

# **Accountability System Development for 2014 Meeting of the Accountability Technical Advisory Committee (ATAC)**

**December 5-6, 2013  
Meeting Summary**

## **Meeting Objectives**

The objective for the first meeting of the 2014 Accountability Technical Advisory Committee (ATAC) was to review the performance index and distinction designation criteria in light of the planned transition for full implementation of statutory requirements in House Bill 3 (HB 3), 81st Texas Legislature, 2009; and additional changes due to House Bill 5 (HB 5), 83rd Texas Legislature, 2013.

## **Update on STAAR and ELL Progress Measures**

Texas Education Agency Student Assessment staff and staff from Pearson, the test contractor for the state assessment program, shared information on the general STAAR Progress Measure and the ELL Progress Measure with the ATAC members. The changes planned for the general STAAR Progress Measure in 2014 were outlined, and the methodology used for the new ELL Progress Measure that will be reported for the first time in spring 2014 was reviewed.

## **Summary of ATAC Preliminary Recommendations for 2013-14**

### **Changes to State Assessments affecting all Performance Index calculations for 2013-14**

Due to the combination of the STAAR English I and II reading and writing assessments into a single English I and II assessment beginning in spring 2014, recommendations for the use of the new combined test in the 2014 performance indexes were discussed. The ATAC recommended using only the results from the combined English I or English II assessment administered in spring 2014 in the 2014 index calculations for the Reading subject area. They also recommended excluding the results from the separate English I/II reading and writing assessments administered in summer 2013 and fall 2013 administrations. This recommendation is based on methodological issues with combining separate English I and English II results from the fall 2013 and summer 2013 test administrations with the combined results given in spring 2014 and the lack of a progress measure between the separate and combined ELA assessments.

As required by the 83rd Texas Legislature, TEA developed rules for substitute assessments that a student may use in place of a corresponding end-of-course (EOC) in order to meet the student's assessment graduation requirements. The ATAC recommended that substitute assessments be included in the 2014 accountability results. Issues with inclusion include the lack of equivalent standards at both the Level II and Level III STAAR performance levels.

### **Performance Index 2: Student Progress for 2013-14**

Due to the reduction in the number of end-of-course (EOC) assessments and the creation of a combined English I and II assessment in spring 2014, only two assessments are available at the high school grade levels that could be evaluated for *Index 2: Student Progress*:

- 1) Reading - STAAR Alternate in English I and English II;
- 2) Mathematics - Algebra I.

The ATAC recommended no evaluation of Index 2 in the 2014 state accountability results for high schools/secondary campuses due to the limited number of assessments with STAAR Progress measures in the 2013-14 accountability cycle.

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Meeting Summary

The committee also discussed setting targets for 2014 on Index 2. Given the changes to the STAAR progress measure that will take effect in 2014 and the inclusion of the ELL progress measure in 2014 for the first time, it is not possible to provide model data on the Index 2 performance results. Therefore, the ATAC recommended that the Index 2 targets be set at or about the 5th percentile by campus type based on the Index 2 outcomes from the 2013-14 accountability cycle. This method is similar to the method used in 2013.

### **Performance Index 3: Closing Performance Gaps for 2013-14**

As planned for 2014, the ATAC confirmed the addition of the Level III Advanced performance standard for *Index 3: Closing Performance Gaps*. The committee also reviewed the 2013 Index 3 minimum size criteria and recommended a change. For the selection of the student groups evaluated in Index 3, in addition to the economically disadvantaged student group, a student group is selected if *both* the 2012-13 (prior) school year reading and mathematics subject areas test results each have at least 25 tests. Once selected, the student group performance results contribute toward the final 2014 Index 3 value by subject area when the number of tests by subject is at least 25.

### **ELL Topics and ELL Workgroup Reconvened**

A number of recommendations are needed related to the inclusion of ELL students in the four performance indexes. The ATAC recommended changes to 2014 *Index 1: Student Achievement*. ELL students in their second or third Year in U.S. Schools that were tested on the English test versions of STAAR are included in Index 1 calculation through the ELL Progress Measure. For these students, the ELL Progress Measure must meet the progress measure plan expectation in order to receive credit in the Index 1 calculations.

Final recommendations for the inclusion of ELL students in Index 2 and Index 3 were deferred to the ongoing work of the ELL Workgroup Committee that will reconvene in January.

### **Performance Index 4: Postsecondary Readiness**

Members of the committee provided feedback on a number of transitional changes planned for *Index 4: Postsecondary Readiness*, including additional indicators required by House Bill 5.

**Recommended Indicators added to Index 4.** The committee recommended an additional indicator for Index 4: a modified version of the College-Ready Graduates indicator. The College-Ready Graduates indicator reported on previous Academic Excellence Indicator System (AEIS) reports and the 2013 Texas Academic Performance Report (TAPR) is recommended to be modified to measure the percent of graduates who scored at or above the criterion score on TAKS, SAT, or ACT in *either* English language arts or mathematics. The possible addition of the Advanced Course/Dual Enrollment Completion indicator (as reported on the 2013 Texas Academic Performance Report) should also be considered.

**Recommended Index 4 Components and Weights.** The ATAC recommended that Index 4 combine the numerical results of four components. Each component is weighted to produce an overall Index 4 score.

- 4-year or 5-year Graduation Rate or Annual Dropout Rate
- STAAR Performance based on one or more tests at final Level II standard
- Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate
- Postsecondary Indicators (comprised of the modified College-Ready Graduates indicator, and the Advanced Course/Dual Enrollment Completion indicator).

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Three options for Index 4 are recommended for modelling for future advisory committee discussions.

Options for 2014 Index 4 Component Weights				
	STAAR (final Level II)	Graduation Rate	Recommended High School Program	Postsecondary Indicators
Option 1	60%	30%	5%	5%
Option 2	35%	35%	15%	15%
Option 3	25%	25%	25%	25%
Option 4	variation of the weights above to be determined			

**Recommended Index 4 Alternative Education Accountability (AEA) Provisions.** The committee reviewed the TEA staff recommendations for AEA provisions due to the changes required by Senate Bill 1538. The ATAC accepted the recommendations and added an additional recommendation to include the new Index 4 postsecondary indicators as bonus points in the 2014 AEA provisions.

**Postsecondary Readiness Distinction Designations**

House Bill 5 also requires TEA to develop campus and district level distinction designations recognizing Postsecondary Readiness. Options for the evaluation of the new distinction were discussed and are summarized below.

**Recommended Indicators and Methodology.** The committee recommended six indicators for evaluation of Postsecondary Readiness distinction designations which include indicators evaluated in Index 4 plus a measure of student participation on Advanced Placement (AP) and International Baccalaureate's (IB) Diploma Program examinations.

*Recommended Postsecondary Distinction Designation Indicators:*

1. 4-year or 5-year Graduation Rate or Annual Dropout Rate
2. STAAR Performance based on one or more tests at final Level II standard
3. Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate
4. College-Ready Graduates indicator
5. Advanced Course/Dual Enrollment Completion
6. Percent of students taking at least one AP or IB examination in any subject.

*Campus Distinction Designations Methodology:* Apply the campus comparison group methodology used for Academic Achievement distinction designations. Campuses in the top 25% of their campus comparison group are assigned the postsecondary readiness distinction designation.

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*Options for District Level Postsecondary Distinction Designation Methodology:*

Two options were discussed for the evaluation of district level distinctions. For each option, the ATAC recommends that the district be disqualified from a postsecondary distinction if any high school campus in the district fails to meet the Index 4 target.

- Select a statewide absolute target for each of the six postsecondary distinction indicators.
- Select a statewide target for the percent of campuses within a district that attain postsecondary distinction designations.

**Next Steps**

The ATAC members are scheduled to meet in February 2014 to review modeling data of the performance index and distinction designations options and finalize their recommended targets for 2014 state accountability ratings and distinction designations. ATAC recommendations will be reviewed by the Accountability Policy Advisory Committee (APAC) in early March 2014. The APAC will make their recommendations to the Commissioner of Education for final decisions in late March 2014.