

Technical Assistance Team Interventions  
Data Analysis and Improvement Planning Template (Part A)  
2007-2008

<b>LEA Name &amp; Co/Dist #:</b>	Socorro I.S.D. 071-909
<b>Campus Name &amp; #:</b>	
<b>ESC Region #:</b>	19

**Program Monitoring and Interventions**  
2007-2008  
**Campus Technical Assistance Team (TAT)**

<b>Performance Area(s) and % Resulting in TAT -Required Rating:</b>	Science Econ. Dis. 38% Hispanic 38%
<b>Completed Date:</b>	1/17/08

**Data Analysis and Improvement Planning Template (Part A)**

Note: Document is to be retained at the campus level.

Purpose
The Data Analysis and Improvement Planning (DAIP) Template is provided as a tool to assist the technical assistance team (TAT) in the development of a school improvement plan and related strategies to address academic accountability indicators that do not meet the 2008 standard. Part A provides a framework for data analysis and for the identification and consideration of strategies that may affect student performance. Findings from this process may become performance targets and/or strategies for campus improvement planning. Part B is a school improvement plan (SIP) template that the TAT may use to focus improvement efforts toward meeting 2008 academic accountability standards. Please note that a separate guidance document is provided for the SIP.
Statutory Requirements
In accordance with the requirements of the Texas Education Code (TEC) §39.1322(a), if a campus is rated academically acceptable for the current school year but would be rated as academically unacceptable if performance standards to be used for the following school year were applied to the current school year, the commissioner shall select and assign a technical assistance team to assist the campus in executing a school improvement plan and any other school improvement strategies the commissioner determines appropriate.
Directions
After completing Part A to identify issues and findings relevant to the performance areas not meeting 2008 standards, the findings should be used to complete the School Improvement Plan (Part B). The documents, Parts A and B, are to be retained at the campus level and are <u>not</u> to be submitted to the Texas Education Agency (TEA) unless requested. For additional information, please contact the Division of Program Monitoring and Interventions at (512) 463-9414.

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Data Analysis and Improvement Planning Template (Part A)  
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STEP 1: DISAGGREGATE STUDENT PERFORMANCE RESULTS	
Performance Area(s)	Identify Group(s) Not Meeting 2008 State Accountability Standards on the TAKS
<u>Mark each student group that did not meet 2008 standards for TAKS, Completion Rate, or Dropout Rate. Enter the % of that group meeting the standard and the number of students (#) that did not meet the standard.</u>	
1. <input type="checkbox"/> Reading/ ELA TAKS	1. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input type="checkbox"/> Eco Dis % #s
2. <input type="checkbox"/> Writing TAKS	2. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input type="checkbox"/> Eco Dis % #s
3. <input type="checkbox"/> Math TAKS	3. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input type="checkbox"/> Eco Dis % #s
4. <input checked="" type="checkbox"/> Science TAKS	4. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input checked="" type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input checked="" type="checkbox"/> Eco Dis % #s
5. <input type="checkbox"/> Social Studies TAKS	5. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input type="checkbox"/> Eco Dis % #s
6. <input type="checkbox"/> Completion Rate	6. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input type="checkbox"/> Eco Dis % #s
7. <input type="checkbox"/> Annual Dropout Rate	7. <input type="checkbox"/> All Stud % #s <input type="checkbox"/> Afr. Am. % #s <input type="checkbox"/> Hisp. % #s <input type="checkbox"/> White % #s <input type="checkbox"/> Eco Dis % #s

**STEP 2: CONDUCT A STUDENT-LEVEL DATA REVIEW AND OBJECTIVE ANALYSIS**

Generate a list of students not meeting the standard in each group, and analyze factors that may affect student results. If the area of lower performance is the TAKS, identify the objectives those students failed to master; chart and analyze objectives missed to determine patterns or trends. A *Data Analysis Tool* that can be used to conduct the student level review is found on the TEA website at [http://www.tea.state.tx.us/pmi/accomon/2008/resources/1stYear\\_AU\\_School\\_Improvement\\_Tool\\_08.doc](http://www.tea.state.tx.us/pmi/accomon/2008/resources/1stYear_AU_School_Improvement_Tool_08.doc). Part A of this tool addresses TAKS performance and Part B addresses Completion or Dropout Rate.

**STEP 3: CONSIDER CONTRIBUTORY FACTORS FOR LOWER PERFORMANCE**

In tracking the students in the group(s) identified above as not meeting the 2008 TAKS performance standards, consider factors that may play a causal or contributory role. Check the box for each area of concern, and describe your findings related to the group(s) and/or students identified.

**Issues related to:**

- Student Mobility: Influx of military families due to BRAC has caused mobility concerns.
- Attendance:
- Discipline:
- Parental Support for Student Learning: Educational level, language needs, and non-traditional working schedules and military deployment contribute to low parent involvement.
- Curriculum: Lack of alignment of content and skills to state standards and state assessment.
- Instructional Quality: Lack of teaching experience and refined pedagogy have been contributory factors.
- Student Support: Lack of instructional materials and science equipment have been contributory factors.
- Budget: Making science a budget priority and lack designated funds for technology equipment and software.
- Other: Lack of consistent monitoring of students achievement data to inform instruction and other decisions.

<b>STEP 4: CONSIDER STRATEGIES THE CAMPUS MAY EMPLOY TO IMPROVE STUDENT PERFORMANCE</b>	
<b>Consider the need for and identify changes the campus will make in order to address the area(s) of lower performance. Changes to be made should be made a part of the school improvement plan.</b>	
<b><u>Campus / Staff Information:</u></b>	Grades Served: K - 8  Total Number of Students: 902  Instructional and Support Staff Assigned to Content Areas Not Meeting 2008 Standards: Science TSA and Dean of Instruction  Instructional Aides Assigned to Content Areas Not Meeting 2008 Standards: Title I clerk for science lab
<b><u>Data Disaggregation:</u></b>	Did the campus/district disaggregate the 2007 TAKS performance data in relationship to the 2008 Accountability Standards? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If yes, identify the method of disaggregation. <input checked="" type="checkbox"/> Computer Software    Software Name: Edusoft  <input type="checkbox"/> Manually  <input checked="" type="checkbox"/> Other method (Identify): PEIMS / On line student profile
<b><u>Staffing Changes:</u></b>	Will the campus/district make any staffing changes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If yes, identify the type of changes made/to be made:  1. Recommended additional assistant principals  2. Changing of grade level teaching to improve quality instruction in grades 5 - 8  3. Change in leadership

<b><u>Curriculum Changes:</u></b>	Will the campus/district make any curriculum changes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If yes, identify the changes made:  1. Training teachers to use specific methods to address academic needs of low performing subgroups (i.e. SIOP and inclusion).  2. Implementation and training of specific science programs (Scan TEK, Gizmos and Ignite Learning).  3. Greater emphasis on content skills covered on state assessments as well grade level co-planning and teacher modeling.
<b><u>Organizational Changes:</u></b>	Will the campus/district make any organizational changes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If yes, list the type(s) of changes made. (Example: bell schedule, redesign, block schedule, tutorials, etc.)  1. Block schedule changes to include science instruction everyday  2. Reconfigure instructional time to afford more time for science instruction  3. Specific and focused tutorial groups have been identified based on sub-groups  4. Utilizing an RTI Model to specifically address needs of identified students  5. Incorporate a transitional program for early exit from bilingual / ESL Program.
<b><u>Staff Development Activities: 2007-2008</u></b>	Has or will the campus/district schedule any additional staff development activities or make changes to current staff development activities as a result of the TAT rating? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If yes, list the type of activities/workshops completed or to be conducted.  Type of Activity/Date: SIOP November 1-2, 2007, November 8-9, 2007, November 14-15, 2007, January 15-16, 2008 Type of Activity/Date: Scan TEK  Type of Activity/Date: Ignite Learning, GIZMOS, Student Profile Training, KILGO Training, Levels of Instruction, Cognitive Coaching, TSDS/TMDS Training



STEP 5: IDENTIFY TAT PERFORMANCE TARGETS AND STRATEGIES FOR THE SIP	
<p>As a result of issues and findings identified in the Data Analysis and Improvement Planning Template (Part A), list the performance targets and/or strategies that were identified and that will serve as the foundation of the TAT School Improvement Plan (Part B).</p>	<ol style="list-style-type: none"> <li>1. By Spring 2008, students will demonstrate academic achievement in science performance by attaining a least a 75% met standards performance rate in all student groups.</li> <li>2. By Spring 2008, all special education students will demonstrate an increase of at least 30% on TAKS, TAKS-A, TAKS Alt and TAKS-in performance.</li> <li>3. By Spring 2008, parent involvement will increase by indicating a 30% increase in parent contacts.</li> <li>4. By Spring 2008, staff development will indicate an increase by at least 20% resulting in higher student performance.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>

<b>LEA Name &amp; Co/Dist #:</b>	Socorro Independent School District	<b>Program Monitoring and Interventions 2007-2008</b>  <b>TAT Data Analysis and Improvement Planning Template (Part B)</b>  <b>School Improvement Plan</b>	<b>Performance Area(s) and % Resulting in TAT - Required Rating:</b>	Science Econ. Dis. 38% Hispanic 38%
<b>Campus Name &amp; #:</b>			<b>Completed Date:</b>	1/17/08
<b>ESC Region #:</b>	19			
<i><b>Performance Targets</b></i> <small>(Measurable desired results determined using the data analysis and improvement planning template (Part A) for the area(s) in which the campus did not meet 2008 state standards)</small>	<i><b>Benchmarks</b></i> <small>(Measurable data points and other evidence of change that demonstrate progress toward meeting performance targets)</small>	<i><b>Strategies/Activities</b></i> <small>(Strategies/initiatives/redesign activities to attain performance targets)</small>	<i><b>Resources</b></i> <small>(Staffing, funding, &amp; materials needed to underwrite, implement, and/or support activities; identify parties responsible for implementation)</small>	<i><b>Interim Timelines</b></i> <small>(Month of initiation and intervals of measurement for implementation of strategies, initiatives, and activities)</small>
1. Campus science scores will increase from 38% in 2006/2007 to 75% in 2007/2008 for all students and all student accountability populations.	- Common Assessments - Fall & Spring District Benchmarks - Observations	- Data Driven Instruction - Common planning - Hands on and Lab time increases - Targeted vocabulary instruction and concept development - Targeted tutoring	- SCAN TEK - In-focus Projectors - Ignite Science Program - TEA - Science Resources (ISDS) - Science TSA Assigned full time to campus - Science Gizmos Program	Every 3 weeks
2. Desired Result - Science scores will increase for Special Education students from 16% in 2006/2007 to 30% in 2007/2008.	Benchmarks - Common assessments, Fall and District Benchmarks. Observations, Campus visits	- District wide focused staff development (class within a class CWC, Grade level instruction, Testing Accommodations). - Data Review Sessions - Targeted Tutoring - Targeted vocabulary and concept development	Resources - District Special Education Staff, Instructional Specialists, Educational Diagnosticians, Campus Administrators and Staff	Timelhue - Every 6 weeks