# **Data-Driven Dialogue**

### Time

Data-Driven Dialogue is a tool that is used throughout the indicated tasks, and time allocations can be found in each task's activity table.

### **Materials**

Materials listed are for use when first introducing Data-Driven Dialogue to the Data Team.

### PowerPoint Slides

TS1—Data-Driven Dialogue: Detail TS2—Go Visual

Resource

TR1—No-Because Sign

Handout

TH1—Data-Driven Dialogue: Detail

### Data

Data for the team to analyze

### General

Card stock

Chart paper

Marking pens

Masking tape

LCD projector

### Purpose

To provide the Data Team with a process for analyzing data in a respectful, thoughtful manner that creates shared meaning of the data.

### **Overview**

Data-Driven Dialogue (Wellman & Lipton, 2004) is a structured process that enables a Data Team to explore predictions, go visual, make observations, and generate inferences and questions of the data before offering solutions. Data-Driven Dialogue involves four phases: *predict* what the data will indicate; *go visual* by making a chart or graph of the data; *observe* what the data indicate; and *infer* why the data are what they are and identify questions that might require further investigation. This dialogue is used throughout the Using Data Process to help a Data Team analyze their data, come to sound conclusions, and build the team's capacity to learn together.

### Audience

Data Team.

### Use

Primary Tasks: Tasks 2, 6–11, 14, and 19.

### **Advance Preparation**

- 1. Make one copy for the team, on card stock (suggested), of Resource TR1 (No-Because Sign).
- 2. Make one copy for each team member of Handout TH1 (Data-Driven Dialogue: Detail).
- 3. Data-Driven Dialogue is first introduced in Task 2 using demographic data and is subsequently used in a variety of tasks when the Data Team is looking at student-learning data (aggregated, disaggregated, strand, item-level, or student work, discussed in Tasks 6-11) and data about curriculum, instruction, assessment, and other classroom and school practices (Task 14). Gather data for the team to analyze according to the Data Preparation steps specified in the tasks.

### Procedure

1. Introduce Data-Driven Dialogue as a structured process that the Data Team will use to examine and discuss data.

- Display Slide TS1 (Data-Driven Dialogue: Detail) and distribute Handout TH1 (Data-Driven Dialogue: Detail). Introduce the four phases of Data-Driven Dialogue: Phase 1: Predict; Phase 2: Go Visual (by charting/ graphing the data); Phase 3: Observe; Phase 4: Infer/Question.
- 3. Refer to Phase 1 on the slide and explain that this phase occurs before the Data Team looks at the data. It focuses on generating predictions about what the data might show. This phase serves a variety of purposes: accessing prior knowledge of working with data; making predictions about what to expect when looking at the data; and getting concerns and assumptions on the table.

### Facilitation Note

Phase 1 is when individual assumptions, perceptions, and beliefs are raised and is often when the Data Coach will want to directly address issues of equity and cultural proficiency.

- 4. Explain the type of data set the team will be analyzing: What kind of data is it? What does it measure? What does it quantify? What grade level does it cover? Ask the Data Team to predict what the data may show. Have them discuss their predictions, record them on chart paper, and tape them to the Data Wall.
- 5. Display Slide TS2 (Go Visual) and distribute your data set. Explain that the team should now chart/graph the data so that the whole team can see it. Remind the team of the importance of creating big charts/graphs:
  - the thinking of the group is shared publicly;
  - it keeps the data over "there" and not between team members;
  - everyone on the team focuses together on the same data set at the same time; and
  - the graphs can be used later to share with other audiences.

### Facilitation Note

If you are using a data analysis computer program that makes graphs, we still recommend drawing the graph, especially when teams are new to using data. A majority of Using Data Process participants have expressed deep personal and group learning when they had to graph the data rather than use a pre-made graph. If you choose to use a pre-made graph, enlarge it so that it can be posted.

6. Re-display Slide TS1 (Data-Driven Dialogue: Detail) and explain that the team will now make observations of the data. Ask the Data Team to document their observations on chart paper and add it to their Data Wall.





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### Facilitation Note

Make sure the team understands that an observation is something that can be made using the five senses and contains no explanations (inferences). For example, when reading a thermometer, "It's 52 degrees" is an observation; "52 degrees is cold" is an inference. Or, "75 percent of fifth-grade students are below proficiency in geometry" is an observation; "teachers aren't teaching geometry very well" is an inference.

- 7. Distribute Resource TR1 (No-Because Sign). Explain that this sign will be used as a signal to the Data Team when they are moving into making inferences (i.e., using "because" statements) during the observation phase. The dialogue monitor (see Toolkit: Group Roles) will take primary responsibility for alerting the team to inferences that are made during the observation phase by placing the sign on the table. However, all Data Team members should feel free to support the role of the dialogue monitor and place this sign on the table when they see inferences being made during the observation phase.
- 8. Re-display Slide TS1 (Data-Driven Dialogue: Detail) and explain that the team will now move to the last phase: generating inferences and asking questions. Explain that in this phase the team is encouraged to make "because" or explanation statements that directly relate to their observations. During this phase the team is looking for possible causes for and inferences about what the data show and generating questions that are prompted by the data.

### Facilitation Note

This is another phase in which the Data Coach will want to pay close attention to "blaming statements" and engage the Data Team in dialogue to explore those statements more fully (see Toolkit: Why? Why? Why?).

- 9. Ask the Data Team to make inferences, record them on chart paper, and post the chart on the Data Wall. Help teams understand that inferences should be matched to their observations. One way to do this is to write their inferences in a different colored pen and underneath or to the side of their observations.
- 10. If this is the introduction to Data-Driven Dialogue, debrief the process: What was an "aha" members had about using the process? What questions do they still have?

Adapted from Bruce Wellman & Laura Lipton, *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, 2004. Sherman, CT: MiraVia LLC. Used with permission.

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Adapted from Bruce Wellman & Laura Lipton, Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry, 2004. Sherman, CT: Mira-Via LLC. Used with permission.

### Here's What, So What, Now What

Date:	Grade Level:
Predictions	
Possibilities and Expectations	
I predict	
I have an assumption that	
The think the data will show	
It might be possible that	
Here's what	
Just the facts!	
I notice	
I see	
The data shows	
Some patterns or trends I	
So what	
Inferences about causes!	
I wonder	
What if	
This could mean	
Now what	
Change and action driven!	
We need to	
We plan to	
We will	
Next Data Meeting:	



### WHY, WHY, WHY?

Purpose	Determine a root cause for a problem.	Related Documents
Description	A Team brainstorms answers to "Why?" a problem might be happening in order to arrive at an agreed upon root cause.	4-Knowledge Module 4.2.2T: 20 Reasons 4.2.3T: Fishbone Analysis 4.2.4T: Graphic
Time	< 30 minutes.	Representation 4.2.5T: Dimensions Bulls-Eye

### **Directions**

*Why, Why, Why?* is a relatively quick, informal way to identify root causes of problems. Start by writing the problem being addressed and then ask the group to give a reason for "Why this might be happening?" Record the answer after the first "Because" and then ask the question again in reference to the first "Because." Repeat the process three to five times, asking "Why?" for the previous "Because" until the group feels that it has arrived at the root cause of the problem. If after three to five questions and answers, the group does not agree that it has found a root cause, consider using another root cause protocol in the Toolkit.

### Problem/Barrier/Issue

Why?			
Passussi			
Decause	 	 	 
Why?			
Dessussi			
Because: _	 	 	 
Why?			
Deserves			
Because: _	 	 	 

### **Stoplight Highlight Protocol**

Distribute data.

Allow participants to examine data and facilitate a discussion about realistic criteria for achievement levels to highlight.

Once the team has reached a consensus, document the criteria. Note that the data may be presented in different manners (percent of students at proficient vs. percent of questions correct) and adjust cutoffs accordingly.

Highlight Color	Meaning	Example Cutoffs	Your Cutoffs
Green	Go!	100%-80%	
	Meets		
	expectations		
Yellow	Caution!	79%-50%	
	Below		
	expectations		
Pink	Urgent!	Below 49%	
	In immediate		
	need of		
	improvement		

Ask team members to highlight the data using established criteria.

Examine data using Data-Driven Dialogue. In what areas can the team celebrate student progress? What areas are in need of improvement?

Discuss and determine a priority for addressing highlighted areas.

Use "pink" to target areas for remediation. Use "yellow" to target areas for further instruction. Use "green" to target areas for challenge / enrichment.

Continue to assess and evaluate.

### **RIOT and ICEL**

### Matrix for Analyzing Root Cause

**R**eview, Interview, **O**bserve, **T**est (**RIOT**) is a model identifying the types of data used to answer critical questions during a problem solving process. Going from left to right is moving from least intrusive/intensive (reviewing existing records - *R*) to most intrusive/intensive (testing - *T*). *It is not always necessary to utilize all four types of data* in the RIOT model. Problem solving questions, including root cause analysis, *may be answered on the basis of information from one or more of the RIOT* data types.

For root cause analysis, RIOT is helpful when paired with the **ICEL** framework (Instruction, Curriculum, Environment, Learner). ICEL is a method to ensure problem solving is occurring from a larger systems perspective. Use of this framework requires consideration of factors that educators directly influence (instruction, curriculum, and learning environment) BEFORE focusing problem solving on individual students (learner). Based on team analysis, *additional data can be collected in any one or more ICEL categories*.

Together RIOT & ICEL form a matrix (see Table 1) for understanding domains of possible root causes and guide design of the diagnostic assessment plan. The right diagnostic information allows teams to better understand underlying needs (causes) and select evidence-based responses best matched to address these specific needs.

Using concrete examples, the following table illustrates possible RIOT data sources by ICEL domain. The examples are not intended to be an exhaustive list. They are just samples to clarify types of information for each category and to help teams get started.

DOMAINS	R	I	0	т
DOMAINS	Review	Interview	Observe	Test
l Instruction	<ul> <li>Lesson plans (Objectives, Enduring Understandings &amp; Essential Questions, learning outcomes and skills)</li> <li>Responsive (culturally &amp; student need) instructional strategies and materials</li> <li>Informal &amp; Formal assessment plans</li> </ul>	<ul> <li>Do you provide learning opportunities that require all students to utilize higher order thinking skills?</li> <li>How do you consistently differentiate instruction in response to varied student needs?</li> <li>Describe how you facilitate transfer of knowledge and skills to real world applications.</li> </ul>	<ul> <li>Frequent, specific and timely feedback on student learning.</li> <li>Structures for students to set goals and become self-directed learners.</li> <li>Appropriate integration of technology to help students learn.</li> <li>Opportunities for reading, writing, and speaking to understand content disciplines.</li> </ul>	<ul> <li>Class or course-wide results from current formative and summative assessments.</li> <li>Disaggregated class or course-wide formative and summative results.</li> </ul>
C Curriculum	<ul> <li>OCG</li> <li>Standards</li> <li>Cultural diversity represented in curricular materials</li> <li>Content materials to match variety of student needs</li> </ul>	<ul> <li>Do you utilize EUs, EQs, knowledge and skills from Parkway curriculum in daily practice?</li> <li>Have we unpacked the standards to fully understand intent?</li> <li>Are the instructional materials standards based?</li> </ul>	<ul> <li>Culturally relevant-responsive connections made to the curriculum.</li> <li>The sequencing/arrangement of content is conducive to student learning.</li> <li>Artifacts displayed representing benchmarks or expectations.</li> </ul>	<ul> <li>Results from district benchmark assessments.</li> <li>Disaggregated district benchmark results.</li> </ul>
E Environment	<ul> <li>School climate and bully survey results</li> <li>School and Classroom expectations (behavioral &amp; academic)</li> <li>Schedule, hallways and traffic flow</li> <li>Room arrangement &amp; routines</li> </ul>	<ul> <li>Have positive and respectful relationships been formed with and among students?</li> <li>Does the learning environment promote student self-discipline?</li> <li>Do we convey a growth mindset culture where mistakes are a valued part of learning?</li> </ul>	<ul> <li>Physical arrangement of room.</li> <li>Furniture and equipment support student learning.</li> <li>Room or school is warm and welcoming</li> </ul>	<ul> <li>Curiosity and creativity environmental indicators audit.</li> <li>Action research evaluating specific environment changes.</li> </ul>
L Learner	<ul> <li>Longitudinal and/or current assessment results</li> <li>Health records</li> <li>Attendance</li> <li>Grades/transcript</li> <li>Intervention history</li> </ul>	<ul> <li>What does the student perceive as their strengths and challenges?</li> <li>What are the student's interests/goals and connections to learning?</li> <li>Does the student know why they are learning content?</li> </ul>	<ul> <li>Peer interaction and support.</li> <li>Consistency of student engagement and involvement in learning.</li> <li>Level of independence to navigate schedule or class routines.</li> </ul>	<ul> <li>Student specific assessment results.</li> <li>Screening (Identify)</li> <li>Diagnostic (Respond)</li> <li>Progress (Monitor)</li> </ul>

DOMAINS	R Review	l Interview	O Observe	T Test
l Instruction				
C Curriculum				
E Environment				
L Learner				

# Fishbone Cause-and-Effect Analysis

Time 📃 🗌	Pu
60 minutes.	То
_	stu
Materials	0v
Chart	Th
TC1—Fishbone Graphic	Da
	pro
Resource	stu
TR1—Example of a Completed	roc
Fishbone	ins
	ma
Data	6
Inference charts from Tasks 6–11	Au
Student-learning problem	Da
statement from Task 12	Da
General	Us
	Pri
Chart paper	
Marking pens	Ad
Masking tape	1.
Post-Its	

### rpose

engage the Data Team in brainstorming possible causes for their identified dent-learning problem.

### erview

e Fishbone is one option that is suggested as a graphic organizer to help ta Teams brainstorm possible causes for their identified student-learning oblem. The spines of the fish represent categories that may impact the ident-learning problem. These spines correspond at least with the five oms in the School of Our Dreams schoolhouse (see Task 4)—curriculum, struction, assessment, equity, and critical supports—but other categories ay be added. In Task 13, Data Teams review their inferences from Tasks 11 and brainstorm possible causes in the various categories.

### dience

ita Team.

### ρ

imary Task: Task 13.

### vance Preparation

- On chart paper, using the example of Chart TC1 (Fishbone Graphic), draw the graphic and post it on the wall.
- 2. Review Resource TR1 (Example of a Completed Fishbone).
- 3. Collect data.

### Procedure

- 1. Refer to the fishbone graphic chart posted on the wall and explain that the team will have an opportunity to use this graphic to help determine possible causes for the identified student-learning problem.
- 2. Explain that the team will use the graphic to synthesize and organize the inferences generated to date about their identified student-learning problem and to identify additional possible causes that they have not yet considered.
- 3. Write the student-learning problem in the head of the fish. Discuss with the team whether to add other categories beyond the five already included as the spines of the fishbone.

- 4. Distribute Post-its to the team. Review the inferences of the data from Tasks 6–11 that are still appropriate to the identified student-learning problem. Have team members write one inference on each Post-it.
- 5. Ask team members to place their Post-its on the appropriate spine. When everyone has done this, engage the team in a discussion to make sure the team agrees with the placement of each Post-it.
- 6. Ask the team if they can think of any other possible causes. If any are suggested, add a spine if it is an additional large category, or write the idea on a Post-it and adhere it to the appropriate spine if it is part of an existing category.

2





TR1

Toolkit: Fishbone Cause-and-Effect Analysis

4

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# **Verify Causes Tree**

### Time

30 minutes for introduction and generating possible causes; variable amount of time for research (depending on access to and review of material); variable amount of time for collecting and analyzing local data (depending on access to data); 30 minutes for selection of verified causes.

### Materials

PowerPoint Slide

TS1—Verify Causes Tree

### Handouts

TH1—Verify Causes Table: Research TH2—Verify Causes Table: Local Data

### Data

Inference charts from Tasks 6–11 Student-learning problem statement from Task 12

### General

Chart paper Marking pens Masking tape Post-its LCD projector

Student-Lea	arning Problem:				
	Curriculum	Instruction	Assessment	Equity	Critical Supports
Possible Causes					
Research Findings					
Local Data Findings					
Verified Causes					

### Purpose

To conclude the "identifying a student-learning problem" tasks by writing a clear summary statement of the problem and the supporting evidence.

### **Overview**

The Verify Causes Tree is one of the suggested tools for cause-and-effect analysis in Task 13, similar to the Fishbone or Cause Cards. An added benefit of this tool, however, is that the verify causes component of the tool helps to winnow the possible causes to those that are most probable based on local data and research, and it can therefore be used in both Tasks 13 and 14. The Verify Causes Tree uses a graphic organizer that prompts the Data Team to consider preliminary causes for the student-learning problem. The team then gathers additional evidence to verify the causes through research and school practice. These verified causes become the basis of the solutions they will subsequently generate.

### Audience

Data Team.

### Use

Primary Tasks: Tasks 13 and/or 14.

### **Advance Preparation**

1. On chart paper, create three tables using the examples of Slide TS1 (Verify Causes Tree), Handout TH1 (Verify Causes Table: Research), and Handout TH2 (Verify Causes Table: Local Data).

### Procedure

- 1. Display Slide TS1 (Verify Causes Tree) and explain that the team will have an opportunity to use this graphic to help determine possible causes for the identified student-learning problem.
- 2. Explain that this tool is predicated on the belief that problems are best solved by addressing root causes, rather than by merely addressing the immediately obvious symptoms.
- 3. Use the graphic to describe the iterative nature of the process. The student-learning problem is placed in the box provided. The team will then organize their inferences generated to date and synthesize them into possible causes. They will determine if there are additional possible causes they have not yet considered. Through a winnowing process, such as Spend-a-Buck (see Toolkit) or the Impact/Effort Matrix (see Toolkit),

the team will limit the number of possible causes to those that they think can be addressed effectively. The possible causes should be under the team's and/or school's control and "do no harm" to any group of students. Additionally, these causes should be of sufficient significance to create change to improve student learning. Finally, the team will verify causes through research and examination of local practice. Those possible causes that are confirmed by both investigations will be considered verified causes and will form the basis for generating solutions.

- 4. Post the Verify Causes Tree chart on the wall. Encourage the team to use the same categories used in the School of Our Dreams (see Task 4) as organizers for their inferences: curriculum, assessment, instruction, equity, and critical supports (e.g., policies, technology, professional development, school culture), but they may also choose to create categories of their own. Have the team review their inferences from Tasks 6-11 and create lists for each of the categories.
- 5. Use a winnowing process, such as Spend-a-Buck or the Impact/Effort Matrix, to determine possible causes in each category. Transfer the "winners" to large Post-its and place them in the Possible Causes row, one Post-it per box.
- 6. Make sure that the team agrees that the topics in each Possible Cause box is under their control, will do no harm to any group of students, and has the possibility of being solved through a rigorous action plan.
- 7. Explain the next step in the process: verifying causes. In this step, the team will determine if the possible cause is supported by research. If so, the team verifies the extent to which this cause is occurring in their school. If not supported by research, the cause is deleted and another one can be put in its place to be verified.
- 8. Post the Verify Causes Table: Research chart on the wall and distribute Handout TH1 (Verify Causes Table: Research). Assist the team to develop research questions to ask about their identified possible causes. For example: Does inclusion have a positive or negative impact on regular education students? How is tracking related to the success or failure of different student groups? Add the questions to the chart and have team members add them to their handouts.
- 9. Discuss resources the team can use to verify their cause through research. Add these to the chart and ask members to add them to their handouts. Assign research questions to pairs of team members and provide ample time for them to gather, read, and analyze the research. Ask them to record their findings on their handouts.
- 10. Have team members report their research findings and record them in the second row and the appropriate column of the Verify Causes Tree chart. If the cause is verified through research, continue with the next step. If not, remove this cause and discuss a possible replacement. If another cause is added, it must also undergo the research process for verification.

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- 11. Post the Verify Causes Table: Local Data chart and distribute Handout TH2 (Verify Causes Table: Local Data). Assist the team to develop questions concerning their school practice that will yield data about the identified possible causes. In other words, is \_\_\_\_\_\_ a concern at our school? For example: To what extent are we using higher-order questioning in our classrooms? To what extent is the new curriculum being implemented with fidelity? To what extent is student-to-student discourse part of the daily lesson? Add the questions to the chart and have team members add them to their handouts.
- 12. Discuss tools (e.g., surveys, classroom observation protocols, lesson plans) the team can use to verify the extent to which certain of their practices might be contributing to the possible cause. Add these to the chart and ask members to add them to their handouts. Assign tools to team members and provide ample time for them to conduct their investigation and summarize their data. Ask them to record their findings on their handouts.
- 13. Have team members report their findings and record them in the third row and the appropriate column of the Verify Causes Tree chart.
- 14. Ask the team to analyze the Verify Causes Tree chart. If a possible cause is confirmed in research and in practice, the Post-it can then be moved to the Verified Cause box. If a possible cause is not confirmed in both research and practice, it cannot be moved to the verified cause box row.
- 15. Review the verified causes and prioritize them before moving on to generating solutions.

Adapted from Paul G. Preuss, *Root Cause Analysis: School Leader's Guide to Using Data to Dissolve Problems*. 2003. Larchmont, NY: Eye on Education. Used with permission.

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4

# Verify Causes Table: Research

Research findings		
Research source		
Research question		

TH1

Verify Causes Table: Local Data

Local data findings		
Local data sources/tools		
Questions for local data collection		

TH2

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### **Assumptions Wall**

Information Processing: Exploring and Discovering

### PROCESS

- Individuals list assumptions about a topic.
- Have participants choose one that most informs their behavior.
- Participants write their choice on sentence strip in 8–12 words.
- Post assumptions on the wall.
- Facilitator models inquiry (approachable voice, plurals, invitational stems, and positive presuppositions) and inquiry categories (importance, under what conditions, source, data, beliefs, values). Example: "I'm curious about that assumption. Whose is it? Help me to understand what are some reasons you value that highly?"
- Individuals inquire about posted assumptions in round-robin fashion.

### ALTERNATIVES

• The group lists assumptions related to a topic. One to three assumptions are selected. The group makes inquiries about these assumptions. The group then identifies implications of the selected assumptions.

### TIPS

- Use groups of 4–12.
- Caution the group not to "beat to death" the first assumption explored.
- Model approachable voice.
- Intervene and correct whenever the inquiry begins to sound like interrogation and disbelief.

NO	TES ANI	D APPLI	CATION	NS	

## Impact/Effort Matrix

Time		Pu
60 minutes.		To ado
Materials		0v
Resource		Th
TR1—Impact/Effort Matrix	(	pot
Template		ma
		exp
General		inv
Large Post-its (3" x 5")		
Chart paper (4 sheets)		Au
Marking pens		Da
Masking tape		Use

### rpose

assist the Data Team in prioritizing and winnowing potential causes for dressing an identified student-learning problem.

### erview

e Impact/Effort Matrix helps the Data Team to prioritize and winnow ential causes for their identified student-learning problem. Using the trix helps a Data Team determine if pursuing a specific cause will have the bected impact on the student-learning problem for the amount of effort olved.

### dience

ta Team.

### e

Primary Task: Task 13.

### Advance Preparation

- 1. Review all of the possible causes for your student-learning problem (e.g., those generated by the Fishbone, Verify Causes Tree, etc.). Write one cause on each Post-it. (Note: If Cause Cards [see Toolkit] were used, much of this work will have been completed.)
- 2. Prepare the matrix by taping four sheets of chart paper together as shown in Resource TR1 (Impact/Effort Matrix Template). Write the identified student-learning problem at the top of the matrix and label one axis "Impact on Students" and the other "Effort." Number each quadrant as shown on TR1.

### Procedure

- 1. Explain that this activity will assist the Data Team in prioritizing and winnowing the causes that they have generated as possible causes of the identified student-learning problem. Through this process the team will be able to narrow their inquiry and focus on important/fruitful causes for further analysis. The matrix will help the team identify those causes that are likely to have the most powerful impact on students.
- 2. Orient the Data Team to the Impact/Effort Matrix on the chart paper, the criteria ("amount of effort" and "impact on students"), and the numbered quadrants. Ask the Data Team to dialogue about what these criteria might mean in relation to the possible causes for the student-

learning problem that they have generated. Make certain that they agree on a shared meaning for both criteria.

- 3. Once the team has agreed on what the criteria mean, ask them which quadrant would have the most desirable outcome. Which is the least desirable? Stress the following point: the idea is not to find an "easy" potential cause to investigate, but to find the "best" and most powerful potential cause to investigate.
- 4. Model the process of sorting their causes. Ask in which quadrant the team would place this cause: "The curriculum has not been aligned to the state standards." Place the Post-it in the quadrant the team selects. Answer any questions.
- 5. Distribute the Post-it causes to the team and ask team members to place them in the appropriate quadrant.
- 6. Once the Data Team has completed the activity, ask them which causes (quadrants) they believe they should explore further. Have the Data Team recorder collect all of the causes to be investigated during the next step of the Using Data Process.

### Facilitation Note

This tool can also be used to prioritize and winnow causes that have been validated and/or verified, or to prioritize and winnow specific strategies that the Data Team will implement to address the verified cause of its student-learning problem.

Contributed by Jennifer Unger, The GroupWorks, LLC, Grafton, Massachusetts.



# Introducing the Logic Model

Time		
20 minutes.		
Materials		
Handout		
TH1—Using Data Proces Logic Model	SS	
General		
Paper Marking pens		

### Purpose

To introduce the idea of a Logic Model using a physical movement activity and a graphic organizer.

### **Overview**

A Logic Model is a theory of action that maps out a logical sequence; in this case the sequence is from the student-learning problem and verified causes to strategies, intended outcomes, and achievement of the student-learning goal. The Data Team uses student-learning data, other local data, and research to generate possible strategies to achieve their goal. The strategies are based on desired outcomes for teachers, students, and the school's programs and/or policies and are monitored for their effectiveness and the extent to which student learning is increased. The Logic Model is introduced below using the Human Chain activity.

### Audience

Data Team; staff and community.

### Use

Primary Task: Tasks 15–17.

### **Advance Preparation**

- 1. Make one copy for each Data Team member of Handout TH1 (Using Data Process Logic Model).
- On two sheets of 8-1/2" × 11" paper, prepare one sign with an identified student-learning problem and a second sign that says "Student Achievement Improves."

### Procedure

- 1. Introduce the concept of a Logic Model by engaging the Data Team in the Human Chain activity:
  - a. Hand the student-learning problem sign to one team member and ask him or her to stand against one wall and hold the sign so that it is visible. Hand the student achievement sign to another team member and ask him or her to stand next to the first person. Then ask the team to discuss what is wrong with this picture. What interventions/strategies might be necessary to make this "line-up" result in increased student achievement?
  - b. Have the person who suggests the first intervention/strategy write it on a piece of paper and stand between the person representing the

goal and the person representing the problem. As each additional suggestion is made and written down, ask the person to determine where he or she might logically stand in the growing sequence of interventions/strategies between the problem and the goal.

- c. Ask the team members to look at their strategies and organize themselves into any that need to work together. Ask what is missing. Record the responses.
- d. Then ask team members to consider what might happen as a result of each strategy: What will the outcome be? Who will learn or do something differently as a result of this strategy? As team members suggest outcomes/results, ask each person to write the outcome on a piece of paper and stand in front of the strategy resulting in the outcome he or she noted. (If the group is too small, record the outcomes on separate pieces of paper and give them to the person representing the strategy related to that outcome.)
- e. Review the Human Chain by following the logic of moving from the student-learning problem to the increase in student achievement. Point out that the Logic Model helps avoid what too often occurs in education: jumping too quickly from problem to solution. These chains represent the complexity of thought that describes a Logic Model, an articulated plan that addresses an identified problem through a series of strategies; these strategies in turn achieve outcomes, which lead toward the accomplishment of the student-learning goal.
- 2. Distribute Handout THI (Using Data Process Logic Model). In partners, have team members discuss the graphic and how it relates to the activity they just did. Have partners share their comments with the whole group. Make the following points in the discussion:
  - Outcomes and strategies are aligned
  - Outcomes can be teacher, student, or policy/practice based
  - Outcomes are to be monitored
  - Changes in strategies are based on the results of carrying out a monitoring plan

Human Chain activity adapted from *Training Manual for Assessing Impact: Evaluating Staff Development* (pp. 32–34), by J. Killion et al., 2003, Oxford, OH: National Staff Development Council. Used with permission of the National Staff Development Council, www.nsdc.org. All rights reserved.



# **Stages of Concern**

### Time

75 minutes for introduction; variable for scoring and use of information.

### Materials

PowerPoint Slides

- TS1—Concerns-Based Adoption Model (CBAM) Components
- TS2—Assumptions of the Concerns-Based Adoption Model (CBAM)
- TS3—Stages of Concern: Typical Expressions of Concern About the Innovation

### Resources

- TR1—Concerns-Based Adoption Model Background Information
- TR2—Discussion of Stages of Concern
- TR3—Samples of Appropriate Interventions to Address Concerns at Each Stage

Chart

TC1 — Stages of Concern Graph

Handouts

- TH1—Stages of Concern Survey
- TH2—Stages of Concern: Typical Expressions of Concern About the Innovation
- TH3—Stages of Concern: Sample Concerns

### General

Chart paper

Post-its on each table LCD projector

### Purpose

To understand the stages of concern of individuals as they undertake use of an innovation and to determine appropriate interventions to enhance use.

### **Overview**

Stages of Concern is one of three components of the Concerns-Based Adoption Model (CBAM). It is an effective tool to help manage implementation of a new program/process by creating three concern statements about an innovation. (For a more formal survey, there is a 35-item questionnaire developed by Hall & Hord in *Implementing Change: Patterns, Principles, and Potholes,* 2nd ed., 2006, Boston: Allyn and Bacon.) These statements are analyzed for levels of concern, and this analysis is used to inform appropriate support or interventions. Changes in Stages of Concern can be used to measure outcomes from the implementation.

### Audience

Data Team.

### Use

Primary Tasks: Tasks 14, 18, and 19.

### **Advance Preparation**

- 1. Read Resource TR1 (Concerns-Based Adoption Model Background Information) and Resource TR2 (Discussion of Stages of Concern).
- 2. Using the example of Chart TC1 (Stages of Concern Graph), create this graph on chart paper and post it on the wall.
- 3. Make one copy for each participant of Handouts TH1 (Stages of Concern Survey), TH2 (Stages of Concern: Typical Expressions of Concern About the Innovation), and TH3 (Stages of Concern: Sample Concerns).

### Procedure

- 1. In a think-pair-share, ask participants to think about a change they recently made. What do they remember about the change? How did they feel? How did they think? What did they do? What were they concerned about? What were they comfortable with? Share with the whole group and comment as appropriate.
- 2. Make a transition from what the participants are sharing to the idea that change is experienced very personally and that as we lead change, need to consider the concerns people have about the changes. There

are tools that can help us. Display Slide TS1 (Concerns-Based Adoption Model [CBAM] Components) and explain that this is one such tool. Briefly explain that CBAM has three components: Stages of Concern (SOC), Levels of Use (LOU), and Innovation Configurations and that the purpose of this session is to introduce the staff to the Stages of Concern. Explain that SOC is a tool the Data Team will use to monitor implementation of strategies chosen to improve student learning. Using the SOC will enable the Data Team to understand concerns staff have about the implementation and to intervene appropriately as needed.

- 3. Display Slide TS2 (Assumptions of the Concerns-Based Adoption Model). Review the assumptions and relate them to the participants' conversation in Step 1.
- 4. Invite participants to help generate their own data to use for their understanding of SOC. Ask participants to complete Handout TH1 (Stages of Concern Survey). Provide about five minutes for them to do this.

### Facilitation Note

Either collect the surveys and have a person who is knowledgeable about SOC score them and create a bar graph on the Stages of Concern graph prepared above (Advance Preparation Step 2) to use in Step 8 or have participants write their starred concern on a Post-it and ask them to categorize it in Step 8.

- 5. Display Slide TS3 (Stages of Concern: Typical Expressions of Concern...) and distribute Handout TH2 (Stages of Concern: Typical Expressions of Concern...). Briefly review each of the stages. Explain that the statements people make when they are talking about change can be scored and related to these stages. Remind participants that these stages are not "good" or "bad" but are a continuum of the predictable stages people move through when they make a change. Also explain that a person is in different stages in relation to different changes that they are making—and that one can move between the stages.
- 6. Distribute and explain Handout TH3 (Stages of Concern: Sample Concerns). Instruct the participants in partner groups to identify the Stages of Concern of the people in the three examples. Point out on Slide TS3 (Stages of Concern: Typical Expressions of Concern...) the following key words that may help identify stages:
  - "I" statements are often in Stages 0-2
  - "Time, money, and materials" statements are usually in Stage 3
  - "The students" statements are found more in Stages 4–6
- 7. Ask partners to share their answers at the table. How similar are their rankings? Were there any disagreements? Clarify and address any misunderstandings.

# Concerns-Based Adoption Model (BBAM) Components 1. Stages of Concern 2. Levels of Use 3. Encovation Configuration Concernstructures of Public Model 2.0 Model Concernstrut

Assum	ptions of the Concerns-Based
Адори	on model (CDAM)
	CHANGE IS
	A PROCESS, not an event;
	made by INDIVIDUALS first, then institutions;
	a highly PERSONAL experience.
Change	e entails DEVELOPMENTAL growth in feelings and skills.
	INTERVENTION must be related to
	the PEOPLE first,
	the INNOVATION second.
Gane E. Hall & Shirley	9. Hord, Implementing Charge: Pottoms, Principles, and Pothelies (2nd ed.). 2006. Boston: Kiyn and Bacon. Liked with
Using .	

STREE	S OF CONCERN	EXPRESSIONS OF CONCERN	
1	6 Relacising	There some ideas about something that would work even better.	
1	5 Collaboration	I am concerned about relating what I am doing to what other instructors are doing.	
r T	4 Consequence	How is my use affecting students?	
T A S	3 Management	I seem to be spending all my time getting materials ready.	
	2 Penonal	How will using it affect me?	
i i	1 Informational	I would like to know more about it.	
1.	0 Anareness	I am not concerned about the innovation.	

2

### Facilitation Note

The "answers" to the Stages of Concern revealed in Handout TH3 (Stages of Concern: Sample Concerns) are: Example 1—SOC 2; Example 2—SOC 4; Example 3—SOC 3. The participants' discussion of why they scored the examples as they did can be very beneficial.

- 8. Ask participants to now turn their attention to the graph of their own data (see Facilitation Note after Step 4). If the graph has already been created, review the data. If the participants are creating the graph, ask them to look at their Post-it and decide which stage their statement represents. Then have them place their Post-its above the appropriate number on the graph, creating a vertical bar graph.
- 9. Examine the graph and discuss common concerns posted there. At which stage are most concerns? Remind the participants that this graph is a baseline for the implementation. Explain that they will create x number more graphs (e.g., two more in a year) to see how the concerns about the implementation are changing.
- 10. Lead a conversation about appropriate interventions for each Stage of Concern noted on the graph. Remind Data Team members that they will continue to review data on concerns as they monitor implementation.



### Facilitation Note

Examples of interventions can be found in Resource TR3 (Samples of Appropriate Interventions...).

11. Decide how often and when you will gather SOC information from the teachers to monitor changes in concerns. Use Data Team meetings to analyze the results and decide what interventions are needed.

Adapted by K-12 Alliance/WestEd, based on Gene E. Hall & Shirley M. Hord, *Implementing Change: Patterns, Principles, and Potholes* (2nd ed.). 2006. Boston: Allyn and Bacon. Used with permission.

### Concerns-Based Adoption Model Background Information

This model was developed by researchers at the University of Texas at Austin. It was originally based on research that showed that beginning teachers went through developmental stages and expressed predictable concerns at each stage as they learned to teach. The model was later adapted to measure concerns teachers expressed as they learned to use new practices and the extent to which they actually implemented the innovations. Today's educational systems involve numerous individuals responsible for facilitating change. These facilitators need a means of assessing the needs of the individuals with whom they work so that the most appropriate and timely assistance can be given. Two important kinds of assessment information CBAM provides are:

- 1. Concerns of the individual about whatever new programs, products, or ideas (innovations) are being offered, delivered, or implemented.
- 2. Individuals' knowledge of and how they use these innovations.

For more information on the model, its uses and instruments:

Gene E. Hall & Shirley M. Hord, *Implementing Change: Patterns, Principles, and Potholes* (2nd ed.). 2006. Boston: Allyn and Bacon.

### **Discussion of Stages of Concern**

### Self (Concerns focused on self)

Level 0:	<b>Awareness</b> —There is no awareness of any change taking place, e.g., "What are content standards?"
Level 1:	<b>Informational</b> —Seeking information, e.g., "I don't know too much about it. Give me some information."
Level 2:	<b>Personal</b> —How will use affect me, e.g., "What's in it for me?" Note that strong resistance can be a mask for personal concerns based on fear to try something new.

### Task (Concerns focused on task)

Level 3: Management—"How do I do it? What is the schedule? Do I have the resources I need?"

### Impact (Concerns focused on impact)

Level 4:	<b>Consequence</b> —"What is the effect on my students?"
Level 5:	<b>Collaboration</b> —"I am concerned about relating what I am doing to what other teachers are doing."
Level 6:	<b>Refocusing</b> —"I have some ideas about something that would work even better."

Adapted from Gene E. Hall & Shirley M. Hord, *Implementing Change: Patterns, Principles, and Potholes* (2nd ed.). 2006. Boston: Allyn and Bacon. Used with permission.

### Samples of Appropriate Interventions to Address Concerns at Each Stage

### 0 AWARENESS

- Make the staff aware of student-learning problems and how the intervention will help address them.
- Increase awareness of related state guidelines and standards.

### 1 INFORMATIONAL

- Display data on student learning in the faculty room.
- Send out a description of the intervention and its benefits via e-mail and place a copy in mailboxes.
- "Encourage" support for the change by involving parents who want to know why their students aren't meeting standards.
- In grade-level and department meetings, lead discussions of what the Data Team has found and the suggested solutions.

### 2 PERSONAL

- Conduct demonstrations and hands-on experience for motivation to build a sense of "you too" can do it.
- Provide time management on a personal basis.
- Control stress factors.
- Provide "goodies" at meetings/workshops—prizes, hands-on stuff, food.

### 3 MANAGEMENT

- Provide suggestions for time management.
- Work with an experienced user to get organized.
- Have some release time to gather and organize materials and walk through procedures.
- Have training and follow-up help on using the innovations.
- Use parent volunteers or aides to help set up an activity or experiment if intervention involves handouts or investigations.
- Create an inventory of all equipment currently available at the school site.
- Share responsibility for getting materials ready with other grade-level teachers.

TR3

• Provide demonstrations of management of materials, classroom set-up, etc.

### 4 CONSEQUENCE

- Administer student assessments and examine the results.
- Provide professional development focused on areas where teachers want to enhance student learning.
- Provide suggestions for broadening students' participation and motivation.
- Establish portfolios of student work.

### 5 COLLABORATION

- Provide opportunities for sharing resources among teachers.
- Set up opportunities for collaborative teaching and use of demonstration lessons.
- Use grade-level/department meetings and cross-grade-level meetings to share lessons developed, report results, and discuss cases of learning.
- Establish an area to display experiments, lessons, and other artifacts.

### 6 **REFOCUSING**

- Review the key elements of the new practice.
- Engage teachers in a self-assessment of how well they are using the practice and what they would like to do to strengthen it.

Adapted and used with permission from K-12 Alliance/WestEd.



### Stages of Concern Graph Concerns-Based Adoption Model

2

3

Stages of Concern

4

5

6

∞

**Toolkit: Stages of Concern** 

A Data Coach's Guide to Improving Learning for All Students

0

1

### **Stages of Concern Survey**

"As a classroom teacher implementing \_\_\_\_\_\_ in my classroom, I am most

concerned about \_\_\_\_\_."

Please write three complete sentences. Place a star next to your top concern.

1.

Adapted from Gene E. Hall & Shirley M. Hord, Implementing Change: Patterns, Principles, and Potholes (2nd ed.). 2006. Boston: Allyn and Bacon. Used

TH1

TH2

### Stages of Concern: Typical Expressions of Concern About the Innovation

STAGES	OF CONCERN	EXPRESSIONS OF CONCERN
I	6 Refocusing	I have some ideas about something that would work even better.
M P A C	5 Collaboration	I am concerned about relating what I am doing to what other instructors are doing.
т	4 Consequence	How is my use affecting students?
T A S K	3 Management	I seem to be spending all my time getting materials ready.
	2 Personal	How will using it affect me?
S E L F	1 Informational	I would like to know more about it.
	0 Awareness	l am not concerned about the innovation.

Adapted from Gene E. Hall & Shirley M. Hord, Implementing Change: Patterns, Principles, and Potholes (2nd ed.). 2006. p. 139. Boston: Allyn and Bacon. Used with permission.

TH3

### Stages of Concern: Sample Concerns

### **Example 1**

When I think about using a hands-on/conceptual approach to teaching, I wonder whether I want to become involved in it. I might have very little to say about what or how I will teach or who I would have to work with. I'm just not sure how it would fit in with the way I enjoy doing things, nor do I know how I'd be expected to change if I really got involved with this kind of teaching.

### **Example 2**

Some of the students just don't seem to be catching on; they're just not used to doing hands-on learning. They seem out of control, maybe a little distracted. I wonder what I can do to help them focus on their work.

### **Example 3**

Almost every night I wonder if I'll be able to locate and organize the materials I will be using the next day. I seem to encounter "surprises" every session that cause a lot of wasted time. I don't seem to anticipate what things I will need to requisition in time for the lessons.

Based on Gene E. Hall & Shirley M. Hord, *Implementing Change: Patterns, Principles, and Potholes* (2nd ed.). 2006. Boston: Allyn and Bacon. Used with permission.

### **Risk Analysis Reading**

### School: MCKELVEY

### Class: 05

### 9.1.14

Ch. de al II				<b>65</b> 11	<b>FT1</b>	501	ND	150	501	OFT				Instruct	Tri	Class	MAP	CA1	CA2	IRL	Tri		
Student #	Student Name	Grade	Teacher	GEN	EIH	FKL	NK	IEP	ESL	GFT	ΜΑΡ CΑ	CAI	CA 2	RL	Grade	Rank Pts	RISK Pts	RISK Pts	RISK Pts	risk Pts	Grade	ELA PTS	
100025	Student 32	05	Teacher 3	F	Α	N	N	N	N	N			57%			1.0	insuf	insuf	2	insuf	insuf	insuf	
100035	Student 41	05	Teacher 2	F	W	N	N	N	N	N			0, ,0	м			insuf	insuf	 insuf	2	insuf	insuf	
100048	Student 53	05	Teacher 2	F	м	Y	N	N	N	N	Basic						1	insuf	insuf	insuf	insuf	insuf	
100055	Student 6	05	Teacher 4	F	М	Y	N	N	N	N				Q	В	2	insuf	insuf	insuf	1	0	insuf	
100064	Student 68	05	Teacher 1	F	Α	Y	N	N	Y	N							insuf	insuf	insuf	insuf	insuf	insuf	
100082	Student 84	05	Teacher 4	F	w	N	Y	Y	N	N				U			insuf	insuf	insuf	0	insuf	insuf	
100058	Student 62	05	Teacher 1	F	A	Y	N	N	N	N	Basic	50%	0%	N	N	2	1	2	2	2	2	11	
100003	Student 12	05	Teacher 2	F	В	Y	N	N	N	N	Basic	67%	50%	0	N	2	1	1	2	2	2	10	
100008	Student 17	05	Teacher 1	F	н	Y	N	Y	N	N	Below Basic	47%	63%	М	С	2	2	2	1	2	1	10	
100016	Student 24	05	Teacher 1	М	w	N	N	Ν	N	N	Basic	60%	37%	0	С	2	1	1	2	2	1	9	
100022	Student 3	05	Teacher 1	F	н	Y	Ν	Ν	N	N	Below Basic	70%	67%	М	С	2	2	1	1	2	1	9	
100069	Student 72	05	Teacher 2	М	В	N	Ν	Y	Ν	N	Basic	57%	77%	0	С	2	1	2	1	2	1	9	
100034	Student 40	05	Teacher 1	М	н	Y	Ν	Y	Ν	N	Advanced	0%	0%	D	А	2	0	2	2	2	0	8	
100017	Student 25	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	N	Basic	70%	63%	Р	Ν	1	1	1	1	1	2	7	
100020	Student 28	05	Teacher 4	М	W	Ν	Ν	Ν	Ν	Ν	Basic	77%	57%	0	В	1	1	1	2	2	0	7	
100010	Student 19	05	Teacher 3	F	W	Y	Ν	Ν	Ν	Ν	Basic	70%	83%	М	В	2	1	1	0	2	0	6	
100030	Student 37	05	Teacher 2	М	W	Ν	Ν	Y	Ν	N	Basic	80%	60%	N	В	2	1	0	1	2	0	6	
100033	Student 4	05	Teacher 4	М	W	Ν	Ν	Y	Ν	N	Basic	90%	67%	Р	С	2	1	0	1	1	1	6	
100040	Student 46	05	Teacher 4	М	w	Ν	Ν	Y	Ν	N	Basic	80%	77%	R	С	2	1	0	1	1	1	6	
100086	Student 9	05	Teacher 2	М	w	Y	Ν	Ν	Ν	N	Basic	77%	60%	Q	В	2	1	1	1	1	0	6	
100013	Student 21	05	Teacher 1	F	Α	Ν	Ν	Ν	Y	N	Below Basic	80%	80%	0	В	1	2	0	0	2	0	5	
100019	Student 27	05	Teacher 2	F	w	Y	Ν	Ν	Ν	N	Basic	77%	77%	Q	В	1	1	1	1	1	0	5	
100044	Student 5	05	Teacher 2	М	w	Ν	Ν	Y	Ν	N	Basic	80%	77%	Q	С	1	1	0	1	1	1	5	
100046	Student 51	05	Teacher 4	F	A	Ν	Ν	Ν	Ν	N	Basic	87%	70%	R	С	1	1	0	1	1	1	5	
100056	Student 60	05	Teacher 2	М	w	Ν	Ν	Ν	Ν	N	Proficient	70%	77%	R	С	1	0	1	1	1	1	5	
100074	Student 77	05	Teacher 4	М	н	Y	Ν	Ν	Ν	N	Basic	77%	53%	S	В	1	1	1	2	0	0	5	
100085	Student 87	05	Teacher 3	М	w	Ν	Ν	Ν	Ν	N	Proficient	70%	70%	Q	В	2	0	1	1	1	0	5	
100021	Student 29	05	Teacher 3	F	В	Ν	Ν	Y	Ν	N	Basic	80%	73%	Р	В	1	1	0	1	1	0	4	
100027	Student 34	05	Teacher 2	F	A	Ν	Ν	Ν	Ν	Y	Advanced	0%	0%	U	А	0	0	2	2	0	0	4	
100059	Student 63	05	Teacher 3	F	Α	Ν	Ν	Ν	Ν	N	Proficient	70%	80%	R	С	1	0	1	0	1	1	4	
100062	Student 66	05	Teacher 1	М	w	Ν	Ν	Y	Ν	Ν	Proficient	87%	73%	Р	В	2	0	0	1	1	0	4	
100007	Student 16	05	Teacher 3	F	Α	Ν	Ν	Ν	Y	N	Basic	93%	80%	R	В	1	1	0	0	1	0	3	
100012	Student 20	05	Teacher 4	F	Α	Ν	Ν	Ν	Ν	Ν	Proficient	97%	77%	Р	В	1	0	0	1	1	0	3	
100039	Student 45	05	Teacher 1	F	A	Ν	Ν	Ν	Y	N	#N/A	67%	83%	Р	В	1	0	1	0	1	0	3	
100043	Student 49	05	Teacher 4	F	W	Ν	Ν	Ν	Ν	N	Proficient	83%	67%	Q	В	1	0	0	1	1	0	3	

100049	Student 54	05	Teacher 1	М	W	Ν	Ν	Y	Ν	Ν	Advanced	90%	63%	Q	В	1	0	0	1	1	0	3	
100060	Student 64	05	Teacher 3	F	W	Ν	Ν	Ν	Ν	Ν	Proficient	80%	67%	Р	В	1	0	0	1	1	0	3	
100061	Student 65	05	Teacher 1	М	W	Ν	Ν	Ν	Ν	Ν	Proficient	73%	93%	Р	В	1	0	1	0	1	0	3	
100066	Student 7	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Ν	Basic	90%	83%	Р	В	1	1	0	0	1	0	3	
100071	Student 74	05	Teacher 1	F	Α	Ν	Ν	Ν	Ν	Ν	#N/A	90%	77%	R	В	1	0	0	1	1	0	3	
100073	Student 76	05	Teacher 2	М	W	Ν	Ν	Y	Ν	Ν	Proficient	93%	90%	Q	В	2	0	0	0	1	0	3	
100078	Student 80	05	Teacher 1	М	W	Ν	Ν	Y	Ν	Ν	Basic	83%	73%	S	В	1	1	0	1	0	0	3	
100002	Student 11	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	Proficient	80%	73%	Т	В	1	0	0	1	0	0	2	
100009	Student 18	05	Teacher 4	М	Α	Y	Ν	Ν	Ν	Ν	Proficient	93%	77%	S	В	1	0	0	1	0	0	2	
100015	Student 23	05	Teacher 1	М	W	Ν	Ν	Ν	Ν	Ν	Advanced	80%	90%	R	В	1	0	0	0	1	0	2	
100026	Student 33	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	Proficient	87%	90%	R	Α	1	0	0	0	1	0	2	
100037	Student 43	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	Advanced	97%	93%	R	Α	1	0	0	0	1	0	2	
100063	Student 67	05	Teacher 4	М	W	Ν	Ν	Y	Ν	Ν	Proficient	87%	83%	Q	В	1	0	0	0	1	0	2	
100028	Student 35	05	Teacher 4	М	Н	Ν	Ν	Ν	Ν	Ν	Proficient	87%	80%	S	В	1	0	0	0	0	0	1	
100038	Student 44	05	Teacher 4	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	90%	90%	S	Α	1	0	0	0	0	0	1	
100041	Student 47	05	Teacher 4	F	Α	Y	Ν	Ν	Ν	Ν	Proficient	90%	83%	S	Α	1	0	0	0	0	0	1	
100045	Student 50	05	Teacher 3	F	W	Y	Ν	Ν	Ν	Ν	Advanced	93%	97%	S	Α	1	0	0	0	0	0	1	
100047	Student 52	05	Teacher 1	М	В	Ν	Ν	Ν	Ν	Ν	Proficient	87%	90%	S	В	1	0	0	0	0	0	1	
100053	Student 58	05	Teacher 1	F	В	Ν	Ν	Ν	Ν	Ν	Proficient	87%	93%	S	Α	1	0	0	0	0	0	1	
100057	Student 61	05	Teacher 4	F	Α	Ν	Ν	Ν	Ν	Ν	Advanced	93%	93%	S	Α	1	0	0	0	0	0	1	
100001	Student 10	05	Teacher 4	F	Α	Ν	Ν	Ν	Ν	Ν	Proficient	83%	87%	Т	Α	0	0	0	0	0	0	0	
100004	Student 13	05	Teacher 4	М	W	Ν	Ν	Ν	Ν	Ν	Proficient	100%	93%	S	Α	0	0	0	0	0	0	0	
100005	Student 14	05	Teacher 2	F	Α	Ν	Ν	Ν	Ν	Y	Advanced	93%	100%	Т	А	0	0	0	0	0	0	0	
100006	Student 15	05	Teacher 3	F	Α	Ν	Ν	Ν	Ν	Ν	Advanced	90%	87%	S	В	0	0	0	0	0	0	0	
100014	Student 22	05	Teacher 1	F	Α	Ν	Ν	Ν	Ν	Ν	Proficient	93%	90%	Т	А	0	0	0	0	0	0	0	
100018	Student 26	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	97%	90%	S	Α	0	0	0	0	0	0	0	
100023	Student 30	05	Teacher 2	М	W	Y	Ν	Ν	Ν	Y	Advanced	97%	100%	W	Α	0	0	0	0	0	0	0	
100024	Student 31	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Y	Advanced	97%	93%	Т	В	0	0	0	0	0	0	0	
100029	Student 36	05	Teacher 3	F	W	Y	Ν	Ν	Ν	Ν	Proficient	93%	80%	S	В	0	0	0	0	0	0	0	
100031	Student 38	05	Teacher 3	М	В	Ν	Ν	Ν	Ν	Ν	Advanced	93%	93%	S	А	0	0	0	0	0	0	0	
100032	Student 39	05	Teacher 1	F	Α	Ν	Ν	Ν	Ν	Y	Advanced	97%	97%	Т	А	0	0	0	0	0	0	0	
100036	Student 42	05	Teacher 1	М	В	Ν	Ν	Ν	Ν	Ν	Advanced	87%	93%	S	А	0	0	0	0	0	0	0	
100042	Student 48	05	Teacher 1	М	Α	Ν	Ν	N	Ν	Y	Advanced	97%	100%	U	A	0	0	0	0	0	0	0	
100050	Student 55	05	Teacher 4	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	93%	93%	U	А	0	0	0	0	0	0	0	
100051	Student 56	05	Teacher 1	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	93%	97%	V	А	0	0	0	0	0	0	0	
100052	Student 57	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Y	Advanced	100%	87%	S	А	0	0	0	0	0	0	0	
100054	Student 59	05	Teacher 3	М	Α	Ν	Ν	Ν	Ν	Ν	Proficient	83%	87%	Т	А	0	0	0	0	0	0	0	
100065	Student 69	05	Teacher 3	F	Α	Ν	Ν	Ν	Y	Ν	Proficient	93%	97%	S	А	0	0	0	0	0	0	0	
100067	Student 70	05	Teacher 4	М	W	Ν	Ν	Ν	Ν	Ν	Advanced	93%	87%	Т	Α	0	0	0	0	0	0	0	
100068	Student 71	05	Teacher 3	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	100%	100%	S	Α	0	0	0	0	0	0	0	
100070	Student 73	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	Advanced	80%	97%	U	А	0	0	0	0	0	0	0	
100072	Student 75	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	97%	97%	S	Α	0	0	0	0	0	0	0	

### **Risk Analysis Math**

### School: MCKELVEY

### Class: 05

### 9.1.14

Student #	Student Name	Grade	Teacher	GEN	ETH	FRL	NR	IEP	ESL	GFT	MAP Math	CA 1	CA 2	Tri	Class Rank	MAP Risk	CA1 Risk	CA2 Risk	Tri GradeP	Math	
														Grade	Pts	Pts	Pts	Pts	ts	Pts	
100025	Student 32	05	Teacher 3	F	Α	N	Ν	N	N	N						insuf	insuf	insuf	insuf	insuf	
100035	Student 41	05	Teacher 2	F	W	N	Ν	N	N	N						insuf	insuf	insuf	insuf	insuf	
100048	Student 53	05	Teacher 2	F	М	Y	Ν	N	N	N			37%			insuf	insuf	insuf	insuf	insuf	
100064	Student 68	05	Teacher 1	F	Α	Y	Ν	N	Y	N			83%			insuf	insuf	insuf	insuf	insuf	
100082	Student 84	05	Teacher 4	F	W	N	Y	Y	N	N						insuf	insuf	insuf	insuf	insuf	
100008	Student 17	05	Teacher 1	F	Н	Y	Ν	Y	N	N	Below Basic	47%	63%	С	2	2	2	2	1	9	
100058	Student 62	05	Teacher 1	F	Α	Y	Ν	N	N	N	Basic	50%	0%	С	2	1	2	2	1	8	
100022	Student 3	05	Teacher 1	F	Н	Y	Ν	N	N	N	Below Basic	70%	67%	С	2	2	1	1	1	7	
100069	Student 72	05	Teacher 2	М	В	N	Ν	Y	N	N	Basic	57%	77%	В	2	1	2	2	0	7	
100016	Student 24	05	Teacher 1	М	W	N	Ν	N	N	N	Basic	60%	37%	С	2	1	1	1	1	6	
100019	Student 27	05	Teacher 2	F	W	Y	Ν	N	N	N	Basic	77%	77%	С	2	1	1	1	1	6	
100034	Student 40	05	Teacher 1	М	Н	Y	Ν	Y	N	N	Advanced	0%	0%	В	2	0	2	2	0	6	
100055	Student 6	05	Teacher 4	F	М	Y	Ν	N	N	N	Proficient	47%	83%	В	2	0	2	2	0	6	
100086	Student 9	05	Teacher 2	М	W	Y	Ν	N	N	N	Basic	77%	60%	С	2	1	1	1	1	6	
100003	Student 12	05	Teacher 2	F	В	Y	N	N	N	N	Basic	67%	50%	В	2	1	1	1	0	5	
100017	Student 25	05	Teacher 2	F	W	N	Ν	N	N	N	Basic	70%	63%	С	1	1	1	1	1	5	
100020	Student 28	05	Teacher 4	М	W	N	Ν	N	N	N	Basic	77%	57%	С	1	1	1	1	1	5	
100040	Student 46	05	Teacher 4	М	W	N	Ν	Y	N	N	Basic	80%	77%	Ν	2	1	0	0	2	5	
100074	Student 77	05	Teacher 4	М	Н	Y	Ν	N	N	N	Basic	77%	53%	С	1	1	1	1	1	5	
100010	Student 19	05	Teacher 3	F	W	Y	Ν	N	N	N	Basic	70%	83%	В	1	1	1	1	0	4	
100027	Student 34	05	Teacher 2	F	Α	N	Ν	N	N	Y	Advanced	0%	0%	Α	0	0	2	2	0	4	
100029	Student 36	05	Teacher 3	F	W	Y	Ν	N	N	N	Proficient	93%	80%	Ν	2	0	0	0	2	4	
100039	Student 45	05	Teacher 1	F	Α	N	Ν	N	Y	N	Proficient	67%	83%	Α	2	0	1	1	0	4	
100056	Student 60	05	Teacher 2	М	W	N	Ν	N	N	N	Proficient	70%	77%	С	1	0	1	1	1	4	
100013	Student 21	05	Teacher 1	F	Α	N	Ν	N	Y	N	Below Basic	80%	80%	Α	1	2	0	0	0	3	
100021	Student 29	05	Teacher 3	F	В	N	N	Y	N	N	Basic	80%	73%	В	2	1	0	0	0	3	
100033	Student 4	05	Teacher 4	М	W	N	Ν	Y	N	N	Basic	90%	67%	В	2	1	0	0	0	3	
100059	Student 63	05	Teacher 3	F	Α	N	N	N	N	N	Proficient	70%	80%	В	1	0	1	1	0	3	
100071	Student 74	05	Teacher 1	F	Α	N	N	N	N	N	Proficient	90%	77%	N	1	0	0	0	2	3	
100085	Student 87	05	Teacher 3	М	W	N	N	N	N	N	Proficient	70%	70%	Α	1	0	1	1	0	3	
100002	Student 11	05	Teacher 3	М	W	N	Ν	N	N	N	Proficient	80%	73%	С	1	0	0	0	1	2	
100028	Student 35	05	Teacher 4	М	Н	N	N	N	N	N	Proficient	87%	80%	С	1	0	0	0	1	2	
100030	Student 37	05	Teacher 2	М	W	N	N	Y	N	N	Basic	80%	60%	В	1	1	0	0	0	2	
100031	Student 38	05	Teacher 3	М	В	N	N	N	N	N	Advanced	93%	93%	С	1	0	0	0	1	2	
100044	Student 5	05	Teacher 2	М	W	N	N	Y	N	N	Basic	80%	77%	В	1	1	0	0	0	2	

100046	Student 51	05	Teacher 4	F	A	N	N	N	Ν	N	Basic	87%	70%	В	1	1	0	0	0	2	
100061	Student 65	05	Teacher 1	М	W	Ν	Ν	Ν	Ν	Ν	Proficient	73%	93%	Α	0	0	1	1	0	2	
100066	Student 7	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Ν	Basic	90%	83%	В	1	1	0	0	0	2	
100007	Student 16	05	Teacher 3	F	A	Ν	Ν	Ν	Y	Ν	Basic	93%	80%	Α	0	1	0	0	0	1	
100014	Student 22	05	Teacher 1	F	A	Ν	Ν	Ν	Ν	Ν	Proficient	93%	90%	В	1	0	0	0	0	1	
100041	Student 47	05	Teacher 4	F	A	Y	Ν	Ν	Ν	Ν	Proficient	90%	83%	В	1	0	0	0	0	1	
100043	Student 49	05	Teacher 4	F	W	Ν	Ν	Ν	Ν	Ν	Proficient	83%	67%	В	1	0	0	0	0	1	
100045	Student 50	05	Teacher 3	F	W	Y	Ν	Ν	Ν	Ν	Advanced	93%	97%	Α	1	0	0	0	0	1	
100049	Student 54	05	Teacher 1	М	W	Ν	Ν	Y	Ν	Ν	Advanced	90%	63%	В	1	0	0	0	0	1	
100052	Student 57	05	Teacher 2	F	W	N	Ν	Ν	Ν	Y	Advanced	100%	87%	В	1	0	0	0	0	1	
100053	Student 58	05	Teacher 1	F	В	Ν	Ν	Ν	Ν	Ν	Proficient	87%	93%	В	1	0	0	0	0	1	
100060	Student 64	05	Teacher 3	F	W	Ν	Ν	Ν	Ν	Ν	Proficient	80%	67%	В	1	0	0	0	0	1	
100062	Student 66	05	Teacher 1	М	W	Ν	Ν	Y	Ν	Ν	Proficient	87%	73%	В	1	0	0	0	0	1	
100063	Student 67	05	Teacher 4	М	W	N	Ν	Y	Ν	N	Proficient	87%	83%	В	1	0	0	0	0	1	
100073	Student 76	05	Teacher 2	М	W	Ν	Ν	Y	Ν	Ν	Proficient	93%	90%	В	1	0	0	0	0	1	
100078	Student 80	05	Teacher 1	М	W	Ν	Ν	Y	Ν	Ν	Basic	83%	73%	Α	0	1	0	0	0	1	
100084	Student 86	05	Teacher 1	F	W	Ν	Ν	Ν	Ν	Ν	Proficient	90%	87%	С	0	0	0	0	1	1	
100001	Student 10	05	Teacher 4	F	A	Ν	Ν	Ν	Ν	Ν	Proficient	83%	87%	Α	0	0	0	0	0	0	
100004	Student 13	05	Teacher 4	М	W	N	Ν	Ν	Ν	N	Proficient	100%	93%	Α	0	0	0	0	0	0	
100005	Student 14	05	Teacher 2	F	A	N	Ν	Ν	Ν	Y	Advanced	93%	100%	Α	0	0	0	0	0	0	
100006	Student 15	05	Teacher 3	F	A	N	Ν	Ν	Ν	N	Advanced	90%	87%	Α	0	0	0	0	0	0	
100009	Student 18	05	Teacher 4	М	A	Y	Ν	Ν	Ν	Ν	Proficient	93%	77%	Α	0	0	0	0	0	0	
100012	Student 20	05	Teacher 4	F	A	Ν	Ν	Ν	Ν	Ν	Proficient	97%	77%	Α	0	0	0	0	0	0	
100015	Student 23	05	Teacher 1	М	W	Ν	Ν	Ν	Ν	Ν	Advanced	80%	90%	Α	0	0	0	0	0	0	
100018	Student 26	05	Teacher 2	F	W	N	Ν	Ν	Ν	N	Advanced	97%	90%	Α	0	0	0	0	0	0	
100023	Student 30	05	Teacher 2	М	W	Y	Ν	Ν	Ν	Y	Advanced	97%	100%	Α	0	0	0	0	0	0	
100024	Student 31	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Y	Advanced	97%	93%	Α	0	0	0	0	0	0	
100026	Student 33	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	Proficient	87%	90%	Α	0	0	0	0	0	0	
100032	Student 39	05	Teacher 1	F	A	Ν	Ν	Ν	Ν	Y	Advanced	97%	97%	Α	0	0	0	0	0	0	
100036	Student 42	05	Teacher 1	М	В	Ν	Ν	Ν	Ν	Ν	Advanced	87%	93%	Α	0	0	0	0	0	0	
100037	Student 43	05	Teacher 3	М	W	N	Ν	Ν	Ν	N	Advanced	97%	93%	Α	0	0	0	0	0	0	
100038	Student 44	05	Teacher 4	F	W	Ν	Ν	Ν	Ν	Ν	Advanced	90%	90%	В	0	0	0	0	0	0	
100042	Student 48	05	Teacher 1	М	A	Ν	Ν	Ν	Ν	Y	Advanced	97%	100%	Α	0	0	0	0	0	0	
100047	Student 52	05	Teacher 1	М	В	Ν	Ν	Ν	Ν	Ν	Proficient	87%	90%	В	0	0	0	0	0	0	
100050	Student 55	05	Teacher 4	F	W	N	Ν	Ν	Ν	N	Advanced	93%	93%	Α	0	0	0	0	0	0	
100051	Student 56	05	Teacher 1	F	W	N	Ν	Ν	Ν	N	Advanced	93%	97%	Α	0	0	0	0	0	0	
100054	Student 59	05	Teacher 3	М	A	N	Ν	Ν	Ν	N	Proficient	83%	87%	А	0	0	0	0	0	0	
100057	Student 61	05	Teacher 4	F	A	N	Ν	Ν	Ν	N	Advanced	93%	93%	А	0	0	0	0	0	0	
100065	Student 69	05	Teacher 3	F	A	N	Ν	Ν	Y	N	Proficient	93%	97%	Α	0	0	0	0	0	0	
100067	Student 70	05	Teacher 4	М	W	N	Ν	Ν	N	N	Advanced	93%	87%	А	0	0	0	0	0	0	
100068	Student 71	05	Teacher 3	F	W	N	Ν	Ν	Ν	N	Advanced	100%	100%	Α	0	0	0	0	0	0	
100070	Student 73	05	Teacher 3	М	W	N	Ν	Ν	Ν	N	Advanced	80%	97%	Α	0	0	0	0	0	0	
100072	Student 75	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	N	Advanced	97%	97%	Α	0	0	0	0	0	0	

### **Risk Analysis**

9.1.14

### School: MCKELVEY

Student #	Student Name	Grade	Teacher	GEN	ЕТН	FRL	NR	IEP	ESL	GFT	Reading	Math	Total Acad Pts	ODRs	Attendance	SRSS Total	Intevention Notes
100064	Student 68	05	Teacher 1	F	A	Y	N	Ν	Y	Ν	insuf	insuf	insuf	insuf	97.74%	0	
100035	Student 41	05	Teacher 2	F	W	N	N	N	N	N	insuf	insuf	insuf	insuf	98.56%	7	
100048	Student 53	05	Teacher 2	F	М	Y	N	N	N	N	insuf	insuf	insuf	insuf	96.24%	3	
100011	Student 2	05	Teacher 3	F	A	N	N	N	N	N	insuf	insuf	insuf	insuf	97.47%	1	
100025	Student 32	05	Teacher 3	F	A	N	N	N	N	N	insuf	insuf	insuf	insuf	99.19%	2	
100055	Student 6	05	Teacher 4	F	м	Y	N	N	N	N	insuf	6	insuf	insuf	91.44%	3	
100082	Student 84	05	Teacher 4	F	W	N	Y	Y	N	N	insuf	insuf	insuf	insuf	94.96%	0	
100008	Student 17	05	Teacher 1	F	н	Y	N	Y	N	N	10	9	19	0	98.58%	9	
100058	Student 62	05	Teacher 1	F	A	Y	N	N	N	N	11	8	19	0	93.82%	9	
100022	Student 3	05	Teacher 1	F	н	Y	N	N	N	N	9	7	16	0	96.88%	8	
100069	Student 72	05	Teacher 2	М	В	N	N	Y	N	N	9	7	16	0	97.74%	6	
100016	Student 24	05	Teacher 1	М	W	N	N	N	N	N	9	6	15	0	98.56%	6	
100003	Student 12	05	Teacher 2	F	В	Y	N	N	N	N	10	5	15	0	96.24%	6	
100034	Student 40	05	Teacher 1	М	н	Y	N	Y	N	N	8	6	14	0	97.47%	6	
100017	Student 25	05	Teacher 2	F	W	N	N	N	N	N	7	5	12	0	99.19%	5	
100086	Student 9	05	Teacher 2	М	W	Y	N	N	N	N	6	6	12	0	91.44%	6	
100020	Student 28	05	Teacher 4	М	W	N	N	N	N	N	7	5	12	0	94.96%	5	
100019	Student 27	05	Teacher 2	F	W	Y	N	N	N	N	5	6	11	0	93.20%	5	
100040	Student 46	05	Teacher 4	М	W	N	N	Y	N	N	6	5	11	0	90.61%	5	
100010	Student 19	05	Teacher 3	F	W	Y	N	N	N	N	6	4	10	0	87.53%	5	
100074	Student 77	05	Teacher 4	М	н	Y	N	N	N	N	5	5	10	0	91.52%	4	
100056	Student 60	05	Teacher 2	М	W	N	N	N	N	N	5	4	9	0	100.00%	4	
100033	Student 4	05	Teacher 4	М	W	N	N	Y	N	N	6	3	9	0	99.61%	4	
100013	Student 21	05	Teacher 1	F	A	N	N	N	Y	N	5	3	8	0	95.16%	4	
100027	Student 34	05	Teacher 2	F	A	N	N	N	N	Y	4	4	8	0	95.73%	4	
100030	Student 37	05	Teacher 2	М	W	N	N	Y	N	N	6	2	8	1	98.30%	12	
100085	Student 87	05	Teacher 3	М	W	N	N	N	N	N	5	3	8	0	95.12%	4	
100039	Student 45	05	Teacher 1	F	A	N	N	N	Y	N	3	4	7	0	97.37%	2	
100044	Student 5	05	Teacher 2	М	W	N	N	Y	N	N	5	2	7	2	96.38%	12	
100021	Student 29	05	Teacher 3	F	В	N	N	Y	N	N	4	3	7	0	96.14%	4	
100059	Student 63	05	Teacher 3	F	A	N	N	N	N	N	4	3	7	0	99.50%	2	
100046	Student 51	05	Teacher 4	F	A	N	N	N	N	N	5	2	7	0	99.28%	2	

100071	Student 74	05	Teacher 1	F	A	N	N	N	N	N	3	3	6	0	95.54%	2	
100061	Student 65	05	Teacher 1	М	W	N	Ν	N	N	N	3	2	5	0	93.67%	2	
100062	Student 66	05	Teacher 1	М	W	N	Ν	Y	N	N	4	1	5	1	96.75%	11	
100066	Student 7	05	Teacher 2	F	W	N	Ν	N	N	N	3	2	5	0	96.20%	2	
100049	Student 54	05	Teacher 1	М	W	N	Ν	Y	N	N	3	1	4	0	94.57%	1	
100078	Student 80	05	Teacher 1	М	W	Ν	Ν	Y	Ν	Ν	3	1	4	2	91.73%	12	
100073	Student 76	05	Teacher 2	М	W	Ν	Ν	Y	Ν	Ν	3	1	4	1	98.67%	11	
100002	Student 11	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	2	2	4	0	98.02%	1	
100007	Student 16	05	Teacher 3	F	A	Ν	Ν	Ν	Y	Ν	3	1	4	0	100.00%	1	
100029	Student 36	05	Teacher 3	F	W	Y	Ν	Ν	N	Ν	0	4	4	0	98.36%	1	
100060	Student 64	05	Teacher 3	F	w	Ν	Ν	Ν	Ν	Ν	3	1	4	0	98.43%	1	
100043	Student 49	05	Teacher 4	F	W	Ν	Ν	Ν	N	Ν	3	1	4	0	97.12%	1	
100012	Student 20	05	Teacher 4	F	A	Ν	Ν	Ν	Ν	Ν	3	0	3	0	100.00%	1	
100028	Student 35	05	Teacher 4	М	Н	Ν	Ν	Ν	N	Ν	1	2	3	0	99.50%	1	
100063	Student 67	05	Teacher 4	М	W	Ν	Ν	Y	Ν	Ν	2	1	3	1	94.69%	10	
100015	Student 23	05	Teacher 1	М	W	Ν	Ν	Ν	Ν	Ν	2	0	2	0	93.18%	1	
100053	Student 58	05	Teacher 1	F	В	Ν	Ν	Ν	Ν	Ν	1	1	2	1	94.60%	9	
100026	Student 33	05	Teacher 3	М	w	Ν	Ν	Ν	Ν	Ν	2	0	2	0	96.40%	1	
100031	Student 38	05	Teacher 3	М	В	Ν	Ν	Ν	N	Ν	0	2	2	0	98.74%	1	
100037	Student 43	05	Teacher 3	М	W	Ν	Ν	Ν	Ν	Ν	2	0	2	0	97.74%	1	
100045	Student 50	05	Teacher 3	F	W	Y	Ν	Ν	Ν	Ν	1	1	2	0	96.49%	1	
100009	Student 18	05	Teacher 4	М	A	Y	Ν	Ν	Ν	Ν	2	0	2	0	97.48%	1	
100041	Student 47	05	Teacher 4	F	A	Y	Ν	Ν	N	Ν	1	1	2	0	99.55%	1	
100014	Student 22	05	Teacher 1	F	A	Ν	Ν	Ν	Ν	Ν	0	1	1	0	93.81%	0	
100047	Student 52	05	Teacher 1	М	В	Ν	Ν	Ν	N	Ν	1	0	1	0	96.52%	0	
100084	Student 86	05	Teacher 1	F	W	Ν	Ν	Ν	N	Ν	0	1	1	0	99.43%	0	
100052	Student 57	05	Teacher 2	F	w	Ν	Ν	Ν	Ν	Y	0	1	1	0	96.23%	0	
100038	Student 44	05	Teacher 4	F	W	Ν	Ν	Ν	Ν	Ν	1	0	1	0	94.90%	0	
100057	Student 61	05	Teacher 4	F	A	Ν	Ν	Ν	Ν	Ν	1	0	1	0	98.75%	0	
100032	Student 39	05	Teacher 1	F	A	Ν	Ν	Ν	N	Y	0	0	0	0	96.75%	0	
100036	Student 42	05	Teacher 1	М	В	Ν	Ν	Ν	Ν	Ν	0	0	0	0	99.00%	0	
100042	Student 48	05	Teacher 1	М	A	Ν	Ν	Ν	N	Y	0	0	0	0	93.96%	0	
100051	Student 56	05	Teacher 1	F	W	Ν	Ν	Ν	N	N	0	0	0	0	81.90%	0	
100075	Student 78	05	Teacher 1	М	Α	Ν	Ν	Ν	Ν	Y	0	0	0	0	96.29%	0	
100005	Student 14	05	Teacher 2	F	Α	Ν	Ν	Ν	Ν	Y	0	0	0	0	98.15%	0	
100018	Student 26	05	Teacher 2	F	W	Ν	Ν	Ν	Ν	Ν	0	0	0	0	96.97%	0	
100023	Student 30	05	Teacher 2	М	W	Y	Ν	Ν	Ν	Y	0	0	0	0	97.92%	0	
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100024	Student 31	05	Teacher 2	F	W	N	N	N	N	Y	0	0	0	0	99.23%	0	
100072	Student 75	05	Teacher 2	F	W	N	N	N	N	N	0	0	0	0	94.52%	0	
100077	Student 8	05	Teacher 2	М	A	N	N	Y	N	N	0	0	0	0	97.44%	0	
100079	Student 81	05	Teacher 2	М	W	N	N	N	N	Y	0	0	0	0	95.68%	0	
100081	Student 83	05	Teacher 2	М	W	N	N	N	N	Y	0	0	0	0	96.48%	0	
100006	Student 15	05	Teacher 3	F	A	N	N	N	N	N	0	0	0	0	100.00%	0	
100054	Student 59	05	Teacher 3	М	A	N	N	N	N	N	0	0	0	0	97.42%	0	
100065	Student 69	05	Teacher 3	F	A	N	N	N	Y	N	0	0	0	0	97.50%	0	
100068	Student 71	05	Teacher 3	F	W	N	N	N	N	N	0	0	0	0	96.42%	0	
100070	Student 73	05	Teacher 3	М	W	N	N	N	N	N	0	0	0	0	98.37%	0	
100076	Student 79	05	Teacher 3	М	W	N	N	Y	N	N	0	0	0	0	92.13%	0	
100083	Student 85	05	Teacher 3	F	A	N	N	N	N	N	0	0	0	0	98.31%	0	
100001	Student 10	05	Teacher 4	F	A	N	N	N	N	N	0	0	0	0	98.47%	0	
100004	Student 13	05	Teacher 4	М	W	N	N	N	N	N	0	0	0	0	98.09%	0	
100050	Student 55	05	Teacher 4	F	W	N	N	N	N	N	0	0	0	0	98.38%	0	
100067	Student 70	05	Teacher 4	М	W	N	N	N	N	N	0	0	0	0	97.19%	0	
100080	Student 82	05	Teacher 4	М	W	N	N	N	N	N	0	0	0	0	100.00%	0	

### **Risk Analysis Protocol**

- 1. As a team, you will analysis READING and MATH separately using the risk analysis provided (see email)
- 2. Focus on the students with a Total Risk as "insuf" (insufficient) and complete chart below
- 3. Focus on the students with a Total Risk in the HIGH Range (team determined) and complete chart below
- 4. Look at reminder of Rick Analysis and determine if any other students are high risk (though data does not show)
- 5. Identify Action Steps at classroom/team/building level
- 6. Identify students to be brought to problem solving next week

### **Students with Insufficient Data**

Meeting/Exceeding	Moderate Risk but Making	High Risk but	High Risk Need Additional
Expectations	Progress	Intervention(s) in Place	Problem Solving or
Continue to Monitor	Continue to Monitor	Continue to Monitor	Intervention

### Students at High Risk Based on Data

High Risk but Making Progress Continue to Monitor	High Risk but Intervention(s) in Place Continue to Monitor	High RiskNeed Additional Problem Solving or Intervention Support (maybe classroom/team/building)

Others of concern that are not showing as high-risk (note name and concern):

Action Steps we will take in our classroom:

1.

2.

Action Steps we will take as a team:

1.

2.

Action Steps we need additional/building support with:

1.

2.

Students we would like to Problem Solve more in-depth about during the next Problem Solving Meeting:

1.