

Ohio High School Redesign Data Analysis Guidance

School Name	
Team Members	

Basic District Data

	Attendance Rate
All Students	
American Indian or Alaskan Native	
Asian or Pacific Islander	
Black, Non-Hispanic	
Multiracial	
White, Non-Hispanic	
Students with Disabilities	
Economic Disadvantaged	
English Learner	
Migrant	
Male	
Female	

	Enrollment #	Percentage
All Students		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Black, Non-Hispanic		
Hispanic		
White, Non-Hispanic		
Students with Disabilities		
Economic Disadvantage		
English Learner		
Migrant		

Cross School Report Card Analysis

District		High School		Middle School	
Measure	Score	Measure	Score	Measure	Score
Achievement		Achievement		Achievement	
Progress		Progress		Progress	
Gap Closing		Gap Closing		Gap Closing	
Graduation Rate		Graduation Rate		Graduation Rate	
Improving at Risk K-3 Readers		Improving at Risk K-3 Readers		Improving at Risk K-3 Readers	
Prepared for Success		Prepared for Success		Prepared for Success	

How can this data drive your high school redesign?

High School Data

Enrollment Data

Grade Level	Actual 2018-2019	Actual 2019-2020	Project 2020-2021
Freshman			
Sophomores			
Juniors			
Seniors			

How many students are currently at risk of not graduating? What are the demographics?	
How are you currently addressing this?	

Literacy Data

Number of Students at Reading Level at each grade level			
Grade Level	Number Below Reading Level	Number at Reading Level	Number Above Reading Level
Freshman			
Sophomores			
Juniors			
Seniors			

<p>Do your content area teachers use disciplinary literacy in their classroom?</p>	
<p>What literacy strategies do teachers are used school wide in all content areas?</p>	

More information on disciplinary literacy vs content area literacy [click here](#)

Community Needs

Significant Employers	
Significant Community Organizations	
In Demand Careers/Jobs in the Community	
Local Higher Level Institutions	

Work Based Learning

For more information on work based learning click [here](#)

Number of Students Enrolled in Work Based Learning	
Grade Level	Number Enrolled
Freshman	
Sophomores	
Juniors	
Seniors	

Number of Students Enrolled in Career Technical Education	
Grade Level	Number Enrolled
Freshman	
Sophomores	
Juniors	
Seniors	



CAREER TECH

Linking to the Four Levers of High School Redesign

Lever	What are you <u>currently</u> implementing that aligns to the four levers?
Organizing Adults	
Students at the Center	
Teaching and Learning	
Postsecondary Pathways	

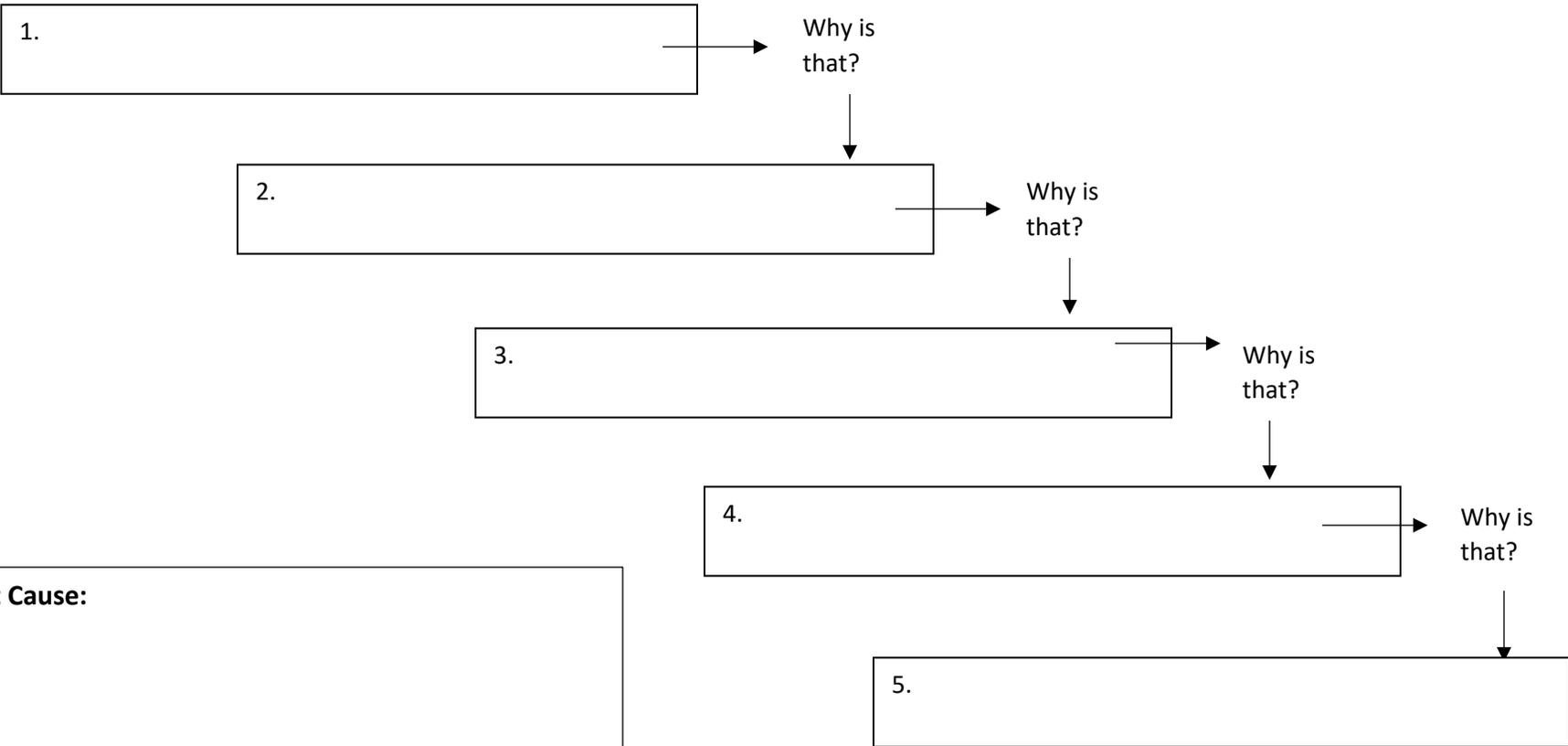
Survey Data Analysis

What data/feedback was provided that can be used to guide the levers?			
Lever	Students	Staff	Community
Organizing Adults			
Students at the Center			
Teaching and Learning			
Postsecondary Pathways			

5 Whys- Root Cause Analysis

Define the Problem

Why is the problem happening?



Identified Root Cause:

Additional Data to Consider

Compare school, district, and state data to see where your school and district stand relative to others

Examine distribution of resources (staffing, funding, course offerings, instructional materials, and engagement with families) With your district or school's leadership team, compare school, district, and state data and identify significant differences. Your team may have additional questions.

Does the school have a high percentage of teachers who are out-of-field or licensed with stipulations? If so, what are some practices that may be contributing to this?

<p>Does the school have a high percentage of uncertified teachers? If so, what are some practices that may be contributing to this?</p> <p>Does the school have a high percentage of teachers with less than three years of experience? If so, what are the supports in place for new teachers?</p> <p>Are the teacher demographics proportionately aligned to the student demographics? If not, what are some practices that may be contributing to this?</p>	
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Does the course participation proportionally reflect the student groups in the school? If not, which groups are not proportionally reflected? If not, what are some practices that may be contributing to this disparity?

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Examine instructional materials

What is the overall level of alignment of your school's instructional materials to academic standards in literacy and mathematics? Which practices may be contributing to any lack of alignment?

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<p>Do all students, including those receiving Title I or Special Education services, have access to grade-level, standards-based instructional materials? If not, what are some practices that may be contributing to this lack of access?</p>	
<p>Do all students have access to culturally responsive instructional materials? If not, what are some practices that may be contributing to this lack?</p>	

In the past two years, how often were materials-focused professional development opportunities made available to support teachers in implementing your district or school's instructional materials in literacy and/or math?

Examine family engagement

Are families meaningfully engaged as partners and decision makers in the school/district?

- **If so, what practices are being used to successfully engage families?**
- **If not, which school/district practices may be contributing to a lack of family engagement?**
- **What barriers of time, understanding, or access do families face?**
- **Are families representative of all student groups meaningfully engaged as partners and decision makers?**

What families have NOT participated in shared decision making? Why not?	
What barriers of time, understanding, or access do families face?	
How do we collect data from or about families to assess their engagement?	

<p>How do we know if they feel welcome at school, if they understand how to help their child succeed in school, or if they know how the school system works?</p>	
<p>How do we know if school communications reach families, if families understand our communications, and if they know how to communicate with school staff or feel comfortable enough to communicate with school staff?</p>	