
Task 3:

_Develop a Student/Community Profile _Analyze and summarize the data _Identify 2 to 3 critical academic needs based on the analyzed profile data

Participants

- **Leadership Team and/or Student Profile Committee**
 - **Schoolwide Focus Groups**

Product

1. ***Leadership Team and/or Student Profile Committee:***
Select all pertinent data that is relevant to the success of students in your school. See the list at the end of this task

The Student/Community profile should include both *and outcome data*, describing your students' achievement, and *demographic data*, describing your school's students and staff. A summary of information or *perceptions* collected about how stakeholders view the school may also be included. Much of the data listed in this task can be gathered from the following website:
(<http://www.cde.ca.gov>).

2. **Leadership Team and/or Student Profile Committee:**
 - a. Gather and analyze the data.
Prepare a succinct profile that includes the following:
 - (1) disaggregated and interpreted student outcome data;
 - (2) demographic data about the students and the school;
 - (3) a summary of any survey results;
 - (4) overall conclusions of what these data sources tell about student achievement and the school community, and
 - (5) a selection of 2 to 3 critical academic needs based on the data.
 - b. Include charts and graphs.

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3. **Leadership Team and all Schoolwide Focus Groups:**
- a. Disseminate this draft profile to all certificated staff and other stakeholders; hold group discussions based on the following questions:
 - Who are the students?
 - How are they doing?
 - Who’s achieving? Who’s not achieving?
 - What questions are raised by the data?
 - Is there agreement on the identified critical academic needs?
 - b. Address the questions raised through refinement of the profile or through the home/schoolwide focus group meetings.



Self-check questions:

- Has the leadership team gathered and analyzed all required and other pertinent data in order to identify the characteristics and trends of achievement of ALL the students?
 - Has the leadership team produced a “user-friendly” profile for all stakeholders?
 - Have the certificated staff members and other stakeholders discussed the profile?
 - Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?
3. **Leadership Team:** Complete Tasks 4 and 5. The results of Task 5 should be included in the product for Chapter I, the Student/Community Profile.
4. **Leadership Team:** Distribute the final profile to all stakeholders for use throughout the self-study process and include in the self-study report.

_ Note: The focus and home groups will use the profile as an important data source, especially data related to the identified critical academic needs. Home and focus groups will gather and analyze other data based on selected expected schoolwide learning results (ESLRs), academic standards, and the WASC/CDE criteria categories.

_ Self-Study Report
Chapter I: “Student/Community Profile”

Prepare a succinct profile that includes the following:

STUDENT/COMMUNITY PROFILE DATA

Outcome Data

- ➔ Note: Outcome data should be disaggregated to reflect the achievement of all subgroups. Three years of data, if possible, should be included. Include states scores for another comparative point.
1. Academic performance Index (API)
 - a. Schoolwide growth target
 - b. Growth targets for disaggregated groups
 2. SAT 9 data
 - a. Schoolwide target growth rates and actual growth rates
 - b. Content clusters
 - c. Disaggregated data by significant subpopulations
 - d. Disaggregated significant groups
 - (1) LEP/ELL
 - (2) Economically Disadvantaged
 - (3) Gender
 - (4) Ethnic Groups
 3. California Standards Test
 4. High School Exit Exam (HSEE) results
 - a. Per cent/Number of students passing
 - b. Strand (sub-test) scores
 5. Golden State Exam results, including numbers of students taking the exams
 5. College SAT and/or ACT results, including numbers of students taking the exams
 6. Advanced placement test results, including number of students enrolled in AP courses and number taking the exams
 7. University of California a-g requirements
 8. District writing and other performance tests
 9. Number of freshman not at grade level based on reading scores
 10. Number of students taking algebra by grade level
 11. English Language Development (ELD) assessment results (primary language tests)

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12. Report card analyses % of D's and F's for last three semesters
 13. Standards-based teacher-made pre-/post tests
 14. Portfolios/projects
 15. Completion Rates
 - a. Graduation rates
 - b. Dropout rates
 - c. Promotion rates
 - d. Retention rates
 - e. Post-Enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce
 - f. Supplemental data: discipline referrals, extracurricular activities

Demographic Data

Note: Use the School Accountability Report Card and CBEDS data.

1. Community: a brief description of the community served by the school, including family and community trends
2. Enrollment
 - a. Grade level
 - b. Gender
 - c. Ethnicity
 - d. Predominate primary languages other than English (e.g., Spanish, Hmong)
 - e. Categorical programs (% of student population in program, disaggregated data)
 - f. Special needs and other programs (e.g., AP, Honors, AVID)
 - g. Number of entering freshmen compared to exiting seniors
 - h. Per cent of students taking STAR
3. Language Proficiency Numbers
 - a. Number of English language learners (ELL)
 - b. Limited English proficient (LEP)
 - c. Fluent English proficient (FEP)
 - d. Reclassified FEP's (R-FEP)
4. Attendance
 - a. Mobility or transient rate
 - b. Average daily rate of attendance
 - c. Truancy rate
 - d. Tardiness rate

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5. Suspension and Expulsion Rates (disaggregated)
 6. Socioeconomic Status
 - a. Free/reduced lunch status
 - b. AFDC status
 7. Safety and Crime Data
 8. Staff
 - a. Number certificated/classified
 - b. Major/minor areas
 - c. Certifications/credentials
 - d. Actual staff assignments relative to credentialing
 - e. Years of service, experience outside education
 - f. Variety of positions
 - g. Specialized training/programs
 - h. Gender
 - i. Ethnicity
 - j. Age
 - k. Attendance rates of teachers
 - l. Use of paraprofessionals
 - m. Staff development and participation
 9. Student Participation in academic and co-curricular activities
 10. Community involvement and trends: state/federal program mandates; community foundation programs; school/business relationships; parent/community organizations; economic issues/workforce development
 11. School/district conditions identified in the School Accountability Report Card.
 12. District policies/school financial support
 - a. Expenditures per pupil
 - b. Types of services funded

Process and Perception Data

- Results of surveys about how stakeholders view the school (students, parents, staff, community)

