



In a Minute



Volume 5, Issue 2: Important Features for the New School Year

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The 2014-15 TEI Teacher Achievement Report provides with teachers detailed information about the data used to compute their achievement metrics

WHAT: The 2014-15 TEI Teacher Achievement Report provides detailed, student-level information about the metrics included in the achievement portion of the Teacher Excellence Initiative (TEI) evaluation score. Student-level achievement information for the following metrics are included in the report: Status, Classroom Effectiveness Indices (CEIs), Academic Peer Group, Score Difference (AP only), and Expectancy Table Frequency (AP only). This report is only available for teachers who met the criteria for Category A or Category B achievement templates.

WHY: The TEI is a newly-implemented teacher evaluation system that defines and evaluates excellence in three key areas: performance, student achievement, and student surveys. Teachers' student achievement results are presented in the TEI Teacher Achievement Reports, which include detailed student- and measure-level achievement information. This tool is designed to increase teachers' understanding of the underlying data used to compute their achievement metrics and act as supporting documentation to the TEI scorecard.

WHERE: Teachers: *Improve > Local Accountability* or *My Account*. Schoolwide Users: *My Account*. Principals: *Improve > Local Accountability*.

HOW: View student-level results by clicking *2014-15 TEI Report*. The TEI Teacher Achievement report is comprised of the following sections, where applicable:

- Table of Contents: Lists all relevant metrics and associated page numbers.
- Glossary: Defines key terms and abbreviations referenced throughout the report.
- TEI Roster: Lists all students scheduled with the teacher in an evaluation course for at least one day during the 2014-15 school year. Rosters reflect changes made and submitted during the Spring 2015 TEI Roster Verification period. Students are grouped by course.
- Status: Achievement measure that quantifies the percentage of tests with scores at a specified standard. Statistics are grouped by measure. Only students who met the scheduling and attendance criteria and have scores from the appropriate current year test are included.
- CEIs: Value-added statistic that measures a student's performance relative to the performance of only similar students in the district. Statistics are grouped by measure. Only students with the correct current year and previous year test scores who met the scheduling and attendance criteria are included.

Status		TEACHER NAME (9999)	
This report only includes students with the correct tests who met the scheduling and attendance criteria for the relevant test items.			
ACP Semester 1 Grade 5		99.5	
STUDENT	TEST	MET STANDARD FOR STATUS	SCORE
Student Name (Student ID)	Grade 5 Lang Arts Sem 1	No	60 (state score)
Student Name (Student ID)	Grade 5 Mathematics Sem 1	No	62 (state score)
Student Name (Student ID)	Grade 5 Reading Sem 1	No	60 (state score)
Student Name (Student ID)	Grade 5 Science Sem 1	No	48 (state score)
Student Name (Student ID)	Grade 5 Social Studies Sem 1	Yes	70 (state score)
Student Name (Student ID)	Grade 5 Lang Arts Sem 1	Yes	80 (state score)
Student Name (Student ID)	Grade 5 Mathematics Sem 1	No	65 (state score)
Student Name (Student ID)	Grade 5 Reading Sem 1	Yes	73 (state score)
Student Name (Student ID)	Grade 5 Science Sem 1	No	68 (state score)
Student Name (Student ID)	Grade 5 Social Studies Sem 1	No	65 (state score)
Student Name (Student ID)	Grade 5 Lang Arts Sem 1	No	67 (state score)
Student Name (Student ID)	Grade 5 Mathematics Sem 1	No	57 (state score)
Student Name (Student ID)	Grade 5 Reading Sem 1	No	53 (state score)
Student Name (Student ID)	Grade 5 Science Sem 1	No	65 (state score)
Student Name (Student ID)	Grade 5 Social Studies Sem 1	No	60 (state score)
Student Name (Student ID)	Grade 5 Lang Arts Sem 1	Yes	80 (state score)
Student Name (Student ID)	Grade 5 Mathematics Sem 1	Yes	78 (state score)
Student Name (Student ID)	Grade 5 Reading Sem 1	Yes	75 (state score)
Student Name (Student ID)	Grade 5 Science Sem 1	No	68 (state score)
Student Name (Student ID)	Grade 5 Social Studies Sem 1	No	66 (state score)
Student Name (Student ID)	Grade 5 Lang Arts Sem 1	Yes	70 (state score)
Student Name (Student ID)	Grade 5 Mathematics Sem 1	No	60 (state score)
Student Name (Student ID)	Grade 5 Reading Sem 1	Yes	73 (state score)
Student Name (Student ID)	Grade 5 Science Sem 1	No	64 (state score)
Student Name (Student ID)	Grade 5 Social Studies Sem 1	No	66 (state score)
Student Name (Student ID)	Grade 5 Lang Arts Sem 1	Yes	80 (state score)
Student Name (Student ID)	Grade 5 Mathematics Sem 1	Yes	78 (state score)
Student Name (Student ID)	Grade 5 Reading Sem 1	Yes	80 (state score)
Student Name (Student ID)	Grade 5 Science Sem 1	Yes	78 (state score)
Student Name (Student ID)	Grade 5 Social Studies Sem 1	Yes	75 (state score)

Figure 1. Status reports students' attainment of test-specific achievement standards.

Announcements

The 2014-15 TEI Teacher Achievement Reports 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 met the requirements for Category A and Category B achievement templates.

Classroom Effectiveness Index (CEI)		TEACHER NAME (9999)	
This report only includes students with the correct current and previous year tests who met the scheduling and attendance criteria for the relevant test items.			
Overall CEI for ACP Semester 1 Grade 5		42.5	
Test-level CEI for ACP SEM 1 LANG ARTS (GRADE 5)		38.4	
STUDENT	RES	CURRENT YEAR SCORE	TEST
Student Name (Student ID)	41.5	11 non BELOW avg	095 Lang Arts Sem 1
Demographic: F, low SES, not ELP			20 (STAAR 04 HQ) 30 (STAAR 04 HQ)
Neighborhood Characteristics: 222 household income; 28% with degree; 27% below poverty level			
Student Name (Student ID)	51.3	9 non average	095 Lang Arts Sem 1
Demographic: F, low SES, not ELP			30 (STAAR 04 HQ) 30 (STAAR 04 HQ)
Neighborhood Characteristics: 222 household income; 28% with degree; 27% below poverty level			
Student Name (Student ID)	41.5	11 non BELOW avg	095 Lang Arts Sem 1
Demographic: F, low SES, not ELP			20 (STAAR 04 HQ) 30 (STAAR 04 HQ)
Neighborhood Characteristics: 222 household income; 28% with degree; 27% below poverty level			
Student Name (Student ID)	41.5	11 non BELOW avg	095 Lang Arts Sem 1
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Figure 2. CEI reports students' relative gain scores.

• Academic Peer Group: A relative and value-added metric that measures the percentage of students who meet or exceed the average score of their "academic peer group." Statistics are grouped by measure. Only students with the correct current year and previous year test scores who met the scheduling and attendance criteria are included.

• Score Difference (AP): Statistic that compares the difference between students' actual scores and their statistically determined expected scores. An expected score is determined from the student's most recent *PSAT* scores and course goals from the prior year. Expected scores are determined separately for each *AP* test. Statistics are grouped by measure. Only students who met the scheduling and attendance criteria with the correct current year test scores, *PSAT* results, and previous year course grades are included.

• Expectancy (AP): Statistic that compares the number of students earning a 2 or higher on an *AP* exam to the number of students with a 50 percent or higher probability of earning a 2 or higher. Probabilities are determined from expectancy tables built using historical *AP* and *PSAT* data from only Dallas ISD students. Statistics are grouped by *AP* measure. Only students who met scheduling and attendance criteria and took the correct current year test and have the correct *PSAT* results are included.

Office of Institutional Research

3700 Ross Avenue, Box 55

Dallas, Texas 75204

Phone: 972-925-6446

Fax: 972-794-3544

Email: oir@dallasisd.org

Principals review their schools' outcomes on the district's key performance indicators with the 2014-15 School Effectiveness Index (SEI) Bar Charts

WHAT: The 2014-15 SEI Bar Charts highlight performance on each component of the Dallas ISD's value-added measure of 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 enrollment in Pre-AP and AP courses.

WHERE: Public Side: School Improvement > SEIs (School Effectiveness Indices). Secure Side: Improve > Local Accountability. (SEI Bar Charts will be available by the beginning of November.)

HOW: On the public side, use the drop-down menu to select the school of interest. To view school comparisons, click **2014-15 Summary List**. On the secure side, view school-level results by clicking **2014-15 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 TEI" feature (sign-in required).

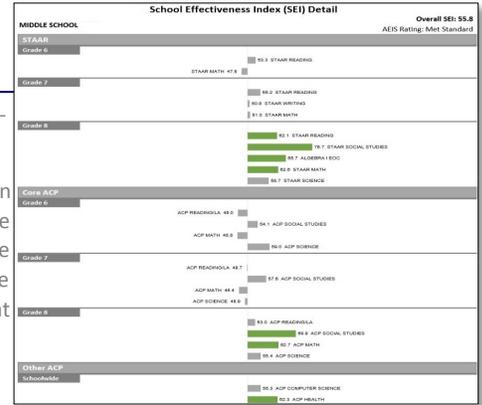


Figure 3. SEI bar chart reports yearly performance key academic outcomes.

What are Scale Scores?

Scale scores allow you to compare your progress from year to year on the STAAR 3-8 tests when the tests are different. The star scores, the number of questions you answered correctly on the STAAR 3-8 test, is converted to a "scale score".

On writing, science, and social studies tests, the scale scores are identical. They mean the "satisfactory" scores are the same across grade levels. The "satisfactory" score on these STAAR 3-8 tests is 2000. Although it's easy to understand the satisfactory score on a horizontal scale, the scores cannot be used to measure growth or progress from year to year.

For reading and mathematics STAAR 3-8 tests, the STAAR 3-8 scale scores are vertical. The scale scores that represent "satisfactory" and "advanced" progress from grade to grade show what your student accomplished. The curriculum will be indicated by your scale scores each year. Since the scale scores change at each grade level, you must consult a vertical scale table to determine the growth to "satisfactory" and "advanced".

Researchers have studied the scores of Texas students for many years. They have used their findings to determine what has led to success. College and Career Readiness (CCR). The CCR scores indicate that students have acquired the depth of knowledge necessary at their grade level to be prepared for success in college and/or a future career. The grade you set this year on the STAAR 3-8 tests will help you to attain the CCR mastery level in the future.

2015 STAAR 3-8 Scores

READING
Grade level
Scale score
I answered ___ questions correctly.
I needed ___ questions correct to pass.

WRITING
Grade level
Scale score
I answered ___ questions correctly.
My composition writing area is ___.

MATHEMATICS
Grade level
Scale score
I answered ___ questions correctly.

SCIENCE
Grade level
Scale score
I answered ___ questions correctly.

SOCIAL STUDIES
Grade level
Scale score
I answered ___ questions correctly.

2016 Goals

READING
Grade level
Scale score
Goal: Answer ___ questions correctly.

WRITING
Grade level
Scale score
Goal: Answer ___ questions correctly.

MATHEMATICS
Grade level
Scale score
Goal: Answer ___ questions correctly.

SCIENCE
Grade level
Scale score
Goal: Answer ___ questions correctly.

SOCIAL STUDIES
Grade level
Scale score
Goal: Answer ___ questions correctly.

Figure 4. Detail page sets current year STAAR 3-8 goals.

The STAAR 3-8 Goal-setting Pamphlets help counselors and students work together to determine educational goals for the current school year

WHAT: The STAAR 3-8 Goal-setting Pamphlet tool provides counselors and students with a handout that can be used to track students' 2015 STAAR 3-8 performance and prepare for 2016 STAAR 3-8 testing.

WHY: Pamphlets are prepopulated for those who have 2015 STAAR 3-8 results and are currently in a grade in which the 2016 STAAR 3-8 will be administered. The pamphlets list 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 noted. A pamphlet template is available for those students who do not have 2015 STAAR 3-8 results available. Counselors are able to use these pamphlets to encourage students to think about the actions necessary to reach their educational goals.

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

HOW: Click on the grade, course/section, 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: Identify and improve high school students' reading skills with the new Student Reading Inventory (SRI) module

WHAT: The SRI module summarizes district-, feeder pattern-, school-, and student-level results on the Student Reading Inventory (SRI).

WHY: The SRI module allows campus users to view high school students' performance on multiple administrations of the SRI tests in easy-to-read charts and tables. The SRI is a computer-adaptive reading test that measures current reading skills for students in grades K-12. Additionally, it assists instructors in monitoring students' progress over time. Teachers and instructional coaches can use the information in this module to identify students' current reading level and determine appropriate educational plans to support and improve their reading skills.

WHERE: Monitor > SRI (Student Reading Inventory)

HOW: Schoolwide users first select the grade, course/section, or teacher of interest. Use **Page Options** to select the administration period of interest. Click on the radial button under **Chart Type** to view results by percentage proficiency level and average lexile level. Click on the radial button under **Show student data** to view student-level results for all students, deficient students, and performance grouping. Click **Export to Excel** to transfer the student list to an Excel file. Schoolwide users click **Change Roster** to view a new set of students.

CONTACT: Contact Reading Language Arts at 972-925-8822 for more information about the SRI.

ANALYSIS TIP: Now that I have exported my data to Excel, how do I view my current English Language Learner (ELL) students' performance on the BOY administration of the SRI?

- To view results for just ELL students, highlight the top row of the worksheet. Next, click the **Sort & Filter** drop down menu. Then click the drop down menu on the column heading of interest, LEP. By default, all filter categories are selected. Uncheck "All," click on the checkbox for "Y," and then click **OK**. Now only SRI results for ELL students are visible in the worksheet.

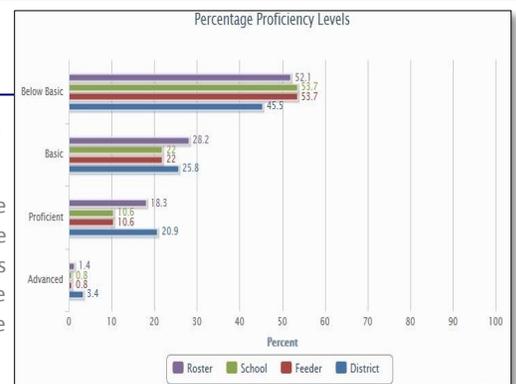


Figure 5. Percentage of students at each performance level.