

School Effectiveness Indices in
the Dallas ISD

April 2008

History

- Dallas ISD produced its first indices in 1984.
- In 1991, the Commission on Educational Excellence, chaired by Sandy Kress, mandated a process to fairly identify effective and less effective schools and recognized the validity of the district strategy.
- The two purposes of the system were to reward highly effective schools and provide assistance to less effective schools.
- The current system was put in place in 1992, refined in 1995, and has been in use since then.

Broad Input Into the System

- The district convened an Accountability Task Force composed of principals, teachers, parents, community members, business representatives, and school administrators to oversee the indices.
- District statisticians constructed the system to be fair and to incorporate the education direction from the Task Force.

Indices Used in Performance Awards Since 1992

- The School Effectiveness Indices have been used as the basis of the district's Outstanding School Performance Awards continually since 1992.
- All employees, professional and support, in highly effective schools receive a reward.
- Rewarding the entire school promotes collegiality and teamwork.

School Effectiveness Indices

Provide Fair Measures

- The SEIs allow the district to measure school effectiveness fairly. Factors outside of the control of the school are neutralized.
- No school gains an advantage from or is at a disadvantage from these factors:
 - Socioeconomic status
 - Language proficiency
 - Ethnicity
 - Gender
 - Prior student achievement

Indices Outcomes Include

- Student test results (80%-95%) (TAKS-Norm Referenced-District EOC tests)
- Attendance
- Graduation rate
- Percent in honors courses
- Percent taking SAT/ACT
- Other school variables

Output Includes

- An overall School Effectiveness Index for each school.
- Individual grade and test indices for each school.
- Output necessary to compute individual classroom indices.

Advantages/Cautions

- Provides a measure of overall school effectiveness that can be used to reward all teachers and personnel in the school.
- Provides information on strengths and weaknesses by grade and subject area for planning, staff development, and instructional improvement.
- Will not replace overall performance measures like TAKS, but provides an absolutely necessary supplement to measure schools with disadvantaged students.

Transparency

- The Dallas ISD effectiveness indices are based on formulas which have been published since the system's inception. As refinements were made, revised formulas were published.
- The model has received continuous peer review by leading national experts.
- All computations can be done using commercially available software.

Costs

istrict must have a database to
ment indices. PEIMS meets this
s not included in the costs.

of software, personnel, and over
duce indices, over and above
sary PEIMS reporting, is under \$r
nt.

Expansion

- The Dallas ISD school effectiveness model can be expanded using commercially available software.
- To meet state turnaround deadlines, the system would have to be specially adapted to the state databases, but this should involve routine programming and statistical analysis.
- Training and explanatory material would be the largest expenses in implementing the system. Service Centers would provide the ideal vehicle for this purpose.