DATA ANALYSIS
Turning Data into Actionable Information

"What gets measured gets done."

Get It!
- Get the right data to accurately frame the reality.
- Multiple sources of qualitative and quantitative data exist.
- Ask yourself, "Do you have the right data?"

Read It!
- Silently analyze the data and brainstorm responses to the posed questions.
- Develop further questions requiring additional data to completely frame the reality.

Talk It!
- When working in group sessions, listening to others is the single most important behavior.
- Group relationships, both between members and ideas, are established by how participants listen to one another.
- When actively listening to others, individuals should monitor both internal and external distractions, such as nonverbal reactions.

Use It!
- S – Specific: Is the goal clear and concise?
- M – Measurable: Is the goal quantitative?
- A – Achievable: Is the goal realistic?
- R – Responsible: Is the goal assigned to an individual?
- T – Timely: Is the goal achievable within the specified time?
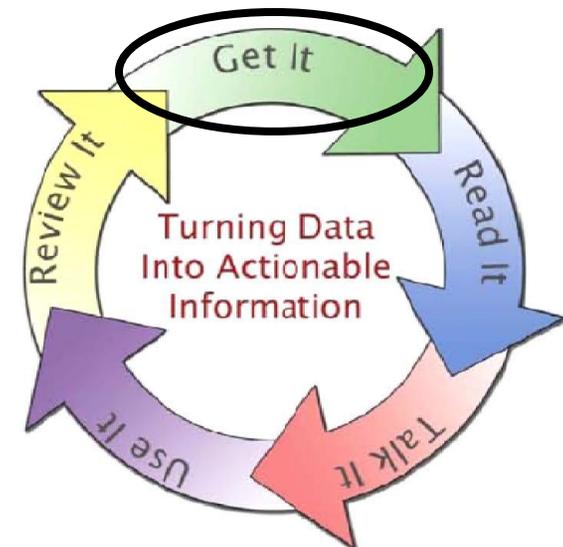
Review It!
- How does the current data compare to what was expected by this review data?
- Do we need to reassess this goal, action steps, or timeline?
- What other data do we need in order to reassess this goal?

Turning Data Into Actionable Information (Get It, Read It, Talk It, Use It, Review It)
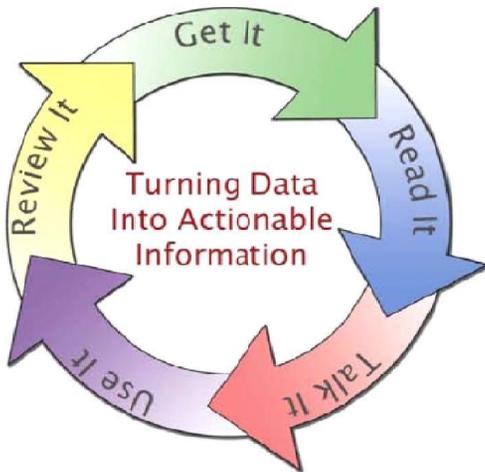
GET IT!

In order to frame the current reality objectively and accurately, consider multiple data sources. Choose from a variety of sources including, but not limited to, the following areas:

- ☐ State Report Card Data/AYP
- ☐ SAT/ACT
- ☐ Benchmark Testing
- ☐ Teacher Notes / Observations
- ☐ Student Work Samples
- ☐ IEPs
- ☐ OGT/OAA Data
- ☐ Surveys / Questionnaires
- ☐ HSTW Assessment Data
- ☐ MMGW Survey Data
- ☐ Industry Certification Exam
- ☐ Research, Testing, and Evaluation Reports
- ☐ Discipline Referrals
- ☐ Classroom Walkthroughs
- ☐ Lesson Plans
- ☐ Course Failure Rates
- ☐ Teaching Working Conditions Survey
- ☐ Other: _____
- ☐ Other: _____

READ IT!

Answer the questions below during your independent review of the data.

1. In looking at this data, what pops out at you?

2. Why is this data important?

3. If this data remains constant, what might be the possible consequences for our students?

4. What are your hunches about what might need to happen next to impact this data?

Further questions:

Additional Data Needed:
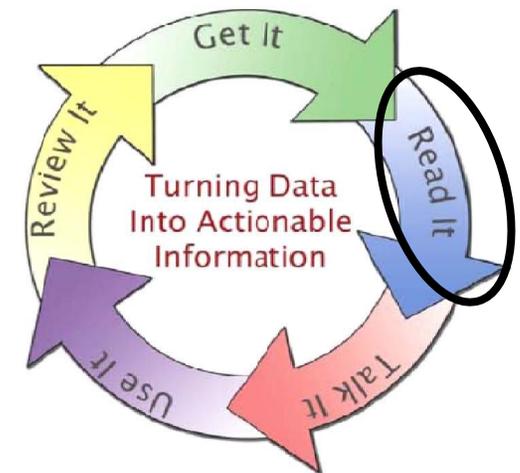
TALK IT!

Select a discussion leader from your group participants. The discussion leader will facilitate an active dialogue based on the questions below. Use the Read It! Questions as a reference.

1. What are the data facts that popped out during the Read It! Phase?

2. Why is this data important?

3. What are some possible actions that can be taken to address the data implications?
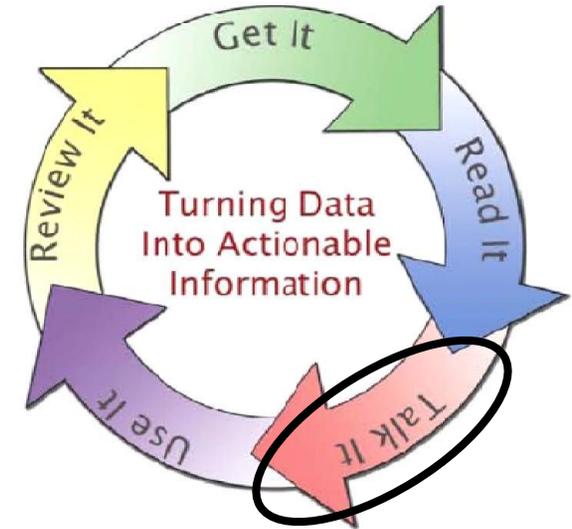
In your groups, decide what the data is saying. The **_Here's What!_** column is filled with specific facts (Ex: 30% of Grade 5 students did X?; the **_So What?_** Column is an interpretation of the data; and the **_Now What?_** Column can be a prediction, an implication or a question for further study.

HERE'S WHAT!	SO WHAT?	NOW WHAT?

Taken from "Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry", Bruce Wellman & Laura Lipton

USE IT!

Develop your action plan with SMART goals:

1. What is your current reality?

2. What is your target – your SMART goal?

3. What action steps or strategies will you take to achieve the goal?

4. Who is going to be responsible for implementing the strategies?

5. Who will monitor the plan by gathering data and reporting back to the School Improvement Team?

6. When will you monitor your progress toward meeting the goal?

7. What materials, resources, and/or personnel will be necessary to carry out the strategy?

8. What data will you use to monitor and review your progress in meeting your goal?

Current Status:					
School Objective/SMART Goal:					
Action Steps or Strategies	Responsibility		Timeline (Benchmark Monitoring Dates)	Required Resources	Monitoring Method – Evidence of Effectiveness
	Person(s) Responsible for Implementation	Person(s) Responsible for Monitoring			

REVIEW IT!
Monitoring Plan

1. How does the current data compare to what was expected by this review data? Go back to the Talk It! step and use the Here's What!, So What?, and Now What? template to encourage discussion.
   What does the data tell us?   What does it not tell us?   What is the good news?   How will we celebrate?
2. Do we need to reassess this goal, action step/strategy, or timeline?
   What are the opportunities for improvement?
   Based on the data, are we on target for meeting or exceeding the goal?
   Do we need to make any revisions?
3. What other data do we need in order to reassess this goal?
   Based on the data, what needs to be our next goal?
   Are there any recommendations for process redesign?
   Are there any recommendations for resource allocation (training, materials, time)?
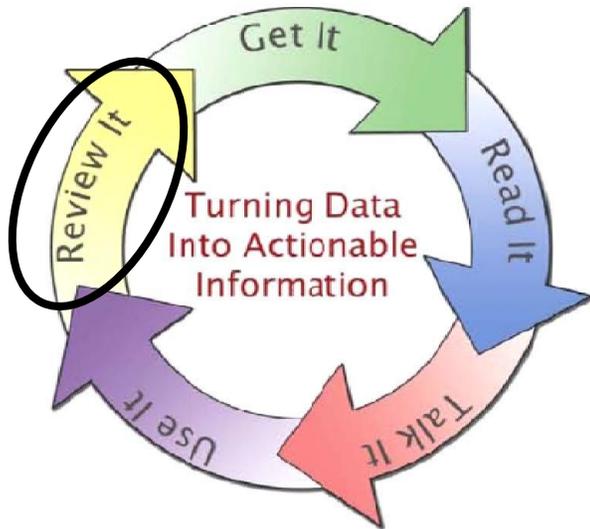
Original Target Goal:

Baseline Data:

Formative Review 1:

    Goal: ☐ *Exceeded*   ☐ *Met*   ☐ *Progress Made*   ☐ *Not Met*
    Revisions:

Formative Review 2:

    Goal: ☐ *Exceeded*   ☐ *Met*   ☐ *Progress Made*   ☐ *Not Met*
    Revisions:

Formative Review 3:

    Goal: ☐ *Exceeded*   ☐ *Met*   ☐ *Progress Made*   ☐ *Not Met*
    Revisions:

Summative Review:

    Goal: ☐ *Exceeded*   ☐ *Met*   ☐ *Progress Made*   ☐ *Not Met*