

**BOARD OF EDUCATION
BEEVILLE INDEPENDENT SCHOOL DISTRICT**

Date: January 17, 2006

**Subject: TAKS/SDAII Progress Report
 —January 2006**

**Submitted By: Nancy Jones
Related Pages: none**

TAKS/SDAII Progress Report—January 2006

BACKGROUND INFORMATION: The board asked for an interim progress report on TAKS/SDAA scores. That report is attached and principals will give additional information at the board meeting.

ITEMS ADDRESSED:

TAKS/SDAII Progress Report—January 2006

RECOMMENDED ACTION:

Information only

BUDGETARY INFORMATION:

None

TAKS/SDAII Progress Report—January 2006

The Beeville ISD requested an interim progress report on our benchmarking process in the district. The benchmarking process is to help ensure that students are ready for the TAKS tests later in the spring of 2006.

Students in grades K through 4 take benchmark tests at the end of every six weeks in mathematics, reading and writing. They also take benchmark tests in science and social studies at the end of each semester. These tests measure how the students have done in the curriculum they have been taught in the year so far. For kindergarten, the benchmarks are administered orally either one-on-one or in small groups with the teacher. For grades 1 and 2, at the beginning of the year the tests are administered in smaller groups with more help from the teacher, but as the year progresses, the students learn to take the tests independently. Students in grades K through 2 are allowed to use manipulatives to help them answer the questions in mathematics.

Students in grades 3 through 11 take benchmark tests that closely resemble the Texas Assessment of Knowledge and Skills (TAKS) tests or are actual TAKS released tests. For grades 4, 7 through 11, students take the test on scanning answer sheets. These answer sheets are scanned and reports very similar to TAKS reports are produced for the teachers, students and principals. Teachers grade the papers for grades K through 3, 5 and 6 and make hand-written reports of achievement.

The State Developed Alternative Assessment (SDAII) is for students in special education for whom the TAKS test is inappropriate. These are administered in grades 3 through 10 in reading and math and grades 4, 7, 10 and 11 in writing. Levels are assigned in the ARD process. Special Education teachers are working closely with the students to ensure that the level of achievement is appropriate for the student's ability and that the student has a good chance of meeting the ARD expectations. At this time, through this process, we believe that 100% of the students taking the SDAII will meet ARD expectations.

For 7th and 8th grades, benchmark tests are given at the end of each six weeks for the first five six weeks. At the end of the first six weeks, benchmarks are administered in 7th grade writing and math and in 8th grade math, social studies, and science. Beginning with the second six weeks and continuing through the fifth six weeks, all core subjects at both grade levels give benchmark tests. Math for 7th and 8th, social studies for 7th and 8th, and science for 8th use the benchmark as the six weeks test since the curriculum taught for each six weeks is directly aligned to the tested items. The TAKS format is used for all benchmark tests. For data disaggregation, students use scantron answer sheets. These answer sheets are scanned and reports similar to TAKS reports are produced by teacher for each subject and grade level. Seventh grade writing compositions are scored, using TAKS criteria, by their English teacher. The reports are studied and discussed by the teachers, consultant, and principal. Teachers and students keep individual data sheets called Student Growth Plans on their benchmark scores by objectives. Each teacher completes an Instructional Analysis Tool for benchmark tests that aligns passing

percentages per objective with either curriculum or instruction. Each category on this tool identifies curriculum and instruction issues and helps the school determine if the area of need is a curriculum issue or an instruction issue. The benchmark tests are scanned with the percentage passing rate that is required on the TAKS as “met standard” which is now at panel recommendation for all tested subjects except 8th grade science. The TAKS science test passing percentage is being phased in over three years until it reaches panel recommendation.

The 5th and 6th grade teachers administer benchmark tests at the end of each six weeks from the first six weeks to the fifth six weeks. The benchmark tests are administered in the following subjects:

- Reading
- Language Arts/Writing
- Math
- Science

The six weeks benchmark tests are cumulative, with the greatest emphasis being placed upon the present six weeks. These tests are formatted like the TAKS test, so that students are comfortable with the type of test.

Data is disaggregated by each teacher. Information such as the percentage of students mastering each TEKS Student Expectation is prepared. The data is discussed during the Principal-Consultant-Teacher meetings following each test administration. Various strategies and materials are discussed and shared to assist the teacher(s) to vary instruction in the areas in which they need assistance.

The benchmark grades are counted one time, as any regular daily grade would be counted.

At the end of the first semester and again at the end of the year, a benchmark test is administered in Social Studies. This data is used to evaluate the social studies curriculum and instruction.

Special Education students who are taking the SDAII receive a district created benchmark test on their instructional level in reading, math, and language arts. All fifth grade Special Education students take a benchmark science test on the fifth grade level with modifications as determined by their ARD committee. Special Education teachers disaggregate the results of the various tests, and they meet with the principal and consultant to discuss the students’ progress toward the ARD expectations.

Students in grades 9, 10 and 11 at AC Jones will take two full-length released TAKS tests as benchmarks this year. The first one was administered during the week of November 1-4 during a simulated TAKS testing environment and the second one is planned for March. During the November benchmarking students and staff practiced the actual process planned for the administration of the TAKS tests administration through their assigned advisory classes. The four subject specific tests were administered at all three

grade levels. Since there is no 9th grade science and social studies TAKS tests, 10th grade science and social studies tests were given to the 9th grade students to benchmark their performance for the 10th grade TAKS administration. Students used answer documents similar to those used on the actual TAKS test. These answer sheets were scanned and reports very similar to TAKS reports were produced for teachers. During periodic, subject-specific, grade-level meetings, teachers discuss formative classroom assessments, benchmark scores, and curricular needs to prepare students for the TAKS tests in the core areas of math, science, social studies, and English. Benchmarks are formative in nature and provide data for a proactive approach to preparing students to meet performance expectations.

The November results are based on end of year student performance expectations; item and TAKS objective disaggregation will be used to identify the areas that have been taught and the curriculum adjustments that must be made for improved student performance. TAKS tests are untimed; however, students were allowed only 3 hours to complete the benchmarks. Students received a daily grade for their performance on the benchmark. Students absent on the day of the test are not included in the data reported below.

TAKS Benchmark results show the following:

Grade	Math		Reading		Writing	
	Number of Students	Number of Students Passing Benchmarks	Number of Students	Number of Students Passing Benchmarks	Number of Students	Number of Students Passing Benchmarks
K	294	275 (94%)	269	213 (79%)	NA	NA
1	291	263 (90%)	290	229 (79%)	291	259 (89%)
2	260	238 (92%)	260	216 (83%)	260	240 (92%)
3	242	192 (79%)	238	222 (93%)	241	165 (68%)
4	227	137 (60%)	226	192 (85%)	225	163 (72%)
5	260	153 (59%)	238	123 (52%)	207	148 (71%)
6	243	107 (44%)	287	201 (70%)	296	216 (73%)
7	266	156 (59%)	273	159 (58%)	275	193 (70%)
8	195	94 (48%)	ELA-240*	176 (73%)	NA	NA
9	268	103 (38%)	ELA-273	180 (66%)	NA	NA
10	240	121 (50%)	ELA-243	82 (34%)	NA	NA
11	210	144 (69%)	ELA-209	38 (18%)	NA	NA

Grade	Science		Social Studies	
	Number of Students	Number of Students Passing Benchmarks	Number of Students	Number of Students Passing Benchmarks
K	296	291 (98%)	295	281 (95%)
1	294	289 (98%)	294	256 (87%)
2	263	254 (97%)	263	231 (88%)
3	245	187 (76%)	239	169 (71%)
4	238	200 (84%)	235	181 (77%)
5	252	177 (70%)	253	193 (76%)
6	262	174 (66%)	297	261 (88%)
7	248	193 (78%)	248	69 (28%)
8	247	120 (49%)	232	156 (67%)
9	274	108 (39%)	276	176 (64%)
10	234	95 (41%)	236	157 (67%)
11	212	127 (60%)	214	192 (90%)

* Writing and reading are both testing on ELA (English Language Arts).

Numbers of students differ per subject by grade level due to student absences and tests that have not been made up by the students yet. Also some special education students may be eligible for testing in one subject and not another, based on their IEP.