Cycle of Inquiry

STOP and STUDY

Essential Questions

If we ask the right questions

Results

...Then we will see increased student learning and improved student achievement

Information

...And collect and analyze data to help us answer those questions

Cycle of Inquiry

Action

...And apply that meaning to improve systems, programs, and classroom instruction

Knowledge

...And use current research and shared experience to make meaning of those data

© 2008 Public Consulting Group. Used with permission.
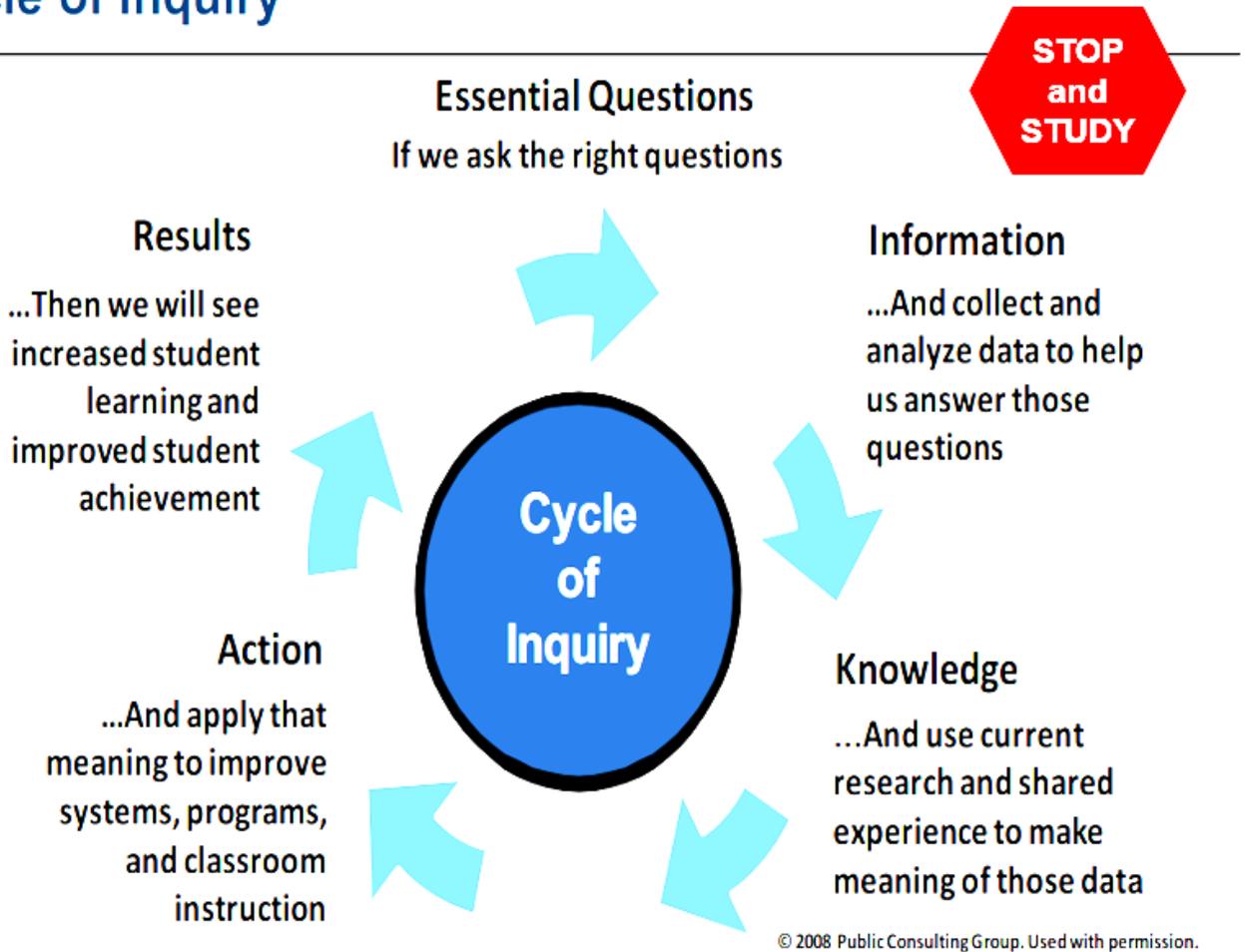
Data Meeting Discussion Protocol (45 minutes)
Adapted Consultancy/Tuning Protocol

At the onset, the facilitator briefly introduces protocol goals, guidelines, and schedule

1. Individual School Presentation — 10 minutes
- The principal and team review (1) the data, (2) an analysis of the data, and (3) next steps being considered.
- Participants are silent; no questions are entertained at this time.

2. Clarifying Questions — 2 minutes
- Participants have an opportunity to ask "clarifying" questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the rubric. Clarifying questions are matters of "fact."
- The facilitator should be sure to limit the questions to those that are "clarifying" saving questions about praise or suggestions that fit more naturally later in the protocol.

3. Probing Questions – 4 minutes
- Participants ask probing questions of the presenter. These questions are worded so that they help the presenter clarify and expand his/her thinking about the data presented to the group. The goal here is for the presenter to learn more about the question s/he framed or to do some analysis of the data presented. The presenter may respond to the group's questions, but there is no discussion by the group at this point.

4. Discuss Praise, Questions, and Polish — 10 minutes
- Participants share feedback with each other while the presenter is silent. The feedback generally begins with a few minutes of warm feedback. Then the group moves on to questions, which results in some suggestions for polishing the analysis and next steps.
- Praise may include comments about how the work presented seems to meet the desired goals; polish statements may include possible "disconnects," gaps, or problems. Often participants offer ideas or suggestions for strengthening the analysis or action steps presented (e.g., considering the links between the leader actions proposed and the intended impact on teacher improvement and student achievement).
- Presenter is silent and takes notes.

7. Reflection— 5 minutes
- Presenter speaks to review and clarify while participants are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.
- Facilitator may intervene to focus, clarify, etc.

8. Next Steps – 9 minutes
- The facilitator leads a conversation about a few, no more than 2-3 next steps

*Debrief the process (at the conclusion of the 3 presentations)– 5 minutes
- Group's observation of the process itself – reflecting on how the meeting could be improved for the future.

Interim Analysis Focus Questions

What are 2-3 questions you would hope to be able to answer by analyzing the interim data? Your focus can either be student, team, grade or test focused.

Ex. Did students regress on any of the questions between the first and second administration?

Grade 5

- Did students regress on any of the questions between the first and second administration?
- Do we have a team that's performing higher than another in any specific area(s)?

Grade 6

- Do we have a team that's performing higher than another in any specific area(s)?
- Are students correctly answering questions on the content that has been covered?
- Did students retain concepts that were taught before the first test.

Grade 7

- Which questions did students struggle on?
- Which questions were they most successful on?
- What did student growth look like?
- What was the range of scores for the grade and each team

Grade 8

- Do they have a grasp of the content we taught between the two interim tests(symmetry/transformations, exponents/S.Not)
- Did students regress on any of the questions between the first and second administration?

Data Analysis Recording Sheet

Date of Analysis: 3/16/2015
Participants: Teacher 1, Teacher 2, Teacher 3, Curriculum Coordinator
Question Being Investigated: Which program resulted in the best performance for the standards covered?
Data Being Analyzed: % correct answers on each question for each team on the February interim.

1. PREDICTIONS

What are some predictions we can make about the data? On what assumptions are these predictions based?

- Program A students will not do well on geometry because not taught
- All students will not do well on stats or prob because not taught.
- Program C students will not do well on equations (EE), proportions, not taught
- Program A students will do well on EE
- Program B and Program C students will be a lot lower because more SPED/ELL students
- Program A students will do better because more pre-alg. kids.
- Results will be lower for Program C because not used to the program.

2. GO VISUAL

Grade 7 Question Comparison Data

3. OBSERVATIONS

What important points seem to pop out? What are some patterns or trends? What's surprising or unexpected?

- Program C results higher than expected
- Program B Geometry is strong
- Program A is higher on most questions
- 7.RP.2 high for Program A
- The ones we did poorly on, all did poorly on (13, 36, 44, 49)
- All above 80% on 1, 8, 10, 15, 32
- All averages about the same for all 3 programs.

4. INFERENCES

What inferences or explanations can we draw? Have we answered the question being explored? Has this data prompted new questions? What additional data might we explore?

- Question 13 is a combo of standards - need to know %s to solve.
- Program C results higher than expected maybe because students have gained problem solving skills.
- Need to look at same data for similar students (not pre-alg or SPED)
- Look at the same data for pre-alg and SPEC
- Program B geometry is high because just covered and Program A high on 7.RP.2 because it was current content.
- Look at interim 1 vs interim 2 for concepts taught (retention)

Guidelines for Wakefield Data Consultation Meetings (Elementary)
Focus: *AIMSWeb Data*

This document is intended to help you prepare for our data consultations during the month of May. A few important points to highlight:

- The focus will be on midyear AIMSweb data and how your school is using the data to inform core instruction and/or your acceleration/intervention periods for students.
- Each school's presentation should be **12- 15 minutes** and must address the guiding questions below.
- We urge you to spend the bulk of your time on analysis and your action steps.
- **At the conclusion, we want you to pose a question for consultancy- a specific problem of practice or dilemma that you would like feedback on related to student progress on AIMSweb**
- How you present and organize the information is up to you, but you should have a PowerPoint and/or documents for the audience to respond to during the consultancy.
- It is your option to bring additional team members.

Key Questions for Presentation

I. What Does Your AIMSWeb data Say? (3 min)
- Make factual statements about the data: What strengths do you see? What weaknesses? What patterns?
- What grade levels and/or classrooms are red flags?

II. Highlighting Your AIMSWeb Goals (1 min)
- What specific AIMSWeb goals have you set for your school for the end of the year? How did you determine these goals?

III. Analysis (4 min)
- What did your Leadership Team determine as the root cause(s) for your performance challenges and successes? What is your evidence?

IV. Putting the Data into Action (5 min)
- Based on your data, what actions are you taking during **core instruction** to address the specific student needs that you identified?
- How are you using this data to inform your weekly **intervention/acceleration** blocks?

V. Progress Monitoring (2 min)
- How will you know if your school and individual students are on track towards meeting your/their AIMSweb performance goals?

VI. Consultancy Question (close)
- What is a problem of practice or dilemma related to student progress on AIMSweb on which you would like your colleagues' feedback?

School Data Consultations

Objectives: *Why are we doing this?*
- Reinforce a culture of data-driven decision-making and continuous improvement across the District
- Design a process that provides leaders with thought partners for using data to guide school improvement efforts
- Model a process that will inform how principals/APs prepare for and lead their ILT and other school meetings

Process & Protocol: *How will schools prep? What will guide discussion?*
- At least 3 weeks prior to the meeting, we will provide leaders with guidance to prepare for the data review.
- In rotating groups of 2 or 3, school teams will present their data, explain how the analysis has impacted their instructional decision-making and reflect on feedback from colleagues.
- Schools should share responsibility for the presentation with members of their team.
- A PowerPoint or other handouts (more is not necessarily better!) are required for the audience to be able to react and provide meaningful feedback.

Schedule: *How frequently do data meetings occur?*
- Once a quarter for approximately 2.5 hrs
- Data meetings will occur afterschool, locations TBD

Topics: *What data will we review? What criteria do we have for the data we review?*
- Data should be as timely as possible – need to look at data that is relevant and can have an immediate impact on leaders' actions
- Data should be high-leverage
- Data should have implications for your School Improvement Plans