

Analyzing Outcome Data to Inform Action: Questions to Guide the Process

Guiding questions for analyzing students' overall literacy performance:

- a. What trends can we identify in the data?
- b. What ways can we disaggregate the data to identify trends among different groups (e.g., students receiving intervention, English learners, culturally diverse students)?
- c. How confident are we in the validity and reliability of these results?
- d. What additional sources of data do we have that support trends we have identified?



Guiding questions for identifying and investigating possible causes for performance gaps:

- a. Based on the research and our experiences, what are some possible causes for these gaps or problems in student learning?
- b. What evidence do we currently have that supports these possible causes?
- c. Do we need to collect any additional data now to explore the cause of this gap?
- d. What are the ongoing challenges we have faced in our current efforts to improve literacy outcomes?



Guiding questions for evaluating Tiers I, II, and III instruction and addressing performance gaps:

- a. Is time for core reading instruction being protected for all students? Are Tiers II and III students receiving supplemental instruction in addition to core instruction?
- b. Are appropriate, evidence-based interventions being selected and implemented for Tiers II and III instruction? Are those interventions being implemented with fidelity?
- c. Do English learners receive linguistically and culturally appropriate instruction in all tiers? Do interventions appropriately align with the language of core literacy instruction?
- d. Has Tiers II and III instruction been implemented consistently (e.g., with respect to time and intensity)?
- e. Are the components of our assessment plan (e.g., progress monitoring) helping us identify learning needs efficiently?