LAMAR UNIVERSITY

Week 2 Assignment: Mining for Data

Overview

In this week's lecture, we discussed the Texas accountability system and the Academic Excellence Indicator System (AEIS) as a school improvement tool in relation to No Child Left Behind. This week, you will perform Step 2 of the comprehensive needs assessment, which you will use later to develop a campus action plan.

In this assignment, you will explore the Academic Excellence Indicator System (AEIS) data, locate reports that are critical to your campus improvement team, and compare your selected campus' performance to AEIS standards. Your goal in completing this data analysis is to determine areas of strength and weakness and identify patterns and trends at your selected campus.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 2 Assignment: Mining for Data (ELCC 2.2 k-i, s-iv; 2.3 s-ii;2.5 k-i, s-i, ii, iii, iv; 2.9 s-i, ii, iii, iv)				
Part 1: Campus Report Summary	Conducts detailed comparison of scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. (10 points)	Compares scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. (8 points)	Does not compare scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. (7 points)	Does not summarize Campus Report. (0 points)
Part 2: Campus Group and CI Report Summary	Conducts detailed comparison of scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. (10 points)	Compares scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. (8 points)	Does not compare scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. (7 points)	Does not turn in this portion of assignment. (0 points)
Part 3: Multi-Year History Report Summary	Successfully notes trends and/or patterns in campus AEIS data. (10 points)	Notes one trend and/or pattern in campus AEIS data. (8 points)	Does not note trends and/or patterns in campus AEIS data. (7 points)	Does not turn in this portion of assignment. (0 points)
Part 4: AEIS Chart Completion	Completes all applicable data in three AEIS Comparison Charts. (10 points)	Completes all applicable data in two AEIS Comparison Charts. (8 points)	Completes all applicable data in one AEIS Comparison Chart. (7 points)	Does not turn in this portion of assignment. (0 points)
Part 5: Area of Strength	Identifies one area of campus strength and two areas of weakness from AEIS data, and explains choices with detailed elaboration.	Identifies one area of campus strength and two areas of weakness from AEIS data, and explains choices with some elaboration.	Identifies one area of campus strength and two areas of weakness with no elaboration (7 points)	Does not turn in this portion of assignment. (0 points)

	(10 points)	(8 points)		
Mechanics	Few errors in grammar, spelling, or punctuation. (5 points)			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points)

Part 1: Campus Report Summary (ELCC 2.2 k-i, s-iv; **2.5** k-i, s-i, ii, iii, iv; **2.9** s-i, ii, iii, iv)

A critical skill for an instructional leader is the ability to use data-based decision making. You will practice this skill in this Application assignment as you collect data in preparation for creating an action plan for school improvement. In this section, you will select a school—ideally one in which you work—and review its AEIS data.

Directions

1. Navigate to *http://www.tea.state.tx.us/perfreport/aeis*. On the left side of the Web page, select the most current AEIS data.
2. When the next screen appears, click "Campus Report" on the left.
3. Complete the form to select a campus and access a campus AEIS Report. Then click continue.
4. Print out the Campus Report.
5. Carefully review the data, and familiarize yourself with the format. Study Section I and Section II by row, title, and column heading so that you will know where to locate specific information.
    - Look for increases and decreases in the two-year comparison provided
    - Review each indicator on the report, and compare your campus performance on each indicator to the standards for Unacceptable, Acceptable, Recognized, and Exemplary ratings
6. Summarize your Campus Report findings in the workspace below.

Campus Report Summary Workspace

I pulled my reports for Maypearl High School located in Maypearl Texas. Maypearl High School has been a recognized campus for the past two years.

Scores for 9th grade show a decline for mathematics with a drop from 79% passing to 67% passing. Reading stayed the same for the past two years with a 97% passing rate. Reading scores ranking as Exemplary while mathematics fell into the Acceptable range. The Hispanic subgroup showed an increase in passing from 88% to 99% over the past year in reading and a decrease in Mathematics from 63% to 57%. All other groups decreased in the percentage of students who passed in both reading and mathematics.

The 10th Grade increased in all areas except social studies. English Language Arts (ELA) was ranked as Exemplary at 93% passing rate, increasing from 90% the previous year. Mathematics ranked as Acceptable with an increase from 67% to 71%. Science increased from 79% to 81% maintaining a Recognized rating. Social Studies maintained a recognized rank while dropping from 96% to 94% passing rate. The Hispanic subgroup increased in the science area from a 55% to a 57% allowing that subgroup to fall into the acceptable range; however they declined in ELA, mathematics, and social studies with social studies only staying above the acceptable range. The White subgroup increased in all areas except social studies. The Economically disadvantaged subgroup declined only in mathematics, while ranking a 96% passing rate for social studies.

The 11th Grade only increased in Science. While all but science decreased in the percentage of students passing the TAKS test, they all maintained an Exemplary rating with the exclusion of Mathematics which dropped from 95% to 85% thus dropping its status to Recognized. The

Hispanic and the Economically Disadvantaged subgroups had percentage drop in every category but did not drop below acceptable. The White subgroup only increased in science, however they maintained an Exemplary status in all areas.

Part 2: Campus Group and CI Report Summary (ELCC 2.2 k-i, s-iv; **2.5** k-i, s-i, ii, iii, iv; **2.9** s-i, ii, iii, iv)

Prior to completing this part of the assignment, review "Appendix F – Campus Comparison Group" in the Week 2 Reading *2009 Accountability Manual.*

Directions

1. Navigate to *http://www.tea.state.tx.us/perfreport/aeis*
2. Select the most recent year's report from the column on the left. Next, click on "Comparable Improvement" (left column). In the text, click on the highlighted words "Campus Group and CI Report."
3. Complete the form to select a campus and access a "Campus Group and CI Report." Select PDF format because this is the format used on the TExES Principal Exam. Then click continue.
4. Print out the "Campus Group and CI Report."
5. Carefully review the data, and familiarize yourself with the format.
6. Summarize your "Campus Group and CI Report" findings in the workspace below.

Campus Group and CI Report Summary Workspace

In the Campus Group Maypearl High School two biggest subgroups were white and economic disadvantaged. While we were comparable in the number of percentage of white students with the average (79.5% to 79.4%), our percentage of Economically Disadvantaged students was higher than the average at 31.5% compared to 26.2%. The remaining categories all stayed very close with less than 1 point between our percentage and the percentage average. From the list there were two additional high schools from nearby towns (Grandview and Blooming Grove) that closely resembled our percentages.

Looking at the Comparable Improvement report, Maypearl received a Gold Performance Acknowledgment for Mathematics, which I find interesting since we went from 80% to 76% over the past year. This appears to have happened because the difference between Q1 and Q2 fell between -0.11 Average TGI and -0.12 Average TGI. In addition our Average Scale Score was better than last year, but did not meet the estimated scale score.

In regards to Reading/ELA Maypearl was placed in Q3. While 94% pass this part of the test, dropped from the previous year. While the estimated average scale score showed to be lower than 2008 we scored even lower than the estimated average scale.

In comparison to the two neighboring schools listed above, We ranked lower in reading/ELA and ranked better or equal in mathematics in overall improvement.

Part 3: Multi-Year History Report Summary (ELCC 2.2 k-i, s-iv; **2.5** k-i, s-i, ii, iii, iv; **2.9** s-i, ii, iii, iv)

Directions

1. Navigate to *http://www.tea.state.tx.us/perfreport/aeis*.
2. On the left, click Multi-Year: Schools.
3. Complete the form to select a campus and access a campus "Multi-Year History Report."
4. Select the most current span of years in PDF format because this is the format used on the TExES Principal Exam. Then click continue.
5. Print out the "Campus Data Multi-Year History."
6. Carefully review the data, and familiarize yourself with the format.
    - Look for increases and decreases in performance by subject, grade level, and subgroups. Compare **campus** results with state, district, and campus group.
    - Note patterns and/or trends you see over time.
7. Summarize the patterns and/or trends noted in the data in the workspace below.

Multi-Year History Report Summary Workspace

In looking at the multi-year history for Maypearl High School, I first notice that the campus change percentages for 2003 to 2009 exceed the percentage of the state in all categories. In all categories, except for science, I notice a trend where the percentage of students passing either decrease or stay the same in years 2005, 2007, and 2009 while increasing in the even years from 2004, 2006, and 2008.

In regards to subgroups, The Hispanic subgroup for Reading/ELA and Mathematics historically is below all the other groups. In these two instances the Hispanic subgroup percentage of change is lower than the states change.

In regards to all testing areas, our largest improvement over the years has been with Science. For Science all subgroups had an improvement rating that was 15 percentage points or more than the states improvement for the same time.

2003 and 2009 were the only years that we saw dropout rates for 7-12 grades. For 2009 the dropout rate was for the Hispanic subgroup.

For years 2004, 2007, and 2009 we see a 100% completion rate for grades 9-12.

Part 4: AEIS Comparison Chart – All Grades Tested **(ELCC 2.5** k-i, s-i, ii, iii, iv**; 2.9** s-i, ii, iii, iv**)**

In the next section of the assignment, complete three charts using AEIS data: one for your selected campus; a second for a selected grade level; and a third for other campus factors.

Directions

In each of the four charts below, record the standard for performance on the AEIS base indicator. Next, measure your campus performance against the AEIS standard. See the Accountability Manual for the most current standards for each AEIS indicator.

For example, for a campus to be rated "Acceptable" according to 2009 standards, its students must score 70% on the Reading portion of the Texas Assessment of Knowledge and Skills (TAKS). Suppose your campus scored 65%. Then you would measure your campus against the standard by subtracting 65 (your campus score) from 70 (the Acceptable standard). There would be a difference of -5. In other words, your campus still has some work to do before it meets the standard. There are additional ways to achieve certain ratings under the Required Improvement (RI), Texas Projection Measure (TPM), and Exceptions rules that are addressed in the Accountability Manual, but for now, look strictly at the standards noted above.

For a campus to be rated exemplary, the campus must score at least 90% in all applicable areas. Suppose, however, that your campus scored 95%. Then you would measure your campus against the standard by subtracting 90% (the standard) from 95% (your campus score). The difference would be +5. In other words, your campus is exceeding the exemplary standard.

AEIS Comparison Chart: All Grades Tested

	Acceptable	Recognized	Exemplary
Base Indicators	Standard (varies by subject): • Reading: • Writing: • Social Studies: • Mathematics: • Science:	Standard (same for all subjects):	Standard (same for all subjects):
TAKS (use most recent results & most recent standards criteria)	Standard – Campus Score = Difference *Example: 70 – 65 = -5*	Standard – Campus Score = Difference *Example: 75 – 65 = -10*	Standard – Campus Score = Difference *Example: 90 – 65 = -25*
Reading/ ELA			
All Students	94-70=+24	94-75=+19	94-90=+4
African American	N/A	N/A	N/A
Hispanic	79-70= +9	79-75=+4	79-90=-11
White	98-70=+26	96-75=+21	96-90=+6
Econ. Disadvantaged	86-70=+16	86-75=+11	86-90=-4
Writing	N/A	N/A	N/A
All Students			
African American	N/A	N/A	N/A
Hispanic			
White			
Econ. Disadvantaged			

AEIS Comparison Chart: All Grades Tested (Continued)

Social Studies			
All Students	95-70=+25	95-75=+20	95-90=+5
African American	N/A	N/A	N/A
Hispanic	89-70=+19	89-75=+14	89-90=-1
White	96-70=+26	96-75=+21	96-90=+6
Econ. Disadvantaged	96-70=+26	96-75=+21	96-90=+6
Mathematics			
All Students	76-55=+21	76-75=+1	76-90=-14
African American	N/A	N/A	N/A
Hispanic	57-55=+2	57-75=-18	57-90=-33
White	81-55=+26	81-75=+6	81-90=-9
Econ. Disadvantaged	70-55=+15	70-75=-5	70-90=-20
Science			
All Students	90-50=+40	90-75=+15	90-90=0
African American	N/A	N/A	N/A
Hispanic	72-50=+22	72-75=-3	72-90=-18
White	94-50=+44	94-75=+19	94-90=+4
Econ. Disadvantaged	83-50=+33	83-75=+8	83-90=-7

AEIS Comparison Chart: Grade Level

For this portion of the assignment, select a grade level at your campus.

11th Grade, Maypearl High School

	Acceptable	Recognized	Exemplary
Base Indicators	Standard (varies by subject): Reading: Writing: Social Studies: Mathematics: Science:	Standard (same for all subjects):	Standard (same for all subjects):
TAKS (use most current AEIS data & standards)	Standard – Grade Level = Difference	Standard – Grade Level = Difference	Standard – Grade Level = Difference
Reading/ ELA			
All Students	92-70=+22	92-75=+17	92-90=+2
African American	N/A	N/A	N/A
Hispanic	80-70=+10	80-75=+5	80-90=-10
White	95-70=+25	95-75=+20	95-90=+5
Econ. Disadvantaged	86-70=+16	86-75=+11	86-90=-4
Writing	N/A	N/A	N/A
All Students			
African American	N/A	N/A	N/A
Hispanic			
White			
Econ. Disadvantaged			

AEIS Comparison Chart: Grade Level (Continued)

Social Studies			
All Students	97-70=+27	97-75=+22	97-90=+7
African American	N/A	N/A	N/A
Hispanic	91-70=-21	91-75=+15	91-90=+1
White	98-70=-28	98-75=+23	98-90=+8
Econ. Disadvantaged	95-70=-25	95-75=-20	95-90=+5
Mathematics			
All Students	87-55=+32	87-75=+12	87-90=-3
African American	N/A	N/A	N/A
Hispanic	67-55=+12	67-75=-8	67-90=-23
White	90-55=+35	90-75=+15	90-90=0
Econ. Disadvantaged	91-55=+36	91-75=+16	91-90=+1
Science			
All Students	97-50=+47	97-75=+22	97-90=+7
African American	N/A	N/A	N/A
Hispanic	82-50=+32	82-75=+7	82-90=-8
White	99-50=+49	99-75=+24	99-90=+9
Econ. Disadvantaged	91-50=+41	91-75=+16	91-90=+1

AEIS Comparison Chart: Other Factors

	Acceptable	Recognized	Exemplary
Base Indicators	Standard:75	Standard:85	Standard:95
TAKS (use most current AEIS data & standards)	Standard – Campus Score = difference	Standard – Campus Score = difference	Standard – Campus Score = difference
Completion Rate (High School)			
All Students	96.9-75=+21.9	96.9-85=+11.9	96.9-95=+1.9
African American	N/A	N/A	N/A
Hispanic	90-75=+15	90-85=+5	90-95=-5
White	98.1-75=+23.1	98.1-85=+13.1	98.1-95=+3.1
Econ. Disadvantaged	80-75=+5	80-85=-5	80-95=-15
Base Indicators	Standard:	Standard:	Standard:
TAKS (use most current AEIS data & standards)	Standard – Campus Score = difference	Standard – Campus Score = difference	Standard – Campus Score = difference
Dropout Rate (Grades 7 & 8)			
All Students			
African American	N/A	N/A	N/A
Hispanic			
White			
Econ. Disadvantaged			
Base Indicators	Standard:	Standard:	Standard:
TAKS (AEIS reports the previous year's attendance rate)	Standard – Campus Score = difference	Standard – Campus Score = difference	Standard – Campus Score = difference
Attendance Rate	95.3%		

Part 5: Area of Strength (ELCC 2.2. k-i, s-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iii)

In part 4, you completed the AEIS Comparison Charts to record your school's scores and compare them to the standards for each AEIS rating by computing the difference between the standard for Acceptable, Recognized, and Exemplary in each subject, grade, and subgroup. Next, you will use the data to determine areas of strength and weakness at the campus. In a later assignment, you will use the data to build an action plan for school improvement.

Directions

1. Use the AEIS Comparison Charts to target one area of strength and two areas of weakness at the campus.
2. In the workspace below, briefly explain why you chose each area of strength and weakness.

Identified Area of Strength	Why I Chose It
1.Science	Science is showing great scores for our district, In all areas it is considered exemplary except with Hispanic population. However I think it would still need to be focused on because the mathematics in Science (along with some of the projects being done at our school) might encourage many of those in the Hispanic and economically disadvantaged group to become more focused in math and science.

Identified Area of Weakness	Why I Chose It
1. Hispanic Sub Group – All Courses	The Hispanic sub-group is our weakest group. Because of this I would try to encourage all teachers both in core classes and electives to integrate math and science and to focus additional time with helping students in this group understand concepts and how they are used in all courses.
2. Mathematics	Mathematics is our weakest testing category. We have worked in the past to integrate more math into all courses to help bolster students understanding and concepts in this area. With the strength of our science program we can increase students interactivity with mathematical concepts that will increase our students understanding.

E-portfolio assignment:

Complete "II-004 Curriculum, Measurement, and Alignment of Resources" Course-Embedded Log 1.

Continue to complete and post Campus-Supervised reflection logs in the e-portfolio. All Course-Embedded and Campus-Supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.