RESULTS MEETING PROTOCOL[5]

Purpose

The goal of the results meeting is to analyze with your data inquiry team (grade level or department team) the results of the most recent assessment and determine an action plan that meets the needs of students in your grade/department.

Materials

Student data recorded on a checklist, Results Meeting protocol note-catcher (see Table 7.3), student assessments, assessment rubric, chart paper, markers

Time

Part 1, 40 minutes; Part 2, 45 minutes (Note: This protocol can be implemented as two separate protocols.)

Pre-work

Before engaging in a Results Meeting protocol, you will need to score your students' assessments and record the scores on a checklist.

Protocol Roles

Recorder (to record notes on chart paper); facilitator; timekeeper

Part One: Analyzing Student Data to Identify a Focus Standard (40 minutes)

Analyze: Individually read the checklist to determine areas of strength and struggle and trends related to student performance on standards. Record your individual findings on the note-catcher. (15 minutes)

Discuss and record on chart paper: Where did students do well? (5 minutes)

- Go around: Each person on the team names two areas in which he or she noticed students did well and cites evidence from the checklist.
- Group members ask "What evidence do you have?" as needed.
- The recorder takes notes on chart paper.

Discuss and record on chart paper: Where did students struggle? (5 minutes)

- Go around: Each person on the team names two areas he or she noticed in which students struggled and cites evidence from the checklist.
- Group members ask "What evidence do you have?" as needed.
- The recorder takes notes on chart paper.

Discuss and record on chart paper: What are the trends in the data? (5 minutes)

- Go around: Each person on the team names the top trend he or she noticed.
- The recorder takes notes on chart paper.

Discuss: Of the struggles identified, which should be prioritized (i.e., which standard)? (10 minutes)

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- Open discussion: The team comes to an agreement about the top challenge to focus on right now.
- The recorder circles the selected challenge on the list on the chart paper.

Part Two: Acting on Student Data to Increase Achievement on a Focus Standard (45 minutes)

Sort (5 minutes): Physically place the student assessments into three piles based on the standard of focus: *met* or *exceeded* the standard of focus, is *approaching* meeting the standard of focus, is *not approaching* meeting the standard of focus.

Analyze (20 minutes): Each member of the team will now focus on one particular group of students. In pairs or alone, analyze the student work in your pile, focusing on the following questions and using the learning targets from Module Lessons as a guide.

- Student work: What are the trending strengths in your students' work? (refer to specific skills)
- Student work: What are the trending areas of struggle in your students' work?
- Unit arc: Based on the Unit-at-a-Glance chart (in the Unit Overview), will your group have an opportunity to revisit these standards? If so, in which lesson? If not, what are some high-leverage moves you can make to meet their needs?
- Unit arc: Based on the Unit-at-a-Glance chart, will your students be reassessed on this standard in the next assessment? If not, how will you assess their progress on the focus standard?

Share (10 minutes): Each group will have 3 minutes to share their notes about their pile of student work, focusing on their suggestions for re-teaching and reassessment.

Reflection (4 minutes): Which "high-leverage next steps" are most realistic, most helpful, and most effective?

- Silent think/write time: Each person silently assesses which solutions are doable/effective (1 minute).
- Each person on the team has 30 seconds to share his or her reflections.

Consensus and delegation (6 minutes): Which actions will teachers on our team take?

- Based on the reflections shared, the team discusses and comes to an agreement on a plan and dates for re-teaching and reassessing the focus standard for each group of students.
- The recorder writes the agreed-upon actions on the chart paper.

[5] Informed by Bambrick-Santoyo, P. (2010). Driven by Data: A Practical Guide to Improve Instruction. San Francisco, CA: Jossey-Bass.

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