**RCK12 Data Analysis Protocol (DAP)**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Data Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 1: Identify and understand the data source.**

* What type of assessment are you completing this data analysis protocol? (i.e. common formative assessment, iReady diagnostic, summative assessment, content mastery assessment)
* Using language from the course’s curriculum map, what big ideas and/or learning targets were assessed?"
* What special characteristics (or “quirks”) about the assessments’ design or administration should we understand prior to analyzing the data?

**Step 2: Organize and display the data and state the facts.**

*Identify factual information relevant to the data. Avoid assumptions and judgments.*

* Display the Data

*Insert a graph or table to display overall student performance.*

* Standards Performance

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

* Item Analysis

|  |  |
| --- | --- |
| List the question number(s) that majority of the students answered correctly. | List the question number(s) that majority of the students answered incorrectly. |
|  |  |

**Step 3: Examine trends and identify patterns**

*Based on step 2, respond to the following questions:*

* Note important points that “pop out”, patterns or trends that emerge, surprising or unexpected data

|  |  |
| --- | --- |
| 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? |

* What instructional factors might have contributed to the patterns of student performance on these assessments?
* Review the question numbers that you listed in the item analysis table in step 2, after analyzing the questions, did students struggle with content, context, or level of cognition? What evidence led you to this conclusion?

**Step 4: Plan differentiated instruction based on the 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?
* How will your students be grouped?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 re- sources 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? |

**Step 5: 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/re-teaching 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.