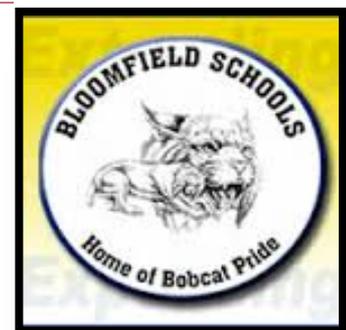
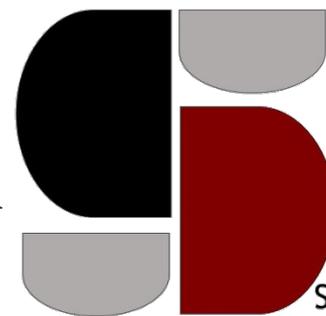


Data-Driven Instruction: Making Your Data Work for You

**Results Driven Accountability
RDA Champions - September 2018**

Kevin Summers

Owner; SuDu Educational Consulting
Dir. Pre K-12 Curriculum & Instruction



Norms

- **Talking Points** - this  icon is used
 - Discuss with your table the idea/question presented on the slide
- **Big Ideas** - this  icon is used.
 - If you don't hear anything else, be sure to listen to these!
- **Hands Up**
 - When you see people putting their hand in the air, follow suit.
 - In order to make this work, you have to also end the conversation.

Disclaimer

Opportunity is missed by most people because it is dressed in overalls and looks like hard work.

-Thomas Edison



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What Data Do You Have?

- **Talking Point: What data do you have at your disposal to inform the instruction at your campus?**

- Istation (K-3)
- PARCC (3-11)
- EoCs (electives/specials)
- Formative Assessments* (daily; 5-15 days)
- Interim Assessments (quarterly)

The Role of Assessment



“Standards are meaningless until you define how you will assess them.”

-Paul Bambrick-Santoyo
Driven By Data

Teaching the Standards







Taught v. Learned

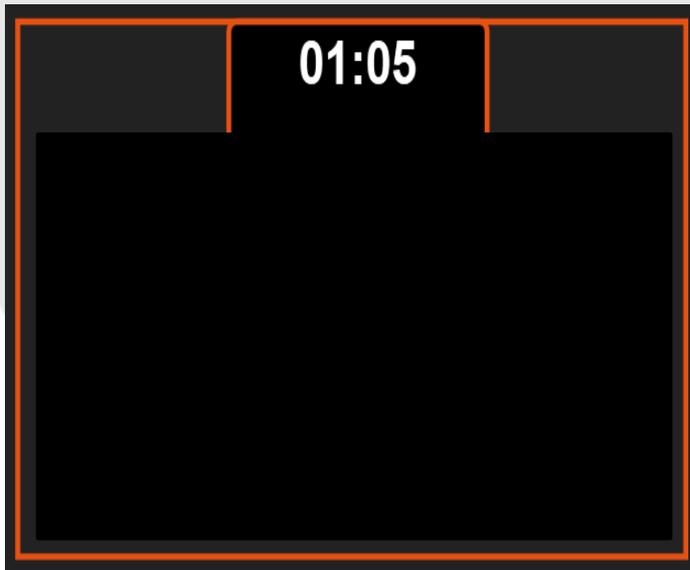
Effective instruction is not about whether we taught it. It's about whether the students learned it.



-Bambrick-Santoyo
Leverage Leadership

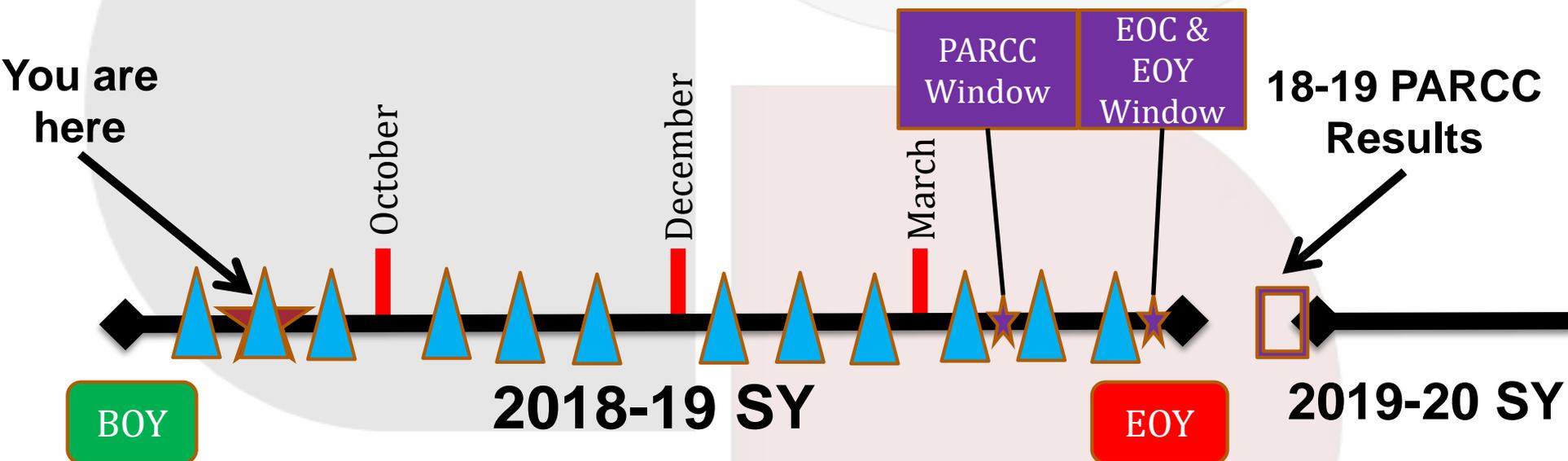
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What is the purpose of Assessment?



Does the score make a
difference regarding how you
coach?

Keeping Score



Summative

Formative

Talking Point: How do you know if what you're doing is working?

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The Role of Assessment

“Assessments are not the end of the teaching and learning process; they’re the starting point.”



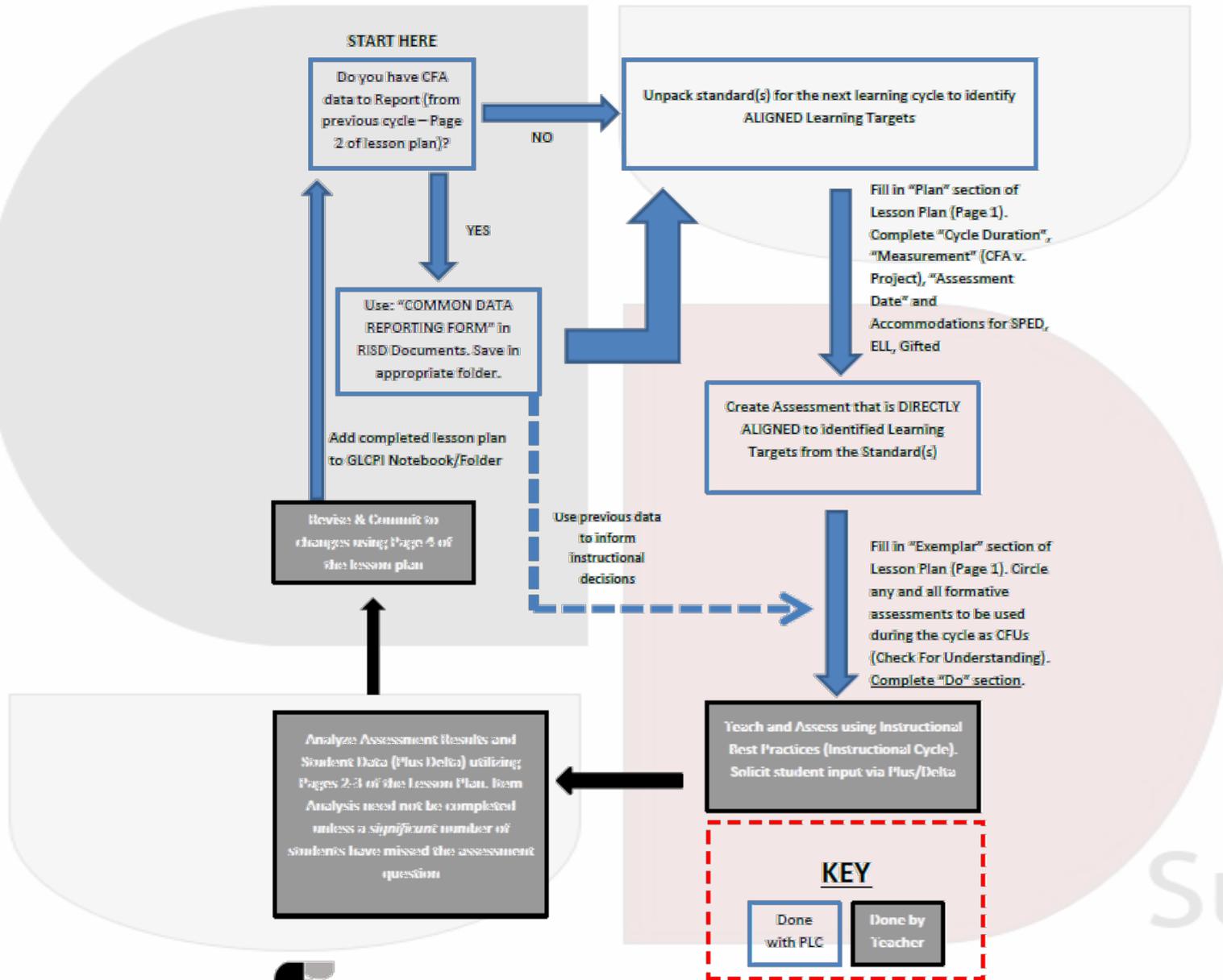
-Paul Bambrick-Santoyo
Driven By Data

The 4 Essential Questions of Instructional Planning

1. What do we want ALL students to learn?
2. How will we know when they've learned it?
3. What will we do if they don't learn it?
4. What will we do if they already know it?

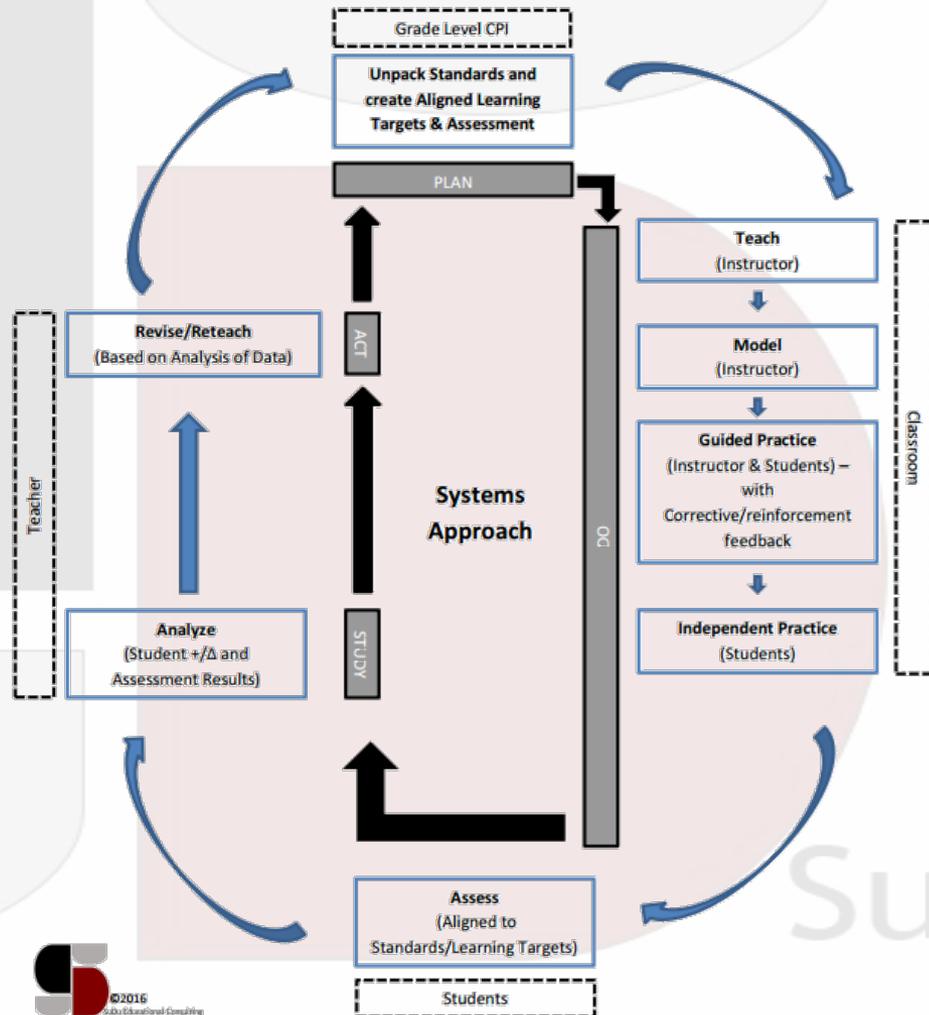
Talking Point: Do you currently have a formalized, documented system for instructional planning that assists teachers in answering these questions?

Grade Level CPI Protocol Flow Chart



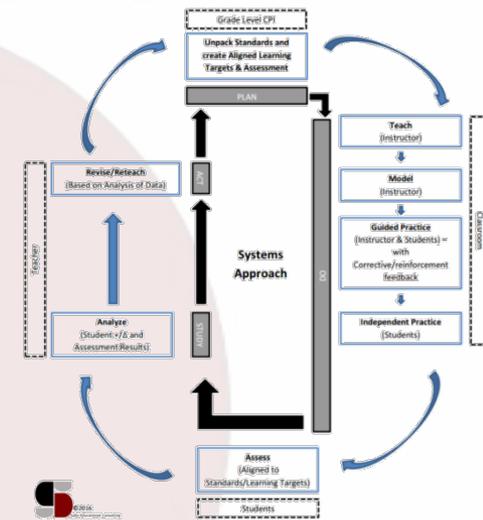
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Continuous Improvement Instructional Planning Cycle



Instructional Cycle (Cont.)

1. **Unpack Standards:** Create **ALIGNED** Learning Targets and Assessments
(Essential Questions #1, #2)
2. **Teach:** Plan for Failure, Prepare for Success
(Essential Questions #3, #4)
3. **Assess:** Mirror format and rigor
(Essential Questions #1, #2)
4. **Analyze:** What does the data suggest?
(Essential Questions #3, #4)
5. **Reteach & Integrate:** Not a single event, but rather an ongoing process, integrated into the next instructional cycle
(Essential Questions #3, #4)
6. **Record, Revise, & Repeat**



Effective Assessment



**Leads
To**

Efficient Differentiation

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Building Summative Assessments

- All assessments should:
 1. Be the starting point/aligned¹
 2. Be common²
 3. Build stamina
 4. Mirror rigor and format

Be the starting point

...for data-driven instruction to be effective, this process should be reversed, meaning interim [and formative] assessments should be created before teaching ever begins. In data-driven instruction, the rigor of the actual assessment items drives the rigor of the material taught in class.

- Bambrick-Santoyo
Driven by Data



Big Idea: Know where you're going *and* which routes you're going to take. If you want rigorous instruction, create rigorous assessments.

Be common

Assessments administered by individual teachers also make it nearly impossible to meaningfully track test-to-test progress or to coordinate fully shared standards across the entire student body. Furthermore, the process of creating and sharing common assessment is itself a valuable opportunity for faculty to share ideas and collaborate to create the best curriculum possible for all students.

*-Bambrick-Santoyo
Driven by Data*



Big Idea: Common assessment creation allows all teachers to understand the standard fully, thereby allowing them to also be able to teach it appropriately, while sharing ideas and best practices with their colleagues.

Build Stamina

- **Talking Point: How long are the *state standardized assessments*?**

Assessment	Grade Level	Time
Istation ISIP	K-3	At least 30 minutes
PARCC ELA	3	3 Sessions @ 75 minutes
PARCC Math	3	4 Sessions @ 60 minutes



Big Idea: *Perfect practice makes perfect...or at least better!*

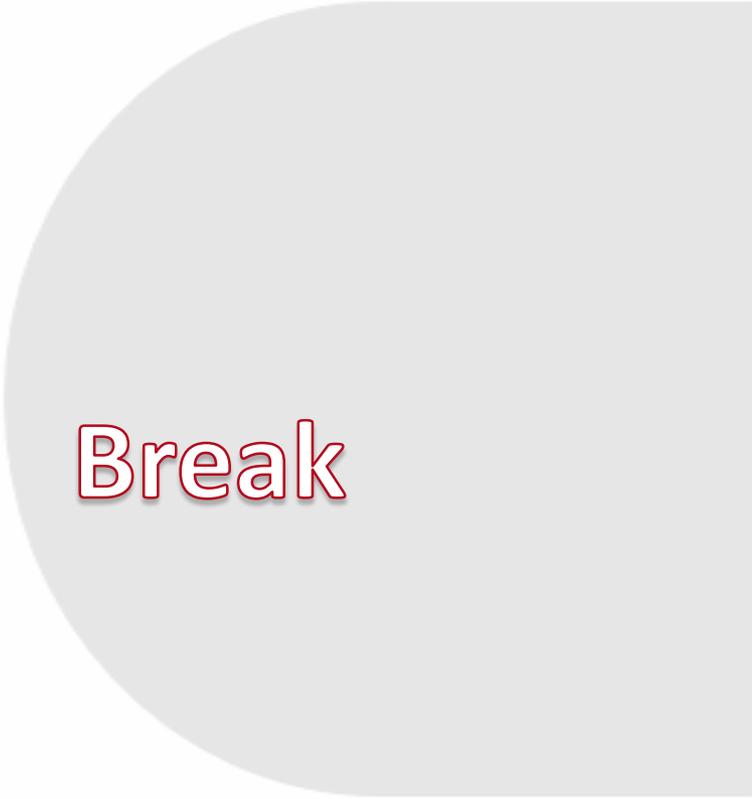
Rigor and Format



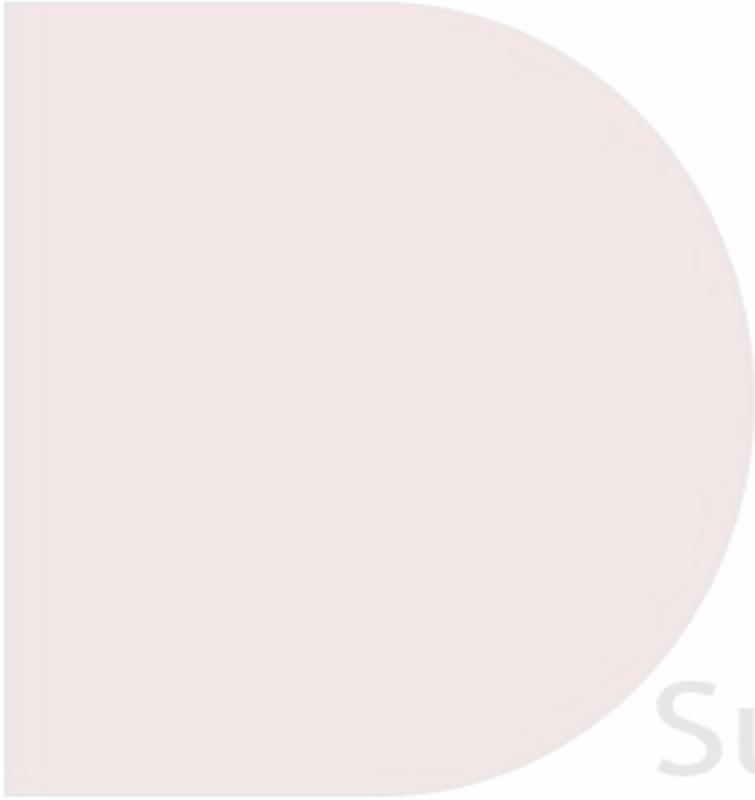
- Simply having students test for long periods of time does not necessarily translate to PARCC success:
 - **Questions that students are assessed on should:**
 1. Be directly aligned to the standard (EQ #1, #2)
 2. Be aligned to PARCC, Istation, and/or EoC format:
 - Multi-part (A/B)
 - Written Response
 - Technology enhanced
 3. Be administered with similar methodologies:
 - Computer-based
 - “Standardization” (Remember State & District Testing Accommodations)
 - Multiple media



Big Idea: Standardization means conforming to the standard, whether that be Istation, PARCC, EoC, etc.



Break



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Analyzing Data

- Once a solid formative assessment has been created and administered, the data is very valuable.

- **Talking Point: What does it mean to be “data rich and information poor”?**

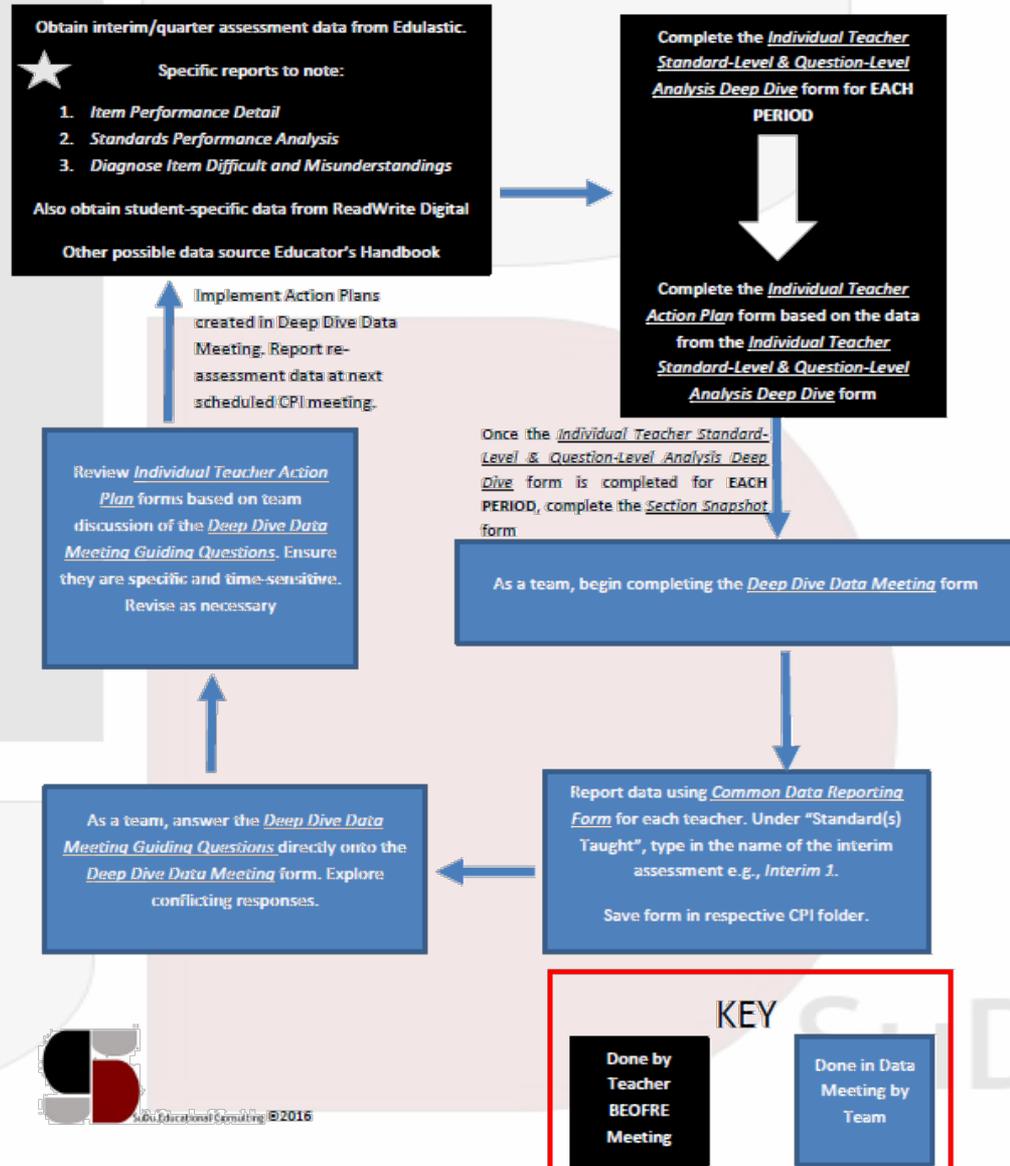
- Data is meaningless if not acted upon!
- Be cautious – useless data is also meaningless
- So, **HOW** do you do something about your data?

CAUTION!

- Before attempting to analyze data to drive instruction, consider the following:
 1. Do you have a clearly defined process?
 2. What tools do teachers need to aid in the process?
 3. How is the data reported out/shared?
 4. What do you want the process to yield?
 5. What do teachers do individually versus in PLC?

Interim Assessment Deep Dive Protocol

The Process



● **Talking Point:** When talking about planning, assessment, and data analysis, what is meant by “system”?

Lesson Plan – Page 1

Lesson Plan: Name of Unit Teacher: name Cycle Dates: **

PDSA

PLAN/DO: Deepen Our Knowledge for Teaching (Consider the focus of the standards and how instructional practices support conceptual understanding)

- Cycle Duration:
- Measurement:
- Assessment Date:

Accommodations:
SPED:

ELL:

Gifted:

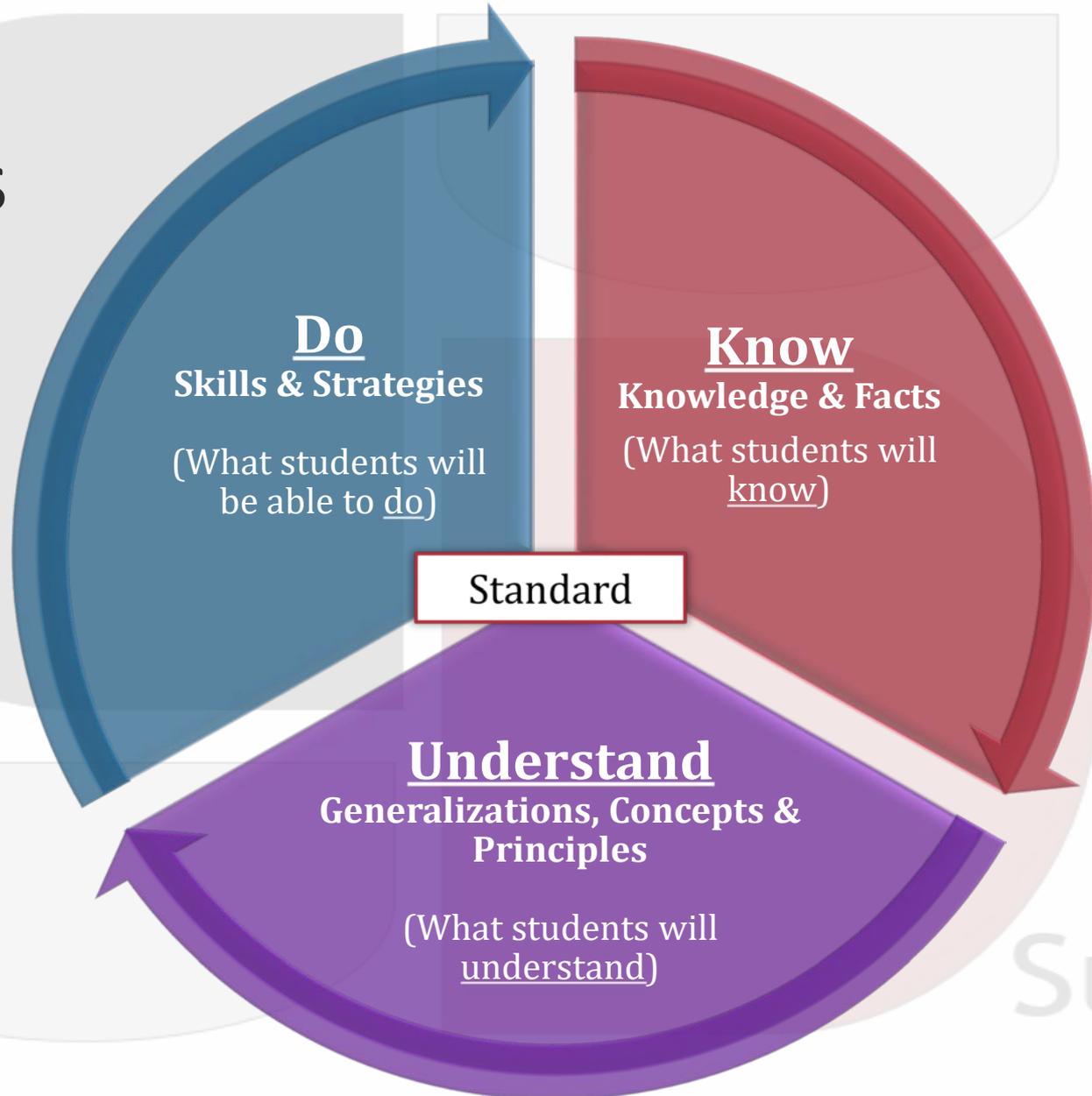
PLAN – UNPACKED Standards:

KUDos - What do students need to...
KNOW:

UNDERSTAND:

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KUDos



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Lesson Plan – Page 1 Continued

Create an Exemplar

- What will it look like when students fully understand the standard? (E.g., Photo of rubric, test, sample, etc.)

Formative Assessment(s):

(Circle assessments being used this cycle)

- Thumbs
- Plus/Delta
- Exit Tickets
- Student Work
- Observations
- Other _____

What will students be required to **DO** to exhibit mastery?

REFLECT on your most current data. What specific actions need to be taken in order to serve students appropriately?

Lesson Plan – Page 2

		<i>Reflection/Feedback</i>							
Observe Students and Reflect on Student Learning (student +/-Δ) (Consider - What assisted students in learning? What hindered their learning?)		Possible Change(s): What are the students telling you?							
		Possible Change(s): What are the DATA telling you?							
Study: Measurement Results		Beginning Step (# at step/Total)	%	Near Proficient (# at step/Total)	%	Proficient (# at step/Total)	%	Advanced (# at step/Total)	%
OVERALL									
SPED									
ELL									
STUDY	Item Analysis (What did students struggle with?) <i>If 80% of students are prof. or better, no item analysis needed.</i>	Number of students that answered INCORRECTLY / Total Students	Possible Change(s): What does the Item Analysis tell you? Who are the students that need additional instruction (whole group, small group, and individual)?						
	Question 1	/	<p style="color: red; font-size: 1.2em;">Think: if only 20% of students are “proficient”, what does that tell us about the instruction?</p> <p style="color: red; font-size: 1.2em;"><u>Option 1:</u> It wasn’t effective</p> <p style="text-align: center; color: red; font-size: 1.5em;">OR</p> <p style="color: red; font-size: 1.2em;"><u>Option 2:</u> It wasn’t aligned (to the standard).</p>						
	Question 2	/							
	Question 3	/							
	Question 4	/							
	Question 5	/							
	Question 6	/							
	Question 7	/							
	Question 8	/							
	Question 9	/							
	Question 10	/							
	<i>Add questions as necessary</i>								

Lesson Plan – Page 3

Possible Change(s): Which root cause could you change?

5 Why's Root Cause Analysis Worksheet – A Back to the Basics Improvement Template

5 Why's Worksheet

Define the Problem:

Why is it happening?

1.

Why is that?

2.

Why is that?

3.

Why is that?

4.

Why is that?

5.

Caution: If your last answer is something you cannot control, go back up to previous answer.



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Lesson Plan – Page 4

ACT: Consider Opportunities for Improvement to Move Learning Forward

In thinking about what you might need to change, what ideas, strategies, and/or insight might you gain from Grade Level Colleagues?

ACT

What specific change(s) are you committed to undertaking for the next learning cycle? (At least one that makes the most impact). How does this commitment translate to learning for the students in need of Tier II instruction identified on Page 2?

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Data Analysis Tips

1. **Begin Assessing in isolation**: It is impossible to teach standards in isolation, it is really easy to assess standards separately.
2. **Look at the data with the test in hand**: Once you have identified which questions students have missed, you have to hypothesize WHY they missed it – was it because you didn't teach it? Was it because they didn't learn it? Was it an assessment flaw or bias?
3. **Try different things (PDSA/CI)**: It never hurts to ask the students! If you have taught something the same way a million times with limited success, try it another way.
4. **Don't give students permission to forget**: Systematically increase the length and rigor of assessments by incorporating previously taught standards (this is especially useful for re-evaluating 'bombed' standards)

Example Tools

- Individual Teacher Standard-Level & Question Level Analysis
- Deep Dive/Data Meeting form

Deep Dive Tools

INDIVIDUAL TEACHER STANDARD-LEVEL & QUESTION-LEVEL ANALYSIS DEEP DIVE

Complete the following sections using the assessment (test-in-hand), before attending the data PLC meeting.

Individual Teacher Performance Results:

Period/Subject	Section Type (Co-teach, Advanced, General)	# in Class	# taking assessment	# passing	# failing	% Proficient (#passing / # taking)	# scoring Advanced (90% or above)	# scoring Proficient (between 70% and 89%)	# scoring Nearing Prof. (between 60% and 69%)	# scoring Beginning (below 59%)
SAMPLE CLASS										
TOTAL	GENERAL	17	17	15	2	88%	2	13	1	1
SPED		1	1	1	0	100%	0	1	0	0
ELL		2	2	0	2	0%	0	0	1	1

Question-Level Analysis: (List questions on which students performed poorly, usually less than **50% proficient (Q1), 60% proficient (Q2), 70% proficient (Q3)**)

Question #(s)	3	4	13	23						
% Correct	65%	65%	53%	65%						
Standard(s) Addressed	1.4b	1.4b	1.5b	1.7d						

Question #(s)										
% Correct										
Standard(s) Addressed										

Deep Dive Tools Continued

Individual Teacher Action Plan Based on Item Analysis

Complete the following sections using the assessment (test-in-hand), before attending the data meeting.

1a. Based on data, which standards should be re-taught to the whole group?

1.4b (#3, 4 = 2 of 2 missed)

1.5b (#13 = 1 of 1 missed)

1.7d (#19 = 1 of 4 missed)

1b. What strategies will you use and when will this be accomplished *and re-assessed*?

List specific WHOLE-GROUP re-teaching strategies, including HOW and WHEN it will be assessed. THIS IS YOUR "WHOLE GROUP ACTION PLAN" FOR THE ABOVE MENTIONED STANDARDS.

2a. Based on Data, which standards should be re-taught to individual students? List students and standards to reteach

Student: Jonny Standard(s) 1.4b, 1.5, 1.5d, 1.5b, 1.7d, 1.5e

Student: Jamie Standard(s) 1.4a, 1.4b, 1.5a, 1.7c, 1.5b, 1.5d, 1.7d, 1.8d

Student: Tracy Standard(s) 1.4a, 1.4b, 1.5b, 1.7d

Student: Greg Standard(s) 1.4b, 1.7c, 1.5b, 1.7a, 1.7d, 1.8c, 1.7b

Student: _____ Standard(s) _____

Student: _____ Standard(s) _____

2b. Based on data, which standards should be re-taught to small groups (Individual students scoring below 70% on standard)?

Group 1 (1.4a) = Jamie & Tracy

Group 2 (1.5d) = Jonny & Jamie

Group 3 (1.7c) = Jamie & Greg

2c. What strategies will you use and when will this be accomplished *and re-assessed*?

List specific SMALL GROUP and INDIVIDUAL STUDENT re-teaching strategies, including HOW and WHEN it will be assessed. THIS IS YOUR "SMALL GROUP & INDIVIDUAL STUDENT ACTION PLAN" FOR THE ABOVE MENTIONED STANDARDS.

Questions & Standards		Q1 2.DA.A.1	Q2 2.DA.A.1	Q3 2.DA.C.3	Q4 2.DA.C.3	Q5 2.DA.C.4	Q6 2.DA.C.4
Student *	Score †	45% (10/22)	14% (3/22)	27% (6/22)	73% (16/22)	82% (18/22)	64% (14/22)
☑ Purple Bowl	68% (21.16/31)	B	-	B	CR (1/1)	C	B
☑ Orange Dice	74% (23/31)	B	35	D	CR (1/1)	C	BC
☑ Pink Donut	65% (20.25/31)	B	26	A	CR (1/1)	C	BC
☑ Yellow Drop	52% (16/31)	A	71	A	CR (1/1)	C	AB
☑ Green Eraser	53% (16.43/31)	A	38	C	CR (1/1)	D	BC
☑ Orange Film	29% (8.91/31)	D	0	B	CR (0/1)	C	BC
☑ Brown Flame	49% (15.16/31)	A	30	A	CR (1/1)	C	BC
☑ Blue Jersey	81% (25.08/31)	A	5341	D	CR (1/1)	C	BC
☑ Pink Jersey	27% (8.23/31)	-	33	C	CR (0/1)	B	ABC
☑ Yellow Layers	61% (18.91/31)	B	-	D	CR (1/1)	C	B
☑ Blue Leaf	65% (20/31)	A	516	B	CR (1/1)	C	B
☑ Grey Magnet	38% (11.91/31)	A	50	A	CR (1/1)	C	C
☑ Red Magnet	81% (25.13/31)	B	34	A	CR (1/1)	C	AB
☑ Grey Pointcon	21% (6.66/31)	A	21	A	CR (1/1)	C	C

Data & Assessment Study

Talking Point:

Using the provided data, assessment, and *“Individual Teacher Standard-Level and Question-Level Analysis Deep Dive”* form, complete the process. Be prepared to answer the Guided Questions with your table and/or facilitator.

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Approximately 25-35 minutes

What did you notice?

What, if any, trends did you identify with regard to the results?

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“Answers”

INDIVIDUAL TEACHER STANDARD-LEVEL & QUESTION-LEVEL ANALYSIS DEEP DIVE

Complete the following sections using the assessment (test-in-hand), before attending the data PLC meeting.

Individual Teacher Performance Results:

Period/Subject	Section Type (Co-teach, Advanced, General)	# in Class	# taking assessment	# passing	# failing	% Proficient (#passing / # taking)	# scoring Advanced (90% or above)	# scoring Proficient (between 70% and 89%)	# scoring Nearing Prof. (between 60% and 69%)	# scoring Beginning (below 59%)
SAMPLE CLASS										
TOTAL	GENERAL	14	14	3	11	21.4%	0	3	4	7
SPED		4	4	0	4	0.0%	0	0	1	3
ELL		1	1	1	0	100.0%	0	1	0	0

“Answers” Continued

Question-Level Analysis: (List questions on which students performed poorly, usually less than 50% proficient (Q1), 60% proficient (Q2), 70%)

Question #(s)	Q1	Q2	Q3	Q7	Q10	Q11				
% Correct	45%	14%	27%	18%	55%	50%				
Standard(s) Addressed	2.OA.A.1	2.OA.A.1	2.OA.C.3	2.NBT.A.1	2.NBT.A.2	2.NBT.A.3				

“Answers” Continued

Individual Teacher Action Plan Based on Item Analysis

Complete the following sections using the assessment (test-in-hand), before attending the data meeting.

1a. Based on data, which standards should be re-taught to the whole group?

2.OA.A.1 (#1, #2 = 0/2)

2.OA.C.3 (#3 = 1/2)* #4 is >70%

2.NBT.A.1 (#7 = 1/2)* #8 is <70%

2.NBT.A.2 (#9, #10 = 0/2)

1b. What strategies will you use and when will this be accomplished *and re-assessed*?

Be specific! HOW will you do this? Does each and every one of the 14 students need each of these standards retaught?

Why isn't 2.NBT.A.3 (#11) listed???

#11 most likely wasn't missed due to a lack of student understanding, but rather due to the type of question that it was (multiple select). See #6 also.

“Answers” Continued

2a. Based on Data, which standards should be re-taught to individual students? List students and standards to reteach

Student: **Grey Paintcan (21%)**

Standard(s) **2.OA.A.1, 2.NBT.A.1, 2.NBT.A.2, **2.NBT.A.3****

Student: **Pink Jersey (27%)**

Standard(s) **2.OA.A.1, 2.OA.C.3, **2.OA.C.4**, 2.NBT.A.1, 2.NBT.A.2,**

Student: **Orange Film (29%)**

Standard(s) **2.OA.A.1, 2.OA.C.3, 2.NBT.A.1, 2.NBT.A.2, **2.NBT.A.3****

Student: **Grey Magnet (38%)**

Standard(s) **2.OA.A.1, 2.NBT.A.1, 2.NBT.A.2,**

Student: **Brown Flame (49%)**

Standard(s) **2.OA.A.1, 2.NBT.A.2**

Student: **Yellow Drop (52%)**

Standard(s) **2.OA.A.1, **2.OA.C.4**, 2.NBT.A.2,**

“Answers” Continued

2b. Based on data, which standards should be re-taught to small groups (Individual students scoring below 70% on standard)?

Group 1 (**2.NBT.A.3**) = G.P., O.F.,

Group 2 (**2.OA.C.4**) = P.J., Y.D.

Guided Questions

- How well did the students do as a whole?
 - Not particularly great. Only 21.4% (3) achieved a passing score.
- What about subgroups?
 - The pass rate for the ELL subgroup was 100% (1). Students with IEPs had a 0% (0) pass rate

Guided Questions (Continued)

- What are the strengths and weaknesses in the standards: where do we need to work the most?
 - With regard to the most missed questions and standards, standard **2.OA.A.1** seems to be the weakest. The success rate with Q1 was 45% whereas the success rate with Q2 was a mere 14%. We also think that **2.NBT.A.1** is weak since Q7 had a success rate of 18% and Q8 was less than 70%. Finally, **2.NBT.A.2** is weak as both Q9 and Q10 had success rates of less than 70%.

Guided Questions (Continued)

- How did students do on old v. new standards?
 - Unable to complete this given the information we have currently.
 - **Idea:** Students should be getting better at “old” standards. Are they? What if they aren’t?

“Old” versus “New” Standards

Q1

Literature	Spiral?	Informational	Spiral?	Writing	Spiral?
1	New!	1	New!	4	New!
2		2		5	
3		3		6	
4		4		10	
10		10			

Q2

Literature	Spiral?	Informational	Spiral?	Writing	Spiral?
1	Q1	1	Q1	2a-d	New!
2	Q1	2	Q1	4	Q1
3	Q1	3	Q1	5	Q1
4	Q1	4	Q1	6	Q1
5	New!	5	New!	10	Q1
6		6			
10	Q1	10	Q1		

Guided Questions (Continued)

- How were the results in different question types?
 - The constructed response question (#4) had great success (**why do you hypothesize that is?**) at 73%
 - Multiple select (e.g., all that apply) questions #6 (64%) and #11 (50%) need work. What is interesting is that question #6 is tied to question #5, which had a success rate of 82%. Question #11 is tied to question #12, which had a success rate of 91%. Most likely, students are not realizing that it is “select all” since approximately 50% of students only selected one answer for question #11.
 - Multiple choice questions seem to be correct the most, with the exception of #1 (45%) and #3 (27%)

Guided Questions (Continued)

- Who are the strong and weak students (with regard to this assessment)?
 - “Blue Jersey” and “Red Magnet” were the best performing students at 81% each; however, aside from #2, they both missed different questions. The fact that they also missed question #2 leads me to believe that A.) I didn’t do a good job conveying this (that is, they didn’t learn it) or, B.) the assessment is flawed (**is it?**).
 - The weakest students seem to be “Grey Paintcan” (21%) and “Orange Film” (29%). They both missed 8 of the same questions, so I can probably put them in the same intervention grouping.

Guided Questions (Continued)

- Bombed Questions – did students all choose the same wrong answer? Why?
 - Question #1 – 7 of 8 (88%) students who answered incorrect chose “A”. This may be due to the order the numbers appeared in the word problem.
 - Question #3 – 6 of 11 (55%) students who answered incorrect chose “A” and 3 of 11 (27%) chose “B”. All of the answers are 16, so perhaps students just chose the first expression that totaled 16.
 - Question #7 – 5 of 11 (46%) students who answered incorrect said “210” and 3 of 11 (27%) used the wrong format. Students chose 210, not realizing that 10 tens are not equal to 10.

Question #3 – Detailed View

Q3: Billy has 16 marbles.



Which equations PROVES that he has an even amount of marbles?

A $10 + 5 + 1$

B $3 + 3 + 3 + 3 + 3 + 1$

C $5 + 5 + 5 + 1$

D $8 + 8$

But WHY?

SuDdu

Question #3 – Deep Dive

- What is the STANDARD being assessed?
 - 2.OA.C.3

Grade 2 » Operations & Algebraic Thinking
» Work with equal groups of objects to gain foundations for multiplication. » 3



PRINT THIS PAGE

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Question #3 – Deep Dive Cont.

Q3: Billy has 16 marbles.



Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Which equations PROVES that he has an even amount of marbles?

A $10 + 5 + 1$

B $3 + 3 + 3 + 3 + 3 + 1$

C $5 + 5 + 5 + 1$

D $8 + 8$

Guided Questions (Continued)

- Did students do similarly on every questions within the standard, or did they do well on some and poorly on others?
 - Lots of discussion can be had here. Look at Question #3 compared to Question #4, Question #7 compared to Question #8, Question #11 compared to Question #12.

Guided Questions (Continued)

- Compare Similar Standards
 - Unable to complete this given the information we have currently.
 - **Administrators must be familiar with the standards and pacing guides. You can't coach what you're not watching.**

Guided Questions (Continued)

- Sort data by students' scores
 - Unable to complete this given the format we have currently.

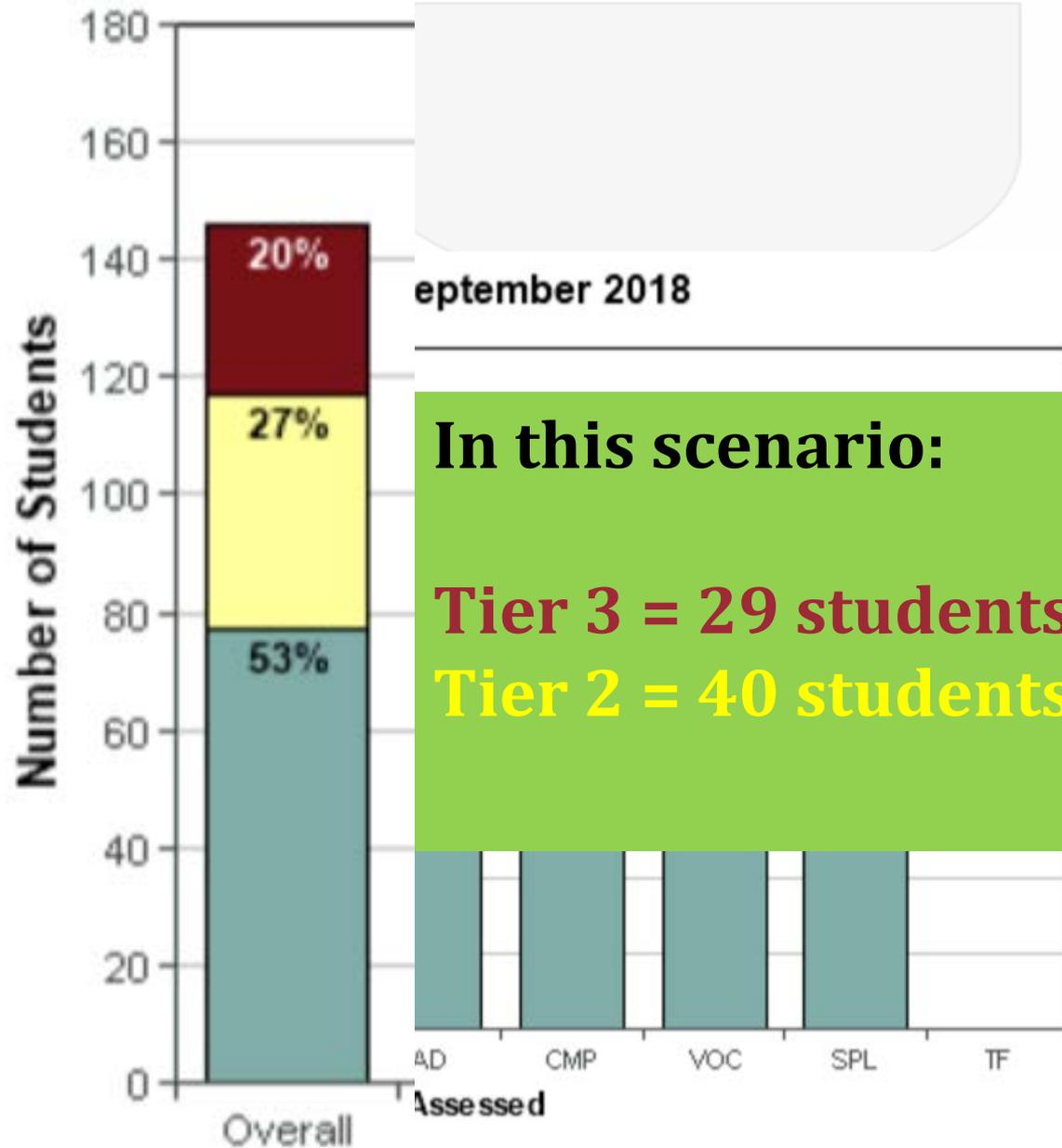
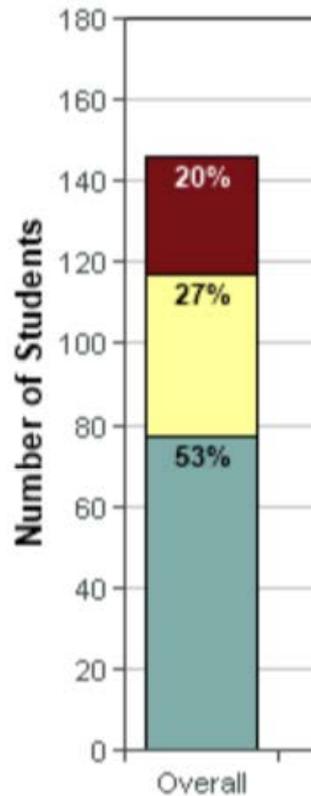
Guided Questions (Continued)

- Are other trends appearing?
 - **These trends can be numerous:**
 - Students in specific intervention groups
 - Students with different accommodations
 - Students with chronic absence
 - Student motivation/apathy
 - Teacher graded responses!
 - Question type
 - Etc.

What About iStation?

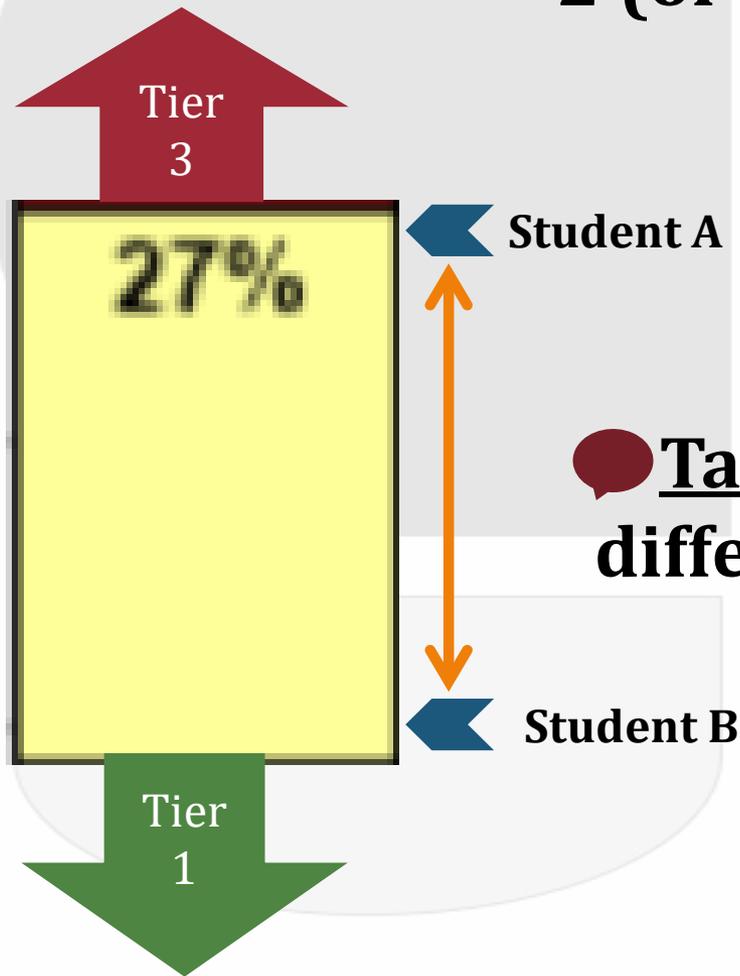
- This process can (mostly) be done with iStation
 - No test-in-hand capability
- When can it be done?
 - BOY
 - MOY
 - EOY
 - Monthly
- If we can't look at the test, what can we do?

iStation



Tier 2

Knowing which students are Tier 2 (or Tier 3) is not enough!



Talking Point: What is the difference between Student A and Student B?

Beware Color-Coding Students!

- Consider the following:

- Patient A has a broken femur 😊

- Patient B has strep throat (early onset; day 2) 😊

- Patient C has strep throat (week 4) 😊

- Patient D has intense seasonal allergies 😊

- Patient E is healthy 😊

● **Talking Point:** Using the iStation color-code (Green, Yellow, Red), how would you code these patients?

Data Analysis and Action Planning Using iStation Data

- You must determine WHY a student is in which tier:
 - Listening Comprehension?
 - Letter Knowledge?
 - Phonemic Awareness?
 - Alphabetic Decoding?
 - Comprehension?
 - Vocabulary?
 - Spelling?
 - Text Fluency (Grades 1-3)?
- iStation Tools to Consider:
 - Summary Report
 - Standards Report
 - Priority Report

Once you have determined WHY a student is in a given tier for a skill, what will be done about it?

Color-Coding Students

Students	Overall Rdg Score	Overall Rdg Tier
Student A	201	2
Student B	198	2
Student C	200	2
Student D	200	2
Student E	193	2
Student F	198	2
Student G	192	2

- **Talking Point:** All of the students listed above are Tier 2. Why?

Know Why!

Students	Overall Rdg Score	Overall Rdg Tier
Student A	201	2
Student B	200	2
Student C	200	2
Student D	199	2
Student E	193	2
Student F	192	2
Student G	192	2
Student H	222	1
Student I	225	1
Student J	217	1
Student K	214	1
Student L	226	1
Student M	205	1
Student N	218	1
Student O	209	1
Student P	224	1
Student Q	210	1
Student R	216	1
Student S	208	1
Student T	212	1
Student U	224	1
Student V	219	1
Student W	208	1

iStation Data Analysis Design (Time Permitting)

- Design a tool that, when paired with iStation data, will enable your staff to:
 - Identify students in the various tiers
 - Determine which tier a student is in for each assessed skill
 - Create an action plan to address:
 - Whole Group deficits
 - Small Group deficits
 - Individual deficits

Wrap-Up



- Data Analysis Systems can provide teachers and students with information regarding:

- Differentiation
- Standard Deficits and Strengths
- Action Planning & Instructional Next Steps

- In order to effectively analyze assessment data, campuses must:

- Have assessment infrastructure in place
- Have the processes, tools, and time to effectively and efficiently convert data to action.



Wrap-Up Continued

Successful data-driven instruction depends on four fundamental keys:

- 1. **Assessment.** Define the roadmap for rigor.*
- 2. **Analysis.** Determine where students are struggling and why.*
- 3. **Action.** Implement new teaching plans to respond to this analysis.*
- 4. **Systems.** Create systems and procedures to ensure continual data-driven improvement.*

*-Bambrick-Santoyo
Leverage Leadership*

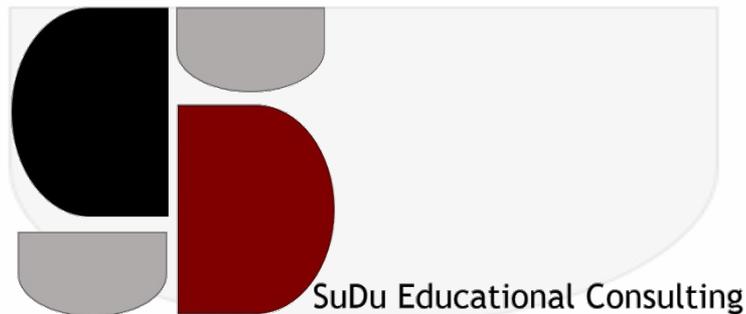
Contact Information

Kevin Summers

Owner, SuDu Educational Consulting

Phone: (575) 649-6852

Email: kevinmsummers@gmail.com



SuDu