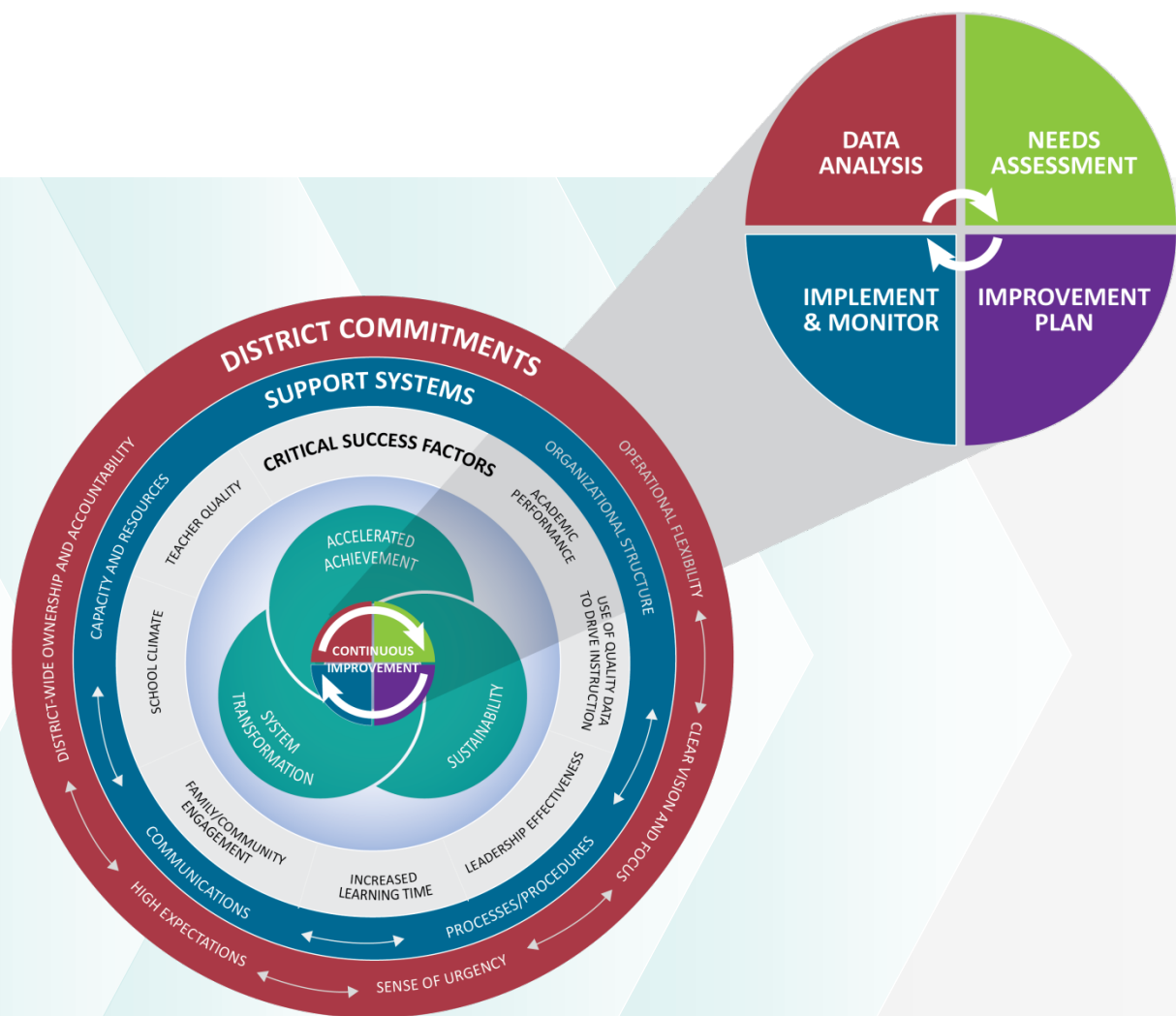# Guidance for the Texas Accountability Intervention System
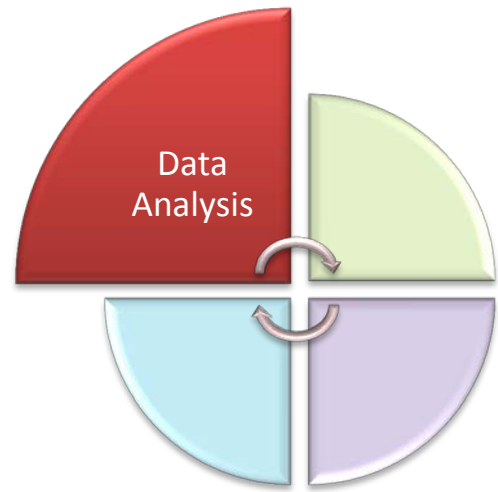## Data Analysis Guidance

Texas Accountability Intervention System (TAIS) Data Analysis Guidance

Data Analysis Overall Purpose

This document is intended to provide guidance to campuses and local education agencies (LEAs) in the data analysis process to guide continuous improvement at all levels of the organization to improve student achievement and close achievement gaps. The process set forth is aligned to the State Framework, which includes the Texas Accountability Intervention System (TAIS) continuous improvement process.

Data alone carries no meaning and must be interpreted to highlight information and reveal important factual insights about the strengths and needs of the system. Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (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. District, campus, feeder pattern and student level data are all considered during data analysis (TEC §39.106(b)) and are critical to any improvement effort.

Design and Framework:

This guidance document is designed to guide a LEA/campus intervention team through a data analysis process and is organized by sections for each index and system safeguards in the new accountability system, as well as Performance Based Monitoring (PBM) program areas. Each section includes an overview of the purpose of the section and critical data to be considered. Steps may also include additional suggestions or examples to help facilitate the process. Although parts of the document may be useful in isolation, the document is designed to be used as a process to conduct data analysis. It is important to note that there are several requirements under TEC §39.106 which relate to data analysis for LEAs and campuses in the accountability system. These statutory requirements are indicated through the citation of the applicable code section. It is imperative that LEAs/campuses conduct thorough analysis of all data contributing to low performance and focus on the requirements in TEC. For LEAs/campuses identified as a result of the accountability system, the six sections of the data analysis guidance align with the required targeted improvement plan (TEC §39.106 (d)). At the end of each section, LEAs/campuses should be able to answer the following questions using factual statements and avoiding causation:

1. **What does the data reveal about the trends and patterns over time?**
2. **What is the impact of these trends and patterns?**
3. **What other insights does the data reveal?**

After the data is analyzed and summarized, a series of questions are provided to facilitate the transition into the needs assessment process. This information is used to identify root causes and prioritized needs for areas of concern to be incorporated into a targeted improvement plan.

Overview of the Index Framework

The index framework, covered in Sections 1-4 of this data analysis guidance, is based on four performance indexes which measure achievement, progress, closing performance gaps and post-secondary readiness. The performance index framework provides multiple views of school, student, and student group performance. This broader perspective lends itself to narrative and graphic reporting which communicates LEA/campus strengths and areas in need of improvement.

Index 1: Student Achievement is a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

Index 2: Student Progress separates measures of student progress from measures of student achievement to provide an opportunity for diverse campuses to show the improvements they are making independent of overall achievement levels. Growth is evaluated by subject and student group.

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.

Index 4: Postsecondary Readiness includes measures of high school completion and STAAR performance at the postsecondary readiness standard. The intent of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.

System Safeguards Underlying the performance index framework are disaggregated performance results. The disaggregated performance results will serve as the basis of safeguards for the accountability rating system.

Performance Based Monitoring (PBM)

Also included in the data analysis guidance is Section 6 which addresses areas of the PBM system that are not included in the index system. PBM is used to determine the success of students participating in various federal and state programs. The Performance Based Monitoring Analysis System (PBMAS) report provides information on the success of students in various program areas on state assessments. The guidance questions in Sections 1-4 will be used to assess the data for LEAs who are staged in the PBM system. Section 6 addresses additional areas of program effectiveness for the bilingual education/English as a second language (BE/ESL) and special education program areas. If an LEA's PBMAS report indicates a performance level of 2 or 3 in these areas, the LEA will engage in analysis of the data in Section 6.

Fundamentals of Data Analysis

Before beginning the data analysis process, it is important to identify some fundamental statements about data that will assist in setting the stage for data analysis.

Data analysis…
- stays focused on factual findings, patterns and trends;
- is an essential component of the continuous improvement process;
- is ongoing and most informative when compared and reviewed over time;
- provides a snapshot of the current state of the LEA/campus;
- drives sound decisions making; and
- is a process not an event.

Data Analysis Guidance

Data Sources and Other Considerations

Effective data analysis involves utilizing multiple sources of data from a variety of perspectives. This means analyzing formative and summative, quantitative and qualitative , short term and long term data, as well as objective and subjective data sources [TEC §39.106 and P.L. 1114 (b)]. All of these variables help create a clear picture of the trends and patterns and reveal the areas of concern that warrant further analysis.

Structure for Data Analysis

For Sections 1-5, process steps are outlined to facilitate data analysis. These steps are as follows:

> **Step 1**: What is the data topic?

> **Step 2:** What data sources need to be collected?

NOTE: Sections 1-5 list the data topics (Step 1) that are required for TEC 39.106 and list possible data sources (Step 2) as well as questions to consider for each topic. Although answering all of the questions included is optional, it is good practice to ask probing questions to dig deeper into the data and will prepare the intervention team for a root cause analysis during the needs assessment process.

> **Step 3:** How will the data be organized for review?

> **Step 4:** Who should be involved in the process or conversations?

> **Step 5:** Which process will be used to analyze the data?

> **Step 6:** How will the team capture the findings and develop problem statements?

NOTE: Directions on how to conduct Steps 3-6 are not included in this guidance, as these are LEA decisions.
The LEA/campus should determine how to address Steps 3-6 prior to initiating Steps 1 and 2. Once the LEA/campus has determined the processes for organizing, evaluating and sharing the data, the intervention team can begin to review the data topics and gather data sources.

Data Analysis Sections 1-4: Index Framework

Section 1: Index 1- Student Achievement Data

This index represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard.

Index 1 Data Topics:
- Feeder pattern analysis
- Attendance
- Discipline
- Student Data
- Curriculum
- Instruction
- Support Systems

Feeder pattern analysis

Support Systems

Attendance

Instruction

**Index 1
Data Topics**

Discipline

Curriculum

Student Data

Data Analysis Guidance
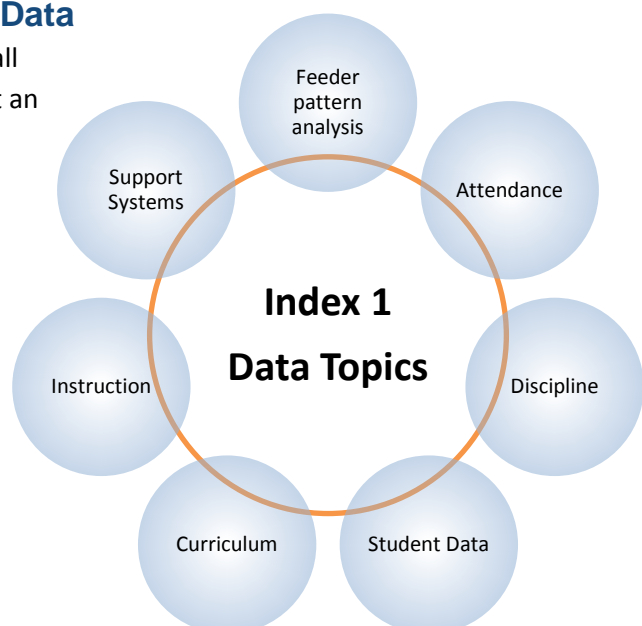
Step 1 **Data Topic: Feeder Pattern Analysis** (TEC §39.106 and P.L. 1114 (b))

What is the relationship between feeder pattern performance and student achievement? Use three years of historical feeder pattern data to analyze. Consider the following:

1. Analyze special programs such as BE/ESL, CTE, NCLB and special education.

2. Evaluate student groups measured for accountability.

3. Review state assessment results, attendance, and discipline trends.

4. Evaluate SSI, ARD, LPAC, 504 and other district leadership committee decisions concerning decisions on state assessments and interventions.

5. Evaluate campus-to-campus transition plans.

6. Evaluate Response to Intervention (RtI) processes and implementation.

Step 2 **Possible Data Sources:**

- Student group and cohort data
- State and local assessment results
- Attendance and discipline data
- Survey data from students and families
- PBMAS reports

Other questions to consider: (optional)

- *What does the data reveal about low performing feeder systems?*

- *What are the areas of low performance in the current year? For the past three years?*

- *How are students participating in special programs performing when data is compared within and among feeder patterns?*

- *How are accountability student groups performing when data is compared within and among feeder patterns?*

- *How effective are decision-making committees, leadership committees, and campus-to-campus transition plans in addressing student, campus, and LEA needs for students transitioning to feeder schools?*

- *Which feeder patterns and campuses are consistently yielding high performing students?*

- *How are students performing following the transition from one feeder campus to another?*

- *What does the longitudinal data for each feeder pattern indicate about student achievement when disaggregated by core area and accountability student groups?*

Step 1 **Data Topic: Attendance** (TEC §39.106 and P.L. 1114 (b))

What is the relationship between attendance and student achievement? Consider the following:

1. Analyze low performance and students' failures to complete or graduate with their cohort group.

2. Evaluate attendance and tardy procedures including timeliness, effectiveness and implementation.

3. Evaluate recovery/re-teach strategies.

4. Review family and community support for attendance initiatives such as conferences, counseling and/or legal consequences.

5. Analyze systems and procedures to comply with minimum attendance policies and TEC §25.092.

Data Analysis Guidance

- Daily, weekly, and semester attendance by student group, class, course, LEA/campus
- Excused, unexcused, and tardy rates
- PEIMS Six-Weeks Principal Reports
- Absences in relation to failure rates
- Absences in relation to student performance, grades and credits
- Absences for students participating in academic interventions
- Survey data from students and families
- Survey data on school climate
- Referrals to truancy court and counseling services

Other questions to consider: (optional)

- *What does the data reveal about low performing students who fail to graduate with their cohort group? What does the demographic data indicate about these students?*

- *Are the majority of course failures specific to subjects or teachers?*

- *What do classroom observations reveal about class sections with high course failures?*

- *What is the relationship between course credits, failure rates and attendance?*

- *What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?*

- *What types of support services are available to intervene and establish accountability with students and parents, including legal consequences?*

- *How does the campus systemically address recovery/re-teach for students who are absent, particularly for students who are at-risk of failing?*

- *What does the data reveal about campuses and classrooms that are falling below the LEA/campus target attendance rate?*

- *What does the student-level data reveal about possible excused absences, unexcused absences and tardiness?*

- *How are legal consequences applied, including procedures to comply with TEC §25.092, Minimum Attendance for Class Credit or the 90% rule?*

Step 1 **Data Topic: <u>Discipline</u>** (TEC §39.106 and P.L. 1114 (b))

What is the relationship between discipline and student achievement? Consider the following:

1. Analyze low performance and students' failure to complete or graduate with their cohort group.

2. Review implementation of the student code of conduct and discipline management plan.

3. Evaluate school-wide behavior strategies and interventions (e.g., Positive Behavioral Interventions and Supports (PBIS), functional behavior assessments, and behavior intervention plans).

4. Evaluate behavior Response to Intervention (RtI) processes and implementation.

5. Review policies and procedures for disciplinary removals, ARD committees and other discipline determinations (e.g., manifestation determination reviews).

6. Evaluate rigor/relevance of instruction in alternative settings.

7. Evaluate decision-making and consequences for student groups.

8. Evaluate special services provided to ELL and students with disabilities in alternative education settings.

Step 2 **Possible Data Sources:**

- Daily, weekly, and semester discipline incidences by student group, class, course, LEA/campus
- Discipline in relation to failure rates
- Discipline in relation to student performance, grades, and credits
- Discipline trends for students participating in academic interventions
- Services available to ELLs and students with disabilities in alternative settings
- Survey data on school climate
- Student code of conduct
- Disciplinary procedures and monitoring
- Referral forms/processes
- In-School Suspension(ISS)/Out of Schools (OSS) placements
- Expulsions and removals to DAEP and other alternative placements
- PEIMS 425 record
- Behavior intervention plans

Other questions to consider: (optional)

- *How does a diverse discipline team, including administrators, examine discipline data, practices and decision-making? Which adjustments are made and why?*
- *Why are disciplinary removals occurring? How often? When? Where?*
- *How is the student code of conduct communicated and enforced?*
- *How does it address expectations for conduct and a leveled discipline system?*
- *Are disciplinary policies and practices proactive or reactive? Why?*
- *How are student behavior and subsequent discipline enforced consistently within campuses?*
- *What does perceptual data reveal about the culture?*
- *How do discipline practices align with written discipline steps and processes?*
- *What do the patterns reveal?*
- *When are specific students referred? Why?*
- *What are the staff patterns with referrals, including specific times when they occur?*
- *What is the relationship between student and staff referrals? Which patterns exist?*
- *Are there specific staff behaviors that provoke student reactions?*
- *What are the patterns with discretionary and mandatory decisions?*
- *Where does the frequency occur and why?*
- *When there are repeat infractions, what were the interventions?*

Step 1 **Data Topic: <u>Student Data</u>** (TEC §39.106 and P.L. 1114 (b))

What does specific data reveal about student achievement and processes? Consider the following:

1. Evaluate performance by student groups and special programs (BE/ESL, CTE, NCLB and special education).
2. Analyze alignment of classroom grades with local assessments and previous state assessments.
3. Evaluate ARD and Language Proficiency Assessment Committees (LPAC) decisions regarding determination of appropriate testing accommodations.
4. Assess student intervention strategies/processes and program participation as relative to individual needs of students.

Data Analysis Guidance

- Student group performance
- Special program performance
- State Assessments: STAAR EOC, STAAR 3-8, STAAR L, STAAR Modified and STAAR Alternate
- TELPAS and English language proficiency/progress by domain
- Local assessment results
- Report card and failure rates
- SSI, ARD, LPAC, 504 and other decision-making committees/interventions/and special program service plans
- Referral/dismissal rates
- Attendance and discipline in relation to achievement
- Walk-through forms and feedback
- Item analysis results
- Benchmark data and other Curriculum Based Assessments (CBAs)

Other questions to consider: (optional)

- *What are the results for each student group as compared to the current and anticipated state standards for each subject, reporting category and student expectation?*
- *How are students participating in special programs performing?*
- *How does this data compare at the teacher, grade level, department, cohort, campus or LEA level?*
- *Which students are making expected or advanced progress? Where is this evident? Why?*
- *What does the data reveal about performance by assessment type?*
- *Which students are performing at met standard or advanced levels? Why?*
- *How does this data compare at the teacher, grade level, department, cohort, campus or LEA level?*
- *Where is there a need to review decision-making processes, e.g., ARD committees, LPAC, 504, SSI, etc.?*
- *What is the correlation by subject between classroom grades, local assessments and previous/current assessment results?*
- *For individual students, is there alignment with one subject versus others? Why?*
- *How are local assessments aligned with the written and taught curriculum?*
- *How do local assessments align with the state assessment blueprints?*
- *How are local assessment items constructed to address the rigor of state assessments, including higher order processing, dual-coded student expectation items, and multi-step processing?*
- *How are items presented and assessed using multiple representations, i.e., tables, graphs, charts, etc.?*
- *How is progress tracked for students, staff, grade levels, departments, campuses and the LEA?*
- *What happens when progress is not occurring?*
- *How do individual student performance results compare to committee decisions for alternative state assessments?*
- *How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?*
- *How are individual student profiles tracked to review performance, attendance, discipline, and other relevant data?*

Data Analysis Guidance

Step 1 **Data Topic:** <u>Curriculum</u> (TEC §39.106 and P.L. 1114 (b))

How does the curriculum ensure student achievement? Consider the following:

1. Assess curriculum aligned to TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS), including rigor and relevance.
2. Evaluate vertical and horizontal alignment and implementation of the curriculum.
3. Evaluate the effectiveness of the scope, sequence and pacing of the curriculum.
4. Evaluate item analysis by subject, reporting category and student expectation.
5. Assess the effectiveness of accommodations and modifications to the curriculum for students with disabilities.
6. Assess alignment of local assessments with state assessments.
7. Assess curriculum alignment between classrooms and special program services.

Step 2 **Possible Data Sources:**

- Student group performance
- Special programs performance
- Curriculum guides
- Scope and sequence; pacing guides
- TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)
- Lesson plans
- Walk-through forms and feedback
- Item analysis results
- Benchmark data and other curriculum based assessments (CBAs)

Other questions to consider: (optional)

- *How are the TEKS, ELPS, and CCRS addressed in the curriculum and supporting documents?*
- *How are rigor and relevance evident in the curriculum, including cognitively demanding and challenging expectations for teaching and learning?*
- *What are the expectations for students to engage in authentic work and solve complex, real-world problems?*
- *How are students expected to demonstrate a deep understanding and mastery of critical disciplinary concepts and skills, particularly in low performing areas, including examples of high quality work?*
- *How is the curriculum vertically and horizontally aligned so that teaching and learning expectations are clear at all levels of the system?*
- *What evidence is there that the curriculum is implemented with fidelity at all levels of the system?*
- *How are students making connections with complex concepts and skills across one or more disciplines?*
- *What does the analysis of state assessment reporting categories and student expectations reveal about the strengths and weaknesses of the curriculum?*
- *How does the data compare vertically and horizontally?*
- *What is the relationship between the strengths, weaknesses and how the curriculum was taught?*
- *How does pacing guidance compare to the scope and sequence and actual student results?*
- *How do progress monitoring results throughout the year compare to actual results?*
- *How do state released items compare with items on local assessments?*
- *How are students with disabilities designated to receive a modified curricula instructed?*

Data Analysis Guidance

Step 1 Data Topic: <u>Instruction</u> (TEC §39.106 and P.L. 1114 (b))

How do instructional practices promote student achievement for all students? Consider the following:

1. Assess strengths and weaknesses in instruction, particularly in areas of low performance.
2. Analyze instructional planning processes and procedures, including the involvement of special program services personnel.
3. Assess lesson cycle, learning styles, questioning strategies, sheltered instruction, and other teaching and learning factors.
4. Evaluate implementation of teacher support systems, including professional development.
5. Evaluate availability, utilization, and effectiveness of instructional materials and resources.
6. Evaluate the effectiveness of academic interventions, including teacher support systems.

Step 2 **Possible Data Sources:**

- Walk-through forms and feedback
- Item analysis
- Professional development follow-up
- Lesson plans
- Benchmark data and CBAs
- Vertical scale scores
- Level of rigor aligned to student expectations
- Special program performance
- State Assessments: STAAR EOC, STAAR 3-8, STAAR L, STAAR Modified and STAAR Alternate
- TELPAS and English language proficiency/progress by domain
- Report card and failure rates
- Individualized education programs, personal graduation plans, and intensive programs of instruction, alignment to instruction
- Attendance and discipline in relation to instructional opportunities
- Master/class schedules; time on task

Other questions to consider: (optional)

- *What is the alignment between instruction and improvement plans?*
- *How is instruction consistently tied to the curriculum as outlined in the scope and sequence, pacing guide, performance expectations, and other guidance documents?*
- *How are rigor and relevance evident in instructional delivery, including cognitively demanding and challenging expectations for teaching and learning?*
- *How does instructional planning occur? Who is involved? How often?*
- *What types of data are used for instructional planning and decision-making?*
- *How are support personnel for students receiving special program services involved in instructional input and decision-making?*
- *How are the readiness, supporting, and process standards addressed?*
- *How are professional development strategies implemented and monitored?*
- *How is instruction documented through lesson plans, lesson cycle, learning styles, questioning strategies and other research-based teaching and learning practices?*
- *How are content and language objectives consistently conveyed and communicated with students?*

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- *How do classroom routines and procedures facilitate teaching and learning?*
- *How is authentic engagement consistently evident through varied instructional strategies and the use of resources to scaffold learning, e.g., technology, manipulatives, etc.*
- *How are instructional and linguistic accommodations routinely used in instruction? How is the effectiveness of these tracked and documented?*
- *How is instruction individualized and differentiated based on student-specific needs, individualized plans, and data?*
- *How is the RtI process implemented with fidelity to ensure that each tier of instruction addresses specific student needs?*
- *How are intensive programs of instruction to address students' needs developed for those who do not perform satisfactorily on state assessments?*

Step 1 **Data Topic: <u>Support Systems and Targeted Interventions</u>** (TEC §39.106 and P.L. 1114 (b))

How effective are support systems and targeted interventions in addressing student achievement? Consider the following:

1. Evaluate procedures for identifying students who did not perform satisfactorily on state assessments.
2. Analyze special program and targeted decision-making for interventions.
3. Assess availability, timeliness, and effectiveness of programs and services commensurate with students' needs.
4. Review requirements for accelerated instruction (TEC§28.0211).
5. Assess personal graduation plans (TEC §28.0212).
6. Assess intensive programs of instruction (TEC §28.0213).
7. Evaluate ARD committees participation in developing intensive programs of instruction for students with disabilities.
8. Review state Compensatory Education requirements for at-risk students (TEC §29 Subchapter C).

Step 2 **Possible Data Sources:**
- Comparison data of students in support services and those who are not receiving services
- Curriculum, instruction, and formative assessments
- Extended day and school year programs, services, and resources
- Item analysis
- Intervention plans
- Level of rigor aligned to student expectations
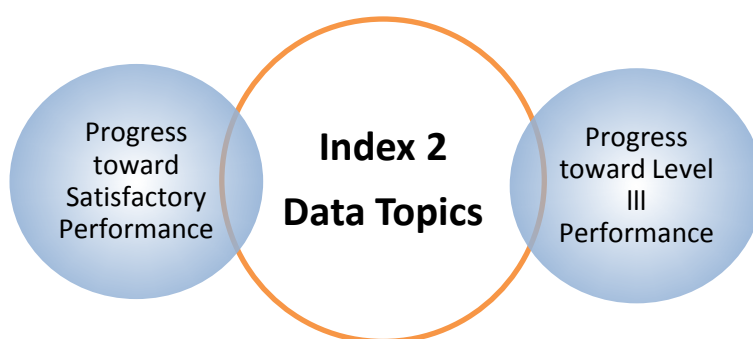- Family education and engagement

Other questions to consider: (optional)
- *How are students who are failing or at-risk of failing receiving timely, intense interventions and support?*
- *How effective is decision-making in specifically addressing intervention needs for students?*
- *How are state and federal programs designed and implemented to address the needs of intended beneficiaries and do they ensure mastery of content and performance expectations?*
- *What types of support services are available for students? How are these services coordinated to meet students' needs and avoid duplication? How effective are the services in improving student performance?*

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- *How do daily interventions differ from extended day and extended year services?*

- *How are the requirements in TEC addressed for accelerated instruction?*

- *How do student-specific individualized intervention plans differ to address each student's needs, including SSI, IEP, PGP, IPI and 504 plans?*

- *How does the school-home connection educate and engage parents in understanding how to support their child(ren)?*

Section 2: Index 2- Student Progress Data

This index separates measures of student progress from measures of student achievement to provide an opportunity for diverse campuses to show the improvements they are making independent of overall achievement levels. Growth is evaluated by subject and student group to determine how teaching and learning is adding value to students in campuses and LEAs.

Progress toward Satisfactory Performance

Index 2 Data Topics

Progress toward Level lll Performance

Index 2 Data Topics:
- Progress toward Satisfactory Performance
- Progress toward Level lll Performance

Step 1 **Data Topic: Progress toward Satisfactory Performance** (TEC §39.106 and P.L. 1114 (b))

How are students and student groups making progress and gains toward Satisfactory Performance from one year to the next? Consider the following:

1. Review minimum size requirements for each student group.
2. Analyze students meeting and not meeting Satisfactory Performance Level.
3. Evaluate student groups by core academic subjects: reading, writing and mathematics.
4. Analyze Index 1 data, trends, and patterns from Section 1 to identify barriers.

Step 2 **Possible Data Sources:**
- All STAAR tests prior and current year scale scores by core academic subject
- 'Did Not Meet Expected Growth' and 'Met Expected Growth' student groups
- Programs and services for students who 'did not meet' and 'met' growth/progress
- Reporting categories and student expectations by core academic subject
- Level of rigor aligned to student expectation
- Item analysis and curriculum review

Data Analysis Guidance

Other questions to consider: (optional)

- *Which students and student groups did not meet growth expectations? Why?*

- *Which students and student groups met growth expectations? Why?*

- *What does the data reveal about the students in each of the growth categories (did not meet and met)?*

- *What does the data indicate when compared within and across core academic subjects?*

- *What do teacher, grade level, department, subject, and campus data indicate?*

- *What is the scale score growth?*

- *For students and student groups that did not meet growth expectations, what do the reporting categories and student expectations indicate? Where are the strengths and weaknesses?*

Step 1 **Data Topic: Progress toward Level III** (TEC §39.106 and P.L. 1114 (b))

How are students and student groups making progress and gains toward Level III Advanced performance from one year to the next? Consider the following:

1. Review minimum size requirements for each student group.
2. Analyze students meeting and not meeting Satisfactory Performance Level.
3. Evaluate student groups by core academic subjects: reading, writing and mathematics.
4. Analyze Index 1 data, trends, and patterns from Section 1 to identify barriers.

Step 2 **Possible Data Sources:**

- All STAAR tests prior and current year scale scores by core academic subject

- Students who met progress toward Level III Advanced performance by student groups

- Programs and services for students who exceeded growth/progress toward Level III Advanced performance

- Reporting categories and student expectations by core academic subject

- Level of rigor aligned to student expectations

- Item analysis and curriculum review

Other questions to consider: (optional)

- *Which students and student groups exceeded growth expectations toward Level III Advanced? Why?*

- *Which students did not meet progress toward Level III Advanced? Why?*

- *What do teacher, grade level, department, subject, and campus data indicate?*

- *What is the scale score growth?*

- *For students and student groups that exceeded growth expectations and met Level III Advanced performance, what do the reporting categories and student expectations indicate? Where are the strengths and weaknesses?*

- *What does the student achievement data in Index I reveal about student achievement patterns/trends?*

- *How is rigor addressed in the curriculum and instructional delivery?*

Data Analysis Guidance

Section 3: Index 3- Closing Performance Gaps

This index emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or LEA.

Achievement Gaps

**Index 3
Data Topics**

Progress toward Level III Performance
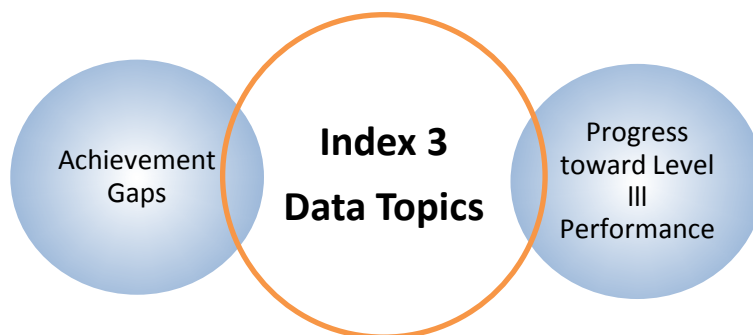
Index 3 Data Topics:
- Achievement Gaps
- Progress toward Level lll Performance

Step 1 **Data Topic: <u>Achievement Gaps</u>** (TEC §39.106 and P.L. 1114 (b))

How are achievement gaps closing for the economically disadvantaged and lowest performing race/ethnic student groups? Consider the following:

1. Review minimum size requirements for each student group.
2. Analyze economically disadvantaged and race/ethnicity student groups meeting and not meeting Satisfactory Performance Level and Level III Advanced performance.
3. Evaluate student groups by core academic subject: reading, writing and mathematics, science and social studies.
4. Analyze Index 1 data, trends and patterns from Section 1 for economically disadvantaged and race/ethnicity groups.

Step 2 **Possible Data Sources:**
- All STAAR tests prior and current year scale scores by core academic subject
- Satisfactory Performance Level by student groups (economically disadvantaged and race/ethnicity)
- Programs and services for students who met Satisfactory Performance Level
- Reporting categories and student expectations by core academic subject
- Performance difference between these student groups and higher performing groups
- Comparison between these student groups with similar demographic districts/campuses and the state-level results
- Level of rigor aligned to student expectations
- Item analysis and curriculum review

Other questions to consider: (optional)
- *Which students and student groups (economically disadvantaged and race/ethnicity) met satisfactory performance level? Why?*
- *Which students and student groups (economically disadvantaged and race/ethnicity) did not meet progress toward satisfactory performance level? Why?*
- *What do teacher, grade level, department, subject, and campus data indicate?*

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- *What is the scale score growth?*
- *For students and student groups that met satisfactory performance level, what do the reporting categories and student expectations indicate? Where are the strengths and weaknesses?*
- *How do the satisfactory performance level rates compare to other student groups, other districts/campuses with similar demographics, and state level data?*
- *What does the student achievement data in Index I reveal about student achievement patterns/trends?*
- *How is rigor addressed in the curriculum and instructional delivery?*

Step 1 **Data Topic: <u>Performance at Level III</u>** (TEC §39.106 and P.L. 1114 (b))

How are the economically disadvantaged and lowest performing race/ethnicity student groups making progress toward Level III Advanced performance? Consider the following:

1. Review minimum size requirements for each student group.
2. Analyze economically disadvantaged and race/ethnicity student groups meeting and not meeting Satisfactory Performance Level and Level III Advanced performance.
3. Evaluate student groups by core academic subjects: reading, writing and mathematics, science and social studies.
4. Analyze Index 1 data, trends and patterns from Section 1 for economically disadvantaged and race/ethnic groups.

**Step 2** **Possible Data Sources:**
- All STAAR tests prior and current year scale scores by core academic subject
- Level III Advanced performance by students and student groups (economically disadvantaged and race/ethnicity)
- Programs and services for students who met Level III Advanced performance
- Reporting categories and student expectations by core academic subject
- Performance difference between these student groups and higher performing groups
- Comparison between these student groups with similar demographic districts/campuses and the state-level results
- Level of rigor aligned to student expectations
- Item analysis and curriculum review

Other questions to consider: (optional)
- *Which students and student groups (economically disadvantaged and race/ethnic groups) met Level III Advanced performance? Why?*
- *Which students and student groups did not meet Level III Advanced performance? Why?*
- *What do teacher, grade level, department, subject, and campus data indicate?*
- *What is the scale score growth?*
- *For students and student groups that met Level III Advanced performance, what do the reporting categories and student expectations indicate? Where are the strengths and weaknesses?*
- *How do Level III Advanced performance rates compare to other student groups, other districts/campuses with similar demographics, and state level data?*
- *What does the student achievement data in Index I reveal about student achievement patterns/trends?*
- *How is rigor addressed in the curriculum and instructional delivery?*

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Section 4: Index 4 - Postsecondary Readiness

This index includes measures of high school completion and STAAR performance at the postsecondary readiness standard. This index emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.
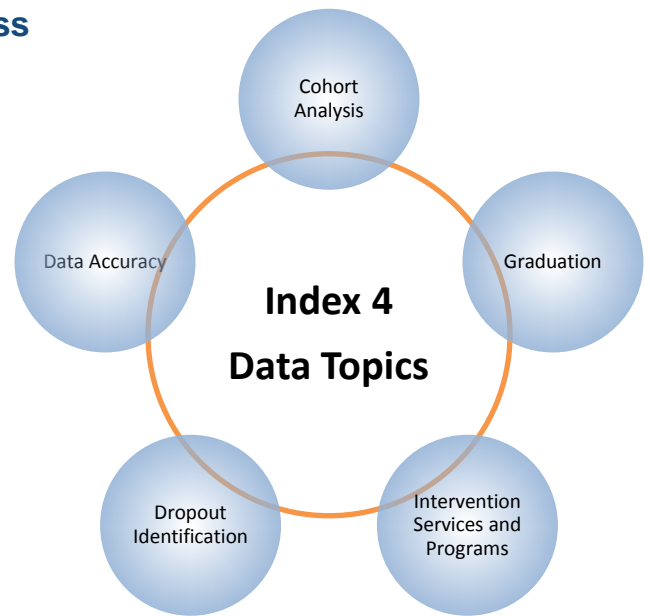
Index 4 Data Topics:
- Cohort Analysis
- Graduation
- Intervention Services and Programs
- Dropout Identification
- Data Accuracy

Index 4 Data Topics diagram:
- Cohort Analysis
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- Data Accuracy

Step 1 **Data Topic: <u>Cohort Analysis</u>** (TEC §39.106 and P.L. 1114 (b))

At what rate are cohort students graduating with their cohort groups? Consider the following:

1. Analyze students who dropped out or did not graduate with their cohort.

2. Evaluate characteristics of those students, i.e., demographics, attendance, discipline, academic performance, etc.

3. Assess programs available for targeted groups, i.e., Bilingual Education (BE)/English as a Second Language (ESL), CTE, special education, migrant, Pregnancy Education and Parenting Programs (PEP), homeless, etc.

4. Analyze factors impacting students' dropout decisions.

5. Analyze feeder patterns data in relation to trends/issues contributing to low graduation rates.

Step 2 **Possible Data Sources:**
- Cohort data for graduates and dropouts
- Demographic, attendance, discipline, academic, state assessments for graduates and dropouts
- Programs and services for students in Bilingual Education (BE)/English as a Second Language (ESL), CTE, special education, migrant, Pregnancy Education and Parenting Programs (PEP), homeless, etc.
- Credit recovery programs
- Student interviews/surveys
- Feeder pattern data

Other questions to consider: (optional)
- *Which students and student groups are graduating with their cohort? Why?*
- *Which students and student groups are dropping out? Why?*
- *What are the characteristics of both graduate and dropout groups?*
- *Which programs and services are available for students at-risk of dropping out? How are students targeted to participate? How are timely interventions provided? What is the participation rate?*
- *What does the feeder pattern data reveal about cohort graduates and drop out patterns/trends?*

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Step 1 **Data Topic: <u>Graduation</u>** (TEC §39.106 and P.L. 1114 (b))

What does the data indicate about graduation programs/plans? Consider the following:

1. Evaluate students graduating under each graduation program/plan.
2. Analyze comparisons of minimum, recommended and advanced high school program/plans.
3. Evaluate procedures for identifying at-risk students.
4. Assess availability and effectiveness of support services and dropout recovery programs.

Step 2 **Possible Data Sources:**

- Cohort data for graduates
- Graduation rates by graduation program/plan
- Demographic and special program data by graduation program/plan
- Counseling and advisory options, including frequency, related to graduation programs/plans
- Master schedule and course offerings, including advanced placement/dual credit options
- Failure/passing rates
- Academic Achievement Records (AAR)/Graduation Plans
- Personal Graduation Plans (PGPs)

Other questions to consider: (optional)

- *Which students and student groups are graduating with minimum, recommended or advanced graduation programs/plans? Why?*
- *What are the counseling/advisory services available for students related to graduation programs/plans?*
- *How do the master schedule and course offerings promote the advanced high school program?*
- *What are the failure/passing rate trends and patterns?*
- *How are AAR and graduation plans reviewed?*

Step 1 **Data Topic: <u>Intervention Services and Programs</u>** (TEC §39.106 and P.L. 1114 (b))

Which intervention services and programs does the LEA/campus offer for accelerated instruction? Consider the following:

1. Assess availability and effectiveness of programs and services, including procedures for student identification and monitoring.
2. Review requirements for accelerated instruction (TEC§28.0211).
3. Evaluate personal graduation plans (TEC §28.0212).
4. Evaluate intensive program of instruction (TEC §28.0213).
5. Review state Compensatory Education requirements for at-risk students (TEC §29 Subchapter C).

Step 2 **Possible Data Sources:**

- Evaluation of availability and effectiveness of intervention services and programs
- Student Support Initiative (SSI), Personal Graduation Plans (PGPs) and other intervention requirements
- Master schedule and intervention offerings, including credit recovery services and dropout recovery programs
- Failure and passing rates
- Academic Achievement Records (AAR)/Graduation Plans
- Family and community partnerships

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Other questions to consider: (optional)

- *Which types of services and programs are available for students who are failing or at-risk of failing? How effective are these interventions?*
- *How are PGPs and Instructional Practice Inventories (IPIs) developed and continuously reviewed to ensure that students' needs are met?*
- *What are the credit recovery services? Dropout recovery programs?*
- *How do the master schedule and intervention offerings address students' needs?*
- *What are the failure/passing rate trends and patterns?*
- *How are AAR and graduation plans reviewed?*

Step 1 **Data Topic: <u>Identification of Potential Dropouts</u>** (TEC §39.106 and P.L. 1114 (b))

How are potential dropouts identified? Consider the following:

1. Analyze characteristics of LEA/campus dropouts, i.e., demographics, attendance, discipline, academic performance, etc.
2. Evaluate processes used to monitor student progress prior to failure and before dropping out.

Step 2 **Possible Data Sources:**

- Dropout data
- Demographic, attendance, discipline, academic, state assessments for dropouts
- Progress monitoring systems for attendance, discipline, academics, state assessments, course credits, etc.
- Student interviews/surveys
- Support services, e.g., counselors, social workers, community partners, etc.

Other questions to consider: (optional)

- *What are the characteristics of dropouts? How does the LEA/campus use this information to proactively support students and provide early interventions?*
- *Which students and student groups are dropping out? Why?*
- *What are the progress monitoring systems used prior to failure and before students have dropped out?*

Step 1 **Data Topic: <u>Data Accuracy</u>** (TEC §39.106 and P.L. 1114 (b))

How does the LEA/campus ensure that accurate data are collected and reported for graduates and leavers? Consider the following:

1. Evaluate procedures for documenting and reporting student leavers.
2. Assess accuracy of data collection and reporting systems.
3. Evaluate withdrawal procedures.

Step 2 **Possible Data Sources:**

- Data collection, tracking and reporting systems for: graduates and leavers
- Withdrawal procedures and forms
- PEIMS data
- Training and technical assistance documentation for staff involved in data collection, tracking and reporting of graduates and leavers

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Other questions to consider: (optional)

- *What are the communication procedures between counseling/administrative and data processing staff to accurately report graduates and leavers?*

- *How are withdrawal procedures consistently implemented? How does staff continue to track students via PEIMS until there is documentation that substantiates the leaver code, e.g., enrolled in another public school, enrolled in a private school, etc.?*

- *How are required PEIMS data elements documented for all leaver codes?*

- *What are the procedures for ensuring that all data entry regarding graduates and leavers is timely and accurate?*

- *How is training and technical assistance provided to all staff involved with data reporting?*

Section 5: System Safeguards

Underlying the performance index framework are disaggregated performance results, which serve as safeguards for the accountability rating system. With a performance index framework, poor performance in one subject or other indicator, or one student group, does not result in an Improvement Required accountability rating. However, disaggregated performance is reported, and districts and campuses are responsible for addressing low performance for each student group that meets minimum size requirements (MSR). The safeguard system and associated interventions will ensure low performance, participation in state assessments, and/or low graduation rates for students in each accountability group are addressed by the campus and/or district; the system safeguards also assure federal accountability requirements are met.

Data Topics System Safeguards

Performance: Performance for all of the 11 student groups meeting MSR at a minimum passing rate of 50%. For suggested data sources and questions to consider for analysis, see Index 1 and Index 3.

Participation: Participation in state assessments for all student groups at a rate of at least 95%. For suggested data sources and questions to consider for analysis, see Index 1 and Index 4.

Graduation: Graduation rates for all 11 student groups meeting MSR at a 4 year rate of 78% or a 5 year rate of 83%. For suggested data sources and questions to consider for analysis, see Index 4.

Caps: Limits on use of STAAR Alternate (1%) and STAAR Modified (2%)

NOTE: When analyzing data for system safeguards, it is critical to consider how the index data and the safeguard data are impacting each other. It is through an analysis of both index and safeguard data that the reasons for low performance can be more fully understood and addressed.

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Section 6: Performance Based Monitoring PBM

PBM is used by the TEA as one aspect of the overall annual evaluation of an LEA's performance and program effectiveness. PBM analyzes four (4) programs: Special Education, Bilingual/ESL, NCLB and Career and Technical Education (CTE). Each program includes indicators that review academic performance, graduation, dropout, and other program-specific data. Each LEA is required to address indicators that do not meet established performance levels. *19 TAC §97.1071*

Additional PBM Indicators

PBM: Special Education

Step 1 **Data Topic: <u>Over-Representation</u>**

How are referrals contributing to over-representation in special education? Consider the following:

1. Special education referrals related to low performance on state assessments
2. Effectiveness of RtI strategies within the system

Step 2 **Possible Data Sources:**

- Special education referrals by student groups and race/ethnicity
- Qualify versus Did Not Qualify (DNQ) rates
- Student eligibility/disability category – primary and secondary, if applicable
- State assessment decisions
- RtI processes, procedures and instructional strategies

Other questions to consider: (optional)

- *What does the data indicate about special education referrals when analyzed by student groups and race/ethnicity?*
- *What does the data indicate about students who qualified versus those who did not qualify?*
- *When students qualified, what are the trends and patterns with disability categories?*
- *How does state assessment data compare for students who are referred/qualified and referred/did not qualify?*
- *How is the RtI process and instructional strategies affecting referrals?*

Step 1 **Data Topic: <u>Placements in Instructional Arrangements 40/41</u>**

What is the relationship between instructional arrangements in inclusive settings and the performance of the special education student group? Consider the following:

1. Special education services in inclusive settings and low performance on state assessments
2. Effectiveness of inclusionary practices and supports to students in the least restrictive environment
3. Necessary support services for success on state assessments in the least restrictive environment
4. Implementation of modified curriculum in inclusive settings

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Possible Data Sources:

- Special education services by instructional arrangement
- State assessments for students in instructional arrangements of 40/41, including by assessment version
- Inclusionary practices and support services provided
- Types of services and impact on state assessments
- Grades and local assessments (CBAs)
- ARDs and IEPs

Other questions to consider: (optional)

- *How are students who are served in inclusive settings performing on state assessments?*
- *What do the results indicate when reviewed by assessment version (STAAR, STAAR M, STAAR Alt)?*
- *How does this performance compare with classroom grades and local assessments?*
- *What types of support structures are needed to increase teaching and learning in inclusive settings?*
- *What is the relationship between ARD decision-making and LRE?*
- *What is the philosophy of LRE? How is staff supported in implementing LRE placements?*

Step 1 **Data Topic: <u>Continuum of Services</u>**

What is the continuum of services available for students with disabilities? How effective are supplemental aids, services and supports in addressing academic, behavioral and social needs? Consider the following:

1. Continuum of alternative placements by age span: 3-5, 6-11, and 12-21
2. Types of supplemental aids, services and supports available for the general education classroom
3. IEP academic, behavioral and social needs, and the services available to address those needs

Step 2 **Possible Data Sources:**

- Continuum of services and alternative placements by age span: 3-5, 6-11, and 12-21
- State assessment results by placement
- Inclusionary practices and support services
- Types of supplemental aids, services and supports in relation to the impact on grades, credits, state assessments, behavior, social needs, etc.
- IEPs

Other questions to consider: (optional)

- *How does the available continuum of services ensure that each student's unique educational needs and circumstances are met, as outlined in the IEP?*
- *What is the continuum of services by age span: 3-5, 6-11, and 12-21?*
- *How does each LEA/campus ensure that placement decisions are determined on the basis of each student's abilities and IEP, rather than the category/severity of disability, availability of special education and related services, availability of space or other administrative convenience?*
- *What do the results indicate when reviewed by assessment version (STAAR, STAAR M, STAAR Alt) in relation to placements decisions and supplemental aids, services and supports?*
- *How are academic, behavioral and social needs met?*

PBM: Bilingual/ESL – English Language Learners (ELL)

Step 1 **Data Topic: <u>ELL Assessments</u>**

How are ELLs acquiring content and English language skills as measured by state assessments, including TELPAS? Consider the following:

1. ELL performance on state assessments, including STAAR L and TELPAS
2. Length of time and impact with Bilingual/ESL program, and the NCLB Title III, Part A supplemental program and services
3. Effectiveness of the program model(s), services and supports to meet affective, linguistic and cognitive needs

Step 2 **Possible Data Sources:**

- State assessments, including STAAR L
- TELPAS composite ratings and individual proficiency levels by domain
- AMAOs
- Bilingual/ESL program model(s)
- ELL curriculum and instruction
- LPAC decision making

Other questions to consider: (optional)

- *What does the data indicate about ELL performance on state assessments, including TELPAS?*
- *What effect are programs and services having on performance?*
- *How effective are the program model(s), services and supports in meeting the affective, linguistic and cognitive needs of ELLs?*
- *How effective are assessment decisions?*
- *How are sheltered instruction strategies provided and monitored?*
- *How is content-based instruction, including cross-curricular second language acquisition essential knowledge and skills, provided in a manner that is linguistically accommodated?*

Step 1 **Data Topic: <u>ELL Content and Language Proficiency</u>**

How are ELLs acquiring academic content and English language proficiency skills as measured by core subject area performance on state assessments and TELPAS proficiency levels? Consider the following:

1. ELL performance on state assessments, including STAAR L and TELPAS
2. Language proficiency levels by domain: listening, speaking, reading and writing
3. Staff proficiency in meeting the needs of ELLs

Step 2 **Possible Data Sources:**

- State assessments, including STAAR L
- TELPAS composite ratings and individual proficiency levels by domain
- Proficiency level descriptors (PLDs)
- AMAOs

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- Bilingual/ESL program model(s)
- ELL curriculum and instruction, including ELPS and TEKS alignment
- Staff understanding and use of curricula, assessment measures, and instructional strategies
- LPAC decision making

Other questions to consider: (optional)

- *What does the data indicate about ELLs progress with English language proficiency (beginning, intermediate, advanced, advanced high) as measured by the TELPAS proficiency levels for each domain: listening, speaking, reading and writing?*

- *How is the ELL foundation and enrichment curriculum linguistically accommodated (communicated, sequenced, and scaffolded) and commensurate with each student's level of English proficiency?*

- *How does instruction in second language acquisition provide ELLs opportunities to listen, speak, read and write in their current levels of English development, while increasing the linguistic complexity of English?*

- *How are the ELPS proficiency level descriptors consistently reviewed to guide curriculum and instruction decisions?*

PBM: No Child Left Behind (NCLB)

Step 1 **Data Topic: Title I & Migrant Performance Levels**

How are students participating in Title I, Part A schoolwide or targeted assistance programs and migrant students performing on state assessments? Consider the following:

1. Performance on state assessments
2. Effectiveness of Title I, Part A and Migrant supplemental programs and services
3. Procedures for identifying students who are failing or at-risk of failing
4. Requirements for accelerated instruction (TEC§28.0211)
5. Personal graduation plans (TEC §28.0212)
6. Intensive program of instruction (TEC §28.0213)
7. State Compensatory Education requirements for at-risk students (TEC §29 Subchapter C)

Step 2 **Possible Data Sources:**

- Evaluation of availability and effectiveness of supplemental intervention services and programs
- Improvement plans
- IEPs, PGPs, IPIs, and other intervention requirements
- Master schedule and intervention offerings, including credit recovery services and dropout recovery programs
- Failure/passing rates
- Family and community partnerships

Other questions to consider: (optional)

- *Which types of services and programs are available for Title I and Migrant students who are failing or at-risk of failing? How effective are these interventions?*

- *How are strategies and activities in the improvement plan implemented, monitored and adjusted?*

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- *How are IEPs, PGPs and IPIs developed and continuously reviewed to ensure that Title I and Migrant students' needs are met?*

- *What are the credit recovery services? Dropout recovery programs?*

- *How do the master schedule and intervention offerings address students' needs?*

- *What are the failure/passing rate trends and patterns?*

- *How are the needs of Migrant Priority for Services (PSP) students met?*

- *How are family and community partnerships used to educate and engage these stakeholders?*

PBM: Career and Technical Education (CTE)

Step 1 **Data Topic: <u>CTE Coherent Sequence (Code 2 and 3) Performance Levels</u>**

How are CTE students identified with coherent course sequence students performing on state assessments? Consider the following:

1. CTE coherent sequences, certifications and pathways

2. Effectiveness of CTE supplemental programs and services

3. Procedures for identifying students who are failing or at-risk of failing

4. Requirements for accelerated instruction (TEC§28.0211)

5. Personal graduation plans (TEC §28.0212)

6. Intensive program of instruction (TEC §28.0213)

7. Level of rigor and relevance in CTE programs aligned to core subjects and business/industry standards

Step 2 **Possible Data Sources:**
- CTE coherent sequence plans, certifications and pathways
- IEPs, PGPs, IPIs, and other intervention requirements
- Master schedule and intervention offerings, including credit recovery services and dropout recovery programs
- Failure/passing rates
- CTE curriculum and instruction
- Partnerships

Other questions to consider: (optional)
- *How are CTE coherent course sequence pathways designed to address core subject knowledge and skills?*

- *Which types of services and programs are available for CTE students who are failing or at-risk of failing? How effective are these interventions?*

- *How are IEPs, PGPs and IPIs developed and continuously reviewed to ensure that CTE students' needs are met?*

- *What are the credit recovery services? Dropout recovery programs?*

- *How do the master schedule and intervention offerings address students' needs?*

- *What are the failure/passing rate trends and patterns?*

- *How do CTE curricula and instruction address the subject area TEKS and align with the rigor and expectations of business and industry standards?*

- *How are partnerships used to educate and engage CTE students in real-world applications?*

Data Analysis Guidance

Resources

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Bernhardt, Victoria, "Data Analysis for Continuous School Improvement", (2006).

http://www.tea.state.tx.us/index.aspx

Data Analysis Guidance

Appendix A: Acronyms for Guidance Data Analysis

504	Section 504- Rights of Individuals with Disabilities Act
AAR	Academic Achievement Records
AMAO	Annual Measurable Achievement Objectives
ARD	Admission, Review, and Dismissal
BE	Bilingual Education
BIP	Behavior Intervention Plan
CBA	Curriculum Based Assessment
CCRS	College and Career Readiness Standards
CTE	Career and Technical Education
DAEP	Disciplinary Alternative Education Program
DNQ	Does not qualify
ELL	English Language Learners
ELPS	English Language Proficiency Standards
ESL	English as a Second Language
FBA	Functional Behavioral Assessment
IEP	Individualized Education Program
IPI	Instructional Practices Inventory
ISS	In-School Suspension
LEA	Local education agency
LPAC	Language Proficiency Assessment Committee
LTE	Language Teacher Education
NCLB	No Child Left Behind
OSS	Open Source Software
PL	Public Law
PBIS	Positive Behavior Intervention and Support
PBM	Performance Based Monitoring
PBMAS	Performance Based Monitoring Analysis System
PEIMS	Public Education Information Management System
PEP	Pregnancy Education and Parenting Program
PGP	Personal Graduation Plan
PLD	Proficiency Level Descriptor
PFS	Priority for Service
RTI	Response to Intervention
SPED	Special Education
SSI	Student Support Initiative
STAAR	State of Texas Assessment of Academic Readiness
STAAR 3-8	State of Texas Assessment of Academic Readiness- Grades 3-8
STAAR Alternate	State of Texas Assessment of Academic Readiness-Alternate
STAAR EOC	State of Texas Assessment of Academic Readiness-End of Course
STAAR Modified	State of Texas Assessment of Academic Readiness-Modified
STARR L	State of Texas Assessment of Academic Readiness-Linguistic
TAIS	Texas Accountability Intervention System
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System

Data Analysis Guidance Appendix A