

**DATA ANALYSIS**  
**Data Look Fors & Planning Implications**

**DEMOGRAPHICS**

<b>Look Fors</b>	Increasing, steady, or decreasing enrollment.
<b>Planning Implications</b>	Is there a need to expand or decrease district/school facilities, services, and/or staff? Why is enrollment increasing or decreasing? Are enrollment changes congruent with population changes?
<b>Data Source</b>	MiSchool Data - Student Count

<b>Look Fors</b>	Degree of diversity in the district population.
<b>Planning Implications</b>	Are teachers prepared to meet the needs of students from all backgrounds? Are instructional materials geared for all students? Is there a need for diversity programs?
<b>Data Source</b>	MiSchool Data - Student Count

<b>Look Fors</b>	Changes in diversity over time.
<b>Planning Implications</b>	Is staff equipped to meet the needs of a changing population? Do instructional materials meet the needs of all the students?
<b>Data Source</b>	MiSchool Data - Student Count

<b>Look Fors</b>	Consistency of numbers within and across grade levels.
<b>Planning Implications</b>	Is there mobility within the school? Are enrollment fluctuations indicators of satisfaction with the services provided? What is the impact of grade level enrollment on class size?
<b>Data Source</b>	MiSchool Data - Student Count

<b>Look Fors</b>	Fluctuations in enrollment across grade levels and gender over time.
<b>Planning Implications</b>	What are the enrollment fluctuations over time? Do instructional services and programs meet the needs by gender?
<b>Data Source</b>	MiSchool Data - Student Count

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**MOBILITY**

<b>Look Fors</b>	Fluctuations in mobility over time. Differences in mobility percentages over time.
<b>Planning Implications</b>	Does the school need additional support or special services for students moving in and out? Does the school understand its mobility? Where do the students go? Does the school need a common curriculum? Are there effective transfer policies in place?
<b>Data Source</b>	MiSchool Data - Student Count & Non Resident Status

**ATTENDANCE**

<b>Look Fors</b>	High or low average student attendance. Decreasing or increasing attendance rates over time.
<b>Planning Implications</b>	Why is student attendance low or high? Why are students missing school? When are students missing school? What can be done to improve attendance?
<b>Data Source</b>	MSDS -Student Attendance Summary & building provided attendance data

**BEHAVIOR**

<b>Look Fors</b>	Increase/decrease in suspensions over time.
<b>Planning Implications</b>	Who are the students being suspended? Why and when are the students being suspended? How are the students treated by adults and each other? Are there policy implications?
<b>Data Source</b>	CEPI-School Safety Report and building provided data

<b>Look Fors</b>	Increase/decrease in suspensions by reason.
<b>Planning Implications</b>	What are the reasons students are being suspended?
<b>Data Source</b>	CEPI-School Safety Report and building provided data

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**ENGLISH LEARNERS**

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<b>Look Fors</b>	The increases/decreases in the number of English Learner populations.
<b>Planning Implications</b>	Are additional materials/programs needed to provide services to these students? Can we anticipate enrollment fluctuations? Do staff need professional learning to meet these students' needs?
<b>Data Source</b>	Building provided data & MiSchool Data - Student Count

**FREE/REDUCED LUNCH STATUS**

<b>Look Fors</b>	Increases/decreases in the percentage of free/reduced lunch students.
<b>Planning Implications</b>	Free/reduced lunch count is an indicator of poverty—or an indicator of the degree to which the school is tracking paperwork to get all qualified students signed up to take advantage of free/reduced lunch. Have all students who qualify for free/reduced lunch returned their forms? Do staff need professional learning to meet these students' needs? How do staff best prepare instruction and the learning environment for this population?
<b>Data Source</b>	CEPI reports

**RETENTIONS**

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<b>Look Fors</b>	Changes in numbers of retentions by grade level over time.
<b>Planning Implications</b>	Who are the students that are retained and why? Is retaining helpful/effective? When do we retain?
<b>Data Source</b>	Building provided data

**SPECIAL EDUCATION**

<b>Look Fors</b>	Changes in the number of students qualifying for special education services over time
<b>Planning Implications</b>	Are the services provided meeting the needs of students with learning disabilities? Do teachers have the professional learning required to work with these students? Are the numbers increasing or decreasing reasonable?
<b>Data Source</b>	MSDS-Primary Disability Count Report

<b>Look Fors</b>	Changes in the number of students qualifying for special education services by primary disability and grade level, over time.
<b>Planning Implications</b>	Is there one grade level that is identified more than the other and, if so, how and why are students being identified for special education services? Is there an increase or decrease in special education disability numbers across grade levels?
<b>Data Source</b>	MSDS-Primary Disability Count Report

## DATA ANALYSIS

### Data Look Fors & Planning Implications

#### STAFF

<b>Look Fors</b>	Increases/decreases in number of teachers over time, commensurate with student population.
<b>Planning Implications</b>	Are there enough teachers to keep class sizes low?
<b>Data Source</b>	Staff Demographic Spreadsheet

<b>Look Fors</b>	Number of years of teaching experience within and across grade levels.
<b>Planning Implications</b>	Is a teacher mentoring program required within specific grade levels? Is teaching expertise even across grade levels?
<b>Data Source</b>	Staff Demographic Spreadsheet

#### FUTURE CONSIDERATIONS

<b>Look Fors</b>	Consistency in numbers within cohorts. The degree of mobility and stability.
<b>Planning Implications</b>	Do cohort sizes differ greatly from year-to-year? Are additional programs needed, including services to welcome new students to, or to keep them in, the school system? Does the school understand the mobility, particularly why students leave?
<b>Data Source</b>	Data Warehouse

#### OTHER THINGS TO CONSIDER

- How have the following changed, especially noting occurrences by gender and ethnicity?
  - Dropout rates
  - Graduation rates
  - Retention rates
  - Discipline
  - Tardies
  - Number of years students typically stay in the school
  - Parent income levels
  - Parent education backgrounds
  - Postsecondary enrollment and remediation
  - Other
- How can you anticipate enrollment to change in the next five years?
- Are teachers spread across grade levels by number of years teaching?
- Looking at teacher demographics, how many retirements do you expect in the next five years? Do teacher demographics mirror student demographics?
- How do you anticipate your teaching population to change in the next five years?