

West Shore School District | Data Analysis

Understanding the Data Analysis **IT** Factor

Adapted from Western Heights Independent School District, PLC Data Analysis Template ©2008



Get It!

- Get the right data to accurately frame the reality.
- Multiple sources of qualitative and quantitative data exist.
- Ask yourself, “Do I have the right data?”

Read It!

- Silently analyze the data and brainstorm responses to the posed questions.
- Develop further questions requiring additional data to completely frame the reality.

Talk It!

- When working in groups, listening to others is the single most important behavior.
- Group relationships, both between members and ideas, are established by how participants listen to one another.
- When actively listening to others, individuals should monitor both internal and external distractions, such as nonverbal reactions.

Use It!

- **S**pecific: Is the goal clear and concise?
- **M**easurable: Is the goal quantitative?
- **A**chievable: Is the goal realistic?
- **R**esponsible: Is the goal assigned to an individual?
- **T**imely: Is the goal achievable within the specified time?

Review It!

- How does the current data compare to what was expected by this review data?
- Do we need to reassess this goal, action steps, or timeline?
- What other data do we need in order to reassess this goal?

Get It!

In order to frame the current reality objectively and accurately, consider multiple data sources. Choose from a variety of sources including, but not limited to, the following:

- | | | |
|--|---|---|
| <input type="checkbox"/> Classroom Walkthroughs | <input type="checkbox"/> Writing Benchmarks | <input type="checkbox"/> PSSA Data |
| <input type="checkbox"/> Lesson Plans | <input type="checkbox"/> AP Results | <input type="checkbox"/> Keystone Data |
| <input type="checkbox"/> CDT Data | <input type="checkbox"/> SAT/ACT Results | <input type="checkbox"/> Evaluation Reports |
| <input type="checkbox"/> Common Unit Assessments | <input type="checkbox"/> Teacher Notes/Observations | <input type="checkbox"/> PVAAS Reports |
| <input type="checkbox"/> DRAs | <input type="checkbox"/> Student Work Samples | <input type="checkbox"/> InView Reports |
| <input type="checkbox"/> Dibels | <input type="checkbox"/> IEPs/RtII Plans | <input type="checkbox"/> Report Card Data |
| <input type="checkbox"/> Running Records | <input type="checkbox"/> Surveys/Questionnaires | <input type="checkbox"/> Other |
| | | <input type="checkbox"/> Other |

1

Read It!

Answer the questions below during your independent review of the data.

1. What do I know as a result of looking at this data?
2. What do I think as a result of looking at this data?
3. What are some questions I have?
4. What will I do differently and how will I know if it works?

2

Talk It!

Select a group discussion leader. The discussion leader will facilitate an active dialogue based on the questions below. Use the Read It! questions as reference.

1. What data facts popped out during the Read It! phase?
2. Why is this data important?
3. What are some possible actions that can be taken to address the data implications?

In your groups, decide what the data's saying using this template.

Here's What!	So What!	Now What!
<i>Specific Facts from the Data</i>	<i>Interpretation of the Data</i>	<i>A Prediction, Implication, or Question for Further Study</i>

Use It!

Develop Your Action Plan with SMART Goals

1. What is your current reality?
2. What is your target – your SMART goal?
3. What action steps or strategies will you take to achieve the goal?
4. Who is going to be responsible for implementing the strategies?
5. Who will monitor the plan by gathering data and report back to the team?
6. When will you monitor your progress toward meeting the goal?
7. What materials, resources, and/or personnel will be necessary to carry out the strategy?
8. What data will you use to monitor and review your progress in meeting your goal?

Current Status:				
School Objective/SMART Goal:				
Action Steps or Strategies	Responsibility		Timeline Benchmark Monitoring Dates	Monitoring Method Evidence of Effectiveness
	Person(s) Responsible for Implementing	Monitoring		

Review It!

Monitoring Plan

1. How does the current data compare to what was expected? Go back to the Talk It! step and use the template to encourage discussion.
 - *What does the data tell us?*
 - *What does it not tell us?*
 - *What is the good news?*
 - *How will we celebrate?*
2. Do we need to reassess this goal, action step/strategy, or timeline?
 - *What are the opportunities for improvement?*
 - *Based on the data, are we on target for meeting or exceeding the goal?*
 - *Do we need to make any revisions?*
3. What other data do we need in order to reassess this goal?
 - *Based on the data, what needs to be our next goal?*
 - *Are there any recommendations for process redesign?*
 - *Are there any recommendations for resource allocation (training, materials, time)?*

Original Target Goal: Baseline Data

FORMATIVE REVIEW 1

Goal:

Exceeded Met Progress Made Not Met

Revisions: _____

FORMATIVE REVIEW 2

Goal:

Exceeded Met Progress Made Not Met

Revisions: _____

FORMATIVE REVIEW 3

Goal:

Exceeded Met Progress Made Not Met

Revisions: _____

SUMMATIVE REVIEW

Goal:

Exceeded Met Progress Made Not Met

Revisions: _____