

# **2013 Accountability Manual**

For Texas Public School Districts and Campuses

Texas Education Agency  
Department of Assessment and Accountability  
Division of Performance Reporting

July 2013

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<http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

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# **2013 Accountability Manual**

## **Chapters 1-13**



# Chapter 1 – Introduction

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In 2009, the Texas Legislature passed House Bill (HB) 3 mandating the creation of an entirely new accountability system focused on the achievement of postsecondary readiness for all Texas public school students. Texas Education Agency (TEA) has worked closely with public school personnel and others to develop an integrated accountability system based on the following goals and guiding principles.

## GOALS

Texas will be among the top ten states in postsecondary readiness by 2020, by:

- Improving student achievement at all levels in the core subjects of the state curriculum,
- Ensuring the progress of all students toward achieving advanced academic performance,
- Closing advanced academic performance level gaps among groups,
- Closing gaps among groups in the percentage of students graduating under the Recommended High School Program and Distinguished Achievement (Advanced) High School Program, and
- Rewarding excellence based on other indicators in addition to state assessment results.

## GUIDING PRINCIPLES

### Student Performance

- The system is designed to improve student performance.
- The system focuses on preparing students from the elementary grades and higher for success after high school.

### System Safeguards

- The system uses safeguards to minimize unintended consequences.

### Recognition of Diversity

- The system is fair and addresses the diversity of student populations and educational settings.

### Public Participation and Accessibility

- The system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

### Coordination

- The system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

### Statutory Compliance

- The system is designed to comply with statutory requirements.

### **Local Responsibility**

- Districts are responsible for submitting accurate data upon which ratings are based.
- The system relies on local school districts to develop and implement local accountability systems that complement the state system.

### **Distinction Designations**

- Distinction designations are based on higher levels of student performance.

To achieve these goals, a three-tiered approach of assigning accountability ratings based on four performance indexes, awarding distinction designations, and applying system safeguards will be implemented beginning with the 2013 accountability system. Accountability ratings are assigned to every district and campus in the Texas public education system each year. In 2013, the system will assign a rating label – *Met Standard*, *Met Alternative Standard*, or *Improvement Required* – based on the evaluation of four performance indexes for Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

The indexes include assessment results from the State of Texas Assessments of Academic Readiness (STAAR)<sup>1</sup> testing program, graduation rates, and rates of students achieving the Recommended High School Program and Distinguished Achievement (Advanced) High School Program. In addition to evaluating performance for all students, the performance of the following individual groups of students are evaluated in the performance index framework - All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, Economically Disadvantaged, and English Language Learners (ELLs).

Distinction designations will be awarded to campuses based on campus performance compared to a group of campuses of similar type, size, and student demographics. Distinction designations acknowledge that these campuses meet accountability standards and demonstrate outstanding academic performance for indicators other than those used to determine accountability ratings.

System safeguards are applied to ensure that performance on each subject, indicator, and student group is addressed, and all state and federal accountability requirements are incorporated into the accountability system.

### **About the *Manual***

The *2013 Accountability Manual* is a technical resource that explains the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. This *Manual* details the accountability system for 2013, including ratings, academic achievement distinction designations, responsibilities, safeguards, and special issues. All information necessary to compute 2013 ratings and academic distinction designations for districts and campuses is included.

<sup>1</sup> STAAR<sup>®</sup> is a registered trademark of the Texas Education Agency.

## **Advisory Groups**

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state provided assistance and advice to TEA during the development of the accountability system. Additionally, more than 1,600 public comments were received on the website highlighting both strengths and weaknesses of the proposed accountability system.

The Accountability Technical Advisory Committee (ATAC) includes representatives from districts and regional education service centers (ESCs) who made recommendations to address major policy and design issues for 2013 accountability.

The Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, and the business community who participated in resolving issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC's proposals or recommended alternatives which were forwarded to the commissioner.

The Academic Achievement Distinction Designations Committee (AADDCC) consisted of professionals, content experts, educators, and community leaders appointed by the Offices of the Governor, Lieutenant Governor, and Speaker of the House of Representatives who made recommendations for academic achievement distinction designations in reading/English language arts and mathematics.

The commissioner considered all proposals and made final decisions that are reflected in this publication. See *Appendix A – Acknowledgments* for more information on advisory groups.

## **Reports Associated with the Accountability System**

*Accountability Reports.* Reports showing the performance data used for determining accountability ratings are made public at the time of the ratings release. These reports provide the data necessary to understand a district or campus rating. Samples of these reports are shown in *Appendix E – Sample Accountability Table and Index Calculations*.

*Performance Reports.* Since 1990-91, campus and district performance reports [formerly Academic Excellence Indicator System (AEIS) reports] have been generated and published annually for all districts and campuses in the state. Local districts share responsibility for disseminating the performance reports, including holding hearings for public discussion of the report content. All indicators used for accountability are included, with additional disaggregations depicting how each grade level and each student group performed on the state assessments. Performance on various college-readiness indicators, such as participation and performance rates on the SAT/ACT, is included. Additionally, the demographic information about students and staff, and program information, all of which provide context for interpreting accountability results are shown.

State statute also requires that a subset of the information found on the performance report is produced at the campus level only and provided to each student's family.

Section 1111(h)(1) and (2) of the NCLB Act also requires annual reporting of student achievement and federal accountability information for the state, local educational agency, and school. TEA uses a web-based reporting system that generates the annual NCLB Report Card (NCLB RC) at the state, district, and campus levels.

*Snapshot: School District Profiles.* This online TEA publication provides a state- and district-level overview of public education in Texas. The *District Detail* section of *Snapshot* provides up to 90 data items of information for each public school district.

All of the reports cited in this section can be found on the TEA Division of Performance Reporting website at <http://www.tea.state.tx.us/perfreport/>.

## **Chapter 2 – Accountability System Overview**

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### **History of the Accountability System**

#### **State Accountability**

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system was achievable in Texas because the state already had the necessary infrastructure in place: a pre-existing student-level data collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, the Texas Assessment of Knowledge and Skills (TAKS) was administered. This assessment included more subjects and grades, and was more difficult than the previous statewide assessment. A rating system based on the TAKS was developed during 2003. Ratings established under the redesigned system were first issued in the fall of 2004. Districts and campuses were required to meet criteria on up to 25 separate assessment measures and up to 10 dropout and completion measures. The last year for accountability ratings based on the TAKS was 2011.

In 2012, no state accountability ratings were issued while the Texas Education Agency (TEA) worked with advisory committees to develop a new rating system based on the State of Texas Assessments of Academic Readiness (STAAR) and a new distinction designations system. This new accountability system allows for a large number of measures without the rating being dependent on a single measure. The 2012-13 school year marks the first year of ratings using STAAR results and distinction designations.

#### **Federal Accountability**

The *No Child Left Behind Act of 2001* (NCLB) (P.L. 107-110), reauthorized and amended federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds were applied to all districts and campuses. All public school districts, campuses, and the state were evaluated annually for Adequate Yearly Progress (AYP) from the 2002-03 through the 2011-12 school years.

TEA has requested that the U.S. Department of Education (USDE) waive specific provisions of the ESEA. The waiver requests that the current Adequate Yearly Progress (AYP) calculations and performance targets be replaced with the state's robust accountability rating system. The new system meets the intent and purposes of the ESEA statute that would allow the state's existing systems of reform and interventions to guide the support and improvement of teaching and learning. See *Chapter 10 – Federal Accountability* for more detail on the waiver for 2013.

## Overview of the 2013 Accountability System

The following chart outlines the accountability ratings and distinction designations that will be assigned in 2013.

<b>Accountability Rating (Districts and Campuses)</b>	<b>Distinction Designations (Campuses Only)</b>
<b>Met Standard</b>	<b>Top 25%: Student Progress and/or Academic Achievement: Reading/ELA and/or Academic Achievement: Mathematics</b>
<b>Met Alternative Standard</b> (Assigned to charter operators and alternative education campuses evaluated under alternative education provisions)	<b>N/A</b>
<b>Improvement Required</b>	<b>N/A</b>

### State Accountability Ratings

The overall design of the accountability rating system is a performance index framework. Performance indicators are grouped into four indexes that align with the goals of the accountability system. The structure for evaluation of performance across the four indexes affords multiple views of campus and district performance. Performance across the four indexes are used to assign accountability rating labels based on performance targets that are set for each index.

**Index 1: Student Achievement.** Provides a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

**Index 2: Student Progress.** Provides a measure of student progress by subject and student group independent of overall student achievement levels.

**Index 3: Closing Performance Gaps.** Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each campus or district.

**Index 4: Postsecondary Readiness.** Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.

## **Distinction Designations**

Campuses that receive an accountability rating of *Met Standard* are eligible for distinction designations. Campus distinction designations will be based on campus performance in relation to a comparison group of campuses. The following campus distinction designations will be awarded in 2013:

Top 25% Student Progress

Academic Achievement in Reading/English language arts

Academic Achievement in Mathematics

## **System Safeguards**

With a performance index framework, poor performance in one subject or one student group does not necessarily result in an *Improvement Required* accountability rating. However, disaggregated performance will be reported and districts and campuses are responsible for addressing performance for each subject and each student group. The disaggregated performance results will serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index. See *Chapter 9 – Responsibilities and Consequences* for more detailed information about the system safeguards that will be evaluated in 2013.

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## Chapter 3 – Accountability Ratings Criteria and Targets

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### 2013 Transition Year

The 2013 ratings criteria and targets have been designed to apply to 2013 only because the performance index framework cannot be fully implemented in 2013. Advisory committees will convene in fall 2013 to finalize recommendations for accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016. In addition, the 2013 assessment results will be used to finalize the State of Texas Assessments of Academic Readiness (STAAR)<sup>1</sup> English Language Learner (ELL) Progress Measure.

### 2013 Rating Labels

To meet state statutory requirements, the accountability system must identify acceptable and unacceptable campuses and districts. Districts and campuses will be assigned the following rating labels based on the performance index accountability system.

***Met Standard.*** Assigned to districts and campuses that meet performance index targets on all indexes for which they have performance data in 2013. Used for districts and charter operators with at least one test result in the accountability subset. Used for campuses serving grades PK-12 (including campuses with assessment data due to pairing).

***Met Alternative Standard.*** Assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions that meet modified performance index targets on all indexes for which they have performance data in 2013. Used for charter operators and campuses with at least one test result in the accountability subset.

***Improvement Required.*** Denotes that a district or campus did not meet one or more performance index targets.

***Not Rated.*** Indicates that a district or campus is not rated for one of the following reasons:

- the district or campus does not have students enrolled in grades higher than Early Education (EE),
- the district or campus has no data in the accountability subset,
- the district or campus has insufficient data to rate through Small Numbers Analysis,
- the campus is a Juvenile Justice Alternative Education Program (JJAEP),
- the campus is a Disciplinary Alternative Education Program (DAEP),
- the campus is a residential facility,
- the district operates only residential facilities, or
- unusual circumstances (campus test answer documents lost in shipping).

***Not Rated: Data Integrity Issues.*** Indicates that a district or campus is not rated because the accuracy and/or integrity of performance results are compromised, and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned permanently or temporarily pending an on-site investigation.

<sup>1</sup> STAAR ® is a registered trademark of the Texas Education Agency.

## 2013 Ratings Criteria

To receive a *Met Standard* or *Met Alternative Standard* rating, all campuses and districts must meet the following accountability targets on all indexes for which they have performance data in 2013.

## 2013 Index Targets

Each of the four indexes will have a score of 0 to 100 representing campus/district performance points as a percent of the maximum possible points for that campus/district. The performance targets that are set for each index will be used to assign accountability rating labels.

Targets	Non-AEA Districts and Campuses	AEA Districts and Campuses
Index 1: Student Achievement	50	25
Index 2: Student Progress	5 <sup>th</sup> percentile by campus type*	5 <sup>th</sup> percentile**
Index 3: Closing Performance Gaps	55	30
Index 4: Postsecondary Readiness	75	45

\* Targets for non-AEA campuses correspond to about the fifth percentile of non-AEA campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA campus performance across all campus types.

\*\* Targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

## Who is Rated?

A state accountability rating is issued for all districts, campuses and charters based on performance indicators. An effort is made through the pairing process to supply performance results to campuses (with any grades from pre-Kindergarten to 12) with no students in the grades tested so that they can also be evaluated.

### Districts

Regular foundation school program (FSP) districts and special statutory districts are evaluated. Districts and charter operators are evaluated on aggregate results for the campuses operated by the district/charter operator. New districts, including new charter districts, are evaluated the first year they report fall enrollment.

State-administered school districts including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not rated. Districts with no students enrolled in grades tested are not rated.

### Campuses

All public school campuses, including alternative education campuses (AECs) and open-enrollment charter schools are evaluated. New campuses and new open-enrollment charter schools are evaluated the first year they report fall enrollment.

The following campuses are not rated in 2013.

**Residential Facilities:** Campuses identified as Residential Facilities through the AEA campus registration process or through the AskTED directory are not rated in 2013.

**Campuses that close mid-year:** Campuses that close before the relevant assessment testing date are not rated. Performance measures for which data exist on campuses that close are included in the district evaluation. Campuses that close after the end of the school year are evaluated for that school year.

**JJAEPs and DAEPs:** State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Attendance and performance data for students served in JJAEPs and DAEPs are attributed to the home campuses.

**Short-Term campuses:** Campuses that serve students in grades tested (3-12) but have no students in the accountability subset are not rated. This includes AECs with short-term placements. However, these campuses *will be* evaluated if any students are included in the accountability subset.

**Charter campuses with no students in grades tested:** Open-enrollment charter schools that do not serve students enrolled in grades 3-12 are not rated.

**Campuses with students enrolled in grades 3-12 but have no test results:** Campuses with students enrolled in grades 3-12 but with no test results in the accountability subset are not rated.

## Notification of Ratings

### August 1, 2013

The TEA secure website will be updated to include campus and district data tables that contain accountability data on which ratings will be calculated. See *Chapter 11 – TEASE Accountability* for more information.

### August 8, 2013

Notification of campus and district accountability ratings will occur on August 8, 2013. TEA's website will be updated to include campus and district data tables and summary reports.

### Early November, 2013

When the appeals process is complete, accountability ratings are considered final. Agency web products related to 2013 accountability ratings will be updated to reflect the outcome of appeals.

## Plan for 2014 and Beyond

See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016.

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## Chapter 4 – Performance Index Construction

For 2013 and beyond, a framework of four performance indexes will include a set of measures that provide a comprehensive evaluation of the entire campus or district. The accountability framework was designed to evaluate four different views of campus or district performance that communicate strengths and areas in need of improvement.

With a performance index, each measure contributes points to an index score. Each of the four indexes will have a score of 0 to 100 representing campus or district performance points as a percent of the maximum possible points for that campus or district. Targets identifying the lowest performing campuses and districts will be set for each index. The resulting rating reflects overall performance for the campus or district rather than the weakest performance of one student group or subject area. Since performance on all measures is included, no single indicator can be the sole reason for a lower rating. Multiple indexes can be used in the index framework to ensure accountability for every student. Indicators and student groups can be added to the system without creating additional targets for campuses and districts to meet.

### Index 1: Student Achievement

The purpose of this index is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard. Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: *Index Score = Total Index Points*. Total Index Points is the percentage of assessments that met the STAAR phase-in 1 Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations. Each percent of students meeting the phase-in 1 Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example 1.1 Districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8													
	R	M	W	S	SS	Total	% Met Phase-in 1 Level II	Index Points					
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index Score												44	

Example 1.2. Campuses that test in four subjects: Gr. K-5										% Met Phase-in 1 Level II	Index Points		
	R	M	W	S	SS	Total							
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	143	+	0	=	1,255	47%	47
Total Tests	984	+	988	+	353	+	354	+	0	=	2,679		
Index Score												47	

Example 1.3. Campuses that test in three subjects: Gr. K-4										% Met Phase-in 1 Level II	Index Points		
	R	M	W	S	SS	Total							
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	0	+	0	=	1,112	48%	48
Total Tests	984	+	984	+	353	+	0	+	0	=	2,321		
Index Score												48	

## Index 2: Student Progress

The purpose of this index is to provide a measure of student progress by subject and student group independent of overall student achievement levels. The structure of Index 2 is a two-step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give one or two points for student growth, each indicator contributes from 0 to 200 points to the index for All Students and each student group that meets minimum size criteria. The maximum number of points depends on size, student demographics, and campus type. The final index score is total points divided by maximum points and ranges from 0 to 100 for all campuses and districts.

Example 2.1. Calculations to determine Index 2 points for reading growth shown in Example 2.2.												
STAAR Weighted Growth Rate for Reading	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests	931	64	828						75	819		
Did Not Meet Expectation	326	13	207						26	205		
Met Expectation	605	51	621						49	614		
Exceeded Expectation	186	16	124						4	164		
Percent of Tests: Met or Exceeded Expectation	65%	80%	75%						65%	75%		
Exceeded Expectation	20%	25%	15%						5%	20%		
Reading Weighted Growth Rate	85	105	90						70	95	445	1000

Example 2.2. Calculation to determine overall points for Index 2.												
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
STAAR Reading Weighted Growth Rate	85	105	90						70	95	445	1000
STAAR Mathematics Weighted Growth Rate	85	105	90						70	95	445	1000
STAAR Writing Weighted Growth Rate	85	95	90						70	95	435	1000
Total											1325	3000
Index Score (total points divided by maximum points)											44	

Note: Blank cells in the example above represent student group indicators that do not meet the minimum size criteria.

### Index 3: Closing Performance Gaps

The purpose of this index is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. The structure of Index 3 is a two-step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give one point for closing the performance gap in 2013, each indicator contributes from 0 to 100 points to the index for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics. The final index score is total points divided by maximum points and ranges from 0 to 100 for all districts and campuses.

Example 3.1. Calculations to determine Index 3 points for reading performance for 2013 shown in Example 3.2					
STAAR Weighted* Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878	2,601		
Performance Results: Phase-in 1 Level II or above					
Number	428	490	390		
Percent	49%	56%	15%		
Reading Weighted* Performance Rate	49	56	15	120	300

\* For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

Example 3.2. Calculations to determine overall points for Index 3 for 2013					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	49	56	15	120	300
Mathematics Weighted Performance Rate	60	50	22	132	300
Writing Weighted Performance Rate	40	45	18	103	300
Science Weighted Performance Rate	60	20	29	109	300
Social Studies Weighted Performance Rate	25	20	25	70	300
Total				534	1,500
Index Score (total points divided by maximum points)				36	

\* For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

See *Chapter 13 – Preview* for Index 3 examples applicable to 2014 and beyond.

## Index 4: Postsecondary Readiness

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. The structure of Index 4 is a two-step process because campuses will vary in the number of separate indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and each student group that meets minimum size criteria. The maximum number of points depends on size, student demographics, and campus type (for campuses). The final index score is total points divided by maximum points.

### Graduation Score

Combined performance across the graduation rates and Recommended High School Program (RHSP) / Distinguished Achievement Program (DAP) diploma indicator:

- Class of 2012 Four-Year Graduation Rate for All Students and all student groups, *or*
- Class of 2011 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of total points to the index when combined with the RHSP/DAP graduation rate.

Only one of the two graduation rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group.

- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation rate calculated) – calculated for campuses and districts with students in grades 9, 10, 11, or 12.
- RHSP/DAP Graduates for school year 2011-12 for All Students and racial/ethnic student groups

## STAAR Score

See *Chapter 13 – Preview* for information on how STAAR results will be included in Index 4 in 2014 and beyond.

The following tables illustrate the Index 4 indicator composition depending on campus type.

Example 4.1. Districts and campuses with a graduation rate												
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation rate	82.8%	74.5%	70.2%	75.4%						82.4%	385.3	500
RHSP/DAP	75.0%	66.1%	51.4%	67.6%							260.1	400
4-year Graduation Total											645.4	900
4-year Graduation Score (graduation total points division by maximum points)											72	
5-year graduation rate	82.8%	69.1%	68.3%	70.0%						76.6%	366.8	500
RHSP/DAP	75.0%	66.1%	51.4%	67.6%							260.1	400
5-year Graduation Total											626.9	900
5-year Graduation Score (graduation total points divided by maximum points)											70	
Index Score											72	

Example 4.2. Districts and campuses with Gr. 9-12 but no graduation rate												
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)	69 (3.1%)	89 (1.1%)				87 (1.3%)	68 (3.2%)	53 (4.7%)	503	700
RHSP/DAP	82.7%	76.4%	83.6%	83.0%							325.7	400
Graduation Total (based on dropout and RHSP/DAP)											828.7	1100
Graduation Score (dropout and RHSP/DAP total points divided by maximum points)											75	
Index Score											75	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

See *Chapter 5 – Performance Index Indicators* for information on how the annual dropout rate calculation is derived for this index.

See *Chapter 13 – Preview* for Index 4 examples applicable to 2014 and beyond, including an elementary and middle/junior high school example.

## Index 4: Postsecondary Readiness for AEA Campuses and Charters

Some alternative and charter schools have been approved to use alternative criteria and index targets with regards to Index 4.

In 2013, the Graduation and General Educational Development (GED) attainment and the additional bonus points will be combined to determine overall score for Index 4.

The RHSP/DAP graduates annual rate contributes bonus points (rather than averaging the rates into the Graduation and GED Score). Bonus points are also added for the Continuing Students Success Rates and Excluded Students Credit. A maximum of 50 bonus points will be added to the final index score.

Example 4.3. AEA charter districts and campuses with a graduation and GED rate												
Indicator	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation and GED rate	64.3%	58.8%	58.8%	71.6%				66.0%	59.8	34.2%	413.5	700
5-year graduation and GED rate	65.1%	58.8%	60.0%	72.1%				64.0%	57.5	48.9%	426.4	700
6-year graduation and GED rate	62.7%	56.4%	63.6%	63.0%					58.0	52.1%	355.8	600
Graduation and GED Score (graduation and GED total points divided by maximum points)											61	
Bonus Points: RHSP/DAP	27.0%										27	
Continuing Students Success	5.8%										6	
Excluded Students Credit	4										4	
Total Bonus Points (maximum of 50)											37	
Index Score (Graduation and GED Score plus Bonus Points)											98	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

See *Chapter 13 – Preview* for Index 4 examples applicable to AEA campuses and charters in 2014 and beyond.

Reference *Appendix E – Sample Accountability Table and Index Calculation* for examples of index calculations and examples.

# Chapter 5 – Performance Index Indicators

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For 2013 and beyond, a framework of four Performance Indexes will include a broad set of measures that provide a comprehensive evaluation of the entire campus or district. A description of the indicators follows.

## Common Elements of the Performance Index System

### Assessment Results

The following State of Texas Assessments of Academic Readiness (STAAR) results are included in Indexes 1 and 3 in 2013.

- Spring 2013 Grades 3-8 English assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-5 Spanish assessments at phase-in 1 Level II standard
- Spring 2013 EOC assessments at phase-in 1 Level II standard
- Fall 2012 EOC assessments at phase-in 1 Level II standard
- July 2012 EOC assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-8 and EOC Modified assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-8 and EOC Alternate assessments at phase-in 1 Level II standard
- Spring 2013 Grade 11 (primary administration) TAKS, TAKS Accommodated, and TAKS-Modified assessments at Met Standard performance standard

### Accountability Subset

The following accountability subset rules apply to the assessment results in Index 1, 2, and 3.

- Grades 3-8 – districts and campuses are accountable for spring results for students enrolled on the fall enrollment snapshot.
- EOC – districts and campuses are accountable for:
  - fall results for students enrolled on the fall enrollment snapshot,
  - spring results for students enrolled on the fall enrollment snapshot, and
  - summer results for students enrolled on the prior year fall enrollment snapshot.

<b>If a student was enrolled on the campus/district on this date:</b>	<b>Then these results are included in the campus/district accountability subset:</b>
Fall 2011 enrollment snapshot	EOC summer 2012 administration
Fall 2012 enrollment snapshot	EOC fall 2012 administration
	EOC spring 2013 administration
	Grades 3-8 spring 2013 administration

### STAAR Retest Performance

- SSI – For students in grades 5 and 8, the performance index will include reading and mathematics test results from the first and second administration (first re-test opportunity). The best test result in each subject is found first then attributed to the campus and district; the accountability subset rules determine whether the test result is included in the performance index. The performance index includes test results for

students who were enrolled in the campus or district in the fall as reported on the PEIMS October snapshot date and tested in the same campus or district in the spring.

- EOC – Districts and campuses are accountable for three EOC test administrations: 1) summer results for students enrolled on the prior year fall enrollment snapshot, 2) fall results for students enrolled on the fall enrollment snapshot, 3) spring results for students enrolled on the fall enrollment snapshot. For students who are enrolled and tested on the same campus or district during the 2013 accountability cycle, the state accountability system will include EOC results based on the best result from first administration and retest results of tests administered in summer 2012, fall 2012, or spring 2013.

For students who are enrolled and tested at a different campus or district during the 2013 accountability cycle, the student's single best test outcome for each course is found first and attributed to the testing campus and district. After attributing the test to a campus and district, the accountability subset rules determine whether the test result is included in the performance index. If the single best test outcome for a course is attributed to a campus or district where the student does not meet the accountability subset criteria, then EOC test results are not evaluated for accountability. When all test results meet the accountability subset criteria but do not meet the student passing standard, then the most recent test result is chosen.

## **Index 1: Student Achievement**

The purpose of this index is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

### **Assessment Results Included**

STAAR Level II assessment results listed in the Common Elements section above.

#### **English language learner results (English and Spanish test versions)**

- Students in U.S. schools Year 1 through Year 3 excluded
- Students in U.S. schools Year 4 and beyond included at phase-in Level II performance standard
- Asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded

#### **STAAR Retest Performance**

STAAR assessment retest results for Student Success Initiative (SSI) and End of Course (EOC) are shown in the Common Elements section above.

### **Subjects Evaluated**

All subject areas (reading, mathematics, writing, science, and social studies) are combined. Subject areas are not evaluated separately.

## **Student Groups Evaluated**

All Students only. Student groups are not evaluated separately.

## **Minimum Size Criteria**

None. Small numbers analysis is applied if there are fewer than 10 tests in the accountability subset.

## **Small Numbers Analysis**

For Index 1, small numbers analysis is applied if the Total Tested on STAAR, combined across all subjects, is fewer than 10 tests in the accountability subset.

In 2013, a two-year average will be calculated for assessment indicators because only two years of STAAR results are available. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

## **Accountability Subset**

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

## **Methodology**

Assessment results are summed across tests, grade levels, and subjects. The number of assessments meeting the phase-in 1 Level II standard is divided by the number of assessments taken.

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Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Phase-In 1 Level II Standard

Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken

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## **Rounding**

The Percent Met Phase-in 1 Level II calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

## **Index Score**

Since Index 1 has only one indicator, the Total Index points and Index Score are the same:  
Index Score = Total Points.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

## 2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 1, non-AEA districts and campuses must have a score of **50** or higher to receive the *Met Standard* label. AEA campuses and charters must have a score of **25** or higher to receive the *Met Alternative Standard* label.

## Index 2: Student Progress

The purpose of this index is to provide a measure of student progress by subject and student group independent of overall student achievement levels.

### Assessment Results Included

A table detailing student growth measures reported and used in the 2013 accountability system is shown in *Appendix H – Student Growth Measures*.

#### English language learner results (English and Spanish test versions)

The STAAR ELL Progress Measure is designed for students tested on STAAR English test versions and is not available in 2013. ELL students tested on STAAR Spanish test versions receive the results of the STAAR growth measure beginning in 2013.

- English test version results
  - STAAR ELL Progress Measure not available; STAAR growth measure not calculated for current ELLs tested on English test versions
  - Asylees/refugees excluded
- Spanish test version results
  - STAAR Growth Measure calculated for ELL tested on Spanish test versions
  - Students in U.S. schools Year 1 through Year 3 excluded
  - Students in U.S. schools Year 4 and beyond included using STAAR growth measure
  - Asylees/refugees in U.S. schools Year 1 through Year 5 excluded

### Subjects Evaluated

Reading/ELA, Mathematics and Writing, for grades that a student growth measure can be calculated in 2013, are evaluated separately.

### Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL)
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

## **Minimum Size Criteria**

- All Students are evaluated if there are at least 10 test results. In 2013, small numbers analysis is not applicable without two years of data.
- Student Groups are evaluated if there are at least 25 test results for the group.

## **Small Numbers Analysis**

In 2013, a two-year average cannot be calculated for Index 2 assessment indicators because only one year of student growth measures are available.

## **Accountability Subset**

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

## **Methodology**

The percent of tests at the specified student growth level on the assessment is multiplied by the weight for that growth level.

- Met – one point for each percent of tests at the Met Growth Expectation level
- Exceeded – two points for each percent of tests at the Exceeded Growth Expectation level

## **Rounding**

The Total Weighted Growth Rate calculation is expressed as a percent, Total Points divided by Maximum Points, rounded to a whole number. For example, 479 Total Points divided by 800 Maximum Points is 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

## **Index Score**

The Index 2 score is the rounded result of Total Points divided by the Maximum Points.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

## **2013 Index Targets**

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013.

The Index 2 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA campus performance by the following campus types: elementary school, middle school/junior high school, and high school/multi-grade schools. The Index 2 targets for non-AEA districts will be set at about the fifth percentile of non-AEA campus performance across all campus types.

The Index 2 targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

## **Growth Measure Indicators**

Students are assigned to one of three growth categories based on change in scale score in relation to growth expectations:

- Did Not Meet Growth Expectation
- Met Growth Expectation
- Exceeded Growth Expectation

A table detailing student growth measures reported and used in the 2013 accountability system is shown in *Appendix H – Student Growth Measures*.

## **Index 3: Closing Performance Gaps**

The purpose of this index is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.

### **Assessment Results Included**

STAAR Level II assessment results listed in the Common Elements section above.

#### **English language learner results (English and Spanish test versions)**

Excluded (English and Spanish test versions)

#### **STAAR Retest Performance**

STAAR assessment retest results for Student Success Initiative (SSI) and End of Course (EOC) are shown in the Common Elements section above.

### **Subjects Evaluated**

- Reading/ELA
- Mathematics
- Writing
- Science
- Social Studies

### **Student Groups Evaluated**

- Economically Disadvantaged Students
- Two Lowest Performing Racial/Ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from spring 2012. (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates will be calculated for reporting. Index 1 combines performance across subjects so the groups identified as lowest performing will be the same for all subjects in Index 3. In the event that two or more of the lowest performing groups (meeting minimum size) have the same performance rate, the lowest performing groups with the largest denominator will be selected.)

- If the campus or district has three or more racial/ethnic student groups that meet minimum size criteria, performance of the two lowest performing racial/ethnic groups is included in the index.
- If the campus or district has two racial/ethnic student groups that meet minimum size criteria, performance of the lowest performing racial/ethnic group is included in the index.
- If the campus or district has only one racial/ethnic student group that meets the minimum size criteria, then the racial/ethnic group is not included in the index.

### **Minimum Size Criteria**

- Economically Disadvantaged Students – None; the results are always evaluated regardless of the number of students tested. Small numbers analysis is applied if there are fewer than 10 tests in the accountability subset. If no data are available for current and prior year, Index 3 will be evaluated on the lowest performing race/ethnicity student groups that meet minimum size criteria.
- Student Groups are evaluated if there are at least 25 test results.

### **Small Numbers Analysis**

Small numbers analysis is applied to the Economically Disadvantaged student group by subject. If the Number of Tests on STAAR is fewer than 10 tests in the accountability subset, a two-year-average will be calculated for Economically Disadvantaged assessment indicators because only two years of STAAR results are available. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

If there are less than 25 test results for the selected lowest performing student groups, no small numbers analysis will be applied and that group's performance is not included in Index 3 calculations.

### **Accountability Subset**

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

### **Methodology**

The percent of tests at the specified student performance level on the assessment is multiplied by the weight for that performance level.

- Phase-in 1 Level II – one point for each percent of tests at the phase-in 1 Level II performance standard or above
- Level III Advanced (not applicable in 2013) – See *Chapter 13 – Preview* for information on how Level III Advanced performance will be included in Index 3 in 2014 and beyond.

## **Rounding**

The Total Performance Rate calculation is expressed as a percent, Total Points divided by Maximum Points, rounded to a whole number. For example, 800 total Points divided by 1,500 Maximum Points is 53.33% is rounded to 53%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

## **Index Score**

The Index 3 score is the rounded result of Total Points divided by the Maximum Points.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

## **2013 Index Targets**

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 3, non-AEA districts and campuses must have a score of **55** or higher to receive the *Met Standard* label. AEA campuses and charters must have a score of **30** or higher to receive the *Met Alternative Standard* label.

## **Index 4: Postsecondary Readiness**

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. Index 4 includes modifications applicable to AEA campuses and charters which are described in a separate section later in this chapter.

### **Assessment Results Included**

STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups will be incorporated into Index 4 in 2014. See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond.

### **Graduation Rates Included**

High school graduation rates include the four-year and five-year graduation rates and annual dropout rate if there is no graduation rate calculated.

- Class of 2012 Four-Year Graduation Rate – calculated for campuses and districts with students in grade 9 and either grade 11 or 12 in both years 1 and 5 of the cohort, or with grade 12 in both years 1 and 5 of the cohort.
- Class of 2011 Five-Year Graduation Rate – follows the same cohort of students for one additional year.
- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation rate calculated) – calculated for campuses and districts with students in grades 9, 10, 11, or 12.

### *Graduation Rates—Student Groups Evaluated*

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For graduation rate calculations, ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

### *Graduation Rates—Minimum Size Criteria*

- All Students – none; Small numbers analysis is applied if there are fewer than 10 graduates.
- Student Groups are evaluated if there are at least 25 students in the class.

### *Graduation Rates—Small Numbers Analysis*

Small numbers analysis is applied to the All Students student group if the Number of Graduates in the Class of 2012 cohort (4-year) or Class of 2011 cohort (5-year) is less than 10. The Total Number of Students in the graduating class consists of graduates, continuing students, GED recipients, and dropouts.

In 2013, a three-year-average will be calculated for the All Students graduation rate. The calculation based on the aggregated multi-year average will be used in the performance index.

### *Graduation Rates—Methodology*

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

The four-year and five-year graduation rate measures the percent of graduates in a class.

$$\frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts}}$$

### *Graduation Rates—Rounding*

Four-year and Five-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

## **Annual Dropout Rates Included**

For districts and campuses that serve students enrolled in grades 9-12 but do not have a graduation rate the Annual 9-12 Dropout Rate is used.

### *Annual Dropout Rates—Student Groups Evaluated*

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For dropout rate calculations, ELL student group is defined as students identified as limited English proficient during the reported school year.
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

### *Annual Dropout Rates—Minimum Size Criteria*

- All Students – none; Small numbers analysis is applied if there are fewer than 10 dropouts.
- Student Groups are evaluated if there are at least 25 students in the denominator.

### *Annual Dropout Rates—Small Numbers Analysis*

Small numbers analysis is applied to the All Students student group if the Number of Students Enrolled in grades 9-12 during the 2011-12 school year is less than 10.

In 2013, a three-year-average will be calculated for the All Students annual dropout rate. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

### *Annual Dropout Rates—Methodology*

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

### *Annual Dropout Rates—Conversion*

The annual dropout rate is a measure of negative performance. In order to include annual dropout rate in the index, the rates must be converted to a positive measure.

$$100 - (\text{Grade 9-12 Annual Dropout Rate} \times 10), \text{ with a floor of zero}$$

### *Annual Dropout Rates—Rounding*

Grade 9-12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 students reported as dropouts divided by 2,190 students enrolled in grades 9-12 is 1.095% which is rounded to 1.1% Annual Dropout Rate.

## **Recommended High School Program or Distinguished Achievement (Advanced) High School Program (RHSP/DAP) Rates**

### *RHSP/DAP Rates—Student Groups Evaluated*

Eight student groups are evaluated.

- All Students
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

### *RHSP/DAP Rates—Minimum Size Criteria*

- All Students – none; Small numbers analysis is applied if there are fewer than 10 2011-12 total graduates.
- Student Groups are evaluated if there are at least 25 2011-12 graduates.

### *RHSP/DAP Rates—Small Numbers Analysis*

Small numbers analysis is applied to the All Students student group if the Number of Total Graduates is less than 10.

In 2013, a three-year-average will be calculated for the All Students RHSP/DAP graduation rate. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

### *RHSP/DAP Rates—Methodology*

The percent of RHSP/DAP graduates annual rate that will be applied to Index 4 in the 2013 state accountability system is the same rate that has been reported for a number of years on the Academic Excellence Indicator System (AEIS) reports for all high schools and districts statewide. The percent of RHSP/DAP graduates based on the longitudinal cohort will be reported for the first time in 2013 for the Class of 2012. For this reason, the RHSP/DAP indicator used for the 2013 ratings will be based on the annual rate instead of the longitudinal rate.

The RHSP/DAP graduates annual rate is the percent of prior year graduates who were reported as having satisfied the course requirements for the RHSP or DAP.

$$\frac{\text{Number of RHSP/DAP graduates}}{\text{Number of graduates}}$$

### *RHSP/DAP Rates—Rounding*

Annual RHSP/DAP Rate calculations are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 Total Graduates is 94.736% which is rounded to 94.7% Annual RHSP/DAP Graduation Rate.

## Index Score

- For districts and high schools with a graduation rate the index score consists of either the Total Points for the 4-year graduation rate or the 5-year graduation rate, whichever yields a higher Index Score. The graduation rate is added together with the Total Points from the RHSP/DAP annual graduation rate. The Graduation Score is the sum of these two indicators divided by the sum of the Maximum Points for graduation rate and RHSP/DAP annual graduation rate. The final Index 4 score is the higher of the 4-year Graduation Score or the 5-year Graduation Score.
- For districts and campuses that serve students enrolled in grades 9-12 but do not have a graduation rate the index score consists of the Total Points for the Annual 9-12 Dropout Rate added together with the Total Points from the RHSP/DAP graduation rate. The final Index 4 score is the sum of these two indicators divided by the sum of the Maximum Points for Annual Dropout rate and RHSP/DAP graduation rate.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

## 2013 Index Targets

To receive a *Met Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 4, non-AEA districts and campuses must have a score of **75** or higher.

## Index 4: Postsecondary Readiness for AEA Campuses and Charters

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. Some alternative and charter schools have been approved to use alternative criteria and index targets with regards to Index 4.

### Assessment Results Included

STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups will be incorporated into Index 4 in 2014. See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond.

### Graduation and GED Rates Included

The graduation rate calculation is modified to credit AEA campuses and charters for graduates and GED recipients. Four-year, five-year, and six-year graduation and GED rates will be calculated for AEA campuses and charters. The Grade 9-12 Annual Dropout Rate is used if there is not a combined graduation and GED rate.

- Class of 2012 Four-year graduation and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both year 1 and year 5, or with grade 12 in both year 1 and year 5.

- Class of 2011 Five-year graduation and GED rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a four-year graduation and GED rate in one year will have a five-year graduation and GED rate for that cohort in the following year. The five-year graduation and GED rate lags behind the four-year graduation and GED rate by one year.
- Class of 2010 Six-year graduation and GED rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a five-year graduation and GED rate in one year will have a six-year graduation and GED rate for that cohort in the following year. The six year graduation and GED rate lags behind the four-year graduation and GED rate by two years.
- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation and GED rate). If a district or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation and GED rate, then Grade 9-12 Annual Dropout Rate is used. This calculation is modified to give points to AEA campuses and charters for annual dropout rates lower than 20.0.

#### *Graduation and GED Rates—Student Groups Evaluated*

Up to ten student groups may be evaluated, depending on whether the four-year, five-year, or six-year graduation and GED rate is used in the calculation for Index 4.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For graduation rate calculations, ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races. If the six-year graduation and GED rate is used only four racial/ethnic groups will be used: African American, Hispanic, White, and American Indian.

#### *Graduation and GED Rates—Minimum Size Criteria*

- All Students – none; Small numbers analysis is applied if there are fewer than 10 graduates.
- Student Groups are evaluated if there are at least 25 students in the class.

#### *Graduation and GED Rates—Small Numbers Analysis*

- All Students – none; Graduation and GED Rates are always evaluated. Small numbers analysis is applied if there are fewer than 10 students in the Class of 2012 (4-year), Class of 2011 (5-year) or Class of 2010 (6-year). The Total Number of Students in the graduating class consists of graduates, continuing students, GED recipients, and dropouts.
- Student Groups are evaluated if there are at least 25 students in the class.

### *Graduation and GED Rates—Methodology*

The four-year graduation and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for non-graduate, non-dropout reasons are removed from the class.

The graduation and GED rate measures the percent of graduates and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + GED Recipients}}{\text{Number of Graduates + Continuers + GED Recipients + Dropouts}}$$

### *Graduation and GED Rates—Rounding*

Four-year, five-year, and six-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

## **Annual Dropout Rates Included**

Annual Dropout Rate for grades 9-12 (used only if no graduation and GED rate). If a district or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation and GED rate, then Grade 9-12 Annual Dropout Rate is used. This calculation is modified to give points to AEA campuses and charters for annual dropout rates lower than 20.0.

### *Annual Dropout Rates—Student Groups Evaluated*

Up to ten student groups may be evaluated, depending on whether the four-year, five-year, or six-year graduation and GED rate is used in the calculation for Index 4.

- All Students
- Students served by Special Education
- English Language Learners (ELL)
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

### *Annual Dropout Rates—Minimum Size Criteria*

- All Students – none; Annual Dropout Rates are always evaluated. Small numbers analysis is applied if there are fewer than 10 students enrolled in grades 9-12 during the 2011-12 school year.
- Student Groups are evaluated if there are at least 25 students enrolled in grades 9-12 during the school year.

### *Annual Dropout Rates—Small Numbers Analysis*

Small numbers analysis is applied to the All Students student group if the Number of Students Enrolled in grades 9-12 during the 2011-12 school year is less than 10.

In 2013, a three-year-average will be calculated for the All Students dropout rate. The calculation based on the aggregated multi-year average will be used in the performance index.

### *Annual Dropout Rates—Methodology*

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 school year.

$$\frac{\text{Number of student who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

### *Annual Dropout Rates—Conversion*

The annual dropout rate is a measure of negative performance. In order to include annual dropout rate in the index, the rates must be converted to a positive measure. The conversion calculation is modified for AEA provisions.

$$100 - (\text{Grade 9-12 Annual Dropout Rate} \times 5), \text{ with a floor of zero}$$

### *Annual Dropout Rates—Rounding*

Grade 9-12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 students reported as dropouts divided by 2,190 students enrolled in grades 9-12 is 1.095% which is rounded to 1.1% Annual Dropout Rate.

## **Bonus Point Indicators for AEA Campuses and Charters**

In 2013, bonus points will be added to the Graduation and General Educational Development (GED) attainment (or Dropout Rate) to determine the overall index score for Index 4. The RHSP/DAP graduates annual rate, Continuing Students Success Rates, and Excluded Students Credit add a maximum of 50 bonus points to the final index score.

### **RHSP/DAP Annual Rate**

- **Student Groups:** All Students only.
- **Minimum Size:** None; Small numbers analysis is applied if there are fewer than 10 graduates.
- **Methodology:** The percent of prior year graduates who were reported as having satisfied the course requirements for the Recommended or Distinguished Achievement (Advanced) High School Program.

number of prior year graduates with graduation codes for RHSP or DAP

number of prior year graduates

The RHSP/DAP annual rate is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

### Continuing Students Success Rates

- **Student Groups:** All Students only.
- **Minimum Size:** None; the AEA Continuing Students Success Rates are based on the six-year Graduation and GED Rate which may be subject to small numbers analysis.
- **Methodology:** The change in Graduation and GED Rate for one cohort of students from the four-year rate to the six-year rate.

$$\begin{array}{ccc} \begin{array}{c} \text{6-Year Graduation and} \\ \text{GED Rate} \\ \text{of most recent cohort} \\ \text{(Class of 2010)} \end{array} & - & \begin{array}{c} \text{4-Year Graduation and} \\ \text{GED Rate} \\ \text{of same cohort} \\ \text{(Class of 2010)} \end{array} \end{array} \quad \text{with a floor of zero}$$

The percentage point change derived from this calculation is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

### Excluded Students Credit

- **Student Groups:** All Students only.
- **Minimum Size:** None; the AEA Excluded Students Credit is based on the four-year Graduation and GED Rate with exclusions which may be subject to small numbers analysis.
- **Methodology:** Number of graduates and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates and GED recipients in the 4-year graduation cohort with exclusions (state rate).

$$\begin{array}{ccc} \begin{array}{c} \text{Graduates and GED recipients from} \\ \text{4-year graduation cohort without} \\ \text{exclusions (federal rate) of most} \\ \text{recent cohort (Class of 2012)} \end{array} & - & \begin{array}{c} \text{Graduates and GED recipients from} \\ \text{4-year graduation cohort with} \\ \text{exclusions (state rate) of same} \\ \text{cohort (Class of 2012)} \end{array} \end{array} \quad \text{With a floor of zero}$$

The number of students derived from this calculation is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

## **Index Score**

The final Index 4 score is the sum of the highest four-year, five-year or six-year Graduation and GED Score combined with a maximum of 50 bonus points earned from RHSP/DAP Annual Rate, Continuing Students Success Rate, and Excluded Students Count.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

## **2013 Index Targets**

To receive a *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 4, using AEA provisions, AEA campuses and charters must have a score of **45** or higher.

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## Chapter 6 – Distinction Designations

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Campuses that receive an accountability rating of *Met Standard* are eligible for the following distinction designations in 2013. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations, per Texas Education Code (TEC) §39.201.

- Top 25% Student Progress
- Academic Achievement in Reading/English language arts (ELA)
- Academic Achievement in Mathematics

Campus distinction designations will be based on campus performance in relation to a comparison group of campuses.

### Campus Comparison Groups

Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on the following characteristics: campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency. For details about campus comparison groups, see *Appendix G – Campus Comparison Groups*.

### Campus Top Twenty-Five Percent Distinction Designations

Campus top twenty-five percent distinction designations will be based on performance on Index 2 in relation to campuses in the comparison group.

- 2013 and Beyond: Top 25% Student Progress. Based on performance on Index 2: Student Progress. Campuses that are in the top quartile of their campus comparison group in performance on Index 2.
- 2014 and Beyond: Top 25% Closing Achievement Gaps. See *Chapter 13 – Preview* for information on the 2014 Top 25% Closing Achievement Gaps distinction designation.

### Campus Academic Achievement Distinction Designations (AADD)

The Academic Achievement Distinction Designations recognizes outstanding academic achievement in reading/ELA and mathematics on a variety of indicators, including completion of advanced/dual enrollment courses and SAT and ACT performance and participation, based on comparison groups of similar campuses.

AADD indicators are evaluated for campuses whose grade span is within grades 3-12 that achieved a *Met Standard* rating. AADD indicators are evaluated for All Students only. Student groups are not evaluated separately. Minimum size requirements of 10 students apply to all AADD indicators.

Campuses that are not eligible for AADD outcomes are campuses with *Improvement Required* ratings, paired campuses, AEA campuses, JJAEPs, and DAEPs.

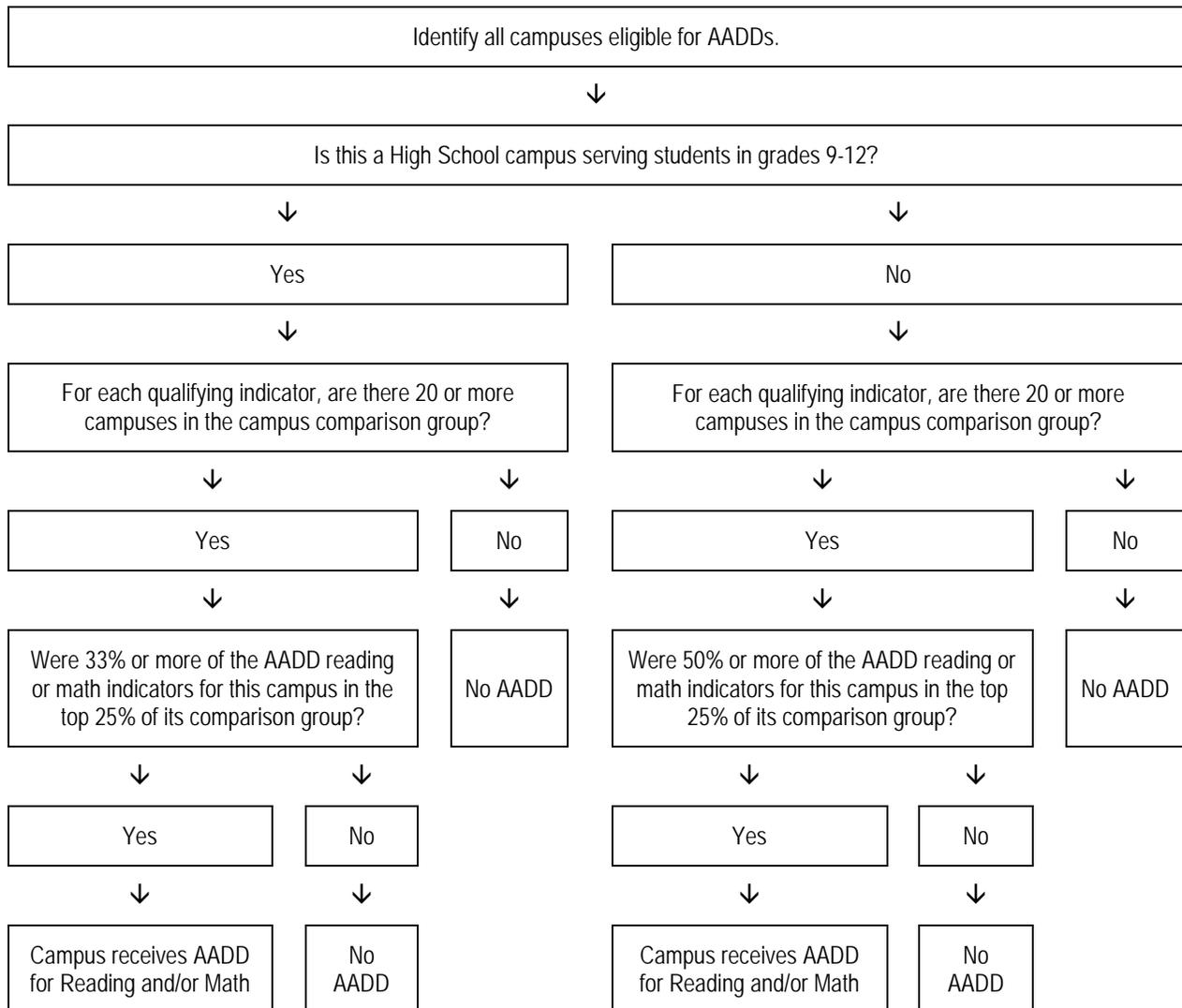
## AADD Targets

- Campuses in the top 25% (top quartile) of their campus comparison group in Step 2 are eligible for a distinction designation for that subject area.
- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures receive a distinction designation for that subject area.
- High schools in the top quartile on at least 33% of their eligible measures receive a distinction designation for that subject area.

## Notification of Campus Distinction Designation

Distinction designations will be released concurrently with accountability ratings on August 8, 2013. See *Chapter 12 – Calendar* for more information.

### AADD Flowchart

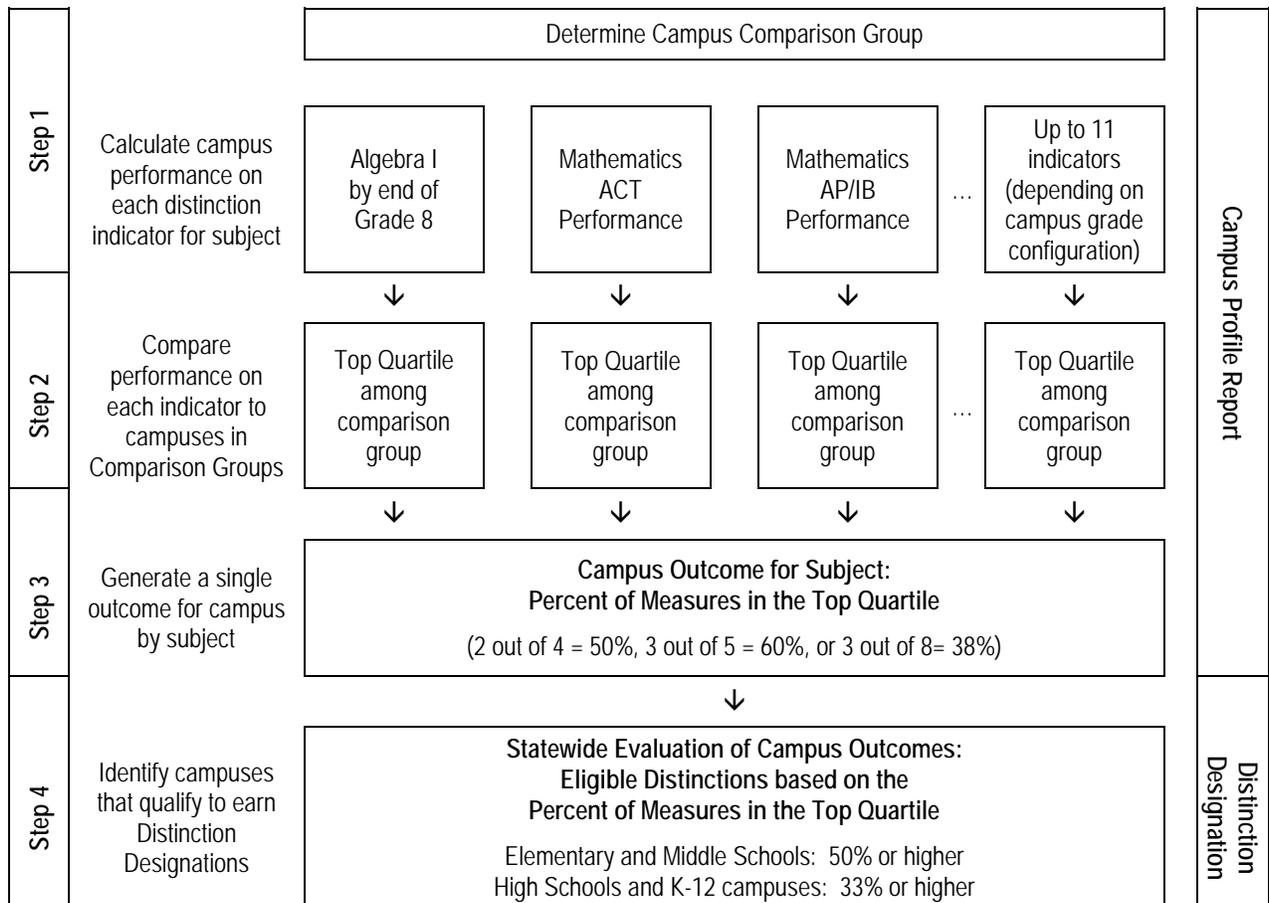


## AADD Methodology

The steps below describe the evaluation of campuses in the AADD system.

1. The first step identifies a campus comparison group for each campus and calculates campus performance for each AADD indicator by subject (reading/ELA and mathematics). The comparison group methodology considers:
  - a. campus type (elementary, middle, high school),
  - b. campus size (total student enrollment),
  - c. percent of economically disadvantaged students enrolled for 2012-13,
  - d. percent of limited English proficient students enrolled for 2012-13, and
  - e. percent of mobile students as determined from 2011-12 cumulative attendance.
2. The second step compares the performance of the target campus to the performance of the campuses in the comparison group for each AADD indicator.
3. The third step generates a single outcome by subject (reading/ELA and math) for each campus based on the number of measures that met the criteria in Step 2.

### Framework for AADD: Mathematics Example



## **AADD Labels**

### **Distinction Designation – [Reading/ELA and/or Mathematics]**

The campus is rated *Met Standard*, has reading/ELA and/or mathematics results to evaluate, and meets or exceeds the criteria (33% for high schools and 50% for elementary and middle schools) for their eligible AADD indicators.

### **Does Not Qualify**

The campus has performance results to evaluate but did not meet the distinction designation criteria or received an *Improvement Required* rating.

### **Not Applicable**

The campus does not have results to evaluate for the distinction, is not rated, is evaluated under AEA provisions, is paired, or is a JJAEP or DAEP campus.

## **AADD Indicators**

The AADD indicators are listed below by campus type and subject. See *Chapter 13 – Preview* for AADD indicators that will be awarded in 2014 and beyond.

## 2013 AADD Indicators by Campus Type and Subject

AADD Indicator	High School	Middle School	Junior High	Elementary	K-8	K-12	
Attendance rate	Not Subject Specific / Applies to both subjects and all levels						
Greater Than Expected Student Growth	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	
Grade 3 Reading Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 4 Writing Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 5 Math Performance (Level III)		Math	Math	Math	Math	Math	
Grade 7 Writing Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Grade 8 Reading Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Algebra I by Grade 8-Participation		Math	Math		Math	Math	
Algebra I by Grade 8-Performance (Level III)		Math	Math		Math	Math	
AP/IB and Advanced/Dual Enrollment Course Completion Participation	ELA & Math					ELA & Math	
AP/IB Examination Performance: ELA	R/ELA					R/ELA	
AP/IB Examination Performance: Math	Math					Math	
SAT/ACT Participation	ELA & Math					ELA & Math	
SAT Performance: ELA	R/ELA					R/ELA	
SAT Performance: Math	Math					Math	
ACT Performance: ELA	R/ELA					R/ELA	
ACT Performance: Math	Math					Math	
Total Indicators	Reading/ELA	7	4	4	4	6	11
	Mathematics	7	5	5	3	5	10

**R/ELA** = indicator can be evaluated for Reading/English Language Arts only

**Math** = indicator can be evaluated for Mathematics only

**ELA & Math** = indicator will be evaluated for both Reading/ELA and Mathematics

**Not Subject Specific** = indicator cannot be directly associated with either Reading/ELA or Mathematics

**blank** = indicator is not applicable at this campus level.

### Attendance Rate

Attendance rates are based on student attendance for the entire school year for students in grades 1-12. The Attendance Rate indicator is not subject-specific; therefore, it applies to both subject areas. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

#### Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2011-12}}{\text{total number of days students in grades 1-12 were in membership in 2011-12}}$$

**Year of Data:** 2011-12

**Data Source:** PEIMS submission 3 attendance data

### **Greater Than Expected Student Growth**

This indicator measures greater than expected student growth on STAAR in comparison to a group of campuses with similar demographic characteristics.

**Methodology:** TBD - Based on Index 2 Progress Measure

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Grade 3 Reading Performance (Level III)**

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 3 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate reading assessments.

**Methodology:**

$$\frac{\text{number of students achieving Level III in grade 3 Reading}}{\text{number of students tested in grade 3 Reading}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Grade 4 Writing Performance (Level III)**

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 4 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate writing assessments.

**Methodology:**

$$\frac{\text{number of students achieving Level III in grade 4 Writing}}{\text{number of students tested in grade 4 Writing}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Grade 5 Math Performance (Level III)**

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 5 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate mathematics assessments.

**Methodology:**

$$\frac{\text{number of students achieving Level III in grade 5 Math}}{\text{number of students tested in grade 5 Math}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Grade 7 Writing Performance (Level III)**

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 7 STAAR, STAAR Modified, and STAAR Alternate writing assessments.

**Methodology:**

$$\frac{\text{number of students achieving Level III in grade 7 Writing}}{\text{number of students tested in grade 7 Writing}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Grade 8 Reading Performance (Level III)**

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 8 STAAR, STAAR Modified, and STAAR Alternate reading assessments (best result from primary and first retest administrations).

**Methodology:**

$$\frac{\text{number of students achieving Level III in grade 8 Reading}}{\text{number of students tested in grade 8 Reading}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Algebra I by Grade 8 – Participation**

This indicator measures test participation in Algebra I EOC by the end of grade 8.

**Methodology:**

$$\frac{\text{number of students in grade 8 or below who took the Algebra I EOC}}{\text{number of students enrolled in grades 7-8}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

### **Algebra I by Grade 8 – Performance (Level III)**

This indicator measures test performance on Algebra I EOC by the end of grade 8.

**Methodology:**

$$\frac{\text{number of students in grade 8 or below who score Level III in Algebra I EOC}}{\text{number of students in grade 8 or below who took the Algebra I EOC}}$$

**Year of Data:** 2012-13

**Data Source:** Pearson

## **AP/IB and Advanced/Dual Enrollment Course Completion Participation**

This indicator consists of two types of course completions: 1) Advanced Placement (AP) and International Baccalaureate (IB), and 2) advanced/dual credit. The AP/IB component of this indicator refers to the participants of the College Board AP or IB examinations taken by Texas public school students in a given school year. The Advanced/Dual Enrollment component is based on students in grades 9-12 who complete at least one advanced/dual enrollment course.

### **Methodology for AP/IB Participation**

$$\frac{\text{Number of students in grades 11-12 taking at least one AP/IB exam}}{\text{Total students in grades 11-12}}$$

### **Methodology for Advanced/Dual Enrollment Participation**

$$\frac{\text{Number of students in grades 9-12 completed at least one Advanced/Dual Enrollment Course}}{\text{Total students in grades 9-12 who completed at least one course}}$$

**Year of Data:** 2011-12

**Data Source:** The College Board and PEIMS submission 3 course completion data

## **AP/IB Examination Performance: ELA**

This indicator measures the percent of examinees in grades 11-12 scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB). The College Board offers two AP courses and examinations in English: English Language and Composition and English Literature and Composition.

### **Methodology:**

$$\frac{\text{number of students in grades 11-12 with at least one score at or above the criterion in ELA}}{\text{number of students in grades 11-12 with at least one AP/IB ELA examination}}$$

**Year of Data:** 2011-12

**Data Source:** The College Board

## **AP/IB Examination Performance: Mathematics**

This indicator measures the percent of examinees in grades 11-12 scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB). The College Board offers three AP courses and examinations in mathematics: Calculus AB, Calculus BC, and Statistics.

### **Methodology:**

$$\frac{\text{number of students in grades 11-12 with at least one score at or above the criterion in Math}}{\text{number of students in grades 11-12 with at least one AP/IB Math examination}}$$

**Year of Data:** 2011-12

**Data Source:** The College Board

## **SAT/ACT Participation**

This indicator measures the percent of graduates who took either college admissions test. The SAT and ACT are college readiness assessments that measure knowledge and skills that students develop while in high school. This indicator recognizes campuses that have large proportions of high school students participating in these college readiness assessments and exhibiting high levels of academic skill.

### **Methodology:**

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

**Year of Data:** Class of 2012

**Data Source:** The College Board (SAT) and ACT, Inc.

## **SAT Performance Indicators: ELA and Mathematics**

Student performance on the SAT is reported as a scaled score that ranges from 200 to 800 in 10 point increments.

An SAT Performance indicator is evaluated for both ELA and mathematics.

### **Methodology:**

$$\frac{\text{sum of scaled scores by subject}}{\text{number of examinees by subject}}$$

**Year of Data:** Class of 2012

**Data Source:** The College Board

## **ACT Performance Indicators: ELA and Mathematics**

The ACT consists of five sections: English, mathematics, reading, science, and an optional writing section. Student performance on the English, mathematics, reading, and science sections of the ACT is reported as a scaled score that ranges from 1 to 36 in 1 point increments.

An ACT Performance indicator is evaluated for both ELA and mathematics.

### **Methodology:**

$$\frac{\text{sum of scaled scores by subject}}{\text{number of examinees by subject}}$$

**Year of Data:** Class of 2012

**Data Source:** ACT, Inc.

## **2014 AADD Indicators**

See *Chapter 13 – Preview* for information on new AADD indicators scheduled for evaluation in 2014 and beyond.

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## **Chapter 7 – Other Accountability System Processes**

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The vast majority of accountability ratings can be determined through the process detailed in Chapters 3-6. Accommodating all campuses and districts in Texas increases the complexity of the accountability system but also ensures the fairness of ratings assigned. This chapter describes other processes necessary to implement the accountability system.

### **Required Improvement**

Beginning in 2014, the Level III Advanced performance standard will be used to evaluate Index 3 and the final Level II performance standard will be used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

### **Pairing**

All campuses serving grades PK-12 must receive an accountability rating. Campuses with no state assessment results due to grade span served are incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. Districts may pair a campus with the district and be evaluated on the district's results.

The Texas Education Agency (TEA) determines which campuses need to be paired for any given accountability cycle after analyzing enrollment files submitted on the Public Education Information Management System (PEIMS) submission 1. If a district operates campuses that only serve students in grades not tested on the State of Texas Assessments of Academic Readiness (STAAR) (i.e., PK, K, or grades 1, or 2), they need to be paired with another campus in the district or with the district itself.

Charters and alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) provisions are not asked to pair any of their campuses.

Paired data are not used for distinction designation indicators. This means that paired campuses cannot earn distinction designations for the Top 25% Student Progress, and academic achievement in Reading and Mathematics.

### **Pairing Process**

Districts are given the opportunity to use the same pairing relationship they used in the prior year or to select a new relationship by completing the pairing form on the Texas Education Agency Secure Environment (TEASE) website. In early April, districts with campuses that need to be paired receive instructions on how to access this application on TEASE. Pairing decisions are due by late April each year.

If a district fails to inform the state, pairing decisions are made by agency staff. In the case of campuses that have been paired in the past, staff will assume that prior year pairing relationships still apply. In the case of campuses identified as needing to be paired for the

first time, pairing selections will be made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

### **Guidelines**

Campuses that are paired should have a "feeder" relationship with the selected campus and the grades should be contiguous. For example, a K-2 campus should be paired with the 3-5 campus that accepts its students into 3rd grade. An exception to this is when the campus being asked to pair is a PK or K campus with a "feeder" relationship to a campus that also requires pairing (*e.g.* a grade 1-2 only campus.) In this case, both the PK-K and grade 1-2 campuses should pair with the same grade 3 and above campus. Do not pair a campus with another campus that is required to be paired.

Pairing with the district is allowable. Campuses may be paired with the district instead of with another campus. This option is suggested for cases where the campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's assessment results for STAAR (grades 3-8), STAAR EOC, and TAKS (grade 11) for all grades tested in the district.

Note that pairing with the district is not mandatory in these cases. Districts have the choice of selecting another campus *or* selecting the district. For example, in cases where a K-2 campus feeds into several 3-5 campuses, one of the 3-5 campuses may be selected, or the district can be selected.

Multiple pairings are possible: If several K-2 campuses feed the same 3-5 campus, all of the K-2 campuses may be paired with that 3-5 campus.

Districts may change pairings from year to year; however, these changes should be based on reasonable justification (*e.g.*, a change in attendance zones affecting feeder patterns). As long as pairings are established each and every year, any prior year performance is calculated using the pairing relationships in place for the year in question.

### **Non-Traditional Educational Settings**

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for Texas Youth Commission (TYC), Texas Juvenile Probation Commission (TJPC), residential treatment facilities (RTF), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

### **Inclusion or Exclusion of Performance Data**

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) 39.054(f) and 39.055 require that students ordered by a juvenile court into a residential program or facility operated by the Texas Youth Commission, the Texas Juvenile Probation Commission, a juvenile board, or any other governmental entity be excluded from the campus and district when determining the accountability ratings.

For more information, see *Appendix F – Inclusion or Exclusion of Performance Data*.

## **Student Attribution Codes**

Districts with RTF, TJPC, or TYC campuses are required to submit student attribution codes in PEIMS.

## **JJAEPs and DAEPs**

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the *PEIMS Data Standards* and testing guidelines.

## **Special Education Campuses**

Campuses where all students are served in special education programs and are tested on STAAR will be rated on the performance on their students.

## **AEA Provisions**

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995-96 school year. Over time, these measures expanded to include charters that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs under separate and/or different AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are evaluated appropriately for state accountability.

### **AEA Campus Identification**

AEA provisions are applicable to and appropriate for:

- campuses that offer nontraditional programs rather than programs within a traditional campus,
- campuses that meet the at-risk registration criterion,
- campuses that meet the grades 6-12 enrollment criterion,
- charters that operate only AECs, and
- charters that meet the AEC enrollment criterion.

### **AEC Eligibility**

AECs including charter AECs must serve students “at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) and provide accelerated instructional services to these students.

AECs have the option to be evaluated under AEA provisions. Campuses that choose not to register are evaluated under standard accountability procedures. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating.

The following types of campuses have the option to register for evaluation under AEA provisions.

- AEC of Choice – At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

- Residential Facility – Education services are provided to students in private residential treatment centers and residential programs, detention centers, and correctional facilities operated by the TJJD. This includes facilities under contract with the TYC and facilities that are registered with the TJPC.

In this *Manual* the terms “AEC” and “registered AEC” refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA provisions and meet the at-risk registration and grades 6-12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone General Educational Development (GED) programs are ineligible for evaluation under AEA provisions. Data for these campuses are attributed to the home campus.

### **AEA Campus Registration Process**

The AEA campus registration process is conducted online using the Texas Education Agency Secure Environment (TEASE) Accountability website. AECs rated under 2011 AEA provisions were re-registered automatically in 2013. An *AEA Campus Rescission Form* was required from AECs not wishing to remain registered for AEA. An *AEA Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2013 AEA provisions. AECs for which 2011 AEA registration was rescinded due to not meeting the at-risk registration criterion were required to submit a *2012-13 AEA Campus Registration Form* if the AEC wished to request AEA campus registration in 2013. The 2013 registration process occurred April 24-May 3, 2013.

### **AEA Campus Registration Criteria**

Eleven (11) criteria are required for campuses to be registered for AEA. However, the requirements in criteria 7-11 may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e). Criterion 10 applies to Residential Facilities only if students are placed in the facility by the district.

- 1) The AEC must have its own county-district-campus number to which Public Education Information Management System (PEIMS) data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- 2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- 3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- 4) At least 50% of students at the AEC must be enrolled in grades 6-12.
- 5) The AEC must operate on its own campus budget.
- 6) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- 7) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.

- 8) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- 9) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- 10) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- 11) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient students must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

### **At-Risk Registration Criterion**

Each registered AEC must have at least 75% at-risk students enrolled on the AEC verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA provisions. An at-risk registration criterion accomplishes two goals. It restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

*Prior Year Safeguard.* If a registered AEC does not meet the at-risk criterion in the current year, then it remains under AEA if the AEC meets the at-risk criterion in the prior year. For example, an AEC with an at-risk enrollment below 75% in 2013 and at least 75% in 2012 remains registered in 2013.

### **Grades 6-12 Enrollment Criterion**

Each registered AEC must have at least 50% of their students enrolled in grades 6-12 verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA provisions. A grades 6-12 enrollment criterion restricts use of AEA provisions to middle and high schools.

### **Final AEA Campus List**

Due to timing between AEA campus registration, PEIMS fall enrollment submission, and PEIMS fall data availability in the spring, the at-risk registration and grades 6-12 enrollment criteria cannot be applied until April. AEA campus registration is rescinded for AECs not meeting the at-risk registration criterion. As a result, the AEC does not qualify for evaluation under AEA provisions.

The Final AEA Campus List is posted on the TEASE Accountability and public websites in May. Additionally, an email is sent to all superintendents when the list is available.

### **AEA Charter Identification**

Charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are used in determining the charter's accountability rating and for distinction designations.

- Charters that operate only registered AECs will be evaluated under AEA provisions.
- Charters that operate both traditional campuses and registered AECs will be evaluated under AEA provisions if the AEC enrollment criterion described below is met.
- Charters that operate both traditional campuses and registered AECs will be evaluated under traditional accountability procedures if the AEC enrollment criterion described below is not met.
- Charters that operate only traditional campuses, either because the campuses choose not to register for evaluation under AEA or the campuses do not meet the at-risk registration and/or grades 6-12 enrollment criteria, will be evaluated under traditional accountability procedures.

### **AEC Enrollment Criterion for Charters**

In order for a charter that operates both standard campuses and registered AECs to be eligible for evaluation under AEA provisions, the charter must meet the AEC enrollment criterion. At least 50% of the charter's students must be enrolled at registered AECs. AEC enrollment is verified through current-year PEIMS fall enrollment data.

### **Final AEA Charter Operator List**

After the AEA Campus List is finalized, AEA charters eligible for evaluation under AEA provisions can be identified. The final list of AEA charter operators is posted on the TEASE Accountability and public websites in May. Additionally, an email is sent to all superintendents when the list is available.

### **AEA Modifications**

Modifications to the accountability system for AEA campuses and charters are described below.

### **2013 Rating Labels**

To meet state statutory requirements, the accountability system must identify acceptable and unacceptable campuses and districts. Charters districts and alternative campuses evaluated under AEA provisions will receive one of the following rating labels:

- ***Met Alternative Standard*** - Assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions that meet modified performance index targets on all indexes for which they have performance data in 2013.
- ***Improvement Required*** - Denotes that a charter district or campus did not meet one or more modified performance index targets.
- ***Not Rated*** - Indicates that a charter district or campus is not rated.

- **Not Rated: Data Integrity Issues** - Indicates that a district or campus is not rated because the accuracy and/or integrity of performance results are compromised, and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned permanently or temporarily pending an on-site investigation.

### 2013 Index Targets

AECs and charters evaluated under AEA provisions must meet the modified targets.

Targets	Non-AEA Districts and Campuses	AEA Districts and Campuses
Index 1: Student Achievement	50	25
Index 2: Student Progress	5 <sup>th</sup> percentile by campus type*	5 <sup>th</sup> percentile**
Index 3: Closing Performance Gaps	55	30
Index 4: Postsecondary Readiness	75	45

\* Targets for non-AEA campuses correspond to about the fifth percentile of non-AEA campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA campus performance across all campus types.

\*\* Targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

### Residential Facilities

AECs identified as Residential Facilities and districts that operate only Residential Facilities will not be evaluated in 2013. Performance index results will be reported, but no rating label will be assigned.

### Index 4 Modifications

AECs and charters evaluated under AEA provisions are evaluated on Index 4 with modifications described in *Chapter 5 – Performance Index Indicators*.

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## **Chapter 8 – Appealing the Ratings**

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Section 39.151 of the Texas Education Code (TEC), shown below, requires the commissioner of education to provide a process for local districts or charters to challenge an agency determination of accountability rating.

### **TEC §39.151. REVIEW BY COMMISSIONER: ACCOUNTABILITY DETERMINATION.**

- (a) The commissioner by rule shall provide a process for a school district or open-enrollment charter school to challenge an agency decision made under this chapter relating to an academic or financial accountability rating that affects the district or school.
- (b) The rules under Subsection (a) must provide for the commissioner to appoint a committee to make recommendations to the commissioner on a challenge made to an agency decision relating to an academic performance rating or determination or financial accountability rating. The commissioner may not appoint an agency employee as a member of the committee.
- (c) The commissioner may limit a challenge under this section to a written submission of any issue identified by the school district or open-enrollment charter school challenging the agency decision.
- (d) The commissioner shall make a final decision under this section after considering the recommendation of the committee described by Subsection (b). The commissioner's decision may not be appealed under Section 7.057 or other law.
- (e) A school district or open-enrollment charter school may not challenge an agency decision relating to an academic or financial accountability rating under this chapter in another proceeding if the district or school has had an opportunity to challenge the decision under this section.

### **Overview of State Accountability Appeals Process**

Because the new state accountability system relies on performance index calculations, the state accountability appeals process will be limited to rare cases where a data or calculation error is attributable to the testing contractor or the Texas Education Agency. The compensatory nature of the performance index framework and other features of the indexes, such as the use of multiple indicators to derive an overall index score, minimize the possibility that district errors in coding student demographic information in PEIMS or the STAAR assessment program negatively impact the overall accountability rating. In addition, the use of online applications provided by the agency and testing contractor ensures that districts are aware of data correction opportunities, particularly through the use of the Public Education Information Management System (PEIMS) data submissions and the Texas Assessment Management System (TAMS). District responsibility for data quality is the cornerstone of a fair and uniform rating determination.

School district appeals that challenge the agency determination of the accountability rating are reviewed carefully by an external panel. Superintendents may appeal the accountability ratings by following the guidelines provided in this chapter.

## General Considerations

Appeals should be based upon a data or calculation error attributable to TEA, regional education service centers, or the test contractor for the student assessment program. The appeals process is not a permissible method to correct data that was reported inaccurately by the district. If the district has reported inaccurate data, it must follow the procedures and timelines for resubmitting the data, e.g., the PEIMS data standards. Poor data quality is not a valid reason to appeal. However, note that poor data quality can be a reason to lower a district's accreditation, per TEC §39.052(b)(2)(A)(i). The numbers shown on the data tables and on other agency products or performance reports are final and cannot be changed even if an appeal is granted, unless it is an error by TEA and/or the test contractor.

Districts may appeal for any reason. However, the accountability system requires that the rules be applied uniformly to all campuses and districts. Therefore, a request to make exceptions for how the rules are applied to a single campus or district is viewed unfavorably, and will most likely be denied.

- Only appeals that would result in a changed rating will be considered. A campus or district must meet all other requirements for a higher rating in order for its appeal to be evaluated.
- Appeals are not considered for the Accountability System Safeguard measures that may result in campus or district interventions.
- Districts are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. School districts have multiple opportunities to confirm and correct data submitted for accountability purposes. Changes to test answer document fields submitted within the correction window will be included in the STAAR and TAKS data files used in determining the 2013 accountability ratings.
- The appeals process is not a permissible method to correct data that was reported inaccurately by the district. Appeals from districts that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered.

### *PEIMS Data Submissions for:*

- *Student identification information or program participation,*
- *Student race/ethnicity categories,*
- *Student economic status,*
- *Student attribution codes,*
- *Student leaver data.*

### *STAAR and/or TAKS test answer documents, specifically:*

- *Student identification information, demographic or program participation,*
- *Student race/ethnicity categories,*
- *Student economic status,*
- *Score code or test version codes.*

- Requests to modify the 2013 state accountability calculations adopted by Commissioner Rule will not be considered. These rules were adopted pursuant to the Administrative Procedures Act (APA). Challenges to a Commissioner Rule should be brought pursuant to that statute. Recommendations for changes to state accountability rules submitted to the agency outside of the appeal process may be considered as advisory groups convene in late Fall 2013.
- Requests to modify statutorily required implementation rules defined by the Commissioner will not be considered. PEIMS requirements, campus identifications and statutorily required exclusions are based on data submitted by school districts. These data reporting requirements are reviewed by the appropriate advisory committee, such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeal process may be considered as the appropriate advisory groups convene, specifically the accountability advisory groups in late Fall 2013.
- Examples of issues unfavorable for appeal include:
  - *Campus Configuration Changes.* School districts have the opportunity to determine changes in campus identification numbers and grade configurations. A request for consideration of state accountability rules based on changes in campus configurations will be denied.
  - *Late Online Application Requests.* A request to submit or provide information after the deadline of the online Pairing application (5:00 p.m. on May 15, 2013), or the alternative education campus (AEC) registration (12:00 p.m. on May 3, 2013) will be denied.
  - *Inclusion or exclusion of test results, such as STAAR Modified or STAAR Alternate*
  - *Inclusion or exclusion of students, such as ELLs or Asylee/Refugees*
  - *STAAR Growth Measure Calculations*
  - *District and Campus Mobility*
  - *Rounding*
  - *Minimum Size Criteria*
  - *Criterion related to AEA campus registration such as percent at-risk, percent Grades 6-12 enrollment, or prior year safeguards*
  - *Small Numbers Analysis outcomes*
  - *New Campuses.* A request to assign a Not Rated: Other label to campuses that are designated Improvement Required in their first year of operation will be denied.

## Data Relevant to the 2012 Results

Appeals are considered for the 2013 ratings status based on information relevant to the 2013 evaluation. Appeals are not considered for circumstances that may have affected the prior year measures, regardless of whether the prior year results may impact the outcome of the current year rating status.

## No Guaranteed Outcomes

Appeals that follow these guidelines are not guaranteed to be granted. Each appeal is evaluated based on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but they are not granted automatically.

## Special Circumstance Appeals

- If the district has requested that writing results be rescored, a copy of the dated request to the test contractor and the outcome of the rescored tests should be provided with the appeal. If the rescored results impact the rating, these appeals are necessary since rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 8, 2013.
- If other serious problems are found, copies of correspondence with the test contractor or the regional education service center should be provided with the appeal.
- Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.
- In the case of appeals describing the extreme circumstance of a campus being shut down during a test administration, the issuance of a *Not Rated* label is possible. In these cases, any affected results that may have been scored are not evaluated; nor can a rating be generated on the subset of results not impacted by the event. No reliable rating can be issued based on available data.

## Not Rated Appeals

Districts rated *Not Rated: Other* are responsible for appealing this rating by the scheduled appeal deadline if the basis for this rating was a result of special circumstance or error by the testing contractor that affected data used to determine accountability ratings. If the agency determines that the *Not Rated: Other* rating was assigned due to a unique circumstance, the agency can assign an updated rating.

## Distinction Designations

Academic Achievement Distinction Designations (AADD) cannot be appealed. AADD indicators are reported for most campuses regardless of eligibility for a designation outcome. Since campuses rated *Improvement Required* are not eligible for an AADD outcome, campuses that appeal an *Improvement Required* rating will automatically receive any Distinction Designation earned if their appeal is granted and their rating is raised to *Met Standard*.

## Calendar

Below are the dates for appealing ratings. These deadlines are final. To maintain a fair appeals process, late appeals will be denied. See *Chapter 12 – Calendar* for more information.

June 6, 2013	<i>Graduation/Dropout Summary Reports and Lists.</i> Superintendents are given access to confidential lists of dropouts and cohort membership. These reports provide a preview of the data that will be used to calculate the Graduation Rate and Annual Dropout Rate base indicators for the accountability ratings.
August 1, 2013	<i>Preview Data Tables.</i> Superintendents are given access to confidential preview accountability data tables for their district and campuses showing all accountability indicator data. Principals and superintendents can use these data tables to anticipate their campus and district accountability ratings.
August 8, 2013	<i>Ratings Release.</i> No appeals will be resolved before the ratings release.
August 8 through September 9, 2013	<i>2013 Appeals Window.</i> Appeals may be submitted <i>by the superintendent</i> after receipt of the preview data tables. Districts register their district and campus appeals using the TEASE Accountability website then submit the appeal with supporting documentation via the mail. Appeals not signed by the district superintendent will be denied. See “How to Appeal” later in this chapter for more details.
September 9, 2013	<i>Appeals Deadline.</i> Appeals must be postmarked or hand delivered no later than September 9, 2013, in order to be considered.
Early November 2013	<i>Decisions Released.</i> Commissioner’s decisions are mailed in the form of response letters to each appellant. Letters are posted to the TEASE site.
Early November 2013	<i>Ratings Update.</i> The outcome of all appeals will be reflected in the ratings update scheduled for November 2013. At that time, the TEASE and public websites will be updated.

## How to Submit an Appeal

Districts should indicate their intention to appeal their district and campus rating by using the Texas Education Agency Secure Environment (TEASE) Accountability website. This online system provides a mechanism for tracking all accountability rating appeals and allows districts to monitor the status of their appeals. After completing your intent to appeal, districts must mail their appeal packet, including all supporting documentation. Submission of a district’s intent to appeal on the TEASE application does not constitute an appeal. Districts are still required to mail an appeal packet by the appeal deadline and include all relevant information necessary for the Texas Education Agency (TEA) to process the appeal.

A district wishing to appeal a school or district rating must submit their intention to appeal on the TEA Secure Environment (TEASE) Accountability website. To register an appeal:

1. Log on to TEASE at <https://seguin.tea.state.tx.us/apps/logon.asp>.
2. Click on ACCT – Accountability.
3. From the Welcome page, click on the *Notification of Intent to Appeal* link and follow the instructions.

4. The Notification of Intent to Appeal application website will be available during the appeals window, from August 8 through 5:00 p.m. CDT on September 9.
5. The status of the appeal, e.g., intent notification and receipt of documentation, will be available on the TEASE Accountability website.

Superintendents who do not have TEASE access must request access at the TEASE Applications Reference Page at <http://www.tea.state.tx.us/index2.aspx?id=2684>

Once the agency is notified of an intent to appeal, districts have until September 9, 2013 to submit their appeal to TEA. As in past years, the submitted appeal must include:

- A statement that the letter is an appeal of the 2013 accountability rating;
- The name and ID number of the district and/or campuses to which the appeal applies;
- The specific indicator(s) appealed;
- The special circumstance, including details of the data affected and what caused the problem;
- If applicable, the reason(s) why the cause of the problem is attributable to TEA, a regional education service center, or the test contractor;
- The reason(s) why the change would result in a different rating, including calculations that support the different outcome;
- A statement that all information included in the appeal is true and correct to the superintendent's best knowledge and belief; and,
- The superintendent's signature on official district letterhead.

Other information about submission of appeals follows.

- The appeal should be addressed to the Division of Performance Reporting as follows:

<p>Your ISD Your address City, TX Zip</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p><b>postage</b></p> </div>
<p>Division of Performance Reporting Texas Education Agency 1701 Congress Avenue Austin, TX 78701-1494</p>	
<p><b>Attn: Accountability Ratings Appeal</b></p>	

- The appeal letter should be addressed to Mr. Michael Williams, Commissioner of Education (see letter examples, below).
- Appeals for more than one campus, including alternative education campuses, within a district must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- Districts have only one opportunity to appeal for any campus or the district.
- If the campus appeal will impact the rating of a paired campus, that must be noted.
- If the campus appeal will impact the rating of the district, that must be noted.
- When student-level information is in question, supporting information must be provided for review, *i.e.*, a list of the students in question by name and identification number. It is not

sufficient to reference indicator data without providing information with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and will be accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*

- It is the district’s responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- Appeal letters must be postmarked on or before September 9, 2013. Appeals postmarked after this date will not be considered. Appeals delivered to TEA in person must be time-stamped in the Division of Performance Reporting by 5:00 p.m., CDT on September 9, 2013. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 9.
- **Only send one copy of the appeal letter and/or supporting documentation.**
- Districts are encouraged to obtain delivery confirmation services from their mail courier.
- Examples of satisfactory and unsatisfactory appeals are provided for illustration.

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Williams,</p> <p>This is an appeal of the 2013 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD. Specifically, I am appealing STAAR mathematics for this campus. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>During the day of mathematics testing at Elm Street Elementary School, the campus was subjected to a disrupted schedule due to an unusual and unique circumstance. The 5<sup>th</sup> grade class was disrupted during the test administration by an emergency situation. Documentation on the incident and district personnel adherence to testing irregularity processes are included.</p> <p>Attached is the student’s identification information as well as the PEIMS data for the students whose tests were affected.</p> <p>The second attachment shows the recalculated mathematics percent passing for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely,</p>	<p>Dear Commissioner Williams,</p> <p>This is an appeal of the 2013 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR mathematics for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>My analysis shows a coding change made to one student’s race/ethnicity on the answer document at the time of testing was in error. One 5<sup>th</sup> grade Hispanic student was miscoded as White on the answer document. Had this student, who passed the mathematics test, been included in the Hispanic student group, the percent passing for this group would have met the standard. Removing this student from the White student group does not cause the White student group performance to fall below the <i>Met Standard</i> criteria.</p> <p>We recognize the importance of accurate data coding, and have put new procedures in place to prevent this from occurring in the future.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools <i>Attachments</i></p>

J. Q. Educator  
Superintendent of Schools  
*Attachments*

Dear Commissioner Williams,  
Maple ISD feels that its rating should be *Met Standard*. The discrepancy occurs because TEA shows that the performance in Index 1 for Writing is 48%.  
We have sent two compositions back for scoring, and are confident they will be changed to passing.  
If you have questions, do not hesitate to contact us, at 701-555-1234.  
Sincerely,  
J. Q. Educator  
Superintendent of Schools  
*(no attachments)*

### **How an Appeal Is Processed by the Agency**

Once an appeal is received by the Division of Performance Reporting, the process for evaluating the information will be followed as outlined below.

- The TEASE Accountability website is updated to indicate when each appeal is received. Districts may monitor the status of their appeal(s) using the TEASE Accountability website. This website will include the postmark date for each appeal and the date on which each appeal packet is received by the agency.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for the students specifically named in the correspondence*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), whether they are specifically named in the appeal or not. Similarly, the effect that granting a campus appeal may have on the district is evaluated, whether the district is named in the appeal or not. In single-campus districts, both the campus and the district are evaluated, whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and forwards it to an external panel for review.
- The review panel examines the appeal, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendation is forwarded to the commissioner.
- The commissioner makes a final decision.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. The decision of the commissioner is final and is not subject to further appeal and/or negotiation. The commissioner will respond in writing to each appeal received. The commissioner's response letters are posted to the TEASE site at the same time the letters are mailed. Superintendents are notified via email that the appeal decisions are available on TEASE.
- *If an appeal is granted, the data upon which the appeal was based will not be modified.* Accountability and performance reports, as well as all other publications reflecting

accountability data, must report the data as they are submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

When a rating is changed due to a granted appeal, the letter from the commissioner serves as notification of the official rating for the district or campus. Districts may publicize the changed rating at that time. The agency website and other accountability products will be updated after the resolution of all appeals. This update will occur in early November 2013. Note that the update will reflect only the changed *rating*; the values shown on the report, such as performance index values, will not be modified. Between the time of receipt of the commissioner's letter granting an appeal and the update of agency accountability products, the agency sources will not reflect the changed campus or district rating.

### **Relationship to the Accountability System Safeguards and PBMAS**

The Accountability System Safeguard measures, Performance-Based Monitoring Analysis System (PBMAS) indicators, and Program Monitoring and Interventions Division intervention staging requirements will be considered when making decisions on appeals. School district data submitted through PEIMS or to the state assessment contractor is also considered. Please note that certain appeal requests may lead to Program Monitoring and Interventions activities to address potential concerns related to data integrity.

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## Chapter 9 – Responsibilities and Consequences

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### State Responsibilities

The Texas Education Agency is responsible for the state accountability system and other statutory requirements related to its implementation. TEA applies a variety of system safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

### District Accreditation Status

State statute requires the Commissioner of Education to determine an accreditation status for districts and charters. Accreditation statuses were first assigned to districts under this statute in 2007. To determine accreditation status and sanctions, TEA takes into account the district's state accountability rating and its financial accountability rating. There are other factors that may be considered in the determination of accreditation status. These include, but are not limited to, the integrity of assessment or financial data used to measure performance, the reporting of PEIMS data, and serious or persistent deficiencies in programs monitored in the Performance-Based Monitoring Analysis System (PBMAS). Accreditation status can also be lowered as a result of data integrity issues or as a result of special accreditation investigations. The four possible accreditation statuses are: *Accredited*, *Accredited-Warned*, *Accredited-Probation*, and *Not Accredited-Revoked*.

Rules that define the procedures for determining a district's accreditation status, as well as the prior accreditation statuses for all districts and charters in Texas are available at <http://www.tea.state.tx.us/accredstatus>.

### PEG Program Campus List

TEA is responsible for annually producing the list of campuses identified under the PEG criteria. By early December 2013 the list of 2014-15 PEG campuses will be released publicly. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at [http://ritter.tea.state.tx.us/perfreport/peg\\_faq.html](http://ritter.tea.state.tx.us/perfreport/peg_faq.html).

### TEA Data Integrity Activities

Activities conducted by TEA to ensure the integrity of the system continue to protect the accountability system from purposeful manipulation as well as from the use of data of such poor quality—whether intentional or not—that no reliable rating can be determined.

- **Campus Number Tracking.** As in past years, approval of requests for campus number changes are based on prior state accountability ratings outcomes. *Improvement Required* ratings received for the same campus under two different campus numbers may be considered to be consecutive years of low ratings for accountability interventions and sanctions.
- **Data Validation Monitoring.** The Performance-Based Monitoring (PBM) system is a comprehensive system designed to improve student performance and program effectiveness. The PBM system, like the state accountability rating system, is a data-driven system that

relies on data submitted by districts; therefore, the integrity of districts' data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that examine districts' leaver and dropout data, student assessment data, and discipline data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://www.tea.state.tx.us/pbm/DVManuals.aspx>.

- **Test Security.** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA has a comprehensive set of test security procedures that are designed to assure parents, students, and the public that test results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain test security materials for five years. Detailed information about test security policies for the state assessment program is available online at <http://www.tea.state.tx.us/student.assessment/security/>.
- ***Not Rated: Data Integrity Issues.*** A rating can be changed to *Not Rated: Data Integrity Issues*. This rating is used in the rare situation where the accuracy and/or integrity of performance results have been compromised, and it is not possible to assign a rating based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation, or may be assigned as the final rating label for the year. This rating label is not equivalent to an *Improvement Required* rating, though the Commissioner of Education has the authority to lower a rating or assign an *Improvement Required* rating due to data quality issues. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

The agency activities above can occur either before or after the ratings release. Sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals (in 2013 the update is scheduled for early November 2013). A rating change resulting from an imposed sanction will stand as the final rating for the year.

## **State Accountability System Safeguards**

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The state accountability system safeguard data will be release in conjunction with the state accountability ratings in August, 2013.

The disaggregated performance measures and safeguard targets will be calculated for performance rates, participation rates and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). Performance rates calculated for the safeguard system are the disaggregated performance rates used for Index 1. A single target will

be used for the disaggregated performance rates that correspond to the 2013 target for student achievement in Index 1. Targets for participation rates, graduation rates, and limits on use of STAAR Alternate and STAAR Modified are aligned to federal requirements. District and campus level system safeguard results will be reported for any cell that meets accountability minimum size criteria.

<b>Accountability System Safeguard Measures and Targets</b>											
	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Econ. Disadv.	ELL	Special Educ.
<b>Performance Rates</b>											
Reading	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Mathematics	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Writing	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Science	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Soc. Studies	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
<b>Participation Rates</b>											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
<b>Federal Grad. Rates *</b>											
4-year	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
5-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
<b>District Limits on Use of Alternative Assessment Results</b>											
<b>Reading</b>											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									
<b>Mathematics</b>											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									

\* Federal graduation rate targets include an improvement target.

## Consequences and Interventions

Interventions pertain to activities that result from the issuance of ratings under the state accountability system. State accountability-related interventions are those activities conducted by the Texas Accountability Intervention System (TAIS). Intervention activities reflect an emphasis on increased student performance, focused improvement planning, data analysis, and data integrity. Required levels of intervention are determined based on the requirements of TEC, Chapter 39. See the Division of Program Monitoring and Interventions website at <http://www.tea.state.tx.us/pmi> for more information.

Failure to meet the safeguard target for any reported cell will be addressed through the Texas Accountability Intervention System (TAIS). If the campus or district is already identified for assistance or intervention in the TAIS based on the current year state accountability rating or

prior year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. The TAIS determines the level of intervention and support the campus or district receives based on performance history as well as current year state accountability rating and performance on the safeguard measures.

### **Determination of Multiple-year *Improvement Required* Status**

In determining consecutive years of *Improvement Required* ratings for purposes of accountability interventions and sanctions, only years that a campus is assigned an accountability rating shown below will be considered.

- 2013: *Met Standard, Met Alternative Standard, Improvement Required*;
- 2012: *No State Accountability Ratings Issued*;
- 2004-2011: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, AEA: Academically Acceptable, AEA: Academically Unacceptable*.

While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* ratings assigned in 2011 are considered as consecutive years. In addition, the consecutive years of *Improvement Required/Academically Unacceptable* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings. This policy applies to districts and charters as well as campuses when *Not Rated: Data Integrity Issues* and *Not Rated: Other* ratings are assigned. An exception applies to districts (charters) or campuses that received a rating of *AEA: Not Rated – Other* under the AEA Residential Facility procedures prior to 2011. For these residential facilities, *Academically Unacceptable* ratings separated by *AEA: Not Rated – Other* are not considered consecutive.

### **Identification of Campuses with Additional Campus Improvement Plan (CIP) Requirements**

For the 2013-14 school year, campuses rated *Met Standard* in 2013 will be identified if their 2013 performance does not meet the accountability criteria established for the 2014 school year.

## **Local Responsibilities**

Districts have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, properly managing campus identification numbers, and implementing an optional local accountability system.

## **Statutory Compliance**

A number of state statutes direct local districts and/or campuses to perform certain tasks or duties in response to the annual issuance of the state accountability ratings. Key statutes are discussed below.

- Public Discussion of Ratings [TEC §11.253 (g)] – Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for the purpose of discussing the performance of the campus

and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

- Notice in Student Report Card and on Website (TEC §39.361 and TEC §39.362) – Districts are required to publish accountability ratings on their websites and include the rating in the student report cards. These statutes require districts:
  - to include, along with the first written notice of a student’s performance that a school district gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *Improvement Required* and an explanation, and
  - by the 10th day of the new school year to have posted on the district website the most current information available in the campus report card and the information contained in the most recent performance report for the district.

A document addressing frequently asked questions regarding these requirements is available on the TEA website at [http://ritter.tea.state.tx.us/perfreport/3297\\_faq.html](http://ritter.tea.state.tx.us/perfreport/3297_faq.html).

- Public Education Grant (PEG) Program (TEC §§29.201 - 29.205) – In 1995, the Texas Legislature created the PEG program which permits parents with children attending campuses that are on the PEG list to request that their children be transferred to another campus within the same district or to another district. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is generated and transmitted to districts annually. By February 1 following the release of the list, districts must notify each parent of a student assigned to attend a campus on the PEG list. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at [http://ritter.tea.state.tx.us/perfreport/peg\\_faq.html](http://ritter.tea.state.tx.us/perfreport/peg_faq.html).
- Actions Required Due to Low Ratings or Low Accreditation Status – Districts with an *Improvement Required* rating (campus or district) or *Accredited Probation/Accredited Warned* accreditation status will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district. Commissioner of Education rules that define the implementation details of these statutes are available on the website for the TEA Division of Program Monitoring and Interventions in the Accountability Monitoring link, at <http://www.tea.state.tx.us/pmi>, and on the TEA Accreditation Status website at <http://www.tea.state.tx.us/accredstatus>.

## Accurate Data

Accurate data is critical to the credibility of the rating system. Responsibility for the quality of data used for the indicators that determine campus and district ratings rests with local districts. The system depends on the responsible submission and collection of assessment and Public Education Information Management System (PEIMS) information by local school districts.

## Campus Identification Numbers

In a given year, districts may need to change, delete, or add one or more campus identification numbers, the unique 9-digit county-district-campus (CDC) number, due to closing old schools,

opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts "recycle" CDC numbers.

Because performance results of prior years is a component of the accountability system in small numbers analysis and required improvement calculations in future years, and merging prior year files with current year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

*Example:* A campus served grades 7 and 8 in 2012, but in 2013, serves as a 6th grade center. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2012 was maintained (recycled). Therefore, in 2013, grade 6 performance on the assessments may be combined for small numbers analyses purposes with performance index results which included grade 7 and 8 performance.

Whether or not to change a campus number is a serious decision for local school districts. Districts should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population or the grades offered change significantly. Districts are strongly encouraged to request new CDC numbers when school organizational configurations change dramatically.

TEA policy requires school districts and charters to request campus number changes of existing campuses for the current school year by October 1 to ensure time for processing before the PEIMS fall snapshot date in late October. Changes for a subsequent school year will not be processed before November 1. This policy does not apply to new active campuses opening mid-year or campuses under construction.

School districts and charters must receive TEA approval to change the campus number of a campus rated *Improvement Required*. The determination of whether or not accountability ratings histories will be linked to new campus numbers will be made at the time the new numbers are approved so that districts are aware of the accountability consequences of changing campus numbers.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *Improvement Required* ratings, data will not be linked across campus numbers. This includes PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Campuses with new campus numbers cannot take advantage of the planned Required Improvement provisions of the accountability system in which the performance index outcomes may be compared under a new number. Therefore, changing a campus number under these circumstances may be to the disadvantage of an *Improvement Required* campus. This should be considered by districts and charters when requesting campus number changes for *Improvement Required* campuses. In the rare circumstance where a campus or charter district receives a new district number, the ratings history is also linked while the data are not linked across the district numbers.

An analysis to screen for the inappropriate use of campus numbers is part of the TEA Data Integrity Activities described earlier in this chapter. TEA can assist in establishing new or retiring old campus numbers.

If a school district enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus number. In this case, both the district and campus will be rated the first year under the new number. Data for districts and campuses in these circumstances will not be linked. This includes the PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts or campuses under a legal agreement with TEA cannot take advantage of any planned Required Improvement provisions or small numbers analysis the first year under a new district or campus number.

## **Complementary Local Accountability Systems**

Although the statewide accountability system has been designed to address the guiding principles articulated in *Chapter 1 – Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include, but are not limited to:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other campuses in the district;
- progress on professional development goals; and
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Met Standard*.

A third approach might be to examine the accountability indicators that comprise the performance indexes, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

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## **Chapter 10 – Federal Accountability**

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The *No Child Left Behind Act of 2001* (NCLB) (P.L. 107-110), reauthorized and amended federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). On February 28, 2013, TEA requested that the U.S. Department of Education (USDE) waive specific provisions of the ESEA. The U.S. Secretary of Education approved the Texas waiver request on September 30, 2013, which waived the 2012-13 AYP calculations and allowed the state’s existing systems of interventions to guide the support and improvement of schools. As a result of the approved ESEA Flexibility Wavier, the state accountability System Safeguard information was used to meet federal accountability requirements to identify Priority and Focus Schools that are eligible for additional federal funding while subject to a series of federally-prescribed interventions.

### **2013 Texas Accountability System Safeguards Reports**

On August 8, 2013, the Texas state accountability ratings and distinction designations were released on the TEA website, in addition to the 2013 System Safeguard reports. The System Safeguard reports provide disaggregated results with percent of measures and targets met. The information serves as the basis for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. For 2013, the state accountability disaggregated safeguard measures included four components: 1) performance rates, 2) participation rates, 3) graduation rates, and 4) limits on use of alternative assessments. The performance rates, participation rates and graduation rates were calculated on eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races; Economically Disadvantaged, students receiving Special Education services, and English language learners (ELLs).

#### **Performance Targets**

Performance rates calculated for the state accountability safeguard system are the same disaggregated results used for Index 1 in Reading, Mathematics, Writing, Science, and Social Studies. The performance target for the 2013 System Safeguard measures correspond to the 50% target on Index 1: Student Achievement.

#### **Federal Participation Rates**

Test participation rates are also reported in the accountability System Safeguards reports. The target of 95% is unchanged from the federal accountability target in place in prior years. Participation measures are based on all students enrolled at the time of testing defined as the total number of test answer documents submitted by each school district (denominator of the participation rate). The calculation is not limited to students enrolled for the full academic year. Test answer documents that are coded “Absent” or “Other” are not counted as participants and are therefore not included in the participation numerator.

## **Federal Limits on use of Alternative Assessments**

For school districts only, the System Safeguard reports include measures that indicate whether the school district exceeded the federal limits on use of alternative assessments. The federal limits on use of proficient results from STAAR Alternate require that the number of scores that meet the STAAR Alternate Phase-in 1 Level II performance standard not exceed one percent of the district's total participation. Similarly, the federal limits on use of proficient results from STAAR Modified are determined by the number of test scores that meet the STAAR Modified Phase-in 1 Level II performance standard and may not exceed two percent of the district's total participation. The measures for STAAR Alternate and STAAR Modified are reported separately for Reading and Mathematics.

## **Federal Graduation Rate Goals and Targets**

Texas is required by state statute to use the National Center for Education Statistics (NCES) dropout definition and federal graduation rate calculation.

*Goal:* The long term statewide goal for the four-year graduation rate is 90.0 percent. High schools and school districts that do not meet the 90.0 percent graduation rate goal must meet either an annual target or a growth target for the four-year graduation rate, or an annual target for the five-year graduation rate.

*Four-Year Graduation Rate Annual Target:* For 2013, the annual target is 78.0 percent of students graduate with a regular high school diploma in four years.

*Four-Year Graduation Rate Growth Target:* The growth target is a 10.0 percent decrease in difference between prior year graduation rate and the 90.0 percent goal.

*Five-Year Graduation Rate Annual Target:* For 2013, the annual target is 83.0 percent of students graduate with a regular high school diploma in five years.

## **Other Federal Requirements**

The underlying data used to report state accountability system safeguards is used also for federal accountability requirements such as district evaluations for Title III Annual Measurable Achievement Objectives (AMAOs) and USDE Office of Special Education Programs (OSEP) State Performance Plan (SPP) and State Annual Performance Report (APR). These federal accountability requirements are limited to the Reading/English language arts and Mathematics performance and participation indicators for the required ELL and Special Education programs at the 2012-13 federally approved performance target of 75%.

See Appendix K for detailed information about the 2013 performance targets and minimum size criteria that were used for the state system safeguards and federal accountability evaluations.

## Chapter 11 – TEASE Accountability

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The Texas Education Agency Secure Environment (TEASE) is an authentication portal through which authorized users access sensitive or confidential TEA information resources. The TEASE portal includes several web applications that are relevant to administrators in school districts and education service centers (ESCs). One such application is the *ACCT–Accountability* application which provides authorized users with state and federal accountability products, Performance-Based Monitoring Analysis System (PBMAS) and data validation products, and accountability research products pertaining to graduation and dropout summary reports and student lists.

Additionally, the *ACCT–Accountability* application is the location for first access to the performance reports, listings of schools identified under the Public Education Grant (PEG) program, and other information specific to alternative education accountability (AEA).

District and ESC administrators are encouraged to apply for access to the TEASE portal. They may also designate others in their district to have access.

### Access to TEASE Accountability

District staff need a TEASE account to access any TEASE application. Even if approved district personnel currently have access to other TEASE applications (e.g., PEIMS Edit+, eGrants, etc.), they may still need to have the Accountability application added to their TEASE accounts. Staff in need of access to TEASE Accountability must complete the following form:

<http://ritter.tea.state.tx.us/forms/tease/accountability.htm>

The form must be printed, completed, signed by the district superintendent (or equivalent for charter operators), and mailed or faxed to the contact information provided on the form. Depending on the volume of requests, it may take several days for a request to be processed (if the request was mailed, several more days should be allowed for the request to reach TEA). Staff will receive an email from TEA Security once Accountability has been added to their TEASE accounts.

### Confidentiality

Data on many of the reports available through TEASE are NOT masked to protect individual student confidentiality. The Family Educational Rights and Privacy Act (FERPA) requires that student information remain confidential. The TEASE site is intended for district or ESC use with district permission only.

### Multiple District Access

Certain charter operators and ESC staff have the unique situation of requiring access to multiple school district or charter operator information. To gain access to TEASE Accountability information, multiple district users must obtain the superintendent's signature for each district to which the user requests access (one request form per district/charter). Multiple district login accounts do not provide access to all districts in any single ESC region, only to those districts that have granted access for the user. In some cases, it may not be possible to obtain a single login with access to multiple school district or charter information since some applications do not

support multiple-district users. For information about new single or multiple-district TEASE user accounts, please contact the Division of Performance Reporting at (512) 463-9704.

### **Products Available**

The Accountability application is designed to contain products for districts produced by several divisions in the TEA Department of Assessment and Accountability. Once a user logs into TEASE and selects the Accountability application from the list of authorized applications, the main Accountability index screen will appear. This screen lists the types of products available from the site and may also contain recent announcements to districts related to accountability. Therefore, users must always be sure to read the main screen carefully for updated announcements and products.

The following accountability releases are planned for the 2013 cycle in chronological order. See *Chapter 12 – Calendar* for specific dates.

- AEA Campus Registration Process (Data Collection)
- Pairing Application (Data Collection)
- Graduation and Dropout Data
  - Lists of students who are dropouts
  - Campus and district dropout rates
  - Lists of students in the 4-year, 5-year, and 6-year longitudinal cohort
  - Campus and district 4-year, 5-year, and 6-year graduation rates
- Comparison Groups
- Preview Accountability Data Tables without Ratings
- Ratings Appeal Registration System
- Accountability Data Tables with Ratings and Distinction Designations
- Appeals Response Letters
- Updated Accountability Data Tables with Ratings and Distinction Designations
- Updated Preliminary Longitudinal Cohorts
- Performance Reports

### **Most Recent Products Only**

The TEASE *ACCT–Accountability* site is not an archive of information; it is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year’s final products are taken off the site. Districts are encouraged to save the products provided on this site to a local secured location.

# Chapter 12 – Calendar

Dates significant to the 2013 accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, descriptions of how products will be released (via mail, secure web, or public web) are provided.

Due to unforeseen circumstances, the calendar dates listed in this chapter may be modified at a later time.

Year	Date	Activity
2012	July 9-13	STAAR EOC testing
	<b>October 26</b>	<b>Snapshot date for enrolled students (2012-2013 PEIMS Submission 1)</b>
	December 3-14	STAAR EOC testing
	December 6	2012-2013 PEIMS submission 1 due
2013	January 7–April 19	STAAR Alternate testing window
	January 17	Last date to resubmit changes and corrections to PEIMS submission 1
	March 4	TAKS Exit-Level ELA test
	March 18–April 10	TELPAS
	April 1-5	STAAR: gr. 5 & 8 reading; gr. 5 & 8 mathematics; gr. 4 & 7 writing; STAAR EOC: English I, II, III
	April 22-26	STAAR: gr. 3, 4, 6 & 7 reading; gr. 3, 4, 6 & 7 mathematics; gr. 5 science; gr. 8 science; gr. 8 social studies. TAKS Exit-Level mathematics, science, social studies
	April 23	2013 accountability decisions announced (public web)
	April 24-May 3	2013 AEA Campus registration process (TEASE)
	May 6-17	STAAR EOC testing
	May 9-16	Campus pairing process (TEASE)
	May 14-16	STAAR: gr. 5 & 8 reading and mathematics (retest)
	May 15	2013 Final Lists of AEA Campuses and Charter Operators (public web)
	Late May	2012 Indicators for the 2013 Performance Index Framework (TEASE)
	May 24	2013 Accountability Manual – Chapters 3–9 (public web)
	June 6	Dropout and completion lists and rates (TEASE)
	June 24	2012 Indicators for the 2013 Performance Index Framework (public web)
	June 24	2013 Campus Comparison Groups (TEASE)
	Late July	2013 Accountability Manual – all chapters (public web)
	<b>August 1</b>	<b>2013 Preliminary Performance Index Tables without rating labels (TEASE)</b>
	<b>August 7</b>	<b>2013 Preliminary Accountability Tables with rating labels (TEASE)</b>
<b>August 8</b>	<b>2013 Preliminary Accountability Tables with rating labels (public web)</b>	

<b>Year</b>	<b>Date</b>	<b>Activity</b>
2013 (con't.)	<b>August 8</b>	<b>2013 Distinction Designations (public web)</b>
	<b>August 8</b>	<b>System Safeguards (public web)</b>
	<b>August 8</b>	<b>Appeals application opens (TEASE)</b>
	<b>September 9</b>	<b>2013 Appeals Deadline</b>
	<b>Early November</b>	<b>TEA notifies districts of accountability appeal decisions (TEASE)</b>
	<b>Early November</b>	<b>2013 Final ratings release after resolution of all appeals (TEASE and public web)</b>
	November	Preliminary longitudinal cohorts updated (TEASE)
	November	2012-13 Performance Reports (public web)
	Early December	Campuses identified under PEG criteria for 2014-15 school year (TEASE)
	Mid-December	Campuses identified under PEG criteria for 2014-15 school year (public web)
	December-January	2012-13 School Report Card and NCLB Report Card (public web)

## Chapter 13 – Preview

This chapter provides a preview of the 2014 accountability system and beyond.

### Plan for Accountability Ratings Criteria and Targets for 2014 and Beyond

Accountability advisory groups will convene in fall 2013 to finalize recommendations for accountability ratings criteria and labels for 2014 and beyond and performance index targets for 2014 through 2016.

- October/November 2013 – Accountability advisory groups convene to develop recommendations to commissioner for accountability ratings criteria and labels for 2014 and beyond and performance index targets for 2014, 2015, and 2016 accountability ratings.
- December 2013 – commissioner announces accountability ratings criteria for 2014 and beyond and final 2014 targets, preliminary 2015 targets, and preview 2016 targets.

The 2013 STAAR results will be used as the baseline for establishing accountability performance targets for 2014 and beyond. The 2013 assessment results will include two cohorts of high school students (class of 2015 and class of 2016) on STAAR EOC graduation plans.

**Baseline Data for Targets**

	<b>EOC Courses*</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grade 9	English I Reading English I Writing Algebra I Biology World Geography**	Class of 2015 <b>STAAR EOC</b>	Class of 2016 <b>STAAR EOC</b>	Class of 2017 <b>STAAR EOC</b>
Grade 10	English II Reading English II Writing Geometry** Chemistry** World History**	Class of 2014 TAKS	Class of 2015 <b>STAAR EOC</b>	Class of 2016 <b>STAAR EOC</b>
Grade 11	Eng. III Reading** Eng. III Writing** Algebra II** Physics** U.S. History	Class of 2013 TAKS	Class of 2014 TAKS	Class of 2015 <b>STAAR EOC</b>

\* There is not a state-mandated course sequence; however, this represents the typical course sequence that most students follow.

\*\* These assessments were administered in the 2012-13 school year, but will not be administered in 2013-14, as required by House Bill 5 (83<sup>rd</sup> Texas Legislature, 2013).

### Required Improvement

Beginning in 2014, the Level III Advanced performance standard will be used to evaluate Index 3 and the final Level II performance standard will be used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

## Small Numbers Analysis

Multi-year average performance will be used at the indicator level to calculate indicators for small districts and campuses that do not meet minimum size criteria using current year data. In 2013, two-year-averages were calculated for assessment indicators because only two years of STAAR results were available. The following table shows the indicators for which multi-year average will be applied in 2014 and beyond.

Use of Multi-Year-Average for Small Numbers Analysis	2013 Ratings	2014 Ratings and Beyond
<b>Index 1:</b> STAAR Percent Met Phase-in 1 Level II Performance Standard All Students	2-year average	3-year average
<b>Index 2:</b> Weighted Growth Rate All Students	New*	2-year average
<b>Index 3:</b> Reading Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Mathematics Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Writing Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Science Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Social Studies Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
<b>Index 4:</b> STAAR Percent Met Final Level II Performance Standard on One or More Tests All Students	NA in 2013	3-year average
Four-Year Graduation Rate All Students	3-year average	3-year average
Five-Year Graduation Rate All Students	3-year average	3-year average
Four-Year Graduation and GED Rate All Students	3-year average	3-year average
Five-Year Graduation and GED Rate All Students	3-year average	3-year average
Six-Year Graduation and GED Rate All Students	3-year average	3-year average
RHSP/DAP Rate All Students	3-year average	2-year average*
Annual Dropout Rate All Students	3-year average	3-year average

\* Weighted Growth Rate is a new calculation with no prior year data; RHSP/DAP Rate in 2014 will be based on a new longitudinal calculation for the class of 2013 (2014 ratings) that will be reported for the first time for the class of 2012 in fall 2013.

Use of multi-year-average performance at the index level for campuses and districts that do not meet the accountability target based on current year data will be considered for 2015 and beyond.

### Index 3: Closing Performance Gaps

The following changes are anticipated to be implemented in 2014 and beyond.

#### Methodology

The percent of students at the specified student performance level on the assessment is multiplied by the weight for that performance level. The STAAR weighted performance rate calculation was modified for 2013 because STAAR Level III performance cannot be included until 2014.

- Phase-in 1 Level II (2013 and beyond) – one point for each percent of students at the phase-in 1 Level II performance standard
- Level III Advanced (2014 and beyond) – two points for each percent of students at the final Level III performance standard

#### Index 3 Calculations

Because the indicator will be weighted to give one or two points for closing the performance gap in 2014 and beyond, each indicator contributes from 0 to 200 points to the index for each student group that meets minimum size criteria.

<b>Example 3.1. Calculations to determine Index 3 points for reading performance shown in Example 3.2</b>					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# at Phase-in 1 Level II or above % at Phase-in 1 Level II or above	80 100%	20 50%	25 100%		
# at Level III Advanced % at Level III Advanced	40 50%	0 0%	25 100%		
Reading Weighted Performance Rate	<b>150</b>	<b>50</b>	<b>200</b>	<b>400</b>	<b>600</b>

<b>Example 3.2. Calculations to determine overall points for Index 3 for 2014 and beyond</b>					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	<b>150</b>	<b>50</b>	<b>200</b>	<b>400</b>	<b>600</b>
Mathematics Weighted Performance Rate	125	100	90	315	600
Writing Weighted Performance Rate	80	90	125	295	600
Science Weighted Performance Rate	120	40	90	250	600
Social Studies Weighted Performance Rate	50	40	80	170	600
Total				1430	3000
Index Score (total points divided by maximum points)					48

## **Index 4: Postsecondary Readiness**

The following changes are anticipated to be implemented in 2014 and beyond.

### **STAAR Level II Performance for Index 4**

In 2014 and beyond, credit will be given for final Level II performance on the same assessments used in Index 1 at final Level III performance standard.

#### ***Subjects Areas Evaluated for STAAR Performance in Index 4***

All subject areas (reading, mathematics, writing, science, and social studies) are combined. Subject areas are not evaluated separately.

#### ***Student Groups Evaluated for STAAR Performance in Index 4***

Eight student groups are evaluated.

- All Students
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

### **Index 4 Calculations**

For high schools with a graduation rate the index produces two separate scores, a graduation score and a STAAR score; the final index score is an average of the two scores. Consequently, for most high schools and districts, STAAR final Level II performance and graduation rates weigh equally in the index.

***Graduation Score:*** Combined performance across the graduation rates and Recommended High School and Distinguished Achievement Programs (RHSP/DAP) diploma indicator:

- Class of 2013 Four-Year Graduation Rate for All Students and all student groups, ***or***
- Class of 2012 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index

Only one of the two graduation rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group.

- RHSP/DAP Graduates for All Students and racial/ethnic student groups

***STAAR Score:*** STAAR Percent Met final Level II on One or More Tests for All Students and racial/ethnic student groups

- For high schools that do not have a graduation rate, the annual dropout rate and STAAR final Level II performance both contribute points to the index.
- For elementary and middle schools, only STAAR final Level II performance contributes points to the index.

<b>Example 4.1. Districts and campuses with a graduation rate</b>												
Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation rate	82.8%	74.5%	70.2%	75.4%						82.4%	385.3	500
RHSP/DAP	75.0%	66.1%	51.4%	67.6%							260.1	400
4-year Graduation Total											645.4	900
4-year Graduation Score (graduation total points divided by maximum points)											72	
5-year graduation rate	82.8%	69.1%	68.3%	70.0%		n/a	n/a	n/a		76.6%	366.8	500
RHSP/DAP	75.0%	66.1%	51.4%	67.6%							260.1	400
5-year Graduation Total											626.9	900
5-year Graduation Score (graduation total points divided by maximum points)											70	
STAAR % Met Final Level II on One or More Tests	29%	16%	40%	36%	23%		38%				182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $72 + 30 / 2 = 51$ )											51	

<b>Example 4.2. Districts and campuses with Gr. 9-12 but no graduation rate</b>												
Indicator	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)	69 (3.1%)	89 (1.1%)				87 (1.3%)	68 (3.2%)	53 (4.7%)	503	700
RHSP/DAP	82.7%	76.4%	83.6%	83.0%							325.7	400
Graduation Score (dropout and RHSP/DAP total points divided by maximum points)											75	
STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $75 + 30 / 2 = 53$ )											53	

Example 4.3. Elementary and middle/junior high schools										
Indicator	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Total Points	Max. Points
STAAR % Met Final Level II on One or More Tests	29%	16%	23%	38%		40%		36%	182	600
Index Score (total points divided by maximum points)									30	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

### Index 4: Postsecondary Readiness for AEA Campuses and Charters

Some alternative and charter schools serve a unique student population that warrants alternative criteria and index targets with regards to Index 4. Further modifications to Index 4 will be reviewed with the accountability advisory groups in fall 2013 to ensure all of the requirements of Senate Bill 1538 (described below) are met.

Graduation and General Educational Development (GED) Score will contribute 75 percent of the points to Index 4 and STAAR Score (Percent Met final Level II on One or More Tests) will contribute 25 percent of the points.

A maximum of 50 bonus points will be added to the final index score. The RHSP/DAP graduates annual rate contributes bonus points (rather than averaging the rates into the Graduation and GED Score). Bonus points are also added for the Continuing Students Success Rates and Excluded Students Credit.

Example 4.4. AEA charter districts and campuses with a graduation and GED rate												
Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation and GED rate	64.3%	58.8%	58.8%	71.6%				66.0%	59.8%	34.2%	413.5	700
5-year graduation and GED rate	65.1%	58.8%	60.0%	72.1%				64.0%	57.5%	48.9%	426.4	700
6-year graduation and GED rate	62.7%	56.4%	63.6%	63.0%				63.2%	58.0%	52.1%	419.0	700
Graduation and GED Score (graduation and GED total points divided by maximum points)											61	
STAAR % Met Final Level II on One or More Tests	29%	16%	23%	38%		40%		36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Combined Score (Graduation and GED x .75 plus STAAR x .25) (61 x .75 = 45.75) + (30 x .25 = 7.5) = 53.25											53	
Bonus Points: RHSP/DAP	27.0%										27	
Continuing Students Success	5.8%										6	
Excluded Students Credit	4										4	
Total Bonus Points (maximum of 50)											37	
Index Score (Combined Score plus Bonus Points)											90	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

## Distinction Designations

### Campus Top Twenty-Five Percent Distinction Designations

Campus top twenty-five percent distinction designations will be based on performance on Index 2 and Index 3 in relation to campuses in the comparison group.

- 2013 and Beyond: Top 25% Student Progress. Based on performance on Index 2: Student Progress. Campuses that are in the top quartile of their campus comparison group in performance on Index 2 earn this distinction designation.
- 2014 and Beyond: Top 25% Closing Achievement Gaps. Based on performance on Index 3: Closing Performance Gaps. Campuses that are in the top quartile of their campus comparison group in performance on Index 3 earn this distinction designation.

### **District and Campus Distinction Designations**

The district and campus distinction designations will be implemented in 2014. Criteria and targets will be set in fall 2013 when other 2014 accountability targets are set.

### **Academic Achievement Distinction Designations (AADD) Indicators**

In addition to the indicators outlined in Chapter 6, the following new AADD indicators will be evaluated in 2014 and beyond.

#### ***Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Participation.***

A student in grade 10 or 11 can take the Preliminary SAT (PSAT) and the PLAN (Pre-ACT) which are measurements of college readiness. The PSAT consists of three sections that assess a number of academic skill sets: critical reading, mathematics, and writing. PLAN includes four multiple-choice tests: English, math, reading, and science.

#### ***PSAT Grade 10 and Grade 11 Performance Indicators: ELA and Mathematics.***

The PSAT is a measurement of college readiness typically taken by students in grades 10 and 11. It consists of three sections that assess a number of academic skill sets: critical reading, mathematics, and writing. Student performance on each section of the PSAT is reported as a scaled score that ranges from 20 to 80 in 1 point increments. A PSAT Performance indicator will be evaluated for both ELA and mathematics.

#### ***PLAN Grade 10 Performance Indicators: English and Mathematics.***

The PLAN is a measurement of college readiness typically taken by students in grades 10 and 11. A PLAN Performance indicator will be evaluated for both English and mathematics.

## **83<sup>rd</sup> Regular Legislative Session**

During the 83<sup>rd</sup> legislative session, the following bills were passed that will affect the accountability system in 2014 and beyond. These legislative changes will be reviewed by accountability advisory groups in fall 2013 to develop recommendations to the commissioner for implementation in 2014 and beyond.

### **House Bill (HB) 5**

Under TEC §39.053, indicators of student achievement will include the percentage of students who completed the distinguished level of achievement and received an endorsement for the foundation high school program. Also, three additional indicators of student achievement to evaluate district and campus performance must include either

- 1) the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed and designed by the Texas Higher Education Coordinating Board (THECB) in reading, writing, or mathematics, or
- 2) the number of students who earn postsecondary credit required for the foundation high school program, an associate's degree, or an industry certification.

TEC§39.054 requires district performance ratings of A, B, C, D, or F where A, B, or C reflects acceptable performance and D or F reflects unacceptable performance. Also, campus performance ratings of exemplary, recognized, acceptable, or unacceptable where exemplary, recognized, or acceptable reflects acceptable performance and unacceptable reflects unacceptable performance are required. Districts may not receive a rating of A if any campus is rated unacceptable. These ratings are required to be assigned beginning in the 2016-17 school year.

TEC§39.0545 requires districts to self-evaluate and assign to the district and each campus a performance rating of exemplary, recognized, acceptable, and unacceptable for performance in community and student engagement. By August 8, districts must report each rating to TEA and the public. These locally-determined ratings are required to be implemented in the 2013-14 school year.

TEC §39.201 clarifies that distinction designations will be awarded in connection with performance ratings (by August 8), but does not change the current process.

TEC §39.202 is expanded to include the following indicators – percentages of students: earning business/industry certification/license, completing a coherent sequence of career and technical courses, completing dual credit courses or articulated postsecondary courses, achieving College Readiness Benchmarks or equivalent on the PSAT, SAT, ACT or ACT-Plan, and receiving college credit on an AP or IB exam. Also, the “Exemplary” and “Recognized” distinction designation labels are removed.

TEC §39.203 is limited to academic achievement in English language arts, mathematics, science, and social studies. Fine arts, physical education, 21<sup>st</sup> Century Workforce Development program, and second language acquisition are removed. To the extent possible, preliminary findings by the 21<sup>st</sup> Century Workforce Development Program committee that was convened in 2013 will be reviewed by accountability advisory groups in fall 2013 to examine how new career and technical education measures can be incorporated into the performance index accountability system for 2014 and beyond.

Reporting requirements in TEC §39.301(c) are modified to replace the RHSP/DAP indicators with new indicators for the foundation high school program and endorsements.

TEC §39.309 adds a new requirement to develop and implement a Texas School Accountability Dashboard.

TEC §39.363 requires that TEA publish the ratings assigned and published locally by districts under 39.0545, district and campus performance ratings, distinction designations, and financial accountability ratings on the agency’s website no later than October 1, 2014.

### **HB 866**

TEC §39.023 is amended and could have a significant impact on the state’s assessment system but will only take effect on any date not later than September 1, 2015, if the agency obtains any necessary waiver from federal law or regulation that conflicts with the proposed amendments to TEC §39.023 discussed below, or notification from the United States Department of Education (USDE) that such a waiver is not necessary. If the commissioner does receive a federal waiver,

or notification that a waiver is unnecessary, the commissioner shall publish notice in the Texas Register after receiving the waiver or notification. The act would apply beginning with the first school year that begins after the waiver or notification is received.

The grades 3–8 assessment system defined by HB 866 would include these assessments:

Eleven required administrations (i.e., required for all students):

- reading: grades 3, 5, 8
- mathematics: grades 3, 5, 8
- writing: grades 4 and 7
- science: grades 5 and 8
- social studies: grade 8

Six contingent/optional administrations (i.e., required for students who did not achieve a high enough score on a previous grade's subject test or administered to students in a district that chooses to administer the tests):

- reading: grades 4, 6, 7
- mathematics: grades 4, 6, 7

Added TEC §39.023(a-3) will require the agency to establish a score that could predict, within a three-percent margin of error, whether a student will achieve satisfactory performance on the same content-area assessment in the next grade during the following school year. The minimum satisfactory adjusted scale score is required to be the sum of the scale score that indicates satisfactory performance plus the minimum number of additional points that would produce a score indicating a student will likely pass the same content-area assessment in the next grade.

HB 866 will delete TEC §39.023(a)(6), which stipulates that the state comply with federal testing requirements, adding subsection (a-9) to provide that the commissioner would seek waivers from the USDE if exempting high-performing students from assessments in a subsequent grade or grades under the previous subsections is determined to be contrary to federal law. When applying for the federal waivers, the commissioner would be required to use all relevant data including, but not limited to, data relating to the likelihood that students who score equal to or above the minimum satisfactory adjusted scale score will score above the passing standard in subsequent years, the costs of assessing such students, and the benefits of increased emphasis on low-performing students so they can be successful after one year.

HB 866 also adds subsection TEC §39.023 (a-8), allowing a district or charter school to test at its discretion any students not required to test by TEC §39.023(a-4), (a-5), or (a-6) in grades 4, 6, and 7. The agency will provide and score such assessment materials in the same manner and at the same cost as it does for all required testing. Further, HB 866 prohibits any discretionary testing under TEC §39.023(a-8) to be used in the state accountability system.

HB 866 adds TEC §39.023(a-10), which states that the provisions of proposed TEC §39.023(a-3) through (a-9) described above and (a-10) expire on September 1, 2017. The grades 3–8 assessment program currently in place would be reinstated.

**Senate Bill (SB) 306**

Amends TEC §39.055 relating to consideration of a student receiving treatment in a residential facility for public school accountability.

**SB 377**

TEC §39.027(a-2) is added and requires that an English language learner be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. It is assumed that “during a year” refers to a school year, not a calendar year. This section does not apply to the asylee/refugee exemption of TEC 39.027(a-1).

Per section 81 of HB 5, TEC §39.027(a-2) applies to a student regardless of the date in which the student initially enrolls in a U.S. school.

**SB 1538**

TEC §39.0545 is added to require the evaluation of dropout recovery schools. The commissioner shall designate as a dropout recovery school a school district or an open-enrollment charter school or a campus of a district or of an open-enrollment charter school:

1. that serves students in grades 9-12 and has an enrollment of which at least 50 percent of the students are 17 years of age or older as of September 1 of the school year as reported for the fall semester Public Education Information Management System (PEIMS) submission; and
2. that meets the eligibility requirements for and is registered under alternative education accountability procedures adopted by the commissioner.

The alternative completion rate must be used to determine the student achievement indicator for a dropout recovery school. The alternative completion rate shall be the ratio of the total number of students who graduate, continue attending school into the next academic year, or receive a high school equivalency certificate to the total number of students in the longitudinal cohort of students.

In determining the performance rating of a dropout recovery school, the commissioner shall include any student who graduates or receives a high school equivalency certificate in the completion rate.

For a dropout recovery school, only the best result from the primary administration and any retake of an assessment instrument administered to a student in the school year evaluated under the accountability procedures adopted by the commissioner may be considered in determining the performance rating of the school.

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# **2013 Accountability Manual Appendices A-J**



## **Appendix A – Acknowledgments**

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Many people contributed to the development of the *2013 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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### **2013 Accountability Technical Advisory Committee (ATAC)**

Representatives from districts and regional education service centers (ESCs) met in March, May, August, and November 2012 and February 2013 to make recommendations that address major policy and design issues for 2013 accountability.

#### **School District Representatives**

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### **2013 Accountability Policy Advisory Committee (APAC)**

Representatives from legislative offices, school districts, and the business community were invited to participate in resolving issues critical to the accountability system. The APAC met in March and November 2012 and March 2013 to review the recommendations made by the ATAC. The APAC either endorsed the ATAC's proposals or recommended alternative proposals which were forwarded to the commissioner.

### **Legislative Staff**

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### **2012 Academic Achievement Distinction Designations Committee (AADDC)**

Professionals, content experts, educators, and community leaders appointed by the Offices of the Governor, Lieutenant Governor, and Speaker of the House of Representatives met in April, June, and October 2012 to make recommendations for the new AADD system.

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#### **Nominated by Office of the Lieutenant Governor**

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**Nominated by Speaker of the House**

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14	Abilene	Rose Burks Randy Deming Emilia Moreno Lucy Smith Karen Turner	(325) 675-8659 (325) 675-8643 (325) 675-8674 (325) 675-8641 (325) 675-8645	<a href="mailto:rburks@esc14.net">rburks@esc14.net</a> <a href="mailto:rdeming@esc14.net">rdeming@esc14.net</a> <a href="mailto:emoreno@esc14.net">emoreno@esc14.net</a> <a href="mailto:lmsmith@esc14.net">lmsmith@esc14.net</a> <a href="mailto:keturner@esc14.net">keturner@esc14.net</a>
15	San Angelo	Dean Munn Joyce Sprott Laura Strube	(325) 658-6571	<a href="mailto:dean.munn@netxv.net">dean.munn@netxv.net</a> <a href="mailto:joyce.sprott@netxv.net">joyce.sprott@netxv.net</a> <a href="mailto:laura.strube@netxv.net">laura.strube@netxv.net</a>
16	Amarillo	Vickie Ansley Becky Book Shirley Clark Carolyn Mulanax	(806) 677-5134 (806) 677-5127 (806) 677-5130 (806) 677-5133	<a href="mailto:vickie.ansley@esc16.net">vickie.ansley@esc16.net</a> <a href="mailto:becky.book@esc16.net">becky.book@esc16.net</a> <a href="mailto:shirley.clark@esc16.net">shirley.clark@esc16.net</a> <a href="mailto:carolyn.mulanax@esc16.net">carolyn.mulanax@esc16.net</a>
17	Lubbock	DeAnn Drake Francisco Rodriguez Linda Rowntree Marilyn Stone Larry Williams	(806) 281-5819 (806) 281-5890 (806) 281-5892 (806) 281-5831 (806) 281-5808	<a href="mailto:deann@esc17.net">deann@esc17.net</a> <a href="mailto:frdriguez@esc17.net">frdriguez@esc17.net</a> <a href="mailto:lrowntree@esc17.net">lrowntree@esc17.net</a> <a href="mailto:mstone@esc17.net">mstone@esc17.net</a> <a href="mailto:lbwilliams@esc17.net">lbwilliams@esc17.net</a>
18	Midland	Kelli Crain Kim Sexton Frank Gomez Kaye Orr John Petree Cheree Smith Jamy Swinford	(432) 567-3217 (432) 537-3268 (432)567-3226 (432) 567-3244 (432) 561-4385 (432) 567-3288 (432) 561-4350	<a href="mailto:kcrain@esc18.net">kcrain@esc18.net</a> <a href="mailto:ksexton@esc18.net">ksexton@esc18.net</a> <a href="mailto:frgomez@esc18.net">frgomez@esc18.net</a> <a href="mailto:kayeorr@esc18.net">kayeorr@esc18.net</a> <a href="mailto:jpetree@esc18.net">jpetree@esc18.net</a> <a href="mailto:csmith@esc18.net">csmith@esc18.net</a> <a href="mailto:jswinfor@esc18.net">jswinfor@esc18.net</a>
19	El Paso	Anthony Fraga Rebecca Ontiveros	(915) 780-6553 (915) 780-5093	<a href="mailto:afraga@esc19.net">afraga@esc19.net</a> <a href="mailto:rontiveros@esc19.net">rontiveros@esc19.net</a>
20	San Antonio	Cheri Hendrick Samantha Gallegos	(210) 370-5451 (210) 370-5481	<a href="mailto:cheri.hendrick@esc20.net">cheri.hendrick@esc20.net</a> <a href="mailto:Samantha.gallegos@esc20.net">Samantha.gallegos@esc20.net</a>

## Appendix C – Statutory Requirements

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### Texas Administrative Code (TAC)

Since 2000, portions of the state *Accountability Manual* have been adopted on an annual basis as Commissioner of Education rule. With the publication of this *Manual*, the Texas Education Agency will file a Commissioner’s Rule amendment to 19 *TAC* §97.1001, *Accountability Rating System*, with the Office of the Secretary of State. This rule will adopt the 2013 *Accountability Manual, Chapters 3-9*, thus giving legal standing to the state rating processes and procedures.

Allowing for a 30-day comment period, final adoption is scheduled to take effect by August 8, 2013. Once the rule becomes effective, it may be accessed online at:

<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097aa.html>

### Texas Education Code (TEC)

The 2013 accountability system was developed based on statutory mandates of the Texas Legislature contained in *TEC Chapter 39. Public School Accountability*. The following table of contents references statute in TEC as it existed prior to the changes made by the 83rd legislative session in 2013. The full text of Chapter 39 is available at:

<http://www.statutes.legis.state.tx.us/docs/ed/pdf/ed.39.pdf>

#### Chapter 39. Public School System Accountability

##### Subchapter B. Assessment of Academic Skills

- Sec. 39.021 Essential Skills and Knowledge
- Sec. 39.022 Assessment Program
- Sec. 39.023 Adoption and Administration of Instruments
- Sec. 39.024 Measure of College Readiness
- Sec. 39.025 Secondary-Level Performance Required
- Sec. 39.026 Local Option
- Sec. 39.027 Exemption
- Sec. 39.028 Comparison of State Results to National Results
- Sec. 39.029 Migratory Children
- Sec. 39.030 Confidentiality; Performance Reports
- Sec. 39.031 Cost
- Sec. 39.032 Assessment Instrument Standards; Civil Penalty
- Sec. 39.033 Voluntary Assessment of Private School Students
- Sec. 39.034 Measure of Annual Improvement in Student Achievement
- Sec. 39.035 Limitation on Field Testing of Assessment Instruments
- Sec. 39.036 Vertical Scale for Certain Assessment Instruments
- Sec. 39.037 International Assessment Instrument Program

##### Subchapter C. Accreditation

- Sec. 39.051 Accreditation Status
- Sec. 39.052 Determination of Accreditation Status or Performance Rating
- Sec. 39.053 Performance Indicators: Student Achievement
- Sec. 39.054 Methods and Standards for Evaluating Performance

- Sec. 39.055 Student Ordered by a Juvenile Court Not Considered for Accountability Purposes
- Sec. 39.056 On-Site Investigations
- Sec. 39.057 Special Accreditation Investigations
- Sec. 39.058 Conduct of Investigations
  
- Subchapter D. Financial Accountability
- Sec. 39.081 Definitions
- Sec. 39.082 Development and Implementation
- Sec. 39.083 Reporting
- Sec. 39.084 Posting of Adopted Budget
- Sec. 39.085 Rules
- Sec. 39.086 Software Standards
  
- Subchapter E. Accreditation Interventions and Sanctions
- Sec. 39.102 Interventions and Sanctions for Districts
- Sec. 39.103 Interventions and Sanctions for Campuses
- Sec. 39.104 Interventions and Sanctions for Charter Schools
- Sec. 39.105 Campus Improvement Plan
- Sec. 39.106 Campus Intervention Team Duties
- Sec. 39.107 Reconstitution, Repurposing, Alternative Management, and Closure
- Sec. 39.108 Annual Review
- Sec. 39.109 Acquisition of Professional Services
- Sec. 39.110 Costs Paid by District
- Sec. 39.111 Conservator or Management Team
- Sec. 39.112 Board of Managers
- Sec. 39.113 Campus Intervention Team Members
- Sec. 39.114 Immunity From Civil Liability
- Sec. 39.115 Campus Name Change Prohibited
- Sec. 39.116 Transitional Interventions and Sanctions
  
- Subchapter F. Procedures for Challenge of Accountability Determination, Intervention, or Sanction
- Sec. 39.151 Review by Commissioner: Accountability Determination
- Sec. 39.152 Review by State Office of Administrative Hearings: Sanctions
  
- Subchapter G. Distinction Designations
- Sec. 39.201 Distinction Designations
- Sec. 39.2011 Applicability to Charter Schools
- Sec. 39.202 Academic Excellence Distinction Designation for Districts and Campuses
- Sec. 39.203 Campus Distinction Designations
- Sec. 39.204 Campus Distinction Designation Criteria; Committees
  
- Subchapter H. Additional Rewards
- Sec. 39.232 Excellence Exemptions
- Sec. 39.233 Recognition of High School Completion and Success and College Readiness Programs
- Sec. 39.234 Use of High School Allotment
- Sec. 39.235 Innovation Grant Initiative for Middle, Junior High, and High School Campuses
- Sec. 39.236 Gifted and Talented Standards

Subchapter I. Successful School Awards

- Sec. 39.261 Creation of System
- Sec. 39.262 Types of Awards
- Sec. 39.263 Awards
- Sec. 39.264 Use of Awards
- Sec. 39.265 Funding
- Sec. 39.266 Confidentiality

Subchapter J. Parent and Educator Reports

- Sec. 39.301 Additional Performance Indicators: Reporting
- Sec. 39.302 Report to District: Comparisons for Annual Performance Assessment
- Sec. 39.303 Report to Parents
- Sec. 39.304 Teacher Report Card
- Sec. 39.305 Campus Report Card
- Sec. 39.306 Performance Report
- Sec. 39.307 Uses of Performance Report
- Sec. 39.308 Annual Audit of Dropout Records; Report

Subchapter K. Reports By Texas Education Agency

- Sec. 39.331 General Requirements
- Sec. 39.332 Comprehensive Annual Report
- Sec. 39.333 Regional and District Level Report
- Sec. 39.334 Technology Report

Subchapter L. Notice of Performance

- Sec. 39.361 Notice in Student Grade Report
- Sec. 39.362 Notice on District Website

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## Appendix D – Definition of Terms

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**Accountability Subset:** Only test results for students enrolled on the same campus/district on the snapshot (the last Friday in October) and testing dates are included in the campus/district performance measure.

**AEA:** Alternative Education Accountability. Registered alternative education campuses (AECs) are evaluated under AEA provisions which include different index targets and modifications to Index 4.

**AEC of Choice:** Alternative education programs provide accelerated instruction to students at risk of dropping out of school. At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

**Asylees/Refugees Exclusions:** Results of students coded as refugees and/or asylees on the STAAR answer documents are not used in determining ratings. To qualify as an unschooled asylee or refugee, each of the following criteria must be met:

- The student must be identified as limited English proficient (LEP) as defined by state law in TEC, Section 29.052, and must participate in a state-approved bilingual or ESL program.
- The student’s permanent record file must contain appropriate documentation of asylee/refugee status. The student must
  - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, *and*
  - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”
- For each tested subject, the following is true:
  - for LAT grades and subjects, the LAT FORM and LAT Info areas must be filled in; and,
  - for all grades and subjects, column A of the Agency Use field must contain a “1” value.

For more information on qualifying as an unschooled asylee/refugee, refer to page 6 of the [2012-2013 STAAR Decision-Making Guide for LPACs](#).

**Campus:** This term includes charter campuses as well as campuses administered by traditional independent school districts.

**Campus Comparison Group:** Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely match that campus on six characteristics. See Appendix G for further details.

**Charter Operator:** A charter operator is treated like a district in the accountability system. The charter operator is identified with a unique six-digit number as are districts. The campus or

campuses administered by a charter are identified with a unique nine-digit number. The charter operator may administer instruction at one or more campuses.

**DAEP:** Disciplinary Alternative Education Program. State statute and statutory intent prohibit the attribution of student performance results to DAEPs. Attendance and performance data for students served in DAEPs are attributed to the home campuses.

**Data Integrity:** Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through purposeful manipulation or through unintentional errors made through the data reporting process. In either case, if data integrity is in question, it may not be possible to determine a reliable rating. When possible, data shown on accountability reports is annotated if the integrity of the data is in question.

**Distinction Designations:** For 2013, Academic Achievement Distinction Designations are awarded to campuses ranked in the top 25 percent of campuses in the state in annual improvement in student achievement, and for academic achievement in English language arts and mathematics.

**District:** This term includes charter operators as well as traditional independent school districts.

**GED:** General Educational Development. The GED test was created in 1942 as a second-chance opportunity and is the only high school equivalency credential recognized in all 50 states.

**JJAEP:** Juvenile Justice Alternative Education Program. State statute and statutory intent prohibit the attribution of student performance results to JJAEPs. Attendance and performance data for students served in JJAEPs are attributed to the home campuses.

**PEG:** Public Education Grant. In 1995, the Texas Legislature created the PEG program which permits parents with children attending campuses that are on the PEG list to request that their children be transferred to another campus within the same district or to another district. See TEC §§29.201 - 29.205 and Chapter 9 for more information.

**Registered AEC:** A campus registered for evaluation under AEA provisions that meets the 11 registration requirements, 75% at-risk registration criterion, and 50% grades 6-12 enrollment criterion. This term includes AECs of Choice and Residential Facilities.

**Required Improvement:** Compares prior-year and current-year performance. Beginning in 2014, the Level III Advanced performance standard will be used to evaluate Index 3 and the final Level II performance standard will be used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

**Residential Facilities:** Education services are provided to students in private residential treatment centers and residential programs, detention centers, and correctional facilities operated by the TJJD. AECs and charter operators identified as Residential Facilities will not be assigned

rating labels in 2013. Performance index results will be reported but no rating label will be assigned.

**Small Numbers Analysis:** This process determines if a rating is appropriate for small districts and campuses that do not meet minimum size criteria using current year data.

**Snapshot Date:** October 26, 2012 was the snapshot date for the 2012-13 school year.

**Superintendent:** The educational leader and administrative manager of the district or charter operator. This term includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

**TJJD:** Texas Juvenile Justice Department. TJJD is a combination of the Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC).

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# **Appendix E – Sample Accountability Table and Index Calculations**

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## **2013 Accountability Summary Report**

The 2013 Accountability Summary report is designed to provide the reader with a one-page, executive-level overview of all the data and indicators that were used to calculate a 2013 accountability rating. This one-page report provides the following information for each district and campus:

- the state accountability rating,
- a chart with performance index results on each index relative to the performance index targets,
- a performance index summary that provides the numerical outcomes on each index,
- distinction designation outcomes for campuses,
- demographic information for campuses, and
- number and percent of indicators that met the system safeguards.

A sample campus report is shown on the following page and it should be noted that the format of the 2013 Accountability Summary Report varies depending on presentation of district or campus information.

## **Calculation Reports**

A one-page (Indexes 1 and 4) or multi-page (Indexes 2 and 3) report for districts and campuses that summarizes the index calculations for each index. Highlighted cells indicate the results that were used to calculate the overall index score.

## **Data Tables**

A one-page (Indexes 2 and 4) or multi-page (Index 1 and 3) report for districts and campuses that provides the disaggregated results by subject/indicator and by student group that are used to derive the index outcomes shown in the Calculation Reports. Highlighted cells indicate the results that were used in the index calculations.

## **Distinction Designation Summary**

A three-page report available for campuses only that provides the outcomes on the indicators evaluated for distinction designations based on the school's performance relative to its campus comparison group.

For the academic achievement distinction designations in reading/English language arts and mathematics, the results by indicator are shown next to the quartile achieved on each indicator. The highest quartile (Q1) is highlighted to indicate which indicators contributed to the distinction designation if the distinction target was met.

For the distinction designation of Top 25% in Student Progress, the Index 2 scores are shown for the campus relative to the forty campuses in the comparison group. The distinction is earned if the campus was in the top quartile of performance based on its Index 2 results.

### **System Safeguards**

A one-page report for districts and campuses that provides the outcomes of the system safeguards. Targets have been set for each student group for the following indicators – performance rates by subject (reading, mathematics, writing, science, and social studies), participation rates (reading and mathematics only), and federal graduation rates.

For districts only, the system safeguard outcomes on the federal limits on alternative assessments are shown.

The specific system safeguard indicators and targets are set to meet both state and federal accountability/intervention requirements (federal accountability requirements are still under discussion with the USDE).

A sample of these reports has been made available on the TEA Division of Performance Reporting website at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>.

# TEXAS EDUCATION AGENCY 2013 Accountability Summary

SAMPLE HS (999-999-999) - SAMPLE ISD

This is your 2013 accountability rating

**Accountability Rating**  
**Met Standard**

Indexes that met the target

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>→ Student Achievement</li> <li>→ Student Progress</li> <li>→ Closing Performance Gaps</li> <li>→ Postsecondary Readiness</li> </ul>	- NONE

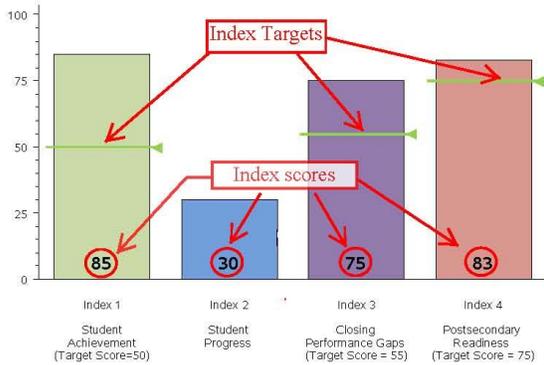
No Index missed the target

## Distinction Designation

Distinction Categories

<p>→ <b>Academic Achievement in Reading/ELA</b></p> <p>Percent of Eligible Measures in Top Quartile 2 out of 7 = 29%</p> <p style="text-align: center;"><b>NO DISTINCTION EARNED</b></p>
<p>→ <b>Academic Achievement in Mathematics</b></p> <p>Percent of Eligible Measures in Top Quartile 2 out of 7 = 29%</p> <p style="text-align: center;"><b>NO DISTINCTION EARNED</b></p>
<p>→ <b>Top 25 Percent Student Progress</b></p> <p style="text-align: center;"><b>NO DISTINCTION EARNED</b></p>

## Performance Index Report



## Campus Demographics

Campus demographics are used to build comparison groups

Campus Type	High School
Campus Size	2,231 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	14.3%
Percent English Language Learners	9.4%
Mobility Rate	13.1%

## Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	6,190	7,260	85
2 - Student Progress	784	2,600	30
3 - Closing Performance Gaps	1,122	1,500	75
4 - Postsecondary Readiness	828.4	1,000	83

Points Earned  
-----divided by-----  
Maximum Points = **Index Score**

## System Safeguards

Number and Percent of Indicators Met

Performance Rates	37 out of 44 = 84%
Participation Rates	15 out of 18 = 83%
Graduation Rates	6 out of 6 = 100%
<b>Total</b>	<b>58 out of 68 = 85%</b>

System safeguards are based on disaggregated performance results and are used to meet state and federal intervention requirements.

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## Appendix F – Inclusion or Exclusion of Performance Data

Campus Type	Campus-Level and Student-Level Processing	
	Four-Year Graduation (Class of 2012)	STAAR / TAKS (2012-13)
<b>TJJD (formerly TJPC)</b>	<p>PEIMS student attribution codes 08, 13, 14, and 15:</p> <ul style="list-style-type: none"> <li>• Remove students from serving district results.</li> <li>• Remove students from serving campus results if the campus is a regular campus.</li> </ul> <p>Data remaining after student-level processing are included in the evaluation of the TJPC campus.</p> <p>The TJPC campus is excluded from the district results for cohort years 1-3.</p>	<p>PEIMS student attribution codes 13 and 14 remove results from serving district results.</p>
<b>TJJD (formerly TYC)</b>	<p>PEIMS student attribution codes 17, 18, and 19:</p> <ul style="list-style-type: none"> <li>• Remove students from serving district results.</li> <li>• Remove students from serving campus results if the campus is a regular campus.</li> </ul> <p>Data remaining after student-level processing are included in the evaluation of the TYC campus.</p> <p>The TYC campus is excluded from the district results for cohort years 1-3.</p>	<p>PEIMS student attribution codes 17 and 18 remove results from serving district results.</p>
<b>RTF</b>	<p>PEIMS student attribution codes 09, 21, 22, and 23:</p> <ul style="list-style-type: none"> <li>• Remove students from serving district results.</li> <li>• Remove students from serving campus results.</li> </ul> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>	<p>PEIMS student attribution codes 21 and 22 remove results from serving district results.</p>
<b>JJAEP / DAEP</b>	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>	<p>No assessment data should be reported to JJAEP or DAEP campuses. Data reported mistakenly to JJAEP or DAEP campuses will be included in the district results.</p>

Campus Type	Campus-Level and Student-Level Processing
	Five-Year Graduation (Class of 2011)
TJJD (formerly TJPC)	<p>PEIMS student attribution codes 08, 13, 14, and 15:</p> <ul style="list-style-type: none"> <li>Remove students from serving district results.</li> <li>Remove dropouts from serving campus results if the campus is a regular campus.</li> </ul> <p>Data remaining after student-level processing are included in the evaluation of the TJPC campus. The TJPC campus is excluded from the district results for cohort years 1-4.</p>
TJJD (formerly TYC)	<p>PEIMS student attribution codes 17, 18, and 19:</p> <ul style="list-style-type: none"> <li>Remove students from serving district results.</li> <li>Remove dropouts from serving campus results if the campus is a regular campus.</li> </ul> <p>Data remaining after student-level processing are included in the evaluation of the TYC campus. The TYC campus is excluded from the district results for cohort years 1-4.</p>
RTF	<p>PEIMS student attribution codes 09, 21, 22, and 23:</p> <ul style="list-style-type: none"> <li>Remove students from serving district results.</li> <li>Remove dropouts from serving campus results.</li> </ul> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>
JJAEP / DAEP	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>

## **Appendix G – Campus Comparison Group**

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Each campus is assigned to a unique comparison group of 40 other public schools (from throughout the state) within the same campus type, that closely matches that school on four demographic characteristics. Comparison groups are used to determine top 25% distinction designations and the Academic Achievement Distinction Designations (AADD) for Reading/ELA and Mathematics. Comparison groups are also useful in that schools can compare their performance to that of other schools with whom they are demographically similar.

The methodology for campus comparison groups is described below. The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- campus type (elementary, middle, high school);
- campus size (total student enrollment based on fall PEIMS);
- percent of fall PEIMS enrollment that is economically disadvantaged;
- percent of fall PEIMS enrollment that is classified as English language learners; and
- percent of students who are mobile based on prior year attendance.

The comparison groups are selected from those within the same campus type (elementary, middle, high school). For campuses under consideration, the linear distance (the square root of the sum of the squared differences of the campus characteristics) from the target campus is computed. The 40 campuses with the smallest distances are included in the comparison group for each campus. This methodology creates a unique comparison group for each campus.

### **Other Information:**

- Comparison groups are recreated each year to account for changes in demographics that may occur.
- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation, since mobility is based on prior year data.
- Districts are not eligible for Distinction Designations in 2013 and are not grouped.
- Campuses evaluated under alternative education provisions are not eligible for distinctions and, therefore, do not have campus comparison groups.

**2013 Campus Comparison Group**  
**SAMPLE H S (999-999-999) - SAMPLE ISD**

Campus Name	District Name	Number of Students	% ELL	% Econ Disadv	% Mobile
<b>SAMPLE H S (999-999-999)</b>	<b>SAMPLE ISD</b>	<b>1,928</b>	<b>2</b>	<b>35</b>	<b>11</b>
1 ANDERSON H S (227901009)	AUSTIN ISD	2,169	4	28	10
2 AUSTIN H S (227901002)	AUSTIN ISD	2,151	3	35	13
3 AZLE H S (220915001)	AZLE ISD	1,712	1	40	18
4 BIRDVILLE H S (220902010)	BIRDVILLE ISD	2,007	5	35	13
5 RICHLAND H S (220902002)	BIRDVILLE ISD	2,187	4	38	12
6 A & M CONS H S (021901001)	COLLEGE STATION ISD	2,218	2	31	11
7 CANYON H S (046902001)	COMAL ISD	2,057	3	32	14
8 COPPERAS COVE H S (050910001)	COPPERAS COVE ISD	2,172	1	38	15
9 BOSWELL H S (220918001)	EAGLE MT-SAGINAW ISD	1,855	2	28	15
10 SAGINAW H S (220918004)	EAGLE MT-SAGINAW ISD	1,980	3	39	16
11 FLOUR BLUFF H S (178914001)	FLOUR BLUFF ISD	1,838	1	29	15
12 KEMPNER H S (079907005)	FORT BEND ISD	2,308	5	37	9
13 LAWRENCE E ELKINS H S (079907006)	FORT BEND ISD	1,945	3	26	13
14 WILLIAM B TRAVIS H S (079907013)	FORT BEND ISD	2,345	3	30	11
15 FRENSHIP H S (152907001)	FRENSHIP ISD	1,967	0	26	14
16 GEORGETOWN H S (246904001)	GEORGETOWN ISD	1,954	1	29	11
17 JACK C HAYS H S (105906001)	HAYS CISD	2,144	5	30	11
18 BELL H S (220916001)	HURST-EULESS-BEDFORD	2,076	4	42	14
19 FOSSIL RIDGE H S (220907002)	KELLER ISD	2,127	5	37	13
20 LA PORTE HIGH SCHOOL (101916001)	LA PORTE ISD	2,165	2	40	13
21 FOSTER H S (079901003)	LAMAR CISD	1,936	3	32	12
22 GEORGE RANCH H S (079901009)	LAMAR CISD	1,836	2	28	10
23 ROUSE H S (246913004)	LEANDER ISD	2,046	3	28	13
24 THE COLONY H S (061902004)	LEWISVILLE ISD	1,955	4	36	12
25 LITTLE ELM H S (061914001)	LITTLE ELM ISD	1,628	2	41	15
26 MAGNOLIA WEST H S (170906002)	MAGNOLIA ISD	1,755	3	39	14
27 MANSFIELD LAKE RIDGE H S	MANSFIELD ISD	1,652	4	31	12
28 MANSFIELD LEGACY H S (220908005)	MANSFIELD ISD	1,959	3	31	14
29 MCKINNEY NORTH H S (043907004)	MCKINNEY ISD	1,885	2	28	13
30 HORN H S (057914005)	MESQUITE ISD	2,190	2	42	13
31 NEDERLAND H S (123905001)	NEDERLAND ISD	1,498	1	31	11
32 NEW BRAUNFELS H S (046901001)	NEW BRAUNFELS ISD	1,635	3	31	16
33 BRENNAN H S (015915024)	NORTHSIDE ISD	2,079	1	36	13
34 RED OAK H S (070911001)	RED OAK ISD	1,864	2	36	10
35 PEARCE H S (057916004)	RICHARDSON ISD	2,152	5	31	10
36 ROCKWALL-HEATH H S (199901004)	ROCKWALL ISD	2,088	2	27	9
37 STRATFORD H S (101920006)	SPRING BRANCH ISD	2,091	4	29	11
38 WEATHERFORD H S (184903001)	WEATHERFORD ISD	1,627	3	33	14
39 RIDER H S (243905002)	WICHITA FALLS ISD	1,703	1	31	15
40 WYLIE EAST H S (043914003)	WYLIE ISD	1,677	3	29	15
<b>Comparison Group Average</b>		<b>1,966</b>	<b>3</b>	<b>33</b>	<b>13</b>

## **Appendix H – Student Growth Measures**

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The student growth/progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded.

Student progress will be measured for students in grades 4 through high school in reading, mathematics, and writing. In 2013, progress measures are available for reading in grades 4–8, English I reading, and English II reading; for mathematics in grades 4–8 and Algebra I; and for writing in English II writing. Progress measures will be available for additional grades and courses in writing in future years.

A document that describes how to calculate a progress measure can be found at the following link on the Student Assessment website in the STAAR® General Resources section. Additionally, a [Questions and Answers](#) document on the progress measure is available at the same location.

<http://www.tea.state.tx.us/student.assessment/staar/>.

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## Appendix I – Data Sources

This appendix provides data sources for the indicators used in the state accountability system, including those used to assign Distinction Designations. The information is arranged by type of data (assessment, graduation, dropout, etc.).

The primary sources for all data used in the state accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) data file

Organization Name	Description
ACT, Inc.	The ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration is used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration is used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration is used in creating the AP/IB indicator.
Pearson	Pearson is the contractor for the State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), and Texas English Language Proficiency Assessment System (TELPAS) testing programs. After each test administration, the TEA Student Assessment Division receives student-level assessment data from Pearson.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the TEA GED Unit. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all five tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers, and correctional facilities. Tests are given year-round, and the results are transmitted electronically to TEA from the University of Texas Scoring Center.

### Assessment Data

*Consolidated Accountability File (CAF)* - All STAAR, STAAR Modified, STAAR L, STAAR Alternate, TAKS, and TELPAS data for a student will be combined into one record on the consolidated file for accountability, including both English and Spanish. Students can test with varying assessments; however, the results will be merged together to create one record in the individual student record file. Records for which the student could not be assigned a Portal Access Code will not be merged with data from another administration. The data file format for the 2012-13 Consolidated Accountability File (CAF) is posted on the Student Assessment website at <http://www.tea.state.tx.us/student.assessment/datafileformats>. Districts are able to access their 2012-13 CAF data file from the Texas Assessment Management System (TAMS) in mid-July.

## Graduation Data

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

*Methodology.* The four-year and five-year graduation rate measures the percent of graduates in a class.

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Number of Graduates (*from PEIMS 101, 110, and 203 records*)

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Number of Graduates + Continuers + GED Recipients + Dropouts (*from PEIMS 101, 110, 203, 400, and 500 records and GED*)

*Alternative Education Accountability Graduation and GED Rates* - The four-year graduation and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for non-graduate, non-dropout reasons are removed from the class.

*Methodology.* The graduation and GED rate measures the percent of graduates and GED recipients in a cohort.

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Number of Graduates + GED Recipients (*from PEIMS 101, 110, and 203 records and GED*)

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Number of Graduates + Continuers + GED Recipients + Dropouts (*from PEIMS 101, 110, 203, 400, and 500 records and GED*)

## Diploma Programs

*Recommended High School Program (RHSP)/ Distinguished Achievement Program (DAP)* - The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule delineates specific requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP).

The race and ethnicity classifications used for RHSP/DAP for 2013 accountability are based on the federal definition. RHSP graduates are students with PEIMS type codes of 19, 22, 25, or 28; DAP graduates are students with type codes of 20, 23, 26, or 29

**Dropout Rate**

*Annual Dropout Rates* - The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 school year.

*Methodology.*

Number of students who dropped out during the school year (from PEIMS 203)

Number of students enrolled during the school year (from PEIMS 110, 400,  
and 500)

**2013 Accountability System – School Types**

Campuses are divided into types according to the range of grades offered. The chart below shows the possible combinations of low and high grades for each of the campus types. For example, a campus offering a low grade of K, found along the left edge of the grid, and a high grade of 8, found along the top edge of the grid, is classified as an elementary school, while a school with a low grade of 7 and a high grade of 12 is classified as a high school. For most reports, middle schools and junior high schools are grouped together as one category.

A table showing the distribution of grade spans used in the 2013 accountability system is shown on the following page. Current counts of the number of schools with each low and high grade combination are shown in the cells.

## 2013 Accountability System School Types

Elementary		Middle School			Junior High				Elementary/Secondary				High School			
		<b>High Grade</b>														
<b>L o w  G r a d e</b>		<b>EE</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>EE</b>	13	60	53	48	66	48	156	1031	120	0	11	1	2	2	24
	<b>PK</b>		39	12	5	24	38	184	1059	195	6	66	2	1	1	133
	<b>K</b>			1	7	16	18	139	604	140	7	47	8	5	9	62
	<b>1</b>				0	13	24	9	36	22	1	4	0	0	2	12
	<b>2</b>					3	24	12	18	4	1	0	0	3	2	7
	<b>3</b>						1	12	83	13	2	2	1	0	2	5
	<b>4</b>							1	61	41	2	12	2	0	6	8
	<b>5</b>								12	141	4	71	4	3	6	15
	<b>6</b>									38	13	1083	21	8	26	132
	<b>7</b>										8	271	18	7	22	149
	<b>8</b>											13	7	6	18	42
	<b>9</b>												52	38	28	1270
	<b>10</b>													9	4	43
<b>11</b>														13	29	
<b>12</b>															17	

## Appendix J – 2013 Index 2 Targets

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As stated in *Chapter 5 – Performance Index Indicators*, the Index 2 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA campus performance by the following campus types: elementary school, middle school/junior high school, and high school/multi-grade schools. The Index 2 targets for non-AEA districts will be set at about the fifth percentile of non-AEA campus performance across all campus types.

Index 2 targets for AEA campuses are set at about the fifth percentile of AEA campus performance and applied to both AEA campuses and charters.

The following table provides the Index 2 targets that will be applied to non-AEA and AEA campuses and districts in 2013.

Targets for Index 2: Student Progress	Non-AEA*	AEA**
High School/Multi-Grade Campuses	17	9
Middle School/Junior High Campuses	29	
Elementary Campuses	30	n/a
Districts	21	9

\* Index 2 targets for non-AEA campuses are set at about the fifth percentile of non-AEA campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA campus performance across all campus types.

\*\* Index 2 targets for AEA campuses are set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

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## Appendix K – System Safeguards and Federal Accountability Requirements

Chapter 10 – Federal Accountability provides an overview of the use of the state system safeguard information to meet federal accountability requirements. The following table provides a comparison of federal accountability with the state system safeguard, specifically comparing performance targets and minimum size criteria.

2013 System Safeguard Performance Targets and Minimum Size Criteria		
	State System Safeguard	Federal Accountability Requirements
<b>Performance Rates</b>		
Reading/ELA	50%	75%
Mathematics	50%	75%
Writing	50%	Not Included
Science	50%	
Social Studies	50%	
Minimum Size Criteria	All Students: None, Small Numbers Analysis applied.  Student Groups: 25	All Students*: None, Small Numbers Analysis applied.  Student Groups: 25 and 10%; or 200
<b>Participation Rates</b>		
Reading/ELA and Mathematics	95%	95%
Minimum Size Criteria	All Students: None, Small Numbers Analysis applied.  Student Groups: 25	All Students: 25  Student Groups: 25 and 10%; or 200
<b>Federal Graduation Rates</b>		
4-year Longitudinal Rate	78.0%	78.0%
5-year Longitudinal Rate	83.0%	83.0%
Minimum Size Criteria	All Students: None, Small Numbers Analysis applied.  Student Groups: 25	All Students: 10  Student Groups: n/a

\* Note that Priority School Identification requires a minimum of 25 tests for a campus to be ranked by All Students performance.

The approved ESEA flexibility waiver is available online at <http://www.tea.state.tx.us/nclb/>.

The 2013 Priority and Focus Schools Lists, methodology and student groups evaluated are available at [http://www.tea.state.tx.us/ESEAFlex\\_Principle2.aspx](http://www.tea.state.tx.us/ESEAFlex_Principle2.aspx).

