LEA Name:	Santo ISD
Campus Name:	Santo High School

CAMPUS - 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 process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification. The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] 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

Is your campus identified in the state accountability system?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

Section II - Index Questions

Index 1-Student Achievement	Did your campus meet standard for Index 1?	Yes, with an Index score of 61 or higher
	If your campus Index 1 score was above 60, you do not need to answer this question. If your campus did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need of improvement? (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 = 80 Target Score= 55 Difference = +25	
Index 2-Student Progress	Did your campus meet standard for Index 2? **?** **see help box for score details*	N/A
	If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question. If your campus Index 2 score was at target or 2 points less or 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
	If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question. If your campus did not meet standard or met standard at 2 points or less above target, which group of students contributed to missing or narrowly meeting the Index 2 standard?	☐ 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

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	Not applicable

	Did your campus meet standard for Index 3? **?**	
	see help box for score details	Yes, with score greater than 2 points above target
Index 3-Closing Achievement Gaps	*If your campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.* What student groups, *other than economically disadvantaged*, were measured for your campus in Index 3?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	Index 3 Score = 38 Target Score= 31 Difference = +7	

	Did your campus meet standard for Index 4?	No
Index 4-Postsecondary Readiness	*If your campus met Index 4 target, then you do not need to answer this question.* Which component(s) of Index 4 contributed to your campus missing Index 4?	☑ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☑ Graduation Plan ☑ Postsecondary Indicator
	Index 4 Score = 56 Target Score= 57 Difference = (-1)	

Section III - Priority
(If your campus is not identified as a priority school, move to section IV)

Which student groups contributed to the campus identification as a Priority school?	☐ African American ☐ Hispanic ☐ White ☐ Economically Disadvantaged ☐ Special Education ☐ English Language Learners ☐ All Students ☐ N/A

Section IV - Critical Success Factors (CSFs):

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

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	**?**	STAAR/EOC results, Texas Academic Performance Reports (TAPR), graduation rate, dual credit passing rates, Performance Based Monitoring, PEIMS six-weeks principal reports, aggregated/disaggregated attendance data, aggregated/disaggregated discipline referral data
Use of Quality Data to Drive Instruction	**?**	STAAR/EOC results, re-teaching/tutoring, PEIMS six-weeks principal reports, TEKS unpacking
Leadership Effectiveness	**?**	STAAR/EOC results, TAPR, teacher retention rates, teacher attendance, teacher evaluation results, principal evaluation results

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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
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 community partnerships
School Climate	**?**	Teacher retention rate, discipline data, 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 V - 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 campus 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 campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

If your campus has been identified as Formerly IR, be sure to scroll down and answer the last question of this section in addition to identifying 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
	Too few students graduated on the RHSP/DAP in 2011-2012 (48.3%) and 2012-2013 (44.4%).	
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
	Only 41% of Santo students met the Postseconary Readiness Standard on Index 4, falling below the state threshold.	
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

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Only 48% of Santo students met the College Readiness Standards in reading and math on the SAT or ACT as measured in Index 4; this percentage fell below the state threshold.

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

<type your problem statement here>

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

<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

<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

<type your problem statement here>

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

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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
	<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
	<type your problem statement here>	
Formerly IR:	**?** List any systems or processes that were initiated as a result of the campus being IR that should be sustained even as a Formerly IR campus.	
	<list systems or processes here>	