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Performance 4-Band Report - ADAM

This report looks at all 3rd graders in a district with the designation of "FRM" or free reduced meal. Meta data can be easily used for federal or district sub-group analysis.

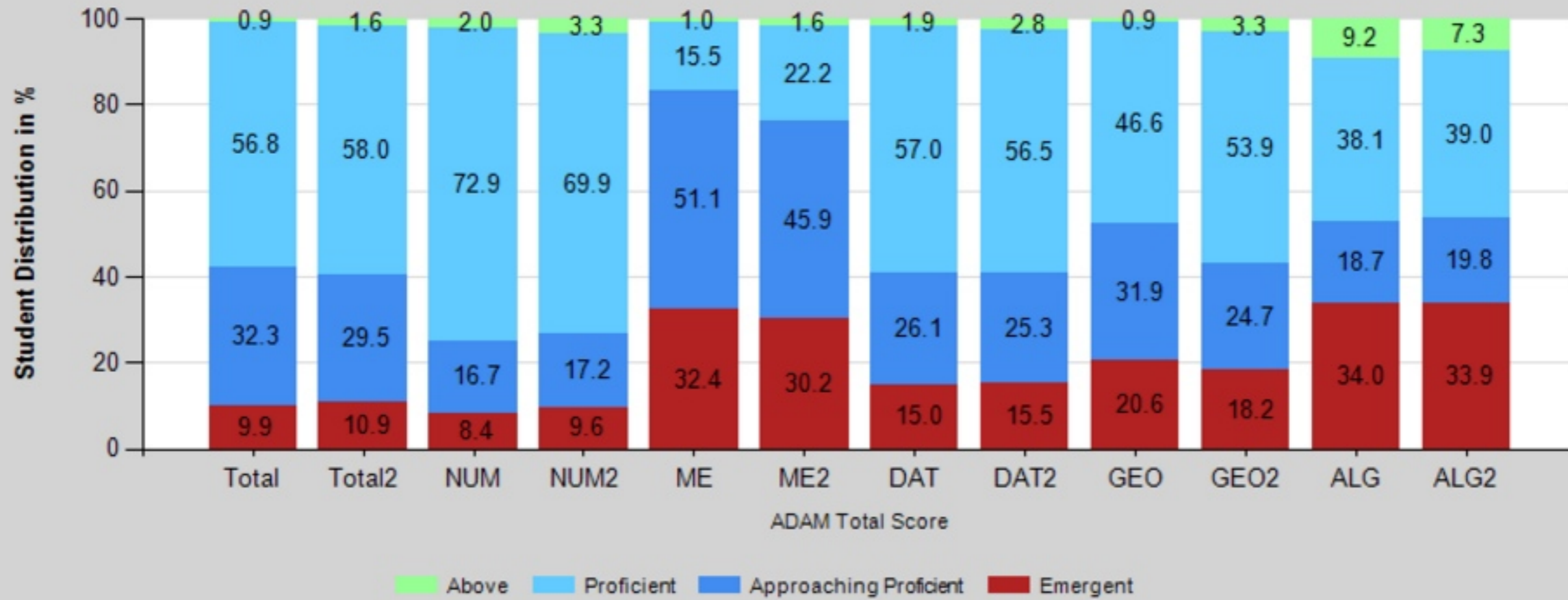P1) Pre-Test: 8/1/2014 To 11/30/2014   P1 Count: 1589   Grade Range: 3 to: 3.99

P2) Pre-Test: 8/1/2015 To 11/30/2015   P2 Count: 1674   Sub Group: FRM Gender: All SPED: Ignore Ethnicity: All

Student Distributions by Developmental Groups

Student Distribution in % — ADAM Total Score

Legend: Above | Proficient | Approaching Proficient | Emergent

Status	Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
Above	0.9%	1.6%	2.0%	3.3%	1.0%	1.6%	1.9%	2.8%	0.9%	3.3%	9.2%	7.3%
Proficient	56.8%	58.0%	72.9%	69.9%	15.5%	22.2%	57.0%	56.5%	46.6%	53.9%	38.1%	39.0%
Approaching Proficient	32.3%	29.5%	16.7%	17.2%	51.1%	45.9%	26.1%	25.3%	31.9%	24.7%	18.7%	19.8%
Emergent	9.9%	10.9%	8.4%	9.6%	32.4%	30.2%	15.0%	15.5%	20.6%	18.2%	34.0%	33.9%

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Performance 3-Band Report for DORA K-12

P1) Pre-Test: 8/1/2014 To 11/30/2014 P1 Count: 1775 Grade Range: 6 to: 6.99

P2) Pre-Test: 8/1/2015 To 11/30/2015 P2 Count: 1813 Sub Group: None Gender: All SPED: Ignore Ethnicity: All
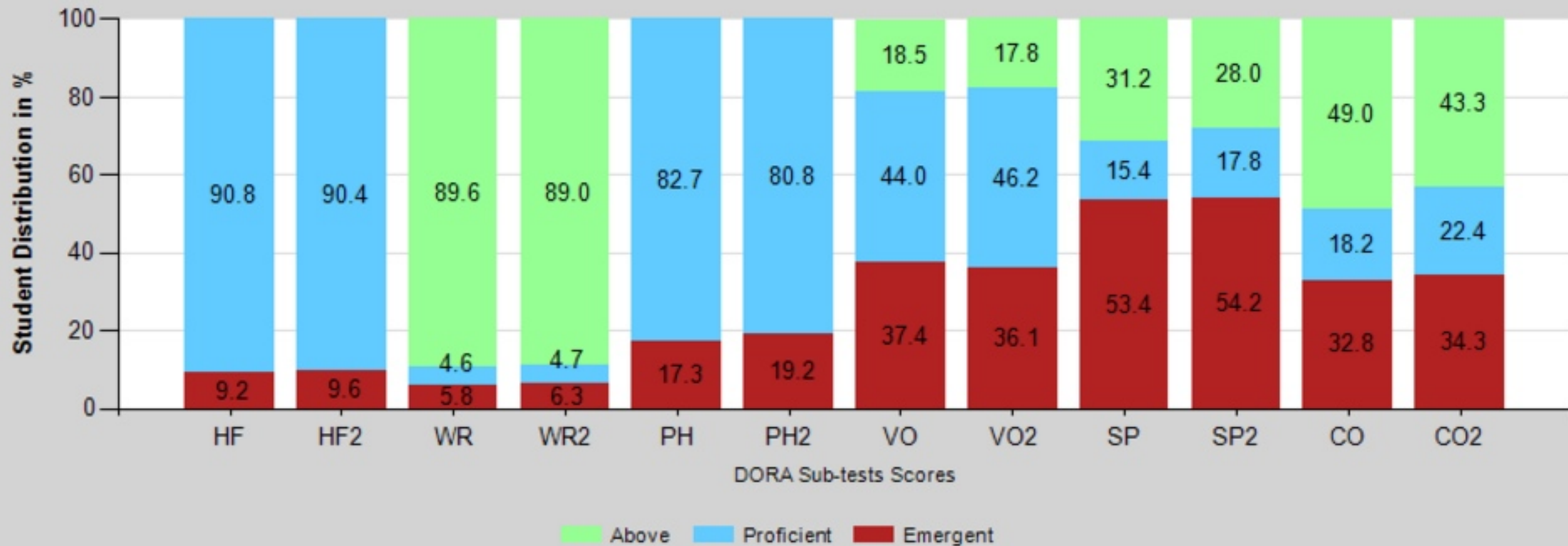
This is a Performance Band report for reading. It breaks reading into 6 sub-tests. We see percentages of students in 3 developmental groups. It can be run per site or across multiple sites. In addition, many parameters can be adjusted such as grade levels and student meta data.

Student Distributions by Developmental Groups

Student Distribution in %

Sub-test	Emergent	Proficient	Above
HF	9.2	90.8	
HF2	9.6	90.4	
WR	5.8	4.6	89.6
WR2	6.3	4.7	89.0
PH	17.3	82.7	
PH2	19.2	80.8	
VO	37.4	44.0	18.5
VO2	36.1	46.2	17.8
SP	53.4	15.4	31.2
SP2	54.2	17.8	28.0
CO	32.8	18.2	49.0
CO2	34.3	22.4	43.3

DORA Sub-tests Scores

Legend: Above (green), Proficient (blue), Emergent (red)

Status	High-Freq. Words		Word Rec.		Phonics		Spelling		Vocabulary		Comprehension	
Above	0.0%	0.0%	90.3%	89.0%	0.0%	0.0%	31.5%	28.0%	18.9%	17.8%	50.3%	43.3%
Proficient	91.4%	90.4%	4.5%	4.7%	83.6%	80.8%	15.2%	17.8%	44.3%	46.2%	17.9%	22.4%
Emergent	8.6%	9.6%	5.2%	6.3%	16.4%	19.2%	53.2%	54.2%	36.8%	36.1%	31.8%	34.3%

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Average Scores Report for DORA K-12

P1) Pre-Test: 8/1/2014 To 11/30/2014   P1 Count: 57   Grade Range: 3 to: 3.99

P2) Pre-Test: 8/1/2015 To 11/30/2015   P2 Count: 60

This report is looking at average scores within a single grade level. It can be run by principals or by district administrators

Average Scores Report
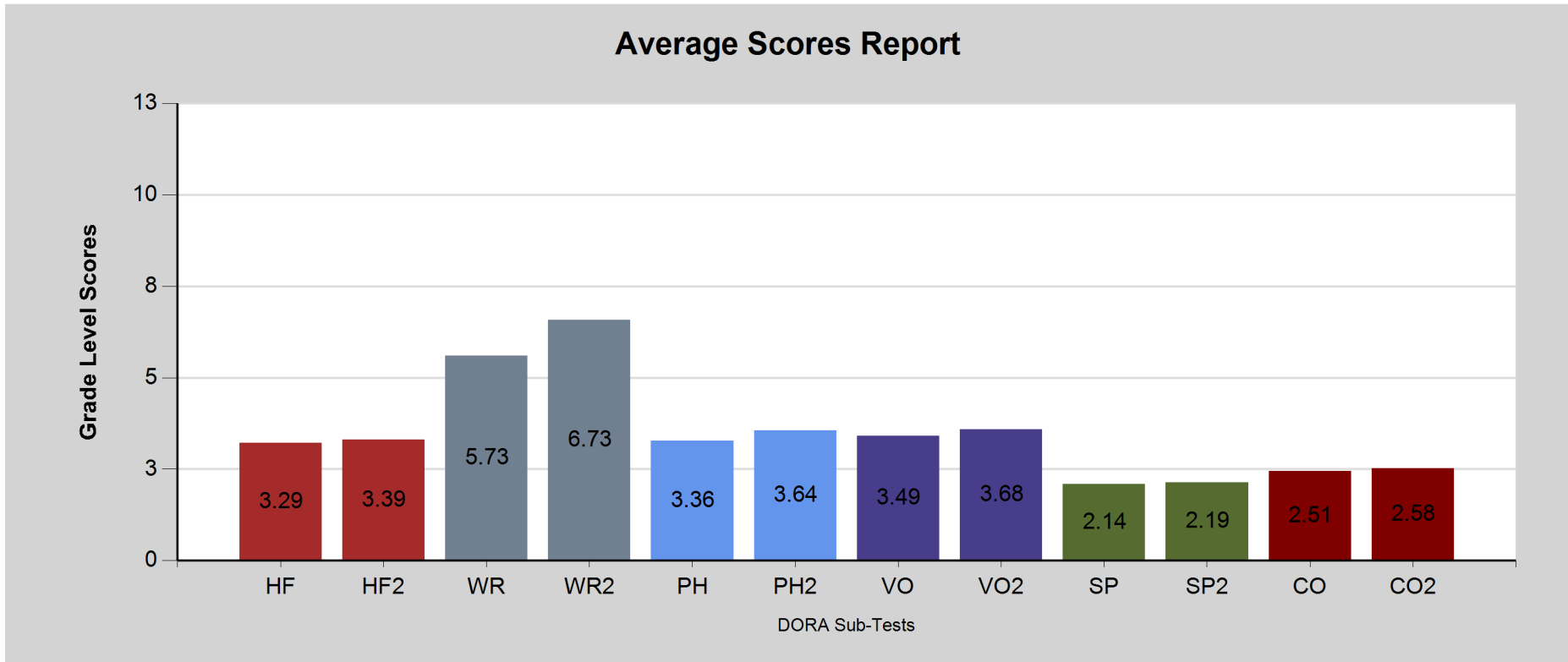
High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension	
3.29	3.39	5.73	6.73	3.36	3.64	3.49	3.68	2.14	2.19	2.51	2.58

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## Predictive State Test Proficiency - ELA

Date Range1: 4/1/2018 To 6/15/2018 Date Range 2: 10/30/2018 To 10/30/2018 Date Range 3: 10/30/2018 To 10/30/2018

Grade Range: 3 to: 8.99

A custom predictive alignment can be created using a district's own state data aligned to either DORA, ADAM, or DOMA Pre-Algebra. Current, correlation coefficients of ADAM and DORA to the SBAC and PARCC are about 0.70 to 0.85.

Legend: ■ Proficient ■ Non-Proficient
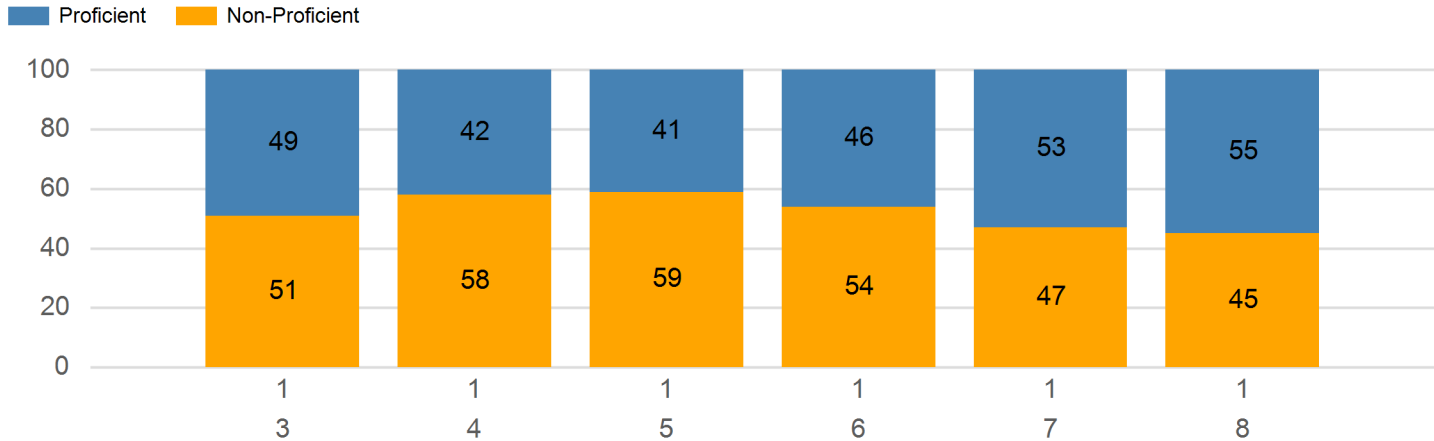
Grade	Period	Non-Prof. Num	Prof Num	Non-Prof. %	Prof %	Total Count
3	1	1186	1123	51	49	2309
4	1	1347	989	58	42	2336
5	1	1328	930	59	41	2258
6	1	1085	907	54	46	1992
7	1	871	967	47	53	1838
8	1	864	1037	45	55	1901

Math Gains by LGL EDGE Usage
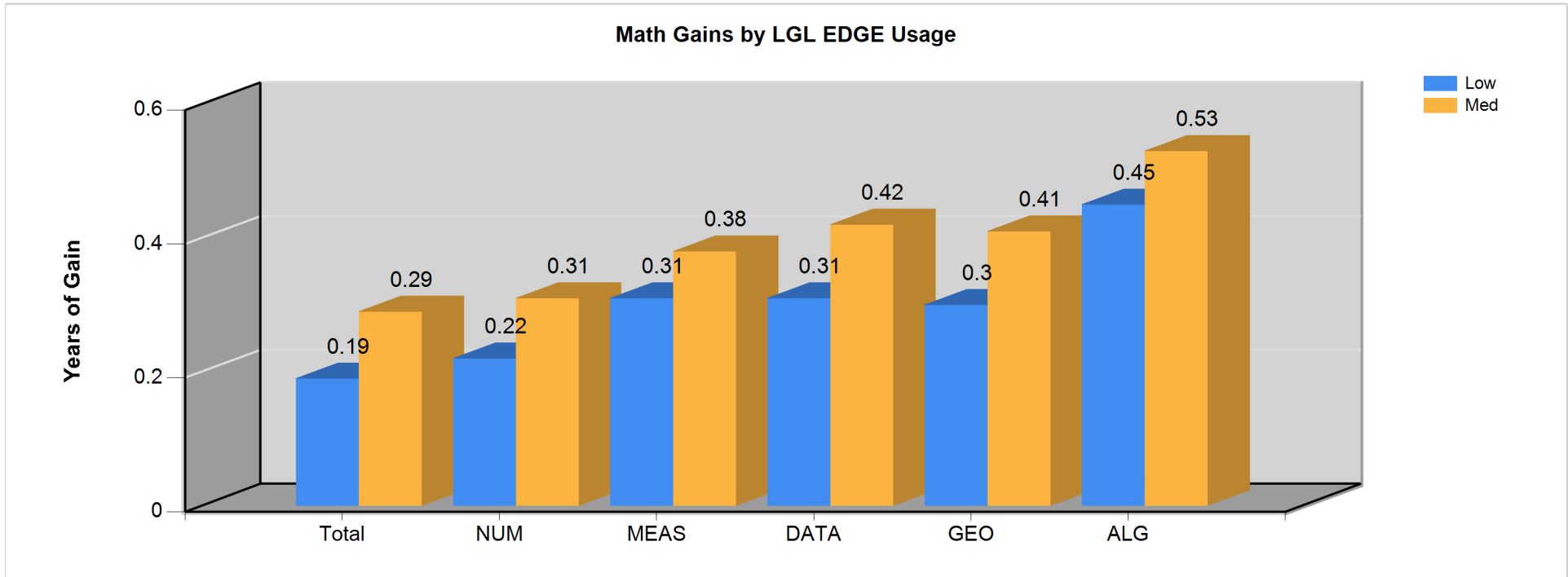
Category	Total	Num & Op	Meas.	Dat.	Geo.	Alg.	Total Count
Low	0.19	0.21	0.31	0.31	0.30	0.45	446
Medium	0.29	0.31	0.38	0.42	0.41	0.52	441

This report examines a specific 14 day summer school program that used LGL Math Edge. It shows years of gain based on the grouping of students into two groups: "low" and "medium." "Low" had less than 5.7 hours of use. "Medium" had over 5.7 hours of use. This particular session had extremely impressive gains. In 14 days 441 students averaged 0.29 years of gain in ADAM. ADAM has a 0.82 to 0.85 correlation to PARCC and SBAC.

Start Date: 05/01/2017   Grade Start: 2   Outlier Level: None
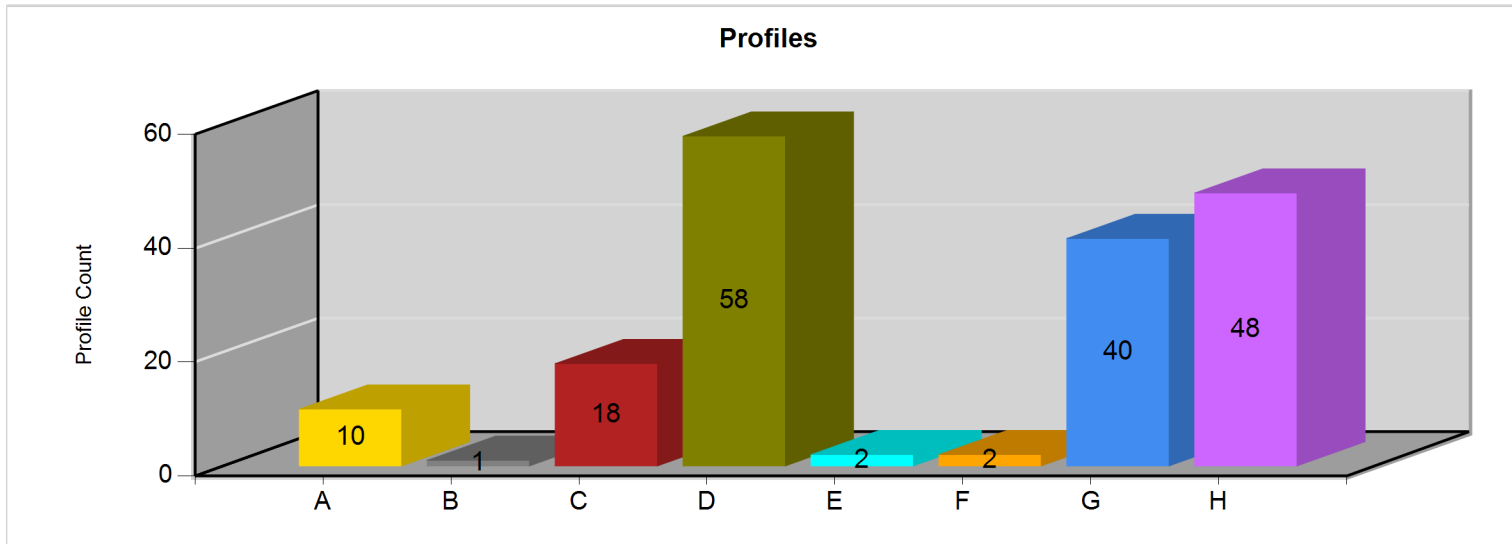
Start Date: 07/10/2017   Grade End: 8.99   Low:< 5.7 hours use   Med: +5.7 hours use

Class DORA Profile

Number of Students: **179**

Date Range: 11/1/2015 To 1/13/2016   Grade Range: 11 To 11.99

Profiles

| Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	10
B	Low	Med-High	Low	1
C	Med-High	Med-High	Low	18
D	Med-High	Low	Low	58
E	Low	Low	Med-High	2
F	Low	Med-High	Med-High	2
G	Med-High	Low	Med-High	40
H	Med-High	Med-High	Med-High	48

This report shows students by their reading profile and can be used to determine which type of curriculum is needed. In this case we are looking at 11th graders at one high school. We see the two biggest intervention groups are students in D and G. The take away is that Vocabulary is the biggest issue with this school's population. Students in G are often put into remedial reading but DORA is able to determine that these students have good decoding and comprehension strategy skills but simply need to work on building academic vocabulary.

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Data Distribution Portal

Date Range: 8/1/2016 to 10/31/2016   Grade: 6   Count 1: 1680

Sites: All sites

Average Skills Gap Report
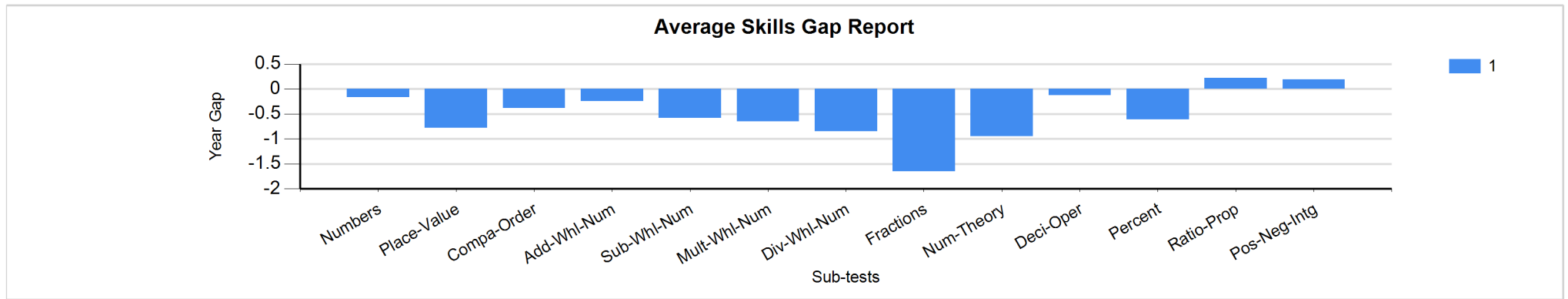
Numbers	Place-Value	Compa-Order	Add-Whl-Num	Sub-Whl-Num	Mult-Whl-Num	Div-Whl-Num	Fractions	Num-Theory	Deci-Oper	Percent	Ratio-Prop	Pos-Neg-Intg
-0.17	-0.78	-0.38	-0.25	-0.58	-0.65	-0.85	-1.65	-0.95	-0.13	-0.61	0.22	0.19

• This sample report would typically be run at each school site for use in grade-level personal learning communities (PLCs). In this example, it was run across an entire district's 6th grade. This report looks just at the Numbers and Operations strand within ADAM. It can be run across the other four ADAM strands as well.
• This report informs teachers and administrators that their 6th grade high priority areas are fractions, division, and place value. In the case of fractions, we see that students are on average 1.65 years behind. Looking at detailed student data, we know the solution is more difficult because students' skills are actually scattered across a wide range of fractions skills. So the question becomes why are students not learning fractions. Are better materials needed for teaching it? Is teacher training necessary?
• In the case of place value, it turns out that most students are stuck on learning decimal place value. This is a skill that can easily be targeted. Once targeted, it can provided a big jump or quick removal of this gap.

Pre-Algebra RTI / MTSS Version: C

Number of Students: **1301**

Date Range: 4/1/2016 To 6/30/2016   Grade Range: 8 To 8.99
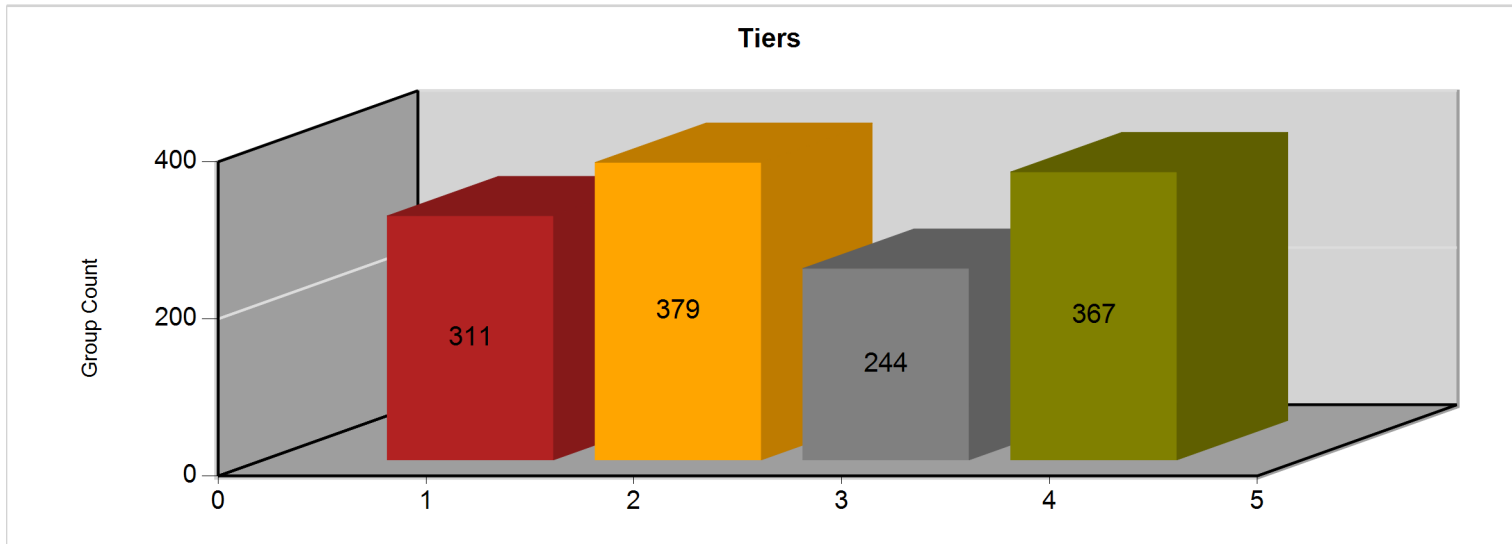
Tiers

| Tiers	Algebra Placement Groups	Count
1	Math Readiness Course	311
2	Algebra I with Support	379
3	Algebra I Ready (lower conf.)	244
4	Algebra I Ready	367

Sites: Sample

This report can be run by school, multiple schools, or by district. Administrators can click on each bar for a download of the students. There is also a "download all" button that will allow a master list to be downloaded.

By default we have 3 versions. But we can also customized these to your district's needs.

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DORA Reading Intervention Screening Report (9th Grade Version)

Number of Students: **376**

Date Range: 4/1/2016 To 6/30/2016   Grade Range: 8.5 To 8.99

RTI Groups
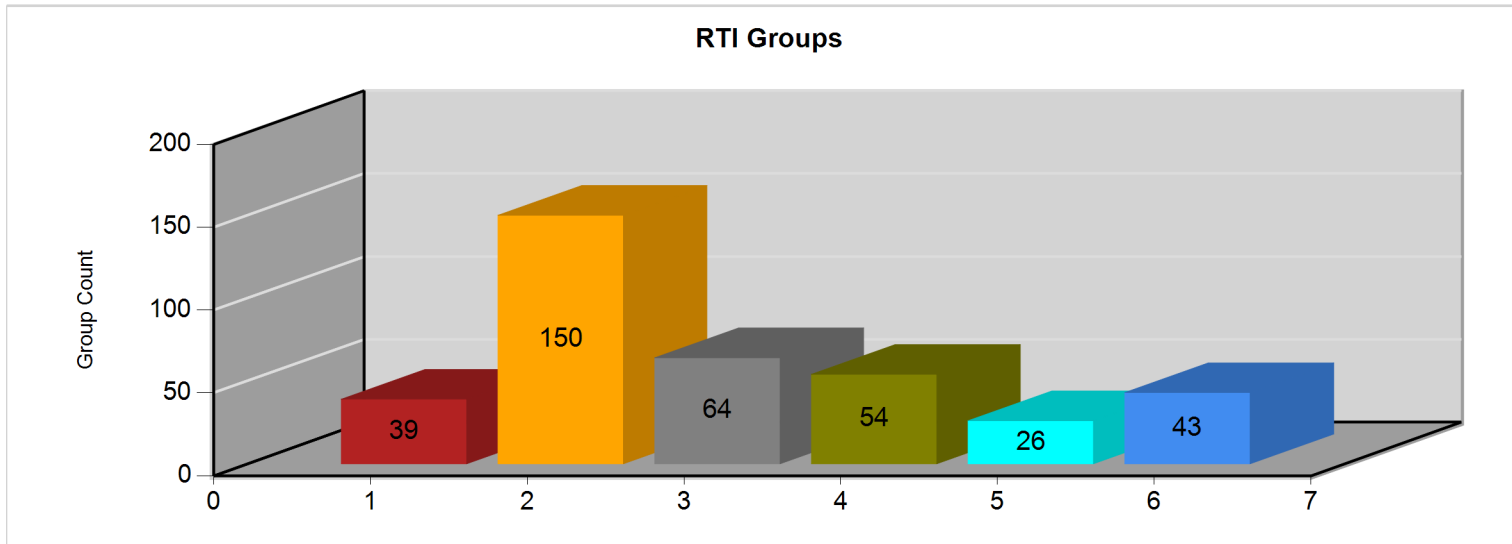
Group	Comprehension	Profile Count
1	Intervention ELA	39
2	English I Intensive	150
3	English I with Support	64
4	English I (Low vocab)	54
5	English I	26
6	English I - Highest	43

Sites: School names listed here.

This report can be run by school, multiple schools, or by district. Administrators can click on each bar for a download of the students. There is also a "download all" button that will allow a master list to be downloaded.

This particular report is a default report. But these categories and thresholds can be customized to your district's needs.