WHAT A SCHOOL LEADER NEEDS TO KNOW ABOUT ...

DATA USE REFLECTION GUIDE

Consider these questions as prompts to guide reflection about how you or your team use data:

1. What data about student learning do you use most often?

2. What new types of data have you used in the last year or two?

3. What types of data do you no longer use?

4. Identify which student performance data you use for each category:
   - To plan daily instruction/lessons
   - To plan units
   - To cluster students for group work or cooperative teams
   - To select instructional materials to supplement texts
   - To differentiate assignments or tasks

5. How often do you refer to or review data about student performance?

6. How often do you collect data?

7. How do you analyze data?

8. What do you do with the data once the data are analyzed?

9. What challenges do you have with data?

10. What data do you wish you had?
### Use the framework below to identify the types of data available in your school.

<table>
<thead>
<tr>
<th>PERCEPTION DATA</th>
<th>DEMOGRAPHIC DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT LEARNING DATA</th>
<th>SCHOOL PROCESS DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**4 CATEGORIES OF DATA**

Victoria Bernhardt (2004, pp. 16-17) identifies four categories of data:

1. **Perception data**
   Help teachers develop an understanding of “what students, parents, teachers, and others think about the learning environment.”

2. **Demographic data**
   “Provide descriptive information about the school community — enrollment, attendance, grade level, ethnicity, gender, native language.”

3. **Student learning data**
   “Describe the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments.”

4. **School process data**
   “Define what teachers are doing to get the results they are getting.”

---

**REFERENCE**