

Data Team Report

Data Team Name **Fifth Grade** Date **1/28/2015**

Facilitator **Peggy Steinbeck** Recorder **Billie Harshberger**

Members Present: **Bryandt Quisenberry, Miki Geisendorfer, Megan Carmody**

Current SMART Goal: Percentage of **fifth grade ELA students** scoring proficient or higher on **MLS RI 5.9** will increase from **51%** to **89%** by **December 19, 2014** as measured by a **teacher created assessment** administered in the **ELA classroom**.

List your student-centered celebrations from this monitoring period.

Students made great progress from mid to post-assessment. All but 2 students scored in the proficient or close to proficient categories. Students seem to be more comfortable using authentic texts to identify main ideas and discuss/write information knowledgeably.

What data was analyzed?

Pre-assessment	Mid-assessment	Post-assessment
<ul style="list-style-type: none"> teacher created assessment given on October 27, 2014 	<ul style="list-style-type: none"> teacher created assessment given on November 12, 2014 	<ul style="list-style-type: none"> teacher created assessment given December 15, 2014

What inferences were you able to draw from the data?

Pre-assessment	Mid-assessment	Post-assessment
<ul style="list-style-type: none"> data cycle needs to be extended students lack prerequisite skills students did not possess any background knowledge with regards to the topic of the selected texts students need more practice with informational texts students are unable to combine/separate details from the text and their own thoughts 	<ul style="list-style-type: none"> students are experiencing more success after prerequisite skills were reviewed students are responding well to authentic texts in multiple content areas 	<ul style="list-style-type: none"> Authentic experiences and performance tasks result in more enduring learning. Students need more opportunities to conduct research and paraphrase in order to integrate information effectively.

What instructional strategies were planned based upon data?

Pre-assessment <ul style="list-style-type: none"> • specific and immediate feedback • identify similarities and differences • summarizing and note taking • advanced organizers 	Mid-assessment <ul style="list-style-type: none"> • specific and immediate feedback • identify similarities and differences • summarizing and note taking • advanced organizers 	Post-assessment <ul style="list-style-type: none"> • specific and immediate feedback • identify similarities and differences • summarizing and note taking • advanced organizers
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What are the next steps?

Pre-assessment The pre-assessment will be given in ELA on October 27th. The team will then meet on October 29th to analyze and monitor data and determine next steps.	Mid-assessment The mid-assessment is scheduled to be given on November 12th. The team will meet on December 10th after school to analyze and monitor this data.	Post-assessment The post-assessment is scheduled to be given on December 15th. The team will meet on January 28th after school to analyze this data.
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Pre-Assessment Data

Mid-Formative Data

Post-Assessment Data

Category and score range	# students with IEP	# students without IEP	T	Category and score range	# students with IEP	# students without IEP	T	Category and score range	# students with IEP	# students without IEP	T
Proficient 100%-80%	0	3	3	Proficient 100%-80%	0	9	9	Proficient 100%-80%	0	40	40
Percentage			5%				14%				63%
Close to Proficient 79%-60%	1	12	13	Close to Proficient 79%-60%	0	29	29	Close to Proficient 79%-60%	8	14	22
Percentage			20%				45%				34%
Far but likely 59%-40%	1	16	17	Far but likely 59%-40%	4	15	19	Far but likely 59%-40%	0	0	0
Percentage			26%				30%				0%
Likely to need intervention on this goal 39%-0%	6	27	33	Likely to need intervention on this goal 39%-0%	5	2	7	Likely to need intervention on this goal 39%-0%	0	2	2
Percentage			50%				11%				3%

