

## 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).

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

#### 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 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

#### 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).

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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).

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	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).

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	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).

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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).

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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).

3<sup>rd</sup> Grade  Progress  Concern  No Action  
 4<sup>th</sup> Grade  Progress  Concern  No Action  
 5<sup>th</sup> Grade  Progress  Concern  No Action  
 6<sup>th</sup> Grade  Progress  Concern  No Action  
 7<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action  
 10<sup>th</sup> Grade  Progress  Concern  No Action

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).

5<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action  
 10<sup>th</sup> Grade  Progress  Concern  No Action

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).

5<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action  
 10<sup>th</sup> Grade  Progress  Concern  No Action

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).

5<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action  
 10<sup>th</sup> Grade  Progress  Concern  No Action

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).

5<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action  
 10<sup>th</sup> Grade  Progress  Concern  No Action

**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.

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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

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

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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

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

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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

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

3 <sup>rd</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
4 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
6 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input checked="" type="radio"/>	Concern	<input type="radio"/>	No Action
7 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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

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

5 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
8 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action
10 <sup>th</sup> Grade	<input type="radio"/>	Progress	<input type="radio"/>	Concern	<input type="radio"/>	No Action

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

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

5<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action  
 10<sup>th</sup> 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

10<sup>th</sup> 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

10<sup>th</sup> 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

10<sup>th</sup> 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

10<sup>th</sup> 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:

4<sup>th</sup> Grade  Progress  Concern  No Action  
 5<sup>th</sup> Grade  Progress  Concern  No Action  
 6<sup>th</sup> Grade  Progress  Concern  No Action  
 7<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action

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:

4<sup>th</sup> Grade  Progress  Concern  No Action  
 5<sup>th</sup> Grade  Progress  Concern  No Action  
 6<sup>th</sup> Grade  Progress  Concern  No Action  
 7<sup>th</sup> Grade  Progress  Concern  No Action  
 8<sup>th</sup> Grade  Progress  Concern  No Action

**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  Progress  Concern  No Action  
 Limited English Proficient  Progress  Concern  No Action  
 Economically Disadvantaged  Progress  Concern  No Action  
 White  Progress  Concern  No Action  
 African American  Progress  Concern  No Action  
 Hispanic  Progress  Concern  No Action  
 Multiracial  Progress  Concern  No Action  
 Asia/Pacific Islander  Progress  Concern  No Action  
 American Indian/Alaskan Native  Progress  Concern  No Action

## 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  Progress  Concern  No Action

Limited English Proficient  Progress  Concern  No Action

Economically Disadvantaged  Progress  Concern  No Action

White  Progress  Concern  No Action

African American  Progress  Concern  No Action

Hispanic  Progress  Concern  No Action

Multiracial  Progress  Concern  No Action

Asia/Pacific Islander  Progress  Concern  No Action

American Indian/Alaskan Native  Progress  Concern  No Action

## 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  Progress  Concern  No Action

Limited English Proficient  Progress  Concern  No Action

Economically Disadvantaged  Progress  Concern  No Action

White  Progress  Concern  No Action

African American  Progress  Concern  No Action

Hispanic  Progress  Concern  No Action

Multiracial  Progress  Concern  No Action

Asia/Pacific Islander  Progress  Concern  No Action

American Indian/Alaskan Native  Progress  Concern  No Action

## Graduation Rate

### 1. Graduation Rate

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

All students  Progress  Concern  No Action

SWD students  Progress  Concern  No Action

## 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  Progress  Concern  No Action  
1<sup>st</sup> Grade  Progress  Concern  No Action  
2<sup>nd</sup> Grade  Progress  Concern  No Action  
3<sup>rd</sup> Grade  Progress  Concern  No Action

### 2. K-3 Literacy 3<sup>rd</sup> Grade Reading Guarantee

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

3<sup>rd</sup> Grade  Progress  Concern  No Action