

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

February 11, 2014  
Meeting Summary

## Meeting Objectives

The purpose of the February 11, 2014 meeting of the 2014 Accountability Technical Advisory Committee (ATAC) was to review modeling data of the performance index and distinction designations options and finalize recommended targets for 2014 state accountability ratings and distinction designations. The committee was also asked to recommend the methodology for the campus and district-level Postsecondary Readiness distinction designations required by House Bill 5 (HB 5), 83rd Texas Legislature, 2013.

## Summary of ATAC Recommendations for 2013-14

### STAAR English I and II reading and writing Combined Assessments

The majority of ATAC members recommended using only the results from the combined English I or English II assessments administered in spring 2014 for 2014 accountability. Due to the combination of the STAAR English I and II reading and writing assessments into a single assessment beginning in spring 2014, the ATAC recommended the exclusion of the separate English I and II reading and writing tests from the summer 2013 and fall 2013 administrations.

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

The ATAC recommended that the 2014 accountability results include students tested on substitute assessments and credit the results as students that passed at the Final Level II performance standard. The recommendation would be applicable to the STAAR results evaluated in Index 1 and Index 4 only.

### Inclusion of ELLs in 2014 Accountability

The attached table provides the recommendations of the ATAC regarding the inclusion of ELL students in the four performance indexes. The ATAC recommended including ELL students in U.S. schools from their second year and beyond in all four indexes. ELLs in their second or third year in U.S. schools tested on the English test versions of STAAR are included by using the ELL Progress Measure outcome for Index 1 and Index 2. The same students are recommended to be included in Index 3 in a separate indicator of percent of students that met the Phase-in 1 Level II performance standard; and excluded from the indicator of percent meeting Level III Advanced (see Index 3 below for more information). ELL students in U.S. schools from their second year and beyond that are tested on the Spanish version of STAAR are included in all four indexes.

### Performance Index 2: *Student Progress*

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, the ATAC recommended no evaluation of Index 2 in the 2014 state accountability results for high schools/secondary campuses or campuses/charters registered for alternative education accountability provisions.

### Performance Index 3: *Closing Performance Gaps*

**Minimum size criteria for identifying the lowest performing racial/ethnic student group.** As planned for 2014, the ATAC endorsed the addition of the Level III Advanced performance standard for Index 3 and a modification in the 2014 Index 3 minimum size criteria. For the selection of the lowest performing racial/ethnic student groups evaluated in Index 3 in addition to the economically disadvantaged student group, a student group must meet the minimum size of 25 tests in *both* the 2012-13 (prior year) reading and mathematics subject areas. This change increases the likelihood that the lowest performing student groups selected will be evaluated in the 2014 Index 3 calculation. A racial/ethnic student group is included in Index 3 in 2014 when the number of subject area tests (reading, mathematics, writing, science, social studies) is at least 25.

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

**February 11, 2014  
Meeting Summary**

**Separate Indicators for inclusion of ELLs.** The ATAC recommended a change in the Index 3 calculation to address the inclusion of additional ELL students in 2014 accountability. The 2014 Index 3 calculation is planned to include two points credit for each percent of tests at the Level III advanced performance standard. The ATAC recommended a change in the Index 3 calculation to incorporate two separate indicators: one with the measure of students attaining the Phase-in 1 Level II performance standard; and separate indicators (and associated denominator) of the measure of students attaining the Level III Advanced performance standard. ELLs in their second or third year in U.S. schools tested on the English test versions of STAAR are recommended to be included in Index 3 in the Phase-in 1 Level II performance indicator and excluded from the Level III Advanced performance indicator.

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

**Additional Indicators of Postsecondary Readiness.** The ATAC recommended one additional indicator for 2014 Performance Index 4: the College-Ready Graduates indicator defined as the percent of graduates who scored at or above the criterion score on TAKS, SAT, or ACT in *either* English language arts or mathematics.

**Performance Index 4 Components and Weights.** The majority of ATAC members recommended the following component weights:

<u>Index 4 Component</u>		<u>Weight</u>
STAAR Component:	STAAR Performance based on one or more tests at final Level II standard	35%
Graduation Component:	4-year or 5-year Longitudinal Graduation Rate or Annual Dropout Rate	35%
Graduation Plan Component:	Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Longitudinal Rate	15%
Postsecondary Indicator:	College-Ready Graduates (based on annual graduates from 2012-13 school year)	15%

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

**February 11, 2014  
Meeting Summary**

**Performance Index Targets.** The majority of ATAC members recommended the following performance index targets:

<b>ATAC Recommended 2014 Accountability Performance Index Targets</b>				
	<b>Index 1</b>	<b>Index 2</b>	<b>Index 3</b>	<b>Index 4</b>
<b>Non-AEA</b>				
District Targets	55	5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	65
Campus Targets:				
Elementary	55	5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	25
Middle	55	5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	25
High School	55	n/a	5 <sup>th</sup> Percentile*	65
<b>AEA</b>				
AEA Campus and Charter District Targets	30	n/a	5 <sup>th</sup> Percentile**	35

\* Targets for non-AEA campuses are recommended to be set at about the fifth percentile of non-AEA campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA campus performance across all campus types.

\*\* Targets for AEA campuses are set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

### **Campus and District Postsecondary Readiness Distinction Designation**

The ATAC reviewed options for the methodology and the indicators evaluated for campus and district postsecondary readiness distinction designations. They recommended using the following indicators to determine the postsecondary readiness distinction designation

1. % at Final Level II or above on one or more STAAR tests
2. Class of 2013 four-year graduation rate and Class of 2012 five-year graduation rate
3. Class of 2013 four-year and Class of 2012 five-year RHSP/DAP rates
4. 2012-13 graduates meeting TSI college readiness standards based on TAKS, SAT, or ACT
5. Advanced/Dual Enrollment Course Completion
6. SAT/ACT Performance: Met Criterion
7. SAT/ACT Participation
8. AP/IB percent met criterion

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

**February 11, 2014  
Meeting Summary**

*Recommended Campus Distinction Designations Methodology:*

Elementary and Middle Schools: Apply the campus comparison group methodology used for Academic Achievement distinction designations. Campuses in the top 25% of their campus comparison group based on performance on Index 4 are assigned the postsecondary readiness distinction designation.

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

*Recommended District Distinction Designation Methodology:*

The ATAC recommended setting a state target on the percent of district-wide postsecondary distinction indicators across all eligible campus-level indicators that attain the top 25% (top quartile) of their campus comparison group. Districts that meet or exceed the target on the percentage of postsecondary readiness indicators in the top quartile receive the postsecondary readiness distinction designation.

**Next Steps**

The Accountability Policy Advisory Committee (APAC) will meet on March 6, 2014, to review the ATAC proposal and provide their recommended targets for 2014 state accountability ratings and distinction designations. The Commissioner of Education will review all recommendations and finalize 2014 state accountability decisions in late March.

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

**February 11, 2014  
Meeting Summary**

**ATTACHMENT: ATAC English Language Learners Workgroup Proposal**

**Proposed ELL Participation**

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4**
<b>First year of enrollment in U.S. schools</b>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
<b>Second year of enrollment in U.S. schools</b>	Spanish STAAR Phase-in Level 2  English STAAR ELL Progress Measure	Spanish STAAR Growth Measure  English STAAR ELL Progress Measure	Spanish STAAR Phase-in Level 2 and Level 3  English STAAR ELL Progress Measure (Level 2 Only)	Spanish STAAR Final Level 2  English <i>Not Included</i>
<b>Third year of enrollment in U.S. schools</b>				
<b>Fourth year of enrollment in U.S. schools</b>				
<b>Fifth year or more of enrollment in U.S. schools</b>	STAAR Phase-in Level 2	STAAR Growth Measure	STAAR Phase-in Level 2 and Level 3	STAAR Final Level 2
<b>Immigrants entering in Grade 9 or above</b>	STAAR ELL Progress Measure	STAAR ELL Progress Measure (Years 2–4)	<i>Not Included</i>	<i>Not Included</i>
<b>Asylees, refugees, and students w/interrupted formal education (SIFE)</b>				
<b>First through fifth year of enrollment in U.S. schools</b>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
<b>Sixth year or more of enrollment in U.S. schools</b>	STAAR Phase-in Level 2	STAAR Growth Measure	STAAR Phase-in Level 2	STAAR Final Level 2

\* ELL students who cannot use the ELL Progress Measure when switching from Spanish Reading to English Reading STAAR will use the Alternate Progress Measure.

\*\* The proposal described in the table above refers only to the STAAR performance component of Index 4. The inclusion of ELLs is proposed to remain unchanged from 2013 for the graduation rate and the RHSP/DAP rate components of index 4.

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

**February 11, 2014  
Meeting Summary**

**ATTACHMENT: English Language Learners Workgroup Proposal (continued)**

Proposal presented February 11, 2014

<b>Alternate Progress Measure for ELL Students Who Cannot Use the ELL Progress Measure and Switch From STAAR Reading Spanish to STAAR Reading English</b>	
<b>Proposal</b>	
<p>If a student switches from STAAR Reading Spanish to STAAR Reading English and meets Phase-in Level 2 standard or above, the student will be coded “Exceeded” in the Growth Measure field. If a student switches from STAAR Reading Spanish to STAAR Reading English and does not meet Phase-in Level 2 standard, the student will be coded “Not Met” in the Growth Measure field.</p>	
<b>Rationale</b>	
<b>Policy Issues:</b>	<p>Measurement of student progress in addition to performance is one of the innovative changes in the new accountability system. Providing an alternate progress measure for a group of students who would otherwise have to be excluded will allow stakeholders to include these students in accountability and present a more complete picture of student growth.</p>
<b>Incentives:</b>	<p>An unintended consequence of the progress measure adopted for STAAR was the exclusion of students who switch language versions in the STAAR Reading assessment. This exclusion allowed for the possibility that these students’ progress would not be monitored as closely as other groups that were included in accountability. The alternate progress measure brings back these students into the accountable group, and provides incentives for educators to push students to succeed.</p>
<b>Effect on Classroom Instruction:</b>	<p>Educators will have the same incentive to ensure student progress for those students who are part of this group as for students for whom a regular progress measure is available.</p>
<b>Communication Issues:</b>	<p>It will be important to clarify that the alternate measure does not compare the English and Spanish versions of STAAR Reading. Instead, this measure is an alternate definition of progress; one that involves content mastery (students reaching Phase-in Level 2) and academic English language acquisition (performing in English rather than in Spanish).</p>
<b>Development and Implementation Issues:</b>	<p>The measure can be programmed in a straight-forward manner using data fields that are already in use in the accountability system.</p>