****System: **Coherent Instructional System**

Structure: **Monitoring Student Progress**

Process Name: **Identify and Support Strengths and Weaknesses**

School-level  District-level

**Purpose of the process:** To guide educators in collecting and analyzing student achievement data to evaluate the effectiveness of instructional strategies and the alignment of curriculum to support all students in mastering content standards.

**Who is responsible for monitoring this process?** Team Lead

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
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| 1. Use established schoolwide protocol to analyze individual teacher assessment data in preparation for collaborative team meeting | Teacher | [Driven by Data: Data-Driven Analysis Meetings](https://www.engageny.org/file/191/download/driven-by-data-data-driven-analysis-meetings.pdf?token=0EvAVkPt)  (North Star) |  |
| 1. Collect individual teacher data to prepare for collaborative team analysis meeting | Team Lead | [Data Team Meeting Template](http://www.d11.org/Instruction/plc/Documents/datateammeetingtemplate%202.pdf) (Solution Tree)  [Root Cause Analysis for Teams](https://accountability.madison.k12.wi.us/files/accountability/Root%20Cause%20Analysis%20for%20Teacher%20Teams_0.pdf) (Madison Metropolitan School District) |  |
| 1. Review intent of the content standard(s) and established learning targets and success criteria as a collaborative team | Team Lead | [GeorgiaStandards.org](https://www.georgiastandards.org/Pages/default.aspx) |  |
| 1. Use the established schoolwide protocol to analyze common assessment data for collaborative teams | Team Lead | [ATLAS Looking at Data Protocol](https://www.nsrfharmony.org/system/files/protocols/atlas_looking_data_0.pdf) (NSRF)  [ATLAS Looking at Student Work](https://www.nsrfharmony.org/system/files/protocols/atlas_lfsw_0.pdf) (NSRF)  [Protocol for Examining Data](http://www.soesd.k12.or.us/SIB/files/Protocol_for_Examining_Data.pdf) (NSRF) |  |
| 1. Identify and analyze the root causes of strengths for both individual students and the collective cohort in relation to learning targets (i.e. extensive background knowledge, extending the curriculum, student understanding, professional capacity, etc.) | Teacher | [Data Team Meeting Template](http://www.d11.org/Instruction/plc/Documents/datateammeetingtemplate%202.pdf) (Solution Tree)  [Data Analysis Protocol: The 5 Why’s](https://techsvcweb.madison.k12.wi.us/files/techsvc/Tool%206b%20Root%20Cause%20%282014-15%29.docx)  (Madison Metropolitan School District) |  |
| 1. Identify and analyze the root causes of weaknesses for both individual students and the collective cohort in relation to learning targets (i.e. misalignment of curriculum, limited student understanding or misconceptions, attendance, professional capacity, etc.) | Teacher | [Data Team Meeting Template](http://www.d11.org/Instruction/plc/Documents/datateammeetingtemplate%202.pdf) (Solution Tree)  [Data Analysis Protocol: The 5 Why’s](https://techsvcweb.madison.k12.wi.us/files/techsvc/Tool%206b%20Root%20Cause%20%282014-15%29.docx)  (Madison Metropolitan School District) |  |
| 1. Identify gaps between individual student performance and the desired results by analyzing trends (What patterns do you see?) | Teacher | [Data Team Meeting Template](http://www.d11.org/Instruction/plc/Documents/datateammeetingtemplate%202.pdf) (Solution Tree)  [Data Analysis Protocol](https://techsvcweb.madison.k12.wi.us/files/techsvc/data-analysis-protocol-7-21-2014.docx)  (Madison Metropolitan School District) |  |
| 1. Review instructional strategies implemented by each teacher in relation to identified trends and patterns (What worked and did not work?) | Team Lead | [Data Team Meeting Template](http://www.d11.org/Instruction/plc/Documents/datateammeetingtemplate%202.pdf) (Solution Tree) |  |
| 1. Discuss and identify classroom instructional strategies to address interventions, ongoing instruction, practice, and enrichment for identified students | Team Lead | [Data Team Meeting Template](http://www.d11.org/Instruction/plc/Documents/datateammeetingtemplate%202.pdf) (Solution Tree) |  |
| 1. Implement identified classroom instructional strategies | Teacher |  |  |
| 1. Identify and refer students who would benefit from extended learning opportunities (see *Supportive Learning Environment System;* *Developing and monitoring a tiered system of supports)* | Teacher |  |  |
| 1. Communicate to students their current performance level and next steps | Teacher |  |  |
| 1. Use accountability documents to capture the process (agendas, minutes, team logs, unit and lesson templates, data protocols, monitoring forms) | Teacher |  |  |

**What is needed to complete the process (including funding if applicable)?**

* Schoolwide data analysis protocols (see *Effective Leadership System: Ensuring Staff Collaboration, Establish Data Analysis-School SOP*)
* Accountability Documents: unit plan, lesson plan, assessment(s), team agenda and minutes template (see *Coherent Instructional System*: *Planning for Quality Instruction, Organize Operational Foundation-School SOP*)
* Lesson specific tools and resources
* Schoolwide tiered system of support plan (see *Supportive Learning Environment System;* *Developing and monitoring a tiered system of supports)*
* Deconstructed standard(s)
* Class profiles

**How do you know when the process is implemented?** When all students receive timely instruction, intervention, and/or enrichment based on data analysis

**How long does the process typically take?** 1-2 days, as the process needs to be done both at the individual teacher level as well as at the planning team level

**What is produced/made by the process?** Data profiles,root cause analysis,revised assessment/student tasks, revised lesson plans and adjusted unit plans

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

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| Coherent Instructional System: | Identify possible barriers to student learning and develop support plans to alleviate or compensate for both academic and non-academic barriers. |
| Effective Leadership System: | Develop a schoolwide protocol for both individual and collaborative team data analysis. Include steps to identify the data team facilitator, roles and responsibilities, timeline, and data sources. Address how funds and resources (fiscal and human) can be leveraged to provide extended learning opportunities and additional academic supports (school, district, state, and federal). |
| Professional Capacity System: | Provide professional learning on the expectations for collaborative team data analysis, schoolwide data protocols, root-cause analysis, evidence-based instructional strategies to address student strengths and weaknesses, and the schoolwide RtI process. Develop a process for collaborative planning teams to communicate professional learning needs identified during the data analysis process. |
| Supportive Learning Environment System: | Identify barriers in the classroom learning environment that hinder student success and develop action steps (rituals and routines). Identify programs to support students who are exceeding content standards, consider gifted and advanced learners. Identify programs to support at-risk learners. |
| Family & Community Engagement System: | Identify and develop partnerships with community stakeholders to support identified students. Develop a communication plan to inform student, parents, and the community of available support programs. Communicate student performance and achievement level to parents and families. |

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