

**Accountability System Development for 2015
Accountability Technical Advisory Committee (ATAC)**

2015 Distinction Designation Indicators

Postsecondary Readiness Distinction Designation Indicators

The Postsecondary Readiness Distinction Designation were issued for the first time in 2014 as a distinction designation awarded to campuses and districts for outstanding academic performance in attainment of postsecondary readiness. Elementary and middle schools must show performance in the top 25 percent of similar schools in their campus comparison group. High schools and K-12 campuses must have at least 33 percent of their postsecondary indicators in the top quartile. Districts must have at least 70 percent of its campus-level indicators in the top quartile.

The ATAC recommended expanding the number of distinction indicators to provide middle and elementary schools with more possibilities of earning a distinction.

The following is a summary of the Postsecondary Readiness Distinction Designation Indicators with the addition of one new indicator: *Percent Tested Above Enrolled Grade Level (all grades/subjects)*. The new indicator would be defined as:

$$\frac{\text{Number of students tested above grade level on any test administration (as reported on the Consolidated Accountability File)}}{\text{Number of students enrolled in a campus on the Fall snapshot date (as reported on the CAF)}}$$

Note that the campus number and above grade level test information from the Fall snapshot date reported on the CAF is used to determine whether the student is counted in the denominator for the campus. The prior year 2014 CAF Data File format included similar data elements in the following file position numbers.

2014 Consolidated Accountability Data File Format	
TXT File Location TO-FROM	Field Description and Codes
OTHER PEIMS ELEMENTS	
137-138	2013 PEIMS SNAPSHOT GRADE
139-147	2013 PEIMS SNAPSHOT COUNTY-DISTRICT-CAMPUS NUMBER

2015 Distinction Designation Indicators

District and Campus Postsecondary Readiness Indicators	High School	Middle School / Junior High	Elementary	K-12
1. Index 4 - Percent at STAAR Postsecondary Readiness Standard	√	√	√	√
2. Four-Year Longitudinal Graduation Rate	√			√
3. Four-Year Longitudinal RHSP/DAP Rate	√			√
4. College-Ready Graduates	√			√
5. Advanced/Dual Enrollment Course Completion Rate	√			√
6. SAT/ACT Participation	√			√
7. SAT/ACT Performance – Met Criterion	√			√
8. AP/IB Examination Performance: Any Subject	√			√
Total PSR Indicators	8	1	1	8
Percent Tested Above Enrolled Grade Level (all grades/subjects)		√	√	√
<i>Number of Additional Indicators</i>		1	1	1
<i>Possible PSR Indicators</i>	8	2	2	9

Academic Achievement Distinction Designation (AADD) Indicators

Algebra I by Grade 8 – Participation

This indicator measures test participation in Algebra I EOC by the end of grade 8. The indicator was used for both the 2013 and 2014 Academic Achievement Distinction Designation (AADD) in Mathematics with the following definition:

$$\frac{\text{number of students in grade 8 or below who took the Algebra I EOC (based on STAAR test results)}}{\text{number of students enrolled in grades 7-8 (based on PEIMS Fall Enrollment)}}$$

ATAC members were concerned with the indicator as currently defined. Specifically, they stated that the numerator is not directly associated with the denominator; and there is a lack of information available to identify the specific students included in the denominator (number of students enrolled in grades 7-8 reported through PEIMS Fall Enrollment).

2015 Distinction Designation Indicators

Two options are presented to the ATAC for the AADD mathematics indicator *Algebra I by Grade 8 – Participation*, both which modify the denominator of the indicator.

Option 1: Modify the denominator by including only students enrolled in grades 8.
The indicator would continue to use PEIMS Fall Enrollment.

Pro:

- Decreases the denominator to only one grade level therefore the rate will increase and may approach or exceed 100%.

Con:

- Based on PEIMS Fall Enrollment which may not be directly associated with STAAR test results.
- List of students included in the denominator cannot be derived from test files.

Option 2: Re-define the denominator and numerator based on the data available on the Consolidated Accountability File (CAF), cumulative history section.

New Methodology:

Number of 8th grade students enrolled in the campus on the Fall snapshot date that ever took an
Algebra I test (as reported on the Consolidated Accountability File)
Number of 8th grade students enrolled in a campus on the Fall snapshot date
(as reported on the Consolidated Accountability File)

Note that the campus number and grade information from the Fall snapshot date reported on the CAF is used to determine whether the student is counted in the denominator for the campus. The prior year 2014 CAF Data File format included the elements in similar data elements the following file position numbers.

2014 Consolidated Accountability Data File Format	
TXT File Location TO-FROM	Field Description and Codes
OTHER PEIMS ELEMENTS	
137-138	2013 PEIMS SNAPSHOT GRADE
139-147	2013 PEIMS SNAPSHOT COUNTY-DISTRICT-CAMPUS NUMBER
ALGEBRA I FIRST-TIME DOCUMENT SCORED	
1471-1474	ADMINISTRATION DATE

Pro:

- The denominator is aligned with testing data and derived from the CAF file, from which student lists may be presented to districts through the TEA Secure Environment (TEASE).

Con:

- Students with no current year testing activity are excluded from this and all other accountability calculations.

2015 Distinction Designation Indicators

Additional Indicators of Performance at Advanced Level III

The ATAC also recommended expanding the number of AADD indicators measuring student performance at the Advanced Level III performance standard. Additional indicators would serve to provide middle and elementary schools with more possibilities of earning a distinction.

A summary of possible additional indicators available for 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 (Indicators are available for grades 4 – 8 and English II EOC)	√	√	√	√
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:				
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
<i>Possible 2015 Total Reading/ELA Indicators</i>	9	6	6	17

2015 Distinction Designation Indicators

AADD Indicators	High School	Middle School / Junior High	Elementary	K-12
Mathematics				
1. Attendance rate	√	√	√	√
2. Greater Than Expected Student Growth (Limited Index 2 Progress Measures in 2015) Algebra I	√	√		√
3. Grade 5 Math Performance (Level III)			√	√
4. Algebra I by Grade 8-Participation		√		√
5. Algebra I by Grade 8-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:				
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
<i>Possible 2015 Total Mathematics Indicators</i>	7	7	4	15

2015 Distinction Designation Indicators

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>				