



## SAMPLE MATERIAL

### English Class Data Reflection Sheet

MacArthur Ninth Grade School, Texas

**Topic:** Using Student Achievement Data to Support Instructional  
Decision Making

**Practice:** Cycle of Improvement

MacArthur Ninth Grade School implements a six-week benchmark assessment cycle. Following each two-day assessment's administration, teachers engage in data reflection. This *English Class Data Reflection Sheet* is a completed example of an analysis template used by English teachers after the second assessment. Based on their analysis, teachers may determine that certain objectives need reteaching through daily warm-ups or additional lessons.

Teachers note the following information on the sheet:

1. The percentage of the previous year's students who passed the Texas Assessment of Knowledge and Skills (TAKS)
2. Goal for this year's students on the TAKS
3. Passing rate for the current six weeks test
4. Skills students have mastered
5. Reasons why the teacher believes students were able to master these skills
6. Skills students have not mastered

7. Reasons why the teacher believes students were not able to master certain skills

8. Interventions they plan to implement

After teachers fill in this information, they list by class period the students who did not pass the exam and the interventions to implement. Interventions include after-school tutorials, in-school tutorials, paired partners, flexible grouping, peer tutoring, one-on-one tutoring, etc.

Science, math, and social studies teachers use similar data reflection sheets tailored to their subject areas. Schools and teachers can adapt this data reflection sheet to their need to reflect on student progress.

Teacher:

1. The total percentage of my students who passed the TAKS test last year was 95.6%
2. My goal for this year's students is 100%
3. On the second six weeks test, the passing rate for my students was 74.6%
4. On the second six weeks test, the students mastered the following skills:  
Revising and editing
5. The reason I believe they mastered these skills is we have been focusing on those skills in class with the various pieces they have been writing.
6. On the second six weeks test, the students did not master the following skills:  
Analysis
7. The reason I believe they did not master these skills is the students are still having trouble looking beyond the words on the page and seeing the deeper meaning behind the author's words.
8. What are the interventions, as a teacher, am I going to implement to address areas of concern?  
I will continue to help students identify deeper meaning through annotation activities using shortened segments.

Record the names of students who did not pass the exam by class and interventions that you will take. Interventions include afterschool tutorials, in school tutorials, paired partners, flexible grouping, peer tutoring, one-on-one tutoring.

[illegible]