DATA RETREAT FALL 2012

Data Analysis Procedure

Elementary Teachers: Go to DIBELS website and log in--Grade List Report then click on

students' names for the student level data.

Place the each studenrs name on a sticky note with their score and then place the sticky

note in the appropriate column inside the folder.

7-12 Core Teachers-MAP Data: (Erin, Mark, Lisa, Tank, Mary, Tammi, Judy, Cathy) Log

into MAP website. Class Data by subject-select Reading

NESA-R Data & ACT-Branden, Joan N., Nanda, & Tim Your task is to figure percentages

for each of the grade levels who scored below the state average in the vocabulary component

Then do the same for comprehension only. Next, examine the Reading Indicator Summaries for

each grade level. Do you see a pattern of strengths and weaknesses across grade levels?

ANALYSIS Questions to Consider .....

1. Classroom Level Data

• Where were the students in comparison to the target in the spring?

• Where are the students in comparison to the target now?

• Did the students grow more/less than or at the expected rate?

• What may account for the results?

• What patterns did you find in your data?

• Why do you think those patterns occur in the data?

• What strategies could be implemented to improve students' results?

2. Student Level Data

• How many students maintained benchmark?

• How many moved from intensive to strategic?

• How many students lost ground?

• Were there students who showed significant growth?

• Were there students who showed growth but still not at benchmark?

• Were there students who did not show much gain in their scores?

• Which skills were strong?

• Which skills were weak?

• What literacy interventions do you provide for students who are struggling?

3. Instructional Planning

• Based upon the data, what should I keep doing in the classroom?

• Based upon the data, what should I adjust in the classroom?

• Set your SMART Goals for your students--95 % of students will gain at least 20 wpm by

the winter benchmark--ask your students to set individual goals and graph their progress

S-Specific

M—Measurable

A--Aligned to standards or learning requirements

R--Results focused

T--Timeline to meet goal

Literacy Resources:

http://www.interventioncentral.orglindex.php/home *http://*

www.helpsprogram.org/materials.php