1) **Notice:** Look for patterns in the data that align with or contradict teacher perceptions and experiences in the classroom.
2) **Wonder:** Consider the underlying causes of both successes and challenges. Are there external factors (e.g., attendance, socio-emotional issues) that could be influencing performance?
3) **Identify** specific standards or content areas where students excelled, especially those that saw significant improvement over previous years.
4) **Acknowledge** teacher efforts and effective strategies that contributed to these successes.
5) **Longitudinal Data Analysis:**
   a) How do these results compare to previous years?
   b) Are there trends in growth or decline over time for specific cohorts of students?
6) **Item Analysis:**
   a) Which specific items did students consistently struggle with?
   b) Are there particular question types or DOK levels that are more challenging than others based on the results?
7) **Instructional Alignment:**
   a) Are the areas where students are struggling aligned with the district curriculum?
   b) Do teachers feel confident in teaching the standards where students are not demonstrating competence?
8) **Curriculum and Instructional Practices:**
   a) Are the instructional strategies being used effectively supporting the mastery of standards?
   b) Are there instructional practices that could be shared or scaled across grade levels or subjects?
9) **Student Engagement:**
   a) How engaged are students in the content areas where they are underperforming?
   b) Are there opportunities to increase relevance and interest in these areas?
10) **Assessment Literacy:**
   a) Do teachers understand how to interpret and use this data effectively?
   b) Is there a need for professional development around assessment literacy?
11) **Instructional Gaps:**
   a) Are there instructional gaps that need to be addressed, such as specific standards that weren't fully covered?
   b) How can those gaps be closed in future instruction?
12) **Student Support Systems:**
   a) What support systems are in place for students who may have incomplete learning?
   b) Are interventions or support strategies effectively targeting the needs of these students for the upcoming school year?