

Data Analysis Meeting Protocol Template

1. Data Analysis Meeting Protocol PLC/Data Team: Click here to enter text. Date of Meeting: Click here to enter a date.	
Goal: As a team, analyze common school-wide assessment data by classroom, teacher, class, student growth objectives, and individual student's performance by analyzing: <ul style="list-style-type: none"> Strand data results separated into groups by areas within the content, item-level data results, and reported by performance on individual test items Unit tests, chapter tests, constructed-response questions, essays, student work (i.e. my lessons), usage reports, on-line activities, and Lexile performance 	
Data Inquiry Process	Data Analysis Process
1. <u>Forecast for College and Career Readiness:</u> <ul style="list-style-type: none"> How does the current readiness compare with forecasted readiness? Are there any students that require intense intervention prior to the state test? Which category has the highest percentage for each student? Are there any students to target for increased usage of online activities (i.e. not on track)? What are the strengths and weaknesses in instruction, skills, and/or concepts? 	Click here to enter text.
2. <u>Adaptive Learning Tool Usage:</u> <ul style="list-style-type: none"> Students progressing towards activity goal or not on target Red flags students spending too little time in any specific target area Student usage over time, in school, after school, and/or parents using the program Concerns with the number of students using or not using the program Commonly missed items, concepts, skills, and possible causes of learning problems Common same wrong answer choices and data findings of student learning problems 	Click here to enter text.
3. <u>Student Performance:</u> <ul style="list-style-type: none"> Are students' Lexile scores improving from month to month and which are struggling? Which students are not scoring above 75% on activities with their first-try-score? Can you create flexible learning groups to address challenges w/specific standards/skills? 	Click here to enter text.
4. <u>Analyze root causes to identify gaps. Does the problem reside in the:</u> <ul style="list-style-type: none"> Content or subject matter to be learned? Teachers and teaching processes used? Learners and the learning processes used? Context or setting in which the learning occurred? 	Click here to enter text.
5. <u>Rules for Root Causes Analysis process include:</u> <ul style="list-style-type: none"> All team members can suggest many different hypotheses All hypotheses will be considered if they can be corroborated with data Data can be previously acquired information or recently collected data Theories-of-cause remain in potentially valid category only with supporting data 	Click here to enter text.
6. <u>Root Causes Analysis process, using the Getting to the Root Causes Worksheet:</u> <ul style="list-style-type: none"> Examine the most recent on-line activities, usage, Lexile scores, and writing samples Pay specific attention to variability in student scores, concepts, skills, extended responses, and thought questions Brainstorm reasons for students <u>on watch</u>, <u>intervention</u>, and <u>urgent intervention</u> Describe data that could be used to determine whether the hypothesis is true Brainstorm why the valid hypotheses are true and verify causes with multiple data sources 	Click here to enter text.

2. Getting to the Root Causes Worksheet PLC/Data Team: Click here to enter text.
date.

Date of Meeting: Click here to enter a date.

Step I: Focus on the students in your classroom who scored in the bottom one-third on the most recent assessments given. What is your hypothesis as to why they performed as poorly as they did? The process for developing testable hypotheses is:

- **Develop** a hypothesis about how to improve student learning
- **Identify** a promising intervention or instructional modification
- **Ensure** that the effect can be measured with more than one source of data
- **Identify** multiple sources of comparison data to verify causes of student learning problems

Step II: For each hypothesis:

- **Compare** multiple sources of data to address a particular question or student learning problem
- **Provide** supporting data to provide evidence of the hypothesis
- **Use** comparison data to verify the instructional effectiveness of the intervention to address student learning needs
- **Identify** standards, concepts, skills, and content you will address

Students At/Above Grade Level	Students On Watch	Students Needing Intervention	Students Needing Urgent Intervention
<ol style="list-style-type: none"> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text. 6. Click here to enter text. 7. Click here to enter text. 8. Click here to enter text. 9. Click here to enter text. 10. Click here to enter text. 	<ol style="list-style-type: none"> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text. 6. Click here to enter text. 7. Click here to enter text. 8. Click here to enter text. 9. Click here to enter text. 10. Click here to enter text. 	<ol style="list-style-type: none"> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text. 6. Click here to enter text. 7. Click here to enter text. 8. Click here to enter text. 9. Click here to enter text. 10. Click here to enter text. 	<ol style="list-style-type: none"> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text. 6. Click here to enter text. 7. Click here to enter text. 8. Click here to enter text. 9. Click here to enter text. 10. Click here to enter text.
Hypothesis Click here to enter text.	Hypothesis Click here to enter text.	Hypothesis Click here to enter text.	Hypothesis Click here to enter text.
Data /Evidence Click here to enter text.	Data /Evidence Click here to enter text.	Data /Evidence Click here to enter text.	Data /Evidence Click here to enter text.
Interventions Click here to enter text.	Interventions Click here to enter text.	Interventions Click here to enter text.	Interventions Click here to enter text.
Timeline/Dates Click here to enter text.	Timeline/Dates Click here to enter text.	Timeline/Dates Click here to enter text.	Timeline/Dates Click here to enter text.

3. Action Plan to Meet the Needs of All Students PLC/Data Team: Click here to enter text.		Date of Meeting: Click here to enter a date.	
Summary of Data Analysis Meeting and Root Cause Worksheet <ul style="list-style-type: none"> • What decisions were made? • What is the purpose of the follow-up meeting? • What needs to be accomplished between now and the follow-up meeting? • Does rigor of instruction match rigor of standard/assessment and when will you assess student learning? 		Follow-up Meeting: Click here to enter a date.	
Meeting Summary/Obstacles: Click here to enter text.		Meeting Decisions: Click here to enter text.	
Instructional Actions/Assessments for Students <u>At/Above Proficiency</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.	Instructional Actions/Assessments for Students <u>On Watch</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.	Instructional Actions/Assessments for Students <u>Needing Intervention</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.	Instructional Actions/Assessments for Students <u>Below Proficiency</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.
Next Instructional Steps for Students <u>At/Above Proficiency</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.	Next Instructional Steps for Students <u>On Watch</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.	Next Instructional Steps for Students <u>Needing Intervention</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.	Next Instructional Steps for Students <u>Below Proficiency</u> 1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. 5. Click here to enter text.

4. Professional Development Needs PLC/Data Team: [Click here to enter text.](#)

Meeting Date: [Click here to enter a date.](#)

Categories of Instructional Strategies That Affect Student Achievement

- 45% - Identifying similarities and differences
- 34% - Summarizing and note taking
- 29% - Reinforcing effort and providing recognition
- 28% - Homework and practice
- 23% - Student Data Use and Goal Setting

- 27% - Nonlinguistic representations
- 27% - Cooperative learning
- 23% - Setting objectives and providing student feedback
- 23% - Generating and testing hypotheses
- 22% - Questions, cues, and advance organizers

Teachers Professional Development Needs Based On Student Performance Data

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Teachers Professional Development and Instructional Training, Coaching, Modeling, Mentoring and Blended On-line Support Opportunities

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Names of Data Team Members:

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Responsibility of Data Team Members:

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