

Purpose: To assist school teams in analyzing school data to identify student learning problems and revise school improvement plan goals

**Phase I: Making Predictions (Rationale: Predictions occur before you see the data. During this time, you activate prior knowledge, surface assumptions and make predictions)**

- *What performance gaps do we expect to see between different populations of students?*
  
- *What are the primary equity challenges in your school?*

**Additional Questions:**

- Discuss the leading and lagging data that you have used to inform teaching and learning.
  
- How is this data used by you and your staff?
  
- What do you know about the purpose of this data?



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- What is the progress in reducing any achievement gaps?

**Phase III: Organizing and Integrating: Generating Theories and Actions Steps (Rationale: Generate multiple explanations for phase II observation that are supported by the data; Create action plans that align with explanation/theories)**

- What theories do you have about what you are noticing?
  
- What other data would you need to help verify/confirm your theory?
  
- What are possible next steps for your work?

**\*\*Follow Up: Checking for Bias and Externalization of the Learning Problems that may be out of the locus of control**

- How might parents and students from diverse cultural populations in our school interpret this data?
  
- Do any of your inferences or theories blame individuals or groups of individuals?

### **Phase IV: Identify a Student Learning Problem**

Synthesize what you have learned from the analysis of disaggregated data. Write a summary of learning. An example format is listed below:

➤ \_\_\_\_\_-grade students at **[SCHOOL/DISTRICT]** are **[PERFORMANCE LEVEL]** in **[SUBJECT AREA]**.

*Within this subject area a performance gap was noted between **[HIGH PERFORMING GROUP]** and **[LOW PERFORMING GROUP]** students as evidence by”  
List all evidence:*

\_\_\_\_\_ percent of **[HIGHER PERFORMING GROUP]** students were **[PERFORMANCE LEVEL]** on **[NAME OF ASSESSMENT]**

#### **Examples:**

- *In our school, we have a consistently increasing achievement gap between sixth grade students of color and White students in language arts/reading proficiency*
- *The mathematic test scores for 10<sup>th</sup> grade Asian students increased each year*
- *The achievement gap between White students and African American students narrows each year for from third grade to fifth grade in math, but there is a widening gap between White and English Language Learners in math from third to fifth grade.*

Please Identify your Student Learning Problem(s)

1.

2.

3.

**Phase V: Review/Draft Student-Learning Goal Statements Aligned to School Improvement Plans**

Review School Improvement Plan using the following guiding questions

1. Do the goals in the School Improvement Plan reflect the Student Learning Problems identified on **page 4**? What evidence in the School Improvement Plan supports or does not support alignment to Student Learning Problems rooted in school data.
2. Revise/Refine Goals outlined in the School Improvement Plan to reflect alignment to Student Learning Problem and measureable outcomes

Example Format:

By Spring 2016, [**GRADE LEVEL and/or SUBGROUP**] will increase proficiency rates in [**SUBJECT/CONTENT**] as measured by [**ASSESSMENT**] by \_\_\_\_\_ percentage points.

By Spring 2016, proficiency gaps in [**SUBJECT/CONTENT**] will narrow by \_\_\_\_\_ percentage points between [**HIGHER PERFORMING SUBGROUP**] and [**LOWER PERFORMING SUBGROUP**]

Example Goal:

By Spring 2016, 5<sup>th</sup> grade students in the **African-American Subgroup** will increase proficiency rates in **reading** as measured by the **STAR reading assessment** by **15 percentage points from 35% to 50%**.

3. Edit/revise goals to embed in School Improvement Plan for the 2015-2016 school year. Use the Action Plan template as a school team to think through an action plan, align resources and next steps.





**Data-Driven Dialogue: Identifying a Student Learning Problem and Setting Goals**  
(adapted from Love, et al, *The Data Coaches Guide to Improving Learning for All Students*)

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- What are you doing to build buy-in around an equity agenda at your school?
- How will you set priorities for the work?
- What support will you need to pursue equity goals?

Specific Questions for Central Office

- How will you support capacity building in struggling schools?