



In a Minute

Volume 4, Issue 2: Important Features for the New School Year

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INSIDE THIS ISSUE

- CEI Reports
 - SEI Bar Charts
 - STAAR 3-8 Student Goal-setting Pamphlets
 - Destination 2020 Spotlight: Personal Graduation Plan

Teachers and principals analyze students' relative performance with the CEI Reports

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 district students with the same characteristics as well as the same level of previous 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 are not correlated 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 test term. Teachers' CEI results are presented in item-, and division-level CEI information. The CEI reports help principals' understanding of CEIs and increase overall usefulness.

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

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

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

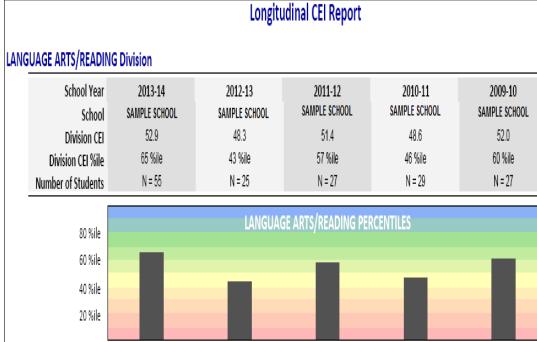


Figure 2. Longitudinal Report lists division CEIs for the past five years

group average current score

- | SAMPLE TEACHER (9999)
SAMPLE SCHOOL (999) | | Course: 500 LANGUAGE ARTS
Section: SA | | Term: SEMESTER 1
Assessment: 5 LANGUAGE ARTS SEM 1 | | Grade: 5 |
|--|-----------|--|--|---|--------------------|--|
| ID | Name | Relative
grd score | Percent correct on
each item | GR | Demographics | Characteristics of student's comparison group:
90-100% 4 STAAR M, 20-30% 1 STAAR W,
30-40% 4 STAAR M, 10-20% 1 STAAR W |
| 1 111111 STUDENT SAMPLE | John Doe | 43.2 | 21 was BELOW avg for gr
21 was average for gr
21 was above avg for gr
21 was ABOVE avg for gr | M | 50.30 SEI, red LEP | 94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr |
| 2 222222 STUDENT SAMPLE | Jane Doe | 55.0 | 21 was average for gr
21 was above avg for gr
21 was ABOVE avg for gr
21 was average for gr | F | 50.30 SEI, red LEP | 94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr |
| 3 333333 STUDENT SAMPLE | Sammy Doe | 66.7 | 21 was average for gr
21 was above avg for gr
21 was ABOVE avg for gr
21 was average for gr | M | 50.30 SEI, red LEP | 94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr |
| 4 444444 STUDENT SAMPLE | Emily Doe | 78.5 | 21 was ABOVE avg for gr
21 was average for gr
21 was above avg for gr
21 was average for gr | F | 50.30 SEI, red LEP | 94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr |
| 5 555555 STUDENT SAMPLE | David Doe | 88.9 | 21 was average for gr
21 was above avg for gr
21 was ABOVE avg for gr
21 was average for gr | M | 50.30 SEI, red LEP | 94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr
94.95% 14 wrong 12% gr |

CONTACT: Visit the CEI Information page (<http://mydata.dallasisd.org/MENU/CEI.jsp>) for detailed information about CEIs, including the creation of rosters, the 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.

SAMPLE E-TEACHER (69999) SAMPLE SCHOOL (6999)		Course: 300 LANGUAGE ARTS Section: SA		Term: SEMESTER 1 Assessment: Grade 4 LANGUAGE ARTS ASSESSMENT 1		Grade: 5	
ID	Name	Relative gain score	Better correct on this assessment	GBL Demographics	Characteristics of student's classroom group Neighborhood statistics		
1_1111111111	STUDENT SAMPLE	44.5	21 was BELOW or at pre for:	5 - Ms. SSES, NLP	545416: 14% wring 12% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
3_3333333333	STUDENT SAMPLE	69.0	21 was BELOW or at pre for:	5 - Ms. SSES, NLP	531106: 4% wring 29% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
4_4444444444	STUDENT SAMPLE	55.7	21 was ABOVE or at pre for:	5 - Ms. SSES, NLP	531106: 4% wring 35% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
6_6666666666	STUDENT SAMPLE	44.5	21 was ABOVE or at pre for:	5 - Ms. SSES, NLP	531106: 4% wring 29% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
7_7777777777	STUDENT SAMPLE	41.8	21 was BELOW or at pre for:	5 - Ms. SSES, NLP	545416: 14% wring 12% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
9_9999999999	STUDENT SAMPLE	69.0	21 was ABOVE or at pre for:	5 - Ms. SSES, NLP	531106: 4% wring 29% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
10_1010101010	STUDENT SAMPLE	53.1	21 was average for:	5 - Ms. SSES, NLP	531106: 4% wring 35% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
12_1212121212	STUDENT SAMPLE	54.2	21 was ABOVE or at pre for:	5 - Ms. SSES, NLP	544106: 10% wring 16% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
13_1313131313	STUDENT SAMPLE	54.0	21 was average for:	5 - Ms. SSES, NLP	545416: 14% wring 12% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W
14_1414141414	STUDENT SAMPLE	69.0	21 was ABOVE or at pre for:	5 - Ms. SSES, NLP	530106: 7% wring 29% thew	20 (0) 4 STAAR MSL (0) 4 STAAR W	20 (0) 4 STAAR MSL (0) 4 STAAR W

Teacher did not submit modifications to CEI rosters during CEI Roster Verification (May 9-May 30, 2014).

GRADE 5 LANGUAGE ARTS SEM 1 CEI (and percentile): 55.9 (72%ile)

Figure 5. Details page reports student relative gain scores.

The 2013-14 SEI Bar Charts highlight school performance on the district's key value-added academic performance indicators

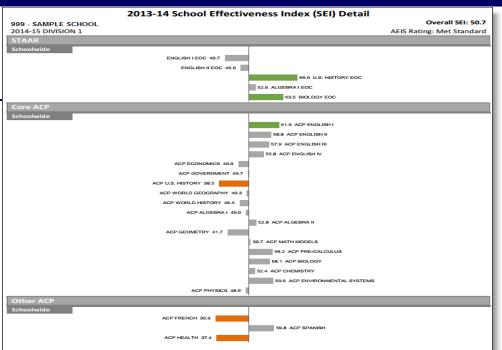
WHAT: The 2013-14 SEI Bar Charts highlight performance on each component of the Dallas ISD's value-added measure of the academic performance of a school's students, the School Effectiveness Indices (SEIs).

WHY: The SEI model is considered to be a fairer alternative to evaluating school performance than absolute measures because it takes into consideration known factors over which school personnel have no control, such as socio-economic status, language proficiency, and gender. Principals are able to see how well their students performed on key outcome variables of interest, including student performance on state- and district-required tests as well as the school's improvement on other variables that influence student achievement, such as graduation rate and percentage of stu-

WHERE: Public Side: *School Improvement > SEIs (School Effectiveness Indices)*. Secure Side: *Improve > Local Accountability (SEIs, CEIs)*.

HOW: On the public side, use the drop-down menu to select the school of interest. To view school comparisons, click **2013-14 Summary List**. On the secure side, view school-level results by clicking **2013-14 SEI Report Bar Chart**.

CONTACT: For more information on the district's value-added model, visit the SEI information page (<http://mydata.dallasisd.org/SL/SD/SEI/Default.jsp>) or submit questions via the "Ask a question about CEIs" feature (sign-in required).



Counselors and students work together to determine educational goals with the Student Goal-setting Pamphlets

WHAT: The STAAR 3-8 Goal-setting Pamphlets tool provides counselors and students with a handout that can be used to track students' 2014 STAAR 3-8 performance and prepare for 2015 STAAR 3-8 testing.

WHY: Pamphlets are prepopulated for those who have 2014 STAAR 3-8 results and are currently in a grade in which the 2015 STAAR 3-8 will be administered. The pamphlets report students' prior-year scale score, number of correct items, and number of correct items required to pass. Additionally, the scale score and number of correct items required to pass the current year's subject tests are reported. A pamphlet template is provided for those students who do not have 2014 STAAR 3-

8 results available. Counselors are able to use these pamphlets to help students think about and develop plans to reach their educational goals.

WHERE: Public Side: *School Improvement* > *CIP (Campus Improvement Planning)*. Secure Side: *Investigate* > *Student Goal Pamphlets*.

HOW: Schoolwide users click on *Current enrollment* under *STAAR 3-8 Student Goal-setting Pamphlets* to access the current enrollment roster page. On the resulting page, click on the grade, course, or teacher of interest to create corresponding pamphlets.

CONTACT: For more information on STAAR tests, contact State and National Assessment at 972-925-6410.

Destination 2020 Spotlight: The Personal Graduation Plan (PGP) module allows users to determine appropriate interventions for struggling students

WHAT: The Personal Graduation Plan module allows schoolwide users and teachers to identify and create Personal Graduation Plans (PGPs) for students who 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.

WHY: By allowing users to complete the plan 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 > PGP (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 counselors, while white sections should 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 and return to the student list. Clear changes to the PGP by clicking **Return to student list** or **Undo current changes**. To print the PGPs, click on box in the *Print Plan* column to select the student, and then click **Print Plan**. Counselors view a summary of PGP statuses by clicking **Show PGP Status Report**.

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