Adventist Education
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Education for the Future

MODULE 4
Answering "Where are we now?" With a Data Profile As A Comprehensive Needs Assessment

OVERVIEW

Engaging Multiple Measures of Data Using a Data Profile
Continuous School Improvement requires a comprehensive and honest look at *all* your school's data, often referred to as conducting a Comprehensive Needs Assessment. Your data profile, the vehicle for doing this work, includes multiple measures of data, one for each section of the profile: Demographics, Perceptions, Student Learning, and School Process Data.

Build a data profile. For your work in answering the question "Where are we now?" you will build a data profile using the four categories of data to lead staff through discovery of your school's current reality. Steps in building your profile include:

- Contact the conference or union to obtain the Data Rollup Report after opening reports are frozen, which will provide you with demographic and student learning data.
- Schedule with the conference or union the collection and analysis of the surveys, which will provide you with perceptions data.
- Conduct an inventory and analysis of school programs and processes.

Use your data profile with staff. With the completed sections of your profile, a strengths/challenges/implications protocol is used with staff to note trends and patterns across data over time and across areas of data.

Begin to aggregate the implications for planning. Your next step involves aggregating the implications for planning from your staff engagement work. Looking across the four types of data allows schools to see what they are doing to get their current results, what is working, what is not working, and how this information correlates with results. At this point in the process, aggregating implications is the physical work of bringing together the implications for planning for at least two areas of data.

Dig deeper into your school programs and processes. All data analysis should be focused on the identification, ownership, internalization, improvement, and evaluation of school processes. As a result of your work with your profile and aggregating implications, you should be well on your way to identifying the key programs and processes that you need to work on to realize improved results. Tools include:

- *The Program Evaluation Template* for working on program/process design, support, and evaluation.
- *Flowcharting* is a great way to visually describe implementation of a program or process.
- A *School Process Inventory* is a great tool for looking across ALL of your organizational processes and programs.

You are heading down the path of creating the analysis that becomes your comprehensive needs assessments, informs planning and visioning, and provides the data needed for evaluation.

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapters 7-8

https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622

Download a book order form that contains a 20% off discount code.

DO

- PPT To Support This Module

Facilitation Guides:
- Strengths/Challenges/Implications, p 342.
- Aggregating Implications, p 342.
- Program Evaluation Template, p 252.
- Flowcharting School Processes, p 260.
- Process Inventory, p 214.

Templates:
- Program Evaluation Template

Handouts:
- Study Questions through Aggregating Implications
- Program Evaluation Template Example

REFER

Examples/Additional Reference Items:
- Data Profile Case Study, p 265.
- Strengths, Challenges & Aggregating Implications Example, pp 334-341.
- Program Evaluation Template Examples, pp 84-86, 111, 151, 160, 257, 258-259.
- Flowchart Examples, pp 262-264.
- Aggregated Implications, p 341.
- Accreditation Standards

Videos:
- Strengths, Challenges, Implications
- Aggregating Implications
- Using a Case Study
- Digging Deeper Into Process Data

REFLECTION QUESTIONS
Additional reflection Qs available at the end of each chapter.

1. Why is a school data profile important?
2. What are your school's strengths and challenges in each data category?
3. What are some implications for your Continuous School Improvement Plan?