Planning for Data Analysis / Data Narrative

# Review Student Performance Measures for State and ESEA Accountability

|  |  |
| --- | --- |
| Questions to Consider |  |
| 1. Should you consider 1-year or 3-year results?
 |  |
| 1. How did the school compare to state and federal expectations for each performance indicator (sub-indicator)?
 |  |
| 1. For which performance indicators did the school not meet state expectations (note: approaching is not meeting)? Federal expectations?
 |  |
| 1. What is the Accountability Status and Requirements for the school’s improvement plan for state? ESEA (AYP)?
 |  |

# Review the School Performance Framework Report

|  |  |
| --- | --- |
| Questions to Consider |  |
| 1. In which indicator areas did we not at least meet state expectations? In which sub-indicators did we not at least meet state expectations?
 |  |
| 1. In which indicator areas did we not at least meet federal expectations (AYP)?
 |  |
| 1. In which indicators/sub-indicators did we not meet local expectations?
 |  |
| 1. What is the magnitude of our performance challenges overall?
 |  |
| 1. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker than others? Two? (Choose this as the initial content focus.)
 |  |

# Describe Performance Trends

## Data Views/Reports

(Note: All should be considered over-all and by grade-level.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Focus** | **Math** | **Reading** | **Writing** | **Science** | **Report/View Name** |
| Academic Achievement |  |  |  |  |  |
| Academic Growth |  |  |  | NA |  |
| Performance (assessment other than CSAP) |  |  |  |  |  |
| Achievement by standard/ sub-content area |  |  |  |  |  |
| Disaggregated Group Achievement |  |  |  |  |  |
| Disaggregated group growth |  |  |  |  |  |
| Further disaggregation of disaggregated groups |  |  |  |  |  |
| Drop-out Rates |  |  |  |  |  |
| Graduation Rates |  |  |  |  |  |
| Other |  |  |  |  |  |

## Completing Trend Analysis

|  |  |  |  |
| --- | --- | --- | --- |
| Focus | Who | When | Materials/Tools |
| Math |  |  |  |
| Reading |  |  |  |
| Writing  |  |  |  |
| Science |  |  |  |
| Cross-Content Area |  |  |  |
| Post-Secondary and Workforce Readiness |  |  |  |

## How to Describe Performance Trends:

1. Start with a performance focus and relevant data report(s).
2. Make predictions about performance.
3. Interact with data (at least 3 years).
4. Look for things that pop out, with a focus on patterns over time (at least three years).
5. Capture a list of observations about the data (positive or negative).
6. Write trend statements.
7. Identify which trends are significant (narrow) and which require additional analysis.

# Prioritizing Performance Challenges

|  |  |  |  |
| --- | --- | --- | --- |
| Steps  | Who | When | Tools/ Materials |
| Prioritizing Performance Challenges |  |  |  |
| Entering trends and priority performance challenges into the UIP Data Analysis Worksheet |  |  |  |
| Making notes for the data narrative |  |  |  |
| Applying the UIP Quality Criteria to the school’s trends and priority performance challenges. |  |  |  |

## Data Narrative Notes

1. In which performance indicators did school performance not at least meet state expectations? Federal expectations (AYP)?
2. Who was involved in identifying trends and prioritizing performance challenges?
3. What data did the planning team review?
4. In what process did the planning team engaged to analyze the school’s data?
5. What were the results of the analysis (which trends were identified as significant)?
6. How were performance challenges prioritized?
7. What were identified as priority performance challenges for the 2011-12 school year?