



## **Technical Notes for Indicators used in the 2011 Blueprint For Educational Change FAQ**

### **All Children Enter Kindergarten School Ready**

**Children Entering Kindergarten School Ready.** Central Texas Guide to School Readiness assessment data were collected from 997 children attending kindergarten in participating Central Texas school districts or charter organizations. All rates are weight-adjusted percentages so the sample's ethnic distribution matched that of the kindergarten population.

**Eligible 4 Year Olds Enrolled in Public Pre-K.** Data were from an ad-hoc request to the Texas Education Agency and were generated at the district level. Denominator includes students in kindergarten in 2009-10 in a Central Texas district who met either of the two most common criteria for eligibility to attend pre-k, which are: (a) economically disadvantaged or (b) limited-English proficiency and who were either (a) enrolled in pre-k in the same district in 2008-09 or (b) not enrolled in any district in the state in 2008-09. Numerator includes only those students in the denominator who attended pre-k in the same district in 2008-09. The two enrollment criteria were used to eliminate students who (1) also attended kindergarten in 2008-09, (2) attended pre-k in another district in 2008-09, or (3) followed a non-traditional grade-level sequence (e.g., EE to K, Grade 1 to K). The small percentage of children who were homeless in 2008-09 or who were children of active or deceased military parents in 2008-09 were not included because of the inability to track the measure in kindergarten (i.e., military parents) or the instability of the measure across school years (i.e., homeless status).

### **Central Texas Eliminates Achievement Gaps while Improving Overall Student Performance**

**Student TAKS Passing Rates.** Percentage met data are from E3 Alliance analysis of data provided by Dr. Ed Fuller, University of Texas at Austin. Greater than or equal to 80% met based on 2010 results. Progress toward 60% improvement over the 2007 results was computed by first calculating the slope of the least squares line through the 2008, 2009, and 2010 percentage met data. Eight times the slope was added to the 2007 percentage met and this value was compared to 1.6 times the 2007 percentage met rate. If the former value equaled or exceeded the latter value, then the group was on track.

**% Campus with High Student Growth.** Student growth percentiles (SGP) were computed for every student in the state using quantile regression with 2010 TAKS as dependent variable and up to three years of prior TAKS scores as independent variables (2007, 2008, and 2009). No ethnicity or economic disadvantage status was used. Only data for TAKS, English versions, and first administration were included, and data for Braille, online, and makeup versions were excluded. Students were included if they had valid scores for consecutive grade levels. For example, if Johnny was in Grade 7 in 2010, then we included Johnny if and only if he had at least a valid Grade 6 TAKS score in 2009. Johnny could have had scores for Grade 6 in 2009, Grade 5 in 2008, and Grade 4 in 2007. Furthermore, if Johnny was in Grade 6 in 2009 and Grade 5 in 2008 and 2007, then only



data for Grade 6 in 2009 and Grade 5 in 2008 were included. See Betebenner, 2009, for technical details. Once student-level growth values were computed, median campus-level growth scores were computed for campuses with more than 30 students. High student growth was considered to have occurred when the campus median SGP score was equal to or greater than 50.

A **high-need campus** is defined as a campus with either (a) a percentage economically disadvantaged that exceeded the state's average of 59.0%, (b) a percentage limited-English proficient that exceeded the state's average of 16.9%, or (c) a percentage of students receiving special education services that exceeded the state's average of 9.0%.

**Transition Years.** High student growth was considered to have occurred when the campus median SGP score was equal to or greater than 50. Median was computed for students who were in Grade 6 in 2010, or who were in Grade 9 in 2010, depending on the transition reported.

### **Students Graduate College and Career Ready and Prepared for a Lifetime of Learning**

**Grade 9 Promotion.** Denominator includes students enrolled in Grade 9 in 2008-09, not enrolled in Grade 9 in 2007-08, and enrolled in a district in the E3 region according to the PEIMS enrollment files. Numerator includes students in denominator who were in Grade 9 in 2009-10. Students who left school for valid reasons (home schooled, died, left the state) were not removed from the denominator because leaver data for 2009-10 will not be available until fall 2011, at which time this value will be updated. The promotion rate was computed as  $1 - \text{numerator}/\text{denominator}$ . Data compiled at University of Texas at Dallas Education Research Center by Marshall Garland.

**Dropout Rate.** Denominator includes students enrolled in Grade 9 in 2005-06, not enrolled in Grade 9 in 2004-05, and enrolled in a district in the E3 region minus students who were leavers in 2006-07, 2007-08, or 2008-09. Numerator includes students in denominator who were coded as dropouts in the PEIMS leaver files for 2006-07, 2007-08, and 2008-09 school years. Data compiled at University of Texas at Dallas Education Research Center by Marshall Garland.

**On-Time Graduates.** Denominator includes students enrolled in Grade 9 in 2005-06, not enrolled in Grade 9 in 2004-05, and enrolled in a district in the E3 region minus students who were leavers in 2006-07, 2007-08, or 2008-09. Numerator includes students in denominator who were coded as graduates in 2006-07, 2007-08, or 2008-09 school years. Data compiled at University of Texas at Dallas Education Research Center by Marshall Garland.

**College-Ready Graduates.** Denominator includes students who graduated in 2008-09 from districts in E3's region and who had valid exit-level TAKS ELA and Math scores in 2007, 2008, or 2009 TAKS files. Numerator includes students in denominator who met the Higher Education Readiness Component (HERC; also known as Texas Success Indicator or TSI). When a student had multiple valid scores for an assessment, the record with the highest score was retained. Students without valid scores on both assessments were excluded. Of the graduates in 2008-09, 1,960 (12%) had not taken exit-level TAKS. Data compiled at University of Texas at Dallas Education Research Center by Marshall Garland.



***High School Graduates Enrolling in College.*** Source: Ray Marshall Center's Central Texas Student Futures Project, September 2010. Data for Class of 2009 and districts include Austin, Bastrop, Del Valle, Eanes, Hays, Leander, Manor, Pflugerville, Round Rock, and San Marcos.

***College Freshman Persisting to Sophomore Year.*** Source: Cumpton, Schexnayder, and King, 2009. Data for Class of 2007 who attended 2-year and 4-year institutions of higher education and the students graduated from any of the following districts: Austin, Del Valle, Eanes, Leander, Manor, Pflugerville, Round Rock, and San Marcos.