

# Overview of 2014 Accountability

January 21, 2015

Texas Education Agency | Office of Assessment and Accountability  
Division of Performance Reporting

## Accountability Goals

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**Texas will be among the top 10 states in postsecondary readiness by 2020.**

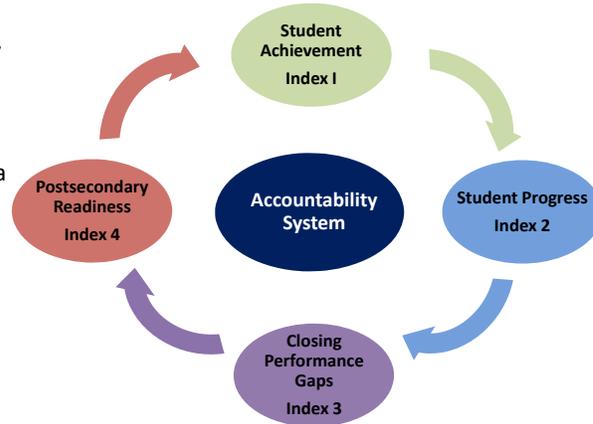
- Improve student achievement at all levels in the core subjects of the state curriculum.
- Ensure the progress of all students toward achieving Advanced Academic Performance.
- Close Advanced Academic Performance level gaps among groups.
- Reward excellence based on other indicators in addition to state assessment results.

First three goals are specified in Chapter 39.053(f) of the Texas Education Code (TEC).

## Performance Index Framework

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The state accountability framework of four Performance Indexes includes a broad set of measures that provide a comprehensive evaluation of districts and campuses.



## Performance Index Goals

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- **Index 1: Student Achievement**  
Measures campus and district performance based on satisfactory student achievement combined over all subjects for all students.
- **Index 2: Student Progress**  
Measures student progress by subject and by student demographics: race/ethnicity, special education, and English Language Learners (ELLs).
- **Index 3: Closing Performance Gaps**  
Emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups.
- **Index 4: Postsecondary Readiness**  
Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

## Accountability Rating Labels

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- Met Standard**

Assigned to districts and campuses that meet the target on all indexes for which it has performance data. This rating applies to campuses serving grades prekindergarten (PK) through 12 (including campuses with assessment data due to pairing).

- Met Alternative Standard**

Assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions and meet modified targets on all performance indexes for which they have performance data.

- Improvement Required**

Assigned to districts, campuses, charter operators, and alternative education campuses (AECs) that miss the target on one or more performance indexes.

## 2014 Performance Index Targets: Non-AEA Districts and Campuses

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To receive a *Met Standard* rating, non-AEA campuses and districts must meet the following accountability targets on all indexes for which they have performance data.

Performance Indexes	Index 1 Student Achievement	Index 2 Student Progress	Index 3 Closing Performance Gaps	Index 4 Postsecondary Readiness	
				All Components	STAAR Component Only
District Targets	55	16	28	57	13
Campus Targets					
Elementary	55	33	28	n/a	12
Middle		28	27	n/a	13
High School/K 12		n/a	31	57	21

## 2014 Performance Index Targets: AEA Charter Districts and Campuses

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To receive a *Met Alternative Standard* rating, AEA campuses and charters must meet the following accountability targets on all indexes for which they have performance data.

Performance Indexes	Index 1 Student Achievement	Index 2 Student Progress	Index 3 Closing Performance Gaps	Index 4 Postsecondary Readiness	
				Both Components	Graduation/ Dropout Rate Component Only
Charter District and AEA Campus Targets	30	n/a	11	33	45

## Index 1: Student Achievement

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### Index 1 Methodology

Each percent of tests that meet or exceed the Phase-in 1 Level II performance standard contributes one point and is summed across subjects.

Index scores range from 0 to 100 for all districts and campuses. Index 1 has only one indicator. Therefore, the Total Index Points and Index Score are the same.

### Total Index Points = Index Score

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Phase in Satisfactory Standard	Index Points
Number of Tests Met or Exceeded Phase-in Satisfactory Standard	50	+	38	+	19	+	10	+	19	=	136	45%	45
Total Tests	100	+	100	+	42	+	40	+	23	=	305		
Index 1 Score													45

## Index 2: Student Progress

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### Index 2 Methodology

Points are based on weighted performance. One point is assigned for each percentage of tests at the Met or Exceeded progress level. Two points are assigned for each percentage of tests at the Exceeded progress level.

Cumulative performance (met or exceeded progress plus exceeded progress) in each subject contributes from 0 to 200 points to the groups consisting of All Students and each student group that meets minimum size criteria.

STAAR Weighted Progress Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
Example Calculation for Reading/ELA Progress	100	50		40					30			
Number of Tests												
Performance Results: Met or Exceeded Progress												
Number	80	40		40					20			
Percent	80%	80%		100%					67%			
Exceeded Progress												
Number	20	20		30					5			
Percent	20%	40%		75%					17%			
Reading/ELA Weighted Progress Rate	100	120		175					84		479	800

## Index 2: Student Progress

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### Index 2 Methodology (continued)

STAAR Weighted Progress Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
Reading/ELA Weighted Progress	100	120		175					84		479	800
Mathematics Weighted Progress	85	98		150					160		493	800
Total											972	1600
Index 2 Score (total points divided by maximum points)											61	

Note that high schools, charter districts, and alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) provisions were not evaluated on Index 2 in 2014.

## Index 3: Closing Performance Gaps

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- **Student Groups**
  - Economically Disadvantaged
  - The two lowest performing race/ethnicity student groups on the district or campus, based on prior-year (2013) assessment results.
  
- **Minimum Size Criteria**
  - Identify the racial/ethnic student groups that have 25 or more tests in both reading/ELA and mathematics in the prior year.
  
  - Select the lowest performance student group(s) that meet the minimum size based on all subjects results in the prior year.
    - If three or more racial/ethnic student groups meet prior-year minimum size, performance of the two lowest performing racial/ethnic groups are included.
    - If two racial/ethnic student groups meet minimum size, performance of the lowest performing racial/ethnic group is included.
    - If only one racial/ethnic student group meets the prior-year minimum size, then the racial/ethnic group is not included.

## Index 3: Closing Performance Gaps

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**Example on how to determine the lowest performing student groups**

	All Students	African American	Hispanic	White
<b>2013 STAAR Performance</b>				
<b>All Subjects</b>				
Percent of Tests				
% at Phase-in 1 Level II or above	44%	52%	49%	77%
% at Final Level II or above	10%	8%	16%	19%
% at Level III Advanced	2%	3%	2%	0%
<b>Number of Tests</b>				
# at Phase-in 1 Level II or above	1,342	188	1,265	20
# at Final Level II or above	289	30	250	5
# at Level III Advanced	54	10	50	0
<b>Total Tests</b>	<b>3,035</b>	<b>359</b>	<b>2,597</b>	<b>26</b>
<b>Reading</b>				
Percent of Tests				
% at Phase-in 1 Level II or above	56%	57%	56%	55%
% at Final Level II or above	13%	0%	12%	9%
% at Level III Advanced	2%	5%	2%	0%
<b>Number of Tests</b>				
# at Phase-in or above	551	47	490	6
# at Final Level II or above	124	0	107	1
# at Level III Advanced	21	4	17	0
<b>Total Tests</b>	<b>984</b>	<b>82</b>	<b>878</b>	<b>11</b>
<b>Mathematics</b>				
Percent of Tests				
% at Phase-in 1 Level II or above	54%	44%	55%	90%
% at Final Level II or above	11%	0%	10%	40%
% at Level III Advanced	3%	0%	3%	0%
<b>Number of Tests</b>				
# at Phase-in 1 Level II or above	534	36	483	9
# at Final Level II or above	105	0	92	4
# at Level III Advanced	26	0	26	0
<b>Total Tests</b>	<b>988</b>	<b>82</b>	<b>882</b>	<b>10</b>

## Index 3: Closing Performance Gaps

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### Index 3 Methodology

One point is assigned for each percent of tests at the Phase-in Satisfactory Standard and above. Two points are assigned for each percent of tests at the Advanced Standard.

Contributes from 0 to 200 points to the Economically Disadvantaged student group and each student group that meets minimum size criteria.

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group 1	Lowest Performing Race/Ethnic Group 2	Total Points	Maximum Points
Example Calculation for Reading Weighted Performance Number of Tests	80	40	25		
Performance Results: Phase-in Satisfactory Standard and above Number Percent	80 100%	20 50%	25 100%		
Advanced Standard Number Percent	40 50%	0 0%	25 100%		
Reading Weighted Performance Rate	150	50	200	400	600

## Index 3: Closing Performance Gaps

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### Index 3 Methodology (continued)

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group 1	Lowest Performing Race/Ethnic Group 2	Total Points	Maximum Points
Reading Weighted Performance	150	50	200	400	600
Mathematics Weighted Performance	125	100	90	315	600
Writing Weighted Performance	80	90	125	295	600
Science Weighted Performance	120	40	90	250	600
Social Studies Weighted Performance	50	40	80	170	600
Total				1430	3000
Index 3 Score (total points divided by maximum points)				48	

## Index 4: Postsecondary Readiness

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### ■ Four Components

The four index components are equally weighted:

- STAAR Component: Postsecondary Readiness Standard (25%)
  - Graduation Rate (or Annual Dropout Rate) Component (25%)
  - Graduation Plan (RHSP/DAP Rate) Component (25%)
  - Postsecondary Component: College-Ready Graduates (25%)
- Districts, high schools, and K-12 campuses are evaluated on all four components.
  - When any of the three non-STAAR components are not available then only the STAAR Component is evaluated.
  - Elementary and middle schools are evaluated on the STAAR Component only.

## Index 4: Postsecondary Readiness

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### STAAR Component: Postsecondary Readiness Standard

#### ■ Assessments

- STAAR and STAAR Modified or EOC Substitute Assessments

#### ■ Performance Standard

- Meeting Postsecondary Readiness standard (Final Level II or above or equivalency standard) on two or more subjects

#### ■ Subjects

- Reading, Writing, Mathematics, Science, and Social Studies

## Index 4: Postsecondary Readiness

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### Graduation Rate (or Annual Dropout Rate) Component

#### Graduation Rate

■ **Performance Standard**

Combined performance across graduation rates (or annual dropout rate, if graduation rate is not available). Whichever graduation rate that contributes the most points to the index is applied.

- Class of 2013 Four-year Graduation Rate for grades 9-12
- or
- Class of 2012 Five-year Graduation Rate for grades 9-12

## Index 4: Postsecondary Readiness

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### Graduation Rate (or Annual Dropout Rate) Component

#### Annual Dropout Rate

Only applies when four-year or five-year graduation rates are not available.

■ **Annual Dropout Rate**

- Calculated by dividing the number of students in grades 9-12 designated as having dropped out by the number of students enrolled in grades 9-12 at any time during the 2012-13 school year.

## Index 4: Postsecondary Readiness

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### Graduation Plan (RHSP/DAP Rate) Component

- Based on a four-year longitudinal cohort that represents the percent of students in the Class of 2013, who began grade 9 in 2009-10, and graduated under the Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP).

or

- The annual percent of RHSP/DAP graduates for the 2012-13 school year for districts and campuses that do not have a four-year longitudinal graduation cohort or do not meet the minimum size requirement.
- The annual RHSP/DAP graduation rate also applies to new campuses until sufficient data is available to calculate a longitudinal graduation rate.

## Index 4: Postsecondary Readiness

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### Postsecondary Component: College-Ready Graduates

- Percent of high school graduates from the 2012-13 school year meeting the Texas Success Initiative (TSI) college readiness standards on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT test, or ACT test.
- **Subjects**
  - Both Reading/ELA and Mathematics

## Index 4: Postsecondary Readiness

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
<b>21</b>												
<b>STAAR Score</b>												
STAAR % Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30.3	
<b>Graduation Score (Gr. 9-12)</b>												
4-yr. graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Total											546.4	700
Graduation Score (best of total graduation points divided by maximum points)											78.1	
<b>RHSP/DAP Score</b>												
4-yr. graduation Percent RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400
RHSP/DAP Score (total points divided by maximum points)											81.4	
<b>Postsecondary/College-Ready Graduates Score</b>												
College-Ready Graduates on both Reading/ELA and Math	82%	72%			78%		89%				321	400
College-Ready Score (total points divided by maximum points)											80.3	
<b>Overall Index Score</b>												
STAAR Score	30.3 x 25%										7.6	
Graduation Score	78.1 x 25%										19.5	
RHSP/DAP Score	81.4 x 25%										20.4	
College-Ready Score	80.3 x 25%										20.1	
Index Score (sum of weighted index scores)											68	

## Index 4: Postsecondary Readiness

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### AEA Charter Districts and Campuses (Including Dropout Recovery Campuses)

- **Two Components**

These two index components are not equally weighted as for regular districts and campuses:

- STAAR Postsecondary Readiness Standard (25%)
- Graduation (or Annual Dropout Rate) Component (75%)

- If both components are not available, then will evaluate the Graduation Score (or Annual Dropout Rate) component only.

- If the Graduation Score (or Annual Dropout Rate) are not available, then Index 4 is not evaluated for those AEA charter districts and campuses.

## Index 4: Postsecondary Readiness

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### AEA Charter Districts and Campuses (Including Dropout Recovery Campuses)

#### STAAR Component

- **Assessments**
  - STAAR and STAAR Modified or EOC Substitute Assessments
- **Performance Standard**
  - Meeting Postsecondary Readiness standard (Final Level II or above or equivalency standard) on two or more subjects
- **Subjects**
  - Reading, Writing, Mathematics, Science, and Social Studies

## Index 4: Postsecondary Readiness

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### AEA Campuses and Charter Districts (Including Dropout Recovery Campuses)

#### Graduation (or Annual Dropout Rate) Score Component

- **Graduation Score:** Whichever contributes the most points to the overall total.
  - Class of 2013 four-year graduation, continuers, and GED rate for grades 9-12
  - or
  - Class of 2012 five-year graduation, continuers, and GED rate for grades 9-12
  - or
  - Class of 2011 six-year graduation, continuers, and GED for grades 9-12

## Index 4: Postsecondary Readiness

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### AEA Campuses and Charter Districts (Including Dropout Recovery Campuses)

#### Graduation (or Annual Dropout Rate) Score Component

##### ■ Annual Dropout Rate

- This rate is modified to give AEA charter districts and campuses rates of  $\leq 20.0\%$ .
- If AEA charter district or campus has students enrolled in grades 9, 10, 11, or 12, but does not have a 4- or 5- or 6-year graduation, continuer, and GED rate, then a grade 9-12 annual dropout rate is applied.

## Index 4: Postsecondary Readiness

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### AEA Campuses and Charter Districts (Including Dropout Recovery Campuses)

**Bonus Points:** A maximum of 30 bonus points are added for the following indicators:

- **Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP)**
  - Based on the four-year longitudinal cohort.
  - For AEA charter districts and campuses that use the Annual Dropout Rate, an annual RHSP/DAP is calculated for bonus points.
  - The annual rate is also used if the four-year longitudinal RHSP/DAP data does not meet the minimum size criteria.
- **College-Ready Graduates**
  - Based on the graduates reported in the 2012-13 school year who met the TSI criteria on the TAKS exit-level test or the SAT test or the ACT test in both reading/ELA and mathematics.
- **Excluded Student Credit**
  - Based on AEA charter districts and campuses serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.

## Index 4: Postsecondary Readiness

### AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate

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Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
<b>STAAR Postsecondary Readiness Standard</b>												
% Meeting Postsecondary Readiness Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											51.8	
<b>Graduation, Continuers, and GED Rate</b>												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate Total											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	
<b>Bonus Points</b>												
RHSP/DAP Rate (4-yr. longitudinal/annual)	33.3%										33	
College-ready graduates											0	
Excluded students credit											0	
Total Bonus Points (maximum of 30)											30	

## Index 4: Postsecondary Readiness

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### Overall Index 4 Score for AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate

Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Standard	51.8	X	25%	13.0
Graduation, Continuers, GED Rate	61.4	X	75%	46.1
Bonus Points	30			30
<b>Index 4: Score</b>				<b>89</b>

## 2014 AEA Campus Registration

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- AEA campus registration occurred April 1 – April 15, 2014, via the TEASE Accountability website.
- Alternative education campuses (AECs) rated under 2013 AEA procedures qualified for automatic re-registration, subject to meeting certain criteria:
  - Each campus must have at least 75% at-risk student enrollment as verified by current-year PEIMS fall enrollment data;
  - For campuses with less than 75% at-risk student enrollment, prior-year PEIMS data may be used to qualify;
  - Each campus must have at least 50% of students enrolled in grades 6-12; and
  - AEA registration expanded to include dropout recovery schools.

## Distinction Designations

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### 2013 Campuses Only

- Student Progress (based on Index 2)
- Academic Achievement in:
  - Reading/English Language Arts
  - Mathematics

### 2014 Campuses Only

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
  - Reading/English Language Arts
  - Mathematics
  - Science
  - Social Studies

### Districts and Campuses

- Postsecondary Readiness (based on Index 4 for elementary and middle schools)

Per Texas Education Code (TEC) § 39.201, alternative education campuses (AECs) evaluated under AEA provisions are not eligible for distinction designations.

New indicators in 2014 are shaded

## Distinction Designations

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### Districts and Campuses Postsecondary Readiness

House Bill 5 (83<sup>rd</sup> Texas Legislature, 2013) expanded distinction designations to both districts and campuses for outstanding performance in attainment of postsecondary readiness.

Criteria must include indicators based on percentages of students who:

- Achieve college-readiness standards on STAAR;
- Earn nationally or internationally recognized business/industry certification;
- Complete a coherent sequence of CTE courses;
- Complete dual credit courses or a postsecondary course for local credit;
- Achieve college readiness standards on SAT, ACT, PSAT, or ACT-PLAN examinations; and
- Earn college credit based on AP/IB performance.

## System Safeguards

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- With a performance index framework, poor performance in one subject or one student group does not necessarily result in an *Improvement Required* accountability rating.

Safeguards results are addressed through the Texas Accountability Intervention System (TAIS) managed by the Program Monitoring and Interventions (PMI) Division.

- The intent of the system safeguards system is to also meet additional federal accountability requirements that are not met in the performance index. See *Chapter 8: System Safeguards and Other Federal Requirements* in the *2014 Accountability Manual* for details.

## System Safeguards Measures and Targets

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- Performance rates, disaggregated by subject area and student group, are calculated from the assessment results used to calculate Index 1: Student Achievement.
- 2014 targets for the disaggregated system safeguard results:
  - STAAR performance target (55%) corresponds to Index 1 target;
  - STAAR participation target (95%) required by federal accountability;
  - Federal graduation rate targets and improvement calculations for 4-year rate (80%) and 5-year rate (85%); and
  - Federal limit on use of modified (2%) and alternate assessments (1%).

## System Safeguards Measures and Targets

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Indicator	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	ELL
<b>Performance Rates – State</b>											
Reading	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Mathematics	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Writing	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Science	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Social Studies	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
<b>Performance Rates – Federal</b>											
Reading – Federal	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
Mathematics – Federal	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
<b>Participation Rates</b>											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
<b>Federal Graduation Rates (includes an improvement target)</b>											
4-year	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
5-year	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
<b>District Limits on Use of Alternative Assessment Results</b>											
Reading – Modified	2%										<i>Not Applicable</i>
Reading – Alternate	1%										<i>Not Applicable</i>
Mathematics – Modified	2%										<i>Not Applicable</i>
Mathematics – Alternate	1%										<i>Not Applicable</i>

## Resources

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- **2014 Accountability Rating System**  
<http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>
- **Resources**  
<http://www.tea.state.tx.us/perfreport/resources/index.html>
- **Performance Reporting Home Page**  
<http://www.tea.state.tx.us/perfreport>
- **Performance Reporting E-mail**  
[performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us)
- **Division Telephone**  
(512) 463-9704