

Data Analysis Protocol #2

Winter i-Ready Diagnostic

Subject		Grade level	
Team Members			

Step 1: Analyze and Understand the Data

1. Identify the quadrant that each student falls in
2. Then sort those students in each quadrant based on their most recent i-Ready diagnostic score (follow the guidelines on i-Ready for benchmark, strategic, and intensive qualifications)
 - **High Growth** = 50% (or more) growth towards the student's Typical Growth
 - **Low Growth** = Less than 50% towards the student's Typical Growth
 - **High Proficiency**= ("Mid - Late Grade Level" -**GREEN**)
 - **Low Proficiency**= ("Early Grade Level" or below -**YELLOW** or **RED**)

High Growth, Low Proficiency			High Growth, High Proficiency	
	Strategic	Intensive		Benchmark
Teacher 1	Students	Students	Teacher 1	Students
Teacher 2	Students	Students	Teacher 2	Students
Teacher 3	Students	Students	Teacher 3	Students
Teacher 4	Students	Students	Teacher 4	Students
Teacher 5	Students	Students	Teacher 5	Students
Low Growth, Low Proficiency			Low Growth, High Proficiency	
	Strategic	Intensive		Benchmark
Teacher 1	Students	Students	Teacher 1	Students
Teacher 2	Students	Students	Teacher 2	Students
Teacher 3	Students	Students	Teacher 3	Students
Teacher 4	Students	Students	Teacher 4	Students
Teacher 5	Students	Students	Teacher 5	Students

Step 2: Reflection

Look at the overall grade level data. What trends do you notice in the domains and skills students had success and where the support is needed?

Bright Spots (e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)	Areas for Improvement (e.g., lower placement levels, struggle with a specific domain, less than expected progress toward growth measures)

Step 3: Take Action!

Whole-Grade-Level Action Plan	
Unit Planning Implications <ul style="list-style-type: none"> How will your grade-level data and noticings affect your upcoming unit planning and instruction? What is your plan as a grade level to support student achievement? Think about UDL supports and strategies. 	
Materials What materials/tools need to be created/used to support this work? (slides, seesaw lessons, ready teacher toolbox, etc.)	
Support What support is needed (if any) to support your grade level team? (e.g. unit planning support, lesson creation, materials and resources, etc.)	

Individual Teacher Action Plan Notes:

- Make your groups using the “instructional grouping profiles” OR “3 or 5 level placement” OR a combination of the two as you see fit.
- Make a copy of this table for each member of your team. Each teacher should have their own table.
- Be specific about your plan for your groups of students
- Use your teammates to collaborate on ideas and share plans as needed.

- Co-teaching teams may complete together as you see fit for your shared students.

Individual Teacher Action Plan What is your plan for supporting your groups of students? Be specific with the groups, skills targeted, when they will be addressed, and how/with who.			
Teacher Name:			
Group (include student names)	Strengths What domains/skills is this group successful with?	Targeted Skills for improvement What domains/skills will be taught to support this group?	When, how and with who? Specific details of when you will meet, how you will meet, and which teacher is giving instruction.