

ANALYSIS OF PRACTICES AND RESULTS

See this issue's cover story to read about the Hacienda La Puente Unified School District in southern California, which has put a sharp focus on standards, creating and implementing common assessments, analyzing the data from those assessments, and determining what steps are necessary to fill the gaps in learning.

At the beginning of the school year, assemble teachers to explore the results of the most recent statewide assessment. You can use this as a guide for creating an appropriate review sheet that teachers in your district can use to examine these results.

Arrange teachers into grade-level groups. Provide each group with a set of the results from the most recent statewide assessment.

Ask teachers to create a list of their students, ranking them from the highest to the lowest level of performance based on the results of the most recent statewide assessment. Have them create one list for each subject. For example, create one list of student performance on the statewide math assessment and another for the statewide language arts assessment.

They will need this list in order to answer the following questions.

Plan to provide teachers with several hours to do this work. Ensure that you build in adequate discussion time following each section so teachers are able to talk with colleagues about what they learn when they study the data and how they plan to respond to what they have learned.

Examine the previous year's statewide assessment results for your grade level.

How many students in your grade level achieved at the Proficient or Advanced level of the statewide assessment?

Language arts _____ Math _____

How many of your students achieved at the Proficient or Advanced level of the statewide assessment?

Language arts _____ Math _____

Of those students, how many were:

Language arts

Male _____
 Female _____
 English language learners _____
 Special education _____
 Black _____
 White _____
 Hispanic _____
 Asian-American _____
 Native American _____
 Free or reduced-price lunch _____

Math

Male _____
 Female _____
 English language learners _____
 Special education _____
 Black _____
 White _____
 Hispanic _____
 Asian-American _____
 Native American _____
 Free or reduced-price lunch _____

What trends do you see in your grade-level results?

In language arts, which area was the strongest for your students? _____

What percentage of your students achieved Proficient or Advanced in this area? _____

In math, which area was the strongest for your students? _____

What percentage of your students achieved Proficient or Advanced in this area? _____

In language arts, which area was the weakest for your students? _____

What percentage of your students achieved Below Basic or Far Below Basic in this area? _____

In math, which area was the weakest for your students? _____

What percentage of your students achieved Below Basic or Far Below Basic in this area? _____

Use what you learned from examining the previous year's statewide assessment results for your grade level so you can plan more effectively for the coming school year. _____

Name the students in your class who will move out of Below Basic or Far Below Basic this year.

Language arts: _____

Math: _____

Describe how you will change your instruction in order to move these students to higher levels of learning.

Language arts: _____

Math: _____

Name the students who achieved at the Basic level that you will target to move up to Proficient or Advanced.

Language arts: _____

Math: _____

Describe how you will change your instruction in order to move these students to higher levels of learning.

Language arts: _____

Math: _____

Name students who achieved at the Proficient and Advanced levels.

Language arts: _____

Math: _____

Describe how you will ensure that these students do not drop a level.

Language arts: _____

Math: _____

Adapted from
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