Accountability:

2013 Review & 2014 Preview And A Review of the NEW Graduation Requirements

Liza Rosenthal Principal Summit July 2013

Session Overview

How are District and Campuses Evaluated?

Performance Index Accountability: Regular & Alternative Educational(AEA) Campuses

INDEX 2 Updates

Accountability Subset

Ratings and Distinction Designations

System Safeguards

❖ How did SAISD perform in 2013?

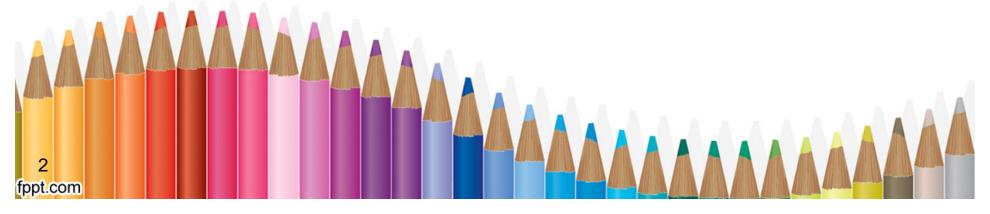
Performance Index Reports
Report by Phase In Standards
State and Large Urban District Comparison

Changes and Updates

NEW Legislative changes to Graduation Requirements

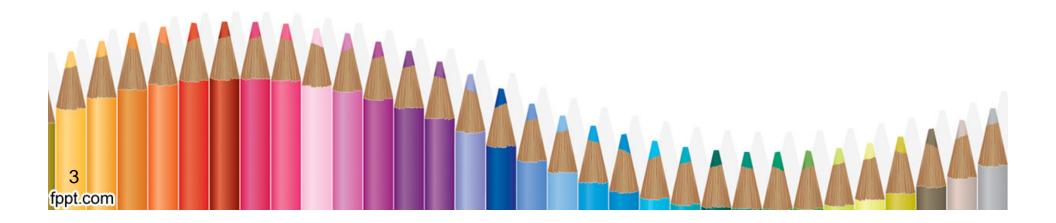
NEW Additional effects of HB 5 & HB 866

Federal Accountability



STATE ACCOUNTABILITY:

HOW DISTRICTS & CAMPUSES ARE EVALUATED



Performance Index System

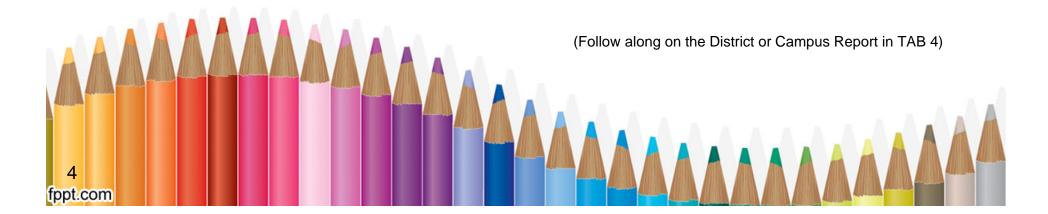
Index 1
Student Performance

Index 2
Student Progress

Accountability Ratings

Index 3
Closing the Gap

Index 4
Postsecondary Readiness



How to Determine the Index 1 Score

Index 1 measures the % of all tests meeting the passing standard divided by all tests taken.

	# Tests Passed	# Tests Taken
Reading	20,346	30,656
Math	19,164	29,841
Science	10,456	15,219
Social Studies	7,649	12,343
Writing	6,887	15,022
TOTAL	64,502	103,081
Index	63	

Index 1 Framework

GROUPS: All Student group, district or campus accountability subset

EXCLUSIONS: ELL students in Year 1-3 in

the US

SUBJECTS: All subjects tested

RETEST RESULTS: Best result for Grade

5/8 Reading & Math or EOC 1st

administration and retests

INDEX 1 STANDARD: 50

5

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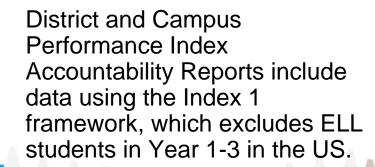
Index 1: Reading the Report

		Readin	g	М	athemati	cs		Science	;	Soc	cial Stu	dies		Writing		Т	OTAL	
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	#Test :	# Pass	% Pass	# Test	# Pass	% Pass	# Test #	Pass %	Pass
All Students	30,623	20,353	66%	29,820	19,168	64%	15,217	10,458	69%	12,340	7,650	62%	14,992	6,890	46%	102,992 (64,519	63%
Black/African American	1,833	1,119	61%	1,798	1,004	56%	916	564	62%	748	417	56%	861	361	42%	6,156	3,465	56%
Hispanic/Latino	28,084	18,691	67%	27,323	17,662	65%	13,969	9,626	69%	11,335	7,044	62%	13,795	6,333	46%	94,506 !	59,356	63%
White	546	419	77%	541	387	72%	255	206	81%	204	151	74%	263	153	58%	1,809	1,316	73%
Two or More Races	80	60	75%	79	54	68%	32	24	75%	23	17	74%	31	18	58%	245	173	71%
Asian	49	44	90%	48	42	88%	33	32	97%	25	20	80%	26	16	62%	181	154	85%
American Indian/Alaska	13	8	62%	12	7	58%	5	3	60%	1	0	0%	7	4	57%	38	22	58%
Hawaii Native/Pacific Isla	11	7	64%	11	10	91%	6	3	50%	3	1	33%	4	3	75%	35	24	69%
No Ethnicity Entered	7	5	71%	8	2	25%	1	0	0%	1	0	0%	5	2	40%	22	9	41%
Eco Disadvantaged	28,311	18,443	65%	27,538	17,366	63%	13,891	9,355	67%	11,183	6,718	60%	13,747	6,088	44%	94,670 !	57,970	61%
Special Education	3,778	1,944	51%	3,579	1,652	46%	1,693	758	45%	1,505	666	44%	1,754	597	34%	12,309	5,617	46%
Eng.Lang. Learners	4,166	2,055	49%	4,026	2,269	56%	1,986	1,001	50%	1,422	601	42%	2,151	703	33%	13,751	6,629	48%

Performance Index 1 - Student Achievement For all students only - total tests met standard divided by total tests taken equals index 1 score. ELL students in 1st-3rd year in US are excluded.

Index 1 Score: 64,519 / 102,992 = 6

Only the ALL STUDENTS data is used to calculate the Index 1 Score.



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How to Determine the Index 2 Score

Index 2 measures the percent of students either meeting or exceeding the expected growth on the progress measure.

YEAR	YEAR T	WO Vertical Scal	e Score		
ONE Previous Year Vertical Scale	Did Not Meet Expected Growth	Maintained (Met Expected Growth)	Exceeded Expected Growth		
Score	No Points	One Point	Extra Point		

Index 2 Framework

GROUPS: All Student group, ELL, SpEd, and Race/Ethnicity; district or campus accountability subset

EXCLUSIONS:

- English: All ELL Excluded
- Spanish: Exclude only ELL students in Year 1-3 in the US

SUBJECTS: Reading, Math & Writing (Limited to specific grades/tests)

MINIMUM SIZE: All Students<10

All other groups: <25

RETEST RESULTS: Best result for Grade 5/8 Reading & Math or EOC 1st administration and retests



Index 2: Who is included?

Math	Reading
3 rd to 4 th Grade	3 rd to 4 Grade (English & Spanish)
4 th to 5 th Grade	4 th to 5 th Grade (English & Spanish)
5 th to 6 th Grade	5 th to 6 th Grade
6 th to 7 th Grade	6 th to 7 th Grade
7 th to 8 th Grade	7 th to 8 th Grade
7 th to Algebra I	8 th to English I Reading
8 th to Algebra I	

Rules:

1. Student must have subject test result for 2012 and 2013

Writing

English I Writing to English II Writing

- 2. Student must have tested in successive grades from 2012 and 2013
- 3. Student must have taken same version (STAAR, STAAR-M) and Language

Index 2: The RUBRIC

Current Year Test	Prior Year Test	Met Level I/II¹	Met Level III ²	Exceeded ³	Top Score Range ⁴	Chance Score Range⁵
Grade 4 Mathematics	Grade 3 Mathematics	70	62	148	46-48	0-11
Grade 5 Mathematics	Grade 4 Mathematics	28	33	111	48-50	0-11
Grade 6 Mathematics	Grade 5 Mathematics	31	52	135	50-52	0-12
Grade 7 Mathematics	Grade 6 Mathematics	20	36	140	52-54	0-12
Grade 8 Mathematics	Grade 7 Mathematics	22	65	185	54-56	0-13
Algebra I	Grade 7 Mathematics	2322	2535	2655	52-54	0-12
Algebra I	Grade 8 Mathematics	2300	2470	2633	52-54	0-12
Grade 4 English Reading	Grade 3 English Reading	82	78	165	42-44	0-11
Grade 5 English Reading	Grade 4 English Reading	32	34	117	44-46	0-11
Grade 6 Reading	Grade 5 English Reading	47	51	136	46-48	0-12
Grade 7 Reading	Grade 6 Reading	45	35	124	48-50	0-12
Grade 8 Reading	Grade 7 Reading	26	30	109	50-52	0-13
English I Reading	Grade 8 Reading	300	521	604	54-56	0-9
English II Reading	English I Reading	0	24	328	54-56	0-9
Grade 4 Spanish Reading	Grade 3 Spanish Reading	95	104	192	42-44	0-11
Grade 5 Spanish Reading	Grade 4 Spanish Reading	43	65	162	44-46	0-11
English II Writing	English I Writing	0	-68	408	60-62	0-15

Gr/ Subj.	Lvi II	LvI III
3 Math	1529	1615
4 Math	1599	1677
5 Math	1627	1710
6 Math	1658	1762
7 Math	1678	1798
8 Math	1700	1863
Alg. 1	4000	4333



Index 2: Calculate the Weighted Growth Rate

Index 2 Data Tables will be released by TEA in late July.

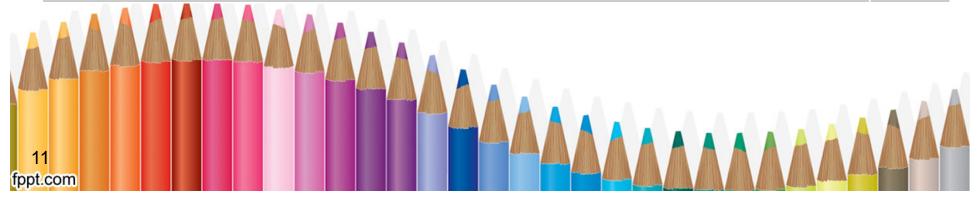
Student Progress	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Reading Percent of Tests										
% Did Not Meet Expectation	35%	20%	25%	27%	0%	0%	0%	30%	35%	25%
% Met or Exceeded Expectation	65%	80%	75%	72%	0%	0%	0%	72%	65%	75%
% Exceeded Expectation	20%	25%	15%	27%	0%	0%	0%	17%	5%	20%
Number of Tests										
# Did Not Meet Expectation	326	13	207	3	0	0	0	2	26	205
# Met or Exceeded Expectation	605	51	621	8	0	0	0	4	49	614
# Exceeded Expectation	186	16	124	3	0	0	0	1	4	164
Total Tests	931	64	828	11	0	0	0	6	75	819

Indicator	All	AA	Am In	Asian	Н	Pa c Isl.	W	Two or More	SpEd	ELL	Total Points	Max Points
# Tests	931	64			828				75	819		
No Growth	326	13			207				26	205		
Maintained #/%	605/65	51/80			621/75				49/65	614/75		
Exceeded #/%	186/20	16/25			124/15				4/5	164/20		
Total Points Maintained	65	80			75				65	75		
Total Points Exceeded	20	25			15				5	20		
Reading Weighted Growth Rate	85	105			90				70	95	445	1000

Index 2: Add the Weighted Growth Rates by Subject

Index 2 score will be the total weighted points for each subject divided by the maximum points, which is 200 for each measure/group included.

Indicator	All	AA	Am In	Asian	Н	Pac Isl.	W	Two or More	ELL	SPED	Total Points	Max Points
Reading Weighted Growth Rate	85	105			90				95	70	445	1000
Math Weighted Growth Rate	85	105			90				95	70	445	1000
Writing Weighted Growth Rate	85	95			90				95	70	435	1000
Total	tal 1325											3000
INDEX SCORE (total points divided by maximum points)												44



How to Determine the Index 3 Score

Index 3 measures the percent of tests at or above the Phase In 1, Level II standard for Economically Disadvantaged students as well as Race/Ethnicity groups, based on the rubric below:

	If there were Race/Ethnicity groups from 2012 which had 25 or more total tests:	Then review the 2012 all student/all test performance:				
	3 or more Groups	Use Lowest 2 Performing Groups				
	2 Race/Ethnicity Groups	Use Lowest Performing Group				
V	1 Race/Ethnicity Group	Do not use Race/Ethnicity in 2013				

Index 3 Framework

GROUPS: Economically Disadvantaged and Race/Ethnicity; district or campus accountability subset

EXCLUSIONS: All ELL Excluded

SUBJECTS: All Subjects

MINIMUM SIZE: Eco Dis <10

Race/Ethnicity: <25

RETEST RESULTS: Best result for Grade 5/8 Reading & Math or EOC 1st

administration and retests

INDEX 3 STANDARD: 55

Index 3: Calculating the Index 3 Score

First – Calculate the percentages and points for each subject.

STAAR Weighted Performance Rate for READING	Economically Disadvantaged	Lowest Race/Ethnic Group 1	Lowest Race/Ethnic Group 2	Total Points	Max Points
Number Tests	873	114			
Phase-in Level II Number/Percent	593/68	71/62		130	200
Level III Number/Percent	96/11	21/18			
READING Weighted Performance Rate	79	80		159	400

Then – Add the percentages and points for each subject to get the Index 3 score.

STAAR Passing Rate at Phase-in Level II (2013)	Economically Disadvantaged	Lowest Race/Ethnic Group 1	Lowest Race/Ethnic Group 2	Total Points	Max Points
READING Weighted Performance Rate	68	62		130	200
MATH Weighted Performance Rate	64	56		120	200
WRITING Weighted Performance Rate	46	42		88	200
SCIENCE Weighted Performance Rate	70	62		132	200
SOC STUD Weighted Performance Rate	63	57		120	200
Total				590	1000
INDEX SCORE (Total points/Maximum point	s)				59

How to Determine the Index 4 Score

Index 4 measures Postsecondary Readiness and in 2013 includes:

- Graduation Rate
 - 4 Year (Class of 2012) or
 - 5 Year (Class of 2011)
- RHSP/DAP Rate

Index 4 Framework (Graduation)

GROUPS: All Students (Grad & RHSP) Race/Ethnicity (Grad & RHSP), ELL and SPED (Grad only)

MINIMUM SIZE: All Student <10

Groups: <25

INDEX 4 STANDARD: 75

In 2014 Index 4 will also measure:

% Students that Met Final Level II on One or More Tests

Index 4 Framework (% Met Final)

GROUPS: Economically Disadvantaged and Race/Ethnicity; district or campus accountability subset

SUBJECTS: All Subjects

MINIMUM SIZE: All Students <10

Race/Ethnicity: <25

RETEST RESULTS: Best result for Grade 5/8 Reading & Math or EOC 1st administration and

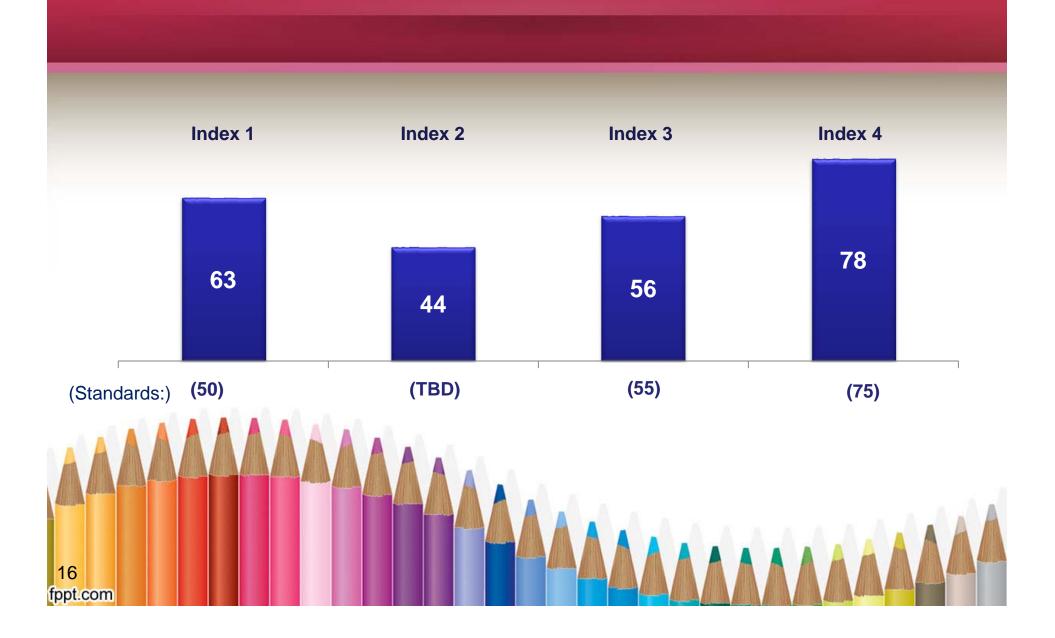
retests

INDEX 4 STANDARD: To be determined

Index 4: Calculating the Index 4 Score

Indicator	All	AA	Am In	Asian	Н	Pac Is	W	Two or More	ELL	SPED	Total Points	Max Points
4-year Graduation rate	81.8	80.3			82.2		76.1		74.3	81.0	457.7	600
5-year Graduation rate	82.1	81.4			82.3		76.7		75.6	82.9	481.0	600
RHSP/AHSP	77.5	72.3			78.1		75.3				303.2	400
Graduation Total											784.2	1000
Graduation Score (Total points divided by maximum points) – Index 4 SCORE for 2013							78					
2014 and beyond STAAR %Met Final Level II on one or more tests	43	39			43		58				184	400
STAAR Score – For campuses without graduation data – this is the Index 4 Score							46					
INDEX SCORE - Average of Graduation Score and STAAR Score (78+62)/2 =						62						

Performance Index Report



Alternative Education Accountability

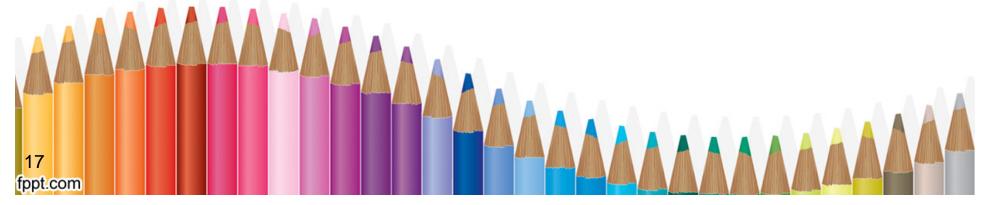
 Campuses identified as Alternative Educational campuses will be evaluated under AEA Accountability Rules

• Their Performance Index Report is constructed the same way as regular campuses for Index 1, 2, and 3. However, the campus performance standards

are different

Index 1	Index 2	Index 3	Index 4
25	TBD	30	45

• For Index 4, AEA campuses compare 4, 5, and 6-year graduation rates to determine the best rate. This figure is added to bonus points awarded for: RHSP/DAP Rates, Continuing Student Success Rates (Class of 2010 6-yr vs. 4-yr graduation rates) and Excluded Students Credit (Federal vs. State 4-yr graduation rate)



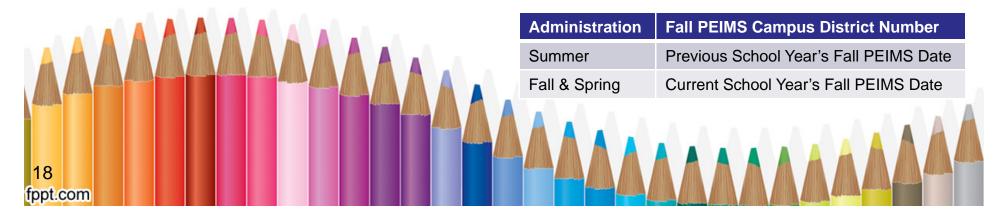
Helpful Definitions

Accountability Subset:

- District Accountability Student was enrolled in SAISD on October 2012 Fall PEIMS date and was enrolled in SAISD for testing
- Campus Accountability Student was enrolled at CAMPUS on October 2012 Fall PEIMS date and was enrolled at same CAMPUS for testing

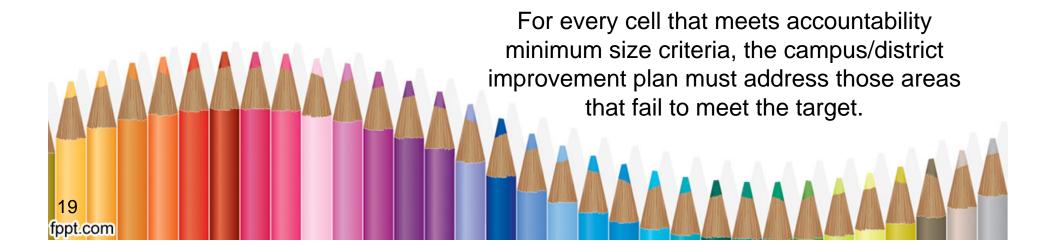
Accountability Year for EOC Assessments:

- Summer, Fall and Spring administrations are included
- For students retaking the same test (i.e. Algebra 1 EOC), the best result is used
- If a student takes more than one subject test in the same year (i.e. Algebra I and Geometry) both results are used



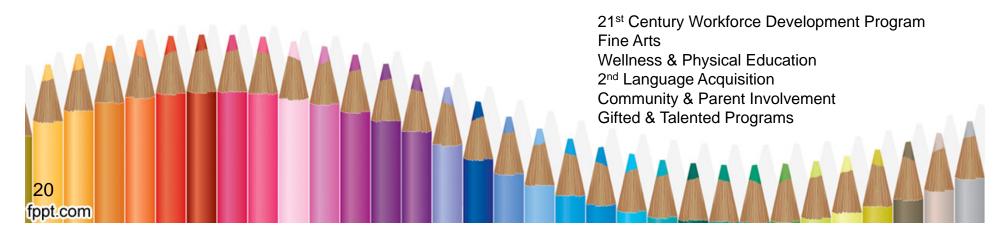
System Safeguards

Measure	Data Focus	Groups	Target
STAAR/TAKS Performance Rates	All Subjects	All Students, Race/Ethnicity, Eco Dis, ELL and Special Education	50%
Participation Rates	Reading & Math	All Students, Race/Ethnicity, Eco Dis, ELL and Special Education	95%
Federal Graduation Rates	4- and 5-year Graduation Rates	All Students, Race/Ethnicity, Eco Dis, ELL and Special Education	78% for 4-year 83% for 5-year
District Limit on Use of Alternative Assessments	Reading & Math	All Students (District Only)	2% for Modified 1% for Alternate



District and Campus Ratings

- In 2013 District and Campus Ratings:
 - Met Standard
 - Met Alternative Standard
 - Improvement Required
- In 2014 and Beyond:
 - District ratings will be based on alpha system A, B, C, D, F
 - Campuses will be rated: Acceptable, Recognized, Exemplary with the higher ratings used as distinction designations in several areas, including:



Distinction Designations

For the 2013 school year, campuses which receive a rating of MET STANDARD are eligible for distinction designations based on performance in relation to a **Campus Comparison Group (Tab 8)**

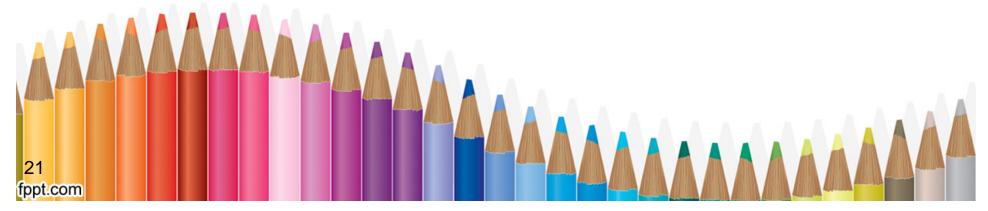
 Groups created by TEA using campus type, size, % economically disadvantaged, mobility rates, and % ELL students

Top 25% Student Progress

 Based on performance on Index 2 for campuses that are in the top quartile of their campus comparison group

Academic Achievement Distinction Designations (AADD)

Outstanding academic achievement in Reading/ELA or Math on a variety of indicators



Academic Achievement Distinction Designations

There are 17 indicators will be used in 2013 to determine eligibility for this distinction.

Attendance Rate

- All grade levels
- 1 indicator

SAT/ACT

- Participation
- Performance for ELA or Math
- 5 indicators

Algebra I

- Grade 8 only
- Participation
- Performance at Level III
- 2 indicators

Level III Performance

- Grade 3 & 8 Reading
- Grade 4 & 7
 Writing
- Grade 5 Math
- 5 indicators

AP/IB

- Participation
- Performance for Reading & Math
- 3 indicators

Greater Than Expected Growth

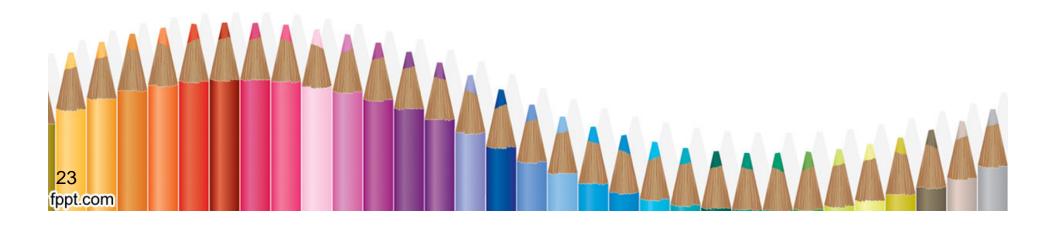
- Reading & Math
- 1 indicator

ES & MS need to have 50% or higher of all indicators in Top Quartile of Campus Comparison Group.

HS need to have 33% or higher of all indicators in Top Quartile of Campus Comparison Group.

In Top Quartile of Campus Comparison Group.

HOW DID SAISD PERFORM IN 2013?



2013 Performance Data

Tab 4

- District & Campus Accountability Reports
- Preliminary Ratings, Preliminary Index Summary, Performance Framework, 2012 Indicators Report, 2013 Performance Index Accountability Report

Tab 5

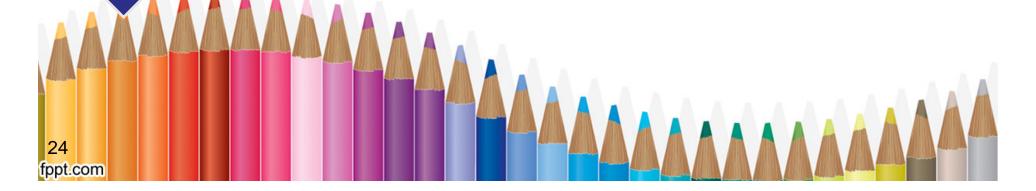
District & Campus Performance by Phase-In Standards

Tab 7

Campus Rankings by Subject or EOC Course

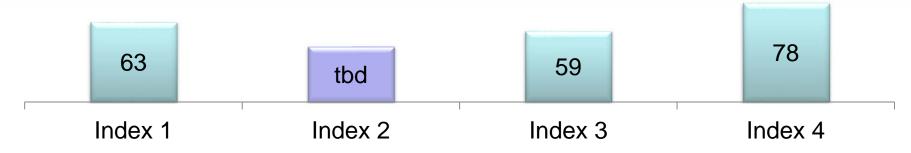
Tab 11

• State and Large Urban District Comparison

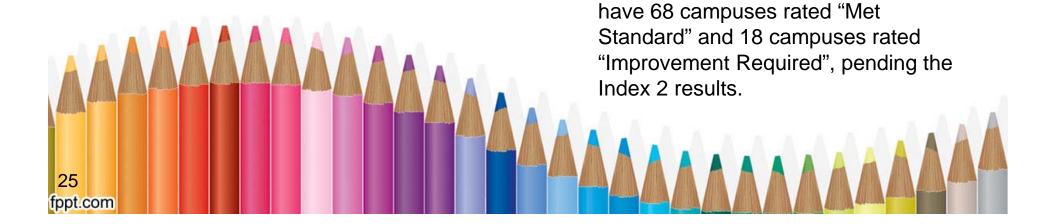


2013 SAISD Performance

Based on Indexes 1, 3 and 4, SAISD is projected to be rated "Met Standard". Index 2 results will be released in late July/early August and may alter final ratings.



At this time, SAISD is projected to



Performance for Grades 3-8

% STAAR Gr. 3-8 PASSING	2012 Reading	2013 Reading	2012 Math	2013 Math	2012 Science	2013 Science	2012 Social Studies	2013 Social Studies	2012 Writing	2013 Writing
Grade 3	60	63	51	54						
Grade 4	60	54	53	52					57	52
Grade 5	65	64	66	64	56	58				
Grade 6	61	54	59	52						
Grade 7	64	65	50	57					53	54
Grade 8	69	69	59	57	54	58	41	42		_

First administration data used for both years.

Cells highlighted in GREEN indicate an increase from 2012

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Performance for EOC Assessments

Grade 8 EOC

First Attempt Only	2012 % Passing	2013 % Passing
English I Reading	48	91
English I Writing	36	80
Algebra 1	81	99

Cells highlighted in **GREEN** indicate an increase from 2012

Grade 9 EOC

First Attempt Only	2012 % Passing	2013 % Passing
English I Reading	54	60
English I Writing	34	41
Algebra 1	65	70
Biology	78	77
World Geography	68	68

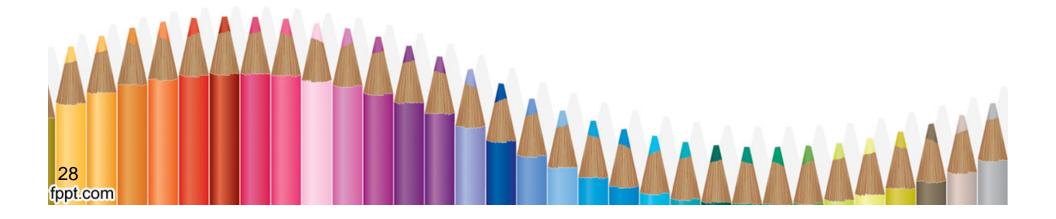
Grade 10 EOC

First Attempt Only	2013 % Passing
English II Reading	65
English II Writing	36
Geometry	55
Algebra II	79
Chemistry	71
World History	55



CHANGES AND UPDATES:

GRADUATION REQUIREMENTS HB 5 AND HB 866



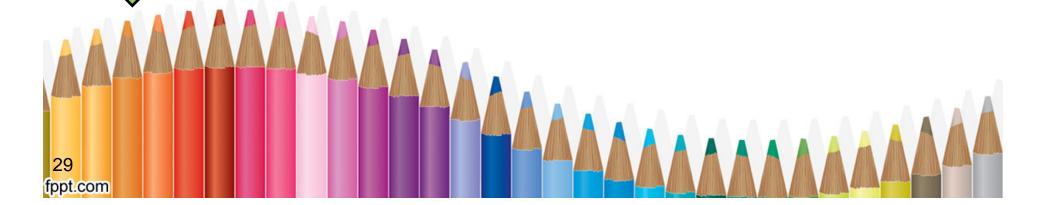
2013 Performance Data

Tab 9

- New Graduation Requirements
- New Accountability and Assessment

Tab 10

Completion and Dropout Reports



New Graduation Requirements

Graduation Plan

The Minimum, Recommended and Advanced High School Plans are replaced with **FOUNDATION** and FOUNDATION-Distinguished.

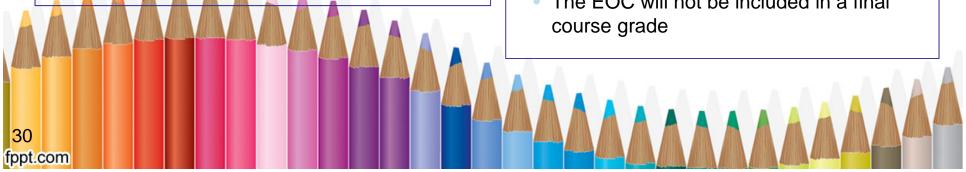
- Basic diploma requires 3 credits in Math, Science and Social Studies and 4 credits in English.
- **New** endorsements and distinctions may be earned by students and will be reflected on their diplomas and transcripts.
- ALL students are eligible for admission to any college or university in Texas with a Foundation Diploma.

EOC Assessment

The Class of 2015 and beyond will only need to pass 5 EOC tests at Level II:

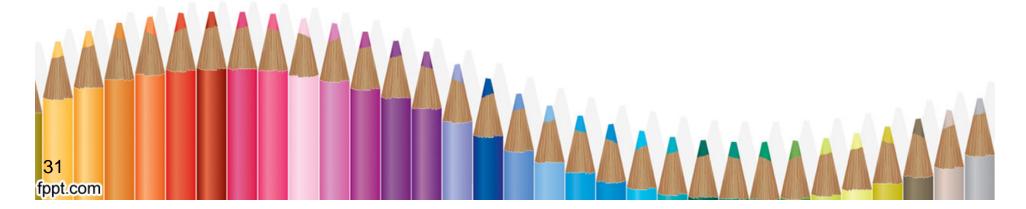
Algebra I Biology US History English I **English II**

- Reading and Writing will be combined beginning in Spring 2014
- There will not be a cumulative score requirement.
- The EOC will not be included in a final course grade



Additional Legislative Changes: HB 5

- Requires the agency to redevelop STAAR Alternate with no teacher requirement to prepare tasks or materials. The new assessment must be administered no later than 2014–2015.
- Prohibits districts from removing students from class for remedial tutoring or test preparation for more than 10% of the school day.
- Limits the number of **benchmark assessments** to two per state assessment.



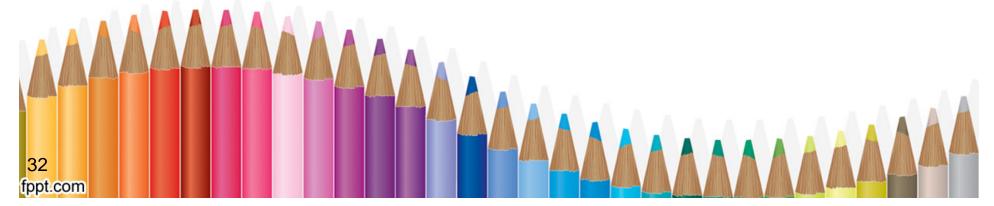
Legislative Changes from HB 866

Requires the commissioner to request a **waiver from USDE** to not test high performing students at certain grades. Requires testing for all students in:

- Mathematics at grades 3, 5, and 8
- Reading at grades 3, 5, and 8
- Writing at grades 4 and 7
- Science at grades 5 and 8
- Social studies at grade 8

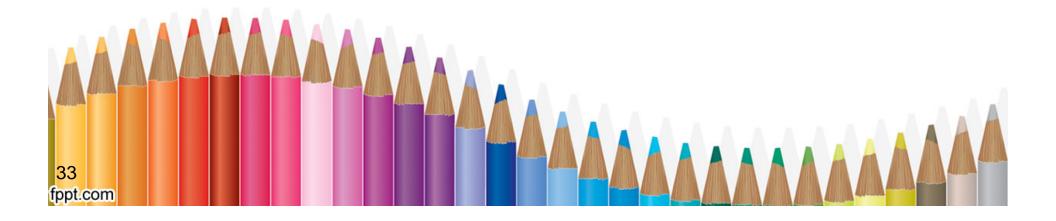
Requires testing for students who do not meet or exceed the "minimum satisfactory adjusted scale score" in:

- Mathematics at grades 4, 6, and 7
- Reading at grades 4, 6, and 7

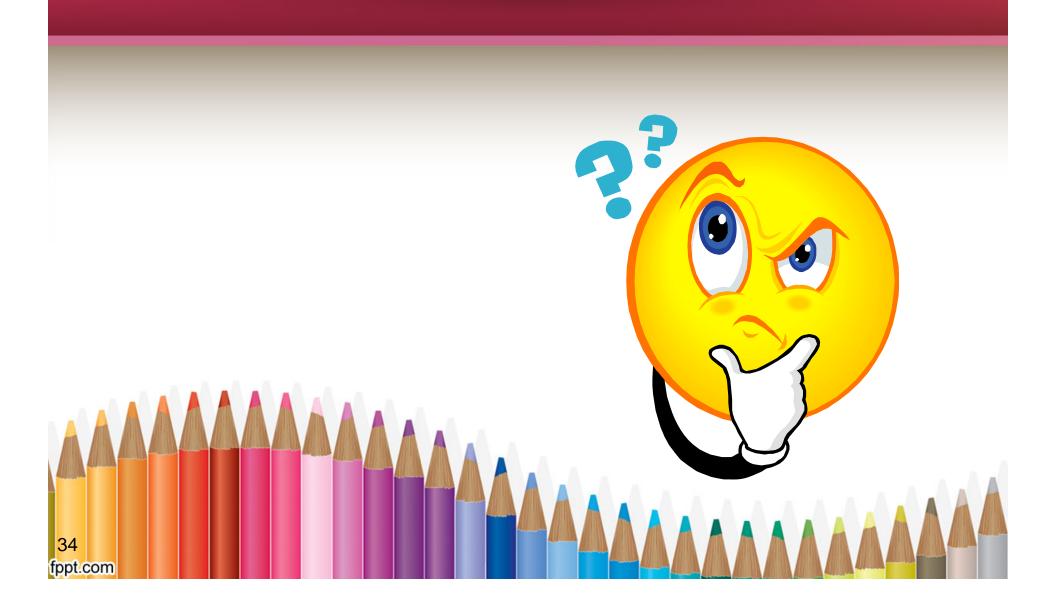


FEDERAL ACCOUNTABILITY:

HOW TO CALCULATE AYP IN THE STATE OF TEXAS



Federal Accountability



Contact and Context



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