

Chapter 6 – Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible for the following distinction designations in 2013. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations, per Texas Education Code (TEC) §39.201.

- Top 25% Student Progress
- Academic Achievement in Reading/English language arts (ELA)
- Academic Achievement in Mathematics

Campus distinction designations will be based on campus performance in relation to a comparison group of campuses.

Campus Comparison Groups

Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on the following characteristics: campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency. For details about campus comparison groups, see *Appendix G – Campus Comparison Groups*.

Campus Top Twenty-Five Percent Distinction Designations

Campus top twenty-five percent distinction designations will be based on performance on Index 2 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. See *Chapter 13 – Preview* for information on the 2014 Top 25% Closing Achievement Gaps distinction designation.

Campus Academic Achievement Distinction Designations (AADD)

The Academic Achievement Distinction Designations recognizes outstanding academic achievement in reading/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.

AADD indicators are evaluated for campuses whose grade span is within grades 3-12 that achieved a *Met Standard* rating. AADD indicators are evaluated for All Students only. Student groups are not evaluated separately. Minimum size requirements of 10 students apply to all AADD indicators.

Campuses that are not eligible for AADD outcomes are campuses with *Improvement Required* ratings, paired campuses, AEA campuses, JJAEPs, and DAEPs.

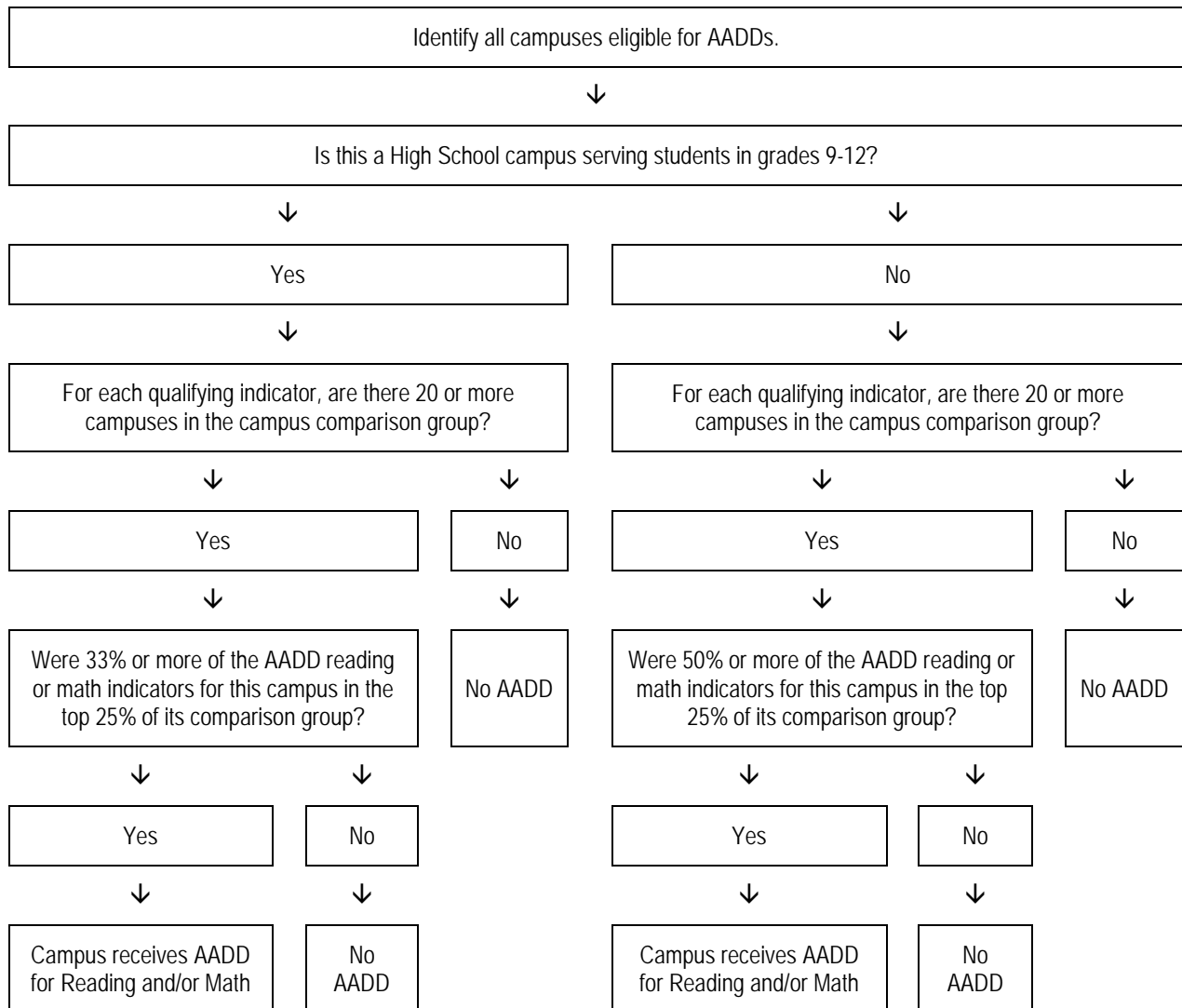
AADD Targets

- Campuses in the top 25% (top quartile) of their campus comparison group in Step 2 are eligible for a distinction designation for that subject area.
- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures receive a distinction designation for that subject area.
- High schools in the top quartile on at least 33% of their eligible measures receive a distinction designation for that subject area.

Notification of Campus Distinction Designation

Distinction designations will be released concurrently with accountability ratings on August 8, 2013. See *Chapter 12 – Calendar* for more information.

AADD Flowchart

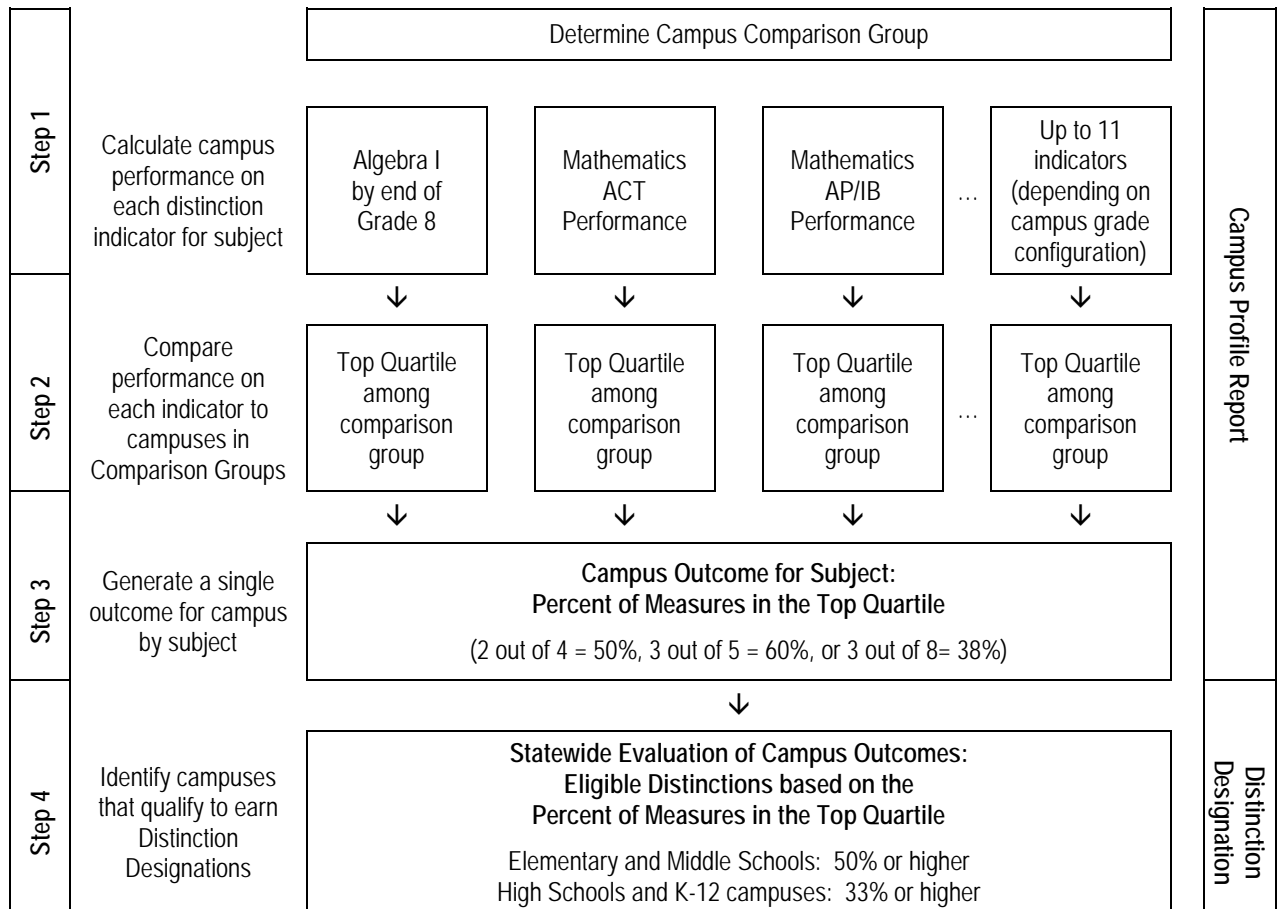


AADD Methodology

The steps below describe the evaluation of campuses in the AADD system.

1. The first step identifies a campus comparison group for each campus and calculates campus performance for each AADD indicator by subject (reading/ELA and mathematics). The comparison group methodology considers:
 - a. campus type (elementary, middle, high school),
 - b. campus size (total student enrollment),
 - c. percent of economically disadvantaged students enrolled for 2012-13,
 - d. percent of limited English proficient students enrolled for 2012-13, and
 - e. percent of mobile students as determined from 2011-12 cumulative attendance.
2. The second step compares the performance of the target campus to the performance of the campuses in the comparison group for each AADD indicator.
3. The third step generates a single outcome by subject (reading/ELA and math) for each campus based on the number of measures that met the criteria in Step 2.

Framework for AADD: Mathematics Example



AADD Labels

Distinction Designation – [Reading/ELA and/or Mathematics]

The campus is rated *Met Standard*, has reading/ELA and/or mathematics results to evaluate, and meets or exceeds the criteria (33% for high schools and 50% for elementary and middle schools) for their eligible AADD indicators.

Does Not Qualify

The campus has performance results to evaluate but did not meet the distinction designation criteria or received an *Improvement Required* rating.

Not Applicable

The campus does not have results to evaluate for the distinction, is not rated, is evaluated under AEA provisions, is paired, or is a JJAEP or DAEP campus.

AADD Indicators

The AADD indicators are listed below by campus type and subject. See *Chapter 13 – Preview* for AADD indicators that will be awarded in 2014 and beyond.

2013 AADD Indicators by Campus Type and Subject

AADD Indicator	High School	Middle School	Junior High	Elementary	K-8	K-12	
Attendance rate	Not Subject Specific / Applies to both subjects and all levels						
Greater Than Expected Student Growth	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	
Grade 3 Reading Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 4 Writing Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 5 Math Performance (Level III)		Math	Math	Math	Math	Math	
Grade 7 Writing Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Grade 8 Reading Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Algebra I by Grade 8-Participation		Math	Math		Math	Math	
Algebra I by Grade 8-Performance (Level III)		Math	Math		Math	Math	
AP/IB and Advanced/Dual Enrollment Course Completion Participation	ELA & Math					ELA & Math	
AP/IB Examination Performance: ELA	R/ELA					R/ELA	
AP/IB Examination Performance: Math	Math					Math	
SAT/ACT Participation	ELA & Math					ELA & Math	
SAT Performance: ELA	R/ELA					R/ELA	
SAT Performance: Math	Math					Math	
ACT Performance: ELA	R/ELA					R/ELA	
ACT Performance: Math	Math					Math	
Total Indicators	Reading/ELA	7	4	4	4	6	11
	Mathematics	7	5	5	3	5	10

R/ELA = indicator can be evaluated for Reading/English Language Arts only

Math = indicator can be evaluated for Mathematics only

ELA & Math = indicator will be evaluated for both Reading/ELA and Mathematics

Not Subject Specific = indicator cannot be directly associated with either Reading/ELA or Mathematics

blank = indicator is not applicable at this campus level.

Attendance Rate

Attendance rates are based on student attendance for the entire school year for students in grades 1-12. The Attendance Rate indicator is not subject-specific; therefore, it applies to both subject areas. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2011-12}}{\text{total number of days students in grades 1-12 were in membership in 2011-12}}$$

Year of Data: 2011-12

Data Source: PEIMS submission 3 attendance data

Greater Than Expected Student Growth

This indicator measures greater than expected student growth on STAAR in comparison to a group of campuses with similar demographic characteristics.

Methodology: TBD - Based on Index 2 Progress Measure

Year of Data: 2012-13

Data Source: Pearson

Grade 3 Reading Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 3 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate reading assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 3 Reading}}{\text{number of students tested in grade 3 Reading}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 4 Writing Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 4 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate writing assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 4 Writing}}{\text{number of students tested in grade 4 Writing}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 5 Math Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 5 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate mathematics assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 5 Math}}{\text{number of students tested in grade 5 Math}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 7 Writing Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 7 STAAR, STAAR Modified, and STAAR Alternate writing assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 7 Writing}}{\text{number of students tested in grade 7 Writing}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 8 Reading Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 8 STAAR, STAAR Modified, and STAAR Alternate reading assessments (best result from primary and first retest administrations).

Methodology:

$$\frac{\text{number of students achieving Level III in grade 8 Reading}}{\text{number of students tested in grade 8 Reading}}$$

Year of Data: 2012-13

Data Source: Pearson

Algebra I by Grade 8 – Participation

This indicator measures test participation in Algebra I EOC by the end of grade 8.

Methodology:

$$\frac{\text{number of students in grade 8 or below who took the Algebra I EOC}}{\text{number of students enrolled in grades 7-8}}$$

Year of Data: 2012-13

Data Source: Pearson

Algebra I by Grade 8 – Performance (Level III)

This indicator measures test performance on Algebra I EOC by the end of grade 8.

Methodology:

$$\frac{\text{number of students in grade 8 or below who score Level III in Algebra I EOC}}{\text{number of students in grade 8 or below who took the Algebra I EOC}}$$

Year of Data: 2012-13

Data Source: Pearson

AP/IB and Advanced/Dual Enrollment Course Completion Participation

This indicator consists of two types of course completions: 1) Advanced Placement (AP) and International Baccalaureate (IB), and 2) advanced/dual credit. The AP/IB component of this indicator refers to the participants of the College Board AP or IB examinations taken by Texas public school students in a given school year. The Advanced/Dual Enrollment component is based on students in grades 9-12 who complete at least one advanced/dual enrollment course.

Methodology for AP/IB Participation

$$\frac{\text{Number of students in grades 11-12 taking at least one AP/IB exam}}{\text{Total students in grades 11-12}}$$

Methodology for Advanced/Dual Enrollment Participation

$$\frac{\text{Number of students in grades 9-12 completed at least one Advanced/Dual Enrollment Course}}{\text{Total students in grades 9-12 who completed at least one course}}$$

Year of Data: 2011-12

Data Source: The College Board and PEIMS submission 3 course completion data

AP/IB Examination Performance: ELA

This indicator measures the percent of examinees in grades 11-12 scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB). The College Board offers two AP courses and examinations in English: English Language and Composition and English Literature and Composition.

Methodology:

$$\frac{\text{number of students in grades 11-12 with at least one score at or above the criterion in ELA}}{\text{number of students in grades 11-12 with at least one AP/IB ELA examination}}$$

Year of Data: 2011-12

Data Source: The College Board

AP/IB Examination Performance: Mathematics

This indicator measures the percent of examinees in grades 11-12 scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB). The College Board offers three AP courses and examinations in mathematics: Calculus AB, Calculus BC, and Statistics.

Methodology:

$$\frac{\text{number of students in grades 11-12 with at least one score at or above the criterion in Math}}{\text{number of students in grades 11-12 with at least one AP/IB Math examination}}$$

Year of Data: 2011-12

Data Source: The College Board

SAT/ACT Participation

This indicator measures the percent of graduates who took either college admissions test. The SAT and ACT are college readiness assessments that measure knowledge and skills that students develop while in high school. This indicator recognizes campuses that have large proportions of high school students participating in these college readiness assessments and exhibiting high levels of academic skill.

Methodology:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

Year of Data: Class of 2012

Data Source: The College Board (SAT) and ACT, Inc.

SAT Performance Indicators: ELA and Mathematics

Student performance on the SAT is reported as a scaled score that ranges from 200 to 800 in 10 point increments.

An SAT Performance indicator is evaluated for both ELA and mathematics.

Methodology:

$$\frac{\text{sum of scaled scores by subject}}{\text{number of examinees by subject}}$$

Year of Data: Class of 2012

Data Source: The College Board

ACT Performance Indicators: ELA and Mathematics

The ACT consists of five sections: English, mathematics, reading, science, and an optional writing section. Student performance on the English, mathematics, reading, and science sections of the ACT is reported as a scaled score that ranges from 1 to 36 in 1 point increments.

An ACT Performance indicator is evaluated for both ELA and mathematics.

Methodology:

$$\frac{\text{sum of scaled scores by subject}}{\text{number of examinees by subject}}$$

Year of Data: Class of 2012

Data Source: ACT, Inc.

2014 AADD Indicators

See *Chapter 13 – Preview* for information on new AADD indicators scheduled for evaluation in 2014 and beyond.

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