
Issue Date: January 25, 2024

[Draft] Data Profiles: Protocol for Analysis

Purpose

The purpose of these documents is to assist teams in analyzing and interpreting the demographic, academic, perceptions, and system process data to understand the current state of the system and to facilitate decision making related to programs, processes, and practices. Use the information generated to develop a Working Theory of Improvement toward an agreed upon goal. See Additional resources for data collection protocols beyond the four types included in these templates.

Protocol Template for Data Analysis

The following guiding questions and templates may be used to explore demographic, academic/student learning, perceptions, system/school processes data.

Demographic Data

Evidence related to student ethnicity, race, ethnicity, socioeconomic factors, grade level, attendance, teacher retention and teacher experience.

Tools/instruments used to collect these data include, surveys, interviews, applications etc.

Sample Guiding Questions¹ for Analyzing Demographic Data

Evidence related to student ethnicity, race, gender, grade level, attendance, teacher retention and teacher experience. *Tools/instruments used to collect these data include, surveys, interviews, applications etc.*

- Who are our students/teachers?
- What trends do we see in our student population?
- What factors outside the school may help us understand our students?
- What trends do we see in teacher retention and experience?

Document the Following Information, Based on your Analysis of these Data

ASSETS:

CHALLENGES:

ADDITIONAL DATA NEEDED TO UNDERSTAND CURRENT STATE:



Equity Pause¹ How might we be making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the outcomes it gets.

Student Learning Data

Evidence related to students' learning that shows: the knowledge, skills, and understandings our students have achieved; the degree to which our students show the conceptual understandings and generalizations in our standards; and which students are/are not meeting or exceeding our achievement expectations.

Tools/Instruments to collect these data include student work/products, as well as screening, diagnostic, progress monitoring, formative, benchmark, and summative assessment data.

Sample Guiding Questions for Analyzing Student Outcome Data

- What are the data telling us?
- What do we know about how each individual student learns?
- Are all subgroups of students performing at the optimal level?
- What trends and patterns are observed for all students and each sub-group? Be specific. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
- What good news is there to celebrate? (5 minutes to identify strengths)
- What are the problems of practice suggested by the data? (3 minutes to write and reflect individually, 7 minutes to reflect as a team)

Document the Following Information, Based on your Analysis of these Data

ASSETS:

CHALLENGES:

ADDITIONAL DATA NEEDED TO UNDERSTAND CURRENT STATE:

Equity Pause² How might we be making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the outcomes it gets.

Perceptions Data

Evidence that shows perceptions (beliefs, values, observations, attitudes) of the learning environment.

¹ *Equity Protocol Shared by Hartford School District*

² *Equity Protocol Shared by Hartford School District*

Tools/Instruments to collect these data may include, surveys, [empathy interviews](#), focus groups, observations, [Student Journey Maps](#) etc.

Sample Guiding Questions for Analyzing Perceptions Data

- How do the members of our school community feel about our school and district?
- How satisfied are school community members about our educational programs?
- What do the members of our school community perceive to be the strengths and needs in our school?
- What do the members of our school community think about the skills of our graduates?

Document the Following Information, Based on Your Analysis of these Data:

ASSETS:

CHALLENGES:

ADDITIONAL DATA NEEDED TO UNDERSTAND CURRENT STATE:

[Equity Pause](#)³ How might we be making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the outcomes it gets.

System/School Process Data

Evidence that describes and assesses the quality of school processes and programs, including the use of evidence-based instructional practices; curriculum alignment to standards and research; vertical and horizontal curriculum alignment across grade bands; professional learning and participation; processes for evaluating staff, resource distribution, evaluating program effectiveness, continuous improvement, and MTSS implementation.

Tools/instruments to collect these data may include, observations, checklists, process maps, team records, curriculum maps, scope & sequence documents and alignment to literacy research, professional learning plans, employee evaluation records, and other implementation tools that relate to the process data identified above.

Sample Guiding Questions for Analyzing System Process Data

- How successful are our programs in bringing about the academic excellence articulated in our standards?
- How do our assessments/curricular & instructional materials align with expected student standards?
- How are we ensuring needs-based professional development for all staff?

³ *Equity Protocol Shared by Hartford School District*

- How is our Educational Services Team and related processes ensuring that all student needs are met?
- How is our Multi-tiered System of Supports framework, and related process, ensuring that all student needs are met?

Document the Following Information, Based on your Analysis of these Data

ASSETS:

CHALLENGES:

ADDITIONAL DATA NEEDED TO UNDERSTAND CURRENT STATE:

Equity Pause⁴ How might we be making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the outcomes it gets.

Conduct Causal Analyses

Use data from the above findings to determine root causes of challenges.

Casual Analysis Protocol

- For each cause, ensure you have data to support it and its contribution to the problem. Is there evidence/research to suggest that this cause contributes to the intended effect?
- To build confidence in the root cause(s) ask yourself, “if we addressed this root cause, our problem would be solved or significantly alleviated?”
- What additional data might we explore to verify our explanations?

Aggregated Findings from the Individual Data Profiles & Additional Data Collections

What stories are the collective data telling?

- Summarize your assets and challenges from the four analyses above.
- Summarize the identified root causes of these assets & challenges.
- Construct clear, measurable student learning goals for your driver diagram.
 - *EQUITY GOALS*: Remember to include goals that address any achievement gaps related to specific student populations.
- Prioritize which challenges to address (return to the categories of your fishbone causal analysis; these typically become the prioritized drivers in your driver diagram.

⁴ *Equity Protocol Shared by Hartford School District*

Explore evidence-based practices that can help you reach your goals. These can comprise your **change ideas** in your driver diagram. (resource: [Evidence-based Practices for Continuous Improvement](#))

*[Equity Pause](#)*⁵ - Who is this plan benefitting? Who is being marginalized? What adjustments can we make? How might we be making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the outcomes it gets.

Additional Resources

You may use these data to develop your goals and [working theory of improvement](#) for your Continuous Improvement Plan, and monitor progress frequently in [Professional Learning Communities](#) using [practical measures/ongoing data](#) from [inquiry cycles](#).

⁵ *Equity Protocol Shared by Hartford School District*