

Helpful Hints

Bring to meetings:

- Completed Step 1 form, “Universal Screening Assessment Results Form”
- Universal screening results
- Student work samples from all levels
- Data Team notebook (if applicable)
- Effective teaching strategies information – Classroom Instruction That Works (Marzano, 2001) or the The Handbook for Classroom Instruction that Works (Marzano, 2001)
- Teaching resources (or be able to access information about best practices)

At the Meeting:

- Identify who will record the results of the Data Team meeting
- Identify who will serve as timekeeper

Data Team Record Keeping:

- The completed five-step Data Team forms can serve as both the agenda and minutes
- Data Team records can be kept as hard copies and electronically
- A common binder by grade level or content area may be kept in a central location so that all members of the school can share in the learning

Creating Data Walls:

The power of the Data Team process lies not only in increasing student achievement, but also in sharing effective instructional strategies so educators can replicate successful practices and learn from each other. Data can be displayed on bulletin boards or by creating data walls. Making data public is a powerful way to learn from one another.

A data wall consists of three parts:

1. Student data (anonymous)
2. Instructional strategies or other school measures involving actions of the adults (e.g., collaborative scoring, frequency of performance assessments, etc.)
3. Inferences and conclusions drawn from the data

Displaying data is a mechanism for sharing results and effective practices. Displays should be updated regularly after the Data Team meetings. Data walls can be used collaboratively with students and staff to chart and monitor growth and celebrate successes.

Resources

Ainsworth, Larry. 2003. *Power Standards: Identifying the standards that matter most*. Englewood, CO: Advanced Learning Press.

Ainsworth, Larry. 2003. *Unwrapping the Standards: A simple process to make standards manageable*. Englewood, CO: Advanced Learning Press.

Connecticut Accountability for Learning Initiative Registration. <http://www.sdecali.net>.

Connecticut Accountability for Learning Initiative <http://www.ct.gov/sde/CALI>

Connecticut State Department of Education. <http://www.state.ct.us/sde>.

DuFour, R., DuFour, R., Eaker, R. *On common ground: The power of professional learning communities*. Bloomington, IN: National Education Service.

Gregg, L. 2010. *Power Strategies for Response to Intervention*. Englewood, CO: Advanced Learning Press. Leadership and Learning Center, <http://www.leadandlearn.com>

Marzano, R., Norford, J.S., Paynter, D.E., Pickering, D.J. & Gaddy, B.B. 2001. *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. 2001. *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. B. 2002. *Making Standards Work: How to implement standards-based assessments in the classroom, school and district*. Denver, CO: Advanced Learning Press.

Reeves, D. B. 2001. *101 Questions and answers about standards, assessment, and accountability*. Denver, CO: Advanced Learning Press.

Reeves, D. B. 2004. *Accountability for Learning: How teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. B. 2004. *101 More questions and answers about standards, assessment, and accountability*. Englewood, CO: Advanced Learning Press.

Reeves, D. B. 2002. *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco, CA: Jossey-Bass.

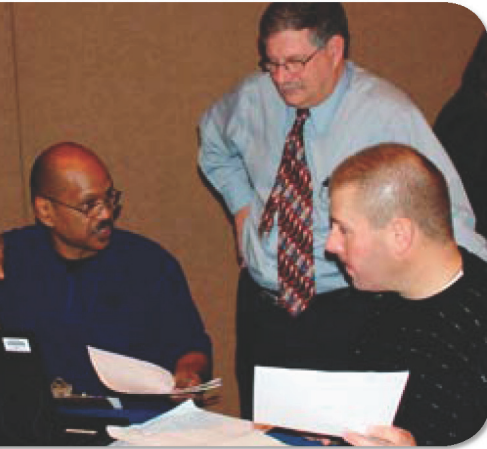
This guide is a collaborative effort among the following groups: Connecticut State Department of Education and the regional educational service centers.



DATA TEAMS AND SRBI: A DESKTOP REFERENCE GUIDE

The State of Connecticut Department of Education is committed to a policy of equal opportunity/ affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Director, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457-1543. 860-807-2071.

Grade Level and Content Area Data Teams



Introduction

The Connecticut State Department of Education (CSDE) has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students and to close the achievement gap in the state. As part of this work, the Department has partnered with the Leadership and Learning Center, regional educational service centers (RESCs), and the State Education Resource Center (SERC) to provide district- and school-level training and technical assistance in the following key areas:

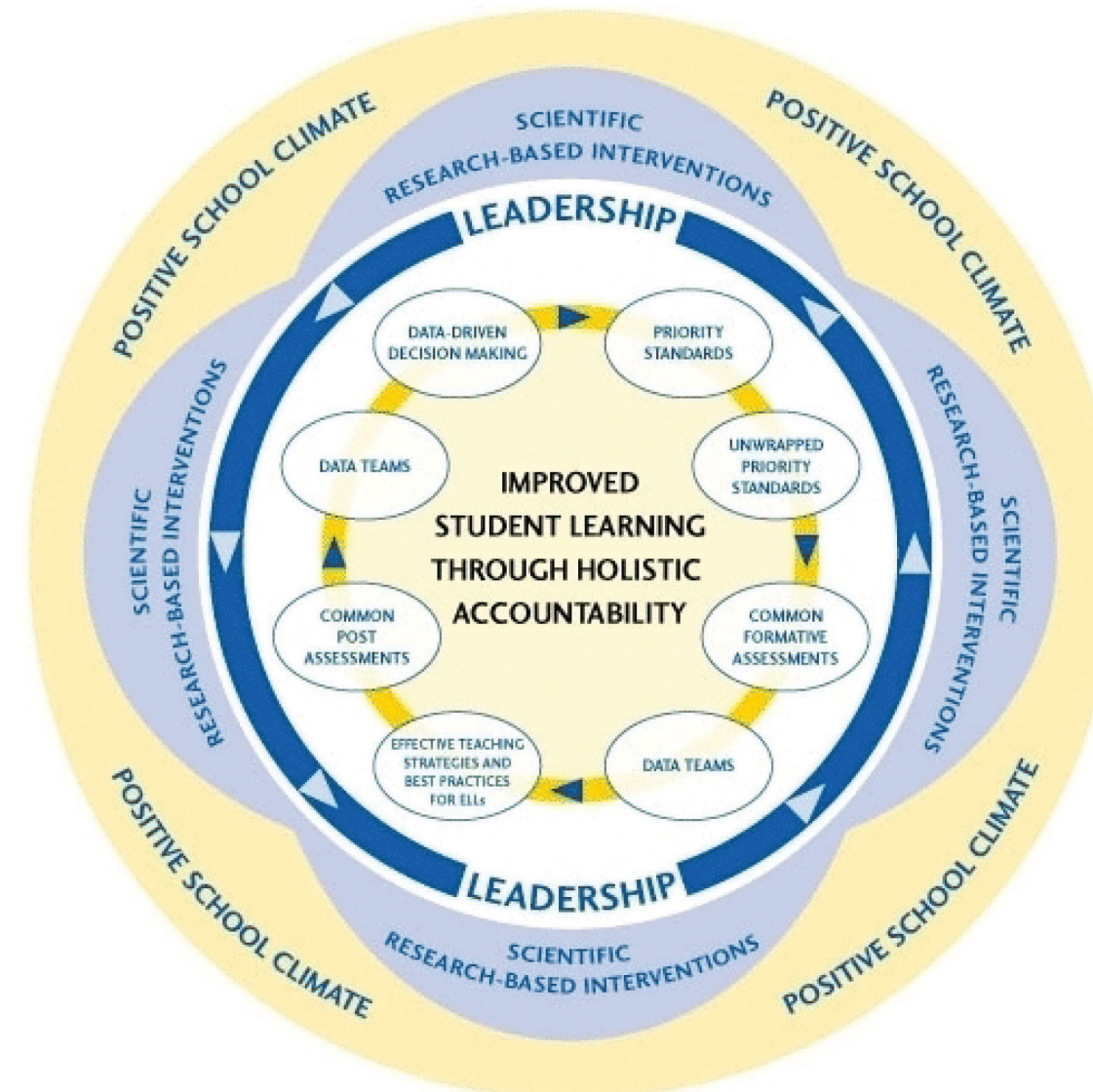
- Data-Driven Decision Making (DDDM): ongoing review of student data by district leaders, building leaders and teachers to determine strengths and areas in need of improvement at the district and school level.
- Data Teams (DT): ongoing analysis of data from common formative assessments to identify strengths and weaknesses in student learning, and to identify instructional strategies that will best address student and learning objectives in the classroom.
- Engaging Classroom Assessments (ECA) formerly known as Making Standards Work (MSW): aligning district and school expectations to state standards by developing classroom-based instruction and assessments to improve student performance.
- Effective Teaching Strategies (ETS): applying the nine research-based effective instructional categories identified in the Art and Science of Teaching (Marzano et al. 2001), and nonfiction writing to develop lesson plans that best meet student needs.
- Improving School Climate (ISC): collectively, administrators, teachers, pupil personnel staff, paraprofessionals and other school staff are provided with both a context and concrete direction enabling them to gain the understanding necessary to collect appropriate data, create school climate improvement plans and implement them in their respective schools.
- Scientific Research-Based Interventions (SRBI): Connecticut's Framework for Response to Intervention (RTI): emphasize successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties.

This guide provides an overview of Data Teams, specifically as it relates to SRBI. SERC or your RESC is available to provide support in the implementation of the Data Team process. Document titles in this guide followed by a computer mouse (☞) are available in electronic form on the Connecticut State Department of Education Web site.

Rationale

The Connecticut State Department of Education has developed and implemented a comprehensive accountability initiative to accelerate the learning of all students. This initiative is based on the findings of nationally recognized researchers, including Dr. Douglas Reeves, Dr. Michael Schmoker, Dr. Jerome Freiberg, Dr. Robert Marzano, Dr. Richard Elmore, Dr. John Simpson and others. Their work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance. Common characteristics of these high-achieving schools include:

- a clear focus on achievement;
- standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing;
- use of data to inform instructional and leadership decisions;
- frequent assessment of student progress and multiple opportunities for student improvement;
- an emphasis on research-based effective teaching strategies, including nonfiction writing;
- collaborative teams focused on student learning;
- all adults held accountable for student achievement; and
- a positive school climate.



"If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education" (Reeves 2004, p. 6).

Overview of the Data Team Process

The first Data Team meeting is an opportunity to establish norms, discuss the purpose of Data Teams, identify a note taker and timekeeper, and understand the five-step process. Once the purpose is clear and norms have been established, Data Teams examine data and identify a high priority, standards-based student achievement need. These data can be found in state, district or classroom assessments. When an area of need has been identified, create or select a quick, (5-10 items) universal screen. Administer the pre-assessment and collect the results. Now you are ready to begin the Five-Step Data Team Meeting Process.

Step 1	Conduct Universal Screening and Ongoing Collection of Data	Examine data generated from the universal screen. This is the current state of students' understanding of concepts and application of skills.
Step 2	Analyze Assessed Strengths and Challenges to Determine Root Causes	Using student work, identify strengths and obstacles, trends, patterns, misconceptions and lack of proficient levels of skill application. <ul style="list-style-type: none"> • Use Data Team Form: Step 2 Data Analysis Template[☞].
Step 3	Establish Specific Measurable Attainable Relevant Timely (SMART) Goals: Set, Review and Revise Goals	Based on Step 1 and Step 2 information, the team should do the following: <ul style="list-style-type: none"> • Identify one or two SMART goals. SMART goals are specific, measurable, achievable, relevant and timely. • Use Data Team Form: Step 3[☞] to assist in setting high quality goals.
Step 4	Select Scientific Research-Based Interventions	Team members brainstorm and examine effective teaching strategies and techniques (evidence and research-based) and determine which techniques, when implemented appropriately, will have the desired outcome. Use Data Team Form: Step 4 [☞] to: <ul style="list-style-type: none"> • identify which research-based strategies will result in the greatest gain in student achievement in the area identified by the goal(s); and agree on two research-based/evidence based instructional strategies that will be used by all team members.
Step 5	Progress Monitor During Interventions	Progress Monitoring involves "frequent checks" of student progress and rate of learning toward a goal in critical areas such as reading, mathematics and writing. These frequent checks prompt teachers to monitor individual student progress and adjust their instruction/intervention as needed. The data team should collaboratively analyze progress monitoring data.
Post-meeting responsibilities:	All team members are expected to:	The team leader:
	<ul style="list-style-type: none"> • implement the selected instructional strategies - instruction should change the next day as a result of the Data Team meeting; • collect and record results indicators observed; • administer and score universal screens during the time span agreed upon (using Data Team Form: Step 1); and • bring the above information to the next Data Team meeting. 	<ul style="list-style-type: none"> • reviews official minutes for accuracy; • disseminates copies of the minutes to members of the team; and • disseminates copies of the minutes to building administrators.
Next Data Team Meeting:	<ul style="list-style-type: none"> • All team members should have completed Step 1 for their own classrooms before this meeting. • Use Step 2 (analyzing student work and the data) to determine if the goal was met. • Determine the next instructional steps for students who did not reach proficiency on the assessment. • Display the data on bulletin boards or make official "data walls" (see next page). Making the data public contributes to the creation of a professional learning community and assists students in monitoring their own progress. • If the Data Team goal was met, begin the process again and proceed to the next high priority standards-based area of need. • Complete Data Team Form: Step 5[☞] collect and chart data after instruction collaboration. 	