

In a Minute



Volume 5, Issue 3: Important Features for the New School Year

November 11, 2015

INSIDE THIS ISSUE

- Iowa/Logramos
- LEP Letters
- SE Analyzer
- Learning Profiles
- Destination 2020
 Spotlight: Personal
 Graduation Plan (PGP)

Innouncements

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.

Office of Institutional Research

3700 Ross Avenue, Box 55

Dallas, Texas 75204

Phone: 972-925-6446

Fax: 972-794-3544

Email: oir@dallasisd.org

The updated lowa/Logramos module allows users to better identify students' strengths and weaknesses by providing additional analyses options

WHAT: The lowa/Logramos module summarizes the performance of kindergarten through grade 2 students on the *lowa* and *Logramos* subject tests. Results are available for the 2009-10 through 2014-15 test administrations. Students will take the 2015-16 *lowa* and *Logramos* in late April.

WHY: This module provides users with *Iowa* and *Logramos* data in easy-to-read tables and graphs. *Iowa* and *Logramos* measure students' development of skills in the core subject areas of Reading and Mathematics. Depending on the grade level and test type, the reading subject test may be comprised of reading, vocabulary, word analysis, listening, and language subtests. Similarly, depending on grade level and test type, the mathematics subject test may be comprised of mathematics and mathematics computation subtests.

WHERE: Evaluate > Iowa/Logramos

HOW: Two sections on the left side, *Page Options* and *Roster Options*, allow users to filter the information shown in the adjacent graph. Use *Page Options* to select the test grade, test, student group, method for viewing results (i.e. by subject or subtest), and percentile of interest for test years 2014-15 and later. For test years prior to 2014-15, use *Page Options* to select the test grade, student group, test, and percentile. Click *Show data table* and *Show student data* to view individual student performance and performance summaries for each subtest. (Schoolwide users must first click

Select Roster to pick a particular grade, course/section, or teacher before accessing these additional filter options.)

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

Analysis Tip: How do I identify current grade 1 students who scored above the 60th percentile on the 2015 *Iowa* Vocabulary and *Iowa* Language subtests?

Select the test grade of interest (Grade1). Set the radial button in the *Result by* box to "Subtest." Then set *Subtest 1* to "Iowa Vocabulary" and *Subtest 2* to "Iowa Language." Next set the radial button in the *Percentile* box to "At or Above." Then using the drop-down list, select "60th" and click *go*. Click *Show data table* to view a summary of results.

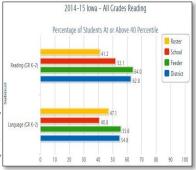


Figure 1. Roster-level results for Reading and Language Arts subtests.

Inform parents of their English Language Learner (ELL) students' progress in their bilingual education program using the LEP Notification & Progress Letters module

WHAT: The LEP Notification & Progress Letters module automates the production of information letters for parents of English Language Learners (ELLs). Notification letters and progress reports produced in this module help to keep parents informed about their students' recommended instructional plans and progress in the district's Multi-Language Enrichment Program (MLEP).

WHY: The LEP Letters module simplifies the parent notification process by allowing campus staff to quickly print parent letters for ELL students. District policy dictates that a student whose Home Language Survey indicates that he or she speaks a language other than English must be assessed for English proficiency. Based on assessment results, the student is recommended to one of three programs: Dual Language Education, Sheltered Instruction, and English as a Second Language (ESL). Schools are required to notify parents of these recommendations and their students' subsequent

¬ development and progress in these programs.

WHERE: Monitor > LEP Notification & Progress Letters

HOW: Click on course or section number of interest. Enter name, phone number, and e-mail address of appropriate contact person. To create notification letters, select letter language, recommended program, and graduation year for each student. To create progress letters, select letter language, recommended action, and effective date. Print letters by clicking on box in *Print Letter* column to select students, and then clicking on the corresponding *Print* button to print letters in desired language.

Contact: For more information on LEP Notification and Progress Letters, contact MLEP at 972-925-6490.



Figure 2. List of ELL students and test results.

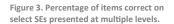
The SE Analyzer module helps teachers and principals address students' needs by providing detailed analyses of SEs measured on state and local assessments

WHAT: The SE Analyzer module highlights students' grasp of the Student Expectations (SEs) measured in state and local assessments.

WHY: This module offers a comprehensive analysis of each student's understanding of specific SEs measured in STAAR and ACPs. Campus decision-makers can use the information presented in this module to identify the SEs that students are excelling at as well as those that need more attention. Additionally, the presentation of multiple levels of performance data provide insight into the skills that individuals need to further develop along with those that should

be targeted for larger audiences.





HOW: Use *Page Options* and *Roster Options* to filter the information displayed in the chart (i.e. Assessment, Subject, Enrollment, and Roster). (Schoolwide users are first taken to the roster selection page where SE analyses are grouped by homeroom, course/section, and teacher.) Users must then select the enrollment period of interest under the Roster Option section on the left, and then click the homeroom, course name, section number, or teacher name to view associated results.) Next click Submit to run the report. Then select the Reporting Category and SE Type of interest, and click View Report to see the report. To view performance summaries by SE click Show summary data table. Use Show student data to view individual student results by performance level (i.e. All Students, Deficient Students, and Performance Grouping).

CONTACT: For more information on STAAR and ACPs, contact State and National Assessment at 972-925-6410 and Local Assessment at 972-925-8940.



Figure 4. Student's SE results on recent STAAR test.

Students' performance on the categories and Student Expectations (SEs) evaluated in the state assessments are presented in the Learning Profiles

WHAT: The 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 STAAR performance data in colorful graphs and clear tables. This data tool helps teachers to identify and target specific skills that the student struggled with on his or her most recent state test. Additionally, by including school and district data, users can determine whether the skill should be developed at just the school or more widely supported across the district.

WHERE: My Students or My School

2015 STAAR 3-8 Reading (1-Genres) - Performance Grouping

Category SE Type SEs % Correct

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.

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

Destination 2020 Spotlight: The Personal Graduation Plan module encourages collaboration among teachers and counselors

WHAT: The Personal Graduation Plan module allows schoolwide users and teachers to identify and create Personal Graduation Plan (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 subject tests, or 3) retained at least once during their academic career. This module was created in collaboration with Dallas ISD's Counseling Services department in order 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 middle school students who did not pass a state assessment and/or are not on track to graduate within five years of beginning grade 9.

WHY: By allowing users to complete the plan online, this module provides a simple and organized method for the PGP creation process. It also simplifies counselors' task of keeping track of the number of PGPs created and completed at their campus.



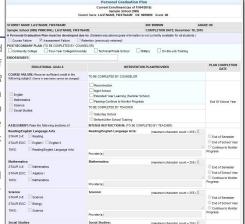


Figure 5. Percentage of students at each performance

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 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.