District Name:	School of Excellence in Education
Campus Name:	

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 your district in the completion of the targeted improvement plan as required by your 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 your district response 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 your 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

Is your district identified as *Improvement Required* in the state accountability system?	No
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (PBMAS) report?	Yes
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?		Select				
	?	**Student Group**	**Content Area**				
		African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
		Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
		White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
	If your district Index 1 score was 5 points above index target, you do not need to answer this question*.	American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
	Which student group(s) is(are) in greatest need of improvement?	Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
		Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
	(Reminder: System safeguards data can help with this analysis.) *	Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
	See help box for score details.	Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
		Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
		English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
	<Provide any additional information here.>						

Index 2 - Student Progress	Did your district meet standard for Index 2?	Select
	If your district met Index 2 target, then you do not need to answer this question. If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (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
	If your district met Index 2 target, then you do not need to answer this question. If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?	☐ Students who failed in 2014 and failed in 2015 ☐ Students who passed in 2014 and passed in 2015 ☐ Students who were at Level III performance in 2014 and scored a Level II performance in 2015 ☐ Other
	<Provide any additional information here.>	

Index 3 - Closing Achievement Gaps	Did your district meet standard for Index 3? *see help box for score details* ?	Select
	If your district Index 3 score was more than two points above the index target, then you do not need to answer this question. Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	<Provide any additional information here>	
Index 4 - Postsecondary Readiness	Did your district meet standard for Index 4? *see help box for score details* ?	Select
	*If your **non-AEA** district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.* *If your **AEA** district Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.* Which component(s) of Index 4 contributed to your district missing Index 4?	☐ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☐ Graduation Plan ☐ Postsecondary Indicator
	<Provide any additional information here.>	

Section III - PBMAS Questions
(If your district is not assigned a stage based on PBMAS, move to Section IV)

Which program areas have student performance indicators identified as an area of concern?			
☑ BE/ESL	☐ CTE	☑ NCLB (Title I, Part A, or Migrant)	☑ Special Education

What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3?

Kelley Elementary (Grades pk-4 to 3) , Walker Elementary (Grades Pre-k4 to 6), Burch Intermediate (grades 4 to 6), Saenz JH (grades 7,8)

In which program area(s) has the graduation rate been identified as an area of concern?			
☐ BE/ESL	☐ CTE	☐ NCLB (Title I, Part A, or Migrant)	☐ Special Education

In which program area(s) has the dropout rate been identified as an area of concern?			
☐ BE/ESL	☐ CTE	☐ NCLB (Title I, Part A, or Migrant)	☐ Special Education

In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal?

Analysis of the data reveals that ESL, Title 1, and speial education students are struggling in both reading and math. Under NCLBTitle 1, students in 3 - 8 are struggling in reading and mah as well in the other core courses identified in the system safeguard (writing, science, and social studies).

What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report?

The longitudinal data indicates the ESL, Title 1, and Sped students that there has been a decrease in perfromance from 2014 to 2015 in all core contents in the various programs. Approximately 50% decrease.

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

What patterns and trends does the student-level data reveal for each required investigatory topic?
<Enter text>

How is individualized decision-making affected by the identified patterns and trends?
<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?
<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 ?
Hired (4) new ESL teachers, and hired an additional bilingual teacher at our bilingual elementary. Hired new SPED teachers, with dual certifications (SPED and EC-6). Acquired new online curriculum resources for grades K - 8 to support TEKs framework, and critical thinking/problem solving skill :Activate, I-station Math, Reading and Writing,, and Resoning Mind (Math). Teachers were trained on the Balance Literacy Framework, that supports high levels of fluency, accuracy, and comperehension. Contracted Math & Writing Specialist to support teachers each six weeks with rollouts and student/teaher writing workshops.	Superintendent initially met with the District Leadership team at their monthly team meetings, and followed up with weekly team meetings to discuss and disaggregate data in order to identify root causes and the plan-of-action we would pursue moving forward. Following up with face-to-face individual Principal meetings to dicuss data, and campus inititives in place to meet district and campus goals. Emails were also sent as a follow-up to correspondence.	General Education Lesson Plans will be checked at the start of each week to identify a clear student learning objective, along with identifying engaging content-based strategies to support diverse learners: SIOP, hands-on, ELPs, etc. Teachers will administer weekly content-based assessments to assess mastery of concepts, and to readjust instruction. Teachers will also meet with additional support systems: Reading Interventionist, RTI Math Teachers, SPED and ESL teachers to customize individual student experiences and interventions. Teachers will also offer tutorial support through online and face-to-face resources.	District Leadership Team to include: Superintendent, Elementary Principals & Secondary Principal and Grant Administrator. Special Education Coordinator, SPED teachers and ESL teachers.

CSFs

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

Academic Performance ?	Attendance, Walkthroughs, Classroom based assessments, TPRI results, Benchmarks, reportcard proofs, Telpas results, computer software results,Eduphoria data results,and STAAR results are used to assess academic performance.
Use of Quality Data to Drive Instruction ?	The data analysis is used to determine what may be the contributing cause to low performance and to direct change. Walkthroughs and classroom based assessment results are used for immediate adjustment to curriculum and instruction alignment and change in student performance. Benchmarks are used to monitor student progress over time which is also used to adjust instruction and to scaffold weak areas back into the daily instruction. Results of benchmarks are dissagregated using Eduphoria to help drive instruction. The Telpas, TPRI, Starr results are used as a baseline by teachers gain insight into level of student performance in order to meet students where they are at to build them up to where they need to be through classroom instruction and intervention. PLCs at the secondary levels are used to discuss student data and instructional changes needed, as well as professional development requirements.
Leadership Effectiveness ?	Through consistent walkthroughs, constructive feedback, higher order questioning, and professional development in areas needed by teachers, change in curriculum, instructional, and assessment practices by teachers lead to change and increase in student performance. Teachers and priciplas have set improvement goals to perfect their craft which in turn affects student performance. Posted learning objectives in all classrooms increases student understanding, performance, and leadership effectiveness.
Increased Learning Time ?	Increased learning time through targeted in-school interventions through master schedule changes, after school turorials, hands on instruction, labs (reading, writing, and science) and cross-curricular writing will lead to more one on one and individual learning time to meet the needs of individual learners. Through walkthroughs, authentic student engagement is monitored. Assessmensts are taken during intervention time to measure student progress. Collaboation between programs, ESL, SPED, and General education, will be consistent and targeted to address student learning in all areas.
Family and Community Engagement ?	Family academic nights (math and science) coupled with weekly newsletters and teacher websites provides the opportunity for parents to engage in their childen's learning at school and at home. Student enagement in field experiences (museums, laboratories, business) provides the connection to students as to how what they are studying or learning at school connects to their everyday life. Parent conferences are held to discuss the current and future academic goals for their students and eduction plan to achieve goals. Parents are emailed to keep abreast of student performance. Letters ans notices sent home are translated into Spanish for parent use. All campuses have community partners that provide student and parent support in the community to address educational needs and connections to the community. Such s Boy Scouts, Banks, College Tours, and PTO sites.
School Climate ?	Parent, staff, and student surveys, district meetings, student government and PTO's are used to gage the climate of our stakeholders and student voice. The attendance data is monitored to ensure maximum attendance for acadmics. Through walkthroughs, principals monitor teacher attaendance,

Teacher Quality	**?**	Hiring, training, and tetaining highly qualified staff is a priority for the district. The district will be a learnign environment for students and staff. The hiring of highly qualified teachers, and monitroring those that are in certification programs as well as professional development in areas o findividual tacher need is monitored. Principals, in conjunction with the teachers will develop professional development plans based upon the goals of the teacher demeanor and instructional practices.

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:

Less than 52% of students in grades 3 to 8 in special programs (ESL, SPED) met passing standards on the STAAR Reading assessment in 2015.(Rates 51.5%, of 32.7%)

Which Index(es) does this problem statement address?

Districts may also connect this problem statement to missed/targeted system safeguard(s).

- ☐ Not Applicable
- ☑ Index 1: Student Achievement
- ☑ Index 2: Student Progress
- ☑ Index 3: Closing Achievement Gaps
- ☑ Index 4: Postsecondary Readiness

Student Group	Content Area				
African American	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Special Education	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
English Language Learners	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

Which PBMAS indicators and/or RF data does this problem statement address?

ESL, Title 1, SPED, and NCLB