



## Standardized Data Analysis Plan

1. Determine what you want to know about your students' performance.

Examples:

- a. How did our school perform overall in the area of mathematics compared to the nation?
- b. Did my students make a year's growth in a year's time?
- c. How did my classroom students perform compared to the school and the nation?
- d. Were the greatest areas of need in my classroom the same topics as last year?
- e. Did we meet our SMART Goal(s) from last year?

2. Select assessment you want to look at.

- a. Begin with Macrodata: large data, end of year tests to give you a snap shot of the big picture. Used to set overall system goal(s). Schools will want to analyze Macrodata before the school year begins. (Terra Nova, Iowa, PSAT, SAT10, MAP, FSA)
- b. Microdata: benchmark and formative assessments tell you why it is happening and how to fix-it. Real change lies in the details. Data Driven Discussions occur ongoing and throughout the school year using microdata. Systems may want to set a proficiency standard. Example: all students will score 65% or higher to be proficient.

3. Prepare Your Data Set

- a. Ask: What information are we trying to compare?
  - i. Examples:
    1. Across grade levels in system and nation on standardized test.
    2. Individual student growth from one year to the next.
- b. Select report to use.
- c. Identify the score type you want to look at. For example: Normal Curve Equivalent (NCE) for measuring growth over time. (Terra Nova)
- d. Create data table(s) to input information from multiple grade levels or classrooms. Data tables can be used to compare classes against the school, system or nation. They can compare individual students from year to year. Numerous possibilities.

4. Input data into table(s)
5. Determine which color code system you want to use with values.
  - a. Example: Stop Light Method (Red, Yellow, Green) or Christmas Tree Method (Red, Green)
6. As a school, determine your rating scale. Example: Green = above nation, Yellow = within five percentage points of the nation, Red = more than five percentage points below the nation.
7. Color code your data so you can see patterns easier.
8. Have each team member write point statements independently regarding the data. "I want to point out that ..."
  - a. Free of inference or speculation, factual, based on objective examination of display.
9. As a team, review the point statements. Make sure there are no value comments added.
10. Have each team member independently write ponder statements.  
"I ponder if ..." "I ponder why..." "I ponder how ..."
  - a. No attempt should be made to solve the problems that surface; the intent is to gain insights into what the data suggests; how the data are connected, and what the data imply.
  - b.
11. Have each team member propose solution(s). Take time to discuss and determine if you need to take action steps.
12. Determine the greatest area of need based on your team data review.
13. Complete your Day One Flight Plan.