

**Accountability System Development for 2013 and Beyond
Accountability Technical Advisory Committee (ATAC)**

Index 4: Postsecondary Readiness

Indicator Definitions

STAAR Percent Met Level III Standard

- 2014 and beyond (Level III performance is not included in accountability in 2013)
- Assessment results include all assessments:
 - STAAR Grades 3-8 English and Spanish at Level III performance standard for assessments administered in the spring
 - EOC at Level III performance standard for assessments administered in the spring and the previous fall and summer
 - EOC at Level III performance standard for students who are not graduating under the EOC requirement TBD
 - STAAR Modified and Alternate Grades 3-8 at Level III performance standard
 - STAAR EOC Modified and Alternate TBD pending discussion of ATAC EOC Workgroup recommendations at August ATAC meeting
 - STAAR L: TBD pending discussion of ATAC ELL Workgroup and ATAC EOC Workgroup recommendations at August ATAC meeting
- Retest results: Grades 5 and 8, best result from primary administration and first retest EOC TBD pending discussion of ATAC EOC Workgroup recommendations at August ATAC meeting
- Students below Grade 9 taking EOC courses: Administrative rules for the assessment program will require that students be administered the EOC test rather than the STAAR grade level assessment for the subject
- Subjects: Reading (R), Writing (W), Mathematics (M), Science (S), Social Studies (SS)
- Denominator Definition/Unit of Analysis: one record per student in each subject
 - Denominator = one count for each subject in which student tested;
 - Numerator = one count for each subject in which student met the Level III standard or equivalent
- Cap on use of modified and alternate assessment results: TBD pending System Safeguards discussion
- Accountability subset: Grades 3-8 – fall enrollment snapshot date
 - EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, TBD pending discussion of ATAC EOC Workgroup recommendations at August ATAC meeting
- Minimum size criteria: All Students – NA, special analysis if fewer than 10 students (each student counts only once in the determination of minimum size criteria)
 - Student groups – ≥ 30 students

- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Methodology: results are summed across tests, grades, and subjects; number of students meeting the Level III standard divided by number of students tested

$$\begin{aligned} & \text{Number Met Level III Standard Reading} + \text{Number Met Level III Standard Writing} + \\ & \text{Number Met Level III Standard Mathematics} + \\ & \text{Number Met Level III Standard Science} + \text{Number Met Level III Standard Social Studies} \end{aligned}$$

$$\begin{aligned} & \text{Number Tested Reading} + \text{Number Tested Writing} + \\ & \text{Number Tested Mathematics} + \text{Number Tested Science} + \text{Number Tested Social Studies} \end{aligned}$$

Grade 9-12 Graduation Rate:

- 2013 and beyond
- Definition: state definition with statutorily required exclusions beginning with the class of 2011 (with the change fully phased in for the class of 2014).
- Campuses/districts with graduation rate indicators: Four-year graduation rates are calculated for campuses and districts 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. Five year graduation rates follow the same cohort of students for one additional year; therefore, most campuses and districts that have a four-year graduation rate will have a five-year graduation rate for that cohort in the following year.
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria: All Students ≥ 10 , student groups ≥ 30 , applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation rate follows the same cohort of students for one additional year.) Students who later enter the Texas public school system after Grade 9 in the grade level expected for the cohort are added. Students who transfer out of the Texas public school system over the four or five years for non-dropout reasons are removed from the cohort. Only students who receive a regular high school diploma from a Texas public school count as graduates. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. The graduation rate calculation is below.

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Grade 9-12 Annual Dropout Rate

- 2013 and beyond
- Definition: The state dropout definition used for graduation rate is also used for annual dropout rate.
- Campuses/districts with annual dropout rate indicators: An annual dropout rate is calculated for campuses and districts with students in Grade 9, 10, 11, or 12.
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria: All Students ≥ 10 , student groups ≥ 30 , applied to number of students enrolled during the school year in Grades 9-12
- Methodology: The annual dropout rate is calculated by dividing the number of students in Grades 9-12 designated as dropouts by the number of students enrolled in Grades 9-12 at any time during the school year.

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

- Conversion: The annual dropout rate is the only indicator that measures negative performance, that is, the rate increases as performance declines. In order to include the annual dropout rate in the index, the rates must be converted to a positive measure. The following calculation will be used to convert the annual dropout rate to a positive measure with a scale of 0 to 100.

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

- Use in index: If a district or campus has students enrolled in Grade 9, 10, 11, or 12 but does not have a four-year graduation rate or does not meet minimum size criteria for All Students on the four-year graduation rate, the Grade 9-12 annual dropout rate will be used for Index 4. This includes campuses and charters with grade configurations that do not meet the criteria to have a graduation rate, such as Grade 9 campuses and Grade 9-10 campuses. It also includes small campuses and districts with fewer than 10 students in the graduation rate cohort.

In the unusual situation of a campus or district that does not meet the minimum size criteria for four-year graduation rate but does meet minimum size criteria for five-year graduation rate, the annual dropout rate and five-year graduation rate will both be used in the index.

Recommended High School Program/Advanced High School Program

- 2013 and beyond
- Methodology: The RHSP/AHSP graduates is the percent of graduates in the four-year graduation rate who were reported as having satisfied the course requirements and EOC cumulative score requirements for the Recommended High School Program or Advanced High School Program. [The RHSP/AHSP rate can be calculated for the class of 2015 (2016 accountability ratings). Before 2015 the RHSP/DAP rate is based on graduation under the TAKS assessment program.]

$$\frac{\text{number of graduates with graduation codes for RHSP or AHSP}}{\text{number of graduates}}$$

- Campuses/districts with RHSP/AHSP indicators: The RHSP/AHSP indicators are calculated for campuses and districts for which a graduation rate is calculated.
- Minimum size criteria: All Students ≥ 10 , student groups ≥ 30 , applied to number of graduates in the four-year graduation rate
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

Index Construction

Index Construction for 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 for each race/ethnicity student group that meets minimum size criteria. The maximum number of points depends on size and student demographics and for campuses on the campus type. The final index score is total points divided by maximum points. All of the examples below represent 2014 when all of the recommended indicators are included in the index.

Index Construction Option 4A

- Grade 9-12 Four-Year Graduation Rate for All Students and race/ethnicity student groups
- Grade 9-12 Annual Dropout Rate (converted) for All Students and race/ethnicity student groups (for campuses and districts that have students in Grades 9-12 but do not have a four-year graduation rate due to grade configuration or size)
- Grade 9-12 Five-Year Graduation Rate for All Students and race/ethnicity student groups
- RHSP/AHSP Graduates for All Students and race/ethnicity student groups
- STAAR Percent Met Level III for All Students and race/ethnicity student groups (2014 and beyond)

Following are examples for campuses with different grade configurations.

Example for districts and campuses with a graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	419.5	500
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	420	500
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%		325.7	400
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total									1347.2	2000
Index Score (total points divided by maximum points)									67	

Example for districts and campuses with Gr. 9-12 but no graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	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%)	382	500
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total									564	1100
Index Score (total points divided by maximum points)									51	

Example for elementary and middle/junior high schools

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Index Score (total points divided by maximum points)									30	

Characteristics of Option 4A:

- The campuses in the example meet minimum size criteria for some but not all student groups. Note that the campus in the first example meets minimum size criteria for the Two or More

Races student group on graduation rate but not on RHSP/AHSP, and meets minimum size criteria for Asian student group only on the STAAR indicator.

- The total score for Index 4 is determined to some extent by the number of graduation rate indicators in the index because initially performance on the graduation indicators is fairly high and performance on the STAAR indicator is low by comparison. In the above examples, the three campuses have the same performance for STAAR Percent Met Level III but the final index scores range from 30 for the campus that has only STAAR indicators in the index to 67 for the high school that has three graduation rate indicators.
- Since all of the indicators count equally in the index, STAAR Level III performance carries less weight than graduation rates in Index 4 for high schools and districts.
- Initially elementary and middle/junior high schools will have disproportionately lower performance on Index 4 than high schools. Over the first five years of the accountability system, however, student performance at Level III can be expected to increase faster in elementary and middle/junior high schools than in high schools. Also, in 2016, the first year that the RHSP/AHSP indicator is calculated for STAAR graduates, performance on that indicator may decline. If the lower scores for elementary schools are seen as undesirable, steps to reduce or remove the disparity can be taken at two points.
 - Index construction – Option 4B, Option 4B Percentiles, Option 4C, and Option 4D are examples of reducing the difference in outcomes for high schools and elementary schools through the index construction rules.
 - Index evaluation – Another approach is to address the difference in the rules for evaluation of the indexes and assignment of ratings.

Index Construction Option 4B: This option reduces the number of graduation indicators. This option would change the index construction only for campuses and districts with a graduation rate.

- Grade 9-12 Four-Year Graduation Rate for All Students and race/ethnicity student groups OR Grade 9-12 Five-Year Graduation Rate for All Students and race/ethnicity student groups, whichever contributes the higher number of points to the index
 - one of the two rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group
- Grade 9-12 Annual Dropout Rate (converted) for All Students and race/ethnicity student groups (for campuses and districts that have students in Grades 9-12 but do not have a Four-Year Graduation Rate due to grade configuration or size)
 - campuses with Annual Dropout Rate that also have a Five-Year Graduation rate will use whichever contributes the higher number of points to the index; one of the two rates is used, not a mix of Annual Dropout Rate for one student group and Five-Year Graduation Rate for another student group
- RHSP/AHSP Graduates
- STAAR Percent Met Level III for All Students and race/ethnicity student groups (2014 and beyond)

Example for districts and campuses with a graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	419.5	500
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	420	
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%		325.7	400
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total									927.7	1500
Index Score (total points divided by maximum points)									62	

Characteristics of Option 4B:

- As in the first option, the campus in the example meets minimum size criteria for some but not all student groups; the campus meets minimum size criteria for the Two or More Races student group on graduation rate but not on RHSP/AHSP, and meets minimum size criteria for Asian student group only on the STAAR indicator.
- In the example, points contributed by the five-year graduation rate are used, although it is not the highest rate for every student group.
- The total score for Index 4 is still determined to some extent by the number of graduation rate indicators in the index. However, the number of graduation rate indicators is reduced from three to two, narrowing the difference some.
- Since all of the indicators count equally in the index, STAAR Level III performance still carries less weight than graduation rates in Index 4 for high schools and districts, but more weight than in Option 1A.
- Using only points from either the four-year graduation rate or five-year graduation rate in the index provides some flexibility in terms of focus for high schools and districts.

Index Construction Option 4B Percentiles: This option converts the Index Score produced from Option 4B above to percentiles. In the example modeled, two percentile rankings are produced – one for all campuses with a high grade of Grade 8 or lower (elementary and most middle/junior high schools) and one for campuses with a high grade of Grade 9 or higher (high schools, combined elementary/secondary schools, and some junior high schools).

Following are examples for campuses with different grade configurations.

Example for districts and campuses with a graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	419.5	500
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	420	
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%		325.7	400
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total									927.7	1500
Total points divided by maximum points									62	
Index Score (62 is 48 th percentile among campuses with high grade = Grade 9 or higher)									48	

Example for districts and campuses with Gr. 9-12 but no graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	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%)	382	500
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total									564	1100
Total points divided by maximum points									51	
Index Score (51 is 45 th percentile among campuses with high grade = Grade 9 or higher)									45	

Example for elementary and middle/junior high schools

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total points divided by maximum points									30	
Index Score (30 is 50 th percentile among campuses with high grade = Grade 8 or lower)									50	

Index Construction Option 4C: This option reduces the weight of the graduation indicators by calculating separate index scores for graduation rates and STAAR performance, then averaging the two. This option would change the index construction only for campuses and districts with a graduation rate.

Graduation Score is combined performance across the graduation and dropout rates:

- Grade 9-12 Four-Year Graduation Rate for All Students and race/ethnicity student groups
- Grade 9-12 Annual Dropout Rate (converted) for All Students and race/ethnicity student groups (for campuses and districts that have students in Grades 9-12 but do not have a four-year graduation rate due to grade configuration or size)
- Grade 9-12 Five-Year Graduation Rate for All Students and race/ethnicity student groups
- RHSP/AHSP Graduates for All Students and race/ethnicity student groups

STAAR Score: STAAR Percent Met Level III for All Students and race/ethnicity student groups (2014 and beyond)

Example for districts and campuses with a graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	419.5	500
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	420	500
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%		325.7	400
Graduation Total									1162.5	1400
Graduation Score (graduation total points divided by maximum points)									83	
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	182	600
STAAR Total (STAAR total points divided by maximum points)									30	
Index Score (average of Graduation Score and STAAR Score)									57	

Index Construction Option 4D: This option increases the weight of the STAAR performance for high schools and districts by giving that indicator more points in the index. Points contributed to the index by the STAAR Percent Met Level III indicators are multiplied times three. This option would change the index construction for campuses and districts with a graduation rate.

- Grade 9-12 Four-Year Graduation Rate for All Students and race/ethnicity student groups
- Grade 9-12 Annual Dropout Rate (converted) for All Students and race/ethnicity student groups (for campuses and districts that have students in Grades 9-12 but do not have a four-year graduation rate due to grade configuration or size)

- Grade 9-12 Five-Year Graduation Rate for All Students and race/ethnicity student groups
- RHSP/AHSP Graduates for All Students and race/ethnicity student groups
- STAAR Percent Met Level III for All Students and race/ethnicity student groups (2014 and beyond), with points in the index multiplied times three

Example for districts and campuses with a graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	419.5	500
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	420	500
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%		325.7	400
2014 and beyond: STAAR % Met Level III	29%	16%		40%	23%		38%	36%	546 (182 x 3)	1800 (600 x 3)
Total									1711.2	3300
Index Score (total points divided by maximum points)									52	