

Purpose

Professional Learning Communities (PLCs) are commonly being used as a method of collaboration that focuses on setting student goals, measuring against those goals, and planning next steps based on that measure. Scheduled PLC time should be set aside either monthly or weekly and should include data analysis, evaluation of strategies, and decision-making.

PLCs should focus on four critical questions:

- What do we want students to learn?
- How will we know if they are learning?
- How will we respond when they don't learn?
- How will we enrich learning for students already proficient?

Because of the focus on these four critical questions and the already established protocols within many schools, the PLC environment is uniquely suited to engagements with state reporting.

This PLC guide will be based on using the subgroup/subclaim CSV File. This file can be located in the Reports tab of eDIRECT and can be accessed at either the district- or school-level.

This file includes:

- Average ELA and math scores total population and subgroup and grade level;
- Total number of testers
- Number and percent of students performing at each ELA and math achievement level by subgroup and grade level;
- Number and percent of students performing at each ELA and math subclaim achievement level by subgroup and grade level.

When preparing for the PLC, school or district leaders may wish to complete the workbook included in this guide prior to the meeting.

Preparing the Data

Using the Subclaim/Subgroup File to Prepare for the Subclaim Activity

1. Using the filter button at the top right hand corner of the Excel spreadsheet to activate filter buttons across the header.
2. Click on the down arrow in the Grade column header to select the desired grade.
3. Click on the down arrow in the Group column header to select Total Population and Education Classification.
4. Use the column headers to identify the percent of students performing at each subclaim achievement level.
5. Enter the subgroup data for each subclaim on the subclaim PLC worksheet.
6. Repeat steps 4-6 for other subgroups (e.g., economically disadvantaged)

Activity: Making Sense of the Data—Subclaims

This activity will focus on three of the four critical questions as related to subgroup performance:

- How will we know if students are learning?
- How will we respond when students don't learn?
- How will we enrich learning for students already proficient?

Identifying Achievement Gaps

How will we know if students are learning?

- Use the PLC worksheet to identify subclaim gaps by comparing performance across subclaims.
- Use the PLC worksheet to identify subclaim subgroup gaps by comparing performance on one subgroup to another within each subclaim (e.g., compare number and percent of economically disadvantaged students with strong performances number and percent of non economically disadvantaged students with strong performances).
- What do you see? Circle on the worksheet those subgroups with significantly lower performance. Note these gaps on the Planning Worksheet.
- How large are any gaps that you see?
- Do any of these gaps surprise you?

Solving for Subgroup Achievement Gaps

How will we respond when students don't learn?

- What are the most concerning achievement gaps?
- Why are the identified achievement gaps occurring?
- Have any actions been taken so far this year on addressing these gaps?
- How would we know if any of those actions are working?
- If we have not yet taken any actions, what actions will need to occur?
- How will we continue to measure effectiveness of the strategies being implemented to address the achievement gaps?

Pushing Beyond Basic

How will we enrich learning for students already proficient?

- Within which subclaims are subgroups already performing well?
- Why are they performing well in these areas?
- Were there specific strategies used last year that led to these performance levels?
- Have any actions been taken so far this year to push beyond basic in these subclaims?
- How would we know if any of those actions are working?
- If we have not yet taken any actions, what actions will need to occur?
- How will we continue to measure effectiveness of the strategies being implemented to push beyond basic?

Resources

- [Teacher Guide to LEAP Student Reports](#) (available now): Provides specific information about the statewide summative assessment reports and specific resources aligned to each subgroup
- [Overview of 2016-2017 Summative Assessments](#) (available now): provides general information about the statewide summative assessments
- [LEAP Online Tools Training \(OTTs\)](#) (available now in INSIGHT or [here](#) using the Chrome browser): provides educators and students opportunity to practice using the tools available in the online testing platform (mid-fall update to reflect any changes based on 2017 assessments)
- [2016-2017 Assessment Guides](#) (available in October): provides more-detailed information about the test design and includes samples illustrating the various item types
- [Online and paper-based practice tests](#) (available this winter): provides educators and students with a full-length practice test that mirrors the operational test design

Total Population

Total Population							
	Reading Performance	Writing Performance	Informational Text	Literary Text	Vocabulary	Written Expression	Knowledge and Use of Language Conventions
Strong							
Moderate							
Weak							

[illegible]

Using PLC's to Make Sense of the Grades 3-8 Assessment Data

Economically Disadvantaged

Grade Level:	Strong				Moderate				Weak			
	Economically Disadvantaged		Not Economically Disadvantaged		Economically Disadvantaged		Not Economically Disadvantaged		Economically Disadvantaged		Not Economically Disadvantaged	
	#	%	#	%	#	%	#	%	#	%	#	%
Reading Performance												
Writing Performance												
Informational Text												
Literary Text												
Vocabulary												
Written Expression												
Knowledge and Use of Language Conventions												

Worksheet for Activity #1: Making Sense of the ELA Data—Subclaims

Identified Gap	Strategy	Timeline	Resources	Lead

Identified Strength	Strategy	Timeline	Resources	Lead

Total Population

	Major Content	Additional and Supporting Content	Expressing Mathematical Reasoning	Modeling and Application
Strong				
Moderate				
Weak				

[illegible]

Using PLC's to Make Sense of the Grades 3-8 Assessment Data

Economically Disadvantaged

	Strong				Moderate				Weak			
Grade Level:	Economically Disadvantaged		Not Economically Disadvantaged		Economically Disadvantaged		Not Economically Disadvantaged		Economically Disadvantaged		Not Economically Disadvantaged	
	#	%	#	%	#	%	#	%	#	%	#	%
Major Content												
Additional and Supporting Content												
Expressing Mathematical Reasoning												
Modeling and Application												

Worksheet for Activity #1: Making Sense of the Math Data—Subclaims

Identified Gap	Strategy	Timeline	Resources	Lead

Identified Strength	Strategy	Timeline	Resources	Lead