

Accountability System for 2013 and Beyond
Technical Description: Performance Index Indicators and Index Construction

Accountability Ratings Criteria and Targets for 2013

To receive a *Met Standard* rating all campuses and districts must meet the following accountability targets on all indexes for which they have performance data in 2013.

	Non-AEA Campuses and Districts	AEA Campuses and Districts
Index 1: Student Achievement	50	25
Index 2: Student Progress	5 th percentile*	5 th percentile*
Index 3: Closing Performance Gaps	55	30
Index 4: Postsecondary Readiness	75	45

* Target will be set at about the fifth percentile of campus performance and will be applied to both campuses and districts.

This document provides a detailed description of each index that includes indicator definitions and a technical description of index construction, additional information about index evaluation and system safeguards, information about other features of the system and distinction designations, and summaries of alternative education accountability modifications and inclusion of assessment results for English language learners (see *Appendices A and B - Assessments for Recent Immigrant ELL / LEP Students Included in State Accountability Calculations*).

Index 1: Student Achievement

Indicator Definition

STAAR Percent Met Phase-in Level II Standard

- 2013 and beyond
- Assessment results include all assessments:
 - STAAR English (Grades 3-8) and Spanish (Grades 3-5) at phase-in Level II performance standard for assessments administered in the spring
 - EOC at phase-in Level II performance standard for assessments administered in the spring and the previous fall and summer
 - STAAR Grades 3-8 and EOC Modified and Alternate at phase-in Level II performance standard
- TAKS
 - 2013: Grade 11 results at Met Standard performance standard
 - 2014 and beyond: None
- English language learner results (English and Spanish test versions)
 - 2013:
 - Students in U.S. schools Year 1 through Year 3 excluded
 - Students in U.S. schools Year 4 and beyond included at phase-in Level II performance standard

Exceptions: asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded

- Proposed 2014 and beyond:
 - Students in U.S. schools Year 1 excluded
 - Students in U.S. schools Year 2 through Year 4 included based on test version:
 - English test version using STAAR ELL Progress Measure;
 - Spanish test version using phase-in Level II performance standard
 - Students in U.S. schools Year 5 and beyond included at phase-in Level II performance standard
 - Exceptions: asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded

- Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC for each test, best result from first administration and retest results of tests administered in the current accountability year
- 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, Writing, Mathematics, Science, Social Studies
- Cap on use of modified and alternate assessment results: caps not applied to performance results; limit on use of modified and alternate assessments included in System Safeguards
- 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, prior year fall enrollment snapshot date

Results from the following administrations are included in the campus/district accountability subset:

If the student was enrolled on the campus/district on the following date:

EOC summer administration	Prior year fall enrollment snapshot date
EOC fall administration	Current year fall enrollment snapshot date
EOC spring administration	
Grades 3-8 spring administration	

- Student groups: All Students only
- Minimum size criteria: None, small numbers analysis if fewer than 10

- Methodology: results are summed across tests, grades, and subjects; number meeting the phase-in Level II standard divided by number of assessments

$$\frac{\begin{aligned} &\text{Number Met phase-in Level II Standard Reading} + \text{Number Met phase-in Level II Standard Writing} + \\ &\text{Number Met phase-in Level II Standard Mathematics} + \\ &\text{Number Met phase-in Level II Standard Science} + \text{Number Met phase-in Level II Standard Social Studies} \end{aligned}}{\begin{aligned} &\text{Number Reading Tests} + \text{Number Writing Tests} + \\ &\text{Number Mathematics Tests} + \text{Number Science Tests} + \text{Number Social Studies Tests} \end{aligned}}$$

Index Construction 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. Total Index Points is the percentage of assessments that met the phase-in Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations. Each percent of students meeting the phase-in Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

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

	R		M		W		S		SS	Total	% Met Phase-in Level II	Index Points
Students Met Phase-in Level II	50	+	38	+	19	+	10	+	19	= 136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	= 305		
Index Score												45

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

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

- Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
- Spanish test version results (STAAR growth measure calculated for current ELLs tested on Spanish test versions)
 - 2013: Students in U.S. schools Year 1 through Year 3 excluded
Students in U.S. schools Year 4 and beyond included using STAAR growth measure
Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
 - Proposed 2014 and beyond:
Students in U.S. schools Year 1 excluded
Students in U.S. schools Year 2 and beyond included using STAAR growth measure
Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
- Methodology: percent of students at the specified student growth level on the assessment is multiplied by the weight for that growth level,
 - Met – one point for each percent of students at the Met growth expectations level
 - Exceeded – two points for each percent of students at the Exceeded growth expectations level

Index Construction for Index 2: Student Progress

Index Construction for Index 2 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give two points for student growth that exceeds expectations, each indicator contributes from 0 to 200 points to the index for All Students and for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and campus type. The final index score is total points divided by maximum points and ranges from 0 to 100 for all campuses and districts.

Table 1: Example calculations to determine Index 2 points for reading growth shown in Table 2

STAAR Weighted Growth Rate for Reading	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
Number of Tests	100	50		40					30			
Did Not Meet Expectation	20	10		0					10			
Met Expectation	60	20		10					15			
Exceeded Expectation	20	20		30					5			
Percent of Students: Met or Exceeded Expectation	80%	80%		100%					67%			
Exceeded Expectation	20%	40%		75%					17%			
Reading Weighted Growth Rate	100	120		175					84		479	800

Table 2: Example calculation to determine overall points for Index 2

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
STAAR Reading Weighted Growth Rate	100	120		175					84		479	800
STAAR Mathematics Weighted Growth Rate	85	98		150					160		493	800
STAAR Writing Weighted Growth Rate	140	170									310	400
Total											1282	2000
Index Score (total points divided by maximum points)											64	

Note: Blank cells in the example above represent student group indicators that do not meet the minimum size criteria.

Index 3: Closing Performance Gaps

Indicator Definition

STAAR Weighted Performance

- 2013 and beyond. The STAAR weighted performance rate calculation must be modified for 2013 because STAAR Level III performance cannot be included in the indicator until 2014. See Methodology description below.
- Assessment results include all assessments:
 - STAAR English (Grades 3-8) and Spanish (Grades 3-5) at phase-in Level II and Level III performance standards for assessments administered in the spring
 - EOC at phase-in Level II and Level III performance standards for assessments administered in the spring and the previous fall and summer
 - STAAR Grades 3-8 and EOC Modified and Alternate at phase-in Level II and Level III performance standards
- Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC for each test, best result from first administration and retest results of tests administered in the current accountability year
- TAKS
 - 2013: Grade 11 results at Met Standard performance standard
 - 2014 and beyond: None
- English language learner results
 - 2013: excluded (English and Spanish test versions)
 - Proposed 2014 and beyond:
 - English test version results
 - Students in U.S. schools Year 1 excluded
 - Students in U.S. schools Year 2 through Year 4: included using STAAR ELL Progress Measure for Level II standard and Level III performance standard
 - Students in U.S. schools Year 5 and beyond included at phase-in Level II and Level III performance standards
 - Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
 - Spanish test version results
 - Students in U.S. schools Year 1 excluded
 - Students in U.S. schools Year 2 and beyond included at phase-in Level II and Level III performance standards
 - Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Cap on use of modified and alternate assessment results: caps not applied to performance results; limit on use of modified and alternate assessments included in System Safeguards
- Accountability subset: Same as Index 1
Grades 3-8 – fall enrollment snapshot date

EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date

- Student groups:
 - Socioeconomic: Economically Disadvantaged
 - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or district based on prior year assessment results
 - If the campus or district has three or more race/ethnicity student groups that meet minimum size criteria, performance of the two lowest performing race/ethnicity groups is included in the index.
 - If the campus or district has two race/ethnicity student groups that meet minimum size criteria, performance of the lowest performing race/ethnicity group is included in the index.
 - If the campus or district has only one race/ethnicity student group that meets the minimum size criteria, the race/ethnicity group is not included in the index.
 - Lowest performing groups are determined by comparing performance of race/ethnicity groups on the Index 1 student achievement indicator of the prior year. (Race/ethnicity groups are not included in Index 1 but the disaggregated student group rates will be calculated for reporting. Index 1 combines performance across subjects so the groups identified as lowest performing will be the same for all subjects in Index 3.)
- Minimum size criteria: Economically disadvantaged – none, small numbers analysis if fewer than 10; race/ethnicity student groups ≥ 25
- Methodology: percent of students at the specified student performance level on the assessment is multiplied by the weight for that performance level,
 - Phase-in Level II – 2013 and beyond – one point for each percent of students at the phase-in Level II performance standard and above (includes students at Level III Advanced)
 - Level III Advanced – 2014 and beyond – one additional point for each percent of students at the Level III performance standard.

Index Construction for Index 3: Closing Performance Gaps

Index Construction for Index 3 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give two points for Level III performance, each indicator contributes from 0 to 200 points to the index for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics. The final index score is total points divided by maximum points and ranges from 0 to 100 for all districts and campuses.

Table 1: Example calculations to determine Index 3 points for reading performance shown in Table 2

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
Performance Results: Phase-in Level II and above Number Percent	80 100%	20 50%	25 100%		
2014 and beyond: Level III Advanced Number Percent	40 50%	0 0%	25 100%		
Reading Weighted Performance Rate	150	50	200	400	600

Table 2: Example calculations to determine overall points for Index 3

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	150	50	200	400	600
Mathematics Weighted Performance Rate	125	100	90	315	600
Writing Weighted Performance Rate	80	90	125	295	600
Science Weighted Performance Rate	120	40	90	250	600
Social Studies Weighted Performance Rate	50	40	80	170	600
Total				1430	3000
Index Score (total points divided by maximum points)				48	

Rationale:

Performance Expectations: Performance expectations are set at the STAAR Level III advanced performance standard rather than at the performance level of the higher performing student group. This sets performance expectations for the low performing groups to an absolute performance target that does not change every year. In addition, the STAAR Level III advanced performance standard is tied

to the statutory and accountability goal that Texas will be among the top ten states in postsecondary readiness by 2020 with no significant achievement gaps by race, ethnicity, or socioeconomic status.

The STAAR Level III advanced performance standard focuses on closing performance gaps at the highest performance level. Student performance gaps are greatest at Level III. This index provides a consistent target to attain the 2020 goal of closing performance gaps. Performance in this category indicates that students are well prepared for the next grade or course. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

Weighted Credit: Giving Level III test results twice the weight of phase-in Level II test results in the indicator emphasizes the statutory goal of closing performance gaps by 2020 while acknowledging the greater challenge of achieving the Level III advanced performance standard. The higher weight for Level III test results will be implemented in 2014.

Student Groups: Performance of economically disadvantaged student group and the two lowest performing race/ethnicity student groups both contribute points to Index 3. Although there is overlap between the economically disadvantaged student group and race/ethnicity student groups, there are race/ethnicity student group performance gaps that exist independent of current socioeconomic status. Also, including both economically disadvantaged student group and low-performing race/ethnicity student groups in Index 3 addresses one of the weaknesses the performance index framework – the possibility of low performance of one student group being masked by higher performance of other student groups. The inclusion of student groups that may consist of the same students illustrates that the primary purpose of Index 3 is to reward schools that focus their instructional resources on these student populations. Further, the construction of Index 3 will reduce the need for external safeguards to protect student group performance.

Index 4: Postsecondary Readiness

Indicator Definitions

STAAR Percent Met Final Level II on One or More Tests

- 2014 and beyond (final Level II performance is not included in accountability in 2013)
- Assessment results include all assessments:
 - STAAR English (Grades 3-8) and Spanish (Grades 3-5) 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
 - STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard
- Retest results: Grades 5 and 8, best result from primary administration and first retest EOC for each test, best result from first administration and retest results of tests administered in the current accountability year
- English language learner assessments (proposed)
 - o English test version results
 - Students in U.S. schools Year 1 through Year 4 excluded

- Students in U.S. schools Year 5 and beyond included at final Level II performance standard
 - Exceptions: asylees/refugees excluded; immigrants entering at Grade 9 or above excluded
- Spanish test version results
 - Students in U.S. schools Year 1 excluded
 - Students in U.S. schools Year 2 and beyond included at final Level II performance standard
 - Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
- 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, Writing, Mathematics, Science, Social Studies
- Cap on use of modified and alternate assessment results: caps not applied to performance results; limit on use of modified and alternate assessments included in System Safeguards
- Accountability subset: Same as Index 1
 - Grades 3-8 – fall enrollment snapshot date
 - EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria: All Students – none, small numbers analysis if fewer than 10 Student groups ≥ 25
- Methodology: results are collapsed across tests, grades, and subjects; number of students meeting the final Level II standard on one or more tests divided by number of students tested

Number of Students Met final Level II Standard on One or More Tests

Number of Students with One or More Tests

Grade 9-12 Graduation Rate:

- 2013 and beyond
- Definition: state definition with statutorily required exclusions beginning with the class of 2011 (with the change fully phased in for the class of 2014).
- Campuses/districts with four-year graduation rate indicators: Four-year graduation rates are calculated for campuses and districts with students in Grade 9 and either Grade 11 or 12 in both year 1 and year 5, or with Grade 12 in both year 1 and year 5.
- Campuses/districts with five-year graduation rate indicators: Five-year graduation rates follow the same cohort of students for one additional year; therefore, most campuses and districts that have a four-year graduation rate in one year will have a five-year graduation rate for that cohort in the following year. The five year graduation rate lags behind the four-year graduation rate by one year.

- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.

- Minimum size criteria: All Students – none, small numbers analysis if fewer than 10 students, student groups ≥ 25 , applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation rate follows the same cohort of students for one additional year.) Students who later enter the Texas public school system after Grade 9 in the grade level expected for the cohort are added. Students who transfer out of the Texas public school system over the four or five years for non-dropout reasons are removed from the cohort. Only students who receive a regular high school diploma from a Texas public school count as graduates. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. The graduation rate calculation is below.

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Grade 9-12 Annual Dropout Rate

- 2013 and beyond
 - Definition: The state dropout definition used for graduation rate is also used for annual dropout rate.
 - Campuses/districts with annual dropout rate indicators: An annual dropout rate is calculated for campuses and districts with students in Grade 9, 10, 11, or 12.
 - Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- ELL student group is defined as students identified as limited English proficient during the reported school year.
- Minimum size criteria: All Students – none, small numbers analysis if fewer than 10 students; student groups ≥ 25 , applied to number of students enrolled during the school year in Grades 9-12
 - Methodology: The annual dropout rate is calculated by dividing the number of students in Grades 9-12 designated as dropouts by the number of students enrolled in Grades 9-12 at any time during the school year.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

- Conversion: The annual dropout rate is a measure of negative performance, that is, the rate increases as performance declines. In order to include the annual dropout rate in the index, the rates must be converted to a positive measure. The following calculation will be used to convert the annual dropout rate to a positive measure with a scale of 0 to 100.

$$100 - (\text{Gr. 9-12 Annual Dropout Rate} \times 10), \text{ with a floor of zero}$$

For campuses and districts evaluated under alternative education accountability procedures, the following calculation will be used to convert the annual dropout rate to a positive measure with a scale of 0 to 100:

$$100 - (\text{Gr. 9-12 Annual Dropout Rate} \times 5), \text{ with a floor of zero}$$

- Use in index: If a district or campus has students enrolled in Grade 9, 10, 11, or 12 but does not have a four-year graduation rate, the Grade 9-12 annual dropout rate will be used for Index 4. These campuses and charters have grade configurations that do not meet the criteria to have a graduation rate, such as Grade 9 campuses and Grade 9-10 campuses. The annual dropout rate is also used for new campuses until they have enough years of data to calculate a longitudinal graduation rate.

Recommended/Distinguished Achievement (Advanced) High School Program (RHSP/DAP)

- 2013 and beyond
- Methodology: The RHSP/DAP graduates annual rate is percent of prior year graduates who were reported as having satisfied the course requirements and EOC cumulative score requirements for the Recommended/Distinguished Achievement (Advanced) High School Program. [Before 2015 most graduates will graduate under the TAKS assessment program].

$$\frac{\text{number of prior year graduates with graduation codes for RHSP or DAP}}{\text{number of prior year graduates}}$$

- Campuses/districts with RHSP/DAP annual rate indicators: The RHSP/DAP annual rate indicator is calculated for campuses and districts regardless of whether they have a longitudinal graduation rate.
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria:
All Students – none, small numbers analysis if fewer than 10 students
Student groups \geq 25, applied to number of prior year graduates

Grade 9-12 Graduation and GED Rate for Alternative Education Accountability

- 2013 and beyond
- Definition: state definition with statutorily required exclusions beginning with the class of 2011 (with the change fully phased in for the class of 2014).
- Campuses/districts with four-year graduation and GED rate indicators: Four-year graduation and GED rates are calculated for alternative education campuses and districts with students in

Grade 9 and either Grade 11 or 12 in both year 1 and year 5, or with Grade 12 in both year 1 and year 5.

- Campuses/districts with five-year graduation and GED rate indicators: Five-year graduation and GED rates follow the same cohort of students for one additional year; therefore, most alternative education campuses and districts that have a four-year graduation and GED rate in one year will have a five-year graduation and GED rate for that cohort in the following year. The five year graduation and GED rate lags behind the four-year graduation and GED rate by one year.
- Campuses/districts with six-year graduation and GED rate indicators: Six-year graduation and GED rates continue to follow the same cohort of students for one additional year; therefore, most alternative education campuses and districts that have a five-year graduation and GED rates in one year will have a six-year graduation and GED rate for that cohort in the following year. The six year graduation and GED rate lags behind the four-year graduation and GED rate by two years.
- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.

- Minimum size criteria: All Students – none, small numbers analysis if fewer than 10 students, student groups ≥ 25 , applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation and GED rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation and GED rate follows the same cohort of students for one additional year and the six-year graduation and GED rate follows the same cohort of students for two additional years.) Students who later enter the Texas public school system after Grade 9 in the grade level expected for the cohort are added. Students who transfer out of the Texas public school system over the four or five years for non-dropout reasons are removed from the cohort. Only students who receive a regular high school diploma from a Texas public school or a general educational development (GED) certificate count as graduate and GED recipients. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. GED testing centers submit records to TEA of students who receive GED certificates in Texas. TEA searches the records each year to identify students who received GEDs prior to August 31. The graduation and GED rate calculation is below.

$$\frac{\text{Graduates + GED recipients}}{\text{graduates + continuers + GED recipients + dropouts}}$$

RHSP/DAP Annual Rate for Alternative Education Accountability

- 2013 and beyond
- Methodology: The RHSP/DAP graduates annual rate is percent of prior year graduates who were reported as having satisfied the course requirements and EOC cumulative score

requirements for the Recommended or Distinguished Achievement (Advanced) High School Program. [Before 2015 most graduates will graduate under the TAKS assessment program].

number of prior year graduates with graduation codes for RHSP or DAP

number of prior year graduates

- Campuses/districts with RHSP/DAP annual rate indicators: The RHSP/DAP annual rate indicator is calculated for all alternative education campuses and districts regardless of whether they have a longitudinal graduation rate.
- Student groups: All Students
- Minimum size criteria: All Students – none, small numbers analysis if fewer than 10 students

Continuing Students Success Rate for Alternative Education Accountability

- 2013 and beyond
- Definition: Change in the Graduation and GED rate for one cohort of students from the four-year rate to the six-year rate.
- Student groups: All Students
- Minimum size criteria: None, based on six-year Graduation and GED rate that is used in the index, which may be subject to small numbers analysis
- Methodology:

6-Year Graduation and GED Rate	4-Year Graduation and GED Rate	
of most recent cohort (e.g. Class of 2010 for 2013 accountability)	– of same cohort (e.g. Class of 2010 for 2013 accountability)	with a floor of zero

Excluded Students Credit for Alternative Education Accountability

- 2013 and beyond
- Definition: Difference in the four-year Graduation and GED rate components (number of students) calculated with and without the statutorily required exclusions, which include previous dropouts.
- Student groups: All Students
- Minimum size criteria: None, based on four-year Graduation and GED rate with exclusions that is used in the index, which may be subject to small numbers analysis
- Methodology: Number of graduates and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates and GED recipients in the 4-year graduation cohort with exclusions (state rate).

Graduates and GED recipients from 4-Year graduation cohort without exclusions (federal rate) of most recent cohort (e.g. Class of 2012 for 2013 accountability)	–	Graduates and GED recipients from 4-Year graduation cohort with exclusions (state rate) of same cohort (e.g. Class of 2012 for 2013 accountability)	with a floor of zero
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21st Century Workforce Development Program

As required by statute, the criteria for new 21st Century Workforce Development Program distinction designations will be developed by an advisory committee of experts, educators, and community leaders appointed by the governor, lieutenant governor, and speaker of the house. The 21st Century Workforce Development Program committee will convene through 2013 to develop distinction designations that can be awarded as early as 2014. As distinction designations indicators for 21st Century Workforce Development Programs are developed, accountability advisory groups will examine how CTE measures can be incorporated into the performance index accountability system for 2014 and beyond.

Index Construction for Index 4:

Index Construction for Index 4 is a two step process because campuses will vary in the number of separate indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and for campuses on the campus type. The final index score is total points divided by maximum points. The examples below represent 2014 when all of the indicators are included in the index.

For high schools with a graduation rate the index produces two separate scores, a graduation score and a STAAR score; the final index score is an average of the two scores. Consequently, for most high schools and districts, STAAR final Level II performance and graduation rates weigh equally in the index.

Graduation Score: combined performance across the graduation rates and RHSP/DAP diploma indicator

- Grade 9-12 Four-Year Graduation Rate for All Students and all student groups OR Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index
 - one of the two rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group
- RHSP/DAP Graduates for All Students and race/ethnicity student groups

STAAR Score: STAAR Percent Met final Level II on One or More Tests for All Students and race/ethnicity student groups (2014 and beyond)

For high schools that do not have a graduation rate, the annual dropout rate and RHSP/DAP rate contribute points to Graduation Score combined with STAAR final Level II performance for total points toward the index. For elementary and middle schools, only STAAR final Level II performance contributes points to the index.

Example calculations to determine Index 4 for districts and campuses with a graduation rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Total											872.1	1100
Graduation Score (graduation total points divided by maximum points)											79	
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $79 + 30 / 2 = 55$)											55	

Example for districts and campuses with Gr. 9-12 but no graduation rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)			69 (3.1%)		89 (1.1%)	87 (1.3%)	53 (4.7%)	68 (3.2%)	503	700
RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Score (dropout and RHSP/DAP total points divided by maximum points)											75	
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $75 + 30 / 2 = 53$)											53	

Example for elementary and middle/junior high schools

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%	182	600
Index Score (total points divided by maximum points)									30	

Index Construction for Index 4 of for Alternative Education Accountability:

Graduation and GED Score will contribute 75 percent of the points to Index 4 and STAAR Score (Percent Met final Level II on One or More Tests) will contribute 25 percent of the points.

Bonus points will be added to the final index score up to a maximum of 50 points. The RHSP/DAP graduates annual rate contributes bonus points (rather than averaging the rates into the Graduation and GED Score). Bonus points are also added for the Continuing Students Success Rates and Excluded Students Credit.

Example for alternative education districts and campuses with a graduation and GED rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation and GED rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-year graduation and GED rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-year graduation and GED rate	62.7%	56.4%			63.6%		63.0%	63.2%	52.1%	58.0%	419.0	700
Graduation and GED Score (graduation and GED total points divided by maximum points)											61	
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Combined Score (Graduation and GED x .75 plus STAAR x .25) (61 x .75 = 45.75) + (30 x .25 = 7.5) = 53.25											53	
Bonus Points:												
RHSP/DAP	27.0%										27	
Continuing Students Success	5.8%										6	
Excluded Students Credit	4										4	
Total Bonus Points (maximum of 50)											37	
Index Score (Combined Score plus Bonus Points)											90	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

Index Evaluation

The structure for evaluation of performance across the four indexes affords multiple views of campus and district performance. This structure is based on the assumption that the four indexes will each have a score of 0 to 100 representing campus/district performance points as a percent of the maximum possible points for that campus/district. Performance targets will be set for each index. Performance across the four indexes will be used to assign accountability rating labels.

2013 Rating Labels. To meet state statutory requirements, the accountability system must identify unacceptable campuses and districts (the actual labels are not in statute).

- *Acceptable/Unacceptable District and Campus Ratings.* Districts and campuses will be assigned the following rating labels based on the performance index accountability system.
 - *Met Standard* – met performance index targets
 - *Met Alternative Standard* – met modified performance index targets for alternative education campuses and districts
 - *Improvement Required* – did not meet one or more performance index targets

2013 Transition Year Accountability Ratings Criteria and Targets. The 2013 ratings criteria and targets will stand alone because the performance index framework cannot be fully implemented in 2013. To receive a *Met Standard* rating all campuses and districts must meet the accountability targets on all indexes for which they have performance data in 2013.

Districts and campuses with students in Grade 9 or above must meet targets on four indexes:

- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Performance Gaps
- Index 4: Postsecondary Readiness

Districts and campuses with a high grade of Grade 8 or lower must meet targets on three indexes for which they have performance data in 2013:

- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Performance Gaps

2013 Accountability Targets

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Non-AEA districts and campuses	----- 50	Index score at about the 5 th percentile of non-AEA campus performance	----- 55	----- 75
AEA districts and campuses	----- 25	Index score at about the 5 th percentile of AEA campus performance	----- 30	----- 45

Plan for Accountability Ratings Criteria and Targets for 2014 and Beyond. Accountability advisory groups will reconvene in fall 2013 to finalize recommendations for accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016.

Accountability ratings labels of A, B, C, D, and F are planned to be used in the state accountability rating system beginning in 2014. The criteria that will be used to assign the A-F rating labels will be determined by the agency in fall 2013.

August/September 2013 – models of 2014 accountability performance indexes developed.

October 2013 – Accountability advisory groups convene to develop recommendations to commissioner for accountability ratings criteria for 2014 and beyond and targets for 2014, 2015, and 2016 accountability ratings.

November 2013 – commissioner announces accountability ratings criteria for 2014 and beyond and final 2014 targets, preliminary 2015 targets, and preview 2016 targets.

The 2013 STAAR results will be used as the baseline for establishing accountability performance targets for 2014 and beyond. The 2013 assessment results will include two cohorts of high school students (class of 2015 and class of 2016) on STAAR EOC graduation plans. The 2012 assessment results will not be used to establish a starting point because in 2012 only one cohort of high school students (class of 2015) is assessed on STAAR EOC.

Baseline Data for Targets

	EOC Courses*	2012	2013	2014
Grade 9	English I Reading English I Writing Algebra I Biology World Geography	Class of 2015 STAAR EOC	Class of 2016 STAAR EOC	Class of 2017 STAAR EOC
Grade 10	English II Reading English II Writing Geometry Chemistry World History	Class of 2014 TAKS	Class of 2015 STAAR EOC	Class of 2016 STAAR EOC
Grade 11	English III Reading English III Writing Algebra II Physics U.S. History	Class of 2013 TAKS	Class of 2014 TAKS	Class of 2015 STAAR EOC

*There is not a state-mandated course sequence; however, this represents the typical course sequence that most students follow.

System Safeguards

With a performance index framework, poor performance in one subject or one student group does not result in an *Improvement Required* accountability rating. However, disaggregated performance will be reported and districts and campuses are responsible for addressing performance for each subject and each student group. The underlying accountability system safeguards formalize this requirement. The disaggregated performance results will serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index.

The following template shows the disaggregated performance measures and safeguard targets. Performance rates are calculated from the assessment results used to calculate performance rates in the performance index. A single target will be used for the disaggregated performance rates that correspond to the 2013 target for student achievement in Index 1. Participation rates, graduation rates, and limits on use of STAAR Alternate and STAAR Modified are calculated to meet federal requirements. Federal targets have been set for participation rates, graduation rates, and caps.

Accountability System Safeguard Measures and Targets											
	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Econ. Disadv.	ELL	Special Educ.
Performance Rates											
Reading	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Mathematics	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Writing	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Science	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Soc. Studies	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates #											
4-year	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
5-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
District Limits on Use of Alternative Assessment Results											
Reading											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									
Mathematics											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									

Federal graduation rate targets include an improvement target.

Results will be reported for any cell that meets accountability minimum size criteria. Failure to meet the safeguard target for any reported cell must be addressed in the campus or district improvement plan. If the campus or district is already identified for assistance or intervention in the Texas Accountability Intervention System (TAIS) based on the current year state accountability rating or prior year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. The TAIS determines the level of intervention and support the campus or district receives based on performance history as well as current year state accountability rating and performance on the safeguard performance measures.

Other Features of the Accountability System

Three-Year Average. Three-year-average performance will be used at the indicator level to calculate indicators for small districts and campuses that do not meet minimum size criteria using current year data. In 2013, two-year-average will be calculated for assessment indicators because only two years of STAAR results are available. Prior year indicators will not be recalculated unless the calculation changes. No minimum size criteria will be applied to the multi-year average. The calculation based on the multi-year average will be used in the performance index. The following table shows the indicators for which multi-year average will be applied.

Use of Three-Year-Average for Small Numbers Analysis

	2013 Ratings	2014 Ratings and Beyond
Index 1: STAAR Percent Met Phase-in Level II Performance Standard All Students	2-year average	3-year average
Index 2: Weighted Growth Rate All Students	New*	2-year average
Index 3: Reading Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Mathematics Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Writing Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Science Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Social Studies Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Index 4: STAAR Percent Met Final Level II Performance Standard on One or More Tests All Students	NA in 2013	3-year average
Four-Year Graduation Rate All Students	3-year average	3-year average
Five-Year Graduation Rate All Students	3-year average	3-year average
Four-Year Graduation and GED Rate All Students	3-year average	3-year average
Five-Year Graduation and GED Rate All Students	3-year average	3-year average
Six-Year Graduation and GED Rate All Students	3-year average	3-year average
RHSP/DAP Annual Rate All Students	3-year average	3-year average
Annual Dropout Rate All Students	3-year average	3-year average

* Weighted Growth Rate is a new calculation with no prior year data.

Use of three-year-average performance at the index level for campuses and districts that do not meet the accountability target based on current year data will be considered for 2015 and beyond.

Required Improvement. Beginning in 2014, the Level III Advanced performance standard will be used to evaluate Index 3 and the final Level II performance standard will be used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible for distinction designations. The campus top twenty-five percent in student progress and closing achievement gaps will be determined by performance index scores. Campuses are also eligible for academic achievement distinction designations in reading and mathematics developed by a separate advisory committee. Campus distinction designations will be based on campus performance in relation to a comparison

group of campuses. Campuses evaluated under alternative education procedures are not eligible for distinction designations, per TEC §39.201.

The following campus distinction designations will be awarded in 2013:

Top 25% Student Progress
Academic Achievement in Reading/English language arts
Academic Achievement in Mathematics

Campus Comparison Groups. Campus distinction designations will be based on campus performance in relation to a comparison group of campuses. Changes to the former campus comparison group methodology include the following.

- Criteria used for grouping campuses are campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency.
- Comparison groups are based on enrollment data rather than assessment data and are published on the TEA website in early spring.
- Campus comparison groups are consistent across indicators, indexes, and distinction designations.

Campus Top Twenty-Five Percent Distinction Designations. Campus top twenty-five percent distinction designations will be based on performance on Index 2 and Index 3 in relation to campuses in the comparison group.

- 2013 and Beyond: Top 25% Student Progress. Based on performance on Index 2: Student Progress. Campuses that are in the top quartile of their campus comparison group in performance on Index 2.
- 2014 and Beyond: Top 25% Closing Achievement Gaps. Based on performance on Index 3: Closing Performance Gaps. Campuses that are in the top quartile of their campus comparison group in performance on Index 3.

Campus Academic Achievement Distinction Designations (AADD). The AADD system recognizes outstanding academic achievement in reading/English language arts (ELA) and mathematics on a variety of indicators, including completion of advanced/dual enrollment courses and SAT and ACT performance and participation, based on comparison groups of similar campuses. See Final Decisions for Academic Achievement Distinction Designations (AADD) in Reading/ELA and Mathematics.

District and Campus Recognized and Exemplary Ratings. The district and campus recognized and exemplary distinction designations will be implemented in 2014. Criteria and targets will be set in fall 2013 when other 2014 accountability targets are set.

Alternative Education Campuses Summary of Modifications

Eligibility Criteria: In addition to the ten eligibility criteria under the former state accountability system, alternative education campuses of choice must primarily serve students in Grades 6-12.

Accountability Targets: Accountability targets will be modified from those used for non-AEA campuses and districts as shown under 2013 Transition Year Accountability Ratings Criteria and Targets above.

Residential Facilities: Alternative education campuses and districts identified as Residential Facilities will not be assigned rating labels in 2013. Performance index results will be reported but no rating label will be assigned.

Index 4: Postsecondary Readiness: Modifications to indicator definitions and index construction.

Grade 9-12 Graduation and GED Rate

- The graduation rate calculation is modified to give AEA campuses and districts credit for GED recipients as well graduates. See details of the calculation under Index 4.
- Four-year, five-year, and six-year modified graduation and GED rates will be calculated for AEA campuses and districts.

Annual Dropout Rate

- The annual dropout rate conversion is modified to give AEA campuses and districts points in Index 4 for annual dropout rates lower than 20.0. (For non-AEA campuses and districts the conversion gives credit for annual dropout rates lower than 10.0.) See details of the calculation under Index 4.

Index Construction

- Graduation and GED Score will contribute 75 percent of the points to Index 4 and STAAR Score (Percent Met final Level II on One or More Tests) will contribute 25 percent of the points. (For regular campuses STAAR Score and Graduation Score contribute equally to Index 4.)
- Bonus points will be added to the final index score for the following indicators, to a maximum of 50 points. See details of the calculation under Index 4.
 - Recommended/Distinguished Achievement (Advanced) High School Program rates (rather than averaging the rates into the Graduation and GED Score). The annual RHSP/DAP rate will be calculated for all AEA campuses and districts.
 - Continuing Students Success Rates
 - Excluded Students Credit

Accountability Development: Additional indicators of postsecondary readiness will be considered for inclusion in the accountability system for both regular and alternative education campuses and districts. For example, as distinction designations indicators for 21st Century Workforce Development Programs are developed, accountability advisory groups will examine whether some CTE measures can be incorporated into the performance index accountability system for 2015 and beyond.

Appendix A.1: English Assessments for Recent Immigrant ELL / LEP Students Included in 2013 State Accountability Calculations

2013				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>NA</i>
Second year of enrollment in U.S. schools				
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools	STAAR Phase-in Level II	<i>Not Included</i>	<i>Not Included</i>	
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level II			
Immigrants entering in Grade 9 or above	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	
Asylees/Refugees	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	
First through Fifth year of enrollment in U.S. schools				
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level II			

Appendix A.2: Proposed English Assessments for Recent Immigrant ELL / LEP Students Included in 2014 State Accountability Calculations

2014				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	STAAR ELL Progress Measure	STAAR ELL Progress Measure	STAAR ELL Progress Measure and STAAR Level III	<i>Not Included</i>
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level II		STAAR Phase-in Level II and STAAR Level III	STAAR Final Level II
Immigrants entering in Grade 9 or above	<i>Not Included</i>	Included based on year in U.S. schools as shown above for ELL students	Included based on year in U.S. schools as shown above for ELL students	<i>Not Included</i>
Asylees/Refugees				
First through Fifth year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR ELL Progress Measure	STAAR Phase-in Level II and STAAR Level III	<i>Not Included</i>

Appendix B.1: Spanish Assessments for Recent Immigrant ELL / LEP Students Included in 2013 State Accountability Calculations

2013				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	NA
Second year of enrollment in U.S. schools				
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR growth measure		
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level II			
Asylees/Refugees	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	
First through Fifth year of enrollment in U.S. schools				
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR growth measure	<i>Not Included</i>	

Appendix B.2: Proposed Spanish Assessments for Recent Immigrant ELL / LEP Students Included in 2014 State Accountability Calculations*

2014				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR growth measure	STAAR Phase-in Level II and STAAR Level III	STAAR Final Level II
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools				
Asylees/Refugees	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
First through Fifth year of enrollment in U.S. schools				
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR growth measure	STAAR Phase-in Level II and STAAR Level III	STAAR Final Level II

* Current proposals for 2014 include possible consideration for ELL students with limited schooling or interrupted formal education that are tested on STAAR Spanish test versions.

Appendix C: STAAR Progress Measures Update

Background

The Texas Education Agency (TEA) has considered several different options for implementing progress measures in the STAAR assessment program. Many factors were considered in generating each of the options, including:

- 1) the content relationships within the STAAR assessments,
- 2) different methodologies used to determine progress,
- 3) the accuracy of the progress information produced by each different methodology,
- 4) state and federal requirements pertaining to the use of progress information in accountability, and
- 5) the way in which progress information would be used by stakeholders.

Studies were conducted to evaluate the “best fit” of each of the options explored to the criteria listed above, and results from those studies were shared with several advisory committees. After reviewing the options, studies, and committee feedback, TEA has recommended a solution that provides the most useful and easily understood information to students, parents, and teachers about an individual student’s year-to-year academic progress.

Committee Feedback

The Accountability Technical Advisory Committee (ATAC) prioritized transparency and usability in the review of potential STAAR progress measures. These priorities led them to a recommendation of transition tables for measuring and reporting student progress. However, in the process of implementing a transition table approach it became apparent that critical features of the assessment program (for example, the phase-in of STAAR standards), complicated the use of and communication about transition tables. In addition, feedback from the Texas Technical Advisory Committee (TTAC) indicated that transition tables resulted in a loss of information and accuracy about student progress, as compared to other approaches.

Planned Approach

Given these discussions, TEA is moving forward with an approach that combines the simplicity and transparency of transition tables with the increased accuracy of a change score approach. This approach uses a change score for each student, the difference between the student’s current year score and the prior year score. The individual student change score is then compared to a progress expectation based on STAAR standards. Progress expectations are specific to a grade, content area and performance level. Therefore, progress expectations differ depending on whether a student is performing at Level I, Level II, or Level III. In comparing students’ change score to the progress expectation, individual student progress can be categorized as: Fell Below the progress expectation, Met the progress expectation, or Exceeded the progress expectation. Compared to other measures of student progress, this approach:

- Provides an individualized measure of actual student growth (rather than a measure of projected growth which is used in some measures)
- Uses all available score information about a student when determining progress
- Facilitates transparent communication of actual student growth
- Aligns with requirements in statute (§39.034 d-1)¹

¹ §39.034 (d-1). The agency shall report the necessary annual improvement required under Subsection (d) to the district. Each year, the report must state whether the student fell below, met, or exceeded the necessary target for improvement.

The table below details current plans regarding when progress information will be reported (R) and used for accountability (A) in 2013 and 2014.

		2013				2014			
		General	Spanish	Modified	Alternate*	General	Spanish	Modified	Alternate*
STAAR Mathematics	Grade 3 → 4	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 4 → 5	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 5 → 6	R/A	2014	R	R	R/A	R/A	R/A	R/A
	Grade 6 → 7	R/A		R	R	R/A		R/A	R/A
	Grade 7 → 8	R/A		R	R	R/A		R/A	R/A
	Grade 7 → Alg I	R/A				R/A			
	Grade 8 → Alg I	R/A		R	R	R/A		R/A	R/A
	Alg I → Alg II	2014				R/A			
STAAR Reading	Grade 3 → 4	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 4 → 5	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 5 → 6	R/A	2014	R	R	R/A	R/A	R/A	R/A
	Grade 6 → 7	R/A		R	R	R/A		R/A	R/A
	Grade 7 → 8	R/A		R	R	R/A		R/A	R/A
	Grade 8 → Eng I	R/A		R	R	R/A		R/A	R/A
	Eng I → Eng II	R/A		R	R	R/A		R/A	R/A
	Eng II → Eng III	2014		2014	R	R/A		R/A	R/A
STAAR Writing	Grade 4 → 7	2015	2015	2015	2015	2015	2015	2015	2015
	Grade 7 → Eng I	2015		2015		2015		2015	
	Eng I → Eng II	R/A		R		R/A		R/A	
	Eng II → Eng III	2014		2014		R/A		R/A	

*STAAR Alternate assessments have combined reading and writing components at high school

Note: An ELL Progress measure is being developed for mathematics, reading, writing, science, and social studies. An informational brochure will be available in fall 2013 and the ELL progress measure will be used in accountability and reporting in 2014.