



In a Minute



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Teachers and principals analyze students' relative performance with the CEI Reports

WHAT: A Classroom Effectiveness Index (CEI) is a value-added computational method for determining relative growth. CEIs measure the achievement of a teacher's students when compared to other district students with the same characteristics as well as the same level of previous achievement. A high CEI indicates that a teacher's students overall performed better on the assessment of interest than did similar students across the district. Because they are relative measures, the CEIs are not correlated with passing rates, which are absolute measures.

WHY: CEIs measure the amount of academic progress students make after receiving instruction from a teacher for a full test term. Teachers' CEI results are presented in CEI reports, which include detailed student-, assessment-, and division-level CEI information. The CEI report is a tool designed to increase teachers' and principals' understanding of CEIs and increase overall usefulness of CEIs in instructional development planning.

WHERE: Teachers: *Improve > Local Accountability (SEIs, CEIs)* or *My Account*. Schoolwide Users: *My Account*. Principals: *Improve > Local Accountability (SEIs, CEIs)*.

HOW: CEIs are computed in two stages using statistical procedures based on multiple regression. A technical description of the calculation of CEIs is available on the CEI Information page (<http://mydata.dallasisd.org/MENU/CEI.jsp>). The following is a more conceptual overview of the calculation of CEIs:

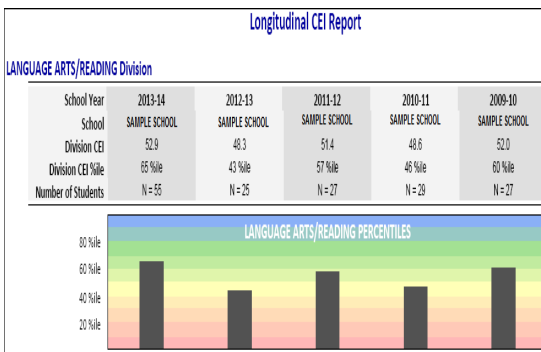


Figure 2. Longitudinal Report lists division CEIs for the past five years.

group average current score.

- Student comparison values are then used to compute a teacher's assessment and division CEIs, both of which always have an average of 50 and standard deviation of 10. Only students that meet all enrollment, attendance, and assessment eligibility criteria are included in the computation of a teacher's CEIs.

CONTACT: Visit the CEI information page (<http://mydata.dallasisd.org/MENU/CEI.jsp>) for detailed information about CEIs, including the creation of rosters, the criteria used to determine students' CEI-eligibility, the interpretation of CEIs, and the CEI adjustment process. Submit CEI-related questions via the "Ask a question about CEIs" feature. A link to the feature is available on users' homepages under the *Improve* tab. Responses will be sent via e-mail.

[illegible]

Figure 1. Glossary/Legend provides definitions of important terms.

- Students are grouped by their performance on two tests from the prior school year.
- Students are then further grouped by common characteristics, including gender, English language proficiency level, socio-economic status, Special Education (SPED) status, Talented and Gifted (TAG) status, neighborhood educational level, neighborhood family income, and neighborhood poverty index.
- Next, each group's average current score is computed.
- Each student's current score is compared to the

group average current score.

Student comparison values are then used to compute a teacher's assessment and division CEIs, both of

SAMPLE TEACHER (999999) SAMPLE SCHOOL (9999)		Course: 50 LANGUAGE ARTS Section: 5A		Term: SEMESTER 1 Grade: 5 Assessment: GRADE 5 LANGUAGE ARTS SEM 1	
ID Name		Relative gale score	Items correct on this assessment	CE Language skills	Characteristics of student's composition group
1111111 STUDENT SAMPLE	1111111 STUDENT SAMPLE	100.0	25 items correct on 25 items	CE1: 100% writing; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
2222222 STUDENT SAMPLE	2222222 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
3333333 STUDENT SAMPLE	3333333 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
4444444 STUDENT SAMPLE	4444444 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
5555555 STUDENT SAMPLE	5555555 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
6666666 STUDENT SAMPLE	6666666 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
7777777 STUDENT SAMPLE	7777777 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
8888888 STUDENT SAMPLE	8888888 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
9999999 STUDENT SAMPLE	9999999 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
1010101 STUDENT SAMPLE	1010101 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
1111111 STUDENT SAMPLE	1111111 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
12120121 STUDENT SAMPLE	12120121 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
13130131 STUDENT SAMPLE	13130131 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
14140141 STUDENT SAMPLE	14140141 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)
15150151 STUDENT SAMPLE	15150151 STUDENT SAMPLE	100.0	25 items averaging for gpp	F: 100% TAG; 100% TAG	50% 5 STAR (MAY 10) > 50% 5 STAR (JUN 10)

Figure 3. Details page reports student relative gain scores.

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The 2013-14 SEI Bar Charts highlight school performance on the district's key value-added academic performance indicators

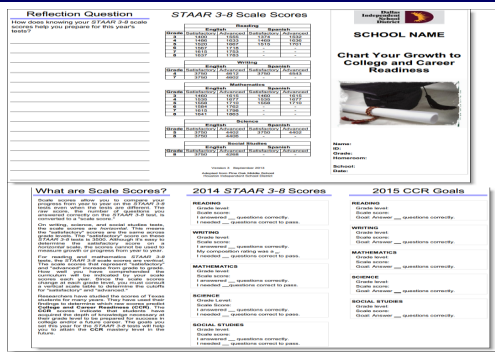
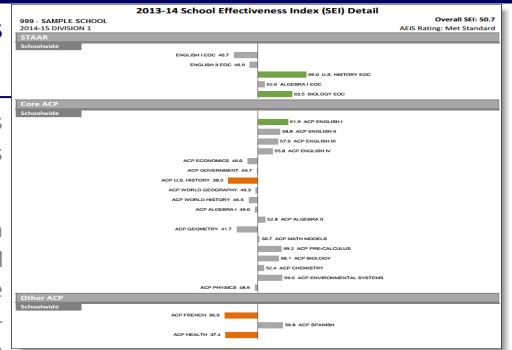
WHAT: The 2013-14 SEI Bar Charts highlight performance on each component of the Dallas ISD's value-added measure of the academic performance of a school's students, the School Effectiveness Indices (SEIs).

WHY: The SEI model is considered to be a fairer alternative to evaluating school performance than absolute measures because it takes into consideration known factors over which school personnel have no control, such as socio-economic status, language proficiency, and gender. Principals are able to see how well their students performed on key outcome variables of interest, including student performance on state- and district-required tests as well as the school's improvement on other variables that influence student achievement, such as graduation rate and percentage of students enrolled in Pre-AP and AP courses.

WHERE: Public Side: **School Improvement > SEIs (School Effectiveness Indices)**. Secure Side: **Improve > Local Accountability (SEIs, CEIs)**.

HOW: On the public side, use the drop-down menu to select the school of interest. To view school comparisons, click **2013-14 Summary List**. On the secure side, view school-level results by clicking **2013-14 SEI Report Bar Chart**.

CONTACT: For more information on the district's value-added model, visit the SEI information page (<http://mydata.dallasisd.org/SL/SD/SEI/Default.jsp>) or submit questions via the "Ask a question about CEIs" feature (sign-in required).



Counselors and students work together to determine educational goals with the Student Goal-setting Pamphlets

WHAT: The STAAR 3-8 Goal-setting Pamphlets tool provides counselors and students with a handout that can be used to track students' 2014 STAAR 3-8 performance and prepare for 2015 STAAR 3-8 testing.

WHY: Pamphlets are prepopulated for those who have 2014 STAAR 3-8 results and are currently in a grade in which the 2015 STAAR 3-8 will be administered. The pamphlets report students' prior-year scale score, number of correct items, and number of correct items required to pass. Additionally, the scale score and number of correct items required to pass the current year's subject tests are reported. A pamphlet template is provided for those students who do not have 2014 STAAR 3-

8 results available. Counselors are able to use these pamphlets to help students think about and develop plans to reach their educational goals.

WHERE: Public Side: **School Improvement > CIP (Campus Improvement Planning)**. Secure Side: **Investigate > Student Goal Pamphlets**.

HOW: Schoolwide users click on **Current enrollment** under **STAAR 3-8 Student Goal-setting Pamphlets** to access the current enrollment roster page. On the resulting page, click on the grade, course, or teacher of interest to create corresponding pamphlets.

CONTACT: For more information on STAAR tests, contact State and National Assessment at 972-925-6410.

Destination 2020 Spotlight: The Personal Graduation Plan (PGP) module allows users to determine appropriate interventions for struggling students

WHAT: The Personal Graduation Plan module allows schoolwide users and teachers to identify and create Personal Graduation Plans (PGPs) for students who have been identified as meeting at least one of the following three criteria: 1) failed a core course in the prior-year, 2) failed one of the required STAAR 3-8, STAAR EOC, or TAKS subject tests, or 3) retained at least once during their academic career. This module was created specifically to assist with the work of Dallas ISD's Counseling Services department to ensure that campuses remain in compliance with the Texas Education Code section 28.0212. This state education code requires the creation of PGPs for secondary students who did not pass a state assessment and/or are not on track to graduate within five years of beginning grade 9.

WHY: By allowing users to complete the plan online, this module provides a simple and organized method for the PGP creation process. It also assists counselors in keeping track of the creation of PGPs for students at their campuses.

WHERE: **Monitor > PGP (Personal Graduation Plan)**

HOW: Select the homeroom, course/section, and for schoolwide users, teacher of interest. To create a PGP, click **Create** in the **Plan** column that corresponds with the student of interest. On the resulting page, enter the intervention plan in the appropriate section. Plan sections are color coded based on the type of user that should complete it. Light blue sections should be completed by counselors, while white sections should be completed by teachers. Light purple sections contain information from the student information system and cannot be edited. Click **Save current changes** to commit PGP changes and return to the student list. Clear changes to the PGP by clicking **Return to student list** or **Undo current changes**. To print the PGPs, click on box in the **Print Plan** column to select the student, and then click **Print Plan**. Counselors view a summary of PGP statuses by clicking **Show PGP Status Report**.

CONTACT: For more information on the Personal Graduation Plan (PGP), contact Counseling Services at 972-925-3505.