

TEXAS TURNAROUND CENTER

Making school turnaround a reality!

Welcome
Webinar
 May 14, 2009

We'll begin at 1:00 CST. If you are not hearing any audio through your speakers, click the Audio Setup link to adjust mic/speaker settings or call 512-919-5143 for assistance.

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Webinar Agenda

- Introductions and logistics
- Reminders and housekeeping
- TAKS Vertical Scale Scores
- Exemplary Dropout Prevention Programs in Texas
- Survey immediately following webinar

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Introductions

- **Moderator:** Catherine Haynes
- **Presenters:** John Fessenden
Chris Caesar
- **Monitor & Technical Support:**
 – Christina Brown
Christina.brown@esc13.txed.net
 512-919-5143

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Webinar Logistics: Audio

- Audio difficulties – what to do
- Phoning in for audio capability
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Webinar Logistics: Asking Questions

- To ask a question, please use the “Question” feature of the Webinar software. We will address most questions live at the end of the presentation.
- If you prefer to have a personal answer to a question, then please e-mail Christina at christina.brown@esc13.txed.net or call her at 512.919.5143

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TTC Housekeeping

1. ESC Turnaround Team Member Meetings

Summer meeting:

Session #1: May 6-8 in Abilene (Region 14)

Session #2: May 11-13 in Houston (Region 4)

Session #3: May 19-21 in Corpus Christi (Region 2)

Session #4: July 21-23 in Austin (Region 13)

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TTC Housekeeping

2. Webinars*

Thurs, June 18

Thurs, Sept 24

Thurs, Nov 5

Thurs, Dec 10

Thurs, Jan 21, 2010

* All Webinars begin at 1:00 PM CST

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TTC Housekeeping

2. Webinar

June 18:

- TEA's Program Monitoring and Interventions



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3. State Accountability: Important Dates

May 29:

- Deadline for year 3 AU campuses to submit seventh progress report

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4. State Accountability: Important Dates

June 15, 2008

- Deadline for year two AU Campus Intervention Teams (CITs) to submit a final version of the School Improvement and Reconstitution Plan, Part B

June 30:

- Deadline for year 1 and 2 AU campuses to submit fourth progress report
- Deadline for year 3 campuses to submit eighth progress report
- Deadline for new AA campuses (last year AU) to submit fourth progress report



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Next: John Fessenden

Suggested document:

- Copy of webinar PPT
- Vertical Scale Scores

Supplemental documents:

- Vertical Scale Info (from TEA)
- Vertical Scale Scores FAQ (from TEA)



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Poll Question

- In a minute a poll question will pop up on your screen
- Please take a moment to submit your answer by clicking one of the options



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Making school turnaround a reality!

John Fessenden
 Director of Accountability and Research
 Del Valle ISD

TAKS Vertical Scale Scores

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Objectives

Explain and make sense of

- Vertical Scales
 - Why are we implementing vertical scales?
 - What will they add to our understanding of assessment results?
 - What impact will they have on instruction?

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Assessment and Accountability 2009

- Things to feel **GOOD** about . . .
 - Vertical scale scores will provide us helpful information in
 - Identifying students for interventions 1 to 3 years **BEFORE** they might experience difficulty on state assessment
 - Identifying effective interventions currently being used in classrooms
 - TPM (Texas Projection Measure) will allow districts/campuses to count some students as "Passers" even though they did **NOT** pass the test
 - Approved for use in state accountability – April 21, 2009
 - New term?
 - "Artificial passers"

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Vertical Scales

First . . .

– An example . . .



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The Singer's Saga

- Beyoncé is, without a doubt, one of the most glamorous women in the music industry
- Still, her weight and body shape have been the subject of tabloid fodder (and nicknaming) for years
- So . . . Beyoncé decides to enroll in the latest celebrity crash diet program called ***“Waisting Away – Don’t Wait, Lose Weight!”***

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The Singer's Saga

- On Day 1 of the program, Beyoncé reports to the *Waisting Away* clinic in Los Angeles, and her weight is recorded as 125
- Beyoncé then spends 12 grueling weeks following the *Waisting Away* program
- At the end of the program, she reports to the *Waisting Away* clinic located on the site of her new music video being filmed in Cabo San Lucas, where her weight is recorded as 61
- **Question:** Is Beyoncé a happy woman? Has she lost weight?

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The Singer's Saga

Answer:



- In Los Angeles, Beyoncé's weight was measured in pounds (125)
- In Cabo, her weight was measured in kilograms (61)
- To compare pounds and kilograms, you first have to convert to a common scale
- To convert kilograms to pounds:
 $61 \times 2.2 = 134.2$
- So, after 12 weeks on the *Waisting Away* program, Beyoncé actually gained 9.2 pounds
- So she is probably NOT happy!

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The Singer's Saga

- What was the "problem" in Beyoncé's saga?
 - She was trying to measure the same thing (her weight), but she used 2 different measuring instruments aligned to 2 different scales (pun intended)
 - One aligned to pounds
 - One aligned to kilograms
- You cannot compare measures obtained from measuring instruments that are aligned to different scales unless you convert the measures to a **common scale**
- This is the problem that Vertical Scales Scores on TAKS are designed to fix

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State Assessment:

The Transition to Vertical Scales

Vertical Scale (Senate Bill 1031 – 2007 Legislative Session)

- Statutory Requirements
 - Reading and Math
 - Grades 3-8 (English)
 - Grades 3-6 (Spanish)
 - Why only Reading and Math (Grades 3-8)?
 - SB 1031 is the End-of-Course bill – eliminated TAKS at 9th, 10th and 11th
 - Reading and Math are the only subjects tested at each grade level
 - Purpose: To make it possible to compare the performance of an individual student on assessment instruments from one grade level to the next
 - Statutory Language: Vertical scales to be implemented beginning with the 2008-09 school year

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Why Scale Scores?

- Starting Point: "Raw Score"
- A raw score is one way to report a student's performance on a test
 - Example: 33 out of 50 = 67% correct
- BUT raw scores may have different meanings on different tests (even tests of the same material or curricular content) if the tests consist of different questions
 - Does 67% correct always indicate the same level of performance?
 - What if one set of questions are more difficult than the other set?

Raw Scores:

Subtraction Test – 4th Grade Math

Suppose Student A gets 4 correct out of the following 6 problems:

1. $13 - 2 =$
2. $276 - 35 =$
3. $45 - 23 =$
4. $894 - 94 =$
5. $637 - 16 =$
6. $3,962 - 2,241 =$

Suppose Student B gets 4 correct out of the following 6 problems:

1. $13 - 8 =$
2. $276 - 39 =$
3. $45 - 7 =$
4. $894 - 55 =$
5. $637 - 140 =$
6. $3,962 - 2,974 =$

Question: If Student A and Student B both get 67% correct (raw score), have they demonstrated the same level of learning?

Scale Score

- A **scale score** is a conversion of the raw score onto a "scale" that is common to all test forms **for that assessment**
 - The scale score takes into account the difficulty level of the specific set of questions



- In this example, 2100 scale score =
 - 5 questions correct on the "easier" test
 - 3 questions correct on the "harder" test
- 2100 represents the same performance level on the specific curricular standards being tested

Scale Score

- A real TAKS example of **scale score** conversion of the raw score onto a "scale" that is common to all test forms **for that assessment**
 - 5th Grade Reading TAKS

29/42
March
2008

Easier

→

2100

←

28/42
March
2009

Harder

➤ Which test was "harder"?

- March 2009
- A lower "raw score" on the March 2009 5th Grade Reading TAKS was necessary to represent the same performance level (2100 scale score) as the March 2008 5th Grade Reading TAKS

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TAKS Horizontal Scale

The scale score currently used for TAKS (with a 2100 cut point for "Met Standard") is a **horizontal scale**

- Scales **within** a single grade (e.g., 3rd grade) can be compared across tests and across years
 - 2100 means the same level of performance for the 2nd administration of Reading as it did for the 1st administrations
 - 2100 means the same level of performance at 3rd grade in 2009 as it did in 2008

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TAKS Horizontal Scale

The scale score currently used for TAKS (with a 2100 cut point for "Met Standard") is a **horizontal scale**

- BUT**, scale scores **across** grades (e.g., 3rd grade to 4th grade) **cannot** be directly compared
 - 2100 at 4th grade in 2009 does not mean exactly one year of growth from 2100 in 3rd grade in 2008
 - Even though the tests are measuring the same thing (student knowledge of curricular content standards), the scores cannot be directly compared (because the measuring instruments, i.e., the TAKS tests, are not aligned to the same scale
 - It's almost as if 3rd grade TAKS is using a pound scale and the 4th grade TAKS is using a kilogram scale

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TAKS Horizontal Scale

- Example: What if a student scored as follows:
 - 2008: 4th grade Math = 2020
 - 2009: 5th grade Math = 2020
- The student scored exactly the same 2 years in a row
- The student failed to meet standard (Met Standard = 2100)
- It appears that the student stayed in the same level of mastery of 4th grade curriculum and 5th grade curriculum
- Does that mean that the student made one year's progress for one year of instruction?

TAKS Horizontal Scale

- Currently, the only way to estimate a student's academic growth on TAKS over 2 consecutive years/grades is the Texas Growth Index, or TGI
- This requires "equating" of the TAKS results across grade levels (due to the fact that the TAKS tests are not vertically aligned across grades)
 - Essentially requires that the TAKS results from the 2 grade levels be converted to a common scale
 - Like converting pounds to kilograms

Equating Year-To-Year Horizontal TAKS Scores Using TGI

TGI Illustration - 4th to 5th Grade Math			
Year	Grade	Subject	Scale Score
2008	4th	Math	2020
2009	5th	Math	2020
Step	Description	Example	
1	Scale Score in 2008	2020	
2	"Multiplier" (from TEA table)	1.258	
3	2008 SS x Multiplier (#1 x #2)	2541.160	
4	"Starting Point" (from TEA table)	-530.830	
5	"Expected Score" in 2009 (#3 + #4)	2010.330	
6	Actual Scale Score in 2009	2020	
7	TGI Difference (#6 - #5)	9.670	
8	"Adjustment factor" (from TEA table)	160.010	
9	Adjusted TGI (#7 ÷ #8)	0.06	

Vertical Scale

- **Main Advantage**
 - Allows educators and parents to interpret year-to-year growth for an individual student based on scale scores from year-to-year
 - Much simpler than TGI analysis
- **Possible Disadvantage**
 - Each grade level and content area to which the Vertical Scale applies will have its own "cutpoint scores" for "Met Standard" and "Commended"
 - 40 different cutpoints for "Met Standard" and "Commended"
 - **BIG CHANGE!**
 - 2100 will not be the "Met Standard" cutpoint
 - 2400 will not be the "Commended" cutpoint

Vertical Scale

- Adopted by SBOE in January 2009
 - Vertical scale scores for Reading and Math, Grades 3-8
 - Same cutpoints apply to TAKS, TAKS-Accommodated and TAKS LAT
 - BUT English and Spanish versions have different cutpoints
 - Scale: 0 to 1000
 - Scale score required for "Met Standard" or "Commended" will increase with each grade level
 - Different scale scores for "Met Standard" and "Commended" for Reading and for Math
 - Scale score passing standards for all state assessments in subjects and grades **OTHER THAN Reading and Math in Grades 3-8 will remain 2100**
 - Vertical scale scores to be applied to Spring 2010 assessments
 - But will be REPORTED in 2009

Vertical Scale

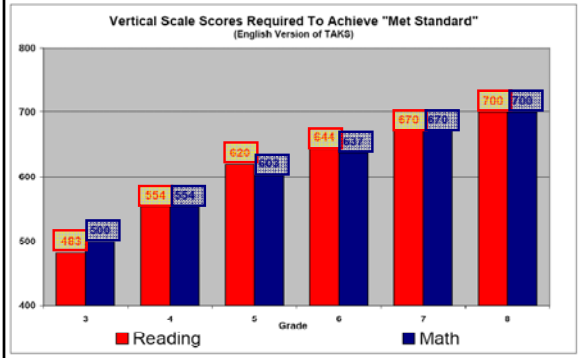
- TAKS assessments NOT transitioning to the vertical scale (all grades and subjects OTHER than Reading and Math, Grades 3-8)
 - Writing – Grades 4 and 7
 - Science – Grades 5, 8, 10, and Exit
 - Social Studies – Grades 8, 10, and Exit
 - Reading – Grade 9
 - ELA – Grades 10 and Exit
 - Math – Grades 9, 10 and Exit
- These assessment results will be reported on the existing horizontal scale
 - 2100 = Met Standard
 - 2400 = Commended

Vertical Scale

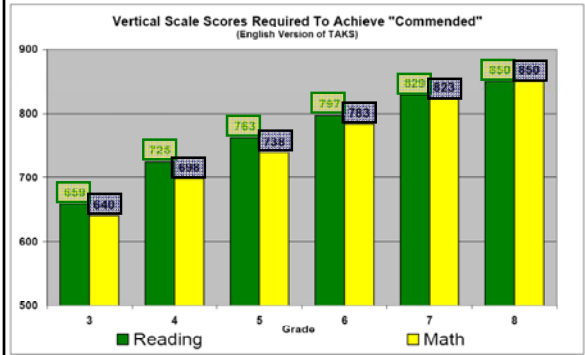
Vertical Scale for other assessments

- TAKS-Alt
 - No plans to create a vertical scale
- TAKS-M
 - TEA is currently evaluating plans for implementing a vertical scale
- TELPAS
 - Currently reporting on a vertical scale
- End-Of-Course
 - No plans to create a vertical scale

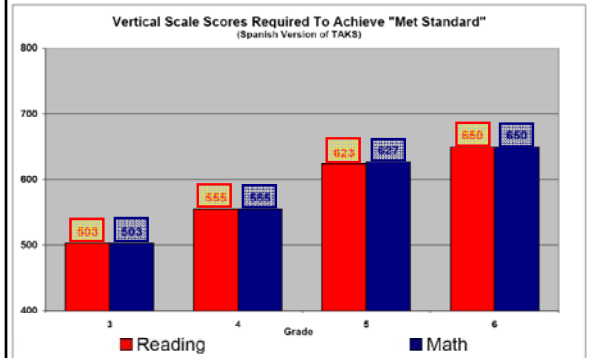
Vertical Scale Cutpoints (English) – Met Standard



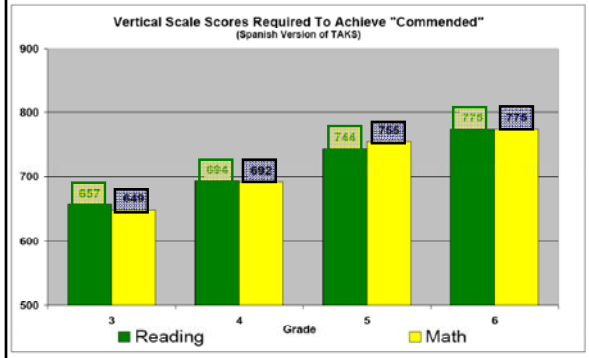
Vertical Scale Cutpoints (English) - Commended



Vertical Scale Cutpoints (Spanish) – Met Standard



Vertical Scale Cutpoints (Spanish) - Commended



Grade Level

Vertical Scale

(Reading a CSR in 2009)

Vertical Scale Score

Grade 3

Texas Assessment of Knowledge and Skills

Confidential Student Report

Reading Test

Horizontal Scale Score and "Met Std" Indicator

TPM – Projected to Meet Std

Mathematics

Vertical Scale Score

Texas Projection Scores—Projected to Meet Standard at Grade 11: 39

Using Vertical Scales in the Texas Projection Measure

6th Grade Reading (in 2009) to
8th Grade Reading (in 2011)

	Coefficients			6th Grade Reading "Met Std" Vertical Scale = 644 (All 5 students "Did Not Meet Std" BUT 4 of the 5 will "Meet TPM")			
	a = 0.4770	b = 0.2511	c = 0.0784	Intercept	TPM	8th Gr. Vert Scale "Met Std"	Met TPM
	2009 Vert Scale Score Rdg	2009 Vert Scale Score Math	2008 Camp Mean Rdg				
1	640	640	644	225.28	742	700	Y
2	600	640	644	225.28	723	700	Y
3	600	640	350	225.28	700	700	Y
4	550	640	644	225.28	699	700	N
5	500	750	644	225.28	703	700	Y

Using Vertical Scales in the Texas Projection Measure

8th Grade Reading (in 2009) to
11th Grade ELA (in 2012)

	Coefficients			8th Grade Reading "Met Std" Vert Scale = 700			
	a = 0.5333	b = 0.4835	c = 0.1967	Intercept	TPM	11 th Gr. Horiz Scale "Met Std"	Met TPM
	2009 Vert Scale Score Rdg	2009 Vert Scale Score Math	2008 Camp Mean Rdg				
1	640	640	700	1370.00	2158	2100	Y
2	600	640	700	1370.00	2137	2100	Y
3	600	640	500	1370.00	2098	2100	N
4	525	640	700	1370.00	2097	2100	N
5	500	750	700	1370.00	2137	2100	Y

Vertical Scales

How to use the data


- Compare 2009 Vertical Scale to 2008 Vertical Scale
- Calculate growth for each student
- Compare to "expected growth"
- Look for patterns
 - Campuses/classrooms with significant numbers of students whose "actual growth" > "expected growth"
 - "Actual growth" of students receiving specialized services (RTI or other interventions)
 - Are the interventions resulting in "actual growth" > "expected growth"

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Vertical Scales						
Expected growth amounts						
Grade	Reading			Math		
	Prior Yr	Current Yr	Expected Gain	Prior Yr	Current Yr	Expected Gain
3rd to 4th	483	554	71	500	554	54
4th to 5th	554	620	66	554	603	49
5th to 6th	620	644	24	603	637	34
6th to 7th	644	670	26	637	670	33
7th to 8th	670	700	30	670	700	30

Question and Answers

Responses to questions posed during John's webinar presentation



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Next: Chris Caesar


Suggested materials:

- Copy of webinar PPT

Supplemental Document:

- "Best Practices In Dropout Prevention" report

For copies see the "Related Links and Resources" section of our website - www.txturnaround.org



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Poll Question

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- Please take a moment to submit your answer by clicking one of the options

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Chris Caesar
Program Manager
College and Career Readiness
Texas Education Agency

Best Practices In Dropout Prevention

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Best Practices in Dropout Prevention Study

Study mandated in House Bill 2237, Texas Education Code (TEC) §7.031 of the 80th Texas Legislature.

Final report must:

- 1) Identify any high-performing and highly efficient dropout prevention programs;
- 2) Identify the dropout prevention programs that have the most potential for success in Texas;
- 3) Recommend legislation or other actions to implement effective programs.

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Best Practices in Dropout Prevention Study

The report presents “end to end” information to help policymakers and practitioners:

- Identify programs that work;
- Classify best practices that are common to effective programs;
- Pinpoint key factors in successful implementation and replication of best practices;
- Understand in what contexts programs work; and
- Identify future directions that can guide Texas policy on dropout prevention

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Methodology and Sources

- An extensive literature review from sources such as the U.S. Department of Education’s What Works Clearinghouse, RAND’s Promising Practices Network, and SAMHSA’s National Registry of Evidence-based Programs and Practices was conducted.
- 520 titles and abstracts were reviewed

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Methodology and Sources

Programs were measured and assessed based on their effect size for each intervention listed below on given outcomes.

■ Dropout	■ Reading Proficiency
■ Graduation	■ Math Proficiency
■ GED completion	■ Credit Completion
■ Diploma or GED completion	■ Promotion
■ Attendance	■ Dropout Recovery

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Methodology and Sources

Based on an analysis of the combined effect sizes of interventions, programs were classified in a three-tier system.

- 1) identify evidence-based programs with multiple rigorous studies (Tier 1);
- 2) evidence-based programs with at least one study (Tier 2); and,
- 3) programs that met NDPC/N's standards for quality, even though they were not the subject of published research (Tier 3).

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Best Programs – National

- Check and Connect
- Achievement for Latinos through Academic Success (ALAS)
- Career Academies
- Communities In Schools (CIS)

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Best Programs - Texas

- Career Academies (Tier 1 evidence)
- Communities In Schools (Tier 2 evidence)
- Project GRAD (Graduation Really Achieves Dreams) (Tier 1 evidence)

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Non-Texas Programs with Potential for Success

- ALAS (Tier 2 evidence)
- Check and Connect (Tier 1 evidence)
- Talent Development High School (Tier 2 evidence)

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Best Practices

- School-community collaboration
- Safe learning environments
- Family engagement
- Mentoring/tutoring
- Alternative schooling
- Active learning
- Career and technical education

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Study Recommendations

- 1) Texas should prioritize programs that employ as many of the NDPC/N's 15 effective strategies as possible. Programs need to address an array of risk factors and reasons for students dropping out of school.
- 2) Texas should provide multiple years of funding to districts/charter schools to develop, implement, and evaluate programs.

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Study Recommendations

3) Texas should create a Texas Dropout Prevention Technical Assistance Center to provide training, resources, and support to districts and charter schools. This Center, which could be tied to existing infrastructures such as the Texas Turnaround Centers, would help programs implement effective long-term strategies to improve dropout prevention and high school graduation rates.

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Study Recommendations

4) Texas should support programs that implement the 15 strategies at the pre-K, elementary, and middle school levels. This support will ensure that students stay on grade level and on-track to enter high school prepared to graduate college and career ready

5) Texas should continue to focus programs on ensuring that students in Texas graduate and are college and career ready.

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Study Recommendations

6) Texas should identify and remove policies at the local and state levels that create disincentives for recovering students who have previously dropped out of school.

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Additional Policy Considerations

- Promote the use of Individual Graduation Plans (IGP's/PGP's) for all students beginning in the sixth grade
- Develop and utilize an early warning system
- Pilot a graduation coaches program
- Conduct more research on typologies of dropouts and reasons why students drop out.
- Strengthen the linkages between K-12 and postsecondary education
- Focus new initiatives on attendance

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Contextual Factors

- Urbanicity
- Racial/ethnic makeup
- Percent economically-disadvantaged
- Percent of special needs students
- Percent of pregnant/parenting students

Other school, community, family, and personal issues can have significant impacts as well.

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Bottom Line

“The information presented in this report can be distilled down to one salient point: Dropout prevention is a complicated endeavor and must involve a wide range of services to tackle a wide range of problems. There are multiple pathways to dropping out of school, and therefore, any dropout prevention program should have a multi-faceted strategy to serve a wide range of students who are at-risk of dropping out.”

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Bottom Line

“Overall, our results indicate that dropout prevention programs are reporting successes in various settings and with different populations. The evidence demonstrates that it is possible to achieve positive results using a core set of effective strategies, even among the highest risk populations.”

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Uses of the Study

- Guide legislative action and policy
- Guide state, agency, Education Service Center action and policy
- Guide district and campus program decisions
- Provide research-based evidence and support for specific actions
- Provide a reference resource and links to relevant documents and programs
- Provide information on implementation issues

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Resources

To view and download the study, please visit the Dropout Prevention page of the State Initiatives section of the TEA website at <http://www.tea.state.tx.us/index3.aspx?id=3539> and click on “Research.”

The TEA Dropout Prevention page also has links to information about state and other programs, resources, and policies regarding dropout prevention and recovery.

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Resources

Resource:

IES *Practice Guide: Dropout Prevention*. National Center for Education Evaluation and Regional Assistance: Institute of Education Sciences. September, 2008.
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

Summary:

The *Practice Guide* is part of a series of guides published to "bring the best available evidence and expertise to bear on the types of systematic challenges that cannot currently be addressed by single interventions or programs." The guide provides specific recommendations for program design, development, and implementation.

Use:

Provides concrete, current, research-based guidance for the development of effective programs. Includes extensive references in a comprehensive bibliography section.

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Resources

Resource:

Hammond, Cathy. *Dropout Risk Factors and Exemplary Programs: A Technical Report*. National Dropout Prevention Center/Network and Communities In Schools. May, 2007.

Summary:

This study identifies the risk factors significantly associated with dropping out of school and identifies exemplary, evidence-based programs that target specific risk factors and conditions.

http://www.dropoutprevention.org/resource/major_reports/communities_in_schools/Dropout%20Risk%20Factors%20and%20Exemplary%20Programs%20FINAL%205-16-07.pdf

Use:

May be used as a source of extensive research as well as an aid to program design and implementation.

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Resources

Resource:

Balfanz, Robert. *Grad Nation: A Guidebook to Help Communities Tackle The Dropout Crisis*. America's Promise Alliance.

Summary:

America's Promise Alliance recently commissioned [Grad Nation](http://www.americaspromise.org/GradNation/), a new tool comprising the best evidence-based practices for keeping young people in school paired with suggestions for effectively preparing them for life after high school.

<http://www.americaspromise.org/GradNation/>

Use:

Identify effective programs and strategies and assist in the planning and development of initiatives.

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Contact Information

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Question and Answers

**Responses to questions
posed during the
webinar**

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In Conclusion

- The reports referenced by Chris will be available on the "Related Links and Resource" section of our website - www.txt turnaround.org
- By Tues, May 19th, this webinar will be archived and available on our website.
- Immediately following this webinar, a brief survey will appear in the browser window. Please respond before closing the browser. Use scale of 1 if strongly disagree with the statement and 5 if strongly agree.

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