



### Teacher access to lead4ward reports:

Aware users with teacher-level permissions are now able to generate all lead4ward reports. This enhancement is intended for PLC teacher leaders to generate and use lead4ward reports without having to request reports from those with campus principal rights.

**PLEASE NOTE:**

The majority of lead4ward reports are designed to be used by the campus leadership team and the PLC to guide professional learning, inform planning, design intervention, and monitor improvement. With the exception of *Quintiles*, these reports are not designed for individual classroom or teacher data. Teacher access is designed for PLC teacher leaders to generate campus performance data in Aware to inform instructional planning.

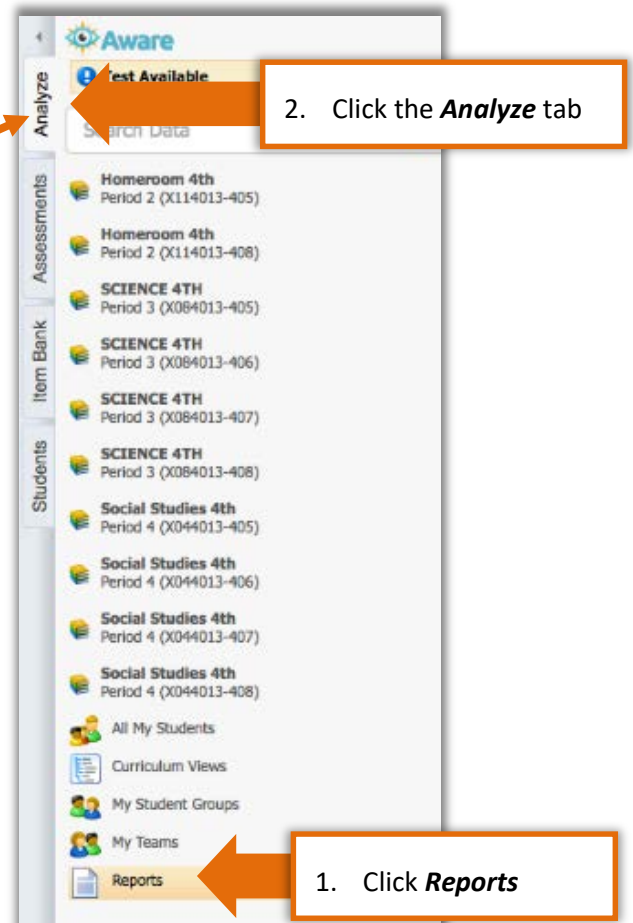
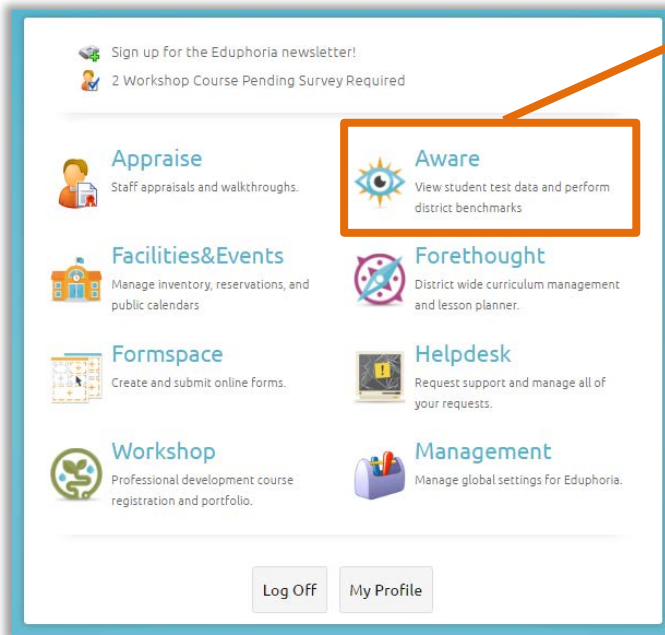
**Q: Why can't teachers run student- or classroom-level data for their assigned students only?**

A: Because the reports often use longitudinal data, the conditions under which teacher-level data are useful are significantly limited on many campuses. For example:

- The teacher has been at the same campus in the same grade/course for five years
- The class make-up (lower achieving vs. higher achieving) has been consistent over the years and is relatively similar among teachers
- The local assessment system was used consistently by all teachers

### Generating reports in Aware (teacher access):

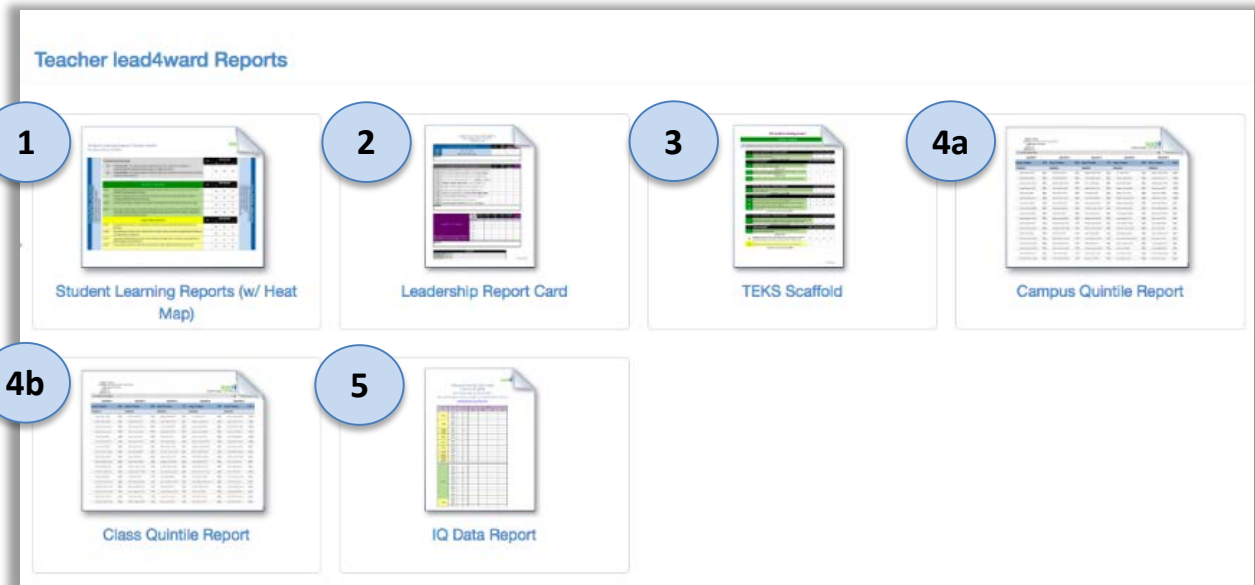
Log into Aware.





After clicking **Reports**, a report listing, as shown in the image below, will appear.

*Note: some users may have administrative and teacher rights in Aware. This would activate two displays of reports: (1) **lead4ward Reports** and (2) **Teacher lead4ward Reports***





### Summary of available tools/reports for teachers:

- 1 Student Learning Report (with Heat Map):** This tool generates an Excel file that includes three different lead4ward reports in the following order: (a) Leadership Report Card, (b) Student Learning Reports, and (c) Heat Map by Standard Type. This tool may be used by teachers in either STAAR or Non-tested grades/courses.
- 2 Leadership Report Card:** This tool also generates an Excel file that includes three different lead4ward reports in the following order: (a) Leadership Report Card, (b) Student Learning Reports, and (c) Heat Map by Standard Type. This tool may only be used by teachers in STAAR-tested grades/courses.
- 3 TEKS Scaffold:** *(for use with STAAR data only)* This tool allows the user to select one or more years of STAAR assessments in each Checkpoint to populate campus-level data on the lead4ward TEKS Scaffold document (Excel format).
- 4a Campus Quintile Report:** This tool allows a teacher to run a campus-level Quintile report that only generates the "Average % Correct" data for each of the five Quintiles on the report. No student names appear on the Campus Quintile Report.
- 4b Class Quintile Report:** This tool allows a teacher to run a Quintile Report on his/her own students. The report uses assessment data to distribute students into five equal groups, or quintiles, with an average % correct displayed for each quintile.
- 5 IQ Data Report:** This tool provides item-level data from STAAR at the campus level in the exact order as the items appear on the lead4ward IQ Released Test resources. Specifically, the report reveals the percentage of students that selected each possible answer choice on every item.

## Student Learning Reports (with Heat Map) ... and ... Leadership Report Card tools

Teacher versions of the *Student Learning Report (with Heat Map)* tool and the *Leadership Report Card* tool are essentially identical. The only difference is that teachers in **Non-tested grades/courses** must use the *Student Learning Report (with Heat Map)* tool.

### General information and recommendations for using Leadership Report Cards and Student Learning Reports:

Data Tool	Before School	Before Unit (planning)	After Unit/End of Grading Period
<p><b>Leadership Report Card</b></p> <p>This tool provides a snapshot analysis report used by leaders to analyze aggregated STAAR and local assessments at each grading period/cycle.</p> <p><b>Answers the BIG Question:</b> What are the areas of focus in the curriculum for teacher professional development and/or student intervention?</p> 	<p><b>Purpose:</b> Prioritize professional development based on evidence of success and priority in the curriculum</p> <p><b>Data:</b> Checkpoint 1: Longitudinal STAAR Checkpoint 2: Local Test (previous year) Checkpoint 3: STAAR 2016</p> <p><b>Analysis:</b> Highlight data <math>\geq</math> 65% Determine evidence of success Identify priority TEKS clusters</p> <p><b>Outcome:</b> Professional Development Plan</p>		<p><b>Purpose:</b> At the end of the grading period, determine content for additional instruction (loopback) or intervention</p> <p><b>Data:</b> Checkpoint 1: Longitudinal STAAR Checkpoint 2: Local Test (current year) Checkpoint 3: Wildcard*</p> <p><b>Analysis:</b> Highlight data <math>\geq</math> 65% Determine evidence of success Determine which content needs additional instruction</p> <p><b>Outcome:</b> Determine loopback plan</p>
<p><b>Student Learning Report</b></p> <p>This resource reflects the TEKS Cluster, Knowledge &amp; Skills Statement, and the associated Student Expectations - allows both students and teachers to analyze data and reflect upon instruction.</p> <p><b>Answers the BIG Question:</b> In what parts of the curriculum do students need support?</p> 		<p><b>Purpose:</b> Reflect on performance and determine which student expectations need additional focus or study</p> <p><b>Data:</b> Checkpoint 1: Longitudinal STAAR Checkpoint 2: leave blank Checkpoint 3: leave blank</p> <p><b>Analysis:</b> Review the standards Identify focus standards</p> <p><b>Outcome:</b> Additional study of standards Plan additional engaging experiences for focus SEs</p>	<p><b>Purpose:</b> Determine student expectations for additional instruction</p> <p><b>Data:</b> Checkpoint 1: Longitudinal STAAR Checkpoint 2: Local Test (current year) Checkpoint 3: Wildcard*</p> <p><b>Analysis:</b> Highlight data <math>\geq</math> 65% Determine evidence of success Identify SEs for additional emphasis</p> <p><b>Outcome:</b> Reteach/Loopback plan</p>

## Section 1 – STAAR-tested grades ... (Non-tested grades – Section 2)

Image of initial search page for Student Learning Report and Leadership Report Card tools

**1. Grade Level / Subject**

Choose a grade level/subject combination.

**2. School**

Enter the name of a school.

**3. Assessments**

Use the options below to configure the three checkpoints.

**Longitudinal STAAR**

Choose how many years of STAAR tests to include.

**Aggregated Local Tests**

Choose one or more local test types for the current school year

**Wildcard**

Leave this blank to pick specific tests on the next page.

First, make a selection in the “Grade Level/Subject” section.

Dropdown menu includes selections for all STAAR-tested grades/courses

When a STAAR-tested grade/course is selected, next go to the “Assessments” section.

**Checkpoint 1**

Longitudinal STAAR

Choose how many years of STAAR tests to include.

2 - Two Years Back

1 - Most Recent Administration

2 - Two Years Back

3 - Three Years Back

4 - Four Years Back

5 - Five Years Back

**Checkpoint 1** is intended to include as many years back of applicable STAAR data as possible. For example, for Grades 3-8 Math, you would select “Two Years Back” because the new Math standards have only been assessed in 2015 and 2016.

3. Assessments

Use the options below to configure the three checkpoints.

**Checkpoint 1**

**Longitudinal STAAR**

Choose how many years of STAAR tests to include.

2 - Two Years Back

**Checkpoint 2**

**Aggregated Local Tests**

Choose one or more local test types for the current school year

Choose test types

**Checkpoint 3**

**Wildcard**

Leave this blank to pick specific tests on the next page.

Choose test types

**Aggregated Local Tests**

Choose one or more local test types for the current school year

- District Assessments for Learning x |
- District Assessments for Learning
- Old Tests
- Common Assessments**

**Item Bank**

- Test Available
- Search Data
- Homeroom 4th Period 2 (X114013-405)
- Homeroom 4th Period 2 (X114013-408)
- District Assessments for Learning**
- Common Assessments
- STAAR Test
- TLPAS/RPTE Test

**Checkpoint 3 is labeled "Wildcard" and does not have a drop-down menu for this phase of selection.**

**Checkpoint 2** is intended for aggregating local assessments in the current school year (2016-2017). The drop-down menu will include the applicable local Test Types in Aware for the selected grade/subject. One or more Test Type may be included in the report.

3. Assessments

Use the options below to configure the three checkpoints.

**Longitudinal STAAR**

Choose how many years of STAAR tests to include.

2 - Two Years Back

**Aggregated Local Tests**

Choose one or more local test types for the current school year

District Assessments for Learning x

Common Assessments x

**Wildcard**

Leave this blank to pick specific tests on the next page.

Choose test types

**Next >**

After making selections for Checkpoint 1 and 2, click "Next". All available tests in Aware for the selected assessments should then populate on the screen. *It is important to note that assessments must have data coded to the Student Expectation (SE) level to be eligible for the report.*

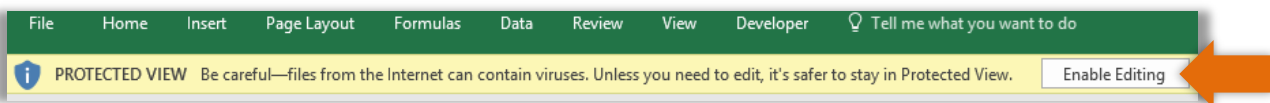
Now the user is able to edit or modify ... and then approve the report (see below).

Click the “x” to remove an unwanted test

Click the “+” to add a test

When all attributes have been finalized, click “Print Report” to generate the Student Learning Report in Excel format.

When opening the Excel file, it may be necessary to click the “Enable Editing” button to view all data on the report.



Remember that both the *Student Learning Report (with Heat Map)* tool and the *Leadership Report Card* tool generate the same types of reports.

Users select assessment data that generates into an Excel file containing three different types of lead4ward reports. The reports include:

- **Leadership Report Card** (aggregate data for Process Standards and TEKS Clusters)
- **Student Learning Reports** (unique to each content area), include individual tabs for:
  - Process Standards (*Tools to Know for Reading*)
  - Spiral Standards (Reading and Social Studies only)
  - Content Standards (TEKS Clusters)
- **Heat Map by Standard Type**

There will be multiple worksheets (tabs) when the report is opened in Excel (see below).

- The first tab will contain the **Leadership Report Card** for the selected content area and grade level.
- **Student Learning Reports** comprise most of the remaining tabs on the Excel file.
- The **Heat Map by Standard Type** report (with color coding) will comprise the final tab (*not shown below*).

TEKS Cluster* (Composite Genre) Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Literary Text</b>					
8.6	>> Fiction	74			
8.4	Poetry	67			
8.5	Drama	71			
8.7	Literary Nonfiction	66			
<b>Informational Text</b>					
8.1	>> Expository	67			
8.11	Persuasive	73			
Comments:					

Leadership Report Card | Tools to Know | Spiral Standards p.1 | Spiral Standards p.2 | 8.6 Fiction | 8.10 Expository | 8.4 Poetry | 8.5 Drama

Leadership Report Card

Student Learning Reports

The table below includes a listing of available reports by Content Area and type:

### Reports included on the Excel file

Content Area	Leadership Report Card	Student Learning Reports	Heat Map
<b>Reading</b>	Grades K – English III	Grades K – English III	Grades 2 – English III
<b>Writing</b>	Grades 4, 7, Eng. I, Eng. II	Grades 3 – English III	none
<b>Math</b>	Grades K – Algebra I	Grades K – Algebra I	Grades K – Algebra I
<b>Science</b>	Grades K-8, Bio, Chem, Phys	Grades K-8, Bio, Chem, Phys	Grades 2-8, Bio, Chem, Phys
<b>Social Studies</b>	Grades 2-8, WG, WH, USH	Grades 2-8, WG, WH, USH	Grade 8, US History

## Section 2 – Non STAAR-tested grades

The following images would apply if a **Non-tested grade/subject** is selected:

The screenshot shows the '1. Grade Level / Subject' section of a web form. A dropdown menu is open, listing various grade and subject combinations. The option 'Non-Tested Core Courses' is highlighted in blue. An orange arrow points from this option to a text box below the form.

In the drop-down menu, scroll down and select “Non-Tested Core Courses”

Once “Non-tested Core Courses” is selected, the options for Checkpoints 1-3 change as indicated below. *Longitudinal STAAR, Aggregated Local Tests, and Wildcard* is replaced with an open search feature.

The screenshot shows the '3. Assessments' section of the web form. It contains three boxes labeled 'Checkpoint 1', 'Checkpoint 2', and 'Checkpoint 3'. Each box has a plus sign icon and the text 'No tests selected.' below it.



**Using the open search to create reports:**

**Step 1(a): Select Assessments for each Checkpoint**

- Choose the assessments that you want include in Checkpoints 1, 2, and/or 3 by using the gray plus icon.  
*NOTE: Only assessments that have **Student Expectation (SE)**-level data will generate on a Student Learning Report.*

1. Assessments

Use the Add Test buttons below to add tests to the three checkpoints.

Checkpoint 1: No tests selected. Filter By: None

Checkpoint 2: No tests selected. Filter By: None

Checkpoint 3: No tests selected. Filter By: None

Select a test modal: Use subjects, grade levels, year levels, test types, and titles to search for tests. Enter test search terms here. Choose test

You can search for the tests - one at a time - by typing a title of the test. However, the best way to get groups of tests to show up together is to search by categories, or keywords, such as test type, subject, and grade level. **It is possible to enter more than one assessment in each Checkpoint.** If multiple assessments are selected for a given Checkpoint, the data will be AGGREGATED for that Checkpoint.

Below are instructions for selecting multiple assessments in one Checkpoint.

Select a test

Use subjects, grade levels, years, test types, and titles to search for tests.

math local Enter test search terms here

1

- Math, Grade 4 District CBA - Unit 2  
Details: District Assessments for Learning, Mathematics, Fourth, 2016
- Math, Grade 4 District CBA - Unit 3  
Details: District Assessments for Learning, Mathematics, Fourth, 2016
- Math, Grade 4 District CBA - Unit 4  
Details: District Assessments for Learning, Mathematics, Fourth, 2016
- Fraction Tab - Add, Sub, Multiply  
Details: Common Assessments, Mathematics, Fifth, 2016

4 tests.

2

Close Choose test

1. Click to the assessment you want included in the Checkpoint.  
*You may have to scroll down to see all available assessments.*

2. Click “Choose test” to apply the selected assessment to the Checkpoint.

3. Assessments

Use the Add Test buttons below to add tests to the three checkpoints.

<b>Checkpoint 1</b> <span style="float: right;">+</span> ✖ Math, Grade 4 District CBA - Unit 2	<b>Checkpoint 2</b> <span style="float: right;">+</span> No tests selected.	<b>Checkpoint 3</b> <span style="float: right;">+</span> No tests selected.
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After each test is selected, repeat the process to include additional tests within the same Checkpoint.

Select a test

Use subjects, grade levels, years, test types, and titles to search for tests.

math local Enter test search terms here

- Math, Grade 4 District CBA - Unit 2  
Details: District Assessments for Learning, Mathematics, Fourth, 2016
- Math, Grade 4 District CBA - Unit 3  
Details: District Assessments for Learning, Mathematics, Fourth, 2016
- Math, Grade 4 District CBA - Unit 4**  
Details: District Assessments for Learning, Mathematics, Fourth, 2016
- Fraction Tab - Add, Sub, Multiply  
Details: Common Assessments, Mathematics, Fifth, 2016

4 tests.

Close Choose test

When finished, click "Print Report".

3. Assessments

Use the Add Test buttons below to add tests to the three checkpoints.

<b>Checkpoint 1</b> <span style="float: right;">+</span> ✖ Math, Grade 4 District CBA - Unit 2 ✖ Math, Grade 4 District CBA - Unit 3 ✖ Math, Grade 4 District CBA - Unit 4	<b>Checkpoint 2</b> <span style="float: right;">+</span> No tests selected.	<b>Checkpoint 3</b> <span style="float: right;">+</span> No tests selected.
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Print Report


**Note:**

- Refer to the information in Section 1 for types of reports generated
- Some of the Non-tested grades/courses will not have *Heat Map by Standard Type* reports


**TEKS Scaffold** (for use with STAAR data only)

The **TEKS Scaffold** tool allows the user to select one or more years of STAAR assessments in each Checkpoint to populate **campus-level data** on the lead4ward TEKS Scaffold document (Excel format).


**General information and recommendations for using the TEKS Scaffold report:**

Data Tool	Before Unit (planning)
<p><b>TEKS Scaffold</b></p> <p>This resource reflects how a Student Expectation builds in content and rigor from grade level to grade level and is used for identifying gaps and last evidence of success in student learning.</p> <p><b>Answers the BIG Question:</b> How have students performed on concepts standards taught in previous grades/courses?</p> 	<p><b>Purpose:</b> Determine where to begin instruction/gaps for SEs that required additional study</p> <p><b>Data:</b> Checkpoint 1: Longitudinal STAAR</p> <p><b>Analysis:</b> Determine evidence of success on prerequisite skills Determine which students need additional support</p> <p><b>Outcome:</b> Plan for addressing gap (tier 1 instruction) Plan for addressing gap (tier 1 intervention)</p>


Teacher lead4ward Reports




Student Learning Reports (w/ Heat Map)



Leadership Report Card



TEKS Scaffold



Campus Quintile Report

After selecting **TEKS Scaffold** from the report listing, the following search page will appear:

**1. Test Years**

Choose testing years for each checkpoint below

**Checkpoint #1**

**Checkpoint #2**

**Checkpoint #3**

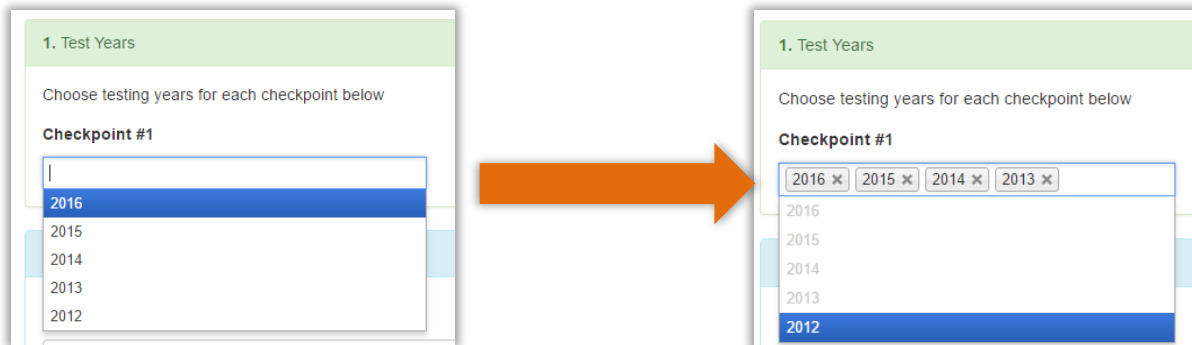
**2. Grade Level / Subject**

Choose a tested grade level/subject combination.

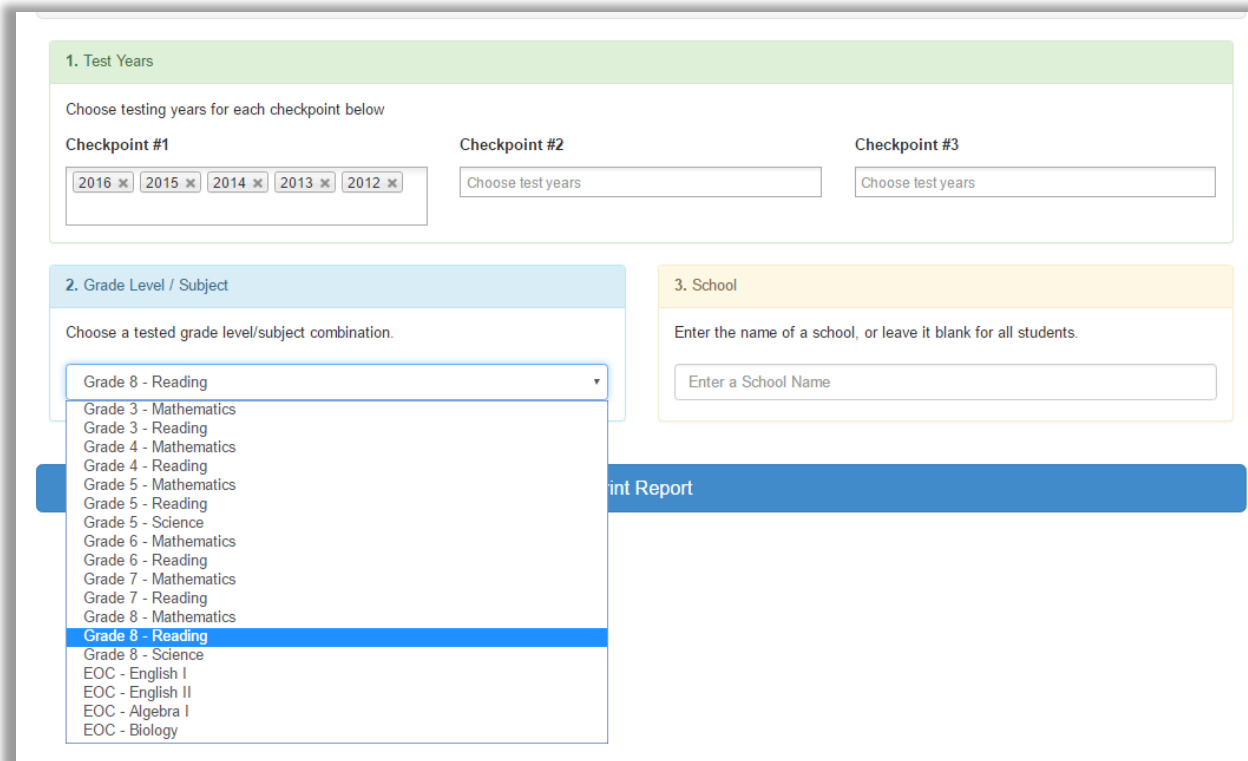
**3. School**

Enter the name of a school, or leave it blank for all students.

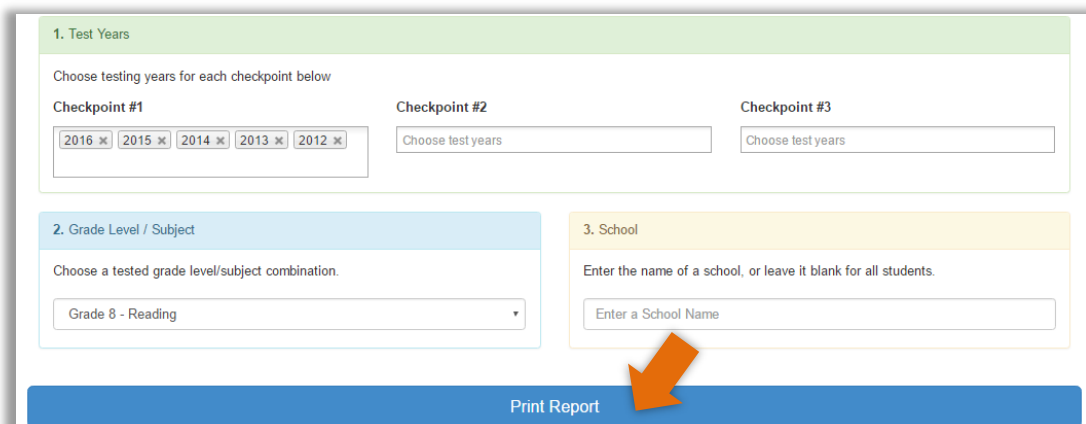
Click the Checkpoint and choose a year from the drop-down menu. Each Checkpoint can have one year of STAAR data or multiple years aggregated together (as though they were one big test).



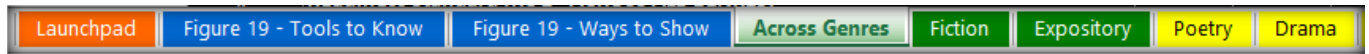
Next, choose the Grade Level/Subject from the drop-down menu.



When finished, click “Print Report” to generate the lead4ward TEKS Scaffold in Excel format.



The Excel file will have multiple worksheets, or tabs, at the bottom. See image below for an example for a Reading TEKS Scaffold. The “Launchpad” tab includes descriptors and direct links to all other tabs on the report.



Below is a sample selection from a Grade 8 Reading TEKS Scaffold.

**TEKS Scaffold: Reading Grade 8**

**EXPOSITORY**

**8.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository texts and provide evidence from text to support their understanding.**

#	Readiness Standard (RC 3 - CODED TO EXPOSITORY)	Checkpoint 1	Checkpoint 2	Checkpoint 3	
8.10(A)	summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	54			
<b>Scaffold (Prerequisite Skills)</b>					
#	Student Expectation	Type	Checkpoint 1	Checkpoint 2	Checkpoint 3
>> 7.10(A)	evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning	R	59		
<b>Change in rigor</b>					
>> 6.10(A)	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions	R	55		
5.11(A)	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	R	57		
<i>[unhide cells to review expanded scaffold]</i>					

**To view more than 3 grade levels below:**

1. select rows as shown on this example
2. right click
3. select “Unhide”

**Expanded TEKS Scaffold**

#	Readiness Standard (RC 3 - CODED TO EXPOSITORY)	Checkpoint 1	Checkpoint 2	Checkpoint 3	
8.10(A)	summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	54			
<b>Scaffold (Prerequisite Skills)</b>					
#	Student Expectation	Type	Checkpoint 1	Checkpoint 2	Checkpoint 3
>> 7.10(A)	evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning	R	59		
<b>Change in rigor</b>					
>> 6.10(A)	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions	R	55		
5.11(A)	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	R	57		
4.11(A)	summarize the main idea and supporting details in text in ways that maintain meaning	R	55		
<b>Change in rigor</b>					
3.13(A)	identify the details or facts that support the main idea	R	60		
2.14(A)	identify the main idea in a text and distinguish it from the topic	R			
1.14(A)	restate the main idea, heard or read	R			
K.10(A)	identify the topic and details in expository text heard or read, referring to the words and/or illustrations	R			

TEKS Scaffolds are great tools for vertically aligning student expectations (SEs) and investigating concept development across grade levels. TEKS Scaffolds are organized by Process and Readiness Standards as individual tabs on the report.

Where applicable, ">>" symbols are used to help teachers identify suggested standards for pre-assessment to determine where to begin instruction (if needed).

>>	7.10(A)	evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning
		<b>Change in rigor</b>
>>	6.10(A)	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions

TEKS Scaffolds also include "**Change in rigor**" notations, where applicable, within vertically aligned standards.


#### Important Notes:

- TEKS Scaffold reports include the vertical alignment of SEs from the chosen grade level of the report all the way to Kindergarten. ***Vertically-aligned standards that are not included in state-assessed curricula will have no data.***
- Grades 3-8 Math will populate using a template that includes only the student expectations (adopted in 2012) that were implemented and assessed beginning in the 2014-2015 school year. ***For TEKS Scaffold Reports using grades 3-8 Math, do not include STAAR years prior to 2015.***
- Algebra 1 will populate using a template that includes the Algebra 1 student expectations (adopted in 2012) that will be implemented and assessed beginning in the 2015-2016 school year, as well as the vertically-aligned SEs from the lower grade levels. ***For TEKS Scaffold Reports using Algebra 1, do not include STAAR years prior to 2015.***

## Quintile Analysis Reports


The **Quintile Analysis Report** tool allows the user to select one or more years of STAAR assessments in each Checkpoint to populate **campus-level data** on the lead4ward TEKS Scaffold document (PDF format).

### General information and recommendations for using the Quintile Analysis report:


Data Tool	Before School	After Unit/End of Grading Period
<p><b>Quintiles</b></p> <p>This tool uses assessment data and distributes students into five equal groups, or quintiles, with an average % correct displayed for each quintile.</p> <p><b>Answers the BIG Question:</b> Which students are in need of intervention?</p> 	<p><b>Purpose:</b> Determine baseline for gauging improvement</p> <p><b>Data:</b> Quintile longitudinal STAAR</p> <p><b>Analysis:</b> Review mean score (average) for each quintile</p> <p><b>Outcome:</b> Baseline for Leadership Report Card</p>	<p><b>Purpose:</b> At the end of the grading period, determine students need intervention</p> <p><b>Data:</b> Quintile longitudinal STAAR Quintile local assessments for the grading period</p> <p><b>Analysis:</b> Compare grading period to baseline Determine which groups are improving</p> <p><b>Outcome:</b> Intervention plans</p>

There are two quintile reports available for teachers: **Campus Quintile Report** and **Class Quintile Report**.


**Teacher lead4ward Reports**




Student Learning Reports (w/ Heat Map)




Leadership Report Card




TEKS Scaffold



Campus Quintile Report



Class Quintile Report



IQ Data Report

**Class Quintile Report:** This tool allows a teacher to run a Quintile Report for his/her own students. The report uses assessment data to distribute students into five equal groups, or quintiles, with an average % correct displayed for each quintile.

**Campus Quintile Report:** This tool allows a teacher to run a campus-level Quintile report that only generates the “Average % Correct” data for each of the five Quintiles on the report. No student names appear on the Campus Quintile Report.

## Campus Quintile Report:

After selecting **Campus Quintile Report** from the report listing, the following search page will appear:

**lead4ward** Quintile Analysis Report

Quintiles use student data from any assessment and divide the data into 5 equal parts. This tool analyzes student performance gaps and the distribution of scores. Decisions can be made from observations of these groups. Use the options below to pick a test. Data can be filtered by campus, time period, and student demographics.

**1. Tests**

Pick one or more tests to use for the quintile report.

Selected Tests +

No tests selected.

**2. School**

Enter the name of a school, or leave it blank for all students.

Delgado Elementary

Print Report

Click the gray plus button to select one or more tests to include in the report.

**1. Tests**

Pick one or more tests to use for the quintile report.

Selected Tests +

- ✘ Math, Grade 4 District CBA - Unit 1
- ✘ Math, Grade 4 District CBA - Unit 2
- ✘ Math, Grade 4 District CBA - Unit 3
- ✘ Math, Grade 4 District CBA - Unit 4

**2. School**

Enter the name of a school, or leave it blank for all students.

Delgado Elementary

Print Report

When finished, click “Print Report”.



The **Campus Quintile Report** will generate a PDF file that only displays the “Avg % Correct” data for each quintile.

Subject: Math				
Test Type: District Assessments for Learning				
Time: Where They Are Now				
School: Delgado Elementary				
Students: 74				
<a href="#">← Lowest Performing</a>		<a href="#">Highest Performing →</a>		
Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Avg % Correct 56%	Avg % Correct 64%	Avg % Correct 72%	Avg % Correct 83%	Avg % Correct 92%
Students	Students	Students	Students	Students
<small>Minus, Did Not Meet Progress            Check, Met Progress            Plus, Exceeds Progress            **, Using ELL Progress</small>				

### Where does the data come from?

Using the sample test selections above, all Grade 4 students at *Delgado Elementary* taking the selected CBA tests were organized into five quintiles based on an average of their scores for all tests taken. Since teachers only have access to student data for their assigned classes, all student names are hidden. **Average % Correct** data is displayed so that all Grade 4 teachers could evaluate campus progress on local assessments by quintile.

### Class Quintile Report:

After selecting **Class Quintile Report** from the report listing, the following search page will appear:

**lead4ward Teacher Quintile Analysis Report**

Quintiles use student data from any assessment and divide the data into 5 equal parts. This tool analyzes student performance gaps and the distribution of scores. Decisions can be made from observations of these groups. Use the options below to pick a test. Data can be filtered to a specific class.

**1. Tests**

Pick one or more tests to use for the quintile report.

**Selected Tests**

No tests selected.

**2. Filter**

Only show students who are in the following class...

All Students, -

[Print Report](#)

Click the gray plus button to select one or more tests to include in the report

Use the “Filter” drop-down to select individual classes or “All Students”

When finished, click "Print Report".

Subject: Reading		Test Type: STAAR Test		Time: Where They Were		School: Confidence		Elementary Students: 80											
Quintile 1					Quintile 2		Quintile 3		Quintile 4		Quintile 5								
Avg. % Correct		32%		Avg. % Correct		46%		Avg. % Correct		60%		Avg. % Correct		71%		Avg. % Correct		84%	
Students		Students		Students		Students		Students		Students		Students		Students		Students		Students	
- Benjamin	41%	✓ Nathan	52%	✓ Clarissa	64%	- Moses	77%	✓ Faith	91%										
+ Ryan	39%	✓ Diamond	52%	✓ Ava	64%	✓ Reynaldo	77%	Austin	91%										
✓ Jason	39%	- Xavier	52%	- Desiree	64%	✓ Lukas	77%	✓ Joshua	91%										
- Xavier	39%	✓ Colton	52%	- Emilio	64%	- Evan	77%	+ Laila	89%										
- Truman	39%	Cane	50%	+ Nicole	64%	- Madison	77%	+ Emily	89%										
- David	36%	**Layla	50%	- Natalia	64%	✓ Lillie	75%	✓ Caleb	89%										
Tyler	36%	✓ Benito	50%	✓ Hector	64%	✓ Margarita	75%	✓ Victor	86%										
✓ Melanie	36%	- Fabian	48%	✓ Chris	61%	+ Jacob	75%	✓ David	86%										
- Alton	36%	✓ Julian	48%	- Chessa	61%	✓ Natalie	75%	✓ Erika	86%										
✓ Belle	36%	- George	48%	- Elias	61%	- Joe	75%	✓ Jose	84%										
- Jacob	32%	- Jonathan	43%	- Jose	59%	- Edward	68%	+ Jocelyn	80%										
- Destiny	27%	- Abigail	43%	✓ James	57%	+ Brittney	66%	- Mya	80%										
- Stacy	25%	- Ian	43%	+ Michael	55%	✓ Louis	66%	+ Jerome	80%										
- **Gabriel	25%	+ Eida	43%	- Mira	55%	✓ Alex	66%	✓ Salvador	80%										
- Richard	20%	- Angel	43%	✓ Josse	55%	✓ Isabel	66%	+ Samantha	77%										
- Jonathan	18%	- Tyler	43%	- Arthur	55%	+ Estella	64%	- David	77%										

### Important Notes:

- STAAR or ELL Progress Measure indicators will only appear on quintile reports for applicable STAAR-tested grades/courses (see key in the bottom left corner of the report when generated).

- Plus = **Exceeded** STAAR Progress
- Check = **Met** STAAR Progress
- Minus = **Did Not Meet** STAAR Progress

- The Quintile Report is read bottom to top. The lowest score will be located in the bottom left corner, and the highest score will be located in the top right corner.
- If several students have an identical score, they will be arranged in order by last name. Because of equal distribution into five quintiles, it is possible for students with the same score to be located in different quintile groups.