Data Analysis for Instructional Decision Making: Team Process

Part I. Initial/Fall Goal Setting and Instructional Planning Session

Before the data team meeting:
- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., 4Sight Proficiency graph, DIBELS histogram, PVAAS).
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	**Typical Prompts**	**Record Keeping**
During the meeting: Team uses district-provided data sets.	Team is provided with data to be analyzed.	Data sets in question (e.g., DIBELS histogram, 4Sight Proficiency graph, PVAAS grade level report). Use formats without student names.
Team identifies current performance of grade-level cadre (particular to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year) • DIBELS or other ORF measure (% at benchmark [low risk], % strategic [some risk], % intensive [high risk]) 4Sight, % Advanced + Proficient, % Basic, % Below Basic	Facilitator: "Let's analyze how our students are doing on (*benchmark skill*)."	Summarize salient data on the Screening and Intervention Record Form (SIRF).
Team sets a measurable goal or goals to achieve by the next review point. • Goal should be stated in terms of % of students making *x* (give a number) progress toward identified benchmark. • Example: "By -----, -----% of students will attain the benchmark of ------ or above." • For 4Sight, % of students scoring Advanced or Proficient	"What goal(s) shall we aim for by our next review point?"	Record measurable goal(s) in correct format on SIRF.

• 4Sight example: "By ----, ----% of students will achieve scores of Proficient or above." Teams may generate goal for both ORF and 4Sight Proficiency. For 4Sight, team needs to then review either Item Analysis to identify specific skills that large numbers of students missed OR Subscale Averages, which provide very broad information about group strengths/needs. This will help to identify skills to address.		
Team selects instructional strategies that directly address the benchmark and may select strategy to address ORF and target areas from 4Sight.	"Let's list some effective strategies that will assist our students to meet our goal(s)."	Use newsprint to record ideas.
Team analyzes suggested instructional strategies according to the following filters: • Strategy should be evidence based. • Strategy should be practical. • Curricular materials should be available to implement strategy or can be readily created.	"Let's rate these ideas. • Which ones have a good research base? • Of those, which ones are most practical? • What materials do we have available? • What materials do we need?"	Annotate newsprint of ideas.
Team selects strategies and agrees to implement them during coming intervention period.	"Based on what we see on the display, what's our choice for the best strategy(ies)?"	Write an explicit description of the strategy on the SIRF.

Team plans logistics of implementing strategy:
 • Team assists all teachers in learning strategy (if not already used) using:
   ○ peer modeling and coaching
   ○ grade-level "chats" regarding implementation
   ○ assistance by content specialists, school psychologist, etc.)
 • Team locates or creates instructional materials.
	"As a team, how can we make this really happen for our students?"
	
	 "What do we have to do to make sure we all use this strategy as planned?"
	
	 "Who can help us with
		Annotate the SIRF with "to-do's."

Data Analysis Team Script. Revised February, 2008. Pennsylvania Department of Education. Adapted from Kovaleski, J. F., & Pedersen, J. (2008). Best practices in data analysis teaming. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology, V*. Bethesda, MD: National Association of School Psychologists.

2

Procedure	Typical Prompts	Record Keeping
• Team plans for self-monitoring of use of strategy. • Time to create/adapt materials • Strategies for teaching strategies to novice teachers (e.g., peer coaching, modeling)	implementation and how will we know that we are on track?"	

Procedure	Typical Prompts	Record Keeping
Team identifies which students will be considered for Tier 2 interventions. • Review all available data on these students (e.g., DIBELS/AIMSweb *and* 4Sight Proficiency lists, or data spreadsheet containing all assessment data. • Identify students who are in each section (upper and lower ends) of the "emerging" or "strategic" area of the distribution on the most recent benchmark tests. • Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores). • Decide which students need Tier 2 interventions.	"Which students do we really have to watch this quarter?" "How far behind are these students?" "What has been their slope since the last assessment?" "How do the DIBELS/AIMSweb scores compare with their 4Sight scores?" (for intermediate grades and above) "Which students do we think will get to benchmark without extra supports?" "Which students will need Tier 2 supports this quarter?"	Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring. Record names on SIRF.
Team sets a measurable goal to achieve by the next review point for the each student identified for Tier 2 supports. Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data.	"What goal(s) shall we aim for by our next review point for this student?"	Annotate measurable goal(s) in correct format on SIRF.
Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 2.	"Let's discuss which standard protocol strategy matches this	Record strategy on SIRF.

Data Analysis Team Script. Revised February, 2008. Pennsylvania Department of Education. Adapted from Kovaleski, J. F., & Pedersen, J. (2008). Best practices in data analysis teaming. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology, V*. Bethesda, MD: National Association of School Psychologists.

3

	student's needs best."	
Team plans logistics of implementing strategy: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy.	"What standard protocol intervention group shall we use for this student?" "When and how often will the intervention be delivered?" "What do we need to do as a team to make this really happen for our students?" "What do we have to do to make sure we all use this strategy as planned? "How will we know that we are on track?"	Annotate the SIRF with "to-do's." Use standard protocol checklist to determine fidelity of intervention.
Team plans for progress monitoring (at least twice per month). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.	"How will we measure their progress?" "Who will conduct this assessment?"	Annotate SIRF with progress-monitoring plan.
Tier 3		
Team identifies which students will to be considered for Tier 3 interventions • Review all available data on these students (e.g., DIBELS/AIMSweb *and* 4Sight) using lists or spreadsheet. • Identify students who are in the "deficient" or "at risk" area of the distribution on the most recent benchmark tests. • Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores). • Review all available progress-monitoring data for each student's rate of improvement (slope).	"Which students are the most deficient on our lists?" "How far behind are these students?" "What has been their slope since the last assessment?" "How do the DIBELS/AIMSweb scores compare with their 4Sight scores?" (for intermediate grades and above) "Which students will need Tier 3	Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring. Record names on SIRF.

• Decide which students need Tier 3 interventions.	supports this quarter?"	
Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 3 supports. Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment as well as the expected rate of improvement (slope), or improvement on specific skill related to 4Sight or other assessment data.	"What goal(s) shall we aim for by our next review point for this student?"	Annotate measurable goal(s) in correct format on SIRF.
Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 3.	"Let's discuss which standard protocol strategy matches this student's needs best."	Record strategy on SIRF.
Team plans logistics of implementing strategy: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy.	"What standard protocol intervention group shall we use for this student?" "When and how often will the intervention be delivered?" "What do we need to do as a team to make this really happen for our students?" "What do we have to do to make sure we all use this strategy as planned? "How will we know that we are on track?"	Annotate the SIRF with "to-do's." Use standard protocol checklist to determine fidelity of intervention.
Team plans for progress monitoring (at least once per week). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.	"How will we measure their progress?" "Who will conduct this assessment?"	Annotate SIRF with progress-monitoring plan.
Team sets next meeting date.	"When shall we meet again to review our progress?"	Annotate next date on SIRF.

Interim Steps (between meetings):
- Monitor fidelity of intervention.
- Monitor student's progress (CBM).
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional "practice" based on classroom performance and observation).

Part II. Quarterly Benchmark (Follow-up) Meetings

Before the meeting:
- Team accesses students' new progress-monitoring data.
- Data are provided to the team (teachers and other school personnel) in advance. Data sets include DIBELS, 4Sight Benchmark, Diagnostic and Classroom information.
- Session facilitator is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	**Typical Prompt**	**Record Keeping**

Team compares new data to:
- Present grade-level goal
- Appropriate ORF benchmark for grade and time of year
    ○ % at risk
    ○ % some risk
    ○ % low risk
- Proficiency levels for 4Sight, with additional information from Item Analysis or Subtest Averages
	"Let's analyze how are our students doing on (*benchmark skill*)?"	Summarize salient data on SIRF.

Team evaluates effectiveness of strategies used: - Gains were clearly linked to strategies for all students. - Strategies worked for some students and not others. - Strategies worked poorly. - Strategies were not implemented with fidelity (as planned).	"How did our strategies work this past quarter?"	Record successful and unsuccessful strategies.
Team sets a measurable goal or goals to achieve by the next review point. - Goal should be stated in terms of % of students making *x* progress (give a number) toward identified benchmark or % of students scoring Proficient or above on 4Sight.	"What goal(s) shall we aim for by our next review point?"	Annotate measurable goal(s) in correct format on SIRF.

Procedure	Typical Prompts	Record Keeping
Team decides on continuation of existing strategies or selects new ones. If new strategies are designed, analyze with filters: • Strategy should be evidence based. • Strategy should be practical. • Curricular materials are available to implement strategy or can be readily created. Note: Strategies may need to change because instructional targets have advanced.	"Based on where our students are now, shall we keep our existing strategy or plan for another?"	Write an explicit description of the strategy on the SIRF.

Team plans logistics of implementing strategy:
 • Team assists all teachers in learning strategy (if not already used) using:
     o peer modeling and coaching
     o grade-level "chats" regarding implementation
     o assistance by specialists (Title I, literature leader, school psychologist)
 • Team locates or creates instructional materials.
 • Team plans for self-monitoring of use of strategy.
	"What do we have to do to make sure we all use this strategy as planned?
	
	 "Who can help us with implementation?"
	
	 "How will we know that we are on track?"	

Tier 2

Procedure	Typical Prompts	Record Keeping
Team reviews progress of students who have received Tier 2 interventions. • Review all scores (e.g., DIBELS/AIMSweb *and* 4Sight) for each student using lists or data spreadsheet. • Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).	"How did our students do in Tier 2 this quarter?" "How far behind are these students?" "What has been their slope since the last assessment?" "How do the DIBELS/AIMSweb scores compare with their 4Sight	Data sets in question (e.g., DIBELS, 4Sight Proficiency lists). Use formats with student names and data from ongoing performance monitoring.

	scores?" (for intermediate grades and above)	
Team evaluates effectiveness of strategies used, to determine if: • Gains are clearly linked to strategies for each student • Strategies worked for some students and not others • Strategies worked poorly • Strategies were not implemented as planned	"How did our strategies work this past quarter?" "Did we implement the plan with fidelity?"	Progress monitoring data on each student. Completed level-of-implementation protocols.
Team decides which students need: • Continued Tier 2 interventions • Tier 3 interventions • To discontinue Tier 2 interventions	"Which students have hit or are near benchmark and will be OK without Tier 2 supports?" "Which students are making some gains, but will continue to need Tier 2 supports this quarter?" "Which students are falling further behind and need a more intensive intervention (Tier 3)?"	Record names on SIRF.
Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports. • Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment, (typically the next benchmark score), or improvement on specific skill related to 4Sight or other assessment data.	"What goal(s) shall we aim for by our next review point for this student?"	Annotate measurable goal(s) in correct format on SIRF.
Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 3.	"Let's discuss which standard protocol strategy matches this student's needs best."	Record strategy on SIRF.
Team plans logistics of implementing strategy: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention.	"What standard protocol intervention group shall we use for this student?" "When and how often will the intervention be delivered?"	Annotate the SIRF with "to-do's." Use standard protocol checklist to determine

Data Analysis Team Script. Revised February, 2008. Pennsylvania Department of Education. Adapted from Kovaleski, J. F., &   9
Pedersen, J. (2008). Best practices in data analysis teaming. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology, V*.
Bethesda, MD: National Association of School Psychologists.

Procedure	Typical Prompts	Record Keeping
• Team plans for self-monitoring of use of strategy.	"What do we need to do as a team to make this really happen for our students?" "What do we have to do to make sure we all use this strategy as planned? "How will we know that we are on track?"	fidelity of intervention.
Team plans for progress monitoring: Tier 3-weekly. Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.	"How will we measure their progress?" "Who will conduct this assessment?"	Annotate SIRF with progress monitoring plan.

Tier 3 Analysis		
Procedure	**Typical Prompts**	**Record Keeping**
Team reviews progress of students who have received Tier 3 interventions. • Review all scores (e.g., DIBELS/AIMSweb *and* 4Sight) for each student using lists or spreadsheet. • Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).	"How did our students do in Tier 3 this quarter?" "How far behind are these students?" "What has been their slope since the last assessment?" "How do the DIBELS/AIMSweb scores compare with their 4Sight scores?" (for intermediate grades and above)	Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring.
Team evaluates effectiveness of strategies used, to determine if: • Gains are clearly linked to strategies for each student • Strategies worked for some students and not others • Strategies worked poorly • Strategies were not implemented as planned	"How did our strategies work this past quarter?" "Did we implement the plan with fidelity?"	Progress monitoring data on each student. Completed level-of-implementation protocols.

Team decides which students need: • Continued Tier 3 interventions • To discontinue Tier 3 interventions and return to only Tier 2 supports • To be referred for an evaluation for special education eligibility	"Which students have made good progress and will be OK without Tier 3 supports?" "Which students are making some gains, but will continue to need Tier 3 supports this quarter?" "Which students are falling further behind and need to be referred for a multi-disciplinary evaluation?"	Record names on SIRF.
Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports. • Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data.	"What goal(s) shall we aim for by our next review point for this student?"	Annotate measurable goal(s) in correct format on SIRF.
Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 3.	"Let's discuss which standard protocol strategy matches this student's needs best."	Record strategy on SIRF.
Team plans logistics of implementing strategy: • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy.	"What standard protocol intervention group shall we use for this student?" "When and how often will the intervention be delivered?" "What do we need to do as a team to make this really happen for our students?" "What do we have to do to make sure we all use this strategy as planned? "How will we know that we are on	Annotate the SIRF with "to-do's." Use standard protocol checklist to determine fidelity of intervention.

	track?"	
Team plans for more frequent monitoring (Tier 2-monthly; Tier 3-weekly).	"How will we measure their progress?" "Who will conduct this assessment?"	Annotate SIRF with progress monitoring plan.

Interim Steps (between meetings):
- Monitor fidelity of intervention.
- Monitor student's progress (CBM).
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional "practice" based on classroom performance and observation).