

# Data Analysis Guided Questions

## Domain 1:

Use the STAAR Performance Data Table, student performance data, and your 2017-2018 master schedule to complete the following section.

Step 1a: Analyze the Data Table for Domain 1. Which content areas were the lowest performing? (Identify the 3 lowest performing content areas.)

- 1.
- 2.
- 3.

Step 1b: Start with the content area that is the lowest performing of the 3. Within that content area, analyze and identify the following:

- Grade level that was the lowest performing (you will need to use the student performance data to identify the grade level):

Step 1c: Using the student performance data and your master schedule, identify the lowest performing teacher(s) within the grade level:

Teacher Name	Number of Students	% Approaches GL or Higher	Lowest Performing Student Group	Lowest % of Which Performance Level
Mr. Example	115	34%	Hispanic, Eco Dis	Masters (4%)

(Add rows as needed)

*Repeat the process for the other 2 low performing content areas.*

### Step 1d: (High School Only)

- Did the campus meet standard in the CCMR area? Y/N

If no, follow the steps below:

Circle or highlight the 2 areas that were the lowest performing:

- TSI Criteria
  - Mathematics
    - TSI Assessment
    - ACT
    - SAT
    - College Prep Course
  - ELA/Reading
    - TSI Assessment
    - ACT
    - SAT
    - College Prep Course
- AP/IB Examination
- Dual Course Credits
- Industry-Based Certifications
- Associate Degree
- Graduate with completed IEP and Workforce Readiness
- US Armed Forces
- Met Non-CTE Criteria
- CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications
- Did the campus meet standard in the Graduate Rate category? If no, follow the steps below:

Circle or highlight the area that with the lowest graduation rate for all students.

- 4-Year Graduation Rate
- 5-Year Extended Graduation Rate
- 6-Year Extended Graduation Rate
- Annual Dropout Rate

For the identified area, analyze the data table to determine which 2 student groups had the lowest graduation rate.

## Domain 2:

Use the student performance data report and the TEA STAAR Performance Data Table for the next section.

Step 2a: If the campus did not Meet Standard for School Progress:

Based on the data table, circle or highlight the area where the campus received the lowest total points:

- Did Not Meet
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

Step 2b: Circle or highlight where the gaps occurred in the Current-Year Performance on STAAR:

- Did Not Meet Progress
- Met or Exceeded Progress

Step 2c: Which Prior-Year Performance group showed the least progress overall?

- Did Not Meet
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

## Domain 3

### Academic Achievement Status

Step 3a: Identify your highest achieving and lowest achieving student accountability groups for ELA/Reading:

- Highest achieving group:
- Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Identify the student groups that did not meet the targets for Academic Achievement Status in ELA/Reading:

- Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use *Academic Achievement (Percent at Meets Grade Level or Above)* located in the second table to complete this.)

Step 3b: Identify your highest achieving and lowest achieving student accountability groups in Math.

- Highest achieving group:
- Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Identify the student groups that did not meet the targets for Academic Achievement Status in Math.

- Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use *Academic Achievement (Percent at Meets Grade Level or Above)* located in the second table to complete this.)

## **Growth Status**

Step 3c: Identify the student accountability groups for ELA/Reading that showed the most growth and the least growth.

- Most growth:
- Least growth:

What is the growth difference between the highest and lowest growth groups?

Identify the student groups that did not meet the target for the Growth Status in ELA/Reading.

- Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use *Growth (Academic Growth)* located in the second table to complete this.)

Step 3d: Identify the student accountability groups for Math that showed the most growth and the least growth.

- Most growth:
- Least growth:

What is the growth difference between the highest and lowest growth groups?

Identify the student groups that did not meet the targets for Growth Status in Math.

- Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use *Growth (Academic Growth)* located in the second table to complete this.)

## **Graduation Rate**

Step 3e: Identify which student group had the lowest graduation rate.

## **Student Success**

Step 3f: Identify your highest achieving and lowest achieving student accountability groups for the Student Success measure.

- Highest achieving group:
- Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Which student group had the lowest Student Achievement Domain Score? (Use *Student Success (Student Achievement Domain Score: STAAR Component Only)* located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

Which student group had the lowest percentage of students who scored at Approaches GL Standard or Above? (Use *Student Success (Student Achievement Domain Score: STAAR Component Only)* located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

Which student group had the lowest percentage of students who scored at Meets GL Standard or Above? (Use *Student Success (Student Achievement Domain Score: STAAR Component Only)* located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

Which student group had the lowest percentage of students who scored at Masters GL Standard? (Use *Student Success (Student Achievement Domain Score: STAAR Component Only)* located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

### **Student Quality**

Step 3g: Identify your highest achieving and lowest achieving student accountability groups for the Student Quality (CCMR) measure.

- Highest achieving group:
- Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Which student group had the lowest percentage of students meeting CCMR? (Use *School Quality (College, Career, and Military Readiness Performance)* located in the second table to complete this.)

- In which CCMR Criteria category was this student group least represented? (May be more than 1)

**Reflection: Is there a correlation between the trends identified in Domain 1 and the trends seen in Domain 3?**