Continuous School Improvement Process
"Whatever it Takes to Increase Student Success"

DEVELOPING A SCHOOL-WIDE DATABASE

Many data professionals classify data into categories such as those below. You may add categories or think of new things you want to keep track of in these categories. Talk through the possibilities and work together to choose 2-3 kinds of data to collect to start your database. Keep in mind that PROCESS, DEMOGRAPHIC and PERCEPTION data are used to help understand why RESULTS data are what they are – so you'll likely be curious about some of each kind. All of these can be effectively collected and analyzed. Focus on which would be most important, not on whether you can yet imagine how we'd "know" them.

RESULTS DATA: This data tells us what skills and knowledge students have mastered and can demonstrate.

Priority	Academic Success Data	Exists? New?	If we had it, how might it help increase student achievement?
	Test Scores, Evaluations, Assessment, Placement		

DEMOGRAPHIC DATA: This data tells us what groups each student, staff or community member belongs to, so we can sort results data to see if some groups achieve differently than others.

Priority	Demographic Data	Exists? New?	If we had it, how might it help increase student achievement?
	Gender, Race, Grade, Teacher, Age, District, Time in program, Behavior, Attendance		

PROCESS DATA – This information tells us about approaches to teaching & learning, goal-setting, behavior management and family communication processes we're using with each child . . . so we can see which are most successful and which we want to change.

Priority	Process Data	Exists? New?	If we had it, how might it help increase student achievement?
	Instructional Strategies		
	Instructional Time on Task		
	Behavioral Referrals		
	Attendance/Absences		
	Books Read		
	Writing Samples Assessed		
	Homework Assigned		
	Homework Completed		
	Positive Parent Contacts		

PERCEPTION DATA: This information tells us what school "feels like" to those who learn and work here – what we report about our attitudes and beliefs, so we can see which ones seem to help achievement and how to increase those attitudes.

Priority	Perception Data	Exists? New?	If we had it, how might it help increase student achievement?
	Student Engagement		
	Staff Satisfaction		
	Parent Satisfaction		
	Constituent Satisfaction		