THE PRIMARY SCHOOL | Data Intern Take-Home Activity

By Yuyang Han

1. The top 3 things I would tell teachers to help them understand the data

For Teachers:

First, although students in Classroom 5 performed better and made faster progress in academics (F&P Reading, MAP Math, and Reading) than Classroom 6 from fall to winter, **Classroom 6**'s MEFS percentile and SSIS scores **improved faster** than Classroom 5.

Second, Classroom 6's attendance needs more attention because most students' attendance was distributed between 80% and 90%, which is lower than the overall attendance rate of 92.2%. In addition, sickness absences were more common than other absences.

Third, although the overall SSIS scores were high, the **self-management scores** were **lower** than several other categories. However, from fall to winter, the overall average score for self-management improved, largely due to the efforts of Classroom 6.

Suggested Actions:

1. Teachers can **compare the classroom activities** and school tasks assigned to each classroom (5 and 6). In the academic area, classroom 6 could learn from classroom 5's teaching methods and do some tests to see the effects. classroom 5 could modify their social skills practices based on classroom 6's practices.

2. **Sickness absenteeism** can be improved by keeping vaccinations up to date, doing regular cleaning to reduce exposure to new viruses, helping students establish good hand washing habits, and strengthening students' immune systems with healthy foods and exercise. In addition, I saw that the elementary school works with Kaiser and has Kaiser professionals who come to the elementary school weekly to coordinate care for the children and parents. Schools can expand their programs with Kaiser to make students healthier.

3. Students who lack self-management skills may exhibit problems staying calm in various situations and ignoring distractions from others. Teachers can help them **set basic goals** and achieve them gradually, such as helping them create personal goal prompts or reminders to develop self-management habits.

2. What schoolwide and classroom-wide trends do you notice? What should we celebrate? Where is there room for improvement?

Schoolwide: From fall to winter, students made great progress in both academic (F&P, MAP Reading, MAP Math) and social-emotional areas. However, according to my distribution chart, there is a large

gap between the top students and the below average students in the academic areas. Teachers and families should help those students who are below average to ensure they are not left behind.

Classroom-wide: In the academic area, both classes improved, with classroom 5 improving faster than classroom 6; **in the social skills area**, classroom 6 improved in all areas except academic motivation, while classroom 5 improved only in self-awareness, self-management, and responsible decision making, according to the average. This is understandable, as it is more difficult for top students to make greater progress. However, teachers should identify some reasons for the decline in average scores. For example, if the Social Awareness score in Classroom 5 and the Motivation to Learn score in Classroom 6 both declined, were there any new related activities that affected the scores? **In the attendance area,** classroom 5 has a higher attendance rate than classroom 6. If we take a closer look at the students with lower attendance in classroom 6, other absences account for a larger percentage. Teachers can try to find out the specific reasons for the absences.

3. Are there any interesting connections you see when you combine the various data? What other data sources would you want to look at?

Interesting Connections:

1. SSIS Concern Vs. MEFS &Academic & Attendance

Define a student's SSIS is in concern when there are three or more SSIS score under 3. These students may need extra help from professionals and families.

Students with SSIS in concern tend to have lower academic (F&P, MAP Reading, MAP Math) scores and lower attendance rate.

2. Attendance Vs. MEFS &Academic

Persistent attendance is when attendance rate < 90%

Students who are not persistent absent tend to perform better in their MEFS, MAP Math and MAP Reading tests.

Other Data source:

1. More **students' personal information**, like gender, race, age, grade level, time they have been in The Primary school, etc.
2. **Parents' Information**, such as the types of activities they participate in and the number of times they attend school programs, their educational background, etc.
3. **Teachers' information**, their names, which class they were responsible for, Teaching years, past experience, etc.
4. **Supportive programs** and activities information, what activities are performed in each classroom, the duration of the activities.