House Committee on Public Education

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# Panel 1: Assessment and Accountability


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TEA News Releases Online

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# Initial STAAR results released

AUSTIN – The State of Texas Assessments of Academic Readiness (STAAR™) results released today by the Texas Education Agency show that passing rates on five rigorous key end-of-course tests ranged from 87 percent on the biology test to 55 percent on the English I writing test.

Just as it did with the TAAS and TAKS tests, the state is phasing in the passing requirements for STAAR. The number of questions students must answer correctly will increase at intervals until 2016, when the final passing requirements will be in place. The purpose of this extended phase-in is to provide students and educators with sufficient time to adjust to the increased rigor of the assessments and higher performance expectations.

Today's results for the first administration of STAAR show what percentage of students passed the end-of-course tests at the first phase-in standard and what the passing rates would have been if the final passing standards had been in place this year. Even at the initial phase-in level, the STAAR passing standards require students to demonstrate more in-depth knowledge, critical thinking, and application skills than did the Texas Assessment of Knowledge and Skills (TAKS). The STAAR standards at the first phase-in level are higher than the passing standards for TAKS.

"While we know there is always an adjustment period for students and teachers in a new testing program, results from the first STAAR assessments are encouraging overall, showing that students generally performed as expected or better and that educators focused intensely on the state curriculum. These results give us the opportunity to focus on subject areas that need improvement, and we will continue to work with school districts, teachers and parents to ensure we continue to improve education for Texas students," Texas Commissioner of Education Robert Scott said.

Students who failed a STAAR end-of-course test may retake the test in July.

Students who are in ninth grade or below and who are pursuing the Recommended High School Program or the Distinguished Achievement graduation program by law must meet state-adopted standards on 15 end-of-course tests, as well as pass their courses, to earn a Texas high school

diploma. Students following the minimum graduation plan must meet state-adopted standards on 11 end-of-course tests and pass their courses to graduate.

While there is no required course sequence in Texas, most high school freshmen take biology, world geography, Algebra I, and English I.

## Biology

Eighty-seven percent of all students who took the biology end-of-course test passed it, and nine percent of those students reached Level III: Advanced Academic Performance, which means they are well prepared for the next course.

If the final passing standards had been in place this year, only 41 percent of all students would have passed biology.

## Algebra I

Eighty-three percent of students passed the Algebra I test by reaching Level II: Satisfactory Academic Performance, while 17 percent reached Level III: Advanced Academic Performance.

If the passing standards had been fully phased in, however, only 39 percent of all students would have passed the Algebra I test.

## World Geography

Eighty-one percent of all students passed the world geography test, and 13 percent achieved Level III: Advanced Academic Performance.

If the final passing standards had been in place this year, only 40 percent of all students would have passed the world geography test.

## English I

English I content is assessed using two different tests, one focusing on reading skills and the other on writing skills.

Sixty-eight percent of students passed the English I reading test, with eight percent achieving Level III performance. However, only 55 percent passed the English I writing assessment, with three percent achieving Level III on the writing test.

If there had been no phase-in of standards, only 46 percent of students would have passed reading, and 34 percent would have passed writing.

While reading is tested each year on state assessments, this is the first year writing has been assessed at ninth grade. Students were required to write two essays, one literary and one

expository. Students earned higher scores on the literary essay than on the expository essay, in which students have to explain a specific topic or issue.

The focus of the English I writing test is on the application of writing skills in the context of actual writing tasks rather than on the recognition of correct answers in multiple-choice questions. For this reason the two essays counted for 52 percent of the total score on the writing test.

The attached chart shows the number and percent of items needed to meet the minimum, Level II, and Level III score requirements at the phase-in and final performance standards for the five EOC tests most ninth graders took.

## Additional end-of-course tests

While more than 319,000 students took each of the five tests mentioned above, much smaller groups of students took the other 10 end-of-course tests this year. These testing groups consisted of advanced ninth graders, freshmen who are taking courses in an atypical sequence or upperclassmen who are not required to pass EOC tests to graduate. Because students taking these tests were not representative of the entire student population, the test results for these EOC tests will likely not be indicative of future performance on these tests for the Class of 2015. Passing rates on these tests ranged from a high of 98 percent on geometry to a low of 38 percent on English III writing.

Complete score summaries for these tests are available on the TEA website.

## Phase-in of standards

Public school and college educators, as well as policy and testing experts, helped the commissioner determine where to set the passing standards. Linking studies that compared STAAR to other tests, such as the SAT, ACT, and TAKS, also helped shape these decisions.

Once the determination was made on the final standards, statistical analysis and professional judgment were used to determine the phase-in schedule for the standards. The Level II passing standards will use a four-year, two-step process. The Level III standard will not be phased in, except for English III reading, English III writing, and Algebra II, which will have a two-year phase-in. The initial STAAR EOC passing standards were set higher than the equivalent TAKS standards.

“In Texas, we have always adopted the approach of meeting students where they are and gradually increasing the passing requirements,” Scott said. “We want the passing standards to be challenging, but they shouldn’t require students to make unrealistic academic gains in one year to achieve them. Some states simply adopt one passing standard, knowing that they will experience high failure rates the first year. But our more measured approach, which gives schools time to adjust instruction, provide staff training, and close knowledge gaps, has worked well for us in the past.”

## What now?

If a student did not pass an end-of-course test, he or she will have three opportunities each school year to retake the test. The state does not require the student to retake the class if he or she doesn't pass the test. However, students who failed the test may be asked to attend summer school; they may also need significant instructional intervention and support during the next school year.

Results are not yet available for STAAR tests for grades 3–8. Raw-score results that show the number of questions students answered correctly will be available this summer, but the passing standards for these tests will not be established until fall 2012. Passing standards for grades 3–8 will be available to districts in early January 2013.

Because of requirements in state law, it was necessary to establish the STAAR passing standards so that they were anchored at English III and Algebra II and vertically aligned backwards through lower-level courses and grades down to grade 3. That made it necessary to set the standards for the end-of-course tests before establishing the standards for the elementary and middle school tests.

Data from complete tests were also needed before standards could be set for grades 3–8. While each test question was field-tested by embedding it in a TAKS test in 2011, the first time intact STAAR tests for those grades were given was this past spring.

## TAKS

While students in grades 3–9 took STAAR this year, students in grades 10 and 11 took TAKS. Students in the Class of 2013 and the Class of 2014 must pass the 11th grade exit level TAKS to meet their graduation requirements. TAKS has been used as the state test since 2003.

Passing rates for sophomores were 91 percent on English language arts, which is a combined reading and writing test; 94 percent on social studies; 74 percent on mathematics; and 75 percent on science. Most students who failed TAKS failed only one portion of it.

Students in 11th grade earned the following passing rates: 93 percent for English language arts; 98 percent for social studies; 91 percent for mathematics; and 94 percent for science.

Information about the Texas testing program is available on TEA's student assessment website.

**TEA does not have scores yet for individual districts or campuses. Contact your local district to obtain those results.**

# State of Texas Assessments of Academic Readiness

## EOC Level II: Satisfactory Academic Performance Phase-In Summary Report

## 2012 Statewide Results

| Student Group | English I Writing | | | | English I Reading | | | | Algebra I | | | | Biology | | | | World Geography | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 334,951 students tested | | | | 334,831 students tested | | | | 333,527 students tested | | | | 319,022 students tested | | | | 320,925 students tested | | | |
| | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | |
| | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **All Students** | 182681 | 55 | 115434 | 34 | 227396 | 68 | 153017 | 46 | 275858 | 83 | 129839 | 39 | 277616 | 87 | 131084 | 41 | 258655 | 81 | 128757 | 40 |
| **Hispanic/Latino** | 71334 | 44 | 38854 | 24 | 95467 | 59 | 57618 | 36 | 126101 | 79 | 49311 | 31 | 125168 | 82 | 45065 | 30 | 115548 | 75 | 45756 | 30 |
| **American Indian or Alaska Native** | 848 | 52 | 524 | 32 | 1118 | 69 | 741 | 46 | 1303 | 83 | 561 | 36 | 1376 | 88 | 607 | 39 | 1278 | 82 | 623 | 40 |
| **Asian** | 10162 | 80 | 8446 | 67 | 10601 | 84 | 8796 | 70 | 11800 | 97 | 9468 | 78 | 11568 | 98 | 9058 | 76 | 11150 | 96 | 8580 | 74 |
| **Black or African American** | 18858 | 45 | 10055 | 24 | 25060 | 59 | 14731 | 35 | 31801 | 75 | 10579 | 25 | 33603 | 83 | 12030 | 30 | 29355 | 71 | 9991 | 24 |
| **Native Hawaiian or Other Pacific Islander** | 299 | 66 | 190 | 42 | 335 | 73 | 236 | 52 | 353 | 88 | 175 | 44 | 397 | 91 | 213 | 49 | 375 | 86 | 199 | 46 |
| **White** | 77334 | 70 | 54729 | 50 | 90255 | 82 | 67574 | 61 | 98911 | 90 | 56694 | 51 | 100190 | 94 | 61091 | 57 | 95939 | 90 | 60697 | 57 |
| **Two or More Races** | 3618 | 68 | 2503 | 47 | 4234 | 79 | 3103 | 58 | 4797 | 89 | 2656 | 49 | 4874 | 93 | 2875 | 55 | 4647 | 89 | 2769 | 53 |
| **Economically Disadvantaged** | 74101 | 41 | 38212 | 21 | 101602 | 57 | 58851 | 33 | 136674 | 77 | 49520 | 28 | 136863 | 81 | 46285 | 28 | 124025 | 72 | 44783 | 26 |
| **Limited English Proficient** | 1717 | 8 | 547 | 3 | 3679 | 18 | 1256 | 6 | 10251 | 60 | 2517 | 15 | 8976 | 58 | 1297 | 8 | 6892 | 43 | 1166 | 7 |
| **Special Education** | 1994 | 11 | 820 | 5 | 4255 | 24 | 1734 | 10 | 8325 | 51 | 1669 | 10 | 9542 | 58 | 1807 | 11 | 7851 | 43 | 1917 | 11 |

# State of Texas Assessments of Academic Readiness

## *EOC Level II: Satisfactory Academic Performance Phase-In Summary Report

## **2012 Statewide Results

| Student Group | English II Writing | | | | English II Reading | | | | Geometry | | | | Chemistry | | | | World History | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 27,899 students tested | | | | 27,514 students tested | | | | 84,278 students tested | | | | 48,141 students tested | | | | 28,623 students tested | | | |
| | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | |
| | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **All Students** | 12711 | 46 | 7577 | 27 | 16883 | 61 | 12383 | 45 | 82470 | 98 | 63128 | 75 | 25764 | 54 | 9079 | 19 | 12443 | 43 | 4619 | 16 |
| **Hispanic/Latino** | 5133 | 43 | 2928 | 25 | 7000 | 60 | 4906 | 42 | 30496 | 97 | 20139 | 64 | 8831 | 46 | 2337 | 12 | 4936 | 40 | 1552 | 13 |
| **American Indian or Alaska Native** | 63 | 47 | 29 | 21 | 80 | 61 | 57 | 43 | 336 | 98 | 242 | 70 | 119 | 57 | 38 | 18 | 62 | 41 | 23 | 15 |
| **Asian** | 652 | 74 | 498 | 56 | 723 | 82 | 613 | 69 | 7344 | 100 | 6722 | 91 | 1266 | 83 | 808 | 53 | 393 | 72 | 235 | 43 |
| **Black or African American** | 1272 | 38 | 692 | 21 | 1777 | 54 | 1260 | 38 | 6455 | 95 | 3822 | 56 | 2405 | 39 | 589 | 9 | 1035 | 30 | 259 | 8 |
| **Native Hawaiian or Other Pacific Islander** | 18 | 69 | 17 | 65 | 21 | 78 | 18 | 67 | 146 | 97 | 102 | 68 | 37 | 45 | 9 | 11 | 12 | 40 | 4 | 13 |
| **White** | 5041 | 49 | 3100 | 30 | 6525 | 64 | 4984 | 49 | 35834 | 99 | 30564 | 85 | 12436 | 63 | 5048 | 25 | 5545 | 50 | 2332 | 21 |
| **Two or More Races** | 223 | 49 | 141 | 31 | 300 | 65 | 240 | 52 | 1721 | 99 | 1450 | 83 | 484 | 58 | 212 | 26 | 238 | 53 | 127 | 28 |
| **Economically Disadvantaged** | 5265 | 40 | 2866 | 22 | 7325 | 56 | 5087 | 39 | 28666 | 96 | 18030 | 60 | 9698 | 43 | 2435 | 11 | 5052 | 35 | 1403 | 10 |
| **Limited English Proficient** | 84 | 10 | 22 | 3 | 181 | 21 | 76 | 9 | 818 | 87 | 374 | 40 | 446 | 28 | 69 | 4 | 180 | 19 | 33 | 3 |
| **Special Education** | 90 | 7 | 26 | 2 | 228 | 19 | 112 | 9 | 439 | 87 | 274 | 54 | 440 | 23 | 72 | 4 | 251 | 17 | 71 | 5 |

* Assessments represent the typical grade 10 course sequence.

**These testing groups consisted of advanced ninth graders, ninth graders who are taking courses in an atypical sequence, or upperclassmen who are not required to pass EOC tests to graduate. Because students taking these tests were not representative of the entire student population, the test results for these EOC tests will likely not be indicative of future performance on these tests for the class of 2015.

# State of Texas Assessments of Academic Readiness

## *EOC Level II: Satisfactory Academic Performance Phase-In Summary Report

## **2012 Statewide Results

| Student Group | English III Writing | | | | English III Reading | | | | Algebra II | | | | Physics | | | | U.S. History | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 43,071 students tested | | | | 42,340 students tested | | | | 37,953 students tested | | | | 56,680 students tested | | | | 40,680 students tested | | | |
| | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | | Phase-In Standard | | Recommended Standard | |
| | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | | Level II: Satisfactory | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **All Students** | 16164 | 38 | 7938 | 18 | 21159 | 50 | 13301 | 31 | 24615 | 65 | 10824 | 29 | 34445 | 61 | 11716 | 21 | 25610 | 63 | 8580 | 21 |
| **Hispanic/Latino** | 5746 | 33 | 2474 | 14 | 8115 | 47 | 4682 | 27 | 9068 | 59 | 3100 | 20 | 12132 | 54 | 2928 | 13 | 9598 | 58 | 2486 | 15 |
| **American Indian or Alaska Native** | 72 | 39 | 34 | 18 | 95 | 51 | 59 | 31 | 131 | 68 | 49 | 25 | 193 | 62 | 62 | 20 | 177 | 68 | 62 | 24 |
| **Asian** | 512 | 60 | 319 | 37 | 520 | 61 | 392 | 46 | 2031 | 92 | 1637 | 74 | 1753 | 82 | 979 | 46 | 773 | 77 | 359 | 36 |
| **Black or African American** | 1276 | 27 | 495 | 11 | 1841 | 40 | 976 | 21 | 2058 | 52 | 643 | 16 | 3051 | 47 | 670 | 10 | 2486 | 52 | 577 | 12 |
| **Native Hawaiian or Other Pacific Islander** | 22 | 45 | 13 | 27 | 28 | 61 | 23 | 50 | 28 | 74 | 15 | 39 | 52 | 61 | 23 | 27 | 34 | 54 | 9 | 14 |
| **White** | 7466 | 43 | 3924 | 22 | 9291 | 54 | 6279 | 36 | 10605 | 69 | 5078 | 33 | 16067 | 69 | 6618 | 28 | 11774 | 70 | 4809 | 28 |
| **Two or More Races** | 263 | 44 | 149 | 25 | 324 | 54 | 208 | 35 | 459 | 72 | 233 | 36 | 641 | 68 | 271 | 29 | 466 | 69 | 192 | 28 |
| **Economically Disadvantaged** | 6008 | 30 | 2436 | 12 | 8749 | 45 | 4917 | 25 | 9396 | 57 | 2992 | 18 | 12190 | 52 | 2876 | 12 | 10604 | 56 | 2526 | 13 |
| **Limited English Proficient** | 96 | 8 | 31 | 3 | 268 | 23 | 108 | 9 | 402 | 41 | 95 | 10 | 374 | 29 | 54 | 4 | 491 | 38 | 59 | 5 |
| **Special Education** | 160 | 7 | 45 | 2 | 440 | 19 | 166 | 7 | 296 | 30 | 57 | 6 | 461 | 32 | 91 | 6 | 868 | 34 | 160 | 6 |

*Assessments represent the typical grade 11 course sequence.

**These testing groups consisted of advanced ninth graders, ninth graders who are taking courses in an atypical sequence, or upperclassmen who are not required to pass EOC tests to graduate. Because students taking these tests were not representative of the entire student population, the test results for these EOC tests will likely not be indicative of future performance on these tests for the class of 2015.

# State of Texas Assessments of Academic Readiness

## EOC Level III: Advanced Academic Performance Summary Report

## 2012 Statewide Results

| Student Group | English I Writing | | English I Reading | | Algebra I | | Biology | | World Geography | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 334,951 students tested | | 334,831 students tested | | 333,527 students tested | | 319,022 students tested | | 320,925 students tested | |
| | Level III: Advanced | | Level III: Advanced | | Level III: Advanced | | Level III: Advanced | | Level III: Advanced | |
| | # | % | # | % | # | % | # | % | # | % |
| All Students | 10468 | 3 | 26458 | 8 | 55839 | 17 | 28885 | 9 | 43180 | 13 |
| Hispanic/Latino | 1865 | 1 | 7227 | 4 | 17492 | 11 | 6369 | 4 | 10831 | 7 |
| American Indian or Alaska Native | 34 | 2 | 117 | 7 | 193 | 12 | 117 | 8 | 190 | 12 |
| Asian | 1940 | 15 | 2856 | 23 | 6370 | 52 | 3923 | 33 | 4561 | 39 |
| Black or African American | 456 | 1 | 1702 | 4 | 3381 | 8 | 1451 | 4 | 2039 | 5 |
| Native Hawaiian or Other Pacific Islander | 13 | 3 | 40 | 9 | 79 | 20 | 45 | 10 | 68 | 16 |
| White | 5842 | 5 | 13827 | 13 | 26855 | 24 | 16183 | 15 | 24332 | 23 |
| Two or More Races | 308 | 6 | 664 | 12 | 1287 | 24 | 775 | 15 | 1126 | 21 |
| Economically Disadvantaged | 1555 | 1 | 6438 | 4 | 16598 | 9 | 5745 | 3 | 9367 | 5 |
| Limited English Proficient | 9 | 0 | 49 | 0 | 749 | 4 | 109 | 1 | 151 | 1 |
| Special Education | 45 | 0 | 118 | 1 | 475 | 3 | 267 | 2 | 470 | 3 |

## Spring 2012 STAAR EOC Raw Score Performance Standards*

| | | Phase-in 1 Minimum | | | Phase-in 2 Minimum | | | Final Recommended Minimum | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Assessment** | **Items Tested** | **Scale Score** | **Raw Score** | **% Correct** | **Scale Score** | **Raw Score** | **% Correct** | **Scale Score** | **Raw Score** | **% Correct** |
| English I Reading | 56 | 1813 | 27 | 48% | 1887 | 31 | 55% | 1936 | 33 | 59% |
| English II Reading | 56 | 1806 | 24 | 43% | 1880 | 28 | 50% | 1929 | 30 | 54% |
| **English III Reading | 56 | 1808 | 19 | 34% | 1882 | 22 | 39% | 1932 | 25 | 45% |
| English I Writing | 62 | 1798 | 37 | 60% | 1872 | 40 | 65% | 1921 | 42 | 68% |
| English II Writing | 62 | 1807 | 36 | 58% | 1880 | 39 | 63% | 1928 | 41 | 66% |
| **English III Writing | 62 | 1808 | 29 | 47% | 1881 | 34 | 55% | 1929 | 36 | 58% |
| Algebra I | 54 | 3371 | 17 | 31% | 3626 | 24 | 44% | 3872 | 31 | 57% |
| Geometry | 52 | 3362 | 15 | 29% | 3619 | 21 | 40% | 3868 | 28 | 54% |
| *Algebra II | 50 | 3350 | 16 | 32% | 3604 | 21 | 42% | 3852 | 27 | 54% |
| Biology | 54 | 3367 | 17 | 31% | 3621 | 24 | 44% | 3868 | 30 | 56% |
| Chemistry | 52 | 3348 | 18 | 35% | 3600 | 23 | 44% | 3846 | 29 | 56% |
| Physics | 50 | 3346 | 16 | 32% | 3600 | 21 | 42% | 3848 | 27 | 54% |
| World Geography | 68 | 3383 | 27 | 40% | 3632 | 36 | 53% | 3874 | 44 | 65% |
| World History | 68 | 3326 | 28 | 41% | 3576 | 33 | 49% | 3822 | 39 | 57% |
| U.S. History | 68 | 3372 | 25 | 37% | 3624 | 33 | 49% | 3869 | 40 | 59% |

| | | Phase-in 1 Level II | | | Phase-in 2 Level II | | | Final Recommended Level II | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Assessment** | **Items Tested** | **Scale Score** | **Raw Score** | **% Correct** | **Scale Score** | **Raw Score** | **% Correct** | **Scale Score** | **Raw Score** | **% Correct** |
| English I Reading | 56 | 1875 | 30 | 54% | 1950 | 34 | 61% | 2000 | 36 | 64% |
| English II Reading | 56 | 1875 | 27 | 48% | 1950 | 31 | 55% | 2000 | 33 | 59% |
| **English III Reading | 56 | 1875 | 21 | 38% | 1950 | 25 | 45% | 2000 | 28 | 50% |
| English I Writing | 62 | 1875 | 40 | 65% | 1950 | 43 | 69% | 2000 | 45 | 73% |
| English II Writing | 62 | 1875 | 38 | 61% | 1950 | 41 | 66% | 2000 | 43 | 69% |
| **English III Writing | 62 | 1875 | 33 | 53% | 1950 | 37 | 60% | 2000 | 40 | 65% |
| Algebra I | 54 | 3500 | 20 | 37% | 3750 | 27 | 50% | 4000 | 34 | 63% |
| Geometry | 52 | 3500 | 18 | 35% | 3750 | 24 | 46% | 4000 | 31 | 60% |
| *Algebra II | 50 | 3500 | 19 | 38% | 3750 | 24 | 48% | 4000 | 30 | 60% |
| Biology | 54 | 3500 | 20 | 37% | 3750 | 27 | 50% | 4000 | 33 | 61% |
| Chemistry | 52 | 3500 | 21 | 40% | 3750 | 26 | 50% | 4000 | 32 | 62% |
| Physics | 50 | 3500 | 19 | 38% | 3750 | 24 | 48% | 4000 | 30 | 60% |
| World Geography | 68 | 3500 | 31 | 46% | 3750 | 39 | 57% | 4000 | 47 | 69% |
| World History | 68 | 3500 | 31 | 46% | 3750 | 37 | 54% | 4000 | 42 | 62% |
| U.S. History | 68 | 3500 | 28 | 41% | 3750 | 36 | 53% | 4000 | 44 | 65% |

*The percent of questions needed to demonstrate satisfactory or advanced performance on the English I, II, and III reading and writing tests cannot be compared to mathematics, science, and social studies tests. The English tests contain performance tasks that are weighted to reflect the importance of measuring reading and writing in the context of actual student performance. In reading, the two short answer questions are worth 34% of the total test score (18 points), and the multiple-choice questions are worth 64% of the score (38 points). In writing, the two compositions are worth 52% of the total test score (32 points), and the multiple-choice questions are worth 48% of the score (30 points).

| | | **Phase-in Level III | | | Final Recommended Level III | | |
|---|---|---|---|---|---|---|---|
| **Assessment** | **Items Tested** | **Scale Score** | **Raw Score** | **% Correct** | **Scale Score** | **Raw Score** | **% Correct** |
| English I Reading | 56 | N/A | | | 2304 | 46 | 82% |
| English II Reading | 56 | N/A | | | 2328 | 45 | 80% |
| **English III Reading | 56 | 2135 | 35 | 63% | 2356 | 44 | 79% |
| English I Writing | 62 | N/A | | | 2476 | 57 | 92% |
| English II Writing | 62 | N/A | | | 2408 | 55 | 89% |
| **English III Writing | 62 | 2155 | 47 | 76% | 2300 | 53 | 85% |
| Algebra I | 54 | N/A | | | 4333 | 42 | 78% |
| Geometry | 52 | N/A | | | 4397 | 40 | 77% |
| **Algebra II | 50 | 4080 | 32 | 64% | 4411 | 38 | 76% |
| Biology | 54 | N/A | | | 4576 | 45 | 83% |
| Chemistry | 52 | N/A | | | 4607 | 43 | 83% |
| Physics | 50 | N/A | | | 4499 | 39 | 78% |
| World Geography | 68 | N/A | | | 4404 | 57 | 84% |
| World History | 68 | N/A | | | 4634 | 54 | 79% |
| U.S. History | 68 | N/A | | | 4440 | 55 | 81% |

*The percent of questions needed to demonstrate satisfactory or advanced performance on the English I, II, and III reading and writing tests cannot be compared to mathematics, science, and social studies tests. The English tests contain performance tasks that are weighted to reflect the importance of measuring reading and writing in the context of actual student performance. In reading, the two short answer questions are worth 34% of the total test score (18 points), and the multiple-choice questions are worth 64% of the score (38 points). In writing, the two compositions are worth 52% of the total test score (32 points), and the multiple-choice questions are worth 48% of the score (30 points).

**Phase-in Level III applies to English III Reading, English III Writing, and Algebra II only.

# STAAR EOC Performance Standards

*2012 Scale Score Tables*

| Validity Studies Legend | |
|---|---|
| *The following charts indicate score points on the STAAR EOC scales associated with…* | |
| ACCUPLACER | Texas Success Initiative (TSI) college readiness passing standard for the ACCUPLACER assessment |
| ACT | ACT score that predicts a 75% likelihood of earning a C or better and 50% likelihood of earning a B or better in a corresponding entry-level college course |
| College 60% | 60% likelihood of earning a C or better in a corresponding entry-level college course |
| College 75% | 75% likelihood of earning a C or better in a corresponding entry-level college course |
| Guessing | The number of raw score points that could be obtained via guessing |
| HS A | 50% likelihood of earning an A in a corresponding high school course |
| HS B | 50% likelihood of earning a B or better in a corresponding high school course |
| NAEP | 'Proficient' cut score on corresponding NAEP assessment |
| SAT 60% | SAT score that predicts a 60% likelihood of earning a C or better in a corresponding entry-level college course |
| SAT 75% | SAT score that predicts a 75% likelihood of earning a C or better in a corresponding entry-level college course |
| TAKS Commended | TAKS *Commended Performance* cut |
| TAKS HERC | TAKS Higher Education Readiness Cut |
| TAKS Met | TAKS *Met Standard* cut |
| THEA | TSI college readiness passing standard for the THEA assessment |

**English III Reading**

| Raw Score | % Correct | Scale Score | Cut | Studies | SD (250) | CSEM |
|---|---|---|---|---|---|---|
| 0 | 0% | 646 | | | | |
| 1 | 2% | 939 | | | | |
| 2 | 4% | 1111 | | | | |
| 3 | 5% | 1215 | | | | |
| 4 | 7% | 1290 | | | | |
| 5 | 9% | 1350 | | SAT 60% | | |
| 6 | 11% | 1400 | | | | |
| 7 | 13% | 1443 | | TAKS Met | | |
| 8 | 14% | 1481 | | | | |
| 9 | 16% | 1516 | | | | |
| 10 | 18% | 1548 | | Guessing | | |
| 11 | 20% | 1577 | | | | |
| 12 | 21% | 1605 | | HS B | | |
| 13 | 23% | 1631 | | | | |
| 14 | 25% | 1655 | | | | |
| 15 | 27% | 1679 | | SAT 75% | | |
| 16 | 29% | 1702 | | | | |
| 17 | 30% | 1724 | | | | |
| 18 | 32% | 1745 | | THEA | | |
| 19 | 34% | 1765 | | | | |
| 20 | 36% | 1786 | | | | |
| 21 | 38% | 1805 | | | | |
| 22 | 39% | 1825 | P1 Min | TAKS HERC | | 0.5SD - 1CSEM (1808) |
| 23 | 41% | 1844 | | | | |
| 24 | 43% | 1863 | | | | |
| 25 | 45% | 1875 | P1 | | 0.5SD (1875) | |
| 26 | 46% | 1901 | P2 Min | | | 0.2SD - 1CSEM (1882) |
| 27 | 48% | 1920 | | College 60% | | |
| 28 | 50% | 1939 | LII Min | | | 1CSEM (1932) |
| 29 | 52% | 1950 | P2 | ACCUPLACER | 0.2SD (1950) | |
| 30 | 54% | 1977 | | | | |
| 31 | 55% | 2000 | LII | NAEP | | |
| 32 | 57% | 2016 | | | | |
| 33 | 59% | 2036 | | | | |
| 34 | 61% | 2056 | | | | |
| 35 | 63% | 2077 | | ACT | | |
| 36 | 64% | 2098 | | | | |
| 37 | 66% | 2120 | | TAKS Commended | | |
| 38 | 68% | 2135 | P1 | College 75% | 75%C (2135) | |
| 39 | 70% | 2167 | | | | |
| 40 | 71% | 2191 | | | | |
| 41 | 73% | 2217 | | | | |
| 42 | 75% | 2244 | | HS A | | |
| 43 | 77% | 2273 | | | | |
| 44 | 79% | 2303 | | | | |
| 45 | 80% | 2335 | | | | |
| 46 | 82% | 2356 | LIII | | | |
| 47 | 84% | 2407 | | | | |
| 48 | 86% | 2448 | | | | |
| 49 | 88% | 2494 | | | | |
| 50 | 89% | 2544 | | | | |
| 51 | 91% | 2602 | | | | |
| 52 | 93% | 2671 | | | | |
| 53 | 95% | 2755 | | | | |
| 54 | 96% | 2867 | | | | |
| 55 | 98% | 3049 | | | | |
| 56 | 100% | 3349 | | | | |

**English III Writing**

| Raw Score | % Correct | Scale Score | Cut | Studies | SD (250) | CSEM |
|---|---|---|---|---|---|---|
| 0 | 0% | 694 | | | | |
| 1 | 2% | 941 | | | | |
| 2 | 3% | 1077 | | | | |
| 3 | 5% | 1155 | | | | |
| 4 | 6% | 1209 | | SAT 60% | | |
| 5 | 8% | 1252 | | | | |
| 6 | 10% | 1288 | | | | |
| 7 | 11% | 1319 | | | | |
| 8 | 13% | 1347 | | SAT 75% | | |
| 9 | 15% | 1373 | | | | |
| 10 | 16% | 1397 | | TAKS Met | | |
| 11 | 18% | 1420 | | | | |
| 12 | 19% | 1443 | | | | |
| 13 | 21% | 1464 | | | | |
| 14 | 23% | 1485 | | | | |
| 15 | 24% | 1505 | | | | |
| 16 | 26% | 1525 | | Guessing | | |
| 17 | 27% | 1545 | | HS B | | |
| 18 | 29% | 1565 | | | | |
| 19 | 31% | 1585 | | | | |
| 20 | 32% | 1605 | | | | |
| 21 | 34% | 1624 | | | | |
| 22 | 35% | 1644 | | | | |
| 23 | 37% | 1664 | | THEA | | |
| 24 | 39% | 1683 | | | | |
| 25 | 40% | 1703 | | | | |
| 26 | 42% | 1723 | | | | |
| 27 | 44% | 1743 | | TAKS HERC | | |
| 28 | 45% | 1763 | | | | |
| 29 | 47% | 1784 | | | | |
| 30 | 48% | 1804 | | ACCUPLACER | | |
| 31 | 50% | 1825 | P1 Min | | | 0.5SD - 1CSEM (1808) |
| 32 | 52% | 1846 | | | | |
| 33 | 53% | 1875 | P1 | ACT | 0.5SD (1875) | |
| 34 | 55% | 1889 | P2 Min | | | 0.2SD - 1CSEM (1881) |
| 35 | 56% | 1910 | | | | |
| 36 | 58% | 1932 | LII Min | | | 1CSEM (1929) |
| 37 | 60% | 1950 | P2 | | 0.2SD (1950) | |
| 38 | 61% | 1978 | | College 60% | | |
| 39 | 63% | 2000 | LII | NAEP | | |
| 40 | 65% | 2025 | | | | |
| 41 | 66% | 2049 | | TAKS Commended | | |
| 42 | 68% | 2073 | | | | |
| 43 | 69% | 2099 | | HS A | | |
| 44 | 71% | 2125 | | | | |
| 45 | 73% | 2155 | P1 | College 75% | 75%C (2155) | |
| 46 | 74% | 2179 | | | | |
| 47 | 76% | 2208 | | | | |
| 48 | 77% | 2238 | | | | |
| 49 | 79% | 2269 | | | | |
| 50 | 81% | 2300 | LIII | | | |
| 51 | 82% | 2335 | | | | |
| 52 | 84% | 2371 | | | | |
| 53 | 85% | 2409 | | | | |
| 54 | 87% | 2449 | | | | |
| 55 | 89% | 2492 | | | | |
| 56 | 90% | 2539 | | | | |
| 57 | 92% | 2590 | | | | |
| 58 | 94% | 2647 | | | | |
| 59 | 95% | 2714 | | | | |
| 60 | 97% | 2799 | | | | |
| 61 | 98% | 2934 | | | | |
| 62 | 100% | 3165 | | | | |

**Algebra II**

| Raw Score | % Correct | Scale Score | Cut | Studies | SD (500) | CSEM |
|---|---|---|---|---|---|---|
| 0 | 0% | 1157 | | | | |
| 1 | 2% | 1759 | | | | |
| 2 | 4% | 2116 | | | | |
| 3 | 6% | 2331 | | | | |
| 4 | 8% | 2488 | | | | |
| 5 | 10% | 2614 | | | | |
| 6 | 12% | 2719 | | | | |
| 7 | 14% | 2811 | | | | |
| 8 | 16% | 2894 | | | | |
| 9 | 18% | 2968 | | | | |
| 10 | 20% | 3037 | | TAKS Met | | |
| 11 | 22% | 3101 | | SAT 60% | | |
| 12 | 24% | 3161 | | Guessing | | |
| 13 | 26% | 3218 | | | | |
| 14 | 28% | 3273 | | | | |
| 15 | 30% | 3325 | | | | |
| 16 | 32% | 3375 | P1 Min | TAKS HERC | | 1SD - 1CSEM (3350) |
| 17 | 34% | 3424 | | | | |
| 18 | 36% | 3471 | | THEA / HS B | | |
| 19 | 38% | 3500 | P1 | | 1SD (3500) | |
| 20 | 40% | 3563 | | | | |
| 21 | 42% | 3608 | P2 Min | | | 0.5SD - 1CSEM (3604) |
| 22 | 44% | 3652 | | ACCUPLACER | | |
| 23 | 46% | 3696 | | | | |
| 24 | 48% | 3750 | P2 | | 0.5SD (3750) | |
| 25 | 50% | 3783 | | | | |
| 26 | 52% | 3826 | | | | |
| 27 | 54% | 3869 | LII Min | College 60% | | 1CSEM (3852) |
| 28 | 56% | 3913 | | | | |
| 29 | 58% | 3956 | | ACT / SAT 75% / NAEP/TAKS C | | |
| 30 | 60% | 4000 | LII | | | |
| 31 | 62% | 4046 | | | | |
| 32 | 64% | 4080 | P1 | College 75% | 75%C (4080) | |
| 33 | 66% | 4138 | | | | |
| 34 | 68% | 4186 | | | | |
| 35 | 70% | 4236 | | | | |
| 36 | 72% | 4287 | | | | |
| 37 | 74% | 4340 | | | | |
| 38 | 76% | 4411 | LIII | HS A | | |
| 39 | 78% | 4455 | | | | |
| 40 | 80% | 4518 | | | | |
| 41 | 82% | 4585 | | | | |
| 42 | 84% | 4658 | | | | |
| 43 | 86% | 4738 | | | | |
| 44 | 88% | 4828 | | | | |
| 45 | 90% | 4932 | | | | |
| 46 | 92% | 5056 | | | | |
| 47 | 94% | 5211 | | | | |
| 48 | 96% | 5423 | | | | |
| 49 | 98% | 5777 | | | | |
| 50 | 100% | 6378 | | | | |

# STAAR Grades 3–8 Standard Setting and Reporting Timeline

**Why are students taking the STAAR 3-8 tests in April, but not getting their results until January?**
House Bill 3 requires that the STAAR performance standards be aligned from grade 3 through high school. To fulfill this requirement, the Texas Education Agency (TEA) had to set performance standards for STAAR EOC assessments at the high school level before setting performance standards for STAAR grades 3–8. Based on the requirements in law that TEA determine STAAR EOC cut scores by looking at a variety of external data, the earliest that STAAR EOC performance standards could be established was April 2012. Given this, the performance standards for STAAR grades 3–8 could not be set in time to report spring 2012 passing standards in the regular time frame. These performance standards will be established in fall 2012 and will then be applied to spring 2012 test scores.

**What happens between April testing and January reporting?**

- April 2012—students take STAAR 3–8
- May 2012—districts receive student rosters and summary reports indicating total number of correct answers (raw score) for students, but not the associated scale score or performance level/passing status
- June-September 2012—research studies are conducted which relate STAAR 3–8 results to TAKS, to other STAAR tests (e.g. grade 3 reading to grade 4 reading), and to established national and international assessments such as EXPLORE, Readistep, NAEP, and PISA.
- October 2012—approximately 250 Texas educators participate on committees that review STAAR 3–8 tests, the TEKS curriculum, the performance of Texas students ,and the outcomes of research studies to recommend cut points for Level II: Satisfactory Academic Performance (passing) and for Level III: Advanced Academic Performance
- November 2012—Texas Commissioner of Education approves performance standards for STAAR 3–8.
- December 2012—performance standards are applied to student test score results and reports are generated.
- January 2013—reports indicating student raw scores, scale scores, and performance level/passing status arrive in school districts.

During this same timeframe Texas is also setting performance standards for STAAR EOC Modified (August 2012), STAAR Alternate (September 2012), and STAAR 3–8 Modified (November 2012).

**What will the schedule for 2013 STAAR reporting be?**
Beginning with the 2013 spring STAAR administrations, students, schools, and districts will receive reports which include raw scores, scale scores, and performance level/passing status for all STAAR EOC, STAAR 3–8, STAAR Modified, and STAAR Alternate tests in a normal timeframe—before the end of the school year.

For more information, visit the Texas Education Agency's website:
http://www.tea.state.tx.us/student.assessment/staar.

# State of Texas Assessments of Academic Readiness (STAAR)—Grades 3–8 Spring 2012
## Percent of Students Answering 50%, 60%, 70%, 80% and 90% of Items Correct

| | STAAR Reading | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 3* | | | | | | Grade 4* | | | | | | Grade 5* | | | | | |
| Student Group | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% |
| All Students | 327,768 | 76 | 63 | 48 | 30 | 12 | 334,518 | 80 | 65 | 50 | 28 | 10 | 348,808 | 82 | 68 | 48 | 30 | 9 |
| Hispanic/Latino | 152,823 | 71 | 56 | 39 | 22 | 8 | 160,893 | 76 | 58 | 42 | 20 | 6 | 173,756 | 79 | 61 | 40 | 22 | 5 |
| American Indian or Alaska Native | 1,282 | 77 | 62 | 46 | 28 | 12 | 1,414 | 80 | 65 | 50 | 27 | 9 | 1,440 | 81 | 66 | 46 | 28 | 8 |
| Asian | 13,803 | 88 | 81 | 70 | 53 | 27 | 13,346 | 90 | 82 | 72 | 51 | 24 | 13,403 | 92 | 86 | 74 | 57 | 25 |
| Black or African American | 44,227 | 66 | 51 | 35 | 19 | 6 | 43,649 | 69 | 51 | 36 | 17 | 5 | 43,841 | 75 | 57 | 37 | 21 | 5 |
| Native Hawaiian or Other Pacific Islander | 464 | 72 | 61 | 47 | 27 | 10 | 410 | 84 | 69 | 55 | 26 | 8 | 429 | 82 | 67 | 48 | 30 | 10 |
| White | 108,517 | 86 | 76 | 61 | 42 | 18 | 108,512 | 87 | 79 | 66 | 41 | 17 | 109,726 | 90 | 80 | 63 | 44 | 14 |
| Two or More Races | 6,492 | 83 | 72 | 57 | 39 | 17 | 6,138 | 87 | 75 | 62 | 38 | 15 | 6,005 | 89 | 77 | 60 | 41 | 14 |
| Economically Disadvantaged | 193,019 | 68 | 53 | 36 | 19 | 6 | 199,617 | 73 | 55 | 38 | 17 | 5 | 210,511 | 76 | 58 | 36 | 19 | 4 |
| Limited English Proficient | 60,518 | 66 | 50 | 32 | 16 | 5 | 55,410 | 65 | 44 | 28 | 10 | 2 | 46,083 | 60 | 37 | 18 | 8 | 1 |
| Special Education | 16,559 | 53 | 38 | 25 | 14 | 5 | 17,990 | 56 | 38 | 26 | 12 | 4 | 18,822 | 55 | 36 | 20 | 10 | 2 |

| | STAAR Reading | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 6 | | | | | | Grade 7 | | | | | | Grade 8 | | | | | |
| Student Group | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% |
| All Students | 354,385 | 83 | 68 | 50 | 30 | 9 | 347,908 | 81 | 68 | 50 | 30 | 10 | 340,837 | 82 | 67 | 51 | 31 | 11 |
| Hispanic/Latino | 178,417 | 78 | 60 | 40 | 20 | 5 | 172,915 | 76 | 60 | 41 | 21 | 6 | 168,164 | 77 | 59 | 41 | 22 | 6 |
| American Indian or Alaska Native | 1,389 | 84 | 71 | 51 | 30 | 7 | 1,590 | 84 | 72 | 52 | 31 | 9 | 1,552 | 82 | 67 | 50 | 30 | 9 |
| Asian | 13,136 | 92 | 86 | 76 | 58 | 26 | 12,399 | 91 | 85 | 75 | 57 | 26 | 12,154 | 91 | 85 | 75 | 57 | 29 |
| Black or African American | 43,798 | 78 | 61 | 41 | 21 | 5 | 43,559 | 76 | 59 | 40 | 21 | 5 | 42,963 | 76 | 58 | 40 | 21 | 6 |
| Native Hawaiian or Other Pacific Islander | 417 | 85 | 69 | 49 | 30 | 9 | 439 | 81 | 69 | 51 | 29 | 9 | 411 | 85 | 70 | 57 | 31 | 10 |
| White | 111,142 | 91 | 82 | 67 | 45 | 16 | 111,068 | 89 | 80 | 66 | 44 | 17 | 109,740 | 91 | 81 | 68 | 47 | 18 |
| Two or More Races | 5,895 | 90 | 79 | 63 | 41 | 14 | 5,757 | 89 | 79 | 64 | 42 | 16 | 5,593 | 89 | 78 | 64 | 44 | 17 |
| Economically Disadvantaged | 211,133 | 76 | 58 | 37 | 18 | 4 | 202,013 | 74 | 57 | 38 | 19 | 5 | 193,304 | 75 | 57 | 38 | 20 | 5 |
| Limited English Proficient | 41,372 | 53 | 30 | 13 | 4 | 1 | 33,946 | 45 | 26 | 11 | 4 | 0 | 26,362 | 37 | 19 | 9 | 3 | 0 |
| Special Education | 18,369 | 49 | 30 | 16 | 7 | 2 | 17,619 | 42 | 25 | 14 | 6 | 1 | 18,187 | 44 | 26 | 14 | 6 | 1 |

* Does not include students testing with Spanish

# State of Texas Assessments of Academic Readiness (STAAR)—Grades 3–8 Spring 2012
## Percent of Students Answering 50%, 60%, 70%, 80% and 90% of Items Correct

| | STAAR Mathematics | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 3** | | | | | | Grade 4** | | | | | | Grade 5** | | | | | |
| Student Group | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% |
| All Students | 337,123 | 77 | 62 | 45 | 30 | 11 | 346,284 | 80 | 65 | 47 | 28 | 10 | 353,046 | 80 | 66 | 50 | 33 | 15 |
| Hispanic/Latino | 163,047 | 73 | 57 | 39 | 24 | 8 | 173,013 | 77 | 61 | 42 | 23 | 7 | 179,622 | 77 | 62 | 44 | 27 | 11 |
| American Indian or Alaska Native | 1,300 | 77 | 61 | 43 | 29 | 11 | 1,424 | 81 | 63 | 46 | 27 | 9 | 1,445 | 79 | 64 | 47 | 29 | 12 |
| Asian | 12,751 | 94 | 88 | 78 | 63 | 34 | 12,687 | 95 | 90 | 79 | 62 | 34 | 12,733 | 96 | 91 | 83 | 70 | 47 |
| Black or African American | 44,130 | 61 | 44 | 27 | 15 | 4 | 43,599 | 66 | 48 | 30 | 15 | 4 | 43,703 | 68 | 51 | 34 | 19 | 7 |
| Native Hawaiian or Other Pacific Islander | 451 | 79 | 64 | 50 | 30 | 9 | 401 | 88 | 72 | 51 | 27 | 10 | 424 | 80 | 66 | 51 | 35 | 14 |
| White | 108,802 | 86 | 73 | 57 | 40 | 16 | 108,861 | 87 | 75 | 58 | 37 | 14 | 108,941 | 87 | 76 | 62 | 44 | 22 |
| Two or More Races | 6,486 | 82 | 69 | 52 | 37 | 15 | 6,145 | 84 | 71 | 53 | 34 | 13 | 5,974 | 85 | 73 | 57 | 40 | 21 |
| Economically Disadvantaged | 202,663 | 70 | 53 | 35 | 21 | 6 | 211,161 | 74 | 57 | 38 | 20 | 6 | 215,935 | 74 | 58 | 40 | 23 | 9 |
| Limited English Proficient | 68,503 | 74 | 57 | 39 | 24 | 7 | 66,025 | 74 | 57 | 37 | 19 | 5 | 50,798 | 68 | 50 | 32 | 17 | 5 |
| Special Education | 18,077 | 56 | 39 | 25 | 15 | 5 | 19,434 | 55 | 39 | 24 | 12 | 4 | 19,771 | 51 | 34 | 21 | 12 | 5 |

| | STAAR Mathematics | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 6*** | | | | | | Grade 7*** | | | | | | Grade 8*** | | | | | |
| Student Group | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% |
| All Students | 344,975 | 64 | 49 | 37 | 24 | 12 | 323,024 | 58 | 41 | 28 | 15 | 6 | 312,349 | 57 | 39 | 24 | 13 | 4 |
| Hispanic/Latino | 173,870 | 58 | 42 | 29 | 18 | 7 | 162,141 | 51 | 33 | 21 | 9 | 3 | 155,419 | 49 | 31 | 17 | 8 | 2 |
| American Indian or Alaska Native | 1,389 | 66 | 48 | 35 | 22 | 9 | 1,461 | 58 | 40 | 25 | 13 | 5 | 1,444 | 55 | 39 | 23 | 12 | 3 |
| Asian | 11,710 | 92 | 85 | 76 | 63 | 42 | 9,847 | 89 | 79 | 68 | 50 | 29 | 9,178 | 87 | 75 | 60 | 44 | 21 |
| Black or African American | 43,095 | 49 | 33 | 22 | 12 | 5 | 41,191 | 41 | 24 | 15 | 6 | 2 | 40,315 | 41 | 24 | 11 | 5 | 1 |
| Native Hawaiian or Other Pacific Islander | 401 | 71 | 55 | 42 | 26 | 13 | 402 | 64 | 46 | 33 | 16 | 7 | 366 | 62 | 42 | 28 | 15 | 5 |
| White | 108,592 | 78 | 64 | 51 | 36 | 18 | 102,459 | 72 | 56 | 41 | 23 | 9 | 100,277 | 71 | 54 | 36 | 21 | 6 |
| Two or More Races | 5,737 | 72 | 59 | 46 | 32 | 16 | 5,351 | 68 | 51 | 38 | 22 | 9 | 4,962 | 65 | 47 | 31 | 18 | 6 |
| Economically Disadvantaged | 206,187 | 55 | 38 | 26 | 15 | 6 | 190,551 | 47 | 30 | 18 | 8 | 2 | 180,754 | 46 | 28 | 15 | 7 | 2 |
| Limited English Proficient | 37,394 | 41 | 25 | 15 | 8 | 3 | 29,046 | 30 | 15 | 8 | 3 | 1 | 22,111 | 27 | 14 | 6 | 3 | 1 |
| Special Education | 18,222 | 28 | 17 | 11 | 6 | 2 | 17,023 | 22 | 12 | 7 | 3 | 1 | 17,310 | 23 | 12 | 5 | 3 | 1 |

** Does not include students testing with Spanish or STAAR L

*** Does not include students testing with STAAR L

# State of Texas Assessments of Academic Readiness (STAAR)—Grades 3–8 Spring 2012
## Percent of Students Answering 50%, 60%, 70%, 80% and 90% of Items Correct

| | STAAR Science | | | | | | | | | | | | STAAR Social Studies | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 5** | | | | | | Grade 8*** | | | | | | Grade 8*** | | | | | |
| Student Group | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% |
| All Students | 354,645 | 92 | 80 | 64 | 39 | 17 | 336,654 | 76 | 56 | 38 | 17 | 5 | 336,756 | 56 | 40 | 27 | 15 | 5 |
| Hispanic/Latino | 179,668 | 90 | 75 | 57 | 31 | 11 | 164,813 | 70 | 47 | 29 | 11 | 2 | 164,902 | 47 | 30 | 18 | 8 | 2 |
| American Indian or Alaska Native | 1,476 | 92 | 79 | 63 | 38 | 16 | 1,523 | 79 | 56 | 37 | 17 | 3 | 1,524 | 56 | 40 | 26 | 14 | 4 |
| Asian | 12,768 | 98 | 94 | 87 | 69 | 41 | 11,426 | 95 | 86 | 73 | 48 | 20 | 11,552 | 87 | 75 | 61 | 43 | 20 |
| Black or African American | 44,025 | 86 | 68 | 49 | 25 | 8 | 43,343 | 65 | 41 | 23 | 8 | 1 | 43,280 | 46 | 28 | 16 | 7 | 2 |
| Native Hawaiian or Other Pacific Islander | 434 | 92 | 79 | 65 | 38 | 17 | 400 | 82 | 59 | 38 | 15 | 5 | 398 | 64 | 43 | 28 | 13 | 4 |
| White | 110,082 | 97 | 90 | 79 | 55 | 27 | 109,451 | 88 | 73 | 54 | 28 | 8 | 109,393 | 71 | 55 | 39 | 23 | 8 |
| Two or More Races | 6,035 | 96 | 87 | 75 | 51 | 26 | 5,564 | 84 | 67 | 50 | 26 | 8 | 5,573 | 68 | 52 | 37 | 23 | 8 |
| Economically Disadvantaged | 216,185 | 89 | 73 | 55 | 29 | 10 | 190,057 | 68 | 44 | 26 | 9 | 2 | 190,005 | 44 | 27 | 16 | 7 | 2 |
| Limited English Proficient | 50,256 | 81 | 59 | 39 | 16 | 5 | 21,899 | 40 | 18 | 7 | 2 | 0 | 21,829 | 19 | 8 | 4 | 1 | 0 |
| Special Education | 21,187 | 75 | 54 | 37 | 18 | 6 | 18,818 | 40 | 21 | 11 | 4 | 1 | 19,144 | 24 | 13 | 8 | 4 | 1 |

| | STAAR Writing | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 4* | | | | | | Grade 7 | | | | | |
| Student Group | # Tested | 50% | 60% | 70% | 80% | 90% | # Tested | 50% | 60% | 70% | 80% | 90% |
| All Students | 332,416 | 76 | 50 | 27 | 7 | 1 | 347,293 | 80 | 54 | 28 | 11 | 2 |
| Hispanic/Latino | 159,408 | 72 | 43 | 21 | 4 | 0 | 172,796 | 75 | 45 | 19 | 5 | 1 |
| American Indian or Alaska Native | 1,388 | 74 | 48 | 25 | 7 | 1 | 1,589 | 81 | 55 | 29 | 9 | 1 |
| Asian | 13,294 | 89 | 74 | 53 | 23 | 6 | 12,344 | 92 | 81 | 62 | 37 | 13 |
| Black or African American | 43,540 | 66 | 38 | 17 | 3 | 0 | 43,464 | 75 | 44 | 19 | 5 | 1 |
| Native Hawaiian or Other Pacific Islander | 403 | 80 | 53 | 27 | 8 | 0 | 438 | 84 | 60 | 34 | 11 | 2 |
| White | 108,128 | 84 | 62 | 37 | 11 | 2 | 110,725 | 88 | 68 | 42 | 17 | 4 |
| Two or More Races | 6,096 | 82 | 58 | 34 | 11 | 2 | 5,752 | 87 | 66 | 40 | 17 | 4 |
| Economically Disadvantaged | 198,102 | 68 | 39 | 17 | 3 | 0 | 201,955 | 73 | 42 | 17 | 4 | 1 |
| Limited English Proficient | 54,176 | 60 | 30 | 11 | 2 | 0 | 33,841 | 43 | 13 | 2 | 0 | 0 |
| Special Education | 17,441 | 44 | 21 | 9 | 2 | 0 | 17,152 | 38 | 14 | 5 | 1 | 0 |

* Does not include students testing with Spanish

** Does not include students testing with Spanish or STAAR L

*** Does not include students testing with STAAR L

# 2013 Accountability Development

June 19, 2012

Texas Education Agency | Office of Assessment and Accountability
Division of Performance Reporting

## 2013 Accountability Development



- In 2009, the Texas Legislature passed House Bill (HB) 3, mandating the creation of an entirely new accountability system for 2013.
- TEA produced a plan for implementing these changes in the *House Bill 3 Transition Plan,* published in December 2010.
- In 2012, TEA began working with advisory committees to develop the new rating and distinction designations systems required by House Bill 3. (Attachment A)

# 2013 Accountability Development

3

**Accountability Technical Advisory Committee (ATAC)**

- In October 2011, the commissioner asked superintendents and ESC directors to submit nominations for educators to serve on the ATAC.
- 156 nominations were received, 27 members were selected for the ATAC. (Attachment B)
- Since March, work groups of ATAC members have met to discuss, research, and propose solutions to key issues.
- The ATAC and its work groups will continue to meet into 2013.

# 2013 Accountability Development

4

**Accountability Policy Advisory Committee (APAC)**

- In October 2011, the commissioner requested nominations from educator organizations, business organizations, and educational service centers for the APAC.
- Twenty-nine members were selected for the APAC, representing various educational and business organizations and legislative offices. (Attachment C)

## 2013: Goals and Guiding Principles

5

- At the initial meeting in March 2012, APAC and ATAC members defined the Goals and Guiding Principles for the new accountability system.
- The committees endorsed the following five goals that will ensure that Texas will be among the top ten states in postsecondary readiness by 2020, as delineated in Chapter 39.053(f) of the Texas Education Code.
- The committees also adopted a set of Guiding Principles that will be used to inform the accountability development process. (Attachment D)

## 2013 Accountability Goals

6

- Improving student achievement at all levels in the core subjects of the state curriculum.*
- Ensuring the progress of all students toward achieving Advanced Academic Performance.*
- Closing Advanced Academic Performance level gaps among groups.*
- Closing gaps among groups in the percentage of students graduating under the recommended high school program and advanced high school program.*
- Rewarding excellence based on other indicators in addition to state assessment results.

* These goals are specified in Chapter 39.053(f) of the Texas Education Code.

## Options for New Accountability Framework

7

- **Separate Indicators**
  - System used in past accountability systems.
  - Requires districts and schools to meet the standard for every indicator to achieve a certain rating.
  - In 2011, districts and schools had to meet a standard for up to 35 separate indicators.
  - With HB 3 the number of indicators increases significantly (100 indicators are possible under certain scenarios.)

## Options for New Accountability Framework

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- **Performance Index**
  - Each indicator contributes points to the index score.
  - Performance on all measures is included, but no single indicator can be the sole reason for a lower rating.
  - Resulting rating reflects overall performance rather than the weakest areas.
  - Multiple indexes can be used in the framework to ensure accountability for every student.
  - Any number of indicators and student groups can be added to the system without creating additional targets for campuses and districts to meet.

## Options for New Accountability Framework



- **Performance Index (continued)**
  - Districts and campuses are required to meet an index, or accountability target
  - A Performance Index system is used in many states.

## Proposal for Accountability Framework



- The ATAC proposes the use of four performance indexes that are directly aligned with the Goals and Guiding Principles:
  - Performance Index 1 focuses on student achievement for All Students and participation by race/ethnicity.
  - Performance Index 2 focuses on student progress by race/ethnicity.
  - Performance Index 3 focuses on closing performance gaps between students based on socio-economic status.
  - Performance Index 4 focuses on measures of postsecondary readiness for All Students and by race/ethnicity.

## Proposal for Accountability Framework

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- The ATAC committee members developed the proposed framework based on the requirements of HB 3 and their expectation that the new accountability system should:
  - Be comprehensive in nature;
  - Improve student performance for every child;
  - Focus on narrowing the performance gap between historically disadvantaged and advantaged students;
  - Measure indicators that move a school/district toward higher performance; and
  - Direct resources for improvement.

## Proposal for Accountability Framework

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- The specific indicators that will comprise the four indexes have not been finalized. The following topics will be reviewed and discussed by ATAC workgroups at future meetings:
  - End-of-course (EOC);
  - Progress Measures;
  - English language learners (ELLs);
  - Alternative education settings; and
  - Recognized and Exemplary Distinction Designations.

## Academic Achievement Distinction Designations Committee (AADDC)

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- As mandated by statute, nominations for the distinction designations committee were provided by the Governor, Lieutenant Governor, and Speaker of the House.
- The AADDC first met on April 16 and will reconvene on June 25. (Attachment E)
- The AADDC is charged with the development of the criteria for the campus-level academic achievement distinction designations to recognize outstanding academic achievement in English language arts (ELA) and mathematics.
- Academic achievement distinction designations will be awarded on August 8, 2013.

## Academic Achievement Distinction Designations Committee (AADDC)

14

- At their initial meeting in April, the AADDC reviewed agency research of academic literature on indicators of high achievement in ELA and mathematics.
- The AADDC also reviewed other state accountability systems and national award systems that identify and reward academic excellence.
- The committee also proposed additional indicators that will be reviewed at the next meeting in June.

## Educator Input

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- All meeting materials and summaries of meeting outcomes for prior APAC, ATAC, and AADDC meetings are posted online at the link below.
- Educators are invited to comment on proposals made by the advisory groups.
- The proposed Performance Index framework is posted online for educator review and comment at the 2013 Accountability Development page: http://ritter.tea.state.tx.us/perfreport/account/2013/index.html
- Click on the Proposals link, scroll to the bottom of the page, and click on the Comments link.

## Accountability Development Calendar

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- The Comprehensive Meeting Calendar and Agenda Topic Plans outlines the development timeline for the three advisory groups. (Attachment F)
- Final decisions on the state accountability system will be released by the commissioner in March 2013.

## House Bill 3 Summary Table – Performance Ratings and Distinctions

<table>
<tr><td>Performance Ratings*<br>Assigned by August 8 each year to districts and campuses. [§39.054]</td><td colspan="2">Distinction Designations<br>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**<br>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:<br>(1) percentages of students who meet the college-ready standard or annual improvement standard, and<br>(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<br>(a) COE shall award campus distinction designations if the campus is in the top 25 percent in annual improvement.<br>(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.<br>(c) COE shall award a campus distinction designation to campuses that meet the committee-established criteria for the following programs:<br>(1) academic performance in ELA, math, science, or social studies<br>(2) fine arts<br>(3) physical education<br>(4) 21st Century Workforce Development program<br>(5) second language acquisition program<br>§39.204 – Campus Distinction Designation Criteria; Committees<br>(a) COE shall establish standards and methods for awarding distinction designations to campuses.<br>(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>

* Labels for the performance ratings are to be determined.

** The *Recognized* and *Exemplary* ratings for districts and campuses will be assigned for the first time in August 2014.

# Membership
# 2012 Accountability Technical Advisory Committee (ATAC)
# by ESC Region

Kelly Solis, *Region I Education Service Center*, Director of Special Education, ESC Region I

Francisco Rivera, *La Joya Independent School District*, Executive Director for Curriculum and Evaluation, ESC Region I

Emily Lorenz, *Gregory-Portland Independent School District*, Director of Curriculum and Testing, ESC Region II

Susanne Carroll, *Victoria Independent School District*, Executive Director of Curriculum, Instruction, & Accountability, ESC Region III

Brian Moore, *Lamar Consolidated Independent School District*, Director of Research & Accountability, ESC Region IV

Keith Haffey, *Spring Branch Independent School District*, Executive Director, Accountability & Research, ESC Region IV

Sherrie Thornhill, *Silsbee Independent School District*, Curriculum Director, ESC Region V

Lucy Larrison, *Bryan Independent School District*, Assistant Superintendent, Curriculum, Instruction, & Assessment, ESC Region VI

Karen Raney, *Tyler Independent School District*, Director of Assessment and Accountability, ESC Region VII

Beth Anne Dunavant, *Pittsburg Independent School District*, Assistant Superintendent, ESC Region VIII

Wes Pierce, *Region IX Education Service Center*, Deputy Executive Director, Division of Instructional Services & Strategic Planning, ESC Region IX

Dharshana Weerasinghe, *Plano Independent School District*, Director of Assessment and Accountability, ESC Region X

Elvia Noriega, *Richardson Independent School District*, Executive Director, Accountability & Continuous Improvement, ESC Region X

Darrell Brown, *Eagle Mountain-Saginaw Independent School District*, Executive Director of Assessment & Program Evaluation, ESC Region XI

Sara Arispe, *Fort Worth Independent School District*, Executive Director, Accountability & Data Quality, ESC Region XI

Lisa Diserens, *Temple Independent School District*, Director of Accountability, Assessment, and PEIMS, ESC Region XII

Rebecca McCoy, *Georgetown Independent School District*, Director of Assessment, Accountability & Testing, ESC Region XIII

Lelah Moseley, *Seguin Independent School District*, Director of State and Federal Accountability, ESC Region XIII

Cathy Ashby, *Abilene Independent School District*, Associate Superintendent for Curriculum & Instruction, ESC Region XIV

Julie Conde, *Responsive Education Solutions,* Director of Accountability/ESL, Region XIV

Michael Bohensky, *San Saba Independent School District*, Assistant Superintendent, ESC Region XV

Kelly Legg, *Dumas Independent School District*, Assistant Superintendent for Instruction, ESC Region XVI

Ty Duncan, *Region XVII Education Service Center*, Senior Specialist, Accountability & Compliance Services, ESC Region XVII

Janet Wallace, *Midland Academy Charters*, Principal, ESC Region XVIII

Sue Thompson, *Ysleta Independent School District*, Director of Assessment, Research, Evaluation, & Accountability, ESC Region XIX

Theresa Urrabazo, *San Antonio Independent School District*, Senior Director, Accountability, Research, Evaluation and Testing, ESC Region XX

Arlene Williams, *Southwest Independent School District*, Assistant Superintendent of Curriculum & Instruction, ESC Region XX

**Total = 27 Members**

# 2012 Accountability Policy Advisory Committee

**Legislative Staff**

- Courtney Boswell, Policy Analyst for Education, *Senate Education Committee*
- Kalese Hammonds, Governor's Advisor, *Office of Governor Perry*
- Caasi Lamb, Education Policy Analyst, *Office of the Lieutenant Governor*
- Jennifer Schiess, Public Education Team Manager, *Legislative Budget Board*
- Andrea Sheridan, Senior Education Advisor, *Office of the Speaker of the House*
- Jenna Watts, Policy Director*, House Public Education Committee*

**School District & Charter / Regional Education Service Center / Education Organization Representatives**

- Keith Bryant, Superintendent, *Bullard ISD (Community Schools / Mid-Size Schools)*
- HD Chambers, Superintendent, *Alief ISD (Suburban / Mid Urban Schools)*
- Jesus Chavez, Superintendent, *Round Rock ISD (TASA)*
- Gene Sheets, Superintendent, *Muleshoe ISD (Rural Schools)*
- Linda Mora, Deputy Superintendent – Curriculum and Instruction, *Northside ISD (TSA)*
- Michael Sorum, Chief Academic Officer, *Fort Worth ISD (UCC)*
- Aaron Smith, Director of Knowledge Management, *Yes Prep Public Schools (TCSA)*
- Chuck Cook, CEO, *Responsive Education Solutions (TCSA)*
- Ramiro Guerra, Principal, *Edinburg ISD (TASSP)*
- Sharon Wright, Principal/State President, *Plainview ISD/TEPSA (TEPSA)*
- Gina Gola, Teacher, *Grand Prairie ISD (TCTA)*
- Tara Moreland, Teacher, *Amarillo ISD (TFT)*
- Francis Smith, Teacher*, Cypress-Fairbanks ISD (TSTA)*
- Missy Bender, Board President, *Plano ISD (TASB)*
- Deann Lee, Federal Program Director, *Paris ISD (ATPE)*
- Elizabeth Abernethy, Executive Director, *Region VII Education Service Center (ESC Directors)*
- Ed Vara, Deputy Director for Academic Services, *Region XIII Education Service Center (ESC Core Group)*

**Business / Other Representatives**

- Rayyan Amine, Assistant Professor, *University of Houston (Commissioner of Education)*
- Gene Austin, CEO, *Convio, Inc.(Texas Institute for Education Reform)*
- Cherry Kugle, Education Policy Consultant, *Raise Your Hand Texas (RYHT)*
- Cathy Mincberg, President and CEO, *The Center for Reform of School Systems (CRSS)*
- Douglas Palmer, Dean TAMU College of Education, *TAMU (THECB)*
- Chuck Young, Co-Founder & CEO, *Tutors with Computers, LLC (Texas Business Leadership Council)*

# Accountability System Goals and Guiding Principles – 2013 and Beyond

## GOALS

Texas will be among the top ten states in postsecondary readiness by 2020, by:

- Improving student achievement at all levels in the core subjects of the state curriculum*;
- Ensuring the progress of all students toward achieving Advanced Academic Performance *;
- Closing Advanced Academic Performance level gaps among groups*;
- Closing gaps among groups in the percentage of students graduating under the recommended high school program and advanced high school program*; and,
- Rewarding excellence based on other indicators in addition to state assessment results.

## GUIDING PRINCIPLES

### Student Performance

- The system is first and foremost designed to improve student performance.
- The system focuses on preparing students from the elementary grades and above for success after high school.

### System Safeguards

- The system uses safeguards to minimize unintended consequences.

### Recognition of Diversity

- The system is fair and addresses the diversity of student populations and educational settings.

### Public Participation and Accessibility

- The system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

### Coordination

- The system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

### Statutory Compliance

- The system is designed to comply with statutory requirements.

### Local Responsibility

- Districts are responsible for submitting accurate data upon which ratings are based.
- The system relies on local school districts to develop and implement local accountability systems that complement the state system.

### Distinction Designations

- Recognized and exemplary distinction ratings are based on higher levels of student performance rather than more students performing at the satisfactory level.

* These goals are specified in Chapter 39.053(f) of the Texas Education Code.

# Academic Achievement Distinction Designations Committee (AADDC)
April 2012

**Nominated by Office of the Governor**

- Karen Harris, Medicine for the Heart Ministries, Inc.
- Robert Kruckemeyer, Attorney at Law
- Joyce Taylor, COH - E.B. Cape Center Corporate University

**Nominated by Office of the Lieutenant Governor**

- Glenn Hambrick, Carthage Independent School District
- Susan Lewis, Northside Independent School District
- Duncan Klussmann, Spring Branch Independent School District
- Greg Williams, Odessa College

**Nominated by Speaker of the House**

- Raul Calvoz, Attorney
- Arturo Cavazos, Harlingen Consolidated Independent School District
- Rogelio Rodriguez, Drexel Hamilton
- Beth Wilson, Region V Education Service Center

**Comprehensive Meeting Calendar and Agenda Topic Plans for Accountability Policy Advisory Committee (APAC), Accountability Technical Advisory Committee (ATAC), and Academic Achievement Distinction Designations Committee (AADDC)**

| | 2012 | | | | | | | | | | 2013 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | March (2 days) | April | May (1 day) | June | Jul | August (1 day) | Sept | October | November (2 Days) | Dec | Jan | February (1 day) | March* (1 day) |
| ATAC | Overall Framework | | *Performance Index Framework*<br>State and Federal Alignment<br>Student Groups<br>Leaver Indicators | | | Assessment Indicators<br>Participation<br>*Progress Measures*<br>*EOC Indicators*<br>*English Language Learners* | | | Other Features:<br>RI<br>3 Year Average<br>85% Option<br>Rating Levels/Labels<br>*Alternative Education Settings*<br>*Progress Measures*<br>*Gap Measures* | | | Targets<br>Appeals<br>*Recognized and Exemplary Distinction Designation*<br>*Top 25% Distinction Designation* | |
| APAC | Overall Framework | | | | | | | | Review/Comment on Current ATAC Recommendations; Rating Levels/Labels; Goals for 2020 | | | | Review/Comment on Final ATAC Recommendations (incl. targets) |
| AADDC | | *Develop List of Academic Achievement Indicators* | | *Finalize Academic Achievement Indicators and Develop Distinctions Framework* | | | | *Finalize Distinctions Framework and Determine Targets for 2013* | | | | | |

* Final decisions will be released by the commissioner in March 2013.