

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

Minimum Size Criteria

	Indicator	All Students	Student Groups
Index 1	STAAR Percent Met Level II *	none; special analysis if < 10 students	NA
Index 2	STAAR Percent Met Progress Reading Mathematics Writing TBD	>= 20 students	race/ethnicity groups: >= 20 students
Index 3	STAAR Percent Met Level II By subject Reading, Mathematics, Writing, Science, Social Studies, by Gr. 4-8 and combined across grades EOC by subject Reading, Mathematics, Writing, Science, Social Studies, by cohort and combined across cohorts	NA	gap group: >= 20 students
	STAAR Percent Met Progress Reading Gr. 4-8 combined Mathematics Gr. 4-8 combined EOC by subject for Reading, Mathematics, Writing, Science, Social Studies	NA	gap group: >= 20 students
	STAAR Percent Met Level II Improvement Grade 3 Reading Grade 3 Mathematics	NA	economically disadvantaged group: >= 20 students
Index 4	Graduation Rates (4-year and 5-year)	>= 10 students in cohort	race/ethnicity groups: >= 30 students in cohort
	RHSP/AHSP Rates (4-year)	>= 10 graduates in cohort	race/ethnicity groups: >= 30 graduates in cohort
	Annual Dropout Rates Gr. 9-12	>= 10 Gr. 9-12 students	race/ethnicity groups: >= 30 Gr. 9-12 students
	STAAR Percent Met Level III *	none; special analysis if < 10 students	race/ethnicity groups: >= 30 students
Safeguards	STAAR Participation Rate By subject for Reading, Mathematics, Writing, Science, Social Studies	>= 30 students	race/ethnicity groups: >= 30 students
	Annual Dropout Rate Gr. 7-8	>= 10 Gr. 7-8 students and >= 5 dropouts	race/ethnicity groups: >= 30 Gr. 7-8 students and >= 5 dropouts
	Leaver Data Quality	TBD	TBD

NOTES: *Students are represented in denominator once for every subject in Index 1 and Index 4 STAAR indicators. Each student counts only once in the determination of minimum size criteria.

Student Groups

All Students (for assessment indicators)

Index 1: Student Achievement – students with current year test results in the accountability subset.

Index 2: Student Progress – a subset of students from Index 1, students in Grade 4 or higher with prior year test results for which a progress measure is calculated. Results are matched to prior year by subject.

Index 3: Closing Performance Gaps – students from Index 2, assigned to gap group based on prior year performance; and all Grade 3 students from Index 1.

Index 4: Postsecondary Readiness – same as Index 1, students with current year test results in the accountability subset.

Race/ethnicity groups: seven reporting categories under the new federal standard for collection of ethnicity and race information implemented beginning with Public Education Information Management System (PEIMS) data collected for the 2009-2010 school year. Race/ethnicity student group performance is evaluated in Index 2: Student Progress, Index 4: Postsecondary Readiness, and in System Safeguards.

Race/Ethnicity Category	2011-12 Enrollment	
	Number	Percent
African American	557,009	12.8
American Indian	19,349	0.4
Asian	156,889	3.6
Hispanic	2,179,559	50.0
Pacific Islander (formerly with Asian)	5,399	0.1
White	1,370,101	31.4
Two or More Races (new category)	73,168	1.7
Total Enrollment	4,361,474	

Economically disadvantaged group: students eligible for free or reduced-price lunch or other public assistance. Economically disadvantaged student groups are evaluated in Index 3: Closing Performance Gaps.

- Grade 3 economically disadvantaged student group
- Prior year economically disadvantaged in Level III gap group (see definition below)

Level II gap group: students from Index 2 whose prior year performance on the STAAR Grade 3-8 or end-of-course (EOC) assessment for any subject is in Level I or in the lowest performance band for Level II on the value/transition table. There is a single Level II gap group – if a student meets the gap group criteria in any subject, the student is assigned to the gap group. Level II gap group performance is evaluated in Index 3: Closing Performance Gaps.

Level III gap group: students from Index 2 whose prior year performance on the STAAR Grade 3-8 Reading assessment or on the Reading portion of the English I, II, or III EOC assessment is in the second or third performance band for Level II on the value/transition table, and who are categorized as economically disadvantaged in the prior year. Level III gap group performance is evaluated in Index 3: Closing Performance Gaps.

High school cohort: Students with an EOC assessment in the accountability subset are assigned to a cohort for the assessment indicators.

- Students who have been assigned to a longitudinal graduation rate cohort use that cohort assignment for the EOC indicator.
- Students who have not been assigned to a longitudinal graduation rate cohort make up an additional cohort group. This group includes most Grade 9 students and students transferring into the Texas public school system in higher grades.

High school cohort performance is evaluated in Index 3: Closing Performance Gaps.