

Activity: Analyzing Data from the PSAM Survey (Asset Areas 1 to 5)

Before you begin

- The following activity will be replicated five times—once for each of the five Assets.
- The order in which the team reviews the survey data does not matter. So, for example, the group may decide to look first at the data for Content Knowledge asset, or it may decide to analyze data on the School Systems asset. It depends on the priorities of the school, what other professional development activities are taking place, or what works best for the team analyzing the results.
- After you have completed analyzing all five asset areas, you will have a [Strengths and Opportunities Worksheet](#) for each. You will need all five of these worksheets when developing the action plan

Goals of this activity:

- To review and analyze aggregated results from one of the asset areas of the PSAM Survey
- To come to consensus on the strengths and opportunities for improvement in that asset area.
- To identify and document the strengths and opportunities that will be used to develop action plans.

Suggested participants: School leadership or improvement team (aka the PSAM team) that is a representative cross-section of the school staff and ideally of key partners. Designate the following roles:

- Facilitator
- Recorder of the groups' progress, accomplishments, and goals.
- Overall coordinator—this person will be responsible for maintaining and organizing the work that the team does together. S/he will be the keeper of documents and worksheets and bring the necessary materials to each meeting.

Suggested time frame: The team will need approximately 60 minutes for *each* PSAM asset area.

Materials needed:

- Aggregated data results for the specific asset area. It helps if the data has been formatted in such a way that it is easy for participants to read. Graphs and charts are the most visually easy to read.



- One [Strengths and Opportunities Worksheet](#) for the asset area you are working on. You can also chart out Strengths and Opportunities on chart paper or on an overhead projector.

Implementing the activity

1. Distribute paper copies and/or project the aggregated data results for the specific asset.
2. Give participants about 5-10 minutes to review the data and then facilitate an **open discussion**. Here are some helpful questions to ask:
 - a. What are three things we are doing well with?
 - b. Where are two opportunities for improvement?
 - c. What is the one most surprising item from the survey data? Why?
 - d. Summarize the findings of the data into one statement.
 - e. What questions does the data raise for you?
3. **Ask:** What survey items **reflect disagreement** among the staff? What might account for the areas of disagreement or lack of consensus for any particular item among the faculty? Some responses might be:
 - a. We need more data or better data.
 - b. We need more specific data about the grade level/s in which students are being served.
 - c. We need to better share and communicate data and information to the school community.
 - d. There may be disagreement or uncertainty about the grade levels in which students are being served.
 - e. There may be disagreement about the numbers of students who are being reached. If so, what can we do about that?
 - f. There may be disagreement about the quality of the program. If so, what are the stated goals of the program and are they being met?
4. **Ask:** What survey items **reflect agreement**?
 - a. Chart out the items of agreement on the [Strengths and Opportunities Worksheet](#) What do we all agree are strengths? Where do we all see need for improvements?
5. Review each agreed upon strength and opportunity with the group, and work together to fill in the column: **“What is our evidence for this item?”** Allow for multiple forms of evidence to be cited and for discussion about the evidence as well as the differences in perspectives and experiences in the school (see *A word about evidence* on the next page). For items where the evidence is unknown, mark those as *unknown*. If these items end up being part of the plan, you will want to confirm the perceptions of the staff with evidence and/or data.
6. **Take a few minutes to review and reflect on the work.**
 - a. Are there items the group wants to add?



- b. Are there items the group wants to remove?
7. If time allows, analyze the evidence for an item or issue that reflected a lack of consensus to better understand the reasons for the disagreement.

A word about evidence

It will be important for the PSAM team to ask itself, *How do we know? What is the evidence for determining how many students have a certain skill or are involved in a program, or taking advantage of the opportunities that the school is offering?* Many survey respondents will answer questions based on their perceptions and on the anecdotes they have heard and shared with their colleagues. Their perceptions are a helpful starting point, but it is critical that the PSAM team identify credible evidence in order to put in place a plan that is likely to be successful and embraced by the rest of the school community.

The following is a sample of the kinds of evidence that may be used.

- Student data
 - Grades, enrollment, discipline, race, ethnicity, SES, credit accumulation, volunteer and extra-curricular activities, etc.
- School policy
 - Compliance data
- Ninth grade orientation
 - Enrollment, curriculum
- Requirements and/or curricula
- Targeted guidance counseling/advisory
 - Participants, case loads
- Partner-led programs/activities
 - Participants
- Family engagement
- School- led college prep programs/activities
- Professional development curricula and opportunities
- Assessment calendars and schedules
- Assessment guides
- Course offerings and enrollment data
- Local work and internship opportunities
- Targeted guidance counseling/advisory
- CBO coordinator/program manager
- Classroom practice
- After school and weekend programs

Some other questions to ask about the data:

- Which students are most served by the college and career readiness programs? Do we have the same group of students participating in these programs? Are we reaching all the students, especially those who need it most?



- Which students or sub groups consistently **do not** take advantage of these opportunities?
- What do you think are the issues and barriers that prevent these students from participating in these programs?
- What do you think the school can do to ensure that students who need them most can participate in them?

