

**Accountability System Development for 2014 and Beyond
Accountability Technical Advisory Committee (ATAC) Recommendations**

Accountability Ratings Criteria and Targets for 2014 and Beyond

1. Overall Design: Performance Index

The overall design of the accountability system as a performance index framework will continue to evaluate performance indicators grouped into four indexes:

Index 1: Student Achievement

Index 2: Student Progress

Index 3: Closing Performance Gaps

Index 4: Postsecondary Readiness

Rationale: The performance index framework addresses the statutory policy goals for the accountability system.

- 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 level gaps among groups.

The 2013 performance indexes provided more comprehensive information about the overall performance of the campus and district than the previous accountability system. The four indexes provide a strong foundation for the inclusion of additional measures of academic performance that are necessary to meet current and future statutory requirements.

Changes to the performance indexes and the inclusion of additional indicators that are described below are necessary to meet statutory requirements of House Bill 3 (HB 3), 81st Texas Legislature, 2009; House Bill 5 (HB 5), 83rd Texas Legislature, 2013; and planned transitional changes for 2014.

Changes affecting all four performance indexes.

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

The ATAC recommended using the spring 2014 administration of the combined English I or English II end-of-course (EOC) assessments for the reading subject in 2014 accountability. 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, and excluding the summer 2013 and fall 2013 administrations of the separate English I and II reading and writing tests.

Rationale: 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, changes to the tests used in the performance indexes were necessary. The ATAC recommendation is based on the assumption that students that failed a prior separate English I or II reading test are re-testing during the summer 2013 and fall 2013 administrations.

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TEA Comment: Inclusion of the STAAR English I and II reading tests from the English I and II assessment administrations of the summer 2013 and fall 2013 administrations should be considered for the following reasons. First, statute requires that retest results are included in the accountability calculations. Second, although overall passing rates of students who retested during these administrations are assumed to lower performance results, the inclusion of the results ensures that successful retesters are credited in the performance indexes. Third, high school campuses that operate various forms of block schedules have students who completed their coursework in fall 2013. The exclusion of the fall 2013 results for these campuses would eliminate the results of students who were administered the STAAR EOC tests for the first time in fall 2013.

Inclusion of English Language Learners (ELLs)

The ATAC recommended including a greater number of ELL students in statewide accountability. The recommended changes to each index calculation are detailed in *Appendix A: Inclusion of English Language Learners (ELLs) in 2014 and Beyond*.

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

Use of Substitute Assessments for students in place of a corresponding EOC

House Bill 5 (HB 5), passed during the 83rd Texas Legislature, 2013, allows students to substitute certain tests for corresponding EOC assessments in order to meet graduation requirements. The ATAC recommended that districts and campuses receive credit for students who meet the criterion scores on substitute assessments and choose not to take the respective EOC assessment.

Current agency rules require that school districts receive official results from an approved substitute assessment and verify the student's score to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. Rules adopted by the agency for Chapter 101, Subchapter DD of the Texas Administrative Code at <http://www.tea.state.tx.us/index4.aspx?id=25769808854> provide performance standard equivalencies for substitute assessment that correspond to the STAAR Final Level II performance standard.

TEA Comment: The results from the substitute assessments will be credited in Index 1: Student Achievement and Index 4: Postsecondary Readiness only as meeting the final Level II passing standard on the respective EOC assessment.

Index 2: Student Progress measures student progress, unlike Index 1 that measures student achievement, to provide an opportunity for diverse campuses to show the improvements they are making independent of overall achievement levels. Progress is evaluated by subject and student group.

No Evaluation of High Schools in 2014

House Bill 5 (HB 5), passed during the 83rd Texas Legislature, 2013, reduced the number of end-of-course (EOC) assessments and required the creation of a combined reading and writing assessment

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for English I and II beginning in spring 2014. Due to these changes, only two assessments are available at the high school grade levels that could be evaluated for Index 2: Student Progress:

- Reading - STAAR Alternate in English I and English II, and
- Mathematics - Algebra I.

Due to the limited number of assessments with a progress measure in 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 (AEA) provisions. Evaluation of these campuses on Index 2 would resume in 2015.

Rationale: Including a measure of student progress that complements student achievement is a key feature of the new accountability system. It is important that the Index 2 calculation provide a complete picture of student progress for the district or campus by including the largest number of students in the calculation. However, in 2014, high school campuses are disadvantaged by the lack of student progress measures; therefore, an Index 2 outcome would not be representative of the instructional efforts of the high school campus.

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the Economically Disadvantaged student group and the lowest performing Race/Ethnicity student group(s) at each campus or district.

Summary of Index 3

Weighted Performance Rate. Beginning in 2014, STAAR results are included at the Advanced Level III performance standard. The STAAR Weighted Performance Rate used in Index 3 gives the Level III advanced test results twice the weight of phase-in Level II test results, acknowledging the greater challenge of achieving the Level III advanced performance standard. The performance rate includes EOC retest results so that districts and campuses receive credit for remediation of students who need to improve their EOC scores. Weighted performance is calculated by subject for the Economically Disadvantaged student group and the lowest performing student group(s) that meets the minimum size criteria.

Student Groups. Most campuses and districts meet minimum size criteria for the Economically Disadvantaged student group. The two lowest performing race/ethnicity student groups on the campus or district are selected by comparing performance of race/ethnicity groups on the Index 1 student achievement indicator for the prior year.

- 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.

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Change in minimum size criteria for identifying the lowest performing racial/ethnic student group.

The ATAC endorsed a change 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, the lowest performing student group(s) is selected if the Index 1 student achievement indicator for the prior year meets the minimum size of 25 tests taken in both the 2012-13 (prior year) reading and mathematics subject areas. Previously, the student groups were selected if the number of tests in All Subjects met the minimum size criteria of 25.

Rationale: The Index 3 results for several districts and campuses were calculated for student groups identified as the lowest performing student group based on 2012 prior year results yet the selected student group did not meet the current year minimum size criteria. The change in the prior year minimum size criteria increases the rigor of the Index 3 evaluation by increasing the likelihood that the lowest performing student groups selected from the 2013 (prior year) results will be evaluated on the 2014 (current year) performance results in the Index 3 calculation.

Index 4: Postsecondary Readiness includes measures of high school graduation rates 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.

Summary of Index 4

Postsecondary Indicators. The emphasis on graduation and diploma plans led to the inclusion of the grade 9-12 four-year and five-year longitudinal graduation rates, and the percent of graduates under the Recommended/Distinguished Achievement (Advanced) High School Program (RHSP/DAP) graduation plans.

STAAR Results. Beginning in 2014, the index includes STAAR results at the final Level II performance standard. Performance at this level indicates that students are sufficiently prepared for the next grade or course and have a reasonable likelihood of success in the next grade or course and are on track for postsecondary success. The index includes final Level II performance for Grades 3-8 as well as high school to emphasize the importance of elementary and middle schools in preparing students to achieve this level of performance in high school. Giving credit for students who meet the final Level II standard on one or more tests recognizes that students have strengths and talents in certain areas but not always in all areas.

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

The ATAC recommendation to include credit for students tested on substitute assessments is also applied to Index 4, due to the established equivalencies of performance levels on substitute assessments that correspond to the STAAR Final Level II performance standard.

Expanded Postsecondary Readiness Indicators.

As required by House Bill 5 (HB 5), 83rd Texas Legislature, 2013, indicators of Postsecondary readiness must be added to the performance index and distinction designation evaluations.

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Postsecondary readiness encompasses both college readiness and career readiness, including additional measures of campuses and district preparation of students on track for postsecondary readiness. The ATAC recommendation modifies Index 4 to add a postsecondary component to the index evaluation.

Recommended Index 4 Indicator, Components, and Weights.

The ATAC recommended the inclusion of a modified version of the College-Ready Graduates indicator in the 2014 Index 4 calculations.

Current College-Ready Graduates indicator: The 2013 Texas Academic Performance Report (TAPR) and the prior year Academic Excellence Indicator System (AEIS) reports included three College-Ready Graduates indicators: percent meeting English language arts criteria, percent meeting Mathematics criteria, and the percent meeting the criteria on Both Subjects.

Recommended College-Ready Graduates Postsecondary indicator: create a new indicator of the percent of graduates who scored at or above the criterion score on *either* the TAKS, SAT, or ACT on ***either*** ELA ***or*** mathematics tests, as shown in the following calculation.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criteria on} \\ \textit{either ELA or mathematics}}{\text{number of graduates with results in either subject to evaluate}}$$

The new indicator was reported in February 2014 through the 2012-13 Texas Performance Reporting System (TPRS) for districts and campuses available on the TEA public website.

Index 4 Components:

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

- STAAR Performance based on one or more tests at final Level II standard
- 4-year or 5-year Graduation Rate or Annual Dropout Rate
- Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate
- Postsecondary Indicator: College-Ready Graduates

Components	Weight
STAAR Component:	35%
Graduation Component:	35%
Graduation Plan Component:	15%
Postsecondary Indicator:	15%

Rationale: ATAC recommendations to expand postsecondary readiness measures to a broader set of indicators is necessary to meet statutory requirements and the statutory goal to be among the top ten states in postsecondary readiness by 2020. Additional indicators of postsecondary readiness will be incorporated in Index 4 in future years. However, a careful expansion of specific indicators of postsecondary readiness is necessary to provide sound Index 4 results, since there will be limited opportunities to preview some of these indicators that will be based on newly collected information.

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A gradual transition to a full set of postsecondary indicators in Index 4 allows districts and campuses time to adjust existing programs to prepare all students for postsecondary success.

2. Alternative Education Accountability Provisions

Alternative education campuses and districts will receive alternative education accountability (AEA) ratings under the performance index accountability system based on certain provisions. The ATAC endorsed the following recommendations for AEA to address statutory requirements of Senate Bill 1538 (83rd Texas Legislature, 2013):

- Statute now requires the agency to evaluate dropout recovery schools beginning with the 2013-14 school year. Dropout recovery schools are specifically defined in statute and must meet the eligibility requirements AEA provisions. The AEA registration criteria will be expanded to include dropout recovery schools
- In Index 4, the graduation rate calculation is modified to give alternative education campuses and districts credit for continuing students, general educational development (GED) recipients as well as graduates. Four-year, five-year, and six-year graduation, continuers, and GED rates will used for alternative education campuses and districts.
- AEA provisions in Index 4 evaluates two components: graduation, continuers, and GED rates weighted in the index calculation at 75%; and college-ready performance on STAAR based on one or more tests at the final Level II standard weighted 25%.
- AEA provisions in Index 4 will include bonus points for the new postsecondary indicator, college-ready graduates, rather than adding a separate component into their index score. Bonus points are also applied to the percent of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) and to the Excluded Students Credit that measures the difference in the federal and state defined graduation calculations in order to credit alternative campuses for successful dropout recovery.
- Accountability targets for each index will be modified as appropriate for alternative education campuses and districts from the targets for regular campuses and districts.

Rationale: The existing performance index framework and AEA provisions provide appropriate evaluation of alternative education campuses and districts. Additional indicators will be incorporated in future years that will be aligned with indicators developed for non-AEA campuses, such as credit for industry certification and other measures of preparation for postsecondary success. Modified accountability targets are necessary and reflect the special circumstances of alternative education campuses and districts.

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3. Accountability Ratings Criteria and Targets

Rating Labels. The ATAC endorses the recommendation to assign the same rating labels issued in 2013 accountability:

- *Met Standard* – met performance index targets and other accountability rating criteria
- *Improvement Required* – did not meet one or more performance index targets or other accountability rating criteria
- *Met Alternative Standard* – assigned to charter operators and alternative education campuses evaluated under alternative education accountability (AEA) provisions.
- *Not Rated* – under certain circumstances, districts or campuses may receive no rating label.

Ratings Criteria and Targets. Performance targets will be set for each index. In order to receive a *Met Standard* or *Met Alternative Standard* rating, all campuses and districts must meet the performance index target on all indexes for which they have performance data.

Performance Index Targets. The majority of ATAC members recommended the following performance index targets for 2014:

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

Rationale: The use of the fifth percentile standard based on the actual 2014 Index 2 outcomes is necessary due to the inclusion of additional student progress measures for STAAR Modified, STAAR Alternate, and ELL students that will be reported for the first time in spring 2014. Similarly, the fifth percentile standard based on the actual 2014 Index 3 outcomes is necessary due to the inclusion of the ELL progress measures results for ELL students that were not included in the 2013 Index 3 evaluations.

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4. Distinction Designations

Districts and campuses that receive an accountability rating of Met Standard are eligible for distinction designations. House Bill 5 expanded the distinction designations to include distinctions for postsecondary readiness that will be applied to both campuses and districts. Additional distinction designations were also planned for implementation in 2014 based on the requirements of House Bill 3 (2009).

The following campus distinction designations were awarded in 2013:

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

The 2013 accountability system included campus level distinction designations for the top twenty-five percent in student progress determined by Index 2 scores. Campuses also received academic achievement distinction designations in reading and mathematics developed by a separate advisory committee. Campus distinction designations are based on campus performance in relation to a comparison group of campuses.

District and Campus Postsecondary Distinction Designations. House Bill 5 also requires TEA to develop campus and district level distinction designations recognizing Postsecondary Readiness. The first district level distinctions are planned for 2014 accountability; therefore, ATAC recommendations include the district level methodology for postsecondary readiness distinctions.

Recommended Postsecondary Distinction Designation Indicators:

The ATAC recommended the following Postsecondary Readiness indicators for determining the campus and district level distinctions:

1. Percent of students meeting the STAAR Final Level II (or above) performance standard on one or more tests
2. Class of 2013 four-year graduation rate
3. Class of 2013 four-year Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) rate
4. 2012-13 graduates meeting the Texas Success Initiative (TSI) college readiness standards based on TAKS, SAT, or ACT
5. Advanced/Dual Enrollment Course Completion Rate
6. SAT/ACT Performance Met Criterion
7. SAT/ACT Participation Rate
8. AP/IB percent of examinees meeting the criterion score

Recommended Postsecondary Distinction Designation Methodology. The ATAC recommended the following methodologies by campus type: elementary, middle, and high schools.

Elementary and Middle Schools: Apply the campus comparison group methodology used for Academic Achievement distinction designations. Campuses in the top 25% of their campus

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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 on the postsecondary indicators listed above are 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.

Additional 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.

- Top 25% Student Progress. Used in 2013 accountability, this distinction is based on performance on Index 2: *Student Progress*. Campuses in the top quartile of their campus comparison group on Index 2 earn this distinction.
- Top 25% Closing Achievement Gaps. New in 2014, this distinction is based on performance on Index 3: *Closing Performance Gaps*. Campuses in the top quartile of their campus comparison group on Index 3 earn this distinction.

Expansion of the Academic Distinction Designations. House Bill 3 required the development of academic distinction designations in four subject areas. The 2013 accountability results awarded distinctions for two of the four subjects required. Campus distinction designations will expand to include all four subjects in 2014:

Academic Achievement in Reading/English language arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies

The campus academic distinction designations will continue to be based on the performance of subject level indicators in relation to campuses in the comparison group.

Rationale: Data collection for several indicators described in statute will begin during the 2013-14 school year; therefore, the indicators available for 2014 accountability were drawn from existing data elements. The district methodology is designed to apply a fair and equitable measure of postsecondary readiness for all districts regardless of size. Additional suggestions were made by the ATAC regarding specific academic indicators which will be provided to the separate advisory committee developing the science and social studies distinctions.

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

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

Inclusion of ELLs

In 2013, ELL students tested on the English or Spanish versions of STAAR who were in their fourth year or more of enrollment in U.S. schools were included in the Index 1 calculations based on the phase-in 1 Level II performance standard.

Beginning in 2014, the ATAC recommended including ELL students in their second or third year in U.S. schools in Index 1 calculations.

For ELLs in their second or third year in U.S. schools tested on:

- Spanish versions of STAAR are included and credit the Index if they meet the phase-in 1 Level II performance standard.
- English versions of STAAR are included and credit the Index if they meet the 2014 ELL Progress Measure expectation.

Index 2: Student Progress measures student progress, unlike Index 1 that measures student achievement, to provide an opportunity for diverse campuses to show the improvements they are making independent of overall achievement levels. Progress is evaluated by subject and student group.

Inclusion of ELLs

In 2013, ELL students tested on the Spanish version of STAAR who were in their fourth year or more in U.S. schools were included in the Index 2 calculations. However, ELL students tested on the English version of STAAR regardless of years in U.S. schools were excluded from the 2013 Index 2 calculations.

Beginning in 2014, the ATAC recommended including ELL students in the Index 2 calculations.

For ELLs in their second year of enrollment and beyond in U.S. schools tested on:

- Spanish versions of STAAR are included using the STAAR Progress Measure.
- English versions of STAAR are included using the ELL Progress Measure.

Progress Measure for ELLs Tested in Spanish Reading in the 2013 and English Reading in 2014

Progress measures are not available for students tested on the STAAR Reading Spanish version in the prior year and subsequently transition to the STAAR Reading English version in the following school year. In order to include students who successfully transition from the Spanish to English version of the STAAR Reading test in Index 2 results, the ATAC recommended the following alternative calculation that will be applied to the accountability calculations only.

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Any student that transitions from the 2012-13 STAAR Reading Spanish version to the 2013-14 STAAR Reading English version and meets the Phase-in 1 Level II performance standard (or above) will receive credit in Index 2 as progress that exceeded expectations. The student would be included in the percent of students exceeding progress, earning two points credit in Index 2 for each percentage point. Students transitioning from the Spanish to English STAAR Reading versions who do not meet the Phase-in 1 Level II performance standard will receive no credit in Index 2, similar to progress measures that did not meet expectations.

Rationale: Without an alternative calculation that provides a mechanism to incorporate the progress for ELL students who transition from test language versions on the STAAR Reading assessment, it is possible that monitoring progress for these students would be lax in comparison to students in other student groups that are included in the performance index. The alternate progress measure provides an incentive for educators to focus monitoring efforts on as many students as possible. The method does not compare the two years of STAAR Reading test results; however, it does require student content mastery demonstrated by meeting the Phase-in 1 Level II performance standard, along with academic English language acquisition necessary to meet performance standards on the STAAR Reading English test version.

TEA Comment: To be more fully aligned with the progress requirements for non-ELL students, the following alternative calculation should be applied to the Index 2 calculations for any student who transitions from the 2012-13 STAAR Reading Spanish version to the 2013-14 STAAR Reading English version:

STAAR Reading English test version meets

- Phase-in 1 Level II performance standard (or above) – credit as a progress measure that met expectations, one point for each percent of students meeting the Phase-in 1 Level II performance standard or above.
- Final Level II performance standard – credit as a progress measure that exceeded expectations; one additional point for each percent of students meeting the final Level II performance standard.

The STAAR Reading English test versions that do not meet the Phase-in 1 Level II performance standard are counted as progress that did not meet expectations (no points in the Index 2 calculation).

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the Economically Disadvantaged student group and the lowest performing Race/Ethnicity student group(s) at each campus or district.

Inclusion of ELLs

In 2013, ELL students tested on the English and Spanish versions of STAAR regardless of years in U.S. schools were excluded from the 2013 Index 3 calculations.

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

Beginning in 2014, the ATAC recommended including ELL students in their second or third year in U.S. schools in the Index 3 calculations.

ELLs in their second year of enrollment and beyond in U.S. schools tested on:

- Spanish versions of STAAR are included as are all other STAAR results:
 - Phase-in 1 Level II performance standard (or above) – credit one point for each percent of students meeting Phase-in 1 Level II or above.
 - Level III advanced performance standard – credit one additional point for each percent of students meeting the Level III advanced performance standard.
- English versions of STAAR are included using the ELL Progress Measure and use the Phase-in 1 Level II performance standard only.

In order to accommodate ELLs tested on STAAR English language test versions, the ATAC recommended the following change in the Index 3 calculation.

Index 3 with Separate Indicators

The ATAC recommended change to the Index 3 calculation requires two separate indicators: one measure of students attaining the Phase-in 1 Level II performance standard; and a separate measure (and associated denominator) 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.

Rationale: The inclusion of ELLs in the Index 3 calculations is necessary to provide a complete picture of student district or campus efforts to close the performance gaps. Refining the Index 3 calculation to include all students on a district or campus communicates the statewide priority of closing performance gaps and illustrates that the primary purpose of Index 3 is to reward schools that focus their instructional resources on historically underperforming student populations.

TEA Comment: To be more fully aligned with the Index 3 requirements for non-ELL students, include ELL students in their second year of enrollment and beyond in U.S. schools in Index 3 calculations as follows:

- Spanish test versions of STAAR are included as are all other results (same as ATAC recommendation)
 - Phase-in 1 Level II performance standard (or above) – credit one point for each percent of students meeting Phase-in 1 Level II or above.

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Appendix A

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

- Level III advanced performance standard – credit one additional point for each percent of students meeting the Level III advanced performance standard.
- English test versions of STAAR are included using the ELL Progress Measure and the final Level II performance standard.
- Phase-in 1 Level II performance standard (or above) – credit one point for each percent of students meeting the 2014 ELL Progress Measure expectation.*
- Final Level II performance standard – credit one additional point for each percent of students meeting the Final Level II performance standard performance standard.

Index 4: Postsecondary Readiness includes measures of high school graduation rates 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.

Inclusion of ELLs

The ATAC recommended including ELL students tested on the Spanish versions of STAAR in Index 4 calculations, specifically:

For ELLs in their second year of enrollment and beyond in U.S. schools tested on:

- Spanish versions of STAAR are included in the STAAR component and credit the Index if they meet the final Level II standard on one or more tests.
- English versions of STAAR are excluded from the index calculation until their fifth year of enrollment in U.S. schools.

*Post-meeting revision March 28, 2014