

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

**Technical Description: Performance Index Indicators and Index Construction**

**Index 1: Student Achievement**

**Indicator Definition**

**STAAR Percent Met Level II Standard**

- 2013 and beyond
- Assessment results include all assessments:
  - STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring
  - EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer
  - STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard
- TAKS
  - 2013: Grade 11 results at Met Standard performance standard
  - 2014 and beyond: None
- English language learner results (see Appendix A for more information)
  - 2013:
    - Students in U.S. schools Year 1 through Year 3 excluded
    - Students in U.S. schools Year 4 and beyond included at final Level II performance standard
    - Exceptions: asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded
  - 2014 and beyond:
    - Students in U.S. schools Year 1 excluded
    - Students in U.S. schools Year 2 through Year 4: English-version tests included using ELL Development Model; Spanish-version tests TBD
    - Students in U.S. schools Year 5 and beyond included at final Level II performance standard
    - Exceptions: asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded
- Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC first administration results only
- 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, Writing, Mathematics, Science, Social Studies
- Cap on use of modified and alternate assessment results: alternative approaches to cap TBD pending System Safeguards decisions

- 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, prior year fall enrollment snapshot date
- Student groups: All Students only
- Minimum size criteria: None, special analysis if fewer than 10
- Methodology: results are summed across tests, grades, and subjects; number meeting the final Level II standard divided by number of assessments

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

**Index Construction for Index 1: Student Achievement**

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 final 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 final Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

**Example for districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8**

	R		M		W		S		SS	Total	% Met Level II	Index Points
Students Met Level II	50	+	38	+	19	+	10	+	19	= 136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	= 305		
Index Score												45

**Example for campuses that test in four subjects: Gr. K-5**

	R		M		W		S		SS	Total	% Met Level II	Index Points
Students Met Level II	50	+	38	+	19	+	10	+	0	= 117	41%	41
Students Tested	100	+	100	+	42	+	40	+	0	= 282		
Index Score												41

**Example for campuses that test in three subjects: Gr. K-4**

	R		M		W		S		SS	Total	% Met Level II	Index Points
Students Met Level II	50	+	38	+	19	+	0	+	0	= 107	44%	44
Students Tested	100	+	100	+	42	+	0	+	0	= 242		
Index Score												44

**Index 2: Student Progress**

**Indicator Definitions**

**STAAR Percent Met Transition Table Growth Standard**

- 2014 and beyond. The STAAR growth measure will not be available in time for use in the 2013 accountability ratings. Since the growth measure must be finalized based on the spring 2013 STAAR results, it is not possible to set the 2013 accountability targets for Index 2 prior to the release date of the 2013 ratings.
- Transition Table growth model: each performance level on the assessments is divided into two or more performance bands. Descriptors classify students based on their transition across performance bands from one year to the next. On the following page is an example of a transition table that divides the three STAAR performance levels (Level I, Level II, and Level III) into seven performance bands. The actual STAAR transition table could have more or fewer performance bands.
- Growth Standard: TBD
- Subjects: Reading, Mathematics, and Writing  
Science and Social Studies for EOC only, if growth measures are available
- Accountability subset: Grades 4-8 – fall enrollment snapshot date  
EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria: All Students – none, special analysis if fewer than 10;  
race/ethnicity, English language learner and special education student groups >= 20
- English language learner results (see Appendix A for more information)  
Students in U.S. schools Year 1 excluded  
Students in U.S. schools Year 2 through Year 4: English-version tests included using ELL Development Model; Spanish-version tests included using STAAR transition table growth measure  
Students in U.S. schools Year 5 and beyond included using STAAR transition table growth measure

Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded

- Methodology: results are summed across tests and grades, by subject and student group, number in the student group that meet the growth standard for that subject divided by the number in the student group with a growth measure for the subject

Number in Student Group Met Transition Table Growth Standard for Subject

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Number in Student Group With Growth Measure for Subject

**Transition Table Example**

Year One	Year Two						
	Low Unsatisfactory Academic Performance	High Unsatisfactory Academic Performance	Low Satisfactory Academic Performance	Mid Satisfactory Academic Performance	High Satisfactory Academic Performance	Low Advanced Academic Performance	High Advanced Academic Performance
Low Unsatisfactory	Maintained	Slightly Improved	Slightly Improved	Improved	Improved	Significantly Improved	Significantly Improved
High Unsatisfactory	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Improved	Significantly Improved	Significantly Improved
Low Satisfactory	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Significantly Improved	Significantly Improved
Mid Satisfactory	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Significantly Improved	Significantly Improved
High Satisfactory	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Improved	Significantly Improved
Low Advanced	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Regressed	Maintained	Slightly Improved
High Advanced	Significantly Regressed	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Slightly Regressed	Maintained

Source of table: Transition Table prepared by Pearson for Texas Education Agency, May 30, 2012

**Index Construction for Index 2: Student Progress**

Index Construction for Index 2 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and for each student group that meets minimum size criteria. The maximum number of points depends on size and 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 for districts and campuses**

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
STAAR Reading % Met Growth Standard	49%	36%		60%	43%		58%	40%	35%	56%	377	800
STAAR Mathematics % Met Growth Standard	45%	31%		65%	48%		52%	45%	30%	50%	366	800
STAAR Writing % Met Growth Standard	36%				30%		40%		28%		134	400
STAAR Science EOC % Met Growth Standard	*	*	*	*	*	*	*	*	*	*	*	*
STAAR Soc. Stu. EOC % Met Growth Standard	*	*	*	*	*	*	*	*	*	*	*	*
<b>Total</b>											877	2000
<b>Index Score (total points divided by maximum points)</b>											44	

\* Science and Social Studies will be evaluated if growth measures are developed for these subjects.

**Index 3: Closing Performance Gaps**

**Indicator Definition**

**STAAR Weighted Performance**

- 2013 and beyond. The STAAR weighted performance rate calculation must be modified for 2013 because STAAR Level III advanced performance cannot be included in the indicator until 2014. See Methodology description below.
- Assessment results include all assessments:
  - STAAR Grades 3-8 English and Spanish at final Level II and Level III performance standards for assessments administered in the spring
  - EOC at final Level II and Level III performance standards for assessments administered in the spring and the previous fall and summer
  - STAAR Grades 3-8 and EOC Modified and Alternate at final Level II and Level III performance standards
- Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC retest results included
- English language learner results (see Appendix A for more information)
  - 2013: excluded
  - 2014 and beyond:
    - Students in U.S. schools Year 1 excluded
    - Students in U.S. schools Year 2 through Year 4: English-version tests included using ELL Development Model and final Level III performance standard; Spanish-version tests TBD

Students in U.S. schools Year 5 and beyond included at final Level II and Level III performance standards

Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded

- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Cap on use of modified and alternate assessment results: alternative approaches to cap TBD pending System Safeguards decisions
- 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, prior year fall enrollment snapshot date
- Student groups:
  - Socioeconomic: Economically Disadvantaged
  - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or district based on prior year assessment results.
    - If the campus or district has three or more race/ethnicity student groups that meet minimum size criteria, performance of the two lowest performing race/ethnicity groups is included in the index.
    - If the campus or district has two race/ethnicity student groups that meet minimum size criteria, performance of the lowest performing race/ethnicity group is included in the index.
    - If the campus or district has only one race/ethnicity student group that meets the minimum size criteria, the race/ethnicity group is not included in the index.
    - Lowest performing groups are determined by comparing performance of race/ethnicity groups on the Index 1 student achievement indicator of the prior year.
- Minimum size criteria: Economically disadvantaged – none, special analysis if fewer than 10; race/ethnicity student groups  $\geq 20$
- Methodology: percent of students at the final student performance level on the assessment is multiplied by the weight for that performance level,
  - Level II satisfactory performance -- 2013 and beyond -- one point for each percent of students at the final Level II satisfactory performance standard
  - Level III advanced performance – 2014 and beyond -- two points for each percent of students at the final Level III advanced performance standard.

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

Index Construction for 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 two points for Level III performance, each indicator contributes from 0 to 200 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.

**Table 1: Example calculations to determine index points for reading performance shown in Table 2**

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	20		
Performance Results: Level II Satisfactory Number Percent	40 50%	20 50%	0 0%		
Level III Advanced Number Percent	40 50%	0 0%	20 100%		
Weighted Results: Level II Satisfactory (one point credit)	50 (50% x 1)	50 (50% x 1)	0 (0% x 1)		
Level III Advanced (two point credit)	100 (50% x 2)	0 (0% x 2)	200 (100% x 2)		
Reading Weighted Performance Rate	<b>150</b>	<b>50</b>	<b>200</b>	<b>400</b>	<b>600</b>

**Table 2: Example calculations to determine overall points for Index 3**

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/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	

**Rationale:**

Closing Performance Gaps: There are two approaches to evaluating progress toward closing performance gaps. One approach is to compare the performance of the lower performing student group to the performance of a higher performing student group over time. There are disadvantages to this approach.

- Sets performance expectations of the lower performing student groups to the performance level of the higher performing student group, a relative and moving target.
- Requires additional safeguards to ensure that progress in closing the performance gaps is not achieved by lowering the performance of the higher performing student groups.
- Evaluates fewer campuses since both the lower and higher performing groups must meet minimum size criteria. For example, campuses may meet minimum size criteria for economically disadvantaged student group but not non-economically disadvantaged student group.
- Requires more complex statistical calculations to measure change in the size of performance gaps between two groups, both of whose performance is changing.

The other approach to evaluating progress toward closing performance gaps is to compare the performance of the lower performing student group to an external target. The Index 3 indicators take the second approach. This approach has a number of advantages.

- Sets performance expectations of the lower performing student groups, in this case economically disadvantaged students and the lowest performing race/ethnicity student groups, at the STAAR Level III advanced performance standard, an absolute performance target that is tied to the statutory and accountability goal that Texas will be among the top ten states in postsecondary readiness by 2020 with no significant achievement gaps by race, ethnicity, or socioeconomic status.
- Evaluates more campuses because most campuses meet minimum size criteria for economically disadvantaged student group. Many campuses will also meet minimum size criteria for at least two race/ethnicity student groups.

Weighted Credit: Giving Level III test results twice the weight of Level II test results in the indicator emphasizes the statutory goal of closing performance gaps at the postsecondary readiness level while acknowledging the greater challenge of achieving the Level III advanced performance standard. The higher weight for Level III test results will be implemented in 2014.

Student Groups: Performance of economically disadvantaged student group and the two lowest performing race/ethnicity student groups both contribute points to Index 3. Although there is overlap between the economically disadvantaged student group and race/ethnicity student groups, there are race/ethnicity student group performance gaps that exist independent of current socioeconomic status. Also, including both economically disadvantaged student group and low-performing race/ethnicity student groups in Index 3 addresses one of the weaknesses the performance index framework – the possibility of low performance of one student group being masked by higher performance of other student groups. The inclusion of student groups that may consist of the same students illustrates that the primary purpose of Index 3 is to reward schools that focus their instructional resources on these student populations. Further, the proposed construction of Index 3 will reduce the need for external safeguards to protect student group performance.

## Index 4: Postsecondary Readiness

### Indicator Definitions

#### **STAAR Percent Met Level III on One or More Tests**

- 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
  - STAAR Grades 3-8 and EOC Modified and Alternate at Level III performance standard
- Retest results: Grades 5 and 8, best result from primary administration and first retest EOC first administration results only
- English language learner results (see Appendix A for more information)
  - Students in U.S. schools Year 1 through Year 4 excluded
  - Students in U.S. schools Year 5 and beyond included at final Level III performance standard
  - Exceptions: asylees/refugees excluded; immigrants entering at Grade 9 or above excluded
- 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, Writing, Mathematics, Science, Social Studies
- Cap on use of modified and alternate assessment results: alternative approaches to cap TBD pending System Safeguards decisions
- 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, prior year fall enrollment snapshot date
- 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 – none, special analysis if fewer than 10  
Student groups  $\geq 20$
- Methodology: results are collapsed across tests, grades, and subjects; number of students meeting the Level III standard on one or more tests divided by number of students tested

Number of Students Met Level III Standard on One or More Tests

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Number of Students with One or More Tests

**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 four-year 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.
- Campuses/districts with five-year graduation rate indicators: 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 in one year will have a five-year graduation rate for that cohort in the following year. The five year graduation rate lags behind the four-year graduation rate by one year.
- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races  

ELL student group is defined as students who were ever identified as limited English proficient since entering the Texas public school system.
- Minimum size criteria: All Students – none, special analysis if fewer than 10 students, student groups >= 20, 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, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

ELL student group is defined as students who were ever identified as limited English proficient since entering the Texas public school system.

- Minimum size criteria: All Students – none, special analysis if fewer than 10 students; student groups  $\geq 20$ , 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 a measure of 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, the Grade 9-12 annual dropout rate will be used for Index 4. These campuses and charters have grade configurations that do not meet the criteria to have a graduation rate, such as Grade 9 campuses and Grade 9-10 campuses.

### 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 based on the STAAR assessment program will be calculated for the class of 2015 (2016 accountability ratings). Before 2015 the 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.
- 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  $\geq 10$  students; student groups  $\geq 20$ , applied to number of graduates in the four-year graduation rate

### **Grade 9-12 Graduation and GED Rate for Alternative Education Campuses**

- 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 four-year graduation and GED rate indicators: Four-year graduation and GED rates are calculated for alternative education 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.
- Campuses/districts with five-year graduation and GED rate indicators: Five-year graduation and GED rates follow the same cohort of students for one additional year; therefore, most alternative education campuses and districts 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.
- Campuses/districts with six-year graduation and GED rate indicators: Six-year graduation and GED rates continue to follow the same cohort of students for one additional year; therefore, most alternative education campuses and districts that have a five-year graduation and GED rates 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.
- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races  

ELL student group is defined as students who were ever identified as limited English proficient since entering the Texas public school system.
- Minimum size criteria: All Students – none, special analysis if fewer than 10 students, student groups  $\geq 20$ , applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation and GED rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation and GED rate follows the same cohort of students for one additional year and the six-year graduation and GED rate follows the same cohort of students for two additional years.) 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 or a general educational development (GED) certificate count as graduate and GED recipients. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. GED testing centers submit records to TEA of students who receive

GED certificates in Texas. TEA searches the records each year to identify students who received GEDs prior to August 31. The graduation and GED rate calculation is below.

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

### **21<sup>st</sup> Century Workforce Development Program**

As required by statute, the criteria for new 21<sup>st</sup> Century Workforce Development Program distinction designations will be developed by an advisory committee of experts, educators, and community leaders appointed by the governor, lieutenant governor, and speaker of the house. The 21<sup>st</sup> Century Workforce Development Program committee will convene through 2013 to develop distinction designations that can be awarded as early as 2014. As distinction designations indicators for 21<sup>st</sup> Century Workforce Development Programs are developed, APAC and ATAC will examine whether some CTE measures can be incorporated into the performance index accountability system for 2015 and beyond.

### **Index Construction for Index 4:**

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 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. The examples below represent 2014 when all of the recommended indicators are included in the index.

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 Level III performance and graduation rates weigh equally in the index.

Graduation Score: combined performance across the graduation rates and RHSP/AHSP diploma indicator

- Grade 9-12 Four-Year Graduation Rate for All Students and all student groups OR Grade 9-12 Five-Year Graduation Rate for All Students and all 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
- RHSP/AHSP Graduates for All Students and race/ethnicity student groups

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

For alternative education campuses with a graduation and GED rate, the index construction criteria are modified. The index produces two separate scores, a graduation and GED score and a STAAR score. The final index score is weighted so that the graduation and GED score counts for 75 percent of the index score and STAAR Level III performance counts for 25 percent of the score.

**Graduation and GED Score:** Grade 9-12 Four-Year Graduation and GED Rate for All Students and all student groups OR Grade 9-12 Five-Year Graduation and GED Rate for All Students and all student groups OR Grade 9-12 Six-Year Graduation and GED Rate for All Students and all student groups, whichever contributes the higher number of points to the index

- one of the three rates is used, not a mix of one rate for one student group and a different rate for another student group

**STAAR Score:** STAAR Percent Met Level III on One or More Tests for All Students and race/ethnicity student groups (2014 and beyond)

**RHSP/AHSP:** RHSP/AHSP Graduates for All Students and race/ethnicity student groups contributes bonus points to the final index score.

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

**Example for districts and campuses with a graduation rate**

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Total											872.1	1100
Graduation Score (graduation total points divided by maximum points)											79	
2014 and beyond: STAAR % Met Level III 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: $79 + 30 / 2 = 55$ )											55	

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

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	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%)	53 (4.7%)	68 (3.2%)	503	700
Graduation Score (dropout rate total points divided by maximum points)											72	
2014 and beyond: STAAR % Met Level III 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: $72 + 30 / 2 = 51$ )											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 on One or More Tests	29%	16%		40%	23%		38%	36%	182	600
Index Score (total points divided by maximum points)									30	

**Example for alternative education districts and campuses with a graduation and GED rate**

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation and GED rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-year graduation and GED rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-year graduation and GED rate	62.7%	56.4%			63.6%		63.0%	63.2%	52.1%	58.0%	419.0	700
Graduation and GED Score (graduation and GED total points divided by maximum points)											61	
2014 and beyond: STAAR % Met Level III on One or More Tests	29%	16%		40%	23%		38%	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	
RHSP/AHSP Bonus Points	2.7%										3	
Index Score (Combined Score plus RHSP/AHSP Bonus Points)											56	

**Index Evaluation**

The proposed structure for evaluation of performance across the four indexes affords multiple views of campus and district performance. This structure is based on the assumption that the four indexes will each 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 proposed structure and examples describe the 2014 ratings when all of the indexes and all of the indicators are in use.

**Structure for Rating System**

**Performance Groups for Each Index.** Campuses and districts are assigned to performance levels on each index based on Index Score points. As proposed, each index has four or five performance levels. These performance levels could be represented by the letter grades A through F or some other labels or symbols that represent a continuum of index outcomes. Performance across the four indexes will determine the accountability rating labels ultimately assigned to campuses and districts.

Characteristics of the rating structure:

- Index score ranges may need to be tailored to performance on each index rather than using the same score ranges across all indexes.
- The number of campuses and districts at each performance level will vary within each index and across indexes.

- The index score range for each performance level is known in advance and campuses/districts can determine where they fall in the rating structure as soon as they receive their data.
- Campuses/districts move to a higher performance level on an index by improving their index score. There is no limit to the number of campuses/districts that can move to a higher level in any year.
- During the first few years of the new accountability system, it may be necessary to set index score ranges for the lowest performance levels relatively low to avoid assigning a disproportionate number of campuses/districts to the lower performance levels. Also, it may appear that high school performance is stagnant as TAKS is phased out and more difficult EOC tests are phased in.
- Index score ranges would likely be reviewed annually as part of the accountability development process.

### **Acceptable/Unacceptable District and Campus Ratings**

To meet state statutory requirements, the accountability system must identify unacceptable campuses and districts (the actual labels are not in statute) and describe conditions that trigger state monitoring and interventions. The structure described is flexible enough to support more than one approach to these requirements. In either of the examples below, assignment to the lowest performance group on one index does not necessarily trigger state monitoring and interventions.

- Some combination of performance group assignments could produce an unacceptable label – assignment to the lowest performance group on all four indexes, for example. Under this approach, indexes that complement one another could be evaluated as a pair – a campus/district assigned to the lowest performance group on Index 1 could receive an acceptable rating if assigned to a higher performance group on Index 2, for example. Conditions for an acceptable rating could be tailored to campus type – high schools could be required to meet a performance target on Index 4 to avoid an unacceptable rating, for example, while elementary and middle school performance focuses on Index 3.
- Alternatively, or additionally, the unacceptable label might be assigned to the lowest one percent (or two percent or five percent) of campuses and districts on each index.

### **Rating Labels**

- *Acceptable/Unacceptable District and Campus Ratings.* Districts and campuses will be assigned the following rating labels based on the performance index accountability system.
  - *Met Standard* – met performance index targets and other accountability rating criteria
  - *Improvement Required* – did not meet one or more performance index targets or other accountability rating criteria
- Alternative education campuses will be assigned the same rating labels based on the performance index accountability system, but the accountability targets against which they are evaluated will be adjusted.

**Other Features of the Accountability System**

***Three-Year Average***

- Three-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-average will be calculated for assessment indicators because only two years of STAAR results are available. Prior year indicators will not be recalculated unless the calculation changes. No minimum size criteria will be applied to the multi-year average. The calculation based on the multi-year average will be used in the performance index. The following table shows the indicators for which multi-year average will be applied.

**Use of Three-Year-Average for Small Numbers Analysis**

	2013 Ratings	2014 Ratings and Beyond
<b>Index 1:</b> STAAR Percent Met Level II Satisfactory Performance Standard All Students	2-year average	3-year average
<b>Index 2:</b> Percent Met Transition Table Growth Standard All Students	NA in 2013	3-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 Level III Advanced 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
Annual Dropout Rate All Students	3-year average	3-year average

- Use of three-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.

***Required Improvement***

Beginning in 2014, the student progress measure in Index 2 will be used to evaluate improvement in STAAR performance. 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.

**Relationship Between Accountability Ratings and Distinction Designations**

- *Recognized and Exemplary Ratings.* The district and campus recognized and exemplary distinction designations will be implemented as part of a comprehensive distinction designation system that also includes up to ten additional campus distinction designations shown on the following table.

<b>Accountability Rating: Districts and Campuses</b>	<b>Distinctions</b>
<b>Met Standard</b>	<p style="text-align: center;"><b>Districts:</b> Exemplary Distinction (2014) Recognized Distinction (2014)</p> <p style="text-align: center;"><b>Campuses:</b> Exemplary Distinction (2014) Recognized Distinction (2014) Top 25%: Closing Achievement Gaps (2014) Top 25%: Student Progress (2014) Academic Achievement: Reading/ELA Academic Achievement: Mathematics 21<sup>st</sup> Century Workforce Development (2014) Academic Achievement: Science (2014) Academic Achievement: Social Studies (2014) Fine Arts (TBD) Physical Education (TBD) Second Language Acquisition (TBD)</p>
<b>Improvement Required</b>	N/A

**Distinction Designations**

- Districts and campuses that receive an accountability rating of *Improvement Required* are not eligible for distinction designations. Other eligibility requirements may be recommended when the distinction designation criteria are finalized.
- Campus distinction designations will be based on campus performance in relation to a comparison group of campuses. Changes to the former campus comparison group methodology are recommended.
  - Criteria used for grouping campuses are campus type, campus size, percent economically disadvantaged students, and percent of students with limited English proficiency.
  - Comparison groups are based on enrollment data rather than assessment data and are published on the TEA website in early spring.

- To the extent possible, campus comparison groups are more consistent across indicators, indexes, and 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.
  - 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.
  - 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.
- Campus exemplary and recognized distinction designations will be based on performance on Index 4: Postsecondary Readiness. Criteria for recognized and exemplary distinction designations are to be determined, however, will differ from the campus top twenty-five percent distinction designations because there are no comparison groups for districts.
- Labels will be assigned for district and campus recognized and exemplary distinction designations. Current advisory committee proposals for these labels include:
  - Commended and Distinguished
  - Exceeds Standards and Superior
  - Silver and Gold
  - Superior and Exceptional

**Appendix A: Assessments for Recent Immigrant ELL / LEP Students  
Included in 2013 State Accountability Calculations**

<b>2013</b>				
<b>Year in U.S. Schools</b>	<b>Index 1</b>	<b>Index 2</b>	<b>Index 3</b>	<b>Index 4</b>
<b>First year of enrollment in U.S. schools</b>	<i>Not Included</i>	<i>NA</i>	<i>Not Included</i>	<i>NA</i>
<b>Second year of enrollment in U.S. schools</b>				
<b>Third year of enrollment in U.S. schools</b>				
<b>Fourth year of enrollment in U.S. schools</b>	STAAR Level II			
<b>Fifth year or more of enrollment in U.S. schools</b>	STAAR Level II			
<b>Immigrants entering in Grade 9 or above</b>	<i>Not Included</i>			
<b>Asylees/Refugees</b>	<i>Not Included</i>			
<b>First through Fifth year of enrollment in U.S. schools</b>				
<b>Sixth year or more of enrollment in U.S. schools</b>	STAAR Level II			

**Appendix A: Assessments for Recent Immigrant ELL / LEP Students Included in 2014 State Accountability Calculations**

<b>2014</b>				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
<b>First year of enrollment in U.S. schools</b>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
<b>Second year of enrollment in U.S. schools</b>	English-version: STAAR ELL Development Model  Spanish-version: TBD	English-version: STAAR ELL Development Model  Spanish-version: STAAR Growth Measure	English-version: STAAR ELL Development Model and STAAR Level III  Spanish-version TBD	<i>Not Included</i>
<b>Third year of enrollment in U.S. schools</b>				
<b>Fourth year of enrollment in U.S. schools</b>				
<b>Fifth year or more of enrollment in U.S. schools</b>	STAAR Level II	STAAR Growth Measure	STAAR Level II and Level III	STAAR Level III
<b>Immigrants entering in Grade 9 or above</b>	<i>Not Included</i>	Included based on year in U.S. schools as shown above for ELL students	Included based on year in U.S. schools as shown above for ELL students	<i>Not Included</i>
<b>Asylees/Refugees</b>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
<b>First through Fifth year of enrollment in U.S. schools</b>				
<b>Sixth year or more of enrollment in U.S. schools</b>	STAAR Level II	STAAR Growth Measure	STAAR Level II and Level III	<i>Not Included</i>