

# Data Analysis Meeting Protocol

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## Materials:

- test scores and item analysis by student and class
- Getting to the Root Causes<sup>1</sup> Worksheet (1 transparency and copies for each teacher)

## Process:

- 1) Have each teacher bring the scores and item analysis by student and class from the most recent assessment. Prior to meeting, identify what you want teachers to bring and notify them.
- 2) Review data and identify gaps – look at differences between subgroups, most commonly missed items, most common wrong answer choices, etc.
- 3) Review the four “common places” of education: curriculum, teacher, learners, and classroom. The goal is to determine the root causes of the identified gaps. Does the problem reside in the:
  - learners and the learning process used?
  - teacher and the teaching processes used?
  - content or subject matter to be learned?
  - context or setting in which the learning was to occur?
- 4) Rules for a Root Causes Analysis process include:
  - Members of the group can suggest as many different hypotheses as they feel are valid.
  - All hypotheses will be taken seriously if they can be corroborated with data.
  - The data can be used on previously acquired information as well as data recently collected.
  - Theories-of-cause will remain in the potentially valid category only if supporting data exists.
- 5) The Root Causes Analysis process, using the Getting to the Root Causes Worksheet:
  - Examine the most recent assessment data.
  - Pay specific attention to variability in the student scores.
  - Brainstorm with the group why the bottom one-third performed so poorly.
  - For each hypothesis, describe the data that could be used to determine whether the hypothesis is true.
  - For each valid hypothesis, brainstorm why the valid hypothesis is true.
- 6) Determine interventions that should be made.

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<sup>1</sup> All “Root Causes” information is from Larry Lezotte and Kathleen McKee in *Assembly Required*

# Data Analysis Meeting Agenda

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Team \_\_\_\_\_

Date: \_\_\_\_\_

Sign -in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrator \_\_\_\_\_

## Review of the four “common places” of education:

Curriculum  
Teacher  
Learners  
Classroom

## Root Causes Analysis<sup>2</sup>

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### Hypotheses, evidence, interventions, and timeline:

Hypothesis I Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis II Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis III Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis IV Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis V Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

<sup>2</sup> All “Root Causes” information is from Larry Lezotte and Kathleen McKee in *Assembly Required*

## Getting to the Root Causes Worksheet<sup>3</sup>

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**Step I:** Focus on the students who scored in the bottom one-third on the most recent assessment given. What is your hypothesis as to why they performed as poorly as they did?

Hypothesis I: \_\_\_\_\_

Hypothesis II: \_\_\_\_\_

Hypothesis III: \_\_\_\_\_

Hypothesis IV: \_\_\_\_\_

Hypothesis V: \_\_\_\_\_

**Step II:** For each hypothesis, list data to provide evidence of the hypothesis and interventions that should be made.

Hypothesis I Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis II Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis III Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis IV Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

Hypothesis V Evidence: \_\_\_\_\_  
Intervention and Timeline: \_\_\_\_\_

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<sup>3</sup> All "Root Causes" information is from Larry Lezotte and Kathleen McKee in *Assembly Required*

