

## Figure 5.2: Guiding Questions for Transparent Data Analysis

### Broad Questions (Surface Analysis)

- What are some celebrations within this data set?
- What are overall trends we notice while looking at the data as an entire aggregate?
- As a grade level, how many students are proficient or better (almost proficient or proficient)?
- Is there anything that sticks out as surprising, puzzling, or unusual that we might want to dig into more?

### Narrow Questions (Targeted Analysis)

- How many students are proficient or better (almost proficient or proficient) by teacher?
- How many students are proficient or better (almost proficient or proficient) by class period?
- Are there any trends among student groups, such as students with IEPs or students not yet proficient in English, with regard to proficiency?
- Based on our data set, which group of students should we prioritize analyzing further?

### Focused Questions (Transparent Analysis)

- What instructional strategies or decisions can we attribute to these results?
  - ✧ Is there a teacher whose strategies or decisions yielded different results?
  - ✧ Are there any strategies or decisions shown to be particularly impactful?
- Of students who are almost proficient (not proficient), what are the specific obstacles in the way of their demonstrating proficiency?
  - ✧ What strategies for providing extra time and support will we use for students with the same identified misconception or need?
  - ✧ When will this extra time and support happen, and with whom?
  - ✧ How will we know if these students are proficient after receiving the extra time and support?
- Of students who have demonstrated proficiency, what is the next logical step in their learning progression?
  - ✧ What strategies for providing extension will we use for students who have demonstrated readiness for it?
  - ✧ When will this extension happen, and with whom?
  - ✧ How will we know if these students have continued to grow after the extension?