

# Dynamic Duos: Bridging Student and Diagnostics Reports for Student Success

VVAAS Coaching & Collaborative Conference  
2024



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## Introductions

Thank you for joining this session today!



**Shannon Russell**  
Educator Support Specialist  
SAS EVAAS



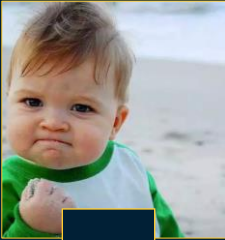
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# How do you feel about working with VVAAS data?

Introduce yourself, then talk with a partner.

"I got this!"



1

"Wow!"



2

"Wait, what?"



3

"My head feels funny!"



4

"AAAAAHH!"



5

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## How can I get the most out of this session?



**Communication**

Sharing thoughts, questions, and ideas



**Collaboration**

Working together to reach a goal



**Critical Thinking**

Approaching problems in creative, new ways



**Curiosity**

Exploring, investigating, and learning

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AGENDA

- FOUNDATIONS
- BRIDGING
- RESOURCES & SURVEY

ssas

This slide features a dark blue background with a glowing network of white nodes and lines. A light blue rectangular box with a thin orange border is positioned in the upper left, containing the word 'AGENDA' in white, bold, sans-serif font. To the right of this box, the words 'FOUNDATIONS', 'BRIDGING', and 'RESOURCES & SURVEY' are listed vertically in white, bold, sans-serif font. In the bottom right corner, the 'ssas' logo is displayed in white.

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AGENDA

- FOUNDATIONS
- BRIDGING
- RESOURCES & SURVEY

ssas

This slide is identical in layout to slide 6, but the word 'FOUNDATIONS' in the list is highlighted in a yellow color, while 'BRIDGING' and 'RESOURCES & SURVEY' remain in white. The background, 'AGENDA' box, and 'ssas' logo are the same as in slide 6.


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## FOUNDATIONS

Before bridging, let's review Diagnostics and Student Reports.

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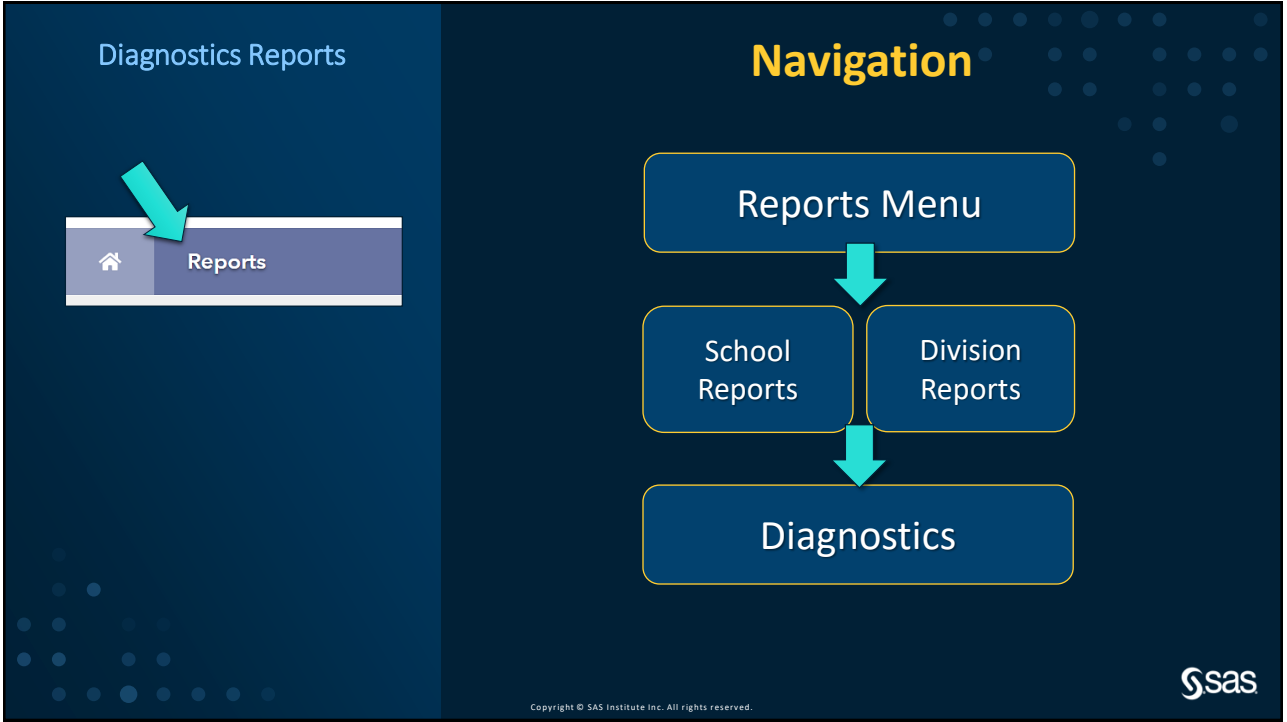
## DIAGNOSTICS REPORT

Which student groups benefitted most from our instruction?

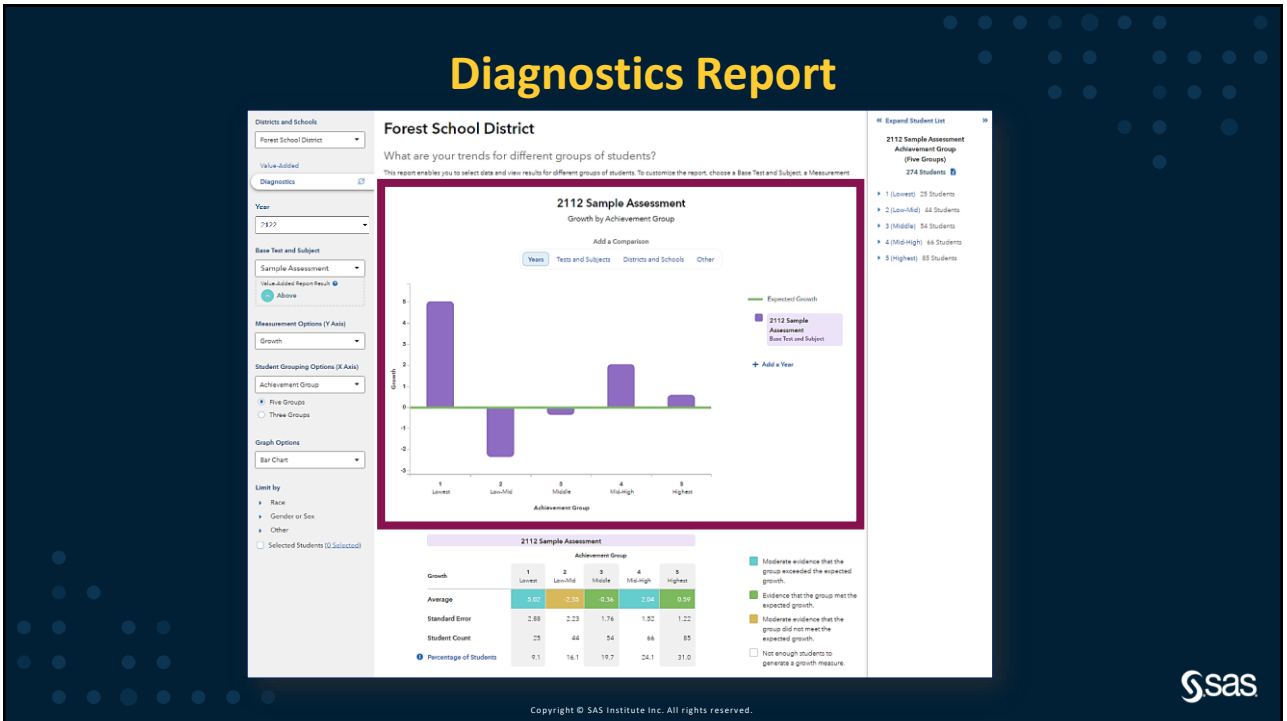
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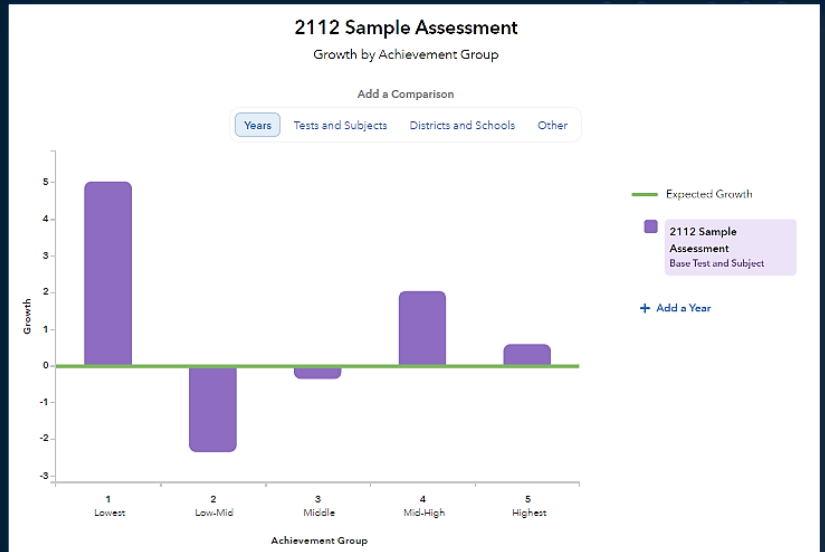
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## Understanding the Diagnostics Report



### Purple Bars

Show average growth for each group of students



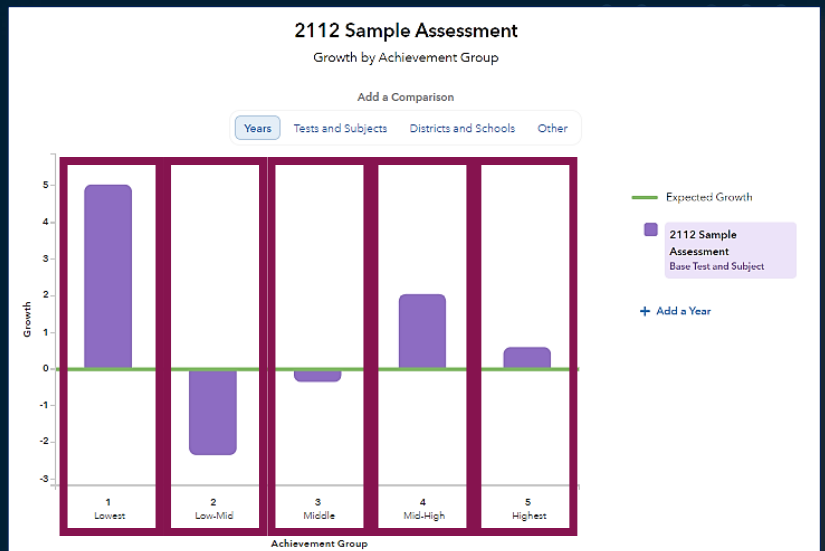
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## Understanding the Diagnostics Report



### Achievement Groups



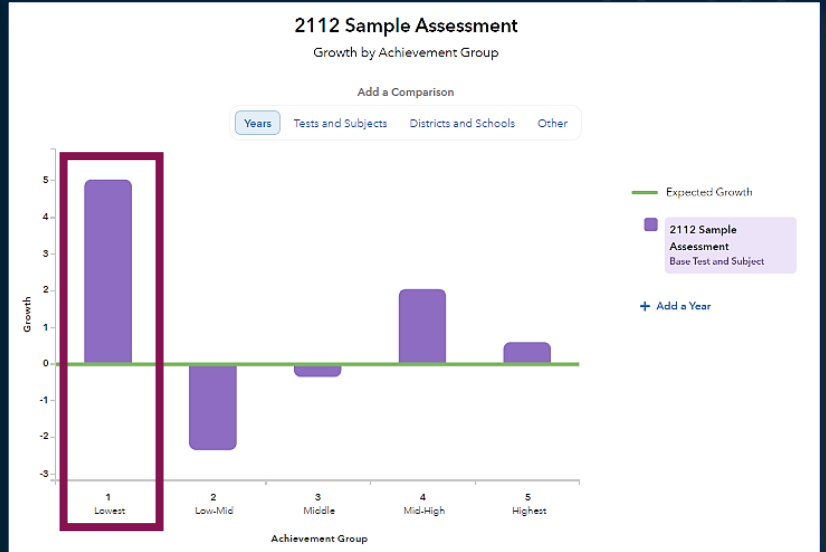
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# Understanding the Diagnostics Report



Achievement Groups  
Lowest 20%



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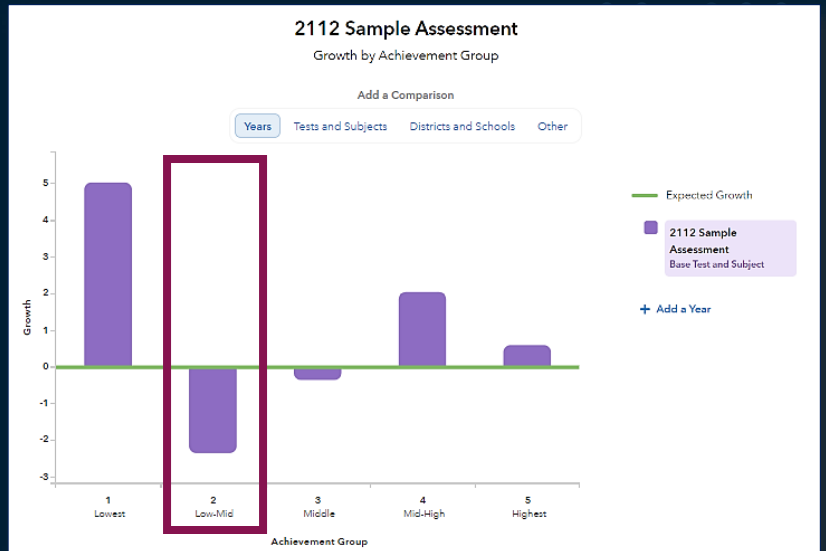


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# Understanding the Diagnostics Report



Achievement Groups  
Low-Mid  
20-40%



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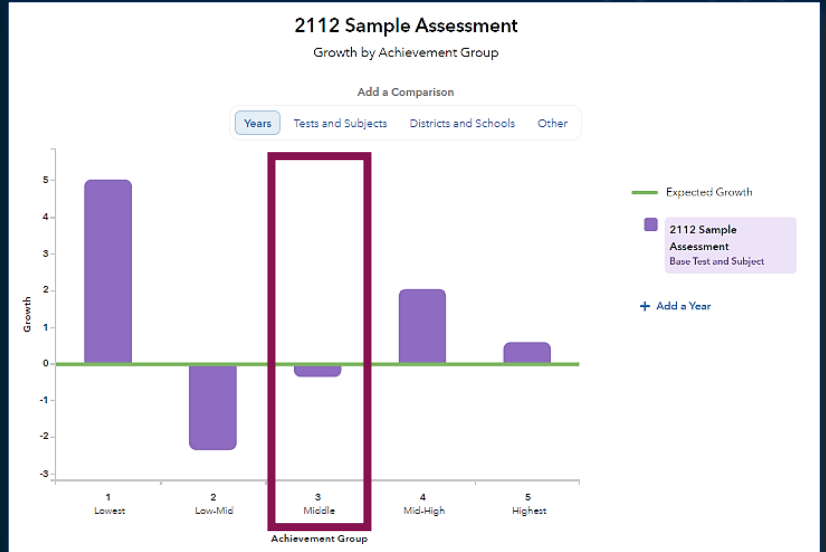
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# Understanding the Diagnostics Report



## Achievement Groups

Middle  
40-60%



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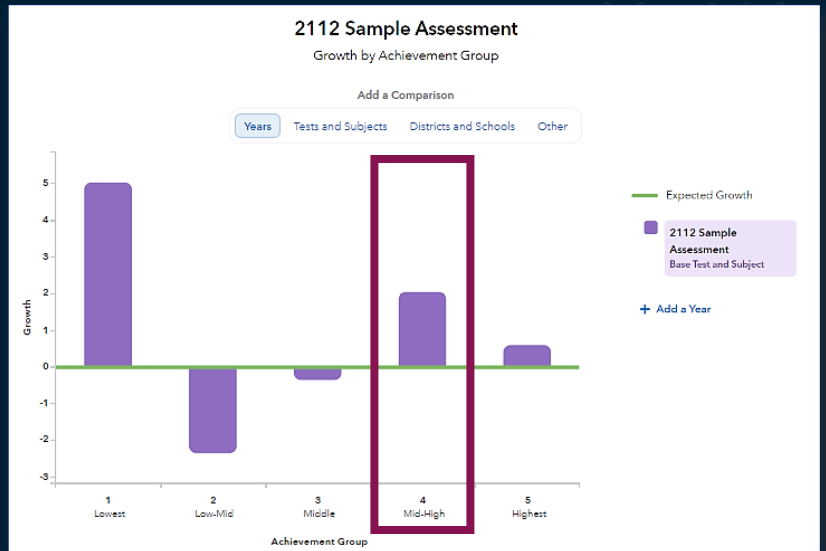
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# Understanding the Diagnostics Report



## Achievement Groups

Mid-High  
60-80%



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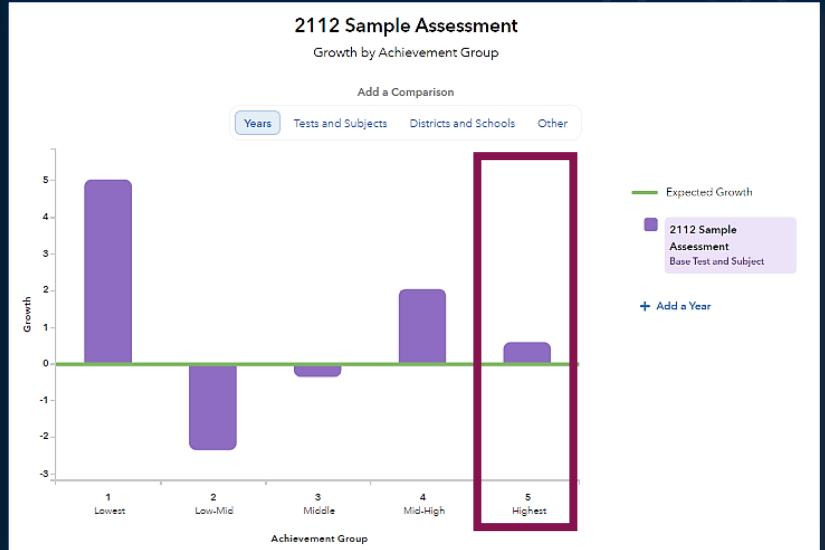
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## Understanding the Diagnostics Report



### Achievement Groups Highest 20%



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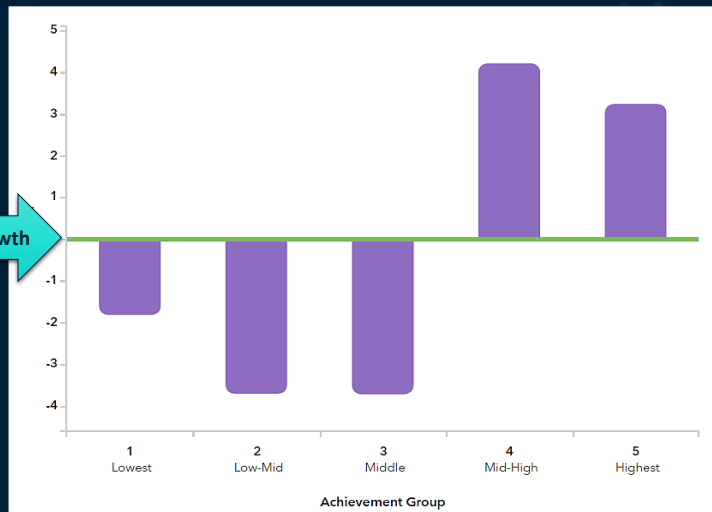
## Interpreting the Bars



### Green Line

Represents expected growth at zero

## Understanding the Default Graph



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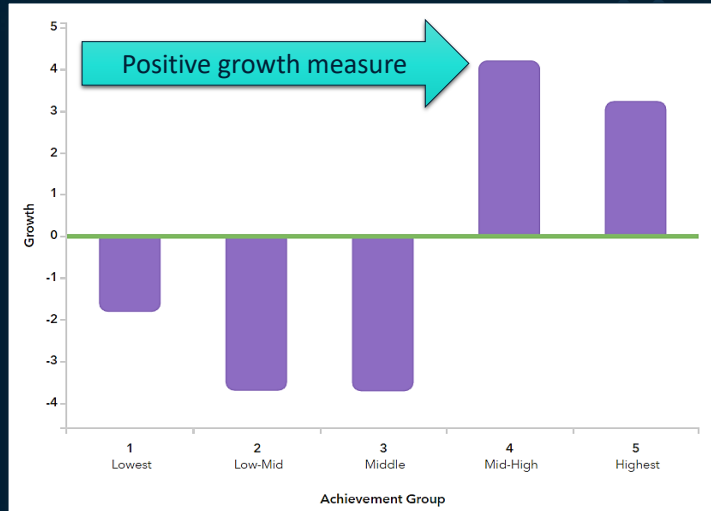
### Interpreting the Bars



#### Purple Bars

Show average growth for the group of students

### Understanding the Default Graph



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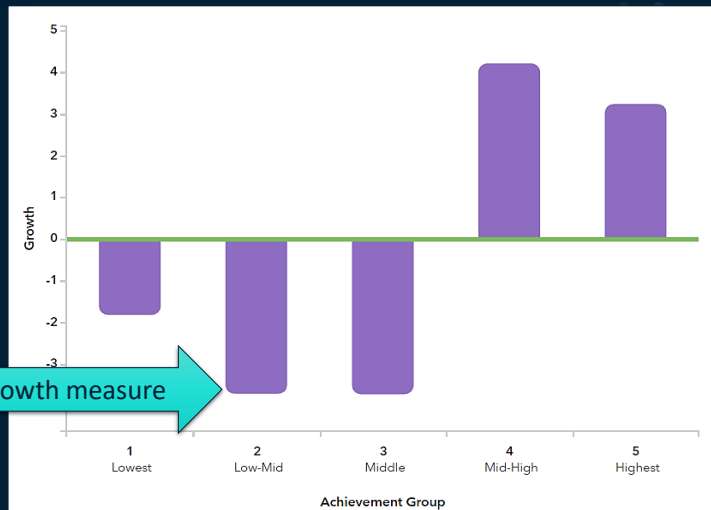
### Interpreting the Bars



#### Purple Bars

Show average growth for the group of students

### Understanding the Default Graph



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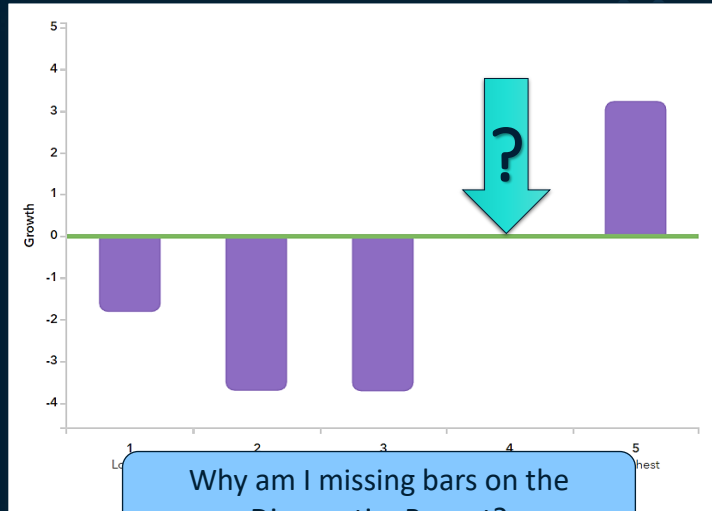
### Interpreting the Bars



#### Purple Bars

Show average growth for the group of students

### Understanding the Default Graph



Why am I missing bars on the Diagnostics Report?



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### Interpreting the Bars



#### Purple Bars

Show average growth for the group of students

### Understanding the Default Graph




How many students does it take?



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### Interpreting the Bars



#### Purple Bars

Show average growth for the group of students

## Understanding the Default Graph




**Student Grouping Options (X Axis)**

State Achievement Group ▾

Five Groups


Three Groups

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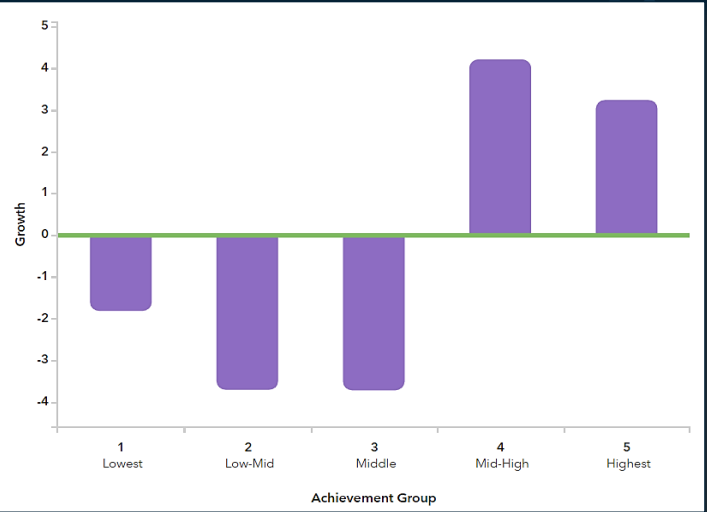
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### Interpreting the Bars




#### But how much evidence do we have?

## Understanding the Default Graph



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## Confidence Bands

### Standard Error or Confidence Band

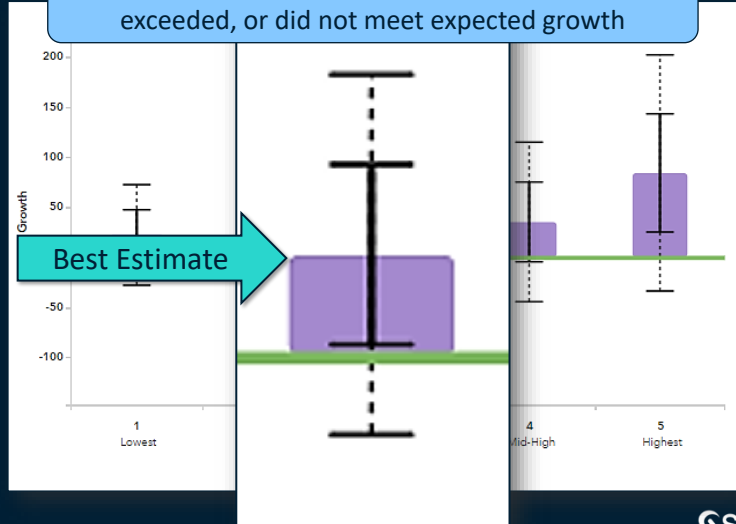
Solid black = 1 SE (68%)



Dotted lines = 2 SE (95%)



Level of confidence that the group of students met, exceeded, or did not meet expected growth



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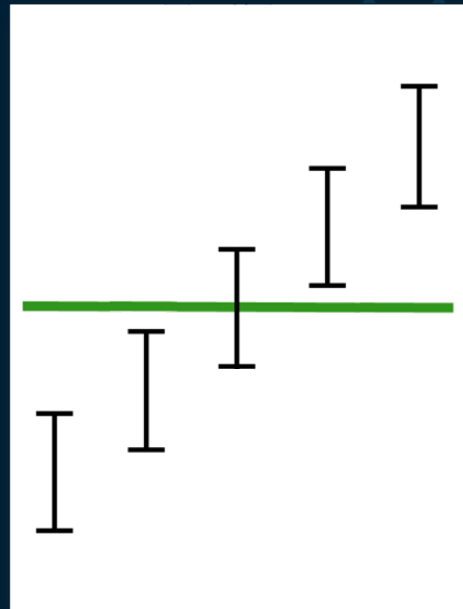


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### Interpreting the Diagnostics Report



Focus on the solid part of the confidence bands.




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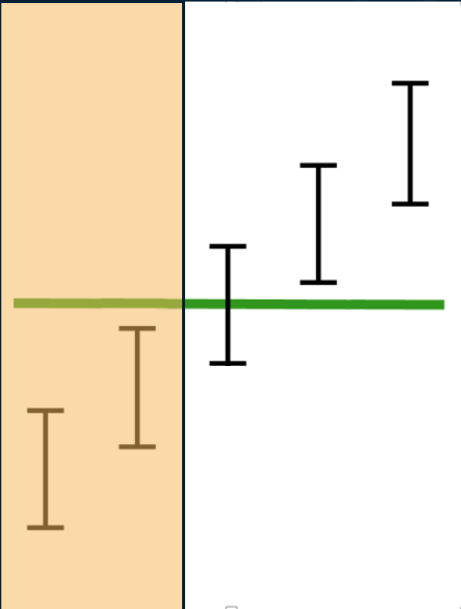


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Interpreting the Diagnostics Report



Moderate evidence that the group did not meet expected growth.




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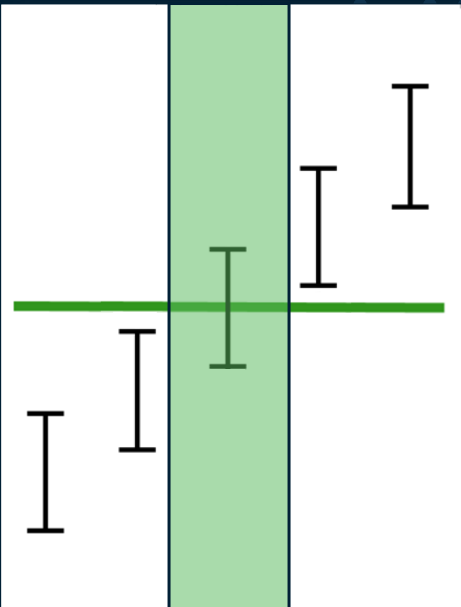


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Interpreting the Diagnostics Report



Evidence that the group met expected growth.



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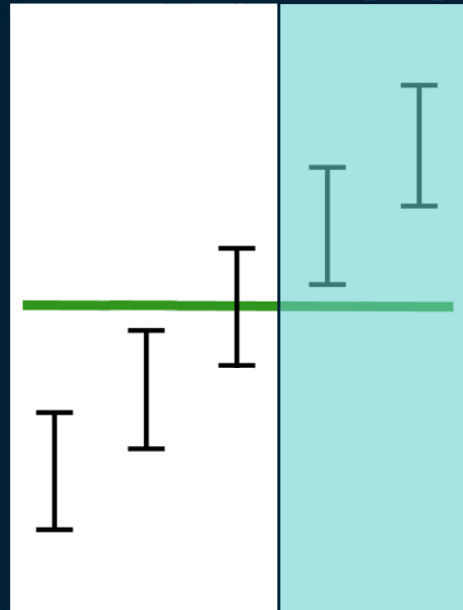


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## Interpreting the Diagnostics Report



Moderate evidence that the group exceeded expected growth.



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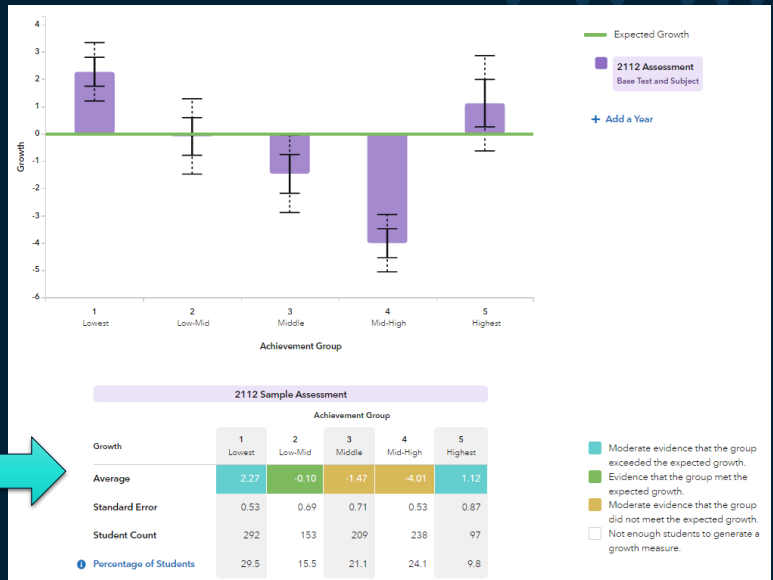
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## Interpreting the Diagnostics Report



### Diagnostics Table

A quick and easy way to interpret growth results.



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## Diagnostics Reports

### Reflection and Application

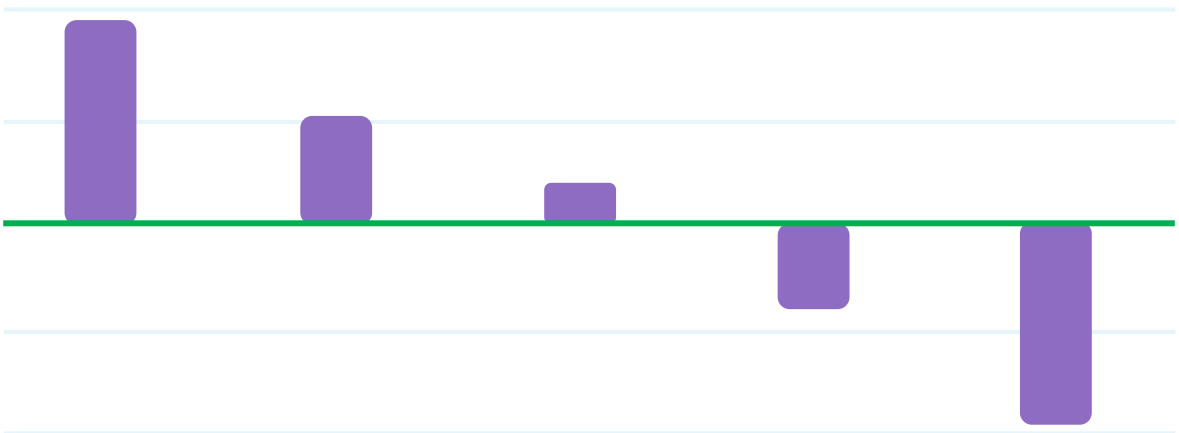
1. **Read** the statement and interpret the pattern.
2. **Determine** if you agree or disagree with the statement.
3. **Show** a thumbs up if you agree, or down if you disagree.



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As an instructional coach, I would celebrate growth for students with low achievement and support these teachers in providing enrichment and extension for students with high achievement.

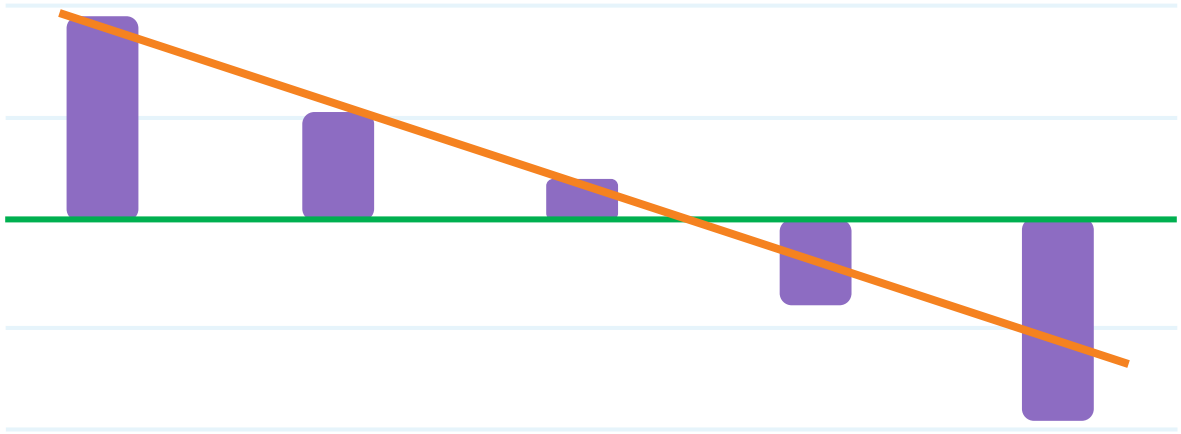


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## Downhill Pattern

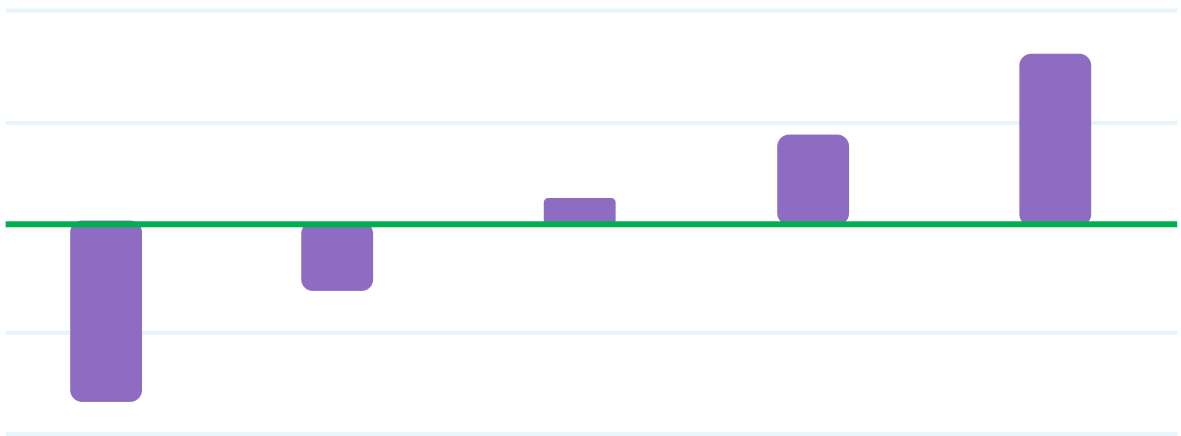


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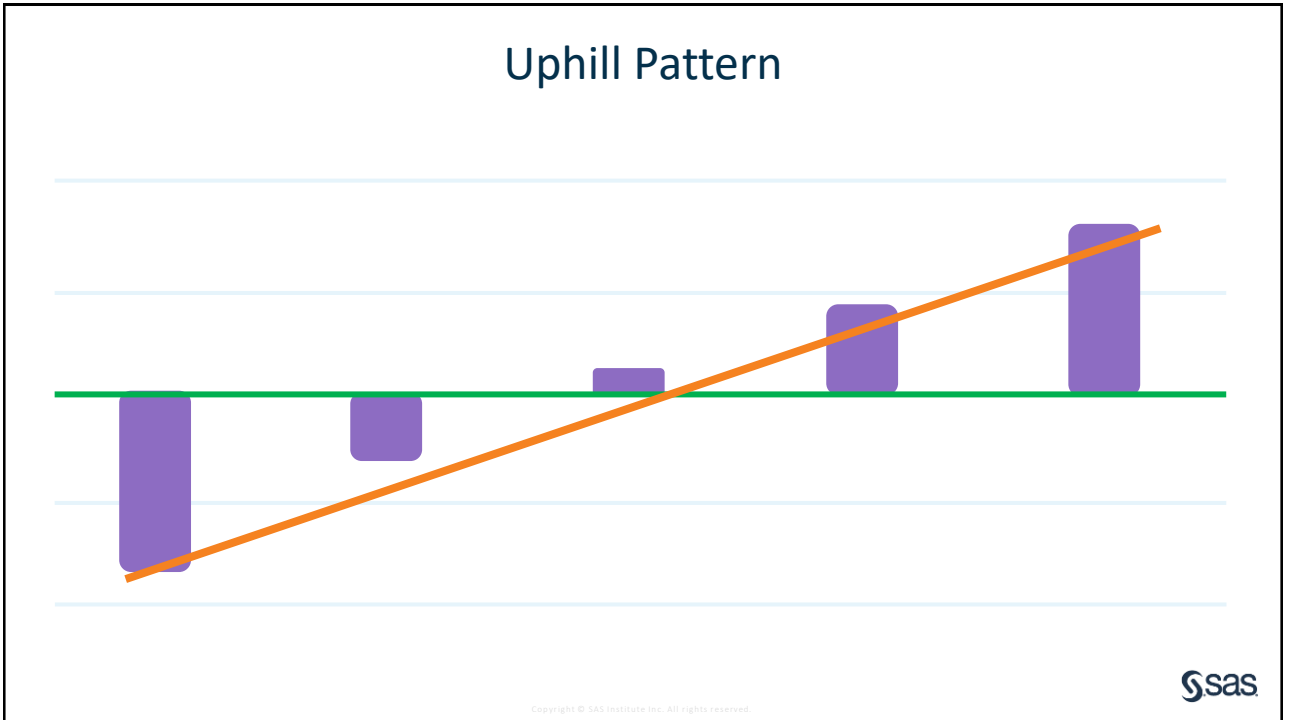
According to this data, the achievement gap is shrinking. These teachers may benefit from professional learning that helps them better support students with higher achievement.



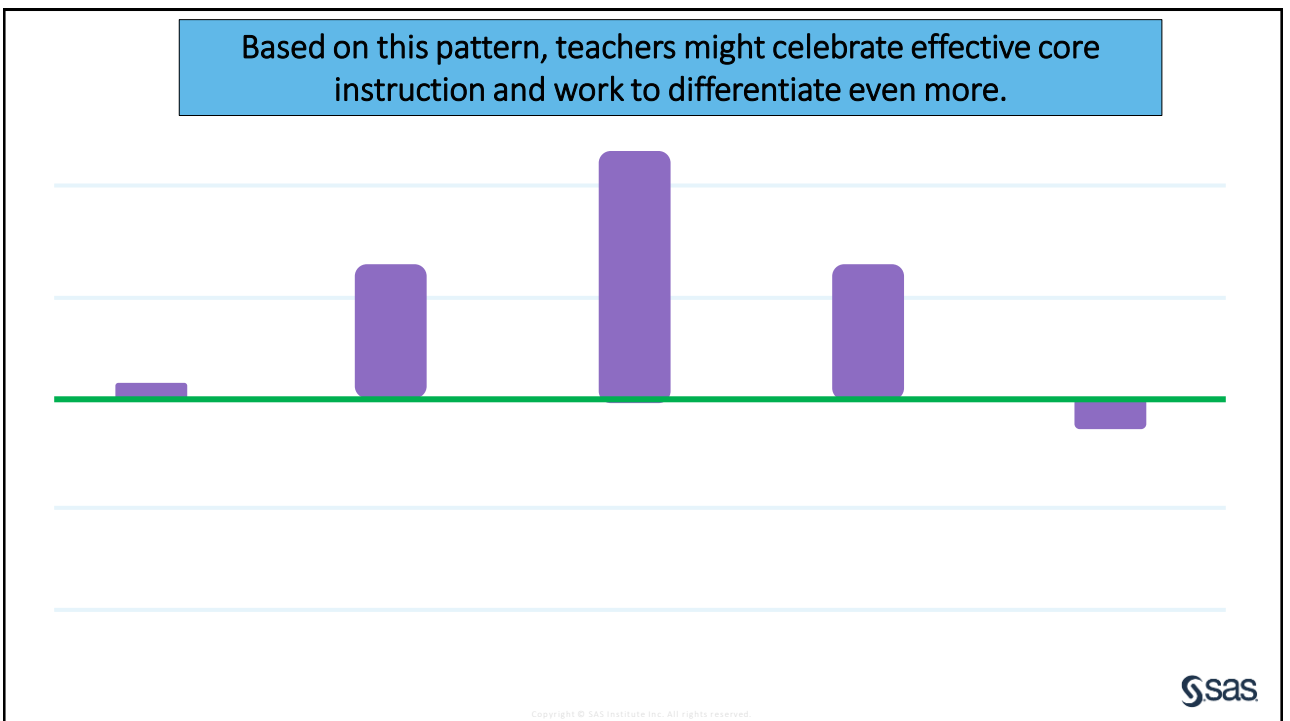
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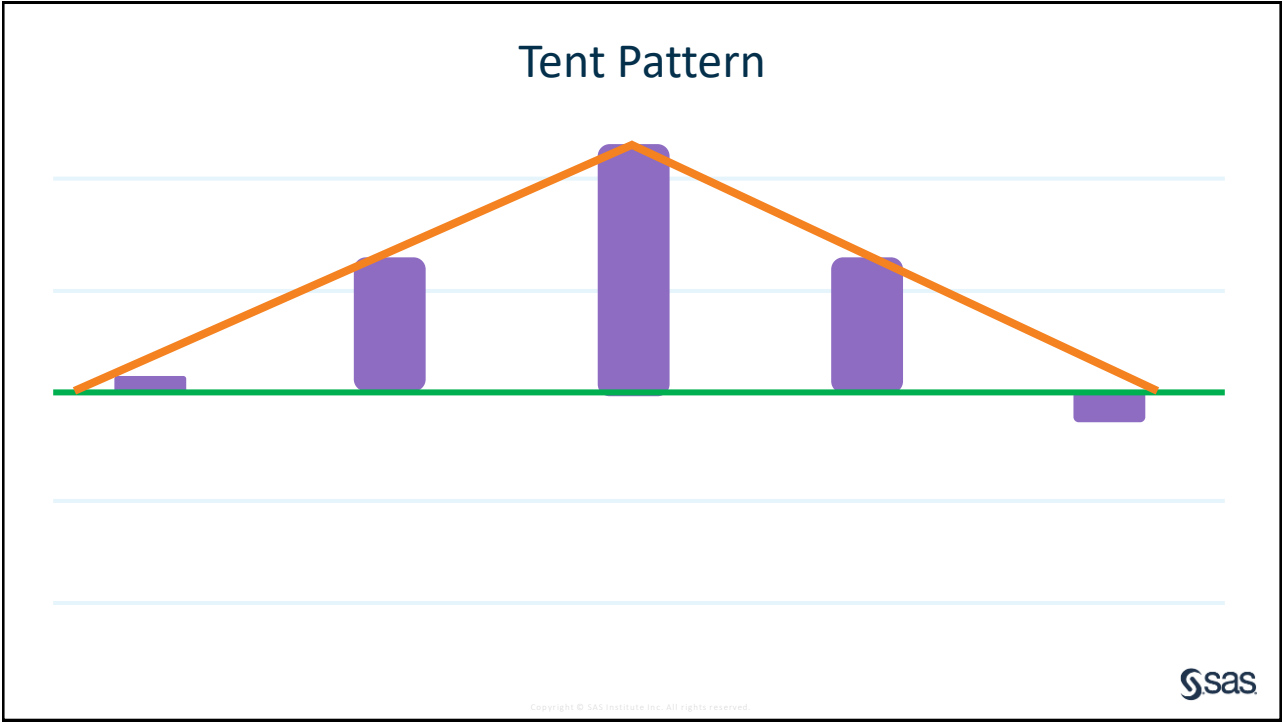
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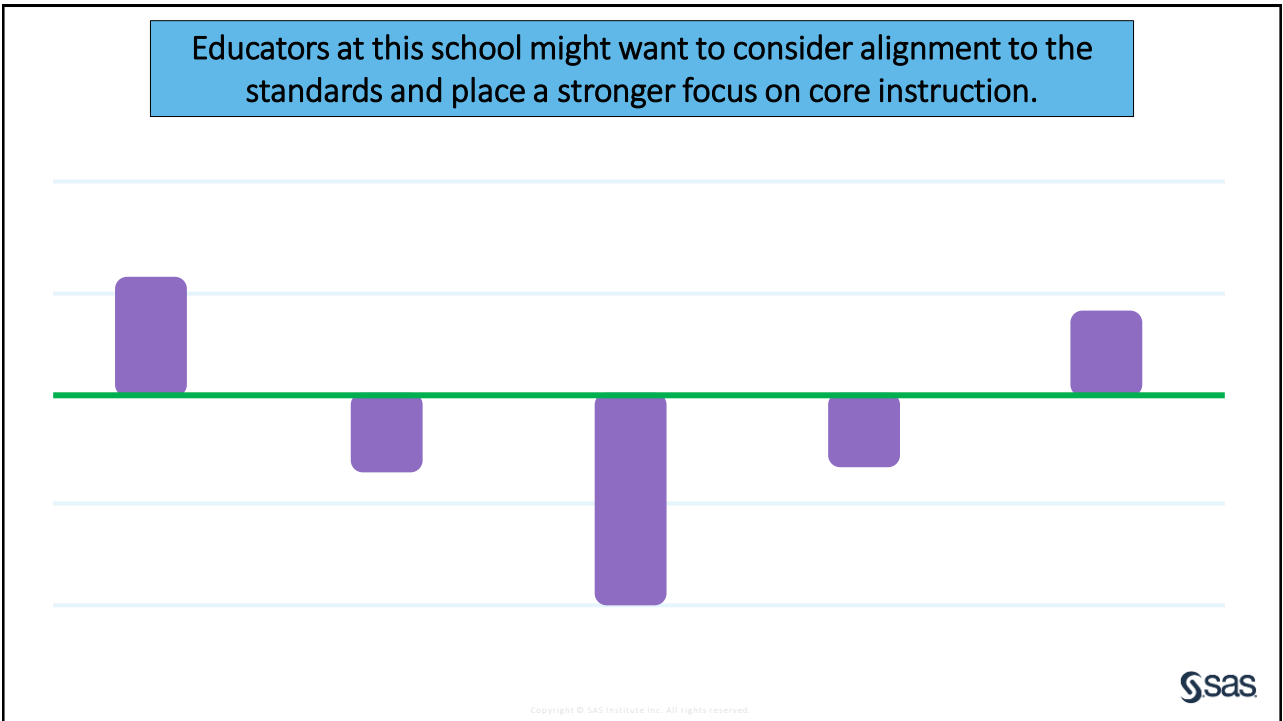
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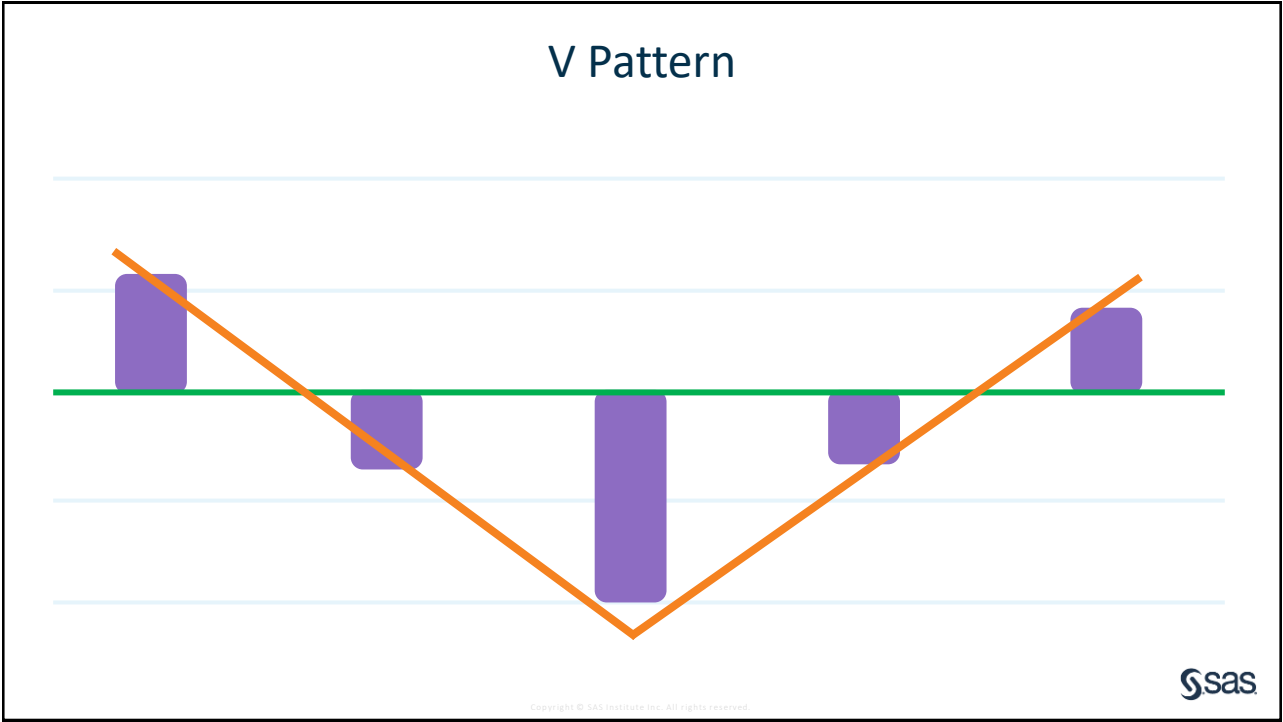
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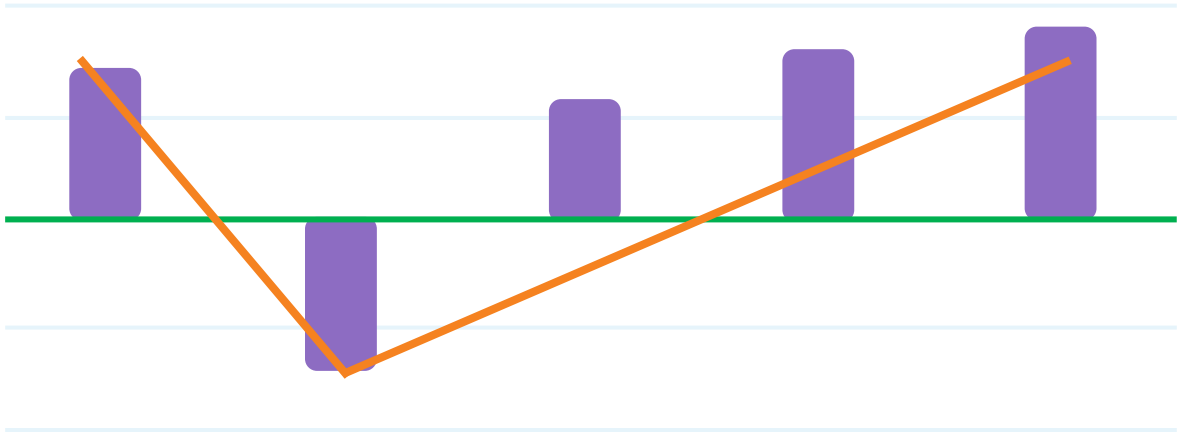


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# Opportunity Gap Pattern



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# Diagnostics Desk Reference

**KEY FEATURES** What are some helpful options in the reports?

**Divisions and Schools**

- Division/State
- Division
- Diagnosis
- Year
- Base Test and Subject
- Measurement Options (Y Axis)
- Student Grouping Options (X Axis)
- Graph Options
- Limit by

**What are some helpful options in the reports?**

- DIVISIONS AND SCHOOLS SELECTION**  
Use the drop-down menus to view a different division or school. Start typing a division or school name in the box to narrow your search.
- REFRESH BUTTON**  
Return to the default view of the report at any time by clicking the button.
- YEAR AND BASE TEST AND SUBJECT**  
Use these menus to display a different year or select a different test and subject.
- MEASUREMENT OPTIONS (Y AXIS)**  
Use this menu to view a different measure, such as expected achievement, on the Y axis.
- STUDENT GROUPING OPTIONS (X AXIS)**  
Use this menu to group students differently on the X axis. For achievement groups, choose five or three groups.
- GRAPH OPTIONS**  
Use this menu to add confidence bands to the bar chart or view box plots. For confidence bands, view either the 88% confidence band or the 95% confidence band as shown to the right.
- LIMIT BY**  
Use options in Limit by menu to view results only for a specific student group. If you have access to students-level data, check Selected Students. This expands the student list where you can select specific students.

**Features of the Division & School Diagnostic Reports**

**EASY COMPARISONS**  
Use the Add a Comparison menu over the graph to compare years, tests and subjects, or divisions and schools, viewing up to four results at the same time.

**MEASUREMENT AND GROUPING OPTIONS**  
Want to view the percentage of students reaching Pass/Proficient or higher in each student group? No problem. Want to view results sorted into three achievement groups instead of five? Go for it. You're in control of the data you want to view using the filter panel's interactive selections.

**EXPANDABLE STUDENT LIST**  
Expand the student list to view information such as growth, reported achievement, and actual achievement. You can also sort and select specific students to be included in your custom graph.

Page 1

**CLICK PATHS** What are some useful views in the report? What data options are available?

**Want to know...**

- growth of students in different measurement groups for a specific event spanning a year
- growth results for a recent test and subject.
- the most recent all growth patterns reports to patterns in previous years.
- to view a different measurement option and different grouping options.
- the information about data represented by the bar on the graph.

**What do I click?**

- Log in to WAAS.
- Go to the Response menu.
- Select Diagnosis under the School Reports or Division Reports menu.
- In the filter panel, find Base Test & Subject. Use the drop-down menu to select a different test and subject.
- Make sure the Add a Comparison tab is on Years.
- Click on Add a Year.
- Select the years you want.
- Click Compare Years Separately.
- In the filter panel, find Measurement Options (Y Axis) and select a new option.
- Now under Student Grouping Options (X Axis), select a new option.
- In the filter panel, find Group Options and select Box Plot.
- Note: This option is not available for percentage-based measurements.

**What will I see?**

- You will see a graph showing growth by state achievement groups for an assessment in the most recent year. Click **23** in the filter panel to return to this default view anytime.
- You will see graphs for the selected years side-by-side. You can view up to four results when available. You can also view other comparisons, such as tests and subjects.
- You will see a graph with bars at various heights that represent the newly selected measurements. Each bar represents a student group from the selected grouping option.
- You will see box plots with minimum, maximum, average, and median values. Visit the glossary for more information.

**Measurement Options**

**Growth**  
Estimate the growth that students in a group made, on average, in a grade and subject or course.

**Expected Achievement**  
Expected achievement is the average of students' expected scale scores.

**Actual Achievement**  
Actual achievement is the average of the students' actual scale scores.

**Percentage Options**

- Percentage of Students Meeting or Exceeding Expected Achievement
- Percentage of Students Reaching Pass/Advanced or Higher
- Percentage of Students Reaching Pass/Advanced or Higher

**Student Grouping Options**

**State Achievement Group**  
Sorts students into groups based on where their achievement in the selected subject falls in the state distribution.

**Division Achievement Group**  
Sorts students into groups based on where their achievement in the selected subject falls in the division distribution.


**School Achievement Group**  
Sorts students into groups based on where their achievement in the selected subject falls in the school distribution.

**Expected Performance Level**  
Group students according to their expected performance level for the selected subject based on their grade performance.

**Demographic Options**  
Student results are sorted into groups by race, gender, or other characteristics as available.

Page 2


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## STUDENT REPORTS

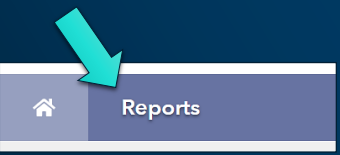
How can we plan for our current students' needs?

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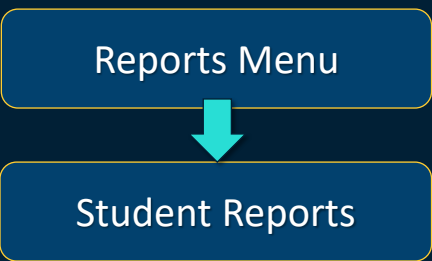


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### Student Reports



### Navigation



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# Introduction to Projections

What are projections anyway?



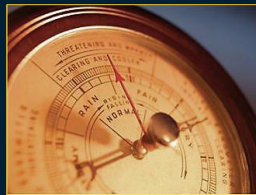
Population Growth



Demand for Electricity



Inventory Management



Weather Forecasts

Given a specific set of circumstances, what is the most likely outcome?

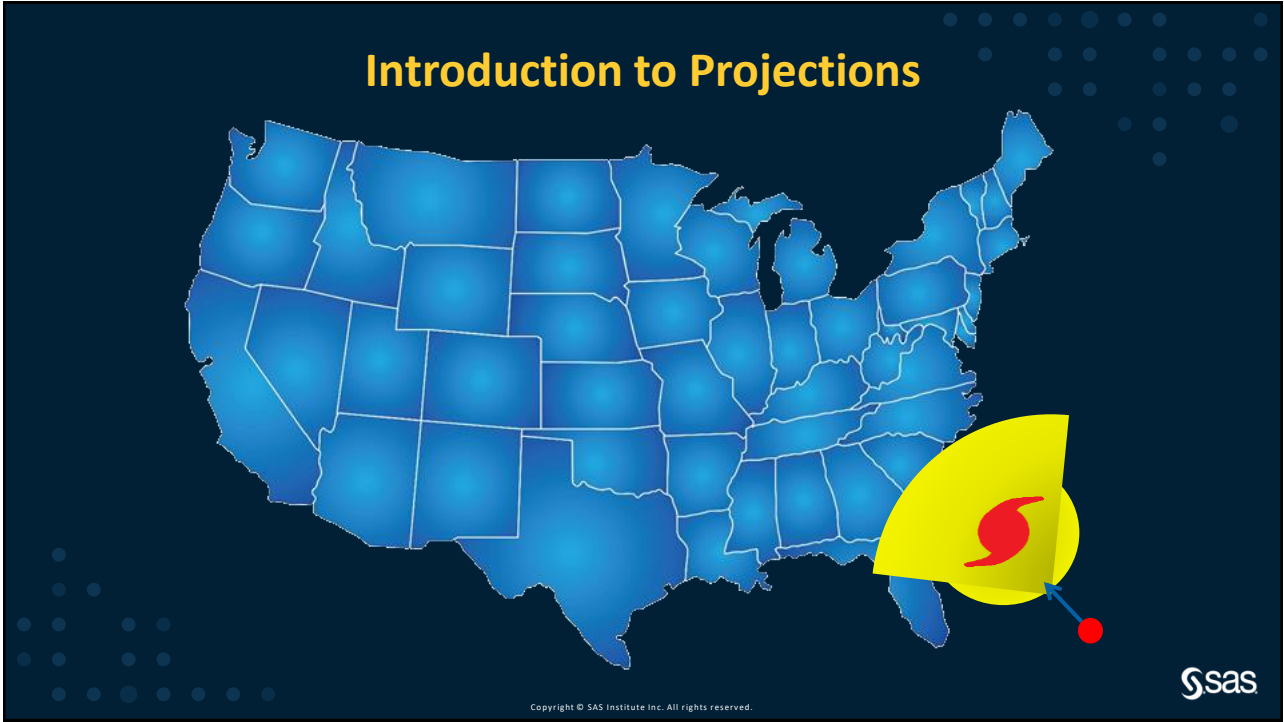


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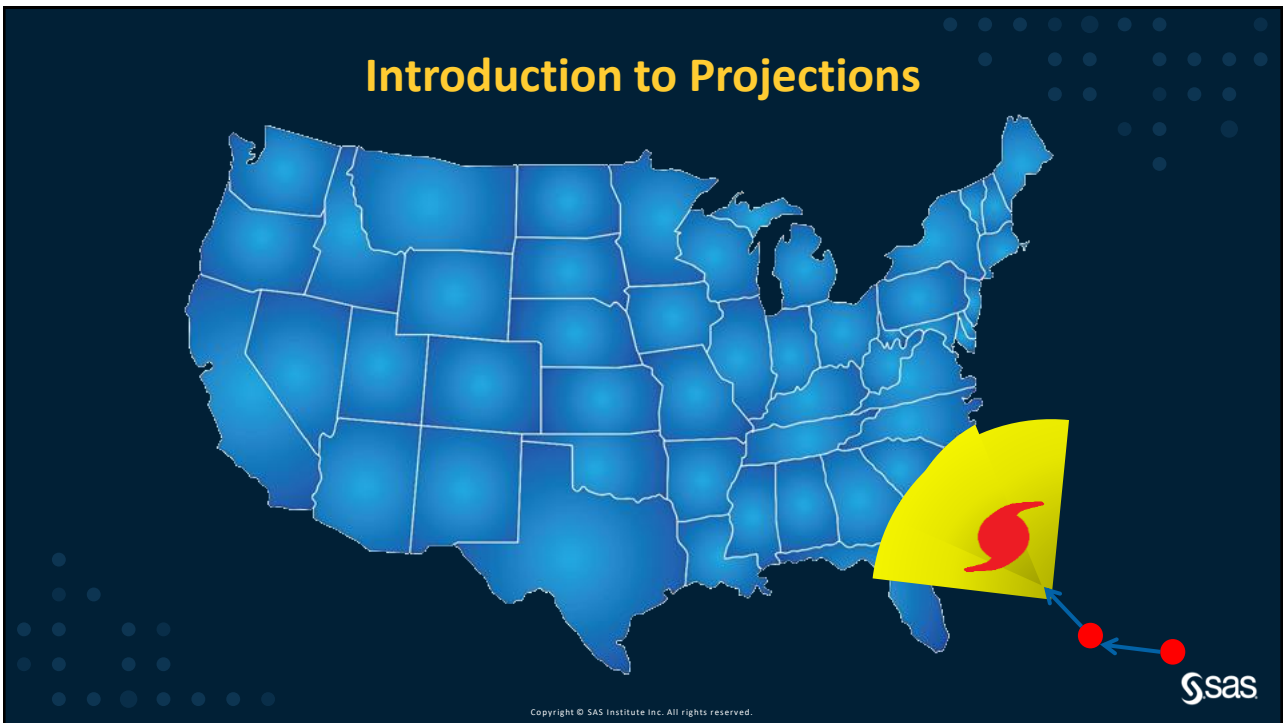
# Introduction to Projections



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## Introduction to Projections

Knowing where something has been helps to determine where it is more likely to go.



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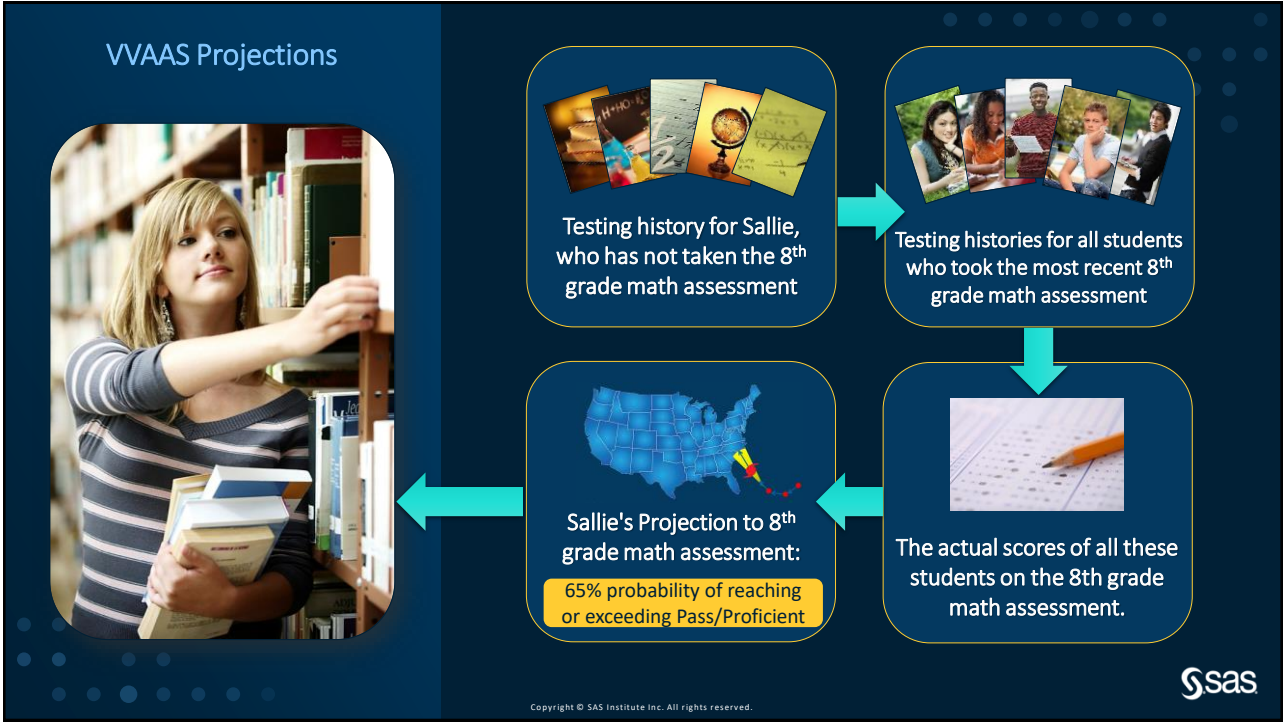
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## Historical Relationships



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## Tile Filter – Future Projected

**Testing Information**

This data tile displays the student's performance on prior assessments. The data represents snapshots of the student's academic performance each year and should not be interpreted as a student's growth trend.

**Testing History**

Year (Semester)	NCE Score
2110 (Sp)	75
2111 (Sp)	65
2112 (Sp)	75

**Projected Probability of Reaching or Exceeding**

Performance Level	Probability
Pass/Advanced	52.4%
Pass/Proficient	99.9%
Fail/Basic	99.9%
Fail/Below Basic	100%

**Reference Population**

State

Tests and Subjects

- SOL

Focus Subject

- Mathematics
- Reading
- Science

**Growth Across Time**

- None Selected
- Past Expected
- Future Projected

Projection

7th SOL Mathematics

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### Student Projections

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks. It is based on the student's past performance on assessments across subjects.

Probability of Reaching or Exceeding the Indicated Performance Level or Benchmark

Tests and Subjects	Grade	Fail/Below			
		Basic	Fail/Basic	Pass/Proficient	Pass/Advanced
SOL Mathematics	7	100.0%	99.9%	95.3%	1.9%
SOL Mathematics	8	100.0%	99.9%	86.9%	1.3%
SOL Reading	7	100.0%	99.8%	61.8%	0.4%

#### Performance Levels or Benchmarks

- Fail/Below Basic
- Fail/Basic
- Pass/Proficient
- Pass/Advanced

#### Tests and Subjects

- SOL

[View All Subjects](#)

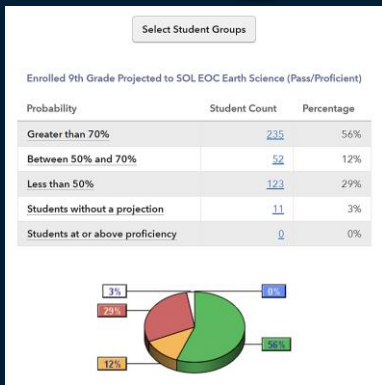


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## Can I see more than one student projection at a time?

# YES!

### Projection Summaries, Custom Student Reports, and Export



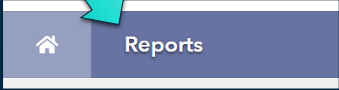
#	Student	EL	IEP	Probability	Projected State Percentile
1.	Student-DJCV	N	N	40.9	25
2.	Student-EqFL	N	Y	46.6	26
3.	Student-HFLJ	N	N	59.8	34
4.	Student-HFYQ	N	N	63.5	36
5.	Student-ErZc	N	N	63.8	36
6.	Student-ErRV	N	N	74.5	42
7.	Student-FZS	Y	N	93.8	65
8.	Student-qS	N	Y	95.5	67
9.	Student-HFKD	N	Y	96.2	65
10.	Student-ErZb	N	N	99.3	76
11.	Student-ErPs	N	Y	99.9	92

Student ID	School (Enrolled)	Grade	Projection	Projected State Percentile	Probability
2	080217	Student	Canary Creek Middle 7	7th SOL Math 50	51.1
4	080217	Student	Canary Creek Middle 7	7th SOL Math 57	51.9
5	080217	Student	Canary Creek Middle 7	7th SOL Math 57	51.1
6	080205	Student	Canary Creek Middle 7	7th SOL Math 53	50.9
7	080205	Student	Canary Creek Middle 7	7th SOL Math 53	50.1
8	080205	Student	Canary Creek Middle 7	7th SOL Math 53	53.1
9	1002021	Student	Canary Creek Middle 7	7th SOL Math 71	50.6
10	1002021	Student	Canary Creek Middle 7	7th SOL Math 71	51.7
11	1002021	Student	Canary Creek Middle 7	7th SOL Math 71	51.1
12	1008021	Student	Canary Creek Middle 7	7th SOL Math 54	50.7
13	1008021	Student	Canary Creek Middle 7	7th SOL Math 54	51.3
14	1008021	Student	Canary Creek Middle 7	7th SOL Math 54	51.2
15	1111000	Student	Canary Creek Middle 7	7th SOL Math 53	50.9
16	1111000	Student	Canary Creek Middle 7	7th SOL Math 53	51.2
17	1111000	Student	Canary Creek Middle 7	7th SOL Math 53	51.1
18	1240025	Student	Canary Creek Middle 7	7th SOL Math 50	50.9
19	1240025	Student	Canary Creek Middle 7	7th SOL Math 50	51.5
20	1240025	Student	Canary Creek Middle 7	7th SOL Math 50	51.1
21	1242143	Student	Canary Creek Middle 8	7th SOL Math 50	50.9
22	1242143	Student	Canary Creek Middle 8	7th SOL Math 50	50.4
23	1242143	Student	Canary Creek Middle 8	7th SOL Math 50	52.6
24	1261532	Student	Canary Creek Middle 7	7th SOL Math 50	50.9
25	1261532	Student	Canary Creek Middle 7	7th SOL Math 50	50.9
26	1261532	Student	Canary Creek Middle 7	7th SOL Math 50	50.6
27	1261536	Student	Canary Creek Middle 8	7th SOL Math 50	50.4
28	1261536	Student	Canary Creek Middle 8	7th SOL Math 50	50.9
29	1261536	Student	Canary Creek Middle 8	7th SOL Math 50	50.9
30	1262168	Student	Canary Creek Middle 7	7th SOL Math 50	50.9
31	1262168	Student	Canary Creek Middle 7	7th SOL Math 50	50.9
32	1262168	Student	Canary Creek Middle 7	7th SOL Math 50	52.4
33	1262195	Student	Canary Creek Middle 7	7th SOL Math 50	50.3
34	1262195	Student	Canary Creek Middle 7	7th SOL Math 50	51.9
35	1262195	Student	Canary Creek Middle 7	7th SOL Math 50	51.1
36	1262194	Student	Canary Creek Middle 7	7th SOL Math 50	50.3
37	1262194	Student	Canary Creek Middle 7	7th SOL Math 50	50.5
38	1262194	Student	Canary Creek Middle 7	7th SOL Math 50	51.1



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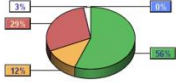
### Growth Reports



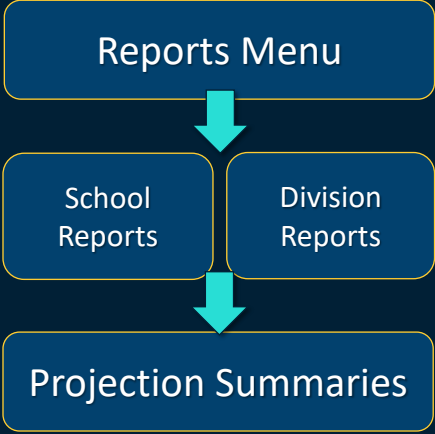
Select Student Groups

Enrolled 9th Grade Projected to SOL EOC Earth Science (Pass/Proficient)

Probability	Student Count	Percentage
Greater than 70%	235	56%
Between 50% and 70%	52	12%
Less than 50%	123	29%
Students without a projection	11	3%
Students at or above proficiency	0	0%




## Navigation – Projection Summaries



```

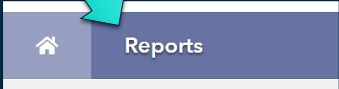
graph TD
    A[Reports Menu] --> B[School Reports]
    A --> C[Division Reports]
    B --> D[Projection Summaries]
    C --> D
    
```



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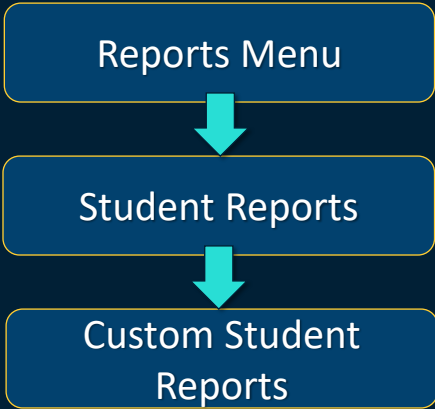
56

### Student Reports




#	Student	Enrolled School	Grade	EL	IEP	Probability	Projected State Percentile
1.	Student-08CV	School-CCAM	10	N	N	40.2	25
2.	Student-E9FL	School-CCLW	10	N	Y	46.6	26
3.	Student-H9LJ	School-CCVn	9	N	N	59.8	38
4.	Student-H9YQ	School-CCQH	9	N	N	63.5	36
5.	Student-E9Zc	School-CB48	10	N	N	63.8	36
6.	Student-E9PV	School-CCTN	10	N	N	74.5	62
7.	Student-02S	School-CCSY	11	Y	N	23.8	65
8.	Student-a5	School-CBvz	11	N	Y	25.5	67
9.	Student-H9SQ	School-CCQG	9	N	Y	26.2	65
10.	Student-E9Zh	School-CBkh	10	N	N	29.3	76
11.	Student-E9ps	School-CB9G	10	N	Y	29.2	92

## Navigation – Custom Student Reports



```

graph TD
    A[Reports Menu] --> B[Student Reports]
    B --> C[Custom Student Reports]
    
```




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## Navigation – Export

### Student Reports



Export

Blue Bar



Export

Student	School (Enrolled)	Grade	Projection	Projected State Percentile	Probability
888217, Student	Canary Creek Middle	7	7th SOL Math	57	57.1
888217, Student	Canary Creek Middle	7	7th SOL Math	57	51.9
888217, Student	Canary Creek Middle	7	7th SOL Math	57	5.1
898355, Student	Canary Creek Middle	7	7th SOL Math	53	59.9
898355, Student	Canary Creek Middle	7	7th SOL Math	53	59.1
898355, Student	Canary Creek Middle	7	7th SOL Math	53	51.1
1005821, Student	Canary Creek Middle	7	7th SOL Math	51	50.6
1005821, Student	Canary Creek Middle	7	7th SOL Math	51	21.7
1005821, Student	Canary Creek Middle	7	7th SOL Math	51	0.1
1088682, Student	Canary Creek Middle	7	7th SOL Math	54	59.7
1088682, Student	Canary Creek Middle	7	7th SOL Math	54	74.3
1088682, Student	Canary Creek Middle	7	7th SOL Math	54	0.2
1111050, Student	Canary Creek Middle	7	7th SOL Math	13	50.5
1111050, Student	Canary Creek Middle	7	7th SOL Math	13	5.2
1111050, Student	Canary Creek Middle	7	7th SOL Math	13	0.1
1240025, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1240025, Student	Canary Creek Middle	7	7th SOL Math	50	51.5
1240025, Student	Canary Creek Middle	7	7th SOL Math	50	0.5
1242143, Student	Canary Creek Middle	6	7th SOL Math	50	59.9
1242143, Student	Canary Creek Middle	6	7th SOL Math	50	56.4
1242143, Student	Canary Creek Middle	6	7th SOL Math	50	12.6
1261532, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1261532, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1261532, Student	Canary Creek Middle	7	7th SOL Math	50	50.6
1261536, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1261536, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1261536, Student	Canary Creek Middle	7	7th SOL Math	50	56.0
1262168, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1262168, Student	Canary Creek Middle	7	7th SOL Math	50	59.9
1262168, Student	Canary Creek Middle	7	7th SOL Math	50	57.4
1262193, Student	Canary Creek Middle	7	7th SOL Math	40	58.3
1262193, Student	Canary Creek Middle	7	7th SOL Math	40	51.3
1262193, Student	Canary Creek Middle	7	7th SOL Math	40	0.1
1262194, Student	Canary Creek Middle	7	7th SOL Math	59	58.2
1262194, Student	Canary Creek Middle	7	7th SOL Math	59	59.5
1262194, Student	Canary Creek Middle	7	7th SOL Math	59	0.1

sas

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## Export

**VVAAS** Search Account Admin Contact Us Sign Out

Reports Schools Grades Projections
Print Export Help

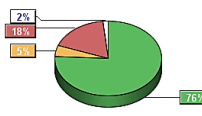
**Report:** School Projection Summary **Grade:** 7th Grade  
**School:** Canary Creek Middle School (00002095) **Projection:** 7th SOL Mathematics (Pass/Proficient)  
**Division:** Grand Tower (037)

Projections consider a student's testing history to determine the likelihood of outcomes on future assessments. The projections, along with local knowledge and resources, can assist educators with planning for students' success on future assessments.

Select Student Groups

Enrolled 7th Grade Projected to 7th SOL Mathematics (Pass/Proficient)

Probability	Student Count	Percentage
Greater than 70%	47	76%
Between 50% and 70%	3	5%
Less than 50%	11	18%
Students without a projection	1	2%



You can choose "Export" from any report to get to projection data in Excel

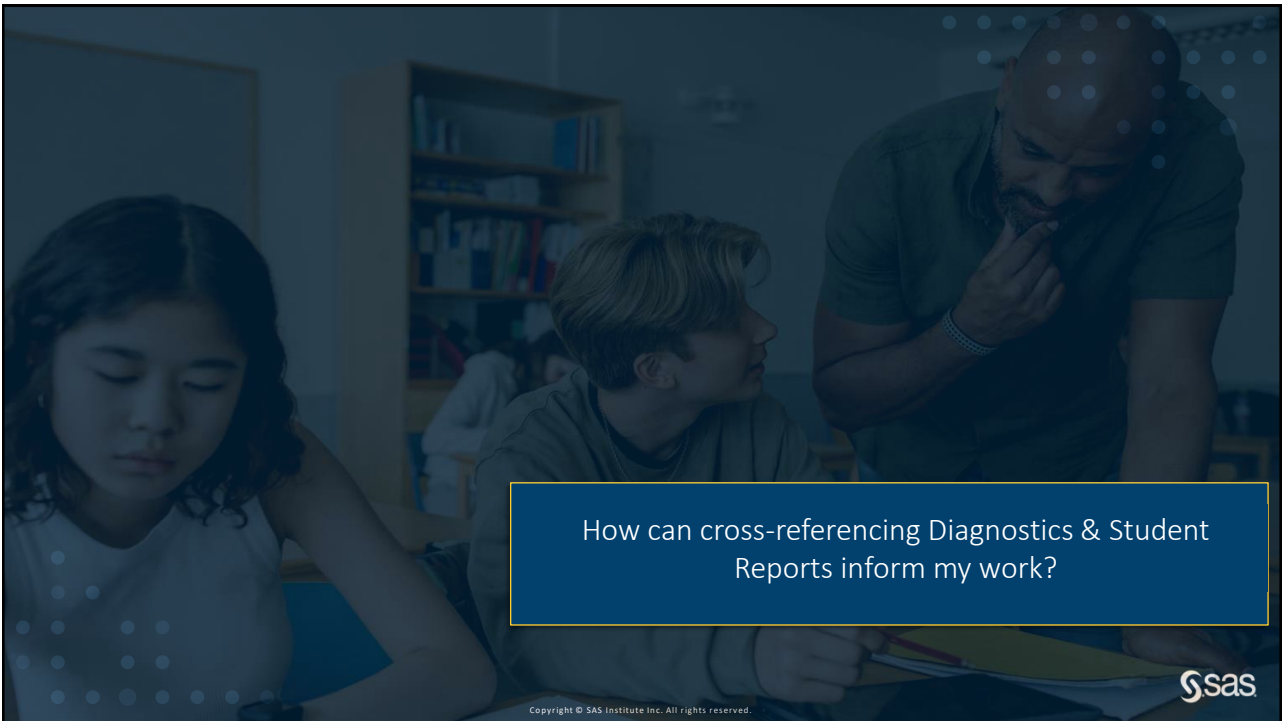
sas

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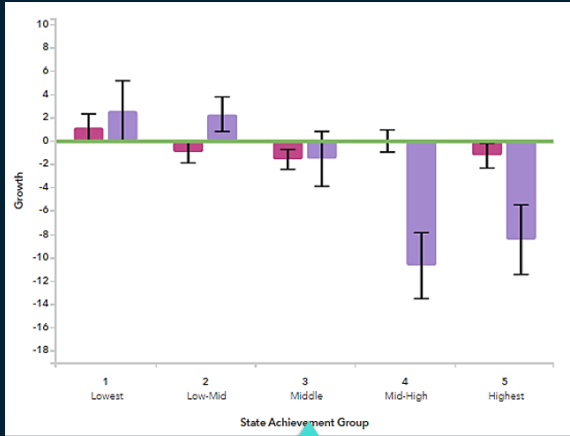
60



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# School Diagnostics

The Work of an Entire Teacher Team



- Reading Teacher 1
- Reading Teacher 2
- Reading Teacher 3
- Reading Teacher 4

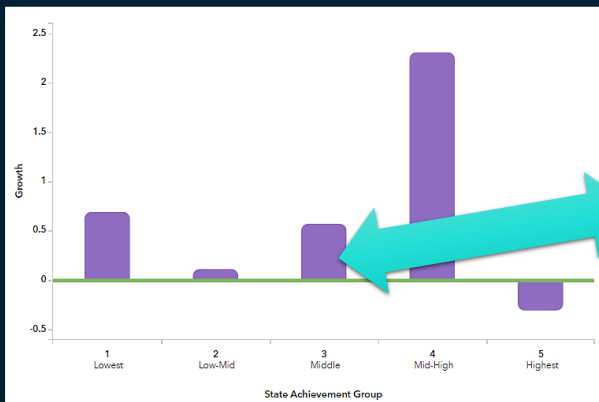
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# Cross Reference

Bridging Diagnostics & Student Reports



#	Student	Gender	Race	Grade	IEP	Probability	Projected State Percentile
1.	<a href="#">1899788_Student</a>	M	WHITE	7	Y	32.5	7
2.	<a href="#">885187_Student</a>	F	AM-INDIAN	7	Y	62.4	10
3.	<a href="#">1114575_Student</a>	M	WHITE	7	Y	61.7	15
4.	<a href="#">1316813_Student</a>	M	WHITE	7	N	90.7	30
5.	<a href="#">1471198_Student</a>	F	HISPANIC	7	N	95.0	34
6.	<a href="#">1304199_Student</a>	M	WHITE	7	N	95.4	36
7.	<a href="#">1333770_Student</a>	F	MULTIPLE	7	N	97.8	39
8.	<a href="#">1305819_Student</a>	M	WHITE	7	N	98.3	42
9.	<a href="#">1068930_Student</a>	F	WHITE	7	N	99.3	49
10.	<a href="#">1373575_Student</a>	F	WHITE	7	N	99.6	52
11.	<a href="#">887726_Student</a>	F	HISPANIC	7	Y	99.6	56
12.	<a href="#">2078012_Student</a>	F	WHITE	7	N	99.6	57
13.	<a href="#">1304362_Student</a>	F	MULTIPLE	7	N	99.9	63
14.	<a href="#">1174456_Student</a>	M	AM-INDIAN	7	N	99.8	64
15.	<a href="#">1380674_Student</a>	F	MULTIPLE	7	N	99.9	70
16.	<a href="#">1274973_Student</a>	M	BLACK	7	N	99.9	72
17.	<a href="#">1805432_Student</a>	M	HISPANIC	7	N	99.9	77
18.	<a href="#">1903762_Student</a>	F	MULTIPLE	7	N	99.9	83
19.	<a href="#">1304182_Student</a>	M	WHITE	7	N	99.9	87

**Students Projected to Score in the Middle Group 40<sup>th</sup> - 60<sup>th</sup> Percentiles**

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Activity

# Looking Back to See Ahead



Handout

**Activity: Looking Back to See Ahead**

Follow along as we divide the report into five sections.

- Draw a line after the 20<sup>th</sup>, 40<sup>th</sup>, 60<sup>th</sup>, and 80<sup>th</sup> state percentiles.
- Label the top section *Lowest*, the second section *Low-Mid*, the third section *Middle*, the fourth section *Mid-High*, and the bottom section *Highest*.

**Student Report (Projections for Current Students)**

#	Student	Score	Testing ID	EA	EE	Eligibility	Projected State Percentile
1.	1303272-Student	1001306373	N	N	N	N	1.1
2.	1303272-Student	1001306373	N	N	N	N	1.1
3.	1303272-Student	1001306373	N	N	N	N	1.1
4.	1303272-Student	1001306373	N	N	N	N	1.1
5.	1303272-Student	1001306373	N	N	N	N	1.1
6.	1303272-Student	1001306373	N	N	N	N	1.1
7.	1303272-Student	1001306373	N	N	N	N	1.1
8.	1303272-Student	1001306373	N	N	N	N	1.1
9.	1303272-Student	1001306373	N	N	N	N	1.1
10.	1303272-Student	1001306373	N	N	N	N	1.1
11.	1303272-Student	1001306373	N	N	N	N	1.1
12.	1303272-Student	1001306373	N	N	N	N	1.1
13.	1303272-Student	1001306373	N	N	N	N	1.1
14.	1303272-Student	1001306373	N	N	N	N	1.1
15.	1303272-Student	1001306373	N	N	N	N	1.1
16.	1303272-Student	1001306373	N	N	N	N	1.1
17.	1303272-Student	1001306373	N	N	N	N	1.1
18.	1303272-Student	1001306373	N	N	N	N	1.1
19.	1303272-Student	1001306373	N	N	N	N	1.1
20.	1303272-Student	1001306373	N	N	N	N	1.1
21.	1303272-Student	1001306373	N	N	N	N	1.1
22.	1303272-Student	1001306373	N	N	N	N	1.1
23.	1303272-Student	1001306373	N	N	N	N	1.1
24.	1303272-Student	1001306373	N	N	N	N	1.1
25.	1303272-Student	1001306373	N	N	N	N	1.1

Compare the Student Report above and the Diagnostic Report on the next page to answer the four questions below.



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Activity Directions

# Looking Back to See Ahead - Divide the CSR

**Activity: Looking Back to See Ahead**

Follow along as we divide the report into five sections.

- Draw a line after the 20<sup>th</sup>, 40<sup>th</sup>, 60<sup>th</sup>, and 80<sup>th</sup> state percentiles.
- Label the top section *Lowest*, the second section *Low-Mid*, the third section *Middle*, the fourth section *Mid-High*, and the bottom section *Highest*.

**Student Report (Projections for Current Students)**

#	Student	Score	Testing ID	EA	EE	Eligibility	Projected State Percentile
1.	1303272-Student	1001306373	N	N	N	N	1.1
2.	1303272-Student	1001306373	N	N	N	N	1.1
3.	1303272-Student	1001306373	N	N	N	N	1.1
4.	1303272-Student	1001306373	N	N	N	N	1.1
5.	1303272-Student	1001306373	N	N	N	N	1.1
6.	1303272-Student	1001306373	N	N	N	N	1.1
7.	1303272-Student	1001306373	N	N	N	N	1.1
8.	1303272-Student	1001306373	N	N	N	N	1.1
9.	1303272-Student	1001306373	N	N	N	N	1.1
10.	1303272-Student	1001306373	N	N	N	N	1.1
11.	1303272-Student	1001306373	N	N	N	N	1.1
12.	1303272-Student	1001306373	N	N	N	N	1.1
13.	1303272-Student	1001306373	N	N	N	N	1.1
14.	1303272-Student	1001306373	N	N	N	N	1.1
15.	1303272-Student	1001306373	N	N	N	N	1.1
16.	1303272-Student	1001306373	N	N	N	N	1.1
17.	1303272-Student	1001306373	N	N	N	N	1.1
18.	1303272-Student	1001306373	N	N	N	N	1.1
19.	1303272-Student	1001306373	N	N	N	N	1.1
20.	1303272-Student	1001306373	N	N	N	N	1.1
21.	1303272-Student	1001306373	N	N	N	N	1.1
22.	1303272-Student	1001306373	N	N	N	N	1.1
23.	1303272-Student	1001306373	N	N	N	N	1.1
24.	1303272-Student	1001306373	N	N	N	N	1.1
25.	1303272-Student	1001306373	N	N	N	N	1.1

Compare the Student Report above and the Diagnostic Report on the next page to answer the four questions below.

Examine the Student Report.

Follow along as we divide the report into five sections.

- Draw a line after the 20<sup>th</sup>, 40<sup>th</sup>, 60<sup>th</sup>, and 80<sup>th</sup> state percentiles.
- Label the top section *Lowest*, the second section *Low-Mid*, the third section *Middle*, the fourth section *Mid-High*, and the bottom section *Highest*.



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Follow Along




#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	69
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	92.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1442773_Student	1001442773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	95
25.	1805203_Student	1001805203	Y	N	99.9	98

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Follow Along

Divide the list of students into five sections, based on Projected State Percentiles.



#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	69
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	92.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1442773_Student	1001442773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	95
25.	1805203_Student	1001805203	Y	N	99.9	98

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Follow Along

Divide the list of students into five sections, based on Projected State Percentiles.

1. Draw a line at the 20th state percentile

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1812813_Student	1001812813	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	68
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	97.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1442773_Student	1001442773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1445005_Student	1001445005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	93
25.	1892910_Student	1001892910	Y	N	99.8	94

20th

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Follow Along

Divide the list of students into five sections, based on Projected State Percentiles.

1. Draw a line at the 20th state percentile
2. Draw a line at the 40th state percentile

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1812813_Student	1001812813	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	68
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	97.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1442773_Student	1001442773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1445005_Student	1001445005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	93
25.	1892910_Student	1001892910	Y	N	99.8	94

20th

40th


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Follow Along

Divide the list of students into five sections, based on Projected State Percentiles.

1. Draw a line at the 20<sup>th</sup> state percentile
2. Draw a line at the 40<sup>th</sup> state percentile
3. Draw a line at the 60<sup>th</sup> state percentile



#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	69
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	92.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1642773_Student	1001642773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1722086_Student	1001722086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	93
25.	1899293_Student	1001899293	Y	N	99.8	94

20th  
40th  
60th


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Follow Along

Divide the list of students into five sections, based on Projected State Percentiles.

1. Draw a line at the 20<sup>th</sup> state percentile
2. Draw a line at the 40<sup>th</sup> state percentile
3. Draw a line at the 60<sup>th</sup> state percentile
4. Draw a line at the 80<sup>th</sup> state percentile



#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	69
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	92.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1642773_Student	1001642773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1722086_Student	1001722086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	93
25.	1899293_Student	1001899293	Y	N	99.8	94

20th  
40th  
60th  
80th

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Follow Along

Divide the list of students into five sections, based on Projected State Percentiles.

1. Draw a line at the 20<sup>th</sup> state percentile
2. Draw a line at the 40<sup>th</sup> state percentile
3. Draw a line at the 60<sup>th</sup> state percentile
4. Draw a line at the 80<sup>th</sup> state percentile

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	69
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	92.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1442773_Student	1001442773	N	Y	92.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	95
25.	1805203_Student	1001805203	Y	N	99.9	98

20th  
40th  
60th  
80th

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Follow Along

Label the top section *Lowest*, the second section *Low-Mid*, the third section *Middle*, the fourth section *Mid-High*, and the bottom section *Highest*.

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	50.4	39
8.	1169249_Student	1001169249	N	N	54.4	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	79.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	69
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	92.1	77
18.	2079818_Student	1002079818	N	N	96.4	77
19.	1442773_Student	1001442773	N	Y	92.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	95
25.	1805203_Student	1001805203	Y	N	99.9	98

Lowest  
Low-Mid  
Middle  
Mid-High  
Highest

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### Follow Along

## Past Students

## Current Students

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	58.6	28
8.	1169249_Student	1001169249	N	N	54.6	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	73.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	68
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	97.1	77
18.	2079818_Student	1002079818	N	N	96.6	77
19.	1642773_Student	1001642773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	95
25.	1805203_Student	1001805203	Y	N	99.9	98

Lowest

Low-Mid

Middle

Mid-High

Highest

Lowest

Low-Mid

Middle

Mid-High

Highest

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### Follow Along

## Past Students

## Current Students

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373_Student	1001305373	N	N	1.3	11
2.	1305764_Student	1001305764	N	N	3.3	17
3.	2077895_Student	1002077895	N	N	4.4	18
4.	1360880_Student	1001360880	N	N	4.4	19
5.	1856011_Student	1001856011	N	N	8.6	23
6.	1552101_Student	1001552101	N	N	33.0	35
7.	2071269_Student	1002071269	Y	N	58.6	28
8.	1169249_Student	1001169249	N	N	54.6	41
9.	1304850_Student	1001304850	N	N	56.2	43
10.	2003025_Student	1002003025	N	Y	74.3	57
11.	1360728_Student	1001360728	N	N	73.3	61
12.	1852853_Student	1001852853	N	N	87.6	65
13.	1305813_Student	1001305813	N	N	92.1	68
14.	1711838_Student	1001711838	N	N	91.1	72
15.	1472468_Student	1001472468	N	N	92.9	74
16.	1304148_Student	1001304148	N	N	96.3	76
17.	1169311_Student	1001169311	N	Y	97.1	77
18.	2079818_Student	1002079818	N	N	96.6	77
19.	1642773_Student	1001642773	N	Y	97.2	81
20.	1192126_Student	1001192126	N	N	99.2	84
21.	1222086_Student	1001222086	N	N	98.7	85
22.	1465005_Student	1001465005	N	N	99.1	86
23.	1304122_Student	1001304122	N	N	99.9	90
24.	1899460_Student	1001899460	N	N	99.9	95
25.	1805203_Student	1001805203	Y	N	99.9	98

Lowest

Low-Mid

Middle

Mid-High

Highest

Lowest

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### Follow Along

## Past Students

## Current Students

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1	1305273 Student	1001305373	N	N	1.3	11
2	1305764 Student	1001305764	N	N	3.3	17
3	2077895 Student	1002077895	N	N	4.8	18
4	1340880 Student	1001340880	N	N	4.4	19
5	1854011 Student	1001854011	N	N	8.6	23
6	1552101 Student	1001552101	N	N	33.0	35
7	2071269 Student	1002071269	Y	N	58.4	38
8	1169249 Student	1001169249	N	N	54.4	41
9	1304850 Student	1001304850	N	N	54.2	43
10	2003025 Student	1002003025	N	Y	74.3	57
11	1340728 Student	1001340728	N	N	23.2	41
12	1812833 Student	1001812833	N	N	87.4	65
13	1305813 Student	1001305813	N	N	92.1	62
14	1711838 Student	1001711838	N	N	91.1	72
15	1472468 Student	1001472468	N	N	92.9	74
16	1304148 Student	1001304148	N	N	94.3	76
17	1169311 Student	1001169311	N	Y	97.1	77
18	2079818 Student	1002079818	N	N	94.4	77
19	1442773 Student	1001442773	N	Y	97.2	81
20	1192126 Student	1001192126	N	N	99.2	84
21	1222086 Student	1001222086	N	N	98.7	85
22	1445005 Student	1001445005	N	N	99.1	86
23	1304122 Student	1001304122	N	N	99.9	90
24	1899440 Student	1001899440	N	N	99.9	93
25	1892993 Student	1001892993	Y	N	99.8	94

Low-Mid

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### Follow Along

## Past Students

## Current Students

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1	1305273 Student	1001305373	N	N	1.3	11
2	1305764 Student	1001305764	N	N	3.3	17
3	2077895 Student	1002077895	N	N	4.8	18
4	1340880 Student	1001340880	N	N	4.4	19
5	1854011 Student	1001854011	N	N	8.6	23
6	1552101 Student	1001552101	N	N	33.0	35
7	2071269 Student	1002071269	Y	N	58.4	38
8	1169249 Student	1001169249	N	N	54.4	41
9	1304850 Student	1001304850	N	N	54.2	43
10	2003025 Student	1002003025	N	Y	74.3	57
11	1340728 Student	1001340728	N	N	23.2	41
12	1812833 Student	1001812833	N	N	87.4	65
13	1305813 Student	1001305813	N	N	92.1	62
14	1711838 Student	1001711838	N	N	91.1	72
15	1472468 Student	1001472468	N	N	92.9	74
16	1304148 Student	1001304148	N	N	94.3	76
17	1169311 Student	1001169311	N	Y	97.1	77
18	2079818 Student	1002079818	N	N	94.4	77
19	1442773 Student	1001442773	N	Y	97.2	81
20	1192126 Student	1001192126	N	N	99.2	84
21	1222086 Student	1001222086	N	N	98.7	85
22	1445005 Student	1001445005	N	N	99.1	86
23	1304122 Student	1001304122	N	N	99.9	90
24	1899440 Student	1001899440	N	N	99.9	93
25	1892993 Student	1001892993	Y	N	99.8	94

Middle

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### Follow Along

## Past Students

## Current Students

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1	1305273 Student	1001305373	N	N	1.3	11
2	1305764 Student	1001305764	N	N	3.1	17
3	2077895 Student	1002077895	N	N	4.8	18
4	1340880 Student	1001340880	N	N	4.8	19
5	1854011 Student	1001854011	N	N	8.6	23
6	1552101 Student	1001552101	N	N	33.0	31
7	2071269 Student	1002071269	Y	N	58.6	39
8	1169249 Student	1001169249	N	N	54.6	41
9	1304850 Student	1001304850	N	N	56.2	43
10	2003025 Student	1002003025	N	Y	74.3	57
11	1340728 Student	1001340728	N	N	79.3	61
12	1852853 Student	1001852853	N	N	87.6	65
13	1305813 Student	1001305813	N	N	92.1	69
14	1711838 Student	1001711838	N	N	91.1	72
15	1472468 Student	1001472468	N	N	92.9	74
16	1304148 Student	1001304148	N	N	96.3	76
17	1169311 Student	1001169311	N	Y	97.1	77
18	2079818 Student	1002079818	N	N	96.6	77
19	1442773 Student	1001442773	N	Y	92.2	81
20	1192126 Student	1001192126	N	N	99.2	84
21	1222086 Student	1001222086	N	N	98.7	85
22	1465005 Student	1001465005	N	N	99.1	86
23	1304122 Student	1001304122	N	N	99.9	90
24	1899460 Student	1001899460	N	N	99.9	93
25	1805203 Student	1001805203	Y	N	99.8	98

### Mid-High

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### Follow Along

## Past Students

## Current Students

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1	1305273 Student	1001305373	N	N	1.3	11
2	1305764 Student	1001305764	N	N	3.1	17
3	2077895 Student	1002077895	N	N	4.8	18
4	1340880 Student	1001340880	N	N	4.8	19
5	1854011 Student	1001854011	N	N	8.6	23
6	1552101 Student	1001552101	N	N	33.0	31
7	2071269 Student	1002071269	Y	N	58.6	39
8	1169249 Student	1001169249	N	N	54.6	41
9	1304850 Student	1001304850	N	N	56.2	43
10	2003025 Student	1002003025	N	Y	74.3	57
11	1340728 Student	1001340728	N	N	79.3	61
12	1852853 Student	1001852853	N	N	87.6	65
13	1305813 Student	1001305813	N	N	92.1	69
14	1711838 Student	1001711838	N	N	91.1	72
15	1472468 Student	1001472468	N	N	92.9	74
16	1304148 Student	1001304148	N	N	96.3	76
17	1169311 Student	1001169311	N	Y	97.1	77
18	2079818 Student	1002079818	N	N	96.6	77
19	1442773 Student	1001442773	N	Y	92.2	81
20	1192126 Student	1001192126	N	N	99.2	84
21	1222086 Student	1001222086	N	N	98.7	85
22	1465005 Student	1001465005	N	N	99.1	86
23	1304122 Student	1001304122	N	N	99.9	90
24	1899460 Student	1001899460	N	N	99.9	93
25	1805203 Student	1001805203	Y	N	99.8	98

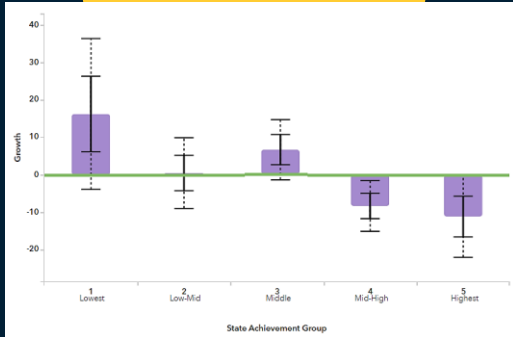
### Highest

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# Group Talk

## School Diagnostic



## Student Report

#	Student	State Testing ID	EL	IEP	Probability	Projected State Percentile
1.	1305373 Student	1001305373	N	N	3.3	11
2.	1305764 Student	1001305764	N	N	3.1	12
3.	2077825 Student	1002077825	N	N	4.6	18
4.	1340880 Student	1001340880	N	N	4.6	19
5.	1854611 Student	1001854611	N	N	8.6	23
6.	1552101 Student	1001552101	N	N	33.0	35
7.	2071269 Student	1002071269	Y	N	50.4	39
8.	1169269 Student	1001169269	N	N	54.6	41
9.	1304850 Student	1001304850	N	N	54.2	43
10.	2003023 Student	1002003023	N	Y	74.3	57
11.	1340728 Student	1001340728	N	N	79.3	61
12.	1852853 Student	1001852853	N	N	87.6	65
13.	1305813 Student	1001305813	N	N	92.1	68
14.	1711838 Student	1001711838	N	N	91.1	72
15.	1672468 Student	1001472468	N	N	92.0	75
16.	1304168 Student	1001304168	N	N	94.3	76
17.	1169311 Student	1001169311	N	Y	97.1	77
18.	2079818 Student	1002079818	N	N	94.4	77
19.	1642773 Student	1001642773	N	Y	97.2	81
20.	1192126 Student	1001192126	N	N	99.2	84
21.	1222086 Student	1001222086	N	N	99.7	85
22.	1465003 Student	1001465005	N	N	99.1	86
23.	1304122 Student	1001304122	N	N	99.0	90
24.	1829460 Student	1001899460	N	N	99.0	95
25.	1805203 Student	1001805203	Y	N	99.9	98

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## Your turn!

## Looking Back to See Ahead - Bridging Reports

**School Diagnostic Report (Student Growth Results from Last Year)**

State Achievement Group	Growth
1 Lowest	15
2 Low/Mid	5
3 Middle	5
4 Mid-High	-10
5 Highest	-10

Group	1	2	3	4	5
Average	15.0	5.0	5.0	-10.0	-10.0
Standard Error	4.87	4.87	4.87	4.87	4.87
Student Count	12	26	32	42	23
Percentage of Students	7	28	30	24	15

**Question 1:** History seems to repeat itself at this school, how might students in the following achievement groups perform on the end-of-year test?

Groups 1 & 3 \_\_\_\_\_

Group 2 \_\_\_\_\_

Groups 4 & 5 \_\_\_\_\_

**Question 2:** Note the number of students in each achievement group on both reports. For the sake of this activity, assume that this subset of student data is proportional to that of all the students that will take this assessment at this school this year in terms of how students profile into these achievement groups. How might the school's growth results change in next year's growth report if their instructional practices remain consistent? Why?

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# Reflect & Respond

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## Let's Collaborate and Process

Use one or more sentence frames to discuss today's learning and next steps with partners.

- 1 While exploring \_\_\_\_\_, I discovered \_\_\_\_\_.
- 2 Based on our exploration, I believe \_\_\_\_\_.
- 3 Something I need to consider moving forward is \_\_\_\_\_.
- 4 My next steps will include \_\_\_\_\_.

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# Student Report Desk Reference

**NAVIGATION** How do I find the student data I need?

**Four Ways to Find Student Reports**

- STUDENT REPORT**
  - Use the Find Students menu.
  - Select a student.
  - Click Submit.
  - Make your selections in the Student Search menu.
  - Select a student.
- STUDENT SEARCH**
  - Click Submit.
  - Select a student.
- CUSTOM STUDENT REPORTS**
  - Create or select a Custom Student Report.
  - Select a student.
- PROJECTION SUMMARIES**
  - Make your selections to open a report.
  - Click on the number of students in a category.
  - Select a student.

**STUDENT SELECTION** Use the Find Students menu to search students. Select a student. Use the drop-down menu or the arrow beside the Find Students button to navigate between students.

**REFRESH BUTTON** Return to the default view of the report at any time by clicking this button.

**TESTS AND SUBJECTS FILTER** Use the drop-down menus to select and deselect tests and subjects to customize your data view. Your selections impact what is available on every tile in the report.

**DATA TILES FILTER** Use the switches to turn specific data tiles on and off in the report.

**PROJECTIONS AT A GLANCE** View all of a student's available projections together.

**VIEW RESULTS ACROSS TIME** Examine student's testing history, past expected and future projected scores.

**EXPANDED DATA OPTIONS** Choose from a selection of data tiles and subjects, even viewing a student's growth history by division or school depending upon your level of access.

**CLICK PATHS** What are some useful views in the new report?

**What do I click?**

- In the Reports menu, select Student Report
- In the filter panel to the left, click Find Students to search and select a student
- On the Testing Information tile, select Reading as the Focus Subject
- On the Testing Information tile, select Math as the Focus Subject
- Under Growth Access Time, select Future Projected as the Projection Assessment level to examine an assessment level in upcoming assessment
- Use the filter panel to the left to select all options under Tests and Subjects except Student Projections
- In the Student Projections tile, click View All Subjects
- Scroll down as needed
- Click refresh
- In the Testing Information tile, select Print Expected from the Growth Access Time menu
- Select the year using radio button before the graph
- Click refresh
- Turn off all Data Tiles except for Growth History

**DATA TILES** What do the data tiles tell me?

**Testing Information** This data appears at the top of the default view and provides information about the student's testing history. The tile also provides the following Growth Access Time options:

- None Selected—displays a student's testing history.
- Past Expected—adds a bell curve representing the student's expected scores on a center dotted line enabling you to compare that with the student's observed score. Expected scores were determined after the student tested using the student's testing history and the student's own cohort's statewide data.
- Future Projected—adds a bell curve representing the student's most likely score on a center dotted line enabling you to compare that with the color-coded backdrop of all possible performance levels. Their probabilities of meeting or exceeding each performance level or benchmark are listed along the right side of the graph.

**Student Projections** This is the second tile displayed on the default report. It provides a reliable indicator of the student's likelihood of reaching or exceeding future performance levels or benchmarks. It is based on the student's past performance on assessments across subjects.

**Growth History** This is the third tile displayed on the default report. Depending on your account permissions, it displays the division and school growth measures at the time the student was connected to them.

Digital copies can be found on the VVAAS login page and materials folder.



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**Questions?**

**SAS**

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# Help!

## Options for Additional Information

The screenshot shows the VVAAS user interface. At the top right, there are links for Search, Account, Admin, Contact Us, and Sign Out. Below this is a navigation bar with Reports, Print, e-Learning, and Help. The main content area is titled 'Sample Division' and includes a dropdown menu for 'Divisions and Schools' (currently set to 'Sample Division'), an 'Add a Comparison' button, and a 'Growth' section with a refresh icon. A description below reads: 'What are the trends in growth and achievement? This report enables you to select VVAAS data of interest, assess trends over time, and compare results. Use the filters on the left to explore student growth and achievement data based on SOL test results.' Red arrows highlight the 'Help' icon in the navigation bar and the 'e-Learning' link.

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## Support



## Lab Time

### Individualized Support



Analyze your own data



Ask questions



Assistance with navigation and interpretation



Flexible use of time



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Your Feedback Matters



<https://bit.ly/VCACC>

## You are the real superheroes.

Thank you for your continued commitment to improving teaching and learning for all.



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