

Appendix K – Data Sources

This appendix provides data sources for the indicators used in the accountability system, including those used to assign distinction designations.

The primary sources for all data used in the accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) data file. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	The ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration is used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration is used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration is used in creating the AP/IB indicator.
Pearson	Pearson is TEA's primary contractor for the statewide assessment program, which includes the State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), and Texas English Language Proficiency Assessment System (TELPAS) testing programs. In June of each year TEA receives the Consolidated Accountability File (CAF) from Pearson, which is used to determine the accountability calculations.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the TEA GED Unit. Unlike the information in most TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all four tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers (ESC), and correctional facilities. Tests are given year-round, and the results are transmitted electronically to TEA from the University of Texas Scoring Center.

PEIMS Record Types Used in Accountability

Record	Name	Description	Submission/ Month
101	Student Demographic Data	Demographic information about each student, including the student's race, ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, student attribution code, crisis code, and economic disadvantaged status.	1 st /October, 3 rd /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, Average Daily Attendance (ADA) eligibility, at-risk status, and indicators of the special programs in which the student participates.	1 st /October
203	Leaver Data	Last campus of enrollment and the leaver reason. Used to determine 4-, 5-, and 6-year longitudinal graduation rate. Graduation type is used to determine annual and 4-year Graduation Plan (RHSP/DAP rate). The leaver data are also used to determine annual dropout rate.	1 st /October
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	3 rd /June
405	Special Education Attendance Data	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	3 rd /June
415	Course Completion Data	Information about each student who was in membership in grades 9-12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, and dual credit indicator.	3 rd /June

Student Groups

Trait	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she:</p> <ul style="list-style-type: none"> • meets eligibility requirements for: <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs assisted under Title II of the Job Training Partnership Act (JTPA); ○ Food Stamp benefits; ○ Temporary Assistance to Needy Families (TANF) or other public assistance; • received a Pell grant or comparable state program of need-based financial assistance; or • is from a family with an annual income at or below the official federal poverty line.
English Language Learners (ELL)	<p>Students are identified as English language learners by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as ELL receive bilingual or English as a second language instruction, although most do.</p>
Race/Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, White, or Two or More Races</p>
Special Education	<p>Special education status indicates the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements. A student's Admission, Review, and Dismissal (ARD) committee decides on the student's participation in testing and graduation programs.</p>

Opportunities for Data Correction

PEIMS

General Data. The PEIMS data collection has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings or distinctions is wholly dependent on the accuracy of the information submitted.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window is provided so that districts have an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (at <http://www.tea.state.tx.us/peims/>) for more details about the correction windows and submission deadlines.

Person Identification Database (PID) Updates. PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to ensure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at <http://www.tea.state.tx.us/index4.aspx?id=3866>.

Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups for campus and district ratings. Districts have multiple opportunities to provide accurate information through their PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they are able to provide corrections to the test contractor and request corrected reports. However, only corrections made during the correction window to the *Test Taken Information* field are reflected in the Consolidated Accountability File (CAF) used for determining accountability ratings and subsequent reports (e.g. TAPR, TPRS, and School Report Cards).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB tests identify the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies have finalized results, subsequent corrections are not reflected in any national, state, district, or school results released.

Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate the index scores and distinction designations. See *Appendix G – Inclusion or Exclusion of Performance Data* for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Translation
13	Texas Juvenile Probation Commission facility - By court order, not regularly assigned to the district
14	Texas Juvenile Probation Commission facility - By court order, regularly assigned to the district
15	Texas Juvenile Probation Commission facility - Not by court order, not regularly assigned to the district
16	Texas Juvenile Probation Commission facility - Not by court order, regularly assigned to the district
17	Texas Youth Commission facility - By court order, not regularly assigned to the district
18	Texas Youth Commission facility - By court order, regularly assigned to the district
19	Texas Youth Commission facility - Not by court order, not regularly assigned to the district
20	Texas Youth Commission facility - Not by court order, regularly assigned to the district
21	Residential treatment facility - By court order, not regularly assigned to the district
22	Residential treatment facility - By court order, regularly assigned to the district
23	Residential treatment facility - Not by court order, not regularly assigned to the district
24	Residential treatment facility - Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility - By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility - By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility - Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility - Not by court order, regularly assigned to the district

Indicator Data Sources

For each indicator shown below, the *Methodology* section shows the source for the numerator and denominator. *Student Group Information* shows the sources for the demographics used to disaggregate the "All Students" totals into the various student groups used in the accountability system. *Other Information* presents unique topics affecting each indicator.

Advanced Course/Dual Enrollment Completion

Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course (from PEIMS 415)}}{\text{number of students in grades 9 through 12 who completed at least one course (from PEIMS 415)}}$$

Year of Data: 2012-13

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in 2014 Accountability: This indicator is used in determining the Distinction Designation for Postsecondary Readiness.

Other Information:

Advanced Course List. A list of courses designated as advanced is published each year in the *TAPR Glossary*. The most current list can be accessed online at <http://ritter.tea.state.tx.us/perfreport/tapr/2013/glossary.html>.

AP/IB Participation and Performance

Methodology:

Participation:

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders taking at least one AP or IB examination (in subject) (from College Board and IBO)}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades (from PEIMS 110)}}$$

Performance At or Above Criterion:

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one score at or above the criterion score (in subject) (from College Board and IBO)}}{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one AP or IB examination (in subject) (from College Board and IBO)}}$$

Year of Data: 2012-13

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in 2014 Accountability: AP/IB performance and participation are used in determining the following Distinction Designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Reading/ELA	<ul style="list-style-type: none"> English Language and Composition English Literature and Composition 	<ul style="list-style-type: none"> English A: Literature English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> Calculus AB Calculus BC Statistics 	<ul style="list-style-type: none"> Further Mathematics Math Studies Mathematics
Academic Achievement in Science	<ul style="list-style-type: none"> Biology Chemistry Physics B Physics C: Mechanics Physics C: Electricity and Magnetism Environment Science 	<ul style="list-style-type: none"> Biology Chemistry Physics Electronics Environmental systems and societies Design Technology
Academic Achievement in Social Studies	<ul style="list-style-type: none"> United States History European History World History United States Government and Politics Comparative Government and Politics Human Geography Microeconomics Macroeconomics Psychology 	<ul style="list-style-type: none"> History History Americas History Europe/ME World Religions Geography Economics Psychology Business and Management ITGS
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information:

- Criterion score is 3 or more for AP and 4 or more for IB.
- Computer Science is not one of the mathematics distinction indicators for 2014 due to changes to the IB program.

Annual Dropout Rate

Methodology for Grade 9-12 Annual Dropout Rate:

$$\frac{\text{number of grade 9-12 dropouts (PEIMS 203)}}{\text{number of grade 9-12 students who were in attendance at any time during the school year (PEIMS 110, 400, and 500)}}$$

Year of Data: 2012-13

Student Demographics: Ten student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL.

Numerator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101 (primary & secondary)	PEIMS 101 (primary & secondary)	PEIMS 405
Date	October 2012 (primary) June 2013 (primary) October 2013 (secondary)	October 2012 (primary) June 2013 (primary) October 2013 (secondary)	October 2012 June 2013

Denominator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101	PEIMS 101	PEIMS 405
Date	October 2012 June 2013	October 2012 June 2013	October 2012 June 2013

Use in 2014 Accountability: Annual Dropout Rate is used in determining Index 4 for high schools and districts in cases where the campus or district has grades 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period of time between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers. For the 2014 ratings cycle, the end of the school-start window is September 27, 2013.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *PEIMS Data Standards* describing the student demographic data (Record Type 101).
- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The Texas Legislature increased the types of dropouts excluded when evaluating dropout and graduation rates for accreditation and state accountability ratings. The 2012-13 dropouts reported during the fall 2013 PEIMS data submission (used for the 2014 state accountability ratings) are processed using definitions with the following exclusions applied:

- students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate;
- students who were previously reported to the state as dropouts, including a student who is reported as a dropout, reenrolls, and drops out again, regardless of the number of times of reenrollment and dropping out;
- students in attendance who are not in membership for purposes of average daily attendance;
- students whose initial enrollment in a school in the United States in grades 7 through 12 was an unschooled refugees or asylees as defined by TEC §39.027(a-1);
- students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located; and
- students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults.

Attendance Rate

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present during the school year (from PEIMS 400)}}{\text{total number of days students in grades 1-12 were in membership during the school year (from PEIMS 400)}}$$

Year of Data: 2012-13

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in Accountability 2014: Attendance is used in determining Distinction Designations for Academic Achievement in Reading/ELA, Mathematics, Science, and Social Studies.

College-Ready Graduates

Methodology:

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA \& mathematics (from Pearson, College Board, and ACT)}}{\text{number of graduates with results in both subjects to evaluate (from PEIMS 203)}}$$

Standards

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on Mathematics	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Year of Data: 2012-13

Student Group Information: Eight student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

	Race/Ethnicity
Source	Assessment Demographics (TAKS) PEIMS 101 (primary for SAT & ACT) College Board and ACT (secondary SAT & ACT)
Date	Spring 2013 October 2013 (primary) October 2013 (secondary)

Use in 2014 Accountability: College-Ready Graduates is used in determining Index 4 (Postsecondary Indicator) and the Distinction Designation for Postsecondary Readiness.

Other Information:

- *TAKS.* This measure includes the performance of juniors tested for the first time during the primary spring administration of 2012. The performance of exit-level TAKS retesters is not included.
- *SAT and ACT.* This measure includes the performance for the class of 2013. If a student takes an ACT or SAT test more than once, the performance used is for the most recent examination taken.
- *Special Education.* This indicator includes performance on TAKS-Accommodated but not on TAKS-Modified nor TAKS-Alternate.
- *Matching ID.* Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs. A student must meet the ELA standard on either TAKS, SAT, or ACT *AND* the mathematics standard on either TAKS, SAT, or ACT.

Graduation Plan

For 2014 accountability, *Graduation Plan* is based on the percent of graduates who receive a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

Methodology for Longitudinal Rate:

number of graduates in the Class of 2013 who complete a 4-year RHSP or DAP
(from PEIMS 203)

number of graduates in the Class of 2013 with reported graduation plans
(from PEIMS 203)

Methodology for Annual Rate:

number of graduates from the 2012-13 school year reported with graduation codes for RHSP or DAP
(from PEIMS 203)

number of graduates reported for 2012-13 school year with reported graduation plans
(from PEIMS 203)

Year of Data: Class of 2013

Student Group Information: Eight student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

	Race/Ethnicity
Source	PEIMS 101
Date	October 2013

Use in 2014 Accountability: The longitudinal RHSP/DAP rate is used in determining Index 4; the annual rate may be used if a longitudinal rate is not available. Only the longitudinal RHSP/DAP rate is used to determine the Distinction Designation for Postsecondary Readiness.

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. For the class of 2013, the rule delineates specific requirements for three levels: minimum requirements, RHSP, and DAP.
- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, or 28; DAP graduates are students with type codes of 20, 23, 26, or 29. See the *PEIMS Data Standards* for more information.

Graduation Rates

Methodology for 4-year Graduation Rate (2009-10 cohort – students who first attended 9th grade in 2009-10 or who transferred in to Texas public schools on grade in 2010-11, 2011-12, or 2012-13)

$$\frac{\text{number of students in 2009-10 cohort who received a high school diploma by August 31, 2013 (from PEIMS 101, 110, and 203 records)}}{\text{Class of 2013 (from PEIMS 101, 110, 203, 400, and 500 records and GED)}}$$

Methodology for 5-year Graduation Rate (2008-09 cohort – students who first attended 9th grade in 2008-09 or who transferred in to Texas public schools on grade in 2009-10, 2010-11, or 2011-12)

$$\frac{\text{number of students in 2008-09 cohort who received a high school diploma by August 31, 2013 (from PEIMS 101, 110, and 203 records)}}{\text{Class of 2012 (from PEIMS 101, 110, 203, 400, and 500 records and GED)}}$$

Methodology for 6-year Graduation Rate (2007-08 cohort – students who first attended 9th grade in 2007-08 or who transferred in to Texas public schools on grade in 2008-09, 2009-10, or 2010-11)

$$\frac{\text{number of students in 2007-08 cohort who received a high school diploma by August 31, 2013 (from PEIMS 101, 110, and 203 records)}}{\text{Class of 2011 (from PEIMS 101, 110, 203, 400, and 500 records and GED)}}$$

Years of Data: PEIMS submission 1 leaver data, 2008-09 through 2012-13; PEIMS submission 3 attendance data, 2007-08 through 2012-13; PEIMS submission 1 enrollment data, 2013-14; GED records as of August 31, 2013.

Student Group Information: Ten student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL.

	Race/Ethnicity	Special Education	ELL*
Source	PEIMS 101	PEIMS 405	PEIMS 400
Date	June of year of final status or October of year of final status for continuers	June of year of final status	June of year of final status

* Students who were ever identified as limited English proficient (LEP) since entering grade 9 in the Texas public school system.

Use in 2014 Accountability: Graduation rate is used in determining Index 4 and the Distinction Designation for Postsecondary Readiness.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of one and only one cohort.
- *Class vs. Cohort.* The denominator of the Graduation Rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received GED,” or “dropped out” as of August 31, 2013 or who have a final status of “continued” as of fall 2013. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are:
 - students with a final status that is not considered to be either a graduate, continuer, GED recipient, or a dropout based on specific leaver codes (see table below);
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and,
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation—they are neither in the numerator nor the denominator.

Leaver Codes	
Code	Translation
01*	Graduated from a campus in this district or charter
03*	Died
16*	Return to home country
24*	College, pursue associate's or bachelor's degree
60*	Home schooling
66*	Removed-child protective services
78*	Expelled for offense under TEC §37.007, cannot return
81*	Enroll in TX private school
82*	Enroll in school outside Texas
83*	Withdrawn by district because not entitled to enrollment
85*	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86*	GED outside Texas
87*	Enroll in university high school diploma program
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
90*	Graduated from another state under provisions of the interstate compact on educational opportunity for military children
98	Other

* Students are not counted as dropouts in determining the 2014 state accountability ratings, since they are excluded from the denominator of the graduation rate and annual dropout rate calculations.

SAT/ACT Results

Methodology:

Participation:

$$\frac{\text{number of examinees taking either the SAT or the ACT (from College Board and ACT)}}{\text{number of total graduates reported for the 2012-13 school year (from PEIMS 203)}}$$

Performance:

$$\frac{\text{number of examinees at or above the criterion score (from College Board and ACT)}}{\text{number of examinees taking either the SAT or ACT (from College Board and ACT)}}$$

Year of Data: 2012-13

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in 2014 Accountability: SAT/ACT Results are used in determining Distinction Designations for Academic Achievement in Reading/ELA and Mathematics, and for Postsecondary Readiness.

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

STAAR Accountability Indicators

See *Chapter 4 – Performance Index Indicators* for detailed information on the methodology used to evaluate the STAAR results in each index.

Year of Data: 2013-14

Student Group Information: Depending on the index, the following groups are evaluated: All Students, Economically Disadvantaged, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL.

The testing contractor, Pearson, precodes student demographic and program information onto the test answer documents. They use either PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff.

	Economically Disadvantaged	Race/Ethnicity	Special Education	ELL
Use In	Index 3	Index 2, 3, 4	Index 2	
Source	Assessment Demographics (Pearson)			
Date	2014 Accountability Cycle (Summer 2013, Fall 2013, Spring 2014)			

Use in 2014 Accountability: STAAR results are used for determining all four index results.

Other Information:

- *STAAR Student Performance Standards.* For 2014, the accountability system uses the following performance standards for the STAAR tests:
 - Level II: Satisfactory (Phase-in 1)
 - Level II: Satisfactory (Final)
 - Level III: Advanced
- *Student Progress Measures.* The STAAR progress measures and ELL progress measure results are used in the Index 2 evaluations. In addition, the ELL progress measure results are included in the Index 1 and Index 3 evaluations. Detailed information about the STAAR progress measure is available online under the STAAR General Resources heading at <http://www.tea.state.tx.us/student.assessment/staar/>. Detailed information about the ELL progress measure is available online under the General Resources heading at <http://www.tea.state.tx.us/student.assessment/ell/>.
- *Consolidated Accountability File (CAF).* The testing contractor, Pearson, provides TEA, ESCs, and school districts with a CAF that contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

The CAF provided by the testing contractor includes the most recent demographic and program information available. For the LEP field, if the student tested in TELPAS or is identified as a current LEP student (value of 'C') in any current-year test administration, the value on the CAF will be 'C.'

- *Substitute Assessments.* Beginning in spring 2014, students may substitute certain tests for corresponding end-of-course (EOC) assessments in order to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results from an approved substitute assessment and verified the student's score in order to

determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the adopted commissioner's rule online at <http://www.tea.state.tx.us/index4.aspx?id=25769808515>.

Students who achieve the equivalency standard on a substitute assessment are included in the phase-in satisfactory standard results for Index 1 and the postsecondary readiness standard results in Index 4. Substitute assessment results are not included in the Index 2 or Index 3 evaluations.

- *Alternate Assessments.* Performance on STAAR Modified is included in all indexes. Performance on STAAR Alternate is included in Indexes 1, 2, and 3.
- *STAAR-L.* Performance on the linguistically-accommodated version of the STAAR is evaluated in the ELL progress measure that is included in the calculations for Indexes 1, 2, and 3.
- *Algebra I Results for Middle School Students.* If a student takes the STAAR Algebra I EOC assessment and a STAAR mathematics grade level assessment, only the results of the Algebra I assessment are included in the accountability calculations for the campus and the district where the student tested.
- *U.S. History Modified.* The STAAR Modified EOC tests in U.S. History administered in spring 2014 were an operational field test with no passing standard and are not included in the 2014 accountability evaluations.
- *TAKS Results.* The exit-level TAKS results from the 2013-14 school year are not included in the assessment results evaluated in the 2014 performance index calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in the 2014 accountability evaluations.

STAAR Academic Achievement Distinction Designations (AADD) Indicators

See *Chapter 5 – Distinction Designations* for detailed information on the methodology used to evaluate Academic Achievement Distinction Designations.

Year of Data: 2013-14

Student Group Information: Not applicable. These indicators are calculated for *All Students* only.

Use in 2014 Accountability: STAAR results are used for determining all four AADD subject area distinctions: Reading/English Language Arts, Mathematics, Science, and Social Studies.

Assessments Evaluated. See table below.

Assessments Evaluated in 2014 Academic Achievement Distinction Designations			
	Summer 2013	Fall 2013	Spring 2014
STAAR End-of-Course (EOC)			
<i>Assessments</i>			
	STAAR: Algebra I Biology U.S. History	STAAR, STAAR Modified, and STAAR Alternate: Algebra I Biology U.S. History	
<i>Student Performance Standards</i>			
	STAAR: Level III Advanced	STAAR, STAAR Modified, and STAAR Alternate: Level III Advanced	
<i>Retests</i>			
	Performance standards can be met by: EOC tests taken for the first time within the 2014 accountability cycle (summer 2013, fall 2013, or spring 2014); or, EOC tests that were retaken within the 2014 accountability cycle following a first attempt in a prior accountability cycle.		
STAAR Grades 3 – 8			
<i>Assessments</i>			
	n/a	STAAR, STAAR Modified, and STAAR Alternate: Grades 3 Reading (English or Spanish) Grades 4 Writing (English or Spanish) Grades 5 Mathematics (English or Spanish) Grades 5 Science (English or Spanish) Grades 7 Writing Grades 8 Reading Grades 8 Science Grades 8 Social Studies	
<i>Student Performance Standards</i>			
	n/a	STAAR, STAAR Modified, and STAAR Alternate: Level III Advanced	
<i>Retests</i>			
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the May retest.		

Other Information:

- *Alternate Assessments.* Performance on STAAR Modified and STAAR Alternate is included in AADD indicators.
- *Substitute Assessments.* STAAR test answer documents indicating a substitute assessment are not included.
- *U.S. History Modified.* The STAAR Modified EOC tests in U.S. History administered in spring 2014 were an operational field test with no passing standard and are not included in the 2014 academic achievement distinction designations.