

Accountability System Development for 2015 and Beyond
Accountability Technical Advisory Committee (ATAC) Recommendations

2015 Accountability Ratings Criteria, Targets, and Performance Indexes

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. Additional changes to accountability are made to address the State of Texas Assessments of Academic Readiness (STAAR[®]) program changes for the 2014-15 school year communicated by letter to school districts on August 29, 2014.

1. 2015 System Rigor

The overall design of the accountability system will remain the same, evaluating performance according to four indexes:

- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Performance Gaps
- Index 4: Postsecondary Readiness

Although the ATAC agreed that the performance index framework addresses the statutory policy goals for the accountability system, there was a consensus that ATAC address specific changes to the Index 3 calculations in 2016. The ATAC requested clarification of the goals specified regarding advanced performance levels and their associated student performance standard in order to formulate recommendations for index changes.

The statutory policy goals for the accountability system specified in Chapter 39.053(f) of the Texas Education Code are as follows:

- 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

Changes affecting all four performance indexes.

Implementation of revised TEKS mathematics curriculum

Due to the revised TEKS mathematics curriculum standards for grades K–8 adopted by the State Board of Education (SBOE) in April 2012, the spring 2015 STAAR mathematics assessments for grades 3–8 will be used to develop new STAAR student performance standards during summer 2015. Students who participate in the spring 2015 STAAR grades 3–8 mathematics administrations will receive a raw score prior to the end of the school year. In August 2015, updated student confidential reports and test data files will indicate the passing status based on new student performance standards.

Equivalent performance standards will be developed for accountability purposes only that establish a link or “bridge” between the spring 2015 STAAR grades 3–8 mathematics tests and the previous (2014) mathematics tests. For accountability purposes only, the testing contractor will establish a link between the new spring 2015 STAAR grades 3–8 mathematics tests and the previous mathematics tests to determine equivalent performance standards. The bridge study process will statistically map the

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previous performance standards to the new assessments using common items appearing on both the prior version and the new version of the STAAR mathematics assessments. The bridge study's process then compares performance on the new 2015 STAAR mathematics assessments to performance on the 2014 STAAR mathematics assessments in order to ensure that selected performance standards are equivalent to the original STAAR mathematics performance standards.

The 2015 state and federal accountability results will be based on student performance on the 2015 STAAR mathematics assessments for grades 3–8 at each equivalent passing standard determined by the STAAR Mathematics Bridge Study:

- Phase-in 1 Level II
- Final Level II
- Advanced Level III

ATAC Decision: There was a consensus among the ATAC members to use the STAAR Mathematics Bridge Study results.

Rationale: The lack of mathematics performance standards on STAAR grades 3–8 mathematics is addressed by the use of the STAAR Mathematics Bridge Study. Developed only for 2015 accountability purposes, the bridge study effectively holds districts and campuses to passing rates based on prior year student performance standards.

Changes to assessments for students with disabilities

STAAR assessments are available to students who receive special education services as determined by the student's admission, review, and dismissal (ARD) committee. Three changes planned for school year 2014–15 will directly affect assessments available for students with disabilities:

Elimination of STAAR Modified: STAAR Modified, alternate assessments based on modified academic achievement standards available for eligible students receiving special education services, were administered for the final time in 2013–14. The U.S. Department of Education informed states that assessments based on modified standards for students served by special education may no longer be used for accountability purposes after the 2013–14 school year.

Administration of STAAR Accommodated (STAAR A): STAAR A assessments are accommodated versions of the general STAAR assessments available for eligible students. Administered for the first time in spring 2015, STAAR A is intended for students with disabilities receiving special education services and students with dyslexia and related disorders (as defined by Texas Education Code §38.003) being served under Section 504 of the Rehabilitation Act of 1973. STAAR A student performance results of tests administered in spring 2015 will be reported with STAAR results.

Redesigned STAAR Alternate 2 implemented: House Bill 5 required a redesign of STAAR Alternate with implementation in February 2015. The new STAAR Alternate 2 assessments were redesigned to meet the diverse needs of students with significant cognitive disabilities enrolled in grades 3 through 8 and EOC subjects. Designed as a standardized item-based assessment, the new STAAR Alternate 2 consist of 24 scripted questions and is administered to students in a one-on-one setting then submitted through an online form. New performance standards for STAAR Alternate 2 will be set in spring 2015, and STAAR Alternate 2 student performance results will be reported with STAAR results.

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In order to address these changes to assessments for students with disabilities in 2015 accountability, STAAR A and STAAR Alternate 2 will be used for Index 1 with a hold-harmless provision in place. These assessments will not be used in Index 2, Index 3, or Index 4.

Index 1. Include the STAAR A and STAAR Alternate 2 results in the Index 1 calculations and apply a hold-harmless provision, which adjusts the accountability rating if the Index 1 outcomes fail to meet the target solely due to the inclusion of these assessments.

Also included in Index 1 are the STAAR (regular) assessments in grades 3–8 mathematics based on 2014 equivalent performance standards as calculated from the STAAR Mathematics Bridge Study. The hold-harmless provision will not apply to grades 3–8 mathematics.

Index 2. Include all available progress measures, except for STAAR A progress measure results and ELL progress measure results for grades 3-8 mathematics.

Index 3. Exclude STAAR A and STAAR Alternate 2 results.

Index 4. Exclude STAAR A and STAAR Alternate 2 results.

The Index 1 hold-harmless calculation also includes the following:

- **Accountability Reports:** Data reported for 2015 accountability will include student performance on STAAR A and STAAR Alternate 2. The reports will include the modified rating label with annotations explaining a hold-harmless provision was applied. The data that exclude the STAAR A and STAAR Alternate results will not be reported.
- **Distinction Designations:** All indicators used to evaluate Advanced Level III performance are aligned with Index 1 and will therefore include student performance on STAAR A and STAAR Alternate 2 at the Advanced Level III performance standard.
 - No hold-harmless provision is applied.
 - Modify the Campus Comparison Group methodology to include the percent of students served by special education programs based on fall PEIMS enrollment.
- **System Safeguards:** The system safeguard outcomes are aligned to Index 1 and will include student performance on STAAR A and STAAR Alternate 2. The Texas Accountability Intervention System (TAIS) and federally required identification of Focus and Priority Schools, including submission of assessment results to the U.S. Department of Education, will include these results.

ATAC Decision: There was a general consensus among the ATAC members to apply a hold-harmless provision for the 2015 Accountability rating label. An option to expand this to include a hold-harmless provision for grades 3 – 8 mathematics was discussed. An expanded hold-harmless provisions could adjust the rating label if the Index 1 outcomes fail to meet the target due the *combination* of the inclusion of STAAR A and STAAR Alternate 2 assessments *plus* grades 3–8 mathematics 2014 equivalent performance standards based on the STAAR Mathematics Bridge Study. ATAC members commented about the lack of instructional support provided statewide which differed greatly from previous curricular transitions of this scale. Following their discussion on the recommendations for the 2015 ratings criteria and targets described below, the ATAC members

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voted on their recommendation to expand the hold-harmless provision to grades 3-8 mathematics. Two ATAC members (Keith Haffey and Donna Porter) voted for the expanded hold-harmless provision, and twenty-two ATAC members voted to apply hold-harmless to STAAR A and STAAR Alternate 2 assessments only and not mathematics.

Rationale: The lack of mathematics performance standards on STAAR grades 3–8 mathematics is addressed by the use of the STAAR Mathematics Bridge Study. Developed only for 2015 accountability purposes, the bridge study effectively holds districts and campuses to passing rates based on prior year student performance standards. Despite this assurance, some members felt that a more constructive approach was appropriate due to the lack of instructional supports made available to school districts to address the revised TEKS mathematics curriculum standards since the 2012 SBOE decision. Members’ discussion of the STAAR Mathematics Bridge Study reiterated the effect of applying prior year student performance standards which addresses the curriculum transition. Other ATAC members were concerned that the exclusion of mathematics from 2015 accountability ratings would skew the performance index results, particularly Index 4 which requires demonstrating performance on two or more subjects.

2. Accountability Ratings Criteria and Targets

Ratings Criteria. 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 the following indexes if they have performance data for evaluation:

Index 1 **OR** Index 2 AND **Index 3** AND **Index 4**

ATAC Decision: The ATAC discussed the original design of four performance indexes built to ensure that failure to meet one index target does not necessarily result in an *Improvement Required* rating. Specifically, the ATAC reiterated their original recommendation in March 2013, which was modified slightly by the Accountability Policy Advisory Committee (APAC): in order to receive a Met Standard rating all campuses and districts must meet the accountability targets on two indexes. During the December 2014 meeting, there was consensus among the ATAC to agree with the TEA suggestion that the rating criteria require either Index 1 or Index 2 due to the changes to the assessment program in 2015.

Rationale: The rigor of the 2015 accountability system caused by the revised TEKS mathematics curriculum and planned changes to assessments for students with disabilities will impact 2015 ratings for districts and campuses. For Index 2, the use of grade 3 – 8 mathematics results at the 2014 equivalent performance standard prevents calculation of student progress measures in mathematics. Changes to assessments for students with disabilities also limits the number of progress measures used in Index 2. The application of a hold-harmless provision requires new assessments to be included in Index 1. Therefore, a rating criteria that require either Index 1 or Index 2 addresses the systemic rigor of 2015.

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Performance Index Targets. The majority of ATAC members recommended the following performance index targets for 2015:

Recommended Performance Index Targets

	Index 1 Maintain 2014 Targets	Index 2*	Index 3 Maintain 2014 Targets	Index 4 Maintain 2014 Targets	
				All Components	STAAR Component Only
Non-AEA					
District Targets	55	5 th Percentile	28	57	13
Campus Targets:	55				
Elementary		5 th Percentile	28	n/a	12
Middle		5 th Percentile	27	n/a	13
High School/K-12		5 th Percentile	31	57	21
AEA				Both Components	Graduation/ Dropout Rate Component Only
AEA Campus and Charter District Targets	30	5 th Percentile	11	33	45

* Targets for non-AEA campuses are recommended to be set at about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

Rating Labels. The 2015 rating labels remain the same rating labels issued in 2014 accountability

- *Met Standard* – met the required performance index targets and other accountability rating criteria
- *Improvement Required* – did not meet the required 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

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ATAC Decision: There was general consensus among the ATAC on the performance index target for Index 1. All other indexes were decided by vote of the committee. The following table summarizes the votes of the ATAC (when applicable) for each performance index target:

February 5, 2015 ATAC Member Votes: Performance Index Target Methodology	Index 1	Index 2	Index 3	Index 4
Maintain 2014 Targets	Consensus	4	21	22
Apply 5 th Percentile by campus type		20	3	2

Rationale: Discussion among ATAC members following the options for target setting focused on the rigor of the 2015 accountability system. There was a general consensus to either hold the 2014 targets constant or apply the fifth percentile of performance in order to address system rigor. The consensus among the ATAC was that the performance index targets for index 1, 3, and 4 remain the same as targets applied in 2014. The ATAC expressed its preference to identify *Improvement Required* districts and campuses on the basis of previous year performance targets, rather than failing to meet the index targets due to the rigor of the 2015 system. Other ATAC members expressed concern with the planned transition to the Phase-in 2 Level II student performance standard implemented beginning in school year 2015–2016. Members preferred maintaining current targets for 2015 in preparation for rigorous target setting in 2016.

The Index 2 target is set at or about the fifth percentile of performance by campus type based on the actual 2015 Index 2 outcomes. The use of the fifth percentile target is necessary due to the limited number of student progress measures available in 2015. There are no STAAR progress measures reported for mathematics in grades 4–8, STAAR Alternate 2 in all grades and subjects, and students in grades 4–8 that tested in the prior year on 2014 STAAR Modified in any subject. Also, since Index 2 was not evaluated for high schools and K-12 campuses in 2014 due to transitional changes to the end-of-course assessments, it would not be possible to use the 2014 Index 2 targets in 2015 for these campuses.

3. Performance Indexes

The original design of each performance index remains the same as the prior year. Slight changes to the index and clarification of the hold-harmless feature are described in the following sections.

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

Hold-Harmless Provision

The **base index data** results for Index 1 are calculated as in 2014 and will include the STAAR A and STAAR Alternate 2.

The **Index 1 hold-harmless** results will exclude STAAR A and STAAR Alt 2 assessments. The higher of Index 1 scores from the base data score and hold-harmless score will be selected for the accountability

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rating outcome. If the rating label is changed due to missing the index target based solely on the inclusion of the special education assessments, the accountability report will include annotations explaining a hold-harmless provision was applied.

The accountability reports, campus-level Distinctions Designations indicators Advanced Level III performance, plus System Safeguard outcomes and data table are aligned to Index 1 and will include student performance on STAAR A and STAAR Alt 2. The Campus Comparison Group methodology will also be modified to include the percent of students served by special education programs based on fall PEIMS enrollment.

Note that Index 1 data that exclude the STAAR A and STAAR Alternate results will not be reported.

Inclusion of English Language Learners (ELLs)

The ATAC English Language Learner (ELL) Workgroup convened following the December 2014 meeting to discuss additional refinements to the inclusion of ELLs in accountability. The workgroup focused on changes for ELL in two unique circumstances: those served by special education programs and those with parental denials for instructional services. The changes recommended apply only to ELLs enrolled in their second through fourth years in U.S. schools.

ELLs in their first year of enrollment in U.S. schools are excluded from accountability. For ELLs served by special education programs and tested on STAAR A or STAAR Alt 2, the tests are included in the Index 1 reported results, then excluded from the hold-harmless Index 1 results, as described above. Detailed changes for all four indexes are summarized in *Appendix A: 2015 Accountability Inclusion of English Language Learners (ELLs) in Special Categories*.

ATAC Decision: ATAC members agreed with the ELL workgroup recommendation to include the student performance standard from STAAR tests of ELLs served by special education programs and those with parental denials for instructional services.

Rationale: The ATAC ELL Workgroup recommendations are found in Appendix A, and supporting rationale found in the workgroup proposal to the ATAC, accessible at <http://ritter.tea.state.tx.us/perfreport/account/2015/materials.html>.

Index 2: Student Progress. Measures of student progress provide an opportunity for districts and campuses to receive credit for improving student performance independent of overall student achievement.

Weighted Performance Rate

The consensus among the ATAC was to change the Index 2 STAAR Weighted Progress Rate to a combined aggregated rate. The Index 2 calculation will combine STAAR and ELL Progress Measures in Reading, Mathematics (Algebra I only), and Writing for an Aggregate Weighted Progress Rate. This change is applied to the 2015 accountability system and beyond. The Percent Met or Exceeded Progress, and Percent Exceeded Progress will be calculated from the combined tests in Reading, Mathematics (Algebra I only), and Writing. The STAAR Aggregate Weighted Progress Rate will be used in the Index 2 calculation; the specific subject percentages will not contribute to the calculation. Index 2 will continue to accumulate points weighted by the students' level of performance: one point for each percentage of tests that Met or Exceeded progress; one additional point for each percentage of tests that Exceeded

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

Progress Measures not used

STAAR Progress Measures are affected by both the lack of grade 3 – 8 mathematics performance standards and new assessments for students with disabilities. The ATAC agreed to exclude STAAR A progress measures from Index 2. ELL Progress Measures will be calculated for all subjects. However, the ATAC agreed to exclude the grades 3 – 8 mathematics ELL Progress Measures from Index 2 because there are no STAAR progress measures in 2015 for grades 3–8 mathematics.

Note that the campus-level Distinctions Designations indicators of Greater than Expected Growth used for Additional Academic Achievement Distinction Designations (AADD) in Reading/ELA and Mathematics are aligned to Index 2. The student progress measures included in 2015 Index 2 calculations, shown below, are the same student progress measures included in the percentages shown for Greater than Expected Growth. Also note that ELL Progress Measures in Reading/ELA and Writing (all grades) are included in Index 2. More information on student progress measures can be found at the following links to the Student Assessment website, STAAR® General Resources section, see

- STAAR Progress Measure
- ELL Progress Measure, available at <http://tea.texas.gov/student.assessment/staar/>

2015 STAAR or ELL Progress Measures included in Index 2*			
2015 Assessment	General Assessment	Test Language	Measure
Reading			
Grade 3	STAAR Regular		ELL Progress Measure
Grade 4	STAAR Regular	English Spanish	STAAR or ELL Progress Measure
Grade 5	STAAR Regular	English Spanish	STAAR or ELL Progress Measure
Grade 6	STAAR Regular	English	STAAR or ELL Progress Measure
Grade 7	STAAR Regular	English	STAAR or ELL Progress Measure
Grade 8	STAAR Regular	English	STAAR or ELL Progress Measure
English I	STAAR Regular	English	ELL Progress Measure
English II	STAAR Regular	English	STAAR or ELL Progress Measure
Writing			
Grade 4	STAAR Regular	English	ELL Progress Measure
Grade 7	STAAR Regular	English	STAAR or ELL Progress Measure
Mathematics			
Algebra I	STAAR Regular STAAR L	English	STAAR or ELL Progress Measure

*Available measures not used in 2015 Index 2 calculations
 STAAR A progress measures in any grade/subject, and ELL Progress Measures in grades 3–8 mathematics

*Progress measures not reported in 2015
 STAAR Progress Measures for in grades 3–8 mathematics

Expand the ELL Student Group

The Index 2 ELL student group is expanded to include Current and Monitored ELLs in the first and second years of academic monitoring after exiting ELL status. Student progress results for an ELL student are included in the ELL student group if the student has been identified as a current or monitored limited English proficient (LEP) student and has been appropriately coded on assessment answer documents.

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Students are coded as either 1) a currently identified LEP student (“C”), or 2) the student has met the criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS and is in the first or second year of monitoring as required by statute (“M1” or “M2”).

ATAC Decision: The primary recommendation of the ATAC is directed to the testing program in order to address specific issues related to the calculation of progress. Members expressed their concern of the transparency of measuring student progress through the use of 2014 equivalent performance standards. Concern was also noted concerning progress measured by end-of-course (EOC) tests, specifically regarding the use of retests in the progress measure calculation. The ATAC recommended measuring progress for EOCs based on the most recent administration of one test to the most recent administration of the next test in the progressive end-of-course sequence. There was an alternative recommendation to include a measure of progress from the first administration to the retest in the same course, specifically for Algebra I EOC tests.

Rationale: Available student progress measures are based on the Texas Assessment Program administration of tests that progress from one grade level to the next. Due to the reduction in EOC tests as a result of House Bill 5, there are limited numbers of available student progress measures for high school campuses. The ATAC recommendation addresses the current high-stakes of available student progress measures in Index 2, particularly when rating criteria require the index target met to attain a *Met Standard* rating.

Index 3: Closing Performance Gaps. Emphasizes the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups.

The ATAC consensus for 2015 accountability was no changes to the Index 3 calculation.

Note that student performance on STAAR tests are included in Index 3 for ELLs with parental denials for instructional services. The change applies only to ELLs enrolled in their second through fourth years in U.S. schools. For detailed information, see *Appendix A: 2015 Accountability Inclusion of English Language Learners (ELLs) in Special Categories*.

ATAC Decision: The ATAC requested a definition of student performance at the advanced levels as specified in Chapter 39.053(f) of the Texas Education Code, particularly the distinction between a student performance standard of Postsecondary Readiness and Advanced Level III performance. The committee discussed the purpose of Index 3 which addresses the goal of closing advanced academic performance level gaps among student groups. Although options for a change in the Index 3 calculation were discussed, the committee chose to begin discussion of a possible redesign of Index 3 for 2016 accountability.

Rationale: The complexity of the 2015 performance indexes due to the application of a hold-harmless provision deterred ATAC members from an in-depth discussion of the Index 3 calculation options. Members relayed a number of concerns about the complexity of the current index. There was also concern that the lowest performing student groups of the prior year have difficulty achieving the satisfactory performance standard on STAAR tests, with even more difficulty in achieving the advanced level performance standard. ATAC workgroups plan to discuss a redesigned Index 3 calculation prior to the next ATAC meeting in Fall 2015.

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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. Alternative procedures are provided for Alternative Education Accountability (AEA) campuses and charter districts serving at-risk students in alternative education programs.

College-ready Criteria unchanged

The college-ready criteria calculation remains unchanged from 2014. The ATAC discussed the possibility of including TAKS retest results for exit level tests in the definition of the College-Ready Graduates indicator. The College-Ready Graduates indicator is defined as the percent of graduates meeting College Ready criteria in both reading/English language arts and mathematics. As defined, the indicator evaluates the performance of annually reported graduates on college-ready criteria only if test results are available for the student in both reading/English language arts and mathematics, on either: 1) the TAKS exit level test, 2) the SAT, or 3) ACT testing program.

Students who were absent or not tested during the spring TAKS exit level administration are only included in the college-ready graduates indicator if they took either the SAT or ACT in both reading and mathematics. The grade 11 TAKS results from the primary test administered during the spring semester of the graduates' junior year in high school is the only administration of TAKS in the indicator. The use of the primary TAKS exit level test administration alone allows the application of a uniform methodology to all districts and campuses because most students are assessed during the primary test administrations. Subsequent TAKS exit level administrations, such as the summer and fall test administrations, are not included in the College-Ready Graduates indicator calculation.

ATAC Decision: The ATAC members chose to vote on the issue of including retests in the evaluation College-Ready Graduates. Twelve ATAC members voted to include additional TAKS retest results, and twelve voted to keep the indicator evaluation unchanged.

Rationale: The ATAC suggested that TEA evaluate the usefulness of including additional TAKS retest results in the newly expanded indicator of Postsecondary Readiness. As defined above, the indicator will include additional students in the numerator: those who completed at least one advanced /dual enrollment course or those that are enrolled and complete a CTE coherent course sequence. Information provided to the ATAC showed the college-ready graduates indicator for annual graduates reported for the 2012–13 school year with and without additional retests. The statewide College-Ready Graduates indicator did not change. There were slight declines in the rates for particular categories of districts and campuses with the addition of retest results. Additional rationale include the consistency of the existing methodology which has been applied uniformly to all districts and campuses as defined since 2006–07. Also, the 2015 accountability cycle will use the indicator of annually reported graduates during the 2013–14 school year (class of 2014), the last graduating class with TAKS results that can be used in the current definition of the College-Ready Graduates indicator.

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Expanded Postsecondary Readiness Indicator

The design of Index 4 as applied to non-AEA campuses and districts continues to be based on four components.

STAAR Postsecondary Readiness
Graduation Rate
Graduation Plan
Postsecondary Indicator

The existing Postsecondary Indicator, defined in 2014 as the College-Ready Indicator, will be expanded to include additional credit for students in other postsecondary readiness activities: advanced or dual enrollment course completion; or commitment to the career and technical education (CTE) coherent course sequence program.

The definition of the indicator for 2015 accountability is shown below.

graduates reported for school year 2013–14 that:

- 1) meet College Ready criteria in *both* reading/English language arts and mathematics
- OR**
- 2) completed and received credit for at least one advanced/dual enrollment course

OR

- 3) enrolled and completed credit for the CTE Coherent Sequence

-----divided by-----
number of graduates reported for school year 2013–14

Alternative Education Accountability (AEA) Procedures

Expand AEA provisions by including the selected Additional Postsecondary Indicators component as bonus points to Index 4.

ATAC Decision: The consensus of the ATAC was to expand on the current indicator and maintain the four existing components in Index 4.

Rationale: Current statute requires the continued expansion of postsecondary readiness indicators evaluated in Index 4 for 2015 accountability and beyond. The ATAC discussed possible indicators of postsecondary readiness at length, including the Graduates Enrolled in a Texas Institution of Higher Education in Texas, currently reported on the Texas Academic Performance Report (TAPR). The limitation in data collection and resulting indicator deterred the ATAC from including any portion of the indicator in 2015 accountability. The ATAC felt strongly that the existing data system do not provide complete data for use in high-stakes accountability. Members agreed with a recommendation to change the existing data systems, by legislation if necessary, in order to capture all student in traditional or alternative routes to postsecondary (college or career) readiness. The ATAC strongly encouraged the accurate student level collection of postsecondary activity such as industry certification completion, enrollment in an institution higher education, or the military.

The ATAC chose to recommend expansion of the College-Ready indicator that currently uses the existing state-wide data collected through Public Education Information Management System

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(PEIMS). An expanded indicator will reflect the existing PEIMS data collection of successful avenues toward postsecondary readiness success. Expanding the current postsecondary readiness indicator meets the statutory requirement while not adding complexity to the 2015 accountability system.

4. Distinction Designations

Distinction designations are awarded in recognition of outstanding achievement in specific areas. Campus distinctions are based on indicators of student performance in comparison to forty similar campuses.

Additional Academic Achievement Distinction Designation (AADD) Indicators at Advanced Level III

The number of AADD indicators is expanded to include performance at the Advanced Level III performance standard for all grades and subjects tested, including each end-of-course (EOC). This recommendation modifies the original recommendation made by the AADD committees to limit the AADD indicators based on STAAR performance at Advanced Level III to “milestone” grades/subjects, such as grade 3 reading and grade 5 mathematics.

Algebra I Advanced Level III Performance: Due to the expansion of the Advanced Level III Performance indicators, Algebra I by Grade 8–Performance (Level III) is redefined as Algebra I Performance (Level III). The indicator will include STAAR EOC Algebra I test results from any enrolled grade and will measure the percent of tests at the Advanced Level III performance standard.

Algebra I by Grade 8 – Participation Indicator

The indicator of test participation in Algebra I EOC by the end of grade 8 was applied to the 2013 and 2014 Academic Achievement Distinction Designation (AADD) in Mathematics. An indicator of early Algebra I completion continues to be included in distinctions, but is redefined by 1) limiting the denominator to 8th grade students, 2) basing the calculation on the Fall enrollment and Algebra I tests taken as reported on the Consolidated Accountability File (CAF), cumulative history section.

For a complete table of the current and new indicators, see *Appendix B: 2015 Academic Achievement Distinction Designations*.

Add Percent Special Education enrollment to Campus Comparison Group methodology

The Campus Comparison Group methodology is modified to include the percent of students served by special education programs based on fall PEIMS enrollment. The addition of the percentage will result in comparisons of campuses that serve similar numbers of students that will have been tested on STAAR A and STAAR Alternate 2. The recommendation to apply a hold-harmless provision, as described above, requires that the Academic Achievement Distinction Designation indicators of Advanced Level III performance (aligned with Index 1) include student performance on STAAR A and STAAR Alternate 2 at the Advanced Level III performance standard.

ATAC Decision: There was a consensus among the ATAC members to address the Advanced Level III Performance, Algebra I by Grade 8 – Participation indicator, as well as the addition to the Campus Comparison Group methodology.

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Rationale: The ATAC discussed the Algebra I by Grade 8 – performance and participation—indicators and expressed concern with the current definitions. The redefined indicator provides a calculation that is available on the districts Consolidated Accountability File (CAF) provided by the testing contractor. The data reported on the CAF are provided by school district PEIMS Fall Enrollment and testing contractor data collections of Algebra I EOC tests reported for students over time.

ATAC members agreed to address the changes in STAAR A and STAAR Alt 2 assessments through the application of the hold-harmless provision. Index 1 must include these assessments in order to meet federal requirements, and the alignment of Index 1 results for Advanced Level III performance indicators is useful. The addition to the Campus Comparison Group methodology of the percent of student enrolled in special education programs addresses the rigor of the advanced level performance indicators that will include STAAR A and STAAR Alt 2. The ATAC recommended this change for the 2015 accountability distinction designations, and will review the methodology when they convene for the 2016 accountability development process in fall 2015.

Advanced Course/Dual Enrollment Completion

During the ATAC deliberations of possible additional Index 4 postsecondary indicators, the ATAC recommended a change to how the current Advanced Course/Dual Enrollment Completion indicator has been calculated on the Texas Academic Performance Report (TAPR). As defined since 2003, the indicator is based on a count of students who complete at least one advanced course in grades 9–12. Of that count, the indicator is the percent of students who complete and receive credit for advanced courses or dual enrollment courses. Dual enrollment courses are those for which a student receives both high school and college credit.

ATAC Decision: The ATAC reached a consensus that the Advanced Course/Dual Enrollment Completion indicator change to include only students enrolled in grades 11 and 12.

Advanced Course/Dual Enrollment Completion indicator change:

$$\frac{\text{number of students in grades } \mathbf{11 \text{ and } 12} \text{ who received credit for at least} \\ \text{one advanced or dual enrollment course in school year } \mathbf{2013-14}}{\text{number of students in grades } \mathbf{11 \text{ and } 12} \text{ who completed at least one course in school year } \mathbf{2013-14}}$$

Rational: The ATAC originally requested a change to this indicator as a measure of postsecondary readiness in Index 4. The ATAC recommendation produces an indicator that appropriately measure the percent of 11th and 12th grade participation in advanced or dual enrollment courses in high school. Members stressed that most high school students decide to concentrate on rigorous courses in their junior or senior year. This recommendation is applied to the existing Advanced Course/Dual Enrollment Completion indicator used for the Postsecondary Distinction Designations for districts and campuses.

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Appendix A

2015 Accountability - Inclusion of English Language Learners (ELLs) in Special Categories

The ATAC English Language Learner (ELL) Workgroup recommended changes that apply to the 2015 and 2016 accountability process. The ELL Workgroup proposal is included in the document *English Language Learner (ELL) Workgroup Recommendations* and accessible at <http://ritter.tea.state.tx.us/perfreport/account/2015/materials.html>.

The ATAC recommendation for ELLs identified with parental denials for Bilingual/English as a Second Language instructional services, specifically those enrolled in their second through fourth years in U.S. schools. For eligible ELLs, the ELL progress measure is included in accountability as a substitute to the STAAR performance standard. Current assessment policy to determine a student’s eligibility to receive the ELL progress requires that the student not have a parent denial for ELL services. As a result, ELLs identified with parental denials for instructional services enrolled in their second through fourth years in U.S. schools were excluded from 2014 accountability.

The ATAC request an ELL Progress Measure calculated for ELLs with parental denials for services. Due to the processing schedule for the 2015 Texas Assessment Program, it is not possible to implement the ELL Workgroup recommendation, and their alternative recommendation is implemented. The ATAC recommends including the Phase-in 1 Level II performance of ELLs identified with parental denials for services and enrolled in their second through fourth years in U.S. schools. The table below describes the recommendation for 2015.

2015 Inclusion of ELLs with Parental Denials for services				
Years of enrollment in U.S. schools	Index 1	Index 2	Index 3	Index 4
First year	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second through fourth year	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	<i>Not Included</i>
Fifth year or more	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

Highlighted text indicates changes from 2014

The ATAC also agreed to recommend a change to the assessment used for ELLs also identified as students served by special education programs, enrolled in their second through fourth years in U.S. schools, and tested on STAAR Alt 2. Because of the lack of an ELL Progress Measure reported for STAAR Alternate, the test results for ELLs also identified as students served by special education programs and enrolled in their second through fourth years in U.S. schools were excluded from 2014 accountability. The STAAR Alt 2 administration is less reliant on knowledge of the English language than other STAAR tests, therefore the ATAC recommends including the STAAR Alt 2 results for these students at the Phase-in 1 Level II standard in 2015.

Accountability Technical Advisory Committee Recommendations for 2015 Accountability

Appendix A

2015 Accountability - Inclusion of English Language Learners (ELLs) in Special Categories

2015 Inclusion of ELLs identified as students served by Special Education Programs Years 2 – 4 of Enrollment in U.S Schools By Test Type				
Test Type	Index 1	Index 2	Index 3	Index 4
STAAR (regular)	<p>Spanish STAAR Phase-in 1 Level II</p> <p>English ELL Progress Measure</p>	<p>Spanish STAAR Progress Measure</p> <p>English ELL Progress Measure</p>	<p>Spanish STAAR Phase-in 1 Level II and Level III</p> <p>English ELL Progress Measure and STAAR Final Level II</p>	<i>Not Included</i>
STAAR A (New for 2015)	<p>Spanish STAAR Phase-in 1 Level II</p> <p>English ELL Progress Measure</p>	(Not included in 2015)	(Not included in 2015)	<i>Not Included</i>
STAAR Alt 2	<p>Spanish STAAR Phase-in 1 Level II</p> <p>English (Excluded no ELL PM Reported) STAAR Phase-in 1 Level II</p>	(Not reported in 2015)	(Not included in 2015)	<i>Not Included</i>

Highlighted text indicates or changes (including new calculations) from 2014

Accountability Technical Advisory Committee Recommendations for 2015 Accountability

Appendix B 2015 Academic Achievement Distinction Designations

The ATAC recommended expanding the number of AADD indicators measuring student performance at the Advanced Level III performance standard.

A summary of 2015 Academic Achievement Distinction Designations follows.

AADD Indicators	High School	Middle School / Junior High	Elementary	K-12
Reading/ELA				
1. Attendance rate	√	√	√	√
2. Greater Than Expected Student Growth <i>(Indicators are available for grades 4 – 8 and English II EOC)</i>	√	√	√	√
3. Grade 3 Reading Performance (Level III)			√	√
4. Grade 4 Writing Performance (Level III)			√	√
5. Grade 7 Writing Performance (Level III)		√		√
6. Grade 8 Reading Performance (Level III)		√		√
7. AP/IB Examination Participation: ELA	√			√
8. AP/IB Examination Performance: ELA	√			√
9. SAT/ACT Participation	√			√
10. SAT Performance: ELA – Mean Score	√			√
11. ACT Performance: ELA – Mean Score	√			√
Total Reading/ELA Indicators	7	4	4	11
Additional Indicators in 2015:				
Grade 4 Reading Performance (Level III)			√	√
Grade 5 Reading Performance (Level III)			√	√
Grade 6 Reading Performance (Level III)		√		√
Grade 7 Reading Performance (Level III)		√		√
English I Performance (Level III)	√			√
English II Performance (Level III)	√			√
<i>Number of Additional Indicators</i>	2	2	2	6
Total Reading/ELA Indicators	9	6	6	17

Accountability Technical Advisory Committee Recommendations for 2015 Accountability

**Appendix B
2015 Academic Achievement Distinction Designations**

AADD Indicators	High School	Middle School / Junior High	Elementary	K-12
Mathematics				
1. Attendance rate	√	√	√	√
2. Greater Than Expected Student Growth <i>(Indicator available for Algebra I)</i>	√	√		√
3. Grade 5 Math Performance (Level III)			√	√
4. Algebra I by Grade 8-Participation		√		√
5. Algebra I Performance (Level III)	√	√		√
6. AP/IB Examination Participation: Math	√			√
7. AP/IB Examination Performance: Math	√			√
8. SAT/ACT Participation	√			√
9. SAT Performance: Math – Mean Score	√			√
10. ACT Performance: Math – Mean Score	√			√
Total Mathematics Indicators	7	4	2	10
Additional Indicators in 2015:				
Grade 3 Math Performance (Level III)			√	√
Grade 4 Math Performance (Level III)			√	√
Grade 6 Math Performance (Level III)		√		√
Grade 7 Math Performance (Level III)		√		√
Grade 8 Math Performance (Level III)		√		√
<i>Number of Additional Indicators available in 2016</i>	0	3	2	5
Total Mathematics Indicators	7	7	4	15

Accountability Technical Advisory Committee Recommendations for 2015 Accountability

**Appendix B
2015 Academic Achievement Distinction Designations**

AADD Indicators	High School	Middle School / Junior High	Elementary	K-12
Science				
1. Attendance rate	√	√	√	√
2. Grade 5 Science Performance (Level III)			√	√
3. Grade 8 Science Performance (Level III)		√		√
4. EOC Biology Performance (Level III)	√			√
5. ACT Performance: Science	√			√
6. AP/IB Examination Participation: Science	√			√
7. AP/IB Examination Performance: Science	√			√
Total Science Indicators	5	2	2	7
<i>No Additional Indicators available</i>				

AADD Indicators	High School	Middle School / Junior High	Elementary	K-12
Social Studies				
1. Attendance rate	√	√	√	√
2. Grade 8 Social Studies (Level III)		√		√
3. EOC U.S. History Performance (Level III)	√			√
4. AP/IB Participation: Social Studies	√			√
5. AP/IB Performance: Social Studies	√			√
Total Social Studies Indicators	4	2	N/A	5
<i>No Additional Indicators available</i>				