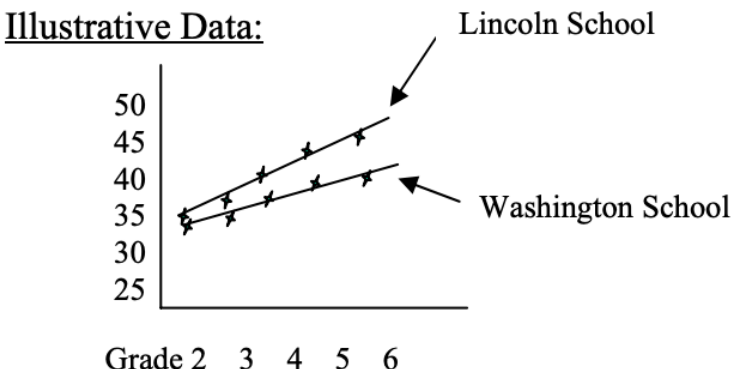
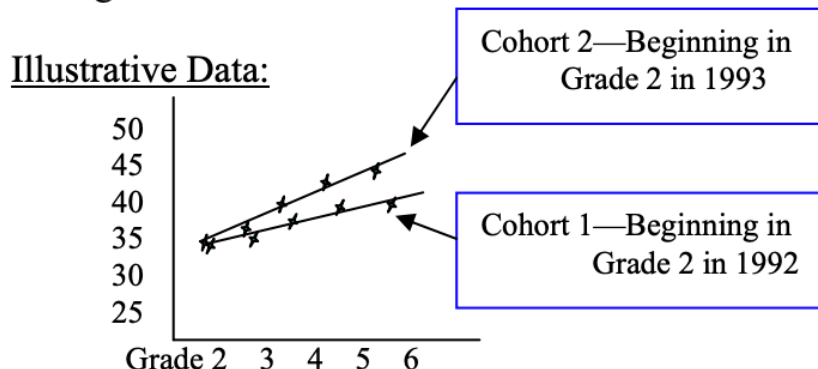


	Level of achievement or achievement slope (Status)	Change in Status or Gradient of Slope (Change)																
<b>Achievement</b> — Average test scores for a given grade and year, and changes from one year to the next	<p><b><u>Quadrant A—Question 1a:</u></b></p> <p><u>Focus is on status:</u> <b>What is the achievement level of students in this school?</b> How well do the students score? How well do they read, write, compute, etc?</p> <p><u>Illustrative data:</u></p> <ul style="list-style-type: none"><li>Twenty four percent of the third graders in this school can read at the “proficient” level</li></ul>	<p><b><u>Quadrant B—Question 2a:</u></b></p> <p><u>Focus is on change:</u> <b>Is the achievement level of this school improving?</b> How do this year’s scores compare to last year’s scores—for a given grade level</p> <p><u>Illustrative data:</u></p> <table><tr><td></td><td>1999-00</td><td>2000-01</td><td>Difference</td></tr><tr><td>Grade 3</td><td>224</td><td>231</td><td>+7</td></tr><tr><td>Grade 4</td><td>232</td><td>225</td><td>-7</td></tr><tr><td>Average</td><td>228</td><td>228</td><td>0</td></tr></table>		1999-00	2000-01	Difference	Grade 3	224	231	+7	Grade 4	232	225	-7	Average	228	228	0
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Grade 3	224	231	+7															
Grade 4	232	225	-7															
Average	228	228	0															
<b>Slopes</b> — Progress from one grade to the next, and change in that level of progress	<p><b><u>Quadrant C—Question 1b:</u></b></p> <p><u>Focus is on effectiveness of the school. Is this an effective school?</u> This is indicated by a given cohort of students scoring higher as they move up the grades, reflecting the quality of that school’s program. How well are the fourth graders doing, relative to their performance as third graders? How steep is the slope?</p> <p><u>Illustrative Data:</u></p>  <p>The graph plots achievement scores (y-axis, 25 to 50) against grades (x-axis, 2 to 6). Lincoln School is represented by a line with stars, starting at approximately 35 in Grade 2 and rising to 48 in Grade 6. Washington School is represented by a line with dots, starting at approximately 33 in Grade 2 and rising to 42 in Grade 6.</p>	<p><b><u>Quadrant D—Question 2b:</u></b></p> <p><u>Focus in on change in school effectiveness. Is this school becoming more effective?</u> This is shown by succeeding cohorts of students scoring <i>increasingly</i> higher, as it reflects increased quality of that school’s program. Is the slope steeper for this year’s cohort? For example, is the gain from second to sixth grade larger for this year’s sixth graders than it was for last year’s sixth graders?</p> <p><u>Illustrative Data:</u></p>  <p>The graph plots achievement scores (y-axis, 25 to 50) against grades (x-axis, 2 to 6). Cohort 2 (beginning in Grade 2 in 1993) is represented by a line with stars, starting at approximately 35 in Grade 2 and rising to 48 in Grade 6. Cohort 1 (beginning in Grade 2 in 1992) is represented by a line with dots, starting at approximately 33 in Grade 2 and rising to 42 in Grade 6.</p>																