

## 5 Steps to Deeper Data Analysis

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### Step #1: Identify Lead Data Facilitator at Each Level and Collect Multiple Data Sources

### Step #2: Team Predicts What They Believe the Data Will Show

- Activates prior knowledge
- Surfaces assumptions and questions (“I predict that NWF will be our weakest area because we don’t directly teach nonsense word reading in our program.”)
- Prepares and motivates the data team to learn from the data

#### Step #2 Prompts

- What have our past data trends shown about student reading achievement?
- Have we been successful at closing the achievement gap for our students in the past?
- Why do you think we are unable to close the skill gaps in certain students?
- What do we have control over in terms of student achievement?
- What do we have no control over?
- What do you really want to know about your students’ performance?
- What data have we not analyzed in the past that might provide us some insights?

### Step #3: Go Visual: Create a Data Wall by Grade Level

- Large, visually vibrant and color-coded displays of data
- Fosters groups ownership and engagement
- Work on one data report at a time to limit confusion and overload
- Record observations and inferences on charts
- Add more graphs and observations to the data wall as you have additional information
- Hold meetings at the data wall

#### Step #3 Ideas

- Facilitator can pre-determine which type(s) of data displays might lead to deeper conversation and best highlight areas of strength and weakness
- Students names should be clearly represented on the charts
- Avoid averages, which might “mask” the true data story
- Include Special Education and other students receiving special services outside of the classroom

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### Step #4: Identifying and Analyzing Root Causes – Marrying Data and Research

- Participants must consider relevant research and remember that quick fixes like teaching to the test or tutoring to the test or tutoring a few students are unlikely to produce sustained improvement for students
- Causes of weakness based in evidence, not speculation
- Each weakness and root cause is verified with data and research
- Once you've identified weak points, decide what is causing them

#### Step #4 Prompts

- Why are we looking at these particular data points? Triangulation!
- What do we know about the importance of the skills that we are assessing?
- What are the “necessary to develop” skills for our grade level at this point of the year?
- What is at the heart of Student A’s deficiencies? What factors around Student A’s performance can we contribute positively to? What data tells this story?
- What has contributed to Student R, Student T, and Student P’s success? What factors around their performance have we directly contributed to? Would the plan that we’ve used with these students be appropriate for our struggling students? What data tells this story?
- When we have “intervened” for a student, what exactly does that mean and look like?
- Have we truly provided differentiated instruction for our students still struggling? What was the prescription for their intervention? What tools did we use to monitor their progress along the way? At what point along the intervention timeline did we recognize that the growth slowed or stopped? What data tells this story?
- Note: When teammates are using “I think” and “With this type of student”-type comments, it is critical to have them support their statements with data. This is a danger zone!

### Step #5: Conceptualizing a Theory of Action

- Prioritize “Next Steps” and choose 2-3 for immediate focus
- Create a 3-4 week plan for implementing the solutions with intermediate “well checks” to verify the plan of action and adjust as the data shows a need for adjustments



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<b>Outcome Priority</b>	<b>Date to Begin</b>	<b>Checkpoint Dates</b>	<b>Monitoring Tool</b>
<i>Resource program students are not progressing at a rate that will get them to the benchmark by the end of the semester</i>	<i>11-10-06</i>	<i>11-17-06 11-24-06 11-31-06</i>	<i>DIBELS Progress Monitoring on Oral Reading Fluency – use next benchmarking norms</i>