“Diving into the Deep”: How Teachers Analyze Data to Guide Small Group Instruction

Presenter(s): Melanie Jackson & Melody Craft

Mission Statement:

The Meridian Public School District:
Build upon a rich tradition of academic excellence and a strong community work ethic.
Provides equitable access to learning opportunities for all students.
Embraces and celebrates the diversity within the community.

Vision Statement:

MPSD prepares ALL students, in a parent and community partnership, to be literate, self directed learners with the confidence and character to compete in a complex and ever changing world.

Agenda

- Welcome
- Do you know your data?
- Data Sources
- Analyzing Data
- Overcoming Challenges
- Solutions
  - Small Groups
  - One-on-one interventions
- Practical Application
  - Using Data Daily

Learning Outcomes

- Develop an understanding of how the use of multiple data sources can improve instruction
- Analyze data to find areas of deficits
- Articulate how the teacher can use data to improve small group instruction



https://play.kahoot.it/#/?quizId=fa0087cc-cfe5-4799-a764-084dba1c60b0

What is my role as a teacher?



Keys to Data-Driven Instruction

1. **Assessment** - Define the road map for **rigor**.
2. **Analysis** - Determine where students are **struggling** and **why**.
3. **Action** - Implement new teaching plans to **respond** to this analysis.
4. **Systems** - Create systems and procedures to ensure **continual** data-driven improvement.

What data sources do teachers at our school utilize?

Assessment Tool	Assessment Type	Grade Levels
EADMS	Classroom Assessments/ Common Assessments/ Standards-based Assessments	K - 12th Standards Based
iReady	Diagnostic Standard Mastery	K - 8th
Common Assessment	Quarterly district assessment based on pacing guide	2nd - 12th
MAAP Scores	How the district is measured on the Accountability Model Should be used to gauge growth throughout the year	3rd - 12th
STAR	Monthly diagnostic to determine growth and deficits in reading comprehension	K - 5th

What challenges do we face when using data?



Rotations Through Learning Centers – *A Simple Sample*

STUDENT GROUPS (Heterogeneous)		
Group A	**Group B**	**Group C**
Jarvis	**Carmen**	**Amber**
Ted	**Carl**	**Keith**
Beth	**Keisha**	**Vickie**
Sue	**Lisa**	**Mark**
Michael	**Brad**	**Joe**
Linda	**Mary Beth**	**Pedro**
ADVANCED STUDENTS **PASSING STUDENTS** **MINIMAL STUDENTS**	**PROFICIENT STUDENTS** **BASIC STUDENTS**	

Rotations Through Learning Centers – *A Simple Sample*

TEACHER PULLOUT **50-Minute Block**			
Whole Group: 30 minutes **(Class Starter; Modeled/Guided Instruction)**			
Rotation / Time	15 Minutes	15 Minutes	15 Minutes
Intervention Day 1	**Students**	**Students**	**Students**
Intervention Day 2	**Students**	**Students**	**Students**
Intervention Day 3	**Students**	**Students** **Students**	**Students** **Students**
Whole Group – 15 Minutes **(Closure Activity)**			

CHAMPs…

- **Conversation: Under what circumstances, if at all, can the students talk to each other during the activity.**
  - Can students engage in conversations with each other during this activity?
  - If yes, about what?
  - How many students can be involved in a single conversation?
  - How long can the conversation last?

CHAMPs, cont.

- **Help – How do students get their questions answered during the activity?**
  - How do they get your attention?
  - If students have to wait for help, what should they go while they wait?

CHAMPs, cont.

- **Activity – What is the activity?**
  - What is your expected “end product”?
  - This will likely change daily, according to your lesson plans.

CHAMPs, cont.

- **Movement – Under what circumstance, if at all, can students move about during the activity?**
  - If yes, for what?
    - Pencil Restroom
    - Drink Hand in/pick up materials
    - Other…
  - Do they need permission from you?

CHAMPs, cont.

- **Participation – What does appropriate student work behavior during the activity look/sound like?**
  - What behaviors show that students are participating fully and responsibly?
  - What behaviors show that a student in not participating?

Implementing Learning Centers

- **Start with the student in mind!**
- Determine what knowledge do students have.
- Make sure students will be able to work independently and/or collaboratively.
- Think about ways to make the centers engaging and motivating for all students.

Implementing Learning Centers

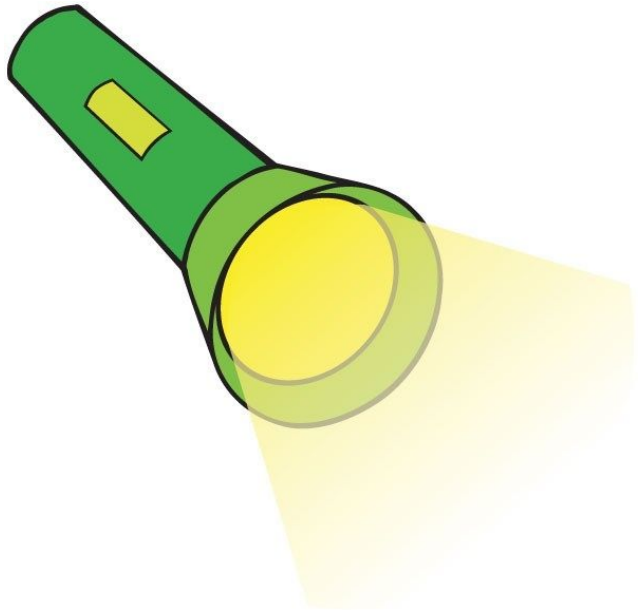
- Decide on what materials and resources are needed in the centers.
- Determine location of centers.
- Determine rotation and routines for centers.
- Make sure easy-to-follow directions are posted in the centers (how students are to use the center).

Implementing Learning Centers

- Teach students how to use the center and monitor their understanding of its use and provide feedback as needed.
- Monitor student participation in the center by developing a system [i.e. a checklist] for tracking it.

Effective Data Analysis

- Diving deep into the data by asking specific questions can assist teachers in pinpointing individual student deficits.



LEARNING STATIONS

Station 1	Station 2	Station 3	Station 4



© Can Stock Photo - csp20167326



Closure



© Can Stock Photo - csp7515387

Supporting Documents

Data Guiding Questions

1. Identify students in the Bottom 25% (based on the previous school year's scale scores).

2. Progress monitor the Bottom 25% students' performance on the assessment given.

Student	S. S.	T1 Exam	Growth



Data Guiding Questions

3. Identify two groups of "bubble" students (based on the assessment results):

- **Group 1 – students on the verge of entering the next performance level:**

- **Group 2 – students on the verge of dropping out of the required performance level**



Data Guiding Questions

4. Identify the Proficient and Advanced students (based on the previous school year's scale scores).

5. Progress monitor the Proficient and Advanced students' performance based on assessment given.



Student	S. S.	T1 Exam	Growth

Data Guiding Questions

6. Create cooperative learning groups (consisting of five or six students). Be able to explain why and how the students were grouped. Be able to discuss how to support the students' progress.



Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

Data Guiding Questions

7. Which standard(s)/objective(s) show student master below 50%?

8. Which standard(s)/objective(s) show student mastery at PASSING Percentage?



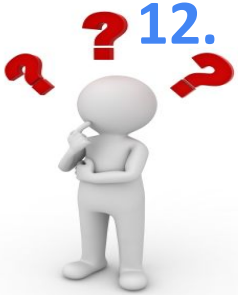
Data Guiding Questions

9. Which standard(s)/objective(s) show student mastery at PROFICIENT (OR ADVANCED) Percentage?

Data Guiding Questions

10. What will be the evidence of instructional adjustments?

11. What are the measurable goals for success?



12. When are the goals expected to be reached?

Questions

mpennington@mpsdconnect.org

mvjackson@mpsdconnect.org

Please follow the link and complete the survey.

https://www.surveymonkey.com/r/Z8WJKCS