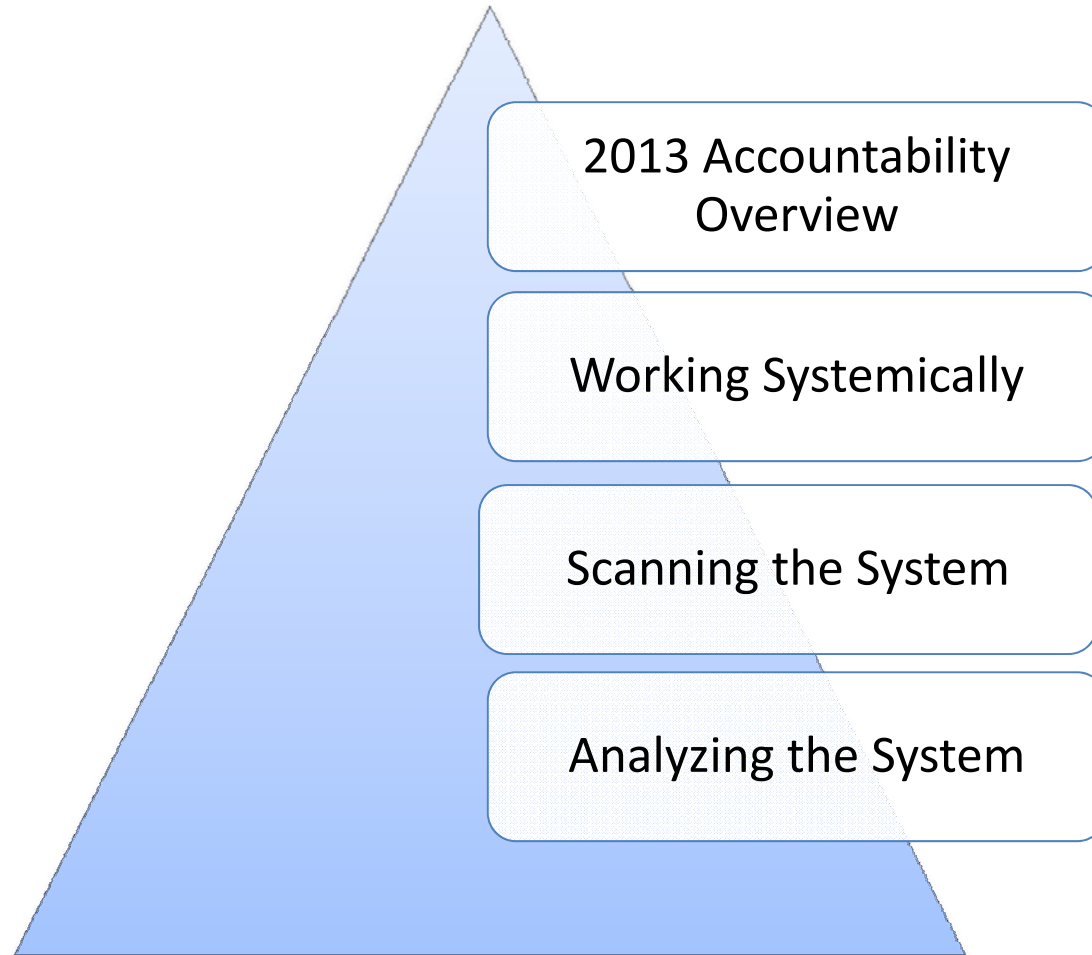


Turnaround Educator Series

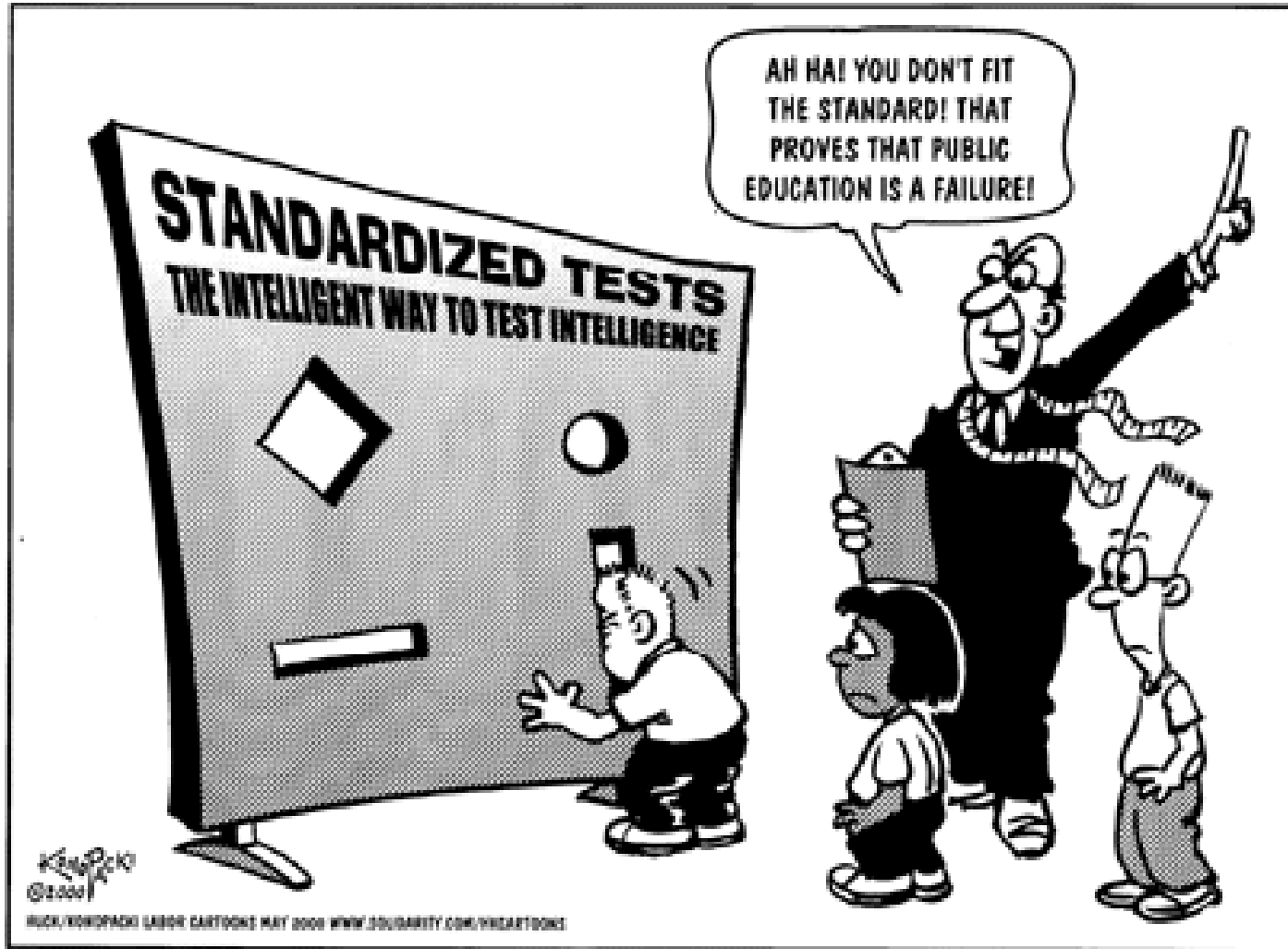
Region One ESC Data on Purpose-Working Systemically



Data on Purpose



What Counts?

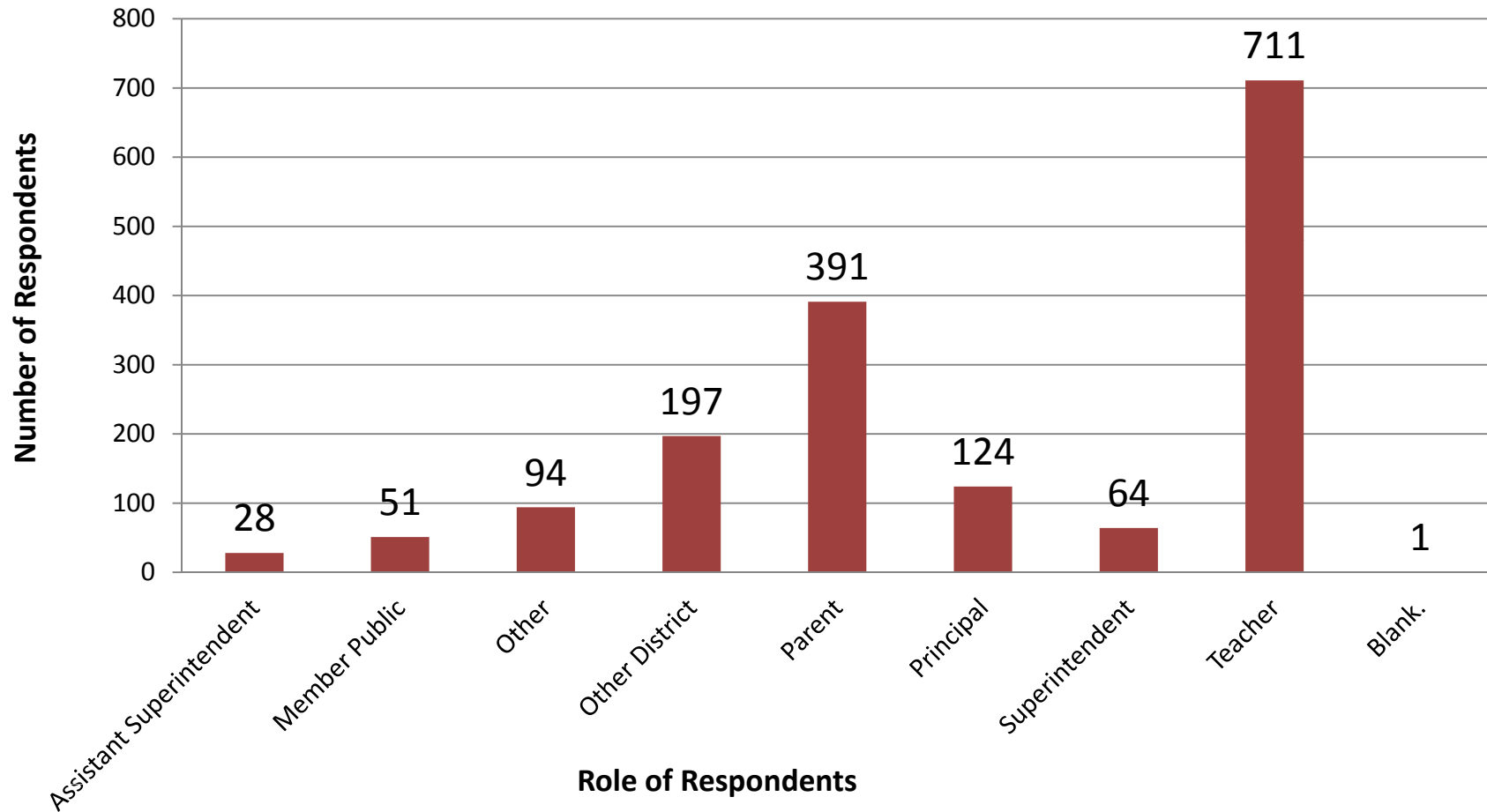


Accountability Systems

State	Federal (AYP)	PBMAS
<ol style="list-style-type: none"> 1. Student performance on the STAAR 3-8 and EOC assessments, measured against both student: <ul style="list-style-type: none"> ➤ Passing Standards ➤ College Readiness Standards 2. Top 10 among states by 2019-2020 with no gaps by race, ethnicity or socioeconomic status. 3. Campus Ratings will be acceptable or unacceptable. 4. Campus Distinctions will be awarded in the top 25 percent in annual improvement. (TBD) 5. Campus Distinctions will be awarded in four new areas: fine arts, PE, 21st Century workforce development and second language acquisition. (TBD) 6. Additional Features above absolute standard being considered. (TBD) 	<ol style="list-style-type: none"> 1. AYP Indicators include: <ul style="list-style-type: none"> ➤ Reading/ELA-93% ➤ Math-92% ➤ Graduation Rate 75% (4 yr), 80% (5 yr) Attendance-90% 2. Student Groups Evaluated <ul style="list-style-type: none"> • All Students • African American • Hispanic • White • Economically Disadvantaged • Special Education • Limited English Proficient 3. Campus Ratings are meets AYP or missed AYP. 4. Participation Rate is 95% for student groups enrolled on test date. 5. Assessments include STAAR/TELPAS Reading assessments for grades 3-8 and TAKS/TELPAS Reading assessments for grade 10. 	<p><i>Evaluates the overall effectiveness of performance and program effectiveness of school districts and charters.</i></p> <ol style="list-style-type: none"> 1. Bilingual Education and English as a Second Language (BE/ESL) 2. Career and Technical Education (CTE) 3. No Child Left Behind (NCLB/Title I) 4. Special Education (SPED)

Public Comments

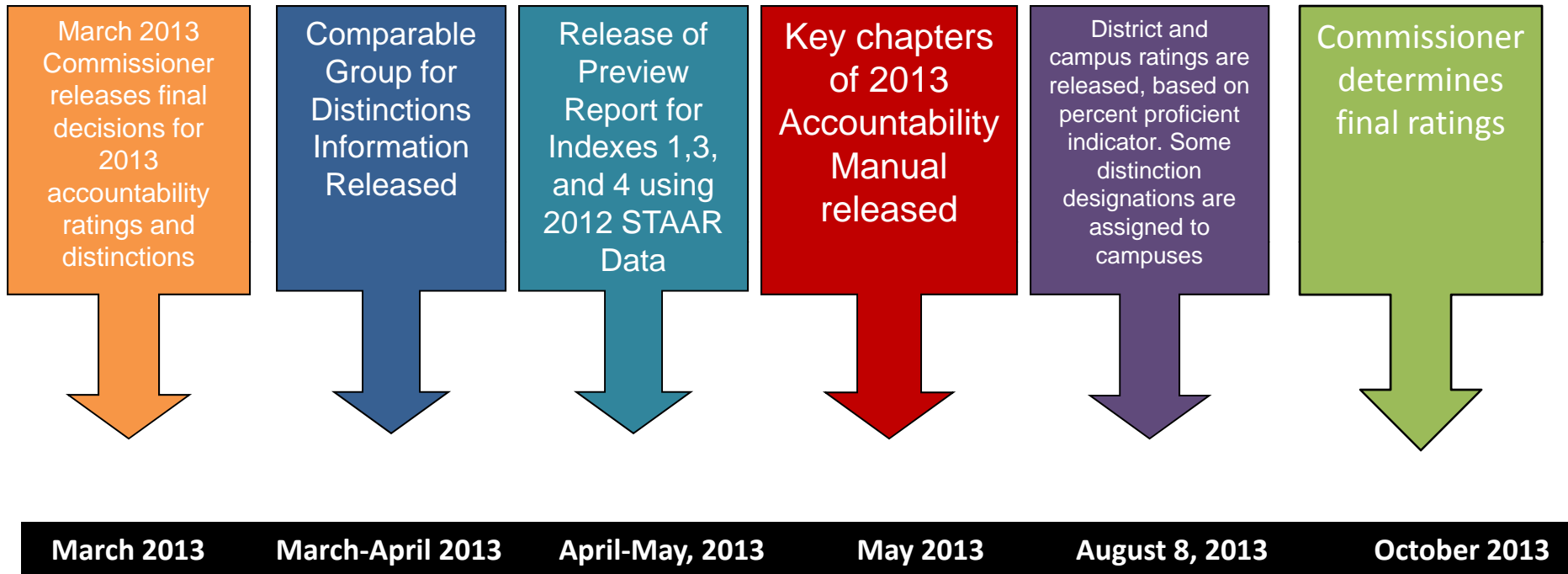
Proposed State Accountability Systems 2013 and Beyond



Outcomes

- Understand the Components of the Proposed State Accountability Performance Index Framework
 - Characteristics of Performance Index Framework
 - Proposed State Accountability Performance Index
 - Review Indexes 1-4
 - Performance Index Evaluation
 - System Safeguards
 - Impact on Special Populations
 - Campus and District Accountability Ratings
 - Distinction Designations

Accountability Timeline



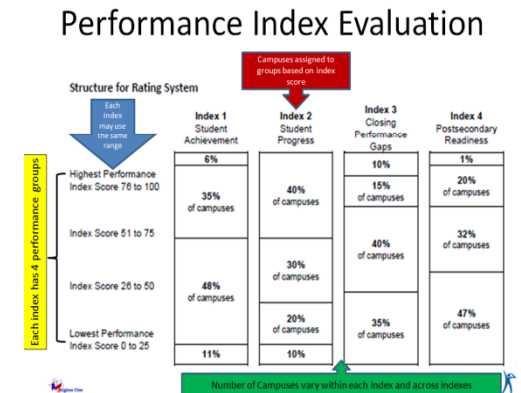
Proposed Performance Index Framework

For Discussion Only_February 12, 2013



Overview of Proposed Performance Index Framework (2014)*				
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	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> All Students Only Combined over All Subject Areas Credit given for meeting phase-in Level II performance standard on: <ul style="list-style-type: none"> 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). <p>• English language learners (ELLs) will be included in 2014 based on performance on the ELL development measure. Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.</p>	<p>Student Progress to Satisfactory or Advanced Performance Levels</p> <ul style="list-style-type: none"> Ten Student Groups Evaluated: <ul style="list-style-type: none"> All Students Each Race/Ethnicity: <ul style="list-style-type: none"> 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 given for meeting the student progress measure requirements for: <ul style="list-style-type: none"> Progress toward Satisfactory performance (Level II), or Progress toward Advanced performance (Level III) 	<p>Achievement Gaps Measured for Satisfactory and Advanced Levels</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<p>Measures of Postsecondary Readiness Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> STAAR postsecondary readiness standard (final Level II) and high school graduation rates and diploma plans <p>STAAR Postsecondary Readiness</p> <ul style="list-style-type: none"> 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 <p>High School Graduation</p> <ul style="list-style-type: none"> 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 Advanced High School Program Plan (RHSP/AHSP) Graduates Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Career and Technical Education Indicators TBD (2015 and Beyond)</p>
Additional Evaluations	<p>Apply Safeguards to Specific Performance Indexes, as needed:</p> <ul style="list-style-type: none"> 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. 		<p>Academic Achievement Distinctions in Reading/ELA and Mathematics</p> <p>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.</p>	

Characteristics of the Performance Index Framework



- Affords multiple views of campus and district performance.
- Provides for multiple opportunities for successful performance.
- Looks at performance across 4 Indexes.
- Campuses and Districts will be assigned to performance groups on each index.
- Each Index may have 4 performance groups.
- Evaluate based on index score points.

Index 1: Student Achievement

Indicator:

~~Satisfactory Academic Performance – Percent Met Final Level II Performance~~

Satisfactory Academic Performance – Percent Met Phase in I Level II

Measures:

- All Students
- All Subjects



Index 1: Student Achievement

Level III

- Advanced Academic Performance

Level II

- Satisfactory Academic Performance (Phase In I)

Level I

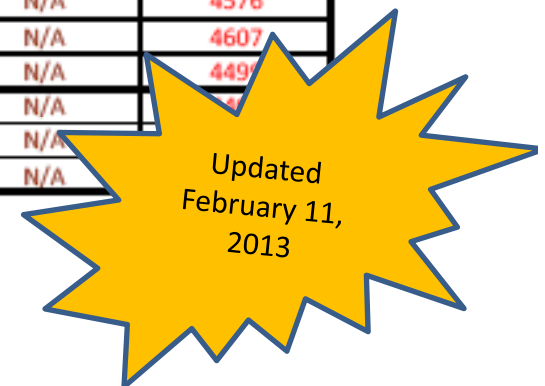
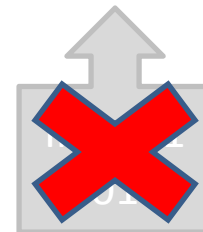
- Unsatisfactory Academic Performance

Campus and District Accountability

2013 Accountability Campus and District

State of Texas Assessments of Academic Readiness (STAAR™) End-of-Course (EOC)
Phase-in, Minimum, and Final Recommended Level II and Level III Performance Standards

Assessment	Phase-In 1 Minimum	Phase-In 1 Level II	Phase-In 2 Minimum	Phase-In 2 Level II	Final Recommended Minimum	Final Recommended Level II	Phase-In Level III	Final Recommended Level III
English I Reading	1813	1875	1887	1950	1936	2000	N/A	2304
English II Reading	1806	1875	1880	1950	1929	2000	N/A	2328
English III Reading	1808	1875	1882	1950	1932	2000	2135	2356
English I Writing	1798	1875	1872	1950	1921	2000	N/A	2476
English II Writing	1807	1875	1880	1950	1928	2000	N/A	2408
English III Writing	1808	1875	1881	1950	1929	2000	2155	2300
Algebra I	3371	3500	3626	3750	3872	4000	N/A	4333
Algebra II	3350	3500	3604	3750	3852	4000	4080	4411
Geometry	3362	3500	3619	3750	3868	4000	N/A	4397
Biology	3367	3500	3621	3750	3868	4000	N/A	4576
Chemistry	3348	3500	3600	3750	3846	4000	N/A	4607
Physics	3346	3500	3600	3750	3848	4000	N/A	4497
World Geography	3383	3500	3632	3750	3874	4000	N/A	4497
World History	3326	3500	3576	3750	3822	4000	N/A	4497
U.S. History	3372	3500	3624	3750	3869	4000	N/A	4497



2013 Accountability Campus and District

State of Texas Assessments of Academic Readiness (STAAR™) 3–8
Phase-in and Final Recommended Level II and Level III Performance Standards

Assessment	Phase-in 1 Level II	Phase-in 2 Level II	Final Recommended Level II	Final Recommended Level III
Grade 3 English Mathematics	1392	1460	1529	1615
Grade 4 English Mathematics	1471	1535	1599	1677
Grade 5 English Mathematics	1489	1558	1627	1710
Grade 6 Mathematics	1509	1584	1658	1762
Grade 7 Mathematics	1551	1615	1678	1798
Grade 8 Mathematics	1583	1641	1700	1863
Grade 3 English Reading	1331	1400	1468	1555
Grade 4 English Reading	1422	1486	1550	1633
Grade 5 English Reading	1458	1520	1582	1667
Grade 6 Reading	1504	1567	1629	1718
Grade 7 Reading	1556	1615	1674	1753
Grade 8 Reading	1575	1637	1700	1783
Grade 4 English Writing	3500	3750	4000	4612
Grade 7 Writing	3500	3750	4000	4602
Grade 5 English Science	3500	3750	4000	4402
Grade 8 Science	3500	3750	4000	4406
Grade 8 Social Studies	3500	3750	4000	4268

Assessment	Phase-in 1 Level II	Phase-in 2 Level II	Final Recommended Level II	Final Recommended Level III
Grade 3 Spanish Mathematics	1392	1460	1529	1615
Grade 4 Spanish Mathematics	1471	1535	1599	1677
Grade 5 Spanish Mathematics	1489	1558	1627	1710
Grade 3 Spanish Reading	1304	1374	1444	1532
Grade 4 Spanish Reading	1398	1469	1539	1636
Grade 5 Spanish Reading	1447	1515	1582	1701
Grade 4 Spanish Writing	3500	3750	4000	4543
Grade 5 Spanish Science	3500	3750	4000	4402

Education Agency
Student Assessment Division
January 2013

Index 1
2013



Phase In Standards for Students

Phase In Level II Standards Impact on Students

Level II* Phase-in for All STAAR Assessments							
Cohort	Phase In I		Phase In II		Final Recommended		
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1	Grade 9 or below Algebra I	Grade 10 Geometry	Grade II Algebra II		GRANDFATHER CLAUSE TEC §101.7: STAAR EOC Phase-in Standards will be on a student-by- student basis by content area. TEC §101.7		
2	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II			
3	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II		
4	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II	
5	Grade 5 Mathematics	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II
6	Grade 4 Mathematics	Grade 5 Mathematics	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 Algebra I	Grade 10 Geometry
7	Grade 3 Mathematics	Grade 4 Mathematics	Grade 5 Mathematics	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 Algebra I

*The level II phase-in examples used above will be applied to all STAAR assessments.

Phase In Level III Standards Impact on Students

Level III** Phase-in for STAAR Algebra II, English III Reading and English III Writing							
Cohort	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II				
2	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II			
3	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II		
4	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Mathematics	Grade 9 or below Algebra I	Grade 10 Geometry	Grade 11 Algebra II	

GRANDFATHER CLAUSE:
STAAR EOC phase-in performance standards will be on a student-by-student basis by content area.

** The Level III phase in example used above will be applied only to Algebra II, English II reading and English II writing. There is no phase-in of Level III for the other STAAR assessments.



STATEWIDE

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Phase-In Summary Report

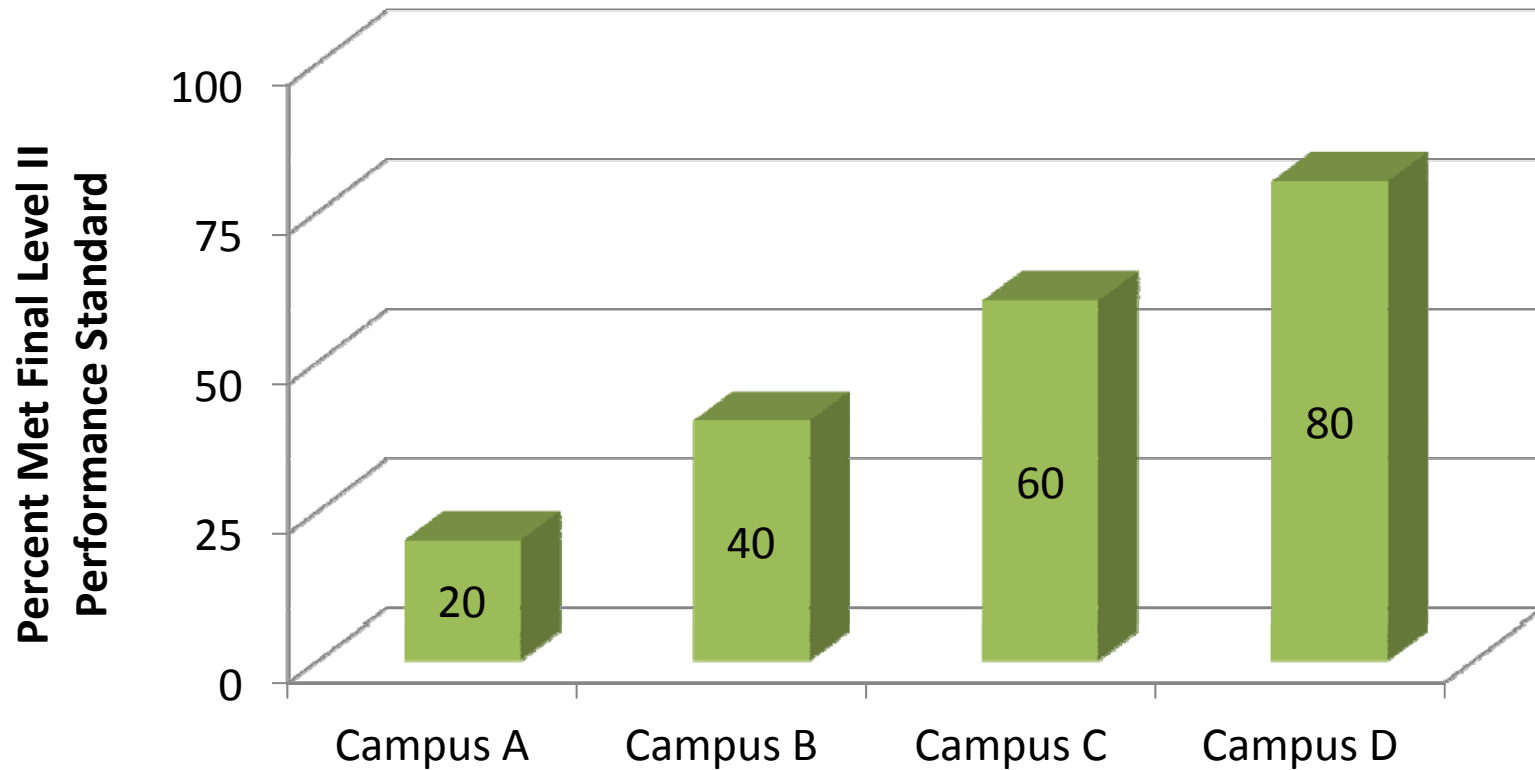
MATHEMATICS

Report Date: Spring 2012
Date of Testing: Spring 2012

Updated
February 11,
2013

Legend --- = No Data Reported --- = Five Students or Fewer Than Five Students	ALGEBRA I					GEOMETRY					ALGEBRA II					
	Number of Students Tested	Phase-In Standard		Rec Standard		Number of Students Tested	Phase-In Standard		Rec Standard		Number of Students Tested	Phase-In Standard		Rec Standard		
		Level II: Satisfactory	#	%	Level II: Satisfactory		#	%	Level II: Satisfactory	#		%	Level II: Satisfactory	#	%	Level II: Satisfactory
Male	333667	275885	83	178946	36	84779	82471	98	63128	75	37967	24616	65	10624	29	
Female	168473	138985	84	85144	39	40540	40559	98	31653	77	18745	14358	77	5632	30	
No Information Provided	164997	138985	84	64670	39	43316	42409	98	31453	73	19167	12742	66	5165	27	
	97	69	71	32	33	23	23	100	12	52	55	44	80	36	65	
Hispanic/Latino	160850	126307	79	49357	31	31558	30474	97	20132	64	15369	9123	59	3129	20	
American Indian or Alaska Native	1437	1201	84	531	37	338	331	98	239	71	205	138	67	52	25	
Asian	12195	11815	97	9470	78	7365	7344	100	6723	91	2195	2016	92	1626	74	
Black or African American	42321	31795	75	10588	25	6822	6457	95	3824	56	3963	2036	51	631	16	
Native Hawaiian or Other Pacific Islander	480	409	89	206	46	168	162	96	116	69	41	33	80	18	44	
White	109954	98769	90	56644	52	36135	35835	99	30555	85	15222	10572	69	5057	33	
Two or More Races	5374	4781	89	2646	49	1751	1729	99	1451	83	640	462	72	239	37	
No Information Provided	966	817	85	404	42	141	139	99	88	62	341	236	69	72	21	
Economically Disadvantaged	Free Meals 23793	99342	76	34536	26	20968	20344	96	13420	59	11548	6525	57	2068	18	
Reduced Meals	23793	20060	84	8817	37	5383	5136	97	3563	67	2661	1638	62	609	23	
Other	25899	19929	73	6683	26	3999	3818	96	2280	57	2667	1374	52	366	14	
No Information Provided	152342	136899	90	79437	52	53912	53349	99	44789	83	20759	14852	72	7724	37	
	911	766	84	374	41	127	126	98	76	60	332	227	68	67	20	
Title I, Part A	Schoolwide Program Participants	161988	128744	79	54461	34	31788	30629	96	20174	63	16272	9702	60	3473	21
Targeted Assistance Participants	291	190	65	43	15	72	53	74	17	24	28	16	57	5	18	
Nonparticipants (Previous Participants)	25	21	84	7	28	1	---	---	---	---	1	---	---	---	---	
Homeless Participants at Non-Title I Schools	1047	770	74	254	25	118	111	94	76	64	97	58	60	15	15	
Nonparticipants (Not Previous Participants)	169283	145392	86	74694	44	52171	51553	99	42784	82	21237	14612	69	7263	34	
No Information Provided	533	769	82	377	40	129	125	97	77	60	332	228	69	68	20	
Migrant	Yes	2365	1665	70	486	21	273	265	93	150	55	310	144	46	28	9
No Information Provided	330249	273432	83	128980	39	83873	82087	98	62899	75	37325	24245	65	10729	29	
	953	789	83	381	40	133	129	97	79	59	332	227	68	67	20	
Limited English Proficient	Current LEP	16992	10206	60	2609	15	941	621	67	375	40	965	406	41	95	10
Non-LEP (Monitored 1st Year)	5474	4308	79	1520	28	446	424	95	246	55	307	171	56	50	16	
Non-LEP (Monitored 2nd Year)	7662	6228	81	2166	28	1060	1010	96	564	53	313	184	59	61	19	
Other Non-LEP	302454	254335	84	123252	41	81698	80086	98	61854	76	36028	23627	66	10560	29	
No Information Provided	986	809	82	369	41	134	130	97	79	59	334	228	68	68	20	
Bilingual/ESL Program	Bilingual	536	437	82	230	43	117	114	97	68	58	23	19	83	8	35
ESL	15733	9396	60	2262	14	794	680	86	304	36	919	367	40	85	9	
Neither	316286	265238	84	126970	40	83229	81542	98	62673	75	36690	24001	65	10662	29	
No Information Provided	1012	815	81	384	38	139	135	97	83	60	335	229	68	68	20	
Special Education	Yes	16048	8052	50	1578	10	470	400	85	242	51	965	380	29	50	5
No Information Provided	316582	267054	84	127890	40	83679	81944	98	62808	75	36671	24109	66	10707	29	
	937	780	83	378	40	130	127	98	78	60	330	227	69	67	20	
Gifted/Talented	Participants	35936	35333	98	28893	80	25629	25004	100	22661	88	6811	6265	92	4784	70
Nonparticipants	296698	239777	81	100576	34	59517	56838	97	40388	69	30821	18123	59	5973	19	
No Information Provided	933	776	83	377	40	133	129	97	79	59	335	228	68	67	20	
At-Risk	Yes	126689	83721	66	17982	14	8936	8025	90	4086	48	12251	5052	41	864	7
No Information Provided	205949	191375	93	111603	54	75214	74321	99	58966	78	25382	19324	76	9893	39	
	949	790	83	381	40	129	125	97	76	59	334	230	69	67	20	
Career/Technical Education	Elective	107219	86175	80	36350	34	23595	22890	97	16428	70	10571	6406	61	2665	25
Coherent Sequence	36236	28589	79	9596	26	11406	11131	98	7895	69	9807	5839	60	1932	20	
Tech Prep	18447	15095	82	5577	30	7032	6916	98	5328	76	5939	3631	61	1196	20	
No Information Provided	170676	145203	85	77908	46	42114	41407	98	33399	79	11313	8510	75	4973	44	
	989	824	83	416	42	132	127	96	78	59	337	230	68	67	20	

Index 1: Student Achievement



Sample ISD Campus Results

■ Index 1: Student Achievement

Each percent of students meeting the final level II performance standard contributes one point to the index. Index score ranges from 0-100.



Measures of Index 1: Student Achievement

Example for campuses that test in four subjects: Gr. K-5

	R	M	W	S	SS	Total	% Met Phase-in Level II	Index Points					
Students Met Phase-in Level II	50	+	38	+	19	+	10	+	0	=	117	41%	41
Students Tested	100	+	100	+	42	+	40	+	0	=	282		
Index Score												41	

Example for campuses that test in three subjects: Gr. K-4

	R	M	W	S	SS	Total	% Met Phase-in Level II	Index Points					
Students Met Phase-in Level II	50	+	38	+	19	+	0	+	0	=	107	44%	44
Students Tested	100	+	100	+	42	+	0	+	0	=	242		
Index Score												44	

Total Index Points = Percent of Students who met Level II Standard

- Each percent contributes 1 point to the index.
- Index scores reflect student performance at the final recommended standard.
- Campuses and districts may not be distributed evenly across the index.
- Index will change over time.
- May grow slowly as higher level EOC's are included.

Example: Index 1 Score

	Index 1	Index 2	Index 3	Index 4
Highest Performance Index Score 76 to 100				
Index Score 51 to 75				
Index Score 26 to 50	41			
Lowest Performance Index Score 0 to 25				

Index 1: *Recommended 2013 Target = 50%*

Index 2: Student Progress

Indicator:

Student Progress to Satisfactory or Advanced Performance Levels

Measures:

- All Students
- Students with Disabilities
- English Language Learners-ELLs
- Each Race and Ethnicity
- Progress to Satisfactory Performance
- Progress to Advanced Performance



Index 2: Methodology

Value/Transition Table

Level III

Level II

Level I

High Advanced

Low Advanced

High Satisfactory

Mid Satisfactory

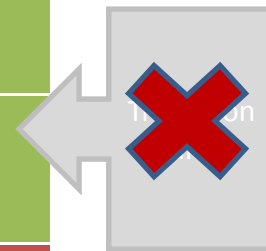
Low Satisfactory

High Unsatisfactory

Low Unsatisfactory



"Change Score"
based on
Vertical Scale
Scores



Index 2: Student Progress

Level III

- Advanced Academic Performance

Level II

- Satisfactory Academic Performance

Level I

- Unsatisfactory Academic Performance

Example: Value/Transition Table

Year One	Year Two						
	Low Unsatisfactory	High Unsatisfactory	Low Satisfactory	Mid Satisfactory	High Satisfactory	Low Advanced	High Advanced
High Advanced							
Low Advanced							
High Satisfactory						Slightly Improved	
Mid Satisfactory				Maintained			
Low Satisfactory		Slightly Regressed					
High Unsatisfactory							
Low Unsatisfactory	Maintained	Slightly improved	Slightly improved	Improved	Improved	Significantly improved	Significantly improved

Measures of Index 2: Student Progress

Example for districts and campuses

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
STAAR Reading % Met Growth Standard	49%	36%		60%	43%		58%	40%	35%	56%	377	800
STAAR Mathematics % Met Growth Standard	45%	31%		65%	48%		52%	45%	30%	50%	366	800
STAAR Writing % Met Growth Standard	36%				30%		40%		28%		134	400
STAAR Science EOC % Met Growth Standard	*	*	*	*	*	*	*	*	*	*	*	*
STAAR Soc. Stu. EOC % Met Growth Standard	*	*	*	*	*	*	*	*	*	*	*	*
Total											877	2000
Index Score (total points divided by maximum points)												44

Number of indicators may vary. Each indicator contributes 0-100 points to the index. Final index score is the total points divided by maximum points.

Example: Index 2 Score

	Index 1	Index 2	Index 3	Index 4
Highest Performance Index Score 76 to 100				
Index Score 51 to 75			Index 2: Accountability Target TBD	
Index Score 26 to 50	41	44		
Lowest Performance Index Score 0 to 25				

Index 3: Closing Performance Gaps

Indicators:

~~Satisfactory Academic Performance - Percent Met Final Level II~~

Satisfactory Academic Performance - Percent Met Phase In I Level II

Advanced Academic Performance - Percent Met Level III



Measures:

- All Economically Disadvantaged students
- Lowest two performing Race/Ethnic Groups from prior year

Index 3: Closing Performance Gaps

Level III

- Advanced Academic Performance (Final Recommended)

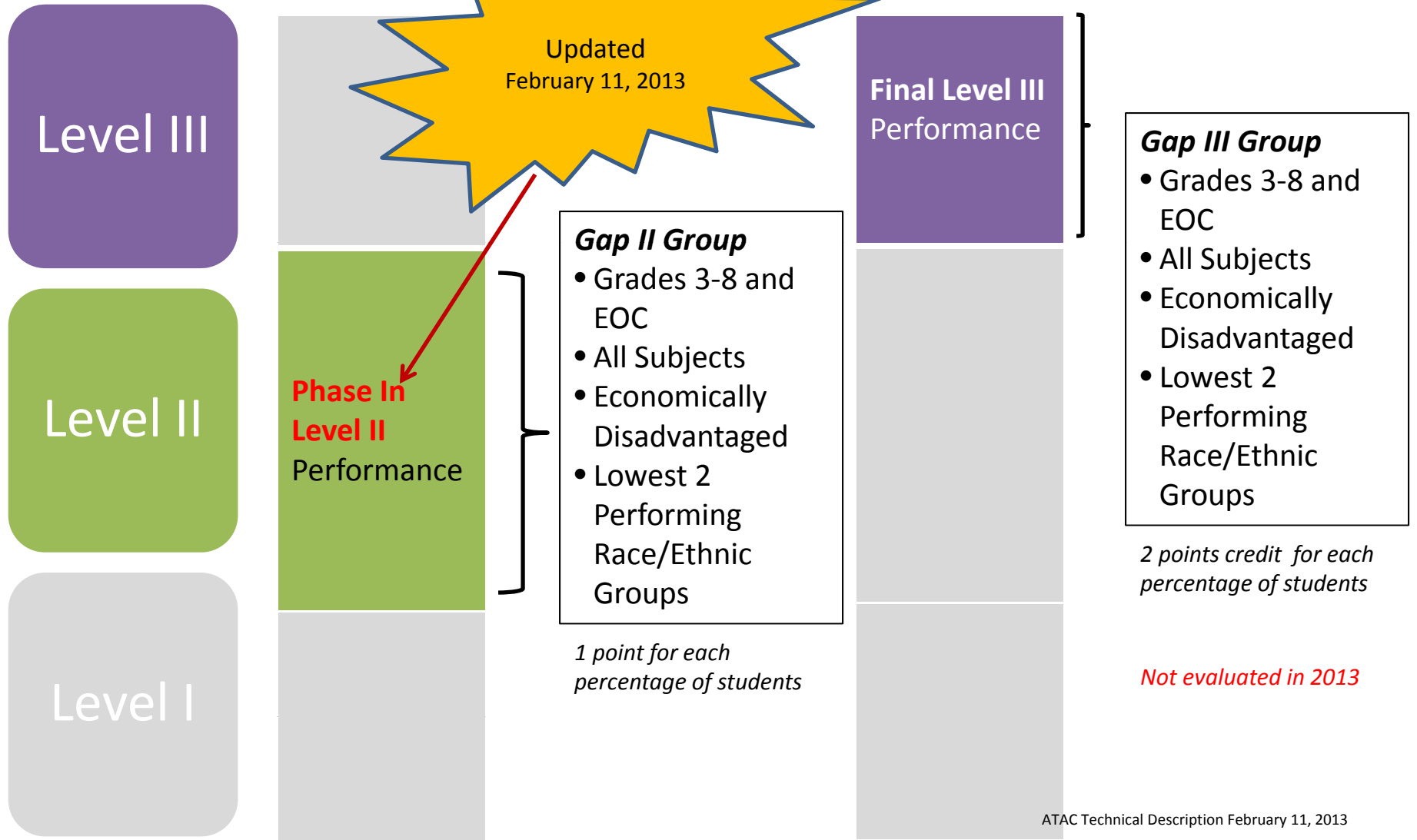
Level II

- Satisfactory Academic Performance (Phase In I)

Level I

- Unsatisfactory Academic Performance

Index 3: Closing Performance Gaps



Measures of Index 3: Closing Performance Gaps

Aggregate
of all
student
groups

Table 1: Example calculations to determine index points for reading performance shown in Ta

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	20		
Performance Results: Phase-in Level II Number Percent	40 50%	20 50%	0 0%		
Final Level II Number Percent	40 50%	0 0%	20 100%		
Weighted Results: Phase-in Level II (one point credit)	50 (50% x 1)	50 (50% x 1)	0 (0% x 1)		
Final Level II (two point credit)	100 (50% x 2)	0 (0% x 2)	200 (100% x 2)		
Reading Weighted Performance Rate	150	50	200	400	600

Indicators may vary. Indicators are weighted. Each indicator contributes 0-200 points to the index for each student groups that meets minimum size.. The final index score is total points divided by maximum points and ranges from 0-100 for all districts and campuses.

Measures of Index 3: Closing Performance Gaps

Table 2: Example calculations to determine overall points for Index 3

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	

Aggregate of all subjects

Example: Index 3 Score

	Index 1	Index 2	Index 3	Index 4
Highest Performance Index Score 76 to 100				
Index Score 51 to 75	Index 3: <i>Recommended 2013 Accountability Target = 50%</i>			
Index Score 26 to 50	41	47	48	
Lowest Performance Index Score 0 to 25				

Index 4: Postsecondary Readiness

Indicators:

~~Advanced Academic Performance-Percent Met Level III (not evaluated in 2013)~~

Satisfactory Academic Performance-Percent Met Final Level II (Not evaluated in 2013)

Graduation Rate

Diplomas: Percent Met RHSP/AHSP (DAP)

Career Technical Education (TBD 2015 and beyond)

Measures:

- All Students (1)
- Each Race/Ethnicity (7)
- *Students with Disabilities
- *English Language Learners – ELLs
- Final Recommended Level III Performance Standard
- Four or Five Year Graduation Rate or Annual Dropout Rate 9-12 (if no graduation rate)
- Percent of RHSP and AHSP (DAP) Diplomas

*Only applies to Graduation Rate or Dropout Rate



Index 4: Postsecondary Readiness

Level III

- Advanced Academic Performance

Level II

- Satisfactory Academic Performance (FINAL Recommended)

Level I

- Unsatisfactory Academic Performance

2013 Accountability Campus and District

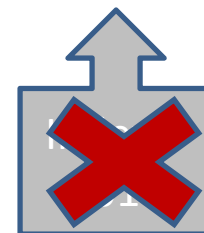
State of Texas Assessments of Academic Readiness (STAAR™) End-of-Course (EOC)
Phase-in, Minimum, and Final Recommended Level II and Level III Performance Standards

Assessment	Phase-In 1 Minimum	Phase-In 1 Level II	Phase-In 2 Minimum	Phase-In 2 Level II	Final Recommended Minimum	Final Recommended Level II	Phase-In Level III	Final Recommended Level III
English I Reading	1813	1875	1887	1950	1936	2000	N/A	2304
English II Reading	1806	1875	1880	1950	1929	2000	N/A	2328
English III Reading	1808	1875	1882	1950	1932	2000	2135	2356
English I Writing	1798	1875	1872	1950	1921	2000	N/A	2476
English II Writing	1807	1875	1880	1950	1928	2000	N/A	2408
English III Writing	1808	1875	1881	1950	1929	2000	2155	2300
Algebra I	3371	3500	3626	3750	3872	4000	N/A	4333
Algebra II	3350	3500	3604	3750	3852	4000	4080	4411
Geometry	3362	3500	3619	3750	3868	4000	N/A	4397
Biology	3367	3500	3621	3750	3868	4000	N/A	4576
Chemistry	3348	3500	3600	3750	3846	4000	N/A	4607
Physics	3346	3500	3600	3750	3848	4000	N/A	4499
World Geography	3383	3500	3632	3750	3874	4000	N/A	4404
World History	3326	3500	3576	3750	3822	4000	N/A	4634
U.S. History	3372	3500	3624	3750	3869	4000	N/A	4440

Updated
February 11,
2013



Index 4
2014



High School Graduation

Graduation Rate

Graduates

Graduates + Continuers + GED recipients + Dropouts

- 4 or 5 year Graduation Rate
- For campuses with Grades 9-12 with a Graduation Rate

Annual Dropout Rate

Number of students who dropped out during the year.

Number of students enrolled during the school year

- Campuses and Districts with students in Grades 9, 10, 11 or 12 with no Graduation Rate (MS or unique campus type)

Diplomas

DAP – 26 credits (4x4)	RHSP – 26 credits (4x4)	MHSP – 22 credits
ELA – 4 credits	ELA – 4 credits	ELA – 4 credits
Math – 4 credits	Math – 4 credits	Math – 3 credits
Science – 4 credits	Science – 4 credits	Science – 2 credits
Social Studies – 4 credits	Social Studies – 4 credits	Social Studies – 3 credits
Physical Education-1 credit	Physical Education-1 credit	Physical Education-1 credit
Speech-1/2 credit	Speech-1/2 credit	Speech-1/2 credit
Fine Arts-1 credit	Fine Arts-1 credit	Fine Arts-1 credit
Electives- 4 ½ credit	Electives-5 ½ credits	Electives-6 ½ credits
Languages other than English-3 credits	Languages other than English-2 credits	Academic Elective-1 credit
4 Advanced Measures	N/A	N/A
Advanced Academic Performance: <ul style="list-style-type: none"> •Algebra II •English III Reading •English III Writing 	Satisfactory Academic Performance: <ul style="list-style-type: none"> •Algebra II •English III Reading •English III Writing 	The cumulative score requirement is based on the number of courses taken for which an EOC assessment exists
15 STAAR EOC assessments required	15 STAAR EOC assessments required	As few as 11 STAAR EOC assessments required

Number of Graduates with codes for RHSP & AHSP (DAP)

Number of Graduates

Measures of Index 4: Postsecondary Readiness

Example for districts and campuses with a graduation rate

Graduation

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/AHSP	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	

Final Level II
Performance



Measures of Index 4: Postsecondary Readiness

Example for districts and campuses with Gr. 9-12 but no graduation rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)			69 (3.1%)		89 (1.1%)	87 (1.3%)	53 (4.7%)	68 (3.2%)	503	700
Graduation Score (dropout rate total points divided by maximum points)											72	
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: $72 + 30 / 2 = 51$)											51	

Example for elementary and middle/junior high schools

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%	182	600
Index Score (total points divided by maximum points)										30

Example: Index 4 Score

	Index 1	Index 2	Index 3	Index 4
Highest Performance Index Score 76 to 100				
Index 4: <i>Recommended 2013 Accountability Target = 75%</i>				
Index Score 51 to 75				55
Index Score 26 to 50	41	47	48	
Lowest Performance Index Score 0 to 25				

Impact on Special Populations



Student Group	Index 1	Index 2	Index 3	Index 4
Special Education ✓ Evaluated as a Student Group for Graduation ✓ Evaluated as a Student Group for Progress ✓ Cap on use of proficient results for modified and alternate exams				X
		X		
	System Safeguard			
English Language Learners ✓ Evaluated as a Student Group for Graduation ✓ Evaluated as a Student Group for Progress ✓ Assessment Results included in index evaluation (2013) ✓ Assessment Results included in index evaluation (2014)				X
		X		
	X			
	X	X	X	X
Economically Disadvantaged ✓ Weighted Performance			X	
Lowest Performing Race/Ethnic Groups ✓ Weighted Performance			X	
Career Technical Education ✓ Evaluated in 2015 and Beyond.				X
Migrant	<i>If not provided the opportunity to test in a content area (s) prior to a change in phase in standards, migrant students will be required to meet a <u>higher performance standard</u>.</i>			

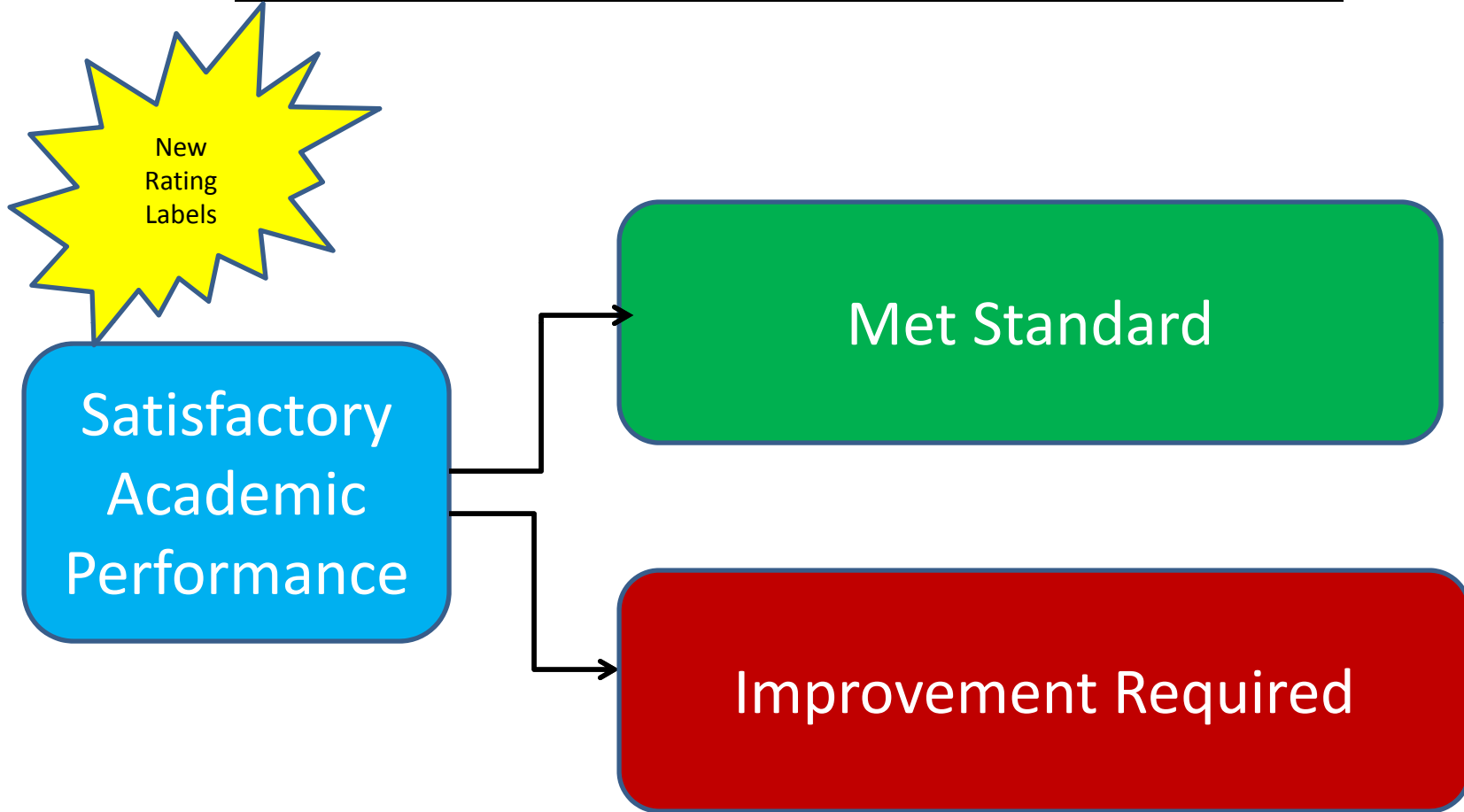
Proposed Performance Index Framework English Language Learners Results

Years in U.S. Schools	2013	2014			
	Index 1	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools		English-version STAAR ELL Development Model Spanish-version: TBD	English-version: STAAR ELL Development Model	English-version: STAAR ELL Development Model and Final Level III Performance	
Third year of enrollment in U.S. schools			Spanish-version: STAAR Growth Measure	Spanish-version TBD	
Fourth year of enrollment in U.S. schools.	STAAR Phase In Level II				
Fifth year of enrollment in U.S. schools	STAAR Phase In Level II	STAAR Phase In Level II	STAAR Growth Measure	STAAR Phase In Level II and Final Level III	STAAR Final Level II
Immigrants entering in Grade 9 or above	<i>Not Included</i>	<i>Not Included</i>	Included based on year in U.S. schools as shown above for ELL students	Included based on year in U.S. schools as shown above for ELL students	<i>Not Included</i>
Asylees/Refugees First through Fifth year of enrollment in U.S. schools.	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Sixth year or more of enrollment in U.S. schools.	STAAR Phase-In Level II	STAAR Phase-In Level II	STAAR Growth Measure	STAAR Level II and Level III	STAAR Final Level II



State Accountability Ratings: 2013

Satisfactory Academic Performance



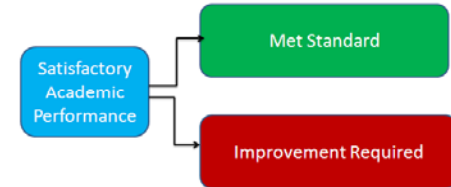
2013 Accountability

Transition Year: Increase in Rigor	
2013	2014
TAKS/STAAR	STAAR
Phase In 1	Phase In 2
	Index 4: Final Level II Performance results included

Proposed 2013 District and Campus Ratings

Recommended Option for Transition Year:

To receive the *Met Standard rating*, districts and campuses must meet accountability targets on one index.



Standard Accountability

Index 1	Index 2	Index 3	Index 4
50%	TBD	50%	75%

AEA Accountability

Index 1	Index 2	Index 3	Index 4
25%	TBD	25%	25%

Proposed Accountability Rating 2014 and Beyond

Example One:

Improvement Required Rating

Assignment to the lowest performance group on all four indexes.

Example Two:

Met Standard Rating

4 Options:

- **Options 1:** Must meet targets on all *four indexes*.
- **Option 2:** Must meet targets on all *four indexes* or meet both the index 3 target and the index 3 criteria for the top 25 % closing the gaps.
- **Option 3:** Districts must meet the accountability targets on all four indexes. All campuses must meet accountability targets on *three indexes*.
 - Secondary- Index 4
 - Elementary/MS Index 3
- **Option 4:** Requires that districts and campuses meet targets on *two of the four indexes*: Achievement or Progress *and another* based on campus type.
 - Secondary- Index 4
 - Elementary/MS Index 3

Proposed System Safeguards

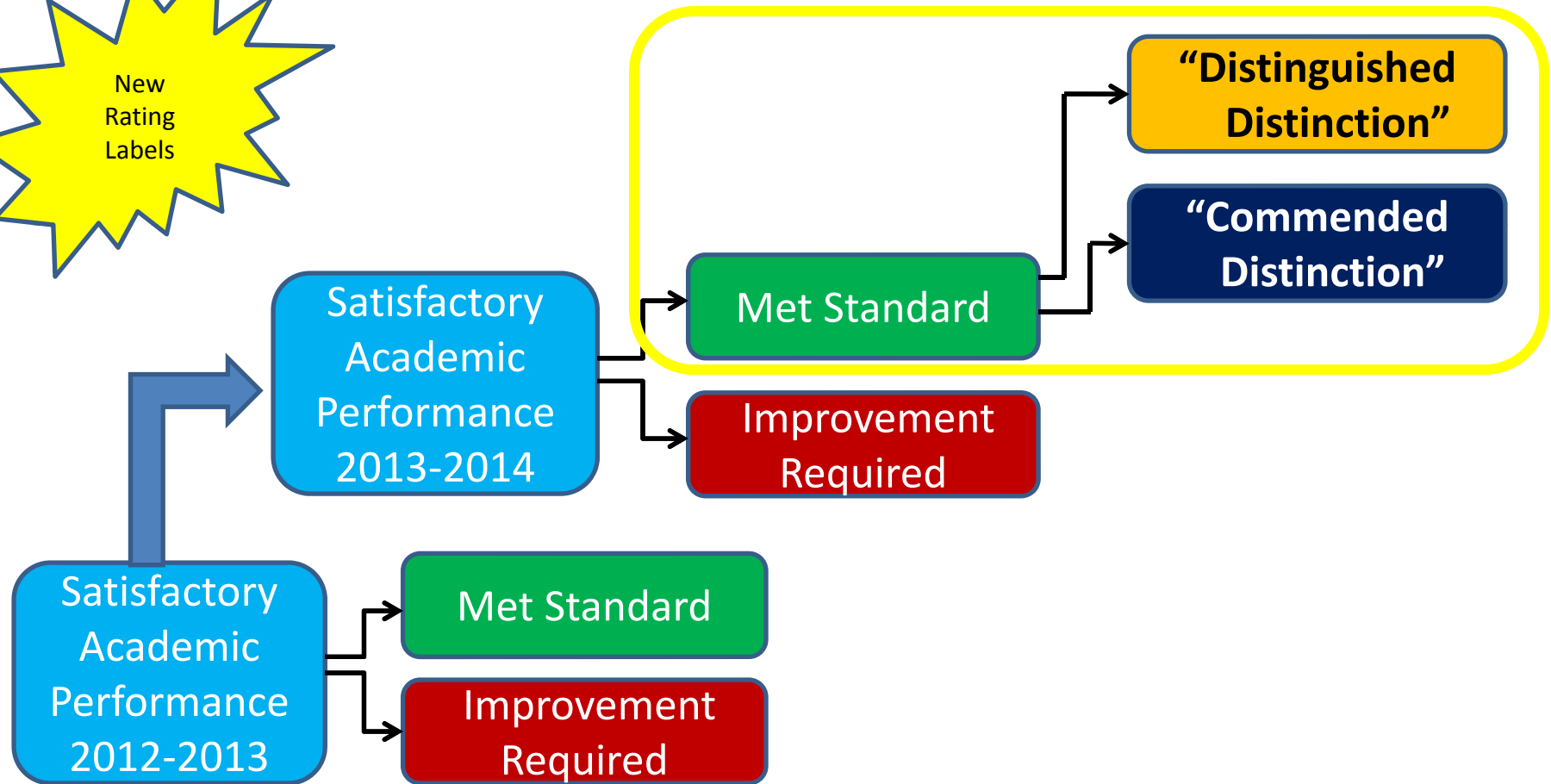
Safeguards
<p>Performance Rates: All Student Groups Percent of students performing at the phase-in Level II standard by subject including retests: Reading, Mathematics, Writing, Science, Social Studies.</p>
<p>Participation Rates: All student groups Reading (95%) Math (95%)</p>
<p>Graduation Rates: All student groups 4 year (78%) 5 year (83%)</p>
<p>District Caps: Modified 2% and Alternate 1% Reading Math</p>

System safeguards not met must be addressed in the :

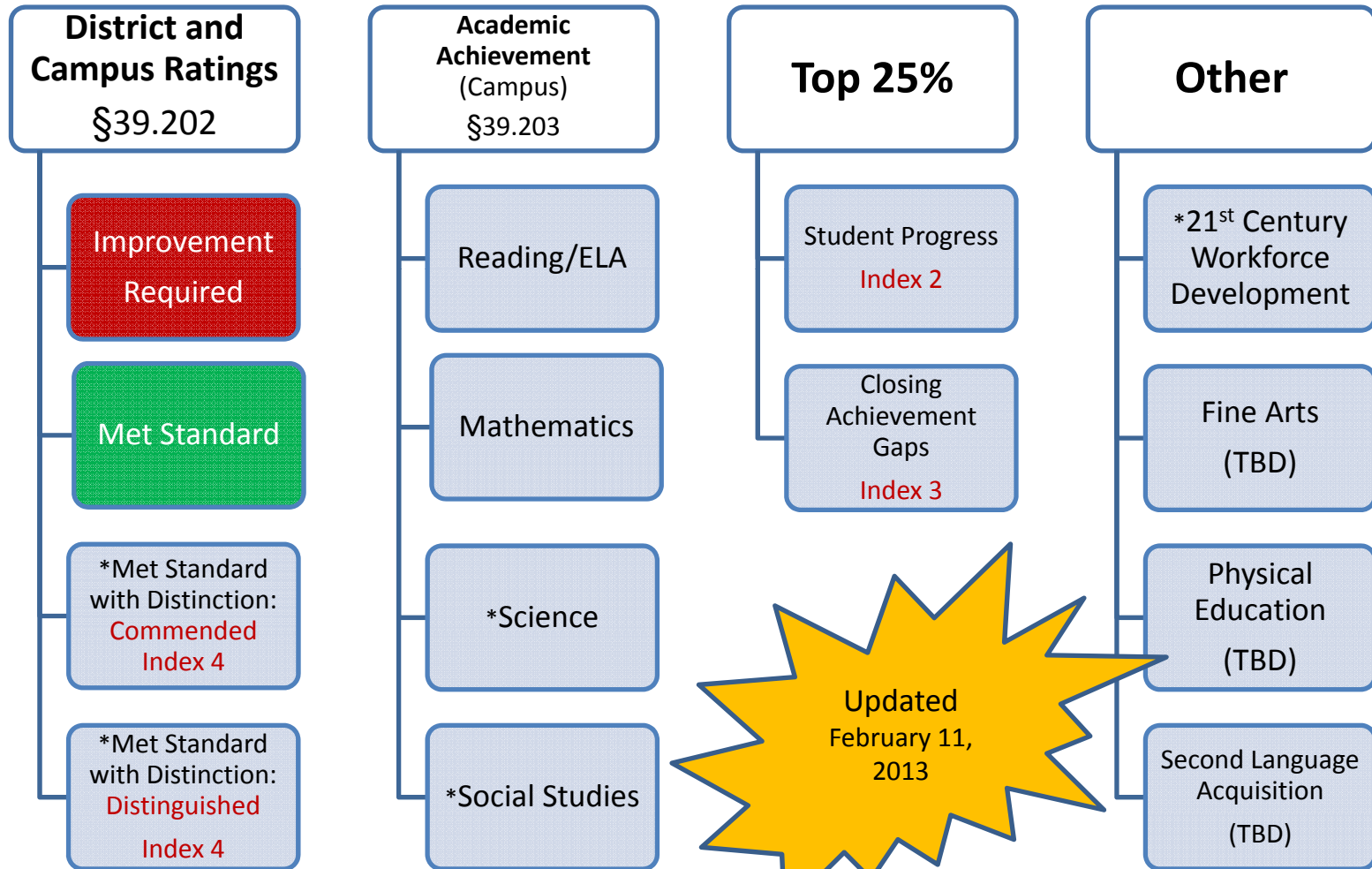
- *District or Campus Improvement Plans*
- *Texas Accountability Intervention System Improvement Plans*
- *Federal Accountability Improvement Plans*

2014 and Beyond District and Campus Rating

New
Rating
Labels



Comprehensive Distinction Designations



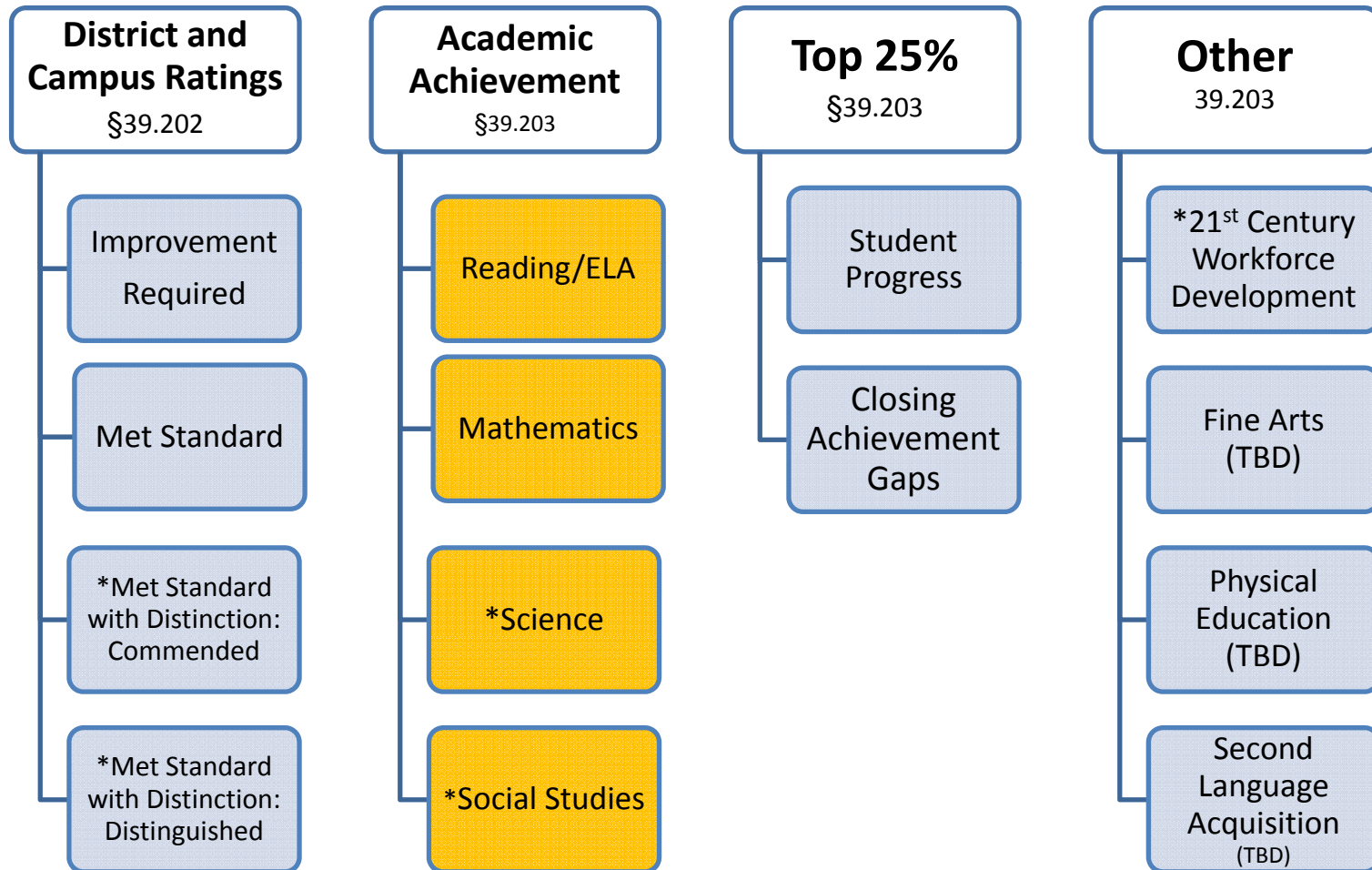
Updated
February 11,
2013



Note: Unacceptable Campuses not eligible for distinctions.

* Evaluated in 2014

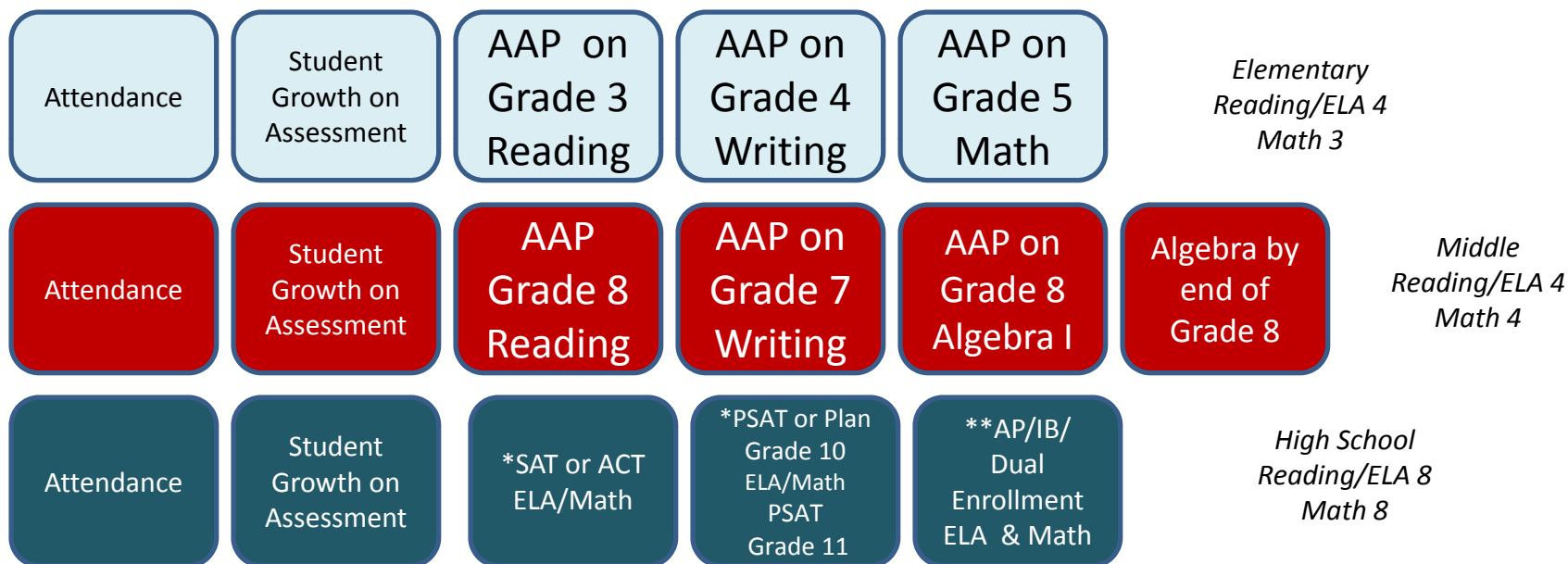
Comprehensive Distinction Designations



Academic Achievement Distinctions Designation

Determine Campus Comparison Group

Calculate and Compare Campus Performance on Each Indicator to Comparison Groups



Generate a Single Campus Outcome by Subject

Identify the top performing campuses statewide for Distinction Designations



*Includes participation & performance

**Includes Course Completion, Participation and Performance

District and Campus Distinction Designations

1. District and campuses that earn a *rating of **Improvement Required** are not eligible for distinctions.*
2. **Met Standard:** *Commended and Distinguished distinctions will be based on performance in Index 4 and there are no comparison groups.*
3. Campus distinction designations will be based on campus performance in relation to a campus comparable groups (40 per group).
 - ✓ Campus Type
 - ✓ Campus Size
 - ✓ Percent Economically Disadvantaged Students
 - ✓ Percent Limited English Proficient Students
 - ✓ **Mobility Rate (based on Cumulative Attendance)**

Proposed State Accountability Excellence Indicator System

Updated: 2/19/2013

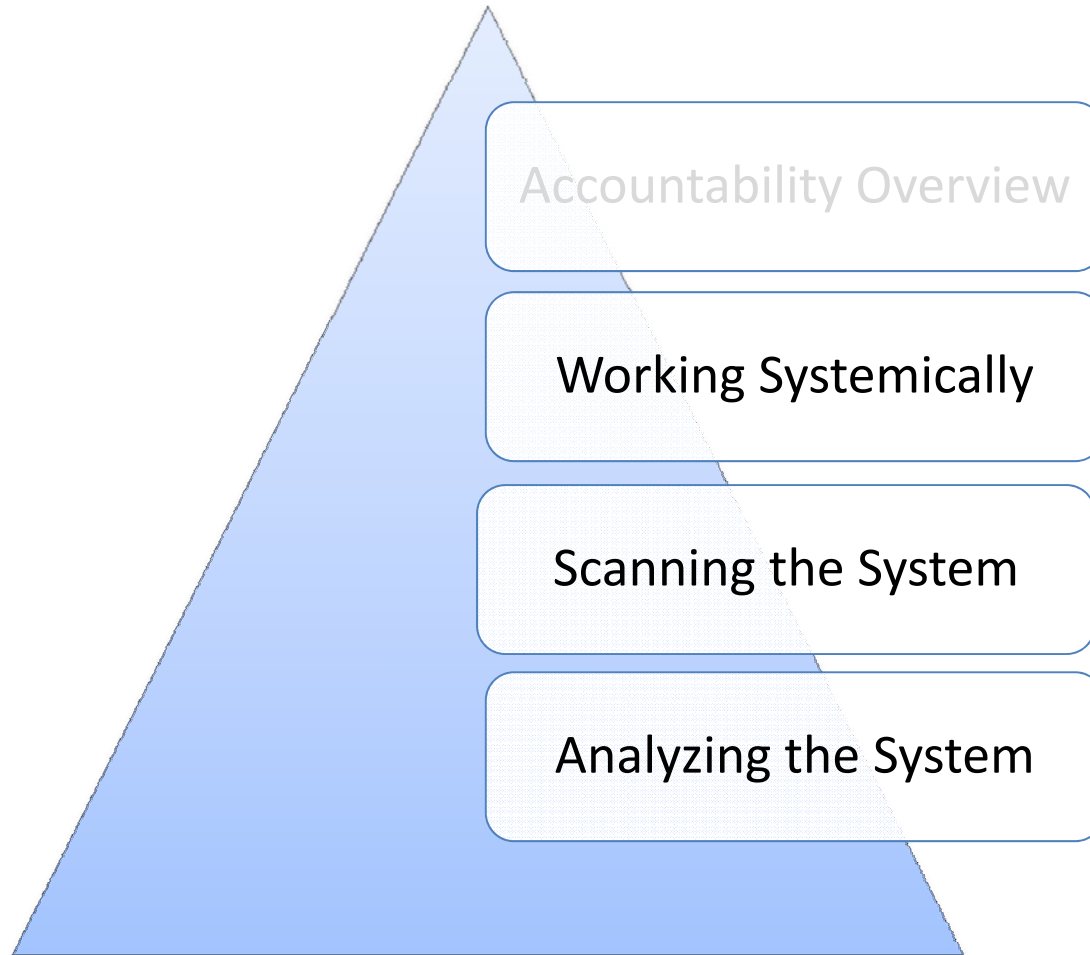
State Accountability: Proposed Performance Index Framework 2013 and Beyond

	Index 1: Student Achievement 2013	Index 2: Student Progress 2014	Index 3: Closing Performance Gaps 2013	Index 4: Postsecondary Readiness *2013 & **2014
Indicators	STAAR Percent Met Phase In Level II Standard TAKS Met Standard (2013 only)	STAAR Percent Met Progress to Satisfactory or Advanced Performance	STAAR Percent Met Phase In Level II Standard STAAR Percent Met Level III Final Recommended Performance	**STAAR Percent Met Final Recommended Level III Standard *Diploma Program Percent Met RHSP/AHSP (DAP) *Graduation Rate (4 and 5 year) or <i>Annual Dropout Rate</i> (9-12) Career Technical Education (TBD in 2015 and beyond)
Assessments	Grades 3-8 & EOC <ul style="list-style-type: none"> STAAR (E/S) STAAR Modified STAAR Alternate STAAR L TAKS 11 (2013 only) 	Grades 4-8 & EOC <ul style="list-style-type: none"> STAAR (E/S) STAAR Modified STAAR Alternate STAAR L TAKS (11) 	Grades 3-8 & EOC <ul style="list-style-type: none"> STAAR (E/S) STAAR Modified STAAR Alternate STAAR L TAKS (11) 	Grades 3-8 & EOC <ul style="list-style-type: none"> STAAR (E/S) STAAR Modified STAAR Alternate STAAR L
Grades	Grades 3-8 and EOC	Grades 4-8 and EOC	Grades 3-8 and EOC	Grades 3-8 and EOC
Subjects	Reading Math Writing Science Social Studies	Reading Math Writing (EOC)	Reading Math Writing Science Social Studies	Reading Writing Math Science Social Studies
Student Groups and Minimum Size	All students – None	All Students – None Each Race and Ethnicity 20 African American American Indian Asian Hispanic Pacific Islander White Two or more races Students with Disabilities English Language Learners	Economically Disadvantaged Students (includes Grade 3) 2 Lowest Performing Race/Ethnic groups (prior year performance)	All Students – None Each Race/Ethnicity 20 African American American Indian Asian Hispanic Pacific Islander White Two or more races ***Students with Disabilities ***English Language Learners
Minimum Size	Special Analysis if < 10	Special Analysis if < 10	20	Special Analysis if < 10
System Safeguards	Include Performance Rates <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade Include Participation Rates <ul style="list-style-type: none"> Reading and Math (95%) Apply District Cap <ul style="list-style-type: none"> Apply a limit on proficient results for STAAR Modified and STAAR Alternate 	Include Performance Rates <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade Include Participation Rates <ul style="list-style-type: none"> Reading and Math (95%) Apply District Cap <ul style="list-style-type: none"> Apply a limit on proficient results for STAAR Modified and STAAR Alternate 	Include Performance Rates <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade Include Participation Rates <ul style="list-style-type: none"> Reading and Math (95%) Apply District Cap <ul style="list-style-type: none"> Apply a limit on proficient results for STAAR Modified and STAAR Alternate 	Include Performance Rates <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade Include Participation Rates <ul style="list-style-type: none"> Reading and Math (95%) Apply District Cap <ul style="list-style-type: none"> Apply a limit on proficient results for STAAR Modified and STAAR Alternate Apply Federal Graduation Rates <ul style="list-style-type: none"> 4 year (78%) 5 year (83%)
Administration	5 & 8 Primary/Retest EOC: First Administration	Retests for 5 & 8 (highest) EOC: July-June 30 (highest)	5 & 8 Primary/Retest EOC: First Administration & Retests	Grades 3-8: spring EOC: First Administration (spring, previous fall and summer)

System Safeguards must be addressed in the District and Campus Improvement Plans. If currently under state or federal interventions through TAIS, areas of concern will be incorporated into the improvement efforts.
 ***Evaluated in Index 4 for Graduation Rate or Dropout Rate



Data on Purpose



Data on Purpose

STAAR Test Design
College Readiness
TEKS Cognitive Complexity
Data Literacy
CSCOPE Curriculum

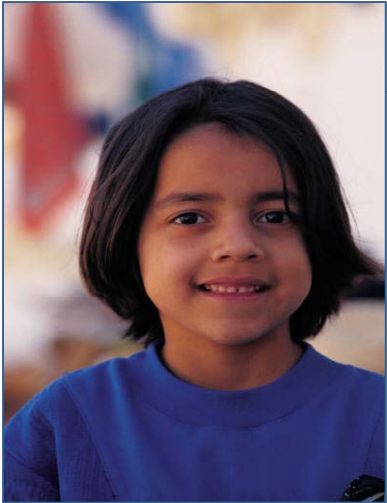
Content Knowledge
Classroom Management
Instructional Delivery
Assessment Practices

Professional
Development

Teacher
Effectiveness

Close
Knowledge
Gaps

Improve
Instruction



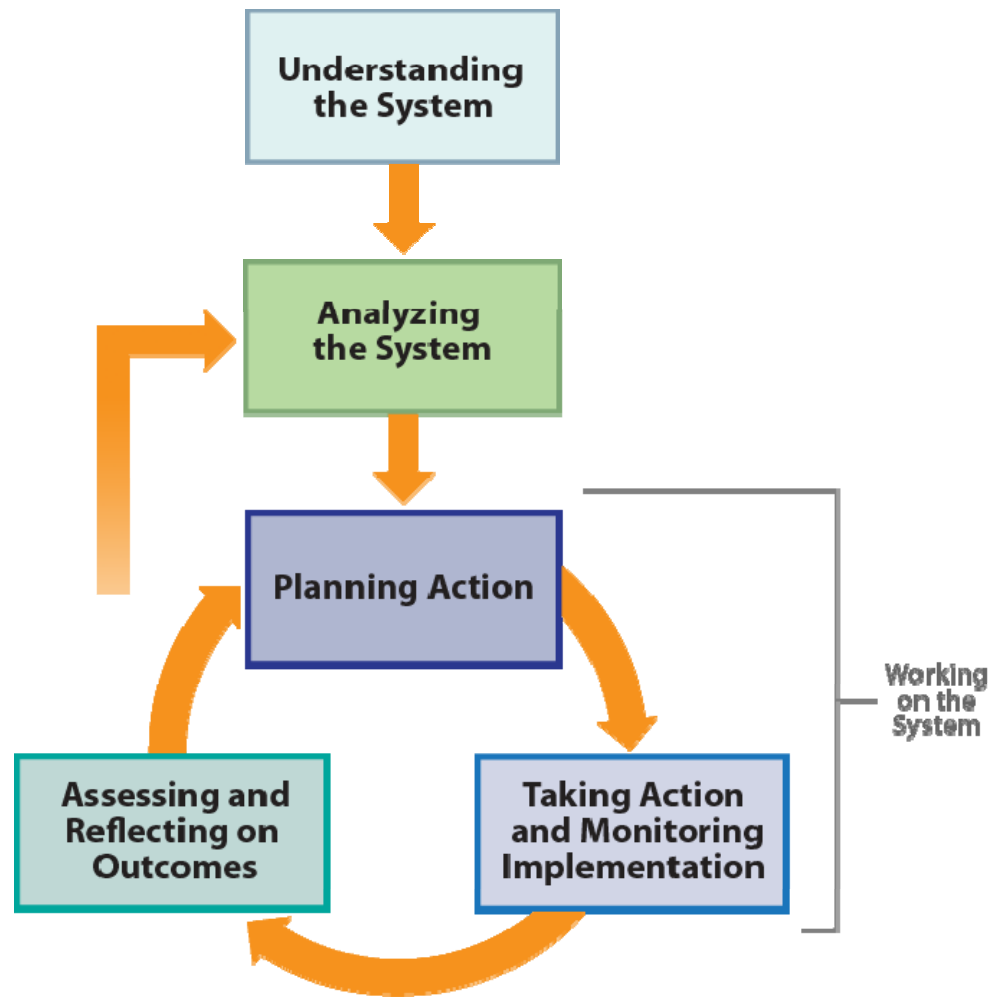
All students
Hispanic
African American
White
Economically Disadvantaged
Special Education
ELL

High Yield Instructional
Strategies
Collaborative Coaching
Formative Assessment

Working Systemically Toward a Common Goal



Campus Leadership Team Using the Working Systemically Approach



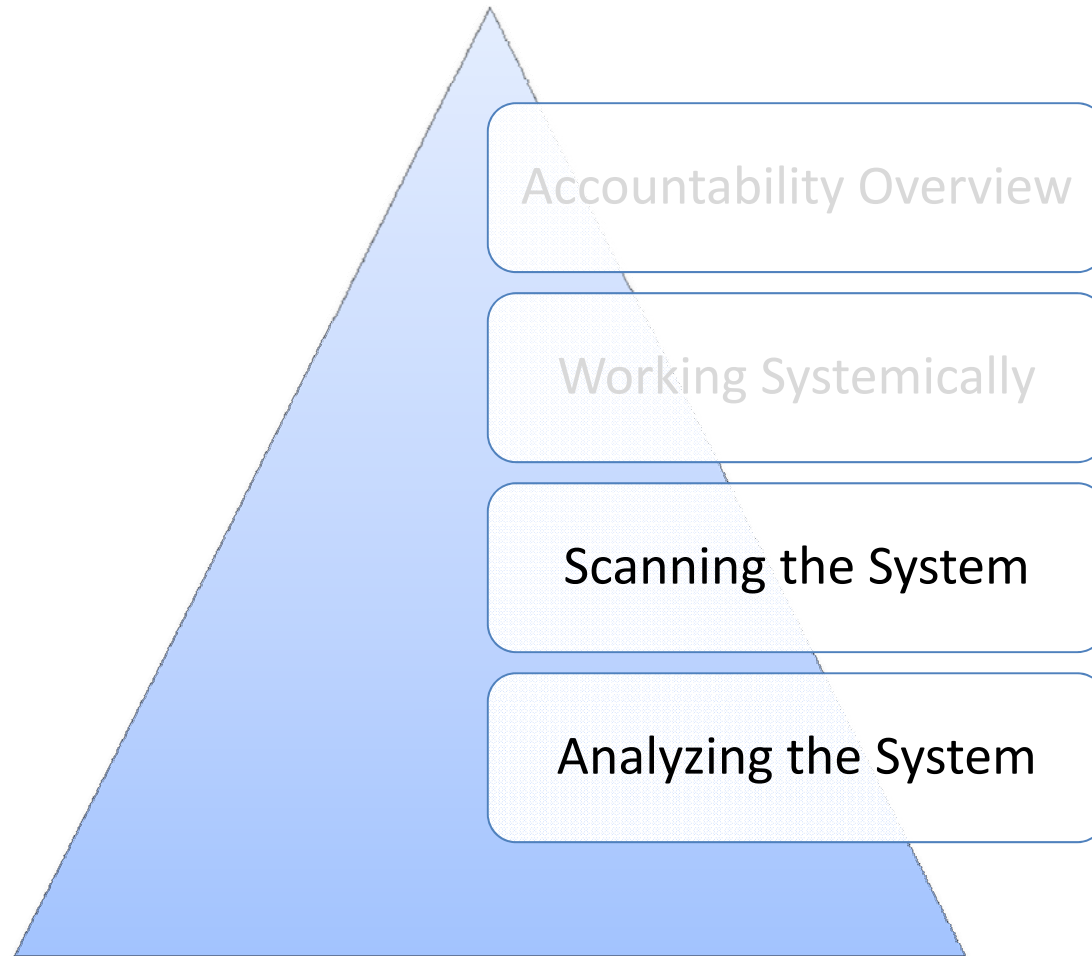
Systemic Framework

“We have all the data we need. What we are missing is a systematic process for **using that data to inform and differentiate our instruction.**”

Reeves, D. (2009)



Data on Purpose



Vision

“All students College Ready, College Connected and College Complete”

“Leading the way to an Early College Experience.”



CAMPUS MISSION

College for ALL

At _____, we are committed to providing an environment of **academic excellence** where **rigorous instruction** is delivered in every classroom. As a result, every student is empowered with the skills necessary to be **college ready and college connected** as measured by state and national **standards**.

We will employ the **common instructional framework** and diverse **systems of support** to ensure that **success is the only option for ALL**.

Our goal is for every student to earn a viable diploma along with at least 12 college hours and/or the certification(s) necessary to be successful in the workplace.



Honesty!



Team Pre Reflection (Rigor)

Campus Rigor Reflection

Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness

Data	0	1	2	3
Data is routinely accessed and used to make decisions.				
Various types (learning, teaching, leadership and persuasive) and levels of data are analyzed to explain patterns, trends and root cause for low performance.				
Data collaboration is encouraged and sufficient time is allocated to generate, collect, analyze data and take action based on findings.				
Data is used to make instructional decisions that include differentiated instruction, program changes, and curricular adjustments.				
Data conversations are frequent, shared, and displayed through data walls.				
Average Score				
Curriculum Coherence				
The horizontally and vertically aligned curricula are periodically reviewed and realigned to optimize student performance and academic challenge				
The standards based objectives, assignments and assessments in most classes accelerate the learning to address the expectations for the next grade, college, or the workplace (increasing the level of cognitive complexity)				
The curricula for all subjects introduce knowledge and skill at developmentally appropriate grade levels and increase the level of complexity of the knowledge through scaffolding.				
Average Score				
Instructional Strategies				
Teachers use an array of questioning techniques to prompt low, mid and higher level cognitive processing for all students.				
Instructional strategies are based on research and selected to match the content and cognitive complexity in the standards and to increase student learning.				
Teacher support for student learning is improved through a professional development plan which has teacher teams learning, implementing and evaluating school wide strategies.				
Average Score				
Assessment in the Classroom				
Classroom assessments are strongly aligned to the cognitive complexity and topics of the grade level state standards and when appropriate go beyond grade level standards.				
Common assessments, which include high levels of cognitive complexity, are administered across all grades, subjects or courses and are regularly analyzed and revised by learning teams.				
Teachers analyze test results to diagnose student learning, improve assessments and instruction and modify curriculum.				
The principal and or professional learning team monitors and recommends revision to classroom assessment in all grades, subject and courses.				
Average Score				

0-Not Ready

1-Getting ready for Implementation

2-Emerging Implementation

3- School wide Implementation

Handout 1

Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness

Southern Regional Education Board



What do we do?

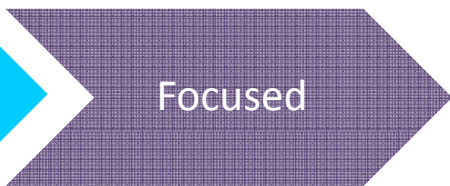
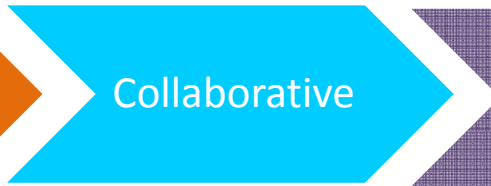
Data		0	1	2	3
Statements	Data is routinely accessed and used to make decisions.				X
	Various types (learning, teaching, leadership and persuasive) and levels of data are analyzed to explain patterns, trends and root cause for low performance.			X	
	Data collaboration is encouraged and sufficient time is allocated to generate, collect, analyze data and take action based on findings.		X		
	Data is used to make instructional decisions that include differentiated instruction, program changes, and curricular adjustments. Data conversations are frequent, shared, and displayed through data walls.		X	X	
Average Score			1.8		

Points

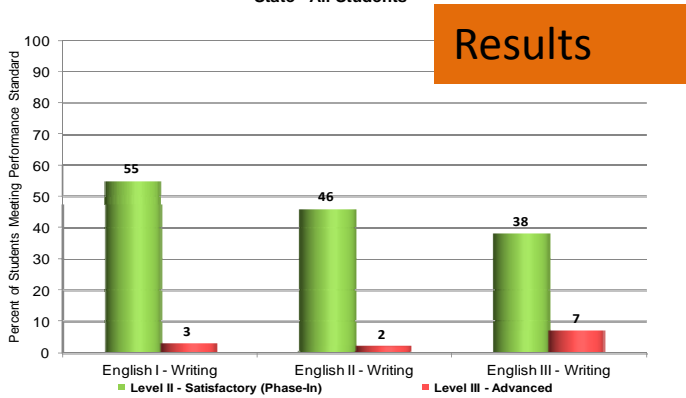
$$\frac{\text{Total Points}}{\text{Number of Statements}} = \text{Average}$$

$$\frac{9 \text{ Total Points}}{5 \text{ Statements}} = 1.8$$

Data



2012 STAAR - EOC
Level II Satisfactory & Level III Advanced Summary
ELA: Writing
State - All Students



Subject: ELA Curriculum: English I Reading Language: E Version(s): STAAR,STAAR-L Date: 3/2012
Demographic Group(s): All Students
Student Count: 424 Source: Admin

Reporting Category	Description	# of Test Points	% of Total Points	Mastery
1	The student will demonstrate the ability to understand and analyze a variety of	26	46%	34%
2	The student will demonstrate an ability to understand and analyze literary texts.	16	29%	55%
3	The student will demonstrate an ability to understand and analyze informational texts.	14	25%	55%



Subject: ELA Curriculum: English I Reading Language: E Administration
Demographic Group(s): All Students
Student Count: 424 Source: Admin

Item Level Analysis

Item	Reporting Category/Item Description	# of Students	%
4	RI.1.Cat 1 - The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. SE.1.E - Use a dictionary, a glossary, or a thesaurus, printed or electronic, to determine or confirm the meanings of words and phrases, including their connotations and associations, and their etymology (if).	174	41
	Correct	130	59
	Incorrect	0	0
	Other	0	0
10	RI.1.Cat 1 - The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. SE.1.F.01 - Make complex inferences about text and use textual evidence to support understanding. (SE type depends on genre)	139	48
	Correct	124	88
	Incorrect	1	0
	Other	0	0
11	RI.1.Cat 1 - The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. SE.1.F.01 - Make complex inferences about text and use textual evidence to support understanding. (SE type depends on genre)	114	74
	Correct	112	98
	Incorrect	0	0
	Other	0	0
12	RI.1.Cat 1 - The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. SE.1.F.01 - Make complex inferences about text and use textual evidence to support understanding. (SE type depends on genre)	138	53
	Correct	49	35
	Incorrect	3	1
	Other	0	0
13	RI.1.Cat 1 - The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. SE.1.F.01 - Make complex inferences about text and use textual evidence to support understanding. (SE type depends on genre)	104	72
	Correct	100	96
	Incorrect	0	0
	Other	0	0
14	RI.1.Cat 1 - The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. SE.1.F.01 - Make complex inferences about text and use textual evidence to support understanding. (SE type depends on genre)	231	54
	Correct	182	48
	Incorrect	0	0

Comparative (with others: schools, region, state and nation)

Disaggregated (special populations)

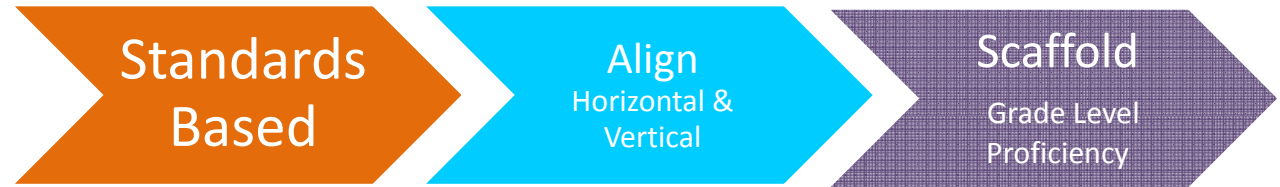
Longitudinal (over time)

Descriptive (standards)

Data Literacy (Rigor)

Data	0	1	2	3
Data is routinely accessed and used to make decisions.				
Various types (learning, teaching, leadership and persuasive) and levels of data are analyzed to explain patterns, trends and root cause for low performance.				
Data collaboration is encouraged and sufficient time is allocated to generate, collect, analyze data and take action based on findings.				
Data is used to make instructional decisions that include differentiated instruction, program changes, and curricular adjustments.				
Data conversations are frequent, shared, and displayed through data walls.				
<i>Average Score</i>				

Curriculum Coherence



ELAR TEKS Figure 19

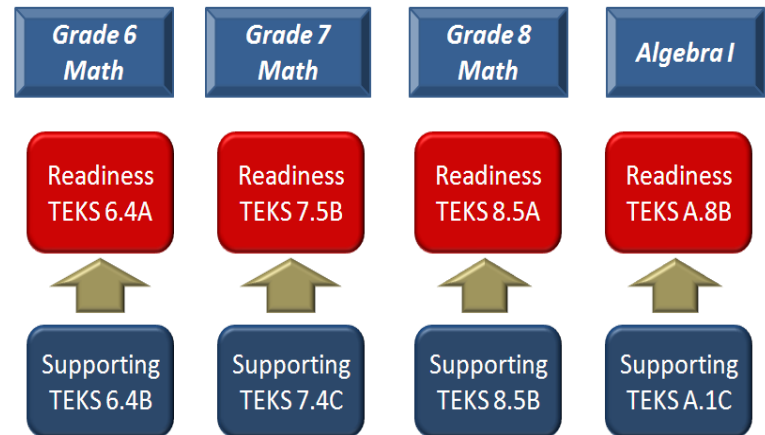
Figure: 19 TAC §110.10(b) – Elementary
 Figure: 19 TAC §110.17(b) – Middle School
 Figure: 19 TAC §110.30(b) – High School
 Figure: 19 TAC §128.30(b) – ESOL I–II



General Characteristics of the Assessed Content Standards	
<p>Readiness Standards</p> <ul style="list-style-type: none"> • are essential for success in the current grade or course • are important for preparedness for the next grade or course • support college and career readiness • necessitate in-depth instruction • address significant content and concepts 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • introduced in the current grade or course but may be emphasized in a subsequent year • reinforced in the current grade or course but may be emphasized in a previous year • play a role in preparing students for the next grade or course but not a central role • address more narrowly defined content and concepts

ITEA, 2010, p. 1-261

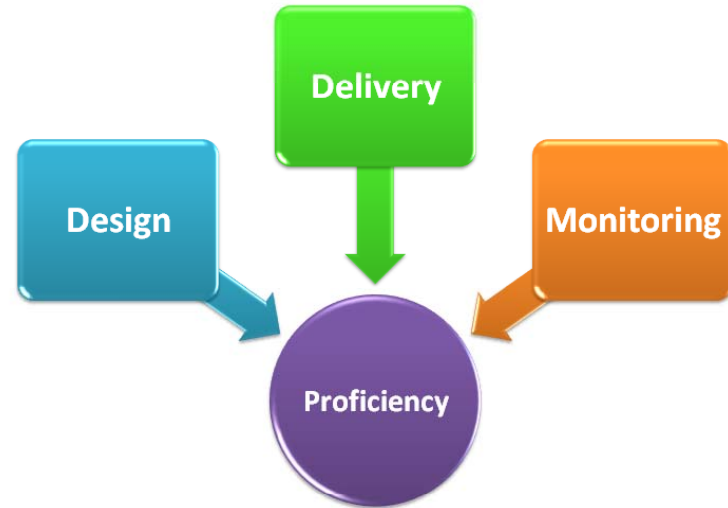
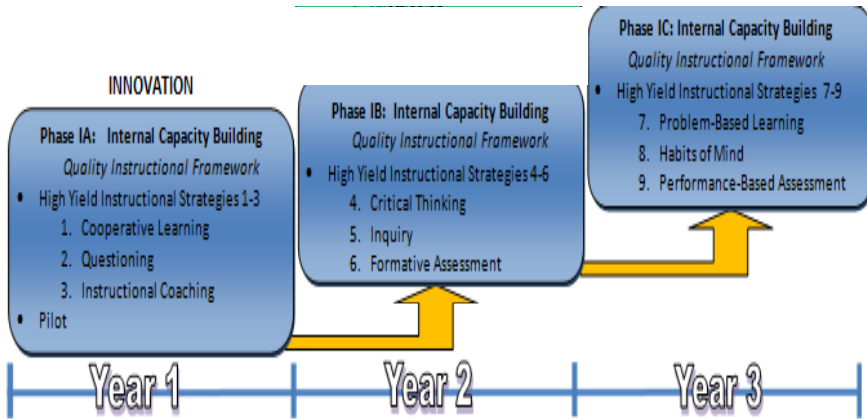
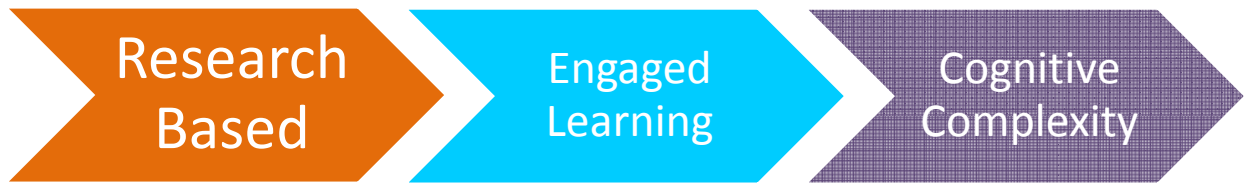
Readiness and Supporting Standards Instructional Implications



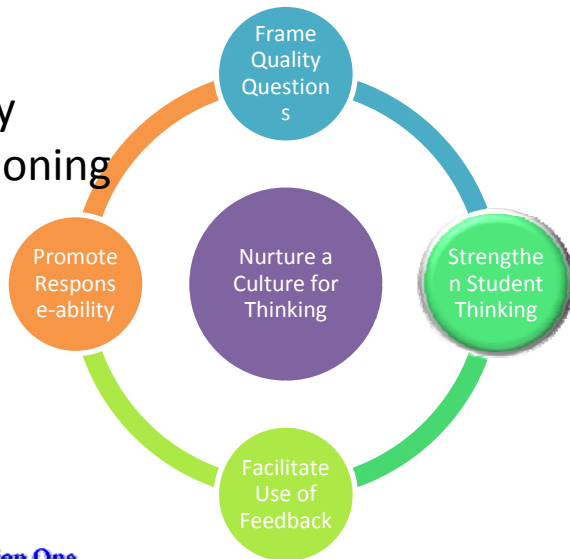
Curriculum Coherence (Rigor)

Curriculum Coherence	0	1	2	3
The horizontally and vertically aligned curricula are periodically reviewed and realigned to optimize student performance and academic challenge				
The standards based objectives, assignments and assessments in most classes accelerate the learning to address the expectations for the next grade, college, or the workplace (increasing the level of cognitive complexity)				
The curricula for all subjects introduce knowledge and skill at developmentally appropriate grade levels and increase the level of complexity of the knowledge through scaffolding.				
<i>Average Score</i>				

Instructional Strategies



Quality Questioning



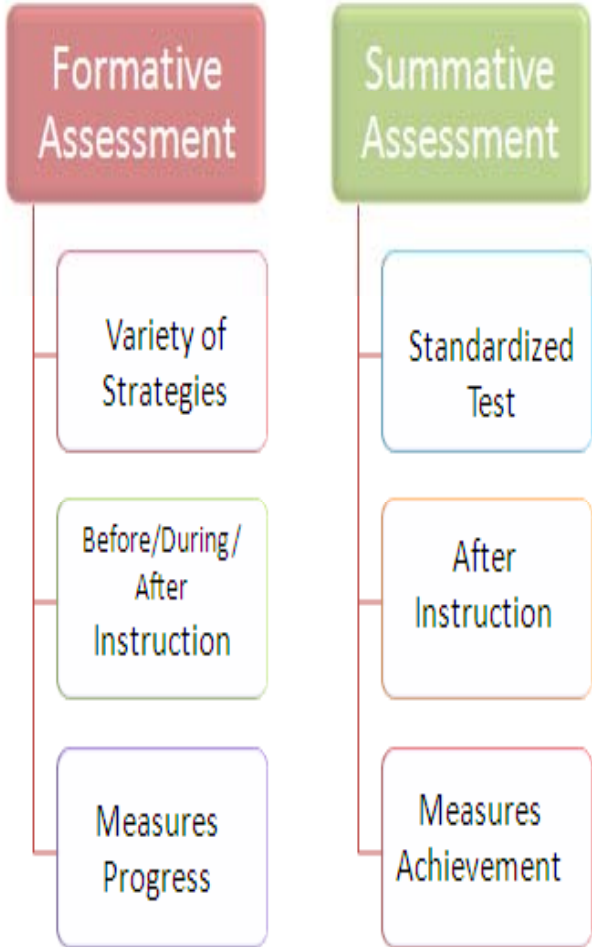
Pathways to Proficiency for All



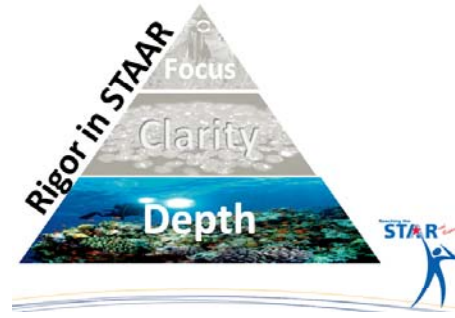
Instructional Strategies (Rigor)

Instructional Strategies	0	1	2	3
Teachers use an array of questioning techniques to prompt low, mid and higher level cognitive processing for all students.				
Instructional strategies are based on research and selected to match the content and cognitive complexity in the standards and to increase student learning.				
Teacher support for student learning is improved through a professional development plan which has teacher teams learning, implementing and evaluating school wide strategies.				
<i>Average Score</i>				

Classroom Assessment



- Quality
- Frequency
- Format
- Transparent
- Collaboration
- Feedback
- Monitoring



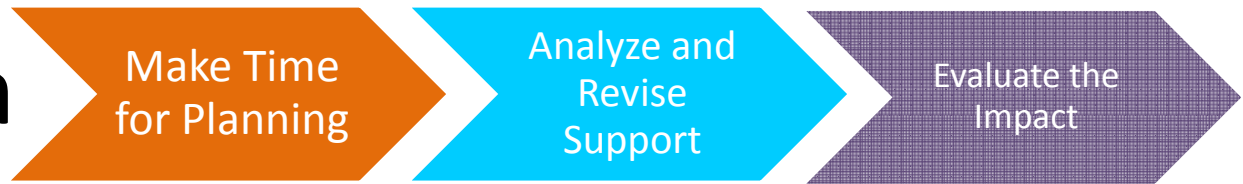
Level 1			Level 2		
Description	Key Words	Criteria	Description	Key Words	Criteria
Recall: Recall of a fact, information, or procedure.	<ul style="list-style-type: none"> Identify Recognize Use Measure "Describe" "Explain" 	<ul style="list-style-type: none"> Must recall information such as a fact, definition, term, or simple procedure. Must perform a simple algorithm. Must apply a formula. Must follow a one-step algorithmic procedure. Must perform a clearly defined series of steps. 	Skill/Concept: Use information or conceptual knowledge. Two or more steps, includes the engagement of some mental processing beyond a habitual response.	<ul style="list-style-type: none"> Classify Organize Extrapolate Make Observations Collect and display data Compare data Compare verbs such as explain, describe, and interpret 	<ul style="list-style-type: none"> Must make decisions regarding the approach to the problem or activity Must compare data for purposes of identifying characteristics, grouping, or ordering. Must read or interpret information from a simple graph. Must observe or describe non-trivial patterns.

	PRIOR TO INSTRUCTION	DURING INSTRUCTION	AFTER INSTRUCTION
Formative Learner	Diagnose and Prescribe <ul style="list-style-type: none"> To determine student's prior knowledge To determine the level of rigor for instruction 	Diagnose and Prescribe <ul style="list-style-type: none"> To monitor how deeply students are understanding a topic or mastering a skill To monitor student's ability to think critically 	Diagnose and Prescribe <ul style="list-style-type: none"> To identify gaps in student knowledge, skills, and understanding To determine the selection of final customized interventions
Formative Tools	Gather Data <ul style="list-style-type: none"> Entrance Slips Coners Gallery Sticky Notes 	Gather Data <ul style="list-style-type: none"> Using Cards Electronic response Questioning Bump in the Road 	Gather Data <ul style="list-style-type: none"> Student Reflection Nutshell 5-2-1 Cl and A Mix Up
Formative Data	Organize & Analyze Data <ol style="list-style-type: none"> 1. Where is the learner right now? 2. Where does the learner need to go? 3. How does the learner get there? 	Organize & Analyze Data <ol style="list-style-type: none"> 1. Where is the learner right now? 2. Where does the learner need to go? 3. How does the learner get there? 	Organize & Analyze Data <ol style="list-style-type: none"> 1. Where is the learner right now? 2. Where does the learner need to go? 3. How does the learner get there?
Formative Action	Adjust Instruction <ul style="list-style-type: none"> Conduct a review of previous content and skills Change a particular lesson Use different instructional strategy Identify students in need of remediation Customize rubrics 	Adjust Instruction <ul style="list-style-type: none"> Make the content more accessible Select different or additional resources Use different instructional strategy Adjust the pace or sequence Provide specific feedback and opportunities for choice 	Adjust Instruction <ul style="list-style-type: none"> Group for differentiated instruction Engage concepts with a different learning activity Provide a mini lesson and practice activity Change the summative assessment

Classroom Assessment (Rigor)

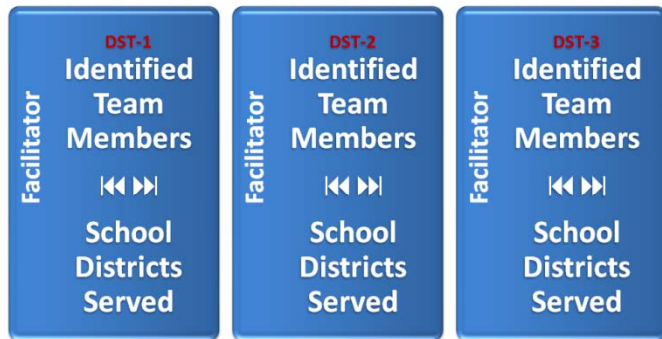
Assessment in the Classroom	0	1	2	3
Classroom assessments are strongly aligned to the cognitive complexity and topics of the grade level state standards and when appropriate go beyond grade level standards.				
Common assessments, which include high levels of cognitive complexity, are administered across all grades, subjects or courses and are regularly analyzed and revised by learning teams.				
Teachers analyze test results to diagnose student learning, improve assessments and instruction and modify curriculum.				
The principal and or professional learning team monitors and recommends revision to classroom assessment in all grades, subject and courses.				
<i>Average Score</i>				

Collaboration



Team Formation

Toward Greater Accountability

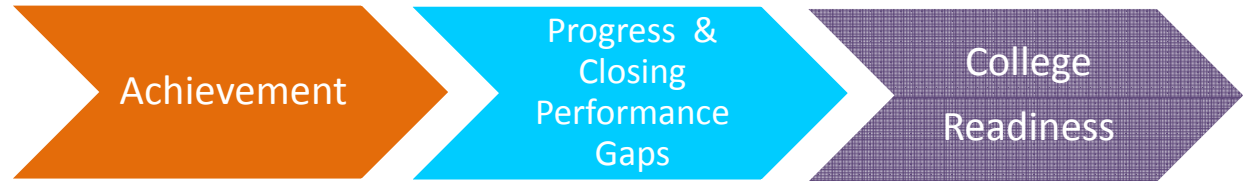


Area 1 Dr. Tina McIntyre Administrator					Area 2 Mrs. Hermelinda Hesbrook Administrator					Area 3 Mrs. Sylvia Rios Director	
Districts	Donna Edcouch La Villa Raymondville Santa Maria	Hidalgo Mercedes Progreso San Isidro So. Texas Weslaco	RES - (Premier HS) Harmony IDEA IRRA Mid Valley Raul Yzaguirre Vanguard So. TX Ed. Tech. Excellence in Leadership Academy	La Joya Monte Alto PSJA Rio Hondo	Districts	Brownsville La Feria San Perlita Sharyland	Lasara McAllen Mission Rio Grande City	Harlingen Los Fresnos Lyford Valley View	Edinburg Point Isabel San Benito Santa Rosa	Districts	Jim Hogg Laredo Roma United Webb Zapata Eagle Academy Gateway Academy
Team Facilitator	Omar Chavez	Debbie Buchanan	Ruth Solis	Barbara Gonzales	Team Facilitator	Patricia Gandy	Gerbie Rodriguez	Linda Graves	Eunice Zambrano	Team Facilitator	Sylvia Rios
Team Members	Tina Atkins Belinda Gorena Judy Hollinger Nina Lopez Irma Moreno Twinkle Morgan Ben Macias Nicole Saenz	Eida Christian Juanita Coronado Maria Elena Garza Juanita Lovejoy Kris McKinney Vacancy SS Maria Elena Ovalle	Nancy Macias Diana Moros Perla Roerig Kelly VanHee Elizabeth Alvarez Margaret Raleigh Gus Perez	Margie Barrera Joe Castillo Juan Cerrillo Cynthia Garza Teri McGinnis Vacancy Math Melissa Lopez Jose Martinez	Team Members	Barbara Grayson Connie Guerra Todd Larson Fernando Rosa Myrna Vasquez Eduardo Garcia David Hernandez	Virginia Champion Mike Chua Norma McCormick Vicki Rainwater Wally Trevino Rita Cedillo German Ramos Iliana Martinez	Jo Barber Marguerite Horney Patty Rendon Elaine Sellhorn Kelly Solis Efren Rodriguez Claudia Gutierrez	Vacancy Math Minerva Ibarra Amy Mares Zeke Martinez Janette Reyes Michael VanHee Ellie Torres	Team Members	Laura Link Rosalia Ochoa Maria del Lourdes Soto Darlene Villafranca Edna Rodriguez Nancy Escobedo Lee Lopez

Collaboration (Rigor)

Collaboration	0	1	2	3
All faculty, department and grade-level meetings focus on the improvement of curriculum, instruction, and assessments, include formal agendas, and support continuous collaboration throughout the year.				
Learning teams or whole faculty study groups use an organizing framework (taxonomy) to produce a common way of thinking about and common vocabulary for talking about rigor school wide.				
Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.				
Frequent communication to home and community about school-wide academic progress and increasing rigor occurs.				
Average Score				

Student Support



Level III

• Advanced Academic Performance

Level II

• Satisfactory Academic Performance

Level I

• Unsatisfactory Academic Performance

- Accelerated Instruction
- Response to Intervention
- Student Success Initiative
- Priority for Services
- SIOP/ExC-ELL
- Differentiated Instruction



DAP – 26 credits (4x4)	RHSP – 26 credits (4x4)	MHSP – 22 credits
ELA – 4 credits	ELA – 4 credits	ELA – 4 credits
Math – 4 credits	Math – 4 credits	Math – 3 credits
Science – 4 credits	Science – 4 credits	Science – 2 credits
Social Studies – 4 credits	Social Studies – 4 credits	Social Studies – 3 credits
Physical Education-1 credit	Physical Education-1 credit	Physical Education-1 credit
Speech-1/2 credit	Speech-1/2 credit	Speech-1/2 credit
Fine Arts-1 credit	Fine Arts-1 credit	Fine Arts-1 credit
Electives- 4 ½ credit	Electives-5 ½ credits	Electives-6 ½ credits
Languages other than English-3 credits	Languages other than English-2 credits	Academic Elective-1 credit
4 Advanced Measures	N/A	N/A
Advanced Academic Performance: •Algebra II •English III	Satisfactory Academic Performance: •Algebra II •English III	The cumulative score requirement is based on the number of courses taken for which an EOC assessment exists
15 STAAR EOC assessments required	15 STAAR EOC assessments required	As few as 11 STAAR EOC assessments required

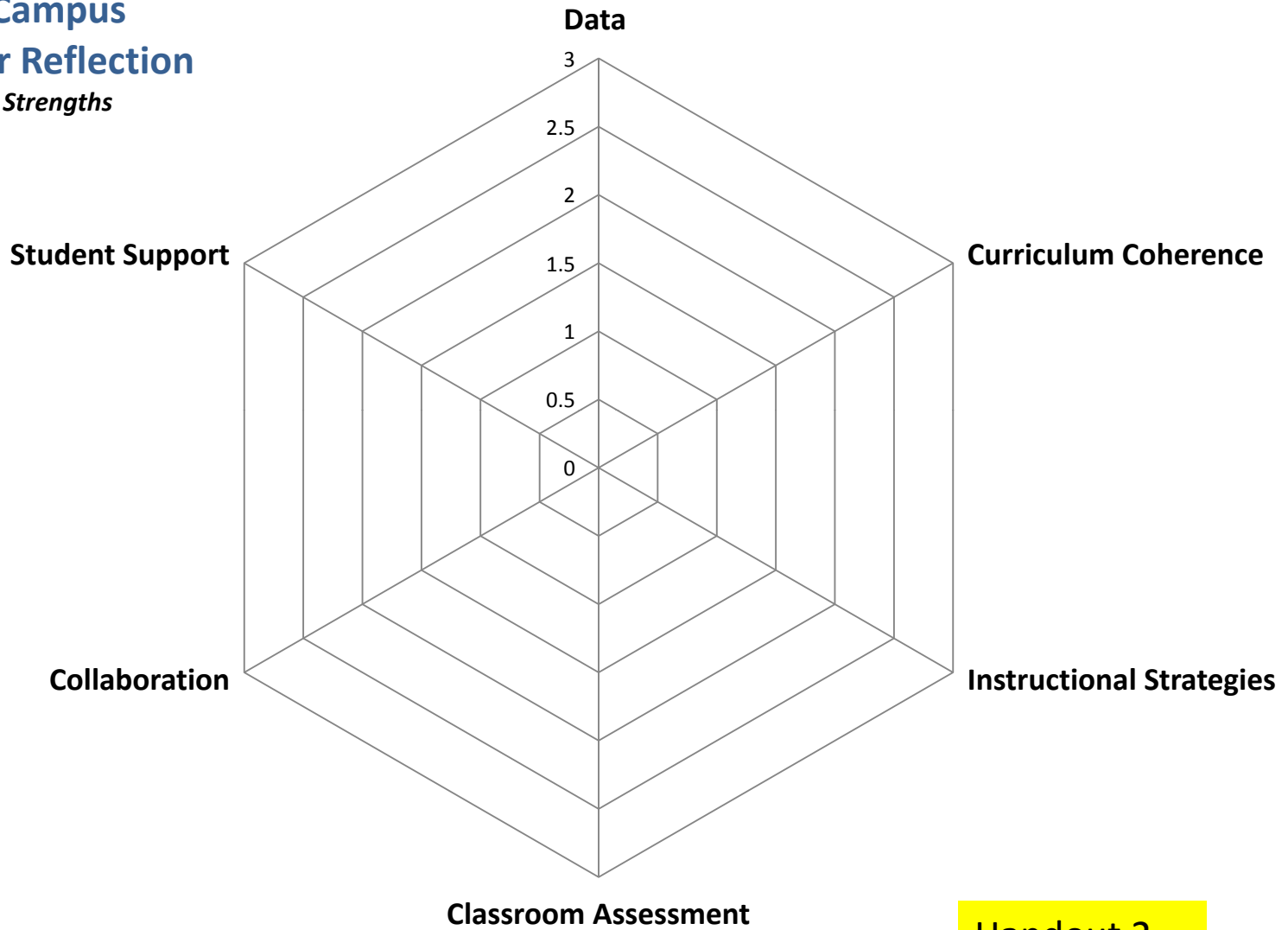
11.4

Student Support (Rigor)

Student Support	0	1	2	3
A network of teacher support provides extra help before and after each school day and is required for some students to attend.				
The primary support for students who are performing below basic proficiency on assignments and assessments is a well-written organized, early warning and intervention system to accelerate learning.				
<i>Average Score</i>				

Campus Rigor Reflection

Strengths

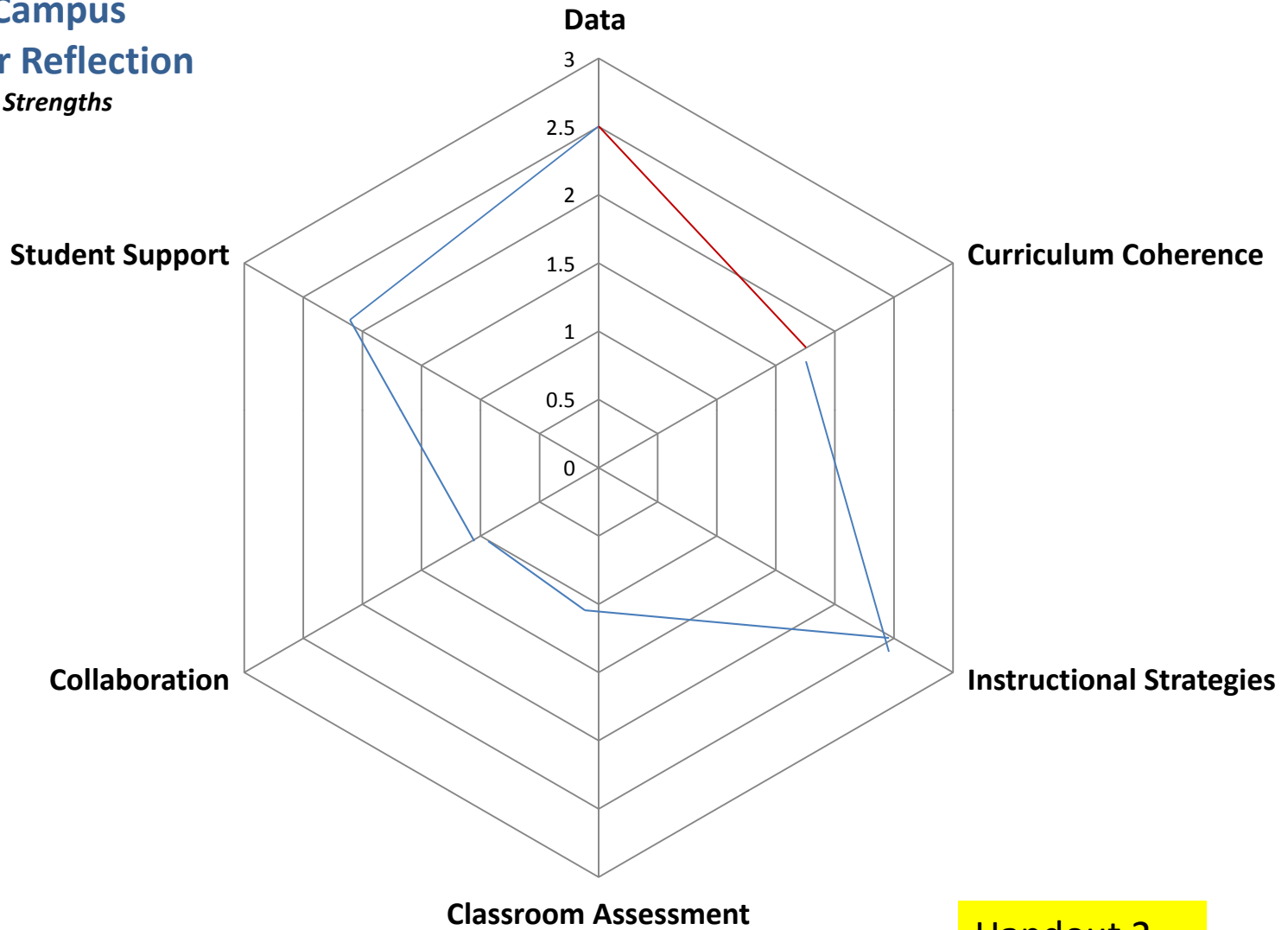


Handout 2



Campus Rigor Reflection

Strengths



Handout 2

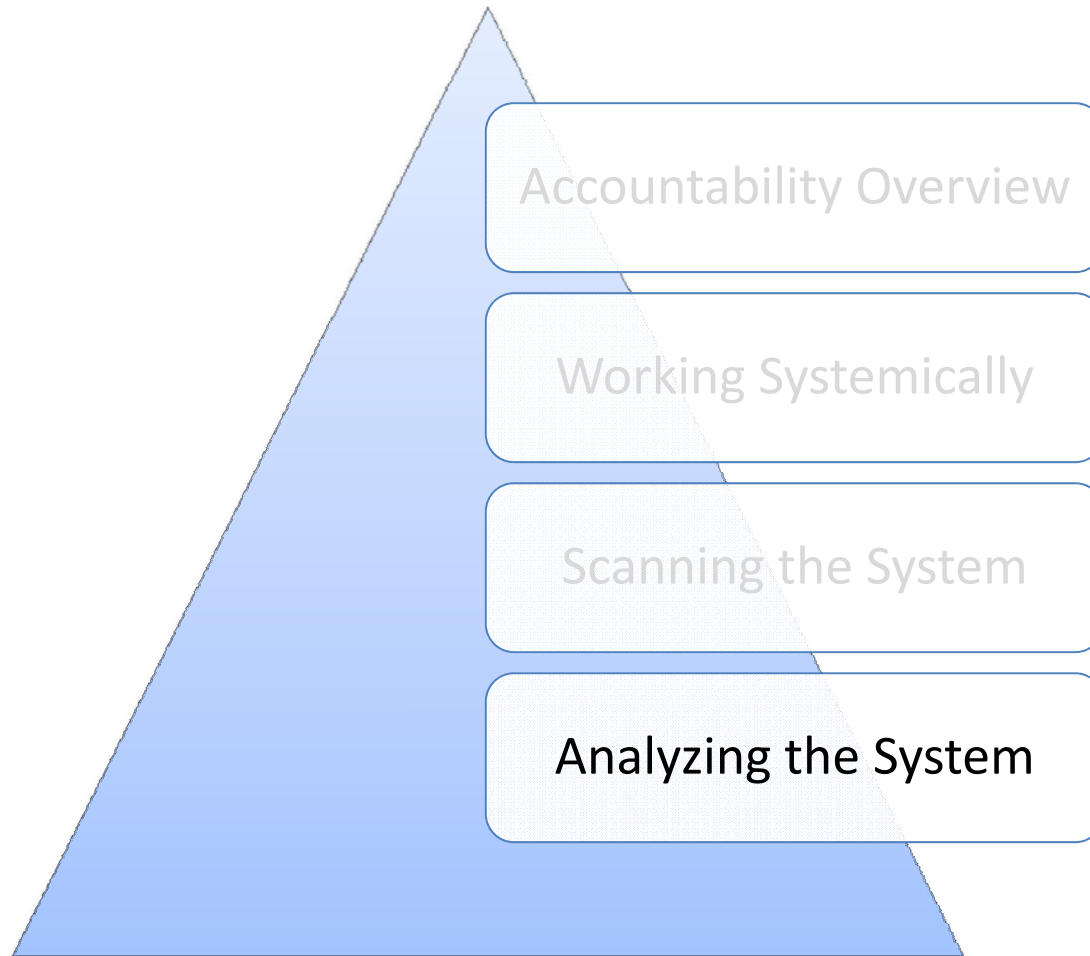


Effects on the Achievement Level of an Average Student

System/Classroom	Percentile Entering	Percentile Leaving
Highly Ineffective School Highly Ineffective Teacher	50th	3rd
Highly Effective School Highly Ineffective Teacher	50th	37th
Average School Average Teacher	50th	50th
Highly Ineffective School Highly Effective Teacher	50th	63rd
Highly Effective School Average Teacher	50th	78th
Highly Effective School Highly Effective Teacher	50th	96th



Data on Purpose



Four Key Principles

Assessment

Analysis

Data on
Purpose



Culture

Action

Data on Purpose

A purposeful, collaborative approach to data collection, and analysis is a key piece of a holistic approach to teaching and learning.

Leads to

- direct changes in the classroom
- individual student achievement
- systemic-level changes in school culture

White, S. (2007)



Select the Right Data

- ✓ Learning Data
- 2. Teaching Data
- 3. Leadership Data
- 4. Persuasive Data

Comparative (with others: schools, region, state and nation)

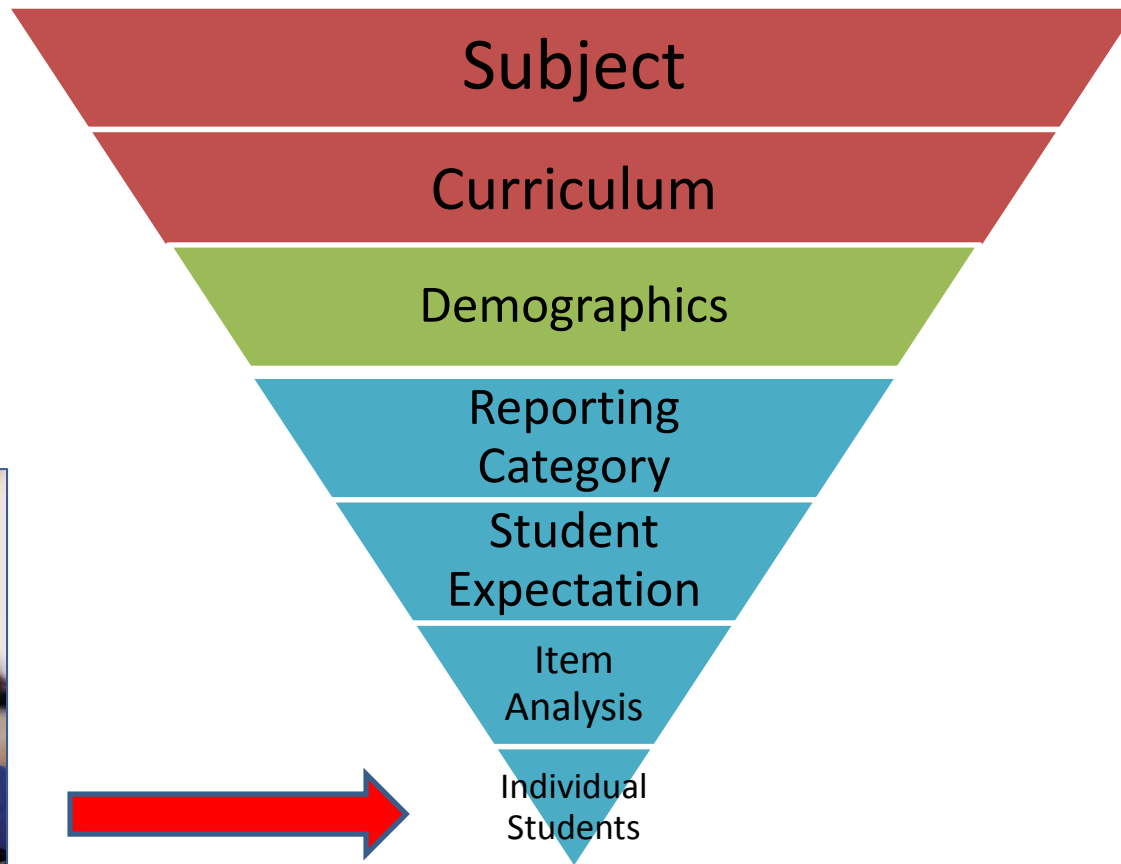
Disaggregated (special populations)

Longitudinal (over time)

Descriptive (standards)

(White, S. 2007)

Begin with the End in Mind



Data Analysis Tool



Campus Accountability 2012-2013

Campus	Table 1 Major Milestones		Table 2 Programs		Table 3 Financial Performance		Table 4 Operational Performance	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Admission Services	100%	100%						
Academic Services	100%	100%						
Advising								
Registrar								
Student Services								
Library								
Health Services								
Transportation								
Continuing Education								
Student Activities								
IT								
Other								

Data Analysis Tools

Campus Accountability 2012-2013

	Index 1 Student Achievement			Index 2 Progress	Index 3 Closing Performance GAPS		Index 4 Postsecondary Readiness		
	<i>Standard/Performance Floor</i>								
Evaluation Measures AEIS/AYP/PBMAS	STAAR Level II TBD	AYP Reading Target 93%	AYP Math Target 92%	Met Progress TBD	Gap Group II TBD	Gap Group III TBD	STAAR Level III TBD	Graduation Rate or Annual Dropout Rate TBD	Diplomas RHSP & DAP TBD
All Students									
Hispanic									
African American									
White									
Asian									
Pacific Islander									
American Indian									
Economically Disadvantaged									
Special Education									
AYP LEP									
CTE									
Migrant									



Data Analysis Tool



Subject: _____ Curriculum/Grade: _____

Student Achievement Data Analysis

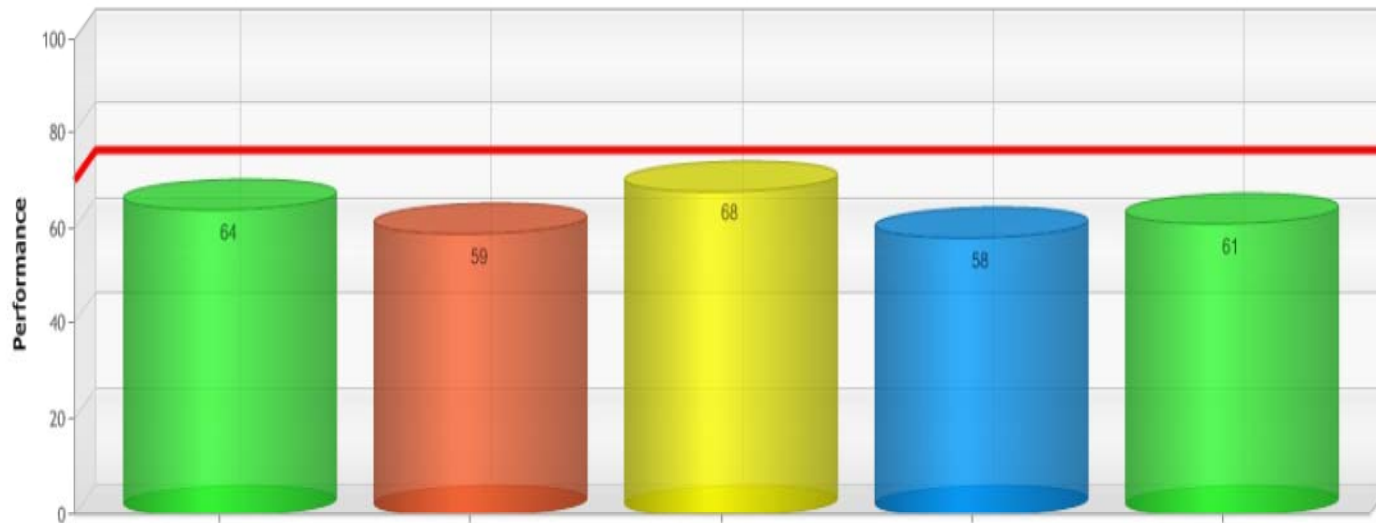
Using the data sources provided, identify the areas of lowest performance for each student group.

Reporting Category											
AS	SPSD	ELL	AI	SPSD	ELL	AI	SPSD	ELL	AI	SPSD	ELL
Student Expectation											
Item Analysis (%)											
Student Response (%)											

STAAR 2012 Mathematics Grade 4 by Reporting Category Reporting (all students)

Reporting Category	Description	# of Test Points	% of Total Points	Mastery
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	17	35%	64%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	13%	59%
3	The student will demonstrate an understanding of geometry and spatial reasoning	12	25%	68%
4	The student will demonstrate a n understanding of the concepts and uses of measurement.	8	17%	58%
5	The student will demonstrate an understanding of probability and statistics.	5	10%	61%

* shaded row indicates mastery below 70%



Subject _____

Curriculum/Grade _____

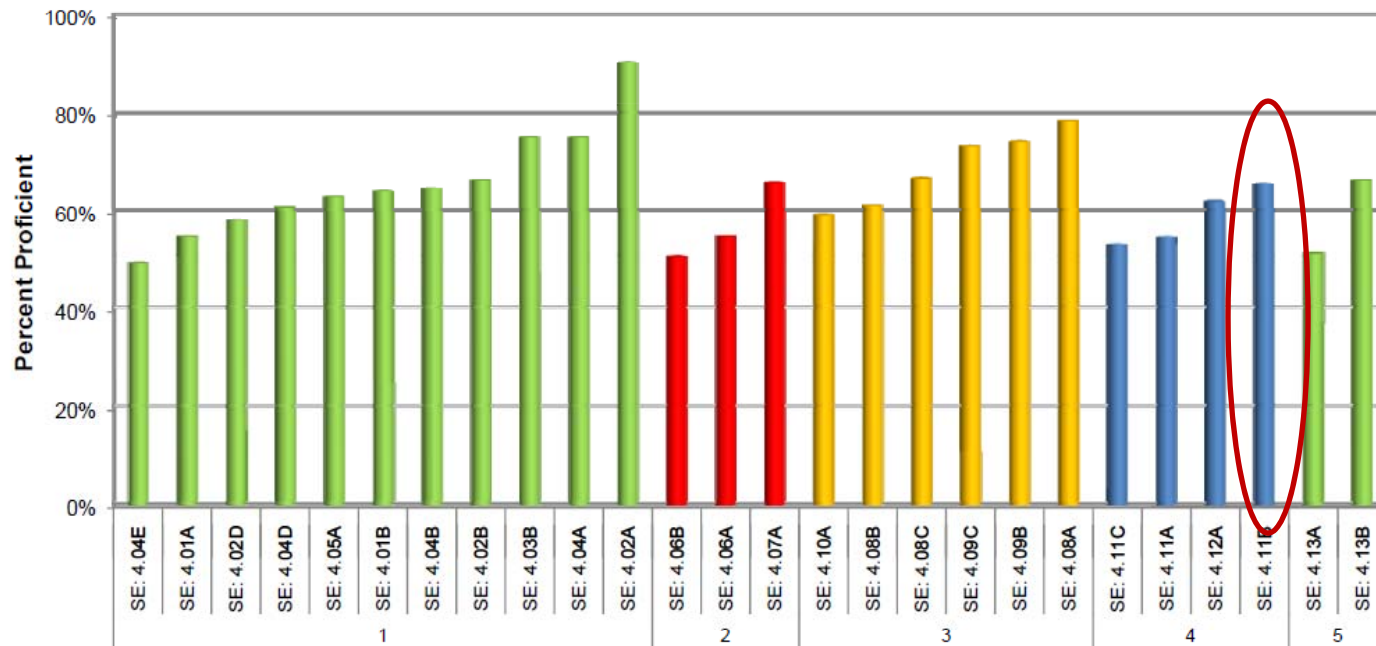
Student Achievement Data Analysis

Using the data sources provided, identify the areas of lowest performance for each student group.

Reporting Category																	
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL			
4			2			5			1			3					
Greatest Need			←—————→												Least Need		
Student Expectation																	
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL			
Item Analysis (%)																	
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL			
Student Response (s)																	

STAAR 2012 Mathematics Grade 4 by Student Expectation Reporting (all students)

Reporting Category	Description	# of Test Points	% of Total Points	Mastery
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	17	35%	64%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	6	13%	59%
3	The student will demonstrate an understanding of geometry and spatial reasoning	12	25%	68%
4	The student will demonstrate a n understanding of the concepts and uses of measurement.	8	17%	58%
5	The student will demonstrate an understanding of probability and statistics.	5	10%	61%



Subject _____

Curriculum/Grade _____

Student Achievement Data Analysis

Using the data sources provided, identify the areas of lowest performance for each student group.

Reporting Category														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
4			2			5			1			3		
Student Expectation														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
4.11A (R) 4.11C (S)			4.06A (S) 4.06B (S)			4.13A (S)			4.01A (S) 4.02A (S) 4.04A (S)			4.10A (R)		
Item Analysis (%)														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
Student Response (s)														

Handout 5



2012 STAAR Mathematics Grade 4

Item Analysis-Demographic by (Item, SE, or RC)

Item #	Reporting Category/Student Expectation Response	All Students		Hispanic		ECD		Special Education		LEP		LEP-AYP	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.08C - The student is expected to use essential attributes to define two- and three-dimensional geometric figures (R) DUAL: 4.16A - The student is expected to make generalizations from patterns or sets of examples and nonexamples (P)												
	Correct	98	87	87	87	74	86	4	67	17	100	21	81
	Incorrect	15	13	13	13	12	14	2	33	0	0	5	19
	Other	0	0	0	0	0	0	0	0	0	0	0	0
2	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.02A - The student is expected to use concrete objects and pictorial models to generate equivalent fractions (S) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)												
	Correct	102	90	91	91	78	91	5	83	16	94	25	96
	Incorrect	11	10	9	9	8	9	1	17	1	6	1	4
	Other	0	0	0	0	0	0	0	0	0	0	0	0
3	Rpt Cat 3 - The student will demonstrate an understanding of geometry and spatial reasoning SE: 4.09B - The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent (R)												
	Correct	92	81	83	83	71	83	3	50	14	82	21	81
	Incorrect	21	19	17	17	15	17	3	50	3	18	5	19
	Other	0	0	0	0	0	0	0	0	0	0	0	0
4	Rpt Cat 2 - The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. SE: 4.07A - The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table. (R) DUAL: 4.15B - The student is expected to relate informal language to mathematical language and symbols (P)												
	Correct	88	78	76	76	65	76	3	50	14	82	20	77
	Incorrect	24	21	23	23	20	23	3	50	3	18	6	23
	Other	1	1	1	1	1	1	0	0	0	0	0	0
5	Rpt Cat 1 - The student will demonstrate an understanding of numbers, operations, and quantitative reasoning. SE: 4.01B - The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models (R)												
	Correct	99	88	88	88	74	86	5	83	15	88	23	88
	Incorrect	14	12	12	12	12	14	1	17	2	12	3	12
	Other	0	0	0	0	0	0	0	0	0	0	0	0

Subject _____

Curriculum/Grade _____

Student Achievement Data Analysis

Using the data sources provided, identify the areas of lowest performance for each student group.

Reporting Category														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
4			2			5			1			3		
Student Expectation														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
4.11A (R) 4.11C (S)			4.06A (S) 4.06B (S)			4.13A (S)			4.01A (s) 4.04E (R)			4.10A (R)		
Item Analysis (%)														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
4.11A 51% 36% 68% 4.11C 53%			4.06A 55% 4.06B 55% 46%			4.13A 73% 52%			4.01A 55% 4.04E 67% 32%			4.10A 61% 74% 43%		
Student Response (s)														

2012 STAAR Mathematics Grade 4 Item Analysis by Reporting Category

Item #	Reporting Category/Student Expectation	All Students	
		#	%
	Response		
	Correct	70	62
	Incorrect	43	38
	Other	0	0
12	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11B - The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system (S) DUAL: 4.14A - The student is expected to identify the mathematics in everyday situations (P)		
	Correct	57	50
	Incorrect	56	50
	Other	0	0
17	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11A - The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R) DUAL: 4.14D - The student is expected to use tools such as real objects, manipulatives, and technology to solve problems (P)		
	Correct	58	51
	Incorrect	55	49
	Other	0	0
21	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11B - The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system (S)		
	Correct	91	81
	Incorrect	22	19
	Other	0	0
24	Rpt Cat 4 - The student will demonstrate a n understanding of the concepts and uses of measurement. SE: 4.11A - The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary (R) DUAL: 4.14C - The student is expected to select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (P)		
	Correct	41	36
	Incorrect	71	63
	Other	1	1

Item Analysis-Reporting Category

REPORTING CATEGORY	Q #	% correct response	SE(s)	SCIENCE CONCEPT/KEY UNDERSTANDING	% correct For reporting category
1	2	55	4B		54.0
	9	46	5B,2H		
	16	65	5A		
	18	36	4A,2G		
	20	36	4C,2G		
	24	63	9A,2H		
	31	58	4B		
	33	37	9D		
	34	47	9A		
	46	61	4C		
	51	90	5A		
2	5	57	6C		54.1
	8	58	6E		
	14	45	6H		
	21	29	6B		
	25	40	6F,2G		
	27	52	6A		
	37	58	6A		
	41	66	6G		
	45	41	6C,2H		
	47	64	6F,2G		
	54	85	6E		
3	1	82	7E		59.6
	7	67	8B,2G		
	10	52	8C,2G		
	13	72	7A		
	28	31	7D,2G		
	30	35	8B		
	36	66	7E,2H		
	38	45	7B		
	40	79	7A		
		49	67	7C,2G	



Student Response (Examine Separators)

Passed: 9 (60%) Average Score: 67

	Passed	Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			A	H	C	H	B	G	D	F	A	H	C	H	C	A	A
	No	33	B	+	B	J	C	+	B	J	+	J	A	F	B	+	+
	No	40	C	+	A	J	A	H	+	+	C	J	B	F	+	+	+
	No	53	+	G	+	G	A	H	+	+	B	G	+	F	+	+	+
	No	60	B	G	A	+	+	H	A	+	+	+	+	+	B	+	+
	No	60	D	+	A	+	+	+	+	+	C	+	B	F	D	+	+
	No	67	+	+	D	F	+	+	B	+	C	+	B	+	+	+	+
	Yes	73	+	+	+	+	+	+	+	+	+	G	B	G	B	+	+
el	Yes	73	C	+	B	+	+	+	A	+	+	+	B	+	+	+	+
a	Yes	73	+	+	B	+	+	+	+	J	C	+	+	+	D	+	+
	Yes	73	+	+	D	F	+	+	+	+	+	+	+	G	A	+	+
osa	Yes	73	+	+	+	+	+	+	A	J	+	+	B	+	B	+	+
	Yes	80	+	+	+	+	+	+	C	+	+	+	D	+	B	+	+
	Yes	80	B	+	+	+	+	+	+	+	+	+	D	+	B	+	+
n	Yes	87	+	+	B	+	+	H	+	+	+	+	+	+	+	+	+
	Yes	87	+	+	+	+	+	+	+	+	B	+	+	G	+	+	+



Use, letter/number = incorrect response, 0-4 = rubric score, + = no response

Handout 7

Accelerated Instruction

Level
III

- Advanced Academic Performance

- have a high likelihood of success in next grade or course with little or no academic intervention.

Level
II

- Satisfactory Academic Performance

- may need short-term, targeted academic intervention.

Level
I

- Unsatisfactory Academic Performance

- are unlikely to succeed in next grade or course without significant, ongoing academic intervention

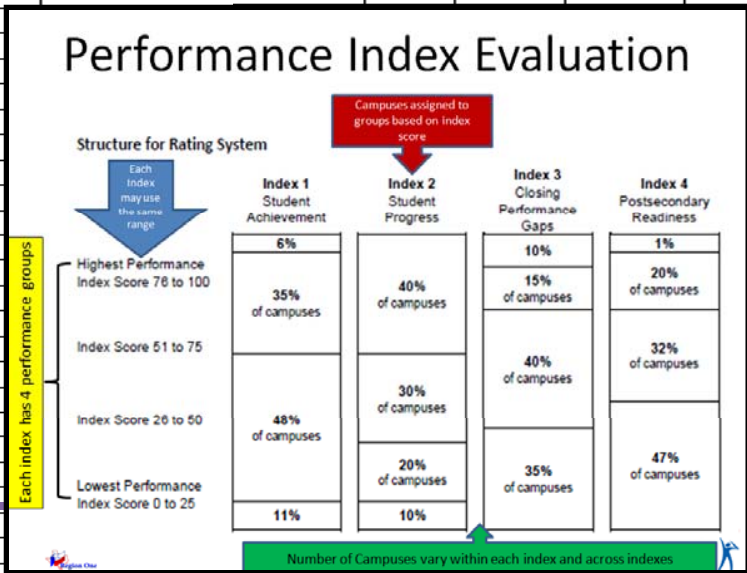


Mathematics

ME	LEP	SPED	ECO-DIS	RAW SCORE MAX (48)
	X		X	44
			X	44
			X	43
	X		X	43
	X		X	43
	X		X	43
	X		X	43
	X		X	42
	X		X	42
A			X	42
	X		X	42
ND	X		X	41
	X		X	40
RR	X		X	40
	X		X	40
	X		X	40
			X	40
LA	X		X	39
			X	39
	X		X	39
	X		X	39
	X		X	38
	X		X	38
	X		X	38
O	X		X	38
	X		X	38
	X		X	37
	X		X	37
	X		X	37
RA	X		X	37
	X		X	36
	X		X	36
	X		X	36
			X	36
	X		X	35
	X		X	35
	X		X	35
			X	35
	X		X	34
	X		X	34
	X		X	34
			X	34
	X		X	34
			X	33

Mathematics

ME	LEP	SPED	ECO-DIS	RAW SCORE MAX (48)
	X		X	32
				32
				32
				31
				31
				31
				31
				31
				31
				30
				30
				30
				30
				30
				29
				29
				29
				29
				29
				29
				29
				29
				29
				28
	X		X	28
IDE	X		X	28
			X	28
	X		X	28
	X		X	27
	X		X	27
	X		X	27
			X	27
	X		X	27
	X		X	26
	X		X	25
A	X		X	25
	X		X	25
			X	25
	X		X	25
	X		X	24
EV	X		X	24
	X		X	24
	X		X	24
			X	23



Planning for Learning CNA Areas of Focus



Data Sources

Comprehensive Needs Assessment (CNA)

- ✓ **Student Achievement**
 - Demographics
 - School Culture and Climate
 - Staff Quality, Recruitment and Retention
 - Curriculum, Instruction, and Assessment
 - Family and Community Involvement
 - School Organization
 - Technology

TEA (2009)



Focus Area (s)

SE by Critical Area	Instructional Needs	Resource Needs	Impact/Change
<div style="border: 1px solid red; padding: 10px;"> <p>Math Grade 4</p> <p>Student Expectation 4.11B</p> <p>Supporting Standard</p> <p>Dual Coded</p> </div>	<p>Content Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the TEKS <input type="checkbox"/> ELPS <input type="checkbox"/> Level of Rigor <p>Curriculum Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligned Curriculum <input type="checkbox"/> Viable Curriculum <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> SE Model <input type="checkbox"/> Implementation <p>Instructional Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> High Yield Instructional Strategies <input type="checkbox"/> Hands on Strategies <input type="checkbox"/> SIOP <input type="checkbox"/> Differentiated Instruction <p>Assessment Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessed Curriculum <input type="checkbox"/> Test Design/Blueprint <input type="checkbox"/> Quality Collaborative Assessments <input type="checkbox"/> Formative Assessment <p>Classroom Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Procedures <input type="checkbox"/> Instructional time <input type="checkbox"/> Discipline <input type="checkbox"/> Materials <input type="checkbox"/> Environment (space) 	<p>Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flexible Scheduling <input type="checkbox"/> Environment/Setting <p>Resource Allocation</p> <p>Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Time <input type="checkbox"/> Planning Time <p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equipment <input type="checkbox"/> Tools <input type="checkbox"/> Textbooks <input type="checkbox"/> Manipulatives <p>Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional <input type="checkbox"/> Productivity <p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data Literacy <input type="checkbox"/> Curriculum Design <input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Assessment <p>Staffing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Experience <input type="checkbox"/> # of Preparations <p>Other _____</p>	



Comprehensive Needs Assessment Focus Areas

Campus _____ CNA Focus Tool Curriculum _____

Instructional Needs: May include things such as, vocabulary development, effective questioning techniques, using manipulatives, how to differentiate instruction, teacher reading across content areas, etc.



Resource Needs: May include things like leveled readers, technology and internet resources and support resources that address all levels of questioning, processing tools, etc.

SE by Critical Area	Instructional Needs	Resource Needs	Impact/Change
	Content Knowledge <input type="checkbox"/> Understanding the TEKS <input type="checkbox"/> ELPS <input type="checkbox"/> Level of Rigor Curriculum Design <input type="checkbox"/> Aligned Curriculum <input type="checkbox"/> Viable Curriculum <input type="checkbox"/> Scope and Sequence <input type="checkbox"/> SE Model <input type="checkbox"/> Implementation Instructional Delivery <input type="checkbox"/> High Yield Instructional Strategies <input type="checkbox"/> Hands on Strategies <input type="checkbox"/> SIOP <input type="checkbox"/> Differentiated Instruction Assessment Practices <input type="checkbox"/> Assessed Curriculum <input type="checkbox"/> Test Design/Blueprint <input type="checkbox"/> Quality Collaborative Assessments <input type="checkbox"/> Formative Assessment Classroom Management <input type="checkbox"/> Procedures <input type="checkbox"/> Instructional time <input type="checkbox"/> Discipline <input type="checkbox"/> Materials <input type="checkbox"/> Environment (space)	Structure <input type="checkbox"/> Flexible Scheduling <input type="checkbox"/> Environment/Setting Resource Allocation Time <input type="checkbox"/> Instructional Time <input type="checkbox"/> Planning Time Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Tools <input type="checkbox"/> Textbooks <input type="checkbox"/> Manipulatives Technology <input type="checkbox"/> Instructional <input type="checkbox"/> Productivity Professional Development <input type="checkbox"/> Data Literacy <input type="checkbox"/> Curriculum Design <input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Assessment Staffing <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Experience <input type="checkbox"/> # of Preparations Other _____	

Item Analysis (%)														
All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL	All	SPED	ELL
4.11A			4.06A			4.13A			4.01A			4.10A		
51%			55%			73%			55%			61%		
36%			4.06B			52%			4.04E			74%		
68%			55%						67%			43%		
			46%						32%					
4.11C														
53%														

Focus Areas:
Curriculum Design
Instructional Delivery

Educator Effectiveness
Student Support

Resource Utilization
Operational Flexibility

Collaborative
Assessment



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Handout 8



Assessment



Key Principles of Data on Purpose

1. Quality Interim Assessment
2. Assessed Curriculum
3. STAAR Blueprint

Data on Purpose Rationale Principle 1: Assessment Create rigorous interim assessments that provide meaningful data.			
Critical Considerations	Key Principles	Current Campus Policy/Practice	Impact/Change
Quality Frequency Format Transparent Collaboration Feedback Monitoring	Assessment		
	<input type="checkbox"/> Formative Assessment		
	<input type="checkbox"/> Unit Assessment		
	<input type="checkbox"/> Curriculum Based Assessment		
	<input type="checkbox"/> District Benchmark		
	<input type="checkbox"/> State Assessment		

Analysis



Key Principles of Data on Purpose

1. What happened and why?
2. Examine various levels of data.
3. Compare test results to actual exam.
4. Look for separators.

Data on Purpose Rationale Principle 2: Analysis Examine the results of assessment to identify the causes of both strengths and areas of need.			
Critical Considerations	Key Principles	Current Campus Policy/Practice	Impact/Change
Quality Frequency Format Transparent Collaboration Feedback Monitoring	Analysis		
	<input type="checkbox"/> Data reports are user friendly that include item level analysis, standards level analysis, bottom line results		
	<input type="checkbox"/> Assessment results are immediate (within 48 hours)		
	<input type="checkbox"/> Teachers analyze data facilitated by effective leadership		
	<input type="checkbox"/> Analysis is conducted with test in hand.		
	<input type="checkbox"/> Deep analysis is conducted to determine causal factors.		

Handout 3 p.2

Action



Key Principles of Data on Purpose

1. Create an action plan.
2. Use new strategies.
3. Develop a timeline of corrective action.
4. Monitor results.

Data on Purpose Rationale Principle 3: Action Teach effectively students most need to learn.			
Critical Considerations	Key Principles	Current Campus Policy/Practice	Impact/Change
Quality Frequency Format Transparent Collaboration Feedback Monitoring	Action		
	<input type="checkbox"/> Teachers plan new lessons collaboratively to develop new strategies based on effective analysis.		
	<input type="checkbox"/> Teacher action plans are implemented in a variety of settings. (whole class, small group, tutorials,)		
	<input type="checkbox"/> Teachers use formative assessment minute by minute and day by day to ensure that progress is made between interim assessments.		
	<input type="checkbox"/> Instructional leaders are accountable for reviewing plans, observing classroom implementation, and providing effective feedback.		
	<input type="checkbox"/> Students know the end goal and are participants in the data driven process.		

Culture



Key Principles of Data on Purpose

1. Make time for data.

Data on Purpose Rationale Principle 4: Culture Create an environment in which data driven instruction can be sustained.			
Critical Considerations	Key Principles	Current Campus Policy/Practice	Impact/Change
Quality Frequency Format Transparent Collaboration Feedback Monitoring	Culture		
	<input type="checkbox"/> Make time for data analysis after each interim assessment and maintain focus on the process.		
	<input type="checkbox"/> Provide effective professional staff development that introduces staff members to data driven instruction to ensure that interim assessments define rigor and teachers can modify instruction based on what students learned. (create buy in)		
	<input type="checkbox"/> Develop a calendar that provides time to create assessments, analyze data, planning meetings for differentiated instruction.		
	<input type="checkbox"/> Align the professional development calendar with the data driven instructional plan.		
	<input type="checkbox"/> Build by borrowing best practice ideas from teachers and schools.		

Action



Key Principles of Data on Purpose

1. Create an action plan.
2. Use new strategies.
3. Develop a timeline of corrective action.
4. Monitor results.

Data on Purpose Rationale			
Principle 3: Action			
Teach effectively students most need to learn.			
Critical Considerations	Key Principles	Current Campus Policy/Practice	Impact/Change
	Action		
	<input type="checkbox"/> Teachers plan new lessons collaboratively to develop new strategies based on effective analysis.		
Quality	<input type="checkbox"/> Teacher action plans are implemented in a variety of settings. (whole class, small group, tutorials,)		
Frequency			
Format	<input type="checkbox"/> Teachers use formative assessment minute by minute and day by day to ensure that progress is made between interim assessments.		
Transparent			
Collaboration	<input type="checkbox"/> Instructional leaders are accountable for reviewing plans, observing classroom implementation, and providing effective feedback.		
Feedback			
Monitoring	<input type="checkbox"/> Students know the end goal and are participants in the data driven process.		



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