Accountability Performance and Reporting: 2011-2012

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At-a-Glance

Accountability performance reporting by the Program Evaluation group of the Evaluation and Accountability Department (E&A) encompassed analyzing local, state, and federal accountability-related data and policies and communicating the results of those analyses to District stakeholders for the purposes of compliance and decision support. This also involved the compilation of district data to report to the Texas Education Agency (TEA) and ad hoc requests related to accountability data.

Context

During the 2011-12 school year, there were changes in the accountability process within the state of Texas. TEA introduced a new statewide test, State of Texas Assessments of Academic Readiness (STAAR). Statewide committees were appointed to review and arrive at recommendations for a new state system of accountability so that although there was testing administered through STAAR in 2012, there were no state ratings applied to districts or campuses for 2012.

Accountability-related Activities

Activities and products related to 2011-12 accountability and performance issues are described below:

Distribute data. Facilitate the distribution and analysis of data and materials provided by TEA related to the state and federal accountability systems.

Academic Excellence Indicator System (AEIS): The state accountability system results for 2010-11 were distributed throughout the district in December of 2011 when they are posted by TEA. This was accomplished by packaging the results then emailing them to the respective campuses through the network of the Executive Directors of each of the Learning Communities.

Annual Yearly Progress (AYP):
As the federal system of accountability has continued, AYP reports posted by TEA were shared with district staff through the District Report Cards. No Child Left Behind (NCLB) requirements for the distribution of school performance, graduation and attendance rates involve each campus sending report results to parents. Due to the format of the reports and the means of distribution of report results, not only was the APR group involved but Local Assessment (LA) and Data Analysis Research & Reporting (DARR) helped in preparation of files and the Teaching and Learning Division was needed to actually distribute the report files to campuses.

Prepare responses. Collect and prepare data needed to respond to state and federal accountability systems (AEIS and AYP) in the interest of the district.

The school year 2010-11 saw rating appeals for both the state and federal accountability systems. AEIS appeals were filed in August 2011 for Annie Webb Blanton ES, Barbara Jordan ES, Frederick Douglas ES, Onesimo Hernandez ES, Maynard Jackson MS, and John L Patton, Jr. Academic Center. In October 2011, the TEA Commissioner relayed the review results that two of the appeals had been granted. Appeals for Frederick Douglas ES and Onesimo Hernandez ES had been granted which resulted in both campuses’ rating to be changed from Academically Acceptable to Recognized.

AYP appeals were filed in September 2011 for South Oak Cliff HS, H Grady Spruce HS, David W Carter HS, North Dallas HS and Barbara Jordan ES. In December of 2011, the TEA Commissioner relayed the review results that two of the appeals had been granted. Therefore, school improvement status for H Grady Spruce HS and David W Carter HS had been positively affected.

Accountability appeals for the 2011-12 school year included only an AYP appeal as the AEIS ratings had been suspended while the testing systems transitions from TAKS to STAAR. The results should be received in December 2012.

Collect data. Collect and prepare data for annual projects such as the principal appraisals, and Tiers;

Due to the timing of principal appraisals which were lagged until fall due the availability of data for the previous school year, the appraisal forms were generated for the 2010-11 school year in September 2011 by staff of APR. Data collected were state accountability status, the School Effectiveness Index (SEI), met-standard test performance data, commended test performance data, and either graduation rate and/or on-track rate depending on the level of the campus. For the 2011-12 school year,
due to the suspension of AEIS, only the SEI and Graduation rate/on-track rate were collected and added to the principal appraisal forms. Also, with the re-organization of the E&A department, the staff person responsible for the appraisal generation had been moved from APR but added to the Local Assessment group.

The Tiers data file which had been used for principal incentives was no longer specifically needed.

**Public presentations.** Prepare the presentations to fulfill requirements for public notification of the Annual Educational Progress Report; provide updates on accountability changes;

A requirement of the TEA has been to compile reports related to various aspects of the district in order to present them to the public. The areas included were:

- AEIS Performance Reports
- AEIS Ratings
- Gold Performance Ratings
- Comparable Campus lists
- School Report Card summaries
- Campus Performance Objectives
- Reports of Student Enrollment and Academic Performance in Post-secondary Institutions
- Special Education Compliance Status
- Safety Report on Violent and Criminal Incidents
- District Unencumbered Surplus Fund Balance

The information was presented at a public hearing requiring public notice in conjunction with the January board meeting, as well as distributed to all parents and staff through the Executive Directors of the learning communities and on the district web pages.

As the state accountability system was reviewed using HB 3 for guidance, APR staff collected and shared updates with E&A as well as other affected district staff as appropriate.

**Monitor.** Monitor and support mandated Performance Based Monitoring and Analysis System (PBMAS) Focused Data Analysis activities;

The development of the third accountability system, a district-level, data-driven analysis system developed and implemented annually since 2004, focuses on data accuracy and integrity designed to assist districts in their efforts to improve local performance. A district profile is issued by TEA in September/October in the areas of Bilingual Education/ESL, Career and Technical Education (CTE), NCLB and Special Education using various indicators per area. A subsequent intervention stage and activity report evaluates the district performance as compared to standards presented through the data validation analysis contained in the profile.

Due to the fact that various departments are involved in collecting and analyzing the data requested through PBMAS, E&A staff has taken the leadership role in coordinating the submission of the requested documents. The indicators requiring a response in 2011 were CTE/SPED Math/Science performance; Special Ed Math/Science performance; Special Ed graduation rate; SPED African American representation; and, SPED Discretionary to OSS. All forms were completed by the Core Analysis Team which included: a list of Integrated Core Analysis Team members; an Integrated District Progress Report; a District Level Workbook (data analysis, needs assessment, improvement plan and corrective action plan); and, an integrated Student Level Roster.

**Evaluation and Analyses.** Provide analysis and evaluation for accountability-related topics such as the Special Report on Maynard Jackson Middle Schools;


**Committee Representation.** Serve as member of district committees as needed; and

With the organization changes there was only the need to serve on the Integrated Focused Data Analysis Committee, a standing committee headed by the Special Education department to comply with past monitoring responsibilities.

**Ad hoc support.** Provide ad hoc data collection, coordinate with other district departments and support accountability activities as needed.

As a part of E&A, there is the on-going responsibility to provide data assistance whenever possible for the good of the district. During the past year the data requests ranged from 2011 tables for various districts throughout the state involving graduation rates, performance ratings and gold acknowledgements to 2011 performance targets to data rearranged into Learning Communities or feeder patterns. There were also requests from seven separate campuses, various learning communities and questions regarding the Regional Day School for the Deaf.

For more information contact Program Evaluation at 972-925-6457.