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WELCOME CAMPUS LEADERSHIP

"NONE OF US IS AS SMART AS ALL OF US."
(Blanchard, et al.)

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Purpose

Augment data analysis efforts:
Work toward a replicable and regular
process for analyzing and using data to
improve student learning and
performance

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Outline

- Review Tejas-LEE results
- Analyze district & campus level data:
 - BOY to MOY
- Summarizing observation data
- Instructional planning
- Next steps, Questions, Wrap-Up

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Campus Leadership Teams Collaboration

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- “the single most important factor” for school improvement initiatives
- “the first order of business”
- “an essential requirement” of improving schools
- “the critical element” in reform efforts
- “the most promising strategy” for sustained...improvement


Eastwood and Louis, 1992; Fullan, 1993; Newmann and Wehlage, 1995; and McLaughlin, 1995

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Moving from a “Remedial/Wait-to-Fail Reading Model” to a “Preventive Reading Model”

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Moving from a
“Remedial/Wait-to-Fail Reading Model”
to a
“Preventive Reading Model”
Provide early intervention to students who may be
at risk for reading failure

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Early Intervention Matters


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The poor first-grade reader almost invariably continues to be a poor reader (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Torgesen & Burgess, 1998).

74% of children who are poor readers in 3rd grade will remain poor readers in 9th grade (Francis, D., Shaywitz, S., & Fletcher, J. 1996).

Later intervention requires greater intensity and longer duration and will not have a strong impact on a student’s fluency rate (Torgesen et al., 2001; Torgesen, 2002).

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On Tejas LEE, Who is at Risk?

- In any grade level, students who are performing at or below the NI cut points are in the lowest 15th percentile based on the performance levels of the pilot samples.
- Students who score NI on one or more of the sections at any given time point are significantly more likely to be in the bottom 25th percentile on the Basic and/or Broad reading clusters of the Woodcock Johnson Language Proficiency Battery.

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“An ounce of prevention is worth a pound of cure.”

Reflect on the last few years:

- What has it meant to individual students who have been identified as struggling readers and received early intervention?
- What are you doing differently this year to meet the individual needs of students?

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Tejas LEE Inventory

- Target = less than 20% NI at each Benchmark (BOY, MOY, and EOY)

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Why 20%???

The Tejas LEE was developed such that *at least* 80% of students performed above the NI cut-points and *no more than* 20% performed below.

No more than 20% of the pilot sample's students were unable to meet this criteria by the end of the school year and this percentage was much smaller for many skills.

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Tejas LEE Kindergarten:

Optional Section: Students & Book and Print Awareness

Grade Level	Assessment Period	Number of Students	Book and Print Awareness (Optional)	
			#NI	%NI
BOY				≤20%
K MOY				≤20%
EOY				≤20%

Students

Book & Print Awareness

	Principio	Mitad	Final
D	8-10	8-10	8-10
NE	6-7		
NI	0-5	0-7	0-7

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Tejas LEE Kindergarten:

Sections 1-2: Graphophonemic Knowledge Letter Name/Letter Sound (GK)

Number of Students	Letter naming		Letter/sound knowledge	
	#NI	%NI	#NI	%NI
		≤20%		≤20%
		≤20%		≤20%
		≤20%		≤20%

Letter name Identification

Letter Sound Identification

Nivel de logro: Sección 1 - Identificación de las letras

	Principio	Mitad	Final
D	26-30	26-30	26-30
NE	10-15	10-15	
NI	0-9	0-10	0-25

Nivel de logro: Sección 2 - Conocimiento de los sonidos

	Principio	Mitad	Final
D	24-30	24-30	24-30
NE	10-25	10-25	
NI	0-4	0-16	0-20

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Tejas LEE Kindergarten: Sections 4-5: Syllable Tasks (PA)

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Phonological Awareness: Syllables (Sections 4-5)		
Number of Students	Blending and Segmenting Syllables	
	#NI	%NI
		≤ 20%
		≤ 20%
		≤ 20%

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

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Tejas LEE Kindergarten: Sections 4-5: Syllable Tasks (PA)

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Phonological Awareness: Syllables (Sections 4-5)		
Number of Students	Blending and Segmenting Syllables	
	#NI	%NI
1489	104	7%
1468	59	4%
		≤ 20%

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

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Tejas LEE Kindergarten: Sections 6-8: Phoneme Tasks (PA)

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Phonological Awareness: Sounds (Sections 6, 7 and 8)					
Number of Students	Initial Sound Identification		Number of Students	Final Sound Identification	
	#NI	%NI		#NI	%NI
		≤ 20%			≤ 20%
		≤ 20%			≤ 20%
		≤ 20%			≤ 20%

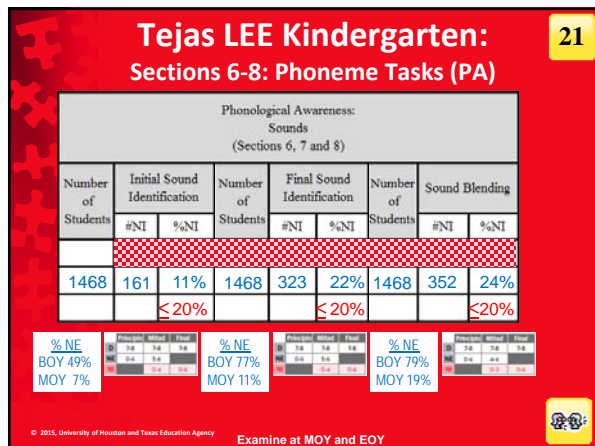
	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

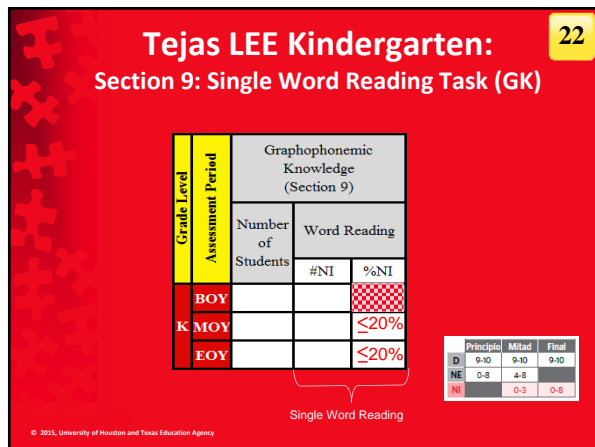
	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

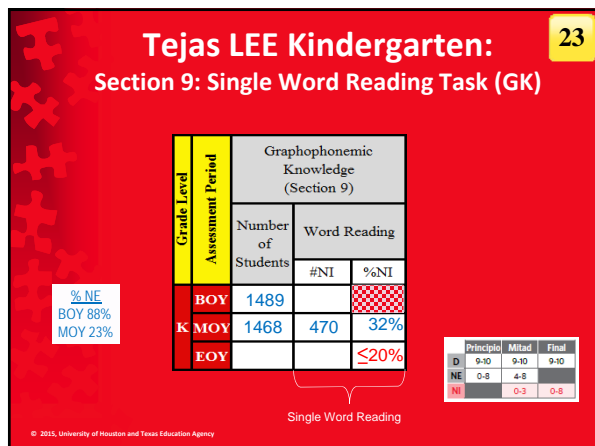
	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

Examine at MOY and EOY

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	Principio	Mitad	Final
D	5-6	5-6	5-6
NI	0-4	0-4	0-4

Listening Comprehension

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	Principio	Mitad	Final
D	5-6	5-6	5-6
NI	0-4	0-4	0-4

Listening Comprehension

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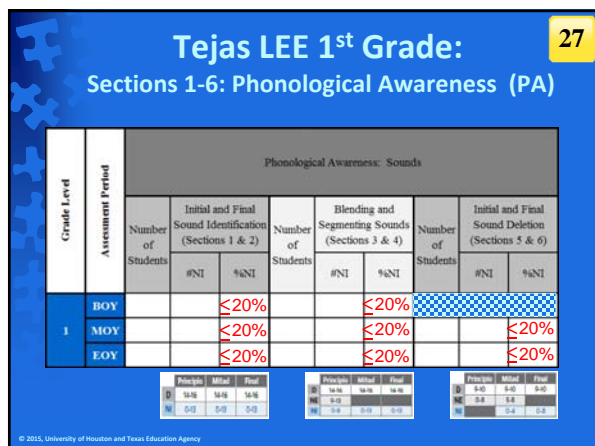


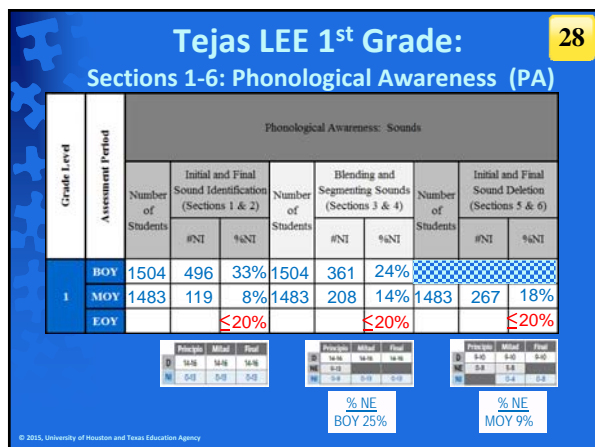
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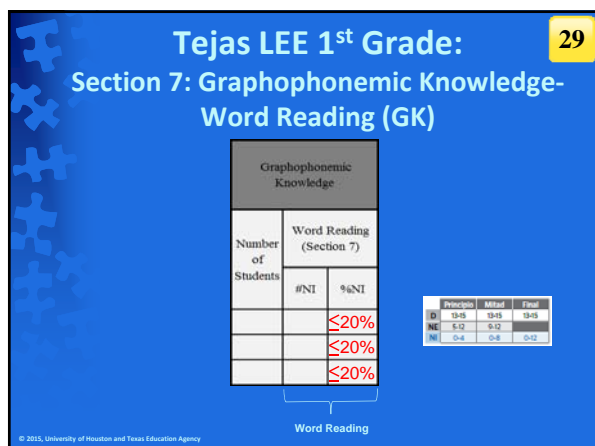
	Final
D	3
NS	0-2

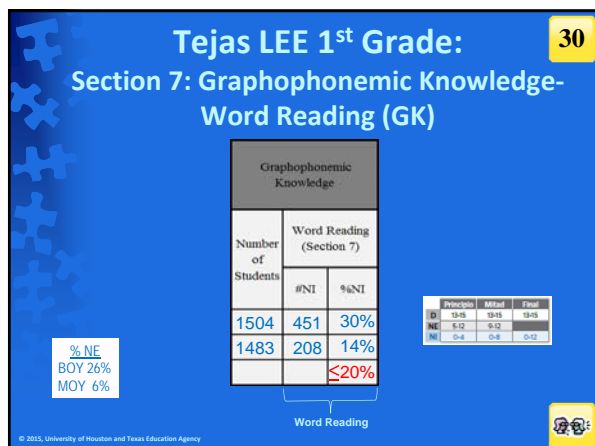
Reading Comprehension
EOY ONLY

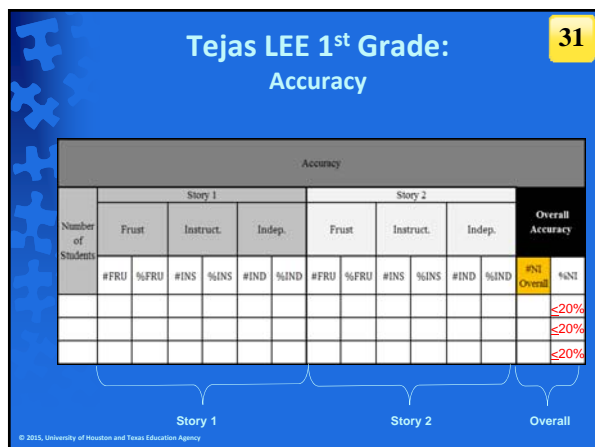
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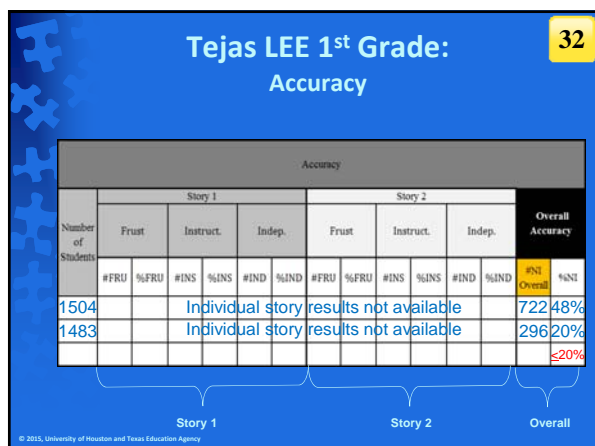












Tejas LEE 1st Grade: Fluency

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Fluency Rate is only one measure of fluency. Pacing, expression and phrasing should also be considered when making determinations of a student's general fluency.

Fluency should always be looked at in conjunction with decoding skills and comprehension.

While the EOY fluency rate (60 words per minute) is a useful standard, it should never be used as the sole criterion for determining a student's level of skill risk.

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Tejas LEE 1st Grade: Comprehension

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Reading Comprehension

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
1	BOY						≤ 20%
	MOY						≤ 20%
	EOY						≤ 20%

Story 1 Story 2 Overall

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Tejas LEE 1st Grade: Comprehension

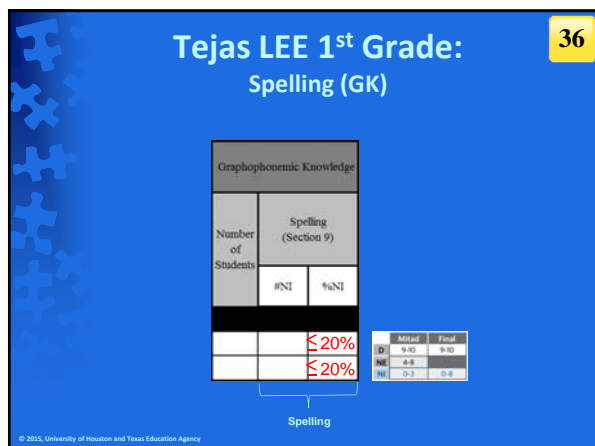
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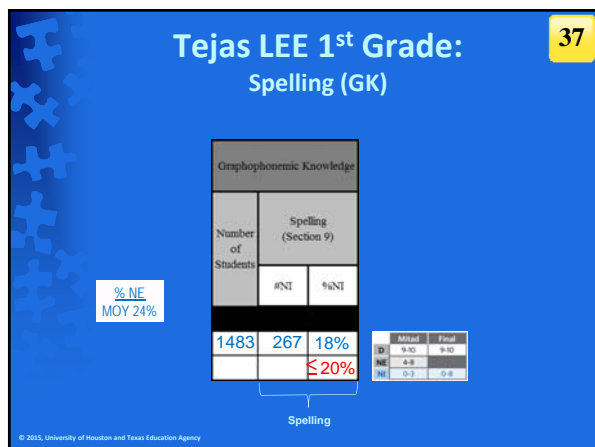
Reading Comprehension

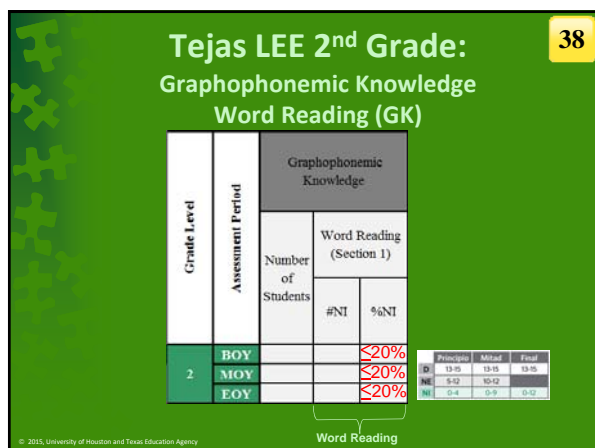
Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
1	BOY					902	60%
	MOY					712	48%
	EOY						≤ 20%

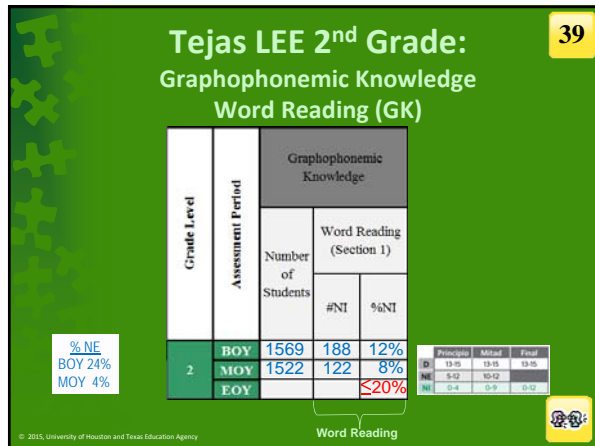
Story 1 Story 2 Overall

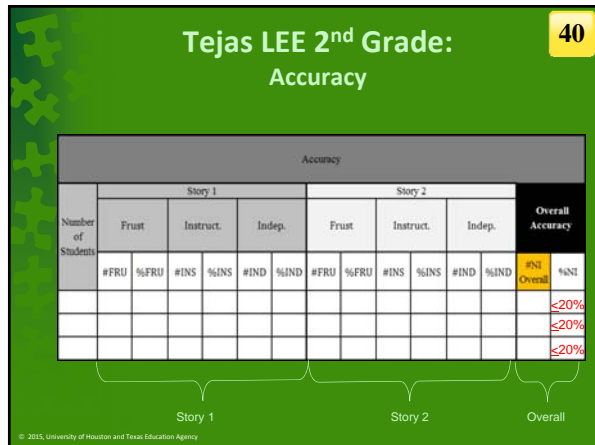
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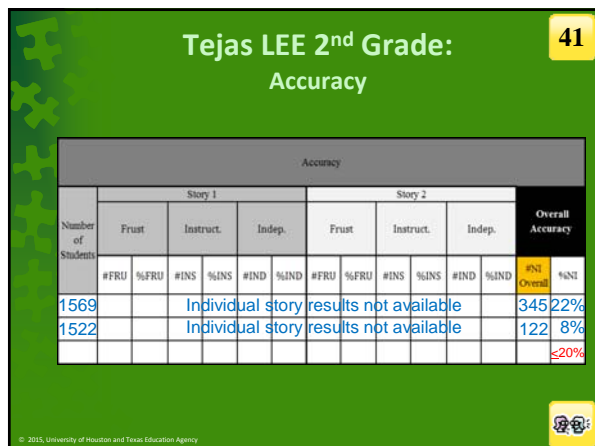










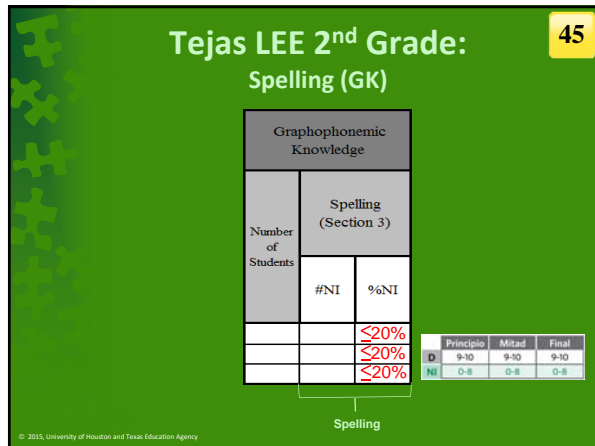


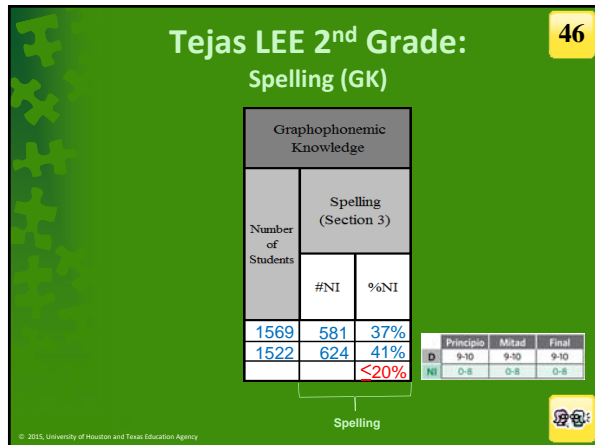
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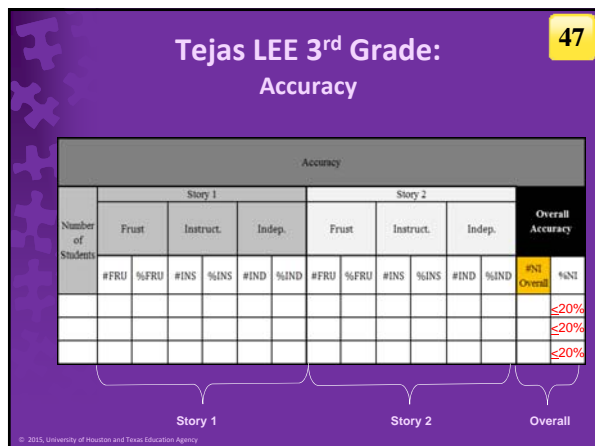
43

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Tejas LEE 3rd Grade: Accuracy

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Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frustr.		Instruct.		Indep.		Frustr.		Instruct.		Indep.			
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND		
1462													#NI Overall	%NI
1430													117	8%
													71	5%
														≤20%

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Tejas LEE 3rd Grade: Fluency

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Fluency												
Story 1						Story 2						
TIME	TYPE N=Stat. I=Exp.	STUDENTS	FRU	FNS and FSD			FRU	FNS and FSD				
				0-49	50-89	90-109		110+	0-49	50-89		90-109
BOY	N/N	# Students % Students										
MOV	N/E	# Students % Students										
EOY	E/N	# Students % Students										

General Trend

General Trend

Average Fluency						
TIME	TYPE	STUDENTS	FRU	FNS and FSD		
				0-49	50-89	90-109
BOY	N/N	# Students % Students				
MOV	N/E	# Students % Students				
EOY	E/N	# Students % Students				

Fluency Rate is only one measure of fluency. Pacing, expression and phrasing should also be considered when making determinations of a student's general fluency.

Fluency should always be looked at in conjunction with decoding skills and comprehension.

While the EOY fluency rate (110 words per minute) is a useful standard, it should never be used as the sole criterion for determining a student's level of skill/risk.

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Tejas LEE 3rd Grade: Comprehension

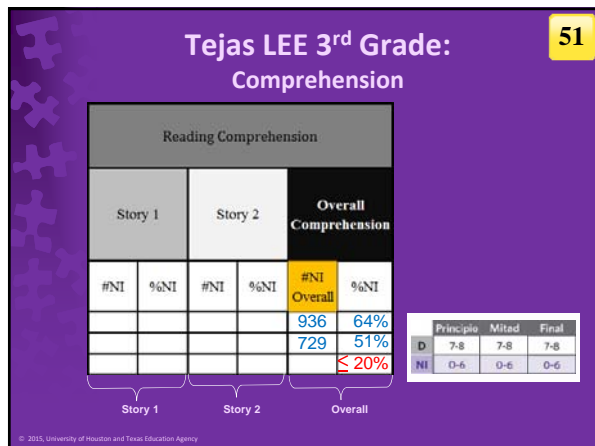
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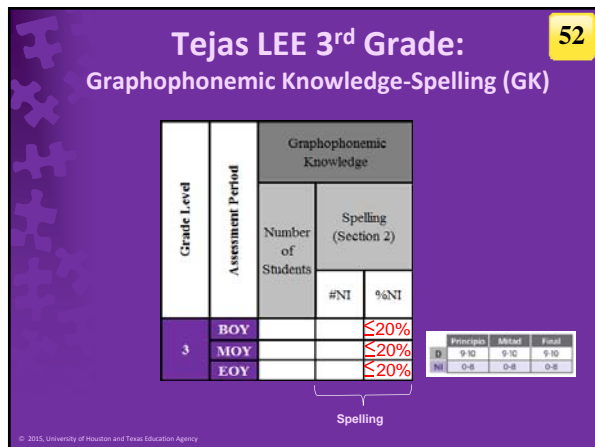
Reading Comprehension					
Story 1		Story 2		Overall Comprehension	
#NI	%NI	#NI	%NI	#NI Overall	%NI
					≤ 20%
					≤ 20%
					≤ 20%

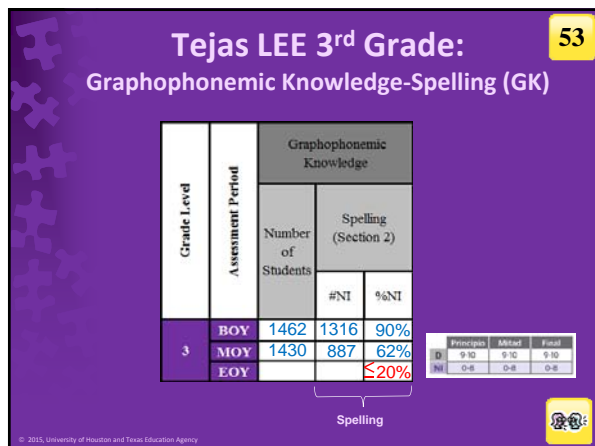
Story 1
Story 2
Overall

	Principle	Mixed	Final
D	7-8	7-8	7-8
NI	0-6	0-6	0-6

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Your Turn

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Take out:

- Spanish Planning Templates
- Tejas data grids for your campus

Work in teams of 2-3:

- Look at one campus at a time
- Strengths** are an opportunity to share your successes
- Weaknesses** are an opportunity to learn from colleagues
- Shared difficulties** are a chance to problem solve

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Your Turn

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Look at your data from the following perspectives:


Compare Campus MOY to BOY

- Keep in mind the caveats about the data
- What stands out?
- What needs to happen?

Look your results vertically K-3

- Are their common weaknesses?
- What stands out?
- What needs to happen?

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Your Turn

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Look at your data from the following perspectives:


Compare your campus over time

- Do the same weaknesses persist from year to year?
- Are there any unexpected breaks in results?
- What stands out?
- What needs to happen?

Compare your campus to district results

- What stands out?
- What if anything needs to happen?

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Your Turn


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Look at your data from the following perspective:

Compare your results across languages

- What stands out?
- What needs to happen?

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Questions?

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