Process for Identifying Common Data Points

- A process for identifying common data points is essential before districts can begin collecting data and conducting data analysis

- Working together with RTI team
  - Building principal
  - School psychologist
  - Reading and math specialists/interventionists
  - Special education teachers
  - Representatives from grade levels

Process for Identifying Common Data Points

1. **Create data inventory**
   - o What are the current interim assessments being used?
     - o (ex: AIMSweb, STAR, unit tests, etc)
   - o Who are the users of these assessments?
     - o (ex: AIMSweb is being used at the K-1 level and STAR is used at the 2-4th grade level)

Process for Identifying Common Data Points

o Purpose of these assessments
  o Relevant to today's standards
  o Meet the needs of students
  o Too many assessments that measure the same skills at the same time
  o Lacking any assessments in certain areas
o Timing
  o What times of year are these assessments given?
  o How much time does it take to administrator these assessments?

Process for Identifying Common Data Points

2. **Create a Student Criteria Chart**
   o Determined proficiency levels for the assessments using data provided by the program used
   o Intervention levels such as intensive, strategic, on watch, at/above

ELA												
	Fall					**Winter**					**Spring**		
F&P	From	To	Points		F&P	From	To	Points		F&P	From	To	Points
	L+		0			M+		0			N+		0
	K	K	1			L	L	1			M	M	1
	I	J	2			K	K	2			L	L	2
	A	H	3			A	J	3			A	K	3

Process for Identifying Common Data Points

3. Data Collection

- Creating shared spreadsheets where all teachers could enter their data in a common place
  - Google docs
  - Student Management System
    - ex: SIS, Schooltool, etc

Student ID	First Name	Last Name	Grade	Teacher	F & P	Dolch Words	ELP AR	ELP LS	ELP Rhyming	PSF	NWF