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

Index 1: Student Achievement

Indicator Definition: 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

  EOC at final Level II performance standard for students who are not graduating under the EOC requirement TBD

  STAAR Modified and Alternate at final Level II performance standard

  STAAR L: TBD pending discussion of ATAC ELL Workgroup and ATAC EOC Workgroup recommendations at August ATAC meeting

  TAKS

  - 2013: Grade 11 results at Met Standard performance standard
  - 2014 and beyond: None
- 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 final Level II 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: NA, special analysis if fewer than 10 students (each student counts only once in the determination of minimum size criteria)
- Student groups: All Students only

- Methodology: results are summed across tests, grades, and subjects; number of students meeting the final Level II standard divided by number of students tested

$$\frac{\text{Number Met Level II Standard Reading} + \text{Number Met Level II Standard Writing} + \text{Number Met Level II Standard Mathematics} + \text{Number Met Level II Standard Science} + \text{Number Met Level II Standard Social Studies}}{\text{Number Tested Reading} + \text{Number Tested Writing} + \text{Number Tested Mathematics} + \text{Number Tested Science} + \text{Number Tested Social Studies}}$$

Index Construction Options 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.

Index Construction Option 1A: Total Index Points is the percentage of students who met the Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations.

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

	R		W		M		S		SS		Total	% Met Level II	Index Points
Students Met Level II	50	+	19	+	38	+	10	+	20	=	137	45%	45
Students Tested	100	+	42	+	100	+	40	+	22	=	304		
Index Score													45

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

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

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

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

Characteristics of Option 1A:

- 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.
- Index scores reflect how the campus or district is performing in relation to the final student passing standard on the assessment. Initial lower performance statewide on the new STAAR assessments is reflected as overall lower index scores. Index points do not represent the percentage of students who passed the test during the phase-in of the Level II student performance standard.
- The initial assignment of points to the index is not controlled – for example, the number of campuses receiving fewer than 40 points or more than 80 points is driven by campus performance alone and not by the index construction. Consequently, campuses and districts are not distributed evenly across the index point range.
- A campus or district index score will change over time to reflect changes in performance. If performance improves from one year to the next, for example, the index score will be higher in the second year. NOTE: It may be difficult for districts and high schools to show improvement during the first few years of the new accountability system because each year the performance rate will include more of the higher level EOC tests. It could appear that performance is stagnant or declining, especially between 2013 and 2014 when TAKS is phased out and the first EOC graduating class completes Grade 11 courses (English III, Algebra II, Physics, U.S. History).

Index Construction Option 1B: A percentile distribution is produced for the Percent Met Level II Standard result. Index score is the percentile placement of the campus. In the first example below, the campus performance of 45% Met Level II Standard represents the 60th percentile of performance; therefore, the Total Index Points is 60 (rather than 45).

The model uses a single statewide percentile distribution. A variation on this option is to create separate campus percentile distributions by campus type.

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

	R		W		M		S		SS		Total	% Met Level II	%tile	Index Points
Students Met Level II	50	+	19	+	38	+	10	+	20	=	137	45%	60th	60
Students Tested	100	+	42	+	100	+	40	+	22	=	304			
Index Score														60

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

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

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

	R		W		M		S		SS		Total	% Met Level II	%tile	Index Points
Students Met Level II	50	+	19	+	38	+	0	+	0	=	107	44%	55th	55
Students Tested	100	+	42	+	100	+	0	+	0	=	242			
Index Score														55

Characteristics of Option 1B:

- Each percentile point contributes one point to the index. Points are based on performance ranking in relation to other campuses or districts. Index points may be higher or lower than the percent of students who met the final Level II performance standard. Index scores range from 0 to 100 for all campuses and districts.
- Index scores reflect how the campus or district is performing in relation to the state. Initial lower performance statewide on the new STAAR assessments is not reflected as overall low index scores.
- The assignment of points to the index is controlled – assignment of points is evenly distributed so that about 40 percent of campuses receive fewer than 40 points and about 20 percent of campuses receive more than 80 points, for example. Consequently, campuses and districts are distributed more evenly across the index score range.
- Changes in campus index score over time will reflect changes in performance across the state as well as changes in performance on the campus. Campuses show improvement by improving their performance in relation to other campuses. NOTE: Performance under this model may be more stable in the first few years of the new accountability system as the more difficult EOC tests are phased in.