Data Analyst Worksheet

Prepared for Decision Making Team meeting to be held on:

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| **Section 1: Status Report on Our School’s “Big Picture” View & Relationship to National Data or Desired Targets** |
| **Instructions**: Use your academic and/or behavior data and/or attendance data to create a snapshot view of your division’s performance overall (e.g., by school, initiative status (e.g. RDA, OSI, etc), grade levels/age groups, race/ethnicity, gender, disability subgroups). Use the space below to describe what these data depict such as “*18% of students division-wide are chronically absent”* or *“4 out of our 5 VTSS pilot schools are denied accreditation*. *Of these,* *the primary areas of concern are reading (specifically reading comprehension – making inferences). In 2 of the 4 denied accreditation, African American students and students with disabilities are 3x more likely to be given short term suspensions.”* If current data are not available for this “Big Picture” view then you can include whatever data are available that assist in the process of answering the question of “Is there a problem?” |
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| **Section 2: Status Report on Previously-Defined Problems** (problems for which a solution has been selected)  **Previously Defined Problem** (Copy and paste below, as necessary, to accommodate additional current problems.) | | | | | | | | | | |
| **Precise Problem Statement:** | | | | | | | | | | |
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| **Goal and timeline:** | | | | | | | | | | |
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| **Current Outcome Data**: | | | | | | | | | | |
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| **Direction of change in behavior or skill since last report:** | | | | | |  | **Relationship of current data to goal:** | | | |
|  | Better |  | Same |  | Worse |  |  | Goal Met |  | Goal Not Met |
| **Additional Notes:** | | | | | | | | | | |

| **Section 3: Report on Potential NEW Problems** | | | | | | |
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| **Time Period for Report:** | | | | | | |
| **Big Picture Data**  (*Is there a problem?*) | **What?** | **Who?** | **Where?** | **When?** | **Why?** | **Current Levels**  (rate, frequency, WRC/min, etc.) |
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| Additional Notes: | | | | | | |