

FISD 2014 Accountability Summary



SEPTEMBER 8, 2014

TEA Accountability Goals



- Improving student achievement at all levels in the core subjects of the state curriculum.*
- Ensuring the progress of all students toward achieving Advanced Academic Performance.*
- Closing Advanced Academic Performance level gaps among groups.*
- Closing gaps among groups in the percentage of students graduating under the recommended high school program and advanced high school program.*
- Rewarding excellence based on other indicators in addition to state assessment results.

* These goals are specified in Chapter 39.053(f) of the Texas Education Code.

Rating Labels—



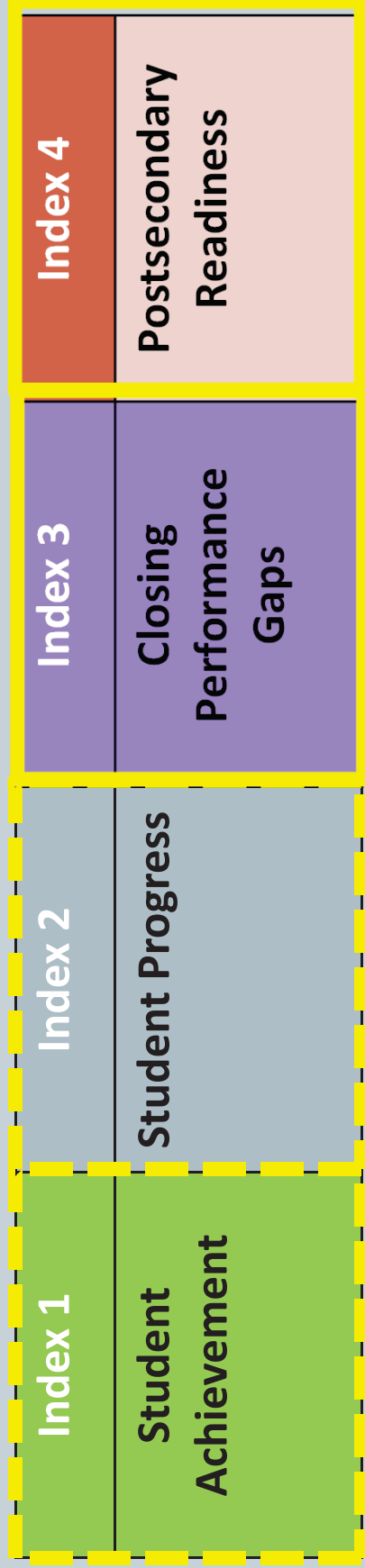
Since 1994

STAAR

- **Exemplary**
- **Recognized**
- **Academically Acceptable**
- **Academically Unacceptable**

- **Met Standard**
- **Improvement Required**

Performance Index Framework



**Rating based on 4
Performance Indexes
All Targets Must Be Met**

**Index 1:
Student Achievement**

**Index 2:
Student Progress**

**Index 3:
Closing
Performance Gaps**

**Index 4:
Postsecondary
Readiness**

STAAR Satisfactory Performance

- All Students
- Combined over All Subject Areas
- Credit given for meeting phase-in Level II performance standard on:
 - STAAR Grades 3-8 English and Spanish for assessments administered in the spring;
 - EOC for assessments administered in the spring and the previous fall and summer;
 - STAAR Grades 3-8 and EOC Modified and Alternate;
 - STAAR L (linguistically accommodated) included through the ELL Progress Measure; and,
 - TAKS Grade 11 results at Met Standard performance standard (2013 only).

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

Student Progress to Satisfactory or Advanced Performance Levels

- Ten Student Groups Evaluated:
 - All Students
 - Each Race/Ethnicity:
 - African American
 - American Indian
 - Asian
 - Hispanic
 - Pacific Islander
 - White
 - Two or More Races
- Students with Disabilities
- English Language Learners (ELLs)
- By Subject Area (Reading, Math, and Writing for available grades)
- Same assessments used in Index 1 where STAAR Progress, STAAR-M, STAAR-Alt, and ELL Progress measures are available
- Credit based on weighted performance:
 - One point credit given for each percentage of tests at the Met growth expectations level
 - Two point credit given for each percentage of tests at the Exceeded growth expectations level

Achievement Gaps Measured for Satisfactory and Advanced Levels

- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year
- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)
- Credit based on weighted performance:
 - One point credit given for each percentage of tests meeting the phase-in Level II performance standard
 - Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard

Measures of Postsecondary Readiness

Credit based on various postsecondary indicators:

STAAR Postsecondary Readiness

- Eight Student Groups Evaluated: All Students and each Race/Ethnicity
- Combined over All Subject Areas
- Credit given for meeting postsecondary readiness standard (final Level II)

High School Graduation Rates

- 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

High School Diploma Plans

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

Other Postsecondary Indicators

- College-Ready Graduates (2014)
- Advanced Course/Dual Enrollment Completion TBD (2015 and beyond)
- Career and Technical Education (CTE) TBD (2015 and beyond)

Additional Evaluations

Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness

Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.

Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations

Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and Advanced (Level III) Performance on STAAR in four subject areas.

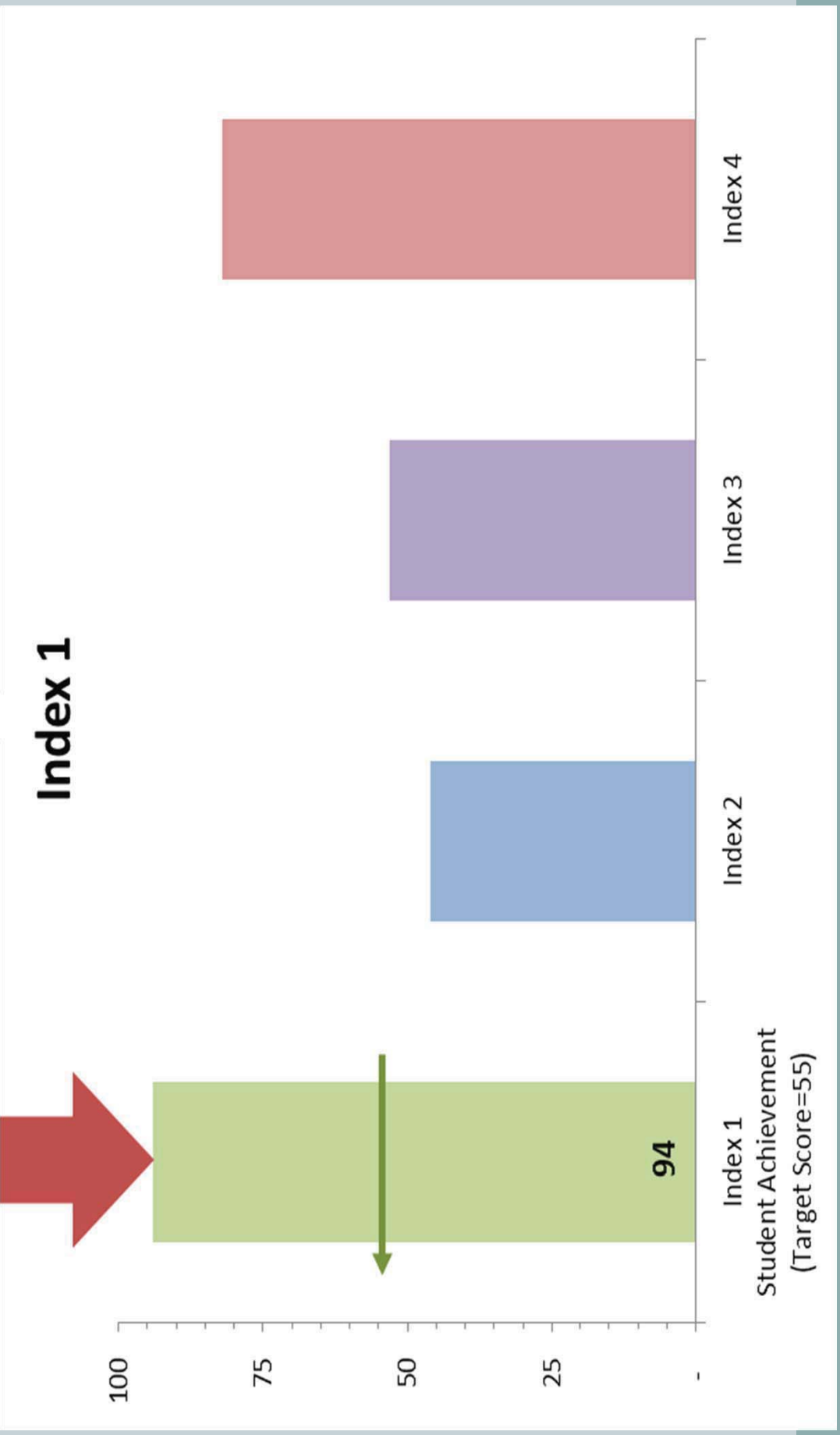
System Safeguards

Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.

System Safeguards

Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.

Index 1 Score

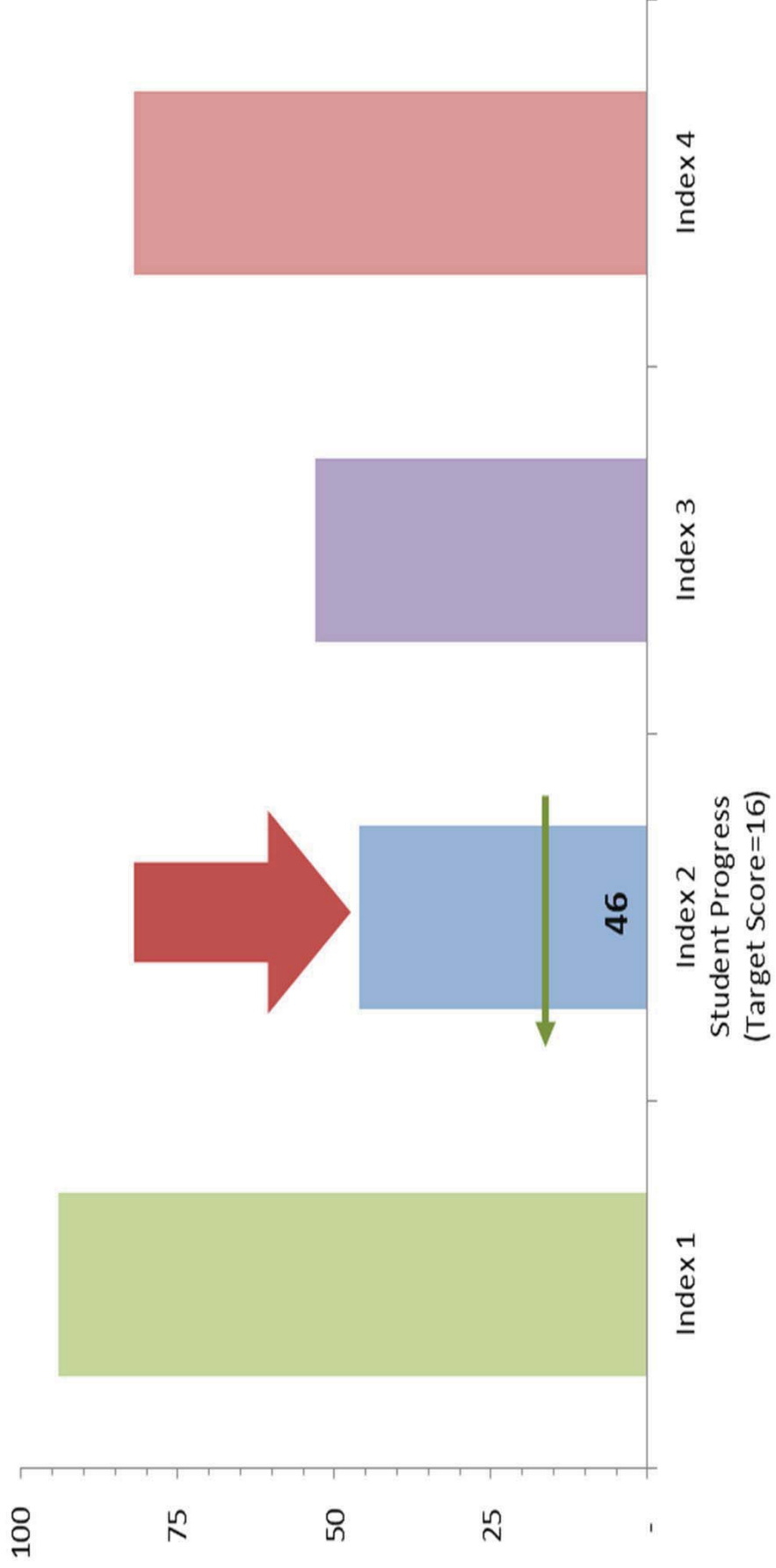


Features of Index	<p>Index 1: Student Achievement</p> <p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> • All Students • Combined over All Subject Areas • Credit given for meeting phase-in Level II performance standard on: <ul style="list-style-type: none"> • STAAR Grades 3-8 English 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) included through the ELL Progress Measure; and, • TAKS Grade 11 results at Met Standard performance standard (2013 only). <p>• Additional features, such as Required Impacted Year, are incorporated when applicable.</p>	<p>Index 2: Student Progress</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 STAAR Progress, STAAR-M, STAAR-Ait, and ELL Progress measures are available • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of tests at the Met growth expectations level • Two point credit given for each percentage of tests at the Exceeded growth expectations level 	<p>Index 3: Closing Performance Gaps</p> <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) • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of tests meeting the phase-in Level II performance standard • Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard 	<p>Index 4: Postsecondary Readiness</p> <p>Measures of Postsecondary Readiness</p> <p>Credit based on various postsecondary indicators:</p> <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) <p>High School Graduation Rates</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 <p>High School Diploma Plans</p> <ul style="list-style-type: none"> • Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates • Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Other Postsecondary Indicators</p> <ul style="list-style-type: none"> • College-Ready Graduates (2014) • Advanced Course/Dual Enrollment Completion TBD (2015 and beyond) • Career and Technical Education (CTE) TBD (2015 and beyond)
Additional Evaluations	<p>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness</p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p> <p>Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations</p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/ performance, AP/IB participation/performance, and Advanced (Level III) Performance on STAAR in four subject areas.</p> <p>System Safeguards</p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.</p>			

Index 2 Score



Index 2

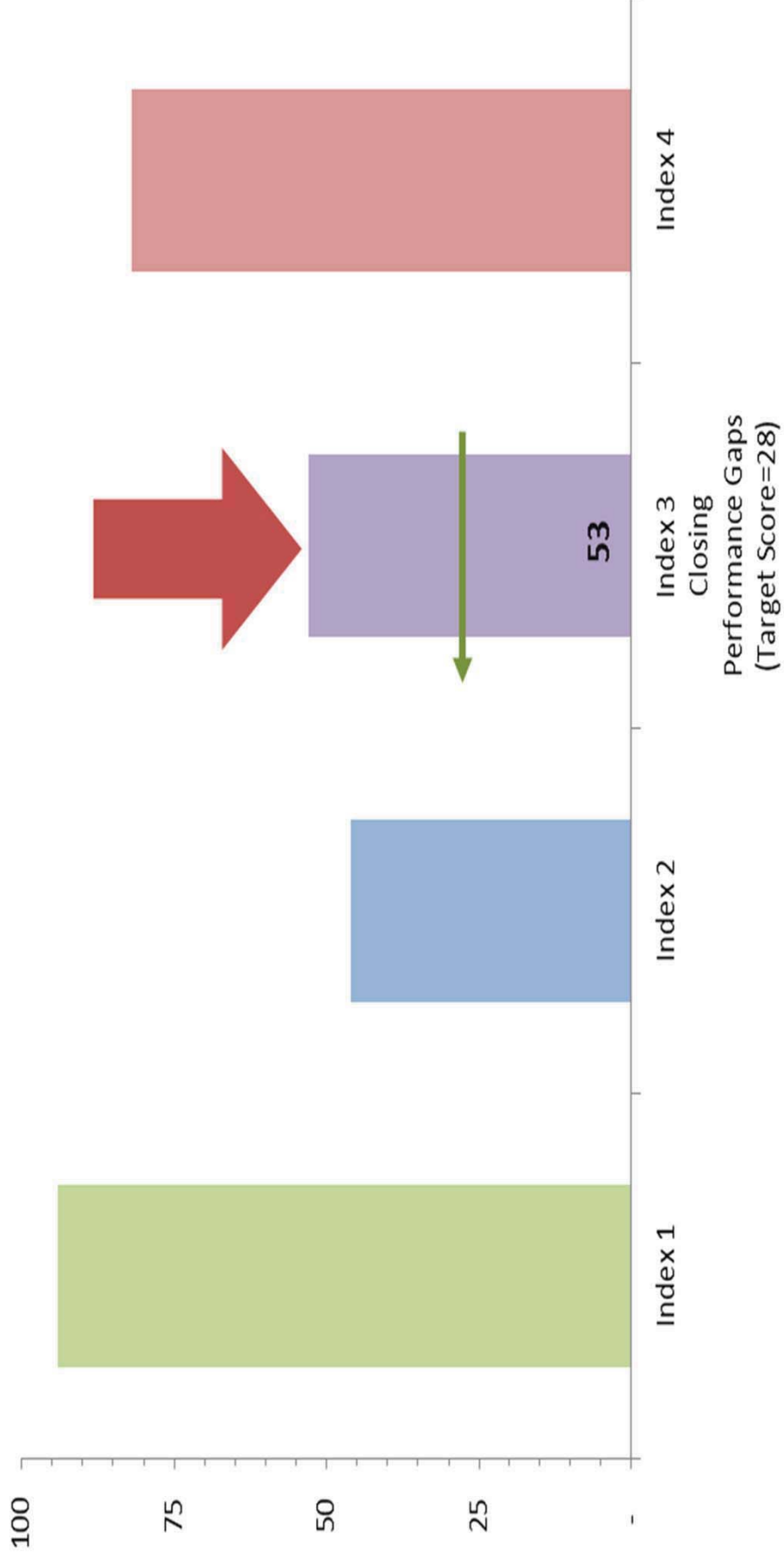


Features of Index	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> • All Students • Combined over All Subject Areas • Credit given for meeting phase-in Level 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) included through the ELL Progress Measure; and, • TAKS Grade 11 results at Met Standard performance standard (2013 only). 	<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 STAAR Progress, STAAR-M, STAAR-Ait, and ELL Progress measures are available • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of tests at the Met growth expectations level • Two point credit given for each percentage of tests at the Exceeded growth expectations level 	<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) • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of tests meeting the phase-in Level II performance standard • Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard 	<p>Measures of Postsecondary Readiness</p> <p>Credit based on various postsecondary indicators:</p> <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) <p>High School Graduation Rates</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 <p>High School Diploma Plans</p> <ul style="list-style-type: none"> • Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates • Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Other Postsecondary Indicators</p> <ul style="list-style-type: none"> • College-Ready Graduates (2014) • Advanced Course/Dual Enrollment Completion TBD (2015 and beyond) • Career and Technical Education (CTE) TBD (2015 and beyond)
Additional Evaluations	<p>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness</p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p>	<p>Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations</p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and Advanced (Level III) Performance on STAAR in four subject areas.</p>	<p>System Safeguards</p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.</p>	

Index 3 Score



Index 3



Features of Index	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> • All Students • 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) included through the ELL Progress Measure; and, • TAKS Grade 11 results at Met Standard performance standard (2013 only). 	<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 STAAR Progress, STAAR-M, STAAR-Alt, and ELL Progress measures are available <p>• Credit based on weighted performance:</p> <ul style="list-style-type: none"> • One point credit given for each percentage of tests at the Met growth expectations level • Two point credit given for each percentage of tests at the Exceeded growth expectations level 	<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) • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of tests meeting the phase-in Level II performance standard • Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard 	<p>Measures of Postsecondary Readiness</p> <p>Credit based on various postsecondary indicators:</p> <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) <p>High School Graduation Rates</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 <p>High School Diploma Plans</p> <ul style="list-style-type: none"> • Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates • Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Other Postsecondary Indicators</p> <ul style="list-style-type: none"> • College-Ready Graduates (2014) • Advanced Course/Dual Enrollment Completion TBD (2015 and beyond) • Career and Technical Education (CTE) TBD (2015 and beyond)
Additional Evaluations	<p>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness</p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p>	<p>Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations</p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and Advanced (Level III) Performance on STAAR in four subject areas.</p>	<p>System Safeguards</p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.</p>	

Index 4: 4 Components



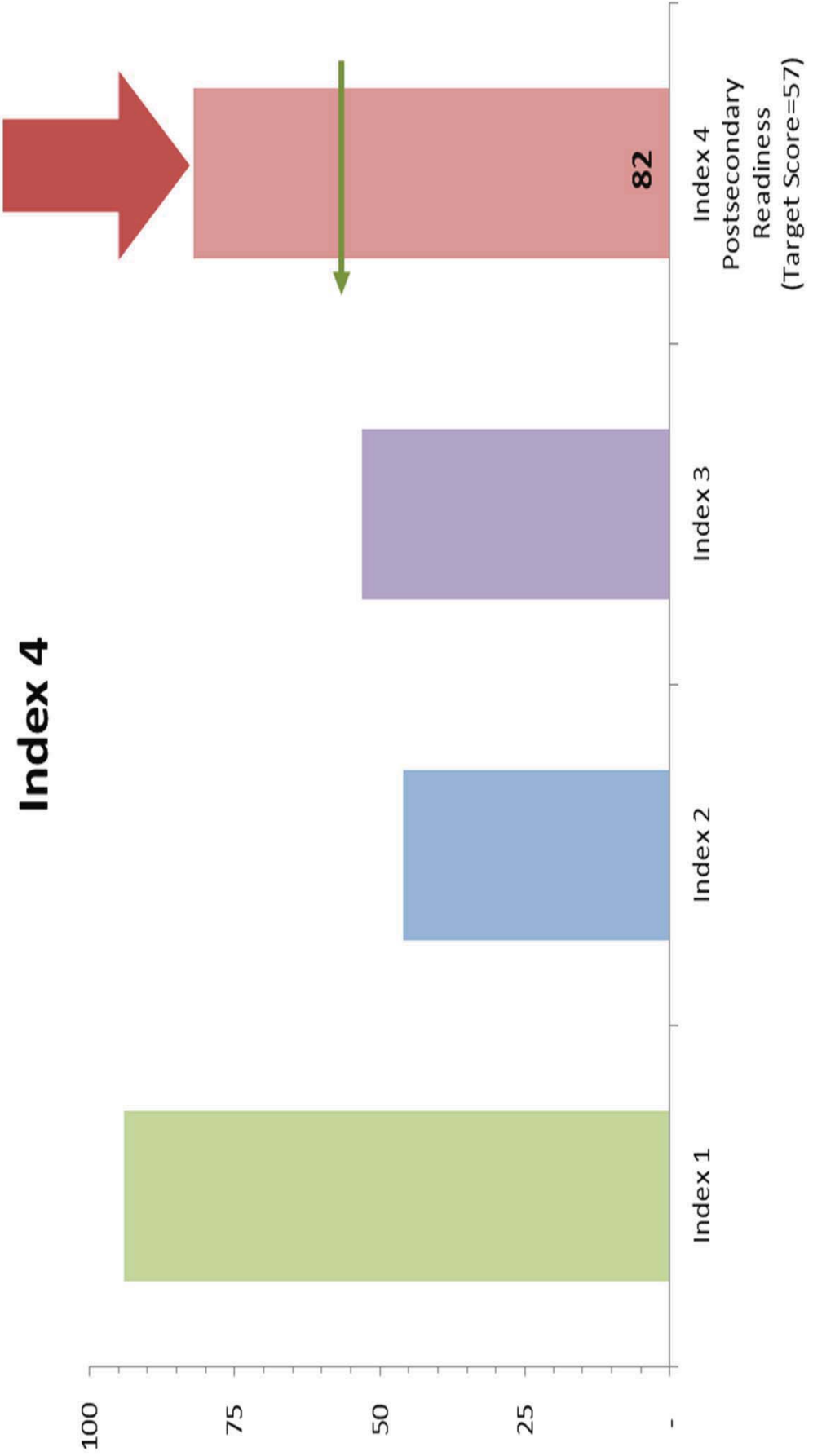
STAAR Final Level II in 2+ Subjects
(Elementary, Middle, and High Schools)

Graduation Rate
(High Schools Only)

Recommended/Distinguished Graduates
(High Schools Only)

College Ready Graduates
(High Schools Only)

Index 4 Score





Distinction Designations



- **Campuses:**
 - Academic Achievement in Reading/ELA
 - Academic Achievement in Math
 - Academic Achievement in Science
 - Academic Achievement in Social Studies*
 - Top 25%: Student Progress **
 - Top 25%: Closing Performance Gaps
- **Campuses and District:**
 - Postsecondary Readiness

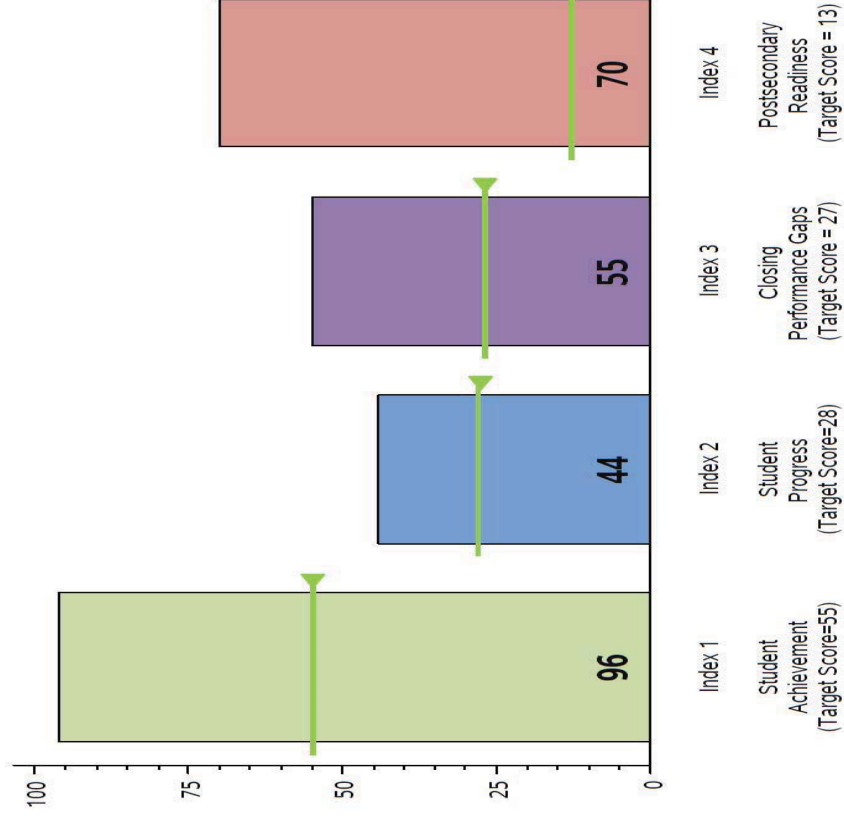
* Distinction not available for elementary campuses

** Distinction not available for high school campuses

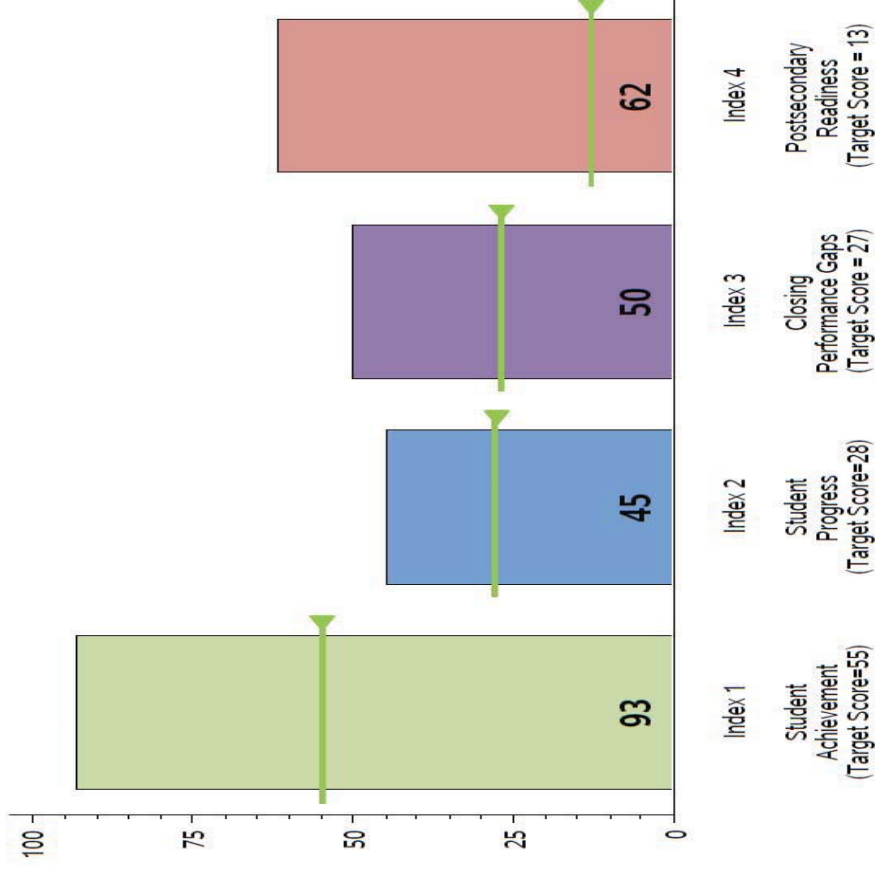
Distinction Designations

What do these ratings tell us?

Performance Index Report



Performance Index Report



Distinction Designations

What They Are vs. What They Are Not



They Are...

- A relative rating based upon a small, statistically similar campus group
- A method to recognize student performance in specific areas

They ARE NOT....

- A rating that is based upon a set state standard
- Similar to: Exemplary, Recognized, etc...
- A rating of absolute performance
- A method to compare campuses against each other in a district/region

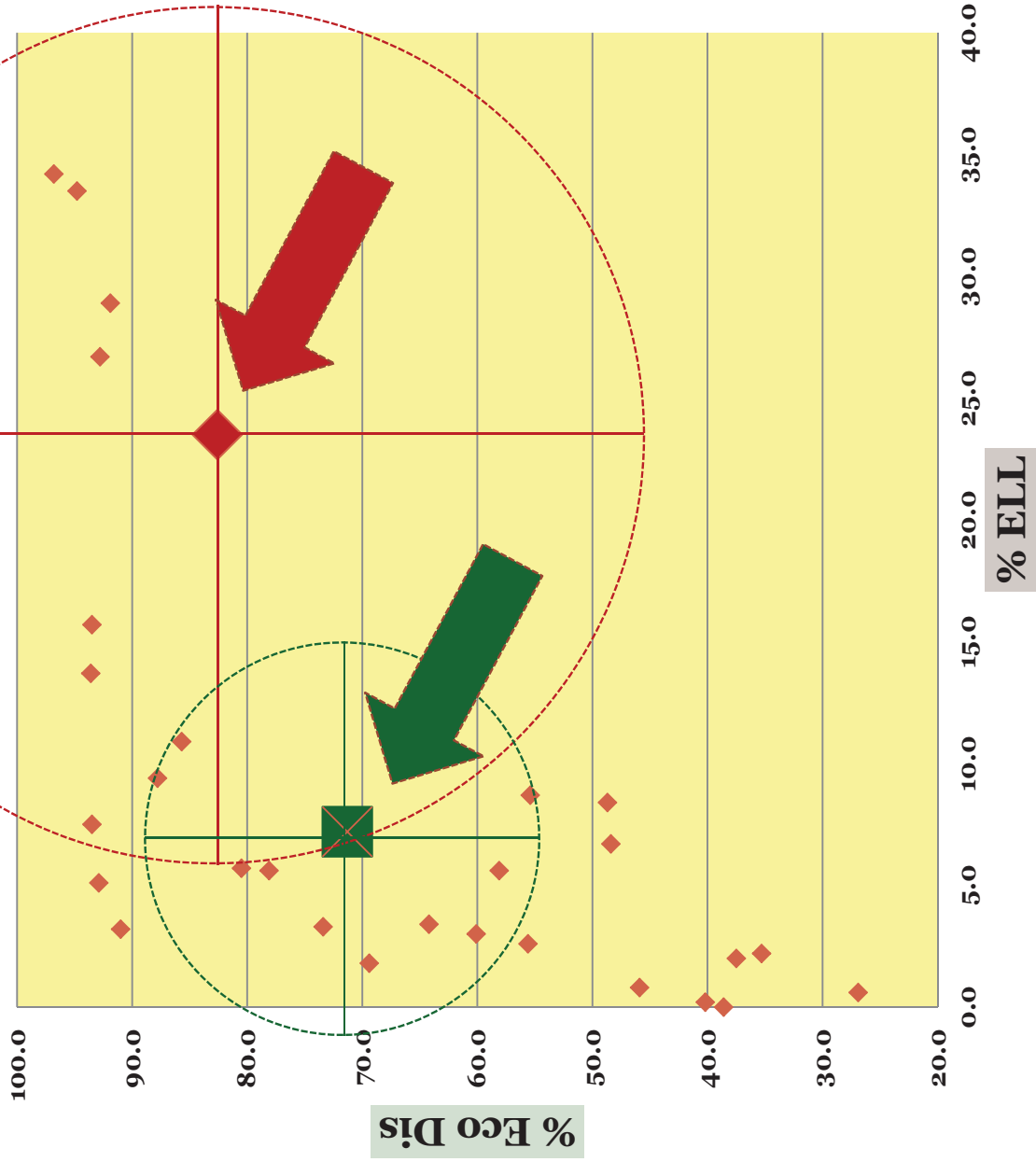
Comparison Groups



- Each campus is evaluated compared to its **Campus Comparison Group**
- Campus Comparison Group
 - 40 campuses that most “**closely match**” based on 5 variables
 1. Campus Type
 2. Total Student Enrollment
 3. % Economically Disadvantaged
 4. % ELL
 5. Mobility Rate (% of students enrolled at the campus for less than 83% of the school year)
- Each campus has a **unique** Campus Comparison Group from schools throughout the state

Simplified Example

(Finding 10 “Closely Matching Campuses” – Using 2 Variables)



- 30 campuses
 - % ELL
 - % Eco Dis
- You are Red Diamond
 - What are the 10 “closest” campuses?
 - Is Green Square in your group?
- You are Green Square
 - What are the 10 “closest” campuses?
 - Is Red Diamond in your group?

Distinction Designations



- **Three distinctions based upon Index Framework**
 - Top 25% Student Progress (not currently for high schools) (Index 2)
 - Top 25% Closing Performance Gaps (Index 3)
 - Postsecondary Readiness (Index 4)
- **Four distinctions based upon content area**
 - Math
 - Reading/ELA
 - Science
 - Social Studies (not currently for elementary campuses)
- **Each distinction has a number of indicators which is rated against the comparison group (40). A campus must be in the top 10 of that comparison group to receive a distinction.**

District Distinction Designation



- Districts have no comparison groups
- A district distinction is based upon a summary of all campuses.
 - Elementary campuses have 1 indicator – Level II Final
 - Middle School campuses have 1 indicator – Level II Final
 - High Schools can have up to 8 indicators – Level II Final, graduation rate, RHSP/DAP rate, college ready graduates, SAT/ACT Performance and Participation, Advanced/Dual enrollment courses, AP performance
- Frisco ISD had 29 of 90 (30%) indicators rank in the top 25% of their comparison groups.
- Target to receive distinction = 70%

Accountability Summary



- Index 1 = *Passing*
- Index 2 = *Student growth*
- Index 3 = *Level III – Advanced*
- Index 4 = *Level II – Final*
- Distinction Designations – a method to compare a small group of statistically similar campuses throughout the state. Scores must be in the top 10 of that group to receive a distinction. Distinctions are not method to compare campuses within a district or region, and are not a measure of absolute performance.