GENERATION
SCHOOLS NETWORK

A Protocol for Data Driven Meetings*

"Without data,

all anybody has

is an opinion."

-Edward Deming

40 MINUTE DATA MEETING OVERVIEW

Objectives:

- To understand that student outcomes are important for improving achievement
- To understand that looking at data collaboratively provides a method for being accountable for evaluating and modifying our instructional practices to meet student needs

Guiding Questions:

- What do we expect students to learn?
- How will we know what students are learning?
- How will we respond to students who are not learning?

Norms:

- Expectations of self and others
- Participation
- Attitude
- Confidentiality
- Decision-making
- Time

Roles:

- Facilitator
- Timekeeper
- Recorder/Notetaker

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DATA MEETING AGENDA

1. PRIOR TO THE MEETING:
   - Each teacher has a copy of their latest classroom data, and had completed the **REVIEW OF DATA PROTOCOL**
   - Data you will need for Benchmarking Data Meetings:
     - ☐ (Reading) BENCHMARK NWEA: Class Report (all subjects) sorted by RIT
     - ☐ (Reading) DIBELS NEXT: Benchmark Summary
     - ☐ (Math) DIBELS NET: Benchmark Scores Table
   - Data you will need for Progress Monitoring Data Meetings:
     - ☐ Current Unit Assessments for Reading and Math
     - ☐ DIBELS NEXT (Reading) and DIBELS NET (Math): Progress Monitoring
   - Each teacher will capture their highlights in the successes and challenges of the **FOUR SQUARE: MEETING SUMMARY.** *Please do <u>not</u> move onto Solutions, Action Plan, or Goal.*

2. INTRODUCTION (2 minutes)- Facilitator
   - Review the purpose or goal for the meeting
   - Review the norms

3. SUCCESSES and SHARING IDEAS (5 minutes)- All Team Members, using the **FOUR SQUARE**
   - Members share successes. Recorder will capture these successes
   - Members will record common themes on their **FOUR SQUARE**
   - Members identify areas and/or content areas where students were most improved

4. CHALLENGES (5 minutes)
   - Members share challenges. Recorder will capture these challenges
   - Team Members will record common themes on your **FOUR SQUARE**
   - Members identify areas and/or content areas where students were most challenged

5. PROPOSED SOLUTIONS (10 minutes)
   - Come to consensus on a prioritized challenge for each grade level
   - Brainstorm possible solutions for challenge. State each possible solution as a concrete, doable change in instruction
   - Recorder will capture group's solutions
   - Record grade level prioritized solution in the **FOUR SQUARE**

6. ACTION PLAN (10 minutes)
   - Examine successful strategies from SUCCESSES and ideas from PROPOSED SOLUTIONS
   - In the ACTION PLAN, identify the duration and resources needed
   - Articulate a SMART Goal for the grade level team and record the SMART Goal in the **FOUR SQUARE**

7. **STANDARDS/SKILLS-BASED ACTION** (Record of Differentiation) (15 minutes)
   - Team Member will use the **STANDARDS/SKILLS-BASED ACTION PLAN** organizer on Wednesday following the Vertical Data Meeting to plan for Instruction based on the assessment results.
     - ▪ Submit a copy of this to the Coach and Principal

8. CLOSING THE MEETING (5 minutes)
   - Note what went well and what was difficult during the meeting: how well did the team do based on agreed norms and goals of the meeting?
   - If time permits, the team may now address the ideas in the **PARKING LOT**
   - Any items not discussed may be placed on the agenda at a later time
   - Submit the team's **FOUR SQUARE** to the Coach and Principal (email) following the meeting

PRIOR TO THE MEETING: STEP 1

Data Analysis Suggested Protocol

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REVIEW OF DATA PROTOCOL

Using the NWEA Class Report (~20 minutes per assessment)

Purpose: Begin with the big picture and narrow down to the single student, prior to the Data Meeting. Use the DATA PROTOCOL ORGANIZER.

1. Using the <u>percentile</u> data, draw line across the NWEA Class report at the appropriate cut points:

   0 -25% = Low (L)
   26 - 49% = Low Average (LA)
   50 - 74% = Average (A)
   75 + = High (H)

2. Calculate how many students fall into each category, then calculate the percentage of students within each category.
   a. In the Fall, compare that number with the previous Spring
   b. In the Winter, compare that number with the previous Spring
   c. In the Spring, compare that number with the previous Spring

3. Count how many students moved into the Average/High zone. What is the percentage of students in the Average zone; are you getting closer to 80%?

4. List the previous Spring percentile for each student next to their current percentile. Indicate the trend between scores with an arrow or line.

5. Look for increasing or decreasing trends. For example: Five average students have moved up in the %ile ranking; this makes me think differentiated instruction is working for my higher students. Or, five average students have declined in % ranking…this makes me think I have to review what, how and how much time is going on in their instruction. Perhaps I need to talk to my peers or coach to brain storm ideas and to see if they have a similar pattern.

Using the Data Protocol Organizer

PURPOSE: To synthesize two sets of data, establish percentages of students achieving set expectations DIBELS/Other Data.

1. Transfer students' names into the appropriate category.
2. Calculate number of students and percent of students within each category.

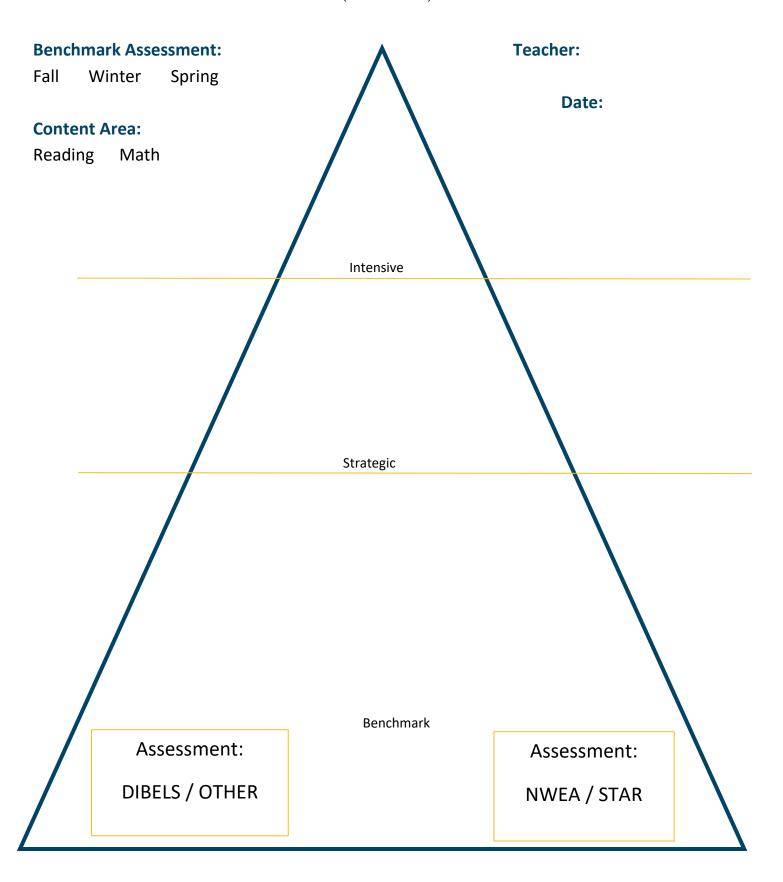*Repeat steps one and two for each assessment or content area.*

Using the Four Square: Meeting Summary

PUPROSE: To analyze and synthesize the data to identify strengths and challenges within your data and capture your highlights in the FOUR SQUARE.

1. Compare the overall percentages between assessments. How are the percentages between assessments similar or different?
2. Compare where specific students land in each Goal Performance area or Standard/Strand. For example: Does John land in Benchmark category in DIBELS but the Low Average with NWEA. What might be the root cause for the different scores and what might be the needed change in instruction?

Data Analysis Suggested Protocol

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Benchmark Assessment:

Fall   Winter   Spring

Teacher:

Date:

Content Area:

Reading   Math

Intensive

Strategic

Benchmark

Assessment:	Assessment:
DIBELS / OTHER	NWEA / STAR

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Progress Monitoring Term:

Fall   Winter   Spring

Content Area:

Reading   Math

Teacher:

Date:

# of Students:_____

% of Class: _____

# of Students:_____

% of Class: _____

Intensive   Low

# of Students:_____

% of Class: _____

# of Students:_____

% of Class: _____

Strategic   Low Average

# of Students:_____

% of Class: _____

# of Students:_____

% of Class: _____

Benchmark

Assessment:
DIBELS / OTHER

Average/High

Assessment:
NWEA / Other

Data Analysis Suggested Protocol

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SUCCESSES

Example: 38% of students are scoring the Average/High category (higher % than the Low)

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CHALLENGES

Example: I have 6 students in the Low Average that should be in the Average/High category

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SOLUTIONS

Example: Examine common challenges in the 6 students according to NWEA. Small group explicit instruction.

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ACTION PLAN

Example: 15 minutes of small group explicit instruction with a para, daily. Compass Learning Assignments based on need.

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GOAL:

Example: Students will score a minimum of 80% on Compass Learning tests for the standard within 4 weeks.

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STANDARDS/SKILLS-BASED ACTION PLAN

- Proficient on these assessments = ___% and higher in _____
- Proficient on these assessments = ___% and higher in _____

"# STUDENTS" = number of students who score BELOW proficient on each skill/standard:

Skill/Standard:	# Students:	Delivered By:
Planned instructional adjustment for these students:		

Skill/Standard:	# Students:	Delivered By:
Planned instructional adjustment for these students:		

Skill/Standard:	# Students:	Delivered By:
Planned instructional adjustment for these students:		

Skill/Standard:	# Students:	Delivered By:
Planned instructional adjustment for these students:		

Data Analysis Suggested Protocol

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PARKING LOT

*On this page, write any agenda items, questions,
or additional topics that were not addressed during the meeting.*

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