

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

The introduction of progress measures and STAAR Level III advanced performance in 2014 will be very visible changes to the performance indexes. Other transitions will change the indicators in ways that are not as obvious. It will be more difficult to compare campus and district performance on individual indicators from one year to the next during the first few years of the new accountability system. At the index level, performance results will not be comparable.

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 all campuses
- Index 2: Student Progress – not implemented (see Transition 2)
- Index 3: Closing Performance Gaps – modified for 2013 (see Transition 1)
- Index 4: Postsecondary Readiness – partially implemented in 2013 for campuses with graduation rates or dropout rates (see Transition 1)

Transitions

1. STAAR Level III. Statute requires reporting of STAAR Level III advanced performance in 2013 and postponing use in the accountability ratings until 2014. Academic achievement indicators based on Level III advanced performance are included in Index 3: Closing Performance Gaps and Index 4: Postsecondary Readiness.
 - Index 3: Closing Performance Gaps. The indicator in Index 3 is a weighted performance rate that, when fully implemented, gives one point for students performing at the final Level II satisfactory performance standard and two points for students performing at the final Level III advanced performance standard. For 2013 the indicator definition will be modified to give one point for students performing at the final Level II satisfactory performance standard or higher.
 - Index 4: Postsecondary Readiness. The assessment indicator in Index 4, which measures achievement at the final Level III advanced performance standard, will not be included in the

- index in 2013. The 2013 ratings will not include evaluation of Index 4 for elementary and middle/junior high schools. For high schools, performance of the graduation rate component of Index 4 will be evaluated.
2. Growth. Student progress measures for STAAR will not be finalized in time for the 2013 accountability ratings. Indicators based on student progress measures are included in Index 2: Student Progress.
 - Index 2: Student Progress. Whether implementation of Index 2 in 2014 increases or decreases rigor of the system will depend on the accountability rating criteria. If all campuses must meet an accountability target for Index 2, the rigor of the system increases. If Index 2 provides an alternative way to meet accountability rating criteria, the index provides a way for campuses to receive credit for student progress.
 3. STAAR Phase In. The STAAR Level II satisfactory student performance standard, and Level III advanced performance standard for English III and Algebra II, 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 performance standards for accountability indicators avoids a significant transition problem. If the phase-in performance standards were used instead, each year of the phase in the indicator would increase in rigor as more students enter the assessment program at a higher performance standard. This increased rigor would offset performance gains of campuses.
 4. TAKS to EOC. 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 Grade 11 TAKS results for the class of 2014. Most students in the class of 2015 are enrolled in Grade 10 in 2013. In 2014 no TAKS results are included in the indicators. In addition, most students in the class of 2015 will attempt the higher level Grade 11 EOC assessments for the first time in 2014 – English III, Algebra II, Physics, and U.S. History. Consequently, the assessment indicators will become more rigorous in 2014 because the Grade 11 TAKS results are replaced by results on the most difficult EOC assessments. For high schools and combined elementary/secondary schools the increase in rigor of the STAAR indicator will offset STAAR performance gains on the assessment indicators in Index 1, Index 3, and Index 4 performance.
 5. ELL. An English language learner performance measure is being developed to evaluate student achievement for ELL students in their first years in a U.S. school as they progress toward proficiency in English. This measure will not be finalized in time for the 2013 accountability ratings.
 6. Graduation Rate. 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. RHSP/AHSP. 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.

Transitions Affecting Performance Indexes in 2014

Transition	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
1. STAAR Level III			X	X
2. Growth		X		
3. STAAR Phase In				
4. TAKS to EOC	X		X	
5. ELL	X		X	
6. Graduation Rate				X
7. RHSP/AHSP				2016 ratings
Change in Rigor from 2013 to 2014	For high schools and combined elementary/ secondary schools, the TAKS to EOC transition will offset STAAR performance gains.	Whether implementation of Index 2 increases or decreases rigor of the system in 2014 will depend on the accountability rating criteria.	Introducing double credit for students meeting the STAAR Level III advanced performance standard will increase scores for some campuses more than others, changing the distribution of campus performance on the index. For high schools and combined elementary/ secondary schools, the TAKS to EOC transition will offset STAAR performance gains.	The STAAR Level III advanced performance indicator will lower overall index scores for high schools and combined elementary /secondary schools. Changes to the graduation rate will be minimal. Elementary and middle /junior high schools will not perform as well on Index 4 as high schools initially because STAAR Level III advanced performance rates are lower than graduation rates.