Denton ISD Board Workshop

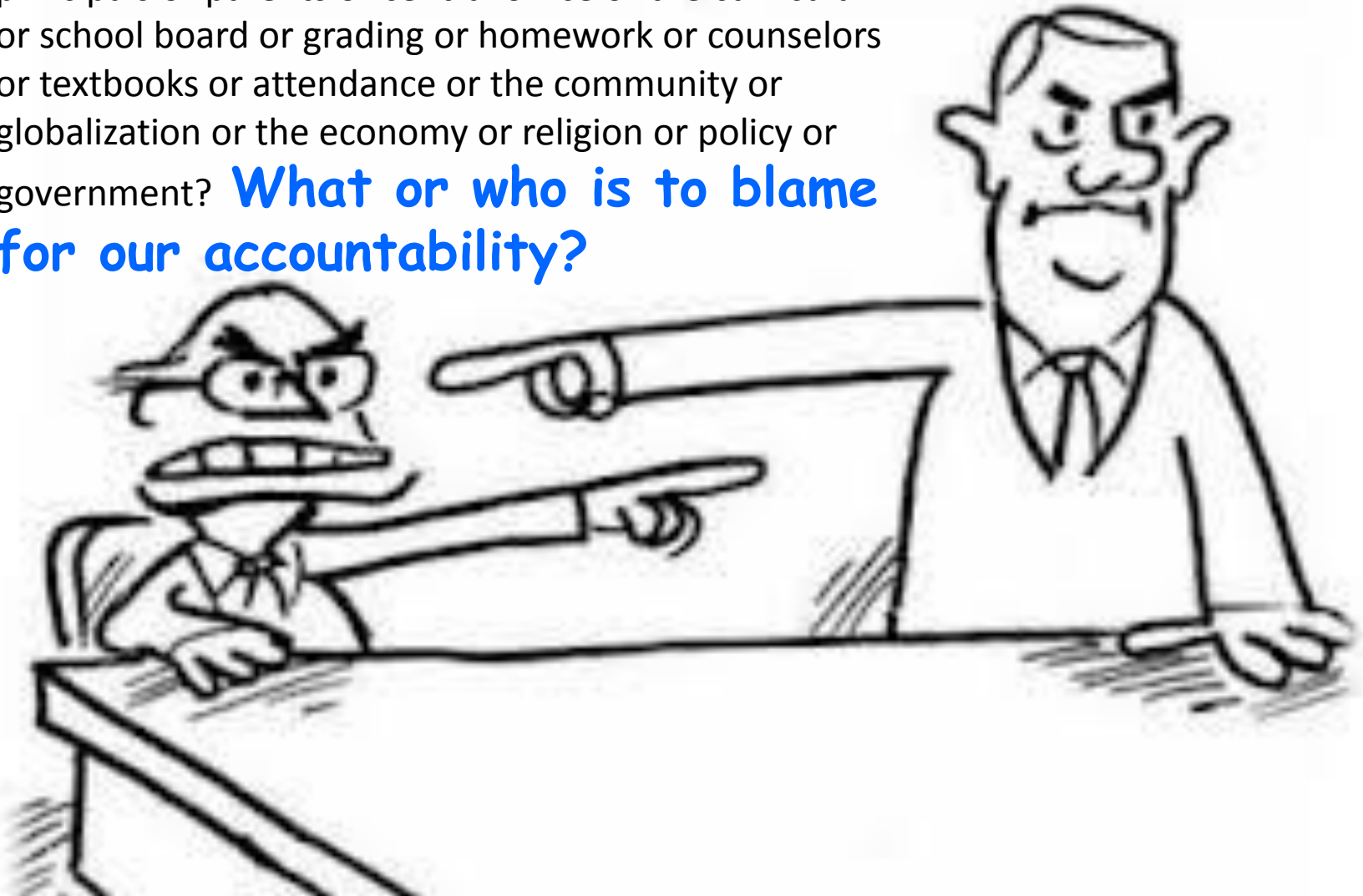## *2013* Accountability:

Overview of Performance Index Framework & STAAR Results *2012-13*

June 25, 2013

Dr. Mike Mattingly

Is it elementary or middle school or high school or students with disabilities or ELLs or economically disadvantaged students or white students or at-risk students or dropouts or science teachers or principals or parents or central office or the curriculum or school board or grading or homework or counselors or textbooks or attendance or the community or globalization or the economy or religion or policy or government? **What or who is to blame for our accountability?**
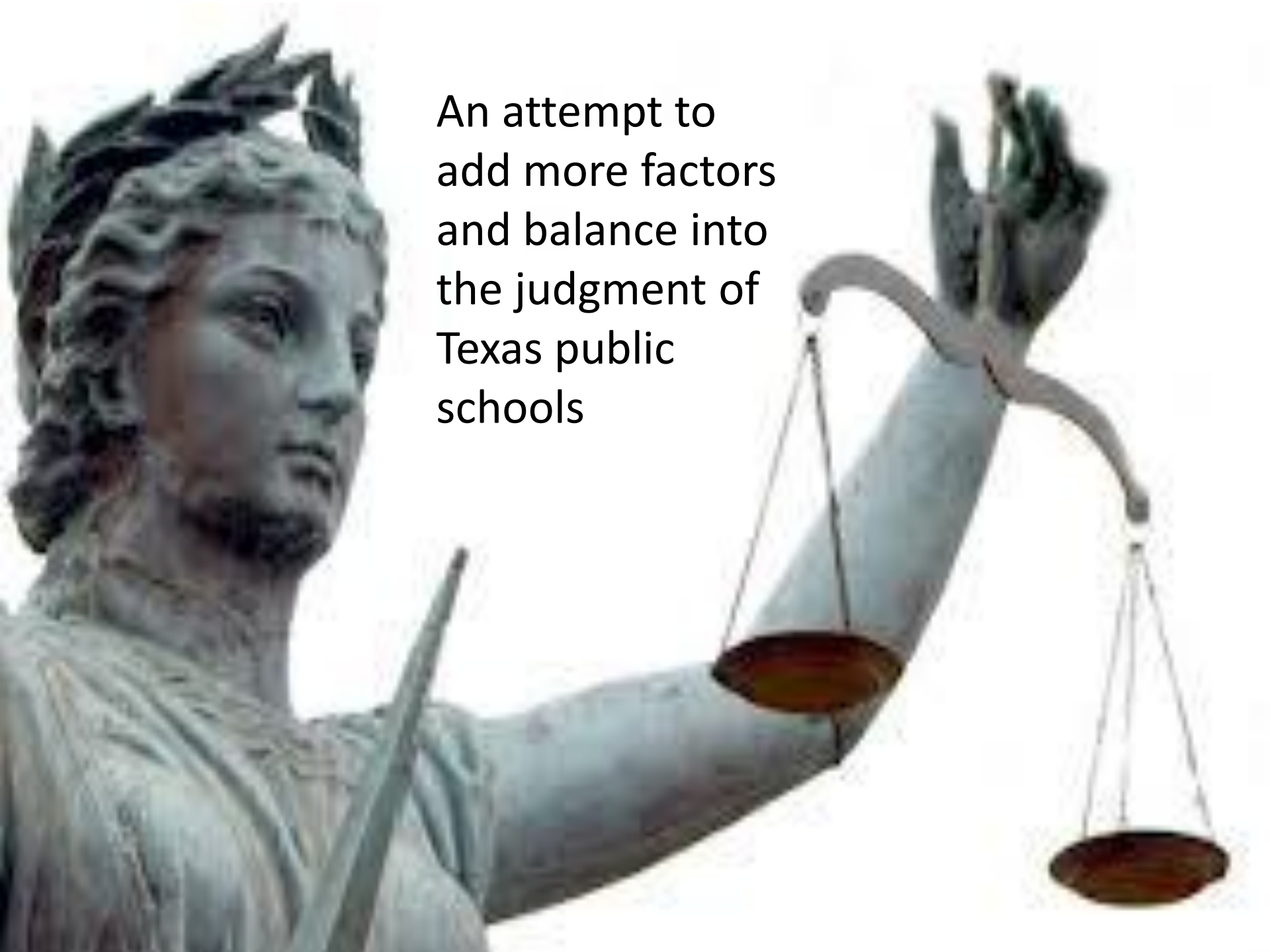
Ms. Stevenson, send in someone to blame.

An attempt to add more factors and balance into the judgment of Texas public schools

Overview of Performance Index Framework*

Shaded areas are not evaluated in 2013

Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness

Features of Index

Index 1: Student Achievement

STAAR Satisfactory Performance

- All Students Only
- Combined over All Subject Areas
- Credit given for meeting phase-in Level II performance standard on:

  - STAAR Grades 3-8 English and Spanish for assessments administered in the spring;

  - EOC for assessments administered in the spring and the previous fall and summer;

  - STAAR Grades 3-8 and EOC Modified and Alternate;

  - STAAR L (linguistically accommodated) based on the ATAC ELL Workgroup recommendations; and,

  - TAKS Grade 11 results at Met Standard performance standard (2013 only).

Index 2: Student Progress

Student Progress to Satisfactory or Advanced Performance Levels

- Ten Student Groups Evaluated:
  - All Students
  - Each Race/Ethnicity:
    - African American
    - American Indian
    - Asian
    - Hispanic
    - Pacific Islander
    - White
    - Two or More Races
  - Students with Disabilities
  - English Language Learners (ELLs)

- By Subject Area (Reading, Math, and Writing for available grades)

- Same assessments used in Index 1 where student progress measures are available

- Credit based on weighted performance:
  - One point credit given for each percentage of students at the Met growth expectations level
  - Two point credit given for each percentage of students at the Exceeded growth expectations level

Index 3: Closing Performance Gaps

Achievement Gaps Measured for Satisfactory and Advanced Levels

- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year

- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)

- Same Assessments Used in Index 1

- Credit based on weighted performance:
  - One point credit given for each percentage of students meeting the phase-in Level II performance standard
  - Two point credit given for each percentage of students meeting the final Level III Advanced performance standard

Index 4: Postsecondary Readiness

Measures of Postsecondary Readiness
Credit based on average of two postsecondary indicators:
1) STAAR postsecondary readiness standard (final Level II) and
2) high school graduation rates and diploma plans

STAAR Postsecondary Readiness
- Eight Student Groups Evaluated: All Students and each Race/Ethnicity
- Combined over All Subject Areas
- Credit given for meeting postsecondary readiness standard (final Level II) on one or more tests

High School Graduation
- Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)
- Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs

- Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates
- Eight Student Groups Evaluated: All Students and each Race/Ethnicity

Career and Technical Education Indicators TBD (2015 and Beyond)

* Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.

Additional Evaluations

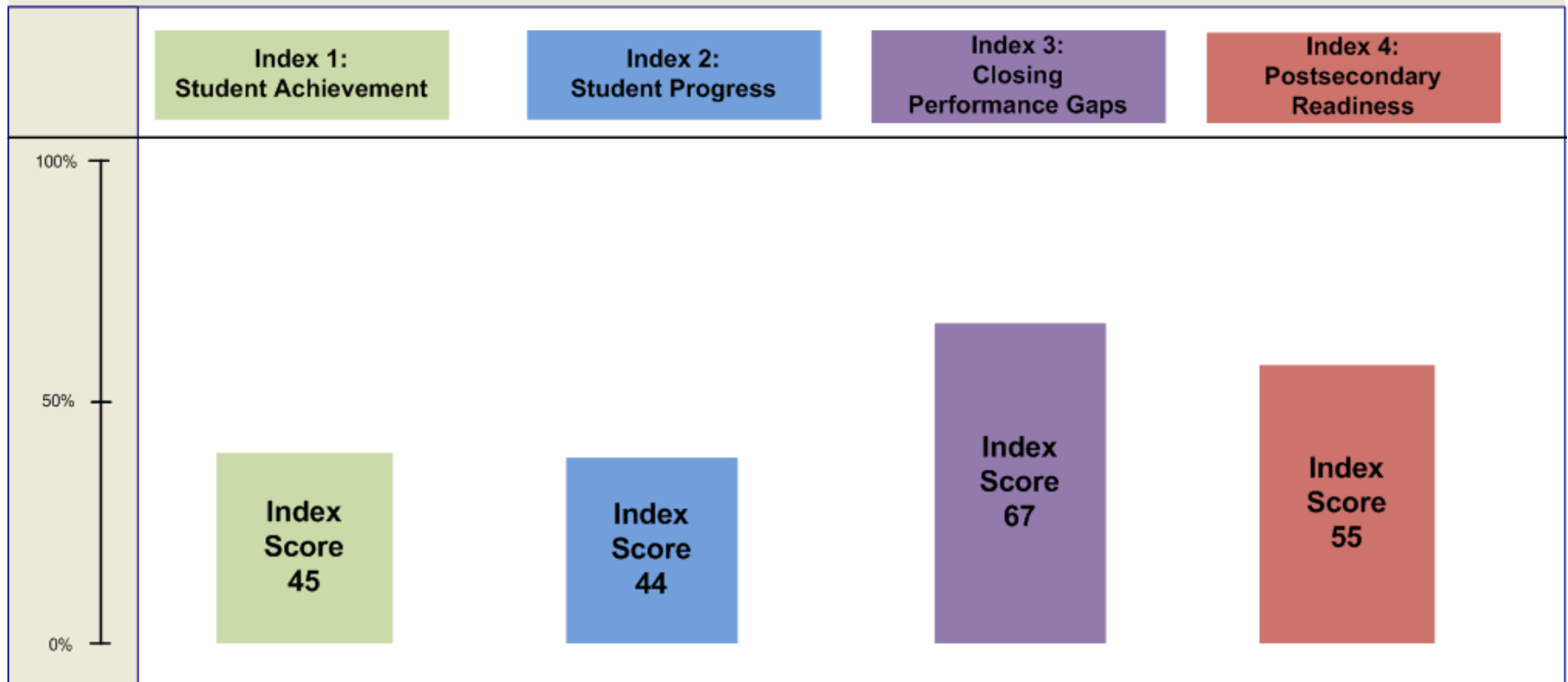**Apply Safeguards to Specific Performance Indexes, as needed:**

- Report performance by student group, performance level, subject, and grade;
- Implement interventions focused on specific areas of weak performance;
- Implement interventions based on minimum participation rate targets; and,
- Implement interventions for excessive use of STAAR Modified and STAAR Alternate.

Academic Achievement Distinctions in Reading/ELA and Mathematics

Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, Advanced (Level III) Performance on STAAR, Advanced/Dual Enrollment Course Completion, and Attendance Rates.

Overview of Performance Index Framework (Sample Campus)

Campus A Index Outcomes

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
	Index Score 45	Index Score 44	Index Score 67	Index Score 55

Index 1: Student Achievement

Index 1 Student Achievement provides an overview of student performance based on satisfactory student achievement across all subjects for all students.

- Subjects: Combined over Reading, Mathematics, Writing, Science, and Social Studies.

- Student Groups: All Students only

- Performance Standards: Phase-in Level II (Satisfactory)

Index 1: Student Achievement

Index 1 Construction

Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: Index Score = Total Index Points. Total Index Points is the percentage of assessments that met the Phase-in Level II Standard.

Each percent of students meeting the Phase-in Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Level II	
Students Met Phase-in Level II	50	+	38	+	19	+	10	+	19	=	136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	=	305		
Index Score													45

We want student performance as <u>high</u> as possible!
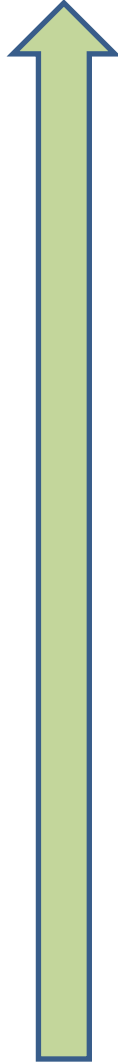
Index 2: Student Progress

Index 2: Student Progress focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners.

- By Subject Area: Reading, Mathematics, and Writing for available grades.

- Credit based on weighted performance:

  - One point credit given for each percentage of students at the Met growth expectations level.

  - Two point credit given for each percentage of students at the Exceeded growth expectations level.

Index 2: Student Progress

Index 2 Construction – Table 1

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
Example Calculation for **Reading** Number of Tests	100	50		40					30			
Did Not Meet Expectation Number	20	10		0					10			
Met Expectation Number Percent	60	20		10					15			
Exceeded Expectation Number Percent	20	20		30					5			
Percent of Tests: Met or Exceeded Expectation	80%	80%		100%					67%			
Exceeded Expectation	20%	40%		75%					17%			
Reading Weighted Growth Rate	**100**	**120**		**175**					**84**		**479**	**800**

Index 2: Student Progress

Index 2 Construction – Table 2

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
STAAR Reading Weighted Growth Rate	**100**	**120**		**175**					**84**		**479**	**800**
STAAR Mathematics Weighted Growth Rate	85	98		150					160		493	800
STAAR Writing Weighted Growth Rate	140	170									310	400
Total											1282	2000
Index Score (total points divided by maximum points)											64	

Always focusing on student growth.
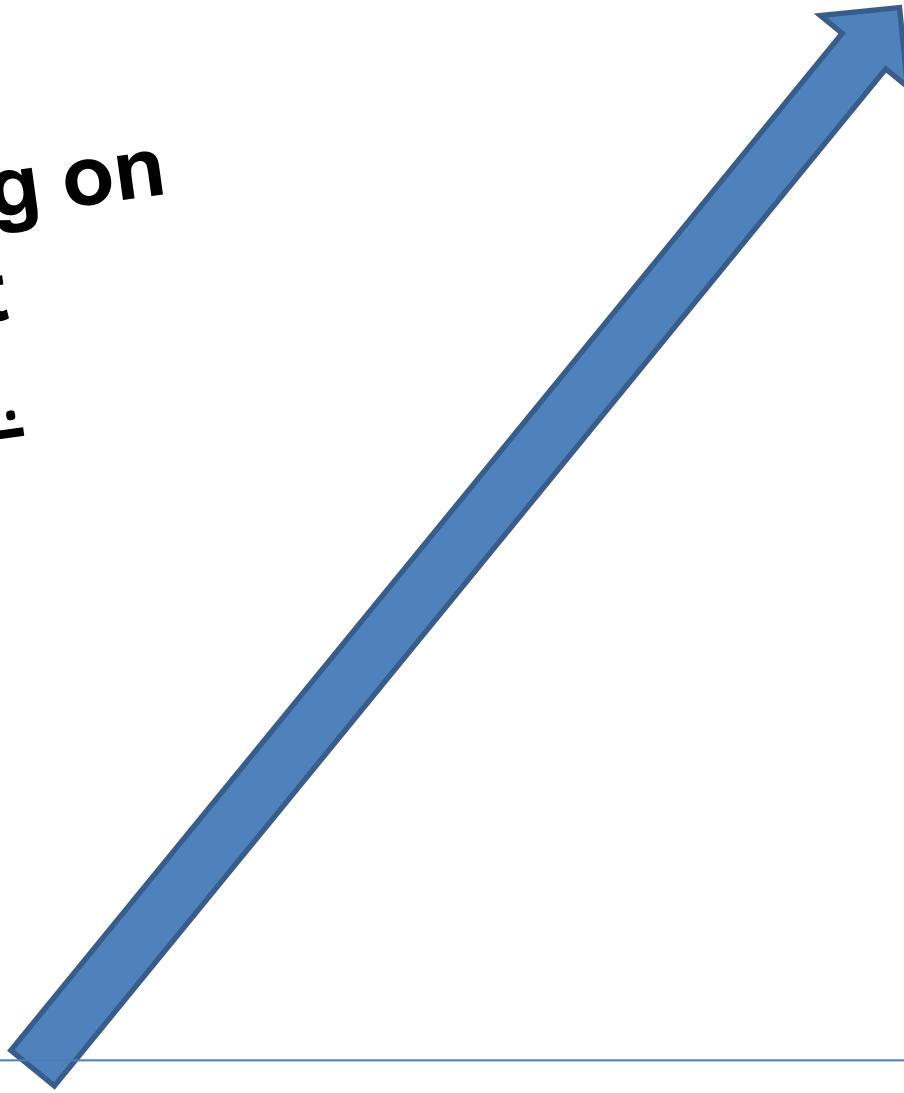
Index 3: Closing Performance Gaps

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

- Credit based on weighted performance:

  - Phase-in Level II satisfactory performance (2013 and beyond)
    One point for each percent of students at the phase-in Level II satisfactory performance standard.

  - Level III advanced performance (2014 and beyond)
    Two points for each percent of students at the Level III advanced performance standard.

- The STAAR weighted performance rate calculation must be modified for 2013 because STAAR Level III advanced performance cannot be included in the indicator until 2014.

Index 3: Closing Performance Gaps

■ By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies.

■ Student Groups

○ Socioeconomic: Economically Disadvantaged

○ Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or district (based on prior-year assessment results).

Index 3: Closing Performance Gaps

STAAR Reading Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Example Calculation for **Reading** Number of Tests	80	40	25		
Performance Results: Phase-in Level II Satisfactory and above Number Percent	80 100%	20 50%	25 100%		
Level III Advanced Number Percent	40 50%	0 0%	25 100%		
Reading Weighted Performance Rate	150	50	200	400	600

Index 3: Closing Performance Gaps

Index 3 Construction

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	**150**	**50**	**200**	**400**	**600**
Mathematics Weighted Performance Rate	125	100	90	315	600
Writing Weighted Performance Rate	80	90	125	295	600
Science Weighted Performance Rate	120	40	90	250	600
Social Studies Weighted Performance Rate	50	40	80	170	600
Total				1430	3000
Index Score (total points divided by maximum points)					48

Find a way to close the gap.

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

STAAR Percent Met Final Level II on One or More Tests

- 2014 and beyond (college-readiness performance standards are not included in accountability in 2013)

- Combined over All Subjects: Reading, Writing, Mathematics, Science, and Social Studies

Index 4: Postsecondary Readiness

Index 4 Construction

▪**Graduation Score:** Combined performance across the graduation and dropout rates for
○Grade 9-12 Four-Year Graduation Rate for All Students and all student groups OR

○Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.

▪RHSP/DAP Graduates for All Students and race/ethnicity student groups

▪**STAAR Score:** STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups (2014 and beyond)

▪For high schools that do not have a graduation rate, the annual dropout rate and STAAR Final Level II performance contribute points to the index. For elementary and middle schools, only STAAR Final Level II performance contributes points to the index.

Index 4: Postsecondary Readiness

Index 4 Construction

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	~~533.5~~	~~700~~
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Total											872.1	1100
Graduation Score (graduation total points divided by maximum points)											**79**	
2014 and beyond: STAAR % Met Final Level II on one or more tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: 79 + 30 / 2 = 55)											55	

Focuses on <u>graduation</u> and <u>preparedness</u> after graduation.

System Safeguards

Apply Safeguards to Specific Performance Indexes:

- Ensure reporting system disaggregates performance by student group, performance level, subject area, and grade;

- Performance rates are calculated from the assessment results used to calculate performance rates in the performance index (Index 1).

- Target for the disaggregated results meet federal requirements:
  - STAAR performance target corresponds to Index 1,
  - STAAR participation target as required by federal accountability,
  - Federal graduation rate targets and improvement calculations,
  - Federal limit on use of alternate assessments.

System Safeguards

Accountability System Safeguard Measures and Targets

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Eco. Disadv.	ELL	Special Ed.
Performance Rates											
Reading	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Mathematics	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Writing	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Science	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Social Studies	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (including improvement targets)											
4-year	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
5-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
District Limits on Use of Alternative Assessment Results											
Reading											
Modified	2%	*Not Applicable*									
Alternate	1%	*Not Applicable*									
Mathematics											
Modified	2%	*Not Applicable*									
Alternate	1%	*Not Applicable*									

System Safeguards

- Results will be reported for any cell that meets accountability minimum size criteria.

- Failure to meet the safeguard target for any reported cell must be addressed in the campus or district improvement plan.

- Performance on the safeguard indicators will be incorporated into the Texas Accountability Intervention System (TAIS).

- Detailed information is available in the Technical Description document at http://ritter.tea.state.tx.us/perfreport/account/2013/materials.html

	Denton ISD	State
Math 3	74.1%	69.5%
Math 4	70.8%	68.3%
Math 5	82.4%	75.1%
Math 6	81.0%	73.7%
Math 7	81.1%	71.4%
Math 8	85.6%	77.2%
Reading 3	86.5%	79.1%
Reading 4	80.1%	72.1%
Reading 5	87.4%	77.1%
Reading 6	81.2%	71.1%
Reading 7	85.4%	77.3%
Reading 8	89.2%	83.5%
Writing 4	78.1%	70.7%
Writing 7	76.7%	69.9%
Science 5	79.8%	72.8%
Science 8	81.3%	74.8%
Social Studies 8	71.0%	63.4%

	Denton ISD	STATE
Algebra 1	81.0%	82.1%
Geometry	84.9%	86.2%
Reading-English I	67.4%	70.1%
Reading-English II	79.5%	78.0%
Writing-English I	54.4%	54.3%
Writing-English II	57.5%	52.7%
Biology	88.0%	88.0%
Chemistry	79.4%	83.7%
World Geography	78.5%	80.5%
World History	69.8%	70.2%

	Denton ISD	State
Math 3 Spanish	59.4%	59.1%
Math 4 Spanish	45.3%	51.1%
Math 5 Spanish	58.7%	43.8%
Reading 3 Spanish	64.8%	67.5%
Reading 4 Spanish	59.9%	57.5%
Reading 5 Spanish	77.0%	70.1%
Writing 4 Spanish	65.3%	59.5%
Science 5 Spanish	28.3%	40.9%

Questions/Comments?