

Tool 2.2

Discussing Our Building's Data

School: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source being analyzed.)*

- ITBS/ITED
- Diagnostic: _____
- Grades or Progress Indicators
- Teacher Data
- Other: _____

1. What do you notice when you look at these data?

Sample of school questions:

- a. What areas of reading/math are most difficult for our students? (For example, item analyses of ITBS/ITED data will reveal scores for sub-categories of reading such as “decoding,” “using context clues,” “determining main ideas,” etc.)? What are the strongest skill areas for our students in reading and math? What are the weakest areas?
- b. Do we have overlap among our sub-groups? (For example, how many of our students with disabilities receive free/reduced lunch? How many of our low SES students belong to ethnic minorities? Etc.)
- c. Did any sub-groups score lower on portions of the ITBS than the rest of our student population?
- d. What are the reading scores of students who have dropped out of school this year
- e. How often do poor readers get referred to the office in a given year? Are poor readers referred to the office for discipline problems more often than good readers?
- f. How much independent reading do our students do at school? At home?
- g. What supports for struggling students are present in our school, neighborhood, and community? Do we know how effective they are?
- h. Why are our students referred to the office? What are the most common forms of student misbehavior in our school?

Tool 2.2, Discussing Our Building's Data, continued

Sample of department/grade level questions:

- a. What specific comprehension tasks account for any decline in overall comprehension scores on the ITBS?
 - b. How many of the 9th grade students reading below the 40th percentile on ITED are earning D's or F's in English I?
 - c. When we examine the item analysis data for each academic area on the ITBS/ITED, are there any weaknesses discovered in specific items consistently across all the grades?
 - d. How many of our students failed specific classes? For example, how many failed English I?
2. What are you comfortable saying about student or staff performance based on these results?
 3. What additional questions do these data generate?
 4. What do these data indicate students need to work on?
 5. Based on these data, what can we infer teachers/administrators need to work on?
 6. What do the results and their implications mean for your instructional practices and the district-level professional development plan?