Data Meetings in Ipswich Public Schools

Presentation to the Ipswich School Committee

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Elyssa Brand, Elementary Literacy Coach, Paul F. Doyon Memorial & Winthrop Schools
Leeanne Collura, Assistant Principal, Ipswich High School
Lina Lopez-Ryan, Elementary Math Coach, Paul F. Doyon Memorial School
Katie Norris, Math Coach, Winthrop School
Dr. Tracy Wagner, Director of Teaching and Learning

Presentation Overview:

1. What are Data Meetings?
2. Data Meetings at IMS and IHS
3. Data Meetings at the Elementary Schools
4. Putting it all Together and Next Steps

The Ultimate Goal

We are striving to use data collaboratively, and consistently to support every student's growth.

What are Data Meetings

Data meetings are structured, collaborative problem-solving sessions where grade-level teams:

- Review student learning data (screeners, curriculum based measures, progress monitoring, classroom work)
- Identify strengths and needs
- Plan targeted instruction and intervention
- Monitor progress and adjust instruction

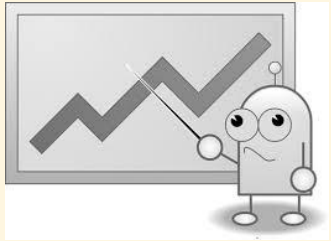
They are a core component of an MTSS framework and ensure all students receive timely support.

History of Data Meetings in IPS

- **Teams have historically looked formally and informally at data in IPS.**
- In September 2024, with a renewed district focus on coaching, we began formal data meetings with consistent protocols and defined intervention cycles at the elementary level.
- In September 2025, IHS and IMS began the process of implementing formal data cycles.
- All schools have School Improvement Plan goals connected to data cycles.
- Elementary schools have a defined Data Calendar and three complete intervention cycles planned for the current school year.
- ***This is a work in progress and we are constantly improving our practice.***

Why do Data Meetings Matter?

- Provide early identification of students needing support
- Promote consistent instructional decision-making across classrooms
- Strengthen Tier 1 instruction through shared analysis and planning
- Ensure interventions are matched to student needs
- Create a culture of collaboration and shared responsibility for student outcomes



Using Data at Ipswich Middle School

Data Use at IMS: Already in Practice

- IMS teachers are in Year 2 of writing curriculum into standards-based, Understanding by Design templates.
- Teachers collaborate on common assessments ("Stage 2").
- Grade level teams use a variety of data including MCAS, iReady, and local curriculum such as Illustrative Math to guide instruction:
  - to identify students needing remediation or enrichment
  - to monitor student growth and adjust instruction
  - for placement decisions.

Data Use at IMS: Next Steps

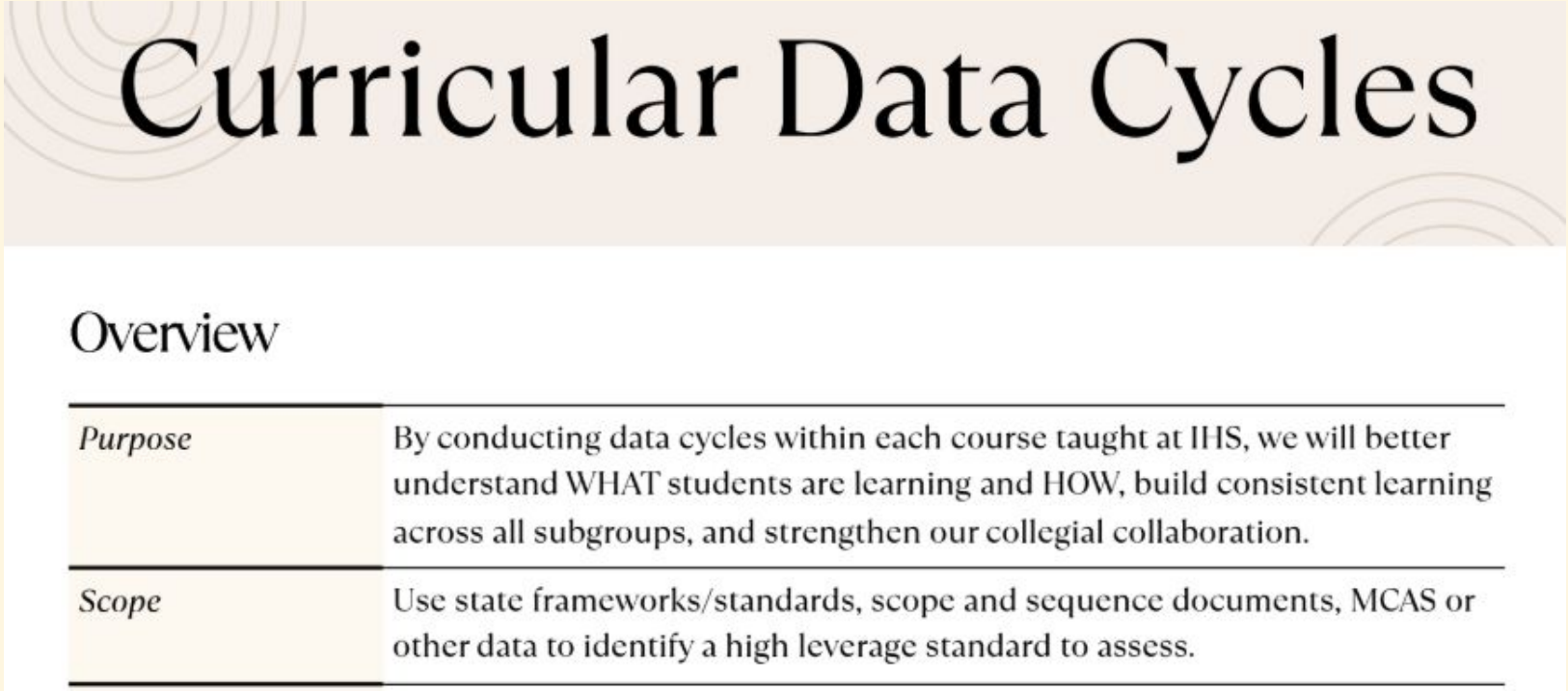
- In the 2026-2027 school year, IMS will work to plan, schedule, and use regular data cycles.
- This data will be used to monitor students' overall progress at prescribed points throughout the school year.
- Educators will then use the data to inform instruction.

Student Growth at Ipswich High School

What are IHS teachers already doing?

- Vertical Articulation between MS and HS teachers
- Common planning time during department meetings
- MCAS data
- Semester and year-long course grades
- Formative & Summative Assessments

Beginning this year



Curricular Data Cycles

Overview

Purpose	By conducting data cycles within each course taught at IHS, we will better understand WHAT students are learning and HOW, build consistent learning across all subgroups, and strengthen our collegial collaboration.
Scope	Use state frameworks/standards, scope and sequence documents, MCAS or other data to identify a high leverage standard to assess.

Current Data Cycle Overview

- Groups of 2-4 teachers in course-alike groups
- Determine standard to assess
- Collaboratively create assessment
- Collect student data
- Analyze data
- Discuss mastery, successes, gaps in learning, misconceptions, trends
- Plan instructional responses
- Implement changes
- Repeat
- Long term goal is to conduct data cycles quarterly

Data Meetings at Paul F. Doyon Memorial and Winthrop Schools

Data Cycles at the Elementary Level

- Elementary schools have developed a common Data Calendar.
- This includes three complete intervention cycles planned for the current school year, along with mid-cycle check-ins.
- We are in our second year of consistent data cycle implementation.
- This continues to be a work in progress.

Data Sources Used

Math	English Language Arts
• STAR Math Screening • STAR Math CBM (1 minute fluency assessments) • IM End of Unit Assessments • USNS (Number Sense) Screener • Classroom Observations	• DIBELS Screening Data • DIBELS Progress Monitoring • STAR Reading (Grades 2-5) • Fundations Unit Assessments • Writing Samples • Curriculum Based Assessments • Classroom Observations

Who Participates?

- Classroom teachers
- Interventionists (reading and math)
- Special education teachers
- EL teachers
- Building administrators (as needed)
- Literacy/math coaches

Collaboration ensures a shared understanding of each student's profile.

How Do Data Meetings Work?

General Agenda:

- Time to Look at Data
- Round 1: Observation Statements
- Round 2: Wonder Statements
- Grouping Students by Need for Small Group instruction in and out of the classroom
- Discussion of Impacts on Tier 1 Instruction
- Next Steps (including intervention details)

Data Meeting Preview Video

Sample ELA Organizer- BOY-Grade 3

(to be filled out in Data Meeting!)

Intensive All Areas (Below Benchmarks on most measures)	**Phonics** (Below Benchmark on Fundations Assessments, NWF, WRF, Accuracy on ORF)
Fluency (Below Benchmark on ORF with adequate accuracy)	**Comprehension** (STAR Comprehension Data, Maze) - Please list with an instructional focus (i.e. sequencing, visualizing, main idea) Teacher 2

Sample Filled Out Organizer-BOY-Grade 3

Intensive All Areas (Below Benchmarks on most measures) Ms. Smith (tutorials 5X30) Kat (tutorial 5X30) Natalie Ella Jenna Wyatt Fishly Administer: WADE, PAST Progress Monitor biweekly with DIBELS	**Phonics** (Below Benchmark on Fundations Assessments, NWF, WRF, Accuracy on ORF) Carson Violet Peppa Fundations Double Dose (in class 3X12 min/week) Administer: Fundations Progress Monitoring, PAST Progress Monitor biweekly with DIBELS
Fluency (Below Benchmark on ORF with adequate accuracy) Emma Ally Progress Monitor biweekly with DIBELS	**Comprehension** (STAR Comprehension Data, Maze) - Please list with an instructional focus (i.e. sequencing, visualizing, main idea) Teacher 1

Sample Filled Out Organizer-BOY-Grade 3

(as referenced in video)

Sample Math Intervention Organizer/ Grade 3 BOY

Teacher	Student	USNS Performance Level	IM Unit 1 Total Score	STAR Below Pathway?	STAR CBM Mixed Addition and Subtraction	Flags	Priority Group
		Basic	85	No	28	1	Monitor
		Proficient	96	No	34	0	On Level
		Proficient	100	No	25	0	On Level
		Basic	85	No	14	1	Monitor
		Proficient	85	No	29	0	On Level
		Proficient	73	No	22	0	On Level
		Proficient	73	No	33	0	On Level
		Basic	85	No	11	1	Monitor
		Proficient	85	No	19	0	On Level
			77	Yes	0	2	Intervention
		Proficient	69	No	34	0	On Level
		Proficient	85	Yes	17	1	Monitor
		Below Basic	69	Yes	9	3	Intervention
		Proficient	81	No	23	0	On Level
		Below Basic	69	Yes	11	2	Intervention
		Basic	96	No	17	1	Monitor
		Below Basic	58	Yes	12	3	Intervention
		Proficient	81	No	21	0	On Level
		Basic	85	Yes	12	2	Intervention
		Proficient	73	Yes	18	1	Monitor

Sample Math Intervention Tracker/ Grade 3 BOY

Teacher	Student	Priority Group	Intervention Focus	Who Does It	How Often	Progress Monitoring	Start Date	Review Date
[redacted]		Intervention	Multiplication ...	Rylee	3Xweek/ 20 m...		10/27/25	12/8/25
		Intervention	Addition/ Sub ... Place Value a...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Addition/ Sub ...	Colleen	3Xweek/ 20 m...		10/27/25	12/8/25
		Intervention	Addition/ Sub ... Place Value a...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Addition/ Sub ... Place Value a...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Place Value a... Addition/ Sub ...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Addition/ Sub ... Place Value a...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Addition/ Sub ...	Colleen	3Xweek/ 20 m...		10/27/25	12/8/25
		Intervention	Addition/ Sub ... Place Value a...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Place Value a... Addition/ Sub ...	Lina	4Xweek, 25 min	STAR CBMs, Fluency Check In:	10/27/25	12/8/25
		Intervention	Addition/ Sub ...	Andrea	3Xweek/ 20 m...		10/27/25	12/8/25

Putting it All Together and Next Steps

How Data Meetings Support Equity

- Provides increased transparency: shared data creates a common understanding of challenges and reduces bias in decision making.
- Data highlights students who may need support in a timely manner and allows teams to target instruction to students' needs.
- Increases alignment across grade levels and buildings so teams can direct time, staff and interventions to students/groups who need additional support or enrichment
- Regular reviews ensures progress is monitored, not assumed
- Based on data, teachers are able to make informed decisions about Tier 1 curriculum so that all students can benefit.
- Builds a culture of shared responsibility for all students.

Current Strengths

- Consistent data meetings are occurring at regular intervals across elementary grade levels.
- MS and HS are beginning common assessments and regular data meetings as per their School Improvement Plans.
- Progress monitoring keeps staff apprised of student progress on a biweekly basis.
- Strong collaboration across roles.
- Working to solidify clear, actionable steps following each meeting.

Areas We Continue to Refine

- Strengthen the use of data to guide instruction/decisions
- Streamline and improve templates, dashboards/trackers, interventions and routines.
- Refine Tier 1 curriculum to reduce the need for intervention
- Strengthen communication with families regarding progress and supports

Current Challenges

- Limited time for data review, reflection, and teacher collaboration
- Classroom teachers are managing very full workloads. It can be challenging to consistently deliver Tier 2 intervention while addressing multiple instructional demands.
- Intervention staff is limited and we, as coaches, are continuously working to balance the need for direct support with the need for instructional coaching.

The Ultimate Goal

We are striving to use data collaboratively, and consistently to support every student's growth.

Questions? Thank you!

Please contract Dr. Tracy Wagner, Director of Teaching and Learning, for more information: twagner@ipsk12.net