

LEA Name:	Longview ISD
Campus Name:	Bramlette Elementary

CAMPUS - Data Analysis Summary

Instructions:	<p>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.</p> <p>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/TCSS support specialists are available to assist with any questions that may arise throughout this process.</p>
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	<p>Did your campus meet standard for Index 1?</p> <p align="center">No</p> <p><input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input checked="" type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners</p> <p><i>If your campus Index 1 score was above 60, you do not need to answer this question.</i></p> <p>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)</p>
	<p>Bramlette score 49 points. The target score was 55. In reading, 51% of all students scored at the Phase-in Satisfactory standard; African American students scored 44%; Hispanic students scored 43%; White students scored 65%; SPED students scored 45%; ECD students scored 49%; and ELL scored 31%. In math, 54% of all students scored at the Phase-in Satisfactory standard; African American students scored 45%; Hispanic students scored 61%; White students scored 65%; SPED students scored 64%; ECD students scored 53%; and ELL scored 51%. In writing, 47% of all students scored at the Phase-in Satisfactory standard; African American students scored 38%; Hispanic students scored 58%; White students scored 65%; ECD students scored 45%; and ELL scored 53%. In Science, 35% of all students scored at the Phase-in Satisfactory standard; African American students scored 29%; Hispanic students scored 37%; and ECD students scored 34%.</p>
Index 2-Student Progress	<p>Did your campus meet standard for Index 2?</p> <p align="center">?</p> <p><i>*see help box for score details</i></p> <p align="center">Yes, with score greater than 2 points above target</p> <p><input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners</p> <p><i>If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>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)</p>

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	<p><i>If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>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?</p>	<p><input type="checkbox"/> Students who failed in 2013 and failed in 2014</p> <p><input type="checkbox"/> Students who passed in 2013 and passed in 2014</p> <p><input type="checkbox"/> Students who were at Level III performance in 2013 and scored a Level II performance in 2014</p> <p>Other</p>
	<p>Bramlette scored 39 points. The target score was 33.</p>	
Index 3-Closing Achievement Gaps	<p>Did your campus meet standard for Index 3? ?</p> <p><i>*see help box for score details</i></p>	<p>No</p>
	<p><i>If your campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>What student groups, <i>other than economically disadvantaged</i>, were measured for your campus in Index 3?</p>	<p><input checked="" type="checkbox"/> African American</p> <p><input type="checkbox"/> Hispanic</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> American Indian</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Pacific Islander</p> <p><input type="checkbox"/> Two or More Races</p>
	<p>Bramlette scored 22 points. The target score was 28. 6 out of 189 (3%) ECD students met the Advanced Standard in Reading. 12 out of 187 (6%) ECD students met the Advanced Standard in Math. 1 out of 67 (1%) ECD students met the Advanced Standard in Writing. 2 out of 62 (3%) ECD students met the Advanced Standard in Science. 1 out of 103 (3%) African American students met the Advanced Standard in Reading. 12 out of 187 (6%) African American students met the Advanced Standard in Math. 1 out of 67 (1%) African American students met the Advanced Standard in Writing. 2 out of 62 (3%) African American students met the Advanced Standard in Science.</p>	
Index 4-Postsecondary Readiness	<p>Did your campus meet standard for Index 4?</p>	<p>Yes</p>
	<p>Which component(s) of Index 4 contributed to your campus missing Index 4?</p>	<p><input type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> STAAR component-student performance at or above Level II, Final</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> Graduation Plan</p> <p><input type="checkbox"/> Postsecondary Indicator</p>
	<p>Bramlette scored 13 points. The target score was 12.</p>	

Section III - Priority

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

<p>Which student groups contributed to the campus identification as a Priority school?</p>	<p><input type="checkbox"/> African American</p> <p><input type="checkbox"/> Hispanic</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> All Students</p> <p><input type="checkbox"/> N/A</p>
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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)

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Academic Performance	STAAR; Peims Data Plus; DMAC; TELPAS; STAAR Modified; Rigby; TPRI; BAS/ SISTMA; PMI; I-Station results; Classworks; Think Through Math; Common Assessments; Simulation results; Attendance information; Discipline referrals
Use of Quality Data to Drive Instruction	DMAC; heat maps; quintiles; student responses; SE tutorials; item analysis; Phase-in templates (LISD produced); formative assessments; Pearson Summary and data; classroom walk through data; feedback; PLC minutes; tutoring; Anecdotal data from ARDs and LPACs; data talks; RTI tracking in DMAC
Leadership Effectiveness	Participating in Lead4Ward's STAAR4Ward: Leading the Learning webinars; analyze STAAR and common assessment data; review teacher attendance; Principal/teacher self-evaluations; teacher leaders; grade level meetings; PLCs; PDAS; grade level meetings
Increased Learning Time	Observations for student engagement; master schedule; in-school tutorials; teachers give up a conference period one day a week for small group instruction; tutorials for Level III students; hiring outside tutors to work with upper level students in small groups
Family and Community Engagement	Parent surveys; Math Night; Literacy Night; Science Night; Parenting Partners classes, twice a year; automated phone system; Gradebook and assignments in Skyward; internet access to I-Station; Scheduled parent conferences; home visits; Campus web site; Dates to Remember sent home
School Climate	PEIMS data; discipline data; attendance data; teacher attendance; walk throughs; campus cleanliness; campus safety; Awards assemblies at K-5; Incentives for attendance, growth, high reading levels, honor roll, passing all classes
Teacher Quality	Belongs to Region 7 Coops; District PD; classroom observations; STAAR results; student feedback; walk through data to evaluate teacher implementation of PD, teacher evaluations; teacher feedback; professional development hours; classroom engagement; discipline referrals;

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:	<input type="checkbox"/>
	Which Index(es) does this problem statement address? <ul style="list-style-type: none"> <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
Achievement in overall Reading is below the system safeguard standard for every student group.	

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Problem Statement 2: <input type="checkbox"/> ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	Science and Writing scores are below the system safeguard standards.	
Problem Statement 3: <input type="checkbox"/> ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	Not enough students scoring at higher performance levels including advanced Level III and Final Level II.	
Problem Statement 4: <input type="checkbox"/> ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 5: <input type="checkbox"/> ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 6: <input type="checkbox"/> ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 7: <input type="checkbox"/> ?	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
	<type your problem statement here>	

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	<type your problem statement here>	
Problem Statement 8:	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 9:	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
	<type your problem statement here>	
Problem Statement 10:	Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> 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.	
	<list systems or processes here>	