

# Guiding Questions for Data Analysis, by Reports



April 2015

The following document is provided by the Data and Accountability Department staff as a resource to help guide your review of student data. This document provides examples of questions to consider when reviewing frequently accessed reports located in Case21, Quickr, EVAAS<sup>®</sup>, mClass<sup>®</sup>, or PathDriver. The questions provided are not an exhaustive list but are meant to guide your discussions as you review the data contained in the report.

Class Report

**CLASS REPORT** 2013-14 Benchmark 6th Grade ELA Year Round/Traditional 3rd Administration

To see a brief video on how to use this report, scan the QR code located at the top left or go to <http://youtu.be/veqaaYCKhw>.

Assessment Items: 40	Assessment Results		Depth of Knowledge			Strand Results			Genre Results					
	Perc Corr	Proj Ach Lev	DoK 1 n=14	DoK 2 n=21	DoK 3 n=5	Read Lit n=19	Read Info n=9	Lang n=12	Fiction n=12	Nonf/ Inform n=5	Poetry n=11	Science n=	Soc St n=8	Tech n=
47.5	3-	2	3	3	3	3	2	3	3	2	2		3	
50.0	3-	2	3	4		3	1	3	3	1	3		1	
47.5	3-	3	2	1		2	1	3	3	3	1		3	
40.0	2	3	1	3		2	1	3	1	2	2		2	
55.0	3	1	3	4		3	3	2	3	4	3		3	
65.0	3+	3	3	3		3	3	3	3	3	4		3	

- ❖ Which students are showing mastery and which are not?
- ❖ What are the characteristics of students who are showing mastery and those who are not?
- ❖ How do the results for this class compare with other classes at this grade level?
- ❖ How do the results for this class at this grade level compare with the rest of the district?
- ❖ What class strengths/weaknesses does this data highlight in terms of Depth of Knowledge and Content?
- ❖ What trends are you noticing across classes or sections?
- ❖ What instructional strategies can be implemented that are most effective for targeted groups of students?
- ❖ What else needs to happen in order to meet the needs of target groups of students?

Item Analysis

Teachers: [redacted]  
 Period: 1  
 Subject: 6th Grade ELA  
 School: [redacted]

Item	1	2	3	4	5	6	7	8	9	10	11
CC Standard	L.6.4b	RI.6.3	L.6.4b	RI.6.3	RI.6.2	RI.6.1	RI.6.6	RI.6.4	L.6.4b	RI.6.2	RI.6.5
DoK	1	2	1	2	2	2	1	2	1	2	3
Reading Competency	Cogn	Inte	Cogn	CrSt	Cogn	Inte	Cogn	Inte	Cogn	Inte	Inte
Genre	Soc	Poet	Poet	Poet							
Class Percent Correct	86.67	40.00	76.67	30.00	53.33	13.33	33.33	3.33	50.00	63.33	63.33
School Percent Correct	82.16	46.06	83.82	39.05	59.75	20.75	41.91	26.14	68.05	73.03	43.15
Correct Answer	B	A	D	D	A	D	C	B	A	B	D
[redacted]	B	A	D	C	D	A	C	D	A	B	D
[redacted]	B	D	D	A	B	A	B	C	A	B	D
[redacted]	B	B	D	C	A	A	C	A	D	B	A
[redacted]	B	C	D	C	A	B	D	A	A	B	D
[redacted]	B	A	D	C	A	A	B	C	D	B	D
[redacted]	B	A	D	D	A	A	A	C	A	B	A
[redacted]	A	B	B	A	C	B	D	A	C	B	C
[redacted]	B	A	B	A	D	B	D	D	A	A	D
[redacted]	B	C	D	D	A	A	B	D	C	B	D
[redacted]	B	C	B	C	B	B	C	D	C	C	B
[redacted]	B	A	B	B	A	B	A	D	A	C	D

- ❖ What student strengths/weaknesses does this data highlight?
- ❖ On which objectives do students need enrichment? reteaching?
- ❖ What factors may have influenced performance on this objective?
- ❖ What is the variation in students' skills (in a specific area) within each of my classes/sections?
- ❖ What results concern you the most?
- ❖ What patterns or trends are emerging among the data?

## School Report

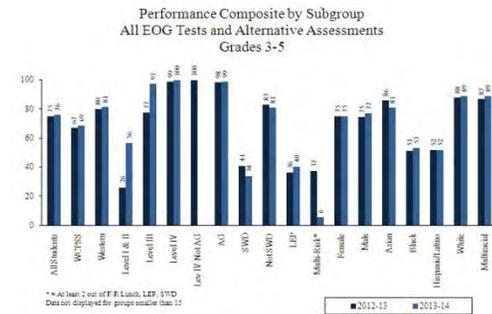
SCHOOL REPORT		2012-2013 Benchmark 6th Grade Math Plus		Year Round/Traditional 1st Administration														
Assessment Items: 30		Assessment Results		Depth of Knowledge			Standard Results											
Class, School & District Results	Class Per	Total Sco	Avg Perc Corr	Proj Perc Prof	Dok 1 n=10	Dok 2 n=17	Dok 3 n=3	EE.1 n=4	EE.2 n=4	EE.3 n=4	EE.4 n=3	EE.5 n=3	EE.6 n=3	EE.7 n=5	EE.8 n=4			
	2	21	66.3	95.2	3.5	3.8	3.2	2.3	3.2	3.2	3.8	3.6	4.0	3.7	2.4			
	2	25	62.7	100.0	3.3	3.6	2.9	2.4	2.7	3.0	3.8	3.6	4.0	3.4	2.8			
	5	24	68.5	91.7	3.4	3.6	3.4	3.0	3.1	3.4	3.8	3.5	3.7	3.5	3.1			
	2	26	65.5	96.2	3.5	3.7	3.0	2.3	2.8	3.2	3.8	3.8	3.8	3.6	2.9			

- ❖ What student strengths/weaknesses does this data highlight?
- ❖ What teacher strengths/weaknesses does this data highlight?
- ❖ What trends are you noticing across classes and/or sections?
- ❖ How do our results for this subject area at this grade level compare with the rest of the district?
- ❖ What trends are you noticing across assessments?

## QUICKR REPORTS

## Examples of questions to ask:

### Disaggregated Charts



- ❖ Which groups are demonstrating higher/lower proficiency rates?
- ❖ How consistent are those patterns over time? Across grade levels?
- ❖ How do those patterns compare to district patterns?
- ❖ Are these patterns consistent with other classroom data we have about our students?
- ❖ How are we assigning our highest/lowest subgroups across classrooms?
- ❖ How are we aligning our resources and allotments to support our neediest subgroups?

### AMO Status Report

AMO Status Report

PERCENT PROFICIENT BY SUBGROUP

	Total (All students)	Native American	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	Limited English Proficient	Student Disability
R	10-11	70.5	85.1	58.3	79.1	54.0	81.8	57.6	90.8	73.3
E	11-12	73.0	86.2	61.8	80.8	57.8	90.9	61.1	69.8	75.5
A	12-13	48.9	61.4	29.0	61.5	25.6	41.0	28.8	19.0	45.7
D	13-14	49.3	61.6	36.1	65.4	33.0	53.1	35.9	23.7	51.1
J	14-15									
N	15-16									
G	16-17									
	10-11	82.1	93.8	75.4	91.7	68.9	90.9	78.4	84.8	83.5
	11-12	83.7	93.6	77.5	92.4	71.4	90.0	80.2	89.4	84.9
	12-13	42.3	75.7	27.0	71.2	22.2	48.7	32.7	55.7	42.0
	13-14	48.1	79.4	34.3	74.1	30.0	53.1	39.4	50.5	47.8
	14-15									
	15-16									
	16-17									

TARGETS MET AND REMAINING GAPS

- ❖ Which subgroups are demonstrating higher/lower proficiency rates?
- ❖ How consistent are those patterns over time? Across grade levels?
- ❖ How do those patterns compare to district patterns?
- ❖ Are these patterns consistent with other classroom data we have about our students?
- ❖ How are we assigning our highest/lowest subgroups across classrooms?
- ❖ How are we aligning our resources and allotments to support our neediest subgroups?

## End of Year Roster

Last Name, First Name	Reading Ach Lvl Grade	Reading Ach Lvl Grade	Reading Rel. Ach Lvl Grade 3	Reading Rel. Ach Lvl Grade 4	Reading Rel. Ach Lvl Grade 5	Reading Percentile Grade 3	Reading Percentile Grade 4
Student 671	4		4.91	4.42		99	76
Student 672			2.9	4.08		52	80
Student 673	1		2.5	1.85		36	14
Student 674	5		4.18	5.11		91	95
Student 675	4		3.9	4.58		86	81
Student 676	4		2.3	4.08		30	60
Student 677	5		3.7	5.11		80	95
Student 678	4		3.5	4.83		73	89
Student 679	2		2.4	2.33		33	28
Student 680	1			1.93		99	85
Student 681	1		2.2	1.85		27	14
Student 682	1		3.5	5.11		73	95
Student 683	2		1.73	2.83		10	40
Student 684	4		2.7	.4		44	56
Student 685	4		3	4.25		56	68
Student 686	2		2.8	2.83		48	40
Student 687	6		4	5.11		89	95
Student 688	5		4.27	5.44		94	98
Student 689	4		3.5	4.5		73	79
Student 690	2		2.3	2.5		30	32
Student 691	1			1.88		1	16
Student 692	2		3.3	2.33		68	28
Student 693	2		2.7			44	23
Student 694	1		1.82	1.96		13	20

- ❖ Which individual students were/were not proficient?
- ❖ What are the characteristics of students who performed well/poorly? Are there any similarities that stand out?
- ❖ Which individual students have shown patterns of poor achievement over time?
- ❖ Which individual students had a result this year that is inconsistent with their achievement history?
- ❖ What are the possible root causes for what you are noticing with your student data?

## Current Student Roster

B	CH	CI	CJ	CK	CL	CM
Last Name, First Name	Dibels BOY NWF CLS	DORF BOY Fluency	Dibels BOY Daze Score	Dibels BOY Composite Score	Dibels MOY P1	Dibels MOY NWF WWF
764 Student 671		56	17	336		
7138 Student 672		63	8	251		
8223 Student 673		109	13	335		
1107 Student 674		166	31	530		
592 Student 675		189	29	557		
3076 Student 676		108	21	400		
451 Student 677		166	18	375		
3045 Student 678		137	13	379		
3530 Student 679		108	16	388		
3914 Student 680		76	9	218		
3499 Student 681		155	20	431		
3983 Student 682		121	18	411		
4468 Student 683		126	21	344		
3952 Student 684		118	19	400		
3437 Student 685		187	23	473		
4921 Student 686		123	28	423		
4406 Student 687		180	37	576		
3890 Student 688		165	19	433		
3375 Student 689		143	24	417		
3859 Student 690		79	12	197		
7344 Student 691		91	11	233		
1828 Student 692		71	12	301		
3313 Student 693		155	11	383		
1797 Student 694		69	11	281		
5282 Student 695		169	25	519		

- ❖ What does the data suggest about the students currently enrolled in your building?
- ❖ What did you notice when you analyzed the student data for patterns? Were there any surprises or new questions?
- ❖ What trends exist when reviewing student data using multiple assessments (e.g., Case 21, EOG/EOC, Universal Screenings)?
- ❖ What do you see when you look at groups of students for individual teachers? By grade level? By subject?
- ❖ What strategies might you consider that would be effective when working with specific groups of students?
- ❖ What are the possible root causes or symptoms of the identified student performance?

**CogAT**

**CogAT<sup>®</sup>** LIST OF STUDENT SCORES  
Cognitive Abilities Test™ (CogAT®)

Building: District: WAKE COUNTY P S Form Level: 7-8 Test Date: 06/2014 Norms: Fall 2011 Grade: 3 Page: 1

STUDENT NAME I.D. Number 1 I.D. Number 2 Code A B C D E F G H I J K L M N O P Z	Birth Date Age Form Program	Level (Gender)	No. of Items	Raw Score	AGE SCORES			GRADE SCORES		LOCAL SCORES		Student APR Graph	Profile			
					USS	SAS	PR	S	PR	S						
0106 08-08	9 (M)	7	62	57	29	170	93	33	4	37	4	[APR Graph]	SC (V-Q)			
					Verbal	52	155	29	191	105	62			6	45	
					Quantitative	56	90	29	187	95	45			5	40	
					Nonverbal	189	191	52	5	55	5			52		
					Composite (QN)	186	98	45	5	48	5			49		
Composite (VQN)	62	62	27	177	92	31	4	33	4	31	[APR Graph]	EE (V-N)				
0106 08-08	9 (F)	7	52	51	32	195	109	71	6	73			6			
					Verbal	56	96	42	220	121			91	8	91	8
					Quantitative	268	118	84	7	86			7	84		
					Nonverbal	197	108	69	6	73			6	69		
					Composite (QN)											
Composite (VQN)																

- ❖ Which students are considered at-risk? are considered gifted?
- ❖ What student strengths/weaknesses does this data highlight?
- ❖ Are there other sources of data that can be used to triangulate and affirm these results?

**IOWA**

**Iowa Assessments<sup>™</sup>** LIST OF STUDENT SCORES  
Iowa Assessments™

Class: Building: District: WAKE COUNTY P S Form Level: 5-12 Test Date: 06/2013 Norms: Fall 2011 Grade: 3 Page: 1

STUDENT NAME I.D. Number 1 I.D. Number 2 Code A B C D E F G H I J K L M N O P Z	Birth Date Age Form Program	Level (Gender)	English Language Arts			Mathematics	SURVEY COMPOSITE
			Reading	Written Expression			
0862 11-00	12 (M)	E	NPR	87		98	
			NS	7		9	
0283 10-07	12 (M)	E	NPR	59		76	
			NS	5		6	
1063 08-11	12 (F)	E	NPR	87		92	
			NS	7		8	
0863 10-06	12 (M)	E	NPR	51		99	
			NS	5		9	

- ❖ Which AG literacy/math services should be provided based on the individual results?



## ACT Explore/Plan Score Report

# PLAN<sup>®</sup>

Profile Summary Report: Presentation Packet

# EXPLORE<sup>®</sup>

Profile Summary Report: Presentation Packet

- ❖ How did your students perform on the Explore/Plan tests compared to other students nationally?
- ❖ Do your students' Explore/Plan scores differ by race/ethnicity background and gender group?
- ❖ Which students are on track to be college ready when they graduate?
- ❖ Which content skills are strong and which content skills need to be addressed?
- ❖ What are your students' self-reported educational and career plans?
- ❖ How do your students' Explore/Plan scores relate to the courses they have taken or are currently taking?
- ❖ How do your students' Explore/Plan scores and coursework plans relate to their educational plans?
- ❖ How do your students' Explore/Plan Composite scores/coursework plans relate to their expressed needs for help?
- ❖ How do your students' Explore/Plan Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?
- ❖ How do your students' Explore/Plan composite scores, coursework plans, and postsecondary plans relate to their career cluster from the World-of-Work Map?
- ❖ Has this information been shared with your school counselors to be used as they work with students?

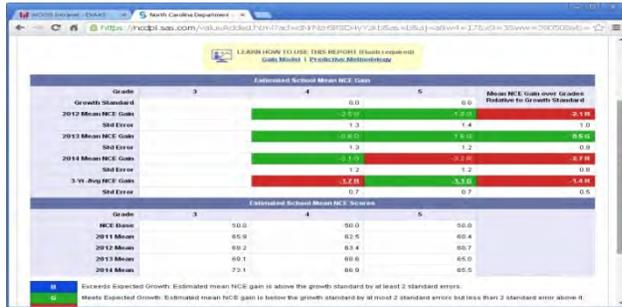
## PLAN: Predictions of AP Success Report

2013-2014 PLAN: PREDICTIONS OF AP SUCCESS  
 North Carolina Course Poster  
 Report Count: \_\_\_\_\_  
 Confidential Student Information - Not for public release. WAKE CO SCHOOL DISTRICT

Student Name		Advanced Placement Courses																		
		English Language	English Literature	Calculus AB	Calculus BC	Statistics	US History	European History	World History	Government & Politics (Comparative)	Government & Politics (US)	Macroeconomics	Microeconomics	Psychology	Biology	Chemistry	Physics B	Physics C (Electricity/Magnetism)	Physics C (Mechanics)	
Last	First	English	Mathematics	Mathematics	Mathematics	Mathematics	Social Science	Social Science	Social Science	Social Science	Social Science	Social Science	Social Science	Social Science	Social Science	Social Science	Natural Science	Natural Science	Natural Science	Natural Science
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

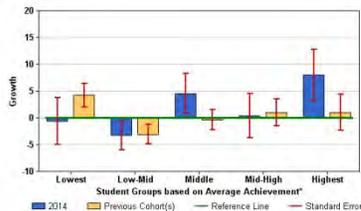
- ❖ Which students are predicted to be successful in AP courses?
- ❖ Are the students identified in the report already enrolled or have a plan to enroll in AP courses? If not, what supports are needed?
- ❖ Are there structures in place to offer the AP courses identified in the report at this school? If not, how do we support the students needing those courses?
- ❖ Has this information been shared with your school counselors to be used as they work with students?

School Value Added Report



- ❖ What is the average progress of students in this building? by grade level? by subject?
- ❖ How does your school's progress rate for a grade compare to the growth standard (average growth for students statewide)?
- ❖ How does your school's achievement level compare to the state's average achievement?
- ❖ What trends exist within each content area or grade level?
- ❖ Do you have historical context that increases your understanding of the trend or lack of a trend (e.g., turnover in staff, change in makeup of the student body, or change in test and/or curriculum and the response to those changes)?

School Diagnostic Report

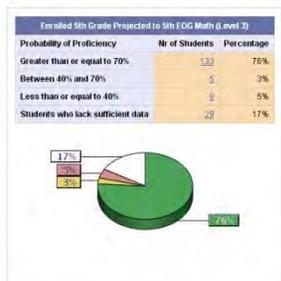


\*All students across the state who took the same test are assigned to one of five equal groups according to each student's average level of achievement.

Reference Line	Student Groups based on Average Achievement				
	Lowest	Low-Mid	Middle	Mid-High	Highest
2014	0.0	0.0	0.0	0.0	0.0
Growth	-0.6	-0.2	0.5	0.4	0.0
Standard Error	4.4	2.7	3.7	4.1	4.8
No. of Students	15	15	18	18	11

- ❖ Are students at each achievement level making appropriate growth?
- ❖ How does the pattern of the growth bars for the current year (blue) compare to the previous cohort's bars (gold)? What changes occurred at the school/district to influence the difference in growth patterns?
- ❖ Which groups are making more/less growth than other groups?
- ❖ What trends are you noticing when reviewing data from various subgroups?
- ❖ Are these patterns consistent with past cohorts of students?
- ❖ Are these patterns consistent with other classroom data we have about our students?
- ❖ How are we assigning our highest/lowest achieving students across classrooms?

## School Academic Preparedness Report



■ Students whose probability of proficiency is greater than or equal to 70%  
■ Students whose probability of proficiency is between 40% and 70%  
■ Students whose probability of proficiency is less than or equal to 40%  
■ Students who do not have a projection due to a lack of sufficient data.

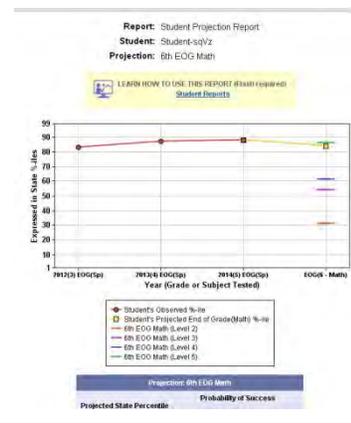
- ❖ What proportion of students is on path to academic success (green slice)? What enrichment strategies can be provided to ensure that they maintain their likelihood of being proficient?
- ❖ What proportion of students is at risk for not scoring in the proficient range (yellow slice)? What targeted interventions can be provided to increase their likelihood of being proficient?
- ❖ What proportion of students is unlikely to score in the proficient range (pink slice)? What sustained interventions are needed to increase their likelihood of success?
- ❖ When combined with other data, does this data confirm your knowledge of students' performance risk?

## Student History Report



- ❖ What patterns are evident given the student's testing history on prior assessments?
- ❖ How does this student compare to school, and district scores?

## Student Projection Report



- ❖ Based on the assessment history and projections, is the student currently enrolled in the appropriate courses?
- ❖ What is the student's projected state percentile and their probability for reaching each of the state's achievement levels? Does the data confirm your knowledge of the student's performance risk? What actions are currently needed (e.g. interventions, enrichment)?

## Custom Student Report

Search for students ...

Who are currently enrolled in: Any Grade

At these Schools:  
 All District  
 Adams Elementary  
 Adams Ridge Elementary  
 Apex Elementary  
 Apex High  
 Apex Middle  
 Apex Drive High

Matching the following:

Races: American Indian, Asian, Black, Hispanic, White, Two or More Races, Unknown (Race)

Sexes: Male, Female, Unknown (Sex)

Disabilities: Students with Disabilities, Limited English Proficiency, Academically or Intellectually Gifted

With these projected outcomes:

Test: Tests  
 Subject Level: 0  
 Lower %: 0  
 Upper %: 0

Submit

- ❖ Who are the students with similar characteristics (e.g., grade, race, sex, demographics)? What patterns can be observed in their projections?
- ❖ For a specific subject level test, who are the students with similar probabilities of success?
- ❖ Who are the students in need of sustained academic intervention by grade level, by subject?
- ❖ Who are the students in need of more rigorous course sequences by grade level, by subject?

## Student Pattern Report

Student	2013 State NCE	2014 State NCE	Avg State NCE	2014 Percentile	Perf Level
<input type="checkbox"/> Student:vsqj	72	94	83.0	90	L5
<input type="checkbox"/> Student:uVC	47	48	47.5	47	L3
<input type="checkbox"/> Student:vQD	39	65	52.0	76	L4
<input type="checkbox"/> Student:vVF	2	36	19.0	25	L2
<input type="checkbox"/> Student:vsRY	37	17	27.0	6	L1
<input type="checkbox"/> Student:vHuj	47	48	47.5	47	L3
<input type="checkbox"/> Student:vWnl	54	65	59.5	76	L4
<input type="checkbox"/> Student:vCQV	55	54	54.5	50	L4
<input type="checkbox"/> Student:vCch	64	85	64.5	76	L4
<input type="checkbox"/> Student:vQgh	39	39	39.0	30	L2
<input type="checkbox"/> Student:CCong		62		72	L4
<input type="checkbox"/> Student:vDte	50	46	48.0	43	L2

(Note: In order to create a report, you must select at least 15 students who have both previous and current year scores in the currently selected subject.)

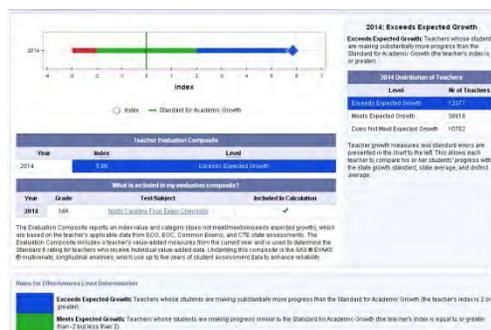
- ❖ When reviewing the Student Pattern List, what patterns do you notice when comparing students' previous year NCE scores to current year NCE scores?
- ❖ How effective has your school been with the lowest, middle, and highest achieving students in the group you have selected. Did this particular group of students receive a specific intervention (e.g., tutoring, targeted instruction, etc.)?
- ❖ Which groups of students (based on your selection) made about the same, less or more progress than the state growth standard?

## Teacher List by School

Teacher Name (Unique ID)	Test	Subject	Grade	Effectiveness Level
1. Teacher:Stq	Evaluation Composite	Evaluation Composite	n/a	Exceeds Expected Growth
2. Teacher:Stq	North Carolina Final Exam	Chemistry	n/a	Exceeds Expected Growth
3. Teacher:TcaQ	End of Course	Biology	n/a	Meets Expected Growth
4. Teacher:TcaQ	Evaluation Composite	Evaluation Composite	n/a	Exceeds Expected Growth
5. Teacher:TcaQ	North Carolina Final Exam	Earth/Environmental Science	n/a	Exceeds Expected Growth
6. Teacher:Swm	Evaluation Composite	Evaluation Composite	n/a	Exceeds Expected Growth
7. Teacher:Swm	North Carolina Final Exam	American History I	n/a	Exceeds Expected Growth
8. Teacher:Swv	End of Course	English II	n/a	Exceeds Expected Growth
9. Teacher:Swv	Evaluation Composite	Evaluation Composite	n/a	Exceeds Expected Growth
10. Teacher:Stq	North Carolina Final Exam	English Language Arts I	n/a	Meets Expected Growth
11. Teacher:Swm	End of Course	Math I	n/a	Meets Expected Growth
12. Teacher:Swm	Evaluation Composite	Evaluation Composite	n/a	Meets Expected Growth
13. Teacher:CfdD	End of Course	Biology	n/a	Meets Expected Growth
14. Teacher:CfdD	Evaluation Composite	Evaluation Composite	n/a	Meets Expected Growth
15. Teacher:RvY	CTE Post-Assessment	Food I	n/a	Meets Expected Growth

- ❖ Who are your teachers that did not meet/meet/exceeded expected growth within each grade level or subject area?
- ❖ Which teachers are in need of support?
- ❖ What does this data tell you about specific grade levels or subject areas?
- ❖ How much progress did teachers who met or exceeded expected growth make with specific subgroups of students (e.g., low, middle, high, race, gender, etc.)?

## Evaluation Composite



- ❖ Which of your teachers' Evaluation Composite was in the "did not meet expected growth" category?
- ❖ What support can be provided to these teachers?
- ❖ Who are your "exceeds expected growth" teachers? What support can they provide other teachers?

## Teacher Value Added Report



- ❖ How does the teacher's growth measure compare to the standard for academic growth (green vertical line (0.0))?
- ❖ How does the teacher's index score compare to the average teacher in WCPSS?
- ❖ How effective has the teacher been when looking across multiple years?

## Teacher Diagnostic Report



- ❖ Which groups of students (e.g., low, middle, or high) did the teacher show the most progress toward academic growth compared to other students across the state who took the same test?
- ❖ Which achievement level group represented the majority of the teacher's students (e.g., majority low or high)? What are the implications?
- ❖ How much progress did the teacher make with particular subgroups of students (e.g., race, sex, or other demographics)?
- ❖ What trends are noticeable with the individual student data?
- ❖ What strategies might help this teacher work more effectively with students in a subgroup?

## Teacher Custom Diagnostic Report (with student lists)

View the Teacher Diagnostic Summary

Teacher Value Added    Teacher Diagnostic    **Teacher Custom Diagnostic**

Filter By: Subgroup

Create

Student	2013 State NCE	2014 State NCE	Avn State NCE	2014 Percentile	Prof Level
Student11B	69	81	75.0	93	L5
Student11S	55	42	49.5	35	L2
Student11V	49	60	54.5	67	L4
Student11H	49	44	46.5	39	L2
Student11F	57	66	61.5	78	L4

- ❖ How much progress did students who received a particular intervention make?
- ❖ When viewing the student list within the Teacher Custom Diagnostic, were there any noticeable trends with individual students?
- ❖ How many or what percentage of the teacher's students experienced an increase in their NCE scores when compared to the previous year?

## REPORTS in mCLASS®

## Examples of questions to ask:

### Class Summary Report

Class Summary

Grade 4

Name	DIBELS next®				Reading 4 <sup>th</sup>			
	SWP	WYF	FW	FW	SWP	WYF	FW	FW
	●	●	DORF		P <sup>1</sup>	A <sup>1</sup>		
	●	●			Q <sup>1</sup>	Q <sup>1</sup>		
	●	●			P <sup>2</sup>	Q <sup>1</sup>		
	●	●			Q <sup>2</sup>	Q <sup>2</sup>		
	●	●	NWP		RB <sup>2</sup>	D <sup>1</sup>		
	●	●	DORF		R <sup>1</sup>	W		
	●	●			T <sup>1</sup>	T <sup>1</sup>		
	●	●			R <sup>1</sup>	R <sup>1</sup>		
	●	●			L <sup>1</sup>	M <sup>1</sup>		08/22/14 TRC
	●	●			L <sup>1</sup>	L <sup>1</sup>		
	●	●	DORF		L <sup>1</sup>	L <sup>1</sup>		

- ❖ What patterns or trends do you notice?
- ❖ What percent of the students in this class are in the proficient range? the strategic range? the at-risk range?
- ❖ What are instructional areas of strength or weakness?
- ❖ How does the DIBELS Next Composite data align with the TRC data?
- ❖ Are there surprises in the data?

## Student Summary Report

Assessment	Date	Screen 1		Screen 2		Screen 3	
		Nov	Dec	Nov	Dec	Nov	Dec
DBELS Next	11/1	L <sup>1</sup>	M <sup>1</sup>	J <sup>1</sup>	N <sup>1</sup>	R <sup>1</sup>	N <sup>1</sup>
TRC	11/1	L <sup>1</sup>	M <sup>1</sup>	J <sup>1</sup>	N <sup>1</sup>	R <sup>1</sup>	T <sup>1</sup>
PIP	11/1	SS-DBELS					
IMP	11/1						
PIP	11/1						
IMP (CLP)	11/1	Score: 117		Score: 54			
IMP (WWR)	11/1	Score: 38		Score: 13			
DBE (Fluency)	11/1	116	120	121	126	137	
DBE (Fluency)	11/1	82	72	97	78	96	100

- ❖ What do you notice about the student composite scores and individual probe scores?
- ❖ Which students need specific interventions?
- ❖ Which students are in need of Progress Monitoring (given the Steps for Effective Progress Monitoring)?
- ❖ Which students are showing growth over time?
- ❖ How do students' measures or progress monitoring compare to the growth of their peer group?
- ❖ What are your next steps?

## Student Probe Detail Report

CLS	WWR
3/3 d i l	1/1 k a j
3/3 d u j	1/1 t e k
3/3 w u j	1/1 k e t

**Status**

**CLS**  
Score: 117 Letter Sounds/Minute  
Percentile: Not Calculated

**WWR**  
Score: 38 Words/Minute  
Percentile: Not Calculated

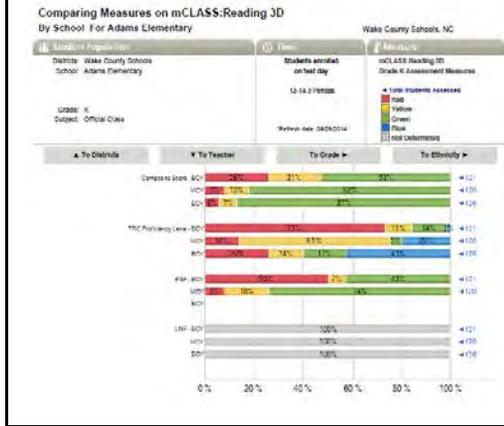
- ❖ What are students' strengths or areas for growth?
- ❖ What patterns do you notice?
- ❖ If students are receiving intervention for a specific skill deficit, is it impacting their assessment results?
- ❖ Are there other sources of data that can be used to triangulate and affirm these results?

## Reading 3D Measures Breakdown



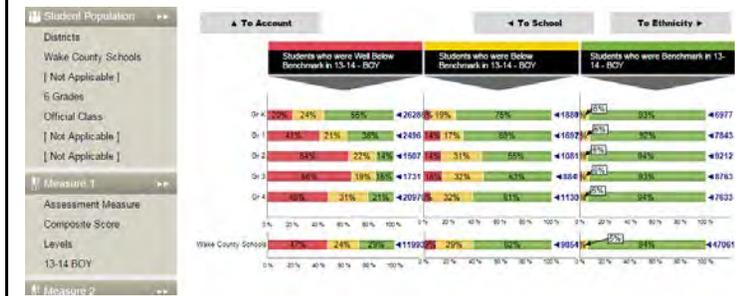
- ❖ How have your students progressed in different areas over time?
- ❖ What are instructional areas of strengths or weaknesses?
- ❖ Where should you focus instructional resources?

## Reading 3D Comparing Measures Report



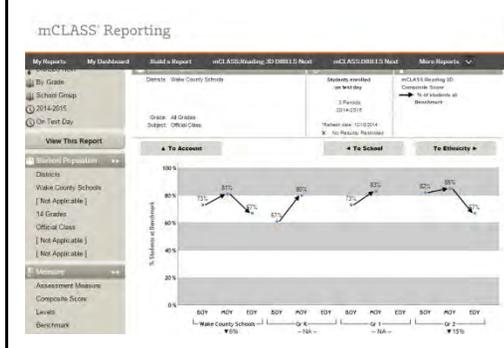
- ❖ How have different student populations changed over time?
- ❖ On which grade levels should resources be focused?
- ❖ What are instructional areas of strengths or weaknesses?

## DIBELS Effectiveness Formula (DEF) Report



- ❖ Is your instructional program effective at moving students from high risk to low risk?
- ❖ Of the students who were red last period, how many have moved up to yellow or green this period?
- ❖ Of the students who were green last period, how many have slipped back to yellow or red this period?

## Reading 3D Growth Report

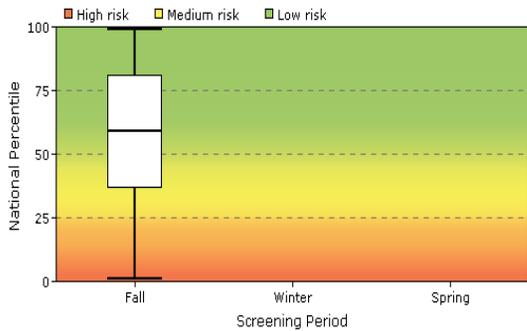


- ❖ How has student achievement changed over the course of this year?
- ❖ Are students on track to meet end-of-year goals?

**Student Universal Screening Report**

Class results from July 16, 2014 to September 25, 2014 3:34 PM

Results for the **Winter, Spring** period(s) will be graphed when there are at least 5 scores in the class.



- ❖ What level of literacy/math support might be needed for students to master content standards?
- ❖ Could a student have underlying skill deficits that may be impacting performance?
- ❖ How is the student progressing relative to national norms?
- ❖ How do the student's scores compare with class, school, and district benchmarks?

**Student Test Summary (Math Only)**

System	Schools	Classes	Users	Reports	
<b>Question type</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Timed out</b>	<b>Total % Correct</b>	
Four-Digit Whole Numbers	38	0	0	38 100%	
Decimals	8	1	0	9 89%	
Fractions (same denominators)	5	1	0	6 83%	
Fractions (same numerators)	1	2	0	3 33%	
Expressions	8	2	1	11 73%	
<b>Total</b>	<b>60</b>	<b>6</b>	<b>1</b>	<b>67 90%</b>	
<b>Fraction Computation</b>					
<b>Question type</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Skipped</b>	<b>Timed out</b>	<b>Total % Correct</b>
Addition (like denominators)	1	6	0	0	7 14%
Addition (unlike denominators)	0	7	0	0	7 0%

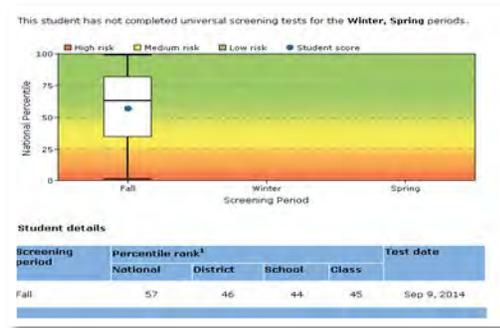
- ❖ What percentage of questions did students answer correctly and incorrectly in each category?
- ❖ How many questions are in each category type?
- ❖ Could time have been a factor that impacted students' performance?
- ❖ Are there specific focus areas where a student may benefit from additional support?
- ❖ Could students have underlying skill deficits that may be impacting performance? If so, what supports are needed? What are the implications for instruction?

### Student Test Details (Math Only)

#	Which is more?	Answer	Response	Time taken
1	7658 or 7675	7675	✓	5.6s
2	8/12 or 8/11	8/11	✓	1.9s
3	1/3 or 2/3	2/3	✗	2.4s
4	4125 or 4457	4457	✓	1.9s
5	5715 or 5135	5715	✓	2.1s
6	3125 or 3136	3136	✓	2.1s
7	1/5 or 1/3	1/3	✓	1.0s

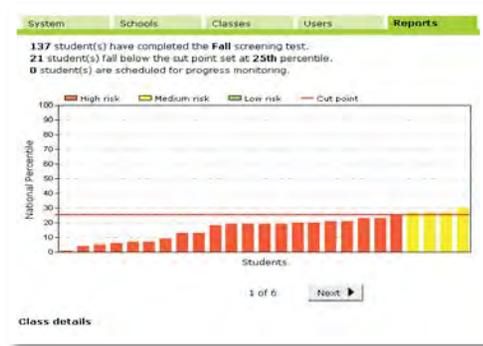
- ❖ Which questions did the student answer correctly or incorrectly?
- ❖ How long did the student take to answer each question?
- ❖ What are the implications for instruction?

### Universal Screening Summary Report



- ❖ How is the class progressing relative to national norms?
- ❖ What level of literacy/math support needs to be embedded into core instruction for a particular class?
- ❖ What level of differentiation may be needed for a particular class?

### Class Universal Screening Details Report



- ❖ How do students in the class compare to each other?
- ❖ How many students in the class should have their progress monitored (i.e., how many fall below the cut points)? Who are these students?
- ❖ How many students in the class currently have a progress-monitoring assessment schedule? Who are these students?
- ❖ Which students may need additional support?