# Analyze Data Diagnostic

**Novice Reduction for Gap Closure**

Continuous Improvement & Assessment

This diagnostic addresses the analyze component of reviewing, analyzing and applying data to school processes to bolster core instruction leading to novice reduction. With your leadership team discuss each component and use evidence to determine within which performance level your school operates. If you discover that your school review processes fall below the exemplary performance level, there are resources for you to use toward improvement on our web page.

| ANALYZE | Component | Exemplary (4 pts) | Accomplished (3 pts) | Developing (2 pts) | Ineffective (1) |
|---|---|---|---|---|---|
| | Schools/Districts use a systematic process to analyze data | • *A consistent process is always used for analyzing data*<br>• *All staff are familiar with the process and could describe it, if asked*<br>• *The process is used in multiple settings. For example: analyzing state test scores or TELL Survey results in a faculty meeting, or teacher groups using the process to determine the effectiveness of instruction after a culminating project.*<br>• *Schools/districts have a data team to facilitate work around data*<br>• *Critical concepts are defined, such as data, progress, evidence*<br>• *Ongoing data meetings occur to ensure the district/school is on track to improving student outcomes* | • *A consistent process is always used for analyzing data*<br>• *All staff are familiar with the process and could describe it, if asked.*<br>• *The process is used in multiple settings. For example: analyzing state test scores or TELL Survey results in a faculty meeting, or teacher groups using the process to determine the effectiveness of instruction after a culminating project*<br>• *Critical concepts are defined, such as data, progress, evidence*<br>• *Ongoing data meetings occur to ensure the district/school is on track to improving student outcomes* | • *A process is sporadically used for analyzing data.*<br>• *Some staff are familiar with the process, while others are unaware of using a process*<br>• *The process is used mostly for one type of data, usually student learning data, such as state test results*<br>• | • *There is no process in place for analyzing data* |
| | **Component** | **Exemplary (4 pts)** | **Accomplished (3 pts)** | **Developing (2 pts)** | **Ineffective (1)** |
| | District/School stakeholders analyze the "why" (root cause) behind possible gaps exposed in data analysis | • *Districts/Schools use Continuous Improvement strategies by using quality tools and processes that hypothesize possible problems in practice (Fish bone diagram, 5 Whys)*<br>• *Root Cause analysis is based on appropriate level data*<br>• *Five data questions are documented*<br>• *Root cause analysis is performed for areas of concern exposed by the data*<br>• *School administrators and all staff form a team to implement this practice* | • *Districts/Schools use Continuous Improvement strategies by using quality tools and processes that hypothesize possible problems in practice (Fish bone diagram, 5 Whys)*<br>• *Root Cause analysis is based on appropriate level data*<br>• *Root cause analysis is performed for areas of concern exposed by the data*<br>• *School administrators and all staff form a team to implement this practice* | • *School administrators and staff form a team to hypothesize and implement the practice of analyzing the gaps in data*<br>• *An analysis is conducted on appropriate level data but lacks connection to the Root Cause analysis method of analysis with little documentation of the "why" behind the gaps* | • *A District/School designee individually reviews the appropriate level data and shares the hypothesis of outcomes of data with additional District/School leadership* |
| | **RESOURCES** | • *Using Student Achievement Data to Support Instructional Decision Making*<br>• *Data Analysis 5 Step Process*<br>• *Guide to Using Data in School Improvement Efforts, Learning Points Associates*<br>• *Fish Bone Diagram*, *5 Whys*<br>• *Five Data Questions*<br>• *Unbridled Learning Assessment and Accountability Resources* | | | |