

# Savannah Elementary

## Data & Accountability 2019

# 3 Domains: Combined To Calculate Overall Score

*Best of Achievement or Progress* 70%

Closing the Gaps 30%



**Student  
Achievement**

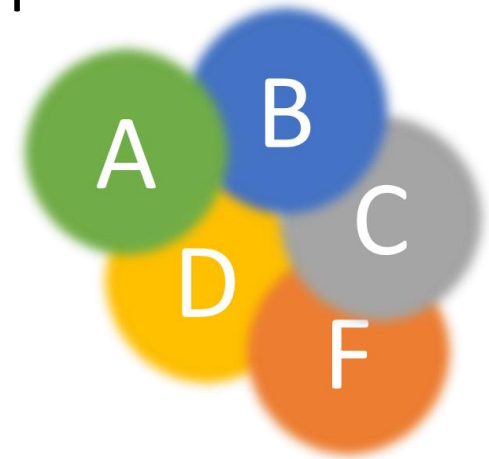


**School  
Progress**



**Closing  
The Gaps**

**Ratings:** Districts and campuses receive an overall rating, as well as a rating for each domain.



### District & Campuses

**A, B, C, or D:** Assigned for overall performance in each domain that meet the performance target

**F:** Assigned for overall performance and for performance in each domain that do not meet the performance target

**Distinction Designations:** May be awarded for achievement in several areas and are based on performance relative to similar campuses across the state.



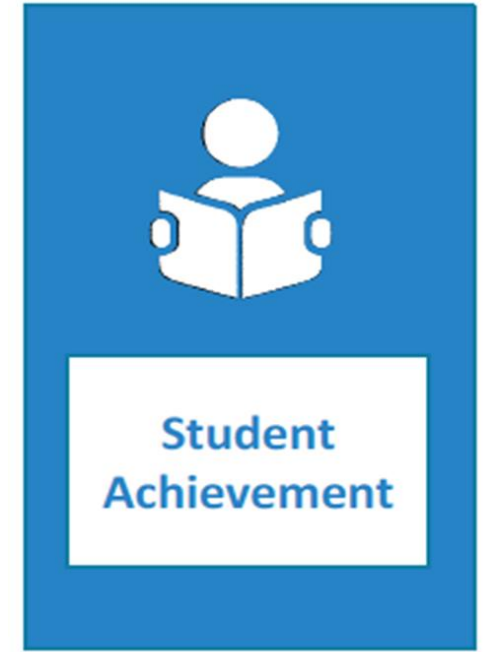
## **Student Achievement Domain: Performance**

Evaluates district and campus performance based on student achievement in three areas:

- STAAR performance

High School is also evaluated on:

- College, Career, and Military Readiness (CCMR) Indicators
- Graduation rates



# STAAR Assessment Performance Labels

- 
- Masters Grade Level
  - Meets Grade Level
  - Approaches Grade Level
  - Did Not Meet Grade Level

MASTERS GRADE LEVEL - students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

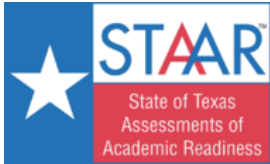
MEETS GRADE LEVEL - students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

APPROACHES GRADE LEVEL - students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

DID NOT MEET GRADE LEVEL - students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

# Student Achievement Domain

85=B



$$\frac{\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters}}{3}$$

All Subjects, All Students		Score
% at Approaches or above	85%	
% at Meets or above	55%	
% at Masters or above	28%	
	$168 \div 3$	56
	Scaled Score	<b>85</b>



2018 = 82

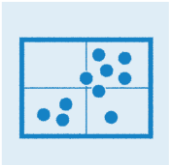
## School Progress Domain:

- **Part A: Academic Growth**



- Measures growth of individual student from last year to this year

- **Part B: Relative Performance**



- Evaluates overall student performance on STAAR compared to campuses with similar percentages of economically disadvantaged students



School  
Progress



0 = Limited Growth,  
*Did Not Meet growth expectations*  
 0.5 = Expected Growth,  
*Met growth expectations*  
 1 = Accelerated Growth,  
*Exceeded growth expectations*

2018	Total	Points Available	Total Points
0 Points	116	0	0
0.5 Points	61	0.5	30.5
1 Point	315	1	315
	492		345.5
Score			70%



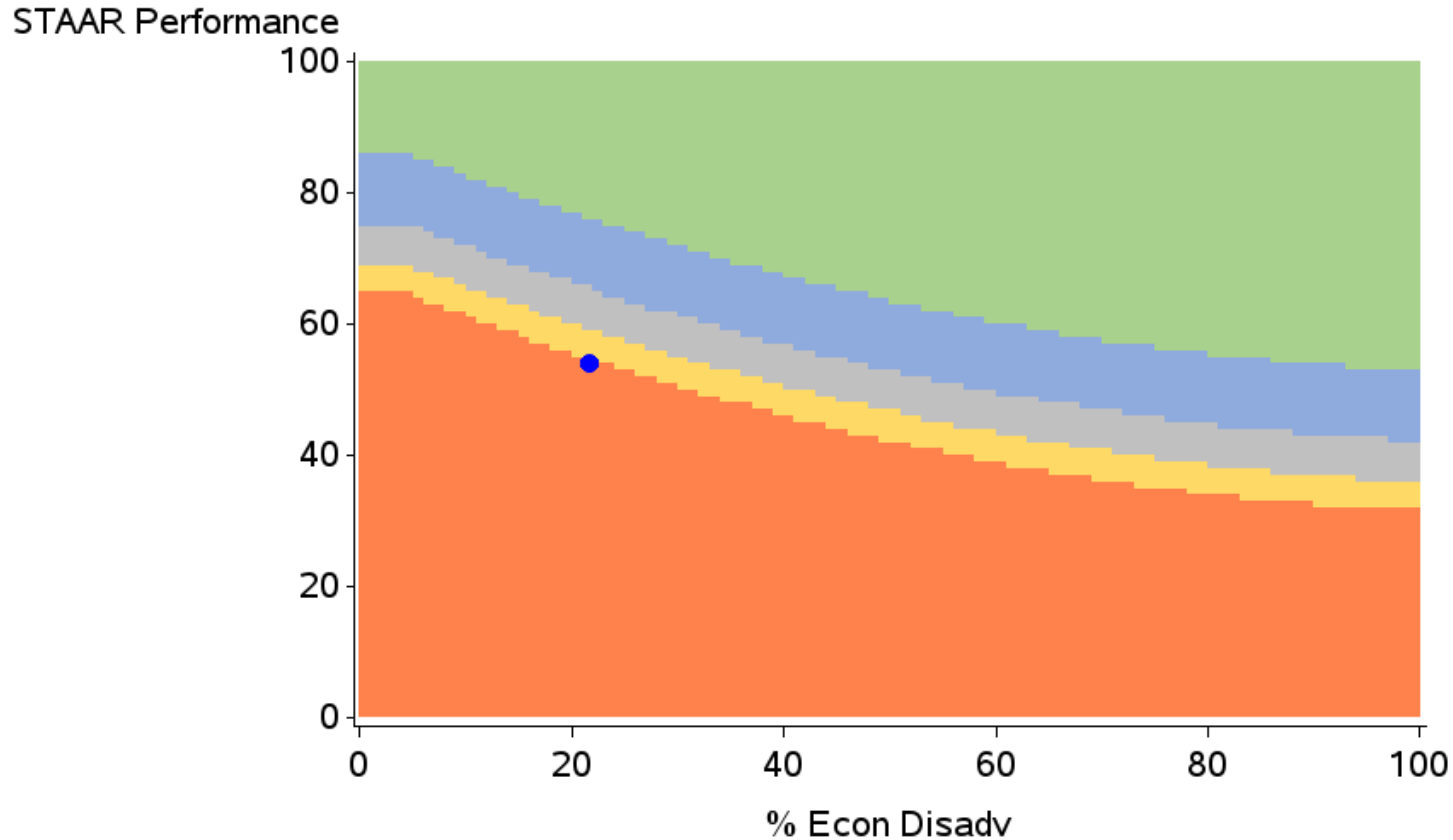
2019	Total	Points Available	Total Points
0 Points	89	0	0
0.5 Points	52	0.5	26
1 Point	347	1	347
	488		373
Score			76%

82=B

# School Progress Domain:

- Part B: Relative Performance

69=D



% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:			
				90	80	70	60
25.1	25.1 to 26	Elementary	56	74	63	57	53

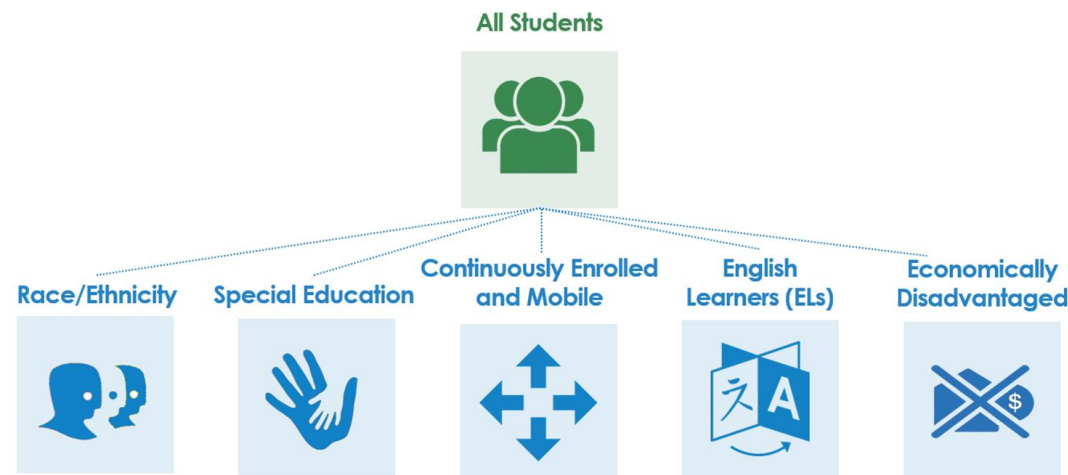
2019 % Econ Dis	STAAR
25.1	56



2018 % Econ Dis	STAAR
21.6	54

**Closing the Gaps Domain:** Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability system with the Every Student Succeeds Act (ESSA).

- STAAR ELA/Reading and Mathematics (MEETS Standard)
- Growth (Domain 2A)
- English Language Proficiency (TELPAS)
- School Quality or Student Success (Avg of App+Meet+Master)



87 = B

2019	Total Met/Total	Percent (Weight)	Score	Final
Academic Achievement	15 / 16	100% (33.3%)	31.3	<b>92</b>
Growth	13 / 14	81% (55.6%)	51.7	
ELP		<del>(10%)</del>		
Student Success	10 / 12	83% (11.1%)	9.2	



2018	Total Met/Total	Percent (Weight)	Score	Final
Academic Achievement	16 / 16	100% (33.3%)	33.3	<b>88</b>
Growth	13 / 16	81% (55.6%)	45.0	
ELP		<del>%(10%)</del>		
Student Success	10 / 12	83% (11.1%)	9.2	

Performance Targets vary per group

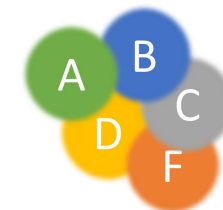
Calculate Indicators Met (Y) to Total Indicators

Each section is weighted (30%, 50%, 10%, 10%)

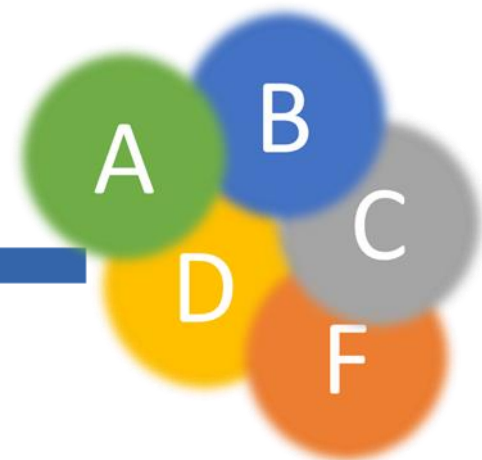
Student Achievement	School Progress		Closing the Gaps
	A: Academic Growth	B: Relative Performance	
85	82	69	87
	<i>Best of</i>		
	<i>Best of</i>		
	$85 \times 70\%$		$87 \times 30\%$
<b>Overall Score = 86</b>			

**B**

Scores are converted to **Scaled Scores** prior to weighting



**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
 SAVANNAH EL (061901119) - DENTON ISD



**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		85	B
STAAR Performance	56	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	B
Academic Growth	76	82	B
Relative Performance (Eco Dis: 25.1%)	56	69	D
Closing the Gaps	92	87	B

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned



**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**SAVANNAH EL (061901119) - DENTON ISD**  
 Campus Type: Elementary

<b>Indicator</b>	<b>Indicator Score Numerator</b>	<b>Indicator Score Denominator</b>	<b>Score</b>	<b>Quartile 1 Minimum Score</b>	<b>Quartile</b>
Attendance Rate	101,832.0	106,300.0	95.8	96.7	Q4
Accelerated Student Progress in ELA/Reading	74	244	<b>30</b>	30	<b>Q1</b>
Accelerated Student Progress in Mathematics	88	244	36	39	Q2
Grade 3 Reading Performance (Masters Grade Level)	33	105	31	42	Q3
Grade 3 Mathematics Performance (Masters Grade Level)	28	106	26	39	Q3
Grade 4 Reading Performance (Masters Grade Level)	30	121	25	37	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	48	121	40	48	Q3
Grade 4 Writing Performance (Masters Grade Level)	10	120	8	20	Q4
Grade 5 Reading Performance (Masters Grade Level)	57	132	43	46	Q2
Grade 5 Mathematics Performance (Masters Grade Level)	45	132	34	61	Q4
Grade 5 Science Performance (Masters Grade Level)	22	132	17	41	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	532	969	55.0	65.5	Q4
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	159	358	44.0	56.0	Q4

So, what now?





Reading	BOY	MOY	EOY
Kindergarten	A	C3	D+
First Grade	D+	G+	J+
Second Grade	J+	L+	N+
Third Grade	N+	O+	P+
Fourth Grade	P+	Q+	R+
Fifth Grade	R+	S+	T+



## STAAR Prediction Bands

Predictability Study of **ISIP Reading** and **STAAR Reading**



Evidence of ISIP Reading cut scores predict a student's **ability** to pass STAAR across grades 3-8 with 95% confidence.

### ISIP Reading Cut Scores to Predict Passing STAAR Reading Tests

Grade	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3	236	260	278
4	1,846	2,046	2,196
5	1,846	2,092	2,297
6	1,972	2,215	2,419
7	2,059	2,496	2,829
8	2,123	2,516	2,817

**Approaches Grade Level Performance** indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

**Meets Grade Level Performance** indicates that students have a high likelihood of success in the next grade or course, but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

**Masters Grade Level Performance** indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

September 2017



## Performance Standards

(reported in Quantile® Measures)

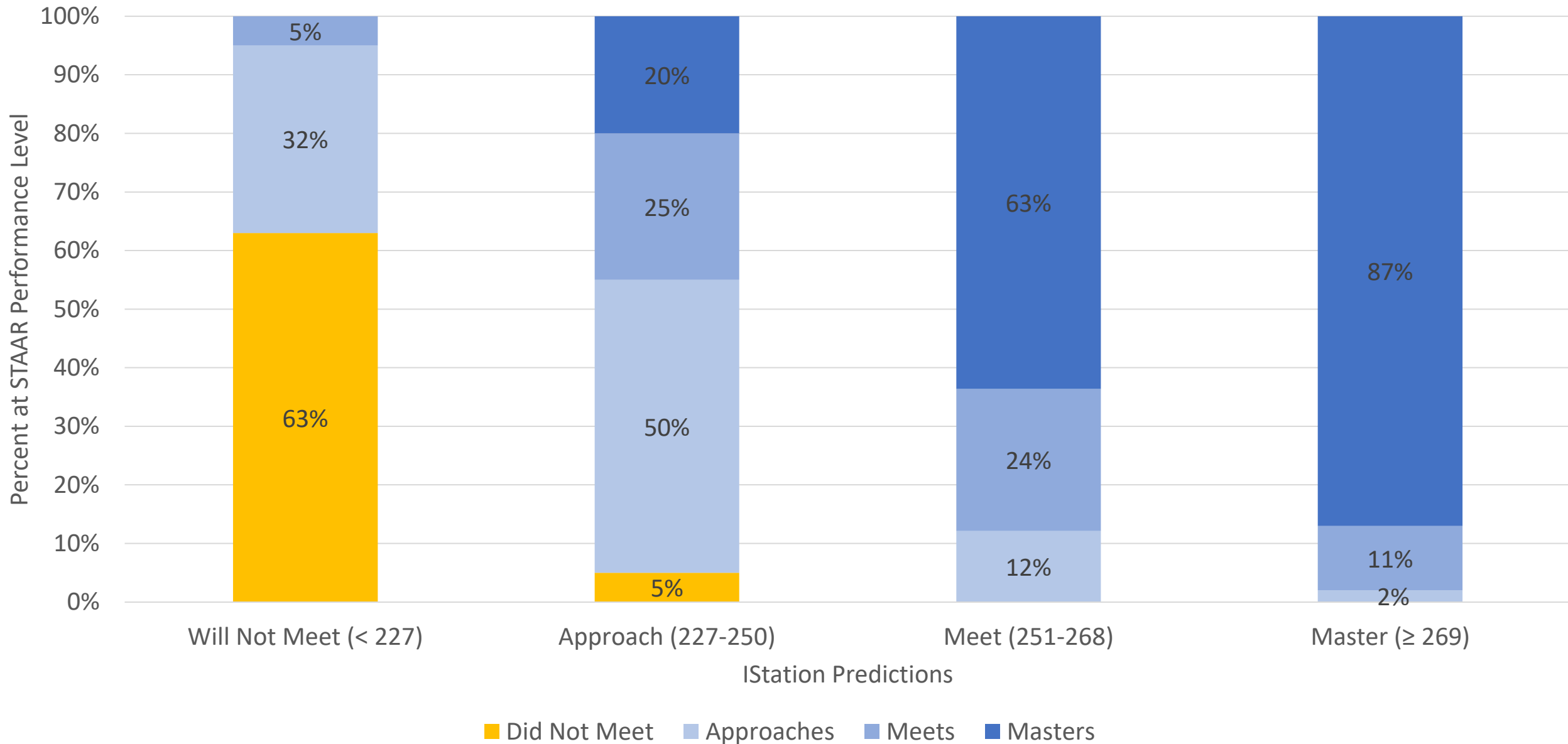
A Quantile® Linking Study was conducted in school year 2017-2018 in conjunction with TEA and Educational Testing Service (ETS). TEA and ETS provided the sample of students with STAAR mathematics or STAAR Algebra I results from the Spring 2017 STAAR administration. Quantile® Linking Test administration was conducted in the fall of 2017. A linear linking methodology was used for the linking study. The links resulted in student results on the STAAR mathematics Grades 3 through 8 and Algebra I being expressed in the Quantile® metrics.

Grade	Did Not Meet	Approaches	Meets	Masters
3	390Q and below	395Q to 590Q	595Q to 760Q	765Q and above
4	560Q and below	565Q to 750Q	755Q to 875Q	880Q and above
5	610Q and below	615Q to 805Q	810Q to 960Q	965Q and above

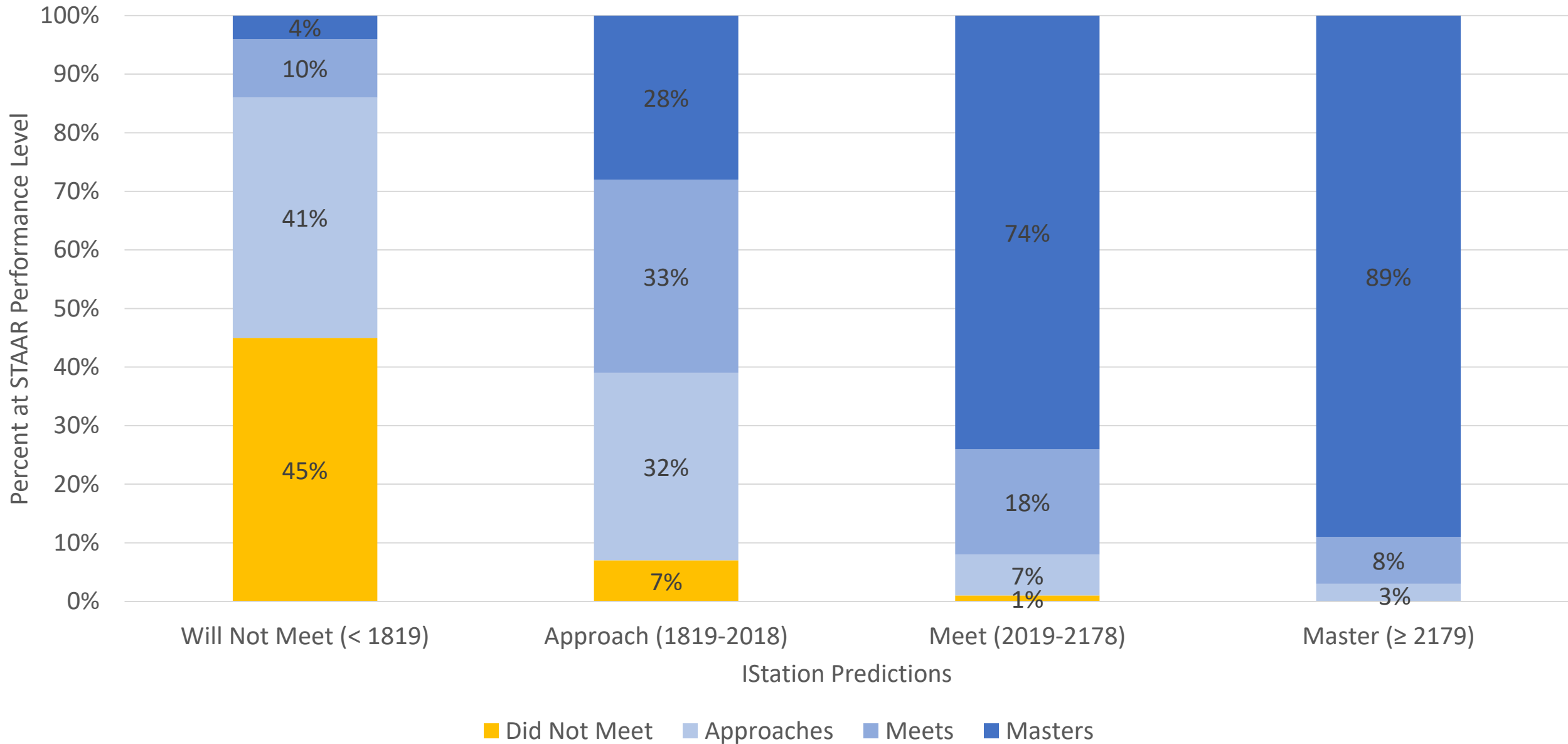
# IStation BOY\* Predictions to STAAR

## 3rd Grade Reading

\*with expected growth of 9 points to EOY



IStation BOY\* Predictions to STAAR  
 4th Grade Reading  
 \*with expected growth of 27 points to EOY



# IStation BOY\* Predictions to STAAR

## 5th Grade Reading

\*with expected growth of 155 points to EOY

