

Data Analysis Worksheet

Part 1: Did Your School Meet AYP?

Did you meet AYP in all areas?

If yes ...

Did you meet AYP because of the confidence interval? If so, in which areas?
What additional percent of students would have to meet proficiency to make your AMO target without the confidence interval?

Did you meet AYP in any areas because of the Safe Harbor provision? If so, in which areas? What additional percent of students would have to meet proficiency to make your AMO target without Safe Harbor?

If no ...

In which areas did you not meet AYP? What additional percent of students would have to meet proficiency to make your AMO target without the confidence interval? With the confidence interval?

If you did not meet AYP in more than one area, which area will be your greatest challenge?

Based on the AYP data, where does your school need to focus their school improvement goals?

Part 2: What Does the MSA Data Tell You About How Your School Performed on Reading?

What percent of your students scored at each proficiency level?

_____ % **Advanced**
 _____ % **Proficient**
 _____ % **Basic**

Remember that the percent proficient on MSA is different than the percent meeting standard on the AMO target for the following reasons:

- All students taking MSA are counted for MSA though only students enrolled in your school for the past academic year are counted for AYP
- AYP counts the scores of students taking either MSA or Alt-MSA.

Did the percentages differ from grade to grade? (3, 4, and 5) or (6, 7, and 8)

If a middle school, how was your performance similar or different than your feeder elementary schools?

Are there disparities in group performance?

What differences do you see in racial group performance?

What disparities do you see in special needs students?

Has your school made progress on closing the gap in any groups?

Student Group	2003 % Proficient	2004 % Proficient	2005 % Proficient	2006 % Proficient
Special Education students				
Free and Reduced Meals students				
ESL students				
African American students				
Hispanic students				
Asian students				

When you look at performance of each quartile of students represented in the box and whiskers graphs, you can answer the following questions:

	General Reading Processes	Comprehension of Informational Text	Comprehension of Literary Text
On which standards did 75% of our students score the highest?			
On which standards did 50% of our students score the highest?			
On which standards did you have the greatest spread of scores?			
On which standards did you have the least spread of scores?			

Were there any disparities between group performance on individual standards?

Based on the MSA data, what are your priority instructional needs?

Which schools similar to ours outscored us?

Which school(s) would you recommend we talk to?

Part 3: What Does the MSA Data Tell You About How Your School Performed on Mathematics?

What percent of your students scored at each proficiency level?

_____ % **Advanced**
 _____ % **Proficient**
 _____ % **Basic**

Remember that the percent proficient on MSA is different than the percent meeting standard on the AMO target for the following reasons:

- All students taking MSA are counted for MSA though only students enrolled in your school for the past academic year are counted for AYP
- AYP counts the scores of students taking either MSA or Alt-MSA.

Did the percentages differ from grade to grade? (3, 4, and 5) or (6, 7, and 8)

If a middle school, how was your performance similar or different than your feeder elementary schools?

Are there disparities in group performance?

What differences do you see in racial group performance?

What disparities do you see in special needs students?

Has your school made progress on closing the gap in any groups?

Student Group	2003 % Proficient	2004 % Proficient	2005 % Proficient	2006 % Proficient
Special Education students				
Free and Reduced Meals students				
ESL students				
African American students				
Hispanic students				
Asian students				

When you look at performance of each quartile of students represented in the box and whiskers graphs, you can answer the following questions:

	Algebra, Patterns, or Functions	Geometry and Measurement	Statistics and Probability	Number and Relationship Computation	Processes of Mathematics
On which standards did 75 % of our students score the highest?					
On which standards did 50% of our students score the highest?					
On which standards did you have the greatest spread of scores?					
On which standards did you have the least spread of scores?					

Were there any disparities between group performance on individual standards?

Based on the MSA data, what are your priority instructional needs?

Which schools similar to ours outscored us?

Which school(s) would you recommend we talk to?

Part 4: What other data do you collect?

Reading

What additional classroom data have you collected?

What strengths and needs in reading performance do your students have according to the results of other data you collect in your classrooms?

Mathematics

What additional classroom data have you collected?

What strengths and needs in reading performance do your students have according to the results of other data you collect in your classrooms?