



***Data Analysis for Instructional Decision Making: Team Process
Adaptation par Robert Pelletier, psychologue CSRS
Modèle élaboré en Pennsylvanie***

Première rencontre de l'automne: Planification de l'enseignement à partir du niveau de base de l'école

Avant la rencontre du Groupe d'Analyse de Données (GAD) :

- Les données sont colligées dans chaque classe de l'école
- Les données sont rassemblées et fournies avant la rencontre à chaque enseignant participant à la rencontre, dans un format facilement compréhensible (par tableau, par exemple). Dans certains cas les tableaux comportent les noms des élèves (Pallier 2 et 3) dans le cas du Pallier 1, ce n'est pas utile).
- Un Coordonateur est nommé pour ces rencontres; ce sera lui qui animera ces sessions tout au long de l'année. Il a reçu une préparation et une formation préalable suffisante pour s'acquitter de son rôle.
- L'organisation de la rencontre (horaire, emplacement, agendas de chacun, etc) est sous la responsabilité de la direction de l'École.

Niveau 1		
Procédure	Incitatifs à la discussion	Données à conserver
<p>L'équipe utilise les données fournies par l'école ou la Commission Scolaire. Par exemple : % des élèves qui reconnaissent toutes les lettres en septembre en 1^{ère} année ; % des élèves capable de lire avec fluidité un court texte en 2^e année) Source : INDISSE, DIEBELS, etc</p>	<p>L'équipe doit avoir eu à l'avance les données que les membres auront à analyser.</p>	<p>Les données elle-mêmes doivent être conserver pour le suivi à long-terme.</p>
<p>L'équipe identifie le niveau de performance actuel du cycle (ou du niveau) en comparant les résultats obtenus avec les seuils de réussites fixés pour la période de l'année. Il faut relever les progrès (ou stagnation) qui sont fait depuis la dernière prise de mesure.</p>	<p>“Analysons la performance du cycle au complet... combien d'élèves atteignent le seuil minimal attendu ?</p>	<p>Compiler les données sur une fiche de compilation longitudinale.</p>

<p>L'équipe établit pour le cycle (ou le niveau) un objectif à atteindre d'ici la prochaine rencontre (en février).</p> <ul style="list-style-type: none"> • L'objectif doit être défini en % d'Élèves du niveau qui vont obtenir le seuil minimal attendu. Exemple: En février, 90% de nos élèves sauront lire de manière fluide le texte qui a été présenté en septembre. • Prévision supplémentaire: un % peut être établi pour les élèves qui dépasseront le seuil minimal également. <p>L'équipe poursuit l'analyse des données pour cibler des habiletés spécifiques qui gagnent à être développées pour l'ensemble des élèves du niveau/cycle. Ceci servira à déterminer les forces et faiblesses du groupe et permettra de clarifier ce qui peut être fait concrètement pour supporter le groupe.</p>	<p>“Quels objectifs concrets devrions-nous viser à atteindre pour notre groupe d'Élèves d'ici le mois de février ?”</p>	<p>Noter l'objectif fixé sur la fiche de compilation (en % du nombre d'élève)</p>
<p>L'équipe fait maintenant une liste des stratégies pédagogiques qui peuvent être pertinentes pour aider les élèves actuellement, stratégies qui doivent supporter le développement des habiletés qui sont moins bien acquises chez les élèves.</p>	<p>“Faisons un brain-storming des différentes stratégies que nous pouvons utiliser pour aider les élèves à atteindre notre objectif...”</p>	<p>Noter chaque idée sur une feuille</p>
<p>L'Équipe analyse ensuite les stratégies listées, en utilisant les guides suivants :</p> <ul style="list-style-type: none"> • Les stratégies doivent être basées sur des recherches démontrant leur efficacité. • Elles doivent être applicable facilement. • Du matériel de support doit être disponible ou doit pouvoir être bâti facilement . 	<p>“Classons maintenant ces stratégies selon les critères suivants :</p> <ul style="list-style-type: none"> • Est-ce qu'il y a une recherche scientifique qui appuie cette stratégie? • Quelles sont les stratégies applicables le plus facilement ? • Quels matériels avons-nous déjà ? 	<p>Garder une trace écrite de ces réflexions.</p>

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	<ul style="list-style-type: none"> Quels matériels aurons-nous besoin d'acheter ou de créer? 	
L'équipe choisit enfin les stratégies à privilégier pendant la prochaine période de travail (septembre à février).	“Et maintenant, quelles stratégies allons-nous choisir d'appliquer tous ensemble?”	Écrire une description explicite de la (les ?) stratégie choisie par l'équipe.
<p>L'équipe planifie la logistique de l'utilisation des stratégies:</p> <ul style="list-style-type: none"> L'équipe prévoit l'aide à fournir aux enseignants qui ne sont pas familiarisés avec les stratégies choisies (team-teaching, modeling, formation spécifique pour le cycle, rencontre de discussion du cycle/niveau, support par un spécialiste (psychologue ou C.P.)) L'équipe trouve ou crée le matériel nécessaire. L'équipe planifie comment sera vérifiée l'application des stratégies. Il est important de faire cette étape pour s'assurer que si les élèves demeurent en difficultés, ce n'est pas en raison d'une application inégale ou inadéquate des stratégies utilisées. Time to create/adapt materials L'équipe planifie également comment ces stratégies seront enseignées aux nouveaux enseignants. 	<p>“Comment, en équipe, allons-nous nous assurer d'appliquer ces stratégies?”</p> <p>“Comment être sûr que nous allons tous nous en servir? Et que nous allons l'appliquer jusqu'au bout ?”</p> <p>“Quelle aide aurons-nous besoin pour utiliser ces stratégies et comment allons-nous être sûr que nous sommes dans la bonne direction ?”</p>	Faire une liste des actions de support à faire, à quel moment elles doivent être faites et par qui.
Tier 2		
Procedure	Typical Prompts	Record Keeping
<p>Team identifies which students will be considered for Tier 2 interventions.</p> <ul style="list-style-type: none"> Review all available data on these students (e.g., DIBELS/AIMSweb and 4Sight Proficiency lists, or data spreadsheet containing all assessment data. Identify students who are in each section (upper and lower ends) 	<p>“Which students do we really have to watch this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p>	Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance

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<p>of the “emerging” or “strategic” area of the distribution on the most recent benchmark tests.</p> <ul style="list-style-type: none"> • Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores). • Decide which students need Tier 2 interventions. 	<p>“How do the DIBELS/AIMSweb scores compare with their 4Sight scores?” (for intermediate grades and above) “Which students do we think will get to benchmark without extra supports?” “Which students will need Tier 2 supports this quarter?”</p>	<p>monitoring. Record names on SIRF.</p>
<p>Team sets a measurable goal to achieve by the next review point for the each student identified for Tier 2 supports. Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data.</p>	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 2.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy. 	<p>“What standard protocol intervention group shall we use for this student?” “When and how often will the intervention be delivered?” “What do we need to do as a team to make this really happen for our students?” “What do we have to do to make sure we all use this strategy as planned?” “How will we know that we are on track?”</p>	<p>Annotate the SIRF with “to-do’s.” Use standard protocol checklist to determine fidelity of intervention.</p>

Team plans for progress monitoring (at least twice per month). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.	“How will we measure their progress?” “Who will conduct this assessment?”	Annotate SIRF with progress-monitoring plan.
Tier 3		
Team identifies which students will to be considered for Tier 3 interventions <ul style="list-style-type: none"> Review all available data on these students (e.g., DIBELS/AIMSweb and 4Sight) using lists or spreadsheet. Identify students who are in the “deficient” or “at risk” area of the distribution on the most recent benchmark tests. Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores). Review all available progress-monitoring data for each student’s rate of improvement (slope). Decide which students need Tier 3 interventions. 	“Which students are the most deficient on our lists?” “How far behind are these students?” “What has been their slope since the last assessment?” “How do the DIBELS/AIMSweb scores compare with their 4Sight scores?” (for intermediate grades and above) “Which students will need Tier 3 supports this quarter?”	Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring. Record names on SIRF.
Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 3 supports. Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment as well as the expected rate of improvement (slope), or improvement on specific skill related to 4Sight or other assessment data.	“What goal(s) shall we aim for by our next review point for this student?”	Annotate measurable goal(s) in correct format on SIRF.
Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.	“Let’s discuss which standard protocol strategy matches this student’s needs best.”	Record strategy on SIRF.
Team plans logistics of implementing strategy: <ul style="list-style-type: none"> Team identifies the instructional group in which the intervention will occur. 	“What standard protocol intervention group shall we use for this student?”	Annotate the SIRF with “to-do’s.”

<ul style="list-style-type: none"> • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy. 	<p>“When and how often will the intervention be delivered?”</p> <p>“What do we need to do as a team to make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“How will we know that we are on track?”</p>	<p>Use standard protocol checklist to determine fidelity of intervention.</p>
<p>Team plans for progress monitoring (at least once per week). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p>	<p>“How will we measure their progress?”</p> <p>“Who will conduct this assessment?”</p>	<p>Annotate SIRF with progress-monitoring plan.</p>
<p>Team sets next meeting date.</p>	<p>“When shall we meet again to review our progress?”</p>	<p>Annotate next date on SIRF.</p>

Interim Steps (between meetings):

- Monitor fidelity of intervention.
- Monitor student’s progress (CBM).
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional “practice” based on classroom performance and observation).

Part II. Quarterly Benchmark (Follow-up) Meetings

Before the meeting:

- Team accesses students' new progress-monitoring data.
- Data are provided to the team (teachers and other school personnel) in advance. Data sets include DIBELS, 4Sight Benchmark, Diagnostic and Classroom information.
- Session facilitator is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	Typical Prompt	Record Keeping
<p>Team compares new data to:</p> <ul style="list-style-type: none"> • Present grade-level goal • Appropriate ORF benchmark for grade and time of year <ul style="list-style-type: none"> ○ % at risk ○ % some risk ○ % low risk • Proficiency levels for 4Sight, with additional information from Item Analysis or Subtest Averages 	<p>“Let’s analyze how are our students doing on (<i>benchmark skill</i>)?”</p>	<p>Summarize salient data on SIRF.</p>
<p>Team evaluates effectiveness of strategies used:</p> <ul style="list-style-type: none"> • Gains were clearly linked to strategies for all students. • Strategies worked for some students and not others. • Strategies worked poorly. • Strategies were not implemented with fidelity (as planned). 	<p>“How did our strategies work this past quarter?”</p>	<p>Record successful and unsuccessful strategies.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point.</p> <ul style="list-style-type: none"> • Goal should be stated in terms of % of students making <i>x</i> progress (give a number) toward identified benchmark or % of students scoring Proficient or above on 4Sight. 	<p>“What goal(s) shall we aim for by our next review point?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>

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<p>Team decides on continuation of existing strategies or selects new ones. If new strategies are designed, analyze with filters:</p> <ul style="list-style-type: none"> • Strategy should be evidence based. • Strategy should be practical. • Curricular materials are available to implement strategy or can be readily created. <p>Note: Strategies may need to change because instructional targets have advanced.</p>	<p>“Based on where our students are now, shall we keep our existing strategy or plan for another?”</p>	<p>Write an explicit description of the strategy on the SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team assists all teachers in learning strategy (if not already used) using: <ul style="list-style-type: none"> ○ peer modeling and coaching ○ grade-level “chats” regarding implementation ○ assistance by specialists (Title I, literature leader, school psychologist) • Team locates or creates instructional materials. • Team plans for self-monitoring of use of strategy. 	<p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“Who can help us with implementation?”</p> <p>“How will we know that we are on track?”</p>	
Tier 2		
Procedure	Typical Prompts	Record Keeping
<p>Team reviews progress of students who have received Tier 2 interventions.</p> <ul style="list-style-type: none"> • Review all scores (e.g., DIBELS/AIMSweb <i>and</i> 4Sight) for each student using lists or data spreadsheet. • Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores). 	<p>“How did our students do in Tier 2 this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p> <p>“How do the DIBELS/AIMSweb scores compare with their 4Sight</p>	<p>Data sets in question (e.g., DIBELS, 4Sight Proficiency lists). Use formats with student names and data from ongoing performance monitoring.</p>

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	scores?" (for intermediate grades and above)	
<p>Team evaluates effectiveness of strategies used, to determine if:</p> <ul style="list-style-type: none"> • Gains are clearly linked to strategies for each student • Strategies worked for some students and not others • Strategies worked poorly • Strategies were not implemented as planned 	<p>"How did our strategies work this past quarter?"</p> <p>"Did we implement the plan with fidelity?"</p>	<p>Progress monitoring data on each student.</p> <p>Completed level-of-implementation protocols.</p>
<p>Team decides which students need:</p> <ul style="list-style-type: none"> • Continued Tier 2 interventions • Tier 3 interventions • To discontinue Tier 2 interventions 	<p>"Which students have hit or are near benchmark and will be OK without Tier 2 supports?"</p> <p>"Which students are making some gains, but will continue to need Tier 2 supports this quarter?"</p> <p>"Which students are falling further behind and need a more intensive intervention (Tier 3)?"</p>	<p>Record names on SIRF.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports.</p> <ul style="list-style-type: none"> • Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment, (typically the next benchmark score), or improvement on specific skill related to 4Sight or other assessment data. 	<p>"What goal(s) shall we aim for by our next review point for this student?"</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 3.</p>	<p>"Let's discuss which standard protocol strategy matches this student's needs best."</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. 	<p>"What standard protocol intervention group shall we use for this student?"</p> <p>"When and how often will the intervention be delivered?"</p>	<p>Annotate the SIRF with "to-do's."</p> <p>Use standard protocol checklist to determine</p>

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<ul style="list-style-type: none"> Team plans for self-monitoring of use of strategy. 	<p>“What do we need to do as a team to make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“How will we know that we are on track?”</p>	<p>fidelity of intervention.</p>
<p>Team plans for progress monitoring: Tier 3-weekly. Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p>	<p>“How will we measure their progress?”</p> <p>“Who will conduct this assessment?”</p>	<p>Annotate SIRF with progress monitoring plan.</p>
<p>Tier 3 Analysis</p>		
<p>Procedure</p>	<p>Typical Prompts</p>	<p>Record Keeping</p>
<p>Team reviews progress of students who have received Tier 3 interventions.</p> <ul style="list-style-type: none"> Review all scores (e.g., DIBELS/AIMSweb <i>and</i> 4Sight) for each student using lists or spreadsheet. Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores). 	<p>“How did our students do in Tier 3 this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p> <p>“How do the DIBELS/AIMSweb scores compare with their 4Sight scores?” (for intermediate grades and above)</p>	<p>Data sets in question (e.g., DIBELS, 4Sight). Use formats with student names and data from ongoing performance monitoring.</p>
<p>Team evaluates effectiveness of strategies used, to determine if:</p> <ul style="list-style-type: none"> Gains are clearly linked to strategies for each student Strategies worked for some students and not others Strategies worked poorly Strategies were not implemented as planned 	<p>“How did our strategies work this past quarter?”</p> <p>“Did we implement the plan with fidelity?”</p>	<p>Progress monitoring data on each student.</p> <p>Completed level-of-implementation protocols.</p>

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<p>Team decides which students need:</p> <ul style="list-style-type: none"> Continued Tier 3 interventions To discontinue Tier 3 interventions and return to only Tier 2 supports To be referred for an evaluation for special education eligibility 	<p>“Which students have made good progress and will be OK without Tier 3 supports?” “Which students are making some gains, but will continue to need Tier 3 supports this quarter?” “Which students are falling further behind and need to be referred for a multi-disciplinary evaluation?”</p>	<p>Record names on SIRF.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports.</p> <ul style="list-style-type: none"> Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data. 	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> Team identifies the instructional group in which the intervention will occur. Team identifies frequency and duration (amount of time each day) of the intervention. Team plans for self-monitoring of use of strategy. 	<p>“What standard protocol intervention group shall we use for this student?” “When and how often will the intervention be delivered?” “What do we need to do as a team to make this really happen for our students?” “What do we have to do to make sure we all use this strategy as planned?” “How will we know that we are on</p>	<p>Annotate the SIRF with “to-do’s.” Use standard protocol checklist to determine fidelity of intervention.</p>

	track?"	
Team plans for more frequent monitoring (Tier 2-monthly; Tier 3-weekly).	“How will we measure their progress?” “Who will conduct this assessment?”	Annotate SIRF with progress monitoring plan.

Interim Steps (between meetings):

- Monitor fidelity of intervention.
- Monitor student’s progress (CBM).
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional “practice” based on classroom performance and observation).