RCK12 Data Analysis for Classroom Planning

Richmond County School System

Reflect on the following:

What are your Personal Learning Goals for TODAY?

_____
_____
_____
_____
_____

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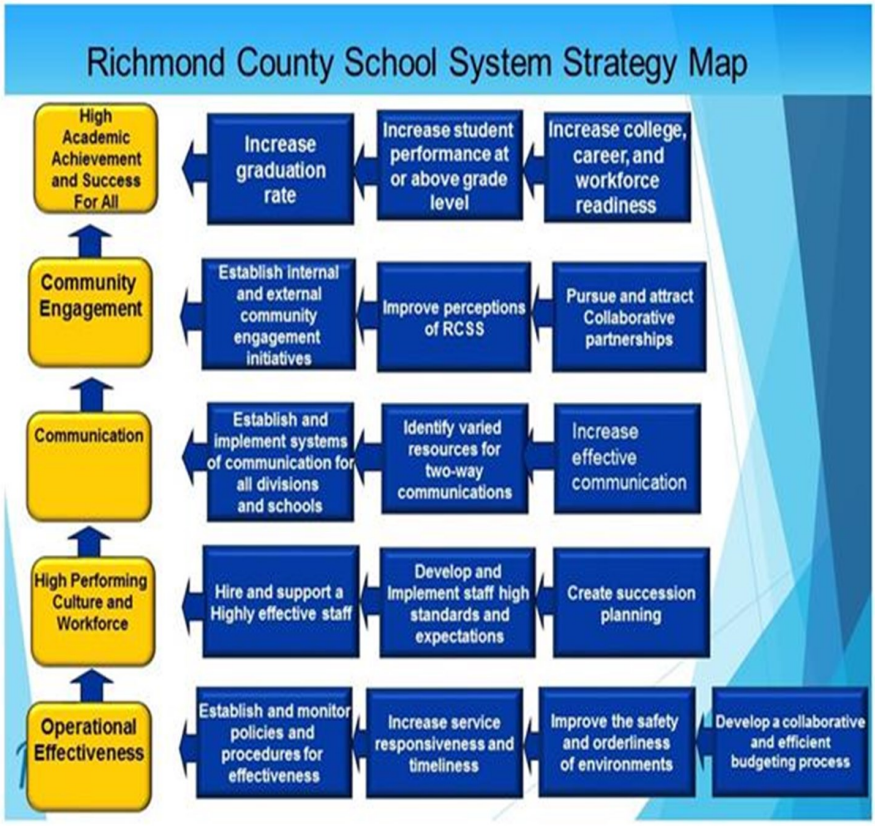
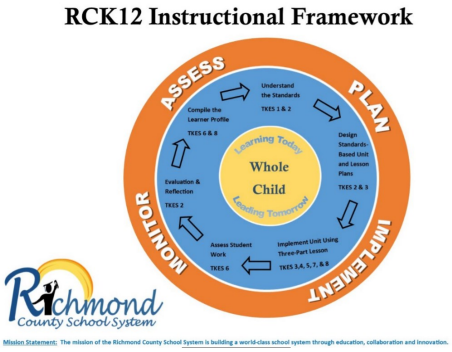
Mission: Building a world-class school system through education, collaboration, and innovation.

- **Vision: The Richmond County School System will create a world-class, globally competitive school system where all students will graduate and are college/career ready.**



RCK12 Data Analysis Protocol

Teacher: _____



Data Source: _____

ASSESS

Step 1: Understand the data source.

What do the terms in the data mean?

What special characteristics (or "quirks") about the assessments should we understand prior to analyzing the data?

Step 2: State the facts, identify patterns, and reflect on data.

The facts:

Successful Standards (greater than or equal to 70%)	Mixed Results Standards (between 50% – 70%)	Unsuccessful Standards (less than or equal to 50%)

Identify patterns.

Major Patterns of Class Strengths	Major Patterns of Class Needs
What knowledge and skills are the most important overall class strengths?	What knowledge and skills are the most important overall class needs?

Reflection:

What instructional factors might have contributed to the patterns of student performance on these assessments?

RCK12 Data Analysis Protocol

PLAN

Step 3: Plan differentiated instruction based on data.

- What steps will you take (such as scaffolding or re-teaching using a different strategy) to address the patterns of class needs? How and when will we re-assess to determine progress?
- How will the re-teaching of these standards be incorporated into the content? When?
- What strategies and materials will you use to re-teach?
- What product/products will you collect to measure increased student mastery of the standards?

Students Who Excelled	In-Class Enrichments to Implement		Students Who Need Additional Assistance	In-Class Interventions to Implement
Which students are ready for enrichment and more independent work?	What in-class enrichments will you implement for these students? What assistance and resources will you need to implement the enrichments? Who will be responsible for implementing the enrichments? What data will you use to determine the success of the enrichments?		Which students will need some additional assistance to attain the targeted knowledge and skills? Which students will need the most additional assistance to attain the targeted knowledge and skills?	What in-class interventions will you implement so that these students will attain the targeted knowledge and skills? What assistance and resources will you need to implement the interventions? Who will be responsible for implementing the interventions? What data will you use to determine the success of the interventions?

RCK12 Data Analysis Protocol

IMPLEMENT and MONITOR

Step 4: Next Steps

- When will you review the data again to determine the success of the enrichments, interventions, and instructional changes?

- Based on reflection on the past instruction/reteaching and the current levels of student performance, as shown by the data, how will you improve future instruction to increase the learning of all students?

NOTES

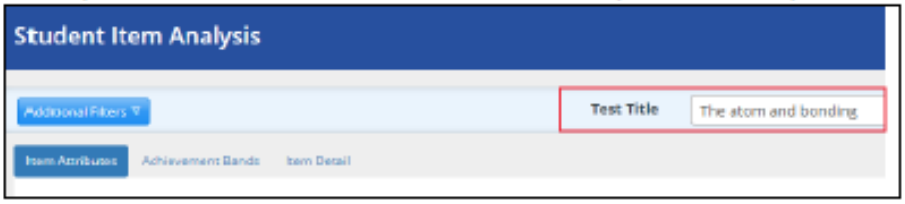
QuickDoc

Student Item Analysis

Primary Purpose:		Guiding Questions:
Displays a comprehensive view of a test with an item-by-item, student-by-student breakdown		Which questions/ standards did the students do exceptionally well on? What are areas of strength for my students? Weakness? Which questions did the majority of students get incorrect? What was the common incorrect response for troublesome questions? How did my students perform according to the achievement bands? What were the overall results on the test? How did my class perform compared to the school? Compared to the district? How can I use data from assessments to develop my SLO/SGO goals?
Cut Scores/Colors:	**Use Timing:**	
Defined by the Performance Bands used on the assessment See *Cut Scores and Colors*	After each local assessment is administered	
Primary Users:	**Primary Uses:**	
Teachers School Administrators	Record test scores in grade book Determine how students did on each question Review the correct and incorrect answers with students Identify areas of weakness and need for remediation	
ADMS Reports		
Student Item Analysis Item Analysis		

Access the Report

1. Select **Reports** > **Data Analysis- Student Item Analysis** from the main navigation menu.
2. The report will be blank. Select a test from the drop-down menu provided.

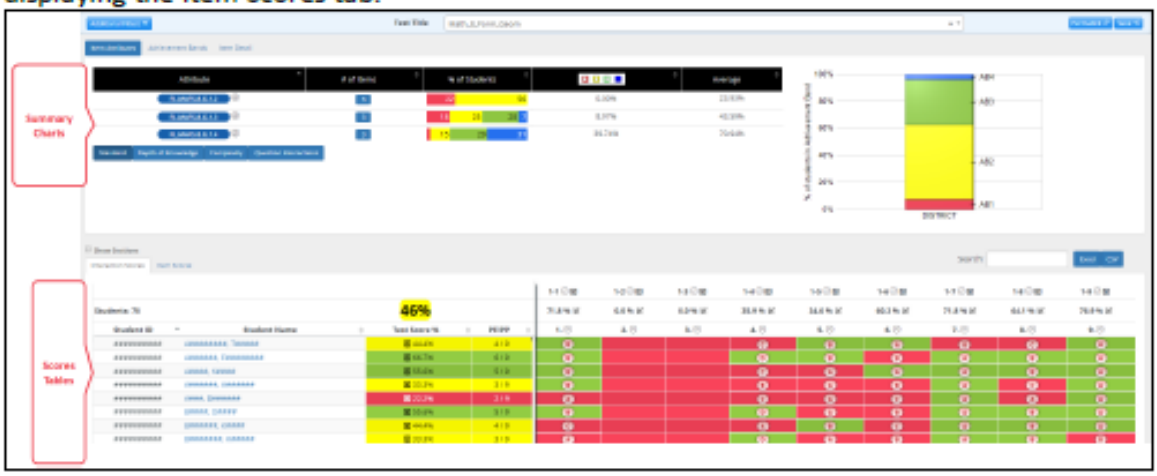


NOTE

Tests appearing as choices must meet all of the following. Results will not appear for students to whom you don't have access.

- Honor any filters set for school, teacher, course, or class
- Have been released
- Have generated and loaded student data

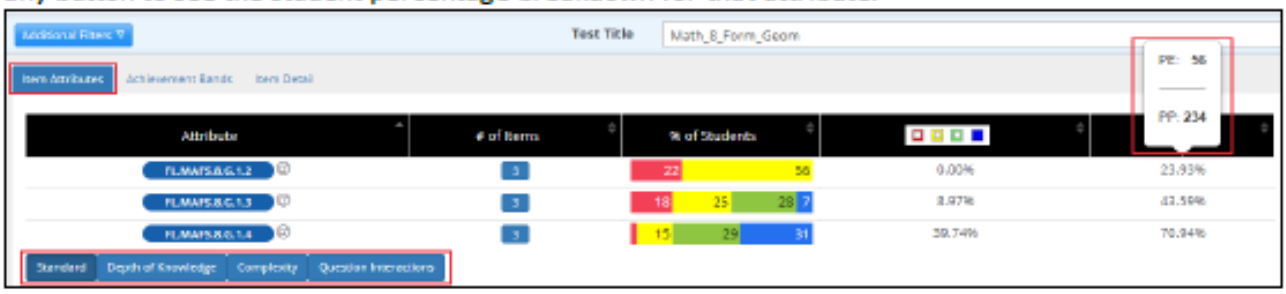
3. The report will appear, comprised of several charts and tables. The top section provides summary charts, initially displaying the Item Attributes tab. The bottom section provides scores tables, initially displaying the Item Scores tab.



Summary Charts - Item Attributes

The Item Attributes tab displays a table listing the standards assessed on the test along with the percentage of students falling into the set achievement cuts as defined by the performance band assigned to that assessment. If no standards were used for the test, you will see the message "No matching records found."

Just below the table, buttons will be available for every item attribute associated with the test. Click on any button to see the student percentage breakdown for that attribute.



Column	Description
Attribute	The standards or attributes assessed on this test • For standards, hover over the name to see the full standard description • Click on a name to highlight the associated items or interactions in the score tables below
# of Items	The count of items on this test associated with each standard or attribute • Click on a count to filter the results in the score tables below to only those items

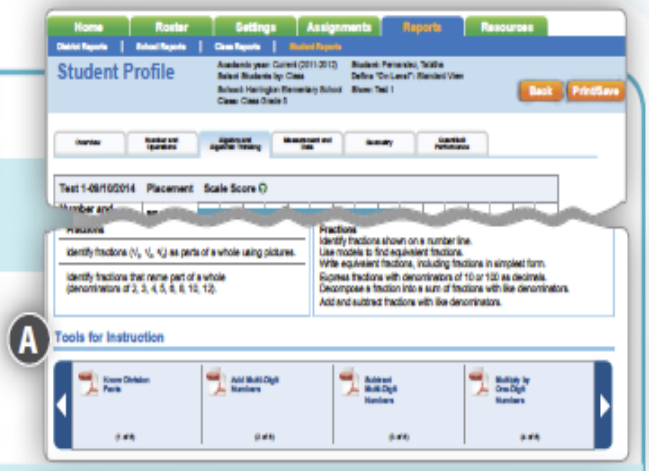
iReady Instructional Grouping

Teacher-Led Instruction

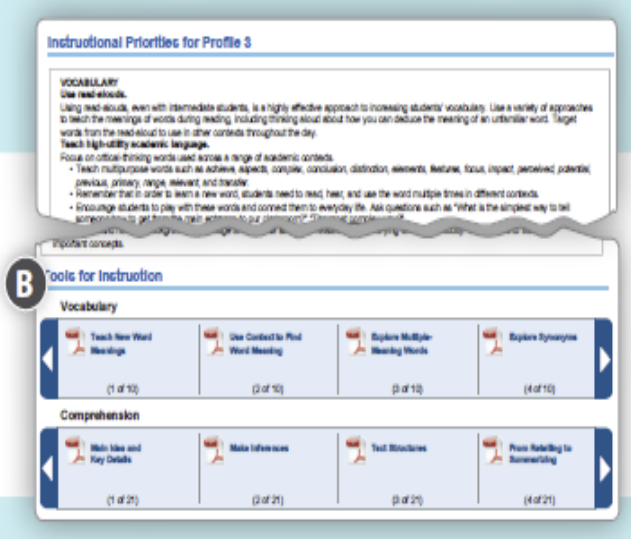
Accessing Tools for Instruction

There are **three different ways** to access Tools for Instruction.

A. Go to the **Student Profile report** to get tools tailored to a particular student's instructional needs.



B. Go to the **Instructional Grouping Profile** to get Tools for Instruction tailored to the needs of various student profile groupings.

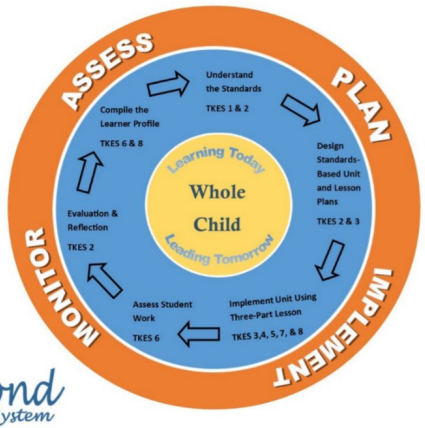


C. Go to the **Resources tab** to explore and download every available Tools for Instruction PDF.

1. Click on the **Resources tab**.
2. Under the **Tools for Instruction box**, choose the subject and domain for the lessons you are looking for.
3. Click **Get Tools** and a pop-up will appear with all Tools for Instruction showing, sorted by grade level.
4. Click on the red **PDF rectangle** next to the tool you wish to download. The PDF will automatically open in a new browser window, where it can be printed or saved.

RCK12 Instructional Expectations

RCK12 Instructional Framework

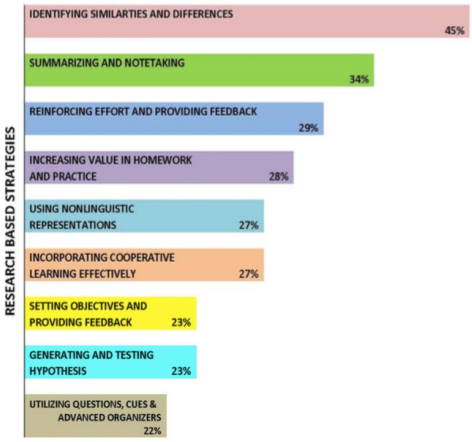


Richmond County School System

Mission Statement: The mission of the Richmond County School System is building a world-class school system through education, collaboration and innovation.

High Impact Strategies

AVERAGE PERCENTILE POINT GAINS ON STUDENT ACHIEVEMENT TESTS



"What Works in Classroom Instruction" R. Marzano (2000)

OPENING (Engage)	
Teacher: • Introduces standards, learning targets and success criteria • Engage students/accesses prior knowledge and makes connections • Motivates and creates interest • Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding • Models problem-solving and comprehension strategies • Asks challenging questions	Student: • Access prior knowledge • **Engages** in note-taking strategies • Participates in classroom discussions; investigates and analyzes thinking • Asks thought-provoking and clarifying questions using language of the standards • Responds to question demonstrating their own entry point of understanding
TRANSITION TO WORK SESSION	
Teacher: • Provides guided student practice • Engages students in discipline-specific discussion • Introduces organizing tools • Reviews learning targets, success criteria and expectations for work	Student: • **Engages** in guided practice • Participates in discussion • Prepares organizing tools • Asks clarifying questions

WORK SESSION (Explore, Explain, Extend/Elaborate)	
Teacher: • Facilitates independent and small group work; scaffolds learning task • Purposefully assigns collaborative groups and differentiates tasks • Monitors, assesses and documents student progress and provides standards-based feedback • Provides small group instruction • Allows students to engage in productive struggle, make mistakes, and engage in error analysis • Conferences formally and informally with students	Student: • **Engages** in independent or collaborative learning • **Explores** key concepts • **Explains**, listens, defines and questions • Demonstrates proficiency on skills and concepts related to content standards • **Extends and elaborates** on the concept being explored • Completes conceptually rich performance tasks, research or guided practice • Conferences with teacher and receives standards- based feedback

CLOSING (Evaluate)	
Teacher: • Formally or informally assesses student understanding • Provides data-driven, standards-based targeted feedback to students • Explicitly clarifies misconceptions in student understanding • Summarizes and celebrates progress toward learning target and mastery of standard(s) • Identifies next steps for instruction based on data analysis	Student: • Shares, assesses, and justifies work using language of the standards • **Evaluates** his/her own progress • Provides peer feedback and asks clarifying questions using language of the standards • Reflects and summarizes progress toward mastery of learning target/standard based on success criteria

Resources for Effective Planning

A variety of resources are located in the **RCK12 Curriculum in Rubicon**—good options for Differentiation

Remember to Review your **GMAS Content Weights** at the Georgia Department of Education website in the **Educator Resources for Milestones**

Differentiation Techniques

Flexible Grouping

Tiered Assignments

Menu/Choice Board

Non-linguistic representation (images, photos, charts, graphs, etc.)

Activate/supply background knowledge (KWL, anticipation guide, quick writes)

Graphic organizers and note-taking strategies (Cornell Notes, Outlines, Thinking Maps)

Highlight patterns and critical features (underline, bold face, highlight, font change)

Support decoding text, mathematical notation and symbols (legends, word wall, guided reading, close-read strategies)

Clarify vocabulary and symbols (word wall, word bank, think aloud, call out bubbles)

Illustrate through multiple media (vides, podcasts, film clips)

Cooperative learning groups with clear goals, roles, responsibilities; norms for group work

This list is based on Universal Design for Learning (UDL) Guidelines.

Resources for Planning based on Lexile Levels

https://newsela.com/

NEWSELA is a data base of current events stories tailor-made for classroom use. Indexed by broad theme (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level. Use **Newsela** to differentiate nonfiction reading.

https://www.tweentribune.com/

TWEEN TRIBUNE is a free, not-for-profit online newspaper for kids, aged 8–15. It is updated daily with stories from the Associated Press that are chosen based on relevancy to pre-adolescents.

https://rewordify.com/

REWORDIFY The reworded words are highlighted— click them to hear and learn the original harder word. ... You'll love**Rewordify**.com's clear, easy-to-understand definitions—they change to match the original word or phrase's part of speech, verb tense, and singular/plural form, so they make sense.

12 Powerful Words

WORD	STUDENT FRIENDLY PHRASE
1. Trace	List in steps
2. Analyze	Break apart
3. Infer	Read between the lines
4. Evaluate	Judge
5. Formulate	Create
6. Describe	Tell all about,
7. Support	Back up with details
8. Explain	Tell how
9. Summarize	Give me the short version
10.Compare	All the ways they are alike
11. Contrast	All the ways they are different
12. Predict	What will happen next

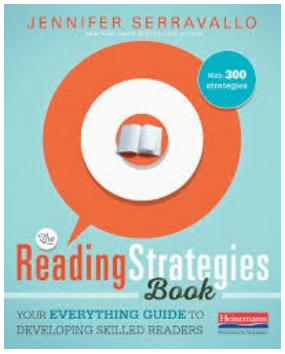
https://wvde.state.wv.us/teach21/12PowerfulWords.html

Resources for Effective Planning

How to Set Reading Goals

Raising Lexiles and growing readers means being strategic and setting reading goals for each student!

After looking at the data and your own observations, think: what does the student need to be a better reader? Engagement? Stamina? Decoding strategies? Monitoring strategies? Summarizing strategies?



Think about the standard/Skill that the group of students need. Find the strategy, lesson language and prompt questions to ask students when teaching that reading skill. Examples of common needs below:

Decoding Strategies (k-3)	**Comprehension and Vocabulary Strategies (1-12)**
Skill: supporting ideas with evidence Readers Explain Their Thinking Pg 38	Skill: monitoring; engagement Reread to Get Back in Your Book Pg 50
Skill: attention, focus Mind over Matter- Staying Engaged Pg 60	Skills: stamina, focus Track Progress on a Stamina Chart Pg 61
Skill: sequencing; storytelling Pictures as Stepping Stones Pg 27	Skill: Summarizing/Retelling Topic/Subtopic/Details Pg 224
Skill: sight word automaticity Word Treasure Hunt Pg 28	Skill: Determining Importance, paraphrasing, synthesizing Paraphrase Chunks, then Put It Together Pg 228
Skill: monitoring for meaning Keep in Mind What Repeats Pg 35	Skill: citing evidence for main idea Important versus Interesting Pg 262
Skill: Retelling; monitoring for meaning Retell and Jump Back In Pg 52	Skill: synthesizing; using visual cues in text Why a Visual? Pg 283
Skill: phrasing Say Goodbye to Robot Reading Pg 112	Skill: Visualizing; monitoring for meaning Who's Speaking? Pg 142

CONTENT INSTRUCTION OF ENGLISH LEARNERS

What do general education classroom teachers need to do in order to support the **academic English development** of language learners, especially when English learners are one of many types of students they serve?

***You can access data of your English Learners on the LEP (Limited English Proficiency tab) of Performance Matters.**

Seven Teaching Strategies for Classroom Teachers of ELs

1. Provide comprehensible input for ELLs. Language is not "soaked up." The learner must understand the message that is conveyed. Comprehensible input is a hypothesis first proposed by Stephen Krashen. (Krashen, 1981)

2. Make lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.

3. Link new information to prior knowledge. Teachers need to consider what schema ELL students brings to the classroom and to link instruction to the students' personal, cultural, and world experiences.

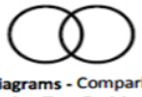
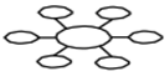
4. Determine key concepts for the unit and define language and content objects for each lesson.

5. Modify vocabulary instruction for ELLs. English language learners require direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words.

6. Use cooperative learning strategies. Lecture style teaching excludes ELLs from the learning in a classroom.

7. Modify testing and homework for ELLs.

Examples of Graphic Supports across the ELD Standards

ELD standard	1- Social and Instructional Language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 **Venn Diagrams** - Comparing and Contrasting Two Entities	• Two friends or family members • Two traditions	• Two characters • Two settings • Two genres	• Two operations • Two geometric figures • Two forms of proportion	• Two body systems or organs • Two animals or plants	• Two conflicts • Two forms of government • Two forms of transportation
 **T-Charts** - Sorting or Categorizing Objects or Concepts	• Colors • Classroom objects	• Facts/Opinions • Points of view • Pros/Cons	• Area/Perimeter • Fractions/ Decimals • Addition/ Subtraction	• Forms of matter • Forms of energy • Senses • Vertebrates/ Invertebrates	• Types of transportation • Types of habitats
 **Cycles** - Producing a Series of Connected Events or a Process	• Conflict/ Resolution • School or classroom routines	• Plot lines	• Steps in problem - solving	• Scientific inquiry • Life cycles • Water cycle	• Elections in a democracy • Passage of a law
 **Cause and Effect** - Illustrating a Relationship	• Classroom or school rules • Health and safety at home or in school	• Responses of characters to events	• Variables in algebraic equations • Geometric theorems	• Chemical reactions • Adaptation • Weather events	• Political movements • Economic trends
 **Semantic Webs** - Connecting Categories to Themes or Topics	• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases	• Root words and affixes • Main idea/ Details	• Types and features of polygons • Types and characteristics of angles	• Foods and their nutritional ingredients • Types and characteristics of rocks	• Types of human and civil rights • Impact of economic policies

Tuning Protocol

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

The Tuning Protocol:
Narrative

Developed by Gene Thompson-Grove and David Allen.

The Tuning Protocol is best suited to look at particular teacher or school-created projects and assessments in order to improve them. So, for example, it is often used to look at writing prompts, open-ended problems and other kinds of assignments, research project designs, and rubrics for all kinds of activities and projects. It is less effective for learning in depth about a particular student's understanding, interests, or skills; for these purposes, the structure of the Collaborative Assessment Conference would serve better.

The focus of a Tuning Protocol is on a piece of curriculum, instruction, or assessment selected by the presenting teacher. Typically, the teacher chooses something because some of the students weren't successful. The goal is to help the presenting teacher to improve, or "fine tune," that piece of his or her curriculum or assessment (hence the name Tuning Protocol), so that all students meet the expectations. *If a presenter wants to revise something he or she has done, the structure of the Tuning Protocol will likely provide useful feedback.*

- The scope of the group's work is determined, at least in part, by a "focusing question" framed in advance by the presenting teacher. For example, "How does this project support students' application and development of critical thinking skills in math?"
- A range of student work (typically from several students at different levels of accomplishment) is presented to inform the group's understanding and help the group "tune" the piece of curriculum/ assessment identified by the presenting teacher. The presenter should bring enough copies of the student work, the assignment or prompt, the assessment tool or rubric, and the student learning goals, standards or expectations.
- A crucial part of the tuning comes through "warm" and "cool" feedback offered to the presenting teacher by the participants (after they've heard about the instructional context and looked at the student work). The feedback tries to respond to the presenting teacher's focusing question but is not limited by it.
- "Warm" feedback asks participants to identify strengths, both in the teacher-created piece of instruction or assessment and in the student work; "cool" feedback asks participants to identify possible gaps between the teacher's goals for the work and the students' accomplishment—and ways these gaps might be closed.
- The presenting teacher listens to the full range of feedback without responding immediately. Instead, in the next step, s/he is asked to reflect on what s/he heard. In this step, the other participants listen and don't interrupt.
- A final step calls for all the participants to "debrief" the conversation, considering how the structure helped them achieve the goals for the protocol.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

Tuning Protocol

SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

Tuning Protocol
Examining Adult Work

Based on the Tuning Protocol developed by Joseph McDonald and David Allen; further developed in the field by educators.

When you tune adult work you have 2 basic components: a set of goals or purposes and a design or document (i.e., lesson plan, rubric, newsletter, etc.). The general objective is to get feedback from your colleagues about the degree to which the design or document you've offered seems likely to allow the presenter to achieve her/his goals. The work is "in tune" when the goals and design are most in alignment.

Note: When student work is the focus, you may want to consider using the original Tuning Protocol.

Time
Approximately 1 hour

Roles
Presenter
Participants (if more than 8-10, split into groups of 4-5, each supported by a small group facilitator)
Whole group facilitator who leads the protocol

1. **Presentation** (15 minutes)
   Presenter shares information about her work, including:
   - Context
   - Goals
   - Focusing question for feedback

   Notes: This question might be something like, "To what extent are my goals and moves/design in alignment?" Charting/posting the presenter's focusing question and goals as part of the presentation can increase the likelihood that feedback will be helpful to the presenter. Participants listen silently and make notes.

2. **Clarifying Questions** (3-5 minutes)
   Clarifying questions regard matters of fact. Substantive issues are saved for later in the protocol. The facilitator supports the presenter by making sure that clarifying questions are really clarifying.

3. **Examination of the Plan** (10 minutes)
   - Participants study the work, making notes about where it seems "in tune" or aligned with presenter's goals and where there might be problems or gaps.
   - Facilitator's decision: It's possible that participants might offer 1 or 2 more clarifying questions at this time and presenter answers them.

4. **Pause to Reflect** on feedback you are about to offer (2-3 minutes)

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.

Tuning Protocol

5. **Feedback** (15-20 minutes)
   Participants talk with one another about the presenter's work in the third person, beginning with the ways it seems aligned with her/his goals (ex: "One place where the document is aligned with goal x is _____") and continuing with possible disconnects or gaps (ex: "One place where there is a potential gap between the document and goal x is _____"), and perhaps ending with 1 or 2 probing questions for further reflection on the part of the presenter. Though not in a tight sequence, it is helpful to begin with warm feedback (alignments).

6. **Reflection** (5 minutes)
   - Presenter reflects aloud about what she/he is now thinking after hearing the presenters' feedback.
   - Facilitator may need to remind participants that once the work has been returned to the presenter, there will be no more feedback offered.

   Note: This is not a time to defend oneself, but a time to think out loud about interesting ideas that came out of the feedback section.

7. **Debrief** (5 minutes)
   Facilitator leads discussion about this experience.

See *Tuning Protocol Guidelines* for information on effective participation in a Tuning.

NOTES