

Summary Document – 2014 Accountability System Commissioner of Education Final Decisions

The Commissioner of Education Final Decisions for the 2014 State Accountability Rating System that were posted online on April 4, 2014, and described in further detail in this document will be officially adopted after they have been incorporated in selected chapters of the *2014 Accountability Manual* as a Commissioner of Education rule in summer 2014 prior to the August 8 ratings release.

OVERVIEW

The overall design of the accountability system is a performance index framework. The performance index framework addresses the statutory and policy goals for the Texas accountability system that Texas will be among the top ten states in postsecondary readiness by 2020, by:

- Improving student achievement at all levels in the core subjects of the state curriculum;
- Ensuring the progress of all students toward achieving Advanced Academic Performance;
- Closing Advanced Academic Performance gaps among groups; and
- Rewarding excellence based on other indicators in addition to state assessment results.

Performance indicators are grouped into four indexes that are aligned with the goals of the accountability system.

Index 1: Student Achievement is a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

Index 2: Student Progress separates measures of student progress from measures of student achievement to provide an opportunity for diverse campuses to show the improvements they are making independent of overall achievement levels.

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus and district.

Index 4: Postsecondary Readiness includes measures of high school completion and STAAR performance at the postsecondary readiness standard. This index emphasizes the importance of attaining a high school diploma that prepares students with the foundation necessary for success in college, the workforce, job training programs, or the military.

2014 Accountability Ratings Criteria and Targets

2014 Rating Labels. To meet state statutory requirements, the accountability system must identify acceptable and unacceptable campuses and districts. Districts and campuses will be assigned the following rating labels:

- *Met Standard* – met performance index targets (acceptable)
- *Met Alternative Standard* – met modified performance index targets for alternative education campuses and charter districts (acceptable)
- *Improvement Required* – did not meet one or more performance index targets (unacceptable)

2014 Ratings Criteria and Targets. All four indexes are based on a score of 0 to 100 representing performance points as a percent of the maximum possible points for that campus/district. The performance targets that are set by the commissioner for each index determine accountability rating labels. To receive a *Met Standard* rating, all campuses and districts must meet the performance targets for all four indexes for which they have performance data in 2014, except as noted below.

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

* High schools/K-12 campuses and campuses/charters registered for Alternative Education Accountability (AEA) provisions are not evaluated on Index 2 in 2014.

2014 Accountability Ratings Targets

Table 1: 2014 Accountability Performance Index Targets – Non-AEA Districts and Campuses					
	Index 1	Index 2	Index 3	Index 4**	
				All Components	OR STAAR Component
District Targets	55	5 th Percentile*	5 th Percentile*	57***	13
Campus Targets					
Elementary	55	5 th Percentile*	5 th Percentile*	n/a	12
Middle		5 th Percentile*	5 th Percentile*	n/a	13
High School/K-12		n/a	5 th Percentile*	57***	21***

* Targets for non-AEA campuses are set at about the fifth percentile of non-AEA 2014 campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA 2014 campus performance across all campus types. The campus type designations used for 2014 accountability are provided in *Attachment A: 2014 Accountability System School Types*.

** Index 4 is based on four components **or** on the STAAR component only. For a district, high school campus, or campuses serving grades K – 12, the four components of Index 4 are: 1) STAAR results at Final Level II; 2) graduation rate/annual dropout rate; 3) RHSP/DAP diploma plan indicator; and 4) college-ready indicator. If all four components are present, then Index 4 evaluates all four components with a target of 57. Otherwise, Index 4 evaluates only the STAAR component. For elementary and middle school campuses, the Index 4 evaluation is based solely on the STAAR component.

*** A revision in the methodology used to evaluate the STAAR component alters the Index 4 targets that were originally posted on April 4, 2014, for districts and high school/K-12 campuses. The revised methodology evaluates the STAAR EOC results for students who tested for the first time during the current year accountability cycle (previous summer and current school year fall and spring administrations). The students’ first and subsequent retests are used to evaluate Index 4. Therefore, retest results for students who tested for the first time prior to the current accountability cycle are not included in the revised methodology. The original methodology included retest results for students who tested for the first time prior to the current accountability cycle.

Table 2: 2014 Accountability Performance Index Targets – AEA Charter Districts and Campuses					
	Index 1	Index 2	Index 3	Index 4**	
				Both Components	OR Graduation/ Dropout Rate Component
AEA Campus and Charter District Targets	30	n/a	5 th Percentile*	33	45

* Targets for both AEA campuses and charters are set at about the fifth percentile of AEA 2014 campus performance.

** Index 4 evaluates two components *or* the graduation rate/annual dropout rate component only. For a charter district or alternative education campus (AEC), the components of Index 4 are: 1) STAAR results at Final Level II, and 2) graduation rate/annual dropout rate. If both components are present, then Index 4 evaluates each with a target of 33. Otherwise, the Index 4 evaluation is based only on the graduation rate/annual dropout rate with a target of 45. In either case, bonus points are added as described in the AEA section below.

Rationale: The target for Index 1 will increase five points in 2014 over the 2013 target for both non-AEA campuses and districts and AEA campuses and charter districts.

For the Index 2 evaluation of non-AEA districts and campuses, the performance standard is based on the fifth percentile of the actual 2014 Index 2 outcome due to the inclusion of the following student progress measures that will be reported for the first time in spring 2014: STAAR Modified, STAAR Alternate, and the ELL Progress Measure.

For the Index 3 evaluation of non-AEA districts and campuses and AEA campuses and charter districts, the performance standard is based on the fifth percentile of the actual 2014 Index 3 outcome due to the inclusion of the ELL Progress Measure.

Note: The identification of an index target at about the fifth percentile of actual 2014 results is only possible after data are available from the testing contractor in late June 2014.

The Index 4 targets for non-AEA districts and campuses and AEA campuses and charter districts are established at or about the fifth percentile of performance based on 2013 performance results with the caveats noted below. APAC and ATAC members expressed a desire for advance notice of Index 4 targets in order to estimate Index 4 outcomes prior to the August ratings release; therefore, model results were used to identify the Index 4 targets.

The following model caveats reflect the estimated impact of the accountability rating criteria and Index 4 targets, specifically.

- The 2013 data used to model the targets for the 2014 accountability system are not the data that will be used to calculate the indicators for the ratings in 2014.
- The 2013 data are not adjusted for increases or decreases in student performance that may occur between 2013 (used for modeling) and 2014 (used for 2014 ratings).

- The 2013 results are based on STAAR EOC results, which include two cohorts of high school students (class of 2015 and class of 2016) pursuing STAAR EOC graduation plans. Students are likely to have tested on English I, English II, Algebra I, and Biology. The actual 2014 performance, however, will use STAAR EOC results for three classes of students (class of 2015, class of 2016, and class of 2017), and will include U.S. History, the next EOC assessment for grade 11 students.
- STAAR indicators, including the STAAR component in Index 4, do not reflect small numbers analysis. Also, the Index 4 STAAR component is an estimate of the percent of students meeting final Level II performance standards on **two or more** subject-area tests.

Baseline Data for Setting Targets

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

* There is no state-mandated course sequence; however, this table represents the typical course sequence that most students follow.

** The English I and II Reading and English I and II Writing assessments transition to combined reading and writing STAAR English I and II EOCs administered in spring 2014.

1. Performance Index Framework

Decisions affecting all four performance indexes

Inclusion of English language learners (ELLs)

The development of the ELL Progress Measure allows a greater number of ELL students to be included in the accountability rating system. The changes to each index calculation are detailed in *Attachment B: Inclusion of English Language Learners (ELLs) in 2014 and Beyond*.

Transition to a combined reading and writing assessment affecting STAAR English I and II EOCs

For Indexes 1 and 3 only, the reading portion of the English I and English II assessments administered in summer 2013 and fall 2013 are combined with the English I and English II EOC tests administered in spring 2014. The English I writing and English II writing tests administered in summer 2013 and fall 2013 will not be used in 2014 accountability.

Use of Substitute Assessments for students in place of a corresponding end-of-course (EOC)

For Indexes 1 and 4 only, districts and campuses will receive credit for students who meet the criterion scores on substitute assessments and choose not to take the corresponding EOC assessment.

Rationale: The ELL Progress Measure takes into account the time needed for ELL students to acquire the English language and to fully demonstrate grade-level academic skills in English.

Campuses and districts receive credit for ELL students who have made progress by achieving appropriate interim expectations each year until they reach the Level II performance standard on STAAR.

Statute requires that accountability calculations include retest results; therefore, the reading portion of the English I and II assessments administered in summer 2013 and fall 2013 will be included with the STAAR English I and II tests administered in spring 2014 for Index 1 and Index 3 evaluations. The inclusion of the reading tests ensures that successful re-testers are appropriately reflected in the performance indexes.

Beginning with the spring 2014 administration, students may substitute certain tests for corresponding EOC assessments in order to meet graduation requirements. Current agency rules require that school districts receive official results from an approved substitute assessment that meet criteria that are equivalent to the Final Level II performance standard. The inclusion of these results in Index 1 and Index 4 allows districts and campuses to receive credit for students who have met the Final Level II performance standards based on the substitute assessments.

Index 1: Student Achievement is a snapshot of performance across subjects, on both general and alternative assessments, at the phase-in 1 Level II performance standard. No changes were made to the calculation for Index 1.

Inclusion of EOC Retest Results. All assessment indicators evaluated in Index 1 include first attempt and retest EOC results from the current accountability year, defined as a cycle that includes the previous summer administration and current school year fall and spring administrations. EOC tests that were taken for the first time prior to the current accountability cycle are included in Index 1.

Index 2: Student Progress separates measures of student progress from measures of student achievement to provide an opportunity for diverse campuses to show improvements they are making independent of overall achievement levels. Growth is evaluated by subject and student group.

No Index 2 Evaluation of High Schools in 2014. High schools/K-12 campuses and campuses/charters districts registered for Alternative Education Accountability (AEA) provisions are not evaluated on Index 2 in 2014. Evaluation on Index 2 will resume in 2015 for high schools/K-12 campuses and campuses/charters districts registered for AEA provisions.

The progress measure results for high schools/K-12 campuses and campuses registered for AEA provisions are included in the Index 2 evaluation **for the district**.

Rationale: High schools/K-12 campuses have a limited number of assessments with a progress measure in 2014, due to the reduction in the number of end-of-course (EOC) assessments required for graduation and the requirement to combine the STAAR English I and English II reading and writing assessments into a single English I and English II assessment. Progress measures for students tested on English I and English II are expected in 2015; therefore, Index 2 evaluation of these campuses will resume in 2015.

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. Index 3 is designed to focus on closing performance gaps at the highest performance level. Student performance gaps are greatest at Level III, therefore, including performance in this category emphasizes student preparedness for the next grade or course, since students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

2014 Performance Expectations. Index 3 performance expectations for 2014 accountability include the STAAR Level III advanced performance standard. This sets performance expectations for lower performing student groups to an absolute performance target that is uniform every year. The STAAR Level III advanced performance standard is also 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.

EOC Retest Results: Similar to Index 1, all assessment indicators include first attempt and retest EOC results from the current accountability year, defined as a cycle that includes the previous summer administration and current school year fall and spring administrations. EOC tests that were taken for the first time prior to the current accountability cycle are included in Index 3.

2014 Weighted-Performance Rate. The STAAR Weighted-Performance Rate used for 2014 Index 3 gives Level III advanced test results twice the weight of phase-in I Level II test results in the calculation, acknowledging the greater challenge of achieving the Level III advanced performance standard.

Student Groups Evaluated. A modification is applied in 2014 to the minimum size criteria for identifying the two lowest performing racial/ethnic student groups. The following criteria are used to identify the prior-year race/ethnicity student groups for Index 3:

- 1) Identify the Race/Ethnicity student groups that have 25 or more tests in reading/ELA **and** 25 or more tests in mathematics from the prior year (2012-13);
- 2) Select the lowest performing student group(s) that meet the above minimum size criteria based on prior year (2012-13) results for All Subjects.

Campuses and districts that do not meet the minimum size criteria are evaluated on the basis of the economically disadvantaged student group alone. Most campuses and districts in the state meet the minimum size criteria for the economically disadvantaged student group. Although there is overlap between race/ethnicity student groups and the economically disadvantaged student group, there are performance gaps that exist independent of the students' current socioeconomic status.

Inclusion of both the economically disadvantaged student group and lowest-performing race/ethnicity student groups in Index 3 addresses one of the weaknesses of the performance index framework – the possibility of low performance by 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 the necessary instructional resources on these student populations. Further, the construction of Index 3 reduces the need to incorporate performance floors into the accountability ratings criteria to protect student group performance.

Rationale: The 2013 minimum size criteria for identifying the lowest performing racial/ethnic group in the prior year were at least 25 test results across all subjects. The adjustment to minimum size criteria will increase the likelihood that the student groups identified using prior year data will be the same student groups used in the current year Index 3 evaluation.

Index 4: Postsecondary Readiness includes measures high school completion and STAAR performance at the final Level II standard. The intent of this index is to emphasize the importance of students receiving a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.

EOC Retest Results.

Unlike Index 1 and Index 3, Index 4 STAAR results for each subject area only include students who are tested for the first time during the current accountability year, defined as a cycle that includes the previous summer administration and current school year fall and spring administrations. That is, the student's first EOC test and subsequent course retests administered during the current accountability year are used in Index 4. Students who were tested for the first time prior to the current accountability cycle are not included in Index 4.

Performance Expectations. Index 4 measures the percent of students with STAAR test results at or above the final Level II performance standard on two or more subject areas. Performance at this level indicates that students are sufficiently prepared for the next grade or course. The index includes final Level II performance for grades 3-8 as well as high school to recognize the role of elementary and middle schools in preparing students for the rigors of high school.

Postsecondary and Career Readiness. Postsecondary readiness encompasses both college and career readiness. As required by statute, the postsecondary readiness indicators evaluated in Index 4 must be expanded to include Texas Success Initiative (TSI) college readiness benchmarks and the number of students who earn postsecondary credit required for the foundation high school program, an associate's degree, or an industry certification. The TSI college readiness indicator is added in 2014, while additional measures of postsecondary readiness are planned for Index 4 in future accountability cycles.

The inclusion of the postsecondary indicator in the Index 4 calculation requires four separate components, and each will contribute equal weight to the overall Index 4 score.

Summary of Index 4 Calculation

1) *STAAR Component: Performance at Final Level II*

The percent of students meeting the final Level II performance standard in

- two or more subject areas; or
- one subject area, if only one subject area test is taken.

Note that students tested on one subject area only must meet the final Level II performance standard for that subject area. Similarly, students tested in two subject areas must meet the final Level II performance standard for both subject areas.

- 2) *Graduation Rate Component: 4-year or 5-year Graduation Rate; or Annual Dropout Rate*
 The Class of 2013 four-year or Class of 2012 five-year graduation rates are evaluated. If a district or campus has students enrolled in grades 9, 10, 11, or 12, but does not have a four-year or five-year graduation rate, the grade 9-12 annual dropout rate for the 2012-13 school year will be used for Index 4. The annual dropout rate is also used for new campuses until they have enough years of data to calculate a longitudinal graduation rate.

- 3) *Graduation Plan Component: Class of 2013 Four-year Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate*
 Based on the four-year longitudinal cohort, this component represents the percent of students in the class of 2013 who graduated under the Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). If a district or campus does not have a four-year longitudinal graduation cohort, the annual percent of RHSP/DAP graduates for the 2012-13 school year will be used for Index 4. The annual RHSP/DAP graduates rate is also used for new campuses until they have enough years of data to calculate a longitudinal graduation rate.

- 4) *Postsecondary Component: College-Ready Graduates*
 This component is defined as the percent of graduates meeting college-ready criteria in both reading/English language arts and mathematics; specifically, high school graduates who met the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test, in both reading/English language arts and mathematics. The College-Ready Graduates indicator has been reported on Academic Excellence Indicator System (AEIS) and Texas Academic Performance Report (TAPR) since 2007. For 2014 accountability, graduates reported in the school year 2012-13 were required to test on the TAKS exit-level test; therefore, the indicator definition requires TAKS results.

- 5) *Weighting of Components*

Each of the four components of Index 4 contributes equal weight to the overall Index 4 score:

Components	Weight
STAAR Component:	25%
Graduation Component:	25%
Graduation Plan Component:	25%
Postsecondary Component:	25%

Rationale: As required by statute, the 2014 performance index calculations include STAAR results at the final Level II performance standard. STAAR performance at the final Level II passing standard based on two or more subjects incorporates the writing, science, and social studies subject areas in the index evaluation, which represent content areas that students also must pass in order to receive a high school diploma. Due to the reduction in the number of STAAR EOCs required for graduation, the use of any two subject areas allows high schools the opportunity to contribute toward the Index 4 STAAR component even if a number of students do not take a mathematics assessment in high school. Finally, the use of any two subject areas acknowledges students' academic strengths in certain subject areas, but possibly not all, and provides schools time to adjust existing programs to prepare all students for postsecondary success.

Index 4 evaluates the STAAR results at the final Level II standard. Beginning with the 2013-14 school year, students who have passed an EOC assessment are not allowed to retake that test in order to meet a higher performance standard, e.g. the final Level II or Advanced Level III standards. Any student who retakes an EOC assessment has previously taken the test and did not meet the phase-in 1 Level II standard. Therefore, students who have previously taken an EOC test prior to the current accountability cycle are not included in the Index 4. All students who retake an EOC assessment within current accountability cycle are included in the Index 1 and Index 3 evaluations, since these indexes include an evaluation of STAAR results at the phase-in 1 Level II standard. This approach provides a more accurate snapshot of student performance at the final Level II standard for the STAAR component of Index 4.

The College-Ready Graduates indicator is defined as the percent of graduates meeting College Ready criteria in both reading/English language arts and mathematics, which reflects students' likelihood for postsecondary success. The application of a rigorous indicator of postsecondary readiness is necessary to meet the statutory goal for Texas to be among the top ten states in postsecondary readiness by 2020.

In light of the statutory requirement to expand postsecondary readiness indicators to include industry certification and other non-traditional routes to postsecondary success, the decision to weight the components equally recognizes the state's diverse student population and need to balance each component in Index 4 in order to credit alternative routes to postsecondary success.

2. Student Groups and Minimum Size Criteria

The indexes for 2014 accountability include evaluation of all students as well as ten student groups: economically disadvantaged, English language learners, special education, and (seven) race/ethnicity (African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races). The following table shows which student groups are evaluated for each index and indicator. A single set of minimum size criteria apply across all indicators. No changes were made to the student groups evaluated on Index calculations. The minimum size criteria for current year evaluation were not changed (Index 3 minimum size criteria were changed for prior year evaluations only.)

All Students: No minimum size criteria are applied; data are aggregated across three years, when possible, if the denominator is smaller than ten. Data are also aggregated across three years for the economically disadvantaged student group in Index 3. If the denominator is less than ten after the data are aggregated across multiple years, then the index is not evaluated.

Student Groups: 25 (denominator greater than or equal to 25).

Student Groups by Performance Index

Index 1: Student Achievement	
STAAR Percent Met Phase-in 1 Level II Standard	All Students
Index 2: Student Progress	
STAAR Weighted Growth	All Students Race/Ethnicity (seven groups) English Language Learners Special Education
Index 3: Closing Performance Gaps	
STAAR Weighted-Performance (Phase-In 1 Level II and Level III)	Economically Disadvantaged Race/Ethnicity (two lowest performing groups)
Index 4: Postsecondary Readiness	
STAAR Percent Met Final Level II	All Students Race/Ethnicity (seven groups)
RHSP/DAP Longitudinal Rates <i>or</i> RHSP/DAP Annual Rates	
College-Ready Graduates	
Graduation Rates (4-year or 5-year) <i>or</i> Annual Dropout Rates Grade 9-12	All Students Race/Ethnicity (seven groups) English Language Learners Special Education
System Safeguards	
STAAR Percent Met Phase-in 1 Level II Standard	All Students Economically Disadvantaged Race/Ethnicity (seven groups) English Language Learners Special Education
STAAR Participation Rates	
Federal Graduation Rates (4-year and 5-year)	
District 1% and 2% Limits on STAAR Alternate and STAAR Modified	All Students

Minimum Size Criteria. The minimum size criteria provide an equitable evaluation across campuses with different grade configurations, sizes, and student demographics. Because they are smaller, elementary schools are held accountable for the same student group performance as middle schools and high schools. In a performance index, student group performance can help as well as hurt campus or district performance, unlike the former system where additional student groups represented additional accountability hurdles.

3. Accountability System Safeguards

Underlying the performance index framework are disaggregated performance results that serve as safeguards for the accountability rating system. The safeguards system also meets additional federal accountability requirements.

The following table shows the disaggregated safeguard measures and targets. Performance rates are calculated from the assessment results used to compute the Index 1 performance rates. For purposes of the state system safeguards, the Index 1 target is the target that is applied to the disaggregated performance rates for all campuses and districts. Participation rates, graduation rates, and limits on use of STAAR Alternate and STAAR Modified are calculated to meet federal requirements, and federal targets have been set for these indicators.

Table 3: 2014 Accountability System Safeguard Measures and Targets											
	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Econ. Disadv.	Special Educ.	Current and Monitored ELLs
Performance Rate Targets - State											
Reading	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Mathematics	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Writing	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Science	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Social Studies	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Performance Rate Targets – Federal											
Reading	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
Mathematics	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
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	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
5-year	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
District Limits on Use of Alternative Assessment Results											
Reading											
Modified	2%	Not Applicable									
Alternate	1%	Not Applicable									
Mathematics											
Modified	2%	Not Applicable									
Alternate	1%	Not Applicable									

Federal graduation rate targets include an improvement target.

Results are reported for any cell that meets accountability minimum size criteria. Failure to meet the state system 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 are 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.

4. 2014 Accountability Appeals

The compensatory nature of the performance index framework and other features of the indexes, such as the use of multiple indicators to derive an overall index score, minimize the possibility that district errors in coding student demographic information in PEIMS or the STAAR assessment program negatively impact the overall accountability rating. Therefore, appeals will only be considered in rare cases where a data or calculation error is attributable to the testing contractor or the Texas Education Agency.

5. Distinction Designations

Districts and campuses that receive an accountability rating of *Met Standard* are eligible for distinction designations. Campuses are eligible for distinction designations for student progress and closing performance gaps based on their scores on Index 2 and Index 3, respectively. Campuses are also eligible for academic achievement distinction designations in reading/English language arts, mathematics, science, and social studies. Campus distinction designations are based on performance in relation to a comparison group of campuses. Seven campus distinction designations will be awarded in 2014:

- 1) Top 25 Percent Student Progress
- 2) Top 25 Percent Closing Performance Gaps
- 3) Academic Achievement in Reading/English Language Arts
- 4) Academic Achievement in Mathematics
- 5) Academic Achievement in Science
- 6) Academic Achievement in Social Studies
- 7) Postsecondary Readiness

Beginning in 2014, districts are eligible for a new distinction designation in postsecondary readiness.

The indicators evaluated in the academic achievement and postsecondary readiness distinction designations are listed in *Attachment C: 2014 Indicators for Academic Achievement and Postsecondary Readiness Distinction Designations*.

Campus Top 25 Percent Distinction Designations. Campus top 25 percent distinction designations are based on Index 2 and Index 3 performance in relation to campuses in a comparison group.

- Top 25 Percent Student Progress. Based on Index 2: Student Progress, campuses in the top quartile of their campus comparison group in Index 2 performance receive this distinction.
- Top 25 Percent Closing Performance Gaps. Based on Index 3: Closing Performance Gaps, campuses in the top quartile of their campus comparison group in Index 3 performance receive this distinction.

Campus Academic Achievement Distinction Designations (AADD). The AADDs recognize outstanding academic achievement in reading/English language arts (ELA), mathematics, science, and social studies. These distinctions evaluate a variety of indicators, including Advanced Placement (AP) Examinations, International Baccalaureate's (IB) Diploma Program examinations, SAT and ACT performance and participation, and STAAR performance at the Advanced Level III standard, based on comparison groups of similar campuses.

District and Campus Postsecondary Readiness Distinction Designations (PRDD). The district and campus postsecondary readiness distinction designations are new for 2014.

Postsecondary Readiness Distinction Designation Indicators:

The following Postsecondary Readiness indicators will determine campus and district-level distinctions:

1. Index 4 STAAR Component: Percent of Students at Final Level II Performance Standard
2. Four-Year Graduation Rate (Class of 2013 longitudinal cohort)
3. Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) Rates (Class of 2013 longitudinal cohort)
4. College-Ready Graduates (school year 2012-13 graduates meeting the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics based on TAKS, SAT, or ACT)
5. Advanced/Dual Enrollment Course Completion Rate (school year 2012-13)
6. SAT/ACT Performance (At/Above Criterion, 2012-13)
7. SAT/ACT Participation (2012-13)
8. AP/IB Examination Performance: Any Subject (school year 2012-13 percent of examinees meeting the criterion score)

Postsecondary Readiness Distinction Designation Methodology.

Elementary and Middle Schools: Apply the campus comparison group methodology used for Top 25% Student Progress and Top 25% Closing Performance Gaps. Campuses in the top 25 percent of their campus comparison group based on Index 4 performance receive the postsecondary readiness distinction designation.

High Schools: Apply the campus comparison group methodology used for Academic Achievement distinction designations. Campuses in the top 25 percent of their campus comparison group on the eight postsecondary indicators (listed above) are eligible for a postsecondary readiness distinction designation. High schools in the top quartile on at least 33 percent of their eligible postsecondary indicators receive the postsecondary readiness distinction designation.

District Distinction Designation Methodology:

Apply a four step methodology. 1) Sum the number of district-wide postsecondary distinction indicators across all eligible campus-level indicators. 2) Determine the percent that attain the top 25 percent (top quartile) of their campus comparison group. 3) Compare the percent of district-wide top quartile postsecondary distinction indicators to the state target of 70 percent. 4) Districts that attain the top quartile on 70 percent of their district-wide postsecondary readiness indicators receive the postsecondary readiness distinction designation.

6. Alternative Education Accountability (AEA)

Alternative education campuses (AECs) and charter districts evaluated under AEA provisions receive accountability ratings as determined by the performance index system with the following modifications.

Eligibility Criteria: The 2014 AEA eligibility criteria remain as defined in 2013, with the additional new designation for alternative education campuses operating as dropout recovery schools (DRS).

Accountability Targets: Accountability targets are modified from those used for non-AEA campuses and districts. See *Table 2: 2014 Accountability Performance Index Targets for AEA Charter Districts and Campuses*.

Residential Facilities: AECs identified as residential facilities and AEA charter districts that operate only Residential Facilities are not evaluated. Performance index results are reported, but no rating label is assigned. Students enrolled in alternative education campuses and charter districts operating as residential facilities are excluded from the reported performance information if the charter district accurately submitted PEIMS student attribution codes in fall 2013.

Index 1: Student Achievement: AEA campuses and charter districts are evaluated on the same assessments and indicators used for non-AEA campuses and districts.

Index 2: Student Progress: AEA campuses and charters districts are not evaluated on Index 2 in 2014.

Index 3: Closing Performance Gaps: AEA campuses and charter districts are evaluated on the same assessments and indicators used for non-AEA campuses and districts.

Index 4: Postsecondary Readiness: The following modifications are applied to the indicator definitions and index calculation.

Grade 9-12 Graduation, Continuers, and GED Rate. The graduation rate calculation is modified to give AEA campuses and charter districts credit for GED recipients and continuing students as well graduates. Four-year, five-year, and six-year modified graduation, continuers, and GED rates are calculated for AEA campuses and charter districts.

Annual Dropout Rate. The annual dropout rate conversion is modified to give AEA campuses and charter districts points for rates lower than 20.0. (For non-AEA campuses and districts the conversion gives credit for annual dropout rates lower than 10.0.)

Index Calculation.

- Graduation, Continuer, and the GED component contribute 75 percent of the points to Index 4, and the STAAR Score (Percent Final Level II) contribute 25 percent of the points.
- Bonus points are added to the index score for the following indicators, up to a maximum of 30 points.
 - Recommended High School Program/Distinguished Achievement (Advanced) High School Program (RHSP/DAP) rates based on the four-year longitudinal cohort. For AEA campuses and charter districts that use the Annual Dropout Rate, the annual RHSP/DAP rate contributes bonus points.
 - College-Ready Graduates rates based on the graduates reported in the 2012-13 school year who met the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in both ELA and mathematics.
 - Excluded Students Credit give AEA campuses and districts bonus points for serving recovered dropouts and other students who graduate, continue, or earn a GED, but are statutorily excluded from the graduation rate and dropout rate calculations.

Rationale: The performance index framework is flexible enough to support expansion of Index 4 and changes to the 2014 alternative education provisions campuses and districts. Continuing students are necessarily included in the graduation rate evaluation due to the diversity of students served by registered AEA campuses. Modified accountability targets will continue to be applied in order to reflect the special circumstances of alternative education campuses and charter districts that qualify for the AEA provisions. The accountability rating label, *Met Alternative Standard*, indicates that the AEA campus or charter district met modified index targets.

ATTACHMENT A

2014 Accountability System School Types

N=4624

Elementary

N=1706

Middle School

N=481

Elementary/Secondary

N=1763

High School

High Grade →

Low Grade ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	6	64	56	46	71	49	164	1007	123	2	6	0	1	1	26
PK		35	17	5	21	31	174	1099	185	7	68	1	1	2	139
KG			0	9	13	22	141	613	134	6	59	5	4	6	65
1				1	15	21	8	35	19	0	3	1	2	0	10
2					0	23	14	21	3	0	0	0	0	4	10
3						1	16	80	7	3	5	0	0	4	8
4							3	60	40	2	9	1	0	5	8
5								13	144	5	85	1	0	7	18
6									34	12	1088	8	17	21	114
7										8	269	17	20	27	148
8											15	9	6	12	37
9												47	31	20	1303
10													11	6	35
11														12	29
12															19

Inclusion of English Language Learners (ELLs) in 2014 Accountability and Beyond

Years 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	Spanish STAAR Phase-in 1 Level II	Spanish STAAR Progress Measure	Spanish STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools	English STAAR ELL Progress Measure	English STAAR ELL Progress Measure	English ELL Progress Measure and STAAR Final Level II	English (Not tested on any Spanish versions) <i>Not Included</i>
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
Immigrants entering in Grade 9 or above	STAAR ELL Progress Measure	STAAR ELL Progress Measure (Years 2–4)	<i>Not Included</i>	<i>Not Included</i>
Asylees, refugees, and students w/interrupted formal education (SIFE)				
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 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

*** Index 2 Progress Measure calculation for students tested on 2014 STAAR Reading English versions with prior year tests on STAAR Spanish versions**

STAAR Progress Measures are not available for students who tested on the STAAR Reading Spanish version in the prior year and subsequently transition to the STAAR Reading English version in the current year. The following describes the Index 2 accountability calculation for students who took a STAAR Spanish version test in the prior year and do not have a STAAR Progress or an ELL Progress Measure in the current year:

- Phase-in 1 Level II performance standard (or above) – credit one point for each percent of students meeting the Phase-in 1 Level II performance standard or above.
- Final Level II performance standard – credit one additional point for each percent of students meeting the final Level II performance standard performance standard.

The STAAR Reading English test versions that do not meet the Phase-in 1 Level II performance standard do not receive any points in the Index 2 calculation.

Attachment C

2014 Indicators for Academic Achievement and Postsecondary Readiness Distinction Designations

Indicators for Campus Academic Achievement Distinction Designations

AADD Reading/ELA Indicators	High School	Middle School / Junior High	Elementary	K-12
1. Attendance rate	√	√	√	√
2. Greater Than Expected Student Growth in Reading/ELA		√	√	√
3. Grade 3 Reading Performance (Level III)			√	√
4. Grade 4 Writing Performance (Level III)			√	√
5. Grade 7 Writing Performance (Level III)		√		√
6. Grade 8 Reading Performance (Level III)		√		√
7. AP/IB Examination Performance: ELA	√			√
8. AP/IB Examination Participation: ELA	√			√
9. SAT/ACT Participation	√			√
10. SAT Performance: ELA	√			√
11. ACT Performance: ELA	√			√
Total Reading/ELA Indicators	6	4	4	11

AADD Mathematics Indicators	High School	Middle School / Junior High	Elementary	K-12
1. Attendance rate	√	√	√	√
2. Greater Than Expected Student Growth in Mathematics		√	√	√
3. Grade 5 Math Performance (Level III)			√	√
4. Algebra I by Grade 8-Participation		√		√
5. Algebra I by Grade 8-Performance (Level III)		√		√
6. AP/IB Examination Performance: Mathematics	√			√
7. AP/IB Examination Participation: Mathematics	√			√
8. SAT/ACT Participation	√			√
9. SAT Performance: Mathematics	√			√
10. ACT Performance: Mathematics	√			√
Total Mathematics Indicators	6	5	3	10

Attachment C

2014 Indicators for Academic Achievement and Postsecondary Readiness Distinction Designations

Indicators for Campus Academic Achievement Distinction Designations

AADD Science Indicators	High School	Middle School / Junior High	Elementary	K-12
1. Attendance rate	√	√	√	√
2. Grade 5 Science Performance (Level III)			√	√
3. Grade 8 Science Performance (Level III)		√		√
4. EOC Biology Performance (Level III)	√			√
5. ACT Performance: Science	√			√
6. AP/IB Examination Participation: Science	√			√
7. AP/IB Examination Performance: Science	√			√
Total Science Indicators	5	2	2	7

AADD Social Studies Indicators	High School	Middle School / Junior High	Elementary	K-12
1. Attendance rate	√	√	√	√
2. Grade 8 Social Studies Performance (Level III)		√		√
3. EOC U.S. History Performance (Level III)	√			√
4. AP/IB Examination Participation: Social Studies	√			√
5. AP/IB Examination Performance: Social Studies	√			√
Total Social Studies Indicators	4	2	N/A	5

Indicators for District and Campus Postsecondary Readiness Distinction Designations

Postsecondary Readiness Indicators	High School	Middle School / Junior High	Elementary	K-12
1. Index 4 STAAR Component: Percent at Final Level II	√	√	√	√
2. Four-Year Longitudinal Graduation Rate	√			√
3. RHSP/DAP Rate	√			√
4. College-Ready Graduates	√			√
5. Advanced/Dual Enrollment Course Completion Rate	√			√
6. SAT/ACT Performance	√			√
7. SAT/ACT Participation	√			√
8. AP/IB Examination Performance: Any Subject	√			√
Total Postsecondary Readiness Indicators	8	1	1	8