

**Questions to Guide the
Analysis of Student Learning Data for
Continuous Improvement Planning**

- Looking at the student learning graphs, what is the data saying about proficiency levels for the district, by subject area?
- Looking at the student learning graphs, what is the data saying about proficiency levels for districts by subject area, by school?
- What schools are getting the highest results?
- What schools are getting the lowest results?
- Looking at the disaggregated student learning graphs, are there differences in the student groups? If so, which student groups and subtests are showing the differences?
- Are all student groups progressing as rapidly as the majority?
- What are the surprises?
- Looking at the cohort graphs, are all cohorts progressing every year? If not, which ones are not? Can another graph verify this information? (e.g., look at decile cohorts over time, as well as cohort averages over time).
- Looking at all the student learning graphs, what additional data must be collected to learn more about issues that appeared?
- What other things do you see in the results?

See Back for Data Look Fors & Planning Implications

*Note: From *Using Data to Improve Student Learning in School districts*, by Victoria L. Bernhardt, 2006, Larchmont, NY: Eye on Education. Copyright ©2006 Eye on Education Inc. Reprinted with permission.*

DATA ANALYSIS
Data Look Fors & Planning Implications

STUDENT ACHIEVEMENT

Look Fors	The student groups that have the highest and lowest percentage scoring Proficient. The gaps.
Planning Implications	Are there professional learning programs that all teachers need in order to meet the needs of all students? What other services can be provided for student groups that are not scoring Proficient or Advanced, or to move all students to proficiency?
Data Source	MiSchool Data - Student Testing & Local Assessment Data