Student Data Analysis

This section provides a model of the kind of school and student data that could be reviewed, and suggested questions that might be asked to probe into the data and information. Completion of this section is recommended, but not required. This model is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about areas of need.

School Profile

School:
Principal:
Person/Group completing CNA:
Date:

School Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school?

2. What is the current school enrollment?

3. What has been the enrollment trend for the past five (5) years?

    _____Increasing   _____ Stable   _____ Decreasing

Sample chart to organize student enrollment trends by grade level

Year	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
Grade	#	%	#	%	#	%	#	%	#	%	#	%
Totals												

(Tab to add additional rows)

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years?
    If yes, for which sub-group(s)? _____

Sample chart to organize sub-group demographics

Group	Total School Enrollment									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged										
Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Migrant										
Gender										
Male										
Female										
Total Population										

Staff:

1. What is the average number of years teachers in this school have been teaching?

2. What is the average number of years current teachers have been assigned to this school?

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.					
2. Indicate the number of years, each of the teachers has been assigned to this school.					

3. For the teachers in this school, during the past school year how many teachers have been absent?

0-3 days	4-5 days	5-10 days	10 or more days

4. How long has the administrator been assigned to this school?
    Principal: _____
    Assistant Principal(s): _____

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement?

2. How has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Group	Parent Conference Attendance									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically disadvantaged										
Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Migrant										
Gender										
Male										
Female										
Total Population										

Resource Integration:

1. What grant related resources are available to this school?

Grant	Services Provided	Grades Served	Total amount of funding

(Tab to add additional lines)

2. What initiatives are currently being implemented in the school as a result of these grant funds?

3. How are the resources, listed above, used to support the school's student achievement goals?

Student Data

Grade: _____ **Percent of Sub-group meeting State Proficiency Standards**

Group	Reading Year 1	Reading Year 2	Reading Year 3	Writing Year 1	Writing Year 2	Writing Year 3	Total ELA Year 1	Total ELA Year 2	Total ELA Year 3
Social Economic Status (SES)									
Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

Group	Math Year 1	Math Year 2	Math Year 3	Science Year 1	Science Year 2	Science Year 3	Social Studies Year 1	Social Studies Year 2	Social Studies Year 3
Social Economic Status (SES)									
Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

(These charts look at data for full academic year students)

1. Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets?

2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?

   www.mi.gov/MEAP - click on MEAP Test Results
   www.OEAA.state.mi.us/ayp/

3. Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps?

4. What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

	Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1			
2			
3			

(Tab to add additional lines)

5. What trends have been identified when looking at the 3 years of MEAP/MME of data?

6. Were there any discrepancies between the sets of data? If so:
   - How do additional data sources compare?
   - Are the data from the additional data sources congruent with MEAP/MME results?
   - What discrepancies were noted?
   - How are these different data sources used for planning purposes?
   - How does staff collaboratively analyze student work?

Review of Special Education Population

Students with Disabilities Group Demographics

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total School Population	% of Students Not Meeting State standard							
			ELA		Math		Science		Soc.Stu.	
			#	%	#	%	#	%	#	%
Mainstreamed (General Ed.)										
Special Ed. (Self-Contained)										

1. If the disabilities sub-group is not meeting state standards in a content area, is there a difference in performance between students who are mainstreamed and those who are in self-contained programs?

2. Based on staff discussions about the data, what has the school determined to be the leading cause for the difference in performance between these two groups?

3. What curriculum is used with each group, and how is it aligned with the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students, Grade Level Content Expectations and/or the High School Content Expectations?

4. What modifications have been made?

5. How does the percent of identified special education students in the school compare to the state average? (www.mi.gov/MEAP - click on MEAP Test Results)

6. Is the identification rate for any specific eligibility category higher or lower than the state average?

7. How are services provided that will help the student become successful in the general education program?

8. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?

9. Are there any grade levels, subject areas, or disability groups with increased or decreased participation in MEAP/MME?

10. How has the school identified interventions that are needed to prepare and move students closer to full participation in the MEAP/MME using no accommodations or standard accommodations?

Limited English Proficient (LEP) Group Demographics

Using the sample charts, list which languages are included in the school's LEP sub-group.

MEAP/MME

Language*	# Students	#Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Paraprofessional	ELA	Math	Science	Soc.Stu.
Total School								

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	#Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
Total School									

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?

2. How are each of the language groups achieving in comparison to the school aggregate?

3. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?
   (www.mi.gov/MEAP - click on MEAP Test Results)

4. Based on staff review of thes data and information, what has the school staff determined to be the leading cause(s) for the gap in performance?

Grade Level Achievement

Year: **Sample Data Charts (duplicate for multiple years)**

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
Pre K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

*GLCE – Grade Level Content Expectations   HSCE - High School Content Expectations
** Average Class Size for the grade
*** % of classroom teachers who meet Highly Qualified Status

Using the information gathered about the school's instructional program, answer the following questions:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level?

2. What are the criteria for student success at each grade level?

3. How has student achievement changed over the last 3 years?

4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?

5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?

6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?

7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff?

8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for the challenge?

Archival Data (duplicate charts for multiple years of data)

Mobility Data
Year:

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Discipline Data
Year:

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

*in school / out of school

Graduation Data
Year:

Grade	# of Students	# of Retentions	# of Dropout	# promoted to next grade
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Sample charts for Sub-Group Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
SES									
Ethnicity									
Disabilities									
LEP									
Migrant									
Gender									
Male									
Female									
Totals									

Year:

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Ethnicity						
Disabilities						
LEP						
Migrant						
Gender						
Male						
Female						
Totals						

Duplicate these charts for multiple years

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, and graduation rates:

1. What are the student mobility rates for the school and for each identified sub-group?

2. Has the mobility rate changed over time?

3. What percentage of students has been in the school since the first day of school?

4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year?

5. What is the average student attendance rate? (For whole school and by sub-group).

6. What % of students missed more that 11 days of school? Is there a high concentration in any of the school sub-groups?

7. Are there grade level differences in attendance?

8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)?

9. Has the dropout rate decreased, increased or stayed the same?

10. What does the dropout pattern look like when disaggregated by sub-group?

11. Is there a grade level that has a higher percentage of students dropping out?

12. What are the achievement levels of students who dropout of school?

13. What are the attendance patterns of students who dropout of school?

14. What are the discipline patterns of students who dropout of school?

15. Based on a review of these data about student mobility, attendance, behavior, dropout, and graduation rates, did the staff identify any areas of challenge?

16. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas:

   o   How they feel about their school; their teacher; their principal?

   o   What they think the teachers and principal(s) feel about them?

   o   What they feel the staff expectations for their learning ability are?

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas:

   o   Teacher preparation and ability to prepare their children to be successful learners

   o   Principal(s) effectiveness

Staff

3. In what ways does the school collect information about staff perceptions in the following areas:

   o   High expectations for all students

   o   Coherence of instructional program

   o   Leadership effectiveness and support

Community

4. In what ways does the school collect information about community perception in the following areas:

   o   Teacher preparation and ability to prepare all students to be successful learners

   o   Principal(s) leadership abilities

   o   Staff has high expectations for all students

5. In what ways does the school use this perception information to inform decision-making activities?

6. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Student Data Analysis Report

This document provides schools with a report on Student Achievement Strengths and Challenges. Also included is a chart that can be used to list the school's student achievement goals, needs, and objective statements for inclusion in a School Improvement Plan.

1. Based on a review of the data and the staff discussion around the questions on the preceding pages, state the school's conclusions regarding the strengths and challenges of student learning need.

| Strengths: |
| Challenges: |

2. For the challenges listed above, what content area goals has the school established for student achievement?

Content Area	Student Achievement Goal
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	

Student Achievement Goal	Need: Identified Gap*
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	

* Gap refers to the difference between where students are currently achieving and where the school would like achievement to be.

17. For each of the goals listed above, based on the school's discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance?

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
1.	
2.	
3.	
4.	

18. For each of the content area goal statements above, what student achievement objectives has the school established to accomplish the goal? (Use the following charts to describe the goals, cause for gap, and the objective statement to support the student goal).

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Chart 1

Section I: Comprehensive Analysis of Student Achievement
Content Area: English Language Arts
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

Chart 2

Section I: Comprehensive Analysis of Student Achievement
Content Area: Math
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

Chart 3

Section I: Comprehensive Analysis of Student Achievement
Content Area: Science
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

Chart 4

Section I: Comprehensive Analysis of Student Achievement
Content Area: Social Studies
Student Goal Statement:
Cause for gap in student achievement and related Need Statement (must be based on Multiple Measures of Student Achievement Data):
Measurable Objective Statement to support Goal:

These charts can be copied and pasted into Section I of the Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of Practice.