

## **Data-Driven Dialogue: Identifying a Student Learning Problem and Setting Goals**

### **Facilitator's Guide**

**Purpose:** To support school teams in the initial stages of school improvement planning with data analysis, identifying key student learning problems in the data, and setting goals for the School Improvement Plan.

#### **Learning Targets:**

- School teams will disaggregate data to through a Data Driven Dialogue
- School teams will identify 2-3 student learning problems based upon the data
- School teams will develop student outcome goals based upon the protocol to revise and/or embed into the School Improvement Plan

#### **Materials Needed:**

- School Data
- Data Driven Dialogue Recording Sheet
- School Improvement Plan
- Action Planning Template

#### **Preparing for the Task:**

Read and review the Data Driven Dialogue Protocol that teams will need to follow. In particular, the facilitator should be familiar with the format on page 4 and 5 for a Student Learning Problem and the Student Learning Goal statements. This will enable to facilitator to support school teams as they work through Phase IV and V.

#### **Activity Outline:**

1. Introduce the Data Driven Dialogue Protocol as rooted in student and school data. The intent is not to assess blame, but to find solutions to student learning problems.
2. Introduce Norms for Collaboration:
  - a. Slow down your thinking.
  - b. Stay true to the actions within each of the phases of the data driven dialogue.
  - c. Begin by just noticing, not assigning cause.
  - d. Remember, data are just numbers. Humans add meaning.
3. Teams should work independently in teams to collaborate throughout the protocol. Teams should be instructed that by the end of the session, they should have
  - a. A completed Data Driven Dialogue Recording Sheet
  - b. 2-3 Student Learning Problems (Page 4) identified and recorded based upon the data
  - c. Revised and/or re-written Student Outcome Goals in the School Improvement Plan (use page 5 of protocol to help guide this work)
  - d. 1-2 Action Planning Sequences completed for a Students Learning Problem/Goal
4. The Action Planning Template walks the teams through a series of steps to solve the student learning problem. This is the core of the School Improvement Planning Process. This is a tool, and teams may already have a School Improvement Plan or Process that follows a similar format.
5. Teams should be given time before the end of the session to complete the reflection at the end of the protocol.



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## Root-Cause Analysis Protocol: Identifying the Causes of a Student Learning problem Facilitator's Guide

Purpose: To support school teams in the intermediate to advanced stages of school improvement planning. Teams in this stage should at minimum have draft school improvement goals, but may or may not be into the action planning stages

### Learning Targets:

- School teams will review school data and School Improvement Plan Goals to Revise or Solidify Student Learning Problems.
- School teams will prioritize up to four root causes for Student Learning Problems
- School teams will develop Goals and Action Plans for the School Improvement Planning Process in order to address the Root Causes.

### Materials Needed:

- School Data
- Root-Cause Analysis Protocol
- School Teams Supply School Improvement Plan
- Enlarged Version of Verify Cause Tree PowerPoint Slide
- Cause Cards
- Action Planning Template (and model)

### Preparing for the Task:

Read and review the Root Cause Analysis Protocol that teams will need to follow. In particular, review the Cause Cards that can be supplied to teams. Depending on the focus and goals of the session, the facilitating district may choose to edit the causes that are distributed in order to support the teams in staying focused on causes that can be addressed at the school level.

### Activity Outline:

1. Introduce the Root Cause Analysis Protocol to teams.
2. Introduce Norms for Collaboration:
  - a. Slow down your thinking.
  - b. Stay true to the actions within each of the phases of the data driven dialogue.
  - c. Begin by just noticing, not assigning cause.
  - d. Remember, data are just numbers. Humans add meaning.
3. Share with the teams that they will use the enlarged poster to generate and post the possible causes for a student learning problem. A key task is that they must establish a key student learning problem from their school improvement plan. The student learning problem should indicate a grade level or subgroup that is underachieving in a content area according to students achievement data and assessment metrics.
4. The goal is for teams to use the steps in Phase III to narrow the causes down to only 4. This should surface from discussion and analyzing data. The facilitator should be aware and set ground rules to ensure that students,

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parents, community, etc. are not being blamed as causes. Causes should be selected that are in the control of the school teams and will impact students' achievement.

5. The Action Planning Template walks the teams through a series of steps to solve the student learning problem. This is the core of the School Improvement Planning Process. This is a tool, and teams may already have a School Improvement Plan or Process that follows a similar format.
6. Teams should work independently in teams to collaborate throughout the protocol. Teams should be instructed that by the end of the session, they should have
  - a. A completed Root Cause Analysis Recording Sheet
  - b. 3-4 Root Causes that were narrowed from Phase II to Phase III
  - c. Revised and/or re-written Student Outcome Goals in the School Improvement Plan
  - d. 1-2 Action Planning Sequences completed for a Students Learning Problem/Goal
7. Teams should be given time before the end of the session to complete the reflection at the end of the protocol.