Creating Excitement for Data Exploration

****

|  |  |
| --- | --- |
| Intended Audience  School Staff, Students, and Parents/Guardians | Intended Use  Data exploration starts with making predictions of what your data will reveal. This worksheet will help in building the foundation for data analysis and generating curiosity and excitement for data exploration. When engaging in this collaborative process, keep in mind that predictions are different from assumptions as predictions are visible in data when reviewed. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Step 1: List Predictions** | | **Step 2: List Underlying Assumptions** | | **Step 3: Look at your results. What do they reveal?** | |
| ***Example:*** *We predict that we will have an increased level of advocacy for our 7th grade students.* | | *Example: We assume this because we have spent extra effort on transition programs that welcome the 7th grade students to our school.* | | ***Example:*** *Looking at our OurSCHOOL Advocacy at School results, we can see that compared to our other grades, 7th grade results are well above the OurSCHOOL Line, and results have increased since last year.* | |
|  | |  | |  | |
|  | |  | |  | |
| **Focus area** | **What do we think caused this result?** | | **What additional data sources confirm this?** | | **Action Plan Ideas** |
| ***Example:*** *Anxiety rates for 8th grade girls are at 45%.* | ***Example:*** *Pressures of social media, Facebook, first year at new school etc.* | | ***Example:*** *School wellness counselors report that 8th grade girls have the most referrals.* | | ***Example:*** *Increased wellness support for 8th grade girls, specific whole-school interventions.* |
|  |  | |  | |  |
|  |  | |  | |  |
|  |  | |  | |  |
|  |  | |  | |  |
|  |  | |  | |  |
|  |  | |  | |  |