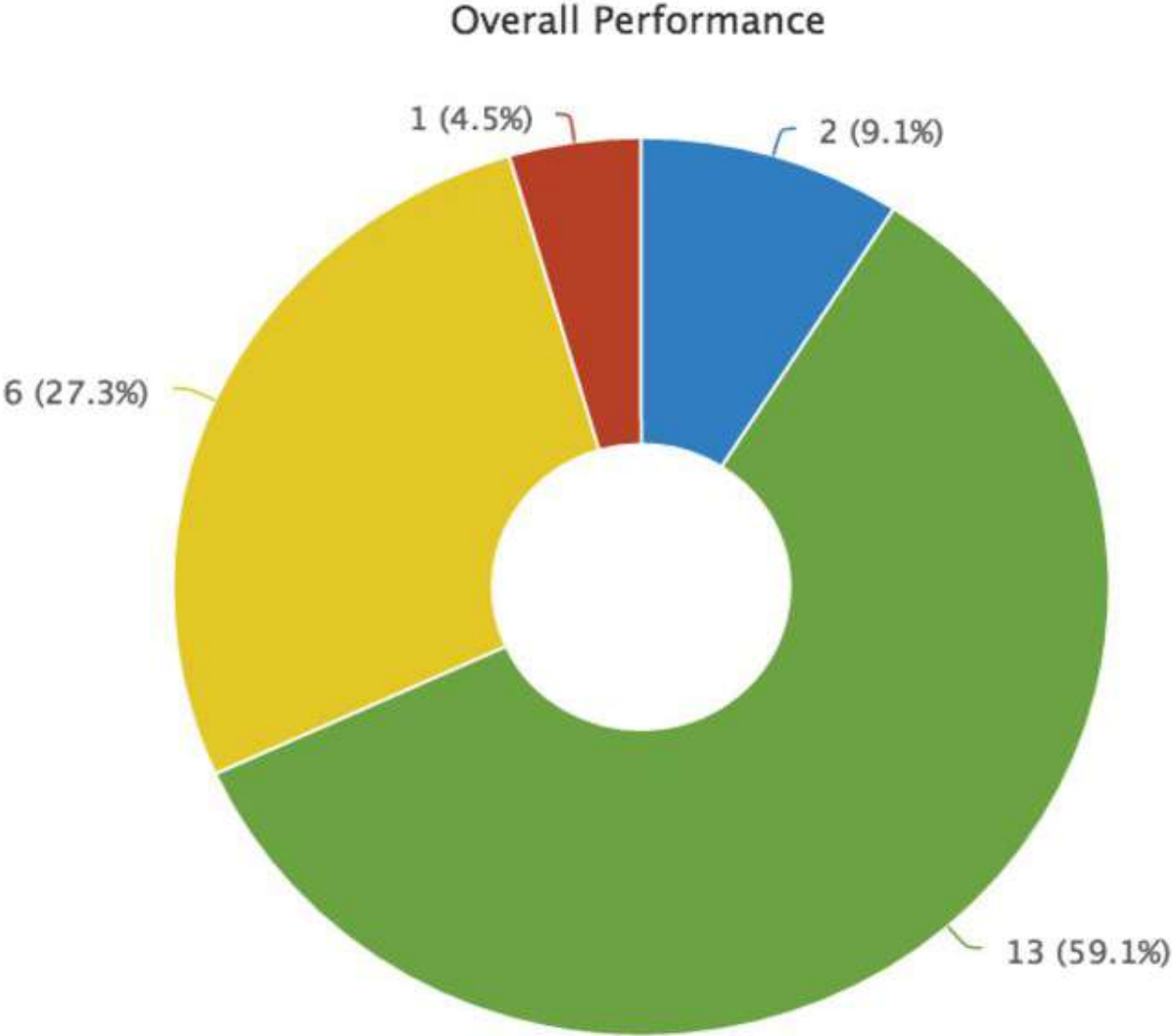




# Guiding Questions & Data Protocols for Professional Learning Communities (PLCs)



# Overall Performance



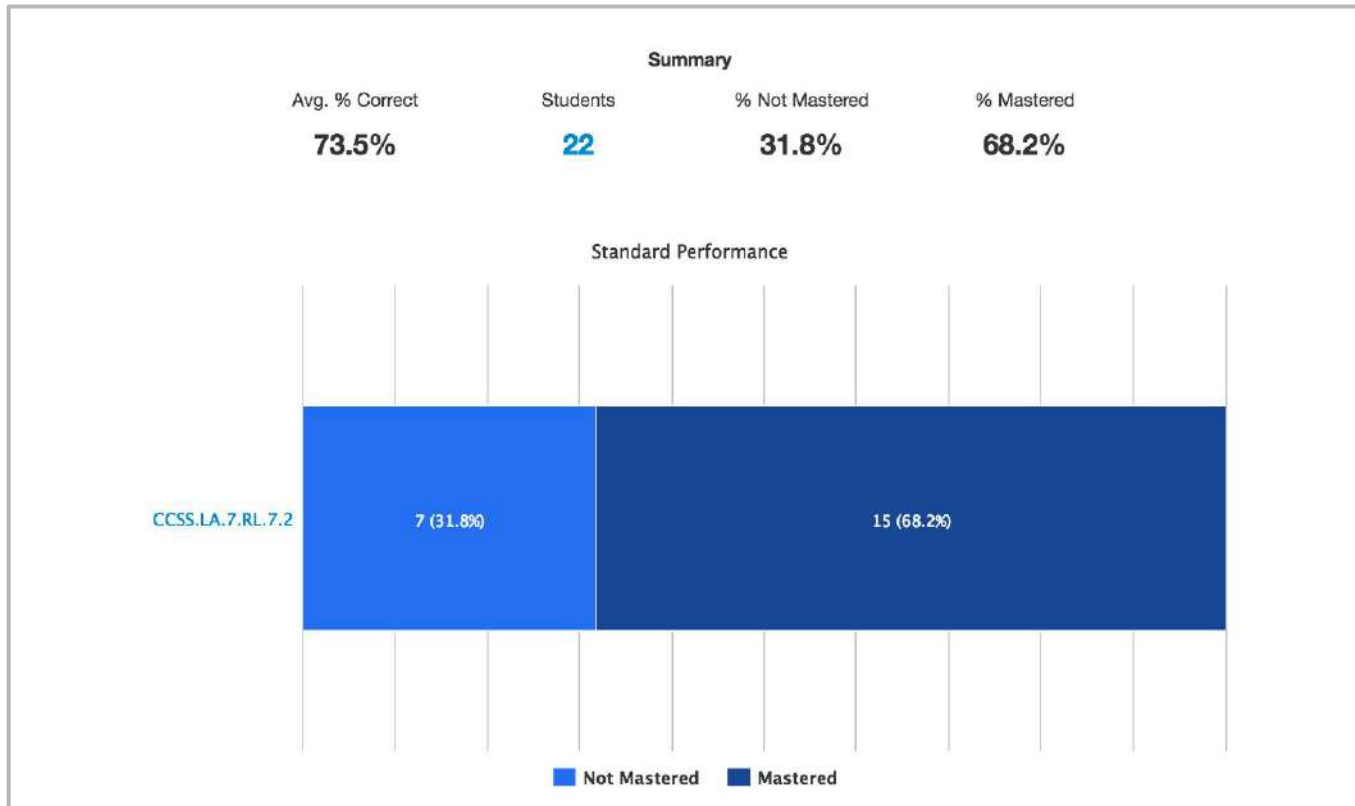
## PLC Guiding Questions:

Was the performance breakdown what you expected?

What action will you take with each subgroup that is differentiated to the needs of the group?



# Standards Summary



## PLC Guiding Questions:

Is the proficiency breakdown what you expected?

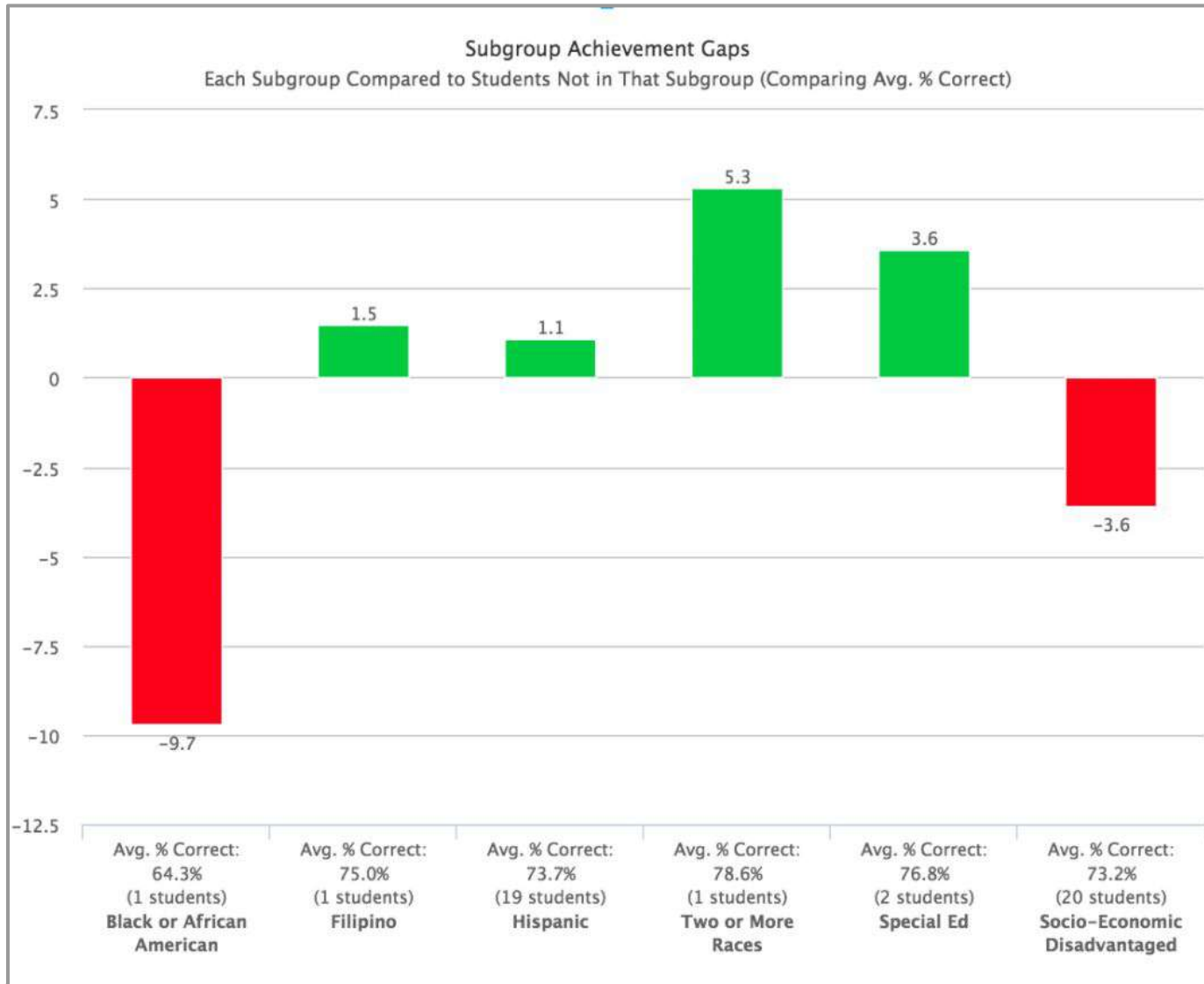
With reflection, were the questions you chose the best platform to allow students to demonstrate proficiency of these standards?

What are your next steps to:

1. Improve students' understanding of the standards?
2. Broaden students' opportunities to demonstrate their understanding of these standards?



# Subgroup Gaps



## PLC Guiding Questions:

Which subgroups performed the best and the worst?

Is this consistent with what you would have predicted?

If predictable, what are the reasons the subgroups performed the way they did?

What action will you take to address the achievement gap in the students' ability to demonstrate proficiency and interrupt the predictability of subgroup achievement?



# Item Analysis (Response Frequency)



## PLC Guiding Questions:

On which questions did students perform the worst/best? Why?

For the worst performing questions, which distractors were chosen most often? What does this tell us about the students' gap in understanding?

What reteaching steps can be taken to address these gaps in understanding?



# Item Analysis (Matrix Report)

Question		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Class Percent Correct	40 %	52 %	32 %	46 %	38 %	41 %	41 %	37 %	37 %	43 %	42 %	33 %	39 %	28 %	42 %	34 %	38 %	34 %	41 %	42 %	45 %
Rubric	10			X	X	X			X	X	X	X	X							X	X
Multiple Choice	10	X	X				X	X						X	X	X	X	X	X		
Points Possible/Correct Answer	22.00	D	C	1	1	1	ABE	D	1	1	1	1	1	C	C	D	D	B	A	2	2
Aanestad, Karen My	100																				
Aanestad, Naveed	86													B	B						1
Abarca, Spenser	0																				
Abass, Drew	0																				
Abdelmuti, Chris	45		B					B	2				2	D		A	B	A		0	1
Abermathy, Juliane Kim	23	A	A	0	0		CD	A	0	0		0		B	A	A		A	B	1	0
Abney, Kimwilson	45		B					B	2				2	D		A	B	A		0	1
Abudan, Mary Ann	0																				
Abukartomy, Caesar	45		B					B	2				2	D		A	B	A		0	1
Abukartomy, Marchelle	41	A	B					B	2			2	2	D		A	B	A		0	1
Abukartomy, Taek	45		B					B	2				2	D		A	B	A		0	1
Aceituno, Mariassa	0																				
Acfalle, Carlomario	41	A	B					B	2			2	2	D		A	B	A		0	1
Achong, Elsa	23	A	A	0	0		CD	A	0	0		0		B	A	A		A	B	1	0
Acosta, John L	0																				
Adam, Tuonglan	23	A	A	0	0		CD	A	0	0		0		B	A	A		A	B	1	0
Addal, Janis	0																				
Advincula, Kelly In	0																				
Aetonu, Iqra	64	B	B	0			CD	B												0	1
Afalava, Myngoc	0																				
Aguiniga, Lena	0																				
Aguirez, Danual	0																				
Ahuet, Shaelene	64	B	B	0			CD	B												0	1
Akashi, Nahu	50		D		0	3		C		3	3	3		D					D		0
Aker, Shavvon	50		D		0	3		C		3	3	3		D					D		0
Alatorre, Narady	41	A	B					B	2			2	2	D		A	B	A		0	1
Albies, Alishia	41	A	B					B	2			2	2	D		A	B	A		0	1

## PLC Guiding Questions:

What were individual students' responses to questions? What patterns am I seeing?

Which questions did students struggle the most with?

Which students are doing well but have specific gaps in understanding?

How do I group students for reteaching?



# Peer Comparison

Assessment Site Peer Comparison  
**Site Comprehensive Report: A Teacher Comparison**

Assessment: Math Fall Pre Assessment  
 Teacher: (1516) Ala, Edmond , (613) Beasley, April , (1434) Dolph, Dunn , (500) Garcia, Justin , (764) Holloway, Jorge , (1141) Howell, Natalie , (760) Presswood, Varina

Site: Wattle Jr. High - GA  
 Report Date: Control Panel (10-18-2017)

Gender(s): All  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

## Performance Band Distribution

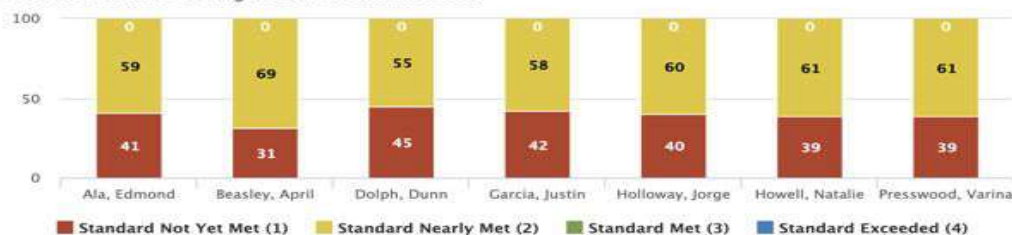
	Standard Exceeded (4)	Standard Met (3)	Standard Nearly Met (2)	Standard Not Yet Met (1)	Not Mastered	Mastered	Total # Tested
Ala, Edmond	0% 0	0% 0	59% 57	41% 39	100% 96	0% 0	96
Beasley, April	0% 0	0% 0	69% 71	31% 32	100% 103	0% 0	103
Dolph, Dunn	0% 0	0% 0	55% 51	45% 42	100% 93	0% 0	93
Garcia, Justin	0% 0	0% 0	58% 45	42% 32	100% 77	0% 0	77
Holloway, Jorge	0% 0	0% 0	60% 65	40% 44	100% 109	0% 0	109
Howell, Natalie	0% 0	0% 0	61% 64	39% 41	100% 105	0% 0	105
Presswood, Varina	0% 0	0% 0	61% 75	39% 48	100% 123	0% 0	123
<b>Percent of Students*</b>	<b>0%</b>	<b>0%</b>	<b>63%</b>	<b>37%</b>	<b>100%</b>	<b>0%</b>	
<b>Total # Tested*</b>	<b>0</b>	<b>0</b>	<b>252</b>	<b>149</b>	<b>401</b>	<b>0</b>	<b>401</b>

\*Students associated with multiple teachers are only counted once in the overall totals. However, these students are included in the totals by teacher. The sum of totals by teacher may not equal the overall total.

## Percent of Students at Mastery



## Percent of Students Scoring at Each Performance Level



## PLC Guiding Questions:

Which teachers' students are showing high levels of success on each standard?

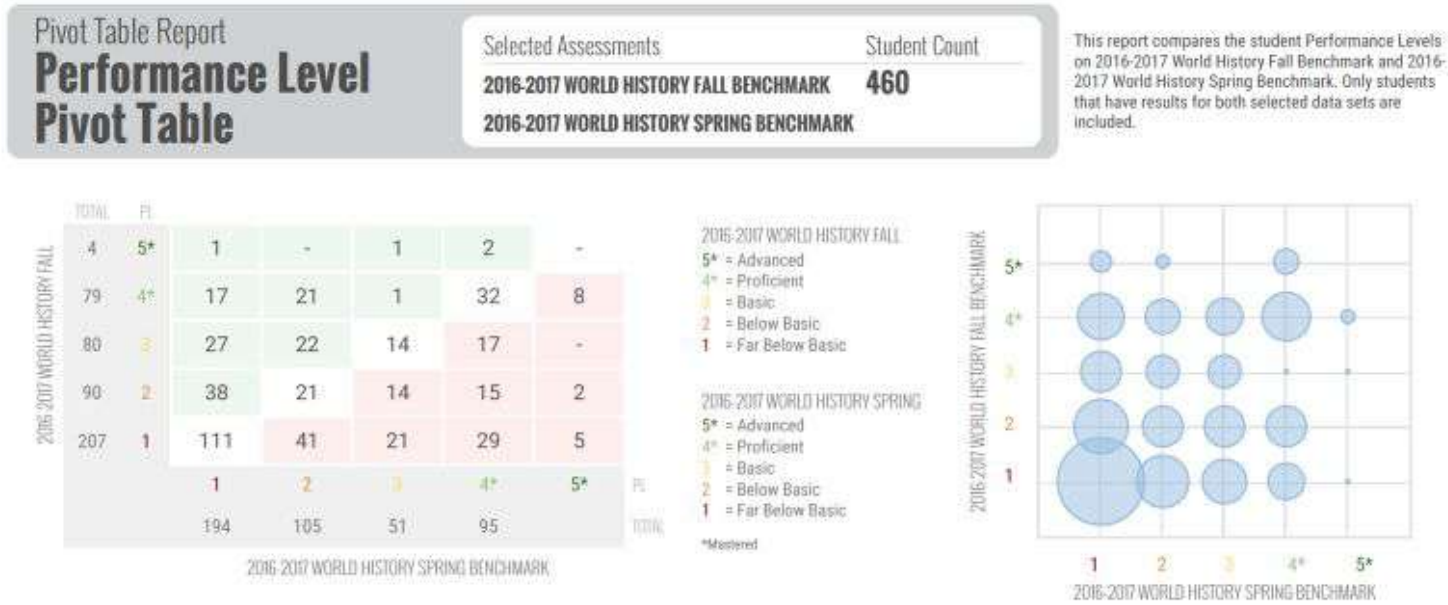
What instructional strategies are being used to drive those areas of success? What can be implemented widely?

Where are we seeing lower levels of success? Why might that be?

**NOTE:** Comparing peer results requires a high degree of trust within a PLC (likely not appropriate for new PLCs).



# Growth (Band-Jumpers)



## PLC Guiding Questions:

What was the growth for students between two assessments?

Which students gained levels of proficiency, lost levels of proficiency, and stayed stagnant?

### Performance Level Percent Change

	2016-2017 WORLD HISTORY FALL BENCHMARK	2016-2017 WORLD HISTORY SPRING BENCHMARK	CHANGE	DESIRED CHANGE
<b>Advanced</b>	1% (4)	<b>Advanced</b> 3% (15)	-2%	greater than 0%
<b>Proficient</b>	17% (79)	<b>Proficient</b> 21% (95)	-4%	greater than 0%
<b>Basic</b>	17% (80)	<b>Basic</b> 11% (51)	6%	less than 0%
<b>Below Basic</b>	20% (90)	<b>Below Basic</b> 23% (105)	-3%	less than 0%
<b>Far Below Basic</b>	45% (207)	<b>Far Below Basic</b> 42% (194)	3%	less than 0%



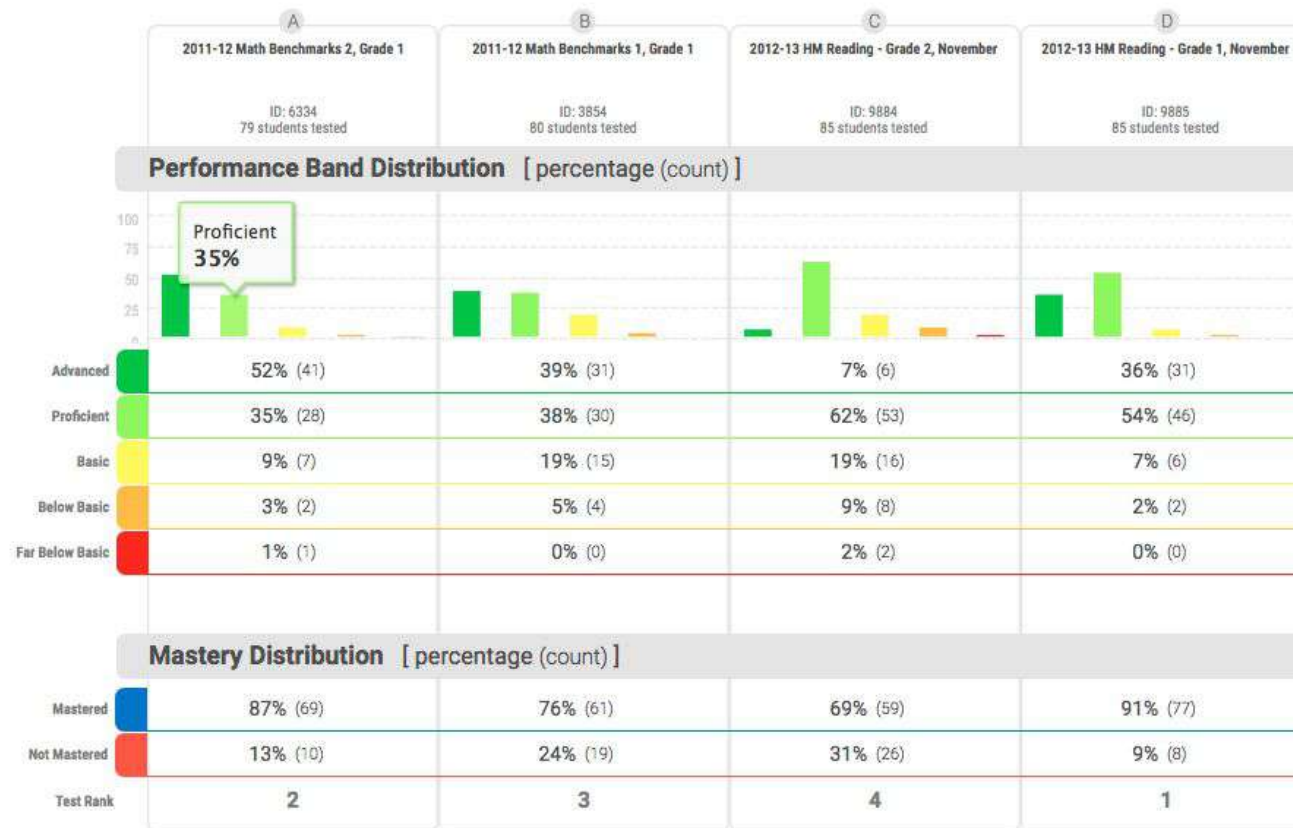


# Multiple Assessments Performance

## Multiple Assessment Summary

Site: W R Nelson Elementary School  
 Grade: All  
 Teacher: All Teachers

Roster Date  
 Current Year (2015-16)  
 Gender(s) Reported Race Special Education Socio-Economic English Proficiencies  
 Male & Female All Reported Races Special & Non Special SED & Not SED All



## PLC Guiding Questions:

How did students perform overall across a series of assessments?

Which assessments did students perform best/worst on? Why?

What patterns do we see (if any) based on the assessment performance breakdowns?



# Data Protocols Templates

## Data Analysis Protocol - Teachers

Team: \_\_\_\_\_ Members Present: \_\_\_\_\_ Date: \_\_\_\_\_

Assessment: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

### Most Successful Skills [Overview Page](#) or [Response Frequency Report](#) (view by standard or question group)

Standard / Skill	Item	DOK	Resources / Strategies What materials, programs, teaching or grouping strategies were used to address this area?	Recall and Reflect Why did students succeed?

### Least Successful Skills [Overview Page](#) or [Response Frequency Report](#) (view by standard or question group)

Standard / Skill	Item	DOK	Resources / Strategies What materials, programs, teaching or grouping strategies were used to address this area?	Recall and Reflect Why did students have trouble?



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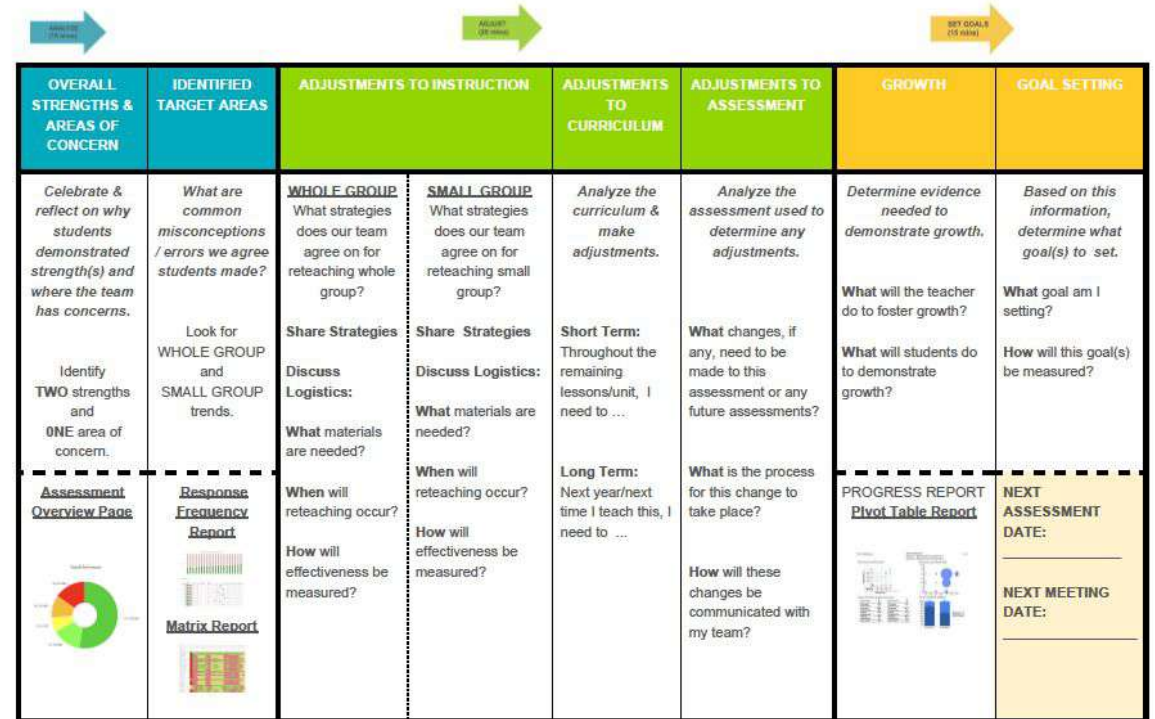
DOWNLOAD: <https://go.illuminateed.com//124881/2020-05-06/fbbyh4>

## Collaborative Reflection Data Cycle



[bit.ly/illuminateplc](https://bit.ly/illuminateplc)

Teacher: _____	Course: _____	Assessment: _____
Meeting Date: _____	Period: _____	Date Given: _____



DOWNLOAD: <https://go.illuminateed.com//124881/2020-05-06/fbc1z1>



# Many Questions Lead to Deeper Questions

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- The more you dig into the data, the more questions you'll have
- Look for root causes
  - What other factors may be involved?
  - What other questions does this make us ask?
  - What other data do we need to answer our questions?
- Follow lines of inquiry
  - Sometimes our initial hypothesis isn't actually the root cause
  - **Data** gives us visibility into root causes, true gaps, patterns (cohorts, subgroups), trends (by school, by year), inequitable practices
  - Data helps us avoid assumptions and blind spots





## Are your PLCs looking for support? illuminate provides:

- **Standards-aligned assessment creation and administration** for (common, interim, and formative)
- **Highest-quality items** for formative checks and common assessments, including distractor rationales
- **Instant reporting** around standards mastery, item analysis, peer comparison, and more
- **Custom reporting** to support the specific questions of your PLCs
- **Professional learning** for PLCs and data teams

**Learn More**

<http://bit.ly/DemoIE>