



SAMPLE MATERIAL

Protocols to Support Data Use

Aldine Independent School District, Texas

Topic: Using Student Achievement Data to Support Instructional
Decision Making

Practice: Districtwide Data System

The Aldine Independent School District (ISD) expects staff to regularly and systematically use multiple sources of student data to develop and revise action plans, write assessment items, analyze data, and plan lessons.

This sample material comprises four meeting protocols to guide staff as they work collaboratively to meet this expectation. The district developed the meeting protocols to ensure staff meet the expectation to use data to guide decisions.

School leadership teams use the Review and Revise the Action Plan Meeting Protocol for planning meetings. The process outlined in the protocol guides the team through a series of steps to review the campus, grade level, or department action plan; to analyze data; and to revise as needed. Staff analyzes data that support the action plan, determine areas of success and areas needing improvement, and decide on actions to take to improve areas of concern.

Teachers and Skills Specialists use the Assessment Writing Meeting Protocol to prioritize the objectives to be assessed based on the district scope

and sequence and calendar, to determine the outline for the assessment (length, question format, level of questions, and vocabulary for the items), and to develop the items.

The Data Analysis Meeting Protocol has a step-by-step process that teachers use for analyzing assessment data by campus, teacher, class, and individual students to make instructional decisions. The analysis steps are: reviewing data and identifying gaps, analyzing root causes for the identified gaps, formulating hypotheses, and determining instructional interventions for each student. The root causes analysis steps are drawn from Assembly Required: A Continuous School Improvement Process.

Teachers work in team to plan lessons using the Lesson Planning Meeting Protocol. The procedures for this planning meeting are: determine the skills and concepts students are to master in the upcoming week, determine at what level each skill or concept is taught (at an introductory, developing, or mastery level), analyze previous data to predict students' success, determine the amount of time to allot to instruction, consider the lessons and resources available through the districtwide data warehouse system and other instructional materials needed, and create the daily lesson plans and activities for the week. After teaching the lessons, teachers are expected to debrief in the next lesson plan meeting to discuss which parts of the lessons led to student success and which parts might need to be refined.

Review and Revise the Action Plan Meeting Protocol

Goals:

Working as a group, review the campus, grade level, or department action plan and revise as needed during the year

Materials:

- District goals
- Campus, grade level, and/or department improvement plan
- Student data (TAKS, Benchmark Target Assessments, common assessments, and classroom assessments, item analysis, and scope and sequence)
- Other scorecard data

Procedures:

- 1) Review components of campus action plan and scorecard.
- 2) Analyze data that supports the actions on the campus / grade level / department improvement plan
- 3) Review components of the action plan, determine areas of success and areas needing improvement. Determine actions to take in order to improve areas of concern, setting goals, deadlines, and the people responsible for each action.
- 4) Revise the person code key at the bottom of the action plan as needed.
- 5) Review and set revised dates and times for actions to be accomplished.
- 6) Revise the scorecard based on changes to the action plan.

Maintaining Action Plans Meeting Agenda

Team _____ Date: _____

Sign –in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrator: _____

Critical TEKS that must be taught during this period: _____

Outline of lessons for this time period: (more details will be included in the lesson plans. You may attach a copy of the lesson plan to this sheet)

Summary of meeting:

What decisions were made?

Will there be a follow-up meeting?

What is the purpose of the follow-up meeting?

When will the follow-up meeting be held?

What needs to be accomplished between now and the follow-up meeting?

[illegible]

Responsibilities of each team member: (copies, materials, creating activities, etc.)

[illegible]

Assessment Writing Meeting Protocol

Goal:

Working as a group, design assessments aligned to the Benchmark Targets and TEKS

Materials:

- TEKS
- Scope and Sequence and/or calendar
- previous test
- testing materials
- district's Proofing Checklist

Process:

- 1) Provide a list of materials needed to all participants prior to the meeting.
- 2) Use the district scope and sequence on Triand and the campus calendar to determine specific objectives to be assessed.
- 3) Prioritize the objectives to be assessed. Identify the TEKS which might be tested on TAKS.
- 4) Determine the outline for the assessment:
 - a. length
 - b. question format (multiple choice / short answer)
 - c. level of questions (number of easy, medium, and hard questions)
 - d. vocabulary
- 5) Determine the number of questions for each objective.
- 6) Review the items selected. Check for:
 - a. alignment with the objective
 - b. variety in the types of questions selected
 - c. alignment with the number of items for an objective on TAKS
 - d. grammatical, punctuation, and spelling errors
 - e. alignment to instructional focus

Assessment Writing Meeting
 Agenda

Team _____ Date: _____

Sign-in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrator: _____

Critical objectives to be tested on this assessment: _____

Length of Assessment: _____

- Number of items from each objective:
- Objective 1: _____
 - Objective 2: _____
 - Objective 3: _____
 - Objective 4: _____
 - Objective 5: _____
 - Objective 6: _____
 - Objective 7: _____

Summary of Meeting:

What needs to be accomplished between now and the follow-up meeting?

Responsibilities of each team member: (commitment to assignment, copies, materials, creating activities, etc.)

[illegible]

Final Proofing Session

(Name of test you are proofing)

Name: _____ School: _____

Yes	No	Questions to answer when proofing the benchmark exam.	Corrections Needed
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Benchmark Assessment

		1. Are all test items numbered correctly ? Numbers are bolded and no periods.	
		2. Are all test items lettered correctly ? Odd number questions are labeled A, B, C, D even number questions are labeled F, G, H, J. Letters are bolded and no periods.	
		3. Is the footer correct with date administered, name of test, and page number?	
		4. Are there spelling mistakes ? Read backwards word by word.	
		5. Are there grammatical/punctuation mistakes ?	
		6. If the question has a graphic, are there directions to use this graphic ?	
		7. Is the spacing correct between questions?	
		8. Are all indentions aligned ?	

I had the opportunity to proof the _____ assessment and made the recommendations listed above.

Signature

Date

Cover Page

		9. Does the cover page have the correct test name and administration date?	
		10. Does the cover page have the correct instructions ?	

I had the opportunity to proof the Cover Page for the _____ assessment and made the recommendations listed above.

Signature

Date

Answer Key

		11. Are all questions numbered correctly on the answer key?	
		12. Do all questions have the correct answer on the answer key? (Take the test.)	
		13. Does the answer key have the correct footer with the date and name of test?	
		14. Does the answer key have the correct title of the test?	
		15. Does the answer key have a benchmark target for each question?	

I had the opportunity to proof the Answer Key for the _____ assessment and made the recommendations listed above.

Signature

Date

Data Analysis Meeting Protocol

Goal:

Working as a group, analyze assessment data by campus, teacher, class, and individual student to make instructional decisions

Materials:

- Test scores by teacher, class, and student
- Item analysis by campus, teacher, and class
- Getting to the Root Causes¹ Worksheet (1 transparency and copies for each teacher)

Process:

- 1) Provide a list of materials needed to all participants prior to the meeting.
- 2) Review data and identify gaps. Analyze:
 - mastery differences between student groups and individual students
 - commonly missed items
 - common same wrong answer choices
- 3) Analyze root causes for the identified gaps. Does the problem reside in the:
 - learners and the learning processes used?
 - teacher and the teaching processes used?
 - content or subject matter to be learned?
 - context or setting in which the learning was to occur?

Rules for a Root Causes Analysis process include:

- all group members can suggest many different hypotheses
- all hypotheses will be considered if they can be corroborated with data
- data can be used on previously acquired information and recently collected data
- theories-of-cause remain in potentially valid category only with supporting data

The Root Causes Analysis process, using the Getting to the Root Causes Worksheet:

- examine most recent assessment data
- pay specific attention to variability in student scores
- brainstorm explanations for bottom one-third's performance
- describe data that could be used to determine whether hypothesis is true
- brainstorm why the valid hypotheses are true

- 6) Determine instructional interventions for each student

¹ All "Root Causes" information is from Larry Lezotte and Kathleen McKee in *Assembly Required*

Data Analysis Meeting
 Agenda

Team _____ Date: _____

Sign –in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrator _____

- Review of the four “common places” of education:
- Curriculum
 - Teacher
 - Learners
 - Classroom

Root Causes Analysis²

Hypotheses, evidence, interventions, and timeline:

Hypothesis I
 Evidence: _____
 Intervention and Timeline: _____

Hypothesis II
 Evidence: _____
 Intervention and Timeline: _____

Hypothesis III
 Evidence: _____
 Intervention and Timeline: _____

Hypothesis IV
 Evidence: _____
 Intervention and Timeline: _____

Hypothesis V
 Evidence: _____
 Intervention and Timeline: _____

² All “Root Causes” information is from Larry Lezotte and Kathleen McKee in *Assembly Required*

Getting to the Root Causes Worksheet³

Step I: Focus on the students who scored in the bottom one-third on the most recent assessment given. What is your hypothesis as to why they performed as poorly as they did?

Hypothesis I: _____

Hypothesis II: _____

Hypothesis III: _____

Hypothesis IV: _____

Hypothesis V: _____

Step II: For each hypothesis, list data to provide evidence of the hypothesis and interventions that should be made.

Hypothesis I Evidence: _____
Intervention and Timeline: _____

Hypothesis II Evidence: _____
Intervention and Timeline: _____

Hypothesis III Evidence: _____
Intervention and Timeline: _____

Hypothesis IV Evidence: _____
Intervention and Timeline: _____

Hypothesis V Evidence: _____
Intervention and Timeline: _____

³ All “Root Causes” information is from Larry Lezotte and Kathleen McKee in *Assembly Required*

What decisions were made?

What is the purpose of the follow-up meeting?

What needs to be accomplished between now and the follow-up meeting?

Responsibilities of each team member: (commitment to assignment, copies, materials, creating activities, etc.)

[illegible]

Lesson Planning Meeting Protocol

Goal:

Working as a group, develop lessons and write the lesson plans for the upcoming week(s) to provide effective instruction meeting the needs of all students

Materials:

- Scope and Sequence
- Campus calendar
- Data, including benchmark, common assessment and TAKS to identify areas of concern
- District strategies
- Instructional materials, including lessons provided on Triand

Procedures:

- 1) Determine the concepts and skills students are to master during week by studying the district scope and sequence and campus calendar.
- 2) Determine at what level each skill or concept is taught: as an introduction, develop, or mastery level.
- 3) Analyze previous data to predict student success on the skills or concepts, as well as common deficit areas.
- 4) Determine the amount of time to allot to instruction for each skill or concept.
- 5) Consider the lessons and resources provided on Triand to determine which lessons or resources support the students' needs and learning styles.
- 6) Consider other instructional materials to determine if the materials support the students' needs and learning styles.
- 7) Create daily lesson plans and activities to support student mastery of the skills or concepts.
- 8) After teaching the lessons, at the next lesson plan meeting, debrief as a group and discuss which parts of the lessons lead to student success and which parts needed refining.

Team_____ **Date:**_____

Administrator:

Critical TEKS that must be taught during this time frame:_____

Outline of lessons for this time frame: (More details will be included in the lesson plan. You may attach a copy of the lesson plan to this sheet.)

[illegible]

Summary of meeting:

What decisions were made?

Will there be a follow-up meeting?

What is the purpose of the follow-up meeting?

When will the follow-up meeting be held?

What needs to be accomplished between now and the follow-up meeting?

Summary:_____

Responsibilities of each team member: (commitment to assignment, copies, materials, creating activities, etc.)

[illegible]