

**THE SOI MODEL SCHOOL  
AT TRAVIS ELEMENTARY  
RESULTS FROM THE FIRST TWO YEARS**



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## THE SOI MODEL SCHOOL PROGRAM AT TRAVIS ELEMENTARY: RESULTS FROM THE FIRST TWO YEARS

Travis Elementary in the Lamar Consolidated Independent School District became the first fully implemented SOI Model School in September 1995.

When Win Hollas, who was the principal during this time, and his staff agreed to adopt the SOI Model School program, it was understood that the effectiveness of the program would be evaluated primarily on the basis of measured academic performance. The data from the first two years of the program operation is the basis of this report.

In many ways, it is fortunate that the first implementation of the SOI Model School was in Texas, because the state of Texas has a comprehensive testing program to evaluate the academic growth of individual students, school campuses, and school districts throughout the state. Travis Elementary is a K-5 school, and every year, the third, fourth, and fifth grade students are tested in reading and mathematics. The test they use is the Texas Assessment of Academic Skills - the TAAS test.

The data available to us for this report are as follows:

SCHOOL YEAR	5 <sup>TH</sup> GRADERS IN 1995-1996	4 <sup>TH</sup> GRADERS IN 1995-1996	3 <sup>RD</sup> GRADERS IN 1995-1996
1993-1994: two years before SOI	data		
1994-1995: one year before SOI	data	data	
1995-1996: first year of SOI	data	data	data
1996-1997: second year of SOI	data	data	data

We have the most complete data for the fifth grade group, and the least data on the third grade group. Each of the groups is kept separate for the evaluation.

## SUMMARY OF RESULTS

In all cases where a comparison can be drawn, the TAAS scores show significant improvement after the SOI Model School program was implemented.

Details of these improvements are documented in the body of this report in the figures that show the year-to-year performance of all the students on whom TAAS scores were obtained.

ONE YEAR'S OR MORE GROWTH		
	Pre-SOI Model School	Post-SOI Model School
FIFTH GRADE (1995-1996)		
READING	72%	85%
MATH	73%	95%
FOURTH GRADE (1995-1996)		
READING	74%	83%
MATH	73%	95%
THIRD GRADE (1995-1996)		
READING	---	60%
MATH	---	70%

## SPECIAL HELP FOR STUDENTS AT RISK: THE SOI IPP LEARNING LAB

The SOI Model School program has two principal parts:

1. Thinking skills are taught for one period each day in the classrooms. These materials, authored by Mary Meeker and Robert Meeker, are based on the Structure of Intellect model.
2. Students at risk can be referred by the classroom teacher to the SOI IPP Learning Lab. This lab provides assessment and treatment for perceptual problems, sensory-motor problems, learning preference problems, and general cognitive weaknesses. It is intended as a safety net for students who are having difficulty in the regular classroom.

The following chart indicates the success rate of the Travis students referred to the SOI IPP Learning Lab.

ONE YEAR'S OR MORE GROWTH	
FIFTH GRADE (1995-1996) REFERRALS	
READING	71%
MATH	94%
FOURTH GRADE (1995-1996) REFERRALS	
READING	70%
MATH	89%
THIRD GRADE (1995-1996) REFERRALS	
READING	55%
MATH	73%

In viewing these results, it needs to be noted that these performances are for students considered at risk. In all instances, the performance of the students at risk is almost the same as the student body at large. In other words, a special help program is producing special results.

## FORMAT OF THE DETAILED REPORT

The detailed portion of this report is primarily in graphic form.

**Graphing the TAAS scores:** The TAAS is a criterion-referenced test, so each student's scores are independent of all other students' scores.

Individual student scores are reported on graphs like those shown on the facing page.

Each graph reports two years of data. Each student's score for a given year is recorded on the horizontal scale, and his or her score for the successive year is recorded on the vertical scale.

In this way it is possible to see the progress that a student has made from one year to the next, apart from any group averages.

In other words, if a student's scores come into the white area, that shows more than one year's progress.

If a student's scores fall into the dark blue area, that shows less than one year's progress.

And, if a student's scores are on the diagonal (light blue), that is exactly one year's progress.

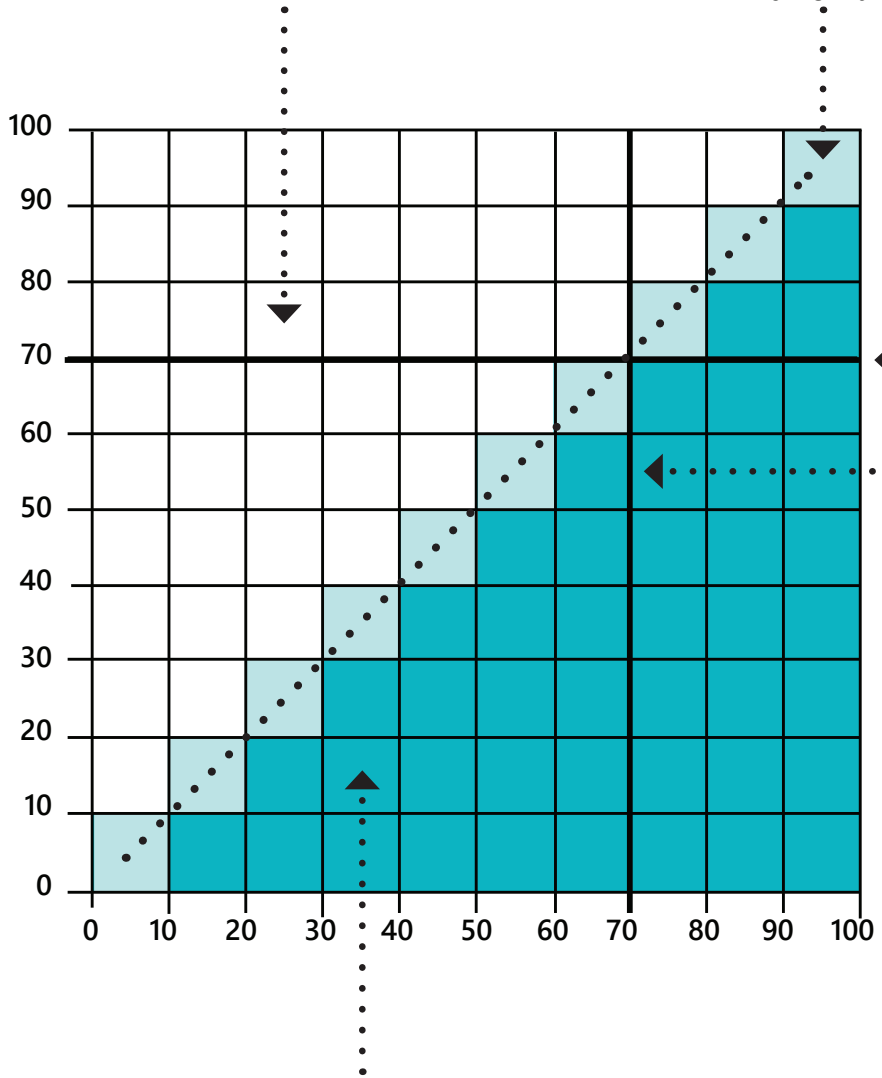
**The scales:** The scales on the graphs (1-100) represent the degree of mastery that the student achieved on the TAAS.

On the TAAS test, 70% mastery is considered adequate or passing - that is the minimal goal for all Travis students.

## READING THE GRAPHS

**Getting Ahead:** If a student makes more than one year's growth, then the scores will fall in the white area.

**Year's Growth:** If a student makes one year's growth, his or her scores will fall on the diagonal.



**Mastery Level:** The 70% and above mastery level - passing - can be read directly from the graph for the two years depicted.

**Falling Behind:** If a student makes less than one year's growth, then the score will fall in the dark blue area.

## THE SOI MODEL SCHOOL PROGRAM EFFECT ON THIRD TO FIFTH GRADE STUDENT MATH ACHIEVEMENT: FIFTH GRADERS IN 1995-1996

The graphs on the facing page focus on students who were in the fifth grade the first year (1995-1996) that the SOI Model Schools program was implemented at the Travis campus.

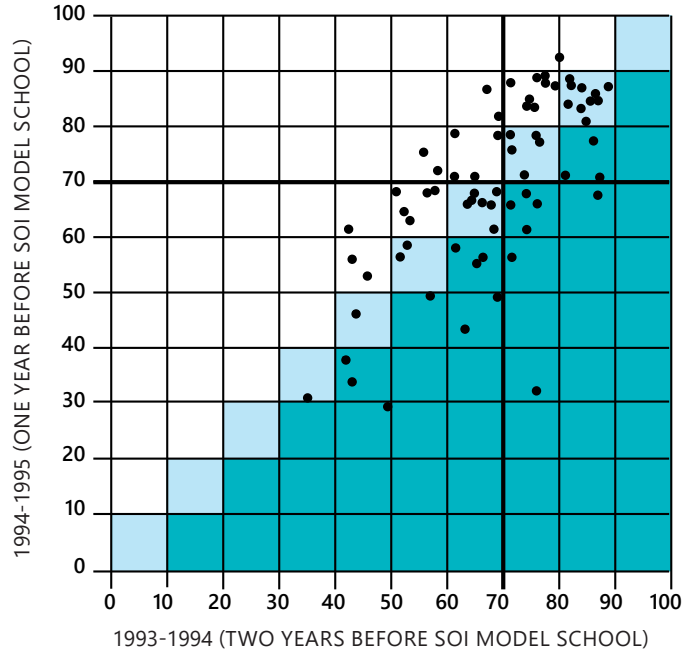
For these students we have three years of TAAS data on math achievement - two years prior to the SOI Model School program and one year after the program was introduced. This allows us to make a year-to-year comparison before and after the SOI Model School program.

The following chart summarizes the positive changes that occurred after the SOI Model School program was introduced.

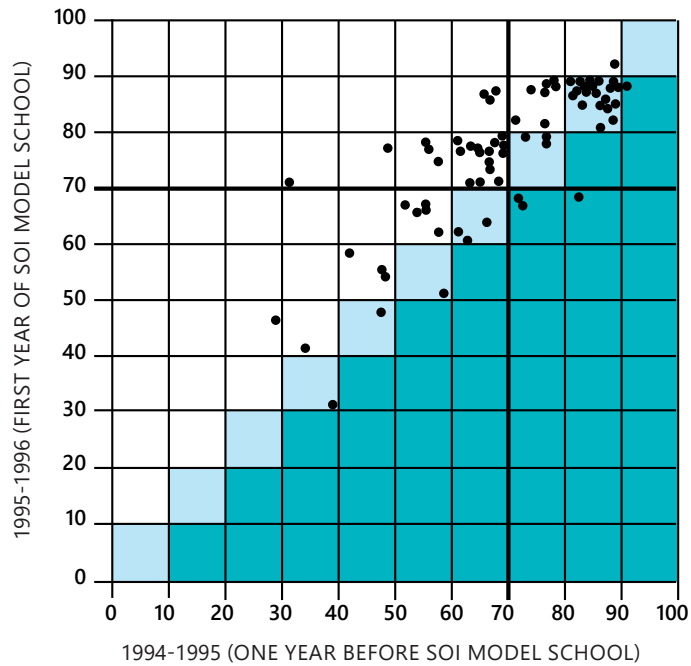
On the TAAS test, 70% mastery is considered adequate or passing - that is the minimal goal for all Travis students.

	BEFORE & AFTER SOI	EVALUATION
STUDENTS ACHIEVING THE MASTERY LEVEL	34% in 1993-1994 35% in 1994-1995 55% in 1995-1996	no gain before SOI 20% gain after SOI
STUDENTS MAKING ONE YEAR'S OR MORE GROWTH	before SOI - 73% after SOI - 95%	an increase of 22%
STUDENTS MAKING LESS THAN ONE YEAR'S GROWTH	before SOI - 27% after SOI - 10%	a decrease of 17%





**YEAR-TO-YEAR COMPARISON BEFORE SOI MODEL SCHOOL PROGRAM  
MATH SCORES: THIRD GRADE (1993-1994) TO FOURTH GRADE (1994-1995)**



**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
MATH SCORES: FOURTH GRADE (1994-1995) TO FIFTH GRADE (1995-1996)**

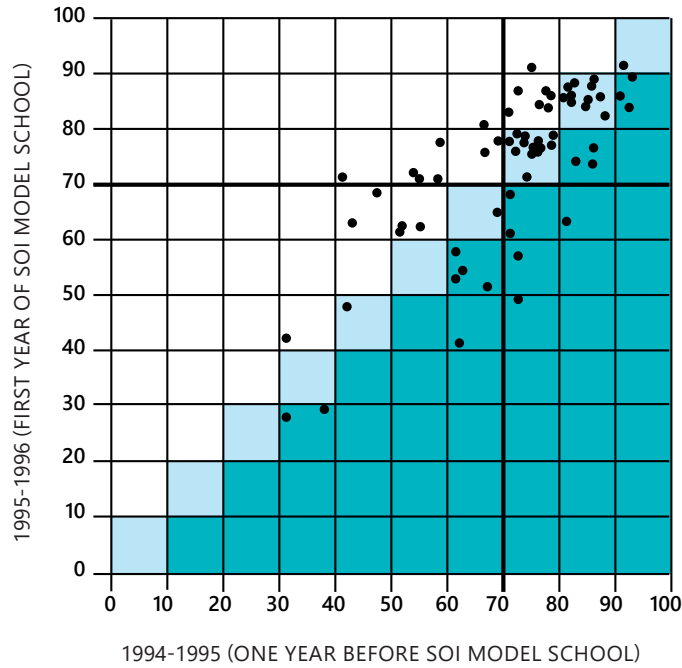
## THE SOI MODEL SCHOOL PROGRAM EFFECT ON THIRD TO FIFTH GRADE STUDENT MATH ACHIEVEMENT: FOURTH GRADERS IN 1995-1996

The graphs on the facing page focus on students who were in the fourth grade the first year (1995-1996) that the SOI Model School program was implemented at the Travis campus.

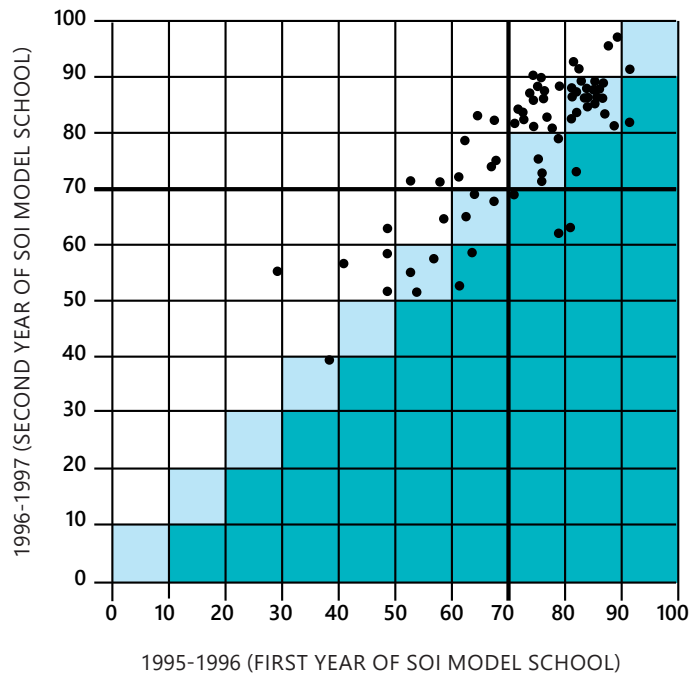
For these students we have three years of TAAS data on math achievement - one year prior to the SOI Model School program and two years after the program was first introduced. This allows us to make a year-to-year comparison before and during the SOI Model School program.

The following chart summarizes the positive changes that occurred after the SOI Model School program was introduced.

	FIRST TWO YEARS OF SOI	EVALUATION
STUDENTS ACHIEVING THE MASTERY LEVEL	65% in 1993-1994 70% in 1994-1995 73% in 1995-1996	8% increase in 2 years
STUDENTS MAKING ONE YEAR'S OR MORE GROWTH	first year - 73% second year - 95%	an increase of 22%
STUDENTS MAKING LESS THAN ONE YEAR'S GROWTH	first year - 27% second year - 10%	a decrease of 17%



**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
MATH SCORES: THIRD GRADE (1994-1995) TO FOURTH GRADE (1995-1996)**



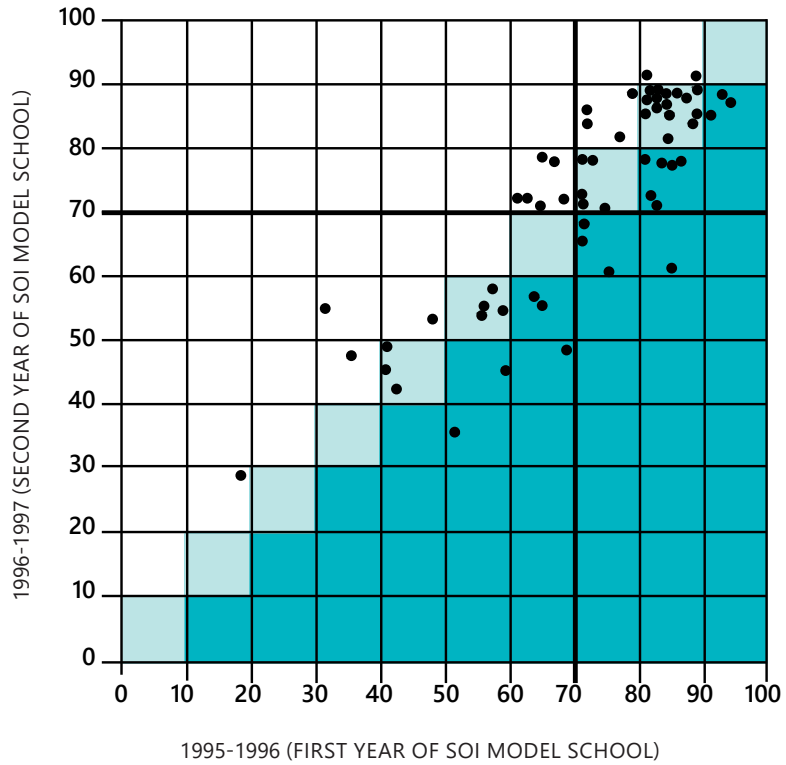
**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
MATH SCORES: FOURTH GRADE (1995-1996) TO FIFTH GRADE (1996-1997)**

## THE SOI MODEL SCHOOL PROGRAM EFFECT ON THIRD TO FOURTH GRADE STUDENT MATH ACHIEVEMENT: THIRD GRADERS IN 1995-1996

The next chart focuses on students who were in the third grade the first year (1995-1996) that the SOI Model School program was implemented at the Travis campus.

For these students we have two years of TAAS data on math achievement - two years after the program was first introduced. This limits the year-to-year comparisons that can be made for this group until the completion of the 1997-1998 school year.

	FIRST TWO YEARS OF SOI	EVALUATION
STUDENTS ACHIEVING THE MASTERY LEVEL	62% in 1995-1996 66% in 1996-1997	4% gain
STUDENTS MAKING ONE YEAR'S OR MORE GROWTH	70%	no basis for comparison
STUDENTS MAKING LESS THAN ONE YEAR'S GROWTH	30%	no basis for comparison



**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
MATH SCORES: THIRD GRADE (1995-1996) TO FOURTH GRADE (1996-1997)**

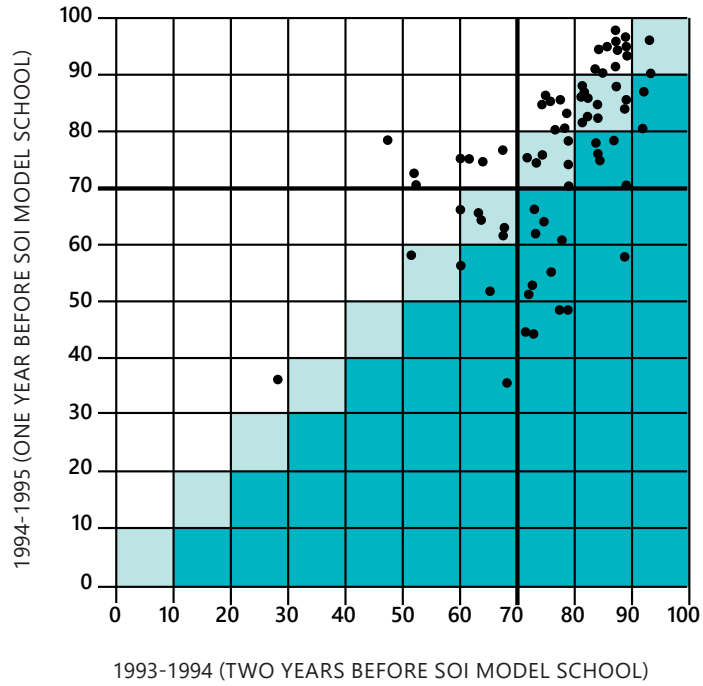
## THE SOI MODEL SCHOOL PROGRAM EFFECT ON THIRD TO FIFTH GRADE STUDENT READING ACHIEVEMENT: FIFTH GRADERS IN 1995-1996

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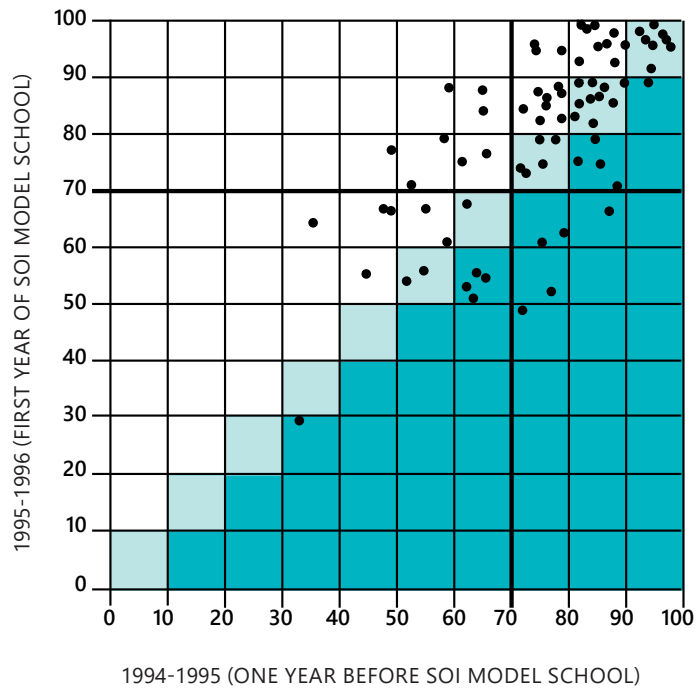
For these students we have three years of TAAS data on reading achievement - two years prior to the SOI Model School program and the year that the program was first implemented. This allows us to make a year-to-year comparison before and after the SOI Model School program.

The following chart summarizes the changes that occurred after the SOI Model School program was introduced.

	BEFORE & AFTER SOI	EVALUATION
STUDENTS ACHIEVING THE MASTERY LEVEL	56% in 1993-1994 51% in 1994-1995 56% in 1995-1996	no increase
STUDENTS MAKING ONE YEAR'S OR MORE GROWTH	before SOI - 72% after SOI - 85%	an increase of 13%
STUDENTS MAKING LESS THAN ONE YEAR'S GROWTH	before SOI - 29% after SOI - 20%	a decrease of 9%



**YEAR-TO-YEAR COMPARISON BEFORE SOI MODEL SCHOOL PROGRAM  
 READING SCORES: THIRD GRADE (1993-1994) TO FOURTH GRADE (1994-1995)**



**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
 READING SCORES: FOURTH GRADE (1994-1995) TO FIFTH GRADE (1995-1996)**

## THE SOI MODEL SCHOOL PROGRAM EFFECT ON THIRD TO FIFTH GRADE STUDENT READING ACHIEVEMENT: FOURTH GRADERS 1995-1996

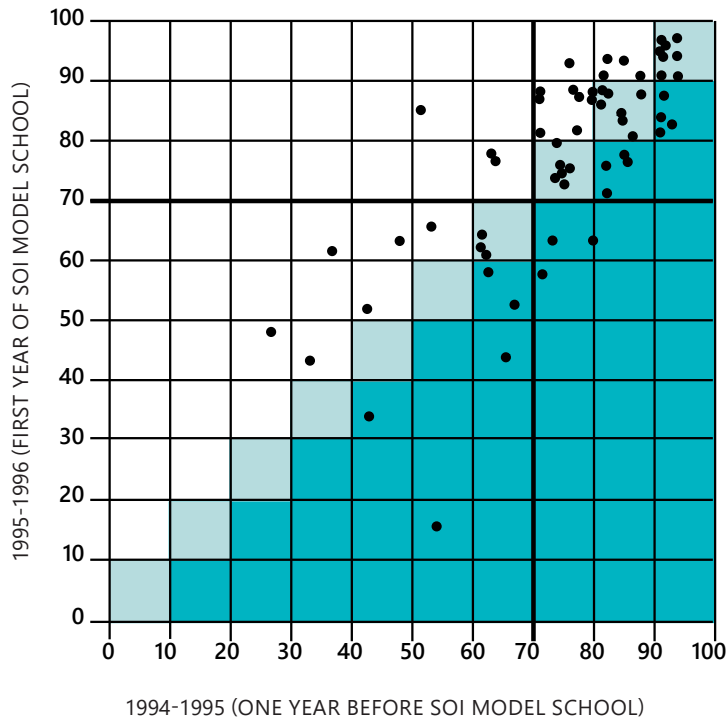
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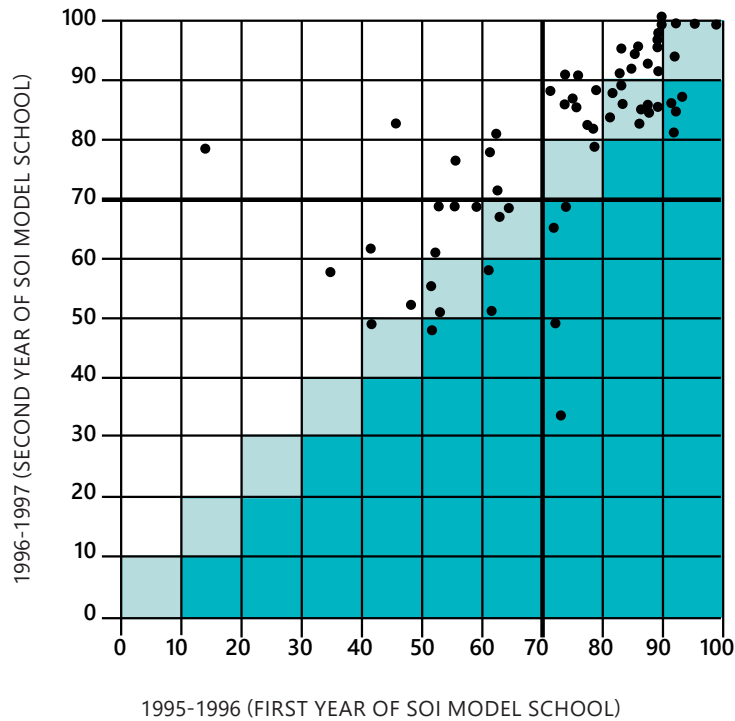
The following chart summarizes the positive changes that occurred after the SOI Model School program was introduced.

	FIRST TWO YEARS OF SOI	EVALUATION
STUDENTS ACHIEVING THE MASTERY LEVEL	73% in 1994-1995 73% in 1995-1996 71% in 1996-1997	no increase
STUDENTS MAKING ONE YEAR'S OR MORE GROWTH	first year - 74% second year - 83%	an increase of 9%
STUDENTS MAKING LESS THAN ONE YEAR'S GROWTH	first year - 26% second year - 17%	a decrease of 9%





**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
READING SCORES: THIRD GRADE (1994-1995) TO FOURTH GRADE (1995-1996)**



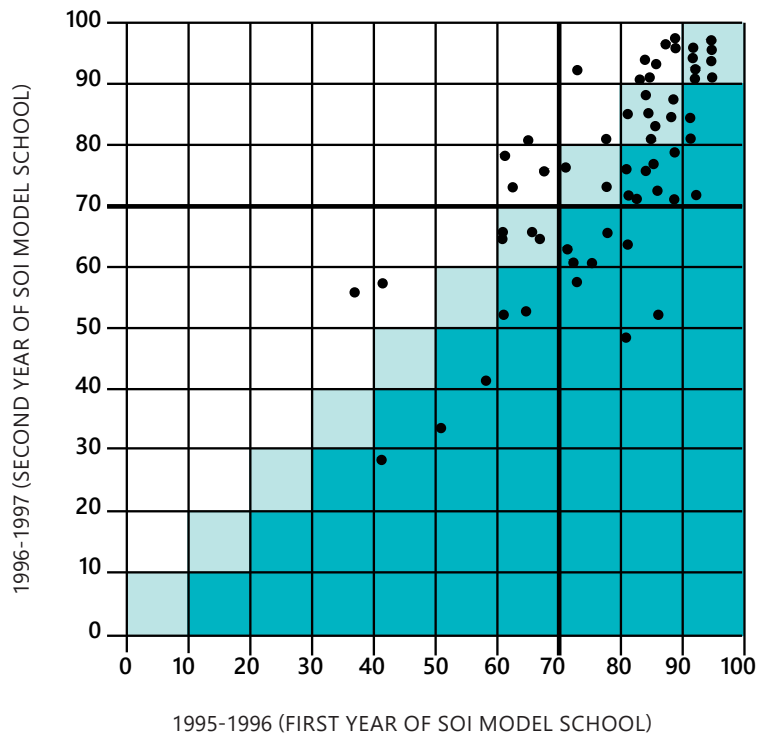
**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
READING SCORES: FOURTH GRADE (1995-1996) TO FIFTH GRADE (1996-1997)**

## THE SOI MODEL SCHOOL PROGRAM EFFECT ON THIRD TO FOURTH GRADE STUDENT READING ACHIEVEMENT: THIRD GRADERS IN 1995-1996

The next chart focuses on students who were in the third grade the first year (1995-1996) that the SOI Model School program was implemented at the Travis campus.

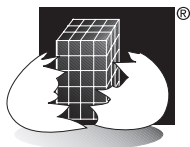
For these students we have two years of TAAS data on reading achievement - two years after the program was first introduced. This limits the year-to-year comparisons that can be made for this group until the completion of the 1997-1998 school year.

	FIRST TWO YEARS OF SOI	EVALUATION
STUDENTS ACHIEVING THE MASTERY LEVEL	75% in 1995-1996 68% in 1996-1997	no gain
STUDENTS MAKING ONE YEAR'S OR MORE GROWTH	60%	no basis for comparison
STUDENTS MAKING LESS THAN ONE YEAR'S GROWTH	40%	no basis for comparison



**YEAR-TO-YEAR COMPARISON AFTER SOI MODEL SCHOOL PROGRAM  
 READING SCORES: THIRD GRADE (1995-1996) TO FOURTH GRADE (1996-1997)**

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