Donna Independent School District

Considering Data from the Texas Projection Measure
to inform systems of instruction, intervention, and improvement

Note that each of these must be taken as part of a more comprehensive system of summative and formative assessment data points.

Scenario	Considerations	Instruction	Intervention	Improvement
Met standard Made growth	Highest performing group Aligned Curriculum High Quality Instruction Note: TPM results suggest that the Aligned Curriculum is operational and is supported by quality instruction for students.	• Items analysis by SE to determine curriculum or instruction gaps	• Target areas of weakness	• Refine curriculum or instruction to match current data analysis
Met standard Missed growth	Impacted by cumulative effect of learning Aligned Curriculum Review Quality of Instruction Note: TPM results suggest that the Aligned Curriculum is operational and the quality of instruction is in question.	• Splinter skills • Items analysis by error type and grade level placement • Determine priority standards • Review questioning strategies	• Target areas of strength and then weakness • Evaluate efficacy of intervention/consider changes • Ensure extra support • Ensure that students receive accelerated instruction	• Cluster in intervention groups and designated teacher classrooms • Identify and support teachers with high numbers in this area.
Missed standard Made growth	Intervention may be working Review Curriculum Alignment High Quality Instruction Note: TPM results suggest that the curriculum may not be aligned and that student performance is being supported by a quality instructional program.	• Maintain/continue current instructional path • Attend to vertical and horizontal instructional consistency	• Target areas of weakness and then strength • Determine contributing factors to student gains (teacher, intervention, etc.) • Target areas of strength Create context for teacher support and mentoring	• Determine instructional practices of classrooms/instructional arrangements with students in this category – determine replicability •
Missed standard Missed growth	Substantial intervention required Review Curriculum Alignment Review Quality of Instruction Note: TPM results suggest there may not be an aligned curriculum nor a quality instructional program.	• Differentiated • Targeted • Literacy/Academic vocabulary • Maximize growth potential • Evaluation professional development needs	• Target areas of strength • Teacher placement • Determine cognitive consistency of intervention • Review attendance and behavior data	• Determine patterns in classrooms and instructional arrangements • Determine longitudinal profile with available data • Conduct further analysis to determine type of intervention

Grade Level _____

Content Area _____

Met standard/Made growth

Student passed the test (met the standard) AND is projected to meet the standard on the next high stakes grade level (made growth)

Scenario	Considerations	Instruction	Intervention	Improvement
Met standard Made growth	Highest performing group Aligned Curriculum High Quality Instruction Note: TPM results suggest that the Aligned Curriculum is operational and is supported by quality instruction for students.	Items analysis by SE to determine curriculum or instruction gaps	Target areas of weakness	Refine curriculum or instruction to match current data analysis

Student	Teacher	Needs	Strengths	Strategy/Resource

Grade Level _____

Content Area _____

Met standard/Missed growth

Student passed the test (met the standard) AND is not projected to meet the standard on the next high stakes grade level (did NOT make growth)

Scenario	Considerations	Instruction	Intervention	Improvement
Met standard Missed growth	Impacted by cumulative effect of learning Aligned Curriculum Review Quality Instruction Note: TPM results suggest that the Aligned Curriculum is operational and the quality of instruction is in question,.	• Splinter skills • Items analysis by error type and grade level placement Determine priority standards • Review questioning strategies	• Target areas of strength and then weakness • Evaluate efficacy of intervention/consider changes • Ensure extra support • Ensure that students receive accelerated instruction	• Cluster in intervention groups and designated teacher classrooms • Identify and support teachers with high numbers in this area

Student	Teacher/Interventionist	Strengths	Needs	Strategy/Resource

Grade Level _____

Content Area _____

Missed standard/Made growth

Student failed the test (did not meet the standard) AND is projected to meet the standard on the next high stakes grade level (made growth)

Scenario	Considerations	Instruction	Intervention	Improvement
Missed standard Made growth	Intervention may be working Review Curriculum Alignment High Quality Instruction Note: TPM results suggest that the curriculum may not be aligned and that student performance is being supported by a quality instructional program..	• Maintain/continue current instructional path • Attend to vertical and horizontal instructional consistency	• Target areas weakness and then strength • Determine contributing factors to student gains (teacher, intervention, etc.) • Target areas of strength Create context for teacher support and mentoring	• Determine instructional practices of classrooms/instructional arrangements with students in this category – determine replicability

Student	Teacher/Interventionist	Strengths	Needs	Strategy/Resource

Grade Level _____

Content Area _____

Missed standard/Missed growth

Student failed the test (did NOT meet the standard) AND is not projected to meet the standard on the next high stakes grade level (did NOT make growth)

Scenario	Considerations	Instruction	Intervention	Improvement
Missed standard Missed growth	Substantial intervention required Review Curriculum Alignment Review Quality Instruction Note: TPM results suggest there may not be an aligned curriculum nor a quality instructional program.	• Differentiated • Targeted • Literacy/Academic vocabulary • Maximize growth potential • Evaluation professional development needs	• Target areas of strength • Teacher placement • Determine cognitive consistency of intervention • Review attendance and behavior data	• Determine patterns in classrooms and instructional arrangements • Determine longitudinal profile with available data • Conduct further analysis to determine type of intervention

Student	Teacher/Interventionist	Strengths	Needs	Strategy/Resource

Grade Level _____

Content Area _____

Teacher	% Made/Made	%Made/Missed	%Missed/Made	%Missed/Missed