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Understanding Your Data

Know what you want and need from your data

Explore Template(s)

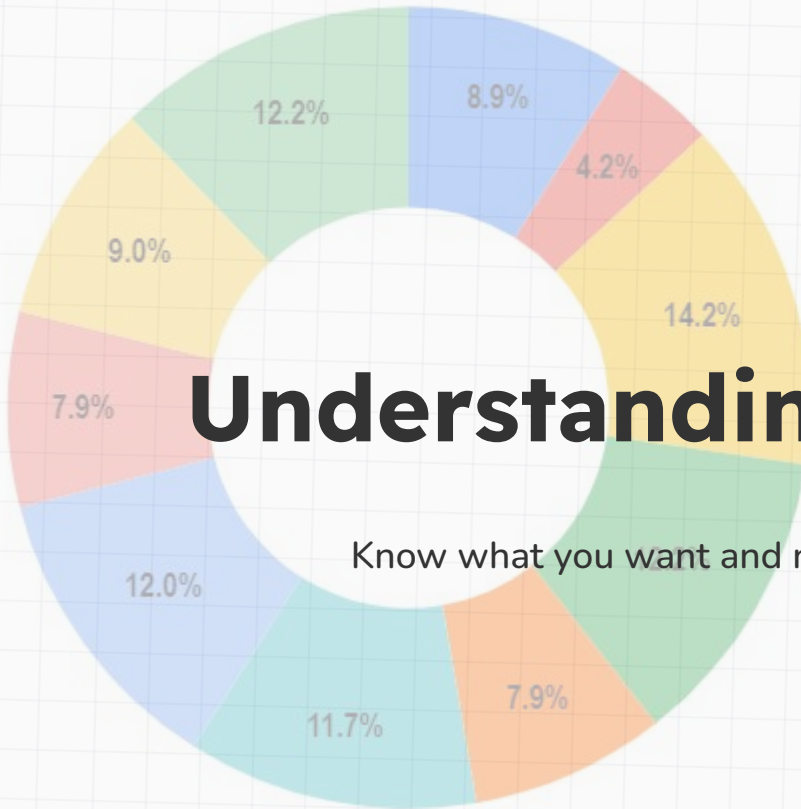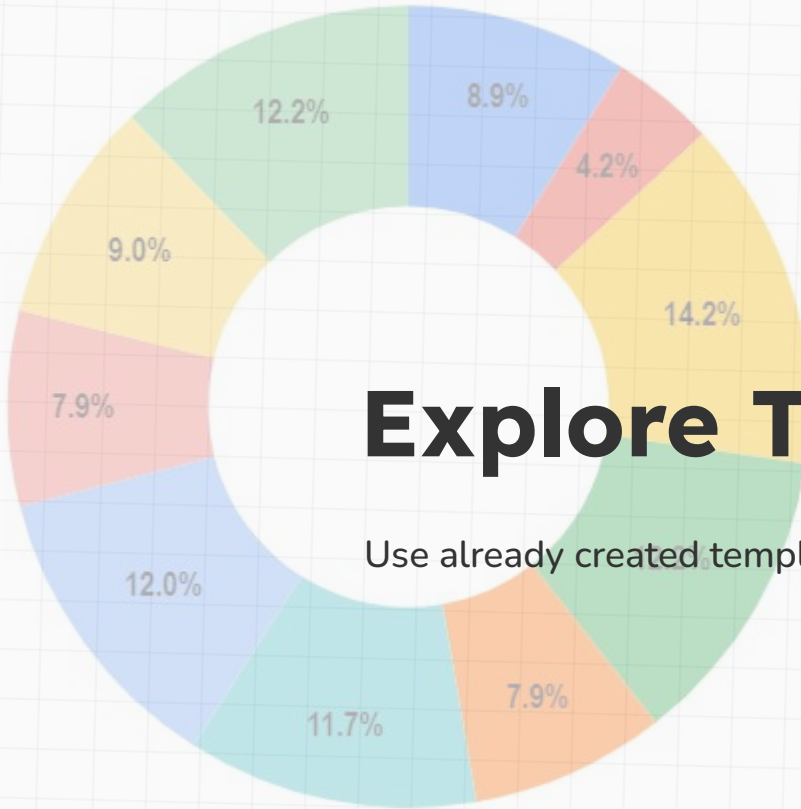Use already created templates to discover possibilities

2024-2025.SAMPLE.Summative 1 Assessment

	Total Students	All Learning Standards										Percent Score
		3.2(A) [R]	3.2(B) [S]	3.2(C) [S]	3.2(D) [R]	3.4(A) [R]	3.4(B) [S]	3.4(C) [S]	3.5(A) [R]	3.5(E) [R]	3.7(B) [R]	
MY SCHOOL	88	58%	27%	66%	62%	51%	68%	55%	51%	58%	30%	53%
TEACHER 1	42	60%	40%	67%	67%	57%	69%	60%	56%	68%	37%	59%
TEACHER 2	45	58%	13%	67%	59%	47%	69%	49%	47%	50%	25%	49%
TEACHER 3	45	58%	13%	67%	59%	47%	69%	49%	47%	50%	25%	49%

TABS: STANDARD BREAKDOWN
STANDARD BREAKDOWN BY STUDENT
INDIVIDUAL STUDENT RESPONSES
STUDENT BREAKDOWN
TEACHER DATA TABS
DATA DIG

2024-2025.SAMPLE.SUMMATIVE 1 DATA

Student Name	All Learning Standards										Percent Score
	3.2(A) [R]	3.2(B) [S]	3.2(C) [S]	3.2(D) [R]	3.4(A) [R]	3.4(B) [S]	3.4(C) [S]	3.5(A) [R]	3.5(E) [R]	3.7(B) [R]	
STUDENT	100%	100%	100%	100%	100%	100%	100%	100%	100%	33%	92%
STUDENT	50%	0%	0%	67%	25%	100%	100%	50%	100%	33%	50%
STUDENT	50%	100%	100%	0%	25%	100%	100%	100%	80%	33%	46%
STUDENT	0%	0%	0%	0%	25%	100%	100%	50%	20%	0%	13%
STUDENT	100%	0%	100%	33%	25%	100%	100%	0%	60%	67%	46%
STUDENT	50%	0%	100%	100%	100%	100%	100%	100%	100%	67%	79%
STUDENT	50%	0%	100%	67%	25%	100%	100%	100%	0%	0%	29%
STUDENT	0%	0%	100%	67%	50%	100%	100%	50%	60%	0%	50%
STUDENT	0%	0%	100%	0%	25%	50%	0%	50%	20%	0%	21%
STUDENT	50%	0%	100%	100%	100%	50%	0%	50%	20%	0%	50%
STUDENT	100%	0%	100%	100%	75%	100%	100%	50%	80%	0%	71%
Percent at Meets or Above	42%	27%	88%	64%	43%	65%	68%	38%	56%	64%	

Grade Level Proficiency is at 59%

Total & Percent of Students		
Below Proficiency	Meets	Masters
5	4	1
50%	40%	10%
	50%	

COMPONENTS: INDIVIDUAL STUDENT
CONDITIONAL FORMATTING FOR GRADE LEVEL PROFICIENCY
FORMULAS [PROFICIENCY]

2024-2025.SAMPLE.SUMMATIVE 1 DATA

	Low Approaches	Approaches	Meets	Masters
	4	11	14	27
	7%	20%	25%	48%

47%

All Responses

Student Name	Ethnicity	Percent Score	1 3.2(A) [R]	2 3.4(A) [R]	3 3.2(D) [R]	4 3.4(A) [R]	5 3.4(A) [R]	6 3.4(A) [R]	7 3.7(B) [R]	8 3.5(E) [R]	9 3.5(E) [R]	10 3.5(A) [R]	11 3.7(B) [R]	12 3.5(E) [R]	13 3.2(D) [R]	14 3.2(A) [R]	15 3.5(E) [R]	16 3.2(B) [S]	17 3.7(B) [S]	18 3.2(C) [S]	19 3.4(C) [S]	20 3.4(B) [S]	Percent Score
STUDENT	White	83%	C	1	B	B	1	A	0	C	2	A	A	D	2	B	2	A	0	D	A	2	83%
STUDENT	Hispanic	83%	C	0	B	B	1	A	0	C	2	A	A	D	2	B	2	B	1	D	A	2	83%
STUDENT	Hispanic	88%	B	1	B	B	1	B	0	C	2	A	B	D	2	B	2	D	1	D	A	2	88%
STUDENT	2MR	88%	C	1	B	C	1	A	0	C	2	A	B	D	2	B	2	D	0	D	A	2	88%
STUDENT	White	88%	A	1	B	B	1	C	1	C	2	C	B	D	2	B	2	D	1	D	A	2	88%
STUDENT	White	92%	C	1	B	B	1	A	1	C	2	A	B	D	2	B	2	A	1	D	C	2	92%
STUDENT	Hispanic	92%	C	1	B	B	0	A	1	C	2	A	B	D	2	D	2	D	0	D	A	2	92%
STUDENT	Hispanic	92%	C	1	B	B	1		0	C	2	A	B	D	2	D	1	D	A	2			92%
STUDENT	Hispanic	92%	C	1	B	B	1	A	0	C	2	A	B	D	2	B	2	D	0	D	A	2	92%
STUDENT	White	100%	C	1	B	B	1	A	1	C	2	A	B	D	2	B	2	D	1	D	A	2	100%
STUDENT	White	100%	C	1	B	B	1	A	1	C	2	A	B	D	2	B	2	D	1	D	A	2	100%
Percent Correct			36%	41%	85%	69%	86%	48%	30%	82%	64%	40%	50%	54%	77%	95%	58%	32%	28%	104%	66%	88%	
Lowest Questions/Skills																							

COMPONENTS: INDIVIDUAL STUDENT ANSWER/SCORE
CONDITIONAL FORMATTING FOR PROFICIENCY LEVEL
ATTENTION TO LOWEST SKILLS
FORMULAS [PROFICIENCY]

2024-2025.SAMPLE.SUMMATIVE 1 DATA

Did Not Meets

	0% - 29% Low DNM / 30% - 40% High DNM	Score	Points Needed
STUDENT	AA	13%	4
STUDENT	AA	17%	3
STUDENT	Hispanic	17%	3
STUDENT	Hispanic	17%	3
STUDENT	White	21%	2
STUDENT	Hispanic	21%	2
STUDENT	Hispanic	21%	2
STUDENT	AA	21%	2
STUDENT	White	21%	2
STUDENT	Hispanic	25%	1
STUDENT	AA	25%	1
STUDENT	Hispanic	33%	2
STUDENT	AA	33%	2
STUDENT	AA	33%	2
STUDENT	Hispanic	33%	2
STUDENT	Hispanic	33%	2
STUDENT	Hispanic	33%	2
STUDENT	Hispanic	33%	2
STUDENT	White	33%	2
STUDENT	AA	33%	2
STUDENT	White	33%	2
STUDENT	Hispanic	33%	2
STUDENT	AA	33%	2
STUDENT	White	33%	2
STUDENT	Hispanic	33%	2
STUDENT	Hispanic	38%	1
STUDENT	AA	38%	1
STUDENT	Hispanic	38%	1
STUDENT	Hispanic	38%	1
STUDENT	Hispanic	38%	1

Approaches

	41% - 48% Low App / 49% - 58% High App	Score	Points Needed
STUDENT	Hispanic	42%	1
STUDENT	2MR	42%	1
STUDENT	Hispanic	42%	1
STUDENT	Hispanic	42%	1
STUDENT	Hispanic	50%	1
STUDENT	AA	50%	1
STUDENT	Hispanic	50%	1
STUDENT	Hispanic	50%	1
STUDENT	White	50%	1
STUDENT	2MR	50%	1
STUDENT	Hispanic	50%	1
STUDENT	2MR	50%	1
STUDENT	AA	50%	1
STUDENT	White	50%	1
STUDENT	AA	50%	1

Meets

	59% - 77%	Score	Points Needed
STUDENT	AA	63%	2
STUDENT	White	63%	2
STUDENT	White	63%	2
STUDENT	Hispanic	63%	2
STUDENT	White	63%	2
STUDENT	Hispanic	63%	2
STUDENT	AI	63%	2
STUDENT	Hispanic	63%	2
STUDENT	Hispanic	67%	1
STUDENT	Hispanic	67%	1
STUDENT	Hispanic	67%	1
STUDENT	Hispanic	67%	1
STUDENT	Hispanic	67%	1
STUDENT	Hispanic	67%	1

Masters

	78% - 100%	Score
STUDENT	White	79%
STUDENT	AA	79%
STUDENT	White	79%
STUDENT	White	79%
STUDENT	Hispanic	79%
STUDENT	Hispanic	79%
STUDENT	2MR	79%
STUDENT	White	79%
STUDENT	AA	79%
STUDENT	Hispanic	79%
STUDENT	Hispanic	79%
STUDENT	AA	79%
STUDENT	White	79%
STUDENT	Hispanic	79%
STUDENT	White	79%
STUDENT	White	79%
STUDENT	White	83%
STUDENT	Hispanic	83%
STUDENT	Hispanic	88%
STUDENT	2MR	88%
STUDENT	White	88%
STUDENT	White	92%
STUDENT	Hispanic	92%
STUDENT	Hispanic	92%
STUDENT	White	100%
STUDENT	White	100%

COMPONENTS: INDIVIDUAL PROFICIENCY LEVEL
OF QUESTIONS AWAY FROM NEXT GROWTH LEVEL

2024-2025.SAMPLE.SUMMATIVE 1 DATA

Student Name	All Learning Standards										Percent Score
	3.2(A) [R]	3.2(B) [S]	3.2(C) [S]	3.2(D) [R]	3.4(A) [R]	3.4(B) [S]	3.4(C) [S]	3.5(A) [R]	3.5(E) [R]	3.7(B) [R]	
STUDENT	100%	100%	100%	67%	50%	0%	0%	100%	20%	67%	40%
STUDENT	50%	100%	100%	0%	25%	0%	0%	100%	80%	67%	46%
STUDENT	100%	100%	0%	100%	50%	0%	100%	50%	40%	67%	50%
STUDENT	50%	0%	0%	67%	25%	50%	0%	50%	100%	67%	50%
STUDENT	100%	0%	100%	67%	50%	100%	0%	50%	40%	67%	54%
STUDENT	50%	0%	0%	67%	75%	100%	100%	50%	60%	67%	58%
STUDENT	100%	0%	0%	67%	50%	50%	50%	50%	40%	67%	58%
STUDENT	50%	0%	100%	33%	75%	100%	100%	50%	60%	67%	58%
STUDENT	50%	100%	100%	67%	50%	100%	0%	100%	40%	67%	63%
STUDENT	50%	0%	100%	67%	100%	100%	0%	50%	80%	0%	67%
STUDENT	50%	100%	100%	100%	50%	100%	100%	100%	60%	33%	67%
STUDENT	100%	100%	100%	100%	75%	0%	0%	50%	100%	33%	67%
STUDENT	50%	100%	0%	100%	75%	100%	100%	50%	100%	33%	67%
STUDENT	50%	100%	100%	100%	75%	100%	100%	50%	100%	67%	75%
STUDENT	100%	100%	100%	100%	75%	100%	100%	50%	80%	67%	75%
STUDENT	100%	100%	100%	100%	75%	100%	100%	50%	100%	67%	75%
STUDENT	100%	100%	100%	100%	75%	100%	100%	100%	100%	0%	79%
STUDENT	100%	100%	100%	100%	75%	100%	100%	50%	80%	100%	79%
STUDENT	50%	100%	100%	67%	75%	100%	100%	100%	100%	67%	79%
STUDENT	50%	100%	100%	100%	75%	100%	100%	100%	100%	67%	88%
STUDENT	100%	100%	100%	100%	75%	100%	100%	100%	100%	33%	88%
STUDENT	50%	100%	100%	100%	75%	100%	100%	50%	100%	100%	88%
STUDENT	100%	100%	100%	100%	100%	100%	0%	100%	100%	100%	92%
STUDENT	100%	100%	100%	100%	75%	100%	100%	100%	100%	67%	92%
STUDENT	100%	100%	100%	100%	75%	100%	100%	100%	100%	67%	92%

COMPONENTS:

INDIVIDUAL STUDENT SKILLS SCORE
CONDITIONAL FORMATTING FOR PROFICIENCY LEVEL
ATTENTION TO LOWEST SKILLS
FORMULAS [PROFICIENCY]

Team Data Analysis – SUMMATIVE 1

Guiding Questions:	Responses:
What TEKS did students meet standard or above on? (Grade Level)	4.2C, 4.2F, 4.3G, 4.5B, 4.2H, 4.2B, and 4.4G
What TEKS did the students not meet standard on? (Grade Level)	4.5A, 4.2G, 4.2D, 4.5D, 4.10B, 4.2E, and 4.2A
What problems were most frequently missed? Why?	Problem number 6,7, and 21 are the 3 that the students missed the most. Number 6 was a perimeter question inwhich students had to read a broken ruler to determine perimeter of 2 squares, then find the difference between the perimeters. Number 7 students had to add together the amounts for the days of the week. Two of the days were listed together as one amount on **each** day. Most students that answered this question incorrectly missed one the the "each" days.Number 21 was our only profit question. This skill was taught on one day and will be taught again later in the year.
Did any teacher have significantly better results than others? If so, discuss specific instructional strategies used. Consider using this strategy during reteaching, small groups, or Huddle.	4.3G, 4.5B, and 4.5D
What instructional strategies were successful?	Flow charts for Input/output tables,
Is there a particular group of students who are not performing well? If so, what instructional strategies can be used to support learning?	2 or more races, current bilinguals, and sped
For students who did not meet standard, what essential TEKS will be retaught? **(Refer to Unit Plan Essential TEKS)**	All essential skills that were low are scheduled to be taught again, but supporting TEKS will not all be repeated. 4.2A, 4.2E, and 4.2D will need to be retaught. Other low skills that should be retaught to ensure that students are able to graps them when they are covered again are: 4.5D, 4.5A, and 4.2G.

COMPONENTS:

BREAKDOWN OF DATA

GROWTH PROGRESS TRACKER

Date			10/21/2024	10/28/2024	11/1/2024	11/8/2024	11/13/2024	11/18/2024	11/22/2024
Lesson			UNIT 1		Intervention Check-In	UNIT 2		Intervention Check-In	Summative #1
Assessment Type			CFA 1	CFA 2	Small Group	CFA 1	CFA 2	Small Group	CSA

Donut charts:
- CFA 1: 40.9% / 59.1%
- CFA 2: 36.4% / 63.6%
- Small Group: 50.0% / 50.0%
- CFA 1: 31.8% / 68.2%
- CFA 2: 50.0% / 50.0%
- Small Group: 40.9% / 59.1%
- CSA: 31.8% / 68.2%

Mastery	Mastery Count	Average 22		Students 22	59%	41%	64%	36%	50%	50%	32%	68%	50%	50%	41%	59%	32%	68%
☑	7	4.0		STUDENT A	4	☑	4	☑	4	☑	4	☑	4	☑	4	☑	4	☑
☐	2	2.4		STUDENT B	3	☑	4	☑	2	☐	2	☐	2	☐	2	☐	2	☐
☐	2	2.0		STUDENT C	3	☑	1	☑	1	☐	2	☐	3	☑	3	☐	2	☐
☐	5	2.7		STUDENT D	1	☐	1	☑	3	☑	3	☑	3	☑	4	☑	4	☐
☐	1	1.9		STUDENT E	4	☑	1	☑	2	☐	1	☐	2	☑	1	☐	2	☐
☐	2	2.4		STUDENT F	3	☑	4	☑	2	☐	2	☐	2	☑	2	☐	2	☐
☑	7	3.1		STUDENT G	3	☑	4	☑	3	☑	3	☑	3	☑	3	☑	3	☑
☐	1	2.1		STUDENT H	3	☑	2	☐	2	☐	2	☐	2	☑	2	☐	2	☐
☐	1	2.0		STUDENT I	2	☐	2	☐	2	☐	2	☐	1	☐	1	☐	2	☐
☐	2	2.4		STUDENT J	2	☑	4	☑	2	☐	1	☐	2	☑	2	☐	4	☑
☐	3	2.3		STUDENT K	3		4		2		1		2		2		2	

FORMULA CHEAT SHEETS

AND TIPS/TRICKS

3
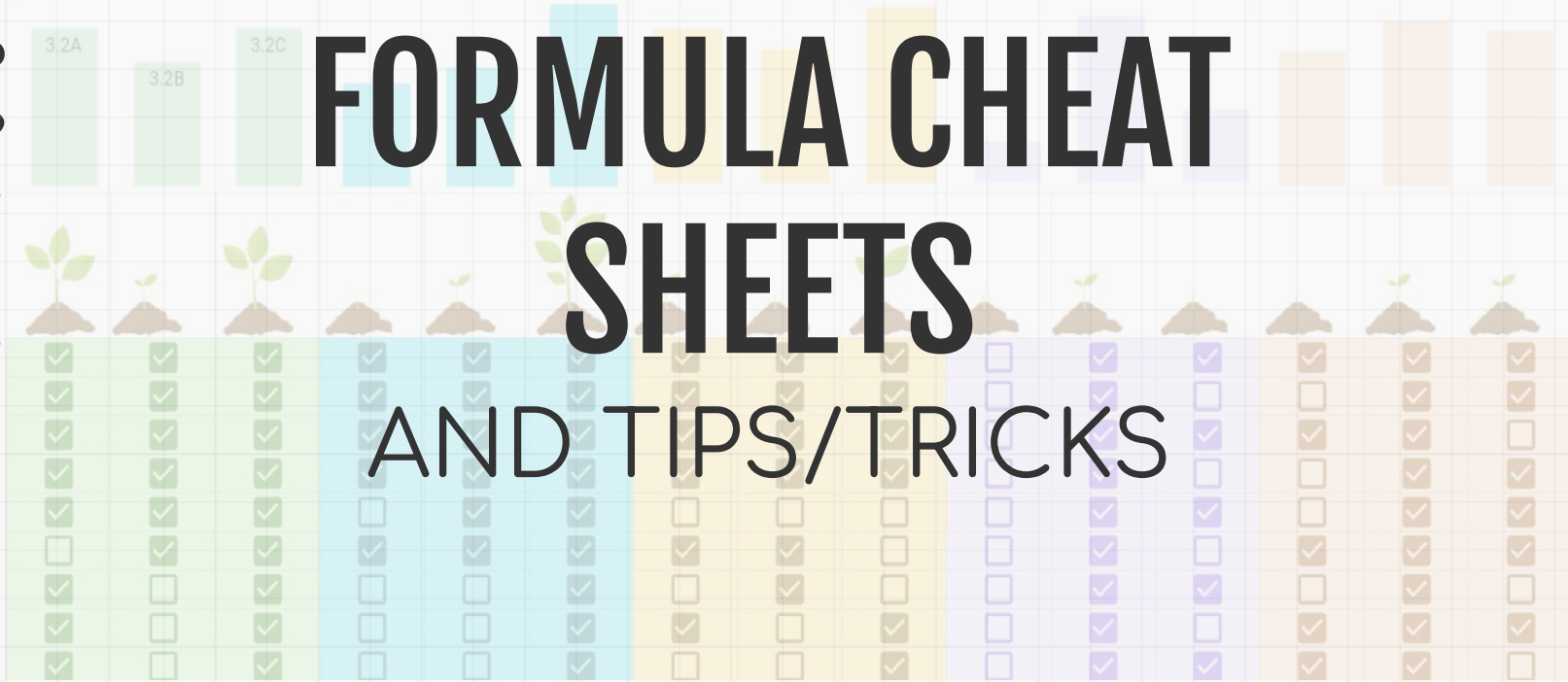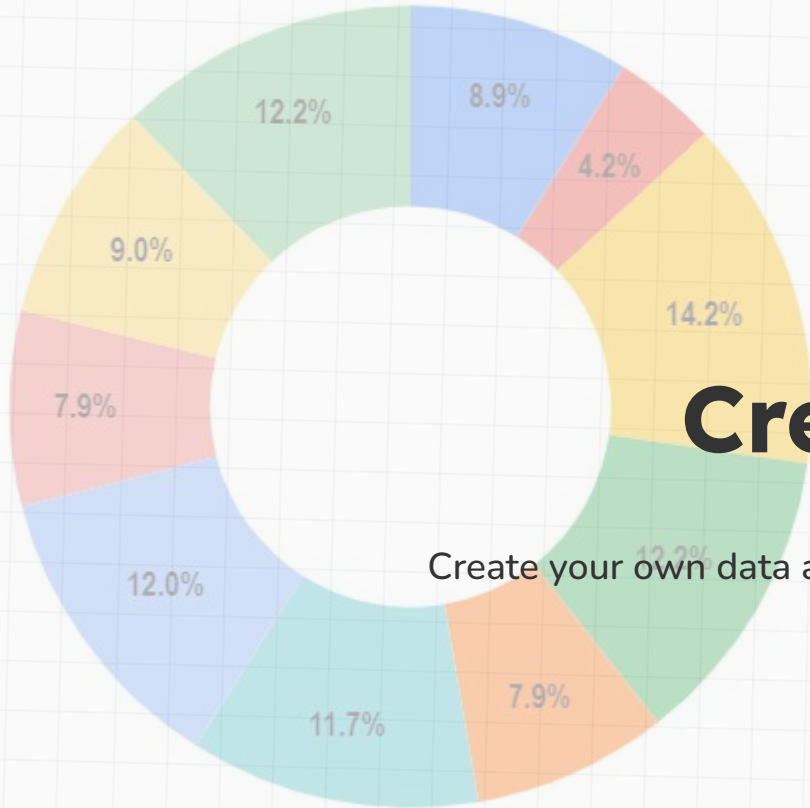
Create

Create your own data and growth documents

THANK YOU

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