

Data Meeting Protocol for Examining NECAP, Longitudinal, and/or Local Benchmark Data

*Developed based on *Using Data: Collaborative Inquiry for School Improvement*, Nancy Love's Data Coach, Laura Lipton and Bruce Wellman's Data Team Work, and National School Reform Faculty.

Purpose: *This protocol was developed for use by a team facilitator in guiding a group through analysis of student achievement data as a starting point to increase educator awareness of areas of potential strengths, areas for potential improvement and to surface questions that lead to examination of other data.*

This protocol can be used each time NECAP, AYP, or longitudinal data are reviewed. It can be used for other forms of data such as demographic, . It can continue to be used with teams that are still developing expertise (and safety) around data analysis. It can be used after long periods of data review and analysis inactivity (i.e. at the beginning of a new school year).

Getting Started

1. Define the Purpose and the Desired Outcome of the session. (E.g., Purpose might be "To identify students in need of additional support in reading based on the fall NWEA benchmark." Outcome might be: "Establish cross-classroom reading groups for the next 6 week intervention block.")
2. The facilitator shares/reminds the group of the norms, assigns roles and outlines the time limits for each part of the analysis process.

Seven Norms of Collaborative Work:

- Pausing
- Paraphrasing
- Posing Questions
- Putting Ideas on the Table
- Providing Data
- Paying attention to self and others
- Presuming Positive Presuppositions

Roles:

- Facilitator
- Timekeeper
- Recorder
- Process Observer

3. Facilitator provides the group with the annotated version of the Norms of Collaboration. The group discusses one or two norms to pay particular attention to during the work session. Agreed norm(s) to monitor is posted in the room where all can see them.

For each step, the individuals will be given time to record personal thinking. The group will then share recording in round robin format. It is okay to pass. Everyone listens carefully to sharing. The recorder will use the chart paper, white board, or other method to document and display the group's thinking through the steps.

Overview of Data (5 minutes)

(Prior to the session, the facilitator and school leader or group leader agree on the data to be examined that suits the purpose and desired outcomes defined for the meeting.)

The facilitator gives a brief description of the particular data report to be discussed and answers clarifying questions as necessary. The group does **not** see the data report until Step 2.

Overview of the Process

The facilitator gives each participant a copy of the data driven dialogue diagram. Facilitator gives each group (if working in small groups) or a few people No Because cards.

Step 1: Predicting the Data

(5 minutes: 2 minutes silently writing individual predictions, 3 minutes discussing as a group)

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The facilitator tells the group that in order to surface past experiences, preconceived ideas, and assumptions, the group will make predictions about what they believe the data will show. The facilitator shares the following questions to guide participants thinking when making predictions.

- With what assumptions are we entering?
- What are some predictions we are making?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents us?

After two minutes of silent writing, the facilitator has group share their **predictions** and **why** they believe that is what they will see.

Step 2: Observe the data (Literal) **(10 minutes: 3 minutes silently writing individual observations, 7 minutes discussing as a group)**

The facilitator reminds the group that this phase is to just state what they see without reaching conclusions or making recommendations. Consider the following:

- Note important points that “pop out”
- Look for patterns or trends that emerge
- Note surprising or unexpected data
- Note things/data we might want to explore further
- Just the facts, Ma’am

After three minutes of writing, the facilitator has the group share their observations. If judgments, rationalizations or excuses arise, the facilitator should ask the person to defer that thinking until the next step or process observer can raise the because card and remind the person this stage excludes justifications for any observations. The recorder will document the ideas from the group on chart paper, white board, or other.

Step 3: Interpret Data/Develop Inferences **(10 minutes: 3 minutes silently writing individual inferences, 7 minutes discussing as a group)**

The facilitator tells the group that this step is to look beyond the obvious for relationships, causal correlations, and to make inferences related to student learning. This is also the step to generate questions about what if, and why. Keep in mind the following prompts:

- Draw inferences - supported
- Generate possible explanations
- Generate further questions to ask
- Generate further data needed to verify explanations
- What can you infer about the data regarding the impact on student learning?

After three minutes of writing, the facilitator has the group share their inferences through a go-around process. The facilitator encourages team members to support their statements with evidence from the data. The recorder will document the ideas from the group chart paper, white board, or other.

Step 4: Implications for practice **(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)**

The facilitator tells that group that this step is designed to help answer the question, “What do the data suggest is working for our students and what areas might may not be working?” The group will seek to

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identify connections between what is missing, what needs to change and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning
- What issues have been raised about school-wide practices/classroom practices?
- What is the first step to increase student success in this area?
- Where do you suggest we go from here?
- What are the next steps this group should take?
- Is there other data or material we should look at?

After three minutes of writing, the facilitator leads the group in the discussion of what this data implies for their classroom practice. This is the action phase of the data analysis. The group will design an action plan that might outline changes in instructional practice, analysis of textbook alignment, or a new unit organization. The data for the next meeting will be identified based on the conclusions reached during Step 4. The recorder will document the next step from the group on the Data Team Feedback Sheet.

Step 5: Reflect on the process (5 minutes)

The facilitator leads the group through a discussion of this protocol process using the following prompts:

- Did the protocol help us better meet our desired outcome/ achieve our stated purpose for this session?
- What went well, what could be improved?
- What new learning do you have?
- What changed in your thinking?
- What will you do with this information to improve our practice?

A new facilitator may be selected for the next meeting. Roles can be rotated regularly to share the responsibility. The recorder completes the *Data Team Feedback Sheet* for the group and returns it to administrator.