Secondary Data Review- Fall 2020

Time Needed: 2.5-3 hours
Why: Building data review sessions are a time for building level improvement teams to analyze the data from assessments to determine their current state and compare it to where they would like to be. Goals are made with action steps so each team has a plan for implementation and a way to monitor progress throughout the year.

Who: Each building should have a building improvement team that meets to do this work. In the past this may have been a school improvement team. This team should represent all areas of your staff, but shouldn't be more than 6-8 people. People to consider on this team: principal, teachers, para-pro, literacy coach, school social worker (31n provider), school psychologist, etc.

When: Fall- week of October 12 (or any time after the 20th day of school)
Winter- week of January 18 (or at the end of the trimester or semester)
Spring- at the end of the 3rd marking period

1. **Identify Roles (3-5 minutes)**

Facilitator:	
Note Taker:	
Communication Plan Writer:	
Action Plan Writing:	

Role Descriptions:

Facilitator- The person who facilitates the meeting and keeps the group moving forward with their work to be sure everything is accomplished and all voices are heard.
Note Taker- Takes notes about what is talked about during the meeting.
Communication Plan Writer: Writes the communication plan that is determined by the group.
Action Plan Writer: Writes the action plan that is determined by the group.

2. **Review Data (60-90 minutes)**

EWIMS Indicators of Risk:

Attendance- Absent from 10% or more of instructional days

Behavior- Suspended or expelled for any length of time in the first 20 days or at the end of each term.

Course Performance (failed courses)-

Middle School: Failed at least one math or ELA class.

High School: Failed at least one core course.

Measure at the end of each term

Course Performance (grade point average)-

High School: GPA under 2.0 measured at the end of each term.

Tier	Student Risk	Reference Range
Tier 1	0 flags, low risk	80% or more of students
Tier 2	1 flag, moderate risk	15% or fewer students
Tier 3	2+ flags, high risk	5% or fewer students

Using the EWIMS Indicators complete the table below:

Attendance	# of students missing 10% or more of instructional days	% of the overall population
Behavior	# of students that have been suspended or expelled	% of the overall population
Course Performance	# of students that have failed at least one math or ELA course for M.S. or one core course for H.S.	% of the overall population
Course Performance	# of students with a GPA under 2.0	% of overall population

Calculate the number of students in each tier:

	# of students	% of overall population
Tier 1- 0 flags		
Tier 2- 1 flag		
Tier 3- 2+ flags		

Questions related to EWIMS data to develop your conversation:

1. Do you currently meet the reference range for the percentage of students you should have in each tier?
2. If not, what strategies may you need to put in place to reach these reference ranges?
3. If you have looked at this data in the past, how does it compare to past years?

NWEA Data **If used in middle school grades(NWEA Class Report)
Please use the NWEA Norms: https://files.eric.ed.gov/fulltext/ED568352.pdf

	Reading % at benchmark	Math % at benchmark
6th grade		
7th grade		
8th grade		

Questions related to academic data to develop your conversation:

1. Describe your current state based on the data sources available.
2. How does your data compare to fall 2019? What are the main differences/similarities?
3. Describe the state you wish to be in by the end of this school year.
4. What is the gap that exists between your current state and where you wish to be? Remember to determine what needs to happen in tier 1 instruction first.
5. What actions need to be taken to close this gap? Make sure these actions are incorporated in your action plan.

Behavior Data (30-60 minutes)

In order to review behavior data you will need to have information from either SWIS or Skyward. If you don't know how to access essential referral reports from Skyward you may use this Essential Skyward Discipline Reports for School-Wide Problem Solving document.
Use this Tier 1 Behavior Data Review Worksheet to determine your Tier 1 behavior needs.

Questions related to behavior data to develop your conversation:

1. Describe your current state based on the data sources available.
2. Describe the state you wish to be in by the end of this school year.
3. What is the gap that exists between your current state and where you wish to be? Remember to determine what needs to happen in tier 1 instruction first.
4. What actions need to be taken to close this gap? Make sure these actions are incorporated in your action plan.

3. Identify Action Items (15 minutes)

What actions need to be taken to close the gap in achievement that you have identified in each of the areas?

Area (Reading, Math, Behavior)	Action Item	Done by?

4. Communication (15 minutes)

This work was done by a representative group of stakeholders from your building. What needs to be communicated to the other stakeholders, by when, and who will do it?

What needs to be communicated?	To who?	By who?	By when?

5. **Write your SMART goals for each area? (15 minutes)**
   Specific, Measurable, Achievable, Relevant, Time Bound

Goal	How will we measure?	When will we achieve this?