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**Data Analysis Toolkit**

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This toolkit provides a detailed process for guiding data-driven decisions to support schools in making instructional improvement. It serves as a resource for the school data team to work collaboratively with teachers to analyze data and develop a plan for re-teaching. The plan should include a student prescriptive plan by students’ level of need.

**Overview: Mid-Year Benchmarks**

Mid-Year Benchmark Assessments gauge the academic progress of students and provide timely feedback that can be used by teachers to guide instruction.  The benchmark assessments are aligned to state and national Common Core State Standards to provide valuable data regarding all students’ knowledge of the standards.  Assessment questions mirror state test questions. Diagnostic reports are provided to target/refocus instruction to ensure student mastery of content standards.

**Data Analysis Process**

Principals, along with all other school-level instructional leaders should ensure each grade level and/or content area teams review their data and complete a plan for improvement by **February 22, 2018**. The Classroom-Focused Improvement Process (CFIP) Data Analysis Protocol is included below to assist in this process.

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| **CFIP DATA ANALYSIS PROTOCOL** | |
| **In what ways do we systematically assess, monitor, and intervene on behalf of students?**  *\*****Tier I focuses on Differentiated Core Instruction, which according to the NCDPI MTSS framework, at least 80% of students should succeed on core instruction alone. If 80% of core instruction is not effective, then you will need to problem solve to improve core instruction while providing supplemental and intensive support.*** | |
| **Step 1: ORIENTATION TO DATA TO BE ANALYZED** | **Supporting Resources** |
| * What skills and knowledge are we analyzing? * What do each of the terms in the data reports mean? * Is there anything we need to know about how the assessment was administered before we analyze the data? (i.e. spanned over 2 days, etc.) | **[CASE 21 Terms](https://drive.google.com/open?id=1n0_XzF4C_DuYYe3Hv6SxU8M23kTqNcvWpcK1BnGSBmE)**  **[Sample Data Reports](https://drive.google.com/drive/folders/1SfYKqETFIsLDUUHZUW_2E9NYelOc-K3q?usp=sharing)** |
| **Step 2: QUESTIONS TO BE ANSWERED THROUGH DATA ANALYSIS** | **Supporting Resources** |
| * How well did our students perform on the recent benchmark assessment in comparison to our proficiency goals? * How many students are needed to meet proficiency goals? * What do we now know about the strengths and weaknesses of core instruction across grades and subjects that will help us in our instructional planning? | **[Introduction PPT](https://docs.google.com/presentation/d/1ooWh60s8D4kQFsArF95HZZnlbb4RU-J_EDFvIglZrhA/edit?usp=sharing)**  [**NCDPI Testing Information**](https://docs.google.com/document/d/17EYffs2peyrb78ibEyhINZXSZZfb-ZrdHv588PXcNmE/edit?usp=sharing) |
| **Step 3: TRENDS AND PATTERNS IN DATA** | **Supporting Resources** |
| * Based on benchmark results, is instruction/support effective? Complete chart to analyze proficiency by standard and cognitive demand (Depth of Knowledge (DOK))  1. What percentage of all students are achieving proficiency with instruction alone (by subject and grade)? 2. On what standards did students exhibit most success? On what standards were they least successful? 3. On what level of DOK did students exhibit most success? On what levels of DOK were they least successful? | [**Universal Screening System flow chart**](https://drive.google.com/file/d/1FQfUr2_PiZY_ir0M9bKVJ1eA9vwdBr3a/view?usp=sharing)  **[CFIP Reflection Sheet for Administrators](https://docs.google.com/document/d/158JwOXljkIhOjtmZReBd6P3E-etrEIYA7hek-HcPbrw/edit?usp=sharing)**  **[CFIP Reflection Sheet for Teachers](https://docs.google.com/document/d/1Q2gOTmfQkLIDFUS__oTYZhGnrsHKlVVCTJ7zSMTLoUE/edit?usp=sharing)**  **[Teacher Data Analysis Tool](https://drive.google.com/open?id=0By9n1du9LVOcX0dMY3Yyak96a3M)** |
| **Step 4: ACTION STEPS AFTER ANALYZING DATA** |  |
| * What factors may have contributed to the patterns of student performance on these assessments? * Based on projected proficiencies, is the deficit a skill problem or a performance problem? * What steps will we take to address the patterns of student needs? * What additional data might be needed to identify next steps? * How will the results be communicated to staff, students, and parents? * How and when will we re-assess to determine progress/measure effectiveness? | [**iReady School Level**](https://login.i-ready.com/)  **mClass, Classroom Grades, Attendance**  **Discipline, EC/ELL Status Data**  [**RADD**](https://dpsnc.sharepoint.com/sites/RADD/SitePages/Home.aspx)  [**3-5 CASE MidTerm Standard Analysis & Reteaching Support**](https://docs.google.com/spreadsheets/d/1bnqlZ9mmSgzK1fCmAQxdSsNiUyhBFtEgOUjaw0aFFXU/edit?usp=sharing)  **[6-12 CASE MidTerm Standard Analysis & Reteaching Support](https://docs.google.com/spreadsheets/d/1-beZbzxNEVjxh76Rkpx8Cp9ZAkQRUjy_SSk9NbfGhdI/edit?usp=sharing)** |
| **Step 5: ADDITIONAL SUPPLEMENTAL AND INTENSIVE SUPPORT/ENRICHMENT** |  |
| * How are you determining which students require supplemental or intensive support (decision rules)?  1. Who still needs additional assistance to attain proficiency, and how will we provide these interventions? 2. What other factors influence students’ ability to attain proficiency? E.g., attendance, behavior, reading skills, etc. 3. Who is ready for more independent work and how will we provide this enrichment?  * How will we ensure this support is implemented with fidelity? * Did we address the correct problem needed to increase the effectiveness of core instruction for academics, attendance, and behavioral/social-emotional functioning? | **Intervention Matrix 3-8 Academic**  **(coming soon)**  **Intervention Matrix 9-12 Academic**  **(coming soon)** |
| **Step 6: FUTURE PLANNING (REFLECTION)** | |
| * What percentage of students in subgroups are achieving proficiency with core instruction alone (by subject and grade)? * When will we review the data again to determine the success of the enrichments, interventions, and instructional changes? | **Subgroup goals from NCDPI** |