

LEA Name:	Longview ISD
Campus Name:	Johnston-McQueen 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">Yes, with an Index score of 61 or higher</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>	<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>Johnston-McQueen Elementary (JME) scored 76 for Index 1; the target score was 55. African American students scored significantly lower than Hispanic and White students across the curriculum. In reading, all students scored 79%, and African American students scored 65%. In math, all students scored 78%, and African American students scored 61%. In writing, all students scored 69%, and African American students scored 64%. In science, all students scored 70%, and African American students scored 50%. Hispanic and White students scored within 3% of each other in reading and math. There was a wider margin between Hispanics and Whites in writing and science.</p>	
Index 2-Student Progress	<p>Did your campus meet standard for Index 2?</p> <p align="center">? Yes, with score greater than 2 points above target</p> <p><i>*see help box for score details</i></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>	<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

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Index 2-Closing Achievement Gaps	<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>	<input type="checkbox"/> Students who failed in 2013 and failed in 2014 <input type="checkbox"/> Students who passed in 2013 and passed in 2014 <input type="checkbox"/> Students who were at Level III performance in 2013 and scored a Level II performance in 2014 <input type="checkbox"/> Other
	<p>JME scored 50 points on Index 2; the target score was 33. In reading, 62% of all students met or exceeded progress; 13% exceeded progress. 70% of African American students met or exceeded progress; 14% exceeded. 62% of Hispanic students met or exceeded progress; 9% exceeded. 57% of White students met or exceeded progress; 10% exceeded. In math, 81% of all students met or exceeded progress; 37% exceeded progress. 93% of African American students met or exceeded progress; 47% exceeded. 85% of Hispanic students met or exceeded progress; 53% exceeded. 72% of White students met or exceeded progress; 30% exceeded. The greatest amount of progress made was in math for all groups.</p>	
	<p>Did your campus meet standard for Index 3? ?</p> <p><i>*see help box for score details</i></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 align="center">Yes, with score greater than 2 points above target</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
<p>JME scored 38 points on Index 3; the target score was 28. The three groups used to produce this score were ECD, African American, and Hispanic. In reading, 74% of ECD met the Phase-in Satisfactory standard, and 8% met the Advanced standard. 74% of African American students met the Phase-in Satisfactory standard, and 6% met the Advanced standard. 82% of Hispanic students met the Phase-in Satisfactory standard, and 11% met the Advanced standard. In math, 74% of ECD met the Phase-in Satisfactory standard, and 13% met the Advanced standard. 61% of African American students met the Phase-in Satisfactory standard, and 8% met the Advanced standard. 82% of Hispanic students met the Phase-in Satisfactory standard, and 27% met the Advanced standard. In Writing, 56% of ECD met the Phase-in Satisfactory standard, and 3% met the Advanced standard. (Only ECD students were reported.) In science, 67% of ECD met the Phase-in Satisfactory standard, and 2% met the Advanced standard. 50% of African American students met the Phase-in Satisfactory standard, and 3% met the Advanced standard. (Hispanic students were not included in the science totals.) The greatest percentage of students scoring at the advanced standard were in mathematics. However, fewer African American students scored at the Advanced standard than the other groups.</p>		
Index 4-Postsecondary Readiness	<p>Did your campus meet standard for Index 4?</p>	Yes
	<p><i>If your campus met Index 4 target, then you do not need to answer this question.</i></p> <p>Which component(s) of Index 4 contributed to your campus missing Index 4?</p>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	<p>JME scored 29; the target score was 12. 28% of all students met the Post-secondary Readiness Standard; 17% of African American students; 33% of Hispanic students; and 36% of White students. African American students trailed the other groups in Post-secondary Readiness.</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>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners <input type="checkbox"/> All Students <input type="checkbox"/> N/A
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Section IV - Critical Success Factors (CSFs):

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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	? STAAR ; formative assessments; student self-tracking goal setting; TPRI; District Phase-in Templates; common assessments; Simulation; DMAC data sheets; Pearson data sheets; attendance data; discipline data; Texas Academic Performance Report; Performance Based Monitoring; Individual Education Plans; RTI reports
Use of Quality Data to Drive Instruction	? STAAR data; DMAC; PEIMS Data Plus; Skyward; Eduphoria; formative assessments; common assessments; TEKSCORE; RTI tracking; classroom walk throughs and feedback; PLC agendas and minutes; intervention decisions; reteach and tutoring results; teacher grades; ARD and LPAC meeting data;
Leadership Effectiveness	? Lead4Ward's STAAR4Ward Leading the Learning webinar series; STAAR data; teacher retention; teachers' attendance; professional development on and off campus; teacher leaders/ grade level heads; Principal meets with Central Office team for evaluation every 6 weeks; PDAS; walk throughs
Increased Learning Time	? 3rd grade tutorials within the day; time-on-task observations; student engagement observations; self-contained through 3rd grade; departmentalized in grades 4 and 5; grade level conference periods and meetings; instructional calendar; after school tutorials
Family and Community Engagement	? Partnerships with Brookshires, Super One, and Chuck E Cheese; active PTA; Book Fair; several Family Nights throughout the year - reading and math; parent conferences; Ed Connect to keep parents informed; home visits; Principal sends newsletters home periodically; flyers to parents about upcoming activities; Marquee in front of school with events; Campus Improvement Team with parents and community leaders; parent volunteers on campus; Watch Dog Dads; Lunch with Grandparents
School Climate	? Teacher retention rate; student and staff perception data; surveys with parents; discipline data; attendance data; PEIMS data; teacher attendance; walk through observations; campus cleanliness; community involvement and support; incentives for students and teachers; active teacher involvement in school and extra-curricular activities; active student participation in UIL (2-5)
Teacher Quality	? Professional development provided by the District, Region 7 ESC, and on campus through PLCs and grade level meetings; all teachers are Highly Qualified; STAAR results; classroom observations; teacher recruitment process; increased student performance in 2013-2014!!!, walk through data, teacher feedback; teacher conferences; PDAS results; professional development hours; classroom engagement; classroom management; failure rate; discipline referrals; parent surveys; closing the achievement gaps

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?	<input type="checkbox"/> Not Applicable <input checked="" 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
	African American students scored significantly lower than White and Hispanic students in reading, math, writing, and science.	

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Problem Statement 2:	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 type="checkbox"/> Index 4: Postsecondary Readiness
	More students need to score at the Advanced Standard in reading, writing, and science.	
Problem Statement 3:	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 4:	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:	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:	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:	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:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p align="center">Which Index(es) does this problem statement address?</p> </div> <div style="width: 50%;"> <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 </div> </div>
<type your problem statement here>	
Problem Statement 9:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p align="center">Which Index(es) does this problem statement address?</p> </div> <div style="width: 50%;"> <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 </div> </div>
<type your problem statement here>	
Problem Statement 10:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p align="center">Which Index(es) does this problem statement address?</p> </div> <div style="width: 50%;"> <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 </div> </div>
<type your problem statement here>	
Formerly IR:	<p>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.</p> <p>Power Writing will continue; PLCs are implemented and meet bi-monthly; teachers are required to use DMAC and TEKSORE; teachers continue to test math facts weekly; the administration continues to require that all grades implement science labs; 5th grade will go to lab three times a week; Classworks will still be used to intervene for science; interactive journals are still being used in all core classes; students (K-5) are involved in the District science fair; the emphasis on UIL continues; focus on the common assessment results.</p>