

Chapter 3 – Accountability Ratings Criteria and Targets

2013 Transition Year

The 2013 ratings criteria and targets have been designed to apply to 2013 only because the performance index framework cannot be fully implemented in 2013. Advisory committees will convene in fall 2013 to finalize recommendations for accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016. In addition, the 2013 assessment results will be used to finalize the State of Texas Assessments of Academic Readiness (STAAR)¹ English Language Learner (ELL) Progress Measure.

2013 Rating Labels

To meet state statutory requirements, the accountability system must identify acceptable and unacceptable campuses and districts. Districts and campuses will be assigned the following rating labels based on the performance index accountability system.

Met Standard. Assigned to districts and campuses that meet performance index targets on all indexes for which they have performance data in 2013. Used for districts and charter operators with at least one test result in the accountability subset. Used for campuses serving grades PK-12 (including campuses with assessment data due to pairing).

Met Alternative Standard. Assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions that meet modified performance index targets on all indexes for which they have performance data in 2013. Used for charter operators and campuses with at least one test result in the accountability subset.

Improvement Required. Denotes that a district or campus did not meet one or more performance index targets.

Not Rated. Indicates that a district or campus is not rated for one of the following reasons:

- the district or campus does not have students enrolled in grades higher than Early Education (EE),
- the district or campus has no data in the accountability subset,
- the district or campus has insufficient data to rate through Small Numbers Analysis,
- the campus is a Juvenile Justice Alternative Education Program (JJAEP),
- the campus is a Disciplinary Alternative Education Program (DAEP),
- the campus is a residential facility,
- the district operates only residential facilities, or
- unusual circumstances (campus test answer documents lost in shipping).

Not Rated: Data Integrity Issues. Indicates that a district or campus is not rated because the accuracy and/or integrity of performance results are compromised, and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned permanently or temporarily pending an on-site investigation.

¹ STAAR ® is a registered trademark of the Texas Education Agency.

2013 Ratings Criteria

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

2013 Index Targets

Each of the four indexes will have a score of 0 to 100 representing campus/district performance points as a percent of the maximum possible points for that campus/district. The performance targets that are set for each index will be used to assign accountability rating labels.

Targets	Non-AEA Districts and Campuses	AEA Districts and Campuses
Index 1: Student Achievement	50	25
Index 2: Student Progress	5 th percentile by campus type*	5 th percentile**
Index 3: Closing Performance Gaps	55	30
Index 4: Postsecondary Readiness	75	45

* Targets for non-AEA campuses correspond to about the fifth percentile of non-AEA campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA campus performance across all campus types.

** Targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

Who is Rated?

A state accountability rating is issued for all districts, campuses and charters based on performance indicators. An effort is made through the pairing process to supply performance results to campuses (with any grades from pre-Kindergarten to 12) with no students in the grades tested so that they can also be evaluated.

Districts

Regular foundation school program (FSP) districts and special statutory districts are evaluated. Districts and charter operators are evaluated on aggregate results for the campuses operated by the district/charter operator. New districts, including new charter districts, are evaluated the first year they report fall enrollment.

State-administered school districts including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not rated. Districts with no students enrolled in grades tested are not rated.

Campuses

All public school campuses, including alternative education campuses (AECs) and open-enrollment charter schools are evaluated. New campuses and new open-enrollment charter schools are evaluated the first year they report fall enrollment.

The following campuses are not rated in 2013.

Residential Facilities: Campuses identified as Residential Facilities through the AEA campus registration process or through the AskTED directory are not rated in 2013.

Campuses that close mid-year: Campuses that close before the relevant assessment testing date are not rated. Performance measures for which data exist on campuses that close are included in the district evaluation. Campuses that close after the end of the school year are evaluated for that school year.

JJAEPs and DAEPs: State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Attendance and performance data for students served in JJAEPs and DAEPs are attributed to the home campuses.

Short-Term campuses: Campuses that serve students in grades tested (3-12) but have no students in the accountability subset are not rated. This includes AECs with short-term placements. However, these campuses *will be* evaluated if any students are included in the accountability subset.

Charter campuses with no students in grades tested: Open-enrollment charter schools that do not serve students enrolled in grades 3-12 are not rated.

Campuses with students enrolled in grades 3-12 but have no test results: Campuses with students enrolled in grades 3-12 but with no test results in the accountability subset are not rated.

Notification of Ratings

August 1, 2013

The TEA secure website will be updated to include campus and district data tables that contain accountability data on which ratings will be calculated. See *Chapter 11 – TEASE Accountability* for more information.

August 8, 2013

Notification of campus and district accountability ratings will occur on August 8, 2013. TEA's website will be updated to include campus and district data tables and summary reports.

Early November, 2013

When the appeals process is complete, accountability ratings are considered final. Agency web products related to 2013 accountability ratings will be updated to reflect the outcome of appeals.

Plan for 2014 and Beyond

See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016.

Chapter 4 – Performance Index Construction

For 2013 and beyond, a framework of four performance indexes will include a set of measures that provide a comprehensive evaluation of the entire campus or district. The accountability framework was designed to evaluate four different views of campus or district performance that communicate strengths and areas in need of improvement.

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. Targets identifying the lowest performing campuses and districts will be set for each index. The resulting rating reflects overall performance for the campus or district rather than the weakest performance of one student group or subject area. Since performance on all measures is included, no single indicator can be the sole reason for a lower rating. Multiple indexes can be used in the index framework to ensure accountability for every student. Indicators and student groups can be added to the system without creating additional targets for campuses and districts to meet.

Index 1: Student Achievement

The purpose of this index is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard. Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: *Index Score = Total Index Points*. Total Index Points is the percentage of assessments that met the STAAR phase-in 1 Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations. Each percent of students meeting the phase-in 1 Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example 1.1 Districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8													
	R	M	W	S	SS	Total	% Met Phase-in 1 Level II	Index Points					
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index Score												44	

Example 1.2. Campuses that test in four subjects: Gr. K-5													
	R	M	W	S	SS	Total		% Met Phase-in 1 Level II	Index Points				
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	143	+	0	=	1,255	47%	47
Total Tests	984	+	988	+	353	+	354	+	0	=	2,679		
Index Score												47	

Example 1.3. Campuses that test in three subjects: Gr. K-4													
	R	M	W	S	SS	Total		% Met Phase-in 1 Level II	Index Points				
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	0	+	0	=	1,112	48%	48
Total Tests	984	+	984	+	353	+	0	+	0	=	2,321		
Index Score												48	

Index 2: Student Progress

The purpose of this index is to provide a measure of student progress by subject and student group independent of overall student achievement levels. The structure of Index 2 is a two-step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give one or two points for student growth, each indicator contributes from 0 to 200 points to the index for All Students and each student group that meets minimum size criteria. The maximum number of points depends on size, student demographics, and campus type. The final index score is total points divided by maximum points and ranges from 0 to 100 for all campuses and districts.

Example 2.1. Calculations to determine Index 2 points for reading growth shown in Example 2.2.												
STAAR Weighted Growth Rate for Reading	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests	931	64	828						75	819		
Did Not Meet Expectation	326	13	207						26	205		
Met Expectation	605	51	621						49	614		
Exceeded Expectation	186	16	124						4	164		
Percent of Tests: Met or Exceeded Expectation	65%	80%	75%						65%	75%		
Exceeded Expectation	20%	25%	15%						5%	20%		
Reading Weighted Growth Rate	85	105	90						70	95	445	1000

Example 2.2. Calculation to determine overall points for Index 2.												
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
STAAR Reading Weighted Growth Rate	85	105	90						70	95	445	1000
STAAR Mathematics Weighted Growth Rate	85	105	90						70	95	445	1000
STAAR Writing Weighted Growth Rate	85	95	90						70	95	435	1000
Total											1325	3000
Index Score (total points divided by maximum points)											44	

Note: Blank cells in the example above represent student group indicators that do not meet the minimum size criteria.

Index 3: Closing Performance Gaps

The purpose of this index is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. The structure of Index 3 is a two-step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give one point for closing the performance gap in 2013, each indicator contributes from 0 to 100 points to the index for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics. The final index score is total points divided by maximum points and ranges from 0 to 100 for all districts and campuses.

Example 3.1. Calculations to determine Index 3 points for reading performance for 2013 shown in Example 3.2					
STAAR Weighted* Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878	2,601		
Performance Results: Phase-in 1 Level II or above Number Percent	428 49%	490 56%	390 15%		
Reading Weighted* Performance Rate	49	56	15	120	300

* For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

Example 3.2. Calculations to determine overall points for Index 3 for 2013					
STAAR Weighted* Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted* Performance Rate	49	56	15	120	300
Mathematics Weighted* Performance Rate	60	50	22	132	300
Writing Weighted* Performance Rate	40	45	18	103	300
Science Weighted* Performance Rate	60	20	29	109	300
Social Studies Weighted* Performance Rate	25	20	25	70	300
Total				534	1,500
Index Score (total points divided by maximum points)				36	

* For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

See *Chapter 13 – Preview* for Index 3 examples applicable to 2014 and beyond.

Index 4: Postsecondary Readiness

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. The structure of Index 4 is a two-step process because campuses will vary in the number of separate indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and each student group that meets minimum size criteria. The maximum number of points depends on size, student demographics, and campus type (for campuses). The final index score is total points divided by maximum points.

Graduation Score

Combined performance across the graduation rates and Recommended High School Program (RHSP) / Distinguished Achievement Program (DAP) diploma indicator:

- Class of 2012 Four-Year Graduation Rate for All Students and all student groups, *or*
- Class of 2011 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of total points to the index when combined with the RHSP/DAP graduation rate.

Only one of the two graduation rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group.

- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation rate calculated) – calculated for campuses and districts with students in grades 9, 10, 11, or 12.
- RHSP/DAP Graduates for school year 2011-12 for All Students and racial/ethnic student groups

STAAR Score

See *Chapter 13 – Preview* for information on how STAAR results will be included in Index 4 in 2014 and beyond.

The following tables illustrate the Index 4 indicator composition depending on campus type.

Example 4.1. Districts and campuses with a graduation rate												
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation rate	82.8%	74.5%	70.2%	75.4%						82.4%	385.3	500
RHSP/DAP	75.0%	66.1%	51.4%	67.6%							260.1	400
4-year Graduation Total											645.4	900
4-year Graduation Score (graduation total points division by maximum points)											72	
5-year graduation rate	82.8%	69.1%	68.3%	70.0%						76.6%	366.8	500
RHSP/DAP	75.0%	66.1%	51.4%	67.6%							260.4	400
5-year Graduation Total											626.9	900
5-year Graduation Score (graduation total points divided by maximum points)											70	
Index Score											72	

Example 4.2. Districts and campuses with Gr. 9-12 but no graduation rate												
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)	69 (3.1%)	89 (1.1%)				87 (1.3%)	68 (3.2%)	53 (4.7%)	503	700
RHSP/DAP	82.7%	76.4%	83.6%	83.0%							325.7	400
Graduation Total (based on dropout and RHSP/DAP)											828.7	1100
Graduation Score (dropout and RHSP/DAP total points divided by maximum points)											75	
Index Score											75	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

See *Chapter 5 – Performance Index Indicators* for information on how the annual dropout rate calculation is derived for this index.

See *Chapter 13 – Preview* for Index 4 examples applicable to 2014 and beyond, including an elementary and middle/junior high school example.

Index 4: Postsecondary Readiness for AEA Campuses and Charters

Some alternative and charter schools have been approved to use alternative criteria and index targets with regards to Index 4.

In 2013, the Graduation and General Educational Development (GED) attainment and the additional bonus points will be combined to determine overall score for Index 4.

The RHSP/DAP graduates annual rate contributes bonus points (rather than averaging the rates into the Graduation and GED Score). Bonus points are also added for the Continuing Students Success Rates and Excluded Students Credit. A maximum of 50 bonus points will be added to the final index score.

Example 4.3. AEA charter districts and campuses with a graduation and GED rate												
Indicator	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation and GED rate	64.3%	58.8%	58.8%	71.6%				66.0%	59.8	34.2%	413.5	700
5-year graduation and GED rate	65.1%	58.8%	60.0%	72.1%				64.0%	57.5	48.9%	426.4	700
6-year graduation and GED rate	62.7%	56.4%	63.6%	63.0%					58.0	52.1%	355.8	600
Graduation and GED Score (graduation and GED total points divided by maximum points)											61	
Bonus Points: RHSP/DAP	27.0%										27	
Continuing Students Success	5.8%										6	
Excluded Students Credit	4										4	
Total Bonus Points (maximum of 50)											37	
Index Score (Graduation and GED Score plus Bonus Points)											98	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

See *Chapter 13 – Preview* for Index 4 examples applicable to AEA campuses and charters in 2014 and beyond.

Reference *Appendix E – Sample Accountability Table and Index Calculation* for examples of index calculations and examples.

Chapter 5 – Performance Index Indicators

For 2013 and beyond, a framework of four Performance Indexes will include a broad set of measures that provide a comprehensive evaluation of the entire campus or district. A description of the indicators follows.

Common Elements of the Performance Index System

Assessment Results

The following State of Texas Assessments of Academic Readiness (STAAR) results are included in Indexes 1 and 3 in 2013.

- Spring 2013 Grades 3-8 English assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-5 Spanish assessments at phase-in 1 Level II standard
- Spring 2013 EOC assessments at phase-in 1 Level II standard
- Fall 2012 EOC assessments at phase-in 1 Level II standard
- July 2012 EOC assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-8 and EOC Modified assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-8 and EOC Alternate assessments at phase-in 1 Level II standard
- Spring 2013 Grade 11 (primary administration) TAKS, TAKS Accommodated, and TAKS-Modified assessments at Met Standard performance standard

Accountability Subset

The following accountability subset rules apply to the assessment results in Index 1, 2, and 3.

- Grades 3-8 – districts and campuses are accountable for spring results for students enrolled on the fall enrollment snapshot.
- EOC – districts and campuses are accountable for:
 - fall results for students enrolled on the fall enrollment snapshot,
 - spring results for students enrolled on the fall enrollment snapshot, and
 - summer results for students enrolled on the prior year fall enrollment snapshot.

If a student was enrolled on the campus/district on this date:	Then these results are included in the campus/district accountability subset:
Fall 2011 enrollment snapshot	EOC summer 2012 administration
Fall 2012 enrollment snapshot	EOC fall 2012 administration
	EOC spring 2013 administration
	Grades 3-8 spring 2013 administration

STAAR Retest Performance

- SSI – For students in grades 5 and 8, the performance index will include reading and mathematics test results from the first and second administration (first re-test opportunity). The best test result in each subject is found first then attributed to the campus and district; the accountability subset rules determine whether the test result is included in the performance index. The performance index includes test results for

students who were enrolled in the campus or district in the fall as reported on the PEIMS October snapshot date and tested in the same campus or district in the spring.

- EOC – Districts and campuses are accountable for three EOC test administrations: 1) summer results for students enrolled on the prior year fall enrollment snapshot, 2) fall results for students enrolled on the fall enrollment snapshot, 3) spring results for students enrolled on the fall enrollment snapshot. For students who are enrolled and tested on the same campus or district during the 2013 accountability cycle, the state accountability system will include EOC results based on the best result from first administration and retest results of tests administered in summer 2012, fall 2012, or spring 2013.

For students who are enrolled and tested at a different campus or district during the 2013 accountability cycle, the student's single best test outcome for each course is found first and attributed to the testing campus and district. After attributing the test to a campus and district, the accountability subset rules determine whether the test result is included in the performance index. If the single best test outcome for a course is attributed to a campus or district where the student does not meet the accountability subset criteria, then EOC test results are not evaluated for accountability. When all test results meet the accountability subset criteria but do not meet the student passing standard, then the most recent test result is chosen.

Index 1: Student Achievement

The purpose of this index is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

Assessment Results Included

STAAR Level II assessment results listed in the Common Elements section above.

English language learner results (English and Spanish test versions)

- Students in U.S. schools Year 1 through Year 3 excluded
- Students in U.S. schools Year 4 and beyond included at phase-in Level II performance standard
- Asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded

STAAR Retest Performance

STAAR assessment retest results for Student Success Initiative (SSI) and End of Course (EOC) are shown in the Common Elements section above.

Subjects Evaluated

All subject areas (reading, mathematics, writing, science, and social studies) are combined. Subject areas are not evaluated separately.

Student Groups Evaluated

All Students only. Student groups are not evaluated separately.

Minimum Size Criteria

None. Small numbers analysis is applied if there are fewer than 10 tests in the accountability subset.

Small Numbers Analysis

For Index 1, small numbers analysis is applied if the Total Tested on STAAR, combined across all subjects, is fewer than 10 tests in the accountability subset.

In 2013, a two-year average will be calculated for assessment indicators because only two years of STAAR results are available. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

Accountability Subset

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

Methodology

Assessment results are summed across tests, grade levels, and subjects. The number of assessments meeting the phase-in 1 Level II standard is divided by the number of assessments taken.

$$\frac{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Phase-In 1 Level II Standard}}{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken}}$$

Rounding

The Percent Met Phase-in 1 Level II calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

Since Index 1 has only one indicator, the Total Index points and Index Score are the same:
Index Score = Total Points.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 1, non-AEA districts and campuses must have a score of **50** or higher to receive the *Met Standard* label. AEA campuses and charters must have a score of **25** or higher to receive the *Met Alternative Standard* label.

Index 2: Student Progress

The purpose of this index is to provide a measure of student progress by subject and student group independent of overall student achievement levels.

Assessment Results Included

A table detailing student growth measures reported and used in the 2013 accountability system is shown in *Appendix H – Student Growth Measures*.

English language learner results (English and Spanish test versions)

The STAAR ELL Progress Measure is designed for students tested on STAAR English test versions and is not available in 2013. ELL students tested on STAAR Spanish test versions receive the results of the STAAR growth measure beginning in 2013.

- English test version results
 - STAAR ELL Progress Measure not available; STAAR growth measure not calculated for current ELLs tested on English test versions
 - Asylees/refugees excluded
- Spanish test version results
 - STAAR Growth Measure calculated for ELL tested on Spanish test versions
 - Students in U.S. schools Year 1 through Year 3 excluded
 - Students in U.S. schools Year 4 and beyond included using STAAR growth measure
 - Asylees/refugees in U.S. schools Year 1 through Year 5 excluded

Subjects Evaluated

Reading/ELA, Mathematics and Writing, for grades that a student growth measure can be calculated in 2013, are evaluated separately.

Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL)
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Minimum Size Criteria

- All Students are evaluated if there are at least 10 test results. In 2013, small numbers analysis is not applicable without two years of data.
- Student Groups are evaluated if there are at least 25 test results for the group.

Small Numbers Analysis

In 2013, a two-year average cannot be calculated for Index 2 assessment indicators because only one year of student growth measures are available.

Accountability Subset

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

Methodology

The percent of tests at the specified student growth level on the assessment is multiplied by the weight for that growth level.

- Met – one point for each percent of tests at the Met Growth Expectation level
- Exceeded – two points for each percent of tests at the Exceeded Growth Expectation level

Rounding

The Total Weighted Growth Rate calculation is expressed as a percent, Total Points divided by Maximum Points, rounded to a whole number. For example, 479 Total Points divided by 800 Maximum Points is 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 2 score is the rounded result of Total Points divided by the Maximum Points.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013.

The Index 2 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA campus performance by the following campus types: elementary school, middle school/junior high school, and high school/multi-grade schools. The Index 2 targets for non-AEA districts will be set at about the fifth percentile of non-AEA campus performance across all campus types.

The Index 2 targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

Growth Measure Indicators

Students are assigned to one of three growth categories based on change in scale score in relation to growth expectations:

- Did Not Meet Growth Expectation
- Met Growth Expectation
- Exceeded Growth Expectation

A table detailing student growth measures reported and used in the 2013 accountability system is shown in *Appendix H – Student Growth Measures*.

Index 3: Closing Performance Gaps

The purpose of this index is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.

Assessment Results Included

STAAR Level II assessment results listed in the Common Elements section above.

English language learner results (English and Spanish test versions)

Excluded (English and Spanish test versions)

STAAR Retest Performance

STAAR assessment retest results for Student Success Initiative (SSI) and End of Course (EOC) are shown in the Common Elements section above.

Subjects Evaluated

- Reading/ELA
- Mathematics
- Writing
- Science
- Social Studies

Student Groups Evaluated

- Economically Disadvantaged Students
- Two Lowest Performing Racial/Ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from spring 2012. (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates will be calculated for reporting. Index 1 combines performance across subjects so the groups identified as lowest performing will be the same for all subjects in Index 3. In the event that two or more of the lowest performing groups (meeting minimum size) have the same performance rate, the lowest performing groups with the largest denominator will be selected.)

- If the campus or district has three or more racial/ethnic student groups that meet minimum size criteria, performance of the two lowest performing racial/ethnic groups is included in the index.
- If the campus or district has two racial/ethnic student groups that meet minimum size criteria, performance of the lowest performing racial/ethnic group is included in the index.
- If the campus or district has only one racial/ethnic student group that meets the minimum size criteria, then the racial/ethnic group is not included in the index.

Minimum Size Criteria

- Economically Disadvantaged Students – None; the results are always evaluated regardless of the number of students tested. Small numbers analysis is applied if there are fewer than 10 tests in the accountability subset. If no data are available for current and prior year, Index 3 will be evaluated on the lowest performing race/ethnicity student groups that meet minimum size criteria.
- Student Groups are evaluated if there are at least 25 test results.

Small Numbers Analysis

Small numbers analysis is applied to the Economically Disadvantaged student group by subject. If the Number of Tests on STAAR is fewer than 10 tests in the accountability subset, a two-year-average will be calculated for Economically Disadvantaged assessment indicators because only two years of STAAR results are available. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

If there are less than 25 test results for the selected lowest performing student groups, no small numbers analysis will be applied and that group’s performance is not included in Index 3 calculations.

Accountability Subset

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

Methodology

The percent of tests at the specified student performance level on the assessment is multiplied by the weight for that performance level.

- Phase-in 1 Level II – one point for each percent of tests at the phase-in 1 Level II performance standard or above
- Level III Advanced (not applicable in 2013) – See *Chapter 13 – Preview* for information on how Level III Advanced performance will be included in Index 3 in 2014 and beyond.

Rounding

The Total Performance Rate calculation is expressed as a percent, Total Points divided by Maximum Points, rounded to a whole number. For example, 800 total Points divided by 1,500 Maximum Points is 53.33% is rounded to 53%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 3 score is the rounded result of Total Points divided by the Maximum Points.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 3, non-AEA districts and campuses must have a score of **55** or higher to receive the *Met Standard* label. AEA campuses and charters must have a score of **30** or higher to receive the *Met Alternative Standard* label.

Index 4: Postsecondary Readiness

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. Index 4 includes modifications applicable to AEA campuses and charters which are described in a separate section later in this chapter.

Assessment Results Included

STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups will be incorporated into Index 4 in 2014. See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond.

Graduation Rates Included

High school graduation rates include the four-year and five-year graduation rates and annual dropout rate if there is no graduation rate calculated.

- Class of 2012 Four-Year Graduation Rate – calculated for campuses and districts with students in grade 9 and either grade 11 or 12 in both years 1 and 5 of the cohort, or with grade 12 in both years 1 and 5 of the cohort.
- Class of 2011 Five-Year Graduation Rate – follows the same cohort of students for one additional year.
- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation rate calculated) – calculated for campuses and districts with students in grades 9, 10, 11, or 12.

Graduation Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For graduation rate calculations, ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Graduation Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 graduates.
- Student Groups are evaluated if there are at least 25 students in the class.

Graduation Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Graduates in the Class of 2012 cohort (4-year) or Class of 2011 cohort (5-year) is less than 10. The Total Number of Students in the graduating class consists of graduates, continuing students, GED recipients, and dropouts.

In 2013, a three-year-average will be calculated for the All Students graduation rate. The calculation based on the aggregated multi-year average will be used in the performance index.

Graduation Rates—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

The four-year and five-year graduation rate measures the percent of graduates in a class.

$$\frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts}}$$

Graduation Rates—Rounding

Four-year and Five-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

Annual Dropout Rates Included

For districts and campuses that serve students enrolled in grades 9-12 but do not have a graduation rate the Annual 9-12 Dropout Rate is used.

Annual Dropout Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For dropout rate calculations, ELL student group is defined as students identified as limited English proficient during the reported school year.
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Annual Dropout Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 dropouts.
- Student Groups are evaluated if there are at least 25 students in the denominator.

Annual Dropout Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Students Enrolled in grades 9-12 during the 2011-12 school year is less than 10.

In 2013, a three-year-average will be calculated for the All Students annual dropout rate. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

Annual Dropout Rates—Conversion

The annual dropout rate is a measure of negative performance. In order to include annual dropout rate in the index, the rates must be converted to a positive measure.

$$100 - (\text{Grade 9-12 Annual Dropout Rate} \times 10), \text{ with a floor of zero}$$

Annual Dropout Rates—Rounding

Grade 9-12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 students reported as dropouts divided by 2,190 students enrolled in grades 9-12 is 1.095% which is rounded to 1.1% Annual Dropout Rate.

Recommended High School Program or Distinguished Achievement (Advanced) High School Program (RHSP/DAP) Rates

RHSP/DAP Rates—Student Groups Evaluated

Eight student groups are evaluated.

- All Students
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

RHSP/DAP Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 2011-12 total graduates.
- Student Groups are evaluated if there are at least 25 2011-12 graduates.

RHSP/DAP Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Total Graduates is less than 10.

In 2013, a three-year-average will be calculated for the All Students RHSP/DAP graduation rate. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

RHSP/DAP Rates—Methodology

The percent of RHSP/DAP graduates annual rate that will be applied to Index 4 in the 2013 state accountability system is the same rate that has been reported for a number of years on the Academic Excellence Indicator System (AEIS) reports for all high schools and districts statewide. The percent of RHSP/DAP graduates based on the longitudinal cohort will be reported for the first time in 2013 for the Class of 2012. For this reason, the RHSP/DAP indicator used for the 2013 ratings will be based on the annual rate instead of the longitudinal rate.

The RHSP/DAP graduates annual rate is the percent of prior year graduates who were reported as having satisfied the course requirements for the RHSP or DAP.

$$\frac{\text{Number of RHSP/DAP graduates}}{\text{Number of graduates}}$$

RHSP/DAP Rates—Rounding

Annual RHSP/DAP Rate calculations are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 Total Graduates is 94.736% which is rounded to 94.7% Annual RHSP/DAP Graduation Rate.

Index Score

- For districts and high schools with a graduation rate the index score consists of either the Total Points for the 4-year graduation rate or the 5-year graduation rate, whichever yields a higher Index Score. The graduation rate is added together with the Total Points from the RHSP/DAP annual graduation rate. The Graduation Score is the sum of these two indicators divided by the sum of the Maximum Points for graduation rate and RHSP/DAP annual graduation rate. The final Index 4 score is the higher of the 4-year Graduation Score or the 5-year Graduation Score.
- For districts and campuses that serve students enrolled in grades 9-12 but do not have a graduation rate the index score consists of the Total Points for the Annual 9-12 Dropout Rate added together with the Total Points from the RHSP/DAP graduation rate. The final Index 4 score is the sum of these two indicators divided by the sum of the Maximum Points for Annual Dropout rate and RHSP/DAP graduation rate.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 4, non-AEA districts and campuses must have a score of **75** or higher.

Index 4: Postsecondary Readiness for AEA Campuses and Charters

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. Some alternative and charter schools have been approved to use alternative criteria and index targets with regards to Index 4.

Assessment Results Included

STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups will be incorporated into Index 4 in 2014. See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond.

Graduation and GED Rates Included

The graduation rate calculation is modified to credit AEA campuses and charters for graduates and GED recipients. Four-year, five-year, and six-year graduation and GED rates will be calculated for AEA campuses and charters. The Grade 9-12 Annual Dropout Rate is used if there is not a combined graduation and GED rate.

- Class of 2012 Four-year graduation and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both year 1 and year 5, or with grade 12 in both year 1 and year 5.

- Class of 2011 Five-year graduation and GED rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a four-year graduation and GED rate in one year will have a five-year graduation and GED rate for that cohort in the following year. The five-year graduation and GED rate lags behind the four-year graduation and GED rate by one year.
- Class of 2010 Six-year graduation and GED rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a five-year graduation and GED rate in one year will have a six-year graduation and GED rate for that cohort in the following year. The six year graduation and GED rate lags behind the four-year graduation and GED rate by two years.
- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation and GED rate). If a district or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation and GED rate, then Grade 9-12 Annual Dropout Rate is used. This calculation is modified to give points to AEA campuses and charters for annual dropout rates lower than 20.0.

Graduation and GED Rates—Student Groups Evaluated

Up to ten student groups may be evaluated, depending on whether the four-year, five-year, or six-year graduation and GED rate is used in the calculation for Index 4.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For graduation rate calculations, ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races. If the six-year graduation and GED rate is used only four racial/ethnic groups will be used: African American, Hispanic, White, and American Indian.

Graduation and GED Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 graduates.
- Student Groups are evaluated if there are at least 25 students in the class.

Graduation and GED Rates—Small Numbers Analysis

- All Students – none; Graduation and GED Rates are always evaluated. Small numbers analysis is applied if there are fewer than 10 students in the Class of 2012 (4-year), Class of 2011 (5-year) or Class of 2010 (6-year). The Total Number of Students in the graduating class consists of graduates, continuing students, GED recipients, and dropouts.
- Student Groups are evaluated if there are at least 25 students in the class.

Graduation and GED Rates—Methodology

The four-year graduation and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for non-graduate, non-dropout reasons are removed from the class.

The graduation and GED rate measures the percent of graduates and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + GED Recipients}}{\text{Number of Graduates + Continuers + GED Recipients + Dropouts}}$$

Graduation and GED Rates—Rounding

Four-year, five-year, and six-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

Annual Dropout Rates Included

Annual Dropout Rate for grades 9-12 (used only if no graduation and GED rate). If a district or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation and GED rate, then Grade 9-12 Annual Dropout Rate is used. This calculation is modified to give points to AEA campuses and charters for annual dropout rates lower than 20.0.

Annual Dropout Rates—Student Groups Evaluated

Up to ten student groups may be evaluated, depending on whether the four-year, five-year, or six-year graduation and GED rate is used in the calculation for Index 4.

- All Students
- Students served by Special Education
- English Language Learners (ELL)
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

Annual Dropout Rates—Minimum Size Criteria

- All Students – none; Annual Dropout Rates are always evaluated. Small numbers analysis is applied if there are fewer than 10 students enrolled in grades 9-12 during the 2011-12 school year.
- Student Groups are evaluated if there are at least 25 students enrolled in grades 9-12 during the school year.

Annual Dropout Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Students Enrolled in grades 9-12 during the 2011-12 school year is less than 10.

In 2013, a three-year-average will be calculated for the All Students dropout rate. The calculation based on the aggregated multi-year average will be used in the performance index.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 school year.

$$\frac{\text{Number of student who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

Annual Dropout Rates—Conversion

The annual dropout rate is a measure of negative performance. In order to include annual dropout rate in the index, the rates must be converted to a positive measure. The conversion calculation is modified for AEA provisions.

$$100 - (\text{Grade 9-12 Annual Dropout Rate} \times 5), \text{ with a floor of zero}$$

Annual Dropout Rates—Rounding

Grade 9-12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 students reported as dropouts divided by 2,190 students enrolled in grades 9-12 is 1.095% which is rounded to 1.1% Annual Dropout Rate.

Bonus Point Indicators for AEA Campuses and Charters

In 2013, bonus points will be added to the Graduation and General Educational Development (GED) attainment (or Dropout Rate) to determine the overall index score for Index 4. The RHSP/DAP graduates annual rate, Continuing Students Success Rates, and Excluded Students Credit add a maximum of 50 bonus points to the final index score.

RHSP/DAP Annual Rate

- **Student Groups:** All Students only.
- **Minimum Size:** None; Small numbers analysis is applied if there are fewer than 10 graduates.
- **Methodology:** The percent of prior year graduates who were reported as having satisfied the course requirements for the Recommended or Distinguished Achievement (Advanced) High School Program.

number of prior year graduates with graduation codes for RHSP or DAP

number of prior year graduates

The RHSP/DAP annual rate is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

Continuing Students Success Rates

- **Student Groups:** All Students only.
- **Minimum Size:** None; the AEA Continuing Students Success Rates are based on the six-year Graduation and GED Rate which may be subject to small numbers analysis.
- **Methodology:** The change in Graduation and GED Rate for one cohort of students from the four-year rate to the six-year rate.

$$\begin{array}{ccc} \begin{array}{c} \text{6-Year Graduation and} \\ \text{GED Rate} \\ \text{of most recent cohort} \\ \text{(Class of 2010)} \end{array} & - & \begin{array}{c} \text{4-Year Graduation and} \\ \text{GED Rate} \\ \text{of same cohort} \\ \text{(Class of 2010)} \end{array} \end{array} \quad \text{with a floor of zero}$$

The percentage point change derived from this calculation is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

Excluded Students Credit

- **Student Groups:** All Students only.
- **Minimum Size:** None; the AEA Excluded Students Credit is based on the four-year Graduation and GED Rate with exclusions which may be subject to small numbers analysis.
- **Methodology:** Number of graduates and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates and GED recipients in the 4-year graduation cohort with exclusions (state rate).

$$\begin{array}{ccc} \begin{array}{c} \text{Graduates and GED recipients from} \\ \text{4-year graduation cohort without} \\ \text{exclusions (federal rate) of most} \\ \text{recent cohort (Class of 2012)} \end{array} & - & \begin{array}{c} \text{Graduates and GED recipients from} \\ \text{4-year graduation cohort with} \\ \text{exclusions (state rate) of same} \\ \text{cohort (Class of 2012)} \end{array} \end{array} \quad \text{With a floor of zero}$$

The number of students derived from this calculation is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

Index Score

The final Index 4 score is the sum of the highest four-year, five-year or six-year Graduation and GED Score combined with a maximum of 50 bonus points earned from RHSP/DAP Annual Rate, Continuing Students Success Rate, and Excluded Students Count.

See *Appendix E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 4, using AEA provisions, AEA campuses and charters must have a score of **45** or higher.

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Chapter 6 – Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible for the following distinction designations in 2013. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations, per Texas Education Code (TEC) §39.201.

- Top 25% Student Progress
- Academic Achievement in Reading/English language arts (ELA)
- Academic Achievement in Mathematics

Campus distinction designations will be based on campus performance in relation to a comparison group of campuses.

Campus Comparison Groups

Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on the following characteristics: campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency. For details about campus comparison groups, see *Appendix G – Campus Comparison Groups*.

Campus Top Twenty-Five Percent Distinction Designations

Campus top twenty-five percent distinction designations will be based on performance on Index 2 in relation to campuses in the comparison group.

- 2013 and Beyond: Top 25% Student Progress. Based on performance on Index 2: Student Progress. Campuses that are in the top quartile of their campus comparison group in performance on Index 2.
- 2014 and Beyond: Top 25% Closing Achievement Gaps. See *Chapter 13 – Preview* for information on the 2014 Top 25% Closing Achievement Gaps distinction designation.

Campus Academic Achievement Distinction Designations (AADD)

The Academic Achievement Distinction Designations recognizes outstanding academic achievement in reading/ELA and mathematics on a variety of indicators, including completion of advanced/dual enrollment courses and SAT and ACT performance and participation, based on comparison groups of similar campuses.

AADD indicators are evaluated for campuses whose grade span is within grades 3-12 that achieved a *Met Standard* rating. AADD indicators are evaluated for All Students only. Student groups are not evaluated separately. Minimum size requirements of 10 students apply to all AADD indicators.

Campuses that are not eligible for AADD outcomes are campuses with *Improvement Required* ratings, paired campuses, AEA campuses, JJAEPs, and DAEPs.

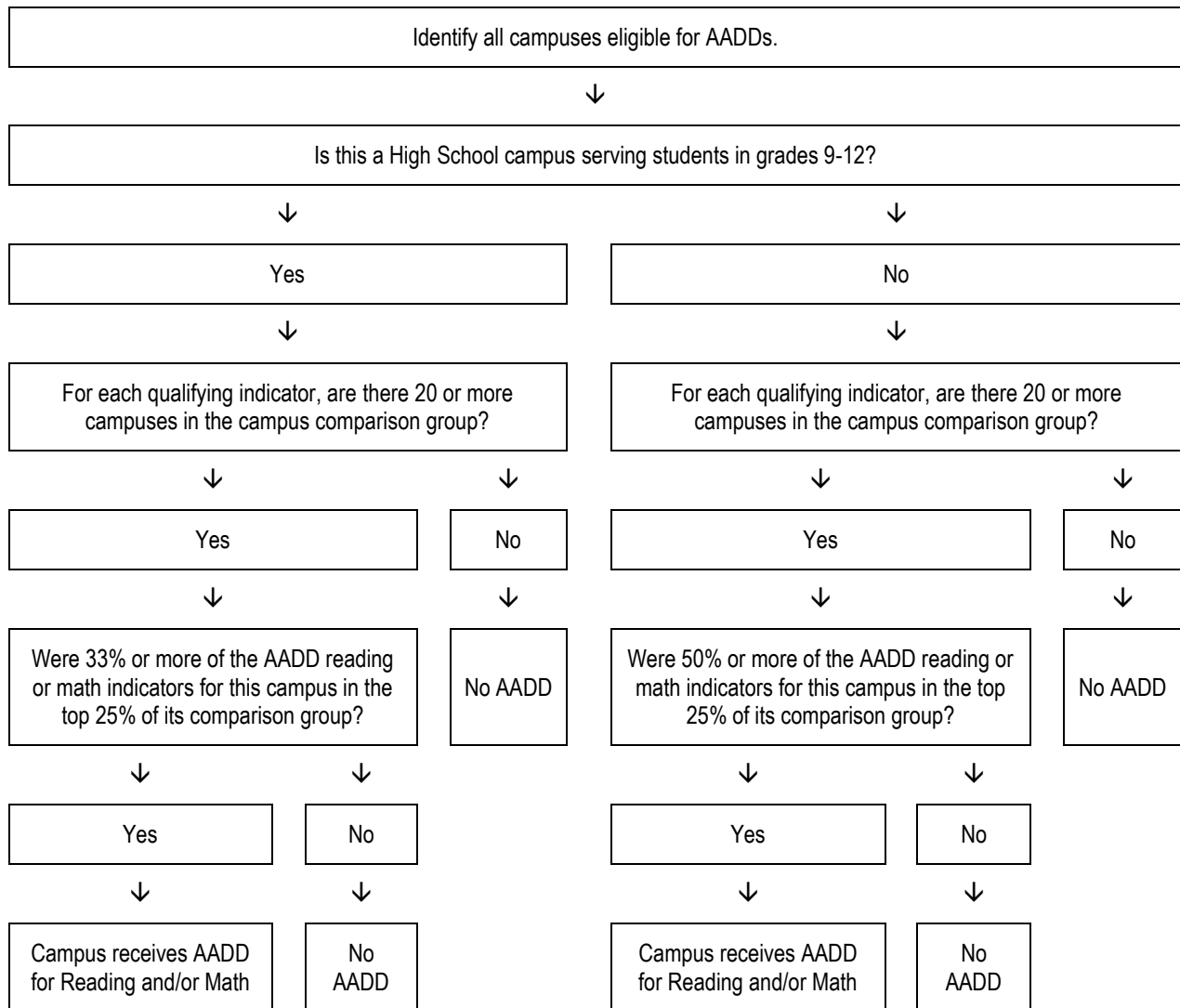
AADD Targets

- Campuses in the top 25% (top quartile) of their campus comparison group in Step 2 are eligible for a distinction designation for that subject area.
- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures receive a distinction designation for that subject area.
- High schools in the top quartile on at least 33% of their eligible measures receive a distinction designation for that subject area.

Notification of Campus Distinction Designation

Distinction designations will be released concurrently with accountability ratings on August 8, 2013. See *Chapter 12 – Calendar* for more information.

AADD Flowchart

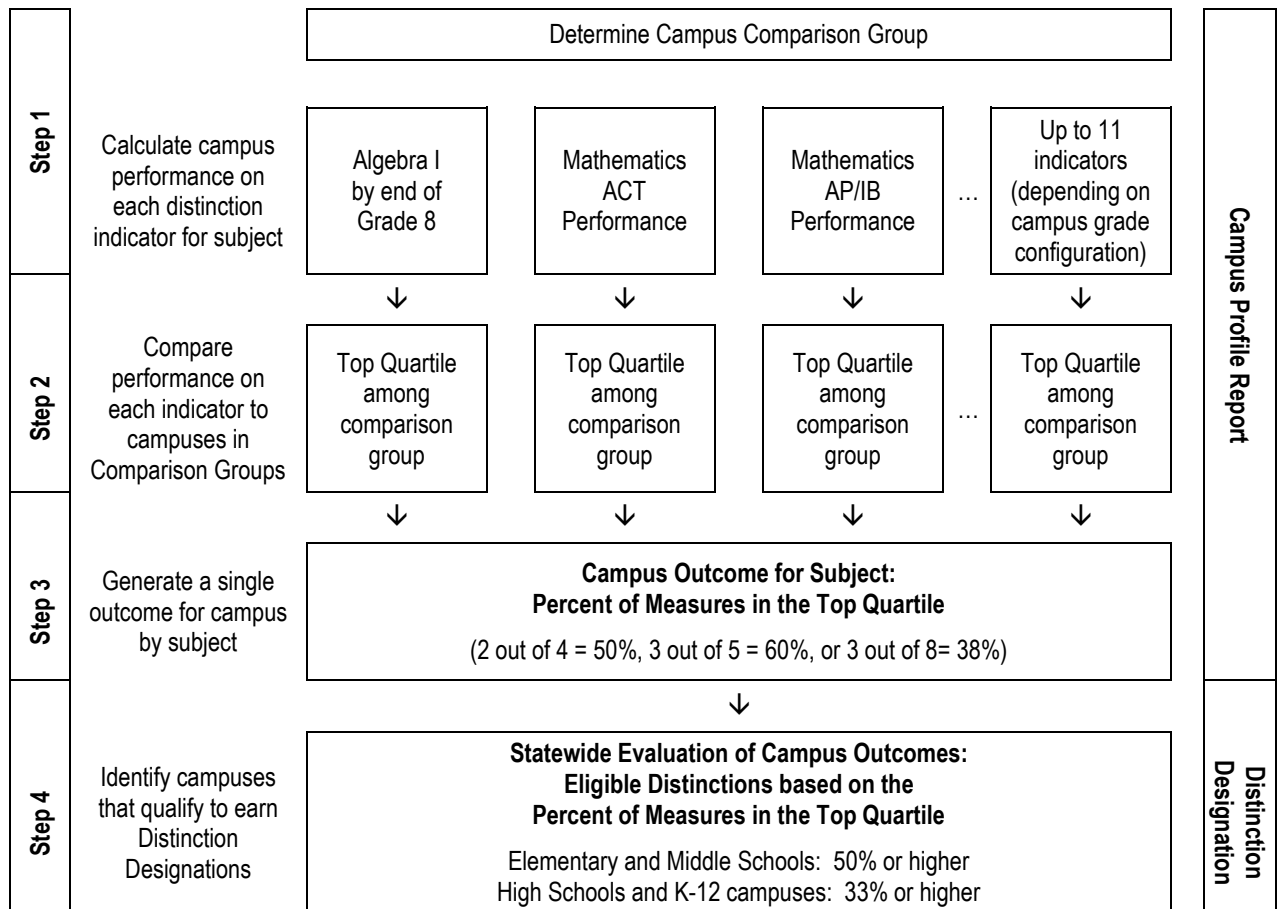


AADD Methodology

The steps below describe the evaluation of campuses in the AADD system.

1. The first step identifies a campus comparison group for each campus and calculates campus performance for each AADD indicator by subject (reading/ELA and mathematics). The comparison group methodology considers:
 - a. campus type (elementary, middle, high school),
 - b. campus size (total student enrollment),
 - c. percent of economically disadvantaged students enrolled for 2012-13,
 - d. percent of limited English proficient students enrolled for 2012-13, and
 - e. percent of mobile students as determined from 2011-12 cumulative attendance.
2. The second step compares the performance of the target campus to the performance of the campuses in the comparison group for each AADD indicator.
3. The third step generates a single outcome by subject (reading/ELA and math) for each campus based on the number of measures that met the criteria in Step 2.

Framework for AADD: Mathematics Example



AADD Labels

Distinction Designation – [Reading/ELA and/or Mathematics]

The campus is rated *Met Standard*, has reading/ELA and/or mathematics results to evaluate, and meets or exceeds the criteria (33% for high schools and 50% for elementary and middle schools) for their eligible AADD indicators.

Does Not Qualify

The campus has performance results to evaluate but did not meet the distinction designation criteria or received an *Improvement Required* rating.

Not Applicable

The campus does not have results to evaluate for the distinction, is not rated, is evaluated under AEA provisions, is paired, or is a JJAEP or DAEP campus.

AADD Indicators

The AADD indicators are listed below by campus type and subject. See *Chapter 13 – Preview* for AADD indicators that will be awarded in 2014 and beyond.

2013 AADD Indicators by Campus Type and Subject

AADD Indicator	High School	Middle School	Junior High	Elementary	K-8	K-12	
Attendance rate	Not Subject Specific / Applies to both subjects and all levels						
Greater Than Expected Student Growth	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	
Grade 3 Reading Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 4 Writing Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 5 Math Performance (Level III)		Math	Math	Math	Math	Math	
Grade 7 Writing Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Grade 8 Reading Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Algebra I by Grade 8-Participation		Math	Math		Math	Math	
Algebra I by Grade 8-Performance (Level III)		Math	Math		Math	Math	
AP/IB and Advanced/Dual Enrollment Course Completion Participation	ELA & Math					ELA & Math	
AP/IB Examination Performance: ELA	R/ELA					R/ELA	
AP/IB Examination Performance: Math	Math					Math	
SAT/ACT Participation	ELA & Math					ELA & Math	
SAT Performance: ELA	R/ELA					R/ELA	
SAT Performance: Math	Math					Math	
ACT Performance: ELA	R/ELA					R/ELA	
ACT Performance: Math	Math					Math	
Total Indicators	Reading/ELA	7	4	4	4	6	11
	Mathematics	7	5	5	3	5	10

R/ELA = indicator can be evaluated for Reading/English Language Arts only

Math = indicator can be evaluated for Mathematics only

ELA & Math = indicator will be evaluated for both Reading/ELA and Mathematics

Not Subject Specific = indicator cannot be directly associated with either Reading/ELA or Mathematics

blank = indicator is not applicable at this campus level.

Attendance Rate

Attendance rates are based on student attendance for the entire school year for students in grades 1-12. The Attendance Rate indicator is not subject-specific; therefore, it applies to both subject areas. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2011-12}}{\text{total number of days students in grades 1-12 were in membership in 2011-12}}$$

Year of Data: 2011-12

Data Source: PEIMS submission 3 attendance data

Greater Than Expected Student Growth

This indicator measures greater than expected student growth on STAAR in comparison to a group of campuses with similar demographic characteristics.

Methodology: TBD - Based on Index 2 Progress Measure

Year of Data: 2012-13

Data Source: Pearson

Grade 3 Reading Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 3 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate reading assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 3 Reading}}{\text{number of students tested in grade 3 Reading}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 4 Writing Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 4 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate writing assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 4 Writing}}{\text{number of students tested in grade 4 Writing}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 5 Math Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 5 STAAR (English and Spanish version tests), STAAR Modified, and STAAR Alternate mathematics assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 5 Math}}{\text{number of students tested in grade 5 Math}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 7 Writing Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 7 STAAR, STAAR Modified, and STAAR Alternate writing assessments.

Methodology:

$$\frac{\text{number of students achieving Level III in grade 7 Writing}}{\text{number of students tested in grade 7 Writing}}$$

Year of Data: 2012-13

Data Source: Pearson

Grade 8 Reading Performance (Level III)

This indicator measures the percent of students achieving the Level III (Advanced/Accomplished) performance standard on the grade 8 STAAR, STAAR Modified, and STAAR Alternate reading assessments (best result from primary and first retest administrations).

Methodology:

$$\frac{\text{number of students achieving Level III in grade 8 Reading}}{\text{number of students tested in grade 8 Reading}}$$

Year of Data: 2012-13

Data Source: Pearson

Algebra I by Grade 8 – Participation

This indicator measures test participation in Algebra I EOC by the end of grade 8.

Methodology:

$$\frac{\text{number of students in grade 8 or below who took the Algebra I EOC}}{\text{number of students enrolled in grades 7-8}}$$

Year of Data: 2012-13

Data Source: Pearson

Algebra I by Grade 8 – Performance (Level III)

This indicator measures test performance on Algebra I EOC by the end of grade 8.

Methodology:

$$\frac{\text{number of students in grade 8 or below who score Level III in Algebra I EOC}}{\text{number of students in grade 8 or below who took the Algebra I EOC}}$$

Year of Data: 2012-13

Data Source: Pearson

AP/IB and Advanced/Dual Enrollment Course Completion Participation

This indicator consists of two types of course completions: 1) Advanced Placement (AP) and International Baccalaureate (IB), and 2) advanced/dual credit. The AP/IB component of this indicator refers to the participants of the College Board AP or IB examinations taken by Texas public school students in a given school year. The Advanced/Dual Enrollment component is based on students in grades 9-12 who complete at least one advanced/dual enrollment course.

Methodology for AP/IB Participation

$$\frac{\text{Number of students in grades 11-12 taking at least one AP/IB exam}}{\text{Total students in grades 11-12}}$$

Methodology for Advanced/Dual Enrollment Participation

$$\frac{\text{Number of students in grades 9-12 completed at least one Advanced/Dual Enrollment Course}}{\text{Total students in grades 9-12 who completed at least one course}}$$

Year of Data: 2011-12

Data Source: The College Board and PEIMS submission 3 course completion data

AP/IB Examination Performance: ELA

This indicator measures the percent of examinees in grades 11-12 scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB). The College Board offers two AP courses and examinations in English: English Language and Composition and English Literature and Composition.

Methodology:

$$\frac{\text{number of students in grades 11-12 with at least one score at or above the criterion in ELA}}{\text{number of students in grades 11-12 with at least one AP/IB ELA examination}}$$

Year of Data: 2011-12

Data Source: The College Board

AP/IB Examination Performance: Mathematics

This indicator measures the percent of examinees in grades 11-12 scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB). The College Board offers three AP courses and examinations in mathematics: Calculus AB, Calculus BC, and Statistics.

Methodology:

$$\frac{\text{number of students in grades 11-12 with at least one score at or above the criterion in Math}}{\text{number of students in grades 11-12 with at least one AP/IB Math examination}}$$

Year of Data: 2011-12

Data Source: The College Board

SAT/ACT Participation

This indicator measures the percent of graduates who took either college admissions test. The SAT and ACT are college readiness assessments that measure knowledge and skills that students develop while in high school. This indicator recognizes campuses that have large proportions of high school students participating in these college readiness assessments and exhibiting high levels of academic skill.

Methodology:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

Year of Data: Class of 2012

Data Source: The College Board (SAT) and ACT, Inc.

SAT Performance Indicators: ELA and Mathematics

Student performance on the SAT is reported as a scaled score that ranges from 200 to 800 in 10 point increments.

An SAT Performance indicator is evaluated for both ELA and mathematics.

Methodology:

$$\frac{\text{sum of scaled scores by subject}}{\text{number of examinees by subject}}$$

Year of Data: Class of 2012

Data Source: The College Board

ACT Performance Indicators: ELA and Mathematics

The ACT consists of five sections: English, mathematics, reading, science, and an optional writing section. Student performance on the English, mathematics, reading, and science sections of the ACT is reported as a scaled score that ranges from 1 to 36 in 1 point increments.

An ACT Performance indicator is evaluated for both ELA and mathematics.

Methodology:

$$\frac{\text{sum of scaled scores by subject}}{\text{number of examinees by subject}}$$

Year of Data: Class of 2012

Data Source: ACT, Inc.

2014 AADD Indicators

See *Chapter 13 – Preview* for information on new AADD indicators scheduled for evaluation in 2014 and beyond.

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Chapter 7 – Other Accountability System Processes

The vast majority of accountability ratings can be determined through the process detailed in Chapters 3-6. Accommodating all campuses and districts in Texas increases the complexity of the accountability system but also ensures the fairness of ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Required Improvement

Beginning in 2014, the Level III Advanced performance standard will be used to evaluate Index 3 and the final Level II performance standard will be used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

Pairing

All campuses serving grades PK-12 must receive an accountability rating. Campuses with no state assessment results due to grade span served are incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. Districts may pair a campus with the district and be evaluated on the district's results.

The Texas Education Agency (TEA) determines which campuses need to be paired for any given accountability cycle after analyzing enrollment files submitted on the Public Education Information Management System (PEIMS) submission 1. If a district operates campuses that only serve students in grades not tested on the State of Texas Assessments of Academic Readiness (STAAR) (i.e., PK, K, or grades 1, or 2), they need to be paired with another campus in the district or with the district itself.

Charters and alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) provisions are not asked to pair any of their campuses.

Paired data are not used for distinction designation indicators. This means that paired campuses cannot earn distinction designations for the Top 25% Student Progress, and academic achievement in Reading and Mathematics.

Pairing Process

Districts are given the opportunity to use the same pairing relationship they used in the prior year or to select a new relationship by completing the pairing form on the Texas Education Agency Secure Environment (TEASE) website. In early April, districts with campuses that need to be paired receive instructions on how to access this application on TEASE. Pairing decisions are due by late April each year.

If a district fails to inform the state, pairing decisions are made by agency staff. In the case of campuses that have been paired in the past, staff will assume that prior year pairing relationships still apply. In the case of campuses identified as needing to be paired for the

first time, pairing selections will be made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

Guidelines

Campuses that are paired should have a "feeder" relationship with the selected campus and the grades should be contiguous. For example, a K-2 campus should be paired with the 3-5 campus that accepts its students into 3rd grade. An exception to this is when the campus being asked to pair is a PK or K campus with a "feeder" relationship to a campus that also requires pairing (*e.g.* a grade 1-2 only campus.) In this case, both the PK-K and grade 1-2 campuses should pair with the same grade 3 and above campus. Do not pair a campus with another campus that is required to be paired.

Pairing with the district is allowable. Campuses may be paired with the district instead of with another campus. This option is suggested for cases where the campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's assessment results for STAAR (grades 3-8), STAAR EOC, and TAKS (grade 11) for all grades tested in the district.

Note that pairing with the district is not mandatory in these cases. Districts have the choice of selecting another campus *or* selecting the district. For example, in cases where a K-2 campus feeds into several 3-5 campuses, one of the 3-5 campuses may be selected, or the district can be selected.

Multiple pairings are possible: If several K-2 campuses feed the same 3-5 campus, all of the K-2 campuses may be paired with that 3-5 campus.

Districts may change pairings from year to year; however, these changes should be based on reasonable justification (*e.g.*, a change in attendance zones affecting feeder patterns). As long as pairings are established each and every year, any prior year performance is calculated using the pairing relationships in place for the year in question.

Non-Traditional Educational Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for Texas Youth Commission (TYC), Texas Juvenile Probation Commission (TJPC), residential treatment facilities (RTF), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) 39.054(f) and 39.055 require that students ordered by a juvenile court into a residential program or facility operated by the Texas Youth Commission, the Texas Juvenile Probation Commission, a juvenile board, or any other governmental entity be excluded from the campus and district when determining the accountability ratings.

For more information, see *Appendix F – Inclusion or Exclusion of Performance Data*.

Student Attribution Codes

Districts with RTF, TJPC, or TYC campuses are required to submit student attribution codes in PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the *PEIMS Data Standards* and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and are tested on STAAR will be rated on the performance on their students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995-96 school year. Over time, these measures expanded to include charters that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs under separate and/or different AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are evaluated appropriately for state accountability.

AEA Campus Identification

AEA provisions are applicable to and appropriate for:

- campuses that offer nontraditional programs rather than programs within a traditional campus,
- campuses that meet the at-risk registration criterion,
- campuses that meet the grades 6-12 enrollment criterion,
- charters that operate only AECs, and
- charters that meet the AEC enrollment criterion.

AEC Eligibility

AECs including charter AECs must serve students “at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) and provide accelerated instructional services to these students.

AECs have the option to be evaluated under AEA provisions. Campuses that choose not to register are evaluated under standard accountability procedures. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating.

The following types of campuses have the option to register for evaluation under AEA provisions.

- AEC of Choice – At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

- Residential Facility – Education services are provided to students in private residential treatment centers and residential programs, detention centers, and correctional facilities operated by the TJJD. This includes facilities under contract with the TYC and facilities that are registered with the TJPC.

In this *Manual* the terms “AEC” and “registered AEC” refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA provisions and meet the at-risk registration and grades 6-12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone General Educational Development (GED) programs are ineligible for evaluation under AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the Texas Education Agency Secure Environment (TEASE) Accountability website. AECs rated under 2011 AEA provisions were re-registered automatically in 2013. An *AEA Campus Rescission Form* was required from AECs not wishing to remain registered for AEA. An *AEA Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2013 AEA provisions. AECs for which 2011 AEA registration was rescinded due to not meeting the at-risk registration criterion were required to submit a *2012-13 AEA Campus Registration Form* if the AEC wished to request AEA campus registration in 2013. The 2013 registration process occurred April 24-May 3, 2013.

AEA Campus Registration Criteria

Eleven (11) criteria are required for campuses to be registered for AEA. However, the requirements in criteria 7-11 may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e). Criterion 10 applies to Residential Facilities only if students are placed in the facility by the district.

- 1) The AEC must have its own county-district-campus number to which Public Education Information Management System (PEIMS) data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- 2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- 3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- 4) At least 50% of students at the AEC must be enrolled in grades 6-12.
- 5) The AEC must operate on its own campus budget.
- 6) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- 7) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.

- 8) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- 9) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- 10) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- 11) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient students must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Registration Criterion

Each registered AEC must have at least 75% at-risk students enrolled on the AEC verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA provisions. An at-risk registration criterion accomplishes two goals. It restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior Year Safeguard. If a registered AEC does not meet the at-risk criterion in the current year, then it remains under AEA if the AEC meets the at-risk criterion in the prior year. For example, an AEC with an at-risk enrollment below 75% in 2013 and at least 75% in 2012 remains registered in 2013.

Grades 6-12 Enrollment Criterion

Each registered AEC must have at least 50% of their students enrolled in grades 6-12 verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA provisions. A grades 6-12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

Due to timing between AEA campus registration, PEIMS fall enrollment submission, and PEIMS fall data availability in the spring, the at-risk registration and grades 6-12 enrollment criteria cannot be applied until April. AEA campus registration is rescinded for AECs not meeting the at-risk registration criterion. As a result, the AEC does not qualify for evaluation under AEA provisions.

The Final AEA Campus List is posted on the TEASE Accountability and public websites in May. Additionally, an email is sent to all superintendents when the list is available.

AEA Charter Identification

Charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are used in determining the charter's accountability rating and for distinction designations.

- Charters that operate only registered AECs will be evaluated under AEA provisions.
- Charters that operate both traditional campuses and registered AECs will be evaluated under AEA provisions if the AEC enrollment criterion described below is met.
- Charters that operate both traditional campuses and registered AECs will be evaluated under traditional accountability procedures if the AEC enrollment criterion described below is not met.
- Charters that operate only traditional campuses, either because the campuses choose not to register for evaluation under AEA or the campuses do not meet the at-risk registration and/or grades 6-12 enrollment criteria, will be evaluated under traditional accountability procedures.

AEC Enrollment Criterion for Charters

In order for a charter that operates both standard campuses and registered AECs to be eligible for evaluation under AEA provisions, the charter must meet the AEC enrollment criterion. At least 50% of the charter's students must be enrolled at registered AECs. AEC enrollment is verified through current-year PEIMS fall enrollment data.

Final AEA Charter Operator List

After the AEA Campus List is finalized, AEA charters eligible for evaluation under AEA provisions can be identified. The final list of AEA charter operators is posted on the TEASE Accountability and public websites in May. Additionally, an email is sent to all superintendents when the list is available.

AEA Modifications

Modifications to the accountability system for AEA campuses and charters are described below.

2013 Rating Labels

To meet state statutory requirements, the accountability system must identify acceptable and unacceptable campuses and districts. Charters districts and alternative campuses evaluated under AEA provisions will receive one of the following rating labels:

- ***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*** - Denotes that a charter district or campus did not meet one or more modified performance index targets.
- ***Not Rated*** - Indicates that a charter district or campus is not rated.

- **Not Rated: Data Integrity Issues** - Indicates that a district or campus is not rated because the accuracy and/or integrity of performance results are compromised, and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned permanently or temporarily pending an on-site investigation.

2013 Index Targets

AECs and charters evaluated under AEA provisions must meet the modified targets.

Targets	Non-AEA Districts and Campuses	AEA Districts and Campuses
Index 1: Student Achievement	50	25
Index 2: Student Progress	5 th percentile by campus type*	5 th percentile**
Index 3: Closing Performance Gaps	55	30
Index 4: Postsecondary Readiness	75	45

* Targets for non-AEA campuses correspond to about the fifth percentile of non-AEA campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA campus performance across all campus types.

** Targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

Residential Facilities

AECs identified as Residential Facilities and districts that operate only Residential Facilities will not be evaluated in 2013. Performance index results will be reported, but no rating label will be assigned.

Index 4 Modifications

AECs and charters evaluated under AEA provisions are evaluated on Index 4 with modifications described in *Chapter 5 – Performance Index Indicators*.

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Chapter 8 – Appealing the Ratings

Section 39.151 of the Texas Education Code (TEC), shown below, requires the commissioner of education to provide a process for local districts or charters to challenge an agency determination of accountability rating.

TEC §39.151. REVIEW BY COMMISSIONER: ACCOUNTABILITY DETERMINATION.

- (a) The commissioner by rule shall provide a process for a school district or open-enrollment charter school to challenge an agency decision made under this chapter relating to an academic or financial accountability rating that affects the district or school.
- (b) The rules under Subsection (a) must provide for the commissioner to appoint a committee to make recommendations to the commissioner on a challenge made to an agency decision relating to an academic performance rating or determination or financial accountability rating. The commissioner may not appoint an agency employee as a member of the committee.
- (c) The commissioner may limit a challenge under this section to a written submission of any issue identified by the school district or open-enrollment charter school challenging the agency decision.
- (d) The commissioner shall make a final decision under this section after considering the recommendation of the committee described by Subsection (b). The commissioner's decision may not be appealed under Section 7.057 or other law.
- (e) A school district or open-enrollment charter school may not challenge an agency decision relating to an academic or financial accountability rating under this chapter in another proceeding if the district or school has had an opportunity to challenge the decision under this section.

Overview of State Accountability Appeals Process

Because the new state accountability system relies on performance index calculations, the state accountability appeals process will be limited to rare cases where a data or calculation error is attributable to the testing contractor or the Texas Education Agency. The compensatory nature of the performance index framework and other features of the indexes, such as the use of multiple indicators to derive an overall index score, minimize the possibility that district errors in coding student demographic information in PEIMS or the STAAR assessment program negatively impact the overall accountability rating. In addition, the use of online applications provided by the agency and testing contractor ensures that districts are aware of data correction opportunities, particularly through the use of the Public Education Information Management System (PEIMS) data submissions and the Texas Assessment Management System (TAMS). District responsibility for data quality is the cornerstone of a fair and uniform rating determination.

School district appeals that challenge the agency determination of the accountability rating are reviewed carefully by an external panel. Superintendents may appeal the accountability ratings by following the guidelines provided in this chapter.

General Considerations

Appeals should be based upon a data or calculation error attributable to TEA, regional education service centers, or the test contractor for the student assessment program. The appeals process is not a permissible method to correct data that was reported inaccurately by the district. If the district has reported inaccurate data, it must follow the procedures and timelines for resubmitting the data, e.g., the PEIMS data standards. Poor data quality is not a valid reason to appeal. However, note that poor data quality can be a reason to lower a district's accreditation, per TEC §39.052(b)(2)(A)(i). The numbers shown on the data tables and on other agency products or performance reports are final and cannot be changed even if an appeal is granted, unless it is an error by TEA and/or the test contractor.

Districts may appeal for any reason. However, the accountability system requires that the rules be applied uniformly to all campuses and districts. Therefore, a request to make exceptions for how the rules are applied to a single campus or district is viewed unfavorably, and will most likely be denied.

- Only appeals that would result in a changed rating will be considered. A campus or district must meet all other requirements for a higher rating in order for its appeal to be evaluated.
- Appeals are not considered for the Accountability System Safeguard measures that may result in campus or district interventions.
- Districts are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. School districts have multiple opportunities to confirm and correct data submitted for accountability purposes. Changes to test answer document fields submitted within the correction window will be included in the STAAR and TAKS data files used in determining the 2013 accountability ratings.
- The appeals process is not a permissible method to correct data that was reported inaccurately by the district. Appeals from districts that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered.

PEIMS Data Submissions for:

- *Student identification information or program participation,*
- *Student race/ethnicity categories,*
- *Student economic status,*
- *Student attribution codes,*
- *Student leaver data.*

STAAR and/or TAKS test answer documents, specifically:

- *Student identification information, demographic or program participation,*
- *Student race/ethnicity categories,*
- *Student economic status,*
- *Score code or test version codes.*

- Requests to modify the 2013 state accountability calculations adopted by Commissioner Rule will not be considered. These rules were adopted pursuant to the Administrative Procedures Act (APA). Challenges to a Commissioner Rule should be brought pursuant to that statute. Recommendations for changes to state accountability rules submitted to the agency outside of the appeal process may be considered as advisory groups convene in late Fall 2013.
- Requests to modify statutorily required implementation rules defined by the Commissioner will not be considered. PEIMS requirements, campus identifications and statutorily required exclusions are based on data submitted by school districts. These data reporting requirements are reviewed by the appropriate advisory committee, such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeal process may be considered as the appropriate advisory groups convene, specifically the accountability advisory groups in late Fall 2013.
- Examples of issues unfavorable for appeal include:
 - *Campus Configuration Changes.* School districts have the opportunity to determine changes in campus identification numbers and grade configurations. A request for consideration of state accountability rules based on changes in campus configurations will be denied.
 - *Late Online Application Requests.* A request to submit or provide information after the deadline of the online Pairing application (5:00 p.m. on May 15, 2013), or the alternative education campus (AEC) registration (12:00 p.m. on May 3, 2013) will be denied.
 - *Inclusion or exclusion of test results, such as STAAR Modified or STAAR Alternate*
 - *Inclusion or exclusion of students, such as ELLs or Asylee/Refugees*
 - *STAAR Growth Measure Calculations*
 - *District and Campus Mobility*
 - *Rounding*
 - *Minimum Size Criteria*
 - *Criterion related to AEA campus registration such as percent at-risk, percent Grades 6-12 enrollment, or prior year safeguards*
 - *Small Numbers Analysis outcomes*
 - *New Campuses.* A request to assign a Not Rated: Other label to campuses that are designated Improvement Required in their first year of operation will be denied.

Data Relevant to the 2012 Results

Appeals are considered for the 2013 ratings status based on information relevant to the 2013 evaluation. Appeals are not considered for circumstances that may have affected the prior year measures, regardless of whether the prior year results may impact the outcome of the current year rating status.

No Guaranteed Outcomes

Appeals that follow these guidelines are not guaranteed to be granted. Each appeal is evaluated based on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but they are not granted automatically.

Special Circumstance Appeals

- If the district has requested that writing results be rescored, a copy of the dated request to the test contractor and the outcome of the rescored tests should be provided with the appeal. If the rescored results impact the rating, these appeals are necessary since rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 8, 2013.
- If other serious problems are found, copies of correspondence with the test contractor or the regional education service center should be provided with the appeal.
- Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.
- In the case of appeals describing the extreme circumstance of a campus being shut down during a test administration, the issuance of a *Not Rated* label is possible. In these cases, any affected results that may have been scored are not evaluated; nor can a rating be generated on the subset of results not impacted by the event. No reliable rating can be issued based on available data.

Not Rated Appeals

Districts rated *Not Rated: Other* are responsible for appealing this rating by the scheduled appeal deadline if the basis for this rating was a result of special circumstance or error by the testing contractor that affected data used to determine accountability ratings. If the agency determines that the *Not Rated: Other* rating was assigned due to a unique circumstance, the agency can assign an updated rating.

Distinction Designations

Academic Achievement Distinction Designations (AADD) cannot be appealed. AADD indicators are reported for most campuses regardless of eligibility for a designation outcome. Since campuses rated *Improvement Required* are not eligible for an AADD outcome, campuses that appeal an *Improvement Required* rating will automatically receive any Distinction Designation earned if their appeal is granted and their rating is raised to *Met Standard*.

Calendar

Below are the dates for appealing ratings. These deadlines are final. To maintain a fair appeals process, late appeals will be denied. See *Chapter 12 – Calendar* for more information.

June 6, 2013	<i>Graduation/Dropout Summary Reports and Lists.</i> Superintendents are given access to confidential lists of dropouts and cohort membership. These reports provide a preview of the data that will be used to calculate the Graduation Rate and Annual Dropout Rate base indicators for the accountability ratings.
August 1, 2013	<i>Preview Data Tables.</i> 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	<i>Ratings Release.</i> No appeals will be resolved before the ratings release.
August 8 through September 9, 2013	<i>2013 Appeals Window.</i> Appeals may be submitted <i>by the superintendent</i> after receipt of the preview data tables. Districts register their district and campus appeals using the TEASE Accountability website then submit the appeal with supporting documentation via the mail. Appeals not signed by the district superintendent will be denied. See “How to Appeal” later in this chapter for more details.
September 9, 2013	<i>Appeals Deadline.</i> Appeals must be postmarked or hand delivered no later than September 9, 2013, in order to be considered.
Early November 2013	<i>Decisions Released.</i> Commissioner’s decisions are mailed in the form of response letters to each appellant. Letters are posted to the TEASE site.
Early November 2013	<i>Ratings Update.</i> The outcome of all appeals will be reflected in the ratings update scheduled for November 2013. At that time, the TEASE and public websites will be updated.

How to Submit an Appeal

Districts should indicate their intention to appeal their district and campus rating by using the Texas Education Agency Secure Environment (TEASE) Accountability website. This online system provides a mechanism for tracking all accountability rating appeals and allows districts to monitor the status of their appeals. After completing your intent to appeal, districts must mail their appeal packet, including all supporting documentation. Submission of a district’s intent to appeal on the TEASE application does not constitute an appeal. Districts are still required to mail an appeal packet by the appeal deadline and include all relevant information necessary for the Texas Education Agency (TEA) to process the appeal.

A district wishing to appeal a school or district rating must submit their intention to appeal on the TEA Secure Environment (TEASE) Accountability website. To register an appeal:

1. Log on to TEASE at <https://seguin.tea.state.tx.us/apps/logon.asp>.
2. Click on ACCT – Accountability.
3. From the Welcome page, click on the *Notification of Intent to Appeal* link and follow the instructions.

4. The Notification of Intent to Appeal application website will be available during the appeals window, from August 8 through 5:00 p.m. CDT on September 9.
5. The status of the appeal, e.g., intent notification and receipt of documentation, will be available on the TEASE Accountability website.

Superintendents who do not have TEASE access must request access at the TEASE Applications Reference Page at <http://www.tea.state.tx.us/index2.aspx?id=2684>

Once the agency is notified of an intent to appeal, districts have until September 9, 2013 to submit their appeal to TEA. As in past years, the submitted appeal must include:

- A statement that the letter is an appeal of the 2013 accountability rating;
- The name and ID number of the district and/or campuses to which the appeal applies;
- The specific indicator(s) appealed;
- The special circumstance, including details of the data affected and what caused the problem;
- If applicable, the reason(s) why the cause of the problem is attributable to TEA, a regional education service center, or the test contractor;
- The reason(s) why the change would result in a different rating, including calculations that support the different outcome;
- A statement that all information included in the appeal is true and correct to the superintendent's best knowledge and belief; and,
- The superintendent's signature on official district letterhead.

Other information about submission of appeals follows.

- The appeal should be addressed to the Division of Performance Reporting as follows:

Your ISD Your address City, TX Zip	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> postage </div>
Division of Performance Reporting Texas Education Agency 1701 Congress Avenue Austin, TX 78701-1494	
Attn: Accountability Ratings Appeal	

- The appeal letter should be addressed to Mr. Michael Williams, Commissioner of Education (see letter examples, below).
- Appeals for more than one campus, including alternative education campuses, within a district must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- Districts have only one opportunity to appeal for any campus or the district.
- If the campus appeal will impact the rating of a paired campus, that must be noted.
- If the campus appeal will impact the rating of the district, that must be noted.
- When student-level information is in question, supporting information must be provided for review, *i.e.*, a list of the students in question by name and identification number. It is not

sufficient to reference indicator data without providing information with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and will be accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*

- It is the district’s responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- Appeal letters must be postmarked on or before September 9, 2013. Appeals postmarked after this date will not be considered. Appeals delivered to TEA in person must be time-stamped in the Division of Performance Reporting by 5:00 p.m., CDT on September 9, 2013. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 9.
- **Only send one copy of the appeal letter and/or supporting documentation.**
- Districts are encouraged to obtain delivery confirmation services from their mail courier.
- Examples of satisfactory and unsatisfactory appeals are provided for illustration.

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Williams,</p> <p>This is an appeal of the 2013 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD. Specifically, I am appealing STAAR mathematics for this campus. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>During the day of mathematics testing at Elm Street Elementary School, the campus was subjected to a disrupted schedule due to an unusual and unique circumstance. The 5th grade class was disrupted during the test administration by an emergency situation. Documentation on the incident and district personnel adherence to testing irregularity processes are included.</p> <p>Attached is the student’s identification information as well as the PEIMS data for the students whose tests were affected.</p> <p>The second attachment shows the recalculated mathematics percent passing for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely,</p>	<p>Dear Commissioner Williams,</p> <p>This is an appeal of the 2013 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR mathematics for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>My analysis shows a coding change made to one student’s race/ethnicity on the answer document at the time of testing was in error. One 5th grade Hispanic student was miscoded as White on the answer document. Had this student, who passed the mathematics test, been included in the Hispanic student group, the percent passing for this group would have met the standard. Removing this student from the White student group does not cause the White student group performance to fall below the <i>Met Standard</i> criteria.</p> <p>We recognize the importance of accurate data coding, and have put new procedures in place to prevent this from occurring in the future.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools <i>Attachments</i></p>

J. Q. Educator
Superintendent of Schools
Attachments

Dear Commissioner Williams,
Maple ISD feels that its rating should be *Met Standard*. The discrepancy occurs because TEA shows that the performance in Index 1 for Writing is 48%.
We have sent two compositions back for scoring, and are confident they will be changed to passing.
If you have questions, do not hesitate to contact us, at 701-555-1234.
Sincerely,
J. Q. Educator
Superintendent of Schools
(no attachments)

How an Appeal Is Processed by the Agency

Once an appeal is received by the Division of Performance Reporting, the process for evaluating the information will be followed as outlined below.

- The TEASE Accountability website is updated to indicate when each appeal is received. Districts may monitor the status of their appeal(s) using the TEASE Accountability website. This website will include the postmark date for each appeal and the date on which each appeal packet is received by the agency.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for the students specifically named in the correspondence*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), whether they are specifically named in the appeal or not. Similarly, the effect that granting a campus appeal may have on the district is evaluated, whether the district is named in the appeal or not. In single-campus districts, both the campus and the district are evaluated, whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and forwards it to an external panel for review.
- The review panel examines the appeal, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendation is forwarded to the commissioner.
- The commissioner makes a final decision.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. The decision of the commissioner is final and is not subject to further appeal and/or negotiation. The commissioner will respond in writing to each appeal received. The commissioner's response letters are posted to the TEASE site at the same time the letters are mailed. Superintendents are notified via email that the appeal decisions are available on TEASE.
- *If an appeal is granted, the data upon which the appeal was based will not be modified.* Accountability and performance reports, as well as all other publications reflecting

accountability data, must report the data as they are submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

When a rating is changed due to a granted appeal, the letter from the commissioner serves as notification of the official rating for the district or campus. Districts may publicize the changed rating at that time. The agency website and other accountability products will be updated after the resolution of all appeals. This update will occur in early November 2013. Note that the update will reflect only the changed *rating*; the values shown on the report, such as performance index values, will not be modified. Between the time of receipt of the commissioner's letter granting an appeal and the update of agency accountability products, the agency sources will not reflect the changed campus or district rating.

Relationship to the Accountability System Safeguards and PBMAS

The Accountability System Safeguard measures, Performance-Based Monitoring Analysis System (PBMAS) indicators, and Program Monitoring and Interventions Division intervention staging requirements will be considered when making decisions on appeals. School district data submitted through PEIMS or to the state assessment contractor is also considered. Please note that certain appeal requests may lead to Program Monitoring and Interventions activities to address potential concerns related to data integrity.

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Chapter 9 – Responsibilities and Consequences

State Responsibilities

The Texas Education Agency is responsible for the state accountability system and other statutory requirements related to its implementation. TEA applies a variety of system safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the Commissioner of Education to determine an accreditation status for districts and charters. Accreditation statuses were first assigned to districts under this statute in 2007. To determine accreditation status and sanctions, TEA takes into account the district's state accountability rating and its financial accountability rating. There are other factors that may be considered in the determination of accreditation status. These include, but are not limited to, the integrity of assessment or financial data used to measure performance, the reporting of PEIMS data, and serious or persistent deficiencies in programs monitored in the Performance-Based Monitoring Analysis System (PBMAS). Accreditation status can also be lowered as a result of data integrity issues or as a result of special accreditation investigations. The four possible accreditation statuses are: *Accredited*, *Accredited-Warned*, *Accredited-Probation*, and *Not Accredited-Revoked*.

Rules that define the procedures for determining a district's accreditation status, as well as the prior accreditation statuses for all districts and charters in Texas are available at <http://www.tea.state.tx.us/accredstatus>.

PEG Program Campus List

TEA is responsible for annually producing the list of campuses identified under the PEG criteria. By early December 2013 the list of 2014-15 PEG campuses will be released publicly. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at http://ritter.tea.state.tx.us/perfreport/peg_faq.html.

TEA Data Integrity Activities

Activities conducted by TEA to ensure the integrity of the system continue to protect the accountability system from purposeful manipulation as well as from the use of data of such poor quality—whether intentional or not—that no reliable rating can be determined.

- **Campus Number Tracking.** As in past years, approval of requests for campus number changes are based on prior state accountability ratings outcomes. *Improvement Required* ratings received for the same campus under two different campus numbers may be considered to be consecutive years of low ratings for accountability interventions and sanctions.
- **Data Validation Monitoring.** The Performance-Based Monitoring (PBM) system is a comprehensive system designed to improve student performance and program effectiveness. The PBM system, like the state accountability rating system, is a data-driven system that

relies on data submitted by districts; therefore, the integrity of districts' data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that examine districts' leaver and dropout data, student assessment data, and discipline data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://www.tea.state.tx.us/pbm/DVManuals.aspx>.

- **Test Security.** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA has a comprehensive set of test security procedures that are designed to assure parents, students, and the public that test results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain test security materials for five years. Detailed information about test security policies for the state assessment program is available online at <http://www.tea.state.tx.us/student.assessment/security/>.
- ***Not Rated: Data Integrity Issues.*** A rating can be changed to *Not Rated: Data Integrity Issues*. This rating is used in the rare situation where the accuracy and/or integrity of performance results have been compromised, and it is not possible to assign a rating based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation, or may be assigned as the final rating label for the year. This rating label is not equivalent to an *Improvement Required* rating, though the Commissioner of Education has the authority to lower a rating or assign an *Improvement Required* rating due to data quality issues. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

The agency activities above can occur either before or after the ratings release. Sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals (in 2013 the update is scheduled for early November 2013). A rating change resulting from an imposed sanction will stand as the final rating for the year.

State Accountability System Safeguards

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The state accountability system safeguard data will be release in conjunction with the state accountability ratings in August, 2013.

The disaggregated performance measures and safeguard targets will be calculated for performance rates, participation rates and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). Performance rates calculated for the safeguard system are the disaggregated performance rates used for Index 1. A single target will

be used for the disaggregated performance rates that correspond to the 2013 target for student achievement in Index 1. Targets for participation rates, graduation rates, and limits on use of STAAR Alternate and STAAR Modified are aligned to federal requirements. District and campus level system safeguard results will be reported for any cell that meets accountability minimum size criteria.

Accountability System Safeguard Measures and Targets											
	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Econ. Disadv.	ELL	Special Educ.
Performance Rates											
Reading	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Mathematics	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Writing	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Science	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Soc. Studies	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates *											
4-year	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
5-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
District Limits on Use of Alternative Assessment Results											
Reading											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									
Mathematics											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									

* Federal graduation rate targets include an improvement target.

Consequences and Interventions

Interventions pertain to activities that result from the issuance of ratings under the state accountability system. State accountability-related interventions are those activities conducted by the Texas Accountability Intervention System (TAIS). Intervention activities reflect an emphasis on increased student performance, focused improvement planning, data analysis, and data integrity. Required levels of intervention are determined based on the requirements of TEC, Chapter 39. See the Division of Program Monitoring and Interventions website at <http://www.tea.state.tx.us/pmi> for more information.

Failure to meet the safeguard target for any reported cell will be addressed through the Texas Accountability Intervention System (TAIS). If the campus or district is already identified for assistance or intervention in the TAIS based on the current year state accountability rating or

prior year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. The TAIS determines the level of intervention and support the campus or district receives based on performance history as well as current year state accountability rating and performance on the safeguard measures.

Determination of Multiple-year *Improvement Required* Status

In determining consecutive years of *Improvement Required* ratings for purposes of accountability interventions and sanctions, only years that a campus is assigned an accountability rating shown below will be considered.

- 2013: *Met Standard, Met Alternative Standard, Improvement Required;*
- 2012: *No State Accountability Ratings Issued;*
- 2004-2011: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, AEA: Academically Acceptable, AEA: Academically Unacceptable.*

While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* ratings assigned in 2011 are considered as consecutive years. In addition, the consecutive years of *Improvement Required/Academically Unacceptable* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings. This policy applies to districts and charters as well as campuses when *Not Rated: Data Integrity Issues* and *Not Rated: Other* ratings are assigned. An exception applies to districts (charters) or campuses that received a rating of *AEA: Not Rated – Other* under the AEA Residential Facility procedures prior to 2011. For these residential facilities, *Academically Unacceptable* ratings separated by *AEA: Not Rated – Other* are not considered consecutive.

Identification of Campuses with Additional Campus Improvement Plan (CIP) Requirements

For the 2013-14 school year, campuses rated *Met Standard* in 2013 will be identified if their 2013 performance does not meet the accountability criteria established for the 2014 school year.

Local Responsibilities

Districts have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, properly managing campus identification numbers, and implementing an optional local accountability system.

Statutory Compliance

A number of state statutes direct local districts and/or campuses to perform certain tasks or duties in response to the annual issuance of the state accountability ratings. Key statutes are discussed below.

- Public Discussion of Ratings [TEC §11.253 (g)] – Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for the purpose of discussing the performance of the campus

and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

- Notice in Student Report Card and on Website (TEC §39.361 and TEC §39.362) – Districts are required to publish accountability ratings on their websites and include the rating in the student report cards. These statutes require districts:
 - to include, along with the first written notice of a student’s performance that a school district gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *Improvement Required* and an explanation, and
 - by the 10th day of the new school year to have posted on the district website the most current information available in the campus report card and the information contained in the most recent performance report for the district.

A document addressing frequently asked questions regarding these requirements is available on the TEA website at http://ritter.tea.state.tx.us/perfreport/3297_faq.html.

- Public Education Grant (PEG) Program (TEC §§29.201 - 29.205) – In 1995, the Texas Legislature created the PEG program which permits parents with children attending campuses that are on the PEG list to request that their children be transferred to another campus within the same district or to another district. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is generated and transmitted to districts annually. By February 1 following the release of the list, districts must notify each parent of a student assigned to attend a campus on the PEG list. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at http://ritter.tea.state.tx.us/perfreport/peg_faq.html.
- Actions Required Due to Low Ratings or Low Accreditation Status – Districts with an *Improvement Required* rating (campus or district) or *Accredited Probation/Accredited Warned* accreditation status will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district. Commissioner of Education rules that define the implementation details of these statutes are available on the website for the TEA Division of Program Monitoring and Interventions in the Accountability Monitoring link, at <http://www.tea.state.tx.us/pmi>, and on the TEA Accreditation Status website at <http://www.tea.state.tx.us/accredstatus>.

Accurate Data

Accurate data is critical to the credibility of the rating system. Responsibility for the quality of data used for the indicators that determine campus and district ratings rests with local districts. The system depends on the responsible submission and collection of assessment and Public Education Information Management System (PEIMS) information by local school districts.

Campus Identification Numbers

In a given year, districts may need to change, delete, or add one or more campus identification numbers, the unique 9-digit county-district-campus (CDC) number, due to closing old schools,

opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts "recycle" CDC numbers.

Because performance results of prior years is a component of the accountability system in small numbers analysis and required improvement calculations in future years, and merging prior year files with current year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in 2012, but in 2013, serves as a 6th grade center. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2012 was maintained (recycled). Therefore, in 2013, grade 6 performance on the assessments may be combined for small numbers analyses purposes with performance index results which included grade 7 and 8 performance.

Whether or not to change a campus number is a serious decision for local school districts. Districts should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population or the grades offered change significantly. Districts are strongly encouraged to request new CDC numbers when school organizational configurations change dramatically.

TEA policy requires school districts and charters to request campus number changes of existing campuses for the current school year by October 1 to ensure time for processing before the PEIMS fall snapshot date in late October. Changes for a subsequent school year will not be processed before November 1. This policy does not apply to new active campuses opening mid-year or campuses under construction.

School districts and charters must receive TEA approval to change the campus number of a campus rated *Improvement Required*. The determination of whether or not accountability ratings histories will be linked to new campus numbers will be made at the time the new numbers are approved so that districts are aware of the accountability consequences of changing campus numbers.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *Improvement Required* ratings, data will not be linked across campus numbers. This includes PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Campuses with new campus numbers cannot take advantage of the planned Required Improvement provisions of the accountability system in which the performance index outcomes may be compared under a new number. Therefore, changing a campus number under these circumstances may be to the disadvantage of an *Improvement Required* campus. This should be considered by districts and charters when requesting campus number changes for *Improvement Required* campuses. In the rare circumstance where a campus or charter district receives a new district number, the ratings history is also linked while the data are not linked across the district numbers.

An analysis to screen for the inappropriate use of campus numbers is part of the TEA Data Integrity Activities described earlier in this chapter. TEA can assist in establishing new or retiring old campus numbers.

If a school district enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus number. In this case, both the district and campus will be rated the first year under the new number. Data for districts and campuses in these circumstances will not be linked. This includes the PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts or campuses under a legal agreement with TEA cannot take advantage of any planned Required Improvement provisions or small numbers analysis the first year under a new district or campus number.

Complementary Local Accountability Systems

Although the statewide accountability system has been designed to address the guiding principles articulated in *Chapter 1 – Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include, but are not limited to:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other campuses in the district;
- progress on professional development goals; and
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Met Standard*.

A third approach might be to examine the accountability indicators that comprise the performance indexes, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

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