

**Portfolio Progress Reporting Database
Campus Administrator Instructions**
UPDATED 9/22/15

1. Open one of the three Portfolio Progress Report databases

For instructions on how to use the database shortcuts through PISD Apps, please refer to the grade level-specific Portfolio Progress Reporting Database instructions located on **PISD Hotspot under “Technology User Guides”**. Use this link to access the “Technology User Guides” page of the hotspot, then look for the guides called “Portfolio Progress Reporting:.” <http://k-12.pisd.edu/hotspot/TechUserGuides.html>

Note: the screenshots in this document were taken from the first grade database. However, these instructions will be exactly the same in each of the three databases.

2. Log-in as a campus administrator

a. From the bottom of the welcome screen, click the red link labeled “**Campus Administrator Login**”.

Welcome

Welcome to the First Grade Portfolio Progress Reporting Database

Please Log In

Enter your name and employee ID in the fields below.
Then, choose how you would like to proceed by clicking
one of the options provided.

First Name

Last Name

Employee ID*

[*Click here for instructions on how to look up your employee ID number](#)

[Campus Administrator Login](#)

b. Select your campus from the dropdown box and enter the password assigned to your campus. Then, click the button labeled “**Continue**”.

Campus Login

Campus:

Password:

- c. Once you have logged in and clicked “Continue,” you will be directed to the **Campus Switchboard**.

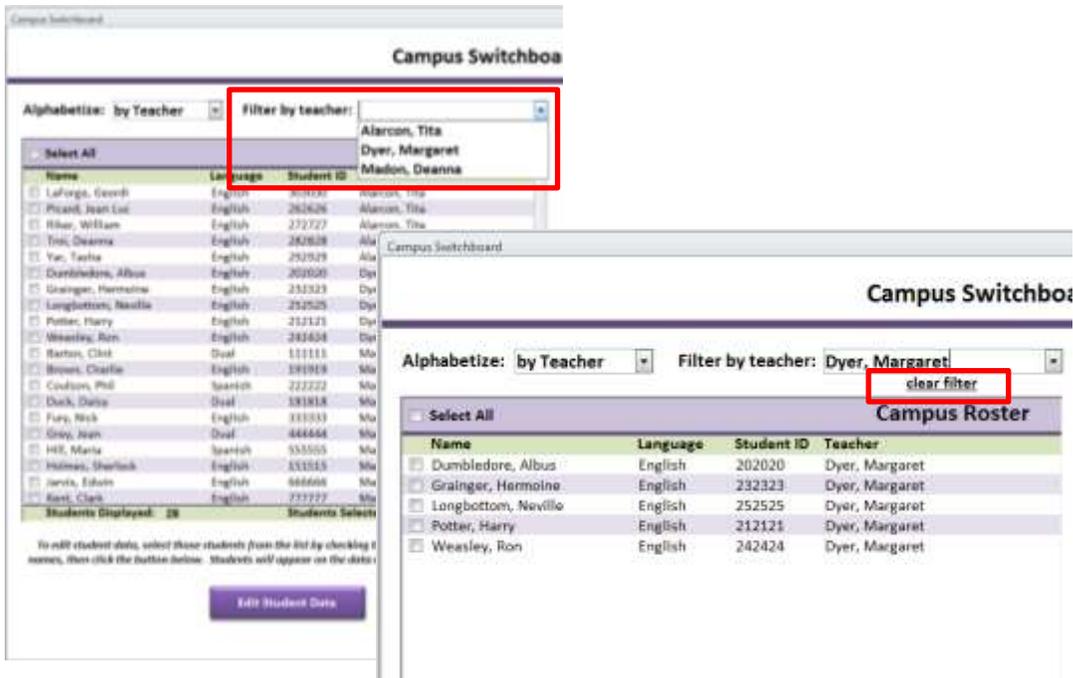
The screenshot shows the 'Campus Switchboard' interface. At the top, there are controls for 'Alphabetize: by Teacher' and 'Filter by teacher:'. Below this is a 'Campus Roster' table with columns for Name, Language, Student ID, and Teacher. The table lists 28 students, including LaForge, Geordi; Picard, Jean Luc; Riker, William; and others. To the right of the roster, there are sections for 'Portfolio Progress Reports' with 'Print in English' and 'Print in Spanish' buttons, and 'Parent Letters' with a 'Reporting Period' dropdown (set to BOY) and buttons for 'RLA Letters in English/Spanish' and 'Math Letters in English/Spanish'. At the bottom, there are 'Edit Student Data' and 'Return to Welcome Screen' buttons.

3. Navigating the student roster

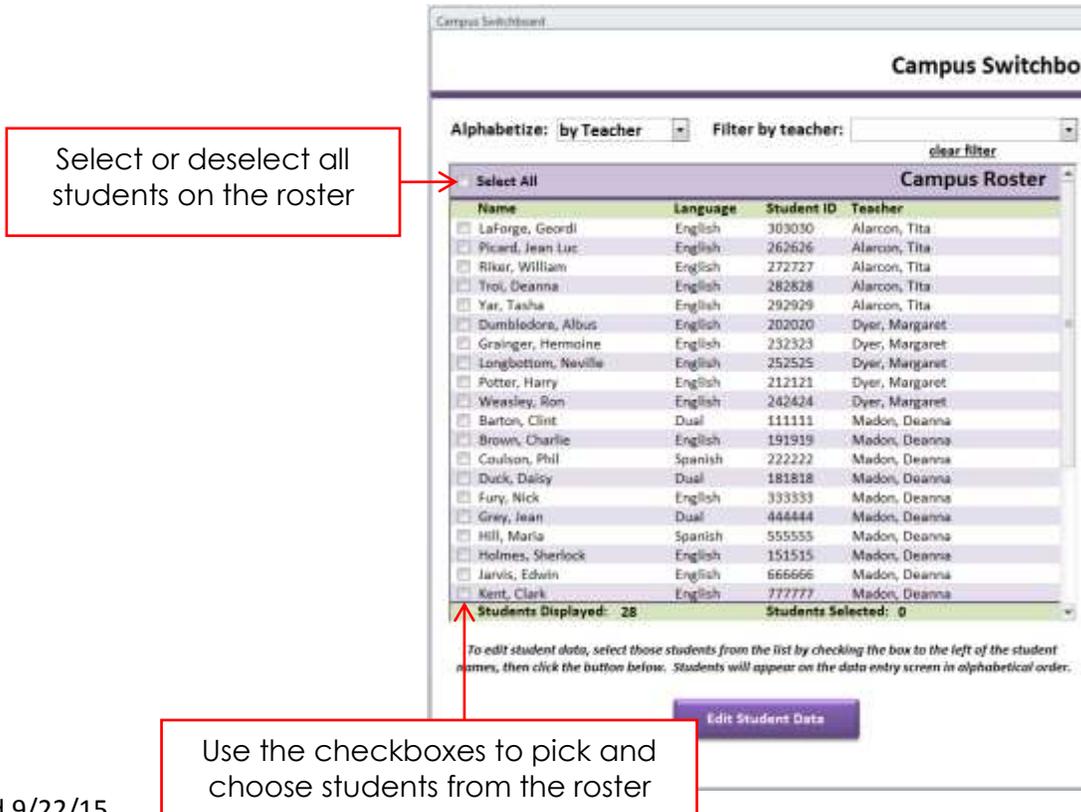
- a. Sort the student roster by clicking the dropdown box labeled “Alphabetize:”. You may alphabetize the student roster by teacher name or by student name.

This screenshot is similar to the one above but highlights the 'Alphabetize:' dropdown menu with a red box. The dropdown menu is open, showing two options: 'by Teacher' (which is currently selected) and 'by Student'. The rest of the interface, including the roster table and report options, remains the same.

- b. Filter the student list by teacher by clicking the dropdown box labeled **“Filter by teacher”** and selecting the class you wish to view. Clear the filter by clicking the link labeled **“clear filter”** directly under the dropdown box.



- c. Select or deselect students in the roster by using the **checkboxes** beside the students' names. Select or deselect all students in the roster by clicking the **“Select All”** checkbox at the top of the roster.



4. Edit student data

- a. Select the students from the roster for which you would like to edit data (see step 3c of this document). Then, click the button labeled “**Edit Student Data**” below the student roster.

Note: student names will be displayed in alphabetical order on the data entry screen.

The screenshot shows the 'Campus Switchboard' interface. At the top right, the title 'Campus Switchboard' is displayed. Below the title, there are two dropdown menus: 'Alphabetize: by Teacher' and 'Filter by teacher:'. A 'clear filter' link is located below the second dropdown. The main content area is titled 'Campus Roster' and contains a table with the following columns: Name, Language, Student ID, and Teacher. The table lists 28 students, with checkboxes in the left margin for selection. Four students are selected: LaForge, Geordi; Dumbledore, Albus; Barton, Clint; and Duck, Daisy. Below the table, it shows 'Students Displayed: 28' and 'Students Selected: 4'. A red box highlights the 'Edit Student Data' button at the bottom. A red callout box on the left contains the text 'Select students from the roster' with arrows pointing to the checkboxes of the four selected students.

Select students from the roster

Name	Language	Student ID	Teacher
<input checked="" type="checkbox"/> LaForge, Geordi	English	303030	Alarcon, Tita
<input type="checkbox"/> Picard, Jean Luc	English	262626	Alarcon, Tita
<input type="checkbox"/> Riker, William	English	272727	Alarcon, Tita
<input type="checkbox"/> Troi, Deanna	English	282828	Alarcon, Tita
<input type="checkbox"/> Yar, Tasha	English	292929	Alarcon, Tita
<input checked="" type="checkbox"/> Dumbledore, Albus	English	202020	Dyer, Margaret
<input type="checkbox"/> Grainger, Hermoine	English	232323	Dyer, Margaret
<input type="checkbox"/> Longbottom, Neville	English	252525	Dyer, Margaret
<input type="checkbox"/> Potter, Harry	English	212121	Dyer, Margaret
<input type="checkbox"/> Weasley, Ron	English	242424	Dyer, Margaret
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111	Madon, Deanna
<input type="checkbox"/> Brown, Charlie	English	191919	Madon, Deanna
<input type="checkbox"/> Coulson, Phil	Spanish	222222	Madon, Deanna
<input checked="" type="checkbox"/> Duck, Daisy	Dual	181818	Madon, Deanna
<input type="checkbox"/> Fury, Nick	English	333333	Madon, Deanna
<input type="checkbox"/> Grey, Jean	Dual	444444	Madon, Deanna
<input type="checkbox"/> Hill, Maria	Spanish	555555	Madon, Deanna
<input type="checkbox"/> Holmes, Sherlock	English	151515	Madon, Deanna
<input type="checkbox"/> Jarvis, Edwin	English	666666	Madon, Deanna
<input type="checkbox"/> Kent, Clark	English	777777	Madon, Deanna

Edit Student Data

- b. The data entry form will be populated with the scores of the students you selected from the student roster. Scroll through student data by clicking the blue “Next Student” and “Previous Student” buttons. Student names will be in alphabetical order. **The blue shaded fields are fields that will be populated directly from SAS and may not be edited in the database.**

Teacher: Deanna Madon **School:** Bethany **School Year:** 2015-2016

Student ID: 111111 **Student First Name:** Clint **Student Last Name:** Barton **Testing Language:** Dual

Reading/Language Arts ENGLISH Administration | **Reading/Language Arts SPANISH Administration** | **Math/Science/Social Studies**

SCORE/STATUS	SD	SDV	SDV
TPRI - Texas Primary Reading Inventory			
SCHEMATA			
Letter Sounds	20/20	0	100
Word Reading	7/8	0	11.8
Blending Phonemes	6/8	0	7.5
PHONIC AWARENESS			
Blending Oral Parts	1/2	0	2.5
Blending Phonemes	1/2	0	2.5
Selecting Initial Sounds	1/2	0	2.5
Selecting Final Sounds	2/2	10	25
ORTHOGRAPHIC KNOWLEDGE			
Initial Consonant Substitution	1/2	0	2.5
Final Consonant Substitution	1/2	0	2.5
Medial Vowel Substitution	1/2	0	2.5
Initial Blending Substitution	1/2	0	2.5
Blends in Final Position	1/2	0	2.5
WORDS READING			
Accuracy	1	0	100
Fluency (words)	1/2	0	2.5
Comprehension	1/2	0	2.5
PRIMARY SPELLING INVENTORY			
Feature Points	30/30		
MAP - Measures of Academic Progress			
Reading BY Score	140	111	114-182
Qualifies for Tier 2 Reading Intervention	1		
Tier 2 Intervention Needed	No	Yes	Yes

UNFORMAL READING INVENTORY

LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
Level	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
Fluency	%	%	%	%	%	%
Comprehension	%	%	%	%	%	%
Fluency Level (words)						

READING/PHONICS

- Identify upper and lower-case letters
- Identify letter sounds
- Use knowledge of letter sounds and common spelling patterns to read and spell words
- Read high-frequency words
- Respond to questions about text
- Read aloud grade-level text with fluency and comprehension

WRITING

- Use appropriate spacing
- Write upper-case letters
- Write lower-case letters
- Write legibly
- Communicate ideas through writing sentences
- Write brief stories (beginning, middle, and end)
- Write brief expository compositions
- Use beginning, middle, and end punctuation

5 - Satisfactory progress toward grade level expectations
N - Not yet demonstrating adequate progress toward grade level expectations.

Previous Student **Next Student >**

Return to Welcome Screen



- c. Select a subject area from the tabs below the student information fields. **Note:** There may be two or three tabs visible for any student, depending on their testing language. Students with only TPRI scores in SAS are categorized as “English” testers in the database. Students with only Tejas LEE scores in SAS are categorized as “Spanish” testers. Students with both TPRI and Tejas LEE scores in SAS are categorized as “Dual” testers.

Teacher: Deanna Madon **School:** Bethany

Student ID: 222222 **Student First Name:** Phil **Student Last Name:** Coulson **Testing Language:** Spanish

Reading/Language Arts SPANISH Administration | **Math/Science/Social Studies**

Teacher: Deanna Madon **School:** Bethany

Student ID: 333333 **Student First Name:** Nick **Student Last Name:** Fury **Testing Language:** English

Reading/Language Arts ENGLISH Administration | **Math/Science/Social Studies**

Teacher: Deanna Madon **School:** Bethany

Student ID: 444444 **Student First Name:** Jean **Student Last Name:** Grey **Testing Language:** Dual

Reading/Language Arts ENGLISH Administration | **Reading/Language Arts SPANISH Administration** | **Math/Science/Social Studies**

- d. Begin entering scores in the appropriate reporting period column or leave scores blank for tasks that have not been tested. Choose scores from the dropdown boxes provided. **Note: Changes are saved automatically as you enter student data.**

CLASSROOM PROGRESS	K.2	1.4	1.6	1.8	1.10	1.14	1.16	2
INFORMAL READING INVENTORY								
Level								
Accuracy		%			%			%
Comprehension		%			%			%
Fluency Level (cwpm)								
READING/PHONICS								
Identify upper and lower-case letters		S						
Identify letter sounds		S						
Use knowledge of letter sounds and common spelling patterns to read and spell words		S						
Read high frequency words		S						
Respond to questions about text		N						
Read aloud grade level text with fluency and comprehension		N						
HANDWRITING								
Use appropriate spacing		S						
Write upper-case letters		S						
Write lower-case letters		N						
Write legibly		S						
WRITING								
Communicate ideas through writing sentences		S						
Write brief stories (beginning, middle, end)		S						
Write brief expository compositions		S						
Use beginning capital and end punctuation		N						

Choose from dropdown boxes



- e. A new field has been added on all three tabs, called **“Tier 2 Intervention Needed.”** It is located below the Tier 2 Criteria Indicator field. This field is intended to reflect the professional discretion of the teacher in determining the student's need for Tier 2 intervention. Use the dropdown boxes in this field to select “Yes” or “No.”
- Note: Use the “Comments” section of the data entry screen to indicate when teacher recommendation differs from Tier 2 Criteria Indicator field (see letter “f” on the next page of this document). For example, “[Student] will/will not receive Tier 2 interventions based on a preponderance of evidence as demonstrated in the portfolio provided by the teacher.”**

Student ID	Student First Name	Stu	
111111	Clint	Bar	
Reading/Language Arts ENGLISH Administration		Reading/Language Arts SPANISH Admi	
ASSESSMENTS			
	BOY	MOY	EOY
TPRI - Texas Primary Reading Inventory			
SCREENING			
Letter Sounds	10/10 D		/10
Word Reading	7/8 D		/12
Blending Phonemes	6/6 D		
PHONEMIC AWARENESS			
Blending Word Parts	5/5 D	/5	/5
Blending Phonemes	5/5 D	/5	/5
Deleting Initial Sounds	2/5 SD	/5	/5
Deleting Final Sounds	2/5 SD	/5	/5
GRAPHOPHONEMIC KNOWLEDGE			
Initial Consonant Substitution	3/5 D	/5	/5
Final Consonant Substitution	5/5 D	/5	/5
Middle Vowel Substitution	1/5 SD	/5	/5
Initial Blending Substitution	5/5 D	/5	/5
Blends in Final Position	5/5 D	/5	/5
WORD READING	15/20 D	/20	/20
READING			
Accuracy	2 D		
Fluency (cwpm)	76 D		
Comprehension	6/6 D	/6	/6
PRIMARY SPELLING INVENTORY			
Feature Points	39/56		
MAP - Measures of Academic Progress			
Expected RIT Range	155-161	164-171	174-182
Reading RIT Score	140 SD		
Qualifies for Tier 2 Reading Intervention	1		
Tier 2 Intervention Needed*	No		

1 - Meets Tier 2 Intervention Criteria
D - Developed Skill SD - Still Developing Skill
*See documentation in Comments section

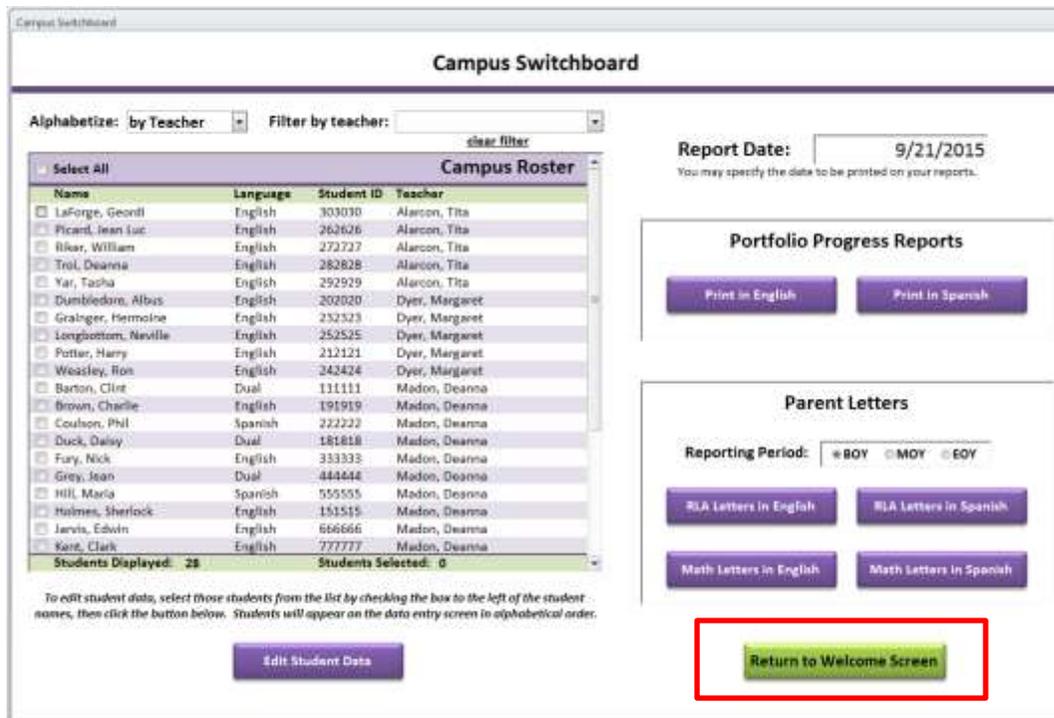
- f. Enter any comments into the “Comments” box at the bottom of the form. **Remember to date each entry.**



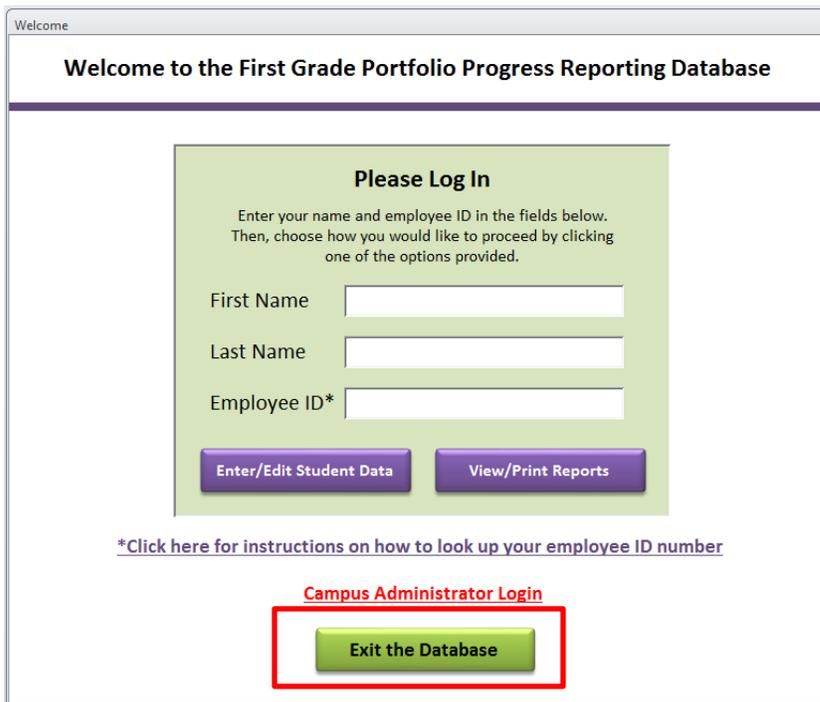
- g. When you have finished entering data for all students, click the orange “Return to Campus Switchboard” button on the right side of the screen to return to the welcome screen. **Note: Changes are saved automatically as you enter student data.**



- h. Return to the welcome screen by clicking the button labeled “Return to Welcome Screen” on the Campus Switchboard.

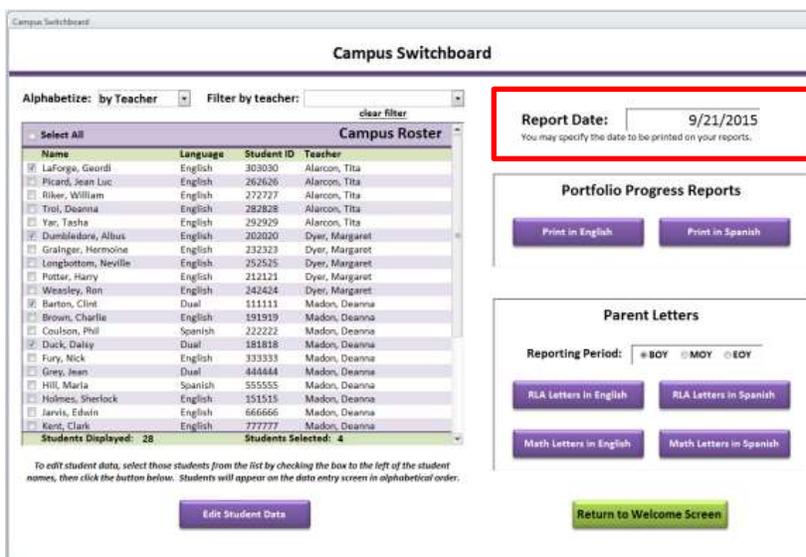


- i. Exit the database by clicking the “Exit the Database” button on the welcome screen OR proceed to step 5 to run reports.



5. Run reports

- a. From the **Campus Switchboard**, select the students from the roster for which you would like to print reports (see step 3c of this document).
- b. Specify the date that you would like to print on your reports in the box on the right side of the **Campus Switchboard**. By default, this field will populate with today's date, but you may change it if you would like your reports to print out with a different date.





- c. Print Portfolio Progress Reports in English or in Spanish by clicking the appropriate button in the section called **“Portfolio Progress Reports”**. **Portfolio Progress Reports are three pages for students who tested in only English or Spanish. Dual language testers will have a four-page report. Reports are now available in English and Spanish for all students, regardless of testing language. Attendance information has been moved to the last page of the report, under the “Comments” section.**

Campus Switchboard

Alphabetize: by Teacher Filter by teacher: clear filter

Report Date: 9/21/2015
You may specify the date to be printed on your reports.

Portfolio Progress Reports

Parent Letters

Reporting Period: BOY MOY EOY

Name	Language	Student ID	Teacher
<input type="checkbox"/> LaForge, Geordi	English	303030	Alarcon, Tita
<input type="checkbox"/> Picard, Jean Luc	English	262626	Alarcon, Tita
<input type="checkbox"/> Riker, William	English	272727	Alarcon, Tita
<input type="checkbox"/> Tril, Dagnia	English	282828	Alarcon, Tita
<input type="checkbox"/> Yar, Tasha	English	292929	Alarcon, Tita
<input type="checkbox"/> Dumbellane, Allius	English	202020	Dyer, Margaret
<input type="checkbox"/> Granger, Hermoine	English	232323	Dyer, Margaret
<input type="checkbox"/> Longbottom, Neville	English	252525	Dyer, Margaret
<input type="checkbox"/> Potter, Harry	English	212121	Dyer, Margaret
<input type="checkbox"/> Weasley, Ron	English	242424	Dyer, Margaret
<input type="checkbox"/> Barton, Clint	Dual	111111	Madon, Deanna
<input type="checkbox"/> Brown, Charlie	English	191919	Madon, Deanna
<input type="checkbox"/> Coulson, Phil	Spanish	222222	Madon, Deanna
<input type="checkbox"/> Duck, Daisy	Dual	181818	Madon, Deanna
<input type="checkbox"/> Fury, Nick	English	333333	Madon, Deanna
<input type="checkbox"/> Grey, Jean	Dual	444444	Madon, Deanna
<input type="checkbox"/> Hill, Maria	Spanish	555555	Madon, Deanna
<input type="checkbox"/> Holmes, Sherlock	English	151515	Madon, Deanna
<input type="checkbox"/> Jarvis, Edwin	English	666666	Madon, Deanna
<input type="checkbox"/> Kent, Clark	English	777777	Madon, Deanna

Students Displayed: 28 Students Selected: 4

To edit student data, select those students from the list by checking the box to the left of the student names, then click the button below. Students will appear on the data entry screen in alphabetical order.

- d. Use the arrows at the bottom of the report window to navigate and preview the pages of your report, or use the left and right arrow keys on your keyboard.

English-FPI

Flano ISD Portfolio Progress Report

First Grade

Student Name: Edwin Jarvis Teacher: Deanna Madon
Student ID: 666666 Report: 9/21/2015
School: Spanish Date: 9/21/2015

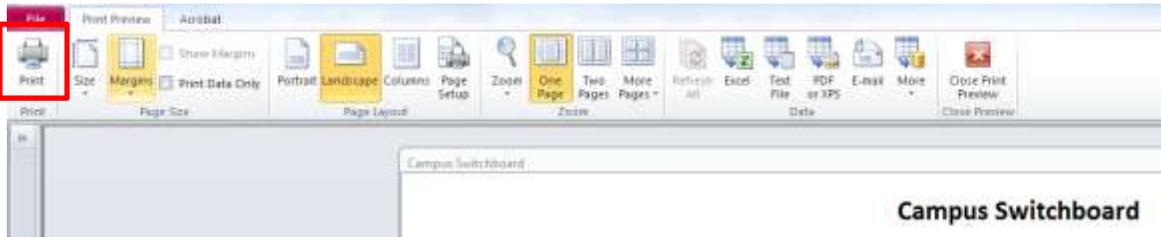
Comments/Comments

BOY Conference Parent Signature _____ Date: November 9, 2015
MOY Conference Parent Signature _____ Date: February 9, 2016
EOY Conference Parent Signature _____ Date: May 18, 2016

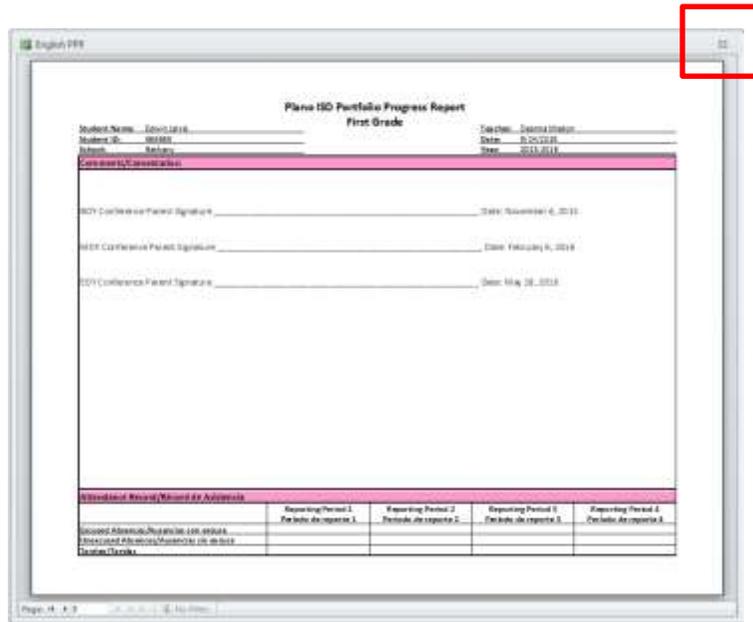
Reporting Period 1 The first of the report 1	Reporting Period 2 The first of the report 2	Reporting Period 3 The first of the report 3	Reporting Period 4 The first of the report 4

Page: 31 of 4

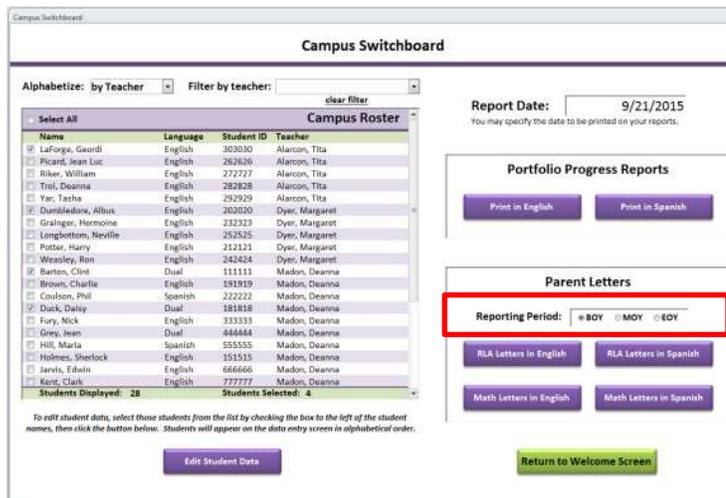
e. Click the **“Print”** button at the top left corner of the screen to print your reports.



f. When you are finished viewing and printing the report, click the **“X”** at the top right corner of the report window to close it.



g. Print Tier II parent letters by first selecting the reporting period from the three options in the section called **“Parent Letters”**. By default, the reporting period is set to **“BOY”**.





- h. Select the letter you wish to print by clicking the appropriate button in the section called "Parent Letters".

Note: Parent letters are only available for the students that qualify for Tier II intervention for that reporting period. (For example, if all students are selected in the list on the left side of the window, but only one student in the class qualifies for Tier II Reading intervention at the BOY reporting period, there will only be one RLA letter to view.)

Parent letters will only generate for the reporting period a student FIRST qualifies for Tier II intervention. (For example, if a student qualifies for Tier II at BOY, and again at MOY, that student will not receive a second letter at the MOY reporting period because he/she qualified previously).

Note: Tier II parent letters are now available in English and Spanish for all students, regardless of testing language.

Note: It is possible for dual language testers to have two RLA Tier II parent letters at one reporting period if they qualified for Tier II intervention on both TPRI and Tejas LEE during the same reporting period. It is also possible for dual language testers to have one RLA Tier II parent letter at one reporting period and another RLA Tier II parent letter at one of the following reporting periods if the student qualified for Tier II intervention on TPRI at one reporting period, and then qualified for Tier II intervention on Tejas LEE at another reporting period, or vice versa.

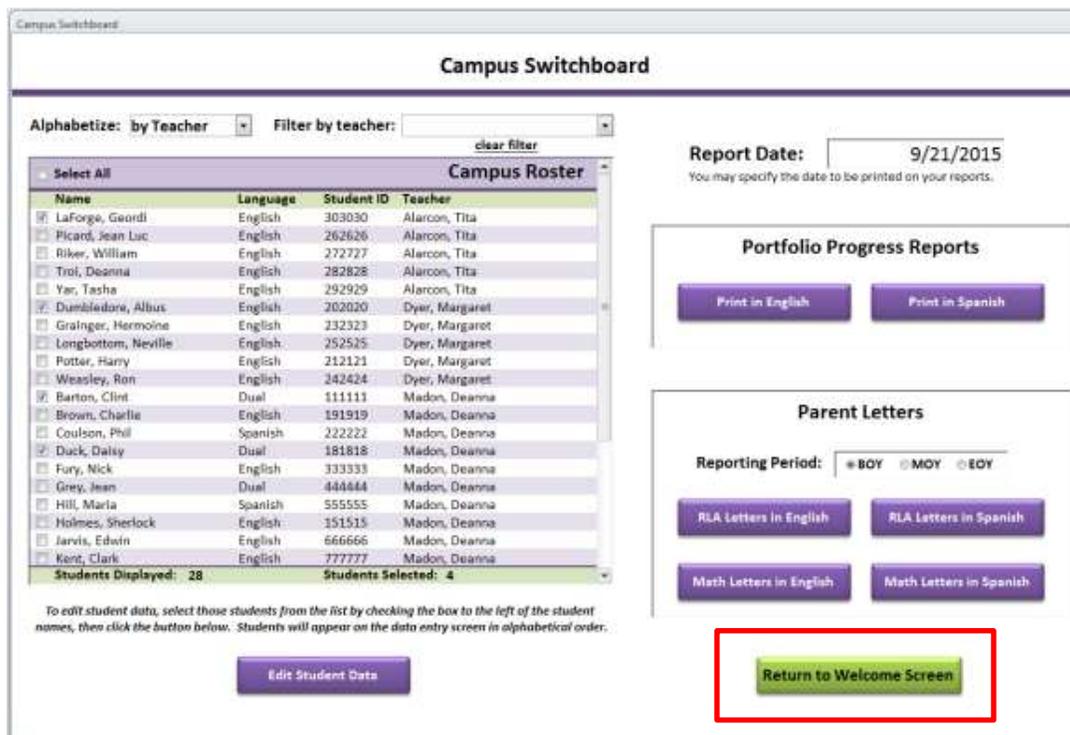
The screenshot shows the "Campus Switchboard" interface. At the top, it says "Campus Switchboard". Below that, there are filters: "Alphabetize: by Teacher" and "Filter by teacher: [text box]". A "Report Date" field is set to "9/21/2015". The main section is titled "Campus Roster" and contains a table with columns: Name, Language, Student ID, and Teacher. The table lists 28 students, with 4 selected. Below the table, there are buttons for "Print in English" and "Print in Spanish" under "Portfolio Progress Reports". Under "Parent Letters", there are buttons for "RLA Letters in English", "RLA Letters in Spanish", "Math Letters in English", and "Math Letters in Spanish". A red box highlights the "Parent Letters" section. At the bottom, there are buttons for "Edit Student Data" and "Return to Welcome Screen".

Name	Language	Student ID	Teacher
<input checked="" type="checkbox"/> LaForge, Geordi	English	303030	Alarcon, Tita
<input type="checkbox"/> Picard, Jean Luc	English	262626	Alarcon, Tita
<input type="checkbox"/> Riker, William	English	272727	Alarcon, Tita
<input type="checkbox"/> Troi, Deanna	English	282828	Alarcon, Tita
<input type="checkbox"/> Yar, Tasha	English	292929	Alarcon, Tita
<input checked="" type="checkbox"/> Dumbledora, Albus	English	303030	Dyer, Margaret
<input type="checkbox"/> Granger, Hermione	English	332323	Dyer, Margaret
<input type="checkbox"/> Longbottom, Neville	English	252525	Dyer, Margaret
<input type="checkbox"/> Potter, Harry	English	212121	Dyer, Margaret
<input type="checkbox"/> Weasley, Ron	English	242424	Dyer, Margaret
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111	Madon, Deanna
<input type="checkbox"/> Brown, Charlie	English	191919	Madon, Deanna
<input type="checkbox"/> Coulson, Phil	Spanish	222222	Madon, Deanna
<input checked="" type="checkbox"/> Duck, Daisy	Dual	181818	Madon, Deanna
<input type="checkbox"/> Fury, Nick	English	333333	Madon, Deanna
<input type="checkbox"/> Grey, Jean	Dual	444444	Madon, Deanna
<input type="checkbox"/> Hill, Maria	Spanish	555555	Madon, Deanna
<input type="checkbox"/> Holmes, Sherlock	English	351515	Madon, Deanna
<input type="checkbox"/> Jarvis, Edwin	English	666666	Madon, Deanna
<input type="checkbox"/> Kent, Clark	English	777777	Madon, Deanna

- i. When you are finished viewing and printing the report, click the “X” at the top right corner of the report window to close it.



- j. Click “Return to Welcome Screen” when you have finished printing your reports.



k. Exit the database by clicking the “**Exit the Database**” button on the welcome screen.

Welcome

Welcome to the First Grade Portfolio Progress Reporting Database

Please Log In

Enter your name and employee ID in the fields below.
Then, choose how you would like to proceed by clicking
one of the options provided.

First Name

Last Name

Employee ID*

[Enter/Edit Student Data](#) [View/Print Reports](#)

[*Click here for instructions on how to look up your employee ID number](#)

[Campus Administrator Login](#)

[Exit the Database](#)

Please contact Margaret Dyer by e-mail at margaret.dyer@pisd.edu with any questions.