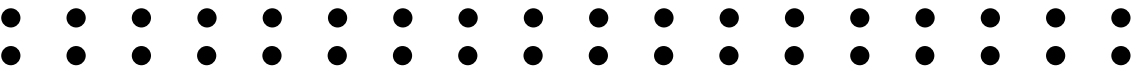


Key Student Performance Indicators

New Hampshire Charter Schools Conference
September 20, 2023





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in its fall menu

I'm comfortable waiting at least until we start seeing some leaves change colors

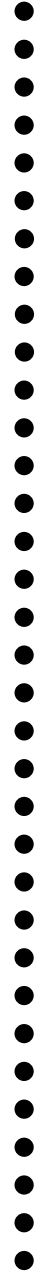
0

The ubiquity of pumpkin spice products makes z to me and is my least favorite thing about au

0



Help & Feedback



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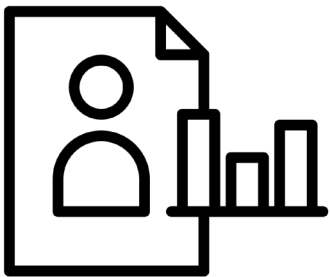


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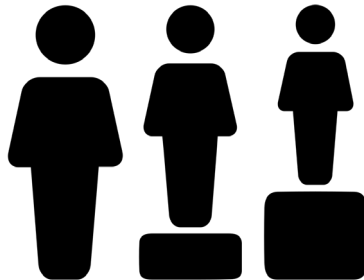


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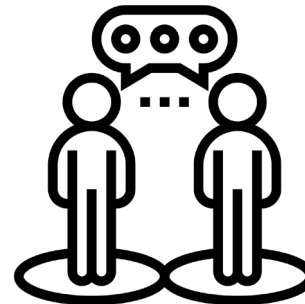
Key Student Performance Indicators...So What?



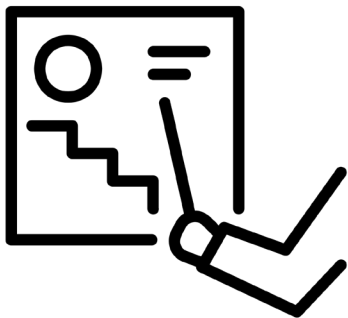
Accountability



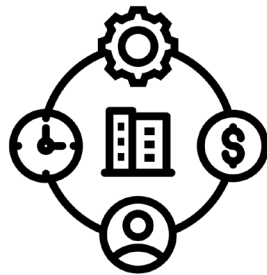
Equity



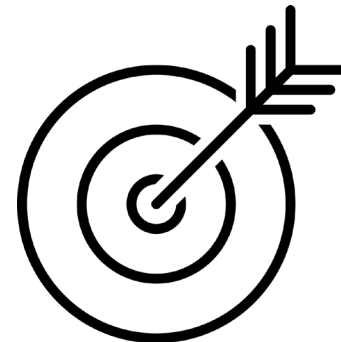
Communication



Instructional Implications



Resource Allocation



Internal Goal Setting



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✕

Quite rarely

With regularity



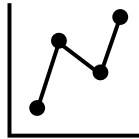
Objectives



SAWBAT explain how collection and analysis of student performance data can inform a charter school's efforts to fulfill its educational mission



SAWBAT describe how different types of assessments can be used for a range of strategic purposes



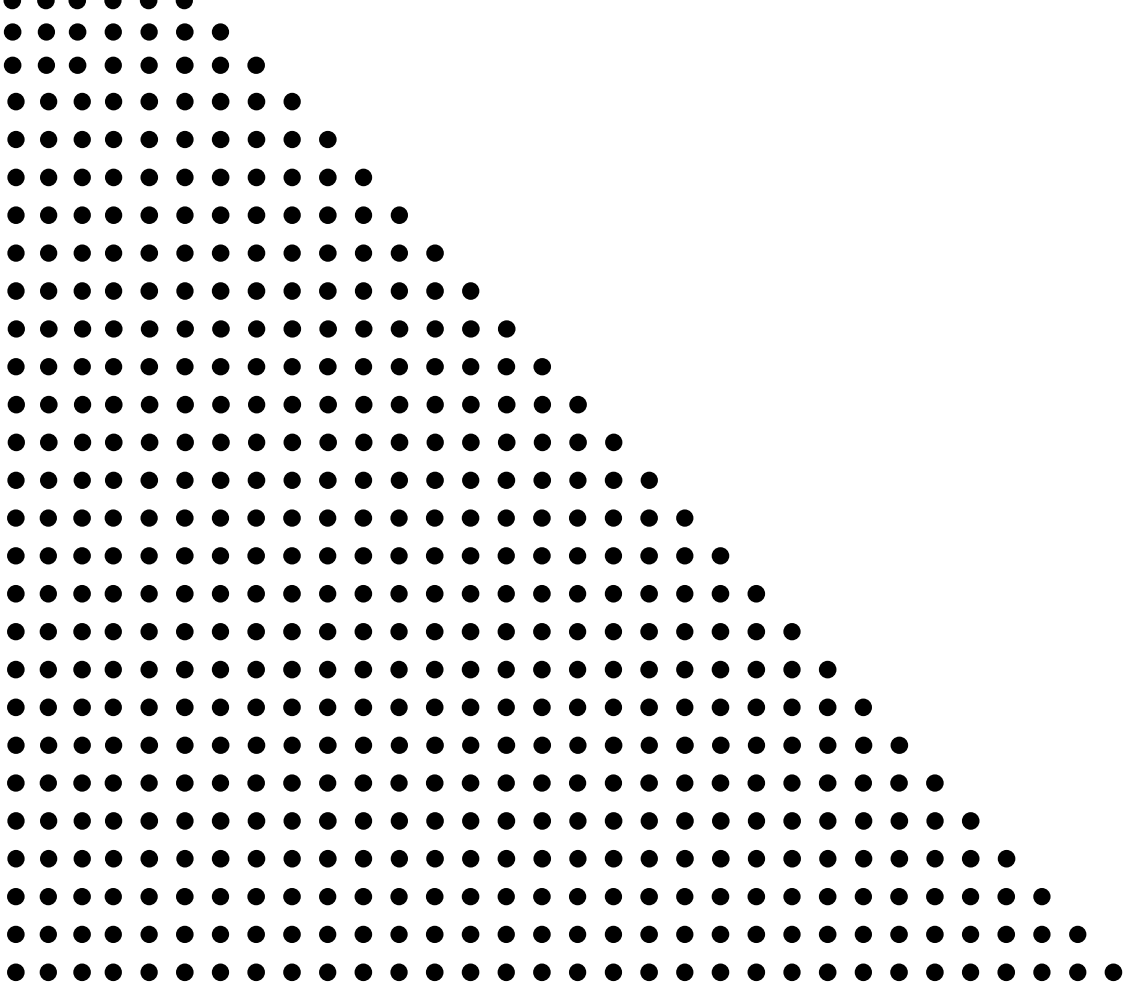
SAWBAT engage in data analysis efforts that set their schools up to address student needs and to meet the performance targets embedded in key agreements



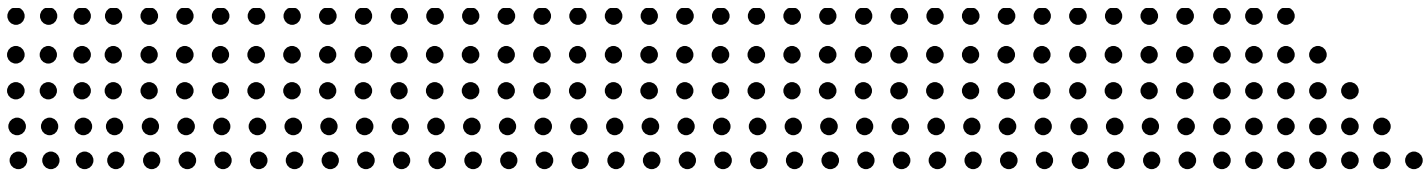
SAWBAT understand how to convert student performance data into instructional improvements

Agenda

1. Setting the Scene: Charter Schools and Student Performance Data
2. Assessments, Analysis, and Goal Setting
3. Transforming Data into Action



Setting the Scene: Charter Schools and Student Performance Data



Backdrop

Two Decades of Progress, Nearly Gone: National Math, Reading Scores Hit Historic Lows

EducationWeek®

National test scores plunge, with still no sign of pandemic recovery

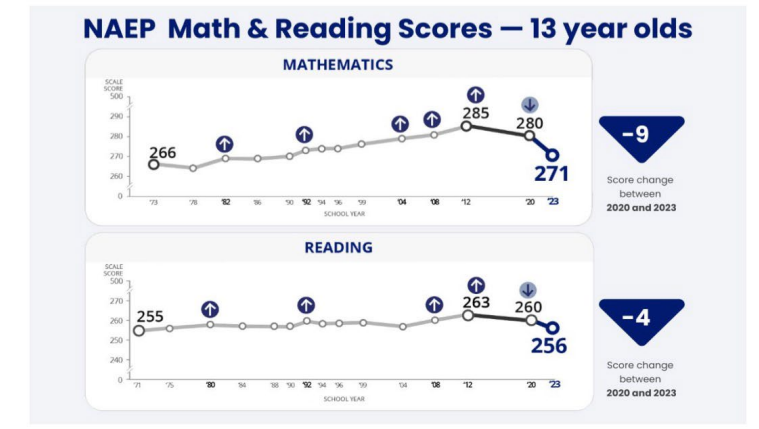
The Washington Post

Students across country, in New Hampshire show decline in testing scores



NAEP Scores 'Flashing Red' After a Lost Generation of Learning for 13-Year-Olds

'Nation's Report Card' shows math skills reset to the level of the 1990s, while struggling readers are scoring lower than they did in 1971



The74

Competing Takes



Learning Loss is a Crisis

Editorial: Learning loss is real. Stop pretending otherwise.

Los Angeles Times

Pandemic Learning Loss Is a National Crisis

Bloomberg

Learning Loss is a Myth

**“We’re Huge in Learning Loss!”
Cashing in on the Post-
Pandemic Education Crisis.**

 **PROPUBLICA**

**Don’t Believe the “Learning
Loss” Hoax**

Posted by [dianeravitch](#)

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Overblown / Manufactured

An urgent call to action

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Charters and Data

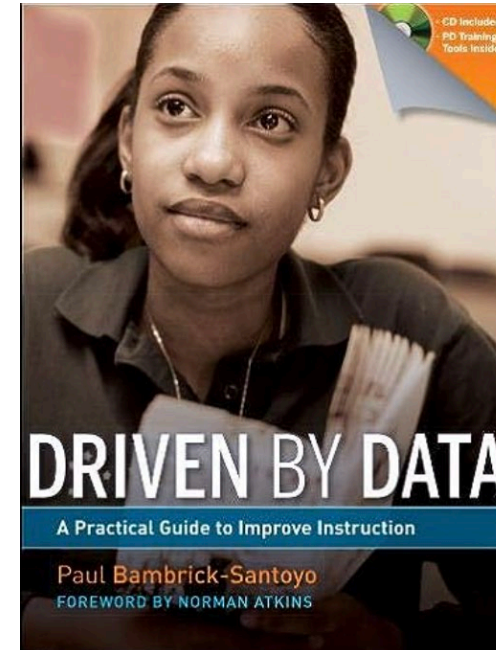
INJECTING CHARTER SCHOOL BEST PRACTICES INTO TRADITIONAL PUBLIC SCHOOLS: EVIDENCE FROM FIELD EXPERIMENTS*

Roland G. Fryer, Jr.
Harvard University

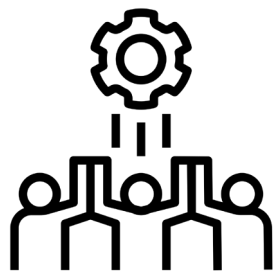
April 1, 2014

Abstract

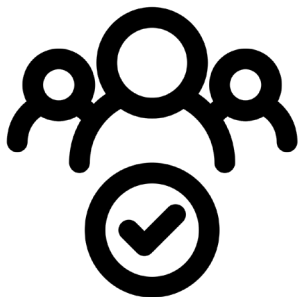
This study examines the impact on student achievement of implementing a bundle of best practices from high-performing charter schools into low-performing, traditional public schools in Houston, Texas using a school-level randomized field experiment and quasi-experimental comparisons. The five practices in the bundle are increased instructional time, more-effective teachers and administrators, high-dosage tutoring, data-driven instruction, and a culture of high expectations. The findings show that injecting best practices from charter schools into traditional Houston public schools significantly increases student math achievement in treated elementary and secondary schools – by 0.15 to 0.18 standard deviations per year – and has little effect on reading achievement. Similar bundles of practices are found to significantly raise math achievement in analyses for public schools in a field experiment in Denver and program in Chicago. *JEL* Codes: I21, I24, I28, J24.



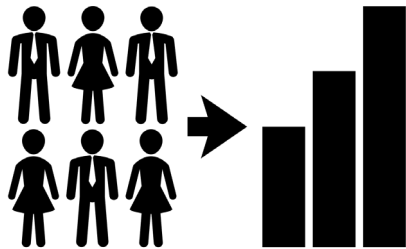
Relevant Data Points (Non-Student Performance Category)



Culture



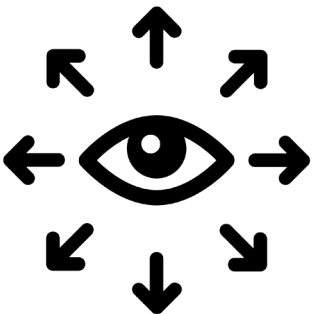
Attendance



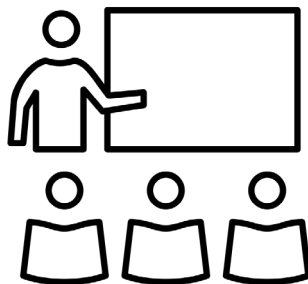
Demographics



College & Career
Readiness



Perception



Staffing



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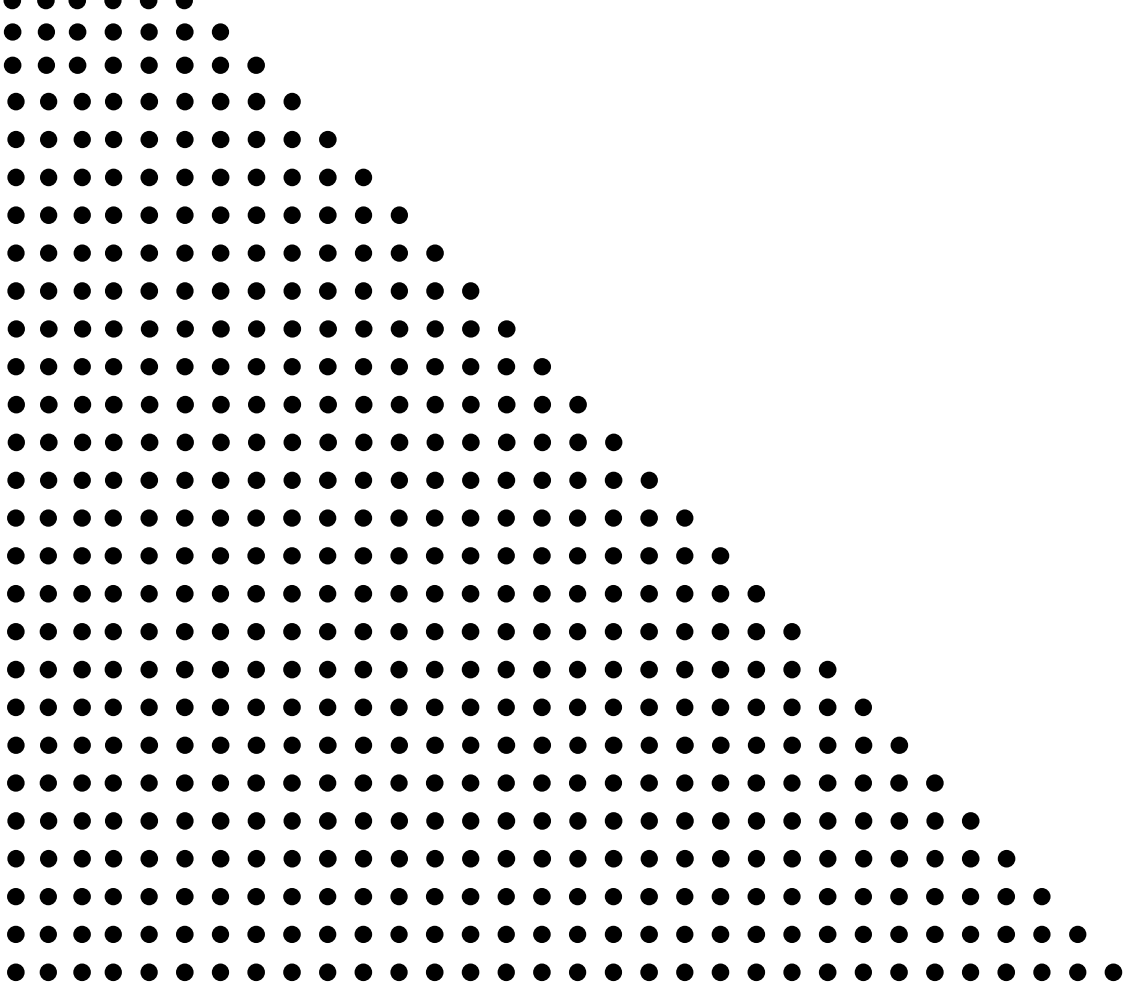
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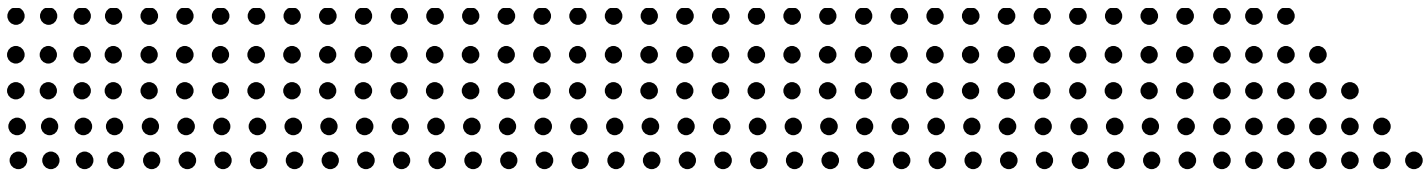
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x
relevant

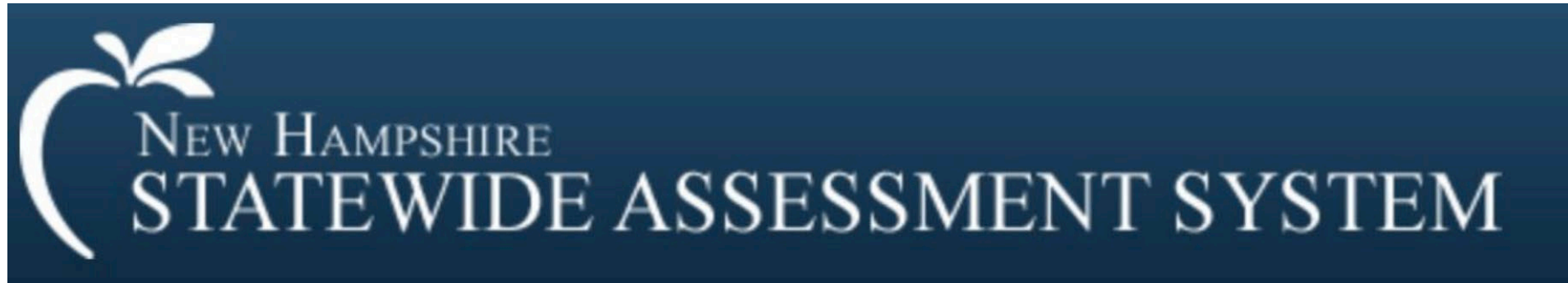
Exceedingly Relevant



Assessments, Analysis, and Goal Setting



What We Talk About When We Talk About Student Performance...



- Moment-in-Time Snapshot
- Longitudinal Trends
- Apples-to-Apples Comparisons
- ESSA Designations
- Charter Accountability
- Mission Fulfillment
- Marketing
 - Parents
 - Funders
- Teacher / Administrator Evaluation



iPlatform [NH SAS Data Analysis Tools]



iReport



iAchieve

Explore Indicators

EXPLORE

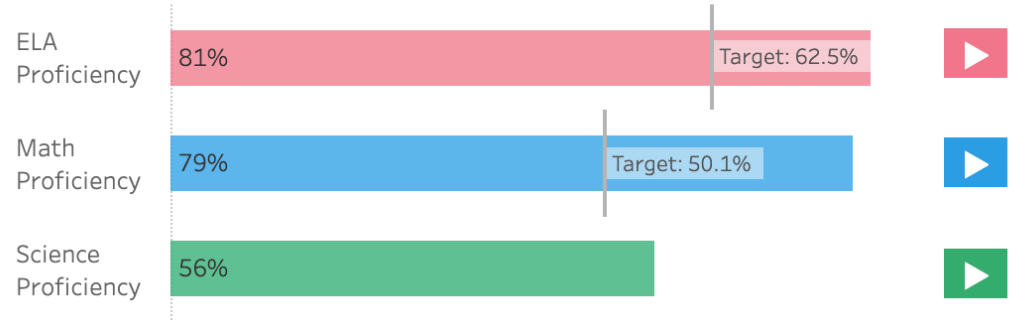
COMPARE

iExplore

State Assessment Data: Absolute Proficiency

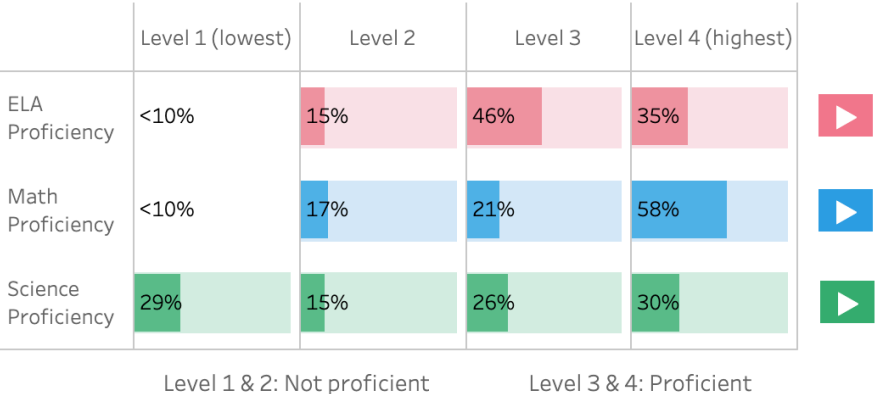
Assessment Proficiency by Subject

Assessment Proficiency measures the percent of students proficient in each of the three assessed subject areas. NH has also set Targets for Math and English Language Arts, which are included on the scale for reference.



Student Achievement Levels

Student achievement is measured across 4 levels of proficiency. Level 1 & 2 are considered not proficient and Level 3 & 4 are considered proficient. The percentage of students who did not take the assessment are not shown here.



ELA Proficiency - Levels

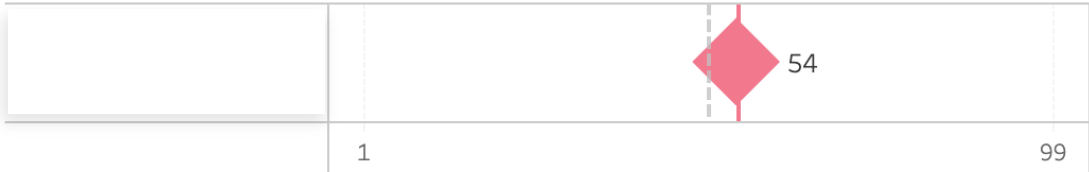
Detailed breakdown
What is the percent of students in each achievement level for ELA within each subgroup?

		Level 1 (lowest)	Level 2	Level 3	Level 4 (highest)
Student Group	Economically Disadvantaged	18%	18%	55%	<10%
	English Language Learners	*N	*N	*N	*N
	Homeless	N/A	N/A	N/A	N/A
	Migrant	N/A	N/A	N/A	N/A
	Military Connected	NA	NA	NA	NA
	Students in Foster Care	N/A	N/A	N/A	N/A
	Students with Disabilities	*N	*N	*N	*N
	American Indian or Alaskan	N/A	N/A	N/A	N/A
Race/Ethnicity	Asian or Pacific Islander	<10%	13%	48%	36%
	Black or African American	*N	*N	*N	*N
	Hispanic or Latino	<10%	<10%	67%	20%
	Multiple Races	<10%	19%	31%	50%
	White	<10%	17%	40%	36%

State Assessment Data: Growth

English Language Arts

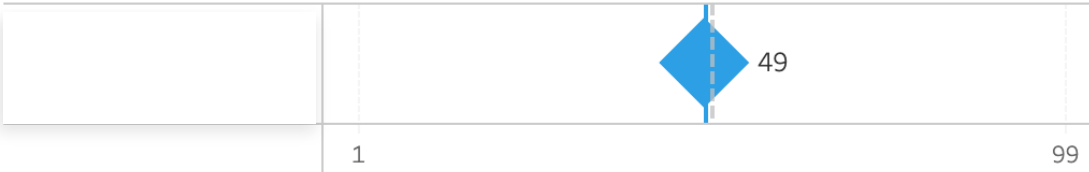
ELA MGP across all students who attended school in the district.



Student Group	MGP
Economically Disadvantaged	*N
English Language Learners	*N
Homeless	N/A
Migrant	N/A
Military Connected	N/A
Students in Foster Care	N/A
Students with Disabilities	*N
American Indian or Alaskan	N/A
Asian or Pacific Islander	52
Black or African American	*N
Hispanic or Latino	*N
Multiple Races	*N
White	56
Grade 4	N/A
Grade 5	N/A
Grade 6	55
Grade 7	60
Grade 8	45
Female	56
Male	52
All Students	54

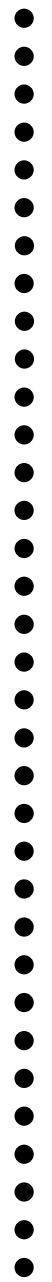
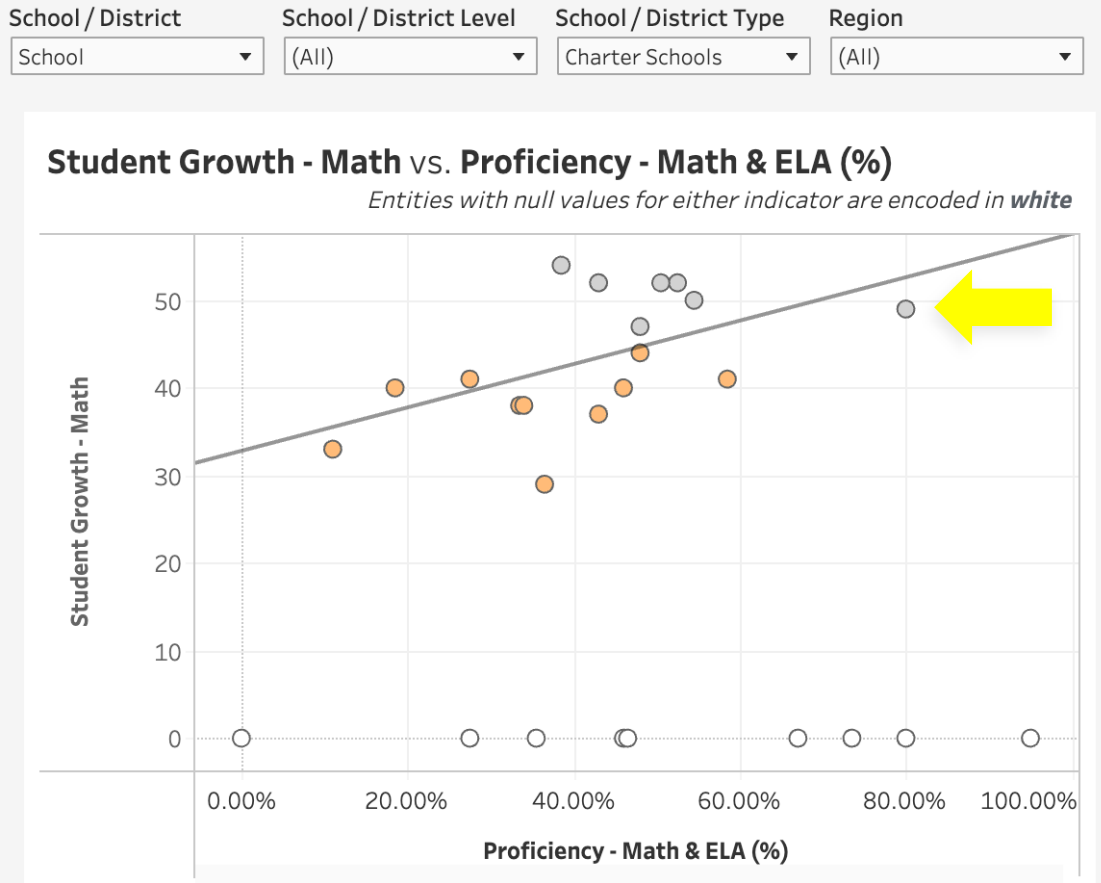
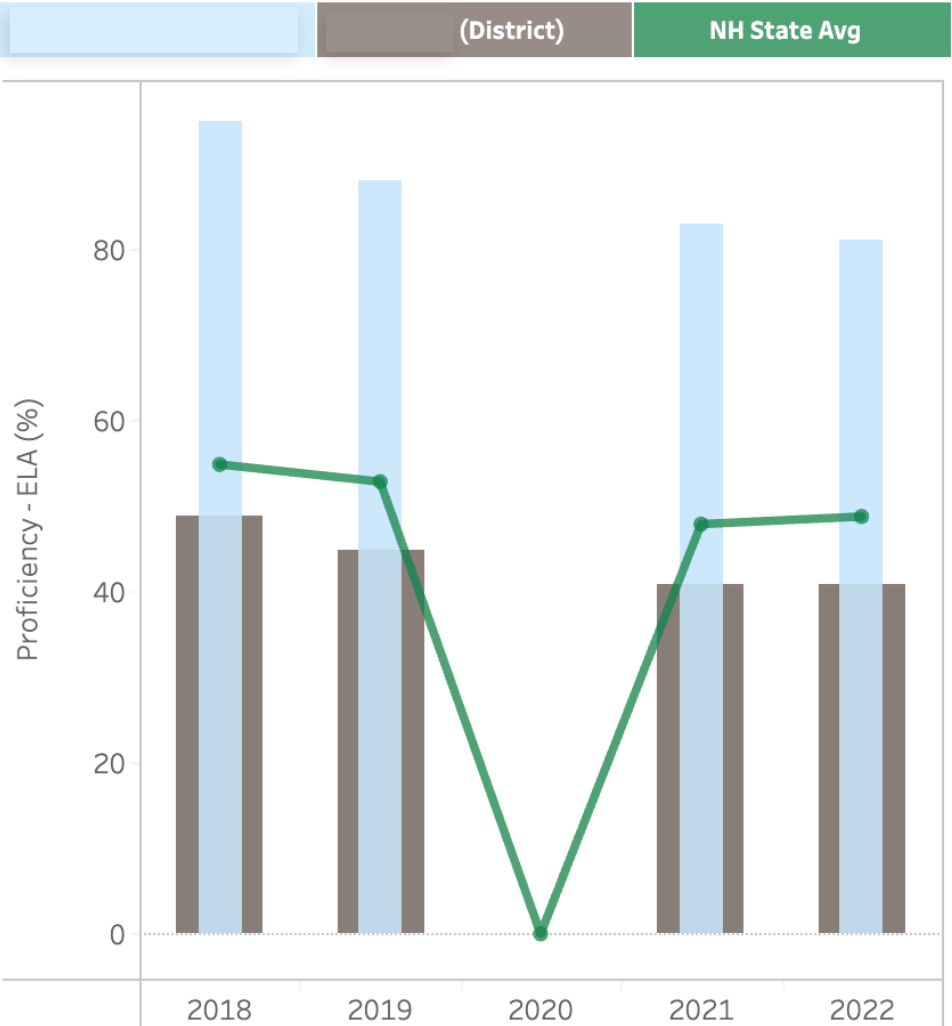
Mathematics

Math MGP across all students who attended school in the district.



Student Group	MGP
Economically Disadvantaged	*N
English Language Learners	N/A
Homeless	N/A
Migrant	N/A
Military Connected	N/A
Students in Foster Care	N/A
Students with Disabilities	N/A
American Indian or Alaskan	N/A
Asian or Pacific Islander	51
Black or African American	*N
Hispanic or Latino	N/A
Multiple Races	*N
White	45
Grade 4	N/A
Grade 5	N/A
Grade 6	56
Grade 7	40
Grade 8	51
Female	47
Male	49
All Students	49

State Assessment Data: Comparison



State Assessment Data Analysis Exercise

1. When considering this school's state assessment data in its totality, what stands out to you?
2. What do the data suggest this school is doing particularly effectively?
3. What, if any, concerns do the data raise?
4. What additional data points would be helpful in trying to make sense of what might be transpiring here?



Brief Aside: Goal Setting



New Hampshire Department of Education
Office of Charter Schools

Charter School Accountability Plan

School Name: <small>Click or tap here to enter text.</small>	Date: <small>Click or tap to enter a date.</small>
---	---



Academic Goals					
1. Goal and Description:					
Objectives Action Plan	Who is responsible?	Measurement	Timeline	Progress Checks and Data Collection	Outcome
Objective A1.1:					
Objective A1.2:					
Objective A1.3:					



New Hampshire Charter School Office
Charter Schools Program (CSP) Grant
Start-Up Application Form

Program Measures: FOR INFORMATION ONLY

Award Date:

FAIN:

CFDA No.:

2 CFR requires state entities to track program success and measure sub-recipient performance. As such, we are requiring each sub-recipient to set measurable and reportable goals. Please complete the form below. If you are a new school that will not have students in year 1, note this by setting the goal as N/A. When setting goals, make them realistic and achievable based on your current plan for your school.

Enrollment pull from Charter, as amended, or set new goals if working beyond numbers in your charter.

Baseline Year 1	Goal Enrollment Year 2	Goal Enrollment Year 3
<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>

Promotion Rate can report raw numbers or percentages, whichever is easier to track.

Goal Year 1	Goal Year 2	Goal Year 3
<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>

Graduation Rate (if applicable) can report raw numbers or percentages, whichever is easier to track.

Goal Year 1	Goal Year 2	Goal Year 3
<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>

Student Achievement Rates: please provide SAS and internal assessment goals if you use an alternate method.

	Goal Year 1	Goal Year 2	Goal Year 3
SAS Scores	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>
Internal	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>

Student Achievement Growth Rates: provide SAS and internal assessment goals if you use an alternate method.

	Goal Year 1	Goal Year 2	Goal Year 3
SAS Scores	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>
Internal	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>

Brief Aside: Goal Setting

S	Specific	Objectives are clearly and concisely stated, reducing the potential for misunderstanding or misinterpretation.
M	Measurable	Objectives are measurable using valid and reliable data that are readily available and can be tracked at least annually.
A	Achievable	Objectives are achievable and ambitious, reflecting an understanding of organizational capabilities and environments.
R	Relevant	Objectives align with project goals and performance measures and reflect the mission and values of the CSP and grantee.
T	Timebound	Objectives occur within a timeframe or by a target date for achieving the outcomes for long-term goals and short-term objectives.

SMART+E / SMARTIE: Objectives promote Inclusion and Equity, measure progress toward elimination of access / opportunity / performance gaps

- Absolute Goal
 - 75% of our students will test at a Level 3 or above on the NH SAS ELA exam
- Growth Goal
 - The percentage of students with disabilities testing at a Level 3 or above on the NH SAS Math exam will increase by at least two percentage points during each year of the charter term / grant period.
- Comparative Goal
 - On an annual basis, the percentage of students testing at a Level 3 or above on the NH SAS ELA exam will exceed both the district and statewide averages.

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With the Accountability Plan / CSP templates mind, draft at least one strong SMART goal for this school using the data presented on your

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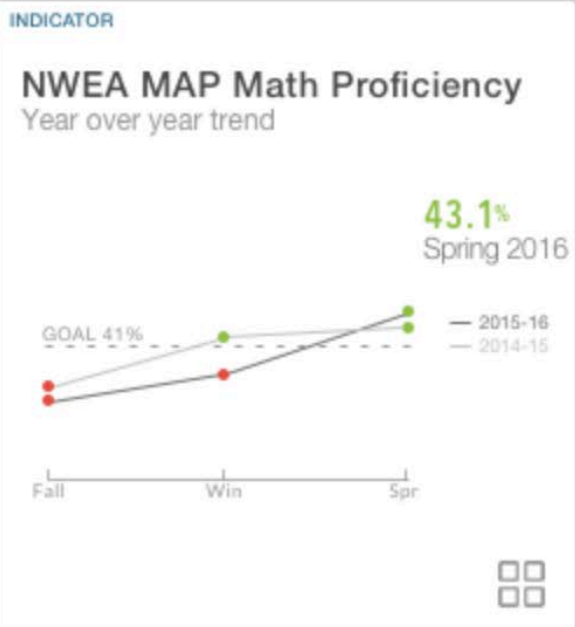
Using Other Student Performance Indicators to Monitor Progress Toward High-Stakes Goals Anchored in State Assessment Data

ACHIEVEMENT

All students achieve proficiency on state standards

ANNUAL GOAL
CAASPP Mathematics Proficiency **>41%**

ANNUAL GOAL
CAASPP ELA Proficiency **>41%**



INDICATOR
NWEA MAP ELA Proficiency
Spring 2016

45.3%

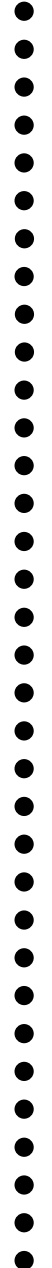
▼ 6.1%
from Spring 2015

INDICATOR
Reading on Grade Level
Spring 2016

Top 5

40.1%
OVERALL

Franklin Elementary	61.4%
Earhart Elementary	58.9%
Bay Farm K-8	55.0%
Edison Elementary	52.2%
Henry Haight Elem...	50.6%



Using Other Student Performance Indicators to Monitor Progress Toward High-Stakes Goals Anchored in State Assessment Data

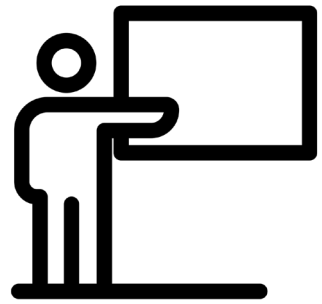
Assessment Types	
Leading Indicator	Lagging Indicator
Formative	Summative
Criterion-Referenced	Norm-Referenced
Static	Adaptive
Screenener / Diagnostic	Curriculum-Based



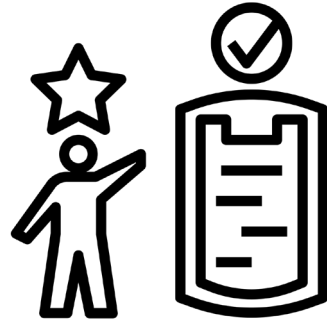
Example Elementary School Assessment System

Name of Assessment	Subject(s) Assessed	Purpose	Grade Levels	Frequency
New Hampshire Statewide Assessment System	ELA & Math	To measure the academic proficiency of students relative to their mastery of state standards	3–5	Annually
New Hampshire Statewide Assessment System	Science	To measure the academic proficiency of students relative to their mastery of the Next Generation Science Standards	5	Annually
NWEA MAP Growth	Reading & Math	To measure student growth and readiness for new content	K–5	2x annually 3x annually in Math for Grades K–2
NWEA MAP Fluency	Reading & Math	To determine reading levels for each student, to group students for reading instruction, to plan efficient and effective instruction, and to identify students who need intervention and help	K–4	At least 3x annually
ELA and Math Monthly Quizzes / Interim Assessments	Listening, Speaking, Reading, Writing	To assess students' ability to meet or exceed of grade-level standards in ELA and math and to assess foundational skills and standards needed for upcoming units	2–5	Monthly
Formative Assessments	All Subjects	To assess student mastery of discrete skills, concepts, and standards within and following daily lessons and to allow for responsive teaching and ongoing progress monitoring Examples include Do Nows, exit tickets, specific independent work problems, homework assignments, and teacher-generated quizzes.	K-5	Daily
Curricular End-of-Unit Assessments	All Subjects	To assess student mastery of knowledge and skills covered within a given unit	K-5	At the close of each unit

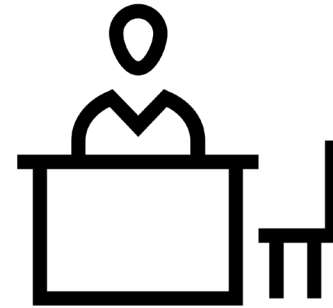
Who Uses These Data?



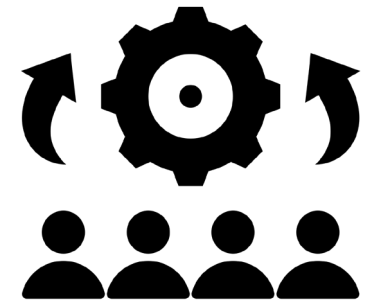
Teachers



Coaches



School Leaders



Board Members



Data Analysis: Nationally Normed Assessment



Student Growth Summary Report

Aggregate by School

Term: Spring 2019-2020
District: NWEA Sample District

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2019 - Spring 2020
Weeks of Instruction: Start - 4 (Fall 2019)
End - 32 (Spring 2020)

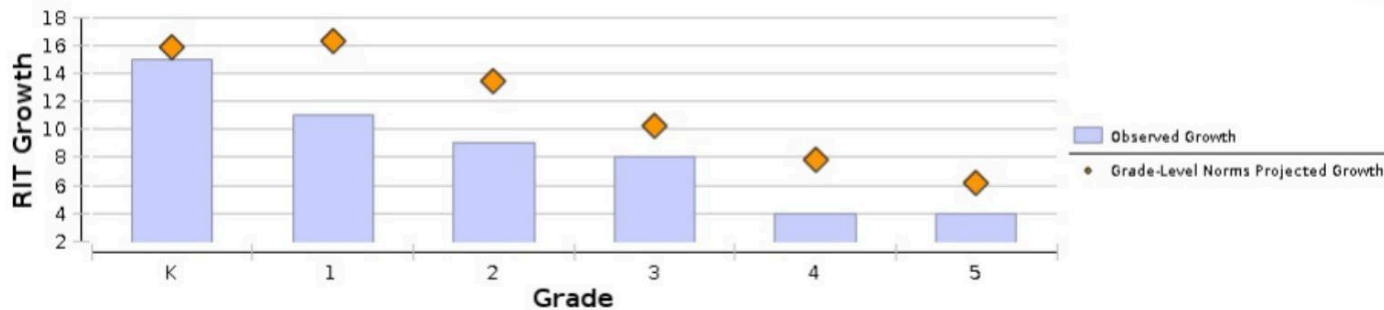
Grouping: None
Small Group Display: No

Mesa Verde Elementary School

Language Arts: Reading

Grade (Spring 2020)	35 Total Number of Growth Events †	Comparison Periods						Growth Evaluated Against								
		6 Fall 2019			14 Spring 2020			27 Growth		26 Grade-Level Norms		18 Student Norms		37 Student Norms		
		8 Mean RIT Score	8 Standard Deviation	14 Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	27 Observed Growth	28 Observed Growth SE	26 Projected School Growth	38 School Conditional Growth Index	39 School Conditional Growth Percentile	18 Number of Students with Growth Projections	18 Number of Students Who Met Their Growth Projection	33 Percentage of Students Who Met Growth Projection	37 Student Median Conditional Growth Percentile
K	50	142.7	14.8	88	157.7	13.7	81	15	0.9	15.8	-0.34	37	50	29	58	50
1	47	164.5	10.1	94	175.1	10.4	72	11	1.0	16.2	-2.23	1	47	18	38	31
2	48	179.9	13.0	88	189.2	13.0	69	9	0.9	13.4	-1.65	5	48	17	35	36
3	58	191.4	16.1	75	199.7	15.8	64	8	1.1	10.3	-0.94	17	58	26	45	40
4	39	203.1	17.4	81	207.5	15.0	65	4	1.2	7.8	-1.64	5	39	11	28	33
5	143	211.3	18.7	83	215.0	17.8	72	4	0.5	6.1	-1.24	11	143	54	38	40

Language Arts: Reading



Guiding Questions

- (1) For what purpose are we collecting and analyzing these data?
- (2) In what setting would it be most beneficial to analyze these data?
- (3) What actionable information can we glean from these data?

Data Analysis: Summative Assessment (End of Unit)

EXAM ANALYSIS

This tab is to be used to perform a more detailed question-level and standards-level analysis of the exam data. Use the filters to the right to control which scholars are displayed in the calculations on this page. NOTE: all calculations on this tab are controlled by these filters.

Period: All 108 45 10 33% 22%
 IEP Status: All Scholars Exam Unique of questions that 70% of of standards with
 Subgroup: All Tested Questions Standards Tested Scholars answered correctly an average score of 70% or greater

QUESTION & STANDARD PERFORMANCE SNAPSHOT

HIGH & LOW QUESTION SNAPSHOT

The tables to the right highlight the Top 7 and the Bottom 7 performing questions on the exam based on the percent of scholars who answered correctly.

For non-multiple choice questions, this percentage is defined as the total points earned by all scholars divided by the total points possible throughout the entire tested cohort.

Top 7 Questions			
Question	Answer	Question Type	% Correct
Q27	B	MC	92%
Q28	B	MC	92%
Q1	A	MC	90%
Q26		TEI	89%
Q19		TEI	82%
Q23	C	MC	81%
Q4		TEI	80%

Bottom 7 Questions			
Question	Answer	Question Type	% Correct
Q24	C	MC	20%
Q6	B	MC	34%
Q5	D	MC	36%
Q36	B	MC	37%
Q41		OR	40%
Q40		OR	42%
Q37		TEI	44%

HIGH & LOW STANDARD SNAPSHOT

The tables to the right highlight the Top 7 and the Bottom 7 performing standards on the exam based on the average score of questions tagged with that standard.

Remember that this table will only populate with data if you have tagged standards in the Setup tab.

Top 7 Standards		
Standard	Questions	% Correct
6.5.1	1, 4, 13, 32	80%
6.5.29	45	80%
6.5.5	5, 10, 14, 15, 23, 27, 28	70%
6.5.6	6, 11, 18, 26, 29, 34, 41	64%
6.5.28	40, 43, 44, 45	62%
6.5.2	2, 7, 12, 16, 25, 31, 33	62%
6.5.3	3, 9, 17, 20, 21, 22, 35	62%

Bottom 7 Standards		
Standard	Questions	% Correct
6.5.27	41, 42, 44, 45	54%
6.5.4	8, 19, 24, 30, 36, 37, 38	55%
6.5.3	3, 9, 17, 20, 21, 22, 35	62%
6.5.2	2, 7, 12, 16, 25, 31, 33	62%
6.5.28	40, 43, 44, 45	62%
6.5.6	6, 11, 18, 26, 29, 34, 43	64%
6.5.5	5, 10, 14, 15, 23, 27, 28	70%

QUESTION-LEVEL ANALYSIS

The table below summarizes scholar performance on each question in the exam. The % Correct/Average score column highlights the percent of scholars in view who answered the question correctly; the columns to the right highlight the percent of scholars who made each answer choice (A,B,C,D, or E.) For non-MC questions, this indicates the % of scholars with answers that fell within different buckets of points earned.

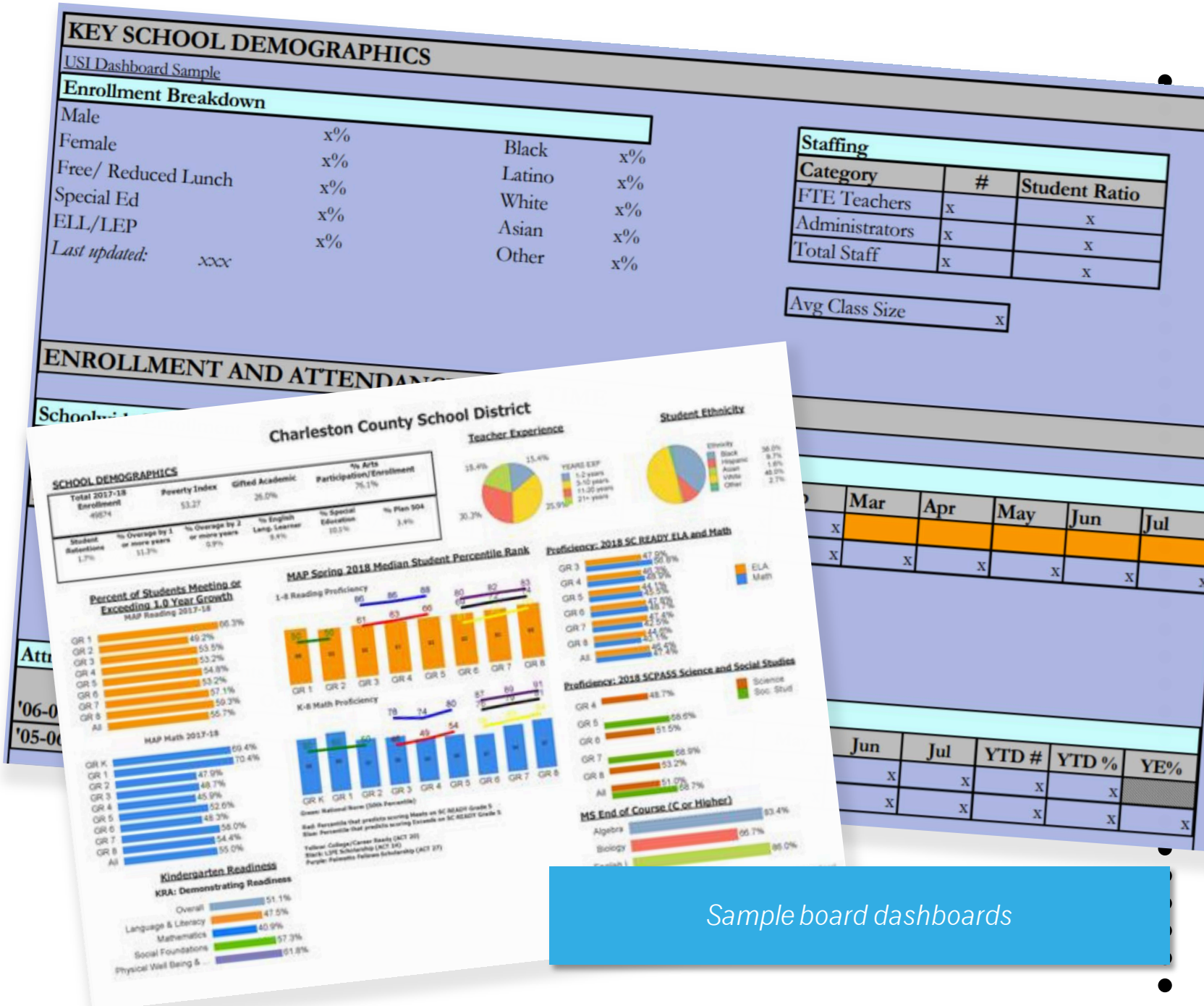
Question	Type	If Q is MC... If Q is not MC...	% Correct Average Score	Chose A	Chose B	Chose C	Chose D	Chose E	% Blank	Standard 1	Standard 2	Standard 3
				Earned 100% of points	Earned 75-99% of points	Earned 50-74% of points	Earned 25-49% of points	Earned 0-24% of points				
Q1	MC		90%	90%	4%	3%	3%	0%	1%	6.5.1		
Q2	MC		58%	7%	58%	19%	15%	0%	1%	6.5.2		
Q3	MC		80%	3%	1%	80%	16%	0%	1%	6.5.3		
Q4	TEI		80%	56%	9%	24%	6%	5%	1%	6.5.1		
Q5	MC		36%	25%	11%	27%	36%	0%	1%	6.5.5		
Q6	MC		34%	32%	34%	19%	13%	0%	1%	6.5.6		
Q7	MC		70%	12%	70%	6%	11%	0%	1%	6.5.2		
Q8	MC		67%	7%	11%	67%	14%	0%	1%	6.5.4		
Q9	TEI		54%	36%	0%	11%	17%	35%	1%	6.5.3		
Q10	MC		58%	19%	58%	10%	12%	0%	1%	6.5.5		
Q11	TEI		67%	47%	0%	40%	0%	12%	1%	6.5.6		
Q12	MC		63%	13%	6%	63%	18%	0%	1%	6.5.2		
Q13	MC		77%	16%	4%	77%	3%	0%	1%	6.5.1		
Q14	MC		68%	4%	19%	68%	9%	0%	1%	6.5.5		
Q15	MS		62%	59%	0%	0%	11%	29%	1%	6.5.5		
Q16	MC		60%	12%	11%	16%	60%	0%	1%	6.5.2		
Q17	MC		58%	58%	18%	14%	9%	0%	1%	6.5.3		

Guiding Questions

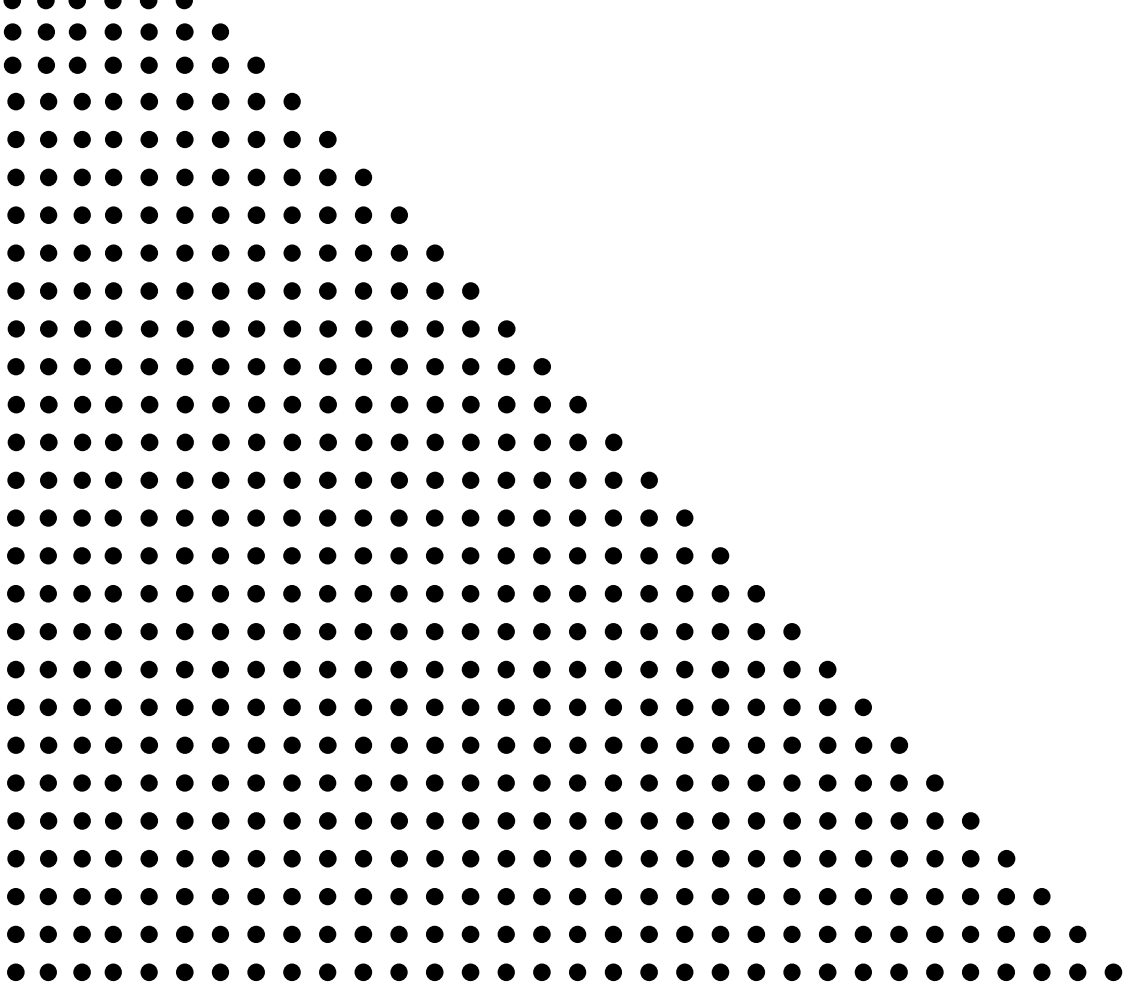
- (1) For what purpose are we collecting and analyzing these data?
- (2) In what setting would it be most beneficial to analyze these data?
- (3) What actionable information can we glean from these data?

Data Dashboards

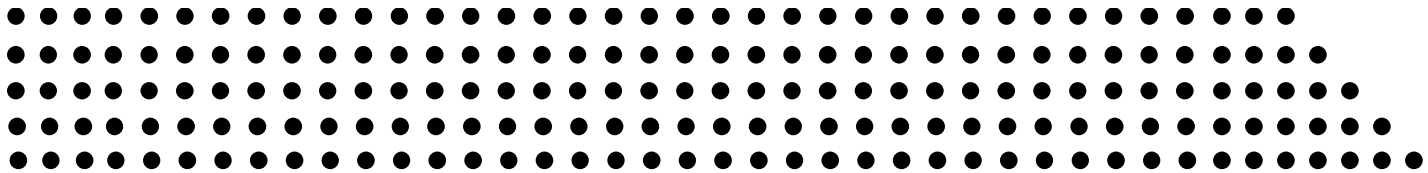
Dynamic management tools that provide moment-in-time visual representations of how an organization is performing on key indicators



Sample board dashboards

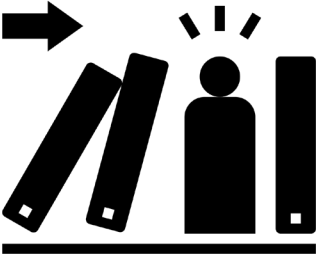


Transforming Data into Action

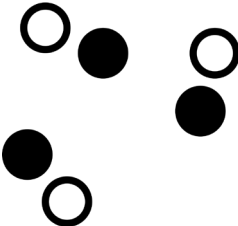


Now What? [Potential Responses]

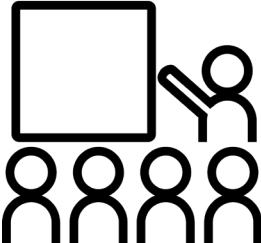
Circling Back: Triangulation



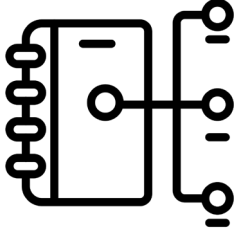
Intervention



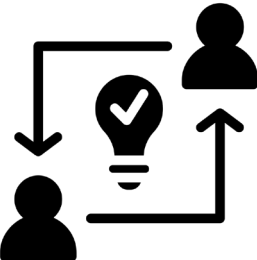
Grouping



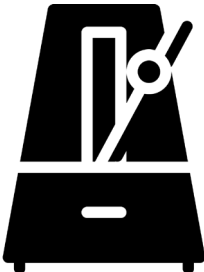
Instructional Techniques /
Reteaching



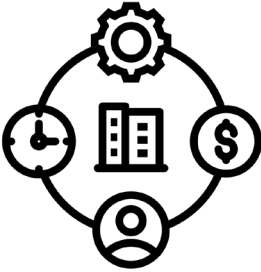
Curricula
r Choices



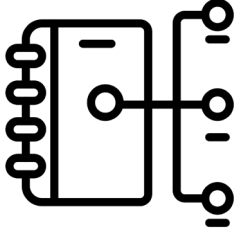
Coaching



Pacing



Resource
Allocation



Professional
Learning



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Mentimeter

BF

Account



Content



Design



Settings

Our school's use of student performance data for the following purposes is ...



Highly Ineffective

Intervention

Grouping

Instructional Techniques / Reteaching

Curricular Choices

Coaching

Pacing

Resource Allocation

Professional Learning

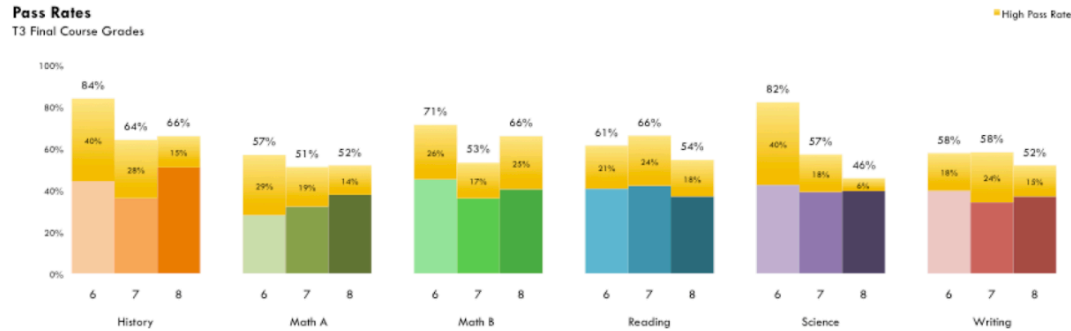
Extremely Effective



Help & Feedback

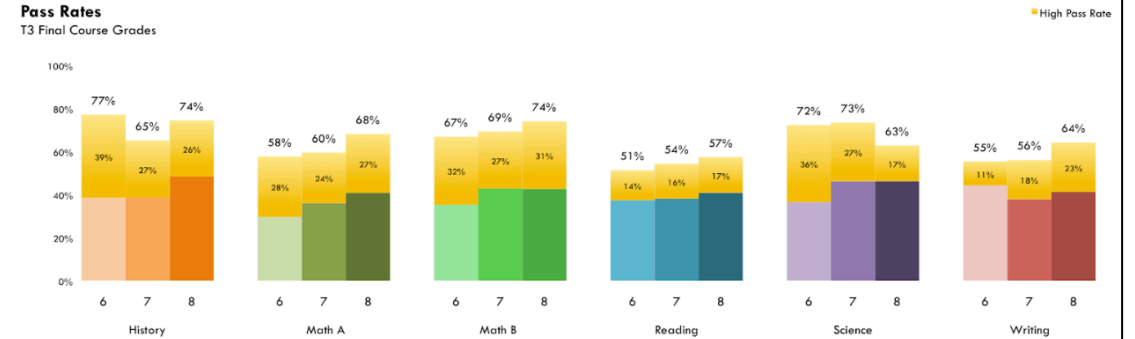
Data Analysis Exercise: Trimester Exams and Course Pass Rates

School-Level Data



	Coursework	Exam	Final T3 Grades						
	Avg. Grade	Avg. Exam Grade	Avg. OR	Avg. MC	Pass Rate	High Pass Rate	Avg. Grade	Pass Rate	High Pass Rate
6th Grade	79.3%	69.3%	58.0%	59.4%	52.7%	23.0%	77.4%	73.1%	38.2%
History	79.9%	82.5%	73.0%	77.0%	82.0%	45.0%	78.9%	83.8%	39.6%
Math A	70.2%	72.6%	66.0%	66.4%	59.5%	41.4%	72.5%	56.8%	28.8%
Math B	83.5%	59.8%	55.8%	50.4%	36.9%	14.4%	74.9%	71.2%	26.1%
Reading	74.5%	65.7%	55.6%	59.8%	46.8%	23.4%	72.2%	61.3%	20.7%
Science	80.7%	84.3%	83.0%	73.4%	84.4%	67.0%	78.4%	82.0%	39.6%
Writing	72.0%	63.9%	54.6%	55.6%	34.2%	8.1%	70.3%	57.7%	18.0%
7th Grade	74.9%	65.5%	55.5%	59.7%	43.3%	19.9%	73.8%	62.9%	29.1%
History	73.0%	77.4%	72.1%	70.5%	70.0%	45.0%	74.3%	64.0%	28.0%
Math A	74.5%	59.3%	47.0%	59.5%	33.0%	13.0%	69.3%	51.0%	19.0%
Math B	70.3%	65.1%	57.0%	60.5%	41.0%	14.0%	70.1%	53.0%	17.0%
Reading	77.6%	67.7%	55.5%	65.7%	46.0%	24.0%	73.5%	66.0%	24.0%
Science	70.1%	69.5%	53.0%	63.8%	56.0%	21.0%	70.5%	57.0%	18.0%
Writing	72.5%	74.5%	68.9%	63.2%	69.7%	35.4%	72.4%	58.0%	24.0%
8th Grade	73.3%	64.1%	53.3%	62.7%	37.5%	10.9%	71.1%	57.0%	15.8%
History	74.9%	72.0%	65.8%	64.4%	54.4%	22.8%	73.4%	65.8%	14.9%
Math A	74.7%	61.8%	52.2%	57.3%	28.9%	13.2%	69.8%	51.8%	14.0%
Math B	74.5%	77.3%	71.3%	69.7%	67.5%	43.9%	73.9%	65.8%	25.4%
Reading	75.5%	65.1%	54.4%	60.4%	36.8%	14.0%	71.2%	54.4%	17.5%
Science	69.8%	50.3%	54.8%	54.8%	34.2%	7.9%	69.3%	45.6%	6.1%
Writing	74.7%	60.1%	48.9%	50.1%	30.7%	8.8%	71.2%	51.8%	14.9%
Overall Average	75.8%	66.3%	55.6%	60.7%	44.4%	17.8%	74.0%	64.3%	27.6%

District-Level Data



	Coursework	Exam	Avg. OR	Avg. MC	Pass Rate	High Pass Rate	Final T3 Grades		
	Avg. Grade	Avg. Exam Grade					Avg. Grade	Pass Rate	High Pass Rate
6th Grade	74.3%	69.3%	66.0%	64.5%	56.6%	28.5%	72.5%	63.4%	26.6%
History	78.2%	77.6%	74.7%	73.6%	73.0%	46.5%	77.1%	77.1%	38.7%
Math A	72.5%	62.9%	62.9%	62.2%	54.5%	32.2%	71.3%	57.7%	28.1%
Math B	77.3%	62.1%	63.2%	53.8%	45.0%	17.2%	73.9%	66.8%	31.6%
Reading	68.2%	57.6%	57.6%	61.8%	42.3%	16.6%	67.8%	51.3%	14.0%
Science	78.3%	80.5%	78.9%	74.7%	80.1%	55.0%	75.6%	72.2%	35.8%
Writing	71.2%	63.1%	58.7%	56.0%	44.6%	3.9%	69.2%	55.4%	11.2%
7th Grade	73.1%	69.6%	63.3%	67.6%	53.5%	24.4%	72.5%	62.9%	23.1%
History	73.5%	74.0%	70.9%	70.6%	66.1%	36.9%	73.3%	65.0%	26.5%
Math A	73.0%	65.1%	57.7%	65.8%	43.1%	20.0%	71.8%	59.5%	23.5%
Math B	76.2%	68.5%	65.6%	64.5%	48.4%	19.1%	74.3%	69.3%	26.5%
Reading	70.9%	67.2%	57.8%	68.5%	48.0%	19.4%	69.7%	54.3%	16.3%
Science	75.0%	74.1%	60.2%	70.2%	65.3%	32.6%	75.1%	73.4%	27.3%
Writing	70.2%	68.8%	67.7%	66.0%	50.3%	18.3%	70.7%	56.0%	18.3%
8th Grade	75.2%	70.6%	65.8%	66.2%	55.7%	24.7%	74.3%	66.8%	23.5%
History	76.9%	75.9%	70.8%	73.3%	69.1%	34.5%	76.5%	74.4%	26.0%
Math A	76.6%	69.0%	63.7%	67.0%	50.2%	25.6%	74.7%	68.2%	27.4%
Math B	75.4%	77.1%	74.3%	73.3%	70.4%	45.7%	76.5%	74.0%	31.4%
Reading	72.5%	67.4%	61.7%	65.0%	49.8%	13.9%	71.2%	57.4%	16.6%
Science	74.5%	62.2%	62.2%	59.6%	46.6%	12.6%	73.0%	62.8%	16.6%
Writing	75.3%	67.2%	62.0%	58.8%	48.0%	16.1%	73.7%	64.1%	22.9%
Overall Average	74.0%	69.7%	64.9%	66.0%	55.2%	26.2%	72.9%	63.9%	24.6%

1. What are the grade-level and school-level trends that you notice? How do the grade level trends compare with the grade-level trends at the district level? How do the school level trends compare with overall trends on the district level?
2. What questions does this data raise?
3. What are possible action steps that you would take as a leader of the school?
4. How will you message next steps to your team? What supports will you put in place to equip and push your team?

Key Takeaways

- Student performance data can be leveraged for a range of pedagogical, administrative, and strategic purposes.
- It is imperative that charter school teachers, administrators, and board members build the capacity to engage with student performance data in a manner that enables informed goal-setting and decision-making.
- Different types of assessments yield student performance data that are actionable for a range of different purposes.
- Triangulating multiple indicators permits schools to discern trends, identify equity concerns, and take responsive action that effectively addresses the root causes of whatever concerns the data raise.



Open Discussion

