House Bill 3 Transition Plan

A Report to the 82nd Texas Legislature from the Texas Education Agency

TEXAS EDUCATION AGENCY
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December 1, 2010

The Honorable Rick Perry, Governor of Texas
The Honorable David Dewhurst, Lieutenant Governor of Texas
The Honorable Joe Straus, Speaker of the House
Members of the Texas Legislature

The *Transition Plan for House Bill 3* contains a detailed description of the process the commissioner of education will use to develop and implement the provisions of House Bill 3 (81st Texas Legislature, 2009), as required by Section 68 of the bill. The report is available on the Texas Education Agency (TEA) website at www.tea.state.tx.us/reports/. A copy of the report can be printed directly from the Web.

The transition plan contains an executive summary and sections on provisions of House Bill 3 related to:

- the student assessment program,
- the academic accountability system,
- federal requirements related to assessment and accountability,
- interventions, sanctions, and financial accountability, and
- general provisions of House Bill 3.

If you require additional information concerning assessment and accountability, please contact Criss Cloudt, Associate Commissioner for Assessment, Accountability, and Data Quality, by telephone at (512) 463-9701 or by e-mail at criss.cloudt@tea.state.tx.us. If you require additional information concerning interventions, sanctions, and financial accountability, please contact Laura Taylor, Associate Commissioner for Accreditation, by telephone at (512) 463-5899 or by email at laura.taylor@tea.state.tx.us.

Respectfully submitted,

Robert Scott

Robert Scott
Commissioner of Education

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HB 3 Transition Plan

Executive Summary

Executive Summary

In accordance with educational requirements set forth by the 80th and 81st sessions of the Texas Legislature, the Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, has developed a new and more rigorous assessment system that will provide the foundation for a new accountability system for Texas public education. One of the most significant changes is in the area of assessment with the phasing out of the Texas Assessment of Knowledge and Skills (TAKS) and the phasing in of the State of Texas Assessments of Academic Readiness (STAAR™). The changes planned can be best understood by examining how new assessment and accountability systems will focus on increasing college and career readiness of the state's graduating high school students and making Texas students more competitive with other students both nationally and internationally.

The most significant changes will occur in the 2011–2012 school year. The changes, primarily in response to the passage of Senate Bill 1031 (80th Texas Legislature, 2007) and House Bill 3 (HB 3, 81st Texas Legislature, 2009), include

- increasing the rigor and relevance of both standards and assessments;
- creating and assessing postsecondary readiness standards;
- establishing campus and district accountability based on higher college- and career-readiness performance standards on STAAR, and on distinctions earned by campuses demonstrating achievement in areas not measured by the STAAR program as well as on academic performance; and
- establishing new time lines for interventions and sanctions while also expanding school closure and alternative management options.

The following report provides details on the implementation plans and progress made to date. The report has sections covering the development of the new STAAR assessment program; the development of new performance ratings for Texas public schools; federal requirements for assessment and accountability; accreditation, sanctions and interventions; and financial accountability. Although HB 3 and this transition plan focus on assessment and accountability, two appendices include summaries of actions taken across other provisions of the bill. A Rulemaking Schedule summarizes State Board of Education and commissioner of education rulemaking required by HB 3. A Status of Implementation table summarizes the implementation status of the bill.

Assessment Program

Assessment Transition and Change

In 1979, Texas launched a statewide student assessment program to bring common standards to the measurement of students' academic achievement. From the early Texas Assessment of Basic Skills

(TABS) to the current TAKS, Texas has steadily increased the rigor, expanded the scope, and raised the performance standards measured on its assessments.

In response to changes in federal and state legislation, the Texas assessment program has also broadened in recent years to better assess the state's diverse student population. Since the inception of TAKS in 2003, the assessment program has evolved to include linguistically accommodated testing for eligible English language learners, English language proficiency measures through the K–12 Texas English Language Proficiency Assessment System (TELPAS), and two separate assessments for students receiving special education services (the Texas Assessment of Knowledge and Skills–Modified [TAKS–M] and the Texas Assessment of Knowledge and Skills–Alternate [TAKS–Alt]), as well as an accommodated form of the general assessment. In addition, new measures of student progress have been included.

Starting with operational testing in the 2011–2012 school year, the state's newest assessment program, STAAR, will again raise the bar for Texas education. STAAR will represent a more unified, comprehensive assessment program that will incorporate more rigorous college and career readiness standards.

With the creation of the STAAR assessment program, the Texas Legislature continued its efforts to improve the state's education system using statewide assessments. One of the most aggressive, and important, education goals for the state is set forth in HB 3—by the 2019–2020 school year, Texas is to become one of the top 10 states for graduating college-ready students.

Toward this end, TEA set broad goals for the new STAAR assessment program that include the following:

- The performance expectations on STAAR will be established such that they raise the bar on student performance to a level where graduating students are postsecondary ready.
- The focus of student performance at high school will shift to twelve end-of-course (EOC) assessments, and those twelve assessments where appropriate will be linked to college and career readiness.
- In reading and mathematics, the grades 3–8 tests will be linked from grade to grade to the college- and career-readiness performance standards for the Algebra II and English III assessments.
- Individual student reports will provide comprehensive, concise results that are easily understood by students and parents. Assessment results will be available to a wide variety of individuals (as appropriate) through the data portal mandated by HB 3.

The most significant changes that TEA will implement under the STAAR program are summarized below.

General Changes

- The state's assessment program for grades 3–8 will change from TAKS to the new more rigorous STAAR program.
- High school, grade-based testing represented by TAKS will be replaced with course-based EOC assessments in Algebra I, geometry, Algebra II, world geography, world history, U.S. history, biology, chemistry, physics, and English I, II, and III under STAAR.
- During the 2010–2011 school year, a new data portal will give students, parents, and educators access to authorized information on student achievement.

Rigor

- Content standards for the Texas Essential Knowledge and Skills (TEKS), which is the source for the state's K–12 instructional curricula as well as the basis for the state assessment program, have been strengthened to include college- and career-readiness content standards.
- New test blueprints (the number of items on the test for each reporting category) will emphasize the assessment of the content standards that best prepare students for the next grade or course.
- Assessments will increase in length at most grades and subjects, and overall test difficulty will be increased by including more rigorous items.
- The rigor of items will be increased by assessing skills at a greater depth and level of cognitive complexity. In this way, the tests will be better able to measure the growth of higher-achieving students.
- In science and mathematics, the number of open-ended (griddable) items on most tests will increase to allow students more opportunity to derive an answer independently without being influenced by answer choices provided with the questions.
- Performance standards will be set so that they require a higher level of student performance than is required on the current TAKS assessments.
- To validate the level of rigor, student performance on STAAR assessments will be compared with results on standardized national and international assessments.
- In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of STAAR EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance.
- The STAAR EOC assessment scores will account for 15% of a student's final grade in the associated course.

Postsecondary Readiness

- College- and career-readiness content standards have been fully incorporated into the TEKS, and these TEKS will be assessed on the new STAAR EOC assessments. This will help ensure that

students are prepared for their freshman year of college without the need for remediation and are prepared to enter the workforce.

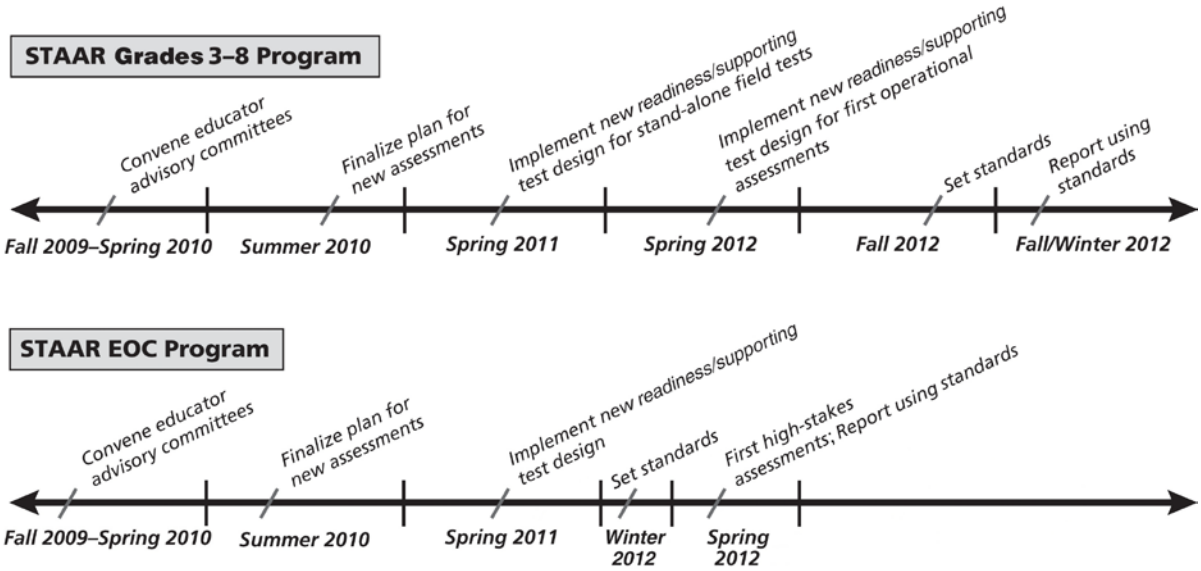
- Performance standards will be set using empirical data gathered from studies that link performance from year to year, starting in high school and continuing down through grade 3, and from specific courses to college readiness. Performance standards will be reviewed at least once every three years and, if necessary, adjusted so that the assessments maintain a high level of rigor.

Measures of Progress

- Measures of student progress will be developed and implemented as STAAR assessments are developed and implemented. Progress measures will be based on the new, more rigorous standards for STAAR assessments. Progress measures will be phased in over several years as data for the new program become available.
- Progress measures will be designed to provide an early-warning indicator for students who are not on track to meet the passing standard, may not be successful in the next grade or course, may not be ready for advanced courses in mathematics and English in high school, or may not be postsecondary ready in mathematics and English.

Timeline for STAAR Development and Implementation

A general timeline for the development and implementation of the STAAR assessment program is shown below.



As the timeline indicates, there are many milestones that must be achieved to implement the new STAAR program. Behind each of the milestones are numerous smaller supporting steps that also must be completed.

Additionally, as with any assessment program, especially one the size of the Texas program, making significant changes poses a wide range of challenges. The STAAR transition will inevitably bring unforeseen challenges during the implementation as well. TEA has and will continue to involve a wide range of stakeholders in the development and implementation of the STAAR program. Despite the many challenges, both TEA and THECB are confident that the changes to the Texas assessment program will serve as a critical yardstick for assessing increased college and career readiness of students graduating with a high school diploma.

New Process for STAAR Test Design and Standard Setting

STAAR Test Design

One of the primary goals of the STAAR program is to increase the rigor of the assessments so that students have the academic knowledge and skills they need to meet the challenges of the 21st century. STAAR will assess skills at a greater depth and higher level of cognitive complexity and will include not only more items, but a greater number of rigorous items per test.

In addition, the test design for STAAR will provide a more clearly articulated assessment program that focuses on fewer skills and addresses those skills in a deeper way.

More focus. In an effort to structure STAAR assessments so that they are more focused, TEA has made a distinction between "readiness" and "supporting" standards from the TEKS content standards eligible for assessment. TEA has defined a set of readiness standards for each grade or course that are necessary both for success in the current grade or course and for preparedness in the next grade or course. These readiness standards will be emphasized annually in the STAAR assessments. The content standards that were deemed to be supporting are still an important part of instruction and are eligible for assessment. However, the supporting standards may not all be tested each year.

More clarity. TEA will provide educators with information about each assessment to clearly identify readiness and supporting standards, communicate the relationship between the TEKS and the STAAR assessment program, explain the role of readiness and supporting standards on the tests, and provide sample items from the new assessments.

More depth. In order for STAAR to focus on preparedness for student success in subsequent grades and courses, and ultimately in college and/or a career, the tests will assess skills in a deeper way than TAKS through the inclusion of items measuring higher cognitive complexity.

STAAR Standard Setting

Following the development of the new STAAR test design, standard-setting advisory panels composed of diverse groups of stakeholders, i.e., business leaders, superintendents, regional service center representatives, will set performance standards. These panels will provide TEA, the commissioner of education, and the commissioner of higher education (for English III and Algebra II) with

recommendations for establishing cut scores and for matching the cut scores with the policy definitions that relate to performance on each assessment. The performance standards will be developed to comply with legislative requirements, including those in HB 3, for setting several performance standards for each STAAR EOC assessment. In addition, validity of the STAAR assessments is integral to meeting the long-range educational goals as well as for the overall defensibility of the assessment program. To provide evidence of the validity of the STAAR assessments, empirical studies will be conducted in various stages of the standard-setting process.

Process for Setting College- and Career-Readiness Standards

The College- and Career-Readiness Standards (CCRS) that were adopted by the state of Texas have been incorporated into the K–12 content standards, the TEKS. In the time since the CCRS were adopted, TEA and THECB have worked closely to develop a plan for the college- and career-readiness component of STAAR EOC assessments.

One part of the college- and career-readiness component is the establishment of performance standards for STAAR Algebra II and English III assessments. TEA and THECB will conduct validity studies, convene committees to recommend cut scores, implement the performance standards, and then periodically review the performance standards. The thoroughness of the studies and research, as well as the checks and balances incorporated into the process, will provide a reliable and objective measure of college and career readiness.

TEA and THECB will continue to collaborate to improve the assessment of the college and career readiness of graduating high school students. This important undertaking must be explainable to parents, community and business leaders, and educators, represent reasonable expectations for students, and challenge everyone in the state to strive for higher standards that will better prepare Texas students for the future.

Plans for Development and Implementation of STAAR Modified and STAAR Alternate

The Texas student assessment program includes as many students as possible in the general assessments while providing options for alternate assessments for eligible students receiving special education services whose academic achievement and progress cannot be measured appropriately with the general assessments. The alternate assessments for eligible students who receive special education services will include STAAR Modified and STAAR Alternate and will reflect the general STAAR program. STAAR Modified assessments will be developed for all content areas for grades 3–8 that are part of the general STAAR program and for nine of the twelve STAAR EOC assessments (English I, II, and III, Algebra I, geometry, biology, world geography, world history, and U.S. history). Modified assessments are not being developed for Algebra II, chemistry, or physics as these courses are not required on the Minimum High School Program (MHSP) and all students taking STAAR Modified assessments are automatically on the MHSP because they are receiving modified instruction.

The STAAR Modified assessments will cover the same content as the general STAAR assessments but will be modified in format and test design. The modified assessments are designed for eligible students receiving special education services who can make academic progress even though they may not reach grade-level achievement standards in the same time frame as their non-disabled peers. Performance standards will be set so that they require a higher level of student performance than is required on the current TAKS–Modified (TAKS–M) assessments. Each STAAR Modified assessment will consist primarily of multiple-choice questions addressing the content of the assessed curriculum for the grade-level subject. Item modification guidelines specify how to modify test questions from the general assessment in a way that preserves the integrity of the knowledge or skill being assessed.

STAAR Alternate will be based on alternate academic achievement standards and will be designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements for the program. This assessment will not be a traditional paper or multiple-choice test. Instead, it will require teachers to observe students as they complete state-developed assessment tasks linked to the grade-level TEKS. Teachers will then evaluate student performance based on the dimensions of the STAAR Alternate rubric and submit results through an online instrument. The new STAAR Alternate assessments will reflect the same increased rigor and focus of the general and modified assessments.

English Language Learners and the STAAR Program

The number of English language learners (ELLs) in Texas public schools has risen steadily during the past decade from about 570,000 in 2000–2001 to more than 800,000, or about 1 in 6 students, by the 2009–2010 school year. ELLs are a diverse group of students who know English to varying degrees when they enter U.S. schools and may have widely differing educational and sociocultural backgrounds. Both state and federal regulations require ELLs to be taught and tested over the same grade-level academic skills as other students.

For the STAAR program, TEA will develop Spanish versions of STAAR in grades 3–5 in accordance with state statute. Spanish versions of STAAR will be operational in spring 2012. In addition, plans include development of online versions of STAAR with built-in, standardized linguistic accommodations for eligible ELLs in grades 3–8 and high school. TELPAS will continue to measure the progress ELLs make in learning English.

Plan for Measurement of Student Progress

In 2006, Texas expanded its reporting of student performance to include a measure of student progress when legislation from HB 1 (79th Texas Legislature, Third Called Session, 2005) required the commissioner of education to determine a method for measuring annual improvement in student achievement. With the passage of HB 3, Texas became the first state in the nation to require that accountability standards be tied to a measure of college readiness. Texas also was the first state to adopt a projection measure that was transparent, open to public review, and able to be replicated by districts.

The STAAR program will implement the latest legislative requirements for student progress. With the implementation of the STAAR program, Texas will consider three student progress measures. These measures will examine the likelihood that students (1) are on track to meet performance standards in a subsequent year, (2) are prepared for advanced courses, and (3) are projected to meet college- and career-readiness performance standards. Additionally, the three types of measures Texas currently uses to track student progress on the TAKS test—the vertical scale, the Texas Projection Measure (TPM), and the TAKS–Alternate growth model—will change to support the demands of the new STAAR assessment program.

The following table outlines the general steps and time line for implementing and reporting measures of student progress for the STAAR program. A number of different types of growth measures will be examined to meet state and federal requirements for STAAR reporting and for using a growth measure for state and federal accountability.

Timeline for Implementing and Reporting Measures of Student Progress for STAAR Assessments

Step	Timeline
Identify the most appropriate student progress measures for the STAAR program	November 2010–May 2011
Empirically evaluate the identified measures	June 2011–October 2011
Obtain advisory group and expert advice	November 2011–August 2012
Reevaluate plans for measures of student progress after spring 2012 STAAR administrations (review of proposed measures and empirical data; additional advisory group and expert advice may also be gathered at this time)	Summer 2012
Approval of the new measures of student progress	Fall 2012
Implement and report first new measures of student progress for the STAAR program	First implementation no later than 2012–2013

Plan for Implementing New Graduation Requirements

Phase-in of STAAR Graduation Requirements

State legislation phases out the current high school TAKS assessments and replaces them with EOC assessments beginning in the 2011–2012 school year. Students first enrolled in grade 9 or below in the 2011–2012 school year will be required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take high school TAKS. The following table illustrates the plan for the phase-out of high school TAKS and the phase-in of EOC assessments.

Phase-out of TAKS and Phase-in of EOC

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Grade 9	TAKS	TAKS	EOC	EOC	EOC	EOC
Grade 10	TAKS	TAKS	TAKS	EOC	EOC	EOC
Grade 11	TAKS	TAKS	TAKS	TAKS	EOC	EOC
Grade 12	TAKS*	TAKS*	TAKS*	TAKS*	TAKS*	EOC or TAKS*

* Out-of-school testers and Grade 12 retesters.

Graduation Programs and Assessment Requirements

With the implementation of the STAAR EOC program, in order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance. In addition, the student's graduation program determines which assessments the student will take and how well the student must perform on those assessments. The assessment requirements based on the three graduation programs are summarized below.

- For students on the Minimum High School Program (MHSP), the cumulative score requirement is based on the number of courses taken for which an EOC assessment exists.
- For the Recommended High School Program (RHSP), students must meet the satisfactory performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement.
- For the Distinguished Achievement Program (DAP), students must meet the college readiness performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement.

Transition from TAKS to STAAR—Associated Changes in Scope and Cost

The size, complexity, and scope of the current assessment program have expanded significantly since TAKS was first implemented in 2003, and consequently the cost of the program has increased as well. Since the implementation of TAKS, the student population for grades 3–11 has grown by approximately 320,000 students, an increase of more than 11%. It is anticipated that the number of students will continue to grow as it has in the past. The increases in scope and student population growth will of necessity escalate costs over the current assessment program. In addition to increased costs at the state level for the student assessment program, costs will also increase at the school district level to implement STAAR locally. Current legislation includes the following requirements that will increase the cost of the program:

- The number of tests developed and administered will increase from TAKS to STAAR.
- The number of tests required for graduation, and thus eligible for retesting, will triple for most students when the STAAR program is implemented.
- Legislatively mandated studies are required for STAAR.

- Standards for STAAR are required to be reviewed at least once every three years.
- Student assessment results were provided mostly on paper, with some online delivery, for TAKS. For STAAR, all reports will be provided online through the student assessment data portal, which is being implemented for use by students, parents, teachers, school districts, and institutions of higher education.

Accountability System

The 2011 ratings will be the last ratings under the current academic accountability system. A new accountability system based on STAAR grades 3–8 and STAAR EOC assessments will be developed during the 2011–2012 school year and implemented in 2013. The focus of HB 3 is the state-defined academic accountability ratings and distinction designations. However, state-defined accountability is part of an integrated accountability system for Texas public schools and school districts. Changes to the state assessment program and accountability ratings will be reflected throughout the larger system of public school accountability. As shown in the table at the end of the executive summary, three major components of the integrated accountability system will use STAAR assessment results to evaluate campuses and/or school districts – state accountability ratings, federal AYP status, and the performance-based monitoring analysis system (PBMAS). State accountability ratings and federal AYP status feed into multiple other processes that identify campuses and/or districts for interventions, sanctions, or rewards. Consequently, decisions made during the state accountability development process will extend beyond the state accountability ratings. The following goals are guiding development of the new state-defined accountability system.

1) Focus of district/campus performance changes from minimum standards to standards based on postsecondary readiness.
2) Rigor of college readiness standards continues to increment to ensure that Texas performs among the top ten states in postsecondary readiness by 2020.
3) Recognized and exemplary distinction ratings are based on higher levels of student performance on college readiness standards rather than higher percentages of students performing at the satisfactory level.
4) Campuses earn distinctions for achieving the top quartile in terms of overall individual student progress and closing performance gaps among student groups.
5) Campuses earn distinctions on broader indicators of excellence beyond results based on state assessments.
6) Aggregate reports provide detailed academic and financial information that is relevant, meaningful, and easily accessible to the public.
7) State and federal accountability requirements are aligned to the greatest extent possible.

1993 through 2011. Texas led the nation in the introduction of statewide accountability systems as a foundation for public education reform. In 1993, the Texas Legislature enacted statutes that mandated the

creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system could be developed in Texas because the state already had the necessary supporting infrastructure in place comprised of a student-level data collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum, the TAAS.

A new accountability system was designed in 2004 following introduction of a new state assessment program, the TAKS. This change coincided with the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA), which extended federal accountability requirements that previously applied only to Title I campuses and districts to all campuses and districts. Designing a future accountability system that met the demands of implementing and reporting TAKS results, a longitudinal completion rate, and other state requirements; and met the demands of the new federal requirements presented new challenges. One of the challenges was keeping the performance improvement of low-performing students a priority while improving the performance of top-performing students who compete with top-performing students in the nation. Additionally, new state accountability requirements expanded the system in one direction with more subjects and grades while federal accountability requirements expanded the system in another direction with more student groups.

Increasing Rigor. A primary feature of the state-defined rating system from 1993 through 2011 is annually increasing rigor by raising the standards progressively over time, including new assessments as they become available, and incorporating more students in the district and campus evaluations. HB 3 made significant changes to parts of Chapter 39. Public School System Accountability in the Texas Education Code (TEC) that will continue the trend toward greater rigor. These changes will shift the focus of the state accountability system from meeting satisfactory standards on the state assessments to meeting both satisfactory and college-ready standards on new STAAR assessments that are linked to postsecondary readiness.

Accountability System for 2013 and Beyond

Statute specifies the following indicators be used in determining accountability ratings beginning in 2013 or 2014:

- Student performance on the STAAR grades 3–8 and EOC assessments. This is measured against both student passing standards and college-readiness standards. Student progress is also factored in to allow more students to be included as meeting or progressing towards meeting these standards.
- Dropout Rates (including district completion rates) for grades 9 through 12.
- High School Graduation Rates.

Additional features of the system are:

- Required Improvement over the prior year (required); or
- Average performance of the last 3 years (required); or

- Performance on 85% of the measures meets the standard (optional).

Assessments Used for Accountability. TEC §39.053(c) requires the use of assessments under §39.023(a), (c), and (l) [STAAR grade 3–8 English, EOC, and grade 3–5 Spanish] in determining acceptable and unacceptable performance. However, TEC §39.202(1) requires the use of assessments under §39.023(a), (b), (c), and (l) [STAAR modified and alternate assessments in addition to grade 3–8 English, EOC, and grade 3–5 Spanish] in determining ratings of recognized and exemplary. In 2011, the TAKS–M and TAKS–Alt assessments were included in the base indicator used for the state accountability ratings. How the modified and alternate assessments for STAAR will be used in the indicators for ratings and distinction designation will be addressed during the accountability development process.

In 2011, the ELL Progress Measure was incorporated in the state accountability system to evaluate progress towards reading proficiency in English for current and monitored limited English proficient (LEP) students. The commissioner shall determine how the STAAR and TELPAS assessment results for ELLs will be used to determine ratings in the new accountability system.

Dropout, Completion, and Graduation Rates. State and federal statute require TEA to use the National Center for Education Statistics (NCES) dropout definition for both state and federal accountability. However, beginning with the annual dropout rate for 2010–2011, and completion rates for the class of 2011, state statute requires that six groups of students be removed from the NCES dropout definition used for state accountability. Although the numbers of students, campuses, and districts affected is relatively small, these state exclusions complicate the development of indicators that can be used in both state and federal accountability systems. Other decisions that will be made as part of the accountability development process are who should be evaluated in the graduation and completion rate cohorts, who counts as a completer, and how many years to track students.

Assignment of Rating Standards. TEC §39.053(f) requires that the commissioner annually define the state accountability standard for the current year for student achievement indicators and also project the state standards for each indicator for the following two years. This section of statute also directs the commissioner to raise the standard for the percent college-ready indicator so that Texas ranks in the top ten among states nationally by 2019–2020 on two measures—the percent college-ready and the percent graduating under the recommended or advanced high school program, with no gaps by race, ethnicity, or socioeconomic status.

Additional Features. Required improvement will be a feature of the new accountability system. How required improvement is defined and where standards are set will determine how much improvement is considered acceptable for campuses and school districts that do not meet annual accountability standards. As with other accountability standards, the objective is to set required improvement standards that are both rigorous and attainable. A second feature, average performance for the last 3 years, will complicate setting required improvement standards because average performance can result in an acceptable performance rating when current year performance is below the acceptable performance standard and performance is declining. A third feature ensures that districts and campuses meet the accountability standards on at least 85% of the assessments and dropout measures. The commissioner shall determine

how to apply the 85% provision to the indicators, and whether to also apply it to the high school graduation indicator.

Student Groups. Evaluation of student group performance has been a constant in the Texas accountability system since its inception and is credited with high performance of Texas minority and economically disadvantaged students on national assessments. The new accountability system must include evaluation of student groups based on race/ethnicity and socioeconomic status. Student groups in the new accountability rating system will be based on the new federal race/ethnicity definitions that were collected in the Public Education Information Management System (PEIMS) for the first time in the 2009–2010 school year. Accountability advisory groups will recommend possible changes to student groups to be evaluated for 2013 and beyond. Consideration will be given to options that expand the number of student groups evaluated, options that limit the number of student groups evaluated for any one indicator or the number of indicators for which student group performance is evaluated, options for student groups based on characteristics other than race/ethnicity or socioeconomic status, and options for addressing overlapping membership in student groups.

Rating Labels. Accountability ratings will assign districts and campuses to one of two rating categories —"Unacceptable" and "Acceptable." Higher rating categories of "Recognized" and "Exemplary" are part of the distinction designations. This means the "Recognized" and "Exemplary" ratings are not achieved through higher performance on the same indicators used for the "Acceptable" rating but rather for meeting higher college- and career-readiness performance standards. Only districts and campuses with an "Acceptable" performance rating are eligible for distinction designations. Consequently, the assignment of accountability ratings can proceed in one of two ways. One option is to adhere to two rating categories with additional distinction ratings, e.g., "Acceptable with Recognized Distinction." The other option is to treat the "Recognized" and "Exemplary" distinction designations as additional rating categories.

Distinction Designations. Texas has a long history of recognizing high performance by students in academics beyond those required to receive an acceptable accountability rating and this will continue with campus distinction designations for campuses in the top 25% in annual improvement, campuses in the top 25% of those demonstrating ability to close performance gaps, and campuses that meet criteria for academic performance in ELA, mathematics, science, or social studies. Under HB 3, schools will also be rewarded for performance in four new areas: fine arts, physical education, 21st Century Workforce Development program, and second language acquisition program. The criteria and standards for the distinctions for academic performance in ELA, mathematics, science, or social studies, and performance in the four new areas will depend on advice and guidance from committees comprised of individuals who practice as professionals in the content area relevant to the distinction designation, educators and other individuals with subject matter expertise in the content area, and community leaders, including leaders from the business community.

Other Accountability Requirements

Campuses With Additional Campus Improvement Plan (CIP) Requirements. HB 3 continues to require identification of campuses meeting current year standards for acceptable performance that do

not meet accountability standards for the subsequent year. These campuses are subject to additional campus improvement plan (CIP) requirements.

Public Education Grant (PEG) Campuses. TEC, Chapter 29, Subchapter G, §§29.201 – 29.205, requires that TEA identify campuses at which 50% or more of the students did not pass the state assessments in any two of the preceding three years or did not meet standards for acceptable performance in any of the three preceding years. Students on these campuses are eligible to transfer to another campus. Parents must be notified of eligibility no later than February 1 for the upcoming school year. A plan for transitioning PEG identification from TAKS to STAAR will be developed. An issue that will be considered in developing the PEG transition plan is that PEG requirements do not align with either state accountability interventions or federal AYP school choice provisions.

Accountability Development

TEA has already begun the process of developing a new state accountability system for Texas, based on the legislative mandates in HB 3. Accountability ratings are suspended for 2012 while student performance standards are set on the new STAAR assessments and the new accountability system is developed. During the development of the new accountability system, the commissioner of education will rely extensively on the detailed review, study, and advice of educators, parents, and business and community leaders in establishing accountability criteria and setting standards. The intent of the upcoming accountability development process is to design a new accountability system rather than to modify the current system to align with the new provisions of HB 3. Advisory committees will reevaluate every aspect of the accountability system. The resulting accountability system may look very different from the current state accountability system.

2011	This year will focus primarily on the final year of the current accountability system. Staff will continue work on the new system for 2013. Activities related to the development of the system for 2013 and beyond are noted to the right as "HB 3."	2011 or HB 3
Early March	Educator Focus Group on Accountability meets to review and make recommendations for 2011 accountability. Focus group will also review transition plan requirements for 2012 and beyond.	Both
Late March	The Commissioner's Accountability Advisory Committee (CAAC) meets to review and comment on the recommendations for the 2011 accountability system.	2011
Early April	The commissioner of education releases final decisions for the 2011 accountability system.	2011
July 29	Ratings are released for last time under current system.	2011
September	Staff analyzes available data and compiles materials for first HB 3 advisory group meeting.	HB 3
Late October	Initial HB 3 advisory committee meeting. • Members receive a HB 3 orientation and review guidance for framework of new system. • Review options for HB 3 early indicator reports.	HB 3

2012	2012 will be devoted to development of the new accountability system.
January	TEA staff analyzes EOC performance data.

February	Second HB 3 advisory committee meeting. • First opportunity to provide data analyses of EOC data; • Review options for accountability and finalize framework; • Review options for graduation/completion/dropout rate indicators.
May/June	Third HB 3 advisory committee meeting. • Review of additional features; • Finalize recommendations on indicators; • Review further analyses of 2011 EOC results.
June	Class of 2011 completion rates available, with HB 3 exclusions on one year of cohort.
September	Modeling can start with partial results: EOC from 2012 is available with standards; STAAR 3–8 is also available from 2012, but with no standards applied.
October	Fourth HB 3 advisory committee meeting. • Review distinction designation indicators; • Analyze various accountability standards based on modeling of 2012 EOC and Grades 3–8 results (prior to standard setting).
December	Standards for STAAR 3–8 are available. Modeling and analysis begins.

2013	Year of new ratings release.
February	Fifth HB 3 advisory committee meeting. • Finalize recommendations on 2013 accountability standards based on modeling of 2012 EOC and Grades 3–8 results (with standards); • Finalize recommendations on 2013 system features; • Finalize recommendations on projected standards for 2014 and 2015.
March	Commissioner releases final decisions for 2013 ratings
March	Rulemaking process begins to have standards and procedures for the 2013 accountability system adopted as part of Texas Administrative Code.
April/May	Key chapters of *2013 Accountability Manual* released.
Early June	Confidential completion and dropout data released to districts.
June 15	If possible, notification reports will be issued to districts for campuses rated as AU in 2011 that are anticipated to be rated as unacceptable in 2013.
August 8	Release of district and campus performance ratings based on percent proficient indicator. Distinction designations are assigned to campuses.
Early September	Appeals window closes
Late September	Appeals Panel meets to consider appeals
Early October	Commissioner determines final ratings; ratings updated.
Late October	List of campuses with additional CIP requirements released

2014	2014 will have additions to the accountability system.

February/March	Annual meeting of HB3 advisory committee. • Review 2013 system; • Finalize recommendations on 2014 accountability standards; • Review and finalize 2014 system features; • Finalize recommendations on 2015 accountability standards; • Finalize recommendations on projected standards for 2016.
March/April	Commissioner releases final decisions for 2014 ratings.
April/May	Key chapters of *2014 Accountability Manual* released.
Early June	Confidential completion and dropout data released to districts.
June 15	Notification reports issued to districts for campuses rated as unacceptable in 2013 that are anticipated to be rated as unacceptable in 2014.
August 8	Release of district and campus performance ratings based on percent proficient and percent college-ready indicators. Distinction designations are assigned to districts and campuses.
Early September	Appeals window closes
Late September	Appeals Panel meets to consider appeals
Early October	Commissioner determines final ratings; ratings updated.
Late October	List of campuses with additional CIP requirements released

Accountability System Overall Design. The overall design of the accountability system is determined by the way performance indicators are defined and how performance on those indicators is evaluated for ratings. An "all or nothing" design requires districts and campuses to meet accountability standards on each performance measure. Failure to meet one standard results in a lower rating, targeting the lowest-performing subject, student group, or other measure. A performance index combines performance across measures in such a way that performance on all measures is included but stronger performance in some areas compensates to some extent for weaker performance in other areas. Contribution of measures in the index can be weighted to reflect state goals. The resulting rating reflects overall performance. Decisions about combining performance results, evaluating student groups, and alignment with AYP will determine the number of measures on which districts and campuses must meet accountability standards.

Another consideration in defining performance indicators is the opportunity to incorporate additional longitudinal measures into the accountability ratings. Since 2004 the longitudinal completion rate has been a base indicator for state accountability ratings. The dropout indicator has been an annual dropout rate, but a longitudinal dropout rate, an annual dropout rate, or both could be used in the future. The new STAAR EOC assessment program, with a graduation requirement that students must achieve a cumulative score on up to twelve EOC tests as they progress through high school, lends itself to a longitudinal assessment measure. Use of longitudinal assessment indicators, and using different assessment indicators for high schools than those used for elementary and middle schools, represent a potential new direction for Texas public school accountability.

Defining School District and Campus Performance. There are four models for aggregating student performance into measures and campus and district performance – Performance Model, Growth

Model, Performance With Growth Model, and Improvement Model. Most accountability systems have some features of two or more models, although one model tends to dominate the overall design. Models are combined to give districts and campuses more than one way to demonstrate acceptable performance. The new Texas accountability system defined in statute combines features of the Performance With Growth Model and Improvement Model.

The assessment indicators defined in TEC §39.053(c)(1) require that the performance rating be based on the percentage of students who either perform satisfactorily on the assessment or meet student progress requirements for the satisfactory standard. Beginning with the performance ratings assigned in 2014, ratings also are based on the percentage of students who either meet the college readiness standard or meet student progress requirements for the college readiness standard. A Performance With Growth Model incorporates student progress into assessment performance measures. Campuses and districts demonstrate acceptable performance by meeting annual accountability standards on the assessment indicators that incorporate student progress. Annual accountability standards are set based on initial performance on the new STAAR assessments, representing where we are rather than where we want to be.

Under an Improvement Model, annual accountability standards are set high to represent long-term goals that most districts and campuses do not meet initially. Most campuses and districts demonstrate acceptable performance by demonstrating required improvement rather than meeting accountability standards. Where annual accountability standards are set will determine whether the Performance With Growth Model or Improvement Model dominates in the new accountability system.

Options for Alternative Education Accountability Procedures. In the 2009–2010 school year, Texas had a total of 689 alternative education campuses (AEC) of which 460 were evaluated under alternative education accountability (AEA) procedures. These AECs provide non-traditional learning environments that are responsive to the unique needs of students, offer options to enhance student achievement, and ensure that at-risk students demonstrate satisfactory performance on the state assessments and meet graduation requirements. Some characteristics of AECs affect many components of the accountability system. They are smaller on average than regular campuses and have higher student mobility rates, which complicate evaluation of AEC performance data. Some AECs provide education services to students in residential programs. The state accountability system has the option of including AEA procedures designed specifically to evaluate AECs. Options that will be explored during the development of the new accountability system include bringing all AECs under standard accountability procedures, using the same indicators but with different standards for AECs, or developing separate AEA indicators and standards.

Alignment of State and Federal Accountability Systems. Development of a new state accountability system presents an ideal opportunity to align state and federal accountability provisions that Texas school districts and campuses must meet. The new STAAR assessment program will require that a new AYP system be developed alongside the new state-defined accountability system. Some approaches to aligning the two systems that will be explored are including the same indicators in both systems even if those indicators are defined differently and evaluated for different student groups, using the performance designation from one system as an additional indicator in the other system, defining the

indicators in both systems to meet both state and federal requirements to the extent possible, and integrating the two systems so that a designation of Meets AYP is equivalent to a state rating of acceptable performance.

The primary difference between state and federal statute in indicator definitions for reading/ELA and mathematics performance is the assessment performance level evaluated. The new state accountability system must include evaluation of student performance at the college-ready level while federal statute is keyed to performance at the proficient level, which is defined as the Met the Standard student passing standard on the TAKS. This difference may change with reauthorization of ESEA, which is expected to focus on career- and college-readiness.

Another difference in the two systems is that new state legislation excludes certain students from state accountability indicators, exclusions that are not allowed for AYP, and likely will not be allowed in the future. Although the numbers of students, campuses, and districts affected is relatively small, these state exclusions complicate the development of indicators that can be used in both accountability systems.

The Performance-Based Monitoring system is a complementary system to the state and federal accountability ratings, and it can be used to some extent as a system safeguard to those two systems. Approaches to greater integration and coordination across the systems that will be considered are to directly use Performance-Based Monitoring Analysis System (PBMAS) and Data Validation results in the determination of district accreditation statuses, greater use of accountability rating changes based on PBMAS and Data Validation findings, incorporating review of PBMAS and Data Validation findings into the initial assignment of accountability ratings, including selected safeguard indicators (e.g., test participation data) in the accountability system, and defining accountability indicators in ways that incorporate more safeguards. Two issues that must be addressed with any of these approaches are consequences for campuses of district performance on system safeguards and application of system safeguards in AEA procedures.

Timeline. The new accountability rating system will be phased in over several years. The first ratings issued in 2013 are to be based on satisfactory performance on the STAAR assessments. TEC §39.054 requires campus and district performance ratings to be issued by August 8 each year and campuses and districts with repeated unacceptable ratings to be notified by June 15 each year. The June 15 notification requirement may not be possible in the initial rating cycle in 2013, since final standards and criteria may not be able to be adopted in commissioner rule by June 15, 2013. The phase-in will include decisions about how to implement the three-year average performance provision in 2013 when only two years of test results are available.

The 2014 ratings are to be based on college-ready performance on the STAAR as well as satisfactory performance. Distinction designations for which performance on the college-ready indicator is an eligibility requirement will be introduced in 2014. Distinction designations in new areas may be phased in as new data are collected.

Performance Reports

HB 3 modified and reorganized all performance reporting requirements into Chapter 39, Subchapter J. Parent and Educator Reports. While HB 3 did not significantly change the reporting requirements that existed in prior statute, these aggregate reports will be designed to provide detailed academic and financial information that is relevant, meaningful, and easily accessible to the public. Statute specifies the following regarding reports.

Report to District: Comparisons for Annual Performance Assessment (§39.302). *(This is new, but similar to legislation from 2007)* The agency, through the testing contractor, shall provide annual improvement information on assessments to districts.

Report to Parents (§39.303). *(New)* The testing contractor shall provide to each parent or guardian student-level assessment information such as is currently reported on the Confidential Student Reports.

Teacher Report Card (§39.304). *(New)* Districts are required to use Comparisons for Annual Performance Assessments (§39.302) to prepare a report for teachers at the beginning of the school year, to let them know how their students performed on assessments.

Campus Report Card (§39.305). The language in statute describing this report is similar to the language used in prior statute to describe the current school/campus report cards. During the interim year of no ratings, the performance on STAAR grades 3–8 will not be available because the passing standards will not be set in time. Options will be considered for providing an abbreviated version of Campus Report Cards and Performance Reports (discussed below) during this transition year. The possibility of consolidating the campus report cards and/or the performance reports with the No Child Left Behind (NCLB) Report Card will be considered for the 2012–2013 school year and beyond.

Performance Report (§39.306). The language in statute describing performance reports is similar to the language used in prior statute to describe the Academic Excellence Indicator System (AEIS) reports. The agency will produce and disseminate these reports annually. Indicators for the performance report are stipulated in §39.301 and §39.306, including references to indicators that are described in sections elsewhere in statute.

As new indicators or additional assessments are planned for inclusion in the current state accountability rating system, the AEIS reports have included "preview indicators" that provide current year results reformulated to reflect the future indicator. These "preview indicators" are typically reported for two years before use of the indicator in ratings system in the third year. During the development of the new performance reports, options will be explored to address how best to "preview" performance on future indicators that are based on higher student performance standards or include additional assessments.

Comprehensive Annual Report (§39.322). *(The legislation is substantially the same as that which existed prior to HB 3.)* Texas Education Code requires that the Comprehensive Annual Report on Texas Public Schools be released to the legislature by December 1 each year. The 2012 Comprehensive Annual Report on Texas Public Schools will reflect the 2011–2012 school year and is scheduled to be published December 1, 2012. The 2011–2012 STAAR results for grades 3–8 will not be available in time for a

December 1 publication date, since the student performance standards for these assessments will not be finalized until late fall 2012. Chapter 2, which summarizes student performance on the state assessments, and Chapter 3, which summarizes performance of students at risk of dropping out of school, are the only chapters of the report that rely exclusively on assessment results. In other chapters, student assessment results are not discussed at all or represent only a component of the discussion. Grade 3–8 STAAR results will be published on the agency website in spring 2013. The 2012 Comprehensive Annual Report on Texas Public Schools will maintain the December 1, 2012, publication date by providing a link to the anticipated website location of the grade 3–8 STAAR results made available in spring 2013.

Federal Requirements

As part of the transition to the STAAR assessment program and the new state accountability system, TEA must meet assessment and accountability provisions of Title I of the ESEA, as amended by the NCLB. In addition, state monitoring of federally funded programs will be conducted.

Plan for Peer Review for Use in Adequate Yearly Progress. The United States Department of Education (USDE) is required by statute to use a peer review process to assist in approving state achievement standards and assessment systems required under Title I. If a state's assessment system is not approved by USDE, conditions can be placed on the state's Title I grant award or the funds can be withheld. Each time a state develops a new assessment program or makes significant changes to an existing program, the state must resubmit its assessment program for peer review.

As the STAAR program becomes operational in 2012 and is subsequently used in federal AYP calculations, TEA will compile and submit data, analyses, and technical information in accordance with federal statutes and regulations.

Adequate Yearly Progress. At the beginning of the accountability development process a transition plan for 2012 AYP determinations will be submitted to USDE for approval. A larger proposal for approval of AYP determinations for 2013 and beyond under the STAAR assessment program will be submitted following the accountability development process.

Performance-Based Monitoring Analysis System. The PBMAS evaluations will be conducted in 2012. Thirty of the 49 PBMAS program-specific indicators are based on data other than TAKS results. As such, a significant portion of the 2012 PBMAS will resemble the previous years. Options for including assessment participation and performance data in 2012 PBMAS will be considered during the development cycle that begins fall 2011.

Interventions and Sanctions

During the 79th Texas Legislature, Third Called Session, 2006, House Bill (HB) 1 was passed, which amended the Texas Education Code (TEC), Chapter 39, Public School System Accountability. The HB 1 changes addressed the accreditation of school districts; sanctions and interventions for school districts,

charter schools, and campuses; and the review by the State Office of Administrative Hearings of certain sanctions. As a result, the Texas Education Agency adopted rules to implement these changes. HB 3 renumbered and revised sections of the statute that describe accreditation status assignment, special accreditation investigations, and accreditation interventions and sanctions. Furthermore, HB 3 established the requirement that a financial solvency review be conducted for districts, the results of which may have an impact on a district's assigned accreditation status. Specifically, HB 3 reorganized TEC, Chapter 39 as follows.

Subchapter C. Accreditation
Subchapter D. Financial Accountability
Subchapter E. Accreditation Interventions and Sanctions

HB 3 established accreditation status requirements in TEC §39.051 and §39.052 and made certain revisions to TEC §39.056 and §39.057 to address on-site investigations and special accreditation investigations of school districts. TEC §39.052(d) allows a district's accreditation status to be raised or lowered based on the district's performance or lowered based on the performance of one or more campuses within the district that is below adopted standards. TEC §39.056 addresses potential changes to district accreditation status assignment, district and campus accountability ratings, and campus distinction designations as a result of an on-site investigation, and TEC §39.057 specifies several new reasons for conducting a special accreditation investigation. The commissioner adopted rules, effective on July 28, 2010, to address the new HB 3 provisions. The changes to TEC §§39.051, 39.052, 39.056, and 39.057, which were adopted in Subchapter C of Chapter 39, become effective with the 2011–2012 school year. Therefore, the first accreditation statuses which may be impacted by these HB 3 changes and the adopted rules will be assigned in spring 2012 for the 2011–2012 school year.

The new TEC §39.0822 and §39.0823 direct the commissioner to develop a review process to anticipate the future financial solvency of each school district, including open-enrollment charter schools, and to take specific actions should a district trigger a financial solvency alert. The commissioner adopted rules at 19 TAC §97.1055, effective on July 28, 2010, to state how the statutory requirements related to a financial solvency review and projected deficit affect accreditation statuses.

TEC §39.116(a) notes that, during the period of transition to the accreditation system established under HB 3, to be implemented in August 2013, the commissioner may suspend the assignment of accreditation statuses for one year. The agency proposes to assign accreditation statuses to districts for 2012–2013 and has adopted rules to establish a framework for accreditation status assignment during the transition period. Specifically, the commissioner adopted rules at 19 TAC §97.1055(a)(8)–(9), effective July 28, 2010, to implement HB 3 accreditation status requirements and establish rules for determining consecutive years for the purposes of accreditation status assignment.

HB 3 renumbered and revised sections of the statute that describe accreditation interventions and sanctions for districts and campuses. In regard to districts, TEC §39.107(c) addresses district-level support to low-performing campuses as an additional reason for which a monitor, conservator, management team, or board of managers may be assigned to a district. Additionally, the renumbered and revised TEC §39.102(a)(11) allows the commissioner to immediately order interventions and sanctions for

districts failing to meet dropout and completion standards. HB 3 eliminated certain campus interventions and sanctions, revised procedures for addressing campuses at risk of future unacceptable performance, provided for certain additional campus intervention options, revised certain procedures related to campus interventions and improvement efforts, revised the timeline for implementation of certain campus interventions, and added provisions to support the alignment of certain state and federal interventions and sanctions.

Some significant changes to campus interventions established by HB 3 include additional responsibilities for boards of trustees and campus intervention teams. Specifically, TEC §39.106 and §39.107 were revised to require boards of trustees to be involved in public hearings and take action related to approval of targeted improvement plans and revised plans. Additionally, if the commissioner orders the repurposing of a campus, TEC §39.107 requires that a campus repurposing plan be submitted to the board of trustees for approval. Other amendments to TEC §39.107 and the deletion of TEC §39.116, Initiative for Retaining Quality Educators (as previously numbered) expand the campus intervention team's role in determining whether certain campus principals will be retained as part of required campus reconstitution.

The HB 3 amendments to TEC §39.107 also address the "ultimate" sanctions of repurposing, alternative management, or closure of campuses and the timelines for ordering those sanctions. While the commissioner continues to be required to order campus reconstitution after a campus has been identified as unacceptable for two consecutive school years, TEC §39.107(e) was revised to state that an "ultimate" sanction is required for a campus that is considered to have unacceptable performance for three consecutive school years (as opposed to two) after the campus is reconstituted. Therefore, an additional year is added to the timeline under which the commissioner is required to order an "ultimate" campus sanction. HB 3 also established repurposing as an additional "ultimate" sanction that may be ordered by the commissioner. TEC §39.107(e-1) allows the commissioner, under specified circumstances, to waive the requirement to order an "ultimate" sanction for not more than one school year. Additionally, TEC §39.107(d) was added to allow the commissioner to order repurposing, alternative management, or closure of a multi-year unacceptable campus if the commissioner determines that the campus is not fully implementing its updated targeted improvement plan or if the students enrolled at the campus are failing to demonstrate substantial improvement in the areas targeted by the updated plan.

TEC §39.103(c) was added in HB 3 to state that the commissioner may accept as being in compliance with Subchapter E any substantially similar intervention measures implemented by a campus in response to federal accountability requirements. The agency, in coordination with the Texas Center for District and School Support authorized under Rider 93 of the General Appropriations Act of the 81st Texas Legislature, has identified those campuses subject to interventions in both the state and federal accountability systems and is implementing strategies to align intervention requirements and, to the extent possible, eliminate duplicative intervention efforts.

The agency adopted rules, effective on July 28, 2010, to address the statutory changes related to accreditation sanctions for districts and campuses. The agency currently is implementing, as applicable, the new TEC, Chapter 39, Subchapter E, requirements for district and campus sanctions in accordance with the statute and adopted rules.

TEC §39.116(e) states that, during the 2011–2012 and 2012–2013 school years, the commissioner shall continue to implement interventions and sanctions for districts and campuses identified as having unacceptable performance in the 2010–2011 school year and may increase or decrease the level of interventions and sanctions based on an evaluation of the district's or campus's performance.

Financial Accountability

During the 77th Texas Legislature, 2001, legislation was passed, that added new school district financial accountability requirements under TEC, Chapter 39, Public School System Accountability, Subchapter I, Financial Accountability. The addition addressed the requirement of the agency, with the consultation of the comptroller's office, to develop and implement a financial accountability rating system for school districts. HB 3 renumbered and revised sections of the statute that describe the state's system of financial accountability and added new sections of statute that establish requirements for the comptroller to review district resource allocation practices, for the agency to conduct a financial solvency review for districts and project any related deficits for the school district general fund, and for districts to post adopted budgets on district websites. Furthermore, HB 3 made the state's systems of financial accountability applicable to charter schools.

HB 3 required certain changes to the Financial Integrity Rating System of Texas (FIRST) financial accountability rating system and added TEC §39.082(c), which prohibits the financial accountability rating system from including any indicator or performance measure that requires a school district to spend at least 65 percent, or any other specified percentage, of district funds for instructional purposes and prohibits the agency from lowering a financial accountability rating for failure to spend a specified percentage of operating funds for instructional purposes. Additionally, TEC §12.104(b)(2)(L) and §39.082 make the state's systems of financial accountability applicable to charter schools and require the agency to develop and implement a separate financial accountability rating system for open-enrollment charter schools.

Revisions to 19 TAC Chapter 109, Subchapter AA, were adopted in response to HB 3. Specifically, the agency adopted rules, effective May 31, 2010, to revise FIRST and eliminate the 65 percent indicators as performance measures and add charter financial accountability requirements through FIRST for open-enrollment charters (often referenced as Charter FIRST). The agency amended version 14 of the *Financial Accountability System Resource Guide* (FASRG) to address other statutory changes. Additionally, the agency is taking steps to expand the financial accountability indicators for charter schools through a subsequent rule adoption.

The new TEC §39.0822 and §39.0823 direct the commissioner to develop a review process to anticipate the future financial solvency of each school district, including open-enrollment charter schools, and to take specific actions should a district trigger a financial solvency alert. The agency is developing a review process to anticipate the future financial solvency of school districts and open-enrollment charter schools through an analysis of revenues and expenditures for the preceding and current school year and as projected for the following two school years. TEC §39.0823(c) requires the agency to take specific action regarding a district's accreditation status when a district is projected to have a deficit for the general fund

within the following three school years and when related planning requirements are not met. The agency has proposed a new rule division at 19 TAC Chapter 109, Subchapter AA, to address HB 3 financial solvency review requirements. These rules are expected to be adopted with an effective date of December 2010. The first financial solvency review is projected to be calculated by the agency in spring 2011. The commissioner adopted rules at 19 TAC §97.1055 to state how the statutory requirements related to a financial solvency review and projected deficit will affect accreditation statuses.

Equivalence for Internal References. In conjunction with the transition plan, Section 68 of HB 3 requires the commissioner of education to provide an equivalence for each performance rating or performance indicator superseded by HB 3. All internal references were updated in HB 3 and no further amendments are needed. Separate legislation added two references to Chapter 39 that need updating: TEC §§45.061(d) and 45.261(d) added references to Subchapter E, Chapter 39, that should now be Subchapter G.

Integrated Academic Accountability System for Texas Public Schools

Identification Based on STAAR Performance and Other Indicators

State Accountability Ratings

- Campuses and districts
- Overall evaluation
- Two rating levels
- State accountability requirements

Adequate Yearly Progress (AYP)

- Campuses and districts
- Overall evaluation
- Two rating levels
- Federal accountability requirements

Performance-Based Monitoring (PBMAS) and Data Validation

- Districts
- Selected special programs
- State and federal monitoring requirements
- Accountability system safeguards

Other Designations Based on State Accountability Rating or AYP Status, and Other Criteria

Distinction Designation

- Campuses and districts, acceptable state accountability rating is eligibility criteria

Accreditation Status

- Districts, based primarily on state accountability ratings and financial accountability ratings

Public Education Grant (PEG)

- Campuses, based in part on state accountability ratings over three years

Campus Improvement Plan (CIP)

- Campuses that meet state standards for current year, but do not meet state standards for the next year

School Improvement Program (SIP)

- Districts and campuses, based in part on multiple years of AYP statuses

Distinguished Schools Title 1, Part A

- Campuses, based in part on multiple years of state accountability ratings and AYP statuses

Reporting

State Rating Data Table

- Campuses, districts, regions, state

Performance Report

- Campuses, districts, regions, state
- Performance and profile data
- Multiple comparisons
- Multiple web formats

Campus Report Card

- Subset of campus AEIS designed for parents

AYP Data Table

- Campuses, districts, regions, state

No Child Left Behind (NCLB) Report Card

- Campuses, districts, state
- Performance data
- Multiple comparisons
- Multiple web formats

PBMAS Data Table

- Districts

PBMAS Reports

- Regions, state

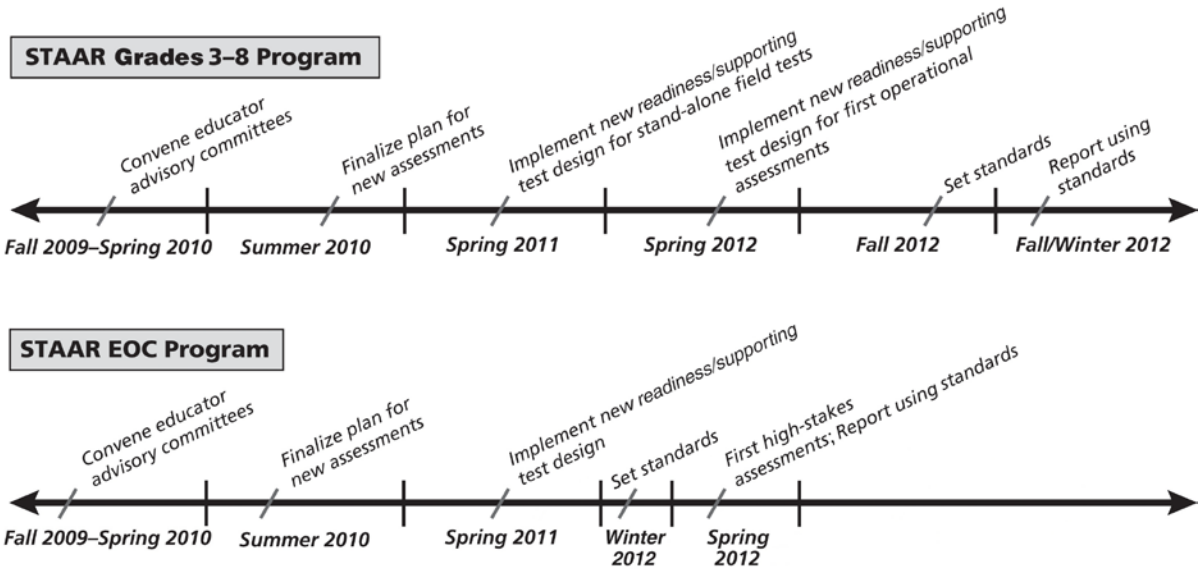
Section I: Assessment

Chapter 1
Timeline for the Development and Implementation of the State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and End-of-Course (EOC) General Assessments

Introduction

Beginning in the 2011–2012 school year, the Texas Education Agency (TEA) will implement the STAAR program, which will include new assessments in grades 3 through 8 and twelve EOC assessments. This section provides a timeline for the development and implementation of the STAAR grades 3–8 and STAAR EOC assessments for the general student population and includes a history of the Texas assessment program, comparisons of STAAR and Texas Assessment of Knowledge and Skills (TAKS), information on STAAR test development and field testing, and a proposed STAAR test administration schedule. Additional details regarding the timeline can be found in subsequent sections of this report.

A general timeline for the development and implementation of the STAAR assessment program is shown below.



History of the Texas Assessment Program

In 1979, the state of Texas implemented a statewide testing program that since its inception has grown in size, rigor, and scope following changes in policy and legislation. As required by state statute, Texas assessed minimum skills in reading, mathematics, and writing with the Texas Assessment of Basic Skills (TABS) tests (1981–1984) and then with the Texas Educational Assessment of Minimum Skills (TEAMS) tests (1985–1990).

The implementation of the Texas Assessment of Academic Skills (TAAS) testing program in 1990 shifted the focus of assessment from minimum skills to academic skills. TAAS mathematics, reading, and writing tests were administered to students in grades 3, 5, 7, 9, and 11. A Spanish-language version of the grade 3 test was available for eligible English language learners (ELLs).

During the 1993–1994 school year, the TAAS testing program was reconfigured. Between 1994 and 2002, TAAS was administered every spring to students in grades 3 through 8 and 10 in reading and mathematics; grades 4, 8, and 10 in writing; and grade 8 in science and social studies. The Spanish-language TAAS program was expanded in the 1996–1997 school year so that Spanish-language TAAS tests were available to eligible students in grades 3 through 6.

In 1995, the 74th Texas Legislature included EOC assessments as an option for meeting graduation requirements. Between 1995 and 2002, EOC assessments were administered in Algebra I, English II, biology, and U.S. history.

In 1999, the 76th Session of the Texas Legislature enacted Senate Bill (SB) 103, which required the development of a new statewide testing program. The new testing program, subsequently named TAKS, replaced TAAS as the primary statewide student assessment program in spring 2003. The TAKS tests were designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each grade level tested. Every TAKS test was directly aligned to the state content standards, the Texas Essential Knowledge and Skills (TEKS). When TAKS replaced TAAS in the 2002–2003 school year, EOC assessments were no longer administered with the exception of Algebra I, which remained a voluntary operational assessment.

In 2005, Governor Rick Perry issued Executive Order RP53, which called for an increase in college-readiness programs in Texas public schools and authorized “the development of a series of voluntary end-of-course assessments in science, mathematics, and other subjects currently assessed by the eleventh grade Texas Assessment of Knowledge and Skills, to measure student performance….” In response to the order, TEA began to develop new EOC assessments in geometry, biology, chemistry, physics, and U.S. history.

In 2007, the 80th Session of the Texas Legislature enacted SB 1031, which expanded the scope of the EOC program. This legislation required the phase-out of the current high school TAKS assessments and replaced them with EOC assessments to be administered beginning with students entering the ninth

grade during the 2011–2012 school year. SB 1031 also required the development of six additional EOC assessments: Algebra II, world geography, world history, and English I, II, and III.

In 2009, the 81st Session of the Texas Legislature enacted House Bill (HB) 3, which required that

- new assessments be developed at grades 3–8 and linked to EOC assessments and to college readiness;
- college readiness be defined as "the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area" at a general academic teaching institution or an institution that offers associate degrees or certificates;
- performance on Algebra II and English III indicate college readiness based on studies correlating performance on the EOC assessments with college readiness;
- performance on Algebra I and English II correlate to performance on Algebra II and English III;
- performance on English I correlates to performance on English II;
- performance on grade 8 assessments correlate to performance on Algebra I and English I;
- performance on grades 3–7 assessments correlate to assessments in the same content area at the next grade;
- performance on college readiness standards be set on certain science and social studies EOC assessments if a link is established between performance on the assessment and college readiness; and
- the commissioner of education and commissioner of higher education establish college readiness performance standards for Algebra II and English III, and all other performance standards be established by the commissioner of education.

Changes from TAKS to STAAR

To meet legislative requirements, the new STAAR program will differ significantly from the current TAKS program in several ways. In the following section the key differences are outlined, specifically with regard to the rigor and test design of the STAAR program. A detailed document comparing the attributes of TAKS and STAAR is located at the end of this section.

Increased Rigor

Item development guidelines have remained generally consistent for TAKS since 2001, although modifications have been made to address changes in the content standards (TEKS). Performance standards were set by the State Board of Education (SBOE) in 2002, and were phased in over a three-year period. These performance standards remained the same until the vertical scale was established in reading and mathematics at grades 3–8. At that time, some changes in the performance standards were required to

implement the vertical scale. Over time, increasing numbers of students have begun to reach higher performance standards, making differentiation of "Commended Performance" difficult because too few test items are currently rigorous enough to reflect this performance category.

STAAR is designed to better assess students' academic achievement at all performance levels. STAAR will be more rigorous than TAKS in the following ways.

- STAAR assessments will assess content and skills from the TEKS at a greater depth and higher level of cognitive complexity.
- STAAR assessments will contain more items to facilitate the measurement of a student's knowledge and skills at all performance levels.
- Some items will assess more than one student expectation from the TEKS, allowing skills to be tested in more integrated and authentic ways.
- STAAR assessments will focus on the student expectations that are necessary both for success in the current grade or course and for success in the next grade or course. Algebra II and English III will emphasize the student expectations that are necessary both for success in those courses and for postsecondary readiness.
- In writing, students will be required to respond to two writing tasks (personal narrative, literary, expository, persuasive, or analytic), rather than one writing task, as was required on TAKS.
- In science and mathematics assessments, the number of open-ended (griddable) items on most tests will increase. Griddable items are more rigorous because they require students to derive answers independently rather than to select a correct response from a list of possible responses.
- In grades 5 and 8 science, there will be an increased focus on promoting preparedness for high school science through an emphasis on the content and skills in grades 3–5 and 6–8 that link directly to the high school content standards for biology, chemistry, and physics.
- Performance standards will be set using empirical data gathered from studies that link year-to-year performance from grades 3–8 to high school and from specific courses (Algebra II and English III) to postsecondary readiness.
- Expectations for student performance on STAAR will be raised to achieve the goal of graduating students who are college and career ready.
- Performance standards will be reviewed at least once every three years and, if necessary, adjusted to ensure that the assessments maintain a high level of rigor.
- Empirical studies will be used to compare performance on STAAR with national and international norm-referenced assessments.

Course Specificity for EOC Assessments

High school TAKS currently assesses students at grade 9 in reading and mathematics and students at grades 10 and 11 in English language arts (ELA), mathematics, science, and social studies. The content

assessed in any one high school TAKS assessment typically includes content from multiple courses. For example, the TAKS grade 11 mathematics assessment draws on content from Algebra I, geometry, and grade 8 mathematics.

The STAAR EOC assessment model differs from TAKS in that each EOC assessment will cover only the content from a particular course (for example, Algebra II will assess only Algebra II content). This model allows for a more focused assessment that is aligned to the course content on which the student has received instruction that year.

It should be noted that there are specific course requirements for students depending on their graduation programs, but there is not a state-mandated course sequence. However, the typical course sequence that most students follow is provided below.

Typical High School Course Sequence

	English	Mathematics	Science	Social Studies
Grade 9	English I	Algebra I	Biology	World Geography
Grade 10	English II	Geometry	Chemistry	World History
Grade 11	English III	Algebra II	Physics	U.S. History

Performance Standards

STAAR assessments will continue to measure student performance as well as academic growth, as required by HB 3. STAAR differs from TAKS, however, in that tests in mathematics and reading must be linked from grade to grade and to postsecondary readiness performance standards for the Algebra II and English III EOC assessments. Because the STAAR performance standards will be set as an aligned system across grades and courses within a content area (from grades 3–8 through high school), performance on STAAR assessments can provide early indications of each student's preparedness for secondary and postsecondary education.

STAAR Test Development

College and Career Readiness Standards

In 2008, the Texas Higher Education Coordinating Board (THECB) and the commissioner of education adopted the Texas College and Career Readiness Standards (CCRS). Since then, the SBOE has incorporated these standards into the TEKS for the four foundational content areas: English language arts, mathematics, science, and social studies. The following chart gives more information regarding this timeline.

Incorporation of the CCRS into the TEKS

Foundational Content Areas	TEKS Revisions Process Incorporated CCRS
English language arts	May 2008
Mathematics	January 2009
Science	March 2009
Social Studies	May 2010

Now that the CCRS have been incorporated into the TEKS content standards, these skills will be tested on STAAR assessments.

Readiness Standards and Supporting Standards

TEA has worked with educator advisory committees to design a more focused and rigorous assessment program. The TEKS content standards were reviewed by educator committees (K–12 and higher education) to determine which standards are assessable. Once that determination was made, committees then provided guidance as to which of these standards are readiness standards and should be emphasized in the assessments and which standards can be assessed on a supporting basis.

In general, readiness standards

- are essential for success in the current grade or course;
- are important for preparedness for the next grade or course;
- support college and career readiness;
- necessitate in-depth instruction; and
- address broad and deep ideas.

In general, supporting standards

- may be emphasized in a subsequent year or course although they are introduced in the current grade or course;
- may have been emphasized in a previous year or course although they are reinforced in the current grade or course;
- play a role in preparing students for the next grade or course but not a central role; and
- address more narrowly defined ideas.

For more information about readiness standards and supporting standards, see Chapter 2.

Test Blueprints

In addition to making recommendations about readiness and supporting standards, educator advisory committees assisted TEA in making decisions regarding test blueprints. STAAR blueprints were

structured to emphasize student performance on readiness standards. Blueprints for STAAR grade 8 science and STAAR Algebra II are included here as examples. All of the STAAR blueprints are found on the TEA website at http://www.tea.state.tx.us/student.assessment/staar/. More detailed information regarding STAAR test development can be found in Chapter 2.

STAAR Grade 8 Science Blueprint

Scientific Investigation and Reasoning Skills is not a separate reporting category. These skills will be incorporated into at least 40% of the test questions from reporting categories 1–4 and will be identified along with the content standards.

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: Matter and Energy	Readiness Standards	5	14	
	Supporting Standards	7		
	Total	12		
Reporting Category 2: Force, Motion, and Energy	Readiness Standards	2	12	
	Supporting Standards	6		
	Total	8		
Reporting Category 3: Earth and Space	Readiness Standards	5	14	
	Supporting Standards	10		
	Total	15		
Reporting Category 4: Organisms and Environments	Readiness Standards	3	14	
	Supporting Standards	11		
	Total	14		
Readiness Standards	**Total Number of Standards**	**15**	**60%–65%**	**32–35**
Supporting Standards	**Total Number of Standards**	**34**	**35%–40%**	**19–22**
Total Number of Questions on Test			**50 Multiple Choice 4 Griddable 54 Total**	

STAAR Algebra II Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: Properties and Attributes of Functions	Readiness Standards	3	**8**	
	Supporting Standards	2		
	Total	5		
Reporting Category 2: Representational Tools to Solve Problems	Readiness Standards	3	**8**	
	Supporting Standards	2		
	Total	5		
Reporting Category 3: Properties of Quadratic Functions	Readiness Standards	4	**12**	
	Supporting Standards	3		
	Total	7		
Reporting Category 4: Representations of Quadratic Relations	Readiness Standards	1	**6**	
	Supporting Standards	6		
	Total	7		
Reporting Category 5: Properties of Square Root Functions	Readiness Standards	1	**5**	
	Supporting Standards	6		
	Total	7		
Reporting Category 6: Properties of Rational Functions	Readiness Standards	1	**5**	
	Supporting Standards	6		
	Total	7		
Reporting Category 7: Properties of Exponential and Logarithmic Functions	Readiness Standards	2	**6**	
	Supporting Standards	4		
	Total	6		
Readiness Standards	**Total Number of Standards**	**15**	**60%–65%**	**30–33**
Supporting Standards	**Total Number of Standards**	**29**	**35%–40%**	**17–20**
Total Number of Questions on Test			**45 Multiple Choice 5 Griddable 50 Total**	

Field-Test Plans for STAAR

Background

Field testing is an important part of the item and test development process. Field testing allows for the development of tests that are fair for all student groups, are of high quality, are legally defensible, and can withstand rigorous scrutiny when evaluated relative to professional standards. Field testing helps determine whether test items are valid and reliable measures of what students know and can do. Field-test data are necessary for constructing tests, setting performance standards, conducting validity studies, and implementing growth measures required by statute.

In 2007, the 80th Texas Legislature passed SB 1031, which required TEA to conduct a study to review the sample size and sampling procedures used in field testing. In 2008, TEA incorporated the results of this study into a report for the 81st Texas Legislature titled “A Report on Field-Testing for the

Texas Assessment Program." The report outlined the actions that should be taken to reduce the field-test burden and can be found on the TEA website at http://ritter.tea.state.tx.us/comm/leg_reports/2008/08FieldTest.pdf. Subsequent efforts to reduce field testing for the new STAAR program are outlined in this chapter.

Field-Test Plans for STAAR Grades 3–8 Assessments

For the new STAAR grades 3–8 program, the overall field-test burden on students and districts has been reduced through the embedding of field-test items whenever possible. Field-test items for STAAR grades 3–8 mathematics, reading, writing (revising and editing items), social studies, and science will all be embedded. One exception to this new policy is that in spring 2011, stand-alone field tests are planned for the STAAR writing assessments for grades 4 (English and Spanish) and 7; however, after this single occurrence, stand-alone field tests will be conducted for grade 4 writing only every three years (beginning in 2014). Grade 7 writing field tests will be embedded after the initial 2011 stand-alone field test. Note that performance on field-test questions is not calculated as part of reported test scores and participation in the stand-alone field tests is required for selected campuses. A field-test timeline for all subjects and grades follows.

STAAR Grades 3–8 Field-Test Timeline

STAAR Grades 3–8 Assessment	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Grades 3–8 Mathematics (English)	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→
Grades 3–5 (Spanish) Mathematics	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→
Grades 3–8 (English) Reading	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→
Grades 3–5 (Spanish) Reading	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→
Grade 4 Writing (English and Spanish)	Stand-alone field test	Operational with embedded field test for revising and editing	→→→	Stand-alone field test
Grade 7 Writing	Stand-alone field test	Operational with embedded field test	→→→	→→→
Grade 5 (English and Spanish) Science	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→
Grade 8 Science	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→
Grade 8 Social Studies	Embedded in operational TAKS*	Operational with embedded field test	→→→	→→→

* Last year for current TAKS

Field-Test Plans for STAAR EOC Assessments

Since no operational test forms exist initially in which to embed field-test items, stand-alone field testing is required during the first year an EOC assessment is introduced. In all subsequent years, field-

test items will be embedded in operational forms. By spring 2012, all twelve EOC assessments will be operational and will contain embedded field-test items. As previously noted in the STAAR grades 3–8 field-test section, performance on field-test questions is not calculated as part of reported test scores. In addition, embedded field testing will reduce the burden on students and districts while still providing the STAAR EOC program with the data necessary to create high-quality assessments.

The field-test timeline for implementation of the twelve EOC assessments—from stand-alone field tests to operational tests with embedded field-test items—follows.

EOC Field-Test Timeline

EOC Assessment	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Algebra I	Operational	→→→	→→→	→→→	→→→	→→→	→→→
Geometry	Field Test	Operational	→→→	→→→	→→→	→→→	→→→
Biology	Field Test	Operational	→→→	→→→	→→→	→→→	→→→
Chemistry		Field Test	Operational	→→→	→→→	→→→	→→→
U.S. History		Field Test	Operational	→→→	→→→	→→→	→→→
Physics			Field Test	Operational	→→→	→→→	→→→
World Geography			Field Test	Operational	→→→	→→→	→→→
English I				Field test	Operational	→→→	→→→
Algebra II				Field test	Operational	→→→	→→→
English II					Field test	Operational	→→→
World History					Field test	Operational	→→→
English III					Field test	Operational	→→→

In addition to mandatory field-test requirements, several operational tests over the past few years have required mandatory participation, and some assessments will require mandatory participation in the next few years. This data collection is needed to ensure adequate data for future EOC test construction, standard setting, and other validity studies.

In summary, the overall field-test burden on students and districts will be reduced through the embedding of field-test items, whenever possible, in the STAAR program.

Number of Testing Days for TAKS and STAAR

The following chart compares the number of testing days for field-test and operational administrations for the TAKS assessment program and for STAAR. STAAR significantly increases the number of testing days at the high school level because of the increase in the number of assessments students will be taking. Currently on TAKS there is a total of 25 testing days, including exit level retest administrations. With three testing opportunities each year, STAAR will require up to 45 testing days when it is fully implemented.

	TAKS Assessment Program	STAAR Assessment Program
Number of Testing Days	• Grade 3 – reading and mathematics (2 days) • Grade 4 – reading, mathematics, and writing (3 days) • Grade 4 – writing field test (1 day) • Grade 5 – reading, mathematics, and science (3 days; up to 7 days for SSI retesting) • Grade 6 – reading and mathematics (2 days) • Grade 7 – reading, mathematics, and writing (3 days) • Grade 7 – writing field test (1 day) • Grade 8 – reading, mathematics, science, and social studies (4 days; up to 8 days for SSI retesting)	• Grade 3 – reading and mathematics (2 days) • Grade 4 – reading, mathematics, and writing (4 days; writing now a 2-day administration) • Grade 5 – reading, mathematics, and science (3 days; up to 7 days for SSI retesting) • Grade 6 – reading and mathematics (2 days) • Grade 7 – reading, mathematics, and writing (4 days; writing now a 2-day administration) • Grade 8 – reading, mathematics, science, and social studies (4 days; up to 8 days for SSI retesting)
	Total – 19 (27 with SSI retesting)	*Total – 19 (27 with SSI retesting)*
	• Grade 9 – reading and mathematics (2 days) • Grade 9 – reading field test (1 day) • Grade 10 – ELA, mathematics, science, and social studies (4 days) • Grade 10 – ELA field test (1 day) • Grade 11 (Exit Level) – ELA, mathematics, science, and social studies (4 days; up to 16 days for retesting) • Exit Level – ELA field test (1 day)	• English I (2 days) • English II (2 days) • English III (2 days) • Algebra I (1 day) • Geometry (1 day) • Algebra II (1 day) • World History (1 day) • World Geography (1 day) • U.S. History (1 day) • Biology (1 day) • Chemistry (1 day) • Physics (1 day) • 2 additional testing opportunities per year
	Total – 13 (25 with Exit Level retesting)	*Total – 15 (45 with retesting)*

STAAR Implementation Policies

Time Limits on Tests

As the state transitions from the TAKS program to the STAAR program, one of the implementation policies TEA is considering is a policy to limit the amount of time a student spends taking a STAAR assessment on a given day. This consideration is based on advice from advisory committees to align Texas's testing policies with other state and national assessments. SAT, ACT, and AP exams are all administered in timed settings, for example, so there is concern that high school students are not being

adequately prepared for testing in this environment. In addition, with the increased testing that will be necessary at high schools with twelve tests requiring retest opportunities as opposed to four exit level tests under TAKS for which retests are offered, there is interest by school district personnel in administering two EOC sessions in one day. Although an individual student would likely not take two EOC assessments in one day, a school district would be able to schedule two EOC testing sessions in a single day. For STAAR grades 3–8 assessments it is likely that schools, at a minimum, will not be allowed to administer the tests beyond the end of the regular school day, and additional time limits could be considered for tests administered at these grades. In making this decision, TEA will consider the appropriate time needed to complete the assessments, student fatigue, and other related factors.

Test Security

In June 2007, TEA introduced a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. Maintaining the security and confidentiality of the Texas state assessment program is crucial for ensuring valid test scores and providing standard and equal testing opportunities for all students. Given the high stakes associated with student performance and the increasing complexity of the STAAR program, test administration personnel will face new challenges in managing the testing requirements at the local level. TEA will continue to publish test administrator manuals, a test security supplement, conduct face-to-face training, and provide online security training modules as part of the 14-point security plan. These resources will continue to provide districts guidance in implementing test-security requirements and to foster best practices for maintaining a secure testing program. Aspects of this plan will be implemented as the transition to the STAAR program continues. The 14-point test security plan can be found on the TEA website at http://ritter.tea.state.tx.us/student.assessment/admin/security/14point_Recommendations_and_Timelines.pdf.

Use of Statistical Analysis

One component of the 14-point test security plan is the use of statistical analysis to identify irregular patterns of test answers that may indicate cheating to augment other detection methods already in use, such as multiple-mark analysis. TEA will outline a new process, with advice from experts and school district personnel, to address the use of statistical analysis with the STAAR assessment program. The use of statistical methods will take place within a larger investigative process that includes the collection of additional evidence, such as locally maintained seating charts, reports of testing irregularities, and records of test security and administration training for campuses.

TEA will pilot statistical measures with data from the 2009 and 2010 TAKS administrations and will generate statewide campus metrics in summer 2011 for TAKS grades 3–11 primary administrations. Beginning in 2012, statewide metrics will be applied to the STAAR grades 3–8 and EOC assessments.

Security Challenges Associated with the STAAR EOC Program—Expanded High School Testing

Once STAAR EOC assessments are operational in 2012, there will be three separate administrations—once each in the fall, spring, and summer. In each administration, there will be 12 different tests that will be administered in both paper and online modes. Further, all 12 of the EOC assessments will be available for retest opportunities, so there is the potential that students will be taking more than four tests in a given administration window beginning with the summer 2012 administration. Because current statute allows students to retest an EOC assessment for any reason, there are additional security challenges that must be addressed with the need to allow more days for testing.

Because of the number of high-stakes assessments to be administered at the same time, it is likely that the testing windows will span several weeks to allow districts sufficient opportunity to assess all students with multiple assessments. Secure test materials will be in districts for a longer duration than with the current program, potentially leading to more test-item exposure. In addition, the nature of the English I, II, and III writing tasks pose security challenges similar to those that exist with the current program. Based on these concerns, TEA will continue to implement the 14-point test security plan and will investigate other test-administration-specific policies that can provide the most secure testing program possible as well as support districts in their efforts to maintain test security. Such administration-specific policies include

- the scrambling of test items on different test forms during administrations;
- the use of multiple test forms during administrations; and
- assigned testing days versus testing windows for specific assessments.

As these new policies are being explored, they will be weighed against a significant cost increase and delays in the reporting of results due to additional time needed to ensure that reporting is accurate.

Testing Accommodations

Other implementation policies TEA will need to consider for the STAAR program relate to testing accommodations. Testing accommodations are practices or procedures that provide equitable access to grade-level content standards during instruction and assessment for all students. Testing accommodations have been part of the TAKS program and will be incorporated into the STAAR program; however, TEA is evaluating all accommodations to determine which ones will continue in the STAAR program and which accommodations will be added. As part of the TAKS program, an accommodated form has been offered for students receiving special education services who take the general assessment. With the STAAR program, TEA is considering the elimination of the separate accommodated form and building in specific accommodations to the general STAAR assessments for these students. Also, TEA is exploring the possibility of standardized oral administrations for the STAAR program, using an online testing format. If found feasible, information about standardized oral administrations will be communicated to districts by the end of the 2010–2011 school year.

Grades 3–8 Paper Administrations

Spring 2011 marks the last primary administration of TAKS for grades 3–8. STAAR grades 3–8 assessments will be operational beginning in spring 2012. These assessments will be administered on paper only due to multiple factors including

- lack of technology resources at the district level to administer a single-day administration for all students on a campus as noted in the technology survey found at the following link http://ritter.tea.state.tx.us/comm/leg_reports/2008/2009OnlineReadinessReport.pdf;
- the cost associated with developing and administering both paper and online assessments; and
- limited participation in previous optional online assessments at the middle school level for TAKS.

Student Success Initiative and Other Statutory Requirements in 2011–2012

Because performance standards for STAAR grades 3–8 will not be set until after the spring 2012 administration, only raw-score information (the number of questions correct out of the total number of questions on the test) will be available. Therefore, Student Success Initiative (SSI) retest opportunities for STAAR grades 5 and 8 reading and mathematics will not be available in May and June of 2012. For the 2011–2012 school year, districts must use other information in addition to raw-score information to make promotion/retention decisions. When making promotion decisions for students in grades 5 and 8, statute requires that districts consider the following academic information:

- the recommendation of the student's teacher(s),
- the student's grade in the subject or course, and
- the student's potential for achievement or proficiency in the subject or course.

More information about SSI procedures in the absence of passing scores on STAAR will be provided in the 2011–2012 Grade Placement Committee (GPC) Manual.

In a similar fashion, STAAR scores for grades 3–8 will not be available to meet statutory requirements such as those that call for the use of passing scores to determine eligibility of limited English proficient students to exit special language programs and be reclassified as English proficient. During the 2011–2012 school year, information will be disseminated to provide guidance to school districts about procedures to follow for this and other program-related purposes.

Grades 3–8 Administration Schedule

The following chart provides an overview of the administration schedule for STAAR grades 3–8 currently planned.

STAAR Grades 3–8 Operational Test Administrations

	2012	2013	2014	2015
March or Early April	Grades 4 and 7 writing	Grades 4 and 7 writing	Grades 4 and 7 writing Grade 4 writing field test	Grades 4 and 7 writing
Early April	Grades 5 and 8 reading and mathematics SSI administration	Grades 5 and 8 reading and mathematics SSI administration	Grades 5 and 8 reading and mathematics SSI administration	Grades 5 and 8 reading and mathematics SSI administration
Late April	Grades 3–8 administration	Grades 3–8 administration	Grades 3–8 administration	Grades 3–8 administration
May	N/A	Grades 5 and 8 reading and mathematics SSI retest administration	Grades 5 and 8 reading and mathematics SSI retest administration	Grades 5 and 8 reading and mathematics SSI retest administration
June/July	N/A	Grades 5 and 8 reading and mathematics SSI retest administration	Grades 5 and 8 reading and mathematics SSI retest administration	Grades 5 and 8 reading and mathematics SSI retest administration

EOC Administration Schedule

Once all EOC assessments are operational in spring 2012, they will be administered three times a year. English I, II, and III will be administered late in March or early in April to allow for the additional time needed to score essays and short-answer reading responses. For the spring administrations, the remaining nine EOC assessments will be administered in May, as legislatively mandated. All twelve EOC assessments will also be administered at the end of the summer and fall semesters. However, there will not be a fall administration in the 2011–2012 school year as the state makes the transition to STAAR. The plan for the phase-out of high school TAKS and the phase-in of EOC assessments is shown in Chapter 7. All EOC administrations will be offered on paper and online.

Online EOC Testing

As part of new EOC administration policies TEA has been investigating, a netbook computer study was conducted to determine if student results from an online test on a standard-sized screen (approximately 14 inches and larger) were comparable to those on a netbook-sized screen (less than 14 inches). Based on the results of the study, TEA will not preclude a district from using or purchasing netbooks for use in online testing, allowing districts to use current inventory or purchase a less expensive alternative. The results of the netbook study can be found at the TEA website at http://www.tea.state.tx.us/student.assessment/reports/.

STAAR Scoring and Reporting

Like the TAKS program, STAAR assessments will report student results in terms of raw scores, scale scores, and performance levels. However, the values of the scale scores, the performance-category labels, and the policy definitions associated with those labels for STAAR will be different from TAKS. See Appendix A for more information about the STAAR performance categories.

STAAR EOC assessment results will be reported in spring 2012 and grades 3–8 will be reported in late fall 2012 or early 2013. This timing is based on when performance standards will be established for these two components of the STAAR assessment system. Both a vertical and horizontal scale will be used in the STAAR program.

For STAAR EOC reporting after the spring administrations in 2012 and beyond, due to the legislative requirement to test no earlier than the first full week in May, reporting EOC assessment results in a timely manner will be a challenge. The chart below shows the difficulty of testing all students with nine different assessments (English I, II, and III will have been tested in late March/early April), returning testing materials to the contractor, processing the tests taken with a paper version, and making reports available to districts online as well as providing paper student reports to the districts for distribution to their students.

In 2012, districts cannot begin to administer EOC assessments, except the English assessments, before May 7. Other dates on the following chart are tentative due to decisions yet to be made regarding the methods required to determine final scale scores needed for reporting.

Draft 2012 EOC Testing and Reporting Timeline

Activity	Date
Test Administration	May 7–18
Shipment of Scorable Test Materials	May 21
Processing and Scoring	May 23–May 31
Posting of Online Individual Student Reports and Rosters	May 30–June 1
Posting of Online Summary Reports and Data Files	June 1–June 4
Paper Reports Distributed to School Districts	By June 8

In spring 2012, districts are required to use test results as 15% of students' course grades. However, this requirement may be challenging to implement since districts may not have online test results prior to the end of the school year and will receive paper results after the school year has ended. After spring 2012, the reporting timeline may be able to be compressed by a day or two; however, this timeline may still present challenges for reporting test results in a timely manner.

Texas Assessment Management System (Student Assessment Data Portal)

Students, parents, and teachers will be able to access results through the data portal legislated by HB 3. The portal is a secure system that will provide new abilities to view reports, track student progress, provide assessment data to institutions of higher education, and provide assessment information to the general public.

Student Portal

Via the portal, parents and students can access assessment information across administrations and years. Users can compare their results to aggregated campus, district, and state performance. Interpretive

information will also be available to parents and students and will provide explanations about the test results.

Two types of reports will be provided to parents and students:

- a report that will show historical and current assessment results for which comparisons can be made between a student's scores and the scores of the student's campus, district, and the state
- a report that will show progress toward graduation for high school students in relationship to the students' assessment results

Teacher Portal

The portal will also provide teachers access to student performance data. Teachers will be able to access their students' assessment data for use in developing strategies for improving student performance. District personnel will be able to compare information across campuses, including historical and growth information, and the portal will also allow a student's performance to be viewed in relation to other groups to which the teacher has access, including campus, district, and statewide averages. Specific features of the Teacher Portal include

- viewing student assessment results individually or by group;
- comparing student results among groups, campuses, districts, or statewide;
- examining a distribution of student performance; and
- accessing individual student scale scores and objective scores.

Analytic Reporting

In addition, the analytic reporting system through the portal allows users to analyze results in order to compare current and historical data as well as to perform comparisons of classes to classes, classes to campuses, campuses to campuses, campuses to districts, districts to districts, and districts to the state. Campuses and districts will also be able to disaggregate data so that different demographic and program information groups may be examined, enabling easy access to cross-section analysis of the assessment data. Other information, such as locally developed assessment results or norm-referenced test results, could also be loaded locally into the data portal, allowing analytic reporting that could compare those scores with STAAR results. The following table outlines specific components of the portal, including timelines for implementation.

Texas Assessment Management System (Data Portal)—Implementation Timeline

Students and Parents Portal access for students and parents is planned for December 2010. Login information will be provided to students and parents via a student's Confidential Student Report which is provided to students after each test administration.
School Districts and District Teachers Portal access for authorized district and campus personnel will be provided during fall 2010. The capability for teachers to access their students' information will require a link between the teachers and their students. District personnel will be able to compare like information across campuses. This will include historical and growth information. For district and campus personnel, the portal will also be used for other assessment functions, such as providing student information for assessment purposes, ordering materials for assessments, testing online and receiving assessment reports after each administration.
Public Institutions of Higher Learning Providing results to public institutions of higher learning is planned for summer 2011. Current plans call for use of the Texas Records Exchange (TREx) system which currently provides student record and transcript information for public institutions of higher learning. This new functionality will allow authorized employees of a public institution of higher education to readily access the individual assessment data of students applying for admission for use in developing strategies for improving student performance.
Graduation Requirements Students and parents will have the ability to track a student's progress on the assessment instrument requirements for graduation (same access as described above). This will include TAKS exit level as well as STAAR graduation requirements. This is available for TAKS in December 2010.
Public Access General student assessment data (non confidential information) is currently accessible and available to the public. Enhancements will be provided in the future so that the data can be disaggregated at multiple levels.
Data Comparisons Comparisons at the campus, district, and state levels will be available in spring 2011 through "analytic" reporting. Comparisons at the classroom level will not be possible until a link between teachers and students is made available for Texas student assessment data through the Public Education Information Management System (PEIMS). This linkage to PEIMS is planned for summer 2011.

Plans for STAAR Assessment Reporting System

The assessment reports that will be prepared for the STAAR program will be designed to provide comprehensive, easy-to-understand results for students, parents, educators, and the public. The reports for the STAAR 3–8 and EOC assessments will be designed with advice from advisory groups to ensure that the results are clearly communicated to their intended audiences. The development of the new STAAR reporting system also provides an opportunity to design assessment reports that are closely aligned with the reporting requirements for the state and federal accountability systems. To the extent possible, assessment reports and data files prepared by the test contractor will include information that will enable districts and campuses to more easily determine what assessment data will be used to determine their state and federal accountability ratings. These assessment results will also be included in the Texas Assessment Management System.

Why Scales are Used on Tests

The basic score on any test is the raw score, which is the number of items correct. However, the raw score alone does not present a broad picture of test performance because it can be interpreted only in terms of a particular set of test questions. When new test forms are administered in subsequent administrations, most questions on the new forms are different. The set of questions on one test may be slightly easier or slightly harder than the set of questions that were on another test. Because the overall difficulty of the tests may vary, the raw scores or percentage correct cannot be directly compared to indicate differences in student performance.

Unlike raw scores, scale scores do allow direct comparisons of student performance between specific sets of test questions from different test administrations. A scale score is a conversion of the raw score onto a "scale" that is common to all test forms for that assessment. The scale score takes into account the difficulty level of the specific set of questions. There are two types of scales, vertical and horizontal, used on assessments, and the two different types are chosen based on specific assessment attributes. Specific information about vertical and horizontal scales follows.

Vertical Scale

A vertical scale allows a student's scale score in one grade to be compared to the student's scale score in the next grade in the same content area. Currently a vertical scale for STAAR grades 3–8 in reading and mathematics is legislatively mandated, and this is the only vertical scale planned for the STAAR program. A vertical scale will be used for these assessments because they are administered each year in grades 3–8; have substantial content overlap for consecutive grades; and show incremental increases in difficulty from grade to grade. A vertical scale for the grades 5 and 8 STAAR science assessments is not planned due to the differences in science content covered at the different grades. A vertical scale for grades 4 and 7 STAAR writing assessments is not planned because the difficulty levels of the grades 4 and 7 writing assessments do not overlap sufficiently to create a meaningful vertical scale—the increase in difficulty is not "incremental."

A vertical scale cannot be established for other STAAR assessments because these assessments are not administered in consecutive years. A vertical scale for the STAAR EOC science and social studies assessments is not planned because there is not a mandated course sequence for students and the content for some subject areas is not necessarily related (i.e., biology differs from chemistry, which differs from physics). There currently are no plans to develop a vertical scale for the STAAR EOC English (English I/II/III) and Algebra (Algebra I/II) assessments. It may be feasible to do so after further consideration of the impact on score reporting and the implementation of the cumulative score requirement for high school graduation. If implemented, however, the vertical scales for STAAR EOC English and Algebra would be developed independently from those in grades 3–8 reading and mathematics due to the content shift in those areas from middle school to high school.

The STAAR vertical scale for grades 3–8 in reading and mathematics will be developed using data from a study that will be conducted as part of the first administration in 2012 and will be reported in fall 2012 along with other assessment results.

Horizontal Scale

A horizontal scale will be established for all other STAAR assessments. A horizontal scale for STAAR will be used for grades 5 and 8 science, grades 4 and 7 writing, grade 8 social studies, and EOC assessments. A horizontal scale allows for direct comparisons of performance across different test administrations within a grade and subject area but not across grades or subjects. A horizontal scale is appropriate for all subjects and does not require substantial overlap in content across grades. A horizontal scale allows comparisons of student scores to the performance standards at each grade level, but does not indicate student academic progress across grade levels.

Unique STAAR EOC Attributes for Scoring and Reporting

English I, II, and III

The English content area under the STAAR EOC assessment program consists of three assessments: English I, English II, and English III. Each English EOC assessment has two components: writing and reading. The writing component consists of multiple-choice items and essays, and the reading component consists of multiple-choice and short-answer items. Because of the length of these tests and the desire to embed field-test items to eliminate stand-alone field testing, each of the English EOC assessments will be administered over two days. The current plan is for students to complete the writing section on the first day and the reading section on the second day. The test design for English I, II, and III will allow for the reading and writing components to be calibrated, equated, and scaled separately so that the score on the reading and writing components can be reported separately. This allows a student to retake only the portion of the English EOC assessment on which he or she did not meet the minimum score requirements. All other EOC assessments will be administered on one day only during a scheduled assessment window.

Measuring College and Career Readiness

College- and career-readiness standards have been incorporated into the TEKS that will be assessed by STAAR. HB 3 states that the college- and career-readiness skills assessed on the Algebra II and English III assessments will be used in determining the level of performance necessary to indicate college readiness. Note that this indicator of readiness will be only one piece of information used in making readiness determinations. See Chapter 3 for more information about measuring college and career readiness.

In addition, HB 3 mandates that TEA conduct research studies to evaluate the correlation between performance on appropriate science and social studies EOC assessments and college/career readiness. If the commissioner of education, in collaboration with the commissioner of higher education, determines that the research studies substantiate an empirical relationship between a certain level of performance by

students on specific science and/or social studies EOC assessments and college and career readiness, the commissioners may establish college- and career-readiness performance standards for science and/or social studies EOC assessments as soon as possible. The research studies examining the extension of the concept of college and career readiness to science and/or social studies EOC assessments will be completed by December 1, 2012, when a report is due to the state legislature.

STAAR EOC Online Versus Paper Comparability

STAAR EOC assessments will be offered both online and on paper. Online and paper versions of the test forms are built to the same blueprints and specifications. To evaluate statistical comparability between online and paper tests, individual items are studied to determine whether they perform differently depending on the administration mode. The plan for comparability studies is specified in the following table.

Data Collection for Comparability Evaluation

Spring 2009	Spring 2010	Spring 2011
World Geography field test	Geometry	Algebra I
	Algebra II field test	Physics
	Biology	U.S. History
	Chemistry	World History field test
	English I field test	English II field test
		English III field test

If tests are found to be comparable, online and paper statistics and test scores can be used interchangeably. In this case, inferences drawn from students testing online are the same as for students testing on paper. If tests are not found to be comparable, estimated differences in test scores due to administration mode can be estimated. These estimated differences can inform what adjustment, if any, should be made to the online or paper score conversion tables. Once appropriate adjustments are made, inferences drawn from students testing online are the same as for students testing on paper.

TAKS vs. STAAR: A Comparison of Assessment Attributes

The summary table below compares the current TAKS assessment program with the new STAAR assessment program. The STAAR program will differ significantly from the TAKS program in a number of ways, including the curriculum assessed, how the passing standards will be set, how test items will be field tested, the number of days that will be devoted to testing, and the methods used to equate the difficulty of the tests from year to year.

A Comparison of Assessment Attributes Texas Assessment of Knowledge and Skills (TAKS) to State of Texas Assessment of Academic Readiness (STAAR)

Assessment Attributes	TAKS Assessment Program	STAAR Assessment Program
Assessed Curriculum	During initial TAKS development, Texas Essential Knowledge and Skills (TEKS) student expectations to be assessed were determined by Texas educators. Test objectives that matched the student expectations were developed. Blueprints for each assessment—the number of items per objective and on the overall test—were developed, with test lengths ranging from 30–60 items. At grades 3–8, content areas assess grade-specific content, with the exception of science at grades 5 and 8, which assess multiple grades of science curriculum. At grades 9–11, grade-level assessments assess content from multiple courses.	Educator committees identify which TEKS cannot be assessed on a paper/pencil assessment, which TEKS should be emphasized because they are necessary both for success in the current subject/grade or course and for preparedness in the next subject/grade or course, and which TEKS are considered supporting and should be assessed but receive less emphasis. New test blueprints will emphasize the assessment of the curriculum standards that best prepare students for the next grade or course. The assessments will encompass only the curriculum for that grade or course, with the exception of science at grades 5 and 8. The science assessments at these two grades will emphasize the 5th and 8th grade curriculum standards that best prepare students for the next grade or course; in addition, these assessments will include curriculum standards from two lower grades (i.e., grades 3 and 4 or grades 6 and 7) that support students' success on future science assessments.
Rigor of Assessment	The item-development process has been consistently followed once item-writer guidelines were developed in 2001. Performance standards were recommended by standard-setting committees and approved by the SBOE in November 2002. Because performance standards have remained consistent since the first operational administration in 2003 and after the phase-in of standards, students have "outgrown" the assessments. Measuring students' growth within the "Commended" performance category is difficult because too few items are rigorous enough to reflect this performance category and many students "top out" on the assessments.	Assessments will increase in length at most grades and subjects. Overall test difficulty will be increased by including more rigorous items. The rigor of items will be increased by assessing skills at a greater depth and level of cognitive complexity. In this way, the tests will be better able to measure the growth of higher-achieving students. In science and mathematics, the number of open-ended (griddable) items on most tests will increase to allow students more opportunity to derive an answer independently. Students will be required to respond to two writing tasks (including personal narrative, literary, expository, persuasive, and analytic) rather than one task. Performance standards will be set using empirical data gathered from studies that link performance year to year from grades 3–8 to high school and from specific courses to college readiness. Empirical studies will be conducted comparing students' performance on the new assessments with nationally norm-referenced assessments. Performance standards will be reviewed at least once every three years and, if necessary, adjusted to ensure that the assessments maintain a high level of rigor. Performance standards will be set so that they require a higher level of student performance than is required on the current TAKS assessments.
Field-Testing Process	From 2003–2007, stand-alone field testing for grades 4 and 7 writing, grade 9 reading, grade 10 and exit level English language arts, (ELA), and grade 5 Spanish reading and mathematics occurred annually; however, in 2008, stand-alone field testing moved to every other year. For all other subject areas, field-test items have been embedded in operational assessments.	For grade 7 writing and for each end-of-course assessment, there is a one-time only stand-alone field test. Once STAAR assessments are operational, all field testing will be embedded, with the exception of grade 4 writing, which will require an abbreviated stand-alone field test every three years.

Assessment Attributes	TAKS Assessment Program	STAAR Assessment Program
Performance Standards	Performance standards were set separately for each grade and subject. Performance standards were set based on the examination of test content.	Performance standards will be set as an aligned system across grades and courses within a content area (from grades 3–8 through high school). Performance standards will be set based on data from empirical studies of other state, national, and international assessments as well as on the examination of test content.
Test Administration Procedures	All assessments are currently administered within a one-day time frame. Online testing is offered for exit-level retests only.	Grades 4 and 7 writing as well as English I, II, and III will be administered over two days to assess writing more comprehensively and allow for the inclusion of embedded field-test items. End-of-course assessments will be made available on paper and online.
Measures of Student Progress	Measures of student progress for the growth model were developed and implemented after the TAKS program was established. Growth measures are projections to the "Met Standard" performance level at the next high-stakes grade (5, 8, and 11). Growth measures provide information about whether students are on track to meet the passing standard in the next high-stakes grade.	Measures of student progress for the growth model will be developed and implemented as STAAR assessments are developed and implemented. Progress measures will be based on the new, more rigorous standards for STAAR assessments. Progress measures will be phased in over several years as data for the new program become available. Progress measures may provide an early-warning indicator for students that are not on track to meet the passing standard, may not be successful in the next grade or course, may not be ready for advanced courses in mathematics and English in high school, or may not be college or career ready in mathematics and English.
Number of Testing Days	*Total – 19 (27 with SSI retesting)* Grade 3 – reading and mathematics (2 days) Grade 4 – reading, mathematics, and writing (3 days) Grade 4 – writing field test (1 day) Grade 5 – reading, mathematics, and science (3 days; up to 7 days for SSI retesting) Grade 6 – reading and mathematics (2 days) Grade 7 – reading, mathematics, and writing (3 days) Grade 7 – writing field test (1 day) Grade 8 – reading, mathematics, science, and social studies (4 days; up to 8 days for SSI retesting) *Total – 13 (25 with Exit Level retesting)* Grade 9 – reading and mathematics (2 days) Grade 9 – reading field test (1 day) Grade 10 – ELA, mathematics, science, and social studies (4 days) Grade 10 – ELA field test (1 day) Grade 11 (Exit Level) – ELA, mathematics, science, and social studies (4 days; up to 16 days for retesting) Exit Level – ELA field test (1 day)	*Total – 19 (27 with SSI retesting)* Grade 3 – reading and mathematics (2 days) Grade 4 – reading, mathematics, and writing (4 days; writing now a 2-day administration) Grade 5 – reading, mathematics, and science (3 days; up to 7 days for SSI retesting) Grade 6 – reading and mathematics (2 days) Grade 7 – reading, mathematics, and writing (4 days; writing now a 2-day administration) Grade 8 – reading, mathematics, science, and social studies (4 days; up to 8 days for SSI retesting) *Total – 15 (45 with retesting)* English I (2 days) English II (2 days) English III (2 days) Algebra I (1 day) Geometry (1 day) Algebra II (1 day) World History (1 day) World Geography (1 day) U.S. History (1 day) Biology (1 day) Chemistry (1 day) Physics (1 day) 2 additional testing opportunities per year

Assessment Attributes	TAKS Assessment Program	STAAR Assessment Program
Assessments for English Language Learners (ELLS) at Grades 3–8 and High School	The majority of ELLs participate in TAKS in English (grades 3 through exit level) or TAKS in Spanish (grades 3–5) Grades 3–10: Eligible recent immigrant ELLs may, however, be granted a limited English proficiency (LEP) exemption for up to three years under state law. Students exempt under Texas law are required to test in federally mandated grades and subjects (grades 3–8 and 10 mathematics and reading; grades 5, 8, and 10 science). In these grades and subjects, they take TAKS with linguistic accommodations, as permitted by federal regulations. In other grades and subjects, they do not take TAKS while exempt under state law. Exit level: ALL ELLs must pass exit level TAKS to meet graduation requirements. There are no exemptions. Exit level testing, however, may be postponed during an eligible immigrant ELL's first 12 months in U.S. schools.	The vast majority of ELLs will participate in STAAR in English (grades 3 through high school) or STAAR in Spanish (grades 3–5). State exemption policies and linguistically accommodated assessment methods for immigrant ELLs are under review, with the goal of expanding valid and reliable linguistic accommodation methods and including more recent immigrant ELLs in the state assessment system.
Assessments for Students Receiving Special Education Services	Assessments for students receiving special education services—an accommodated form, a modified assessment, and an alternate assessment—were developed. All these assessments are aligned to the TEKS as well as to the TAKS objectives, but the test blueprints for the modified and alternate assessments differ from TAKS. Separate performance standards were set on the modified and alternate assessments. However, performance standards for the accommodated form are the same as TAKS. These assessments were developed after the TAKS program was well established.	For students receiving special education services, modified and alternate versions of the STAAR assessments will be developed, although it is possible that all 12 end-of-course assessments may not be developed due to the nature of the coursework actually taken by students who are eligible to participate in these assessments. The modified and alternate assessments will be aligned to the TEKS as well as to the reporting categories for STAAR, although the test blueprints for these assessments will differ from the general assessments. Separate performance standards will be set on the modified and alternate versions of STAAR. The alternate assessments will be developed at the same time and in coordination with STAAR development activities, providing for greater continuity and alignment between the general and alternate assessments.
Equating	The TAKS program has used both pre- and post-equating models to verify that the assessments maintain the same level of difficulty from year to year. Post-equating has been done using the base test items as the linking items to maintain difficulty from year to year.	TEA is considering using both pre- and post-equating models to verify that the STAAR assessments maintain the same level of difficulty from year to year. A new post-equating design that uses embedded linking items on a subset of test forms is being considered for assessments at grades 3–8 as well as for English I, II, and III.

Chapter 2
Test Design and Setting Student Performance Standards for State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and STAAR End-of-Course (EOC)

Test Design

One of the primary goals of the STAAR program is to increase the rigor of the assessments so that students have the academic knowledge and skills they need to meet the challenges of the 21st century. As was the case with previous state assessment programs in Texas, the STAAR program will continue to assess the statewide content standards, the Texas Essential Knowledge and Skills (TEKS). However, the test design for STAAR is fundamentally different from past state assessments. STAAR assessments are being developed using three major design attributes: focus, clarity, and depth.

Design Attribute: Focus

By focusing on the TEKS that are most critical to assess, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. In an effort to structure STAAR assessments so that they are more focused, TEA has made a distinction between “readiness” and “supporting” standards from the TEKS content standards eligible for assessment. Based on feedback from Texas educators (from both K–12 and higher education), a set of readiness standards has been identified for each subject and grade or course drawn from the TEKS content standards eligible for assessment. These readiness standards will be emphasized annually in the STAAR assessments. The content standards that were deemed to be supporting are still an important part of instruction and are eligible for assessment. However, the supporting standards may not all be tested each year.

The following table compares readiness and supporting standards.

Comparison of Readiness and Supporting Standards

Readiness Standards	Supporting Standards
General characteristics	
• are essential for success in the current grade or course • are important for preparedness for the next grade or course • support college and career readiness • necessitate in-depth instruction • address significant content and concepts	• introduced in the current grade or course but may be emphasized in a subsequent year • reinforced in the current grade or course but may be emphasized in a previous year • play a role in preparing students for the next grade or course but not a central role • address more narrowly defined content and concepts
• Subject-specific characteristics	
• For Reading, Writing, and English Language Arts: • focus on specific reading genres (fiction and expository) and on writing for particular purposes • For Mathematics: • emphasize the integration and application of mathematical skills • For Science: • emphasize the integration and application of major scientific concepts • For Social Studies: • emphasize landmark historical events and foundational geographic concepts • emphasize unifying historical and geographical themes	• For Reading, Writing, and English Language Arts: • may apply to other reading genres (poetry, drama, literary nonfiction, and persuasive) • For Mathematics: • focus on skills that underlie more significant mathematical concepts • For Science: • focus on content that supports fundamental scientific principles • For Social Studies: • focus on discrete historical facts, events, or individual people, as well as more detail-oriented geographical facts and concepts

Design Attribute: Clarity

The TAKS program was originally designed to assess a wide range of knowledge and skills, resulting in an assessment system that covered a breadth of content standards. The STAAR program is designed to focus assessments on readiness standards and course-specific content standards. This design will provide school districts, teachers, and students clarity regarding what will be assessed and how the assessed content standards are preparing students for their next step—the following grade, course, or college and career. TEA will continue to provide educators with information about each assessment to identify readiness and supporting standards, clearly reflect the relationship between the TEKS and the STAAR assessment program, explain the role of readiness and supporting standards on the tests, and provide sample items from the new assessments. As new information regarding the STAAR program becomes available, TEA will alert district personnel via broadcast e-mails. Currently, information about the STAAR program can be found on the TEA website at http://www.tea.state.tx.us/student.assessment/staar/.

Another aspect of clarity in the STAAR program is that the majority of the assessments will test content studied that year, as opposed to testing content studied over multiple years. Doing so will strengthen the alignment between what is taught and what is tested for a given course of study. While STAAR mathematics, reading, writing, and social studies assessments in grades 3–8 will continue to address only those TEKS taught in the given subject and grade, the content of other STAAR assessments will change in the following ways:

- Although the new science assessments for grades 5 and 8 will continue to address TEKS from multiple grade levels, these tests will focus on the science TEKS for those respective grades. The science assessments at these two grades will emphasize the 5th and 8th grade content standards that best prepare students for the next grade or course (i.e., biology, chemistry, physics). In addition, these assessments will include content standards from two lower grades (i.e., grades 3 and 4 or grades 6 and 7) that support students' success on future science assessments. In contrast, the current Texas Assessment of Knowledge and Skills (TAKS) assessments uniformly address TEKS from multiple grade levels without any specific emphasis.
- The new end-of-course assessments will address only the TEKS for a given course, as opposed to the high school level TAKS assessments, which address TEKS from multiple courses.

Design Attribute: Depth

A primary feature of STAAR's test design is a focus on preparedness for success in subsequent grades or courses and, ultimately, for college and career. This requires the tests to emphasize depth rather than breadth in assessing student expectations. A number of changes have been implemented in STAAR to allow skills to be tested in a deeper way.

- Tests will contain a greater number of items that have a higher cognitive complexity level.
- Items will be developed to more closely match the cognitive complexity level evident in the TEKS.
- In reading, greater emphasis will be given to critical analysis than literal understanding.
- In writing, students will be required to write two essays rather than one. The writing prompts will support analytical, persuasive, and expository writing in addition to literary writing.
- In social studies, science, and mathematics, process skills will be assessed in context, not in isolation, which will allow for a more integrated and authentic assessment of these content areas.
- In science and mathematics, the number of open-ended (griddable) items will increase to allow students more opportunity to derive an answer independently.

Increased Rigor

With greater focus, clarity, and depth in assessment, it is possible to develop a more rigorous testing program. The following table summarizes how rigor will be emphasized in the program at the individual question level, at the total test level, and through the performance standards. Additional information regarding rigor in the STAAR program can be found in Chapter 1.

Increased Rigor in the STAAR Program

General Characteristics of STAAR That Will Contribute to Rigor
• The rigor of items will be increased by o assessing content and skills at a greater depth and higher level of cognitive complexity o assessing more than one student expectation in an item • The rigor of the tests will be increased by o assessing more focused student expectations but doing so multiple times and in more complex ways o including a greater number of rigorous items on the test, thereby increasing the overall test difficulty • Performance standards will be increased by o using empirical data to link performance in specific courses to college and career readiness o using empirical studies to compare student performance on the new assessments with other national assessments o reviewing performance standards at least once every three years and, if necessary, adjusting them to maintain a high level of rigor o expectations for student performance on STAAR will be raised to achieve the goal of graduating students who are college and career ready

Test and Item Specifications

Test Specifications

Test specifications provide the underlying structure for the assessments, supporting how the assessments will be designed, constructed, administered, and scored. Tests will be constructed to match a test blueprint that identifies the total number of questions on each test, with a majority of test questions addressing readiness standards from the content standards. Each STAAR assessment will consist primarily of multiple-choice questions addressing the content standards for the grade or course.

STAAR Grades 3–8

All STAAR grades 3–8 assessments will be offered in paper-and-pencil format. Each STAAR grades 3–8 assessment will consist primarily of multiple-choice questions addressing the content standards for the grade level and subject. All mathematics assessments and the grades 5 and 8 science assessments will include open-ended items that are machine scorable, referred to as griddable items, in which the answer is generated by the student instead of being selected from a set of options. In this

format, a student records a numerical response using several columns of response bubbles. In addition, TEA is considering dictionary and calculator use on some STAAR assessments at grades 3–8, and these decisions will be communicated to districts as soon as they are finalized.

The writing assessments for grades 4 and 7 will be administered over the course of two days (the STAAR Writing Test Design documents can be found on the TEA website at http://www.tea.state.tx.us/student.assessment/staar/) and will consist of multiple-choice questions addressing revising and editing skills and two one-page written compositions. This design differs from TAKS in that the TAKS writing assessment at grades 4 and 7 was administered over a one-day period and required only one personal narrative essay. For grade 7 only, a third written composition and a small number of multiple-choice questions as field-test items will be embedded. This represents a major change from TAKS, since the TAKS design did not allow the embedded field-testing of writing prompts and thus required an annual stand-alone field test.

The STAAR grades 3–8 reading assessment will consist of multiple-choice questions related to reading selections drawn from a variety of published and commissioned pieces. For grades 4–8, three to four stand-alone selections and one pair of thematically linked selections will be included on each test; grade 3 reading will not include paired selections. For thematically linked reading selections, the test will incorporate questions that require students to demonstrate an understanding of the connections between the two texts. The selections on the reading assessments will be genre-based and will include both literary (fiction, literary nonfiction, poetry, drama, media literacy) and informational (expository, persuasive, procedural, media literacy) texts.

STAAR EOC

STAAR EOC assessments are offered in both online and paper formats. As with STAAR grades 3–8, all mathematics assessments and some science assessments will include griddable items. In addition, the current policies for calculator use for EOC assessments will continue for STAAR. Calculators will be required for all mathematics and science EOC assessments as was announced in the letter TEA sent to school districts in September 2009.

The English I, II, and III assessments are designed as two-day assessments. The following English III test design is provided as an example of how the assessment is administered across two days (the English I, II Test Design documents can be found on the TEA website at http://www.tea.state.tx.us/student.assessment/staar/).

STAAR English III Test Design

DAY 1 - WRITING

COMPOSITION

BASE TEST
- PERSUASIVE
- ANALYTICAL

+

FIELD TEST
- PERSUASIVE OR ANALYTICAL

MULTIPLE CHOICE

BASE TEST
- REVISION SKILLS — MC ITEMS
- REVISION SKILLS — MC ITEMS
- REVISION SKILLS — MC ITEMS
- EDITING SKILLS — MC ITEMS
- EDITING SKILLS — MC ITEMS

+

FIELD TEST
- REVISION OR EDITING SKILLS — MC ITEMS

COLLEGE READINESS MEASURE

DAY 2 - READING

BASE TEST
- 2–3 SINGLE SELECTIONS (DEPENDENT UPON LENGTH) — MC ITEMS 1 SA ITEM
- PAIRED SELECTION
- PAIRED SELECTION

THEMATICALLY LINKED — MC ITEMS 1 CONNECTING SELECTIONS SA ITEM

+

FIELD TEST
- SINGLE SELECTION — MC ITEMS 1 SA ITEM

OR

- PAIRED SELECTION
- PAIRED SELECTION

THEMATICALLY LINKED — MC ITEMS 1 CONNECTING SELECTIONS SA ITEM

COLLEGE READINESS MEASURE

GENRES ASSESSED:

LITERARY
- FICTION
- LITERARY NONFICTION
- POETRY
- DRAMA
- MEDIA LITERACY (EMBEDDED)

INFORMATIONAL
- EXPOSITORY
- PERSUASIVE
- PROCEDURAL (EMBEDDED)
- MEDIA LITERACY (EMBEDDED)

TOTAL READING LOAD:

BASE TEST	MAXIMUM – APPROX. 3,500 WORDS
FIELD TEST	MAXIMUM – APPROX. 1,200 WORDS

(LENGTH OF SELECTIONS MAY VARY; READING LOAD IS CONSTANT)

Writing, administered on day one, consists of two one-page written compositions and multiple-choice questions addressing revising and editing skills. Reading, administered on day two, primarily consists of multiple-choice questions related to reading selections drawn from published pieces. Each test contains two to three stand-alone reading selections and one pair of thematically linked selections. Test questions for the thematically linked selections will require students to demonstrate an understanding of the connections between the two texts. In addition, the tests include two open-ended questions to which students provide a short written response. The selections on the English assessments are genre-based and include both literary (fiction, literary nonfiction, poetry, drama, media literacy) and informational (expository, persuasive, procedural, media literacy) texts. This design differs from TAKS in that TAKS ELA at grade 10 and exit level was a one-day assessment that consisted of thematically linked "triplets" of texts with an integrated personal response writing sample for the reading component and multiple-choice items for the revising and editing component. Although the TAKS design was an authentic reflection of classroom instruction, the level of rigor associated with college and career readiness was not the focus of this test. STAAR English I, II, and III assessments, however, were designed with this focus in mind. In addition, access to dictionaries will be required for English I, II, and III. Dictionary use on other EOC assessments is currently being considered, and this decision will be communicated to districts as soon as it is finalized.

Field-Test Items as Part of Test Specifications

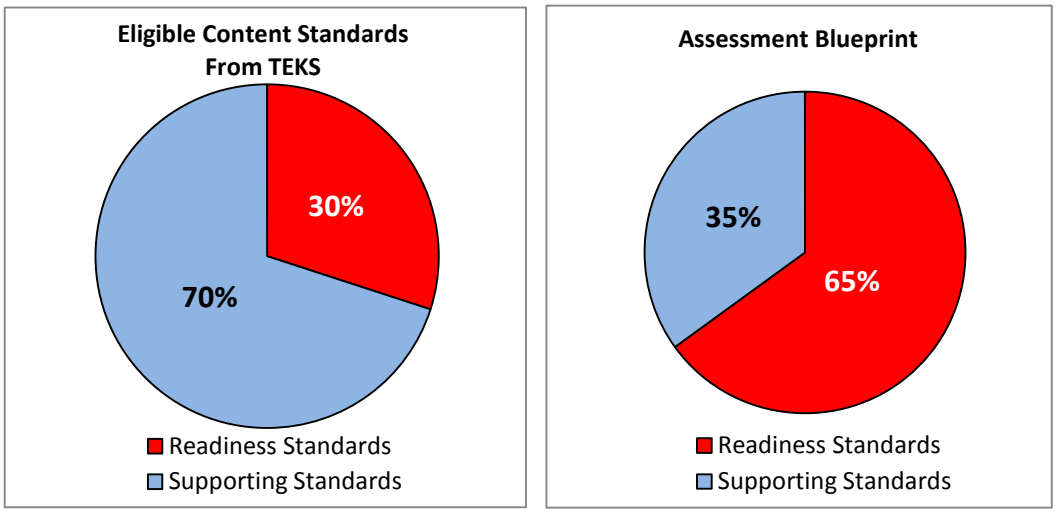
All STAAR assessments incorporate embedded field-test items. It is necessary to field-test items in order to gather item-level student performance data so that it can be determined how well the items will perform for the intended purpose. Student performance on field-test items does not contribute to a student's score. Up to eight multiple-choice items are embedded within each test. The STAAR English I, II, and III reading tests include one additional field-test reading selection (or one pair of thematically linked reading selections), multiple-choice field-test questions, and one open-ended short-answer field-test question. The STAAR EOC English I, II, and III writing tests include a field-test written composition prompt and multiple-choice field-test questions for revising and editing. Griddable field-test items are embedded in mathematics and science tests, as appropriate. The STAAR grades 3–8 reading tests include one additional reading selection (or one pair of thematically linked reading selections) and a set of multiple-choice field-test questions. As noted, the grade 7 writing test includes embedded multiple-choice questions for revising and editing and one field-test written composition prompt. For more information regarding field-testing, see Chapter 1.

Item Specifications

Item specifications provide guidance to the professional item writers who develop test questions for the STAAR program. The specifications offer guidelines for assessment strategies and include descriptions and samples of the kinds of items appropriate for each content standard. Item specifications for reading tests include acceptable ranges for selection length and guidelines for readability. The STAAR item specifications are in the process of being finalized.

Blueprints

Test blueprints specify the set of reporting categories (formerly referred to as objectives in TAKS) and student expectations to be measured on an assessment, as well as the number of items to be tested for each reporting category. The following graphic shows the relative relationship between the readiness and supporting standards in the TEKS content standards and the readiness and supporting standards that are assessed each year. The STAAR test blueprints are designed so that a larger number of test items measure student expectations designated as readiness standards. For more information about the blueprints, including example blueprints, see Chapter 1.



Alignment of the Assessments with the Content Standards

Alignment is central to the validity of the new STAAR student assessment system. STAAR will provide useful information for valid accountability decisions and educational improvement only to the extent that all components of the system are aligned. It is important to determine the extent to which STAAR adequately measures the knowledge and skills specified in the TEKS and the extent to which STAAR includes items that cover the full range of achievement standards, particularly at the highest achievement level.

Demonstrating that every item on STAAR can be matched to one or more content standards in the TEKS is necessary but not sufficient to ensure alignment. In addition to the content match, evidence of alignment also addresses the degree to which STAAR reflects the full range and breadth of the content standards as well as the degree of cognitive complexity evident in the standards.

The state gathers significant evidence to ensure that the tests are closely aligned to the grade-level content standards. The systematic and well-documented test development process used for STAAR includes annual item review committees composed of educators who represent the 20 regions of the state. These educators review every item for alignment to the content standards and to the sub-content

areas and discuss and reassign the content standard and sub-content area being assessed, as needed. Item judgments are collected for every item related to each item's alignment to content standards in response to the question "Does this item measure the reporting category/student expectation it was designed to measure?" Summaries of the committees' judgments related to each item's alignment to specific content standards and sub-content areas clearly demonstrate alignment between the STAAR tests and the content standards. The summaries are maintained as Item Content Committee Review Reports for every grade and subject for STAAR.

Every item chosen for inclusion on a STAAR test has undergone extensive review by TEA, its testing contractor, and approximately 40 independent Texas educators (20 in item review and 20 in data review) in terms of its alignment to the specific content standard and sub-content area. Because of the thoroughness of this content alignment, TEA is confident that STAAR reflects the knowledge and skills in the TEKS. It should be noted that there are plans by the State Board of Education (SBOE) for additional TEKS revisions. These revisions will have an overall impact on the alignment of the assessments with the content standards. If revisions are approved by the SBOE, TEA will work through a process similar to the one noted above to verify that STAAR items and the revised TEKS are aligned. In addition to the alignment process described above, current federal regulations require an independent alignment study as part of the peer review process. For more information about the peer review process, see Chapter 15.

STAAR Resources for Educators

TEA will provide educators with information about each assessment to identify readiness and supporting standards, clearly reflect the relationship between the TEKS and the STAAR assessment program, explain the role of readiness and supporting standards on the tests, and provide sample items from the new assessments. Some of this information is already posted on the TEA website (http://www.tea.state.tx.us/student.assessment/staar/), with additional information being added as it becomes available. The new STAAR resources for educators will include

- an overview of the subject or course within the context of the assessment;
- the TEKS that are eligible for the assessment, their grouping under reporting categories, and the identification of readiness and supporting standards;
- the test blueprint (the number of items under each reporting category and the number of items on the test as a whole, as well as information regarding the relative emphasis placed on readiness or supporting standards);
- additional information about each reporting category that will help educators understand how it is assessed; and
- sample items that demonstrate some of the ways in which content standards are assessed.

In addition, resources will be provided to state education leaders and school district personnel during the transition from TAKS to STAAR. Such resources include presentations at statewide

assessment and content-area conferences, statewide training sessions, and specialized training sessions (such as WebEx and teleconference meetings).

Release of Tests and Items

In addition to the information for educators noted above, TEA understands the need to release test items to school districts as they continue to prepare their students for the STAAR program and become more familiar with the new program. Current Texas Education Code requires the Texas Education Agency to release the primary form of the state assessment for every grade and subject tested every three years, but there is also a separate state statute [Texas Education Code (TEC) §39.025(f)(3)] that allows TEA to override this policy when a new assessment program is being developed and implemented. There are many reasons why items are not released during this time period, most notably to ensure that there are sufficient test items in the item bank to construct future tests so that, from the beginning of the program, the content standards can be assessed in the most valid and reliable way. In addition, a strong item bank is essential for the long-term life of the STAAR program.

Release Timeline

In August 2011, selected items that illustrate the new approach being used for the STAAR assessment program will be posted on the TEA website. As previously stated, in 2012 and 2013, the first few years that STAAR will be administered as high-stakes assessments, no release of tests will occur. In these years, it is possible that TEA will be able to release an additional small set of items. In 2014, TEA is planning the first full release of primary test forms of STAAR to meet the needs of educators and to fulfill current legislative requirements.

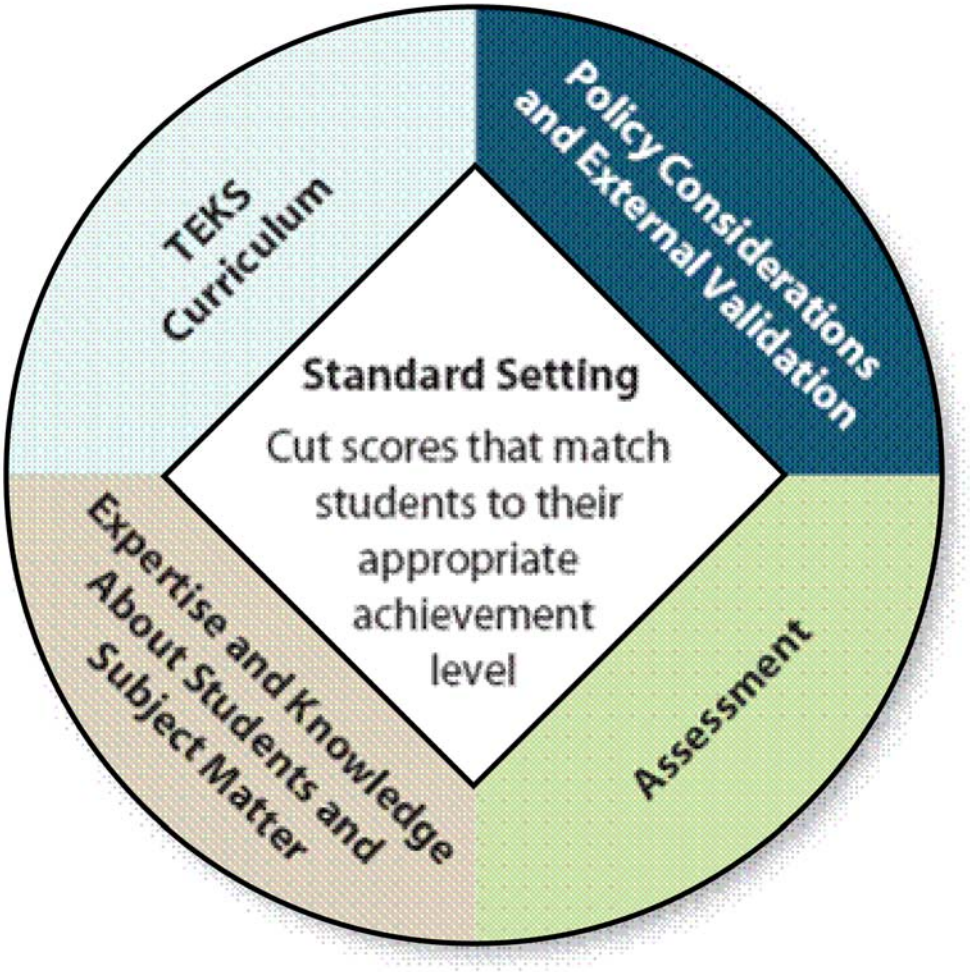
The release timeline is interdependent with field-test plans for the STAAR program. With STAAR, stand-alone field testing will be phased out and field-test items will be embedded in operational forms. If in the future it is determined that items are to be released more frequently, more items will need to be developed to replenish the item bank. This will require additional field testing on an annual basis either as a stand-alone field-testing model or by embedding more field-test items in operational forms which will increase overall test length. A change to the release plan will also increase the overall cost to the assessment program as more items will need to be developed and field tested.

General Overview of Setting Performance Standards

A critical aspect of any statewide testing program is the establishment of performance levels that provide a frame of reference for interpreting test scores. Once an assessment is given, students, parents, educators, administrators, and policymakers want to know, in clear language, how students performed on that assessment. In general, performance standards relate test performance directly to the student expectations expressed in the state curriculum in terms of what students are expected to

learn by the completion of each grade level or for a specific course. Performance standards describe the level of competence students are expected to exhibit at specific grades/courses as they progress through the educational system.

As Texas moves toward implementing the STAAR program, which includes indicators of college and career readiness, a standard-setting method that is more evidence-based will be used. Standard setting for the STAAR program involves a process of combining considerations about policy, the TEKS content standards, educator knowledge about what students should know and be able to do, and information about how student performance on the statewide assessments aligns with performance on other assessments. Standard-setting advisory panels composed of diverse groups of stakeholders consider the interaction of these elements for each assessment. The following graphic illustrates the critical elements of standard setting.



The timing and details of the processes used for STAAR grades 3–8 and STAAR EOC will differ because of different legislative requirements and the timing of available assessment data. See the following table for more information regarding the timing and details of standard-setting activities.

Preliminary Plan for the Standard-Setting Process for STAAR

Standard-Setting Process	TAKS	STAAR	STAAR Timeline
1. Conduct validity and linking studies	N/A	External validity evidence will be collected to inform standard setting and support interpretations of the standards. Scores on the assessments will be linked to past and future performance in the same content area	Studies begun in spring 2009 and will continue throughout the program.
2. Develop performance labels and policy definitions	Committee convened by Texas Education Agency (TEA)	Committee convened jointly by TEA and Texas Higher Education Coordinating Board	September 2010
3. Develop specific performance-level descriptors for each grade, subject, and course	Were developed separately during each standard-setting committee meeting	To be developed prior to the standard-setting committee meetings as an aligned system describing an appropriate progression of skills	March 2011
4. Standard-Setting Committee	Membership primarily of K–12 educators	Increased representation of members with higher education and policy backgrounds in addition to K–12 educators	February 2012*
5. Policy Review Committee	N/A	Considers policy implications and alignment across content areas	March 2012*
6. Approval of Performance Standards	Approved by State Board of Education	Approved by Commissioner of Education (and Commissioner of Higher Education for college readiness standards)	February 2012*
7. Implementation of Performance Standards	Phase-in based on standard error of measurement	Phase-in process TBD	May 2012*
8. First review of performance standards	Completed after major changes to the program	Completed on a pre-determined schedule at least every three years	Fall 2013*

* These dates are for the STAAR end-of-course program. These steps for the STAAR 3–8 program will occur the following school year.

Performance Standard Requirements

Any grades 3–8 assessment used for state or federal accountability needs to have at least two cut scores, or performance standards—one that distinguishes between basic and proficient achievement levels (referred to as the proficient cut score) and one that distinguishes between the proficient and advanced achievement levels (referred to as the advanced cut score).

Current state legislation mandates setting several performance standards on each STAAR EOC assessment. For all twelve assessments, there should be a cut score that indicates satisfactory performance. There should be a minimum score set below but within a reasonable range of the satisfactory score, which will be used to determine whether a student's score on a particular STAAR EOC assessment may count toward his or her cumulative score in that content area. The minimum score will be set empirically. Performance at the highest cut score will indicate a strong application of knowledge and skills, and the results from performance at this level will be interpreted differently depending on the EOC assessment. For example, this highest cut will indicate college readiness for Algebra II and English III. It will indicate advanced course readiness for Algebra I, English I, and English II, and it will indicate advanced performance for the remaining courses. For more information regarding advanced-course readiness, see Chapter 3.

The following table gives a summary of the performance standards that will be set for the STAAR EOC program.

Summary of Performance Standards for the STAAR EOC Program

STAAR EOC Assessments	Satisfactory Performance*	Advanced Performance
Algebra I	√	√ (Advanced Course Readiness)
Geometry	√	√
Algebra II	√	√ (College Readiness)
English I	√	√ (Advanced Course Readiness)
English II	√	√ (Advanced Course Readiness)
English III	√	√ (College Readiness)
Biology	√	√ (College Readiness-TBD)
Chemistry	√	√ (College Readiness-TBD)
Physics	√	√ (College Readiness-TBD)
World Geography	√	√
World History	√	√
U.S. History	√	√ (College Readiness-TBD)

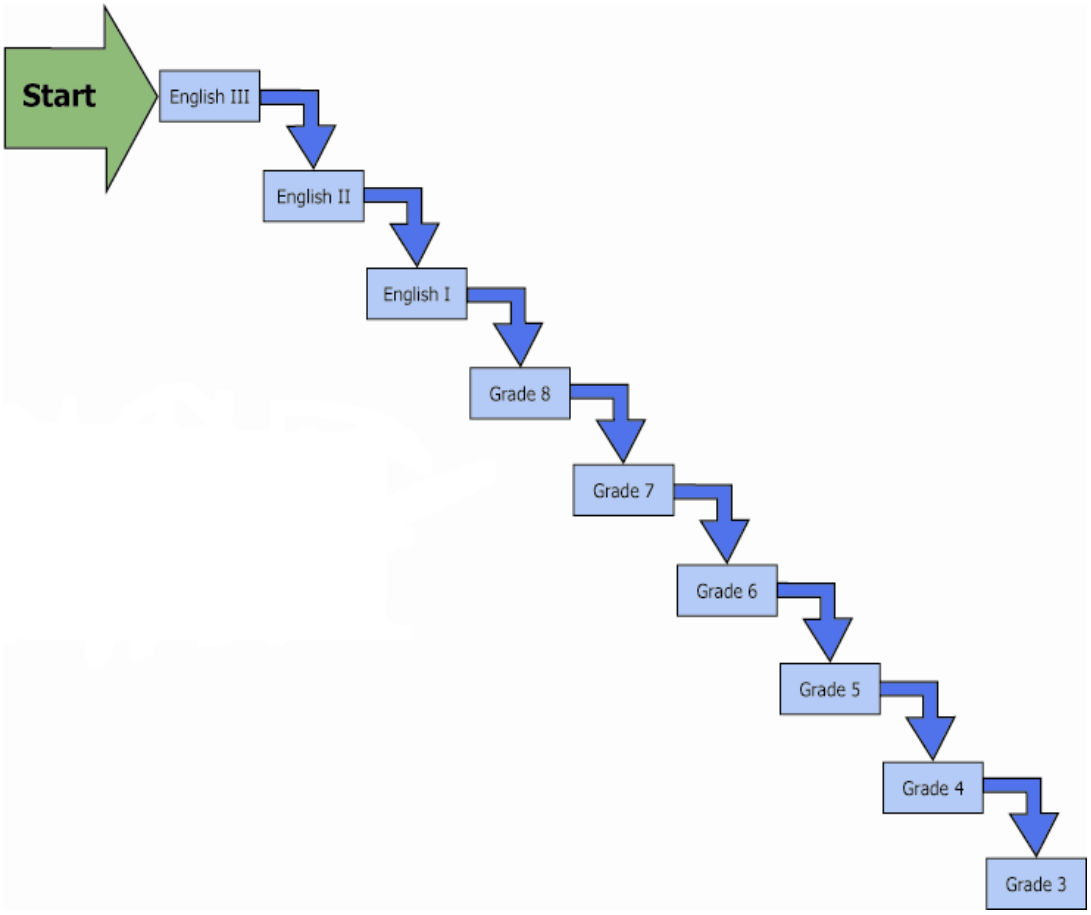
* A minimum score within a reasonable range of the satisfactory score will be set empirically.

Proposed Standard-Setting Process

To achieve alignment for the STAAR program, performance standards will be established first for Algebra II and English III, and will be used to establish performance links down the subject/grade levels all the way to grade three, which is the earliest grade that Texas assesses mathematics and reading.

The following illustration demonstrates how performance standards will be linked between higher-level courses and lower-level grades, starting with the highest-level course, English III, and moving down to grade 3 reading.

Process for Setting Performance Standards from English III Backwards to Grade 3 Reading Using Empirical Data



An eight-step process is currently planned for setting the performance standards on the STAAR assessments. The eight steps include the following:

1. Conducting external validity and linking studies
2. Developing performance-category labels and policy definitions
3. Developing preliminary specific performance-level descriptors (PLDs) for each grade or course
4. Convening standard-setting committees
5. Convening a policy-review committee
6. Approving performance standards
7. Implementing performance standards
8. Reviewing performance standards

A description of each step in the standard-setting process, including the planned timelines, is provided on the following pages.

Step 1: Conducting external validity and linking studies

STAAR Grades 3–8

State law mandates that research studies be conducted to evaluate the link between passing standards on the STAAR grades 3–8 assessments across grade levels in mathematics and reading. Performance standards should be set based on information from the results of these linking studies. HB 3 also requires that studies be conducted to evaluate the correlation between passing standards for grade 8 to EOC assessments in mathematics and reading. The details of these and other planned studies are discussed later in this section.

STAAR EOC

HB 3 mandates that research studies be conducted to evaluate the link between scores on the STAAR EOC assessments within the English content area and between scores on the algebra assessments. The performance standards should be set based on information from the results of these linking studies. HB 3 also requires the establishment of college- and career-readiness performance standards for English III and Algebra II assessments. It also includes the evaluation of potential college- and career-readiness performance standards in the science and social studies content areas based on studies that correlate performance on STAAR EOC assessments and college and career readiness. Additional studies required by HB 3 include the comparability of EOC assessments to national and international assessments and to military and/or workforce success. More details about the studies that will be conducted are included later in this section.

Step 2: Developing performance-category labels and policy definitions

A committee of stakeholders convened at the end of September 2010 to develop performance-category labels and policy definitions that are to be used across all STAAR assessments. The panel consisted of representatives from a variety of education and policy groups. Because standards are required to be linked between STAAR grades 3–8 and STAAR EOC, a single committee was convened to make recommendations for the entire STAAR assessment program.

The Performance Descriptor Advisory Committee meeting was conducted over two days. This committee was charged with the following.

- Reach consensus on recommendations for the names of the performance labels (categories of performance) for student achievement on the assessments (general, modified, and alternate).
- Make recommendations for key words/phrases to be used in drafting the policy definitions that will define student performance within each category.
- Assume that the state assessment system will be implemented under current federal and state statute, both of which require a minimum of three performance levels.

A detailed report outlining the activities and recommendations from the Performance Descriptor Advisory Committee meeting can be found in Appendix A.

Step 3: Developing preliminary specific PLDs for each grade or course

Educator committees with specific content knowledge (K–12 and higher education) will then develop preliminary specific PLDs for STAAR reading and writing, mathematics, science, and social studies content areas.

The PLDs developed by these committees will extend the policy definitions of the performance-category levels to the specific grade/course and content areas. The committee members will be asked to conceptualize more clearly the various labels in terms of specific content-based behaviors. For example, what specific knowledge and skills are needed for a student to be college or career ready in Algebra II? What is expected of a student who performs satisfactorily in science at grade 5 or in high school physics? PLDs for each performance level will describe what students at that level can do and to what degree. Because each successive performance level will assume students possess the knowledge and skills at the lower level(s), the PLDs will describe only the behaviors that are new or that differentiate students in the higher performance level.

Emphasis will also be placed on developing specific PLDs that are not only appropriate for the performance categories within the subject or course but will also align well with the corresponding categories in the other STAAR EOC and STAAR grades 3–8 assessments in the same content area. For example, the specific PLDs that describe satisfactory performance on the English I assessment should be logical steps up from the analogous specific PLDs in grade 8 reading and should represent a reasonable progression into the corresponding PLDs in English II. The committees will be expected to develop the PLDs independently. However, guidance and examples will be provided by TEA to assist in the process. The preliminary specific PLDs recommended by each committee will be reviewed, and the PLDs will continue to be refined and finalized through an iterative process during the blended standard-setting committee meetings (Step 4 below). Note that Step 3 for STAAR EOC and STAAR grades 3–8 will occur at different times. The plan and timeline chart found earlier in this section outlines preliminary plans for standard setting and highlights key differences between the STAAR and TAKS programs.

Step 4: Convening standard-setting committees

The STAAR standard-setting process should take into account the assessed TEKS content standards as well as policy considerations. The process will need to include recommendations from a blended committee comprised of three primary groups of constituents.

- Texas educators (K–12 and higher education)
- Policy experts (business community, workforce leaders, or other advocacy representatives)

- Individuals with dual expertise – education and policy. Some of these individuals will be asked to participate in the policy-review committee noted in Step 5 to provide continuity to the overall process.

These committees will be charged with recommending a cut score or a range of cut scores for each STAAR assessment and finalizing the specific PLDs. The committees could also make recommendations about possible phase-in options (for example, phase-in of performance standards over a period of time). It is anticipated that the satisfactory performance standard will be phased in over several years, but the highest performance standard (including the college- and career-readiness standard for Algebra II and English III) would not be phased in but applied as approved when STAAR becomes operational. The sequence of standard-setting activities expected to take place in each blended committee meeting includes the following.

- Each committee member will take an applicable STAAR assessment to experience the types of items, content, and depth of knowledge measured on STAAR.
- The committee will review the general and specific PLDs and be asked to consider more concretely what students in each performance category should know and be able to do.
- Committee members will look at results from the linking and external validity studies to see how performance on each STAAR assessment is related to that of other STAAR assessments and to national and international assessments in the same content area. The goal of this process is to identify score ranges in which it would be reasonable and meaningful to set the performance standards. Doing so will prevent committees from setting cut points on portions of the scale that are not empirically supported (for example, points on the scale that are below chance level).
- The committee will look at item content and recommend cut scores (or ranges of cut scores) for each assessment.
- Throughout the process, the committee will refine the PLDs as necessary so that there is solid alignment between the final committee cut score recommendations and the specific PLDs.

As with Step 3, Step 4 for STAAR EOC and STAAR grades 3–8 will occur at different times.

Step 5: Convening a policy-review committee

After the committees noted in Step 4 have met and made recommendations, a final policy-review committee will be convened to examine the recommendations made by the previous committees and determine the reasonableness of the standards across all assessments. The policy-review committee will consist of the following:

- educational policy experts (dual expertise) who participated in the standard-setting committees, noted in Step 4, to carry forward recommendations made by the blended committees; and
- new committee members who were not part of the blended committees.

This is an additional step in the standard-setting process that has been added for the STAAR program. As test scores serve an increased number of functions, it is important to consider the reasonableness and meaningfulness of the performance standards from a variety of perspectives. Reasonableness of the cut scores will be evaluated given the empirical data provided across content areas and for the entire STAAR program, including the empirical links from grade to grade in STAAR grades 3–8 assessments, from grade 8 to the English I and Algebra I assessments, and from course to course in the foundation content areas in high school. In addition the policy considerations such as accountability ratings and graduation impact data and the goals of the assessment program will be reviewed. This committee will also consider the recommended cut scores and possible phase-in plans for the standards. A single policy-review committee will be convened to evaluate the recommendations for all STAAR grades 3–8 assessments, and a separate committee will be convened for all twelve STAAR EOC assessments.

Step 6: Approving performance standards

The recommendations of the policy-review committee will be sent to the commissioner of education for review and approval. Both the commissioner of education and the commissioner of higher education will review the recommendations related to the college- and career-readiness performance standards. Approval of the performance standards and a potential phase-in plan for STAAR grades 3–8 will occur in December 2012 and in April 2012 for STAAR EOC.

Step 7: Implementing performance standards

Reports based on the new performance standards for STAAR grades 3–8 are scheduled to be first provided to students, campuses, and districts in late fall 2012 or early 2013. The new performance standards are also expected to be used in federal and state accountability systems beginning in 2013. Reports based on the new performance standards for STAAR EOC assessments are scheduled to be provided to students, campuses, and districts in May 2012. The new EOC performance standards are also expected to be used in federal and state accountability systems in 2013.

State accountability ratings will not be assigned in 2012. TEA will submit an Adequate Yearly Progress (AYP) Transition Plan to the U.S. Department of Education (USDE) in January 2011, for approval of the release schedule for the 2012 federal accountability ratings.

Step 8: Reviewing performance standards

Standards will be reviewed at least once every three years, as required by state statute. Additional impact and validity-study data collected after the initial standard-setting meetings will be presented during these reviews. This is an important step in the overall longevity of the program. As student performance increases because of improved instructional practices, the standards may need to be reviewed and then raised to continue to challenge the students of Texas to achieve a higher level of performance. In addition, over a three-year period, additional student data can be collected that can more accurately substantiate the correlation of student performance across grades and courses and to

postsecondary readiness. Timelines and descriptions of the STAAR grades 3–8 and STAAR EOC standard-setting process can be found earlier in this section.

Validity Studies

Empirical studies are a component of the implementation plan for STAAR. Test score interpretations and the uses of STAAR assessment data must be supported by validity evidence, such as that provided by correlating the STAAR assessments with other tests or measures of student performance. To help inform empirical studies and provide validity evidence based on test content, an analysis is also being conducted to compare the assessed content standards on the STAAR assessments with other external assessments.

Comparisons with National and International Assessments

Some of the studies planned to inform setting performance standards for the STAAR program are comparisons with national and international assessments, as it is important for Texas students to be competitive in the global economy. These studies will inform the performance standards for multiple content areas. For the initial standard setting for the STAAR program, performance of Texas students on the National Assessment of Educational Progress (NAEP) will be used, in conjunction with other data, to evaluate the reasonableness and rigor of the performance standards.

Data from an international assessment will be evaluated when performance standards are reviewed. Data from the Trends in International Mathematics and Science Study (TIMSS) administrations, which is being administered in 2011 in conjunction with NAEP to create a TIMSS/NAEP link, will be used for reviewing the standards for STAAR at grades 3–8. However, because this international assessment will not be administered until 2011, data will not be available to TEA at the time of the initial standard-setting activities. Once the data are available, time will be needed to complete a Texas comparative study linking the TIMSS/NAEP performance information to performance on the STAAR assessments. The earliest that the findings from the Texas study are likely to be available will be in the 2013–2014 school year.

TEC §39.028 requires TEA to obtain nationally comparative results for the state assessment program. This requirement was met in the past through periodic administration of the Iowa Test of Basic Skills to representative samples of Texas students. Given the number of national and, in the near future, international assessments administered in the state, which provide a variety of sources of information about the performance of Texas students, TEA will propose a plan to use the studies legislatively mandated in HB 3 to fulfill the national comparative data study requirements.

Additional Studies

Some of the planned validity studies described on the following pages are specifically mandated in legislation, while others have been added in order to support the transition to the STAAR program. The research designs for these studies have been reviewed by the Texas Technical Advisory

Committee (TTAC). This committee is comprised of national assessment and psychometric experts who provide technical guidance for the Texas assessment program. The majority of these validity studies have been planned so that they can be used to inform the standard-setting process for the STAAR grades 3–8 and STAAR EOC assessments. It should be noted that the data collected initially may be limited because the testing program is still in the developmental stages, and students taking the assessments are not necessarily motivated to demonstrate their best performance. Over time, however, data more indicative of motivated student performance can be gathered to continue to refine the level of performance required at each grade or course to be prepared for the next grade or course and, ultimately, for postsecondary success. As the data become more refined, they will be used in the review of performance standards, which will occur at least once every three years.

Studies for STAAR Grades 3–8 Standard Setting

Timeline	STAAR 3–8 Study	Purpose
Initial Studies 2011–2012	Vertical scale	This provides for a measure of student progress between grades for reading and mathematics. This also provides information about the alignment of the standards such that there is an appropriate increase in performance standards across grade levels.
	Links to STAAR EOC	The relationship between performance on STAAR grade 8 and Algebra I and English I will be determined. This information can provide information for standard setting such that a student passing grade 8 is on track to pass Algebra I and English I EOC assessments.
	Links between grades	The relationship between consecutive grades within a subject area will be determined. This information can provide information for standard setting such that a student passing a lower grade is on track to pass at the next grade.
	Comparison with TAKS 3–8	Studies will compare the STAAR 3–8 assessments with the TAKS 3–8 assessments to evaluate the rigor of performance standards for STAAR against TAKS standards.
	Comparison with NAEP	Comparisons with performance on the National Assessment of Educational Progress help to evaluate the rigor of the state performance standards at grades 4 and 8 in comparison to NAEP standards.
Additional Studies 2013–2014	Comparison with EXPLORE and Readistep	EXPLORE and Readistep are college-readiness tests typically taken by students in grade 8. Comparisons with these tests help to evaluate the rigor of the performance standards for STAAR grade 8.
	Comparison with TIMSS	Comparisons with international assessments of reading, mathematics, and science help to evaluate the rigor of the performance standards in STAAR grades 4 and 8.

Studies for STAAR EOC Standard Setting That Inform All Cuts

Timeline	STAAR EOC Study	Purpose
Initial Studies 2010–2011	Links between courses	The relationship between performance on Algebra I and Algebra II will be determined. Likewise, performance will be compared between English I, English II, and English III. This information can inform standard setting such that a student passing a lower-level course is also on track to pass a higher-level course. These studies will also provide information for the advanced course readiness indicator.
	Comparison with high school TAKS	Studies will compare certain EOC assessments with the TAKS high school assessments to evaluate the rigor of performance standards for STAAR EOC against high school TAKS. These studies will help ensure that the expectations for student performance on STAAR are high enough to achieve the goal of graduating students who are college and career ready.
	Comparison with course performance	Studies will compare performance on EOC assessments with comparisons in the corresponding course to evaluate consistency between passing the assessment and passing the course.
	Comparison with NAEP	Comparison with performance on the National Assessment of Educational Progress helps to evaluate the rigor of the state performance standards in comparison with NAEP standards.
Additional Studies 2011–2013	Comparison with AP, IB, SAT subject tests	Studies will be conducted between the EOC assessments and AP, IB, and SAT subject tests so that scores on these assessments could substitute for scores on the EOC assessments.
	Comparison with PSAT and PLAN	Studies will be conducted between the EOC assessments and PSAT and PLAN so that scores on these assessments could substitute for scores on the EOC assessments.

Studies for STAAR EOC Standard Setting That Provide Information for the College- and Career-Readiness Cuts

Timeline	College- and Career-Readiness Study	Purpose
Initial Studies 2010–2011	Comparison with SAT and ACT	SAT and ACT are used nationally and internationally and are commonly taken by students applying to four-year colleges and universities. They are used for college admissions and are predictive of success in the first year of college.
	Comparison with ACCUPLACER and THEA	ACCUPLACER and THEA are commonly taken by Texas students entering community colleges. The tests are currently used for Texas Success Initiative (TSI) exemptions and typically provide information about whether a student needs remediation.
	College students take STAAR EOC	This provides a direct measure of college student performance on the EOC assessments. Comparisons can be made between students who were successful in the entry-level course and those who were not.
Additional Studies 2011–2013	Comparison with AP	AP test scores can be used to place out of entry-level college courses. Students receiving high AP scores should also be likely to meet the college- and career-readiness standard.
	Comparison with SAT subject tests	SAT subject tests are used for college admissions, particularly for selective colleges, and to place students out of entry-level college courses. Students scoring well on the SAT subject tests should also be likely to meet the college- and career-readiness standard.
	Comparison with COMPASS	This test is currently used for TSI exemptions and typically provides information about whether a student needs remediation.
	Comparison with success in the military	This study will provide information about the relationship between the college- and career-readiness standard and success in the military.
	Comparison with workforce certifications	This study will provide information about the relationship between the college- and career-readiness standard and performance in a workforce training, certification, or other credential program.
	Science and social studies analyses	Studies will determine if college- and career-readiness standards should be set on STAAR EOC assessments in science and social studies.
Additional Studies 2014–2015	Longitudinal studies	This study follows Texas high school students into college to evaluate how well EOC performance in high school can predict performance in entry-level college courses.

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Chapter 3
The College- and Career-Readiness Component of the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Program

With the enactment of House Bill (HB) 3, the legislature required that EOC assessments measure college readiness according to content standards jointly developed by the state's K–12 education and higher education agencies and supported by research studies. According to current legislation, college readiness is the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program. It should be noted, however, that the measurement of college readiness through the Algebra II and English III assessments will be only one piece of information that students, parents, and schools will have in making readiness determinations. Algebra II and English III are courses students typically take in grade 11; after students have taken these assessments and potentially met the college-readiness performance standards, they will continue to take higher-level courses (i.e., calculus and English IV) in grade 12. Students will need to continue to acquire content knowledge and perform at a high level in these courses to fully prepare for postsecondary activities.

In 2008, Texas became the first state to adopt college- and career-readiness standards. The College and Career Readiness Standards (CCRS) were adopted by the Texas Higher Education Coordinating Board (THECB) and the commissioner of education, and have subsequently been incorporated into the content standards, the Texas Essential Knowledge and Skills (TEKS) by the State Board of Education (SBOE). In the time since the CCRS were adopted, the Texas Education Agency (TEA) and the THECB have worked closely to develop a plan for the college- and career-readiness component of STAAR EOC assessments. Nationally recognized college-readiness experts provided guidance during the development of the plan. See Appendix B for the college- and career-readiness plan jointly adopted by TEA and THECB.

Both TEA and THECB are committed to working together to improve the assessment of the college and career readiness of high school students. Furthermore, each agency recognizes that the technical complexities of measuring college and career readiness must be explainable to parents and educators, represent reasonable expectations for students, and still challenge everyone—parents, students, educators, and state officials—to strive for higher standards that better prepare Texas students for success. In addition, one of the most important educational goals set forth in HB 3 is for Texas to become one of the top ten states for graduating college-ready students by the 2019–2020 school year.

This section provides an overview of how college and career readiness will be assessed on STAAR, how to determine the point at which Texas becomes one of the top ten states for graduating college-ready students, and how college- and career-readiness performance standards will be set. In addition, descriptions of the studies that will be used to support the performance standards are included.

Assessment of College and Career Readiness

For students to be prepared to be successful after graduating from high school, they need to be taught key competencies and skills. The goal of the CCRS is to identify what students should know and be able to do in order to succeed in entry-level college courses in a particular content area. The CCRS focus on the four foundation content areas as well as cross-disciplinary skills, such as problem solving, which are essential to being successful in any field. The CCRS were developed by vertical teams composed of public school educators and faculty from institutions of higher education. Once the CCRS were adopted by both THECB and TEA, they were incorporated into the TEKS.

As required by HB 3, STAAR assessments for Algebra II and English III will include a measure of college and career readiness. To develop this measure, TEA and THECB staff, high school and higher education faculty, and national experts with experience in defining college and career readiness worked together to identify the TEKS content standards that are most important in preparing students for college and careers. These critical skills were used to inform the decisions regarding readiness standards and supporting standards for Algebra II and English III. Because readiness standards are essential for student success, they will be emphasized in the assessments. For more information regarding readiness and supporting content standards, see Chapter 2.

As part of the college- and career-readiness component for Algebra II and English III assessments, test questions are being written to gauge the understanding of key concepts required for success at the next level. The items require complex cognitive processing and focus on key cognitive strategies that a student should master to be postsecondary ready. Students may be required to solve a broad array of problems, draw complex inferences, analyze and evaluate information, think critically, interpret results, support logical arguments with evidence, support a position based on evidence in specific material he or she has read, and write clearly and effectively.

The following table provides a timeline of the test-development activities for the college-readiness component of the STAAR Algebra II and English III assessments. For more information regarding the general test-development process, see Chapter 1.

Test-Development Activities for EOC College- and Career-Readiness Component

Activity	Algebra II	English III
Adoption of revised TEKS by the SBOE with the inclusion of college-readiness standards.	January 2009	May 2008
Focus Group—A committee of secondary and higher education representatives discuss critical aspects of the college-readiness component.	Spring 2009	Summer 2009
Advisory Committee—A committee of secondary and higher education representatives review item-development guidelines, test blueprints, assessed curricula, and a set of prototype items for college- readiness questions.	Spring 2009 and Spring 2010	Spring 2010
*Item Development—College-readiness items developed by professional item writers are aligned to the TEKS.	Fall 2008	Spring 2010–Fall 2010
*Expert Review—Higher education representatives review all college-readiness items for content accuracy.	Spring 2009	Fall 2010
*Internal Review—TEA curriculum and assessment specialists review and revise all proposed college-readiness items.	Summer 2009	Fall 2010
*Educator Review—Secondary and higher education educators review all college-readiness items to determine their appropriateness for an EOC assessment.	Fall 2009	Fall 2010
*Field Testing—All college-readiness items are field-tested with a representative sample of Texas students.	Spring 2010	Spring 2011
*Data Analysis—All college-readiness field-test data are reviewed by psychometricians.	Summer 2010	Summer 2011
*Data Review—Secondary and higher education professionals review all college-readiness field-tested items.	Summer 2010	Summer 2011
*Test Construction—The operational tests, including embedded college-readiness items, are constructed.	Fall 2010	Summer 2011
*Content Validation—A panel of university-level experts in relevant subject areas review tests, including college-readiness items, for accuracy because of the advanced level of content being assessed.	Fall 2010	Fall 2011
*Operational Administration—The live administration of the assessment, including college-readiness items, occurs.	Spring 2011	Spring 2012
Standard Setting—Standard-setting panels and policy- review committees examine student-performance statistics, impact data, and results from the various empirical research studies to recommend performance standards for college-readiness questions.	Spring 2012	Spring 2012
*College-Readiness Reports—Reports are provided indicating whether students met the college-readiness performance standard.	Spring 2012	Spring 2012
Follow-up Study—A research team designs and implements studies to evaluate the reliability and validity of the established college-readiness cuts.	2012–2015	2013–2015

*Repeated annually

As initially legislated in Senate Bill (SB) 1031, the college-readiness component was to be a separate section of the assessment and could not be used to determine a student's performance on the assessment as a whole. HB 3 amended this legislation to remove the need for a separate section. All test questions on the STAAR Algebra II and English III assessments will count toward determining whether a student has met the passing standard as well as the college- and career-readiness performance standard. Students taking the STAAR Algebra II or English III assessment will receive a report indicating their level of performance on the assessment (both raw score and scale score) and whether they demonstrated the

performance level required to indicate college and career readiness. In addition, students graduating under the distinguished achievement program must meet or exceed the college- and career-readiness performance standard on Algebra II and English III as part of their assessment graduation requirement. Those students who meet the college- and career-readiness performance standards for Algebra II and/or English III will be exempt from the Texas Success Initiative (TSI) testing requirement in that content area.

Texas as One of the Top Ten States for Graduating College-Ready Students

One of the educational goals set forth in HB 3 is for Texas to rank nationally as one of the top ten states for graduating college-ready students by the 2019–2020 school year. The STAAR program, by definition and design, will prepare students each year of their education to be on track for postsecondary success, including attending a college or university. The STAAR program will do the following to contribute to the preparation of students:

- STAAR assessments will incorporate content standards that best prepare students for the next course or grade.
- STAAR assessments will have higher performance standards, and the overall program will be more rigorous than TAKS.
- Students will have new and more challenging assessment graduation requirements, including performance on English III and Algebra II at a level that indicates preparedness for college or career.
- Performance standards will be set to link performance year to year from grades 3–8 to high school, and from specific courses to college and career readiness. Further, the standards will be set using empirical studies comparing student performance on STAAR to national and international assessments.
- New measures of student progress will be designed to provide early-warning indicators for students not on track for the next grade or course.
- Instructional practices in the field will change to meet these new content and performance standards.

Many measures that TEA is building into the STAAR program will provide indicators to demonstrate progress in meeting these goals. Such indicators will include

- annual statewide student performance results for the STAAR program (i.e., the number of students meeting advanced-course readiness and the number of students meeting college and career readiness);
- student performance, including the percentage of students graduating under the recommended or advanced high school program, with no significant achievement gaps by race, ethnicity, and socioeconomic status;

- results from the various measures of student progress established for the STAAR program;
- validity data from national and international assessments compared to student performance on STAAR after the program is operational (these data will also be used in the review of performance standards at least once every three years); and
- as data are available, indicators from Texas colleges and universities regarding remediation needs after students enter those institutions.

In addition, there are several ranking systems currently being used across the nation, such as *Quality Counts*, implemented by Education Week; *The Nation's Report Card*, implemented by the National Assessment of Educational Progress (NAEP); and *Measuring Up: The National Report Card on Higher Education*, developed by the National Center for Public Policy and Higher Education. These systems use different indicators to determine each state's ranking, so a state's standing will vary depending on the ranking system being used. Indicators may include a student's chance for success after high school, a student's opportunity to enroll in higher education or training after high school, and a student's level of preparation for education and training after high school. These indicators, in addition to those available at the state level, will be used to evaluate continued progress toward the goal of being in the top ten states nationally.

TEA will develop a long-range plan for reporting and tracking Texas' progress toward graduating college-ready students after STAAR data and additional indicators become available. The plan will include the state-determined indicators that will be used, how the indicators will be evaluated, who will be involved in evaluating the indicators, and action plans to address any identified areas of improvement needed to achieve the top-ten goal by 2019–2020.

Setting Performance Standards

Although the CCRS specify what skills students need to be prepared to be successful, they do not specify what level of skill is required. The performance standards identify "how much" skill is needed to be prepared to enroll in an entry-level college course in a particular content area. Starting in 2012, college and career readiness must be reported for all students taking STAAR assessments in Algebra II and English III. To arrive at reasonable college- and career-readiness performance standards, TEA and THECB will conduct validity studies, convene committees to review assessment information and provide recommended cut scores, implement the performance standards, and then review the performance standards. The standard-setting process for establishing college- and career-readiness performance standards will follow the same general process for the entire STAAR program that is described in Chapter 2.

Validity Studies

External validity studies will be conducted to provide information about the college- and career-readiness performance standards. These empirical studies will be used in conjunction with test content and proven standard-setting methods to provide evidence that the resulting performance standards have been set in a valid and meaningful way.

There will be three sets of external studies to support the college- and career-readiness standards. Some studies will be conducted to provide information for the initial standard setting, while other studies will support the standards review. In one set of studies, enrolled college students will take the STAAR Algebra II and English III assessments. Scores on the assessments will be compared with student performance in college courses, including whether the students needed remediation. In another set of studies, a longitudinal analysis of students taking STAAR assessments will be done following the students from secondary education into college. A third set of studies will investigate the relationship between STAAR assessments and other assessments indicating college readiness that are used nationally and internationally, including ACT, SAT, ACCUPLACER, THEA, NAEP, and TIMSS.

For more information regarding the studies that will be conducted to provide information for the college- and career-readiness performance standard, see the chart in Chapter 2. These validity studies will explore the reasonableness and alignment of the performance standards at all levels, not just college and career readiness.

Standard-Setting Committees

The STAAR standard-setting process will include recommendations from a committee comprised of Texas educators (K–12 and higher education), education policy experts, and other stakeholders, such as those from higher education and business communities. The standard-setting committee will review the content of tests and related empirical data and will recommend to TEA and THECB reasonable levels for performance standards for college and career readiness on the STAAR Algebra II and English III assessments. After performance standards recommendations are made, a separate policy-review committee will be formed to determine reasonableness of the suggested performance standards, including the college- and career-readiness standards. For more information regarding the various standard-setting committees, see Chapter 2.

Performance Standards Review

Once the performance standards are approved and implemented, the commissioner of education and the commissioner of higher education, as appropriate, will continue to review the reasonableness of the standards. Per legislative requirements, college- and career-readiness performance standards will be reviewed at least once every three years. During standards review, TEA and THECB will examine additional impact and validity-study data, including data from longitudinal studies. This ongoing review and feedback process will provide TEA and THECB additional information to verify that the established performance standards are sufficiently rigorous or should be adjusted.

Timelines and descriptions of the STAAR standard-setting process are provided below.

Preliminary Plan for the Standard-Setting Process for STAAR

Standard-Setting Process	TAKS	STAAR	STAAR Timeline
1. Conduct validity and linking studies	N/A	External validity evidence will be collected to inform standard setting and support interpretations of the standards. Scores on the assessments will be linked to past and future performance in the same content area.	Studies begun in spring 2009 and will continue throughout the program.
2. Develop performance labels and policy definitions	Committee convened by Texas Education Agency (TEA)	Committee convened jointly by TEA and Texas Higher Education Coordinating Board	September 2010
3. Develop specific performance-level descriptors for each grade, subject, and course	Were developed separately during each standard-setting committee meeting	To be developed prior to the standard-setting committee meetings as an aligned system describing an appropriate progression of skills	March 2011
4. Standard-Setting Committee	Membership primarily of K–12 educators	Increased representation of members with higher education and policy backgrounds in addition to K–12 educators	February 2012*
5. Policy Review Committee	N/A	Considers policy implications and alignment across content areas	March 2012*
6. Approval of Performance Standards	Approved by State Board of Education	Approved by Commissioner of Education (and Commissioner of Higher Education for college readiness standards)	February 2012*
7. Implementation of Performance Standards	Phase-in based on standard error of measurement	Phase-in process TBD	May 2012*
8. First review of performance standards	Completed after major changes to the program	Completed on a pre-determined schedule at least every three years	Fall 2013*

* These dates are for the STAAR end-of-course program. Similar steps for the STAAR 3–8 program will occur the following school year.

College and Career Readiness in Science and Social Studies

HB 3 requires TEA and THECB to evaluate the relationship between performance on science and social studies EOC assessments and college readiness. Studies will be conducted for the following EOC assessments:

- biology
- chemistry
- physics
- U.S. history

Research studies will include an analysis of content and empirical data relating performance on science and social studies EOC assessments with college and career readiness. Specifically, student performance on the science and social studies EOC assessments will be correlated with other indicators of college readiness, including performance on the SAT and ACT. The research studies examining the

extension of the concept of college and career readiness to science and social studies EOC assessments will be completed by December 1, 2012, and a report will be provided to the legislature.

If the commissioner of education, in collaboration with the commissioner of higher education, determines that the research studies substantiate an empirical relationship between a certain level of performance by students on specific science and social studies EOC assessments and college readiness, then the commissioners may establish college- and career-readiness performance standards for the science and social studies EOC assessments. A timeline for addressing college and career readiness for science and social studies follows.

Process and Timeline for Evaluating College and Career Readiness for Science and Social Studies

Task	Timeline
Content analysis of assessments	Fall 2011
Empirical comparison of performance on EOC assessments and ACT/SAT	Spring/summer 2012
Report provided to legislature	December 1, 2012
Collect and analyze additional study data*	Spring/summer 2013
Set college- and career-readiness performance standards*	Fall 2013
Implement college- and career-readiness performance standards for science and/or social studies*	Spring 2014

*If a relationship between science and/or social studies and college readiness is substantiated.

Readiness for Advanced High School Courses

The goal of having Texas high school graduates prepared to be successful in college and careers is not possible without building a strong foundation throughout the educational system. Students should be provided prerequisite knowledge and skills that will enable them to engage and master the content requirements at subsequent grades/courses. Because the knowledge required to be successful in sequential courses is cumulative, Texas is implementing an indicator of advanced-course readiness that may be used to determine whether a student is on track to meet college readiness. For students who do not demonstrate advanced high school course readiness, school districts can use the readiness indicator to identify students in need of remediation and provide instructional intervention early in high school to help students strengthen their skills in those academic areas where they may need additional work.

Content standards are aligned within mathematics and within English language arts, and performance standards will be aligned as well. Because of this alignment, indicators of advanced course readiness can be established within these content areas. Alignment of the content standards is being done by identifying readiness standards that are essential for success in the current course and important for preparedness in the next course. Students performing well on an assessment for a lower-level course are likely to have sufficient content knowledge to be prepared for advanced high school courses in that same content area.

Consistent with the requirements of HB 3, in the 2011–2012 school year, TEA will substantiate the empirical relationship between satisfactory student performance for each performance standard on the STAAR English I, II, and III assessments, and the empirical relationship between satisfactory student performance on the STAAR Algebra I and II assessments. Such empirical study results can be used to

identify an indicator of advanced-course readiness on the STAAR Algebra I, English I, and English II assessments. Using cohorts of students taking STAAR assessments (e.g., English I, English II, and English III), the linking studies will be conducted jointly by TEA and THECB to evaluate the empirical relationships across EOC assessments. The data collection for these studies has begun and will provide information about how these indicators will be determined during the standard-setting process. For a summary of the performance standards that will be set for the STAAR program, including advanced-course readiness, see Chapter 2.

Chapter 4
Plans for the Development and Implementation of the State of Texas Assessments of Academic Readiness (STAAR) Modified and STAAR Alternate for Eligible Students Receiving Special Education Services

The Texas student assessment program includes as many students as possible in the general assessments while providing options for alternate assessments for eligible students receiving special education services whose academic achievement and progress cannot be measured appropriately with the general assessments. The STAAR program is designed to measure the Texas Essential Knowledge and Skills (TEKS) in more rigorous ways, and STAAR assessments are being developed using three major design attributes: focus, clarity, and depth. The alternate assessments for eligible students who receive special education services, including STAAR Modified and STAAR Alternate, will reflect the general STAAR program.

STAAR Modified

Differences Between the Texas Assessment of Knowledge and Skills–Modified (TAKS–M) and STAAR Modified

TAKS–Modified (TAKS–M) was first operational in spring 2008 and was approved by the United States Department of Education (USDE) in June 2009. This assessment is designed for eligible students receiving special education services who can make academic progress even though they may not reach grade-level achievement standards in the same time frame as their non-disabled peers. These are students who have a disability that significantly affects academic progress in the grade-level curriculum and that precludes achievement of grade-level proficiency within a school year. TAKS–M was designed to more accurately measure these students' knowledge and skills against grade-level content standards and has separate achievement standards set by the commissioner of education based on the recommendation of a standard-setting panel made up of educators who work with both general and special education students. The Texas Education Agency (TEA) chose to modify the TAKS assessments to provide appropriate access to the general assessment while meeting the instructional needs of this group of students. Each TAKS–M test covers the same grade-level content as TAKS, but TAKS–M tests have been changed in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). These students may need modifications to instruction and assessments to effectively demonstrate their knowledge of the grade-level content standards.

As with the current modified assessments, the STAAR Modified assessments will cover the same content as the general STAAR assessments but will be modified in format and test design. STAAR Modified assessments will be developed for all content areas for grades 3–8 that are part of the general STAAR program and for nine of the twelve STAAR EOC assessments (English I, II, III, Algebra I,

geometry, biology, world geography, world history, and U.S. history). Modified assessments are not being developed for Algebra II, chemistry, or physics as these courses are not required on the Minimum High School Program (MHSP) and all students taking STAAR Modified assessments are on the MHSP because they are receiving modified instruction.

The new STAAR Modified assessments will reflect the same increased rigor and focus of the general assessments and now will include more rigorous item types. The tests will differ from the current TAKS–M assessment in the following ways:

- Students will be required to respond to writing tasks using first-person essay, literary, expository, or persuasive modes, rather than using self-selected writing approaches or combining approaches to respond to a writing task.
- Field-test items will be embedded in the modified assessments, rather than being included in stand-alone field tests every three years.
- Performance standards will be set using available empirical data to link performance across specific grades within a subject and across courses. Additional empirical data will be collected and analyzed to provide information for the standards review process in future years.
- Performance standards will be reviewed at least once every three years and, if necessary, adjusted to ensure the assessments maintain a high level of rigor.

The STAAR Modified EOC assessments will differ from the TAKS–M high school assessments in that each EOC assessment will cover only the content from a particular course (for example, Algebra I will assess only Algebra I content) rather than content from multiple courses (for example, Algebra I and grade 8 mathematics), allowing for a more relevant and focused assessment that is aligned to the course content for which the student is enrolled.

STAAR Modified Implementation Policies

Embedded Field-Test Items and Field Tests

TAKS–M stand-alone field tests were administered in fall 2007, spring 2008, and fall 2009. With the STAAR program, a significant reduction in the amount of stand-alone field-testing is planned, beginning with the 2011–2012 school year. The first administrations of the STAAR Modified assessments will field-test items in a special spring administration rather than in stand-alone field tests. This spring administration will serve two purposes. The first is that items will be field-tested to determine if they are suitable for use on future tests. After that determination is made, a student will receive a test score. This approach is different from a stand-alone field test, in which no scores are reported and a determination is made about how well an item is performing before it is placed on an operational assessment.

Spring assessments are scheduled to occur for the following subjects and grades in 2012:

- all subjects assessed at grades 3–8
- English I, Algebra I, biology, and world geography (those courses typically taken by students enrolled in grade 9)

Stand-Alone Field Tests

In 2011–2012, STAAR Modified stand-alone field tests will be conducted only for English II and geometry, courses that are typically taken in grade 10. These tests will be administered at the same time as the other EOC tests. Students will not receive a test score for either English II or geometry after this administration, but the field-test data will be used to determine which items to place on the 2013 operational test and be used to set standards. Standards for these tests will be set at the same time as the standards are set for the four STAAR Modified EOC assessments being administered in spring 2012. This will allow on-time reporting of student scores for these two assessments after the 2012–2013 administration.

TEA proposes to follow the field-test plan described in the table below for the STAAR Modified assessments. The following table indicates the assessments that will have embedded field-test items and that will be administered as spring administrations. For more information regarding field testing for the general STAAR program, see Chapter 1.

Field-Testing Plan for STAAR Modified Assessments

Year	Activities		
	Embedded Field Tests	Spring Administrations	Traditional Stand-alone Field Tests
2011–2012	Not Applicable	STAAR Modified grades 3–8* (17 tests: all grades and subjects) STAAR Modified EOC* (4 tests: Algebra I, biology, world geography, and English I)	STAAR Modified EOC* (2 tests: English II and geometry)
2012–2013	STAAR Modified grades 3–8 (17 tests) STAAR Modified EOC (6 tests)	STAAR Modified EOC* (1 test: world history)	Not Applicable
2013–2014	STAAR Modified grades 3–8 (17 tests) STAAR Modified EOC (7 tests)	STAAR Modified EOC * (2 tests: U.S. history and English III)	Not Applicable
2014–2015	STAAR Modified grades 3–8 (17 tests) STAAR Modified EOC (9 tests)	Not Applicable	Not Applicable

* Field tests for the modified assessments will be administered at the same time in the spring as the general STAAR assessments.

STAAR Modified Test Administrations

Testing Opportunities for STAAR Modified EOC Assessments

Once all nine STAAR Modified EOC assessments are operational in spring 2015, they will be administered two times per year. There will be an administration in the fall semester for students who complete courses at that time and an administration in the spring semester. STAAR Modified EOC assessments will be administered only two times a year because satisfactory performance on these assessments is not required for graduation; therefore, there is less need for retest opportunities than there is for the general assessments. Admission, review, and dismissal (ARD) committees determine graduation requirements for students receiving special education services.

Substitute Courses

Because of the move from grade-based TAKS assessments to course-based STAAR assessments in high school, a policy change was needed to address the previous policy allowing substitute courses at the high school level for students receiving special education services. Under the previous policy, some students receiving special education services could take locally developed courses that counted for credit toward completion of the requirements for the MHSP if an ARD committee determined that the state-approved course was not appropriate. These locally developed courses were not required to be aligned to the TEKS for the state-required courses. To be in compliance with federal law, all students must participate in the assessment system; therefore, without this change in policy regarding locally developed courses, students at the high school level would likely be assessed on curriculum to which they may not have sufficient access.

To address this issue, commissioner's rules are being amended to define testing requirements for students receiving special education services who take locally developed substitute courses for those listed on the MHSP. Districts will be allowed to continue providing locally developed substitute courses for some students receiving special education services for the courses listed on the MHSP. However, the content of the locally developed substitute course must be fully aligned to the TEKS for the course it replaces. Students will be required to participate in an EOC assessment (general, modified, or alternate) for the course that has been substituted. See Chapter 7 for graduation course requirements.

Fifteen Percent of Grade and Cumulative Score

When addressing cumulative and minimum score requirements or the requirement that districts count the score a student received on an EOC assessment as 15% of the student's final course grade, current legislation does not provide requirements for students taking a modified or alternate assessment. TEA recommends the following:

The purpose of the cumulative score for the general assessment is to allow students to have some flexibility in how they meet their testing requirements for graduation. For students taking a modified or alternate assessment, the ARD committee already provides flexibility by establishing the testing and graduation requirements on an individual basis. TEA recommends that the cumulative score be reported

only for students receiving special education services who take one or more general assessments, not for the modified or alternate assessments.

The STAAR Modified EOC assessments could, however, be included as 15% of the student's course grade. For more information regarding the 15% and cumulative score calculations for the general STAAR EOC program, see Chapter 7.

STAAR Modified Test Design

Test specifications provide the underlying structure for the assessments, supporting how the assessments will be designed, constructed, administered, and scored. Each STAAR Modified assessment consists primarily of multiple-choice questions addressing the content of the assessed curriculum for the grade-level subject. Item modification guidelines specify how to modify test questions from the general assessment in a way that preserves the integrity of the knowledge or skill being assessed.

Blueprints delineate the set of reporting categories and corresponding student expectations to be measured on an assessment as well as the number of items to be tested for each reporting category. The STAAR Modified assessments are based on the general STAAR blueprints and reflect that the students taking STAAR Modified are assessed on the same grade-level curriculum as general education students. The number of items on the STAAR Modified blueprints will be decreased proportionally by approximately 20% for each reporting category. After the proportional reduction of the blueprints, the STAAR Modified assessments will reflect the similar percentages of readiness and supporting student expectations as the STAAR assessments. The STAAR Modified blueprints are currently being developed, and will be posted to the TEA website when they are completed at http://www.tea.state.tx.us/student.assessment/staar/.

STAAR Alternate

Differences Between TAKS–Alternate (TAKS–Alt) and STAAR Alternate

To assess students with the most significant cognitive disabilities, TEA developed TAKS–Alt, a teacher-based observation assessment that fully meets the statutory and regulatory requirements of the Elementary and Secondary Education Act. The current TAKS–Alt is based on alternate academic achievement standards and is designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements for the program. This assessment is not a traditional paper or multiple-choice test. Instead, it requires teachers to observe students as they complete state-developed assessment tasks linked to the grade-level TEKS. Teachers then evaluate student performance based on the dimensions of the TAKS–Alt rubric and submit results through an online instrument. This assessment can be administered using any language or other communication method routinely used with the student.

As part of the alternate assessment process, teachers observe students as they perform standardized tasks linked to the grade-level TEKS and that measure student progress on skills aligned with the academic grade-level content standards. Teachers record observation notes during the assessment on state-developed data collection forms. Teachers evaluate students' performance by recording whether the student demonstrated the skill and noting the level of support needed to perform the skill. Teachers then enter information about the student's performance by answering a series of evaluation questions in the TAKS–Alt online testing interface. The TAKS–Alt rubric provides an overview of how scores are applied by the automated scoring feature of the online system.

The STAAR Alternate assessments will be very similar in design to the current TAKS–Alt assessment. Students will continue to perform standardized assessment tasks linked to the grade-level TEKS that measure student progress on skills aligned with the academic grade-level content standards. However, STAAR Alternate will incorporate a vertical alignment in the program's assessment tasks, and the high school assessments will move from grade-level assessments to course-based assessments. The new STAAR Alternate assessments will reflect the same increased rigor and focus of the general and modified assessments. STAAR Alternate high school assessments will be developed for courses included on the MHSP: Algebra I; geometry; English I, II, and III; biology; U.S. history; world geography; and world history. In addition, performance standards will be set so that they require a higher level of student performance than is required on the current TAKS–Alt assessments. See the following for timelines for the implementation of STAAR Alternate.

Transition Plan for STAAR Alternate

School Year	STAAR Alternate Activities
2010–2011	• Final administration of current TAKS–Alt tests for grades 3–8 • Final administration of current TAKS–Alt tests for grade 9
2011–2012	• Final administration of current TAKS–Alt tests for grade 10 • First administration of STAAR Alternate grades 3–8 for reading, writing, mathematics, science, and social studies • First administration of STAAR Alternate English I, Algebra I, biology, and world geography
2012–2013	• Final administration of current TAKS–Alt tests for grade 11 • First administration of STAAR Alternate English II, geometry, and world history
2013–2014	• First administration of STAAR Alternate English III and U.S. history

Test Design

Many of the current TAKS–Alt policies and procedures will remain in place as the transition is made to STAAR Alternate. Existing TAKS–Alt assessment tasks will be reviewed based on vertical alignment, and tasks that meet alignment for the STAAR Alternate will be maintained in the STAAR Alternate item bank. Assessment tasks that do not meet alignment for the STAAR Alternate assessments will be removed from the bank. New assessment tasks will be developed to allow tasks to be rotated in annually so that over time all STAAR reporting categories will be included in STAAR Alternate. The assessment

task development process and production standards that were used for TAKS–Alt will be continued for STAAR Alternate. TEA will identify and implement a curriculum alignment verification process for STAAR Alternate that meets federal requirements.

Fifteen Percent of Grade and Cumulative Score

As mentioned in the STAAR Modified section, when addressing cumulative and minimum score requirements or the requirement that districts count the score a student receives on an EOC assessment as 15% of the student's final course grade, current legislation does not provide requirements for students taking a modified or alternate assessment. Because of the nature of the student's disability and the design of the test, TEA recommends that districts not be required to count the STAAR Alternate EOC assessment as 15% of the student's course grade or require a cumulative score for graduation purposes.

Setting Student Performance Standards for STAAR Modified and STAAR Alternate

Performance Standard Requirements

The general STAAR EOC assessments include a cut score that indicates the minimum score used to determine whether a student's score on a particular EOC assessment may count toward his or her cumulative score in that content area. A minimum score on the STAAR Modified and STAAR Alternate EOC assessments should not be necessary, since the calculation of the cumulative score for both STAAR Modified and STAAR Alternate is not recommended. The purpose of the cumulative score for the general assessment is to allow flexibility for students to meet their testing requirement for graduation. Students taking the modified or alternate assessments have flexibility in their testing requirements for graduation because their requirements are determined by their ARD committee, so the calculation of a cumulative score for these assessments is not necessary.

In addition to the two cut scores required by federal statute and the minimum score, state legislation currently mandates that a performance standard indicating college readiness be established for the English III and Algebra II general STAAR EOC assessments. This cut score is intended to indicate that the student is prepared to be successful in an entry-level college course without remediation. A college-readiness cut may not be appropriate for students taking the modified or alternate assessments, and it should be noted that an EOC Algebra II test will not be developed for STAAR Modified or STAAR Alternate. Students taking STAAR Modified are receiving modified instruction because they do not progress academically at the same rate as their non-disabled peers. Students taking STAAR Alternate are receiving instruction at the prerequisite skill level because of a significant cognitive disability. Students taking either of these assessments will be on the MHSP. For these reasons, a college readiness cut for STAAR Modified and STAAR Alternate is not recommended. Instead, the higher level of proficiency on the STAAR Modified and STAAR Alternate EOC assessments may be set such that it is more similar to an advanced cut than to a college readiness cut.

Standard-Setting Process

Although the STAAR Modified and STAAR Alternate standard-setting processes will include the same components as the process used for the general STAAR assessments, some of the components will be adjusted to address the variations found in the STAAR Modified and STAAR Alternate designs. The standard-setting process used for STAAR Modified will be more similar to the process used for the general assessments because the design of STAAR Modified is more similar to the general assessments. The process used for STAAR Alternate will be tailored to address the unique test design of STAAR Alternate.

Timeline

The following tables provide an outline of the standard-setting activities expected to take place for the STAAR Modified and STAAR Alternate assessments over the next five years.

Upcoming Standard-Setting Activities for STAAR Modified

Year	Activities
2010–2011	• Planning for empirical studies to collect data for standard-setting meetings
2011–2012	• Empirical studies and data analysis • STAAR Modified EOC standard setting (English I, English II, Algebra I, geometry, biology, and world geography)—summer 2012
2012–2013	• STAAR Modified grades 3–8 standard setting—fall 2012 • Empirical studies and data analysis • STAAR Modified EOC standard setting (world history)—summer 2013
2013–2014	• Empirical studies and data analysis • STAAR Modified EOC standard setting (English III and U.S. history)—summer 2014 • STAAR Modified EOC standards review (English I, English II, Algebra I, geometry, biology, and world geography)—August 2014
2014–2015	• Empirical studies and data analysis • STAAR Modified grades 3–8 standards review—September/October 2014

Upcoming Standard-Setting Activities for STAAR Alternate

Year	Activities
2010–2011	• Evaluation of the types of empirical studies that could inform standard setting
2011–2012	• Empirical studies and data analysis if appropriate based on evaluation
2012–2013	• STAAR Alternate grades 3–8 standard setting (all tests)—fall 2012 • STAAR Alternate EOC standard setting (English I, Algebra I, biology, and world geography)—fall 2012
2013–2014	• STAAR Alternate EOC standard setting (English II and geometry)—fall 2013
2014–2015	• STAAR Alternate EOC standard setting (English III, world history, and US history)—fall 2014

For more information regarding performance standards and timelines for the general STAAR program, see Chapter 2.

Chapter 5
English Language Learners (ELLs) and the State of Texas Assessments of Academic Readiness (STAAR) Program

Demographic projections indicate that the nation's English language learner (ELL) student population will experience high levels of growth in the coming years. This growth, in combination with the impact of federal and state testing requirements on schools and students, makes the development of appropriate assessment measures for ELLs a priority for Texas educators and the Texas Education Agency.

Texas ELLs currently participate in the current Texas Assessment of Knowledge and Skills (TAKS) program in several ways. Based on predefined test eligibility criteria, ELLs take the regular TAKS tests, a Spanish version of TAKS available in grades 3–5, or a TAKS test with linguistic accommodations. In accordance with state law, certain immigrant ELLs may meet eligibility criteria to temporarily be granted a test exemption on the basis of limited English proficiency.

ELLs also participate in the Texas English Language Proficiency Assessment System (TELPAS), a federally required assessment program that provides an annual measure of their progress in learning the English language.

A Look at ELL Students

The number of ELLs in Texas public schools has risen steadily during the past decade—from about 570,000 in 2001 to more than 800,000, or about 1 in 6 students, in 2010. ELLs are a diverse group of students. They know English to varying degrees when they enter U.S. schools and may have widely differing educational and sociocultural backgrounds. Most ELLs in Texas are U.S. born and educated. The immigrant population is sizable, however. In spring 2010 more than 15% of ELLs in Texas in grades 3–12 were reported as having been in U.S. schools for less than three years.

It takes a number of years for a student who does not know English upon entry to U.S. schools to become fluent and able to use English effectively and independently in academic settings. The amount of time it takes is influenced by factors such as the ELL's initial level of English proficiency, native language literacy, prior academic preparation, socioeconomic status, and mobility, as well as by the quality of the student's ongoing instruction.

To meet their second language acquisition needs, Texas ELLs are served in either bilingual education programs or English as a second language (ESL) programs. The goal of bilingual programs is to develop literacy and academic skills in the student's primary language and English. ESL programs integrate English-language instruction with academic instruction delivered in English. The ELPS under 19 TAC Chapter 74 require teachers in all disciplines and programs to linguistically accommodate the instruction of ELLs commensurate with their English language proficiency levels.

The sections below describe current state and federal testing requirements for ELLs and presents options for STAAR ELL assessment policies and assessments.

Overview of Current ELL Academic Skills Assessments and Assessment Policies

Currently ELLs participate in the state assessment program in the following ways.

- Eligible recent immigrants may be granted a limited English proficient (LEP) exemption from testing for up to three years under state law. The vast majority of ELLs take TAKS.
- In federally mandated grades and subjects, exempted ELLs are required to be assessed. In these grades and subjects, exempted ELLs take TAKS with linguistic accommodations. The scores of these students are used only for federal accountability.
- LEP exemptions from exit level TAKS tests are not permitted. ELLs are required to take these tests to meet graduation requirements. Exit level testing may be postponed during a new immigrant's first 12 months in U.S. schools as long as the student has the opportunity to take the exit level tests before the student's scheduled graduation date.
- ELLs who receive special education services take TAKS, TAKS (Accommodated), TAKS–Modified (TAKS–M), or TAKS–Alternate (TAKS–Alt) in accordance with the established test participation criteria. If these students are recent immigrants, they are eligible for a LEP exemption and, as exempted students, for tests with linguistic accommodations in federally mandated grades and subjects.

Overview of Current English Language Proficiency Assessment Policies

- All K–12 ELLs participate in TELPAS, which assesses the progress ELLs make in learning English in the language domains of listening, speaking, reading, and writing. ELLs take TELPAS annually until they are no longer classified as LEP in the Public Education Information Management System (PEIMS).

Differences in State and Federal Testing Requirements

Both state and federal testing regulations require ELLs to be taught the same grade-level academic skills as other students. Texas law provides for the administration of Spanish-version state assessments in grades 3–5, the grades in which large numbers of Spanish-speaking ELLs receive native language instruction. For immigrant ELLs for whom Spanish-version tests are not appropriate or available, Texas law provides limited test exemptions, postponements, and/or accommodated assessments for a maximum of three years, with two additional years of exemption possible for a small number of ELLs identified as unschooled asylees or refugees. State law requires the commissioner of education to establish rules to ensure that, within the specified time periods, students are included in the assessment program at the earliest practical date.

Federal regulations for assessing ELLs differ from state regulations in that they prohibit test exemptions from federally required assessments in mathematics, reading, and science. Title I, Part A, sec. 1111(a)(3)(C) of the Elementary and Secondary Education Act requires states to assess all ELLs

in a valid and reliable manner and provide reasonable accommodations, including, to the extent practicable, assessments in the language and form that are most likely to yield accurate data about what students know and can do in academic content areas.

To fulfill federal requirements, states have largely moved away from exempting students. Instead, most states have developed policies for providing ELLs with linguistic accommodations during the administration of their general assessments. A small number of states have developed native language tests or test versions that are rewritten in language that is more accessible for ELLs.

Questions exist about how to accurately measure what ELLs know and can do in academic content areas during the time that they are still fairly new to the English language. As federal regulations moved states away from exemption policies, researchers began to conduct studies about how to effectively measure the academic content knowledge of these students. Researchers generally regard native language assessments as useful for measuring the knowledge of students who receive academic instruction in their native language, but as being of limited utility for measuring the skills of ELLs who receive academic instruction in English. Studies of the effectiveness of providing ELLs linguistic accommodations in conjunction with tests administered in English are starting to be conducted but represent a relatively new area of assessment research.

Current TAKS Linguistic Accommodation Policy in Texas

Under the TAKS program TEA responded to the mandate to include all ELLs in federally required mathematics, reading, and science tests by administering TAKS with linguistic accommodations to recent immigrant ELLs who are exempt under Texas law. The linguistically accommodated testing process, referred to as LAT, makes a variety of linguistic accommodations available to help exempted ELLs better understand the English on the TAKS tests. The students are included in federal Adequate Yearly Progress (AYP) accountability measures. Since they are exempt under state regulations, they are not included in state assessment or accountability data. Fewer than 10% of the state's ELLs take TAKS with linguistic accommodations. The table below shows the grades and subjects in which exempt ELLs take TAKS with linguistic accommodations, in fulfillment of federal testing requirements.

TAKS with Linguistic Accommodations (LAT)

Subject	Grades
Reading	3–8
Mathematics	3–8, 10
Science	5, 8, 10
ELA	10

The primary linguistic accommodations provided through the LAT process are listed below. Test administrators provide several of the accommodations at the request of the student. Students use other accommodations independently.

- Clarification of meaning of words and phrases (at request of student)
- Oral translation of words and phrases (at request of student)
- Reading aloud words and phrases (at request of student)
- Bilingual dictionary or word list (glossary)
- English and Spanish test form used together (grades 3–5)

For LAT administrations, secure mathematics and science linguistic simplification guides are provided for test administrators to use with students who receive a clarification accommodation. For each test question where students may request a clarification, the guides provide suggested ways for test administrators to clarify the meaning of words that may be unfamiliar to ELLs with emergent English. The guides also stipulate which mathematics and science terms are specifically assessed and are, therefore, not permitted to be clarified for students.

Several grades and subjects of the TAKS program fall outside the federal mandate that prohibits test exemptions. These include grade 9 reading and mathematics, grades 4 and 7 writing, and grades 8 and 10 social studies. ELLs do not take these tests during the time they are exempt from testing under state law. The LAT process is not used at the exit level either. As indicated earlier, state regulations do not permit exit level test exemptions. Regulations do, however, allow newly arrived immigrant ELLs to be eligible for a 12-month postponement of exit level testing as long as they have the opportunity to test at least once before their scheduled graduation date.

Transition from Texas Assessment of Knowledge and Skills (TAKS) to STAAR for ELLs

TEA has gathered information from a variety of stakeholders and experts to plan for the inclusion of ELLs in the STAAR program. In spring 2010, a voluntary statewide survey about ELL assessment and inclusion policies was completed by approximately 800 Texas administrators and teachers. TEA has also obtained advice from

- an ELL assessment focus group of Texas bilingual and English as a second language (ESL) specialists, teachers, principals, and testing coordinators;
- a district testing coordinator advisory committee;
- the national technical advisory committee for the state testing program; and
- nationally recognized researchers who specialize in the instruction and assessment of ELLs.

Based on the information received, the Texas Education Agency will, to the extent possible under current state and federal statute, consider the following when developing ELL assessment policies for STAAR.

- Spanish-version tests—Continue to provide Spanish-version assessments in grades 3–5.
- Exemptions from testing—Consider narrowing the provisions for exemptions from academic skills testing, with the possible exception of eligible first-year and unschooled immigrants. Provide opportunities to include as many ELLs as possible in STAAR using Spanish-version tests and expanded linguistic accommodations that effectively support the accuracy of the results for ELLs who have traditionally been exempt. Develop appropriate accountability inclusion policies when ELL STAAR participation requirements have been established.
- Linguistic accommodations—Consider expanding linguistic accommodations during testing beyond the currently exempted recent immigrant student population by allowing limited accommodations for ELLs at higher levels of English proficiency. The Texas English Language Proficiency Standards (ELPS) implemented in 2008 require teachers across the curriculum to linguistically accommodate the instruction of all ELLs commensurate with their English language proficiency levels. This would align STAAR testing requirements with curriculum requirements by allowing linguistic accommodations during testing that are commensurate with students' language proficiency needs.
- Time limits on substantial linguistic accommodations—To uphold high expectations for the learning of English, consider setting limits on the number of years in which an ELL may be permitted to take STAAR with a substantial degree of linguistic accommodation. A limit of three to four years should be sufficient for ELLs who enter U.S. schools with a solid academic foundation. For ELLs with extenuating needs, an additional one to two years should be considered depending on the severity of the needs. ELLs with extenuating needs include those who
    - come to the U.S. as immigrants with limited or no prior schooling,
    - have significant learning and language gaps caused by moving back and forth between the U.S. and another country,
    - arrive in U.S. schools from another country late in the school year, or
    - have disabilities that are detrimental to language-learning processes.

STAAR Test Development Plans for ELLs

TEA plans to develop the following assessments to meet the needs of ELLs during the time in which the students are eligible to take other than the regular STAAR versions.

Spanish Versions of STAAR

Spanish versions of STAAR will be developed in grades 3–5 in each grade and subject assessed by the STAAR English versions. Test development processes are being implemented to ensure that the

Spanish-version STAAR tests are linguistically and culturally appropriate for the students tested and comparable to the English-version tests in content, rigor, and achievement standards.

Linguistically Accommodated STAAR – STAAR L

For grades 3–8 and high school, plans are being made for the development of computer-based linguistically accommodated versions of STAAR, currently referred to as STAAR L. STAAR L will be an online testing program. ELLs not eligible to take STAAR L will take the regular STAAR tests but may be provided limited linguistic accommodations such as bilingual dictionaries.

For students eligible to take STAAR L, the following linguistic accommodations will be built into the online testing interface so that students can obtain needed language assistance in accordance with their English language proficiency level:

- Clarification—As students test, they will be able to click on words to see definitions, synonyms, and pictures as needed to improve comprehension. Content terms assessed will not be clickable. Providing these accommodations online eliminates the need for the current linguistic simplification guides and provides more test standardization than the current LAT process. Furthermore, it eliminates a drawback of the current LAT process in which students must ask the test administrator for assistance each time they encounter unfamiliar words in English. Based on educator comments, ELLs at lower proficiency levels are frequently reluctant to ask test administrators for as much language assistance as they might need. Another benefit of the computer-based approach is that a student testing online may refer back to clarified meanings by reclicking on words at any time as they work through a test question or check over their work.
- Hearing individual words and phrases read aloud—Students may click on words, phrases, part of a test question, or an entire test question to hear eligible text read aloud. ELLs at lower proficiency levels have difficulty pronouncing English words and decoding them as they read because of phonological differences between their native language and English.

Other accommodations similar to those provided through the current LAT versions of TAKS may be added to the online system over time or made available outside the online system.

Test Development Process

The initial phases of test design and development are complete for the Spanish versions of STAAR. TEA will work with experts and practitioners in winter and spring of 2011 to finalize the linguistic accommodation plans for STAAR L, which may vary somewhat by grade level and subject area assessed. The final test development plan will specify the types of linguistic accommodations that will be allowable for STAAR and STAAR L and whether STAAR L versions will be available for all grades and subjects.

As with the English and Spanish versions of STAAR, educator committees will be convened to review the STAAR L accommodated versions as part of the STAAR test development process.

Implementation Schedule for STAAR in Spanish and STAAR L

The Spanish versions of STAAR for grades 3–5 will be implemented in spring 2012. A two-year phase-in period may be necessary to fully implement the computer-based versions of STAAR L; therefore, some of these assessments may be administered in a paper mode in 2012.

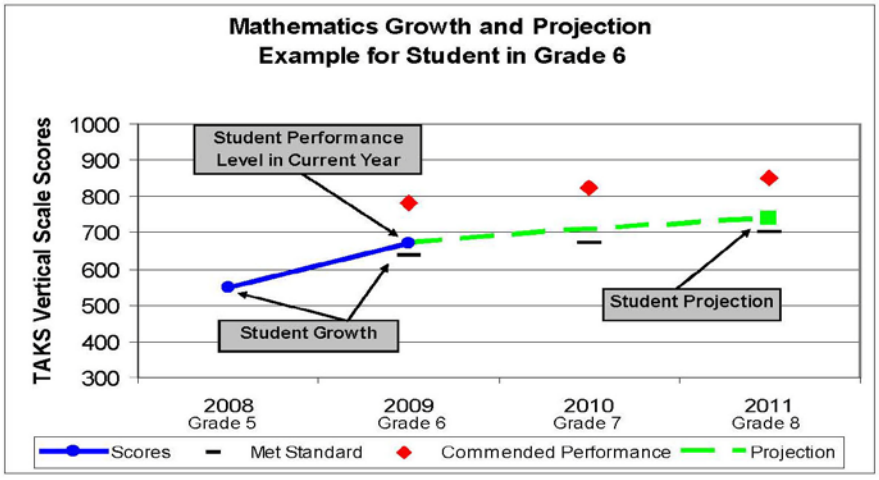
Alignment of TELPAS with STAAR

TELPAS results are used in a variety of state and federal accountability and performance-based monitoring indicators to ensure that K–12 ELLs make adequate annual progress in second language acquisition in the domains of listening, speaking, reading, and writing. The current TELPAS assessments are aligned with the ELPS, which promote the development of academic English language proficiency across content areas. In focusing on the development of academic English, the ELPS support the academic achievement goals set forth in the content area TEKS. As the state transitions to the more rigorous STAAR program, TEA will examine the relationship of TELPAS to STAAR and make adjustments as needed to ensure a strong link the between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR.

Chapter 6
Plan for Measures of Student Progress for the State of Texas Assessments of Academic Readiness (STAAR) Program

The Texas Education Agency (TEA) currently uses three types of measures to track student progress on the Texas Assessment of Knowledge and Skills (TAKS). These measures include scale-score gains on the vertical scale, the Texas Projection Measure (TPM), and the TAKS–Alternate (TAKS–Alt) growth model, which are reported on confidential student reports. With the implementation of the STAAR program, additional progress measures will be introduced for students, including reports of the likelihood that students will meet different performance standards in a subsequent year, readiness for advanced courses, projections to college and career readiness, and the cumulative scoring model for meeting the testing requirements for graduation with the end-of-course (EOC) assessments.

An important feature that differentiates progress measures from a single assessment result is the comparison of assessment results over time. Some progress measures, such as vertical scale-score gains, focus on students' past performance. Vertical scale-score gains offer a direct measure of student progress from prior years to the current year. These gains can be used to compare the past performance of a student to the performance of others, such as all students in a district or in the state. Other progress measures, such as projection measures and the cumulative scoring model, focus on future performance. Projection measures focus on expected student performance in the future assuming students receive adequate grade-level instruction. Projections indicate whether past and current student performance place students on track to proficiency in the future. Both past progress measures and future progress measures can provide information about student progress over time. When used together, multiple progress measures provide more comprehensive information about student performance than any one measure used in isolation. See the following graph showing the combination of the vertical scale, the current TAKS score, and the projected score for an example student.



Progress measures can be beneficial in helping parents and schools better understand where students have progressed and the extent to which students need additional instruction and support to strengthen their educational progress, thus increasing their chances of passing in a future grade or course. By combining information from a variety of measures, students, parents, and educators will have information about student progress in the past, current performance, and likely future performance, offering a range of information for understanding students' learning as they move through the Texas education system in preparation for postsecondary success. See below for more detailed information about existing and planned student progress measures and how the use of progress measures is expected to change with the transition from TAKS to STAAR.

Legislative Requirements Related to Student Progress

House Bill (HB) 1 from the 79th legislative session, Third Called Session, required the use of a progress measure with the TAKS assessments. It required that the commissioner of education determine a method for measuring annual improvement in student achievement that was tied to passing the exit level graduation tests. The agency was to provide reports to districts informing them of expected and actual levels of annual improvement for each student. The reports were to state whether students fell below, met, or exceeded improvement expectations.

The passage of Senate Bill (SB) 1031 in 2007 extended the requirements of student progress measures to EOC assessments. This bill required the agency to develop EOC assessment instruments to allow for the measurement of annual improvement. In addition, SB 1031 required that a substitute assessment for EOC assessments be used only if the measure is shown to be aligned to the content standards and allows for the measurement of annual improvement.

HB 3, enacted in 2009, continued to expand requirements around student progress measures. TEA must now determine the annual improvement required for students to be prepared to perform satisfactorily on the grade 5 assessments, on the grade 8 assessments, and on the EOC assessment instruments required for graduation. The agency will report the necessary improvement to school districts, indicating whether students fall below, meet, or exceed targets for improvement. Additional requirements for indicators of student achievement outlined in HB 3, are discussed in Chapter 2 .

Existing Student Progress Measures for TAKS

The Vertical Scale

The vertical scale was developed in reading and mathematics for TAKS English grades 3–8 and TAKS Spanish grades 3–5. It was implemented in the 2009–2010 school year. The vertical scale tracks student progress from grade to grade within a content area. For example, the vertical scale would indicate progress for the same student in mathematics from grade 4 to grade 5, as opposed to comparing the current grade 4 cohort with last year's grade 4 students. The main advantage of having a vertical scale is that a student's vertical scale scores can be compared across different grades for the same subject and

language-version test. Changes in the vertical scale scores show the student's academic progress over time. For example, to meet the passing standard on the TAKS English grade 5 mathematics test, a student's vertical scale score would need to be at least 603. If a student's vertical scale score on this test was 595, he or she would not meet the grade 5 passing standard in mathematics. However, if in the next year, this same student's vertical scale score on the TAKS grade 6 mathematics test was 644, he or she would meet the passing standard since the vertical scale score needed to meet the standard in grade 6 is 637.

Although changes in vertical scale scores across years provide information about a student's progress, the amount of change a student needs to make depends on whether the student is currently passing the test. A student who is not passing needs to show more progress than a student who is passing or a student who has achieved an advanced performance level. The gain a student needs to make (e.g., vertical scale score increase) across one or more years depends on the student's initial vertical scale score. A student who starts in the Did Not Meet Standard performance level would need to make greater gains than a student who starts at the Met Standard level because that student needs to "catch up" to pass in a subsequent grade. A 50-point gain well below the Met Standard cut point does not mean the same as a 50-point gain around an advanced performance cut point. When evaluating a student's score gain, comparisons should be made to the difference in the performance standards and to other students' gains from one grade to the next.

Interpreting score changes in isolation provides limited information. It is best to interpret score change information as one of multiple measures. Vertical scale score information can be used to aid in forming a more comprehensive view based on the student's performance all year in the classroom. For more information about the TAKS vertical scale, see the TEA website at http://www.tea.state.tx.us/student.assessment/taks/vertscale/.

The Texas Projection Measure (TPM)

The TPM was developed to meet legislative mandates for measuring student progress and to determine whether schools, school districts, and the state are making Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA). A model such as the TPM was recommended by the Growth Advisory Committee in summer 2008. Once the model was recommended, the procedure used to develop the initial TPM was recommended by the Texas Technical Advisory Committee (TTAC) later in summer 2008. The TTAC is composed of national assessment and psychometric experts who provide technical guidance for the Texas assessment program. The TPM was submitted to the United States Department of Education (USDE) in fall 2008 and received full approval in January 2009 for use in AYP calculations. The TPM was implemented for the first time in the 2008–2009 school year, satisfying both state and federal requirements.

The TPM was developed to estimate whether TAKS students were projected to meet the passing standard in grades 5, 8, and 11 after receiving adequate grade-level instruction. The TPM predicts future student performance from current and prior-year performance, but it does not specifically evaluate individual student score changes across years. The TPM projects scores based on students' current and

previous years' scores and campus average scores in each subject. The accuracy and validity of the TPM has been and will continue to be evaluated through yearly studies, and results will be communicated to parents, teachers, and administrators. As part of this evaluation process, the following changes were made to the TPM between the 2008–2009 school year and the 2009–2010 school year in order to increase accuracy and to provide a TPM for additional students.

- Projections using two years of data were implemented for reading/English language arts and mathematics for grades 4–10. These two-year projections used prior-year data as well as the current-year data in calculating the TPM. Using two-year projections increases the accuracy of the TPM.
- Projection formulas were developed for students who test in more than one language. Some students in grades 3–5 take the reading test in Spanish and the mathematics test in English. Before 2010, these students would not have received a TPM. With the development of the additional projection formulas, these students were able to receive a projection (to the English standard in grade 5 or 8) in spring 2010.

The TAKS grade 8 science assessment was first administered in 2006. Because it was implemented after the other TAKS assessments, projection formulas could not be developed until after the 2008–2009 school year (when eighth-grade students taking science in 2006 would have taken the exit level science assessment). Grade 8 science projection formulas were developed and implemented, and projections for TAKS grade 8 science were reported for the first time in spring 2010. For more information about the TPM, see Appendix C and the TEA website at http://www.tea.state.tx.us/student.assessment/measures/.

Growth Measures for Alternate Assessments for Students Receiving Special Education Services

Current legislation requires that TEA develop criterion-referenced assessment instruments appropriate for students in special education. Those assessment instruments must assess the content standards and student growth in tested content areas. There are two alternate assessments for students receiving special education services: TAKS–Modified (TAKS–M) and TAKS–Alternate (TAKS–Alt). Growth measures for these programs were also developed. For more information about alternate assessments for TAKS and the STAAR program, see Chapter 4.

TPM for TAKS–M

The TPM for TAKS–M is similar to the TPM for TAKS in that it is an estimate of whether a student is likely to meet the passing standard and/or achieve commended performance on the TAKS–M tests at a future grade. This measure is based on a student's current performance on TAKS–M and the TAKS–M scores of other students in the same enrolled grade in the student's school district. The TPM information for TAKS–M is reported for grades 4, 7, and 10 in reading/English language arts (ELA) and mathematics and for grade 10 in science. In 2011, a TPM for TAKS–M will be calculated for grades 3 and 6 as well as for grade 10 in social studies.

TAKS–Alt Growth Measure

The TAKS–Alt growth measure is different from the TPM for TAKS and TAKS–M in that it describes a student's score changes from one year to the next and is used to determine whether a student is on track to meet the passing standard and/or achieve commended performance on TAKS–Alt at a future grade. The model for the TAKS–Alt growth measure is based on a student continuing to make progress at the same rate from the current grade to future grades. The measure consists of a student's stage change from the prior year to the current year and a determination of whether the progress made is sufficient to designate the student as on track to meet the state's performance standards in the next growth target grade (grade 5, 8, or 11). A stage change is determined by representing the student's scores from a previous school year and the current school year in terms of the stage of performance achieved each year. For more information about the TAKS–Alt growth measure, see the TEA website at http://www.tea.state.tx.us/student.assessment/special-ed/taksalt/measure/.

Planned Student Progress Measures

As Texas transitions its assessment program from TAKS to STAAR, different measures of student progress will likely be implemented to replace the current TPM. Texas will implement a multi-step process to identify the student progress measures that will be used for the STAAR assessment program. The process that will be used is described on the following pages.

Analysis of Student Progress Measures

The first step in determining the new student progress measures for the STAAR program will be to identify the ways in which the progress measures will be used, such as to report whether students are on track toward proficiency by the next high-stakes grade or to evaluate the extent to which students are on track toward college and career readiness. The specifics for each use will be described, and the audience for the reported information will be identified.

After the uses have been identified, the student progress measures that are most appropriate for the particular use will be determined by examining measures approved by USDE as well as other available measures. Any measures used for calculating AYP must be approved by USDE. Measures used for federal accountability must meet the following criteria, as noted by the guidance for states from USDE issued on November 21, 2005:

- Set annual growth targets that
    - will lead to all students, by school year 2013–2014, meeting or exceeding the state's proficient level of academic achievement on the state assessments;
    - are based on meeting the state's proficient level of academic achievement on the state assessments and are not based on individual student background characteristics; and
    - measure student achievement separately in mathematics and reading/language arts.

- Ensure that all students enrolled in the grades tested are included in the state's assessment and accountability systems.
- Hold all districts accountable for the performance of all students and student subgroups.
- Be based on state assessments that
    - produce comparable results from grade to grade and from year to year in mathematics and reading/language arts;
    - have been in use by the state for more than one year; and
    - have received full approval from USDE before the state determines AYP based on student academic growth.
- Track student progress through the state data system.
- Include, as separate factors in determining whether schools are making AYP for a particular year,
    - the rate of student participation in assessments; and
    - other academic indicators.

Measures approved by USDE as well as other possible measures TEA is considering to fulfill state legislation are described below.

Student Progress Measures Approved by USDE

The models described below represent the general types of growth models approved by USDE for states to use in AYP calculations. For more information regarding what progress measures other states are using, see Chapter 11.

- Growth to Proficiency—Using students' initial performance, this model provides a yearly growth target for students so that they will reach proficiency in a set number of years (for example, three or four years). A comparison of students' actual performance to target performance is determined each year to see whether they have progressed academically over the school year.
- Value/Transition—Student growth can be evaluated based on the changes in performance categories or performance subcategories, typically over two years. For a value table approach, values are determined for transitions across performance subcategories. The subcategories are determined by subdividing the main performance categories. The specific values awarded to students are typically set by an advisory panel using a process of ranking transitions, discussion of ranks, and averaging of ranks over multiple rounds, much like a standard-setting activity. For a transition table approach, performance categories are subdivided. Students are expected to make a set number of transitions across subcategories each year so that students reach proficiency at the end of a defined number of years (typically three or four years). This is the model that is currently used for the TAKS–Alternate program.

- Growth Percentiles—A normative measure of student growth is expressed as a percentile by comparing the growth of the student with the growth of other students who started with the same performance. When a growth percentile is calculated, it projects future test performance if the student's growth continues at the same rate. This value indicates whether the student is on track to meet the proficiency performance level in the future.
- Projection—A prediction of student performance in a future year (up to three years in the future) is based on students' past and current performance and the performance of prior cohorts in the target grades. By comparing projected values to the proficiency standard for the target grade, these models offer an indicator of the extent to which students are on track to meeting proficiency. This is the model that is currently used for the TAKS program.

Other Possible Student Progress Measures for STAAR

Probabilities for Reaching Performance Levels at the Next Grade/Course

As Texas develops the STAAR assessments, data will be collected on cohorts of students across two years. For example, approximately 300,000 grade 7 students will be followed to grade 8 to evaluate how student performance in grade 7 relates to student performance in grade 8. In addition, data from all students who take English I and English II in consecutive years will be used to estimate the relationship between performance on these assessments. These cross-year cohort data will continue to be collected each year, so that performance across grades is defined using the most recent data from Texas students. By following cohorts of students across years, the probabilities of students meeting each of the performance levels can be estimated for students who achieve each score point. For example, if a student answers 30 questions correctly out of 50, the probabilities of reaching the passing performance level and the advanced performance level can be reported for that student. For a student scoring 45 out of 50 questions correctly, different probabilities will be reported. It should be noted that there are specific course requirements for students depending on their graduation programs, but there is not a state-mandated course sequence. However, there is a typical course sequence that most students follow (i.e., English I, II, and III). For more information regarding a typical high school course sequence, see Chapter 7.

Typical High School Course Sequence

	English	Mathematics	Science	Social Studies
Grade 9	English I	Algebra I	Biology	World Geography
Grade 10	English II	Geometry	Chemistry	World History
Grade 11	English III	Algebra II	Physics	U.S. History

The probability data could be used in multiple ways. One use could be to report the probabilities in a way that students, parents, and educators can access them. Based on a student's score on a given test

administration, the probability that the student will pass the next year or will reach an advanced level of performance could be made available to parents and educators in multiple locations, such as on confidential student reports, on data files, and in the data portal required under HB 3.

Another use of the probability data could be in setting performance standards on the new assessments. The probability of passing or of reaching the advanced level of performance the next year could be used as one source of information when setting the performance standards, or cut scores, on the new assessments. When standard-setting activities take place, there will be two years of assessment data (field-test data from 2011 and operational data from 2012), and probabilities can be established at that time for use in standard setting. See Chapter 2 for more information about how and when performance standards will be set for the STAAR program.

In addition, the probabilities could be used to provide information about a student's readiness for advanced courses. The probabilities could be used in defining the extent to which a student scoring at each score point on Algebra I is ready for Algebra II. Similarly, the probabilities for passing English II based on a student's English I score and for passing English III based on a student's English II score could be used in defining readiness for these advanced courses.

The Cumulative Scoring Model for Meeting the Testing Requirements for Graduation

Under HB 3, a student is required to achieve a cumulative score that is "at least equal to the product of the number of end-of-course assessment instruments administered to the student in that subject and a scale score that indicates satisfactory performance." The cumulative score represents a student progress measure in that the accumulation of points demonstrates a student's progress toward meeting the assessment requirements for graduation. Because of the correlations established empirically from course to course in a content area, if a student has met satisfactory performance on English I, for example, he or she will be on track to meet satisfactory performance on English II with the pattern continuing to English III, all contributing to the cumulative score. If satisfactory performance is not met with the first EOC assessment taken for a content area, a student will need to demonstrate higher performance in that content area on future administrations in order to meet the cumulative score requirements.

Advanced High School Course Readiness

Consistent with the requirements of HB 3, before the beginning of the 2011–2012 school year, TEA will substantiate the empirical relationship between satisfactory student performance for each performance standard on the English I, II, and III assessments and the empirical relationship between satisfactory student performance on the Algebra I and II assessments. By following cohorts of students who take these courses in sequence, study results can be used to identify an indicator of advanced high school course readiness on the Algebra I, English I, and English II assessments in relation to the college-readiness performance standards on the Algebra II and English III assessments. Because the knowledge in such sequential courses is generally considered to be cumulative, the indicator of advanced high school course readiness may be used to indicate whether a student is on track to meet the college- and career-readiness standards. HB 3 also requires the establishment of empirical links between the advanced high

school course readiness indicators and the college-readiness performance standards in English and algebra so that the link can be used as an indicator of any need for remedial courses to help ensure college and career readiness. Districts can use the readiness indicator to identify students in need of remediation and provide instructional intervention early in high school. The data collection for these studies began in spring 2009. Since these readiness indicators provide information about student progress toward achieving college and career readiness, these indicators could also serve as new progress measures for use with the STAAR program.

On Track to College and Career Readiness

As Texas implements the STAAR program, a new measure of student progress will be introduced to indicate the extent to which students are on track to meet the college- and career-readiness standards in Algebra II and English III. According to HB 3, the performance standards on Algebra I and English II should be set so that they relate to the proficiency and college-readiness standards set on Algebra II and English III, respectively. In addition, performance standards will be set using empirical data gathered from studies that link performance from year to year, starting in high school and continuing down through grade 3 in reading and mathematics. Furthermore, students, parents, and educators will want to know as early as possible whether students are on track to achieve college and career readiness, even when a student is in elementary school. These on-track measures will be a prediction of student performance in a future year based on students' past and current performance and the performance of prior cohorts in the target grades or courses. The goal will be to develop an on-track measure for college and career readiness as early as possible to maximize the time available for intervention and remediation.

Finalize STAAR Measures of Student Progress

After student progress measures have been identified, TEA will empirically evaluate the measures for each specific application. Student data will be used to examine the measures in a pilot study, and the results will be summarized.

The final step will be to obtain advisory committee and expert advice on the recommended measures for use in both state and federal accountability. The uses for the measures, the options considered, the recommended measures, and the results from the empirical evaluation will be shared with technical, educator, and other advisory groups. The feedback from those groups will be used by the commissioner of education to make the final decision about the student progress measures that best meet the needs of the state to communicate to students and parents, as part of the state accountability system and in the calculation of AYP.

In order to provide a varied and informative series of progress measures, the implementation schedule for measures of progress in the STAAR program will be determined after plans are finalized, student assessment data are available, and advice is obtained from educators, other advisory groups, and experts. All of these components are important in determining a final implementation schedule, but the availability of student assessment data is particularly significant. For projection measures, a cohort of students must be followed over multiple years before a new measure of student progress can be validated and reported.

The availability of such cohort data for all grades and course assessments will dictate when these measures can be reported. For example, it will take three years to follow a cohort of students through a course sequence of Algebra I, geometry, and Algebra II before measures of student progress probabilities can be determined. Implementation of progress measures will be most rapid for those measures that span the shortest period of time. For example, measures such as predicting English II from English I can be implemented as soon as a cohort of students can be followed across these two courses. Since students will be taking the English I and English II assessments for graduation purposes in 2012 and 2013, a measure of student progress across these courses could be implemented as early as 2013.

The following table outlines the general steps and timeline for implementing and reporting measures of student progress for the STAAR program. For information regarding the timelines for when the STAAR assessments will be administered operationally, see Chapter 1.

Timeline for Implementing and Reporting Measures of Student Progress for STAAR Assessments

Steps	Timeline
Identify the most appropriate student progress measures for the STAAR program	November 2010–May 2011
Empirically evaluate the identified measures	June 2011–October 2011
Obtain advisory group and expert advice	November 2011–August 2012
Reevaluate plans for measures of student progress after spring 2012 STAAR administrations (review of proposed measures and empirical data; additional educator and expert advice may also be gathered at this time)	Summer 2012
Approval of the new measures of student progress	Fall 2012
Implement and report first new measures of student progress for the STAAR program	First implementation no later than 2012–2013

Chapter 7
Plan for Implementation of State of Texas Assessments of Academic Readiness (STAAR) Assessment Graduation Requirements

State legislation phases out the current high school Texas Assessment of Knowledge and Skills (TAKS) assessments (grade 9 through exit level) and replaces them with end-of-course (EOC) assessments beginning in the 2011–2012 school year. Students first enrolled in grade 9 or below in the 2011–2012 school year will be required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take high school TAKS. The chart below illustrates the plan for the phase-out of high school TAKS and the phase-in of STAAR EOC assessments.

Phase-Out TAKS and Phase-In STAAR EOC

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Grade 9	TAKS	TAKS	STAAR EOC	STAAR EOC	STAAR EOC	STAAR EOC
Grade 10	TAKS	TAKS	TAKS	STAAR EOC	STAAR EOC	STAAR EOC
Grade 11	TAKS	TAKS	TAKS	TAKS	STAAR EOC	STAAR EOC
Grade 12	TAKS*	TAKS*	TAKS*	TAKS*	TAKS*	STAAR EOC or TAKS*

*Out-of-school testers and 12th grade re-testers

With the passage of House Bill (HB) 3, the relationship between high school courses, STAAR EOC assessments, and performance on those assessments is now linked to a student's graduation program. This section provides information regarding the phase-out of high school TAKS as the assessment graduation requirement and about the relationship between the courses, the assessments, and graduation programs.

STAAR Graduation Requirements

The following provisions have been mandated by current state legislation.

- In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of STAAR EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance.
- A student must achieve a minimum score, as determined by the commissioner of education, for the score to count toward the student's cumulative score. If a student does not achieve the minimum score, the student must retake the assessment.
- For students on the Minimum High School Program (MHSP), the cumulative score requirement is based on the number of courses taken for which a STAAR EOC assessment exists.
- For the Recommended High School Program (RHSP), students must meet the satisfactory performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement.

- For the Distinguished Achievement Program (DAP), students must meet the college readiness performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement.
- The commissioner of education will determine a method by which a student's satisfactory performance on an advanced placement, international baccalaureate, SAT subject test, or other test equal in rigor to a STAAR EOC test may be used to meet the cumulative score requirement.
- The commissioner of education may determine a method by which a student's satisfactory performance on a PSAT or preliminary ACT (PLAN) may be used to meet the cumulative score requirement.
- The commissioner of education and the commissioner of higher education will study the feasibility of allowing students to satisfy STAAR EOC requirements by completing a dual credit course through an institution of higher education.

Graduation Programs and Assessment Requirements

With the implementation of the STAAR EOC program, assessment requirements for graduation have changed. Students in the current TAKS program are required to meet the passing standard on the four TAKS exit level assessments (English language arts, mathematics, science, and social studies). With the new STAAR program, students will be required to meet the passing standard (or at least make the minimum score) on eight to twelve STAAR EOC assessments (English I, II, III, Algebra I, geometry, Algebra II, biology, chemistry, physics, world geography, world history, and U.S. history) depending on their graduation program. However, scoring only at the minimum level on all the STAAR EOC assessments will not meet the cumulative score requirement. This is a significant increase in the number of assessments on which students must perform at a high level compared to the current TAKS exit level assessments for graduation (four assessments). Results from the spring 2010 EOC administrations are included on the following pages.

How Are We Doing?

		50% Passing Rate	60% Passing Rate	70% Passing Rate	80% Passing Rate	90% Passing Rate
2010 Algebra I	Number Tested	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	101887	72%	60%	45%	28%	12%
AFRICAN-AMERICAN	12527	57%	43%	28%	15%	5%
HISPANIC	44220	64%	50%	35%	20%	7%
WHITE	37028	84%	73%	59%	39%	17%
ECONOMICALLY DISADVANTAGED	49981	62%	47%	33%	18%	6%
2010 Biology		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	152247	63%	47%	32%	15%	4%
AFRICAN-AMERICAN	19850	50%	32%	19%	7%	1%
HISPANIC	66796	53%	35%	21%	8%	2%
WHITE	56760	79%	64%	48%	25%	8%
ECONOMICALLY DISADVANTAGED	77135	52%	33%	20%	7%	1%
2010 Chemistry		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	129070	40%	25%	13%	6%	1%
AFRICAN-AMERICAN	17781	29%	15%	6%	2%	0%
HISPANIC	54397	29%	15%	7%	2%	0%
WHITE	48253	54%	36%	21%	9%	2%
ECONOMICALLY DISADVANTAGED	59611	28%	15%	6%	2%	0%
2010 Geometry		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	137617	50%	35%	23%	11%	4%
AFRICAN-AMERICAN	18291	33%	18%	10%	4%	1%
HISPANIC	59394	41%	25%	15%	6%	2%
WHITE	51363	65%	48%	34%	17%	6%
ECONOMICALLY DISADVANTAGED	66808	39%	23%	13%	5%	1%
2010 Physics		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	25241	67%	48%	29%	13%	3%
AFRICAN-AMERICAN	2472	45%	26%	12%	4%	0%
HISPANIC	7728	54%	34%	17%	6%	1%
WHITE	12728	78%	60%	39%	18%	4%
ECONOMICALLY DISADVANTAGED	8135	51%	31%	15%	5%	1%
2010 U.S. History		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	37349	57%	40%	25%	11%	2%
AFRICAN-AMERICAN	5380	43%	28%	14%	4%	1%
HISPANIC	16144	47%	30%	16%	6%	1%
WHITE	13282	72%	56%	38%	19%	4%
ECONOMICALLY DISADVANTAGED	17660	45%	28%	14%	5%	1%

2010 World Geography	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	
ALL STUDENTS	89314	55%	41%	27%	15%	4%
AFRICAN-AMERICAN	11564	39%	25%	14%	6%	1%
HISPANIC	40581	44%	29%	17%	7%	1%
WHITE	31513	72%	60%	44%	26%	8%
ECONOMICALLY DISADVANTAGED	45741	41%	26%	14%	6%	1%

Because performance standards have not yet been set on the EOC assessments (with the exception of Algebra I, and its current performance standard will be changed when standards are established for STAAR), the data are provided to indicate how many of the students who participated in the voluntary administrations in spring 2010 would have passed if the performance standards had been set at particular points. For example, in the chart above, it can be seen that 50 percent of the 137,617 students who took the geometry assessment would have passed if the satisfactory cut had been set at 50 percent of the items correct, while only 23 percent of the students would have passed if the standard had been set at 70 percent of the items correct. The 80 percent and 90 percent cut point information is provided to give an indication of how students would have performed at the higher cut on the assessments.

When reviewing the 2010 EOC assessment data, it is important to remember that these versions of the assessments did not reflect all the criteria under which the STAAR assessments will be developed. Per legislative mandates, the 2012 STAAR EOC assessments will begin assessing college and career readiness on English III and Algebra II, and new readiness and supporting content standards in all STAAR EOC assessments have been identified to make assessments clearer and more focused. These changes are designed to assist the state to reach its goal of becoming more competitive nationally and internationally. While the new STAAR EOC assessments will still assess the state's content standards in the same subjects as the 2010 EOC, the new assessments will contain more items and will be more rigorous in order to prepare students for postsecondary success. For further information regarding the new test design for the STAAR EOC assessments, see Chapter 2.

With STAAR the student's graduation program determines which assessments the student will take and how well the student must perform on those assessments in order to graduate. See the student scenarios outlined later in this chapter that illustrate this relationship. Information regarding the different plans follows.

Minimum High School Program

Students under the minimum graduation program must take a STAAR EOC assessment only for courses in which they are enrolled and for which there is a STAAR EOC assessment available. However, if students take courses that are not part of the minimum plan requirements (e.g., Algebra II), they must take the assessment and the results will count toward the students' cumulative score. This could have the

unintended consequence of discouraging students from taking higher-level courses that are not required under the minimum plan.

Because the number of courses a student takes in any one content area can vary, the cumulative score requirement will vary by student and by content area. It is possible that some students graduating on the minimum plan will need to perform satisfactorily on as few as 8 EOC assessments. For example, students on the minimum plan are required to take English I, II, and III; therefore, their cumulative score for English will be based on those three assessments. In contrast, most students on the minimum plan will take biology and integrated physics and chemistry; in this case, their cumulative score for science will be based on only the biology STAAR EOC assessment.

Students Receiving Special Education Services on the Minimum Plan

In addition, other students served by special education graduating under the minimum plan will take STAAR Modified or STAAR Alternate assessments. This is the same policy currently in place for those students taking TAKS–M or TAKS–Alt. These students automatically default to the minimum requirements as determined by each student's ARD committee. Note that not all students receiving special education services are on the minimum plan, and conversely, not all students on the minimum plan are receiving special education services. It is also possible that a student receiving special education services is on the minimum plan but not taking STAAR Modified or STAAR Alternate assessments.

Since a cumulative score requirement is not planned for the STAAR Modified and STAAR Alternate programs, the cumulative score requirement would apply only if a student receiving special education services takes a general assessment rather than a modified or alternate assessment. The cumulative score requirement will not necessarily need to be met if the ARD committee determines otherwise. For more information regarding the EOC assessment requirements for the STAAR Modified and STAAR Alternate programs, see Chapter 4.

Recommended High School Program (RHSP)

Students under the RHSP must take all twelve STAAR EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must achieve satisfactory performance on the STAAR EOC assessments in Algebra II and English III in order to receive a diploma under the RHSP. See the student scenarios outlined later in this chapter.

Distinguished Achievement Program (DAP)

Students under the DAP must take all twelve STAAR EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must meet the college readiness performance standard on the STAAR EOC assessments in Algebra II and English III in order to receive a diploma under the distinguished achievement plan.

The two charts that follow provide more information to regarding the graduation programs and outline the differences between the plans

Graduation Requirements Beginning with Freshman in 2011–2012 (MHSP versus RHSP)

Discipline	Minimum HSP	Recommended HSP
English Language Arts ♦	Four credits: • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: English IV Research/Technical Writing Creative/Imaginative Writing Practical Writing Skills Literary Genres Business English (CTE) Journalism AP English Language Composition AP English Literature and Composition	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	Three credits: • Algebra I • Geometry • The third credit may be selected from any of the following: Algebra II Precalculus Mathematical Models with Applications Independent Study in Mathematics AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) Engineering Mathematics (CTE) Statistics and Risk Management (CTE)	Four credits: • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: Mathematical Models with Applications Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: Precalculus Independent Study in Mathematics AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Engineering Mathematics (CTE) Statistics and Risk Management (CTE)
Science ♦	Two credits: • Biology • Integrated Physics and Chemistry May substitute Chemistry or Physics for IPC but must use the other as academic elective credit	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics

		• The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: Aquatic Science Astronomy Earth and Space Science Environmental Systems AP Biology AP Chemistry AP Physics B AP Physics C AP Environmental Science IB Biology IB Chemistry IB Physics IB Environmental Systems Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Biotechnology (CTE) Advanced Plant and Soil Science (CTE) Food Science (CTE) Forensic Science (CTE)
Social Studies ♦	Two and one-half credits: • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: World History Studies (one credit) World Geography Studies (one credit)	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	One-half credit	One-half credit
Academic Elective	One credit from any of the following: • World History Studies • World Geography Studies • Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)	None
Languages Other Than English ♦	None	Two credits: The credits must consist of any two levels in the same language.
Physical Education	One credit: • The required credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through	One credit: • The required credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports • In accordance with local district

	participation in the following activities: Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: Drill Team Marching Band Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	policy, credit for any of the courses listed above may be earned through participation in the following activities: Athletics JROTC Appropriate Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: Drill Team Marching Band Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	None	None
Speech	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	None	None
Fine Arts ♦	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV; • Principles and Elements of Floral Design (CTE)	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	Six and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	Five and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	22	26
State Assessment Performance	Must meet cumulative score requirements	Must meet cumulative score requirements Must achieve Level II on Algebra II and English III

Graduation Requirements Beginning with Freshman in 2011–2012 (RHSP versus DAP)

Discipline	Recommended HSP	Distinguished Achievement Program
English Language Arts ♦	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	Four credits: • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)	Four credits: • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)
Science ♦	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems

	▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)	▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	One-half credit	One-half credit
Academic Elective	None	None
Languages Other Than English ♦	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	One credit: • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC Appropriate ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	One credit: • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC Appropriate ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	None	None

Speech	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	None	None
Fine Arts ♦	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	Five and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	Four and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	26	26
Advanced Measures	None	A student also must achieve any combination of four of the following advanced measures: • Original research/projects may not be used for more than two of the four advanced measures. • The measures must focus on demonstrated student performance at the college or professional level. • Student performance on advanced measures must be assessed through an external review process. • The student may choose from the following options: ▪ Original research/project that is: o Judged by a panel of professionals in the field that is the focus of the project; or o Conducted under the direction of mentor(s) and reported to an appropriate audience; and o Related to the required curriculum set forth in §74.1 (relating to Essential Knowledge and Skills); ▪ Test data where a student receives: o A score of three or above on the College Board advanced placement examination; o A score of four or above on an International Baccalaureate examination; or o A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar of higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit

		Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student; or ▪ College academic courses, including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher.
State Assessment Performance	Must meet cumulative score requirements Must achieve Level II on Algebra II and English III	Must meet cumulative score requirements Must achieve Level III on Algebra II and English III

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

In addition to the graduation programs provided on the previous pages, example scenarios of students' testing requirements in relation to graduation programs and graduation course requirements are provided. These scenarios demonstrate how performance on the assessments can impact a student's graduation program. A student must meet the cumulative score requirement for each foundation content area as part of his or her graduation assessment requirement.

In the scenarios below, a student performing at Level I is not passing the assessment, Level II indicates passing performance, and Level III is the highest level of performance. For example, the student Stephen on the chart met all curricular requirements to graduate under the distinguished achievement program. He achieved at least Level II (passing) on all twelve EOC assessments, including Algebra II and English III, and therefore met the cumulative score requirement for each foundation content area. Stephen achieved Level III (college-readiness performance standard) on the English III assessment but not on the Algebra II assessment. Therefore he was not able to graduate under the distinguished achievement program, and instead is now eligible to graduate under the recommended high school program. , However, it would have been possible for Stephen to retest to achieve Level III on Algebra II.

Example Test Results for Students on the Recommended High School Program

Mary	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level I (Minimum)	Biology Level I (Minimum)	World Geography Level I (Minimum)	No Did not meet cumulative score requirement for science
	Geometry Level I (Minimum)	English II Level I (Minimum)	Chemistry Level I (Minimum)	World History Level I (Minimum)	
	Algebra II Level I (Minimum)	English III Level II	Physics Level I (Minimum)	U.S. History Level II	
Charlotte	**Math**	**English**	**Science**	**Social Studies**	***Graduated?**
	Algebra I Level II	English I Level I (Minimum)	Biology Level I (Minimum)	World Geography Level I (Minimum)	Yes, Minimum High School Program Met cumulative score requirements Did not achieve Level II on Algebra II

	Geometry Level I (Minimum)	English II Level I (Minimum)	Chemistry Level II	World History Level I (Minimum)	
	Algebra II Level I (Minimum)	English III Level II	Physics Level I (Minimum)	U.S. History Level II	
Letisha	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level I (Minimum)	Biology Level I (Minimum)	World Geography Level I (Minimum)	Yes, Recommended High School Program Met cumulative score requirements Achieved Level II on Algebra II and English III
	Geometry Level I (Minimum)	English II Level I (Minimum)	Chemistry Level II	World History Level I (Minimum)	
	Algebra II Level II	English III Level II	Physics Level I (Minimum)	U.S. History Level II	
Manuel	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Recommended High School Program Met cumulative score requirements Achieved Level II on Algebra II and English III
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level II	English III Level II	Physics Level II	U.S. History Level II	

*Assumes student met all curricular requirements for graduation.

Test Results for Students on the Distinguished Achievement Program

Brian	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	No Did not meet cumulative score requirement for science Achieved at least Level II on Algebra II and English III Achieved Level III on Algebra II and English III
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level III	English III Level III	Physics Level I	U.S. History Level II	
Sophia	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Recommended High School Program Met cumulative score requirements Achieved at least Level II on Algebra II and English III Did not achieve Level III on Algebra II and English III
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level II	English III Level II	Physics Level II	U.S. History Level II	
Stephen	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Recommended High School Program Met cumulative score requirements Achieved at least Level II on Algebra II and English III Did not achieve Level III on Algebra II
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level II	English III Level III	Physics Level II	U.S. History Level II	
Louie	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Distinguished Achievement Program Met cumulative score requirements Achieved Level III on Algebra II and English III

	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level III	English III Level III	Physics Level II	U.S. History Level II	
Juan	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level III	English I Level III	Biology Level III	World Geography Level III	Yes, Distinguished Achievement Program Met cumulative score requirements Achieved Level III on Algebra II and English III
	Geometry Level III	English II Level III	Chemistry Level III	World History Level III	
	Algebra II Level III	English III Level III	Physics Level III	U.S. History Level III	

*Assumes students met all curricular requirements for graduation.

High School Courses and Corresponding STAAR EOC Assessment Requirements

Several provisions of HB 3 affect local policies, such as the requirement that scores on the EOC assessments will count for 15 percent of students' course grades. In addition, the legislation requires that studies be conducted to determine the feasibility of using substitute tests and/or dual credit courses to satisfy the assessment requirements for graduation. These issues are discussed in more detail in the following section.

Grading

In addition to fulfilling assessment requirements for graduation, a student's score on a STAAR EOC assessment will account for 15 percent of his or her final grade in the course. In Texas, grading policies are determined and implemented at the district level, and TEA does not have the authority to mandate district grading policies that would govern how students' final grades are determined. Due to the fact that Texas school districts do not have a uniform grading policy, incorporating 15% of an assessment scale score into the various local grading systems will be challenging. In addition, many districts award partial course credit by semester, so counting the assessment result as 15 percent of the student's final grade for the course may be difficult to implement if the expectation is that this requirement would also impact a course grade given in a previous semester. TEA will work with Education Service Centers to provide examples to school districts about how the scores on the EOC assessments can be incorporated into course grades.

HB 3 indicates that a student can retake any STAAR EOC assessment for any reason, but a school district is not required to use a student's score on subsequent administrations to determine the student's final grade for that course. Districts will want to consider this aspect of the legislation and develop local policy regarding its implementation.

Substitute Tests

HB 3 specifically calls for research studies to be conducted to evaluate the relationship between student performance on the STAAR EOC assessments and student performance on assessments at least as rigorous as the STAAR EOC assessments. These assessments include advanced placement (AP) tests, international baccalaureate (IB) assessments, SAT subject-area tests, the Preliminary SAT (PSAT), and the preliminary ACT (PLAN). After this relationship is studied, TEA will determine the extent to which scores on these assessments can be used as substitutes for scores on STAAR EOC assessments in order to satisfy the testing requirements for graduation, including the cumulative score requirement. For example, if a student performs at a sufficient level predetermined on an AP test, that score would satisfy the assessment requirement for that particular course.

Data from high-stakes STAAR EOC assessments will be available beginning in spring 2012. Planning for the use of substitute assessments will be coordinated with data-analysis activities after the spring 2012 administrations. In addition, the timing of the data analysis is contingent on the availability of data from the potential substitute assessments. Once all data are collected and the analyses are complete, substitute-assessment policies could go into effect for some assessments in the 2013–2014 school year. The state will provide guidance at that time regarding policies for the inclusion of substitute tests for cumulative scoring purposes.

Dual-Credit Study

The commissioner of education and the commissioner of higher education will study the feasibility of allowing students to satisfy STAAR EOC requirements by completing a dual-credit course through an institution of higher education. A report is required to be submitted to the 82nd Texas Legislature to outline the types of research that will need to be completed in order to make a data-driven recommendation regarding the use of dual-credit courses to satisfy STAAR EOC requirements for graduation.

Eligibility Considerations During the STAAR Transition

The state will need to consider the various groups of students that are affected by the transition from TAKS to STAAR EOC assessments as a graduation requirement. Details about these specific student groups are outlined below.

Repeating Grade 9 Students in 2011–2012

If a student is repeating grade 9 in the 2011–2012 school year, TAKS will continue to be his or her assessment graduation requirement. The students will have the option to take STAAR EOC assessments online, with the exception of English I, II, and III. To minimize testing burden and because of the cost associated with scoring the open-ended items and essays, TAKS students will not be eligible to take the English I, II, and III STAAR EOC assessments. TAKS students will also be limited to taking the

mathematics, science, and social studies EOC assessments online rather than on paper because of the costs associated with scoring assessments administered on paper.

Students in High School with TAKS as Their Graduation Requirement

The assessment graduation requirement for students enrolled in grades 10, 11, and 12 in 2011–2012 will continue to be TAKS. These students will not be required by the state to take any STAAR EOC assessments for courses in which they are enrolled; however, local policy could differ if a district chooses to voluntarily participate in available STAAR EOC assessments (STAAR EOC assessments will be offered online with the exception of English I, II, and III). The same assessment options will continue in the 2012–2013 school year: grade 11 and 12 students will continue to take TAKS, as necessary, and will not be required by the state to take any STAAR EOC assessments for courses in which they are enrolled. Online STAAR EOC assessments, with the exception of English tests, will be an option. Future policies may examine whether these students may substitute satisfactory performance on STAAR end-of-course assessments for TAKS. For those students for whom TAKS is the graduation requirement and who take both TAKS and STAAR EOC assessments, the school district will decide whether performance on the STAAR EOC assessments will be calculated as 15% of the students' course grade.

Middle School Students and STAAR EOC Assessments

In the 2011–2012 school year, there will be grade 9 students who have already taken high school courses while in middle school and who may or may not have participated in an EOC assessment before the 2011–2012 school year. EOC assessments taken prior to 2011–2012 do not count for graduation purposes because passing standards have not been determined.

These students will not be required to take the EOC assessments for courses that were completed in middle school. Therefore their cumulative score requirements will be less than if they take all 12 assessments in high school. However, if students would like assessment results to be calculated in their cumulative scores from the courses taken in middle school before 2011–2012, they can test once the assessments become operational in spring 2012. These test results will count only if the score is above the passing standard. A student taking Algebra I in grade 8 in the 2010–2011 school year will not be required to take this assessment in 2012 after the STAAR assessments are operational, even though this student will now fall under STAAR for assessment graduation requirements. This student can, however, choose to test in future years, and the score will become part of his or her cumulative score if it is above the passing standard.

In 2011–2012 and beyond, students who take high school courses while in middle school will take STAAR EOC assessments when they complete the course. These results will be incorporated into their cumulative score. However, it will need to be determined whether these students are required to take their grade-level assessments in addition to STAAR EOC assessments. This decision will be made prior to the 2011–2012 school year. This issue is compounded by the Student Success Initiative requirements for grade 8 reading and mathematics and is also related to decisions concerning which STAAR test results will be used to determine federal Adequate Yearly Progress (AYP).

Students Enrolling in Texas Public Schools for the First Time

There are many students who move into Texas public schools from private schools, other states, and other countries. As in the past, school districts will evaluate the transcripts of these students to determine the courses for which they have earned credit and the needed courses to earn credit for a Texas high school diploma. If students have earned credit for a course that has a STAAR EOC assessment associated with it, they will not be required to take the STAAR EOC assessment for that course. Therefore, their cumulative score requirements will decrease. However, if students would like assessment results to be calculated in their cumulative score from the courses taken previously, they can test whenever the appropriate STAAR EOC assessment is offered. These test results will count only if the score is above the passing standard.

For courses that these students complete in Texas schools, the students will take STAAR EOC assessments when they complete the course. These results will be incorporated into their cumulative score. This same policy will apply to students who transfer in and out of Texas public schools. Once substitute tests are identified (SAT, ACT, AP, etc.) and policies have been established, this greater flexibility in meeting assessment requirements for graduation should provide the greatest benefit to students entering Texas public schools for the first time in their junior or senior year.

Chapter 8
Transitioning from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR)—Associated Changes in Scope and Cost

The size, complexity, and scope of the current assessment program have expanded significantly since TAKS was first implemented in 2003, and consequently the cost of the program has increased as well. In moving forward, the STAAR program maintains and in many areas increases the requirements of the current assessment program. In addition, since the implementation of TAKS, the student population for grades 3–11 has increased by approximately 320,000 students, an increase of more than 11 percent. It is anticipated that the number of students will continue to grow as it has in the past. By maintaining many of the requirements of the current program and including the increases in scope and student population growth, the new assessment program will of necessity cost more than the current assessment program. The list below highlights the expanding scope of the STAAR program.

Increase in Scope from TAKS to STAAR

- The number of tests developed and administered will increase from TAKS to STAAR.
- The number of test items will increase on STAAR across most grades and subjects.
- The number of tests required for graduation, and thus eligible for retesting, will triple for most students when the STAAR program is implemented.
- More tests will be administered in dual-mode (online- and paper-version tests).
- Legislatively mandated studies are required for STAAR.
- Standards for STAAR are required to be reviewed at least every three years.
- All reports will be provided online, and the student assessment data portal is being implemented for use by students, parents, teachers, school districts, and institutions of higher education.
- Assessment data files and reports for state and federal accountability purposes will now be provided by the test contractor for district use.
- The number of students taking the statewide assessments will continue to increase.

Increases in materials and transportation costs can also be expected to occur, contributing to the increases in cost to the program.

Increased Costs for School Districts

In addition to increased costs at the state level for the student assessment program, costs will also increase at the school district level to implement STAAR locally. Although all STAAR assessments will be available on paper, if districts elect to increase STAAR EOC online testing, increased costs for computer hardware, software, and additional infrastructure may result. STAAR EOC administrations will be offered three times a year, and current statute allows any student to retest on an EOC assessment for any reason during the assessment windows. The TAKS exit level retests will continue to be administered until the EOC tests are fully implemented, and possibly beyond. With three EOC testing opportunities (fall, spring, and summer), there may be 12 or more days of testing required (because 12 different subjects will be tested during each administration) instead of four days of testing as is currently the case with each TAKS exit level opportunity. Increased testing days results in the need for districts to have additional staff available during the assessments windows. In addition to increased demands for staffing resources and facilities costs (schools will need to be open longer during the summer for additional testing), the need to print optional materials will increase under STAAR. In addition, there is likely to be an increased need for remediation for students who do not pass EOC assessments and need to retest. This will result in increased local costs to provide the necessary remediation. The following chart outlines the required number of testing days currently for high school TAKS compared to the number of days of testing that will be required for the STAAR EOC program when it is fully implemented.

Number of Testing Days for High School TAKS and STAAR EOC

	High School TAKS Assessment Program	STAAR EOC Assessment Program
Number of Testing Days	• Grade 9 – reading and mathematics (2 days) • Grade 9 – reading field test (1 day) • Grade 10 – ELA, mathematics, science, and social studies (4 days) • Grade 10 – ELA field test (1 day) • Grade 11 (Exit Level) – ELA, mathematics, science, and social studies (4 days; up to 16 days for retesting) • Exit Level – ELA field test (1 day)	• English I (2 days) • English II (2 days) • English III (2 days) • Algebra I (1 day) • Geometry (1 day) • Algebra II (1 day) • World History (1 day) • World Geography (1 day) • U.S. History (1 day) • Biology (1 day) • Chemistry (1 day) • Physics (1 day) • 2 additional testing opportunities per year
	Total – 13 (25 with Exit Level retesting)	*Total – 15 (45 with retesting)*

Cost Containment Initiatives Implemented with STAAR

In moving to the new assessment program, TEA has identified opportunities to promote cost savings without affecting the quality of the program. Examples of cost-saving solutions that are built into the new program are listed below.

- Distributed scoring is a secure, web-based scoring model where readers can participate in the scoring of written compositions and open-ended items from any location, therefore reducing infrastructure costs. Distributed scoring for written compositions and open-ended reading items will be used for writing at grades 4 and 7 as well as English I, English II, and English III.
- Adjustments were made to scoring procedures for written compositions that will require fewer readers to complete the scoring of the written compositions, resulting in reduced costs for scoring without compromising the scoring process.
- Educator meetings will be held at the contractor's facility rather than holding the meetings at hotels.
- Paper-based reporting will be decreased in favor of increasing the amount of online reporting provided to districts, allowing for more timely information.
- Changes to grade 3 test administration procedures will allow students to mark their answers on an answer document.
- Due to legislative changes that require tests to be released every three years (previously every two years), it will be possible to reduce the number of test items to be developed annually for the STAAR assessments.
- The distribution of supplementary test administration materials, such as mathematics and science formula charts and rulers, will be reduced. These materials will be incorporated into the test booklets at a lower cost to the program.
- Students who have TAKS as their graduation requirement will be limited in their participation in optional EOC assessments. TAKS students taking EOC assessments will be required to test online and will not be able to take English I, II, or III because of the significant costs associated with scoring these tests.
- The move to embedded field-test items in STAAR assessments will result in no stand-alone field-test administrations (except grade 4 writing every three years), thus reducing costs.
- Currently out-of-school students register for administrations through a paper registration process. Registration will now occur online only for these students.

With the increase in students testing, along with additional tests being administered in the future, these cost savings will not be sufficient to offset the additional costs to the program. The last year of the previous contract (September 1, 2009–August 31, 2010) that provided services for student assessment was $85,208,340. In 2011–2012, the school year when all twelve EOC assessments will be implemented, the cost of the contract will be $89,058,910, representing a 4.3 percent increase.

Section II: Accountability

Chapter 9
State Accountability System: 1993–2011

A state accountability system for public education was established legislatively in 1993. This chapter provides an overview of the evolution of the Texas accountability system for public schools and school districts from 1993 to 2011. The two different systems of accountability in place over that time period are described in terms of system development, key features, and implementation activities.

System Development

System development encompasses activities such as setting goals, determining data needs, identifying statutory requirements, developing options and models, establishing advisory committees, summarizing and communicating decisions, and many other activities needed before a system can be implemented.

System development is an on-going process for a variety of reasons such as changes in policy or statute, unintended consequences, advisory committee advice, changes in data collections, etc. The sections that follow describe two different accountability systems that have existed between 1993 and 2011. The first was based on the Texas Assessment of Academic Skills (TAAS) testing program (1994–2002) and the second is based on the Texas Assessment of Knowledge and Skills (TAKS). Separate development of procedures for evaluating alternative education campuses and districts are also described.

System Development: 1993–2002

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system could be developed in Texas because the state already had the necessary supporting infrastructure in place comprised of a pre-existing student-level data collection system, a state-mandated curriculum, and a statewide assessment tied to the curriculum.

Texas identified two overarching goals for the accountability system: to improve student achievement in core content areas of reading, writing, and mathematics and to close performance gaps among student groups. Statutes authorizing the accountability system in 1993 specified that performance measures must be used as indicators. These statutes also authorized the commissioner of education to establish indicator definitions and the methodology for calculating measures.

In 1994, data modeling on assessment results for all districts and campuses was conducted statewide. Based on the impact analyses, an accountability framework was first developed with the assistance of an educator focus group and a commissioner's accountability advisory committee. The focus group was comprised of principals, superintendents, other district administrators, and key education service center (ESC) administrators who provided recommendations in modifying the indicators, standards, and the additional features of the system. Many topics dealt with the application of a single set of accountability

standards to a state as diverse as Texas. Also, evaluating districts and campuses in a uniform manner presented special challenges, where, in some cases, very small numbers of students or no students in grades tested under the various assessments occurred. Other challenges centered on the administration of the accountability system, such as with the timing of the annual ratings release. Once decided, the focus group recommendations were then forwarded for review to the separate accountability advisory committee composed of legislative representatives, business and community members, Texas public school districts and campuses leaders, and key ESC administrators.

Surveys of educators and parents further assisted with the collection of broad-based stakeholder input before the final integrated accountability system design was approved and implemented. A set of eight guiding principles emerged and currently remain in place:

- **Student Performance**
  The system is first and foremost designed to improve student performance;
- **Recognition of Diversity**
  The system is fair and recognizes diversity among schools and students;
- **System Stability**
  The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- **Statutory Compliance**
  The system is designed to comply with statutory requirements;
- **Appropriate Consequences**
  The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;
- **Local Program Flexibility**
  The system allows for flexibility in the design of programs to meet the individual needs of students;
- **Local Responsibility**
  The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **Public's Right to Know**
  The system supports the public's right to know levels of student performance in each school district and on each campus.

The 1994–2002 state accountability system issued ratings based largely on results of the Texas Assessment of Academic Skills (TAAS) and annual dropout rate indicators. Overall, the goal was to expand the system over time to phase in higher standards and integrate additional assessments and students into the system. The priority of the system was to maintain the easy-to-calculate performance

indicators that measured a single educational indicator, and maintain a rating structure that applied the same standards to all subjects and student groups at the district and campus levels.

System Development: 2004–2011

Designing a future accountability system that met the demands of implementing and reporting Texas Assessment of Knowledge and Skills (TAKS) results, a longitudinal completion rate, and other state requirements; and met the demands of the new federal requirements presented even greater challenges during the transition from the prior system to a new system in 2004. Challenges included keeping the performance improvement of low-performing students a priority while improving the performance of top-performing students who compete with top-performing students in the nation. Additionally, new state accountability requirements expanded the system in one direction with more subjects and grades while federal accountability requirements expanded the system in another direction with more student groups.

Due to the integrated nature of the accountability system, a change in any one area often led to changes throughout the system in order to maintain alignment. Following an update in 1997 of the statewide curriculum known as the Texas Essential Knowledge and Skills (TEKS), TEA began to develop the TAKS that would include more subjects and grades, and would be more rigorous than the TAAS.

To assist districts in preparing for the transition from TAAS to TAKS, early indicator reports were distributed in December 2001 and December 2002 to provide districts and campuses with a preview of the increased level of performance that would be required to be successful on the new TAKS assessments. These reports were designed to highlight areas of performance that needed strengthening in order to prepare students for the more rigorous graduation testing requirements that were anticipated with the TAKS exit level assessments.

The first administration of the TAKS occurred in spring 2003. As soon as these results were available and analyzed, development of a new accountability system began in earnest. State statute required annual district performance ratings with the standard accountability labels of *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. To comply with state statute, district accountability ratings issued in 2002 were carried forward into 2003, since ratings based on the TAKS program could not be created until 2004.

The 2002–2003 Academic Excellence Indicator System (AEIS) reports were published on October 1, 2003, in order to provide data as early as possible on as many new TAKS performance indicators as possible. The role of these reports was to serve as a basis for planning and improvements to be emphasized in 2004. These reports provided districts, campuses, and ESCs with the first preview data for performance indicators that were included in the accountability system for 2004 and beyond including TAKS results for the accountability subset and student groups, by subject summed across grades, and aggregated for the state, region, district, and campus.

July 2003 through March 2004 was devoted to development of the accountability system for 2004 and beyond. The development work included analysis of campus and district AEIS performance data,

meetings with an educator focus group and an accountability advisory committee, surveys of educators to obtain input on the proposed structure of the new accountability system, and incorporation of new state requirements such as the TAKS and completion rates, as well as new federal statutory requirements.

Coincidentally, 2003 was the first year of implementation of new federal legislation related to accountability, the *No Child Left Behind Act of 2001* (NCLB). Provisions of this statute required that Adequate Yearly Progress (AYP) status be assigned to all districts and campuses for the first time in the summer of 2003.

Development of Alternative Accountability Procedures: 1994–2011

A set of alternative performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995–1996 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995–1996 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995–1996 to 2001–2002 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee.

- Minimum performance levels for an *Acceptable* rating were established in 1996–1997.
- Beginning in 1996–1997, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997–1998, TEA staff assumed responsibility for the review and analysis of campus performance data.
- In 1999–2000, TEA required that the rating for each alternative education campus (AEC) be determined on three base indicators: TAAS passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999–2000, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for alternative education accountability (AEA). Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.

- In 2000–2001, campuses were required to serve "students at risk of dropping out of school" as defined in Texas Education Code (TEC) §29.081(d) in order to be eligible to receive an accountability rating under AEA procedures.

In 1996, all AECs received a rating of *Alternative Education* while the new procedures were implemented. The ratings assigned to AECs from 1997 through 2002 under the former AEA procedures were *Commended*, *Acceptable*, and *Needing Peer Review*. In 2003, state accountability ratings for all campuses and districts were suspended for one year while the new accountability system was developed. In 2004, AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.

House Bill 6 (HB 6), enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at AECs was administered;

- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;

- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and

- individual student data from a small sample of AECs were compiled and analyzed.

Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, the NCLB was signed into law. This federal legislation was considered as part of the pilot project report. Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for AYP.

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures are based on the following guidelines:

- The AEA indicators are based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.

- The AEA measures are appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures ensure that all students demonstrate proficiency on the state assessments in order to graduate.

- The Texas Growth Index (TGI) and other improvement indicators are evaluated as base indicators for AEC ratings.

- Additional AEA criteria are included. For example, AECs must have a minimum percentage of at-risk students (based on PEIMS data reported on current-year fall enrollment records) to be evaluated under AEA procedures.

In 2005, registered AECs and some charter operators were evaluated for the first time under the newly developed, redesigned AEA procedures. From 2006 to 2010, the amendments below were made to the current AEA procedures. Table 9-1 provides the number and percent of charter operators and campuses that were evaluated under standard and AEA procedures for 2005–2010.

- The at-risk registration criterion began at 65 percent in 2006 and increased by five percentage points annually until it reached 75 percent in 2008, where it will remain through 2011.

- Beginning in 2008, AEA campuses and charters are evaluated on Gold Performance Acknowledgment (GPA) indicators.

- Beginning in 2009, the Texas Projection Measure (TPM) is used in the TAKS Progress indicator.

- In 2011, AEA campuses and charters will be evaluated on a new English Language Learners (ELL) Progress indicator.

Features of the State Accountability System: 1994–2002 and 2004–2011

A number of features or overarching constructs integral to accountability remained unchanged between the 1994–2002 and the 2004–2011 rating systems. This section describes several key features common to both systems. These include criteria for ratings, accountability subset, student groups, acknowledgments, and report-only indicators.

Criteria for Ratings

A primary feature of the rating system is annually increasing rigor by raising the standards progressively over time; including new assessments as they become available; and, incorporating more students in the district and campus evaluations. Table 9-2 illustrates the various assessment and accountability factors that impact the rigor of the state accountability system. Tables 9-3 and 9-4 summarize the changes in the accountability standards for the 1994–2002 and the 2004–2011 systems, respectively.

To determine the rating label, the system evaluates indicators of performance, including assessment results on the state standardized assessment instruments as well as longitudinal completion rates and/or

annual dropout rates. Trends in performance on the base indicators are provided in Table 9-5 (1994–2002) and Table 9-6 (2004–2010). Generally, campuses and districts earn ratings by achieving performance that meets absolute standards or by demonstrating sufficient improvement toward the standard. In addition to evaluating performance for all students, the performance of individual groups of students is evaluated. The student groups are defined as the major ethnic/racial groups and economically disadvantaged. All of the evaluated groups must meet the criteria for a given rating category.

For the most part, performance indicators and standards used to determine ratings are the same for districts and campuses. However, some additional performance requirements apply only to districts. For example, no district with a *Low-Performing/Academically Unacceptable* campus may receive an *Exemplary* or *Recognized* rating. Also, since 2000, districts are required to meet the criteria on the Underreported Students indicator, a data quality measure, to receive an *Exemplary* or *Recognized* rating.

Accountability Subset

For the state assessment indicator, only the performance of students enrolled on the PEIMS fall "as-of" date are considered in the ratings. This is referred to as the accountability subset (sometimes referred to as the October subset or the mobility adjustment). This adjustment is not applied to any other base indicator.

The accountability subset feature ensures that districts and campuses are only held accountable for student performance if the student was served by the district or campus for the majority of the school year. Therefore, students who move from district to district are excluded from the campus and district assessment results that are used for accountability. Further, students who move from campus to campus within a district remain in the district's results but are excluded from the campus's assessment results. No campus is held accountable for students who move between campuses after the PEIMS fall enrollment snapshot date and before the date of testing, even if they stay within the same district. However, if the student moved from campus to campus within the district, his or her performance is included in that district's results, even though it does not count for either campus. Therefore, district performance results may not match the sum of the campus performance results.

Student Groups

Accountability for student group performance has been a distinguishing feature of the state accountability system. In the first year that accountability data were used to rate districts and campuses, the two lower ratings were assigned based on TAAS performance of the total student body, performance of student groups was considered only at the two higher rating levels. Beginning in 1995, the standards for base indicators at all four rating levels were applied to each of the African American, Hispanic, White, and Economically Disadvantaged student groups as well as to All Students (aggregate of student data at the district and campus level). The All Students group is always evaluated regardless of the number of students. However, districts and campuses with a small number of total students tested on TAKS receive Special Analysis.

Acknowledgments

Under both accountability systems, districts and campuses received acknowledgments for high performance on additional indicators that did not affect accountability ratings, such as completion of advanced academic courses and participation and performance on college admissions tests. In 2001, the Texas legislature enacted the Gold Performance Acknowledgment (GPA) system which replaced the system of Additional Acknowledgments that had been part of the accountability system since 1994. The GPA is similar to the former acknowledgment system in that any district or campus rated *Academically Acceptable* or higher may be considered for acknowledgment on GPA. All of the previous Additional Acknowledgment indicators are part of the GPA, although the standards for acknowledgment changed over the years. The GPA also included indicators that were not previously used for acknowledgments. Five of the GPA indicators are based on performance at the commended level on TAKS. Table 9-7 shows trends in commended performance by subject from 2004 through 2010. The standards on each of the individual GPA indicators are shown for 2002 through 2011 in Table 9-10.

Report-Only Indicators

Report-only indicators are not statutorily mandated for use in ratings. Unlike base and acknowledgment indicators, report-only indicators are not evaluated against standards. However, they present a more comprehensive picture of the education programs being implemented at the district and campus levels. As such, they provide information important to interpreting results on base and acknowledgment indicators. For example, the TAAS participation profile was relevant to interpreting TAAS results in light of the numbers and demographic characteristics of students who were not tested on the TAAS.

When possible, new base or acknowledgment indicators were phased-in over a three-year period by reporting for two years before using the third year. In the first year, data were collected and reported to establish benchmarks. For the next two years, the data were reported to familiarize districts and campuses with the indicator and to encourage advance local planning. During this three-year "report, report, use" period, accountability standards were set. After the third year, the indicator became part of the rating or acknowledgment system. For example, in 2000 and 2001, the "percent passing" on the grade 8 TAAS social studies test was a report-only indicator. In 2002, the same indicator became a measure evaluated for district and campus ratings.

Implementation of the State Accountability System: 2004–2011

To determine ratings under the standard accountability procedures, the accountability rating system for Texas public schools and districts uses three base indicators: spring performance on the TAKS assessment, the Completion Rate I [Graduates and Continuers], and the annual Dropout Rate for grades 7–8. Under AEA procedures, registered AECs and charter operators are evaluated based on three

base indicators: spring performance on the TAKS assessment (plus the July, October, and March retest administrations), the Completion Rate II [Graduates, Continuers, and General Educational Development (GED) Recipients], and the annual Dropout Rate for grades 7–12. The following section provides an overview of each of the base indicators evaluated under the standard accountability procedures for 2004–2011. These indicators include TAKS, Completion Rate I, and annual Dropout Rates. Finally, implementation of additional features and reporting requirements are described.

Texas Assessment of Knowledge and Skills (TAKS)

The TAKS base indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the TAKS (grades 3–11) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings. TAKS results are evaluated if any students are tested, though minimum size criteria apply to the student groups. The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects.

Significant Changes: 2004–2010

The most significant changes made between 2004 and 2010 to the state accountability system follow.

- Student passing standards on TAKS were phased in during 2004 and 2005 until the panel recommended student passing standards were fully achieved in 2006.
- Grade 8 science results were included at the panel recommended standard beginning in 2008.
- Performance of students served in special education were evaluated through the State-Developed Alternative Assessment (SDAA) indicator from 2004–2007. Beginning in 2008, TAKS (Accommodated) tests for certain grades/subjects were evaluated. In 2010, TAKS (Accommodated) results for all grades/subjects were fully incorporated.
- The Exceptions Provisions was expanded in 2008 to allow up to four exceptions for the *Academically Acceptable* and *Recognized* ratings and one exception for the *Exemplary* rating. Safeguards were applied to limit use of this feature.
- *Academically Acceptable* standards began increasing in 2006. Mathematics and science increased five points per year between 2006 and 2011 reaching 65 percent and 60 percent, respectively, in 2011. All other subjects achieved 70 percent for *Academically Acceptable* by 2009.
- *Recognized* standards increased from 70 percent to 75 percent in 2007 and from 75 percent to 80 percent in 2010.
- Student passing standards on TAKS increased in 2010 for certain grades/subjects due to the transition to the vertical scale for TAKS English grades 3–8 in reading and mathematics and for TAKS Spanish grades 3–5 in reading and mathematics.

- Inclusion of more students occurred in the accountability system due to more students being tested over time (95.4 percent in 2004 and 98.5 percent in 2010).
- Evaluation of the TPM results were incorporated beginning in 2009 as a new additional feature. Like the other two features, Required Improvement (RI) and Exceptions, TPM could elevate a rating one level only.

Significant Changes: 2011

The most significant changes planned for 2011 follow. Table 9-8 provides a side-by-side comparison of the base indicator standards between 2010 and 2011. Table 9-9 provides an overview of the 2011 requirements for each rating level.

- Performance on alternate assessments, TAKS–Modified (TAKS–M) and TAKS–Alternate (TAKS–Alt), will be combined with TAKS and TAKS (Accommodated) results in the TAKS base indicator.
- Evaluation of student performance at the Commended level will be added in 2011. As described below, this indicator will serve as a proxy for the use of college-ready standards that will be set on STAAR.
- The English Language Learners (ELL) Progress measure will be incorporated into the rating system as an additional indicator. Students who are LEP-exempt from the TAKS test, and who are only assessed on Texas English Language Proficiency Assessment System (TELPAS) reading will be included in the state accountability system for the first time through the evaluation of this new indicator.
- Options for use of the TPM in 2011 will be reviewed during the 2011 accountability development cycle.

TAKS Commended Performance. In 2011, districts and campuses will be required to meet a TAKS Commended performance standard in order to achieve the *Recognized* or *Exemplary* ratings. The Commended indicator will include the same test results as the TAKS base indicator: TAKS, TAKS (Accommodated), TAKS–M, and TAKS–Alt.

Commended performance will be evaluated only for the subject areas of reading/ELA and mathematics and only for two student groups—All Students and Economically Disadvantaged, if minimum size criteria are met. The minimum size criteria are the same as those used for the TAKS base indicator.

Commended standards will be 15 percent for *Recognized* and 25 percent for *Exemplary*. Neither Required Improvement nor the Exceptions Provision will be applied to the commended indicator. The absolute standards must be met by both student groups (if applicable) for both subjects.

Evaluation of TAKS Commended Performance in 2011 will serve as an early warning for the use of college readiness standards that will be incorporated in the new accountability system in 2014. Evaluation of Commended performance for the two highest rating categories provides an incentive for campuses and

districts to focus on the performance of higher performing students, in addition to those not passing the test. Reading/ELA and mathematics are targeted because these are the two subjects that will have college-ready standards set and evaluated in 2014 under the new accountability system.

The All Students and Economically Disadvantaged student groups are evaluated on the TAKS Commended Performance to encourage districts to continue to set high expectations for all students regardless of economic status while limiting the additional hurdles to two student groups initially as a phase-in to the student groups that will be evaluated in the new accountability system.

ELL Progress Indicator. This indicator will be incorporated into the 2011 rating system as a separate indicator that is evaluated for students identified as LEP in the current or prior two years. The ELL Progress indicator is based on the current and prior year of TELPAS reading results and current year TAKS performance.

Campuses and districts must meet a standard of 60 percent on the ELL Progress indicator in order to attain a *Recognized* or *Exemplary* rating. A minimum size of 30 students will be applied. Required Improvement will be used with this indicator in a manner that parallels the use of Required Improvement with the TAKS base indicator. In addition, the Exceptions Provision will be applied using a minimum performance floor of 55 percent.

Completion Rate I (Graduates and Continuers)

Under standard accountability procedures, graduates and continuing students (students who return to school for a fifth year) count as high school completers (Completion Rate I). Under AEA procedures, alternative education campuses and charters are evaluated using Completion Rate II, which also includes GED recipients as completers. The completion rate indicator is calculated as the number of completers expressed as a percent of total students in the class. For both the Completion Rate I and II, the class (denominator) is the sum of graduates, continuing students, GED recipients, and dropouts.

The 2007 accountability year (Class of 2006) was the first year the National Center for Education Statistics (NCES) dropout definition was used for the dropout component of the completion rate indicator. The Class of 2009, the class of students evaluated for the 2010 accountability cycle, is the first class for which all years of the cohort use the NCES dropout definition.

Completion rates are evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. Minimum size criteria must be met for All Students and the other student groups in order for the group to be evaluated.

Significant Changes

The most significant changes made between 2004 and 2010 to the completion rate indicator follow.

- Completion Rate II was used as a base indicator for districts and campuses evaluated under the standard accountability procedures in 2004 and 2005.

- Completion Rate I has been used as the base indicator for the standard accountability procedures since 2006.
- For 2007 and 2008 ratings, a School Leaver Provision (SLP) was added to the system to aid in the transition to the more rigorous NCES dropout definition. Under the SLP, the annual dropout rate, completion rate, and underreported students indicators could not be the sole cause for a lowered campus or district rating.
- In 2009, the SLP was no longer applied to the completion, dropout, and underreported indicators.
- Phase-in of the NCES definition of a dropout for the Completion Rate indicator was completed in 2010 with all four years of the 2009 cohort based on the new dropout definition.
- The completion rate standards, 75.0 percent for *Academically Acceptable*, 85.0 percent for *Recognized*, and 95.0 percent for *Exemplary,* remained constant during the phase-in of the NCES dropout definition.

Annual Dropout Rate

Under standard accountability procedures, the annual dropout rate includes grades 7 and 8 only. The annual dropout rate for grades 7–12 is evaluated under AEA procedures. The 2007 accountability cycle (which evaluated 2005–2006 dropouts) was the first year the NCES dropout definition was used. This change significantly increased the rigor of the definition of a dropout.

The annual dropout rate for standard procedures is calculated by dividing the number of grade 7–8 students designated as dropouts during the school year by the number of grade 7–8 students who were in attendance at any time during the school year. The annual dropout rate has been used to evaluate campuses and districts with students in grades 7 and/or 8 since 2004. Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. Performance is only evaluated for groups meeting minimum size criteria.

Beginning with the 2008 accountability cycle, the grade 7–8 Annual Dropout Rate standard was reset to 2.0 percent for all rating levels. A multi-year phase-in process for ultimately achieving a standard of 1.0 percent was planned. The rationale for resetting the standard was that the Annual Dropout Rate became a new indicator due to the significance of the change in the dropout definition. Under the new definition, the state average grade 7–8 dropout rate doubled. Doubling the standard from 1.0 percent to 2.0 percent made it comparable in rigor to the standard used to evaluate rates under the prior definition.

Significant Changes

The most significant changes made between 2004 and 2010 to the dropout rate indicator follow.

- Adoption in 2005–2006 of the federal definition of a dropout for use in the annual dropout rate indicator and longitudinal completion rate measure.

- For 2007 and 2008 ratings, a School Leaver Provision (SLP) was added to the system to aid in the transition to the more rigorous NCES dropout definition. Under the SLP, the annual dropout rate, completion rate, and underreported students indicators could not be the sole cause for a lowered campus or district rating.
- In 2009, the SLP was no longer applied to the completion, dropout, and underreported indicators.
- Annual dropout rate indicator standards for *Academically Acceptable* decreased from 2.0 percent to 1.0 percent in 2005; increased to 2.0 percent in 2008 with the new definition; then decreased to 1.8 percent in 2010 and 1.6 percent in 2011.

Additional Features of the State Accountability System

Under certain circumstances districts and campuses can raise their rating one level using the following additional features of the state accountability system: Required Improvement, the Texas Projection Measure, or the Exceptions Provision. Other additional features such as underreported students can prevent a district from achieving a higher rating. Still others, such as the Gold Performance Acknowledgment system, recognize high achievement.

Required Improvement. Required Improvement (RI) has been a feature used in the state accountability system since 1994. RI can be used to elevate a rating to *Academically Acceptable* or *Recognized*, but cannot elevate a rating to *Exemplary*. In order for RI to move a campus or district rating up a level, the campus or district must show within two years enough improvement on the deficient measure from the prior year to be able to meet the current year accountability standard. Unlike the following additional features, RI is applied to all three base indicators, not the TAKS indicator only.

Texas Projection Measure. Beginning in 2009, the TPM was added to the state accountability rating system. The TPM was evaluated as a means of elevating a campus or district rating in cases where neither the TAKS base indicator nor RI were sufficient to allow a campus or district to earn the next higher rating. The TPM is an estimate of whether a student is likely to pass a TAKS assessment in the next high stakes grade (grade 5, 7 [writing only], 8, or 11). With the addition of TPM, the state accountability rating system gives districts and campuses credit not only for students who pass but also for students who are on track to pass at a future grade.

The TPM is reported in mathematics, reading, ELA, science, social studies, and writing. Projections for each student are made separately for each subject. When projections are made to a future grade, the result is the projected score. To determine if a student is projected to meet the standard, the projected score is compared to the Met Standard cut point in the projected grade and subject. Evaluation of the grade 8 science TPM values was added in 2010.

Exceptions Provision. The Exceptions Provision has been a feature of the accountability system since 2004. The rationale for the provision was to provide a mechanism for avoiding the *Academically Unacceptable* rating for new indicators or indicators that were being phased in to the system. The

mechanism was designed to provide greater relief for larger campuses and districts serving more diverse student populations who are evaluated on more measures.

The Exceptions Provision was significantly modified in 2008. For the first time, districts and campuses could use the Exceptions Provision to achieve a *Recognized* or *Exemplary* rating. In addition, the number of exceptions allowed was increased from three to four in order to achieve the *Recognized* or *Academically Acceptable* ratings. (A maximum of one exception was permitted to achieve *Exemplary*.) The minimum performance floors required to use an exception have varied over time but are now uniformly set at five points below the accountability standard.

Combined Uses of Additional Features. The sequence for application of the additional features begins with the evaluation based on the percentage of students who met the passing standard on TAKS. If the passing standard is not met, the campus or district must have demonstrated RI on the deficient measures in order to meet the current year accountability standard in two years. If RI is not met, then performance is evaluated based on the percentage of students who either met the passing standard or are projected to meet the passing standard in a future grade with the TPM. The Exceptions Provision is applied last to determine if performance based on percent meeting passing standards meets the necessary criteria to elevate the rating for a district or campus. To be eligible to use these provisions, the following safeguards are applied.

- Combinations of RI, TPM, and the Exceptions Provision cannot be used for one measure to elevate a rating more than one level.
- Exceptions cannot be used for the same measure for two consecutive years.
- Any campus or district that uses one or more exceptions must address performance on those measures in its campus or district improvement plan.
- RI calculations and all floor evaluations (RI and Exceptions Provision) are based on the Percent Met Standard results—not Percent Met Standard with TPM.

Underreported Students. An underreported student is a student in grades 7–12 reported in enrollment or attendance in one school year not accounted for through district records or Texas Education Agency (TEA) processing the next school year. Districts account for students by reporting that students re-enrolled in school or withdrew from school. TEA accounts for students by determining that students either moved from one district into another, received GED certificates, or graduated in a previous school year. The underreported students' rate is calculated by dividing the number of underreported students by the total number of grade 7–12 students served in the prior year.

The counts and rates of underreported students have been used as data quality measures in the accountability system since the 2000 accountability year. Performance is evaluated for All Students—individual student groups are not evaluated. Districts cannot be rated *Exemplary* or *Recognized* if either the count or rate of underreported students exceeds the standards. Results are evaluated if there are at least 5 underreported students. This indicator does not apply to campuses.

The 2007 accountability cycle, which evaluated 2005–2006 underreported students, was the first year the NCES dropout definition was used. A school leaver provision (SLP) was added to the system for the 2007 and 2008 ratings. Under the SLP, the annual dropout rate, completion rate, and underreported students indicators could not be the sole cause for a lowered campus or district rating. Use of the SLP was discontinued with the 2009 accountability cycle.

Gold Performance Acknowledgments (GPA) System. Beginning in 2002, GPA was awarded to districts and campuses that met the acknowledgment standard on one or more of nine measures. By 2011, the number of acknowledgment indicators has grown to 13 indicators. Two of the GPA indicators, described below, that were developed after 2002 rewarded high achievement on indicators designed to measure preparation for postsecondary success.

Beginning in 2006, the Texas Success Initiative (TSI) indicator was evaluated for GPA in the state accountability system. The TSI indicator showed the percentage of students who met the Higher Education Readiness Component standards on the exit level TAKS tests in mathematics and ELA. Performance on these tests is used to assess a student's readiness to enroll in an institution of higher education. A student who meets the standards adopted by the Texas Higher Education Coordinating Board (THECB) is exempt from the TSI requirements (TEC §51.3062).

In response to legislation requiring that the TEA report a "measure of progress toward preparation for postsecondary success" [TEC §39.051(b)(13)], an indicator of college readiness was added to AEIS reports, beginning with the 2006–2007 report. The indicator, College-Ready Graduates, was evaluated for GPA in the state accountability system for the first time in 2009. It supplements the higher education readiness component of the TSI by adding SAT and ACT test results to the TAKS data used to determine eligibility for exemption from TSI requirements. Results for the College-Ready Graduates indicator are reported for ELA and mathematics separately and for both subjects combined and GPA is awarded if criteria are met for the "both subjects" combined measure.

Comparable Improvement (CI) evaluates how much a school's students have improved in reading and mathematics by comparing current year performance to prior year performance. Comparable Improvement evaluated each campus relative to a group of similar campuses with similar student demographics. The CI indicators are campus-level indicators only. Campuses are acknowledged separately for reading/ELA and mathematics performance in the GPA system.

Beginning with the 2008 accountability cycle, GPA indicators were awarded for AECs and charter operators rated *AEA: Academically Acceptable* to acknowledge high academic achievement. To the extent possible, the AEA GPA system is aligned with the GPA system that acknowledges districts and campuses evaluated under standard accountability procedures.

Performance Reports

A number of reports are produced annually that contain performance data and other descriptive information at the district and the campus level. These reports include the Academic Excellence Indicator System, the School Report Card, Snapshot, and Pocket Edition.

Academic Excellence Indicator System (AEIS). Since 1985, Texas school districts have been required to produce public annual performance reports that describe the profile and performance of districts and campuses. These annual performance reports were first named Annual Performance Reports (APR) and later the AEIS reports. The AEIS contains performance data and descriptive characteristics for all Texas public school districts and campuses. Local districts share responsibility for disseminating the AEIS reports, including holding hearings for public discussion of the AEIS report content.

From its inception, multiple indicators that measure student and school success were incorporated. Beginning in 1994, performance measures were organized into three broad categories: base indicators, acknowledgment indicators, and report-only indicators. The minimum requirements for a statistic to be included as an indicator in AEIS follow:

- measure of student/institutional excellence and equity,
- must be quantifiable,
- must have a standardized definition,
- must be reliable,
- must be valid, and
- must be reported to TEA in a standardized format.

The AEIS pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are available each year in the fall. The performance indicators are:

- Results of TAKS; by grade, by subject, and by all grades tested;
- Participation in the TAKS tests;
- Exit level TAKS Cumulative Passing Rates;
- Progress of Prior Year TAKS Failers;
- Results of the Student Success Initiative;
- English Language Learners Progress Measure;
- Attendance Rates;
- Annual Dropout Rates (grades 7–8, grades 7–12, and grades 9–12);
- Completion Rates (4-year and 5-year longitudinal);

- College Readiness Indicators;
  - Completion of Advanced/Dual Enrollment Courses;
  - Completion of the Recommended High School Program or Distinguished Achievement Program;
  - Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;
  - TSI – Higher Education Readiness Component;
  - Participation and Performance on the College Admissions Tests (SAT and ACT), and
  - College-Ready Graduates.

Performance on each of these indicators is shown disaggregated by ethnicity, sex, special education, low income status, limited English proficient status (since 2002–2003), at-risk status (since 2003–2004, district, region, and state), and, beginning in 2008–2009, by bilingual/ESL (district, region, and state in section three). The reports also provide extensive information on school and district staff, finances, programs, and student demographics.

Beginning in 2005–2006, all indicators of college-readiness are grouped under one heading. The list of AEIS college-readiness indicators are:

- Advanced Course/Dual Enrollment Completion,
- RHSP/DAP Graduates,
- AP/IB Results,
- TSI – Higher Education Readiness Component (ELA and mathematics),
- SAT/ACT Results, and
- College-Ready Graduates.

School Report Card (SRC). The SRC contains a small subset of the data provided on the AEIS report. While districts are required to publicize their AEIS reports, schools are required to send home a copy of their SRC with each student. Also, while AEIS reports are available at the school, district, region and state level, SRCs are only provided at the school level. The SRC has been published annually since 1994.

Snapshot. This report provides a detailed look at public education in the State of Texas for each school year. Published annually since 1987–1988, *Snapshot* presents a variety of information about school districts in a consistent manner. District data published in Snapshot are available through the agency's website.

Pocket Edition of Texas Public School Statistics. This pocket-sized brochure is designed to provide state summary statistics for quick reference. It has been published annually since the 1991–1992 school year.

Table 9-1

Number and Percent of Campuses Evaluated under Standard and AEA Procedures by Charter/Non-Charter
2005 through 2010

Accountability Procedures	2005				2006				2007				2008				2009				2010			
	Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Standard	138	46.6	7,346	96.5	156	49.8	7,383	96.6	187	56.3	7,475	96.7	212	56.7	7,560	96.7	247	56.5	7,625	96.7	276	59.6	7,699	96.6
AEA	158	53.4	266	3.5	157	50.2	260	3.4	145	43.7	254	3.3	162	43.3	261	3.3	190	43.5	260	3.3	187	40.4	273	3.4
Campuses by Type	296	100.0	7,612	100.0	313	100.0	7,643	100.0	332	100.0	7,729	100.0	374	100.0	7,821	100.0	437	100.0	7,885	100.0	463	100.0	7,972	100.0
Total Campuses Rated	7,908				7,956				8,061				8,195				8,322				8,435			
AEA At-Risk Registration Criterion	None				≥ 65% at-risk student enrollment at the registered AEC				≥ 70% at-risk student enrollment at the registered AEC				≥ 75% at-risk student enrollment at the registered AEC											

Number and Percent of Charter Operators Evaluated under Standard and AEA Procedures
2005 through 2010

Accountability Procedures	2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%
Standard	103	53.6	110	56.7	128	67.0	127	64.1	132	64.4	139	67.1
AEA	89	46.4	84	43.3	63	33.0	71	35.9	73	35.6	68	32.9
All Charter Operators	192	100.0	194	100.0	191	100.0	198	100.0	205	100.0	207	100.0
Total Districts Rated	1,229		1,227		1,222		1,229		1,235		1,237	

Table 9-2: Assessment and Accountability Factors Affecting the Rigor of the State Accountability System

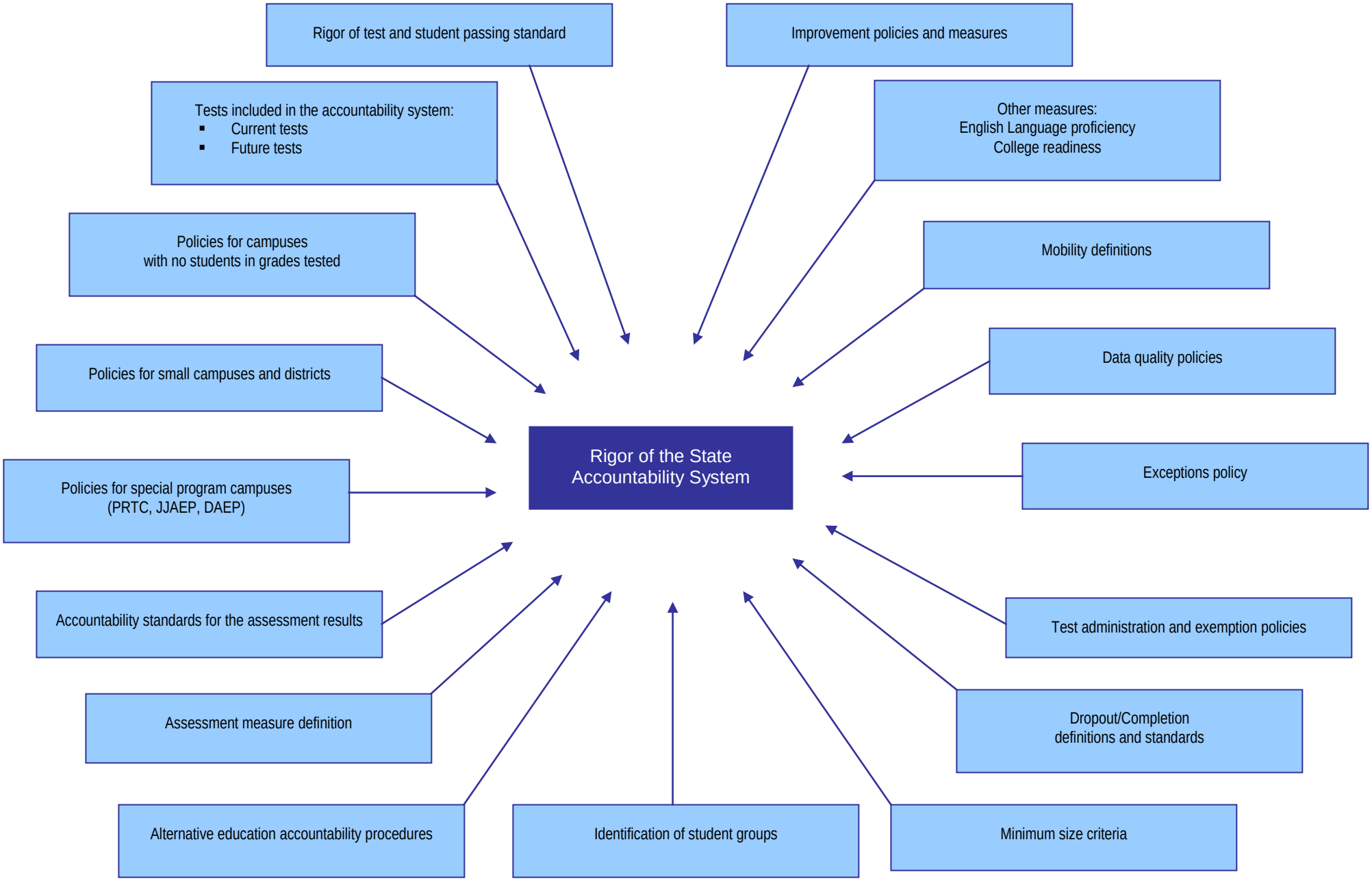


Table 9-3: Summary of Accountability Standards: 1994 – 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002
TAAS Passing Standards (Gr. 3–8, 10) (For all students and each individual student group)									
Exemplary	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%
Recognized	> = 65.0%	> = 70.0%	> = 70.0%	> = 75.0%	> = 80.0%	> = 80.0%	> = 80.0%	> = 80.0%	> = 80.0%
*Academically Acceptable * / Acceptable*	> = 25.0%	> = 25.0%	> = 30.0%	> = 35.0%	> = 40.0%	> = 45.0%	> = 50.0%	> = 50.0%	> = 55.0%
*Academically Unacceptable */ Low-Performing*	< 25.0%	< 25.0%	< 30.0%	< 35.0%	< 40.0%	< 45.0%	< 50.0%	> = 50.0%	< 55.0%
Dropout Rate Standards (Gr. 7–12) (For all students and each individual student group)									
Exemplary	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%
Recognized	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.0%	< = 2.5%
*Academically Acceptable * / Acceptable*	n/a	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 5.5%	< = 5.0%
*Academically Unacceptable */ Low-Performing*	n/a	> 6.0%	> 6.0% ✧	> 6.0% ✧	> 6.0% ✧	> 6.0% ✧	> 6.0% ✧	< = 5.5%✧	> 5.0% ✧
Attendance Rate Standard (Gr. 1–12) †	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	n/a	n/a
Sustained Performance (For all students and each individual student group)	exceed 93 TAAS state averages	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At What Levels of Performance Required Improvement Is Analyzed (For all students and each individual student group)									
To Be Rated *Recognized* TAAS Reading, Mathematics, and Writing	65.0% - 89.9%	70.0% - 79.9%	70.0% - 79.9%	75.0% - 79.9%	n/a	n/a	n/a	n/a	n/a
To Avoid *Academically Unacceptable / Low-Performing*									
TAAS Reading, Mathematics, and Writing	< 25.0%	< 25.0%	< 30.0%	< 35.0%	< 40.0%	< 45.0%	< 50.0%	n/a	n/a
Dropout Rate	n/a	> 6.0%	> 6.0%	> 6.0%	> 6.0%	> 6.0%	> 6.0%	n/a	n/a

✧ Special conditions apply for a single dropout rate exceeding the 6.0 percent standard.

† The Attendance Rate standard is waived for the *Academically Acceptable / Acceptable* rating if failure to meet that standard would be the sole reason that the school would be *Low-Performing* or the district *Academically Unacceptable*.

* In 1994–1996, the district ratings used were: *Exemplary*, *Recognized*, *Accredited*, and *Accredited Warned*. A statutory change in 1997 resulted in use of the current labels.

Table 9-4: Summary of State Accountability Standards: 2004–2011

Rating Categories	2004		2005		2006		2007	2008		2009	2010		2011	
	Grades 3–10 at 1 SEM below PR; Grade 11 at 2 SEM below PR	System (Final)	Grades 3–10 at PR; Grade 11 at 1 SEM below PR	System (Final)	All Grades and all Subjects at PR	System (Final)	System (Final)	Grade 8 Science included at PR; TAKS (Accommodated) Phase-in begins	System (Final)	System (Final)	TAKS (Accommodated) Phase-in completed	System (Final)	TAKS–M and TAKS–Alt included in Ratings	Adopted in Rule
Academically Acceptable														
Reading/ELA		≥ 50%		≥ 50%		≥ 60%	≥ 65%		≥70%	≥ 70%		≥ 70%		≥ 70%
Soc. Studies; Writing		≥ 50%		≥ 50%		≥ 60%	≥ 65%		≥ 65%	≥ 70%		≥ 70%		≥ 70%
Mathematics		≥ 35%		≥ 35%		≥ 40%	≥ 45%		≥ 50%	≥ 55%		≥ 60%		≥ 65%
Science		≥ 25%		≥ 25%		≥ 35%	≥ 40%		≥ 45%	≥ 50%		≥ 55%		≥ 60%
Recognized														
All Subjects		≥ 70%		≥ 70%		≥ 70%	≥ 75%		≥ 75%	≥ 75%		≥ 80%		≥ 80%
Exemplary														
All Subjects		≥ 90%		≥ 90%		≥ 90%	≥ 90%		≥ 90%	≥ 90%		≥ 90%		≥ 90%

Summary of Federal Accountability Standards: 2002–2003 — 2013–2014

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Reading/ELA	47%	47%	53%	53%	60%	60%	67%	73%	80%	87%	93%	100%
Mathematics	33%	38%	42%	42%	50%	50%	58%	67%	75%	83%	92%	100%

Summary of State Accountability Standards for Reading/ELA & Mathematics Only: 2003–2004 — 2010–2011

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Reading/ELA	N/A	50%	50%	60%	65%	70%	70%	70%	70%	No Ratings	New System	New System
Mathematics	N/A	35%	35%	40%	45%	50%	55%	60%	65%	No Ratings	New System	New System

Table 9-5: State Performance on Accountability Indicators: 1994 – 2002

Indicator	1994 ‡ ✠	1995 ✪ ✠	1996 ✪ ✠	1997 ✪ ✠	1998 ✪ ✠	1999 ✪ ✸	2000 ✪♈	2001 ✪♈❖*	2002 ✪ ♈❖*	Change 1994–2002
TAAS Results, *summed across grades 3–8, and 10 [accountability subset]*										
TAAS *Acceptable* Standard	25%	25%	30%	35%	40%	45%	50%	50%	55% ♦	+30%
READING										
All Students	76.5%	78.4%	80.4%	84.0%	87.0%	86.5%	87.4%	88.9%	91.3%	+14.8%
African American	60.2%	63.0%	66.8%	73.2%	78.2%	78.2%	80.8%	82.5%	86.7%	+26.5%
Hispanic	64.9%	67.9%	70.3%	75.3%	79.5%	79.5%	80.7%	83.5%	86.9%	+22.0%
White	87.2%	88.4%	90.0%	92.4%	94.2%	93.7%	94.3%	95.1%	96.3%	+9.1%
Economically Disadvantaged	62.9%	66.1%	68.4%	73.7%	78.4%	78.2%	79.8%	82.3%	86.0%	+23.1%
MATHEMATICS										
All Students	60.5%	65.9%	74.2%	80.1%	84.2%	85.7%	87.4%	90.2%	92.7%	+32.2%
African American	38.1%	43.8%	55.0%	64.1%	70.5%	72.8%	77.0%	81.9%	86.5%	+48.4%
Hispanic	47.1%	52.3%	63.9%	71.8%	77.7%	80.7%	82.9%	86.9%	90.1%	+43.0%
White	73.3%	79.2%	85.0%	89.5%	91.9%	92.5%	93.6%	95.1%	96.5%	+23.2%
Economically Disadvantaged	45.0%	51.4%	62.3%	70.5%	76.1%	78.7%	81.1%	85.3%	88.9%	+43.9%
WRITING										
All Students	79.0%	82.0%	82.9%	85.3%	87.4%	88.2%	88.2%	87.9%	88.7%	+9.7%
African American	65.8%	70.5%	72.8%	76.1%	80.4%	81.9%	82.4%	82.9%	84.5%	+18.7%
Hispanic	69.6%	73.4%	74.2%	77.6%	80.9%	83.1%	82.3%	83.0%	83.7%	+14.1%
White	87.6%	89.7%	90.5%	92.5%	93.4%	93.1%	94.0%	92.9%	93.9%	+6.3%
Economically Disadvantaged	67.7%	71.5%	72.9%	76.0%	79.7%	81.4%	81.3%	81.8%	82.7%	+15.0%
SOCIAL STUDIES ×										
All Students	—	65.9%	70.2%	67.4%	66.3%	70.1%	71.8%	77.0%	83.7%	+17.8%
Annual Dropout Rate, Grades 7–12										
All Students	2.8%	2.6%	1.8%	1.8%	1.6%	1.6%	1.6%	1.3%	1.0%	-1.8%
African American	3.6%	3.2%	2.3%	2.3%	2.0%	2.1%	2.3%	1.8%	1.3%	-2.3%
Hispanic	4.2%	3.9%	2.7%	2.5%	2.3%	2.3%	2.3%	1.9%	1.4%	-2.8%
White	1.7%	1.5%	1.2%	1.1%	1.0%	0.9%	0.8%	0.7%	0.5%	-1.2%
Economically Disadvantaged	2.9%	2.7%	1.9%	1.7%	1.6%	1.6%	1.5%	1.3%	1.0%	-1.9%
Attendance Rate, Grades 1–12	94.9%	95.1%	95.1%	95.1%	95.2%	95.3%	95.4%	95.6%	95.5%	+0.6%

‡ TAAS reading and mathematics was administered to grades 3–8, and 10; TAAS writing was administered to grades 4, 8, and 10. [*English language*]

✪ TAAS reading and mathematics was administered to grades 3–8, and 10; TAAS writing was administered to grades 4, 8, and 10; TAAS social studies was administered to grade 8. [*English language*]

✠ The accountability subset includes only non-special education students.

✸ The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3 & 4, reading and mathematics.

♈ The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3–6, reading, writing, and mathematics.

❖ The annual dropout rate *Acceptable* standard was 6.0% from 1994 through 2000. This standard was changed to 5.5% in 2001 and to 5.0% in 2002.

* Attendance no longer used as a base indicator.

♦ The TAAS *Acceptable* standard for social studies is 50% and applies only to the *All Students* group in 2002.

× Social studies was first included in the accountability system in 2002; however, information is shown from 1995.

Table 9-6: State Performance on Accountability Indicators: 2004 to 2010

TAKS Met Standard Performance

Standard Procedures Indicator	2004	2005	2006	2007	2008	2009	2010	Change 2004–2010
TAKS Results✦, *summed across grades 3–11 [accountability subset]*	*Academically Acceptable* standards are shown in shaded cells.							
Reading / English Language Arts	50%	50%	60%	65%	70%	70%	70%	
All Students	80%	83%	87%	89%	91%	91%	90%	+10%
African American	71%	76%	82%	84%	87%	88%	87%	+16%
Hispanic	72%	77%	82%	84%	87%	88%	87%	+15%
White	89%	91%	94%	95%	96%	96%	96%	+7%
Economically Disadvantaged	70%	76%	81%	83%	86%	87%	86%	+16%
Writing	50%	50%	60%	65%	65%	70%	70%	
All Students	89%	90%	91%	92%	93%	93%	93%	+4%
African American	84%	86%	89%	89%	90%	91%	91%	+7%
Hispanic	85%	87%	89%	91%	91%	92%	92%	+7%
White	93%	94%	95%	95%	96%	96%	96%	+3%
Economically Disadvantaged	84%	85%	88%	89%	90%	91%	91%	+7%
Social Studies	50%	50%	60%	65%	65%	70%	70%	
All Students	84%	87%	87%	89%	91%	93%	95%	+11%
African American	77%	81%	81%	84%	87%	90%	93%	+16%
Hispanic	76%	80%	80%	84%	88%	90%	94%	+18%
White	92%	94%	94%	95%	96%	97%	98%	+6%
Economically Disadvantaged	74%	79%	79%	83%	87%	89%	93%	+19%
Mathematics	35%	35%	40%	45%	50%	55%	60%	
All Students	66%	71%	75%	77%	80%	82%	84%	+18%
African American	49%	55%	61%	64%	69%	71%	74%	+25%
Hispanic	57%	63%	68%	71%	75%	78%	81%	+24%
White	78%	83%	86%	87%	89%	90%	91%	+13%
Economically Disadvantaged	55%	61%	66%	69%	74%	76%	79%	+24%
Science	25%	25%	35%❖	40%❖	45%	50%	55%	
All Students	56%	63%	70%	71%	74%	78%	83%	+27%
African American	38%	45%	54%	56%	61%	66%	75%	+37%
Hispanic	41%	50%	59%	61%	66%	70%	78%	+37%
White	73%	79%	85%	85%	87%	89%	92%	+19%
Economically Disadvantaged	39%	48%	58%	60%	63%	68%	76%	+37%

State Performance on Accountability Indicators: 2004 to 2010 cont.

TAKS Met Standard Performance

Indicator	2004	2005	2006	2007¥	2008¥	2009¥	2010¥	Change 2007–2010
Annual Dropout Rate, Grades 7–8	2.0%	1.0%	1.0%	1.0%	2.0%	2.0%	1.8%	
	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	
All Students	0.2%	0.2%	0.2%	0.4%	0.4%	0.3%	0.3%	-0.1%
African American	0.2%	0.2%	0.2%	0.8%	0.7%	0.5%	0.5%	-0.3%
Hispanic	0.4%	0.3%	0.3%	0.6%	0.5%	0.4%	0.4%	-0.2%
White	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	-0.1%
Economically Disadvantaged	0.3%	0.2%	0.2%	0.5%	0.5%	0.3%	0.3%	-0.2%
Completion Rate I✱, Grades 9–12	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	
	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	
All Students	92.2%	91.9%	91.9%	88.9%	86.7%	88.0%	89.2%	0.3%
African American	91.7%	92.0%	91.9%	85.0%	81.2%	82.8%	84.1%	-0.9%
Hispanic	90.0%	90.0%	89.7%	84.9%	81.9%	84.1%	86.2%	1.3%
White	93.7%	93.0%	93.3%	93.2%	92.3%	93.0%	93.8%	0.6%
Economically Disadvantaged	90.2%	90.0%	89.4%	83.9%	80.5%	82.7%	88.0%	4.1%

✦ The TAKS accountability standards were held constant in 2004 and 2005 during the phase-in of the student passing standards. In 2004, the student passing standard was 1 standard error of measurement (SEM) below panel recommendation (PR) for grades 3–10 and 2 SEM below PR for grade 11. In 2005, the student passing standard was PR for grades 3–10 and 1 SEM below PR for grade 11. In 2006, the student passing standard was PR for all grades. In 2008 and 2009, the TAKS results include TAKS (Accommodated) for science and social studies and all grade 11 subjects. In 2010, the TAKS results include TAKS (Accommodated) for all grades and subjects. For 2004 – 2009, TAKS results are shown at the PR student passing standard. In 2010, TAKS results are based on the vertical scale standards for grades 3 – 8 reading and mathematics, so change calculations between 2004 and 2010 are based on different student passing standards for certain grades and subjects.

❖ Grade 8 science results are not included because they were not used in the 2006 or 2007 accountability system. Grade 8 science results are included in the 2008 – 2010 results shown.

✱ While accountability ratings issued under standard procedures for 2004 and 2005 used Completion Rate II, the data shown are for Completion Rate I for all years so the results are based on the same indicator.

¥ Due to the change to the National Center for Education Statistics (NCES) dropout definition, dropout and completion rates from 2004 through 2006 are not comparable to 2007 and beyond. Change for these indicators is based on a comparison of 2007 to 2010.

Table 9-7: State Performance on Accountability Indicators: 2004 to 2010

TAKS Commended Performance

Indicator	2004	2005	2006	2007	2008	2009	2010	Change 2004–2010
TAKS Results✦, *summed across grades 3–11 [accountability subset]*	Gold Performance *Commended* standards are shown in shaded cells.							
Reading / English Language Arts	20%	20%	20%	25%	25%	30%	30%	
All Students	20%	25%	27%	30%	34%	34%	33%	+13%
African American	12%	15%	17%	20%	23%	25%	23%	+11%
Hispanic	13%	17%	18%	22%	25%	26%	25%	+12%
White	29%	36%	38%	42%	47%	46%	45%	+16%
Economically Disadvantaged	12%	15%	17%	20%	23%	24%	23%	+11%
Writing	20%	20%	20%	25%	25%	30%	30%	
All Students	22%	26%	30%	30%	33%	34%	33%	+11%
African American	13%	17%	21%	21%	24%	25%	24%	+11%
Hispanic	14%	19%	22%	23%	25%	27%	26%	+12%
White	31%	36%	40%	40%	43%	45%	43%	+12%
Economically Disadvantaged	12%	17%	20%	20%	23%	24%	24%	+12%
Social Studies	20%	20%	20%	25%	25%	30%	30%	
All Students	21%	26%	30%	35%	36%	44%	47%	+26%
African American	10%	14%	17%	21%	24%	31%	34%	+24%
Hispanic	11%	15%	19%	23%	25%	33%	36%	+25%
White	31%	38%	43%	49%	50%	59%	60%	+29%
Economically Disadvantaged	10%	13%	17%	21%	23%	30%	34%	+24%
Mathematics	20%	20%	20%	25%	25%	30%	30%	
All Students	17%	20%	23%	25%	28%	31%	29%	+12%
African American	8%	9%	11%	13%	15%	18%	17%	+9%
Hispanic	11%	13%	16%	18%	21%	25%	23%	+12%
White	25%	29%	32%	34%	38%	42%	39%	+14%
Economically Disadvantaged	10%	12%	15%	17%	19%	23%	21%	+11%
Science	20%	20%	20%❖	25%❖	25%	30%	30%	
All Students	9%	14%	16%	19%	22%	26%	28%	+19%
African American	3%	6%	6%	9%	11%	14%	16%	+13%
Hispanic	4%	8%	9%	12%	15%	18%	21%	+17%
White	14%	20%	23%	28%	33%	38%	40%	+26%
Economically Disadvantaged	4%	8%	9%	11%	14%	17%	20%	+16%

✦ TAKS results for 2004–2009 are shown at the commended performance standard that corresponded to the scale score of 2400. In 2010, TAKS results are based on vertical scale standards for commended performance at grades 3–8 reading and mathematics, so change calculations between 2004 and 2010 are based on different student standards for these grades. In 2008 and 2009, the TAKS results include TAKS (Accommodated) for science and social studies and all grade 11 subjects. In 2010, the TAKS results include TAKS (Accommodated) for all grades and subjects.

❖ Grade 8 science results are not included in either the 2006 or 2007 results shown because they were not used in the 2006 or 2007 accountability system. Grade 8 science results are included in the 2008 – 2010 results shown.

Table 9-8: 2010 and 2011 Standards – Standard Procedures

	2010	2011*	
TAKS % Met *(All Students, White, Hispanic, African American, & Economically Disadvantaged)*			
	% Met	% Met	
Exemplary (All Subjects)	≥ 90%	≥ 90%	
Recognized (All Subjects)	**≥ 80%**	≥ 80%	
Academically Acceptable			
Reading/ELA, Writing, Social Studies	≥ 70%	≥ 70%	
Mathematics	**≥ 60%**	**≥ 65%**	
Science	**≥ 55%**	**≥ 60%**	
TAKS (Accommodated)	All grades & subjects	All grades & subjects	
TAKS–M and TAKS–Alt	N/A	All grades & subjects	
TAKS Commended Performance *(All Students & Economically Disadvantaged)*			
	N/A	% Commended (with TPM)	
Exemplary (Reading/ELA, Math)		**≥ 25%****	
Recognized (Reading/ELA, Math)		**≥ 15%****	
Academically Acceptable		N/A	
ELL Progress Indicator *(All Students only)****			
Exemplary	N/A	**≥ 60%**	
Recognized		**≥ 60%**	
Academically Acceptable		N/A	
Completion Rate I (Gr. 9–12) *(All Students, White, Hispanic, African American, & Econ. Disadvantaged)*			
	Class of 2009 *(9th grade 2005–2006)*	Class of 2010 *(9th grade 2006–2007)*	
Exemplary	≥ 95.0%	≥ 95.0%	
Recognized	≥ 85.0%	≥ 85.0%	
Academically Acceptable	≥ 75.0%	≥ 75.0%	
Annual Dropout Rate (Gr. 7–8) *(All Students, White, Hispanic, African American, & Econ. Disadvantaged)*			
	2008–2009 Dropouts	2009–2010 Dropouts	
Exemplary, Recognized, & Academically Acceptable	**≤ 1.8%**	**≤ 1.6%**	
Additional Features			
Required Improvement	Use	Use**	
Texas Projection Measure	Use	Use***	
Exceptions	Use	Use**	
Underreported Students	≤ 150 and **≤ 4.0%**	≤ 150 and **≤ 3.0%**	

No Ratings in 2012
New Accountability System will be in place beginning in the 2012–2013 school year.

Source: *2010 Accountability Manual.* Changes from the previous year are indicated in bold.

* Details about the 2011 standards are presented in Chapter 17 – Indicators and Standards for 2011.

** RI and Exceptions are not available for use with the Commended Indicator.

*** Decisions about the use of TPM with the ELL Progress Indicator will be made during the 2011 development cycle.

2010 and 2011 Standards cont. – AEA Procedures

	2010	2011*	2012
TAKS Progress Standard			No Ratings in 2012 *New Accountability System will be in place beginning in 2012–2013*
AEA: Academically Acceptable	≥ 50%	**≥ 55%**	
TAKS (Accommodated)	All grades and subjects	All grades and subjects	
TAKS–M	N/A	All grades and subjects	
TAKS–Alt	N/A	All grades and subjects**	
Completion Rate II (Grade 9–12) Standard			
Year of Data	Class of 2009 *(9th grade 2005–2006)*	Class of 2010 *(9th grade 2006–2007)*	
AEA: Academically Acceptable	≥ 60.0%	≥ 60.0%	
Completer II Definition	Graduates + Continuing Students + GED Recipients		
Dropout Definition	NCES Definition	NCES Definition	
Annual Dropout Rate (Grade 7–12) Standard			
Year of Data	2008–2009	2009–2010	
AEA: Academically Acceptable	≤ 20.0%	≤ 20.0%	
Dropout Definition	NCES Definition	NCES Definition	
English Language Learners (ELL) Progress			
	N/A	55%***	
Additional Features			
Texas Projection Measure	*See Chapter 10 and Appendix E*		
Required Improvement	*See Chapter 11*		
Use of District At-Risk Data	*See Chapter 11*		
At-Risk Registration Criterion	≥ 75%	≥ 75%	

Source: *2010 Accountability Manual.* Changes from the previous year are indicated in bold.

* Details about the 2011 standards are presented in Chapter 17 – Indicators and Standards for 2011.

** TAKS–M and TAKS–Alt will be included in TAKS Progress in 2011. Performance will be summed across all grades and subjects, evaluated for All Students only.

*** Decisions about the use of TPM with the ELL Progress Indicator will be made during the 2011 development cycle.

Table 9-9: Indicators and Standards for 2011 Ratings - Standard Procedures

Indicators/Features	*Academically Acceptable*	*Recognized*	*Exemplary*
Assessment Indicators			
• *All TAKS–Modified and TAKS–Alternate results are combined with TAKS and TAKS (Accommodated) results and used for ratings in 2011.* • *Commended performance is an additional TAKS base indicator for* Recognized *and* Exemplary *ratings.* • *The ELL Progress indicator is a separate indicator for Recognized and Exemplary.*			
TAKS – Met Standard (2010–2011) • All Students *and each student group meeting minimum size:* • African American • Hispanic • White • Econ. Disadvantaged	Meets each Standard • Reading/ELA..... 70% • Writing..... 70% • Social Studies..... 70% • Mathematics ..... 65% • Science ..... 60% or Meets Required Improvement or Meets Standard with TPM or Meets criteria for use of Exception Provision	Meets 80% Standard for each Subject or Meets floor and Required Improvement or Meets Standard with TPM or Meets criteria for use of Exception Provision	Meets 90% Standard for each Subject or Meets Standard with TPM or Meets criteria for use of Exception Provision
TAKS – Commended Performance Level (2010–2011) • All Students *and, if meets minimum size:* • Econ. Disadvantaged	N/A	Meets 15% Standard in Reading/ELA and Mathematics for Commended Performance or Commended Performance with TPM	Meets 25% Standard in Reading/ELA and Mathematics for Commended Performance or Commended Performance with TPM
*English Language Learners (ELL) Progress (2010–2011) ** *(if meets minimum size)* • All Students	N/A	Meets 60% Standard or Meets Required Improvement criteria or Meets criteria for use of Exception Provision	

Indicators and Standards for 2011 Ratings cont. - Standard Procedures

Indicators/Features	*Academically Acceptable*	*Recognized*	*Exemplary*
Completion/Dropout Indicators			
Completion Rate I *(Class of 2010)* (if meets minimum size) • All Students • African American • Hispanic • White • Econ. Disadvantaged	Meets 75.0% Standard or Meets Required Improvement	Meets 85.0% Standard or Meets floor of 75.0% and Required Improvement	Meets 95.0% Standard
Annual Dropout Rate *Grades 7–8 (2009–2010)* (if meets minimum size) • All Students • African American • Hispanic • White • Econ. Disadvantaged	Meets 1.6% Standard or Meets Required Improvement		
Additional Provisions			
Underreported Students *(2009–2010)* (District only) (if meets minimum size) All Students	N/A	A district that underreports more than 150 students or more than 3.0% of its prior year students cannot be rated *Recognized* or *Exemplary*.	

* Options for the inclusion of TPM in this measure will be explored during the 2011 development cycle.

Other components of the 2011 system will be reevaluated during the annual development process that will begin for the next cycle in spring 2011.

Indicators and Standards for 2011 Ratings cont. - AEA Procedures

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicators			
TAKS Progress (2010–2011) *All TAKS–Modified and TAKS–Alternate results are combined with TAKS and TAKS (Accommodated) results and used for AEA ratings in 2011.*			
• All Students *and each student group meeting minimum size:* • African American • Hispanic • White • Econ. Disadvantaged	Meets 55% Standard or Demonstrates Required Improvement or Meets 55% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 55% Standard or Demonstrates Required Improvement
*ELL Progress (2010–2011)** All Students (if minimum size requirements are met)	Meets 55% Standard or Demonstrates Required Improvement		
Completion/Dropout Indicators			
Completion Rate II (Class of 2010) All Students (if minimum size requirements are met)	Meets 60.0% Standard or Demonstrates Required Improvement or Meets 60.0% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets 60.0% Standard or Demonstrates Required Improvement
Annual Dropout Rate Grades 7–12 (2009–2010) All Students (if minimum size requirements are met)	Meets 20.0% Standard or Demonstrates Required Improvement or Meets 20.0% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 20.0% Standard or Demonstrates Required Improvement
Additional Provision			
AEA Registration (AEC only)	AECs must meet the AEA campus registration requirements and 75% at-risk registration criterion.		Does not apply to charter operators.

* This indicator cannot be the sole reason for the AEA: Academically Unacceptable rating.

Other components of the 2011 system will be reevaluated during the annual development process that will begin for the next cycle in spring 2011.

Table 9-10: Gold Performance Acknowledgments (GPA): Multi-Year Standards

Indicators	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Advanced Course / Dual Enrollment Completion**	25.0%	n/a	25.0%	25.0%	25.0%	25.0%	25.0%	30.0%	30.0%	30.0%
End-of-Course: Algebra I	90%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP/IB* Results	15.0% / 50.0%	n/a	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%
Attendance Rate	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	n/a	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% District: 96% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% District: 96% Multi: 96.0%
College-Ready Graduates**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35.0%	35.0%	40.0%
Commended: Reading/ELA**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Mathematics**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Writing**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Science**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Social Studies**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Comparable Improvement: Reading/ELA***	Top 25% / 50%	n/a	n/a	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Comparable Improvement: Mathematics***	Top 25% / 50%	n/a	n/a	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Recommended H.S. Program/DAP**	40.0%	n/a	50.0%	60.0%	70.0%	80.0%	80.0%	85.0%	85.0%	85.0%
SAT/ACT* Results	70.0% / 40.0%	n/a	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%
TAAS/TASP Equivalency**	80.0%	n/a	80.0%	80.0%	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) ELA**	n/a	n/a	n/a	n/a	50%	50%	55%	60%	65%	65%
Texas Success Initiative (TSI) Mathematics**	n/a	n/a	n/a	n/a	50%	50%	55%	60%	65%	65%

The 2002–2003 school year was a transition year for the development of a new accountability system. Therefore, no new ratings or acknowledgments were issued. Also, the years in the column headings indicate accountability report year, not data year.

* The IB and ACT indicators evaluate performance for the All Students and African American, Hispanic, and White Students groups. Economically Disadvantaged status is not available from the testing results.

** The Advanced Course / Dual Enrollment Completion, Attendance, five Commended, Recommended HS Program / DAP, and two TSI indicators evaluate performance for All Students, African American, Hispanic, White, and Economically Disadvantaged student groups.

*** Comparable Improvement is available to campuses only and evaluated at the All Students group only.

Chapter 10
Federal Accountability

Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB)

The Elementary and Secondary Education Act (ESEA) was first passed by Congress in 1965 as part of President Lyndon B. Johnson's War on Poverty. Originally designed to focus federal funding on poor schools with low achieving students, ESEA established Title I, aimed at improving education for disadvantaged children in poor areas. Title I was and remains the cornerstone of ESEA.

In 1983, the National Commission on Excellence in Education issued recommendations in their report, *A Nation at Risk*, that also marked the beginning of standards-based education reform. By 1994, ESEA was reauthorized by the *Improving America's Schools Act* of 1994 (IASA). With the passage of IASA and the *Goals 2000: Educate America Act*, ESEA began to focus on the needs of all students, not just the disadvantaged and children at risk of school failure. As a result of this focus, most states began to institute content standards, performance standards, and collection of longitudinal data.

The most recent reauthorization of ESEA is the *No Child Left Behind Act* of 2001 (NCLB). The primary function of ESEA as amended by NCLB is to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. Under the amended accountability provisions of ESEA, all districts, campuses, and the state are evaluated for Adequate Yearly Progress (AYP). Each state is required to implement the federal accountability requirements of AYP.

Adequate Yearly Progress (AYP)

ESEA amended accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds to apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). Each state must submit for approval to the US Department of Education a *Consolidated State Application Accountability Workbook* (AYP Workbook) that describes the state's AYP calculations. Federal regulations require that AYP report three indicators for each district and campus in the state: Reading/English Language Arts (Reading/ELA), Mathematics, and an Other Measure.

The Reading ELA and Mathematics indicators consist of the performance and participation components, taken from assessments in Reading/ELA and Mathematics for all students in grades 3–8 and 10. The AYP performance and participation information is summed across grades 3–8 and 10 and reported for the total number of students and each student group. The district and campus performance rate is based on test results for students enrolled for the full academic year (students enrolled on the date of testing who were also enrolled on the fall enrollment snapshot date). The

participation rate is based on participation in the assessment program of all students enrolled on the day of testing. AYP Reading/ELA and Mathematics indicators are evaluated for the total number of students and each student group that meets the minimum size criteria.

In addition to Reading/ELA and Mathematics, AYP evaluates one Other Measure, either Graduation Rate or Attendance Rate. The Other Measure is determined by the grades offered in the district or campus. Graduation rate is the other measure for high schools, combined elementary/secondary schools offering grade 12, and districts offering grade 12. Attendance Rate is used for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering grade 12, and districts not offering grade 12. The Other Measure is evaluated for the total number of students that meet the minimum size criteria.

AYP Development 2003–2010

Amended on January 8, 2002, Title I of ESEA requires states to develop and submit the initial AYP criteria in the *Consolidated State Application Accountability Workbook* (AYP Workbook) for 2003 AYP evaluations. The initial submission of the Texas AYP Workbook included TAKS assessment results for performance, while participation was measured by TAKS and other statewide assessments. ESEA outlined state criteria for development of performance standards or targets, specifically requiring states to use test data for the 2001–2002 school year to establish starting points for development of performance standards. Each state was required to establish a timeline to ensure that not later than 12 years after the end of the 2001–2002 school year (2013–2014 school year), all students in each group will meet or exceed the state's performance standards. In order to meet federal requirements, the Texas AYP performance targets developed in 2002–2003 were based on the 2001–2002 Texas Assessment of Academic Skills (TAAS) student test results which were converted to equivalent Texas Assessment of Knowledge and Skills (TAKS) proficiency levels. TAKS results from the newly implemented administration for grades 3–8 and 10 were used to evaluate 2003 AYP.

Following reauthorization of ESEA in 2001, federal regulations continued to prescribe AYP criteria for states. The participation target of 95% for Reading/ELA and Mathematics, the performance safe harbor calculation, and the federal caps on use of results from alternative assessments are established by federal regulation. Along with accountability criteria, ESEA requires states to adopt challenging academic content standards and challenging student academic achievement standards. State testing programs are subject to review and approval by the US Department of Education before use in AYP evaluations. Currently, the Texas Assessment Program has met peer review standards for each statewide assessment, including TAKS–Modified (TAKS–M) and TAKS–Alternate (TAKS–Alt) for students receiving special education services, and Linguistically Accommodated Testing (LAT) and Texas English Language Proficiency Assessment System (TELPAS) for English language learners (ELL).

Alternative Assessments for Special Education Students. In December 2003, federal regulations were authorized that implement a federal cap on proficient results from alternative assessments. This regulation limits the number of students who can be counted as proficient in the accountability indicator based on performance results from alternative assessments. Texas AYP Workbook

amendments in 2004 outlined the use of the State-Developed Alternative Assessment (SDAA) for students receiving special education services. On November 30, 2005, TEA reached a flexibility agreement with the USDE for the inclusion of students with disabilities in the performance calculations for 2005, 2006, and 2007 AYP. The agreement outlined the use of the newly developed SDAA II assessment designed to align with TAKS proficiency levels and include secondary grades. By 2008, Texas completed the development and peer review of the TAKS–Alt and TAKS–M assessments, which replaced SDAA and SDAA II for students receiving special education services. As required, TAKS–M and TAKS–Alt are subject to the federal 1% and 2% caps on proficient results (respectively). Subsequently, the USDE approved the 2008 Texas AYP Workbook and implementation of the current Texas strategic process for selecting proficient assessment AYP results.

Assessment of English Language Learners. The federal requirements of ESEA also prescribe criteria for the evaluation of ELL students. Initially, Texas requested the use of TELPAS for ELL students identified as limited English proficient (LEP) and exempt from state testing. In 2006, additional federal regulations were issued requiring states to limit AYP exemptions from statewide testing to ELL students in their first year of enrollment in U.S. schools. Texas state policy continues to provide up to three years of exemptions from statewide testing for recent immigrant ELLs. In response to the federal policy directive, Texas developed the linguistically accommodated testing (LAT) process for Reading/ELA and Mathematics assessments used for AYP. LAT tests provide an assessment opportunity for ELLs exempt from state testing and are available for recent immigrant ELLs enrolled in their second or third school year in U.S. schools. The availability of LAT assessments did not affect the process by which LEP exemptions are granted under state law. Since 2006, Texas has been approved to use the TELPAS, TAKS, and LAT TAKS test results to evaluate AYP participation and performance results. The current Texas criterion for identification and assessment of ELL students is detailed in the USDE approved Texas AYP Workbook.

Graduation Rates. In October 2008, federal regulations were authorized that require States and local school districts to report and use the four-year adjusted cohort graduation rate, disaggregated by student group, in AYP for 2011–2012. These regulations also required each state to set a goal and targets for high school graduation and to incorporate the goal and targets into its AYP definition, beginning in 2009–2010. States were also allowed the option to use a five-year graduation rate in addition to the four-year rate. The USDE approved the Texas graduation rate goal and annual targets for use in 2010 AYP calculations, including both four-year and five-year graduation rates.

Committee of Practitioners. ESEA as amended by NCLB established the creation of a Committee of Practitioners (COP) with the purpose of advising "the State in carrying out its responsibilities under this title." The purpose of this committee is to review any state rules, regulations, and policies relating to Title I of ESEA in order to ensure they conform to the purposes of Title I. The Title I COP reviews the commissioner of education AYP accountability decisions and provides input on recommended amendments, federal cap procedures, and graduation rate targets for AYP.

Texas NCLB Report Card

In addition to assessment and accountability provisions, ESEA requires annual reporting of student achievement and AYP information at the state, district, and campus levels. Federal regulations require that each school district or charter operator that receives Title I, Part A funding disseminate report cards to 1) all its campuses, 2) to parents of all its enrolled students, and 3) to public venues in order to make the information widely available. The required report is referred to as the NCLB Report Card.

The Texas NCLB Report Card includes state, district, and campus reports that contain federally required data elements reported by required student groups. In addition to the student groups evaluated for AYP, additional student groups are reported on NCLB Report Cards. The AYP student groups include African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient. Additional reported student groups are American Indian, Asian, Male/Female, and Migrant students. The NCLB Report Card provides information reported to the US Department of Education EDFacts reporting system and includes assessment, accountability, teacher quality, and state level National Assessment of Educational Progress (NAEP) results.

Assessment Data. States must provide assessment data from their reading/English language arts, mathematics, and science assessments. For each grade and subject tested, the report card must include 1) information on the percentage of students tested, disaggregated by federally required student groups; 2) information on student achievement at each proficiency level (e.g., commended, proficient, below proficient) disaggregated by federally required student groups; and 3) the most recent two-year trend data in student performance for each subject and for each grade. The Texas NCLB Report Card provides assessment data consistent with federally reported data definitions for the reading/English language arts, mathematics, and science assessment results and adequate yearly progress (AYP) performance and participation indicator evaluations. As required by regulation, the assessment data must include all students in the grades tested as a whole and all students in the grades tested in each school served by the district, not just those students enrolled for a full academic year. The results are displayed by student groups specified by federal regulation.

Accountability Data. The federal accountability data required on the Texas NCLB Report Card are a comparison between student achievement levels and the state's annual measurable objectives in reading/language arts and mathematics used in evaluating AYP. Data on student performance on the AYP additional academic indicators (graduation and attendance rates) must also be reported. The AYP results are displayed by student groups specified by federal regulation, including additional student groups that are not evaluated for AYP.

Teacher Quality Data. States must provide information for 1) the professional qualifications of all public elementary and secondary school teachers in the State, as defined by the State (e.g., bachelors and advanced degrees, licensure); 2) the percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials; and 3) the percentage of classes in the State not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty

schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the State.

National Assessment of Educational Progress (NAEP) Data. The State level report cards must include 1) the most recent NAEP reading and mathematics results for the state and 2) the participation rates, both disaggregated by student group as reported by NAEP. As required by federal regulation, NAEP results will appear on state- and district-level reports.

Chapter 11
Options and Issues for Future Accountability System Design

The intent of the upcoming accountability development process is to design a new accountability system rather than to modify the current system to align with the new provisions of House Bill (HB) 3 (81st Texas Legislature, Regular Session). Every aspect of the accountability system will be reevaluated. The resulting accountability system may look very different from the current state accountability system. The defining characteristic of the new accountability system will be the emphasis on college- and career-ready performance on the new State of Texas Assessments of Academic Readiness (STAAR).

There are three overarching policy areas that will be addressed in developing the new state accountability system for 2013 and beyond. First is overall design of the state accountability system to address new state goals that expand the scope of the system. Second is defining school district and campus performance in relation to percent of students performing at the satisfactory and college-ready levels, required improvement, and student growth. Third is alignment of state and federal accountability requirements that districts and campuses must meet.

Accountability System Overall Design

The overall design of the accountability system is determined by the way performance indicators are defined and how performance on those indicators is evaluated for ratings. An “all or nothing” design requires districts and campuses to meet accountability standards on each performance measure. Failure to meet one standard results in a lower rating, targeting the lowest-performing subject, student group, or other indicator. A performance index combines performance across measures in such a way that performance on all measures is included but stronger performance in some areas compensates to some extent for weaker performance in other areas. Contribution of measures in the index can be weighted to reflect state goals. The resulting rating reflects overall performance.

Assessment Performance Indicators

The assessment indicators for the new state accountability system will be based on performance on the STAAR, including grade 3–8 tests in reading, writing, mathematics, science, and social studies and high school end-of-course (EOC) tests in English language arts (ELA), mathematics, science, and social studies. Indicators must include the percentage of students meeting either the satisfactory performance standard or the student progress standard and the percentage of students meeting either the college-ready performance standard or college-ready student progress standard. Both current year performance and average performance over three years must be calculated. Districts and campuses must meet either an absolute standard or required improvement on all of the measures on which they meet minimum size criteria. An 85 percent provision ensures that districts and campuses meet the accountability standards on at least 85 percent of the measures on which they are evaluated.

Combining Performance Results. One question in developing indicators is how best to combine test results for different grades, languages, tests, performance levels, and subjects, along with completion and dropout rates and other measures. Table 11-1 shows some of the approaches to combining performance results that will be explored in developing indicators for the new state accountability system.

- Separate Indicators – All or Nothing. The current state and federal accountability systems are considered to have "separate indicators" because performance is evaluated separately for each subject and student group. These indicators combine results across grades (now required by statute), languages (English and Spanish), and tests (regular and alternate assessments), and incorporate absolute performance and growth. Under the state accountability system in 2011, there are 25 separate assessment indicators (five subjects times five student groups). One option for the new state accountability system is to preserve this model.
- Performance Levels Combined. One of the defining characteristics of the new accountability system will be evaluation of college-ready performance as well as satisfactory performance. One option is to combine satisfactory and college-ready performance for ELA and mathematics, the two subjects for which there will be college-ready performance standards initially, rather than create separate college-ready indicators. For example, a campus or district could receive credit for a student who meets the satisfactory performance standard, a little less credit for a student who does not meet the satisfactory performance standard but meets the growth standard, and a little more credit for a student who meets the college-ready standard or the college-ready growth standard. This would be a way to incorporate college-ready performance into the accountability system without increasing the number of indicators.
- Subjects Combined. Combining performance across subjects in a performance index would be a new model for Texas. Stronger performance in some subjects would compensate to some extent for weaker performance in other subjects. Safeguards could ensure a minimal performance level in each subject, however, and fulfill the statutory requirement that the assessment indicators be aggregated by subject. A performance index would focus attention on the state goal of reducing performance gaps among student groups.
- Performance Index. The concept of a performance index can be taken further to include performance on other indicators besides assessment results. The state accountability system must include dropout and completion indicators. In addition, in adopting performance indicators for the accountability system, the commissioner is not limited to the indicators defined in statute. Other types of indicators the commissioner might consider are participation rates and progress of English language learners (ELL). All indexes are compensatory in that high performance in one area can to some extent compensate for low performance in another area. Assigning appropriate weights to each component of the index ensures that the index is aligned to state goals. An example of a performance index is shown in Table 11-7 found at the end of this chapter.

Table 11-1: Combining Performance Results

Accountability Indicators (5 student groups evaluated)	Number of Indicators	Characteristics of Accountability System
Separate Indicators – All or Nothing Combine assessment results across grades, languages, tests: o Reading/ELA satisfactory (5) o Reading/ELA college-ready (5) o Writing satisfactory (5) o Mathematics satisfactory (5) o Mathematics college-ready (5) o Science satisfactory (5) o Social Studies satisfactory (5) o Completion Rates (5) o Dropout Rates (5) o English Language Progress (1)	46	Focuses attention on problem areas and does not allow stronger performance in one area to compensate for weaker performance in another area. Assigns overall rating based on the lowest performing area regardless of how well the district or campus performs in other areas.
Performance Levels Combined Combine satisfactory and college-ready performance in a weighted index for reading/ELA and mathematics: o Reading/ELA satisfactory/college-ready (5) o Writing satisfactory (5) o Mathematics satisfactory/college ready (5) o Science satisfactory (5) o Social Studies satisfactory (5) o Completion Rates (5) o Dropout Rates (5) o English Language Progress (1)	36	Continues to focus attention on problem areas but incorporates new college-ready performance requirement without increasing the number of separate hurdles large, diverse districts and campuses must meet.
Subjects Combined Combine reading/ELA, mathematics, writing, science, and social studies in a weighted index evaluated for each student group: o Reading/ELA, Mathematics, Writing, Science, Social Studies satisfactory/college-ready (5) o Completion Rates (5) o Dropout Rates (5) o English Language Progress(1)	16	Focuses attention on performance gaps between student groups but stronger performance in some subjects compensates to some extent for weaker performance in other subjects.
Performance Index Combine performance on all indicators in a weighted index evaluated for each student group: o Reading/ELA, Mathematics, Writing, Science, Social Studies satisfactory/college-ready; Completion Rates; Dropout Rates; English Language Progress (5)	5	Continues to focus attention on performance gaps between student groups and produces an overall measure of campus or district performance.

Longitudinal Assessment Measures. Replacing comprehensive grade level assessments with EOC assessments presents both challenges and opportunities for measuring performance of high schools. The most advanced students will begin taking EOC tests in middle school, which could complicate high school performance measures. However, the EOC graduation requirement, which requires students to meet a minimum performance level on up to twelve EOC tests, also presents new options for high school accountability. A longitudinal measure could track the progress of cohorts of high school students toward meeting the graduation requirement. Cohorts of students are already identified for purposes of calculating

longitudinal completion rates. One accountability decision would be whether to include in the high school measure results for EOC tests students took in middle school. Use of longitudinal accountability indicators, and using different accountability indicators for high schools than those used for elementary and middle schools, represent a potential new direction for Texas. Following are examples of two approaches to calculating a longitudinal EOC indicator.

- Cumulative Performance. One approach to developing a longitudinal EOC indicator would be modeled after the requirement that students achieve a minimum cumulative score on EOC assessments in each subject.
- EOC Progress. Another approach to developing a longitudinal indicator of progress of high school students toward meeting the new EOC graduation requirements would be to create an indicator that includes only the best EOC record for each student in a high school cohort, weighted to give more credit for higher level tests. Passing Algebra II, for example, would count more in the mathematics indicator than passing Geometry or Algebra I.

Dropout, Graduation, and Completion Performance Indicators

Statute requires that dropout rates, completion rates, and graduation rates be used as indicators in the new accountability system. A summary of the use of indicators in the current system and options and considerations for the new system follows. A comparison of annual dropout rates and longitudinal graduation, completion, and dropout rates, including advantages and disadvantages, is provided in Table 11-2. Because there is some flexibility in the definition and use of those rates, decisions, and options for those decisions, follow.

Dropout Definition. TEA is required to use the National Center for Education Statistics (NCES) dropout definition for both state and federal accountability. Thus, under the current system, the dropout definition is the same across all measures. However, beginning with the annual dropout rate for 2010–2011, and completion rates for the Class of 2011 (with the change fully phased in for the Class of 2014), state statute requires that six groups of students be removed from the dropout definition used for state accountability: a) previous dropouts; b) students who are not in membership for purposes of average daily attendance; c) students who have been ordered by courts to attend GED programs but have not earned GED certificates; d) students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults; e) students whose initial enrollment in a school in the United States in grades 7–12 was as unschooled refugees or asylees; and f) students detained in county detention facilities that are located outside the students' home districts. Consideration will need to be given to the fact that, in the new system, dropout, completion, and graduation rates calculated for state accountability will no longer align with those calculated for federal accountability.

Dropout Rates. Because the NCES dropout definition is required by statute, with the exclusions mentioned above, the main consideration is not how to define a dropout, but how to measure dropout rates. Either a longitudinal measure, an annual measure, or both could be used. A longitudinal dropout rate measures how many students drop out before graduating and an annual rate measures how many

students drop out in one school year. Currently, an annual dropout rate is used, because a longitudinal rate is inherently part of completion and graduation rates.

Option 1: Use a longitudinal dropout rate for first-time ninth graders. If chosen, alone or in combination with an annual rate, consideration will need to be given as to whether the measure differs from a longitudinal completion or graduation measure for the same cohort.

Option 2: Use an annual dropout rate. Currently, the grade 7–8 annual dropout rate allows the monitoring of students who drop out before they can be included in a longitudinal high school cohort. If chosen, consideration will need to be given to what grades or grade spans to include in an annual rate:

Option 2a: Use selected grades, i.e., grades 7, 8, 9, 10, 11, and/or 12.

Option 2b: Use selected grade spans, i.e., grades 7–8, grades 9–12, and/or grades 7–12.

Table 11-2: Description of Annual Dropout Rates and Longitudinal Rates

	Annual dropout rate	Longitudinal rates: graduation, completion, and dropout
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning seventh or ninth graders who graduate (graduation rate); graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates (completion rates); and the percentage of students from a class of beginning seventh or ninth graders who drop out before completing high school (dropout rate).
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate, complete, or drop out by the end of grade 12 by the total number of students in the original seventh- or ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows: $\frac{\text{graduates}}{\text{graduates + continuers + GED recipients + dropouts}}$
Advantages	• Measure of annual performance. • Requires only one year of data. • Can be calculated for any school or district with students in any of the grades covered. • Can be disaggregated by grade level.	• Graduation and completion rates are more positive indicators than the dropout rate, measuring school success rather than failure. • More stable measures over time. • More consistent with the public's understanding of a dropout rate. • Districts have more time to encourage dropouts to return to school before being held accountable.
Disadvantages	• Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate.	• Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. • Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have grades 7 and 8, graduation, completion, and dropout rates are often calculated for grades 9–12. • Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. • Does not produce a dropout rate by grade.
Remarks	A grade 7–12 annual dropout rate has been calculated by the TEA since 1987–1988. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005–2006. With the state-mandated exclusions effective in 2010–2011, the annual dropout rates for 2010–2011 and beyond will not be in alignment with the requirements of the national dropout definition.	The completion rate is calculated such that the dropout rate and completion rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. The national dropout definition, which was adopted in 2005–2006, has been fully incorporated in the graduation, completion, and dropout rates for the class of 2009. With the state-mandated exclusions effective in 2010–2011, the longitudinal rates for classes of 2011 and beyond will not be in alignment with the requirements of the national dropout definition.

Graduation Rates. Currently, the graduation rate follows a cohort of first-time ninth-graders through their expected graduation three years later. Some states consider GED recipients to be graduates, but in Texas, only students who receive a regular high school diploma from a Texas public school count as graduates. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. The current graduation calculation is below, with decisions, and options for those decisions, following.

$$\frac{\text{graduates}}{\text{graduates + continuers + GED recipients + dropouts}}$$

Who should be evaluated in the graduation rate? Currently, students who graduate, continue in high school, receive GED certificates, or drop out are included in the denominator of the graduation rate. Two groups of students are removed: (1) students who left the Texas public school system for non-dropout reasons (other leavers) and (2) students who cannot be tracked (data errors). Including more students in the cohort allows districts to focus on improving rates by graduating more students rather than by excluding students from the denominator. Although the graduation rates for state and federal accountability can be more closely aligned, complete alignment is not possible so long as six groups of students are statutorily excluded from the state graduation rate.

Option 1: Graduates + continuers + GED recipients + dropouts (current denominator)
Option 2: Graduates + continuers + GED recipients + dropouts + data errors
Option 3: Graduates + continuers + GED recipients + dropouts + other leavers
Option 4: Graduates + continuers + GED recipients + dropouts + other leavers + data errors

How long should students be tracked? TEA currently uses a four-year graduation rate that measures early or on-time graduation. However, some students take longer than four years to graduate. Those in special education, those with limited English proficiency, and those who have left school and returned are among those who will be counted as graduates in a rate that follows students for a longer period of time. In addition, tracking students for more than four years allows for evaluation of whether students who continue in school past their expected graduation go on to graduate. Because the graduation rate is a prior year measure, consideration will need to be given to the fact that using an extended five-, six-, or seven-year rate expands the time between serving students and being held accountable for them.

Option 1: Four-year rate (current method)
Option 2: Five-year rate
Option 3: Six-year rate
Option 4: Seven-year rate

Completion rates. The agency currently tracks students for the same length of time in completion as in graduation (four years) and uses the same denominator, with the numerator consisting of graduates and continuers (Completion I rate, standard accountability), or graduates, continuers, and GED recipients (Completion II rate, alternative accountability). The Completion I rate calculation is below, with decisions and options for those decisions following.

$$\frac{\text{graduates + continuers}}{\text{graduates + continuers + GED recipients + dropouts}}$$

Who is a completer? The current accountability system counts the following combinations of students as completers: graduates and continuing students; and graduates, continuing students, and GED recipients. Some advocate counting GED recipients as completers because a GED can be used for entrance into college and to obtain employment.

Option 1: Graduates
Option 2: Graduates + continuing students
Option 3: Graduates + continuing students + GED recipients
Option 4: Graduates + GED recipients

To address the concern that completion rates could be inflated by large portions of students continuing in high school or receiving GED certificates, a system control could be used that requires graduates to comprise a certain portion of the rate. For example, if option 4 is chosen and an acceptable completion rate is 80 percent, graduates must comprise at least 75 percent of the rate.

Who should be evaluated? Currently, the denominator of the completion rate is the same as the denominator of the graduation rate and consists of students who graduate, continue in high school, receive GED certificates, or drop out. Students who left the Texas public school system for non-dropout, non-graduate reasons (other leavers) or who cannot be tracked (data errors) are removed. Including more students in the cohort allows districts to focus on improving rates by graduating more students rather than by excluding students from the denominator.

Option 1: Graduates + continuers + GED recipients + dropouts (current denominator)
Option 2: Graduates + continuers + GED recipients + dropouts + data errors
Option 3: Graduates + continuers + GED recipients + dropouts + other leavers
Option 4: Graduates + continuers + GED recipients + dropouts + other leavers + data errors

How long should students be tracked? TEA currently uses a four-year completion rate. However, some students take longer than four years to graduate. Those in special education, those with limited English proficiency, and those who have left school and returned are among those who will be counted as graduates in a rate that follows students for a longer period of time. In addition, tracking students for more than four years allows for evaluation of whether students who continue in school past their expected graduation go on to graduate. Because the graduation rate is a prior year measure, consideration will need to be given to the fact that using an extended five-, six-, or seven-year rate expands the time between serving students and being held accountable for them.

Option 1: Four-year rate (current method)
Option 2: Five-year rate
Option 3: Six-year rate
Option 4: Seven-year rate

Student Groups

Evaluation of student group performance has been a constant in the Texas accountability system since its inception and is credited with high performance of Texas minority and economically disadvantaged

students on national assessments. Under the current accountability system performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. The AYP system also includes evaluation of Limited English Proficient (LEP) and Special Education student group performance. Beginning in 2010, race and ethnicity information used for accountability are collected under new federal standards. Evaluation of performance for student groups based on race/ethnicity and socioeconomic status is required for the new state accountability system. The following considerations regarding student groups will be addressed during the accountability development process.

- Race/Ethnicity and Socioeconomic Status. Additional race/ethnicity student groups, such as Asian and Multiracial, will be considered. Adding a Not Economically Disadvantaged student group would bring more attention to the performance gap with Economically Disadvantaged students.
- Characteristics Used for Grouping. In addition to race/ethnicity and socioeconomic status, other student characteristics or special program participation could also be used for grouping, such as LEP, at risk, or special education.
- Minimum Size Criteria. Decisions about minimum size criteria for evaluation of student group performance will need to address issues of student confidentiality, face validity, test reliability, statistical reliability, effect on standards for small school districts and campuses, and representation for large school districts and campuses.
- Longitudinal Student Group Definitions. Defining student group membership longitudinally is a consideration for some groups. Economically Disadvantaged status is based on participation of the student in the National School Lunch Program, which declines as students get older. Limited English proficient status is removed once a student becomes proficient in English, thereby removing successful students from the group. A longitudinal definition could assign a student to a group if the student was ever a member of that group since entering the Texas public school system.
- Membership in Multiple Groups and Substantially Similar Groups. The more characteristics that are used for grouping, the greater the overlap in membership of student groups. There is a new provision in statute that allows the commissioner to consider alternate performance criteria for student groups that are substantially similar to All Students. The provision does not address student groups that are substantially similar to other student groups. Other approaches to addressing the overlap in student group membership include removing student groups with substantially similar membership to other student groups, combining groups with overlapping membership, and limiting the number of groups to which a student is assigned.
- Number of Groups Evaluated. Expanding the student groups evaluated is one way to acknowledge the diversity of Texas school districts and campuses and better align the state accountability system with AYP. At the same time, additional student groups would disproportionately affect large, diverse school districts and campuses. Proposals to address this inequity could include limiting the number of student groups evaluated for any indicator, limiting the indicators for which student group performance is evaluated, phasing in evaluation of student group performance, and decreasing the percentage of indicators on which districts and campuses must meet accountability standards from the

current 85 percent or increasing the flexibility of this provision. There are two statutory limitations to student group options that can be considered.

1) Race/ethnicity and socioeconomic status. There is considerable overlap between the African American and Hispanic race/ethnicity student groups and the Economically Disadvantaged student group. Among grade 3 students in the 2009–2010 school year for example, 82 percent of Hispanic students and 76 percent of African American students were economically disadvantaged. Under current statute both must be evaluated.

2) 85 percent provision. The language requiring districts and campuses to meet accountability standards on 85 percent of performance measures is specific and includes provisions designed to limit its use.

Together the decisions about combining performance results, evaluating student groups, and alignment with AYP will determine the number of measures on which districts and campuses must meet accountability standards. There is almost no limit to the number of combinations possible. Tables 11-3A-D illustrate four examples based on the student groups in the current state accountability system and AYP. In the combinations illustrated, student progress is incorporated into the assessment performance measures rather than evaluated separately.

		11-3A: Current State Accountability Model 46 separate measures							11-3B: Combine Performance Levels and ELA 31 separate measures						
		Student Groups							Student Groups						
Indicators		All	AA	H	W	ED	SE	LEP	All	AA	H	W	ED	SE	LEP
Mathematics with growth	Satisfactory	X	X	X	X	X			X	X	X	X	X		
	College-Ready	X	X	X	X	X									
Reading/ELA with growth	Satisfactory	X	X	X	X	X			X	X	X	X	X		
	College-Ready	X	X	X	X	X									
Writing with growth		X	X	X	X	X									
Science with growth		X	X	X	X	X			X	X	X	X	X		
Social Studies w/ growth		X	X	X	X	X			X	X	X	X	X		
Compl./Grad. Rates		X	X	X	X	X			X	X	X	X	X		
Dropout Rates		X	X	X	X	X			X	X	X	X	X		
English Language Progress								X							X
Mathematics Participation															
Reading/ELA Participation															

Example11-3A follows the current state accountability model. Grade levels, tests, and performance and growth are combined but each subject, performance level, and student group is evaluated as a separate indicator, as well as completion and dropout rates. In this example all student groups in the system are evaluated for every indicator, with the exception of the English language progress measure, which includes only LEP and monitored LEP students.

Example 11-3B combines writing results with reading/ELA and combines satisfactory and college ready performance, as well as grade levels and tests. Each subject and student group is a separate measure but the maximum number of measures on which a district or campus is evaluated is reduced by fifteen from 46 to 31.

Example 11-3C is one approach to aligning state and federal AYP accountability requirements. The system includes measures of reading/ELA and mathematics participation as well as performance, as required for AYP. It also includes the additional student groups required for AYP, special education and limited English proficient (LEP), but does not evaluate student group performance for all indicators. Even with the additional student groups and indicators, this system has eight fewer separate measures than Example 11-3A. Adding English language progress and dropout rate indicators would increase the number by two for a total of 40 measures.

Example 11-3D is the most different from the current Texas accountability system. Performance on EOC assessments is evaluated separately from the STAAR grades 3–8 performance, as would be required with a longitudinal assessment performance measure. In this example performance across subjects is combined in a performance index rather than separate evaluation of subjects. Inherent in this example are different accountability indicators for high schools than for elementary and middle schools. The result is eleven separate indicators for high schools, although some minimum performance level might be required for each subject. Elementary and middle schools might be evaluated on more separate measures than high schools.

		11-3C: Incorporate AYP Required Measures 38 separate measures							11-3D: High School EOC Performance Index 11 separate measures						
		Student Groups							Student Groups						
Indicators		All	AA	H	W	ED	SE	LEP	All	AA	H	W	ED	SE	LEP
Mathematics with growth	Satisfactory	X	X	X	X	X	X	X	X	X	X	X	X		
	College-Ready														
Reading/ELA with growth	Satisfactory	X	X	X	X	X	X	X							
	College-Ready														
Writing with growth		X													
Science with growth		X													
Social Studies w/ growth		X													
Compl./Grad. Rates		X	X	X	X	X	X	X	X	X	X	X	X		
Dropout Rates															
English Language Progress															X
Mathematics Participation		X	X	X	X	X	X	X							
Reading/ELA Participation		X	X	X	X	X	X	X							

Student groups abbreviations: AA=African American, H=Hispanic, W=White, ED=Economically Disadvantaged, SE=Special Education, LEP=Limited English Proficient.

Defining School District and Campus Performance

In accountability systems, assessment results are used to measure performance of campuses and districts based on aggregate performance of their students. Table 11-4 shows four models for aggregating student performance into measures of campus and district performance—performance, growth, performance and growth, and improvement.

Most accountability systems have some features of two or more models, although one model tends to dominate the overall design. Models are combined to give districts and campuses more than one way to demonstrate acceptable performance. The purpose of most academic accountability systems is twofold: (1) to identify campuses that do not meet acceptable performance standards, and (2) to distinguish between low-performing campuses that are improving and those that are not improving.

Performance Model. Under the Performance Model, campuses are evaluated on percentage of their students who are performing at the satisfactory or college-ready levels. Annual accountability standards for percentage of students satisfactory or college-ready are set based on initial performance, representing where we are rather than where we want to be. Most districts and campuses demonstrate acceptable performance by meeting the annual accountability standards. Higher accountability standards are phased in over time, requiring the lowest performing campuses, subjects, and/or student groups to show an increase in the percentage of students satisfactory or college ready. Performance Models are often paired with an Improvement Model by allowing campuses, subjects, and student groups that do not meet annual accountability standards to demonstrate acceptable performance by demonstrating required improvement in percentage of students satisfactory or college-ready.

Improvement Model. Under the Improvement Model, annual accountability standards for percentage of students satisfactory or college-ready are set high to represent long-term goals that most districts and campuses do not meet initially. Most campuses must demonstrate acceptable performance by demonstrating required improvement in percentage of students performing at the satisfactory or college-ready levels. The more indicators in the accountability system, the more difficult it is for districts and campuses to show improvement on every indicator every year. For this reason the Improvement Model is most often seen in accountability systems based on a performance index or paired with another model.

Growth Model. A Growth Model measures average progress of all students on a district or campus or percent of students on the district or campus who met or exceeded the student progress standard on the test. Growth Models often rely on statistical calculations that are not as easy to interpret as Performance Models and Improvement Models. The advantage is that they credit each campus with progress of students at all levels. Under a pure Growth Model, all except the very highest performing students must show progress, not just those students who do not pass the test.

Performance with Growth Model. Another way to incorporate growth into accountability indicators is by combining the evaluation of student performance level and student progress before aggregating results for the campus or district. Under the Performance with Growth Model, campuses are evaluated on percentage of their students who meet either the satisfactory/college-ready performance standard or show progress from the prior year. Like the Performance Model, most districts and campuses demonstrate

acceptable performance by meeting annual accountability standards for percentage of students who meet either the satisfactory standard on the test or the student progress standard. Also like the Performance Model, a Performance with Growth Model is often paired with an Improvement Model.

Table 11-4: Assessment Indicators for Campus and District Accountability

	Performance Level	**Combination**	**Student Progress**
Student Performance	Student met or exceeded the satisfactory or college-ready performance standard on the test.	Student met or exceeded the satisfactory or college-ready performance standard on the test ***or*** met or exceeded the student progress standard on the test.	Student met or exceeded the student progress standard on the test (regardless of whether or not the student met the satisfactory or college-ready performance standard on the test in either the prior year or current year).
Campus and District Performance Indicators	**PERFORMANCE** Percent of students on the campus or district who met or exceeded the satisfactory or college-ready performance standard on the test.	**PERFORMANCE WITH GROWTH** Percent of students on the campus or district who met or exceeded either the satisfactory/college-ready performance standard or the student progress standard on the test.	**GROWTH** Percent of students on the campus or district who met or exceeded the student progress standard on the test, or average student progress of all students on the campus or district.
	REQUIRED IMPROVEMENT Change from prior year in campus or district Performance or Performance with Growth.		

Required Improvement Definitions

The new Texas state accountability system defined in statute combines features of the Performance with Growth Model and Improvement Model. Regardless of which model dominates, Required Improvement will be a feature of the system. Following are some approaches to defining Required Improvement for the assessment indicators. As with other accountability standards, the objective is to set required improvement standards that are both rigorous and attainable.

- Improvement to Long-Term Goal. Most accountability systems use required improvement calculations that require more improvement of districts and campuses the further their performance is from the state performance goal.
- Improvement to Annual Accountability Standard. Another approach to the improvement calculation is to tie the amount of required improvement to the annual accountability standard rather than the long-term goal. This approach requires less improvement when performance is very close to the annual accountability standard compared to calculations that are tied to a long-term goal.
- Reduction in Performance Gaps. Under this approach the performance goal against which required improvement is measured is the performance level of the higher-performing student group. Safeguards ensure that the performance gap is not reduced by a decline in the performance of the highest-performing student group, but improvement by the highest performing student group is not required. The lower performing student groups must improve more than the highest performing student group.
- Increasing Annual Standards. A Performance Model or Performance with Growth Model sets annual accountability standards based on initial performance on the tests and phases in higher annual accountability standards over time. Performance of the lowest performing districts, campuses, subjects and/or student groups must improve to stay ahead of the increasing standards.
- Improvement Across Multiple Years. Measuring required improvement from two years ago rather than from the prior year gives the district or campus more time to show improvement. This approach can be used with any required improvement definition and addresses the difficulty of showing improvement on every indicator for every student group every year.
- Any Improvement or No Decline. This approach has been used by some states with indicators such as graduation rates on which very small gains are significant. Giving credit for no improvement addresses the difficulty of showing improvement for every student group every year but does not allow declines in performance.
- Multi-Year Average Performance. Averaging performance across multiple years provides a safeguard for districts and campuses whose performance fluctuates in one year. However, multi-year averaging effectively allows districts and campuses whose performance is declining to meet accountability standards.
    - Three-Year Average Performance. A new statutory provision gives districts and campuses the option to use three-year average performance to meet an accountability standard when current year performance does not meet the standard. This option will complicate setting required improvement standards because it can result in an acceptable performance rating when current year performance is below the acceptable performance standard and performance is declining.

Options for Alternative Education Accountability Procedures

As described earlier, an alternative set of performance measures for alternative education campuses (AECs) serving at-risk students were developed in late 1994 and first implemented in the 1995–1996 school year. When the standard procedures for the 2004–2011 accountability system were implemented in 2004, alternative education accountability (AEA) procedures followed in 2005.

During the development of previous and current AEA procedures, the following characteristics of AECs serving at-risk students have been identified that affect many components of the accountability system. These AECs provide non-traditional learning environments that are responsive to the unique needs of students, offer options to enhance student achievement, and ensure that at-risk students demonstrate proficiency on the state assessments and meet graduation requirements.

- Small numbers of test results – AECs are smaller on average than regular campuses.
- Mobility – AECs have higher mobility rates than regular campuses.
- Attribution of data – High mobility rates complicate evaluation of AEC data.
- Residential Facilities – Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and private residential treatment centers.

In order to address these unique characteristics, AEA procedures were developed based on the following guidelines:

- Base the AEA indicators on data submitted through standard data submission processes [such as the Public Education Information Management System (PEIMS)] or by the state testing contractor.
- Develop indicators appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same indicators used in the regular accountability ratings. AEA procedures must contain appropriate indicators for AECs with increased rigor phased in over time. However, these indicators must be cognizant that all students are required to demonstrate proficiency on the state assessments in order to graduate.
- Incorporate growth measures in the base indicator.
- Use additional criteria, such as requiring AECs to have a minimum percentage of at-risk students (based on PEIMS data reported on the current year student enrollment records) in order to be evaluated under AEA procedures.

In the 2009–2010 school year, Texas had a total of 689 alternative campuses of which 460 were evaluated under AEA procedures. These 460 AECs served 52,718 students from 199 districts and 75 charter operators. Of the 460 AECs, 187 were charter campuses and 273 were non-charter campuses. NCLB requires that all campuses, including AECs, are evaluated in the federal accountability system. Conversely, the state accountability system has the option of including AEA procedures designed specifically to evaluate AECs.

The following options will be explored during the development of the new accountability system to identify the most suitable way to evaluate AECs:

- Use Same Indicators and Standards as Regular Campuses. This option would require AECs to meet the same criteria as traditional campuses.
- Use Same Indicators, but Different Standards, as Regular Campuses. Like the option above, this option would not require the development of alternative procedures, but would require that AECs be evaluated on the same indicators as regular campuses.
- Develop Alternative Education Accountability Procedures. This option continues the use of AEA procedures that are designed to address the unique challenges of alternative campuses that primarily serve students identified as at-risk of dropping out of school. Table 11-5 provides two possible timelines for the development of new AEA procedures. The first timeline delays implementing new AEA procedures until the 2014 ratings. The second allows for evaluation of registered AECs and charter districts in 2012–2013, possibly with a delayed release in fall 2013.

Table 11-5: Timeline Options for Development of AEA Procedures

Date	Option 1 Timeline for New AEA Procedures for 2014	Option 2 Timeline for New AEA Procedures for 2013
2010–2011	2011 ratings are the last issued under the current AEA procedures.	2011 ratings are the last issued under the current AEA procedures.
2011–2012	Performance ratings are suspended while the new accountability system is developed with advice from educator advisory groups.	Performance ratings are suspended while the new accountability system is developed with advice from educator advisory groups.
2012–2013	District and campus performance ratings for regular campuses are issued for the first time under the new system, based on percent proficient indicators. Registered AECs and some charter operators receive a 2013 rating of *Not Rated: Alternative Education* while new AEA procedures are developed for 2014 and beyond with advice from advisory groups.	District and campus performance ratings for regular campuses are issued for the first time under the new system, based on percent proficient indicators. District and campus performance ratings for registered AECs and some charter operators are issued for the first time under the new AEA procedures, possibly with a delayed release in fall 2013.
2013–2014	District and campus performance ratings for regular campuses are issued for the second time and will be based on both percent proficient and percent college-ready indicators. AEA ratings are issued for the first time under new AEA procedures on the same calendar as ratings assigned under standard procedures.	District and campus performance ratings for regular campuses are issued for the second time and will be based on both percent proficient and percent college-ready indicators. AEA ratings are issued for the second time under new AEA procedures on the same calendar as ratings assigned under standard procedures.

Alignment of State and Federal Accountability Systems

Development of a new state accountability system presents an ideal opportunity to align state and federal accountability provisions that Texas school districts and campuses must meet. The state accountability system must meet state statutory requirements of Texas Education Code, Chapter 39, Public School Accountability System. Texas public school districts and campuses must also meet federal AYP accountability provisions of Title I, Part A of the Elementary and Secondary Education Act (ESEA).

The Performance-Based Monitoring Analysis System (PBMAS) is a comprehensive system to monitor the performance and program effectiveness of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the ESEA) to meet requirements for state monitoring of federally funded programs. To ensure data integrity, the performance-based monitoring system also includes annual Data Validation analyses. Data Validation analyses examine district leaver data, student assessment data, and discipline data. The process that districts must engage in to either validate the accuracy of their data or determine that erroneous data were submitted to TEA is fundamental to the integrity of the entire system of results-based accountability.

Alignment with Adequate Yearly Progress (AYP)

Alignment of the state accountability ratings and federal AYP will have to be addressed from both the state and federal positions. Introduction of STAAR end-of-course (EOC) assessments for Texas high school students will require a major revision to the Texas AYP Plan while the new state accountability rating system is being developed. In addition, changes to federal AYP requirements are anticipated when ESEA is reauthorized. A major obstacle to alignment of the state and federal accountability provisions, however, will be the timing of ESEA reauthorization. State accountability policy decisions must be made before required changes to AYP will be known. Based on past experience, USDE may require immediate implementation of new AYP requirements outside the state accountability development process.

Nevertheless, some of the differences between the two accountability systems can be resolved under current state and federal statute. For example, science and social studies performance could be added to AYP to meet state accountability requirements. Likewise, reading/ELA and mathematics participation, required in AYP, could be included in the state accountability system. Implementing the federal cap on use of results from alternate assessments in the state accountability system would remove one of the primary differences in reading and mathematics performance indicator definitions.

Table 11-6 outlines approaches to aligning the state accountability system and AYP that range from minimal alignment that preserves two separate systems to development of a single academic accountability system that meets both state and federal requirements. Some of the options presented would require additional flexibility in state statute; any changes to the federal AYP system must be approved by the USDE.

Another aspect of the accountability system is interventions and sanctions that are triggered by failure to meet standards. Under AYP the interventions and sanctions apply only to Title I campuses and districts. Some of the approaches to alignment presented in Table 11-6 would need to be implemented in conjunction with aligned state and federal interventions.

Table 11-6: Aligning State Accountability System and AYP

Degree of Alignment	Approaches to Alignment of State and Federal Systems	Statutory Constraints and Limitations
Separate Accountability Systems	Separate State Accountability and Federal AYP Systems Maintain separate state and federal academic accountability systems and processes.	No state or federal statutory changes required
	Underlying Performance Data Produce a single set of underlying performance results that can be used to calculate indicators for both systems.	
Aligned State and Federal Accountability Systems	Common Indicators Include the same indicators in both systems even if those indicators are defined differently and evaluated for different student groups. – Include state-required indicators (science and social studies performance) in AYP. – Include AYP-required indicators (reading/ELA and mathematics participation) in state accountability system.	
	Performance Designations or Ratings Include the performance designation from one system as an additional indicator in the other system. – State rating of Acceptable Performance is an additional requirement for a designation of Meets AYP. – Meets AYP is an eligibility requirement for state Distinction Designations.	
	Indicator Definitions For the three indicators that are in both systems, define the indicators in both systems to meet both state and federal requirements to the extent possible. – Reading/ELA Performance – Mathematics Performance – Graduation Rate	Reauthorization of ESEA and amendment to state law could remove differences
Single Accountability System	Integrated Accountability Systems Use AYP as the base system so that a designation of Meets AYP is equivalent to a state rating of Acceptable Performance. Additional state requirements, such as science and social studies performance, are additional indicators in AYP or eligibility requirements for state Distinction Designations.	Statutory differences in accountability system overall design

Statutory Constraints and Limitations. The primary statutory difference in indicator definitions for reading/ELA and mathematics performance is the assessment performance level evaluated. The new state accountability system must include evaluation of student performance at satisfactory and college-ready levels. Currently AYP evaluates student performance on assessments at the proficient level, which is defined as the Met the Standard student passing standard on the TAKS. This may change with

reauthorization of ESEA. One of the key priorities in the blueprint for ESEA reauthorization published by USDE in March 2010 is a focus on college- and career-readiness.

Another difference in the two systems is that new state legislation excludes certain students from state accountability indicators, exclusions that are not allowed under AYP. Although the numbers of students, campuses, and districts affected is relatively small, these state exclusions may complicate the development or indicators that can be used in both accountability systems.

1) Dropout exclusions. Certain students must be excluded from the state dropout/completion indicator calculations beginning with the rates reported in the 2011–2012 school year. For example, students who are court ordered to attend a general educational development (GED) preparation program must be excluded from the dropout/completion rates used for state accountability. However, those students must be included in the graduation rates used for AYP to be consistent with the standards and definitions of the U.S. Department of Education.

2) LEP students. Linguistically accommodated tests (LAT) were developed to assess LEP students who are not required to be tested under state statute but whose performance must be included in AYP. Performance of students with limited English proficiency (LEP) who are asylees or refugees must be excluded from all state accountability indicators, but cannot be removed from the AYP results.

In addition to the differences in indicator definitions described above, there are constraints and limitations to aligning other accountability provisions. Although the reauthorization of ESEA may remove these barriers, the following two statutory requirements cannot currently be aligned.

1) Long-term Goals for Assessment Performance
   State: By 2020, standards that rank in the top 10 states in terms of college readiness for reading/ELA and mathematics
   AYP: By 2014, 100 percent of students proficient in reading/ELA and mathematics

2) Improvement Standard for Assessment
   State: Defined by commissioner of education for satisfactory and college-ready performance
   AYP: Ten percent decrease in percent not proficient and meet improvement criteria on other indicator (attendance rate or graduation rate)

Alignment with the Performance-Based Monitoring (PBM) System

Findings from both components of the PBM system (the Performance-Based Monitoring Analysis System [PBMAS] and the PBM Data Validation System) have been incorporated into state accountability appeal decisions made after the ratings releases. For example, data quality is a consideration in evaluating dropout rate and completion rate appeals. In addition, one Data Validation indicator (underreported students) is included in the current state accountability system. In order to maintain a rating of *Exemplary* or *Recognized*, districts evaluated under the standard accountability system must not exceed the accountability standards for underreported students. However, persistently poor performance on the PBMAS indicators or Data Validation indicators does not directly affect state accountability ratings.

The PBM system is a complementary system to the state and federal accountability ratings, and it can be used to some extent as a system safeguard to those two systems. However, all three systems are, by design, different and serve fundamentally different purposes. Over the last decade, the three systems have been implemented based on a variety of statutory requirements and policy considerations that are unique to each but that ultimately have ensured the three systems are neither duplicative nor redundant. At the same time, integration and coordination of those systems in ways that are meaningful has been a priority and will continue to be a focus during the development of the new state accountability system. A new accountability system design will also modify options that are available for the PBM system to continue to be used as a system safeguard for the entire accountability system.

All of the approaches for using the PBM system as a system safeguard to the state accountability system described below will be discussed during the development of the new state accountability system. Two issues must be addressed with any of the approaches—application of system safeguards to alternative education accountability procedures as well as standard accountability procedures and consequences for campuses of district performance on system safeguards.

Accreditation Status. To determine accreditation status and sanctions, TEA is required to take into account the district's state accountability rating and its financial accountability rating. Accreditation status is assigned in the spring following release of the academic and financial ratings. Other factors that may be considered in determination of accreditation status include serious and persistent deficiencies in programs monitored in the PBMAS and data integrity issues. At the present time, a district's deficiencies in these areas may impact its accreditation status subsequent to a special accreditation investigation under TEC §39.057. One approach for greater integration of the accountability system safeguards available in the PBM system with the state's accreditation system is to begin directly including PBMAS and Data Validation results in the determination of accreditation statuses.

Accountability Rating Changes. State and federal accountability results are released annually. The Commissioner of Education can change a rating to *Not Rated: Data Integrity Issues* 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. The Commissioner also has the authority to lower a rating or assign an *Academically Unacceptable* or *Missed AYP* rating due to data quality issues. Greater use of rating changes based on PBMAS and Data Validation findings could be incorporated into the new accountability system. However, to the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals because changes after this time are not considered to be an effective sanction and they add an element of instability to the accountability system.

Accountability Ratings. Rather than using PBMAS and Data Validation findings to change state and federal accountability outcomes, review of these findings could be incorporated into the initial assignment of accountability ratings. Timing is the primary drawback to integrating the two systems in this way—the current year PBMAS and Data Validation findings are not available early enough to be incorporated into the summer release of state accountability ratings.

Safeguard Indicators. Another approach to integrating system safeguards into the accountability ratings is to include selected safeguard indicators in the accountability system. As noted above, the underreported students indicators can prevent a district from receiving an *Exemplary* or *Recognized* rating in the current state accountability system. Another example is the AYP participation rate indicators that are evaluated for both districts and campuses, which ensure performance rates include the performance of at least 95 percent of students. Performance on safeguard indicators could be used as an eligibility requirement for an acceptable rating or distinction designations in the new accountability.

Indicator Definitions. Rather than including separate safeguard indicators, accountability indicators can be defined to incorporate more safeguards. An example of this is the cap on use of TAKS proficient results from alternate assessments in the AYP performance measures. The cap removes any unintended incentive for districts to test more students on modified and alternative assessments as a way of achieving higher accountability performance rates. Another example is retaining leaver records with data errors in the completion rate calculation to provide a greater incentive for districts to correct data errors in dropout records.

Accountability Systems in Other States

Assessment and accountability systems in 25 states are profiled at the end of this chapter. The 16 states whose 2010 state assessment programs included EOC assessments are among the profiled states. Four states that are in the process of implementing EOC testing, as well as other large and diverse states are also included. Each state profile lists grades and subjects tested in the state assessment program and graduation requirements. Accountability information includes a brief description of the state accountability system and AYP, student groups evaluated and minimum size criteria, improvement definitions, and use of student progress measures in state-defined accountability systems. Information about use of student progress measures in AYP is summarized in a separate table. Finally, a review of alternative education accountability systems in other states was conducted. Following are highlights from the research on other states.

End-of-Course Assessments

EOC Assessments and Graduation Requirements. The number of different EOC assessments administered by states in 2010 ranged from two in New Jersey to sixteen in Virginia. Nine of the EOC states include passing one or more EOC tests as part of their graduation requirements. Virginia requires students to pass six EOC tests, the most of any state; however, New York, North Carolina, and Oklahoma require students to pass five EOC tests. In Tennessee students must pass 10 courses in which EOC tests count as 25 percent of the course grade, but passing the EOC test is not a graduation requirement.

EOC in Accountability. Eleven states use results of the EOC assessments in their accountability systems. Some states combine EOC results with results from grade level assessments for the subject; this approach is common in states that use a performance index for accountability. States that use EOC results in state-defined indicators do not necessarily use EOC results in the AYP indicators. Three states (Maryland, Mississippi,and New York) use a longitudinal EOC performance indicator for AYP in which

performance of a cohort or class of students is evaluated on EOC assessment results from tests taken throughout their high school years. States have different policies on whether to include results from retests and whether to include middle school EOC results in high school indicators.

Accountability Systems

Performance Index. Sixteen of the 25 states profiled use a performance index in their accountability systems. A number of states have a separate index for each subject and assign partial credit for students who do not pass the test but meet a lower performance standard. This is the only type of performance index that has been approved by USDE for use in AYP. Six states, including California, Florida, and North Carolina, combine performance across subjects in an index. Several states include performance on indicators other than test results in the index. Louisiana's performance index, for example, combines performance on assessments and other indicators such as attendance rates, dropout rates, and graduation rates.

Student Groups. All states evaluate reading and mathematics performance of student groups for AYP, including groups based on race/ethnicity, socioeconomic status, special education program participation, and limited English proficiency. Six states that have a separate state-defined accountability rating system do not evaluate performance of student groups. Washington state evaluates performance of the economically disadvantaged student group for state-defined ratings.

Alignment with AYP. States have taken different approaches to aligning state-defined accountability systems with AYP. Following are examples:

- States that did not have a state-defined accountability rating system before AYP and implemented AYP as the only accountability system. Alabama issues only AYP determinations.
- States that did have a stated-defined accountability rating system that has been completely integrated into or replaced by AYP. Arkansas integrated their state-defined rating system into AYP.
- States that incorporate AYP status into the state-defined rating system. In Ohio and Indiana, AYP status can prevent a campus from receiving the highest rating in the state-defined system.
- States that incorporate the state-defined rating into AYP. In Florida all campuses are subject to AYP interventions but the level of intervention is differentiated based on a state-assigned letter grade.
- Some states that have a separate state-defined rating system that is aligned with AYP have developed state indicators that complement rather than duplicate the AYP indicators. The Tennessee state-defined indicator, for example is a student progress measure that is not evaluated for student groups. Several states combine test results across subjects in an index that is not evaluated for student groups.

Required Improvement Measures in Accountability Systems

Improvement Definitions. All states compute campus improvement for AYP "safe harbor" calculations and many states do not use any other improvement definition in their accountability systems. Eight of the states that use a performance index also measure campus and district improvement on the performance index. Two of the 24 states profiled use a cohort improvement definition—comparing

performance of students in one grade to prior year performance of students in the previous grade. A few states look at improvement over two or three years.

Student Progress Measures in Accountability Systems

State Student Progress Measures. Eight states in addition to Texas use a student progress measure in their state-defined accountability systems. Many more states are developing or reporting student progress measures that are not used in accountability rating systems. States that use a student progress measure for accountability do not necessarily use the same measure in their state-defined accountability system and federal AYP system.

AYP Growth Measures. Fifteen states have been approved by USDE to use student progress measures in AYP. The USDE has approved three types of measures, all of which they refer to as "growth" measures: growth to standard, value tables, and projection measures. All of the states that use a growth measure for AYP give districts and campuses two ways to meet annual accountability standards – a proficiency measure that does not include growth and a growth measure that includes growth or projection to proficiency. Most AYP growth measures give credit for students who meet either a satisfactory performance standard or growth standard.

Alternative Education Accountability in Other States

A review of alternative education systems in other states has been conducted. Many states have programs and/or separate campuses that serve students at risk of dropping out of school. However, few states include specific procedures for alternative education accountability (AEA). The states of California, Colorado, Florida, Kentucky, New Jersey, New York, North Carolina, and Wisconsin were chosen for review because they offer accessible documentation on AEA procedures.

The AEA systems in other states have several common features. These features include the evaluation of at-risk student performance with multiple criteria such as school-level performance on state tests as well as additional indicators of enrollment, attendance, completion, and graduation. Emphasis is on improvement and/or performance trends rather than meeting an absolute performance standard in the accountability systems reviewed. Also, all other states allow schools to select indicators that are most appropriate for their alternative education program or school, in some cases requiring additional data submission.

California. In 2000, California developed a comprehensive Alternative Schools Accountability Model (ASAM) that provides accountability for alternative schools serving highly mobile and highly at-risk students. ASAM emphasized three central concepts: (1) student and school performance measures should be based on multiple indicators that assess a school's ability to serve high-risk students; (2) schools should be able to choose from a variety of indicators, those most appropriate to their goals and student population; and (3) a school's performance should not be compared with that of other schools, but rather with its own performance over time. Schools participating in the ASAM choose 3 of 17 indicators on which their school report is comprised. There are three categories of indicators: (1) readiness indicators;

(2) contextual indicators; and (3) academic and completion indicators, specifically pre- and post-assessments in reading, writing, and mathematics.

The ASAM system has been successful at measuring whether schools are meeting local goals. However, since schools elect which indicators to report, there is little consistency across schools making it difficult to compare performance across schools and hold schools equitably accountable. Therefore, in 2006 the ASAM Subcommittee recommended that a stronger accountability system be phased in by 2009–2010 and called for the development of a system that is more rigorous, academically-based, and consistent across sites to facilitate comparisons. In 2008, the California State Board approved a framework for redesigning the existing ASAM. Beginning with the 2009–2010 school year, baseline data for three types of indicators were collected: (1) learning readiness indicators to measure student engagement and preparedness (e.g., attendance); (2) academic achievement indicators to measure student achievement (status) and academic progress (growth on statewide assessments); and (3) transition indicators to measure whether a student graduated or remained in school (e.g., graduation rate, course completion, and promotion to next grade). ASAM schools were asked to collect attendance data if they did not do so already. All other data for the revised ASAM was gathered from existing statewide databases. In May 2011, the California Department of Education will make recommendations for a revised ASAM based on the 2009–2010 baseline results. Use of pre- and post-assessment data in the revised ASAM is still being discussed.

Colorado. Colorado has optional accountability procedures for campuses that meet the state criteria for designation as an alternative education campus. Requests for AEC designation must be approved each year by the State Board. Annually, the performance of each AEC is reviewed. AECs must establish baseline levels of performance and meet annual benchmarks on four indicators: (1) student achievement on standardized assessment, (2) longitudinal student academic growth, (3) postsecondary/workforce readiness, and (4) student engagement. More emphasis is placed on the student academic growth and postsecondary/workforce readiness indicators.

Florida. In Florida, alternative schools that provide dropout prevention and academic intervention services are identified annually and may elect to receive a school improvement rating in lieu of a school grade like traditional schools. Alternative school improvement ratings are based on a comparison of current and prior year learning gains for eligible students in reading and mathematics. Annual student learning gains are based on the Florida Comprehensive Assessment Test (FCAT) developmental scores in reading and mathematics for grades 3–10. The following school improvement ratings are assigned: (1) *Improving* means at least a 5 percent increase in the percent making gains; (2) *Maintaining* means less than a 5 percent increase or decrease in the percent making gains; and (3) *Declining* means at least a 5 percent decrease in the percent making gains.

New York. The New York System of Accountability for Student Success (SASS) requires districts that operate Alternative High School Equivalency Programs (AHSEP) or High School Equivalency Programs (HSEP) to report performance data regarding these programs. Performance measures and standards used for AHSEP and HSEP are: (1) GED Success Rate with a 56 percent standard; (2) Student Success Rate with a 64 percent standard; and (3) Dropout Rate with a 31 percent standard.

North Carolina. In North Carolina, alternative schools participate in the ABCs Accountability Model which is based on achievement and the degree of success that the alternative school has in meeting certain objectives outlined in its school improvement plan. Accountability status consists of the following five criteria: (1) end of course and/or end of grade test results, (2) change in competency passing rate, and (3) three of the following eight local options: attendance, dropouts, school safety/student conduct, higher expectations for student achievement, student progress and proficiency, parent involvement, community involvement, and customer satisfaction. Among the eight local options, all alternative schools must select either the higher expectations for student achievement or the student progress and proficiency option as one of the three local options. The local superintendent and school board must approve the school improvement plan.

Other States. Other states have taken a program evaluation approach to accountability for AECs. Kentucky has developed an Alternative Education Program Evaluation Instrument with 58 indicators covering academic performance, learning environment, and efficiency. States like New Jersey and Wisconsin have different curriculum standards or alternative graduation options for students in alternative education programs, but hold alternative programs to the same standards in the accountability system.

Table 11-7: Sample Performance Index
with State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC)
and Graduation Rate

	Reading/ELA 0.20[1]		Mathematics 0.20		Science 0.20	Social Studies 0.20	Graduation Rate 0.20	Total Index Points[3]
	Satisfactory 0.15	College-Ready 0.05	Satisfactory 0.15	College-Ready 0.05	Satisfactory	Satisfactory		
Maximum Index Points	15.00	5.00	15.00	5.00	20.00	20.00	20.00	100.00
Sample High School A								
Performance Rate	80%	15%	80%	15%	80%	80%	85.0%	
Index Points[2]	12.00	0.75	12.00	0.75	16.00	16.00	17.00	74.50
Sample High School B[4]								
Performance Rate	90%	40%	80%	15%	50%	80%	85.0%	
Index Points	13.50	2.00	12.00	0.75	10.00	16.00	17.00	71.25
Sample High School C								
Performance Rate	80%	40%	80%	40%	80%	80%	70.0%	
Index Points	12.00	2.00	12.00	2.00	16.00	16.00	14.00	74.00

1 The numbers in these cells indicate the weight assigned to the measure.
2 Index points are calculated by multiplying performance on the measure by the weight (e.g. 0.15 X 80 = 12.00 for satisfactory performance in reading/ELA for High School A).
3 Total Index Points are the sum of the index points calculated for each measure.
4 If these three sample high schools were rank ordered on their total index points, High School B would rank the lowest.

Sample Performance Index Features

- Performance on EOC assessments in four subjects and graduation rate are included in a single index. Alternatively the index could include only assessment results or could include additional assessments or other measures.
- Stronger performance in some areas compensates to some extent weaker performance in other areas as illustrated by the three sample high schools whose performance varies but all have similar index scores.
- Total index points add to 100 in this example. This is not a requirement.
- All assessment subjects and the graduation rate are weighted equally. Alternatively, measures could be weighted differently by adjusting the weight or maximum number of index points.
- Satisfactory performance and college-ready performance are separate performance rates in the index in this example. Student progress is included in the performance rates. Alternatively, satisfactory and college-ready performance could be combined in a single performance rate.
- The performance index could be calculated for All Students only or also for student group performance. Alternatively, student group performance could be included in a single index by expanding the table for a maximum of 100 points for each student group, for example.

State Profiles

States chosen for profiling include states whose 2009-2010 state assessment programs included end-of-course (EOC) assessments and others that are in the process of implementing EOC testing, states using a student progress measure in a state-defined accountability system, and other large and diverse states.

						Student Progress (Growth) Measure Used For		
	AYP/State Alignment	**AYP Only**	**EOC Exams**	**EOCs for Accountability**	**Performance Index**	**State Accountability**	**AYP**	**Graduation Requirement**
Alabama		•			•			Pass state exit exam
Arkansas		•	•	•			•	Pass 1 EOC exam
California	•				•			Pass state exit exam
Connecticut		•	*Under development*					No state exit exam
Delaware	•		*Beginning 2011*				•	No state exit exam
Florida	•		*Beginning 2011*		•	•	•	Pass state exit exam
Georgia		•	•		•			Pass state exit exams
Indiana	•		•		•			Pass state exit exam
Louisiana	•		•		•			Pass state exit exam
Maryland		•	•	•				Composite score over 4 EOC exams
Massachusetts		•	•		•			Pass exit exams + 1 EOC exam
Mississippi			•	•	•	•		Pass 4 EOC exams
Missouri		•	•	•			•	No state exit exam
New Jersey			•					Pass state exit exam
New York		•	•	•	•			Pass 5 EOC exams
North Carolina	•		•	•	•	•	•	Pass 5 EOC exams
Ohio	•				•	•	•	Pass state exit exams
Oklahoma			•	•	•			Pass 4 EOC exams
Oregon	•				•	•		No state exit exam
Pennsylvania		•			•		•	No state exit exam
South Carolina			•	•	•			Pass exit exams
Tennessee	•		•	•		•	•	No state exit exam
Utah			•	•	•	•		No state exit exam
Virginia			•	•				Pass 6 EOC exams
Washington			*Beginning 2011*		•			Pass state exit exam

Alabama

Key Provisions. Performance Index

Assessment Program

Alabama administers the criterion-referenced Alabama Reading and Mathematics Test (ARMT) in

- Reading in grades 3–8
- Mathematics in grades 3–8

This assessment combines elements from the Stanford Achievement Test (Stanford 10) with items designed to measure mastery of Alabama state content standards.

Alabama also administers the:

- Alabama Science Assessment (ASA) in grades 5 and 7
- Alabama Direct Assessment of Writing (ADAW) in grades 5, 7, and 10

For graduation, the state administers the

- Alabama High School Graduation Exam (AHSGE), which covers reading, mathematics, language, science, and social studies

In September 2009, the Alabama board of education approved a plan to replace the AHSGE with end-of-course exams, but they have not been phased in yet.

Graduation Requirement. For graduation, students must pass three of the five subject area tests (i.e., reading; mathematics; and either science, language, or social studies) on the Alabama High School Graduation Test (AHSGE). There are no alternate paths to graduation.

Accountability System

Alabama issues only Adequate Yearly Progress (AYP) determinations for accountability. The AYP determinations are based on participation and performance in reading/ELA and mathematics for grades 3-8 and the reading/ELA and mathematics sections of the AHSGE, high school graduation rates, and elementary and middle school attendance rates. The AYP performance indicator is a performance index that assigns partial credit for students performing below the proficient level. Alabama calculates AYP separately for each grade; campus and district results are aggregated across grades.

Student Groups. For AYP, Alabama evaluates the following student groups: All Students, African-American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited

English Proficient, and Students with Disabilities. Student groups of 40 or more, with a confidence interval, are evaluated for academic performance.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

Sources

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Arkansas

Key Provisions. EOC, EOC for Accountability, Student Progress Measure

Assessment Program

The state administers Augmented Benchmark Exams in:

- Literacy in grades 3–8 and 11
- Mathematics in grades 3–8
- Science in grades 5 and 7

The Augmented Benchmark Exams include criterion-referenced questions as well as norm-referenced sections for grades K–2 (sounds, letters and math) and grade 9 (reading comprehension and math problem solving).

High school assessments include end-of-course assessments in Algebra I, Geometry, and Biology. An English II EOC test is being developed.

Graduation Requirement. Beginning with the class of 2010, students must pass the Algebra I EOC exam in order to graduate. Beginning with the class of 2014, students will be required to pass the English II EOC as well.

Accountability System

Arkansas merged their state accountability system with AYP in 2003. The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. Arkansas combines Algebra I and Geometry EOC results for the current year and averages performance across three years for the AYP mathematics performance indicator for high schools. The method (one year or three year) that produces the best result for the campus or district is used but the same method must be used for all measures for the subject. Arkansas is one of the states approved by USDE to use a student progress measure as another way for campuses and districts to meet AYP. Reading/ELA is based on performance on the grade 11 literacy test. AYP determinations are the basis of sanctions and interventions.

Arkansas was one of the states approved by USDE to pilot differentiated sanctions for schools designated as in need of improvement because they do not make AYP for two or more consecutive years. AYP results are used to differentiate school improvement campuses as Achieving, Targeted Improvement, Targeted Intensive Improvement, Whole School Improvement, Whole School Intensive Improvement, and State Directed. State indicators are used for rewards.

Student Groups. Arkansas evaluates performance for the following student groups for AYP: African American, Hispanic, White, Economically Disadvantaged, Limited English Proficient, and Students with

Disabilities. For campuses and districts with 800 students or fewer in total enrollment, the minimum size criteria for student groups is 40 students with a confidence interval. For campuses and districts with more than 800 students in total enrollment the minimum size criteria is 5 percent or 200 students.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. State indicators used for rewards include improvement measures. Cohort trends are calculated by comparing aggregate performance of students by grade with prior year performance of students in the previous grade. Data are averaged across three years.

Sources

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California

Key Provisions: AYP/State Alignment, Improvement Model, Performance Index

Assessment Program

The California state assessment program includes the following tests.

- California Standards Tests (CST), criterion-referenced tests in English-language arts (ELA), mathematics, history/social science, and science at grades 2-11
- California High School Exit Examination (CAHSEE) in ELA and mathematics first administered in grade 10

California does not administer end-of-course (EOC) exams.

Graduation Requirement. Students must pass both the ELA and mathematics parts of the CAHSEE as a graduation requirement.

Accountability System

The California state accountability system is based on the Academic Performance Index (API). The API combines assessment results on the state criterion-referenced tests for grades 2-12 across subjects (ELA, mathematics, science, history/social science) weighted according to test (standard, modified, alternate, and exit), content area, and grade span. The API is calculated for all students and student groups. Standards for improvement from the prior year are based on prior year performance levels. In addition, schools are ranked on the index by campus type and campus characteristics. The API results are used for both recognition and state sanctions. Campuses and districts do not receive a state accountability rating label other than a report showing whether they have met or not met state API improvement targets and the API ranking.

Adequate Yearly Progress (AYP) determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and the state API indicator for elementary, middle, and high schools. Student groups are not evaluated on the API in AYP. The API improvement standard is same for all campuses and is lower than the state standard.

Student Groups. Performance of the following student groups is evaluated for state accountability and AYP: All Students, African American, Asian, Filipino, Hispanic, Native American, Pacific Islander, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. In addition to students who participate in the National School Lunch Program, students are included in the Economically Disadvantaged student group if neither parent has a high school diploma. The minimum size criteria in both the state accountability system and AYP is 50/15%/100—50 students and the group represents at least 15 percent of total students, or 100 students.

Improvement Definition. If the prior year composite score is less than 690, required improvement on the state API indicator is a 5 percent decrease in the difference between the prior year score and the state goal of 800 (out of 1000). If the index score is above 690, the amount of improvement required does not continue to decrease. For AYP, the improvement standard on the API index is an increase of 1 point if prior year performance is below 650.

The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. A 75% confidence interval is applied when determining if the student group made safe harbor.

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Connecticut

Key Provisions. EOC

Assessment Program

The Connecticut Mastery Test (CMT) includes the following assessments:

- Reading/ELA in grades 3–8
- Mathematics in grades 3–8
- Science in grades 5 and 8

The Connecticut Academic Performance Test (CAPT) program includes the following assessments:

- reading, writing, mathematics, and science at grade 10

These tests have no passing score, although four performance levels are reported. Students who meet the Goal performance level on all tests receive a Certificate of Mastery.

Connecticut has a plan for secondary school reform that includes development of end-of-course (EOC) assessments by the state that will be scored locally for Algebra I, Geometry, Biological/Life Science, English Language Arts II, and American History.

Graduation Requirement. Connecticut does not have a state high school graduation testing requirement and CAPT performance cannot be used as the sole local criterion for graduation.

Accountability System

Connecticut has a single accountability system with no separate state rating designations. The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle writing performance.

Student Groups. For AYP, Connecticut evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 40 or more are evaluated for academic performance, with a confidence interval.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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Delaware

Key Provisions. AYP/State Alignment, Student Progress Measure

The Delaware Student Testing Program (DSTP) includes assessments in:

- Reading in grades 2–10
- Writing in grades 2–10
- Mathematics in grades 2–10
- Science in grades 4, 6, 8, and 11
- Social studies in grades 4, 6, 8, and 11

The new Delaware Comprehensive Assessment System (DCAS) will become fully operational in the 2010–2011 school year and will include end-of-course (EOC) assessments in: English II, Algebra I, Integrated Mathematics I, Biology, U.S. History.

Graduation Requirement. Delaware does not have an exit exam.

Accountability System

Delaware merged their state and federal accountability systems in 2004. For state accountability Delaware calculates a State Progress Determination (SPD), which measures improvement of the composite scale score in the core content areas of reading, mathematics, science, and social studies. Schools receive an SPD based on whether they perform above performance targets (A), meet performance targets (M), or score below performance targets (B) on the state assessments. The AYP determinations and SPD values are combined to produce state accountability rating designations (Superior, Commendable, Academic Review, Academic Progress, or Academic Watch).

Delaware Adequate Yearly Progress (AYP) determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school improvements in reading and math scale scores. Delaware was one of 15 states approved by USDE to use a growth model for AYP. All of the states that use a growth model for AYP give districts and campuses two ways to meet annual accountability standards—a performance measure that does not include growth and a growth measure. Delaware's growth measure gives full credit for students who meet the proficiency standard on the state assessment and partial credit for students who fail the test but meet the growth standard.

Student Groups. For AYP, Delaware evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 40 or more are evaluated for academic performance, with a confidence interval.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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Florida

Key Provisions: AYP/State Alignment, EOC, Performance Index, Student Progress Measure

Assessment Program

The Florida Comprehensive Assessment Tests (FCAT) include the following assessments.

- Mathematics in grades 3–8
- Writing in grades 4, 8, and 10
- Science in grades 5, 8, and 11
- Reading in grades 3–10

Florida field tested its first end-of-course (EOC) assessment in Spring 2010—an online assessment for Algebra I.

Graduation Requirement. Florida students must pass the grade 10 reading and mathematics assessments to receive a regular high school diploma. Students who fail the FCAT tests can meet the graduation requirement through national high school achievement tests such as SAT and ACT.

Accountability System

The Florida state accountability system is based on a performance index. School districts and campuses accumulate index points for students who meet specified performance levels on state assessments in reading, mathematics, science, and writing. They also receive points for students with learning gains, defined as increasing achievement level on the test, maintaining a high achievement level, or for students in the lowest achievement levels showing growth. Districts and campuses are assigned letter grades A, B, C, D, or F. School grades can be lowered based on test participation rates of all students and performance gains in reading and mathematics of the lowest performing students.

The state accountability system and AYP are aligned. Florida AYP determinations are based on participation and performance in reading and mathematics, high school graduation rates, and performance on the writing test for elementary, middle, and high schools. Florida is one of the 15 states approved by USDE to use a student progress measure as another way for campuses and districts to meet AYP. Three-fourths of Florida campuses did not make AYP in 2009. Florida was one of the states approved by USDE to pilot differentiated corrective actions for schools designated as in need of improvement because they do not make AYP for two or more consecutive years. Schools are placed into improvement categories based on their state-assigned letter grade, the percentage of AYP requirements met, and the number of years they have failed to make AYP. Under new state legislation, the differentiated corrective actions apply to non-Title I as well as Title I campuses.

Student Groups. Student groups are not evaluated as part of the state accountability system. For AYP, Florida evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. The minimum size criteria for AYP is 30 students and more than 15% of the school population or 100 students.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. Florida does not use improvement in the state accountability system.

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Georgia

Key Provisions. AYP/State Alignment, EOC, Performance Index

Assessment Program

The Georgia Criterion-Referenced Competency Tests (CRCT) include assessments in:

- Reading in grades 1–8
- English language arts (ELA) in grades 1–8
- Mathematics in grades 1–8
- Science in grades 3–8
- Social studies in grades 3–8

High school assessments include:

- Georgia High School Graduation Tests (GHSGT) in ELA, mathematics, science, and social studies; and Georgia High School Writing Tests (GHSWT) at grade 11
- End-of-course (EOC) tests in Algebra I, Algebra II, Geometry, Statistics, U.S. History, Economics, Biology, Physical Science, Ninth Grade Literature and Composition, and American Literature and Composition

Graduation Requirement. Students must pass the GHSGT and the GHSWT. (A student may be granted a variance from this requirement if they have passed at least three sections of the GHSGT and the GHSWT, have a score within one standard deviation of passing a remaining section, have successfully passed each related EOC, if applicable, and have a high school attendance record of 90% or better.) Also, the EOC counts as 15 percent of the final course grade for courses that students must pass to graduate. The Georgia Department of Education is working on a proposal to phase out the GHSGT and replace it with a series of EOC tests.

Accountability System

Georgia merged its state and federal accountability systems in 2004, creating a Single Statewide Accountability System (SSAS). Georgia AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and one other indicator for elementary and middle schools. Elementary and middle schools select the other indicator from a state-approved list that includes attendance rates, science or social studies performance, and higher levels of performance in reading, ELA, mathematics, science, or social studies.

Under SASS, all schools (Title I and Non-Title I) are subject to AYP sanctions and interventions. The AYP performance indicators are based on the grades 3–8 CRCT in reading, ELA, and mathematics and the GHSGT in ELA and mathematics. Georgia does not currently use EOC exams for accountability. Campuses are also eligible for award designations (Platinum, Gold, Silver, and Bronze) based on AYP

status and student performance and gains on a performance index. The index includes performance in all tested subjects and is based on percent of students performing at the meets standard or exceeds standard levels on the state assessments.

Student Groups. Georgia evaluates performance of the following student groups for AYP: All Students, African American, Asian, Hispanic, Native American, White, Multiracial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Minimum size criteria is 40/10%/75—40 students and at least 10 percent of All Students, or 75 students. A confidence interval is applied if the subgroup does not meet the Annual Measurable Objective (AMO) based on the initial analysis of assessment results.

Improvement Definition. The AYP safe harbor provision requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. In addition to the safe harbor provision, Georgia calculates improvement from the prior year on the state performance index. Campuses are eligible for award designations if they are in the top percentiles of improvement and meet other criteria including AYP status.

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Indiana

Key Provisions: AYP/State Alignment, EOC, Performance Index

Assessment Program

As part of the Indiana Statewide Testing for Education Progress – Plus (ISTEP+), Indiana administers the following assessments for elementary and middle school students.

- English/language arts (ELA) in grades 3–8
- Mathematics in grades 3–8
- Science in grades 4–7
- Social studies in grades 5 and 7

Assessments for high school students include:

- Graduation Qualifying Exams (GQE) in ELA and mathematics at grade 10
- End-of-course (EOC) assessments in Algebra I, Algebra II, English 10, English 11, and Biology I

Graduation Requirement. Students through the class of 2011 must pass the GQE in ELA and mathematics to satisfy the graduation test requirement. Beginning with the class of 2012, students must pass EOC assessments in Algebra I and English 10 to satisfy the graduation test requirement. There are two alternate paths to a regular diploma for students who do not pass the exit-level tests—an evidence-based waiver based on performance on other tests and classroom work, and a work-readiness waiver that includes performance on a workforce readiness assessment and internship, cooperative education, or workforce credential.

Accountability System

Based on improvement and performance data from the state's ISTEP+ and GQE assessments, Indiana schools are placed into one of five categories [Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch (priority), Academic Probation (high priority)]. The state accountability system uses a performance index that combines performance across grades and subjects. Currently ELA and mathematics performance are used in the index but there are plans to add science and social studies performance. State designations are used to identify schools for interventions and rewards.

Adequate Yearly Progress (AYP) designations for Indiana school districts and schools are determined by student performance and participation rates on the ISTEP+ and GQE assessments in ELA and mathematics; student attendance rates (for elementary and middle schools); and graduation rates (for high schools).

School AYP status is incorporated into the state accountability designation—schools that miss AYP for the same student group for two consecutive years cannot receive a state designation higher than Academic Progress.

Student Groups. Indiana does not disaggregate student groups for state accountability. For AYP, Indiana evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 30 or more (with a test of statistical significance) are evaluated for performance. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The state improvement calculation is based on cohorts of students. For example, in calculating improvement in percent passing, the performance of grade 5 students is compared to percent passing in grade 4 the prior year. Improvement is calculated over a three-year period. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition, the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. A confidence interval is applied when determining if a subgroup met safe harbor.

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Louisiana

Key Provisions. AYP/State Alignment, EOC, Improvement Model, Performance Index

Assessment Program

The Louisiana Educational Assessment Program (LEAP) includes the following assessments:

- Reading/language arts, mathematics, science, and social studies for grades 3–8
- Reading/language arts and mathematics for grade 9

For students in grades 3, 5, 6, 7, and 9, the assessment is the integrated LEAP (*i*LEAP), a combined norm-referenced and criterion-referenced exam.

High school students are administered:

- Reading/language arts and mathematics portions of the Graduation Exit Exam (GEE) in grade 10
- Science and social studies portions of the GEE in grade 11

Louisiana began phasing in end-of-course (EOC) testing in 2007.

Graduation Requirement. Currently students must pass the GEE in four subjects in grades 10–11. Starting in 2010–2011, incoming freshmen must pass EOC exams in three categories: English II or English III, Algebra I or Geometry, and Biology or American History.

Accountability System

Under Louisiana's state accountability system campuses and districts are assigned one of six performance labels (Academically Unacceptable or one to five stars) based on their score on a performance index known as School Performance Scores (SPS). The SPS produces a single numerical score based on All Students performance. For elementary schools the index combines performance on assessments and attendance rates; for middle schools assessments, attendance rates, and dropout rates; and for high schools assessments and graduation rates. (The EOC exams are not currently used in the state accountability system or AYP.) Schools must also show annual improvement in SPS scores and are assigned a second accountability label for improvement: School in Decline, No Growth, Minimal Academic Growth, Recognized Academic Growth, or Exemplary Academic Growth.

The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. Louisiana's state accountability and AYP designations are aligned in one direction—campuses and districts that are Academically Unacceptable under the state accountability system are considered to miss AYP. Both Title I and non-Title I campuses and districts must implement AYP school improvement

provisions, except that non-Title I campuses are not required to offer supplemental education services due to state budgetary constraints.

Student Groups. For AYP, Louisiana evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 10 or more are evaluated for academic performance. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The state accountability system requires schools to show annual improvement on the state SPS index. The improvement target, called the state growth target, is the amount of annual improvement required to meet the state goal of 120 on the SPS (a four star rating) by 2014. The minimum amount of improvement required is 2 points. Schools with a large improvement target (more than 7 points) are considered unlikely to reach the 2014 goal and are placed in Academic Assistance status. Schools exit Academic Assistance when their improvement targets are 5 points or less. The Academic Assistance status effectively sets an absolute performance floor on the SPS; the school district must provide additional supports to schools in Academic Assistance status.

The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. A confidence interval is applied when determining if the subgroup met the safe harbor criteria.

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Maryland

Key Provisions: EOC, EOC for Accountability

Assessment Program

The Maryland School Assessment (MSA) program and High School Assessment (HSA) include tests of:

- Reading in grades 3–8
- Mathematics in grades 3–8
- Science in grades 5 and 8
- End-of-course assessments in English II, Algebra/Data Analysis, Government, and Biology

Graduation Requirement. Students must achieve a minimum composite score on the four EOC assessments as a requirement for a regular diploma. There is no minimum score requirement for any individual assessment. Advanced Placement (AP) and International Baccalaureate (IB) exams can be used in place of the HSA.

Accountability System

Maryland does not have a state academic accountability system separate from federal AYP. The AYP determinations are based on MSA reading and mathematics assessments and English II and Algebra/Data Analysis EOC assessments, high school graduation rates, and middle and elementary school attendance rates. The English II and Algebra/Data Analysis EOC exams are used for high school AYP. For students enrolled in Grade 12 in the current school year, the best score on each test is used, including banked scores for EOC tests taken in middle school and AP and IB exams. There are separate performance targets for elementary, middle, and high schools. School districts miss AYP if they miss their target for the same indicator at all three levels.

Student Groups. Student groups evaluated for AYP are: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, or Special Education. Minimum size criteria for performance is five students with a confidence interval. Minimum size criteria for participation is 30 if one grade is tested and 60 if two or more grades are tested.

Improvement Definition. The only improvement definition used is AYP safe harbor, which requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator.

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Massachusetts

Key Provisions: EOC, Performance Index

Assessment Program

The Massachusetts Comprehensive Assessment System (MCAS) includes:

- English language arts (ELA) in grades 3–8, 10
- Mathematics in grades 3–8, 10
- Technology/engineering in grades 5 and 8
- High school end-of-course (EOC) assessments in science and technology/engineering: Biology, Chemistry, Introductory Physics, and Technology/Engineering

In addition, Massachusetts is a member of the America Diploma Project (ADP), which is developing end-of-course tests for a consortium of states.

Graduation Requirement. Beginning with the class of 2010, high school students must earn a proficient score on the grade 10 ELA and mathematics tests or earn a Needs Improvement score and fulfill the requirements of an Educational Proficiency Plan. High school students must also earn a Needs Improvement score on one science and technology/engineering EOC. In addition to the Educational Proficiency Plan alternative, there is an appeals process for eligible students who do not meet the graduation testing requirement.

Accountability System

Massachusetts merged its state accountability system with federal adequate yearly progress (AYP). The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. The AYP performance indicators are a Composite Performance Index that assigns partial credit for students performing below the Proficient level on the MCAS mathematics and ELA assessments. Massachusetts does not currently use EOC exams for accountability.

Student Groups. Massachusetts evaluates performance of the following student groups for AYP: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Special Education. Minimum size criteria is 40/5%/200- student groups are evaluated if there are at least 40 students and the student group represents at least five percent of All Students, or at least 200 students.

Improvement Definition. The only improvement definition used is AYP safe harbor, which requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. A confidence interval is applied to the evaluation of improvement for safe harbor.

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Mississippi

Key Provisions. EOC, EOC for Accountability, Performance Index, Student Progress Measure

Assessment Program

The state administers the Mississippi Curriculum Test, Second Edition in:

- English language arts in grades 3–8
- Mathematics in grades 3–8

At the secondary level, Mississippi administers the Subject Area Testing Program, Second Edition (SATP2) which includes end-of-course assessments in:

- Algebra I
- Biology
- English II
- U.S. History

Graduation Requirement. Students must pass all four EOC assessments to graduate. But students who fail a subject area twice can appeal for an alternate evaluation to demonstrate their mastery of the subject.

Accountability System

State accountability ratings are based on results from statewide assessments (the student testing programs) and data on school completion for a cohort of students tracked over five years. At the high school level, the accountability system uses only the score from the student's first attempt on the EOC exams. School and district ratings are based on three measures: 1) Achievement, a determination of overall performance during the previous school year on a performance index that gives partial credit for students who score at lower proficiency levels on the state assessments; 2) Growth, the degree to which a school or district met its expected performance; and 3) High School Completion, including a five-year graduation rate and a completion index that gives partial credit for students who receive a certificate of completion or general educational development (GED) certificate and students still enrolled after five years. Based on these measures, schools and districts are assigned one of seven labels (Star School / Star District, High Performing, Successful, Academic Watch, At Risk of Failing, Low Performing, Failing).

The AYP determinations are based on participation and performance in reading/ELA and mathematics, elementary and middle school attendance rates, and high school graduation rates. At the high school level, scores from Algebra I and English II EOC exams are included in AYP calculations. High school participation and performance rates are based on current year and banked

EOC results for grade 12 students who were enrolled in the state for grades 10 through 12. Mississippi calculates performance separately for each grade and aggregates results across grades.

Student Groups. For AYP, Mississippi evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 40 or more are evaluated for academic performance. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement at the All Students level on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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Missouri

Key Provisions. EOC, EOC for Accountability, Student Progress Measure

Assessment Program

The Missouri Assessment Program (MAP) includes the following assessments:

- Mathematics and in grades 3–8
- English language arts (communication arts) in grades 3–8
- Science in grades 5 and 8
- End-of-course (EOC) exams in Algebra I, Algebra II, Geometry, English I, English II, Biology, Government, American History

Graduation Requirement. All students must take Algebra I, English II, Biology, and Government before graduation but are not required to pass the exams to receive a diploma.

Accountability System

Missouri does not have a state accountability rating system other than federal Adequate Yearly Progress (AYP). The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. Algebra I and English II EOC results are used for high schools. Students tested on an EOC in grades 9–12, as well as banked scores for students in grade 9 who took one of the assessments in an earlier grade, are included in the indicators. The AYP performance indicator assigns credit for students who meet either the proficiency standard or a growth standard.

Student Groups. For AYP, Missouri evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Other (includes non-response), Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 30 or more are evaluated with a confidence interval for academic performance.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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New Jersey

Key Provisions. EOC

Assessment Program

New Jersey's assessment program for grades is titled the New Jersey Assessment of Skills and Knowledge (NJ ASK). Students are administered assessments in:

- Mathematics in grades 3–8
- Language arts literacy (including reading and writing) in grades 3–8
- Science in grades 4 and 8

Secondary assessments are administered under the High School Proficiency Assessment (HSPA) and include:

- Mathematics in grade 11;
- Language arts literacy (including reading and writing) in grade 11;
- End-of-course (EOC) assessments in Algebra I and Biology.

The state department of education is planning to move to an end-of-course test model for all content areas of the high school assessment.

Graduation Requirement. Currently, students are not required to pass EOC assessments to graduate, but this is expected to change in the future. The HSPA is the current exit-level test. Students who fail one or more sections of the HSPA may take the Alternative High School Assessment to satisfy the state's graduation requirement. In addition, students who have met all other graduation requirements except passing the HSPA can either return to school at testing time the following year and retake the HSPA or pass the General Education Diploma (GED) test.

Accountability System

New Jersey's monitoring and evaluation system for public school districts is known as New Jersey Quality Single Accountability Continuum (NJQSAC) and focuses attention on 1) Instruction and Program; 2) Personnel; 3) Fiscal management; 4) Operations; and 5) Governance. The NJQSAC includes provisions for rewards and sanctions for Title I and non-Title I school districts. AYP determinations are used in the Instruction and Program component. The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. The first administration of the HSPA in grade 11 in language arts literacy and mathematics is used for AYP determinations.

Student Groups. For AYP, New Jersey evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 30 or more are evaluated for academic performance. New Jersey uses a confidence interval of 95 percent around the school's or district's proficiency level for determining AYP and a confidence interval of 75 percent around a school's or district's proficiency level for determining safe harbor.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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New York

Key Provisions: AYP/State Alignment, EOC, EOC in Accountability

Assessment Program

The New York State Testing Program (NYSTP) includes the following assessments for elementary and middle school students:

- English language arts (ELA) in grades 3–8
- Mathematics in grades 3–8
- Science in grades 4 and 8
- Social studies in grades 5 and 8

High school students take the Regents Examinations:

- End-of-course (EOC) assessments in English and writing, mathematics, U.S. history and government, global history and geography, science, and second language proficiency

Graduation Requirement. In order to graduate, New York high school students must pass five Regents Examinations in English language arts, mathematics, science, global history and geography, and U.S. history and government.

Accountability System

New York does not have a separate state accountability system. New York AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school science participation and performance. The AYP performance indicator for elementary and middle schools is a performance index that assigns partial credit for students who do not meet the proficiency standard on the state assessments but who meet a lower performance standard.

For secondary schools, exit test performance in ELA and mathematics EOC assessments of a cohort of students is evaluated. For example, 2008–2009 AYP determinations for high schools are based on performance of students who are enrolled by the fall snapshot date of the 2008–2009 school year and first entered grade 9 anywhere during the 2005–2006 school year. Students who transfer out during the current school year are removed from the cohort. There are additional rules regarding inclusion of test results for students who withdraw for other reasons. If a student in the cohort takes more than one assessment in a subject during their high school career, the best score is used. Participation rates are based on all current year grade 12 students rather than the cohort.

District AYP determinations are based on aggregate performance on the elementary/middle school participation and performance indicators, high school participation and performance, elementary/middle school science, and graduation rate. To miss AYP for ELA or mathematics, the district must fail to make the standards at both instructional levels.

New York merged their state and federal accountability interventions as part of the USDE approved differentiated accountability pilot for AYP. Previously the lowest performing non-Title I campuses and districts were subject to state interventions.

Student Groups. New York evaluates the following student groups for AYP: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. For participation criteria, student groups must number 40 or more. Student groups of 30 or more are evaluated for academic performance and graduation rate. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The AYP Safe Harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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North Carolina

Key Provisions. AYP/State Alignment, EOC, EOC for Accountability, Performance Index, Student Progress Measure

Assessment Program

The North Carolina state assessment program includes testing in the following grades and subjects:

- Reading in grades 3–8
- Mathematics in grades 3–8
- Writing in grades 4, 7, and 10
- Science in grades 5 and 8
- End-of-course (EOC) tests for English I, Algebra I, Algebra II, Biology, Physical Science, U.S. History, and Civics and Economics

Graduation Requirement. Beginning with students entering ninth grade in 2006–2007, students must pass the following five EOC exams as a graduation requirement: Algebra I, English I, U.S. History, Civics and Economics, and Biology. This replaces a requirement based on comprehensive assessments in reading comprehension, mathematics, and computer skills.

Accountability System

The North Carolina state accountability system is called the ABCs and assigns school status labels and recognition for performance on a Performance Composite measure and a Growth measure. The Performance Composite measure combines test results across subjects, grades, and tests. The Growth measure requires students to show one year of growth for a year of instruction. Both measures include EOC performance and both are evaluated for All Students only. Campuses in the lowest performance group that do not meet the growth standard receive assistance. Campuses in the three highest performance groups that also meet the growth standard receive recognition.

The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. The assessment results included in AYP are reading and mathematics for grades 3–8 and English I and Algebra I EOC. Since 2006 North Carolina has used a growth measure for AYP—students who either perform at the proficient level on the test or meet a growth standard are counted as proficient in the performance measure. Meeting AYP is an additional requirement for the highest status label under the state ABCs accountability system.

Student Groups. For AYP, North Carolina evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Multiracial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups are evaluated for academic performance if there are 40 students or the group is one percent of all students, whichever is larger. A confidence interval is applied to determine if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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Ohio

Key Provisions: AYP/State Alignment, Performance Index, Student Progress Measure

Assessment Program

The Ohio Achievement Tests include the following comprehensive assessments:

- Reading in grades 3–8 and 10
- Mathematics in grades 3–8 and 10
- Science in grades 5, 8, and 10
- Social studies in grades 5, 8, and 10
- Writing in grades 4, 7, and 10

Ohio does not have an end-of-course testing program.

Graduation Requirement. The grade 10 Ohio Achievement Tests and the Ohio Graduation Tests (OGT). Students must pass all five parts of the OGT to receive high school diplomas. Students can graduate by passing four of the five OGT if they meet additional criteria such as minimum performance level on the failed test, attendance rate, grade point average, teacher recommendations, and participation in intervention programs.

Accountability System

The Ohio state accountability system assigns districts and campuses one of six rating designations [Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, and Academic Emergency] based on four separate sets of performance criteria:

1) state indicators for each grade and subject test (all tested subjects), rated based on percentage of indicators on which standards are met;
2) performance index that weights student results according to performance levels on the tests (all tested subjects);
3) federal AYP; and
4) value-added growth in mathematics and reading for grades 4–8 or improvement on the performance index for high schools.

Districts and campuses must meet a standard on either the state indicators or performance index. The preliminary state accountability designation can be raised or lowered based on AYP designation. For those whose designation does not change based on AYP, performance on the growth or improvement component is used to further refine the designation.

The AYP determinations are based on participation and performance in reading and mathematics, high school graduation rates, and elementary and middle school attendance rates. Ohio is one of the 15 states approved by USDE to use a student progress measure as another way for campuses and districts to meet AYP. The AYP designations are integrated into the state accountability ratings as described above. All districts and campuses are subject to the AYP school improvement corrective actions except that the non-Title I schools are not subject to sanctions that require expenditure of Title I funds (school choice, supplemental education services, and set asides for professional development).

Student Groups. Student groups are evaluated only for the AYP component. The following student groups are evaluated for AYP: All Students, African American, Asian/Pacific Islander, Hispanic, Native American, White, Multiracial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Minimum size criteria for student group evaluation is 30 students.

Improvement Definition. As part of the value-added growth component for high schools, for whom value-added growth cannot be calculated: improve the performance index by at least 10 points over two years, with at least a three-point increase in the current year. Improvement allows high schools to move up from the two lowest rating designations to the middle designation, but they cannot move to the highest two ratings designations.

Sources

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State High School Exit Exams: Trends in Test Programs, Alternate Pathways, and Pass Rates. Ohio State Profile. Center on Education Policy, November 2009.

Oklahoma

Key Provisions. EOC, EOC for Accountability, Performance Index

Assessment Program

Oklahoma administers the following criterion-referenced exams as part of the Oklahoma Core Curriculum Tests (OCCT):

- Mathematics and reading in grades 3–8
- Science in grades 5 and 8
- Social studies in grade 5
- Writing in grades 5 and 8
- Geography in grade 7
- U.S. History in grade 8

High school students are administered:

- Achieving Classroom Excellence (ACE) end-of-course (EOC) exams in Algebra I, Algebra II, Biology I, English II, English III, Geometry, and U.S. History.

Graduation Requirement. Beginning with the freshman class of 2008–09, students must pass EOC exams in English II, Algebra I, and any two of the other five exams in order to graduate. Students who do not meet the exit exam requirements may receive a high school diploma by demonstrating mastery of state academic content standards through alternate methods approved by the state board of education. Alternate methods include alternate tests and end-of-course projects approved by the state board of education.

Accountability System

For each school and district in the state, Oklahoma calculates an Academic Performance Index (API). The API is based on reading and mathematics test results from grades 3–8 and the first administration of the Algebra I and English II EOC exams, school completion (attendance, dropout, or graduation rates), and for high schools, ACT scores with percent participation, Advanced Placement credit, and college remediation rates in reading and mathematics. Test performance is weighted to give partial credit for students who perform below the proficient level. API values range from 0 to 1500. Performance on the API and each component is reported but the state does not issue accountability ratings.

AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. The performance indicators are the reading and mathematics assessment components of the API adjusted to retain the value range of 0 to 1500.

Student Groups. For AYP, Oklahoma evaluates the following student groups: All Students, Regular Education Students, African American, Asian, Hispanic, Native American, White, Other Race, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 30 or more are evaluated for academic performance with a 95 percent confidence interval applied.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. Approved amendments include an option to make safe harbor by demonstrating a ten percent increase in reading and mathematics performance index scores (compared to the maximum score of 1500) and the use of a 75 percent confidence interval.

Sources

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Oregon

Key Provisions. AYP/State Alignment, Student Progress Measure, Performance Index

Assessment Program

The state administers the Oregon Assessment of Knowledge and Skills (OAKS) in:

- Reading/literature in grades 3–8, 11
- Mathematics in grades 3–8, 11
- Writing in grades 4, 7, 11
- Science in grades 5, 8, 11
- Social sciences (optional) in grades 5, 8, 11

Oregon does not administer end-of-course exams.

Graduation Requirement. Oregon does not have a state exit exam. Beginning with the graduating class of 2012, students must demonstrate proficiency in certain Essential Skills, defined as process skills that can be applied in a variety of courses, subjects, experiences, and settings. For the class of 2012, proficiency in the reading Essential Skill is required. For the class of 2013, proficiency is required in the reading and writing Essential Skills. The class of 2014 must demonstrate proficiency for the Essential Skills of reading, writing, and mathematics.

Accountability System

School ratings under the state accountability system are based on 1) student performance on statewide assessments; 2) improvement in student performance; 3) participation rates on statewide assessments and 4) student attendance or graduation rates. Some schools do not receive ratings; generally, these are small schools or newly opened or reconfigured schools. Schools that do receive a report card rating are assigned a value of Outstanding, Satisfactory, or In Need of Improvement. The school rating formula includes an Achievement Index that rewards schools for students that exceed their target, meet their target, or meet their growth target. Students who fail to meet the performance standard, but who are successful in meeting their growth target, are given full credit in the Achievement Index. For elementary and middle school students in grades 3-8, improvement is measured by the Student Centered Growth Model, a growth-to-proficiency model that evaluates student performance from year to year. For high school students, improvement is based on year-to-year improvement in the performance of the school as a whole, rather than on a growth model. High schools with significant improvement have their Achievement rating raised by one level. A school's rating may be lowered if it does not meet minimum targets for attendance, graduation, or participation.

The AYP determinations are based on participation and performance in reading/ELA and mathematics, elementary and middle school attendance rates and high school graduation rates. Oregon combines scores from two years to make an annual determination of AYP. Schools with a 2009-2010 AYP rating of Met will have an overall report card rating of no lower than Satisfactory.

Student Groups. For AYP, Oregon evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Multiracial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 42 or more are evaluated for academic performance. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. In the state accountability system at the high school level, Oregon calculates a Performance Index for two years of data. An Improvement Index is the difference or change in Performance Index values. A school's Achievement Rating can be raised one level for an Improvement Index value of five or greater.

The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement at the All Students level on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

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Pennsylvania

Key Provisions: Performance Index, Student Progress Measure

Assessment Program

The Pennsylvania System of School Assessments (PSSA) includes the following tests.

- Reading in grades 3–8 and 11
- Mathematics in grades 3–8 and 11
- Writing in grades 5, 8, and 11
- Science in grades 4, 8, and 11

Pennsylvania does not currently administer end-of-course (EOC) exams.

Graduation Requirement. Pennsylvania does not have a state required exit-level test. Pennsylvania students must demonstrate proficiency in reading, writing, and mathematics but school districts are not required to use the PSSA to meet this requirement. The Pennsylvania State Board of Education has recently approved new high school graduation requirements that include end-of-course testing.

Accountability System

Pennsylvania does not have a separate state accountability rating system. The federal Adequate Yearly Progress (AYP) designations are used for both federal and state interventions and recognition. The AYP determinations are based on participation and performance in reading and mathematics, high school graduation rates, and middle and elementary school attendance rates. Pennsylvania is one of the 15 states approved by USDE to use a student progress measure as another way for campuses and districts to meet AYP. Pennsylvania has received approval from USDE to use the Pennsylvania Performance Index (PPI) as an additional safe-harbor provision for campuses that fail to meet AYP.

The PPI is a combined participation and performance index calculated for All Students and each student group for reading and mathematics. Campuses receive full credit in the index for students who perform at the proficient or advanced level on the test and partial credit for students who perform below the proficient level, including the lowest performing students. Students who are not tested are included in the index but do not count in the numerator total.

Student Groups. For AYP, Pennsylvania evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Multiracial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 40 or more are evaluated for academic performance. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. The PPI is considered an improvement index because performance must increase each year from the baseline performance level that is set separately for each campus and each student group, to 100 percent in 2014. A confidence interval is applied when determining if a subgroup met the requirement for safe harbor.

Sources

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South Carolina

Key Provisions. EOC, EOC in Accountability, Performance Index

Assessment Program

The South Carolina Palmetto Assessment of State Standards (PASS) includes assessments in the following subjects and grades:

- English language arts (ELA), writing, and mathematics for students in grades 3–8
- Science and social studies for all students in grades 4 and 7; for grades 3, 5, 6, and 8 approximately half of students are tested in each subject

The High School Assessment Program (HSAP) includes the following assessments:

- English language arts and mathematics assessments in the spring of students' second year after entering grade 9 (usually grade 10).
- End-of-course (EOC) exams in Algebra I/Math for the Technologies 2, English 1, Physical Science, Biology/Applied Biology 2, and U.S. History and the Constitution

Graduation Requirement. Beginning with the class of 2010, students must achieve passing scores on the HSAP English language arts and mathematics tests. The passing score is lower than the proficient score used in federal Adequate Yearly Progress (AYP). Students must also pass a science course in which an EOC is administered. The EOC counts as 20 percent of the grade. A separate diploma is not offered for those students who do not pass the HSAP exams, but the state does issue a certificate of completion.

Accountability System

Schools and districts receive two state accountability ratings, an Absolute Rating based on a performance index and a Growth Rating based on a growth index. The five rating labels are Excellent, Good, Average, Below Average, and School/District at Risk. For campuses with only grades K–2 the performance index is made up of indicators other than assessment results and growth is change in the performance index. For elementary and middle schools the performance index combines performance across all subjects weighted for student achievement level. The growth index is based on average student growth from one achievement level to the next across five achievement levels. For high schools the performance index includes HSAP results, longitudinal HSAP results, EOC results, and graduation rates. The Growth Rating for high schools is based on improvement in the performance index and improvement of historically low-performing student groups.

The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. High

school performance is based on the grade 10 ELA and mathematics tests. South Carolina received approval to consider use of a performance index as an option for meeting AYP for 2009-2010. The AYP index uses the same logic as the state performance index but is a different calculation that meets federal requirements. South Carolina calculates AYP separately for elementary, middle, and high school grades. For districts results are aggregated across grade spans.

Student Groups. For the state accountability Growth Rating for high schools, performance of the following student groups is evaluated: All Students, African American, Hispanic, Native American, Limited English Proficient, Economically Disadvantaged, Students with Disabilities (excluding students receiving speech services), and Migrant. For AYP, performance of the following student groups is evaluated: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. For both state ratings and AYP, student groups of 40 are evaluated for academic performance with a confidence interval.

Improvement Definition. The growth index used for the state Growth Rating for K–2 schools and high schools is a measure of improvement from the previous year on the performance index. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent. If South Carolina implements the performance index for 2009–2010, campuses and districts can meet AYP by showing sufficient improvement on the index to meet the 100 percent goal by 2014.

Sources

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Tennessee

Key Provisions: AYP/State Alignment, EOC, EOC for Accountability, Student Progress Measure

Assessment Program

The Tennessee Comprehensive Assessment Program (TCAP) includes:

- Mathematics in grades 3–8
- Reading in grades 3–8
- Language arts in grades 3–8
- Social studies in grades 3–8
- Science in grades 3–8
- Writing in grades 5, 8, and 11
- End-of-course (EOC) assessments: Algebra I, Geometry, Algebra II, English I, English II, English III, Biology I, Chemistry, Physics, and U.S. History in high school.

Graduation Requirement. Students entering grade 9 in 2009–2010 must pass ten courses that have EOC tests. Failing the EOC test does not prevent a student from graduating but the EOC counts for 25 percent of the course grade.

Accountability System

Tennessee assigns school districts and campuses grades A–F for achievement and for value-added performance on the state TCAP assessments for reading/language arts, mathematics, science, and social studies. The state accountability grading system includes performance and growth on high school EOC tests.

Adequate Yearly Progress (AYP) designations are based on participation and performance in reading and mathematics, high school graduation rates, and middle and elementary school attendance rates. High school AYP determinations are based on Algebra I and English II EOC performance. Tennessee AYP uses results from the first time a student is tested and "banks" scores for students who take the Algebra I EOC in middle school. Tennessee has received approval to use a growth model as an alternative way for campuses and districts to meet AYP. (The AYP growth model is not the state value-added growth measure.) Tennessee calculates AYP separately for elementary/middle schools and high schools. School districts miss AYP if they miss the target for the same indicator at both levels.

The state accountability system and AYP are integrated. State interventions are linked to federal Adequate Yearly Progress (AYP) designations rather than the grades under the state system. State and federal interventions are aligned but Title I schools are subject to additional federal sanctions.

Performance on the state indicators is used to differentiate interventions for schools designated as in need of improvement because they do not make AYP for two or more consecutive years.

Student Groups. Tennessee does not evaluate student group performance for the state achievement and value-added indicators. The student groups for AYP are: All Students, African American, Asian/Pacific Islander, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Special Education. Minimum size criteria are 45 students or 1 percent of total, whichever is larger. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definitions. Tennessee has received approval to calculate AYP safe harbor from the previous year (10 percent reduction in percent not proficient), from two years previous (19 percent reduction), and from three years previous (27 percent reduction).

Sources

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Utah

Key Provisions. EOC, EOC for Accountability, Performance Index, Student Progress Measure

Assessment Program

The Utah criterion-referenced testing program, the Core CRTs, include the following tests:

- English language arts (ELA) in grades 2–11
- Mathematics in grades 2–7
- Science tests in grades 4–6
- End-of-Course (EOC) exams in Pre-Algebra, Algebra I, Algebra II, Geometry, Biology, Chemistry, Earth Science, and Physics

The following tests are also administered as part of the Utah state assessment program:

- Direct Writing Test in grades 6 and 9
- Utah Basic Skills Competency Test (UBSCT) in high school

Graduation Requirement. Utah does not have an assessment graduation requirement.

Accountability System

Under the Utah state accountability system—U-PASS—campuses must meet performance standards on a participation rate, and either a performance index or progress index. Both the performance index and progress index include weighted performance in ELA, mathematics, science, attendance rate, and the graduation rate. The progress index gives campuses points for students who move from one performance level to a higher level on the assessments from one school year to the next. Performance on the EOC exams is included in both indicators. Campuses are assigned one of the following labels: U-PASS Achieved or U-PASS Not Achieved.

Utah AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. High school mathematics performance is based on Algebra I and Geometry EOC results. Utah calculates AYP separately for elementary/middle schools and high schools. For districts and campuses with students in more than one grade span, results are aggregated across grade spans. The state accountability system and AYP are not aligned.

Student Groups. The following student groups are evaluated for AYP: All Students, African American, Hispanic, White, Economically Disadvantaged, Limited English Proficient (LEP), and Students with Disabilities. For the state U-PASS accountability system, two student groups are evaluated: All Students and a Subgroup that includes students who are non-white or economically

disadvantaged or LEP or students with disabilities. Minimum size criteria for both AYP and U-PASS is 10 students for performance and 40 students for participation.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

Sources

Criterion-Referenced Tests Policy, Utah State Office of Education, http://www.schools.utah.gov/assessment/documents/CRT_Policy.pdf, Accessed 6/18/2010.

U-PASS Accountability System, Utah State Office of Education, http://www.schools.utah.gov/assessment/documents/UPASS_Accountability_System.pdf, Accessed 6/18/2010.

U-PASS Decision Tree, Utah State Office of Education, http://www.schools.utah.gov/main/DATA-STATISTICS/Accountability/DOCS/Acct_UPASS_Decision_Tree.aspx, Accessed 6/18/2010.

Utah Consolidated State Application Accountability Workbook, http://www2.ed.gov/admins/lead/account/stateplans03/utcsa.pdf, Accessed 6/18/2010.

Virginia

Key Provisions. EOC, EOC for Accountability

Assessment Program

Virginia administers the Standards of Learning (SOL) assessments in the following subjects and grades:

- Reading in grades 3–8
- Mathematics in grades 3–8
- Writing in grades 5, 8
- Science in grades 3, 5, 8
- History and social science in grade 3

Middle school and high school students take end-of-course assessments in:

- Algebra I
- Geometry
- Algebra II
- Biology
- Chemistry
- Earth Science
- English: Reading
- English: Writing
- Virginia Studies
- United States History to 1877
- United States History: 1877 to present
- Civics and Economics
- Virginia and United States History
- World History I
- World History II
- World Geography

Graduation Requirement. To earn a standard diploma, students must pass at least six EOC exams (or approved substitutes), including two in English, one in mathematics, one in science, and one in history/social studies. Students who do not pass the exit exams may receive a certificate of program completion, a general achievement diploma, or earn a General Educational Development (GED) certificate.

Accountability System

For state accountability, schools are rated on their performance on state assessments in English, history/social science, mathematics, and science. Based on their success in meeting or exceeding achievement objectives, schools can be rated as Fully Accredited, Accredited with Warning,

Accreditation Denied, or Conditionally Accredited. State accountability ratings may reflect credit awarded for successful remediation efforts, as well as the exclusion of failing scores from LEP and transfer students.

AYP determinations are based on participation and performance in reading/ELA and mathematics and high school graduation rates. Elementary and middle schools select from attendance, science, writing, or history/social science as their additional indicator. The EOC tests used for AYP are English: Reading, Algebra I, Geometry, and Algebra II. Passing scores of all students who retake tests needed for graduation are counted in AYP determinations. Participation is based on students enrolled in a grade or course for which a state assessment is administered.

Student Groups. For AYP, Virginia evaluates the following student groups: All Students, African American, Hispanic, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 50 or one percent of the enrolled student population, whichever is greater, or 200 students, are evaluated for academic performance.

Improvement Definition. The AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

Sources

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Consolidated State Application Amended Accountability Workbook, http://www2.ed.gov/admins/lead/account/stateplans03/vacsa.pdfm, Accessed from the USDE website, 7/20/2010.

Standard Diploma: Minimum Course & Credit Requirements, http://www.doe.virginia.gov/instruction/graduation/standard.shtml, Accessed from the Virginia Department of Education website, 7/20/2010.

State High School Exit Exams: Trends in Test Programs, Alternate Pathways, and Pass Rates. Center on Education Policy, November 2009.

Washington

Key Provisions. EOC, Performance Index

Assessment Program

The Washington Comprehensive Assessment Program (WCAP) includes the following assessments beginning with the 2009–2010 school year:

- Measurements of Student Progress (MSP) in reading in grades 3–8
- MSP in mathematics in grades 3–8
- MSP in writing in grades 4 and 7
- MSP in science in grades 5 and 8
- High School Proficiency Exam (HSPE) in reading, writing, mathematics, and science in grade 10

End-of-course (EOC) exams will be implemented in 2011 in:

- Algebra I / Integrated Math I
- Geometry / Integrated Math II

Graduation Requirement. Washington is implementing a new assessment program beginning in 2009–2010. Students in the classes of 2010 through 2012 must pass the reading and writing portions of the HSPE as a graduation requirement. Beginning with the class of 2013, students must pass all four sections of the exam (reading, writing, mathematics, and science). Students can pass the two end-of-course assessments in mathematics (Algebra I / Integrated Math I or Geometry / Integrated Math II) to meet the mathematics graduation requirement.

Alternative ways to meet the testing requirement for a regular diploma that are used by about three percent of students include evidence of proficiency, AP/college admissions test scores, and a comparison of class grades to those of students who passed the HSPE.

Accountability System

The Washington State Board of Education has developed an Accountability Index that is used to identify both exemplary schools and low-performing schools. The index combines performance from four assessed subjects (reading, writing, mathematics, and science) on four indicators (achievement of economically disadvantaged students, achievement of not economically disadvantaged students, achievement compared to similar campuses on Learning Index, and improvement from the prior year on Learning Index). On each of the 16 measures (plus graduation rates for high schools) campuses receive a rating from 1 to 7 and the Accountability Index is an

average of the ratings. The Learning Index indicator gives more points for students who score at higher achievement levels on the state assessments and fewer points for students who score below the passing standard. A simplified matrix is used to create an Accountability Index score for student groups.

The AYP determinations are based on participation and performance in reading/ELA and mathematics, high school graduation rates, and elementary and middle school attendance rates. Washington calculates AYP separately for elementary, middle, and high school grades. For districts and campuses with more than one grade span, results are aggregated across grade spans. Currently the state Accountability Index and AYP are not aligned.

Student Groups. The state Accountability Index incorporates evaluation of performance of Economically Disadvantaged and Not Economically Disadvantaged student groups. The simplified Accountability Index is calculated for the following student groups: African American, Asian, Hispanic, Native American, Pacific Islander, White, Multiracial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities.

For AYP, Washington evaluates the following student groups: All Students, African American, Asian, Hispanic, Native American, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Student groups of 30 students or one percent of total enrollment are evaluated for academic performance. A confidence interval is applied when determining if the subgroup met the Annual Measurable Objective (AMO).

Improvement Definition. The improvement indicator in the state Accountability Index is change from the prior year on the Learning Index. AYP safe harbor requires a 10 percent decrease in the percentage of students not proficient and improvement on the other indicator. Under this definition the amount of improvement required decreases the closer performance is to the long-term goal of 100 percent.

Sources

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State Testing: High School Proficiency Exam (HSPE), http://www.k12.wa.us/assessment/StateTesting/HSPE.aspx, Accessed 6/22/2010.

State Testing: Measurements of Student Progress (Grades 3–8), http://www.k12.wa.us/assessment/StateTesting/MSP.aspx, Accessed 6/22/2010.

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Washington Consolidated State Application Accountability Workbook, http://www2.ed.gov/admins/lead/account/stateplans03/index.html, Accessed 6/22/2010.

Bringing Change and Improvement to State's Assessment System, http://www.k12.wa.us/Communications/pressreleases2009/ReplacingtheWASLbriefingpaper.pdf, Accessed 8/12/2010.

Chapter 12
State Accountability Ratings: 2013 and Beyond

Overview of Statutory Requirements

Statute adopted during the 81st Legislative Session in 2009 in House Bill (HB) 3 , made significant changes to parts of Chapter 39, Public School System Accountability, in the Texas Education Code (TEC). These changes will shift the focus of the state accountability system from meeting satisfactory standards on the state assessments to meeting both satisfactory and college-ready standards on new STAAR assessments that are linked to postsecondary readiness. This section of the report addresses the new statutory requirements for rating districts and campuses beginning in 2013.

On or before August 8th of each year, the commissioner of education shall assign a rating to districts and campuses based on acceptable or unacceptable performance. However, if a district or campus received an unacceptable rating in the previous year, they will be notified by June 15th of an unacceptable rating for the current year.

Statute specifies the following indicators be used in determining accountability ratings:

- Student performance on the STAAR grades 3–8 and End-of-Course (EOC) assessments. This is measured against both student passing standards and college-readiness standards. Student progress is also factored in to allow more students to be included as meeting these standards.
- Dropout Rates (including district completion rates) for grades 9 through 12.
- High School Graduation Rates.

Additional features are available to improve the rating outcome. Some are required and one is optional. Statute specifies they be used for the assessment and dropout or district completion indicators. The high school graduation indicator is excluded from the additional features. These features are

- Required improvement over the prior year (required), or
- Average performance of the last three years (required), or
- Performance on 85 percent of the measures meets the standard (optional).

The following tables outline the indicators and features used in the 2011 rating system (Table 12-1), and the statutory requirements for the indicators and features for 2013 and beyond (Table 12-2).

Table 12-1: 2011 - Indicators and Features

Indicators of Student Achievement	1) Did Performance Meet Accountability Standard on up to 35 Measures ?	Additional Features		
		2) If not, did performance meet Required Improvement?	3) If not, does it meet standard by using Texas Projection Measure?*	4) If not, does it meet standard by using Exceptions Provision?
Met Satisfactory Standard for TAKS (3–11) Reading/ELA Writing Mathematics Social Studies Science	For 5 Subjects and 5 Student Groups (25 Measures)	For 5 Subjects and 5 Student Groups	For 5 Subjects and 5 Student Groups	For 5 Subjects and 5 Student Groups
Met Commended Performance Standard for TAKS (3–11) ** Reading/ELA Mathematics	For 2 Subjects and 2 Student Groups (All Students and Economically Disadvantaged)	N/A	For 2 Subjects and 2 Student Groups (All Students and Economically Disadvantaged)	N/A
Met English Language Learner (ELL) Progress Criteria for TAKS (3–11) or TELPAS ** Reading/ELA English Version	For 1 Subject and 1 Student Group (Current and Monitored LEP Students)	For 1 Subject and 1 Student Group (Current and Monitored LEP Students)	To Be Determined	For 1 Subject and 1 Student Group (Current and Monitored LEP Students)
Annual Dropout Rates (gr. 7–8)	For 5 Student Groups (5 Measures)	For 5 Student Groups	N/A	N/A
Longitudinal Four-year Completion Rate (gr. 9–12)	For 5 Student Groups (5 Measures)	For 5 Student Groups	N/A	N/A

* As outlined in the July 8, 2010, correspondence from the commissioner, options for use of the Texas Projection Measure (TPM) in 2011 will be reviewed during the 2011 accountability development process in spring 2011.

** The Met Commended Performance and ELL Progress indicator standards must be met to achieve the *Recognized* and *Exemplary* ratings in 2011. These measures alone will not cause the district/campus to be rated *Academically Unacceptable*.

Table 12-2: 2013 and Beyond – Statutory Requirements for Indicators and Features

Indicators of Student Achievement		1) Did Performance Meet Accountability Standard on 45 Measures?	Additional Features		
			2) If not, did performance meet Required Improvement? §39.053(e)	3) If not, does 3-year average performance meet standard? §39.054(c)(2)	4) If not, does performance meet the standard on at least 85% of measures? §39.054(d)
§39.053 (c)(1)(A)(i)	*Met Satisfactory Standard* for STAAR (3–8 and EOC) Reading/ELA Writing Mathematics Social Studies Science	For 5 Subjects and 5 Student Groups (25 Measures): Students who Met Standard *plus* Students who Met Student Progress for Satisfactory Standard *[Required by HB3 Effective 2013]*	For 5 Subjects and 5 Student Groups: Students who Met Standard *plus* Students who Met Student Progress for Satisfactory Standard *[Required by HB3 Effective 2013]*	For 5 Subjects and 5 Student Groups: Students who Met Standard *plus* Students who Met Student Progress for Satisfactory Standard *[Required by HB3 Effective TBD]*	For 5 Subjects and 5 Student Groups: Students who Met Standard *plus* Students who Met Student Progress for Satisfactory Standard *[Optional in HB3]*
§39.053 (c)(1)(A)(ii)	*Met Student Progress* for *Satisfactory Standard for* STAAR (3–8 and EOC) Reading/ELA Writing Mathematics Social Studies Science				
§39.053 (c)(1)(B)(i)	*Met College Readiness Standard* STAAR (3–8 and EOC) Reading/ELA Mathematics	For 2 Subjects and 5 Student Groups (10 Measures): Students who Met College Readiness Standard *plus* Students who Met Student Progress for College Readiness Standard *[Required by HB3 Effective 2014]*	For 2 Subjects and 5 Student Groups: Students who Met College Readiness Standard *plus* Students who Met Student Progress for College Readiness Standard *[Required by HB3 Effective 2014]*	For 2 Subjects and 5 Student Groups: Students who Met College Readiness Standard *plus* Students who Met Student Progress for College Readiness Standard *[Required by HB3 Effective TBD]*	For 2 Subjects and 5 Student Groups: Students who Met College Readiness Standard *plus* Students who Met Student Progress for College Readiness Standard *[Optional in HB3]*
§39.053 (c)(1)(B)(ii)	*Met Student Progress for College Readiness Standard* for STAAR (3–8 and EOC) Reading/ELA Mathematics				
§39.053 (c)(2)	Dropout and District Completion Rates	For 5 Student Groups (5 Measures)	*Required by HB3 Effective 2013*	*Required by HB3 Effective 2013*	*Optional in HB3*
§39.053 (c)(3)	HS Graduation Rates	For 5 Student Groups (5 Measures)	Not Required by HB 3		

Decisions To Be Made

During the development of the new accountability system, the commissioner of education will rely extensively on the detailed review, study, and advice of educators, parents, and business and community leaders in establishing accountability criteria and setting standards. The following topics summarize a portion of the issues that will be explored with the advisory groups during the development process. Using the recommendations provided by advisory groups and public input, TEC §39.054(a) specifies that the commissioner ultimately shall determine how to assign ratings.

Satisfactory Standard and Annual Improvement. TEC §39.053(c)(1)(A) requires that the performance rating be based on the percentage of students who passed the assessment in addition to students who meet student progress requirements for the satisfactory standard. The commissioner will determine the required satisfactory standard beginning with the performance ratings assigned in 2013.

College-Ready Standard and Annual Improvement. TEC §39.053(c)(1)(B) requires that the performance rating also be based on the percentage of students who meet the college readiness standard in addition to students who meet student progress requirements for the college readiness standard. The commissioner will determine the required college ready standard beginning with the performance ratings assigned in 2014.

Dropout, Completion, and/or Graduation Rate. TEC §39.053(c)(2) specifies the use of dropout rates for grades 9–12 and district completion rate, then follows with a requirement in (c)(3) for high school graduation rates. This part of statute is the same as existed in prior statute. The commissioner shall consider indicators used formerly as well as new data to determine how to implement this requirement.

Additional Features: Required Improvement. TEC §39.053(c) requires that the performance on the assessments and dropouts (but not high school graduation rate) "be compared to… required improvement." This language is similar to the required improvement language in prior statute. The commissioner shall determine how to apply required improvement to the indicators and whether to also apply it to the high school graduation indicator.

Additional Features: Three-Year Average Performance. In cases where the acceptable performance on the assessments and dropouts is not met, TEC §39.054(c) requires that the commissioner average the performance on the current year and the preceding two years to see if that meets the acceptable standard. The commissioner shall determine how to apply a three-year average to the indicators, and whether to also apply it to the high school graduation indicator. The commissioner will also determine how to phase in use of the feature since three years of comparable results will not be available for all of the indicators in the first year that ratings are assigned.

Additional Features: Meeting Standard on 85 Percent of Measures. TEC §39.054(d) allows the commissioner to accept satisfactory performance on 85 percent of the assessments and dropout measures. The commissioner shall determine how to apply the 85 percent provision to the

indicators, and whether to also apply it to the high school graduation indicator. TEC §39.054(d-1) allows the commissioner to consider alternative performance criteria for districts and campuses with student groups that are substantially similar in composition to all students on the same district or campus.

Additional Features: Order of Use. The sequential priority assigned to the three additional features is not specified in statute and will be determined during the accountability development process.

Use of Other Assessments to Meet Cumulative Score Requirements. If a student's satisfactory performance on advanced placement, international baccalaureate, or SAT subject area test or other test equal in rigor to a STAAR EOC test is used to meet the cumulative score requirements for graduation, the commissioner will determine whether these results will be factored in the assessment results used for state accountability.

Student Groups: Race/Ethnicity. The new accountability rating system will be based on the new federal race/ethnicity definitions that were collected in PEIMS for the first time in the 2009–2010 school year. Accountability advisory groups will recommend possible changes to the accountability race/ethnicity student groups to be evaluated for 2013 and beyond. Some alternatives include:

- Report all seven categories and use any or all of the seven for which minimum size criteria are met.
- Report all seven categories and use the three largest groups that meet minimum size criteria for any campus or district. (Districts and campuses would be evaluated on different race / ethnicity student groups, up to three total.)
- Evaluate the current student groups (African American, Hispanic / Latino, and White) if minimum size criteria are met and collapse all other categories—Asian, Native Hawaiian / Pacific Islander, Native Indian/Alaska Native, and Two or More Races—into an "Other" category and evaluate as a fourth group if minimum size criteria are met.

Student Groups: Minimum Size Criteria. In order to ensure the validity of the measures evaluated, student groups must meet a minimum size criterion that will be determined during the accountability development process.

Alignment between State and Federal Accountability Requirements. As discussed in section two of this report, the accountability development process will explore options that will maximize the alignment between the state and federal accountability requirements.

Assignment of Rating Labels

According to statutory changes in HB 3, the assignment of accountability ratings can proceed in one of two ways, either as A) four rating categories, or as B) only two ratings —"Acceptable" and "Unacceptable"— with additional distinction ratings, e.g., "Acceptable with Recognized Distinction."

An option of assigning four ratings is illustrated in Table 12-3, and a second option that assigns two ratings is shown in Table 12-4. Both tables include a comparison to the rating labels assigned in 2011 and a comparison of the possible ratings to be assigned in 2013 and 2014, since 2014 is the first year that college readiness standards are required to be evaluated.

Table 12-3: Option A—Four Rating Categories (Campuses and Districts)

<table>
<tr><th>2011</th><th>2012</th><th colspan="2">2013</th><th colspan="3">2014 and Beyond</th></tr>
<tr><td>Academically Unacceptable</td><td rowspan="4">No Ratings Assigned</td><td>Did Not Meet Standards</td><td>“Unacceptable”</td><td>Did Not Meet Standards</td><td colspan="2">“Unacceptable”</td></tr>
<tr><td>Academically Acceptable</td><td>Met Satisfactory/Student Progress Standards on STAAR and Met Dropout, Completion, Graduation Standards*</td><td>“Acceptable”</td><td rowspan="3">Met Satisfactory/Student Progress Standards on STAAR and Met Dropout, Completion, Graduation Standards *</td><td>Met College Readiness/Student Progress Standard on STAAR*</td><td>“Acceptable”</td></tr>
<tr><td>Recognized</td><td colspan="2">N/A</td><td>Met Higher College Readiness/ Student Progress Standard on STAAR**</td><td>“Recognized”</td></tr>
<tr><td>Exemplary</td><td colspan="2">N/A</td><td>Met Highest College Readiness/ Student Progress Standard on STAAR**</td><td>“Exemplary”</td></tr>
</table>

* To attain “Acceptable” rating, campuses and districts also use Additional Features (i.e. required improvement, three-year averaging, and 85 percent provision).

** Statute allows for other factors to be used to determine sufficient student attainment of postsecondary readiness.

Table 12-4: Option B – Two Rating Categories (Campuses and Districts)

2011	2012	2013		2014 and beyond	
Academically Unacceptable	No Ratings Assigned	Did Not Meet Standards	"Unacceptable"	Did Not Meet Standards	"Unacceptable"
Academically Acceptable		Met Satisfactory/ Student Progress Standards on STAAR, and Met Dropout, Completion, Graduation Standards*	"Acceptable"	Met Satisfactory/ Student Progress and Met College Readiness/ Student Progress Standards on STAAR, and Met Dropout, Completion, Graduation Standards*	"Acceptable"**
Recognized					
Exemplary					

* To attain "Acceptable" rating, campuses and districts also use Additional Features (i.e. required improvement, three-year averaging, and 85 percent provision).

** Beginning in 2014, districts and campuses that achieved an "Acceptable" rating would be eligible for an additional distinction rating based on meeting a higher college readiness standard, e.g. "Acceptable with Recognized Distinction" or the highest college readiness standard, e.g. "Acceptable with Exemplary Distinction."

Decisions To Be Made

Two Ratings vs. Four Ratings. The commissioner shall determine whether to assign four ratings or only two primary ratings with the possibility of one of two additional rating distinctions.

Rating Labels. TEC §39.053 and §39.054 refer to "acceptable/unacceptable" and "satisfactory/unsatisfactory" performance. The commissioner shall determine the labels for these two rating categories.

Initial Rating Release in 2013. TEC §39.054 requires campus and district performance ratings to be issued by August 8 each year and campuses and districts with repeated unacceptable ratings to be notified by June 15 each year. The June 15 notification requirement may not be possible in the initial rating cycle in 2013, since final standards and criteria may not be able to be adopted in commissioner rule by June 15, 2013.

Early Indicator Reports. During the development of the new accountability system, advisory groups will determine whether early indicator reports can be made available to districts and campuses

based on the 2011–2012 STAAR results. These reports would allow districts to identify areas of performance that may need strengthening prior to release of ratings under the new system.

Assignment of Rating Standards

TEC §39.053(f) requires that the commissioner annually define the state standard for the current school year for student achievement indicators and also project the state standards for each indicator for the following two school years. It is anticipated that advisory groups will recommend standards to the commissioner annually. The commissioner will announce his decisions as early as possible and standards will be adopted as commissioner rule.

As outlined in Table 12-5, the 2013 accountability standards for the acceptable performance rating will not be finalized until 2013—the standards will be set in spring 2013 after the advisory group has reviewed the STAAR grade 3–8 results with the assigned student passing standards. At that time, the 2014 and 2015 accountability standards for the acceptable performance rating will be projected. If it is necessary to make adjustments to the projected standards for 2014, the commissioner will release final decisions on the 2014 accountability standards for the acceptable performance rating based on the recommendations of advisory groups in spring 2014. Since two years of results will be available in 2014, the commissioner can also set the final 2015 standards for the acceptable performance rating and project the standards for 2016. This will provide districts with more than one year advance notice of the 2015 standards.

TEC §39.053(f) also directs the commissioner to raise the state standard for the percent college-ready indicator so that Texas ranks in the top ten among states nationally by 2019–2020 on two measures—the percent college-ready and the percent graduating under the recommended or advanced high school program, with no gaps by race, ethnicity, or socioeconomic status.

Table 12-5: HB3—Determination of Rating Standards for Acceptable/Unacceptable Performance

A single standard will be established for a combined indicator of meeting satisfactory or meeting student progress requirements.

Indicators of Student Achievement		2013	2014	2015	2016	2017	2018	2019	2020
§39.053 (c)(1)(A)(i)	*Met Satisfactory Standard* for STAAR (3–8 and EOC) Reading/ELA Writing Mathematics Social Studies Science	2013 standards are set and applied in 2013 2014 and 2015 standards are projected	2014 standards are set and applied in 2014 2015 standards are set and applied in 2015 2016 standards are projected	2015 standards are applied 2016 standards are set and applied in 2016 2017 standards are projected	2016 standards are applied 2017 standards are set and applied in 2017 2018 standards are projected	2017 standards are applied 2018 standards are set and applied in 2018 2019 standards are projected	2018 standards are applied 2019 standards are set and applied in 2019 2020 standards are projected	2019 standards are applied 2020 standards are set and applied in 2020 2021 standards are projected	2020 standards are applied 2021 standards are set and applied in 2021 2022 standards are projected
§39.053 (c)(1)(A)(ii)	*Met Student Progress* for *Satisfactory Standard for* STAAR (3–8 and EOC) Reading/ELA Writing Mathematics Social Studies Science								
§39.053 (c)(1)(B)(i)	*Met College Readiness Standard* for STAAR (3–8 and EOC) Reading/ELA Mathematics	2014 and 2015 standards are projected	Standards and projections will be set on same schedule as STAAR Satisfactory Standards Standards continue to increment to achieve the following goals by 2019–2020*: 1) Texas ranks in top ten among states in college-readiness measures; and, 2) There are no significant achievement gaps among student groups.						
§39.053 (c)(1)(B)(ii)	*Met Student Progress for College Readiness Standard* for STAAR (3–8 and EOC) Reading/ELA Mathematics								
§39.053 (c)(2)	Dropout and District Completion Rates	Standards and projections will be set on same schedule as STAAR Satisfactory Standards							
§39.053 (c)(3)	HS Graduation Rates	Standards and projections will be set on same schedule as STAAR Satisfactory Standards							

* This requirement, specified in §39.053 (f), only applies to the Met College Readiness Standard, not the Met Student Progress for College Readiness Standard.

Decisions To Be Made

Defining Criteria for Top Ten Status. Statute does not define the criteria to be used to compare performance nationally on college-ready measures. The commissioner will determine criteria to determine valid comparisons in these measures among all fifty states.

Defining Criteria for No Significant Achievement Gaps. Statute does not define the criteria to determine if there are no significant achievement gaps among the student groups. The commissioner will determine criteria used to determine if there are no significant achievement gaps by 2020.

Incremental Standards only Apply to Acceptable/Unacceptable Status. Statute requires that the increased standards are applied to the college-ready measure used to determine the acceptable/unacceptable performance ratings. Statute does not apply the increasing college-ready standards to the distinction designation ratings of Recognized and Exemplary.

Incremental Standards only Apply to the Met College Readiness Standard. Statute specifies that the increased standards only apply to the Met College Readiness Standard, not Met Student Progress for College Readiness Standard. Advisory groups will explore options for setting the appropriate standard to achieve the top ten states goal based on performance on the college readiness indicator that does not include the results of student progress toward the college readiness standard.

Additional Assessments based on College Readiness. Since college readiness standards will be initially set on reading/English language arts and mathematics, additional subject areas will be incorporated in future years if college readiness standards are applied to these assessments.

Assessments Used for State Accountability

TEC §39.053(c) requires the use of assessments under §39.023(a), (c), and (l) in determining acceptable and unacceptable performance. However, TEC §39.202(1) requires the use of assessments under §39.023(a), (b), (c), and (l) in determining ratings of recognized and exemplary. This creates a discrepancy in the inclusion of performance on alternate assessments, as mandated in §39.023(b). See Table 12-6 for a comparison of the use of these assessments.

Table 12-6: Assessments Required by HB 3 for Ratings

	Rating of *Acceptable/Unacceptable* §39.053 and 39.054	Distinction Rating of *Recognized* or *Exemplary* §39.202
STAAR (grades 3–8) TEC §39.023(a) and (l) - Reading (3,4,5,6,7,8) - Mathematics (3,4,5,6,7,8) - Writing (4,7) - Science (5,8) - Social Studies (8)	Required	Required
STAAR (End of Course) TEC §39.023(c) - Mathematics (Algebra I, Algebra II, Geometry) - Science (Biology, Chemistry, Physics) - ELA (English I, II, and III) - Social Studies (World Geography, World History, U. S. History)	Required	Required
STAAR (grades 3–8 and EOC) TEC §39.023(b) Modified Assessments - All Subjects	Not Required	Required
STAAR (grades 3–8 and EOC) TEC §39.023(b) Alternate Assessments - All Subjects	Not Required	Required
STAAR Linguistically Accommodated Testing (LAT) - All Subjects	Not Required	Not Required
TELPAS TEC §39.027(e)	Not Required	Not Required

Decisions To Be Made

Modified and Alternate Assessments. In 2011, the TAKS–M and TAKS–Alt assessments were included in the base indicator used for the state accountability ratings. The commissioner shall determine how the modified and alternate assessments for STAAR will be used to determine all ratings.

Assessments for English Language Learners. In 2011, the ELL Progress Measure was incorporated in the state accountability system to evaluate progress towards reading proficiency in English for current and monitored LEP students. The commissioner shall determine how the STAAR and TELPAS assessment results for ELLs will be used to determine ratings in the new accountability system.

Other Accountability Requirements

Campuses With Additional Campus Improvement Plan (CIP) Requirements. HB 3 continues to require identification of campuses meeting current year standards for acceptable performance that do not meet accountability standards for the subsequent year. As described in Section VII of this report, these campuses are subject to additional campus improvement plan (CIP) requirements. After final appeal decisions are made for the 2011 ratings in October 2011, the list of campuses with additional CIP requirements will be released for the 2011–2012 school year. Since there are no ratings assigned in the 2011–2012 school year and the ratings criteria will not be finalized until spring 2013, it will not be possible to identify these campuses for the 2012–2013 school year. After the initial performance ratings of the new accountability system are finalized in fall 2013, the list of campuses with additional CIP requirements will be released for the 2013–2014 school year.

Public Education Grant (PEG) Campuses. TEC, Chapter 29, Subchapter G, §§29.201–29.205, requires that TEA identify campuses at which 50 percent or more of the students did not pass the state assessments in any two of the preceding three years or did not meet standards for acceptable performance in any of the three preceding years. Statute also requires that notification of eligibility be provided no later than February 1 to each parent of a student in the district assigned to attend a school identified on the PEG list for the upcoming school year.

The following table outlines the PEG identification criteria for the 2011–2012 through the 2016–2017 school years. Since the PEG criteria lag up to three years behind the current year, it will be possible to identify campuses that meet the statutory criteria during each of these years.

2011–2012 Identification Criteria	TAKS passing rate <= 50% in two of the three preceding years (2008, 2009, 2010) OR rated *Academically Unacceptable* in 2008, 2009, or 2010.
2012–2013 Identification Criteria	TAKS passing rate <= 50% in two of the three preceding years (2009, 2010, 2011) OR rated *Academically Unacceptable* in 2009, 2010, or 2011.
2013–2014 Identification Criteria	TAKS/STAAR passing rate <= 50% in two of the three preceding years (TAKS: 2010, 2011, STAAR: 2012) OR rated *Academically Unacceptable* in 2010 or 2011.
2014–2015 Identification Criteria	TAKS/STAAR passing rate <= 50% in two of the three preceding years (TAKS: 2011, STAAR: 2012, 2013) OR rated *Academically Unacceptable* in 2011 or 2013.
2015–2016 Identification Criteria	STAAR passing rate <= 50% in two of the three preceding years (STAAR: 2012, 2013, 2014) OR rated *Academically Unacceptable* in 2013 or 2014.
2016–2017 Identification Criteria	STAAR passing rate <= 50% in two of the three preceding years (STAAR: 2013, 2014, 2015) OR rated *Academically Unacceptable* in 2013, 2014, or 2015.

Decisions To Be Made

PEG Methodology. Since the PEG identification criteria are prescribed in statute and are applied to the prior three school years, a number of issues will be addressed during the accountability development process. For example, it is anticipated that a large number of campuses will be identified

for PEG in the initial years of the STAAR program when the 50 percent passing criteria are applied to the STAAR results. Other issues include development of a methodology that combines TAKS and STAAR results during the transition years.

Stakeholder Advice

In developing the previous state accountability systems, the commissioner and the TEA have depended on the annual advice and guidance of advisory committees. These have been comprised of education leaders, business leaders, parents, community members, educator organizations, and legislative staff. Further, public input has been sought on the recommendations from the advisory groups.

Advisory groups will also be used during the development of the new accountability system and will meet at least five times from 2011 to 2013 to assist staff and provide recommendations to the commissioner in developing the new system. These advisory groups will continue to meet annually after 2013.

Rulemaking Process

Texas Education Code provides the commissioner of education with rulemaking authority. The following references, which deal specifically with accountability, will be addressed in the *2013 Accountability Manual*, key parts of which will be adopted by rule by summer 2013:

- §39.053(i) The commissioner by rule shall adopt accountability measures to be used in assessing the progress of students who have failed to perform satisfactorily as determined by the commissioner under Section 39.0241(a) or under the college readiness standard as determined under Section 39.0241 in the preceding school year on an assessment instrument required under Section 39.023(a), (c), or (l).
- §39.054 (a) The commissioner shall adopt rules to evaluate school district and campus performance and, not later than August 8 of each year, assign each district and campus a performance rating that reflects acceptable performance or unacceptable performance. If a district or campus received a performance rating of unacceptable performance for the preceding school year, the commissioner shall notify the district of a subsequent such designation on or before June 15.
- §39.151(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.
- §39.151(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.

Timeline for Development of Accountability System

TEA has already begun the process of developing a new state accountability system for Texas, based on the legislative mandates in HB 3. This section of the report presents a timeline of the work on state accountability for Texas public schools. Other events related to distinction designations and performance reporting are addressed in separate timelines.

2011	This year will focus primarily on the final year of the current accountability system. Staff will continue work on the new system for 2013. Activities related to the development of the system for 2013 and beyond are noted to the right as "HB 3."	2011 or HB 3
January – February	TEA staff continues analysis of available data in preparation for advisory meetings to finalize the 2011 accountability system.	2011
Early March	Educator Focus Group on Accountability meets to review and make recommendations for 2011 accountability. Focus group will also review transition plan requirements for 2012 and beyond.	Both
March	Work begins on identifying and selecting members for the HB 3 advisory committee.	HB 3
Late March	The Commissioner's Accountability Advisory Committee (CAAC) meets to review and comment on the recommendations for the 2011 accountability system.	2011
Early April	The Commissioner of Education releases final decisions for the 2011 accountability system.	2011
Mid-May	Rulemaking process begins to have key chapters of the *2011 Accountability Manual* adopted as part of Texas Administrative Code.	2011
June	Class of 2010 completion data and 2009–2010 dropout data are available to districts.	2011
July 29	Ratings are released for last time under current system.	2011
August	Appeal window closes, each appeal is researched.	2011
September	Appeals panel meets to consider all appeals.	2011
September	Staff analyzes available data and compiles materials for first HB 3 Advisory Group meeting.	HB 3
Mid-October	The commissioner considers all appeals and makes final decisions. Final ratings for 2011 are released.	2011
Late October	Initial HB 3 advisory committee meeting. • Members receive a HB 3 orientation and review guidance for framework of new system. • Review options for HB 3 early indicator reports.	HB 3
November	List of Campuses with Additional CIP Requirements released	2011
Late November	Standards set for STAAR EOC assessments. Work begins on Early Indicator Reports.	HB 3

2012	2012 will be devoted to development of the new accountability system.
January	TEA staff analyzes EOC performance data.
February	Second HB3 advisory committee meeting. • First opportunity to provide data analyses of EOC data; • Review options for accountability and finalize framework; • Review options for graduation/completion/dropout rate indicators.
May/June	Third HB3 advisory committee meeting. • Review of additional features; • Finalize recommendations on indicators; • Review further analyses of 2011 EOC results.
June	Class of 2011 completion rates available, with HB3 exclusions on one year of cohort.
September	Modeling can start with partial results: EOC from 2012 is available with standards; STAAR 3–8 is also available from 2012, but with no standards applied.
October	Fourth HB3 advisory committee meeting. • Review distinction designation indicators; • Analyze various accountability standards based on modeling of 2012 EOC and grades 3–8 results (prior to standard setting).
December	Standards for STAAR 3–8 are available. Modeling and analysis begins.

2013	Year of new ratings release.
February	Fifth HB3 advisory committee meeting. • Finalize recommendations on 2013 accountability standards based on modeling of 2012 EOC and grades 3–8 results (with standards); • Finalize recommendations on 2013 system features • Finalize recommendations on projected standards for 2014 and 2015
March	Commissioner releases final decisions for 2013 Ratings
March	Rulemaking process begins to have standards and procedures for the 2013 accountability system adopted as part of Texas Administrative Code.
April/May	Key chapters of *2013 Accountability Manual* released.
Early June	Confidential completion and dropout data released to districts.
June 15	If possible, notification reports will be issued to districts for campuses rated as AU in 2011 that are anticipated to be rated as "unacceptable" in 2013.
August 8	Release of district and campus performance ratings based on percent proficient indicator. Distinction designations are assigned to campuses.
Early September	Appeals window closes
Late September	Appeals Panel meets to consider appeals
Early October	Commissioner determines final ratings; ratings updated.
Late October	List of Campuses with Additional CIP Requirements released

2014	2014 will have additions to the accountability system.
February/March	Annual meeting of HB3 advisory committee meeting. • Review 2013 system; • Finalize recommendations on 2014 accountability standards; • Review and finalize 2014 system features; • Finalize recommendations on 2015 accountability standards; • Finalize recommendations on projected standards for 2016.
March/April	Commissioner releases final decisions for 2014 Ratings
April/May	Key chapters of *2014 Accountability Manual* released.
Early June	Confidential completion and dropout data released to districts.
June 15	Notification reports issued to districts for campuses rated as "unacceptable" in 2013 that are anticipated to be rated as "unacceptable" in 2014.
August 8	Release of district and campus performance ratings based on percent proficient and percent college-ready indicators. Distinction designations are assigned to districts and campuses.
Early September	Appeals window closes
Late September	Appeals Panel meets to consider appeals
Early October	Commissioner determines final ratings; ratings updated.
Late October	List of Campuses with Additional CIP Requirements released

Chapter 13
Distinction Designations: 2013 and Beyond

Overview of Statutory Requirements

Statute adopted during the 81st Legislative Session in 2009 in House Bill 3 (HB 3), added Subchapter F. Distinction Designations to the Texas public school accountability system, in Chapter 39. Public School System Accountability. This section of the report addresses the requirements for assigning distinctions to districts and campuses, some beginning in 2013, others in 2014.

Statute specifies the following regarding distinctions for districts and campuses that meet the criteria for an acceptable rating:

- Campuses and Districts: A rating of *Recognized* or *Exemplary* based on performance on the STAAR college readiness indicators (§39.202). Possibilities for implementation of these distinction ratings are discussed in Section III of this report. They will not be assigned until 2014 (§39.116(c)(1) and §39.116(d)).
- Campus Distinctions:
  - Campuses ranked in the top 25 percent in annual improvement on STAAR (§39.203(a));
  - Campuses ranked in the top 25 percent in performance gap reduction on STAAR (§39.203(b));
- Campus Distinctions – Determined by Distinction Designation Committees
  - Campuses that satisfy criteria in academic achievement in
    - English language arts,
    - mathematics,
    - science, or
    - social studies (§39.203(c));
  - Campuses that satisfy criteria in fine arts;
  - Campuses that satisfy criteria in physical education;
  - Campuses that satisfy criteria for a 21st Century Workforce Development program;
  - Campuses that satisfy criteria for a second language acquisition program.

The following table describes the use of distinctions with the acceptable/unacceptable ratings.

House Bill 3 Summary Table – Performance Ratings and Distinctions

<table>
<tr><td>Performance Ratings
Assigned by August 8 each year to districts and campuses. [§39.054]</td><td colspan="2">Distinction Designations
Awarded by August 8 each year to districts and campuses with Acceptable performance. [§39.201]</td></tr>
<tr><td rowspan="3">Acceptable</td><td>District</td><td>Campus</td></tr>
<tr><td colspan="2">§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.</td></tr>
<tr><td>Not applicable for districts.</td><td>§39.203 – Campus Distinction Designations**
(a) COE shall award campus distinction designations if the campus is in the top 25 percent in annual improvement.
(b) COE shall award a campus distinction designation if the campus is in the top 25 percent of those demonstrating an ability to close performance gaps.
(c) COE shall award a campus distinction designation to campuses that meet the committee-established criteria for the following programs:
(1) academic performance in ELA, math, science, or social studies
(2) fine arts
(3) physical education
(4) 21st Century Workforce Development program
(5) second language acquisition program
§39.204 – Campus Distinction Designation Criteria; Committees
(a) COE shall establish standards and methods for awarding distinction designations to campuses.
(b) COE shall establish a separate committee to develop criteria for each distinction designation under 39.203(c).</td></tr>
<tr><td>Unacceptable</td><td colspan="2">None for Unacceptable districts and campuses.</td></tr>
</table>

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

** The distinction designations for campuses will be assigned for the first time in August 2013.

Stakeholder Advice

Texas has a long history of recognizing high performance by students in academics as well as recognition of schools and districts in dropout prevention and graduation. With HB 3, schools will be rewarded for performance in four new areas: fine arts, physical education, 21st Century Workforce Development program, and second language acquisition. The criteria and standards for the distinctions under §39.204 will depend on advice and guidance from committees comprised of individuals who practice as professionals in the content area relevant to the distinction designation, individuals with subject matter expertise in the content area relevant to the distinction designation, educators with subject matter expertise in the content area relevant to the distinction designation, and community leaders, including leaders from the business community.

Five committees will begin meeting in early 2011 to guide the agency in developing criteria for the distinctions.

- Distinctions for academic performance (academic achievement in English language arts, mathematics, science, or social studies). Advice will be sought from individuals and/or organizations with expertise in each of these subject areas.
- Distinction awards for the fine arts will include advice from external stakeholders and professional organizations such as the Center for Educator Development in Fine Arts (CEDFA).
- Distinction awards for physical education will include advice from external stakeholders and professional organizations such as the State School Health Advisory Council (SHAC) and the Texas Association for Health, Physical Education, Recreation, and Dance (TAHPERD).
- Distinction awards for 21st Century Workforce Development programs will include advice from external stakeholders and professional organizations such as the Career and Technology Association of Texas (CTAT), and the Texas Computer Education Association (TCEA).
- Distinction awards for second language acquisition programs will include advice from external stakeholders and professional organizations such as Texas Association for Bilingual Education (TABE) and the Texas Foreign Language Association (TFLA).

Other important stakeholder organizations include the Texas Association of Secondary School Principals (TASSP), the Texas Elementary Principals and Supervisors Association (TEPSA), and the Texas Association of School Administrators (TASA).

Decisions To Be Made

The following topics summarize a portion of the issues that will be explored during the development process, using the recommendations provided by advisory groups, distinction committees, and public comment.

New Areas for Acknowledgment. Four of the campus distinction designation areas are new: fine arts, physical education, 21st Century Workforce Development program, and second language acquisition program. These new areas present new challenges for indicator development. For example, in addition to measures of student performance, it is appropriate to consider other types of indicators that measure inputs (such as teacher qualifications), processes (such as successful program implementation), opportunity to learn (such as availability of programs and courses), and participation (such as student enrollment in programs or courses). Indicators should demonstrate that a campus program significantly exceeds minimum requirements and provides students with enhanced opportunities for participation in enrichment programs. Given the difference in structure between elementary and secondary schools, subcategories and/or different criteria may need to be established to differentiate distinctions at elementary campuses versus secondary campuses. Examples that may be considered in indicator development for each of the areas are:

- Fine Arts:
  - Student enrollment in fine arts courses beyond the graduation requirements,
  - Number of opportunities for extra-curricular performances or competitions,
  - Portfolio system for compiling and sharing student performances and accomplishments,
  - Number of certified specialists and amount of time instructing elementary students in art, music, and/or theatre.
- Physical Education:
  - Successful implementation of Coordinated School Health Programs (CSHP) in Kindergarten through Grade 8,
  - Scheduled recess or opportunities for structured play,
  - Specific time devoted to physical activity,
  - Student enrollment in physical education courses beyond the graduation requirements,
  - Fitnessgram results.
- 21st Century Workforce Development Program:
  - Successful implementation of middle school career and technical education (CTE) courses to support further study of CTE in high school,
  - Student enrollment in programs of study in additional CTE clusters beyond minimum requirements,
  - Completion of certifications or licensure,
  - Successful integration of technology applications into all other areas of the curriculum.

- Second Language Acquisition Program:
    - Student enrollment in advanced language classes beyond the required two- or three-year graduation requirement,
    - The number of different languages offered,
    - Performance on advanced placement examinations for languages,
    - Successful implementation of dual language programs in elementary schools.

Data Collection. In order to develop indicators for some of the new areas in which campus distinction designations will be awarded it will be necessary to collect additional data from school districts. Any additional data submission requirements will impose a financial burden on school districts and a cost/benefit analysis will have to be a part of the evaluation of criteria for these indicators.

Data Reporting. Distinction designations will be awarded annually to qualifying campuses at the same time the accountability ratings are released. Options will be explored with the distinction designation committees to determine how to publicly report the data that have been used to determine the distinctions.

Number of Academic Distinctions. Statute states that campuses are eligible to receive distinctions if they satisfy criteria in academic achievement in English language arts, mathematics, science, or social studies. This could result in one distinction for academic achievement in all areas, or four distinctions for achievement in each area.

Number of Members for each Committee. Statute states that members include practitioners in each area, experts in each area, educators with expertise in each area, and community leaders. It further specifies that the governor, lieutenant governor, and speaker of the house may appoint these members. The commissioner, in consultation with the governor, lieutenant governor, and speaker of the house, will determine the membership of the committees.

Timing. Data availability for some distinctions may take multiple years, as new data is collected, standards are finalized for performance in certain areas (e.g. college readiness), and improvement over years can be measured. When necessary, distinction designation committees will develop a plan to address how the additional criteria and/or measures will be phased in following the initial release in 2013.

District vs. Campus Distinctions. Subchapter G, Distinction Designations stipulates that both districts and campuses may earn distinction ratings of *Recognized* or *Exemplary*. However, the other distinctions, listed under §39.203, are only allowed for campuses.

Distinctions Appropriate to all Campuses. Categories of distinctions will be determined that are appropriate to the student enrollment of the campus and the different levels of schools—elementary, middle, and high schools.

Resources

Each distinction committee will meet four times between spring 2011 and spring 2012 and will consist of 10–12 members. The committee members will require reimbursement for lodging, food, and travel expenses. Assuming that each member will require approximately $400 for these expenses, it is anticipated that the cost for convening the committees will be approximately $5,000 per meeting. Since each committee will meet four times, the cost for all five committees to meet four times is a total of $100,000.

Additional resources may be necessary at the local and state level if the distinction designations are expanded beyond current statute. In addition, the development of new measures of distinction will expand current Public Education Information Management System (PEIMS) data collection requirements and will increase costs for local districts.

Rulemaking Process

Texas Education Code provides the commissioner of education with rulemaking authority. The following references, which deal specifically with distinction designations, will be contained in the *2013 Accountability Manual*, key parts of which will be adopted as rule in summer 2013:

- §39.202. Academic Excellence Distinction Designation for Districts and Campuses. The commissioner by rule shall establish a recognized and exemplary rating for awarding districts and campuses an academic distinction designation under this subchapter.
- §39.203(b) In addition to the distinction designation described by Subsection (a), the commissioner shall award a campus a distinction designation if the campus demonstrates an ability to significantly diminish or eliminate performance differentials between student subpopulations and is ranked in the top 25 percent of campuses in this state under the performance criteria described by this subsection. The commissioner shall adopt rules related to the distinction designation under this subsection to ensure that a campus does not artificially diminish or eliminate performance differentials through inhibiting the achievement of the highest achieving student subpopulation.
- §39.204(a) The commissioner by rule shall establish: (1) standards for considering campuses for distinction designations under Section 39.203(c); and (2) methods for awarding distinction designations to campuses. (b) In adopting rules under this section, the commissioner shall establish a separate committee to develop criteria for each distinction designation under Section 39.203(c).

Timeline for Development of Distinction Designations

2010	
Fall	Committee Selection Process for five committees begins, based on criteria in TEC §39.204: (c) (1) individuals who practice as professionals in the content area relevant to the distinction designation, as applicable; (2) individuals with subject matter expertise in the content area relevant to the distinction designation; (3) educators with subject matter expertise in the content area relevant to the distinction designation; and (4) community leaders, including leaders from the business community. and (d) For each committee, the governor, lieutenant governor, and speaker of the house of representatives may each appoint a person described by each subdivision of Subsection (c).
2011	
Winter	Selection of members for five distinction designation committees finalized.
January - February	Develop Distinction Designation Committee Materials In preparation for the first meeting of each of the committees, TEA staff will conduct planning, background, research, coordination, and indicator development activities. o Planning (meeting logistics; develop procedures and agendas; establish guidelines and project milestones; internal coordination across key TEA divisions) o Background (description of existing indicator and evaluation systems and relationship to Campus Distinction Designations in each content area) o Research (literature review and survey of other states; identify issues in each area related to indicators and evaluation systems) o Coordination (identify key TEA divisions, external stakeholders, professional organizations, and outside experts for each content area) o Indicator Development (identify possible criteria for each program area and evaluate strengths and weaknesses)
Spring	Convene first distinction designation committee meetings for fine arts, physical education, 21st Century Workforce Development program, and second language acquisition program committees. The specific tasks and timelines of the committees will vary some from one area to another but all will include the following activities: o review statutory requirements and limitations, Texas state and federal accountability and monitoring systems, and similar systems in other states; o evaluate criteria for distinction designations and recommend additional criteria; o identify measures for each criterion; o identify categories for distinction designations, including level of program (elementary, middle, high school) and campus size (student enrollment); o identify data requirements, data sources, and data collection options; o evaluate accuracy, validity, and feasibility of measures; o address issues unique to the area; o solicit feedback from stakeholders; and o coordinate with the other distinction designation committees.
Summer	Second meeting of distinction designation committee for fine arts, physical education, 21st Century Workforce Development program, and second language acquisition program committees. Focus on research, feedback, and drafting committee reports. o Research (address questions and recommendations of the committees, identify data collection options, model proposed criteria) o Feedback (solicit stakeholder feedback and summarize responses for committees)
Early Fall	First meeting of distinction designation committee for academic achievement in English language arts, mathematics, science, or social studies committee.
Late Fall	Second meeting of distinction designation committee for academic achievement in English language arts, mathematics, science, or social studies committee.

Late Fall	Third meeting of distinction designation committee for fine arts, physical education, 21st Century Workforce Development program, and second language acquisition program committees. o Research (address questions and recommendations of the committees, identify data collection options, model proposed criteria) o Feedback (solicit stakeholder feedback and summarize responses for committees)
2012	
Winter	Third meeting of distinction designation committee for academic achievement in English language arts, mathematics, science, or social studies committee.
Early Spring	Fourth meeting of distinction designation committee for fine arts, physical education, 21st Century Workforce Development program, and second language acquisition program committees. Each committee will produce recommendations to the commissioner of education for distinction criteria including, indicators, standards, additional features, rules for awarding distinction designations and distinction labels, guidelines for special issues and circumstances, and timeline for implementation or phase-in.
Late Spring	Final meeting of distinction designation committee for academic achievement in English language arts, mathematics, science, or social studies committee.
Summer	The commissioner of education releases final decisions on criteria and standards for distinction designations.
Summer - Fall	Districts begin submitting data for distinction awards.
2013	
Fall - Winter	Districts continue submitting data for distinction awards.
March	Rulemaking process begins to have standards and procedures for the 2013 Accountability System (including distinction designations) adopted as part of Texas Administrative Code.
Mid-March	Key chapters of manual for 2013 accountability system released.
Early Summer	Data collection and all relevant information for distinction designations final and available to determine distinction designations.
August	First distinction designations are released with the 2013 performance ratings.
2014	
Late Winter	Accountability advisory committee conducts an annual review of the distinction designations following the 2013 release to continue implementation and ensure the system is responsive to change.

Chapter 14
Performance Reports: 2013 and Beyond

Overview of Statutory Requirements

Statute adopted during the 81st Legislative Session in 2009 in House Bill 3 (HB 3), modified and reorganized all performance reporting requirements into Subchapter J, Parent and Educator Reports. This section of the report addresses the requirements for reporting performance.

While HB 3 did not significantly change the reporting requirements that existed in prior statute, these aggregate reports will be designed to provide detailed academic and financial information that is relevant, meaningful, and easily accessible to the public. Statute specifies the following regarding reports:

Report to District: Comparisons for Annual Performance Assessment (§39.302). *(This is new, but similar to legislation from 2007.)* The agency, through the testing contractor, shall provide annual improvement information on assessments to districts.

Report to Parents (§39.303). *(New)* The testing contractor shall provide to each parent or guardian student-level assessment information such as is currently reported on the Confidential Student Reports.

Teacher Report Card (§39.304). *(New)* Districts are required to use Comparisons for Annual Performance Assessments (§39.302) to prepare a report for teachers at the beginning of the school year, to let them know how their students performed on assessments.

Campus Report Card (§39.305). The language in statute describing this report is similar to the language used in prior statute to describe the current school/campus report cards. These reports will include information on the following:

- §39.305(b)(1) where applicable, the student achievement indicators described by Section 39.053(c):
    - for the performance standard determined by the commissioner:
        - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
        - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and
    - for the college readiness performance standard:
        - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
        - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and
    - dropout rates, including dropout rates and district completion rates for grade levels 9 through 12; and
    - high school graduation rates.

- the reporting indicators described by Sections 39.301(c)(1) through (5):
    - §39.301(c)(1). The percentage of graduating students who meet the course requirements for the minimum high school program, the recommended high school program, and the advanced high school program.
    - §39.301(c)(2). The results of the SAT, ACT, a tech-prep program, and certified workforce training.
    - §39.301(c)(3). The subsequent performance of students who initially failed to perform satisfactorily on a state assessment instrument, aggregated by grade level and subject area.
    - §39.301(c)(4) The number of students, disaggregated by major student subpopulations, that agree to take courses under the minimum high school program.
    - §39.301(c)(5) (Student Success Initiative). The percentage of students in grades 5 and 8 who failed the STAAR tests for reading or mathematics:
        - who were provided accelerated instruction;
        - who were promoted through the grade placement committee process; and
        - their performance on the assessment in the school year following that promotion.
- §39.305(b)(2). average class size by grade level and subject;
- §39.305(b)(3). the administrative and instructional costs per student, computed in a manner consistent with Section 44.0071; and
- §39.305(b)(4). the district's instructional expenditures ratio and instructional employees ratio computed under Section 44.0071, and the statewide average of those ratios, as determined by the commissioner.

Performance Report (§39.306). The language in statute describing performance reports is similar to the language used in prior statute to describe the Academic Excellence Indicator System reports (AEIS). The agency will produce and disseminate these reports annually.

Indicators for the performance report are stipulated in §39.301 and §39.306, sometimes referring to indicators that are described in sections elsewhere in statute. The following list includes the statutory references.

- §39.053(c). The results of required assessments [(a) STAAR, (c) EOC, (l) STAAR (Spanish)], including the results of assessments required for graduation retaken by a student, aggregated across grade levels by subject area, including:
    - for the performance standard determined by the commissioner:
        - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
        - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and

- for the college readiness performance standard:
  - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
  - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and
- Dropout rates, including dropout rates and district completion rates for grade levels 9 through 12; and
- High school graduation rates.

- §39.301(c)(1). The percentage of graduating students who meet the course requirements for the minimum high school program, the recommended high school program, and the advanced high school program.
- §39.301(c)(2). The results of the SAT, ACT, a tech-prep program, and certified workforce training.
- §39.301(c)(3). The subsequent performance of students who initially failed to perform satisfactorily on a state assessment instrument, aggregated by grade level and subject area.
- §39.301(c)(4). The number of students, disaggregated by major student subpopulations, that agree to take courses under the minimum high school program.
- §39.301(c)(5). (Student Success Initiative). The percentage of students in grades 5 and 8 who failed the STAAR tests for reading or mathematics:
  - who were provided accelerated instruction;
  - who were promoted through the grade placement committee process; and
  - their performance on the assessment in the school year following that promotion.
- §39.301(c)(6). The percentage of students of limited English proficiency exempted from the administration of the STAAR assessments.
- §39.301(c)(7). The percentage of students in a special education assessed through alternate assessments.
- §39.301(c)(8). The percentage of students who satisfy the college readiness measure.
- §39.301(c)(9). The measure of progress toward dual language proficiency for students of limited English proficiency.
- §39.301(c)(10). The percentage of students who are not educationally disadvantaged.
- §39.301(c)(11). The percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation.
- §39.301(c)(12). The percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

- §39.301(d). Performance on the indicators described by Section 39.053(c) and Subsections (c)(3), (4), and (9) must be based on longitudinal student data that is disaggregated by the bilingual education or special language program, if any, in which current or former students of limited English proficiency were enrolled.
- §39.306(a)(1). Campus performance objectives and the progress toward those objectives.
- §39.306(a)(2). Information indicating the district's accreditation status, district and campus ratings and distinction designations (Subchapters E and G). Distinctions include:
    - A rating of *Recognized* or *Exemplary* based on performance on the STAAR college readiness standard. (§39.202, These distinctions will not be available for campuses and districts until the 2014 rating cycle.);
    - Campuses ranked in the top 25 percent in Annual Improvement on STAAR (§39.203(a));
    - Campuses ranked in the top 25 percent in performance gap reduction on STAAR (§39.203(b));
    - Campuses that satisfy criteria in academic achievement in English language arts, mathematics, science, or social studies (§39.203(c)(1));
    - Campuses that satisfy criteria in fine arts (§39.203(c)(2));
    - Campuses that satisfy criteria in physical education (§39.203(c)(3));
    - Campuses that satisfy criteria in 21st Century Workforce Development program (§39.203(c)(4)); and
    - Campuses that satisfy criteria in second language acquisition program (§39.203(c)(5)).
- §39.306(a)(3). The district's current special education compliance status with the agency;
- §39.306(a)(4). A statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus (included in report by the district);
- §39.306(a)(5). Information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students (included in report by the district);
- §39.306(a)(6). The findings that result from evaluations conducted under the Safe and Drug–Free Schools and Communities Act (included in report by the district); and
- §39.306(a)(7). refers to §51.403(e) Student performance during the first year enrolled after graduation from high school to the high school or junior college last attended, including, but not be limited to, appropriate student test scores, a description of developmental courses required, and the student's grade point average (included in report by the district);
- §39.306(b). Supplemental information determined by the district's board of trustees (included in report by the district);
- §39.306(d)(1). The performance of each campus to its previous performance and to state-established standards; and

- §39.306(d)(2). The performance of each district to its previous performance and to state-established standards.

The report may include the following information:

- §39.306(e)(1). Student information, including total enrollment, enrollment by ethnicity, socioeconomic status, and grade groupings and retention rates;
- §39.306(e)(2). Financial information, including revenues and expenditures;
- §39.306(e)(3). Staff information, including number and type of staff by sex, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;
- §39.306(e)(4). Program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and
- §39.306(e)(5). The number of students placed in a disciplinary alternative education program under Chapter 37.

Comprehensive Annual Report (§39.322). (The legislation is substantially the same as that which existed prior to HB 3.) Texas Education Code requires that the Comprehensive Annual Report on Texas Public Schools be released to the legislature by December 1 each year. The 2012 Comprehensive Annual Report on Texas Public Schools will reflect the 2011–2012 school year and is scheduled to be published December 1, 2012. The 2011–2012 STAAR results for Grades 3–8 will not be available in time for a December 1 publication date, since the student performance standards for these assessments will not be finalized until late fall 2012. Chapter 2, which summarizes student performance on the state assessments, and Chapter 3, which summarizes performance of students at risk of dropping out of school, are the only chapters of the report that rely exclusively on assessment results. In other chapters, student assessment results are not discussed at all or represent only a component of the discussion. Grade 3–8 STAAR results will be published on the agency website in spring 2013. The *2012 Comprehensive Annual Report on Texas Public Schools* will maintain the December 1, 2012, publication date by providing a link to the anticipated website location of the grade 3–8 STAAR results made available in spring 2013.

Decisions To Be Made

The following topics summarize a portion of the issues that will be explored during the accountability development process.

Performance Reports and Campus Report Cards in 2011–2012. During the interim year of no ratings, the performance on STAAR grades 3–8 will not be available because the passing standards will not be set in time. Options will be considered for providing an abbreviated version of these reports during this transition year.

Reporting of Future Indicators. As new indicators or additional assessments are planned for inclusion in the current state accountability rating system, the AEIS reports have included “preview indicators” that provide current year results reformulated to reflect the future indicator. These “preview indicators” are typically reported for two years before use of the indicator in ratings system in the third

year. During the development of the new performance reports, options will be explored to address how best to "preview" performance on future indicators that are based on higher student performance standards or include additional assessments.

Consolidation with Other Reports. The possibility of consolidating the campus report cards and/or the performance reports with the No Child Left Behind (NCLB) Report Card will be considered for the 2012–2013 school year and beyond.

Stakeholder Advice

The commissioner of Education and the Texas Education Agency will depend on the advice and guidance of advisory committees in reviewing and designing Campus Report Cards and Performance Reports. These shall be comprised of education leaders, business leaders, parents, community members, educator organizations, and legislative staff. Further, public comment will be sought on the recommendations from the advisory groups.

Rulemaking Process

Texas Education Code provides the commissioner of education with rule-making authority. The following references, which deal specifically with the Campus Report Card and the Performance Report, will be adopted as rule in the fall 2013:

- Sec. 39.305. CAMPUS REPORT CARD. (c) The commissioner shall adopt rules requiring dissemination of the information required under Subsection (b)(4) and appropriate class size and student performance portions of campus report cards annually to the parent, guardian, conservator, or other person having lawful control of each student at the campus. On written request, the school district shall provide a copy of a campus report card to any other party.
- Sec. 39.306. PERFORMANCE REPORT.
    - (a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner.
    - (c) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents of and other persons standing in parental relation to a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.
    - (f) The commissioner by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.

Timeline for Development of Performance Reports

2011	
June	Dropout and Completion data are released to districts.
July 29	Release of 2011 Accountability Data Tables
Early November	Release of updated, post-appeal 2011 Accountability Data Tables
November	Release of Academic Excellence Indicator System reports
December 1	Release of the Comprehensive Annual Report
December	Release of Campus Report Cards

2012	
November	Release of abbreviated Academic Excellence Indicator System reports
December 1	Release of the Comprehensive Annual Report
December	Release of abbreviated Campus Report Cards

2013	
November	Release of first Performance Report
December 1	Release of the Comprehensive Annual Report
December	Release of Campus Report Cards

Section III: Meeting Federal Requirements

Chapter 15
Plans and Calendar for Submission of the State of Texas Assessments of Academic Readiness (STAAR) Program for Peer Review for Use in Adequate Yearly Progress (AYP)

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), requires each state receiving Title I funds to satisfy certain requirements. The United States Department of Education (USDE) is required by statute to use a peer review process to assist in approving state achievement standards and assessment systems required under Title I. Trained peers (education state officials and educational assessment experts) review evidence and supporting material, provide written feedback to states regarding the review, provide technical assistance to states as needed, and offer a recommendation to USDE regarding the overall compliance with requirements of Title I. If a state's assessment system is not approved by USDE, conditions can be placed on the state's Title I grant award or the funds can be withheld. Each time a state develops a new assessment program or makes significant changes to an existing program (i.e., revisions to the content standards or performance standards), the state must resubmit its assessment program for peer review.

The Texas Assessment of Knowledge and Skills (TAKS) program received peer-review approval from USDE in October 2006. In June 2009, TAKS–Alternate (TAKS–Alt) and TAKS–Modified (TAKS–M) were also approved. With the approvals of these assessments, USDE gave full approval with recommendations of the Texas assessment system. Texas was the first state to have its 2% modified assessment (TAKS–M) approved by USDE.

As the STAAR program becomes operational in 2012 and is subsequently used in AYP calculations, the Texas Education Agency (TEA) will compile and submit data, analyses, and technical information in accordance with federal statutes and regulations. In order to meet current USDE requirements, three phases of submissions are planned for the STAAR program and are described below.

Phases of Peer Review Submissions

The development of a new assessment system is a multi-year process, incorporating almost all aspects of content, item development, policy, achievement standards, and reporting. Information will be submitted to USDE in phases that coincide with the development and implementation of STAAR. TEA's plans may change based on consultation with USDE and/or as a result of potential reauthorization of ESEA. The timing of reauthorization is not known at this time, but once that has occurred, TEA will review the ESEA and determine what changes to the STAAR program, if any, are warranted to ensure compliance with federal law. Compliance will be monitored closely, as changes to federal law can have an impact on the development and implementation schedule, test design, assessment of special populations, and technical quality for the STAAR program. Information regarding the planned phases follows.

Phase I

The Phase I submission will occur before performance standards are established. TEA will submit evidence of test development activities for all STAAR assessments, including test specifications, accommodations, and participation requirements in the Phase I peer review submission.

Phase II

Phase II submissions will occur after performance standards are approved by the commissioner of education for the STAAR assessments. For more information regarding the timing of standard-setting activities, see Section 3 of this report. Documentation of technical quality, alignment of the assessment to the Texas Essential Knowledge and Skills (TEKS), inclusion of all students in the testing program, and reporting procedures will be submitted.

Phase III

Phase III is a special submission. As stated in a February 28, 2008, USDE communication, Phase III of peer review will occur if a state “makes significant changes in its standards and assessment system.” To meet state legislative requirements, the academic achievement standards for the STAAR program will be reviewed at least once every three years and the standards may be adjusted based on that review. Because of this requirement of the STAAR program, a Phase III submission to USDE may be necessary. A Phase III submission may also be required if significant changes are made to content standards, test administration procedures, or test designs. TEA will work with USDE to submit any necessary evidence to demonstrate how the assessment program with changes continues to meet the requirements of the ESEA.

Chapter 16
Federal Accountability: 2012 and Beyond

Overview of ESEA Requirements

During the transition to the State of Texas Assessments of Academic Readiness (STAAR) and the new state accountability system, the Texas Education Agency (TEA) must continue to meet federal AYP accountability provisions of the Elementary and Secondary Education Act (ESEA). Any change to the AYP calculations during the transition must be approved by USDE. TEA will submit an AYP transition plan for USDE approval in two stages. In November 2010, TEA will submit proposed amendments to the Texas AYP Workbook to USDE for the transition years of 2011 and 2012. In October 2012, TEA will submit a larger proposal for AYP determinations for 2013 and beyond under the new STAAR assessment program.

2011 AYP Determinations

The 2011 AYP determinations will be the last evaluations of districts and campuses under the current AYP system. The proposal for 2011 is to continue to implement the current Texas AYP Workbook with scheduled phase-in of targets and TPM.

- Texas Projection Measure (TPM). The phase-in of the growth measure will continue with the addition of TPM for TAKS–Modified (TAKS–M) Grades 3 and 6 reading and mathematics.
- Performance rate annual targets. The annual targets are to scheduled increase to:

  Reading/English language arts: 80 percent
  Mathematics: 75 percent

- Graduation rate annual targets. Approval of the 2011 AYP annual graduation targets is required by USDE. TEA will propose no change in targets for 2011. In 2010, the graduation rate annual target increased from 70.0 percent to 75.0 percent and the improvement standard increased from 0.1 percent to 1.0 percent. A five-year graduation rate was also approved with an annual target of 80.0 percent. In 2012 and beyond, the rigor of the graduation rate indicators will increase significantly when student group graduation rates are evaluated for AYP for the first time. The recommendation is to hold the graduation rate annual targets constant until student group performance has been phased in.

  4-year graduation rate: 75.0 percent
  5-year graduate rate: 80.0 percent

2012 AYP Determinations

Standard-setting activities for the new STAAR Grade 3–8 assessments will require a transition year for AYP just as with the state accountability system. The 2012 AYP transition plan will be

included in the proposed amendments submitted to USDE in November 2010 so that TEA can give districts and campuses advance notice for planning for 2012.

The alternatives for 2012 AYP determinations are based on the AYP assessment results available that year. The TAKS will be administered to Grade 10 students for the last time in spring 2012. However, TAKS will not be administered to students in Grades 3–8 in spring 2012. Instead all students in Grades 3–8 will participate in an operational field test of the new STAAR assessments, including modified and alternative assessments for students with disabilities. The process for setting student performance standards for the STAAR reading/ELA and mathematics assessments will not be completed until December 2012.

Following are the general approaches that could be used for 2012 AYP. These approaches are unique to the circumstances in Texas and differ from transition plans proposed by other states that have implemented new assessments. However, previous USDE actions in approving or denying proposed transition plans from other states suggest that some approaches will be viewed more favorably than others.

- Carry forward 2011 AYP status for all campuses and districts and maintain School Improvement Program (SIP) intervention stages for the 2012–13 school year. This approach is most similar to the state accountability transition plan.

- Conduct 2012 AYP evaluations and update SIP requirements for high school campuses with 2011–12 Grade 10 TAKS results. Carry forward AYP status for districts and for elementary and middle school campuses, and maintain SIP intervention stages.

- Conduct 2012 AYP evaluations and update SIP requirements for all campuses and districts based on 2011–12 Grade 10 TAKS results and 2010–11 Grade 3–8 TAKS results.

- Conduct 2012 AYP evaluations and update SIP requirements for all campuses and districts using 2011–2012 test results that are available in summer 2012—Grade 10 TAKS participation and performance and Grade 3–8 STAAR participation.

- Conduct 2012 AYP evaluations for all campuses and districts in February 2013, using 2011–2012 TAKS results for Grade 10 and 2011–2012 STAAR results at the TAKS proficiency standard for Grade 3–8.

AYP for 2013 and Beyond

Development of the new AYP system will take place during the 2011–2012 school year as the new state accountability system is developed, as shown on the following calendar. In October 2012, TEA will submit a proposal to USDE for a new AYP system for Texas based on the STAAR Grade 3–8 and high school end-of-course (EOC) assessments. In February 2013, proposed annual performance targets for performance rates based on STAAR will be submitted. The primary consideration that will guide development of the new AYP system will be alignment with the state

accountability system. The accountability advisory groups that will meet throughout 2012 will discuss AYP as well as state accountability at each step of the accountability development process and address the approaches to alignment outlined in Section II of this transition plan.

AYP Accountability Development Timeline

November/December 2010	Title I Committee of Practitioners review proposed Texas AYP Workbook amendments for 2011 and 2012 AYP Transition Plan Submit 2011 and 2012 AYP Transition Plan to USDE
Spring 2011	USDE approval of AYP Transition Plan and update to Texas AYP Workbook 2011 accountability advisory group discussion of accountability development process for 2013 and beyond state and federal accountability systems
Summer 2011	2011 AYP preliminary results
Fall 2011	2013 and Beyond accountability advisory group first meeting – development of new state and federal accountability systems for 2013 and beyond
November/December 2011	2011 AYP final results
Spring 2012	2013 and Beyond accountability advisory group second meeting – finalize state and federal accountability frameworks 2013 and Beyond accountability advisory group third meeting – finalize state and federal accountability indicators
Summer 2012	Implement 2012 AYP Transition Plan Draft AYP Proposal for 2013 and Beyond (excluding new annual performance targets)
September/October 2012	Title I Committee of Practitioners review AYP Proposal for 2013 and Beyond at September meeting Submit AYP Proposal for 2013 and Beyond (excluding new annual performance targets) to USDE accountability advisory group fourth meeting – set preliminary accountability standards Draft Texas AYP Workbook
November 2012	Discussions with USDE of AYP Proposal for 2013 and Beyond
December 2012	Finalize AYP reading/ELA and mathematics annual performance targets
January 2013	Title I Committee of Practitioners review of AYP reading/ELA and mathematics annual performance targets Submit AYP annual targets to USDE
Spring 2013	2013 and Beyond accountability advisory group fifth meeting – final state accountability recommendations USDE approval of STAAR assessment program and Texas AYP proposal for 2013, and update of Texas AYP Workbook
Summer 2013	Publish 2013 AYP Guide and adopt as Commissioner of Education rule Release 2013 state accountability and AYP preliminary results under new accountability systems

ESEA Reauthorization. On March 13, 2010, the USDE released its plan for revising ESEA, *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*. The blueprint contains no specific information regarding the AYP calculation, or metric, at this time. Relevant proposals in the blueprint include requirements for states to develop assessments aligned with college and career-ready standards, and setting a goal for all students graduating or on track to graduate from high school ready for college and a career by 2020. Although additional proposals are included, the blueprint contains no reference to the 2014 requirement of 100% proficiency. There are expectations that reauthorization of ESEA will be considered during the 2011 congressional session. Typically, congressional acts are codified in federal rule the year following passage, which may require states to implement regulations in the following year. If reauthorization of ESEA occurs during 2011, the Texas AYP system may be required to be modified for 2013. Because of this, reauthorization of ESEA in 2011 may require modifications to 2013 AYP calculation before the statewide accountability development process for 2013 is completed.

TEA will monitor the ESEA reauthorization process closely but development of the new AYP system will begin and may be completed under the requirements of the current ESEA. Some provisions of the Texas AYP Workbook will likely change for 2013 and beyond yet continue to meet current regulation. Other provisions cannot change under current federal law and are not likely to change when ESEA is reauthorized. The following table shows some options that will be considered for the new AYP system, whether those options are required or allowed under current ESEA, and possible changes in status with reauthorization of ESEA based on *The Blueprint for Reform*.

AYP for 2013 and Beyond

	Compliance with Current ESEA		**Possible Changes with ESEA Reauthorization Based on Blueprint**	
	Required	**Allowed**	**Required**	**Allowed**
Reading/English Language Arts and Mathematics				
Reading/ELA and mathematics performance evaluated separately	Yes		√	
Include all EOC results in high school participation and performance rates rather than one grade or one test		Yes		√
Use EOC results from one test for each subject in high school participation and performance rates		Yes		√
Use cumulative EOC performance for a cohort of students in high school participation and performance rates		Yes		√
Use of different performance rate indicators, with different accountability standards, for Grade 3–8 STAAR and high school EOC		Yes		√
Include credit for growth in performance rates when new growth are measures available		Yes		√

Cap on use of performance results from alternate assessments for students with disabilities	Yes		√	
Use of a performance index that gives more credit for students who meet the college and career ready performance standard		No		TBD
Set new accountability standards based on 2011–2012 STAAR performance		Yes		√
Increase accountability standards to 100% by 2014	Yes		TBD	
Other Indicators				
Graduation rate (4-year) evaluated for all students and student groups	Yes		√	
Graduation rate (5-year) as alternative		Yes		√
Science performance as the other indicator for elementary and middle schools rather than attendance rate		Yes		√
AYP Evaluations				
Student groups based on race/ethnicity, socioeconomic status, special education program, and limited English proficiency	Yes		√	
Evaluate elementary/middle schools (Grade 3–8) and high schools separately for district AYP – district must miss AYP at both levels to be designated as *Missed AYP*		Yes		√
State accountability rating affects AYP status and/or AYP status affects state accountability rating		Yes		√

Chapter 17
Transition Plan for the 2012 Performance-Based Monitoring Analysis System (PBMAS)

To monitor district performance and program effectiveness as required under state and federal law, the Texas Education Agency (TEA) implemented a Performance-Based Monitoring Analysis System (PBMAS) in 2004. The PBMAS is based on a variety of indicators that are used annually to evaluate four key program areas at the district level: Bilingual Education/English as a Second Language, Career and Technical Education, No Child Left Behind (Title I, Part A and Title I, Part C), and Special Education.

The current PBMAS (2010 PBMAS) is comprised of 49 program-specific indicators. Fifteen of those 49 indicators are based on Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) performance results, and 4 are based on participation results for TAKS, TAKS (Accommodated), TAKS–Modified, and TAKS–Alternate. Because the remaining 30 indicators use data *other* than TAKS data, those particular indicators (representing approximately 60% of each year's PBMAS) are not affected by the transition to the new HB 3 testing program. As such, it is anticipated that a significant portion of the 2012 PBMAS will resemble the PBMAS systems implemented in previous years.

The 2012 PBMAS development cycle will begin in earnest during the fall of 2011. At that time, the PBM Focus Group will be invited to review and comment on options for the 2012 PBMAS. In the meantime, TEA staff will analyze the student assessment data potentially available for use—taking into consideration the timeline for accessing those data—and develop more specific recommendations about what student assessment performance and participation indicators to include in the 2012 PBMAS in lieu of the 19 TAKS-based indicators that will no longer be viable after the 2011 PBMAS.

Section IV: Interventions, Sanctions, and Financial Accountability

Chapter 18
Interventions and Sanctions

Accreditation Status Assignment

Texas Education Code (TEC) §39.051, Accreditation Status, and §39.052, Determination of Accreditation Status or Performance Rating, require the agency each year to determine the accreditation status of each school district and assign the district a status of accredited, accredited-warned, or accredited-probation or revoke the accreditation of the district and order closure of the district. In determining a district's accreditation status, the commissioner is required to evaluate and consider the student achievement and financial accountability performance of the district and may consider and evaluate certain other factors, such as the district's compliance with statutory and rule requirements related to data reporting, high school graduation, and other items and the effectiveness of the district's career and technical education program and programs for special populations. TEC §39.057, Special Accreditation Investigations, defines reasons for which the commissioner may conduct a special accreditation investigation, the results of which may result in accreditation interventions and sanctions, the lowering of a district's accreditation status or a district's or campus's accountability rating, or both.

Historical Background

During the 79th Texas Legislature, Third Called Session, 2006, House Bill (HB) 1 was passed, which amended the Texas Education Code (TEC), Chapter 39, Public School System Accountability. The HB 1 changes addressed the accreditation of school districts; sanctions and interventions for school districts, charter schools, and campuses; and the review by the State Office of Administrative Hearings of certain sanctions. As a result, the Texas Education Agency adopted rules to implement these changes. Specifically, 19 Texas Administrative Code (TAC) Chapter 97, Planning and Accountability, Subchapter DD, Investigative Reports, Sanctions, and Record Reviews, was amended, and 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, and 19 TAC Chapter 157, Hearings and Appeals, Subchapter EE, Review by State Office of Administrative Hearings: Certain Accreditation Sanctions, were adopted to establish new and revised rules in compliance with HB 1 and to clarify and codify TEA practice, as well as the commissioner of education's intent, regarding accreditation issues. This rule adoption was effective on January 6, 2008.

The new 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, defined the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and stated how accreditation statuses would be determined and assigned to school districts. The adoption also established accreditation standards and sanctions, including definitions, purpose, and oversight appointments. As a result, and under the authority of TEC §39.071 and the newly adopted 19 TAC §97.1055, the TEA assigned accreditation statuses to school districts under the new authority for the 2007–2008 year, and accreditation status results were posted publicly to the TEA website on the *Accreditation Status* home page at http://www.tea.state.tx.us/accredstatus/. For 2007–2008, charter schools were not assigned accreditation

statuses under TEC, Chapter 39 because they were not included in the Financial Integrity Rating System of Texas (FIRST or School FIRST) financial accountability rating system. In November 2008, the commissioner adopted amendments to 19 TAC Chapter 97, Planning and Accountability, to include charter schools in the accreditation process and to assign charters financial performance findings in lieu of a financial accountability rating.

In 2008–2009, TEA again assigned accreditation statuses to districts, and open-enrollment charter schools were assigned accreditation statuses for the first time. In 2009–2010, accreditation statuses were assigned to both traditional districts and charter schools.

Districts that are assigned a status of Accredited are not required to take any specific action as a result of the designation. However, districts that are assigned a status of Accredited-Warned or Accredited-Probation must take specific actions to notify the parents of students enrolled in the district and property owners in the district. The requirements for public notification are specified in 19 TAC §97.1055(f), and a template that reflects the TEA-required format and language for the public notice is posted to the TEA website at http://www.tea.state.tx.us/accredstatus/. Districts with an accreditation status below Accredited may be subject to additional accreditation sanctions as referenced in 19 TAC Chapter 97, Planning and Accountability, Subchapter EE.

The 2009–2010 year was the first year that the statute and adopted rules resulted in the revocation of a district's accreditation status. At the current time, the accreditation of one traditional district has been revoked and the district annexed to a neighboring district, and the final accreditation revocation determination for one open-enrollment charter school has been abated pending adverse action to revoke the charter under TEC, Chapter 12.

Impact of House Bill 3 on Accreditation Status Assignment

HB 3 renumbered and revised sections of the statute that describe accreditation status assignment, special accreditation investigations, and accreditation interventions and sanctions. Furthermore, HB 3 established the requirement that a financial solvency review be conducted for districts, the results of which may have an impact on a district's assigned accreditation status.

The revisions to 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, were adopted to implement the requirements of TEC, Chapter 39, as amended by HB 3, to address these statutory changes related to accreditation investigations and statuses, plans for projected deficits, and accreditation sanctions for districts and campuses. This rule adoption was effective on July 28, 2010. The revised commissioner's rules related to accreditation may be viewed at http://www.tea.state.tx.us/index4.aspx?id=2296 under the *Texas Administrative Code—Currently in Effect* link.

Determining an Accreditation Status

The renumbered TEC §39.051 and §39.052 continue to direct the commissioner to determine the accreditation status of each district annually. The addition of TEC §39.052(d) allows a district's

accreditation status to be raised or lowered based on the district's performance or lowered based on the performance of one or more campuses within the district that are below adopted standards. Revisions to TEC §39.052(e) require that, for a district that was assigned an Accredited-Warned or Accredited-Probation status for the preceding school year, the commissioner notify the district of its subsequent designation no later than June 15.

The commissioner adopted rules at 19 TAC §97.1055(a)(7), effective on July 28, 2010, to address the TEC §39.052(d) provision that allows a district's accreditation status to be lowered based on the performance of one or more campuses within the district that are below adopted standards. In adopting the rule, the agency determined that it was not appropriate to attempt to describe every potential situation in which the performance of one or more campuses within a district may affect a district's accreditation status, and the rules adopt the language of the statute. The agency previously has adopted rules that establish a process for district appeal and review of any proposal put forth by the agency to lower a district's accreditation status based on campus performance, and those rules will apply to the new statutory provision. Specifically, 19 TAC §97.1035(a)-(b) and §97.1033(b) allow a district to request an informal review of the agency's potential finding in this regard. If, after an informal review, it is determined that the district's accreditation status would be lowered based on campus performance, a second opportunity for review would then be afforded through the rules adopted at 19 TAC §97.1037(a)(2), related to a record review.

The agency did not adopt rules that specifically address the requirement that an accreditation status be assigned no later than June 15 for a district that was assigned an Accredited-Warned or Accredited-Probation status for the preceding school year. It was not necessary to adopt a rule to implement this provision given that all districts, regardless of the previous status assigned, are assigned a subsequent status in advance of this deadline.

The changes to TEC §39.051 and §39.052, which were adopted in TEC, Chapter 39, Subchapter C, become effective with the 2011–2012 school year. Therefore, the first accreditation statuses that may be impacted by these HB 3 changes and the adopted rules will be assigned in spring 2012 for the 2011–2012 school year.

Financial Accountability and Financial Solvency Review Requirement

Revisions to TEC §39.082 require that open-enrollment charter schools be included in the financial accountability rating system implemented by the agency. The agency adopted rules at 19 TAC §109.1002(e), effective May 31, 2010, to incorporate charter financial accountability requirements into FIRST. Upon initial adoption in 2010, Charter FIRST included three foundational indicators of charter financial performance. These three indicators address the timeliness of submission of the charter's annual financial audit report, a comparison of the charter's total assets to total liabilities, and whether the annual financial report indicates a qualified or adverse opinion or an opinion that is disclaimed due to a scope limitation. The agency is taking steps to expand the financial accountability indicators for charter schools through a subsequent rule adoption, with the expectation that an expanded system will be in effect for the 2010–2011 fiscal year. The goal of the expansion is to create additional

indicators that align, to the extent appropriate, with the financial accountability indicators established for traditional school districts.

The new TEC §39.0822, Financial Solvency Review Required, and §39.0823, Projected Deficit, direct the commissioner to develop a review process to anticipate the future financial solvency of each school district, including open-enrollment charter schools, and to take specific actions should a district trigger a financial solvency alert. Additional details related to development of the financial solvency review are reflected in Section VIII of this transition plan. TEC §39.0823 requires that the agency take certain actions for a district when the financial solvency review completed under TEC §39.0822 indicates a projected deficit for a school district general fund within the following three school years. Upon substantiation of that determination, a district is required to develop and submit a financial plan to the agency, which is to be approved by the agency only if the agency determines that the plan will permit the district to avoid the projected insolvency. The statute further requires that the commissioner assign an Accredited-Warned status to the district if the district fails to submit a required plan, fails to obtain agency approval of its plan, fails to comply with an approved plan, or if the agency determines in a subsequent school year that the approved plan is no longer sufficient or is not appropriately implemented.

The commissioner adopted rules at 19 TAC §97.1055, effective on July 28, 2010, to state how the statutory requirements related to a financial solvency review and projected deficit affect accreditation statuses. In adopting the rule, the agency determined that it was necessary to address those circumstances in which, due to other areas of performance or accreditation concern, a district had otherwise earned a lowered accreditation status. Therefore, the agency incorporated language at 19 TAC §97.1055(b)(4), (c)(4), and (d)(4), to implement the requirements of the statute regarding the lowering of a district's accreditation status in response to concerns related to a financial plan under TEC §39.0823 and to specifically address how concerns related to a financial plan would impact a district that had already earned a lowered accreditation status. The resulting rule establishes standards under which a district that had otherwise earned an Accredited-Warned status would be assigned an Accredited-Probation status if concerns related to the financial plan were identified. A parallel rule set is established for those districts already assigned an Accredited-Probation status.

Rules defining the financial solvency and projected deficit calculation are expected to be adopted by the agency with an effective date of December 2010, with the first financial solvency review projected to be calculated by the agency in spring 2011.

The first accreditation statuses to be assigned under new HB 3 charter school financial accountability requirements and the adopted rules will be assigned in spring 2011 for the 2010–2011 school year. However, given the timing of the initial solvency calculation and the development by districts of any subsequent financial plans, it is anticipated that the first accreditation status assignment to be impacted by the financial solvency review will be in 2011–2012.

Special Accreditation Investigations

The changes to TEC §§39.056 and 39.057 address on-site investigations and special accreditation investigations of school districts. Specifically, as it relates to the on-site investigations referenced in TEC §39.056, amendments were made in HB 3 to address potential changes to district accreditation status assignment, district and campus accountability ratings, and campus distinction designations as a result of an on-site investigation. Additionally, the HB 3 changes removed previous restrictions that limited the ability of the agency to conduct a special accreditation investigation of only those campuses within a district that displayed low performance on certain academic excellence indicators.

TEC §39.057 specifies reasons for conducting a special accreditation investigation and describes the commissioner's authority to take action based on the results of the investigation, including action under Subchapter E, Accreditation Interventions and Sanctions, and/or the lowering of a school district's accreditation status or a district's or campus's accountability rating. This clarification was added to update the previous statutory reference to an "accreditation rating." In TEC §39.057, several new reasons for conducting a special accreditation investigation were specified, including:

- when a significant pattern of decreased academic performance has developed as a result of the promotion in the preceding two school years of students who did not perform satisfactorily as determined by the commissioner under Section 39.0241(a) on assessment instruments administered under Section 39.023(a), (c), or (l);

- when excessive numbers of students graduate under the minimum high school program;

- when excessive numbers of students eligible to enroll fail to complete an Algebra II course or any other course determined by the commissioner as distinguishing between students participating in the recommended high school program from students participating in the minimum high school program; and

- when resource allocation practices as evaluated under Section 39.0821 (related to the comptroller's review of resource allocation practices) indicate a potential for significant improvement in resource allocation.

The changes to TEC §§39.056 and 39.057, which were adopted in TEC, Chapter 39, Subchapter C, become effective with the 2011–2012 school year. The agency adopted revisions to 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, to update references to these renumbered sections of statute. The first accreditation statuses that may be impacted by these HB 3 changes related to investigations will be assigned in spring 2012 for the 2011–2012 school year.

Accreditation Status Assignment During Transition to House Bill 3

Subchapter C of Chapter 39 establishes the statutory authority for assigning accreditation statuses to school districts. TEC §39.116, Transitional Interventions and Sanctions, in conjunction with Section 71 of

HB 3, establishes the timelines under which new HB 3 requirements related to accreditation statuses will be implemented. Section 71(d) of HB 3 notes the following:

> (d) Except as provided by Subsection (b) of this section, Subchapter C, Chapter 39, Education Code, as amended by this Act, applies beginning with the 2011–2012 school year.

TEC §39.116(a) notes that, during the period of transition to the accreditation system established under HB 3, to be implemented in August 2013, the commissioner may suspend the assignment of accreditation statuses for the 2011–2012 school year. TEC §39.116(c) and (d) establish standards under which, beginning with the 2012–2013 school year, the commissioner is required to report and evaluate district and campus performance using the student achievement indicators adopted in HB 3 and assign district accreditation statuses and district and campus performance ratings based on that evaluation.

The commissioner adopted rules at 19 TAC §97.1055(a)(8)-(9), effective July 28, 2010, to implement the requirements of HB 3 for assigning accreditation statuses to districts and establish rules for determining consecutive years for the purposes of accreditation status assignment. The agency interprets TEC §39.116(a) to allow the assignment of 2012–2013 accreditation statuses, which are based on 2011–2012 academic performance, to be suspended. However, the agency proposes to assign accreditation statuses to districts for 2012–2013 and has adopted rules to establish a framework for accreditation status assignment during the transition period.

Specifically, the agency adopted rules that address circumstances in which an accreditation status is assigned to districts in 2012–2013, even though performance ratings will not be assigned to districts and campuses in 2012 (based on performance in the 2011–2012 school year). 19 TAC §97.1055(a)(8) establishes a framework for considering the prior academic performance results of a district when assigning a 2012–2013 accreditation status to the district and states that "An accreditation status assigned for the 2012–2013 school year shall be based on assigned academic accountability ratings for the applicable prior school years…" as determined under previously adopted rules.

The agency notes that a district's accreditation status may be influenced by many other factors, namely the district's financial accountability rating results and other factors as referenced in TEC §39.052 and 19 TAC §97.1055. Therefore, the agency has determined that it is reasonable to use other available data for the purposes of assigning a 2012–2013 accreditation status to districts. For example, absent other concerns, a district that was assigned an Academically Unacceptable academic accountability rating in 2011 and a Substandard financial accountability rating in 2012 would earn a 2012–2013 Accredited-Warned status. Additionally, any data and information contributing to a district's 2011–2012 accreditation status results will be carried forward in assigning a 2012–2013 accreditation status to a district.

Sanctions and Interventions for Districts

TEC §39.102, Interventions and Sanctions for Districts, addresses available interventions and sanctions for districts that fail to satisfy accreditation criteria under TEC §39.052, academic performance

standards under TEC §§39.053 or 39.054, or any financial accountability standard as determined by commissioner rule. Available interventions and sanctions range from the required issuance of a public notice of deficiency to the board of trustees to district closure and annexation. Other district-level sanctions referenced in TEC §39.102 include, but are not limited to, the appointment of a monitor, conservator, management team, or board of managers to a district.

Historical Background

During the 79th Texas Legislature, Third Called Session, 2006, HB 1 was passed, which amended the Texas Education Code (TEC), Chapter 39, Public School System Accountability. The HB 1 changes addressed the accreditation of school districts; sanctions and interventions for school districts, charter schools, and campuses; and the review by the State Office of Administrative Hearings of certain sanctions. As a result, the Texas Education Agency adopted rules to implement these changes. Specifically, 19 Texas Administrative Code (TAC) Chapter 97, Planning and Accountability, Subchapter DD, Investigative Reports, Sanctions, and Record Reviews, was amended, and 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, and 19 TAC Chapter 157, Hearings and Appeals, Subchapter EE, Review by State Office of Administrative Hearings: Certain Accreditation Sanctions, were adopted to establish new and revised rules in compliance with HB 1 and to clarify and codify TEA practice, as well as the commissioner of education's intent, regarding accreditation issues. This rule adoption was effective on January 6, 2008.

The new 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, established accreditation standards and sanctions, including definitions, purpose, and oversight appointment procedures related to the determination and implementation of district accreditation sanctions. Although the statute regarding district interventions and sanctions did not change significantly as a result of HB 1, the agency adopted related rules that included frameworks for the appointment of monitors, conservators, and boards of managers to districts.

Impact of House Bill 3 on District Interventions and Sanctions

HB 3 renumbered and revised sections of the statute that describe accreditation interventions and sanctions for districts and campuses. TEC, Chapter 39, Subchapter E, Accreditation Interventions and Sanctions, is a newly reorganized section of the statute that specifies available interventions and sanctions to address district and campus performance concerns. Furthermore, HB 3 establishes new requirements in Subchapter D, Financial Accountability, that make open-enrollment charter schools subject to financial accountability requirements and related sanctions and establish a comptroller review of resource allocation practices for districts and campuses.

Revisions to 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, were adopted to implement the requirements of TEC Chapter 39, as amended by HB 3, to address these statutory changes related to accreditation investigations and accreditation sanctions for districts and campuses. This rule adoption was effective on July 28, 2010. The revised commissioner's rules related to accreditation sanctions may be viewed at

http://www.tea.state.tx.us/index4.aspx?id=2296 under the *Texas Administrative Code—Currently in Effect* link.

Charter Financial Accountability Requirements

The revised TEC §12.104(b)(2)(L) specifically makes open-enrollment charter schools subject to the provisions of Chapter 39, Subchapter D, Financial Accountability. More specifically, revisions to TEC §39.082 require that open-enrollment charter schools be included in the financial accountability rating system implemented by the agency. The applicability of TEC, Chapter 39, Subchapter D, to open-enrollment charters, including the addition of charters to FIRST, clarified legislative intent regarding financial accountability for charters and established that failure to meet a financial accountability standard under TEC, Subchapter D, could result in accreditation sanctions for open-enrollment charters under TEC, Chapter 39, Subchapter E.

The agency adopted rules at 19 TAC §109.1002(e), effective May 31, 2010, to incorporate charter financial accountability requirements into FIRST. Charter FIRST ratings were first assigned in 2010 and included three foundational indicators of charter financial performance. The agency is taking steps to expand the financial accountability indicators for charters through a subsequent rule adoption, with the goal that an expanded system be in effect for the 2010–2011 fiscal year as reflected in 2012 FIRST ratings. (See the *Financial Accountability and Financial Solvency Review Requirement* subsection of the *Accreditation Status Assignment* section above for additional information regarding Charter FIRST.)

It was not necessary for the agency to amend 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, in specific response to the inclusion of open-enrollment charters in FIRST. The rules related to district accreditation sanctions already addressed circumstances under which actions could be taken by the agency when financial accountability standards as determined by the commissioner were not satisfied by districts.

Resource Allocation Practices and Related Investigations

The new TEC §39.0821, Comptroller Review of Resource Allocation Practices, requires the comptroller to identify school districts and campuses that use resource allocation practices that contribute to high academic achievement and cost-effective operations and rank the results of the review to identify the relative performance of districts and campuses, one purpose of which is to identify potential areas for district and campus improvement. A reference to the new TEC §39.0821 was added at TEC §39.057(a)(12), under which the commissioner may order a special accreditation investigation when resource allocation practices under TEC §39.0821 indicate a potential for significant improvement in resource allocation.

The commissioner adopted rules at 19 TAC §97.1057(f), effective on July 28, 2010, to establish factors the commissioner will consider in determining whether to impose accreditation sanctions based on resource allocation practices. Specifically, the adopted rule notes that the commissioner shall consider the

overall purposes of accreditation sanctions, as specified in 19 TAC §97.1053, Purpose, in determining appropriate sanctions for resource allocation practices.

A timeline has not yet been determined for the completion of the first review of resource allocation practices by the comptroller. The changes to TEC §39.057, including the addition of §39.057(a)(12) related to investigations for resource allocation practices, were adopted in TEC Chapter 39, Subchapter C, which becomes effective with the 2011–2012 school year. Therefore, the agency will not conduct special accreditation investigations related to resource allocation practices earlier than the 2011–2012 school year.

District Support to Academically Unacceptable Campuses

The renumbered and revised TEC §39.107, Reconstitution, Repurposing, Alternative Management, and Closure, adopted in TEC Chapter 39, Subchapter E, revised intervention and sanction requirements for campuses identified as unacceptable for multiple years and added language to address the importance of district-level support to low-performing campuses. Specifically, language was added at TEC §39.107(c) that specifies that the commissioner may appoint a monitor, conservator, management team, or board of managers to a district to ensure and oversee district-level support to campuses, in addition to activities related to the implementation of required improvement plans.

The commissioner adopted rules at 19 TAC §§97.1064(a)(2) and 97.1065(b), effective on July 28, 2010, that added oversight of district-level support to low-performing campuses as an additional reason for which a monitor, conservator, management team, or board of managers may be assigned to a district.

Interventions for District Dropout and Completion Rates

The renumbered and revised TEC 39.102(a)(11) adopted in TEC, Chapter 39, Subchapter E, revised the timeline under which the commissioner may order interventions and sanctions for districts failing to meet dropout and completion standards. HB 3 revisions now allow the commissioner to immediately order interventions for districts that fail to satisfy standards related to dropout and/or completion rates. The previous statute required that the district fail to meet standards for two consecutive school years before certain specific interventions and sanctions could be ordered.

It was not necessary for the agency to amend 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, in specific response to the expedited timeline for potential dropout/completion interventions and sanctions. The agency will rely on statutory authority in ordering these sanctions when appropriate.

District Sanctions Under House Bill 3 Transition Requirements

TEC §39.116, Transitional Interventions and Sanctions, in conjunction with Section 71 of HB 3, establishes the timelines under which new HB 3 requirements related to accreditation sanctions will be implemented. Sections 71(e) and (f) of HB 3 note the following:

(e) Except as provided by Subsection (f) of this section, Subchapter E, Chapter 39, as amended by this Act, applies as provided by the transition plan adopted by the commissioner of education under Section 39.116, Education Code, as added by this Act.

(f) Notwithstanding any other provision of this Act, the commissioner of education may immediately apply any exceptions to interventions and sanctions under Subchapter E, Chapter 39, Education Code, as amended by this Act, to interventions and sanctions under Subchapter G, Chapter 39, Education Code, as that law existed prior to amendment by this Act.

TEC §39.116(e) states that, during the 2011–2012 and 2012–2013 school years, the commissioner shall continue to implement interventions and sanctions for districts and campuses identified as having unacceptable performance in the 2010–2011 school year and may increase or decrease the level of interventions and sanctions based on an evaluation of the district's or campus's performance. TEC §39.116(f) further clarifies that, for the purposes of determining multiple years of unacceptable performance and required district and campus interventions and sanctions under Subchapter E, the performance ratings and accreditation statuses issued in the 2010–2011 and 2012–2013 school years shall be considered consecutive (i.e., 2011 and 2013 ratings).

The commissioner adopted revisions to 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, effective July 28, 2010, to implement the requirements of TEC, Chapter 39, as amended by HB 3, to address, among other things, statutory changes related to accreditation sanctions for districts. The agency currently is implementing, as applicable, the new TEC, Chapter 39, Subchapter E, requirements for district sanctions in accordance with the statute and adopted rules. As previously referenced, changes made in TEC, Chapter 39, Subchapter C, related to investigations for resource allocation practices, will be implemented no earlier than the 2011–2012 school year.

Sanctions and Interventions for Campuses

TEC §39.103, Interventions and Sanctions for Campuses, in conjunction with TEC §39.106, Campus Intervention Team, TEC §39.107, Reconstitution, Repurposing, Alternative Management, and Closure, and TEC §39.115, Campus Name Change Prohibited, address available interventions and sanctions for campuses that do not meet performance standards under TEC §39.054(e) for one or more years. Additionally, TEC §39.105, Campus Improvement Plan, addresses available interventions for campuses that satisfy performance standards under TEC §39.054(e) for the current year but would not satisfy those standards if the standards to be used for the following school year were applied. Available interventions and sanctions range from the appointment of a campus intervention team to an unacceptable campus to campus closure. Other campus-level sanctions and interventions include, but are not limited to, a required hearing held before the commissioner or commissioner's designee; appointment of a school community partnership team; campus reconstitution; the appointment of a monitor, conservator, management team, or board of managers to a district to oversee campus improvement activities; alternative campus management; and campus repurposing. A number of the interventions addressed in House Bill 3 (HB 3)

align with previous statutory requirements. However, certain substantive statutory changes did occur, as detailed in the sections to follow.

Historical Background

During the 79th Texas Legislature, Third Called Session, 2006, HB 1 was passed, which amended the Texas Education Code (TEC), Chapter 39, Public School System Accountability. The HB 1 changes addressed the accreditation of school districts; sanctions and interventions for school districts, charter schools, and campuses; and the review by the State Office of Administrative Hearings of certain sanctions. As a result, the Texas Education Agency adopted rules to implement these changes. Specifically, 19 Texas Administrative Code (TAC) Chapter 97, Planning and Accountability, Subchapter DD, Investigative Reports, Sanctions, and Record Reviews, was amended, and 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, and 19 TAC Chapter 157, Hearings and Appeals, Subchapter EE, Review by State Office of Administrative Hearings: Certain Accreditation Sanctions, were adopted to establish new and revised rules in compliance with HB 1 and to clarify and codify current TEA practice, as well as the commissioner of education's intent, regarding accreditation issues. This rule adoption was effective on January 6, 2008.

The new 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions established accreditation standards and sanctions, including definitions, purpose, and procedures related to the implementation of campus accreditation sanctions. The statute regarding campus interventions and sanctions changed significantly as a result of HB 1, and the agency adopted related rules that included definitions of certain campus sanctions, including campus reconstitution and campus closure. Additionally, the adopted rules addressed the assignment of technical assistance teams to campuses rated academically acceptable that would be rated academically unacceptable using the accountability standards for the subsequent year, the assignment of campus interventions teams to academically unacceptable campuses, the implementation of campus reconstitution for campuses rated academically unacceptable for multiple years, and procedures for closure or alternative management of campuses with ongoing patterns of unacceptable performance.

Impact of House Bill 3 on Campus Interventions and Sanctions

HB 3 renumbered and revised sections of the statute that describe accreditation interventions and sanctions for districts and campuses. TEC, Chapter 39, Subchapter E, Accreditation Interventions and Sanctions is a newly reorganized section of the statute that specifies available interventions and sanctions to address district and campus performance concerns. HB 3 eliminated certain campus interventions and sanctions, revised procedures for addressing campuses at risk of future unacceptable performance, provided certain additional campus intervention options, revised certain procedures related to campus interventions and improvement efforts, revised the timeline for implementation of certain campus interventions, and added provisions to support the alignment of certain state and federal interventions and sanctions.

Revisions to 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, were adopted to implement the requirements of TEC, Chapter 39, as amended by HB 3, to address these statutory changes related to accreditation sanctions for campuses. This rule adoption was effective on July 28, 2010. The revised commissioner's rules related to accreditation sanctions may be viewed at http://www.tea.state.tx.us/index4.aspx?id=2296 under the *Texas Administrative Code—Currently in Effect* link.

Deletion and Reorganization of Certain Campus-Level Sanctions

TEC §39.103, Interventions and Sanctions for Campuses, was revised to better align with other sections of the statute that specify campus intervention requirements and reorganized to delete certain interventions and sanctions that were determined to be duplicative of other sanction and intervention requirements in the subchapter. Specifically, references to the following interventions and sanctions were removed from the renumbered TEC §39.103: issuing public notice of deficiency to the board of trustees; ordering a hearing conducted by the board of trustees at the campus; ordering the preparation of a parental involvement report; ordering a report detailing the effectiveness of district- and campus-level planning and decision-making committees; and ordering the preparation of a student improvement plan. A number of these sanctions, including those related to board notice and hearings, parental involvement, and school improvement plans, are addressed in other sections of HB 3 and TEC, Chapter 39, Subchapter E.

The commissioner adopted rules at 19 TAC §97.1061 through §97.1064, effective on July 28, 2010, to specifically address these HB 3 changes to campus intervention requirements.

Revised Interventions for Certain Campuses with Acceptable Performance

TEC §39.105, Campus Improvement Plan, as revised by HB 3, updated the previous requirement that the commissioner assign a technical assistance team (TAT) to a campus rated academically acceptable for the current year if the campus would be rated as academically unacceptable if the standards for the subsequent year were applied. The previous statute did not specify the composition of the TAT, and membership was established through commissioner rule.

HB 3 continues to require a campus that meets the current standards under TEC §39.054(e) but that would not satisfy the standards for the subsequent year to address these potential performance concerns. However, with the HB 3 amendments, the references to a TAT were stricken, and the group that is required to address this pattern of campus performance is specified to be the campus-level planning and decision-making committee under TEC, Chapter 11. The previously adopted commissioner rules utilized the campus-level planning and decision-making committee but specified that the team must include an additional member with the knowledge and ability to provide technical assistance in the area(s) subject to improvement planning. This additional member is no longer required under HB 3. Additionally, HB 3 continues to address required planning for campus improvement for identified campuses but specifies that the plan that must be revised in the campus improvement plan under Chapter 11, and that, upon the request of the commissioner, relevant portions of that plan must be submitted to the agency electronically.

TEC §39.105(b) further clarifies that charter campuses, which traditionally are not subject to TEC, Chapter 11 requirements, are required to develop similar teams and implement similar planning requirements if the charter is identified under this section. Specifically, charter campuses are required to create a campus-level planning and decision-making committee and develop a campus improvement plan to address identified performance concerns. Charter campuses also must submit relevant portions of the plan to the agency upon request.

The commissioner adopted rules at 19 TAC §97.1061, effective on July 28, 2010, to specifically address these HB 3 changes related to campuses at risk of becoming academically unacceptable.

School Community Partnership Teams

TEC §39.103, Interventions and Sanctions for Campuses, was revised to make available to the commissioner an additional campus sanction to be implemented to the extent the commissioner determines necessary for a campus that is below any standard under TEC §39.054(e). Specifically, the HB 3 amendments to §39.103 provide for the establishment of a school community partnership team composed of members of the campus-level planning and decision-making committee established under TEC §11.251 and additional community representatives as determined appropriate by the commissioner. TEC §39.106, Campus Intervention Team, states that, if a school community partnership team (SCPT) is assigned, the SCPT will be involved in and offer its advice in conducting the on-site campus needs assessment and recommending actions relating to any area of insufficient performance. Additionally, TEC §39.103(d-1) allows the commissioner to authorize an SCPT to supersede the authority and satisfy the requirements of establishing and maintaining a campus-level planning and decision-making committee under TEC, Subchapter F, Chapter 11.

The commissioner adopted rules at 19 TAC §97.1061 and §97.1063, effective on July 28, 2010, to implement statutory requirements related to SCPTs.

Targeted and Comprehensive Needs Assessments and Improvement Plans

TEC §39.106, Campus Intervention Team, was revised in several instances to add references to targeted, in addition to comprehensive, needs assessments and improvement plans. Specifically, TEC §39.106(a)(1) was revised to reference a targeted, rather than comprehensive, on-site needs assessment, conducted by the campus intervention team, to determine contributing education-related and other factors resulting in low performance and lack of progress, unless the commissioner determines that a comprehensive assessment is needed. Additionally, TEC §39.106(a)(3) was revised to reference the development of a targeted improvement plan. Furthermore, TEC §39.106(d-2) was added to allow the commissioner to authorize a targeted improvement plan or updated plan developed under TEC, Chapter 39, Subchapter E, to supersede the provisions and satisfy the requirements of developing, reviewing, and revising a campus improvement plan under TEC, Chapter 11, Subchapter F.

TEC §39.106 was revised to add certain guidelines or procedures used to complete a targeted or comprehensive needs assessment, including consideration of the following: the percentage of fully certified teachers; the extent and quality of a mentoring program for experienced teachers with less than

two years of teaching experience in the subject or grade level assigned; and the comparison of needs assessment findings for the identified campus to other campuses serving the same grade levels within the district (or to other campuses within a comparison group if no other campuses exist within the district). Additionally, certain language regarding needs assessment considerations was revised, including references to the number of teachers with more than three years of experience, instead of less, and references to teacher retention rates, instead of turnover rates.

Furthermore, the language of TEC §39.106(c)(7) and (d-3) was revised to add items to be included in the recommended actions resulting from the campus needs assessment and in subsequent actions related to improvement plan implementation. Specifically, strategies and incentives to attract and retain certified, experienced teachers was added as an item to be included in recommended actions relating to any areas of insufficient campus performance. Furthermore, in executing the targeted improvement plan, a campus intervention team may now require a district to develop a teacher recruitment and retention plan to address the qualifications and retention of teachers at the campus.

The commissioner adopted rules at 19 TAC §97.1063 and §97.1064, effective on July 28, 2010, to specifically address and implement HB 3 changes related to the on-site needs assessment and recommendations and the targeted improvement plan. Specifically, adoptions related to the on-site needs assessment are primarily reflected in 19 TAC §97.1063(b)-(d), while rule language related to improvement planning is adopted throughout 19 TAC §97.1063 and §97.1064. The adopted rules reference the targeted improvement plan as a school improvement plan, or SIP, to maintain consistency with prior agency practice and rule adoptions.

Board of Trustees Involvement in Improvement Activities

TEC §39.106 and §39.107 were revised to reference additional requirements for boards of trustees to be involved in public hearings and take action related to approval of targeted improvement plans and revised plans for a campus below any standard under TEC §39.054(e). Specifically, TEC §39.106(a)(4) now requires the campus intervention team to assist the campus in submitting the targeted improvement plan to the board of trustees for approval and presenting the plan in a public hearing as provided by TEC §39.106(e-1). TEC §39.106(e-1) requires that the board of trustees conduct a hearing to notify the public of a campus's insufficient performance, expected improvements, and possible interventions and sanctions and to solicit public comment on the plan or updated plan. The subsection also requires the posting of improvement plans on the district website before the public hearing.

TEC §39.107, Reconstitution, Repurposing, Alternative Management, and Closure, subsections (a-1)(2) and (b-2) require the campus intervention team to assist a campus in submitting an updated improvement plan to the board of trustees and parents of campus students and to the commissioner for approval. The requirements of TEC §39.106(e-1) apply as they relate to the board's presentation and consideration of the updated plan. Furthermore, in circumstances under which the commissioner orders the repurposing of a campus, TEC §39.107(f) requires that a campus repurposing plan be submitted to the board of trustees for approval using the procedures outlined in TEC §39.106(e-1).

The commissioner adopted rules at 19 TAC §97.1063 and §97.1064, effective on July 28, 2010, to specifically address and implement HB 3 changes related to board of trustees hearing and approval requirements. These requirements adopt statutory language in many cases but also specify certain timelines and procedures not reflected in the statute. Specifically, 19 TAC §97.1063(j)(2) establishes a timeline of 72 hours for posting an improvement plan on a district's website prior to a board hearing, and 19 TAC §97.1063(j)(4) allows a board of trustees to establish procedures for submitting certain changes or adjustments to an improvement plan to the commissioner for approval without the necessity of further board hearing and action. These requirements are being implemented effective with the 2010–2011 school year.

Campus Intervention Team Role in Campus Reconstitution

The HB 3 amendments to TEC §39.107 and deletion of TEC §39.116, Initiative for Retaining Quality Educators, (as previously numbered) also revise the campus intervention team's role in implementing campus reconstitution. Specifically, TEC §39.107(b), in conjunction with the deletion of TEC §39.116, establishes the campus intervention team, as opposed to the district, as the entity that makes the final determination about the retention of the principal at a reconstituted campus and establishes a decision framework for the determination. The statute specifies that a principal of a campus ordered to reconstitute, who has been employed by that campus in the capacity of principal during the full two-year period described by TEC §39.107(a), may not be retained at that campus unless the campus intervention team determines that retention of the principal would be more beneficial to student achievement and campus stability than removal.

The commissioner adopted rules at 19 TAC §97.1051 and §97.1064, effective on July 28, 2010, to specifically address campus reconstitution requirements. Specifically, 19 TAC §97.1064(a)(1) establishes the requirements surrounding staff retention or removal at campuses ordered to reconstitute, and 19 TAC §97.1051(7) continues to define campus reconstitution. These requirements are being implemented effective with the 2010–2011 school year.

Ultimate Sanctions and Related Timelines

The HB 3 amendments to TEC §39.107 also provide clarification of the "ultimate sanctions" of repurposing, alternative management, or closure of campuses and the timelines for ordering those sanctions. While, under TEC §39.107(a), the commissioner continues to be required to order campus reconstitution after a campus has been identified as unacceptable for two consecutive school years, the language of TEC §39.107(e) was revised to state that an "ultimate" sanction is required for a campus that is considered to have unacceptable performance for three consecutive school years (as opposed to two) after the campus is reconstituted. Therefore, an additional year is added to the timeline under which the commissioner is required to order an "ultimate" campus sanction. Additionally, TEC §39.107(e-1) allows the commissioner to waive the requirement to order an "ultimate" sanction for not more than one school year if the commissioner determines that, on the basis of significant improvement in student performance over the preceding two school years, the campus is likely to be assigned an acceptable performance rating for the following school year.

Additionally, TEC §39.107(d), (e), and (f) were amended to establish repurposing as an additional "ultimate" sanction that may be ordered by the commissioner and defined the requirements for campus repurposing. While, prior to HB 3, the statute did not specify repurposing as a separate "ultimate" sanction, a definition of repurposing had been established through commissioner rule as a subset of the definition of campus closure. The definition of repurposing was established in TEC §39.107(f) with certain revisions from previously adopted commissioner rules.

While TEC §39.107(e) was revised to establish a new timeline for "ultimate" campus sanctions, TEC §39.107(d) was added to allow the commissioner to order repurposing, alternative management, or closure of a multi-year unacceptable campus if the commissioner determines that the campus is not fully implementing the updated targeted improvement plan or if the students enrolled at the multi-year unacceptable campus are failing to demonstrate substantial improvement in the areas targeted by the updated plan.

In regard to the sanction of alternative campus management, TEC §39.107(h) was revised to allow the commissioner to solicit proposals from qualified for-profit entities to assume alternative management of a campus if a nonprofit entity has not responded to the commissioner's request for proposals.

Furthermore, TEC §39.115, Campus Name Change Prohibited, was added to prohibit the commissioner from requiring that the name of a campus be changed in reconstituting, repurposing, or imposing any other intervention or sanction on a campus under TEC, Chapter 39, Subchapter E. The previous statute did not address this issue; however, a requirement that the name of a closed and repurposed campus be changed previously was established through commissioner rule.

The commissioner adopted rules at 19 TAC §97.1051 and §97.1065, effective on July 28, 2010, to specifically address the requirements for implementing ultimate campus sanctions related to repurposing, alternative campus management, and campus closure. Specifically, 19 TAC §97.1065 defines campus repurposing in alignment with statutory changes and updates other rule language regarding ultimate sanctions, and 19 TAC §97.1051(3) includes a new definition of campus closure. Additional rule language establishing procedures related to alternative campus management is adopted at 19 TAC §97.1067 and §97.1069. The HB 3 changes and related rule requirements are being implemented effective with the 2010–2011 school year.

Provisions for Alignment of State and Federal Intervention Requirements

TEC §39.103(c) was added in HB 3 to state that, notwithstanding the provisions of TEC, Chapter 39, Subchapter E, the commissioner may accept as being in compliance with Subchapter E any substantially similar intervention measures implemented by a campus in response to federal accountability requirements. The addition of this provision allows the commissioner to align, to the extent possible, the interventions required under the federal and state accountability systems.

In response, the agency adopted rules at 19 TAC §97.1061(f) to implement this change. Furthermore, the agency, in coordination with the Texas Center for District and School Support authorized under Rider 93 of the General Appropriations Act of the 81st Legislature, has taken steps to identify those campuses

subject to interventions in both the state and federal accountability systems and to implement strategies to align intervention requirements and, to the extent possible, eliminate duplicative intervention efforts. This alignment has included pilot activities addressing the coordination of improvement plans, the consolidation of required improvement teams and technical assistance providers, and the coordination of activities related to grants and improvement initiatives. Initial alignment activities were implemented in 2010–2011, and it is expected that additional alignment activities will be implemented in subsequent school years.

Campus Sanctions Under House Bill 3 Transition Requirements

TEC §39.116, Transitional Interventions and Sanctions, in conjunction with Section 71 of HB 3, establishes the timelines under which new HB 3 requirements related to accreditation sanctions will be implemented. Sections 71(e) and (f) of HB 3 note the following:

(e) Except as provided by Subsection (f) of this section, Subchapter E, Chapter 39, as amended by this Act, applies as provided by the transition plan adopted by the commissioner of education under Section 39.116, Education Code, as added by this Act.

(f) Notwithstanding any other provision of this Act, the commissioner of education may immediately apply any exceptions to interventions and sanctions under Subchapter E, Chapter 39, Education Code, as amended by this Act, to interventions and sanctions under Subchapter G, Chapter 39, Education Code, as that law existed prior to amendment by this Act.

TEC §39.116(e) states that, during the 2011–2012 and 2012–2013 school years, the commissioner shall continue to implement interventions and sanctions for districts and campuses identified as having unacceptable performance in the 2010–2011 school year and may increase or decrease the level of interventions and sanctions based on an evaluation of the district's or campus's performance. TEC §39.116(f) further clarifies that, for the purposes of determining multiple years of unacceptable performance and required district and campus interventions and sanctions under Subchapter E, the performance ratings and accreditation statuses issued in the 2010–2011 and 2012–2013 school years shall be considered consecutive (i.e., 2011 and 2013 ratings).

The commissioner adopted revisions to 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions, effective July 28, 2010, to implement the requirements of TEC, Chapter 39, as amended by HB 3, to address, among other things, statutory changes related to accreditation sanctions for campuses. The agency currently is implementing, as applicable, the new TEC, Chapter 39, Subchapter E requirements for campus sanctions in accordance with the statute and adopted rules.

Chapter 19
Financial Accountability

Systems of Financial Accountability

Texas Education Code (TEC) §§39.082, Development and Implementation, 39.0821, Comptroller Review of Resource Allocation Practices, 39.0822, Financial Solvency Review Required, 39.0823, Projected Deficit, 39.083, Reporting, and 39.084, Posting of Adopted Budget, require the agency to develop and implement systems to hold independent school districts and open-enrollment charter schools accountable for their financial and management performance. These sections of statute require the agency to implement a financial accountability rating system, develop a review process to anticipate the future financial solvency of each school district, and oversee district planning efforts in response to a projected deficit. Additionally, TEC §39.0821 requires the comptroller to identify school districts and campuses that use resource allocation practices that contribute to high academic achievement and cost-effective operations, and TEC §39.084 requires school districts to post on the district's website a copy of the district's adopted budget and maintain the posting on the website until the third anniversary of the date the budget was adopted.

Historical Background

During the 77th Texas Legislature, 2001, legislation was passed that added new school district financial accountability requirements under TEC Chapter 39, Public School System Accountability, Subchapter I, Financial Accountability. The addition addressed the requirement of the agency, with the consultation of the comptroller's office, to develop and implement a financial accountability rating system for school districts in the state. In response, the agency developed the Financial Integrity Rating System of Texas (FIRST or School FIRST) and issued ratings to independent school districts for the first time in 2003 for the 2001–2002 fiscal year. Specifically, the agency adopted rules at 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, to establish FIRST in order to ensure that school districts are held accountable for the quality of their financial management practices and achieve improved performance in the management of their financial resources. This initial rule adoption was effective on October 20, 2002. Subsequent amendments to School FIRST have been made in response to statutory and regulatory changes, and FIRST ratings have continued to be issued annually to school districts. The most recent changes to the state financial accountability system have been made in response to updated requirements as reflected in House Bill (HB) 3.

Impact of House Bill 3 on Systems of Financial Accountability

HB 3 renumbered and revised sections of the statute that describe the state's system of financial accountability for school districts and charter schools. Specifically, the former Chapter 39, Subchapter I, Financial Accountability, was revised and relocated to Chapter 39, Subchapter D. Additionally, HB 3 added new sections of statute that establish requirements for the comptroller to

review district resource-allocation practices, for the agency to conduct a financial solvency review for districts and project any related deficits for the school district general fund, and for districts to post adopted budgets on district websites. The HB 3 revisions also required the agency to remove from the FIRST system any indicator or performance measure that required a school district to spend at least 65 percent or any other specified percentage of district funds for instructional purposes and prevented the agency from lowering a financial accountability rating for failure to spend a specified percentage of operating funds for instructional purposes. Furthermore, HB 3, through revisions to TEC Chapter 12 and Chapter 39, made the state's systems of financial accountability applicable to charter schools. Specifically, TEC §12.104(b)(2)(L) makes Subchapter D of Chapter 39 applicable to open-enrollment charter schools, and TEC §39.082 specifically references a separate financial accountability rating system for open-enrollment charter schools. These statutory revisions applied beginning with the 2009–2010 school year. Effective June 1, 2009, HB 3 also repealed TEC §44.011, Spending Targets for District Expenditures, which previously required the agency to annually establish and publish proposed expenditure targets for each school district.

Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, were adopted in response to HB 3. Specifically, the agency adopted rules, effective May 31, 2010, at 19 TAC §109.1002(d), to revise FIRST and eliminate the 65% indicators as performance measures, and at 19 TAC §109.1002(e), to add charter financial accountability requirements through FIRST for open-enrollment charters (often referred to as Charter FIRST). Additionally, 19 TAC §109.1005 was revised to add open-enrollment charters to the financial management reporting requirement. The agency also proposed a new division at 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, Division 2, Financial Solvency, to address HB 3 financial solvency review requirements and amended version 14 of the *Financial Accountability System Resource Guide* (FASRG) at 19 TAC Chapter 109, Budgeting, Accounting and Auditing, Subchapter C, Adoptions by Reference, to address other statutory changes.

The revised commissioner's rules related to financial accountability may be viewed at http://www.tea.state.tx.us/index4.aspx?id=2296 under the *Texas Administrative Code—Currently in Effect* link. Version 14 of the FASRG may be viewed under the Financial Audits section of the agency website at http://www.tea.state.tx.us/index2.aspx?id=1222&menu_id=645.

FIRST for Traditional (Non-charter) School Districts (School FIRST)

HB 3 required certain changes to the School FIRST financial accountability rating system, with the primary change being the addition of TEC §39.082(c), which prohibited the financial accountability rating system from including any indicator or performance measure that required a school district to spend at least 65 percent or any other specified percentage of district funds for instructional purposes and prohibited the agency from lowering a financial accountability rating for failure to spend a specified percentage of operating funds for instructional purposes. Additionally, financial accountability reporting requirements, as reflected in TEC §39.083, were amended to require

the annual financial management report for a district to include a description of the data used to conduct a financial solvency review (see *Financial Solvency Review* section below).

The agency adopted revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, effective May 31, 2010, at 19 TAC §109.1002(d) to revise FIRST in response to HB 3 and eliminate from the system the two noncritical indicators requiring that 65 percent of district expenditures be instructional in nature. The revised School FIRST system was effective for the 2008–2009 fiscal year as reflected in the 2010 School FIRST ratings.

Additionally, revisions will be made to 19 TAC §109.1005 to require districts to include in the annual financial management report under TEC §39.083 a description of the district's financial management performance based on a review of the financial solvency indicators adopted under TEC §39.082(b). These rule revisions will be effective for the 2010–2011 year and will impact reporting in fall 2011.

FIRST for Charter Schools (Charter FIRST)

HB 3, through amendments to TEC Chapter 12 and Chapter 39, made the state's systems of financial accountability applicable to charter schools. Specifically TEC §12.104(b)(2)(L) makes Chapter 39, Subchapter D, Financial Accountability, applicable to open-enrollment charter schools, and TEC §39.082 specifically references the requirement for the agency, in consultation with the comptroller, to develop and implement a separate financial accountability rating system for open-enrollment charter schools.

Prior to HB 3, the statute offered no specific guidance to the agency regarding how to address charter financial accountability in accreditation-status assignment. (See Section VII for historical background regarding the assignment of accreditation statuses to school districts and charter schools.) Therefore, in November 2008, the commissioner adopted amendments to 19 TAC Chapter 97, Planning and Accountability, to include open-enrollment charter schools in the accreditation process. Specifically, 19 TAC §97.1055 was amended to address charter accreditation by establishing substitute criteria when considering the financial performance of a charter operator in lieu of a financial accountability rating. The adopted amendments also established the process to be used concerning specific financial accountability assessments for charter operators. In accordance with the rules, the agency issued a Financial Accountability Review to charters in 2008 and in 2009. As stated in 19 TAC §97.1055(g), TEA reported the performance of each open-enrollment charter operator for informational purposes only for the 2006–2007 fiscal year as reflected by the 2008 Financial Accountability Review. In 2008–2009, the agency assigned accreditation statuses to charter schools for the first time under this adopted rule. However, financial accountability results were not considered in assigning the status. The 2007–2008 fiscal year, as reflected in 2009 findings, was the first year that the assessment resulting from the financial accountability review was officially reported and used in assigning accreditation statuses to charter schools.

In response to HB 3 requirements, 19 TAC Chapter 109, Budgeting, Accounting and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, was amended effective May 31, 2010, to adopt the former Charter District Financial Accountability Review as the initial Charter FIRST measure for the 2008–2009 fiscal year, and Charter FIRST ratings were issued for the first time in 2010. The 2010 Charter FIRST included three foundational indicators of charter financial performance. These three indicators addressed the timeliness of submission of the charter's annual financial audit report, a comparison of the charter's total assets to total liabilities, and whether the annual financial report indicated a qualified or adverse opinion or an opinion that was disclaimed due to a scope limitation.

The agency is taking steps to expand the financial accountability indicators for charter schools through a subsequent rule adoption, with the expectation that an expanded system be in effect for the 2010–2011 fiscal year. The new indicators will address the areas of fiscal responsibility and data quality, budgeting, personnel, and cash management. The goal of the expansion is to create additional indicators that align, to the extent appropriate, with the financial accountability indicators established for traditional school districts.

As previously referenced, the agency adopted revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, effective May 31, 2010, at 19 TAC §109.1002(e) to establish charter financial accountability requirements through Charter FIRST. 19 TAC §109.1003(b) also was added, listing the types of ratings open-enrollment charter schools may receive in Charter FIRST. In addition, 19 TAC §109.1005 was amended to add open-enrollment charter schools to the requirement to report the financial accountability ratings to parents and taxpayers, prepare and distribute an annual financial management report, and provide the public an opportunity to comment on the report at a public hearing. The revised commissioner's rules related to charter financial accountability may be viewed at http://www.tea.state.tx.us/index4.aspx?id=2296 under the *Texas Administrative Code—Currently in Effect* link.

The agency proposed revisions to the charter financial accountability rules in fall 2010 as an initial step to refine and expand Charter FIRST. It is expected that the rules will be adopted in late 2010 or early 2011 and effective with the 2010–2011 fiscal year. Proposed rules also may be viewed on the agency's administrative rules website at http://www.tea.state.tx.us/rules/home/.

Financial Solvency Review Requirement

The new TEC §39.0822, Financial Solvency Review Required, and §39.0823, Projected Deficit, as added by HB 3, direct the commissioner to develop a review process to anticipate the future financial solvency of each school district, including open-enrollment charter schools, and to take specific actions should a district trigger a financial solvency alert. TEC §39.0823 requires that the agency take certain actions for a district when the financial solvency review completed under TEC §39.0822 indicates a projected deficit for a school district general fund within the following three school years. Upon substantiation of that determination, a district is required to develop and submit a

financial plan to the agency, which is to be approved by the agency only if the agency determines that the plan will permit the district to avoid the projected insolvency. The new statute further requires that the commissioner take action in regard to a district's accreditation status if the district fails to submit a required plan, fails to obtain agency approval of its plan, fails to comply with an approved plan, or if the agency determines in a subsequent school year that the approved plan is no longer sufficient or is not appropriately implemented.

In response to these HB 3 requirements, the agency is developing a review process to anticipate the future financial solvency of school districts and open-enrollment charter schools through an analysis of the school's revenues and expenditures for the preceding and current school year and as projected for the following two school years. The analysis will take into consideration, as applicable, the school's student-to-staff ratios relative to expenditures, the rate of change in the district's unreserved general fund balance, average staff salaries, student enrollment figures, the district's adopted tax rate, data reflected in the district's independent audit report, and actual financial data for the first quarter of the current school year.

In response to HB 3, and under the authority of TEC §39.085, the agency initiated a rule development process to implement the financial solvency review requirement. In developing the financial solvency review process, the agency consulted with school district financial officers and public finance experts. The agency's divisions of Financial Audits and Forecasting & Fiscal Analysis participated in roundtable discussions with school district financial officers and public finance experts in December 2009, January 2010, and April 2010 and proposed rules in September 2010 to implement the review process. The rule proposal requires school districts and open-enrollment charter schools to use an electronic template to submit to the agency first-quarter financial data for the current school year, information regarding district/school borrowing, data on administrative turnover, information on recent declarations of financial exigency (traditional districts) or bankruptcy (charter schools), and comments on any financial irregularities.

An evaluation of the data submitted by districts through the electronic template, along with the agency's financial analysis review, will determine whether a financial solvency alert is issued for the district. If the financial solvency review process indicates a projected deficit for a school district's general fund within the following three school years, in accordance with TEC §39.0823, the district is required to provide the agency with interim financial reports, supplemented by staff and student count data. If the interim financial data substantiate a projected deficit, the school district is required to provide the agency with a financial plan, which the agency will review and approve only if the agency determines the plan will permit the district to avoid the projected insolvency.

As referenced above, TEC §39.0823(c), as added by HB 3, requires the agency to take specific action regarding a district's accreditation status when a district is projected to have a deficit for the general fund within the following three school years and when related planning requirements are not met. (See Section VII, subsection *Accreditation Status Assignment*; *Financial Accountability and Financial Solvency Review Requirement* for additional information.) Specifically, the statute requires such a district to be assigned an Accredited-Warned status if the district fails to submit a required plan related to the projected deficit, fails to obtain agency approval of its plan, fails to comply with an

approved plan, or if the agency determines in a subsequent school year that the approved plan is no longer sufficient or is not appropriately implemented. The commissioner adopted rules at 19 TAC §97.1055, effective on July 28, 2010, to state how the statutory requirements related to a financial solvency review and projected deficit affect accreditation statuses. In adopting the rule, the agency determined that it was necessary to address those circumstances in which, due to other areas of performance or accreditation concern, a district had otherwise earned a lowered accreditation status. Therefore, the agency incorporated language at 19 TAC §97.1055(b)(4), (c)(4), and (d)(4) to implement the requirements of statute regarding the lowering of a district's accreditation status in response to concerns related to a financial plan under TEC §39.0823 and to specifically address how concerns related to a financial plan would impact a district that already had earned a lowered accreditation status. The resulting rule establishes standards under which a district that had otherwise earned an Accredited-Warned status would be assigned an Accredited-Probation status if concerns related to the financial plan were identified. A parallel rule set is established for those districts already assigned an Accredited-Probation status.

The proposed rules on financial solvency and projected deficits, as updated to address public comment, are expected to be adopted with an effective date of December 2010. The first financial solvency review is projected to be calculated by the agency in spring 2011. Given the timing of the initial solvency calculation and the development by districts of any subsequent financial plans, it is anticipated that the first accreditation status assignment to be impacted by the financial solvency review will be in 2011–2012.

The revised commissioner's rules related to financial solvency reviews, which will be located in a new division at 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, Division 2, Financial Solvency, §109.1101, Financial Solvency Review, will be available upon final adoption at http://www.tea.state.tx.us/index4.aspx?id=2296 under the *Texas Administrative Code—Currently in Effect* link. The revised commissioner's rules related to accreditation, which are located in 19 TAC Chapter 97, Subchapter EE, may be viewed at the same administrative rules link.

Additionally, revisions will be made to 19 TAC §109.1005 to require districts to include in the annual financial management report under TEC §39.083 a description of the district's financial management performance based on a review of the financial solvency indicators adopted under TEC §39.082(b). These rule revisions will be effective for the 2010–2011 year and will impact reporting in fall 2011.

Resource Allocation Practices and Related Investigations

The new TEC §39.0821, Comptroller Review of Resource Allocation Practices, requires the comptroller to identify school districts and campuses that use resource-allocation practices that contribute to high academic achievement and cost-effective operations and rank the results of the review to identify the relative performance of districts and campuses, one purpose of which is to

identify potential areas for district and campus improvement. A time line has not yet been determined for the completion of the first review of resource-allocation practices by the comptroller.

A reference to the new TEC §39.0821 was added at TEC §39.057(a)(12), under which the commissioner may order a special accreditation investigation when resource allocation practices under TEC §39.0821 indicate a potential for significant improvement in resource allocation. The TEC §39.057 changes were adopted in TEC, Chapter 39, Subchapter C, which becomes effective with the 2011–2012 school year. Therefore, the agency will not conduct special accreditation investigations related to resource-allocation practices earlier than the 2011–2012 school year.

The commissioner adopted rules at 19 TAC §97.1057(f), effective on July 28, 2010, to establish, upon completion by the comptroller of the required evaluation, factors the commissioner will consider in determining whether to impose accreditation sanctions based on resource-allocation practices. Specifically, the adopted rule notes that the commissioner shall consider the overall purposes of accreditation sanctions, as specified in 19 TAC §97.1053, Purpose, in determining appropriate sanctions for resource-allocation practices.

Posting of Adopted Budgets

HB 3 added TEC §39.084, which requires a district to post on the district's Internet website a copy of the budget adopted by the board of trustees. A district's Internet website is required to prominently display an electronic link to the district's adopted budget. The statute requires a district to maintain its adopted budget on the website until the third anniversary of the date the budget was adopted.

In response to the new statutory requirement, the *Financial Accountability System Resource Guide (FASRG) Module 2 – Budgeting, Section 2.6.1 – Statement of Texas Law,* was amended with the updated version 14 reflecting this change. 19 TAC Chapter 109, Budgeting, Accounting and Auditing, Subchapter C, Adoptions by Reference, was amended to adopt version 14 of the FASRG, dated January 2010. School districts and open-enrollment charter schools were required to implement this statutory and regulatory change beginning with the 2009–2010 fiscal year and were required to post the 2009–2010 adopted budget to the district's Internet website.

Removal of Spending Targets

HB 3 repealed TEC §44.011, Spending Targets for District Expenditures, which required the agency to annually establish and publish proposed expenditure targets for each school district, including expenditures for instruction, central administration, and district operations. Under the prior statute, if a school board intended to exceed the proposed target, it was required to publish and adopt a resolution that included an explanation justifying its actions. Under these previous statutory requirements, the spending targets for instructional expenditures, central administrative expenditures, district operational expenditures, and any other category of expenditure designated by the commissioner were established and published annually by the commissioner. The repeal of TEC §44.011 was effective June 1, 2009.

In response to the repeal of TEC §44.011, the *Financial Accountability System Resource Guide (FASRG) Module 6 – Accountability, Section 6.3.5.3 – Spending Targets* was amended, with the updated version 14 reflecting this change. 19 TAC Chapter 109, Budgeting, Accounting and Auditing, Subchapter C, Adoptions by Reference, was amended to adopt version 14 of the FASRG, dated January 2010. In alignment with the statutory and administrative rule revisions, spending targets were proposed by the agency for the last time in 2008–2009.

Financial Accountability Under House Bill 3 Transition Requirements

Subchapter D of Chapter 39 establishes the statutory authority for implementing financial accountability systems for school districts and open-enrollment charter schools. Section 71 of HB 3 establishes the time lines under which new HB 3 requirements related to financial accountability will be implemented. Section 71(a) of HB 3 notes the following:

(a) Except as provided by this section, this Act applies beginning with the 2009–2010 school year.

As referenced above, the agency has taken action to adopt rules in 19 TAC Chapter 109, Budgeting, Accounting and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, to implement revisions to the School FIRST and Charter FIRST systems for the 2009–2010 fiscal year. The agency is in the process of expanding the indicators in the Charter FIRST system and will adopt revisions to the system effective with the 2010–2011 fiscal year. Additionally, rules have been adopted by reference in 19 TAC Chapter 109, Budgeting, Accounting and Auditing, Subchapter C, Adoptions by Reference, to implement revisions requiring districts to post adopted budgets to their websites beginning with the 2009–2010 fiscal year. As previously referenced, the agency currently is in the process of adopting rules at 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability, Division 2, Financial Solvency, to implement the financial solvency review and projected deficit requirements and will issue financial solvency review findings for the first time in spring 2011.

Furthermore, the requirements of TEC, Chapter 39, Subchapter C, Accreditation, establish a district's performance in the financial accountability rating system as a required consideration in the assignment of an accreditation status to a district. TEC §39.116, Transitional Interventions and Sanctions, establishes certain HB 3 transition requirements related to accreditation status assignment. TEC §39.116(a) notes that, during the period of transition to the accreditation system established under HB 3, to be implemented in August 2013, the commissioner may suspend the assignment of accreditation statuses for the 2011–2012 school year.

The agency interprets TEC §39.116(a) to allow the assignment of 2012–2013 accreditation statuses, which are based partially on 2011–2012 academic performance, to be suspended. However, the agency proposes to assign accreditation statuses to districts for 2012–2013 and has adopted rules to establish a framework for accreditation status assignment during the transition period.

The agency notes that a district's accreditation status may be influenced by many factors other than academic performance, namely the district's financial accountability rating results and other factors as referenced in TEC §39.052 and 19 TAC §97.1055. Therefore, the agency has determined that it is reasonable to use other available data for the purposes of assigning a 2012–2013 accreditation status to districts. For example, absent other concerns, a district that was assigned an Academically Unacceptable academic accountability rating in 2011 and a Substandard financial accountability rating in 2012 would earn a 2012–2013 Accredited-Warned status. Additionally, any data and information contributing to a district's 2011–2012 accreditation status results will be carried forward in assigning a 2012–2013 accreditation status to a district.

The commissioner has adopted rules at 19 TAC §97.1055(a)(8)-(9), effective July 28, 2010, that address procedures by which an accreditation status may be assigned to districts in 2012–2013.

Section V: General Requirements of HB 3

TEA Rulemaking Schedule Resulting from House Bill 3, 81st Legislative Session, 2009 By Month and Year to Begin Rulemaking (As of November 1, 2010)

Month and Year to Begin Rulemaking* August 2009

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Assessments for graduation--determining scores for alternative assessments to TAAS	Required	Amendment to Current Rule	10/18/2009		HB 3, Sec 54

Month and Year to Begin Rulemaking* September 2009

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
SBOE	SSI grade advancement requirements	Required	Amendment to Current Rule	12/23/2009		HB 3, Sec 29
SBOE	Student testing requirements--remove reference to Grade 6 Spanish	Required	Amendment to Current Rule	12/23/2009		HB 3, Sec 50
SBOE	TAKS release schedule--excluding retests	Required	Amendment to Current Rule	12/23/2009		HB 3, Sec 50
SBOE	Remediation--study guides no longer required	Required	Amendment to Current Rule	12/23/2009		HB 3, Sec 53
SBOE	Testing requirements for graduation--standards set by commissioner instead of SBOE	Required	Repeal of Current Rule	02/22/2010		HB 3, Sec 53
SBOE	Student testing requirements--remove special education exemption formerly allowed under TEC, §39.027	Required	Amendment to Current Rule	12/23/2009		HB 3, Sec 56
SBOE	Private school TAKS	Required	Amendment to Current Rule	12/23/2009		HB 3, Sec 57
SBOE	Graduation requirements	Required	Amendment to Current Rule	08/23/2010		HB 3, Sec 30

* For commissioner of education (COE) rules, "Month and Year to Begin Rulemaking" indicates the month of proposed filing. For State Board of Education (SBOE) and State Board for Educator Certification (SBEC) rules, "Month and Year to Begin Rulemaking" indicates the month of initial presentation at SBOE or SBEC meeting.

As of November 1, 2010

HB 3, 81st Legislative Session

Month and Year to Begin Rulemaking* October 2009

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	LEP postponement at exit-level--refugees and asylees	Required	Amendment to Current Rule	02/22/2010		HB 3, Sec 56
COE	LEP postponement at grades other than exit-level--refugees and asylees; Grade 6 Spanish	Required	Amendment to Current Rule	02/22/2010		HB 3, Sec 56

Month and Year to Begin Rulemaking* November 2009

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Performance standards, assessment	Required	New Rule	02/22/2010		HB 3, Sec 53
COE	Testing requirements for graduation	Required	Amendment to Current Rule	02/22/2010		HB 3, Sec 54

Month and Year to Begin Rulemaking* December 2009

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	CTE program description	Required	Amendment to Current Rule	06/07/2010		HB 3, Sec 41

Month and Year to Begin Rulemaking* January 2010

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	SSI--remove Grade 3 from grade advancement requirements	Required	Amendment to Current Rule	04/19/2010		HB 3, Sec 29
COE	SSI--remove Grade 3 from notice to parents	Required	Amendment to Current Rule	04/19/2010		HB 3, Sec 29
COE	SSI--remove Grade 3 from policy	Required	Amendment to Current Rule	04/19/2010		HB 3, Sec 29
SBOE	Fine arts in middle school	Required	Amendment to Current Rule	04/21/2010		HB 3, Sec 25

* For commissioner of education (COE) rules, "Month and Year to Begin Rulemaking" indicates the month of proposed filing. For State Board of Education (SBOE) and State Board for Educator Certification (SBEC) rules, "Month and Year to Begin Rulemaking" indicates the month of initial presentation at SBOE or SBEC meeting.

As of November 1, 2010

HB 3, 81st Legislative Session

Month and Year to Begin Rulemaking* March 2010

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	School FIRST for charter schools	Required	Amendment to Current Rule	05/31/2010		HB 3, Sec 59
COE	School FIRST modifications	Required	Amendment to Current Rule	05/31/2010		HB 3, Sec 59

Month and Year to Begin Rulemaking* April 2010

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Commissioner action and intervention for open-enrollment charter schools	Required	Amendment to Current Rule	08/26/2010		HB 3, Sec 16 and 19
COE	Accreditation: status, standards, and sanctions	Required	Amendment to Current Rule	07/28/2010		HB 3, Sec 59

Month and Year to Begin Rulemaking* September 2010

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Accreditation: investigative reports and sanctions	Required	Amendment to Current Rule		12/2010	HB 3, Sec 59
COE	Financial solvency review; projected deficit reporting, planning, and sanctions	Required	New Rule		12/2010	HB 3, Sec 59
COE	Accreditation: review by SOAH of certain sanctions	Permissive	Amendment to Current Rule		12/2010	HB 3, Sec 59

Month and Year to Begin Rulemaking* April 2011

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Adoption of standards to evaluate district gifted and talented programs to determine if the programs meet the state plan for the education of gifted and talented students	Required	New Rule		08/2011	HB 3, Sec 59

* For commissioner of education (COE) rules, "Month and Year to Begin Rulemaking" indicates the month of proposed filing. For State Board of Education (SBOE) and State Board for Educator Certification (SBEC) rules, "Month and Year to Begin Rulemaking" indicates the month of initial presentation at SBOE or SBEC meeting.

As of November 1, 2010

HB 3, 81st Legislative Session

Month and Year to Begin Rulemaking* July 2011

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Requiring participation for minimum high school program students in end-of-course assessments	Required	New Rule		11/2011	HB 3, Sec 54
COE	Requiring participation for recommended or advanced high school program students in end-of-course assessments	Required	New Rule		11/2011	HB 3, Sec 54

Month and Year to Begin Rulemaking* September 2011

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
SBOE	Performance indicators and standards--state accountability rating system	Required	Repeal of Current Rule		12/2011	HB 3, Sec 59

Month and Year to Begin Rulemaking* January 2012

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Campus distinction designations	Required	New Rule		04/2012	HB 3, Sec 59

Month and Year to Begin Rulemaking* February 2012

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	College readiness standards for Algebra II and English III EOCs	Required	New Rule		05/2012	HB 3, Sec 53
COE	Setting EOC assessments performance level for met standard	Required	New Rule		05/2012	HB 3, Sec 53
COE	Setting advanced coursework readiness performance level standards for EOC assessments	Required	New Rule		05/2012	HB 3, Sec 53; SB 1031, Sec 9
COE	Assessments for graduation--determining scores for alternative assessments to EOCs	Required	Amendment to Current Rule		05/2012	HB 3, Sec 54
COE	EOC assessments cumulative score requirements	Required	New Rule		05/2012	HB 3, Sec 54

* For commissioner of education (COE) rules, "Month and Year to Begin Rulemaking" indicates the month of proposed filing. For State Board of Education (SBOE) and State Board for Educator Certification (SBEC) rules, "Month and Year to Begin Rulemaking" indicates the month of initial presentation at SBOE or SBEC meeting.

As of November 1, 2010

HB 3, 81st Legislative Session

Month and Year to Begin Rulemaking* June 2012

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Reporting performance levels on assessment instruments to indicate college readiness and advanced coursework readiness	Permissive	New Rule		09/2012	HB 3, Sec 50; SB 1031, Sec 9

Month and Year to Begin Rulemaking* July 2012

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Grades 3-8 performance standards for STAAR assessments	Required	New Rule		10/2012	HB 3, Sec 53

Month and Year to Begin Rulemaking* February 2013

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	Performance reports--academic excellence indicator system and school report card	Required	Amendment to Current Rule		06/2013	HB 3, Sec 59
COE	Standards and policy to be used for assigning campus and district performance ratings to be reported in August 2013	Required	Amendment to Current Rule		06/2013	HB 3, Sec 59

Month and Year to Begin Rulemaking* November 2013

Type	Subject and Purpose	Required or Permissive?	Action	Effective Date	Anticipated Effective Date	Enabling Legislation
COE	College readiness standards for science and social studies EOCs	Permissive	New Rule		02/2014	HB 3, Sec 53

* For commissioner of education (COE) rules, "Month and Year to Begin Rulemaking" indicates the month of proposed filing. For State Board of Education (SBOE) and State Board for Educator Certification (SBEC) rules, "Month and Year to Begin Rulemaking" indicates the month of initial presentation at SBOE or SBEC meeting.

As of November 1, 2010

HB 3, 81st Legislative Session

Status of Implementation of House Bill 3

(81st Texas Legislature, Regular Session)

HB 3 Provisions	Status	Comments/Issues
Assessment, Grades 3-8		
Assessment: Student Success Initiative The requirement that grade 3 students pass the reading assessment to be eligible for promotion to grade 4 is removed. *TEC §28.0211 [HB 3, Sec. 29]*	SBOE rules to update SSI requirements took effect December 23, 2009. Commissioner rules to update SSI requirements took effect April 19, 2010.	None
Assessment: Spanish The requirement that grade 6 reading and mathematics assessments be available in Spanish is removed. *TEC §39.023(l) [HB 3, Sec. 50]*	SBOE rules to update requirements for assessments in Spanish took effect December 23, 2009.	None
Assessment: Grades 3-8 TEA shall develop the grade 3-8 assessment instruments in Section 39.023(a) in such a way that • a student's score provides reliable information about the student's performance on each performance standard; and • an appropriate range of performance serves as a valid indication of growth in student achievement. *TEC §39.023(a-1) [HB 3, Sec. 50]*	Item development and test design activities for the new grades 3-8 assessments began in the 2009-2010 school year. New test items will be field tested beginning in spring 2011 for use on the new assessments. Test construction guidelines are being developed such that test questions will be selected that: o Assess skills at a greater depth and level of cognitive complexity; o Assess more than one student expectation in an item; o Assess fewer student expectations multiple times and in more complex ways; and o Allow growth to be measured at all performance levels.	Performance standards on the new assessments will be determined in fall 2012 after the first operational administration with scores being reported to districts after the start of the 2012-2013 school year. With this schedule, there will be implications for SSI requirements and the use of assessment data to make retention decisions at the district level.

HB 3 Provisions	Status	Comments/Issues
Assessment: Special Education TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to students in special education programs. *TEC §39.023(b) [HB 3, Sec. 50]*	Completed. Commissioner's rules are being amended to require locally developed substitute courses to be fully aligned to the TEKS for the course it replaces.	This provision in HB 3 applies to the new grades 3-8 assessments and the high school end-of-course assessments. Many high school students with disabilities are currently enrolled in locally developed substitute high school courses that may not prepare them to take a modified version of the EOCs.
Assessment: Performance Standards TEA conducts studies during 2009-2010 and 2010-2011 school years to substantiate the correlation between passing standards across grade levels (including grades 3-8 and EOC) before September 2011. *TEC §39.0242* For the purpose of establishing performance across grade levels, the commissioner shall establish performance standards across grades 3-8 and for EOC assessments that correlate with performance on the next higher assessment in the same content area. *TEC §39.0241(a) and (a-2)(1)-(5)* Every three years, TEA conducts studies to substantiate the correlation between passing standards across grade levels (including grades 3-8 and EOC). *TEC §39.0242(d)* *[HB 3, Sec. 53]*	A schedule for conducting the required studies for grades 3-8 and EOC have been established, and the first of the studies began in fall 2009. Other studies will be conducted during the 2010-2011 and 2011-2012 school years. Plans are being developed for the process of setting performance standards on the new assessments. Performance standards for EOC are currently scheduled to be effective in May 2012. Performance standards for the grades 3-8 assessments are currently scheduled to be effective in October 2012. Commissioner rulemaking is scheduled to begin February 2012 for EOC assessments and July 2012 for grades 3-8 assessments.	HB 3 currently calls for a series of linking studies to be completed on the grades 3-8 assessments before the beginning of the 2011-2012 school year. However, the grades 3-8 assessments will not be field tested until spring 2011 and standards will be set in fall 2012. Linking studies for grades 3-8 cannot be conducted until after students have tested under the new program for two consecutive years in order to correlate performance from one year to the next. Performance standards will be set after the linking studies are conducted. No studies are currently required or planned to link within the science, social studies, and writing content areas. It may be necessary to establish an annual phase-in approach for the performance standards (as was done for the TAKS program) based on impact data provided by the linking studies.

HB 3 Provisions	Status	Comments/Issues
Assessment: Growth Measure TEA shall determine the necessary annual improvement required each year for a student to be prepared to perform satisfactorily on • the grade 5 assessments; • the grade 8 assessments; and • the EOC assessments required for graduation. *TEC §39.034(d) [HB 3, Sec. 58]*	TEA received approval from USDE in January 2008 for use of a growth measure in state and federal accountability. The Texas Projection Measure (TPM) was reported for the first time in spring 2009. TPM for TAKS-M (in grades and subjects for which enough data are available) were reported for the first time in spring 2010. Additionally, a growth measure for TAKS-Alt was reported beginning in spring 2010. Studies are planned to determine how a growth measure will be implemented for the EOC assessments.	Identifying an appropriate method for determining growth across EOC assessments within some of the content areas (such as social studies and science) could be challenging because there is no specified course sequence, and all 12 assessments will be required for graduation for most students.

HB 3 Provisions	Status	Comments/Issues
End-of-Course (EOC) Assessments		
EOC: Special Purpose Questions Special purpose questions to measure college readiness and advanced coursework readiness may not be administered in a separate section of the EOC assessment instrument. *TEC §39.0233(d) [HB 3, Sec. 51]*	The Algebra II EOC assessment was field tested in spring 2010. Items were included that are linked to the critical skills for college readiness identified during external meetings conducted by Curriculum and the Southern Regional Education Board (SREB) in summer and fall 2009. English III assessment items will be field tested in spring 2011. Commissioner rulemaking to establish performance levels on assessment instruments to indicate college readiness and advanced coursework readiness is currently scheduled to begin in February 2012, with an anticipated effective date of May 2012. Commissioner rulemaking related to reporting performance levels on assessments to indicate college readiness and advanced course readiness is currently scheduled to begin in June 2012, with an anticipated effective date of September 2012.	Incongruities in current statute need to be addressed. *TEC §39.0233(c)* states that the State Board of Education will set the performance level required on the special purpose questions that indicates college readiness, although *TEC §39.024(e)* and *TEC §39.0241(a-1)* grant authority for setting college readiness performance standards on the Algebra II and English III end-of-course assessments to the commissioner of education and the commissioner of higher education. The special purpose questions in the EOC assessments may not be administered in a separate section. However, *TEC §39.0233(c)* states that performance on the special purpose questions cannot be used to determine performance on the assessment for graduation purposes.
EOC: Test Development TEA and THECB shall ensure that the Algebra II and English III EOC assessments required under Section 39.023(c) are capable of measuring college readiness beginning with the 2011-2012 school year. *TEC §39.024(b) [HB 3, Sec. 53]*	The Algebra II EOC assessment was field tested in spring 2010. Items were included that are linked to the critical skills for college readiness identified during external meetings conducted by Curriculum and the Southern Regional Education Board (SREB) in summer and fall 2009. English III assessments will be field tested in spring 2011.	Algebra II and English III will be operational in the 2011-2012 school year and standards will be set on both assessments beginning February 2012. However, the English III standards will be set based on field test data only, and it will be necessary to review these standards after the spring 2013 administration and adjust them if necessary.

HB 3 Provisions	Status	Comments/Issues
EOC: College-Ready Standards for Algebra II and English III The commissioner of education and the commissioner of higher education shall determine the level of performance necessary to indicate college readiness. *TEC §39.0241(a-1)* Before the beginning of the 2011-2012 school year, TEA and THECB conduct studies to substantiate the correlation between student performance on Algebra II and English III EOC assessments and college readiness. Based on the results of the studies, TEA and THECB will establish student performance standards for Algebra II and English III that will indicate college readiness. TEC §*39.024(c) and (e) [HB 3, Sec. 53]*	A series of studies are planned for this purpose. Some studies involve correlating performance on an EOC assessment with other assessments of college readiness. Other studies will involve administering EOC assessments to college freshmen. Currently scheduled to begin commissioner rulemaking in February 2012, with an anticipated effective date of May 2012.	Because the Algebra II EOC assessment will be operational for the first time in spring 2011 and the English III EOC assessment will first be operational in spring 2012, it will not be possible to substantiate the link between performance on these two assessments and college readiness prior to the beginning of the 2011-2012 school year. Any studies that may be conducted will not be as meaningful if they are conducted before the assessments are operational and before Texas high school students have had an opportunity to take the assessments under high-stakes conditions. Studies conducted after the 2011-2012 administration will be used to revisit the standards initially set on the Algebra II and English II EOC assessments.

HB 3 Provisions	Status	Comments/Issues
EOC: College-Ready Standards for Science and Social Studies TEA and THECB shall study the correlation between performance on the science and social studies EOC assessments with college readiness. By December 1, 2012, TEA and THECB shall deliver a report to the legislature that includes an analysis of the feasibility of establishing college readiness standards for science and social studies EOC assessments and a summary of any implementation procedures adopted for each standard. *TEC §39.024(f) and (f-1) [HB 3, Sec. 53]*	A plan for conducting studies is being developed whereby performance on a science or social studies EOC assessment is correlated with performance on other assessments of college readiness. Scheduled to begin commissioner rulemaking in fall 2013, with an effective date of July 2013.	Published research about the relationship between science and social studies assessments and success in college is scarce. Furthermore, studies that are conducted in Texas will not be as meaningful if they are conducted before the assessments are operational and before Texas high school students have had an opportunity to take the assessments under high-stakes conditions.
EOC: College-Ready Standards Review TEA and THECB are to conduct correlation studies at least once every three years to substantiate the correlation between: • performance on Algebra II and English III EOC assessments with college readiness; and • performance on science and social studies EOC assessments and college readiness. TEA and THECB shall periodically review the college readiness performance standards and compare the performance standards to those established for comparable national and international assessment instruments. After each review, the TEA and THECB shall deliver a report to legislative leaders. If TEA and THECB determine that the college readiness standards are not sufficiently rigorous, the agencies shall recommend changes to the college readiness standards. *TEC §39.024(g) and (h) [HB 3, Sec. 53]*	Studies are planned for relating performance on the EOC assessments with college readiness. Some studies will be conducted for the initial standard setting, and data may be gathered again for the purpose of standards review. These studies include correlating performance on the EOC assessments with other assessments of college readiness and administering EOC assessments to college freshmen. Other studies, such as following students from high school into college, will take longer to complete and will only be part of the standards review process.	None

HB 3 Provisions	Status	Comments/Issues
EOC: Performance Standards TEA will gather data and conduct research studies to substantiate any correlation between EOC performance and success in military service; or in workforce training, certification, or other credential program at an institution of higher education that primarily offers associate degrees or certificates or credentials. *TEC §39.024(i) [HB 3, Sec. 53]*	TEA is drafting a schedule for conducting these studies.	Close coordination with THECB will be essential to ensure that necessary data can be gathered from IHEs. In addition, clarification will be necessary on how success in military service should be determined and which credentialing programs are most critical for inclusion in the studies.
EOC: Retesting Each time an end-of-course assessment is administered, a student who failed to achieve a minimum score under subsection (a) shall retake the assessment instrument. A student who fails to perform satisfactorily on an Algebra II or English III end-of-course assessment instrument under the college readiness performance standard, as provided under section 39.024(b), may retake the assessment instrument. Any other student may retake an end-of-course assessment for any reason. A student is not required to retake a course as a condition of retaking an end-of-course instrument. *TEC §39.025(b)* A school district shall provide each student who fails to perform satisfactorily as determined by the commissioner under section 39.0241(a) on an end-of-course assessment instrument with accelerated instruction in the subject assessed by the assessment instrument. *TEC §39.025(b-1)* *[HB 3, Sec. 54]*	TEA is evaluating implications for implementation of this provision, including the number of retests that will be offered annually and the months in which the retests will occur.	This provision allows students to retake an EOC assessment for any reason, including retesting to raise test scores. Issues that must be addressed include: • the impact of retesting 12 EOC assessments on the overall costs of the assessment program; • the difficulty of anticipating and providing sufficient test materials to districts administering paper assessments; • the increased test administration burden for school districts for both paper and online assessments; • recalculation of cumulative scores after each retest and tracking of multiple cumulative scores for each student by content area; and • the increased challenge of meeting remediation needs of students.

HB 3 Provisions	Status	Comments/Issues
Graduation Requirements		
Graduation: Cumulative Score The commissioner shall adopt rules requiring participation in EOC assessments as a high school graduation requirement and that students achieve a cumulative score in each foundation subject (English, mathematics, science, social studies) under the advanced, recommended, and minimum graduation plans. The commissioner shall determine the minimum score a student must achieve for an EOC score to be included in the cumulative score. *TEC §39.025(a) [HB 3, Sec. 54]*	Commissioner rulemaking regarding the cumulative score requirements will begin in February 2012 after performance standards activities have begun, with an anticipated effective date of May 2012.	Given the increase in the potential number of assessments that students must perform satisfactorily on in order to graduate and the increased rigor of the new assessment program over the current TAKS requirements, graduation rates will likely initially decline. The transition from TAAS to TAKS as a graduation requirement caused graduation rates to decline for three years before increases were seen in the fourth year. Calculating a cumulative score is complicated by the current requirement that students can retake an EOC assessment at any time for any reason. Because the cumulative score requirements are dependent on the graduation plan a student selects and the specific courses a student takes, it will be more of a challenge at the local level to keep track of which students have met all assessment graduation requirements.
Graduation: Other Tests in Cumulative Score The commissioner <u>must</u> by rule determine a method by which a student's satisfactory performance on an advanced placement, international baccalaureate, or SAT subject test or other test equal in rigor to an EOC test may be used to meet the EOC graduation requirement. The commissioner <u>may</u> determine a method by which a student's satisfactory performance on a PSAT or preliminary American College Test (ACT) may be used to meet the EOC graduation requirement. *TEC §39.025(a-1) [HB 3, Sec. 54]*	Commissioner rulemaking is currently scheduled to begin in February 2012, with an anticipated effective date of May 2012.	Studies will be conducted to determine that the alternative assessment instruments are "at least as rigorous as" the companion EOC assessments and to determine score conversions for use in calculating the cumulative score.

HB 3 Provisions	Status	Comments/Issues
Graduation: Algebra II and English III Scores for RHSP and AHSP The commissioner must determine the score required on the Algebra II and English III EOC assessments for a student to graduate under the recommended high school program (RHSP) and advanced high school program (AHSP). *TEC §39.025(a-2) and (a-3) [HB 3, Sec. 54]*	The scores will be determined as part of the standard setting process for the EOC program. Commissioner rulemaking is scheduled to begin no later than February 2012, with an anticipated effective date of May 2012.	None

HB 3 Provisions	Status	Comments/Issues
Other		
Assessment: Data Portal TEA shall establish and maintain a student assessment data portal for use by school districts, teachers, parents, students, and public institutions of higher education. *TEC §32.258 [HB 3, Sec. 49]*	The data portal was included as part of the Assessment Services RFP. The data portal became available in fall 2010 with limited capabilities; full implementation is planned for fall 2011.	The capability of the data portal to meet all provisions of HB 3 is contingent on establishing a teacher-student link in PEIMS and providing this information to the assessment contractor for incorporation in the portal.
Assessment: Release of Test Information Assessments administered for retesting purposes are excluded from the three-year release schedule for assessment instruments. *TEC §39.023(e) [HB 3, Sec. 50]*	SBOE rules to update the test release schedule took effect December 23, 2009.	None
Assessment: Online Administration TEA shall ensure that assessments required under 39.023 can be administered by computer. However, the commissioner may not require a school district or open-enrollment charter to administer an assessment by computer. *TEC §39.0234(a) [HB 3, Sec. 52]*	Requirements met.	If assessments are made available in both paper and online formats, it is necessary to conduct comparability studies so that student results reported from a paper-administered and online-administered test have the same interpretations.
Assessment: Study Guides TEA *may* [no longer *shall*] develop study guides for students who fail the grade 3-8 and EOC assessments. *TEC §39.0241(c) [HB 3, Sec. 53]*	No further distribution of paper copies of the TAKS study guides is planned. Personalized study guides are no longer provided. No development activities are currently planned for study guides to accompany the EOC assessments.	Study guides could be used in the provision of required accelerated instruction for the new assessment program. However, no resources are currently available for development and/or updating of these study guides.

HB 3 Provisions	Status	Comments/Issues
Assessment: Eliminate TAAS The Texas Assessment of Academic Skills (TAAS) is eliminated and the commissioner must approve a list of alternative assessments for exit-level testers graduating under TAAS. *TEC §39.025(c-1) [HB 3, Sec. 54]*	TAAS tests are no longer being administered as of October 2009. The commissioner has established cut scores on exit level TAKS to be used with students for whom TAAS or TEAMS are the graduation requirements.	None
Assessment: LEP Exemption A student may be administered an accommodated or alternative assessment or may be granted an exemption from or postponement of the administration for • a period of one year after their initial enrollment in a U.S. school if the student is of limited English proficiency; • an additional period of up to four years if the student initially enrolled in a U.S. school as an unschooled asylee or refugee. *TEC §39.027(a)(3) [HB 3, Sec. 56]*	Commissioner rules to update LEP exemptions took effect February 22, 2010.	Current statute addresses the needs of one specific group of unschooled recent immigrants, setting up inequities for similar students who only lack the required documentation to qualify for these special provisions.
Assessment: Information on the Website On or before September 1, the following information must be made available on TEA's website • number of questions on the assessment instrument • number of questions needed to answer correctly to meet satisfactory performance (including college readiness) • the corresponding scale scores *TEC §39.023(p) [HB 3, Sec. 50]*	The number of questions on the assessment instrument and the scale scores associated with each performance standard are published on the website each year.	The number of questions that must be answered correctly to meet each performance standard is dependent on the equating process, which is not determined until after the test has been constructed and administered to students.

HB 3 Provisions	Status	Comments/Issues
Accountability - General		
Accountability: Accountability System Develop new accountability system based on new assessments and college-ready performance. *TEC §§39.053 and 39.054 [HB 3, Sec. 59]*	An accountability development calendar and process will be outlined in the December 1, 2010, transition plan.	None
Accountability: Campus Improvement Plan (CIP) If a campus receives an acceptable performance rating but does not meet performance standards to be used for the following school year, the commissioner may request a campus improvement plan relevant for the areas in which the campus would not satisfy performance standards. *TEC §39.105(a) [HB 3, Sec. 59]*	Identifying Campus Improvement Plan (CIP) campuses (formerly Technical Assistance Team campuses) will continue to be done in the 2009-2010 and 2010-2011 school years. The CIP campuses will not be identified for the 2011-2012 school year because the criteria are linked to performance ratings, which are suspended this school year. The CIP criteria for the 2012-2013 school year are yet to be determined. The transition to the new accountability system will be outlined in the December 1, 2010, transition plan.	None
Accountability: Campus Report Card TEA shall prepare and distribute to each school district a report card for each campus. *TEC §39.305 [HB 3, Sec. 59]*	School Report Cards (SRCs) will continue to be prepared and distributed to each school district in the 2009-2010 and 2010-2011 school years. The SRC requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None

HB 3 Provisions	Status	Comments/Issues
Accountability: Performance Reports [AEIS] TEA will provide: • district and campus performance on the performance and reporting indicators, and • descriptive information required in the district annual report. *TEC §39.306 [HB 3, Sec. 59]*	The Academic Excellence Indicator System (AEIS) data will continue to be reported under the current accountability system in 2009-2010 and 2010-2011. The AEIS requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None

HB 3 Provisions	Status		Comments/Issues	
Accountability: Calendar and Transition Timeline				
2011-2012: Performance ratings suspended; district and campus proficiency and college-ready performance reported	December 1, 2010	Transition Plan submitted.	March 2011	Advisory Committee meets to discuss 2011 accountability and future accountability under HB 3.
2012-2013: Performance ratings based on percent proficient and growth to proficiency; district and campus college-ready performance reported	August 1, 2011	2011 ratings are the last ratings issued under the current accountability system.	October 2011	Initial HB 3 advisory meeting members will receive a HB 3 orientation and review guidance for framework of the new system. There will be multiple advisory meetings from 2011-2013 to plan and implement the new accountability system.
2013-2014: Performance ratings based on percent proficient and growth to proficiency, and college-ready performance and growth to college readiness	2011-2012	Assignment of performance ratings suspended for this school year. Development of new academic accountability system continues with the timelines established by the adopted transition plan.	February 2012	Advisory meeting topics include analysis of 2011 EOC data and review of framework and options for assessment, completion/graduation, and dropout indicators.
TEC §39.116 [HB 3, Sec. 59]	August 8, 2013	District and campus performance ratings are issued for the first time under the new system. Ratings will be based on percent proficient indicator. The percent college-ready indicator will be reported only.	May/June 2012	Advisory meeting topics include review of additional features, final recommendations on indicators, and further analyses of 2011 EOC results.
June 15: Ratings for Unacceptable in prior year August 8: Ratings for all districts and campuses		Distinction designations will be issued to districts and campuses with acceptable performances concurrent with the release of performance ratings.	October 2012	Advisory meeting topics include review of distinction designation indicators, analysis of various accountability standards based on modeling of 2012 EOC and grades 3-8 results (prior to standard setting).
TEC §39.054(a) [HB 3, Subchapter C]	August 8, 2014	District and campus performance ratings are issued for the second time under the new system.	February 2013	Final meeting topics include final recommendations on 2013 accountability standards based on modeling of 2012 EOC and grades 3-8 results (with standards), recommendations on final 2013 system features and a review of the 2014 system.
August 8: Distinction designations		Ratings will be based on both percent proficient and percent college-ready indicators.		
TEC §39.201 [HB 3, Subchapter G]			April 2013	Commissioner releases final decisions on the 2013 system.

HB 3 Provisions	Status	Comments/Issues
Performance and Reporting Indicators		
Indicators: Assessment Performance The commissioner shall adopt indicators of student achievement that include the results of criterion-referenced assessments; EOC assessments; assessments retaken for graduation; and assessments administered in Spanish. For the performance standards and college readiness performance standards, results must be aggregated across grade levels by subject and include the percentages of students who performed satisfactorily or, for students not performing satisfactorily, the percentage of students who met the standard for annual improvement. The commissioner shall determine the period within which a student must retake an assessment for that assessment to be considered in determining the performance rating of the district. *TEC §39.053(c)(1) and (d) [HB 3, Sec. 59]*	Assessment indicators based on the current assessment program will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The assessment indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None

HB 3 Provisions	Status	Comments/Issues
Indicators: Completion and Dropout		
The commissioner shall adopt indicators of • dropout rates and district completion rates, computed in accordance with National Center for Education Statistics (NCES) standards and definitions; and *TEC §39.053(c)(2)* • high school graduation rates, computed in accordance with the standards and definitions adopted for the No Child Left Behind Act of 2001. *TEC §39.053(c)(3)*	The Texas Education Agency (TEA) implemented TEC §§39.053(c)(2) – 39.0539(c)(3) beginning with the 2005-2006 school year.	None
In computing dropout and completion rates under *TEC §39.053(c)(2)*, the commissioner shall exclude:	TEC §39.053(g-1) is effective beginning with the 2011-2012 school year for students enrolled in 2010-2011.	
• *TEC §39.053(g-1)(1)* Students who are under a court order to attend a high school equivalency certificate program, but who have not yet earned the high school equivalency certificate;	For TEC §§39.053(g-1)(1), (4), and (6), language has been published in the July version of the *PEIMS Data Standards* to collect these data in 2010-2011 and report in 2011-2012.	
• *TEC §39.053(g-1)(2)* Students who were previously reported as dropouts;	For TEC §§39.053(g-1)(2) and (3), the agency has the data necessary to implement as required by the effective date of 2011-1202.	
• *TEC §39.053(g-1)(3)* Students in attendance who are not in membership for the purpose of determining average daily attendance;		
• *TEC §39.053(g-1)(4)* Students who initially enrolled in a U.S. school in grades 7-12 as an unschooled refugee or asylee;	TEC §39.053(g-1)(5) duplicates TEC §39.053(f) and §39.055, which was implemented beginning with the 2003-2004 school year.	
• *TEC §39.053(g-1)(5)* Students who are in a district only because they are held at county detention facility in the district; and		
• *TEC §39.053(g-1)(6)* Students who are incarcerated in state jails and federal penitentiaries either as adults or certified to stand trial as adults.		
[HB 3, Sec. 59]		

HB 3 Provisions	Status	Comments/Issues
Indicators: Graduates by Program The commissioner shall adopt indicators of the percentage of students who graduate under the • Minimum high school program; • Recommended high school program; and • Advanced high school program. *TEC §39.301(c)(1) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: Postsecondary Readiness The commissioner shall adopt indicators of the results of the SAT, ACT, articulated postsecondary degree programs and certified workforce training programs. *TEC §39.301(c)(2) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: Progress of Prior Year Failers The commissioner shall adopt indicators of the subsequent performance of students who failed to pass a grade 3-8 or EOC assessment. *TEC §39.301(c)(3) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None

HB 3 Provisions	Status	Comments/Issues
Indicators: Minimum High School Program The commissioner shall adopt indicators of the number of students who agree to take courses under the minimum high school program. *TEC §39.301(c)(4) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: Student Success Initiative The commissioner shall adopt indicators, aggregated by grade level and subject, of the • percentage of students provided accelerated instruction after failing an assessment in grades 3-8, • percentage promoted by a grade placement committee after failing a mathematics or reading test in grade 5 or 8, and • promoted students' performance on assessments during the following school year. *TEC §39.301(c)(5) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: LEP Exemptions The commissioner shall adopt indicators of the percentage of LEP students who were exempted from taking an assessment. *TEC §39.301(c)(6) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None

HB 3 Provisions	Status	Comments/Issues
Indicators: Alternative Assessment Participation The commissioner shall adopt indicators of the percentage of students in a special education program assessed through alternative assessments. *TEC §39.301(c)(7) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: College Readiness The commissioner shall adopt indicators of the percentage of students who satisfy the college readiness measure. *TEC §39.301(c)(8) [HB 3, Sec. 59]*	This indicator will continue to be reported on the AEIS reports in 2009-2010 and 2010-2011. The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: Dual Language Proficiency The commissioner shall adopt indicators of the measure of progress toward dual language proficiency for LEP students. *TEC §39.301(c)(9) [HB 3, Sec. 59]*	The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None
Indicators: Non-Educationally Disadvantaged The commissioner shall adopt indicators of the percentage of students who are not educationally disadvantaged. *TEC §39.301(c)(10) [HB 3, Sec. 59]*	The indicators that will be available to meet the reporting requirements for the 2011-2012 school year are yet to be determined. The transition to the new reporting requirements will be outlined in the December 1, 2010, transition plan.	None

HB 3 Provisions	Status	Comments/Issues
Indicators: Higher Education Enrollment The commissioner shall adopt indicators of the percentage of students who enroll and begin instruction at an institution of higher education in the year following their high school graduation. *TEC §39.301(c)(11) [HB 3, Sec. 59]*	The Texas Higher Education Coordinating Board (THECB) currently collects information about Texas students who enroll in Texas public and private institutions of higher education following graduation from public high school. THECB has published an annual report that displays the enrollment counts by Texas school district and campus since the 2001-2002 school year. These data are provided to TEA per an MOU that facilitates data sharing between the two agencies. TEA links the THECB report to the Texas P-16 Public Education Information Resource (TPEIR) website. Out-of-state college enrollment data will be provided per an agreement between TEA and the National Student Clearinghouse, funded by the State Fiscal Stabilization Fund (SFSF) grant to be submitted by TEA in January 2010. The data is expected to be loaded in the TPEIR data warehouse in 2011.	None
Indicators: Higher Education First Year Completion The commissioner shall adopt indicators of the percentage of students who successfully complete their first year at an institution of higher education without needing to take a developmental education course. *TEC §39.301(c)(12) [HB 3, Sec. 59]*	The Texas Higher Education Coordinating Board (THECB) will be collecting higher education student course data as funded by the 2009 Statewide Longitudinal Data Systems (SLDS) grant. This classroom data will be loaded in the TPEIR data warehouse in January 2012.	None

HB 3 Provisions	Status	Comments/Issues
Indicators: TELPAS Performance on the Texas English Language Proficiency Assessment System (TELPAS), including performance of refugee/asylee students, is included in the indicator systems under Sections 39.301 (Performance Indicators: Reporting), performance report [AEIS] under 39.306, and comprehensive annual report under 39.332. *TEC §39.027(e) [HB 3, Sec. 56]*	The English Language Learners (ELL) Progress Measure was added to the 2008-2009 AEIS reports and will continue to be reported in the 2009-2010 and 2010-2011 schools years. Reporting requirements for these indicators in the 2011-2012 school year are yet to be determined.	Beginning with the 2011 accountability ratings, the ELL Progress Indicator will be incorporated into the rating system as an additional indicator. At least 60% of ELL students tested must meet the performance standard or the progress criteria on their assessment in order for the campus or district to be rated *Recognized* or *Exemplary*.
Indicators: Special Language Program Performance and reporting indicators must be based on longitudinal student data that is disaggregated by any bilingual or special education program in which any limited English proficient (LEP) student is (or was) enrolled. If a LEP student was not enrolled in specialized language instruction, the number and percentage of those students shall be provided. *TEC §39.301(d) [HB 3, Sec. 59]*	These performance and reporting indicators were reported in the new Section III of the AEIS reports for the first time in 2008-2009 school year. These indicators will continue to be reported in the 2009-2010 and 2010-2011 school years. Reporting requirements for these indicators in the 2011-2012 school year are yet to be determined.	None

HB 3 Provisions	Status	Comments/Issues
Distinction Designations		
Distinction Designations: Recognized and Exemplary Districts and Campuses The commissioner shall award a Recognized or Exemplary distinction designation for academic excellence to a district or campus for the number of students who met the standard for college readiness, annual improvement, or postsecondary readiness. *TEC §39.202 [HB 3, Sec. 59]*	The Academic Excellence Distinction Designation will have two rating levels—Recognized and Exemplary. These distinctions will be based on the percentage of students achieving college-ready standards or demonstrating improvement toward those standards that will be reported for the first time in 2012-2013 and fully implemented in the 2013-2014 school year. Plans for defining, collecting, evaluating, and integrating new indicators will be outlined in the 2010 transition plan.	None
Distinction Designations: Top 25% Campuses The commissioner shall award a distinction designation to a campus if the campus is ranked in the top 25% of campuses in the state in annual improvement in student achievement. *TEC §39.202(a) [HB 3, Sec. 59]*	Plans for defining, collecting, evaluating, and integrating new indicators will be outlined in the 2010 transition plan.	None
Distinction Designations: Campus Performance Gaps The commissioner shall award a distinction designation to a campus if it is able to significantly decrease or eliminate performance differences between student groups and is ranked in the top 25% of campuses in the state. *TEC §39.202(b) [HB 3, Sec. 59]*	Plans for defining, collecting, evaluating, and integrating new indicators will be outlined in the 2010 transition plan.	None

HB 3 Provisions	Status	Comments/Issues
Distinction Designations: Campus Academic Achievement The commissioner shall award a distinction designation to a campus for academic achievement in English language arts, mathematics, science, or social studies. The commissioner will establish a committee to develop criteria for these distinction designations. *TEC §39.202(c)(1) [HB 3, Sec. 59]*	Plans for defining, collecting, evaluating, and integrating new indicators will be determined by the committees that will be convened, as outlined in the 2010 transition plan.	None

HB 3 Provisions	Status		Comments/Issues
Distinction Designations: Committees In adopting rules under this section, the commissioner shall establish a separate committee to develop criteria for each distinction designation. Each committee established under this section must include: (1) individuals who practice as professionals in the content area relevant to the distinction designation, as applicable; (2) individuals with subject matter expertise in the content area relevant to the distinction designation; (3) educators with subject matter expertise in the content area relevant to the distinction designation; and (4) community leaders, including leaders from the business community. For each committee, the governor, lieutenant governor, and speaker of the house of representatives may each appoint a person described by each subdivision of Subsection (c). In developing criteria for distinction designations under this section, each committee shall: (1) identify a variety of indicators for measuring excellence; and (2) consider categories for distinction designations, with criteria relevant to each category, based on: (A) the level of a program, whether elementary school, middle or junior high school, or high school; and (B) the student enrollment of a campus. *TEC §39.204(b)-(e). [HB 3]*	Fall 2010	Committee selection begins. Separate committees will be formed for the five additional distinction designations. ▪ Academic achievement in ELA, mathematics, science, or social studies ▪ Fine arts ▪ Physical education ▪ 21st Century Workforce Development program ▪ Second language acquisition program	The Division of Performance Reporting will oversee the committee selection, guidelines, criteria development, data collection, data standards, and distinction recommendations for the Academic Achievement Distinction Designation Committee. The Division of Curriculum will oversee the committee selection, guidelines, criteria development, data collection, data standards, and distinction recommendations for the Fine Arts, Physical Education, 21st Century Workforce Development, and Second Language Acquisition Distinction Designation Committees.
	Winter 2010	Selection of distinction committee members finalized	
	2011-2012	Four separate meetings of each distinction committee will occur. Internal and external reviews of distinction designation committee recommendations will also occur.	
	May 2012	Release of Commissioner's Final Decisions on Distinction Designations	
	2012-2013	Collection of data	
	August 2013	Release of distinction designations	

HB 3 Provisions	Status	Comments/Issues
Interventions and Sanctions		
On-site investigations and special accreditation investigations *[HB 3, Sec. 59]*	Amendments to 19 TAC Chapter 97, Subchapter EE, took effect July 28, 2010.	None
Intervention and Sanctions *[HB 3, Sec. 59]*	Amendments to 19 TAC Chapter 97, Subchapter EE, took effect July 28, 2010, and implemented the HB 3 intervention and sanction structure.	None
Campus improvement plans and campus intervention teams *[HB 3, Sec. 59]*	Amendments to 19 TAC Chapter 97, Subchapter EE, took effect July 28, 2010, and implemented the HB 3 intervention and sanction structure. Identifying Campus Improvement Plan (CIP) campuses (formerly Technical Assistance Team campuses) will continue to be done in the 2009-2010 and 2010-2011 school years. The CIP campuses will not be identified for the 2011-2012 school year because the criteria are linked to performance ratings, which are suspended in 2012. The CIP criteria for the 2012-2013 school year are yet to be determined.	None
Reconstitution, repurposing, alternative management and closure *[HB 3, Sec. 59]*	Amendments to 19 TAC Chapter 97, Subchapter EE, took effect July 28, 2010.	None

HB 3 Provisions	Status	Comments/Issues
Section 39.108 Annual Review of district and campus performance and district accreditation status *[HB 3, Sec. 59]*	Amendments to 19 TAC Chapter 97, Subchapter EE, took effect July 28, 2010.	None
Accreditation Transition Timeline *[HB 3, Sec. 59]*	Amendments to 19 TAC Chapter 97, Subchapter EE, took effect July 28, 2010. Additionally, the December 1, 2010, transition plan addresses accreditation status assignment during the period in which academic accountability ratings are not issued.	None

HB 3 Provisions	Status	Comments/Issues
Financial Accountability		
Financial Accountability for Charters *[HB 3, Sec. 16]*	Commissioner's rules regarding School FIRST for Charters took effect on May 31, 2010. Proposed rules to expand charter FIRST indicators were posted to the Texas Register in October 2010 for the 2010-2011 fiscal year.	Creates a new program for financial accountability for charters.
Financial Accountability Ratings *[HB 3, Sec. 59]*	Commissioner's rules regarding School FIRST took effect May 31, 2010. Proposed financial solvency rules were posted to the Texas Register in October 2010 with an anticipated effective date of December 2010.	None

HB 3 Provisions	Status	Comments/Issues
Other		
Best Practices Clearinghouse (BPC) *[HB 3, Sec. 1]*	During 2009-2010, a new BPC website was launched, two issues of the new BPC newsletter were published, and a BPC dropout prevention webinar series was conducted.	None
Revise CTE curriculum to correspond to SECM Courses *[HB 3, Sec. 25]*	TEA has begun coordination with the Workforce Education Course Manual (WECM) Leadership Committee to implement the first review and revision of high school CTE courses aligned with the THECB official statewide inventory of workforce education courses. Review of these courses was funded for FY 2011. For the 2010-2011 school year, the list of revised WECM courses was updated by August 16, 2010. THECB will send the updated list to TEA for generation of a list of CTE courses to be reviewed. TEA will provide the SBOE with a list of courses that are not aligned and in need of revision.	None
Graduation Requirements *[HB 3, Sec. 30]*	The SBOE adopted amendments to all three graduation programs in January 2010 to be effective August 23, 2010.	None
Fine Arts Credit Pilot Program *[HB 3, Sec. 30]*	Program will be established in fall 2010.	Agency must establish a new pilot program.
Calculation of Students' GPA *[HB 3, Sec. 31]*	No agency action required.	None

HB 3 Provisions	Status	Comments/Issues
Pilot Program on College Readiness *[HB 3, Sec. 32]*	No agency action required.	None
Intensive Reading or Language Intervention Pilot Program *[HB 3, Sec. 34]*	Commissioner's rules were adopted to be effective August 18, 2010.	None
Perkins State Plan to define Career and Technical Education (CTE) … *[HB 3, Sec. 41]*	Amendments to commissioner's rules to define CTE were adopted to be effective June 7, 2010.	None
High School Allotment *[HB 3]*	Statute governing High School Allotment changed from Section 39.114 to Section 39.234. Section 39.234(b) modifies the language regarding exceptions to how districts may use their allotment funds. New statutory requirements authorize exemptions from allotment spending restrictions based on whether a district's measure of progress toward college readiness is determined exceptional by a standard set by the commissioner and whether a district's completion rates for grades 9 through 12 exceed completion rate standards required by the commissioner to achieve a status of accredited under the state accreditation standards. Since changes relating to districts' accredited status had not been finalized at the beginning of the school year, the agency identified seven districts eligible for exemption for the current school year in accordance with previous provisions outlined in Section 39.114. A letter from the commissioner was sent to the seven districts eligible for exemptions in September 2009.	None

HB 3 Provisions	Status	Comments/Issues
Standards for Gifted and Talented *[HB 3, Sec. 59]*	The Commissioner's Advisory Council has made recommendations, and commissioner's rules regarding standards for gifted/talented will be filed as proposed in spring 2011.	None
Grant to develop advanced math and science courses *[HB 3, Sec. 63]*	No agency action required.	Grant is permissive.
Jobs and Education for Texans (JET) Grant Program *[HB 3, Sec. 64]*	No agency action required.	Comptroller must establish and administer this fund.

Section VI: Appendices

Performance Descriptor Advisory Committee Report
September 30–October 1, 2010

Introduction

The Texas Education Agency (TEA) is in the process of developing the State of Texas Assessments of Academic Readiness (STAAR), which will replace the Texas Assessment of Knowledge and Skills (TAKS). The STAAR assessments will be administered beginning in the 2011–2012 school year and include the 12 end-of-course assessments mandated by Senate Bill (SB) 1031 during the 80th legislative session and the new grade 3–8 assessments mandated by House Bill (HB) 3 during the 81st legislative session.

As part of the development and implementation of this new assessment program, TEA, in conjunction with the Texas Higher Education Coordinating Board (THECB), convened a Performance Descriptor Advisory Committee (PDAC) to make recommendations for the performance labels and policy definitions that will define the performance standards for STAAR. The purpose of the performance labels and policy definitions is to describe the general level of knowledge and skills evident at each performance level for all grades and subjects. The labels and definitions are a prerequisite for the standard-setting process because they will provide the standard-setting advisory panels with a consistent understanding of the levels of student performance as they develop recommendations for the cut score that will be associated with each performance standard.

The committee was comprised of individuals representing the diversity of stakeholders in public education and higher education in Texas. The meeting was facilitated by Dr. Gregory Cizek, a professor in Educational Measurement and Evaluation at the University of North Carolina.

The Commissioner of Education provided the following charges to the panel:

1. Assume that the state assessment system will be implemented under current federal and state statute, both of which require a minimum of three performance levels.

2. Reach consensus on recommendations for the names of the performance labels (categories of performance) for student achievement on the assessments (general, modified, and alternate).

3. Make recommendations for key words/phrases to be used in drafting the policy definitions that will define student performance within each category.

Following the meeting, TEA and THECB staff members will consider the committee's recommendations for performance labels and will use its recommendations for key words and phrases to draft the policy definitions. Once the labels and definitions are drafted, representatives from the PDAC will review these performance labels and policy definitions prior to final review and approval by the commissioner of education and commissioner of higher education, as appropriate.

Overview of the STAAR Program

STAAR will become the state-mandated assessment program beginning in spring 2012 for elementary, middle, and high school students who attend Texas public schools. For grades 3–8, the STAAR program will assess the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific TAKS assessments will be replaced with a series of 12 end-of-course assessments:

Algebra I, geometry, Algebra II, English I, English II, English III, biology, chemistry, physics, world geography, world history, and U.S. history. Students entering ninth grade in 2011–2012 will be the first cohort of students who must meet the STAAR assessment requirements to earn a high school diploma.

The state assessments will continue to be based on the Texas Essential Knowledge and Skills (TEKS), the content standards designed to prepare students to succeed in college and careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on critical skills and addresses those skills in a deeper manner, TEA is implementing a new assessment model for the STAAR tests for elementary, middle, and high school.

By focusing on the TEKS that are most critical to assess, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, TEA has identified for each grade or course a set of knowledge and skills drawn from the TEKS and will emphasize this set of knowledge and skills, called readiness standards, on the assessments. The remaining knowledge and skills are considered supporting standards and will be assessed, though not emphasized. STAAR will also be aligned vertically so that performance on lower-level assessments indicates not only preparedness for the next grade or course but, ultimately, readiness for college and the workplace.

The overall rigor of STAAR will be increased by assessing content and skills at higher levels of cognitive complexity, requiring students to apply content and skills in a variety of familiar and new contexts, increasing the number of open-ended (griddable) items on science and mathematics assessments, including a broader range of reading genres, and requiring students to respond to two writing tasks rather than one task. Performance standards will be informed by both test content and empirical data from external studies. These studies will include the use of data from national and international assessments and will link performance from grades 3–8 to high school and from specific high school courses to college and career readiness.

The development of STAAR provides an opportunity to better align the assessments across the program and to consider the modified and alternate assessments, linguistic accommodations, and the growth measure from the beginning of the development process. Assessment staff members are collaborating with curriculum staff as content standards are revised, with accountability staff as the new accountability system is developed, and with the THECB as measures of college and career readiness are developed. To help the committee better understand the new assessments and to assist committee members in making recommendations for the performance labels and definitions, TEA and THECB provided specific information about the following topics:

- The cumulative score requirement a student must meet in each of the four core content areas (mathematics, English, social studies, and science)
- The EOC assessment requirements for each high school graduation plan: distinguished, recommended, and minimum
- The college and career readiness component of the STAAR Algebra II and English III assessments
- The incorporation of the college and career readiness standards into the TEKS, thereby allowing a student's college and career readiness score to be based on the entire Algebra II or English III assessment rather than on a separate section

- The development of Spanish STAAR and other linguistically accommodated assessments for eligible English language learners

- The development of modified and alternate versions of STAAR for students who are served by special education and receive modified or alternate instruction

- The current and future direction of college readiness assessments under the Texas Success Initiative and the relationship of these requirements to the STAAR end-of-course assessments, particularly as they relate to determining college readiness of students who will not be assessed under STAAR EOC assessments (i.e., private high school graduates, out of state high school graduates, GED recipients, etc.)

Overview of the Standard-Setting Process
TEA provided a brief overview of the standard-setting process. Performance standards communicate the expected level of achievement to students, schools, parents, and the general public. As such, these standards must clearly define the level of performance necessary for students to do on-grade-level work and to make academic progress toward college and career readiness. If performance standards are to have the desired effect—i.e., strengthen instructional programs as well as improve student achievement—these standards must differentiate among students with regard to their individual performance on the assessment.

Standard Setting for STAAR
It is anticipated that STAAR will have a minimum of three performance categories and two performance cuts that divide these three categories. As one of the first steps in the standard-setting process, the PDAC will provide recommendations for developing the names of the performance labels as well as the key words and phrases that will be used to draft the policy definitions. These labels and definitions should accurately describe student performance in each of the three categories for all STAAR 3–8 and end-of-course assessments.

Following the PDAC meeting, several other standard-setting activities will occur. Once approved, the performance labels and policy definitions will be used to develop descriptors of the specific content and skills that students should be able to demonstrate for each grade, subject, and course. The performance labels and policy definitions will also be provided to standard-setting panel members during the STAAR standard-setting meetings to help panel members develop a shared understanding of the level of student performance students must demonstrate to achieve each cut score. To mitigate the initial impact of the STAAR performance standards on individual students and schools, the standards may be phased in over time. In addition, HB 3 mandates that the standards be reviewed at least once every three years.

Process for Developing Recommendations for Performance Labels and Policy Definitions
Dr. Cizek led the committee through a six-step process to develop recommendations for the performance labels and policy definitions that will be used to describe student performance on the assessments for the STAAR program.

Step 1: Brainstorm key words/phrases to be used in developing the policy definitions
Step 2: Share recommendations for key words/phrases
Step 3: Reach consensus on recommendations for key words/phrases to be used in developing the policy definitions
Step 4: Brainstorm performance labels for each of the performance categories
Step 5: Share recommendations for performance labels
Step 6: Reach consensus on recommendations for performance labels

Step 1: Brainstorm key words/phrases to be used in developing the policy definitions
Dr. Cizek shared preliminary guidelines for developing the policy definitions, read the charges to the PDAC from the commissioner of education, and reviewed the guiding principles. The committee was asked to consider the range of student performance within each category but to focus on the students in the middle of the category when making recommendations for key words/phrases to be used in drafting the policy definitions.

The committee members were divided into four groups, each of which represented a cross-section of panelists from K–12 education, higher education, special populations, business, and Texas state government. The groups were asked to brainstorm key words/phrases to be used in developing the policy definitions for the three performance levels. To ensure that the groups had a common understanding of performance levels as they discussed the labels, Dr. Cizek had the groups use "placeholder" labels—Level I, Level II, and Level III—with Level I being the lowest level of performance and Level III being the highest. For purposes of discussion, Level II was considered "passing." The committee was also reminded that HB 3 requires Level III performance on the STAAR Algebra II and English III assessments to indicate college and career readiness.

Step 2: Share recommendations for key words/phrases
Once the four groups completed the brainstorming activity, a panelist representing each group was asked to share major points from the group's discussion and the group's recommendations for key words/phrases.

Step 3: Reach consensus on recommendations for key words/phrases to be used in developing the policy definitions
After the groups shared their recommendations, Dr. Cizek had each group present key words/phrases for the committee's consideration. The committee discussed the key words/phrases presented and reached consensus on those they recommended be used in developing STAAR policy definitions.

Committee Discussion *of Key Words/Phrases: Level I*
In the discussion as committee members worked toward reaching consensus on the recommendations for key words/phrases to be used in developing the policy definitions for Level I, the following general comments from the groups were shared.

- Level I should provide a warning sign to students, parents, teachers, and district staff.
- The definition for Level I should communicate a sense of urgency and a substantial need for intervention.
- Use of the word "failing" in the definition was considered. However, the committee did not want students to be labeled as "failures"; instead, they wanted to communicate in a way that would motivate students to improve.
- The committee wanted to avoid any language in the definitions that implied that students in this category did not have the capacity to achieve academically, especially since the test is a one-day measure of student performance.

Committee Recommendation for Key Words/Phrases: Level I
Inadequately prepared for the next level
Lacking some fundamental knowledge and skills
Does not demonstrate grade-level knowledge and skills
Substantial, urgent interventions necessary
Some knowledge and comprehension but not at the level required to successfully progress
Serious likelihood of failure at the next level without substantial and immediate intervention

Committee Discussion of Key Words/Phrases: Level II
The activity was repeated for Level II. In the discussion as committee members worked toward reaching consensus on the recommendations for key words/phrases to be used in developing the policy definitions for Level II, the following general comments were shared.

- Students who perform at this level should be prepared for a variety of postsecondary options (a 2-year or 4-year degree, a certificate program, or a career). Students entering the workforce need the same set of skills students need to be prepared for college.
- Performance at this level indicates that a student is on track and prepared to be successful at the next level with support.
- Level II may represent a wide range of student performance. Because Level I describes only low-level performance and Level III only high level, there may a broad range of student performance within Level II, making it difficult to define students in the middle of the category without considering students at both ends of the Level II range (lower end and upper end). The committee preferred to divide Level II into two performance subcategories and included recommendations for key words/phrases specific to students at the upper end of Level II as well as students at the lower end.
- Students at the upper end of Level II should be successful in entry level college courses after completing no more than two years of developmental education

Committee Recommendations: Level II
Adequate, on pace, or prepared for success at the next level, with a possible need for support or targeted interventions.

Students at the upper end of Level II:
Demonstrate acceptable progress and understanding of the content standards
Proficient in grade-level knowledge and skills with minimal interventions that may be necessary for success at the next grade level or postsecondary

Students at the lower end of Level II:
Partial mastery of grade-level knowledge and skills
Fundamental/basic/essential

Committee Discussion of Key Words/Phrases: Level III
The activity was repeated for Level III. In the discussion as committee members worked toward reaching consensus on the recommendations for key words/phrases to be used in developing the policy definitions for Level III, the following general comments were shared.

- As outlined by legislation, Level III should represent college readiness for STAAR Algebra II and English III. Students performing at this level have the tools and academic preparation needed to be successful in college or a career. The committee preferred to use the term postsecondary rather than college and career readiness.
- Performance at this level indicates a high probability of success at the next level without intervention.
- Students who perform at this level demonstrate a deep understanding and insightful application of content. They demonstrate higher-order thinking skills—perhaps the synthesis and evaluation levels of Bloom's taxonomy.
- Students who perform at this level are independent learners and do not need support to make academic progress.

Committee Recommendations: Level III
Postsecondary, college and career ready
Strongly prepared for success at the next level
High probability of success at the next level (without intervention or remediation)
Advanced, deep understanding of knowledge and skills covered by the content standards
Insightful application of grade-level knowledge and skills
Demonstrate critical-thinking skills in diverse contexts at an advanced level
Thoroughly able to manage/manipulate information within a given context
Independent

Key Concepts: Policy Definitions
At the end of the group discussions on key words/phrases, Dr. Cizek noted that the following key concepts had emerged at all performance levels:

- Level of support or intervention required
- Degree of understanding demonstrated/ability to apply content and skills
- Prediction or likelihood of success at the next level

Discussion of Policy Definitions: Modified and Alternate Assessments
After the discussion of STAAR policy definitions for students in general education, the committee was asked to think about the modified and alternate assessments for students receiving special education services and to provide recommendations for issues that TEA should consider in adapting the policy definitions from the general assessments. The following ideas were generated:

- Add "modifications" to the definitions for the modified assessments
- Links to the academic content should be included for the alternate assessment. Those links are identified in the Individualized Education Program (IEP) by the Admissions Review and Dismissal (ARD) committee.
- May want to consider noting the relationship to the minimum graduation plan in the policy definition since students receiving modified or alternate instruction will most likely be graduating on this plan
- The descriptions should avoid negative connotations or focusing on weaknesses.

Step 4: Brainstorm performance labels for each of the performance categories
Dr. Cizek shared general guidelines for developing the labels: they must clearly represent student performance in each performance category, must differentiate across the three levels of achievement, and must avoid unnecessary positive or negative interpretations of students themselves. The committee was reminded that Level I, II, and III, the placeholder labels the committee was using, were options that could be considered as names for the performance labels.

Dr. Cizek then led panelists through a similar brainstorming process to make recommendations for the names of the performance labels. Panelists were divided into four groups, which were asked to consider a three-category system and brainstorm labels for three levels of performance. Then to address the committee's concern about the challenges in defining the range of students in Level II, the groups were asked to also consider labels for a four-category system.

Step 5: Share recommendations for performance labels
Once the groups completed the brainstorming activity, a representative from each group was asked to share major points from the group's discussion as well as its recommendations for performance labels.

Discussion: Three Performance Labels
The following ideas were generated in the discussion about recommended labels.

- STAAR is an assessment of student achievement, so it may make sense to include the word achievement in the labels.
- The label for Level II should represent the wide range of student performance.
- Avoid communicating that a student had "met" the standard for Level II because it is difficult to motivate the student to do better if he or she has already "met" the passing requirement. Panelists also noted that the term "met standard" is too similar to the current TAKS system.
- Although the labels should not be unnecessarily negative, the committee wanted Level I to indicate that something needs to be done to help students performing at this level.
- It might be appropriate to tie the labels to the name of the program—State of Texas Assessments of *Academic Readiness*—by using the phrase "academic readiness" in the labels.
- The committee also thought it may be possible to use a three-category system and indicate in reporting and communication that a student's performance is at the lower end of Level II rather than subdividing one of the performance levels (Level I or Level II).

Step 6: Reach consensus on recommendation for performance labels
After each group shared its recommendations, Dr. Cizek led the committee through a discussion to reach consensus on recommendations for the performance labels.

Committee recommendations: Three Performance Labels
The group reached consensus on the following recommendations, listed in order of preference:

Recommendation #1:
Insufficient Academic Readiness
Adequate Academic Readiness
Advanced Academic Readiness

Recommendation #2:
Insufficient Achievement
Adequate Achievement
Advanced Achievement

Recommendation #3:
Limited Achievement
Sufficient Achievement
Accomplished Achievement

Discussion: Four Performance Labels
The groups then discussed labels for a potential four-category system. The following ideas were discussed.

- There was consideration of whether the split should be made to Level I (not passing) or to Level II (passing–middle level). The committee was asked to focus on creating four hierarchical labels that could be used regardless of whether the split subdivided Level I or Level II.
- It may be preferable to avoid using the word "approaching" in a passing category because of the message that might send to the general public.
- The committee generally liked "advanced" for the top category and "insufficient" for the bottom category (as was recommended for the three-level system). In creating a four-level system, panelists wanted to find a word that was more positive than "adequate" for the higher level and less positive than "adequate" for the lower level.

Committee Recommendations: Four Performance Labels
The group made two recommendations for a four-category system and ranked their preferences as first choice and third choice to clearly indicate that the first choice was highly preferred.

Recommendation #1:
- Insufficient Academic Readiness
- Limited Academic Readiness
- Proficient/Satisfactory Academic Readiness
- Advanced Academic Readiness

Recommendation #3:
- Insufficient Proficiency
- Approaching Proficiency
- Proficient
- Advanced Proficiency

Concluding Remarks
TEA and the THECB closed the meeting by expressing thanks from both agencies for the committee's time and hard work. TEA described the process that would occur following the meeting in which a report would be generated from the meeting, the committee would review the report, and the report would be published on TEA's website. Then draft versions of the performance labels and policy definitions would be written, the draft versions will be reviewed by a representative set of members of the PDAC for fidelity to the group's intent, and ultimately forwarded to the commissioner of education and commissioner of higher education for review and consideration, where appropriate. A timeline for this process and next steps for finalizing the performance labels and policy definitions is included in Appendix A.

Performance Descriptor Advisory Committee Meeting
Thursday, September 30–Friday, October 1, 2010

Attendees

- Dana Bedden, Superintendent, Irving ISD
- Reece Blincoe, Superintendent, Brownwood ISD
- Bobby Blount, Director, Vice-Chair of Bylaws, Texas Association of School Boards
- Von Byer, Committee Director, Senate Education Committee
- Jesus Chavez, Superintendent, Round Rock ISD
- Patti Clapp, Executive Director, Greater Dallas Chamber of Commerce
- David Dunn, Executive Director, Texas Charter Schools Association
- Andrew Erben, President, Texas Institute for Education Reform
- Dora Garcia, Teacher, Los Fresnos CISD
- Julie Harker, Public Education Advisor, Office of the Governor
- Troy Johnson, Associate Vice President, University of North Texas
- Sandy Kress, Partner, Akin, Gump, Strauss, Hauer, and Feld
- Russell Lowery-Hart, Vice President of Academic Affairs, Amarillo College
- Donna Newman, Executive Director Of Middle School Performance, Hays CISD
- Esmeralda Perez-Gonzalez, Teacher, Hays CISD
- Anne Poplin, Director, ESC, Region IX
- Richard Rhodes, President, El Paso Community College
- Todd Rogers, Principal, Northwest ISD
- Rod Schroder, President, Texas School Alliance
- Jeri Stone, Executive Director, Texas Classroom Teachers Association
- Tom Torkelson, Chief Executive Officer, IDEA Public Schools
- Rod Townsend, President, Texas Association of School Administrators
- Maria Trejo, Director Of Curriculum & Instruction, Cypress-Fairbanks ISD
- Gabriel Trujillo, Principal, Duncanville ISD
- Lori Vetters, Chairperson, Pre-K Committee, Greater Houston Partnership
- Jenna Watts, Policy Director, House Public Education Committee

Facilitator

- Gregory Cizek, Professor of Educational Measurement and Evaluation, University of North Carolina

Appendix A

Performance Descriptor Advisory Committee Approval and Transmittal of Report and Finalization of the STAAR Performance-Category Labels and Policy Definitions

Date	Activity
September 30 and October 1, 2010	Performance Descriptor Advisory Committee (PDAC) meeting
October 4 through October 21, 2010	TEA staff members draft advisory committee report summarizing the committee process and recommendations
October 22, 2010	Advisory committee members receive draft report via e-mail
October 29, 2010	Comments due to TEA from advisory committee members
October 29 through November 12, 2010	TEA staff members incorporate comments from committee members and post final report from the PDAC meeting; final report incorporated into Transition Plan due to the 82nd Legislature on December 1, 2010
November 12 through November 19, 2010	TEA and THECB staff members refine (based on committee recommendations) the STAAR performance-category labels and policy definitions
November 19 through November 23, 2010	Performance Descriptor Advisory Committee representatives will review draft STAAR performance-category labels and policy definitions
November 23 through December 31, 2010	Final review and approval of the STAAR performance-category labels and policy definitions by commissioner of education and commissioner of higher education, as appropriate

End-of-Course Assessment Plan
College-Readiness and Advanced-Course Readiness

Background

On September 10, 2008, Commissioner Robert Scott of the Texas Education Agency (TEA) and Commissioner Raymund Paredes of the Texas Higher Education Coordinating Board (THECB) convened a panel of nationally recognized college-readiness experts to review critical issues associated with assessing and promoting college readiness within the End-of-Course (EOC) program.

Based on the results of this meeting and additional review by college-readiness experts, an initial plan was developed jointly by TEA and THECB staff to provide a framework for the implementation of the college-readiness and the advanced-course readiness components within the EOC assessment program. This initial plan was approved by both agencies and published on the TEA website on March 3, 2009.

Since the approval of the initial EOC college-readiness and advanced-course readiness plan, the following activities have taken place.

- College and Career Readiness Standards (CCRS) have been fully incorporated into the revised Texas Essential Knowledge and Skills (TEKS) for English language arts, mathematics, science, and social studies.
- TEA and THECB staff, high school and higher education faculty, and national experts with experience in defining college and career readiness have worked together to identify the TEKS in Algebra II and English III that are critical for college and career readiness and align to the CCRS. The teams also developed performance expectations for each of the critical TEKS identified. The critical college- and career-readiness skills within the TEKS were validated by external committees of educators and will be used for assessment, teacher preparation, professional development, and instructional materials.

In addition, House Bill 3, enacted by the 81st Texas Legislature in June 2009, provided clarification and specific requirements for setting college-readiness performance standards on assessments. The clarification and requirements included

- the elimination of the requirement for a separate section containing college-readiness questions, §39.0233(d);
- a definition of college readiness, §39.024(a);
- the identification of the EOC assessments on which college-readiness performance standards are required, §39.024(b);
- research studies to be conducted jointly by TEA and THECB in order to substantiate the correlation between performance on the EOC assessments and college readiness, which include an evaluation of the need for remediation to facilitate college readiness, §39.024(c)(d), §39.0242(c)(d);
- research studies conducted jointly by TEA and THECB to evaluate the correlation between performance on science and social studies EOC assessments and college readiness, §39.024(f);
- periodic review of the college-readiness performance standards on the EOC assessments to be conducted jointly by TEA and THECB, and revision of the performance standard, if appropriate, §39.024(g)(h), §39.0242(d);
- the legal authority for establishing the college-readiness performance standards, §39.024(e), §39.0241(a)(a-1);

- the requirement that a student must achieve a score that meets or exceeds the score that indicates college readiness on the designated EOC assessments to graduate under the advanced high school program, §39.025(a-3);
- the legal authority providing students who fail to achieve the score that indicates college readiness on the designated EOC assessments to retake the assessment instrument; and
- the legal authority exempting students who achieve the score that indicates college readiness on the designated EOC assessments from requirements of the Texas Success Initiative for a period determined by the Commissioner of Higher Education.

The plan that follows is an update of the initial implementation plan, adjusted for the activities that have since taken place as well as for the clarifications and new requirements in House Bill 3. It addresses the measurement of college readiness, identification of advanced-course readiness, placement of college freshman using the college-readiness measure, and the item- and test-development processes related to the measurement of college-readiness.

Measurement of College Readiness

Definition of College Readiness

House Bill 3, §39.024(a) defines college readiness as the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program.

Assessments to Be Used to Measure College Readiness

House Bill 3, §39.024(b) mandates that college-readiness performance standards be set on the Algebra II and English III EOC assessments. TEC §39.024(c)(d) and §39.0242(c)(d) also mandate both the collection of data and research studies to substantiate the correlation between performance on these EOC assessments and college readiness as well as the development of remediation courses to facilitate college readiness. This legislation is consistent with existing literature that supports the ability to assess college readiness in reading, writing, and mathematics. The content areas of English language arts and mathematics have been studied the most frequently; thus, their relationship to student success is understood better than that of other potential predictors.[1] Although not the only indicators of college success, performance in English language arts and mathematics is considered to be a reliable predictor of college readiness. Research also shows that assessments taken in closer proximity to matriculation to college have better predictive value than assessments taken in earlier years.[2]

Consistent with research that indicates that writing may be the single most important skill for college success across disciplines, writing will receive greater emphasis on the English III assessment as part of the college-readiness measure. The inclusion of writing tasks may be investigated in other content areas if further research indicates that this would be appropriate. However, consideration will need to be given to the practicality of adding writing tasks to other assessments due to the potential impact to scoring and reporting timelines and the additional cost associated with the scoring of performance tasks. There are currently no plans to include writing tasks in any EOC assessments other than English I, II, and III.

[1] Conley, David T., *Texas End-of-Course Exam Panel Questions,* p. 1.
[2] Camara, Wayne, *Texas EOC Responses to Questions,* p. 4.

As required by current legislation, the Algebra II and English III EOC assessments will include measures of college readiness. In addition, House Bill 3, §39.024(f) mandates that TEA, in collaboration with the THECB, conduct research studies for the appropriate science and social studies EOC assessments to evaluate the correlation between performance on the EOC assessments and college readiness. If the Commissioner of Education, in collaboration with the Commissioner of Higher Education, determines that the research studies substantiate an empirical relationship between a certain level of performance by students on specific science and social studies EOC assessments and college readiness, then the commissioners may establish college-readiness performance standards for the science and social studies EOC assessments as soon as is practicable. The research studies examining the extension of the concept of college readiness to science and/or social studies EOC assessments will be completed by December 1, 2012, when a report is due to the legislature.

Items that Address College Readiness

Now that the CCRS have been incorporated into the TEKS curriculum, Algebra II and English III EOC assessments will include items that address college and career readiness as defined within the TEKS framework. The items that contribute toward a measure of college readiness on the Algebra II and English III EOC assessments will address the critical college- and career-readiness skills within the TEKS. Additionally, previous legislation required the college-readiness questions be placed in a separate section of the EOC assessments. House Bill 3, §39.0233(d) eliminated the mandate for a separate college-readiness section, thereby allowing the college-readiness questions to be integrated into the Algebra II and English III assessments.

Establishing College-Readiness Performance Standards

The performance standards associated with the college-readiness measure will be determined through a multistep process that involves several committees consisting of Texas educators (secondary and higher education), administrators, and stakeholders from throughout the state as well as the review of data that empirically links student performance on the EOC assessments and college readiness. Although TEA assumes responsibility for the work of the committees, THECB staff provides input on membership and agendas.

Standard-setting panels composed of Texas educators and policy groups will then meet to review college-readiness questions, results from the various empirical research studies, student-performance statistics, and data showing how the state's students performed relative to the new performance standards. Based on this review, the standard-setting panel will recommend college-readiness performance standards for the Algebra II and English III EOC assessments. Through the inclusion of advice from content experts and the results of the empirical studies into the process, the recommended performance standards will be supported by validity evidence. The current plan is for the process to begin and the panels to convene in fall 2011.

In addition to the standard-setting panel, a policy-review committee will convene to look at the recommendations made by the standard-setting panels and determine the reasonableness of the performance standards across all EOC assessments, including college readiness in Algebra II and English III. The committee will also consider possible phase-in plans and other external criteria. Final recommendations of all college-readiness performance standards on each EOC assessment will be provided to the Commissioner of Education and Commissioner of Higher Education. A potential phase-in plan for

implementing the college-readiness standards also would be provided by this committee to the commissioners.

Based on the recommendations of the committees in the standard-setting process and as specified in House Bill 3, §39.024(e) and §39.0241(a)(a-1), the Commissioner of Education and the Commissioner of Higher Education shall establish the college-readiness performance standards for the Algebra II and English III EOC assessments.

House Bill 3, §39.024(h) and §39.0242(d), requires that the college-readiness performance standards be periodically reviewed by TEA and THECB after they are initially established. Additional empirical studies will be collected after the initial standard-setting meetings. One study that will be conducted for the standards review that is not possible for the initial standard-setting meetings involves following a cohort of students from high school to college to establish a direct link between student performance on EOC assessments and college performance. Results from these additional studies will be used to evaluate the reasonableness of the college-readiness standards during the standards-review process.

Empirical Studies to Inform College-Readiness Standard Setting

House Bill 3, §39.024(c), mandates that empirical studies be conducted to substantiate the correlation between performance on the EOC assessments and college readiness. TEC §39.0242(b) requires the collection of data from research studies whose results may be used to establish performance standards on the EOC assessments that are empirically linked across courses in English and Algebra. TEC §39.024(f) requires research studies to evaluate the feasibility of setting college-readiness performance standards for EOC assessments in the science and social studies content areas. TEC §39.024(g)(h) and §39.0242(d) mandate data collection and empirical research studies to help inform the periodic review of the college-readiness performance standards on EOC assessments.

Plans for conducting several empirical studies to inform the college-readiness standard setting are underway (see attachment A). As mandated in House Bill 3, §39.0242(b), certain studies will be conducted prior to the beginning of the 2011–2012 school year for use in establishing the college-readiness performance standards. Other studies will need to be conducted in time to inform the feasibility of having college-readiness performance standards on the EOC assessment in science and/or social studies and to be used for the periodic review of the college-readiness performance standards on EOC assessments.

Identifying Readiness for Advanced High School Courses

Assessments to be Used to Identify Advanced-Course Readiness

Advanced high school courses are those courses usually taken by students in their junior or senior year of high school, such as Algebra II or English III. Student performance in Algebra I and English I and II is typically found to be predictive of success in Algebra II and English III respectively. Consistent with the requirements of House Bill 3, §39.0242(b), before the beginning of the 2011–2012 school year, TEA will substantiate the empirical relationship between satisfactory student performance for each performance standard on the English I, II, and III EOC assessments and the empirical relationship between satisfactory student performance on the Algebra I and Algebra II EOC assessments. Such empirical study results can be used to identify an indicator of advanced-course readiness on the Algebra I, English I, and English II assessments.

Because the knowledge required to be successful in such sequential courses is cumulative, the indicator of advanced-course readiness may be used to determine whether a student is on track to meet college readiness. For students who do not demonstrate advanced high school course readiness, districts can use the readiness indicator to identify students in need of remediation and provide instructional intervention early in high school to help students strengthen their skills in those academic areas where they may need additional work.

Indicators of advanced-course readiness will be established through linking studies. Using cohorts of students taking EOC assessments (e.g., English I, English II, and English III, and Algebra I and Algebra II), the linking studies will be conducted to evaluate the empirical relationships across EOC assessments. The data collection for these studies has begun and will help inform how these indicators will be determined. For example, approximately 10,000 students who took the Algebra I EOC assessment in 2009 (spring primary administration or fall special study) were identified. TEA will follow these students when they take the Algebra II EOC assessment in 2011. By empirically linking these students' Algebra I and Algebra II scores, Texas will identify an indicator of advanced high school course readiness on the Algebra I EOC assessment.

Summary

The chart below summarizes those assessments that will include indicators of advanced-course readiness and performance standards for college readiness.

College-Readiness and Advanced-Course Readiness Overview

EOC Assessment	TEKS Revised to Incorporate College-Readiness Standards	College-Readiness Performance Measure	Advanced High School Course Readiness Performance Measure
English I	2008	No	**Yes**
English II	2008	No	**Yes**
English III	2008	**Yes**	No
Algebra I	January 2009	No	**Yes**
Geometry	January 2009	No	No
Algebra II	January 2009	**Yes**	No
Biology	March 2009	**TBD**	No
Chemistry	March 2009	**TBD**	No
Physics	March 2009	**TBD**	No
U.S. History	May 2010	**TBD**	No
World Geography	May 2010	No	No
World History	May 2010	No	No

College and Career Readiness Teaching Strategies

Using teams of public and higher education faculty, TEA and THECB staff coordinated with the Southern Regional Education Board to develop college and career readiness strategies that educators can use as instructional interventions for 12th grade students who do not meet the college-readiness performance standards for EOC assessments in English III and Algebra II. Beyond these instructional strategies, institutions of higher education and high schools could offer other student interventions (i.e., summer bridging programs) to provide accelerated instruction in

reading, writing, and mathematics to ensure college readiness prior to enrollment in entry-level college courses. To date, state funding has not been appropriated by the Texas legislature to develop TEKS for 12th grade courses that would differ from the TEKS adopted by the SBOE for English III and Algebra II, or for assessments that would differ from the English III and Algebra II EOC assessments currently under development,

Placement in Freshman College Courses

In House Bill 3, §39.024(e) and §39.0241(a)(a-1) authorize both the Commissioner of Education and Commissioner of Higher Education to set college-readiness performance standards.

TEC §39.0232 states that to the extent practicable EOC assessments should be developed so that they may be used to determine the appropriate placement of a student in a course of the same subject matter at an institution of higher education. Reference courses are being developed as part of the THECB's college readiness plan. Alignment studies will be conducted that will establish the relationship between the assessed content and the curriculum of corresponding entry-level college courses.

In House Bill 3, §51.3062(i-1) allows the Commissioner of Higher Education to adopt rules requiring institutions of higher education to adopt uniform standards for placement of students into developmental education or entry-level college courses. In addition, (g-1) of that section provides an exemption for students who meet the college readiness performance standards on the Algebra II and English III EOC assessments for a period determined by the Commissioner of Higher Education.

Item and Test Development Process

The development of new assessments under the State of Texas Assessments of Academic Readiness (STAAR) program mirrors a national trend in which fewer skills are being assessed in a more focused and deeper way. The new assessments are being developed so that student progress can be measured from grade to grade and course to course as well as toward advanced-course and college readiness. This is reflected in both item development and test-development approaches. For each 3–8 and EOC assessment, there is a focus on identifying what student expectations are essential for student success, both in the course itself and at the next level, whether that next level represents the subsequent course in a content sequence or college and career readiness. As part of this new focus, TEA has engaged advisory groups of secondary and post-secondary educators to make recommendations about what the focus of each assessment should be and how that focus could be reflected in item development and the test blueprint. To date, advisory meetings have been held for most of the English language arts, mathematics, and science assessments. Advisory meetings will be held for social studies now that the revised TEKS have been adopted.

Item Development

The following item characteristics have been incorporated in the development of college-readiness and advanced-course readiness items:

a. items that gauge depth of understanding of key concepts for college readiness[3]
b. items that assess a complexity of cognitive processing (depth of knowledge) and focus on key cognitive strategies that a student should master to be ready for advanced high school or college courses. These forms of strategic thinking include problem solving, interpretation, reasoning, precision, and accuracy.[4] Items may require students to solve a broad array of problems, draw complex inferences, analyze and evaluate information, think critically, interpret results, support logical arguments with evidence, support a position based on evidence in specific material the student has read, and write clearly and effectively.

[3] Conley, David T., *Texas End-of-Course Exam Panel Questions,* p. 5.
[4] Conley, D. (2007). *The College-Readiness Performance Assessment System (CPAS).* Eugene, Oregon: Educational Policy Improvement Center.

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College-Readiness and Advanced-Course Readiness

The Test-Development Process

Throughout the test-development process, external review committees composed of Texas educators and representatives from higher education will determine alignment of the college-readiness and advanced-course readiness items to the TEKS. Committee members will reflect the diversity of the state, will be experienced educators, and will have a working knowledge and understanding of the TEKS and be familiar with the Texas college and career readiness standards.

College-readiness items will be dual-purpose, contributing to both the base test score and the college-readiness score. A more focused assessment will be achieved by structuring the test blueprints to emphasize the most essential student expectations within the curriculum.

The following chart provides a timeline of the test development activities that will take place for the college-readiness component of the EOC program.

Activity	Algebra II	English III
1. Adoption of revised TEKS by the SBOE with the inclusion of college-readiness standards	January 2009	May 2008
2. Focus Group—a committee of secondary and higher education representatives discuss critical aspects of the college-readiness component	Spring 2009	Summer 2009
3. Advisory Committee—a committee of secondary and higher education representatives review item development guidelines, test blueprint, assessed curriculum, and a set of prototype items for college-readiness questions	Spring 2009 and Spring 2010	Spring2010
4. *Item Development—college-readiness items aligned to the TEKS developed by professional items writers	Fall 2008–Fall 2009	Spring 2010–Fall 2010
5. *Expert Review—higher education representatives review all college-readiness items for content accuracy	Spring 2009	Fall 2010
6. *Internal Review—TEA curriculum and assessment specialists review and revise all proposed college-readiness items	Summer 2009	Fall 2010
7. *Educator Review—secondary and higher education educators review all college-readiness items to determine their appropriateness for an EOC assessment	Fall 2009	Fall 2010
8. *Field Testing—all college-readiness items field-tested with a representative sample of Texas students	Spring 2010	Spring 2011
9. *Data Analysis—all college-readiness field-test data reviewed by psychometricians	Summer 2010	Summer 2011
10. *Data Review—secondary and higher education educators review all college-readiness field-tested items	Summer 2010	Summer 2011
11. *Test Construction—the operational tests, including embedded college-readiness items, constructed	Fall 2010	Summer 2011
12. *Content Validation—a panel of university-level experts in the respective subject area reviews tests, including college-readiness items, for accuracy because of the advanced level of content being assessed	Fall 2010	Fall 2011
13. *Operational Administration—the live administration of the assessment includes college-readiness items	Spring 2011	Spring 2012

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Activity	Algebra II	English III
14. Standard Setting—standard-setting panels and policy-review committees review student-performance statistics, impact data, and results from the various empirical research studies to recommend performance standards for college-readiness questions	Fall 2011	Fall 2011
15. Follow-up Study—a research team designs and implements studies to evaluate the reliability and validity of the college-readiness cuts previously established	2012–2015	2013–2015

* These test-development activities are repeated annually.

The Mechanism for Selecting Higher Education Faculty to Participate in the Test Development Process and in Standard Setting

Criteria for selecting higher education faculty for participation in the EOC test development process will be similar to the criteria used for selecting participants for the current test development process. Participants will have content expertise and teaching experience in entry-level courses in the subject area for which the test is being developed, will be exemplary educators nominated by their peers or supervisors, and will have a working knowledge and understanding of the TEKS and be familiar with the Texas college and career readiness standards. Committees will be assembled that reflect the state's diversity.

The THECB will nominate and select its representatives for participation in the EOC test development process. The commissioner of higher education will approve the nomination process, which will include criteria such as prior work with the Texas college and career readiness standards and a working knowledge and understanding of the TEKS.

TEA and THECB will collaborate on assignments to a committee or particular activity based on overall committee composition.

Summary and Next Steps

In summary, TEA and the THECB have made progress implementing legislation related to college readiness. The work to date as well as the implementation plans underway will produce measures of college readiness in English III and Algebra II when these assessments are used for graduation assessment requirements starting in the 2011–2012 school year. The TEA and THECB collaborations are also on track to produce advanced-course readiness indicators in Algebra I, English I, and English II. Furthermore, if the research studies indicate the feasibility for measuring college readiness in science and social studies, TEA and THECB will collaborate to produce measures of college readiness in EOC assessments for those content areas.

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End-of-Course Assessment Plan
College-Readiness and Advanced-Course Readiness

ATTACHMENT A

Empirical Studies to Inform College-Readiness Standard Setting

As mandated in House Bill 3, §39.0242(b), certain studies (e.g., studies a, b, d, and e below) will be conducted prior to the beginning of the 2011–2012 school year for use in establishing the college-readiness performance standards. Other studies will need to be conducted in time to inform the feasibility of having college-readiness performance standards on the EOC assessment in science and/or social studies (e.g., study c below) and to be used for the periodic review of the college-readiness performance standards on EOC assessments (e.g., studies a, b, d, e, f, and g below). Results of these studies will be used to inform standard-setting decisions by the Commissioner of Education and the Commissioner of Higher Education.

These studies include content analysis, data collection, and the incorporation of feedback regarding research design and methodology from the Texas Technical Advisory Committee.

Research study plans include the following:

a. empirical linking studies that look at the relationship of students' performance across EOC assessments in English and Algebra
b. validity studies that examine the relationship between performance on the Algebra II and English III assessments and scores on external tests commonly taken by college-bound students, such as SAT, ACT, ACCUPLACER, COMPASS, and THEA (design of these studies has been reviewed by the Texas Technical Advisory Committee);
c. empirical linking and validity studies that look at the relationship of performance among EOC assessments in science and social studies content areas and between EOC assessments and external tests commonly taken by college-bound students (design of these studies has been reviewed by the Texas Technical Advisory Committee);
d. validity studies that compare the performance standards on EOC assessments with those established nationally and internationally on comparable assessment instruments, such as NAEP, PISA, and/or TIMSS (design of these studies will be presented to the Texas Technical Advisory Committee in the future);
e. contrasting-group studies in which EOC assessments are administered to college students. The performance on the EOC assessment will be compared between students who are currently enrolled in credit-bearing and non-credit-bearing college-level courses in the same subject area (design of these studies will be presented to the Texas Technical Advisory Committee in the future); and
f. longitudinal studies that follow students from high school into college and evaluate the relationship between performance on the EOC assessments and college-level courses in the same subject area (design of these studies will be presented to the Texas Technical Advisory Committee in the future).

Texas Projection Measure (TPM) Questions and Answers

September 24, 2010

Texas Projection Measure

1. What is the Texas Projection Measure (TPM)?
2. In what other fields are regression models used to make predictions?
3. Does TPM change a student's passing status on TAKS?
4. Why did Texas develop and implement a measure of student progress?
5. Is the TPM a growth measure?
6. What process was used to select the TPM?
7. How does a projection measure fit with other measures of student achievement used in Texas?
8. When can the projection accuracy of TPM be evaluated?
9. Are the methods used by TEA to evaluate TPM projection accuracy similar to ones that are used by other national assessments?
10. How accurate are the projections?
11. Can a grade 4 student who passes reading and mathematics but scored very low on grade 4 writing be projected to pass grade 7 writing?
12. What changes are planned for the assessment program in the future?

Use of TPM in State Accountability

13. When was TPM first used for students and as part of state and federal accountability ratings?
14. How was TPM used in state accountability calculations in 2009 and 2010?
15. What was the TPM impact on 2009 state accountability ratings?
16. What was the TPM impact on 2010 state accountability ratings?
17. Is it possible to determine if a school district used TPM, Required Improvement, and Exceptions to achieve its rating?
18. For districts and campuses that used TPM to achieve their state accountability rating, would they have received a lower rating if the TPM feature was not used in the rating system?
19. How would the 2009 state accountability ratings differ if the TPM projections used in that year were updated with actual 2010 results?
20. What is the benefit of using TPM in state accountability ratings?
21. How will TPM be used in state accountability in 2011?
22. Are there significant changes planned for 2011 state accountability?
23. What changes are planned for the new accountability system that will be implemented in 2013?
24. What would the state accountability ratings look like if there could be an apples-to-apples comparison of 2008, 2009, and 2010 without the TPM feature?

Use of TPM in Federal Accountability

25. Has the TPM been approved for use by the USDE?
26. How is TPM used in federal Adequate Yearly Progress (AYP)?
27. What has been the TPM impact to 2009 federal accountability ratings (AYP)?
28. What has been the TPM impact to 2010 federal accountability ratings (AYP)?
29. Are other states using USDE-approved growth measures for accountability?
30. Does use of growth measures in accountability systems have the same ratings impact in other states as in Texas?

Texas Projection Measure (TPM) Questions and Answers
September 24, 2010

Texas Projection Measure

1. What is the Texas Projection Measure (TPM)?

The TPM is an estimate of whether a student is likely to meet the standard (pass) and/or achieve commended performance (obtain the highest performance level) on the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade.

> *Background:*
> This measure is based on (1) a student's current and prior-year scores on TAKS and (2) the TAKS scores of other students in the campus that a student attends. Projections are generated using a statistical procedure known as regression. Regression models are commonly used to make estimations in many areas such as economics, finance, and health fields. General information about the TPM is available at: http://www.tea.state.tx.us/student.assessment/taks/tpm/.

2. In what other fields are regression models used to make predictions?

Regression modeling is a common statistical procedure that is used to make predictions in many different fields. For example, political scientists use regression to predict election results, businesses use regression to forecast sales when determining cash flow, the medical field uses regression to determine the effectiveness of new drugs, school districts use regression to project enrollment for funding purposes, and insurance companies use regression to compile actuarial tables.

3. Does TPM change a student's passing status on TAKS?

No. TPM results are not a substitute measure for whether or not a student has passed TAKS in a given year. The TPM scores are not meant to take the place of TAKS scores. Students receive TPM scores ***in addition to*** their TAKS scores.

> *Background:*
> TPM projection information is sent to individual students on their Confidential Student Report (CSR) along with their TAKS scores. Sample CSRs are found at: http://www.tea.state.tx.us/student.assessment/explainresults/. Interpretive information is provided to parents on the *Understanding the Confidential Student Report—Texas Projection Measure,* which can be found at: *http://www.tea.state.tx.us/student.assessment/taks/csr-tpm/.* Additionally, educators are provided additional explanatory information when they receive their students' reports, examples of which can be found at: http://www.tea.state.tx.us/student.assessment/taks/tpm/BLMasterGuide2010.pdf

4. Why did Texas develop and implement a measure of student progress?

The TPM was developed to meet state legislative requirements and to provide additional information about student achievement.

> *Background:*
> In order to meet requirements of state law (House Bill 1, Senate Bill 1031, and House Bill 3), Texas developed and implemented a measure of expected annual improvement in student achievement called the Texas Projection Measure (TPM).
>
> In addition, TEA developed this measure of expected annual improvement in student achievement so campuses and school districts could get credit in the state and federal accountability systems for students whose most recent test scores would indicate that they will pass in the future, but who are not yet meeting the passing standard. The measure is designed to credit the hard work of teachers and campuses with students who, at the end of the year, have demonstrated knowledge of sufficient grade-level content to position them for passing in a future year.

5. Is the TPM a growth measure?

Actual student growth is used in developing the projection equations. However, the TPM reports a student's projected performance at a future grade so it is not a direct measure of student growth. Therefore, the TPM is more accurately classified as a projection measure.

> *Background*:
> In developing the TPM equations, the growth of prior student cohorts is used to estimate the relation between students' current and future scores. For example, the projections from grade 4 to grade 5 reading in 2010 are based on the growth of Texas students from grade 4 in 2008 to grade 5 in 2009. The projections reported for individual students use the growth of previous cohorts to estimate the future growth of students. Further information about the procedures used to develop TPM equations can be found at: http://www.tea.state.tx.us/student.assessment/taks/tpm/TPMDevelop042009.pdf
>
> The United States Department of Education (USDE) refers to all models approved for states to use in adequate yearly progress (AYP) calculations (growth to proficiency or growth to standards, value or transition tables, and projection measures) as "growth models."

6. What process was used to select the TPM?

The process TEA used to select the TPM as the measure of expected annual improvement of student achievement was one that has been used successfully in the past—research of existing measures, conduct of a pilot study of different types of measures with actual Texas student data, consideration of stakeholder feedback

obtained at numerous committee meetings, and evaluation of the measure chosen after the first year of implementation.

Background:
Details about each step of the selection process can be found in the *Procedures for Developing the Texas Projection Measure* report that can be accessed at: http://www.tea.state.tx.us/student.assessment/taks/tpm/TPMDevelop042009.pdf. Highlights from the evaluation process include:

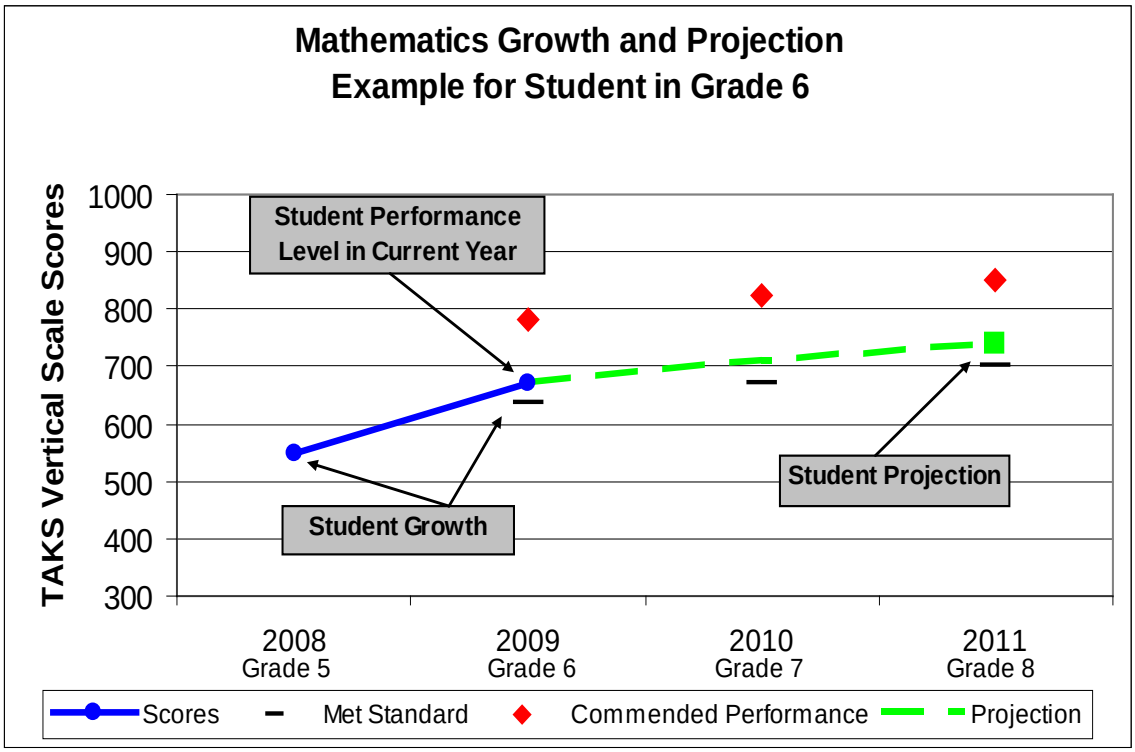
- Texas initially researched all of the model types (e.g., growth to proficiency models, linear equating methods, projection models, transition tables) that met state and federal requirements and were being used by other states and Texas districts.
- A pilot study was initiated in 2007 that empirically compared different models using scores from approximately 2.4 million Texas students. The pilot study report can be found at: http://www.tea.state.tx.us/student.assessment/resources/techdigest/Technical_Reports/MeasuringAnnualImprovementInStudentAchievement.doc.
- The research and study findings were shared with multiple committees (e.g., the Select Committee on Public School Accountability, the Growth Advisory Committee, the Student Assessment Advisory Committee, the Texas Technical Advisory Committee, the Educator Accountability Focus Group, the Commissioner's Accountability Advisory Committee, and the Student Assessment District Advisory Committee) to obtain suggestions and recommendations to inform the selection process.
- The advisory committees overwhelmingly recommended a projection measure over a measure that had been developed by TEA to quantify student growth from prior years to current years called Reaching the Standard (RTS). In the September 2008 Growth Advisory Committee meeting, the attendees unanimously recommended that TEA implement a regression-based projection measure over the growth-to-proficiency or growth-to-standards measure, which had been developed by the Texas Education Agency as an alternative to a projection measure.
- Furthermore, the commissioner of education required that the projection measure be transparent and the formulas be publicly shared and easily calculated, given it was critical that schools continue to be evaluated in a manner that could be replicated at the local level.

7. How does a projection measure fit with other measures of student achievement used in Texas?

TPM provides information about whether or not a student is on track to pass at a future grade. This is information that is provided in addition to what students currently receive, that is, how they perform in the current year (TAKS score) and, for those grades and subjects with vertical scale scores, how much they grew over the past year.

Background:
In 2009, Texas implemented the vertical scale for TAKS English grades 3–8 in reading and mathematics and for TAKS Spanish grades 3–5 in reading and

mathematics. The vertical scale provides a direct measure of student growth from prior grades to the current grade, or a look back at a student's progress. TAKS scores in the current year provide a snapshot of student performance at the present time. The projection measure provides a look ahead, or an estimate of future student performance. By combining the vertical scale, the TAKS score in the current year, and the TPM, the state offered a past, current, and future view—or a comprehensive view—of student progress in reading and mathematics through the state education system. See the graph below showing the combination of the vertical scale, the current TAKS score, and the projection for an example student.



8. When can the projection accuracy of TPM be evaluated?

For 2010, the accuracy of the one-year TPM projections (see Attachment A) can be checked against actual 2010 performance. Information about when the two- and three-year projections can be evaluated for accuracy is also provided.

Texas committed to conducting annual evaluations of the projection accuracy of the TPM. This annual evaluation allows Texas to monitor projection accuracy for all students, for student groups, for different subjects/language versions, and for different numbers of projection years. The projection accuracy of the TPM is evaluated in two ways: (1) the classification accuracy of students projected to either "meet the standard" or "not meet the standard" and (2) the projected scale score values. A scale score is a statistic that provides a comparison of scores with the performance standard and takes into consideration the differences in the overall difficulty of the test form used for each administration.

In order to evaluate the overall accuracy of the one-year projections reported for all students (not just the accountability subset), final testing results must be available from the four 2010 administrations of TAKS: the April primary administration, the first retest in May 2010, the second retest in June 2010, and the July 2010 exit level retest. Information about the accuracy of the one-year projections for all students is presented in Question 10.

Separate information concerning the accuracy of the one-year projections for a specific subset of students included in state accountability are discussed and presented separately in the state accountability section of this document (see Question 19).

9. Are the methods used by TEA to evaluate TPM projection accuracy similar to ones that are used by other national assessments?

Yes. TEA uses standard methods to evaluate the accuracy of the TPM. In 2002, for example, ACT followed more than 166,000 students from 84 colleges and universities to evaluate whether students predicted to be successful in college based on ACT's college readiness benchmark scores went on to be successful in college. The overall success rate from that study, defined as the percentage of students who *were* successful out of all the students who were *projected* to be successful on the basis of the model, ranged from percents in the low 70s to the mid 90s.

10. How accurate are the projections?

For 2010, one-year accuracy evaluations for Met Standard found that the overall percentage of students who were accurately classified (as passers or non-passers) exceeded 93%. Similar results were found for each specific grade/subject combination for which one-year projections have been verified. The accuracy ratings ranged from 90% (for grade 7-8 and 10-11 mathematics) to 98% (for grade 10-11 social studies). The complete 2010 projection accuracy report can be found at: http://www.tea.state.tx.us/student.assessment/measures/

Evaluations for students in 2009 who did not meet the standard and were projected to pass in 2010 showed that 89% of those students actually passed in 2010, and an additional 3% missed passing by only 1 or 2 questions.

Projection accuracy for students scoring right above and right below passing tends to be lower than for students whose test scores are farther from the passing cut score because answering only one less or one more question correctly can frequently make the difference between passing or failing the test.

An analysis is attached (Attachment B) that examines the 2010 performance of students who failed in 2009 and were projected to meet standard in 2010. This analysis shows how many of these students that failed in 2009 actually passed in 2010 and how close the remaining failers were to passing in 2010. These data look at performance of the non-passers in terms of whether these students were 1, 2, 3, or 4+ correct answers away from passing.

In 2010, performance can be examined for 187,515 students that failed in 2009 and were projected to pass in 2010. Of these 187,515 students, 166,728 students or 89% passed the test and 20,787 or 11% failed the test. However, of the 20,787 non-passers, 6,112 students were within one or two items of passing the test. If you were to calculate the numbers of students that either passed the test or were within 1 or 2 correct answers of passing the test, that represents over 92% of the non-passers in 2009 that were projected to pass in 2010.

Similar results are found if performance is examined for specific grades and subjects for which one-year projections have been verified. Across the eight grade/subject combinations that could be verified in 2010, the percent of students who failed TAKS in 2009, were projected to pass in 2010, and who actually did pass in 2010 are all at or above 85%, with the exception of the grade 10-11 ELA non-passers. For this group, 79% met the standard in 2010, and an additional 8% were within 1 or 2 questions of passing. The scoring of the ELA tests (essay + multiple choice questions) contributes to the lower accuracy rate because the essay is weighted in such a way that it isn't possible to pass the ELA test without scoring at least a 2 on the essay.

Background:
In general, the TPM is most accurate when making one-year projections, and less accurate when making two- and three-year projections. However, two- and three-year projections are updated annually when the most recent assessment data are available; thus, the projections students receive typically become more accurate as they get closer to the next high-stakes grade, or the projected grade.

Projection accuracy for performance levels has been shown overall to be high, typically greater than 90%. However, projection accuracy for performance levels tends to be ***lower*** for students scoring in the middle of the scale-score range and ***higher*** for students scoring at the ends of the scale-score range. The reason for this is that students whose performance is close to the passing standard of 2100 are the ones for whom it is most difficult to make projections to passing at a future grade. For students in the middle of the scale-score range, or those scoring around 2100, the projection accuracy to passing is less accurate than for students scoring at the high and low ends of the score.

11. Can a grade 4 student who passes reading and mathematics but scored very low on grade 4 writing be projected to pass grade 7 writing?

Yes. In fact, of the 12 students who passed 4th grade reading and mathematics but had raw scores of zero for writing in 2007, 11 passed writing when they took the grade 7 test in 2010.

Background:
Reviewing the results of the grade 4 to grade 7 writing projections demonstrates the relationship between current reading, writing, and mathematics scores and

future writing scores. Overall, students perform very well in grade 7 writing. In 2010, 95% of students passed grade 7 writing. Since 2006, passing rates for grade 7 writing have been consistently above 90%. The 95% passing rate means that for the 324,677 students who tested in writing in 2010, about 308,000 passed and about 16,000 did not pass (5%).

- The small number of students who scored below passing in grade 7 writing did not typically pass both grade 4 reading and grade 4 mathematics. Students who pass reading tend to score well on writing, since the correlation between student scores on these two tests ranges from 0.52 to 0.68. Students in prior cohorts who have passed reading and mathematics in grade 4 but score low in writing have gone on to pass the writing assessment in grade 7.

- Likewise, since the relationship between reading performance and writing performance is so closely correlated, most students who have pass reading in grade 4 will be expected to pass writing in grade 7—even if their writing scores are very low at grade 4. For example, 11 students passed grade 7 writing in 2010 who had passing scores in grade 4 reading and mathematics, but a raw score of 0 in writing. Only one student with this combination of scores in grade 4 did not pass grade 7 writing. In other words, 11 of 12 (91%) grade 4 students with passing mathematics and reading scores and 0s in writing went on to pass grade 7 writing.

- An additional study looked at the 86 students who passed reading and mathematics in grade 4 in 2007 but scored poorly in writing (10 or fewer raw score points). Of these 86 students, 81% went on to pass grade 7 writing in 2010. These results support the accuracy of projections for these types of score combinations.

12. What changes are planned for the assessment program in the future?

The new assessment program, the State of Texas Assessments of Academic Readiness (STAAR), will assess the content standards at a greater depth and at a higher level of complexity than the current TAKS program. The overall difficulty of the assessments will be increased as a result of including more rigorous items and by setting performance expectations at a higher level. Examples of how the level of student performance required on STAAR will be elevated to achieve the goal of graduating students who are college and career ready include:

- Twelve end-of-course tests will replace the TAKS high school end-of-grade tests.
- In grades 3–8 reading and mathematics, the tests will be linked from grade to grade to the performance expectations for the Algebra II and English III end-of-course assessments.
- In grades 5 and 8 science, there is increased focus on promoting readiness for high school science through an emphasis on content and skills in grades 3–5 and grades 6–8 that link to the high school science content standards for biology, chemistry, and physics.

- In grades 4 and 7 writing, students will be required to respond to two writing tasks (including first-person essay and expository) rather than just one task.
- In most cases, the tests will contain more items to better measure student skills at all performance levels.
- Performance standards will be set using empirical data gathered from studies that link performance year-to-year from grades 3 through 8 to high school and college and career readiness.
- Empirical studies will inform standard setting through the comparison of student performance on the STAAR assessments with nationally administered assessments.
- Performance standards will be reviewed at least once every three years and, if necessary, adjusted to ensure the assessments maintain a high level of rigor.

Use of TPM in State Accountability

13. When was TPM first used for students and as part of state and federal accountability ratings?

Student TPM results were first reported on the Confidential Student Reports (CSR) in spring 2009 along with students' TAKS scores. TPM projections were first used in state and federal accountability ratings in 2009.

Background:
Information about TPM's use in state and federal accountability can be found at: http://www.tea.state.tx.us/student.assessment/taks/tpm/FAQs-TPMAcc.pdf.

However, the TPM is not the first time growth has been reported and used as part of the state assessment and accountability systems in Texas. Starting in 1994 with the Texas Assessment of Academic Skills (TAAS) program, Texas reported student growth using the Texas Learning Index (TLI). With the TAKS program, Texas used the Texas Growth Index (TGI) as part of the alternative education accountability (AEA) procedures of the state accountability system.

14. How was TPM used in state accountability calculations in 2009 and 2010?

First, performance of each campus and district is evaluated based on the percentage of students who met the passing standard on TAKS. Second, performance based on percent meeting passing standards is evaluated to determine if the campus or district has shown enough improvement from the prior year to be able to meet the current year accountability standard in two years. This is the Required Improvement (RI) feature that has been used in the state accountability system since 1994. Third, performance is evaluated based on the percentage of students who either met the passing standard or are projected to meet the passing standard in a future grade with TPM. The Exceptions Provision is applied last to determine if performance based on percent meeting passing standards meets the necessary criteria to elevate the rating for a district or campus. To be eligible to use this provision, minimum performance floors must be met and other safeguards are applied.

Background:
For any TAKS measure for which student performance does not meet the accountability standard for the next higher rating level, the additional features can be used to achieve the next higher level. However, RI, TPM, and the Exceptions Provision (EP) can only be used to achieve the next higher rating level. Combinations of RI, TPM, and EP cannot be used for one measure. However, these features can be used independently for different TAKS measures.

For detailed information about the use of TPM in the state accountability system, review Chapters 2–4, Chapters 10-11, and Appendix D of the *2010 Accountability Manual* which can be found at http://ritter.tea.state.tx.us/perfreport/account/2010/manual/

15. What was the TPM impact on 2009 state accountability ratings?

In 2009, the first year for the use of TPM in state accountability ratings, **331** districts used TPM to increase their rating designation. Of these, **79** districts used TPM to achieve *Academically Acceptable*, **179** used TPM to achieve *Recognized*, and **73** used it to achieve *Exemplary*. TPM was used most frequently by districts for science and for mathematics.

In 2009, **2,560** campuses used TPM to increase their rating designation. Of these, **358** used it to achieve *Academically Acceptable*, **1,088** used it to achieve *Recognized*, and **1,114** used it to achieve *Exemplary*. Campuses used TPM most frequently for mathematics and science.

In 2009, **1,506** campuses and **199** districts were rated *Recognized* and met the state's absolute standards, and used no progress measures or exceptions to achieve the rating. Also, **1,373** campuses and **411** districts that were rated *Academically Acceptable* in 2009 met the state's absolute standards, and used no progress measures or exceptions to achieve the rating.

Background:
Among the campuses and districts using the TPM feature, the percentage of students passing the test was very high, relative to the rating level achieved. For example, the average percentage of students passing the test among the **1,114** campuses using TPM to achieve *Exemplary* is at least **90%** for all subjects. See the tables below for a summary of student performance on TAKS for campuses and districts that used TPM to achieve a higher rating.

2009 Average TAKS Passing Rates and Completion Rates for Campuses that Used TPM to Achieve Next Higher Rating							
Campus Accountability Rating	Number of Campuses in Category	Reading	Mathematics	Writing	Social Studies	Science	Completion Rate
Acad. Acceptable	358	84%	66%	83%	89%	65%	88%
Recognized	1,088	91%	80%	90%	95%	80%	94%
Exemplary	1,114	95%	92%	94%	99%	92%	98%

2009 Average TAKS Passing Rates and Completion Rates for Districts that Used TPM to Achieve Next Higher Rating							
District Accountability Rating	Number of Districts in Category	Reading	Mathematics	Writing	Social Studies	Science	Completion Rate
Acad. Acceptable	79	87%	72%	89%	87%	64%	91%
Recognized	179	93%	83%	94%	94%	80%	93%
Exemplary	73	97%	92%	97%	98%	91%	97%

16. What was the TPM impact on 2010 state accountability ratings?

In 2010, the second year for the use of this feature, **632** districts used TPM. Of these, **64** used it to achieve *Academically Acceptable*, **399** used it to achieve *Recognized*, and **167** used it to achieve *Exemplary*. TPM was used most frequently by districts for science and for mathematics.

In 2010, **3,866** campuses used TPM. Of these, **426** used it to achieve *Academically Acceptable*, **1,972** used it to achieve *Recognized*, and **1,443** used it to achieve *Exemplary*. As is true for districts, campuses used TPM most frequently for mathematics and science.

> *Background*:
> Similar to 2009, among the campuses and districts using the TPM feature, the percentage of students passing the test was very high, relative to the rating level achieved. For example, the average percentage of students passing the test among the **1,443** campuses using TPM to achieve *Exemplary* is at least **90%** for all subjects. See the tables below for a summary of student performance on TAKS for campuses and districts that used TPM to achieve a higher rating.

2010 Average TAKS Passing Rates and Completion Rates for Campuses that Used TPM to Achieve Next Higher Rating							
Campus Accountability Rating	Number of Campuses in Category	Reading	Mathematics	Writing	Social Studies	Science	Completion Rate
Acad. Acceptable	426	83%	70%	87%	91%	70%	90%
Recognized	1,972	90%	83%	93%	96%	82%	94%
Exemplary	1,443	94%	92%	95%	99%	93%	98%

2010 Average TAKS Passing Rates and Completion Rates for Districts that Used TPM to Achieve Next Higher Rating							
District Accountability Rating	Number of Districts in Category	Reading	Mathematics	Writing	Social Studies	Science	Completion Rate
Acad. Acceptable	64	83%	71%	86%	91%	71%	90%
Recognized	399	89%	82%	93%	95%	81%	93%
Exemplary	167	95%	92%	97%	98%	92%	97%

17. Is it possible to determine if a school district used TPM, Required Improvement, and Exceptions to achieve its rating?

When TEA released the 2010 accountability information on July 30, 2010, there were several enhancements to clearly show where TPM was used to elevate a district's or a campus's rating. The campus and district listings that contain the accountability rating labels are now annotated to indicate the campuses and districts that earned ratings without the use of any additional features (Met Absolute Standards) and those that used RI, TPM, or the Exceptions Provision to achieve the next higher rating. Additionally, a new listing shows the number of measures using each additional feature and percent of measures meeting absolute standards for percent passing for each campus and district. Also, each campus and district accountability data table continues to show measure by measure which campuses and districts earned ratings by meeting the absolute standards and specifically where additional features were used to elevate a rating.

> *Background*:
> Accountability listings and data tables can be found at: http://ritter.tea.state.tx.us/perfreport/account/2010/index.html. A sample accountability data table is attached (see Attachment C).

18. For districts and campuses that used TPM to achieve their state accountability rating, would they have received a lower rating if the TPM feature was not used in the rating system?

Not necessarily. Since the exceptions provision allows districts and campuses to achieve a higher rating if specific criteria are met, it is possible that the rating assigned

based on the use of TPM would not differ from the rating assigned without the use of TPM.

Background:
Minimum performance floors based on percent meeting the standard must be met in order to use the exceptions provision. Other safeguards require that the exception was not applied to the deficient measure in the prior year and that no more than four exceptions can be used for the *Academically Acceptable* and *Recognized* ratings depending on the number of assessment measures evaluated. Only one exception can be used to achieve the *Exemplary* rating if there are at least ten measures evaluated.

The following example illustrates how a district or campus that achieved the *Recognized* rating based on the use of TPM could still achieve that rating if TPM was not applied. Tuloso-Midway ISD met or exceeded the absolute standard of 80% for the *Recognized* rating on each of the 20 assessment measures on which they are evaluated, except for the Economically Disadvantaged student group in science. For this student group, the performance based on percent meeting standards was 76%. Since the district met the minimum performance floor (five points below the absolute standard), was evaluated on more than 15 assessment measures and therefore eligible for four exceptions, and did not use an exception for this student group in the prior year, the district would have achieved the *Recognized* rating, regardless of TPM.

19. How would the 2009 state accountability ratings differ if the TPM projections used in that year were updated with actual 2010 results?
In 2009, TPM projections were made for 22 grade/subject combinations. In 2010, it is possible to determine the accuracy for the following eight grade/subject combinations: grade 4 reading and mathematics projected to grade 5, grade 7 reading and mathematics projected to grade 8, and grade 10 English language arts, mathematics, science, and social studies projected to grade 11. Attachment D compares the actual 2009 ratings distribution and the distribution that would result if TPM projections for these eight grades/subjects were updated with actual 2010 results. There would have been a slight increase in the number of districts achieving the *Exemplary* or *Recognized* ratings in 2009 and no change in the number receiving an *Academically Unacceptable* rating. For campuses, there would have been an increase in the number achieving the *Exemplary* rating in 2009, a slight decrease in the number receiving a *Recognized* rating, and fewer *Academically Unacceptable*.

For the eight grade/subject combinations listed above, Attachment E illustrates by grade/subject the breakdown of 2010 actual results for students included in the 2009 accountability system who failed the TAKS in 2009. For most grades/subjects, more students would have counted as passers in 2009 state accountability ratings if 2010 actual results had been used rather than 2009 TPM results.

20. What is the benefit of using TPM in state accountability ratings?

Campuses and districts earn ratings by having performance that meets absolute standards or by demonstrating sufficient improvement toward the standard. With the addition of TPM in 2009, the state accountability rating system gives districts and campuses credit not only for students who pass but also for students who are on track to pass at a future grade.

> *Background*:
> The Texas state accountability system evaluates district and campus performance on 35 indicators and assigns an overall accountability rating based on the lowest-performing indicator. The inclusion of TPM allows some campuses and districts to meet the higher accountability standard on one or more of the 25 assessment indicators that were preventing them from receiving the next higher rating.
>
> The inclusion of TPM allowed some campuses and districts to cross one additional hurdle that prevented them from moving to the next higher accountability rating category. Take Needville ISD (NISD) as an example. In 2010, NISD is evaluated on 22 of the 25 TAKS measures. In 2010 the percentage of NISD students who passed the test met or exceeded the *Exemplary* performance level on 16 of the 22 TAKS measures (73% of TAKS measures), and met or exceeded the *Recognized* performance level on 21 of the 22 TAKS measures (95% of TAKS measures). In mathematics, NISD African-American students performed at the *Acceptable* level with 74% passing the test, an increase of 18 percentage points from the percent passing in 2009. The percent meeting the standard on TAKS with TPM was 85%, allowing NISD to receive a *Recognized* rating in 2010.

21. How will TPM be used in state accountability in 2011?

For 2011 state accountability, TEA is considering several options for changing the use of TPM so that student performance is acknowledged and the state accountability system remains transparent. Proposals under consideration include the following:

- suspension of the use of TPM for accountability ratings
- continued use of TPM in state accountability, but only for districts that elect to use it
- modifications to the calculation of TPM and/or its use to include additional safeguards, such as:
    - applying performance floors
    - counting each student who fails but is projected to pass as a fraction of a passer
    - prohibiting TPM to be used for the same measure in a subsequent year
    - limiting the number of measures for which TPM can be used in a given year
    - limiting which rating categories can make use of TPM

TEA will evaluate all options available for computing growth or the degree to which a student is on track to succeed in a subsequent grade or course as part of the

development of the new State of Texas Assessments of Academic Readiness (STAAR) program. Options for how the student progress measure developed for STAAR will be used in the new accountability system will be considered as part of the accountability development process.

22. Are there significant changes planned for 2011 state accountability?

The 2010–2011 school year will be the last year under the current state accountability system. The rating system in 2011 will serve as a transition to a new accountability system for 2013 and beyond. Consistent with this new direction for state accountability, the 2011 accountability ratings will emphasize performance above the proficient level by requiring the evaluation of TAKS commended performance for the *Recognized* and *Exemplary* rating levels.

23. What changes are planned for the new accountability system that will be implemented in 2013?

The intent is to design a new accountability system rather than modify the current system to align with the new provisions of House Bill 3. Every aspect of the accountability system will be reevaluated. The resulting accountability system will look very different from the current state accountability system. The defining characteristic of the new accountability system will be the emphasis on college and career ready performance on the STAAR. The *Recognized* and *Exemplary* labels will emphasize higher levels of student performance rather than higher percentages of students performing at the proficient level.

24. What would the state accountability ratings look like if there could be an apples-to-apples comparison of 2008, 2009, and 2010 without the TPM feature?

Due to increases in accountability standards, the inclusion of additional students tested on the TAKS-Accommodated, and other changes in rigor across years, comparisons of the state accountability ratings cannot be made without applying the same criteria to the rating results for each of the comparison years. To compare 2008, 2009, and 2010 ratings, the following 2010 system criteria were applied to the 2008 and 2009 rating years.

The TAKS base indicator was adjusted for 2008 and 2009 to include all TAKS (Accommodated) results, exclude the second administration of grade 3 reading, and include the 2010 vertical scale score adjustments. The following 2010 TAKS accountability standards were applied to the 2008 and 2009 results: *Academically Acceptable*: 70% (reading/ELA, writing, social studies); 60% (math); 55% (science); *Recognized*: 80% (all subjects); and, *Exemplary*: 90% (all subjects). The 2010 Completion Rate I standard and the annual grade 7-8 Dropout Rate standard were also applied to both years, and the School Leaver Provision that was originally applied to the 2008 rating results was removed. In addition, the 2010 Exceptions Provision criteria were applied to the 2008 and 2009 rating results. There were some adjustments that were not possible to make across all three

years, such as the exclusion of students displaced by Hurricane Ike that was applied to the 2009 results that is not applicable to 2008 or 2010.

The following table provides a comparison of the 2008, 2009, and 2010 rating distributions when the 2010 criteria are applied to the 2008 and 2009 rating results, as described above. Note that these comparisons do not include the use of TPM in 2009 and 2010.

	2008 Performance		**2009 Performance**		**2010 Performance**	
Campuses	Count	Percent	Count	Percent	Count	Percent
Acad. Unacceptable	981	13%	788	10%	336	4%
Acad. Acceptable	3,436	44%	3,155	40%	2,606	33%
Recognized	1,981	25%	2,375	30%	2,965	37%
Exemplary	727	9%	927	12%	1,427	18%
Using RI	281		477		554	
Using TPM	0		0		0	
Using EP	1,360		959		902	
Using Combo (RI/EP)	227		222		175	
Districts	Count	Percent	Count	Percent	Count	Percent
Acad. Unacceptable	196	17%	148	13%	68	6%
Acad. Acceptable	751	65%	730	63%	566	48%
Recognized	171	15%	234	20%	436	37%
Exemplary	37	3%	46	4%	94	8%
Using RI	76		103		136	
Using TPM	0		0		0	
Using EP	140		103		113	
Using Combo (RI/EP)	55		35		37	

Percentages do not sum to 100% because the Not Rated categories are not shown.

Use of TPM in Federal Accountability

25. Has the TPM been approved for use by the USDE?

Yes. After review of the technical qualities of the measure by psychometric, accountability, and policy experts at the national level, the USDE approved the use of TPM in Texas' federal accountability calculations in January 2009.

> *Background:*
> TEA's growth pilot application to USDE can be found at: http://www.tea.state.tx.us/student.assessment/measures/Measure-011209-USDE-GrowthProposalTX.pdf. Additional documentation of the pilot application process can be found at: http://www.tea.state.tx.us/student.assessment/measures/archive/ under the *Texas Growth Proposal to the USDE* section.

26. How is TPM used in federal Adequate Yearly Progress (AYP)?

For federal accountability, beginning in 2009, Texas has received approval to use TPM in the AYP calculations for students taking reading/English language arts and mathematics assessments in grades 3–8 and 10. Students who met the standard or are projected to meet the standard at the next high-stakes grade will be included in district and campus performance ratings for evaluating AYP results.

> *Background*:
> For detailed information about the use of TPM in the 2010 AYP calculations, see Section III of the *2010 AYP Guide* available online at http://www.tea.state.tx.us/ayp/.

27. What has been the TPM impact to 2009 federal accountability ratings (AYP)?

Of the **1,235** districts evaluated for AYP in 2009, **126** districts (**10**%) that would have otherwise missed AYP in 2009 met AYP due to TPM. Of the **8,322** campuses evaluated, **528** campuses (**6**%) that would not have met AYP had TPM been excluded from the calculations met AYP due to TPM.

> *Background*:
> Actual results of TPM's impact on 2009 federal accountability are consistent with impact analyses submitted to USDE in the state's growth pilot application. That is, it was anticipated that had TPM been used in 2008 federal accountability ratings, 11% of districts and 5% of campuses would have used TPM to meet AYP.

28. What has been the TPM impact to 2010 federal accountability ratings (AYP)?

Based on the 2010 AYP ratings released on August 5, 2010, of the **1,237** districts evaluated for AYP in 2010, **175** districts (**14**%) that would have otherwise missed AYP in 2010 met AYP due to TPM. Of the **8,435** campuses evaluated, **933** campuses (**11**%) that would not have met AYP had TPM been excluded from the calculations met AYP due to TPM.

Background:
As in 2009, the TPM results were included at all grade levels for the TAKS and TAKS (Accommodated) assessments. In addition, TPM results for TAKS-Modified (TAKS-M) assessments were phased in beginning in 2010 with grades 4, 7, and 10.

29. Are other states using USDE-approved growth measures for accountability?

Currently 15 states have approved growth measures. To date, the USDE has approved three types of growth measures for use in AYP: projection models, growth to standard models, and value tables. States that use projections in their AYP calculations are Colorado, Ohio, Pennsylvania, Tennessee, and Texas.

Background:
The three types of growth measures the USDE has approved for use in AYP are projection models, growth to standard, and transition tables.

Projection Models: A regression model projects whether or not students will meet the proficient performance standard on the test in a future grade, given how students have performed in the past. This model answers the question: Based on how the student performed this year, and performance of students scoring similarly in the past, is the student expected to meet the proficient performance standard in a specified future year?

Growth to Standard: This model measures the amount of improvement in test scores needed to meet the proficient performance standard in a future grade divided by the number of years for a student to reach that grade. This model answers the question: Based on how the student performed last year and this year, if the student continues to improve at the same rate will the student meet the proficient performance standard in a specified future year?

Value Table: This model evaluates student progress in terms of performance levels on the test – below basic to basic to proficient to advanced, for example. This model answers the question: Based on the student performance level last year and this year, if the student continues to move from one performance level to the next at the same rate will the student reach the proficient performance level in a specified future year?

Information regarding the USDE growth pilot can be found on the USDE website at http://www2.ed.gov/admins/lead/account/growthmodel/index.html.

30. Does use of growth measures in accountability systems have the same ratings impact in other states as in Texas?

The best comparison of use of growth measures in accountability systems in other states is for federal AYP because the underlying accountability systems are similar. Growth is used in the Texas AYP system in the same way it is used in the Texas state accountability system. As Attachment F indicates, based on available data, the percentage of schools that met AYP due to growth varied from 0% of Alaska schools in 2007 to 26% of Ohio schools in 2008. Twelve of the 15 states that use a growth model for AYP already count some students who did not pass the state test as proficient for purposes of calculating AYP before giving credit for growth in the final AYP calculation. Therefore, the three states that initially count only students who pass the test as proficient (Florida, Ohio, and Texas) before giving credit for growth in the AYP calculation would be expected to see more improvement with use of the growth measure than the 12 other states using growth in AYP. The additional schools that met AYP by using growth in these states is 5% in Florida, 26% in Ohio, and 6% in Texas.

Background:
Many factors may contribute to the variation among the 15 states in impact of growth on AYP status.

- Assessment factors – difficulty of the test, student proficiency standards on the test, how many years the tests have been used

- Growth factors – type of growth model, grades for which growth is calculated (not all states calculate growth for grade 3 and for high school), the ways the models define sufficient growth

- AYP factors – AYP performance targets, percentage of campuses meeting AYP without growth, definition of proficiency measure, why campuses missed AYP before growth model applied (performance, participation, or graduation rate), how and when growth is used in the process of calculating AYP

- Student factors – actual performance of students at all levels

Attachments

Attachment A: Accuracy Checks for Projections Used in 2009 Accountability
Attachment B: Student Performance in 2010 for Students Who Did Not Meet Standard in 2009 and Were Projected to Meet Standard in 2010
Attachment C: Sample Accountability Data Table
Attachment D: Analysis of 2009 Ratings Distributions, Standard Procedures, when Actual 2010 Performance Results are Substituted for 2009 Projections
Attachment E: TPM Projection Accuracy in 2009 Accountability
Attachment F: How States That Are Using USDE Approved Growth Measures Count Students

Attachment A

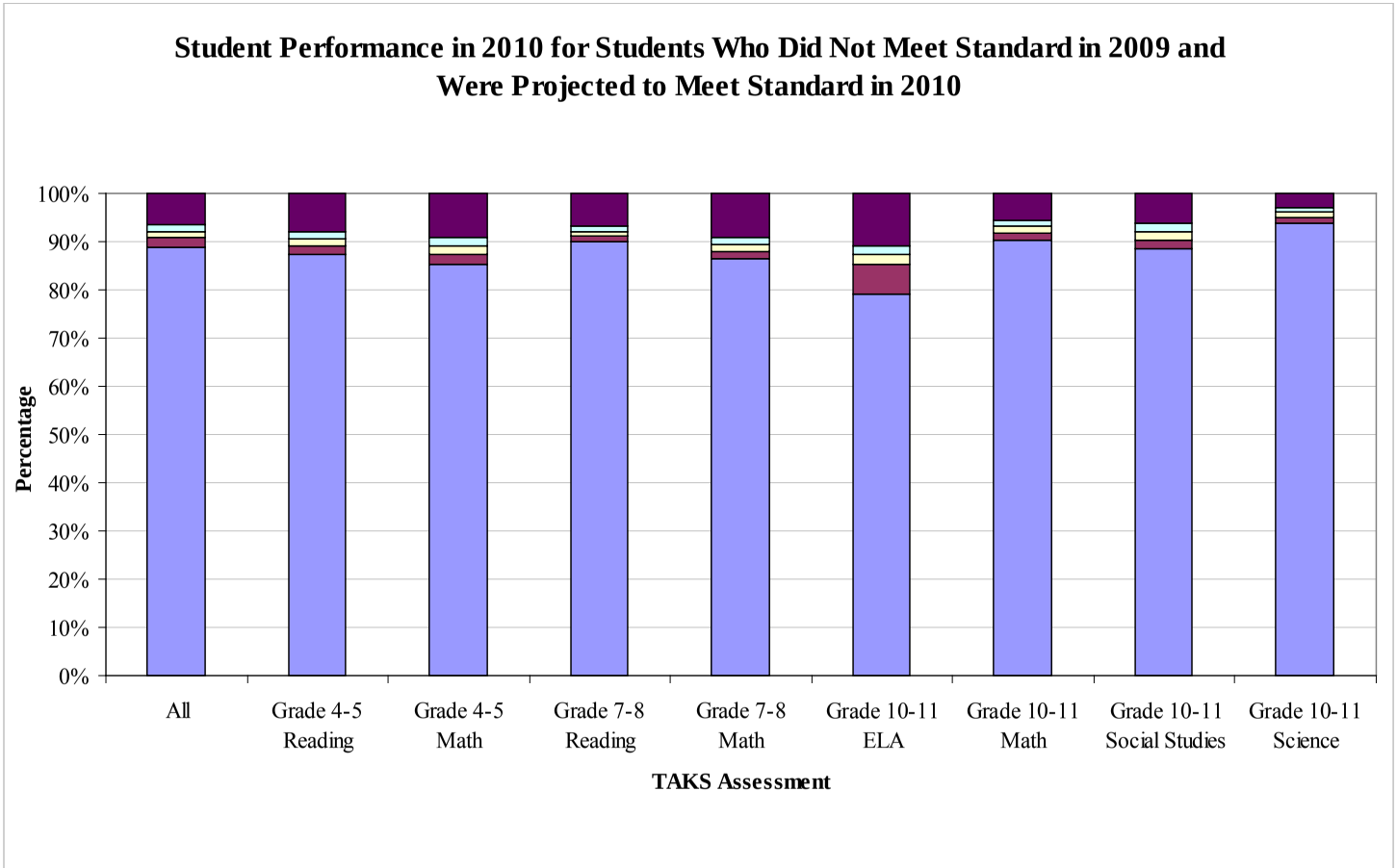
Accuracy Checks for Projections Used in 2009 Accountability*

Grade	Reading	Mathematics	Writing	Science	Social Studies	Total
3	3 → 5	3 → 5				2
4	4 → 5	4 → 5	4 → 7*			3
5	5 → 8*	5 → 8*		5 → 8*		3
6	6 → 8	6 → 8				2
7	7 → 8	7 → 8				2
8	8 → 11	8 → 11		8 → 11	8 → 11	4
9	9 → 11	9 → 11				2
10	10 → 11	10 → 11		10 → 11	10 → 11	4
Total Projections	8	8	1	3	2	22

2010	2011	2012
Accuracy can be checked for 8 projections	Accuracy can be checked for 6 projections	Accuracy can be checked for 4 projections

* 18 of the 22 projections can be checked; 4 cannot be checked due to transition from TAKS to STAAR in 2012

Attachment B



	All	Grade 4-5 Reading	Grade 4-5 Mathematics	Grade 7-8 Reading	Grade 7-8 Mathematics	Grade 10-11 ELA	Grade 10-11 Mathematics	Grade 10-11 Social Studies	Grade 10-11 Science
Met Standard in 2010 (passed)	166728 (89%)	14604 (87%)	13570 (85%)	24073 (90%)	13928 (86%)	13596 (79%)	33597 (90%)	13069 (89%)	40291 (94%)
Missed passing by 1 question	3464 (2%)	284 (2%)	288 (2%)	253 (1%)	246 (2%)	1094 (6%)	505 (1%)	248 (2%)	546 (1%)
Missed passing by 2 questions	2648 (1%)	256 (2%)	284 (2%)	286 (1%)	212 (1%)	353 (2%)	523 (1%)	272 (2%)	462 (1%)
Missed passing by 3 questions	2404 (1%)	233 (1%)	280 (2%)	284 (1%)	245 (2%)	289 (2%)	428 (1%)	253 (2%)	392 (1%)
Missed passing by 4+ questions	12271 (7%)	1322 (8%)	1465 (9%)	1825 (7%)	1475 (9%)	1874 (11%)	2102 (6%)	925 (6%)	1283 (3%)

Note. These analyses were limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010. This study included final data from the primary, first, and second retest administrations for grades 5 and 8 in 2010. For exit level, the primary administration and preliminary July 2010 retest data were included.

2010 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: SAMPLE DISTRICT
CAMPUS NAME: SAMPLE H S
CAMPUS NUMBER: 999999999

Campus Rating: Recognized
Grade Span: 09 - 12

S A M P L E

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

	2010				2009			Required Improvement				2010 TPM			Status by Measure				
Performance Results	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Number Met Std w/TPM	Number Taking	Pct Met w/TPM	STD	RI	TPM	EXCP	***
Reading/ELA (70%/80%/90%)																			
X All Students	1,299	1,351	96%	100%	1,269	1,326	96%		0			1,326	1,351	98%	EX	-	-	-	EX
X African Amer	*	*	95%	10%	125	133	94%		1			*	*	98%	EX	-	-	-	EX
X Hispanic	350	370	95%	27%	294	320	92%		3			363	370	98%	EX	-	-	-	EX
X White	715	740	97%	55%	751	770	98%		-1			725	740	98%	EX	-	-	-	EX
X Econ Disadv	350	374	94%	28%	311	341	91%		3			363	374	97%	EX	-	-	-	EX
Writing (70%/80%/90%)																			
All Students	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Hispanic	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
White	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Econ Disadv	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Social Studies (70%/80%/90%)																			
X All Students	*	*	98%	100%	795	825	96%		2			*	*	> 99%	EX	-	-	-	EX
X African Amer	*	*	93%	10%	70	80	88%		5			*	*	98%	EX	-	-	-	EX
X Hispanic	*	*	97%	26%	175	190	92%		5			*	*	> 99%	EX	-	-	-	EX
X White	*	*	> 99%	*	485	488	99%		*			*	*	> 99%	EX	-	-	-	EX
X Econ Disadv	*	*	95%	24%	167	183	91%		4			*	*	99%	EX	-	-	-	EX
Mathematics (60%/80%/90%)																			
X All Students	1,141	1,342	85%	100%	1,078	1,297	83%		2			1,280	1,342	95%	RE	RE	EX	-	EX
X African Amer	88	125	70%	9%	90	133	68%	Yes	2	**	No	112	125	90%	AA	AA	RE	-	RE
X Hispanic	290	367	79%	27%	238	307	78%	Yes	1	1	Yes	338	367	92%	AA	RE	-	-	RE
X White	660	737	90%	55%	654	756	87%		3			718	737	97%	EX	-	-	-	EX
X Econ Disadv	278	372	75%	28%	232	325	71%	Yes	4	5	No	340	372	91%	AA	AA	RE	-	RE
Science (55%/80%/90%)																			
X All Students	762	837	91%	100%	712	828	86%		5			806	837	96%	EX	-	-	-	EX
X African Amer	68	87	78%	10%	59	79	75%	Yes	3	3	Yes	77	87	89%	AA	RE	-	-	RE
X Hispanic	190	222	86%	27%	143	189	76%		10			208	222	94%	RE	RE	EX	-	EX
X White	432	456	95%	54%	448	493	91%		4			449	456	98%	EX	-	-	-	EX
X Econ Disadv	165	205	80%	24%	134	182	74%		6			187	205	91%	RE	RE	EX	-	EX

** Met the minimum size requirement, but did not meet the 75% floor for Recognized.
*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2009?	Exceptions Applied
20	1	4	N/A	N/A	N/A

DISTRICT NAME: SAMPLE DISTRICT S A M P L E
CAMPUS NAME: SAMPLE H S Campus Rating: Recognized
CAMPUS NUMBER: 999999999 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION I RATE TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2009					Class of 2008				Required Improvement		
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	389	6	398	97.7%	100%	413	426	96.9%		0.8		
African Amer	29	1	31	93.5%	8%	33	36	91.7%		1.8		
Hispanic	97	2	100	97.0%	25%	79	82	96.3%		0.7		
White	232	3	236	98.3%	59%	268	273	98.2%		0.1		
Econ Disadv	75	1	77	97.4%	19%	54	58	93.1%		4.3		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.8%)

	2008-09				2007-08				Required Improvement		
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-		-		
African Amer	-	-	-	-	-	-	-		-		
Hispanic	-	-	-	-	-	-	-		-		
White	-	-	-	-	-	-	-		-		
Econ Disadv	-	-	-	-	-	-	-		-		

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Attachment D

Analysis of 2009 Ratings Distributions, Standard Procedures, when Actual 2010 Performance Results are Substituted for 2009 Projections* September 2010

DISTRICTS	Actual 2009 State Ratings	Revised 2009 Ratings (if 2009 TPM projections for Grades 4, 7, and 10 in 2010 were updated with actual 2010 results)
Exemplary	117	123
Recognized	464	491
Academically Acceptable	518	486
Academically Unacceptable	56	56
Not Rated	8	7
Total	1,163	1,163

CAMPUSES	Actual 2009 State Ratings	Revised 2009 Ratings (if 2009 TPM projections for Grades 4, 7, and 10 in 2010 were updated with actual 2010 results)
Exemplary	2,158	2,202
Recognized	2,943	2,944
Academically Acceptable	1,911	1,883
Academically Unacceptable	208	194
Not Rated	654	651
Total	7,874	7,874

* The revised 2009 ratings are based on the TPM projections that have been updated with the actual 2010 results for the following eight grade/subject combinations: grade 4 reading and mathematics projected to grade 5, grade 7 reading and mathematics projected to grade 8, and grade 10 English language arts, mathematics, science, and social studies projected to grade 11. A full accuracy analysis using more of the grade/subject combinations is not possible until 2012. However, a complete accuracy analysis will never be possible due to the transition from the TAKS to STAAR testing program in 2012.

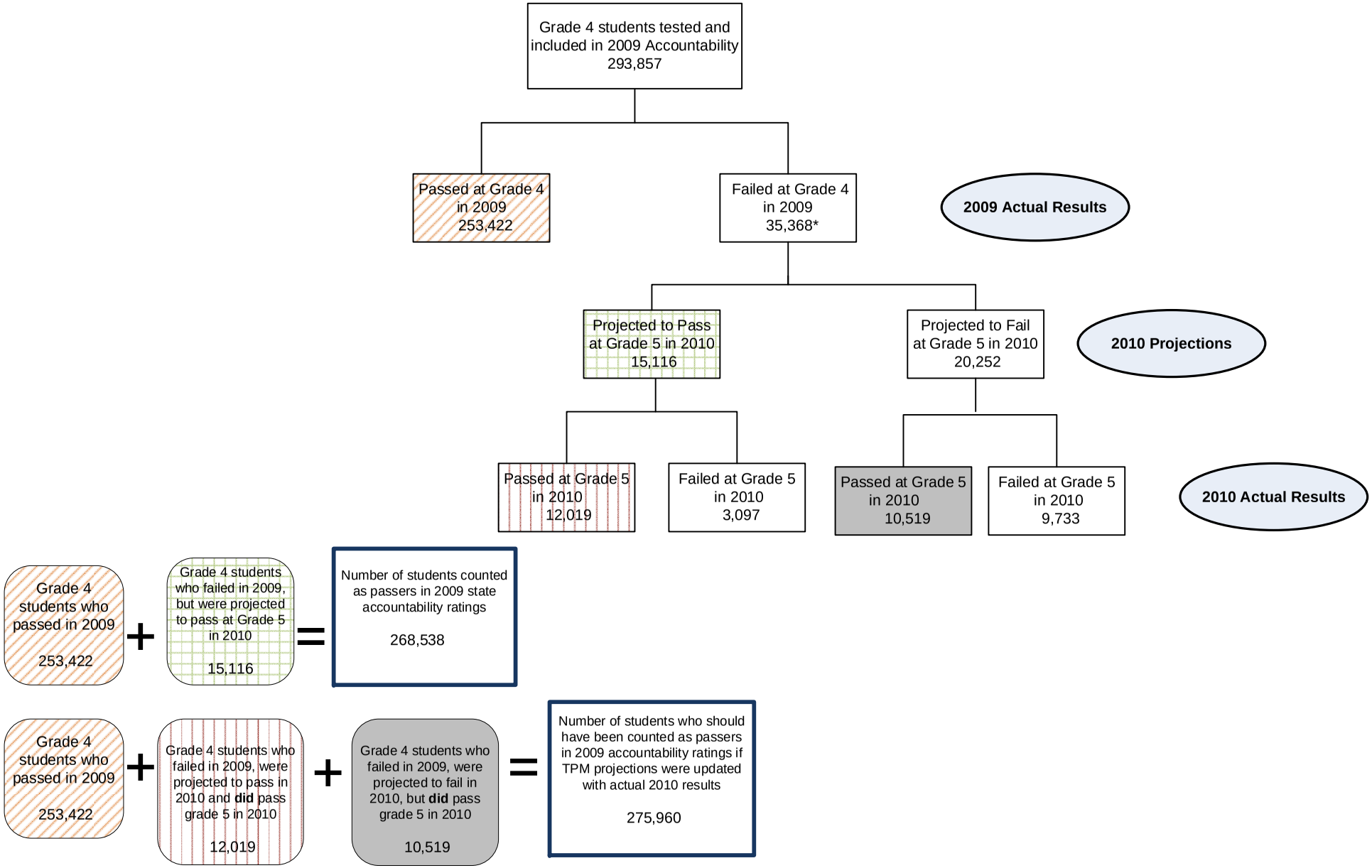
This analysis includes the final data for the April 2010 primary administration, the May and June 2010 retest administrations for grades 5 and 8, and the results from the July 2010 exit level retest administration.

Texas Education Agency
Department of Assessment, Accountability, and Data Quality
Division of Performance Reporting

Attachment E

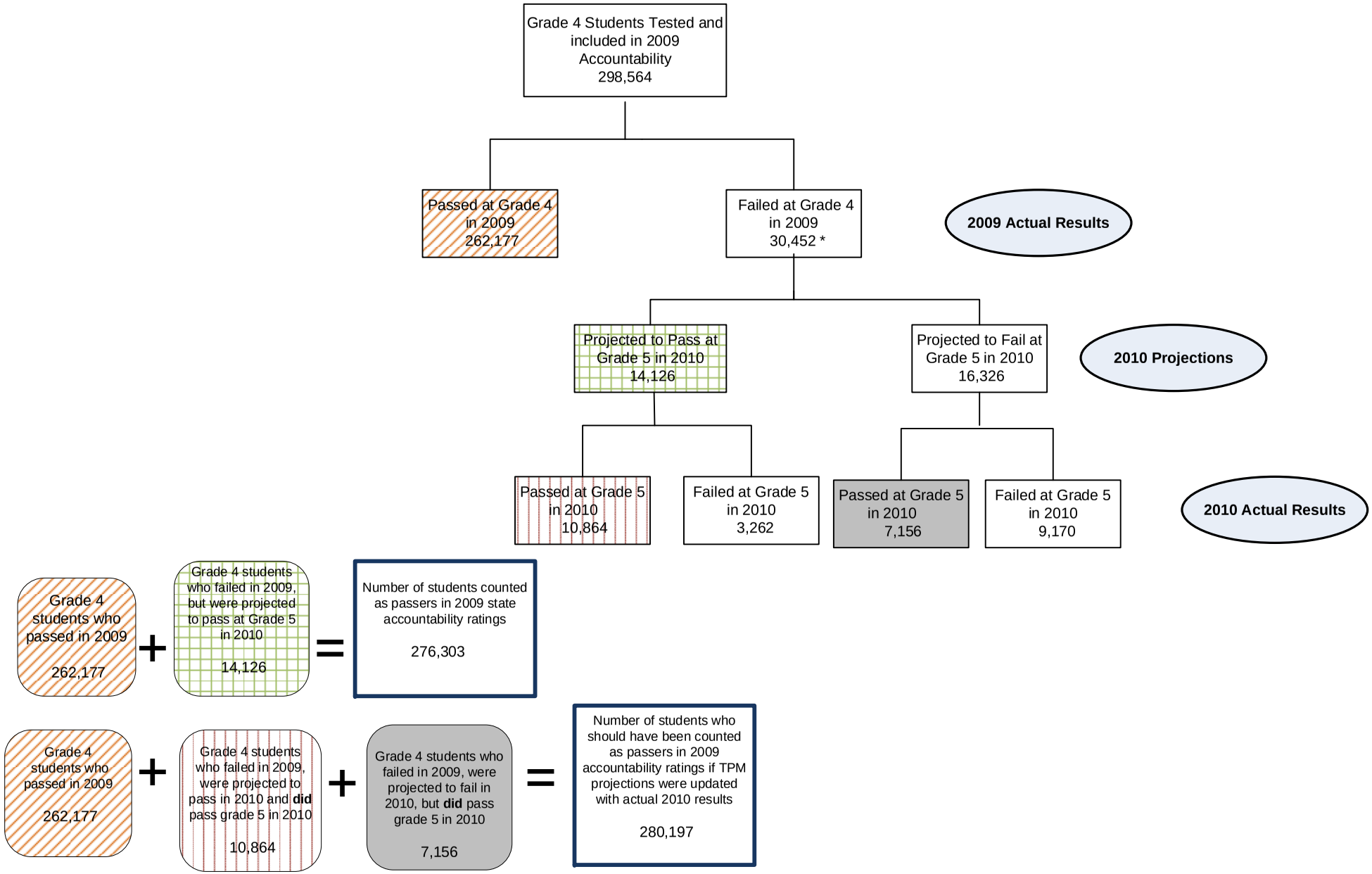
TPM Projection Accuracy in 2009 Accountability

TPM Projection Accuracy in 2009 Accountability
Grade 4 (2009) to Grade 5 (April 2010 Primary, May and June 2010 Retest Administrations)
TAKS Reading (English)



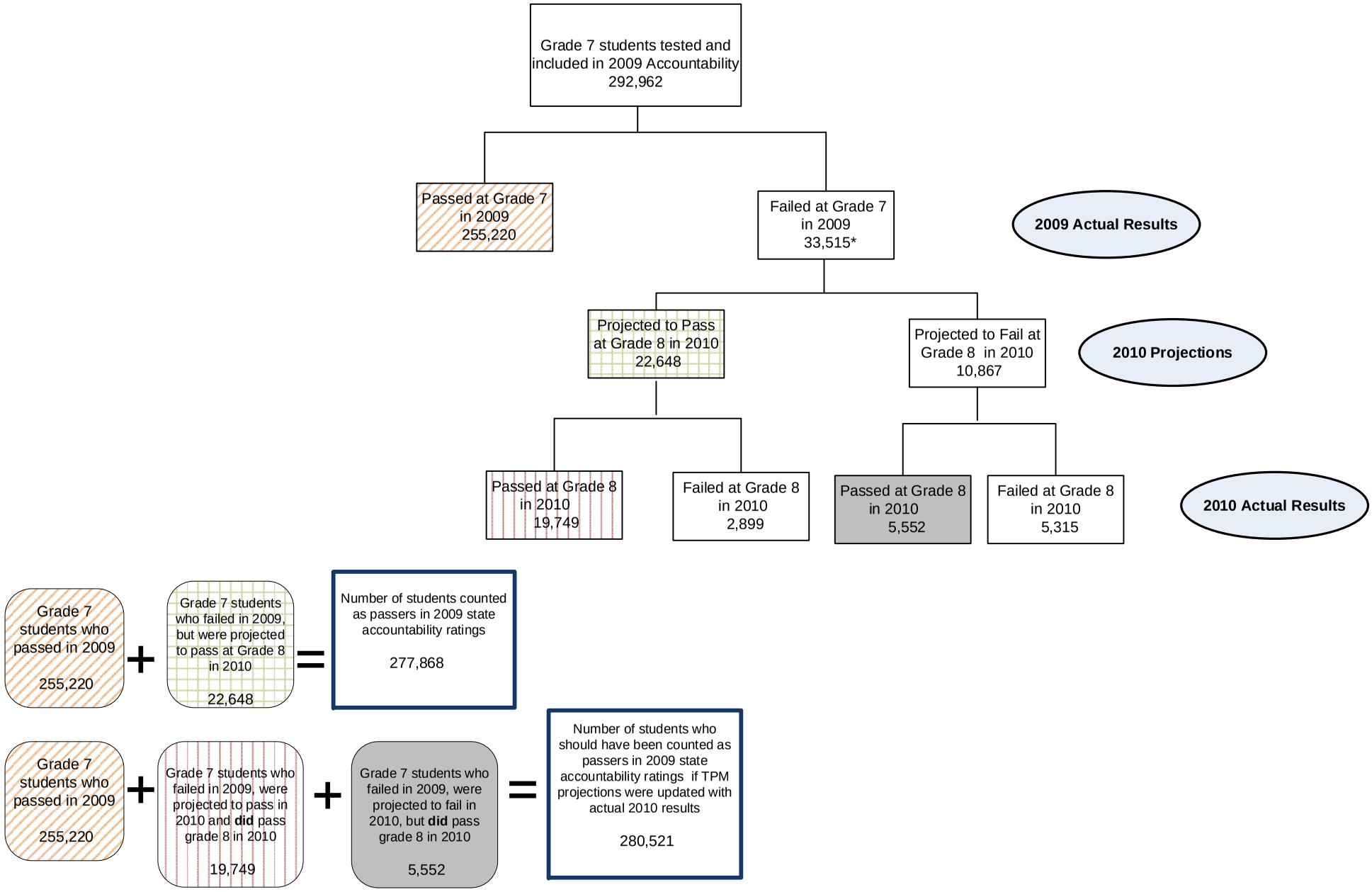
* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 4 (2009) to Grade 5 (April 2010 Primary, May and June 2010 Retest Administrations)
TAKS Mathematics (English)



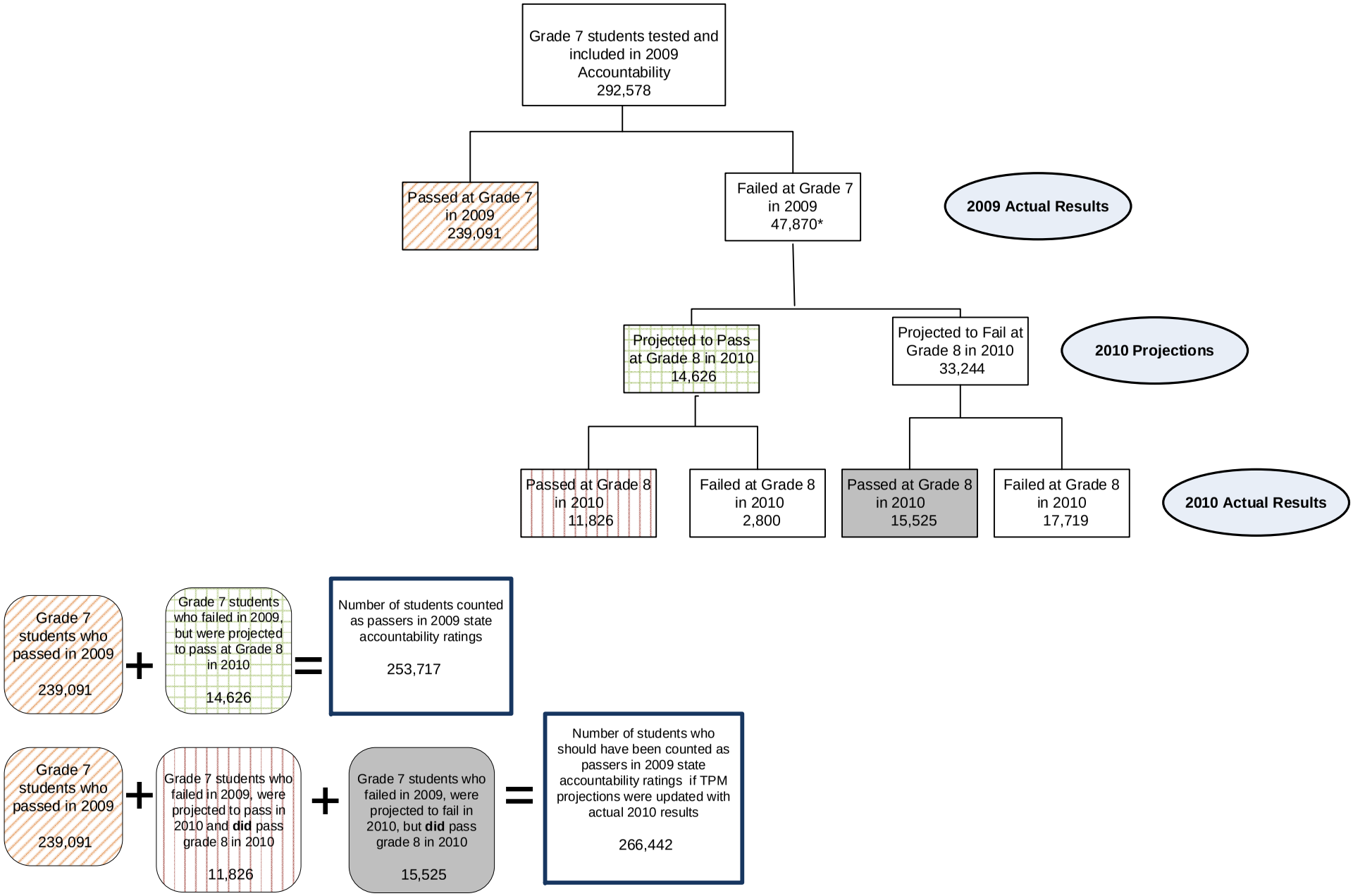
* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 7 (2009) to Grade 8 (April 2010 Primary, May and June 2010 Retest Administrations)
TAKS Reading



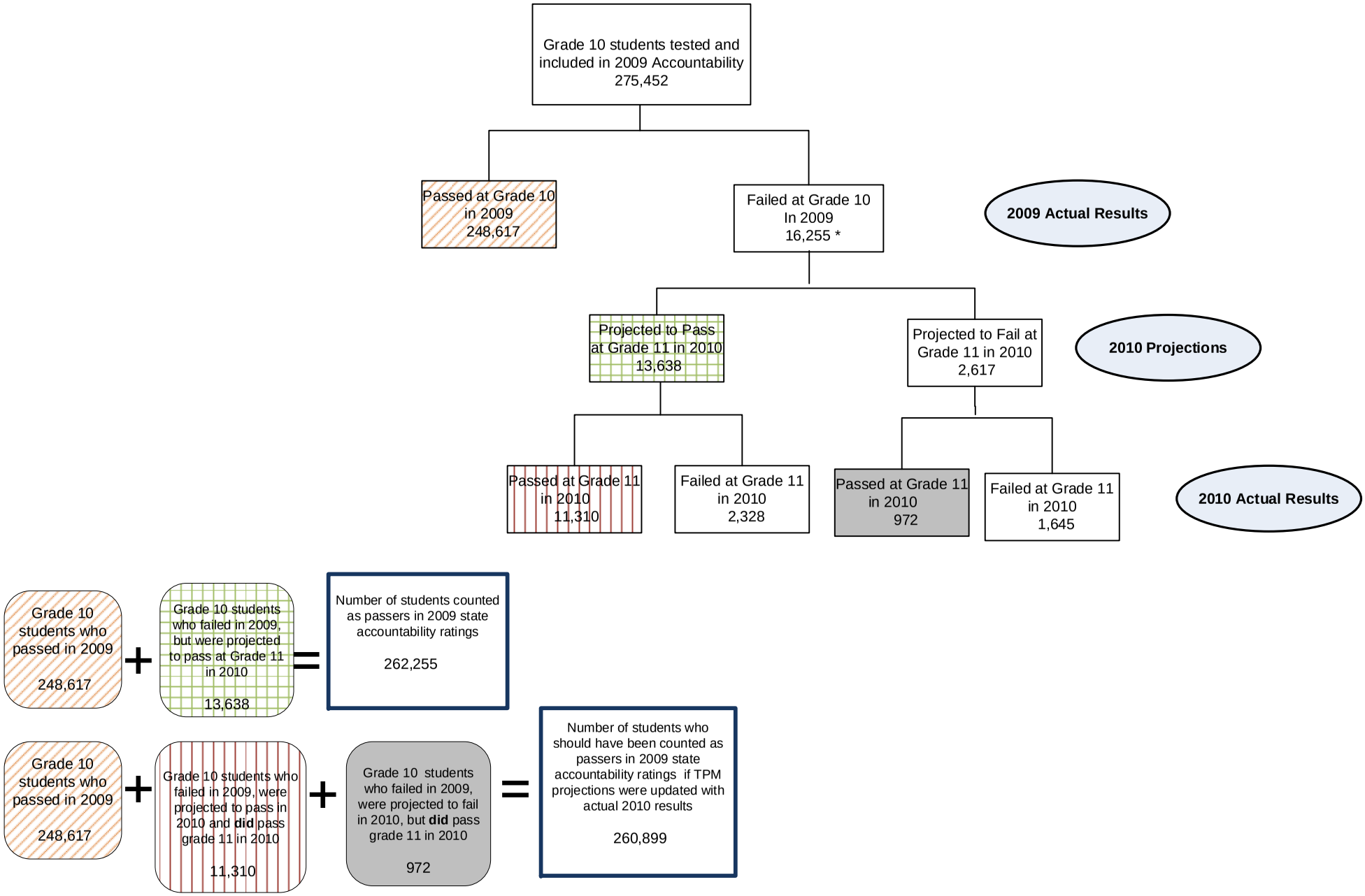
* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 7 (2009) to Grade 8 (April 2010 Primary, May and June 2010 Retest Administrations)
TAKS Mathematics



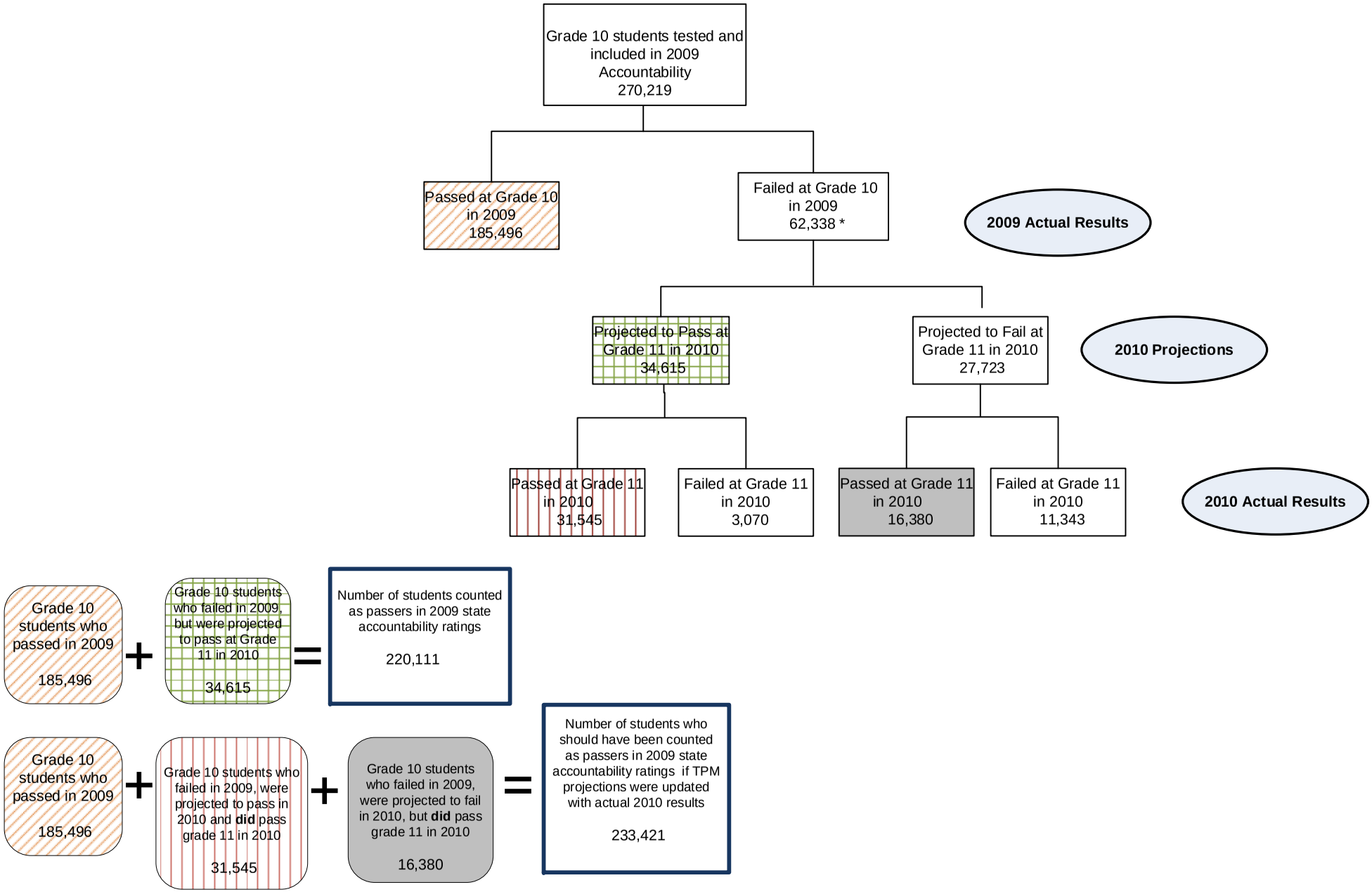
* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 10 (2009) to Grade 11 (April 2010 Primary and July 2010 Retest Administrations)
TAKS English Language Arts



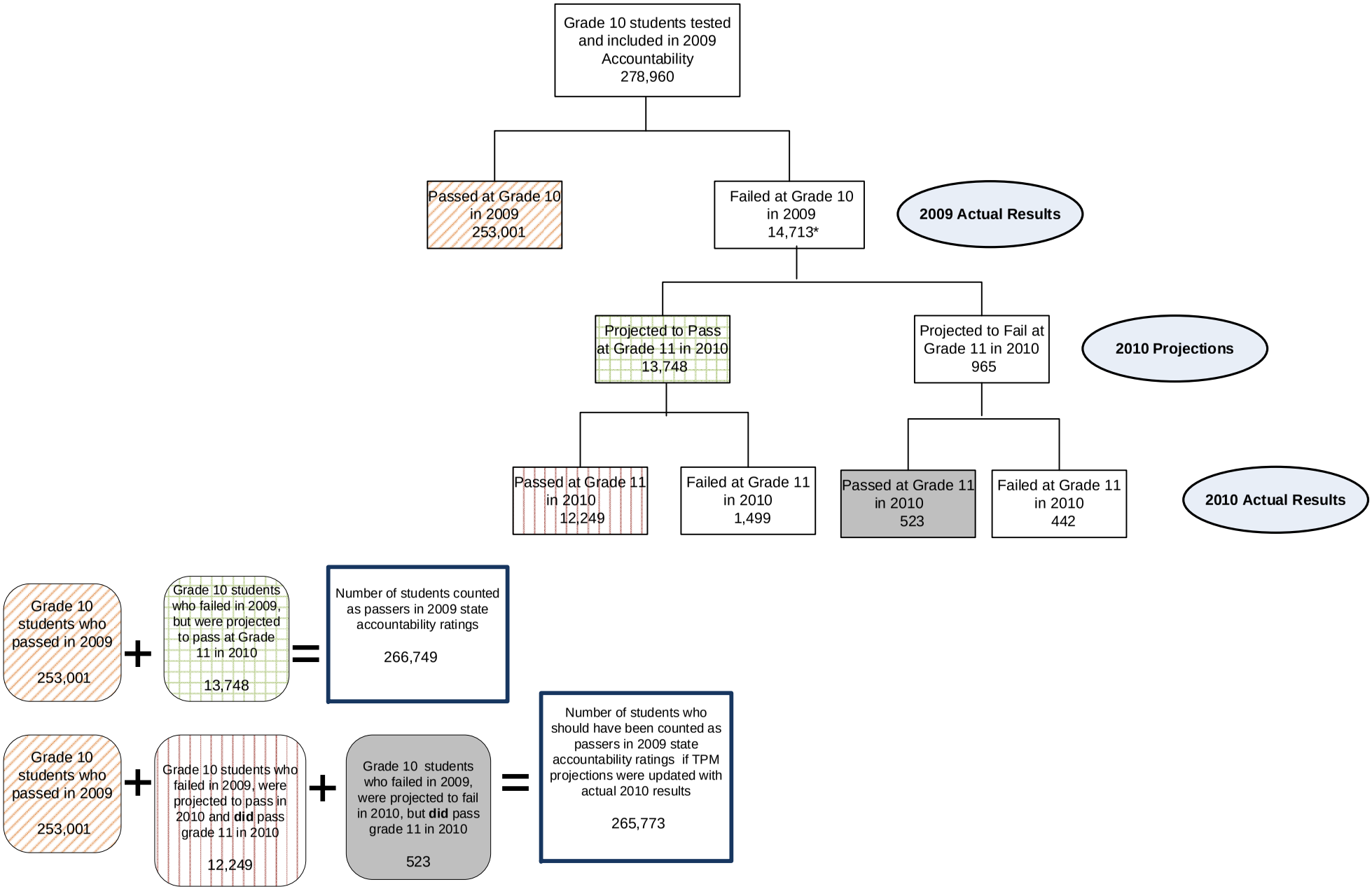
* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 10 (2009) to Grade 11 (April 2010 Primary and July 2010 Retest Administrations)
TAKS Mathematics



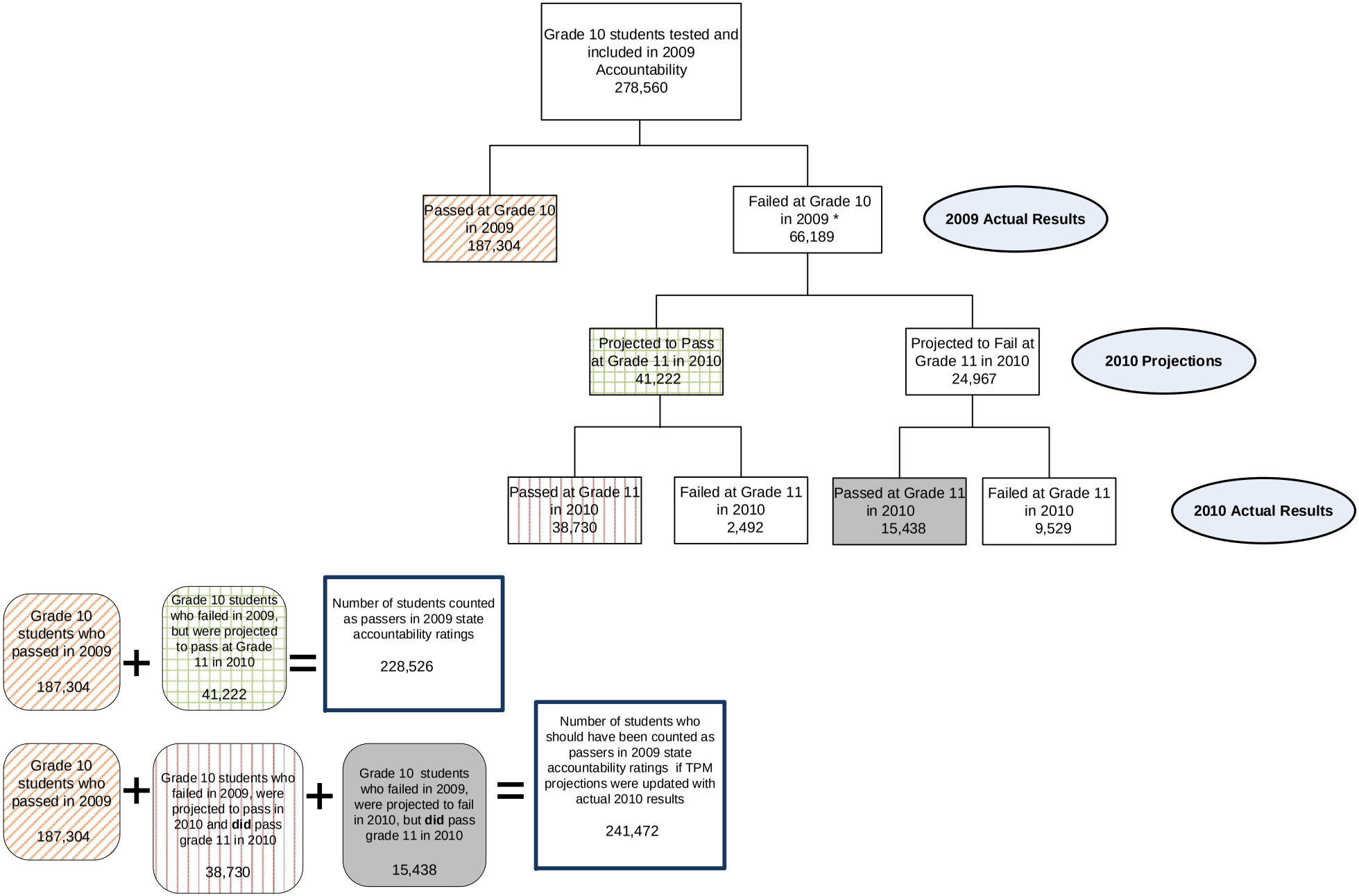
* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 10 (2009) to Grade 11 (April 2010 Primary and July 2010 Retest Administrations)
TAKS Social Studies



* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

TPM Projection Accuracy in 2009 Accountability
Grade 10 (2009) to Grade 11 (April 2010 Primary and July 2010 Retest Administrations)
TAKS Science



* This analysis is limited to students who had a projected value in 2009 and were able to be matched to a tested record in 2010.

Attachment F

How States That Are Using USDE Approved Growth Measures Count Students

All of the states that use a growth measure for Adequate Yearly Progress (AYP) give districts and campuses two ways to meet annual accountability standards – a proficiency measure that does not include growth and a growth measure that includes growth or projection to proficiency.

Twelve of the 15 states that use a growth model for AYP already count some students who did not pass the state test as proficient for purposes of calculating AYP before giving credit for growth in the final AYP calculation. The three states that initially count only students who pass the test as proficient (Florida, Ohio, and Texas) before giving credit for growth in the AYP calculation would be expected to see more improvement with use of the growth measure.

State	Type of Growth Measure in AYP	Proficiency Measure		Growth Measure		Impact of Growth on AYP Status*		
		Credit for Proficient Only	Credit for Proficient and Below Proficient	Credit for Meet Growth Only	Credit for Proficient or Meet Growth	Additional Districts Met AYP	Additional Campuses Met AYP	Year of AYP Data
Alaska	Growth to Standard		X		X	0%	0%	2007
Arizona	Growth to Standard		X		X	0%	1%	2007
Arkansas	Growth to Standard		X	X			8%	2007
Colorado	Projection		X	X				
Delaware	Value Table		X		X		3%	2007
Florida	Growth to Standard	X			X	5%	5%	2007
Iowa	Value Table		X		X	2%	4%	2008
Michigan	Value Table		X		X	6%	3%	2008
Minnesota	Value Table		X	X				
Missouri	Growth to Standard		X		X	3%	6%	2008
North Carolina	Growth to Standard		X		X	1%	1%	2007
Ohio	Projection	X			X	40%	26%	2008
Pennsylvania	Projection		X	X				
Tennessee	Projection		X	X		N/A	1%	2007
Texas	Projection	X			X	10%	6%	2009

* Impact of Growth on AYP Status for states other than Texas: 2007 campus results are from *Interim Report on the Evaluation of the Growth Model Pilot Project* (Washington, DC: U.S. Department of Education: 2010). 2008 campus results and all district results are from *Guide to United States Department of Education Growth Model Pilot Program 2005-2008* (Washington, DC: Council of Chief State School Officers, 2009), 37.

Proficiency Measure

Texas, as well as Florida and Ohio, define the proficiency measure as percent of students who meet the proficiency standard on the state assessment.

Minnesota and Pennsylvania use a performance index that gives partial credit for students who meet a performance standard that is below proficient on the state assessment.

Alaska, Arizona, Arkansas, Colorado, Delaware, Iowa, Minnesota, Missouri, North Carolina, Pennsylvania, and Tennessee place a confidence interval around either the percent proficient or the accountability standard and school performance that falls within this confidence interval is counted as meeting the accountability standard. Michigan places a confidence interval around individual student test scores and scores that fall within this confidence interval are counted as proficient. A confidence interval is a statistical measure that defines a range of values around a point that takes sampling error into account.

Growth Measure

Texas, as well as Alaska, Arizona, Delaware, Florida, Iowa, Michigan, Missouri, North Carolina, and Ohio, define the growth measure as percent of students who either meet the proficiency standard on the state assessment or meet the growth/projection standard.

Delaware gives full credit for students who meet the proficiency standard on the state assessment but only partial credit for students who fail the test but meet the growth standard.

Arkansas, Colorado, Minnesota, Pennsylvania, and Tennessee define the growth measure as students who meet the growth/projection standard – students who meet the proficiency standard on the state assessment but do not meet the growth/projection standard do not receive credit in the growth/projection measure.

Minnesota gives full credit for students who meet the proficiency standard on the state assessment, except those who move from *Exceeds* to *Meets*, and partial credit for students who fail the test but meet the growth standard.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281[1], Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education. If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

The Texas Education shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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[1] From September 27, 2010, all districts, except the original nine school districts that were party to the case, are no longer subject to the order. Except for those districts[1], there is no longer any obligation to report student transfers or submit real property conveyances for approval. The agency will no longer monitor district boundary changes, transportation, extra-curricular activities, or staff and student assignment for purposes of the order

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