

Ohio's 5 Step Process	
<p>Step 1: Collect and Chart the Data (5 minutes to combine each classroom's data)</p> <ul style="list-style-type: none"> • Data is ready and brought by all teachers • Item analysis is done • Includes # and % of students tested/ proficient and not proficient • Subgroup data is reported • Determine your benchmark score for grouping criteria • Use chart to compile each classroom's data 	
<p>Step 2: Analyze Questions & Student Responses (10-15 minutes)</p> <ul style="list-style-type: none"> • Determine overall student strengths • Were there common errors? • Were there misconceptions? • Are there urgent needs? • Is there a trend? • Prioritize needs for next steps 	
<p>Step 3: Determine Instructional Strategies that Will Be Used (15-20 minutes)</p> <ul style="list-style-type: none"> • What differentiated strategies will you use? • What co-teaching delivery model/s will align best to support chosen instructional activities? • Does instruction need to be focused on core instruction to improve all student achievement or is this designed for intervention/enrichment time? • Determine length/frequency of instruction. How many minutes/days and weeks? • Do you need support/training in a specific strategy? • Decide on post-assessment 	

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<p>Step 4: Implement the Instruction Consistently</p> <ul style="list-style-type: none"> • Administrator walk-throughs are tied to the strategies the TBT has chosen to implement • Feedback is provided to staff • Peer to Peer classroom visits occur to work as a team on tuning the instructional strategy (i.e. Lesson Study Protocol) 	
<p>Step 5: Collect, Chart and Analyze Pre/Post Data (10-15 minutes)</p> <ul style="list-style-type: none"> • Everyone comes with the assessments scored and data ready • Includes pre data and post for all students and any subgroups • Best practices shared from classroom teachers that had high student results on post-test • Use same chart from Step 1 to collect data 	
<p>EVALUATE: (10 minutes)</p> <ul style="list-style-type: none"> • What was our level of implementation? Fully, Partially, Not at All • What we learned (Successes and Obstacles) • Our recommendation: Continue with this strategy for..., Get additional PD, Abandon, Select alternative, Adapt • Reflections 	

Pre/Post Test Data – Compiled By Classroom

Date Pre-Test _____ Date Post-Test _____ Strategy/ies Used _____

Frequency of Use _____

Teacher (Data without subgroup students included)	# students took PRE test	# students took POST test	# students and % PROFICIENT PRE	# students and % PROFICIENT POST	# students and % CLOSE to Proficient PRE	# students and % CLOSE to Proficient POST	# students and % FAR from Proficient PRE	# students and % FAR from Proficient POST
<i>Total without subgroup data</i>								
SUBGROUP DATA	# students took PRE test	# students took POST test	# students and % PROFICIENT PRE	# students and % PROFICIENT POST	# students and % CLOSE to Proficient PRE	# students and % CLOSE to Proficient POST	# students and % FAR from Proficient PRE	# students and % FAR from Proficient POST
Total ALL students								

