



Dallas Independent School District

Outstanding School Performance Awards 2005-06

The most important product of this district is student achievement and related variables (Dropout, School Completion, Attendance, etc.). Dallas currently has two major ways of tracking achievement, status and value-added. Both are important. Philosophically, we want to foster teamwork in everything that we value. We do not want to pit different teachers against each other within the same building. We would rather foster healthy competition between buildings. We also would like to reward a balance of status and value-added achievement.

The district is concentrating on raising student achievement for the 2005-06 school year and for the foreseeable future. Primary consideration must be given to teaching the objectives that are measured by the *Texas Assessment of Knowledge and Skills (TAKS)*. There are, however, a number of other areas that cannot be ignored. While the General Superintendent will be judging schools and administrative staffs based primarily on student performance on the *TAKS*, schools must be mindful of a number of other objectives of the school district. In order to be fair, the General Superintendent will also consider comparable performance when assessing the relative contributions of school staffs to student well being. With this in mind, incentive awards will be given to staffs of schools that:

- Received an Exemplary rating on the State Accountability System and met or exceeded prediction on the district's measure of comparable performance, that is, ≥ 50 on the School Effectiveness Indices (SEIs).
- Received a Recognized rating on the State Accountability System and met or exceeded prediction on the district's measure of comparable performance (≥ 50 on the SEIs).
- Received an Academically Acceptable rating on the State Accountability System and met or exceeded prediction by one standard deviation on the district's measure of comparable performance (≥ 55 on the SEIs).

An Exemplary rating on the State Accountability System has been achieved by having 90% of all students and each major student group (White, African American, Hispanic, economically disadvantaged) pass each of the *TAKS* tests and 90% meeting Admission, Review and Dismissal (ARD) expectations on the *State Developed Alternative Assessment II (SDAA II)* tests; for middle schools, achieving a dropout rate of 0.2% percent or less; and for High Schools achieving a completion rate of 95% or more.

A Recognized rating on the State Accountability System has been achieved by having 70% of all students and each major student group (White, African American, Hispanic, economically disadvantaged) pass each of the *TAKS* tests taken and 70% meeting ARD expectations on the *SDAA II* tests, as well as, for middle schools, achieving a dropout rate of 0.7% percent or less and high schools achieving a completion rate of 85% or more. A high performing school that does not meet the Recognized passing standard could achieve Recognized status by showing Required Improvement in *TAKS* and *SDAA II*. Any changes in the State Accountability System for 2005-06 will result in corresponding changes to this Outstanding School Performance Awards manual for 2005-06.

The district's comparable performance criteria are as follows:

1.0 Outcome Variables

For the 2005-06 school year, recognition will be based on school improvement on the following variables:

1.1 *Elementary Schools*

- 1.1.1 Student scores on the *TAKS*, grades 3-6, reading and mathematics subtests, grade 4 writing and grade 5 science subtests. Spanish versions are available in reading and mathematics at grades 3-6, writing at grade 4 and grade 5 science. Spanish *TAKS* effectiveness scores will be standardized and combined with English *TAKS* scores. Schools must follow testing policy for limited English proficient (LEP) students.
- 1.1.2 *Iowa Tests of Basic Skills (ITBS)*, grades 1-6 reading comprehension and mathematics total subtests.
- 1.1.3 *Logramos*, grades 1-6 reading and mathematics to Spanish-Dominant students in a bilingual education program for whom the Language Proficiency Assessment Committee (LPAC) determines that *Logramos* is a more suitable test to be administered. (LPAC decision to be guided by *Woodcock-Muñoz* results and testing guidelines.) Effectiveness Indices from the *Logramos* will be standardized and combined with the *ITBS*. Schools must follow testing policy for LEP students. The English test score for a bilingual student tested in both Spanish and English will be used for accountability. The Spanish test score will be used only by project management.
- 1.1.4 Student Attendance
- 1.1.5 Promotion Rate (percentage of students promoted, summer school does not count).
- 1.1.6 Student scores on the *Woodcock-Muñoz Language Survey (WMLS)*, grades 2-6. School personnel are reminded that students who have only *WMLS* scores must also take the *ITBS* mathematics computation subtest. The *ITBS* mathematics computation subtest and the *WMLS* will be outcome measures for those students. Effectiveness Indices from the *WMLS* and the *ITBS* mathematics computation subtest will be standardized and combined with the *ITBS*. Schools must follow testing policy for LEP students.

1.2 *Middle Schools*

- 1.2.1 Student scores on the *TAKS* reading and mathematics subtests at grades 7-8, writing subtest at grade 7, and social studies and science subtests at grade 8.
- 1.2.2 *ITBS* reading comprehension and mathematics total subtests, grades 7-8.
- 1.2.3 Promotion Rate (percentage of students promoted - summer school does not count).
- 1.2.4 Student Attendance

- 1.2.5 2004-05 Annual Dropout Rate. Note that this variable is based on 2004-05 data because the 2005-06 annual dropout rate is not available until December 2006.
 - 1.2.6 Students enrolled in Pre-Honors courses.
 - 1.2.7 Student scores on the *Woodcock-Muñoz Language Survey (WMLS)*, grades 7-8. School personnel are reminded that students who have only *WMLS* scores must also take the *ITBS* mathematics computation subtest. The *ITBS* mathematics computation subtest and the *WMLS* will be outcome measures for those students. Effectiveness Indices from the *WMLS* and the *ITBS* mathematics computation subtest will be standardized and combined with the *ITBS*. Schools must follow testing policy for LEP students.
 - 1.2.8 First and second semester student *ACP* scores in language arts (includes English as a Second Language (ESL) tests at grades 7 and 8), mathematics, social studies, science, world languages, and reading. Schools must follow testing policy for LEP students.
- 1.3 *High Schools*
- 1.3.1 Student scores on the *TAKS*: grades 9-11 reading/English language arts (ELA) and mathematics subtests, grades 10 and 11 science and social studies.
 - 1.3.2 *Iowa Tests of Educational Development (ITED)* reading comprehension and mathematics total subtests, grade 9.
 - 1.3.3 Student scores on the *Woodcock-Muñoz Language Survey (WMLS)*, grade 9. School personnel are reminded that students who have only *WMLS* scores must also take the *ITBS* mathematics computation subtest. The *ITBS* mathematics computation subtest and the *WMLS* will be outcome measures for those students. Effectiveness Indices from the *WMLS* and the *ITBS* mathematics computation subtest will be standardized and combined with the *ITBS*. Schools must follow testing policy for LEP students.
 - 1.3.4 First and second semester student *ACP* scores in language arts (includes ESL at grades 9, 10, 11 and 12), mathematics, social studies, science, world languages, and reading. Schools must follow testing policy for LEP students.
 - 1.3.5 First and second semester *ACP* scores in Advanced Placement (AP) and pre-AP mathematics, language arts, social studies, science, and world languages.
 - 1.3.6 Percentage of seniors who have ever taken the *Scholastic Aptitude Test (SAT-I)*, commonly referred to as the *SAT* or the *American College Test (ACT)* if data are available when SEIs are computed.
 - 1.3.7 Senior *SAT* scores on the verbal and quantitative subtests (highest score, whether it was attained as a sophomore, junior, or senior) and *ACT* composite scores. *SAT* and *ACT* will have separate equations, but the results will be standardized and combined. (if data are available when SEIs are computed)

- 1.3.8 Percentage of students who took the *PSAT* in the last four years (2002-03, 2003-04, 2004-05, and 2005-06).
- 1.3.9 *PSAT* achievement on the verbal and quantitative subtests (highest score).
- 1.3.10 Student Attendance.
- 1.3.11 Longitudinal student graduation rate (the percent of students who graduate by the spring semester four years after they enrolled in the ninth grade). Since graduation rate is a school-level variable, emphasis is on improvement in the school's longitudinal graduation rate over the previous year.
- 1.3.12 2004-05 longitudinal dropout rate. Note that this is a variable that is based on 2004-05 data because the 2005-06 dropout data are not available until December 2006.
- 1.3.13 Students enrolled in pre-AP courses in grades 9-12.
- 1.3.14 Student enrollment in AP courses in grades 9-12.
- 1.3.15 Percent of AP enrollment that passed AP tests. (if data are available when SEIs are computed)

2.0 Qualifying Schools

All schools that have the necessary outcome data and all students will be included in the outcome equations. However, in order to be eligible for recognition all schools must meet the following requirements:

- 2.1 Testing Requirements. Schools are required to meet 2006 Adequate Yearly Progress (AYP) Testing Participation requirements on *TAKS*, *SDAA II*, *Reading Proficiency Tests in English (RPTE)*, and *Locally Determined Alternate Assessment (LDAA)*.
- 2.2 No Child Left Behind (NCLB). Schools must meet 2006 AYP standards.
- 2.3 Academic Excellence Indicator System (AEIS). Schools must receive an Exemplary, Recognized, or Academically Acceptable rating in the AEIS System.

If a school does not meet each of the aforementioned criteria, it will not be eligible for recognition under the Outstanding School Performance Awards System.

3.0 Establishing School Cohorts

Since comparable improvement is based entirely on student outcomes (once a school has qualified), it is important to specify which students will be included in the various cohorts. Therefore,

3.1 *Establishing School Cohorts*

All students who

- 3.1.1 are enrolled continuously in a specific school, and

- 3.1.2 have the necessary pre-observation data in the district and post-observation data for the 2005-06 school year in that specific school, and
- 3.1.3 are eligible for the testing program according to the DISD Systemwide Testing Policy (on the testing variables) will be included in the cohort longitudinal analysis.
- 3.1.4 Continuously enrolled. An elementary or middle school student must be enrolled on or before April 18, 2006, and have at least 127 days of attendance at that school. For a secondary student in a fall course, the student must be enrolled on or before December 12, 2005, and have at least 69 days of attendance at that school; in a spring course, the student must be enrolled on or before April 18, 2006, and have at least 58 days of attendance at that school.

Thus, in order to be included as a member of a given school's cohort, a student must be continuously enrolled in that school, have the necessary pre-observation data, and be tested in that school in accordance with DISD policy through the systemwide testing program.

4.0 Establishing Appropriate Comparisons

4.1 Comparisons are characterized within elementary, middle school, and high school grade configurations. Middle schools with sixth grade will include sixth grade results as part of their Effectiveness Indices.

4.2 Magnets and Academies

Schools in the Yvonne A. Ewell Townview Center and the Booker T. Washington Arts Magnet will each be treated as individual schools. Lincoln Magnet will be treated as part of Lincoln High School. The following academies will be treated as separate programs: Dealey, Edison, Holmes, Longfellow, Spence, Stone, and Travis.

Academies at Greiner and Atwell will be treated as part of the home school. Polk and Travis Vanguards are to be analyzed separately. All other vanguards will be treated as part of the home school. Magnet schools, vanguards, and academies will be included in the systemwide analysis at the appropriate grade configurations.

5.0 The Equations

The school effectiveness methodology defines a school's effectiveness as being associated with exceptional measured performance above or below that which would be expected across the entire district. When a school's population of students departs markedly from its own pre-established trend or from the more general trend of similar students throughout the district, this departure is attributed to school effect. The problem of measuring a school's effect, then, becomes one of establishing the student levels of accomplishment on the various important outcome variables, setting levels of performance based on these predictions, and determining the extent to which its students, on the average, exceed or fall short of prediction.

The procedures involve multi-stage, multi-level regression analysis to compute prediction equations by grade level or by school for each outcome variable independent of school identification and then using these equations within schools to obtain mean gains over predictions. A major feature of this approach also involves assigning relative weights to

each of the outcomes. Once weighted levels of performance have been determined, the methodology provides an indicator of how much a school improves relative to other schools throughout the district. Important characteristics of the methodology include:

- 5.1 Schools are only held accountable for the outcome levels of students who have been exposed to that school's instructional program. That is, schools are only held accountable for their continuously enrolled students.
- 5.2 The influence of important background variables of students, over which the schools have no control, are eliminated from the equations. That is, each predictor and outcome variable is regressed on the set of background variables (ethnicity, gender, limited English proficiency status, and socioeconomic status and their interactions) and residuals from these regressions then become the predictor and criterion variables for the next level of prediction. This "levels the playing field" and addresses practitioners' concerns about the impact of background variables on outcomes. School level fairness variables include student mobility, overcrowding conditions, average family income, average family education level, poverty index, percent students on free or reduced lunch, percent limited English proficient students, percent Black, Hispanic, and minority students.
- 5.3 The outcome variables are weighted by the General Superintendent.
- 5.4 Schools derive no advantage by starting with high-scoring or low-scoring students. That is, the equations set individual predictions for each student based on that student's placement on the pretest(s) of interest. Lower scoring students have lower predicted scores. Higher scoring students have higher predicted scores.
- 5.5 Only one year of historical data are used for the student level equations. That is, a hierarchical linear modeling approach is used on the residuals of multiple predictors so that in most cases satisfactory prediction is achieved without having to go back more than one year. This maintains the degrees of freedom associated with the equations since, in an urban district, each additional year of data used significantly reduces the degrees of freedom associated with the equations. School level equations use two years of historical data.
- 5.6 For those who are interested, the nature of the equations are specified in a separate document. Courses that count as Pre-honors, Pre-AP, and AP courses are flagged on the student system as such.

6.0 Weights of Outcome Variables

	Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
ITBS/ITED/LOGRAMOS/ESL-ACP/WMLS												
Reading	8	8	4	4	4	4	4	4	4	•	•	•
Math	8	8	4	4	4	4	4	4	4	•	•	•
Promotion	1 per school								•	•	•	•
Attendance	1	1	1	1	1	1	1	1	1	1	1	1
TAKS (English and Spanish)												
Reading/ELA	•	•	8	8	8	8	8	8	8	8	8	•
Writing	•	•	•	8	•	•	8		•	•	•	•
Math	•	•	8	8	8	8	8	8	8	8	8	•
Science	•	•	•	•	8	•	•	8	•	8	8	•
Social Studies	•	•	•	•	•	•	•	8	•	8	8	•
ACP												
Language Arts (Including grades 9-12 ESL)	•	•	•	•	•	•	2	2	8			
Math	•	•	•	•	•	•	2	2	8			
Social Studies	•	•	•	•	•	•	2	2	8			
Science	•	•	•	•	•	•	2	2	8			
Reading	•	•	•	•	•	•	2	2	8			
World Language	•	•	•	•	•	•	2	2	2			
Graduation Rate	•	•	•	•	•	•	•	•	5			
SAT/ACT % Tested	•	•	•	•	•	•	•	•	•	•	•	5
SAT/ACT Verbal and Quantitative	•	•	•	•	•	•	•	•	•	•	•	4
Dropout Rate	•	•	•	•	•	•	1		1			
Pre-Honors/Pre-AP Courses	•	•	•	•	•	•	2		4			
ACP Honors Courses	•	•	•	•	•	•	•	•	3			
Adv. Placement Courses	•	•	•	•	•	•	•	•	5			
PSAT % Tested	•	•	•	•	•	•	•	•	3			
PSAT Verbal Score	•	•	•	•	•	•	•	•	1			
PSAT Quan. Score	•	•	•	•	•	•	•	•	1			
AP Exams % Passing	•	•	•	•	•	•	•	•	1			

7.0 Number of Winning Schools

All schools that meet AYP Participation and Performance, are not Academically Unacceptable for 2006, and achieve one of the three criteria listed below, will receive an Outstanding School Performance Award. The three criteria are:

- Received an Exemplary rating on the State Accountability System and met or exceeded prediction on the district's measure of comparable performance (≥ 50 on the SEIs).
- Received a Recognized rating on the State Accountability System and met or exceeded prediction on the district's measure of comparable performance (≥ 50 on the SEIs).
- Received an Academically Acceptable rating on the State Accountability System and met or exceeded prediction by one standard deviation on the district's measure of comparable performance (≥ 55 on the SEIs).

Amounts of monetary awards will be determined by the number of personnel in winning schools and by individual attendance. Professional staff will receive twice the amount awarded to each support staff at the winning campus.

8.0 Qualifying Staff for Awards

Once a school has qualified for a monetary Outstanding School Performance Award, awards stipend will be distributed to the staff of winning schools based on the following criteria.

8.1 Eligible Staff

- 8.1.1 Principals will be eligible to receive an award.
- 8.1.2 All campus personnel will be eligible to receive an award if they are full-time professional or support personnel who are assigned to a single campus and are evaluated by a local campus administrator.
- 8.1.3 Professional or support personnel who are assigned to more than one campus and evaluated by one or more campus administrator(s) will be eligible to receive a *pro rata* share of the award amount. Prorating will be based on the percentage of time assigned to one or more winning schools.
- 8.1.4 In circumstances where there are variable hours worked within an employee classification, the employee will be eligible to receive a *pro rata* share based on the percentage they work of the standard work day of their respective classification.
- 8.1.5 Staff that serve both schools in a school-within-a-school setting (Spence, Holmes and Polk) will receive 50% of the award, if only one school is eligible.

8.2 Successful Evaluation

- 8.2.1 Professional and Support staff must be evaluated "Meets Expectation" in order to participate in monetary awards.
- 8.2.2 Only staff with over 95% attendance rates will qualify for awards.