

DATA ANALYSIS PROCESS TEMPLATE: GUIDING QUESTIONS

DATA SOURCE	RESEARCH	RECALL	RESOURCES	REFLECT	RESPOND
<p><i>Identify and use appropriate data sources.</i></p>	<p><i>Using the data sources available, report the facts. Look for trends or areas of concern. Look for areas of success. This is an objective data discovery.</i></p>	<p><i>Focusing on the prior school year(s), recall the realities of classroom, school, district program, practice, and policies. What happened? Facts only – no conjecture.</i></p>	<p><i>Use the information contained in the supporting documents to bridge the conversation between recalling and reflecting.</i></p>	<p><i>Connect performance with prior year practices, programs, and policies. Consider possible reasons. Be honest about what occurred last year and how that may have impacted the performance that you observe.</i></p>	<p><i>What might be some possible ways to move forward? These responses should tie directly to what was discovered in the reflection process.</i></p>
<p>Scale Scores (Reports Used?)</p>	<ul style="list-style-type: none"> • What is the overall scale score of the group being studied? • How does the group’s overall score compare to the comparison group (e.g., how do particular ethnic groups compare to the All Students group)? • What is the change in overall scale score from last year to this year? 	<ul style="list-style-type: none"> • What materials were in place last year to support the ELA California state standards? • How was the curriculum sequenced? • What professional learning opportunities were made available for teachers? • How many teachers participated in those learning opportunities? • What needs did students bring to the classrooms? • What was communicated to students, teachers, and parents regarding the expectations of the assessment? 	<ul style="list-style-type: none"> • What do the related threshold or range achievement level descriptors tell us about what students should know or be able to do at the Standard Met level? • What do the related item specifications, and evidence required, suggest about students’ scores? • What do the related content specifications suggest about students scores? • What types of evidence are available from local student performance measures? • What artifacts exist to surface information about communication, expectations, etc.? 	<ul style="list-style-type: none"> • How did the current materials support the learning required to demonstrate evidence of mastery of the standards? • What impact might the sequencing of the curriculum have had on student scores? • How effectively did the professional learning opportunities support teachers (and students) with content relevant to the evidence required? • How were the unique needs of the students in this group addressed? • In what ways and how frequently did we expose students and teachers to the item types students see on the test? • How was the work that students were asked to do aligned with the evidence descriptions? If not strongly, why not? • In what ways and how effectively did we communicate the expectations of the assessment to our students, teachers, parents, communities? 	<ul style="list-style-type: none"> • What additional materials might be needed? • How might we modify our existing sequencing? • How might the professional learning plan for next year be more responsive to staff/student needs? • How might we restructure our teacher collaboration time to address some of the issues? • How might we address the unmet unique needs of this student group? • What existing structures (leadership, planning, and collaboration) might need adjustment to support student needs? • How can evidence collected in the classroom be more closely aligned to the evidence required for college and career readiness? • How can expectations be more effectively communicated to students and family?
<p>Achievement Levels (Reports Used?)</p>	<ul style="list-style-type: none"> • What is the corresponding achievement level for this group? • How does that compare with the comparison group’s achievement level? • What percentage of students scores fall in each of the achievement levels? • How does that distribution compare with the comparison group? 				
<p>Claim Levels (Reports Used?)</p>	<ul style="list-style-type: none"> • Looking at patterns of performance, how does the group being studied compare with other groups? • Are there strong differences? • What stands out as a critical weakness/strength? 				
<p>Target Levels (Reports Used?)</p>	<ul style="list-style-type: none"> • Looking at patterns of performance, how does the group being studied compare with other groups? • Are there strong differences? • What stands out as a critical weakness/strength? 				