



Purpose

This tool is designed to support K–12 educators in analyzing data in a structured and reflective way. It can be used with assessment data, professional learning outcomes, or other school improvement datasets.

PART I

CONTEXT AND PURPOSE ANALYSIS

Dataset Overview

1. What dataset are you analyzing?

Name of dataset and type of data (i.e., academic achievement, attendance, behavior, survey/perception, instructional practice, professional learning, etc.):

Time frame represented (month, semester, year, etc.):

Groups included (students, teachers, parents, etc.):

2. What decisions or actions should result from this analysis? (i.e., improve instruction, identify gaps, strengthen interventions, evaluate professional learning effectiveness, inform leadership decisions, etc.)

Our goal for analyzing this data set is to:



**PART
I**

CONTEXT AND PURPOSE ANALYSIS, continued

Dataset Overview

3. Who will benefit from this analysis and in what ways? (Students, teachers, school/district leaders, families, etc.)

Person or people who will benefit	Ways in which they will benefit

**PART
II**

Data Analysis Protocol

Step 1: Observe

As you review this dataset, what patterns, trends, and/or anomalies do you notice?

Patterns, trends, anomalies	Evidence



**PART
II**

Data Analysis Protocol, continued

Step 2: Identify Strengths

What positive outcomes or successful practices are revealed? Cite evidence found in the data that supports each strength identified.

Strengths	Supporting Evidence

Step 3: Identify Challenges or Gaps

What concerns emerge from the data? Who in this dataset is in need of support? Are there groups that may be underserved? If so, who are they? Cite evidence found in the data that supports each challenge/gap identified.

Challenges/Gaps	Supporting Evidence


**PART
II**
Data Analysis Protocol, continued
Step 4: Analyze Root Causes

Use inquiry-based questioning¹ to explore why patterns may exist. Guiding Questions:

- What instructional practices may contribute to these outcomes?
- Which groups are most impacted?
- What systems or structures may influence the results?
- What additional data is needed?
- What assumptions should be challenged?

Success	Possible Root Cause	Evidence/Reasoning

Challenge	Possible Root Cause	Evidence/Reasoning

¹ https://ospi.k12.wa.us/sites/default/files/2022-12/Data_Inquiry_Guide_2020_Final.pdf



**PART
II**

Data Analysis Protocol, continued

Step 5: Determine Action Steps

What leadership or instructional actions should occur next?

Recommended Action	Responsible Person(s)	Timeline	Evidence of Success

Step 6: Monitor Impact

How will progress be measured over time?

Monitoring Strategy	Frequency	Data Source

**PART
III****Findings Summary**

Key Findings

Major Trends:

Areas of Strength:

Areas for Improvement:

Support Considerations:

What groups may require additional support or differentiated strategies?

Executive Summary Statement

Write a concise summary of what the data reveals and what actions should follow.