

Tool 2.1

Discussing Our District's Data

District Name: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source being analyzed.)*

- ITBS/ITED
- Diagnostic: _____
- Grades or Progress Indicators
- Teacher Data
- Other: _____

1. What do you notice when you look at these district level data?
 - a. How does our student performance in reading and math compare with state and national achievement norms?
 - b. Are our median percentile math achievement scores consistent at the elementary, middle school and high school levels?
 - c. Are our median percentile reading achievement scores consistent at the elementary, middle school and high school levels?
 - d. How does the achievement of our various subgroups (e.g., Special Education, English Language Learners, Low Socioeconomic Status, ethnic minorities, etc.) compare with our district averages in reading and math? Are we serving all students equally?
 - e. How many schools do we have “in need of assistance” or in danger of being labeled “in need of assistance?”
 - f. How often are students with low scores in reading and math absent?
 - g. How often do poor readers (or students struggling with math) get referred to the office in a given year? Are poor readers referred to the office for discipline problems more often than good readers?
 - h. How many of our students are proficient in reading? Math?
 - i. How many of our students are “marginally” proficient (e.g., scoring between the 41st and 50th percentile in reading and math on the ITBS/ITED?)

