

2016-2017 TAIS Report

Data Source	PL Cut Points	Indicator #1 SPED STAAR 3-8 Passing Rate	LISD 2015	LISD 2016	Campus 2016	STAAR 2017
PBMS	70.0 - 100	Mathematics	47.9	51.9		
	70.0 - 100	Reading	37.9	42.2		
	65.0 - 100	Science	39	38.1		
	65.0 - 100	Social Studies	35.3	35.3		
	70.0 - 100	Writing	19	36.8		
Problem Statement #1	Less than 60% of Special Education students met the Phase-in Satisfactory Standard on the 2016 STAAR/STAAR A and also did not meet the PBMS Performance Level Cut Points in all content areas.		Root Cause	Classroom instructional design and testing arrangements (supports and accommodations) do not provide optimal access for student with disabilities.		
Annual Goal	SPED student group will increase met standard results by 5% in each content area and/or met or exceed growth.		Strategy	Develop better accommodations and instructional supports to address SPED student needs in the classroom and on assessments. Continue to monitor student progress at the Student Expectation level to provide very specific intervention based on identified skill deficits.		

Quarter 2 (Nov. Dec. Jan.)

Results of Interventions (Due Feb. 7th Admin)

Goal - Increase the usage of digital accommodations for assignments and assessments

List of new SPED Accommodations and additional needs	
SPED results from Common Assessments and whether the goal was met	

Quarter 3 (Feb. Mar.)

Results of Interventions (Due April 4th Admin)

Goal - Improve SPED student performance on assessments

List of target interventions based on data	
Schedule for STAAR Online practice	

We can... We will...

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Problem #1 (continued)

Quarter 4 (April, May, June) Results of Interventions (Due June T-PESS)

Goal - Document SPED student's successful use of accommodations to prepare for the STAAR and for next year's needs.

Report from Eduphoria showing form assigned to STAAR Online testers -- Summarize process	
Results for STAAR 2017 - Report on 5% increase and growth indicating if goal was met and where	

Hmm ???

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Data Source	PL Cut Points	Subpopulations and Content Areas	LISD 2016	Campus 2016	STAAR 2017
System Safeguards	60	Hispanic Writing	58		
	60	Economically Disadvantaged Writing	56		
	60	ELL Writing	39		
	60	ELL Reading	48		
	60	AA Reading	53		
Problem Statement #2 <i>We need to review.</i>	System Safeguards were not met for Hispanic, Economically Disadvantaged, and ELL students in Writing and for African American and ELL students in Reading.	Root Cause	Instructional strategies are not well aligned to the needs of these populations.		
Annual Goal	Writing and Reading results for these sub-groups will increase by 5% from their previous levels.	Strategy	Ongoing staff development to recognize needs and increase strategies used to develop foundational Reading skills and Writing. Provide targeted intervention following each common assessment if students do not meet the annual goal for each student expectation.		

Quarter 2 (Nov. Dec. Jan.)

Results of Interventions (Due Feb. 7th Admin)

Goal - Observe classrooms, review current BE/ESL common assessment data and use PLC's to determine the areas for professional development focus.

Summarize classroom visits and list the PD needed	<p><i>Input ???</i></p> <p><i>Copy #2</i></p> <p><i>pg 1</i></p>
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Quarter 3 (Feb. Mar.)

Results of Interventions (Due April 4th Admin)

Goal - Provide staff development and increase the use of best practice instructional strategies to address the identified areas and populations

List of PD and teachers who have participated	
Summarize PLC discussions of needs	Good #2 PG 2

Principals ???

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Quarter 4 (April, May, June)

Results of Interventions (Due June T-PESS)

Goal - Increase the time spend intervening for these populations based on STAAR type assessments and monitor student performance for 5% increase.

STAAR data summary - include met goal or not met goal percentages from practice tests and 2017 STAAR

*One more for this goal...
Keep GREAT Ideas coming!!!*

*Good #2
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