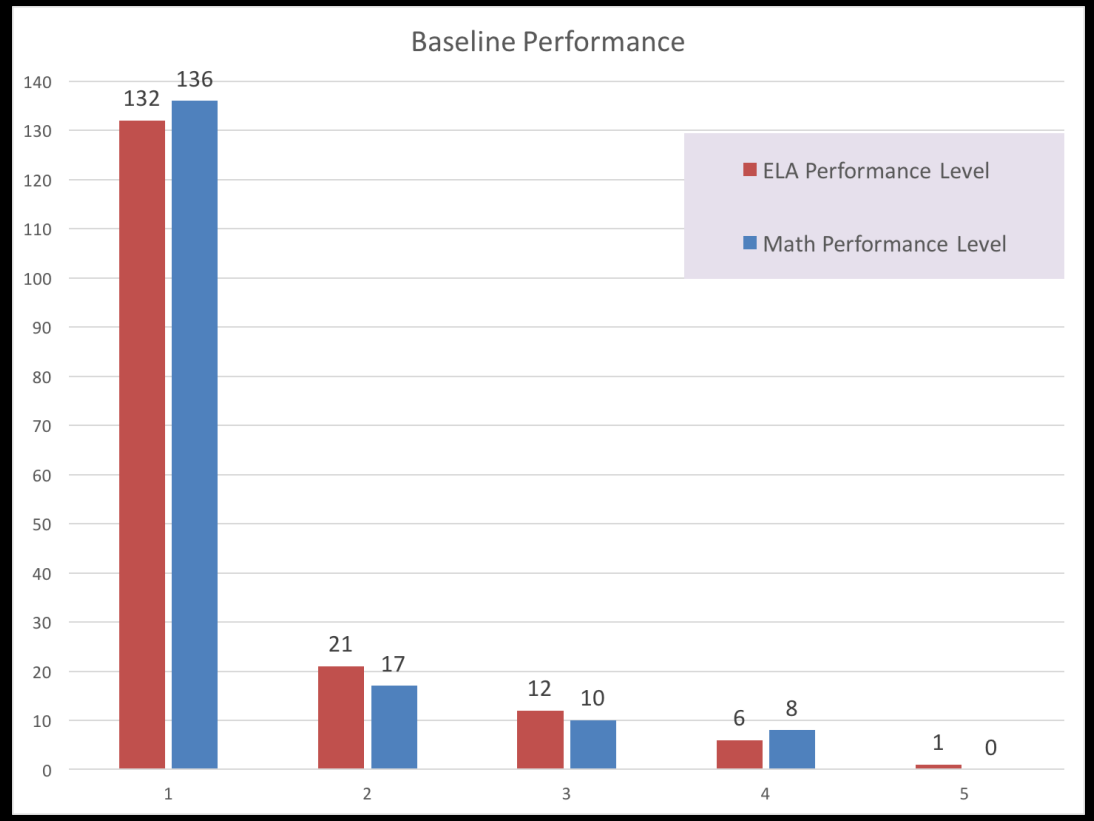
EXAMPLE SCHOOL DATA EXERCISE

ELA and Math trends from Quarterly Diagnostic Assessments for a given school year

OVERVIEW OF BASELINE DATA



Baseline Data show…

- 19 of 172 students scoring at or above 3 in ELA (11% proficient)
- 18 of 171 students scoring at or above 3 on Math (10.5% proficient)

In order to show growth as a school, percent of students scoring proficient should exceed these baseline percentages. Target growth was arbitrarily chosen as 15% for the purpose of this analysis exercise.

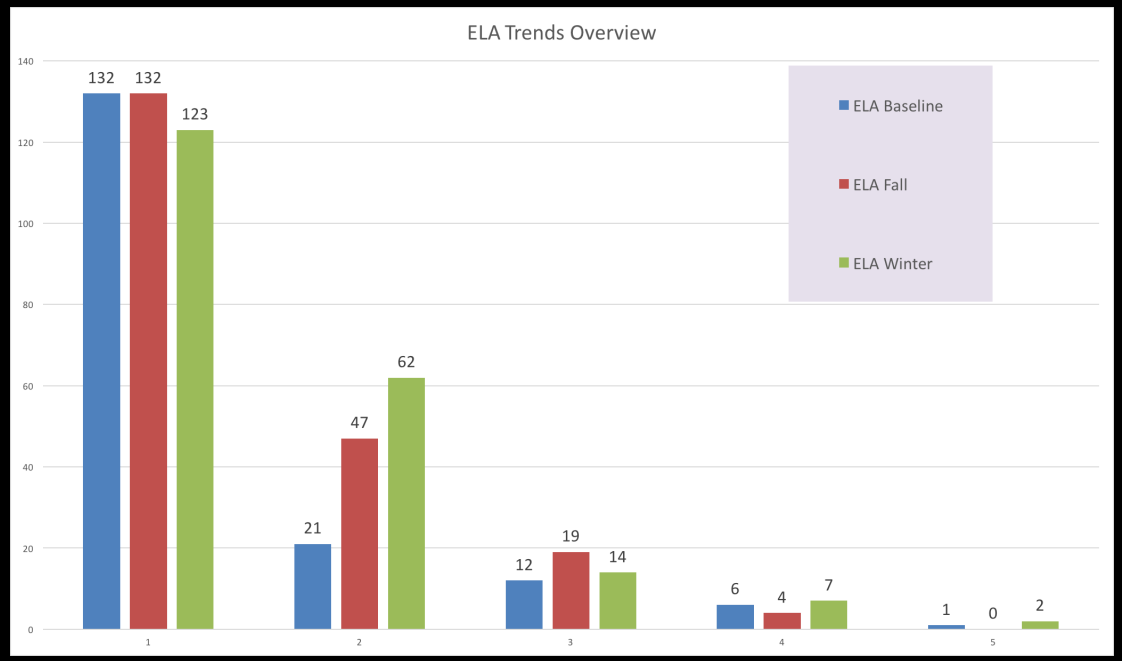
Projected proficiency on the end of year test is set at

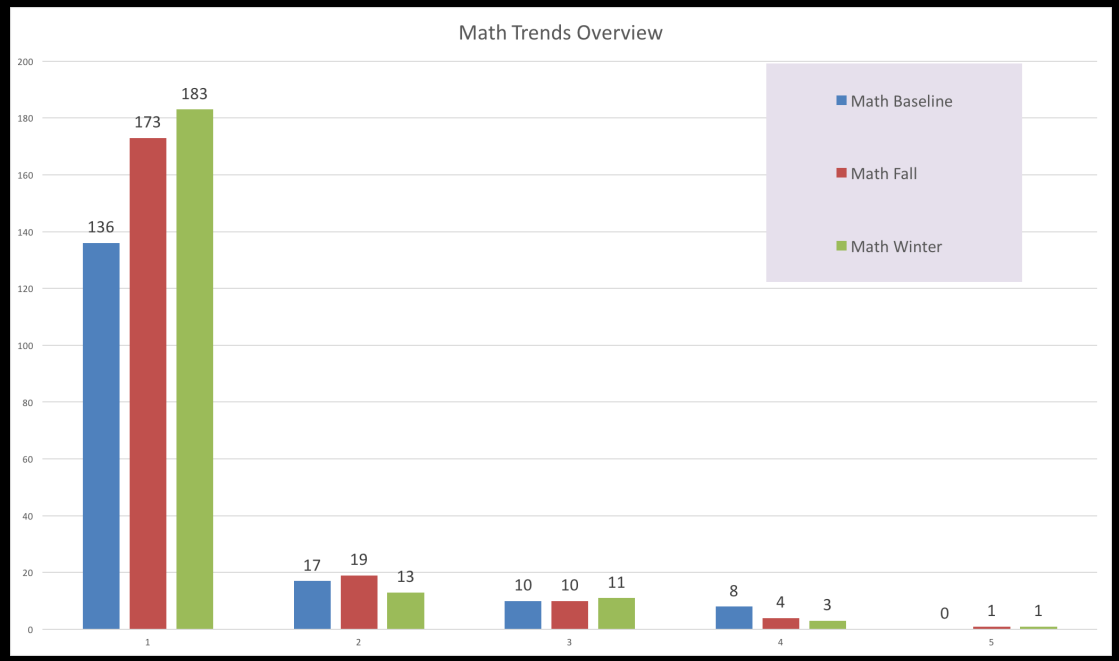
- 12.65% for ELA (15% growth)
- 12.075% for Math (15% growth)

PERFORMANCE LEVEL MOVEMENT: ELA / MATH SCHOOLWIDE

When we examine the schoolwide performance level movement in ELA, we see that much of the increase in performance level comes from students moving up one level from 1 to 2. These students will need to continue this increase toward levels 3 and above. An additional 1.6% of students need to reach proficiency – **from 23 students now to 27 in the spring**.

Math scores continue to shift down toward level 1 with each successive assessment window. An additional 5% of students need to reach proficiency in order to meet the schoolwide growth target – **from 15 students now to 26 in the spring**.



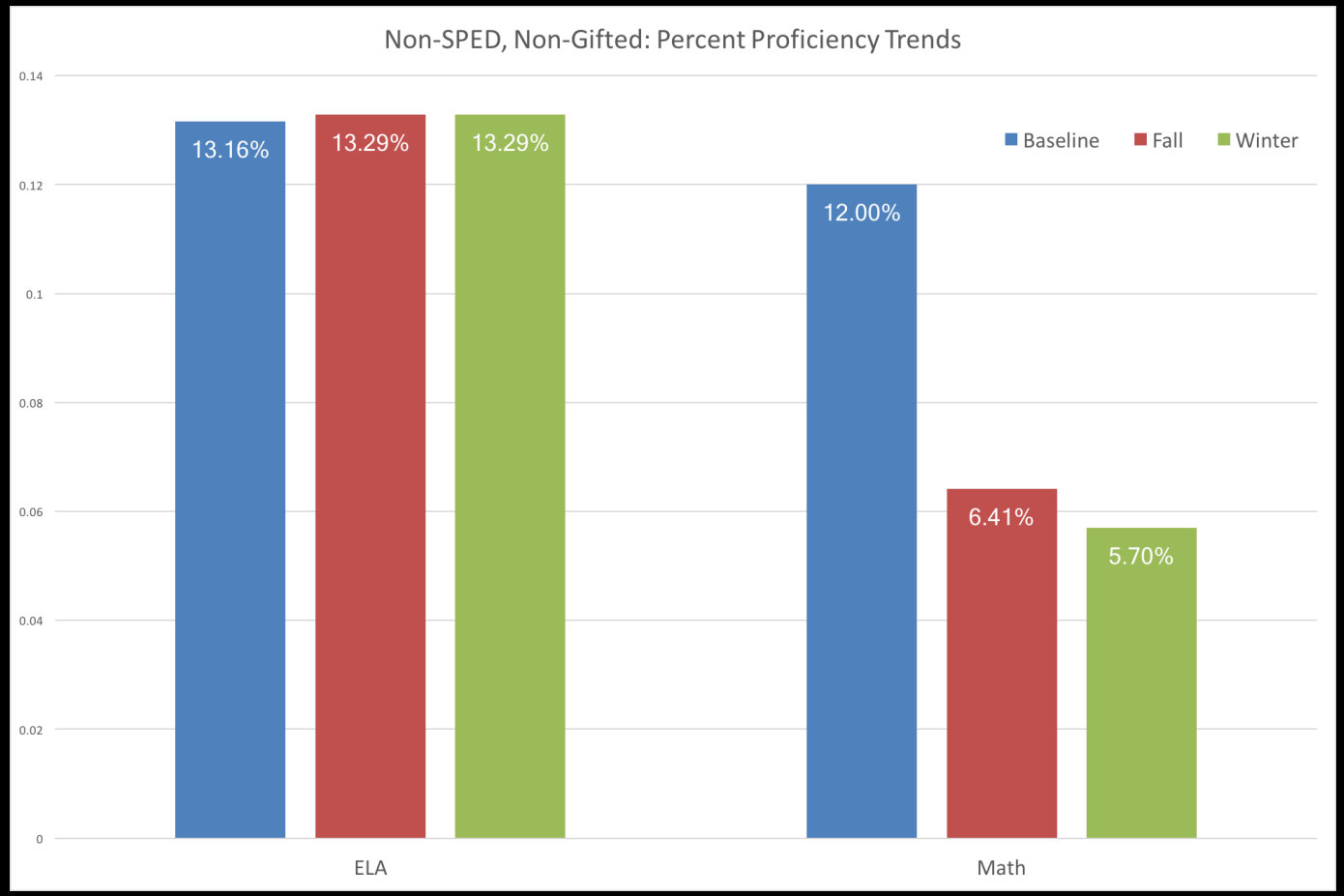


STUDENTS WITHOUT EXCEPTIONS: MATH AND ELA TRENDS

- Of the students without SPED or Gifted classifications, all subjects at each assessment interval yielded fewer than 14% of students scoring at or above proficiency.

Based on *(arbitrarily chosen for this exercise)* 15% growth from baseline, target scores are

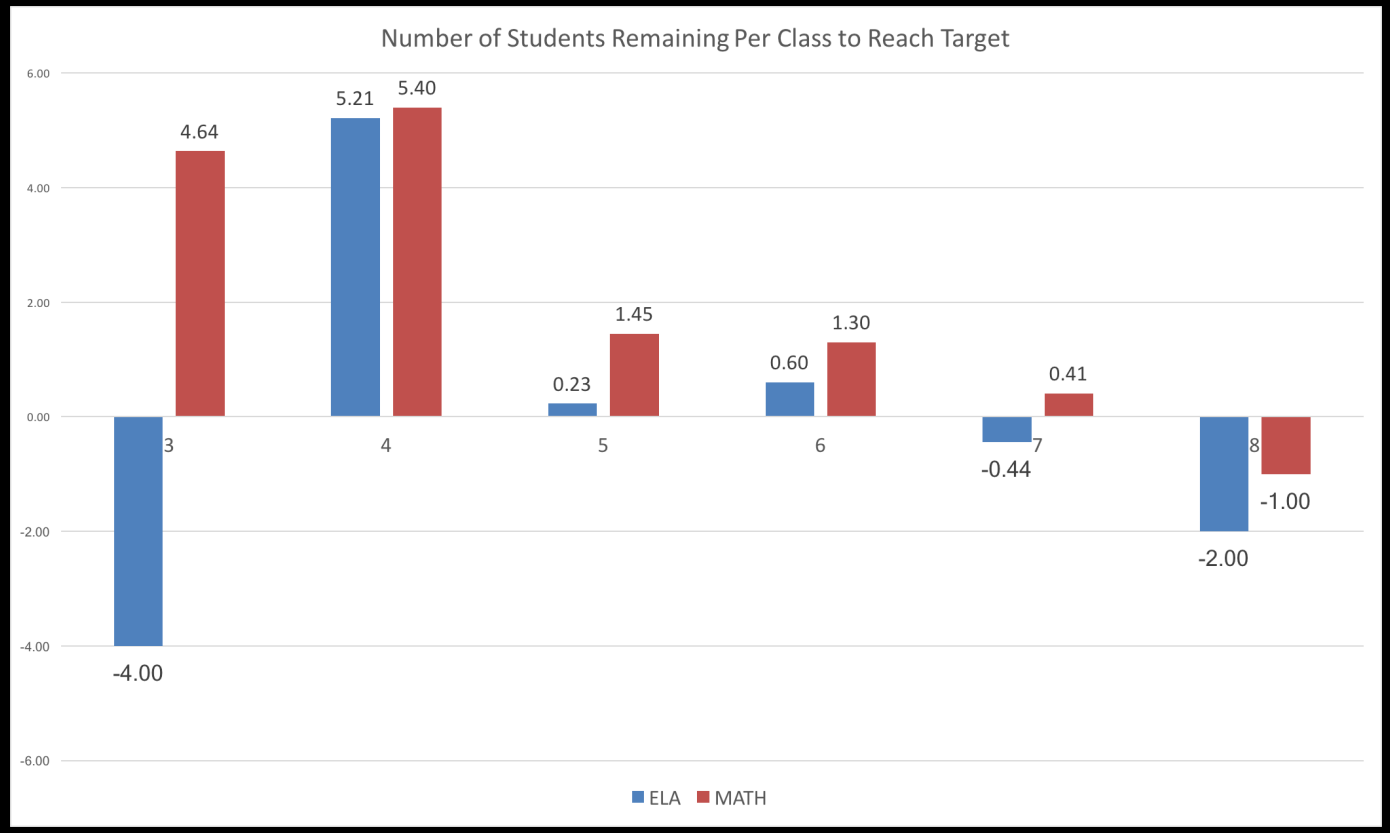
- 15.64% on ELA. This is an additional 2.35% or 4 students – **from 21 now to 25 in the spring**.
- 13.8% on Math. This is an additional 8.1% or 13 students – **from 9 now to 22 in the spring**.



STUDENTS WITHOUT EXCEPTIONS: TARGETING NEEDS BY GRADE LEVEL

- Of this subgroup, an additional 4 students need to improve on ELA from Winter to Spring schoolwide. **The majority of this growth deficit appears to be contributed by the 4th grade, making them the highest need for ELA intervention.**

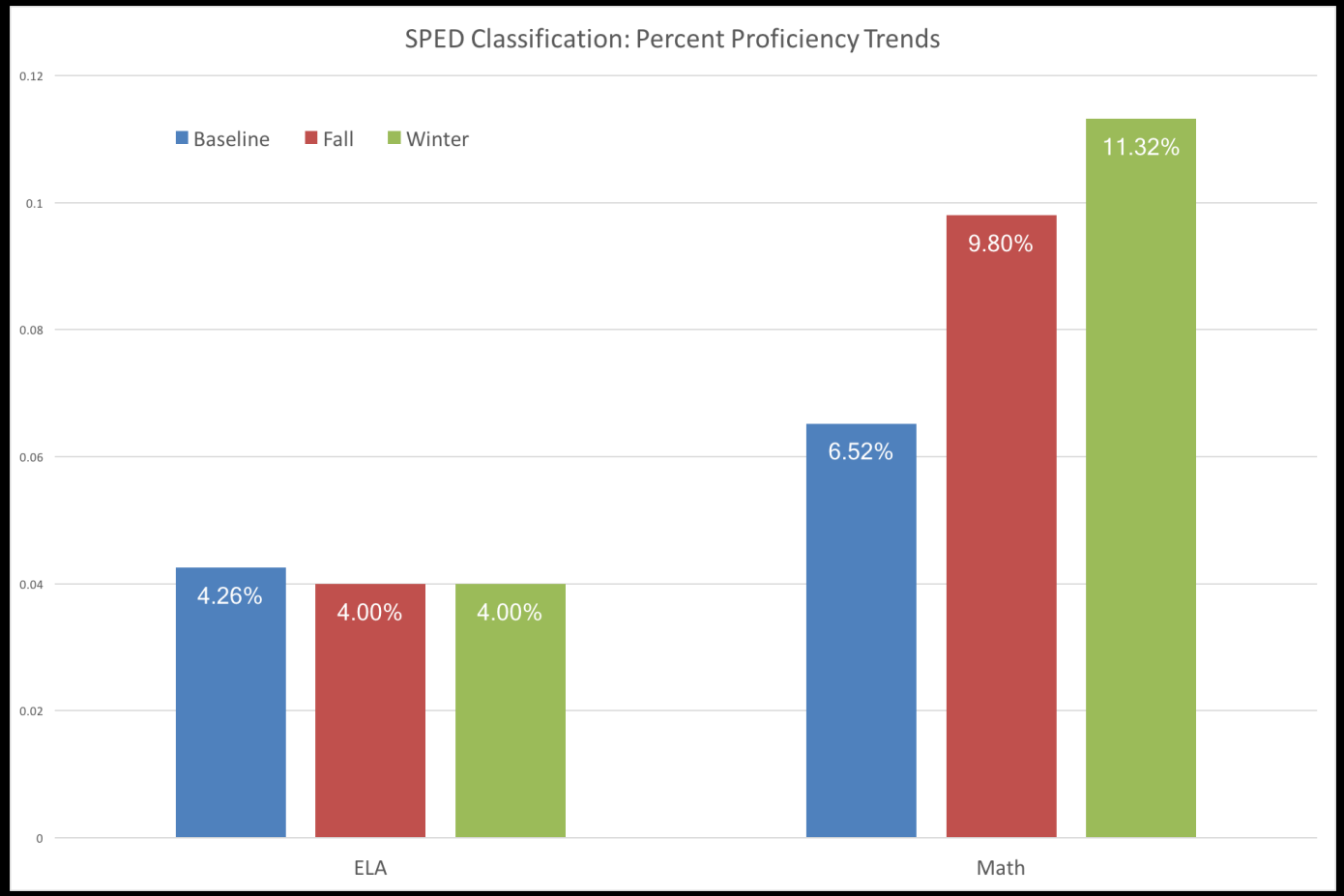
- Of this subgroup, an additional 13 students need to improve on Math from Winter to Spring schoolwide. **This growth deficit appears to be distributed across the lower grades, with 3rd and 4th grades most in need of math intervention.**



STUDENTS WITH EXCEPTIONS: MATH AND ELA TRENDS

Based on *(arbitrarily chosen for this exercise)* 15% growth from baseline, target percentages for the SPED subgroup are

- 4.89% for ELA. Change in percent proficiency for ELA is minimal, however **an additional student in SPED scoring proficient at the next testing interval would meet the growth target**.
- 6.5% for Math. Change in percent **proficiency for math has already exceeded this target by 3.8%**. Any additional students in SPED scoring at or above proficient would add to this growth.



NOTES ON THE GIFTED SUBGROUP:

- There are 4 students in the gifted subgroup; no visualization is included for their growth data due to the small sample size.
- There is one student in this group, a fifth grader, with data that shows significant need for improvement, even relative to the non-gifted subgroup. Each score at every assessment interval is at level 1, with zero measurable growth.
- ELA is at "Basic" for the other fifth grader with the gifted classification.
- All other scores in the gifted subgroup have reached level 3 or above. Further scores with similar performance will meet the growth goal for this subgroup, provided the above concerns are addressed.