

# 2015 Accountability Technical Advisory Committee

## Summary of meeting on February 5, 2015

February 13, 2015

The objectives for the second meeting of the 2015 Accountability Technical Advisory Committee (ATAC) were to address further topics related to the 2015 accountability ratings, consider recommendations from the ELL workgroup, and review data and develop recommendations related to index targets.

Based on their discussions during the day, the ATAC developed their recommendations for 2015 accountability ratings that are summarized in this document. A separate recommendations document will provide a more detailed summary of each recommendation including supporting rationales, where applicable.

	Index 1	Index 2	Index 3	Index 4
<b>System Rigor</b>				
Recommended Targets	Maintain 2014 Targets	Set targets at 5 <sup>th</sup> Percentile of 2015 performance by Campus Type	Maintain 2014 Targets	Maintain 2014 Targets
Changes to the Texas Assessment Program	Grades 3 – 8 Mathematics based on 2014 Equivalent Performance Standards and changes to the available Assessments for Students with Disabilities (STAAR A, STAAR Alt 2, and lack of STAAR Modified)			
Changes necessary to meet statutory requirements	n/a	n/a	n/a	Additional Postsecondary Readiness Indicators
<b>Index Outcomes</b>				
	<b>Calculation</b>			
	No Change	Combine all subjects for an All Subjects Weighted Progress Rate	No Change in 2015*	Postsecondary Indicator: Replace current College-Ready Graduates Indicator (see below)
	<b>Assessments Evaluated</b>			
<b>Evaluate Base Index Data:</b>  (data for all reports, Distinction Designations, and System Safeguard measures)	<b>Include</b> STAAR A** STAAR Alt 2	<b>Exclude</b> STAAR A and ELL Progress Measures (grades 3 – 8 math)***	<b>Exclude</b> STAAR A ** STAAR Alt 2	<b>Exclude</b> STAAR A ** STAAR Alt 2
<b>Apply Index 1 Hold Harmless:</b>  <b>Assign the Met Standard rating if the Index 1 outcome based on the excluded assessments meets the Index 1 target.</b>	<b>Exclude</b> STAAR A** STAAR Alt 2			

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**Rating Criteria**

To attain a *Met Standard* rating, districts and campuses must meet the target on the following indexes for which it has performance data in 2015:



- \* No change in 2015 with a recommendation to reevaluate Index 3 methodology in 2016.
- \*\* All STAAR Accommodated (STAAR A) test results are included in the base data, and all STAAR A are excluded in the hold harmless data - regardless of special education student status.
- \*\*\* STAAR A progress measures in any grade or subject plus ELL Progress Measures for grades 3-8 mathematics are excluded from the Index 2 calculations. STAAR Alt 2 progress measures are not calculated.

**Index Targets**

**2015 Accountability Performance Index Targets**

	Index 1	Index 2 <sup>1</sup>	Index 3	Index 4	
				All Components	STAAR Component Only
<b>Non-AEA</b>					
District Targets	55	5 <sup>th</sup> Percentile	28	57	13
Campus Targets:	55				
Elementary		5 <sup>th</sup> Percentile	28	n/a	12
Middle		5 <sup>th</sup> Percentile	27	n/a	13
High School/K-12		5 <sup>th</sup> Percentile	31	57	21
<b>AEA</b>				Both Components	Graduation/ Dropout Rate Component Only
AEA Campus and Charter District Targets	30	5 <sup>th</sup> Percentile	11	33	45

<sup>1</sup> Targets for non-AEA campuses are set at about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

**Index 4 Postsecondary Indicator**

**Replace the current College-Ready Indicator** with a broad Postsecondary Indicator; no change to the four Index 4 component weights (25%). Define the **Postsecondary Indicator** as:

graduates reported for school year 2013–14 who:

1) meet College Ready criteria in *both* reading/English language arts and mathematics

**OR**

2) completed and received credit for at least one advanced/dual enrollment course

**OR**

3) enrolled and completed credit for the CTE Coherent Sequence

-----divided by-----

number of graduates reported for school year 2013–14

**Distinction Designations**

Add grade level and EOC **Reading and Mathematics indicators of Performance at Advanced Level III.**

Redefine **Algebra I by Grade 8–Performance (Level III)** indicator as **Algebra I–Performance (Level III)** which includes Algebra I tests in all grades (including grade 9).

Redefine **Algebra I by Grade 8 – Participation** indicator which measures test participation in Algebra I EOC by the end of grade 8 by 1) limiting the denominator to 8th grade students, 2) basing the calculation on the Fall enrollment and Algebra I tests taken as reported on the Consolidated Accountability File (CAF), cumulative history section.

Add **Percent Special Education enrollment to Campus Comparison Group** methodology.

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English Language Learner (ELL) Inclusion				
Expand <b>Index 2 ELL student group</b> to include <b>Current and Monitored</b> ELLs in the first and second years of academic monitoring after exiting ELL status (M1 and M2).				
Change <b>Index 1 and Index 3 for ELLs with Parental Denials</b> for instructional services enrolled in their second through fourth years in U.S. schools, shown below.				
Inclusion of ELLs with Parental Denials for services				
Years of enrollment in U.S. schools	Index 1	Index 2	Index 3	Index 4
First year	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second through fourth year	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	<i>Not Included</i>
Fifth year or more	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
Highlighted text indicates changes from 2014.				
Because of the lack of an ELL Progress Measure reported for STAAR Alternate, the test results for <b>ELLs also identified as students served by special education programs</b> and enrolled in their <b>second through fourth years</b> in U.S. schools were excluded from 2014 accountability. The STAAR Alt 2 administration is less reliant on knowledge of the English language than other STAAR tests, therefore the ATAC recommends including the <b>STAAR Alt 2</b> results for these students <b>at the Phase-in 1 Level II standard</b> in 2015.				

**Next Steps**

TEA staff and the ATAC representatives will present the ATAC’s recommendations to the APAC at its upcoming meeting on Monday, February 23. At this meeting, the APAC will review the final ATAC proposal for 2015 accountability and identify its recommendations for the commissioner of education.