School Board/Superintendent Team Analysis
of
Student Achievement Data
* DRAFT 5/25/06 *

Outcomes:
1. Board members have a broad understanding of the current status of student achievement within the state and district
2. Board members can articulate what needs to change and what they think is possible for student achievement – affirm the need for improvement, the moral purpose for improving.

Board members will be able to:

1. To identify strengths, in order to support improvement.

2. To determine trends over time and whether gaps are narrowing.

3. To identify areas of needed improvement by grade level(s) and/or subject area(s) and/or subgroup(s), in order to provide the pressure and support needed for improvement.

Why data study is important:
1. Studying data helps create urgency by identifying areas of needed improvement

2. Studying data helps determine what is possible by comparing the current status of student achievement with what could be

Key Considerations:

1. Because there is always measurement error, it is important to study multiple years of data. Three to five consecutive years are recommended.

2. Because assessments vary in their strengths and limitations and because of measurement error, it is important to study data from multiple measures. Two measures of the same content area should be used, at a minimum. It is also important to use assessments of multiple formats.

Important Questions: (For board members to ask and to insure get answered.)

1. What are the important student learning expectations (standards and benchmarks) do these data focus on?

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Student Achievement Data Analysis Protocol
(To be used with Data Analysis Record Form)

1. Select a content standard and grade range to study, e.g. K-3 Reading or Middle School Mathematics

2. Clearly describe the content standard and benchmarks, i.e. "What are students expected to know and be able to do?".

3. Select one assessment of the content standard, e.g. OAKS or local performance assessment.

4. Clearly describe the performance standard, i.e. define "meets"(and "exceeds") for that assessment.

5. Examine graphs of 3-5 years of proficiency data. It is best to have graphs by grade over time and also by cohorts (same group of students) over time. Record your observations. (About what percentage of the students are proficient? Is the trend toward improvement? Are certain grades or cohorts significantly better or worse than others?

6. Examine graphs of growth over time for different sections of the distribution, e.g. quartiles. What is the trend for the lowest performing students, average students and highest performing students? Is the gap widening or narrowing?

7. Examine graphs of subgroup data over time (SWD, ethnicity, SES, ELL). Identify any gaps/differences and whether they are widening or narrowing.

4-7. Repeat steps 4-6 for a second (and third if you can) assessment of the same content standard and grade levels.

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8. Conclusions. What are the major strengths and areas of needed improvement?

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Sheridan School District Student Achievement Data Analysis Record
Assessment Data Observations Page

Content Standard: Reading Grade Levels K-11 Date March 4, 2014

Name of assessment and definition of "proficient"	**OAKS**	**DIBELS**	
Proficiency data observations. About what percentage of the students are proficient? Is the trend toward improvement? Are certain grades or cohorts significantly better or worse than others?	75 7% 54.3% 76 4-1		
Growth Data. What was the growth for low performing, average, and high performing students? Is the gap widening or narrowing?			
Subgroup data over time (gender, ethnicity, SES, ELL). Identify any gaps/differences and whether they are widening or narrowing.			

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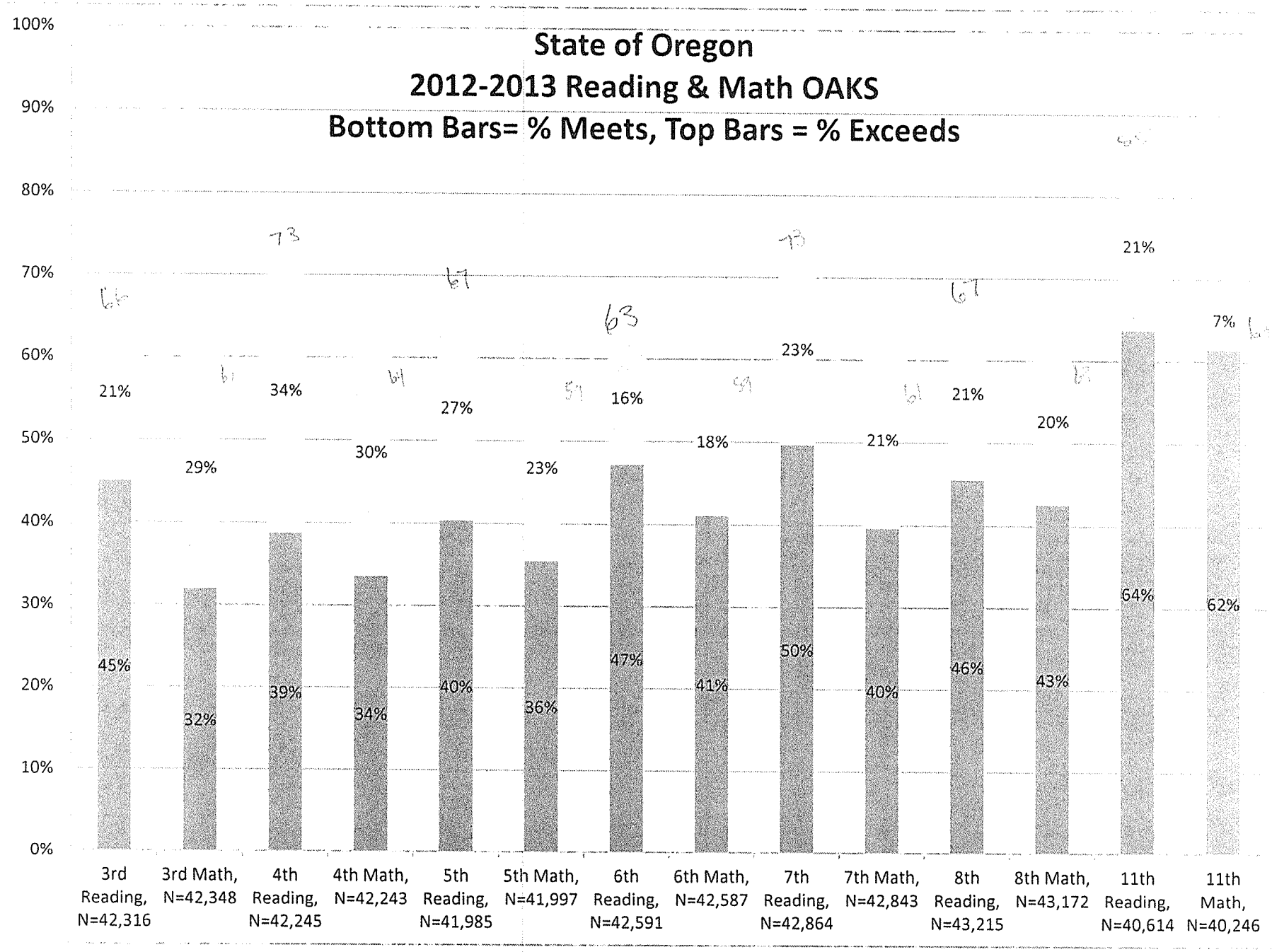
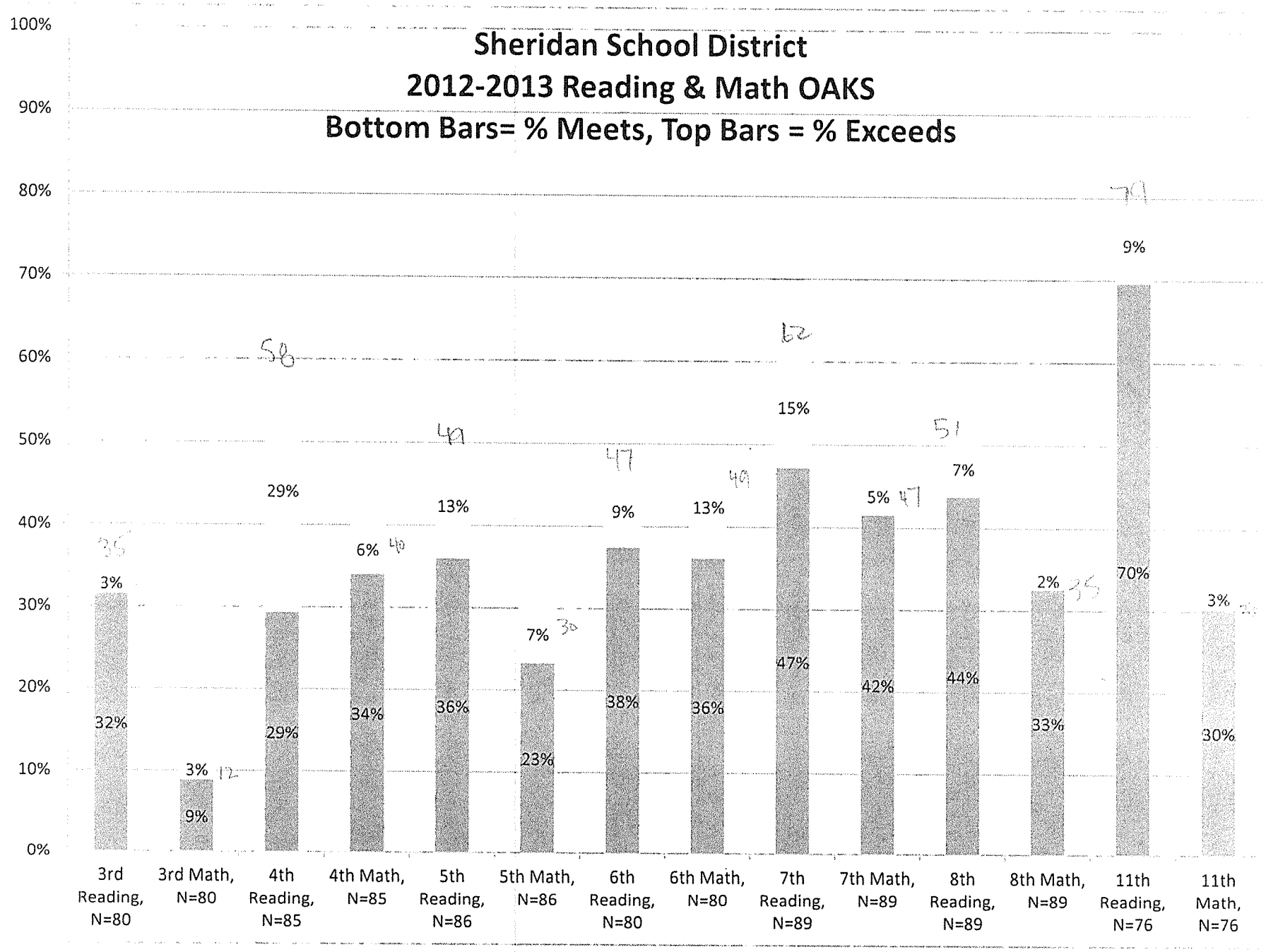
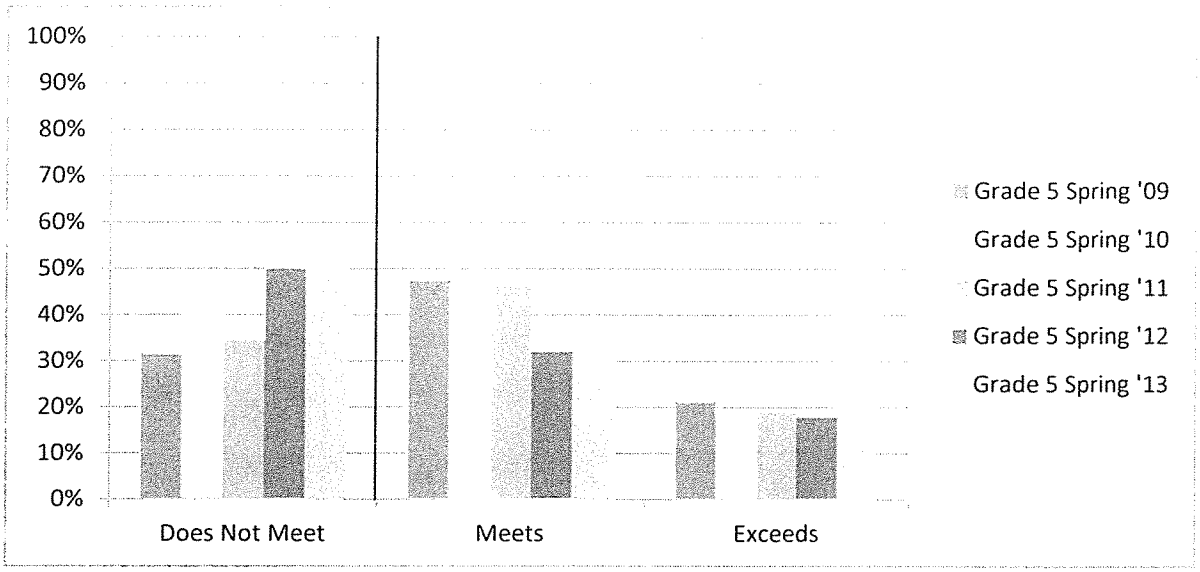
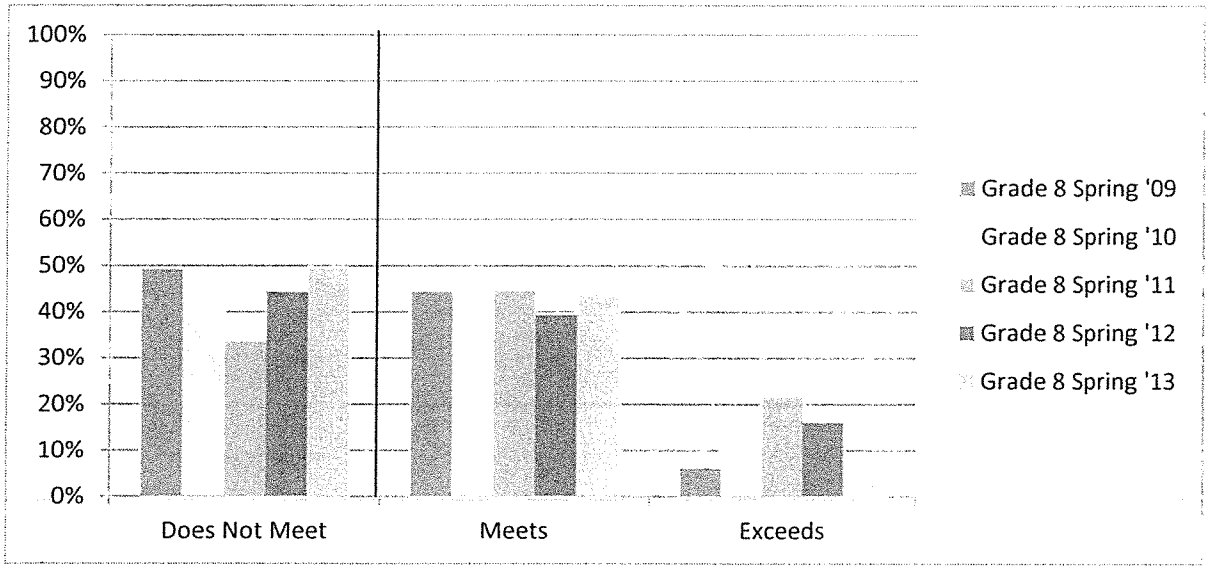
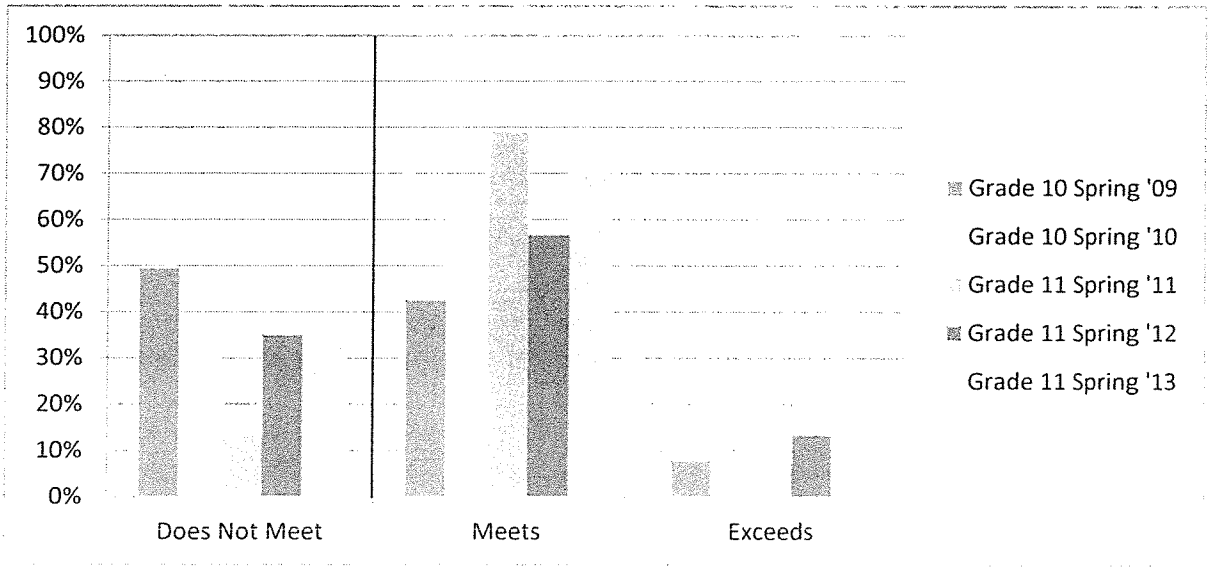

State of Oregon
2012-2013 Reading & Math OAKS
Bottom Bars= % Meets, Top Bars = % Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
21%
45%
29%
32%
34%
39%
30%
34%
27%
40%
23%
36%
16%
47%
18%
41%
23%
50%
21%
40%
21%
46%
20%
43%
21%
64%
7%
62%
3rd Reading, N=42,316
3rd Math, N=42,348
4th Reading, N=42,245
4th Math, N=42,243
5th Reading, N=41,985
5th Math, N=41,997
6th Reading, N=42,591
6th Math, N=42,587
7th Reading, N=42,864
7th Math, N=42,843
8th Reading, N=43,215
8th Math, N=43,172
11th Reading, N=40,614
11th Math, N=40,246


Sheridan School District
2012-2013 Reading & Math OAKS
Bottom Bars= % Meets, Top Bars = % Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3rd Reading, N=80
3rd Math, N=80
4th Reading, N=85
4th Math, N=85
5th Reading, N=86
5th Math, N=86
6th Reading, N=80
6th Math, N=80
7th Reading, N=89
7th Math, N=89
8th Reading, N=89
8th Math, N=89
11th Reading, N=76
11th Math, N=76
3%
32%
3%
9%
29%
29%
6%
34%
13%
36%
7%
23%
9%
38%
13%
36%
15%
47%
5%
42%
7%
44%
2%
33%
9%
70%
3%
30%

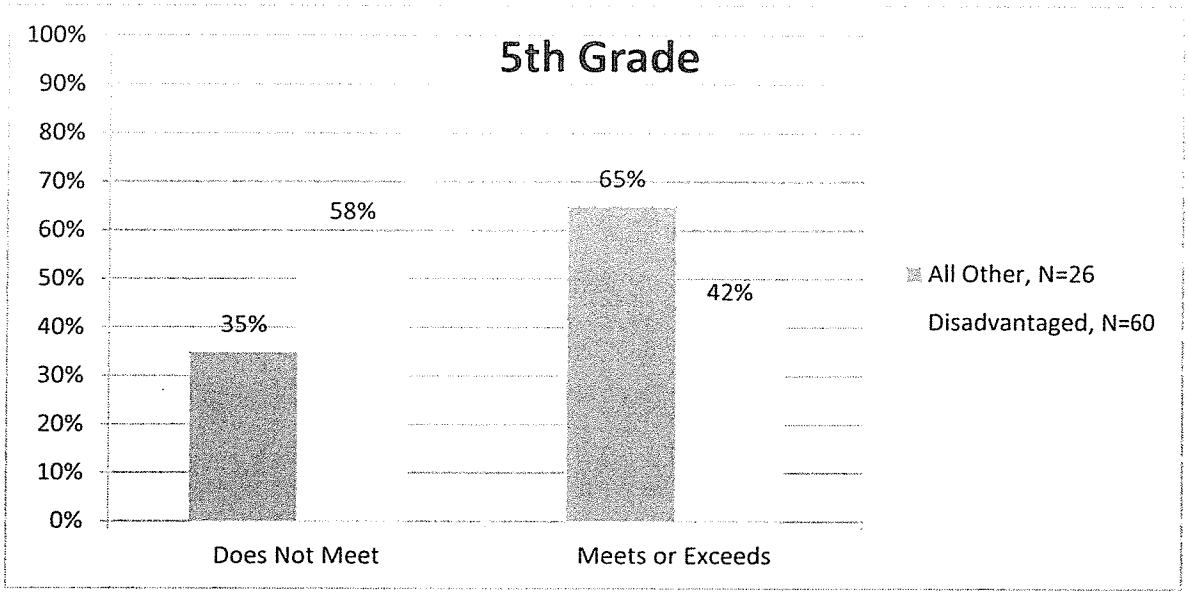
Sheridan School District
OAKS Reading 2009-2013

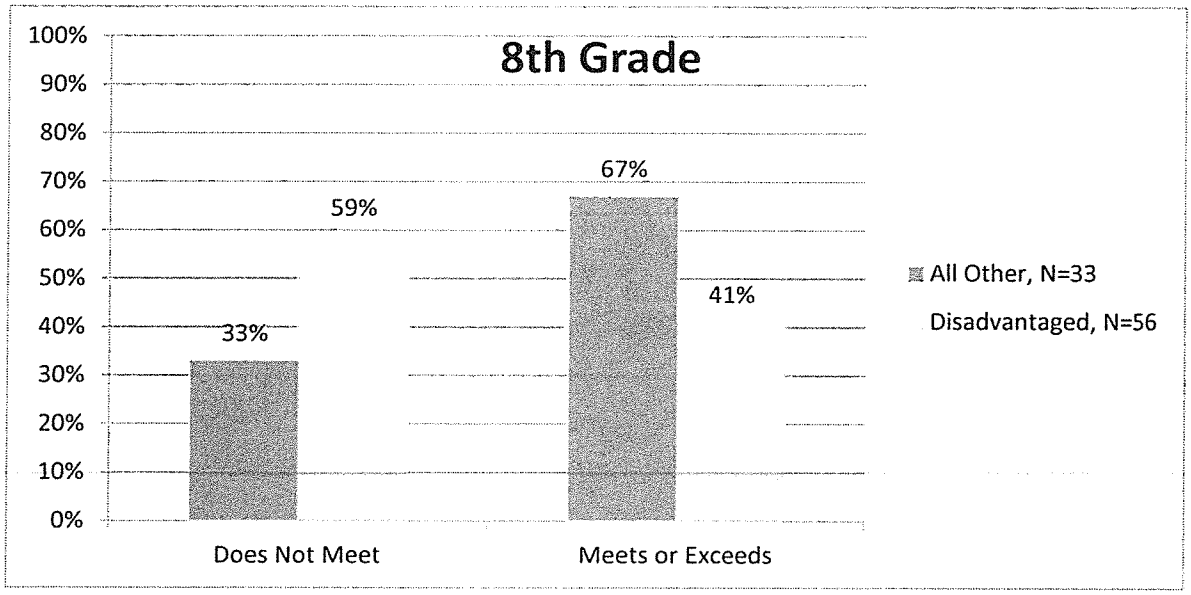


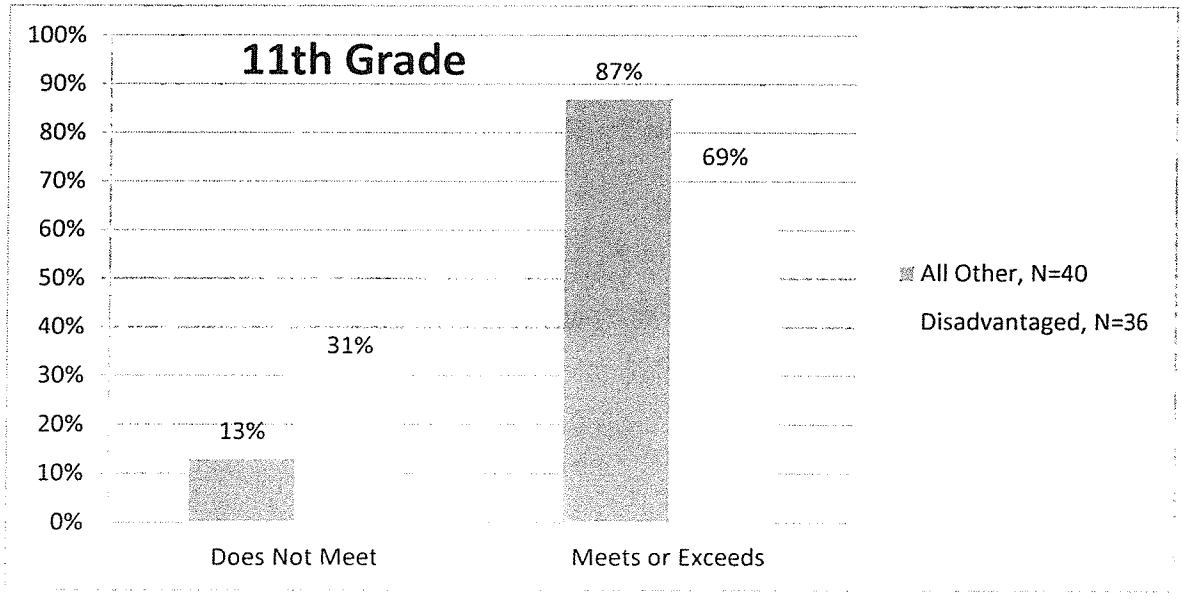




Sheridan School District 2013 OAKS
Economic Disadvantaged

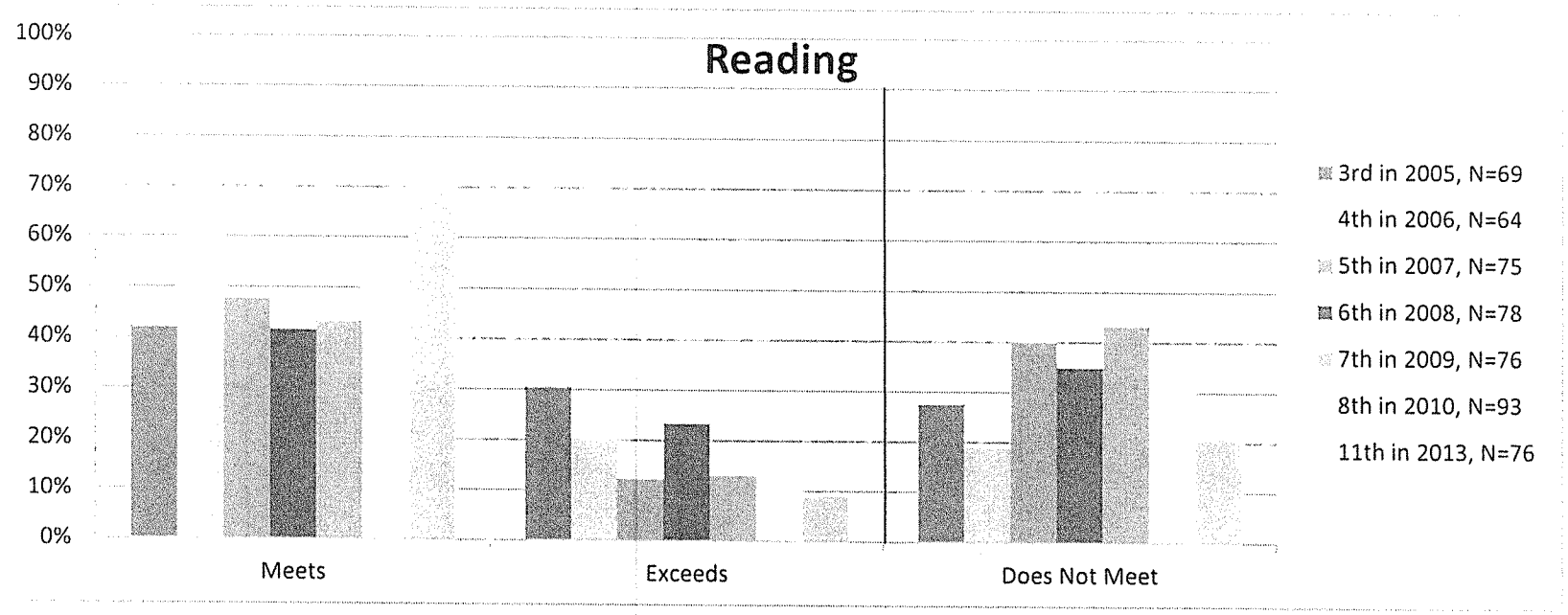


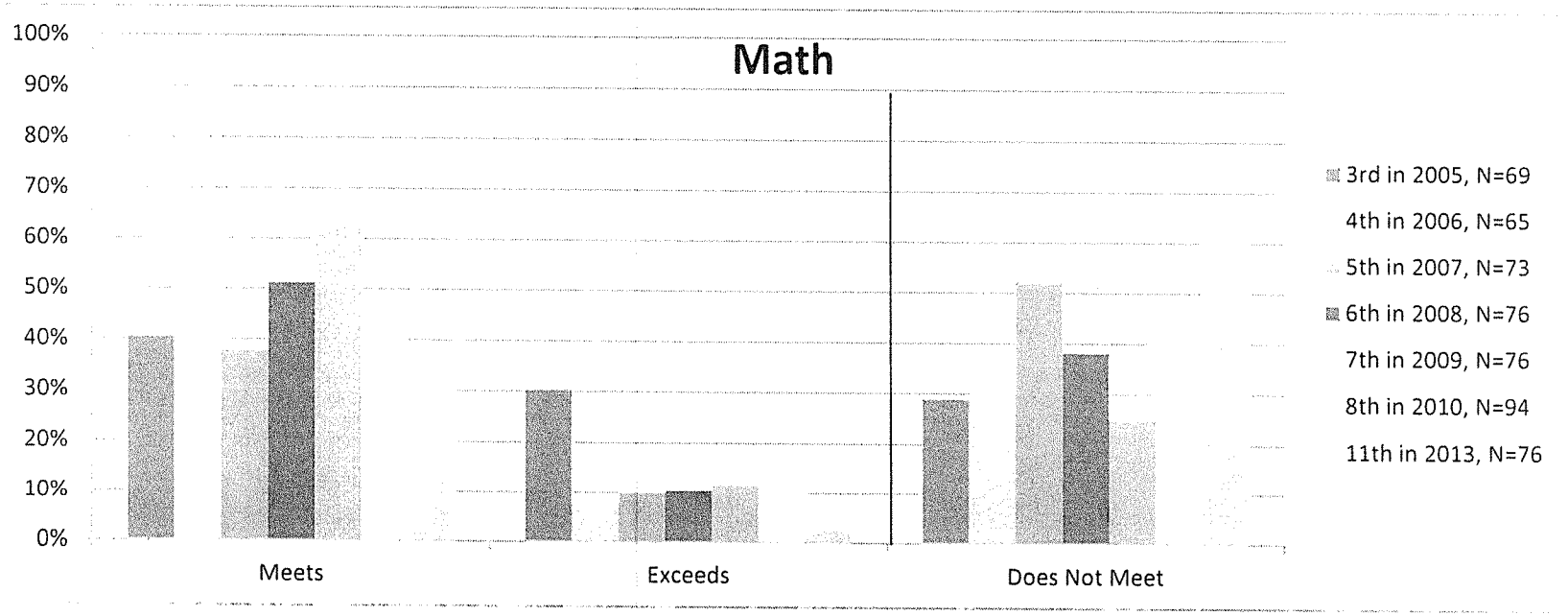




Sheridan School District

Reading and Math OAKS for Students in Years 2005 - 2013





Reacing
DIBELS Growth (Fall to Winter)

Grade Level	Expected Growth	# of Students Making Expected Growth	# Of Students Not Making Expected Growth	% of Students Making Growth Targets	Measure Used
K	23	NA	NA	NA	LNF
1	28	31	42	42%	NWF-CLS
2	20	30	33	48%	ORF-WRC
3	18	21	46	31%	ORF-WRC
4	19	24	44	35%	ORF-WRC
5	18	13	51	20%	ORF-WRC
6	1	40	30	57%	ORF-WRC
Total		159	246	39%	