



# *Nurturing Every Child's Potential through Data Debriefing Protocols*

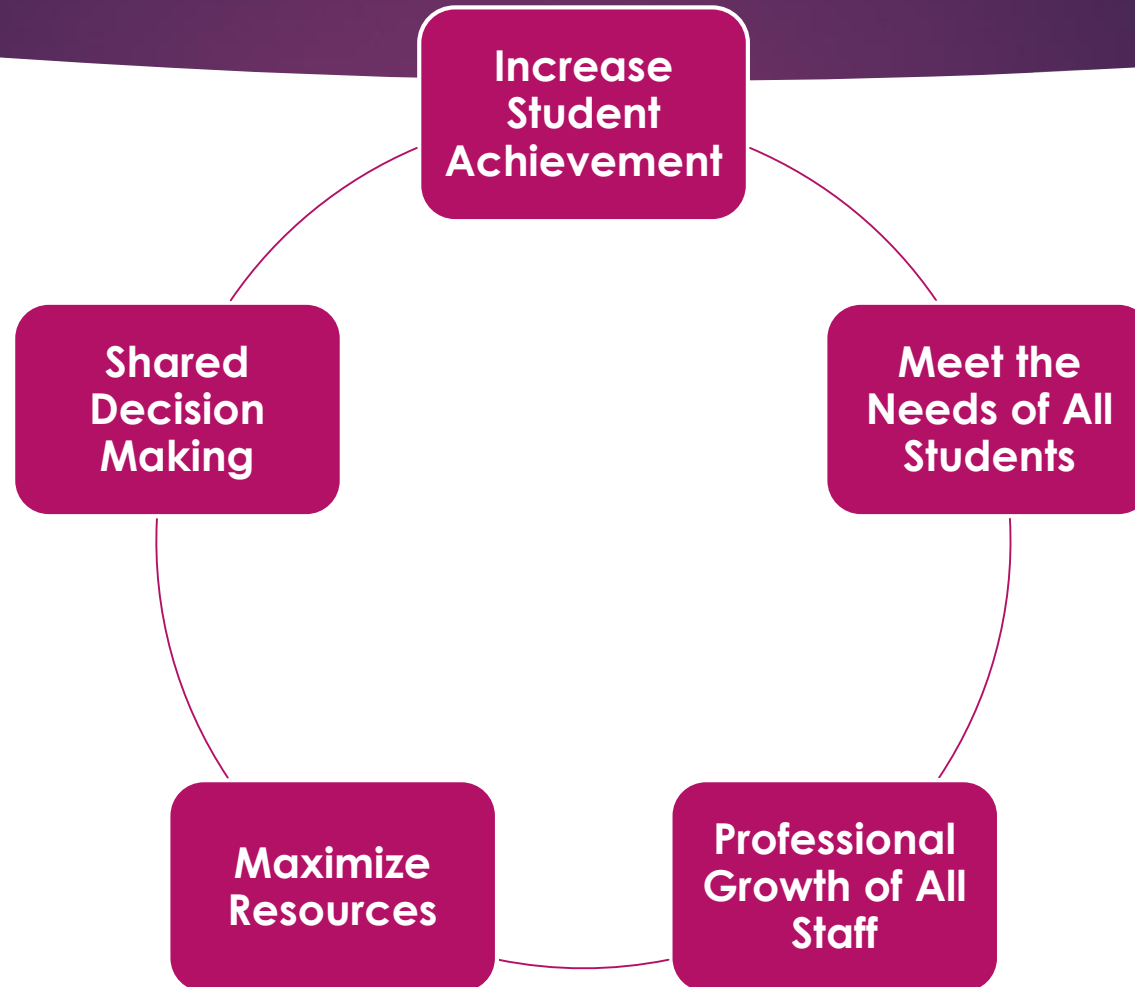
ETHEL KOGER BECKHAM ELEMENTARY (1996-2018)

MIAMI, FL

# School Demographics

- ▶ PK-6<sup>th</sup> Grade
- ▶ Total Enrollment: 802 Students
- ▶ White: 1.9%
- ▶ Hispanic/Latino: 96.9%
- ▶ Asian: 1.2%
- ▶ ELL: 33%
- ▶ SPED: 9.8%
- ▶ Economically Disadvantaged: 76%

# EKB Nurturing Every Child's Potential



# Data Debriefing Protocol – An Essential Tool to Our Success



**Common  
Language &  
Goals**



**Organized Data**

- Individual classes
- Aligned grade level needs



**Reflection  
Piece**



**Action Driven**

- Staff
- Students



# Getting Started with the Protocol Process

Teachers gather,  
analyze, and reflect  
upon student results  
and needs

Grade  
Levels/Departments  
collaborate to  
identify common  
needs and goals

Self Assessment  
and Reflection

## Ethel Koger Beckham Elementary Debriefing Protocol (K-2) WINTER

Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**After reviewing current assessment data, are there any students that are in need of intervention? Indicate any modifications to current intervention groups. Additionally, add below your RETAINED STUDENTS (R) and any student who is an academic concern.**

STUDENT NAME	CURRENTLY IN INTERVENTION	MAKING ADEQUATE PROGRESS	NEED INTERVENTION	Is Student in RtI	Retained	STAR		iReady Reading Overall Placement	iReady Math Overall Placement	iReady Reading AP2	iReady Math AP2	SAT Reading Percentile	SAT Math Percentile
	__ Wonderworks __ Journeys	__ Yes __ No	__ Yes __ No	__ Yes __ No	__ Yes __ No Possible Retention	Fall	Winter						

ADMIN NOTES:

ASSESSMENT										OVERALL CLASS PERFORMANCE BY DOMAIN / STRAND	
	FALL			WINTER			SPRING			STRENGTHS	WEAKNESSES
	Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red	ELA	ELA
Indicate Group Averages/Percent										MATH	MATH
iReady Reading Diagnostic*										<b>What additional support, training, modeling or resources will you need to meet the needs of your students?</b>	
iReady Mathematics Diagnostic*											
Text-Based Writing Assessment											
STAR											

**Indicate below any students for who you have a behavior concern.**  
**STUDENT NAME**

ADMIN NOTES:

**Indicate below any students who have excessive absences or tardies.**

\_\_A \_\_T
\_\_A \_\_T
\_\_A \_\_T
\_\_A \_\_T



# Debriefing Protocol

## Data Debriefing Meeting



Teachers, Counselor, and Administrators, meet and discuss the data protocol documents

Everyone has a voice

Conversation serves as a systems check to formulate a plan of action.

Shared decision making occurs

Relationships/Teams are strengthened/developed

# Debriefing Protocol At Work

**Systematic Approach  
to Reviewing Data &  
Results**

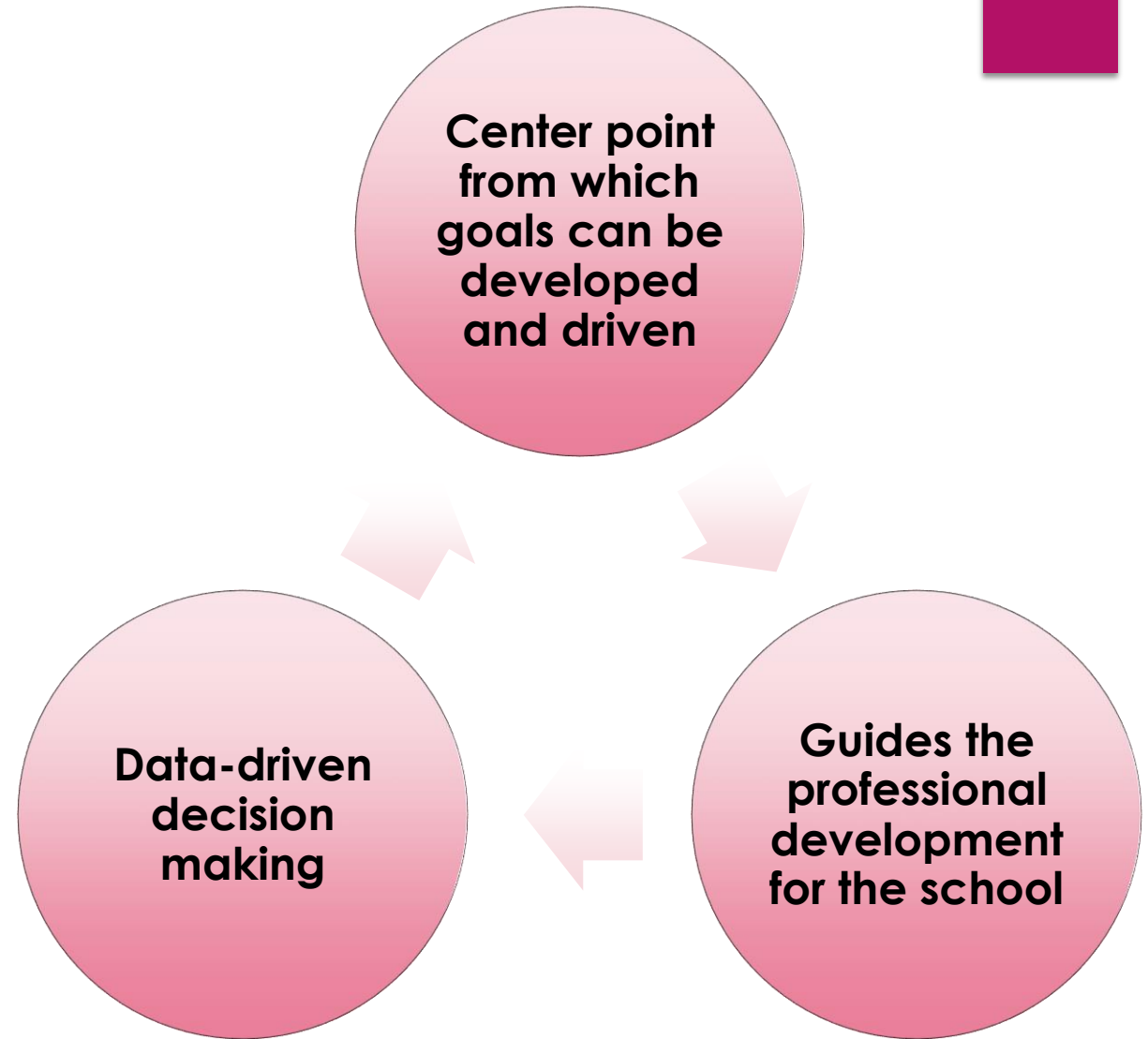
**Guides Conversation  
for the Goals**

**Formal Process to  
Ensure Fidelity**





# Data Debriefing Protocols Act as a Blueprint for School Improvement



# Create a Data Debriefing Protocol for Success

**More Generalized**



**Grade Level Specific**



**Curriculum Subject  
Specific**



**School Improvement  
Focused**



# Data Debriefing Protocol to Support Differentiated Instruction

Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Assessment: \_\_\_\_\_

*Please examine the benchmark performance data for your class and look closely for patterns of strengths and weaknesses.*

What is the first thing you noticed about the data? (Any Surprises?)

Identify the benchmark strengths for your group?

Identify the benchmark weaknesses for your group?

Based on the results what will your content/concept focus be?

What strategies will you implement to maintain and/or improve student achievement?

Differentiated Instructional Group I  
*Instructional Focus:*

Differentiated Instructional Group II  
*Instructional Focus:*

Differentiated Instructional Group III  
*Instructional Focus:*

Group I Student Names:

Group II Student Names:

Group III Student Names:

What additional support, training, modeling or resources will you need to meet the needs of your students?

Fall Assessment Results:

Group Average: \_\_\_\_\_  
# of Students Tested: \_\_\_\_\_  
# of Students Proficient: \_\_\_\_\_  
# of Students Non-Proficient: \_\_\_\_\_  
# of Students Making Learning Gains: \_\_\_\_\_

Winter Interim Assessment Results:

Group Average: \_\_\_\_\_  
# of Students Tested: \_\_\_\_\_  
# of Students Proficient: \_\_\_\_\_  
# of Students Non-Proficient: \_\_\_\_\_  
# of Students Making Learning Gains: \_\_\_\_\_

Spring Interim Assessment Results:

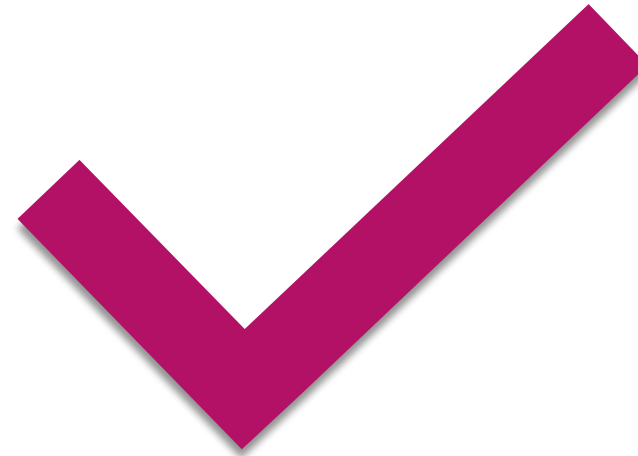
Group Average: \_\_\_\_\_  
# of Students Tested: \_\_\_\_\_  
# of Students Proficient: \_\_\_\_\_  
# of Students Non-Proficient: \_\_\_\_\_  
# of Students Making Learning Gains: \_\_\_\_\_

FSA and i-Ready Profile Instructional Grouping Report						
FSA Level	i-Ready Profile					
	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Total
Level 1						
Level 2						
Level 3						
Level 4						
Level 5						
Total						

**Data  
Debriefing  
Protocol to  
Support  
Differentiated  
Instruction**

## Data Debriefing Protocols = Sustained Success

- ▶ Teacher Collaboration  
(Planning, Goal-Setting)
- ▶ Sharing of Best Practices
- ▶ Improved Student  
Attendance
- ▶ School-Wide  
Motivational/Behavioral  
Programs
- ▶ Positive School Culture
- ▶ Reinforces Common Vision





**ETHEL  
KOGER  
BECKHAM**

**K-8 CENTER**

*Nurturing Every Child's Potential*

Established August 2018