

**Accountability System Development for 2013**  
**Meeting of the Academic Achievement Distinction Designations Committee (AADDCC)**  
**April 16, 2012**  
**Meeting Outcomes**

**Meeting Objectives**

The objectives for the first meeting of the Academic Achievement Distinction Designations Committee (AADDCC) were to provide background information to the committee members; discuss the charge and scope of work of the committee; review research on other academic achievement award systems; and discuss options for AADDCC indicators.

**Background Presentations**

Agency staff provided an overview of the new State of Texas Assessments of Academic Readiness (STAAR) testing program; the previous state accountability system; and the legislative requirements for the new accountability system and academic achievement distinction designations. Members also received an update on the status of the other four distinction designations (21<sup>st</sup> Century Workforce Development, Fine Arts, Physical Education, and Second Language Acquisition). Distinction designations for the 21<sup>st</sup> Century Workforce Development are scheduled to be awarded beginning in August 2013.

**Committee Charge and Scope**

The AADDCC is charged with the development of the criteria for the campus-level academic achievement distinction designations to recognize outstanding academic achievement in English language arts (ELA) and mathematics. Their recommendations will include indicators, standards, additional features, and options for distinction labels.

**Other Academic Achievement Award Systems**

The Texas Gold Performance Acknowledgments (GPA) system acknowledged districts and campuses for high performance on indicators other than those used to determine accountability ratings. The GPA system was in existence from 2002 to 2011 and was preceded by the Additional Acknowledgments in place from 1997 to 2001. The GPA indicators were either defined in statute (*Texas Education Code*) or determined by the Commissioner of Education. A number of GPA indicators focused on post-secondary preparedness, such as College-Ready Graduates; advanced course or dual enrollment completion; Advanced Placement or International Baccalaureate performance and participation results; and SAT/ACT performance and participation results.

Agency staff conducted a comprehensive review of the academic education literature of possible indicators of high achievement in ELA and mathematics. This review focused on outcome measures, not process measures, and excluded indicators based on state assessments. Agency staff also reviewed other state accountability systems to identify indicators used to measure excellence in the areas of ELA and mathematics. Lastly, agency staff summarized their investigation of both Texas-based and national academic award systems that identify and reward high achievement on various measures of academic success.

**Options for Academic Achievement Distinction Designation Indicators**

Based on the research described above, agency staff presented nine potential indicators for consideration by the AADDCC. The committee reviewed the research basis, definitions, and the advantages/disadvantages for each of the potential indicators. There was consensus among the committee to move forward on the following indicators: completion of Algebra I by the end of grade 8; greater than expected student growth on the state assessment; percentage of students who enroll and begin instruction at an institution of higher learning; remedial course participation rates in postsecondary education; participation and performance on college

readiness and college admissions assessments; participation and performance on AP/IB courses and examinations; and percentage of students receiving credit for an advanced or dual enrollment course in ELA or mathematics. The committee agreed to combine two indicators: participation and performance of students taking AP/IB courses and the percentage of students receiving credit for an advanced or dual enrollment course.

The committee also reached a consensus to remove the indicator based on participation or performance in University Interscholastic League (UIL) contests from further consideration. The committee agreed that such an indicator would not be practical because the UIL is a voluntary membership organization; administration costs can be prohibitive; participation of students and campuses is limited; and collection of the UIL data would be problematic.

The following indicators were offered by the committee as indicators worthy of further consideration:

1. Teacher Turnover Rates
2. Percent of Teachers Instructing Outside of Field Assignment
3. Head Start (Pre-K) Program Participation
4. Parental Involvement Measures
5. Attendance Rates
6. Grade 3 Reading STAAR Results
7. Grade 5 Mathematics STAAR Results
8. Grade 8 Mathematics STAAR Results (Algebra I and the on-grade assessment)
9. Percent of Students Completing a Two- or Four-Year Degree
10. Mastery of Algebraic Concepts in Elementary Grades
11. Chamber of Commerce College Financial-Aid Application Program

### **Next Steps**

TEA staff will summarize the list of potential indicators discussed by the AADDC with an evaluation of the strengths and weaknesses of each indicator. At the next meeting on June 25, 2012, the AADDC members will finalize the indicators to be evaluated and review the framework for evaluation of those indicators. The committee will also develop initial recommendations for indicator standards, additional features, rules for awarding distinction designations, and options for distinction labels.