

## Data Profile Analysis

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Using data from an anonymous school's report card through the Virginia Department of Education, I created a data profile template using the American School Counseling Association's model. I gathered enrollment data, attendance and school safety records, and various sets of achievement data. The grayed-out boxes indicate information that was not available on the school's report card. Using this data, I will analyze the strengths and areas of concern for this particular school. Furthermore, I will examine where the achievement gaps exist within the school and what school counselors can do to intervene and help decrease these gaps.

### **Strengths**

First, I will consider the strengths within the school. This particular school has high attendance rates for all students, regardless of race or ethnicity which demonstrates that most students (95 or 96%) are attending class on a regular basis (this could also be related to truancy laws). The lowest attendance rates are for students with disabilities and economically disadvantaged students who, as of 2013-2014, still maintained an attendance rate of 94%.

Another strength is that the number of offenses in the school (offenses against persons; alcohol, tobacco, and drugs; and disorderly or disruptive behavior) decreased from 2012-2013 to 2013-2014. The most significant decrease was for disorderly or disruptive behavior which went down from 228 in 2012-2013 to 91 in 2013-2014. While examining the school's SOL data, I noticed a few positive trends for Reading and World History I scores. The average scores for all students, regardless of race, disability, or socioeconomic status were equal to or above state averages. This suggests that the English and History departments have positive resources in place to make sure that all students are maintaining state standards. Another strength of this program is how many

students, as a whole, are taking Advanced Placement courses. For some of the other schools I examined, their data stated that only 20-25% of their students were taking AP classes. At this school, however, over 34% of students are enrolled in the courses and take the exams as well which is substantially more than other high schools in the area.

### **Concerns**

Although over 34% of students are enrolled in AP classes, this number is continuing to decrease marginally each year (433 enrolled in 2012, 420 enrolled in 2013, and 416 enrolled in 2014). As a future school counselor, I would want to examine ways to maintain a high number of students enrolled in AP courses. An additional concern is related to the math, writing, and science departments at this school. For Algebra I, the data shows that students are scoring below the state level. Even though this is true, the percentages have increased each year since 2012 which is a promising sign for the future. As a counselor, I would want to examine what is contributing to the gradual increase (is it related to teaching style, classroom style, etc.?) so that, as a school, we could continue to improve these scores to reach state standards. For the writing SOL, most students (Asian, black, Hispanic, economically disadvantaged, and students with disabilities) perform lower than the state average; however, white students are much above the state average. There is a disconnect here and I'm wondering what that could be. Furthermore, in 2012-2013 and 2013-2014, student biology scores were in line with state performance, but in 2014-2015, scores significantly dropped for all races and socioeconomic statuses. For all students combined, it went from an 84% pass rate in 2013 to an 87% pass rate in 2014 and then dropped to 77% pass rate in 2015. This was a similar pattern for each subgroup of students. I am curious as to what caused this significant drop.

### **Achievement Gaps**

Upon examination of this data, I noted significant achievement gaps within this school. First, I will examine dropout rates. The data show that 16% of economically disadvantaged students, 23.8% of Asian students and 33.3% of Limited English-proficiency students drop-out of school before they reach their senior year. I wonder why the drop-out rate is highest for these students as opposed to only 4.1% of white students. A general trend for the English, Math, Science, and History SOL scores is that white students typically have a higher passing rate than any other students. In looking at 2014-2015 passing rates for Reading, 97% of white students passed, 46% of students with disabilities passed, 66% of black students passed, 72% of economically disadvantaged students passed, and 75% of Hispanic/Latino students passed. Why do students with disabilities have the lowest passing rate, and how is it that white students are the only students to having a passing rate over 90%? For the 2014-2015 passing rates in Algebra I, white students actually did less well (80% passing rate) than their Hispanic (88% passing rate) and Asian (90% passing rate) counterparts. But again, students with disabilities and black students had the lowest passing rate of 49% and 59%, respectively. On a broader sense, students with disabilities and economically disadvantaged students demonstrate a gap for Algebra I, Biology, and Writing. Students with disabilities have a passing rate that does not go above 52% for these subjects, and economically disadvantaged students have a passing rate that does not go above 65%. In Biology and Writing, white students have over a 90% passing rate. Why is there such a significant difference between white students?

### **Additional Information Needed for Intervention**

After examining this data, I realized how much it would be necessary to have a breakdown of the school's demographic data. If that information was provided, then the rest of the numbers and percentages throughout the data profile would make a lot more sense.

Additionally, having this information would speak more to the achievement gaps that are present in this school, both for SOL tests and AP enrollment. If school counselors had that information, they could apply it to the data presented and be able to find exactly where the discrepancies lie. Once those discrepancies are determined, school counselors would be able to collaborate effectively with school personnel to come up with an appropriate intervention to help decrease the achievement gaps.