POLICY NAME	ISAWHIS PYP Data Analysis Policy
POLICY NUMBER	02.006
SCHOOL	ISAWHIS
TITLE OF STAFF RESPONSIBLE	Primary Vice Principal
APPROVING BODY	SLT
EFFECTIVE DATE	01.09.2026
REVIEW DATE	Bi-Annually

ISAWHIS PYP Data Analysis Policy

ISAIEG Approach to Data Informed Practice

Our Vision for Data Use

To cultivate a culture where data informs decisions at every level, driving meaningful improvement and strengthening the impact of our programs across the group, all in service of the best possible experience for our students.

Our Philosophy

At ISA International Education Group, data analysis is a core professional habit that supports continuous improvement in teaching, learning, leadership, and student outcomes. It reflects our organizational commitment to Inquire, Succeed, and Act which means using evidence to investigate learning, understand needs, and implement strategies that help every student achieve their potential.

Data guides professional dialogue, it promotes accuracy, curiosity, and evidence-based thinking to inform guidance for future action. When used well, data helps us understand what is working, what needs adjustment, and which actions will support improvement.

Purpose of Data Analysis

- To identify strengths and needs across students, classes, subjects, cohorts and divisions, and schools
- To measure growth over time and evaluate the impact of teaching and interventions
- To inform planning, differentiation and curriculum development
- To support collaborative, evidence based decision making
- To generate short term instructional actions and longer term improvement initiatives
- To strengthen alignment within and across ISA schools
- To promote a culture focused on growth and learning rather than blame or comparison

Term Based Data Analysis Expectations

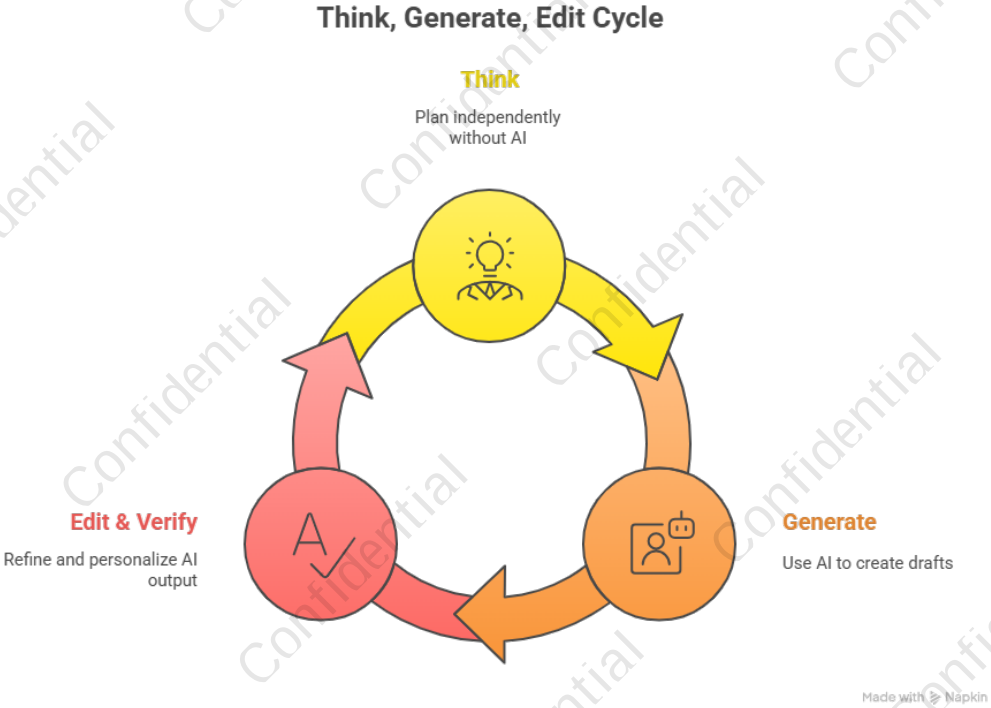
• A formal data analysis session must occur within two weeks of any major data collection event. This includes Standardized Assessments, Common Measures, Interim Reports and End of Term Reports
• Schools may organize sessions by grade, subject, division or leadership teams based on need
• Every teacher participates in at least two structured data analysis sessions each semester
• Ongoing data reflection throughout the year is encouraged and considered best practice
• All schools follow the same ISAIEG protocol to ensure consistency, coherence and comparability across the group

ISAWHIS PYP Flow of Data Analysis

1. Collect data and store it safely in the Data Tracker.
2. Analyze data without AI by using the 4-step flow chart (see below).
3. Create follow up actions (see below) in the "<Grade> Data Follow Up" tab of the Data Tracker.
4. Crosscheck your findings by using a Chinese-based AI (for data safety) to analyze the data. You can use the following prompt:
   You are an education (IB PYP), learning support and data specialist. Please analyze the attached <Grade 2> data. Find students who are performing above average, below average or who are not making sufficient progress.

   Write a summary report of your findings, key areas for improvement and follow up actions that can be taken by teachers and/or learning support to facilitate student development.

   Important Note: Ignore the last page, ignore page <22>, ignore the page with the header "Progress scores for the group (by last name)" because that data is not correct.
5. **Check the AI results** as it often ignores the *Important Note* (the last GL page uses data from another data set and must be disregarded for our purpose) & be careful with wrongly interpreted data e.g. seeing decline instead of progress over time.
6. Discuss AI generated report with homeroom team -> reflect on previously added follow up actions -> make changes/additions based on AI generated report.



ISAIEG Data Analysis Protocol

Purpose

To ensure that all ISA schools engage in a consistent, structured, and reflective approach to data analysis that leads to meaningful improvement in teaching, learning, wellbeing, and student achievement.

Protocol Steps

Prepare

- Gather and process all relevant data sets to be analyzed
- Establish norms for objective, collaborative and non-judgmental discussion

Step 1: Describe the Data

- Review findings individually and then collaboratively
- Identify what the data shows without interpretation
- Use descriptive statistics such as mean, median, mode and range to clarify distribution
- Sort the data in different ways to uncover patterns

Step 2: Interpret the Data

- Ask what the observed patterns might suggest about learning and teaching

- Identify strengths, needs and potential causes
- Consider multiple explanations and question assumptions
- Look for relationships across levels such as student to class or class to cohort

Step 3: Conclude

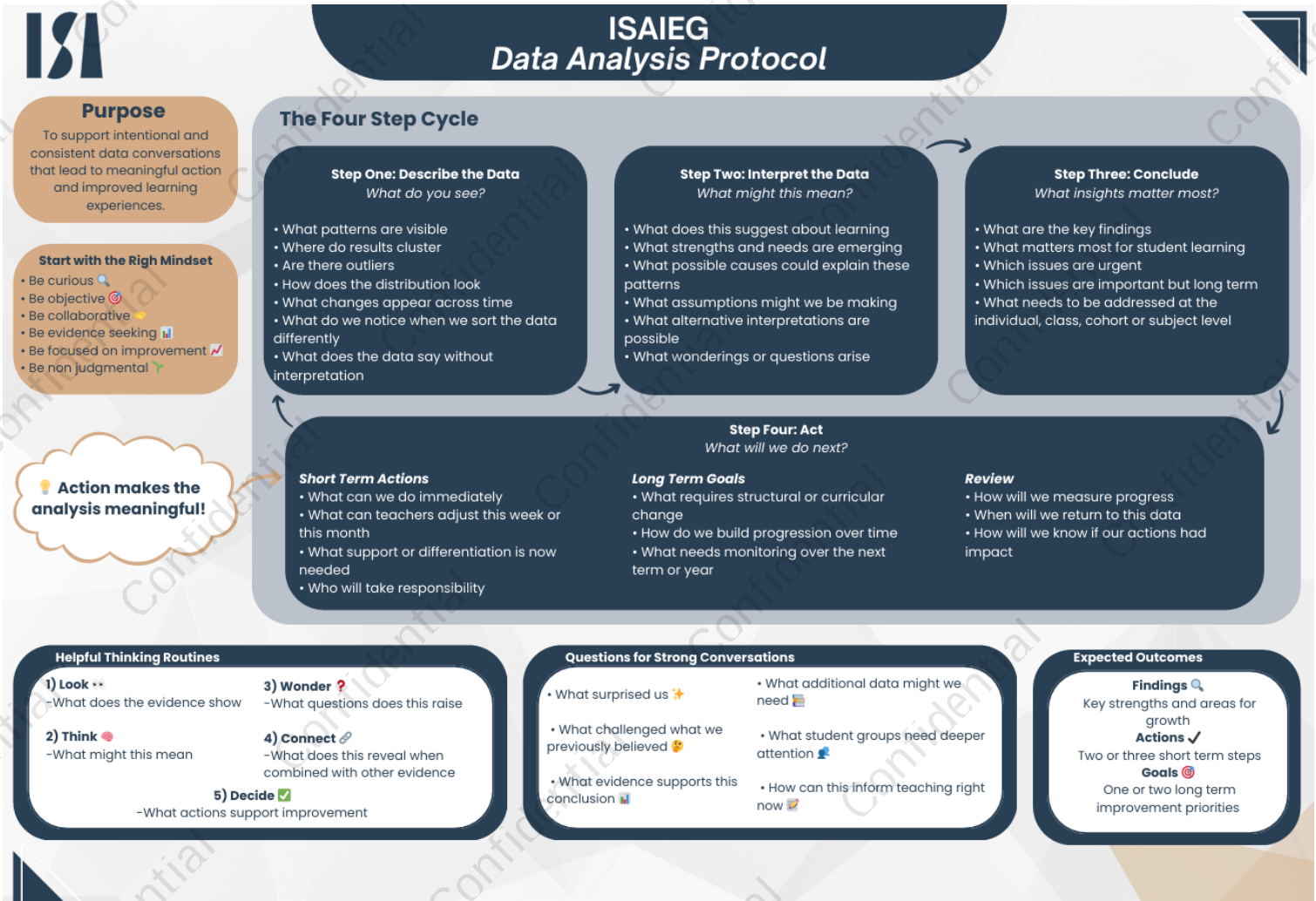
- Identify two or three short term actions that can begin immediately
- Identify one or two long term goals that connect to curriculum, instruction or systems
- Align conclusions with school improvement plans and ISAIEG priorities

Step 4: Act

- Document decisions, responsibilities and timelines
- Integrate actions into planning and divisional work
- Share conclusions with the Leadership Teams for alignment and group support

Review

- Monitor actions during monthly meetings
- Revisit them at the next assessment window
- Evaluate impact and adjust practices as needed



Follow Up Actions

In the ISAWHIS PYP Data tracker there is a tab called **"<Grade> Data Follow Up"**. In this tab teachers fill in students who are without sufficient progress and/or substantially below/above average. In addition, we fill in follow up actions, who is responsible and when we will review.

Student Name	Assessment Score & Date	Data Analysis Conclusion	Tier 1: Classroom Strategies & Accommodations	Person Responsible (Tier 1)	Tier 2: Targeted Interventions as decided by Learning Support (Push-In / Pull-Out)	Person Responsible (Tier 2)	Follow-Up after 45 days, add date
Example Student	IXL35 - 26.1.2026	"Significantly Below Benchmark"	1. Visual organizer for word problems. 2. Fluency practice 5 min daily.	Homeroom Teacher	Fluency practice 5 min daily. Push-In: Small group on fractions, 3x/wk, 15 min.	Learning Support	10.03.2026

Math Dashboard | English Dashboard | Chinese Dashboard | UOI Dashboard | StudentData | EY3 Data Follow Up | +

Homeroom Teachers are responsible for filling this in after data analysis, within one week after data collection, while using the data analysis protocol steps. During subject meetings the coordinator of the subject will review the data analysis and follow-up steps planned by the subject teachers.

Levels of Data Review

Individual
Strengths, needs, growth, skill development and support planning

Class
Moderation, feedback effectiveness, skill gaps, patterns of achievement and engagement

Cohort
Consistency across subjects, skill progression, ATL needs, curriculum alignment and wellbeing indicators

Subject
Distribution of achievement, progression of criteria and skills, transitions and curriculum mapping

Program or Sub School
Longitudinal patterns, program effectiveness, professional learning needs and structural considerations such as timetable or class allocation

Collaborative Norms for Data Analysis

- Stay descriptive before interpreting
- Remain open minded and avoid assumptions
- Promote balanced dialogue and equal voice
- Seek clarity, accuracy and evidence
- Maintain focus on student learning, professional growth and improvement

Expected Outputs

Each session results in

- A summary of findings describing strengths and areas for growth
- At least two data informed initiatives
- Documentation shared with relevant leadership teams/data leads

Glossary of Common Vocabulary for Data Analysis

Data Set

A collection of information that is being examined, for example PT scores, class assessment data or wellbeing indicators

Trend

A pattern that appears consistently in the data over time or across groups

Outlier

A data point that is noticeably higher or lower than the rest of the group and may require additional investigation

Distribution

The way results are spread across a class or cohort which can show clustering, gaps or uneven performance

Comparison Group

A group used to compare performance such as international norms or previous cohorts

Triangulation

The process of checking patterns by using more than one source of data such as PT results, classroom work and teacher observations

Value Added
A measure that compares a student's current performance to expected progress based on prior ability

Indicator
A specific piece of data that signals performance in a particular area such as reading accuracy or problem solving

Longitudinal Data
Data that tracks the same student or cohort across multiple assessment points to reveal growth or decline

Inference
A conclusion drawn from evidence after describing and interpreting the data

Action Step
A specific, practical next step created in response to data analysis

Alignment
Consistency between findings, instructional decisions and school improvement priorities

Short Term Actions
Immediate, practical actions identified through data analysis that can be implemented within the current term or cycle. These actions typically focus on instructional adjustments, targeted support, reteaching, differentiation, or short term interventions aimed at addressing identified needs quickly and responsively.

Long Term Goals
Strategic priorities identified through data analysis that require sustained planning, implementation, and monitoring over multiple terms or academic years. These goals often relate to curriculum development, program design, assessment practices, professional learning, or structural and systemic improvements intended to strengthen impact over time.

Last update: 27.01.2026