, BB, & FBB (Include RFEP)
Totals:						

___ We met our goal. ___ We did not meet our goal.

Analyze Strengths and Barriers (using student work):

Strengths of Proficient & advanced students:	Barriers for Intensive & Strategic students:
English Learners:	English Learners:

Look for trends and patterns that will identify the specific areas of need.

Identify strategies that will be used **during classroom intervention** for all B, BB, and FBB:

Strategy:	Strategy:
When will we re-teach these students:	When will we re-teach these students:
How will we know students learned it:	How will we know students learned it:

When will the students that don't get it be retaught using the above strategies (date and plan):

Revised Effectiveness of Reteaching:

	Before:	After:
Number of strategic students (Basic):	# _____	# _____
Number of intensive students (BB and FBB):	# _____	# _____

Analyze Strengths and Barriers

Strengths of Proficient Students	Barriers for Non-Proficient Students

Look for trends and patterns that will identify the specific areas of need.

New and/or Revised SMART Goal

The % of _____ scoring at proficiency or higher in _____ will increase from _____% to _____% by _____ as measured by _____ given on _____.

Brainstorm Instructional Strategies

Use Teacher's Edition for next unit. Agree on (✓) one or two strategies that everyone will use.

Identify Results Indicators

Strategy:	Strategy:
Evidence that we are doing it:	Evidence that we are doing it:
Evidence that it is working:	Evidence that it is working:

Adapted from Doug Reeves, Center for Performance Assessment, Data Teams Training and RCOE

Facilitator: _____
Timekeeper: _____
Recorder: _____

Data Analysis Protocol

- **Introduction (5 minutes):** Facilitator reviews the purpose/topic, norms, timeframes, and rules for each time frame. Review the SMART goal currently in place.
- **Collect Data (5 minutes):** Enter the assessment data for each teacher in the appropriate section on the Data Analysis Worksheet and compute the totals. Determine if the SMART goal has or has not been met.
- **Analyze Strengths and Obstacles (10 minutes):** Looking at the actual student papers, list the strengths of proficient work and the obstacles of non-proficient work in the appropriate section on the Data Analysis Worksheet. Look for trends and patterns that will identify specific areas of need. See *“Reflect on Instruction”* handout.
- **New or Revised SMART Goal (5 minutes):** Write a revised SMART goal on the Data Analysis Worksheet if the previous SMART goal was not met and the team agrees to continue working on the goal. Write a new SMART goal based on the analysis of data if the previous SMART goal was met.
- **Brainstorm Instructional Strategies (10 minutes):** Brainstorm strategies that might be successful in meeting the needs of the students. Filter them according to those that are research-based and the most “high-impact.” Agree on one or two strategies that all members of the team will use. See *“Using Marzano’s Strategies”* handout and any other available resources.
- **Identify Results Indicators (5 minutes):** For each strategy agreed upon by the team, record what evidence will show that every teacher is doing it and what evidence will show that it is working. The latter involves short, formative assessments to monitor progress toward the goal.
- **Debriefing (5 minutes):** The entire group reflects about how well the process worked, e.g., staying on topic, following the protocol, and adhering to time frames. If some team members did not get to share, use “Ordered Sharing” at the next meeting.
- **Parking Lot (TBD):** Time determined by willingness and interest of members. Facilitator should remind group that any parking lot issues that require extended discussion will be carried forward to a future meeting.

Adapted from the *Data Teams* training from the Center for Performance Assessment. Use with Data Analysis Worksheet.