Data Evaluation Cycle
A Cyclical Approach to Evaluating Summative Data

- Select Actions
- Monitor Results
- Organize the Dialogue
- Collect the Data
- Analyze the Data
- Interpret the Data
- Frame the Questions

Summative Data

Improved Student Outcomes
Frame the Questions

- How did students perform on their summative assessments?
- Are there differences in how the student subgroups are performing?
- Are there any concerns about performance in any content areas or any specific grades?
- Do we see the same patterns of performance in interim and formative assessments or student work?
- How is instruction being provided for those standards/skills where students are struggling?
- How can students be grouped to target instruction?
- What supports and resources are needed to improve instruction?
Organize for Dialogue: Culture, Structures, and Objectives

- How do I create a culture among educators for encouraging and fostering data conversations focused on inquiry?
- How do I provide structures and systems for teachers to use data to make instructional decisions?
- Have I established a process, time, and place to analyze data?
- What specific objectives/content areas of test data need the most focus?
- What areas (instructional, curricular) need improvement?
• What are the sources of data related to the questions we need to answer?
• What sources of aggregated data can be used to evaluate school improvement objectives?
• What sources of aggregated data would be helpful and are found in the ORS?

https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
Analyze the Data

- Examine the data and record thoughts and reactions to the data.
- Mark up the data to better understand what it is telling you.
- Study the data and record observations individually.
- Generate multiple explanations for the observations.
- Identify additional data that may be needed to confirm or contradict the explanations.
- Propose solutions and responses.
- Identify data needed to monitor implementation of solutions, proposed actions, or responses.
Interpret the Data: What do the data tell us?

- What learning needs are evident?
- Which standards require focused and direct instruction? For which students?
- What skills, knowledge, and concepts do students have mastery of?
- Which have they not mastered?
- Do other data points and sources help me validate my observations and inferences?
Interpret the Data: Discuss the data

Data Discussions

- Shared responsibilities
- Healthy disagreements
- Solution oriented
- Trust

Summative Data

- Frame the Questions
- Collect the Data
- Analyze the Data
- Interpret the Data
- Select Actions
- Monitor Results

(Datnow & Park, 2015)
• Develop SMART goals.
• Define a series of action steps and set a date by which they will be completed.
• Who will take actions?
• By what date will the actions be taken?
• Identify resources that are available and those that are needed.
• What individuals and/or organization might support or resist and how?
• Develop a communication plan for implementation.
Monitor Actions

- How will we confirm that the team has implemented the strategies with fidelity?
- How will we know if the instructional program/implemented strategies are effective?
- How will we evaluate changes to professional practice?
- What indicators will demonstrate progress toward accomplishing our focused actions?
- What outcomes will indicate that we have achieved our focused actions?