

**Accountability System Development for 2015  
Accountability Technical Advisory Committee (ATAC)**

**2015 Accountability Performance Index Review and Decision Points**

**Background.** The purpose of the February 2015 ATAC meeting is to review and recommend 2015 performance index criteria and targets, as well as preliminary 2016 rating label criteria. The 2014 accountability ratings represent the full implementation of statutory requirements in House Bill 3 (HB 3), 81<sup>st</sup> Texas Legislature, 2009. However, transitional changes required by House Bill 5 (HB 5), 83rd Texas Legislature, 2013; and changes to the State of Texas Assessments of Academic Readiness (STAAR®) program for the 2014-15 school year required further recommendations from the ATAC. Recommendations made during the December 2014 ATAC meeting were included in the 2015 model results, including the addition of postsecondary readiness indicators to Index 4 needed to fulfill statutory requirements.

The following topics provide a guide for decisions and recommendations of the ATAC committee.

**Assessment Issues – Changes to the Texas Assessment Program affecting All Four Indexes**

- Implementation of the revised TEKS mathematics curriculum and lack of performance standards for the mathematics grade 3 – 8 assessment.

**ATAC Recommendation:** Agree with the TEA recommendation to use the STAAR Mathematics Bridge Study results for 2015 accountability in each index, where applicable.

For students tested in grades 3–8 mathematics, the ELL student expectations used to determine the ELL Progress Measure results will be aligned to the STAAR Mathematics Bridge Study equivalent performance standards. Additional recommendations to index calculations of ELL results are provided in the *2015 ATAC ELL Workgroup Recommendations*. Targets set for Indexes 1, 3, and 4 in 2015 should take into account the inclusion of the grades 3-8 mathematics results based on the bridging study.

- Changes to assessments for students with disabilities.

**ATAC Recommendation:** Use the accommodated version of STAAR (STAAR A) and STAAR Alternate 2 assessments for Index 1 and apply a Hold Harmless feature.

**Index 1.** Include the STAAR A and STAAR Alternate 2 results in the Index 1 calculations and apply a “hold harmless” feature which adjusts the rating if the Index 1 outcomes fail to meet the target solely due to the inclusion of these assessments.

**Index 2.** Include all available progress measures, except for STAAR A progress measure results.

**Index 3.** Exclude STAAR A and STAAR Alternate 2 results.

**Index 4.** Exclude STAAR A and STAAR Alternate 2 results.

The recommendation for a Hold Harmless calculation also includes:

- **Accountability Reports:** Data reported for 2015 accountability will include student performance on STAAR A and STAAR Alternate 2. The reports will include the modified rating label with annotations explaining a hold harmless feature was applied. The data

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that excludes the STAAR A and STAAR Alternate results will not be reported.

- Campus-level Distinctions Designations: All indicators are aligned with Index 1 and will therefore include student performance on STAAR A and STAAR Alternate 2 at the Advanced Level III performance standard.
  - ◆ No hold harmless feature is applied.
  - ◆ Modify the Campus Comparison Group methodology to include the percent of students served by special education programs based on fall PEIMS enrollment.
- System Safeguards: The system safeguard outcomes and data table are aligned to Index 1 and will include student performance on STAAR A and STAAR Alternate 2. The Texas Accountability Intervention System (TAIS) and federally required identification of Focus and Priority Schools, including submission of assessment results to the U.S. Department of Education, will include these results.
- Meeting the Target for either Index 1 or Index 2

**ATAC Recommendation:** Evaluate the target for either Index 1 or Index 2 to determine accountability ratings. Index 3 and Index 4 targets must be met independently to attain the *Met Standard* rating.

The limited availability of STAAR progress measures in mathematics in 2015 due to the transition to the revised TEKS mathematics curriculum means that Index 2 cannot be the sole basis for an unacceptable rating for a district or campus.

### Texas Assessment Program Changes affecting specific Indexes

#### Index 1

- Changes to assessments for students with disabilities.

**ATAC Recommendation to address 2015 STAAR A and STAAR Alternate 2:** Apply a hold harmless feature (see above).

#### Index 2

- Limited STAAR Progress Measures affect Index 2.

**ATAC Recommendation for Index 2:** Include all available progress measures, except for STAAR A progress measure results, and adjust the rating criteria (see above).

- Differential weighting in the Index 2 calculation in 2015 versus 2014 due to limited STAAR Progress Measures; specifically writing limited to grade 7, and mathematics limited to Algebra I.

Currently, the Index 2 STAAR Weighted Progress Rate by subject will result in a weighted rate for Reading, Writing, and Mathematics. The current calculation could include each of the Reading, Writing, and Mathematics subjects weighted equally for the calculated Index 2 score. Note that

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due to the changes in the assessment program, the mathematics subject area will only include student progress measures for Algebra I and the ELL Progress Measure for students in grades 3 – 8 tested on STAAR regular and STAAR L mathematics assessments.

A summary of expected STAAR progress measures (shown below) illustrates the number of student progress measures available for each subject.

2015 STAAR Progress Measures				
2015 Assessment	General Assessment		Test Language	Assessments for Students with Disabilities
<b>ELEMENTARY GRADE LEVELS</b>				
<b>Reading</b>				
Grade 4	STAAR Regular		English Spanish	STAAR A*
Grade 5	STAAR Regular		English Spanish	STAAR A*
<b>MIDDLE SCHOOL GRADE LEVELS</b>				
<b>Reading</b>				
Grade 6	STAAR Regular		English	STAAR A*
Grade 7	STAAR Regular		English	STAAR A*
Grade 8	STAAR Regular		English	STAAR A*
<b>Writing</b>				
Grade 7	STAAR Regular		English	STAAR A*
<b>Mathematics</b>				
Algebra I	STAAR Regular	STAAR L	English	STAAR A*
<b>HIGH SCHOOL GRADE LEVELS</b>				
<b>Reading</b>				
English I →English II	STAAR Regular		English	STAAR A*
<b>Mathematics</b>				
Algebra I	STAAR Regular	STAAR L	English	STAAR A*

**New in 2015**

\* 2015 STAAR A progress measures for grades 3-8 will be reported in reading and writing only for eligible STAAR A students who took a STAAR or STAAR L in 2014. However, the STAAR A progress measure results will not be included in the Index 2 calculations in 2015.

Note: STAAR Progress Measures for students in Accelerated Instruction and Testing are available for reading STAAR (Regular) English and Spanish test versions, and Algebra I STAAR (Regular) and STAAR L.

**Option 1:** Exclude certain progress measures from Index 2 calculations:

- STAAR grade 7 writing Progress Measures,
- ELL Progress Measures in grades 3 – 8 mathematics.

Recall that in order to address changes to assessments for students with disabilities, available STAAR A progress measure results will not be included in the Index 2 calculations. STAAR grade 7 writing Progress Measure and ELL Progress measures in grades 3 – 8 mathematics are also available in 2015.

Pro

- The Grade 7 writing progress measure is available for the first time in 2015.

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- ELL Progress Measures are the only mathematics results in grades 3 – 8 for 2015 for elementary and middle schools.

Con

- Omits the growth results of an additional subject area in the Index 2 outcomes.
- Improvement shown by ELL Progress Measures will not impact the Index 2 score.

**Option 2:** Combine the STAAR grade 7 writing Progress Measures with Reading to calculate Reading Weighted Progress Rate for Index 2. Mathematics would remain a separate weighted progress rate.

Pro

- Because student progress measure for the writing subject are only available in grade 7, this option may be applied to Index 2 in 2015 and beyond.

Con

- Reduces impact of student growth in writing on the overall index outcome for middle schools and districts.

**Option 3:** Combine all subjects with STAAR and ELL Progress Measures for an All Subjects Weighted Progress Rate for Index 2. The modified 2014 Index 2 Score state level report calculated with all subject is two points higher than the current state level Index 2 score (38), as shown below.

2014 Index 2 State Level Report under Option 3 All Subjects												
STAAR Weighted Progress Rate for All Subjects												
	All Students	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Reading/Writing/Math	78	70	76	81	75	107	79	82	71	85	804	2000
Total											804	2000
<b>New Index 2: Score</b>												<b>40</b>

Pro

- Addresses imbalance in the availability of progress measures across content areas
- The new calculation is simple to describe.
- Combined subject area progress measures are more likely to meet minimum size criteria; resulting in fewer occurrences of small number analysis.

Con

- Small number analysis will require a recalculation of the Index 2 STAAR Weighted Progress Rate for All Subjects for 2014 and 2013.

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### Index 3

- Requested change to the Index 3 calculation.

The purpose of Index 3 is to focus on academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups. Groups included in the calculation of Index 3 are identified by campus or district and are based on prior year assessment results.

Tests are combined by subject area for a measure of reading, mathematics, writing, science, and social studies achievement. The calculation is based on students who meet the Phase-in Satisfactory and Advanced performance standards. Advanced standards are the highest assessment level, where student performance gaps are the greatest, and likely to be a strong indicator of student preparedness for the next grade or course with little to no academic intervention required. Advanced standards are also tied to statutory and accountability goals stating Texas will be among the top 10 states in postsecondary readiness by 2020, with no significant achievement gaps by race, ethnicity, or socioeconomic status.

One point is given for each percentage of tests at the Phase-in Satisfactory standard, and one additional point is given for each percentage of tests at the meeting the Advanced performance standard. The maximum number of possible points depends on the student population and demographics. Index 3 is calculated by dividing total cumulative performance points by the maximum possible points, resulting in an overall score of 0 to 100 for all districts and campuses.

As described in the ATAC Index Goals and Target Setting Options, the Index 3 score can be estimated as the average of the percent Phase-in Satisfactory standard and percent Advanced Standard. The current performance index calculation allows diverse campuses and districts to attain a maximum score of 50 on Index 3 solely by calculating the percent of students meeting the Phase-in Satisfactory standard; a score well above the 5<sup>th</sup> percentile (27 in 2014). A campus focused on having their lowest performing students meet the Phase-in Satisfactory standard would be able to meet the established targets.

This design allows a campus or district to focus on the higher student performance level over time, increasing the Index 3 score to values above 50. Advanced Level III performance standards are required to be included in the accountability system as outlined in House Bill 3. The current performance index calculation incorporates the Advanced Level performance standards as a long-term goal, rather than as an additional required level of performance.

***ATAC Recommendation for Index 3:*** Change the current Index 3 calculation of % *Advanced Standard* prior to creating the Index 3 STAAR Weighted Performance Rate by changing the % *Advanced Standard* definition. Options to modify the Index 3 methodology to evaluate performance at the final Level II standard, instead of Advanced Level III standard, were not considered due to the expectation in the statutory goal to close achievement gaps among student groups at the Advanced standard.

2014 Index 3 % Advanced Standard is currently defined as:

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Test performance at the Advanced Level III performance level  
Number of Tests evaluated for the subject

ATAC Recommended Change:

Test performance at the Advanced Level III performance level  
Number of Tests **at the Satisfactory performance level** evaluated for the subject

**Option 1 Recalculated Advanced:** Change the Index 3 calculation of % *Advanced Standard* to represent % *Satisfactory performing at the Advanced Level* as recommended by the ATAC.

See the *2015 Model Summary Packet* for more information.

Pro

- Increases the Index 3 score due to additional weight (increased percentage) placed on students performing at the Advanced Level III standard.

Con

- Lacks comparability to the prior year.
- Requires an additional year of explanation of Index 3 following the 2014 calculation change of adding advanced level performance.
- Adds to the complexity of the accountability system.
- The change to the overall index score is minimal.
- Decreases the weight of the lowest performing students measured by the index score.
- Calculation allows overcompensation because small numbers of high performing students may increase the index score.

**Option 2 Advanced Level III Percentage only:** Modify the Index 3 calculation to include the % *Advanced Standard* for the campus/district calculation.

Pro

- Changes the index focus on closing performance gaps at the highest performance level alone.

Con

- Lacks comparability to the prior year.
- Removes any possibility of increasing the index score due the increased numbers of students performing at the satisfactory level.
- The index score value is reduced and the score distribution is peaked with infrequent extreme values.

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### Index 4

- College-Ready Graduates Indicator.

The College-Ready Graduates indicator is currently defined as the percent of graduates meeting College Ready criteria in both reading/English language arts and mathematics. The indicator was designed to evaluate the performance of graduates on college-ready criteria if test results were available for the student in both reading/English language arts and mathematics on either the TAKS exit level test, the SAT, or ACT testing program. Students who were absent or not tested during the spring TAKS exit level administration are only included in the college-ready graduates indicator if they took either the SAT or ACT in both reading and mathematics. The use of the primary TAKS exit level test administration alone allows the application of a uniform methodology to all districts and campuses because most students are assessed during the primary test administrations.

The TAKS exit level test results evaluated on this indicator are the grade 11 results from the primary test administered during the spring semester of the graduates' junior year in high school. Subsequent TAKS exit level administrations, such as the summer and fall test administrations, are not included in the calculation. The methodology for this indicator has been applied uniformly to all districts and campuses as defined since 2006-07. For 2015 accountability, annually reported graduates during the 2013-14 school year (class of 2014) will be the last graduating class with TAKS results that can be used in the current definition of the College-Ready Graduates indicator.

***ATAC Recommendation for College-Ready Graduates Indicator:*** Include TAKS Retests in the College-Ready Graduates indicator calculation.

See the *2015 Model Summary Packet* for more information on the inclusion of TAKS retests in the College-Ready Graduates indicator.

#### Pro

- Includes more students in the indicator (denominator) based on students tested on all possible TAKS retest opportunities.

#### Con

- Lacks comparability to the prior year.
- Changes the definition of the indicator in its last year of use for accountability.
- The change to the indicator is minimal.

- Additional Index 4 Postsecondary Readiness Indicator.

An option to include additional postsecondary readiness indicators in the 2014 Index 4 postsecondary indicator component was discussed during the December 2014 ATAC meeting. The original option proposed would compare any new indicator to the existing postsecondary readiness indicator, *College-Ready Graduates*, for selection of the best performance. ATAC members considered the comments of individual members that described the very distinct population of students included in the existing *College-Ready Graduates* indicator. ATAC members agreed that population of students performing well on the *College-Ready Graduates* indicator is unique due to the decision to define the indicator as the percent of graduates meeting the Texas Success Initiative (TSI) college readiness standards in *both* reading/ELA and mathematics. Specifically, high school graduates who met the college-ready criteria on

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the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, or the SAT test, or the ACT test, in both English language arts and mathematics are credited based on the percent of annual graduates.

ATAC members agreed that the population of students measured by this indicator are positioned for college-readiness as opposed to alternative routes for postsecondary success. There was a consensus among the ATAC that the additional postsecondary indicator should be added as a separate fifth component to the Index 4 calculation.

***ATAC Recommendation for Additional Postsecondary Readiness Indicator:***

- Add a fifth component to Index 4. Each component could be weighted equally to produce an overall Index 4 score.

Index 4 Components	Weight
STAAR Component	20%
Graduation Component	20%
Graduation Plan Component	20%
College-Ready Graduates	20%
Additional Postsecondary Indicators	20%

- The Additional Postsecondary Indicators component will include three indicators:
  - Advanced Course/Dual Enrollment Completion
  - Career and Technical Education (CTE) Graduates, and
  - Graduates Enrolled in Texas Institutions of Higher Education (IHE).
- Change the current definition of the Advanced Course/Dual Enrollment Completion indicator reported on the Texas Academic Performance Report (TAPR).

**Advanced Course/Dual Enrollment Completion** indicator as currently defined:

number of students in grades 9-12 who received credit for at least  
one advanced or dual enrollment course in school year 2012-13  
 number of students in grades 9-12 who completed at least one course in school year 2012-13

ATAC Recommended Change:

number of students in grades **11-12** who received credit for at least  
one advanced or dual enrollment course in school year 2012-13  
 number of students in grades **11-12** who completed at least one course in school year 2012-13

- Create a new indicator of CTE Graduates defined as the percent of annual graduates that enrolled and/or completed the CTE Coherent Course Sequence.

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### MODEL DATA CAVEAT/REFINEMENT

ATAC members discussed the original proposal to incorporate a measure of CTE concentrators. After discussion of the term, it was noted that CTE students are reported in PEIMS as those enrolled in a CTE coherent sequence, enrolled in a tech prep program, or enrolled in a CTE elective. Members were aware that the number of students participating in the tech prep program will decrease over time. The indicator defined above will include students reported as a Coherent Sequence or Tech Prep participant (PEIMS Career and Technical Education indicator codes 2 or 3).

#### CTE Graduates Definition:

number of graduates in school year 2012-13 enrolled and/or completed the  
CTE Coherent Course Sequence or Tech Prep in school year 2012-13  
 number of annually reported graduates in school year 2012-13

- Use the indicator of **Graduates Enrolled in TX Institution of Higher Education (IHE)** currently reported on TAPR defined as:

number of graduates in school year 2011-12 who attended a public or  
independent college or university in Texas in school year 2012-13  
 number of annually reported graduates an academic school year 2011-12

- Select one of two options available for the new indicator:
  - **Option 1:** Compare each indicator and select the highest indicator rate, or
  - **Option 2:** Create a single indicator of percent of annual graduates that either 1) Complete and receive credit for at least one advanced course or dual enrollment course, **or** 2) Enrolled in Texas IHE, or 3) graduate under the CTE Coherent Sequence.

**Option 1:** Select the best/highest indicator of three postsecondary indicators reported for the most current school year available.

For the 2015 accountability results, the best of the following three indicators of most current data would be compared:

- 1) Advanced Course/Dual Enrollment Completion reported for the 2013-14 school year
- 2) Career and Technical Education (CTE) Graduates reported for the 2013-14 school year
- 3) Graduates Enrolled in Texas IHEs reported for the 2012-13 school year

See the *2015 Model Summary Packet* for more information on Option 1.

#### Pro

- Does not unfairly penalize campuses or districts with student that are not included in the Graduates Enrolled in Texas IHEs indicator due to enrollment in private college/IHEs.
- Separate indicators may be reported before the release of accountability results.
- Easy to understand.

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Con

- The indicator of Graduates Enrolled in Texas IHEs will represent annual graduates of two-years prior to the current accountability.

**Option 2:** Create a single indicator of the percent of annual graduates for the 2013–14 school year that credits the numerator for each student in the categories described above.

The single postsecondary indicator is defined as the number of annually reported graduates who:

- 1) completed and received credit for at least one advanced course or dual enrollment course **OR**
- 2) enrolled in Texas Institutions of Higher Education **OR**
- 3) enrolled or completed credit CTE Coherent Sequence

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number of graduates reported for School Year 2012–13

### MODEL DATA CAVEAT/REFINEMENT

Annual TAPR includes the indicator Graduates Enrolled in TX Institution of Higher Education (IHE) as provided directly from the Texas Higher Education Coordinating Board (THECB) to the agency. The ATAC recommended calculation cannot be produced due to the limitations of student-level data available to the agency for calculation of this indicator. It is possible to request the indicator calculation conducted and reported by THECB in time for 2015 accountability, however, student-level data will not be available to the agency or school districts prior to the accountability release in August, 2015.

Due to this limitation, the 2015 Model Summary Packet information on Option 2 defines the indicator as follows:

#### Indicator 1

- 1) Number of students who completed and received credit for at least one advanced course or dual enrollment course in grade 11-12 for SY 2012-13 **OR**
- 2) Number of students enrolled and/or completed the CTE Coherent Sequence or Tech Prep in grade 12 for SY 2012-13

number of graduates reported for School Year 2012–13

#### Indicator 2

number of graduates in school year 2011-12 who attended a public or independent college or university in Texas in school year 2012-13  
 number of annually reported graduates an academic school year 2011-12

The *2015 Model Summary Packet* shows Option 2 defined as the best of Indicator 1 or Indicator 2 as described above.

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## Pro

- Provides a comprehensive overview of all graduates and their routes for postsecondary success.

## Con

- Limitations of student level data require the indicator to be calculated by the THECB.
  - The indicator will unfairly penalize campuses or districts with student that are not identified in the numerator by THECB due to enrollment in private college/IHEs.
  - Student level data will not be provided.
  - The indicator of Graduates Enrolled in Texas IHEs will represent annual graduates of two-years prior to the current accountability.
- **Alternative Education Accountability (AEA)** additional Index 4 Postsecondary Readiness Indicator.

***ATAC Recommendation for AEA Additional Postsecondary Readiness Indicator:***

- Expand AEA provisions by including the selected Additional Postsecondary Indicators component as bonus points to Index 4.

See the *2015 Model Summary Packet* for more information on AEA Campuses under Index 4 Options 1 and 2.