



BOARD OF SCHOOL TRUSTEES
KELLER INDEPENDENT SCHOOL DISTRICT

3B. Report

Date: August 8, 2005

SUBJECT: TESTING AND ACCOUNTABILITY RESULTS

BOARD GOAL: Academic Excellence

FISCAL NOTE: None

Background Information (3rd & 5th Reading and 5th Math):

- In accordance with the requirements outlined in the Student Success Initiative, students who did not meet the passing standards on the third administration of the 3rd and 5th grade Reading and 5th grade Math TAKS tests are automatically retained.
- Parents may appeal retention during the required Grade Placement Committee (GPC) meeting.
- Student's 2005-2006 accelerated intervention plan (AIP) will be developed during GPC meeting.
- Attached charts review district and campus-level results.

Administrative Considerations:

- Grade Placement Committee results will be presented.

Background Information (2005 Accountability Ratings):

- There are a total of twenty-six different assessment measures within the State Accountability System. Keller ISD was evaluated in all areas.
- TAKS results are summed across grades 3-11 to determine District results.
- SDAA II was 100% aligned with the Texas Essential Knowledge and Skills (TEKS) and closely aligned to the TAKS.
- Ratings reflect the performance of students enrolled in KISD as of the October 29, 2004 snapshot day.
- The phase-in of TAKS standards for students in grades 3-10 concluded this year. Exit level students were evaluated based on the 1 standard error of measure (SEM) - below the panel recommendation. They will be at the panel recommendation in 2006.
- An *exception* was applied at Fossil Hill Middle School for Math - African American. The Exceptions Provision provides relief to larger campuses and districts with more diverse student populations who are evaluated on more measures. FHMS was evaluated in 20 assessment measures.
- Attached charts review district and campus-level results.

Administrative Considerations:

- Overall, KISD increased student performance in 16 out of the 25 TAKS measures.
- Three student assessment measures remained the same.
- SDAA II showed no growth trend due to its first year of administration in grades 3-10.
- KISD department of Curriculum and Instruction will use testing results to help determine the organization of scope and sequence during the curriculum alignment process.

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Respectfully submitted,

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