State and Federal

Accountability Update

TETN #18317

June 27, 2013

Texas Education Agency
Department of Assessment and Accountability
Division of Performance Reporting
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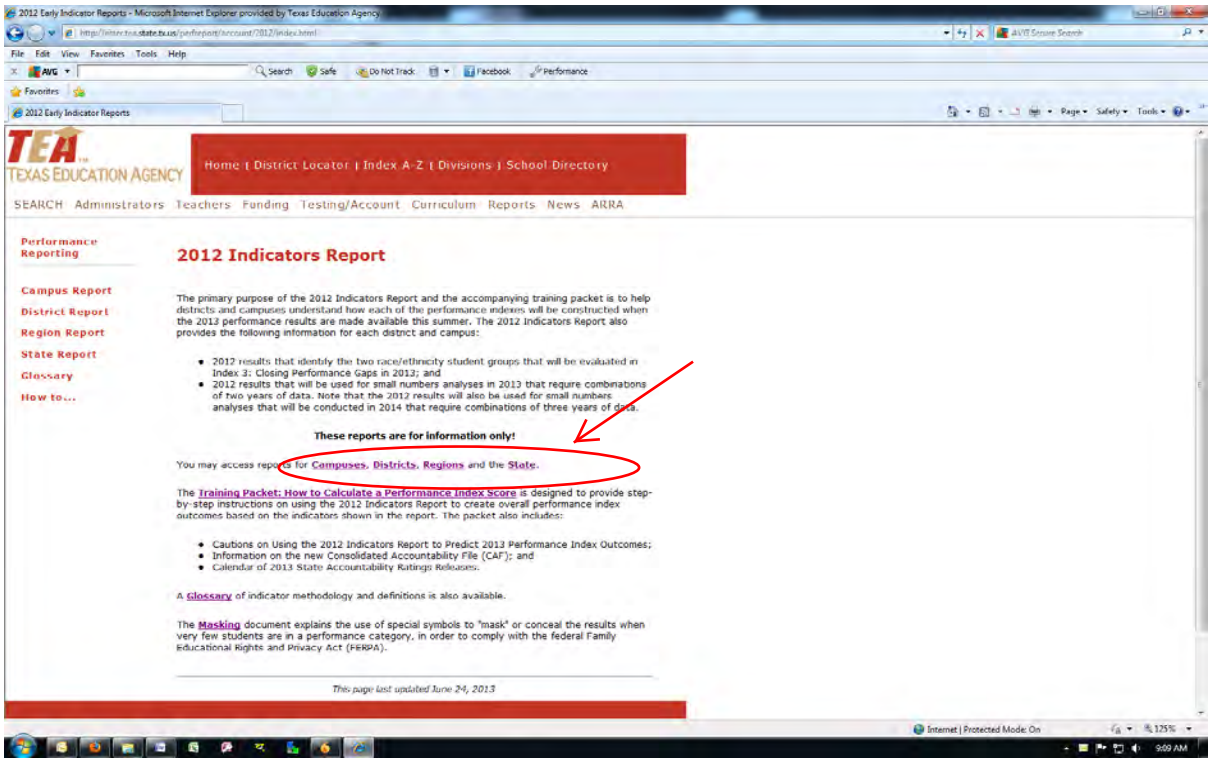
Topics

- 2012 Indicators Report
  - Training Packet: How to Calculate a Performance Index Score
  - How to Determine Race/Ethnicity Groups for 2013 Index 3 Calculations
  - Glossary
- 2013 Comparison Group
- 2013 Reports
  - 2013 Accountability Reports
  - 2013 Distinction Designations
  - 2013 Safeguards
- Small Numbers Analysis Flowcharts
- FAQ
- 2013 Accountability Manual
- 83rd Regular Legislative Session
- Calendar of Upcoming Releases

2012 Indicators Report

TEASE (unmasked)

Public (masked version)



2012 Indicators Report - Mozilla Firefox

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TEASE | 2012 Indicators Report

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combining word and pdf

TEA TEXAS EDUCATION AGENCY

Performance Reporting

2012 Indicators Report

New Search
Glossary
How to...
Print PDF

Report for: BASTROP H S
Campus ID: 011901001
District: BASTROP ISD

Total Students: 1,496
Grade Span: 09 - 12

2012 Indicators Report

Campus Report

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)											
All Subjects (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	81%	76%	77%	86%	**	84%	*	87%	57%	77%	31%
% at Final Level II or above	20%	13%	17%	23%	**	47%	*	47%	11%	19%	1%
% at Level II Advanced	4%	1%	2%	6%	**	0%	*	6%	4%	3%	0%
Number of Tests											
# at Phase-in 1 Level II or above	2,191	229	696	1,198	**	16	*	41	192	1,249	24
# at Final Level II or above	550	40	158	318	**	9	*	22	37	315	1
# at Level II Advanced	108	4	21	80	**	0	*	3	13	55	0
Total Tests	2,694	302	905	1,396	**	19	*	47	334	1,618	78
Reading (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	80%	82%	75%	85%	*	*	*	89%	57%	76%	*
% at Final Level II or above	21%	12%	19%	23%	*	*	*	67%	11%	21%	*
% at Level II Advanced	2%	2%	0%	4%	*	*	*	0%	5%	2%	*
Number of Tests											
# at Phase-in 1 Level II or above	462	54	151	266	*	*	*	8	43	270	*
# at Final Level II or above	127	8	38	73	*	*	*	6	8	73	*
# at Level II Advanced	13	1	1	11	*	*	*	0	4	7	*
Total Tests	599	66	201	314	*	*	*	9	75	355	*
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	86%	85%	82%	89%	*	*	*	90%	81%	84%	56%
% at Final Level II or above	21%	17%	20%	21%	*	*	*	40%	14%	22%	6%
% at Level II Advanced	7%	2%	6%	10%	*	*	*	10%	4%	7%	0%
Number of Tests											
# at Phase-in 1 Level II or above	514	55	164	280	*	*	*	9	45	296	9
# at Final Level II or above	124	11	40	67	*	*	*	4	10	76	1
# at Level II Advanced	43	1	11	30	*	*	*	1	3	23	0
Total Tests	596	65	199	313	*	*	*	10	74	352	16
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	45%	32%	41%	51%	*	*	*	*	26%	40%	*
% at Final Level II or above	25%	16%	20%	32%	*	*	*	*	9%	19%	*
% at Level II Advanced	1%	0%	0%	3%	*	*	*	*	0%	1%	*
Number of Tests											
# at Phase-in 1 Level II or above	131	12	41	71	*	*	*	*	9	77	*
# at Final Level II or above	73	6	20	45	*	*	*	*	3	36	*
# at Level II Advanced	4	0	0	4	*	*	*	*	0	2	*
Total Tests	290	37	99	139	*	*	*	*	34	192	*

2012 Indicators Report - Mozilla Firefox

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TEASE | 2012 Indicators Report

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combining word and pdf

TEA TEXAS EDUCATION AGENCY

Performance Reporting

2012 Indicators Report

New Search
Glossary
How to...
Print PDF

Report for: BASTROP H S
Campus ID: 011901001
District: BASTROP ISD

Total Students: 1,496
Grade Span: 09 - 12

2012 Indicators Report

Science (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	87%	79%	81%	92%	*	*	*	91%	82%	83%	26%
% at Final Level II or above	18%	12%	14%	20%	*	*	*	55%	7%	17%	0%
% at Level II Advanced	4%	1%	3%	6%	*	*	*	9%	4%	4%	0%
Number of Tests											
# at Phase-in 1 Level II or above	527	54	167	289	*	*	*	10	48	362	5
# at Final Level II or above	110	8	28	64	*	*	*	6	5	61	0
# at Level II Advanced	26	1	6	18	*	*	*	1	3	13	0
Total Tests	600	68	206	314	*	*	*	11	74	365	19
Social Studies (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	89%	82%	87%	92%	*	*	*	100%	64%	88%	44%
% at Final Level II or above	19%	11%	16%	22%	*	*	*	50%	14%	19%	0%
% at Level II Advanced	4%	2%	2%	5%	*	*	*	10%	4%	3%	0%
Number of Tests											
# at Phase-in 1 Level II or above	537	54	173	292	*	*	*	10	49	304	7
# at Final Level II or above	116	7	32	69	*	*	*	5	11	69	0
# at Level II Advanced	22	1	3	17	*	*	*	1	3	10	0
Total Tests	601	66	200	318	*	*	*	10	77	355	16
Graduation and Dropout Rates											
4-Year Graduation Rate (Gr 9-12): Class of 2011											
% Graduated	91.4%	91.8%	89.5%	92.8%	*	100.0%	*	90.9%	73.6%	89.6%	71.4%
# Graduated	438	45	170	205	*	5	*	10	39	224	10
# in 2011 Cohort	479	49	190	221	*	5	*	11	53	250	14
5-Year Extended Graduation Rate (Gr 9-12): Class of 2010											
% Graduated	92.7%	88.1%	90.9%	94.6%	100.0%	n/a	n/a	n/a	85.2%	91.6%	92.9%
# Graduated	458	37	169	244	5	n/a	n/a	n/a	46	296	13
# in 2010 Cohort	494	42	186	258	5	n/a	n/a	n/a	54	323	14
Annual Dropout Rate (Gr 9-12): 2010-11											
% Dropped Out	1.1%	1.7%	1.3%	0.8%	0.0%	0.0%	*	3.1%	3.0%	1.8%	1.3%
# Dropped Out	22	3	10	8	0	0	*	1	8	19	1
# 9-12 Graders	1,964	176	772	957	17	9	*	32	269	1,074	78
Annual RHSP/DAP Graduates: Class of 2011											
% RHSP/DAP Graduates	84.2%	83.0%	84.3%	84.5%	*	100.0%	*	70.0%	16.7%	78.1%	37.5%
# RHSP/DAP Graduates	384	39	145	185	*	5	*	7	7	178	3
Total Graduates	456	47	172	219	*	5	*	10	42	228	8

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'**' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).
'.' Indicates there are no students in the group.
'n/a' Indicates there were no data previously reported by TEA for the student group.

2012 Indicators Report
Training Packet: How to Calculate the 2013 Accountability Performance Indexes

Performance Index 1: Student Achievement

The purpose of Index 1 is to provide an overview of student performance based on satisfactory student achievement across all subjects for all students.

- Student Group: All Students only
- Minimum size criteria: None, small numbers analysis if fewer than 10
- Methodology: STAAR test results are summed across tests, grades, and subjects; the index is calculated by taking the number of tests that meet the Phase-in 1 Level II performance standard divided by the total number of tests.
- 2013 Target for Index 1 is 50 for campuses and districts (Alternative Education campus and district target is 25).

Calculation Steps:

1. Obtain your district or campus report.

2012 Indicators Report

TEA TEXAS EDUCATION AGENCY

Report for: SAMPLE HS
Campus ID: 999999999
District: SAMPLE ISD

Total Students: 3,122
Grade Span: 9-12

New Search
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Glossary

Performance Reporting Division

2012 Indicators Report

STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Subjects (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	44%	52%	49%	87%	0	0	0	72%	56%	44%	44%
% at Final Level II or above	10%	8%	10%	22%	0	0	0	28%	26%	11%	11%
% at Level III Advanced	2%	3%	2%	0%	0	0	0	6%	1%	2	2
Number of Tests											
# at Phase-in 1 Level II or above	1,342	188	1,265	20	0	0	0	13	147	1,125	1,171
# at Final Level II or above	289	30	250	5	0	0	0	5	68	281	289
# at Level III Advanced	54	10	50	0	0	0	0	1	3	52	48
Total Tests	3,035	359	2,597	23	0	0	0	18	264	2,555	2,647
Reading (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	56%	57%	56%	55%	0	0	0	67%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	9%	0	0	0	50%	31%	14%	14%
% at Level III Advanced	2%	5%	2%	0%	0	0	0	17%	1%	3%	2%
Number of Tests											
# at Phase-in 1 Level II or above	551	47	490	6	0	0	0	4	58	428	450
# at Final Level II or above	124	0	107	1	0	0	0	3	26	118	124
# at Level III Advanced	21	4	17	0	0	0	0	1	1	25	[illegible]
Total Tests	984	82	878	11	0	0	0	6	84	[illegible]	[illegible]
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	54%	44%	55%	90%	0	0	0				
% at Final Level II or above	11%	0%	10%	40%	0	0	0				
% at Level III Advanced	3%	0%	3%	0%	0	0	0				
Number of Tests											
# at Phase-in 1 Level II or above	534	36	483	9	0	0	0				
# at Final Level II or above	105	0	92	4	0	0	0				
# at Level III Advanced	26	0	26	0	0	0	0				
Total Tests	988	82	882	10	0	0	0				
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	8%	54%	33%	100%	0	0	0	50			
% at Final Level II or above	6%	15%	7%	0%	0	0	0				
% at Level III Advanced	1%	3%	1%	0%	0	0	0				

How to Determine Race/Ethnicity Groups for 2013 Index 3 Calculations

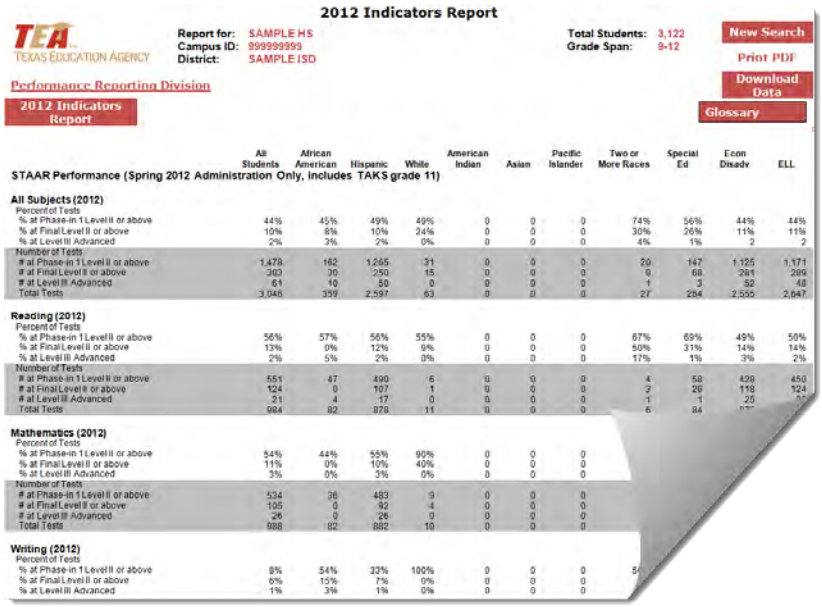
Performance Index 3: Closing Performance Gaps

Identifying the Prior Year Lowest Performing Race/Ethnicity Student Group(s)

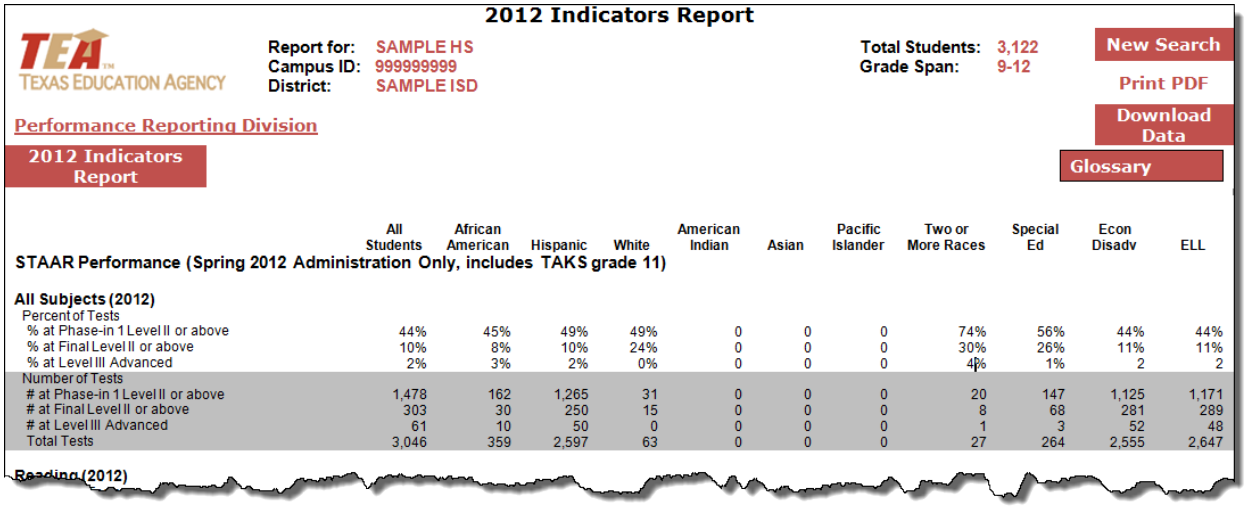
The 2012 Indicators Report provides information combined across All Subjects for All Students and each of the seven race/ethnicity student groups based on the criteria for Index 1. Note that the performance rates of the race/ethnicity student groups shown on the 2012 Indicators Report are the data that determine the lowest performing groups for the 2013 Index 3 calculation.

Identification Steps:

1. Obtain your 2012 Indicators Report.



2. Locate the All Subjects section of the report which is the first section of the report.



2012 Indicators Report

TEA TEXAS EDUCATION AGENCY

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Performance Reporting Division

2012 Indicators Report

STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Subjects (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	44%	45%	49%	49%	0	0	0	74%	56%	44%	44%
% at Final Level II or above	10%	8%	10%	24%	0	0	0	30%	26%	11%	11%
% at Level III Advanced	2%	3%	2%	0%	0	0	0	4%	1%	2	2
Number of Tests											
# at Phase-in 1 Level II or above	1,478	162	1,265	31	0	0	0	20	147	1,125	1,171
# at Final Level II or above	303	30	250	15	0	0	0	8	68	281	289
# at Level III Advanced	61	10	50	0	0	0	0	1	3	52	48
Total Tests	3,046	359	2,597	63	0	0	0	27	264	2,555	2,647
Reading (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	56%	57%	56%	55%	0	0	0	67%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	9%	0	0	0	50%	31%	14%	14%
% at Level III Advanced	2%	5%	2%	0%	0	0	0	17%	1%	3%	2%
Number of Tests											
# at Phase-in 1 Level II or above	551	47	490	6	0	0	0	4	58	429	450
# at Final Level II or above	124	0	107	1	0	0	0	3	26	118	124
# at Level III Advanced	21	4	17	0	0	0	0	1	1	25	[illegible]
Total Tests	984	82	878	11	0	0	0	6	84	[illegible]	[illegible]
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	54%	44%	55%	90%	0	0	0				
% at Final Level II or above	11%	0%	10%	40%	0	0	0				
% at Level III Advanced	3%	0%	3%	0%	0	0	0				
Number of Tests											
# at Phase-in 1 Level II or above	534	36	483	9	0	0	0				
# at Final Level II or above	105	0	92	4	0	0	0				
# at Level III Advanced	26	0	26	0	0	0	0				
Total Tests	988	82	882	10	0	0	0				
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	8%	54%	33%	100%	0	0	0	5[illegible]			
% at Final Level II or above	6%	15%	7%	0%	0	0	0				
% at Level III Advanced	1%	3%	1%	0%	0	0	0				

How to Determine Race/Ethnicity Groups for 2013 Index 3 Calculations

3. Use *Total Tests* to identify the race/ethnicity student groups that meet the minimum size criteria of greater than or equal to 25. In this example, the African American, Hispanic, White, and Two or More Races race/ethnicity student groups meet minimum size criteria.

2012 Indicators Report

TEA TEXAS EDUCATION AGENCY

Report for: SAMPLE HS
Campus ID: 999999999
District: SAMPLE ISD

Total Students: 3,12
Grade Span: 9-12

Performance Reporting Division

2012 Indicators Report

STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed
All Subjects (2012)									
Percent of Tests									
% at Phase-in 1 Level II or above	44%	45%	49%	49%	0	0	0	74%	
% at Final Level II or above	10%	8%	10%	24%	0	0	0	30%	
% at Level III Advanced	2%	3%	2%	0%	0	0	0	4%	
Number of Tests									
# at Phase-in 1 Level II or above	1,478	162	1,265	31	0	0	0	20	
# at Final Level II or above	303	30	250	15	0	0	0	8	
# at Level III Advanced	61	10	50	0	0	0	0	1	
Total Tests	3,046	359	2,597	63	0	0	0	27	

Reading (2012)

4. For the race/ethnicity student groups that meet minimum size criteria, order the Percent at Phase-in 1 Level II or above performance rate ***from lowest to highest performance rate***.

2012 Indicators Report

TEA TEXAS EDUCATION AGENCY

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Total Students: 3,12
Grade Span: 9-12

Performance Reporting Division

2012 Indicators Report

STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed
All Subjects (2012)		1	2	2				3	
Percent of Tests									
% at Phase-in 1 Level II or above	44%	45%	49%	49%	0	0	0	74%	
% at Final Level II or above	10%	8%	10%	24%	0	0	0	30%	
% at Level III Advanced	2%	3%	2%	0%	0	0	0	4%	
Number of Tests									
# at Phase-in 1 Level II or above	1,478	162	1,265	31	0	0	0	20	
# at Final Level II or above	303	30	250	15	0	0	0	8	
# at Level III Advanced	61	10	50	0	0	0	0	1	
Total Tests	3,046	359	2,597	63	0	0	0	27	

Reading (2012)

How to Determine Race/Ethnicity Groups for 2013 Index 3 Calculations

5. Determine how many race/ethnicity student groups to select for Index 3 calculations:
   - If three or more, select two: If a district or campus has three or more race/ethnicity student groups that meet minimum size criteria, select only the two with the lowest performance;
   - If two, select one: If a district or campus has two race/ethnicity student groups that meet minimum size requirements, select one with the lowest performance;
   - If one, do not select any group: If a district or campus has only one race/ethnicity student group that meets minimum size criteria, then no race/ethnic group is evaluated.
6. In this example, the African American race/ethnicity student group has the lowest performance rate (45%) and will be used for Index 3 calculations.
7. Also in this example, the Hispanic and White race/ethnicity student groups have the same performance rate (49%) and are tied for the second lowest performing race/ethnicity student group. To break the tie, select the race/ethnicity student group with the largest student group size based on *Total Tests*. In this example, the Hispanic race/ethnicity student group has 2,597 total tests and the White race/ethnicity student group has 63 total tests. Use the Hispanic race/ethnicity student group for Index 3 calculations.

The African American and Hispanic race/ethnicity student groups are selected to be used with the Economically Disadvantaged student group for Index 3 calculations.

2012 Indicators Report

TEXAS EDUCATION AGENCY

Report for: SAMPLE HS
Campus ID: 999999999
District: SAMPLE ISD

Total Students: 3,12
Grade Span: 9-12

Performance Reporting Division

2012 Indicators Report

STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed
All Subjects (2012)		1	2	2				3	
Percent of Tests									
% at Phase-in 1 Level II or above	44%	45%	49%	49%	0	0	0	74%	
% at Final Level II or above	10%	8%	10%	24%	0	0	0	30%	
% at Level III Advanced	2%	3%	2%	0%	0	0	0	4%	
Number of Tests									
# at Phase-in 1 Level II or above	1,478	162	1,265	31	0	0	0	20	
# at Final Level II or above	303	30	250	15	0	0	0	8	
# at Level III Advanced	61	10	50	0	0	0	0	1	
Total Tests	3,046	359	2,597	63	0	0	0	27	

Reading (2012)

DRAFT_as of June 27

2013 Accountability Summary
SAMPLE H S - SAMPLE ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
5 out of 8 = 63%

DISTINCTION EARNED

Academic Achievement in Mathematics

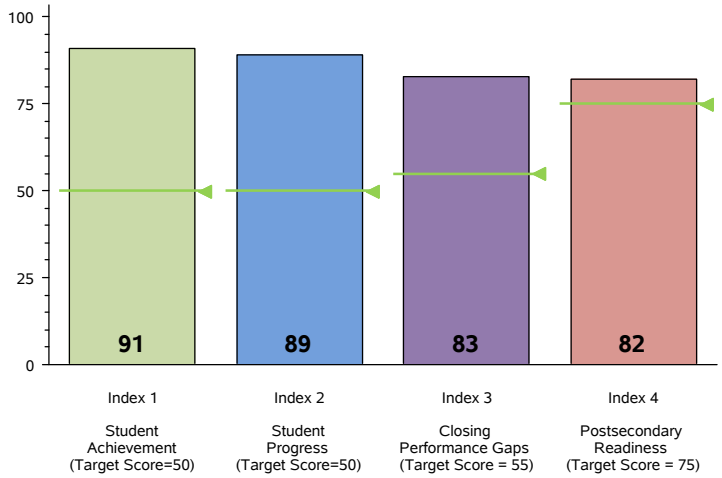
Percent of Eligible Measures in Top Quartile
2 out of 10 = 20%

NO DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	1,925 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	36%
Percent English Language Learners	2%
Mobility Rate	2%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3565	3923	91
2 - Student Progress	890	1000	89
3 - Closing Performance Gaps	1246	1500	83
4 - Postsecondary Readiness	738.4	900	82

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	5 out of 35 = 14%
Participation Rates	3 out of 8 = 38%
Graduation Rates	2 out of 7 = 29%
Met Federal Limits on Alternative Assessments	N/A
Total	**7 out of 42 = 17%**

Index 3 Calculation Report

Sample High School - Sample ISD

DRAFT_as of June 27

Overall Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	African American	Hispanic	Total Points	Maximum Points
Reading Weighted Performance	81	82	85	248	300
Mathematics Weighted Performance	90	90	94	274	300
Writing Weighted Performance	54	54	58	166	300
Science Weighted Performance	94	94	96	284	300
Social Studies Weighted Performance	92	88	94	274	300
Total				1246	1500
Index 3 Score					**83**

DRAFT as of June 27

Reading Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	African American	Hispanic	Total Points	Maximum Points
Number of Tests	302	51	261		
Performance Results: Phase-in Level II and above Number	244	42	222		
Percent	81	82	85		
Reading Weighted Performance Rate	**81**	**82**	**85**	**248**	**300**

Mathematics Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	African American	Hispanic	Total Points	Maximum Points
Number of Tests	290	49	252		
Performance Results: Phase-in Level II and above Number	260	44	237		
Percent	90	90	94		
Mathematics Weighted Performance Rate	**90**	**90**	**94**	**274**	**300**

Writing Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	African American	Hispanic	Total Points	Maximum Points
Number of Tests	171	26	149		
Performance Results: Phase-in Level II and above Number	92	14	86		
Percent	54	54	58		
Writing Weighted Performance Rate	**54**	**54**	**58**	**166**	**300**

Science Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	African American	Hispanic	Total Points	Maximum Points
Number of Tests	292	47	255		
Performance Results: Phase-in Level II and above Number	274	44	244		
Percent	94	94	96		
Science Weighted Performance Rate	**94**	**94**	**96**	**284**	**300**

Social Studies Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	African American	Hispanic	Total Points	Maximum Points
Number of Tests	300	50	260		
Performance Results: Phase-in Level II and above Number	275	44	245		
Percent	92	88	94		
Social Studies Weighted Performance Rate	**92**	**88**	**94**	**274**	**300**

Index 3 Data Table

Sample HS - Sample ISD

DRAFT_as of June 27

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance								
All Subjects (2012)								
Percent of Tests								
% at Phase-in Level II or above	84%	88%	93%	71%	98%	91%	92%	85%
% at Final Level II or above	24%	32%	34%	7%	42%	23%	42%	26%
% at Level III Advanced	5%	9%	10%	0%	21%	14%	18%	5%
Number of Tests								
# at Phase-in Level II or above	188	1,034	2,104	10	105	20	104	1,145
# at Final Level II or above	54	373	767	1	45	5	47	353
# at Level III Advanced	12	103	225	0	23	3	20	70
Total Tests	**223**	**1,177**	2,267	14	107	22	113	1,355
Reading								
Percent of Tests								
% at Phase-in Level II or above	**82%**	**85%**	93%	67%	96%	80%	88%	**81%**
% at Final Level II or above	29%	33%	35%	33%	38%	20%	46%	28%
% at Level III Advanced	8%	6%	8%	0%	21%	20%	19%	5%
Number of Tests								
# at Phase-in Level II or above	42	222	474	2	23	4	23	244
# at Final Level II or above	15	86	179	1	9	1	12	84
# at Level III Advanced	4	15	40	0	5	1	5	14
Total Tests	51	261	507	3	24	5	26	302
Mathematics								
Percent of Tests								
% at Phase-in Level II or above	**90%**	**94%**	94%	100%	100%	100%	92%	**90%**
% at Final Level II or above	20%	31%	27%	0%	33%	20%	33%	22%
% at Level III Advanced	8%	14%	13%	0%	21%	20%	21%	8%
Number of Tests								
# at Phase-in Level II or above	44	237	467	3	24	5	22	260
# at Final Level II or above	10	77	137	0	8	1	8	63
# at Level III Advanced	4	35	66	0	5	1	5	22
Total Tests	49	252	499	3	24	5	24	290
Writing								
Percent of Tests								
% at Phase-in Level II or above	**54%**	**58%**	72%	0%	91%	50%	73%	**54%**
% at Final Level II or above	27%	40%	53%	0%	73%	50%	60%	32%
% at Level III Advanced	0%	5%	4%	0%	27%	0%	7%	3%
Number of Tests								
# at Phase-in Level II or above	14	86	182	0	10	1	11	92
# at Final Level II or above	7	59	134	0	8	1	9	54
# at Level III Advanced	0	7	10	0	3	0	1	5
Total Tests	26	149	252	2	11	2	15	171

Highlighted values contribute to the Index 3 calculation.

Index 3 Data Table

Sample HS - Sample ISD (DRAFT)

DRAFT_as of June 27

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance								
Science								
Percent of Tests								
% at Phase-in Level II or above	**94%**	**96%**	97%	100%	100%	100%	100%	**94%**
% at Final Level II or above	26%	28%	31%	0%	42%	20%	38%	25%
% at Level III Advanced	2%	5%	8%	0%	17%	0%	13%	2%
Number of Tests								
# at Phase-in Level II or above	44	244	487	3	24	5	24	274
# at Final Level II or above	12	71	153	0	10	1	9	74
# at Level III Advanced	1	13	38	0	4	0	3	6
Total Tests	47	255	501	3	24	5	24	292
Social Studies								
Percent of Tests								
% at Phase-in Level II or above	**88%**	**94%**	97%	67%	100%	100%	100%	**92%**
% at Final Level II or above	20%	31%	32%	0%	42%	20%	38%	26%
% at Level III Advanced	6%	13%	14%	0%	25%	20%	25%	8%
Number of Tests								
# at Phase-in Level II or above	44	245	494	2	24	5	24	275
# at Final Level II or above	10	80	164	0	10	1	9	78
# at Level III Advanced	3	33	71	0	6	1	6	23
Total Tests	50	260	508	3	24	5	24	300

Highlighted values contribute to the Index 3 calculation.

Draft_as of June 27

Distinction Designation Summary - Reading

Sample Middle School - Sample ISD

Campus Type: Middle School

Indicator	Score	Quartile
Attendance Rate	96%	Q4
SAT/ACT Participation		
SAT/ACT Performance: ELA/Mathematics		
Algebra 1 by Grade 8 - Participation	29%	Q1
Algebra 1 by Grade 8 - Performance (Level III)		Q3
Grade 3 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Mathematics Performance (Level III)		
Grade 7 Writing Performance (Level III)	32%	Q1
Grade 8 Reading Performance (Level III)	58%	Q1
AP/IB and Advanced/Dual Enrollment Course Completion Participation		
AP/IB Examination Performance: ELA/Mathematics		
Greater Than Expected Student Growth		
Total Indicators for Reading/ELA	**3**	**2**

Evaluation of Campus Outcomes: 2 out of 3 eligible indicators in Q1

2 out of 3 = 67%

Standard: High School = 33% or higher

DISTINCTION EARNED

DRAFT_as of June 27

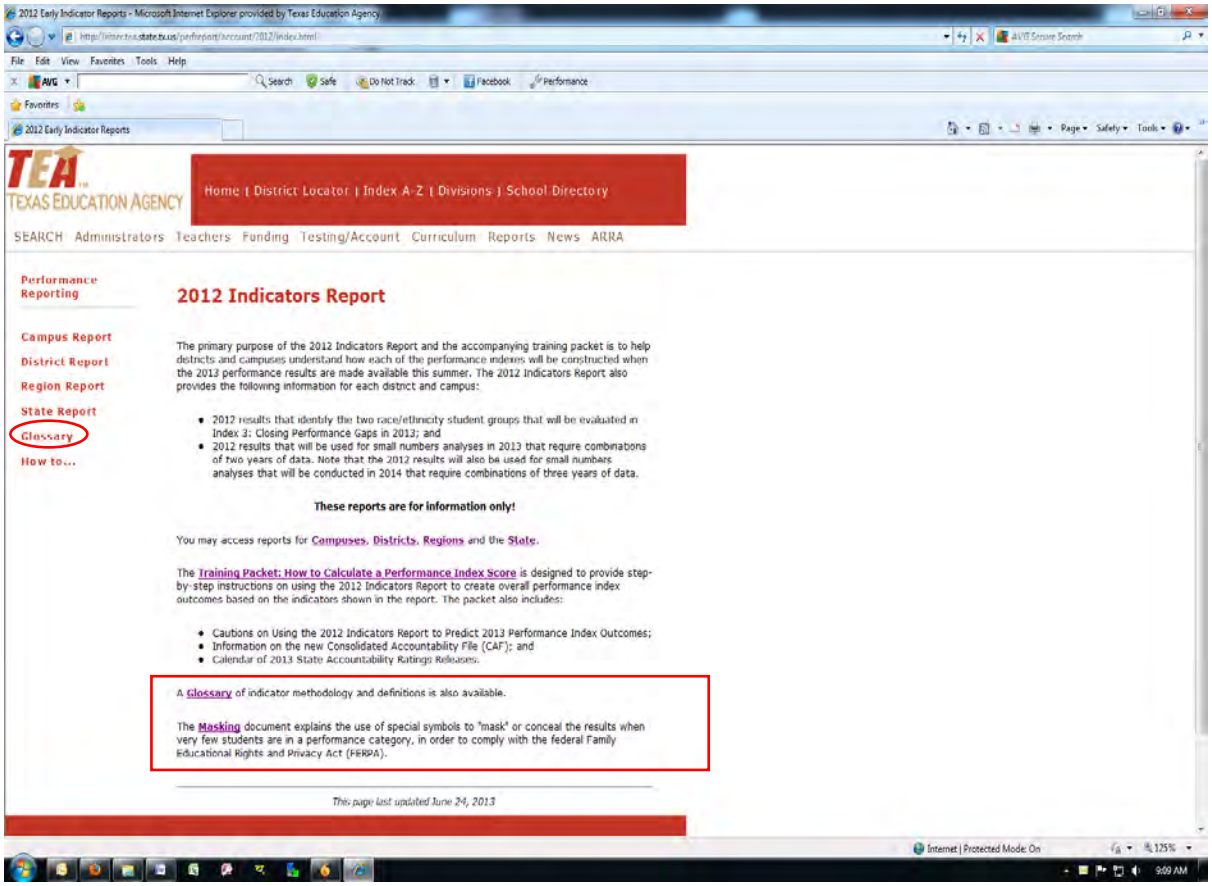
Campus Name:
Campus number: Sample Middle School

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Disadv.	Special Education	ELL	Total Attained	Total Eligible	Perccent of Eligible Measures
Performance Rates														
Reading	Y	Y	Y	Y	.	.	.	.	Y	Y	.	6	6	100
Mathematics	Y	N	Y	Y	.	.	.	.	Y	Y	.	5	6	83.3
Writing	Y	Y	Y	Y	.	.	.	.	Y	.	.	5	5	100
Science	Y	N	Y	Y	.	.	.	.	Y	.	.	4	5	80.0
Social Studies	N	N	N	Y	.	.	.	.	N	.	.	1	5	20.0
Participation Rates														
Reading	Y	Y	Y	Y	.	.	.	.	Y	Y	.	6	6	100
Math	Y	Y	Y	Y	.	.	.	.	Y	Y	.	6	6	100
Federal Grad. Rates														
Graduation Target met	.	.	.	.	.	.	.	.	.	.	.	0	0	.
Reason	.	.	.	.	.	.	.	.	.	.	.			
District limits on Use of Alternative Results (Exceeding the cap is failing to Meet Target)														
Reading														
Overall	3%											N/A	N/A	N/A
Modified	2%											N/A	N/A	N/A
Alternate	1%											N/A	N/A	N/A
Mathematics														
Overall	3%											N/A	N/A	N/A
Modified	2%											N/A	N/A	N/A
Alternate	1%											N/A	N/A	N/A
												33	39	84.6

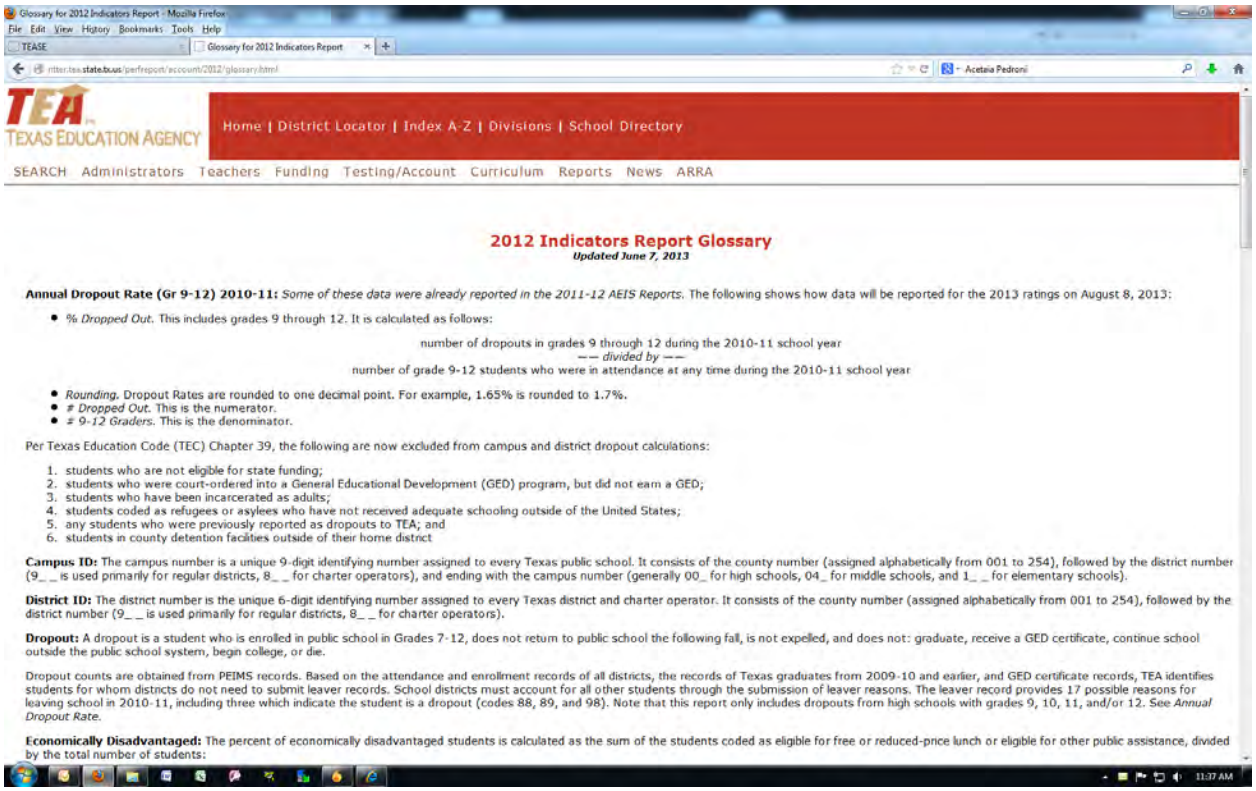
Reasons:
. : Not Evaluated Due to Minimum Size
1 : Met Goal
2 : Met 4 year 75%
3 : Met Safe Harbor
4 : Met 1% Gain
5 : Met 5 year 80%
6 : Did Not Meet

Supporting Documentation

- Glossary
- Small Numbers Analysis Flowcharts
- FAQ
- 2013 Accountability Manual



Glossary



Glossary for 2012 Indicators Report - Mozilla Firefox

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ritter.tea.state.tx.us/perfreport/account/2012/glossary.html

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2012 Indicators Report Glossary

Updated June 7, 2013

Annual Dropout Rate (Gr 9-12) 2010-11: *Some of these data were already reported in the 2011-12 AEIS Reports.* The following shows how data will be reported for the 2013 ratings on August 8, 2013:

- *% Dropped Out.* This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9 through 12 during the 2010-11 school year
—— *divided by* ——
number of grade 9-12 students who were in attendance at any time during the 2010-11 school year

- *Rounding.* Dropout Rates are rounded to one decimal point. For example, 1.65% is rounded to 1.7%.
- *# Dropped Out.* This is the numerator.
- *# 9-12 Graders.* This is the denominator.

Per Texas Education Code (TEC) Chapter 39, the following are now excluded from campus and district dropout calculations:

1. students who are not eligible for state funding;
2. students who were court-ordered into a General Educational Development (GED) program, but did not earn a GED;
3. students who have been incarcerated as adults;
4. students coded as refugees or asylees who have not received adequate schooling outside of the United States;
5. any students who were previously reported as dropouts to TEA; and
6. students in county detention facilities outside of their home district

Campus ID: The campus number is a unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9_ _ is used primarily for regular districts, 8_ _ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1_ _ for elementary schools).

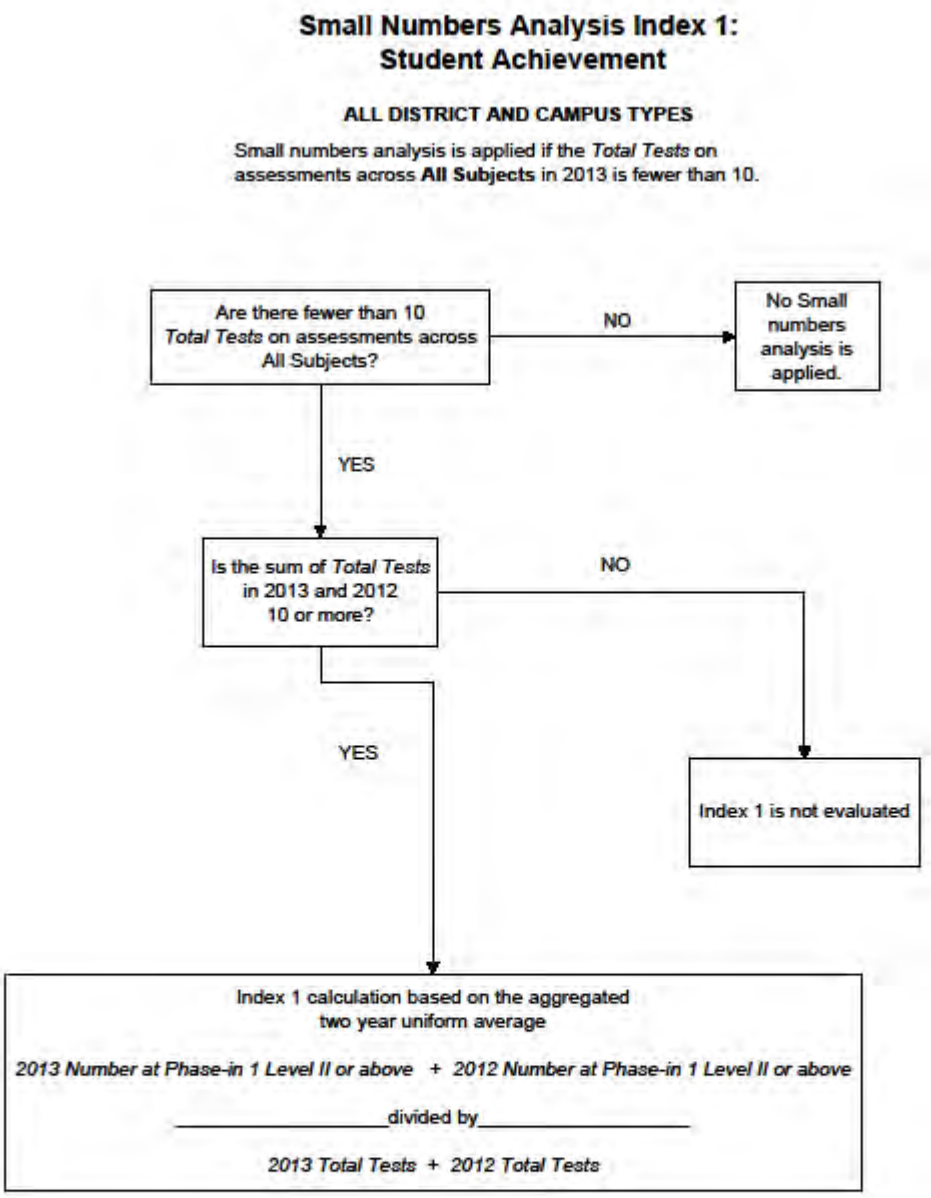
District ID: The district number is the unique 6-digit identifying number assigned to every Texas district and charter operator. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9_ _ is used primarily for regular districts, 8_ _ for charter operators).

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED certificate, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates from 2009-10 and earlier, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 17 possible reasons for leaving school in 2010-11, including three which indicate the student is a dropout (codes 88, 89, and 98). Note that this report only includes dropouts from high schools with grades 9, 10, 11, and/or 12. See *Annual Dropout Rate.*

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

Small Numbers Analysis Flowchart



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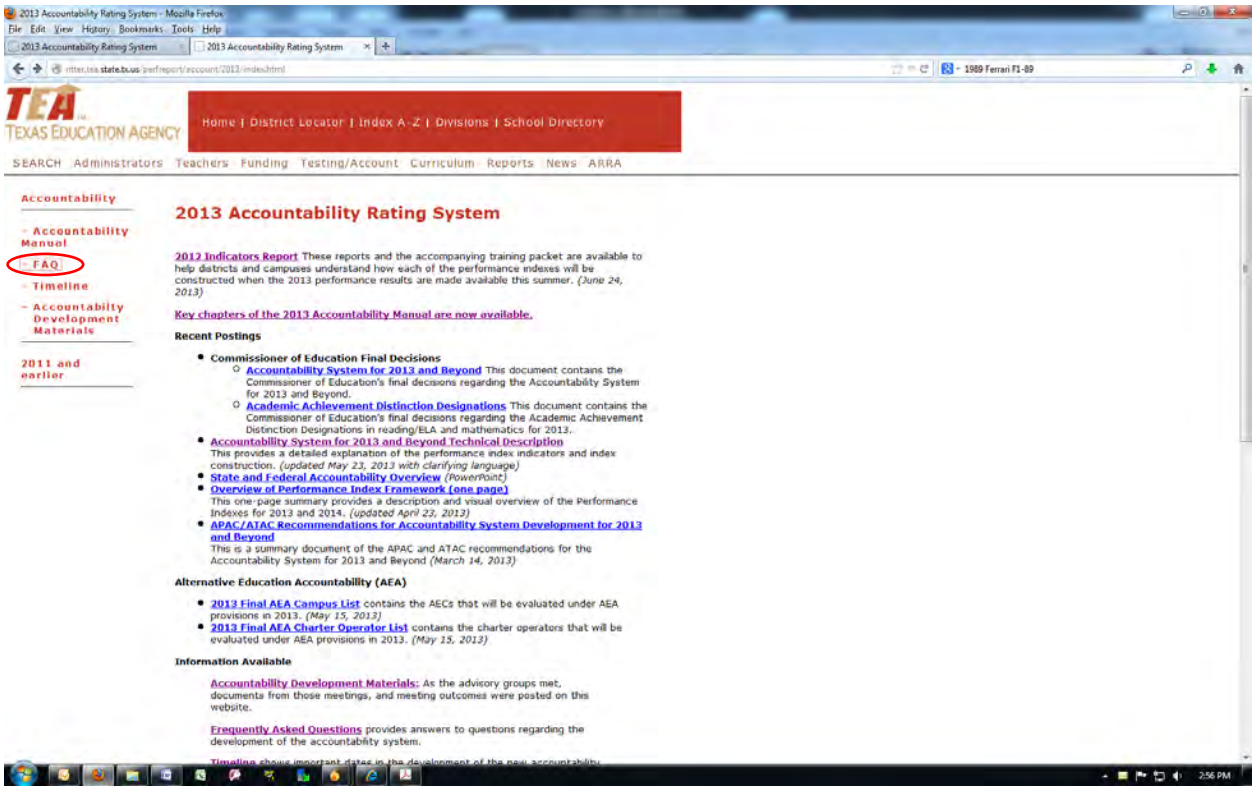
Frequently Asked Questions (FAQ)



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Accountability

- Accountability Manual
- FAQ
- Timeline
- Accountabilty Development Materials

2011 and earlier

2013 Accountability Rating System

2012 Indicators Report These reports and the accompanying training packet are available to help districts and campuses understand how each of the performance indexes will be constructed when the 2013 performance results are made available this summer. *(June 24, 2013)*

Key chapters of the 2013 Accountability Manual are now available.

Recent Postings

- **Commissioner of Education Final Decisions**
  - Accountability System for 2013 and Beyond This document contains the Commissioner of Education's final decisions regarding the Accountability System for 2013 and Beyond.
  - Academic Achievement Distinction Designations This document contains the Commissioner of Education's final decisions regarding the Academic Achievement Distinction Designations in reading/ELA and mathematics for 2013.
- Accountability System for 2013 and Beyond Technical Description
  This provides a detailed explanation of the performance index indicators and index construction. *(updated May 23, 2013 with clarifying language)*
- State and Federal Accountability Overview *(PowerPoint)*
- Overview of Performance Index Framework (one page)
  This one-page summary provides a description and visual overview of the Performance Indexes for 2013 and 2014. *(updated April 23, 2013)*
- APAC/ATAC Recommendations for Accountability System Development for 2013 and Beyond
  This is a summary document of the APAC and ATAC recommendations for the Accountability System for 2013 and Beyond *(March 14, 2013)*

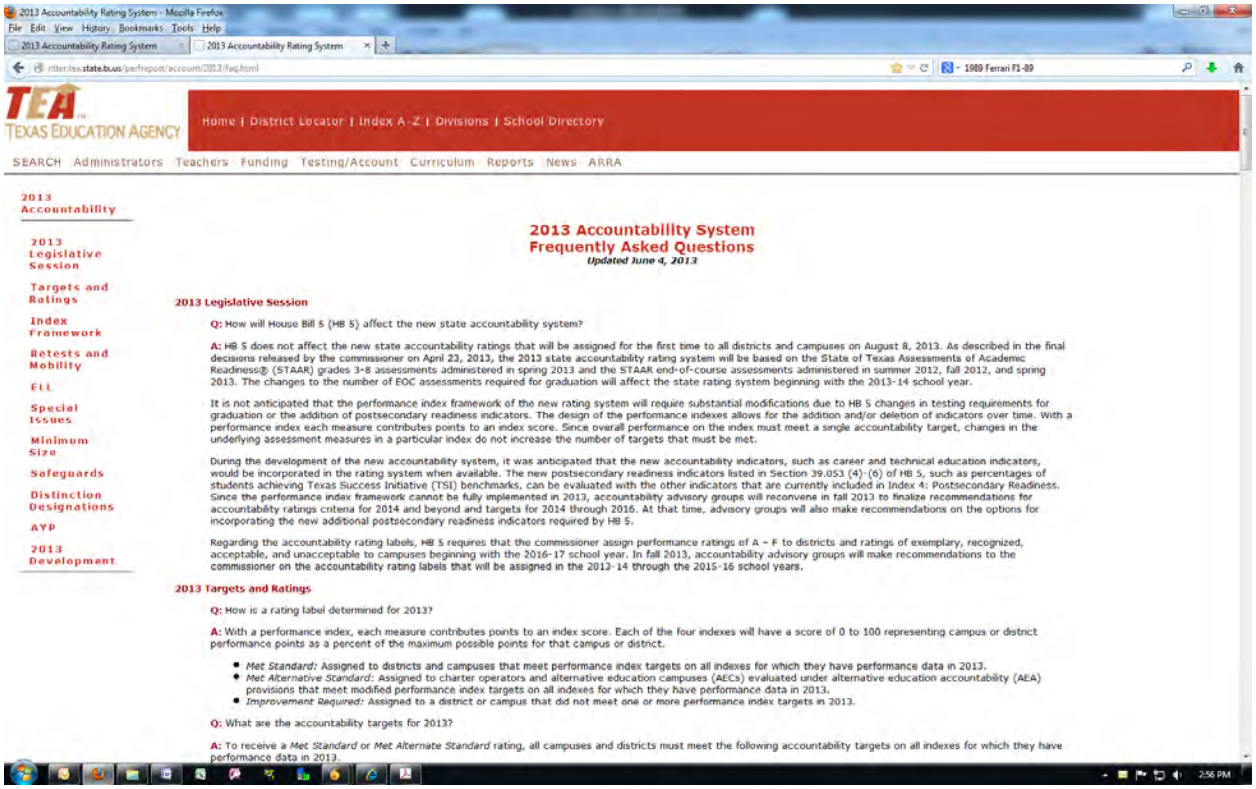
Alternative Education Accountability (AEA)

- 2013 Final AEA Campus List contains the AECs that will be evaluated under AEA provisions in 2013. *(May 15, 2013)*
- 2013 Final AEA Charter Operator List contains the charter operators that will be evaluated under AEA provisions in 2013. *(May 15, 2013)*

Information Available

Accountability Development Materials: As the advisory groups met, documents from those meetings, and meeting outcomes were posted on this website.

Frequently Asked Questions provides answers to questions regarding the development of the accountability system.



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2013 Accountability

- 2013 Legislative Session
- Targets and Ratings
- Index Framework
- Retests and Mobility
- ELL
- Special Issues
- Minimum Size
- Safeguards
- Distinction Designations
- AYP
- 2013 Development

2013 Accountability System Frequently Asked Questions

Updated June 4, 2013

2013 Legislative Session

Q: How will House Bill 5 (HB 5) affect the new state accountability system?

A: HB 5 does not affect the new state accountability ratings that will be assigned for the first time to all districts and campuses on August 8, 2013. As described in the final decisions released by the commissioner on April 23, 2013, the 2013 state accountability rating system will be based on the State of Texas Assessments of Academic Readiness® (STAAR) grades 3-8 assessments administered in spring 2013 and the STAAR end-of-course assessments administered in summer 2012, fall 2012, and spring 2013. The changes to the number of EOC assessments required for graduation will affect the state rating system beginning with the 2013-14 school year.

It is not anticipated that the performance index framework of the new rating system will require substantial modifications due to HB 5 changes in testing requirements for graduation or the addition of postsecondary readiness indicators. The design of the performance indexes allows for the addition and/or deletion of indicators over time. With a performance index each measure contributes points to an index score. Since overall performance on the index must meet a single accountability target, changes in the underlying assessment measures in a particular index do not increase the number of targets that must be met.

During the development of the new accountability system, it was anticipated that the new accountability indicators, such as career and technical education indicators, would be incorporated in the rating system when available. The new postsecondary readiness indicators listed in Section 39.053 (4)-(6) of HB 5, such as percentages of students achieving Texas Success Initiative (TSI) benchmarks, can be evaluated with the other indicators that are currently included in Index 4: Postsecondary Readiness. Since the performance index framework cannot be fully implemented in 2013, accountability advisory groups will reconvene in fall 2013 to finalize recommendations for accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016. At that time, advisory groups will also make recommendations on the options for incorporating the new additional postsecondary readiness indicators required by HB 5.

Regarding the accountability rating labels, HB 5 requires that the commissioner assign performance ratings of A – F to districts and ratings of exemplary, recognized, acceptable, and unacceptable to campuses beginning with the 2016-17 school year. In fall 2013, accountability advisory groups will make recommendations to the commissioner on the accountability rating labels that will be assigned in the 2013-14 through the 2015-16 school years.

2013 Targets and Ratings

Q: How is a rating label determined for 2013?

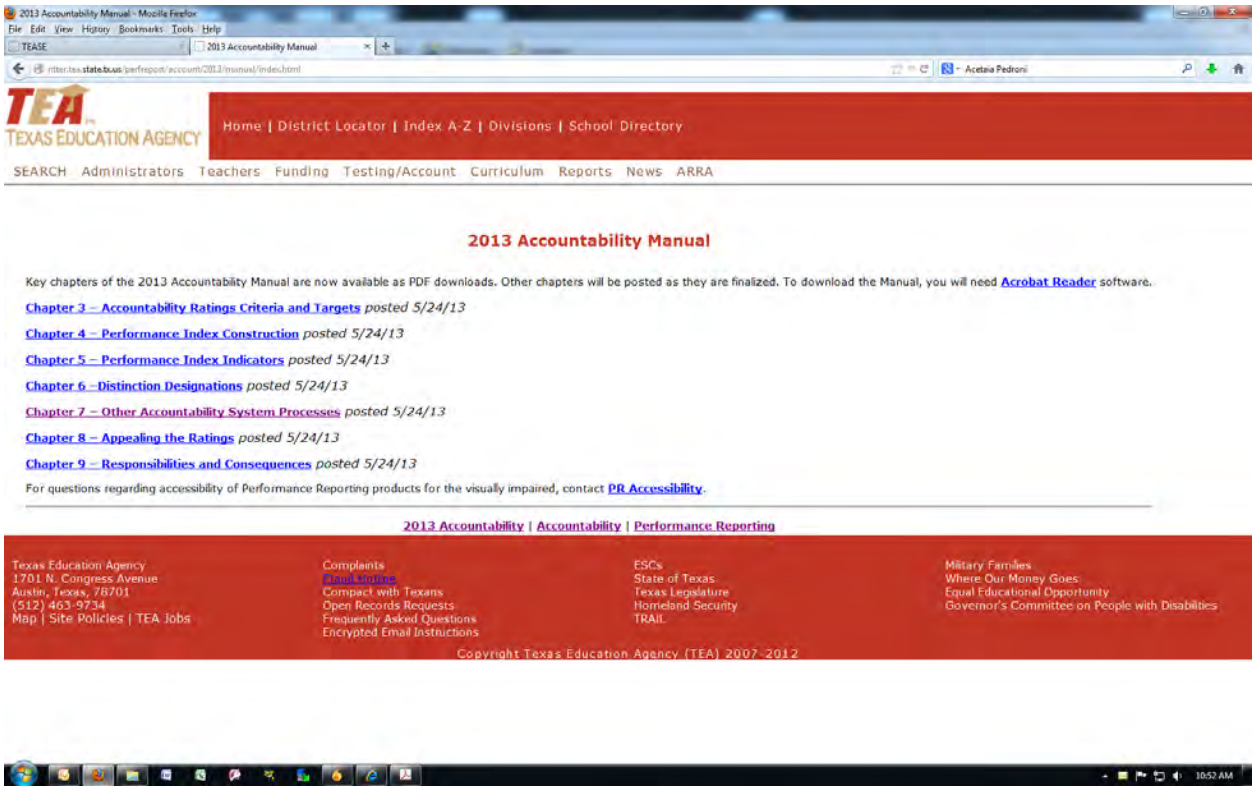
A: With a performance index, each measure contributes points to an index score. Each of the four indexes will have a score of 0 to 100 representing campus or district performance points as a percent of the maximum possible points for that campus or district.

- *Met Standard:* Assigned to districts and campuses that meet performance index targets on all indexes for which they have performance data in 2013.
- *Met Alternative Standard:* Assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions that meet modified performance index targets on all indexes for which they have performance data in 2013.
- *Improvement Required:* Assigned to a district or campus that did not meet one or more performance index targets in 2013.

Q: What are the accountability targets for 2013?

A: To receive a *Met Standard* or *Met Alternate Standard* rating, all campuses and districts must meet the following accountability targets on all indexes for which they have performance data in 2013.

2013 Accountability Manual



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2013 Accountability Manual

Key chapters of the 2013 Accountability Manual are now available as PDF downloads. Other chapters will be posted as they are finalized. To download the Manual, you will need Acrobat Reader software.

Chapter 3 – Accountability Ratings Criteria and Targets *posted 5/24/13*

Chapter 4 – Performance Index Construction *posted 5/24/13*

Chapter 5 – Performance Index Indicators *posted 5/24/13*

Chapter 6 – Distinction Designations *posted 5/24/13*

Chapter 7 – Other Accountability System Processes *posted 5/24/13*

Chapter 8 – Appealing the Ratings *posted 5/24/13*

Chapter 9 – Responsibilities and Consequences *posted 5/24/13*

For questions regarding accessibility of Performance Reporting products for the visually impaired, contact PR Accessibility.

2013 Accountability | Accountability | Performance Reporting

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Governor's Committee on People with Disabilities

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2014 and Beyond – 83rd Regular Legislative session

HB 5	Relating to public school accountability, including assessment, and curriculum requirements.
HB 866	Relating to the administration to public school students in certain grades of state-administered assessment instruments.
SB 306	Relating to consideration of a student receiving treatment in a residential treatment facility for public school accountability purposes.
SB 377	Relating to considering the performance of certain students on state assessment instruments in evaluating school district and campus performance.
SB 1538	Relating to evaluating the performance, including computing dropout and completion rates, of public schools, including schools designated as dropout recovery schools and residential facilities.

Calendar of Upcoming Releases

2013 State Accountability Ratings Releases	
June 6, 2013	*Graduation/Dropout Summary Reports and Lists.* Superintendents are given access to confidential summary reports and lists of dropouts and cohort membership. These reports provide a preview of the following Graduation Rate and Annual Dropout Rate indicators that will be used to determine the Index 4: Postsecondary Readiness outcomes for 2013 accountability: • Class of 2012 Four-year Longitudinal Rates • Class of 2011 Five-year Extended Longitudinal Rates • Class of 2010 Six-year Extended Longitudinal Rates • 2011-12 Annual Dropout Rates
Mid-July 2013	*Consolidated Accountability File.* The test contractor will provide school districts with a data file which includes one record per student and will be used by TEA to calculate the performance index results. This data file will include the results of the STAAR Progress Measure that will be used to determine the Index 2: Student Progress outcomes for 2013 accountability.
August 1, 2013	*Accountability Preview Data Tables.* Superintendents are given access to confidential preview accountability data tables for their district and campuses showing all accountability indicator data. Principals and superintendents can use these data tables to anticipate their campus and district accountability ratings.
August 8, 2013	*Ratings Release.*