

Level of Data	Unsatisfactory	Progressing	Proficient	Exemplary
<p><b>Campus</b></p>	<p>Data is displayed for tested grades only.</p>	<p>Data is displayed in PLC room for access during PLCs and data meetings. The data gives a campus overview of grade levels. Reading levels are available/ displayed</p>	<p>Data is displayed in PLC room for access during PLCs and data meetings. The data gives a campus overview of grade levels by teacher and content. Reading levels are available/ displayed.</p>	<p>Data is displayed for all students/ classes in PLC room for access during PLCs and data meetings. The data gives a campus overview of each grade level by teacher, student and content. Data is displayed for individual students with specific scores. Reading levels are available/ displayed. Data is disaggregated by demographics.</p>
<p>Consider K-2 Reading Levels being posted for movement and student progress                      Targeted 3-6 data Reading, Math, Science and Writing                      DOL tracking in classroom                      WQC in PLC                      WQC in classroom</p>				
<p><b>Classroom</b></p>	<p>Teacher tracks data by student expectations every 9 weeks. Teacher rarely uses data to determine next steps for students and to differentiate for students.</p>	<p>Teacher tracks data by student expectations every 9 weeks, especially after major summative assessment events. Teacher conferences with students about their data. Teacher uses data to determine next steps for students and to differentiate for students.</p>	<p>Teacher tracks data by student expectations every 9 weeks, especially after formative assessment events. DOL data is tracked in the classroom weekly. Teacher conferences with students about their data. Teacher uses data to determine next steps for students and to differentiate for students and monitor for mastery.</p>	<p>Teacher tracks data by student expectations every day. DOL data is tracked in the classroom daily. Teacher conferences with students about their data. Students are able to utilize the class tracker as a way to identify their next steps/ areas of growth. Teacher uses data to determine next steps for students and to differentiate for students and monitoring for mastery.</p>
<p>Look for anecdotal and formalized data tracking system in each classroom (AIL, teacher developed, etc. for mastery)                      Look for evidence that lessons are modified based on DOL data with DO Now change or small group change.</p>				

<p><b>Individual Student Data</b></p>	<p>Teacher doesn't have a system for student tracking of data. Students are unable to explain how they use data.</p>	<p>Teacher has an organized system for student tracking of data. Students are able to explain how they use data. Students sometimes use their data to determine next steps and are able to set individual goals.</p>	<p>80% of teachers consistently utilize an organized system for student tracking of data. Students are able to explain how they use data. Students usually use their data to determine next steps and are able to set individual goals. Data is used during parent conferences.</p>	<p>Campus has an organized system for individual student data. Teachers consistently utilize system for student tracking of data. Students are able to explain how they use data. Students use their data to determine next steps and are able to set individual goals. Data is used during parent conferences.</p>
<p>Teachers are consistently 90-100% of the time utilizing a system to track data on formative teacher driven assessment</p>				

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<p><b>Data Practices</b></p>	<p>Data meetings are held sporadically for weekly quick checks and/ or District assessments.</p>	<p>Data meetings are held weekly for weekly quick checks and/ or District assessments. Overall data is used on a weekly basis during PLCs to make decisions about instructional lessons.</p>	<p>Data meetings are held weekly for weekly quick checks and/ or District assessments. Data of specific TEKS is used on a weekly basis during PLCs to make decisions about instructional lessons. Projections on student performance are made prior to assessments. Reteach data is reviewed after each district assessment.</p>	<p>Data meetings are held every week for weekly quick checks and/ or District assessments. Data of specific TEKS is used on a weekly basis during PLCs to make decisions about instructional lessons. Individual student data is discussed during PLCs to determine which misconceptions they may have of the TEKS being discussed. Projections on TEKS and student performance are made prior to assessments. Reteach data is reviewed weekly and following the 9 weeks common assessments.</p>
<p>Teachers should be able to make projections on student performance within 10% of the assessment results Evidence of reteach results must be kept by teacher as evidence of reteach and reassessment after WQC is given.</p>				

<p><b>Campus Data Projections</b></p>	<p>Teachers are able to project Weekly quick check performance with 25% accuracy.</p>	<p>Teachers are able to project Weekly quick check performance with 50% accuracy. Principal discusses student progress measures with teachers at least once prior to STAAR.</p>	<p>Teachers are able to project Weekly quick check performance with 85% accuracy. Principal discusses student progress measures with teachers at least twice prior to STAAR.</p>	<p>Teachers are able to project Weekly quick check performance with 95% accuracy. Principal discusses student progress measures with teachers at least twice prior to STAAR.</p>
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