Decision Framework DATA TAB - Data Analysis Questions

- These questions focus on the performance of above and below proficient students in the all students and students with disabilities groups.
- Select progress or concern for only the grades/subjects or student groups where significant data is identified and/or the most movement is observed. Many/most of the items may not be selected when little or no change is noted. Please don’t select progress or concern for all items.
- “No Action” should only be chosen to “undo” a Progress or Concern selection. Please do not select “No Action” for items that are not chosen for progress or concern.

Achievement – Indicators Met – Proficiency Levels

1. **Reading** above proficient (all students)

   Review the changes in achievement levels in the indicators met graphs or charts and select the most significant progress or concern in reading grades above proficient (advanced plus, advanced and accelerated).

2. **Reading** above proficient (SWD students)

   Review the changes in achievement levels in the indicators met graphs or charts and select the most significant progress or concern in reading grades above proficient (advanced plus, advanced and accelerated).

3. **Reading** below proficient (all students)

   Review the changes in achievement levels in the indicators met graphs or charts and select the most significant progress or concern in reading grades below proficient (limited and basic).
4. **Reading** below proficient (**SWD students**)

Review the changes in achievement levels in the indicators met graphs or charts and select the **most significant** progress or concern in **reading** grades below proficient (limited and basic).

```
3rd Grade  Progress  Concern  No Action
4th Grade  Progress  Concern  No Action
5th Grade  Progress  Concern  No Action
6th Grade  Progress  Concern  No Action
7th Grade  Progress  Concern  No Action
8th Grade  Progress  Concern  No Action
9th Grade  Progress  Concern  No Action
```

5. **Math** above proficient (**all students**)

Review the changes in achievement levels in the indicators met graphs or charts and select the **most significant** progress or concern in **math** grades above proficient (advanced plus, advanced and accelerated).

```
3rd Grade  Progress  Concern  No Action
4th Grade  Progress  Concern  No Action
5th Grade  Progress  Concern  No Action
6th Grade  Progress  Concern  No Action
7th Grade  Progress  Concern  No Action
8th Grade  Progress  Concern  No Action
9th Grade  Progress  Concern  No Action
```

6. **Math** above proficient (**SWD students**)

Review the changes in achievement levels in the indicators met graphs or charts and select the **most significant** progress or concern in **math** grades above proficient (advanced plus, advanced and accelerated).

```
3rd Grade  Progress  Concern  No Action
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7. **Math** below proficient (**all students**)

Review the changes in achievement levels in the indicators met graphs or charts and select the **most significant** progress or concern in **math** grades below proficient (limited and basic).

```
3rd Grade  Progress  Concern  No Action
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```
8. **Math** below proficient (SWD students)

Review the changes in achievement levels in the indicators met graphs or charts and select the *most significant* progress or concern in **math** grades below proficient (limited and basic).

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9. **Science** above proficient (**all** students)

Review the changes in achievement levels in the indicators met graphs or charts and select the *most significant* progress or concern in **science** grades above proficient (advanced plus, advanced and accelerated).

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10. **Science** above proficient (SWD students)

Review the changes in achievement levels in the indicators met graphs or charts and select the *most significant* progress or concern in **science** grades above proficient (advanced plus, advanced and accelerated).

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11. **Science** below proficient (**all** students)

Review the changes in achievement levels in the indicators met graphs or charts and select the *most significant* progress or concern in **science** grades below proficient (limited and basic).

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12. **Science** below proficient (SWD students)

Review the changes in achievement levels in the indicators met graphs or charts and select the *most significant* progress or concern in **science** grades below proficient (limited and basic).

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Achievement – Indicators Met – Trend

1. **Reading trend (all students)**

Review the indicators met trend graphs and select the *most significant trends* using up to three years of data.

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2. **Reading trend (SWD students)**

Review the indicators met trend graphs and select the *most significant trends* using up to three years of data.

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3. **Math trend (all students)**

Review the indicators met trend graphs and select the *most significant trends* using up to three years of data.

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4. **Math trend (SWD students)**

Review the indicators met trend graphs and select the *most significant trends* using up to three years of data.

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5. **Science trend (all students)**

Review the indicators met trend graphs and select the *most significant trends* using up to three years of data.

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6. **Science** trend (**SWD** students)

   Review the indicators met trend graphs and select the **most significant trends** using up to three years of data

   5th Grade  Progress  Concern  No Action  
   8th Grade  Progress  Concern  No Action  
   10th Grade Progress  Concern  No Action

7. **Writing** trend (**all** students)

   Review the indicators met trend graphs and select the **most significant trends** using up to three years of data

   10th Grade  Progress  Concern  No Action

8. **Writing** trend (**SWD** students)

   Review the indicators met trend graphs and select the **most significant trends** using up to three years of data

   10th Grade  Progress  Concern  No Action

9. **Social Studies** trend (**all** students)

   Review the indicators met trend graphs and select the **most significant trends** using up to three years of data

   10th Grade  Progress  Concern  No Action

10. **Social Studies** trend (**SWD** students)

    Review the indicators met trend graphs and select the **most significant trends** using up to three years of data

    10th Grade  Progress  Concern  No Action

**Progress**

1. **Value Added for Student Groups**

   Review the value added grades and select progress or concern for these student groups:

   **Gifted Students**  Progress  Concern  No Action  
   **Students in the Lowest 20% in Achievement**  Progress  Concern  No Action  
   **Students with Disability**  Progress  Concern  No Action  
   **High School (Starting in FY15-16)**  Progress  Concern  No Action
2. Value Added for Reading

Review Progress Details Value Added Data and determine significant progress or concern in Reading for any of the following grades:

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3. Value Added for Math

i. Review Progress Details Value Added Data and determine significant progress or concern in Math for any of the following grades:

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Gap Closing

1. Achievement Gap for Reading

Review the gap closing and determine one or more student groups who made the most progress or one or more that you have the most concern in closing the reading achievement gap:

- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- White
- African American
- Hispanic
- Multiracial
- Asia/Pacific Islander
- American Indian/Alaskan Native
2. Achievement Gap for **Math**

Review the gap closing and determine one or more student groups who made the most progress or one or more that you have the most concern in closing the math achievement gap:

- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- White
- African American
- Hispanic
- Multiracial
- Asia/Pacific Islander
- American Indian/Alaskan Native

3. Achievement Gap for **Graduation Rate**

Review the gap closing and determine one or more student groups who made the most progress or one or more that you have the most concern in closing the 4-Year graduation rate:

- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- White
- African American
- Hispanic
- Multiracial
- Asia/Pacific Islander
- American Indian/Alaskan Native

**Graduation Rate**

1. **Graduation Rate**

Review the 4-Year graduation rate trend and determine if you note progress or have concern for:

- All students
- SWD students
K-3 Literacy

1. K-3 Literacy Cohort

Review the K-3 literacy measure cohort data and identify any concern or progress related to a cohort:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

2. K-3 Literacy 3rd Grade Reading Guarantee

Review the 3rd grade reading guarantee data (details of measure). Determine any progress or concern related to the fall 3rd grade on track data percentage to what percentage of 3rd graders who scored proficient on the state reading test.

- 3rd Grade

3rd Grade: Progress | Concern | No Action