

District Data Team

Templates

# SCHOOL DATA TEAM MEETING MINUTES

## CHECKLIST FOR DATA TEAM PROCESS

	Adult Action Taken (✓)
Each teacher bring to team meeting:	
<ul style="list-style-type: none"> <li>▪ The test and the data from unit or common assessment</li> <li>▪ Information on instructional practices that work or don't work</li> <li>▪ Willingness to collaborate and work as a team</li> </ul>	
Identify top 3 questions that students got correct.	
Identify top 3 questions that students got incorrect.	
Identify the skills/standards to which those questions were aligned.	
Identify skill(s)/standard(s) to be re-taught.	
Identify strategies/materials to re-teach that will ensure success (please remember, "that if they didn't get it the first time, they may not get it the second time if it's done the same way")	
Identify when to re-teach:	
<ul style="list-style-type: none"> <li>▪ Re-teach/Re-test after school remediation</li> <li>▪ Daily reviews and quizzes</li> <li>▪ Saturday School remediation</li> <li>▪ In class: whole group or small group</li> <li>▪ Other (identify)</li> </ul>	
List students that need intervention by skill/standard	
Share list of students and plan for acceleration with all data team members and staff working with these students.	
Distribute team responsibilities maximizing the strengths of team members	
Construct a plan to ensure maximum participation:	
<ul style="list-style-type: none"> <li>▪ Lunch room announcements</li> <li>▪ Parent/student home contact</li> <li>▪ Web message</li> <li>▪ Daily announcements</li> <li>▪ Announce intervention opportunities at the beginning of every class</li> <li>▪ Other</li> </ul>	



**SCHOOL DATA TEAM MEETING MINUTES**

**STUDENTS BY SKILL REPORT**

Teacher: \_\_\_\_\_

	Priority 1 Skill/Standard	Priority 2 Skill/Standard	Priority 3 Skill/Standard
<b>B 1</b>			
<b>B 2</b>			
<b>B 3</b>			
<b>B 4</b>			

**Instructional Strategies to Ensure Success:**

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**SCHOOL DATA TEAM MEETING MINUTES**

**Team** Algebra II      **Date** January 12, 2009

**Test Unit** Unit 4 Quadratics Relations

**Goal** 90% of students in Alg II to be proficient or better on the Unit 4 standards as measured by the unit assessment administered on January 5.

Members Present	Members Absent
Jamora	Granata
Kane	
Mesias	

**RESULTS: TEST SCORE REPORT BY TEACHER**

Teacher	Number Tested	Number / Percentage Proficient	Number / Percentage Advanced	TOTAL Percentage Pass
Granata	103	43 / 48%	53 / 52%	93%
Jamora	119	38 / 32%	54 / 45%	77%
Kane	49	17 / 35%	21 / 43%	78%
Mesias	61	12 / 20%	19 / 31%	51%
<b>Team Total</b>	<b>332</b>	<b>110 / 33%</b>	<b>147 / 44%</b>	<b>77%</b>

Teacher	3 Highest % Questions		Inference	3 Lowest % Questions		Inference
	1	2 & 3		1	2	
Granata	6	11	- Strong solving quadratics - Can solve quadratics by factoring - Strong solving matrix problems	9	10	- Recognize that Granata used the Rule of 4 to solve quadratic equations and word problems/ implementation by other members was inconsistent - Error in simplifying matrix - Difficulty simplifying radicals
Jamora	6	11		8	12	
Kane	9	5		7	8	
Mesias	7	11		2	8	
<b>Priority Standards/Skills (List top 3 -5)</b>						
<input checked="" type="checkbox"/> Solving Quadratics/Word Problems <input checked="" type="checkbox"/> Radical Simplification <input checked="" type="checkbox"/> Writing Matrix Equations						

## SCHOOL DATA TEAM MEETING MINUTES

### STUDENTS BY SKILL REPORT

Teacher: Jamora ~ Algebra II

	Priority 1 Skill/Standard	Priority 2 Skill/Standard	Priority 3 Skill/Standard
<b>B 1</b>	<b>Solving Quadratics/Word Problems</b> W. Brown V. Cox H. Deans A. Jackson	<b>Radical Simplification</b> W. Brown T. Freman A. Jackson	<b>Writing Matrix Equations</b> V. Cox A. Gray A. Jackson
<b>B 2</b>	D. Batey H. Deans L. Powell K. Whitaker	M. Norfleet D. Batey	K. Whitaker M. Norfleet
<b>B 3</b>	G. Ellis G. Edmonds T. Harrison	W. Richardson A. Taylor T. Whitaker	G. Edmonds T. Harrison G. Ellis T. Whitaker
<b>B 4</b>	T. Gordon Q. Hardy A. Mitchell	T. Gordon A. Lynch Q. Hardy J. Tabb A. Mitchell	A. Lynch J. Tabb A. Mitchell D. Dale S. Caulder V. Evans

#### Instructional Strategies to Ensure Success:

Write math review problems using the priorities above daily.

Introduce problem of the week using student strengths to teach above priorities.

Require written justification daily of answers for priorities above.

Use non-linguistic representations in all lessons to teach above priorities.

Create small groups based on skill gaps. Send all students missing Radical Simplification to Mrs. Granata first 30 minutes for her lesson.

**DATA TEAM MEETING - BEFORE INSTRUCTION COLLABORATION**

Step 1: Collect and chart the data

Content/Standard

Smart Goal:

Team Leader:

Members:

Date:

Teachers' names	# students who took pre-assessment	# students proficient and higher	% students proficient and higher	# of students not proficient	Date:	Members:	# and names of students likely to be proficient at end of instructional time	# and names of students likely to be proficient at end of instructional time	# and names of students not likely to be proficient at end of instructional time
Martinez	20	3	15%	17		5	Maya, Susie, Jon, Daniel, Dom, Mei	Maya, Susie, Jon, Daniel, Dom, Mei	Sean, Kai, Mallory, Gustav, Andres, Hailey
Adkins	20	4	20%	16		3	Cam, Jack, Autumn, Sean, Antonia, Josephina, Loni, Bob	Cam, Jack, Autumn, Sean, Antonia, Josephina, Loni, Bob	Pedro, Dan, Karim, Rick, Todd
Lujan	20	2	10%	18		4	Jareth, Austin, Meg, Shawn, Stan, Alhaziri, Anna, Devin, Juanita, Tyler	Jareth, Austin, Meg, Shawn, Stan, Alhaziri, Anna, Devin, Juanita, Tyler	Roselia, Josh, Bill, Enrique
Lopez	20	3	15%	17		3	Mike, Cody, Meggie, Gus, Hannah, Carlos, Tess, Nancy, Jacob, Fred, Heather	Mike, Cody, Meggie, Gus, Hannah, Carlos, Tess, Nancy, Jacob, Fred, Heather	Jason, Yuriana
Samuels	20	2	10%	18		5	Lois, Pamela, Tyler, Ben, Ernesto, Luis, Cathy, Isle, Angel	Lois, Pamela, Tyler, Ben, Ernesto, Luis, Cathy, Isle, Angel	Julie, Yair, Martha, Kris
<b>TOTALS</b>	<b>100</b>	<b>14</b>	<b>*****</b>	<b>86</b>		<b># 20</b>	<b># 45</b>	<b># 21</b>	<b># 21</b>

SMART Goal Target Calculation = (% proficient) + (% already close) + (% far away)

**DATA TEAM MEETING - BEFORE INSTRUCTION COLLABORATION**

Step 1: Collect and chart the data

Content/Standard

Smart Goal:

Team Leader:

Members:

Date:

Teachers' names	# students who took pre-assessment	# students proficient and higher	% students proficient and higher	# of students not proficient	# and names of students likely to be proficient at end of instructional time	BENEFITS FROM UNIVERSAL INTERVENTIONS	# and names of students likely to be proficient at end of instructional time	MAY REQUIRE TARGETED INTERVENTIONS	# and names of students not likely to be proficient - intervention group in need of additional support	MAY REQUIRE INTENSIVE INTERVENTIONS
Martinez	20	3	15%	17	Maya , Susie, Jon, Daniel, Dom, Mei	Maya, Sam, Lisa, Carlos, Lupe, Jesus	Maya , Susie, Jon, Daniel, Dom, Mei	Cam, Jack, Aulumn, Sean, Antonia, Josephina, Loni, Bob	Sean, Kat, Mallory, Gustav, Andres, Hailey	
Adkins	20	4	20%	16	Estefania, Kayla, Alejandra	Estefania, Kayla, Alejandra	Cam, Jack, Aulumn, Sean, Antonia, Josephina, Loni, Bob		Pedro , Dan, Karinn, Rick, Todd	
Lujan	20	2	10%	18	Jesi, Kevin, Ramon, Maria	Jesi, Kevin, Ramon, Maria	Jareth, Austin, Meg, Shawn, Stan, Alhziri, Anna, Devin, Juanita, Tyler		Roselia, Josh, Bill, Enrique	
Lopez	20	3	15%	17	Tessa, Javier, Mariaemilia	Tessa, Javier, Mariaemilia	Mike, Cody, Maggie, Gus, Hannah, Carlos, Tess, Nancy, Jacob, Fred, Heather		Jason, Yuriana	
Samuels	20	2	10%	18	Moises, Juan, Iliana , Lupe, Mary, Diego	Moises, Juan, Iliana , Lupe, Mary, Diego	Lois, Pamela, Tyler, Ben, Ernesto, Luis, Cathy, Isle, Angel		Julie, Yair , Martha, Kris	
<b>TOTALS</b>	<b>100</b>	<b>14</b>	<b>*****</b>	<b>86</b>	<b># 20</b>	<b># 20</b>	<b># 45</b>	<b># 5</b>	<b># 21</b>	

SMART Goal Target Calculation = (% proficient) + (% already close) + (% far away)

## Data Teams Meeting Process Steps

### Step 2: Examine Student Work to Identify Strengths and Obstacles

	Student Performance	Inference
<b>Strengths</b>		
<b>Obstacles</b>		
<b>Prioritized Needs</b>		

### Data Teams Meeting Process Steps

#### Step 3: Establish SMART Goals

##### Universal Interventions:

SMART Goal Target Calculation = (TOTAL % proficient) + (TOTAL % already close) + (% far away/likely proficient)

OR

SMART Goal Target Calculation = (# proficient) + (# already close) + (# far away/likely proficient) / DIVIDED BY (Total # of students)

##### SMART Goal

Percentage of \_\_\_\_\_ scoring proficient and higher in \_\_\_\_\_  
will increase from \_\_\_\_\_ percent to \_\_\_\_\_ percent by \_\_\_\_\_  
as measured by \_\_\_\_\_ administered on \_\_\_\_\_

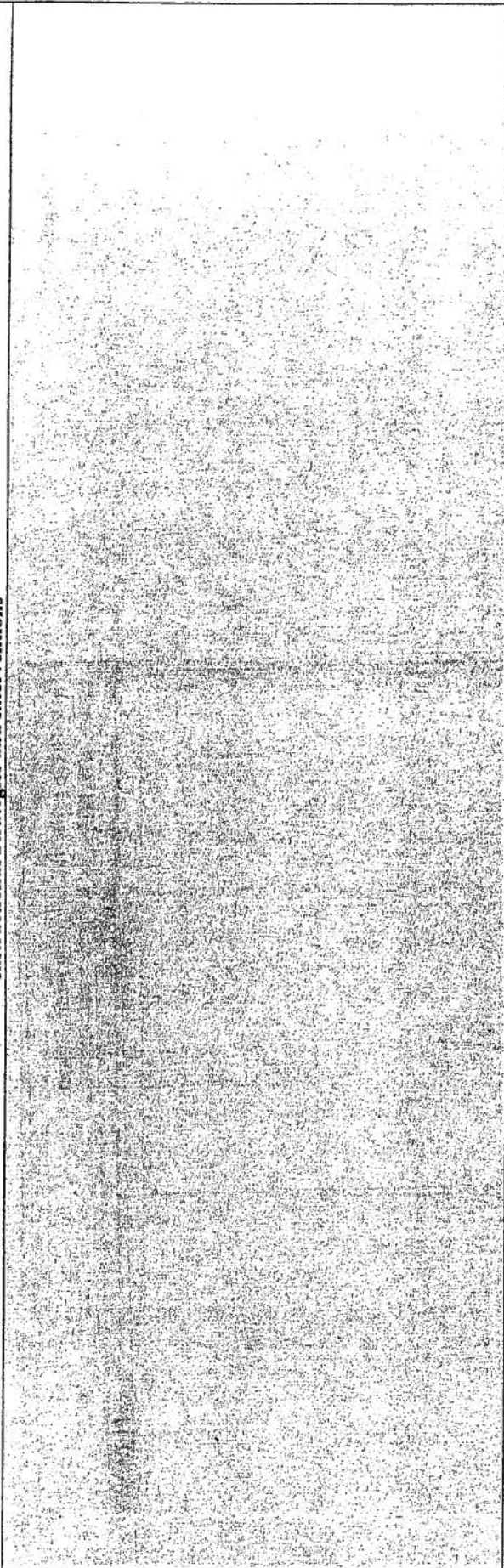
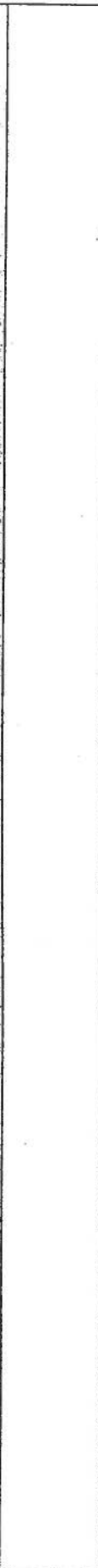

We will set a new goal only if we did not meet the original goals.

Met Goal:  Yes  No

If the goal was not met, record margin short of goal \_\_\_\_\_

**Data Teams Meeting Process Steps**

**Step 4: Generate and Select Instructional Strategies**

Level	Instructional Strategies and Interventions
Universal	
Targeted	
Intensive	

## Data Teams Meeting Process Steps

### Step 5: Determine Results Indicators

Strategy	Results Indicator	
If we use these strategies—	Then we can expect the following results/impact:	
	ADULTS	STUDENTS

**Step 6: Establish Timeline for Monitoring Progress and Evaluate Effectiveness**

**Data Teams Meeting Process Steps**

Monitoring Strategies		
Sources of Data to Monitor <i>(Insert What Data You Plan To Monitor)</i>	Individual Responsible <i>To Coordinate, Communicate, and Chart Progress</i>	Timeline <i>(Start and Scheduled Completion Date)</i>
<p><b>Evaluate:</b> <i>(Compare planned against achieved results; Summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships)</i></p>		
<p><b>We Planned These</b> <i>(Goals, Results Indicators)</i></p>	<p><b>We Achieved These</b> <i>(Goals, Results Indicators)</i></p>	

## Data Teams Meeting Process Steps

**Apply:** *(Construct new learnings and applications)*

**We Learned**

**We Will Replicate**