Sierra Preparatory Academy - Fall Data Chats (September 28th, 2018) - Protocol Overview
Data-driven Conversations Protocol (Adapted from National School Reform Faculty) - 40 minutes

Phase I - Building Context & Making Predictions = 10 minutes
This stage takes place before seeing and discussing the data. During this time, we activate prior knowledge, surface assumptions, and make predictions, thus creating readiness to examine and discuss the data.

Conversation Guide (10 minutes)

- Who are your students? (grade level, content)
- Why did you choose to focus on this particular class period?
- What do you assume, predict, or expect to see in the data of your chosen class period?
- What has influenced your expectations of what you will see in the data?
- What do you wonder about that may be missing from your data?

Phase II - Observations & Focus (5 min. Individual Work Time // 15 min. Share-out) = 20 minutes
During Phase II, we engage with the actual data and note the facts that we observe. Conjectures, explanations, and inferences are off-limits. We make statements about quantities *(Over half the students…)*, make notes on the presence of specific information or numerical relationships between ideas *(Over 90% of the students achieved below standard in the Vocabulary Acquisition category of the Reading test)*.

(10 minutes) Individual Work Time - Please use the **"Making Meaning of the Data"** worksheet

Conversation Guide (10 minutes)

Just the facts! If you catch yourself using ~~"because…" "therefore…" "it seems" or "However,…"~~, then STOP!

- What do you observe? (numerical, statistical information) What can you count?
- What are some patterns or trends that you notice?
- What are you surprised to see?
- What do you notice about certain groups over others?
- What do you notice about student Goal Performance Areas within the Reading 6+ or Math 6+ test?

Phase III - Inferences & Interventions (5 min. Individual Work Time // 5 min. Share-out) = 10 minutes
During Phase III, we generate multiple explanations or inferences from our Phase II Observations, identify additional data that may be needed to confirm or contradict these explanations, and propose solutions, responses, or interventions that will promote positive instructional outcomes for students.

Conversation Guide

- What does the data suggest? How might you interpret the data?
- What are some additional data point that would help you verify, confirm, or further understand your data?
- What might be some appropriate solutions, responses, or interventions that address the needs implied in the data?
- How might you measure growth in this particular need or for specific groups of students?
- What would your class sound like or look like as students get closer to reaching their goals?

NWEA RIT SCORE RESOURCE PAGE

NWEA RIT scale stands for Rasch Unit scale. There are several RIT scales: one each for reading, language usage, mathematics, and general science plus a few scales that are under development.

What are the characteristics of the RIT scales?
These RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student.

In summary, the RIT scale is:

- An achievement scale
- Accurate
- Equal interval
- Useful for measuring growth over time
- The same regardless of the grade or age of the student

Figure A

Math 6+ National Normative Data (national)

Reading 6+ National Normative Data (national)

2015 MATHEMATICS Student Status Norms

Grade	Begin-Year Mean	Begin-Year SD	Mid-Year Mean	Mid-Year SD	End-Year Mean	End-Year SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 READING Student Status Norms

Grade	Begin-Year Mean	Begin-Year SD	Mid-Year Mean	Mid-Year SD	End-Year Mean	End-Year SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

Figure B

Norm Grade Level Mean RIT (nationwide)

District Grade Level Mean Rit (SAUSD numbers)

Math 6+ (nation)	Reading 6+ (nation)	Math 6+ (SAUSD)	Reading 6+ (SAUSD)
6th: **217.1**	6th: **210.5**	6th: **208.3**	6th: **203.1**
7th: **222.2**	7th: **214.1**	7th: **213.4**	7th: **206.6**
8th: **225.9**	8th: **217**	8th: **218.1**	8th: **210**

Adapted from nsrfharmony.org, SAUSD Tips, and The Road to Learning (miravia.com), and https://teach.mapnwea.org

Phase II: Observations & Focus - "Making Meaning of the Data" Worksheet
Review and mark this information on your own (5 min).
Then, share out what you observe (15 min.)

Organize your data. Look at your **class report**. How many students are in each category? Who are they? Mark or highlight your students on the second page of your class report with the corresponding colors. You can also write down the number of students in each category below.

At Risk Students Class Report: "Low"	Below Grade Level Class Report: "LowiAvg"	At Grade Level Refer to the "RIT SCORE RESOURCE PAGE" - Figure B Class Report: "Avg"	Above Grade Level Class Report: "HiAvg"	GATE and/or High Achievers Class Report: "HI"

First 6-week grades: Look at your first progress report grades. How many students are in each category? Who are they? Is there overlap between their MAP scores and the grade in the class? You can highlight them with the corresponding colors OR you can write down the number of students in each category below.

Grade: Fs	Grade: Ds	Grade: Cs	Grade: Bs	Grade: As

Which **Goal Performance Area** skills need the **most** growth? (View the categories within each of the tests)

Math 6+	Reading 6+
Goal Performance Areas: ❏ Operations and Algebraic Thinking ❏ The Real and Complex Number Systems ❏ Geometry ❏ Statistics and Probability	**Goal Performance Areas:** ❏ Literature ❏ Informational Text (Sci, S.S.) ❏ Vocabulary Acquisition and Use (Sci, S.S.)
Notes:	Notes:

Use this space to jot down more data-specific notes and observations:

Phase III - Inferences and Interventions - Next Steps + Goals
Brainstorm Independent Work Time (5 minutes)
Share-Out (5 minutes)

Create a SMART GOAL - Specific, Measurable, Achievable, Relevant, and Time-bound **or Determine an Intervention or Instructional Decision** to implement based on the data. What strategies or interventions can you use for this class to address their instructional needs?

The best intervention is a targeted intervention driven by the information you have about your students.

Next steps: What might be some instructional interventions?

An instructional intervention is:

- Intentional (aimed at specific gaps in understanding and/or learning goals)
- Specific and formalized (an intervention lasts a certain number of weeks or months and has measurable outcomes)
- Set up for monitoring and reflection (its efficacy is monitored and reviewed at set intervals)

Building Student Commitment and Confidence

- Student self-assessment on a performance-based rubric
- Self-efficacy assessment on a scale
- Structured note-taking protocol
- Daily individual goal setting and journaling
- Writing a music practice plan and reflecting after practice
- Error analysis
- Individual conferences
- Bringing in guest speakers
- Student goal setting and consistent reflection over time

Developing Disciplinary Literacy

- Adopting an alignment with a character or historical figure
- Structured protocols (such as TEPAC) for analysis of literature
- Translation of Shakespeare or a historical text to 'regular' English
- Random open-ended quiz questions to make students accountable for reading at home

Adapted from nsrfharmony.org, SAUSD Tips, and The Road to Learning (miravia.com), and https://teach.mapnwea.org

- Structured question-listening group protocol to deepen student discussion and promote equity of voices
- Perspective taking of a character to generate depth of analysis
- Interactive Word Walls
- Close-read
- Number talks
- Graphic organizers to unpack conceptual mathematical understanding

Grouping and Group Work

- Strategic grouping based on student assets
- Assigned roles in small groups
- Group protocol for science inquiry
- Pairing (instead of larger groups) for collaboration
- Check-for-understanding protocol to build content knowledge

Promoting Student Participation

- Silent digital chalk talk protocol
- Student generated discussion norms
- Structured academic discussions
- Positive self-talk in reflective journals
- Conversational poker chips
- Immediate teacher feedback in a discussion forum
- Debates or Structured Academic Controversy
- Socratic Seminars
- Philosophical Chairs
- Incorporating Current Events
- Learning Centers
- Role play/simulations/drama
- Structured online protocol for revision feedback
- Peer teaching/collaboration
- Inquiry-driven collaboration and learning (i.e., AVID Tutorials)

Promoting Connection and Engagement with Content

- Collaborative Strategic Reading Protocol to analyze primary sources
- Making connections between personal experience and academic content
- Small group discussion protocols for mathematics
- One-problem math homework protocol involving explanation of reasoning
- Ethical dilemma analysis protocol applied to historical contexts
- Group inquiry protocol for scientific process
- Integration of content areas (i.e. Arts Integration, cross-disciplinary units)