



Klein Independent School District
 Texas Accountability Intervention System (TAIS)
 Epps Island Elementary School
 Summary Report

I. Data Analysis Summary

Overall Purpose	
Definition/Purpose	Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] 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 basis for the needs assessment process.

Section 1: Student Achievement	
Index met?	Yes
Index score:	60 (Target = 55)
What are the trends in the index 1 data over time?	All content areas showed positive trends: <ul style="list-style-type: none"> • Reading increased by 5% • Math increased by 9% • Writing as a campus increased by 17% • Science increased by 3%
What impact do the trends have on index 1?	The trends indicate that student achievement will continue to increase and meet/exceed the target scores.
What other insights do the data reveal that impact student success?	While the evidence indicates progress, a focus on rigorous initial instruction must be maintained in order to meet final phase-in standards. Progress is required in reading, math, and writing.

Section 2: Student Progress	
Index met?	Yes
Index score:	47 (Target = 33)
What are the trends in the index 2 data over time?	Reading: 63% met or exceeded progress Math: 69% met or exceeded progress
What impact do the trends have on index 2?	Math scores of Hispanic students must improve in order to maintain overall progress.
What other insights do the data reveal that impact student success?	The gap between accountability groups is decreasing while scores are improving. All grades and student groups need to improve as much as they did during the Spring 2014 semester.

Section 3: Closing Performance Gaps	
Index met?	Yes
Index score:	29 (Target = 28)
What are the trends in the index 3 data over time?	The index performance was very low in Fall 2013 on campus/district assessments, but improvement gains have been increasing since January 2014.
What impact do the trends have on index 3?	Campus met this index by one point, so the gap must be closed.
What other insights do the data reveal that impact student success?	Each student group has been identified for reading and math. Performance monitoring of individual students is necessary.

Section 4: Postsecondary Readiness	
Index met?	N/A
Index score:	16 (Target = 12)
What are the trends in the index 4 data over time?	The African American and Hispanic subgroups are not consistently performing.
What impact do the trends have on index 4?	This index is close to not meeting standard.
What other insights do the data reveal that impact student success?	This index must be carefully monitored in order to meet standard.

Section 5: System Safeguards	
Were system safeguards missed for performance?	Yes
Were system safeguards missed for participation?	No
Were system safeguards missed for graduation?	N/A
What are the trends in the System Safeguard data over time?	All subgroups missed the writing system safeguards. Special Ed. missed the reading and math safeguards. African Americans missed math and writing safeguards. 5 out of the 6 met the reading system safeguards. 4 out of 6 met the math system safeguards and 5 out of 5 met the science system safeguards.
What other insights do the data reveal that impact student success?	A continued focus on writing in all grade levels with all students is needed. In addition to this, a focus on targeted instruction for special education students must continue. Monitoring of African American students in math should be ongoing. Monitoring of Special Education students in math and reading should be ongoing.

II. Needs Assessment Summary

Need 1	Targeted students are unable to meet expectations on the Grade 4 STAAR Reading test because they are below grade level and lack basic skills.
Annual Goal 1	Targeted Grade 4 reading students will gain 100 points on their scale score by the end of the year on the STAAR reading test.
Need 2	Targeted students are unable to meet expectations on the Grade 4 STAAR Math test because they are below grade level and lack basic skills.
Annual Goal 2	Targeted Grade 4 math students will gain 100 points on their scale score by the end of the year on the STAAR math test.
Need 3	Teachers do not have a clear understanding of the fundamental purpose for functioning as a Professional Learning Community (PLC).
Annual Goal 3	Teachers will operate as a Professional Learning Community with implementation focused on the four essential questions for student learning and data analysis.

III. Targeted Improvement Plan

	Interventions	Data for Monitoring
Need 1	<ul style="list-style-type: none"> (a) Continue PLCs with an academic focus (b) Specialists to plan with teachers (c) Data to drive all instructional decisions and targeted interventions (d) Additional coaching in Reader's and Writer's Workshop (e) Provide focused professional development to teachers (f) Specialists to provide TEKS deconstruction in planning meetings and modeling of lessons within classrooms 	<ul style="list-style-type: none"> (a) Assessments including, but not limited to: Campus Assessments, Campus Common Assessments, District Benchmarks, Tejas Lee, DRA, and STAAR. (b) Grades - progress reports and report cards (c) Lesson plans (d) RtI monitoring trackers (e) Learning Walkthroughs and KP DAS (f) Student work samples
Need 2	<ul style="list-style-type: none"> (a) Continue PLCs with an academic focus (b) Specialists to plan with teachers (c) Data to drive all instructional decisions and targeted interventions (d) Provide focused professional development to teachers (e) Specialists to provide TEKS deconstruction in planning meetings and modeling of lessons within classrooms 	<ul style="list-style-type: none"> (a) Assessments including, but not limited to: Campus Common Assessments, District Benchmarks and STAAR. (b) Grades - progress reports and report cards (c) Lesson plans (d) RtI monitoring trackers (e) Learning Walkthroughs and KP DAS (f) Student work samples

	Interventions	Data for Monitoring
Need 3	(a) Teachers to analyze data for each assessment for instructional planning and monitoring student growth. (b) Teacher coaching from specialists, campus administrators, and district support staff (c) Implement campus-wide PLC schedule (d) Provide PLC training to teachers (e) Trainer-of-Trainers model for developing teacher leaders	(a) Agendas from Professional Learning Community meetings (b) Meeting minutes (c) Observations of the meetings (d) Implementation of norms

IV. Reports on Progress

Quarterly reports to TEA:

- November 10, 2014 - August, September, October
- February 10, 2015 - November, December, January
- April 10, 2015 - February, March
- July 10, 2015 - April, May, June

Essential elements:

- Are you on track to meet the annual goal?
- Describe the data or evidence used to determine if the goal will or will not be met.
- What adjustments must be made in order to meet the annual goal?