



Analyzing CFAs

Vision/Mission

Our Mission: Emily Dickinson School exists to provide a safe, nurturing, and respectful community where all children are supported in achieving high levels of learning and are prepared for future success.

Our Vision: Our vision is to ensure the highest levels of instruction so all students learn.

Norms for PLC PD

- Be on time; the meeting starts at 3:30 and ends at 4:30.
- Be engaged and participate in the learning.
 - No side conversation
 - No outside technology distraction
 - No side work
- Come prepared
 - PLC Binders and other materials as needed
- Be positive. Keep negative comments to yourself. If you have questions or concerns, bring those to Nellie or Sarah outside of the meeting.

Information and Handouts for PLC PD

The information for PLC training was taken from the following sources:

- Keynote and break out sessions and handouts from TEAMS training in Irving, TX - July 2022
- *The Big Book*
- *The Collaborative Team Plan Book for PLCs at Work*
- *Learning by Doing*

Happening Huskies: Superhero Change Agents



PLC

Establishing the PLC Culture

Impacting Student Learning in a Professional Learning Community

Robert Eaker and Janel Keating

Uncontrollable Variables

Children cannot

- pick their parents.
- pick where they live.
- pick the school they attend.
- pick their teachers.
- pick the high-stakes, summative assessments.

Controllable Variables

A school culture in which collaborative teams develop

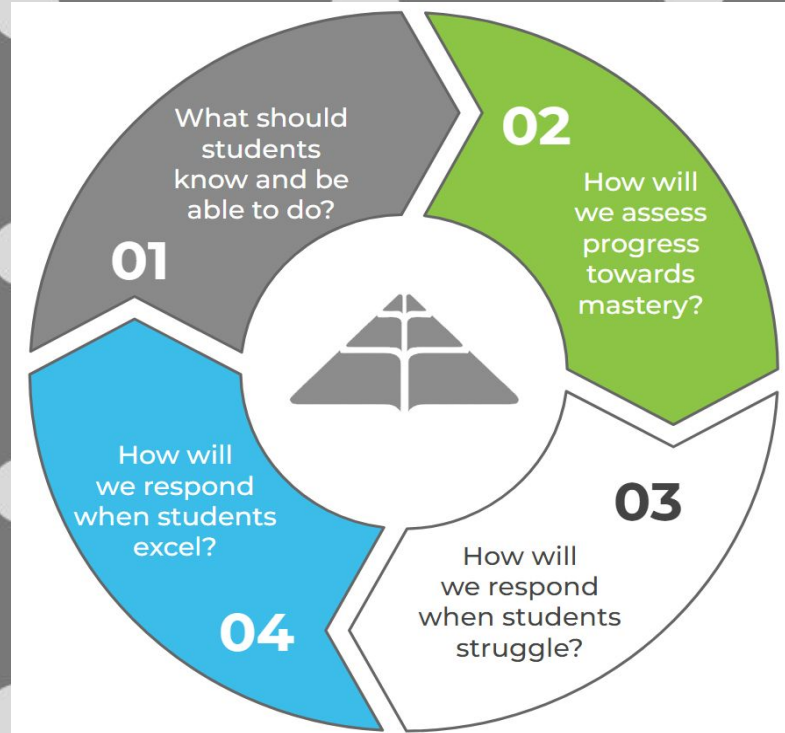
- a school and classroom culture of caring and encouragement.
- a guaranteed, viable curriculum.
- effective, researched-based teaching strategies.
- frequent formative monitoring of student learning.
- additional time, support, and enrichment.
- frequent recognition and celebration of improvement.



Emily Dickinson LRSP

What we've done?

- The work for questions 1 and 2!



What We've Done:

- ❑ **Established Strong Teams**
 - ❑ Strengths, pet peeves, norms, and accountability
- ❑ **Prioritized Standards**
 - ❑ Grade level, vertical discussion, alignment with ELA resources
 - ❑ Boulders, rocks and butterflies
- ❑ **Unpacked Standards**
 - ❑ Understood scaffolding of standards
 - ❑ Determined DOKs
 - ❑ Determined learning targets
 - ❑ Wrote “I can” statements
- ❑ **Wrote SMART Goals**
- ❑ **Determined Common Pacing - Shared Calendars**
- ❑ **Wrote Common Formative Assessments for Priority Standards**
- ❑ **Understand Tiered Intervention**

What's Next?

How do we look at and respond to the data?

[Analyzing Common Formative Assessments](#)

What's Next?

How do we look at and respond to the data?

Analyzing CFAs

- Specifically which students did not demonstrate mastery?
- Which instructional practices proved to be most effective?
- What patterns can we identify from the student mistakes?
- How can we improve this assessment?
- What interventions are needed to provide failed students additional time and support?

4.1: Analyze Assessment Data	4.2: Analyze Examples of Student Work	4.3: Analyze Strategies	4.4: Identify Student Proficiency Levels	4.5: Reflect on Quality of Items and Answer Choices
What assessment data did members bring to discuss as a team?	What student work samples did members bring to discuss as a team?	What instructional strategies did the team use?	Which students were proficient? What patterns do you notice about these student answers?	Which items did large numbers of students answer incorrectly? Why?
What are the overall team proficiency rates for each assessed target?	What patterns do you see in samples of student work you deem proficient?	Which strategies do the data indicate were successful? Cite evidence.	Which students were close to proficient? What patterns do you notice about these student answers?	To what does the team attribute this large number? Consider academic vocabulary, team phrasing, confusing answer choices, and so on.
What are the proficiency rates of each target by class? Are proficiency levels higher in some classes than others? Why?	What patterns do you see in samples of student work you deem below proficient?	Which strategies do the data indicate were unsuccessful? Cite evidence.	Which students were below proficient? What patterns do you notice about these student answers?	How would rephrasing the item (while maintaining the DOK level) impact student answers?
Which items did students most often answer incorrectly? What patterns do you see among wrong answers?	Which items did students most often answer incorrectly? What patterns do members see among incorrect responses?	How can the team refine these strategies to make them more successful?	Which students were beyond proficient? What patterns do you notice about these student answers?	Which items did large numbers of students answer correctly?
Did some groups outperform others? Why? How can you transfer that success to other groups?	Did some student groups outperform others? Why? How can the team transfer that success to other student groups?	What other strategies might help students better understand the targets?	Which students need intervention or extension and on which targets?	Are these items at an appropriate DOK level? Do they provide the information the team is seeking?

How do we look at and respond to the data?

TACA Team Analysis of Common Assessment

Date	
School	
Team	
Unit/Assessment	

Power Standards or Learning Targets Measured

In what areas did our students do well on this assessment?

What instructional strategies helped our students do well?

What skill deficiencies do we see?

What intervention will be provided to address unlearned skills, and how will we check for success? (Names of students or link to gradebook or spreadsheet)

Do we need to tweak or improve this assessment?

Which students mastered standards and what is our plan for extra curriculum?

To Do:

- Turn in a copy of priority standards.
 - [Priority Standards Sheet](#)
- Personalize Team Form
- Turn in CFA and TACA form
- Fill out

Final Step

Plan tiered intervention!