



# Teacher and Leader Data Chats

Analyzing data and planning next steps for instruction are important steps in meeting your students where they are. Recognizing growth, progress toward goals, and areas for improvement fosters equitable outcomes and increases student achievement. Make sure you carve out time to look at, analyze, and discuss data. If you are a coach or a leader, make sure your team has time to analyze data and plan.

## LEADERS TO TEACHERS:

### Discussing Class-Level Data

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## LEADERS TO LEADERS:

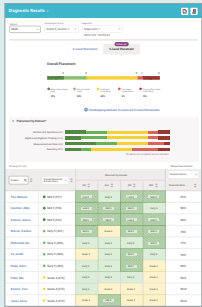
### Discussing School-Level Data

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# After the First Diagnostic

## Reports to Use:

### Diagnostic Results (Class) report



### Instructional Groupings report



## What to Do:

- Use these guiding questions during individual reflections on data and/or planning meetings with teachers (e.g., PLCs, team meetings).
- Ask teachers to review data before your discussions. **Encourage them to use the [Data Reflection Worksheet](#).** If they need detailed guidance on how best to analyze their data, have them visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).
- Pace discussions to fit your schedule, needs, and comfort level.
- Familiarize yourself with how *i-Ready* measures student growth by visiting [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals).

## Guiding Questions:

### Part 1 Observe

1. What do you know about your entire class and your students as a result of the data?
2. What are bright spots and opportunities for growth?

### Part 2 Reflect

3. What instructional strategies or plans have you tried? What was the effect?

### Part 3 Take Action

4. What instructional plan will you put into place to address the needs of your class or students? When will it happen?
5. What resources will you use?
6. How will you [monitor student progress](#)?
7. How will you share this information and goals with your students and their families?

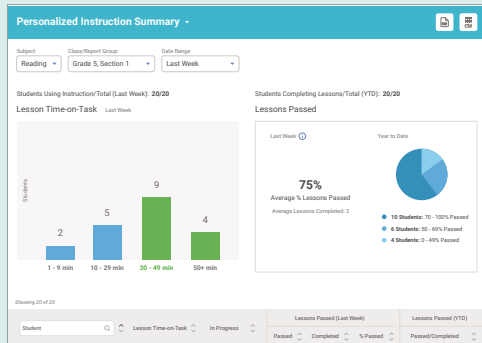
## Tips:

- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your students.
- **When setting goals, consider both the student's overall performance on upcoming Diagnostics** and include more granular goals (e.g., performance in a domain) and more short-term goals (e.g., progress on Personalized Instruction lessons).
- **Capture specific action steps** and determine when to check in on progress.

## Data Chat

## During Personalized Instruction

## Report to Use:

**Personalized Instruction Summary (Class) report**

## What to Do:

- Use these guiding questions during individual reflections on data and/or planning meetings with teachers.
- Ask teachers to review data before your discussions. **Encourage them to use the [Data Reflection Worksheet](#).** If they need detailed guidance on how best to analyze their data, have them visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).
- Pace discussions to fit your schedule, needs, and comfort level.
- Familiarize yourself with how to monitor and respond to Personalized Instruction data, and for suggested actions, search *Personalized Instruction Action Plan* on *i-Ready Central*®.

## Guiding Questions:

**Part 1 Observe**

1. What do you know about your entire class and your students as a result of the data?
2. What are bright spots and opportunities for growth?

**Part 2 Reflect**

3. What instructional strategies or plans have you tried? What was the effect?

**Part 3 Take Action**

4. Which students will you prioritize based on alerts, Lesson Time-on-Task, and Percent of Lessons Passed?
5. What are the greatest areas of need (e.g., providing domain-specific instruction for students with lesson alerts)?
6. What is your plan for differentiated support and how will you [monitor student progress](#)? What resources will you use? How will you monitor students while they work on Personalized Instruction?
7. How will you share this information and goals with your students and their families?

## Tips:

- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your students.
- **Consider selecting Last Month from the Date Range dropdown** to see how students are trending toward recommended ranges for Lesson Time-on-Task and Percent of Lessons Passed.
- **Set goals with students** for Personalized Instruction.
- **When setting goals, consider both the student's overall performance on upcoming Diagnostics** and include more granular goals (e.g., performance in a domain) and more short-term goals (e.g., progress on Personalized Instruction lessons).
- **Consider what you will do if a student doesn't pass a lesson. What action(s) will you take?**
- **Capture specific [action steps](#)** and determine when to check in on progress.

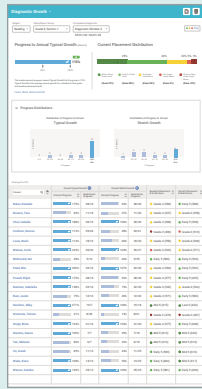
# After the Second Diagnostic

## Reports to Use:

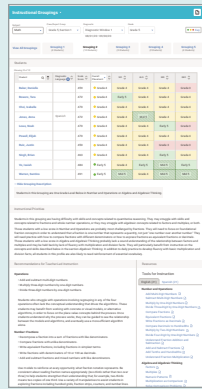
### Diagnostic Results (Class) report



### Diagnostic Growth (Class) report



### Instructional Groupings report



## What to Do:

- Use these guiding questions during individual reflections on data and/or planning meetings with teachers (e.g., PLCs, team meetings).
- Ask teachers to review data before your discussions. **Encourage them to use the [Data Reflection Worksheet](#).** If they need detailed guidance on how best to analyze their data, have them visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).
- Pace discussions to fit your schedule, needs, and comfort level.
- Familiarize yourself with how *i-Ready* measures student growth by visiting [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals).

## Guiding Questions:

### Part 1 Observe

1. What do you know about your entire class and your students as a result of the data?
2. What are bright spots and opportunities for growth?

### Part 2 Reflect

3. What instructional strategies or plans have you tried? What was the effect?

### Part 3 Take Action

4. What instructional plan will you put into place to address the needs of your class or students? When will it happen?
5. What resources will you use?
6. How will you [monitor student progress](#)?
7. How will you share this information and goals with your students and their families?

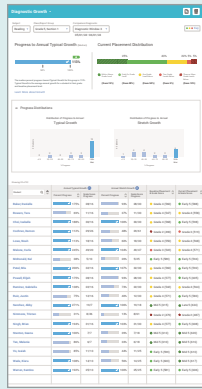
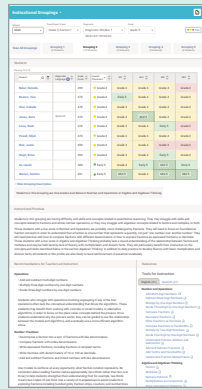
## Tips:

- Keep your discussions **grounded in data**.
- **Collaborate with your colleagues** to help meet the needs of your students.
- **Set goals with students** for the next Diagnostic.
- **When setting goals, consider both the student's overall performance on upcoming Diagnostics** and include more granular goals (e.g., performance in a domain) and more short-term goals (e.g., progress on Personalized Instruction lessons).
- **Capture specific action steps** and determine when to check in on progress.

## Data Chat

## After the Last Diagnostic

## Reports to Use:

**Diagnostic Results (Class) report****Diagnostic Growth (Class) report****Instructional Groupings report**

## What to Do:

- Use these guiding questions during individual reflections on data and/or planning meetings with teachers (e.g., PLCs, team meetings).
- Ask teachers to review data before your discussions. **Encourage them to use the [Data Reflection Worksheet](#).** If they need detailed guidance on how best to analyze their data, have them visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).
- Pace discussions to fit your schedule, needs, and comfort level.
- Familiarize yourself with how *i-Ready* measures student growth by visiting [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals).

## Guiding Questions:

**Part 1 Observe**

1. What do you know about your entire class and your students as a result of this year's data?
2. What recommendations do you have for specific students or groups of students to continue their growth?

**Part 2 Reflect**

3. What instructional strategies or plans did you try? What was the effect?

**Part 3 Take Action**

4. What should you consider as you plan for next school year?
5. What resources will you use?
6. How will you [monitor student progress](#)?
7. How will you share this information and goals with your students and their families?

## Tips:

- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your students.
- **When setting goals, consider both the student's overall performance on upcoming Diagnostics** and include more granular goals (e.g., performance in a domain) and more short-term goals (e.g., progress on Personalized Instruction lessons).
- **Capture specific action steps** and determine when to check in on progress.



# Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready* data.

School, Grade Level, and/or Class: \_\_\_\_\_

Date: \_\_\_\_\_

Upcoming Instruction Topic: \_\_\_\_\_

☐ Mathematics

☐ Reading

## Ask

(Select or create your question.)

## Bright Spots

(e.g., success with a specific domain, more than expected progress toward growth measures)

## Opportunities for Growth

(e.g., support with a specific domain, less than expected progress toward growth measures)

## Observe

(List the grade level[s], class[es], and/or student[s].)

## Reflect

(List the instructional strategies or plans you've tried and their effects.)

## Take Action

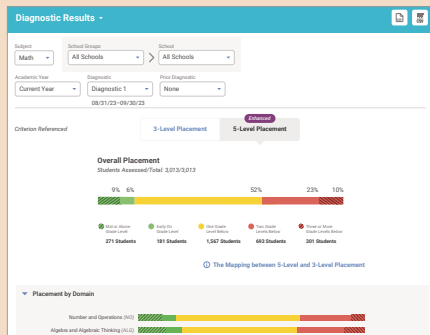
(Indicate your plan for what you will do and when.)

## Data Chat

## After the First Diagnostic

## Report to Use:

## Diagnostic Results (School) report



## What to Do:

- Use these guiding questions during your own inquiry of schoolwide data, existing meetings with the leadership team, and/or planning meetings with coaches.
- **Use the [Data Reflection Worksheet](#)** to review data before your discussions. If you need detailed guidance on how best to analyze your data, visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).
- Pace discussions to fit your schedule, needs, and comfort level.
- Familiarize yourself with how i-Ready measures student growth by visiting [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals).

## Guiding Questions:

## Part 1 Observe

1. What do you know about your school as a result of the data?  
Consider school, grades, classes, and/or special groups.
2. What are bright spots and opportunities for growth?

## Part 2 Reflect

3. What instructional strategies or plans have you tried?  
What was the effect?

## Part 3 Take Action

4. What instructional plan will you put into place to address the needs of your school, grades, classes, or students? When will it happen?
5. What resources will you use?
6. How will you monitor progress?
7. How will you share this information and goals with staff, students, and families?

## Tips:

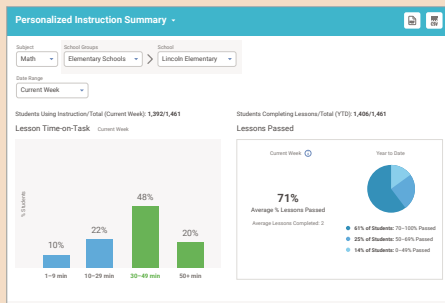
- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your students.
- **Set goals for your school for the next Diagnostic**, considering both proficiency and growth goals.
- **Capture specific [action steps and resources needed](#)** and determine when to check in on progress.



## Data Chat

## During Personalized Instruction

## Report to Use:

**Personalized Instruction Summary (School) report**

## What to Do:

- Use these guiding questions during your own inquiry of schoolwide data, existing meetings with the leadership team, and/or planning meetings with coaches.
- **Use the [Data Reflection Worksheet](#)** to review data before your discussions. If you need detailed guidance on how best to analyze your data, visit [i-ReadyCentral.com/DataAnalysisGuide](https://www.i-ready.com/DataAnalysisGuide).
- Pace discussions to fit your schedule, needs, and comfort level.
- Familiarize yourself with how to monitor and respond to Personalized Instruction data, and for suggested actions, search **Monitoring Personalized Instruction Leader Worksheet** on *i-Ready Central*®.

## Guiding Questions:

**Part 1 Observe**

1. What do you know about your school as a result of the data? Consider school, grades, classes, and/or special groups.
2. What are bright spots and opportunities for growth?

**Part 2 Reflect**

3. What instructional strategies or plans have you tried? What was the effect?

**Part 3 Take Action**

4. Which grades, classes, or groups of students will you prioritize based on alerts, Lesson Time-on-Task, and Percent of Lessons Passed?
5. What are the greatest areas of need for those students or groups of students?
6. What resources can we use for support and how will we best allocate them? How will we [monitor progress](#) and where will we focus our classroom observations and teaching support? How can we recognize and celebrate progress?
7. How will you share this information and goals with teachers, students, and their families?

## Tips:

- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your school.
- **Set goals for you and your school** for Personalized Instruction.
- Select Current Week, Last Week, or Last Month from the Date Range dropdown to **see how students are trending toward recommended ranges for Lesson Time-on-Task and Percent of Lessons Passed**.
- **When setting goals, consider the grade's, class's, and groups of students' overall Percent of Lessons Passed for Personalized Instruction and include more granular goals** (e.g., performance on a domain) and short-term goals (e.g., collective class-level goals for lessons completed).
- **Consider thinking about how you can modify class schedules**, switch class rosters, or increase time for lab/small group instruction.
- **Capture specific [action steps](#) and [resources needed](#)** and determine when to check in on progress.

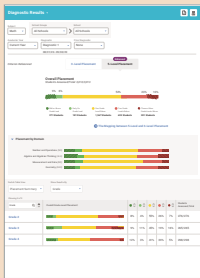


## Data Chat

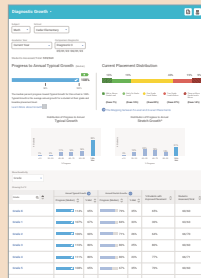
# After the Second Diagnostic

## Reports to Use:

### Diagnostic Results (School) report



### Diagnostic Growth (School) report



### Instructional Groupings report



## What to Do:

- Use these guiding questions during your own inquiry of schoolwide data, existing meetings with the leadership team, and/or planning meetings with coaches.
- Ask leaders to review data before your discussions. **Encourage them to use the [Data Reflection Worksheet](#).** If you need detailed guidance on how best to analyze your data, visit [i-ReadyCentral.com/DataAnalysisGuide](https://www.i-ready.com/DataAnalysisGuide).
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## Guiding Questions:

### Part 1 Observe

1. What do you know about your school as a result of this year's data? Consider school, grades, classes, and/or special groups.
2. What recommendations do we have for specific students or groups of students to continue their growth?

### Part 2 Reflect

3. What instructional strategies or plans did you try? What was the effect?

### Part 3 Take Action

4. What instructional plan will you put into place to address the needs of your school, grades, classes, or students? When will it happen?
5. What resources will you use?
6. How will you monitor progress?
7. How will you share this information and goals with staff, students, and families?

## Tips:

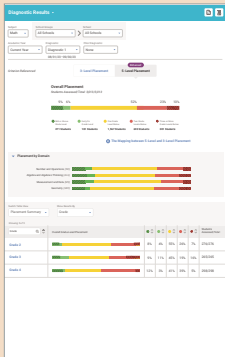
- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your students.
- **Set goals for your school for the next Diagnostic**, considering both proficiency and growth goals.
- **Capture specific [action steps and resources needed](#)** and determine when to check in on progress.

## Data Chat

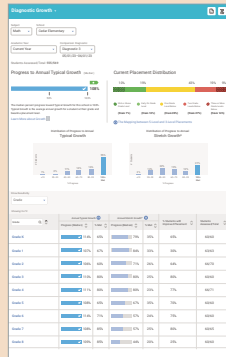
# After the Last Diagnostic

## Reports to Use:

### Diagnostic Results (School) report



### Diagnostic Growth (School) report



## What to Do:

- Use these guiding questions during your own inquiry of schoolwide data, existing meetings with the leadership team, and/or planning meetings with coaches.
- **Use the [Data Reflection Worksheet](#)** to review data before your discussions. If you need detailed guidance on how best to analyze your data, visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).
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## Guiding Questions:

### Part 1 Observe

1. What do you know about your school as a result of this year's data? Consider school, grades, classes, and/or special groups.
2. What recommendations do we have for specific students or groups of students to continue their growth?

### Part 2 Reflect

3. What instructional strategies or plans did you try? What was the effect?

### Part 3 Take Action

4. What instructional plan will you put into place next year to address the needs of your school, grades, classes, or students? When will it happen?
5. What resources will you use?
6. How will you monitor progress?
7. How will you share this information and goals with staff, students, and families?

## Tips:

- Keep your discussions **grounded in data**.
- **Collaborate with colleagues** to help meet the needs of your students.
- **Set goals for your school for the next Diagnostic**, considering both proficiency and growth goals.
- **Capture specific action steps and resources needed** and determine when to check in on progress.



# Data Reflection Worksheet

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Date: \_\_\_\_\_

Upcoming Instruction Topic: \_\_\_\_\_

☐ Mathematics

☐ Reading

## Ask

(Select or create your question.)

## Bright Spots

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## Opportunities for Growth

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## Observe

(List the grade level[s], class[es], and/or student[s].)

## Reflect

(List the instructional strategies or plans you've tried and their effects.)

## Take Action

(Indicate your plan for what you will do and when.)

