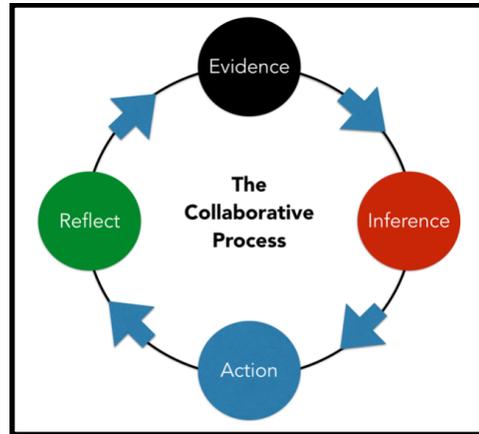


Achievement Team Leadership Conversation Prompts

The purpose of the Achievement Team Conversation Prompts is to enable teams to get to the root causes of each student performance level. Specific collaborative prompts are designed to enable rich conversation while understanding the core purpose of collaboration: *to assess our impact as teachers and leaders.*



What was our priority standard? What was the specific unwrapped skill we were working on within the standard? What was the cognitive demand and rigor?

Step 1: Collect and Present Assessment Results

Exceeding - How many students “Exceeding” total?

Achieving - How many students “Achieving” total?

Progressing - How many students “Progressing” total?

Beginning - How many students “Beginning” total?

Step 2: Create Baseline Evidence Statements and Infer

Exceeding (students can)	Achieving (students can)	Progressing (students struggled)	Beginning (students struggled)
<ul style="list-style-type: none"> • What could the Exceeding students do well? • What might be an area to focus on for this group to move them to the next level of learning? (i.e. increase text complexity to the next grade level, increase rigor of response, etc.) 	<ul style="list-style-type: none"> • What could the Achieving students do well? Why? • How can we continue to maintain their achievement and how can we develop them to obtain Exceeding status? 	<ul style="list-style-type: none"> • What key area kept these students from acquiring Achieving? • If more than one, which might be the most urgent? 	<ul style="list-style-type: none"> • In comparing these students to the ones that are “Progressing” what were some of the key differences in performance? • Are there enabling skills or knowledge that these students might lack? • If more than one, which might be the most urgent? • How might these skills be addressed with support outside the classroom as well?

Step 3: SMARTER Goal Algorithm:

To determine the difference between the pre assessment level of proficiency and post assessment level of proficiency, teams can consider the following:

Number of Students Proficient on Pre Assessment: Exceeding + Achieving/Total number of students who took assessment.

$$\frac{4 \text{ (Exceeding)} + 9 \text{ (Achieving)}}{76 \text{ (total \# of students)}} = \mathbf{17\% \text{ proficient}} \text{ (Exceeding and Achieving combined)}$$

Number of Students Proficient on Post Assessment: Exceeding + Achieving + Progressing/Total number of student who took assessment. In this example, the team is predicting that the students who are progressing (42) will become proficient after instruction.

$$\frac{4 \text{ (Exceeding)} + 9 \text{ (Achieving)} + 42 \text{ (Progressing)}}{76 \text{ (total \# of students)}} = \mathbf{72\% \text{ proficient}} \text{ (Exceeding/Achieving/Progressing combined)}$$

What about students who are "Beginning?" They were not included in the algorithm. Can we move them to "Achieving?"

Teachers must now use their professional judgement when predicting on how many more students might become proficient after instruction. Might we adjust this goal?

SMART Goal Statement:

The percentage of students scoring in "Achieving" and higher in **analysis of text** will increase from **17% to 72%** by the **end of February** as measured by a team created short-cycle formative assessment.

Step 4: Select Common Instructional Strategies – *Make sure to focus on specificity here to foster replication.*

Exceeding (students can)	Achieving (students can)	Progressing (students struggled)	Beginning (students struggled)
<ul style="list-style-type: none"> • Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge? 	<ul style="list-style-type: none"> • Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge? 	<ul style="list-style-type: none"> • Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge? 	<ul style="list-style-type: none"> • Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge?