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| School Data Analysis |
| March 2015 |

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**School Data Analysis**

**School Name:** Click here to enter text.

**Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school’s strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school’s comprehensive needs assessment process.

**Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

**Student Demographic Data**

1. In looking at the three year trend in student enrollment data, what challenges have been identified?
2. In looking at the three year trend in student attendance data, what challenges have been identified?
3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?
4. What action(s) could be taken to address any identified challenges with student demographic data?

**Teacher/School Leader(s) Demographic Data**

1. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?
2. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?
3. As you review the total number of days for school leader absences and note how many were due to professional learning and/or due to illness, what impact might this have on student achievement?
4. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?
5. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

**Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

1. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?
2. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?
3. How might these challenges impact student achievement?
4. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.
5. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?
6. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?
7. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?
8. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?
9. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

**Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert ‘See Student Performance Diagnostic’ in each text box.

1. Reading
   1. Strengths
   2. Challenges
   3. Trends
   4. Summary: Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.
2. Writing
   1. Strengths
   2. Challenges
   3. Trends
   4. Summary: Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.
3. Math
   1. Strengths
   2. Challenges
   3. Trends
   4. Summary: Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.
4. Science
   1. Strengths
   2. Challenges
   3. Trends
   4. Summary: Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.
5. Social Studies
   1. Strengths
   2. Challenges
   3. Trends
   4. Summary: Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

**Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert ‘See Stakeholder Feedback Diagnostic’ in each text box for survey feedback already collected from students, parents and staff.

1. Student Perception Data
   1. Which area(s) indicate the overall highest level of satisfaction among students?
   2. Which area(s) indicate the overall lowest level of satisfaction among students?
   3. What actions will be taken to improve student satisfaction in the lowest area(s)?
2. Parent/Guardian Perception Data
   1. Which area(s) indicate the overall highest level of satisfaction among parents/guardians?
   2. Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?
   3. What actions will be taken to improve parents/guardians satisfaction in the lowest area(s)?
3. Teacher/Staff Perception Data
   1. Which area(s) indicate the overall highest level of satisfaction among teachers/staff?
   2. Which area(s) indicate the overall lowest level of satisfaction among teachers/staff?
   3. What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?
4. Stakeholder/Community Perception Data
   1. Which area(s) indicate the overall highest level of satisfaction among stakeholders/community?
   2. Which area(s) indicate the overall lowest level of satisfaction among stakeholders/community?
   3. What actions will be taken to improve stakeholder/community satisfaction in the lowest area(s)?

**Summary**

1. Summary
   1. Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.
   2. How might the challenges identified in the demographic, process and perception data impact student achievement?
   3. How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?