



December 11th 2018 Board Work Study Meeting
REPORT ON IMPROVEMENT REQUIRED (IR) CAMPUSES
INTERIM ASSESSMENTS

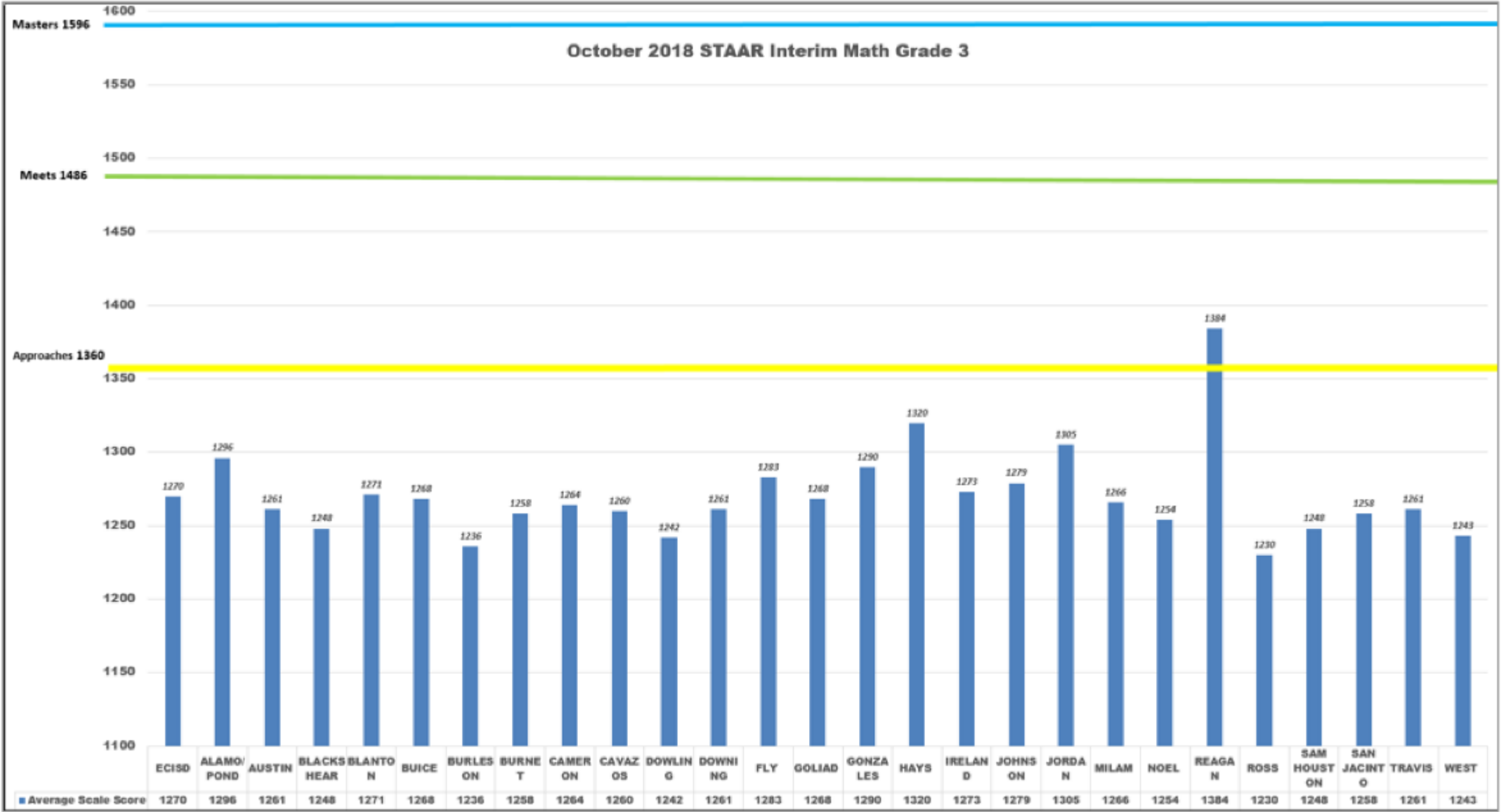
Curriculum and Instruction Team

Dr. Lilia Náñez, Associate Superintendent C & I

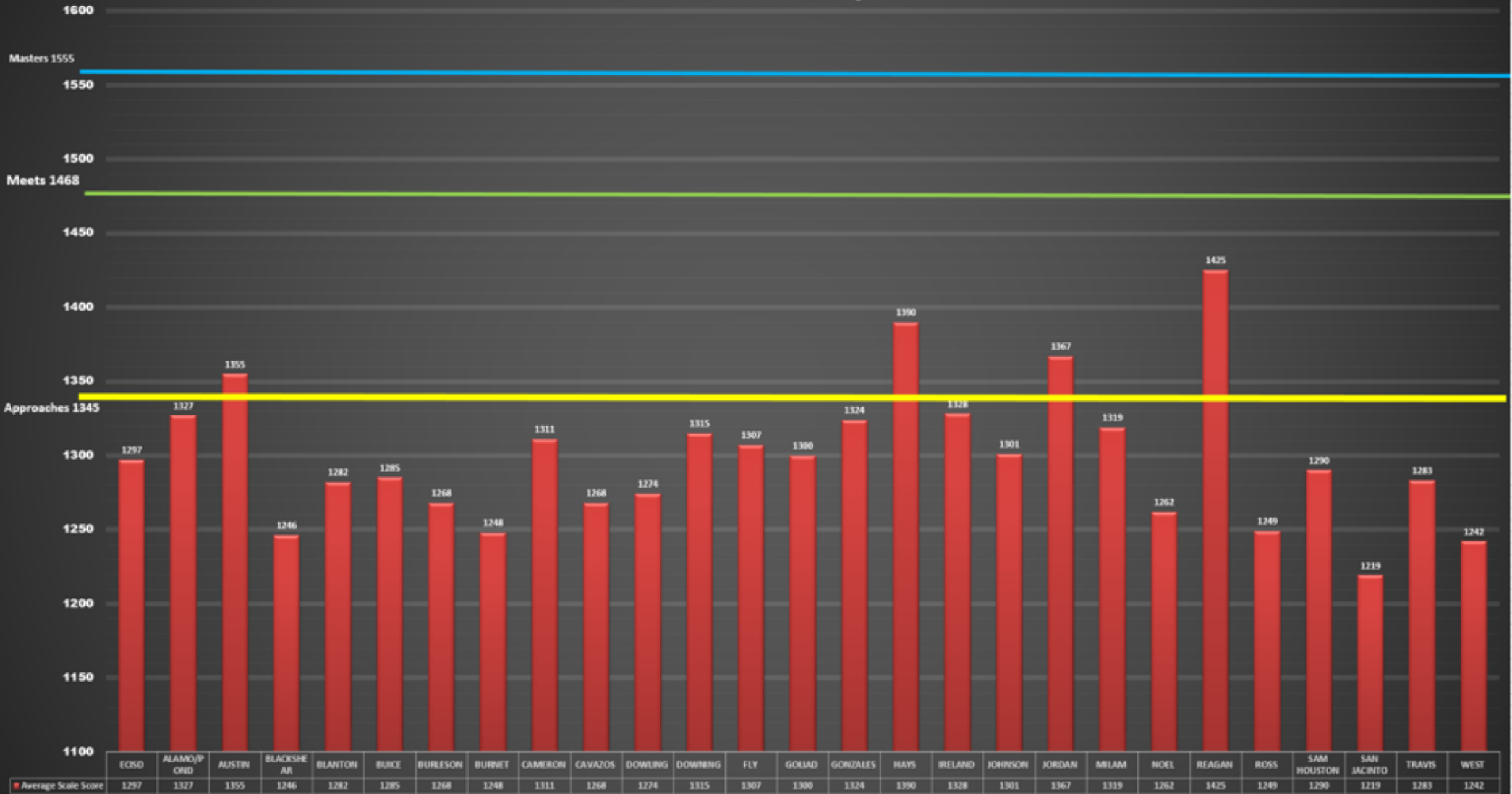
Annette Macias, Executive Director Assessment and Accountability

Jaime Miller, Director of Literacy

Campus Principals

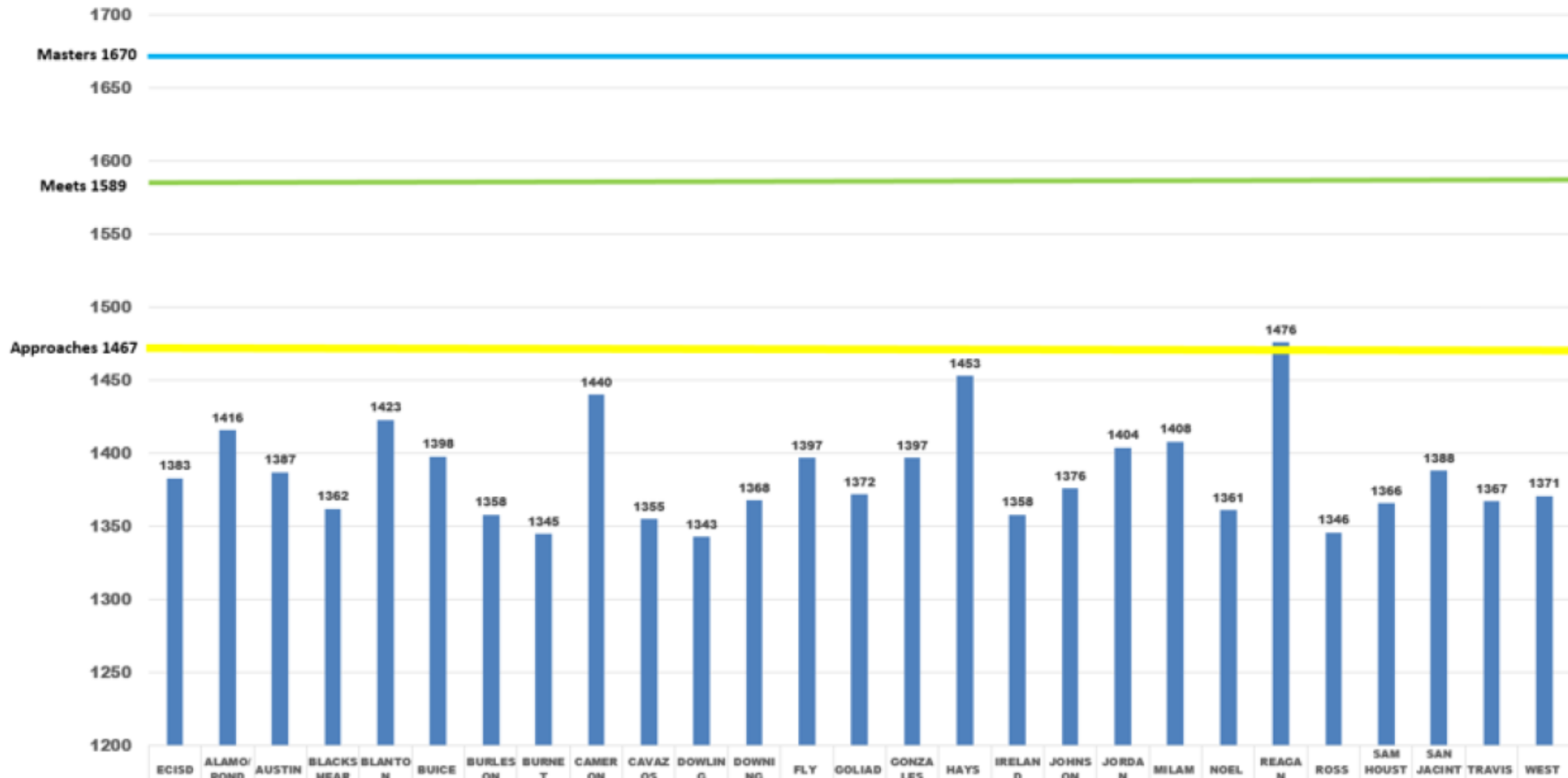


October 2018 STAAR Interim Reading Grade 3

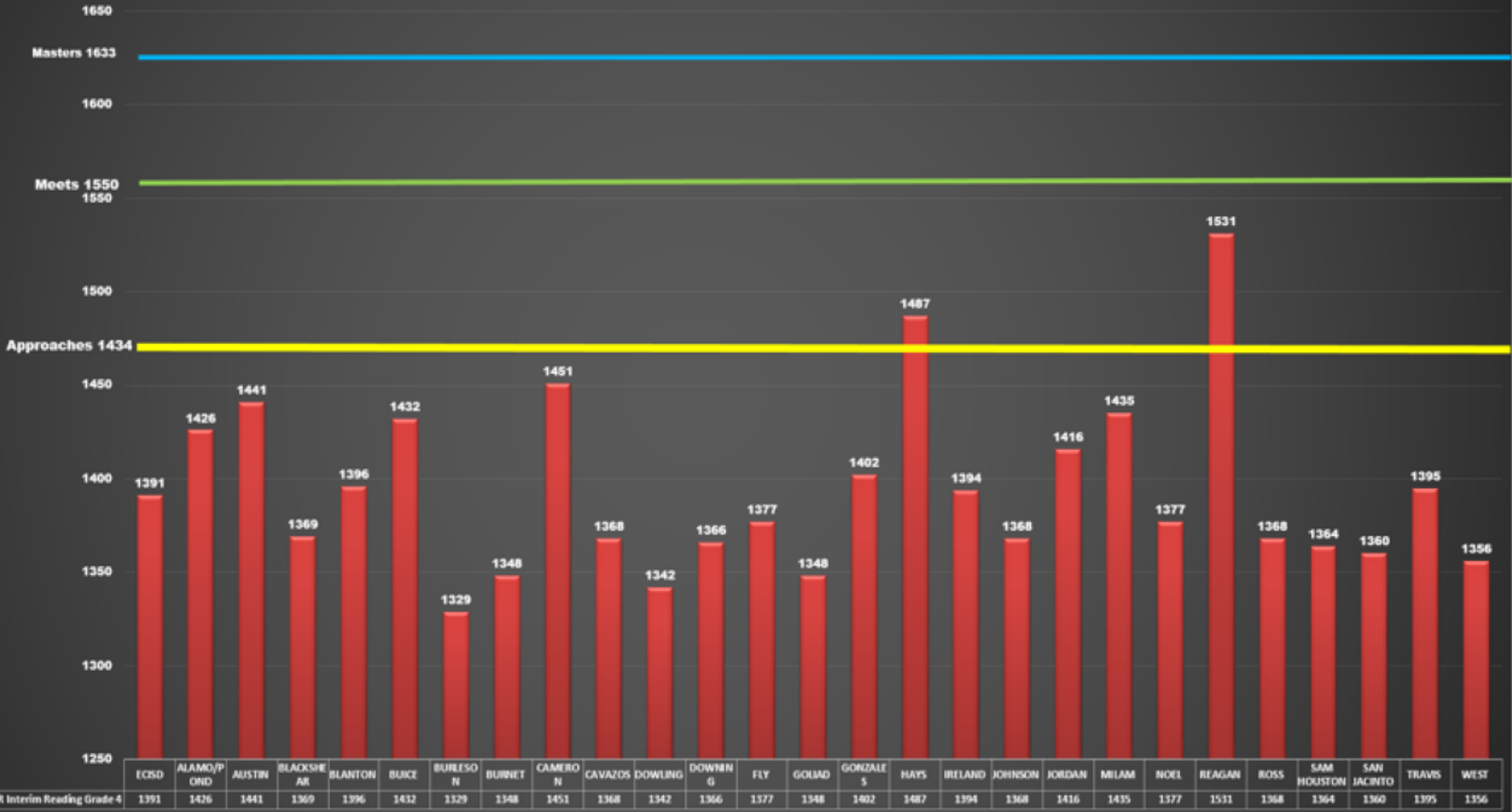


Average Scale Score	ECOSD	ALAMO/POND	AUSTIN	BLACKSHEAR	BLANTON	BUICE	BURLESON	BURNET	CAMERON	CAVAZOS	DOWLING	DOWNING	FLY	GOLIAD	GONZALES	HAYS	IRELAND	JOHNSON	JORDAN	MILAM	NOEL	REAGAN	ROSS	SAM HOUSTON	SAN JACINTO	TRAVIS	WEST
	1297	1327	1355	1246	1282	1285	1268	1248	1311	1268	1274	1315	1307	1300	1324	1390	1328	1301	1367	1319	1262	1425	1249	1290	1219	1283	1242

October 2018 STAAR Interim Math Grade 4

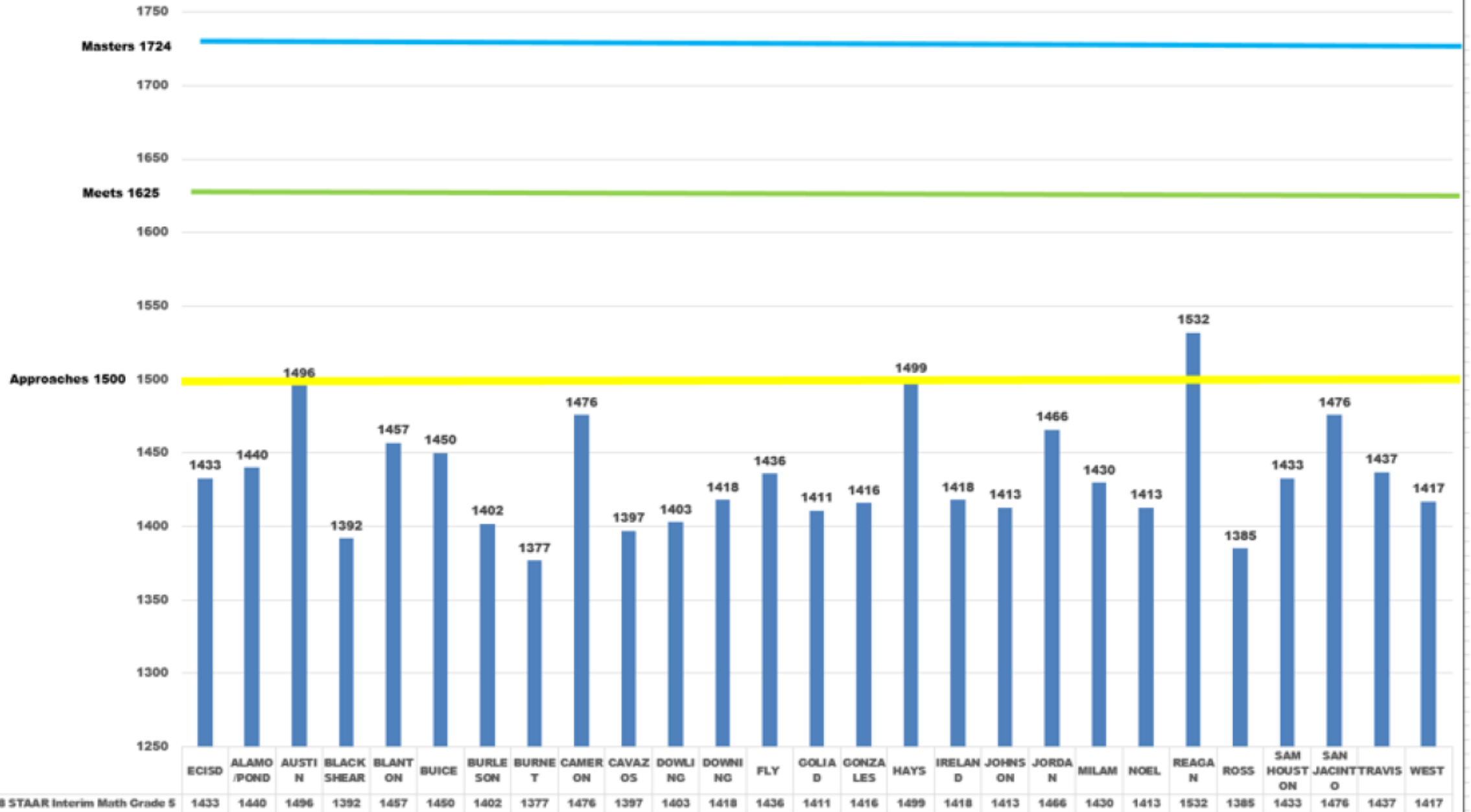


October 2018 STAAR Interim Reading Grade 4



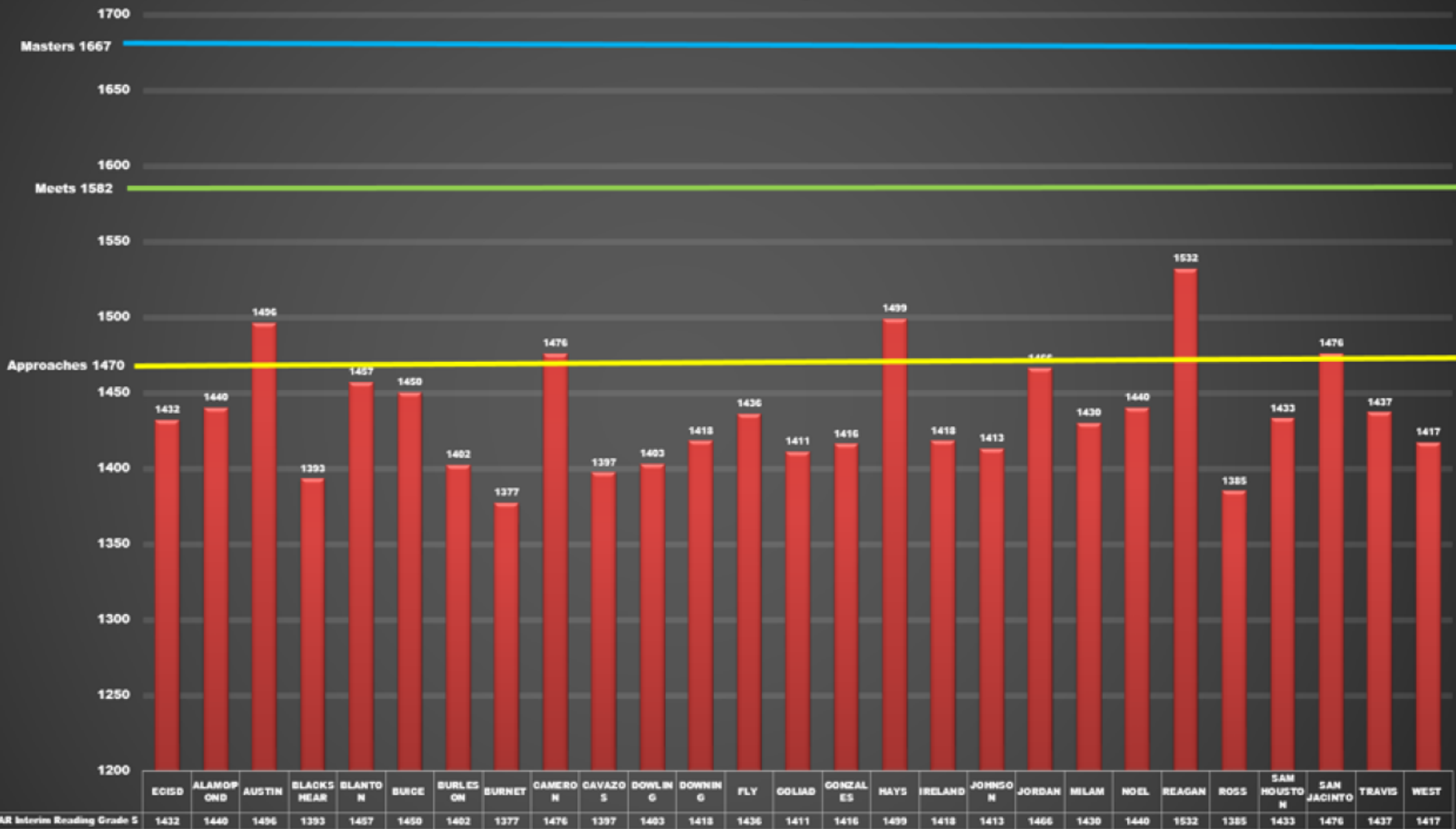
October 2018 STAAR Interim Reading Grade 4

October 2018 STAAR Interim Math Grade 5



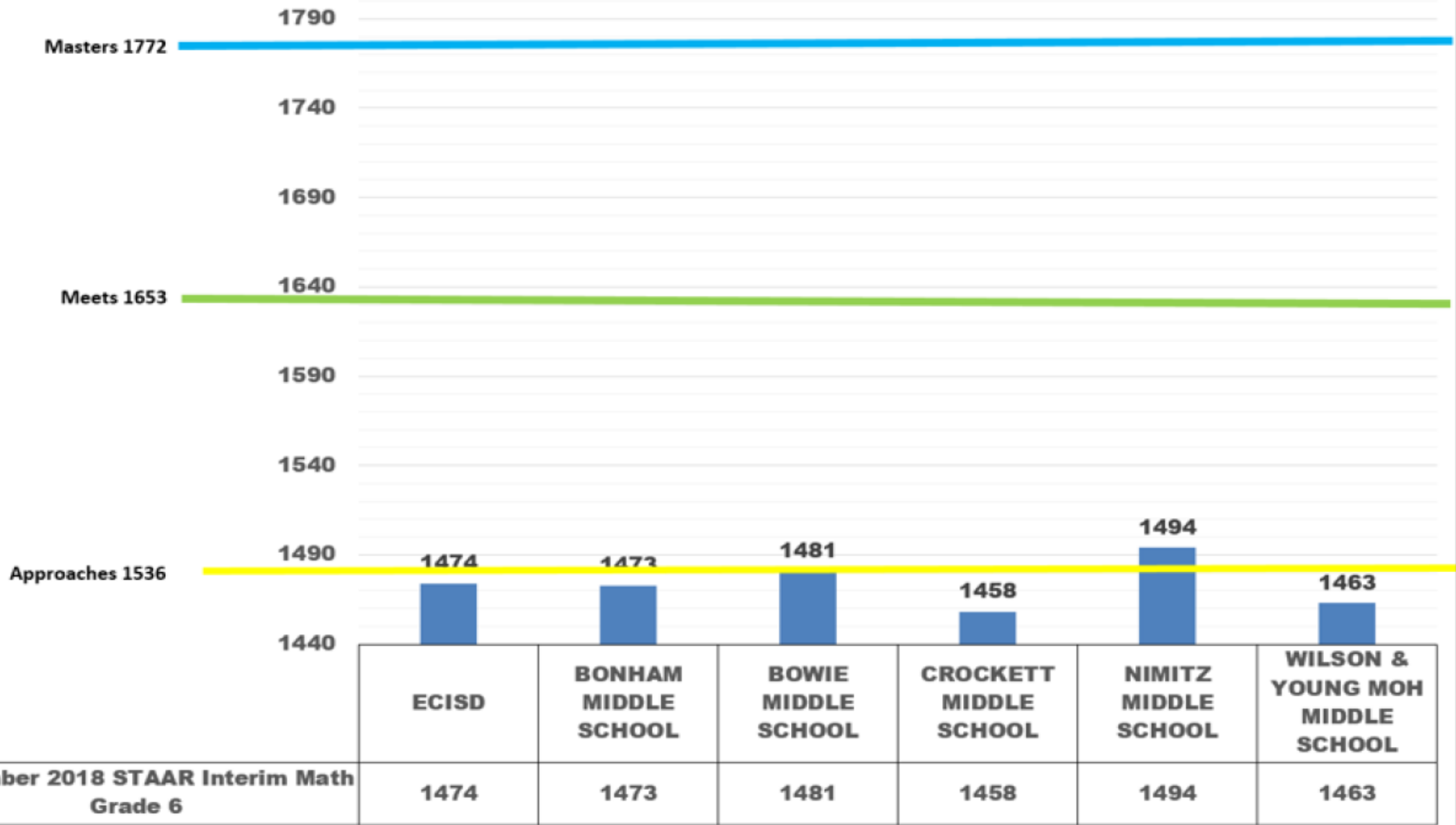
■ October 2018 STAAR Interim Math Grade 5

October 2018 STAAR Interim Reading Grade 5

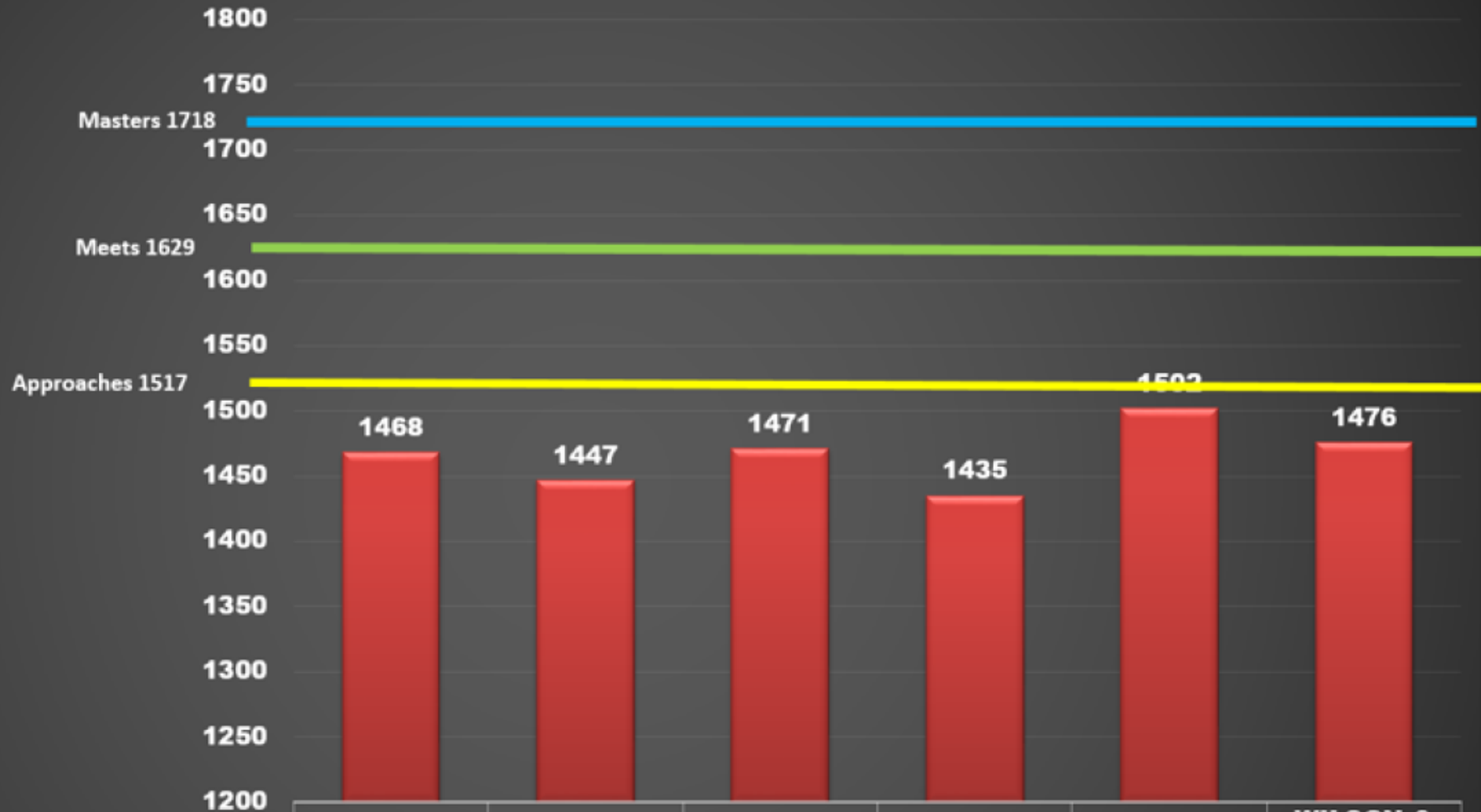


October 2018 STAAR Interim Reading Grade 5

November 2018 STAAR Interim Math Grade 6

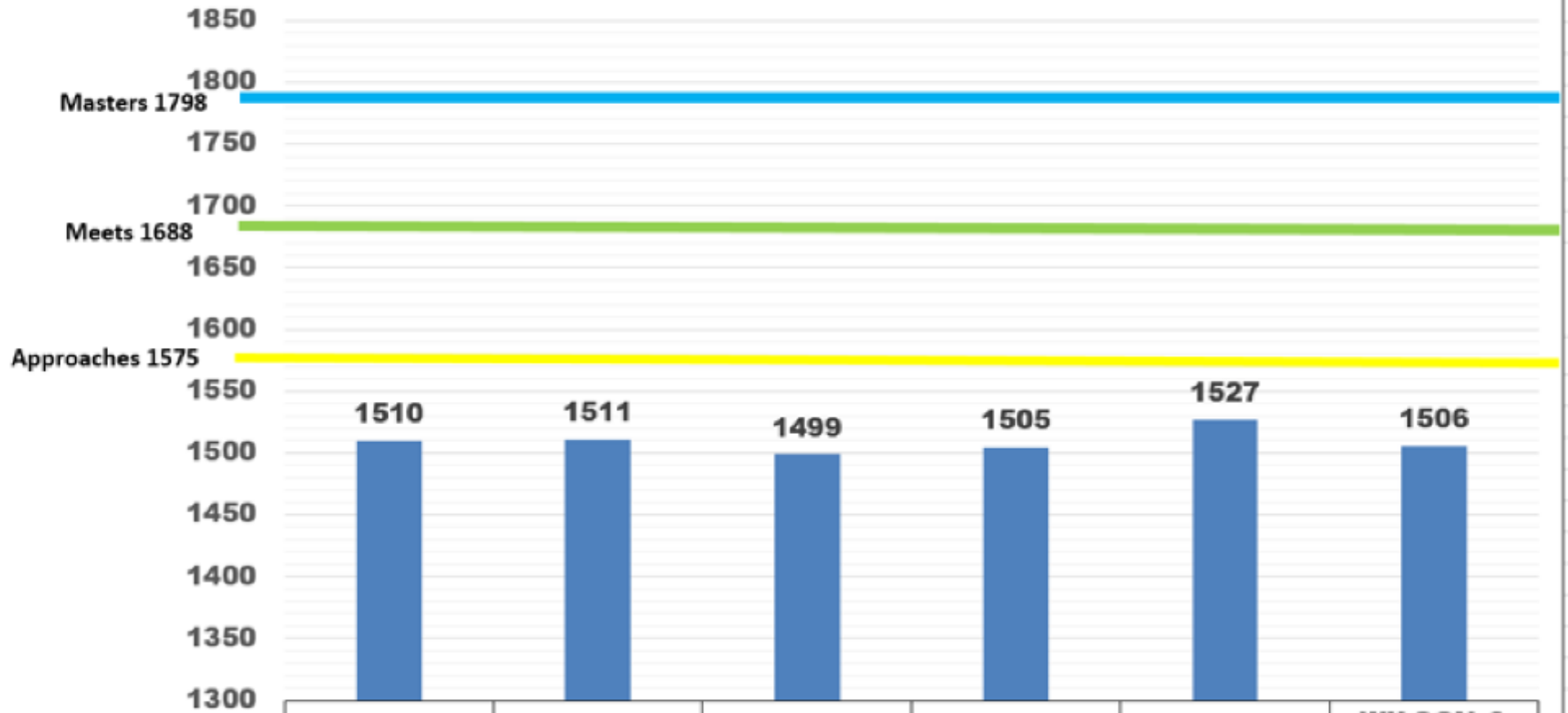


November 2018 STAAR Interim Reading Grade 6



	ECISD	BONHAM MIDDLE SCHOOL	BOWIE MIDDLE SCHOOL	CROCKETT MIDDLE SCHOOL	NIMITZ MIDDLE SCHOOL	WILSON & YOUNG MOH MIDDLE SCHOOL
November 2018 STAAR Interim Reading Grade 6	1468	1447	1471	1435	1502	1476

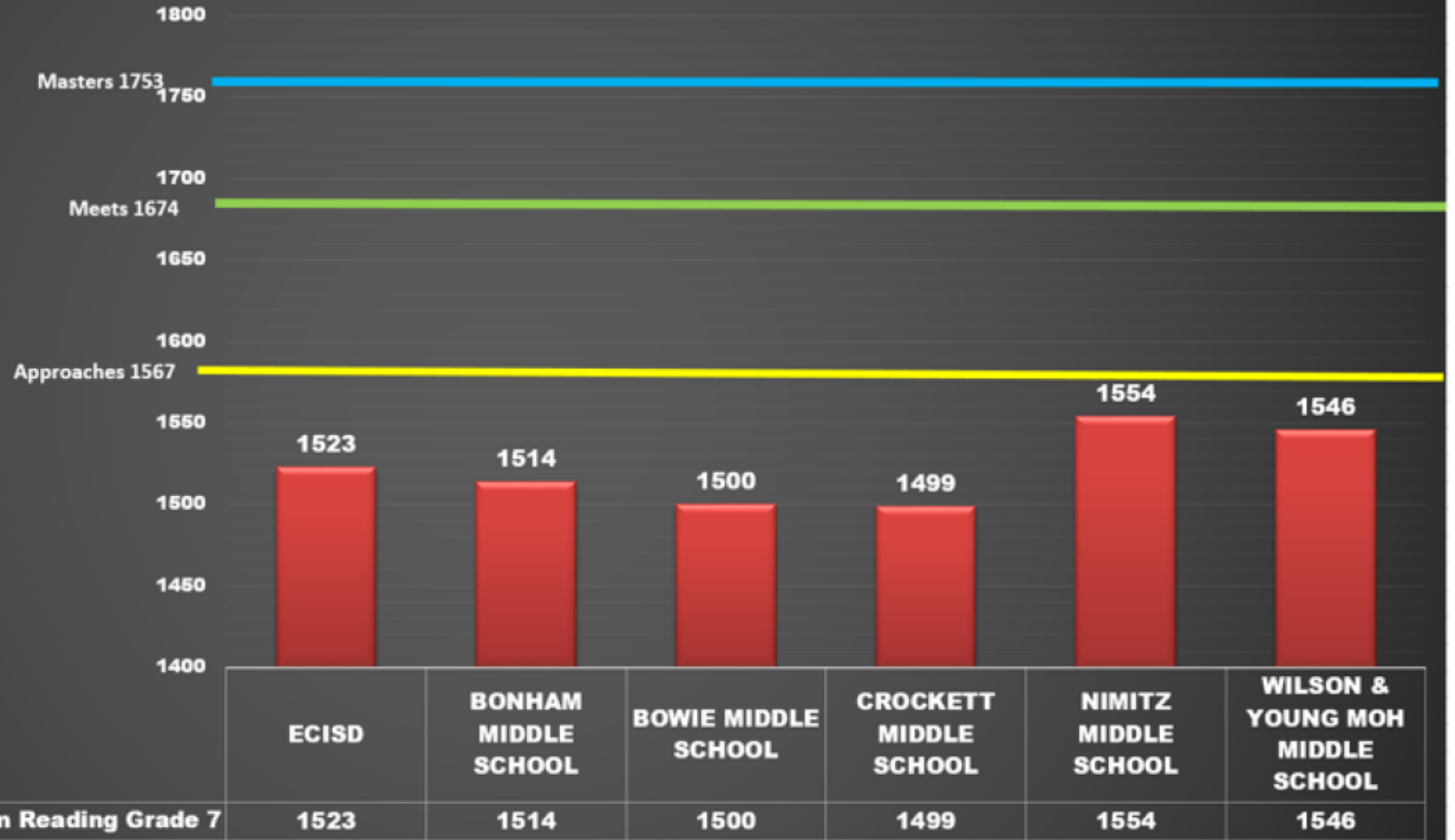
November 2018 STAAR Interim Math Grade 7



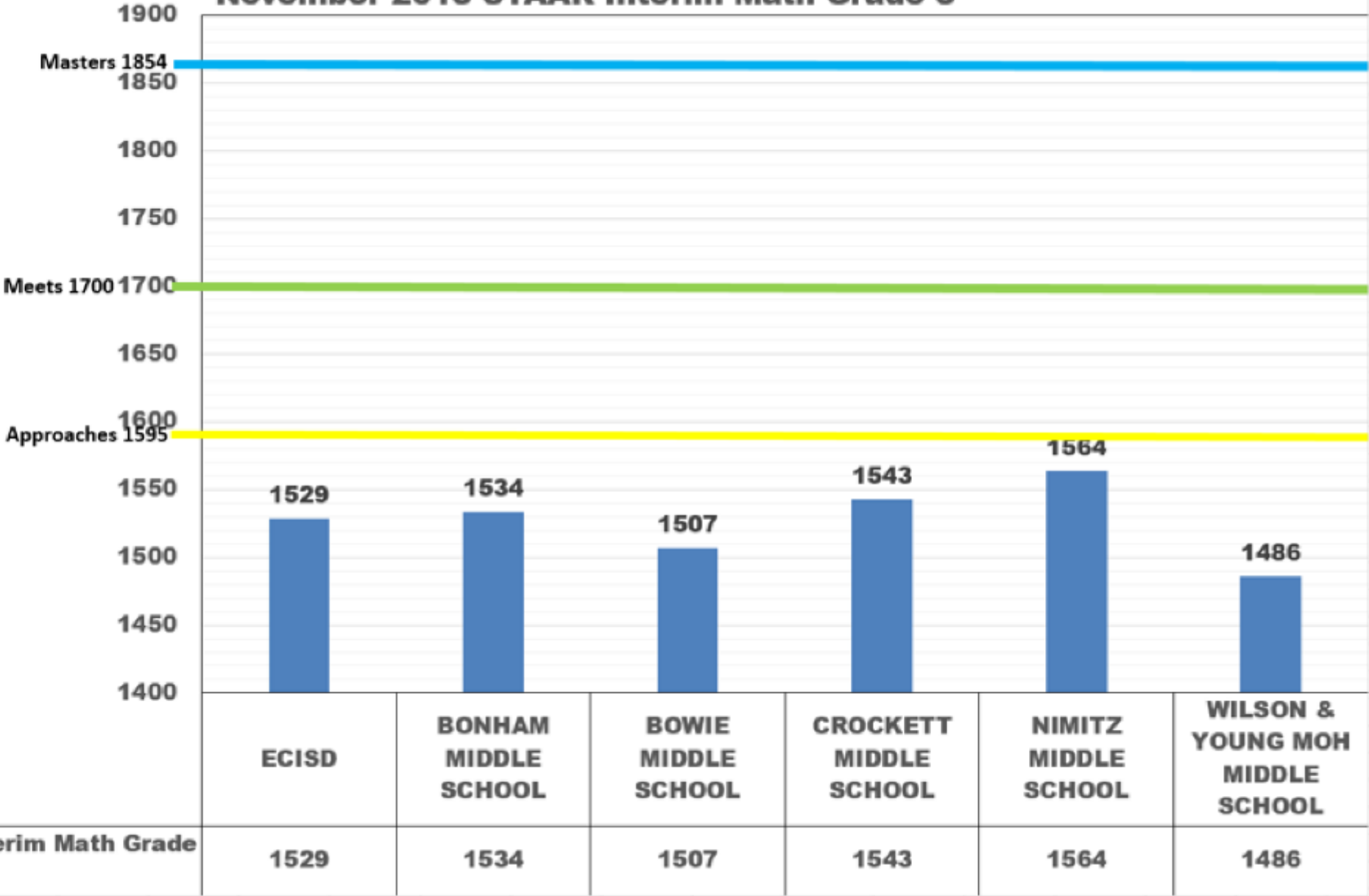
■ November 2018 STAAR Interim Math Grade 7

ECISD	BONHAM MIDDLE SCHOOL	BOWIE MIDDLE SCHOOL	CROCKETT MIDDLE SCHOOL	NIMITZ MIDDLE SCHOOL	WILSON & YOUNG MOH MIDDLE SCHOOL
1510	1511	1499	1505	1527	1506

November 2018 STAAR Interim Reading Grade 7

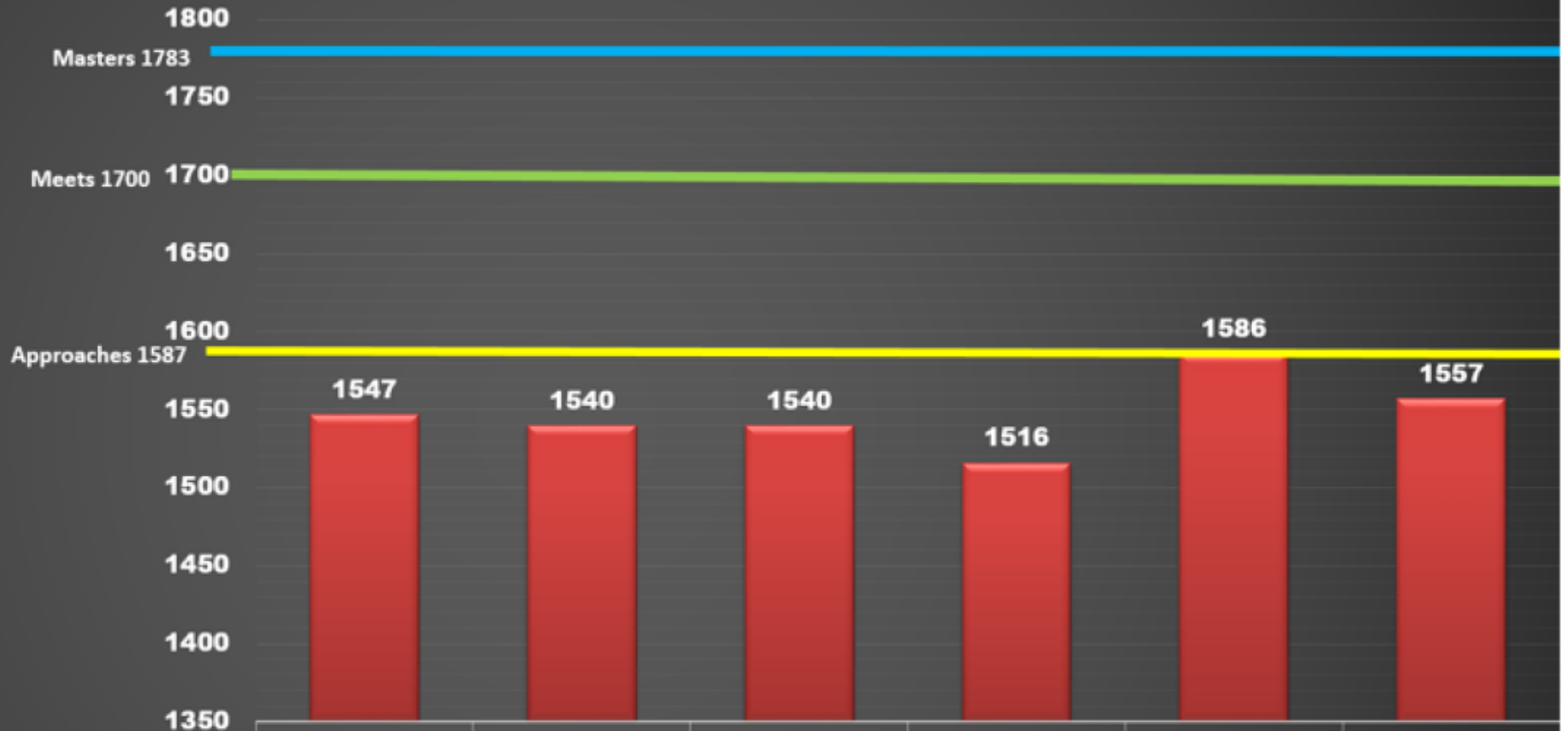


November 2018 STAAR Interim Math Grade 8



■ November 2018 STAAR Interim Math Grade 8

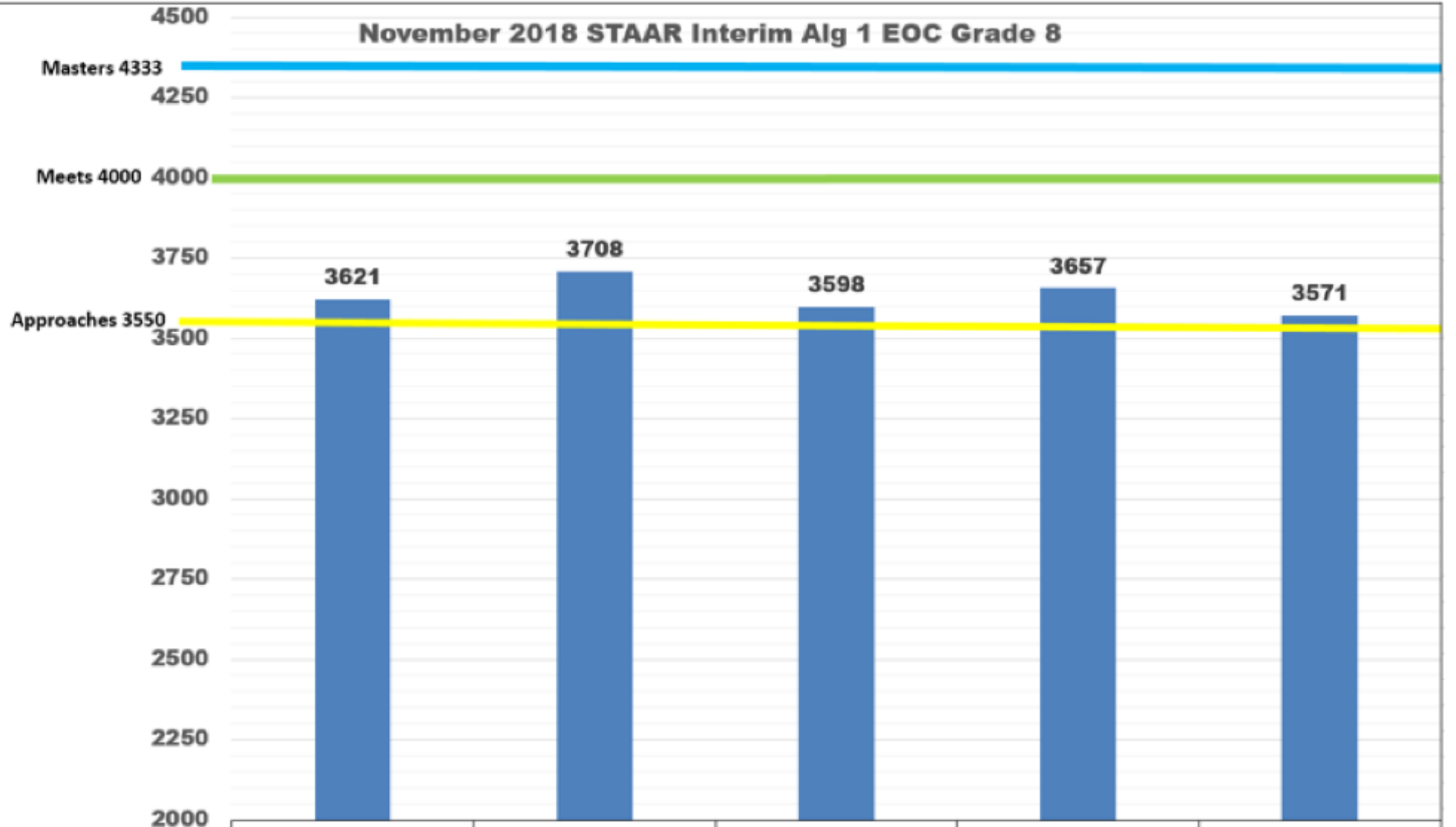
November 2018 STAAR Interim Reading Grade 8



■ November 2018 STAAR Interim Reading Grade 8

ECISD	BONHAM MIDDLE SCHOOL	BOWIE MIDDLE SCHOOL	CROCKETT MIDDLE SCHOOL	NIMITZ MIDDLE SCHOOL	WILSON & YOUNG MOH MIDDLE SCHOOL
1547	1540	1540	1516	1586	1557

November 2018 STAAR Interim Alg 1 EOC Grade 8



■ November 2018 STAAR Interim Alg 1 EOC Grade 8

ECISD	BONHAM MIDDLE SCHOOL	BOWIE MIDDLE SCHOOL	CROCKETT MIDDLE SCHOOL	WILSON & YOUNG MOH MIDDLE SCHOOL
3621	3708	3598	3657	3571

Alamo DIBELS Composite Score Grade Level Data (DORF and DAZE)

Grade Level/ # of Students Tested	% of Students Needing Intensive Support	% of Students Needing Strategic Support	% of Students Needing Core Support
3 rd / 54	39%	22%	39%
4 th / 60	58%	22%	20%
5 th / 60	68%	30%	2%

Alamo October Istation

Grade Level	% of Students Tier 3 Intensive Support	% of Students Tier 2 Strategic Support	% of Students Tier 1 Core Support
3 rd	11%	20%	69%
4 th	22%	17%	62%
5 th	17%	23%	60%

Alamo Elementary (Year 1 IR) - Regina Lee, Principal

- Interim assessments
 - Walk through data form based on training
 - PD on Depth of Knowledge and Differentiation
 - We have student academic goals and the targets are clear
 - Unit Assessments are showing growth
 - Fully certified teachers in all tested grade levels and contents
 - Long Term Substitutes will be fully certified by end of year
 - Two churches are partners - Bookworms program for Prek-1st (building home libraries)
 - Class size is great 18 to 1
-
- Many teachers are on new teams or grade levels
 - 5 Long Term Subs; 2 Kindergarten; 2 1st grade; 1 2nd grade

Blackshear DIBELS Composite Score Grade Level Data (DORF and DAZE)

Grade Level/ # of Students Tested	% of Students Needing Intensive Support	% of Students Needing Strategic Support	% of Students Needing Core Support
3 rd / 93 tested	40%	11%	46%
4 th / 95 tested	37%	21%	42%
5 th / 102 tested	48%	29%	23%

Blackshear October Istation Data

Grade Level	% of Students Tier 3 Intensive Support	% of Students Tier 2 Strategic Support	% of Students Tier 1 Core Support
3 rd	36%	21%	44%
4 th	38%	21%	42%
5 th	32%	22%	46%

Blackshear Elementary (Year 4 IR)- Valerie Rivera, Principal

- Instructional Support - 6 Instructional Coaches
- Community support is providing iPad to students when they make progress
- Reading Specialists using Leveled Literacy Intervention Kits for students reading below grade level.
- Math Instructional Coach supporting math through planning and providing small group instruction for intervention
- 1 long term substitute 3rd Grade - IC is co-teaching with substitute

Burnet DIBELS Composite Score Grade Level Data (DORF and DAZE)

Grade Level/ # of Students Tested	% of Students Needing Intensive Support	% of Students Needing Strategic Support	% of Students Needing Core Support
3 rd / 89	45%	10%	45%
4 th / 96	51%	13%	36%
5 th / 106	43%	34%	23%

Burnet October Istation Data

Grade Level Tested	% of Students on Tier 3 Intensive Support	% of Students on Tier 2 Strategic Support	% of Students on Tier 1 Core Support
3 rd	38%	16%	45%
4 th	39%	17%	43%
5 th	26%	14%	59%

Burnet Elementary (Year 1) - Marissa King, Principal

- Highest Dibels reading scores 3-5 grade
 - Unit Assessment data is improving
 - “I Grow” parties for students meeting growth measures on iStation
 - 3 Instructional Coaches support reading and math instruction daily
 - 2 part time Instructional Coaches support writing and science
-
- 1 5th grade long term substitute in social studies
 - Need to utilize instructional coaches at the primary grades to improve early reading and literacy

West Elementary (Year 1 IR) - Gisela Davila, Principal

- 4 Instructional Coaches on staff
 - Working with staff modeling lessons, co-teaching and creating lesson plans
- 1 Tutor working with 4th and 5th grade students
- Optional PD on Saturdays
 - Developed work stations for balanced literacy
 - Guided Reading instruction (components of GR)
- Peer teacher observations with administrators to provide feedback and goal setting observing master teachers
- 4th grade math/5th grade reading improving

- 70% of the staff has less than 3 years experience
- 7 Long Term Substitutes
- High student mobility

West DIBELS Composite Score Grade Level Data (DORF and DAZE)

Grade Level/ # of Students Tested	% of Students Needing Intensive Support	% of Students Needing Strategic Support	% of Students Needing Core Support
3 rd / 96	58%	11%	30%
4 th / 80	46%	26%	28%
5 th / 116	51%	38%	11%

West October Istation Data

Grade Level	% of Students Tier 3 Intensive Support	% of Students Tier 2 Strategic Support	% of Students Tier 1 Core Support
3 rd	33%	24%	43%
4 th	37%	28%	34%
5 th	41%	22%	38%

Bonham Middle School (1st year IR) Mr. James Ramage, Principal

- 2nd year as Bonham principal after move to middle schools
- Culture is improved (Stronger students academically, student buy in,
- Relationships with parents is growing
- Strong AVID
- Master schedule allows teachers to have conference and PLC time
- Lead IC and ISD administrator facilitate PLC

- 3 long term subs in core (2 in ELA one in Science)
- 1 long term sub in fine arts (long term sub will be graduated and certified in December)

Bowie MS (Year 1 IR) - Shelia Stevenson

- Sense of urgency
- Annette Macias presented Growth Measures to staff (all staff were part of this)
 - Growth Measures by content area in smaller group setting
- IC, CCF work with data and provide notebooks
 - Breakdown lead4ward targets, trends and focus for student groups
 - PLC process targets
 - Teachers have conference period and teaming period for planning
- Hands on data analysis for individual teachers
- Itemize specific targets for individual students and trends
- 5 top teachers covering classes where there is a vacancy (Science) 1 ELAR 3 Math and Sp. Ed. Department Chair teachers all Sp. Ed. Vacancy classes

Crockett MS - (Year 1 IR) - Maribel Aranda

- iStation tracking of student data in reading with individual student folder or journal
- Interim data by class section (calculated by hand by teachers)
- 6th Grade Guided Comprehension Implementation (small group differentiated instruction) Possible double block schedules to facilitate Guided Comprehension at semester
- iStation Guided Lesson whole group instruction during intervention time
- Math teachers using data to select TEKS for math intervention
- Family participation is increasing (Holiday Enchantment Family Science Night)
- TxCee - walkthrough support and feedback for teachers in coaching format
- Instructional Coaches and teachers are focusing on Growth Measure

Wilson & Young Medal of Honor MS (Year 1 IR) - Yolanda Hernandez, Principal

- January - schedule modified to provide additional planning time
- IC's model lessons and pull data reports
- IC's train and work with substitutes (curriculum, procedures, lesson planning, resources)
- Istation data is used to track progress for Growth Measure
- Tutoring plans to start January - end of day and Saturday workshops
- Students will chart their process in folders or journals for core areas
- Parent folders include iStation data and assessment data in December

- Staffing and subs have been an issue (HR has helped)
- Just hired an ELAR 7th grade on 12-3-18

Assessment Calendar for Spring

January 2019					Day of the week	Tested Student Expectations
Mon	Tues	Wed	Thurs	Fri		
					Tues 22	8th SS - Unit Early Republic 5a, 5c, 5e, 18a, 29b, 29c, 29d, 29e
	1	2	3	4		
7	8	9	10	11	Wed 23	3rd Reading Unit 4a Non fiction 2b, 4a, 4b, 10a Spanish Reading No ficcion 2b, 4a, 4b, 4c 3rd
14	15	16	17	18	Fig 19 DEF in all	4th Reading Unit 4a Non Fiction/Poetry 2a, 2b, 2e 4th Spanish Reading - No ficcion/Poesia
21	22	23	24	25		5th Reading Unit 4a Fiction 5th Spanish Reading - Ficcion
28	29	30	31	1		6th Reading Unit 4a Informational Text
Interim Test MS Only						7th Reading Unit 4a Persuasive 7.2a,b 7.10b, 7.11abc
28	5th Math	8th MS Math-Alg 1				8th Reading Unit 4a Literary Text 8.2a,b 8.6a,b, 8.3a-c, 8.4a, 8.5a
29	5th Math	8th MS Math-Alg 1				7th Writing Unit 4a - 7.14bcd, 7.17a.1-5
30	5th Reading	8th MS Reading				
31	5th Reading	8th MS Reading			Thur 24	4th Writing Unit 4a - 20a, 21a 4th Spanish Writing
						5th Science - 5.8A(s), 5.8B(s), spiral 5.5A(R) 5.6A(R), 5.6B(R)
						8th 8.10A(s), 8.10B(s), 8.10C(s) spiral 8.5A(R), 8.5B(R)
						Fri 25
						3rd math 4a, 4k, 5a, 5b Unit 9
						4th math 9a, 5d, 8c Unit 7 Unit 8
						5th math 4h, 5a, 6a, 7a Unit 8
						6th Math 6c, 11a, 10a
						7th Math 6h, 6i, 9b, 9c

Data Process for Spring 2019

- ▶ Visual for teachers to identify TEKS to focus on
- ▶ Provide vertical planning visual for teachers to see where their current students were last year
- ▶ PLC process and discussion focus

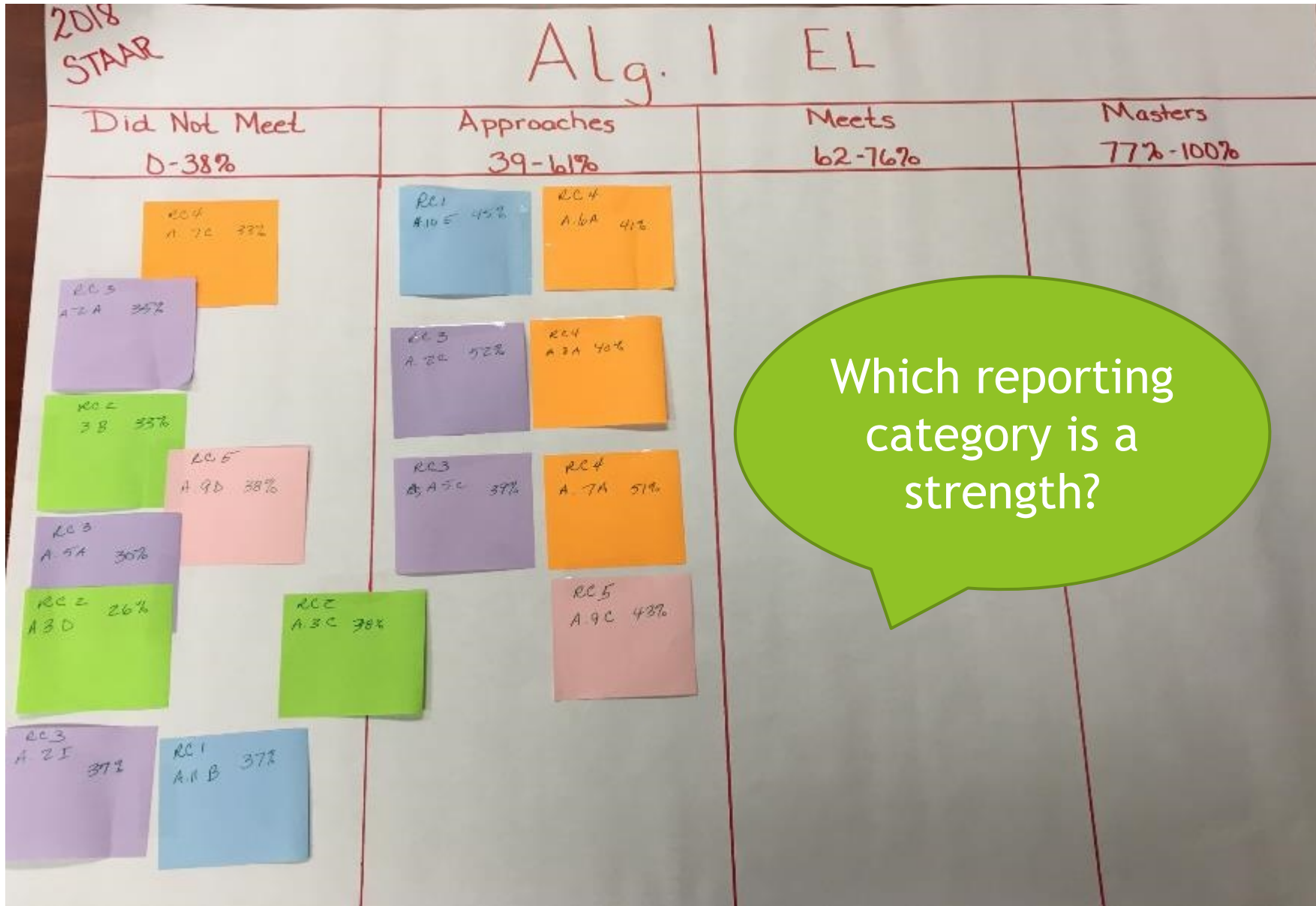
Algebra I

2018 STAAR

Alg. I

Did Not Meet 0-38%	Approaches 39-61%	Meets 62-76%	Masters 77-100%
<p>RL2 A.3.D 43%</p> <p>Graphing linear functions using 2 variables on Descartes plane</p>	<p>RL1 A.2.A 48%</p> <p>Determine domain + range of linear functions</p>	<p>RL5 A.9.C 60%</p> <p>Writing exp. function</p>	<p>RL6 A.7.A 64%</p> <p>Graphing quad. function on Descartes plane</p>
	<p>RL3 A.5.C 43%</p> <p>Solving system of 2 linear equations</p>	<p>RL1 A.10.B 52%</p> <p>Factoring trinomials</p>	
	<p>RL4 A.7.C 41%</p> <p>Determine the effects of the graph on the parent function</p>	<p>RL3 A.2.E 50%</p> <p>Writing system of linear equations</p>	
	<p>RL3 A.5.A 46%</p> <p>Solving linear equations of 1 variable</p>	<p>RL4 A.6.A 52%</p> <p>Determine domain + range of quadratic function</p>	
	<p>RL1 A.11.B 46%</p> <p>Simplify numeric expressions using exponents</p>	<p>RL2 A.3.C 52%</p> <p>Graphing linear functions</p>	
	<p>RL2 A.3.B 49%</p> <p>Calculate rate of change using linear function</p>	<p>RL4 A.8.A 51%</p> <p>Solve quad. equa.</p>	
		<p>RL5 A.9.D 46%</p> <p>Writing exp. function</p>	

Algebra I English Learners



TEKS DIVE DURING PLC/PLANNING PROCESS

[3.8A]

Sequence & summarize the plots main events and explain their influence on future events.

Define:

- sequence
- plot
- summarize
- future events
- influence

Multiple Concepts:

- Know order & why it's important

- Identify what's important (main events)

- Plot

- Predict & Inferences to decide how it impacts future events

[5.6B]

Explain the roles & functions of characters in various plots, including their relationships and conflicts

[Define:]

- roles/functions
- conflict
- plot

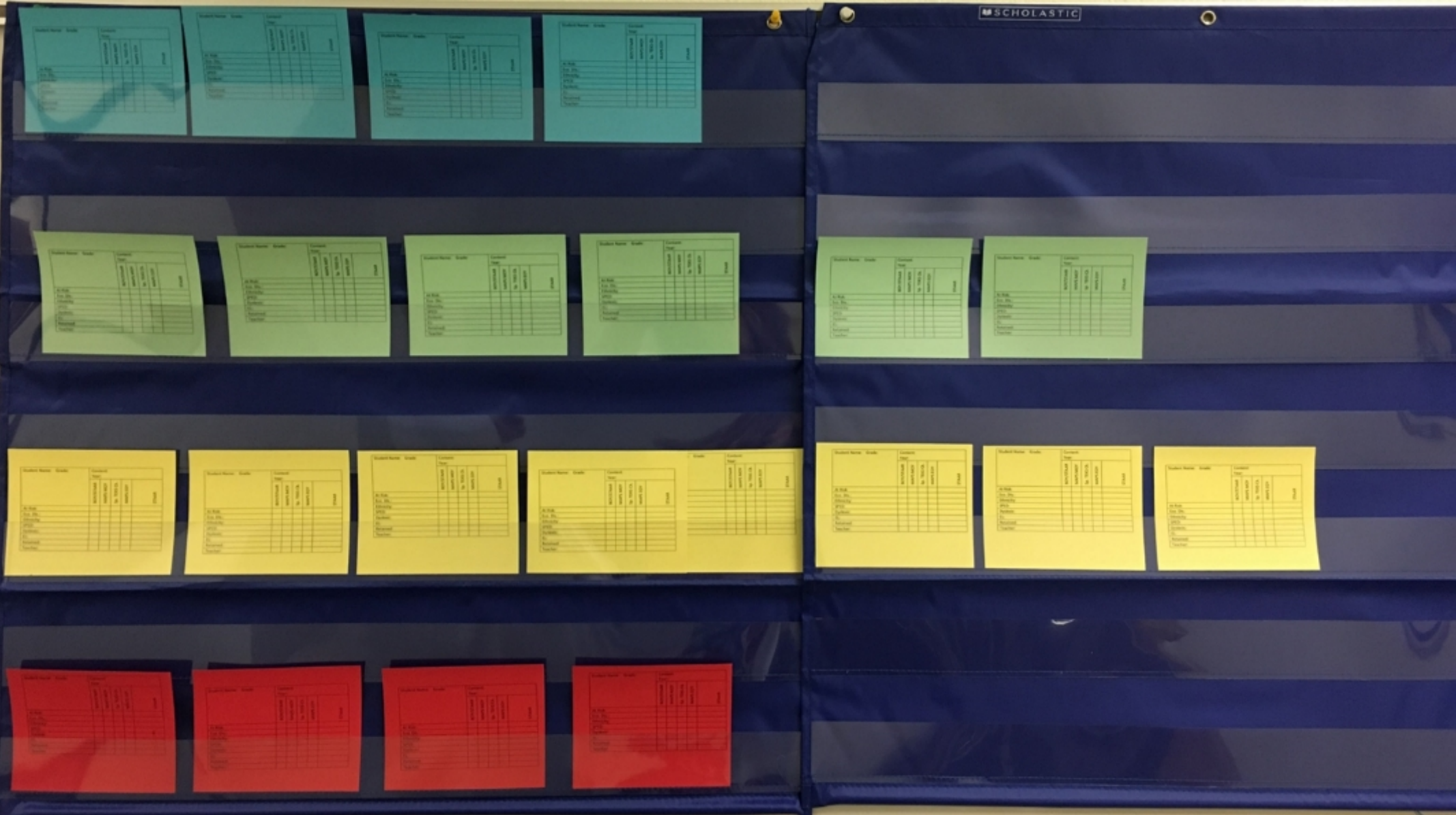
[Multiple Concepts:]

- Know what the character does (role)
- Know how characters affect the story (function)

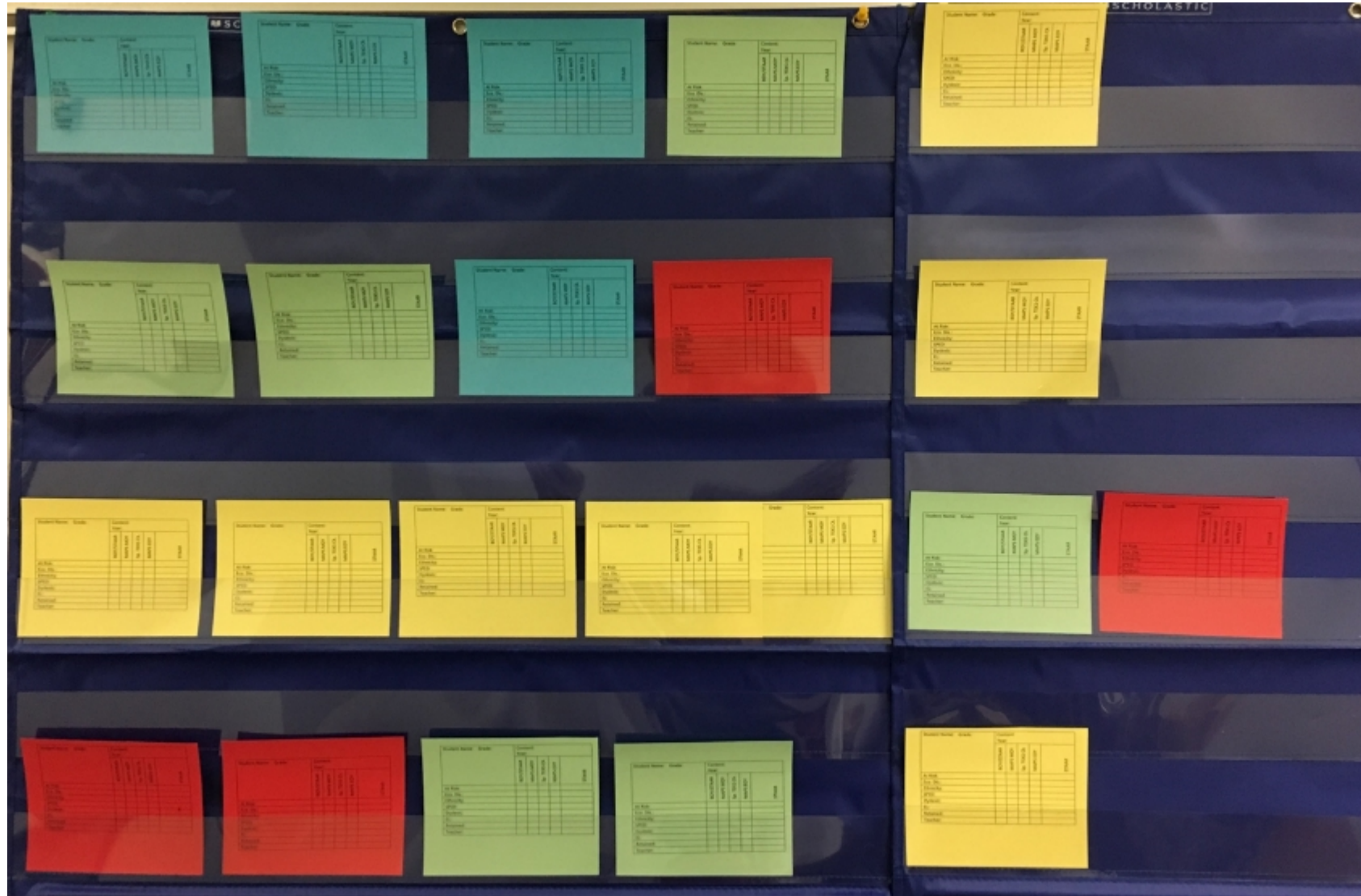
- How characters fit into the story + actions

- How characters' actions affect the relationships and plot

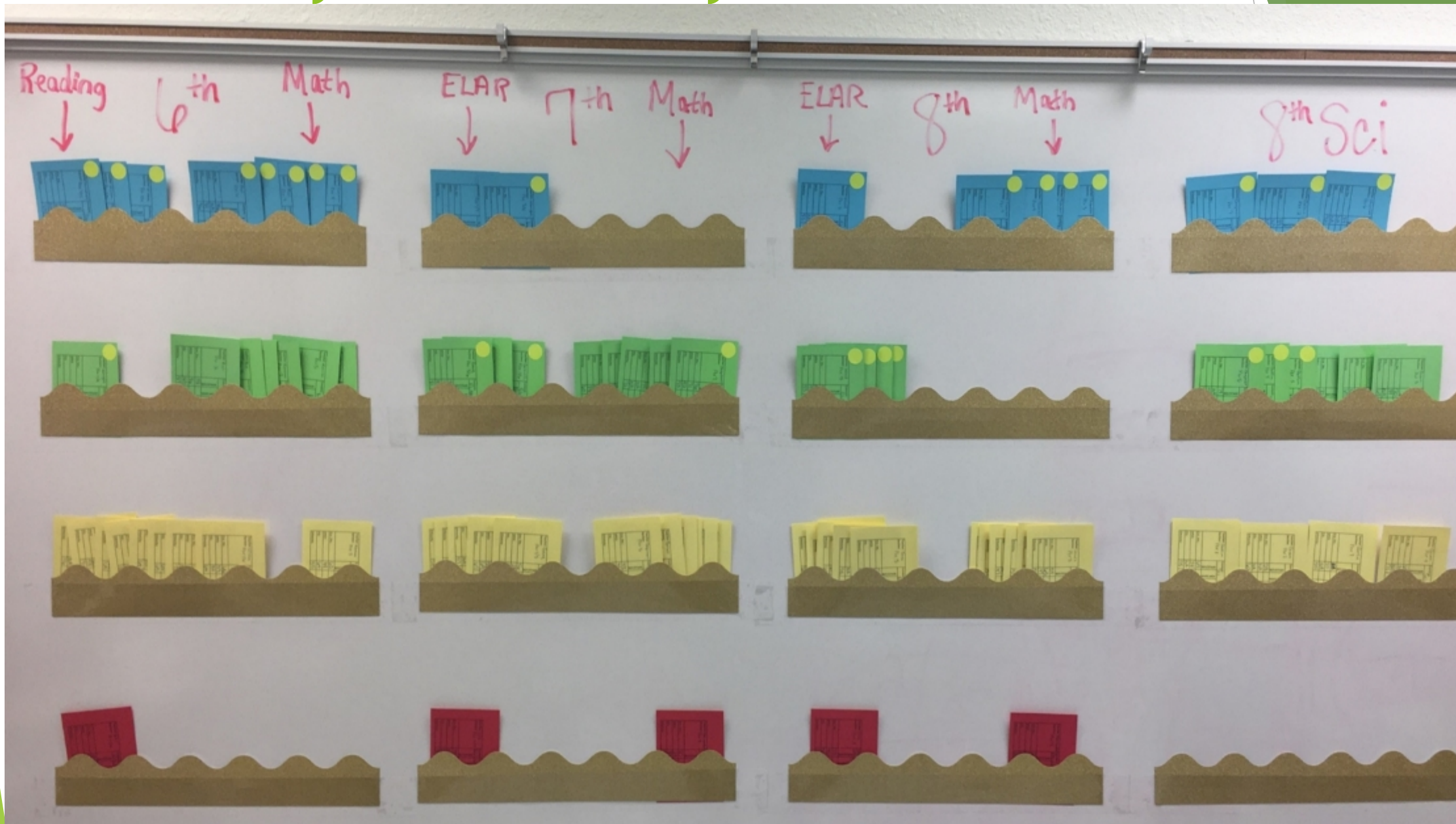
Elementary Student Cards



Adjustments with Unit Tests/Spring TEKS Benchmark



Secondary DATA Wall by Course/Period





“Student outcomes don’t change until adult behaviors change.”

Lone Star Governance

Thank you for your time