

## data analysis 2 action leadership guide

Date	June	July	August	September
<b>Data</b>	<ul style="list-style-type: none"> <li>overall raw scores</li> <li>item level results &amp; student responses</li> <li>performance level results for EOCs</li> </ul>	<ul style="list-style-type: none"> <li>overall raw scores</li> <li>item level results &amp; student responses</li> <li>performance level results for EOCs</li> </ul>	<ul style="list-style-type: none"> <li>performance level results for 3-8 all subjects</li> </ul>	<ul style="list-style-type: none"> <li>local data</li> </ul>
<b>Analysis</b> finding focus	campus performance	student performance	content performance	tier 1 instruction and student growth
<b>Action</b> lead4ward tool	Subject-level performance data [comparison view excel template]	quintile report	leadership report card	subcluster intervention report
<b>Action</b> leadership language	<p>How does our performance compare to state level performance?</p> <p>By grade and subject, which campuses performed highest?</p> <p>By grade and subject, which campuses performed lowest?</p>	<p>What does the quintile data tell us about our:</p> <ul style="list-style-type: none"> <li>long-term intervention?</li> <li>tier 1 instruction?</li> <li>level of rigor and engagement?</li> </ul>	<p>In which TEKS clusters are we doing better, worse, or about the same?</p> <p>In which TEKS cluster(s) did we perform the highest?</p> <p>In which TEKS cluster(s) did we perform the lowest?</p>	<p>In which subclusters are we showing more success?</p> <p>In which subclusters are we showing less success?</p> <p>Are there any unexpected needs or strengths at the student level?</p>
<b>Student Learning</b>	<p>share successful teaching practices in specific areas by high performing campuses</p> <p>adjust/adapt instructional practices that are not working in specific areas in low performing campuses</p> <p>schedule summer PD to address areas of need based</p> <p>establish instructional non-negotiables that support areas of need (i.e., at all grade levels, students will generate written responses to what they have read 3 x per week min.)</p>	<p>where necessary, make decisions and determine next steps for:</p> <ul style="list-style-type: none"> <li>long-term intervention</li> <li>tier 1 instruction</li> <li>level of rigor and engagement</li> </ul> <p>commit to implementation of quinterventions to support growth for all</p>	<p>determine the priorities for professional development</p> <p>create and begin implementing an action plan for ongoing support based on performance and complexity of TEKS clusters</p>	<p>plan strategically for loopback in subclusters of less success (i.e., use think along plan for spiral review)</p> <p>plan strategically for intervention in subclusters of more success (i.e., examine learning from mistakes section of field guide)</p> <p>let chronic strugglers know in which subclusters they showed success</p> <p>provide support to high-performing students in subclusters of need</p>