

# Guiding Questions for Data Analysis, by Reports



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The following document is provided by the Data and Accountability Department staff as a resource to help guide your review of student data. This document provides examples of questions to consider when reviewing frequently accessed reports located in Case21, Quickr, EVAAS®, or mClass®. The questions provided are not an exhaustive list but are meant to guide your discussions as you review the data contained in the report.

**Class Report**

 <b>CLASS REPORT</b>		<b>2013-14 Benchmark</b> <b>6th Grade ELA</b>	<b>Year Round/Traditional</b> <b>3rd Administration</b>										
<small>To see a brief video on how to use this report, scan the QR code located at the top left or go to <a href="http://youtu.be/4nqoaFCK0iw">http://youtu.be/4nqoaFCK0iw</a></small>													
Assessment Items: 40	Assessment Results	Depth of Knowledge			Strand Results			Genre Results					
Period: 1 Total Scores: 30	Perf. Cor.   Proj. Ach. Lev.	Dok 1 n=14	Dok 2 n=21	Dok 3 n=5	Read Lit n=19	Read Info n=9	Lang n=22	Fiction n=12	NonF n=5	Poetry n=11	Science n=	Soc St n=8	Tech n=
	47.5   3-	2	3	3	3	2	3	3	2	2		3	
	50.0   3-	2	3	4	3	1	3	3	1	3		1	
	47.5   3-	3	2	1	2	1	3	3	3	1		3	
	40.0   2	3	1	3	2	1	3	1	2	2		2	
	55.0   3	1	3	4	3	3	2	3	4	3		3	
	65.0   3+	3	3	3	3	3	3	3	3	4		3	

- ❖ Which students are showing mastery and which are not?
- ❖ What are the characteristics of students who are showing mastery and those who are not?
- ❖ How do the results for this class compare with other classes at this grade level?
- ❖ How do the results for this class at this grade level compare with the rest of the district?
- ❖ What class strengths/weaknesses does this data highlight in terms of Depth of Knowledge and Content?
- ❖ What trends are you noticing across classes or sections?
- ❖ What instructional strategies can be implemented that are most effective for targeted groups of students?
- ❖ What else needs to happen in order to meet the needs of target groups of students?

**Item Analysis**

Teacher: <b>Annex, A</b>											
Period: <b>1</b>											
Subject: <b>6th Grade ELA</b>											
School: <b>Washburn Middle</b>											
Item	1	2	3	4	5	6	7	8	9	10	11
ICC Indicator	1.040	0.500	1.040	0.500	0.500	0.500	0.500	1.040	0.500	0.500	
Item	1	2	1	2	1	2	1	2	1	2	
Reading Comprehension	Cap	Str									
Score	Str										
Class Percent Correct	88.47	48.00	76.47	38.00	52.00	13.00	52.00	52.00	16.00	43.00	
School Percent Correct	82.28	44.28	62.42	28.28	38.75	28.75	42.42	38.28	18.28	37.42	
Correct Answer	B	A	D	B	A	D	C	B	A	B	
Item	A	B	C	D	A	B	C	D	A	B	
Item	A	B	C	D	A	B	C	D	A	B	
Item	A	B	C	D	A	B	C	D	A	B	

- ❖ What student strengths/weaknesses does this data highlight?
- ❖ On which objectives do students need enrichment? reteaching?
- ❖ What factors may have influenced performance on this objective?
- ❖ What is the variation in students' skills (in a specific area) within each of my classes/sections?
- ❖ What results concern you the most?
- ❖ What patterns or trends are emerging among the data?



### End of Year Roster

- ❖ Which individual students were/were not proficient?
- ❖ What are the characteristics of students who performed well/poorly? Are there any similarities that stand out?
- ❖ Which individual students have shown patterns of poor achievement over time?
- ❖ Which individual students had a result this year that is inconsistent with their achievement history?
- ❖ What are the possible root causes for what you are noticing with your student data?

### Current Student Roster

- ❖ What does the data suggest about the students currently enrolled in your building?
- ❖ What did you notice when you analyzed the student data for patterns? Were there any surprises or new questions?
- ❖ What trends exist when reviewing student data using multiple assessments (e.g., Case 21, EOG/EOC, Universal Screenings)?
- ❖ What do you see when you look at groups of students for individual teachers? By grade level? By subject?
- ❖ What strategies might you consider that would be effective when working with specific groups of students?
- ❖ What are the possible root causes or symptoms of the identified student performance?

**CogAT**

**CogAT**  
LIST OF STUDENT SCORES  
Cognitive Abilities Test™ (CogAT®)

STUDENT NAME	SSN	Grade	LOCAL SCORES					LOCAL PERCENTILE	Student	Grade	Profile
			Verbal	Quantitative	Nonverbal	Composite (IQ)	Composite (IQ)				
Student 1	1234	3rd	100	110	120	110	110	85	100	100	
Student 2	5678	4th	110	120	130	120	120	90	110	110	

- ❖ Which students are considered at-risk? are considered gifted?
- ❖ What student strengths/weaknesses does this data highlight?
- ❖ Are there other sources of data that can be used to triangulate and affirm these results?

**IOWA**

**Iowa Assessments**  
LIST OF STUDENT SCORES  
Iowa Assessments™

STUDENT NAME	SSN	Grade	English Language Arts			Subject Comments
			Reading	Writing	Mathematics	
Student 1	1234	3rd	85	75	90	
Student 2	5678	4th	90	80	95	

- ❖ Which AG literacy/math services should be provided based on the individual results?

### EOG Goal Summary Report

The screenshot shows a report titled "PUBLIC SCHOOLS OF WAKE COUNTY END-OF-COURSE TESTS 2014-2015 Grade 3 English Language Arts Reading (Class Report)". It contains two tables. The first table compares "Developmental Status" (Met, Not Met) for "Reading" and "Classroom Use English Language Arts Reading" across "All Tests" and "Selected Tests". The second table compares "Developmental Status" (Met, Not Met) for "Reading" and "Classroom Use English Language Arts Reading" across "All Tests" and "Selected Tests".

- ❖ What is the weighted distribution of the content goals/objectives as they are represented on the test?
- ❖ Were there specific goal areas that were significantly higher/lower than the state benchmark? Higher/lower than in previous years?
- ❖ Does the percentage of time spent teaching the goal areas match the percentage of items represented in the test? Should it?
- ❖ How do the same goal areas compare between teachers of similar classrooms?
- ❖ Which teachers stand out in particular goal areas?
- ❖ What content strengths/weaknesses do the incoming students of a particular grade bring with them?
- ❖ If a teacher has several years of goal summary data, does s/he see trends when looking at several years of data? (Remember that one year can sometimes be misleading.)

### BOG3 Results Report

The screenshot shows a report titled "PUBLIC SCHOOLS OF WAKE COUNTY END-OF-COURSE TESTS 2014-2015 Grade 3 English Language Arts Reading (Class Report)". It contains a table with columns for "Student Name", "Developmental Status", "Scores", and "Percentages". The table lists individual student data for "Reading" and "Classroom Use English Language Arts Reading".

- ❖ Which students have scored below the Read to Achieve and are in need of targeted interventions?
- ❖ What strategies will be used to ensure that at-risk students are proficient at the end of the school year?
- ❖ How do the students' Lexile scores compare with other data about their reading ability?
- ❖ Are the reading materials selected for the students aligned with their Lexile scores?

## ACT Explore/Plan Score Report



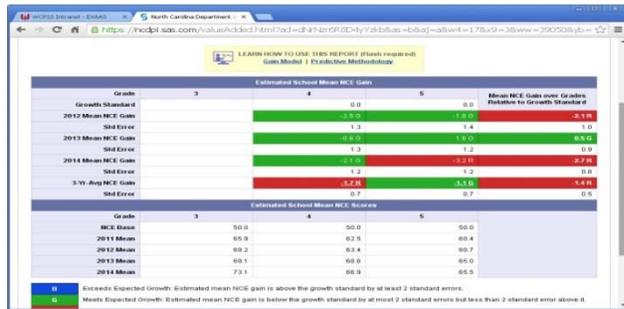
- ❖ How did your students perform on the Explore/Plan tests compared to other students nationally?
- ❖ Do your students' Explore/Plan scores differ by race/ethnicity background and gender group?
- ❖ What students are on track to be college ready when they graduate?
- ❖ Which content skills are strong and which content skills need to be addressed?
- ❖ What are your students' self-reported educational and career plans?
- ❖ How do your students' Explore/Plan scores relate to the courses they have taken or are currently taking?
- ❖ How do your students' Explore/Plan scores and coursework plans relate to their educational plans?
- ❖ How do your students' Explore/Plan Composite scores/coursework plans relate to their expressed needs for help?
- ❖ How do your students' Explore/Plan Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?
- ❖ How do your students' Explore/Plan composite scores, coursework plans, and postsecondary plans relate to their career cluster from the World-of-Work Map?
- ❖ Has this information been shared with your school counselors to be used as they work with students?

## PLAN: Predictions of AP Success Report

The image is a screenshot of a web-based report titled "PLAN: Predictions of AP Success Report". The report is displayed in a browser window. It features a table with multiple columns and rows. The columns include student information and various AP course categories. The rows list individual students and their predicted success in different AP courses. The table is organized into sections, with a header row for each section. The data is presented in a clear, tabular format, allowing for easy comparison of student performance across different AP courses.

- ❖ Which students are predicted to be successful in AP courses?
- ❖ Are the students identified in the report already enrolled or have a plan to enroll in AP courses? If not, what supports are needed?
- ❖ Are there structures in place to offer the AP courses identified in the report at this school? If not, how do we support the students needing those courses?
- ❖ Has this information been shared with your school counselors to be used as they work with students?

School Value Added Report



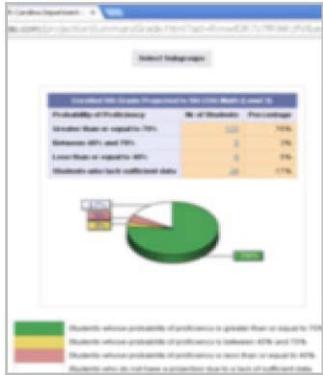
- ❖ What is the average progress of students in this building? by grade level? by subject?
- ❖ How does your school's progress rate for a grade compare to the growth standard (average growth for students statewide)?
- ❖ How does your school's achievement level compare to the state's average achievement?
- ❖ What trends exist within each content area or grade level?
- ❖ Do you have historical context that increases your understanding of the trend or lack of a trend (e.g., turnover in staff, change in makeup of the student body, or change in test and/or curriculum and the response to those changes)?

School Diagnostic Report



- ❖ Are students at each achievement level making appropriate growth?
- ❖ How does the pattern of the growth bars for the current year (blue) compare to the previous cohort's bars (gold)? What changes occurred at the school/district to influence the difference in growth patterns?
- ❖ Which groups are making more/less growth than other groups?
- ❖ What trends are you noticing when reviewing data from various subgroups?
- ❖ Are these patterns consistent with past cohorts of students?
- ❖ Are these patterns consistent with other classroom data we have about our students?
- ❖ How are we assigning our highest/lowest achieving students across classrooms?

### School Academic Preparedness Report



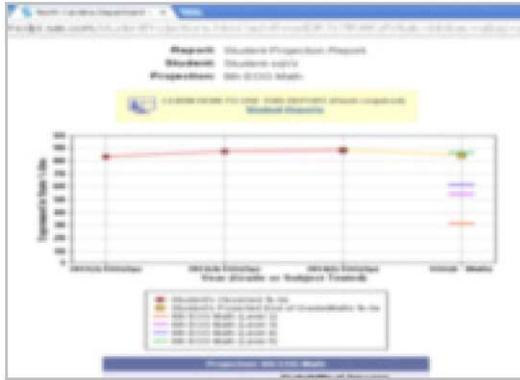
- ❖ What proportion of students is on path to academic success (green slice)? What enrichment strategies can be provided to ensure that they maintain their likelihood of being proficient?
- ❖ What proportion of students is at risk for not scoring in the proficient range (yellow slice)? What targeted interventions can be provided to increase their likelihood of being proficient?
- ❖ What proportion of students is unlikely to score in the proficient range (pink slice)? What sustained interventions are needed to increase their likelihood of success?
- ❖ When combined with other data, does this data confirm your knowledge of students' performance risk?

### Student History Report



- ❖ What patterns are evident given the student's testing history on prior assessments?
- ❖ How does this student compare to school, and district scores?

### Student Projection Report



- ❖ Based on the assessment history and projections, is the student currently enrolled in the appropriate courses?
- ❖ What is the student’s projected state percentile and their probability for reaching each of the state’s achievement levels? Does the data confirm your knowledge of the student’s performance risk? What actions are currently needed (e.g. interventions, enrichment)?

### Custom Student Report



- ❖ Who are the students with similar characteristics (e.g., grade, race, sex, demographics)? What patterns can be observed in their projections?
- ❖ For a specific subject level test, who are the students with similar probabilities of success?
- ❖ Who are the students in need of sustained academic intervention by grade level, by subject?
- ❖ Who are the students in need of more rigorous course sequences by grade level, by subject?

### Student Pattern Report

Student	2012 State NCE	2013 State NCE	2013 Percentile	Prof Level
Student A	72	88	85.0	L2
Student B	47	46	47.0	L2
Student C	38	60	52.0	L4
Student D	3	36	19.0	L2
Student E	27	17	27.0	L2
Student F	47	46	47.0	L2
Student G	34	35	35.0	L4
Student H	55	54	55.0	L4
Student I	34	35	34.0	L4

*(Note: In order to create a report, you must select at least 15 students who have both previous and current year scores in the currently selected subject.)*

- ❖ When reviewing the Student Pattern List, what patterns do you notice when comparing students' previous year NCE scores to current year NCE scores?
- ❖ How effective has your school been with the lowest, middle, and highest achieving students in the group you have selected. Did this particular group of students receive a specific intervention (e.g., tutoring, targeted instruction, etc.)?
- ❖ Which groups of students (based on your selection) made about the same, less or more progress than the state growth standard?

### Teacher List by School

Name	School	Grade	Subject
Teacher 1	School A	5th	Math
Teacher 2	School B	4th	Reading
Teacher 3	School C	3rd	Science
Teacher 4	School D	2nd	Language Arts
Teacher 5	School E	1st	Math

- ❖ Who are your teachers that did not meet/meet/exceeded expected growth within each grade level or subject area?
- ❖ Which teachers are in need of support?
- ❖ What does this data tell you about specific grade levels or subject areas?
- ❖ How much progress did teachers who met or exceeded expected growth make with specific subgroups of students (e.g., low, middle, high, race, gender, etc.)?

### Evaluation Composite



- ❖ Which of your teachers' Evaluation Composite was in the "did not meet expected growth" category?
- ❖ What support can be provided to these teachers?
- ❖ Who are your "exceeds expected growth" teachers? What support can they provide other teachers?

## Teacher Value Added Report



- ❖ How does the teacher's growth measure compare to the standard for academic growth (green vertical line (0.0))?
- ❖ How does the teacher's index score compare to the average teacher in WCPSS?
- ❖ How effective has the teacher been when looking across multiple years?

## Teacher Diagnostic Report



- ❖ Which groups of students (e.g., low, middle, or high) did the teacher show the most progress toward academic growth compared to other students across the state who took the same test?
- ❖ Which achievement level group represented the majority of the teacher's students (e.g., majority low or high)? What are the implications?
- ❖ How much progress did the teacher make with particular subgroups of students (e.g., race, sex, or other demographics)?
- ❖ What trends are noticeable with the individual student data?
- ❖ What strategies might help this teacher work more effectively with students in a subgroup?

### Teacher Custom Diagnostic Report (with student lists)

Student	2013-2014 NCE	2014-2015 NCE	2015-2016 NCE	2016-2017 NCE	2017-2018 NCE
Student 1	88	88	88	88	88
Student 2	88	88	88	88	88
Student 3	88	88	88	88	88
Student 4	88	88	88	88	88
Student 5	88	88	88	88	88
Student 6	88	88	88	88	88
Student 7	88	88	88	88	88
Student 8	88	88	88	88	88
Student 9	88	88	88	88	88
Student 10	88	88	88	88	88

- ❖ How much progress did students who received a particular intervention make?
- ❖ When viewing the student list within the Teacher Custom Diagnostic, were there any noticeable trends with individual students?
- ❖ How many or what percentage of the teacher’s students experienced an increase in their NCE scores when compared to the previous year?

### REPORTS in mCLASS®

### Examples of questions to ask:

### Class Summary Report

Level	Count										
Level 1	1	1	1	1	1	1	1	1	1	1	1
Level 2	1	1	1	1	1	1	1	1	1	1	1
Level 3	1	1	1	1	1	1	1	1	1	1	1
Level 4	1	1	1	1	1	1	1	1	1	1	1
Level 5	1	1	1	1	1	1	1	1	1	1	1
Level 6	1	1	1	1	1	1	1	1	1	1	1
Level 7	1	1	1	1	1	1	1	1	1	1	1
Level 8	1	1	1	1	1	1	1	1	1	1	1
Level 9	1	1	1	1	1	1	1	1	1	1	1
Level 10	1	1	1	1	1	1	1	1	1	1	1
Level 11	1	1	1	1	1	1	1	1	1	1	1
Level 12	1	1	1	1	1	1	1	1	1	1	1

- ❖ What patterns or trends do you notice?
- ❖ What percent of the students in this class are in the proficient range? the strategic range? the at-risk range?
- ❖ What are instructional areas of strength or weakness?
- ❖ How does the DIBELS Next Composite data align with the TRC data?
- ❖ Are there surprises in the data?

### Student Summary Report



- ❖ What do you notice about the student composite scores and individual probe scores?
- ❖ Which students need specific interventions?
- ❖ Which students are in need of Progress Monitoring (given the Steps for Effective Progress Monitoring)?
- ❖ Which students are showing growth over time?
- ❖ How do students' measures or progress monitoring compare to the growth of their peer group?
- ❖ What are your next steps?

### Student Probe Detail Report



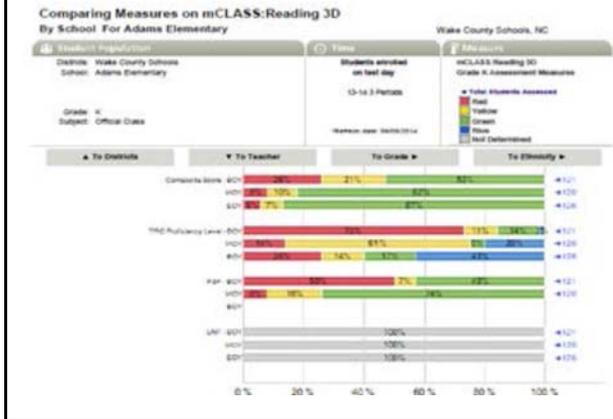
- ❖ What are students' strengths or areas for growth?
- ❖ What patterns do you notice?
- ❖ If students are receiving intervention for a specific skill deficit, is it impacting their assessment results?
- ❖ Are there other sources of data that can be used to triangulate and affirm these results?

### Reading 3D Measures Breakdown



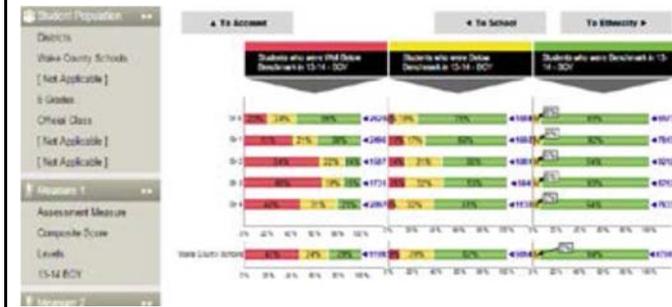
- ❖ How have your students progressed in different areas over time?
- ❖ What are instructional areas of strengths or weaknesses?
- ❖ Where should you focus instructional resources?

### Reading 3D Comparing Measures Report



- ❖ How have different student populations changed over time?
- ❖ On which grade levels should resources be focused?
- ❖ What are instructional areas of strengths or weaknesses?

### DIBELS Effectiveness Formula (DEF) Report



- ❖ Is your instructional program effective at moving students from high risk to low risk?
- ❖ Of the students who were red last period, how many have moved up to yellow or green this period?
- ❖ Of the students who were green last period, how many have slipped back to yellow or red this period?

### Reading 3D Growth Report



- ❖ How has student achievement changed over the course of this year?
- ❖ Are students on track to meet end-of-year goals?