

Commissioner of Education Final Decisions for the 2014 State Accountability Rating System

The first two columns of the following table summarize the recommendations made by the Accountability Technical Advisory Committee (ATAC) and the Accountability Policy Advisory Committee (APAC), respectively, to the commissioner during the 2013-14 accountability development process. The third column provides the commissioner’s final decisions for the 2014 state accountability rating system with accompanying comments/rationales in the last column, where applicable. The final decisions listed in table below and additional detailed information on the 2014 rating system will be available in selected chapters of the *2014 Accountability Manual* that will be released in late May 2014.

ATAC Recommendation	APAC Recommendation	Commissioner’s Final Decisions	Comments/Rationale
<p>2014 Ratings Criteria To receive a <i>Met Standard</i> or <i>Met Alternative Standard</i> rating, all campuses and districts must meet all four performance index targets.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	
<p>2014 Accountability Targets For Indexes 1, 2, and 3</p> <p>Index 1: Set an absolute target at a higher performance level than the prior year.</p> <p>Index 1 Target for Districts and Campuses: 55</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>The absolute target for Index 1 of 55 is based on 2013 model estimates which may over or under estimate actual performance in 2014. For example, the 2013 model estimates only include U.S History EOC results for a very small sample of students, not the full population that will be assessed in 2014.</p>
<p>Index 2: Set target at or about the fifth percentile based on actual 2014 performance in June 2014.</p> <p>Index 2 Target for Campuses: TBD (5th percentile by elementary and middle school campuses)</p> <p>Index 2 Target for Districts: TBD (5th percentile across all campuses)</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>Due to the inclusion of new progress measures for STAAR Modified, STAAR Alternate, and ELL progress it is not possible to determine the Index 2 outcomes in order to define the 2014 index targets.</p>
<p>Index 3: Set target at or about the fifth percentile based on actual 2014 performance in June 2014.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>Index 3 calculations will include additional results for ELL students enrolled in their second and third</p>

Commissioner of Education Final Decisions for the 2014 State Accountability Rating System

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<p>Index 3 Target for Campuses: TBD (5th percentile by elementary, middle, and high school/multi-grade campuses)</p> <p>Index 3 Target for Districts: TBD (5th percentile across all campuses)</p>			<p>years in U.S. schools through the use of the new ELL progress measure. Data are not available to accurately estimate the ELL progress measure outcomes, so it is not possible to determine the Index 3 outcomes in order to define the 2014 index targets.</p>
<p>Index 2 Evaluation for High Schools in 2014: Due to the limited number of assessments with a progress measure in 2014, Index 2 is not evaluated in the 2014 state accountability results for high schools/secondary campuses or campuses/charters registered for Alternative Education Accountability (AEA) provisions. Evaluation of these campuses on Index 2 would resume in 2015.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>In 2014, progress measure results are only available for high schools for the following assessments:</p> <ul style="list-style-type: none"> • Mathematics - Algebra I (for students who did not take Algebra I in middle school) • Reading – STAAR Alternate for English I and English II
<p>2014 Index 3 Minimum Size Criteria: Change minimum size criteria for identifying the lowest performing racial/ethnic student group. The lowest performing student group(s) is selected if the Index 1 student achievement indicator for the prior year meets the minimum size of 25 tests taken in both the 2012-13 (prior year) reading and mathematics subject areas.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>In 2013, minimum size criteria for identifying the lowest performing racial/ethnic group in the prior year were at least 25 test results across all subjects. This change will increase the likelihood that the student groups identified with the prior year data will be the same student groups used in the current year Index 3 evaluation.</p>
<p>2014 Index 4 Design/Construction Construct Index 4 to combine the numerical results of four components:</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>Additional postsecondary readiness indicators will be included in Index 4 in future years to meet statutory requirements for use of industry</p>

Commissioner of Education Final Decisions for the 2014 State Accountability Rating System

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<ul style="list-style-type: none"> - STAAR Final Level II Component - Graduation Rate Component - Graduation Plan Component - Postsecondary Component 			certification results and other non-assessment based measures of postsecondary success.
<p>Index 4 Component: STAAR Final Level II Define the component as the percent of students with STAAR test results at or above the final Level II performance standard on one or more STAAR tests.</p>	Use the percent of students with STAAR test results at or above the final Level II performance standard on the STAAR Reading /English language arts (ELA) and mathematics tests.	Use the percent of students with STAAR test results at or above the final Level II performance standard on two or more subject area tests.	STAAR performance at the final Level II passing standard based on two or more subjects is used for the following reasons: <ol style="list-style-type: none"> 1) includes writing, science, and social studies in the index evaluation which represent content areas where students also must pass in order to achieve a high school diploma; 2) gives high schools additional opportunities to meet the STAAR component, since a significant proportion of students do not take a mathematics assessment in high school; 3) recognizes students have academic strengths in certain subject areas but not all, and allows schools time to adjust existing programs to prepare all students for postsecondary success; and, 4) the postsecondary readiness component will focus on the reading/ELA and mathematics content areas.
<p>Index 4 Component: Postsecondary Readiness Indicator</p>	Define the indicator of College-Ready	Agree with APAC recommendation.	An indicator that requires college readiness standards to be met on

Commissioner of Education Final Decisions for the 2014 State Accountability Rating System

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<p>Define the indicator of College-Ready Graduates as the percent meeting College Ready criteria on <i>either</i> the Reading/ELA or Mathematics subjects.</p>	<p>Graduates as the percent meeting College Ready criteria on <i>both</i> the Reading/ELA and Mathematics subjects.</p>		<p>both Reading/ELA and mathematics ensures the measure reflects students' likelihood for postsecondary success.</p>																				
<p>2014 Index 4 Component Weights Use the following weighted components to produce an overall Index 4 score:</p> <table border="1" data-bbox="176 586 611 760"> <thead> <tr> <th>Component</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>STAAR Final Level II</td> <td>35%</td> </tr> <tr> <td>Graduation Rate</td> <td>35%</td> </tr> <tr> <td>Graduation Plan</td> <td>15%</td> </tr> <tr> <td>Postsecondary Indicator</td> <td>15%</td> </tr> </tbody> </table>	Component	Weight	STAAR Final Level II	35%	Graduation Rate	35%	Graduation Plan	15%	Postsecondary Indicator	15%	<p>Use the following weighted components to produce an overall Index 4 score:</p> <table border="1" data-bbox="611 586 1045 760"> <thead> <tr> <th>Component</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>STAAR Final Level II</td> <td>25%</td> </tr> <tr> <td>Graduation Rate</td> <td>25%</td> </tr> <tr> <td>Graduation Plan</td> <td>25%</td> </tr> <tr> <td>Postsecondary Indicator</td> <td>25%</td> </tr> </tbody> </table>	Component	Weight	STAAR Final Level II	25%	Graduation Rate	25%	Graduation Plan	25%	Postsecondary Indicator	25%	<p>Agree with APAC recommendation.</p>	
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<p>2014 Accountability Targets For Index 4</p> <p>Index 4: Set absolute target by campus type based on 2013 model estimates at or about the fifth percentile of campus performance on the four components to produce an overall Index 4 score:</p> <p>Index 4 Target for Elementary Schools: 25</p> <p>Index 4 Target for Middle Schools: 25</p> <p>Index 4 Target for High Schools/Multi-Grade Campuses: 65</p>	<p>Index 4: Set a modified absolute target on Index 4 by campus type based on updated 2013 model estimates that include APAC modifications at or about the fifth percentile of campus performance.</p> <p>Index 4 Target for Elementary Schools: 8</p> <p>Index 4 Target for Middle Schools: 10</p> <p>Index 4 Target for High Schools/Multi-Grade Campuses: 55</p>	<p>Index 4: Agree with APAC and ATAC recommendation to set absolute targets on Index 4.</p> <p>The following methodology will be used to accommodate the districts and campuses that do not have results for all four components:</p> <ol style="list-style-type: none"> 1) Set an absolute target on the STAAR component based on updated 2013 model estimates at or about the fifth percentile of campus performance (by elementary, middle, and high school/multi-grade campuses). 2) Set an absolute target based on all four Index 4 components for high school/multi-grade campuses based on updated 2013 model estimates at or 	<p>The absolute targets for Index 4 are based on 2013 model estimates which may over or under estimate the actual performance in 2014. For example, the 2013 model estimates only include U.S History EOC results for a very small sample of students, not the full population that will be assessed in 2014.</p>																				

Commissioner of Education Final Decisions for the 2014 State Accountability Rating System

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<p>Index 4 Target for Districts: 65</p>	<p>Index 4 Target for Districts: 55</p>	<p>about the fifth percentile of campus performance.</p> <p>For districts and campuses (high schools and multi-grade campuses) with all four components that comprise Index 4, the Index 4 criteria are met by achieving the target based on all four components.</p> <p>For districts and campuses that do not have all four components that comprise Index 4, the Index 4 criteria are met by achieving the target on the STAAR component.</p> <p>STAAR Component-Index 4 Target for Campuses: Elementary: 12 Middle School: 13 High School: 18</p> <p>STAAR Component-Index 4 Target for Districts: 13 (5th percentile across all campuses)</p> <p>All Four Components – Index 4 Target for Districts, High Schools, and multi-grade campuses): 56</p>	
<p>AEA Accountability Targets Set AEA targets at a level comparable to the non-AEA targets.</p> <p>Index 1 Target for AEA Campuses and Charter Districts: 30</p>	<p>Agree with ATAC recommendation for Index 1, Index 2, and Index 3.</p> <p>Set Index 4 target at a level comparable to the non-AEA targets type based on updated 2013 model</p>	<p>Agree with APAC and ATAC recommendation for Index 1, Index 2, and Index 3.</p>	

Commissioner of Education Final Decisions for the 2014 State Accountability Rating System

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<p>Index 2 Target for AEA Campuses and Charter Districts: TBD (5th percentile across all AEA campuses)</p> <p>Index 3 Target for AEA Campuses and Charter Districts: TBD (5th percentile across all AEA campuses)</p> <p>Index 4 Target for AEA Campuses and Charter Districts: 35</p>	<p>estimates.</p> <p>Index 4 Target for AEA Campuses and Charter Districts: 25</p>	<p>For Index 4, use same methodology described above to determine Index 4 targets for AEA campuses and charter districts.</p>							
<p>AEA Provisions – Expanded Eligibility Criteria Expand AEA registration criteria to include dropout recovery schools.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>							
<p>AEA Provisions in Index 4</p> <ul style="list-style-type: none"> – Modify the Graduation Rate indicator to include continuing students. – Include new postsecondary indicator of college-ready graduates as bonus points. – Evaluate two components with the following weights: <table border="1" data-bbox="210 1209 598 1372" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Component</th> <th style="text-align: left;">Weight</th> </tr> </thead> <tbody> <tr> <td>STAAR Final Level II</td> <td>25%</td> </tr> <tr> <td>Graduation, Continuers, and GED Rate</td> <td>75%</td> </tr> </tbody> </table>	Component	Weight	STAAR Final Level II	25%	Graduation, Continuers, and GED Rate	75%	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	
Component	Weight								
STAAR Final Level II	25%								
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<p>ELL Inclusion Including a greater number of ELL students in statewide accountability based on their year of enrollment in U.S. schools. See <i>Inclusion of English Language Learners (ELLs) in 2014 Accountability and Beyond</i>.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>The 2014 accountability evaluations will include additional results of approximately 112,000 ELL students enrolled in their second and third years U.S. schools through the use of the new ELL progress measure.</p>
<p>EOC English I & II Combined Tests Use only the results from the combined English I or English II assessments administered in spring 2014 for 2014 accountability. Exclude the summer 2013 and fall 2013 administrations of the separate English I and II reading and writing tests.</p>	<p>Use the results from the separate reading tests administered in the summer 2013 and fall 2013 with the combined tests of English I or English II assessments administered in spring 2014 for 2014 accountability.</p>	<p>Agree with APAC recommendation.</p>	
<p>EOC Substitute Assessments Credit for students tested on substitute assessments at the STAAR Final Level II performance standard in Index 1 and Index 4.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	<p>Statute allows students to substitute certain tests for corresponding EOC assessments in order to meet graduation requirements. Current agency rules outline the established performance level equivalencies on substitute assessments that correspond to the STAAR Final Level II performance standard.</p>
<p>District Distinction Designations: Postsecondary Readiness Set a target on the percent of district-wide postsecondary distinction indicators across all eligible campus-level indicators that attain the top 25% (top quartile) of their campus comparison group. Districts that meet or exceed the target on the percentage of</p>	<p>Agree with ATAC recommendation. Districts that meet or exceed a target of 33% on the percentage of postsecondary readiness indicators in the top quartile receive the postsecondary readiness distinction designation.</p>	<p>Agree with APAC and ATAC recommendation to set a target on the district-wide postsecondary distinction indicators across all eligible campus-level indicators that attain the top 25% (top quartile) of their campus comparison group. Districts that meet or exceed a target of 70% on the percentage of</p>	<p>A more rigorous target of 70% ensures that postsecondary readiness distinctions are assigned to districts that demonstrate outstanding performance across the entire district on postsecondary readiness indicators.</p>

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<p>postsecondary readiness indicators in the top quartile receive the postsecondary readiness distinction designation.</p>		<p>postsecondary readiness indicators in the top quartile receive the postsecondary readiness distinction designation.</p>	
<p>Campus Distinction Designations: Postsecondary Readiness Expand distinctions to include Postsecondary Distinction Designations for campuses and districts. Indicators of Postsecondary Readiness are recommended within the same campus comparison group methodology as other campus level distinctions.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	
<p>Campus Distinction Designations: Top 25% Closing Achievement Gaps Based on performance on <i>Index 3: Closing Performance Gaps</i>, campuses in the top quartile of their campus comparison group on Index 3 earn this distinction.</p>	<p>Agree with ATAC recommendation.</p>	<p>Agree with APAC and ATAC recommendation.</p>	

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Summary of Recommendations for the 2014 Academic Achievement Distinction Designations

Academic Achievement Distinction Designation Committee (AADD) for Science and Social Studies	APAC/ATAC Recommendation	Commissioner's Final Decisions	Comments/Rationale
<p>Campus Distinction Designations: Academic Achievement in Science and Social Studies The AADD met on March 7, 2014 to recommend the indicators listed in the table below for distinctions in Science and Social Studies.</p>	n/a	Agree with AADD recommendation.	

AADD Indicators for Science and Social Studies	High School	Middle School	Elementary	K-8	K-12	
Attendance Rate	Not Subject Specific / Applies to both subjects and all levels					
Grade 5 Science Performance (Level III)			Science	Science	Science	
Grade 8 Science Performance (Level III)		Science		Science	Science	
Grade 8 Social Studies Performance (Level III)		Social Studies		Social Studies	Social Studies	
EOC Biology Performance (Level III)	Science				Science	
EOC U.S. History Performance (Level III)	Social Studies				Social Studies	
ACT Mean Score: Science	Science				Science	
AP/IB Examination Participation: Science	Science				Science	
AP/IB Examination Participation: Social Studies	Social Studies				Social Studies	
AP/IB Examination Performance: Science	Science				Science	
AP/IB Examination Performance: Social Studies	Social Studies				Social Studies	
Total Indicators	Science	5	2	2	3	7
	Social Studies	4	2	0*	2	5

Not Subject Specific = indicator cannot be directly associated with either subject
blank = indicator is not applicable at this campus level.

* No Elementary school level Social Studies Distinction Designation will be assigned.