## What data will help us to identify priority concerns?

## **1. Gather Evidence**



**Gather quantitative and qualitative available data**: Use the data available within your school, district, and community to understand what is going well and where there are opportunities for growth and improvement. See the chart, *Sources of Evidence*, for suggestions of sources for data. Using all four sources of data (demographic, perception, teaching and learning, and process data) and including data on students, staff, and families will lead to an understanding of the processes and programs that meet the teaching and learning needs of the organization.

Looking at a cross section of data may lead to a deeper understanding of the meaning of the data. For example, when reviewing process data with teaching and learning data, the team has an opportunity to see the impact of programs on student learning and how student learning and instruction impact the selection of programs.

Sources of Evidence							
	Demographic Data	Perception Data	Teaching and Learning Data	Process Data			
For Students (aggregate and sub- groups)	<ul> <li>Enrollment</li> <li>Attendance</li> <li>Chronic absenteeism</li> <li>Drop-out rate</li> <li>Race/Ethnicity</li> <li>Gender</li> <li>Grade level</li> <li>EL, SPED etc.</li> <li>Credits toward graduation</li> <li>Discipline</li> <li>Disaggregating data by a variety of demographic groups will aid the team in examining equity</li> </ul>	<ul> <li>Student surveys</li> <li>Student focus groups</li> <li>Climate surveys</li> <li>Observations</li> <li>Value and belief statements</li> </ul>	<ul> <li>Benchmark assessment</li> <li>State assessment</li> <li>Formative assessment</li> <li>District school performance data</li> <li>Discipline</li> <li>Credits toward graduation</li> </ul>	<ul> <li>Climate and Culture Initiatives</li> <li>Academic initiatives</li> <li>Scheduling</li> <li>Tools for learning</li> <li>Technology supports</li> <li>The Hexagon Tool - A tool for evaluating new and existing programs and practices</li> <li>Initiative Inventory</li> <li>Equity Assessment — coming soon from CSDE</li> </ul>			
For Staff	<ul> <li>Staff demographics</li> <li>Staff retention</li> <li>Staff attendance</li> </ul>	<ul> <li>Staff surveys</li> <li>Staff focus groups</li> <li>Observations</li> <li>Values and belief statements</li> </ul>	<ul> <li>Evaluation data</li> <li>Observation data</li> <li>Walkthrough and trend data</li> </ul>	<ul> <li>Professional learning opportunities</li> <li>Scheduling for collaboration</li> <li>Tools for teaching</li> </ul>			
For Families	<ul> <li>Community Data gathered from community partners to better understand the needs of students and families</li> <li><u>DataHaven</u> <u>Community</u> <u>Profiles</u></li> <li><u>Kids Count Data</u> <u>Center</u></li> </ul>	<ul> <li>Family surveys</li> <li>Community surveys</li> <li>Family focus groups</li> <li>Community focus groups</li> <li>Values and belief statements</li> </ul>		<ul> <li>Family and community events</li> <li>Opportunities for leadership</li> <li>Communication for and with families</li> <li>Connectivity</li> </ul>			
Additional Sources of Data	<ul> <li><u>EdSight</u></li> <li>NEASC Report</li> <li>International Baccal</li> <li>Other audits, self-as</li> </ul>	laureate Report ssessment tools etc. Con	nmissioner's Network or	SIG Mid-Year Audits			

The chart below highlights the value of creating a data mosaic that brings data together from a variety of sources to paint the most complete picture for your organization.

	A Cross Section of Data Leads to the Most Valuable Evidence					
	Demographic Data	Perception Data	Teaching and Learning Data	Process Data		
Tells us if different student groups experience school differently	$\checkmark$	$\checkmark$				
Tells us the impact of impressions on student learning or student learning on perceptions.		$\checkmark$	$\checkmark$			
The impact of demographics on attitudes and student learning	$\checkmark$	$\checkmark$	$\checkmark$			
Tells us how programs impact student learning			$\checkmark$	$\checkmark$		
The impact of programs and processes on perceptions and student learning		$\checkmark$	$\checkmark$	$\checkmark$		
Tells us about student participation in programs	$\checkmark$			$\checkmark$		
Tells us about the impact of programs on student learning of different student groups	$\checkmark$		$\checkmark$	$\checkmark$		
Highest Impact Zone: When data from all sources informs decisions and actions						

## Model the Data:

Next, the team should model the data. Use tools to create charts and graphs that paint a visual representation of the data. This will help you and the team see the data in a variety of ways. It makes it easier to identify trends and outliers. Excel can be a valuable tool in creating a variety of charts and graphs to make your data more visual and accessible for understanding what the data indicates. Through the use of pivot tables, you can summarize, sort and reorganize large data sets to better see comparisons, patterns, and trends in the data.

Providing data models will give your team an advantage as they move to the next step in the Data Analysis.