

Reports Summary

Reports are designed to help you generate form letters, produce student progress reports, and combine historical data with text to deliver meaningful reports to stakeholders.

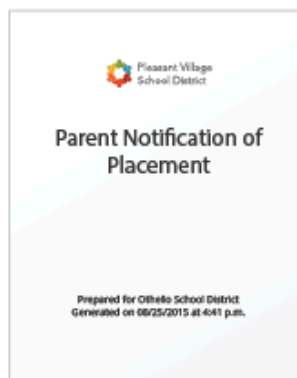
Navigate to the **Reports Application** within the **Data Extracts Bundle** and click **Create Data Table** from the left-hand navigation menu.



WHAT IS INCLUDED IN YOUR CUSTOMIZED REPORTS PACKAGE?

Once a report is generated, it is compiled into a downloadable PDF for saving and printing.

Most of our reports include the following:



Title page



Table of contents with hyperlinks to each student's report



Mailing Labels



The Report(s)

IDENTIFIERS

Mailing Labels

Guardian Contact Information

Individual Health Plans

High School and Beyond

McKinney-Vento

Special Services (ALE) Alternative Learning Experience

Highly Capable

Student Learning Plans

McKinney-Vento Student Learning Plan

Advisor: **Fawn Rydell** School: **Black Peak** Conference Date: _____
 Student: **Arietta** Grade Level: **4** Grad Year: **2023/24**
 DOB: **07/05/2006** GPA: _____ Credits Earned: **0.0000**

This student learning plan helps address needs and interventions to support the educational success of your student in accordance with the McKinney-Vento Homeless Assistance Act.

Year-to-date Absence Count : **11** Year-to-date Tardy Count : **8**

Students Have the Right to:

- Go to school, no matter where they live or how long they have lived there
- Attend either the local school or the school of origin, if this is in their best interest
- Receive transportation to and from the school of origin
- Enroll in school immediately, even if missing records and documents normally required for enrollment
- Enroll, attend classes, and participate fully in all school activities while the school gathers records
- Have access to the same programs and services that are available to all other students
- Attend school with children not experiencing homelessness

The student needs support for:

<input type="checkbox"/> Academic Support	<input type="checkbox"/> Food / Basic Needs Assistance
<input type="checkbox"/> School Supplies	<input type="checkbox"/> Social / Emotional Support
<input type="checkbox"/> Medical or Dental Assistance	<input type="checkbox"/> Attendance Support
<input type="checkbox"/> Transportation	<input type="checkbox"/> Other: _____

Comments:

Please return to the BIGPS Learning Support Programs office at CASEC C (fax 360-885-5437) or email to Lydia Sanders at sanders.lydia@battlegroundps.org or call 360-885-5434 or email to Linda Storm at storm.linda@battlegroundps.org or call 360-885-5367

McKinney-Vento SLP School Data Solutions School District
PO Box 200 BATTLE GROUND WA 986040200 Page 1 of 1

ELA Intensive Improvement Plan

Name: **Aab** Student ID: _____ Grade: **3** School: **Mount Stuart Elementary School** Teacher: **Amiya Ceballos Arias**

ATTENDANCE		STUDENT SERVICES		PROGRAM PARTICIPATION	
Grade	Days Missed	<input type="checkbox"/> 504	<input checked="" type="checkbox"/> Bilingual Education	<input type="checkbox"/> After School	<input type="checkbox"/> Summer School
1st Grade	7	<input checked="" type="checkbox"/> LAF Reading	<input type="checkbox"/> Highly Capable	<input type="checkbox"/> SES	<input type="checkbox"/> Boys & Girls Club
2nd Grade	8	<input checked="" type="checkbox"/> Migrant	<input type="checkbox"/> Special Education		
3rd Grade	5				

ASSESSMENT DATA: MULTIPLE MEASURES OF PERFORMANCE

Assessment	Fall	Winter	Spring
SBAC-Interim			
Fourtas & Pinnell		Target: 15	Score: 14
WELPA/ELD	Target: 511	Score: 500	
Anecdotal/Confering			

INTENSIVE IMPROVEMENT INTERVENTIONS

Program	Start Date	End Date	Description
LLUISIL			
Before & After school Tutoring			
Small Group strategy lessons			
Guided Reading			

Recommend for summer school _____ Grade Placement (Recommended Teacher) _____

Signatures indicate parent/guardian consent to this intensive improvement plan.

Parent/Guardian Signature _____ Date _____ Parent/Guardian Signature _____ Date _____
 Principal/Designee Signature _____ Date _____ Teacher Signature _____ Date _____

If parent/guardian was not present at the conference, this plan was sent home via certified mail on _____.
 Received receipt signed on _____.

ELA Intensive Improvement Plan School Data Solutions School District
Generated on 03/30/2018 at 10:01 a.m. 913 W 2ND ST
GRANDVIEW WA 986071202 Page 1 of 1

BEHAVIOR

Discipline Proportionality

Discipline Consequence Proportionality

Student Graduation Requirement Fulfillment Status

Graduation Progress Report 2016-2017

Student: _____ Grade Level: **12** Advisor: _____ Counselor: _____

Required Credits: **23** Total Credits: **16.000** Cumulative GPA: **1.591**

State Assessment Data

Assessment	Passing Score	Student Score	Met Standard?
EOC Biology	400	382	No
EOC Algebra	400	409	Yes
EOC Geometry	400	402	Yes
SBA Summative ELA/Literacy Grade12	2548	NA	NA
SBA Summative Mathematics Grade12	2295	NA	NA

CAA/CIA

ELA Met	Math Met	Science Met
No	Yes	No

Failed Classes

School Year	Class Name	Class Grade	Scheduled to Retake
2015/16	Advisory	F	
2015/16	Fluoridure	F	
2015/16	Lehigh/Adv II	F	
2016/17	Work Based Learning	F	

Counselor Notes

Your Student is on track to graduate.
 Yes
 No

Your student is credit deficient.

Your student still needs to meet state standard in English Language Arts.

Your student still needs to meet state standard in Mathematics.

Your student still needs to meet state standard in Science.

Your student needs to complete credit retrieval courses to get back on track to graduate.

Your student is scheduled to retake previously failed courses.

Page 1 of 25

Please schedule an appointment with your student's counselor to develop a plan for graduation.

ATTENDANCE / ABSENCE RESPONSE / CHRONIC ABSENCE

Absence / Attendance Rate Proportionality

Teacher Period Attendance Rate

4+ months / 10% Absence Notification Letters

2 / 5 / 10 Unexcused Absence Notification Letters

Absence Improvement / Excellent Attendance Notification Letters

Chronic Absence Communications/Explanation/Details Reports

TAHOMA School District

Date: _____

Dear Parent/Guardian:

In 1966, Washington Legislators passed a compulsory attendance law requiring all students to attend school. New requirements for school districts were established in 2016 when the state passed Second Substitute House Bill 2648. In addition, Tahoma School District policy states that absences exceeding 10% are cause to notify parents and guardians in an effort to maintain regular school attendance and avoid any student from having chronic absence (18 or more days absent in a year). _____ has had multiple months of 10% or more overall absence. Detailed daily absence data for _____ is shown at the end of this letter. _____ is also struggling academically. We know absence negatively impacts student achievement, and the data shows us this is the case for _____.

In an effort to support reduction of chronic absenteeism in Washington state, our legislature has changed parts of the law governing expectations for school districts. We notify parents when absences reach 10% or more days in a month, and after three months of 10% or greater absence we work with parents and students to develop an attendance plan, which may include an attendance contract. In some instances a medical excuse may be required. To ensure that Tahoma School District is complying with this state law, we ask you to please contact us immediately to arrange a conference so an attendance plan may be developed. We would like to work with you to find a solution to this problem and end this pattern of absence.

Thank you for your prompt attention to this very important matter.

Sincerely,

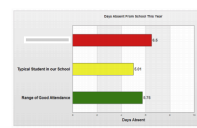
TAHOMA School District

Date: _____

Dear Parent/Guardian:

Our school staff is working hard to support achievement for each of our students this year. This letter is a friendly reminder of how important good attendance is to building habits of school success.

We want to let you know _____ missed 6.5 days of school out of 115 days. Our goal is to ensure _____ does well at _____ Elementary. Regular attendance will help him feel better about school, as well as beginning to build the positive habits of a strong student. As you can see below, _____ is missing more days than a typical student at _____ Elementary.



We realize every child is different and "one size does not fit all." Here are a few suggestions that may help improve _____ attendance.

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpack the night before.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent for assistance.
- Schedule family trips during school vacations.

The purpose of this letter is to let you know that we want _____ to have a great year at _____ Elementary and to remind you that good attendance goes hand in hand with school success. If you have any questions, feel free to contact me. I would be glad to discuss _____ achievement at our school.

Sincerely,



Date: _____

Dear Parent/Guardian of _____:

This letter is to notify you that _____ has 16.29 unexcused absences. Please review the attendance detail for _____ that is at the end of this letter. It is the philosophy of the Vancouver School District 037 that attendance is essential for students to receive the full benefit of their education. Chronic absence (missing 18 or more days in a school year) drastically reduces a student's chance of receiving such benefits.

In an effort to support early intervention for students, RCW 28A.225.020 requires districts to take data-informed steps to eliminate or reduce student absences. At 5 unexcused absences in a month, or 10 unexcused absences in a year, Vancouver School District 037 uses this letter to ensure parents know their child is accumulating unexcused absences. The law also requires that the district enter into an agreement with the student and parent that establishes school attendance requirements, which includes referral to the Community Truancy Board and can result in the district filing a truancy petition. To ensure that Vancouver School District 037 is complying with this law, we are asking you to please contact us immediately to arrange for a conference so an attendance contract may be developed. Hopefully, we can end this pattern of truancy and develop a solution to the problem.

Thank you for your prompt attention to this very important matter.

Sincerely,

Chronic Absence Communications Report

Student: _____ ID: _____

DOB: _____ Gender: _____

Advisor: _____ School: _____

Notification Reasons

What has triggered this notification

1% Absence - Year

Notification Communication Attempts

Date	Report Name	Notification Type
2017-06-07 00:00:00	5% Unexcused Notification Letter	electronic
2017-06-20 00:00:00	10% Absence Notification Letter	electronic
2017-07-05 00:00:00	2 Unexcused Absence Notification Letter	electronic
2017-08-02 00:00:00	10% Absence End of Year Notification Letter	electronic
2017-08-20 00:00:00	4+ Months 10% Absence Notification Letter	physical
2017-08-20 00:00:00	Chronic Absence Communications Report	physical
2017-08-20 00:00:00	Chronic Absence Student Details Report	electronic
Guardian: _____		Notes: The email sent to the guardian has been opened.
Guardian: _____		Notes: The email sent to the guardian has been opened.
2017-08-20 00:00:00	Chronic Absence Student Details Report	electronic
Guardian: _____		Notes: The email sent to the guardian has been opened.
Guardian: _____		Notes: The email sent to the guardian has been opened.
2017-10-17 00:00:00	10% Absence Notification Letter	physical
2017-11-08 00:00:00	Chronic Absence Communications Report	electronic
2017-11-17 00:00:00	4+ Months 10% Absence Notification Letter	physical
2017-12-02 15:58:46.013	10% Absence Notification Letter	physical
2017-12-02 16:01:48.840	Chronic Absence Student Details Report	physical

Chronic Absence Student Detail Report

Student: _____ ID: _____

DOB: _____ School: _____

Attendance History 2017/18

Regular attendance is important for success in learning.

Term	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
2017-09-18	T							
2017-09-29								
2017-10-04	U	U	U					
2017-10-06	E	E	E	E	E			
2017-10-10	E	E	E	E	E			
2017-10-11							O	O
2017-10-20	E	E	E	E	E			
2017-10-23							T	
2017-10-30								
2017-11-01						E	E	E
2017-11-03						E	E	E
2017-11-08						E	E	E
2017-11-13	E	E	E	E	E			
2017-11-15	E							
2017-11-20	E	E	E	E	E			
2017-11-23	E	E	E	E	E			
2017-11-27	E	E	E	E	E			
2017-11-29	E	E	E	E	E			
2017-12-01								
2017-12-06							U	U
2017-12-07	E	E	E	E	E			
2017-12-11	T	Y						

ENROLLMENT / DISTRIBUTIONS

- FTE / District Enrollments
- Student Migrant Enrollment
- Course Enrollment Proportionality
- Activity Proportionality Report
- Student Demographic Information
- AP/Honors Participation and Performance Proportionality
- Current Program Participation Rates

AP / Honors Participation and Performance

Overall Population: 2015/16
 Grade(s): 9th, 10th, 11th, and 12th Grade
 1009 Students

Examined Sub Population: Enrolled in at least one AP/Honors Class
 159 Students

Numbers at a Glance

Students	Enrolled	Enrolled in AP/Honors	Passing Rate AP/Honors Classes	Testing Rate AP/Honors Classes	Passing Rate AP/Honors Exams
All 2015/16 9th-12th Students	1009	16.79%	77.6%	0%	0%

SEX	Students	Enrolled	Enrolled in AP/Honors	Passing Rate AP/Honors Classes	Testing Rate AP/Honors Classes	Passing Rate AP/Honors Exams
Female	467	26.34%	75.7%	0%	0%	
Male	542	11.6%	81.0%	0%	0%	

AP / Honors Participation and Performance
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ASSESSMENTS

- Assessment Test Proportionality
- K-4 Literacy
- State Test Scores
- Assessments: Stranded Test
- View by School
- Historical Student Analysis
- ML Proficiency Student Profile
- Student Assessment Profile
- Assessment Profile & Report Card
- Pre-K Screener Report Card
- Classroom Common Report Card

Assessment Test Proportionality Report

Overall Population: 2017/18
 School(s):
 Grade(s): 4th Grade
 96 Students

Examined Sub Population: Students who took the following assessment tests: STAR Early Literacy (SEL) Gr 3-Agr - SS BMark or SBA Summative ELA/Literacy Gr 3
 83 out of 96 = 86%

Examined Students Who Met Standard: Number of students who met standard on STAR Early Literacy (SEL) Gr 3-Agr - SS BMark or SBA Summative ELA/Literacy Gr 3
 63 out of 83 = 76%

Student Sub Groups

SEX / GENDER	Students	Proportions	Student Comp Index	Assessment Comp Index
Female	55.2%	54.21%	0.88	0.98
Male	44.79%	45.79%	1.02	1.03

ETHNICITY / RACE	Students	Proportions	Student Comp Index	Assessment Comp Index
Asian	2.08%	1.2%	0.58	0.76
Black/African American	7.29%	8.43%	1.16	1.31
Hispanic	35.41%	34.93%	0.99	0.92
Two or more races	21.87%	20.49%	0.94	0.87
Native Hawaiian/ Other Pacific Islander	6.25%	6.02%	0.96	1.27
White	27.08%	28.91%	1.07	1

PROGRAM	Students	Proportions	Student Comp Index	Assessment Comp Index
SDA	1.04%	1.2%	1.15	0
Special Education	11.49%	8.43%	0.74	0.14

Kindergarten Literacy and Math Skills Report

Name: _____ Building: _____ Teacher: _____ Date: _____

Each day the classroom provides rich instruction for your child in Literacy and Math. This report provides information about your child's learning of specific skills in these areas as of their most recent assessment. Items marked with an "X" indicate mastery of each item; items left blank indicate your child has not mastered the item. Please contact your child's teacher if you have any questions.

Tested 11/08/2016

Uppercase & Lowercase Letter Names

A	B	C	D	E	F	G	H	I	J	K	L	M	N
X	X	X	X	X	X	X	X	X	X	X	X	X	X
a	b	c	d	e	f	g	h	i	j	k	l	m	n
X	X	X	X	X	X	X	X	X	X	X	X	X	X
x	x	x	x	x	x	x	x	x	x	x	x	x	x

Tested 01/10/2017

Letter Sounds

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Tested 01/10/2017

Kindergarten High Frequency Words

a	all	am	an	and	are	at	ball	big	books	by	can	come	did
X	X	X	X	X	X	X	X	X	X	X	X	X	X
a	all	am	an	and	are	at	ball	big	books	by	can	come	did
X	X	X	X	X	X	X	X	X	X	X	X	X	X
x	x	x	x	x	x	x	x	x	x	x	x	x	x

Secondary Assessment Profile

Name: A.J. * Student ID: Grade 9 School: Douglas High School SSID: 124457998

Additional Service: School Year: Status: Time Spent: Start: Stop:

2019/16 Active 2019-09-27 --

State Assessments

Grade	When	Perf. Level	Met Std	Score
8th Grade	Spring 2014/10	Below	No	470
9th Grade	Spring 2015/10	Level 1	No	510
10th Grade	Spring 2016/10	Level 2	No	540
11th Grade	Spring 2017/10	Level 3	Yes	570
12th Grade	Spring 2018/10	Level 4	Yes	600

Assessment Profile

Name: Aaron * Student ID: Grade 7 School: Mason Middle School SSID: 123456789

State Assessments

Grade	When	Perf. Level	Met Std	Score
6th Grade	Spring 2014/10	Level 1	No	510
7th Grade	Spring 2015/10	Level 2	No	540
8th Grade	Spring 2016/10	Level 3	Yes	570
9th Grade	Spring 2017/10	Level 4	Yes	600

DIBELS Testing and Growth History

Grade	Comp	Level	Met Std	Comp	Level	Met Std	Growth
6th Grade	Yes	Level 1	No	Yes	Level 2	No	10
7th Grade	Yes	Level 2	No	Yes	Level 3	Yes	20

Historical Student Analysis

Student: Grade: 10th Grade School: School

Services

Grade Level	Year	Services
Kindergarten	2009/06	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
1st Grade	2009/07	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
2nd Grade	2009/08	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
3rd Grade	2009/09	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
4th Grade	2010/10	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
5th Grade	2010/11	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
6th Grade	2011/12	Bilingual Education, Free/Reduced Lunch, LAR Reading, Limited English, Special Education
7th Grade	2012/13	Bilingual Education, Free/Reduced Lunch, LAR Reading, Limited English, Special Education
8th Grade	2013/14	Bilingual Education, Free/Reduced Lunch, LAR Reading, Limited English, Special Education
9th Grade	2014/15	Bilingual Education, Free/Reduced Lunch, LAR Reading, Limited English, Special Education
10th Grade	2015/16	Bilingual Education, Free/Reduced Lunch, Limited English, Special Education
11th Grade	2016/17	Bilingual Education, Free/Reduced Lunch, Limited English, VL - No Affiliation, Special Education
12th Grade	2017/18	--
13th Grade	2018/19	--

Absences

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
--	--	--	6	--	1	20	10	2	0	--	--	--

Assessments

Year	Assessment	Performance Level	Score
2009/06	MSP Math Gr 2	Level 1	322
2010/07	MSP Math Gr 3	Level 1	296
2011/08	MSP Math Gr 4	Level 1	351
2012/09	MSP Math Gr 5	Level 1	317
2013/10	MSP Reading Gr 2	Level 1	393

GRADES / GPA

- Class Grades Proportionality
- Gradebook Grades Proportionality
- Progress Towards Graduation
- D/F Notification
- Student Failed Credits

EVALUATIONS

- Historical / Final Evaluation Summary
- Evaluatee Position Level Path

*Please Note: The data used in these reports is demo data and not actual student data, due to FERPA Compliance.

**Please Note: This report was developed for a specific district and is available upon request. Please contact your customer service agent for more information.