



# In a Minute



Volume 3, Issue 2: Important Features for the New School Year

October 9, 2013

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- Learning Profiles
- ITBS/Logramos Profiles
- Destination 2020 Spotlight: Personal Graduation Plan

## Announcements

The 2012-13 CEIs are now available on MyData Portal. Access the reports via the *Improve* tab. (Teachers with schoolwide accounts access the reports from the *My Account* link.) Reports are only available for teachers who taught CEI-eligible courses during the 2012-13 school year. To request an investigation into data quality issues, submit an adjustment request by **Friday, October 25**. The adjustment request form is available on the CEI Information page.

## Office of Institutional Research

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## CEIs provide insight into students' academic progress after full term with teacher

**WHAT:** A Classroom Effectiveness Index (CEI) is a value-added computational method for determining relative growth. CEIs measure the achievement of a teacher's students when compared to other students in the district with the same characteristics and the same previous level of achievement. A high CEI indicates that a teacher's students overall performed better on the assessment of interest than did similar students across the district. Because they are relative measures, the CEIs do not correlate with passing rates, which are absolute measures.

**WHY:** CEIs measure the amount of academic progress students make after receiving instruction from a teacher for a full term. Teachers' CEI results are presented in CEI reports, which include detailed student-, section-, course-, and division-level CEI information. The CEI report is a tool designed to increase teachers' and principals' understanding of CEIs and increase the overall usefulness of CEIs in instructional development planning.

**WHERE:** Teachers: *Improve > SEIs/CEIs (Local Accountability)* or *My Account*. Schoolwide Users: *My Account*. Principals: *Improve > SEIs/CEIs (Local Accountability)*.

**HOW:** CEIs are computed in two stages using statistical procedures based on multiple regression. A technical description of the calculation of CEIs is available on the CEI Information page (<http://mydata.dallasisd.org/MENU/CEI.jsp>). The following is a more conceptual overview of the calculation of CEIs:

- Students are grouped by their performance on two tests from the prior school year.
- Students are then further grouped by common characteristics, including gender, English language proficiency level, socio-economic status, Special Education (SPED) and Talented and Gifted (TAG) status, neighborhood educational level, and neighborhood family income and poverty index.
- Next, each group's average current score is computed.
- Each student's current score is compared to the group average current score.
- Student comparison values are then used to compute a teacher's section, course, and division CEIs, all of which always have an average of 50 and standard deviation of 10. Only students that meet all attendance, assessment, and retention eligibility criteria are included in the computation of a teacher's CEIs.

Teacher: SAMPLE TEACHER Course: 2660 GEOM PRE-AP Section: 1

CEIs for this course are computed from GEOMETRY PRE-AP SEM 1 ACP, GEOMETRY PRE-AP SEM 2 ACP, GEOMETRY STAAR EOC

This information was printed on 10/09/2013. This information was NOT submitted by your approval.

No.	ID	Name	Section	Semester			Full Year	Days in Attendance		Absent Detail
				Your student?	Your student?	Your student?		S	Z	
1	1111111	SAMPLE STUDENT	1	✓	✓	✓	89	61	153	0
2	2222222	SAMPLE STUDENT	1	✓	✓	✓	85	61	146	0
3	3333333	SAMPLE STUDENT	1	✓	✓	✓	87	60	147	0
4	4444444	SAMPLE STUDENT	1	✓	✗	✗	81	0	81	0
5	5555555	SAMPLE STUDENT	1	✓	✓	✓	89	59	148	0
6	6666666	SAMPLE STUDENT	1	✓	✓	✓	89	58	147	0
7	7777777	SAMPLE STUDENT	1	✗	✓	✓	77	60	137	0
8	8888888	SAMPLE STUDENT	1	✓	✓	✓	87	59	146	0
9	9999999	SAMPLE STUDENT	1	✗	✓	✓	76	58	134	0
10	1010101	SAMPLE STUDENT	1	✓	✓	✓	87	60	147	0
11	1101010	SAMPLE STUDENT	1	✓	✓	✓	87	61	148	0
12	1201201	SAMPLE STUDENT	1	✓	✓	✓	84	61	145	0
13	1301301	SAMPLE STUDENT	1	✓	✓	✓	81	58	139	0
14	1401401	SAMPLE STUDENT	1	✓	✓	✓	84	58	142	0
15	1501501	SAMPLE STUDENT	1	✓	✓	✓	80	61	151	0

Figure 1. CEI rosters list all students enrolled in teacher's course during the term.

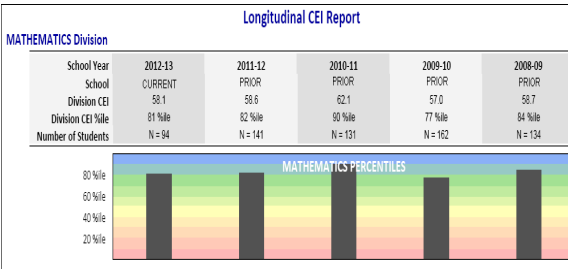


Figure 2. Longitudinal Report lists division CEIs for the past five years, where available.

**CONTACT:** Visit the CEI Information page (<http://mydata.dallasisd.org/MENU/CEI.jsp>) for detailed information about CEIs, including the creation of rosters, criteria used to determine students' CEI-eligibility, the interpretation of CEIs, and the CEI adjustment process. Submit CEI-related questions via the "Ask a question about CEIs" feature. A link to the feature is available on users' homepages under the *Improve* tab. Responses will be sent via e-mail.

ID	Name	Relative gain score	Items correct on this assessment	Demographics	Term: SEMESTER 1		Grades: ALL
					Section: CEI	Assessment: GEOMETRY PRE-AP SEM 1	
1	STUDENT SAMPLE	0.00	12 new ABCEI avg for grp	F, 10th SECS, not LEPT	80%	79%	47 7th EOCs: 16.20 (20% off)
2	STUDENT SAMPLE	0.00	12 new ABCEI avg for grp	F, 10th SECS, not LEPT	80%	79%	47 7th EOCs: 16.20 (20% off)
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86	STUDENT SAMPLE	0.0					

## Determine students' academic prowess with the Learning Profiles

**WHAT:** Learning Profiles summarize students' performance on Student Expectations (SEs) assessed in each of the prior-year state assessment subject tests. Information comparing each student's performance to other students tested at his or her school and throughout the district is also provided.

**WHY:** This module presents state test performance data in clear and concise tables and graphs. This data tool allows teachers, tutors, and parents to better view and focus on specific skills that the student had difficulties with on his most recent state test. Additionally, by including school and district data, users can find out whether the skill should be bolstered for a larger audience.

**WHERE:** *My Students* or *My School*

**HOW:** From any roster on MyData Portal, click on a student's district ID number. From the Student Profile that opens, click the *Learning Profile* tab. Change the test year and subject test from the boxes on the left side of the page. Click on a SE label to access the Curriculum Planning Tool page containing more information related to the LS or SE within the district curriculum (when provided).

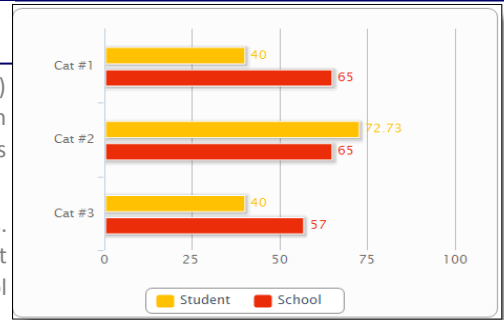


Figure 4. Category Summary displays student and schoolwide performance comparisons on tested SEs.



Figure 5. The School Summary reports the schoolwide performance on each norm-referenced subtest administered.

## ITBS/Logramos Profiles allow users to analyze students' critical skills

**WHAT:** ITBS/Logramos profiles summarize the performance of students (KN-2) on the *Iowa Test of Basic Skills (ITBS)* and *Logramos* subject tests. Results are currently available for the 2009-10 through 2012-13 school years. Students will take the 2013-14 *ITBS* and *Logramos* in early April 2014.

**WHY:** This module presents *ITBS* and *Logramos* data in user-friendly tables and graphs. *ITBS* and *Logramos* measure students' development of skills in the core subject areas of Reading and Mathematics. The reading subject test is comprised of vocabulary, reading comprehension, word analysis, listening, spelling, and language arts subtests. The mathematics subject test is made up of math concepts, math problems, and math computation subtests. The *Logramos* mathematics subject test is not administered in Dallas ISD.

**WHERE:** *Evaluate* > *ITBS/Logramos*

**HOW:** Two sections on the left side, Page Options and Roster Options, allow users to filter the information shown in the graph. Use *Page Options* to select the test grade, test type, and test year. Click *Change Roster* to review results for a specific course or section. Click *Show data table* and *Show student data* to view individual student performance and performance summaries for each item of the assessment.

**CONTACT:** For more information on *ITBS* and *Logramos*, contact State and National Assessment at 972-925-6410.

## Destination 2020 Spotlight: Create interventions for struggling students with the new Personal Graduation Plan module

**WHAT:** The Personal Graduation Plan module allows schoolwide users and teachers to identify and create Personal Graduation Plans (PGPs) for students that have been identified as meeting at least one of the following three criteria: 1) failed a core course in the prior-year; 2) failed one of the required *STAAR 3-8*, *STAAR EOC*, or *TAKS* subject tests, or 3) retained at least once during their academic career. This module was created specifically to assist with the work of Dallas ISD's Counseling Services department to ensure that campuses remain in compliance with the Texas Education Code section 28.0212. This state education code requires the creation of PGPs for secondary students who did not pass a state assessment and/or are not on track to graduate within five years of beginning grade 9. This module will be available on MyData Portal by early November.

**WHY:** By allowing users to complete the plans online, this module provides a simple and organized method for the PGP creation process. It also assists counselors in keeping track of the creation of PGPs for students at their campuses.

**WHERE:** *Monitor* > *Personal Graduation Plan*

**HOW:** Select the homeroom, course/section, and for schoolwide users, teacher of interest. To create a PGP, click *Create* in the *Plan* column that corresponds with the student of interest. On the resulting page, enter the intervention plan in the appropriate section. Plan sections are color coded based on the type of user that should complete it. Light blue sections should be completed by school counselors, while white sections are to be completed by teachers. Light purple sections contain information from the student information system and cannot be edited. Click *Save current changes* to commit PGP changes to the database. Click *Return to student list* to clear changes and return to the student list. Clear changes made to the PGP by clicking *Undo current changes*. To print the PGPs, click on box in the *Print Plan* column to select students, and then click *Print*.

**CONTACT:** For more information on the Personal Graduation Plan (PGP), contact Counseling Services at 972-925-3505.

STUDENT NAME: SAMPLE STUDENT ID#: 233654 GRADE: 09  
 PRINCIPAL: SAMPLE PRINCIPAL COMPLETION DATE: October 31, 2013  
 A Personal Graduation Plan must be developed due to: (Detailed educational goals information is not currently available for all students.)  
 Course Failure  Assessment Failure  Retention (previously retained)  
 POSTSECONDARY PLAN: (TO BE COMPLETED BY COUNSELOR)  
 Community College  Four-Year College/University  Technical/Trade School  Military  On-the-Job Training  
 EDUORSEMENT: \_\_\_\_\_

EDUCATIONAL GOALS	INTERVENTION PLAN PROVIDER	PLAN COMPLETION DATE
<b>COURSE FAILURE:</b> Recover sufficient credit in the following subject: (this is a new section to be created) <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	TO BE COMPLETED BY COUNSELOR: <input type="checkbox"/> Reconnection <input type="checkbox"/> High School <input type="checkbox"/> Extended Year Learning (Summer School) <input type="checkbox"/> Saturday School <input type="checkbox"/> Breakmaster School Tutoring <input type="checkbox"/> Passing Continue to Monitor Progress	End Of School Year
<b>ASSESSMENT:</b> Pass the following sections of: Reading/English Language Arts STAAR 3-8: <input type="checkbox"/> Reading STAAR EOC: <input type="checkbox"/> English I <input type="checkbox"/> English II TAKS: <input type="checkbox"/> Reading/English Language Arts	<b>INTENSE INSTRUCTION N:</b> (TO BE COMPLETED BY TEACHER) Reading/English Language Arts: Provider(s): _____	<input type="radio"/> End of Semester <input type="radio"/> End of School Year
<b>Mathematics:</b> STAAR 3-8: <input type="checkbox"/> Mathematics STAAR EOC: <input type="checkbox"/> Algebra I TAKS: <input type="checkbox"/> Mathematics	Mathematics: Provider(s): _____	<input type="radio"/> End of Semester <input type="radio"/> End of School Year
<b>Science:</b> STAAR 3-8: <input type="checkbox"/> Science STAAR EOC: <input type="checkbox"/> Biology TAKS: <input type="checkbox"/> Science	Science: Provider(s): _____	<input type="radio"/> End of Semester <input type="radio"/> End of School Year
<b>Social Studies:</b> STAAR 3-8: <input type="checkbox"/> Social Studies STAAR EOC: <input type="checkbox"/> U.S. History TAKS: <input type="checkbox"/> Social Studies	Social Studies: Provider(s): _____	<input type="radio"/> End of Semester <input type="radio"/> End of School Year

Figure 6. The Personal Graduation Plan (PGP) module allows users to create, edit, and share customized intervention plans for each student.