

**Standard 5(f) Rationale: Works with other staff and district leadership in analyzing student progress.**

For this criterion, my artifact is a chart that I helped create during a professional development session. This artifact is a fine example of how I work with other staff and district leadership to analyze student progress. Our assignment was to analyze Iowa Assessment reading proficiency data for our up-coming students. I worked with my Informational Data Team (IDT) to sort the students in each grade according to three different levels of reading proficiency. Then, I did the demographic calculations down at the bottom of this table in Excel. We spent just as much time discussing the data and the results of our categorization and calculation as we did classifying and calculating it. It was a very useful and productive way to prepare for and assess the needs of my up-coming students. I use the information from this table to setup of my seating charts categorized by reading proficiency. I also used it to identify students who would require academic supports early in the year. I used the discussion time to begin checking in on the needs and accommodations of my low reading proficiency students from the special teachers in my IDT.



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| Total/ Male %<br>5/33 15% | Total/ Female %<br>2/29 7% | Total/ Male %<br>12/33 36% | Total/ Female %<br>11/29 38% | Total/ Male %<br>16/33 48% | Total/ Female %<br>16/29 55% |
| Total Students            | 7/62 11%                   | Total Students             | 33/62 53%                    | Total Students             | 32/62 52%                    |
| % of Students<br>5/62     | % of Students<br>2/62      | % of Students<br>12/62 19% | % of Students<br>11/62 18%   | % of Students<br>16/62 26% | % of Students<br>16/62 26%   |