

For Discussion Only

Rationale/Explanation of Transition Plan for HB 3 Accountability System

Accountability Ratings Acceptable/Unacceptable Districts and Campuses

System Components	Statutory Requirements and Availability of Data	Rationale/Explanation
<p>Assessment results included in accountability performance indicators:</p> <ul style="list-style-type: none"> TAKS Grade 11 in 2013 only STAAR: <ul style="list-style-type: none"> Grade 3-8 English Grade 3-5 Spanish End-of-Course, including retests STAAR Modified and Alternate STAAR L TBD 	<p>TEC §39.025(f) requires use of TAKS results for students for whom TAKS is graduation requirement during the transition to STAAR.</p> <p>TEC §39.053(c)(1) requires that the indicator include results from STAAR Gr. 3-8 English and Spanish, and EOC including retests.</p> <p>TEC §39.053(d) authorizes the commissioner to determine which EOC retest results are included in the accountability indicator.</p>	<p>Modified and alternate assessments are not required to be included but are not prohibited for acceptable/unacceptable ratings. They are required to be included for recognized and exemplary distinction designation ratings and for AYP indicators.</p> <p>Changes in state exemptions policy no longer allow exemption from testing for English language learners (ELL). A STAAR ELL progress measure is being developed to measure academic performance of students while they are learning English. The ELL progress measure will not be available for use in 2013 ratings. STAAR L is required to be included in the AYP indicators.</p>
<p>STAAR performance levels evaluated:</p> <ul style="list-style-type: none"> Level II 	<p>TEC §39.053(c)(1)(A) requires that performance indicators include Level II performance.</p>	<p>An interim student performance standard will be set for the STAAR Level II standard. Accountability indicators will not use the interim student performance standard. Paragraph (A) references the performance standard set under Subsection 39.0241(a), which is the final Level II performance standard.</p>
<p>Level III beginning 2014</p>	<p>TEC §§39.053(c)(1)(B) requires that performance indicators include Level III performance.</p> <p>TEC §39.116 specifies that Level III performance is incorporated into the ratings evaluation in 2014.</p>	
<p>STAAR subjects evaluated:</p> <ul style="list-style-type: none"> Level II performance: Reading, Writing, Mathematics, Science, and Social Studies 	<p>TEC §39.053(c)(1) requires that STAAR results be aggregated by subject.</p>	
<p>Level III performance:</p> <ul style="list-style-type: none"> Reading, Writing, and Mathematics Other subjects TBD in 2015 or beyond 	<p>TEC §39.053(c)(1)(B) references the college readiness performance standards, which initially will be developed for English III and Algebra II. Studies will determine whether college readiness standards can be set for other subjects in 2015 or later.</p>	

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<p>STAAR results measured at each level: Performance</p>	<p>TEC §§39.053(c)(1) requires that the accountability indicators include performance and progress at Level II and Level III.</p>	
<p>Progress beginning 2014</p>	<p>Progress cannot be incorporated until 2014 because measures cannot be finalized until after results of the second administration of STAAR in 2012-2013 are available.</p>	<p>Multiple student progress measures are being developed under provisions of Section 39.034. After results from the 2012-2013 administration are available, the measures will be finalized and decisions will be made about use of student progress in the accountability evaluations for 2014 and beyond.</p>
<p>STAAR grades evaluated: Grades 3-8: STAAR and EOC</p>	<p>TEC §39.053(c)(1) requires that STAAR results be aggregated across grades and that indicators include percentage of students who meet the Level II and Level III performance and progress standards. TEC §39.053(d-1) requires that for accountability indicators, performance on EOC assessments administered to students enrolled below grade 9 be aggregated with results for other students enrolled at the same grade.</p>	<p>Use of the term “percentage of students” is not interpreted to prescribe a methodology for calculation of the indicators. Options such as use of scale scores and combining Level II and Level III performance in a weighted indicator can be considered.</p>
<p>Grades 9-12: EOC Cumulative Score</p>	<p>TEC §39.053(c)(1) requires that the assessment indicators include EOC results, including results from retests taken by students.</p>	<p>The EOC cumulative score is a longitudinal measure that will be calculated for high school students in order to determine if they have met the EOC graduation requirement. The corresponding accountability indicator is the average cumulative score of students on the campus/district for each graduating class, calculated annually from the time the class enters Grade 9 through graduation. For high schools an EOC Cumulative Score will be considered to address issues with use of EOC results in accountability indicators. Students complete EOC courses and assessments at different paces, including before entering high school. Students can initially test at any of the three annual administrations. Students are allowed to retest for any reason, including students who previously passed the test, and retest results must be included in the indicator.</p>

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<p>Dropout Rates Graduation Rates</p>	<p>TEC §39.053(c)(2) and (3) require that the accountability performance indicators include dropout rates and graduation rates. These indicators will be included in 2013.</p>	<p>A five-year graduation rate provides a more accurate measure of students who complete high school, including students who take more than four years to graduate, than the completion rate used in the previous accountability system. The five year graduation rate is approved for use in AYP along with the four year graduation rate.</p> <p>Although dropout rates for middle schools are very low statewide, dropout rates sometimes increase when a more rigorous assessment program is introduced, and a middle school dropout or completion rate should be retained in the accountability system.</p>
<p>Student Groups, including minimum size criteria and other decisions related to evaluation of student group performance TBD</p>	<p>TEC §39.053(b) requires that indicators used for accountability ratings be calculated for race, ethnicity, and socioeconomic status student groups as well as all students.</p>	<p>Some of the topics related to student group performance that will be discussed as part of the accountability development process are: new race/ethnicity definition, overlapping membership for socioeconomic and race/ethnicity student groups, and special education and LEP student groups. Regardless of the overall framework of the new accountability system, minimum size criteria for evaluation of student group performance are needed.</p>
<p>Required Improvement Assessment: 2013 TBD 2014 and beyond used</p>	<p>TEC §39.053(e) specifies that campus/district performance be compared to required improvement (as well as accountability targets).</p>	<p>A calculation based on either campus improvement or student progress could be used for required improvement for the assessment indicators. If the required improvement calculation is based on student progress, the measure cannot be developed until student progress measures are finalized after the 2012-2013 assessment results are available and will not be implemented until the 2014 ratings.</p>
<p>Dropout/Graduation:</p>		<p>Required Improvement will be used for dropout and graduation rate indicators beginning in 2013 (class of 2012), although the 2016 ratings will be the first year that that two years of longitudinal dropout and graduation rates will be calculated under the same definition.</p>

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85 Percent Provision	TEC §39.054 (d) and (d-1) give the commissioner the option of adopting a proportional accountability model in which districts and campuses must meet accountability targets on 85% of indicators.	The 85 percent provision will be implemented if a Separate Indicators framework is adopted. The provision will not be implemented if a Performance Index framework is adopted.
Two-Year Average in 2013 TBD Three-Year Average in 2014 and beyond	TEC §39.054(c) gives campuses and districts the option of meeting acceptable performance standards on either current year performance or performance averaged over three years. The three-year average cannot be calculated until the third administration of STAAR in 2013-2014.	A decision must be made about whether to use performance averaged over two years for the assessment indicator in 2013 when only two years of STAAR results are available.
District and campus evaluations	TEC §39.054(b) specifies that districts, campuses, and open-enrollment charters are evaluated for acceptable/unacceptable ratings.	
Release August 8	TEC §39.054(a) establishes the release date for ratings.	

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Distinction Designations for Recognized and Exemplary Ratings

System Components	Statutory Requirements and Availability of Data	Rationale/Explanation
Recognized and exemplary distinction designations not awarded in 2013	TEC §39.202 requires that the recognized and exemplary performance indicators use Level III performance. TEC §39.116 specifies that Level III performance is incorporated into the ratings evaluation in 2014.	
Assessment results included in recognized and exemplary distinction designation indicators: STAAR: Grade 3-8 English Grade 3-5 Spanish End-of-Course, including retests STAAR Modified and Alternate STAAR L	TEC §39.202 requires that the indicator include results from STAAR Gr. 3-8 English and Spanish, and EOC, including modified and alternate assessments.	The EOC retests are not required to be included but are not prohibited and are required to be included in the indicators used for acceptable/unacceptable ratings. The STAAR L is required to be included in the AYP indicators.
STAAR performance levels evaluated: Level III beginning 2014	TEC §39.202 requires that the recognized and exemplary performance indicators use Level III performance.	
STAAR subjects evaluated: Reading, Writing, and Mathematics beginning 2014 Other subjects TBD in 2015 or beyond	TEC §39.202 references the college readiness performance standards, which initially will be developed for English III and Algebra II. Studies will determine whether college readiness standards can be set for other subjects in 2015 or later. Performance results must be aggregated by subject.	
STAAR results measured at each level: Performance and progress beginning 2014	TEC §§39.202 requires that the recognized and exemplary indicators include performance and progress at Level III.	Multiple student progress measures are being developed under provisions of Section 39.034. After results from the 2012-2013 administration are available, the measures will be finalized and decisions will be made about use of student progress in the accountability ratings for 2014 and beyond.

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<p>STAAR grades evaluated: Grades 3-8: STAAR and EOC Grades 9-12: EOC</p>	<p>TEC §39.202 requires that STAAR Gr. 3-8 grade level assessments and EOC assessments be included in the indicators and that they be aggregated across grade levels.</p>	<p>The TEC §39.053(d-1) requirement that performance on EOC assessments administered to students enrolled below grade 9 be aggregated with results for other students enrolled at the same grade references only the acceptable/unacceptable ratings. However, if similar indicators are developed for the recognized and exemplary ratings, this rule will be applied.</p>
<p>Dropout Rates and Graduation Rates RHSP/DAP Graduates TBD</p>		<p>TEC §39.202 does not require that dropout or graduation rates be evaluated for the recognized and exemplary ratings. In addition to the assessment indicators, the recognized and exemplary distinction designation criteria must include other factors for determining student attainment of postsecondary readiness. These other factors could include indicators such as recommended high school program/distinguished achievement program graduates.</p>
<p>Student Groups, including minimum size criteria and other decisions related to evaluation of student group performance TBD</p>		<p>Evaluation of student group performance for recognized and exemplary ratings is not required in statute. Statute gives the commissioner the authority to define the recognized and exemplary ratings criteria.</p>
<p>Other Features TBD</p>		<p>No other features are specified in statute for use in the recognized and exemplary ratings. Statute gives the commissioner the authority to define the recognized and exemplary ratings criteria.</p>
<p>District and campus evaluations</p>	<p>TEC §39.202 specifies that districts and campuses are eligible for recognized and exemplary ratings.</p>	
<p>Release August 8</p>	<p>TEC §39.201 establishes the release date for all of the distinction designations.</p>	

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Distinction Designations for Top 25% Student Progress and Closing Performance Gaps

System Components	Statutory Requirements and Availability of Data	Rationale/Explanation
Top 25 percent distinction designations will not be awarded in 2013	TEC §39.203(a) and (b) requires that the top 25 percent distinction designations be based on student progress and closing performance gaps.	Indicators related to change in student performance will be finalized after results from the second administration of STAAR in 2012-2013 are available, for use in 2014.
Assessment results included in top 25 percent distinction designation indicators: STAAR: Grade 3-8 English Grade 3-5 Spanish End-of-Course, including retests STAAR Modified and Alternate STAAR L	TEC §39.203(a) references §39.034. Measure of Annual Improvement in Student Achievement. The progress measures in this section cover STAAR Grades 3-8 and EOC assessments.	Progress measures will be developed for all assessments in the STAAR program.
STAAR performance levels evaluated: Level III beginning 2014		Although not specified in TEC §39.203(a) and (b), the intent is that the top 25 percent distinction designations be awarded for student progress and closing performance gaps in relation to postsecondary readiness performance standards.
STAAR subjects evaluated: Reading, Writing, and Mathematics beginning 2014 Other subjects TBD in 2015 or beyond		There are no statutory requirements regarding the subjects to be evaluated for the top 25 percent distinction designations. Initially postsecondary readiness performance standards will be available for English III and Algebra II. Studies will determine whether postsecondary readiness standards can be set for other subjects for 2015 and beyond.
STAAR results measured at each level: Progress TBD	TEC §39.203(a) requires that distinction designations be awarded to the top 25 percent of campuses in student progress.	Multiple student progress measures are being developed under provisions of Section 39.034. After results from the 2012-2013 administration are available, the measures will be finalized and decisions will be made about use of student progress in the accountability system for 2014 and beyond.
Closing performance gaps TBD	TEC §39.203(a) requires that distinction designations be awarded to the top 25 percent of campuses in closing performance gaps.	Measures of closing performance gaps must be developed.

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<p>STAAR grades evaluated: Grades 3-8: STAAR and EOC Grades 9-12: EOC</p>		<p>The TEC §39.053(d-1) requirement that performance on EOC assessments administered to students enrolled below grade 9 be aggregated with results for other students enrolled at the same grade references only the acceptable/unacceptable ratings. However, if similar indicators are developed for the distinction designations, this rule will be applied.</p>
<p>Dropout Rates and Graduation Rates</p>		<p>Not applicable.</p>
<p>Other Features</p>		<p>Not applicable.</p>
<p>Student Groups, including minimum size criteria and other decisions related to evaluation of student group performance TBD</p>	<p>TEC §39.203(a) is a single measure of student progress on which campuses are ranked. TEC §39.203(b) is a measure or measures of closing performance gaps between student groups.</p>	<p>Subsection (a) does not mention student group performance and does require that campuses be ranked, which can only be done on one measure at a time. The Subsection (b) distinction designation is a companion measure that focuses on student group performance. The statute does not specify which student groups are to be evaluated for the Subsection (b) measure or measures of closing performance gaps between student groups.</p>
<p>District and campus evaluations</p>	<p>TEC §39.203(a) and (b) distinctions designations are for campuses only.</p>	
<p>Release August 8</p>	<p>TEC §39.201 establishes the release date for all of the distinction designations.</p>	