

## Texas: 2013 Accountability Profile

### What new performance goal did Texas adopt after receiving waivers to *No Child Left Behind* provisions?

<b>Performance Goal</b> ➤	For all students to reach proficiency on state assessments in reading and mathematics by 2020
<b>Grade Level</b>	<b>Measures (Approved for 2013)</b>
Elementary	State assessments: reading, mathematics, writing, science, social studies Participation rate
Middle Grades	State assessments: reading, mathematics, writing, science, social studies Participation rate
High	End-of-course exams: English I, English II, English III, Algebra I, Algebra II, geometry, biology, chemistry, physics, U.S. history, world geography, world history Participation rate Graduation rate

### How will Texas measure school performance and student progress after receiving waivers?

Texas will rely on a Performance Index Framework to measure school performance and student progress. This framework consists of four separate indexes: **student achievement** in all core subject areas, **student progress** of all students and student groups in reading/language arts and mathematics, **achievement gap closure** for students from low-income families and the two lowest performing student groups in each school, and **postsecondary readiness** indicators such as high school graduation rates. There are separate annual targets for each index, and schools receive an index score ranging from 0 to 100 in each of the four indexes. Currently, schools are assigned one of three accountability ratings (Met Standard, Met Alternative Standard, or Improvement Required) based on the Performance Index Framework. Beginning in the 2013-2014 school year, Texas plans to implement an A-F accountability rating system.

To track student progress toward the performance goal, Texas set reading/language arts and math targets based on current proficiency levels. Performance targets are equal for all students and student groups, and they increase in equal increments from 2013 to 2020.

#### Texas Performance Index Framework,<sup>1</sup> 2013 (Transition Year)

Student Achievement Index	Student Progress Index	Closing the Achievement Gap Index	Postsecondary Readiness Index (High Schools Only)
Overall score includes state assessments in all content areas for all students	Overall score includes Reading, math, and writing for all students and individual student groups <sup>2</sup>	Overall score includes state assessments in all content areas for students from low-income families and the two lowest-performing student groups in each school	Overall score includes state assessments and graduation rates for all students and individual student groups <sup>2</sup>

**Source:** Texas ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/txrequestltr092613.pdf>

**Notes:** <sup>1</sup>To receive a “Met Standard” rating, high schools must meet annual targets in all four indexes. To receive a “Met Standard” rating, elementary and middle grades schools must meet annual targets in all indexes except the postsecondary readiness index.

<sup>2</sup>Individual student groups include African-Americans, Hispanics, whites, students from low-income families, students with disabilities, and English-language learners.

## How will Texas identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

Although the Performance Index Framework includes all state assessments, Texas identifies its Reward, Focus and Priority Schools based on school performance in reading/language arts and math. Only Title I schools<sup>1</sup> are included among the three categories. Keeping with the principles of flexibility, Texas developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward <sup>2</sup>	Title I schools that are: <ul style="list-style-type: none"> <li>highest-performing based on reading/language arts and math performance (and graduation rates for high schools), or</li> <li>high-progress in the top 25 percent of schools showing annual improvement or in the top 25 percent of schools making progress to close achievement gaps</li> </ul>	Public recognition and increased autonomy	Reward schools are identified annually.
Focus	10 percent of Title I schools with: <ul style="list-style-type: none"> <li>largest achievement gaps in reading/language arts and math for student groups based on the difference between student group performance and the 2013 annual target of 75 percent proficient</li> </ul>	Targeted interventions based on needs assessment	After three years, a school can exit Focus status if it: <ul style="list-style-type: none"> <li>has made significant progress<sup>3</sup> toward closing achievement gaps for two consecutive years and</li> <li>no longer meets the criteria for a Focus school.</li> </ul>
Priority	5 percent of Title I schools that include: <ul style="list-style-type: none"> <li>all Tier I and II SIG<sup>4</sup> schools</li> <li>high schools with a graduation rate less than 60 percent and</li> <li>schools ranked in the bottom 5 percent of student achievement on reading/language arts and math assessments</li> </ul>	Customized interventions aligned to turnaround principles	After three years, a school can exit Priority status if it: <ul style="list-style-type: none"> <li>has made significant progress<sup>5</sup> in meeting annual targets for performance (and/or graduation rate) for two consecutive years and</li> <li>no longer meets the criteria for a Priority school.</li> </ul>

**Notes:** <sup>1</sup> Title I schools receive federal funding to serve a large population of students from low-income families. <sup>2</sup> Schools identified for Reward status must also meet annual targets for all students and individual student groups. <sup>3</sup> Significant progress is defined as reducing the gap between student group performance and the annual target by at least 50 percent. <sup>4</sup> Schools currently operating under a federal Student Improvement Grant (SIG). <sup>5</sup> Significant progress is defined as reducing the gap between school performance and annual targets by at least 50 percent.

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