



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Letter to Commissioner Williams Requesting Approval of Recommendations

SUBMITTED BY: Emma Leza, Executive Director of Instructional Accountability

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: March 25, 2015

INFORMATIONAL REPORT:

Review of letter submitted to Commissioner Williams to consider the recommendations for the 2014-2015 Accountability Standards on the Performance Index Framework System.



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Superintendent

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UNITED INDEPENDENT SCHOOL DISTRICT

The Honorable Michael L. Williams
Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

March 02, 2015

Dear Commissioner Williams,

Based on the information we received at both the TASA Midwinter Conference and the Assessment Conference **we are formally requesting for you to approve the ATAC and APAC's recommendations for achieving a "Met Standard" rating for the 2014-2015 accountability system.** Due to the changes in the content areas projected to be used to determine Index 2, we are concerned that the data used (progress in reading and writing) will not be enough to afford campuses with a high percent of English language learners, the opportunity to demonstrate sufficient growth to meet Index 2 this year.

Here at United ISD, we are proud to say, with a Hispanic population of 98.5% of the 43,250 students we serve, an ELL population of 39.1% and an Economic Disadvantaged rate of 73.6% we have worked towards and **achieved the Met Standard rating** at each campus and the district for the 2013 and 2014 academic years. We agree with the purpose of Index 2 which allows our students, teachers, and administrators the opportunity to monitor progress and performance growth expectations and we will continue to work towards having all of our students meet this instructional target. However, allowing campuses to meet the Performance Index Framework by either meeting Index 1 (with the hold harmless feature) **or** Index 2 will provide the support needed to adjust to the many changes in the accountability system.

We also agree with the opportunity to take the highest percent contributing to the college ready calculation for Index 4 since we strive to meet our district's ultimate goal of graduating the highest percent of students every year. This is noted on TAPR with the class of 2013 graduating 93.1% (for the 4-year longitudinal rate) of the cohort and the increase in college ready graduates and dual enrollment completion.

In the area of Distinction Designations we agree with the recommendations to expand the criteria to include all students in a campus type reaching STAAR Level III in each content area and to the calculation change for Algebra I at the middle school level. Sixty seven percent of our campuses earned at least one distinction last year and several garnered four or more distinctions. These changes will allow more of our campuses to earn distinctions for the great work they do.

We make these recommendations to allow districts like ours with high populations of Hispanic students, English language learners and economically disadvantaged students the well-deserved recognition for working towards and achieving student success.

Best Regards from a South Texas District UNITED in Student Achievement,



Roberto J. Santos, Superintendent of Schools


David H. Gonzalez, Associate Superintendent
for Curriculum & Instruction


Alberto Aleman, Jr., United HS Principal of 4,050 Students

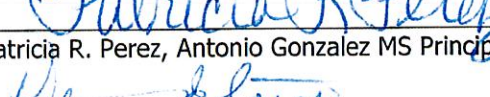

Ernesto Sandoval, Jr., Alexander HS Principal of 2,642 Students

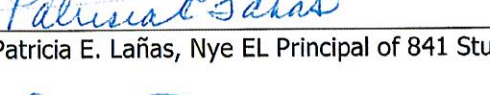

Gerardo Rodriguez, S.T.E.P. Academy Director of 161 Students

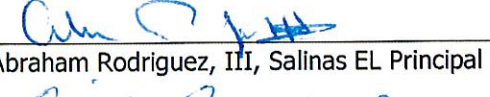

Roylin B. Wilson, United South MS Principal of 1,348 Students

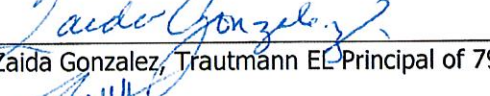

Beth Porter, Washington MS Principal of 1,311 Students


Jessica C. Salazar, Los Obispos MS Principal of 1,028 Students


Patricia R. Perez, Antonio Gonzalez MS Principal of 1,257 Students



Patricia E. Lañas, Nye EL Principal of 841 Students


Abraham Rodriguez, III, Salinas EL Principal of 851 Students


Zaida Gonzalez, Trautmann EL Principal of 796 Students


Joe Garza, Finley EL Principal of 490 Students


Caryn Y. Fox, Ruiz EL Principal of 924 Students


Maria H. Arambula-Ruiz, Kazen EL Principal of 552 Students


Gilbert Castro, Prada EL Principal of 780 Students


Thelma J. Martinez, Kennedy-Zapata EL Principal of 470 Students


Sylvia A. Ruiz, Roosevelt EL Principal of 738 Students

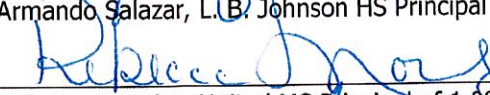

Melissa Shinn, Cuellar EL Principal of 662 Students


Juanita Zepeda, Arndt EL Principal of 873 Students


Laura P. De Los Santos, Centeno EL Principal of 924 Students


Melba Gutierrez, Fasken EL Principal of 951 Students



Adriana P. Ramirez, United South HS Principal of 3,149 Students

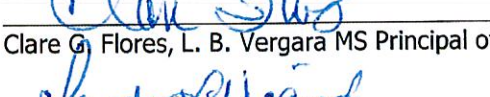

Armando Salazar, L.B. Johnson HS Principal of 2,595 Students


Rebecca Morales, United MS Principal of 1,084 Students


Clotilde Gamez, Salvador Garcia MS Principal of 483 Students


Rene Rodriguez, Clark MS Principal of 787 Students


Leticia Menchaca, Trautmann MS Principal of 1,825 Students



Clare G. Flores, L. B. Vergara MS Principal of 881 Students

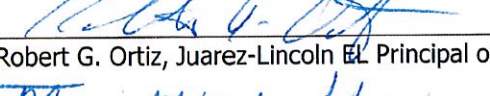

Sandra L. Higareda, Clark EL Principal of 483 Students


Leticia R. Garcia, Newman EL Principal of 615 Students


Salud Claudia Hernandez, Perez EL Principal of 1,130 Students


Claudia C. Dovalina-Guzman, Gutierrez EL Principal of 582 Students


Diana I. Korrodi, De Llano EL Principal of 626 Students

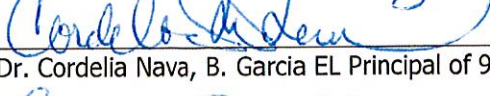

Robert G. Ortiz, Juarez-Lincoln EL Principal of 803 Students



Mucia R. Flores, Borchers EL Principal of 969 Students

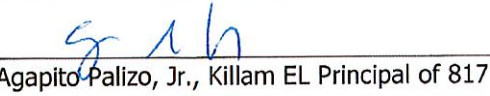

Dr. Myrtha Villarreal, Col. Santos Principal of 962 Students


Claudia Y. Benavides, Zaffirini EL Principal of 1,134 Students


Mayra N. Ramirez, Muller EL Principal of 871 Students


Dr. Cordelia Nava, B. Garcia EL Principal of 951 Students


Anna R. Martinez, Malakoff EL Principal of 832 Students


Agapito Palizo, Jr., Killam EL Principal of 817 Students

2015 Accountability Technical Advisory Committee

Summary of meeting on February 5, 2015

February 13, 2015

The objectives for the second meeting of the 2015 Accountability Technical Advisory Committee (ATAC) were to address further topics related to the 2015 accountability ratings, consider recommendations from the ELL workgroup, and review data and develop recommendations related to index targets.

Based on their discussions during the day, the ATAC developed their recommendations for 2015 accountability ratings that are summarized in this document. A separate recommendations document will provide a more detailed summary of each recommendation including supporting rationales, where applicable.

	Index 1	Index 2	Index 3	Index 4
System Rigor				
Recommended Targets	Maintain 2014 Targets	Set targets at 5 th Percentile of 2015 performance by Campus Type	Maintain 2014 Targets	Maintain 2014 Targets
Changes to the Texas Assessment Program	Grades 3 – 8 Mathematics based on 2014 Equivalent Performance Standards and changes to the available Assessments for Students with Disabilities (STAAR A, STAAR Alt 2, and lack of STAAR Modified)			
Changes necessary to meet statutory requirements	n/a	n/a	n/a	Additional Postsecondary Readiness Indicators
Index Outcomes				
	Calculation			
	No Change	Combine all subjects for an All Subjects Weighted Progress Rate	No Change in 2015*	Postsecondary Indicator: Replace current College-Ready Graduates Indicator (see below)
	Assessments Evaluated			
Evaluate Base Index Data: (data for all reports, Distinction Designations, and System Safeguard measures)	Include STAAR A** STAAR Alt 2	Exclude STAAR A and ELL Progress Measures (grades 3 – 8 math)***	Exclude STAAR A ** STAAR Alt 2	Exclude STAAR A ** STAAR Alt 2
Apply Index 1 Hold Harmless: Assign the Met Standard rating if the Index 1 outcome based on the excluded assessments meets the Index 1 target.	Exclude STAAR A** STAAR Alt 2			

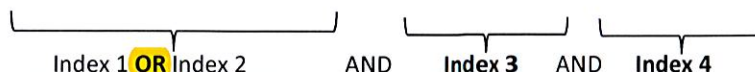
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Rating Criteria

To attain a *Met Standard* rating, districts and campuses must meet the target on the following indexes for which it has performance data in 2015:



* No change in 2015 with a recommendation to reevaluate Index 3 methodology in 2016.

** All STAAR Accommodated (STAAR A) test results are included in the base data, and all STAAR A are excluded in the hold harmless data - regardless of special education student status.

*** STAAR A progress measures in any grade or subject plus ELL Progress Measures for grades 3-8 mathematics are excluded from the Index 2 calculations. STAAR Alt 2 progress measures are not calculated.

Index Targets

2015 Accountability Performance Index Targets

	Index 1	Index 2 ¹	Index 3	Index 4	
				All Components	STAAR Component Only
Non-AEA					
District Targets	55	5 th Percentile	28	57	13
Campus Targets:					
Elementary	55	5 th Percentile	28	n/a	12
Middle		5 th Percentile	27	n/a	13
High School/K-12		5 th Percentile	31	57	21
AEA				Both Components	Graduation/ Dropout Rate Component Only
AEA Campus and Charter District Targets	30	5 th Percentile	11	33	45

¹ Targets for non-AEA campuses are set at about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

Index 4 Postsecondary Indicator

Replace the current College-Ready Indicator with a broad Postsecondary Indicator; no change to the four Index 4 component weights (25%). Define the **Postsecondary Indicator** as:

graduates reported for school year 2013–14 who:

1) meet College Ready criteria in *both* reading/English language arts and mathematics

OR

2) completed and received credit for at least one advanced/dual enrollment course

OR

3) enrolled and completed credit for the CTE Coherent Sequence

-----divided by-----
 number of graduates reported for school year 2013–14

Distinction Designations

Add grade level and EOC Reading and Mathematics indicators of Performance at Advanced Level III.

Redefine **Algebra I by Grade 8–Performance (Level III)** indicator as **Algebra I–Performance (Level III)** which includes Algebra I tests in all grades (including grade 9).

Redefine **Algebra I by Grade 8 – Participation** indicator which measures test participation in Algebra I EOC by the end of grade 8 by 1) **limiting the denominator to 8th grade students**, 2) basing the calculation on the Fall enrollment and Algebra I tests taken as reported on the Consolidated Accountability File (CAF), cumulative history section.

Add Percent Special Education enrollment to Campus Comparison Group methodology.

2015 Accountability Technical Advisory Committee
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English Language Learner (ELL) Inclusion				
Expand Index 2 ELL student group to include Current and Monitored ELLs in the first and second years of academic monitoring after exiting ELL status (M1 and M2).				
Change Index 1 and Index 3 for ELLs with Parental Denials for instructional services enrolled in their second through fourth years in U.S. schools, shown below.				
Inclusion of ELLs with Parental Denials for services				
Years of enrollment in U.S. schools	Index 1	Index 2	Index 3	Index 4
First year	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second through fourth year	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	<i>Not Included</i>
Fifth year or more	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
Highlighted text indicates changes from 2014.				
Because of the lack of an ELL Progress Measure reported for STAAR Alternate, the test results for ELLs also identified as students served by special education programs and enrolled in their second through fourth years in U.S. schools were excluded from 2014 accountability. The STAAR Alt 2 administration is less reliant on knowledge of the English language than other STAAR tests, therefore the ATAC recommends including the STAAR Alt 2 results for these students at the Phase-in 1 Level II standard in 2015.				

Next Steps

TEA staff and the ATAC representatives will present the ATAC's recommendations to the APAC at its upcoming meeting on Monday, February 23. At this meeting, the APAC will review the final ATAC proposal for 2015 accountability and identify its recommendations for the commissioner of education.