Planning for Data Analysis / Data Narrative

# Access and Organize Data Reports/Views for Data Analysis

| **Tasks** | **How** | **Who/When** | **Complete** |
| --- | --- | --- | --- |
| 1. **Access and Organize data reports for required state metrics for each content area.**
 |
| Summary of Achievement (% P/A, % and N scoring at each performance level) for math, reading, writing and science, by grade level (for 3-5 years) |  |  |  |
| Growth Summary by grade level: MGP, catch-up, keep-up, move-up, and AGP (for 3-5 years). Note AGP is not provided in the School Growth Summary report. |  |  |  |
| Achievement and Growth (see metrics above) by disaggregated groups (minority, English learners, students on an IEP, students eligible for free/reduced lunch). |  |  |  |
| Achievement and Growth by further disaggregated groups (e.g. minority disaggregated into: Asian, Black, Hispanic, Native American, Caucasian) |  |  |  |
| Achievement at the standard and sub-content area level (% above and below proficient) |  |  |  |
| 1. **Access CELApro Growth Data.**
 |  |
| Is English learner population at school large enough for growth to be calculated (at least 20 English learners)? If yes, access CELApro growth via CEDAR for last 3 years |  |  |  |
| 1. **Access local performance data.**
 |
| Use the *Inventory of Performance Data Sources* to identify available local performance data. |  |  |  |
| Determine what local performance data sources will be used in UIP data analysis. |  |  |  |
| Access the local data reports/views that will be used for analysis. |  |  |  |
| 1. **Adjust for small N (if summary reports have little or no data due a small numbers)**
 |
| Determine an approach to generating meaningful data reports* Student-Level Data
* Summary statistics for smaller N (it is possible in Alpine, for example to set the reports to N = 1)
* May not need to disaggregate based on numbers of students in disaggregated groups.
 |  |  |  |
| Access these reports using one of the following options:* District data reporting tool
* Downloading student-level records from CEDAR
* The Colorado Growth Model web-based application (student-level)
 |  |  |  |

# Review Current Performance

|  |  |  |  |
| --- | --- | --- | --- |
| Task | How | Who/When | Completed |
| Review the School Performance Framework (SPF) report, to answer the following questions:1. What was the school’s plan type assignment?
2. In which indicator areas did school performance not at least meet state and federal expectations?
3. In which sub-indicators did school performance not at least meet state expectations?
4. In which indicators and sub-indicators did school performance not at least meet local expectations?
 |  |  |  |
| Summarize and describe the magnitude of the school’s overall performance challenge |  |  |  |

# Progress Monitoring of Prior Year’s Targets

|  |  |  |  |
| --- | --- | --- | --- |
| Task | How | Who/When | Completed |
| Enter prior year’s performance targets into the Progress Monitoring of Prior Year’s Performance Targets Worksheet. |  |  |  |
| Identify which targets from the prior year were met and which were not met (compare targets to current performance). |  |  |  |
| Collaboratively reflect on prior year’s targets, consider. . .* Why were the school’s performance targets met?

OR* Why were the school’s performance targets not met?
* For targets that were met: Is this worth celebration? Were the target(s) rigorous enough?
* For targets that were not met: Should this continue to be a priority for the current year? Why or why not?
 |  |  |  |
| Aggregate and summarize school staff reflection on prior year’s performance targets and capture in the Progress Monitoring of Prior Year’s Performance Targets Worksheet and the Data Narrative. |  |  |  |

# Describe Performance Trends

## Determine what metrics will be considered and identify questions to guide analysis.

| **Tasks** | **How** | **Who/When** | **Complete** |
| --- | --- | --- | --- |
| Review *Organizing Data for Continuous Improvement* and *Data Analysis Questions*. |  |  |  |
| Consider the magnitude of the performance challenge and make-up of the student population to determine the degree to which disaggregated data will need to be considered. Determine if disaggregated group data needs to be disaggregated further. |  |  |  |
| Determine which local performance data will be used and identify specific achievement and growth metrics. |  |  |  |
| Identify which questions will guide your analysis.  |  |  |  |
| Capture the questions that will guide the analysis for each metric on the *Data Analysis Questions* chart. Include local performance data.  |  |  |  |

## Determine who will engage in analyzing which data.

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Focus | Who | When | Completed |
| Math |  |  |  |
| Reading |  |  |  |
| Writing  |  |  |  |
| Science |  |  |  |
| Other content areas |  |  |  |
| Cross-Content Area |  |  |  |
| Post-Secondary and Workforce Readiness |  |  |  |

## Steps in Identifying Notable Trends

|  |  |
| --- | --- |
| Steps | Tools we will use |
| 1. Start with a performance focus, relevant data report(s) and questions to guide analysis.
 |  |
| 1. Make predictions about performance.
 |  |
| 1. Interact with data (at least 3 years).
 |  |
| 1. Look for things that pop out, with a focus on patterns over time (at least three years).
 |  |
| 1. List positive and negative facts about the data (observations).
 |  |
| 1. Identify which trends are notable (narrow) and which require additional analysis.
 |  |
| 1. Write trend statements.
 |  |

#

# Prioritize Performance Challenges

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Steps  | Who | When | Tools/ Materials | Completed |
| Review for which performance indicators priorities must be identified and the magnitude of the over-all performance challenge. |  |  |  |  |
| Consider notable trends.Focus the list, combining related trends. |  |  |  |  |
| Identify trends that are most urgent to act on. Do a reality check (initial prioritization). |  |  |  |  |
| Evaluate the degree to which the proposed priorities reflect the magnitude of the over-all performance challenge.Achieve consensus on the top three (or four) priorities. |  |  |  |  |

# Completing the Data Analysis Portion of the Data Narrative

|  |  |  |  |
| --- | --- | --- | --- |
| Task | How | Who/When | Completed |
| Apply the UIP Quality Criteria to the school’s trends and priority performance challenges and revise as necessary (Data Analysis Worksheet and Data Narrative) |  |  |  |
| Aggregate and summarize the magnitude of performance challenges (Data Narrative) |  |  |  |
| Summarize reflections on prior year’s performance (Progress Monitoring of Prior Year’s Performance Targets, Data Narrative).  |  |  |  |
| Aggregate and summarize notable trends (Data Analysis Worksheet and Data Narrative). |  |  |  |
| Aggregate and summarize priority performance challenges (Data Analysis Worksheet and Data Narrative). |  |  |  |
| Draft data analysis components of the data narrative (based on Data Narrative Outline notes). |  |  |  |

After completing root cause analysis:

* Seek consensus on the data narrative contents.
* Apply the UIP Quality Criteria to the draft data narrative.
* Finalize the data narrative.