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

Data Team Process

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

Step 1 — Collect and Chart Data
Step 2 — Analyze Strengths and Obstacles
Step 3 — Establish Goals
Step 4 — Determine Instructional Strategies/Develop Interventions
Step 5 — Determine Result Indicators
Step 6 — Monitor and Review

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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)

EasyCBM Measures

Overview of EasyCBM Reading Measures

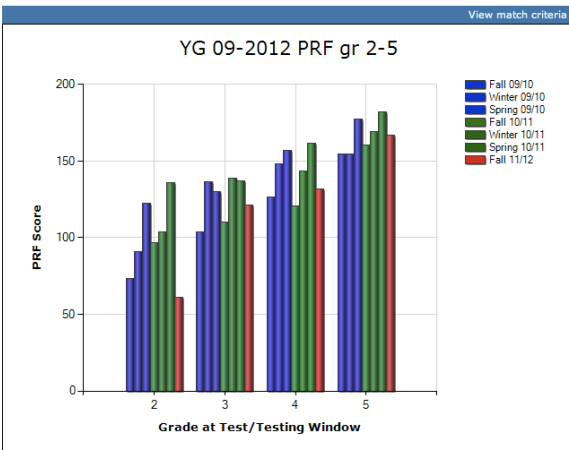| Easy CBM Assessments	Purpose	Other Suggested Data or Information	Possible Diagnostics
LN-Letter Names (Every 2 weeks)	Automaticity of letter names (Concepts of Print)	Acquisition data on letter names (untimed)	•(Triumphs) Phonics Screener •Early Literacy Screener (HM) •Teacher data of skill acquisition
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 (HM) •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 (HM)
WRF-Word Reading Fluency (Every 2 weeks)	Screens automaticity of phonetic words and sight words in isolation (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 • (HM) 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 Paynter (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

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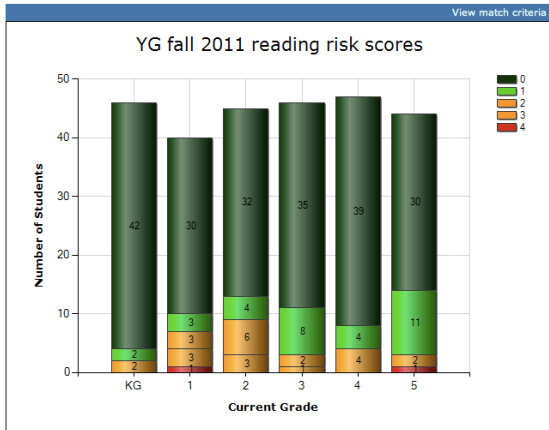
Caution when looking at Risk Scores on Quickbase as grades 3, 4, and 5 are based upon PRF and MCRC only until norms are set for VOCAB.

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

Building Data

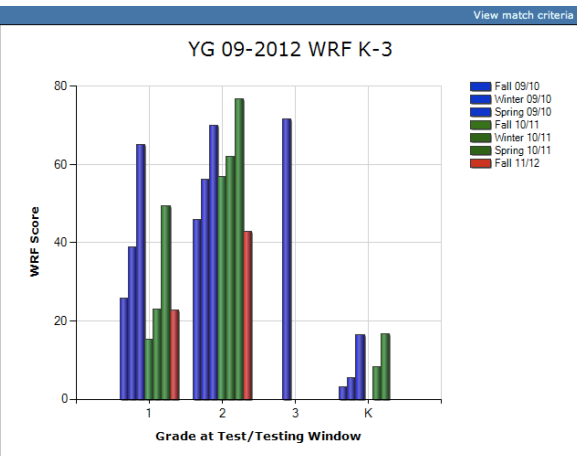What questions do you have about this year's data compared to past years?

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?

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

Building Data

YG 09-2012 MCRC grades 2-5

View match criteria

MCRC Score

Fall 09/10
Winter 09/10
Spring 09/10
Fall 10/11
Winter 10/11
Spring 10/11
Fall 11/12

Grade at Test/Testing Window

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 Data

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?

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Grade Level/Class Data

What letter sounds do the students need?

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

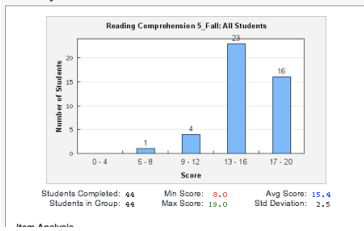What other data would help you decide if you needed to administer a phonics diagnostic?

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

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Classroom Data

Item	Type	Students Correct	Percentage
			Easiest
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%
	Evaluative		
10	Evaluative	23 of 44	52%
17	Literal	13 of 44	30%
4	Inferential	11 of 44	25%

Reading Comprehension 5_Fall: All Students

Students Completed: 44
Students in Group: 44
Min Score: 8.0
Max Score: 19.0
Avg Score: 15.4
Std Deviation: 2.5

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

What other data would be helpful?

FYI- Class Data in Math

Item	Type Description	Students Correct	Percentage
	Easiest to Hardest Items		
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 (overestimate, underestimate, 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 space.	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 edges, faces, and/or vertices	40 of 44	91%

Math Item Analysis Report

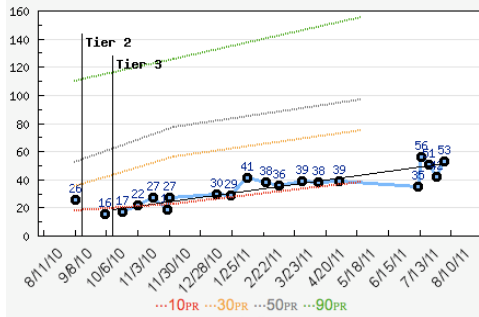How might this information help guide your instruction?
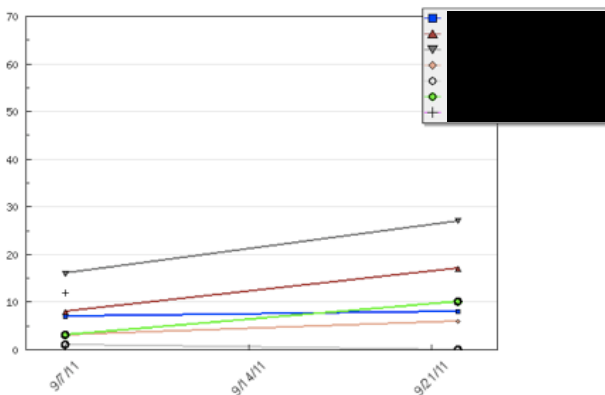
Small Group Data

Is the group making progress?

Are there outliers?

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

Individual Data

Is there enough information?

What other information would be helpful?

Do changes need to be made? Why?

Tier 2 : 30 minutes a day of differentiated HM in a small group.
Tier 3 : 40 minutes three times a week of Phonics and fluency using Phonics for Reading 1 and Read Naturally 1.0 in a small group of 4. CHANGE to 40 minutes twice a week of Reading Mastery 2 in a group of 2 on 3/29/11.
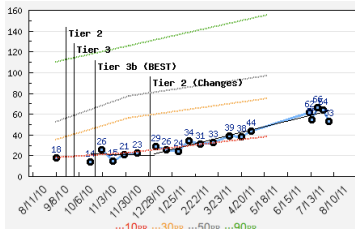
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Individual Data

6	Word Reading Fluency 2_Fall	Total Score Only	8 CWPM
7	Word Reading Fluency 2_1	View	11 CWPM (48% Accuracy)
8	Word Reading Fluency 2_2	View	12 CWPM (60% Accuracy)
9	Word Reading Fluency 2_3	View	12 CWPM (55% Accuracy)
10	Word Reading Fluency 2_Winter	Total Score Only	10 CWPM
11	Word Reading Fluency 2_4	View	15 CWPM (68% Accuracy)
12	Word Reading Fluency 2_5	View	17 CWPM (77% Accuracy)
13	Word Reading Fluency 2_6	View	19 CWPM (76% Accuracy)
14	Word Reading Fluency 2_7	View	25 CWPM (83% Accuracy)
15	Word Reading Fluency 2_8	View	22 CWPM (85% Accuracy)
16	Word Reading Fluency 2_9	View	15 CWPM (58% Accuracy)
17	Word Reading Fluency 2_10	View	30 CWPM (91% Accuracy)
18	Word Reading Fluency 2_11	View	25 CWPM (81% Accuracy)
19	Word Reading Fluency 2_12	View	29 CWPM (83% Accuracy)
20	Word Reading Fluency 2_Spring	Total Score Only	35 CWPM
21	Word Reading Fluency 2_13	View	44 CWPM (92% Accuracy)
22	Word Reading Fluency 2_14	View	46 CWPM (94% Accuracy)
23	Word Reading Fluency 2_15	View	44 CWPM (94% Accuracy)
24	Word Reading Fluency 2_16	View	47 CWPM (90% Accuracy)
25	Word Reading Fluency 2_17	View	48 CWPM (98% Accuracy)

Tier 2 : Small Group instruction for 30 minutes daily with classroom teacher. Using leveled readers from the Treasures core curriculum to focus on more individual/small group reading needs.
Tier 3 : Skill Focus is Phonics using an ELD program called Phonics Street. This group is taught 4 days a week for 30 minutes. Seven students taught by IA.
Tier 3b (BEST) : Skill focus: Phonics, Sight Word Recognition & Fluency. Using 2st grade Triumphs Materials. 5 students taught by an IA. 30 minutes, 4x a week.
Tier 2 (Changes) : Started using Explicit Phonics Instruction Templates with the Treasures core curriculum daily in our small group instructions by the classroom teacher.

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 of or interview on strategy use with student

- Prior year's data (EasyCBM & class)

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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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