A Practice: Sample Overall Summary of Profile Data and Progress

Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance.
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes.
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

The process of identifying, collecting, and analyzing data indicating __________ academic performance and growth is ongoing. Review and discussion takes place before the school year at our ________ first Leadership meeting of the year, and again at our morning faculty meeting, __________ in September. Parent stakeholders are involved through such governance structures as the English Learner Advisory Committee, the School Site Council, and the Parent-Teacher-Student Association. ________ School uses multiple measures to assess student achievement. Some of the measures incorporate the results on statewide standardized assessments: the overall Academic Performance Index score, California Standardized Test (CST) results by subject area, and California High School Exit Exam (CAHSEE) passing and proficiency rates. Other site-based measures are considered as well: attendance rates, graduation rates, on-track-to-graduate rates, and UC/CSU A-G completion rates. Additionally, other data is analyzed throughout the school year, including D/F rates, site and district common assessment results, English Learner academic growth, and Freshmen Guided Studies success rates. Many subject-alike teams, and even departments as a whole, consistently analyze data on a weekly basis. On any given week, there is data analysis taking place among the departments on our campus. In addition to these ongoing analyses, a comprehensive analysis took place in Fall of 2011-2012 with administrators and teacher leaders, as part of our Title I Schoolwide Program needs-assessment. During this process, a more precise Schoolwide Title I Plan was written. Specific data analyzed included five years' worth of CST results, On-target rates, D/F rates, CAHSEE results, and EL Proficiency rates. This same data was again reviewed in Fall of 2012-2013.

As a result of these efforts, ________ School staff identified three Critical Learner Needs and revised the schoolwide learner outcomes embedded within our Vision Statement.

Critical Learner Needs

- Improve schoolwide literacy
- Increase academic growth of English Learners
- Increase opportunities for students to pursue postsecondary college and career opportunities

After analyzing key academic indicators, we came to the consensus that our students are lacking that academic vocabulary necessary to achieve at all levels, in all subjects. With Common Core approaching, our students need a stronger foundation of academic literacy.

English Learners continue to struggle in their academic courses and on various state and local indicators. This is evident in all subject areas as noted by the achievement gap by subgroup in CAHSEE English Language Arts and Mathematics, CST scores, and grades.
A reality at ________ is that not all of our students are interested in pursuing a 4-year university upon graduating, so it has become necessary to broaden our services to prepare all students to pursue postsecondary opportunities, whatever they may be.

As a result of these CLNs, a comprehensive SPSA and WASC Action plan have been integrated to assure that resources: human, physical, and fiscal flow to the academically neediest students.

**Schoolwide Learner Outcomes**

- Creative Problem Solvers
- Critical Thinkers
- Collaborative Learners
- Effective Communicators

Faculty and staff wanted to revisit our Schoolwide Learner Objectives embedded in our Vision statement in order to make sure they were measurable. We believe that these outcomes are achievable for all students and we strive to communicate and incorporate them into our daily lessons and activities.

The analysis of student performance, demographic, and perception data, and the progress data, raised some important questions:

- How can we better support our EL population?
- Have all teachers been fully trained in supporting struggling students, particularly ELs?
- Are teachers consistently developing and implementing learning experiences that utilize the very best research-based instructional strategies?
- Is there clarity and coherence among teachers in their use of intervention and prevention practices?
- Is there clarity and consistency in grading practices in subject areas so that grades are reflective of learning and consistent with multiple measures?
- How can we increase post-secondary college and career preparation for all students?

Although data is always being generated, disseminated and analyzed, subsequent data sets from Chapter 1 continue to confirm the conclusions regarding the areas defined as Critical Learner Needs.