

## CSI School Improvement Institute Walkthrough Data Analysis Guide

*"Effective data cycles (i.e. where data is used in the service of student learning) transform raw data into knowledge that leads to informed action."*  
-Learning for Action Data Matters Framework

### Purpose of this Guide

To support a recursive process of thinking about, making sense of, and acting on data from instructional observations across classrooms within a school, district, or region. The questions included in this guide are not exhaustive; rather, they are included to help jump-start the process of using walkthrough data to take informed action.

### NeMTSS Data-Based Decision Making Framework ([page 23](#))



## Using Instructional Walkthrough Trends to Make Data-Based Decisions

Step	Guiding Questions
<b>Identify: What is the problem?</b>	<ol style="list-style-type: none"> <li>1. <b>Calculate average ratings for each domain.</b> <ul style="list-style-type: none"> <li>○ Is there a clear outlier that needs to be addressed?</li> </ul> </li> <li>2. <b>Calculate average ratings for every indicator, either for all domains (if there's not a clear outlier) or for a single domain (if it's a clear outlier).</b> <ul style="list-style-type: none"> <li>○ Which indicator(s) have the highest averages?</li> <li>○ Which indicator(s) have the lowest averages?</li> </ul> </li> <li>3. <b>Look for trends within the lowest-performing indicator.</b> <ul style="list-style-type: none"> <li>○ Are there certain groups of teachers whose lessons were rated higher than others? (ex. Math compared to ELA)</li> </ul> </li> </ol>
<b>Analyze: Why is it occurring?</b>	<ol style="list-style-type: none"> <li>1. <b>Brainstorm root causes of the lowest-performing indicator.</b> <ul style="list-style-type: none"> <li>○ What knowledge, skill, and/or mindset gaps or misunderstandings might teachers have?</li> <li>○ What structural barriers might be hindering higher ratings here?</li> </ul> </li> <li>2. <b>Pick one root cause to address. Consider:</b> <ul style="list-style-type: none"> <li>○ Of these areas for improvement (root causes), which one, if addressed, will have the greatest impact on student learning?</li> <li>○ Which, if addressed, might have a "waterfall" effect on the other lower-performing indicators?</li> <li>○ Which align with our school's or district's instructional priorities and/or school improvement goals?</li> <li>○ Which do we have the capital to address immediately?</li> <li>○ Is there a system-level change that's needed to support addressing this root cause?</li> </ul> </li> </ol>
<b>Action Plan: What can be done to solve it?</b>	<ol style="list-style-type: none"> <li>1. <b>Identify core skills teachers need support with and existing avenues to offer that support.</b> <ul style="list-style-type: none"> <li>○ What needs to change in teachers' practice to see growth in this area?</li> <li>○ What professional learning structures can you utilize to support teachers with developing necessary knowledge and skills?</li> </ul> </li> <li>2. <b>What are the current barriers to addressing this priority, structural or otherwise?</b></li> <li>3. <b>What actions can you take to mitigate those barriers?</b></li> <li>4. <b>What support might you need from district, ESU, or state partners?</b></li> </ol>
<b>Implement: Who, what, when, where, and how?</b>	<ol style="list-style-type: none"> <li>1. <b>What will you look for in classrooms as evidence of impact?</b></li> <li>2. <b>What data will you track and how frequently?</b></li> <li>3. <b>When and how will teachers get feedback on their individual progress?</b></li> </ol>