Steps for a Data Cycle....can be used for any data cycle!
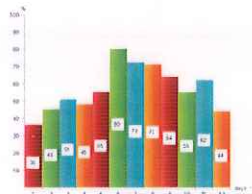
Step 1

Collect and Chart your data

Step 2

Analyze to prioritize student needs

over the assessments or student work, looking for strengths and errors

Step 3

Set a SMART goal

The percentage of

_____(student group) scoring proficient or higher in _____

(content area)   will increase from _____ (current % proficient or higher)

to _____ __(goal %) by the end of _____ (month, unit, quarter) as measured by

_____

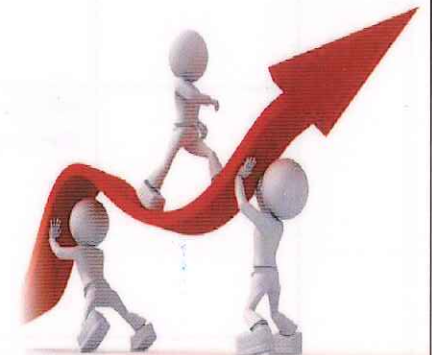(assessment tool) administered on _____ (specific date).

Step 4

Select strategies for areas of concern or misconceptions

Step 5

What are the result indicators? What will you see if strategies are working and are being successful to move students learning?

Step 6

Monitor...how is it working?

The Data Team Process – Process Placemat for a data team looking at data on a standard/s

1st		First Ever Meeting	Establish norms, understand the purpose of the data meeting, understand the 5 steps
2nd		Before Instruction and the DT cycle	Select your standard, Create or select pre-assessment, determine the criteria/rubric for the 4 performance groups (Proficient, Close, Far but likely, Intervention), administer, score
3rd Before Instr Collab on these 5 steps.	**1.**	**Collect and chart data** Tcher / # / % / # / %	Teams gather and display data from formative assessment results by teacher and the 4 performance groups. Student names are included. Through the disaggregation in this step, teams will be able to plan for the acceleration of learning for all students.
	2.	**Analyze strengths and obstacles** **(Performance Errors and Misconceptions)**	Identify the strengths and needs of student performance and then form inferences based on the data. Teams also prioritize by focusing on the most urgent needs of the learners. Include analysis for: Students Proficient of Higher- Strengths and Inferences/Next Steps and Inferences Students Close to Proficient- Strengths and Inferences/Obstacles-Errors and Inferences Students Far to Go-Strengths and Inferences/Obstacles-Errors and Inferences Intervention Students-Strengths and Inferences/Obstacles-Errors and Inferences
	3.	**Establish goals: set, review, revise**	Teams collaboratively set incremental goals. These short-term goals are reviewed and revised throughout the data cycle. The percentage of _____(student group) scoring proficient or higher in _____(content area) will increase from _____ (current % proficient or higher) to _____ __(goal %) by the end of _____ __(month, unit, quarter) as measured by _____ _____(assessment tool) administered on _____ (specific date).
	4.	**Select common instructional strategies**	Teams collaboratively identify research-based instructional strategies. The determination is based on the analysis in step 2. **Consider strategies for each performance group and/or misconceptions** Consider the components below
	5.	**Determine results indicators**	Teams create descriptors of successful strategy implementation as well as improvements to be seen in ongoing student work that would indicate the effectiveness of the selected strategies. For each strategy-write result indicators for Adult Behaviors, Student Behaviors, and what you will see in Student Work.
Alternate Mt.		Between Meeting 3 and 4	**Monitor and Evaluate:** Discuss strategies: are they working or not Bring student work to show evidence of strategies working or not Share and model the strategies for fidelity Begin to create next pre-assessments
4th-After Instr Collab		Review post-assessment data	**Step 6 is Monitor and Evaluate Results** If goal was met, create or select next pre-assessment, Start Cycle Again!

The components table within step 4:

Selected Instructional Strategy	Learning Environment	Time- frequency and duration	Materials for Teachers & Students	Assign. & Assessmts Where will stud be required to use the strategy?