## **Habitual Practice in Using Student Performance Data**

Core principles for developing habitual practice:

- · Begin with box on upper left of diagram
- Expect dissonance and discomfort
- · Manage mistrust of data
- Hold schedule of analysis meeting sacred
- Lead by intimately knowing the data yourself
- Establish sequence of analysis and repeat it over and over
- Use the same data displays, in the same order each time
- As analysis skill increases expect some analysis to be done prior to collaborative meeting
- Use mock data to learn strengths and weaknesses of data display
- •Create a safe environment for" data play"
- Label each part of the data display and discuss what meaures are reflected
- Practice noticing patterns in the data
- Practice asking questions
- Practice designing solutions

- •Establish peer partnerships
- Review features of data display
- Set norms for no blame
- Ask what teachers notice
- Ask what guestions the data raises
- •Ask what patterns do you see
- •Select one action to take with 5 students

 First experience with new data First time using student data publicly

4.Staff lead, solution focused analysis meetings

- •Staff runs data analysis meeting
- •Principal attends to hear teachers discussion and be supportive
- •Principal serves as a resource
- **Principal asks questions** that may be difficult to think about
- •Staff reviews results from actions planned last meeting
- •Staff analyzes classroom data prior to attending and uses collaborative time to design solutions
- Each staff member exits meeting with plan of action for struggling students

3.Regularly scheduled data analysis meetings

- Be clear about which data display to bring
- •Bring data in agreed upon sequence
- Analyze data in agreed upon sequence
- •Use a data analysis protocol to discuss performance
- Identify students doing well
- Identify struggling students
- •Identify which students need more diagnosis
- •Identify action steps to provide more support for struggling students