BRYAN ISD

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Data-Informed Action Plans to Ensure Student Success

September 11, 2023

New State Assessment
New Accountability System

STAAR/EOC Changes in Summary

Structure
Changes to the structure of the assessment and question types.

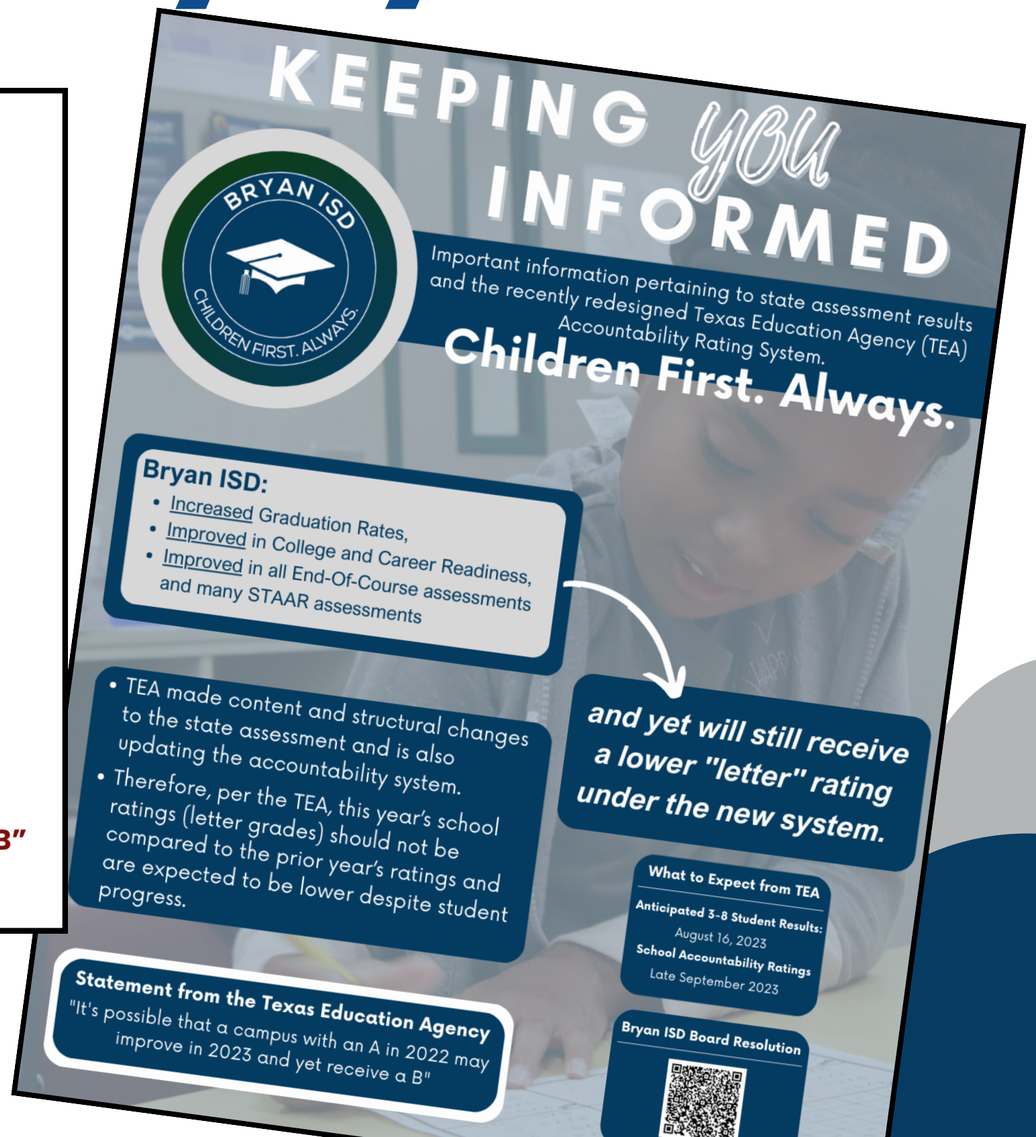
Content
Changes to the content of the assessment, writing is now a component on all assessments.

Indicators
Changes to the elements and indicators in the accountability system

Cut Points
Changes to the cut points and scale scores in the accountability system. (Zone of Uncertainty - TEA)

Methodology
Changes to the methodology of the calculations in the accountability system for campuses as well as the district. Districts now have a rating derived based on the number of students enrolled at each campus rather than tests taken.

***From TEA*: "It is possible that a campus with an A in 2022 may improve in 2023 and yet receive a B"**



Multilayered Plans of Action

Curriculum & Instruction

Individual Student Needs

Campus Improvement

Curriculum & Instruction

Curriculum Revisions

Curriculum revisions were made to support a clear understanding of STAAR format and scoring.

Professional Development

Teachers received training on the curriculum revisions in August. Collaboratives and PLCs will continue to focus on the level of rigor required.

Writing

Writing continues to be a focus in all content areas to support STAAR writing components.

Formative Practice Opportunities

Schoology and Aware provide opportunities for routine practice on varied question types.

Item Analysis

Analysis of test question types and SE data will ensure content specific needs are being met.

Progress monitoring of short and extended constructed responses will occur.

Instructional Coaching

Instructional coach positions were increased in grades 5-12 to support high needs tested content areas.

Assessment Revisions

Formative and summative assessments will continue to include new question types, including short and extended constructed responses.

Supporting Individual Students

Tier 1 Instruction

There is a focus on behavior and academic engagement to provide students quality Tier 1 instruction.

Goal Setting

Data views have been created allowing teachers to easily monitor student progress on STAAR performance levels.

Data

Data will be utilized in progress monitoring to focus on individual student performance.

Intervention

Designated time is included in student schedules for intervention/enrichment. Adaptive Instructional technology is provided to personalize instruction with programs such as MyPath, Read 180 and Imagine Math.

Campus Improvement Data Talks

Timeframe

Campus Data Talks occurred throughout the first three weeks of school after student scores on the STAAR/EOC spring administration were received

Stakeholders at the meetings

TEAM approach: Campus administration, instructional coaches, content coordinators, and district leadership participated in each meeting

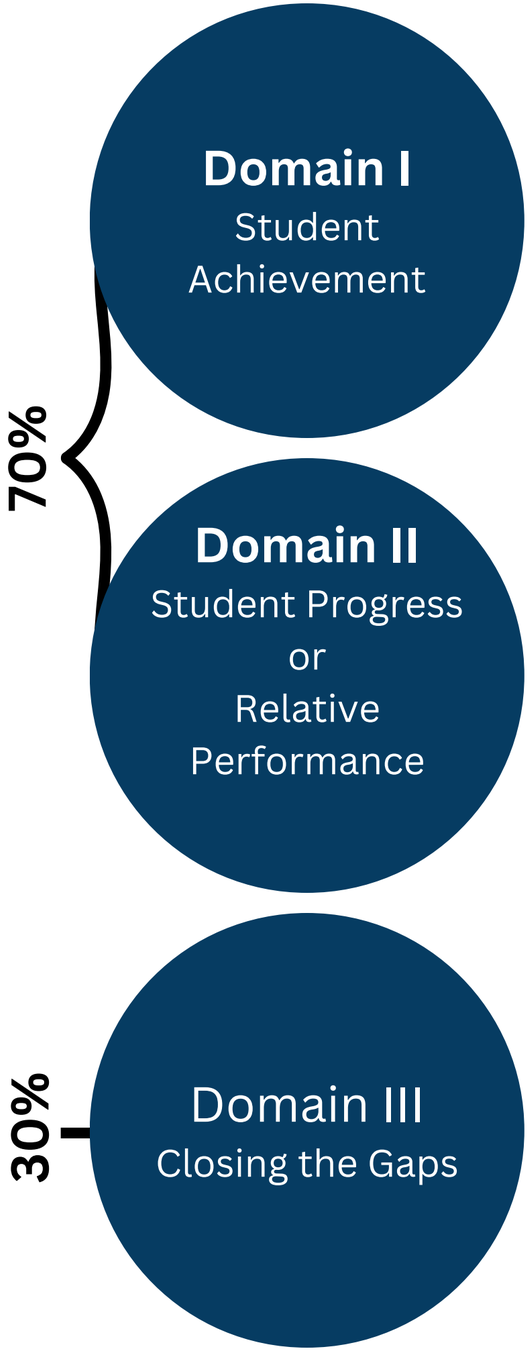
Review of 2023 performance

We spent a short amount of time reviewing campus projected performance on each domain of the accountability system

Goal Setting

The majority of the data talk was spent looking at individual student performance on 2023 STAAR, 2023 EOY MAP performance, and setting growth goals for the 2023-2024 school year. Campuses set performance goals by domain for the current school year.

Data Talks - Accountability Domains



- A deeper dive into each of the domain calculations
  - Understanding what the calculations can tell us about campus and district areas of success and need
- Assessed areas of strength and opportunities for growth for the campus, for teachers, and for individual students

Sample - Student Progress

70%

Domain I
Student Achievement

Domain II
Student Progress
or
Relative Performance

30%

Domain III
Closing the Gaps

Academic Growth Spring 2023 Algebra EOC Compared to Spring 2022 STAAR

All Students

2022-23 Local Assessment	Algebra EOC Spring 2023			
# of Current Year Tests	615		# of Tests Included for Growth	377

STAAR - Spring 2022	Algebra EOC Spring 2023: Low Does Not Meet GL 34	High Does Not Meet GL 78	Low Approaches GL 114	High Approaches GL 73	Meets GL 59	Masters GL 19
Low Does Not Meet GL 132	23 [Group 36]	53 [Group 35]	40 [Group 34]	12 [Group 33]	4 [Group 32]	0 [Group 31]
High Does Not Meet GL 110	8 [Group 30]	19 [Group 29]	43 [Group 28]	27 [Group 27]	13 [Group 26]	0 [Group 25]
Low Approaches GL 67	2 [Group 24]	6 [Group 23]	23 [Group 22]	19 [Group 21]	17 [Group 20]	0 [Group 19]
High Approaches GL 37	1 [Group 18]	0 [Group 17]	7 [Group 16]	15 [Group 15]	10 [Group 14]	4 [Group 13]
Meets GL 18	0 [Group 12]	0 [Group 11]	1 [Group 10]	0 [Group 9]	9 [Group 8]	8 [Group 7]
Masters GL 13	0 [Group 6]	0 [Group 5]	0 [Group 4]	0 [Group 3]	6 [Group 2]	7 [Group 1]

Annual Growth Summary	# Tests	Points
Tests earning 0 points	54	0
Tests earning 0.5 points	57	28.5
Tests earning 1 point	266	266
Annual Growth Total Points Earned		294.5
# of Tests Included in Calculation		377
Annual Growth Score		78

4545 Summary	# Tests	Points
Tests earning 0 points	103	0
Tests earning 1 points	139	139
Total 4545 Points Earned		139

Academic Growth (Domain II-A) - Algebra Summary	
Annual Growth Total Points Earned	294.5
Total 4545 Points Earned x .25	34.8
Academic Growth Total Points Earned	329.3
# of Tests Included in Calculation	377
Annual Growth Raw Score	87
Annual Growth Scaled Score	91

Sample – Domain III

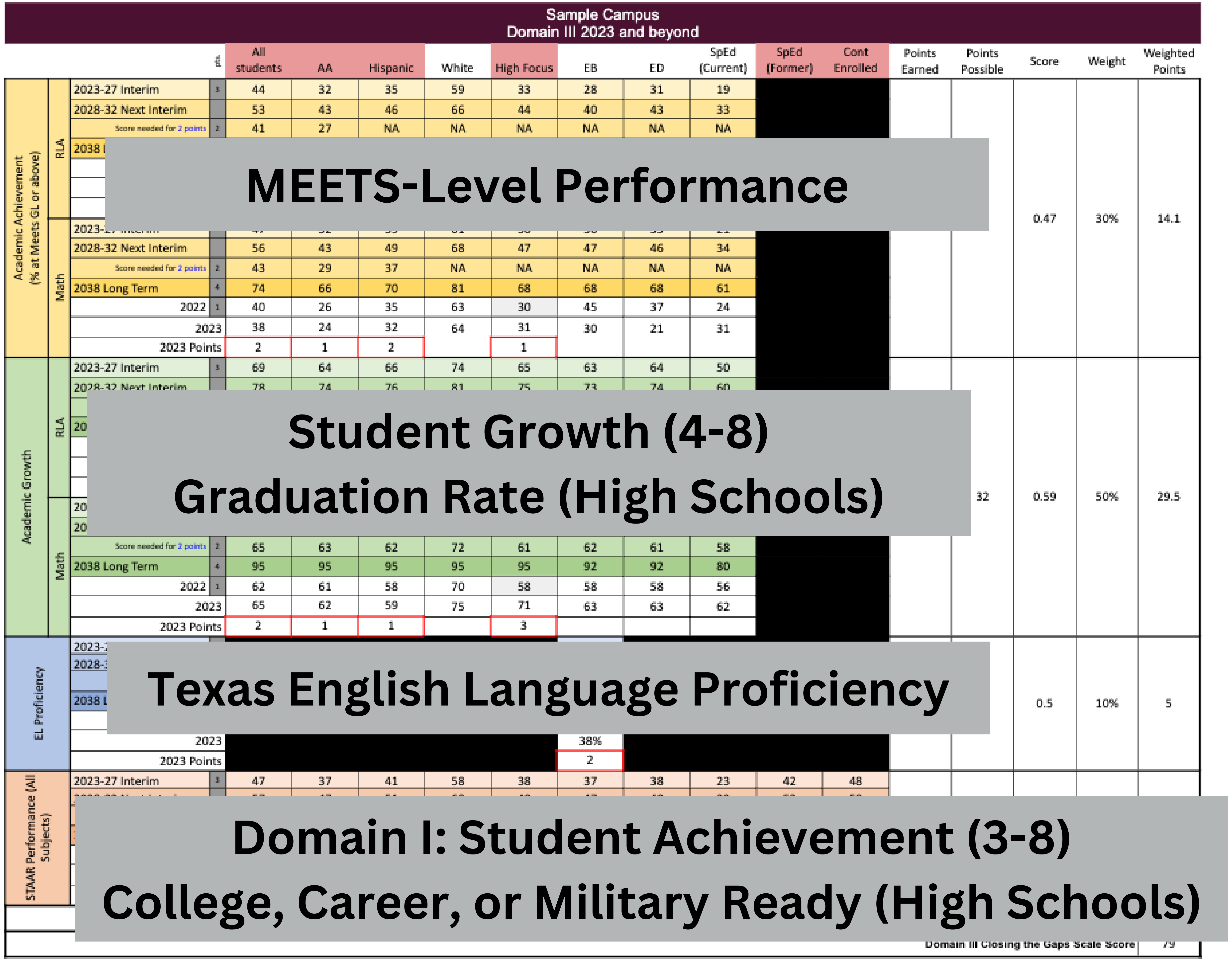
70%

Domain I
Student Achievement

Domain II
Student Progress
or
Relative Performance

30%

Domain III
Closing the Gaps



Data Talks - Setting Student Specific Goals

Significant time was spent during the data talks to look at individual student STAAR and MAP data to determine a goal for the 2023-2024 school year specific to each student.

These goals have been uploaded into Eduphoria, our student assessment management system, so that we can monitor student progress toward their goal throughout the school year.

Once a campus sets individual student goals, the campus goals become clear for each Domain and the overall accountability rating.

Setting Campus Goals

70%

Domain I
Student Achievement

Domain II
Student Progress or Relative Performance

30%

Domain III
Closing the Gaps

Student Achievement Domain

Scaled Score and Letter Grade

2022 "What If" Accountability	2023 Proposed Accountability	2024 Goal Accountability
75 C	78 C	85 B

Student Achivement Components	2022 Value	Proposed 2023	Goal Value
STAAR Performance Approaches	74	85	89
STAAR Performance Meets	44	51	55
STAAR Performance Masters	22	18	25
STAAR Performance Raw Score	47	51	56
STAAR Performance Scaled Score	75	78	85

School Progress Domain

Scaled Score and Letter Grade

2022 "What If" Accountability	2023 Proposed Accountability	2024 Goal Accountability
79 C	83 B	88 B

School Progress Components	2022 Value	Proposed 2023	Goal Value
Academic Growth Raw Score	64	69	83
Academic Growth Scaled Score	60	70	88
Economically Disadvantaged %	65.1	65.3	70
STAAR Relative Performance Raw Score	47	51	56
STAAR Relative Performance Scaled Score	79	83	88

School Progress Domain

Scaled Score and Letter Grade

2022 "What If" Accountability	2023 Proposed Accountability	2024 Goal Accountability
78 C	71 C	93 A

Closing the Gaps Components	2022 Values	Proposed 2023 Values	Goal Values
Academic Achievement			
Values	14 out of 32	7 out of 32	21 out of 32
Rate	43.8%	21.9%	65.6%
Weight/Score:	30% / 13.1	30% / 6.6	30% / 20
Growth			
Values:	15 out of 24	9 out of 24	18 out of 24
Rate:	62.5%	37.5%	75.0%
Weight/Score:	50% / 31.3	50% / 18.8	50% / 38
English Language Proficiency			
Values:	0 out of 4	3 out of 4	4 out of 4
Rate:	0.0%	75.0%	100.0%
Weight/Score:	10% / 0	10% / 7.5	10% / 10
Student Success			
Values:	7 out of 16	12 out of 20	14 out of 20
Rate:	43.8%	60.0%	70.0%
Weight/Score:	10% / 4.4	10% / 6	10% / 7

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Campus Improvement

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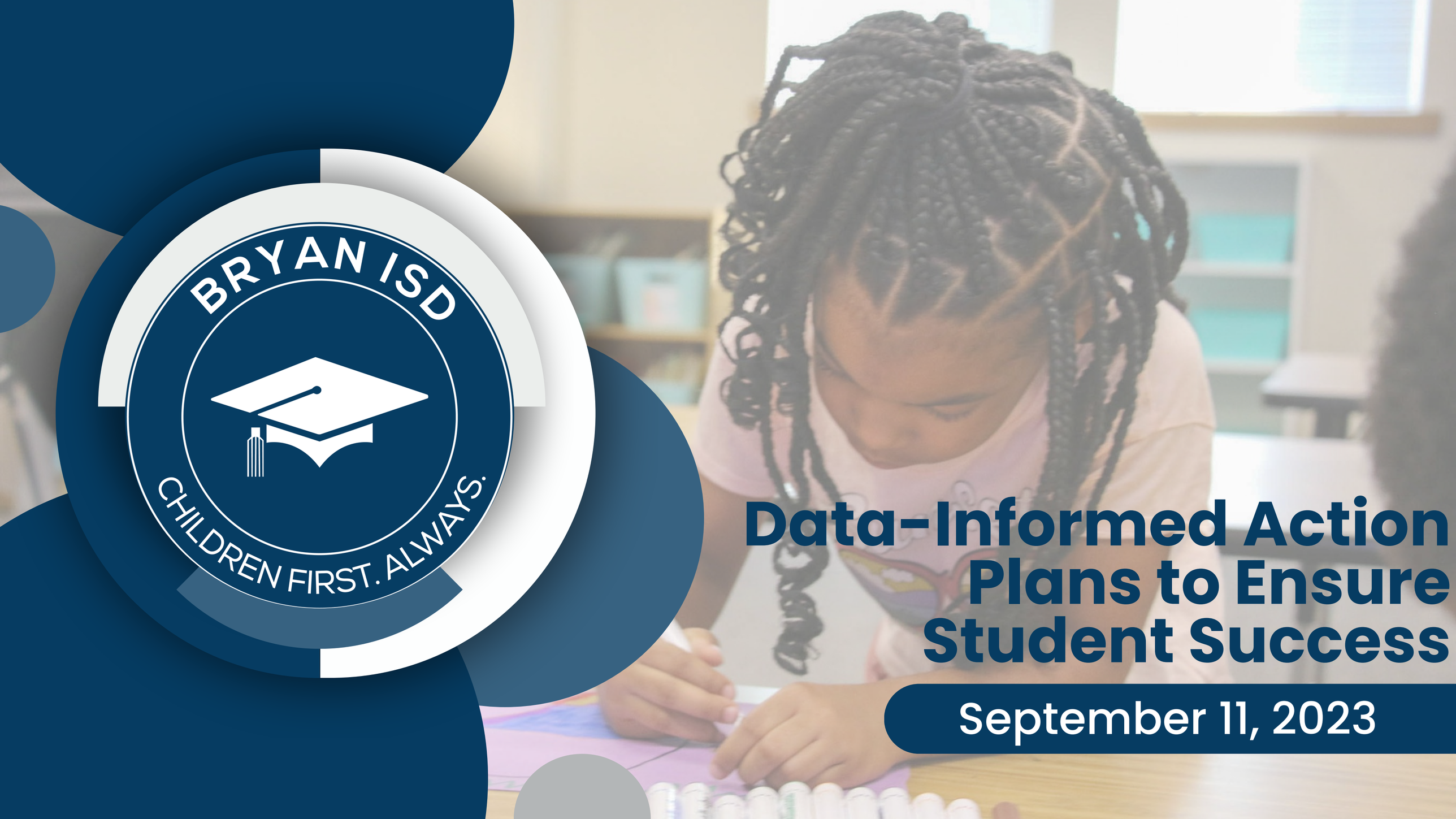

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