

Figure 1.3: Success Tool—Comprehensive Data Profile Analysis

Instructions: Use the following information and questions to aid you in analyzing your student data. Ideally, you have three years of longitudinal data to build out a robust profile.

Demographic data: This data is never viewed as “bad” or “good.” It provides information about the population you serve.

1. What is the profile of your student base?
 - + The percentages of students grouped by ethnicity, gender, or subgroup
 - + Graduation, dropout, or retention rates for all students and by subgroups
 - + Attendance for all students and by subgroups
 - + Discipline rates or incidences—a total count and breakdown by subgroup (During what time of the year are these incidences happening?)
2. Look for trends and ask:
 - + Are there any shifts in the makeup of the school population?
 - + Are there noticeable trends in attendance or behavior?

For behavior, look at the data compared to the timing of breaks, timing during the day (if possible), location in the school, or timing of before- and after-school bus routes.

Achievement data: This data includes standardized tests, benchmarks, local diagnostics, and so on.

1. What percentage of students is at each performance level or score as a whole student body and by subgroup (grade level, gender, race, special education, gifted, English for speakers of other languages [ESOL], early intervention program, Title I, and so on)?
2. Look for trends and ask:
 - + Are there performance increases or decreases for certain content areas or grade levels among all students or only certain populations?
 - + Where have students demonstrated mastery or a need for improvement?
 - + Do the results of local assessments at the school or district level align with the results of standardized assessments?

Program data: This data might not be easily quantifiable but is worthy of discussion.

1. What is the profile of your teacher base?
 - + Teachers' total years of experience or length of time working in the school or system, by content area or grade level
 - + The prior foci of their professional learning, curricular documents (scope and sequence), priority standards, discipline management, instructional strategies, assessment, evaluation, and more
 - + Pathway completion
 - + Students served in gifted, early intervention, Title I, or English learner programs; mentoring; extracurriculars; and so on

2. Look for trends and ask: How well do your programs support your students' performance?

Perception data: This data is derived from empathy interviews, focus groups, observations, and surveys.

1. What perception data do you collect? Who is the audience?

2. How do stakeholders feel about the school climate, expectations for achievement, instruction, family and community engagement, and instructional leadership?

Intersections: Where are there intersections of certain data points? Are there any possible connections or relationships between data points analyzed across different categories?