

# Canaries in the Coal Mine



## Accountability Update Fall, 2009

Department of Campus  
Improvement and Research



# State Accountability

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## Academic Excellence Indicator System (AEIS)

# Increase in Accountability Standards

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	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Exemplary</i>	≥ 90%	≥ 90%	≥ 90%
<i>Recognized</i>	≥ 75%	≥ <b>80%</b>	≥ 80%
<i>Academically Acceptable</i>			
Reading/ELA	≥ 70%	≥ 70%	≥ 70%
Writing, Social Studies	≥ <b>70%</b>	≥ 70%	≥ 70%
Mathematics	≥ <b>55%</b>	≥ <b>60%</b>	≥ <b>65%</b>
Science	≥ <b>50%</b>	≥ <b>55%</b>	≥ <b>60%</b>

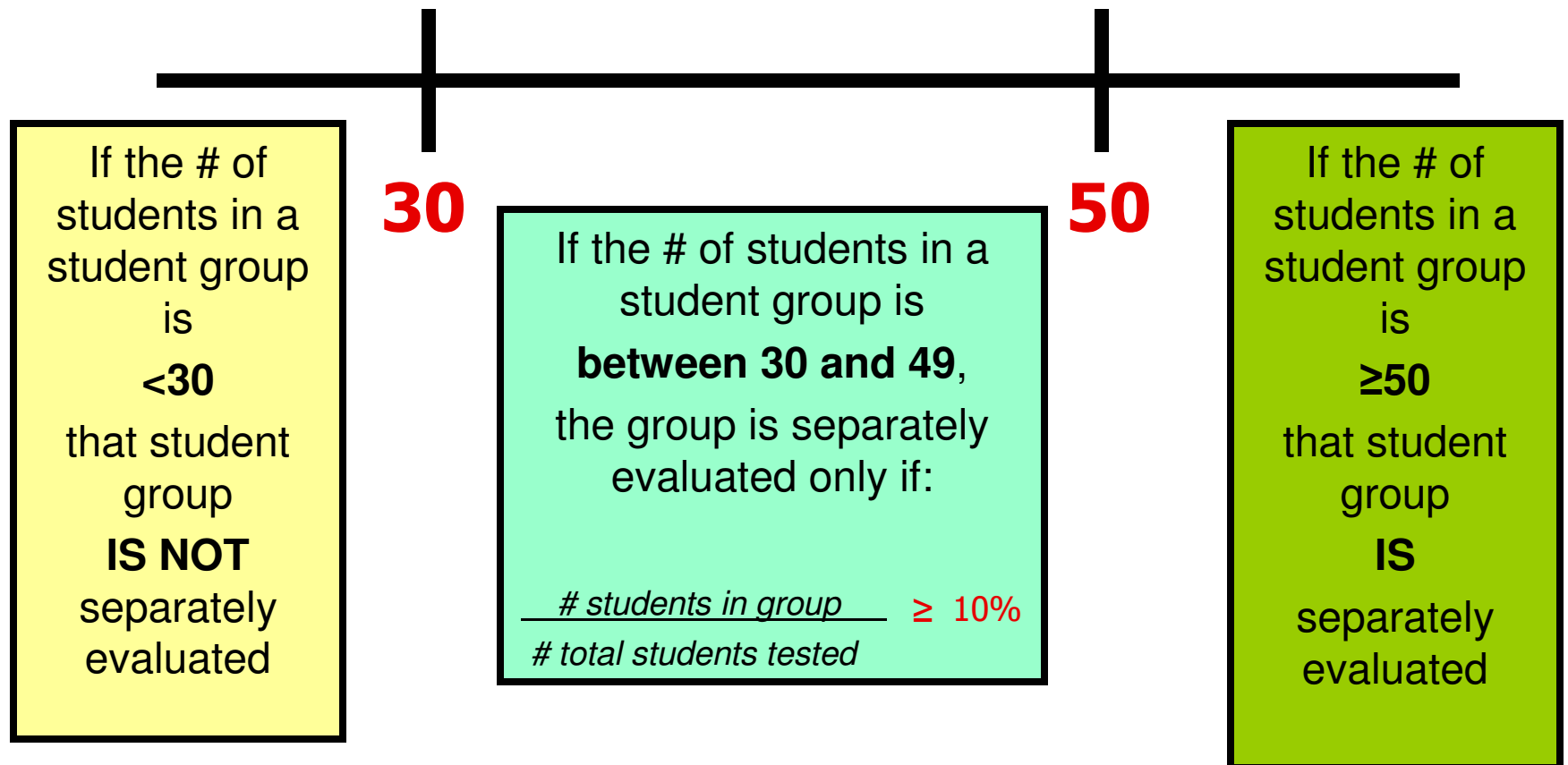
# Student Groups Evaluated

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	State Accountability
Student Groups	<ul style="list-style-type: none"><li>• All Students</li><li>• African American</li><li>• Hispanic</li><li>• White</li><li>• Econ Disadvantaged</li></ul>

# Minimum Size Requirement

## □ 30/10%/50 Rule



# Accountability Subset

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State Accountability	
Accountability Subset (for Performance Indicators)	<p><b>Campus</b></p> <ul style="list-style-type: none"><li>▪ Students enrolled at the campus on the last Friday of October, 2009 who are also enrolled at the campus on the date of state assessment</li></ul> <p><b>District</b></p> <ul style="list-style-type: none"><li>▪ Students enrolled in the district on the last Friday of October, 2009 who are also enrolled in the district on the date of state assessment</li><li>▪ Includes students who move from campus to campus within the district</li></ul>

# Student Success Initiative (SSI)

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- CHANGE: 3<sup>rd</sup> grade reading – One Administration ONLY (no longer part of SSI)
  
- Must Pass for Promotion:
  - Gr. 5 Rdg. and Math
  - Gr. 8 Rdg. and Math
  
- 3 testing opportunities
  - First and second administrations included in accountability calculations.

# TAKS-A

	2009	2010 and Beyond
Science (grades 5, 8, 10, & 11) Science (grade 5 Spanish) Social Studies (grades 8, 10, & 11) English Language Arts (grade 11) Mathematics (grade 11)	Use	Use
Reading/ELA (grades 3 – 10) Reading (grades 3 – 6 Spanish) Mathematics (grades 3 – 10) Mathematics (grades 3 – 6 Spanish) Writing (grades 4 & 7) Writing (grade 4 Spanish)	Report Only	<b>Use</b>

**TAKS-A counts for all grades and subjects!**

# Implications...

(2010 Estimate with TAKS-A Included)

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Student Groups	Math TAKS	
	2009 Actual	2010 Estimate
All Students	86%	85%
Afr Amer	76%	74%
Hispanic	81%	80%
White	94%	93%
Econ. Disadv	79%	77%

# Vertical Scale

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- A vertical scale score
  - Shows how well a student did on TAKS
  - Calculated from the number of questions a student answered correctly on TAKS
  - Can be compared across different grades for the same subject
  - Changes in a student's vertical scale scores show the academic progress the student has made over time

# Vertical Scale – Standards Increase

English TAKS

GRADE	Reading		Mathematics	
	Met Standard	Commended	Met Standard	Commended
3				
4				
5				X
6	X	X		X
7				
8	X	X		X

Spanish TAKS

GRADE	Reading		Mathematics	
	Met Standard	Commended	Met Standard	Commended
3			X	
4			X	X
5				

## Vertical Scale – Standards Increase

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□ **Example** in 6<sup>th</sup> grade Reading:

- If the number of questions needed to meet the standard in 2009 was 30/40
- Then the number of questions needed to meet the standard in 2010 could increase to 32/40

**Remember that the number of questions needed to pass could change every year. Based on the previous table, we are certain that it will change in the areas denoted with an X.**

# Texas Projection Measure

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- An estimate of whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade
- Used as a means of elevating a campus or district rating in cases when neither the TAKS base indicator nor Required Improvement (RI) are sufficient to allow for the next higher rating

## Annual Dropout Rate (Grades 7-8) Indicator

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	<b>2009</b>	<b>2010</b>	<b>2011</b>
Dropout Year	2007 - 08	2008 - 09	2009 - 10
Academically Acceptable	$\leq 2.0\%$	$\leq 1.8\%$	$\leq 1.6\%$
Recognized	$\leq 2.0\%$	$\leq 1.8\%$	$\leq 1.6\%$
Exemplary	$\leq 2.0\%$	$\leq 1.8\%$	$\leq 1.6\%$

# Completion Rate I (Grades 9-12)

## Indicator

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	<b>2009</b>	<b>2010</b>	<b>2011</b>
	Class of 2008	Class of 2009	Class of 2010
Academically Acceptable	=> 75.0%	=> 75.0%	=> 75.0%
Recognized	=> 85.0%	=> 85.0%	=> 85.0%
Exemplary	=> 95.0%	=> 95.0%	=> 95.0%
Completion Rate I Definition of a 'Completer'	'Graduates and Continued HS'		
Dropout Definition (used in denominator)	Phase-in NCES Definition		NCES Definition



# Federal Accountability

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Adequate Yearly Progress (AYP)

# AYP: The Basics

Year	2009	2010	2011
<i>Included Tests</i>	<i>TAKS, TAKS-A, TAKS-M, TAKS-Alt, TAKS-LAT, TELPAS-RDG</i>	<i>TAKS, TAKS-A, TAKS-M, TAKS-Alt, TAKS-LAT, TELPAS-RDG</i>	<i>TAKS, TAKS-A, TAKS-M, TAKS-Alt, TAKS-LAT, TELPAS-RDG</i>
Rdg/ELA	67%	73%	80%
Math	58%	67%	75%

Grades 3-8  
and 10

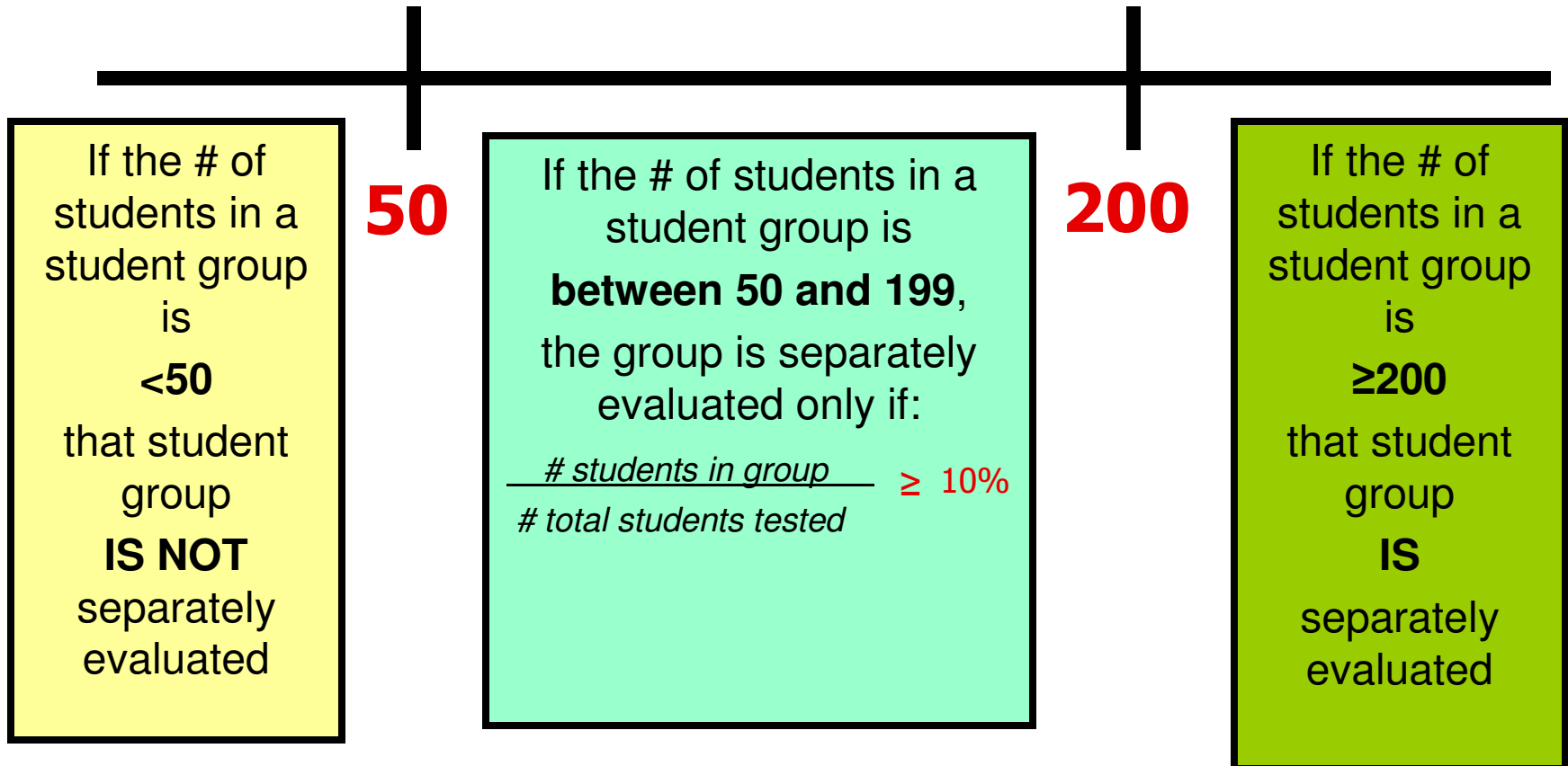
- Participation Standards
  - 95% = Rdg/ELA
  - 95% = Math
  
- Other Indicators
  - Attendance (Elementary and Middle Schools): 90.0%
  - Graduation Rate: 70.0%

# Accountability Subset

Measure	Groups/Min. Size	Who Included
Performance	All Students Af. Am White Hispanic Eco Dis SpEd LEP <ul style="list-style-type: none"><li>• % Proficient incl. M1 + M2</li></ul>	Students in “accountability subset” <ul style="list-style-type: none"><li>• Enrolled in LEA/campus on Fall snapshot AND on date of testing</li></ul>
Participation	All Students	All students enrolled in LEA/campus on date of testing

# Minimum Size Requirement

## □ 50/10%/200 Rule





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# Handout Review

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