

## Data Analysis Protocol: An Example

Todd Bloomquist  
Grants Pass School District #7  
tbloomquist@grantspass.k12.or.us

---

---

---

---

---

---

---

---



### PROCESS OVERVIEW



- Medford Schools Process Example
- 2014 School Year

---

---

---

---

---

---

---

---



### PROCESS OVERVIEW



- Schools follow data analysis protocol
  - data review day in late May or June—staff or site council process
- Schools create “Executive Summaries” of school findings
- School data summaries and recommendations sent to administration team to process

---

---

---


---

---


---

---

---



### PROCESS OVERVIEW



- District improvement goals reviewed and adjusted with new data from schools
- Schools create School Improvement Plans
- District and Achievement Compact Goals developed together
- Budgets aligned to modified goals and strategies planned for school improvement

---

---

---


---

---


---

---





---



### CONTINUOUS IMPROVEMENT PLAN: EXAMINING THE DATE: MAKING COURSE CORRECTIONS



Protocol Overview: Times are suggested, but most schools find they want to spend *more time* analyzing.

---

---

---


---

---


---

---

---



### CONTINUOUS IMPROVEMENT PLAN: EXAMINING THE DATE: MAKING COURSE CORRECTIONS



**GETTING STARTED**

- The goal of this protocol is to analyze the work done at each building site, determine the efficacy of the current district goals, and to adjust the district goals to meet the need of the student as verified from the data.

---

---

---


---

---

---


---

---



### CONTINUOUS IMPROVEMENT PLAN:

#### EXAMINING THE DATE: MAKING COURSE CORRECTIONS



**STEP ONE: DESCRIBING THE SCHOOL DATA**

During this portion, each team will share what the building teams have discovered about the student data. What are the observations from each site?

**Directions:** In your small group (4-6 people) share your building data (for example, SIP/Executive Summary data, OAKS, SWIS, DIBELS, STAR, etc.). What are the observations that have been made? "What do you see?" Write the key observation on the chart pack paper.

**The following are some things to consider:**

- Share observation your staff made about the data.
- What trends need explaining?
- What patterns were observed? What relationships can be made in the patterns?
- What do you notice about your minority student performance? Is there a difference between genders? Age groups? English Language Learners? Special Education?

During this period, gather as much information as possible from the data. Group members describe what they see, avoiding judgments about the quality of the data or interpretations about what the data may suggest. If judgments or interpretations do arise, ask the person to describe the evidence on which they are based.

---

---

---


---

---

---


---

---



### CONTINUOUS IMPROVEMENT PLAN:

#### EXAMINING THE DATE: MAKING COURSE CORRECTIONS



During this period, gather as much information as possible from the data. Group members describe what they see, avoiding judgments about the quality of the data or interpretations about what the data may suggest. If judgments or interpretations do arise, ask the person to describe the evidence on which they are based.

**Be prepared to share your observations with the large group.**

GENERAL OBSERVATIONS NOTE SPACE  
([page two](#) has more space for subpopulations)

---

---

---


---

---

---


---

---



### CONTINUOUS IMPROVEMENT PLAN:

#### EXAMINING THE DATE: MAKING COURSE CORRECTIONS



• Observations of Student Performance by Subgroups:

- Majority Students (White)
- Minority Students
- English Language Learners
- Special Education
- Talented and Gifted
- Age Groups
- Others

---

---

---


---

---


---

---

---



**CONTINUOUS IMPROVEMENT PLAN:**  
**EXAMINING THE DATE: MAKING COURSE CORRECTIONS**



**STEP TWO: ANALYZING THE DATA**

In your small team (4-6 people total), what can you determine from the data? Discuss the observed data from each school.

- Compare the data; what are the changes?
- What questions do the data raise?
- Here are some other Bloom's Taxonomy verbs to help with the analysis: appraise, contrast, critique, differentiate, examine.

NOTES SPACE

---

---

---


---

---


---

---

---



**CONTINUOUS IMPROVEMENT PLAN:**  
**EXAMINING THE DATE: MAKING COURSE CORRECTIONS**



**STEP THREE: INTERPRETING THE DATA**

What can be inferred from the data?

- What other information is lacking that is critical to the analysis of this data?
- What is your assessment of the data?
- What changes could you make based on this data?
- What ways can this data be used?
- Causation is difficult to demonstrate (e.g., because of X, Y occurred); however, are there clear cause and effect variables that you can determine? Any suspicions?

NOTES SPACE

---

---

---


---

---


---

---

---



**CONTINUOUS IMPROVEMENT PLAN:**  
**EXAMINING THE DATE: MAKING COURSE CORRECTIONS**



**STEP FOUR: IMPLICATIONS FOR OUR PRACTICE**

- What are the implications of this work for increasing student learning?
- Based on the group's observations and interpretations, discuss any implications this may have for teaching and learning in the school. What issues have been raised about this data and how useful the data is? Any causation or suppositions?
- What other data do you need to make decisions that would impact student learning?
- Based on what you discussed, what kinds of information is relevant to the district's Continuous Improvement Plan (CIP)?
- What does our staff need in order to help students be successful?
- What will be important for our community? What information do they need and what kind of input do we need?

WRITE YOUR THOUGHTS ON THE CHART PAPER TO SHARE WITH THE ENTIRE GROUP.

---

---

---


---

---

---


---

---



### CONTINUOUS IMPROVEMENT PLAN:

#### EXAMINING THE DATE: MAKING COURSE CORRECTIONS



**STEP FIVE: RECOMMENDATIONS**

Whole group discussion. Each small group presents their ideas from **STEP FOUR**. After each group has presented their findings, we have to answer the following questions:

- What CIP goals need to be changed? What data are we using to justify the change?
- What CIP goals do not need to be changed? What data are we using to justify not changing?
- In what way are students achieving more than they were before? What data supports this?

---

---

---


---

---


---

---

---



### (EXAMPLE) SUMMARY OF DISTRICT CONTINUOUS IMPROVEMENT PLAN AND ACHIEVEMENT COMPACT



GOALS SUMMARY

STUDENTS	
Goal A.1	Curriculum implemented as designed with a focus on writing (SB 1, 3, 4)
Goal A.2	Student interventions—reading, writing, math, and behavior (AC) (SB 1, 2, 3, 4)
Goal A.3	Increase high school graduates and college enrollees (AC) (SB 2, 5)
Goal A.4	Ninth grade students credit completion (AC) (SB 1, 2, 4)
STAFF	
Goal B.1	Writing (SB 1, 4)
Goal B.2	Cultural competency (SB 2)
Goal B.3	Teaching for proficiency (SB 1, 3, 5)
COMMUNITY	
Goal C.1	District communication (SB 2)
Goal C.2	Parents as partners (SB 2)
Goal C.3	Sixth grade attendance (AC)
Goal C.4	Family support for student home life conducive to success (AC) (SB 2, 5)

---

---

---


---

---

---


---

---



### CONTINUOUS IMPROVEMENT PLAN:

#### EXAMINING THE DATE: MAKING COURSE CORRECTIONS



The summary goal turns into a SMART goal for the district:

**A. SMART GOALS FOR STUDENTS**

**Goal A.1:** By June of each year, all grade level will increase the percent of students meeting or exceeding the performance standard for writing in the Medford School District as evidenced by formative in-class assessments and the state writing assessment. (SB 1, 3, 4).

---

---

---

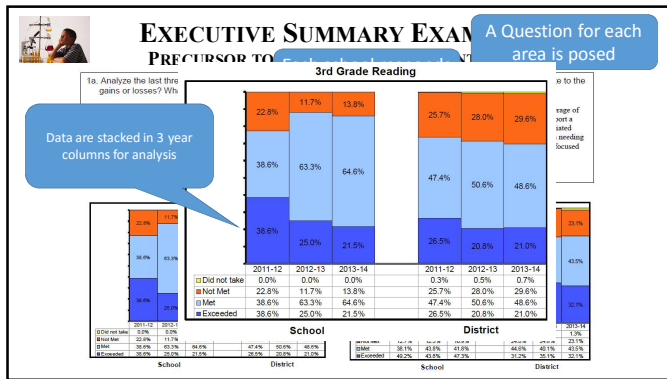
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

**SUMMARY**

- Data collected (what is meaningful data?)
- School teams analyze
- Administration reviews and develops Continuous Improvement Plan
- Schools create their Executive Summary
- Schools create their School Improvement Plan
- District adjusts budget to match needs identified
- Plans are intended to be SMART

---

---

---

---

---

---

---

---

---

---

**CONTINUOUS IMPROVEMENT PLAN:  
EXAMINING THE DATA: MAKING COURSE CORRECTIONS**

Questions?

---

---

---

---

---

---

---

---

---

---