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DISTRICT - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis helps inform the district in the completion of the targeted improvement plan as required by the district staging identification. The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however, the remaining sections are based on the district responses to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCDSS support specialist.
Definition/Purpose:	Data analysis and review of student level data conducted by the district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

			Check all programs that apply					
Is your district identified in the state accountability system?	Yes							
Is your district staged in the Performance-Based Monitoring (PBM) system which includes Bilingual Education/English as a second Language (BE/ESL), career and technical education (CTE), No Child Left Behind (NCLB), and special education (SPED)?	Yes		BE/ESL	**X** CTE		NCLB	**X**	SPED
Is your district staged in Residential Facilities (RF)?	Select							

Section II - Index Questions
(If your district is not rated Improvement Required, move to Section III)

Index 1-Student Achievement	Did your district meet standard for Index 1?	Yes, with an Index score of 61 or higher
	If your district Index score was above 60, then you do not need to answer this question If your district did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need? (Reminder: System safeguards data can help with this analysis)	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races ☐ Economically Disadvantaged ☐ Special Education ☐ English Language Learners
	Index 1 Score = 79 Target = 55 Difference = +24	
Index 2-Student Progress	Did your district meet standard for Index 2?	Yes, with an Index score of 23 or higher.
	If your district Index 2 score was 23 or higher, then you do not need to answer this question. If your district Index 2 score was at target, or 6 points less above the index target, which student groups are in greatest need of improvement? (Reminder: Consider the exceeded progress component as well as made progress when answering)	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races ☐ Economically Disadvantaged ☐ Special Education ☐ English Language Learners

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	If your district Index 2 score was 23 or higher, then you do not need to answer this question. Which group of students contributed to the district missing or narrowly meeting the Index 2 standard? (Reminder: Consider the exceeded progress component as well as made progress when answering)	☐ Students who failed in 2013 and failed in 2014 ☐ Students who passed in 2013 and passed in 2014 ☐ Students who were at Level III performance in 2013 and scored a Level II performance in 2014 ☐ Other
	Index 2 Score = 32 Target = 16 Difference = +16	
Index 3-Closing Achievement Gaps	Did your district meet standard for Index 3?	Yes, with an Index score of 31 or higher.
	If your district Index 3 score was 31 or higher, then you do not need to answer this question. What student groups, *other than economically disadvantaged*, were measured for your district in Index 3?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	Index 3 Score = 37 Target = 28 Difference = +9	
Index 4-Postsecondary Readiness	Did your district meet standard for Index 4?	No
	If your district met standard on Index 4, then you do not need to answer this question. Which component(s) of Index 4 contributed to your district missing or narrowly meeting Index 4?	☑ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☑ Graduation Plan ☑ Postsecondary Indicator
	Index 4 Score = 56 Target = 57 Difference = (-1)	

Section III - PBM Questions
(If your district is not assigned a stage in PBM, move to Section IV)

In reviewing the summary page of the PBMAS report, what patterns and trends across program areas did the data reveal?
1. While our participation numbers are too small to count for staging, our data indicates that the performance of sub-pops (Hispanic, EcoDis) indicate performance gaps. 2. Our DAP/RHSP diploma rate for CTE students was again low--based upon 2012-2013 graduates--but interventions are in place for 2013-2014 and beyond that we believe will significantly increase the diploma rate for this indicator. 3. Too many SPED students are participating in the STAAR-M exam, but interventions are in place that will positively affect the participation rate.
What campus/es is/are contributing to each indicator with a performance level (PL) of 2 or 3?
1. Both the elementary and secondary campuses contributed to the performance gaps, while the high school heavily contributed to the CTE indicator. 2. The percentage of SPED students who took the STAAR-M was too high on both campuses.
How does each performance indicator rated PL 2 or 3 impact student performance?
1. The transition from STAAR-M to STAAR and STAAR-A for SPED students will have a negative impact on student performance. 2. Too many students are still taking alternative assessments for STAAR; the district needs to ramp up rigor and student expectations to transition students out of SPED, where possible. 3. A particularly demanding Spanish teacher resulted in many students changing to the Minimum Graduation Plan. Staffing changes have been made that are vastly increasing participation numbers, which allows students to choose the RHSP/DAP or Foundation Plan with Endorsements.
What other insights did the LEA identify related to student performance for assigned PL 2s or 3s?
1. Inconsistent use of both student data and teacher performance data to drive instructional planning. 2. Lack of consistent progress monitoring and student-driven interventions 3. Need for increased learning time for high achievers and intervention time with struggling students. 4. Inconsistent use of intentional instructional strategies. 5. Not enough communication with parents/students/community about the importance of DAP/RHSP
How do the indicators rated PL 1, 0 Required Improvement (RI), or NA impact student performance?
(PL1) Not enough female students are enrolling in non-traditional female CTE courses. We need to explore additional ways to increase enrollment in order to diversify our CTE population. (PL 0 RI) We continue to have too many students in SPED who are taking a mixture of STARR-M and regular STAAR tests. By focusing on increased performance for all students, we should be able to migrate more SPED students from alternate to regular assessments.
What does the longitudinal PBMAS data from the past two years reveal when compared to the current year's report?

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1. Too many SPED students took the STAAR-M test
graduation plan rate has been a PBMAS indicator of a 3, the new graduation plan requirements will greatly assist with this indicator
to find ways to increase the number of female students completing non-traditional CTE courses.

2. While our
3. We need to continue

Section IV - RF Questions
(If your district is not staged in RF move to Section V)

What patterns and trends do the date reveal regarding the performance of RF Students?

<enter text>

How do the trends identified impact the performance of RF students?

<enter text>

Based on the data, what are the strengths or weaknesses of the district's support for RF students?

<enter text>

Section V - Support Systems/Critical Success Factors (CSFs):

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data, **please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.**

Support Systems

Capacity and Resources ?	Communication ?	Processes/Procedures ?	Organizational Structure ?
Lesson plans; professional development documentation; master schedule; CLT and staff meeting documentation; teacher feedback; perception data; euphoria! reports, PDAS evaluation	Community, student, and staff perception data and feedback; walkthrough observations; teacher involvement in decision-making; professional development plans and documentation; lesson plans; CLT and staff meeting documentation; PDAS evaluation; summative conference; social media; district website; surveys	Master schedule; teacher feedback; minutes offered for staff collaboration and PD; professional development hours and classroom implementation as evidenced through observations; student and teacher perception data; report card data and assessment results; ARD meeting and IEP data	STAAR/EOC results; PBMAS reports; RTI, ARD, LPAC process documentation; anecdotal data, observed results; teacher, student and parent feedback

CSFs
(For possible data sources, see the **CSF Data Sources** document)

CSF	Data Sources
Academic Performance ?	STAAR/EOC results, Texas Academic Performance Reports, TELPAS results, graduation rate, dual credit enrollment, Texas Primary Reading Inventory, Performance Based Monitoring, PEIMS six-weeks principal report, aggregated/disaggregated attendance data, aggregated/disaggregated discipline referral data, developmental reading assessments, curriculum-based assessments; SAT/ACT scores
Use of Quality Data to Drive Instruction ?	STAAR/EOC results, reteaching/tutoring, PEIMS six weeks principal reports, curriculum-based assessments, Response to Intervention tracking, TEKS disaggregation, supplemental TEKS-based materials
Leadership Effectiveness ?	STAAR/EOC results, TAPR, teacher retention, teacher attendance, teacher evaluation results, principal evaluation results, professional development
Increased Learning Time ?	Time on task observation, student engagement observations, percentage of school-wide engagement in enrichment activities, master schedule, minutes of instructional time per day, days per year on instructional calendar, number of credits recovered by students at risk, minutes offered for staff collaboration/PD

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Family and Community Engagement	?	Number of family/parent focus workshops and programs offered, number of modes of communication used to inform families how to support their student's academic growth, number of community partners, observed results from the community partnerships, number of parent/family conferences held, observed results from the conferences, number of languages in which parent communication is provided
School Climate	?	Teacher retention rate, aggregated/disaggregated attendance data, PEIMS data, teacher attendance, involvement in extracurricular activities, campus cleanliness, community involvement and support, aggregated/disaggregated discipline referral data, PEIMS 425 report
Teacher Quality	?	STAAR/EOC results, classroom observations, teacher evaluation results, professional development hours, classroom engagement, time on task, failure rates, discipline referrals

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Problem Statement 1:	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	STAAR passing rate, STAAR participation rate, DAP/RHSP diploma rate
	Staff identifies the need to have a more effective method of disaggregating student performance data.			
Problem Statement 2:	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	Course completion rate, STAAR passing rate, STAAR participation rate, DAP/RHSP diploma rate, SPED representation
	Staff identifies the need to intentionally monitor student progress to provide early intervention.			
Problem Statement 3:	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☑ Index 2: Student Progress ☑ Index 3: Closing Achievement Gaps ☑ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	STAAR passing rate, STAAR participation rate, SPED representation

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Staff identifies the need to vertically align curriculum.

Problem Statement 4: **?**	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>

Too few students graduated on the RHSP/DAP in 2011-2012 (48.3%) and 2012-2013 (44.4%).

Problem Statement 5: **?**	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>

<type your problem statement here>

Problem Statement 6: **?**	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>

<type your problem statement here>

Problem Statement 7: **?**	Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>

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Problem Statement 8:	? Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>
	<type your problem statement here>			
Problem Statement 9:	? Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>
	<type your problem statement here>			
Problem Statement 10:	? Which Index(es) does this problem statement address?	☐ Not Applicable ☐ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	<enter PBMAS indicators and/or RF data here>
	<type your problem statement here>			