



In a Minute



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

December 10, 2014

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The ACP module summarizes students' grasp of curriculum covered in the semester 1

WHAT: The ACP module provides a summary and comparison of district-, feeder pattern-, school-, and student-level results on the *Assessment of Course Performance (ACP)* tests.

WHY: This module presents *ACP* data in user-friendly tables and graphs. The district-created *ACPs* are course-specific assessments that evaluate grade K-12 students' comprehension of material covered during a single semester. *ACPs* are administered in most elementary and secondary courses in the following subject areas: English Reading Language Arts, Mathematics, Science, Social Studies, English as a Second Language (ESL), Health Education, Physical Education, Technical Applications, Visual & Performing Arts, and World Languages. *ACP* testing periods generally occur at the end of the third and sixth six-weeks grading periods. Beginning with the 2014-15 school year, the *ACP* module will also display results for *ACPs* that are administered during the non-standard testing periods.

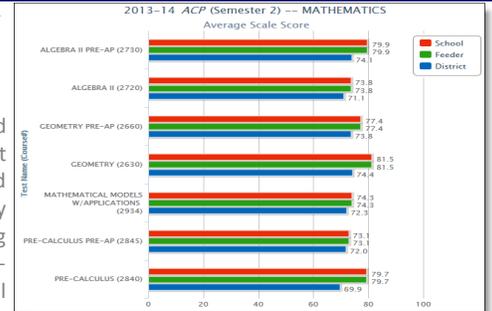


Figure 1. The School Summary reports the schoolwide performance on each *ACP* administered in a given term.

WHERE: Evaluate > *ACP*

HOW: Use *Page Options* to filter the information in the adjacent graph by subject area and test period. Click *Chart Type* to view results by average scale score or percent passing. Click *Show Data Table* to compare school and district average scale scores. Use *Roster Options* to select the enrollment year of interest. Click *Change Roster* to view results for a specific course or section. View student-level results, skill analyses, or item analyses by clicking the associated check box.

CONTACT: For more information on *ACPs*, visit <http://assessment.dallasisd.org> or contact Local Assessment at 972-925-8940.

ANALYSIS TIP: How do I view a summary of my current low socio-economic (SES) students' performance on the 2014 Geometry SEM 2 *ACP*?

- Under *Page Options*, select the test (Geometry SEM 2) and student group (Low SES) of interest. The performance summary table will update automatically to report the number scored, percentage passing, average scale score, and average percentage correct for your students who are categorized as low SES.

Announcements

The Personal Graduation Plan (PGP) module, which highlights at-risk students, is updated and available on MyData Portal. After signing in to MyData Portal, access this data tool from the *Monitor* menu.

Students' growth of writing skills are stressed in the Written Composition module

WHAT: The Written Composition module summarizes students' performance on the local writing assessments administered during the 2014-15 school year. In mid-January, grade K-12 students will take the *Written Composition* tests.

WHY: This module displays *Written Composition* results in straightforward tables and graphs. The district's *Written Composition* tests evaluate students' development of critical writing skills, with particular emphasis on the use of language, development of ideas, and narrative organization.

WHERE: Evaluate > *ACP Written Composition*

HOW: Use *Page Options* to select the writing test and test year of interest. *Page Options* also lets users select the student group for which they would like to view data, such as all African American or TAG students at the campus. Click *Show student data* to examine individual student performance data. Teachers click on course or section number to view results for a different set of students. Schoolwide users click *Select Roster* to return to the user selection page.

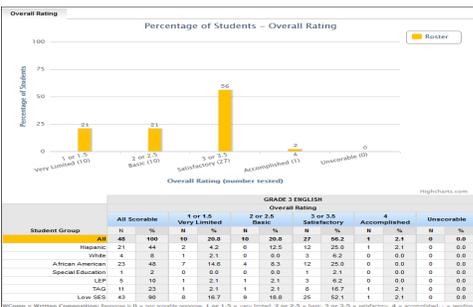


Figure 2. Percentage of students graph reports performance by Overall Holistic Rating.

CONTACT: For more information on the district's *Written Composition* tests, visit <http://assessment.dallasisd.org> or contact Local Assessment at 972-925-8940.

ANALYSIS TIP: When I view my current grade 4 students' prior-year results, there are separate columns for Home Raters and Other Raters. What does this mean?

- The 2013-14 grade K-5 *Written Composition* tests were evaluated by one trained rater at the campus who was not the student's teacher of record as well as a trained rater from another school throughout the district. This was done to ensure that a non-biased, multiple rater system was used to evaluate student performance on the *Written Composition* test.

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Schoolwide rosters permit campus staff to access demographic, assessment, and scheduling data for specific sets of students

WHAT: The schoolwide rosters present detailed, campus-specific student and personnel information. Rosters are grouped into three categories: Enrollment, Special Population, and Administrative. Enrollment rosters organize students based on specific enrollment or scheduling periods. Special population rosters list students based on demographic information, and more specifically, special student population status. Currently, the administrative roster denotes course assignments for all campus staff members.

WHY: The schoolwide rosters allow schoolwide users to quickly access enrollment, demographic, and assessment information for specific students. Additionally, these rosters permit users to view scheduling information for staff members.

WHERE: *MySchool > Rosters*

HOW: Hover over subject grouping of interest (i.e. Enrollment, Special Populations, and Administrative). Then click on the desired roster.

Category	Rosters
Enrollment	Current enrollment; Scheduling on October 6, 2014; Scheduled fall enrollment; 2014 spring enrollment; Test coordination
Special Populations	All LEP students; Bilingual education; ESL; Newcomers; Sheltered courses; Not served; Denied; Unservable; Missing program information; Exited in the last two years; No LEP Dual Language; Talented and Gifted; Dyslexia; Special Education; Special Education Section 504
Administrative	Current Personnel

The screenshot shows the 'STAAR EOC History Roster' interface. At the top, it displays 'Current Enrollment (as of 10/15/2014)' and 'Grade: A-9 Homeroom: A.A. Group: All Students'. Below this is a summary table with columns for 'Unique Students', 'English', 'Reading', 'Writing', 'Math', 'Science', and 'Social Studies'. The 'Highest Perf.' section is selected, showing a table of student IDs and their highest performance levels across the five STAAR EOC subjects.

Identify secondary students' highest level of performance on all attempted STAAR EOCs with the STAAR EOC History Rosters

WHAT: The STAAR EOC History Rosters present a summary of students' highest level of achievement on each STAAR EOC subject test as well as their performance on all attempted STAAR EOC subject tests.

WHY: This data tool helps principals and other campus instructional leaders to track each student's progress towards completing all STAAR EOCs as well as a quick summary of the number of students required to retake one or more of the five required STAAR EOCs. Additionally, the ability to filter by subject area and performance level lets users identify specific content areas and subject tests for which campus wide instruction would be beneficial.

Figure 3. The "Highest Perf." roster summarizes students' highest level of achievement on each STAAR EOC subject test.

WHERE: *Monitor > STAAR EOC History Rosters*

HOW: Click on subject tab at the top of the page to view subject-specific STAAR EOC results. Use *Page Options* on the left side to select the test, student group, and performance level of interest (ex. Algebra I, Hispanics, and Unsatisfactory (retest required)). To view detailed information about a single student, click on the student's ID number. Click *Display all profiles* to view the student profiles of all students in the table. To export and save the table as an Excel file, click *Export to Excel*.

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

Destination 2020 Spotlight: STAAR EOC Tracker allows users to quickly create interventions for students who have not yet passed all STAAR EOCs

WHAT: The new STAAR EOC Tracker module lets schoolwide users and teachers identify and create interventions for current grade 12 students who have failed one or more of the five required STAAR EOC subject tests. This module was created specifically to assist with the work of Dallas ISD's Counseling Services department to ensure that campuses are properly serving those seniors who are in danger of not graduating due to lack of satisfactory performance on the required state tests.

WHY: By allowing users to complete interventions online, this module streamlines the intervention creation process. It also assists counselors in keeping track of the creation of interventions for students at their campuses.

WHERE: *Monitor > STAAR EOC Tracker*

HOW: Select the homeroom, course/section, or for schoolwide users, teacher of interest. To create the intervention, click *Create* in the *Plan* column that corresponds with the student of interest. On the resulting page, enter the intervention details in the appropriate section. Intervention 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 cannot be edited. Click *Save current changes* to commit intervention changes to the database. Clear changes and return to the student list by clicking *Return to student list*. Click *Undo current changes* to clear changes made to the intervention. View the next student's intervention by clicking *View next student*. To print the interventions, click on the box in the *Print Plan* column to select student, and then click *Print*.

CONTACT: For more information on the STAAR EOC Tracker, contact Counseling Services at 972-925-3505.

The screenshot shows the 'STUDENT NAME: SAMPLE STUDENT' intervention creation page. It includes fields for 'PRINCIPAL/SAMPLE PRINCIPAL', 'COMPLETION DATE: June 2, 2015', and 'GRADE: 12'. The page is divided into sections for 'EDUCATIONAL GOALS', 'INTERVENTION PLAN PROVIDER', and 'NOTES'. Under 'EDUCATIONAL GOALS', there are sections for 'English Language Arts (STAAR EOC)', 'Mathematics (STAAR EOC)', and 'Science (STAAR EOC)', each with a 'Reading/English Language Arts' sub-section. Each sub-section has a 'Start' and 'End' date field and a 'Teacher: Select Teacher' dropdown. At the bottom, there are buttons for 'Save current changes', 'Return to student list', 'Undo current changes', and 'View next student'.

Figure 4. Details page allows teachers and counselors to create student-specific STAAR EOC interventions.