



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Annual SureScore Report

SUBMITTED BY: Mrs. Pamela Juarez **OF:** Curriculum and Instruction

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: April 8, 2008

INFORMATIONAL REPORT:

Sure Score will provide a report of their programs being implemented in the United Independent School District.

[REDACTED]

The STAR 4th grade assessment was administered at the onset of the program to 501 students and again at the completion of the program to 487 students. Of those students tested, 451 took both assessments.

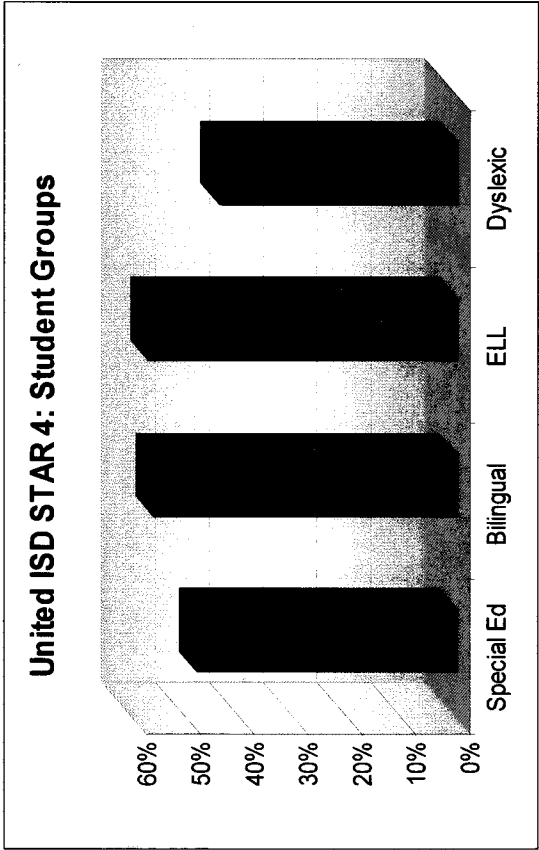
KEY FINDINGS

- 31% overall increase from pre- to post-assessment
- Average score: 44% pre-assessment and 58% post-assessment
- UISD students scored 23% higher than the average SureScore student
- All student groups increased their overall performance

Graph 1

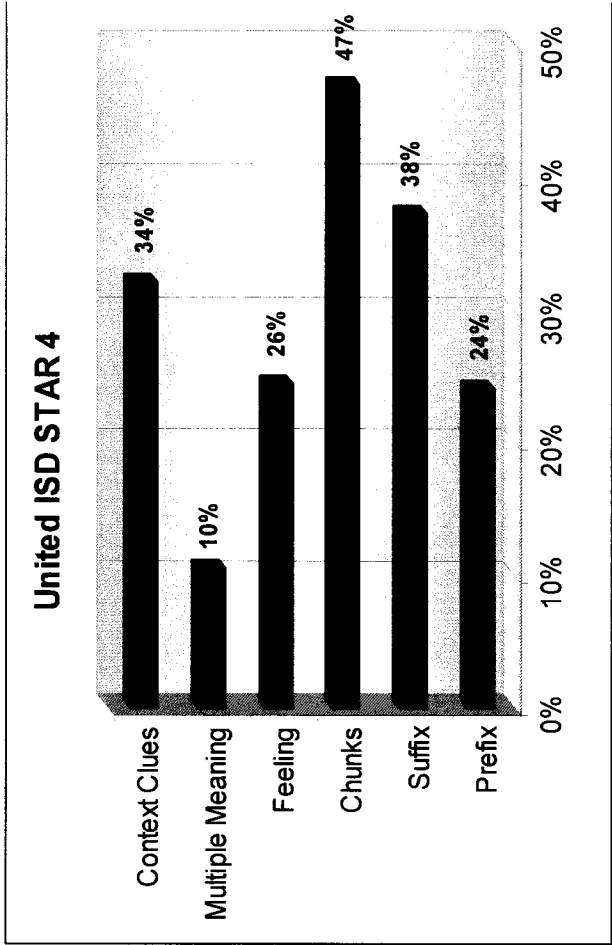
Highlights overall performance increase by student group

N = 100



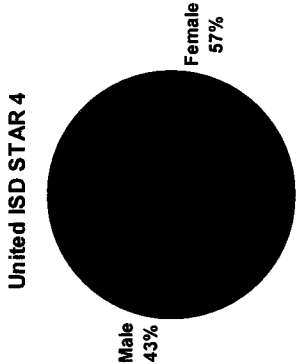
Graph 2

Shows performance increase by objective



Graph 3

Percent of student participation by gender





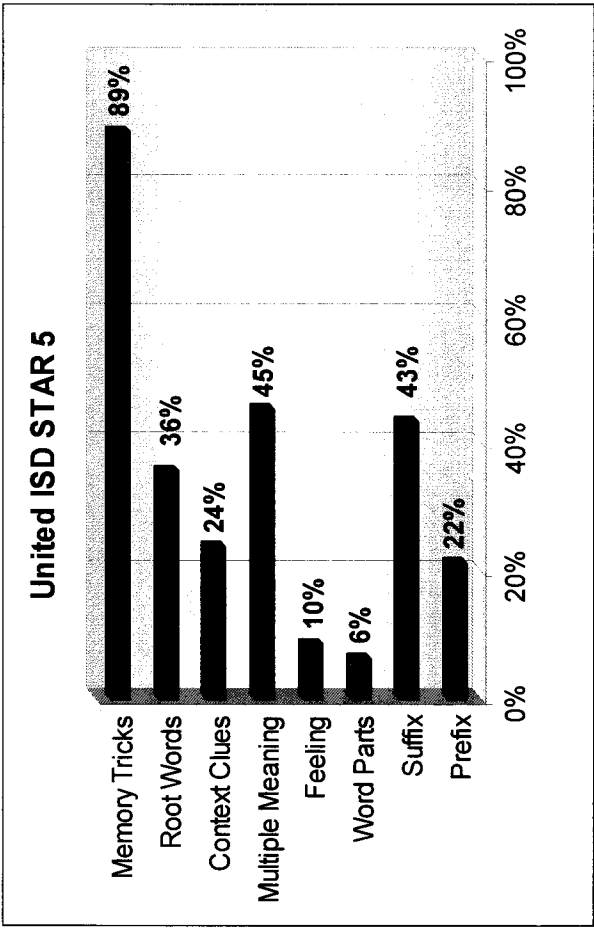
The STAR 5th grade assessment was administered at the onset of the program to 495 students and again at the completion of the program to 491 students. Of those students tested, 457 took both assessments.

KEY FINDINGS

- 29% overall increase from pre- to post-assessment
- Average score: 44% pre-assessment and 57% post-assessment

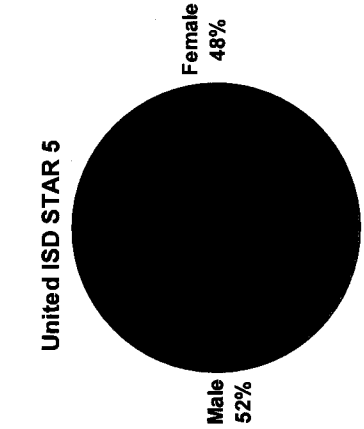
Graph 2

Shows performance increase by objective



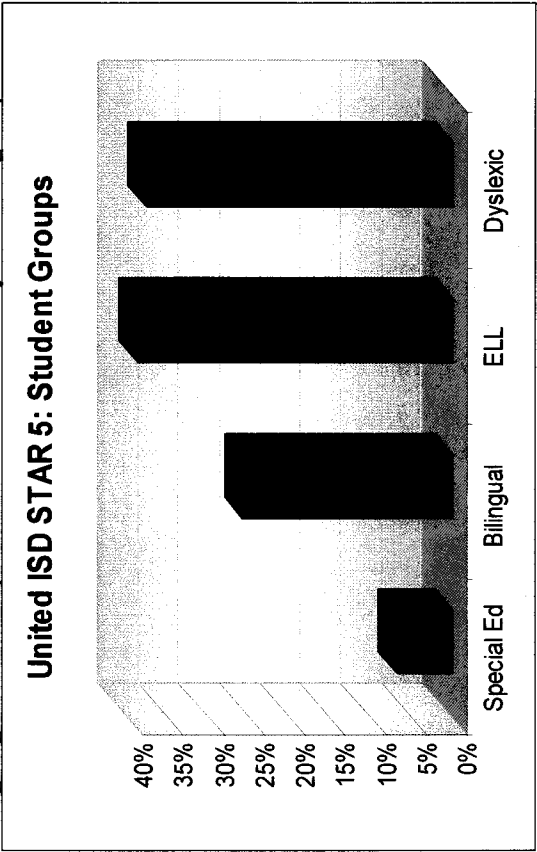
Graph 3

Percent of student participation by gender



Graph 1

Highlights overall performance increase by student group



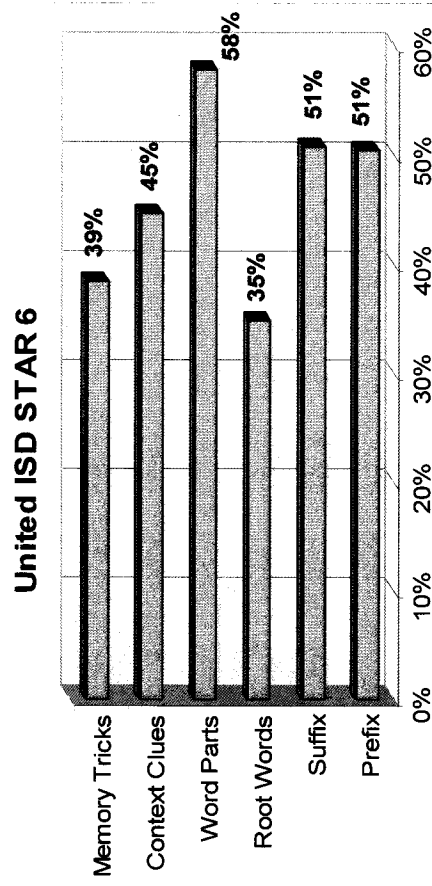
The STAR 6th grade assessment was administered at the onset of the program to 2,474 students and again at the completion of the program to 2,351 students. Of those students tested, 2,239 took both assessments.

KEY FINDINGS

- 47% overall increase from pre- to post-assessment
- Average score: 36% pre-assessment and 53% post-assessment
- UISD students scored 96% higher than the average SureScore student
- 58% increase in the number of students achieving Commended Performance compared to previous school year
- The number of students who achieved Commended Performance increased from 67 in 2005-2006 to 135 in 2006-2007 for At-Risk students

Graph 2

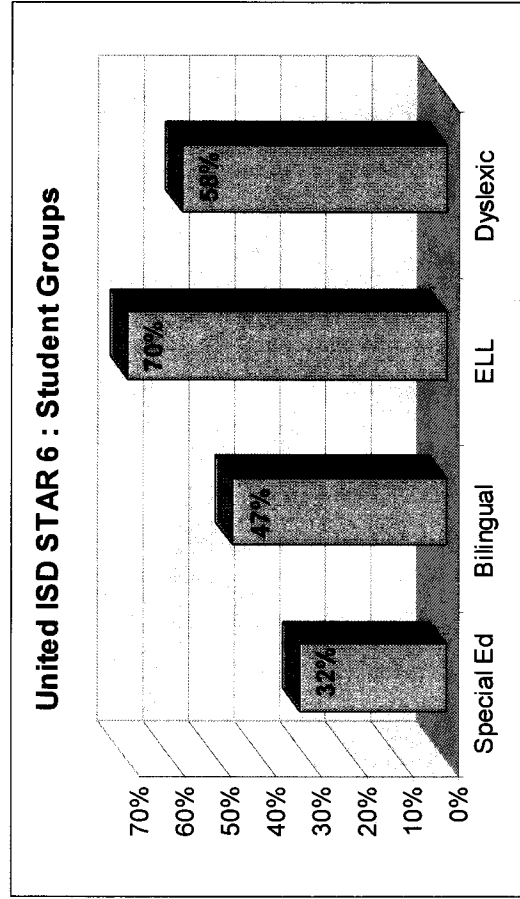
Shows performance increase by objective



Graph 1

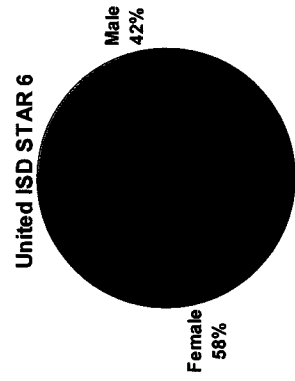
Highlights overall performance increase by student group

N=100



Graph 3

Percent of student participation by gender



The STAR 7th grade assessment was administered at the onset of the program to 2,250 students and again at the completion of the program to 2,088 students. Of those students tested, 2,001 took both assessments.

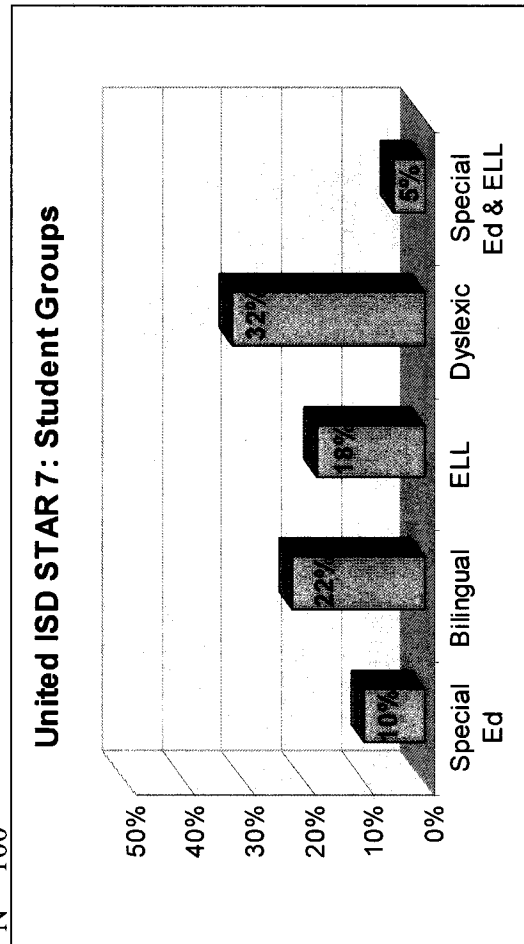
KEY FINDINGS

- 22% overall increase from pre- to post-assessment
- Average score: 46% pre-assessment and 56% post-assessment
- UISD students scored 50% higher than the average SureScore student on the root words, and 59% higher overall
- 10% more students met the passing standard on TAKS Reading in 2006-2007, compared to 2005-2006
- 26% of the LEP population met the passing standard on TAKS Reading in 2006-2007, compared to 18% in 2005-2006

Graph 1

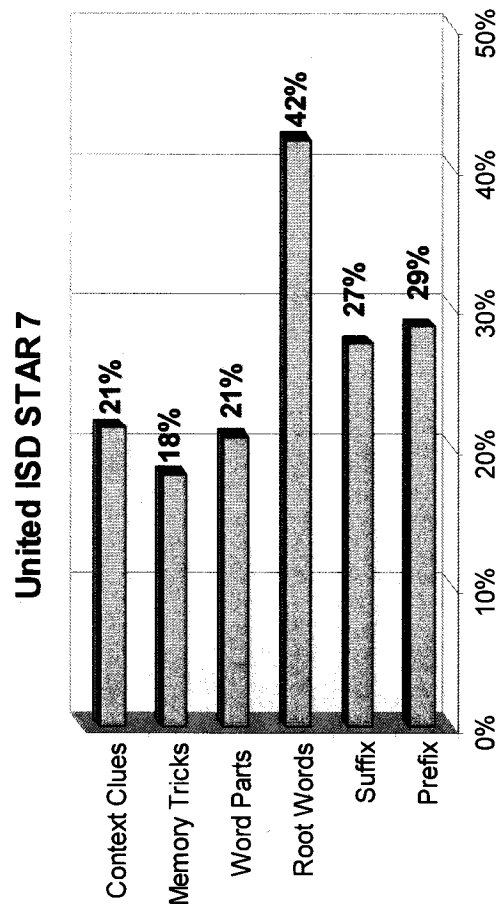
Highlights overall performance increase by student group

N = 100



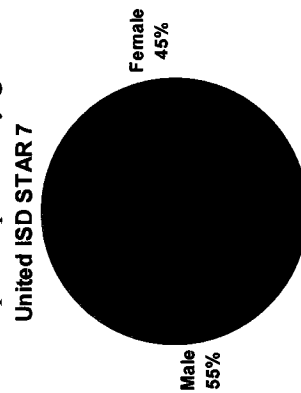
Graph 2

Shows performance increase by objective



Graph 3

Percent of student participation by gender



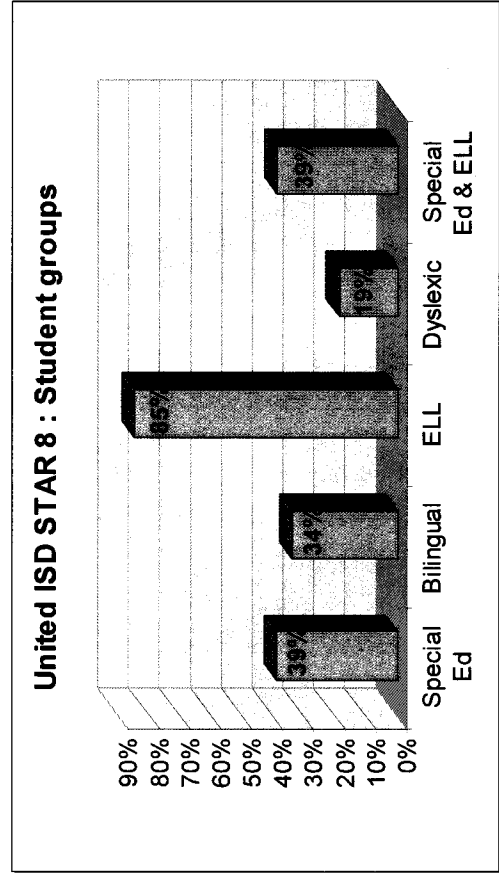
The STAR 8th grade assessment was administered at the onset of the program to 2,494 students and again at the completion of the program to 2,207 students. Of those students tested, 2,024 took both assessments.

KEY FINDINGS

- 24% overall increase from pre- to post-assessment
- Average score: 35% pre-assessment and 46% post-assessment
- 11% more students met the passing standard on TAKS Reading in 2006-2007, compared to 2005-2006
- 17% increase in the number of students achieving Commended Performance compared to previous school year
- The number of At-Risk students who met the passing standard On the TAKS Reading increased 22 percentage points
- 14% increase in the number of students achieving Commended Performance compared to previous school year

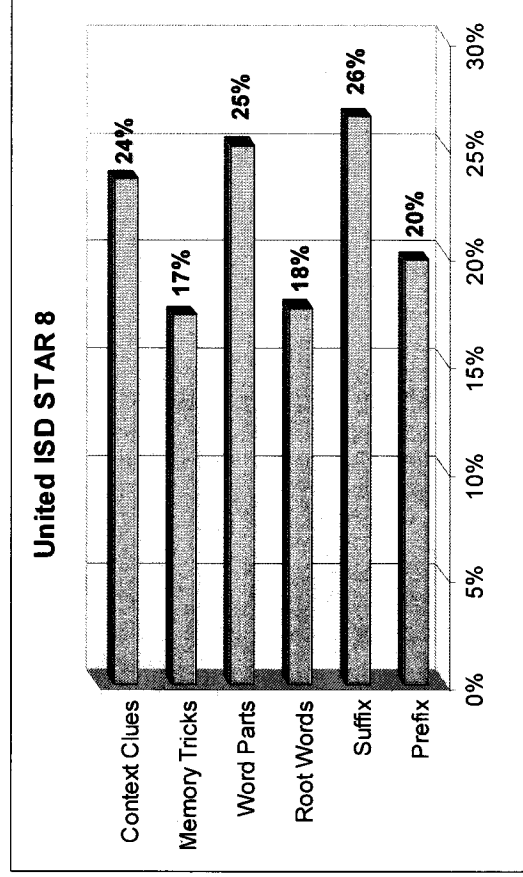
Graph 1

Highlights overall performance increase by student group
N=100



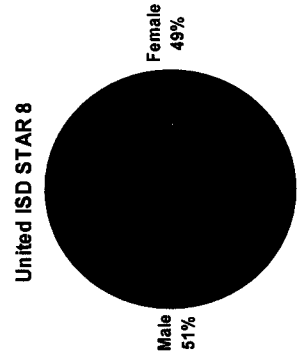
Graph 2

Shows performance increase by objective



Graph 3

Percent of student participation by gender



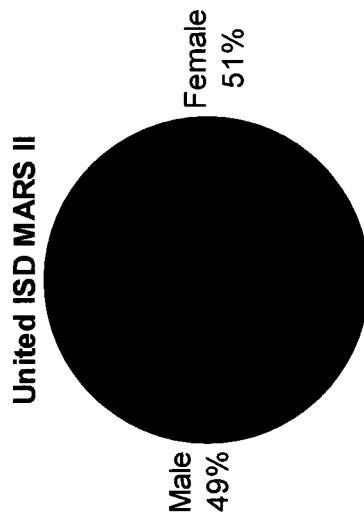
The MARS Level 1 7th grade assessment was administered at the onset of the program to 2,630 students and again at the completion of the program to 2,559 students. Of those students tested, 2,503 took both assessments.

KEY FINDINGS

- 29% overall increase from pre- to post-assessment
- Average score: 51% pre-assessment and 66% post-assessment
- UISD students scored 163% higher than the average SureScore student
- The number of students who met the passing standard on the TAKS Math increased 14 percentage points
- 50% increase in the number of students achieving Commended Performance compared to previous school year
- Number of students who completed the MARS pre- and post-assessment Increased 100% from the previous school year

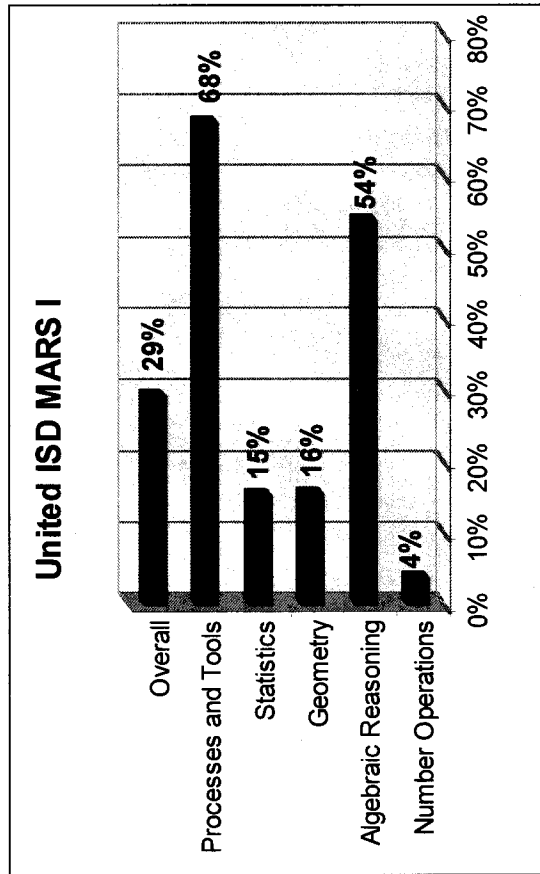
Graph 2

Percent of student participation by gender



Graph 1

Shows performance increase by objective



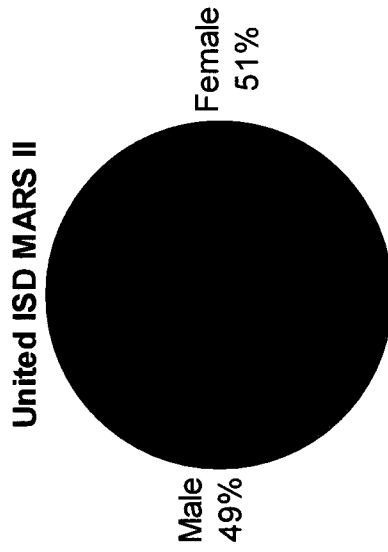
The MARS Level 2 8th grade assessment was administered at the onset of the program to 2,360 students and again at the completion of the program to 2,331 students. Of those students tested, 2,287 took both assessments.

KEY FINDINGS

- 22% overall increase from pre- to post-assessment
- Average score: 46% pre-assessment and 56% post assessment
- The number of LEP students who met the passing standard on the TAKS Math increased 4 percentage points
- 5% increase in the number of LEP students achieving Commended Performance compared to previous school year
- Number of students who completed the MARS pre- and post-assessment Increased 100% from the previous school year

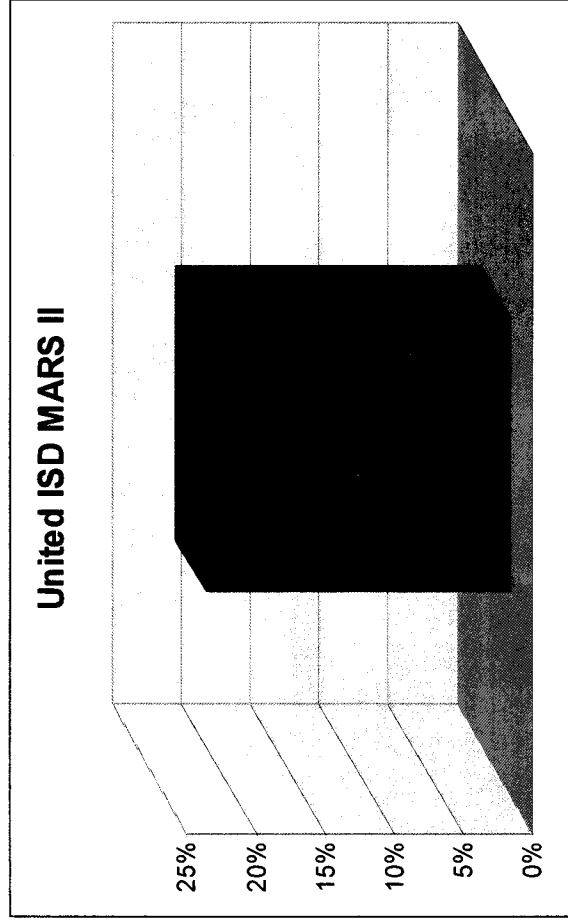
Graph 2

Percent of student participation by gender



Graph 1

Overall percentage increase from pre to post-assessment



PSAT/SAT Preparation is comprehensive instruction designed to prepare students for all facets of the standardize diagnostic. The strategy-based curriculum is focused on refining student's reading, writing, and math skills in order for them to be successful on the PSAT/SAT. The goal of the program is to teach students strategies so they are prepared to answer all questions on the PSAT/SAT.

Implementation

- Four consecutive Saturdays leading up to the SAT, with a minimum of 22 instructional hours

Target Group

- Juniors and Seniors

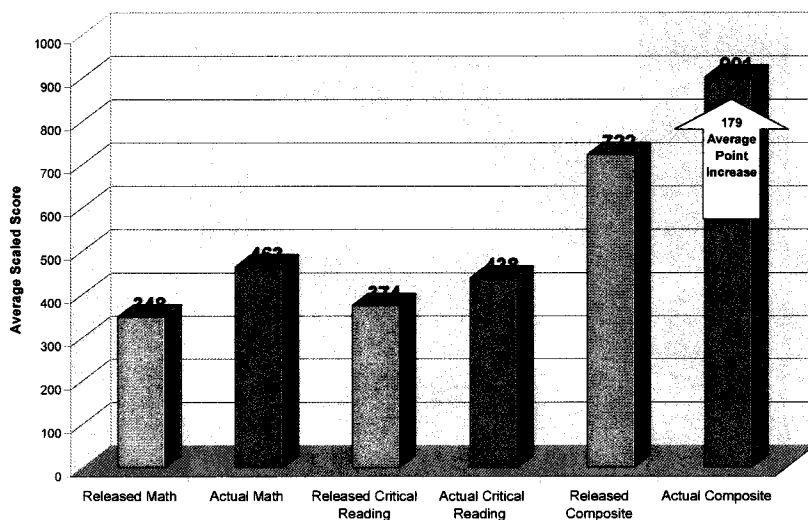
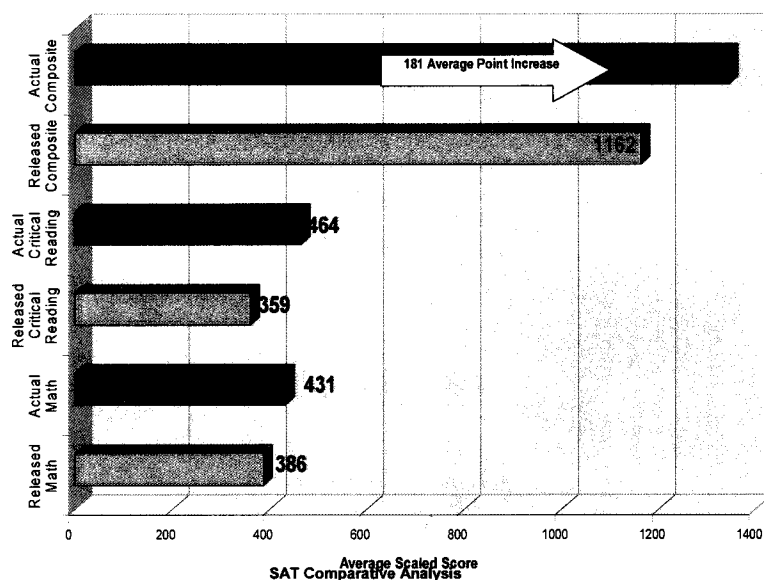
Evaluation Methodology

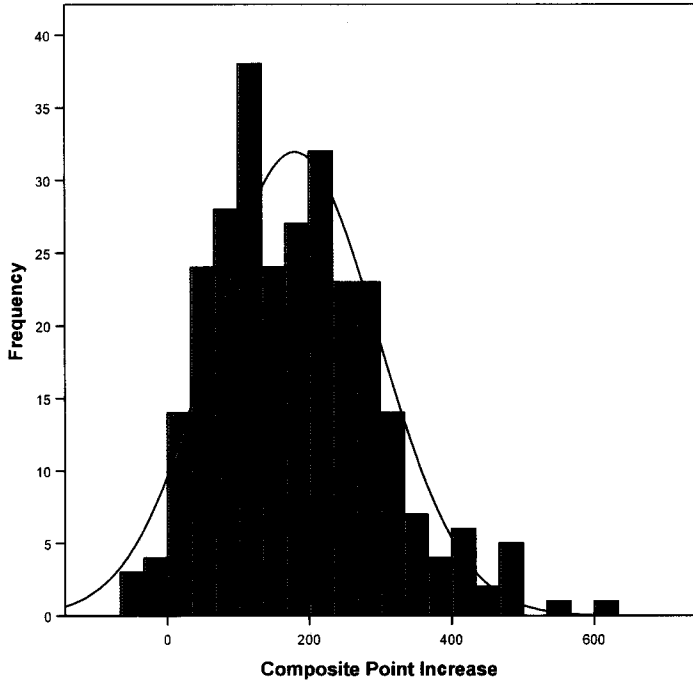
The data highlights the improvements made over the course of the workshops. Only the scores of students who took both pre-assessment and the post-assessment were analyzed. The assessment results are to be used to help identify areas of strength and weakness and to help guide implementation for the following academic year.

Key Findings

- TSI percentage increased 2 percentage points in ELA, and 1 percentage point in Math
- UISDs mean SAT score increased 3 points in 2006, compared to 2005, while the states mean SAT score decreased by 1 point
- College-Ready Graduates indicator shows United ISD has 15% more students prepared for college level math compared to the region

PSAT Comparative Analysis





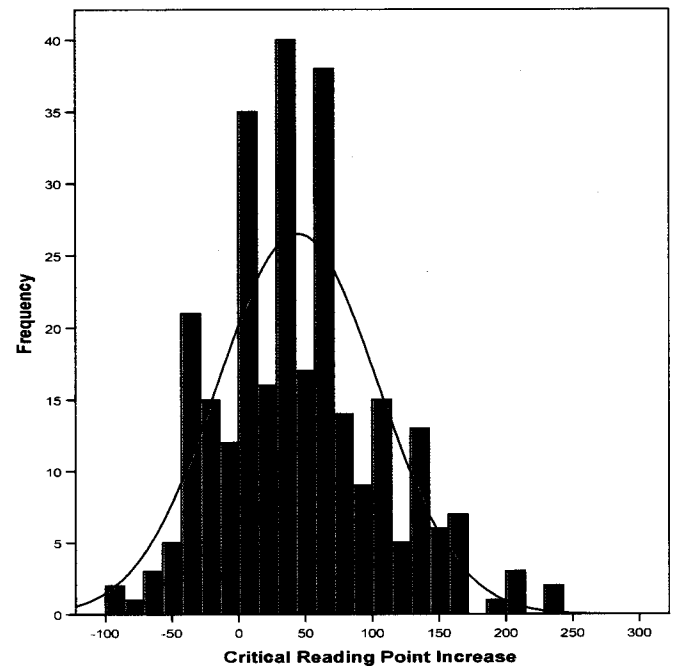
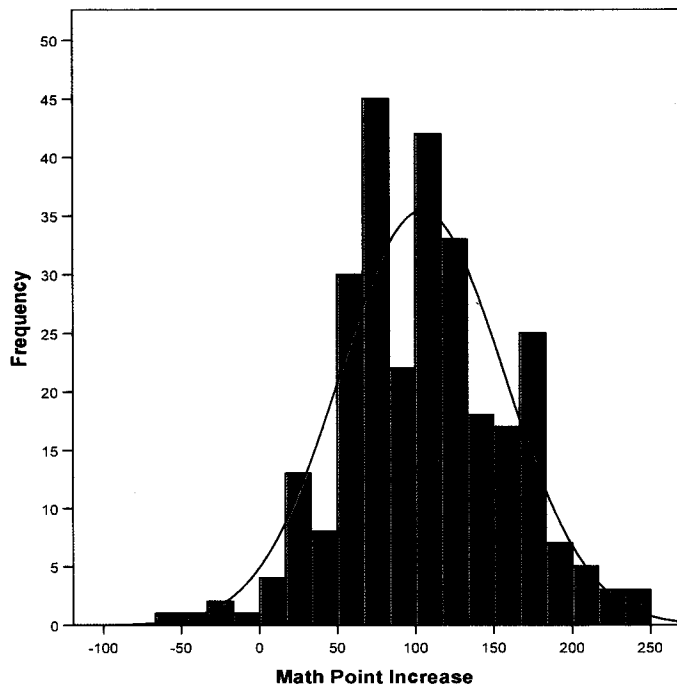
SUMMARY

The three graphs highlight frequency distribution of the point increase for Math, Critical Reading and composite scores on the PSAT.

The table below, is a paired sample t-test, analyzes the difference in scores from first diagnostic to actual PSAT scores.

Paired Samples T-Test		
	Mean Difference	Sig.
Critical Reading	44.607	.000
Math	104.714	.000
Composite	180.643	.000

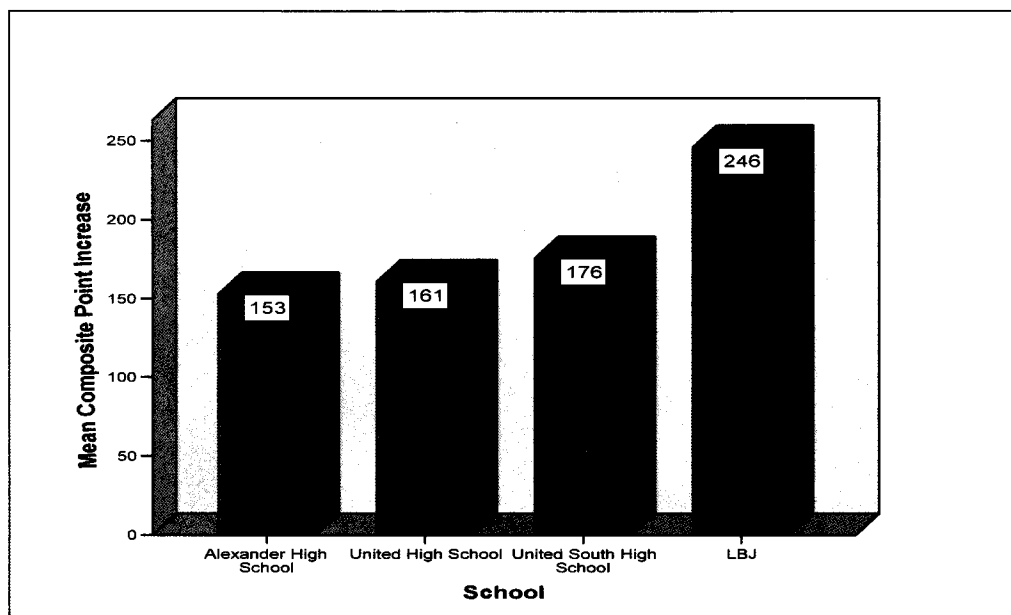
$P < 0.05$



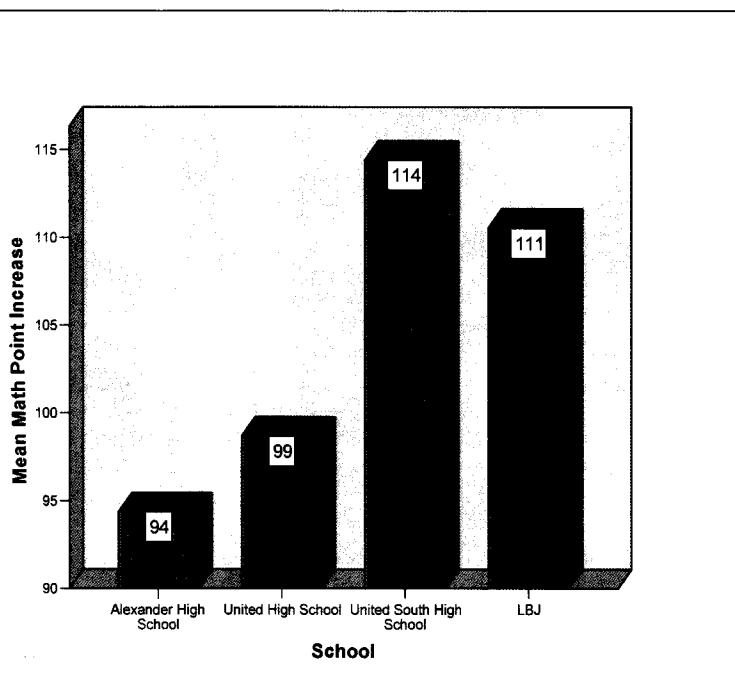
SUMMARY

The following graphs highlight the average point increase from the released diagnostic students were administered at the onset of the program to their actual PSAT scores.

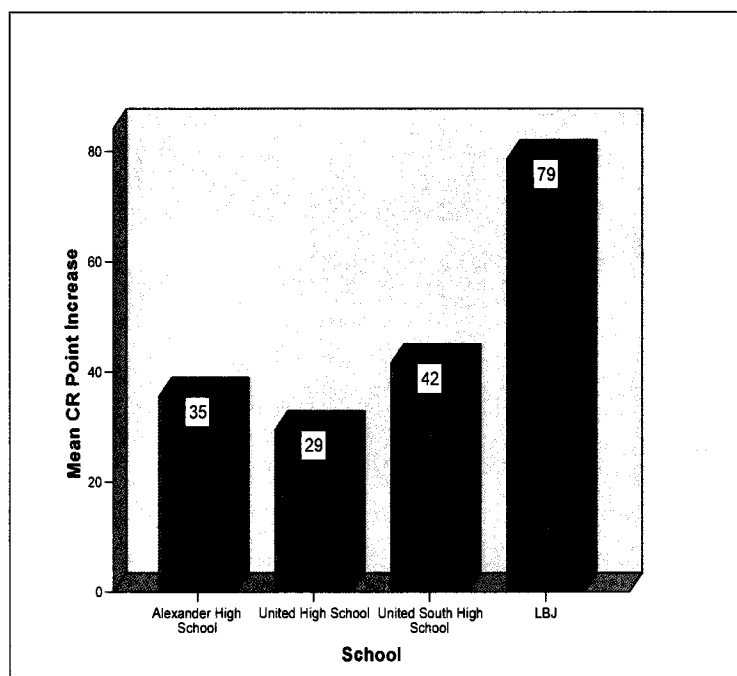
Composite Point Increase

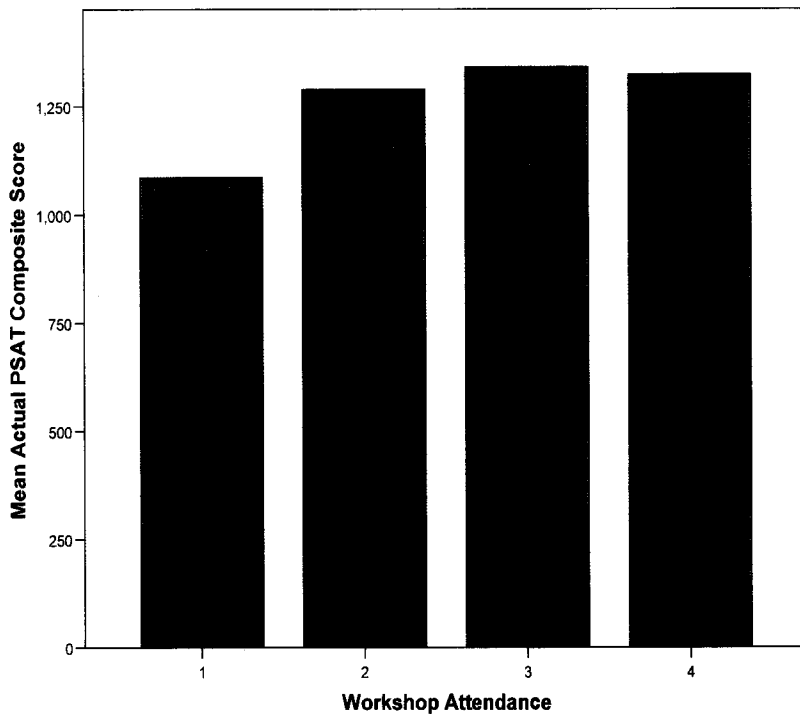


Math Increase



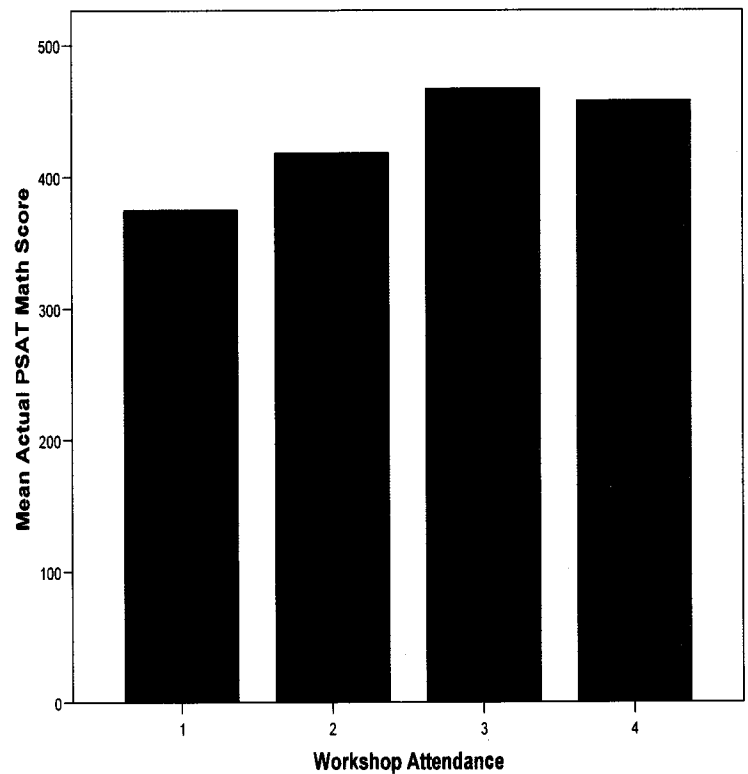
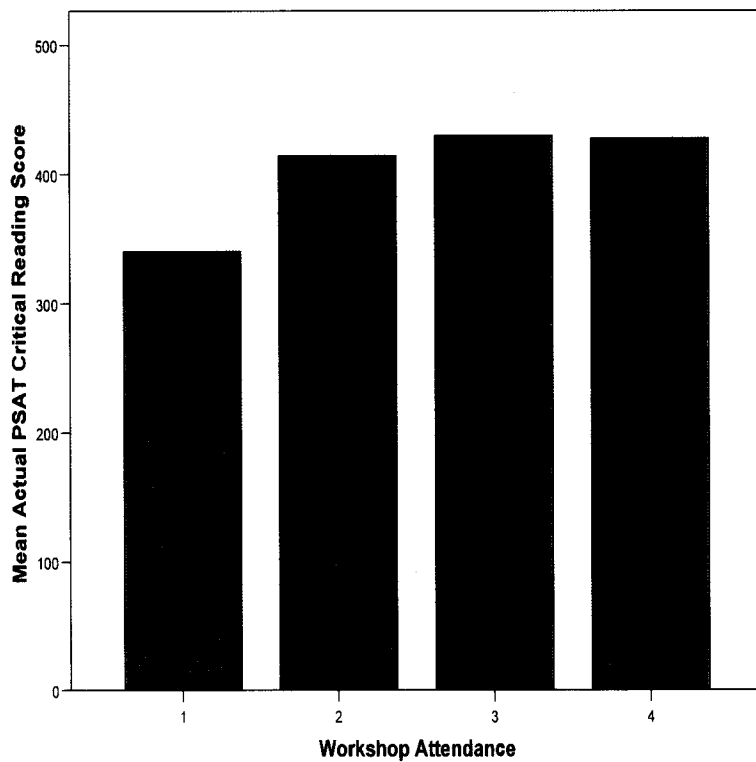
Critical Reading Increase

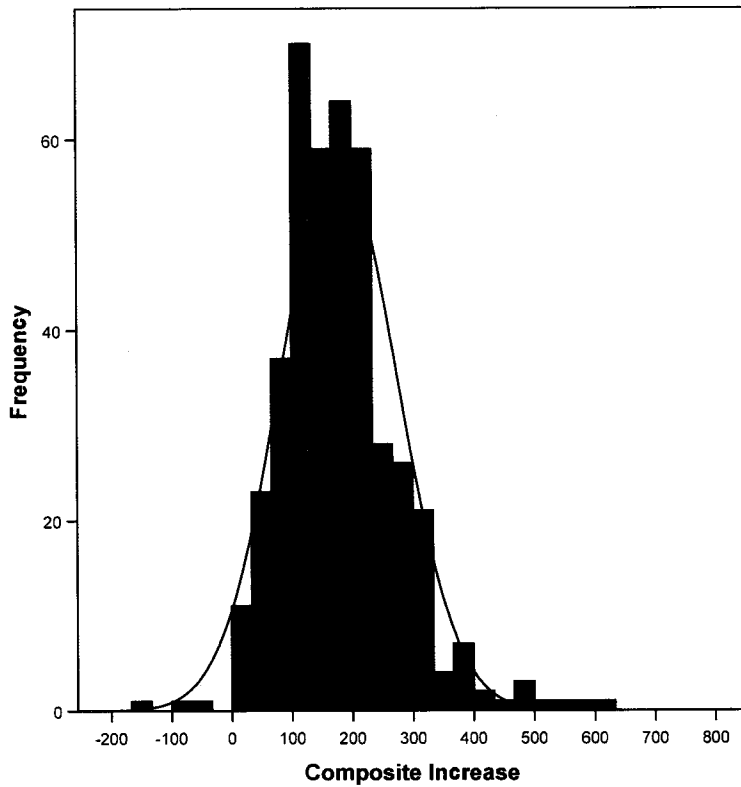




SUMMARY

The three graphs show a correlation between students PSAT scores and the number of workshops attended.





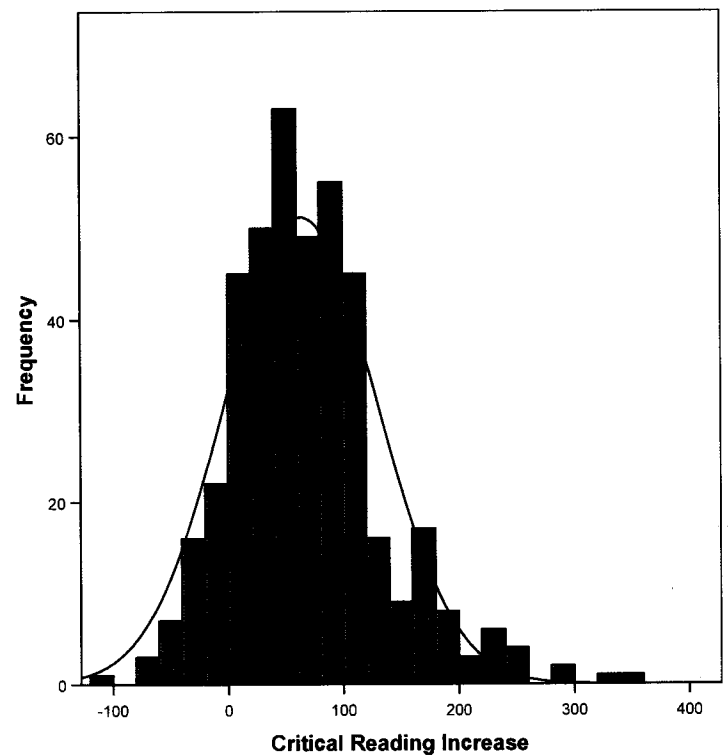
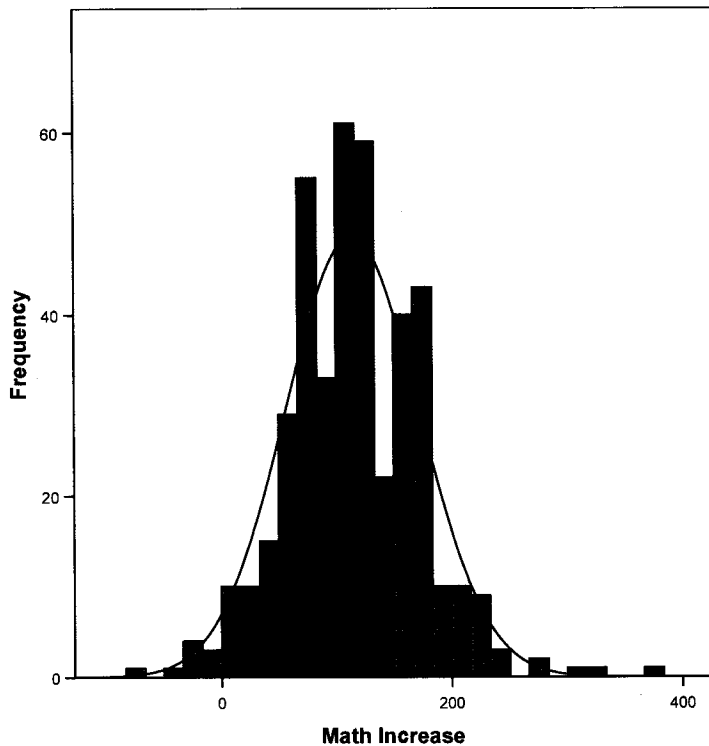
SUMMARY

The three graphs highlight frequency distribution of the point increase for Math, Critical Reading and composite score on the SAT.

The table below, a paired sample t-test, analyzes the difference in scores from first diagnostic to actual SAT scores.

Paired Samples T-Test		
	Mean Difference	Sig.
Critical Reading	64	.000
Math	114	.000
Composite	178	.000

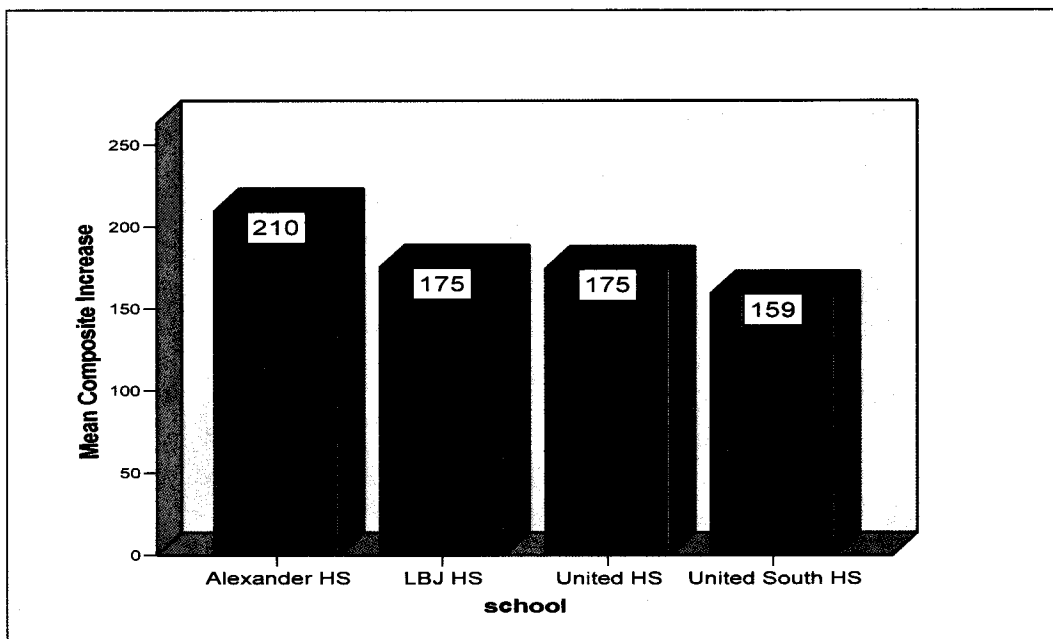
$P < 0.05$



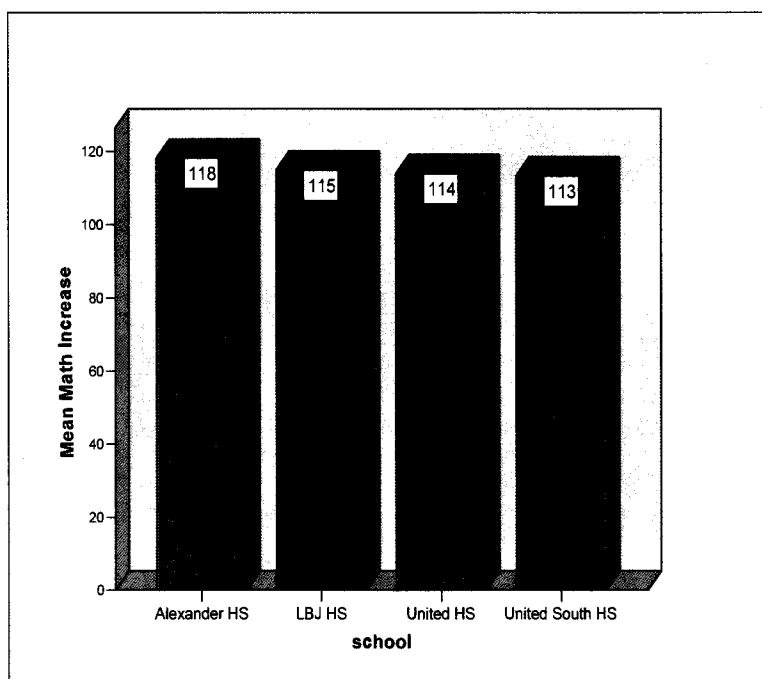
SUMMARY

The following graphs highlight the average point increase from the released diagnostic that students were administered at the onset of the program to their actual SAT scores.

Composite Point Increase



Math Point Increase



Critical Reading Point Increase

