

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
<i>Reading/English Language Arts and Mathematics</i>				
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	
<i>Other Indicators</i>				
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		√
<i>AYP Evaluations</i>				
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 <i>Missed AYP</i>		Yes		√
State accountability rating affects AYP status and/or AYP status affects state accountability rating		Yes		√

