Latest and Greatest Reports

We are continually at work with Decision Ed to create new reports in order to meet our campus and district needs, as well as improving and/or expanding current reports. Here are some of the latest and greatest.

Chronic Absenteeism

Chronic Absenteeism is the new buzz word going around, and campuses have been asking how they can monitor the chronic absenteeism rates on their campus. Well, there is now an easy report for that: R000999 - School—Attendance Percentage Analysis for Non-Mobile Students. Based on the same criteria as the Domain IV calculation in the proposed accountability system, this report looks at the percent of all students, and the percent of each subgroup (Federal Race/Ethnicity, Special Education, and ELL students) who have 90% or more attendance (those who are NOT chronically absent). The report already excludes what the state defines as “Mobile Students,” which are students who are NOT enrolled for 83% or more of the school year (i.e., 30 or more days of non-enrollment).

TELPAS Progress

Want a quick and easy report to view student’s TELPAS progress? Report #R000998 - School—TELPAS Scale and Proficiency Growth Student List allows you to prompt for the student’s current grade level, assessment subject (in the case of TELPAS, you would select Reading), and then choose two years to compare. The report displays a comparison of the TELPAS administrations for all students in the selected grade level for the years selected.

Istation Mid-Year Progress

As the January testing window is now closed, you can utilize the Report R000879 - School—Overall Reading Level Comparison by Grade Level to view the percent of students who maintained or progressed in each level. (District Users can use R000868 or R000878 with school breakdowns.) NOTE: This report only compares students who tested in both of the months selected. If instead you want to view the performance of all students in each month tested, you can try Report R000873 (District R000878).
College/Career Ready - SAT and ACT

One criterion for the proposed definition of a College-and-Career-Ready Graduate is whether the student has met the TSI benchmark on TSIA, SAT, or ACT examinations. Student's SAT and ACT scores are currently loaded into the Decision Ed Data Warehouse and can be easily viewed using the reports below. These reports display the individual English and Math scores along with the overall composite score.

**For SAT:** Report R000993 - School—SAT (Eff Mar 16) Maximum Score Student List (Uses the new scoring effective March 2016)

**For ACT:** Report R000429 - School—ACT Maximum Scale Scores Student List

The equivalent DISTRICT reports are R000991 (SAT) and R000387 (ACT).

College/Career Ready - AP Testing

Another criterion for the proposed definition of a College-and-Career-Ready graduate is AP/IB course completion. You can view current enrollments for AP/IB using Reports LR000042 (School) and LR000022 (District). However, the projection is that this criterion may change from course completion to scoring a 3 or more on the AP test or a 4 or more on the IB test. One report currently available for viewing AP test scores is R000953 (District—R000954), which displays by student all AP test results, test subject, AP.

Watching Those Dropouts

The four- and five-year graduation rates are calculated based on the corresponding cohort year. Students in each cohort can be “lost” early in their high school journey if they drop out of school in their 9th or 10th grade years. Keeping an eye on the number of students who are coded as dropouts each school year (as well as monitoring the cohorts represented) can be accomplished by Report R000130 - School—Withdrawn Enrollment Count by Exit Code, which provides a drill-down summary of all exit codes, or Report R000131 which provides the corresponding student list. On Report R000131, you can filter the report for just a list of your dropouts (W/D Code 98) for the selected year.

State and federal agencies have had a new focus on Postsecondary Readiness which includes defining a College-and-Career-Ready Graduate. As our 2018 accountability system develops, we are exploring new reports to help campuses and the district monitor student progress in this critical area. See some of these new reports shown below.

**What does a College-and-Career-Ready Graduate look like?**

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**What’s a Coherent Sequence?**

Under the new proposed definition, a student could be defined as a college-and-career-ready graduate if the student completes an appropriate CTE course sequence, called a “Coherent Sequence.” Students are reported in PEIMS with a CTE code 2 if they have completed or have a plan to complete a coherent sequence of CTE courses which will prepare them for a specific career path. One report which is available right now to review your students’ progress in this area is the local report LR000056 - School—CT Credits by Course Student List which shows the PEIMS CTE Indicator for each student and lists the CTE courses completed, as well as those in which the student is currently enrolled. Note that the PEIMS CTE indicator is based on a minimum of 2 courses and 3 credits and that the courses constitute a coherent sequence, preparing the student for a specific career path.

**Almost Ready....Dual Credit Reports**

Currently under construction is a report to determine which students have completed 12 or more dual credits. This will help identify both college and career readiness and FHSP performance acknowledgments. We have a few preliminary reports posted, but have right now are in the process of making some changes in the data load so that we can display the equivalent college credits as reported in PEIMS. Hope to have this ready soon!

**Monitoring Course Sequence Progress**

A great way to monitor students in critical prerequisite core courses (for example, ELA III and Algebra I) is to use Report R000141 - School—Mark Distribution Student List. You can use the optional selections to filter for the specific course and can select the letter mark to track (for example, students who earned a “D” or “F” in the first semester). These students can then be flagged for remediation and intervention.