

Data Review and the Data Team Process



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Goals for Today

Know:

- the **definition** of the Data Team Process and the **six steps** and **key questions** for each step

Understand:

- the Data Team Process is **cyclical** and **collaborative**
- **Analyzing the data** is key to the effectiveness of the Data Team Process

Do:

- **implement the process** to guide and refine instruction towards increased student achievement

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Data Team Process

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Data Teams Defined



Data Team- Data Teams are **collaborative**, structured, scheduled meetings that focus on the **effectiveness of teaching and learning**. They focus teachers' attention on student learning by identifying a specific skill or topic with which students are struggling and collaboratively develop a set of strategies to bring all students to mastery. They adhere to **continuous improvement cycles**, examine patterns and trends, and establish specific timelines, roles, and responsibilities to **facilitate analysis that results in action**. (S. White, *Beyond the Numbers*, 2005, pp. 18, 100)

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Data Team Process



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Data Team Supporting Components

- Norms** Team develops, agrees upon and reviews norms
- Member Participation** Prepared, focused, collaborative
- Agenda** Follows data team process, focused, targeted
- Minutes** Accurate, informative, prompt
- Schedule** Frequency and duration of meetings, scheduled when staff available
- Administration** Supports team, resources

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Key Questions

Step	Key Guiding Questions
Step 1: Collect and Chart Data	1. Is it <u>relevant</u> , <u>enough</u> and <u>easy to review</u> ?
Step 2: Analyze Strengths, Needs, and Obstacles	1. What are the student's <u>strengths</u> , <u>needs</u> and what are the <u>obstacles</u> ? (Why is the student performing at this level?)
Step 3: Establish Goals (Set-Review-Revise)	1. Establish/Review a SMART goal (S-specific, M-measurable, A-achievable, R-relevant, T-timely)
Step 4: Determine Intervention Strategies for Tiers I, II, and III	1. Tier I-What accommodations/differentiation for access? 2. Tier II- What differentiation for instructional level? 3. Tier III- What intervention for targeted area?
Step 5: Implementation Verification	1. Did the teacher implement the intervention and strategy as described? (Tier I, II, and III) 2. Did the student participate in the intervention as described? (Tier I, II, and III)
Step 6: Monitor and Review	1. Was it effective? Why or why not? (Maintain and/or change)

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EasyCBM Measures

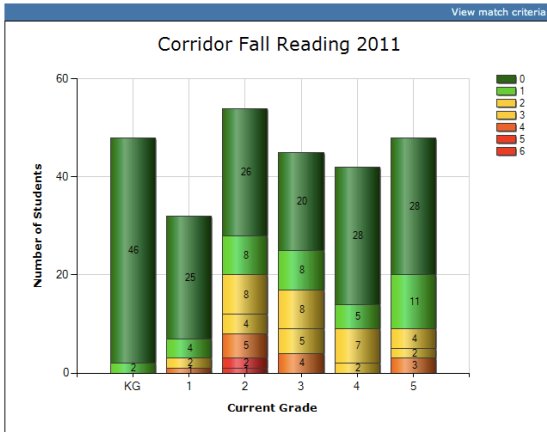
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Overview of EasyCBM Reading Measures

Easy CBM Assessments	Purpose	Other Suggested Data or Information	Possible Diagnostics
LN-Letter Names (Every 2 weeks)	Automaticity of letter names (Concepts of Print)	Acquisition data on letter names (untimed)	•(Triumphs) Phonics Screener •Early Literacy Screener (HIM) •Teacher data of skill acquisition
LS-Letter Sounds (Every 2 weeks)	Automaticity of letter sounds (Beginning Phonic Skills)	Acquisition data on letter sounds (untimed)	•(Triumphs) Phonics Screener •Early Literacy Screener (HIM) •Teacher data of skill acquisition
PS-Phoneme Segmentation (Every 2 weeks)	Screens automaticity of segmenting as an indicator for Phonological Awareness Skills	Other phonological awareness skills- rhyme, rimes, onset sounds, blending sounds, etc.	•Early Literacy Screener- phonological awareness areas (HIM)
WRP-Word Reading Fluency (Every 2 weeks)	Screens automaticity of phonetic words and sight words in solution (Can be harder than passage reading for students depending on context clues)	Acquisition of sight words (untimed), acquisition of phonetic words, monitor use of decoding strategies. Look at/collect weekly and unit strand data on decoding.	•(Triumphs) Phonics Screener •(HIM) Phonics Assessment •DOLCH sight word list-acquisition data
PRF-Passage Reading Fluency (Every 2 weeks)	Screens fluency and accuracy of oral reading on a grade level passage	If accuracy is low (<95%) - check phonic skills and look at Word Reading scores. Monitor fluency when reading passages of various difficulty/levels.	•Try progress monitoring passages from various levels to find instructional level •Debbie Diller fluency data- looks at rate, reading punctuation, voice intonation, etc.
VOCAB-Vocabulary (Every 4-6 weeks)	20 questions using a variety of question structures focusing on context clues. Vocabulary is pulled from list compiled by Marzano, Kendall, and Fymer (2008)	Monitor/interview student about how they approach unknown words (strategies). Look at/collect weekly and unit strand data on taught vocabulary	No specific diagnostic since vocabulary is mainly specific to content. Monitor for strategies to define unknown words
MCRC-Multiple Choice Reading Comprehension (Every 4-6 weeks)	Screens students for literal, inferential, and evaluative comprehension. Longer passages to check for sustained attention.	Weekly and unit program assessments, breaking out the strands for taught comprehension skills and strategies	No specific diagnostic, use data from specific skills and strategies assessed/observed in reading program

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Building Risk Scores

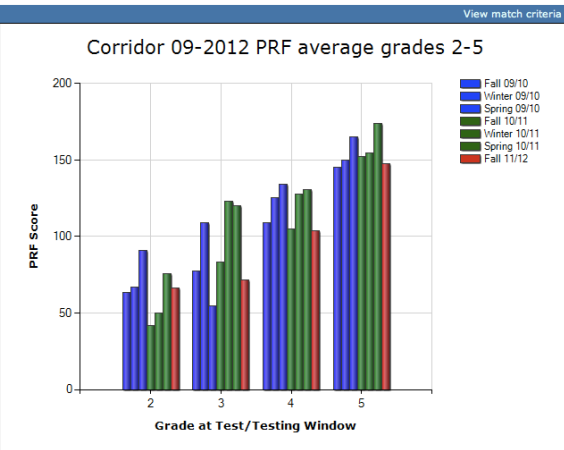


Caution when looking at Risk Scores on Quickbase as grades 3, 4, and 5 are based upon PRF and MCRC only until norms are set for VOCAB.

Since Risk Scores are not part of EasyCBM this year, Matt Hayes has created a formula to still give us Risk Scores.

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Building Data



What questions do you have about this year's data compared to past years?

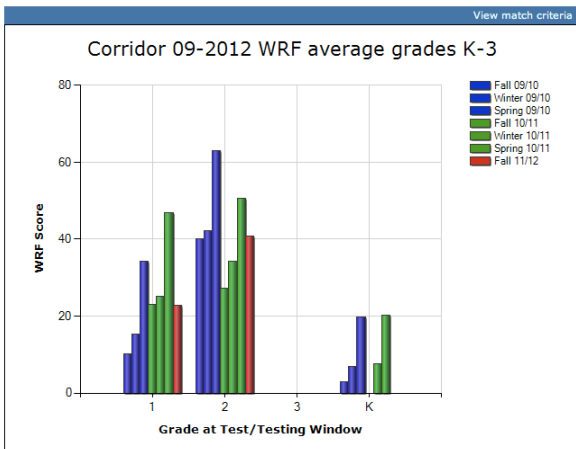
What hypothesis do you have about the data results?

Is there additional information you might want? What?

What action plan might be needed as a result of the data?

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Building Data



What questions do you have about this year's data compared to past years?

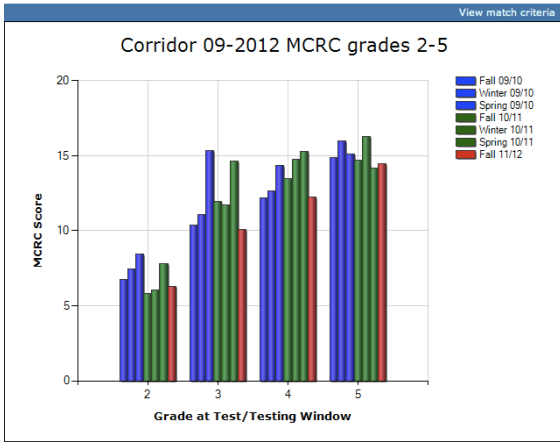
What hypothesis do you have about the data results?

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Building Data



What questions do you have about this year's data compared to past years?

What hypothesis do you have about the data results?

Is there additional information you might want? What?

What action plan might be needed as a result of the data?

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Class/Grade Level Data

PRF	VOCAB	MCRC	Risk
42	8	8	High
1	3	6	High
10	8	9	High
79	0	6	High
85	14	6	High
81	15	11	Some
119	14	20	Some
83	19	14	Some
71	10	9	Some
141	16	9	Some
111	14	9	Some
87	10	9	Some
89	12	13	Some
94	12	8	Some
79	12	12	Some
94	7	8	Some
85	15	10	Some
91	17	17	Low
95	17	14	Low
179	19	20	Low
111	20	20	Low
139	19	15	Low
168	20	12	Low
100	18	16	Low
113	15	12	Low
155	19	17	Low
130	14	17	Low
98	14	12	Low

Two 4th grade classrooms

How might tier I look the same in each class? How might it look different?

How might tier II look the same in each class? How might it look different?

PRF	VOCAB	MCRC	Risk
115	17	9	Some
95	15	7	Some
88	18	11	Some
194	19	17	Low
129	15	13	Low
138	19	15	Low
113	19	16	Low
127	20	19	Low
119	17	12	Low
153	20	20	Low
204	19	18	Low
193	18	16	Low
171	20	20	Low
128	19	13	Low
188	18	16	Low
94	10	11	Low
179	20	17	Low
178	16	17	Low
148	18	10	Low
208	19	17	Low
117	20	20	Low
122	20	17	Low
176	19	14	Low
164	20	19	Low
168	17	18	Low
125	17	12	Low
113	19	19	Low
184	19	16	Low
148	16	13	Low
118	15	11	Low
115	20	17	Low
120	18	18	Low
118	16	18	Low
145	18	19	Low
140	13	15	Low

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Grade Level/Class Data

LS	PS	WRF	Risk
1	1	28	High
2	3	22	High
3	8	43	High
4	7	33	High
5	12	59	Some
6	3	55	Some
7	16	38	Some
37	48	53	Low
28	86	6	Low
16	43	6	Low
26	51	68	Low
53	51	70	Low
31	52	12	Low
29	52	13	Low
29	42	98	Low
16	43	5	Low
48	50	30	Low
30	56	12	Low
33	58	23	Low
42	56	48	Low
32	51	15	Low
47	48	68	Low
28	83	19	Low
30	56	5	Low
39	53	48	Low
45	48	87	Low
34	51	13	Low
20	48	10	Low
89	47	42	Low
19	38	5	Low
20	43	5	Low
35	51	24	Low
29	55	5	Low
23	46	0	Low
36	46	12	Low
33	47	22	Low
20	36	8	Low
31	57	5	Low
32	50	57	Low
29	45	8	Low
34	44	21	Low

What letter sounds do the students need?

What other data is needed to progress monitor student learning?

What Progress monitoring measures would you assign to students 1, 2, 3 ?

What other data would help you decide if you needed to administer a phonics diagnostic?

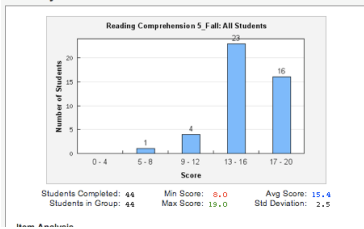
What Progress monitoring measures would you assign to students 1, 2, 3 ?

PRF	VOCAB	MCRC	Risk
1	81	6	High
2	114	16	Some
3	152	18	Some
4	169	18	Some
5	171	17	Some
6	186	16	Some
7	128	18	Some
158	15	13	Some
159	15	23	Some
98	14	17	Some
100	16	12	Some
165	17	23	Some
122	16	17	Some
112	16	12	Some
155	17	15	Low
208	20	15	Low
195	20	17	Low
209	20	19	Low
182	19	17	Low
193	18	16	Low
202	18	19	Low
150	19	16	Low
157	18	16	Low
231	20	19	Low
196	20	16	Low
205	20	19	Low
157	19	17	Low
164	18	16	Low
202	20	14	Low
131	17	15	Low
134	20	18	Low
168	19	16	Low
157	18	16	Low
169	17	16	Low
153	18	16	Low
192	20	17	Low
158	20	17	Low
184	19	17	Low
205	17	18	Low
187	20	15	Low
218	19	14	Low
220	18	17	Low
143	19	16	Low
160	16	14	Low
187	18	16	Low

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Classroom Data

Easiest			
Item	Type	Students Correct	Percentage
7	Evaluative	43 of 44	98%
2	Literal	43 of 44	98%
1	Literal	43 of 44	98%
5	Literal	42 of 44	95%
11	Literal	41 of 44	93%
13	Evaluative	40 of 44	91%
6	Inferential	40 of 44	91%
8	Literal	39 of 44	89%
19	Inferential	37 of 44	84%
9	Inferential	37 of 44	84%
3	Inferential	36 of 44	82%
14	Literal	35 of 44	80%
18	Evaluative	33 of 44	75%
12	Inferential	32 of 44	73%
16	Evaluative	31 of 44	70%
15	Inferential	29 of 44	66%
20	Evaluative	28 of 44	64%
10	Evaluative	23 of 44	52%
17	Literal	13 of 44	30%
4	Inferential	11 of 44	25%



Reading Comprehension Data
How might you use this information to help guide instruction?

What other data would be helpful?

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FYI- Class Data in Math

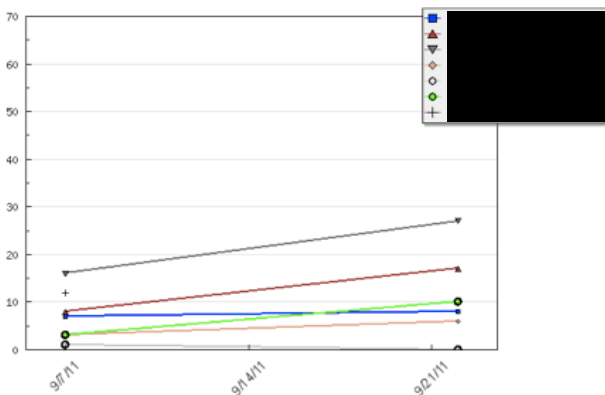
Easiest to Hardest Items			
Item	Type Description	Students Correct	Percentage
1	Solve problems involving the addition and subtraction of fractions and decimals, including problems connected to measurement.	44 of 44	100%
2	Use decimal models, place value, and properties to add and subtract decimals.	43 of 44	98%
16	Determine volume by finding the total number of same-sized units of volume that fill a three-dimensional shape without gaps or overlaps.	42 of 44	95%
22	Measure necessary attributes of shapes to use area formulas to solve problems.	42 of 44	95%
31	Select the most appropriate form of the quotient for the solution according to the context.	42 of 44	95%
32	Select the most appropriate form of the quotient for the solution according to the context.	42 of 44	95%
21	Measure necessary attributes of shapes to use area formulas to solve problems.	41 of 44	93%
35	Select and use appropriate estimation strategies for division problems. (Determine, under/over/estimate, range of estimates) or calculate mentally based on the problem situation when computing with whole numbers.	41 of 44	93%
4	Solve problems involving the addition and subtraction of fractions and decimals, including problems connected to measurement.	41 of 44	93%
17	Recognize volume is an attribute of three-dimensional solids.	40 of 44	91%
29	Decompose three-dimensional shapes and find surface areas and volumes of prisms.	40 of 44	91%
19	Describe three-dimensional shapes by the number of faces, edges, and vertices.	40 of 44	91%

Math Item Analysis Report

How might this information help guide your instruction?

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Small Group Data



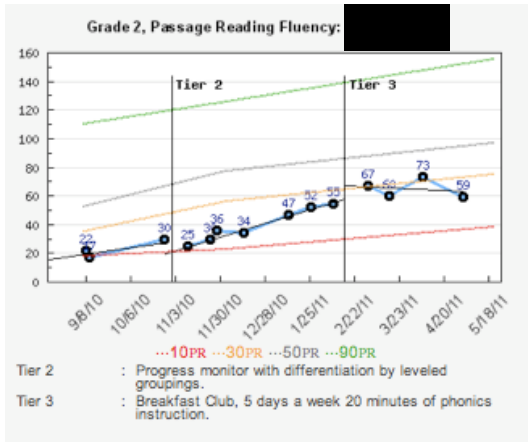
Is the group making progress?

Are there outliers?

Do instructional changes need to be made to the group? Individuals?

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Individual Data



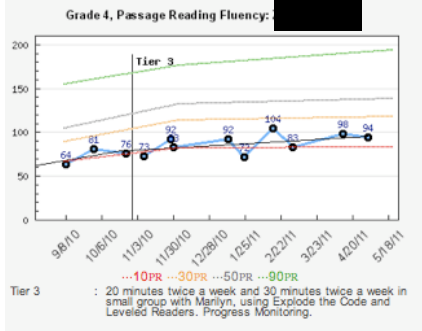
Is there enough information?

What other information would be helpful?

Do changes need to be made? Why?

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Individual Data



14	Passage Reading Fluency 4_Fall	Total Score Only	64 CQPM
15	Passage Reading Fluency 4_1	View	81 CQPM (95% Accuracy)
16	Passage Reading Fluency 4_3	View	76 CQPM (92% Accuracy)
17	Passage Reading Fluency 4_4	View	73 CQPM (97% Accuracy)
18	Passage Reading Fluency 4_Winter	Total Score Only	92 CQPM
19	Passage Reading Fluency 4_5	View	83 CQPM (97% Accuracy)
20	Passage Reading Fluency 4_6	View	92 CQPM (98% Accuracy)
21	Passage Reading Fluency 4_8	View	72 CQPM (95% Accuracy)
22	Passage Reading Fluency 4_9	View	104 CQPM (99% Accuracy)
23	Passage Reading Fluency 4_10	View	83 CQPM (97% Accuracy)
24	Passage Reading Fluency 4_12	View	98 CQPM (99% Accuracy)
25	Passage Reading Fluency 4_Spring	Total Score Only	94 CQPM

Is this student making progress?

Based upon the data what changes might you make?

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Other Data

- Skill acquisition data
- Weekly and Unit assessment strand data (phonics, comprehension, vocabulary, etc.)
- Diagnostics
- Observation/interview about strategy use
- Prior year's data (EasyCBM & class)

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Goals for Today

Know:

- the **definition** of the Data Team Process and the **six steps** and **key questions** for each step

Understand:

- the Data Team Process is **cyclical** and **collaborative**
- **Analyzing the data** is key to the effectiveness of the Data Team Process

Do:

- **implement the process** to guide and refine instruction towards increased student achievement

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Exit Card

What is something from today's presentation you will bring forward to implement at your Data Team meeting?

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