

# DEEP DIVE DATA DAY: IOWA

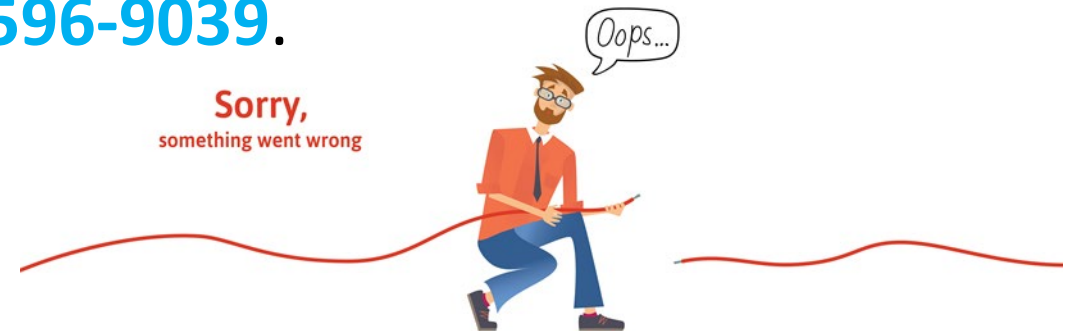
---

**JUNE 1, 2022**  
8:30 AM - 3:00 PM EST



# ADDRESSING THE “WHAT-IFS”

- What if Christel loses internet connection? ... check back in 5 mins using the same Zoom link. If the session is not up, then watch your email for directions.
- What if there is a lot of background noise at your house? ... keep yourself on mute or Christel will mute you! LOL (This is the best part of virtual teaching)
- What if you did not get a Google Doc or Form emailed to you, send Nicole a message in the Chat box or text Nicole at 321-863-3253
- What if you get kicked out and need to be let in but everyone is in a breakout room ... text Christel at **561 596-9039**.



# MEET DIANE OWENS

- Contact Diane if you have questions regarding private school services or payment:  
[diane.owens@palmbeachschools.org](mailto:diane.owens@palmbeachschools.org)



# RESOURCES FOR TODAY



- Log in to [www.connectedclass.com](http://www.connectedclass.com)
- Go to ***Resource Room***
- Click on ***Leadership Institute: Math or Leadership Institute: ELA***
- Open ***Deep Dive Data Day: Iowa***



How can we use the information gathered from summative assessments to help focus our instruction and increase student achievement in 2022-2023?







## Deep Dive Data Day:

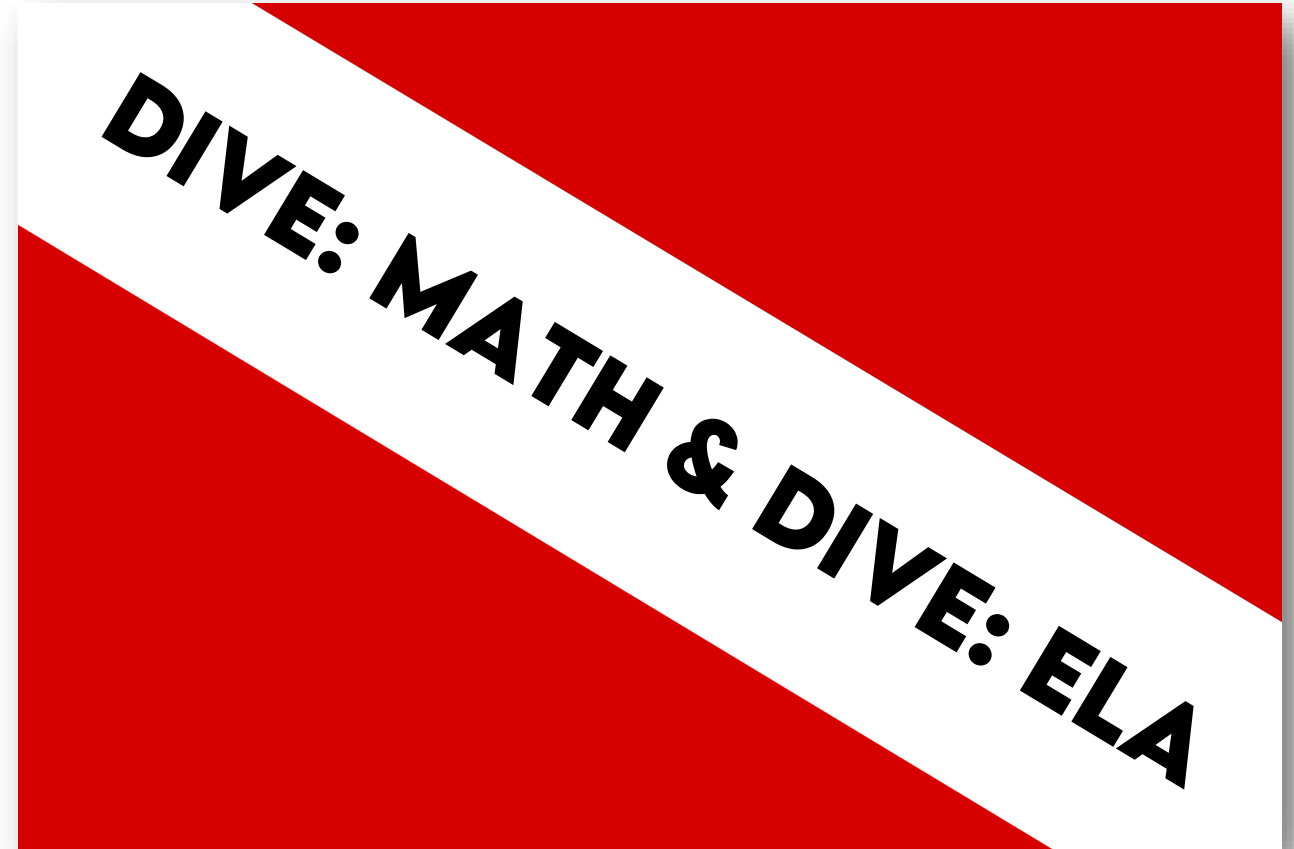
### LEARNING INTENTIONS

- Develop reflective communication with team members
- Analyze school's summative data
- Determine the Greatest Area of Need (GAN)

# LEARNING INTENTIONS

Day 2 & Day 3

- Data analysis review
- Instructional goal setting
- Vision for implementing instructional strategies and engaging families
- Establish action steps to reach SMART goal(s)



# SUCCESS CRITERIA

- I can sort, arrange, present and explain my data using a story.

DATA



PRESENTED VISUALLY



SORTED



ARRANGED



EXPLAINED WITH A STORY





### My GAN Story

Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade or Position: \_\_\_\_\_

Directions: Using results from the **Group Longitudinal Profile**, **Class Performance Profile**, and the **Class Item Analysis**, write a story using the following template:

According to the **Group Longitudinal Profile**, my school saw growth in \_\_\_\_\_.  
At my grade level, I noticed growth in \_\_\_\_\_.  
The area where our school did not see growth was \_\_\_\_\_.  
The area where my class did not see growth was \_\_\_\_\_.  
I also noticed \_\_\_\_\_ and I wonder \_\_\_\_\_.

According to the **Class Performance Profile**, my school did well in the following domains/cognitive levels \_\_\_\_\_. At my grade level, I noticed high performance in \_\_\_\_\_. The domains/cognitive levels my school needs to focus on are \_\_\_\_\_. At my grade level, we need to work on \_\_\_\_\_. I also noticed \_\_\_\_\_ and I wonder \_\_\_\_\_.

According to the **Class Item Analysis**, my school did well in the following items \_\_\_\_\_. At my grade level, I noticed high performance in the following items \_\_\_\_\_. The items my school needs to focus on are \_\_\_\_\_. At my grade level, we need to work on \_\_\_\_\_. I also noticed \_\_\_\_\_ and I wonder \_\_\_\_\_.

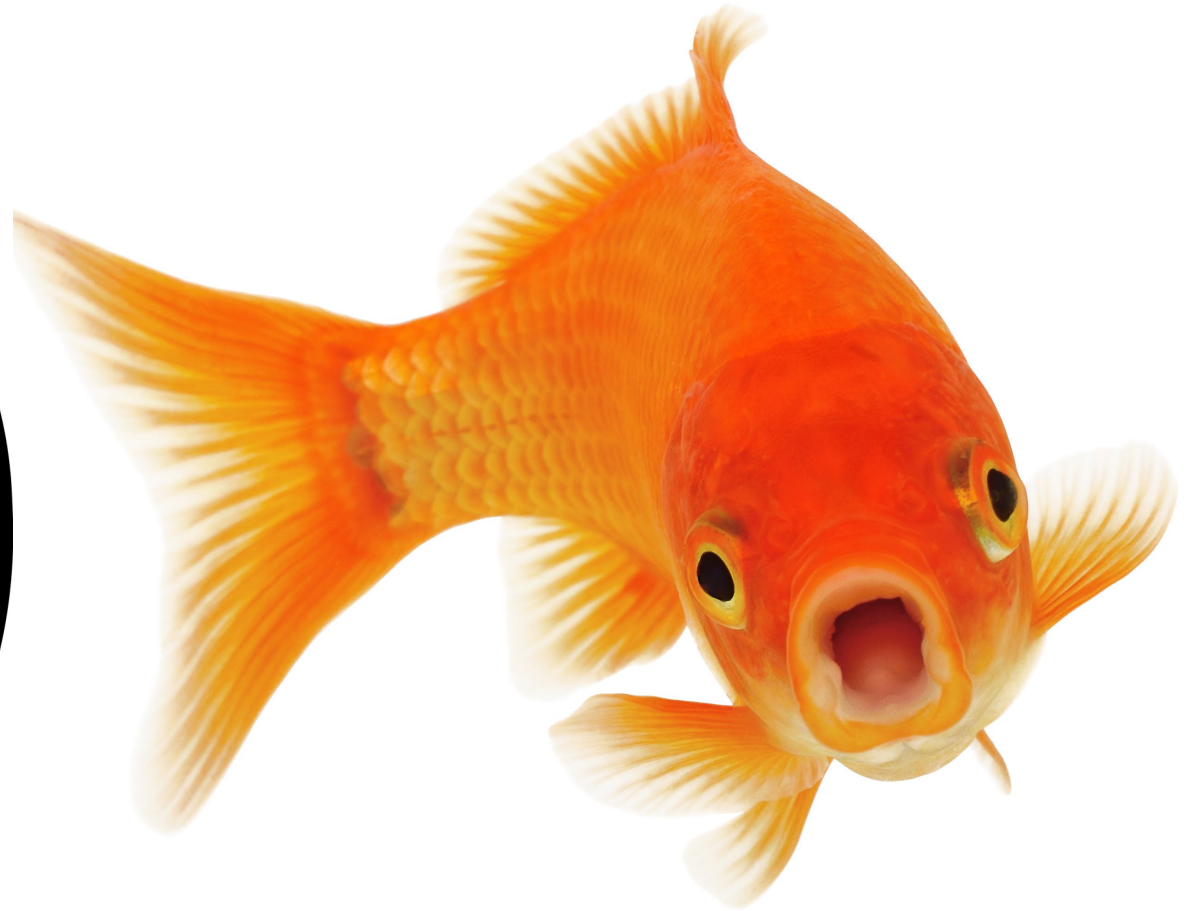
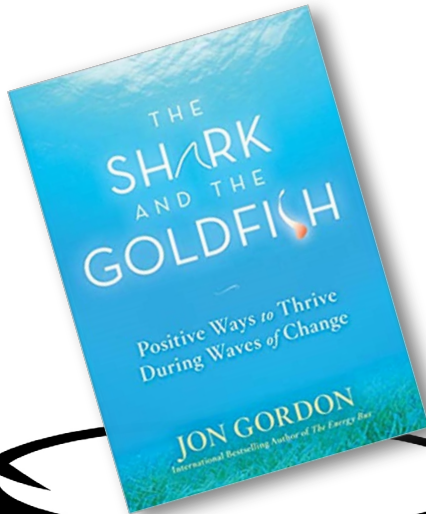
I recommend the following students \_\_\_\_\_ should receive additional support in \_\_\_\_\_. Some ideas I have are \_\_\_\_\_.



# ADVERSITY & CHANGE

## *A Wave of Change*

- Listen as I read pages 3-5



# THE SHARK AND THE GOLDFISH

Positive Ways *to* Thrive  
During Waves *of* Change

JON GORDON  
International Bestselling Author of *The Energy Bar*

## TEXT TO SELF CONNECTION

Waves of Change

Protectedclass.com (not shared) [Switch account](#)



What changes have you experienced in education? \*

Your answer

What adversity did you face this year? Last year? (Professionally) \*



# SHARK OR GOLDFISH?

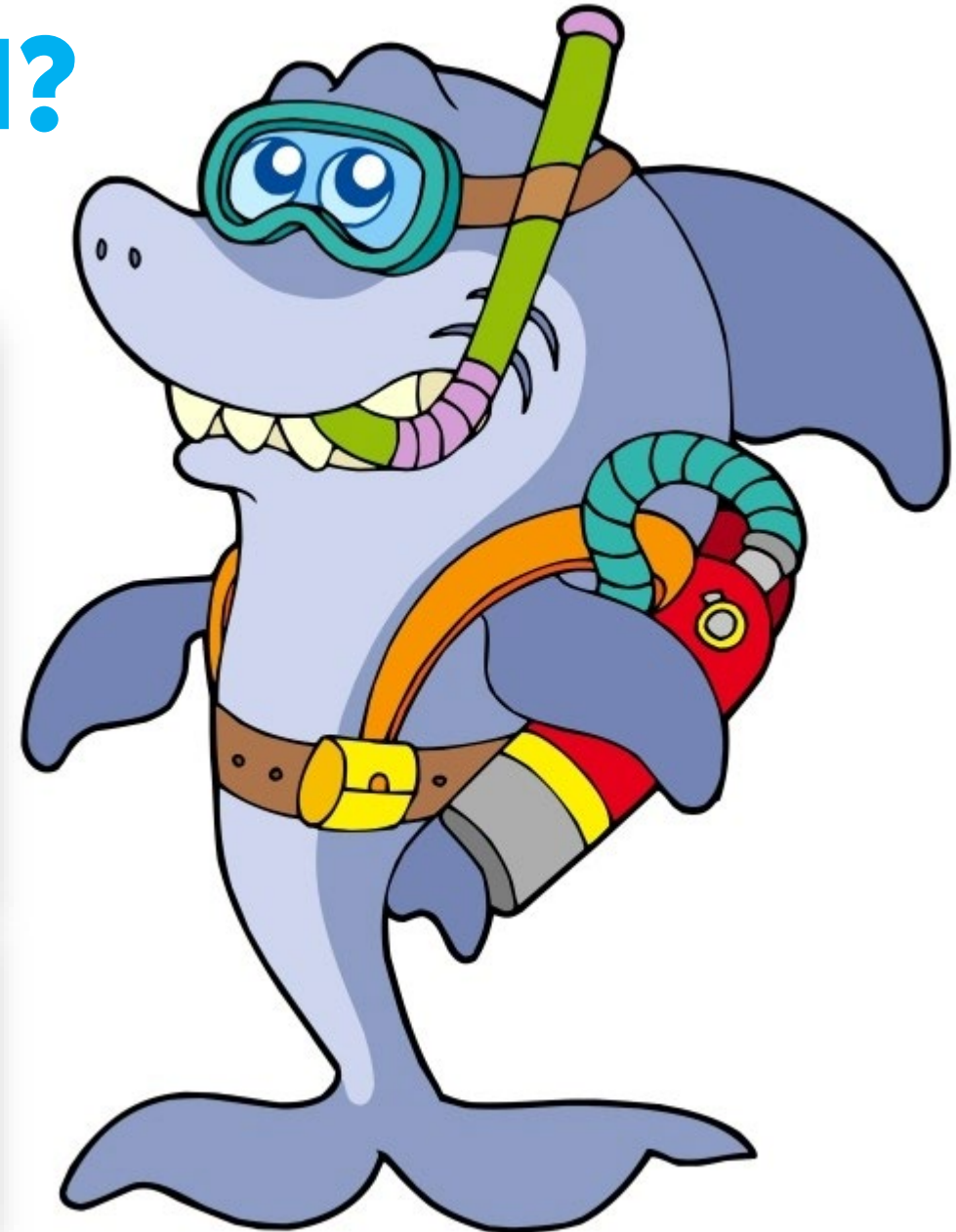
Listen as we read page 7-9

Answer the following questions after Christel reads page 9. Do you tend to be a shark or a goldfish in times of change and adversity? \*

- ☐ Shark, you attack your adversity head on.
- ☐ Goldfish, you wait for someone to come along to change the situation.
- ☐ I start off as a Goldfish but turn into a shark when I realize I need to find the solution.
- ☐ I become a shark at first but then retreat as a goldfish due to fear.

Before analyzing your data, what "food" do you think you need to find for next school year? \*

Long answer text





## Deep Dive Data Day:

### LEARNING INTENTIONS

- Develop reflective communication with team members
- Analyze school's summative data
- Determine the Greatest Area of Need (GAN)

# REFLECTIVE PRACTICE

“Reflective practice is viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development.”





# REFLECTIVE PRACTICE

Gathering and analyzing data is the foundation of reflective practice.



# REFLECTIVE PRACTICE

Reflective practice includes not only taking time to examine what we are doing and how we are doing it, but also taking the time to make meaning of the data that reflect the efficacy of our actions.



# REFLECTIVE PRACTICE

Reflective practice, on the part of adults, can have a direct and noticeable effect on students.



# Teachers, working together, as evaluators of their impact:



**Effect size = .93**

# DIVE DEEP INTO IOWA

---



Level	Grade	Total Questions	Time to Complete
5-6	K-1	187	2 hr 40 min
7	1-2	278	4 hr 10 min
8	2	297	4 hr 10 min
9	3	365	5 hr 40 min
10	4	335	4 hr 55 min
11	5	361	4 hr 55 min
12	6	381	4 hr 55 min
13-14	7-8	402-422	4 hr 55 min
15-16	9-10	302	3 hr 55 min
17-18	11-12	302	3 hr 55 min



# TREASURE HUNT

- Explore Test Score Descriptions
- List three new things you learned in the chat







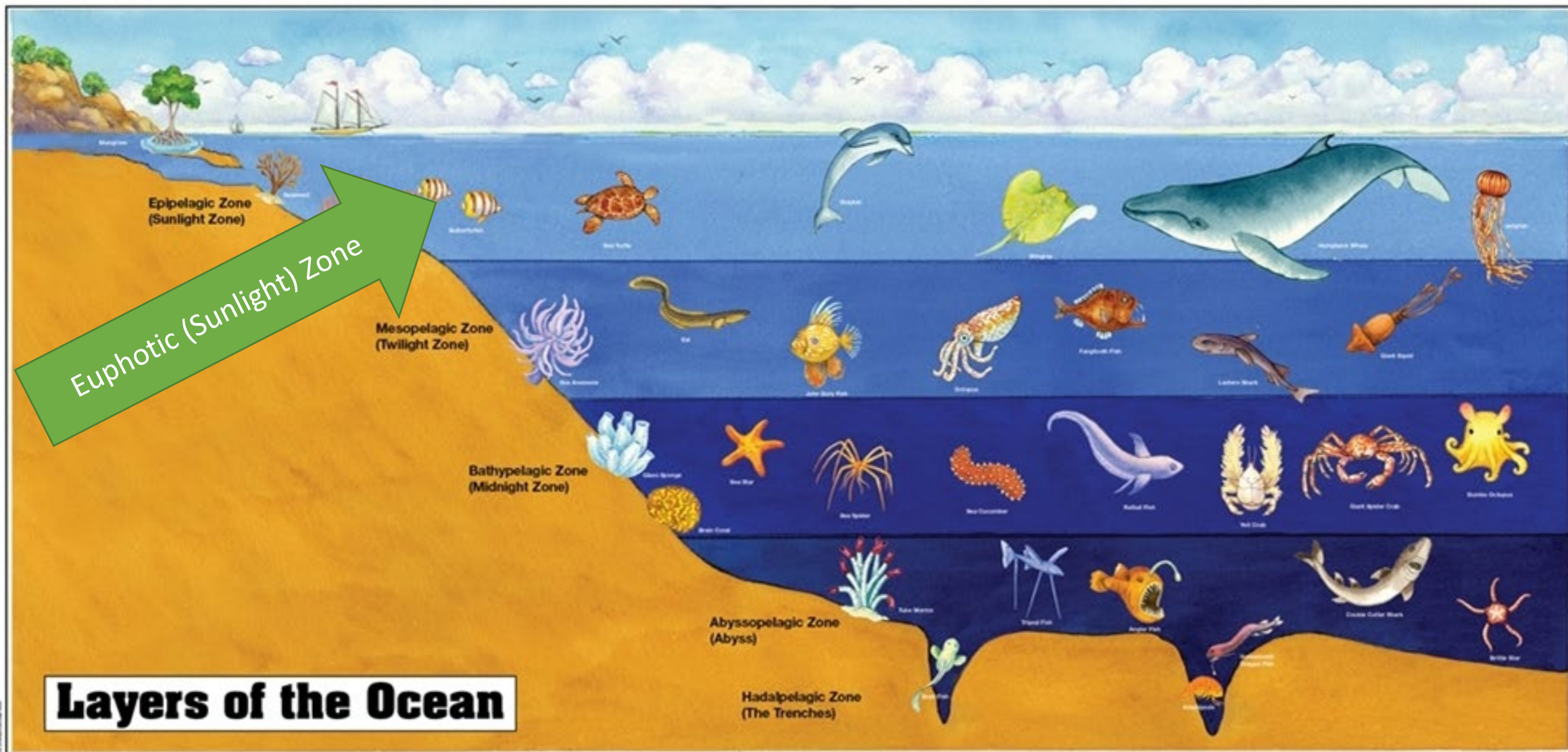
10  
min



## LEARNING INTENTIONS

### Deep Dive Data Day:

- Develop reflective communication with team members
- Analyze school's summative data
- Determine the Greatest Area of Need (GAN)





- Group Longitudinal Profile (Building)



## Use:

- Growth trends
- Greatest & slowest amount of growth in domains
- Further instruction/programs needed



## Group Profile

Iowa Assessments™

Grade: 7

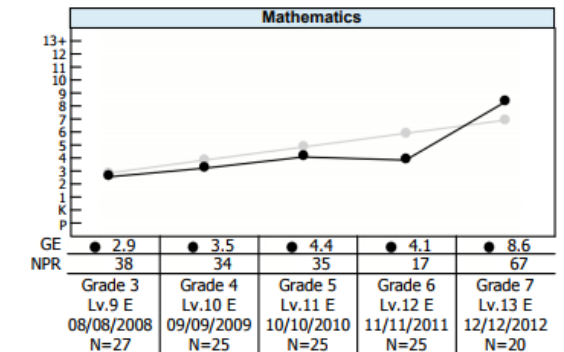
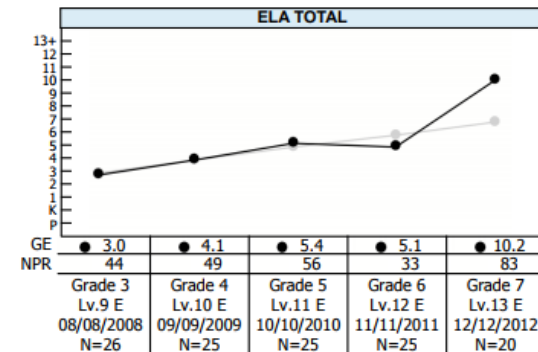
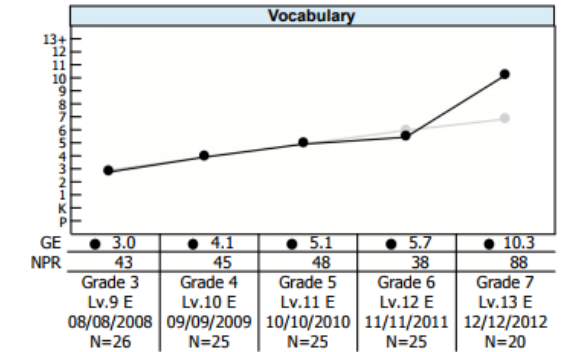
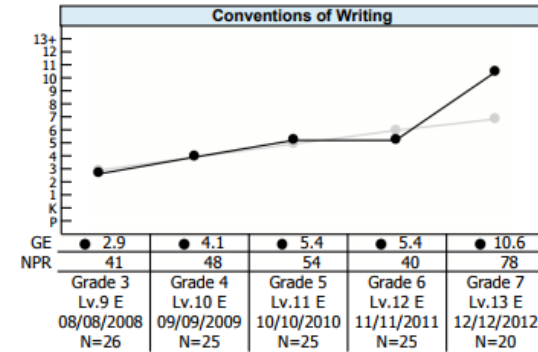
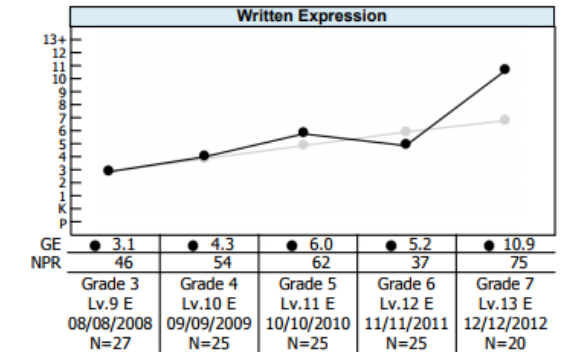
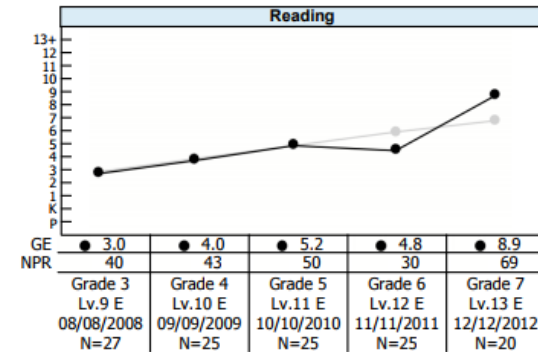
Level: 13

System: Training System

Test Date: 12/12/2012  
Norms: Fall 2011

Building: Longitudinal Bldg

State: DM



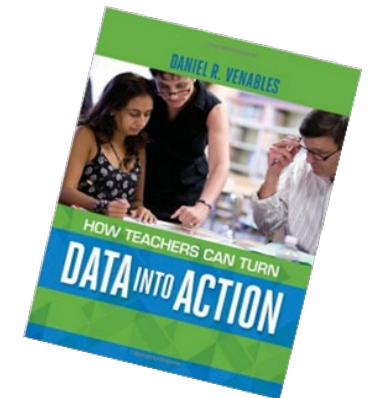
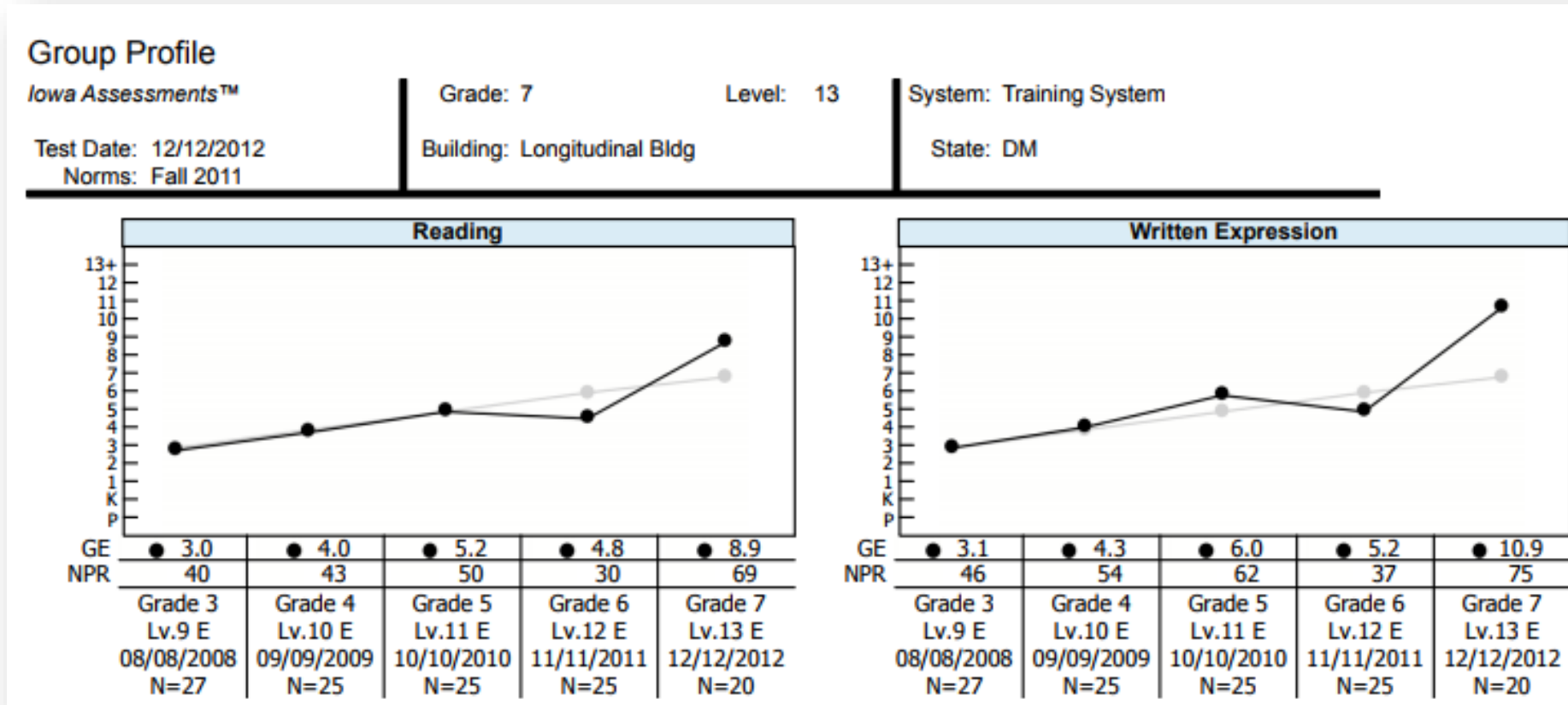
NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS

Report Date 11/26/2017

Copyright Houghton Mifflin Harcourt. All Rights Reserved.

# NOTICE STATEMENTS

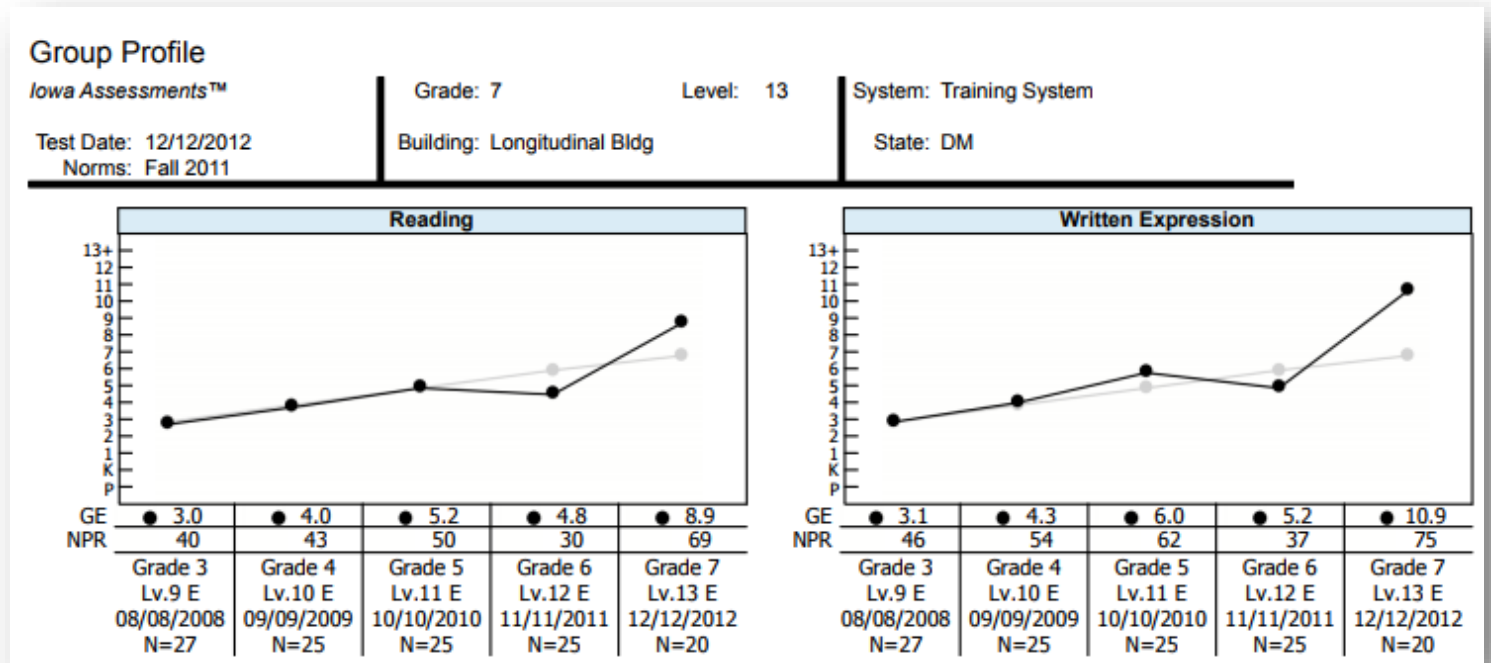
- These observations must be free of inference or speculation; they are factual, based on objective examination of the display.
- Each observation starts with the phrase “I notice that ...





# WONDER QUESTIONS

- These speculations attempt to offer possible explanations for the observations or pose suggestions for pursuing additional data.
- No attempt should be made to solve the problems that surface; the intent is to gain insights into what the data suggests, how the data are connected, and what the data imply.
- Each speculation starts with the phrase
  - “I wonder why ...”
  - “I wonder if ...”
  - “I wonder how ...”



<https://docs.google.com/spreadsheets/d/1jNPXMa6M38luU9O-9VkvTloPqywew4x0/edit#gid=47914498>

**Directions:** As a team complete this data table.  
Input the GE and NPR for each area.  
Color code the cell green if growth from previous year, yellow if no growth, red if slower growth.  
Write notice statements for each area. (Just facts no inferences)  
Write wonder questions.  
If your school has multiple years, write notice statements and wonder questions for each grade level.

# DIRECTIONS

- As a team complete the data table then discuss your findings
- Input the GE and NPR for each area
- Color code the cell green if there was growth from the previous year, yellow if not growth, red if slower growth
- Write notice statements for each area (Just facts, no inferences)
- Write wonder questions
- If your school has multiple years, write notice statements and wonder questions for each grade level (Row Y and Z)
  - If you have a large team, then each person complete a grade level
  - If you have a small team, then decide who will complete each grade level
  - Collect data and write Notice & Wonder for 45 minutes, discuss for 15 minutes





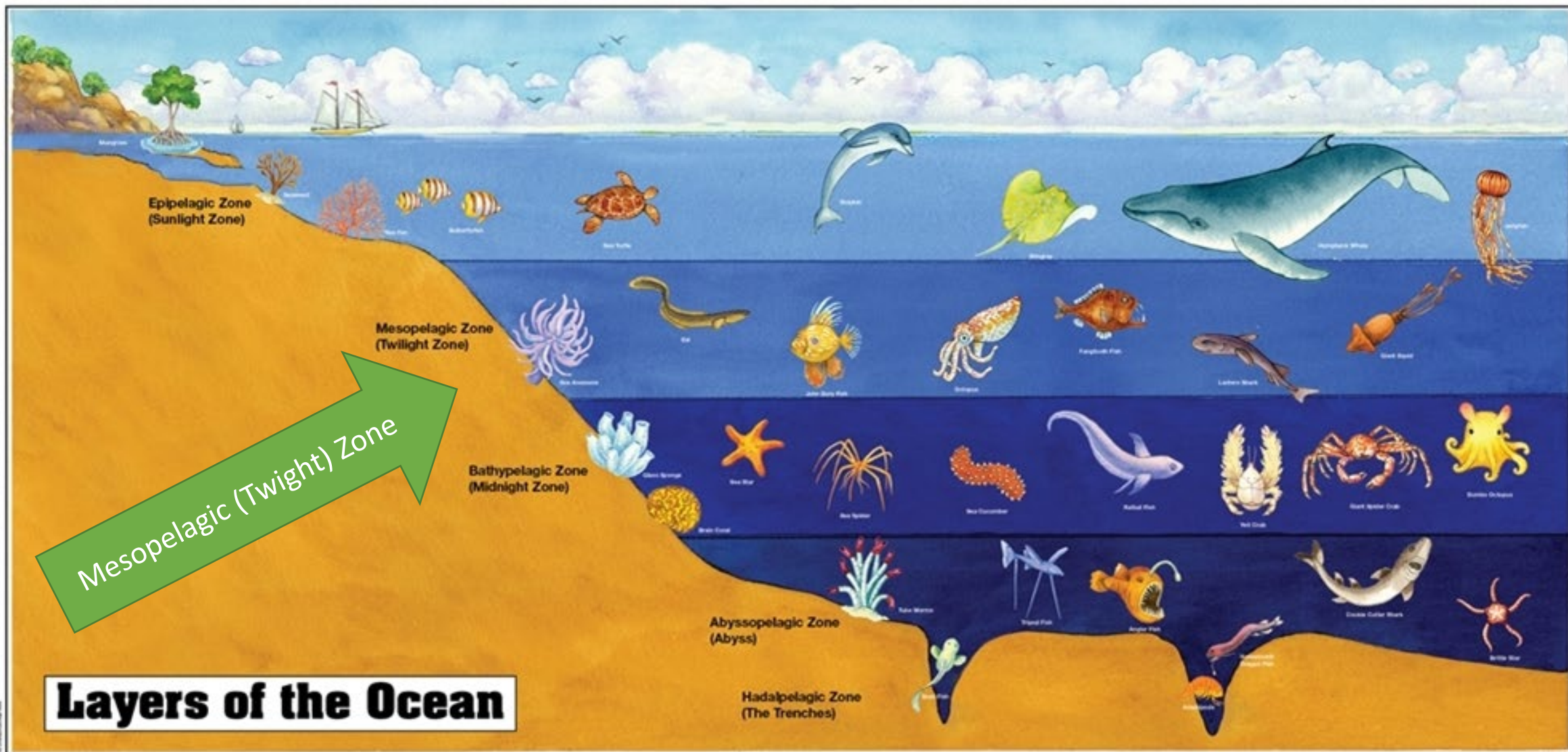


## LEARNING INTENTIONS

### Deep Dive Data Day:

- Develop reflective communication with team members
- Analyze school's summative data
- Determine the Greatest Area of Need (GAN)





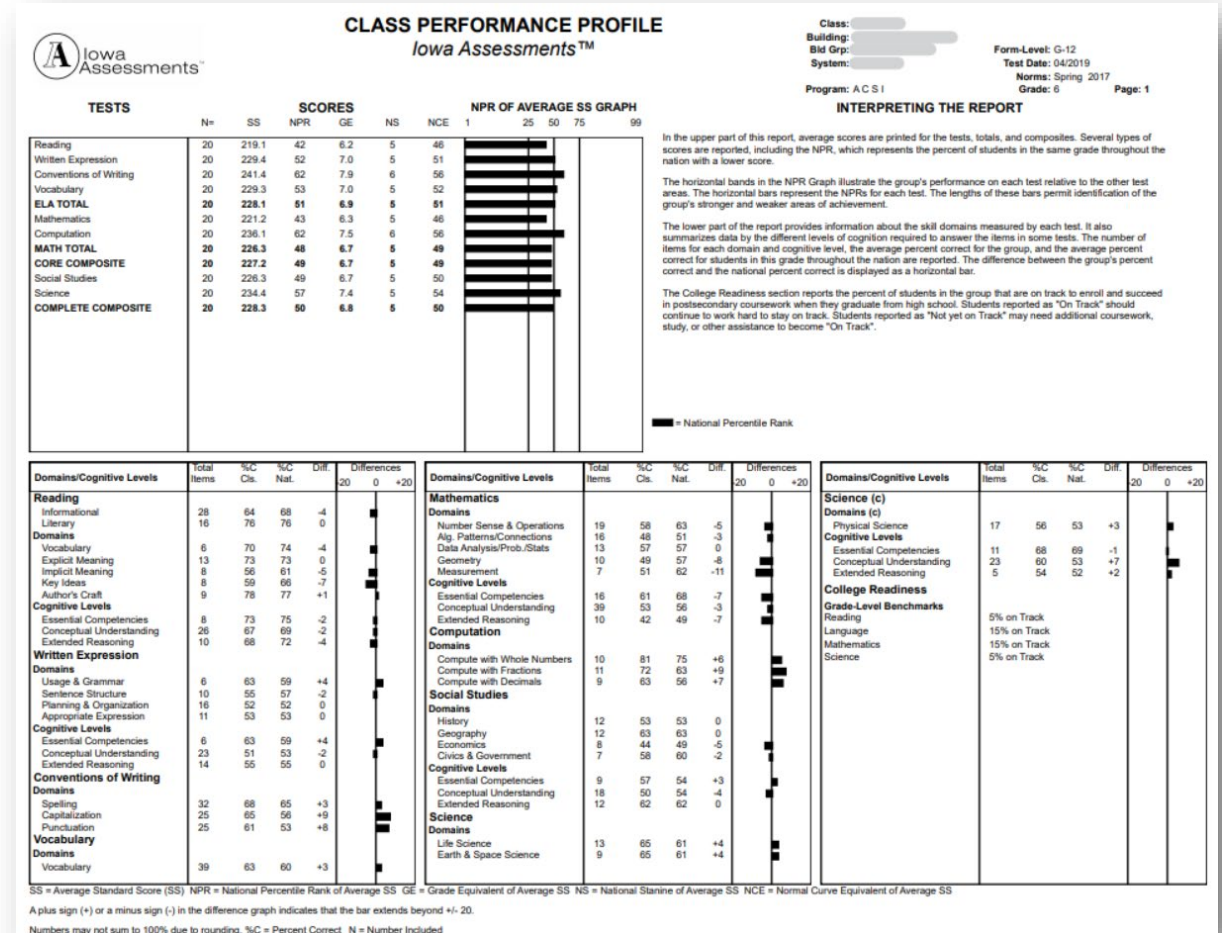
# CLASS PERFORMANCE PROFILE

## • Use

- Subject area trends at the class level
- Instructional decisions for the group
- Cognitive level review to analyze instructional practices with rigor

## Extension:

- Compare last year and this year per grade level
  - 4<sup>th</sup> grade in 2021 and 4<sup>th</sup> grade in 2022
- Compare the same grade over two years
  - 3<sup>rd</sup> grade in 2021 and 4<sup>th</sup> grade in 2022



<https://vimeo.com/715503467>

# DIRECTIONS

- Complete as a team

Whole School Class Performance Profile ☆ 📁 ☁

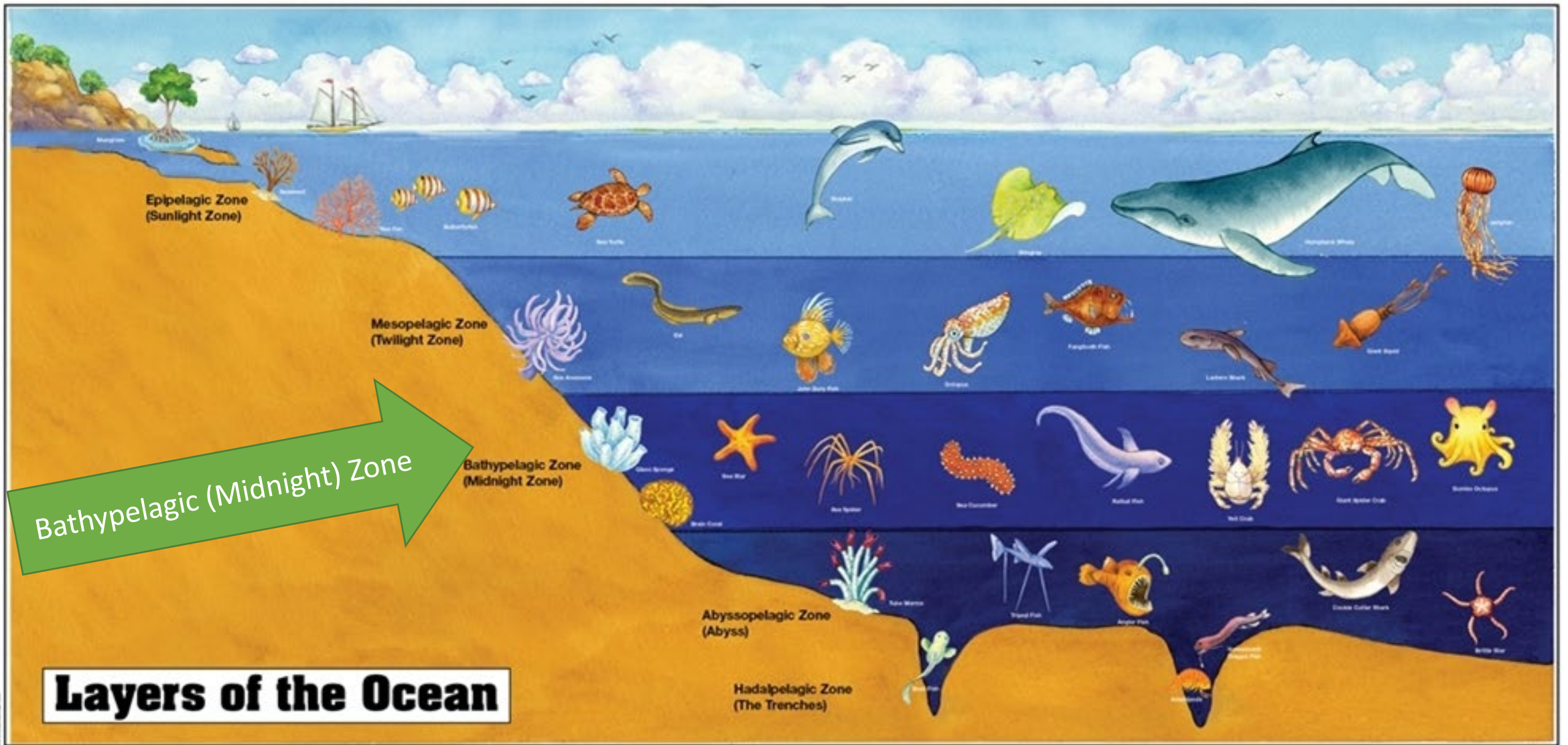
File Edit View Insert Format Data Tools Extensions Help [Last edit was seconds ago](#)

100% \$ % .0 .00 123 Default (Ari... 10 B I S A 🔍 📊 📈 📉 📊 📈 📉 📊 📈 📉

fx

A	B	C	D	E
Grade	Domains/Cog Areas Below Nation Rank order from greatest difference	Domains/Cog Areas Above Nation Rank order from greatest difference	Notice	Wonder
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
If there are multiple classes then add letters after the grade level. Example 1A & 1B			Once you complete the data table, then look for patterns across the school. What do you notice? What do you wonder? Identify above.	





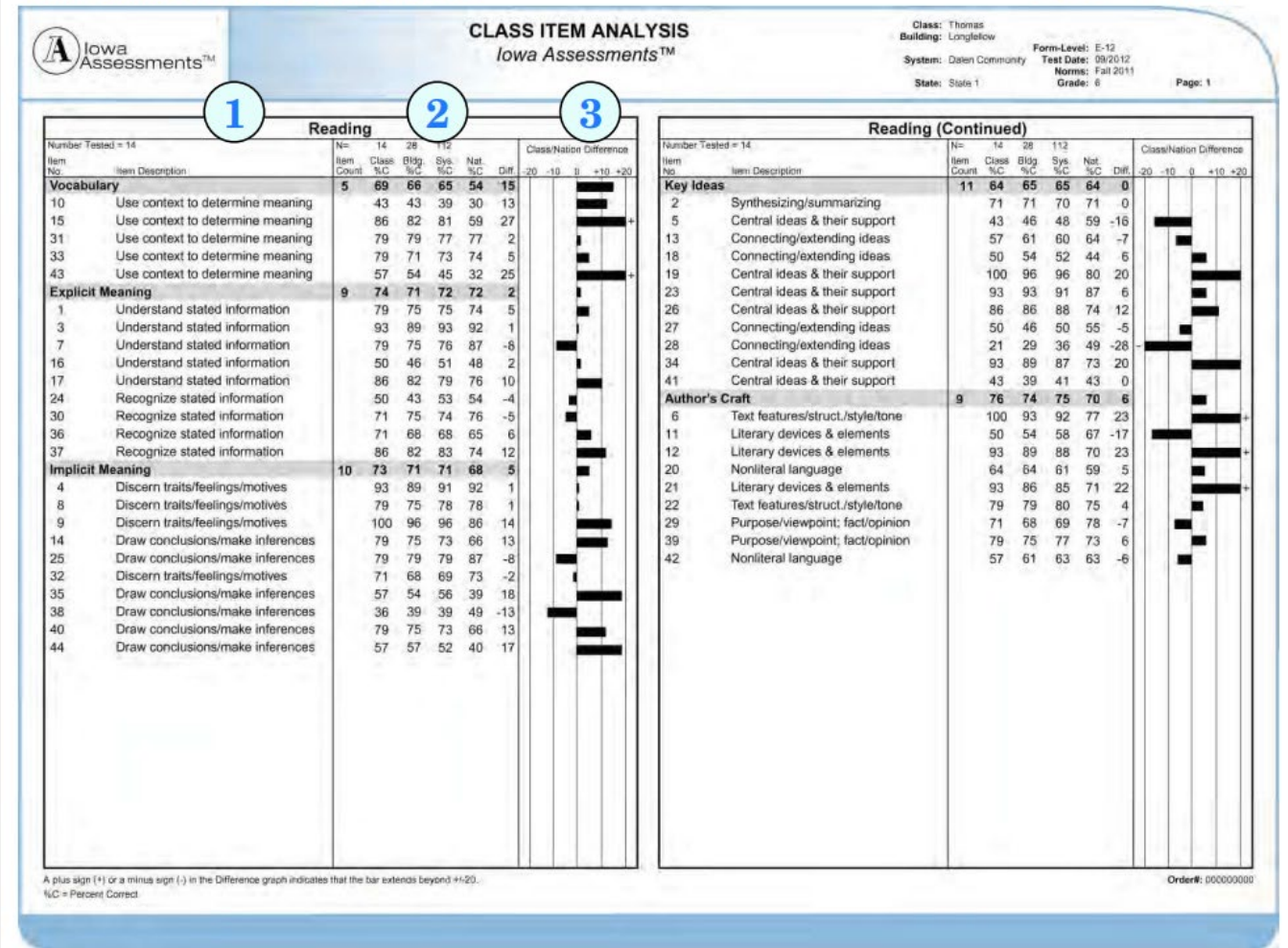
# CLASS ITEM ANALYSIS

## • Use

- Trends in skills by domain
- Strengths/ weakness among class
- Instructional planning with content
- Form student groups

<https://vimeo.com/715515723>

### Group Item Analysis – Class Sample





# DIRECTIONS

- Complete as a team

## Extension:

- Compare last year and this year per grade level
  - 4<sup>th</sup> grade in 2021 and 4<sup>th</sup> grade in 2022
- Compare the same grade over two years
  - 3<sup>rd</sup> grade in 2021 and 4<sup>th</sup> grade in 2022

Whole School Class Item Analysis

☆

📁

📄

Saved to Drive

File

Edit

View

Insert

Format

Data

Tools

Extensions

Help

Last edit was seconds ago

↶

↷

🖨

📄

100%

\$

%

.0

.00

123

Default (Ari...

10

B

I

🔍

A

🔍

🏠

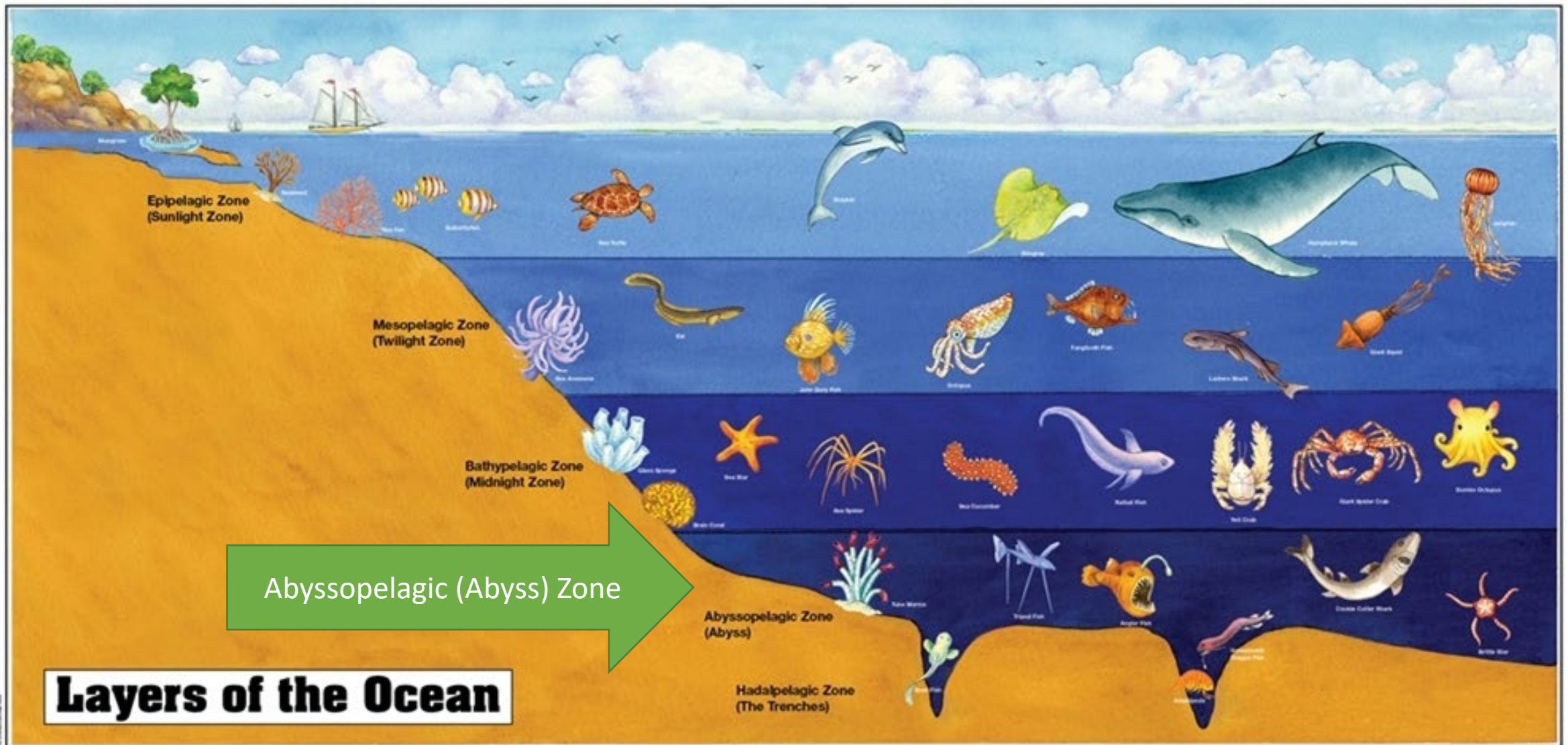
🔄

📄

4

fx

	A	B	C	D	E
1	Grade	Item description below nation Rank order from greatest difference	Item description above nation Rank order from greatest difference	Notice	Wonder
2	K				
3	1				
4	2				
5	3				
6	4				
7	5				
8	6				
9	7				
10	8				
11	9				
12	10				
13	11				
14	12				
15	If there are multiple classes then add letters after the grade level. Example 1A & 1B			Once you complete the data table, then look for patterns across the school. What do you notice? What do you wonder? Identify above.	



# CLASS ITEM RESPONSE RECORD

## • Use

- Strengths/weaknesses by subject
- Inform instruction
- Make comparisons
- Implement RTI

<https://vimeo.com/715568555>

**Class Item Response Record**

**CLASS ITEM RESPONSE RECORD**  
Iowa Assessments™

Class: Thomas  
Building: Longfellow  
System: Glen Community  
State: State 1

Form Level: E-12  
Test Date: 09/20/12  
Norms: Fall 2011  
Grade: 8  
Page: 1

Test	Number Tested	Number Included
Reading	14	14
Written Expression	14	14
Conventions of Writing	14	14
Vocabulary	14	14
Mathematics	14	14
Computation	14	14
Social Studies	14	14
Science	14	14

**Item Number/Item Description**

**Reading: 44 Items**

**Vocabulary: 5 Items**

Item #10: Use context to determine meaning

Item #31: Use context to determine meaning

Item #33: Use context to determine meaning

Item #43: Use context to determine meaning

**Explicit Meaning: 9 Items**

Item #1: Understand stated information

Item #3: Understand stated information

Item #7: Understand stated information

Item #16: Understand stated information

Item #17: Understand stated information

Item #24: Recognize stated information

Item #30: Recognize stated information

Item #36: Recognize stated information

Item #37: Recognize stated information

**Implicit Meaning: 10 Items**

Item #4: Discern traits/feelings/motives

Item #6: Discern traits/feelings/motives

Item #14: Draw conclusions/make inferences

Item #25: Draw conclusions/make inferences

Item #32: Draw conclusions/make inferences

Item #35: Draw conclusions/make inferences

Item #38: Draw conclusions/make inferences

Item #40: Draw conclusions/make inferences

Item #44: Draw conclusions/make inferences

**Key Ideas: 11 Items**

Item #2: Synthesizing/summarizing

**3**

	67	54	30	59	77	74	32	72	74	92	87	48	76	54	76	65	74	68	92	78	86	66	87	73	39	49	66	40	64	71	
Average Percent Correct Nation	69	65	39	81	77	73	45	72	75	93	76	51	79	53	74	68	83	71	91	78	96	73	79	69	56	39	73	52	65	70	
Average Percent Correct System	71	69	43	86	79	79	57	74	79	93	79	50	86	50	71	71	86	73	93	79	100	79	79	71	57	36	79	57	64	71	
Average Percent Correct Class	93	100						100										90												91	
Abrahms, Abby	68	80						78				K		K				60												55	
Barlow, Jeremy	66	60				D	C	58				B	K	D		M		60		K										62	
Caslow, Amy	82	80	J					89										100													73
Dawes, Todd	64	80	J					78							K	M		50		K				J	B	L		J		36	
Fauerbach, Kayla	93	100						89										90													91
Hutchen, Kate	82	60	L		D			89			B							100													64
Krupin, Zachary	61	60				C	A	67	A				B	K				50							B	M	J	J		55	
Macuka, Chloe	91	80	M					100										100													73
Gregory Magee	68	40	J			D	D	67					K		M	J		70							K					64	
Mengarelli, Natalie	80	80	J					78	B									80													73
Ozuka, Bryon	52	40	J			C		44					L	M	M	K	A	70													55
Renaud, Christian	64	60		B				78					M	J				70							B	M	B		J		45
Silverman, Katrina	32	40	L	B	C			22	A	C	B	L		M		K	D	30	K	M					C	K	C	L	L		45
Tang, Jefferson																															

**4**

Legend: Alpha = Incorrect Response Blank = Correct Response o = No Response \* = Multiple Responses

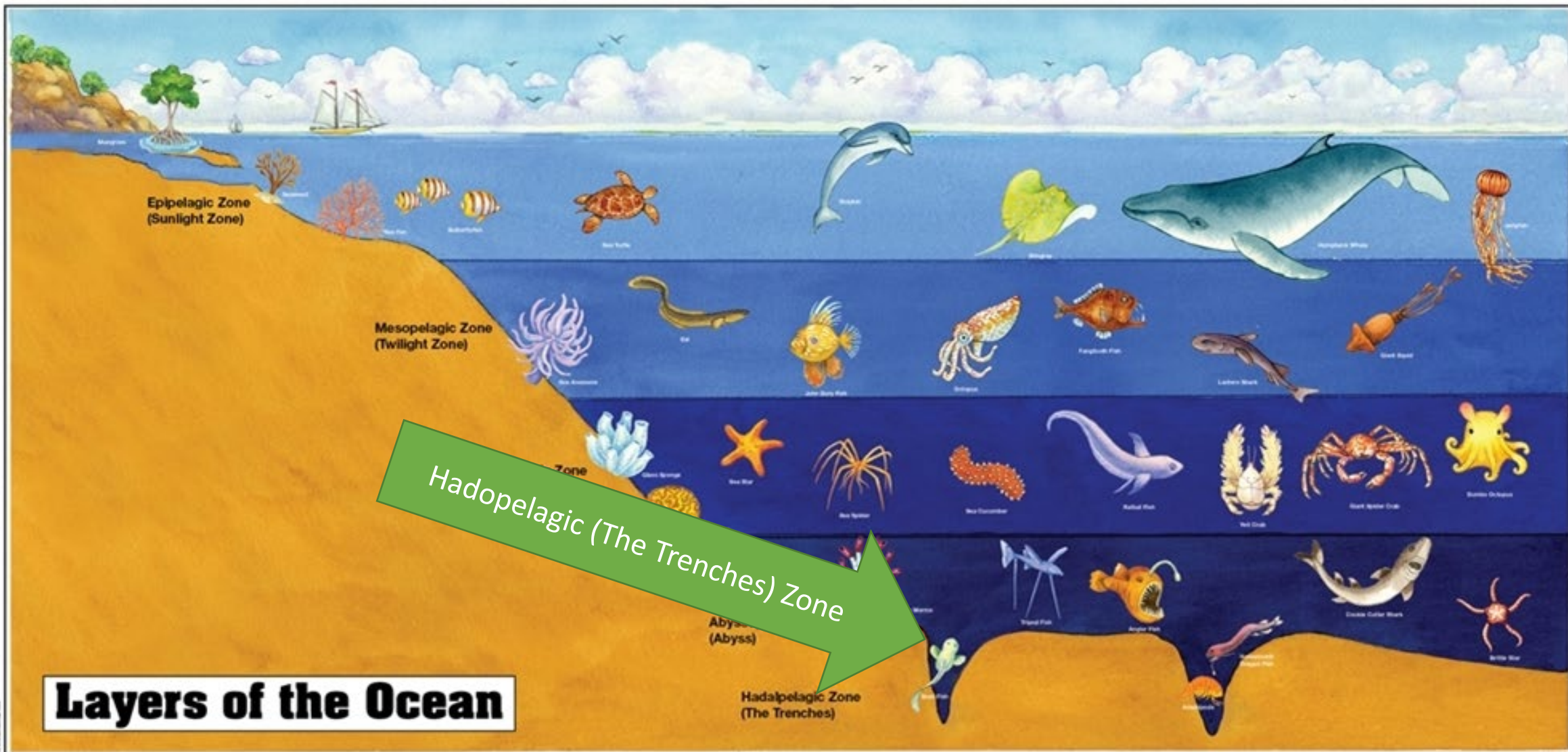
Order #: 000500009

# DIRECTIONS

- List the teacher's name and grade level
- Review report and select concepts with low performance
- List student names and concept of a focus area in a column. You can add columns if needed
- Do Notice and Wonder for the grade and whole school

	A	B	C	D	E	F	G	H
1	Teacher Name	Grade Level	Target Students with Focus Concept	Target Students with Focus Concept	Target Students with Focus Concept	Target Students with Focus Concept	Notice	Wonder
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23	<p style="text-align: center;">Directions:</p> <p style="text-align: center;">List the teacher's name and grade level</p> <p style="text-align: center;">Review report and select concepts with low performance</p> <p style="text-align: center;">List student names and concept of a focus area in a column. You can add columns if needed</p> <p style="text-align: center;">Do Notice and Wonder for the grade and whole school</p>							
24								
25	Notice for school:							
26								
27								
28								
29								
30								
31								
32	Wonder for school:							
33								
34								
35								
36								



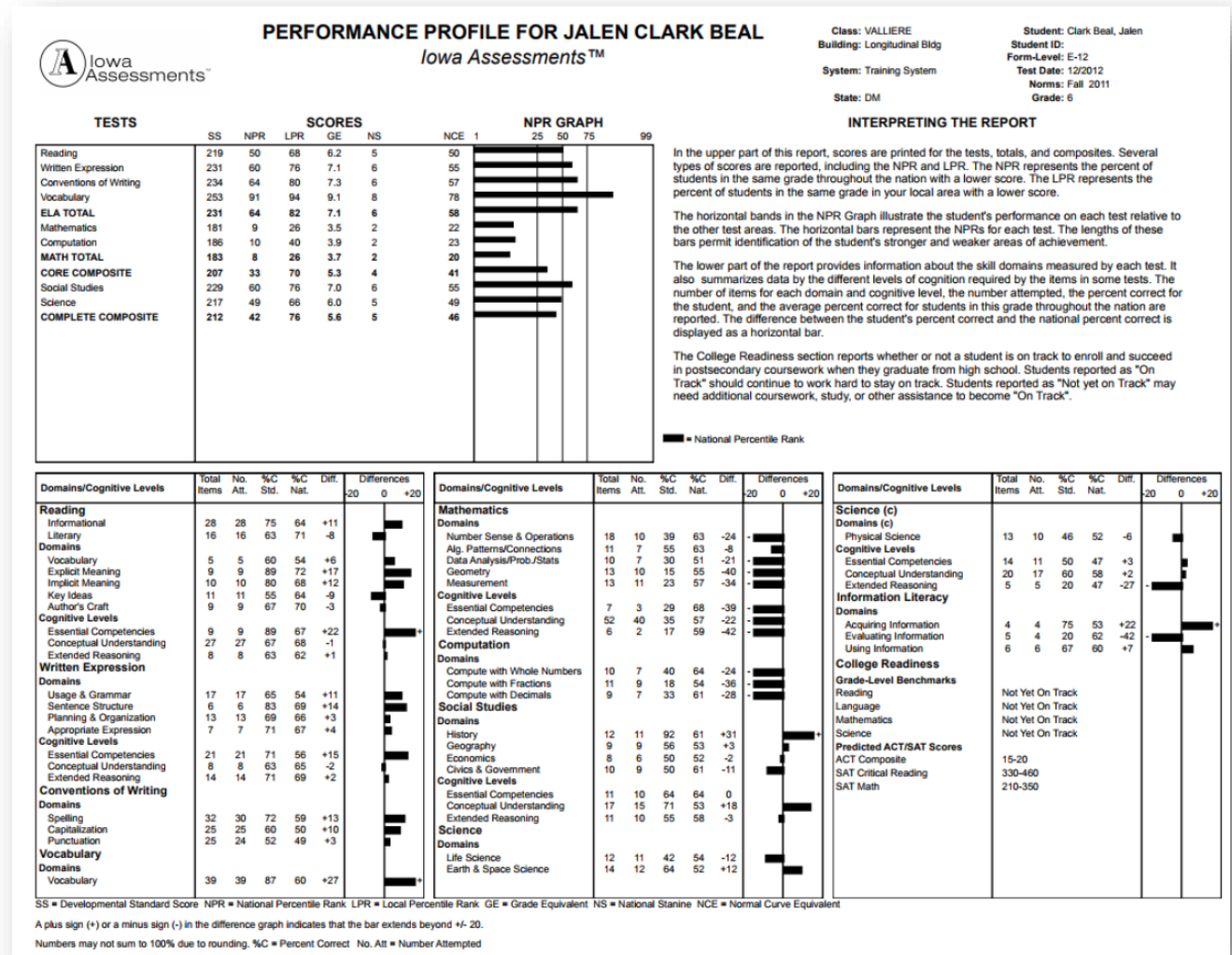


# INDIVIDUAL PERFORMANCE PROFILE

## Uses:

- Student strengths/growth areas by subject and domain
- Student group by subject and domain

<https://vimeo.com/715592978>



# DIRECTIONS

During Day Two and Day Three:

- Review incoming students for next year and determine action steps

## LEARNING INTENTIONS

Day 2 & Day 3

- **D**ata analysis review
- **I**nstructional goal setting
- **V**ision for implementing instructional strategies and engaging families
- **E**stablish action steps to reach SMART goal(s)

**DIVE: MATH & DIVE: ELA**



After analyzing your data, what "food" do you need to find to help your students be more successful? \*

Long answer text





## Deep Dive Data Day:

### LEARNING INTENTIONS

- Develop reflective communication with team members
- Analyze school's summative data
- Determine the Greatest Area of Need (GAN)

# MY GAN STORY



## My GAN Story

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Grade or Position: \_\_\_\_\_

Directions: Using results from the **Group Longitudinal Profile**, **Class Performance Profile**, and the **Class Item Analysis**, write a story using the following template:

According to the **Group Longitudinal Profile**, my school saw growth in \_\_\_\_\_.  
At my grade level, I noticed growth in \_\_\_\_\_.  
The area where our school did not see growth was \_\_\_\_\_.  
The area where my class did not see growth was \_\_\_\_\_.  
I also noticed \_\_\_\_\_ and I wonder \_\_\_\_\_.

According to the **Class Performance Profile**, my school did well in the following domains/cognitive levels \_\_\_\_\_. At my grade level, I noticed high performance in \_\_\_\_\_. The domains/cognitive levels my school needs to focus on are \_\_\_\_\_. At my grade level, we need to work on \_\_\_\_\_. I also noticed \_\_\_\_\_ and I wonder \_\_\_\_\_.

According to the **Class Item Analysis**, my school did well in the following items \_\_\_\_\_. At my grade level, I noticed high performance in the following items \_\_\_\_\_. The items my school needs to focus on are \_\_\_\_\_. At my grade level, we need to work on \_\_\_\_\_. I also noticed \_\_\_\_\_ and I wonder \_\_\_\_\_.

I recommend the following students \_\_\_\_\_ should receive additional support in \_\_\_\_\_. Some ideas I have are \_\_\_\_\_.

# FOLLOW-UP

---

- If you spend additional time analyzing data and going into the trenches after this session, then write up a summary and submit evidence for additional hours. Identify how much time you spent.



# LEARNING INTENTIONS

Day 2 & Day 3

- Data analysis review
- Instructional goal setting
- Vision for implementing instructional strategies and engaging families
- Establish action steps to reach SMART goal(s)

