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 | |
| 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 | | | | | | | | | |
| 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? | | | | | | | | | |
| Major concept and process gaps | | | | | | | | | |