

Organizing Performance Data for Continuous Improvement



Organizing Data for Continuous Improvement

Data Analysis Step	Measures	Metrics	Questions	Data Views/ Reports
Review performance (achievement/growth) by grade level for 3+ years	Academic Achievement on CSAP/TCAP by grade level for at least three years (reading, writing, mathematics, science)	Number and percent scoring at each performance level (Unsatisfactory, Partially Proficient, Proficient, Advanced) Number and percent scoring proficient or better	What is the distribution of student performance by proficiency level? By grade level? How does this compare to minimum state expectations? How would you describe the trend in performance over at least the past three to five years over-all? By grade level? How do these trends compare to the district and/or state trend for the same time period?	CSAP/TCAP Summary
	Academic Growth within the Colorado Growth Model by grade-level for at least three years (reading, writing, math, English language proficiency)	Median student growth percentile Median adequate student growth percentile Percent and number making catch-up growth, keep-up growth and move-up	What was the school's one-year median growth percentile? What has been the trend in median student growth over the past three (to five) years? By grade level? How do these trends compare to the district and or state trend for the same time period? What was the school's median	School Growth Summary SPFs over time or

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		growth	<p><i>adequate</i> growth percentile? Is this higher, lower, or the same as the school's median growth percentile over the last three (to five) years?</p> <p>What is the median student growth percentile for students by achievement level? and by grade level? Are there differences in growth by achievement level? Are trends evident over the last three years?</p> <p>What percentage of students (and how many students), over-all and by grade level and content area made catch-up growth? Keep-up growth? Move-up? Are any patterns evident by grade level? What is the trend/pattern over the last three years? How do these trends compare to the district and/or state trend for the same time period?</p> <p>Considering only the students who did not make catch-up growth, are</p>	<p>Adequate Growth Percentiles (via the data center)</p> <p>District Data Tool</p> <p>School Growth Summary</p> <p>District Data Tool</p>

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			<p>any patterns evident in terms of race, gender, disability designation, attendance? Program participation?</p> <p>Considering only the students who did not make keep-up growth, are any patterns evident in terms of race, gender, disability designation, attendance? Program participation?</p> <p>Considering only the students who made move-up growth are any patterns evident in terms of race, gender, disability designation, attendance? Program participation?</p>	
	<p>Academic Achievement on CSAP/TCAP and Academic growth within the Colorado Growth Model over three years in combination</p>	<p>Percent proficient or better</p> <p>Median student growth percentile</p>	<p>How do trends in achievement compare to trends in growth?</p>	<p>Percent proficient or better by grade level for 3 (to 5) years and median student growth percentile for 3 (to 5) years.</p>

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Within grade-levels consider achievement by standard/content strand	Academic Achievement on CSAP/TCAP by grade level by standard area and by sub-content area	Number/ percent scoring proficient and above or below proficient by standard and sub-content area.	How did students in each grade level perform on individual standards? Sub-content areas? Are any patterns evident over time? How do these trends compare to the district and or state trend for the same time period?	
Consider cross-content area performance (3+ years)	Academic Achievement on CSAP/TCAP by grade level for at least three years (<i>reading, writing, mathematics, science</i>)	Number and percent scoring unsatisfactory, partially proficient, and advanced Number/percent scoring proficient or above	To what degree are common performance challenges evident across content areas?	
Consider performance by disaggregated group by grade level for 3+ years	Academic Achievement CSAP/TCAP by disaggregated groups by grade level for at least three years (<i>reading, writing, mathematics,</i>	Number and percent scoring at each performance level Number and percent scoring proficient or above	Were there differences in percent of students scoring proficient or above by disaggregated student groups? Were there differences in percent of students scoring below proficient by disaggregated student groups? Are any patterns/trends evident over time? How do these trends compare to school performance	District Data Tool or Schoolview Data Lab/ Data Center

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			<p>overall?</p> <p>Which students from the disaggregated group scored below proficient?</p> <p>Considering only the student within a specific disaggregated group that scored below proficient, are there any patterns/trends by grade level? Attendance? Gender? Participation in specific instructional programs? Perceptions about school?</p>	
	English Language Attainment for at least three years.	Overall Performance Level (1-5) NEP = 1 or 2 LEP = 3 or 4 FEP = 5	<p>What is the distribution of student performance by ELL designation? By grade level?</p> <p>How would you describe the trend in performance over at least the past three (to five) years by ELL designation?</p> <p>Which and how many students have increased their performance level across each level for each of the last three years?</p>	District Data Tool

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			<p>Are patterns evident for groups of students who have and have not increased their English Language attainment in terms of race, gender, disability designation, or attendance? Program participation?</p>	
	<p>Academic Growth within the Colorado Growth Model for disaggregated groups (students eligible for free/reduced lunch, minority students, students with disabilities, English language learners, student scoring below proficient) for at least three</p>	<p>Median student growth percentile</p> <p>Median adequate student growth percentile</p> <p>Percent and number making catch-up growth, keep-up growth and move-up growth</p>	<p>Are there differences in median student growth percentile across the disaggregated student groups? Which groups had higher? Which had lower MGPs? How does this compare to minimum state expectations?</p> <p>Are there differences in median adequate growth percentile across the disaggregated student groups?</p> <p>For each disaggregated group, was the median growth percentile greater than or equal to the median adequate growth percentile? If not, what is the</p>	<p>School Growth Summary</p> <p>SPFs over time or Adequate Growth Percentiles (via the data center)</p>

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	years.		<p>difference (gap)? What has been the pattern in this gap over the last 3 years? How does the trend in growth gaps compare to the district or state trend in growth gaps for the same time period?</p>	
			<p>For a focus disaggregated group (e.g. minority students), are any trends/patterns in median growth percentile evident over the last three (to five) years? How does this trend compare to the over-all school trend for the same time period?</p>	<p>School Growth Summary</p>
			<p>For a focus disaggregated group (e.g. English language learners), what percentage of students did not make adequate growth? At each grade level? Over time (three to five years)?</p>	<p>SPFs over time or Adequate Growth Percentiles (via the data center)</p>
			<p>What percentage of students (and how many students) in each disaggregated group, by grade level and content area made catch-up growth? Keep-up</p>	<p>School Growth Summary Report</p>

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			<p>growth? Move-up? Are any patterns evident by grade level? What is the trend/pattern over the last three years? How do these trends compare to over-all school trends? District or state trends?</p>	
			<p>Considering only the students who did not make catch-up growth, are any patterns evident in terms of program participation, race, gender, disability designation, attendance, student perceptions?</p>	District Data Tool
			<p>Considering only the students who did not make keep-up growth, are any patterns evident in terms of program participation, race, gender, disability designation, attendance, student perceptions?</p>	District Data Tool
			<p>Considering only the students who made move-up growth are any patterns evident by program participation, race, gender, attendance, student perceptions?</p>	District Data Tool

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Disaggregate groups further disaggregated <ul style="list-style-type: none"> • Minority (Asian, Black, Hispanic, Native American, White) • ELL (FEP, NEP, LEP) • IEP (Limited Intellectual Capacity, Emotional Disability, Specific Learning Disability, Hearing, Visual, Physical, Speech/Language, Deaf-Blind, Multiple Disabilities, Infant w/disability, Autism, Traumatic Brain Injury) 	Academic Achievement on CSAP/TCAP by disaggregated groups for three years.	Number and percent scoring unsatisfactory, partially proficient, proficient, and advanced Number and percent scoring proficient and advanced	Were there differences in percent of students scoring proficient or better by disaggregated disaggregated student groups (e.g. by Asian, black, Hispanic, native American, white)? Are any trends evident over time? How do these trends compare to the district or state trends for the same time period? Which students from the disaggregated group scored below proficient?	District Data Tool
Disability, Hearing, Visual, Physical, Speech/Language, Deaf-Blind, Multiple Disabilities, Infant w/disability, Autism, Traumatic Brain Injury)	Academic Growth within the Growth Model for disaggregated groups for at least three years.	Median student growth percentile Median adequate student growth percentile Percent and number making catch-up growth, keep-up growth and move-up growth	What was the median growth percentile for the disaggregated group? Has this increased, decreased, or stayed the same over three (or five) years? Are there differences in median student growth percentile across the disaggregated disaggregated student groups (e.g. by Asian, black, Hispanic, native American, white)? Are any trends evident by grade level over time?	District Data Tool

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			<p>What was the median <i>adequate</i> growth percentile for each disaggregated group? What percentage of students from the disaggregated group did not make adequate growth?</p>	
<p>Post-Secondary and Workforce Readiness</p>		<p>Drop-Out Rate</p>	<p>What is the drop-out rate? How does this rate compare to minimum state expectations? What has been the trend in drop-out rates over the last 3 (to 5) years? How does this trend compare to the state trend for the same time period?</p>	
		<p>Graduation Rate</p>	<p>What are the 4, 5, 6, 7, year over-all graduation rates? What is the best of these rates? How does this compare to minimum state expectations? What has been the trend in over-all graduation rates over the last 3 (to 5) years? How does this compare to the trend in the state graduation rate for the same time period?</p>	

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		Disaggregated Graduation Rates	<p>What are the 4, 5, 6, 7, year graduation rates for students eligible for free/reduced lunch, minority students, students with disabilities, English language learners? What has been the trend in graduation rates for each of these groups over the last 3 (to 5) years? Are there differences in trends in graduation rates across these disaggregated groups? Which groups had higher? Which had lower graduation rates? How does the trend for each group compare to the state trend for the same group over the same time period?</p>	
		Average Composite ACT Score	<p>What was the school's average composite ACT score? How does this compare to minimum state expectations?</p> <p>What has been the trend in average composite ACT scores over the last 3 years? How does this trend compare to the state trend?</p>	