



**2012 Preliminary STAAR & TAKS Results
Austin Independent School District**

June 11, 2012

AUSTIN
Independent School District



2012 State Assessments

The new **State of Texas Assessment of Academic Readiness (STAAR)** has replaced TAKS at grades 3-9

- At grades 3-8, STAAR was administered in the same grades and subjects as TAKS:
 - Math and reading – grades 3-8
 - Writing – grades 4 & 7
 - Science – grades 5 & 8
 - Social Studies – grade 8
- STAAR End-of-Course (EOC) exams replaced TAKS for students who entered 9th grade in 2011-12 and for middle school students taking high school level EOC courses
- Students who entered high school prior to school year 2011-12 will continue to take TAKS to meet their graduation requirements



EOC Performance Levels



Level I – Unsatisfactory Performance

The Level I category called ‘Minimum’ refers to a score that is below Level II but is high enough to be included in the cumulative score students must achieve on the three assessments in each core area.

Level II – Satisfactory Performance

Level III – Advanced Performance

In order to meet EOC graduation requirements, students must achieve a cumulative score in each subject area that is at least as high as the score needed for Level II performance times the number of assessments taken.



End-of-Course Performance Standards

Assessment	2012 & 2013			2014 & 2015			2016		
	Phase-in 1	Phase-in 1	Final & Phase-in 1**	Phase-in 2	Phase-in 2	Final	Final	Final	Final
	Minimum	Level II	Level III	Minimum	Level II	Level III	Minimum	Level II	Level III
English I Reading	1813	1875	2304	1887	1950	2304	1936	2000	2304
English II Reading	1806	1875	2328	1880	1950	2328	1929	2000	2328
English III Reading*	1808	1875	2135**	1882	1950	2356	1932	2000	2356
English I Writing	1798	1875	2476	1872	1950	2476	1921	2000	2476
English II Writing	1807	1875	2408	1880	1950	2408	1928	2000	2408
English III Writing*	1808	1875	2155**	1881	1950	2300	1929	2000	2300
Algebra I	3371	3500	4333	3626	3750	4333	3872	4000	4333
Algebra II*	3350	3500	4080**	3604	3750	4411	3852	4000	4411
Geometry	3362	3500	4397	3619	3750	4397	3868	4000	4397
Biology	3367	3500	4576	3621	3750	4576	3868	4000	4576
Chemistry	3348	3500	4607	3600	3750	4607	3846	4000	4607
Physics	3346	3500	4499	3600	3750	4499	3848	4000	4499
World Geography	3383	3500	4404	3632	3750	4404	3874	4000	4404
World History	3326	3500	4634	3576	3750	4634	3822	4000	4634
U.S. History	3372	3500	4440	3624	3750	4440	3869	4000	4440

- For students, there will be a two-step phase-in process for the performance standards.
- In English III (Reading and Writing) and Algebra II, EOC graduates must achieve Level III to qualify for the Distinguished Achievement diploma or Level II to qualify for the Recommended High School Program.
- For Level III, the only phase-in will be in English III Reading and Writing and Algebra II.



Raw Score Conversion Table

English I Reading
Spring 2012
Paper Administration

Raw Score	Scale Score	Level
0	653	Level I: Unsatisfactory (Phase-In 1)
1	911	
2	1064	
3	1156	
4	1224	
5	1278	
6	1324	
7	1364	
8	1399	
9	1432	
10	1462	Level I: Unsatisfactory (Phase-In 2)
11	1490	
12	1516	
13	1541	
14	1565	
15	1588	
16	1610	
17	1631	
18	1652	
19	1672	
20	1692	Level I: Unsatisfactory (Recommended)
21	1711	
22	1731	
23	1750	
24	1769	
25	1787	
26	1806	
27	1825	
28	1843	
29	1862	
30	1875	Level II: Satisfactory (Phase-In 1)
31	1900	
32	1920	
33	1940	
34	1950	
35	1980	
36	2000	
37	2024	
38	2047	
39	2072	
40	2097	Level II: Satisfactory (Phase-In 2)
41	2124	
42	2154	
43	2185	
44	2220	
45	2259	
46	2304	
47	2353	
48	2412	
49	2481	
50	2560	Level II: Satisfactory (Recommended)
51	2650	
52	2748	
53	2856	
54	2984	
55	3167	
56	3443	Level III Advanced

Initial Phase-in Standard
Passing score = 30 correct

Final Standard
Passing score = 36



Raw Score Conversion Table

Algebra I
Spring 2012
Paper Administration

Raw Score	Scale Score	Level
0	1388	Level I: Unsatisfactory (Phase-In 1)
1	1928	
2	2246	
3	2437	
4	2577	
5	2688	
6	2781	
7	2862	
8	2933	
9	2998	
10	3058	Level I: Unsatisfactory (Phase-In 2)
11	3113	
12	3165	
13	3214	
14	3260	
15	3304	
16	3347	
17	3388	
18	3428	
19	3467	
20	3500	Level I: Unsatisfactory (Recommended)
21	3542	
22	3579	
23	3615	
24	3651	
25	3686	
26	3721	
27	3750	
28	3791	
29	3826	
30	3861	Level II: Satisfactory (Phase-In 1)
31	3897	
32	3933	
33	3969	
34	4000	
35	4044	
36	4082	
37	4121	
38	4162	
39	4204	
40	4248	Level II: Satisfactory (Phase-In 2)
41	4293	
42	4333	
43	4392	
44	4446	
45	4505	
46	4568	
47	4639	
48	4718	
49	4810	
50	4919	Level II: Satisfactory (Recommended)
51	5056	
52	5246	
53	5562	
54	6100	Level III Advanced

Initial Phase-in Standard
Passing Score = 20

Final Standard
Passing Score = 34



STAAR EOC

Level II Cut Scores at “Phase-in 1” and “Final” Standards

Assessment	Points Possible	Phase-in 1 Level II			Final Level II		
		Scale Score	Raw Score	% Correct	Scale Score	Raw Score	% Correct
English I Reading	56	1875	30	54%	2000	35	63%
English I Writing	62	1875	40	65%	2000	45	73%
Algebra I	54	3500	20	37%	4000	34	63%
Biology	54	3500	20	37%	4000	33	61%
World Geography	68	3500	31	46%	4000	47	69%

- The initial Phase-in 1 Level II cut scores ranged from 37% to 65% correct.
- Because the English I Writing cut score is dramatically higher than any of the others, the passing percentage for this exam is dramatically lower.
- For English I, the differences between the initial and final cut scores are relatively small.



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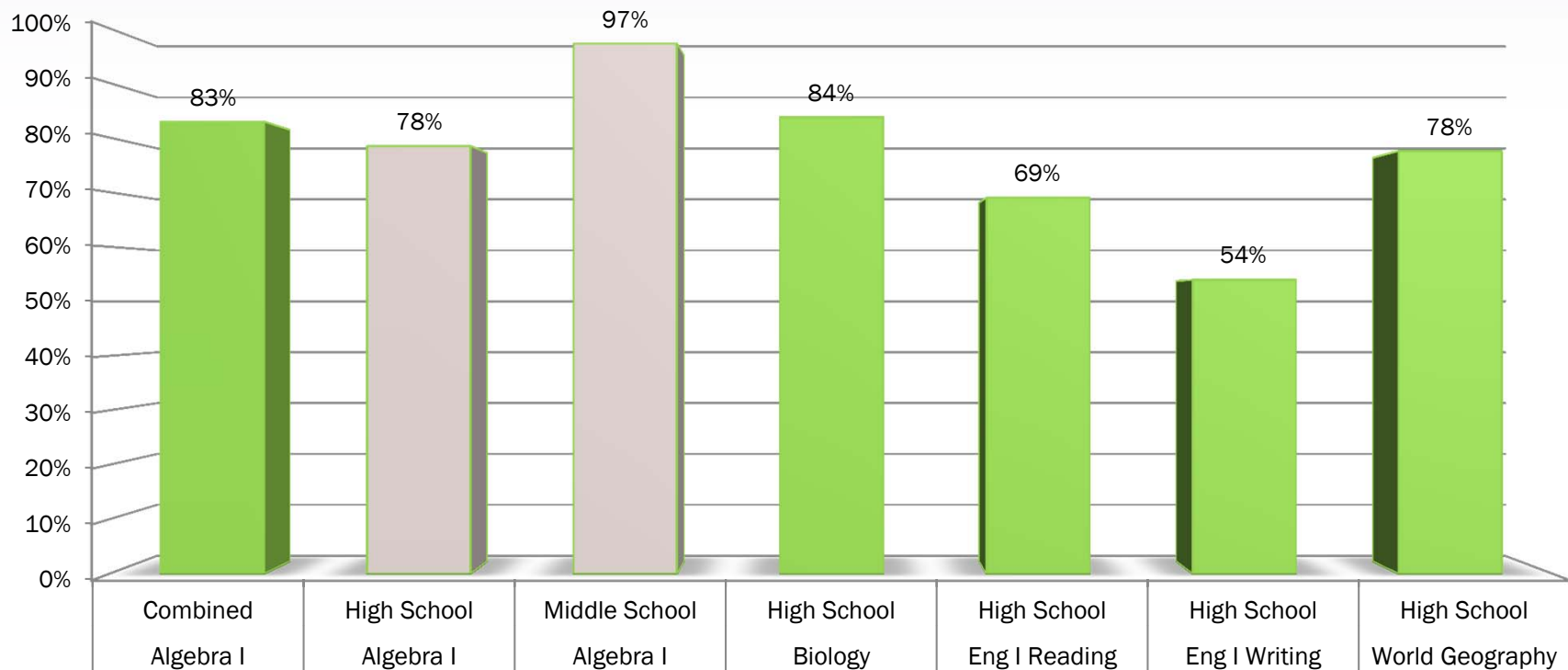
Preliminary 2012 Results For EOC and EOC-L

Results for EOC-Modified and EOC-Alt will
be reported in January 2013

Results are for “All Students Tested” (not
accountability subset)



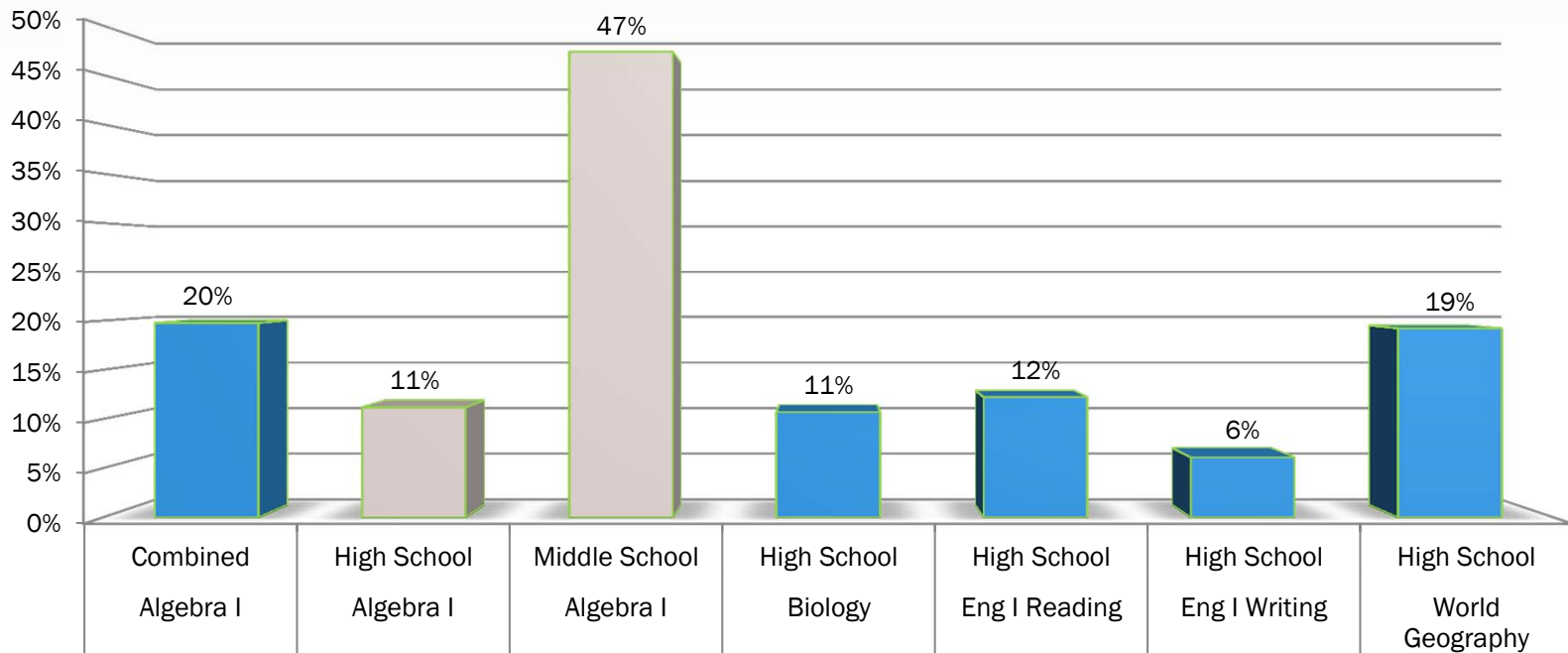
Preliminary Level II-Satisfactory Results at Phase-in 1 Standards



- Highest passing rates are for Algebra I (83%) and Biology (84%)
- Lowest rates are for English I Reading and Writing (because of higher initial standard)



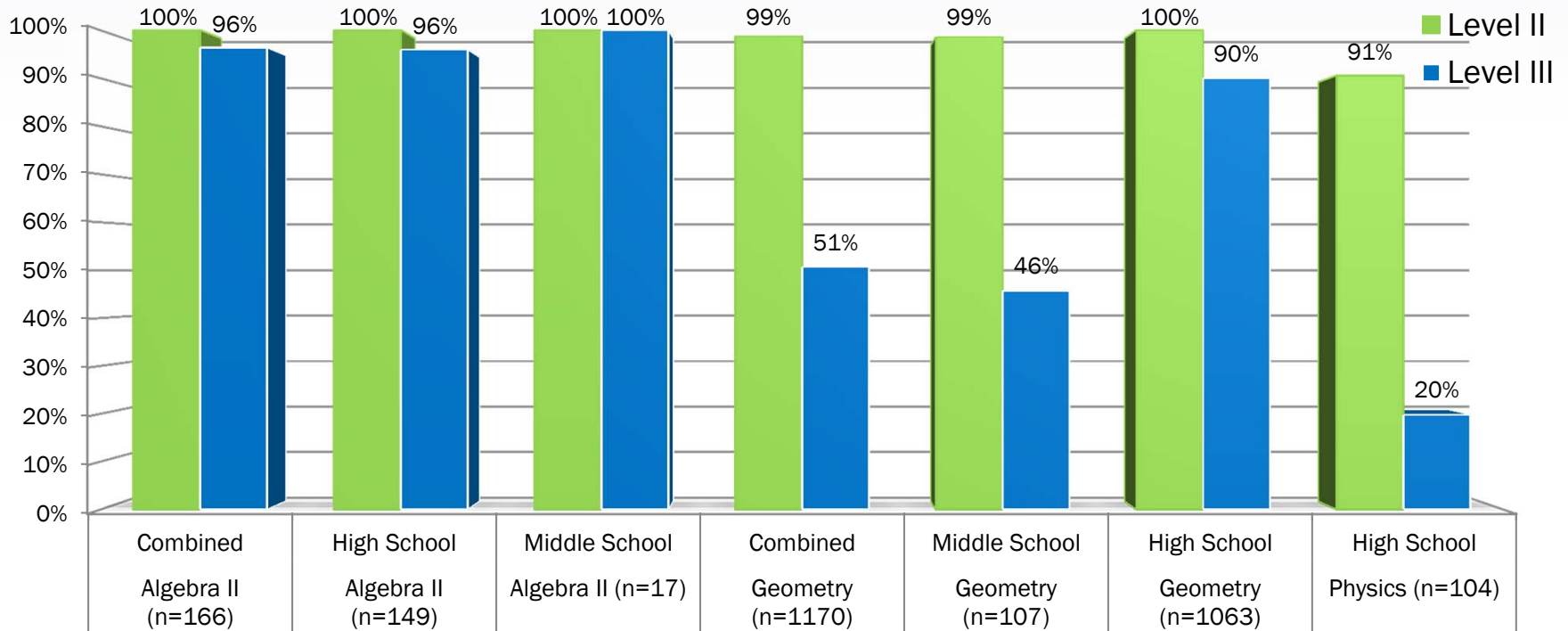
Preliminary Level III-Advanced at Final (Recommended) Standards*



- Relatively few students scored at the highest performance level, Level III
- However, almost half of middle school test-takers achieved Level III in Algebra I



Preliminary Level II-Satisfactory and Level III-Advanced*



- For students taking a more advanced schedule, the percentages scoring at either Level II or III were greater than 90% in all cases. For example, 100% of the 1063 ninth graders who took the Geometry exam achieved Level II or III.

* For the Level III Geometry & Physics, the “Final” standard is reported. Algebra II is reported at “Phase-in 1” standard.



EOC – Next Steps

- High school students received a summary of their EOC exams scores along with a document that provided answers to frequently asked questions about STAAR EOC.
- TEA will provide detailed *Confidential Student Records* for each student by June 8. Test results will also be available to parents and students through the state's student data portal.
- Students who did not achieve Level II – Satisfactory on one or more EOC exams were notified of the need to sign up for the EOC Prep Camp and to register for EOC retests.
- EOC Prep Camp will be offered free of charge at Bowie and Anderson high schools. The session runs from June 12-29.
- EOC retests will be offered at every regular high school the week of July 9-13. The next retest opportunity will be in December 2012.

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Preliminary 2012 TAKS Results TAKS, TAKS (Accommodated) and TAKS-Modified

Grades 10 and 11

TAKS-Alt was replaced by EOC-Alt in 2012

Performance results for EOC-Alt will be available in January 2013



Preliminary 2011/2012 TAKS Comparison Grade 10 – Met Standard & Commended Performance

	English/Language Arts		Mathematics		Social Studies		Science	
	2011	2012*	2011	2012*	2011	2012*	2011	2012*
Met Standard	87%	89%	76%	72%	92%	92%	74%	72%
Commended Performance	18%	21%	22%	21%	48%	45%	23%	23%

Preliminary results as of 5/25/12

All Students Tested (not accountability subset)

TAKS, TAKS-A, and TAKS-Modified included in 2011 & 2012. TAKS-Alt not included.

- In ELA, the percentage of students meeting the standard increased 2 percentage points while the results for Social Studies remained unchanged.
- Preparation for the TAKS at grade 10 was more difficult in 2011-2012 because of the shift in emphasis to the new course-based standards and exams.



Preliminary 2011/2012 TAKS Comparison Grade 11 – Met Standard & Commended Performance

	English/Language Arts		Mathematics		Social Studies		Science	
	2011	2012*	2011	2012*	2011	2012*	2011	2012*
Met Standard	92%	91%	89%	90%	97%	97%	89%	92%
Commended Performance	25%	32%	30%	37%	56%	63%	31%	31%

Preliminary results as of 5/25/12

All Students Tested (not accountability subset)

TAKS, TAKS-A and TAKS-Modified included in 2011 & 2012. TAKS-Alt not included.

- In Math and Science, the percentage of students meeting the standard increased by 1 percentage point and 3 percentage points, respectively.
- In Social Studies, the percentage of students meeting the standard remained unchanged.
- In ELA, the percentage of students meeting the standard decreased by 1 point while the commended performance percentage increased by 7 percentage points.

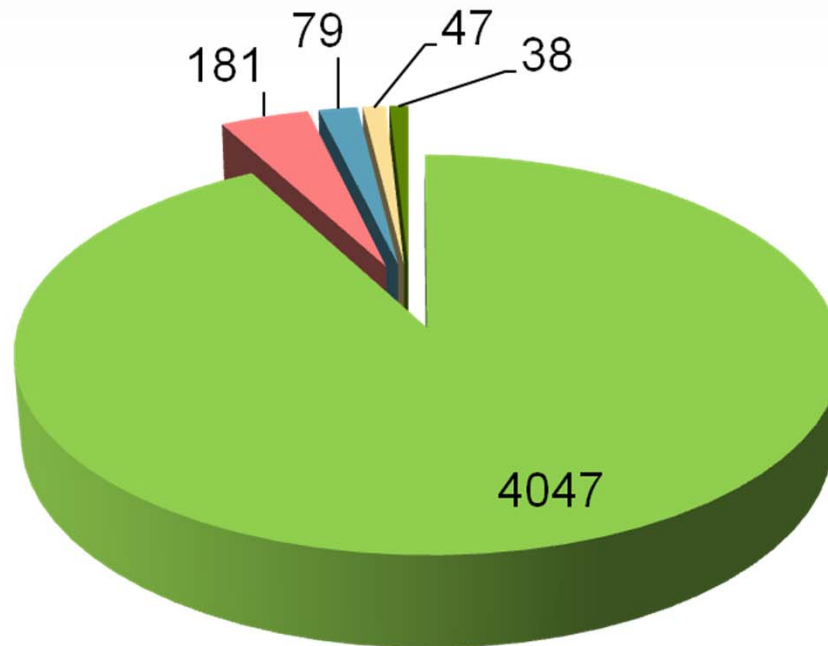
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TAKS Exit Level Status

April 2011 Testing Cohort (Class of 2012)



Exit-Level TAKS Results * “Class of 2012”



For students who have taken all four Exit Level tests as of April 2012 –

- Exit Standard Met (92%)
- Need 1 Test (4%)
- Need 2 Tests (2%)
- Need 3 Tests (1%)
- Need 4 Tests (1%)

- 92% of the students in the 2011-2012 “class” have met the TAKS graduation requirements in all four subject areas (i.e., students who began Exit Level TAKS testing in April 2011).
- Conversely, 345 students in this group still need to pass at least one TAKS Exit Test.

* This report does not take into account credit-based eligibility for graduation. Students who are exempt from exit level requirements are counted as having met exit level standards.



STAAR Results for Grades 3-8

Only raw scores for grades 3-8 have been received from TEA...

While teachers are using the information to identify areas in need of improvement, no meaningful aggregate or comparison results are available for these grades because no standards have been set.



Passing standards for STAAR 3-8 will be set in December 2012 and performance reports will be released by the state in January 2013.



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Sample STAAR Reports – Local

Grade 5 Results at Various District-Set Cut Scores



Sample STAAR Report – Grade 5 Results at “Hypothetical” Cut Scores

	Reading			Math			Science		
	>=60%	>=65%	>=70%	>=60%	>=65%	>=70%	>=60%	>=65%	>=70%
All Students	69%	63%	51%	70%	61%	54%	81%	74%	66%
African American	55%	47%	34%	53%	41%	34%	69%	61%	51%
Hispanic	60%	52%	38%	64%	54%	47%	75%	66%	57%
White	92%	89%	82%	87%	81%	76%	96%	93%	90%
Economically Disadvantaged	56%	48%	34%	61%	50%	43%	73%	64%	54%

Preliminary results as of 5/25/12

All Students Tested (not accountability subset)

STAAR only (does not include STAAR-M, STAAR-Alt)

- Results are based on raw data files and possible state cut scores.
- Based on the cut scores announced by TEA for the EOC exams, it is likely that the cut scores for the Grades 3-8 STAAR will range widely by subject and grade.
- For example, in science if the passing score were to be 65%, then almost 3/4th of the 5th grade students would meet the initial Level II – Satisfactory standard.



Accountability 2012 and Beyond

School Year 2011-12

- No new state ratings will be issued. Campus and district ratings from 2011 will carry forward for SY 2012-13.
- Federal AYP ratings will be based on STAAR results* (at TAKS performance levels) for grades 3-8 and TAKS results at grade 10
 - AYP performance standards will increase from 80% to 87% in reading and from 75% to 83% in math.
 - For the first time, all seven student groups will be evaluated on Graduation Rate.
 - Preliminary AYP results will be released on August 8, 2012

* Using embedded TAKS test items (i.e., “bridging study”)



Accountability 2012 and Beyond

School year 2011-12 (continued)

- In July, the preliminary data that will be used to determine the federal AYP results will be available based on the STAAR “bridging” study for math and reading at grades 3-8 and the TAKS results for grade 10.
- The math and reading results will be directly comparable to the TAKS results from prior years based on TAKS test items embedded in the STAAR tests.
- TEA will publicly release preliminary AYP ratings for campuses and districts by August 8, 2012.



Accountability 2012 and Beyond

School year 2011-12 (continued)

- Since historical STAAR data will not be available, it will not be possible to measure growth compared to prior years using STAAR scores (except by using the TAKS bridge study results).
- However, as part of the REACH value-added analyses, when state results are released later in the summer, STAAR scores will be converted to normal curve equivalents (NCEs) to indicate how well AISD students perform relative to the state. By using NCEs, the district's position relative to the state will be determined and campuses will be compared to each other.
- Campus's longitudinal growth will be determined by comparing mean 2011-2012 (STAAR) NCEs to NCEs for TAKS in years past.



Accountability 2012 and Beyond

School year 2012-13

- Campuses and districts will be evaluated under the new STAAR accountability system for the first time.
 - Only the labels of Acceptable or Unacceptable will be awarded in the first year of the new system.
 - The new system will be developed over the next twelve months and will likely be very different from the existing system.
 - Schools and districts may be evaluated based on performance at the 'panel-recommended' (final) Level II standards, rather than at initial 'phase-in' standards.



Accountability 2012 and Beyond

School year 2013-14

- Campus and district distinction levels (i.e. Exemplary, Recognized) will be awarded for the first time.
 - Higher ratings will be based on higher levels of student performance (post-secondary readiness).
 - Again, the new state system will be developed over the next twelve months.



Next Steps

- Use test results to identify strengths and weaknesses in the AISD curriculum and to identify teacher training needs in curriculum, instruction, and assessment (e.g., English I – Writing).
- Expand lesson-specific ELL and special education differentiated strategies in the core curriculum and increase the number of model lessons.
- Improve training for teachers and administrators in instructional practices – particularly in differentiated instruction – to dramatically reduce the number of students falling behind in the core curriculum and to reduce the number of Tier III students referred to special education (e.g., classroom-embedded training, support, and monitoring).
- Increase training for campus-based content specialists and coaches – particularly reading specialists and literacy coaches.
- Implement the \$5.1 million Texas Literacy Initiative Grant to support teachers and coaches with job-embedded training in the Travis and Lanier vertical teams.
- Expand training, differentiated instructional strategies, and support materials for secondary ESL teachers.



Next Steps (Continued)

- Expand training, differentiated instructional strategies, and support materials for secondary ESL teachers.
- Use data to increase alignment between the state standards and assessments and the local benchmark assessments and to adjust local benchmark performance standards
- Develop additional instructional supports and strategies for teaching students with disabilities to permit more students to take the non-modified state assessment and increase the number of students exiting special education
- Increase the number of “authentic” assessment items available at the end of units and themes within the core curriculum
- Better target specific skill deficiencies to increase the effectiveness of the delivery of “high-dosage” tutoring services to reduce the number of students with skill deficiencies and who are falling behind in the core curriculum – particularly reading



More Information...

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