

Template 4. Understanding results: driving factor identification

Kekahio, W., & Baker, M. (2013). *Five steps for structuring data-informed conversations and action in education* (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from http://ies.ed.gov/ncee/edlabs.



Key challenge: The number of middle school students who meet or exceed proficiency on math standardized tests has declined during the past two years.



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