

Summative End-of-Year State Assessment: School Grade Level Performance

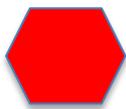


Setting & Context: You are in your third year teaching seventh grade English Language Arts (ELA) at the Onward and Upward Middle School, an Average Needs* designated school. The incoming seventh grade class has 173 students and is ethnically diverse. There are currently 15 students in seventh grade identified as English Language Learners (ELL). Twenty-one students have Individual Education Plans (IEPs). Half of the students are eligible for free and reduced lunch.

Your principal is a big believer in using assessment data to understand how well the school is doing, particularly with respect to its goal of “high standards and quality education for all students.” Your school leadership team has worked for several years to create a schedule that supports common planning time for each grade level team one time during the week as well as subject-specific common planning time two times per week. During those meetings the special education teacher, the ELL teacher and a guidance counselor also participate in data analysis and planning meetings.

At least once per week an administrator will sit in on the meetings to learn first-hand what you and your colleagues are learning from your data and how you intend to take action in your classrooms. After each interim assessment has been administered, subject teams have one week to analyze the assessment results together; you and your colleagues find one week to be a sufficient amount of time. Your principal will provide time during an early release day for each subject team to present their findings. This enables the whole faculty to reflect on patterns and trends emerging in the results and allows for all teachers to consider the implications for their own instruction.

It is the start of a new school year. Faculty returns to school one week before students return. During this time, your grade level team and subject team meet separately to analyze the previous year’s End-of-Year annual assessment for each grade in ELA and mathematics. In order to fully understand how your school compares to others in the state, your team will analyze a larger body of results of all schools in the state.



Analyze the Data: Please answer the following questions using the [Annual Assessment Data](#) file. Describe briefly, in your own words, what information in the report you used to answer each question. Describe the data points that informed your response.

Your ELA subject team wants to understand how all middle schools in the state performed in ELA in grades 6, 7, and 8. Using the “2017-18 Gr 3-8 Statewide” tab, answer the following questions:

1. What percent of students in Grades 6, 7, and 8 are in each level of proficiency in ELA?
2. Do male and female students in each grade perform at similar levels in ELA? Which data points did you use to compare performance of males compared to females?

3. Does any ethnic group perform at lower levels compared to other groups of students?
Which data points did you examine to compare performance by ethnicity?
4. Are there any groups of students whose performance is lower than the general population of students in all three grades?

With a better understanding about how other students in the state performed in ELA last year, your team now wants to see how Onward and Upward MS performed compared to all students in the state. Using the data in the “O & U MS” tab, answer the following questions:

1. What percent of students in Grades 6, 7, and 8 are in each level of proficiency in ELA?
2. Do male and female students in each grade perform at similar levels in ELA? Which data points did you use to compare performance of males compared to females?
3. Does any ethnic group perform at lower levels compared to other groups of students?
Which data points did you examine to compare performance by ethnicity?
4. Are there any groups of students whose performance is lower than the general population of students in all three grades? If yes, which group(s)?
5. Which group(s) of students in your class are you most concerned about? Describe the data and explain how you arrived at your conclusion.

Now, reflect on this exercise by answering the following questions:

1. Please explain how these data might influence what you do in your classroom, for which students, and why.
2. How might you monitor progress?
3. In your opinion, are these the right data to influence your instructional planning? What other data might you need?
4. Are there any concerns about discussing data in the data team? Or beyond the data team?