LEA Name:	*Longview ISD*
Campus Name:	*Longview Early Graduation High School (formerly LEAD Academy)*

CAMPUS - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification. The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified in the state accountability system?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

Section II - Index Questions

Index 1-Student Achievement	Did your campus meet standard for Index 1?	No
	If your campus Index 1 score was above 60, you do not need to answer this question. If your campus did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need of improvement? (Reminder: System safeguards data can help with this analysis)	☑ African American ☑ Hispanic ☑ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races ☑ Economically Disadvantaged ☑ Special Education ☐ English Language Learners
	Lead Academy scored 27. The target score is 30. Reading: All students scored 22%; African American scored 19%; Hispanic scored 28%; SPED scored 55%; and ECD scored 23%. Math: All students scored 32%; African American scored 29%; Hispanic scored 35%; and ECD scored 34%. Science: All students scored 33%; African American scored 27%; Hispanic scored 42%; and ECD scored 30%. Social Studies: All students scored 25%. It is obvious, from these scores, that reading is a campus-wide problem. In order to be successful in all courses, the skill of reading is critical. No performance safeguards were met, mostly due to low reading levels.	
Index 2-Student Progress	Did your campus meet standard for Index 2? ? *see help box for score details*	N/A
	If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question. If your campus Index 2 score was at target or 2 points less or above the index target, which student groups are in greatest need of improvement? (Reminder: Consider the exceeded progress component as well as made progress when answering)	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races ☐ Economically Disadvantaged ☐ Special Education ☐ English Language Learners

☐

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	If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question. If your campus did not meet standard or met standard at 2 points or less above target, which group of students contributed to missing or narrowly meeting the Index 2 standard?	☐ Students who failed in 2013 and failed in 2014 ☐ Students who passed in 2013 and passed in 2014 ☐ Students who were at Level III performance in 2013 and scored a Level II performance in 2014 ☐ Other
	<Provide additional information here>	
Index 3-Closing Achievement Gaps	Did your campus meet standard for Index 3? ⦸? *see help box for score details*	Yes, with score greater than 2 points above target
	If your campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question. What student groups, *other than economically disadvantaged*, were measured for your campus in Index 3?	☐ African American ☐ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	LEGHS score 14. The target is 11.	
Index 4-Postsecondary Readiness	Did your campus meet standard for Index 4?	Yes
	If your campus met Index 4 target, then you do not need to answer this question. Which component(s) of Index 4 contributed to your campus missing Index 4?	☐ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☐ Graduation Plan ☐ Postsecondary Indicator
	LEGHS scored 57. The target is 33.	

Section III - Priority
(If your campus is not identified as a priority school, move to section IV)

Which student groups contributed to the campus identification as a Priority school?	☐ African American ☐ Hispanic ☐ White ☐ Economically Disadvantaged ☐ Special Education ☐ English Language Learners ☐ All Students ☐ N/A

Section IV - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, **please identify the data sources used when reviewing the campus' processes for each CSF.**

(For possible data sources, see the [CSF Data Sources](#) document)

⦸? Academic Performance	Added Reading 180; Provided all teachers and staff with a campus handbook with data, processes, teacher expectations, PLC and faculty minutes, Harry Wong strategies, lesson cycle grid, campus plan; creative writing; all students in IPC; science teachers working collaborativel with science activities; math teachers working with consultant, Faye Whitlow; science teachers working with Reg. 7 science collaborativel and science consultant; work collaboratively with Longview HS; inclusion teacher in math classroom with math teacher; inclusion teacher working with teachers on foldables; Algebra I repeat class for EOCs; teachers are working on resources from web sites for differentiated strategies; Odyssey Learning for review/acceleration; Khan Academy; Think Through Math; English I, II, Algebra I, Biology, and US History COACH books; vocabulary shown on flat screen hall monitor

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Use of Quality Data to Drive Instruction	?	DMAC; TEKScore; PEIMS Data Plus; PGPs (DMAC - used by counselor); RTI (DMAC); Lead4Ward resources; heat maps; Quintiles from DMAC and Lead4Ward; Phase-in templates; new SPED data system; Skyward; teacher grades; lexile results
Leadership Effectiveness	?	Lead4Ward's STAAR4Ward - Leading the Learning webinars; walk throughs; staff srveys in Survey Monkey; Updated teacher Handbook given each year with data, etc.; special luncheons, etc. for teacher encouragement; giftcards from merchants for teachers; campus T-shirts for team building; developing plans and monitoring; shares all correspondence, data, etc. with every teacher for their handbook/notebooks; teacher leaders meet, plan, and turn in minutes to Principal; teacher evaluations in DMAC; evaluates every teacher every year, especially EOC teachers
Increased Learning Time	?	Flexible scheduling: 9th graders all day (8:00am - 4:05pm); morning session - 8:00am - 12:25pm; afternoon session - 11:15am - 4:05pm; evening session - 4:00pm - 6:30pm. Block scheduling will be implemented in the spring for all core subjects. At present: every student has 4 cores and 1 elective - 45 minutes each. In spring - A day/B day (90 minute classes) - time built in for remediation. Will implement FLIP instruction. Talking with Kilgore College to do dual credit with selected students. Will add CTE (business strand) in Spring. (Will coordinate with Longview HS.) Credit recovery. Early graduation - ceremonies every month.
Family and Community Engagement	?	Writing grants continuously. $2000 grant from Capital One for Financial Literacy. Field Trip to Bureau of Printing and Engraving in Arlington. Other grants include literacy grants, technology - bought Ipads, Relationship with library for E-Books. ECOTA comes in to talk about drug abuse, etc. Organization that comes in to talk to the men. Nearly every day there are parents and community volunteers on campus to speak with students, either in groups or individually. Buckner's Children Services; college and career day (all surrounding colleges - last year 15 attended); luncheon for veterans; Mandatory meeting for all parents (students could not return to school if a parent/guardian did not attend); Youth Mental Health First Aid USA; Provided experiences such as NASA, Medieval Times; Dallas Black Dance Theater; Black History Museum; Holocaust Museum in Dallas; Oil Rig Museum; Moody Gardens; Sea Wall in Galveston; business tours; tour of public library; cards for nursing homes; canned food drives for local community; bi-annual family newsletters; all call school messenger
School Climate	?	School pushes academic achievement; pushes getting HS diploma; provide school and community support for stduents with issues; students get Leopard dollars for achieiving credits to be used at the campus store; grdautae students every month; limits and deadlines for testing or graduation are set for every student; progress monitored in A+; over 600+ graduates in 6 years; less than 5% discipline referrals; can participate in sports at Longview HS; intramurals on campus. Lead Academy offers a College and Career Center for help with college applications, ACT/SAT registration, scholarship information, job application assistance, resume preparation, and communication and employability skills guidance.
Teacher Quality	?	Staff at LEGHS is stable. Teacher turn over is due to retirement. Teachers are hand-picked by the Principal. Teachers are encouraged to do PD, even outside what the district offers - Kemah writing, science collaborative at Region 7, presenter at CAST, book studies. All staff attend trainings and conferences, based on job-embedded needs. Staff includes a counselor and a community student services support specialist. Principal monitors for student achievement, progress, and effeective instructional strategies. Principal knows that at least 2 teachers will be retiring; she is looking for teachers to meet these students' needs and be versatile in assignments. Teachers plan together; they have developed and use a data room. Especially needed is a full-time reading teacher.

Section V - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

If your campus has been identified as Formerly IR, be sure to scroll down and answer the last question of this section in addition to identifying problem statements.

Problem Statement 1:	?	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness
		Of the 126 students who were tested on English I and English II, only 26 passed.	
Problem Statement 2:	?	Which Index(es) does this problem statement address?	☐ Not Applicable ☑ Index 1: Student Achievement ☐ Index 2: Student Progress ☐ Index 3: Closing Achievement Gaps ☐ Index 4: Postsecondary Readiness

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The incoming Freshmen entered without having passed any of their previous state assessments.

Problem Statement 3:

Which Index(es) does this problem statement address?

☐ Not Applicable
☐ Index 1: Student Achievement
☐ Index 2: Student Progress
☐ Index 3: Closing Achievement Gaps
☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Problem Statement 4:

Which Index(es) does this problem statement address?

☐ Not Applicable
☐ Index 1: Student Achievement
☐ Index 2: Student Progress
☐ Index 3: Closing Achievement Gaps
☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Problem Statement 5:

Which Index(es) does this problem statement address?

☐ Not Applicable
☐ Index 1: Student Achievement
☐ Index 2: Student Progress
☐ Index 3: Closing Achievement Gaps
☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Problem Statement 6:

Which Index(es) does this problem statement address?

☐ Not Applicable
☐ Index 1: Student Achievement
☐ Index 2: Student Progress
☐ Index 3: Closing Achievement Gaps
☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Problem Statement 7:

Which Index(es) does this problem statement address?

☐ Not Applicable
☐ Index 1: Student Achievement
☐ Index 2: Student Progress
☐ Index 3: Closing Achievement Gaps
☐ Index 4: Postsecondary Readiness

<type your problem statement here>

☐

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Problem Statement 8: **(?)**

Which Index(es) does this problem statement address?

☐ Not Applicable

☐ Index 1: Student Achievement

☐ Index 2: Student Progress

☐ Index 3: Closing Achievement Gaps

☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Problem Statement 9: **(?)**

Which Index(es) does this problem statement address?

☐ Not Applicable

☐ Index 1: Student Achievement

☐ Index 2: Student Progress

☐ Index 3: Closing Achievement Gaps

☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Problem Statement 10: **(?)**

Which Index(es) does this problem statement address?

☐ Not Applicable

☐ Index 1: Student Achievement

☐ Index 2: Student Progress

☐ Index 3: Closing Achievement Gaps

☐ Index 4: Postsecondary Readiness

<type your problem statement here>

Formerly IR: **(?)**

List any systems or processes that were initiated as a result of the campus being IR that should be sustained even as a Formerly IR campus.