

Chetek-Weyerhaeuser Area School District The Wide-Net Data View

Purpose

Examine how the school responds when students don't learn. Teams will identify students within a grade level who are beginning to experience learning struggles. They will then look to see if the student was provided an intervention. Ideally, this would be used as a proactive move to identify students who are beginning to show signs of difficulty in learning. This protocol would be more effective if the school had identified and developed common assessments on the essential learning expected of all students.

Prior to the Meeting

Results of universal screening, district assessments will be prepared to share with school level team.

Getting Started

3 minutes	The facilitator describes the purpose of the protocol and reviews the steps.
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Reflection

10 minutes	<p>Team members review the data and consider the following questions.</p> <ul style="list-style-type: none"> • What jumps out at you as you look at the data? What surprises you? • What themes do you see in the data? • Who are the students with the greatest need, as suggested by the data? Do you know if they are already receiving interventions for this content area?
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Discussion

30 minutes	<p>In a round-robin style, each member of the team discusses insights after looking at the data. The following are questions to address.</p> <ul style="list-style-type: none"> • Who are the students not receiving interventions who most concern you? • Is additional evidence of learning from the teacher needed to identify students not learning and their specific needs? • Do the data suggest any professional development needs? • Do the data indicate any students who may be struggling due to language and cultural experiences that differ from the educators supporting them?
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Next Steps

10 minutes	<p>Based on the discussion above, the team decides on the next step to pursue. For example:</p> <ul style="list-style-type: none"> • Will they continue to identify learning targets so that they will be able to progress in to the creation of common assessments in order to better identify and monitor student learning? • Will they take a deeper look at the work of individual students? • Will they talk with teachers and/or generate ideas for intervention? • Will they seek expertise within the school or district to help expand their understanding and support of students with specific needs?
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