

District Data Summary Fall 2019

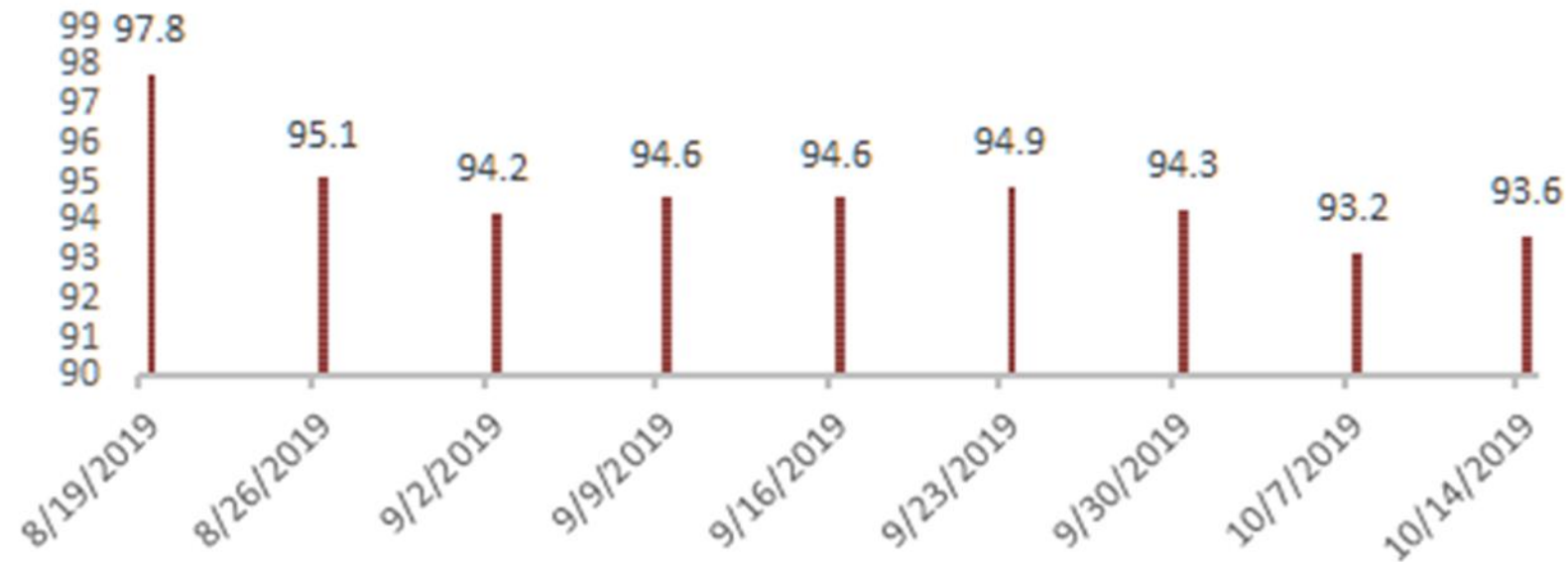
Annette Macias 11.5.19

ECISD

District Data

FALL 2019

ECISD ATTENDANCE RATES THROUGH 10.14.19



State
Attendance
Average 17-18
95.4%

Attendance Rate through 10.14.19

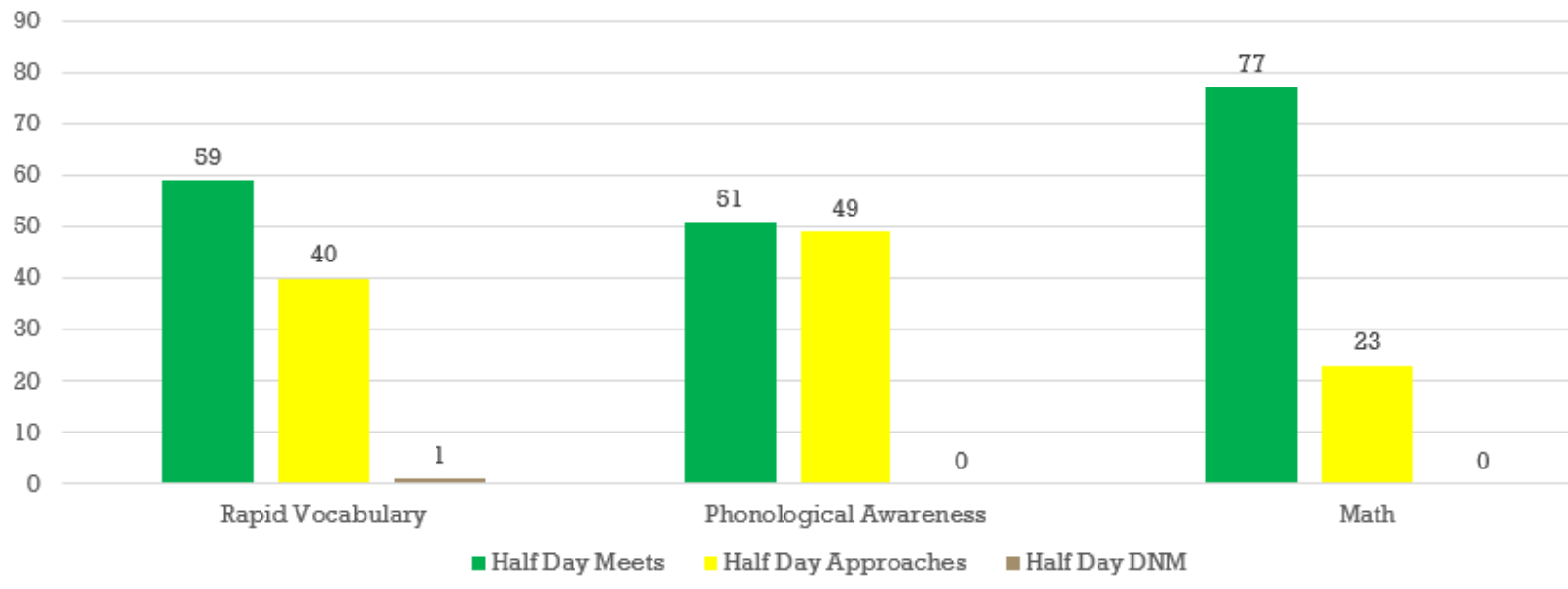
Pre-School Data

FALL 2019

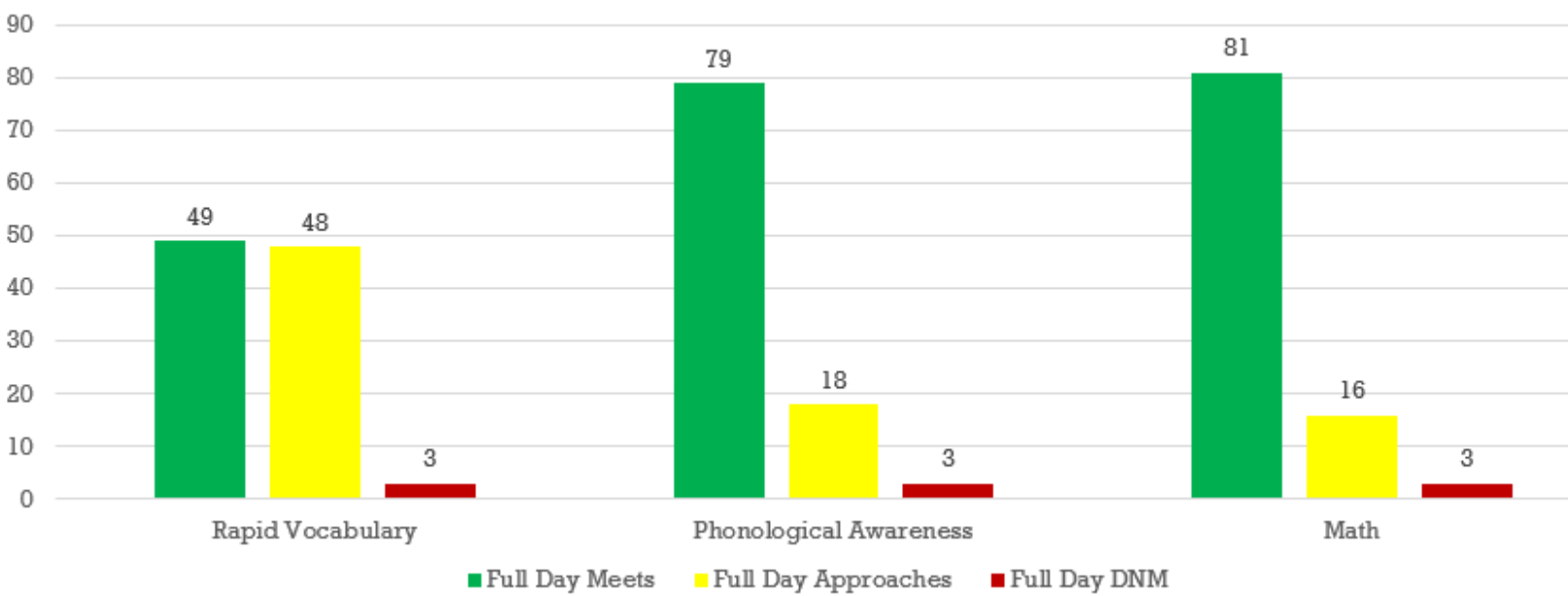


Pre-K Circle BOY 2019

Half Day Pre-K Fall BOY Circle



Full Day Pre-K Fall BOY Circle



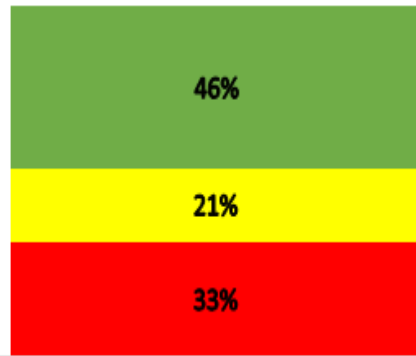


Elementary & Middle School Data

FALL 2019

MAY 2019

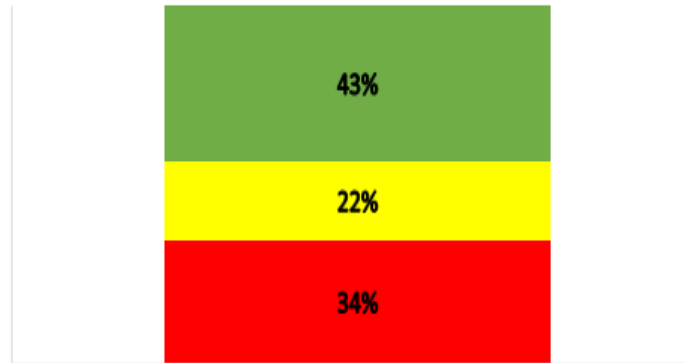
■ Level 1 ■ Level 2 ■ Level 3-5



OVERALL READING ECISD

SEPTEMBER 2019

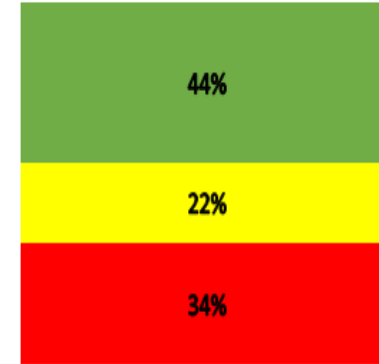
■ Level 1 ■ Level 2 ■ Level 3-5



OVERALL READING ECISD

OCTOBER 2019

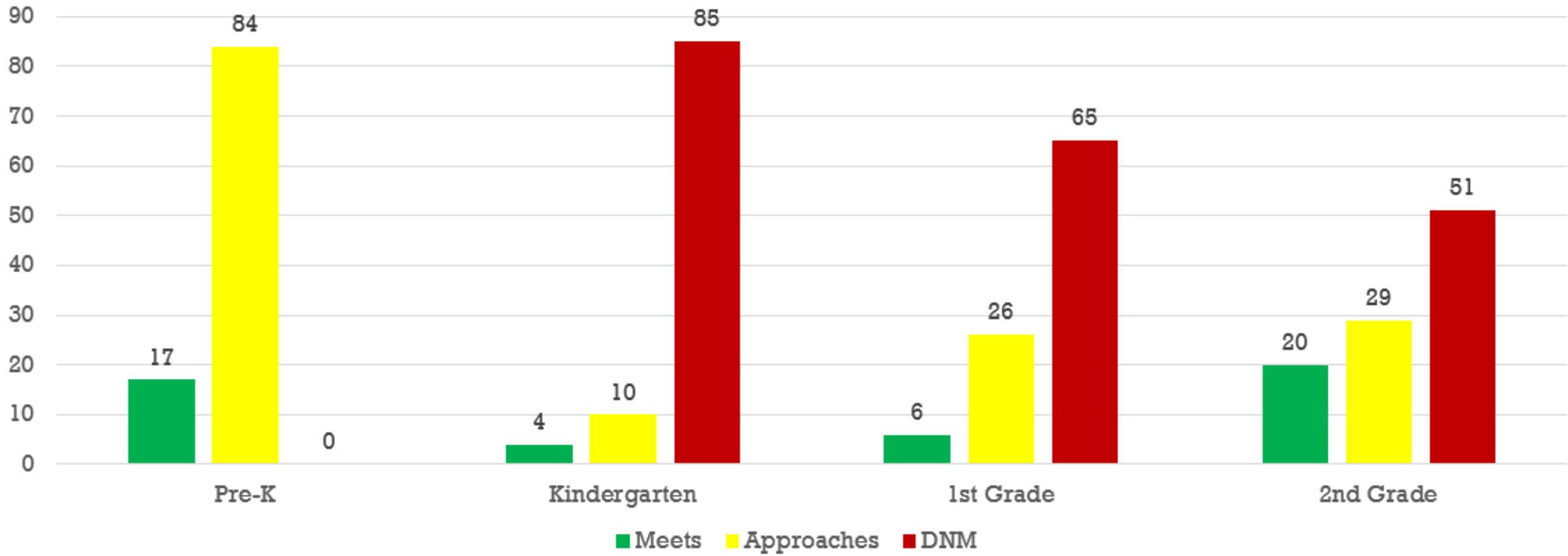
■ Level 1 ■ Level 2 ■ Level 3-5



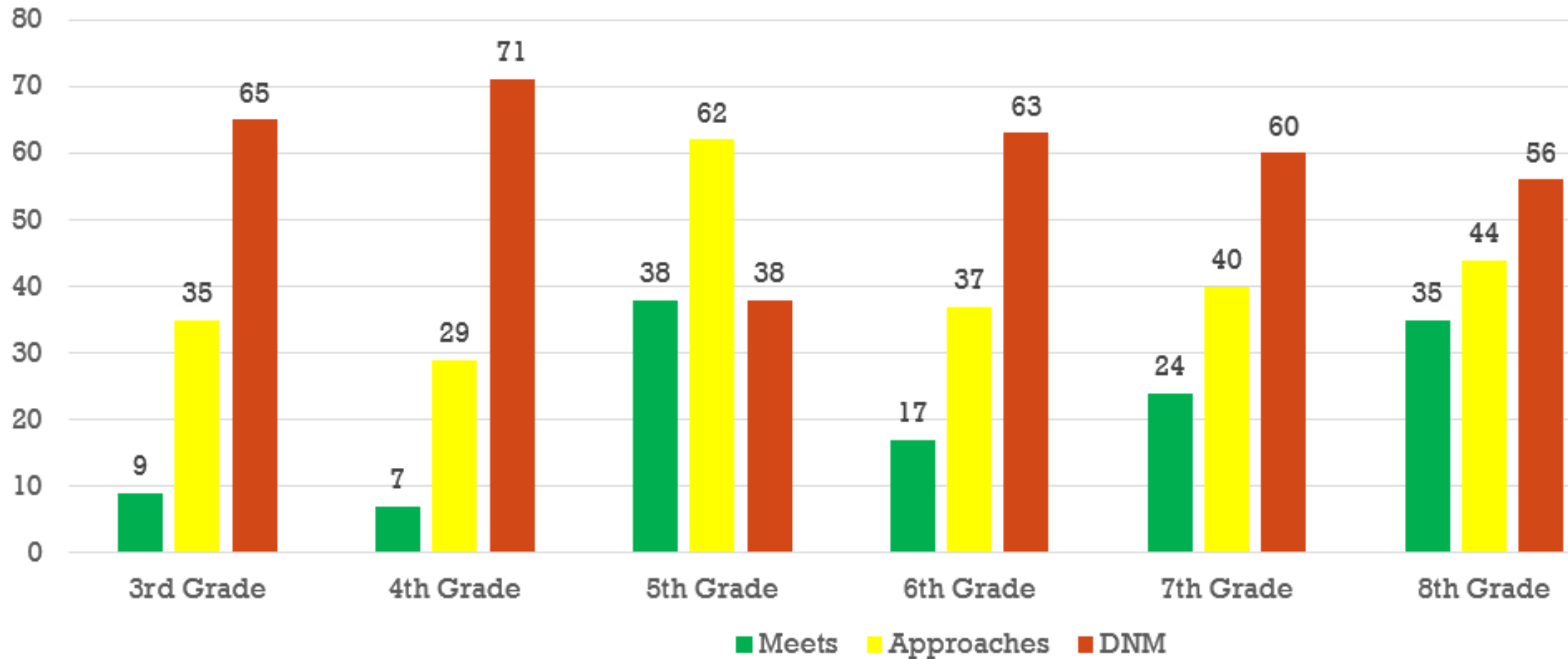
OVERALL READING ECISD

ECISD Overall Istation Reading Performance May 2019 through October 2019 Gr. K-8

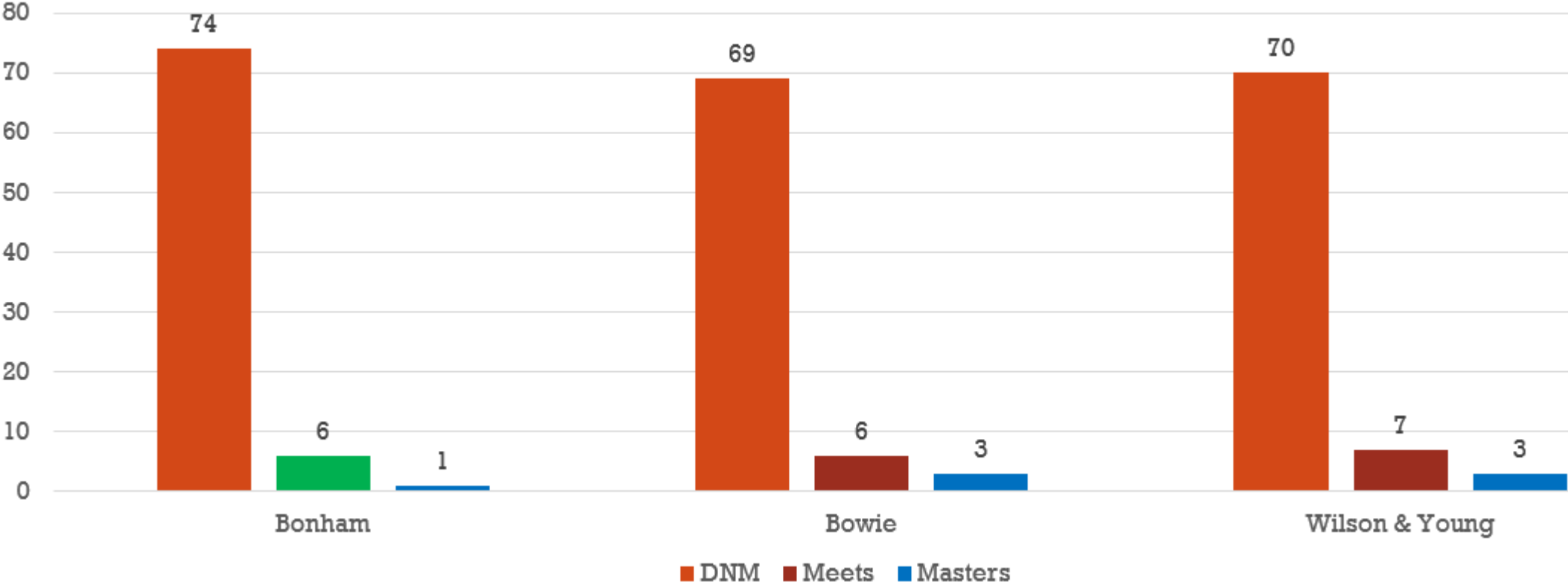
IMAGINE MATH Pre-K -2 BOY



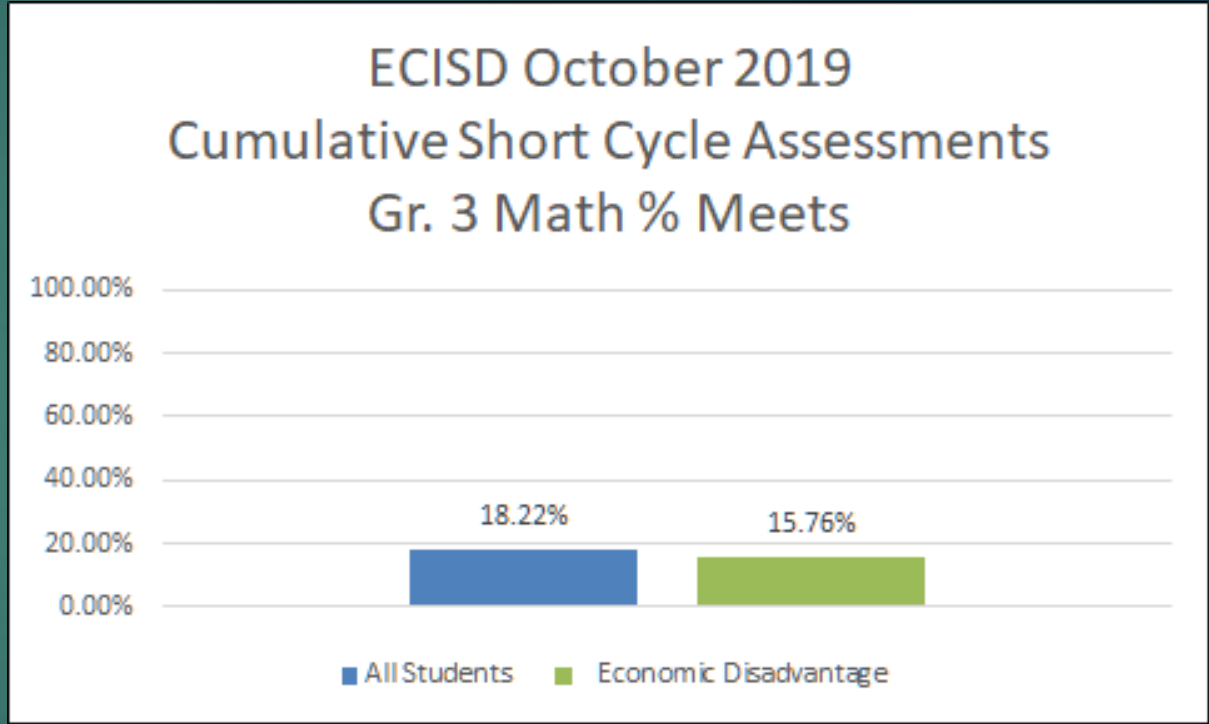
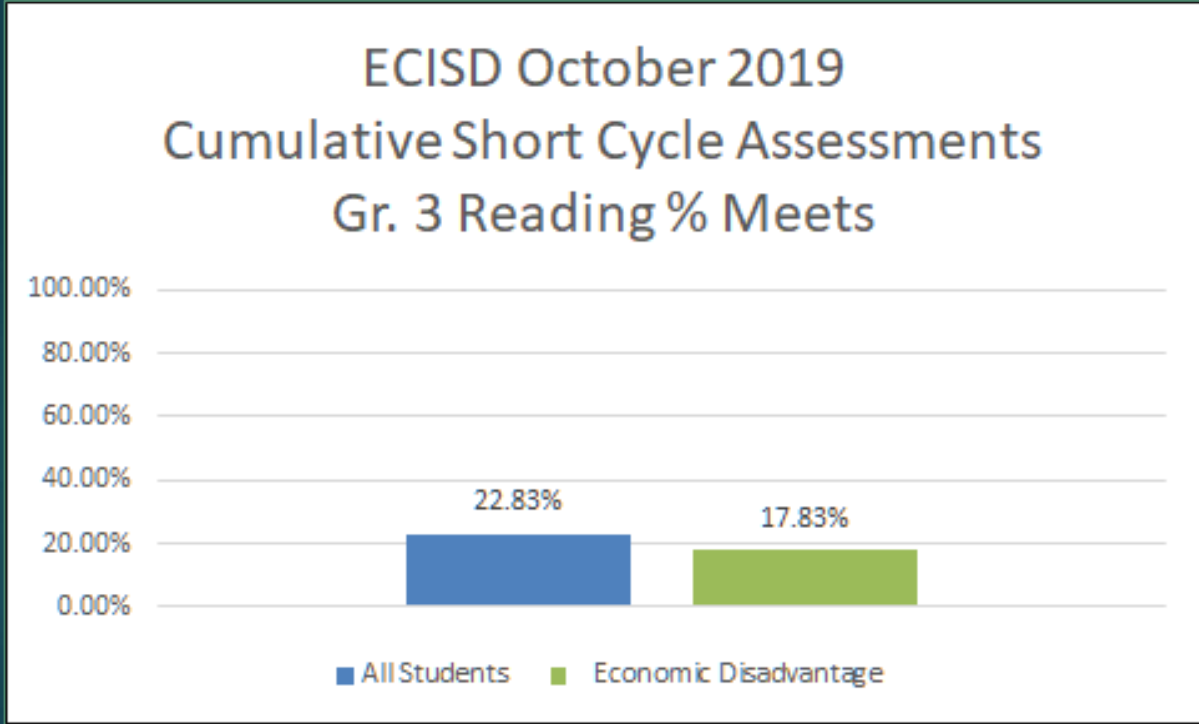
IMAGINE MATH 3-6 BOY



MAP Testing 6th Grade Math

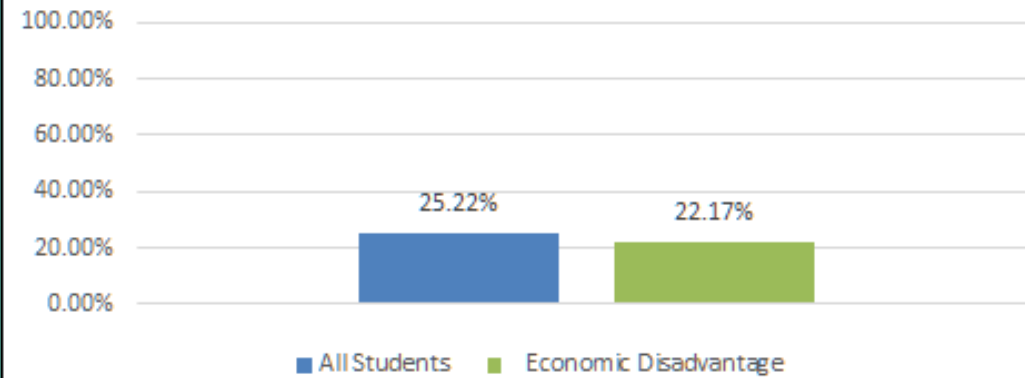


3rd Grade Short Cycle Assessments Cumulative

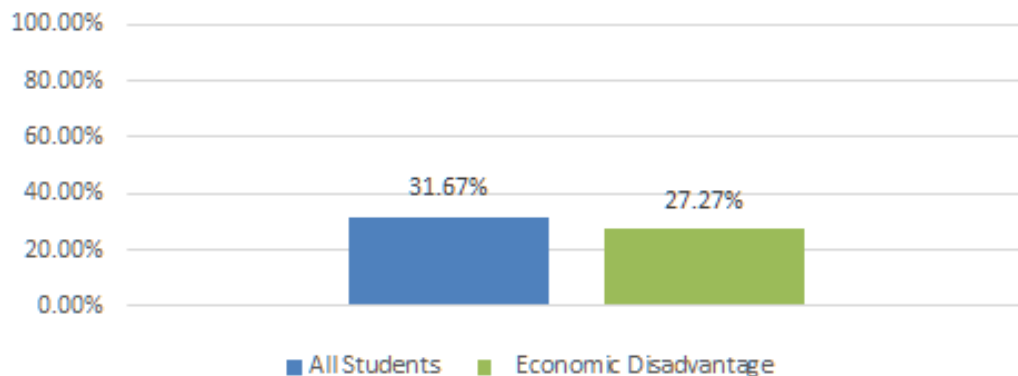


4th Grade Short Cycle Assessments Cumulative

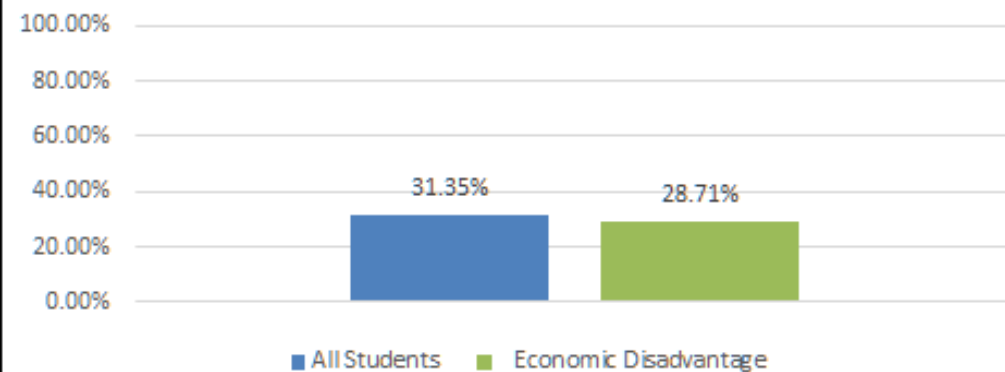
ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 4 Math % Meets



ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 4 Reading % Meets

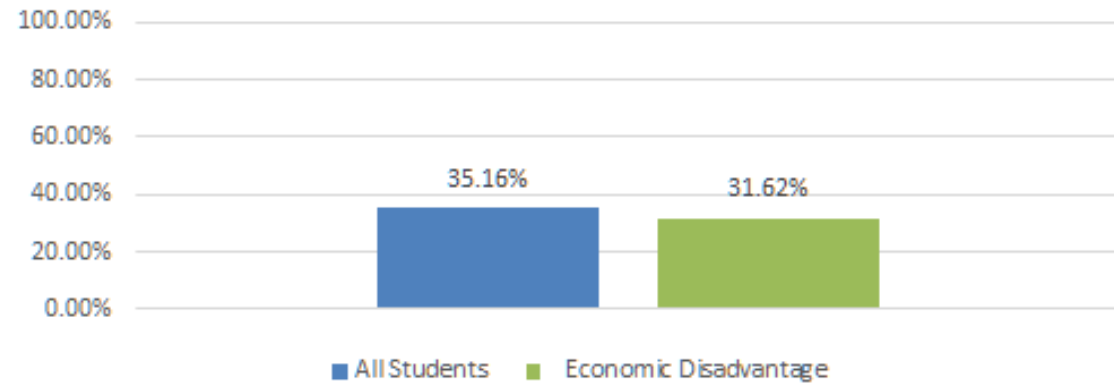


ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 4 Writing % Meets

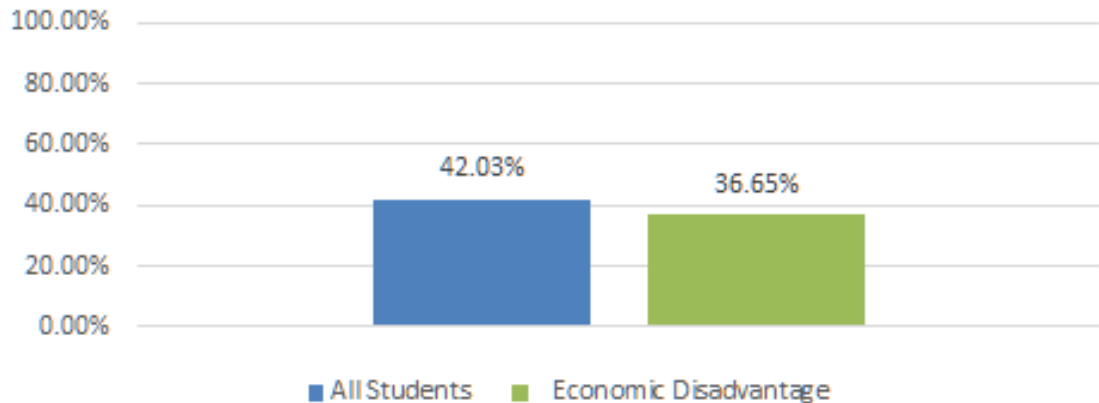


5th Grade Short Cycle Assessments Cumulative

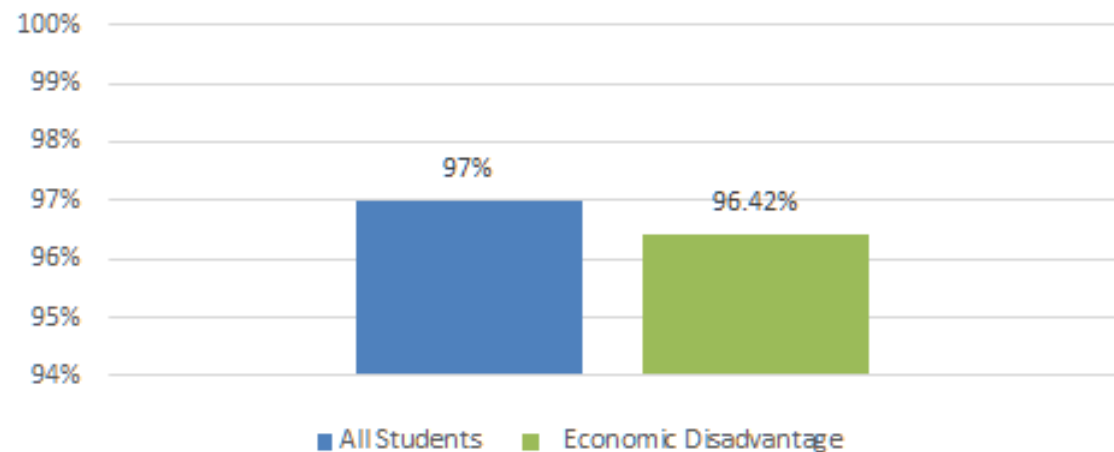
ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 5 Math % Meets



ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 5 Reading % Meets

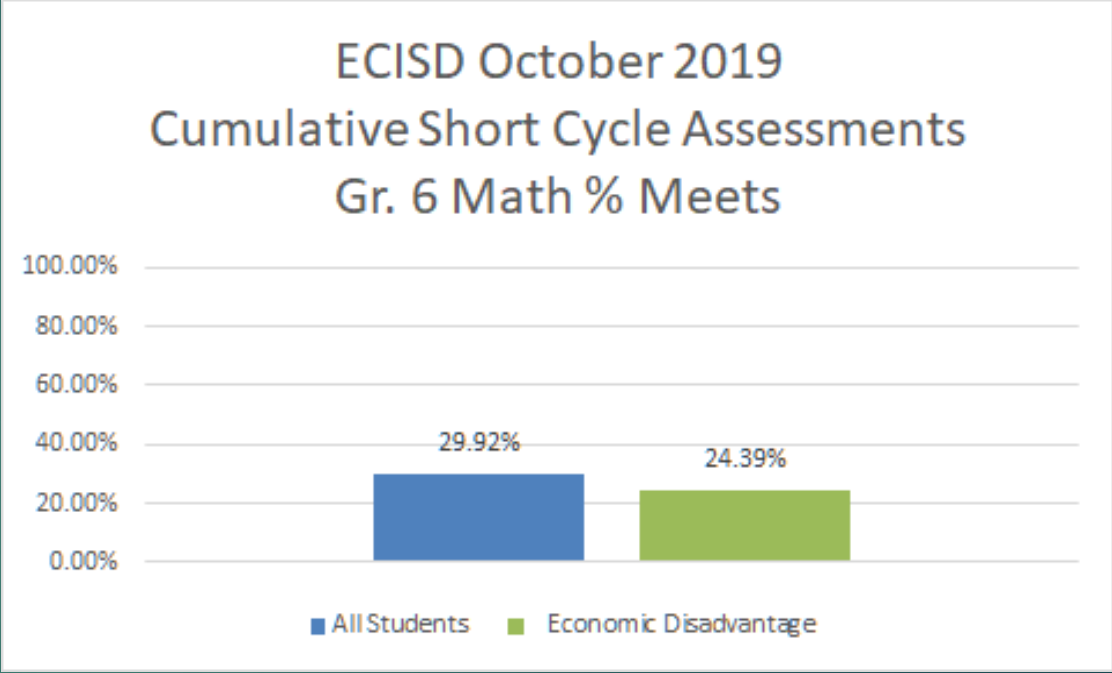
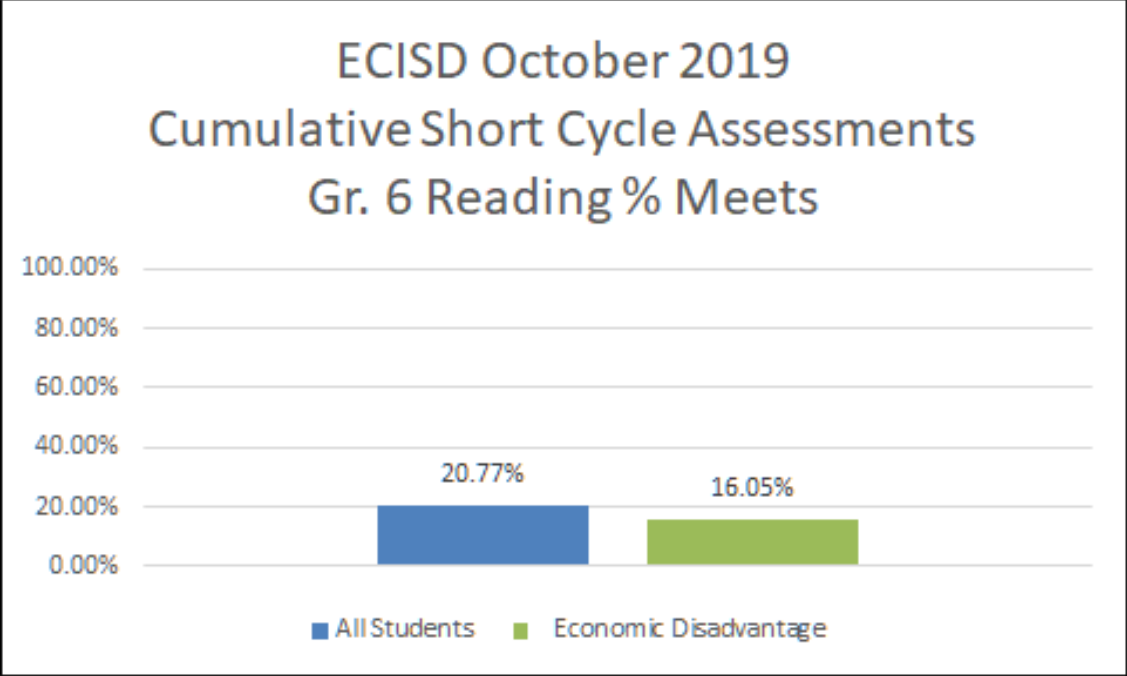


ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 5 Science % Meets

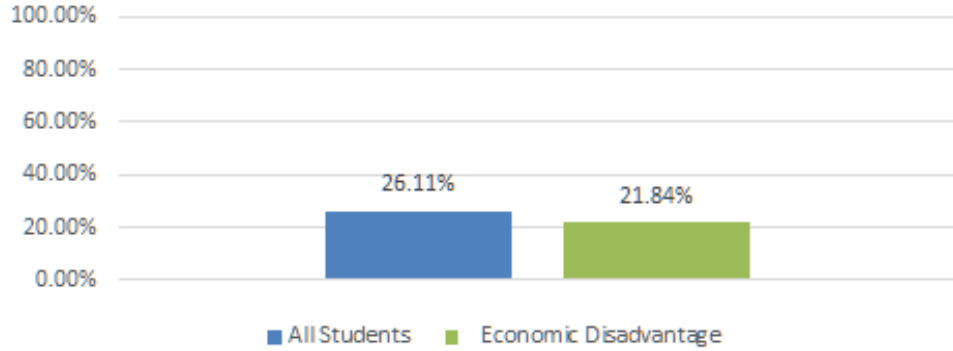


Grade 6 All Middle Schools

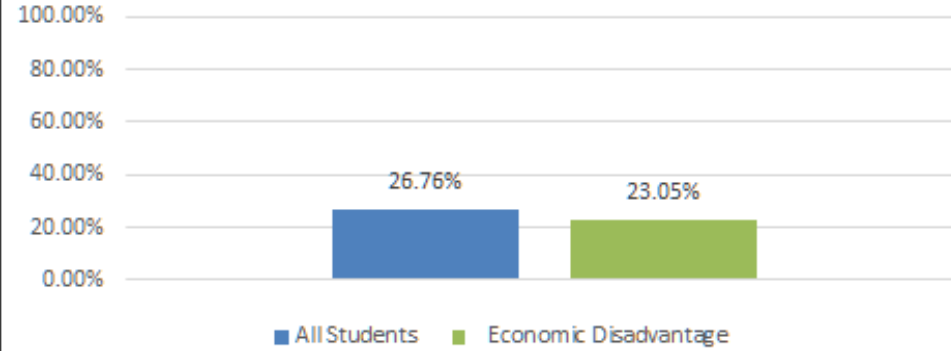
Grade 6 Crockett MS, Nimitz MS



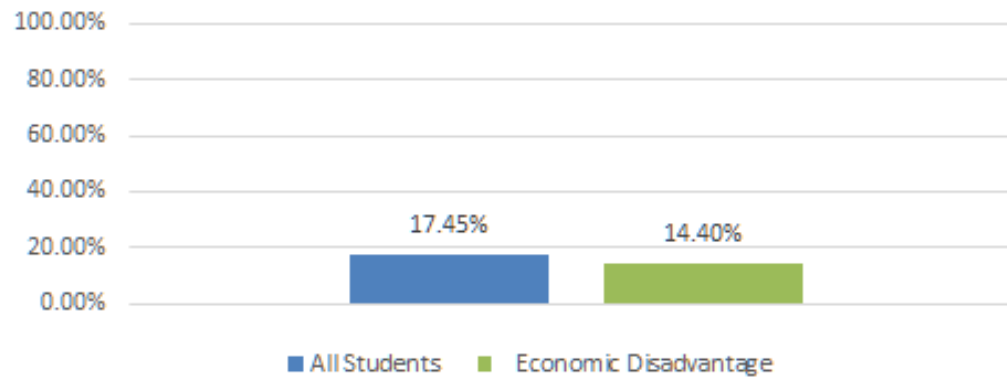
ECISD October 2019 Cumulative Short Cycle Assessments Gr. 7 Reading % Meets



ECISD October 2019 Cumulative Short Cycle Assessments Gr. 7 Math % Meets



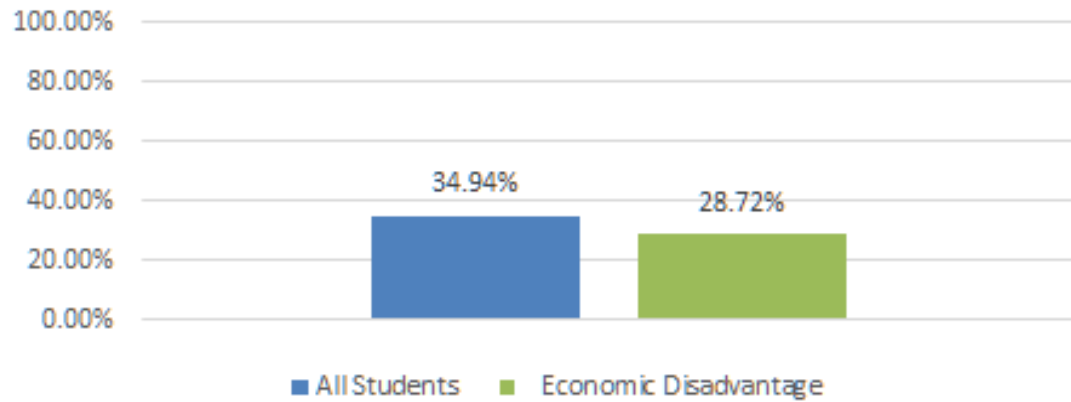
ECISD October 2019 Cumulative Short Cycle Assessments Gr. 7 Writing % Meets



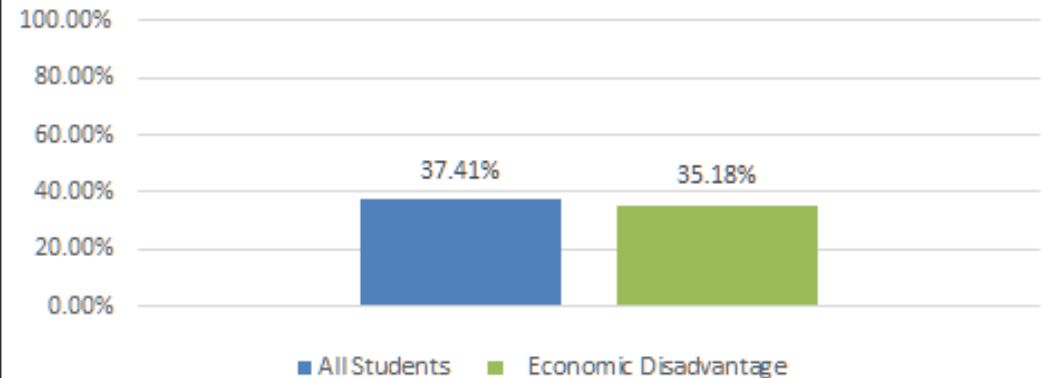
Grade 7
Short Cycle
Assessments

Grade 8 Short Cycle Assessments

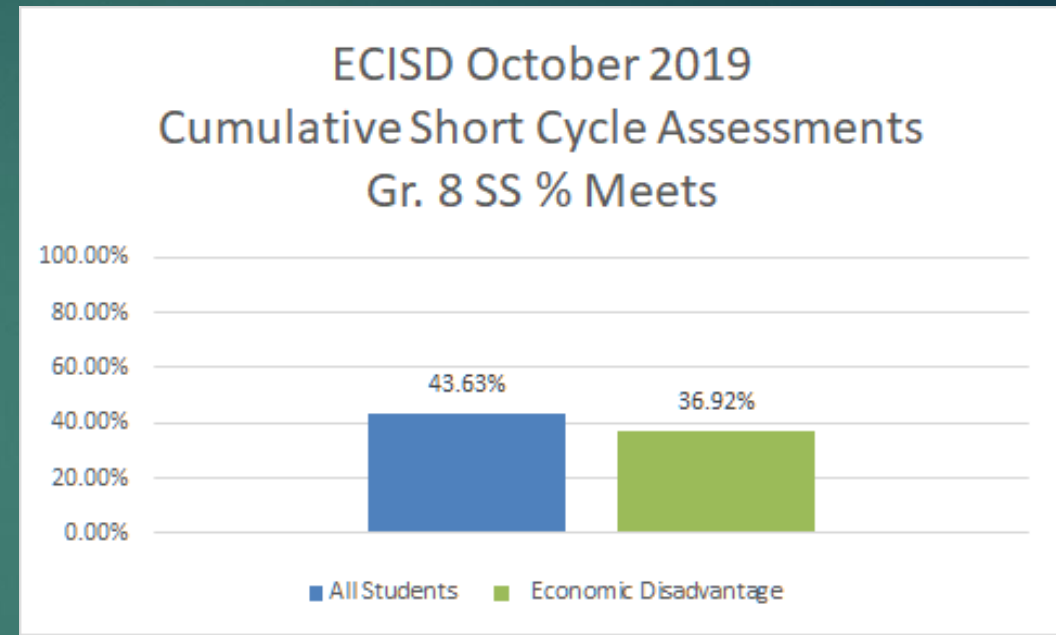
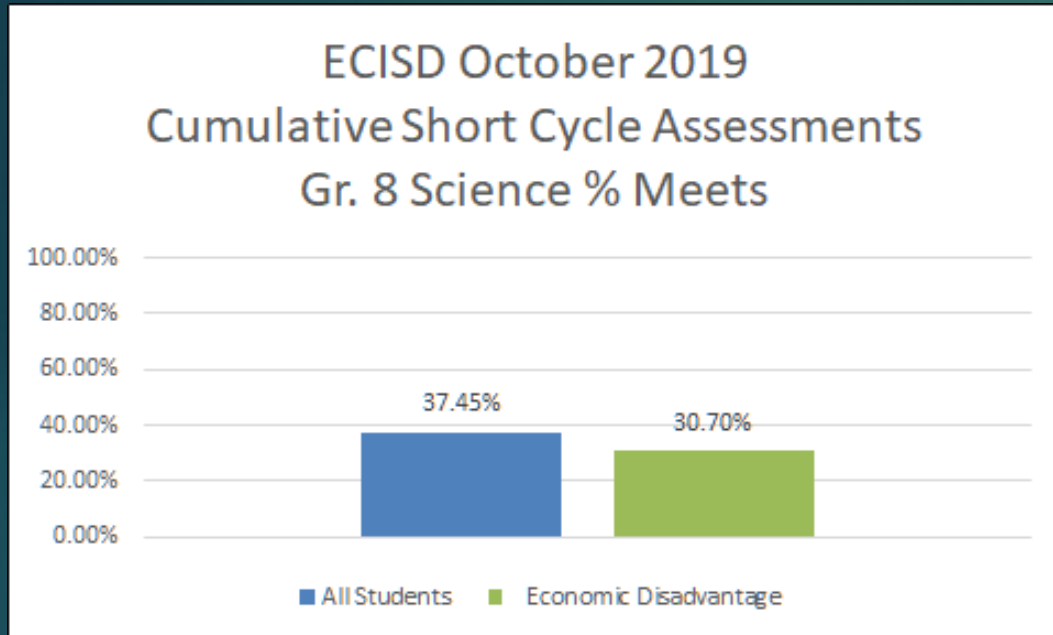
ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 8 Reading % Meets



ECISD October 2019
Cumulative Short Cycle Assessments
Gr. 8 Math (incl. Alg 1) % Meets



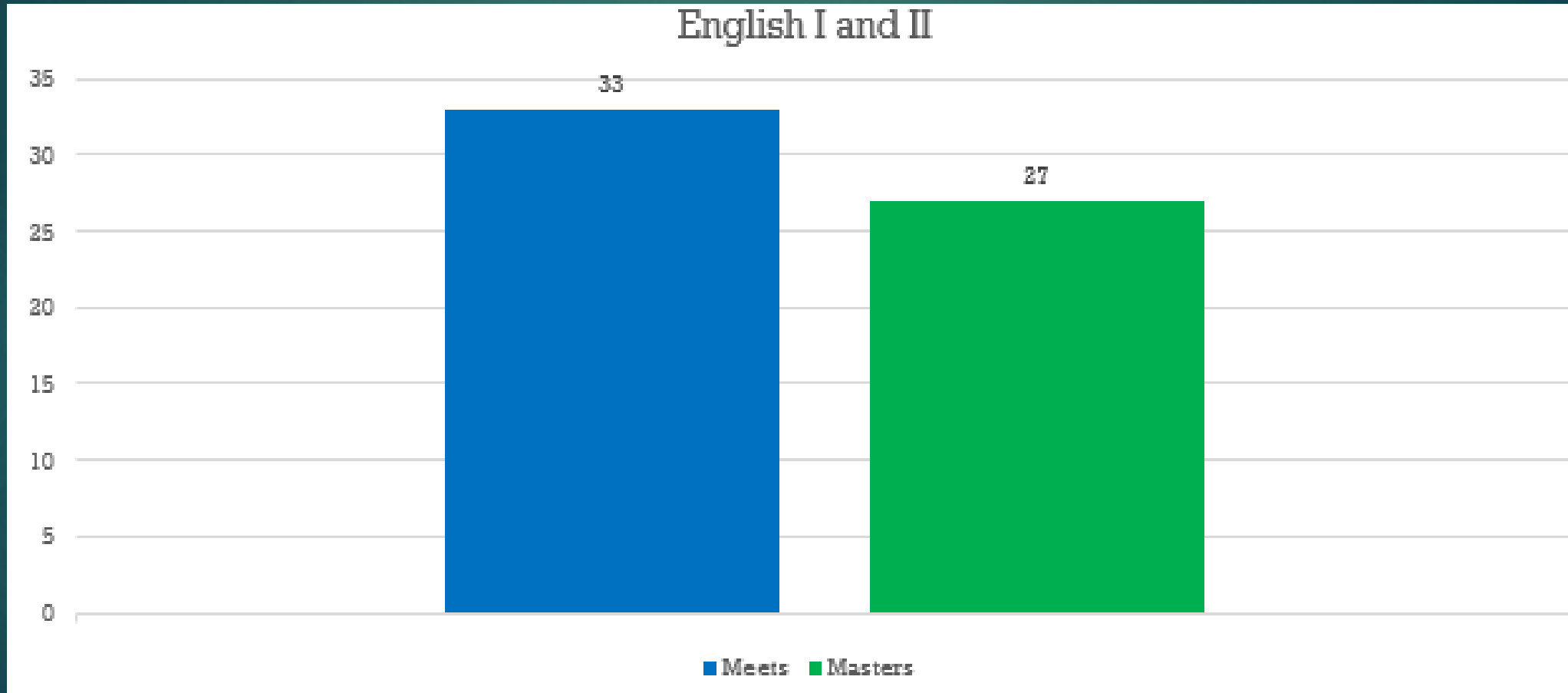
Grade 8 Short Cycle Assessments



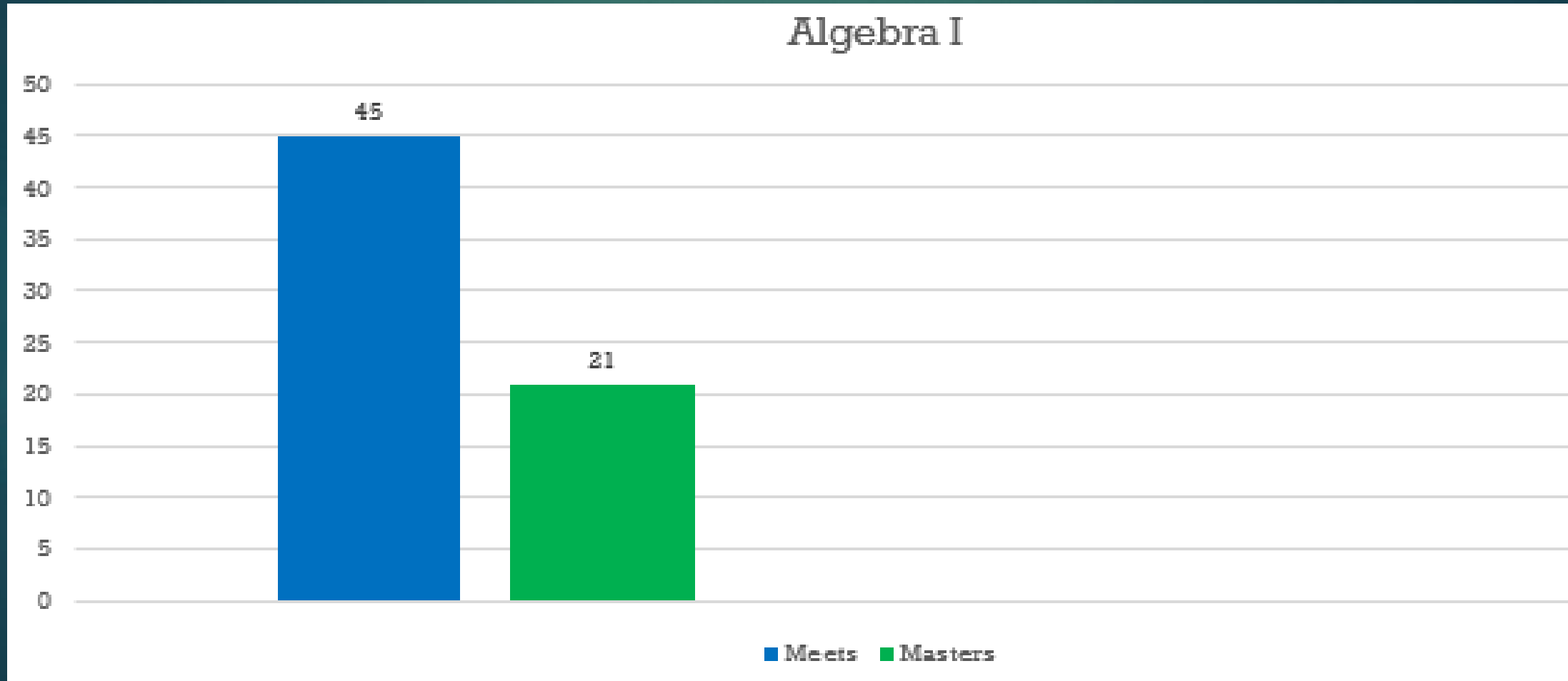
High School Data

FALL 2019

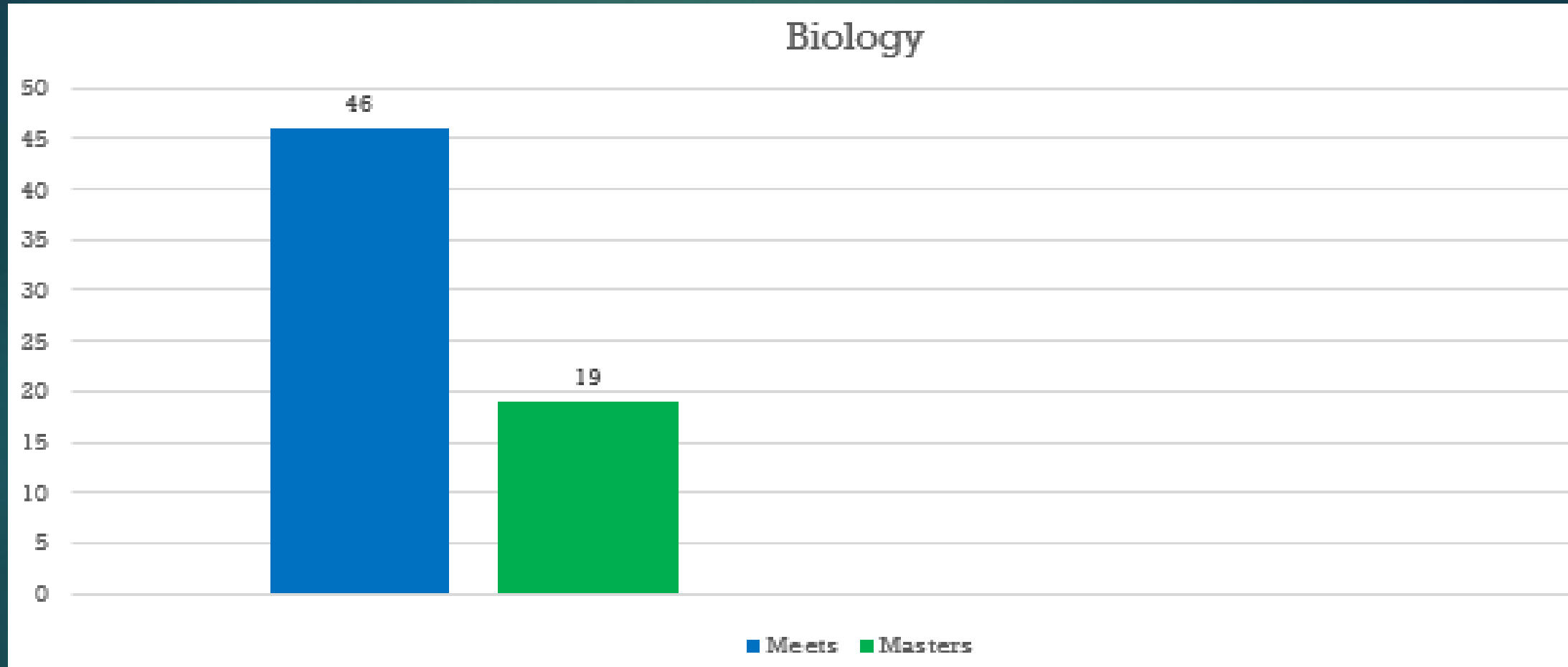
English I and II Short Cycle Assessments Cumulative



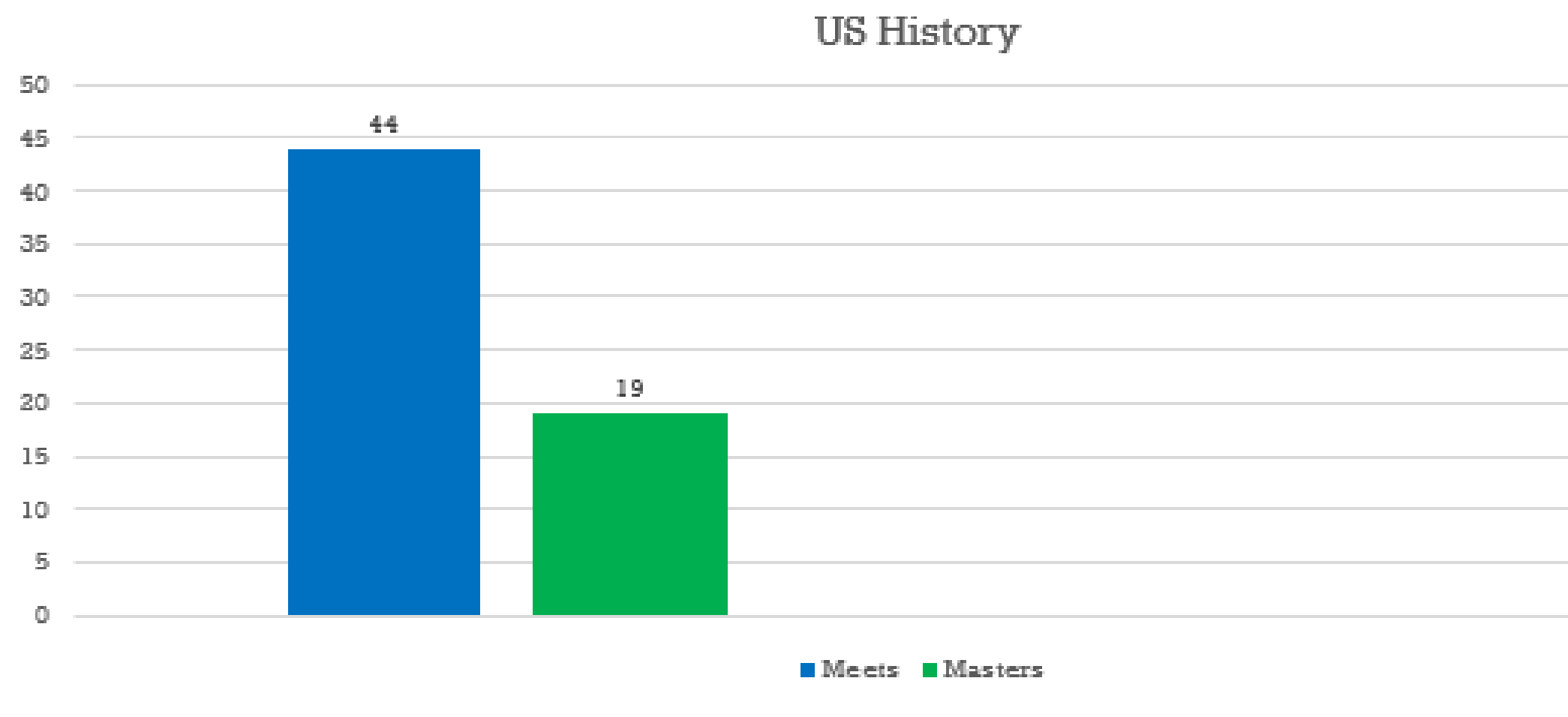
Algebra I Short Cycle Assessments Cumulative



Biology Short Cycle Assessments Cumulative



US History Short Cycle Assessments Cumulative



Professional Learning Community Questions

- ▶ What do students need to know and be able to do?
- ▶ How will we know when they have learned it?
- ▶ What will we do when they haven't learned it?
- ▶ What will we do when they already know it?

Did Not Meet

0-54

Approaches

55-73

Meets

74-82

Masters

83-100

7.9A Explain the author's purpose and message within a text
67-68-69

7.5G Evaluate details read to determine key ideas
71-70-72

7.9E Identify the use of literary devices, including subjective and objective point of view
83-84-85

7.7B Analyze how characters' qualities influence events and resolution of the conflict
87-88-89
90-91-92
93-94-95

7.6D Paraphrase and summarize texts in ways that maintain meaning and logical order
47-48-49
50-51-52
53-54-55

7.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
96-97-98
99-100-101

7.2B Use context such as contrast or cause and effect to clarify the meaning of words
100-101-102

7.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes
65-66-67

7.8D Analyze characteristics and structural elements of informational text, including
43-44-45

7.9F Analyze how the author's use of language contributes to mood, voice, and tone
58-59-60

7.6F Information
85-86-87
88-89-90
91-92-93

7.7D Analyze how the setting influences character and plot development
47-48-49
50-51-52
53-54-55

7.5E Make connections to personal experiences, issues or other texts, and society

Question 1

KNOW

Key words: each,
earned, total, per
↓
\$9 an hour

(each, \$9 an hour)

multiply

2 digit by 1 digit

3 digit by 1 digit

SHOW

G.U.B.E.S.

+6

18 hours

~~x 8~~ weeks

144 hours

+3+3

144 hours

x 9 Dollars

\$1,296

Kinder: Math

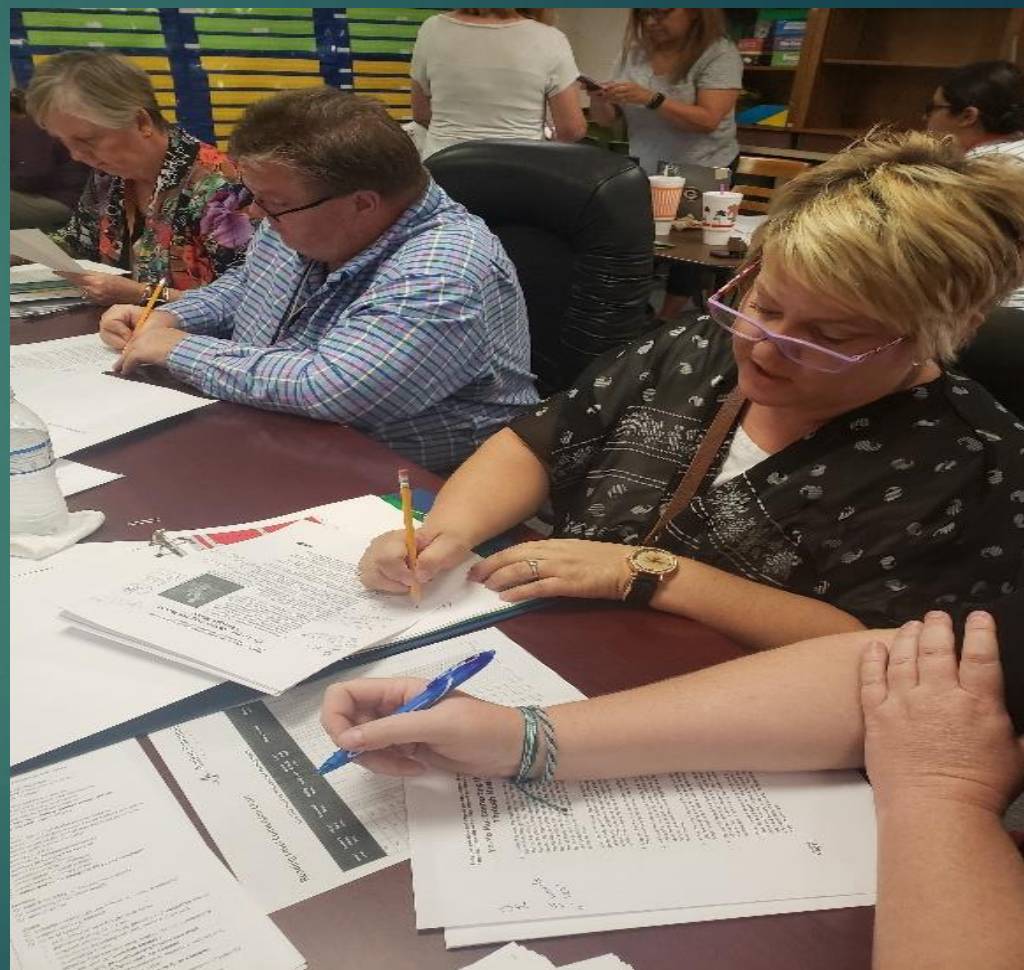
TEK: ^{K.2A} Count forward and backward to at least 20 with and without objects

KNOW

- numbers \rightarrow 20
- Order of #'s
- numbers + one more
one less
- definition fewer
more
less
greater
- forward
- backwards
- count objects

SHOW

use number line
linking cubes
 \rightarrow order
counting objects
and write it out
start at random
#'s not always 0-1



M 25/8/5

November Benchmark Data 4th Grade

Subject	District BM	BM	STAAR	Reading	Reading	Reading	Math	Math	Math
Math English	52/28/14	21/4/3	36/9/2				19/4/2	23/5/5	
Math Spanish	45/26/12	33/15/8	51/20/5						33/15/8
Reading English	48/18/8	33/9/4	41/12/8	32/7/5	36/11/4				
Reading Spanish	38/9/2	55/18/5	58/33/16			55/18/5			

R 40/12/5

Guiding Questions When Analyzing Data

<u>Performance Data Report</u>	<u>Subgroup Report</u>	<u>Drill Down Objective Report</u>	<u>Questions for PLC teammates</u>
<p>Did my students meet the overall standard of proficiency?</p> <p>How did my class do compared to the school average? Compared to the district average?</p> <p>What are possible reasons that explain the data?</p> <p><i>Demographics</i> <i>Background Knowledge</i></p> <p><i>Small group?</i> <i>Whole group?</i></p>	<p>What can I do to enhance the learning of a particular subgroup?</p> <p>What research is out there specifically for this subgroup regarding best teaching practices? Special education, LEP, low SES?</p> <p><i>Test IQ</i> <i>Leadward</i></p> <p><i>know/show?</i></p>	<p>How did my students do on the objectives that I taught?</p> <ul style="list-style-type: none"> • What objectives do I need to reteach? To the class? To a small group? To individuals? • How will I reteach these objectives to those who did not demonstrate mastery? <p><u>Item Analysis Report</u> What individual questions did a majority of the class miss?</p> <ul style="list-style-type: none"> • <u>Was there a common wrong answer among the students?</u> • Was there a distractor in the question? 	<p>What objectives did an entire grade level seem to have trouble understanding?</p> <p>What are strategies we could employ together to teach these objectives differently?</p> <p>What strategies do you use to engage subgroup? (sped, LEP, low SES, etc.)</p> <p>How will we teach students differently through the re-teaching process?</p> <p>How will we teach students differently through the enrichment process?</p>

QUESTIONS...

