

Data Discovery Worksheet

Introduction

The purpose of this exercise is to engage collaboratively around your data; to examine your context and determine need; all to make more informed and better decisions around your future adoption.

Every district will come to this conversation with multiple levels of data. You will engage with these different levels of data through this exercise. The sources of data include: the results of surveys administered with stakeholders, interviews with key staff about past processes, and the data you collected in your data gathering pre-work. You may have other data you want to include as well.

You will start with the first step – Observations. Then, proceed to Inferences, Implications, and Next Steps.

At the end of this exercise, you will: have a better understanding of your current state around instructional material adoption and implementation, your needs, and data you still need to collect. You may start to better understand what decisions you might make in your adoption.

Observations

Look at your **DATA**. Pull out **FACTS**.

Directions:

1. Share and/or open all of your collected data with your team.
2. **Each individual team member** should **start by silently observing the data**, taking notes, and jotting down observations on a paper.
3. Observations should be evidence that can be readily seen in the data and stated without interpretation. Good sentence starters for your notes are: **“I see…”**, **“I observe…”**, or **“I notice…”**
4. **Stop** if you catch yourself using phrases like: “Because…”, “However…”, or “Therefore…”
5. **Create a post-it for each observation** you have made.

Examples:

- Math SBAC scores for most students are higher in 4th and 5th grade than in 6th grade.
- English Learners’ Math scores flatline from 4th to 7th grade.
- In youth surveys, students report feeling disconnected from school in 6th grade.

Your Observations (step 2, above):

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Observations Discussion

Directions:

- As a group, discuss individual observations that are now posted on your chart paper. Ask team members to take turns, round-robin style, sharing their observations. This isn't time for disagreement or discussion, just sharing observations.
- You can add in additional observations as post-its on the chart paper as you discuss, as long as the additional remains evidence-based.
- As a group, discuss themes or patterns in the data (themes may include: grade-level needs, EL student needs, etc.) Move the post-its around on the chart paper into themes or patterns.

Discuss the following questions. Include answers below.

- How do the data sets compare to each other? Differ?
- What is not represented in the data?
- What questions do the data raise?

Inferences

Look at your **OBSERVATIONS**. Pull out **MEANING**.

Directions:

1. Each team member should individually **review the list of observations** and the themes/patterns in the observations.
2. Each individual should **consider the questions below**.
3. As a group, **discuss and record your responses** to the questions below.

Examples:

- The district/school is preparing most students well in the upper elementary grades.
- English Learners are not being well served in upper elementary and middle school.
- Students are not being well served in the transition between elementary and middle school. From the survey, a lack of communication between elementary and middle schools may not be in place to support students.

What assumptions might be underneath what we are observing in the data?

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What are we doing well? Who is learning? What are they learning? Who is being served? (teachers, students, families, admin, etc.) Why?

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Who isn't learning? What aren't they learning? Who isn't being served? (all stakeholders – see above) Why?

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Implications

Look at your **INFERENCES**. Brainstorm potential **CONCLUSIONS**.

Directions:

1. Now that you all have made some data observations and inferences, you are ready to start the conversation about what next. As individuals, take a few minutes to **consider the questions below**.
2. Then, **discuss and record** group notes below.

Examples:

- District needs to spend more time thinking about how our materials align from K-5 to middle school, specifically on the transition between 5th and 6th grade.
- Schools need to consider how to better support English Learners in the upper elementary grades, including through our materials adopted.

Based on the data collected, what do we now know ? What are the implications for how the data might impact your plan and decisions you make about your adoption process, about your criteria for selected materials, and about what you are seeking to change about the mathematics experience and outcomes at your district/CMO?

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Data Next Steps

Look at your **IMPLICATIONS**. Consider outstanding **NEEDS**.

Directions:

1. Take a couple of minutes to individually consider what is missing in your data picture.
2. Discuss the questions below as a group.

Example:

- Need: data trends in math, student perceptions of connectedness to school in upper elementary grades, absenteeism trends by subgroup, historical performance by EL group in each grade level
- Sources: school SBAC data, student surveys, attendance records
- Timeline: data collected and analyzed by the end of the month

What areas in the existing data need further exploration/explanation?

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What additional data do you need to collect to resolve outstanding questions? What are some potential sources for this data?

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What are your next steps around data discovery?

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