

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

Transition Issues

Statutory requirements, timing of availability of data, transition from TAKS to STAAR, and implementation of new statutory requirements regarding calculation of graduation rates and dropout rates, will all affect the first few years of implementation of the new accountability rating system. The most immediate transition issues are those related to the 2013 ratings. The accountability system will look significantly different in 2013 than it will in 2014.

Some of the transitions, however, will continue to affect the indicators through the 2016 ratings. In addition, bills filed in previous legislative sessions proposing changes to the assessment program and graduation requirements that did not pass during the last legislative session may be reintroduced in 2013, potentially changing the system before the first ratings are released. The system design must be robust enough to withstand some instability.

Some of the transitions will be positive for districts and campuses. The introduction of progress measures from the very beginning of the new accountability system will be a positive change, and a very visible change. Other transitions will increase the rigor of the indicators in ways that are not as obvious, making it more difficult to gauge campus and district improvement from one year to the next.

Introducing the Performance Index Framework in 2013. Some components of the performance index framework cannot be implemented in 2013.

Index 1: Student Achievement – implemented in 2013 for districts and all campuses

Index 2: Student Progress – see Transition Issues 1 and 2

Index 3: Closing Performance Gaps – see Transition Issues 1 and 2

Index 4: Postsecondary Readiness – will be partially implemented in 2013 for districts and campuses with graduation rates or dropout rates (see Transition Issue 1)

Transition Issues

1. Statute requires reporting of STAAR Level III performance in 2013 and postponing use in the accountability ratings until 2014. Indicators based on Level III performance are included in Index 2: Student Progress, Index 3: Closing Performance Gaps, and Index 4: Postsecondary Readiness. This is the reason Index 4 cannot be fully implemented in 2013. Since the student progress measure incorporates progress to Level III, this provision may affect implementation of Index 2 and Index 3 in 2013.
2. Student progress measures for STAAR may not be finalized in time for the 2013 accountability ratings. Indicators based on student progress measures are included in Index 2: Student Progress and Index 3: Closing Performance Gaps. Also, if the value/transition table is not available then

performance measures cannot be calculated for the Gap Group because the Gap Group is based on the value/transition table.

3. The STAAR Level II student performance standard will be phased in over a number of years so that students are not penalized by the introduction of the more difficult assessments. Using the final Level II performance standard for accountability indicators avoids a significant transition problem. If the phase-in performance standards were used instead, each year the indicator would increase in rigor as more students enter the assessment program at a higher performance standard. This increased rigor every year would mask performance improvement of the campus and district.
4. Transition from TAKS to STAAR EOC as the assessment requirement for graduation will take place with the class of 2015. The 2013 ratings must include TAKS results for the class of 2014, and most students in the class of 2015 are in Grade 10. In 2014 most students in the class of 2015 will attempt the higher level Grade 11 EOC assessments for the first time – English III, Algebra II, Physics, and U.S. History. Index 1: Student Achievement will be most affected by the transition from TAKS to STAAR because the biggest change will take place between 2013 and 2014.
5. Students in the TAKS graduating classes are allowed to take EOC assessments when they finish a course for which an EOC is administered. Consequently, the EOC results will include some assessments taken by students who had a motivation other than the graduation requirement for taking the test.
6. The longitudinal graduation rates will be calculated under the state definition with statutorily required exclusions beginning with the class of 2011, but the change will not be fully phased in until the class of 2014 graduation rates used for 2015 accountability ratings. The affect of this change will be less each year.
7. The Recommended High School Program/Advanced High School Program (RHSP/AHSP) indicator will measure graduation plans of TAKS graduating classes through 2014. The rates calculated for the class of 2015 (2016 accountability ratings) will be the first based on graduation plans of a STAAR graduating class. Given the increased rigor of the RHSP and AHSP diploma requirements, performance on this indicator may initially decline.
8. An English language learner measure is being developed to evaluate student achievement for ELL students as they progress toward proficiency in English. This measure may not be available in time for the 2013 ratings.