

LEA Name:	Longview ISD
Campus Name:	Ware 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/TCDS 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>	<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><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?</p> <p>(Reminder: System safeguards data can help with this analysis)</p> <p>Ware Elementary scored 68 on Index 1: the target score was 55. African American students scored the lowest of the demographic groups: Reading - 59%; Math - 57%; Writing - 57%; and Science - 63%. They did not meet federal standards in Systems Safeguards in reading or math.</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>	<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><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?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</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 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

LEA Name:	Longview ISD
Campus Name:	Ware Elementary

CAMPUS - Data Analysis Summary

Ware Elementary scored 55 on Index 2. The target score was 33. In reading, 68% of all students met or exceeded progress and 31% exceeded progress. 69% of African American students met or exceeded progress, and 34% exceeded progress. 67% of Hispanic students met or exceeded progress, and 28% exceeded progress. In Mathematics, 77% of all students met or exceeded progress and 47% exceeded progress. 80% of African American students met or exceeded progress, and 56% exceeded progress. 77% of Hispanic students met or exceeded progress, and 43% exceeded progress. Greater progress was made in math than reading.		
Index 3-Closing Achievement Gaps	Did your campus meet standard for Index 3? ? <i>*see help box for score details</i>	Yes, with score greater than 2 points above target
	<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>	<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
	What student groups, <i>other than economically disadvantaged</i> , were measured for your campus in Index 3?	
Ware Elementary scored 35 on Index 3. The target score was 28. Two groups were analyzed: Economically developed and African American. In reading, 7% of ECD students scored at the Advanced Standard and 3% of African American students; in math, 15% of ECD students scored at the Advanced Standard and 7% of African American students; In writing, 4% of ECD students scored at the Advanced Standard and 3% of African American students; and in science, 7% of ECD students scored at the Advanced Standard and 6% of African American students. More Math students met the Advanced Standard than any other content area. Of special concern are writing and science.		
Index 4-Postsecondary Readiness	Did your campus meet standard for Index 4?	Yes
	<i>If your campus met Index 4 target, then you do not need to answer this question.</i>	<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
	Which component(s) of Index 4 contributed to your campus missing Index 4?	
Ware Elementary scored 21 on Index 4. The target score was 12. 21% of all students met the Postsecondary Readiness Standard; 15% of African American students met the Postsecondary Readiness Standard; and 27% of Hispanic students met the Postsecondary Readiness Standard.		

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?	<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):

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 results; TAPR; TELPAS; common assessments; formative assessments; Phase-in templates; heat maps; DMAC data sheets; Pearson data sheets; tutoring reports; TPRI; Principal reports for the district; attendance data; discipline data; Lead4Ward resources and data sheets; lesson plans

LEA Name:	Longview ISD
Campus Name:	Ware Elementary

CAMPUS - Data Analysis Summary

Use of Quality Data to Drive Instruction	<p>?</p> <p>STAAR results; TEKSscore; common assessment results; DMAC; data walls; objectives tied to TEKS on board; RTI tracking in DMAC; Phase-in Templates; Classroom walk through data; PLC agendas and minutes; Teacher surveys; tutorial reports; teacher or administrator input in ARDS and LPACs; PEIMS reports; universal screeners; on-line programs - I-Station, Think Through Math, Classworks in reading, math, science; Power Writing data; Facts Mastery Programs; Spiral Reviews</p>
Leadership Effectiveness	<p>?</p> <p>Lead4Ward's STAAR4Ward Leading the Learning series/webinars; STAAR4Ward 3Di training; teacher conferences; teacher attendance; teacher retention; PD plans; teacher surveys; Principal evaluation results; teacher evaluation reports; PLC agendas and meetings; faculty agendas and meetings; meetings with reading and math specialists</p>
Increased Learning Time	<p>?</p> <p>Student engagement observations; master schedule; reading and math blocks; early release days for PD; instructional calendar;</p>
Family and Community Engagement	<p>?</p> <p>Family and community perception surveys; parent conferences; parent phone logs; campus web site; number of home vsits conducted; internet access for parents; communication provided in English and Spanish; number of community partners; School Messenger for families to retrieve information; online parent-home access for student information; PTA; Communities in Schools on campus</p>
School Climate	<p>?</p> <p>Teacher retention rate; staff perception data; parent/community perception data; discipline data; attendance data; PEIMS data; teacher attendance; UIL involvement; campus cleanliness; community involvement and support; PEIMS 425 report; TxBess mentoring of new teachers</p>
Teacher Quality	<p>?</p> <p>STAAR results; student feedback; classroom observations; teacher recruitment process; increased student performance - 3 Distinctions in 2013-2014; walk through data; teacher feedback; teacher evaluation results; PD hours; PD implementation; classroom engagement; failure rates; time on task; classroom management; discipline referrals; parent surveys; PDAS</p>

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.

<p>?</p> <p>Problem Statement 1:</p>	<p>Which Index(es) does this problem statement address?</p>	<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
	<p>African American students did not score as well on Index 1 as did the other demographic groups.</p>	
<p>?</p> <p>Problem Statement 2:</p>	<p>Which Index(es) does this problem statement address?</p>	<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
	<p>Fewer students scored at the Advanced Academic level in reading and in science.</p>	

LEA Name:	Longview ISD
Campus Name:	Ware Elementary

CAMPUS - Data Analysis Summary

Problem Statement 3:	<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
	Which Index(es) does this problem statement address? <type your problem statement here>
Problem Statement 4:	<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
	Which Index(es) does this problem statement address? <type your problem statement here>
Problem Statement 5:	<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
	Which Index(es) does this problem statement address? <type your problem statement here>
Problem Statement 6:	<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
	Which Index(es) does this problem statement address? <type your problem statement here>
Problem Statement 7:	<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
	Which Index(es) does this problem statement address? <type your problem statement here>
Problem Statement 8:	<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
	Which Index(es) does this problem statement address? <type your problem statement here>

LEA Name:	Longview ISD	
Campus Name:	Ware Elementary	
CAMPUS - Data Analysis Summary		
	<type your problem statement here>	
Problem Statement 9:	<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	Which Index(es) does this problem statement address?
	<type your problem statement here>	
Problem Statement 10:	<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	Which Index(es) does this problem statement address?
	<type your problem statement here>	
Formerly IR:	<input type="checkbox"/> 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.	
	Campus-wide tutorials; PLCs implemented fully; Focused professional development that was job-embedded; Campus-wide instructional strategies that are non-negotiable K-5 ; Accountability system and data training; Campus-wide monthly Power Writing; Interactive science journals; Required hands-on lab weekly experiences; Campus science fair, grades 1-5; Increased the number of UIL participants in all categories; Guided reading	