NJH Data Analysis Protocol
(Formative and Summative)
We prepare the youth of our community to be people who are intelligent, driven,
and make lives better for those around them

Standards Assessed and % of mastery on each standard by teacher:

Standard Assessed (in words)	Teacher	% met the standard at 80% or higher	# of students that did not meet the standard	Teaching Strategy Used	Reassessment Data
Analyze material culture to explain a people's perspective and use of place.	Branscum	82%	20	Modified Jigsaw	92% Met
	Culp	95%	5	Chunk it + Put it Back together	100% Met
	Drouin	99%	1	Chunking, small fires, TPT Strategy	100% Met

Answer these questions with your team together through discussion.
1. On which standard(s) did students struggle?

The students struggled with identifying root problems for agriculture societies more than an issue with the particular standard.

2. What strategy was used to teach this concept and what would be a way to reteach using a different strategy/ activity? Was there a teacher that had higher scores/what strategies were used in this instance?
   Drouin - Chunking, small fires, TPT Strategy   Whole class review

3. Did the data show that using a particular teaching technique impacted achievement (in the positive or negative)?
- Using a TPT for the students to have accountability to report out to the whole group could have increased engagement and improved scores for the students below 80%

4. Were you able to identify strategies that showed the highest and lowest mastery of the standards?
   a. Higher mastery– Small fires promoting group discussion and TPT strategy to ensure student engagement.

   b. Lower mastery–Jigsaw without TPT strategy.

5. Were the standards not mastered a reflection of a teaching strategy, how the question was worded, another factor, etc.?
      N/A

Tier II Plan

List students' names in each box except Got it!

Got it	Not far from getting it (# of students _____)
For students that have mastered the content at 80% or more what is the extension plan: # of students in this category - 314 You do NOT have to list them by name	Julianna
Long way, but will get there (# of students _____)	**Long way and may not get there at this time (# of students _____)**
Mick Alize Caiden	Phalrick Victoria

Standard Taught:

Tier II Plan	How will students be grouped	Who will reteach	How long will it take to teach the skill	Reassessment Date	Reassessment Data
PLT - Small Group	1 Reteach - Small Groups	Culp	20	1/18	3 students not yet proficient