

# 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):**


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 <b>strategic</b> students (Basic):	# _____	# _____
Number of <b>intensive</b> students (BB and FBB):	# _____	# _____

## Scoring Guide

Proficient and above	= 70% correct
Strategic	= 51-69% correct
Intensive	= 50% and below correct

**Members Present:** \_\_\_\_\_

**70% of all third grade students** will score at proficiency or higher in **Main Idea/Details** as measured by **the Third Grade English Language Arts Second Common Assessment** given on **November 9, 2006**.

Teachers	# Students Taking Assessment	# or % Proficient Students	# or % Non-Proficient Students	# or % Strategic	# or % Intensive
<b>Totals</b>					

### Target Students

[illegible]



### 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.