



Brazosport Independent School District

Pupil Personnel Services

• P O Drawer Z

• Freeport, TX 77542

CEI 2001 REPORT

This report provides data regarding the performance of students who have participated in CEI *Essential Learning System* labs since 1993. BISD students are selected to participate based solely on their reading ability. Guidelines include: scores at or below 70TLI on the *Texas Assessment of Academic Skills* reading test; scores below 50%ile on norm referenced reading tests; and/or recommendation by classroom teachers based on below level performance in the classroom. Students selected for participation based on this criteria are then administered a rigorous evaluation to determine whether they need to be placed in the lab which includes: *The Learning Efficiency Test-II* which provides an indication of students' efficiency in visual and auditory memory; *The Diagnostic Screening Test for Reading* which provides a baseline for measuring progress and grade level equivalency; and *CEI Evaluate* which scores, graphs, and analyzes the evaluations.

CEI Evaluate automatically tabulates individual test responses and prepares specialized reports for each student. The reports are used to recommend a specific therapeutic course for use in ELS and to make suggestions for learning in the classroom and learning in the home. CEI Evaluate provides the following reports: General Reports that summarize test data in both graphic and narrative formats by explaining how the student's responses point to particular strengths and weaknesses; Teacher Reports that recommend activities for home, provide tips to help with schoolwork, and provide suggested reading lists; and ELS Recommendations Reports that suggest a specific therapeutic course for each student in the CEI lab.

Sensory Integration Training (SIT) is a series of activities that exercise the visual, auditory, and motor-kinesthetic pathways in the brain. SIT aids in learning words by giving the brain stimulation in one sensory mode, asking the brain to recall information from memory using a second sensory mode, and having the student respond through a third sensory mode. By completing SIT exercises with the correct sequencing and timing, the brain's sensory pathways are interlocked and the result is



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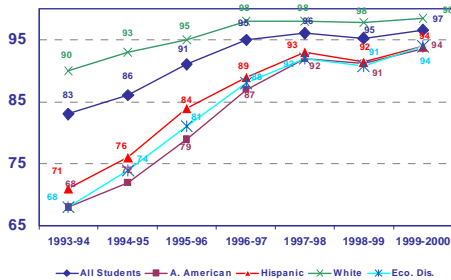
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reflexive learning. ELS trains auditory and visual senses to work smoothly and quickly with the motor capabilities of speaking and writing. ELS exercises provide the basis for increased learning.

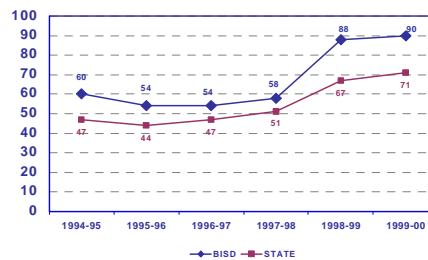
SELECTION OF STUDENTS. BISD students are placed in CEI labs based on poor reading ability as previously described. The model is INCLUSIVE in that placement is to assure students with a variety of learning abilities and classifications are assigned to lab periods heterogeneously. Labels (Special Education, ESL, BiLingual, At Risk, etc.) are not considered in placement.

DOES IT WORK? The following information demonstrates the success experienced in BISD. Although CEI is not credited as the lone contributor to this success, it is considered as a primary player. It would have been impossible to achieve the level of performance from BISD students without improving the reading ability of lower level students. The following graphs demonstrate that success [for all students and for special education students].

AEIS READING COMPARISON



Brazosport SP.ED. READING
COMPARISON of District to State TAAS Averages



The AEIS graph demonstrates that we teach ALL students. In 1993 there was a 22 point spread between the scores of the highest and lowest performing students. The special education graph demonstrates continued better performance for BISD in comparison to the state average (with BISD testing approximately 20% more of it's special education students).

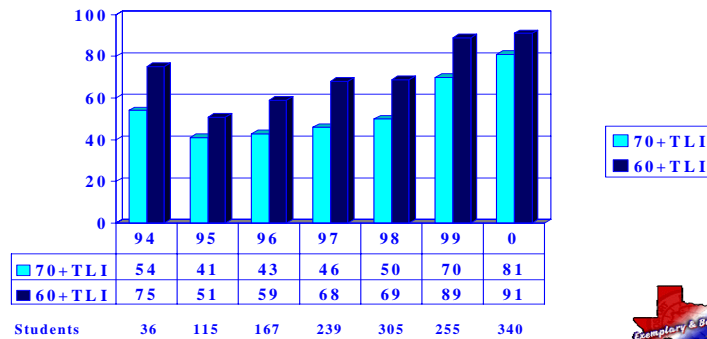


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CEI labs were initiated on four campuses (2 elementary, 1 middle, 1 high school) in 1993. Each year thereafter, additional campuses have requested and received labs with the final campus receiving its lab in 2000. The following graph summarizes the grade level performance of students after being in CEI for at least one year. Extensive reports are provided to each lab annually. This data depicts the performance of students who were in CEI and took the Texas Assessment of Academic Skills (TAAS) during the year indicated. The number of students included each year is depicted beneath the year label.

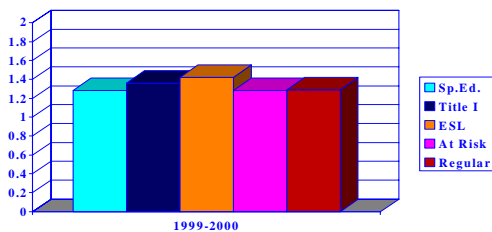
Annual CEI TAAS PERFORMANCE



Does it work equally well with all student groups? Yes! The following two graphs demonstrate that CEI pre-post test results indicate that all student groups perform equally well.

CEI Mean Change 1999-2000

Pre-Post Test of Reading Comprehension Using The Slosson Diagnostic Screening Test

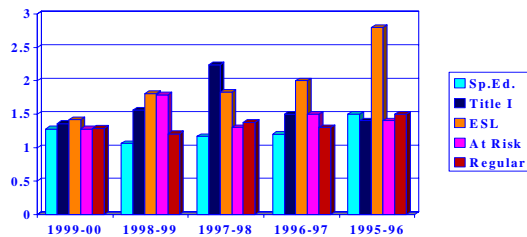


This demonstrates the effectiveness of CEI with all student groups.



CEI Mean Change 1995-2000

Annual Pre-Post Test of Reading Comprehension Using The Slosson Diagnostic Screening Test



This demonstrates the effectiveness of CEI with all groups over time.



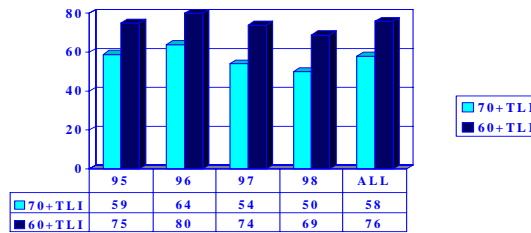


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The following data provides information regarding long-term effects. Do students continue to perform well even after they are no longer attending CEI labs? In 1998, students' scores on the 1998 TAAS test were compared for each of the CEI classes of 1995, 1996, 1997 and 1998. The graph clearly shows continued improvement even after students are no longer in CEI.

1998 CEI TAAS PERFORMANCE

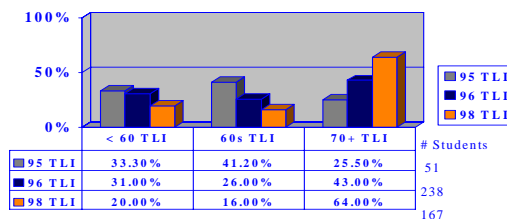


This graph shows the performance of students in CEI for the year shown and who took the TAAS test in 1998. It shows, for example, that 75% of the students who had been in CEI in 1995 scored a TLI of 60 or better on the 1998 TAAS Test.



What happens to students' performance after they are no longer in CEI? This was considered in 1998 in a study conducted using the students who were in CEI during 1994-95. Their 1995 TAAS scores were compared to their scores in 1996 and again in 1998. Since students are usually in CEI for a maximum of two years, some whose scores were included in this study had been out of CEI for 3 years. This shows that the percent of students scoring below 60TLI decreases each time while those scoring 70TLI or greater increases with each testing.

1996 CEI CLASS



1995 TAAS scores were before students were in CEI.

1996 TAAS scores were while students were in their 1st year of CEI.

1998 TAAS scores are after students are no longer in CEI.





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SUMMARY: The data support the contention that CEI [when properly utilized] will improve students' performance on both norm referenced tests and the Texas Assessment of Academic Skills (TAAS). Further, and more importantly, the data show that students continue to improve after they no longer are in CEI. It should be noted that CEI was not the only effort taken to improve TAAS scores. However, those efforts were consistently used prior to CEI intervention without success as indicated by the data presented here. This report indicates that CEI provides a great support to schools' efforts to improve TAAS performance and is extremely effective with students who are considered as the very poorest in reading performance.

J. B. Berryhill, Ph.D.
June 2001



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Demographics

- Enrollment 13,200
- African Am. 9.1%
- Hispanic 34.4%
- White 54.9%
- Other 1.6%
- Eco. Dis. 39.0%
- LEP/ESL 15.3%
- Special Ed. 14.4%
- Dropout Rate 0.1%
- Attendance 96.1%
- SAT 1007
- ACT 20.7
- Expenditure Per Pupil \$5,850
- 19 Campuses – 11 Ele, 2 MS, 3 Int, 2 HS



Focus on Performance

Failure is NOT an option!

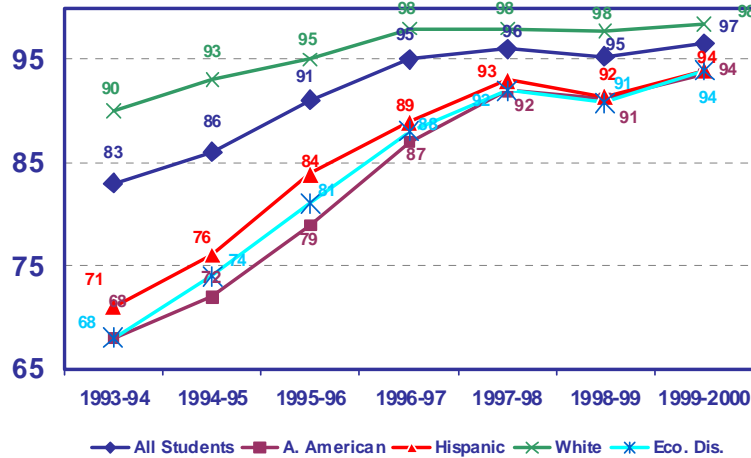




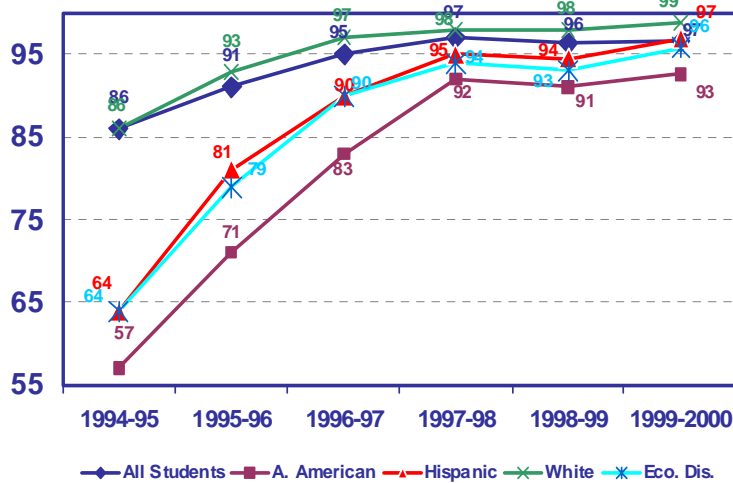
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AEIS READING COMPARISON



AEIS MATH COMPARISON

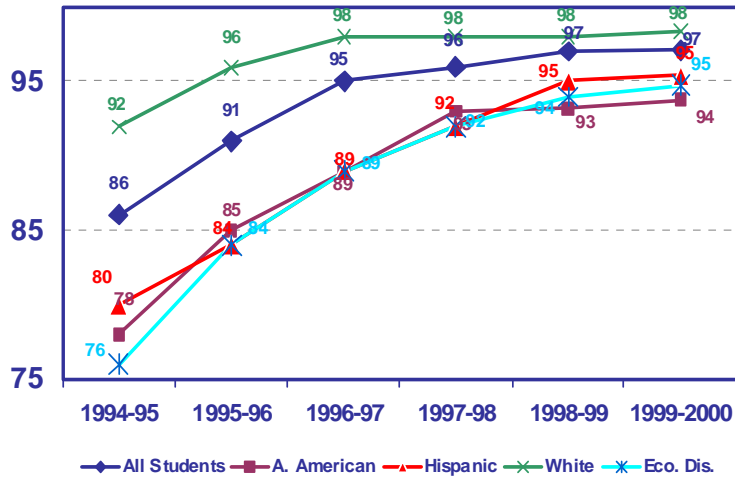




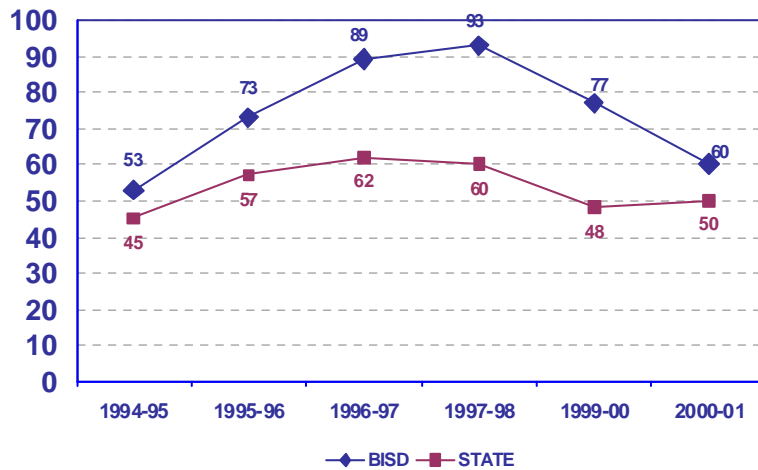
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AEIS WRITING COMPARISON



SP.ED. TESTED COMPARISON

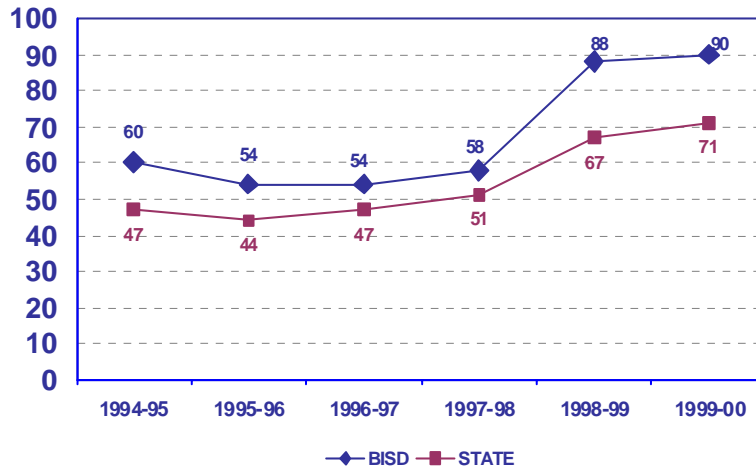




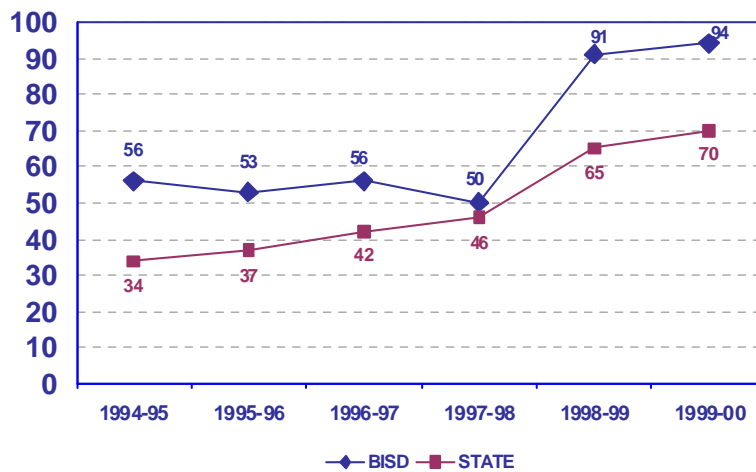
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SP.ED. READING COMPARISON



SP.ED. MATH COMPARISON

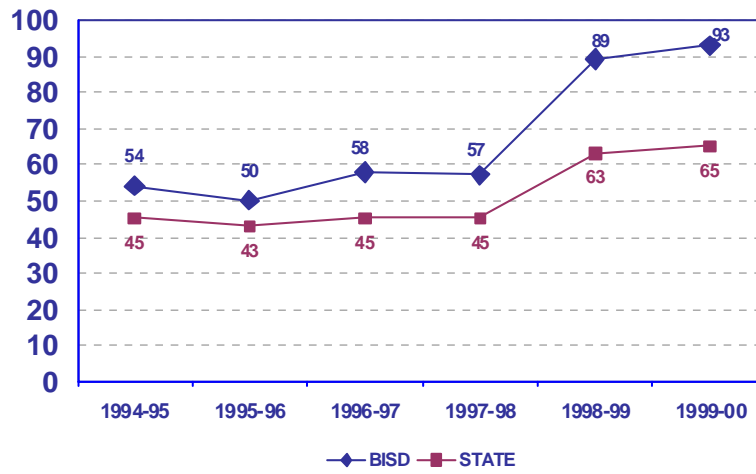




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SP.ED. WRITING COMPARISON



How Did We Do It?

- FOCUS ON PERFORMANCE!
- Total Quality Management Training.
- Site-Based Decision Making.
- Facilitative Leadership Training.
- Powerful Leadership.
- Locally Developed Eight-Step Process
- Creative Education Institute (CEI)





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CEI

- To Improve Performance Will Require Improving Scores of the Bottom-Half.
- Improving Scores Will Require Improving Reading.
- Find Out What Works.
- Develop an Implementation Strategy.



Implementation Strategy:

- “Quit doing what you’ve always done, or you’ll keep getting what you’ve always got.”
- Campus Commitment.
 - Personnel, space, supplies, equipment.
 - Inclusion Implementation.
 - Teacher Participation in Decision.





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- District Participation.
 - Utilized Special Education, Vocational Education, Title I, ESL/Bilingual & Local Funds.
 - Purchased Computers & Software.
 - Provided Leadership & Support.
 - Tracked Performance.
 - Moved Non-Performing Labs!
 - Took The Heat (Why are you interested in reading? Does the Data show it works?)
 - Watching the kids learning!
 - Monitoring, Monitoring, Monitoring!!!



How Does It Work?

- ELS is a multi-sensory, interactive program.
- It is Individualized.
- It teaches kids how to process information.
- It fills in GAPS.
- It motivates kids to learn – All Ages.





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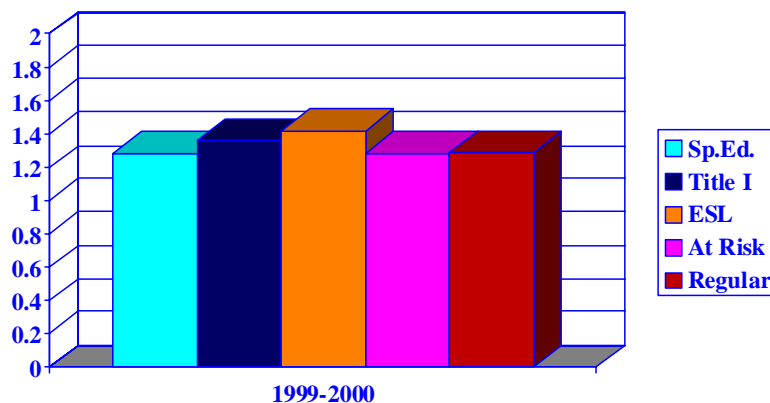
Does It Work?

- Pre-Post Norm-Referenced Test Results show progress by all student groups.
- TAAS (Texas Assessment of Academic Skills) scores show great improvement by all student groups.



CEI Mean Change 1999-2000

Slosson Diagnostic Screening Test





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Accountability in Action

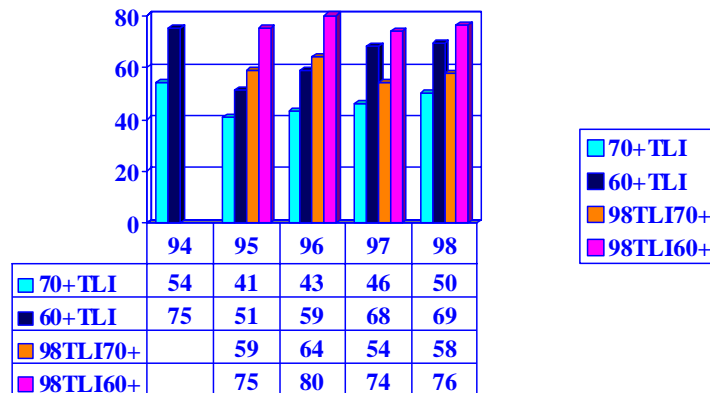
Douglas B. Reeves, Ph.D.

- *“In the end, every element of an effective accountability system must be evaluated by one and only one criteria: did it help students learn and achieve more than they might have without the system?”*

- *For More Information: www.testdoctor.com*



CEI TAAS PERFORMANCE

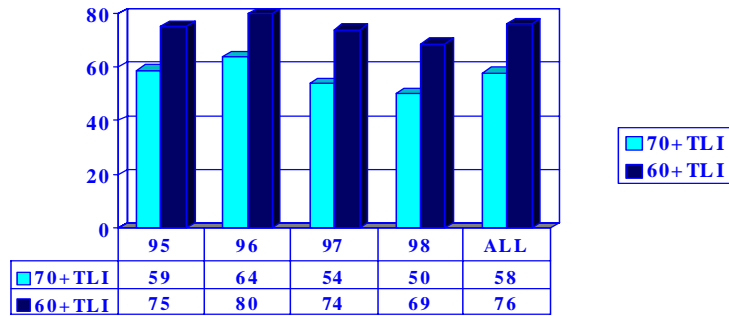




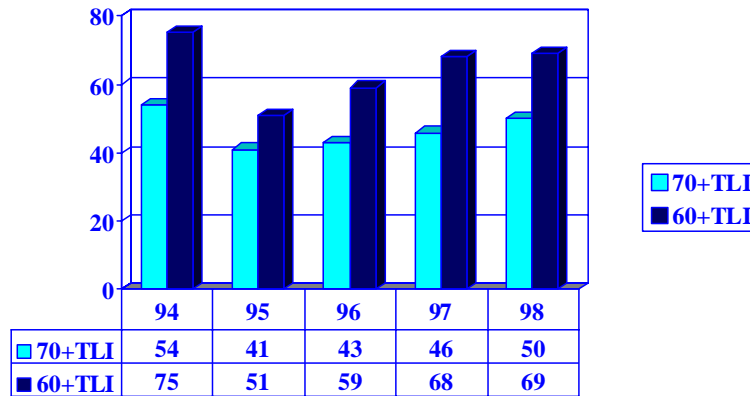
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1998 CEI TAAS PERFORMANCE



CEI TAAS PERFORMANCE

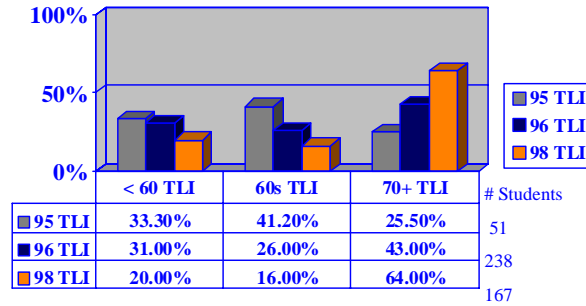




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1996 CEI CLASS



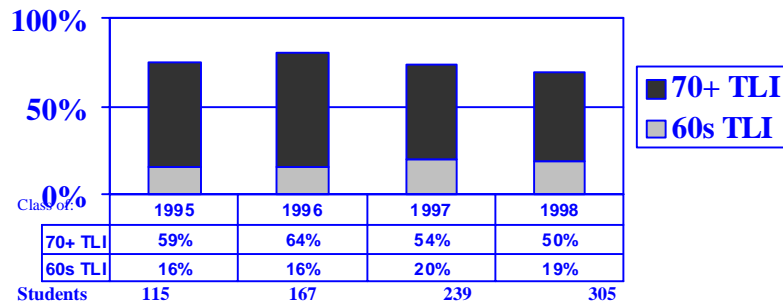
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1998 CEI TAAS PERFORMANCE



Note: The TAAS data for this graph is for the year 1998. It is disaggregated for students who were in CEI in the year reflected (1995, 1996, 1997 or 1998) who were still in school and took the 1998 TAAS Test.

