

HISD | Student Performance Analysis Guide

Purpose of this document: This document presents popular reports, performance summaries, and sample questions for discussion to inform instruction and support effective data driven decisions. This document will facilitate data literacy in understanding the process of analyzing results for formative assessments. It is critical to understand student misconceptions, question trends, strengths and weaknesses by standard, and student tiers to facilitate targeted small group instruction and intervention to guide instruction. Information such as what is measured, report format, and has questions for analysis is provided for critical reports. This document is an interdepartmental collaboration from Curriculum, Teacher Development Specialists (TDS), Office of School Leadership, and Student Assessment Formative Team to facilitate teacher discussions around data driven decisions.

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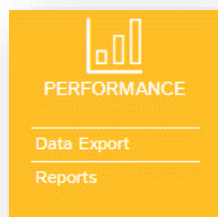
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Selecting Report Filters

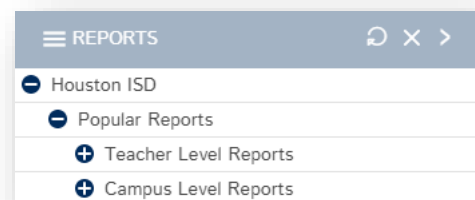


www.houstonisd.org/edplan

1. Login to EdPlan



2. Select Reports



3. Select Popular Reports

Selecting Report Filters

Tip: Use search box in any filter to find your selection quickly

4. Select View

Select the report by clicking the title(s)

☐ Student Score Listing by Student
☐ Table - Objective Mastery by Class by Student

5. Select Report Format

Select **PDF Export**

PDF Export

6. Year

Select defaulted year **2016-2017**

2015-2016

7. Campus

Select **Your Campus**

☐ Alameda Elementary
☐ Anderson Elementary

8. Class

Select **Reload** > Classes will populate > Select a **class or classes**

 **RELOAD**

9. Test Level

Select **District** for district created assessments


☐ Campus
☐ Classroom
☒ District

10. Test Language

Select the **Language** of the Assessment: English and/or Spanish

11. Tests

Select **Reload** > Tests will populate > Select **Tests**

 **RELOAD**

12. Gender & Ethnicity

All genders and ethnicity are selected by default, but can be customized.

<input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> Native Hawaiian/Pacific Islander
<input checked="" type="checkbox"/> Female	<input checked="" type="checkbox"/> Two or More
<input checked="" type="checkbox"/> Unknown	<input checked="" type="checkbox"/> American Indian or Alaskan Native

13. Accountability

Choose "Include Filter" to report **only** students who the test was released to.

Accountability Flag (max 1)
☒ Include Filter

14. Other Demographic Indicators

All ethnicities are selected by default / automatically, but can be customized.

Select All | Select None | 1/1
AT RISK - YES

Run Report

15. Run Report Scroll to the top right of screen and select **Run Report**.

Item Answer Distribution Analysis Class Summary

Purpose: Use this report to determine which test questions were difficult and note the key questions to review to analyze causes and solutions (distractors, ambiguity, and further instruction). It helps deconstruct questions to determine which subskills are being addressed, understand distractor rationales, and make informed decisions about effective, corrective, and adaptive instruction.

Measured: Percent of student responses per answer choice (Choice 1-A/F, Choice 2-B/G etc)

Location: Reports > Popular Reports > Teacher Level Reports by Class > Item Answer Distribution Analysis by Class by Category

Notes: The asterisk (*) indicates the correct answer. Standard Category: **R** – Reporting; **S** – Supporting

Test Question #	(TEKS) Standard #	Wrong Answer	Correct Answer*							
Reporting Category	Item	Objective	Process Standard	Objective Category	Percent Responding					
					Choice 1 A/F	Choice 2 B/G	Choice 3 C/H	Choice 4 D/J	Choice 5 E/K	No Response
RC 1	5	111.07.B.05.04.A		S	34 % *	2 %	13 %	51 %	0 %	0 %
	12	111.07.B.05.04.A	111.07.B.05.01.D	S	18 %	13 %	18 %	50 % *	0 %	1 %
RC 2	2	111.07.B.05.03.A	111.07.B.05.01.C	S	10 %	12 %	11 %	66 % *	0 %	2 %
	14	111.07.B.05.03.A	111.07.B.05.01.G	S	39 % *	32 %	12 %	17 %	0 %	1 %
	3	111.07.B.05.03.B	111.07.B.05.01.B	S	82 % *	3 %	3 %	10 %	0 %	2 %
	9	111.07.B.05.03.B	111.07.B.05.01.G	S	49 %	15 %	18 % *	14 %	0 %	3 %
	G 4	111.07.B.05.03.C	111.07.B.05.01.B	S	22 % *	78 %				
	11	111.07.B.05.03.C	111.07.B.05.01.B	S	12 %	48 %	29 % *	11 %	0 %	0 %
	1	111.07.B.05.03.K	111.07.B.05.01.B	R	24 %	67 % *	4 %	3 %	0 %	1 %
	G 8	111.07.B.05.03.K	111.07.B.05.01.B	R	29 % *	71 %				
	6	111.07.B.05.04.B	111.07.B.05.01.G	R	4 %	72 % *	18 %	6 %	0 %	0 %
	13	111.07.B.05.04.B	111.07.B.05.01.D	R	10 %	17 %	67 % *	5 %	0 %	1 %
	15	111.07.B.05.04.B	111.07.B.05.01.D	R	45 % *	12 %	20 %	21 %	0 %	3 %
RC 4	7	111.07.B.05.09.C	111.07.B.05.01.E	R	16 %	12 %	17 %	55 % *	0 %	0 %
	G 10	111.07.B.05.09.C	111.07.B.05.01.B	R	24 % *	76 %				
	16	111.07.B.05.09.C	111.07.B.05.01.B	R	6 %	13 %	71 % *	5 %	0 %	4 %

Number of Students Tested: 119

Griddable Questions displays % correct* vs % incorrect
Rubric Questions display the % of students who scored a 1, 2, 3 or 4 (5=0)

Guiding Questions:

1. Which standard(s) need the greatest attention? What have you noticed about instruction for that particular standard?
2. What misunderstandings do the students' errors reveal? What do you think students were doing wrong? (Refer to the test question)
3. Look within standards: On questions that measured the same standard, were students better on some questions than on others? If so, how do those questions differ in difficulty? Why did students do better on one than on another?
4. Compare similar standards: Do the results on one standard influence the other?
5. What needs to be different next week to ensure scholars achieve mastery this specific standard?
6. Is the issue on the content or process standards, or both?

Items Analysis Class Summary by Student

Purpose: This report indicates incorrect answer choices made by individual students. It allows teachers to see individual student misconceptions. Teachers can even see student griddable and rubric responses to see performance in open ended type questions. This report allows a teacher to prioritize reteaching standards by reporting category and displays an overall percentage of students who correctly answered. Prioritize on STAAR Standard category. - **R** – Reporting Standard; **S** – Supporting Standard; **PS** – Process Standard (**PS** currently only apply to Math and Science)

Measured: Aggregate percent correct of all students responses and individual student selection per answer choice (1-A/F, 2-B/G, Griddable- actual student response, Rubric 1-4 5=0, blank= no response)

Location: Reports > Popular Reports > Teacher Level Reports by Class > Table - Item Answer by Class by Category

Question# (TEKS) Standard #Type of Standard % of All Students Correct Answered Correctly* Answered Incorrectly

Reporting Category	Objective Category	Correct Answer	% All Students	Last name, First Name	Last name, First Name	Last name, First Name	Last name, First Name	Last name, First Name	Last name, First Name	Last name, First Name	Last name, First Name	Last name, First Name
RC 1	1 - Obj 111.07.B.05.01.B, 111.07.B.05.03.K	PS, R	2	53	2*		4		2*	2*	2*	2*
	2 - Obj 111.07.B.05.01.D, 111.07.B.05.04.B	R, PS	1	79	1*	1*	1*	1*	1*	2	1*	1*
	G3 - Obj 111.07.B.05.01.B, 111.07.B.05.03.K	PS, R	028.42	32	70.58	28.42*	38.30	28.42*	21.58	26.21	28.52	29.52
	4 - Obj 111.07.B.05.01.C, 111.07.B.05.03.A	PS, S	1	21	1*	2	1*	4	2	2	4	4
	5 - Obj 111.07.B.05.01.B, 111.07.B.05.03.B	PS, S	4	68	4*	4*	4*	1	4*	1	4*	4*
	6 - Obj 111.07.B.05.01.E, 111.07.B.05.03.H	S, PS	3	47	3*	3*	2	1	3*		3*	4
	R7 - Obj 111.07.B.05.01.B, 111.07.B.05.03.C	S, PS	3,4	37	5	4*	5	4*	4*	5	5	4*

Griddable Answer Choice

Rubric Answer Choice

Guiding Questions:

1. In regards to the reporting category, how did the students perform? (Strand)
2. In regards to the standards, how did the students perform?
3. In regards to the type of standard (readiness, supporting, process), how did the students perform?
4. Are there similar trends in the students' responses?
5. Are there questions that only the struggling students are getting wrong?
6. Are struggling students' misunderstandings different than those of the rest of the students on these standards?
7. What are all the steps the students need to take to answer these questions correctly? Which of these steps need to be made more explicit to the students?
8. What additional support or steps will the struggling students need when these standards are being reviewed?
9. Look at specific questions: Did students all choose the same wrong answer? Why or why not?
10. What misunderstandings do the students' errors reveal? What do you think the students were doing wrong here?
11. How are the students performing with open ended questions (rubric, griddable)?
12. Is the issue on the content or process standards, or both?
13. What were all the steps students needed to be able to do in order to answer the question correctly?
14. Within those steps, where does it appear that student mastery broke down?
15. Which students have mastered the standards and may serve as peer tutors?
16. What will your plan of action entail?

Purpose: This report indicates rubric performance by class and individual students. It allows teachers to gauge general class performance along with individual student performance. This report allows a teacher to prioritize re-teaching groups to plan instructional next steps. This report also displays the how the rubric scores are calculated based on rubric type and breaks down of points awarded per rubric. This report is critical to understanding student performance in authentic assessment and more rigorous open ended questions.

Measured: Aggregate rubric performance in authentic assessment and individual student performance. (Paper Rubric 1-4 5=0, Online rubric (short answer) 0-3, essay 0-4)

Location: Reports > Popular Reports > Teacher Level Reports by Class > Rubric Item Analysis by Test

	<u>Question #</u>	<u># of Points Awarded</u>	<u># of Students</u>	<u>% of Students</u>	
Test Name	Question #	Rubric Scores	Points	Number Responding	Percent Responding
2014_HISD_SNAP1_ELA_W_G4	5	1	5.00	2	33.33%
		2	10.00	3	50.00%
		3*	15.00	1	16.67%
		4*	20.00	0	0.00%
		5	0.00	0	0.00%
		Not scored	0.00	0	0.00%
		Total:		6	100%

Rubric scores are calculated as follows:

QC1: 25% QC2: 50% QC3: 75% QC4: 100% QC5: 0%

* = Correct Response

Rubric Score (* indicates mastery)

Student Id	Student Name	Question #	Rubric Score	Points Awarded
XXXXXX	Last Name, First Name	5	2	10.00
XXXXXX	Last Name, First Name	5	1	5.00
XXXXXX	Last Name, First Name	5	1	5.00
XXXXXX	Last Name, First Name	5	2	10.00
XXXXXX	Last Name, First Name	5	3*	15.00
XXXXXX	Last Name, First Name	5	2	10.00

Individual Student
Performance

Guiding Questions:

1. In regards to the general performance, how did the students perform? How many met the passing standard?
2. How many students did not meet standard?
3. What needs to be addressed as whole group vs. small groups?
4. How did individual students perform? Can students with similar performance be grouped together?
5. Are struggling students' misunderstandings different than those of the rest of the students?
6. What are all the steps the students need to take reach mastery or to move to the next performance level? Which steps need to be made more explicit to the students?
7. What additional support or steps will the struggling students need when this performance is being reviewed?
8. Look at student responses: Did students make similar mistakes? Why or why not?
9. What misunderstandings do the students' errors reveal? What do you think the students were doing wrong here?
10. What were all the steps students needed to be able to do in order to answer the question correctly?
11. Within those steps, where does it appear that student mastery broke down?
12. Which students have mastered the process and may serve as peer tutors?
13. What will your plan of action entail?

Percent Correct By Standard Class Summary by Student

Purpose: This report displays the reporting category, standards, standard type, number of items to achieve the mastery threshold, total number of questions, the percent correct by standard by class, and the percent correct by standard by student. Teachers can use this report to assess the class performance, individual student performance, and standard mastery. This report provides a global view of student strengths as well as areas of growth. It provides the opportunity to identify trends among the grade level as well as determine focus of 2 to 3 standards that need corrective reinstruction.

Measured: Percent correct by standard by individual student including class aggregates

Location: Reports > Popular Reports > Teacher Level Reports by Class > Table – Percent Correct By Standard by class by Student by Category

Reporting Category	Type of Standard	% Correct for class by objective	% Correct by student															
Reporting Category Group	Objective Category	# Mastery Threshold	# of Questions	% At Students	A. Rudy	D. Pam	D. John	F. Kathy	G. Matt	J. Ken	J. Alex	Kristina, Sami	Mal. Tim	Maxia, Mari	Nandi, Piliha	Nelson, Mia	Parker, Asher	
STAAR 1	111.05.B.03.02.A	R	1	2	50	50	100	50	50	100	50	50	50	100	50	50	50	
	111.05.B.03.02.D	R	1	2	50	50	100	50	50	50	50	50	100	50	100	50	50	
STAAR 2	111.05.B.03.04.A	R	3	4	50	25	100	25	75	0	50	25	50	75	100	100	75	50
	111.05.B.03.04.B	S	1	2	47	50	50	50	0	50	0	0	100	50	100	100	50	
	111.05.B.03.05.A	R	3	4	50	50	75	50	75	75	0	25	75	75	100	50	75	100
STAAR 3	111.05.B.03.07.C	S	1	2	66	100	100	50	100	50	50	0	50	50	100	100	100	100

Standard # # correct required to meet Standard # of questions per standard

Guiding Questions:

1. Based on the mastery threshold, which students achieved mastery? What are areas of celebration?
2. Based on the mastery threshold, which students need remediation to achieve mastery? Areas of growth?
3. Which standards were the most challenging for the students?
4. Which students have mastered the standards and may serve as peer-tutors?
5. Are there similar trends in the students' responses?
6. How are individual students performing on readiness and process standards?
7. How can knowing this information help understand a student's level of mastery of a standard?
8. What strengths and weaknesses can be seen for each individual student?
9. How does the mastery threshold help have discretion around which student achieved mastery?

Standard Mastery Performance Grouping, By Class

Purpose: This report provides student performance by class by standard. It places students in one of three bands. Teachers use this report to group students by standard performance in an effort to provide enrichment or remediation on identified areas of need.

Measured: Percent correct by standard with banding

Location: Reports > Popular Reports > Teacher Level Reports by Class > Standard Performance Grouping by Class by Category

Notes: Standard Category: R – Reporting; S – Supporting

Questions by Standard, # of Questions on test 3-Bands: 100-85% 84-70% 69-0%

Reporting Category	Objectives	No of Questions	Objective Category	Percentages of Questions Correct		
				85 - 100 %	70 - 84 %	0 - 69 %
STAAR 1	111.06.B.04.02.B - represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.	3	R	A. Anayiah - 100 L. Nathan - 100		A. Val - 33 G. Nelly - 33 M. Addison - 0 V. Lenn - 33 C. Tara - 0 M. Isiah - 33 J. Alanna - 0 B. Sam - 33 C. Juan - 33 G. Alan - 33 J. Lanasa - 33 P. Bridgeman - 33 E. Breanna - 33 Y. Jane - 33 G. Alexander - 33 O. Asia - 0 B. Amata - 33 B. Mya - 0 O. Emari - 33
	111.06.B.04.02.C - compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =.	2	S	P. Bridgeman - 100 Y. Jane - 100 O. Asia - 100 O. Emari - 100		O. Val - 0 G. Nelly - 0 M. Addison - 50 V. Lenn - 50 C. Tara - 50 M. Isiah - 50 J. Alanna - 50 B. Sam - 50 C. Juan - 50 G. Alan - 0 J. Lanasa - 0 E. Breanna - 50 W. Anayiah - 50 G. Alexander - 50 L. Nathan - 50 B. Amata - 50 B. Mya - 0

Percent correct by student

Guiding Questions:

1. Which students need intervention and on what standards (TEKS)?
2. Can students be further divided within a group?
3. What sort of practice do the students need to master this standard – heavy repetition of computation skills? Following a multi-step protocol?
4. Based on the class performance, what re-teaching do I need to do?
5. What are the standards that will be reviewed or retaught for the whole class?
6. Are the struggling students' misunderstandings different than those of the rest of the students on these standards?
7. What additional support or steps will the struggling students need when these standards are being reviewed?
8. Are there any student's not attaining proficiency across reporting categories?
9. How can the question numbers be leveraged to support instructional next steps?
10. What interventions and resource material could support the mastery of the standard?
11. How can this report help document an action plan and instructional next steps?

Standard Performance Grouping

Purpose: This report is ideal for comparing multiple assessments for a class and identify weak standard mastery across assessments (BOY, Snapshots, DLA, etc) and recommends a type of response based on performance. Up to six tests can be selected.

Based on students' performance by standard, this report identifies next steps for the teacher. Three of the five bands focus on **instructional** strategies, while the remaining two bands focus on **curriculum or content** strategies.

If students achieve 50% or greater, **instructional** strategies are recommended to increase student performance. If students achieve 49% or less, **curriculum or content** based strategies are recommended to increase students' performance.

Measured: Percent of students who mastered the standard

See footnote [Percent Correct vs Percent Mastery/ Percent Met Standard](#)

Location: Reports > Assessment Reports > Teacher Level Reports by Class > Multi-Test - Standard Performance Grouping by Class

(TEKS) Standard Test Titles Selected Instruction Response Bands Curriculum Support Needed

Obj. Ref No	Assessment	Instruction Response Bands			Curriculum Support Needed	
		Instructional 100% to 85% Provide aligned enrichment, extended learning	Instructional 84% to 70% Spend more quality time on instructional strategies to yield greater results.	Instructional 69% to 50% Analyze instructional strategies to determine most effective teaching methods.	Curriculum 49% to 35% Unwrap the indicator to be sure the complete indicator has been taught.	Curriculum Below 35% Unwrap the indicator to be sure instruction is aligned to the indicator.
111.06.B.04.01.A	2014_HISD_SNAP1_MAT_G4				42.86	
111.06.B.04.01.B	2014_HISD_SNAP1_MAT_G4					14.29
	2014_HISD_SNAP2_MAT_G4				30.10	
	2014_HISD_SNAP3_MAT_G4					14.29
111.06.B.04.01.C	2014_HISD_SNAP1_MAT_G4	100.00				
	2014_HISD_SNAP2_MAT_G4			61.90		
	2014_HISD_SNAP3_MAT_G4		76.19			
111.06.B.04.01.D	2014_HISD_SNAP1_MAT_G4		80.95			
	2014_HISD_SNAP2_MAT_G4	100.00				
	2014_HISD_SNAP3_MAT_G4	85.71				

Guiding Questions:

1. Based on students' performance on standards, should the teacher focus on instructional strategies or curriculum content?
2. What is needed: spiraling instruction, reteaching or intervention?
3. What standards are the most challenging for the students?
4. Which standard(s) need the greatest attention?
5. On questions that measured the same standard, were students better on some questions than on others?
6. Is the issue on the content or process standards, or both?
7. Are some standards pre-requisites the mastery of others?
8. What other assessments could be used to compare progress? When could this report be ran to see mobility on standard performance?

Standard Mastery Summary - Multi Test Analysis

Purpose: This report displays the standards of multiple tests, up to six tests, to demonstrate students' mastery of standards assessed. Teachers can use this report to view students' mastery of standard by percentage in several tests. The teacher can also track growth over time across the standards, see frequency of standards tested, as well as compare the question average to the percent mastery.

Measured: Number of questions tested per standard and percent of students who met the standard

Location: Reports > Popular Reports > Teacher Level Reports by Class > Multi-Test – Table – Standard Mastery Summary by Class by Category

(TEKS) Standard with descriptions	Test Titles	2014 HISD SN AP1_MAT_G3	2014 HISD SNA P2_MAT_G3	2014 HISD SN AP3_MAT_G3
Objective				
111.05.B.03.01.A. apply mathematics to problems arising in everyday life, society, and the workplace;		~/~	1/ 0.87 - 86.7%	~/~
111.05.B.03.01.B. use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		4/ 2.19 - 43.8%	2/ 0.80 - 66.7%	2/ 1.31 - 81.2%
111.05.B.03.01.C. select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		5/ 2.94 - 31.2%	1/ 0.80 - 80.0%	~/~
111.05.B.03.01.D. communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		3/ 1.81 - 56.2%	2/ 0.53 - 40.0%	4/ 2.88 - 56.2%

of Questions / Average # Correct - % Met Standard

Guiding Questions:

1. What are the areas of celebration? Areas of growth?
2. Which standards were the most challenging for students?
3. Based on the standard, is growth demonstrated from one assessment to the next?
4. Was remediation successful for the students to attain mastery?
5. Which standards need the most remediation?
6. Is the issue on the content or process standards, or both?
7. How can I leverage this report to show/track growth over time?
8. Were the right assessments selected to compare growth across standards over time?
9. Do the number of questions provide meaningful information regarding the extent of student mastery in a standard?

Notes: The percentage measured is of students who **mastered the standard**; *not items correct*. The **percentage** displayed equals students who have attained the threshold (Elementary $\geq 70\%$ Secondary $\geq 60\%$) The average number correct can be divided by the number of questions to yield the percent correct.

See footnote [Percent Correct vs Percent Mastery/ Percent Met Standard](#)


Student Tracking Demographic Report

Purpose: This report displays each student's demographic data including Gender, Ethnicity, At Risk Indicator, Bilingual Indicator, Economically Disadvantaged Status, Gifted and Talented Indicator, Limited English Proficient Indicator, and Title I Status. In addition, this report displays the percentage of items correct by standard and number of correct responses. Teachers can use this report to assess students' performance by demographics by standards. This report is helpful in identify students who are struggling and are members of different populations considered in accountability.

Measured: Percent correct by standard by individual student including special pops indicators

Location: Reports > Popular Reports > Teacher Level Reports by Class > Table – Student Tracking Demographic Report

Ex.) Student counts towards school accountability in six different population categories.



	1 - Gender	2 - Ethnicity**	At Risk Indicator	Bilingual Indicator	Economically Disadvantaged	GT Indicator	LEP Indicator	Title I	STAAEP 1 111.06.B.03.02.A	111.06.B.03.02.D	STAAEP 2 111.06.B.03.04.A	111.06.B.03.04.B	111.06.B.03.05.A	STAAEP 3 111.06.B.03.07.C	111.06.B.03.01.B	111.06.B.03.01.C	111.06.B.03.01.D	111.06.B.03.01.E	111.06.B.03.01.G	# of Correct Responses	% of Correct Responses	# of Students Tested	# of Tests Submitted
A., Randy	M	5			Y	Y		Y	50	50	25	50	50	100	25	60	33	67	100	8	50	1	1
D., Paula	M	2				Y		Y	100	100	100	50	75	100	100	60	100	67	100	14	88	1	1
D., John	M	4	Y	Y		Y	Y	Y	50	50	25	50	50	50	25	40	33	100	0	7	44	1	1
F., Kathy	F	5				Y		Y	50	50	75	50	75	100	75	60	67	67	100	11	69	1	1
G., Matt	M	5	Y			Y		Y	100	50	0	0	75	50	0	40	100	67	0	7	44	1	1
J., Ken	F	4			Y	Y		Y	50	50	50	50	0	50	50	60	33	0	0	6	38	1	1
J., Alex	F	4	Y		Y	Y		Y	50	50	25	0	25	0	25	20	67	0	0	4	25	1	1
K., Sam	M	2				Y		Y	50	50	50	0	75	50	50	40	33	67	100	8	50	1	1

Guiding Questions:

1. Are there any demographic trends or patterns associated with the standards?
2. What remediation is needed to ensure all demographic groups improve performance?
3. Which standards are most challenging for all students?
4. Which students are heavily impacting school accountability?
5. How does making demographic information compared to standard performance help support individual student needs?

Notes: Not located in Popular Reports, it is located one folder below Popular Reports in Assessment Reports folder.

** 1 = Native 2 = Asian 3 = African American 4 = Hispanic 5 = White 7 = Two or More (Student falls under two or more ethnicities); Y = Belongs to group

Purpose: This report is a summary of the campus performance. It includes demographic performance and allows users to choose different cut scores. This report includes gender, ethnicity and demographic indicators. It includes the number of students in each population that tested and how they would have performed if the cut score was modified. This report can be used to see how special populations are performing across the customized bands. Administrators can assess special population and demographic performance to surface strengths as well as areas of growth. It provides the opportunity to identify trends among the populations as well as determine areas of focus to ensure equity and attention to all groups.

Measured: Percent mastery by customized band broken down by gender, ethnic and demographic groups

Location: Reports > Administrative Reports > Campus Performance Summary

Demographic Indicators	Student Counts Number of students the test was released to vs actual students tested			Selected bands (number of students, Percent of students)							
	Students		Average	Band 1 (<=59)		Band 2 (>=60)		Band 3 (>=70)		Band 4 (>=80)	
District	# Released	# Tested	% Correct	#	%	#	%	#	%	#	%
** Total **	5,554	4,857	67	1,254	26	3,603	74	2,874	59	2,004	41
Male	2,894	2,481	65	744	30	1,737	70	1,356	55	950	38
Female	2,660	2,376	69	510	21	1,866	79	1,518	64	1,054	44
American Indian or Alaskan Native	16	15	62	5	33	10	67	8	53	5	33
Asian or Pacific Islander	143	121	67	32	26	89	74	75	62	52	43
African American	1,563	1,357	66	383	28	974	72	764	56	538	40
Hispanic	3,450	3,018	66	795	26	2,223	74	1,760	58	1,196	40
White, not of Hispanic Origin	345	310	77	32	10	278	90	245	79	198	64
Native Hawaiian/Pacific Islander	2	2	35	2	100						
Two or More	35	34	71	5	15	29	85	22	65	15	44
NONE	11	11	61	5	45	6	55	5	45	4	36
MIGRANT - YES	23	21	68	4	19	17	81	14	67	6	29
LEP - YES	1,497	1,274	59	508	40	766	60	563	44	369	29
BIL - YES	37	31	68	6	19	25	81	17	55	12	39
ESL - YES	1,371	1,167	59	482	41	685	59	503	43	327	28
SPEC ED - YES	574	447	52	248	55	199	45	132	30	80	18
GIFTED-YES	628	580	81	25	4	555	96	507	87	403	69
AT RISK - YES	2,864	2,443	61	887	36	1,556	64	1,158	47	753	31
CAREER-YES	1,205	1,080	71	214	20	866	80	714	66	506	47
TITLE I - YES	5,529	4,839	67	1,245	26	3,594	74	2,868	59	2,000	41
ECONOMICALLY DIS - YES	4,942	4,301	66	1,157	27	3,144	73	2,479	58	1,692	39

Guiding Questions:

1. Based on the cut score, which students achieved mastery? What are areas of celebration? What are areas of concern?
2. Are there any demographic trends or patterns?
3. What remediation is needed to ensure all demographic groups improve performance?
4. How does making demographic information compared to standard performance help support individual student needs?
5. How can using this report support your tracking of school accountability?

Notes: This report is only available for campus administrators at the campus and district level. It is located in the Administrative Reports folder. Bands can be customized but caution should be used to ensure no students are inadvertently left out. (Ex: >=50 in first band would result in leaving out all student who scored between 0-49 out of the report)

Band 1

☒ Include Filter

<= 59

Band 2

☒ Include Filter

>= 60

Band 3

☒ Include Filter

>= 70

Band 4

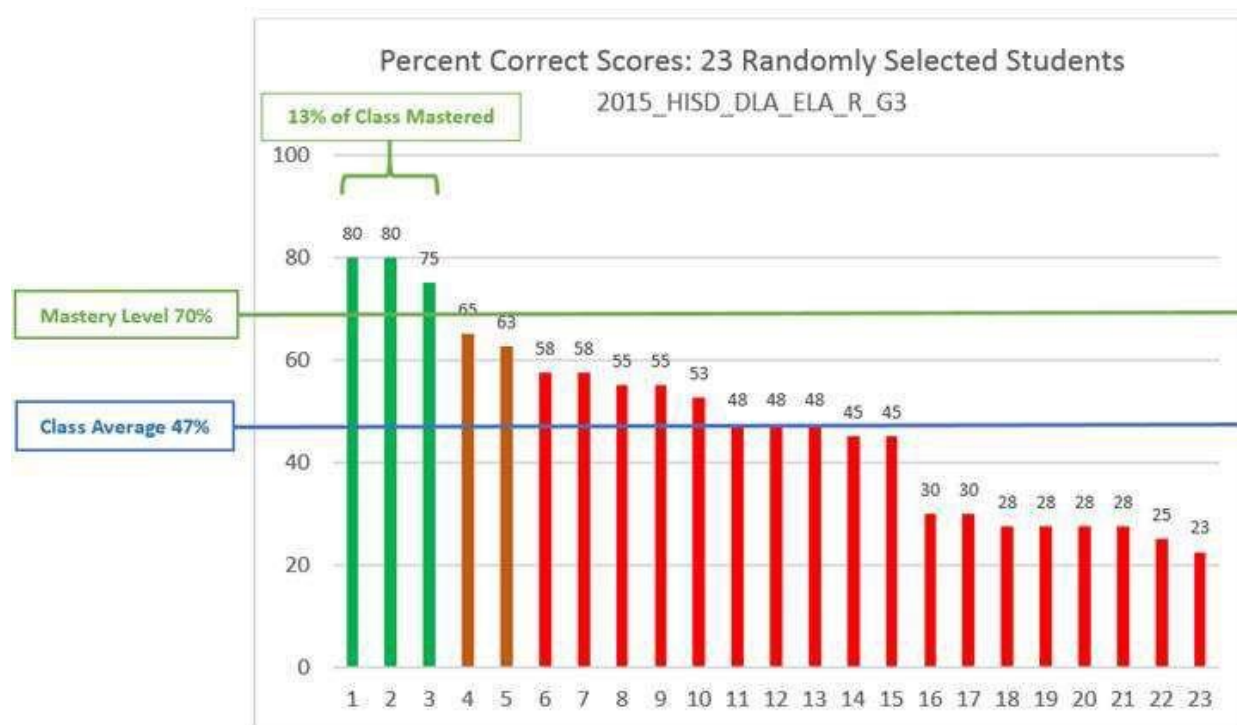
☒ Include Filter

>= 80

Other Questions to Consider

- ❖ Based on all the data you have studied and patterns you have observed, what accomplishments/concerns have emerged from the data?
- ❖ Why are students performing the way that they are?
- ❖ What outcome of improvement will you set for students regarding this problem?
- ❖ How will you know if your strategies are successful?
- ❖ What evidence will you have to show the success of your actions?
- ❖ In which process standards were the students successful?
- ❖ In which process standards did the students struggle?
- ❖ How were the stems for these process standards formulated? How does this translate to instruction?
- ❖ Do you see a pattern in how certain process standards associated with certain TEKS had less success than the same process standard associated with different TEKS? Why is that? What does that mean for instruction?
- ❖ Which standards need the most attention?
- ❖ What are the steps that the students need to answer questions correctly?
- ❖ What is that content or process gap that exists in students' ability to answer the question correctly?
- ❖ What patterns are present in the students' errors?
- ❖ How can understanding the student misconception support re-teaching to the misconception vs the entire standard?
- ❖ Where should you focus your efforts?

Percent Correct vs. Percent Mastery/Met Standard



The terms **percent correct** and **percent mastery/met standard** can often be misinterpreted. **Percent correct** refers to an **average** of the scores. In the example above, the percent correct or class average is 47% (average of student 1-23's scores). On the other hand, the **percent mastery** of the class is the percent of students who met the passing standard and are considered to have “mastered” the assessment or a specific standard. This is based on the mastery threshold designated by the test creator (Note: typically mastery threshold or cut score is $\geq 70\%$). In the example above, if the passing mastery threshold was set at 70%, only 3 students would have “mastered” the assessment. As a result, the percent mastery is 13% (3 out of 23 students). If the mastery threshold were set at 60% then more students would have passed, increasing the percent mastery to 22% (5 out of 23 students).

Find Interventions Using Your Blueprints and Outlines on the Hub

Trend Documents

After thorough data analysis, find instructional next steps and **interventions** for Snapshots using Curriculum Blueprints and Outlines. Below are steps on how to access these documents. Secondary campuses can click on the following link. [Curriculum and Instruction SharePoint page](#). Elementary campuses can follow the instructions below:

Go to

www.houstonisd.org/hub

Click on “Courses.”



Click “Site course catalog.”



There are hundreds of course guides.

Search for a specific course.

Alternatively, search by scrolling through all of the courses.



Enroll in the course.

Click “Back to Site course catalog” to view the English 1A Guide.



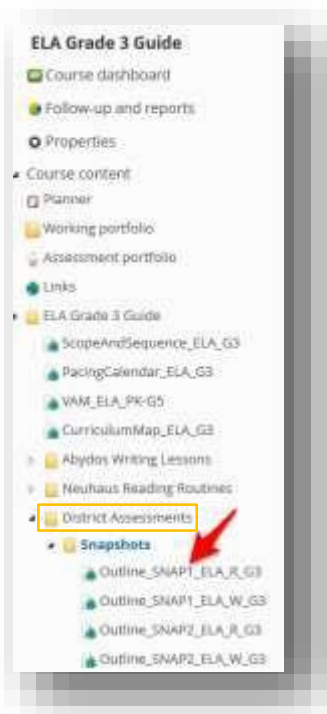
The English 1A Guide can be reached by clicking “Courses.”



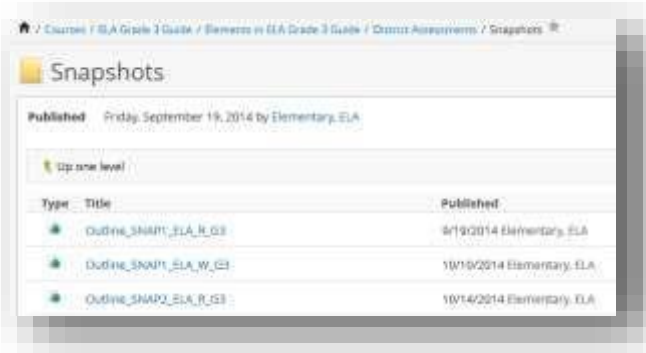
Each guide provides a wealth of information.

To find Outlines / Blueprints, go to “District Assessments.”

Here you will find Snapshot



The available Outlines / Blueprints are presented.



Here is a District Snapshot Outlines / Blueprints complete with:

- ◆ Standards
- ◆ Question Numbers
- ◆ Question Types
- ◆ Level of Rigor
- ◆ Details
- ◆ Instructional Connection / Interventions

2014-2015 FALL DISTRICT SNAPSHOT 1 OUTLINE					
Subject: ELA – Writing					
Grade: 3					
Snapshot: Snapshot 1					
Standards: ELA.3.17C, ELA.3.22A.1, ELA.3.22A.2, ELA.3.22B, ELA.3.22C					
Recommended Administration Window: October 20 - 24, 2014					
Standard	Question Number	Question Type	Level of Rigor (0001)	Details	Instructional Connections/Interventions
Passage 1: <i>Linking and Editing</i>					
ELA.3.17C: Revise drafts for coherence, organization, use of simple and compound sentences, and audience.	Q1	MC	3	Student identifies which sentence from a passage does not relate to the topic of the passage.	Planning Guide Resources: Unit 1.C, p. 12 TPRI Intervention Activities: WS-15.10.0000 Write Source: <i>Reading</i> , pp. 15, 74
ELA.3.22A.1: Use and understand the function of nouns (singular, plural, common/proper) in the context of reading, writing, and speaking.	Q1	MC	2	Student uses knowledge of singular and plural nouns to revise a sentence from a passage.	Planning Guide Resources: Unit 1.A, p. 10 Neuhaus: <i>Multisensory Grammar and Written Composition</i> , Neuh., pp. 1-2 Write Source: <i>Neuh.</i> , pp. 507-508
	Q2	MC	2	Student uses knowledge of proper nouns to revise a sentence from a passage.	Planning Guide Resources: Unit 1.A, p. 11 Neuhaus: <i>Multisensory Grammar and Written Composition</i> , Proper Noun, pp. 11-12 Write Source: <i>Proper Noun</i> , pp. 201, 421, 508