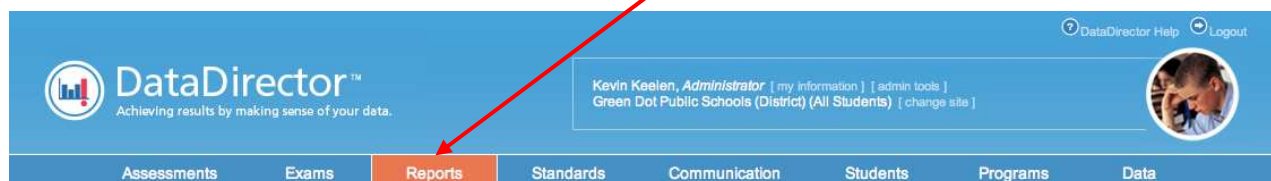


Reporting


DataDirector offers various types of reporting, including pre-built and custom reports. These reports offer a snapshot of an entire school, a particular classroom, or even the individual student.

To access **pre-built reports**, click on the “Reports” tab at the top of the page.



From there, simply scroll down. As seen below, these pre-built reports offer higher-level data best for administrators.

If you require assistance with these reports, please contact knowledge management via the contact information listed on page 22.

Pre-Built Reports 

Why do the numbers in my DataDirector reports not match the numbers provided by the state?

| Title | Summary |
|---|---|
| Multi Year Comparison Report | A longitudinal comparison of performance level data from multiple years. This report replaces the Multi Year CST Performance Summary and Band Percentages Report |
| CST Percent Proficient Trend Analysis <i>BETA</i> | Reports number and percentage of students proficient versus not proficient on a CST. |
| Exam Reports | District, school, classroom, and student level item analysis and standard-based reports. |
| Multiple Assessment Listing | Reporting tool enabling multiple assessment and demographic data to be viewed side by side. |
| CST Cluster Scores | Comparative analysis of CST clusters. |
| CAHSEE Report | CAHSEE summary report with the ability to display results by grade, program, gender, ethnicity, or language fluency. |
| CST Percent Proficient Report | A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress. |
| AMAO Report | Set of reports that show AMAO 1 and AMAO 2 summary data and individual student CELDT results. |
| Band Percentages Report | Multiple year comparison by percentage of students in each performance band. |
| Pivot Table Report | Compare matched proficiency level results from any two CST, CELDT or locally administered tests (using a Test Series) by direct comparison (linear view) or by degrees of change (differential view). |
| API Estimation | Reporting feature that estimates API at the district, school, or classroom level. |
| R30-LC | Tabulates the number of English Learner (EL) and Fluent-English Proficient (FEP) students by primary language. |
| CST Scaled Scores | Color-coded graph report of CST scaled scores, including performance level cut points and average scaled score. |
| Student Profile Report | In-depth, academic and demographic profile of an individual student. It includes a robust, graphic PDF of state and local data, schedule information, transcript records and more. |

More important for teachers are the reports on each exam page. For this user guide, we'll use the example of ALS Benchmark 2 at a Green Dot school from 2007-2008.

B2 Algebra 1
 Exam Given: Jan 12th, 2009
 Showing results for AY: 2008-2009 Term(s): S1 S2 Update

Reports

- District Exam Report
- School Exam Report
- Classroom Exam Report
- Classroom Exam Report (Response Matrix)
- Classroom Performance Summary Report
- Classroom Standards Performance Report **BETA**
- Student Exam Report (Complete)*
- Student Exam Report (Abbreviated)*
- Student Exam Responses*
- Parent Letter*
- Spanish Parent Letter*
- Exam Student Feedback*

*These reports are not intended for exams with large result sets.

Total Number of Students Tested : 132

| | Max | Min | Median | Mean |
|---------|-------|------|--------|-------|
| Scores: | 24.00 | 2.00 | 11.00 | 11.28 |

Exam Summary

| Status | Edit | Description |
|--------|------|--|
| ✓ | | ID: 190 Title: B2 Algebra 1 Description: |
| ✓ | | Exam Date: Jan 12th, 2009 Subject Area: Mathematics Grade Levels: 9, 10, 11, 12 Scope: ALS Benchmark |
| ✓ | | Defined performance bands: Less than 20% Correct: 0 - 20% 20-40% Correct: 20.01 - 40% 40-60% Correct: 40.01 - 60% |

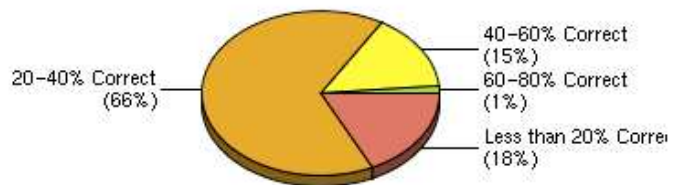
As seen above, this screen offers a look into district-, school-, classroom-, and individual-level performance on the selected exam. To access these, simply click the report you'd like (e.g., "District Exam Report"); if you'd prefer the data as a PDF, click the PDF next to the report.

For the purpose of brevity, we do not review every type of report in this user guide. However, we do review the most important reports and features, beginning on the next page.

The most popular and useful reports are the **school report** and the **classroom report**. These reports offer a snapshot of your students by period, by standard, and by performance, as seen in the sample graphic below.

| Standard/Cluster | Period 1 26 Students | Period 2 27 Students | Period 4 28 Students | Period 5 30 Students | Period 6 29 Students | Average |
|-------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------|
| All.2.0 (8,9,10,11,12) | 24.36% | 40.74% | 29.76% | 52.22% | 39.08% | 37.62% |
| All.5.0 (8,9,10,11,12) | 32.05% | 41.98% | 34.52% | 42.22% | 33.33% | 36.9% |
| All.6.0 (8,9,10,11,12) | 16.67% | 22.22% | 7.14% | 17.78% | 14.94% | 15.71% |
| All.8.0 (8,9,10,11,12) | 26.92% | 29.63% | 22.14% | 30.67% | 22.07% | 26.29% |
| All.10.0 (8,9,10,11,12) | 25.38% | 23.7% | 27.14% | 31.33% | 31.72% | 28% |
| All.9.0 (8,9,10,11,12) | 26.15% | 29.63% | 27.14% | 36% | 28.28% | 29.57% |
| Questions | 25.48% | 30.4% | 24.85% | 34.44% | 28.02% | 28.75% |
| Class Average | 25.48% | 30.4% | 24.85% | 34.44% | 28.02% | 28.75% |

| Performance Level | # Students | % Students |
|-----------------------|------------|------------|
| Above 80% Correct | 0 | 0 |
| 60-80% Correct | 2 | 1 |
| 40-60% Correct | 21 | 15 |
| 20-40% Correct | 92 | 66 |
| Less than 20% Correct | 25 | 18 |
| Total | 140 | 100% |



For example, on this benchmark exam, we note that students had the most difficulty with standard 6.0, scoring below 20% in four out of five periods. The school report allows us to see this information from a wider perspective.

If we dig down further, however, we can learn even more. This is when the classroom report becomes especially vital. In the graphic below, for instance, we see the performance of all students in the period 1 class by standard, including the number of questions per standard on the exam.

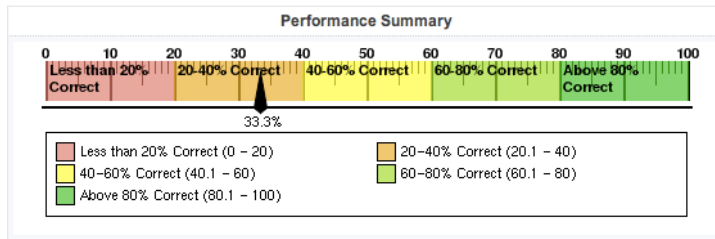
| Standards/Clusters Tested | | | | |
|---------------------------|---|---------|----------|-------------------------|
| Standard/Cluster | Description | # Items | % Points | Points / Possible Total |
| All.2.0 (8,9,10,11,12) | Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices. | 3 | 24.36% | 19 / 78 |
| All.5.0 (8,9,10,11,12) | Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane. | 3 | 32.05% | 25 / 78 |
| All.6.0 (8,9,10,11,12) | Students add, subtract, multiply, and divide complex numbers. | 3 | 16.67% | 13 / 78 |
| All.8.0 (8,9,10,11,12) | Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system. | 5 | 26.92% | 35 / 130 |
| All.10.0 (8,9,10,11,12) | Students graph quadratic functions and determine the maxima, minima, and zeros of the function. | 5 | 25.38% | 33 / 130 |
| All.9.0 (8,9,10,11,12) | Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)^2 + c$. | 5 | 26.15% | 34 / 130 |
| Questions | | 24 | 25.48% | 159 / 624 |

Or, if you'd like, you can view student responses by question. For example, students in period 1 performed well on question 11 (61%), but poorly on questions 10 and 12.

Given that these questions assess the same standard, it might be worthwhile to re-visit the exam and hypothesize why there is such disparity.

| Response Frequency | | | | | | | | | | |
|--------------------|-------|------------------------------------|-----|----|-----|----|----|---------|-----------|-----------------|
| Question | Point | Standard/Cluster | A | B | C | D | NR | Correct | Incorrect | Percent Correct |
| Q1 | 1 | All.2.0 (8,9,10,11,12), Questions | 7 | 5 | 3 | 8* | 3 | 8 | 18 | 30.77 |
| Q2 | 1 | All.2.0 (8,9,10,11,12), Questions | 3 | 5 | 9 | 6* | 3 | 6 | 20 | 23.08 |
| Q3 | 1 | All.2.0 (8,9,10,11,12), Questions | 5* | 7 | 4 | 7 | 3 | 5 | 21 | 19.23 |
| Q4 | 1 | All.5.0 (8,9,10,11,12), Questions | 12* | 4 | 6 | 1 | 3 | 12 | 14 | 46.15 |
| Q5 | 1 | All.5.0 (8,9,10,11,12), Questions | 5 | 8 | 6 | 4* | 3 | 4 | 22 | 15.38 |
| Q6 | 1 | All.6.0 (8,9,10,11,12), Questions | 5 | 4* | 8 | 6 | 3 | 4 | 22 | 15.38 |
| Q7 | 1 | All.5.0 (8,9,10,11,12), Questions | 9* | 5 | 5 | 4 | 3 | 9 | 17 | 34.62 |
| Q8 | 1 | All.6.0 (8,9,10,11,12), Questions | 4* | 7 | 8 | 4 | 3 | 4 | 22 | 15.38 |
| Q9 | 1 | All.6.0 (8,9,10,11,12), Questions | 8 | 7 | 5* | 3 | 3 | 5 | 21 | 19.23 |
| Q10 | 1 | All.8.0 (8,9,10,11,12), Questions | 6 | 6 | 4 | 7* | 3 | 7 | 19 | 26.92 |
| Q11 | 1 | All.8.0 (8,9,10,11,12), Questions | 3 | 2 | 16* | 2 | 3 | 16 | 10 | 61.54 |
| Q12 | 1 | All.8.0 (8,9,10,11,12), Questions | 9 | 8 | 3* | 3 | 3 | 3 | 23 | |
| Q13 | 1 | All.8.0 (8,9,10,11,12), Questions | 5* | 10 | 4 | 4 | 3 | 5 | 21 | 19.23 |
| Q14 | 1 | All.8.0 (8,9,10,11,12), Questions | 8 | 4* | 7 | 4 | 3 | 4 | 22 | 15.38 |
| Q15 | 1 | All.10.0 (8,9,10,11,12), Questions | 9 | 6 | 5 | 3* | 3 | 3 | 23 | |

For even more precise data, access a student exam report. This individual report offers a performance summary, a synopsis of the standards tested, and a record of the student's responses for each question.



| Response Frequency | | | | | | |
|--------------------|-------|-------------------------|----|---|----|----|
| Question | Point | Standard/Cluster | A | B | C | D |
| Q1 | 1 | All.2.0 (8,9,10,11,12) | | | | D* |
| Q2 | 1 | All.2.0 (8,9,10,11,12) | | | | D* |
| Q3 | 1 | All.2.0 (8,9,10,11,12) | * | B | | |
| Q4 | 1 | All.5.0 (8,9,10,11,12) | * | | C | |
| Q5 | 1 | All.5.0 (8,9,10,11,12) | A | | | * |
| Q6 | 1 | All.6.0 (8,9,10,11,12) | | * | C | |
| Q7 | 1 | All.5.0 (8,9,10,11,12) | * | B | | |
| Q8 | 1 | All.6.0 (8,9,10,11,12) | A* | | | |
| Q9 | 1 | All.6.0 (8,9,10,11,12) | | | C* | |
| Q10 | 1 | All.8.0 (8,9,10,11,12) | | B | | * |
| Q11 | 1 | All.8.0 (8,9,10,11,12) | | B | * | |
| Q12 | 1 | All.8.0 (8,9,10,11,12) | | | C* | |
| Q13 | 1 | All.8.0 (8,9,10,11,12) | A* | | | |
| Q14 | 1 | All.8.0 (8,9,10,11,12) | | * | | D |
| Q15 | 1 | All.10.0 (8,9,10,11,12) | | | C | * |

| Standards/Clusters Tested | | | |
|---------------------------|--|---------|-------------------------|
| Standard/Cluster | Description | # Items | Points / Possible Total |
| All.2.0 (8,9,10,11,12) | Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices. | 3 | 2/3 |
| All.5.0 (8,9,10,11,12) | Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane. | 3 | 0/3 |
| All.6.0 (8,9,10,11,12) | Students add, subtract, multiply, and divide complex numbers. | 3 | 2/3 |
| All.8.0 (8,9,10,11,12) | Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system. | 5 | 2/5 |
| All.10.0 (8,9,10,11,12) | Students graph quadratic functions and determine the maxima, minima, and zeros of the function. | 5 | 2/5 |
| All.9.0 (8,9,10,11,12) | Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)A^2 + c$. | 5 | 0/5 |
| Questions | | 24 | 8/24 |

These data and graphics are available as a PDF or as an Excel document. To download those, simply click the appropriate graphic, as noted below.

