



Tool 6a: Data Analysis Protocol

Purpose

This protocol is designed to help SBLTs analyze quantitative and qualitative data, identify root causes, and consider actions to take next. The protocol contains guiding questions and provides a space for recording reflections.

When to Use

Use this protocol to assist in data analysis during SBLT meetings. The tool is designed to be flexible for use with various types of data, but SBLTs should focus on data that is directly connected to the SIP.

How to Use

1. Identify your purpose for analyzing data. The purpose should be stated in clear, objective terms related to the data being reviewed and should be connected to the SIP. Problem identification can be described as the difference between what is occurring or observed/measured and what is expected. Expectations for performance may come from a variety of sources including your SIP, norms and normative data, standards, state/district assessment, and school/district expectations.

An example of a high functioning SBLT purpose statement for a school that has identified a reading proficiency goal may be: *“The purpose of our meeting is to determine the reading proficiency of our students grades 6 through 8 using universal, norm-referenced assessments.”*

2. Record your level of data analysis and the type of data reviewed (e.g. walkthrough data, attendance, MAP, behavior). At the SBLT level, school or grade level conversations tend to be the norm. Groups of students and individuals are typically discussed at other level team meetings (i.e., teacher teams or student services intervention teams).
3. Ask critical questions about the data. There may be times when teams are faced with having to discuss their peers' performance. At these times, it is critical for the purpose of the SBLT is to, above all, take actions to help improve student outcomes and to ask questions based around this purpose. Some questions you might ask include:
 - If looking at percentages, how many students are we talking about?
 - How does this data relate to progress on the SIP?
 - What does this data tell us about our SIP focus groups?
 - What does this data tell us about any other student subgroups?
 - What other data might we need to triangulate to help confirm what our current data tells us? How does this data relate to previous data or data from other assessments?



4. Complete the protocol. Use the questions in each box to guide your discussion but do not let “filling in the boxes” stifle quality conversation.

**Data Analysis/ Reflect & Adjust Protocol****Date Completed:****Purpose of Data Analysis:****Type of Data Reviewed:****Review the Data:**

- What information is contained within the data?
- What does it tell you?

Analyze the Data:

- What gaps between desired and current results?
- What are your strengths and challenges?
- What patterns do you see?
- What inequities do you see for differing student groups?

Discuss Root Causes:

- What factors within your school's sphere of influence may be contributing to your current results (consider curriculum, instruction, environmental, and learner/student factors)?

Consider Actions:

- What are the implications for your next steps and actions?
- What existing strengths and resources can you leverage?
- What other data will you collect and analyze?
- Will the action steps proposed ignore or worsen existing disparities for the group most affected by the current inequity?



Develop & Implement a Plan...*moving forward as a team, we are going to....*

Stop doing...
Continue doing...
Start doing...

specific action steps	to be done by whom?	by when?	resources needed?	resolution/ follow-up

REVIEW DATE: _____