

Accountability System Goals and Guiding Principles – 2013 and Beyond

GOALS

Texas will be among the top ten states in postsecondary readiness by 2020, by:

- Improving student achievement at all levels in the core subjects of the state curriculum*;
- Ensuring the progress of all students toward achieving Advanced Academic Performance *;
- Closing Advanced Academic Performance level gaps among groups*;
- Closing gaps among groups in the percentage of students graduating under the recommended high school program and advanced high school program*; and,
- Rewarding excellence based on other indicators in addition to state assessment results.

GUIDING PRINCIPLES

Student Performance

- The system is first and foremost designed to improve student performance.
- The system focuses on preparing students from the elementary grades and above for success after high school.

System Safeguards

- The system uses safeguards to minimize unintended consequences.

Recognition of Diversity

- The system is fair and addresses the diversity of student populations and educational settings.

Public Participation and Accessibility

- The system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

Coordination

- The system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

Statutory Compliance

- The system is designed to comply with statutory requirements.

Local Responsibility

- Districts are responsible for submitting accurate data upon which ratings are based.
- The system relies on local school districts to develop and implement local accountability systems that complement the state system.

Distinction Designations

- Recognized and exemplary distinction ratings are based on higher levels of student performance rather than more students performing at the satisfactory level.

* These goals are specified in Chapter 39.053(f) of the Texas Education Code.

House Bill 3 Summary Table – Performance Ratings and Distinctions

Performance Ratings* Assigned by August 8 each year to districts and campuses. [§39.054]	Distinction Designations Awarded by August 8 each year to districts and campuses with Acceptable performance. [§39.201]	
Acceptable	District	Campus
	§39.202 – Academic Excellence Distinction Designation for Districts and Campuses** The Commissioner of Education (COE) shall establish Recognized and Exemplary ratings for awarding districts and campuses an academic distinction designation. The Recognized and Exemplary ratings criteria include: (1) percentages of students who meet the college-ready standard or annual improvement standard, and (2) other factors for determining sufficient student attainment of postsecondary readiness.	
Unacceptable	None for Unacceptable districts and campuses.	

* Labels for the performance ratings are to be determined.

** The *Recognized* and *Exemplary* ratings for districts and campuses will be assigned for the first time in August 2014.

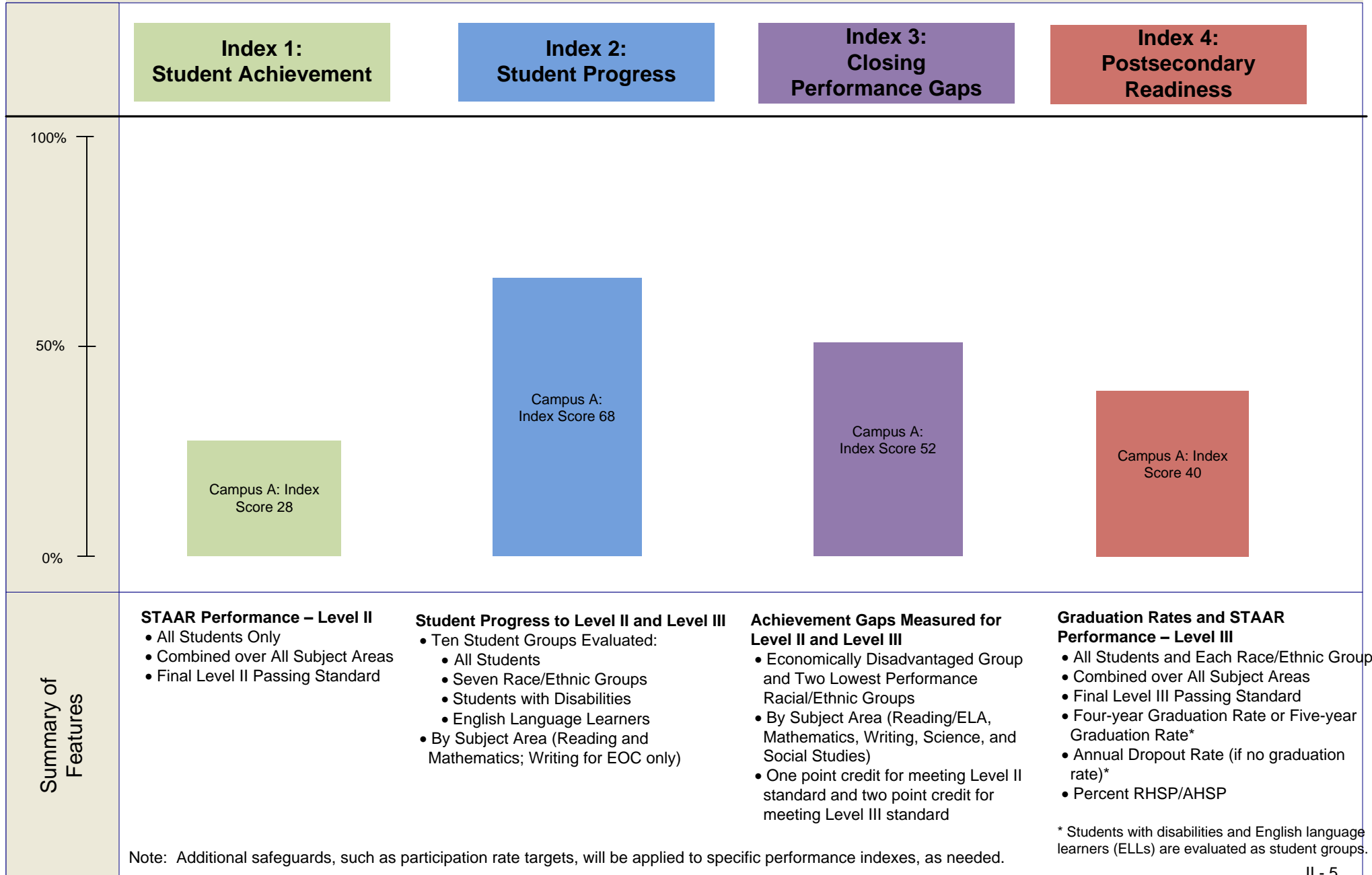
Overview of Previous State Accountability System (2011)*

	Student Achievement	Student Progress	Closing Performance Gaps	Postsecondary Readiness
Features of System	<p>TAKS Met Standard Performance*</p> <ul style="list-style-type: none"> • Five Student Groups Evaluated: <ul style="list-style-type: none"> <input type="checkbox"/> All Students <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged • By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies) • Credit given for Met Standard performance level on: <ul style="list-style-type: none"> <input type="checkbox"/> TAKS Grades 3-11 English and Spanish for assessments administered in the spring; <input type="checkbox"/> TAKS Grades 3-11 Modified and Alternate • ELL Progress Measure* <ul style="list-style-type: none"> <input type="checkbox"/> English Language Learners (ELLs) evaluated on TELPAS and TAKS reading performance <p>* Required Improvement was available as an additional feature if absolute standards were not met.</p>	Not Evaluated	Not Evaluated	<p>Measures of Postsecondary Readiness</p> <p>TAKS Commended Performance</p> <ul style="list-style-type: none"> • Reading/ELA and Mathematics Only • Credit given for Commended Performance on same assessments evaluated for student achievement • Two Student Groups Evaluated: <ul style="list-style-type: none"> <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <p>High School Completion*</p> <ul style="list-style-type: none"> • Four-year Completion Rate I (Graduates and Continuers) • Five Student Groups Evaluated: <ul style="list-style-type: none"> <input type="checkbox"/> All Students <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged <p>Dropout Rates*</p> <ul style="list-style-type: none"> • Annual Dropout Rate (Grades 7-8 Only) • Five Student Groups Evaluated: <ul style="list-style-type: none"> <input type="checkbox"/> All Students <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged
Additional Features/Safeguards	<p>Additional Features/Safeguards Applied:</p> <ul style="list-style-type: none"> • Districts and campuses: Exceptions provision applied if specific criteria were met. • Districts only: Could not be rated <i>Recognized</i> or <i>Exemplary</i> if any campus rated <i>Academically Unacceptable</i> • Districts only: Could not be rated <i>Recognized</i> or <i>Exemplary</i> if excessive underreported students 			

Overview of Proposed Performance Index Framework (2014)*

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Features of Index	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> All Students Only Combined over All Subject Areas Credit given for Satisfactory performance level (Level II) on: <ul style="list-style-type: none"> STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring; EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer; STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard; STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress; TAKS included in 2013 only: Grade 11 results at Met Standard performance standard. <p>* Inclusion of a progress measure for English language learners (ELLs) in each index is currently under discussion. Use of Required Improvement, Three-Year Averaging, 85% Provision TBD</p>	<p>Student Progress to Satisfactory or Advanced Performance Levels</p> <ul style="list-style-type: none"> Ten Student Groups Evaluated: <ul style="list-style-type: none"> All Students Each Race/Ethnicity: <ul style="list-style-type: none"> African American American Indian Asian Hispanic Pacific Islander White Two or More Races Students with Disabilities English Language Learners (ELLs) By Subject Area (Reading and Mathematics; Writing for EOC only) Same assessments used in Index 1 where student progress measures are available Credit given for meeting the student progress measure requirements for: <ul style="list-style-type: none"> Progress to Satisfactory performance (Level II), or Progress to Advanced performance (Level III) 	<p>Achievement Gaps Measured for Satisfactory and Advanced Levels</p> <ul style="list-style-type: none"> All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies) Same Assessments Used in Index 1 Credit based on weighted performance: <ul style="list-style-type: none"> One point credit given for each percentage of students at the final Level II Satisfactory performance standard Two point credit given for each percentage of students at the final Level III Advanced performance standard 	<p>Measures of Postsecondary Readiness</p> <ul style="list-style-type: none"> Credit based on average of two postsecondary indicators: <ol style="list-style-type: none"> STAAR Advanced performance level (Level III) and high school graduation rates and diploma plans STAAR Advanced Performance <ul style="list-style-type: none"> Combined over All Subject Areas Credit given for Advanced performance level (Level III) on same assessments used in Index 1 at final Level III performance standard Eight Student Groups Evaluated: All Students and each Race/Ethnicity High School Graduation <ul style="list-style-type: none"> Four-year Graduation Rate or Five-year Graduation Rate Annual Dropout Rate (if no graduation rate) Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates Eight Student Groups Evaluated: All Students and each Race/Ethnicity
Additional Safeguards	<p>Apply Safeguards to Specific Performance Indexes, as needed:</p> <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade – All Indexes Implement interventions focused on specific areas of weak performance – All Indexes Apply minimum performance requirements or performance floors – Indexes 1, 3, and 4 Apply a limit on proficient results for STAAR Modified and STAAR Alternate – All Indexes Apply Participation Rate Targets – All Indexes Evaluate Leaver Data Quality – Index 4 Incorporate Grade 7-8 Annual Dropout Rate – Index 4 			

Overview of Proposed 2014 Performance Index Framework (Sample Campus)





**Proposed Academic Achievement Distinction Designation Indicators
by Campus Level and Subject**

AADD Indicator		High School	Middle School	Junior High	Elementary	K-8	K-12
1. Attendance rate		Not Subject Specific / Applies to both subjects and all levels					
2. SAT/ACT Participation		ELA and Math					ELA and Math
3. SAT/ACT Performance: ELA		ELA					ELA
4. SAT/ACT Performance: Mathematics		Math					Math
5. Algebra I by Grade 8 - Participation			Math	Math		Math	Math
6. Algebra I by Grade 8 - Performance			Math	Math		Math	Math
7. Grade 3 Reading Performance (Level III)					Reading/ELA	Reading/ELA	Reading/ELA
8. Grade 4 Writing Performance (Level III)					Reading/ELA	Reading/ELA	Reading/ELA
9. Grade 5 Math Performance (Level III)					Math	Math	Math
10. Grade 7 Writing Performance (Level III)			Reading/ELA	Reading/ELA		Reading/ELA	Reading/ELA
11. Grade 8 Reading Performance (Level III)			Reading/ELA	Reading/ELA		Reading/ELA	Reading/ELA
12. Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Participation		ELA and Math					ELA and Math
13. Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Performance: ELA		ELA					ELA
14. Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Performance: Mathematics		Math					Math
15. AP/IB and Advanced/Dual Enrollment Course Completion Participation		ELA and Math					ELA and Math
16. AP/IB and Advanced/Dual Enrollment Course Completion Performance: ELA		ELA					ELA
17. AP/IB and Advanced/Dual Enrollment Course Completion Performance: Math		Math					Math
18. Greater Than Expected Student Growth (2014)		ELA and Math	ELA and Math	ELA and Math	ELA and Math	ELA and Math	ELA and Math
Total Indicators	Reading/ELA	8	4	4	4	6	12
	Mathematics	8	4	4	3	5	11

Reading/ELA = indicator can be evaluated for Reading/English Language Arts only; **Math** = indicator can be evaluated for Mathematics only; **ELA and 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.

**Comprehensive Meeting Calendar and Agenda Topic Plans
 ATAC, APAC, and Work Groups
 2012-13 Accountability Development**

	2012										2013		
	Mar (2 days)	Apr	May (1 day)	Jun	Jul	Aug (1 day)	Sep	Oct	Nov (APAC and ATAC on Day 1, ATAC-Day 2)	Dec	Jan	Feb (1 day)	Mar (1 day)
ATAC	Overall Framework		<i>Performance Index Framework</i> <i>State and Federal Alignment</i> <i>Student Groups</i> <i>Leaver Indicators</i>			Assessment Indicators Participation <i>Progress Measures</i> <i>EOC Indicators</i> <i>ELLs</i>			Other Features: RI 3 Year Averaging 85% Option Rating Levels/Labels <i>Alternative Education Settings</i> <i>Progress Measures</i> <i>Gap Measures</i> <i>AADDC*</i>			Targets Appeals <i>Recognized and Exemplary DDs</i> <i>Top 25% DDs</i>	
ATAC Work Groups		<i>Performance Index</i>		<i>Progress Measures</i>		<i>Alternative Education Settings</i>				<i>Recognized and Exemplary ratings DDs and Top 25% DDs</i>			
				<i>EOC Indicators</i>		<i>Recognized and Exemplary ratings DDs and Top 25% DDs</i>							
				<i>ELLs</i>									
APAC	Overall Framework								Review/Comment on Current ATAC Recommendations; Rating Levels/Labels; Goals for 2020				Review/Comment on Final ATAC Recommendations (incl. targets)
OTHER MTGs & EVENTS	Testing	AADDC (1 st) Testing	Testing	AADDC (2 nd)		2012 AYP Statuses Released		AADDC (3 rd)			Legislative Session Begins		

* Guest report from Academic Achievement Distinction Designation Committee (AADDC).

At every ATAC meeting there will be: Work Group reports; data analysis (if any); modeling (when possible); a summary of all recommendations made (at the conclusion of the meeting); and a review of upcoming Work Group assignments.

2012 Accountability Policy Advisory Committee

Legislative Staff

- Courtney Boswell, Policy Analyst for Education, *Senate Education Committee*
- Kalese Hammonds, Governor's Advisor, *Office of Governor Perry*
- Caasi Lamb, Education Policy Analyst, *Office of the Lieutenant Governor*
- Jennifer Schiess, Public Education Team Manager, *Legislative Budget Board*
- Andrea Sheridan, Senior Education Advisor, *Office of the Speaker of the House*
- Marian Wallace, Committee Director, *Senate Education Committee*
- Jenna Watts, Policy Director, *House Public Education Committee*

School District & Charter / Regional Education Service Center / Education Organization Representatives

- Keith Bryant, Superintendent, *Bullard ISD (Community Schools / Mid-Size Schools)*
- HD Chambers, Superintendent, *Alief ISD (Suburban / Mid Urban Schools)*
- Jesus Chavez, Superintendent, *Round Rock ISD (TASA)*
- Gene Sheets, Superintendent, *Muleshoe ISD (Rural Schools)*
- Linda Mora, Deputy Superintendent – Curriculum and Instruction, *Northside ISD (TSA)*
- Michael Sorum, Chief Academic Officer, *Fort Worth ISD (UCC)*
- Aaron Smith, Director of Knowledge Management, *Yes Prep Public Schools (TCSA)*
- Chuck Cook, CEO, *Responsive Education Solutions (TCSA)*
- Ramiro Guerra, Principal, *Edinburg ISD (TASSP)*
- Sharon Wright, Principal/State President, *Plainview ISD/TEPSA (TEPSA)*
- Gina Gola, Teacher, *Grand Prairie ISD (TCTA)*
- Tara Moreland, Teacher, *Amarillo ISD (TFT)*
- Frances Smith, Teacher, *Cypress-Fairbanks ISD (TSTA)*
- Missy Bender, Board President, *Plano ISD (TASB)*
- Deann Lee, Federal Program Director, *Paris ISD (ATPE)*
- Elizabeth Abernethy, Executive Director, *Region VII Education Service Center (ESC Directors)*
- Ed Vara, Deputy Director for Academic Services, *Region XIII Education Service Center (ESC Core Group)*

Business / Other Representatives

- Rayyan Amine, Assistant Professor, *University of Houston (Commissioner of Education)*
- Gene Austin, CEO, *Convio, Inc. (Texas Institute for Education Reform)*
- Bill Hammond, President & CEO, *Texas Association of Business (TAB)*
- Sandy Kress, Partner, *Akin, Gump, Strauss, Hauer, and Feld*
- Cherry Kugle, Education Policy Consultant, *Raise Your Hand Texas (RYHT)*
- Cathy Minberg, President and CEO, *The Center for Reform of School Systems (CRSS)*
- Douglas Palmer, Dean TAMU College of Education, *TAMU (THECB)*
- Chuck Young, Co-Founder & CEO, *Tutors with Computers, LLC (Texas Business Leadership Council)*

Membership 2012 Accountability Technical Advisory Committee (ATAC) by ESC Region

Kelly Solis, *Region I Education Service Center*, Director of Special Education, ESC Region I

Francisco Rivera, *La Joya Independent School District*, Executive Director for Curriculum and Evaluation, ESC Region I

Emily Lorenz, *Gregory-Portland Independent School District*, Director of Curriculum and Testing, ESC Region II

Susanne Carroll, *Victoria Independent School District*, Executive Director of Curriculum, Instruction, & Accountability, ESC Region III

Brian Moore, *Lamar Consolidated Independent School District*, Director of Research & Accountability, ESC Region IV

Keith Haffey, *Spring Branch Independent School District*, Executive Director, Accountability & Research, ESC Region IV

Sherrie Thornhill, *Silsbee Independent School District*, Curriculum Director, ESC Region V

Lucy Larrison, *Bryan Independent School District*, Assistant Superintendent, Curriculum, Instruction, & Assessment, ESC Region VI

Karen Raney, *Tyler Independent School District*, Director of Assessment and Accountability, ESC Region VII

Beth Anne Dunavant, *Pittsburg Independent School District*, Assistant Superintendent, ESC Region VIII

Wes Pierce, *Region IX Education Service Center*, Deputy Executive Director, Division of Instructional Services & Strategic Planning, ESC Region IX

Dharshana Weerasinghe, *Plano Independent School District*, Director of Assessment and Accountability, ESC Region X

Elvia Noriega, *Richardson Independent School District*, Executive Director, Accountability & Continuous Improvement, ESC Region X

Darrell Brown, *Eagle Mountain-Saginaw Independent School District*, Executive Director of Assessment & Program Evaluation, ESC Region XI

Sara Arispe, *Fort Worth Independent School District*, Executive Director, Accountability & Data Quality, ESC Region XI

Lisa Diserens, *Temple Independent School District*, Director of Accountability, Assessment, and PEIMS, ESC Region XII

Rebecca McCoy, *Georgetown Independent School District*, Director of Assessment, Accountability & Testing, ESC Region XIII

Lelah Moseley, *Seguin Independent School District*, Director of State and Federal Accountability, ESC Region XIII

Cathy Ashby, *Abilene Independent School District*, Associate Superintendent for Curriculum & Instruction, ESC Region XIV

Julie Conde, *Responsive Education Solutions*, Director of Accountability/ESL, Region XIV

Michael Bohensky, *San Saba Independent School District*, Assistant Superintendent, ESC Region XV

Kelly Legg, *Dumas Independent School District*, Assistant Superintendent for Instruction, ESC Region XVI

Ty Duncan, *Region XVII Education Service Center*, Senior Specialist, Accountability & Compliance Services, ESC Region XVII

Janet Wallace, *Midland Academy Charters*, Principal, ESC Region XVIII

Sue Thompson, *Ysleta Independent School District*, Director of Assessment, Research, Evaluation, & Accountability, ESC Region XIX

Theresa Urrabazo, *San Antonio Independent School District*, Senior Director, Accountability, Research, Evaluation and Testing, ESC Region XX

Arlene Williams, *Southwest Independent School District*, Assistant Superintendent of Curriculum & Instruction, ESC Region XX

Total = 27 Members

Academic Achievement Distinction Designations Committee (AADDC)

April 2012

Nominated by Office of the Governor

- Karen Harris, Medicine for the Heart Ministries, Inc.
- Robert Kruckemeyer, Attorney at Law
- Joyce Taylor, COH - E.B. Cape Center Corporate University

Nominated by Office of the Lieutenant Governor

- Glenn Hambrick, Carthage Independent School District
- Susan Lewis, Northside Independent School District
- Duncan Klussmann, Spring Branch Independent School District
- Greg Williams, Odessa College

Nominated by Speaker of the House

- Raul Calvoz, Attorney
- Arturo Cavazos, Harlingen Consolidated Independent School District
- Rogelio Rodriguez, Drexel Hamilton
- Beth Wilson, Region V Education Service Center