

# HOW DID WE GET TO WHERE WE ARE: LOOKING ACROSS ALL THE DATA



*Learning takes place neither in isolation, nor only at school. Multiple measures must be considered and used to understand the multifaceted world of learning from the perspective of everyone involved. If staff want to know if the school is achieving its purpose and how to continually improve all aspects of the school, multiple measures—gathered from varying points of view—must be used.*

*Education for the Future*

*Bringing all the data together with a process that engages staff to identify strengths, challenges, and implications for the continuous school improvement plan is what makes the data profile so powerful.*

*The data profile allows staff members to look across the different types of data and see how they can move the whole system as easily as focusing on one gap.*

*Looking across all types of data is important for seeing how elements of the learning organization relate to each other, as well as the linkages in the data results.*

By starting with an in-depth appraisal of where your school is on the four types of data described in Chapters 3, 4, 5, and 6—*demographics, perceptions, student learning, and school processes*—and organizing them into a comprehensive school data profile, your school staff will have the story of the school, showing the results they are getting with the processes they are currently implementing. Independently, each area of data is informative and important. Bringing all the data together with a process that engages staff to identify strengths, challenges, and implications for the continuous school improvement plan is what makes the data profile so powerful.

The data profile allows staff members to look across the different types of data and see how they can move the whole system as easily as focusing on one gap. They see how changes in elements in demographics, perceptions, and school processes can improve student learning. The data profile is a needs assessment as well as a beginning of the evaluation of the system. Schools need to gather the data once and use it many ways. Appendix F shows a data profile that includes demographic data, perceptions data examples, summative student learning results, and some school processes examples.

### **WHY IT IS IMPORTANT FOR CONTINUOUS SCHOOL IMPROVEMENT TO LOOK ACROSS ALL TYPES OF DATA?**

Looking across all types of data is important for seeing how elements of the learning organization relate to each other, as well as the linkages in the data results. It is guaranteed that issues will show up in demographics, perceptions, and school processes that can help explain how a school is getting the results it is getting in student learning. Consequently, that information is useful for positively impacting student learning results. It is also guaranteed that a school will not see the same issues if only summative student learning data are reviewed. Looking across all data can help schools work efficiently to improve all content areas at the same time, not just the lowest performing area.

There is no doubt that continuous school improvement plans based on multiple measures of data look very different from school improvement plans that are focused only on student learning data. School improvement plans based only on summative student learning results add interventions to “fix” the students, or to get their scores up, to meet compliance. Continuous school improvement plans based on all types of data are able to move the entire system forward more efficiently and effectively, partly because they have engaged all staff in seeing the linkages of all data, and can swiftly move together. Staff members creating continuous school improvement plans, based on multiple measures of data, see that teaching and student learning results can improve by improving instructional processes focused on learning standards, improving behavior with schoolwide consistency, engaging interests of student groups, giving students a reason to attend school, and improving attitudes by listening to students, staffs, and parents, for example.

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**HOW TO LOOK ACROSS ALL TYPES OF DATA:  
ANALYZING YOUR SCHOOL’S DATA PROFILE**

We recommend that all staff get involved in analyzing your school’s four types of data. (*The Analyzing Data for Continuous School Improvement Planning* activity that appears in Appendix H will guide the process.) A summary of the process for synthesizing findings across the school follows.

**DEMOGRAPHIC DATA**

<b>1. What are Somewhere Elementary School’s demographic <i>strengths</i> and <i>challenges</i>?</b>	
<b>Strengths</b>	<b>Challenges</b>
<b>2. What are some <i>implications</i> for the Somewhere School continuous school improvement plan?</b>	
<b>3. Looking at the data presented, what other Somewhere School demographic data would you want to answer the question <i>Who are we</i>?</b>	

After creating a data profile for each type of data as described in the preceding chapters, complete the following:

#### ANALYZING YOUR SCHOOL'S DATA PROFILE

- *Strengths*
- *Challenges*
- *Implications*
- *Other data*

**Step 1. Independent Review.** Have each member of your staff independently analyze each type of data—demographics, perceptions, student learning, and school processes—(one type at a time) for strengths, challenges, implications for the continuous school improvement plan, and identify other data they wished they had. These should be the first ideas that come to mind, as opposed to reviewing the data and then making notes. The analysis will be much richer. (A template for documenting strengths, challenges, implications for the school improvement plan, and other data is included in Appendix H.)

**Strengths** are positive elements one can see in the data. These are ideas for which the school wants to keep track, and keep doing. Strengths can be used as leverage for improving a challenge. An example strength: “This school has an excellent student teacher ratio.”

**Challenges** found in data imply something might need attention, is out of a school’s control, or a potential undesirable result. An example challenge: “The number of students living in poverty in this school has tripled in the past five years.”

**Implications for the continuous school improvement plan** are ideas that the reviewer jots down while reviewing the data. Implications are placeholders until all the data are analyzed. Implications most often are constructive responses to challenges. An example implication derived from the challenge example above might be: “Do all staff have the professional learning they need to meet the needs of the students who live in poverty?”

**Other data we wished the school had.** When school staff review the school’s data effectively, they always uncover other data they wish they had available. The examination of the data will highlight issues in data collection, storage, and reporting, as well. It is important to make note of these issues so data can be gathered appropriately. An example: “We need to do a more comprehensive job of identifying who, what, where, and when behavior issues take place at the school site.” Staff would need to clarify what data they need to gather, how each staff member will gather and report the data, and then how and when they will review the data, and do something about the results.

**Step 2. Small group review.** For each type of data—in small groups, have staff members share what they saw for strengths, challenges, implications for the continuous school improvement plan, and other data they wished they had, recording commonalities on chart paper.

**Step 3. Large group consensus.** Combine the small group results to get a comprehensive set of strengths, challenges, implications for the continuous school improvement plan, and other data they wished they had. This becomes a set of information to which everyone agrees.

**Step 4. Comprehensive analysis for each type of data.** Repeat steps 1-3 for each of the four types of data.

<p><b>SOMEWHERE ELEMENTARY SCHOOL</b> STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA</p> <p><b>CONTINUOUS IMPROVEMENT CONTINUUM DATA</b></p> <p>What are some implications?</p> <p>Marilyn Avenue staff needs to—</p> <ul style="list-style-type: none"> <li>Continue using schoolwide database up-to-date so</li> <li>Clarify the assessment system</li> <li>Balance it with variety, in</li> <li>Make sure the assessment student proficiency.</li> <li>For math and behavior.</li> <li>Streamline the Pre-referral</li> <li>What staff does when stu</li> <li>Improve RTI.</li> <li>Understand why students cycle to better understand</li> <li>Continue to provide profi</li> <li>in the same way</li> <li>Implement a teacher self-</li> <li>and the RTI system with it</li> <li>Clarify what the vision ar</li> <li>Improve our peer coaching strategies. Provide time to</li> <li>Update, improve, and follo</li> <li>Improve shared decision m</li> <li>Clarify win-win partnershi</li> <li>Ensure cross-grade-level w</li> <li>continuum of learning is in</li> </ul> <p>3. Looking at the data pre to answer the question</p> <ul style="list-style-type: none"> <li>Has the spread of data char</li> </ul>	
<p><b>SOMEWHERE ELEMENTARY SCHOOL</b> STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA</p> <p><b>STUDENT LEARNING DATA</b></p> <p>1. What are Marilyn Avenue's strengths?</p> <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>Grades two and five show percentages of students proficient in both grade five.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Overall, 2009-10 math scores, except with grade three females, Caucasians except at grade two.</li> </ul> <p>API</p> <ul style="list-style-type: none"> <li>The API scores have been</li> </ul> <p>2. What are some implications?</p> <ul style="list-style-type: none"> <li>How is ELA being taught?</li> <li>How is Math being taught?</li> <li>Did teachers focus too much on</li> </ul> <p>3. Looking at the data presented, what other demographic data would you want to answer the question?</p> <p>Who are we? for Marilyn Avenue Elementary School?</p>	
<p><b>SOMEWHERE ELEMENTARY SCHOOL</b> STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA</p> <p><b>PERCEPTUAL DATA</b></p> <p>1. What are Marilyn Avenue's strengths?</p> <p>The staff has done a wonderful job each year (98.3% in 09-10). It is great to see five years of data.</p> <p>On the aggregate, all K-1 students are meeting the standards.</p> <p>Not much has changed for the better.</p> <p>Overall, the students in grades 2 to 5 name most about their school in the last four years ago, students talked about learning were different. In mentioned as something they were in agreement or strong agreement with the items on the school has a good public in school culture and staff collaboration strengths of the school. Once staff indicate the talented school are their greatest strengths.</p> <p>Overall, parents continue to be supportive of the school.</p> <p>Parents, the caring loving staff.</p> <p>2. What are some implications?</p> <ul style="list-style-type: none"> <li>The school personnel might not be providing enough choices.</li> <li>Communication and shared le</li> </ul>	
<p><b>SOMEWHERE ELEMENTARY SCHOOL</b> STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA</p> <p><b>DEMOGRAPHIC DATA</b></p> <p>1. What are Marilyn Avenue's demographic strengths and challenges?</p> <p>Strengths</p> <ul style="list-style-type: none"> <li>The median income in the town is higher than the state's.</li> <li>Marilyn Avenue is a diverse, middle-class school serving grades K-6.</li> <li>Grade-level enrollments seem to be relatively steady, although decreases in upper grades.</li> <li>The mobility rate is down from a couple of years ago.</li> <li>Student attendance is high, although down this year.</li> <li>There is a decrease in the number of students retained—only 2 kindergarten were retained in 2009-10.</li> <li>The percentage of students by ethnicity identified for special education for the district is comparable with the overall percent enrollment for the district, as well as for the school.</li> <li>Powerful team (PET and SP/RTI special education referral team) seems to be working well.</li> <li>There has been a sharp decrease in the number of students suspended over time.</li> <li>The data size is low.</li> <li>The average number of years of teaching has increased in the last years, so have the number of teachers.</li> <li>The grades are pretty balanced by number of years of teaching experience.</li> <li>The average number of years of teaching is greater for Marilyn Avenue than the district.</li> </ul> <p>Challenges</p> <ul style="list-style-type: none"> <li>Marilyn Avenue is experiencing declining enrollment.</li> <li>There is declining district-wide enrollment in the last few years—up slightly in 2009-10.</li> <li>Marilyn Avenue is experiencing declining enrollment.</li> <li>There are many different ethnicities that are increasing as the Caucasian student population is decreasing. In the school, the Hispanic population has increased from 49% to over 75%, and the Caucasian population decreased from 31% to 16%. The Hispanic student population of the District increased from 18% to 25%, while its Caucasian population decreased from almost 40% to almost 60%.</li> <li>Mobility rate is high at about 28%.</li> <li>Almost 61% of the students are English Learners; this percentage has steadily increased over the years. Marilyn Avenue has about 4.5 times more English Learners than the district.</li> <li>There has been a steady increase of students qualifying for Free/Reduced Lunch—much higher than the district—62% versus 23%—and over twice as many than in 2007-08.</li> <li>The majority of Marilyn Avenue parents do not have high school educations.</li> <li>The district open enrollment policy could be setting up Marilyn Avenue for a more challenging share of the student population.</li> <li>The percentage of students qualifying for special education is about 12%. The majority are male and Hispanic.</li> <li>The highest percentage of special education students are identified for speech/language (57.4%).</li> </ul> <p>2. What are some implications for the Marilyn Avenue school improvement plan?</p> <ul style="list-style-type: none"> <li>Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?)</li> <li>How are classroom issues dealt with?</li> <li>Does the school know why the mobility rate is high, and where students go? Do they stay in the district?</li> <li>How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do?</li> <li>Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education)? Are there appropriate extra-curricular activities, clubs?</li> <li>How does the school help parents know how to help their children learn?</li> <li>How are the needs of students who speak English as a second language met?</li> <li>Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RTI process? Why are so many students identified for Speech and Language?</li> <li>A positive, consistent behavior system is needed.</li> </ul> <p>3. Looking at the data presented, what other demographic data would you want to answer the question?</p> <p>Who are we? for Marilyn Avenue Elementary School?</p> <ul style="list-style-type: none"> <li>What is the household income of the Marilyn Avenue neighborhood?</li> <li>How does the district open enrollment policy impact Marilyn Avenue Elementary School?</li> <li>What is the intent of Special Education and how does RTI work?</li> <li>More data on behavior—especially following individual students over time.</li> </ul>	

**Step 5. Aggregation of commonalities.** Line up the consolidated implications for demographics, perceptions, student learning, and school processes. Look across the implications and highlight the commonalities. Staff members will be amazed to see there are many things that need to change in demographics, perceptions, and school processes if they want student learning increases.

SOMEWHERE ELEMENTARY SCHOOL			
DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA
<ul style="list-style-type: none"> <li>Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?)</li> <li>How are class-size issues dealt with, with mobility?</li> <li>Does the school know why the mobility rate is high, and where students go? Do students stay in the district?</li> <li>How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do?</li> <li>Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready? Are there appropriate extra-curricular activities, clubs?</li> <li>How does the school help parents know how to help their children learn?</li> <li>How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program?</li> <li>Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RTI process? Why are so many students identified for Speech and Language?</li> <li>A positive consistent behavior system is needed. Parents need to be a part of the behavior system. Instructional assistants, recess and lunch supervisors need professional development in the behavior system.</li> </ul>	<ul style="list-style-type: none"> <li>Someone should follow-up on the lowest scoring items (K-1)—<i>The work I do in class makes me think, Students at my school are friendly; I have lots of friends—even though they are still high.</i></li> <li>The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices.</li> <li>Communication and shared leadership need to improve.</li> <li>Enrichment in learning.</li> </ul>	<ul style="list-style-type: none"> <li>How is ELA being taught? How is ELA being measured on an ongoing basis?</li> <li>How is Math being taught? How is Math being measured on an ongoing basis?</li> <li>Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient?</li> <li>We need stronger core instruction for all students.</li> </ul>	<p><i>Somewhere School staff needs to—</i></p> <ul style="list-style-type: none"> <li>Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress.</li> <li>Clarify the assessment system to measure the attainment of the Common Core State Standards.             <ul style="list-style-type: none"> <li>Balance it with variety, including performance assessments and student self-assessments.</li> <li>Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency.</li> <li>For math and behavior.</li> <li>Streamline the pre-referral process, especially the form completion process.</li> </ul> </li> <li>Improve RTI.             <ul style="list-style-type: none"> <li>Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this.</li> <li>Continue to provide professional development on RTI for all staff so everyone can understand it and implement it in the same way.</li> <li>Implement a teacher self-assessment and grade-level self-assessment system to help implement the vision and the RTI system with integrity and fidelity throughout the school. Identify internal quality measures.</li> <li>Clarify what the vision and RTI would look like when implemented.</li> <li>Improve the peer coaching system; support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve Level 1.</li> <li>Update, improve, and follow the continuous school improvement plan.</li> <li>Improve shared decision making and leadership: Define, implement, and communicate.</li> <li>Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children.</li> <li>Ensure cross-grade-level work improves to implement the standards, vision, and RTI consistently, and to also ensure that a continuum of learning makes sense for all students.</li> </ul> </li></ul>

**Step 6. Aggregate implications.** Aggregate, or consider as a whole, those highlighted commonalities. Make a list of the items that must be addressed in the continuous school improvement plan, based on data. Those aggregated commonalities most often include professional learning for all staff, need for a vision, need for consistency in how students are treated (behavior), support and modeling for implementing learning standards and using data, strategies to welcome students to school, and so on.

SOMEWHERE ELEMENTARY SCHOOL					
AGGREGATED IMPLICATIONS FOR THE CONTINUOUS SCHOOL IMPROVEMENT PLAN					
INSTRUCTION	ASSESSMENT	CURRICULUM	BEHAVIOR	VISION / PLAN	PROFESSIONAL LEARNING
<ul style="list-style-type: none"> <li>Teachers need to strengthen their instructional strategies in ELA, Math, Science, and Social Studies.</li> <li>There needs to be deeper implementation of RTI.</li> <li>Continue to ensure that all teachers are teaching to standards and all students are meeting Common Core State Standards (CCSS) in all subject areas.</li> <li>Clarify what staff do when students are proficient.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify a balanced assessment system.</li> <li>We need to make sure teachers know what the new students know and are able to do when they arrive, so we do not lose instructional time.</li> <li>We need to collect more systematic formative data in all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Are materials, programs, and library books appropriate for the student population? (EL, poverty, mobile, special education)</li> <li>Will all materials, etc., help us implement the Common Core State Standards (CCSS)?</li> <li>We need to document and continue to improve RTI implementation.</li> </ul>	<ul style="list-style-type: none"> <li>We need a positive, consistent behavior system schoolwide.</li> <li>We need to set-up dynamic data collection for behavior, monitor it, and change as needed.</li> <li>We need to document and continue to improve RTI implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The vision needs to be fully implemented.</li> <li>Staff need to stay focused on the plan; always have next steps in front of them; create and post a graphic organizer to help us stay focused.</li> <li>We need to systematically include our parents in quality planning.</li> </ul>	<ul style="list-style-type: none"> <li>Continue our professional learning in meeting the needs of our students, especially students with English as a second language, those who live in poverty, and males, specifically in ELA and Math learning for RTI, and for implementing the Common Core State Standards (CCSS).</li> <li>School personnel need consistent training and implementation of behavior and motivation strategies.</li> </ul>
COLLABORATION	LEADERSHIP	PARTNERSHIPS	DATA	CLIMATE	RTI / SPECIAL EDUCATION
<ul style="list-style-type: none"> <li>Staff need to strengthen peer coaching and make it and the feedback structure more systematic and defined.</li> <li>We need to schedule schoolwide articulation more often and make cross-grade-level articulation meetings more systematic.</li> <li>Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort—also as related to <i>Students Committed to Excellence</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Communication needs to improve among staff and with parents.</li> <li>Everyone needs to be a part of professional learning and leadership.</li> <li>We need to improve shared leadership.</li> </ul>	<ul style="list-style-type: none"> <li>We need to connect student achievement data to partnerships, and look into relationships that might affect student achievement, based on our mission/vision plan.</li> <li>We need to document different ways the community is contributing to the school, and how parent involvement affects student achievement.</li> <li>We need to make sure parents know how to help meet the learning needs of their children.</li> </ul>	<ul style="list-style-type: none"> <li>Where do our mobile students go? Do they stay in the district?</li> <li>We need to gather and monitor behavior data regularly.</li> <li>We need to continue using schoolwide data teams.</li> <li>Staff need to become astute in knowing what works so they can predict and ensure successes.</li> <li>Staff accessibility to data tools needs to be improved.</li> </ul>	<ul style="list-style-type: none"> <li>We need a system to welcome new students and their parents to the school.</li> <li>Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort—also as related to <i>Students Committed to Excellence</i>.</li> <li>Staff need to continue to communicate and collaborate.</li> </ul>	<p>We need to:</p> <ul style="list-style-type: none"> <li>Look into speech and language referrals.</li> <li>Streamline PRT process.</li> <li>Get all staff understanding RTI in the same way.</li> <li>Strengthen core curriculum.</li> <li>Evaluate and improve RTI implementation.</li> </ul> <p><b>COMMON CORE STATE STANDARDS</b></p> <ul style="list-style-type: none"> <li>Continue to learn more about teaching and assessing the Common Core State Standards (CCSS).</li> </ul>

Appendix G shows what we saw in the case study data, and how we got to aggregated implications for the continuous school improvement plan. The implication commonalities provide powerful information for a school's continuous school improvement efforts.

The benefits to using this approach are many, including but not limited, to the following:

- ◆ Everyone on staff sees all the data about the school and the impact of school processes on student learning results.
- ◆ When the data are broken into types, the amount of data each person reviews at a time is doable. Even with an inexperienced data analyzer, the comprehensive demographic data profile shown in the case study should take 20 minutes to review. In most schools, it will take no more than 15 minutes.
- ◆ Staff members get feedback on their analysis of the data as they synthesize what they saw in the data. Each person gets to see what others saw in the data and, collectively, they can create a comprehensive analysis that tells the story of the school.
- ◆ Everyone on staff contributes to the whole staff analysis through the individual and small-group work. By the time the small groups merge their thinking, the entire group is coming to consensus on what needs to be included in the continuous school improvement plan, some of which gets implemented immediately.
- ◆ In addition to setting up the continuous school improvement plan, this comprehensive data analysis provides information that must be included in the school vision.
- ◆ Without a data profile, these data almost never get reviewed, especially together.

Through the staff engagement that takes place with the identification of strengths, challenges, and implications for the continuous school improvement plan, the data profile facilitates staff's understanding of the following:

- ◆ How the student and teaching populations have changed over time.
- ◆ Who the students are and what teachers need to learn about the students to help them learn.
- ◆ Current health of the organization and new ideas to make it healthier.
- ◆ Impact of philosophies and policies.
- ◆ How the school is getting the results it is getting now.

#### BENEFITS TO ANALYZING YOUR SCHOOL'S DATA PROFILE

- *Everyone on staff sees all the data about the school and the impact of school processes on student learning results.*
- *When the data are broken into types, the amount of data each person reviews at a time is doable.*
- *Staff members get feedback on their analysis of the data as they synthesize what they saw in the data.*
- *Everyone on staff contributes to the whole staff analysis through the individual and small-group work.*
- *In addition to setting up the CSI plan, this comprehensive data analysis provides information that must be included in the school vision.*
- *Without a data profile, these data almost never get reviewed, especially together.*

#### The data profile facilitates staff's understanding of the following:

- *How the student and teaching populations have changed over time.*
- *Who the students are and what teachers need to learn about the students to help them learn.*
- *Current health of the organization and new ideas to make it healthier.*
- *Impact of philosophies and policies.*
- *How the school is getting the results it is getting now.*
- *What staff members need to study, so new approaches to getting better results will be informed by data.*
- *If students are learning what teachers are teaching.*
- *The importance of having instructional coherence.*
- *How to paint with a broad brush to know how to improve multiple grade levels and subject areas at the same time.*

- ◆ What staff members need to study, so new approaches to getting better results will be informed by data.
- ◆ If students are learning what teachers are teaching.
- ◆ The importance of having instructional coherence.
- ◆ How to paint with a broad brush to know how to improve multiple grade levels and subject areas at the same time.

### HOW MUCH TIME DOES IT TAKE?

**With a complete data profile available to staff, the analysis of the four types of data might take two hours, with a facilitator who keeps the work moving.**

### REFLECTION QUESTIONS

1. Why is it important to look across all types of data for continuous school improvement?
2. Who needs to do the work of analyzing the data across the four types?
3. What are the benefits of using this approach with your staff?

### APPLICATION OPPORTUNITIES

1. Using Appendix H, *Analyzing Data for Continuous School Improvement Planning*, analyze each type of data with your staff. Come to consensus on strengths, challenges, implications, and other data you wish you had for the continuous school improvement plan.
2. Look across all the planning implications and determine the commonalities.
3. Aggregate the commonalities. What needs to be included in the vision and continuous school improvement plan for your learning organization?