

DEIC TAPR Report Reflection

Reflecting on the TAPR report data by student group, capture your thoughts, ideas, and feedback below. Be specific on grade level and student data groups identified in the areas of celebrations, challenges and potential solutions

Data Level: **Elementary School** Middle School High School All

Celebrations: <ul style="list-style-type: none">• Improved results in 2023 (STAAR 2.0)• Meets and approaches trending up in STAAR grades 3-5• Eco Dis group improved, did really well• SPED (current) improved in meets and approaches• EBs improve at all 3 categories each year• Outperforming Region and District on each test• More to celebrate than not!	Challenges: <ul style="list-style-type: none">• Masters trending down grade 3, 4, 5 STAAR
Potential Solutions: <ul style="list-style-type: none">• Plan to allow students to have intentional opportunities for extension activities (ex. Enhance reading stamina as step 1)• Intentionally group students during intervention	
Questions: <ul style="list-style-type: none">• Did elementary school start 5th grade triads last year?• What did 5th grade Science change/do last year (to show that growth)?	

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Middle School

High School

All

Celebrations:

- Overall, LHISD higher than State
 - 6th Rdg
 - 6th Math
 - 8th Rdg and Math good
- Science: consistent 22 to 23
 - Sci -12% masters
- SS: Low across state and region
- 8th Rdg - eco dis- 88% approaches

Challenges:

- 6th rdg and math: focus/growth in masters area
- 7th Math - however we realize all on level in data points
- Sci-masters went down
- Eco Dis-close gaps-meets and masters low

Potential Solutions:

- More training EB/EL for teachers
- Training for intervention teachers
- More PL days - how to best structure
- Differentiate
- Focus on Character Ed - MS
- Also paras training

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Celebrations:

- EOC English 1 (2022-2023)
 - 9% increase approaches
 - 10% increase meets
 - 4% increase masters
 - Eco-disc.50% increase approaches
- EOC Algebra 1
 - 9% increase approaches
 - 7% increase meets
 - 1% increase masters
- EOC Biology
 - Small increase but already very high at 92%
- Above State and Region - annual growth
- Well above w/ accelerated learning
- Growth in some sub-pops for college ready, TSI
- TSI all has growth
- Higher than State and Region: English 1, English 2, Algebra 1
- Accelerated learning - Higher than State and Region: English 1, English 2, Algebra 1
- CCMR classes going well except dual credits
- OnRamps outperforming State
- Accelerated STAAR instruction is providing help to students
- CCMR growth is happening

Challenges:

- EOC English 1
 - Special Ed (former) decrease for EOC 1
 - Asian population decrease in all levels
- EOC Algebra 1
 - SPED (former) decrease in scores
 - 10% decrease in ACT/SAT meets scores
- EOC Biology
 - Masters decreased
 - Need to step up at Master level
- EB students are falling behind in RLA
- Students drop 10% in RLA from 7th-8th
- Multiple sub-pops are dropping in CCMR
- Support for EB students ratios with inclusion/support for EB students
- Eco dis students are not performing as well as Region or State
- Drop of 7th/8th Eng. percentages
- Money to pay for certification programs
- Address sub pops with career/military
- Language growth
 - Adjusting ratios of support staff
- 7th to 8th grade ELA scores dropped 10%
- CCMR % so low for AA, Hispanic, Eco Disc and EL!
- EB students are not achieving as well on English I and English 2 as compared to Math EOC.
- Some sub pops (eco disc) are scoring 10% below the

	<p>whole population</p> <ul style="list-style-type: none"> • Need more career options for subpops (African American, SPED)
<p>Potential Solutions:</p> <ul style="list-style-type: none"> • Possibly students exited from SPED might need more support possibly through 504. • What is the group size? Should this be requirement for all students (in relation to 10% decrease in ACT/SAT meets scores) <ul style="list-style-type: none"> ◦ More promotion of tests • More support staff for EB • Increase support for EB students • Adjust support staff ratio for EL/EB • EB-adjustments to EB support at high school to support student staff • Ensure subpops are receiving opportunities to earn CCMR indicator 	