STAAR: Analyzing Student Performance

Quintiles and Common Sense

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| **Quintile 1** | **Quintile 2** | **Quintile 3** | **Quintile 4** | **Quintile 5** |
| **AVG % Correct** |  | **AVG % Correct** |  | **AVG % Correct** |  | **AVG % Correct** |  | **AVG % Correct** |  |
| **Students** | **Score** | **Students** | **Score** | * Students
 | **Score** | **Students** | **Score** | **Students**  | **Score** |
| * Discuss the students learning needs (perception)
* Look for concept gaps
* Average <50% correct could mean longitudinal or systemic concept issues
* Complete SE analysis for this group of students
* Notice patterns in readiness and process standards
* Are those aligned to concepts in the current year instruction?
* Review the progress of and the success of interventions for these students from the previous school year
* Plan accelerated instruction
 | * Discuss the students learning needs (perception)
* Are students in quintile more like students in quintile 1 or 3?
* Plan accelerated instruction or targeted intervention

  | * Discuss the students learning needs (perception)
* Average <65% correct and the students are more like the students in lower quintiles could mean systemic content/concept issues.
* Consider instruction: opportunities for transfer of learning, rigor, or concept development
* Consider multi-grade level issues
* Most student performance around/above 65% - specific student, teacher, or concept issues.
* Plan accelerated instruction or targeted intervention
 | * Discuss the students learning needs (perception)
* Are students in quintile more like students in quintile 3 or 5?
* Plan targeted intervention

  | * Discuss the students learning needs (perception)
* Highest performing students
* Did all students in this quintile get over 80% of the items correct? 90%?
* If most students score below 80% significant instructional issues could exist– likely across grade levels
* Complete SE analysis for this group of students
* Notice patterns in readiness standards to identify overarching curriculum hot spots

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| Analyze the gap between the performance of the students in quintile 1 and quintile 5. * Is the gap small?
* The more similar the performance of the group
	+ Performance in both quintile 1 and quintile 5 is similar but low = systemic issues (likely longitudinal)
	+ Performance in both quintile 1 and quintile 5 is similar but high = celebration and specific student, teacher, or concept issues
* Is the gap wide?
* The more diverse the performance of the group
	+ May describe systemic content/concept issues
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| Analyze the distribution of scores by teacher* Teachers highlight students in their classes last year
* Original class composition establishes the baseline
* Similar composition of classes – analysis yields which teachers may need support
* Ability based distribution of classes – analysis should included previous performance – did students make progress?
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| Major concept and process gaps |