

Data Team Meeting Steps and Structure

Step 1: Collect and Chart Data

Example: Team meeting examining pre-assessment data prior to focused teaching

Teachers' names	# students who took assessment	# students proficient and higher	% students proficient and higher	# students not proficient	# and names of students likely to be proficient at end of instructional time— <i>students already close</i>	# and names of students likely to be proficient at end of instructional time— <i>students who have far to go</i>	# and names of students not likely to be proficient— <i>intervention group in need of extensive support</i>
Betty	25	19	76%	6			
Tom	27	15	55%	12			
Susan	25	12	48%	13			
Diane	26	16	61%	10			
Totals	103	62	60%	41			

Teachers must come prepared for the 60–90 minute meeting, complete with:

- Student papers
- Scoring guide or measurement scale
- Papers arranged from most proficient to least proficient
- Ideas about students who are proficient and higher (strengths)
- Ideas about students who are not proficient (what are their obstacles, misconceptions?)

Data Team leader will:

- Provide table or graph with submitted data entered, complete with team totals, %

Steps for entering data:

- Enter names
- Enter # of students who participated in assessment
- Enter # of students who are proficient and higher
- Enter % of students who are proficient and higher
- Compute totals

Data Team leader will ask the following questions:

- What is the total percentage of [grade 6] students who are proficient and higher? (60%)
- What is the total percentage of [grade 6] students who are not proficient? (40%)
- Convert the 40% to actual number of students. (41)

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Step 2: Analyze Strengths and Obstacles

Example:

Strengths	Obstacles
Clearly articulated steps	Inability to organize ideas and steps
Multiple problem-solving strategies used	Inability to write and verify choice of problem-solving strategies
Vocabulary/math terms concise	Lack of vocabulary/math terms
	Confusion about problem-solving strategies

Examine student work that is proficient and higher. Consider:

- Strengths
- Consistent skills
- Anything that stands out

Examine student work that is not proficient. Consider:

- Weaknesses
- Inconsistent skills
- Trends, patterns of failure to apply certain skills
- Misconceptions about problem-solving processes
- Issues related to certain subgroups, such as ELL, gender, ethnicity
- Students consistently rated not proficient

List findings on T-chart.

Examine student work to identify strengths and obstacles.

- List strengths of students who were proficient and higher by examining student work.
- List obstacles or reasons why students did not achieve proficiency. Where were there errors? Is there a trend? Are there common errors? What is preventing these students from becoming proficient? Are there misconceptions about concepts or skills?

Strengths	Obstacles

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Step 3: Establish Goals: Set, Review, Revise

Example:

Goal Statement: The percentage of grade 6 students proficient and higher in math problem solving will increase from 32% to 75% as measured by a math performance assessment focusing on short-constructed response, administered on February 15 or 16.

Goal percent	<u>75%</u>
Current results	<u>68%</u>

At this point, the goal has been set.

- What are the ramifications if the goal is changed to reflect a higher or lower outcome?
- Is the goal still relevant and necessary?
- Is this skill still considered very important?
- Are there other urgent needs to focus on?
- Is it possible to reset the goal higher? If so, is it achievable?
- Is the time frame too short, just right, or too long?
- Which students are consistently not proficient?

SMART Goal Statement:

Percentage of [student group] scoring proficient and higher in [content area] will increase from [current reality %] to [goal %] by the end of [month or quarter] as measured by [assessment tool] administered on [specific date—two consecutive days].

Example:

Percentage of **grade 6** students scoring proficient and higher in **writing** will increase from **13%** to **58%** by **October 30** as measured by a **teacher-created writing prompt assessment** administered on **October 30 or 31**.

SMART Goal #1:

Percentage of _____ scoring proficient and higher in _____
will increase from _____% to _____% by _____
as measured by _____ administered on _____.

