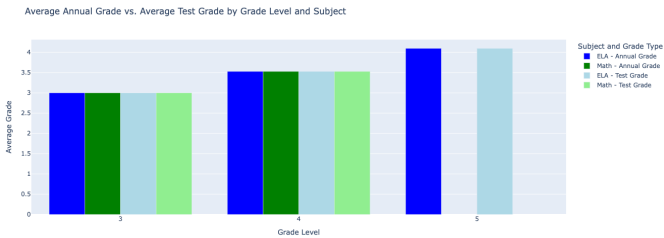


Question	Graph	Insight	Feedback	Rating (1-10)
How many students are associated with each (Product) and what is the average (Test Scaled Score) for each (Product)?		<p>Blurb: The graph displays the number of students and the average scaled score for the IAR test. It shows 331 students took the IAR and achieved an average scaled score of approximately 703.</p> <p>Key Observations:</p> <ul style="list-style-type: none"> * 331 students participated in the IAR testing. * The average test scaled score for the IAR was approximately 703. <p>Suggestions:</p> <ul style="list-style-type: none"> * N/A. <p>MTSS-Aligned Recommendations:</p> <p>Based on the provided graph and defined context, I'm unable to create actionable recommendations for this specific scenario. The graph shows only the number of students who took the IAR and the average score. The data doesn't reveal any underlying concerns affecting performance or provide enough granular information to suggest interventions that align with MTSS practices. No further information can be provided without additional assessments and/or data sources.</p>		
What is the distribution of (Annual Grade) for students at each (Grade Level Current)		<p>Blurb: Grade 3 students are disproportionately represented in the lower annual grades (3s), while Grade 5 students are better represented in the higher annual grade (4s), suggesting potential challenges for Grade 3 students or advantages for Grade 5.</p> <p>Key Observations:</p> <ul style="list-style-type: none"> * 70% of students with an annual grade of '3' are in Grade 3. * 67% of students with an annual grade of '4' are in Grade 5. * Grade 4 student distribution is relatively even between 3s and 4s. <p>Suggestions (based on correlation analysis):</p> <ul style="list-style-type: none"> * Annual grades may be correlated with test grades in English and Math. * Participation levels may be correlated with grade level. <p>MTSS-Aligned Recommendations:</p> <ul style="list-style-type: none"> * Implement peer tutoring or mentoring programs where Grade 5 students support Grade 3 students, leveraging Grade 5 strengths to address Grade 3 challenges. * Provide targeted small-group interventions focused on improving academic performance for Grade 3 students, given their higher representation in the lower annual grade. * Offer enrichment activities or advanced learning opportunities for Grade 5 students, recognizing their potential based on their higher representation in the higher annual grade. 	<p>- Math doesn't add up. For annual grade 3, we have approx. 37 students in grade level 3, 25 in grade level 4 and 26 in grade level 5. This means only 42% of students with an annual grade of '3' are in Grade 3 (37 / 88).</p> <p>Similarly, only 52% of students with an annual grade of '4' are in Grade 5 (31 / 59).</p> <p>- MTSS recommendations are relevant!</p>	3
How does the (Test Grade) correlate with the (Test Scaled Score) across different (Subject Category)?		<p>Blurb: History exhibits the strongest correlation (0.42) between test grades and scaled scores, while Science shows the weakest (0.20), suggesting potential inconsistencies in assessment alignment across subjects.</p> <p>Key Observations:</p> <ul style="list-style-type: none"> * History demonstrates the highest correlation (0.42). * Math shows a moderate correlation (0.35). * ELA presents a slightly lower correlation (0.28) than Math. * Science exhibits the lowest correlation (0.20). <p>Suggestions: Not applicable, as no correlations were found in the provided matrix related to this chart.</p> <p>MTSS-Aligned Recommendations:</p> <ul style="list-style-type: none"> * Review the alignment between Science test content, instruction provided to students, and learning activities in which students engage to ensure that what students are taught is what students are expected to know and be able to demonstrate on tests. * Examine History instructional practices and assessment design for potential best practices that can be applied to other subjects with lower correlations. * Implement additional opportunities to practice Science test-taking strategies with the entire cohort and/or targeted groups of students, such as those with lower test performance or whose annual science grades are not consistent with their test performance. 	<p>- Numbers are correct</p> <p>- Insights are just reading the numbers of the chart. Improve these insights by explaining more about what the correlation actually indicates for people that are not as versed in statistics. For example: "For History, the correlation between scaled scores and test grades is the highest, meaning high scales scores are a good indicator of good test grades". Also give some indication of how high these correlation values actually are. 0.42 is still not a very high value and there is probably room for improvement. Indicate as such.</p> <p>- Recommendations seem to be relevant.</p>	6

<p>What is the average (Student Growth Percentile) for students in each (Current Homeroom), and are there significant differences between homerooms?</p>	<p>Average Student Growth Percentile by Homeroom</p>  <table><tr><th>Homeroom</th><th>Average Student Growth Percentile</th></tr><tr><td>I205</td><td>52%</td></tr><tr><td>I210</td><td>41%</td></tr><tr><td>I212</td><td>40%</td></tr></table>	Homeroom	Average Student Growth Percentile	I205	52%	I210	41%	I212	40%	<p>Blurb: Homeroom I205 demonstrates the highest average student growth percentile (approximately 52%), while homerooms I210 and I212 show slightly lower average growth (41% and 40%, respectively).</p> <p>Key Observations:</p> <ul style="list-style-type: none">* Homeroom I205 shows the highest average student growth (52%).* Homeroom I210 shows the second highest average student growth (41%).* Homeroom I212 shows the lowest average student growth (40%). <p>Suggestions (From correlation matrix):</p> <ul style="list-style-type: none">* Consider what is working well in homeroom I205 in the areas of testing, curriculum, and implementation of supports or strategies. Share best practices among homeroom teachers.* Employ successful practices from homeroom I205 with homerooms I210 and I212.* Provide additional supports for students within homerooms I210 and I212 to accelerate progress towards goals.* Explore if any systemic factors (attendance, discipline, curriculum, instruction, school climate, leadership) may be impacting these students. <p>MTSS-Aligned Recommendations:</p> <ul style="list-style-type: none">* Implement peer tutoring or mentoring programs, pairing high-performing students from homeroom I205 with students in I210 and I212 to reinforce concepts and provide individualized support.* Offer targeted small-group interventions during or outside of class time, focusing on specific skill gaps identified through formative assessments within homerooms I210 and I212. These interventions should be delivered using evidence-based strategies.* Provide individualized learning plans or extended learning opportunities for students within homerooms I210 and I212 who require intensive support, as indicated by their lower growth percentile. These plans should include measurable goals aligned with grade-level standards.	<p>- At the beginning of the observations blurb, explain what the axis means, i.e., what does the average percentile mean to make sure the reader understands.</p> <p>- Key observations are only repeating the numbers from the graph and are not very insightful. However, with this graph there are not really any quality insights that can be generated.</p> <p>- Suggestions are very good</p> <p>- MTSS recommendations are relevant</p>		
Homeroom	Average Student Growth Percentile												
I205	52%												
I210	41%												
I212	40%												
<p>Which (Tested School) has the highest average (Test Scaled Score), and how does this compare to the average (Test Scaled Score) of students at their (Current School)?</p>	<p>Comparison of Average Test Scaled Scores</p> 	<p>Blurb: BASE school's average scaled score is significantly below the highest average. No data is available for comparison to the current school year's average.</p> <p>Key Observations:</p> <ul style="list-style-type: none">* BASE school's average test scaled score is approximately 700.* The highest average test scaled score is unavailable.* No data exists for the current school year. <p>MTSS-Aligned Recommendations:</p> <p>No recommendations can be made at this time due to insufficient data. More data is needed in order to form actionable insights.</p>											
<p>What is the trend of (Test Scaled Score) over the (Year) for students in a specific (Grade Level Current)?</p>	<p>Average Test Scaled Score Over Time</p>  <table><tr><th>Year</th><th>Average Test Scaled Score</th></tr><tr><td>2020-2021</td><td>~692</td></tr><tr><td>2021-2022</td><td>~690</td></tr><tr><td>2022-2023</td><td>~698</td></tr><tr><td>2023-2024</td><td>~710</td></tr></table>	Year	Average Test Scaled Score	2020-2021	~692	2021-2022	~690	2022-2023	~698	2023-2024	~710	<p>Blurb: Average scaled test scores show a steady increase from 2021-2022 through 2023-2024 after a small dip between 2020-2021 and 2021-2022.</p> <p>Key Observations:</p> <ul style="list-style-type: none">* Average test scores decreased slightly between 2020-2021 and 2021-2022.* Average test scores increased steadily from 2021-2022 to 2023-2024.* Overall, average test scores increased by roughly 20 points during the reporting period.* Annual grades for English and Math are highly correlated, as well as Test Grades for English and Math. Participation is linked to better performance. <p>Suggestions:</p> <ul style="list-style-type: none">- Maintain current strategies from 2022-2023 and 2023-2024 to continue the growth observed in average test scores from those years.- Share and replicate the methods and materials used in 2022-2023 and 2023-2024 across all homerooms to promote similar success based on the higher rate of student progress from those years.- Review school policies, such as those impacting equity, and evaluate their alignment to the practices employed during 2022-2023 and 2023-2024 to facilitate continued performance improvements based on the trends observed from those years.	<p>- Good observations, consider adding more numbers to know where we are in absolute terms. I.e. scores increased to over 710 in 2023-2024 which is an increase of 3% compared to 2020-2021.</p> <p>- Correlation observation is not relevant when looking at the graph and shouldn't be in the observations section</p>
Year	Average Test Scaled Score												
2020-2021	~692												
2021-2022	~690												
2022-2023	~698												
2023-2024	~710												

<p>Can we identify students with a low (Annual Grade) but high (Student Growth Percentile), and what are their characteristics in terms of (Current Homeroom) and (Subject Category)?</p>	<p>Number of Students by Homeroom and Subject Category</p> 	<p>Blurb: Homeroom I215 has the highest number of students enrolled in Mathematics, followed by I205. Homerooms I212 and I219 have the lowest enrollment in Mathematics.</p> <p>Key Observations:</p> <ul style="list-style-type: none"> * Homeroom I215 has the largest number of students (approximately 9) enrolled in Mathematics. * Homeroom I205 has the second largest number of students (approximately 8) enrolled in Mathematics. * Homerooms I219 and I212 have the fewest students (approximately 2 each) enrolled in Mathematics. * 75% of displayed homerooms have at least 2 students enrolled in math. <p>Suggestions: There appears to be no correlation with performance.</p> <p>MTSS-Aligned Recommendations:</p> <ul style="list-style-type: none"> * Facilitate cross-homeroom peer support sessions in math, pairing students from higher enrollment homerooms (I215, I205) with those from lower enrollment homerooms (I219, I212) to leverage peer instruction and address potential knowledge gaps. * Provide specialized math support during intervention blocks to homerooms I219 and I212, given their lower math enrollment, to ensure equitable access to math instruction. * Offer enrichment or challenge activities in math to I215 and I205 students demonstrating mastery of core concepts to optimize their learning experience, considering their higher representation in math classes. 	<p>- Graph doesn't really answer question in the first place</p>	
<p>How does the (Test Primary Result Code) vary across different (Subject Category) and (Grade Level Current)?</p>	<p>Distribution of Test Primary Result Codes by Subject Category and Grade Level</p> 	<p>Blurb: Grade 3 students demonstrate significantly lower math proficiency compared to ELA, while Grade 4 students perform similarly in both subjects. Grade 3 students also show greater variability in test results.</p> <p>Key Observations:</p> <ul style="list-style-type: none"> * 72% of Grade 3 students did not meet or partially met expectations in math, compared to 32% in ELA. * Grade 3 Math scores are noticeably more dispersed, with students falling into all four performance categories. * Grade 4 students demonstrate similar performance in ELA and Math, with 75% meeting or exceeding expectations in ELA and 81% in Math. * Grade 4 Math results show less performance variability than ELA. <p>MTSS-Aligned Recommendations:</p> <ul style="list-style-type: none"> - Implement peer tutoring or small-group instruction in math for Grade 3 students who did not meet or partially met expectations. - Introduce enrichment activities or project-based learning in math for Grade 3 students exceeding expectations, to address their range of abilities. - Provide additional supports for Grade 4 students not meeting expectations in ELA, considering the generally strong ELA performance of their peers. 	<p>- 32% number for grade 3 in ELA is wrong. There are 28 students not meeting expectations and 4 students partially meeting expectations. That's 86% of all students (37)</p> <p>- Grade 3 Math scores are not more dispersed, it is ELA scores that have students in all four categories.</p> <p>- Presented Grade 4 numbers are completely wrong. 100% did not meet expectations for ELA, while 100% approached or met expectations in Math, 33% met expectations.</p>	<p>1</p>

What is the relationship between (Annual Grade) and (Test Grade) for students at different (Grade Level Current)?



Blurb: Grades 3 and 4 demonstrate consistent performance across annual grades and test grades in both ELA and Math. Grade 5 shows a significant increase in ELA test scores compared to their annual ELA grade and previous trends, while Math performance in grade 5 is consistent with annual grades and prior trends.

Key Observations:

- * Grade 5 ELA test grades outperform annual ELA grades by approximately one full letter grade.
- * Grade 5 annual grades and test grades for both ELA and Math are consistent with the established trend from prior grades.
- * Grades 3 and 4 demonstrate consistent performance in both ELA and Math, with minimal difference between annual and test grades.
- * Annual grades and test grades for Math across all grade levels show a consistent correlation.

Suggestions:

- * Review instructional practices for low-performing students in grade 5 ELA to support improved alignment between annual grades and tests.
- * Implement grade 5 ELA instructional strategies across all grade levels to address inconsistencies between annual and test grades.
- * Introduce additional interventions for students with low test scores in grade 5 ELA to improve performance.

MTSS-Aligned Recommendations:

- * Provide targeted support for students with below-average annual grades in Grade 5 ELA to close performance gaps.
- * Implement small-group interventions for students struggling with ELA in grade 5, as test scores indicate a potential disparity between classroom performance and standardized assessments.
- * Offer individualized support plans for students with consistently low annual and test grades across multiple grade levels, particularly in ELA, to provide intensive assistance where needed.

Difficult to create meaningful insights if data is so uniform

How many students are associated with each (Product) and what is the average (Test Scaled Score) for each (Product)?



Blurb: The IAR assessment has a significantly higher average scaled score (750) than the number of students who took the test (400). This suggests a need to analyze contributing factors such as student engagement, curriculum alignment, and instructional effectiveness to ensure equitable access and learning opportunities for all students.

Key Observations:

- * The average scaled score for the IAR is significantly higher (750) than the number of students (400) taking the assessment.
- * There is a large discrepancy between the number of students and their average performance. This suggests a potential performance gap among students.

Suggestions:

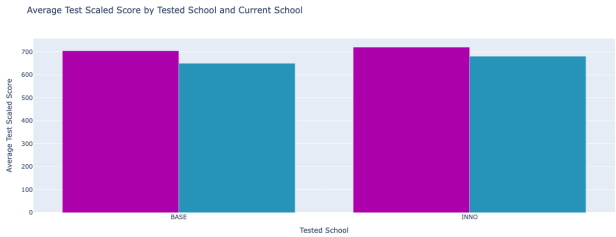
- * None, as per guidelines stated above

MTSS-Aligned Recommendations:

- * Implement differentiated instruction and small group interventions within Tier 1 to address the performance gap, ensuring all students receive targeted support based on their needs.
- * Enhance student engagement strategies within Tier 1 using techniques like collaborative learning and project-based activities, leveraging high-quality curriculum to motivate all learners and provide appropriate challenges.
- * Establish a school-wide system of positive behavior interventions and support to provide all students with the behavioral and social-emotional skills necessary to focus on academics and meet their individual learning goals.

- Absolutely not relevant (bad graph)

Are there specific (Tested School) or (Current School) locations where students tend to have higher or lower (Test Scaled Score) averages?



Blurb: Students tested in their current school (INNO) show a slight performance increase compared to the baseline (BASE), while students who were tested outside their current school (OUT) maintain a similar average scaled score across tested schools.

Key Observations:

- * Average scaled scores increased for students currently enrolled in the tested school (INNO).
- * Students tested outside their current school (OUT) showed no significant score changes between BASE and INNO.

MTSS-Aligned Recommendations:

- * Implement peer support systems between students in INNO and OUT schools to improve test performance for OUT students.
- * Develop individualized support plans or small group interventions for students who scored significantly below average in their current school, supplementing existing core instruction.
- * Provide enrichment opportunities for high-performing students in INNO schools to further extend learning based on the observed performance increase.