

2014 Accountability Timeline

- End of June** Entire 2014 Accountability Manual
(except Chapter 11 Preview and Appendix L: Index 2 & 3 targets)
- June 5** TEASE postings of final graduation/dropout data
- June 6** TEASE postings of 2014 comparison groups
- June 17** TEASE postings of college-ready graduates
- July 11** Consolidated Accountability File
- August 1** 2014 Accountability posted in TEASE
- August 8** 2014 Accountability posted publicly on TEA's website

By 10th instructional day – districts must post most current performance reports on the district website

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence. -Abigail Adams





Online Resources:

TEA 2014 Accountability

Education Service Center, Region 17

Lubbock, TX

Education Service Center, Region 20

San Antonio, TX

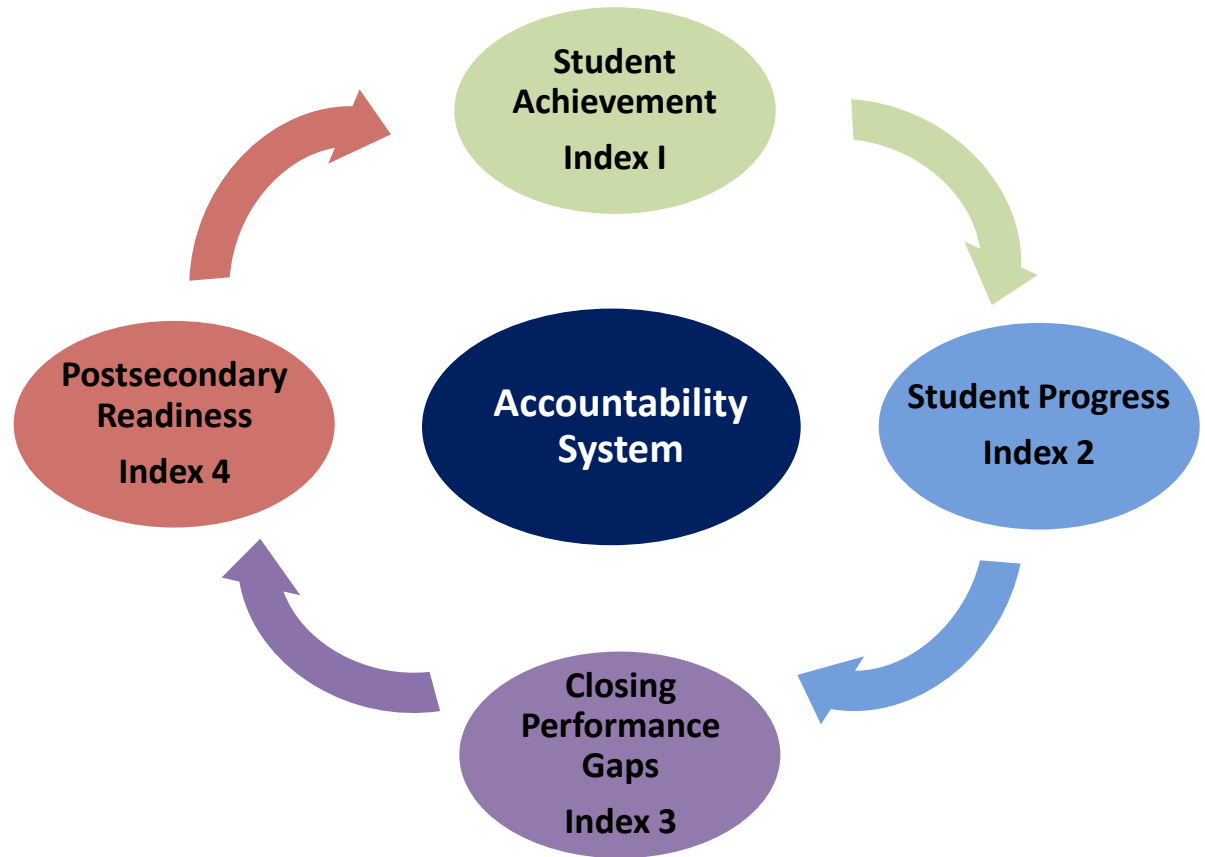
This Presentation was created based on information posted on the Texas Education Agency's website at

<http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>



Performance Index Framework

To receive a *Met Standard* rating, all campuses and districts must meet the performance targets for all four indexes for which they have performance data in 2014.



2014 Accountability Subset

Enrollment	STAAR Results
Fall 2012 snapshot	Summer 2013 End of Course
Fall 2013 snapshot	Fall 2013 End of Course Spring 2014 End of Course Spring 2014 Grades 3 – 8

Confidential Campus Roster

How do you cross reference snapshot?

Scale Score	Level II: Satisfactory	Level III: Advanced	STAAR Progress Measure	ELL Progress Measure
9999	XXX	XXX	1	
9999	XXX	XXX	0	
9999	XXX	XXX	2	
9999	XXX	XXX	1	1
9999	XXX	XXX	1	
9999	XXX	XXX	1	
9999	XXX	XXX	0	
9999	XXX	XXX	1	
9999	XXX	XXX	0	
9999	XXX	XXX	2	
9999	XXX	XXX	1	
---	---	---	---	---
9999	XXX	XXX	1	
9999	XXX	XXX	2	
9999	XXX	XXX	1	

Level II Satisfactory
Index **1** & **3**

Level III Advanced
Index **3**

STAAR Progress
Index **2**

ELL Progress
Index **1, 2 & 3**

Is anything missing?
Final Level II
for Index **4**

If applicable,
STAAR Progress **OR**
ELL Progress
reported not both

--- Not available; 0 did not meet; 1 met; 2 exceeded

April Grade 5 & 8 Reports: Only STAAR Progress was reported
ELL Progress was not available; 2014 TELPAS was not processed yet

May Grades 3 – 8 Reports should have both STAAR Progress
Measure and ELL Progress Measure populated where appropriate



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS MODIFIED

Level II Phase-In Summary Report

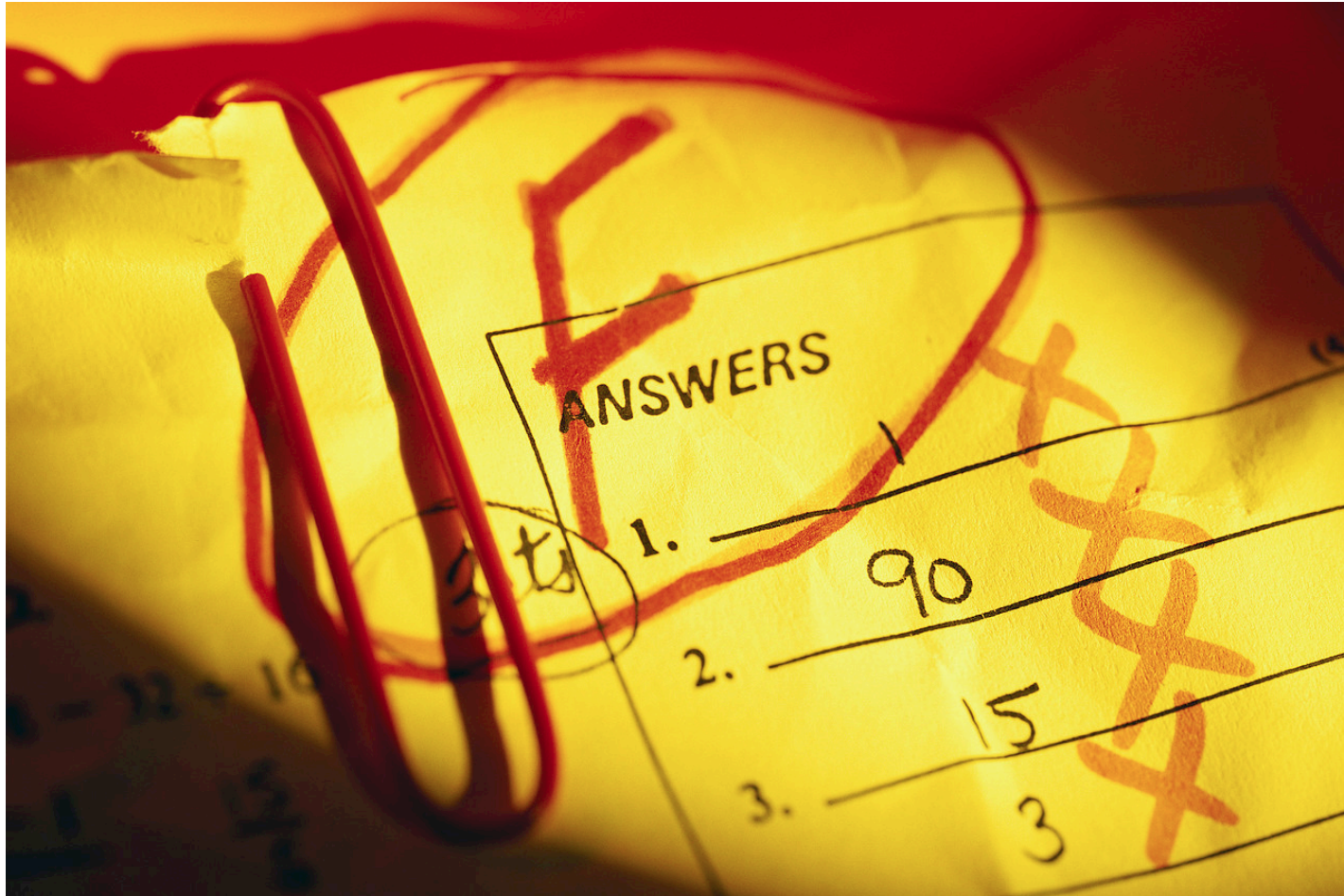
GRADE 5

Region: 20

Report Date: APRIL 2014
Date of Testing: APRIL 2014

Legend --- = No Data Reported For Fewer Than Five Students	READING						MATHEMATICS							
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard		Recommended Standard	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard		Recommended Standard		
		Level II: Satisfactory		Level II: Satisfactory		Level II: Satisfactory		Level II: Satisfactory		Level II: Satisfactory		Level II: Satisfactory		
		#	%	#	%	#		%	#	%	#	%		
All Students	1439	1064	74	801	56	559	39	1382	912	66	778	56	595	43
Male	929	672	72	494	53	341	37	871	569	65	488	56	376	43
Female	510	392	77	307	60	218	43	511	343	67	290	57	219	43
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Hispanic/Latino	1124	928	74	614	55	419	37	1064	694	65	587	55	445	42
American Indian or Alaska Native	4	---	---	---	---	---	---	4	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	3	---	---	---	---	---	---
Black or African American	118	79	67	64	54	51	43	116	75	65	63	54	47	41
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	0	---	---	---	---	---	---
White	167	134	80	107	64	76	46	172	124	72	110	64	87	51
Two or More Races	22	17	77	12	55	9	41	22	14	64	13	59	12	55
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Economically Disadvantaged	1169	958	73	635	54	436	37	1106	709	64	594	54	450	41
<i>Yes</i>	270	206	76	166	61	123	46	276	203	74	184	67	145	53
<i>No</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Title I, Part A	1112	789	71	577	52	397	36	1050	653	62	540	51	389	37
<i>Participants</i>	327	275	84	224	69	162	50	332	259	78	238	72	206	62
<i>Nonparticipants</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Migrant	24	15	63	11	46	6	25	22	13	59	10	45	6	27
<i>Yes</i>	1415	1049	74	790	56	553	39	1360	899	66	768	56	589	43
<i>No</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Limited English Proficient	209	135	65	95	45	61	29	199	131	66	109	55	81	41
<i>Current LEP</i>	5	4	80	4	80	4	80	6	5	83	5	83	4	67
<i>Non-LEP (Monitored 1st Year)</i>	2	---	---	---	---	---	---	2	---	---	---	---	---	---
<i>Non-LEP (Monitored 2nd Year)</i>	1223	923	75	701	57	494	40	1175	774	66	663	56	509	43
<i>Other Non-LEP</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Bilingual	126	78	62	54	43	36	29	117	79	68	65	56	46	39
<i>Participants</i>	1313	986	75	747	57	523	40	1265	833	66	713	56	549	43
<i>Nonparticipants</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
ESL	30	23	77	19	63	12	40	30	23	77	19	63	15	50
<i>Participants</i>	1409	1041	74	782	56	547	39	1352	989	66	759	56	580	43
<i>Nonparticipants</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Special Education	1439	1064	74	801	56	559	39	1382	912	66	778	56	595	43
<i>Yes</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Gifted/Talented	1	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>Participants</i>	1438	1063	74	800	56	558	39	1382	912	66	778	56	595	43
<i>Nonparticipants</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
At-Risk	1234	892	72	661	54	444	36	1184	775	65	655	55	500	42
<i>Yes</i>	205	172	84	140	68	115	56	198	137	69	123	62	95	48
<i>No</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---
<i>No Information Provided</i>	0	---	---	---	---	---	---	0	---	---	---	---	---	---

Pass/Fail Culture





Subject		Phase 1	Phase 2	Final	Level III
Reading	Grade 3	53%	65%	75%	88%
	Grade 4	52%	66%	77%	86%
	Grade 5	54%	65%	76%	87%
	Grade 6	52%	65%	75%	88%
	Grade 7	52%	64%	74%	84%
	Grade 8	50%	63%	75%	85%
	English I	53%	60%	63%	85%
	English II	54%	59%	63%	85%
Math	Grade 3	59%	72%	83%	91%
	Grade 4	60%	71%	81%	90%
	Grade 5	54%	66%	78%	88%
	Grade 6	42%	58%	71%	87%
	Grade 7	44%	56%	69%	85%
	Grade 8	39%	52%	64%	88%
	Algebra 1	37%	50%	61%	83%
Science	Grade 5	59%	70%	80%	91%
	Grade 8	56%	65%	74%	78%
	Biology	37%	51%	61%	83%
Social Studies	Grade 8	50%	62%	73%	83%
	US History	41%	53%	65%	81%
Writing	Grade 4	52%	61%	68%	84%
	Grade 7	54%	63%	71%	85%



Subject		Phase 1	Phase 2	Final	Level III
Reading	Grade 4	53%	65%	75%	88%
	Grade 5	52%	66%	77%	86%
	Grade 6	54%	65%	76%	87%
	Grade 7	52%	65%	75%	88%
	Grade 8	52%	64%	74%	84%
	Grade 9	50%	63%	75%	85%
	Grade 10	53%	60%	63%	85%
Math	Grade 3	54%	59%	63%	85%
	Grade 4	59%	72%	83%	91%
	Grade 5	60%	71%	81%	90%
	Grade 6	54%	69%	78%	88%
	Grade 7	42%	55%	71%	87%
	Grade 8	44%	56%	69%	85%
	Grade 9	39%	52%	64%	88%
Science	Grade 5	37%	50%	61%	83%
	Grade 8	59%	70%	80%	91%
	Biology	65%	65%	74%	78%
Social Studies	Grade 8	51%	51%	61%	83%
	US History	41%	53%	65%	81%
Writing	Grade 4	52%	61%	68%	84%
	Grade 7	54%	63%	71%	85%

Index 1 2014
Index 3 2014

Index 1 2015
Index 3 2015

Index 4 2014
Index 4 2015

Index 3 2014
Index 3 2015

Posted on TEA's Public website
 Friday, August 8, 2014
 at 1:00 pm

Accountability Rating

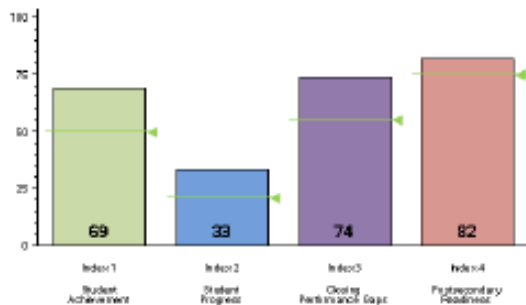
Met Standard

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

Distinction Designation

Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	5,360	7,757	69
2 - Student Progress	997	3,000	33
3 - Closing Performance Gaps	1,115	1,500	74
4 - Postsecondary Readiness	902.5	1,100	82

Campus Demographics

Campus Type	High School
Campus Size	2,225 Students
Grade Span	09-12
Percent Economically Disadvantaged	42.6%
Percent English Language Learners	6.1%
Mobility Rate	11.2%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	39 out of 45 = 87%
Participation Rates	18 out of 18 = 100%
Graduation Rates	7 out of 7 = 100%
Total	64 out of 70 = 91%

Appendix F





Index 1: Student Achievement

2014 Target: non AEA 55 / AEA 30

Index 1: Student Achievement provides an overview of student performance based on satisfactory student achievement across all subjects for all students on BOTH general and alternative assessments.

- Combined over All Subjects: Reading, Mathematics, Writing, Science, and Social Studies.
- Student Group: All Students.
 - no minimum size requirement and no ethnicity breakdown
- Performance Standards: Phase-in 1 Level II (Satisfactory)
 - Substitute Assessments for STAAR EOC tests are included
- End of Course:
 - July 2013: English I and II Reading, Algebra 1, Biology, and US History
 - Fall 2013: English I and II Reading, Algebra 1, Biology and US History
 - Spring 2014: English I and II Combined, Algebra 1, Biology and US History

Substitute Assessments

Included in Index 1 & 4; *not included in Index 2 & 3*

Figure: 19 TAC §101.4002(b)

Substitute Assessments
Standards Chart

STAAR EOC Assessment	AP		IB*		PSAT		PLAN		SAT		ACT^	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
Algebra I					Mathematics	47	Mathematics	19	Mathematics	500	Mathematics	22
English I+	English Language and Composition	3	Language A: Language and Literature	4					Critical Reading	500	Reading	21
									Writing	500	Combined English/Writing	18
English II+	English Language and Composition	3	Language A: Language and Literature	4					Critical Reading	500	Reading	21
									Writing	500	Combined English/Writing	18
Biology	Biology	3	Biology	4								
U.S. History	U.S. History	3	History of the Americas	4								

*The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.

^ To use the ACT as a substitute for the STAAR EOC English II assessment, a student must take the optional ACT writing assessment and achieve a combined English/writing score of 18.

+ A satisfactory score on a substitute assessment can apply to either the English I or English II assessment; however, the same assessment cannot be substituted for both the English I and II assessments.

December 2013 Texas Administrative Code Updates

<http://www.tea.state.tx.us/index4.aspx?id=25769808854>

[New Figure: 19 TAC §101.4002\(b\) \(PDF\)](#)

Index 1: Student Achievement

2014 Target: non AEA 55 / AEA 30

Index 1: Student Achievement provides an overview of student performance based on satisfactory student achievement across all subjects for all students on **BOTH** general and alternative assessments.

English Language Learners (ELL) Included:

- English STAAR Two – Four Years in U.S. Schools* included using ELL Progress Measure
 - STAAR L included using ELL Progress Measure
- English STAAR Five plus Years in U.S. Schools* included using Phase-in 1 Level II
- Spanish STAAR Two plus Years in U.S. Schools* included using Phase-in 1 Level II

English Language Learners (ELL) Exclusions:

- English and Spanish STAAR English Language Learners (ELL) One year in U.S. Schools* excluded

*English Language Learners (ELL) Years in U.S. Schools as reported on 2014 TELPAS

Index 1: Student Achievement

2014 Target: non AEA 55 / AEA 30

Index 1: Construction

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 meet the Phase-in 1 Level II Standard.

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													
STAAR Performance	R	M	W*	S	SS	Total	% Met Phase-in Satisfactory Standard	Index Points					
# Phase-in Satisfactory Standard	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index 1: Score												44	

*Gr. 4 and 7 only

Index 1: Student Achievement

2014 Target: non AEA 55 / AEA 30

Index 1: 2013 vs. 2014 Comparison

2013

- Combined over All Subjects: Reading, Mathematics, Writing, Science, and Social Studies.
- Student Groups: All Students.
- Performance Standards: Phase-in 1 Level II (Satisfactory).
- STAAR End-of-Course (EOC) Assessments (15 total):
 - English I – Reading; English II – Reading; English III – Reading
 - English I – Writing; English II – Writing; English III – Writing
 - Algebra I; Geometry; Algebra II
 - Biology; Chemistry; Physics
 - World Geography; World History; US History
- English Language Learners (English and Spanish tests):
 - Students in US schools Year 1 - Year 3 excluded
 - Students in US schools Year 4 and beyond included

2014

- Combined over All Subjects: Reading, Mathematics, Writing, Science, and Social Studies.
- Student Groups: All Students.
- Performance Standards: Phase-in 1 Level II (Satisfactory).
- STAAR EOC Assessments (5 total):
 - English I (combined tests); English II (combined tests) beginning in spring 2014
 - Algebra I
 - Biology
 - US History
- English Language Learners (English and Spanish tests):
 - Students in US schools Year 1 excluded
 - Students in US schools Year 2 and beyond included
 - ELL Progress Measure included for those tested in English

Shaded areas are new for 2014



Index 2: Student Progress

2014 Target: 5th percentile based on campus type, district 5th percentile across all campus types

Index 2: Student Progress focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students served by special education, and English language learners.

- By Subject Area: Reading and Mathematics (Writing is excluded in 2014)
- Points based on weighted performance:
 - One point given for *each percentage* of tests at the Met or exceed progress level.
 - An additional point given for *each percentage* of tests at the Exceeded progress level.
- Additional progress measures in 2014: STAAR-Modified, STAAR-Alternate, and English Language Learners (ELL).
- High Schools/K-12 campuses as well as AEA campuses & districts will not be evaluated for Index 2 in 2014



Index 2: Student Progress

2014 Target: 5th percentile based on campus type, district 5th percentile across all campus types

Index 2: Student Progress focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students served by special education, and English language learners.

English Language Learners (ELL) Included:

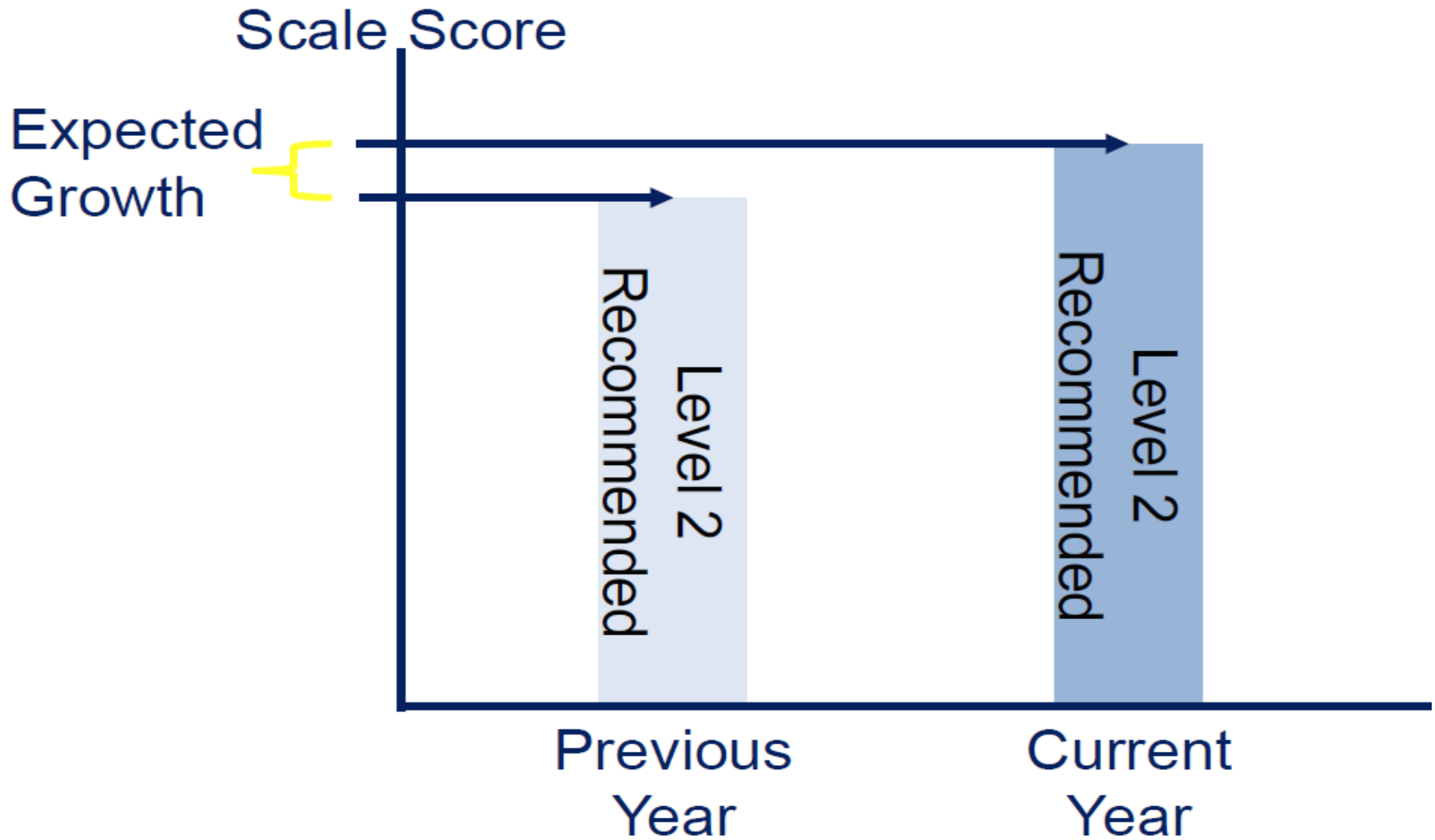
- English STAAR Two – Four Years in U.S. Schools* included using ELL Progress Measure
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- Spanish STAAR Two plus Years in U.S. Schools* included using STAAR Progress Measure

English Language Learners (ELL) Exclusions:

- English and Spanish STAAR English Language Learners (ELL) One year in U.S. Schools* excluded

*English Language Learners (ELL) Years in U.S. Schools as reported on 2014 TELPAS

How is Growth Defined?



Progress Numbers

Table 1 - Values for Computing STAAR Progress Measures

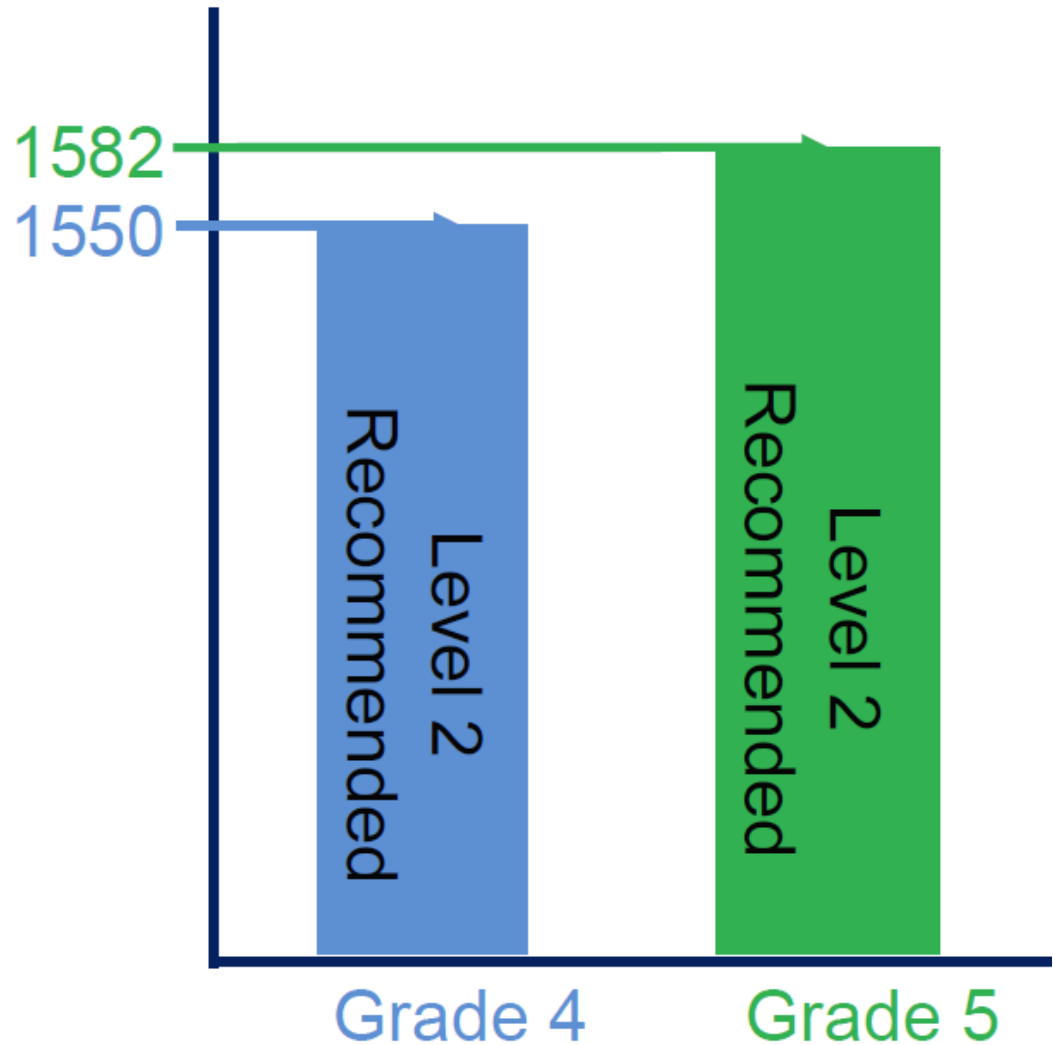
Current Year Test	Prior Year Test	Met Level I/II ¹
Grade 4 Mathematics ⁶	Grade 3 Mathematics	70
Grade 5 Mathematics ⁶	Grade 4 Mathematics	28
Grade 6 Mathematics	Grade 5 Mathematics	31
Grade 7 Mathematics	Grade 6 Mathematics	20
Grade 8 Mathematics	Grade 7 Mathematics	22
Algebra I	Grade 7 Mathematics	2322
Algebra I	Grade 8 Mathematics	2300
Grade 4 English Reading	Grade 3 English Reading	82
Grade 5 English Reading	Grade 4 English Reading	32
Grade 6 Reading	Grade 5 English Reading	47
Grade 7 Reading	Grade 6 Reading	45
Grade 8 Reading	Grade 7 Reading	26
Grade 4 Spanish Reading	Grade 3 Spanish Reading	95
Grade 5 Spanish Reading	Grade 4 Spanish Reading	43
English II ⁷	English I	0

How did they come up with 32 points?

STAAR Reading
English

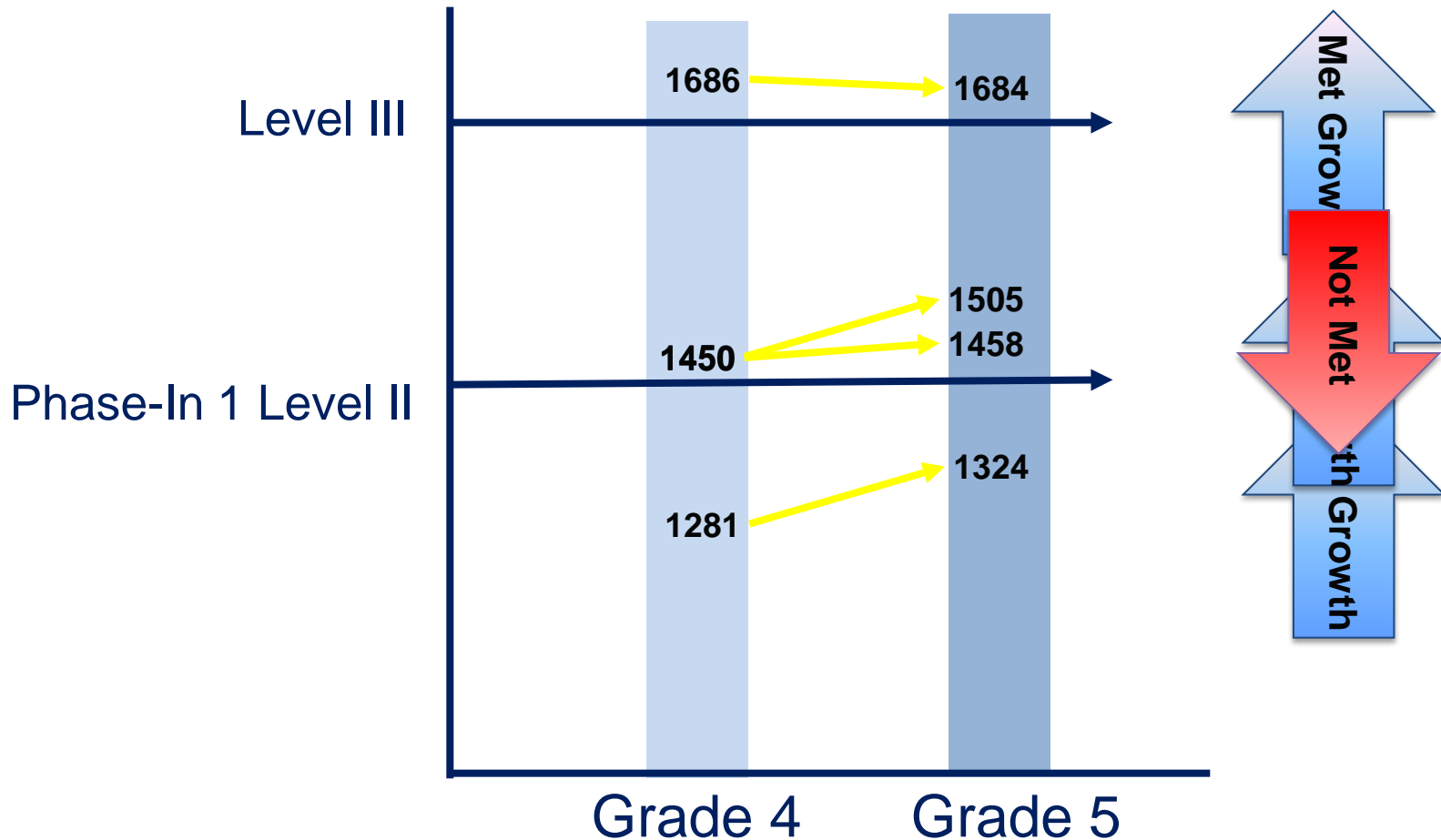
$$\begin{array}{r} 1582 \\ - 1550 \\ \hline = 32 \end{array}$$

Expected Growth:
32 Points



STAAR Grade 5 Reading Example

Expected Growth: 32 Points



Index 2: Student Progress

2014 Target: 5th percentile based on campus type,
district 5th percentile across all campus types

Repeat for Math

Example 2.1. Index 2 calculation for reading progress												
STAAR Weighted Progress Rate: 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		
# Met or Exceeded Progress	605	51	621						49	614		
# Exceeded Progress	186	16	124						4	164		
Percent of Tests: % Met or Exceeded Progress	65%	80%	75%						65%	75%		
% Exceeded Progress	20%	25%	15%						5%	20%		
Reading Weighted Progress Rate	85	105	90						70	95	445	1000

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

Index 2: Student Progress

2014 Target: 5th percentile based on campus type, district
5th percentile across all campus types

Example 2.2. Index 2 calculation to determine overall score												
STAAR Weighted Progress Rate	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Reading	85	105	90						70	95	445	1000
Mathematics	85	105	90						70	95	445	1000
Total											890	2000
Index 2: Score (total points divided by maximum points)											45	

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

Index 2: Student Progress

**2014 Target: 5th percentile based on campus type,
district 5th percentile across all campus types**

■ Progress Measures by Subject Area and School Type

2013		
Elementary School	Middle School	High School
READING		
Gr. 4 Reading	Gr. 6 Reading	English I Reading
Gr. 5 Reading	Gr. 7 Reading	English II Reading
-	Gr. 8 Reading	-
-	English I Reading	-
MATHEMATICS		
Gr. 4 Mathematics	Gr. 6 Mathematics	Algebra I
Gr. 5 Mathematics	Gr. 7 Mathematics	-
-	Gr. 8 Mathematics	-
-	Algebra I	-
WRITING		
-	-	English II Writing

2014		
Elementary School	Middle School	High School
READING		
Gr. 4 Reading	Gr. 6 Reading	-
Gr. 5 Reading	Gr. 7 Reading	-
-	Gr. 8 Reading	-
-	-	-
MATHEMATICS		
Gr. 4 Mathematics	Gr. 6 Mathematics	Algebra I
Gr. 5 Mathematics	Gr. 7 Mathematics	-
-	Gr. 8 Mathematics	-
-	Algebra I	-
WRITING		
-	-	-

High Schools/K-12 campuses as well as AEA campuses & districts will not be evaluated for Index 2 in 2014

Index 3: Closing Performance Gaps

**2014 Target: 5th percentile based on campus type,
district 5th percentile across all campus types**

Index 3: 2013 Construction – Table 1

Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus and district.

- By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies
- Student Groups:
 - Economically Disadvantaged
 - No minimum size
- Two Lowest Performing Race/Ethnicity Groups
 - Based on 2013 Index 1 All Subjects
 - Minimum size: 25 tests in Reading and Math



Index 3: Closing Performance Gaps

Index 3: 2014 Construction - Student Groups

(based on 2013 assessment results by Race/Ethnicity)

TEXAS EDUCATION AGENCY 2013 Index 1: Student Achievement Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2013 STAAR Performance								
All Subjects								
Percent of Tests								
% at Phase-in 1 Level II or above	77%	65%	74%	86%	81%	94%	-	82%
% at Final Level II or above	33%	17%	28%	43%	56%	50%	-	44%
% at Level III Advanced	10%	4%	7%	15%	0%	34%	-	9%
Number of Tests								
# at Phase-in 1 Level II or above	3,580	673	1,040	1,796	13	30	-	28
# at Final Level II or above	1,520	178	398	904	9	16	-	15
# at Level III Advanced	466	44	96	312	0	11	-	3
Total Tests	4,628	1,038	1,413	2,095	16	32	-	34
Reading								
Percent of Tests								
% at Phase-in 1 Level II or above	77%	64%	72%	88%	*	**	-	77%
% at Final Level II or above	38%	23%	30%	50%	*	**	-	62%
% at Level III Advanced	14%	7%	10%	20%	*	**	-	8%
Number of Tests								
# at Phase-in 1 Level II or above	1,042	193	291	539	*	**	-	10
# at Final Level II or above	512	68	123	306	*	**	-	8
# at Level III Advanced	189	21	39	125	*	**	-	1
Total Tests	1,346	302	406	613	*	**	-	13
Mathematics								
Percent of Tests								
% at Phase-in 1 Level II or above	81%	69%	81%	87%	*	**	-	83%
% at Final Level II or above	34%	18%	35%	42%	*	**	-	25%
% at Level III Advanced	15%	6%	12%	21%	*	**	-	17%
Number of Tests								
# at Phase-in 1 Level II or above	1,047	198	313	515	*	**	-	10
# at Final Level II or above	444	52	136	248	*	**	-	3
# at Level III Advanced	191	17	46	123	*	**	-	7
Total Tests	1,290	289	387	591	*	**	-	12

2013 used 2012

AND

Index 3: Closing Performance Gaps

2014 Target: 5th percentile based on campus type, district 5th percentile across all campus types

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus and district.

English Language Learners (ELL) Included:

- English STAAR Two – Four Years in U.S. Schools* included using ELL Progress Measure 1 point; Final Level II 2 points
 - STAAR L included using ELL Progress Measure
- English STAAR Five plus Years in U.S. Schools* included using Phase-in 1 Level II 1 point; Level III 2 points
- Spanish STAAR Two plus Years in U.S. Schools* included using Phase-in 1 Level II 1 point; Level III 2 points

English Language Learners (ELL) Exclusions:

- English and Spanish STAAR English Language Learners (ELL) One year in U.S. Schools* excluded

*English Language Learners (ELL) Years in U.S. Schools as reported on 2014 TELPAS

Index 3: Closing Performance Gaps

2014 Target: 5th percentile based on campus type, district 5th percentile across all campus types

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus and district.

Points based on STAAR performance:

- Phase-in 1 Level II satisfactory performance:
One point for *each percentage* of tests at Phase-in 1 Level II (Satisfactory) or above
- Level III advanced performance:
An additional point for *each percentage* of tests at the Level III Advanced

Index 3: Closing Performance Gaps

2014 Target: 5th percentile based on campus type, district 5th percentile across all campus types

Repeat for Math, Writing, Science and Social Studies

Example 3.1. Index 3 calculation for reading weighted performance

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Phase-in Satisfactory Standard and above	80	20	25		
# Advanced Standard	40	0	25		
% Phase-in Satisfactory Standard and above	100%	50%	100%		
% Met Advanced Standard	50%	0%	100%		
Reading Weighted Performance Rate	150	50	200	400	600

Index 3: Closing Performance Gaps

2014 Target: 5th percentile based on campus type,
district 5th percentile across all campus types

Example 3.2. Index 3 calculations for overall score					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading	150	50	200	400	600
Mathematics	125	100	90	315	600
Writing	80	90	125	295	600
Science	120	40	90	250	600
Social Studies	50	40	80	170	600
Total				1430	3000
Index 3: Score (total points divided by maximum points)				48	

Index 3: Closing Performance Gaps

2014 Target: 5th percentile based on campus type, district 5th percentile across all campus types

Index 3: Closing Performance Gaps emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

2013

- Points based on STAAR performance:
 - Phase-in 1 Level II satisfactory performance: One point for each percent of tests at the Phase-in 1 Level II satisfactory performance standard.

- By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies.

- Student Groups:
 - Economically Disadvantaged
 - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or within the district, based on 2012 assessment results.

2014

- Points based on STAAR performance:
 - Phase-in 1 Level II satisfactory performance: One point for each percent of tests at the Phase-in 1 Level II satisfactory performance standard.
 - Level III advanced performance: An additional point for each percent of tests at the Level III advanced performance standard.

- By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies.

- Student Groups:
 - Economically Disadvantaged
 - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or within the district, based on 2013 assessment results.
 - Select the two lowest performing student groups if both the prior year reading and mathematics subject area test results each have at least 25 tests.

Shaded areas are new for 2014 36



Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

2014 Index 4 non-AEA Targets:

- Elementary Schools: 12
- Middle Schools: 13
- High Schools/K-12: 57 (based on all four components)*
- Districts: 57 (based on all four components)*

*Non-AEA Targets If all four components :

- 1) STAAR Final Level II,
- 2) Graduation Score/Rate,
- 3) Graduation Plan, and
- 4) College-Ready Graduates are not available for high schools or districts, evaluate only the STAAR Final Level II performance at the following Index 4 targets:
 - High Schools/K-12: 21
 - Districts: 13



Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

STAAR Score: STAAR Percent Met Final Level II on two or more tests for (eight student groups):

- All students
- Seven race/ethnicity groups

All Subjects: Reading, Mathematics, Writing, Science and Social Studies

- Students tested on **one subject area** only must meet the final Level II performance standard for that subject area.
- Students tested on **only two subject** areas must meet the final Level II performance standard for both subject areas.

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and seven race/ethnicity student groups

- Only include EOC tests for students that tested for the FIRST time in 2013-14 accountability cycle
 - July 2013, Fall 2013 and Spring 2014
 - Student EOC results for students that tested for the first time prior to the 2013-14 accountability cycle are not included in Index 4
- Substitute Assessments for STAAR EOC tests are included

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

Graduation Score/Rate: Combined performance across graduation/dropout rates for:

- Grade 9-12 Class of 2013 Four-Year Graduation Rate **OR**
- Grade 9-12 Class of 2012 Five-Year Graduation Rate
 - whichever contributes the most points to the index
- If a campus/district has no Graduation Rate, then the 2012-13 Grade 9-12 annual dropout rate will be used.
- New campus – use annual dropout rate until they have enough years of data to calculate a longitudinal graduation rate
- Ten student groups:
 - All students
 - Seven race/ethnicity groups
 - Students served by Special Education
 - English Language Learners (ELL)

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

Graduation Plan Component

Class of 2013 Four-year Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate

- Four-year Longitudinal Graduation Cohort
- No four-year longitudinal graduation cohort – use annual percent of 2012-13 RHSP/DAP graduates

Eight student groups:

- All students
- Seven race/ethnicity groups

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

College-Ready Graduates: High school graduates from the 2012-13 school year who met the college-ready criteria in both ELA and mathematics based on:

- TAKS exit-level test*,
- or the SAT test,
- or the ACT test
 - Reported on AEIS and TAPR since 2007
 - *2012-13 graduates are TAKS graduates

Eight student groups:

- All students
- Seven race/ethnicity groups



Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points	
STAAR Score													
STAAR % Met Final Level II on Two or More Tests	29%	16%		40%	23%		38%	36%			182	600	
STAAR Score (STAAR total points divided by maximum points)											30		
Graduation Score (Gr. 9-12)													
4-yr. graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700	
5-yr. graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700	
Highest Graduation Total											546.4	700	
Graduation Score (best of total graduation points divided by maximum points)											78.0		
RHSP/DAP Score													
4-yr. graduation Percent RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400	
RHSP/DAP Score (best of total RHSP/DAP points divided by maximum points)											81.4		
Postsecondary/College-Ready Graduates Score													
College-Ready Graduates either subject (ELA or Math)	82.0%	72.0%			78.0%		89.0%				321.0	400	
College-Ready Score (total points divided by maximum points)											80.2		
Overall Index Score													
STAAR Score	30.0	Multiply by Weight											
Graduation Score	78.0												
RHSP/DAP Score	81.4												
College-Ready Score	80.2												
Index Score (sum of weighted index scores)													

Index 4: Postsecondary Readiness

Index 4: 2013 vs. 2014 Comparison

2013

- Graduation Score: Combined performance across the graduation and dropout rates for:
 - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
 - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Annual Graduates: All Students and race/ethnicity student groups.

2014

- Graduation Score: Combined performance across the graduation and dropout rates for:
 - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
 - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Graduates : All Students and race/ethnicity student groups.

- STAAR Score: STAAR Percent Met Final Level II on TWO or more tests for All Students and race/ethnicity student groups.
- Postsecondary Readiness:
 - TAKS
 - SAT
 - ACT

Shaded areas are new for 2014

Index 4: Postsecondary Readiness

Index 4: AEA Campuses and Charters

2013
<ul style="list-style-type: none"> 4-, 5-, and 6-year Graduation and General Education Development (GED) Score; <p>If no Graduation and GED Rates, use Grade 9-12 Annual Dropout Rate: Points given for annual dropout rates lower than 20.0</p> <ul style="list-style-type: none"> 2013 AEA Registration Criterion

Proposed 2014	
<ul style="list-style-type: none"> 4-, 5-, and 6-year Graduation, Continuing Students, and GED Score; If no Graduation, Continuing, and GED Rates, use Grade 9-12 Annual Dropout Rate: Points given for rates lower than 20.0 	Contrib. to Points 75% 25%
<ul style="list-style-type: none"> STAAR Score: STAAR Percent Met Final Level II on one or more tests 	
<ul style="list-style-type: none"> Expand AEA Registration to include dropout recovery schools 	

Index 4: Postsecondary Readiness

Index 4: AEA Campuses and Charters Bonus Points

2013

Bonus Points:

- RHSP/DAP Rate: All Students.
- Continuing Students Success Rate: All Students.
- Excluded Students Count: All Students.

2014

Bonus Points:

- RHSP/DAP Rate: All Students.
- Excluded Students Count: All Students.
- Postsecondary/College-Ready Graduates Indicator

Shaded areas are new for 2014



System Safeguards

Safeguard Measures and Targets for the State lens:

- Reporting system disaggregates performance by student group, performance level, and subject area.
- Performance rates are calculated from the assessment results used to calculate Index 1: Student Achievement.
- 2014 targets for the disaggregated system-safeguard results:
 - STAAR performance target corresponds to Index 1 **(55%)**;
 - STAAR participation target required by federal accountability (95%);
- Federal graduation rate targets and improvement calculations for 4-year rate **(80%)** and 5-year rate **(85%)**; and
- Federal limit on use of alternate assessments (1% and 2%)

System Safeguards

2014 targets for federal accountability:

- STAAR performance target corresponds to Index 1 (**79%**);
 - All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education and English Language Learner
 - English Language Learners(ELL) now includes Current and Monitored ELLs
- STAAR participation target required by federal accountability (95%);
- Federal graduation rate targets and improvement calculations for 4-year rate (**80%**) and 5-year rate (**85%**); and
- Federal limit on use of alternate assessments (1% and 2%)

Accountability System Safeguard Measures and Targets											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELL
Performance Rate Targets - State											
Reading	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Mathematics	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Writing	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Science	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Soc. Studies	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Performance Rate Targets - Federal											
Reading - Federal	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
Mathematics - Federal	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
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 Graduation Rates *											
4-year	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
5-year	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
District Limits on Use of Alternative Assessment Results											
Reading - Modified	2%	<i>Not Applicable</i>									
Reading - Alternate	1%	<i>Not Applicable</i>									
Mathematics - Modified	2%	<i>Not Applicable</i>									
Mathematics - Alternate	1%	<i>Not Applicable</i>									

* Federal graduation rate targets include an improvement target.

2014 Distinction Designations

Campus Demographics

Campus Type	High School
Campus Size	2,225 Students
Grade Span	09-12
Percent Economically Disadvantaged	42.6%
Percent English Language Learners	6.1%
Mobility Rate	11.2%

Per Texas Education Code (TEC) §39.201, alternative education campuses (AECs) evaluated under AEA provisions are not eligible for distinction designations.

Comparison Groups are determined by common campus demographics.

2014 Distinction Designations

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
 - Reading/English Language Arts
 - Mathematics
 - Science
 - Social Studies
- Postsecondary Readiness for campuses and districts



2014 Distinction Designations

Districts and Campuses Postsecondary Readiness:

- House Bill 5 (83rd Texas Legislature, 2013) expanded distinction designations to both districts and campuses for outstanding performance in attainment of postsecondary readiness.
- Index 4 STAAR Component: Percent of Students at Final Level II Performance Standard
- Four-Year Graduation Rate (Class of 2013 longitudinal cohort) Recommended High School Program or
- Distinguished Achievement Program (RHSP/DAP) Rates (Class of 2013 longitudinal cohort)
- College-Ready Graduates (school year 2012-13 graduates meeting the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics based on TAKS, SAT, or ACT)
- Advanced/Dual Enrollment Course Completion Rate (school year 2012-13)
- SAT/ACT Performance (At/Above Criterion, 2012-13)
- SAT/ACT Participation (2012-13)
- AP/IB Examination Performance: Any Subject (school year 2012-13 percent of examinees meeting the criterion score)

2014 Distinction Designations

AADD Reading/ELA Indicators	High School	Middle School / Junior High	Elementary	K-12
Attendance rate	√	√	√	√
Greater Than Expected Student Growth in Reading/ELA		√	√	
Grade 3 Reading Performance (Level III)			√	√
Grade 4 Writing Performance (Level III)			√	√
Grade 7 Writing Performance (Level III)		√		√
Grade 8 Reading Performance (Level III)		√		√
AP/IB Examination Participation: ELA	√			√
AP/IB Examination Performance: ELA	√			√
SAT/ACT Participation	√			√
SAT Performance: ELA	√			√
ACT Performance: ELA	√			√
Total Reading/ELA Indicators	6	4	4	10

AADD Mathematics Indicators	High School	Middle School / Junior High	Elementary	K-12
Attendance rate	√	√	√	√
Greater Than Expected Student Growth in Mathematics		√	√	
Grade 5 Math Performance (Level III)			√	√
Algebra I by Grade 8-Participation		√		√
Algebra I by Grade 8-Performance (Level III)		√		√
AP/IB Examination Participation: Mathematics	√			√
AP/IB Examination Performance: Mathematics	√			√
SAT/ACT Participation	√			√
SAT Performance: Mathematics	√			√
ACT Performance: Mathematics	√			√
Total Mathematics Indicators	6	4	3	9

AADD Science Indicators	High School	Middle School / Junior High	Elementary	K-12
Attendance rate	√	√	√	√
Grade 5 Science Performance (Level III)			√	√
Grade 8 Science Performance (Level III)		√		√
EOC Biology Performance (Level III)	√			√
ACT Performance: Science	√			√
AP/IB Examination Participation: Science	√			√
AP/IB Examination Performance: Science	√			√
Total Science Indicators	5	2	2	7

AADD Social Studies Indicators	High School	Middle School / Junior High	Elementary	K-12
Attendance rate	√	√	√	√
Grade 8 Social Studies Performance (Level III)		√		√
EOC U.S. History Performance (Level III)	√			√
AP/IB Examination Participation: Social Studies	√			√
AP/IB Examination Performance: Social Studies	√			√
Total Social Studies Indicators	4	2	N/A	5

Indicators for campuses:

Postsecondary-Readiness Indicators	High School	Middle School / Junior High	Elementary	K-12
1) Index 4 - Percent at STAAR Postsecondary Readiness Standard	√	√	√	√
2) Four-Year Longitudinal Graduation Rate	√			√
3) Four-Year Longitudinal RHSPIDAP Rate	√			√
4) College-Ready Graduates	√			√
5) Advanced/Dual Enrollment Course Completion Rate	√			√
6) SAT/ACT Participation	√			√
7) SAT/ACT Performance	√			√
8) AP/IB Examination Performance: Any Subject	√			√
Total	8	1	1	8

TEXAS EDUCATION AGENCY
2014 Distinction Designation Summary - Top 25% in Closing Performance Gaps
SAMPLE H S (999999999) - SAMPLE ISD

Campus Type: High School

Campus Name	District Name	Index 3 Score
1 CLEAR LAKE H S (084910002)	CLEAR CREEK ISD	40
2 COLLEGE PARK H S (170902014)	CONROE ISD	40
3 HEBRON H S (061902008)	LEWISVILLE ISD	40
4 REAGAN H S (015910007)	NORTH EAST ISD	39
5 WESTLAKE H S (227909001)	EANES ISD	39
6 MCKINNEY BOYD H S (043907007)	MCKINNEY ISD	37
7 CLEMENTS H S (079907004)	FORT BEND ISD	36
8 KINGWOOD H S (101913002)	HUMBLE ISD	36
9 LAKE TRAVIS H S (227913001)	LAKE TRAVIS ISD	36
10 TAYLOR H S (101914002)	KATY ISD	35
11 WESTWOOD H S (246909003)	ROUND ROCK ISD	35
12 BRANDEIS H S (015915023)	NORTHSIDE ISD	34
13 COLLEYVILLE HERITAGE H S (220906004)	GRAPEVINE-COLLEYVILLE ISD	34
14 JOHNSON H S (015910014)	NORTH EAST ISD	34
15 MEMORIAL H S (101920001)	SPRING BRANCH ISD	34
16 CLEAR SPRINGS H S (084910009)	CLEAR CREEK ISD	33
17 MCNEIL H S (246909004)	ROUND ROCK ISD	33
SAMPLE H S (999999999)	SAMPLE ISD	32
18 CLEAR FALLS H S (084910011)	CLEAR CREEK ISD	32
19 CYPRESS WOODS H S (101907011)	CYPRESS-FAIRBANKS ISD	32
20 FLOWER MOUND H S (061902010)	LEWISVILLE ISD	32
21 KELLER H S (220907001)	KELLER ISD	32
22 CYPRESS RANCH H S (101907012)	CYPRESS-FAIRBANKS ISD	31
23 O'CONNOR H S (015915016)	NORTHSIDE ISD	31
24 PEARLAND H S (020908001)	PEARLAND ISD	31
25 ROUND ROCK H S (246909001)	ROUND ROCK ISD	31
26 STEPHEN F AUSTIN H S (079907007)	FORT BEND ISD	31
27 ATASCOCITA H S (101913008)	HUMBLE ISD	30
28 COPPELL H S (057922001)	COPPELL ISD	30
29 ROCKWALL H S (199901001)	ROCKWALL ISD	30
30 TIMBER CREEK H S (220907005)	KELLER ISD	30
31 CENTRAL H S (220907004)	KELLER ISD	29
32 MANSFIELD H S (220908003)	MANSFIELD ISD	29
33 MARCUS H S (061902002)	LEWISVILLE ISD	29
34 MARTIN H S (220901005)	ARLINGTON ISD	29
35 OAK RIDGE H S (170902005)	CONROE ISD	29
36 MIDLOTHIAN H S (070908001)	MIDLOTHIAN ISD	28
37 BYRON P STEELE II H S (094902003)	SCHERTZ-CIBOLO-U CITY ISD	25
38 NORTHWEST H S (061911001)	NORTHWEST ISD	25
39 PLANO SR H S (043910001)	PLANO ISD	
40 PLANO WEST SENIOR H S (043910010)	PLANO ISD	

Resources

- 2014 Accountability Development
<http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>
- 2013 Accountability Rating System
<http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>
- Performance Reporting Home Page
<http://www.tea.state.tx.us/perfreport>
- Performance Reporting E-mail
performance.reporting@tea.state.tx.us

