Evaluation & Assessment

Office of Institutional Research

Dallas Independent School District



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

In a Minute

WHAT: A Classroom Effectiveness Index (CEI) is a valueadded 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.



MENU/CEI.jsp). The following is a more conceptual

• Students are grouped by their performance on two

• Students are then further grouped by common characteristics, including gender, English language pro-

ficiency level, socio-economic status, Special Education

(SPED) status, Talented and Gifted (TAG) status, neigh-

borhood educational level, neighborhood family in-

• Next, each group's average current score is comput-

• Each student's current score is compared to the

overview of the calculation of CEIs:

tests from the prior school year.

come, and neighborhood poverty index.

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 princi-

ment-, 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/

School Year	2013-14	2012-13	2011-12	2010-11	2009-10
School	SAMPLE SCHOOL	SAMPLE SCHOOL	SAMPLE SCHOOL	SAMPLE SCHOOL	SAMPLE SCHOOL
Division CEI	52.9	48.3	51.4	48.6	52.0
Division CEI %ile	65 %ile	43 %ile	57 %ile	46 %ile	60 %ile
Number of Students	N = 55	N = 25	N = 27	N = 29	N = 27
		LANGUAG	F ARTS/READING PE	RCENTILES	
80 %ile	LANGUAGE ARTS/READING PERCENTILES				
60 %ile					
40 %ile			_		_
20 %ile					

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 Standar

ed.

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.

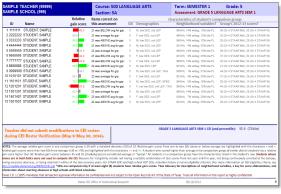


Figure 3. Details page reports student relative gain scores.

nnouncements

The 2013-14 CEIs are now available on MyData Portal. Access the reports via the *Improve* tab. (Teachers with schoolwide accounts access the reports from the *My Account* link.) Reports are only available for teachers of record of 2013-14 CEI-eligible courses. To request an investigation into data quality issues, submit an adjustment request by Friday, October 31. The adjustment request form is available on the CEI Information page.

Office of Institutional Research

3700 Ross Avenue, Box 55 Dallas, Texas 75204 Phone: 972-925-6446 Fax: 972-794-3544 Email: oir@dallasisd.org October 8, 2014

MyData Portal In a Minute

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).

Reflection Question	STAAR 3-8 Scale Scores	Independent Sectored	
es help you prepare for this year's	Grade Detablishers Advanced Detablishers Advanced	SCHOOL NAME	
	4 14400 1655 1876 1632 4 14600 1633 1460 1636 5 1520 1607 1515 1701 4 1560 1715 1701 1701 5 1560 1715 1 1		
	e 1637 1763	Chart Your Growth to College and Career	
	Grade Satisfactory Advanced Satisfactory Advanced 3760 4033 3760 4033	Readiness	
	Monocontine Mo	Tex	
	Brande Battyteinev Advanced Battyteinev Advanced Brande Battyteinev Advanced Battyteinev Advanced B 3750 4400 3750 4400		
	Bracket Standards Grants Saturdards (Arcarcal) Saturdards (Arcarcal)	Nama: ID: Orashei Hemanaam:	
	Vacuum 8 Reptacrime 2018 Adopted Issue Prior Visit Middle Retroad results interactivity of Service Statement	Bchool: Date:	
What are Scale Scores?	2014 STAAR 3-8 Score	s 2015 CCR Goals	
Doate access allow you to compare your progress from year to year on the 67AAV 3-8 leads even when the leads are different. The raw score, the number of questions you answered converting on the 37AAV 3-8 test. Is	2014 STAAR 3-8 Score	READING Grade level	
Scale scores allow you to company your backs even when the least are different. The raw score, the number of guestions you converted to a france units of guestions you converted to a france units. All of a least of the score and the score and scores tests.	2014 STAAR 3-8 Score	READING Grade seat Bode same Goat Answer questions correctly.	
Doate scores allow you to compare your programs from year to year on the 37AAV 3-8 tests even when the basis are different. The raw score, the number of qualities you not score, the number of qualities you raw score, and second a score of commented to a "basis work."	2014 STAAR 3-8 Score READING Grinds level I and the sevel Grinds level Grinds lev	READING Grade invest Border score Grad Answerguestions correctly. WHITING Grade layer	
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	2014 STAAR 3-8 Score Reading and the second state of the second s	Bank Series Grand Series	
	2014 STAAR 3-8 Score 2014 STAAR 3-8	Parame Parame	

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' prioryear 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

	Personal Graduation Plan				
	Current Enrolment (as of 09/23/2014) Derroe School (999) Student Name Samel Elization (999)				
	Student Name: Earrais Eludant 10s 000000 (kada: 09			
STUDENT NAME: SAMPLE STUDENT	IDI	99999999 08	ADE: 09		
EAMPLE SCHOOL (999) PRINCIPAL	co	4			
Personal Graduation Plan must be developed due t Course Failure Course Failure	ec (Detailed educational goals information is not current Refertion contrainents optimized	ly available for all students.)			
POSTSPEONDARY PLAN (TO BE COMES FITTO BY C					
Community College Ecur-Year College/Univ	arbity Technical/Trade School Military	Co-the-Job Training			
INDORISEMENT)					
EDUCATIONAL GOALS	INTERVENTION PLAT	PROVIDER	PLAN COMPLETION		
COURSE FAILURE: Recover sufficient credit in the following subject: (term is and leave acout to charge)	TO BE COMPLETED BY COUNSELOR				
English Mathematics Saturne Social Studies	Reconnection Reserved Vast Learning (Summer School) Reserved Vast Learning (Summer School) Reserved Reserved Vast Learning (Summer School)				
ASSESSMENT: Page the following pertinent of	INTENSE INSTRUCTION IN: (TO BE COMPLETE	D BY TEACHER)			
Reading/English Language Arts		Reading/English Language Arte: (maximum character count = 255) 0			
07AAR 3-0: Reading			C End of Semester		
STAAR EOC. C English I Coglish II		1	End of School Year		
7ACE Reading/English Language Arts	Provider(s)	Continue to Menitor Progress			
Mathematics	Mathematics	maximum character count = 255) 0			
STAAT 3-8 Mathematics			End of Semester		
STAAR EOC: M Algebra I	Provider(s)	15	 End of School Year Continue to Menitor 		
TARG: Mathematics	Provider(s)	Progress			
Science STAAR 2-8. Science	Science:	maximum character count = 256) 0			
STAAT EOC. C BMORY			 End of Semester End of School Year 		
TAKE DC. P Balogy	Previdente)	Continue to Meniter Progress			
TARE Dimension					
Social Studies	Social Studies:	(maximum character court = 255) 0			
STAAT 3-8 Social Studies			C End of Semanter		
STAAR EOC: U.S. History		-	End of School Year		
TAKS: Social Studies	Provider(s)	Continue to Monitor			

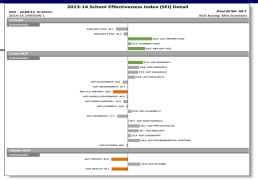
students who did not pass a state assessment and/or are not on track to graduate within five years of beginning grade 9.

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.



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