Data Analysis Protocol

Purpose:
To guide practitioners as they collect, prepare, and use performance assessment data to drive student achievement and quality instruction.

Planning:
Select the data to analyze and the questions that will guide the analysis. Key to productive analysis is identifying appropriate data to look at and how to represent it. Suggestions:

- Recording student scores from large-scale assessment data, priority students, summative classroom assessments
- Include other student variables such as demographic information, English Language Learning status (ACCESS levels), and special needs classification in order to disaggregate by groups

Plan the Process:
Which teams will analyze the data (e.g., teacher teams, leadership team)?

- What is the timeline for the process, including collection, organization, and analysis?
- What is the agenda for the meeting(s)?

Process:
For each step, the **facilitator** allows time for independent thinking, followed by group discussion. The **facilitator** reviews the protocol process with the group.

1. **Examine the data.**
   a. Does the data reveal strengths or weaknesses in specific rubric criteria (strands, open response, short answers)?
   b. In which criteria are students experiencing success? Areas of growth?
2. **Draw inferences from the data.**
   a. Are you surprised by anything you saw in the score data (or student work data, if used)?
   b. What factors might contribute to the patterns you noticed? Possible factors to consider include:
      i. Did students have ample opportunity to learn the skills and content needed to succeed?
      ii. Is intentional planning done for differentiated, universally-accessible Tier 1 instruction?
      iii. What specific scaffolding for English Language Development levels is provided?
      iv. What formative assessments provided students feedback on their progress?
3. **Use your analysis to inform instruction and plan next steps.**
   a. Thinking about your answers to each of the above questions, what do you see as the implications for instruction?
   b. What formative or interim assessments could help students build the skills and content knowledge required to succeed in the task?
   c. What are the learning needs of the students at the proficient, just below proficient, and far below proficient levels? How might the learning needs of students at different levels vary? As you plan your next steps for instruction, consider each of the following:
      i. Whole class instruction
      ii. Targeted instruction for subgroups
      iii. Individual instruction

Quality Performance Assessment

Center for Collaborative Education