

Data Chats

Data becomes much more powerful when leaders, teachers, and students engage with the data and have “data conversations,” or “data chats.” During these conversations, leaders and teachers identify strengths, areas for growth, goals, and specific actions. For leaders and teachers, these conversations help unpack what the data means and decide what to do about it. For students, these conversations increase engagement and promote ownership over their own learning.

The data chats and worksheets below provide guiding questions and tips to facilitate your data chats after the first assessment.



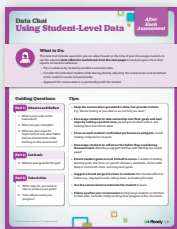
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For discussions between leaders



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For discussions between leaders and teachers



Using Student-Level Data.....6

For discussions between teachers and students

Data Chat

Using School-Level Data

After the
1st
Assessment



What to Do:

- Use these guiding questions during your own inquiry of schoolwide data, existing meetings with the leadership team, and/or planning meetings with coaches.
- Use the **data reflection worksheet on the next page** to review data before your discussions.
- Pace discussions to fit your schedule, needs, and comfort level.

Guiding Questions:

Part 1: Observe

1. What do you know about your school as a result of the data? Consider school, grades, classes, and/or special groups.
2. What are bright spots and areas for improvement?

Part 2: Reflect

3. What instructional strategies or plans have you tried? What was the effect?

Part 3: Take Action

4. What instruction or intervention will you put into place to address the needs of your school, grades, classes, or students? When will it happen?
5. What resources will you use?
6. How will you monitor progress?
7. How will you share this information and goals with staff, students, and their families?

Tips:

- Keep your discussions grounded in data.
- Collaborate with colleagues to help meet the needs of your students.
- Set goals for your school for the next assessment, considering both proficiency and growth goals.
- Capture specific action steps, resources needed, and determine when to check in on progress.

Data Chat

Using School-Level Data

After the
1st
Assessment

Date: _____

School, Grade Level, and/or Class: _____

Mathematics Reading

Ask <i>(Select or create your question.)</i>	
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	Bright Spots <i>(e.g., higher scores, success with a specific domain, more than expected progress)</i>	Areas for Improvement <i>(e.g., lower scores, struggle with a specific domain, less than expected progress)</i>
Observe <i>(List the grade level(s), class(es), and/or student(s).)</i>		
Reflect <i>(List the instructional strategies or plans you've tried and their effect.)</i>		
Take Action <i>(Indicate your plan for what you will do and when.)</i>		

Data Chat

Using Class-Level Data

After the
1st
Assessment



What to Do:

- Use these guiding questions during individual reflections on data and/or planning meetings with teachers (e.g., PLCs, team meetings).
- Ask teachers to review data before your discussions. Encourage them to use the **data reflection worksheet on the next page**.
- Pace discussions to fit your schedule, needs, and comfort level.

Guiding Questions:

Part 1: Observe

1. What do you know about your entire class and your students as a result of the data?
2. What are bright spots and areas for improvement?

Part 2: Reflect

3. What instructional strategies or plans have you tried? What was the effect?

Part 3: Take Action

4. What instruction or intervention will you put into place to address the needs of your class or students? When will it happen?
5. What resources will you use?
6. How will you monitor student progress?
7. How will you share this information and goals with your students and their families?

Tips:

- Keep your discussions grounded in data.
- Collaborate with your colleagues to help meet the needs of your students.
- Set goals for you and your students for the next assessment.
- When setting goals, consider both the student's overall performance on upcoming assessments and include more granular goals (i.e., performance on a domain), and more short-term goals.
- Capture specific action steps and determine when to check in on progress.

Data Chat

Using Class-Level Data

After the
1st
Assessment

Date: _____

School, Grade Level, and/or Class: _____

Mathematics

Reading

Ask

(Select or create your question.)

Bright Spots

(e.g., higher scores, success with a specific domain, more than expected progress)

Areas for Improvement

(e.g., lower scores, struggle with a specific domain, less than expected progress)

Observe

(List the grade level(s), class(es), and/or student(s).)

Reflect

(List the instructional strategies or plans you've tried and their effect.)

Take Action

(Indicate your plan for what you will do and when.)

Data Chat

Using Student-Level Data

After
Each
Assessment



What to Do:

This data chat includes questions you can adjust based on the time of year. Encourage students to use the selected **data reflection worksheets from the next pages** to track progress. Have their reports on hand for reference.

- Plan in advance by reviewing student assessment data.
- Consider the individual student while sharing data by adjusting the conversation and worksheet to the student's needs and personality.
- Approach the conversation as a partnership with the student.

Guiding Questions:

Part 1: Observe and Reflect

1. What is your score on the assessment?
2. What are your strengths?
3. What are your areas for improvement and what habits did you demonstrate while working on the assessment?

Part 2: Set Goals

4. What are your goals for this year?

Part 3: Take Action

5. What steps do you need to take to achieve your goals?
6. How will you track your progress?

Tips:

- **Keep the conversation grounded in data, but provide context.** E.g., "We are looking at your data so we can help you learn."
- **Encourage students to take ownership over their goals and next steps by setting a positive tone,** pausing to let them reflect, and helping them brainstorm ideas.
- **Focus on each student's individual performance and goals.** Avoid making comparisons to peers.
- **Encourage students to reflect on the habits they used during the assessment.** Were they engaged? Did they rush? Did they use scratch paper?
- **Ensure student goals are not limited to scores.** Consider including learning goals that focus on specific domains, standards, and/or skills. Keep in mind both short- and long-term goals.
- **Suggest a broad range of actions to students** that include effective habits (e.g., staying focused, taking notes, and asking for help).
- **Use the conversation to motivate the student** to learn.
- **Follow up after your conversation** to help keep students committed to their plan. Consider visibly tracking their progress in the classroom.

Data Chat Worksheet

Name: _____

Observe

I am reflecting on my data for:

- Mathematics
- Reading

1 Color in and/or record your scores on the assessment.

	1st Assessment Date:	2nd Assessment Date:	Last Assessment Date:
Scores:			

Reflect

2 One achievement I am proud of is ...

3 I have made progress in _____
by ...

Example Achievements:

- I learned how to multiply decimals.
- I learned how to decode unfamiliar words.
- I improved the most in algebra.
- I made progress in vocabulary by practicing at home.

Set Goals

4 Thinking ahead, my goals are ...

Example Goals:

- Continue improving on my comprehension of informational texts
- Improve my interpretation of multistep word problems

Take Action

5 I will achieve my goals by ...

Example Next Steps:

- Read nonfiction books for independent reading.
- Practice my math facts.
- Read word problems carefully and show work for every step, including when I'm taking the assessment.

