DISTRICT DATA - WHAT STANDS OUT?

Demographic Data

- Staff diversity is not reflective of student diversity – minority students don't see enough teachers or administrators who look like them
- Percentage of black students in special education and who qualify for free/reduced lunch much higher than the percentage of those in the District
- The curriculum is not representative enough (racially, culturally, ethnically)
- The data does not include all subgroups (i.e., biracial)
- Wonder how free/reduced lunch eligibility is determined?
- Lacking peer district comparisons at the state and national levels
- The perception that GP Schools have become more diverse does not match the reality. How have building closures and shifting students to different buildings influenced this perception?
- What percentage of black students in special education are GP Schools residents?
- Could we render free/reduced lunch eligibility moot by providing free lunch and breakfast for all students?
- The subgroup data doesn't account for individual differences

Student Achievement Data

- High school enrollment is down but AP participation has not decreased at the same rate
- A drop in AP test scores may be a positive reflection of greater inclusion
- SAT data is impressive
- Would be more helpful if it included local, state and national comparisons
- It would be helpful to see data broken down by subgroups
- Longitudinal student growth data would be more informative
- NWEA is nationally normed
- Would like to see demographic data
    o In AP classes and in exam scores
    o In elementary magnet programs
- Would be interested to see data by school
- Is there a difference in achievement scores between students with more testing experience (i.e., in AP classes) vs others?
- Could we differentiate between scores of transient students vs. those with longevity in GP Schools (track students over time)?

Perception Data

- Becoming an inclusive community will be a challenge based on polarized comments
- 72% of respondents are mothers
- One of three students don't feel safe in school
- Many responses driven by political ideology
- Our staff is seen as a strength
- Doesn't include comparisons to perceptions in other communities
- More data about the respondents would be helpful
- Participation is uneven (i.e., poor middle school representation)
- The survey is missing student voice
- 18% of respondents do not have school age children, others have kids in different schools/districts
- Can we determine if previous challenges are now perceived to be strengths?

What additional data may still be needed to further inform us?

- Information regarding high school graduates (i.e., how many go to college, how many complete college)
- Longevity of students in the District
- Longitudinal student achievement data
- Enrollment data (i.e., buildings, class sizes)
- Achievement gap data
- Comparable peer district data
- Staff and student exit survey data

Suggestion

- Include opinion surveys with registration