

2015 Accountability Manual

for Texas Public School Districts and Campuses



Department of Assessment and Accountability
Division of Performance Reporting

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**2015 Accountability Manual
Chapters 1–10**

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Chapter 1 – Introduction

About this Manual

The *2015 Accountability Manual* is a technical guide that explains how the accountability system used by the Texas Education Agency (TEA) evaluates the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

History of the Accountability System

In 1993, the Texas Legislature mandated the creation of a public school accountability system to evaluate and rate school districts and campuses. A viable and effective accountability system was possible because the necessary infrastructure was already in place: a student-level data collection system, a state-mandated curriculum, and a statewide assessment program tied to the curriculum. This first accountability system remained in use until the 2001–02 school year.

The second accountability system included the Texas Assessment of Knowledge and Skills (TAKS) and assigned ratings for the first time in fall 2004. A significant change from the previous system was that TAKS included additional subjects and grades that increased system rigor. Also, districts and campuses were required to meet criteria on up to 25 separate assessment measures and up to 10 dropout and completion measures. The last year for accountability ratings based on the TAKS was 2011.

House Bill (HB) 3, passed by Texas legislature in 2009, overhauled the state assessment and accountability systems to focus on postsecondary readiness for all Texas public school students. Because of the transition to the current assessment program, state accountability ratings were not issued in 2012. TEA worked throughout 2012 with technical and policy advisory committees to develop the current accountability system based on the State of Texas Assessments of Academic Readiness (STAAR®) program. This accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of district and campus performance. The 2012–13 school year was the first for assigning ratings based on STAAR results.

With the passage of HB 5 in 2013, the legislature added additional indicators of postsecondary readiness. The 2014 ratings included college-ready graduates, a new postsecondary readiness measure. The 2015 accountability system replaces college-ready graduates with an expanded postsecondary readiness measure that adds students who earn credit for at least two advanced/dual enrollment courses or enroll in a coherent sequence of career and technical education (CTE) courses.

Goals of the Texas Accountability System

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 student groups, and
- rewarding excellence based on other indicators in addition to state assessment results.

Guiding Principles

Student Performance

- The accountability system is first and foremost designed to improve student performance.
- The system focuses on preparing all students for success after high school.

System Safeguards

- The accountability system uses safeguards to minimize unintended consequences.

Recognition of Diversity

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

Public Participation and Accessibility

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

Statutory Compliance

- The accountability 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

- Distinction designations are based on higher levels of student performance rather than more students performing at the satisfactory level.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state were instrumental in developing the current accountability system.

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts and regional education service centers (ESCs). Members made recommendations to address major policy and technical issues for 2015 accountability.

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC's recommendations or developed its own, which were forwarded to the commissioner.

The commissioner considered all proposals and made final decisions on April 8, 2015, that are reflected in this manual.

See [Appendix A – Acknowledgments](#) for more information on advisory groups. The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>.

Overview of the 2015 Accountability System

State Accountability Ratings

The state accountability system assigns one of three academic ratings to each district and campus: *Met Standard*, *Met Alternative Standard*, or *Improvement Required*. These ratings are based on a framework of four indexes that combine a range of indicators into a comprehensive measure of performance.

The performance index framework combines results from STAAR assessments, graduation rates, rates of students completing the various graduation plans, and other indicators. The performance indexes are as follows:

Index 1: Student Achievement provides a snapshot of performance across subjects.

Index 2: Student Progress measures year-to-year student progress.

Index 3: Closing Performance Gaps emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups.

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, job training programs, the workforce, or the military.

Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are available for achievement in several different areas and awarded to campuses based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are separate from those used to evaluate accountability ratings.

Both districts and campuses are also eligible to earn a distinction designation in postsecondary readiness.

The following chart outlines the accountability ratings and distinction designations assigned in 2015.

Ratings (Districts and Campuses)	Distinction Designations	
	Districts	Campuses
<i>Met Standard</i>	Postsecondary Readiness	Academic Achievement: Reading/ELA and/or Academic Achievement: Mathematics and/or Academic Achievement: Science and/or Academic Achievement: Social Studies and/or Top 25%: Student Progress and/or Top 25%: Closing Performance Gaps and/or Postsecondary Readiness
<i>Met Alternative Standard</i> This rating label is assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions.	N/A	N/A
<i>Improvement Required</i>	N/A	N/A

System Safeguards

System safeguard have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student subgroup on each of the indicators. The purpose of the system safeguard report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups. See [Chapter 8 – System Safeguards and Other Federal Requirements](#) for detailed information about system safeguards in 2015.

The following indicators are included in the state system safeguard report:

- Performance Rates (*campus and district*) by subject – reading, mathematics, writing, science, and social studies
- Participation Rates (*campus and district*) by subject – reading and mathematics
- Federal Graduation Rates (*campus and district*)
- Federal Limits on Alternative Assessments (*not applicable in 2015*)

Results for the following student groups are included in state system safeguard reports:

- All Students
- Racial/Ethnic student groups – African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races
- Economically Disadvantaged
- Students with Disabilities
- English Language Learners (ELLs)

Comparison of 2014 and 2015 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2014	2015
Index 1: Student Achievement	Index 1 Target: 55	Index 1 Target: 60
	All Student Groups and all tests combined	All Student Groups and all tests combined <ul style="list-style-type: none"> o Grades 3–8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded
	Performance standard: Phase-in 1 Level II (Satisfactory)	No change
	STAAR EOC Assessments (5 tests): <ul style="list-style-type: none"> o English I (reading and writing combined into single English I) o English II (reading and writing combined into single English II) o Algebra I o Biology o U.S. History 	No change
	Substitute assessments for STAAR EOC tests are included	No change
	English Language Learners (ELLs): English version: <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 included (ELL Progress Measure) o Students in U.S. schools Years 5+ included (Phase-in 1 Level II) Spanish version: <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 included (Phase-in 1 Level II) o Students in U.S. schools Years 5+ included (Phase-in 1 Level II) 	English Language Learners (ELLs)*: No change
STAAR L evaluated in ELL Progress Measure		
Index 2: Student Progress	Index 2 Target: Based on 5 th percentile of Index 2 outcomes based on the 2014 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 th percentile of campus performance across all campus types.	Index 2 Target: Based on 5 th percentile of Index 2 outcomes based on the 2015 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 th percentile of campus performance across all campus types.
	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, and ELL Students	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, Current and Monitored ELLs
	By subject: reading and mathematics	Across all subjects: reading, writing, and mathematics (Algebra I only for available grades) <ul style="list-style-type: none"> o Grades 3–8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded
	Aggregated weighted score <ul style="list-style-type: none"> o One point for each percentage of assessment results that meet or exceed progress o One additional point for each percentage of results that exceed progress 	No change
	Progress Measures: STAAR, STAAR Modified, STAAR Alternate, and ELL Progress Measure	STAAR and ELL Progress Measures
	High schools/K–12 campuses are not evaluated on Index 2	High schools/K–12 campuses are evaluated on Index 2

	2014	2015
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2+ included <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2+ included <p>STAAR L evaluated in ELL Progress Measure</p>	<p>Current and Monitored ELLs*:</p> <p>No Change</p>
<p>Index 3: Closing Performance Gaps</p>	<p>Index 3 Targets</p> <ul style="list-style-type: none"> o District: 28 o Elementary: 28 o Middle School: 27 o High School/K-12: 31 	<p>No change</p>
	<p>By Subject Area: reading, mathematics, writing, science, and social studies</p>	<p>By Subject Area: reading, Algebra I, writing, science, and social studies</p> <ul style="list-style-type: none"> o Grades 3-8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded
	<p>Student Groups:</p> <ul style="list-style-type: none"> o Economically Disadvantaged o Two Lowest Performing Racial/Ethnic Student Groups 	<p>No change</p>
	<p>Minimum Size Criteria for Racial/Ethnic Student Groups:</p> <ol style="list-style-type: none"> 1) Identify the Racial/Ethnic student groups that have 25 or more tests in reading/ELA and 25 or more tests in mathematics from the prior year 2) Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects. 	<p>No change</p>
	<p>Points based on STAAR performance:</p> <ul style="list-style-type: none"> o Phase-in Satisfactory Standard: One point for each percentage of tests at Phase-in Satisfactory Standard or above o Advanced Standard: One additional point for each percentage of tests at Advanced Standard 	<p>No change</p>

	2014	2015
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2– 4 included ELL Progress Measure (1 point); STAAR Final Level II (2 points) o Students in U.S. schools Years 5+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (2 points) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2– 4 included Phase-in 1 Level II (one point); STAAR Advanced Level III (two points) o Students in U.S. schools Years 5+ included Phase-in 1 Level II (one point); STAAR Advanced Level III (two points) <p>STAAR L evaluated in ELL Progress Measure</p>	<p>English Language Learners (ELLs)*:</p> <p>No Change</p>
<p>Index 4: Postsecondary Readiness</p>	<p>Index 4 Target:</p> <p>All Components</p> <ul style="list-style-type: none"> o Districts: 57 (based on all four components)* o High Schools/K–12: 57 (based on all four components)* o Elementary/Middle School: n/a <p>STAAR Only:</p> <ul style="list-style-type: none"> o District: 13 o Elementary: 12 o Middle School: 13 o High School/K–12: 21 <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and College-Ready Graduates.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p>	<p>No change</p> <p>No change</p> <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and Postsecondary Readiness Indicator.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p> <ul style="list-style-type: none"> o Grades 3–8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded
	<p>STAAR Score: STAAR Percent Met Final Level II on two or more STAAR subject-area tests for All Students and racial/ethnic student groups</p> <p>Students tested on one subject area only must meet the final Level II performance standard for that subject area. Similarly, students tested on only two subject areas must meet the final Level II performance standard for both subject areas.</p>	<p>No change</p>

	2014	2015
	<p>Graduation Score: Combined performance across graduation/dropout rates for:</p> <ul style="list-style-type: none"> o Grade 9–12 Four-Year Graduation Rate for ten student groups; or o Grade 9–12 Five-Year Graduation Rate for ten student groups, whichever contributes the most points to the index <p>Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs</p>	<p>No change</p>
	<p>Graduation Plan: RHSP/DAP Graduates based on Four-Year Longitudinal Cohort: All Students and racial/ethnic groups</p>	<p>No change</p>
	<p>College-Ready Graduates: High school graduates from the 2012–13 school year who met the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in both ELA and mathematics.</p>	<p>Postsecondary Component: Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> o Meeting the college-ready criteria on the TAKS exit-level test, SAT test, or ACT test in both ELA and mathematics o Earning credit for two advanced course/dual credit courses o Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.
	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Final Level II o Graduation Rate o Graduation Plan o College-Ready Graduates 	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Final Level II o Graduation Rate o Graduation Plan o Postsecondary Readiness Indicator
	<p>Substitute assessments for STAAR EOC tests are included</p>	<p>No Change</p>
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 excluded o Students in U.S. schools Years 5+ included (Final Level II) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 included (Final Level II) o Students in U.S. schools Years 5+ included (Final Level II) 	<p>English Language Learners (ELLs)*:</p> <p>No change</p>

* See [Appendix I](#) for a detailed description of the inclusion policies for ELL students.

Comparison of 2014 and 2015 Performance Index Criteria and Indicators for AEA Charters and Campuses

	2014	2015
Index 1: Student Achievement*	Index 1 Target: 30	Index 1 Target: 35
Index 2: Student Progress*	Campuses and charters districts registered for Alternative Education Accountability (AEA) provisions are not evaluated on Index 2.	Campuses and charters districts registered for Alternative Education Accountability (AEA) provisions are evaluated on Index 2. For both AEA charter districts and campuses, the Index 2 target is based on the 5 th percentile of AEA 2015 campus performance.
Index 3: Closing Performance Gaps*	Index 3 Target: 11	No change
Index 4: Postsecondary Readiness	<p>Index 4 Target (with bonus points): 33 (based on two components)</p> <p>Based on two components: STAAR Final Level II and Graduation Score/Annual Dropout Rate</p> <p>If both components, STAAR Final Level II and Graduation Score/Annual Dropout Rate, are not available for AECs or charter districts, evaluate the Graduation Score/Annual Dropout Rate performance only and the Index 4 target (with bonus points) is 45.</p> <p>If the Graduation Score/Annual Dropout Rate performance component is not available, do not evaluate Index 4.</p>	No change
	<p>STAAR Score: STAAR Percent Met Final Level II on two or more subject-area tests for All Students and racial/ethnic student groups</p> <p>Students tested on one subject area only must meet the Final Level II performance standard for that subject area. Similarly, students tested on two subject areas must meet the Final Level II performance standard for both subject areas.</p>	No change
	<p>Graduation Score: Combined performance across graduation/dropout rates for ten student groups for:</p> <ul style="list-style-type: none"> o Grade 9–12 Four-Year Graduation, Continuers, and GED Rate; or o Grade 9–12 Five-Year Graduation Continuers, and GED Rate; or o Grade 9–12 Six-Year Graduation, Continuers, and GED Rate, whichever contributes the most points to the index. 	No change

* For Indexes 1, 2, and 3, the same assessments and indicators are used for both non-AEA campuses and districts and AEA campuses and charter districts.

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Chapter 2 – Ratings Criteria and Index Targets

The *2015 Accountability Manual* describes the 2015 accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations. The manual attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be some unforeseen circumstances that are not anticipated in the manual. Should such circumstances arise, the commissioner of education will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

2015 Ratings

To meet state statutory requirements, the accountability system must assign ratings that designate acceptable and unacceptable performance for districts and campuses. In 2015, one of the following ratings is assigned to each district and campus based on its performance on the required indexes. Unless otherwise noted, the term districts includes open-enrollment charters.

Met Standard indicates acceptable performance and is assigned to districts and campuses that meet the targets on all required indexes for which they have performance data.

Met Alternative Standard indicates acceptable performance and is assigned to eligible [CHARTER DISTRICTS AND ALTERNATIVE EDUCATION CAMPUSES](#) (AECs) that are evaluated by [ALTERNATIVE EDUCATION ACCOUNTABILITY](#) (AEA) provisions. To receive this rating, eligible charter districts and AECs must meet modified targets on all required indexes for which they have performance data.

Improvement Required indicates unacceptable performance and is assigned to districts and campuses, including charter districts and AECs evaluated under AEA provisions, that do not meet the targets on all required indexes for which they have performance data.

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following two labels.

Not Rated indicates that a district or campus did not receive a rating for one or more of the following reasons:

- The district or campus serves only students enrolled in early education (EE).
- The district or campus has no data in the [ACCOUNTABILITY SUBSET](#).
- The district or campus has insufficient data to assign a rating after [SMALL NUMBERS ANALYSIS](#) has been conducted.
- The district operates only residential facilities.
- The campus is a [Juvenile Justice Alternative Education Program](#) (JJAEP).
- The campus is a [Disciplinary Alternative Education Program](#) (DAEP).
- The campus is a [residential facility](#).
- The test documents for either the district or campus were lost in transit between the district and the test contractor.

Not Rated: Data Integrity Issues indicates that data accuracy and/or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary pending further investigation.

2015 Index Targets

For each index, a specific target is determined, and districts and campuses must meet an index's target in order to demonstrate acceptable performance for that index. Districts and non-AEA campuses (campuses not evaluated under alternative education accountability provisions) have separate targets from charter districts and AECs evaluated under alternative education accountability provisions. In addition, for non-AEA campuses only, separate targets are identified for each [SCHOOL TYPE](#) for Index 2, Index 3, and Index 4. (Please see the explanation of school type later in this chapter).

The 2015 targets for Index 1, Index 3, and Index 4 are provided in the table below. The 2015 Index 2 targets for campuses are set at about the fifth percentile of 2015 campus performance by campus type and will be identified prior to the release of the 2015 accountability ratings. The 2015 Index 2 target for non-AEA districts is set at about the fifth percentile of 2015 campus performance across all non-AEA campuses and will be identified prior to the release of the 2015 accountability ratings.

For non-AEA districts and campuses, Index 4 is comprised of four components: STAAR results, graduation rate, graduation diploma plan rate, and postsecondary indicator. Because not all districts and campuses have data for each of these components, Index 4 has two separate and distinct targets: one based on the four components and one based on STAAR results only. The target that a district, campus, or charter is required to meet is determined by whether it has data for each of the four components. For a district, high school campus, or campus serving grades K–12, the target for Index 4 is based on all four components. For elementary campuses, middle school campuses, and any other district or campus that does not have data for each of the four components of Index 4, the target is based on the STAAR component only.

For AEA charter districts and campuses, Index 4 evaluates two components **or** the graduation rate/annual dropout rate component only. For AEA charters and campuses, the components of Index 4 are 1) STAAR results and 2) graduation rate/annual dropout rate. If both components are available, then Index 4 evaluates both components with a target of **33**. Otherwise, the Index 4 evaluation is based only on the graduation rate/annual dropout rate with a target of **45**. In either case, bonus points are added as described in [Chapter 4 – Performance Index Indicators](#).

2015 Accountability Performance Index Targets for Non-AEA Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	5 th Percentile*	28	57	13
Campuses					
Elementary	60	5 th Percentile*	28	n/a	12
Middle		5 th Percentile*	27	n/a	13
High School/K-12		5 th Percentile*	31	57	21

* Targets for non-AEA campuses are set at about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

2015 Accountability Performance Index Targets – AEA Charter Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Component Only
AEA Charter Districts and Campuses	35	5 th Percentile*	11	33	45

* Targets for both AEA charter districts and campuses are set at about the fifth percentile of AEA 2015 campus performance.

Index Targets for Certain Districts or Charters

A district or charter comprised of only one campus that shares the same 2015 performance data with that campus must meet the index target required for the campus in order to demonstrate acceptable performance. For these single-campus districts and charters, the 2015 index targets applied to the campus will also be applied to the district, ensuring that both the district and campus receive identical ratings. Certain districts or charters that meet the definition above are considered single-campus districts or charters in any criteria outlined in this manual.

2015 Ratings Criteria

Unlike in previous years, districts and campuses will not be required to meet the target on all four indexes for 2015 accountability. To receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet the performance index target on the following indexes if they have performance data for evaluation:

Index 1 **OR** Index 2 **AND** Index 3 **AND** Index 4

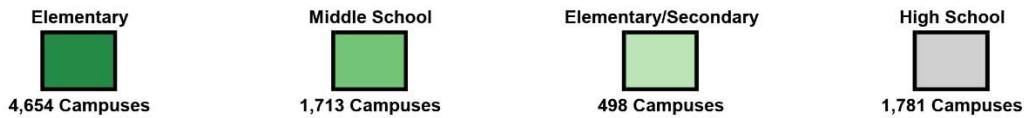
For example, a campus with performance data for all four indexes must meet the target on either Index 1 or Index 2 and the targets on Index 3 and Index 4. A campus with performance data for Index 1, Index 3, and Index 4 must meet the target on all three of those. A campus with performance data for only Index 1 and Index 3 must meet the target on both indexes. A campus with performance data for only Index 1 and Index 2 needs only to meet the target on either of those indexes.

2015 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2014–15 fall enrollment data. The four types—elementary, middle school, elementary/secondary, and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the school type to which each grade span corresponds.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level served by that campus along the left column and the highest grade level along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas serve that grade span. For example, a campus that serves early elementary (EE) through fourth grade only is labeled elementary; there are 171 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 145 such campuses statewide.

2015 Accountability System School Types (8,646 Total Campuses)



		Highest Grade Level Served →														
		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lowest Grade Level Served ↓	EE	7	71	52	48	66	53	171	1005	123	0	8	1	1	0	35
	PK		29	15	7	27	27	176	1128	187	7	68	5	2	1	135
	KG			1	4	18	18	135	624	127	8	55	5	6	5	64
	1				3	15	22	6	36	18	0	1	1	2	2	6
	2					1	21	12	20	6	0	0	0	1	3	13
	3						0	15	90	8	0	7	3	0	0	6
	4							2	57	38	0	8	1	0	3	9
	5								11	145	2	82	4	3	6	9
	6									36	9	1097	16	7	23	140
	7										5	261	19	16	25	130
	8											14	15	11	16	39
	9												60	33	22	1306
	10													14	6	38
11														20	26	
12															19	

Who is Rated?

Districts and campuses that have students enrolled in the fall of the 2014–15 school year are assigned a state accountability rating.

Districts

Beginning the first year they report fall enrollment, districts and charter operators are rated based on the aggregate results of their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses, including AECs and open-enrollment charter schools, are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any of the grade levels for which the STAAR assessments are given are [PAIRED](#) with campuses in their district that serve students who take STAAR. (Please See [Chapter 6 – Other Accountability System Processes](#) for information on pairing.)

The following campuses are assigned the rating label of *Not Rated* in 2015:

- **Residential facilities:** For AECs identified as residential facilities, and AEA charter districts that operate only residential facilities, performance index results are reported, but a rating label is not assigned. Students enrolled in AECs and charter districts operating as residential facilities are excluded from accountability only if the student attribution codes are entered and submitted accurately during the fall 2014 Public Education Information Management System (PEIMS) submission. (Please see [Appendix G – Inclusion or Exclusion of Performance Data](#).)
- **Campuses that close mid-year:** If data for an accountability index exists for a campus that closes mid-year, the data are included in the district’s accountability rating. A campus that closes after the end of the school year is assigned a rating for that school year.
- **JJAEPs and DAEPs:** Attendance and performance data for students served in JJAEPs and DAEPs are reported to the students’ home campuses, and the HOME CAMPUS is evaluated based on the results.
- **Campuses that have no students in the accountability subset:** Campuses that serve students in grades 3–12, but have no test results due to the accountability subset are not rated. This includes AECs with short-term student placements.
- **Charter campuses with no students in grades tested:** Open-enrollment charter schools without any students enrolled in the grades for which STAAR assessments are administered (3–12) are not rated.

Timeline for Ratings Release

Thursday, July 30, 2015: Data used to calculate the 2015 accountability ratings are released to districts and campuses through the TEA Secure Environment (TEASE) website. (Please see [Appendix E – TEASE Accountability](#).)

Thursday, August 6, 2015: Accountability ratings are released to districts and campuses through the TEASE website.

Friday, August 7, 2015: Accountability ratings and distinction designations are released to the public on the TEA website.

Early November 2015: Final accountability ratings that reflect the outcome of any ratings appeals are released to the public on the TEA website.

TEA Data Integrity Activities

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and PEIMS information by school districts and charter operators. Responsibility for the accuracy and quality of data used to determine campus and district ratings, therefore, rests with local authorities. Any appeal of an *Improvement Required* rating that are based on a district's submission of inaccurate data will be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- **Campus Number Tracking** Requests for campus number changes are approved in light of prior state accountability ratings. An *Improvement Required* rating for the same campus assigned two different campus numbers may be considered to be consecutive years of low ratings for accountability interventions and sanctions.
- **Data Validation Monitoring** The Performance-Based Monitoring (PBM) system is a comprehensive system designed to improve student performance and program effectiveness. The PBM system, like the state accountability system, is a data-driven system based on data submitted by districts; therefore, the integrity of districts' data is critical. The PBM system includes annual data validation analyses that examine districts' leaver and dropout data, student assessment data, and discipline data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of its data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://tea.texas.gov/pbm/DVManuals.aspx>.
- **Test Security** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that test results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain test security materials for five years. Detailed information about test security policies for the state assessment program is available online at <http://tea.texas.gov/student.assessment/security/>.
- **Not Rated: Data Integrity Issues** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *Improvement Required* rating, though the commissioner of education has the authority to lower a rating, assign an *Improvement*

Required rating due to data quality issues, or consider the rating of *Improvement Required* for purposes of determining consecutive years of low ratings for accountability interventions and sanctions. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.

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Chapter 3 – Performance Index Construction

An accountability framework of four performance indexes provides a comprehensive evaluation of public education at campuses and districts across Texas. The accountability framework measures student performance and delineates areas of strength and needed improvement.

With a performance index, each measure of student performance contributes points to an index score. Each of the four indexes has a score of 0 to 100, based on campus or district performance points, calculated as a percent of the maximum possible points for that campus or district. Targets set by the commissioner of education determine the minimum score required for meeting a performance standard for each index. The index scores provide a rating of overall performance for the campus or district rather than reflecting the weakest performance of one student group or subject area. A key feature of a performance index is that no single indicator can—by itself—result in a low rating because index performance is a culmination of all measures. Multiple indexes can be used in the framework to ensure accountability for every student. Any number of indicators and student groups can also be added to the system without creating additional targets for campuses and districts to meet.

A summary of changes to the accountability index calculation and indicators is provided below. For details on the STAAR and other indicators, see [Chapter 4 – Performance Index Indicators](#).

Summary of 2015 Index Calculation and Indicator Changes			
Index	Calculation	Indicators and Measures	
All Indexes		Exclusion of assessments for grade 3–8 mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects)	
Index 1	No change	Additional ELL test results included	
Index 2	STAAR weighted progress rate across all subjects	All campuses are evaluated on Index 2; district-level Index 2 results include progress measure results for all campuses within the district	ELL student group includes both current ELLs and ELLs in their first and second years of academic monitoring after exiting ELL status
Index 3	No change	Additional ELL test results included	
Index 4	No change	College-Ready Graduates indicator replaced with the Postsecondary Component: College and Career Readiness indicator	

Index 1: Student Achievement

Index 1 measures campus and district performance based on satisfactory student achievement combined over all subjects for all students. The total index points and index score are the same: $\text{Index Score} = \text{Total Index Points}$. Total points are determined by the percentage of assessments that meet the State of Texas Assessments of Academic Readiness (STAAR) Phase-in 1 Level II standard, meet or exceed the English Language Learner (ELL) Progress Measure, or achieve the equivalency standard on End-of-Course (EOC) substitute assessments.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): The Index 1 mathematics measures are based solely on the results of Algebra I EOCs.

Additional ELL results are included: STAAR indicators include test results of ELLs with parental denials for instructional services in Index 1 with no change to the index calculation. Previously, these students were excluded from accountability because an ELL progress measure is not available for ELLs with parental denials for instructional services. Also, STAAR indicators include test results of ELLs who are no longer eligible to receive an ELL progress measure solely due to the requirement that the student's number of years in U.S. schools cannot exceed the student's ELL plan year.

Examples of Index 1 Calculations The four examples below show campuses and districts that test in various subjects depending upon the grades served. Each percentage of students meeting the phase-in satisfactory performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example 1.1 Districts and campuses that test in five subjects: Gr. K–12, Gr. 9–12, Gr. 6–8												
STAAR Performance	R		M*		W		S		SS	Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	27	+	143	+	87	= 1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	= 3,035		
Index 1: Score												44

* Algebra I only

Example 1.2 Districts and campuses that test in four subjects: Gr. 9–12												
STAAR Performance	R		M		W		S		SS	Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	0	+	143	+	87	= 1,315	49%	49
Total Tests	984	+	988	+	0	+	354	+	356	= 2,682		
Index 1: Score												49

Example 1.3 Campuses that test in four subjects: Gr. K–5												
STAAR Performance	R		M		W		S		SS	Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	0	+	27	+	143	+	0	= 721	43%	43
Total Tests	984	+	0	+	353	+	354	+	0	= 1,691		
Index 1: Score												43

Example 1.4 Campuses that test in three subjects: Gr. K-4										% Met Phase-in Satisfactory Standard	Index Points	
STAAR Performance	R		M		W		S		SS			Total
# Phase-in Satisfactory Standard	551	+	0	+	27	+	0	+	0	= 578	43%	43
Total Tests	984	+	0	+	353	+	0	+	0	= 1,337		
Index 1: Score												43

Index 2: Student Progress

Index 2 measures student progress by subject and reports results by student demographics: race/ethnicity, current and monitored ELLs, and special education.

Weighted scores are calculated based on students' level of performance: one point for each percentage of assessment results that *Met* or *Exceeded Progress* and one additional point for each percentage of results that *Exceeded Progress*.

Cumulative performance (*Met* and *Exceeded Progress* plus *Exceeded Progress*) for all subjects contributes from 0 to 200 points to the groups consisting of all students and each student group that meets minimum size criteria. The maximum number of possible points depends on campus type, student population, and demographics. Index 2 is calculated by dividing the total points (cumulative performance) by the maximum number of possible points, resulting in an overall score of 0 to 100 for all campuses and districts.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): Reported progress measures from STAAR A are excluded. Index 2 mathematics measures are based solely on the progress measures for Algebra I EOCs.

All Subjects Weighted Progress: The calculation for Index 2 is based on a weighted score that combines available STAAR and ELL Progress Measures across all subjects. The aggregated weighted score combines STAAR and ELL Progress Measures for reading, writing, and mathematics (Algebra I only). The percent met or exceeded progress and percent exceeded progress will be calculated from the combined results. The calculation change reduces the impact of changes to available STAAR progress measures, including new grade 7 writing progress measures.

All Districts and Campuses Evaluated: All districts and campuses—including AECs and charter districts evaluated under AEA provisions—are evaluated on Index 2. The aggregated district-level Index 2 results include progress measure results for all campuses within the district.

ELL Student Group: Index 2 includes both current ELLs and ELLs in their first and second years of academic monitoring after exiting ELL status. The current and monitored ELL student group cumulative performance is evaluated if the minimum size criterion is met on the number of current ELLs only.

Examples of Index 2 Calculations The following example shows how the combined STAAR and ELL progress measures results are computed across all subjects.

Example 2. Index 2 calculation												
Weighted Progress Rate: All Subjects	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests:	931	64	828						75	819		
# Met or Exceeded Progress	685	51	621						49	614		
# Exceeded Progress	186	16	124						4	164		
Percent of Tests: % Met or Exceeded Progress	74%	80%	75%						65%	75%		
% Exceeded Progress	20%	25%	15%						5%	20%		
All Subjects Weighted Progress Rate	94	105	90						70	95	454	1000
Total											454	1000
Index 2 Score (total points divided by maximum points)											45	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

Index 3: Closing Performance Gaps

Index 3 emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups. The specific racial/ethnic groups are identified by campus or district based on prior year (2014) assessment results.

Tests evaluated include reading, mathematics (Algebra I only for 2015), writing, science, and social studies achievement. One point is given for each percentage of tests meeting the phase-in satisfactory performance standard or above on the STAAR assessment. One additional point is given for each percentage of tests meeting the advanced performance standard on the STAAR assessment. The maximum number of possible points depends on the student population and demographics. Index 3 is calculated by dividing total cumulative performance points by the maximum possible points, resulting in an overall score of 0 to 100.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): Index 3 mathematics measures are based solely on the results of Algebra I EOCs.

Additional ELL results are included: STAAR indicators include test results of ELLs with parental denials for instructional services for Index 3 with no change to the index calculation. Previously, these students were excluded from accountability because an ELL progress measure is not available for ELLs with parental denials for instructional services. Also, STAAR indicators include test results of ELLs who are no longer eligible to receive an ELL progress measure solely due to the requirement that the student's number of years in U.S. schools cannot exceed the student's ELL plan year.

Examples of Index 3 Calculations The following examples illustrate how the weighted performance rate is computed for reading and how the Index 3 outcomes are determined when the results are combined across all subject areas.

Example 3.1. Index 3 calculation for reading weighted performance					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Phase-in Satisfactory Standard and above	80	20	25		
# Advanced Standard	40	0	25		
% Phase-in Satisfactory Standard and above	100%	50%	100%		
% Met Advanced Standard	50%	0%	100%		
Reading Weighted Performance Rate	150	50	200	400	600

Example 3.2. Index 3 calculations for overall score					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading	150	50	200	400	600
Mathematics (Algebra I only)	125	100	90	315	600
Writing	80	90	125	295	600
Science	120	40	90	250	600
Social Studies	50	40	80	170	600
Total				1430	3000
Index 3: Score (total points divided by maximum points)				48	

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school. Index 4 also emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

For non-AEA districts and campuses, Index 4 is based on the following four components with one exception: when data are missing for any of the three non-STAAR components, Index 4 is based solely on the STAAR component. The reason for this is elementary and middle school campuses do not report data on graduation rate, graduation diploma plans, or postsecondary indicators. Elementary and middle school campuses report only STAAR results. Therefore, the

Index 4 evaluation of these campuses is based solely on the STAAR Postsecondary Readiness Standard component.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): Index 4 STAAR mathematics measures are based solely on the results of Algebra I EOCs.

Postsecondary Component: The College-Ready Graduates indicator used in previous years is replaced with the Postsecondary Component: College and Career Readiness indicator with no change to the calculation of Index 4.

For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components	Weight
1. STAAR at Postsecondary Readiness Standard	25%
2. Graduation Rate (or Dropout Rate)	25%
3. Graduation Diploma Plan	25%
4. Postsecondary Component: College and Career Readiness	25%

The **STAAR Postsecondary Readiness Standard** is determined by the percentage of students who meet postsecondary readiness standards on two or more subject area tests. Students tested in only one subject area are required to meet the postsecondary readiness standard on that test for credit in Index 4.

Example 4.1: STAAR Postsecondary Readiness Standard												
STAAR Performance	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)												30.3

The **Graduation Rate Score** reflects the highest number of points possible from the combined performance across graduation rates for grades 9–12. The four-year graduation rate, for example, requires tracking the status of a cohort of students from the time they enter grade 9 in 2010–11 through their expected graduation with the class of 2014. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a General Educational Development (GED) certificate, or dropping out. Points are based on the longitudinal cohort of students used to calculate a four-year graduation rate or a five-year graduation rate, for all students and all students grouped by race/ethnicity, ELL, and special education. If a graduation rate is not available, then the annual dropout rate is used.

The total points and the maximum number of points are reported for both the 4-year and 5-year graduation rate. The graduation rate that results in the higher graduation rate score is the one used to calculate the Index 4 score.

Example 4.2: Graduation Rate												
Graduation Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
4-yr. Grad Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Grad Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Higher Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)											78.1	

The **Graduation Plan Score** is calculated as a rate based on a longitudinal cohort of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP). If no longitudinal rate is available, the graduation plan score is based on an annual rate of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP).

Example 4.3: Graduation Plan												
Graduation Plan	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
Longitudinal RHSP/DAP Rate	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Plan: Score (total points divided by maximum points)											81.4	

The postsecondary Indicator evaluated in 2014 is replaced with a new indicator with no change to the calculation of Index 4. The **Postsecondary Component: College and Career Readiness Indicator Score** is calculated as the percent of annual graduates who 1) met or exceeded the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT, or ACT; or 2) completed and earned credit on at least two advanced/dual credit enrollment courses; or 3) enrolled in a CTE-Coherent Sequence of courses (including the Tech Prep program).

Example 4.4: Postsecondary Component: College and Career Readiness												
Postsecondary Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

The **Overall Index Score** for the four indicators for postsecondary readiness are equally weighted to calculate the overall Index 4 score.

Example 4.5: Overall Index 4 Score				
Index 4 Component	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	81.4	X	25%	20.4
Postsecondary Component Score	80.3	X	25%	20.1
Index 4: Score				68

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by 25% and rounding to one decimal place. The overall Index 4 score is the sum of the total points rounded to a whole number.

Example 4.6: Index 4 Calculation												
Overall Index Score												
Overall Performance	Component Score					Multiply by	Weight of			Total Points		
STAAR Postsecondary Readiness Score	30.3					X	25%			7.6		
Graduation Rate Score	78.1					X	25%			19.5		
Graduation Plan Score	81.4					X	25%			20.4		
Postsecondary Component Score	80.3					X	25%			20.1		
Index 4: Score										68		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
<ul style="list-style-type: none"> • STAAR Postsecondary Readiness Standard 												
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)										30.3		
<ul style="list-style-type: none"> • Graduation Rate 												
4-yr. Graduation Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Graduation Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score										546.4	700	
Graduation Rate: Score (best of total graduation points divided by maximum points)										78.1		
<ul style="list-style-type: none"> • Graduation Plan 												
Longitudinal RHSP/DAP Rate	82.7%	76.4%			83.6%		83.0%				325.7	400
RHSP/DAP: Score (total RHSP/DAP points divided by maximum points)										81.4		
<ul style="list-style-type: none"> • Postsecondary Component 												
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)										80.3		

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

AEA Campuses and Charter Districts Index 4: Postsecondary Readiness

For alternative education campuses (AECs) and charter districts evaluated under AEA provisions, the Index 4 score is based on two components;

- STAAR scores based on the percent of students who meet the postsecondary readiness standard, as defined above
- Four-, five-, and six-year rates for graduates, continuing students, and GED recipients. If a graduation rate is not available, the annual dropout rate is used.

Changes for 2015 Accountability:

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2: Index 4 STAAR mathematics measures are based solely on the results of Algebra I EOCs.

Postsecondary Component: The College-Ready Graduates indicator used in previous years is replaced with the Postsecondary Component: College and Career Readiness.

To reach the target established for Index 4, AECs and charter districts apply a weighted evaluation of the two indicators necessary for postsecondary readiness.

Index 4 Components for AEA Campuses and Charters	Weight
STAAR Postsecondary Readiness Standard	25%
Graduation, Continuers, and GED Rate or Annual Dropout Rate	75%

Bonus points are added for a longitudinal cohort of students graduated under a four-year RHSP/DAP or the annual rate of students graduated under a RHSP/DAP; a Postsecondary Component; and an Excluded Students Credit. A maximum of 30 bonus points will be added to the final index score.

Example 4.7: Index 4 Composition for AEA charter districts and AECs with a graduation, continuer, and GED rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											51.8	
<ul style="list-style-type: none"> • Graduation, Continuers, and GED Rate 												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate: Score											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	

• Bonus Points				
RHSP/DAP Rate (longitudinal/annual)	33.3%			33
College and Career Readiness				0
Excluded students credit				0
Total Bonus Points (maximum of 30)				30

Example 4.8: Overall Index 4 Score for AEA charter districts and campuses with a graduation, continuer, and GED rate				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	51.8	X	25%	13.0
Graduation, Continuers, GED Rate Score	61.4	X	75%	46.1
Bonus Points	30			30
Index 4: Score				89

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by the respective weights and rounding to one decimal place. Bonus points are rounded to a whole number. The overall Index 4 score is the sum of the total points and bonus points rounded to a whole number.

Example 4.9: Index 4 Calculation for AEA charter districts and AECs with Gr. 9-12 but graduation rate not available												
• Overall Index 4 Score												
Overall Performance	Component Score					Multiply by		Weight of		Total Points		
STAAR Postsecondary Readiness Score	50.6					X		25%		12.7		
Annual Dropout Rate Score	32.1					X		75%		24.1		
Bonus Points	25									25		
Index 4 Score										62		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
• STAAR Postsecondary Readiness Standard												
% Meets Postsecondary Readiness Standard	51%	42%	83%	51%	44%	30%	53%	51%			405	800
STAAR Postsecondary Readiness Standard : Score (total points divided by maximum points)										50.6		
• Graduation, Continuers, and GED or Annual Dropout Rate												
Annual Dropout Rate	13.3%	11.3%			12.5%		17.2%					
Dropout Rate Conversion	33.5	43.5			37.5		14.0				128.5	400
Graduation, Continuers, and GED or Annual Dropout Rate: Score (total points divided by maximum points)										32.1		

• Bonus Points			
Annual RHSP/DAP Rate	20.6%		21
College and Career Readiness	3.0%		3
Excluded students credit	1		1
Total Bonus Points (maximum of 30)			25

Chapter 4 – Performance Index Indicators

The accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of campus and district performance. The previous chapter described index construction and how index scores are calculated. The indicators used to determine performance and calculate index scores are based on STAAR results, PEIMS data, or other assessment results.

This chapter discusses the three broad types of indicators and details how these indicators are used in each performance indexes.

STAAR-Based Indicators

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2

As announced by the commissioner of education on April 8, 2015, results of the following are excluded from all four performance indexes:

- STAAR assessments in mathematics for grades 3–8
- STAAR A and STAAR Alternate 2 assessments for all subjects and grade levels including EOC tests

Accountability Subset Rule

A subset of test results from both campuses and districts is used to calculate each performance index. The calculation includes only test results for students enrolled in the campus or district in the previous fall, as reported on the Public Education Information Management System (PEIMS) October snapshot. Three test administration periods are considered for accountability purposes:

STAAR results included in the subset of campus/district accountability	If a student was enrolled in the campus/district on this date:
EOC summer 2014 administration	Fall 2013 enrollment snapshot
EOC fall 2014 administration	Fall 2014 enrollment snapshot
EOC spring 2015 administration	
Grades 3–8 spring 2015 administration	

The 2015 accountability subset rules apply to the STAAR performance results evaluated across all four indexes.

- Grades 3–8 – districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC) – districts and campuses are responsible for
 - summer 2014 results for students reported as enrolled in fall 2013 snapshot;
 - fall results for students reported as enrolled in the fall 2014 snapshot; and
 - spring 2015 results for students reported as enrolled in the fall 2014 snapshot.

STAAR Retest Performance

Due to the transition to revised statewide curriculum standards in mathematics, STAAR assessments for grades 5 and 8 mathematics will be administered only once in the 2014–15 school year. As a result, the Student Success Initiative (SSI) requirement that students in grades 5 and 8 must pass the STAAR mathematics assessment in order to move onto the next grade level is suspended for the 2014–15 school year.

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading or EOC tests in any subject.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance indexes will include test results for reading from the first administration and first re-test administration of all STAAR test versions. The second re-test administration in June 2015 is not used.

The best result in each subject is selected and only assessments evaluated in 2015 are included for accountability and applied to campus and district performance. The best result is based on the highest student performance level or progress measure. The calculation for campus and district performance includes only test results for students enrolled in the campus or district in the previous fall, as reported on the Public Education Information Management System (PEIMS) October snapshot.

- EOC – Districts and campuses are accountable for three EOC administrations: 1) summer results for students enrolled on the prior-year fall snapshot, 2) fall results for students enrolled on the current-year fall snapshot, and 3) spring results for students enrolled on the fall snapshot (current school year). For students who are enrolled and tested on the same campus or district during the 2015 accountability cycle, calculation of the performance indexes will include the best EOC results among tests administered in summer 2014, fall 2014, or spring 2015. The following chart illustrates this process.

Fall 2013 Snapshot	Summer 2014	Fall 2014 Snapshot	Fall 2014	Spring 2015
Campus A	CAMPUS A	Campus A	CAMPUS A	CAMPUS A
The best test result is selected. Each test meets the accountability subset rule.				

For students who enrolled and tested at a different campus or district during the 2014–15 school year, the student’s single best result for each course is selected. If all test results have the same level of performance, then the most recent test result is selected in calculating the index. The selected test is applied to the campus and district that administered the test, if the student meets the accountability subset rule (discussed above).

Fall 2013 Snapshot	Summer 2014	Fall 2014 Snapshot	Fall 2014	Spring 2015
Campus A	CAMPUS A	Campus A	CAMPUS B	CAMPUS B
The best test result is selected. However, only the Summer 2014 test meets the accountability subset rule.				

PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the Public Education Information Management System (PEIMS) data collection. The PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. PEIMS data provided by school districts used to create specific indicators for Index 4 are listed below.

PEIMS data used for indicators of campus/district accountability in Index 4	Data for
4-year Longitudinal Graduation Rate	Class of 2014
5-year Longitudinal Graduation Rate	Class of 2013
6-year Longitudinal Graduation, Continuer, and GED Rate (AEA Provisions Only)	Class of 2012
Longitudinal Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) Rate	Class of 2014
Annual Dropout Rate	2013–14 School Year
Annual RHSP/DAP Rate	
Career and Technical Education (CTE) Coherent Sequence of Courses	
Advanced/Dual Enrollment Course Completion	2013–14 and 2012–13 School Years

Other Assessment Indicators

Index 4 includes an identification of College-Ready Graduates that contribute to the College and Career Readiness indicator. The statewide Texas Assessment of Knowledge and Skills (TAKS) exit-level test plus SAT or ACT test results are used for this indicator.

Other assessment data used for campus/district accountability indicator Index 4: College & Career Readiness	Data Reported for:
TAKS grade 11 exit-level	Spring 2013
SAT college admissions test	Tests as of June 2014 administration
ACT college admissions test	Tests as of June 2014 administration

Index 1: Student Achievement

Index 1 is a snapshot of performance across subjects at the satisfactory performance standard.

Index 1 Targets for Districts and Campuses

Please refer to [Chapter 2 – Ratings Criteria and Index Targets](#) for a detailed discussion of 2015 Index Targets.

Index 1 Student Performance Standards

Index 1 credits students who meet the Phase-in 1 Level II performance standard. ELL students in their second, third, and fourth year of enrollment in U.S. schools are credited for meeting or exceeding expectations on the ELL Progress Measure. Students meeting the student equivalency standard on substitute assessments are also credited in the Index 1 calculation.

The Index 1 **Phase-in Satisfactory Standard** refers to any of the following: meeting the Phase-in 1 Level II standard, meeting or exceeding expectations on the ELL Progress Measure, or meeting the equivalency standard on substitute assessments as a measure of overall student achievement.

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 1: Student Achievement	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR and STAAR L*: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR and STAAR L*: Phase-in 1 Level II or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard		
	<i>Retests</i>			
		Performance standards can be met by: End-of-Course (EOC) tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015); or, EOC tests that were retaken within the 2015 accountability cycle following a first attempt in a prior accountability cycle.		
	STAAR Grades 3 – 8			
	<i>Assessments</i>			
		n/a	STAAR and STAAR L*: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
	<i>Student Performance Standards</i>			
		n/a	STAAR and STAAR L*: Phase-in 1 Level II or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation	
	<i>Retests</i>			
	For grades 5 and 8 reading only, performance standards can be met by tests taken in either the first administration or the May retest.			

* See following table for inclusion of ELL students based on ELL Progress Measure.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 1: Student Achievement	ELL Students tested on STAAR			
	TELPAS Reported Years in U.S. Schools	Served by BE/ESL Instructional Services		Parental Denials for Instructional Services and ELLs not eligible for ELL progress measure due to Years in U.S. Schools exceeding ELL Plan Year
		English test version	Spanish test version	Any test version
	<i>First year</i>	Not included		
	<i>Second year</i>	STAAR ELL Progress Measure	STAAR Phase-in 1 Level II	STAAR Phase-in 1 Level II
	<i>Third year</i>			
	<i>Fourth year</i>			
<i>Fifth year</i>	STAAR Phase-in 1 Level II			
<i>Sixth year or more*</i>				

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See [Appendix I – Inclusion of ELL Students in 2015 and Beyond](#) for more information.

Subjects Evaluated

Test results for all subject areas (reading/English language arts [ELA], mathematics [Algebra I only], writing, science, and social studies) are combined.

Student Groups Evaluated

All students, including ELLs described above, are evaluated as one group.

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; small numbers analysis applies only if STAAR tests consist of fewer than 10 tests, combined across all subjects.
- A three-year average is calculated using three years of Index 1 student achievement data for all students. The Index 1 calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 tests. For very small campuses with fewer than ten *students* tested across the three years, small numbers analysis may include additional analyses to ensure there are sufficient test results to assign a rating.
- The prior year 2013 and 2014 data used for small numbers analysis are the same Index 1 results previously reported for those school years.

Accountability Subset

Please see accountability subset rules described earlier in this chapter.

Methodology

Assessment results are summed across all grade levels and subject areas. The number of assessments meeting the Index 1 Phase-in Satisfactory performance standard is divided by the number of assessments taken as described here:

$$\frac{\text{Number of Reading + Mathematics (Algebra I only) + Writing + Science + Social Studies Tests Meeting Phase-In Satisfactory Standard}}{\text{Number of Reading + Mathematics (Algebra I only) + Writing + Science + Social Studies Tests Taken}}$$

Rounding

The Index 1 Phase-in Satisfactory Standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

Index 1 has one indicator; therefore, the total index points and index score are equivalent:
Index Score = Total Points.

Index 2: Student Progress

Index 2 measures student progress and provides an opportunity for districts and campuses to receive credit for improving student performance independent of the student's pass/fail status on STAAR.

Index 2 Targets for Districts and Campuses

Please refer to [Chapter 2 – Ratings Criteria and Index Targets](#) for a detailed discussion of 2015 Index Targets.

Index 2 Student Progress Standards

Index 2 credits students who meet the student-level criteria for progress in either the STAAR Progress Measure or the ELL Progress Measure. Points for progress in each subject are weighted by the students' level of performance: one point for each percentage of tests that Met or Exceeded progress; one additional point for each percentage of tests that Exceeded progress.

The Index 2 **Student Progress Standards** refers to the combination of these results as a measure of overall student progress.

STAAR Progress Measure: Progress is measured at the student-level by the difference between the STAAR scores a student achieved in the prior and current years. A student's progress is then designated as *Did Not Meet*, *Met*, or *Exceeded*, depending upon the degree of difference in the scores.

Information on how to calculate a STAAR Progress Measure can be found at the Student Assessment website in the STAAR® General Resources section. See: <http://tea.texas.gov/student.assessment/staar/>. A Questions and Answers document on the progress measure is posted at the same location.

ELL Progress Measure: The English Language Learner (ELL) Progress Measure is reported for ELL students. The ELL Progress Measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

Information on how to calculate an ELL Progress Measure can be found at the Student Assessment/State Assessments for English Language Learners website in the General Resources section. See: <http://tea.texas.gov/student.assessment/ell/>. A Questions and Answers document on the ELL Progress Measure is posted at the same location.

Spanish to English Transition proxy calculation. For students who take the STAAR reading Spanish-version in 2014, transition in 2015 to the STAAR reading English version, and do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- Phase-in 1 Level II (English-version): One point for each percent of tests meeting phase-in 1 Level II or above; and
- Final Level II (English-version): One additional point for each percent of tests meeting the Final Level II standard.

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 2: Student Progress	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR and STAAR L*: Algebra I English I (ELL Progress Measure only) English II		
	<i>Student Progress Standards</i>			
		STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation		
	<i>Retests</i>			
		Progress standards can be met by EOC tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015).		
	STAAR Grades 3 – 8			
	<i>Assessments</i>			
		n/a	STAAR and STAAR L*: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
	<i>Student Progress Standards</i>			
		n/a	STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Spanish to English Transition Proxy*	
<i>Retests</i>				
	For grades 5 and 8 reading, progress standards can be met by tests taken in either the first administration or the May retest.			

* Either the ELL Progress Measure or the Spanish to English Transition proxy calculation is applied if a STAAR progress measure is not reported. See following table for inclusion of ELL students.

Assessments for English Language Learners

Index 2: Student Progress	ELL Students	
	Years in U.S. Schools	
	<i>First year</i>	Not included
	<i>Second year</i>	ELL Progress Measure or STAAR Progress Measure or Spanish to English Transition Proxy
	<i>Third year</i>	
	<i>Fourth year</i>	
	<i>Fifth year</i>	
<i>Sixth year or more*</i>		

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See [Appendix I – Inclusion of ELL Students in 2015 and Beyond](#) for more information.

Subjects Evaluated

Reading/ELA, mathematics (Algebra I only), and writing are evaluated for applicable grades. All subjects are combined. New for 2015, STAAR progress measures are reported for grade 7 writing.

Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL students identified as having limited English proficiency during the reported school year or are in their first or second years of monitoring after exiting ELL status
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated.
- Student groups are evaluated if there are at least 25 test results attributable to the group.
- The minimum size for the ELL student group is determined using the testers' current ELL status only. Rates will be reported for current and monitored ELL testers.
- Small numbers analysis applies only if the All Students group consists of fewer than 10 tests.
- A three-year average is calculated for combined subjects using three years of student progress data for the all students group. The Index 2 calculation is based on an aggregated three-year uniform average.
- The *All Students* group is evaluated if the three-year average has at least 10 tests.
- The prior year 2013 and 2014 data used for small numbers analysis are the combination of all subject areas for the same Index 2 results previously reported for that school year, including the 2014 progress measure results that were reported only for high schools, K–12 campuses, and charter districts and AECs evaluated under AEA provisions.

Accountability Subset

Please see accountability subset rules described earlier in this chapter.

Methodology

Points are weighted according to performance.

- Met or Exceeded Progress – one point for each percentage of tests at the Met or Exceeded progress level.
- Exceeded Progress – one additional point for each percentage of tests at the Exceeded progress level.

Rounding

The total weighted progress calculation is expressed as a percent: total points divided by maximum points, rounded to a whole number. For example, 479 total points divided by 800 maximum points is 59.87%, which is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 2 score is the rounded result of total points divided by the maximum points.

Index 3: Closing Performance Gaps

Index 3 emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each campus and district.

Index 3 Targets for Districts and Campuses

Please refer to [Chapter 2 – Ratings Criteria and Index Targets](#) for a detailed discussion of 2015 Index Targets.

Index 3 Student Performance Standards

Evaluation of Index 3 is based on students who meet the **Phase-in Satisfactory** and **Advanced** performance standards. The Phase-in Satisfactory standard for Index 3 refers to the combination of Phase-in 1 Level II performance, and ELL Progress Measure results. *Note that the Phase-in Satisfactory performance results used in Index 3 do not include substitute assessments.*

The Index 3 Advanced standards are based on Level III Advanced performance and given twice the weight of the Phase-in Satisfactory standard. ELL students in their second, third, and fourth year of enrollment in U.S. schools are also credited two points in Index 3 when the Final Level II performance standard is met.

Advanced standards are the highest assessment level, where student performance gaps are the greatest, and likely to be a strong indicator of student preparedness for the next grade or course with little to no academic intervention required. Advanced standards are also tied to statutory and accountability goals stating Texas will be among the top 10 states in postsecondary readiness by 2020, with no significant achievement gaps by race, ethnicity, or socioeconomic status.

Assessments Evaluated in 2015 Accountability Cycle			
	Summer 2014	Fall 2014	Spring 2015
Index 3: Closing Performance Gaps	STAAR End-of-Course		
	<i>Assessments</i>		
		STAAR and STAAR L*: Algebra I English I English II Biology U.S. History	
	<i>Student Performance Standards</i>		
		STAAR and STAAR L*: Phase-in 1 Level II or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above	
	<i>Retests</i>		
		Performance standards can be met by: EOC tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015); or, EOC tests that were retaken within the 2015 accountability cycle following a first attempt in a prior accountability cycle.	
	STAAR Grades 3 – 8		
	<i>Assessments</i>		
		n/a	STAAR and STAAR L*: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)
<i>Student Performance Standards</i>			
	n/a	STAAR and STAAR L*:Phase-in 1 Level II or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above	
<i>Retests</i>			
	For grades 5 and 8 reading, performance standards can be met by tests taken in either the first administration or the May retest.		

* See following table for inclusion of ELL students based on ELL Progress Measure.

Assessments for English Language Learners

ELL Students tested on STAAR				
Index 3: Closing Performance Gaps	TELPAS Reported Years in U.S. Schools	Served by BE/ESL Instructional Services		Parental Denials for Instructional Services and ELLs not eligible for ELL progress measure due to Years in U.S. Schools exceeding ELL Plan Year
		English test version	Spanish test version	Any test version
	<i>First year</i>	Not included		
	<i>Second year</i>	One Point: ELL Progress Measure Two Points: STAAR Final Level II	One Point: STAAR Phase-in 1 Level II	One Point: STAAR Phase-in 1 Level II
	<i>Third year</i>			
	<i>Fourth year</i>	One Point: STAAR Phase-in 1 Level II Two Points: STAAR Advanced Level III	Two Points: STAAR Advanced Level III	Two Points: STAAR Advanced Level III
	<i>Fifth year</i>			
<i>Sixth year or more*</i>				

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See [Appendix I – Inclusion of ELL Students in 2015 and Beyond](#) for more

information. Student Groups Evaluated

- Economically Disadvantaged
- Two Lowest Performing Racial/Ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from the prior year (2013–14). (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates are reported on the Index 1 data table. In the event that two or more of the lowest performing groups [meeting minimum size] have the same performance rate, the lowest performing groups with the largest denominator will be selected.)

Prior Year Minimum Size Criteria

The following criteria are used to identify the racial/ethnic student groups based on the prior-year (2013–14) performance results.

- 1) Identify the racial/ethnic student groups that have 25 or more tests in reading/ELA and 25 or more tests in mathematics in the prior year.
- 2) Select the lowest performance student group(s) that meet the minimum size above based on all subjects results in the prior year.
 - o If the campus or district has three or more racial/ethnic student groups that meet prior year minimum size criteria, performance of the two lowest performing racial/ethnic groups is included in the index if the current year minimum size criteria are met, as described below.
 - o If the campus or district has two racial/ethnic student groups that meet minimum size criteria above, performance of the lowest performing racial/ethnic group is included in the index if the current year minimum size criteria are met, as described below.
 - o If the campus or district has only one racial/ethnic student group that meets the prior year minimum size criteria, then the racial/ethnic group is not included in the index.

Current-Year Minimum Size Criteria

The current year (2014–15) subject area performance results for the identified racial/ethnic student group(s) are included in the Index 3 evaluation if there are at least 25 test results in the subject area.

Campuses and districts that do not meet minimum size criteria in any subject area for the racial/ethnic student groups are evaluated on the economically disadvantaged student group alone.

Small Numbers Analysis

- Small numbers analysis applies to the Economically Disadvantaged student group by subject:
 - *Reading, writing, science, and social studies.*
If the number of STAAR results by subject is fewer than 10 in the accountability subset, a three-year average is calculated for the Economically Disadvantaged student group. The Index 3 calculation is based on the aggregated three-year uniform average.
 - *Mathematics (Algebra I only).*
Due to the exclusion of grade 3–8 mathematics from 2015 accountability, small numbers analysis will not be performed for mathematics in Index 3. Campuses and districts that have less than ten Algebra I EOC tests in 2014–15 school year will not be evaluated for mathematics.
- The prior year 2013 and 2014 data used for small numbers analysis are the same Index 3 results previously reported for that school year.
- Small numbers analysis is not applied to racial/ethnic student groups. If there are fewer than 25 test results in a subject area for the identified lowest performing racial/ethnic student groups, that group's performance on that subject area is excluded from Index 3 calculations.

Accountability Subset

See the accountability subset rules described earlier in this chapter.

Methodology

Index 3 results are based on points reflecting STAAR performance.

- Phase-in Satisfactory – one point for each percentage of tests meeting the phase-in Satisfactory standard or the Advanced Standard
- Advanced – one additional point for each percentage of tests meeting the Advanced standard

Rounding

The total performance rate calculation is expressed as a percent, total points divided by maximum points, rounded to a whole number. For example, 800 total points divided by 1,500 maximum points is 53.33% is rounded to 53%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 3 score is the rounded result of total points divided by the maximum points.

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military. The index includes test performance for high schools and grades 3–8 at the postsecondary readiness standard.

Index 4 Targets for Districts and Campuses

Please refer to [Chapter 2 – Ratings Criteria and Index Targets](#) for a detailed discussion of 2015 Index Targets.

Index 4 Student Performance Standards

Index 4 credits campuses and districts for students who meet postsecondary readiness standards on two or more STAAR subject area tests. Students tested in only one subject area are required to meet the postsecondary readiness standard on that test for credit in Index 4. The postsecondary readiness standards are based on the combined results of students achieving the Final Level II performance or above and students meeting the student equivalency standard on substitute assessments.

Evaluation of Index 4 components

Index 4 is based on all four of the following components **or** solely on the STAAR postsecondary readiness standard component when any of the three non-STAAR components are unavailable. For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components for Non-AEA Districts and Campuses		Weight
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation Rate	25%
3.	Graduation Plan (Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) Rate	25%
4.	Postsecondary Component: College and Career Readiness	25%

Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on this component.

1. STAAR Component: Postsecondary Readiness Standard

The STAAR component is defined as the percentage of students who met the STAAR Final Level II standard on two or more subject-area STAAR tests. This component is reported for all students combined and for each racial/ethnic group. If a student takes only one subject-area STAAR test, the result for that test is included. For example, a student in grade 3 or grade 6 who takes only the STAAR reading test in 2015 will be included in the calculation of the STAAR postsecondary readiness component of Index 4.

For the STAAR component of Index 4, the STAAR EOC results are evaluated for students who tested for the first time during the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015). Only the EOC results for the students' first and subsequent retests during the 2015 accountability cycle are used to evaluate Index 4. Therefore, retest results for students who tested for the first time prior to the 2015 accountability cycle are not included in Index 4.

STAAR Postsecondary Readiness Standard—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 4: Postsecondary Readiness	STAAR End-of-Course*			
	<i>Assessments</i>			
		STAAR: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR: Final Level II or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**		
	<i>Retests</i>			
		Performance standards can be met by EOC tests taken for the first time or any subsequent retests in the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015).		
	STAAR Grades 3 – 8*			
	<i>Assessments</i>			
		n/a	STAAR: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
<i>Student Performance Standards</i>				
	n/a	STAAR: Final Level II or above		
<i>Retests</i>				
	For grades 5 and 8 reading, performance standards can be met by tests taken in either the first administration or the May retest.			

* See following table for inclusion of ELL students.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 4: Postsecondary Readiness	ELL Students tested on STAAR		
	TELPAS reported Years in U.S. Schools	English test version	Spanish test version *
	<i>First year</i>	Not included	Not included
	<i>Second year</i>		STAAR Final Level II
	<i>Third year</i>		
	<i>Fourth year</i>		
	<i>Fifth year</i>	STAAR Final Level II	
<i>Sixth year or more**</i>			

* ELL students in grades 3 – 5 tested on Spanish versions in *any* subject.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See [Appendix I – Inclusion of ELL Students in 2015 and Beyond](#) for more information.

STAAR Postsecondary Readiness Standard—Minimum Size Criteria and Small Numbers Analysis

- All Students – the group comprising of All Students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component.
- Small numbers analysis applies only if the *All Students* group consists of fewer than 10 students.
- A two-year average is calculated using two years of STAAR postsecondary readiness data for the all students group. The Index 4 STAAR postsecondary readiness standard calculation is based on an aggregated two-year uniform average.
- The *All Students* group is evaluated if the two-year average has at least 10 students.
- The prior year 2014 data used for small numbers analysis are the same Index 4 results previously reported for that school year.

Accountability Subset

Please see the accountability subset rules described earlier in this chapter.

STAAR Postsecondary Readiness Standard—Methodology

The percent of students meeting the Final Level II performance standard in two or more subject areas **or** one subject area, if only one subject area test is taken. This component is defined as:

$$\frac{\begin{array}{l} \text{Number of students meeting the} \\ \text{STAAR postsecondary readiness standard} \\ \text{on at least two subject area tests} \end{array} + \begin{array}{l} \text{Number of students meeting the} \\ \text{STAAR postsecondary readiness standard} \\ \text{on the subject area test} \end{array}}{\begin{array}{l} \text{Number of students with test results in} \\ \text{two or more subject areas} \end{array} + \begin{array}{l} \text{Number of students with test results in} \\ \text{only one subject area} \end{array}}$$

STAAR Postsecondary Readiness Standard—Rounding

The percent *Met* STAAR Postsecondary Readiness Standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

2. Graduation Rate (or Annual Dropout Rate) Component

High school graduation rates include the four-year and five-year graduation rates or annual dropout rate, if no graduation rate is available.

- Class of 2014 four-year graduation rate is calculated for campuses and districts with students in grade 9 and either grade 11 or 12 in both years one and five of the cohort. Alternatively, the rate can be based on campuses and districts with grade 12 in both years one and five of the cohort.
- Class of 2013 five-year graduation rate follows the same cohort of students for one additional year.
- Annual Dropout Rate for school year 2013–14 for grades 9–12. If a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year or five-year graduation rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of All Students is evaluated there are at least 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.
- Small numbers analysis applies to all students, if the number of students in the class of 2014 cohort (4-year) or class of 2013 cohort (5-year) is fewer than 10. The total number of students in the class cohort consists of graduates, continuing students, General Educational Development (GED) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The *All Students* group is evaluated if the three-year average has at least 10 students.

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

The four-year and five-year graduation rate measures the percent of graduates in a class.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts})$$

Graduation Rate—Rounding

Four-year and five-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

Annual Dropout Rate Component

For districts and campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four- or five-year graduation rate is not available.

Annual Dropout Rate—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: students identified as limited English proficient during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated there are at least 10 students enrolled during the school year.
- Student groups are evaluated if there are at least 25 students enrolled during the school year.
- Small numbers analysis applies to the group of all students if the number of students enrolled in grades 9–12 during the 2013–14 school year is less than 10.
- A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 students.

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the 2013–14 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a component of the Index 4 score. The following calculation converts the annual dropout rate for a non-AEA district or campus into a positive measure that is a proxy for the graduation rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 10) \text{ with a floor of zero}$$

The multiplier of 10 allows the non-AEA district or campus to accumulate points towards the Index 4 score only if its annual dropout rate is less than 10%.

Annual Dropout Rate—Rounding

Grade 9–12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to 1.1% annual dropout rate.

3. Graduation Plan (RHSP/DAP Rate) Component

- The graduation plan component is based on a four-year longitudinal cohort and represents the percent of students in the class of 2014 who graduated under the RHSP or DAP.
- Alternatively, the annual percent of RHSP/DAP graduates for the 2013–14 school year applies to districts or campuses that do not have a four-year longitudinal graduation cohort or do not meet the minimum size requirement. The annual RHSP/DAP graduate rate also applies to new campuses until sufficient data to calculate a longitudinal graduation rate is available.

RHSP/DAP Rate—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

RHSP/DAP Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.
- Small numbers analysis applies to all students if the total count of graduates is less than 10.
- A three-year average RHSP/DAP rate is calculated for all students. The calculation is based on an aggregated three-year uniform average. The annual RHSP/DAP rate will have a similar three-year uniform average.
- The *All Students* group is evaluated if the uniform average has at least 10 graduates.

RHSP/DAP Rate—Methodology

The RHSP/DAP longitudinal rate applies to high schools and districts with adequate enrollment data. The rate requires tracking the status of a cohort of students from the time they enter grade 9 in 2010–11 through their expected graduation with the class of 2014. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a GED certificate, or dropping out. The class of 2014 RHSP/DAP longitudinal rates exclude Foundation High School Plan (FHSP) graduates. The rate is calculated as:

$$\frac{\text{Number of RHSP/DAP graduates in the Class}}{\text{Number of graduates in the Class excluding FHSP graduates}}$$

When applicable, the RHSP/DAP graduates annual rate is calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP or DAP. Like the longitudinal rate, the annual RHSP/DAP graduates annual rate excludes FHSP graduates.

$$\frac{\text{Number of RHSP/DAP annual graduates}}{\text{Number of annual graduates excluding FHSP graduates}}$$

RHSP/DAP Rate—Rounding

RHSP/DAP rates are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 total graduates is 94.737%, which rounds to 94.7%.

4. Postsecondary Component - College and Career Readiness

The aim of the postsecondary component of Index 4 is to measure high school students' preparedness for college, the workforce, job training programs, or the military. New for 2015, the College and Career Readiness indicator measures the percent of annual graduates for the 2013–14 school year who demonstrated postsecondary readiness in any one of three ways:

- 1) *College-Ready Graduate*. A graduate meeting the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics; specifically, the college-ready criteria on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, or the SAT test, or the ACT test, in both English language arts and mathematics. Students reported as graduates in the 2013–14 school year were required to test on the grade 11 TAKS exit-level test administered in the spring of 2013. The college admissions test results included in this measure include tests through the June 2014 administration of SAT and ACT. See [Appendix K – Data Sources](#) for a more detailed explanation.
- 2) *Advanced/Dual Enrollment Completion*. A graduate who completed and earned credit for at least two advanced/dual credit enrollment courses in either the 2013–14 or 2012–13 school year. See [Appendix K – Data Sources](#) for a more detailed explanation and list of courses.
- 3) *Career and Technical Education (CTE) Coherent Sequence of Courses*. A graduate enrolled and reported in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2013–14 school year. For 2015, a graduate reported as enrolled in the secondary education component of a Tech Prep program are included in the College and Career Readiness indicator. See [Appendix K – Data Sources](#) for a more detailed explanation.

Postsecondary Component—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Postsecondary Component —Minimum Size Criteria

- All Students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.
- Small numbers analysis is not applied to this component.

Postsecondary Component —Methodology

The percent of annual graduates is defined in this component is:

$$\frac{\begin{array}{l} \text{graduates meeting TSI} \\ \text{criteria in both} \\ \text{reading/ELA and} \\ \text{mathematics} \\ \text{(TAKS, SAT, or ACT)} \end{array} \text{ or } \begin{array}{l} \text{graduates who} \\ \text{completed and earned} \\ \text{credit for at least two} \\ \text{advanced/dual} \\ \text{enrollment course in the} \\ \text{current or prior} \\ \text{school year} \end{array} \text{ or } \begin{array}{l} \text{graduates who were enrolled in a} \\ \text{coherent sequence of CTE courses} \\ \text{as part of a four-year plan of study} \\ \text{to take two or more CTE courses for} \\ \text{three or more credits*} \end{array}}{\text{Number of annual graduates}}$$

* Includes graduates reported as enrolled in the secondary education component of a Tech Prep program.

Postsecondary Component —Rounding

The percent meeting college and career readiness criteria calculation is expressed as a percent rounded to one decimal place. For example 597 annual graduates meeting the college and career readiness criteria divided by 1100 annual graduates is 54.27%, which rounds to 54.3%.

Index 4 Score

The Index 4 overall score is the sum of the weighted four component scores: STAAR, graduation rate, graduation plan, and postsecondary component rounded to a whole number.

Index 4: Postsecondary Readiness for AEA Campuses and Charter Districts

Alternative procedures applicable to the Index 4 calculation are provided for approved campuses and charter districts serving at-risk students in alternative education programs. For more information on the alternative education accountability (AEA) eligibility criteria, please see [Chapter 6 – Other Accountability System Processes](#).

Index 4 Targets for AEA Campuses and Charters

Please refer to [Chapter 2 – Ratings Criteria and Index Targets](#) for a detailed discussion of 2015 Index Targets.

Index 4 Student Performance Standards

Index 4 credits campuses and districts for students who meet postsecondary readiness standards on assessments in two or more subject areas. Students tested in only one subject area are required to meet the postsecondary readiness standard on that test for credit in Index 4. The postsecondary readiness standards are based on the combined results of students achieving the Final Level II performance or above and students meeting the student equivalency standard on substitute assessments.

For a charter district or alternative education campus (AEC) evaluated by AEA provisions, Index 4 is based on two components, weighted as follows.

	Index 4 Components for AEA Campuses and Charters	Weight
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation/Annual Dropout Rate Component: Four-, Five-, or Six-year Graduation, Continuer, and GED Rate or Annual Dropout Rate	75%

To reach the absolute targets established for Index 4 in 2015, AEA campuses and charters apply a weighted evaluation of two components necessary for postsecondary readiness.

Bonus points, described later in this section, are earned according to either the longitudinal or annual rate of RHSP/DAP graduates, excluded students credit, and the postsecondary indicator. A maximum of 30 bonus points is added to the final index score.

1. STAAR Postsecondary Readiness Standard

The STAAR component, described above, is calculated in the same manner for AEA campuses and charters.

STAAR Postsecondary Readiness Standard—Minimum Size Criteria and Small Numbers Analysis

- All Students – the group comprising all students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component. Small numbers analysis applies only if the *All Students* group consists of fewer than 10 students.
- A two-year average is calculated using two years of STAAR Postsecondary Readiness data for the all students group. The Index 4 STAAR postsecondary readiness standard calculation is based on an aggregated two-year uniform average.
- The *All Students* group is evaluated if the two-year average has at least 10 students.
- The prior year 2014 data used for small numbers analysis are the same results previously reported for that school year.

Accountability Subset

Please see the accountability subset rules described earlier in this chapter.

STAAR Postsecondary Readiness Standard—Methodology

The percent of students meeting the postsecondary readiness standard in two or more subject areas **or** one subject area, if only one subject area test is taken.

STAAR Postsecondary Readiness Standard—Rounding

The calculation of students who meet the postsecondary readiness standard is expressed as a percent, rounded to whole numbers. For example, 59.87% rounds to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

2. Graduation/Annual Dropout Rate Component

The graduation rate calculation is modified to credit AEA campuses and charters for graduates, continuing students (continuers), and GED recipients. Four-year, five-year, and six-year graduation, continuer, and GED rates are calculated for AEA campuses and charters. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and GED rate is available.

- Class of 2014 four-year graduation, continuer, and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both years one and year five, or with grade 12 in both years one and year five.
- Class of 2013 five-year graduation, continuer, and GED rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a four-year graduation, continuer, and GED rate in one year will have a five-year graduation, continuer, and GED rate for that cohort in the following year. The five-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by one year.
- Class of 2012 six-year graduation, continuer, and GED rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a five-year graduation, continuer, and GED rate in one year will have a six-year graduation, continuer, and GED rate for that cohort in the following year. The six year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by two years.
- Annual Dropout Rate for school year 2013–14 for grades 9–12. If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

Graduation, Continuer, and GED Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

Graduation, Continuer, and GED Rates—Minimum Size Criteria

- All Students – All students are evaluated; small numbers analysis applies if fewer than 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.

Graduation, Continuer, and GED Rates—Small Numbers Analysis

- Small numbers analysis applies if there are fewer than 10 students in the Class of 2014 (4-year), Class of 2013 (5-year) or Class of 2012 (6-year). The total number of students in the class cohort consists of graduates, continuers, GED recipients, and dropouts.
- A three-year-average graduation, continuer, and GED rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The *All Students* group is evaluated if the three-year average has at least 10 students.

Graduation, Continuer, and GED Rates—Methodology

The four-year graduation, continuer, and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years due to non-graduate, non-dropout reasons are removed from the class. The graduation, continuer, and GED rate measures the percent of graduates, continuers, and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + Continuers + GED Recipients in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates + Continuers + GED Recipients + Dropouts})$$

Graduation, Continuer, and GED Rates—Rounding

Four-year, five-year, and six-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

Annual Dropout Rates Included

If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see the explanation of converting annual dropout rates on the next page.

Annual Dropout Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- ELL students identified as students with limited English proficiency during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Annual Dropout Rates—Minimum Size Criteria and Small Numbers Analysis

Please refer to the previous section for information on the minimum size criteria and small numbers analysis for this indicator.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as dropouts by the number of students enrolled in grades 9–12 at any time during the 2013–14 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled at any time during the school year}}$$

Annual Dropout Rates—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a component of the Index 4 score. The following calculation converts the annual dropout rate for an AEA charter or campus into a positive measure that is a proxy for the graduation, continuer, and GED rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 5) \text{ with a floor of zero}$$

By using the multiplier of 5, an AEA charter or campus accumulates points towards the Index 4 score as long as its annual dropout rate is less than 20%. The formula for the proxy for dropout rates for non-AEA districts and campuses uses a multiplier of 10; non-AEA districts and campuses accumulate points towards the Index 4 score only if their annual dropout rates are less than 10%.

Annual Dropout Rates—Rounding

Grade 9–12 annual dropout rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 grade 9–12 students reported as dropouts divided by 2,190 students enrolled in grades 9–12 is 1.096% which is rounded to 1.1% annual dropout rate.

Bonus Point Indicators for AEA Campuses and Charters

A maximum of 30 bonus points are added to the Index 4 score for the following indicators.

- RHSP/DAP rates based on the four-year longitudinal cohort. For AEA campuses and districts that use the Annual Dropout Rate, an annual RHSP/DAP rate is calculated for bonus points. The annual rate is also used if the longitudinal RHSP/DAP data does not meet the minimum size requirement.
- The new College and Career Readiness indicator measures the percent of annual graduates who either 1) met the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics; or 2) completed and earned credit for at least two advanced/dual credit enrollment courses; or 3) were reported enrolled in a CTE-Coherent Sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits.
- Excluded Students Credit will give AEA campuses and districts bonus points for serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.

RHSP/DAP Rate (longitudinal or annual)

- Student Groups: *All Students* only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

For AEA campuses and districts that use the Annual Dropout Rate, the RHSP/DAP annual rate is calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP or DAP.

Postsecondary Component—College and Career Readiness

- Student Groups: *All Students* only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

Excluded Students Credit

- Student Groups: *All Students* only.
- Minimum Size: None; the AEA excluded students credit is based on the four-year graduation, continuer, and GED rate with exclusions which may be subject to small numbers analysis.
- Methodology: Number of graduates, continuers, and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates, continuers, and GED recipients in the 4-year graduation cohort with exclusions (state rate).

$$\begin{array}{r} \text{Graduates, continuers, and GED} \\ \text{recipients from 4-year graduation} \\ \text{cohort *without* exclusions (federal rate)} \\ \text{of most recent cohort (Class of 2014)} \end{array} - \begin{array}{r} \text{Graduates, continuers, and GED} \\ \text{recipients from 4-year graduation} \\ \text{cohort *with* exclusions (state rate) of} \\ \text{same cohort (Class of 2014)} \end{array} \quad \begin{array}{l} \text{With a floor} \\ \text{of zero} \end{array}$$

The number of students derived from this calculation is added as bonus points to the overall Index 4 score.

Index 4 Score for AEA Campuses and Charters

The STAAR postsecondary readiness standard component contributes 25 percent of the points. The graduation/annual dropout rate component contributes 75 percent of the points. A maximum of 30 bonus points are added to the Index 4 score. The Index 4 score for AEA campuses and charters is the sum of the STAAR postsecondary readiness standard component score, graduation/annual dropout rate score, and bonus points rounded to a whole number.

As noted, the RHSP/DAP rate along with the college-ready graduates rate and excluded students credit contribute bonus points, which are added to the STAAR postsecondary readiness standard component and the graduation rate component to determine the overall Index 4 score.

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Chapter 5 – Distinction Designations

Distinction designations are awarded in recognition of outstanding achievement in academic areas in addition to those evaluated under state accountability. Campus distinctions are based on indicators of student performance in comparison to 40 similar campuses (Texas Education Code [TEC] §§39.201–203).

Distinction Designations

For 2015, distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designation Labels

Reports for districts and campuses show one of the following labels for each distinction designation.

Distinction Earned. The campus or district is rated *Met Standard* and meets the criteria for the distinction designation.

No Distinction Earned. The campus or district does not meet the distinction designation criteria or is rated *Improvement Required*. (Those that are later granted a rating of *Met Standard* on appeal are eligible to be evaluated and may earn distinctions.)

Not Eligible. The campus or district does not have results to evaluate for the distinction designation, is labeled *Not Rated* or *Not Rated: Data Integrity Issues*, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the *School Types* chart in *Chapter 2* for more information.) then grouped with forty other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, and the percentage of English language learners. Each campus has only one campus comparison group, and each campus in a comparison group has its own unique comparison group. There is no limit to the number of comparison groups to which a school may be a member. It is possible for a school to be a member of no comparison group other than its own, or a member of a number of comparison groups within a particular school type.

All distinction designations for a campus are based on performance that is in the top quartile (Q1) of its comparison group.

- For an indicator to be evaluated for the distinction designations, there must be at least 20 campuses in the campus comparison group for that indicator. If fewer than 20 campuses in the comparison group have an indicator, that indicator cannot be used to earn the distinction. This may affect schools with non-traditional grade spans.
- Because schools do not have access to performance data of other schools until the accountability data tables are released on August 7, a school cannot see where it is placed within its comparison group. Therefore, campuses will not know if it has earned a distinction until the ratings are released.

For details on how campus comparison groups are determined, see [Appendix H – Campus Comparison Groups](#).

Academic Achievement in English Language Arts/reading

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in English language arts/reading based on outcomes of various performance indicators in the top 25 percent of its CAMPUS COMPARISON GROUP.

Who is eligible: Campuses assigned a *Met Standard* rating.

Student Groups: Performance is evaluated for the *All Students* group only.

Minimum Size: Minimum size is determined separately for each indicator.

- **Attendance Rate.** Minimum size is based on total days in membership. If there are fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be evaluated for this distinction.
- **Assessments (STAAR, AP/IB, SAT, and/or ACT).** Minimum size is 10 students for each assessment. If there are fewer than 10 test takers for an assessment, that indicator cannot be evaluated for this distinction.
- **Participation**
 - **AP/IB: ELA.** Minimum size is 10 students enrolled in grades 11 and 12.
 - **Advanced/Dual Enrollment Course Completion: Reading/ELA.** Minimum size is 10 students in grades 11 and 12 who completed at least one course.
 - **SAT/ACT Participation.** Minimum size is 10 reported annual graduates.

Indicators:

AADD Reading/ELA Indicators	High School	Middle School / Junior High	Elementary	K–12
1) Attendance rate	✓	✓	✓	✓
2) Greater Than Expected Student Growth in Reading/ELA	✓	✓	✓	✓
3) Grade 3 Reading Performance (Level III)			✓	✓
4) Grade 4 Reading Performance (Level III) <i>NEW</i>			✓	✓
5) Grade 4 Writing Performance (Level III)			✓	✓
6) Grade 5 Reading Performance (Level III) <i>NEW</i>			✓	✓
7) Grade 6 Reading Performance (Level III) <i>NEW</i>		✓		✓
8) Grade 7 Reading Performance (Level III) <i>NEW</i>		✓		✓
9) Grade 7 Writing Performance (Level III)		✓		✓
10) Grade 8 Reading Performance (Level III)		✓		✓

11) English I Performance (Level III) <i>NEW</i>	✓			✓
12) English II Performance (Level III) <i>NEW</i>	✓			✓
13) AP/IB Examination Participation: ELA	✓			✓
14) AP/IB Examination Performance: ELA	✓			✓
15) SAT/ACT Participation	✓			✓
16) SAT Performance: Reading and Writing	✓			✓
17) ACT Performance: ELA	✓			✓
18) Advanced/Dual Enrollment Course Completion Rate: Reading/ELA <i>NEW</i>	✓			✓
Total Reading/ELA Indicators	10	6	6	18

Methodology:

Step 1: Performance on each indicator that applies to the campus is determined.

Step 2: Performance for each indicator within the campus comparison group is determined.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of their total eligible indicators.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of their total eligible indicators.

The methodology, date, and source for each indicator are described in [Appendix K – Data Sources](#).

Other Information:

- *Additional Grade Level and End-of-Course (EOC) Assessments.* Beginning in 2015, six additional assessments have been added to the list of eligible indicators for the AADD in ELA/reading:
 - Grade 4 Reading Performance (Level III)
 - Grade 5 Reading Performance (Level III)
 - Grade 6 Reading Performance (Level III)
 - Grade 7 Reading Performance (Level III)
 - English I Performance (Level III)
 - English II Performance (Level III)
- *Advanced/Dual Enrollment Course Completion: Reading/ELA.* Beginning in 2015, the Advanced/Dual Enrollment Course Completion rate for Reading/ELA for students enrolled in grades 11 and 12 has been added to the list of eligible indicators for the AADD in Reading/ELA.
- *Assessments.* A complete list of AP and IB assessments used in determining this distinction is available in [Appendix K – Data Sources](#).
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The Attendance Rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Example: Colonial High School is fictional, but typical of Texas high schools with varied performance on the ten indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique Campus Comparison Group—made up of itself and 40 other schools—for each of the 10 indicators. It must be in the top quartile (Q1) for at least 33% of the indicators for the AADD in Reading/ELA.

Step 1	Determine Colonial HS performance on its 10 indicators	Attendance rate 93.3%	Greater Than Expected Growth 2%	English I Performance 8%	English II Performance 9%	AP/IB ELA Performance 72%	AP/IB ELA Participation 48.9%	SAT/ACT Participation 90%	Average SAT Performance in Reading and Writing 1079	Average ACT Performance in ELA 23.5	Advanced/Dual Enrollment Course Completion 18.5%
Step 2	Compare performance to campuses in Colonial HS Comparison Group.						Q1	Q1	Q1		Q1
				Q3	Q3					Q2	
		Q4	Q4								
Step 3	Is performance in the top quartile?	No	No	No	No	No	Yes	Yes	Yes	No	Yes
Result:		Performance on 4 of 10 indicators is in Q1, which is greater than 33% of indicators; therefore, the AADD in Reading/ELA is earned.									

Academic Achievement in Mathematics

An AADD is awarded to campuses for outstanding achievement in mathematics based on outcomes of various performance indicators in the top 25 percent of its campus comparison group.

Who is eligible: Campuses assigned a *Met Standard* rating.

Student Groups: Performance is evaluated for the *All Students* group only.

Minimum Size: Minimum size is determined separately for each indicator:

- **Attendance Rate.** Minimum size is based on total days in membership. If there are fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be evaluated for this distinction.
- **Assessments (STAAR, AP/IB, SAT, and/or ACT).** Minimum size is 10 students for each assessment. If there are fewer than 10 test takers for an assessment, that indicator cannot be evaluated for this distinction.
- **Participation**
 - **AP/IB: Mathematics.** Minimum size is 10 students enrolled in grades 11 and 12.
 - **Advanced/Dual Enrollment Course Completion: Mathematics.** Minimum size is 10 students in grades 11 and 12 who completed at least one course.
 - **Algebra I by Grade 8 Participation.** Minimum size is 10 students enrolled in grade 8.
 - **SAT/ACT Participation.** Minimum size is 10 reported annual graduates.

Indicators:

AADD Mathematics Indicators	High School	Middle School / Junior High	Elementary	K–12
1) Attendance rate	✓	✓	✓	✓
2) Greater Than Expected Student Growth in Mathematics (Algebra I only)	✓	✓		✓
3) Algebra I by Grade 8 Participation		✓		✓
4) Algebra I Performance (Level III)	✓	✓		✓
5) AP/IB Examination Participation: Mathematics	✓			✓
6) AP/IB Examination Performance: Mathematics	✓			✓
7) SAT/ACT Participation	✓			✓
8) SAT Performance: Mathematics	✓			✓
9) ACT Performance: Mathematics	✓			✓
10) Advanced/Dual Enrollment Course Completion Rate: Mathematics <i>NEW</i>	✓			✓
Total Mathematics Indicators	9	4	N/A	10

Methodology: This distinction is determined as follows:

Step 1: Performance on each indicator that applies to the school is determined.

Step 2: Performance for each indicator within the campus comparison group is determined.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile for 33 percent or more of their total eligible indicators.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of their total eligible indicators.

The methodology, date, and source for each indicator are described in [Appendix K – Data Sources](#).

Other Information:

- *Exclusion of Grade 3–8 Mathematics.* Due to the exclusion of grade 3–8 mathematics from state accountability for 2015, the Grade 5 Mathematics Performance (Level III) indicator is not available for the AADD in mathematics for 2015.
- *Algebra I by Grade 8 Participation.* Beginning in 2015, the Algebra I by Grade 8 Participation indicator limits the denominator to 8th grade students based on 2014 PEIMS fall enrollment, using Algebra I tests taken in either the current or any prior school year as reported on the Consolidated Accountability File (CAF), cumulative history section.
- *Advanced/Dual Enrollment Course Completion: Mathematics.* Beginning in 2015, the Advanced/Dual Enrollment Course Completion rate for mathematics for students enrolled in grades 11 and 12 has been added to the list of available indicators for the AADD in Mathematics.
- *Assessments.* A complete list of AP and IB assessments used in determining this distinction is available in [Appendix K – Data Sources](#).

- **Attendance Rate.** This is based on student attendance for the entire school year for students in grades 1–12. The Attendance Rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Science

An AADD is awarded to campuses for outstanding achievement in science based on outcomes of various performance indicators in the top 25 percent of its campus comparison group.

Who is eligible: Campuses assigned a *Met Standard* rating.

Student Groups: Performance is evaluated for the *All Students* group only.

Minimum Size: Minimum size is determined separately for each indicator:

- **Attendance Rate.** Minimum size is based on total days in membership. If there are fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be evaluated for this distinction.
- **Assessments (STAAR, AP/IB, and/or ACT).** Minimum size is 10 students for each assessment. If there are fewer than 10 test takers for an assessment, that indicator cannot be evaluated for this distinction.
- **Participation**
 - **AP/IB: Science.** Minimum size is 10 students enrolled in grades 11 and 12.
 - **Advanced/Dual Enrollment Course Completion: Science.** Minimum size is 10 students in grades 11 and 12 who completed at least one course.

Indicators:

AADD Science Indicators	High School	Middle School / Junior High	Elementary	K–12
1) Attendance rate	✓	✓	✓	✓
2) Grade 5 Science Performance (Level III)			✓	✓
3) Grade 8 Science Performance (Level III)		✓		✓
4) EOC Biology Performance (Level III)	✓			✓
5) ACT Performance: Science	✓			✓
6) AP/IB Examination Participation: Science	✓			✓
7) AP/IB Examination Performance: Science	✓			✓
8) Advanced/Dual Enrollment Course Completion Rate: Science <i>NEW</i>	✓			✓
Total Science Indicators	6	2	2	8

Methodology:

Step 1: Performance on each indicator that applies to the school is determined.

Step 2: Performance for each indicator within the campus comparison group is determined.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile for 33 percent or more of their total eligible indicators.

- o Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of their total eligible indicators.

The methodology, dates, and sources are described in *Appendix K – Data Sources*.

Other Information:

- *Advanced/Dual Enrollment Course Completion: Science.* Beginning in 2015, the Advanced/Dual Enrollment Course Completion rate for science for students enrolled in grades 11 and 12 has been added to the list of available indicators for the AADD in Science.
- *Assessments.* A complete list of AP and IB assessments used in determining this distinction is available in [Appendix K – Data Sources](#).
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The Attendance Rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Social Studies

An AADD is awarded to campuses for outstanding achievement in social studies based on various outcomes of performance indicators in the top quartile of its campus comparison group.

Who is eligible: Campuses assigned a *Met Standard* rating.

Student Groups: Performance is evaluated for the *All Students* group only.

Minimum Size: Minimum size is determined separately for each indicator:

- *Attendance Rate.* Minimum size is based on total days in membership. If there are fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be evaluated for this distinction.
- *Assessments (STAAR and/or AP/IB).* Minimum size is 10 students for each assessment. If there are fewer than 10 test takers for an assessment, that indicator cannot be evaluated for this distinction.
- *Participation*
 - o *AP/IB: Social Studies.* Minimum size is 10 students enrolled in grades 11 and 12.
 - o *Advanced/Dual Enrollment Course Completion: Social Studies.* Minimum size is 10 students in grades 11 and 12 who completed at least one course.

Indicators:

AADD Social Studies Indicators	High School	Middle School / Junior High	Elementary	K–12
1) Attendance rate	✓	✓	✓	✓
2) Grade 8 Social Studies Performance (Level III)		✓		✓
3) EOC U.S. History Performance (Level III)	✓			✓
4) AP/IB Examination Participation: Social Studies	✓			✓
5) AP/IB Examination Performance: Social Studies	✓			✓
6) Advanced/Dual Enrollment Course Completion Rate: Social Studies <i>NEW</i>	✓			✓
Total Social Studies Indicators	5	2	N/A	6

Methodology:

Step 1: Performance on each indicator that applies to the school is determined.

Step 2: Performance for each indicator within the campus comparison group is determined.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile for 33 percent or more of their total eligible indicators.
- Middle schools/junior high schools must be in the top quartile for 50 percent or more of their total eligible indicators.

The methodology, date, and source for each indicator are described in *Appendix K – Data Sources*.

Other Information:

- *Advanced/Dual Enrollment Course Completion: Social Studies*. Beginning in 2015, the Advanced/Dual Enrollment Course Completion rate for social studies for students enrolled in grades 11 and 12 has been added to the list of eligible indicators for the AADD in Social Studies.
- *Assessments*. A complete list of AP and IB assessments used in determining this distinction is available in [Appendix K – Data Sources](#).
- *Attendance Rate*. This is based on student attendance for the entire school year for students in grades 1–12. The Attendance Rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Top 25 Percent: Student Progress

A distinction designation is awarded to a campus for outstanding student progress if it is ranked in the top 25 percent (Q1) of campuses in its campus comparison group for Index 2.

Who is eligible: Campuses that are evaluated for Index 2 and received a *Met Standard* rating.

Methodology: Campuses are assigned a numeric value for Index 2. Those values are arranged in descending order for the campuses in the campus comparison group. If the Index 2 value for a campus is within the top quartile for its comparison group, it receives a distinction for student progress.

For more information on Index 2, see [Chapters 3](#) and [4](#).

Top 25 Percent: Closing Performance Gaps

A distinction designation is awarded to a campus for outstanding performance in closing student achievement gaps if it is ranked in the top 25 percent (Q1) of campuses in its campus comparison group for Index 3.

Who is eligible: Campuses that are evaluated for Index 3 and receive a *Met Standard* rating.

Methodology: Campuses are assigned a numeric value for Index 3. Those values are arranged in descending order for the campuses in the campus comparison group. If the Index 3 value for a campus is within the top quartile for its comparison group, it receives a distinction for Closing Performance Gaps. For more information on Index 3, see [Chapters 3](#) and [4](#).

Postsecondary Readiness

A distinction designation is awarded to districts and campuses for outstanding academic performance in attainment of postsecondary readiness. Elementary and middle schools must show performance in the top 25 percent of similar schools in their campus comparison group. High schools and K–12 campuses must have at least 33 percent of the indicators in the top quartile. Districts must have at least 70 percent of its campus-level indicators in the top quartile.

Who is eligible: Districts and campuses that receive a *Met Standard* rating, except for districts or charters comprised of only one campus that share the same 2015 performance data as the campus. For these single-campus districts and charters, the campus is eligible to earn the campus postsecondary readiness distinction designation; however, the district or charter is *not* eligible to earn the district postsecondary readiness distinction designation.

Student Groups: Indicators 1–9 use the *All Students* group only. Values used for indicators 1–3 are determined through the calculations for Index 4.

Minimum Size: Indicators 4–9 must have a minimum size of 10 in the denominator. Values used for indicators 1–3 are determined through the calculations for Index 4. See those descriptions for information on minimum size.

Indicators for campuses:

Postsecondary-Readiness Indicators	High School	Middle School / Junior High	Elementary	K–12
1) Index 4 - Percent at STAAR Postsecondary Readiness Standard	✓	✓	✓	✓
2) Four-Year Longitudinal Graduation Rate	✓			✓
3) Four-Year Longitudinal RHSP/DAP Rate	✓			✓
4) College-Ready Graduates	✓			✓
5) Advanced/Dual Enrollment Course Completion Rate: Any Subject	✓			✓
6) SAT/ACT Participation	✓			✓
7) SAT/ACT Performance	✓			✓
8) AP/IB Examination Performance: Any Subject	✓			✓
9) CTE-Coherent Sequence Graduates	✓			✓
Total	9	1	1	9

Methodology:

Elementary and Middle Schools: Campuses are assigned a numeric value for the STAAR Postsecondary Readiness Standard component of Index 4. Those values are arranged in descending order for the campuses in the campus comparison group. If the STAAR performance for a campus is within the top quartile for its comparison group, it receives a distinction for postsecondary readiness.

High Schools: High schools in the top quartile on at least 33 percent of their eligible measures receive the postsecondary readiness distinction designation.

Districts: A district must have at least 70 percent of its campus-level postsecondary indicators in the top quartile (Q1). See the following example.

Districts with less than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Other Information:

- *CTE-Coherent Sequence Graduates.* New for 2015, the CTE-Coherent Sequence Graduates indicator measures the percent of 2013–14 annual graduates who enrolled in and completed a four-year plan of study to take two or more CTE course for 3 or more credits. The CTE-Coherent Sequence designation is derived from the summer 2014 PEIMS submission. For more information, see [Appendix K – Data Sources](#).
- *Advanced/Dual Enrollment Course Completion.* Beginning in 2015, the Advanced/Dual Enrollment Course Completion rate includes only students enrolled in grades 11 and 12. A list of advanced courses is available in [Appendix K – Data Sources](#).
- *Index 4 Construction.* For details on the components for indicators that make up Index 4, see [chapters 3](#) and [4](#).
- *Methodology:* A complete description of the methodology and data sources used in determining each of the indicators in the table above is in [Appendix K – Data Sources](#).

<i>Example:</i> Beta High School is fictional, but typical of Texas high schools with varied performance on the nine indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group—made up of itself and 40 other schools—for each of the nine indicators. It must be in the top quartile (Q1) for at least 33% of the indicators for the Postsecondary Readiness Distinction Designation.										
Step 1	Determine Beta HS performance on its nine indicators.	STAAR Post secondary Readiness Standard 47%*	Graduation Rate 87.7%*	RHSP/DAP Rate 85.9%*	College-Ready Graduates 85%	Advanced/Dual Enrollment Courses 60.9%	SAT/ACT Participation 94.4%	SAT/ACT Met Criterion 49.6%	AP/IB Met Criterion 61.3%	CTE-Coherent Sequence Graduates 28%
Step 2	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1			
		Q2	Q2					Q2		
								Q3		
										Q4
Step 3	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No	No	No
Result		Performance on 4 of 9 indicators is in Q1, which is greater than 33% of indicators; therefore, the Postsecondary Readiness Distinction Designation is earned.								
* This is the same value as is used for determining Index 4.										

<i>Example:</i> A sample district has 12 campuses. Each campus has either 1 or 9 possible indicators for this distinction.			
School	Grade span	Postsecondary Indicators in top quartile for this school	Maximum Possible Postsecondary Indicators
High School A	9–12	6	9
High School B	9–12	6	9
Middle School C	6–8	0	1
Middle School D	6–8	0	1
Middle School E	6–8	1	1
Middle School F	6–8	1	1
Elementary G	PK–5	1	1
Elementary H	PK–5	1	1

Elementary I	PK-5	1	1
Elementary J	PK-5	1	1
Elementary K	PK-5	0	1
Elementary L	PK-5	1	1
Total		19	28
Result:	Performance on 19 of 28 indicators is in Q1, or 68%, which is less than the 70% standard. The Postsecondary Readiness Distinction Designation is not earned.		

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Chapter 6 – Other Accountability System Processes

The majority of accountability ratings are determined through the process detailed in *Chapters 2–5*. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Required Improvement

For 2015 only, results of STAAR assessments in mathematics for grades 3–8 and STAAR A and STAAR Alternate 2 for all subjects and grade levels will be excluded from 2015 accountability. A separate required improvement calculation at the index level for districts and campuses that do not meet the accountability target for the index will be considered when the underlying indicators can be more appropriately used for year-to-year comparisons.

Pairing

All campuses serving grades prekindergarten (PK) through 12 must receive an accountability rating. Campuses that do not serve grades levels at which STAAR is administered are paired with another campus in the same district for accountability purposes. A campus may pair with the district and be evaluated on the district's results.

The Texas Education Agency (TEA) analyzes Public Education Information Management System (PEIMS) fall enrollment data to determine which campuses need to be paired. Campuses that only serve students in grades not tested on the State of Texas Assessments of Academic Readiness (STAAR) (*e.g.*, PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

Charter campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Secure Environment (TEASE) website. In April, districts with campuses receive instructions on how to access this application on TEASE. Pairing decisions are due by May each year.

If a district fails to inform TEA of its pairing preference, pairing decisions will be made by agency staff. For campuses that have been paired in the past, staff will assume that prior-year pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

Guidelines

Campuses that are paired should have a "feeder" relationship with the selected campus and the grades should be contiguous. For example, a Kindergarten (K) through grade 2 campus should be paired with the 3–5 campus in which its students will be enrolled following 2nd

grade. An exception to this is when the campus being asked to pair is a pre-kindergarten (PK) or K campus with a “feeder” relationship to a campus that also requires pairing (e.g. a grade 1-2 only campus.) In this case, both the PK-K and grade 1-2 campuses should pair with the same grade 3 and above campus. A campus cannot pair with another paired campus.

Pairing with the district is possible. Campuses may be paired with the district instead of with another campus. This option is often more appropriate if a campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's assessment results (for all grades tested in the district). Note that pairing with the district is not required in these cases. Districts have the choice of selecting another campus or selecting the district. For example, in cases where a K–2 campus feeds into several 3–5 campuses, one of the 3–5 campuses may be selected, or the district can be selected.

Multiple pairings are possible. If several K–2 campuses feed the same 3–5 campus, then all of the K–2 campuses may pair with that 3–5 campus.

Districts may change pairings from year to year; however, these changes should be based on reasonable justification (e.g., a change in attendance zones affecting feeder patterns). As long as pairings are established yearly, any prior-year performance is calculated using the pairing relationships in place for the year in question.

Non-Traditional Educational Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §§39.054(f) and 39.055 require that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the district and campus when determining the accountability ratings. See [Appendix G – Inclusion or Exclusion of Performance Data](#).

Student Attribution Codes

Districts with RTF or TJJD campuses are required to submit student attribution codes in PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the *PEIMS Data Standards* and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and tested on STAAR will be rated on the performance of their students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 school year. Over time, these measures expanded to include charters that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for state accountability.

AEA provisions apply to and are appropriate for

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6–12 enrollment criterion;
- charters that operate only AECs; and
- charters that meet the AEC enrollment criterion.

AEA Campus Identification

AECs, including charter AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

The following types of campuses have the option to register for evaluation by AEA provisions.

AEC of choice – At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion.

Residential facility – Education services are provided to students in private residential treatment centers and residential programs, detention centers, and correctional facilities operated by the TJJD.

Dropout recovery school (DRS) – Education services targeted to dropout prevention and recovery of students in grades 9–12, enrollment of which at least 50 percent of the students are 17 years of age or older as reported for the fall semester PEIMS submission.

In this manual, the terms *AEC* and *registered AEC* refer collectively to AECs of Choice, residential facilities, and dropout recovery schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6–12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone General Educational Development (GED) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the TEASE Accountability website. AECs rated by 2014 AEA provisions are re-registered automatically in 2015. Filing an *AEA Campus Rescission Form* is required from AECs wishing to discontinue AEA registration. Filing an *AEA Campus Registration Form* is required for each AEC not on the list of registered AECs that wishes to be evaluated by 2015 AEA provisions. The 2015 registration process occurred April 2–16, 2015.

AEA Campus Registration Criteria

Eleven criteria must be met for campuses to register for AEA. However, the requirements in criteria 7–11 may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e).

- 1) The AEC must have its own county-district-campus number for which PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- 2) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self designation that districts and charters request via AskTED.
- 3) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d).
- 4) At least 50 percent of students at the AEC must be enrolled in grades 6–12.
- 5) The AEC must operate on its own campus budget.
- 6) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- 7) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- 8) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- 9) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- 10) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee. If the campus is a residential facility, the students must have been placed in the facility by the district.
- 11) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). English language learners (ELL) must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Enrollment Criterion

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC verified through current-year PEIMS fall enrollment data in order to be evaluated by AEA provisions. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior-Year Safeguard. If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2015 that has at least 75 percent in 2014 remains registered in 2015.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 50 percent student enrollment in grades 6–12 based on total students enrolled (early education-grade 12) verified through current-year PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website in May at which time an email notification is sent to all superintendents.

The *2015 Final AEA Campus List* includes DRS designations. If at least 50 percent of the students enrolled at an AEA campus are 17 years of age or older as of September 1, 2014, then the AEC of choice is designated as a DRS (TEC §39.0545).

AEA Charter Identification

Charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are used in determining the charter's accountability rating and for distinction designations.

- Charters that operate only registered AECs are evaluated by AEA provisions.
- Charters that operate both non-AEA campuses and registered AECs are evaluated by AEA provisions if the AEC enrollment criterion described below is met.
- Charters that operate both non-AEA campuses and registered AECs that do not meet the AEC enrollment criterion described below do not qualify for evaluation by AEA provisions.
- Charters that operate only non-AEA campuses do not qualify for evaluation by AEA provisions because the campuses choose not to register for AEA evaluation, do not meet the at-risk criteria, or do not meet the grades 6–12 enrollment criteria.

AEC Enrollment Criterion for Charters

A charter that operates both non-AEA campuses and registered AECs is eligible for evaluation by AEA provisions if at least 50 percent of the charter's students are enrolled at registered AECs. AEC enrollment is based on total students enrolled (early education-grade 12) verified through current-year PEIMS fall enrollment data.

Final AEA Charter Operator List

After the AEA Campus List is finalized, AEA charters eligible for evaluation by AEA provisions are identified. The final list of AEA charter operators is posted on the TEA website in May, at which time an email is sent to all superintendents.

AEA Modifications

[Chapter 3 – Performance Index Construction](#) and [Chapter 4 – Performance Index Indicators](#) describe the separate provisions and targets used to evaluate AEA campuses and charters.

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Chapter 7 – Appealing the Ratings

The commissioner of education is required to provide a process for any local district or charter to challenge an agency determination of its accountability rating (Texas Education Code [TEC], §39.151).

Appeals Process Overview and Calendar

The state accountability system performance index framework limits the likelihood that a single indicator or measure results in an *Improvement Required* rating. For this reason, the state accountability appeals process is limited to rare cases where a data or calculation error is attributable to the test contractor or the Texas Education Agency (TEA). The compensatory nature of the performance index framework minimizes the possibility that district data coding errors in the Public Education Information Management System (PEIMS) or State of Texas Assessments of Academic Readiness (STAAR) program negatively impact the overall accountability rating. Online applications provided by TEA and the testing contractor ensure that districts are aware of data correction opportunities, particularly through the use of PEIMS data submissions and the Texas Assessment Management System (TAMS). District responsibility for data quality is the cornerstone of a fair and uniform rating determination.

School district appeals that challenge the agency determination of the accountability rating are carefully reviewed by an external panel of educators. Superintendents may appeal accountability ratings by following the guidelines in this chapter.

Following are the dates for appealing ratings. These deadlines are final. To maintain a fair appeal process, late appeals are denied. See [Chapter 10 – Calendar](#) for more information.

July 31, 2015	<i>Preview Data Tables.</i> Superintendents may preview confidential accountability data tables for their district and campuses showing all accountability indicator data. Principals and superintendents use these data tables to anticipate their district and campus accountability ratings.
August 7, 2015	<i>Ratings Release.</i> No appeals will be resolved before the ratings release.
August 7 – September 8, 2015	<i>2015 Appeals Window.</i> Appeals may be submitted <i>by the superintendent</i> after receipt of the preview data tables. Districts register their intent to appeal using the TEASE Accountability website and mail their appeal letter with supporting documentation. Appeals not signed by the district superintendent are denied. See the “How to Appeal” section later in this chapter.
September 8, 2015	<i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 8, 2015, in order to be considered.
November 2015	<i>Decisions Released.</i> Commissioner’s decisions are mailed in the form of response letters to each school district and charter that filed an appeal by the September 8 deadline. Letters are posted to the TEASE site.
November 2015	<i>Ratings Update.</i> The outcome of all appeals are reflected in the ratings update scheduled for November 2015. The TEASE and public websites are updated.

General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, regional education service centers (ESC), or the testing contractor. The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. If inaccurate

data are reported, the district must follow the procedures and timelines for resubmitting data, e.g., the PEIMS data standards. Poor data quality is not a valid reason to appeal. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052(b)(2)(A)(i)). The data tables and other agency performance reports include data that are final and cannot be changed even if an appeal is granted, unless it is an error by TEA and/or the testing contractor.

Appeals Related to Excluded Assessments in 2015

After considering recommendations from the Accountability Policy Advisory Committee (APAC), the Accountability Technical Advisory Committee (ATAC), and educators across the state, the commissioner of education announced on April 8, 2015, that assessment results from STAAR mathematics for grades 3–8 and STAAR A and STAAR Alternate 2 for all subjects and grade levels will not be included in the 2015 accountability system. The commissioner's final decisions for 2015 accountability took into consideration the effect of excluding these assessments from the accountability evaluations.

Districts and campuses that are assigned an *Improvement Required* rating in August 2015 as a result of missing the performance target of a required index may determine that including all or some combination of results from STAAR mathematics for grades 3-8, STAAR A, and STAAR Alternate 2 would have resulted in meeting the performance target on that index. The appeal process, however, cannot consider alternate outcomes that may have occurred if the assessments excluded from the 2015 ratings system had been included. The commissioner's decision to exclude these assessments from 2015 accountability precludes a district or campus from appealing its rating based on the assertion that results from the excluded assessments should have been included.

Districts may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district or campus are viewed unfavorably and most likely denied.

- Only appeals that would result in a changed rating are considered. A district or campus must meet all requirements for a higher rating in order for its appeal to be evaluated.
- Appeals of state and federal system safeguard results are not considered. District or campus intervention requirements are determined in part by the current rating outcome. Requests to waive Professional Service Provider (PSP) requirements are not considered an appeal of the accountability rating and are denied.
- Districts are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. School districts have several opportunities to confirm and correct data submitted for accountability purposes.
- The appeals process is not a permissible method to correct data that were inaccurately reported by the district. Appeals from districts that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered:

PEIMS data submissions for

- Student identification information or program participation,
- Student racial/ethnic categories,
- Student economic status,

- Student at-risk status,
- Student attribution codes,
- Student leaver data, and
- Student grade-level enrollment data

STAAR and TELPAS answer documents, specifically

- Student identification information, demographic, or program participation;
 - Student racial/ethnic categories;
 - Student economic status;
 - Score codes or test version codes;
 - Student year in U.S. schools information reported on TELPAS; and
 - Campus and Group ID (header) sheets
- Requests to modify the 2015 state accountability calculations adopted by commissioner rule are not considered. Commissioner rules are adopted under the Administrative Procedures Act (APA) and challenges to a commissioner rule should be made under that statute. Recommendations for changes to state accountability rules submitted to the agency outside of the appeal process may be considered by accountability advisory groups for future accountability cycles.
 - Requests to modify statutorily required implementation rules defined by the commissioner are not considered. PEIMS requirements, campus identifications, and statutorily required exclusions are based on data submitted by school districts. These data reporting requirements are reviewed by the appropriate advisory committee(s), such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeals process may be considered as the appropriate advisory groups reconvene annually.
 - Examples of issues unfavorable for appeal are described below.
 - *Late Online Application Requests.* Requests to submit or provide information after the deadline of the online alternative education accountability (AEA) campus registration (12:00 p.m. on April 16, 2015) or the pairing application (2:00 p.m. on May 11, 2015) are denied.
 - *Inclusion or exclusion of specific test results*
 - Grade 3–8 mathematics STAAR, STAAR A, or STAAR L at the 2014 equivalent performance standards (bridge study) or the new performance standards that will be set in summer 2015
 - STAAR A or STAAR Alternate 2 for any subject area or grade level
 - STAAR results for students who took STAAR Modified in 2014
 - Specific administration results used to meet grade 5 or 8 Student Success Initiative (SSI)
 - *Inclusion or exclusion of specific students*
 - English Language Learners (ELLs), Asylees/Refugees and
 - Students receiving special education services.
 - *Requests to modify calculations or methodology applied to all districts and campuses*
 - STAAR Progress Measures, ELL Progress Measure, longitudinal graduation rates, longitudinal or annual RHSP/DAP rates, or annual dropout rates,

- District and campus mobility/accountability subsets,
- Rounding,
- Minimum size criteria, and
- Small numbers analysis
- *Requests to modify provisions or methodology applied to accountability*
 - *AEA Provisions.* Requests for consideration of campus registration criteria, at-risk or grades 6–12 enrollment criteria, prior-year safeguard methodology, Dropout Recovery School (DRS) designations, and to waive the alternative education campus (AEC) enrollment criterion for charters are denied.
 - *School Types.* The four campus types categories used for 2015 accountability are identified based on PEIMS enrollment data submitted in fall 2014. Requests to redefine the grade spans that determine school types are denied.
 - *Campus Configuration Changes.* School districts have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of state accountability rules based on changes in campus configurations are denied.
 - *New Campuses.* Requests to assign a *Not Rated* label to campuses that are designated *Improvement Required* in their first year of operation are denied.

Data Relevant to the Prior-Year Results

Appeals are considered for the 2015 ratings status based on information relevant to the 2015 evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

No Guaranteed Outcomes

Each appeal is evaluated on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed but not automatically granted.

Special Circumstance Appeals

- *Rescoring.* If a district requests its writing results be rescored, the district must provide a copy of the dated request to the testing contractor and the outcome of the rescored tests with the appeal. If the rescored results impact the rating, these appeals are necessary since rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 7, 2015.
- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor, the regional ESC, or TEA should be provided with the appeal.
- *Online Testing Errors.* Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.

Not Rated Appeals

Districts and campuses assigned *Not Rated* labels are responsible for appealing this rating by the appeal deadline if the basis for this rating was due to special circumstance or error by the testing contractor. If TEA determines that the *Not Rated* label was indeed due to special circumstances, it may assign a revised rating.

Distinction Designations

Decisions regarding distinction designations cannot be appealed. Indicators for these distinctions are reported for most districts and campuses regardless of eligibility for a designation. Districts and campuses rated *Improvement Required* are not eligible for a distinction. However, districts and campuses that appeal an *Improvement Required* rating will automatically receive any distinction designation earned if their appeal is granted and their rating is revised to *Met Standard*.

How to Submit an Appeal

Districts should file their intent to appeal district and campus ratings by using the TEA Secure Environment (TEASE) Accountability site. This confidential online system provides a mechanism for tracking all accountability rating appeals and allows districts to monitor the status of their appeal(s).

After filing an intent to appeal, districts must mail an appeal packet including all supporting documentation necessary for TEA to process the appeal. Filing an intent to appeal does not constitute an appeal. To file an intent to appeal

1. Log on to TEASE at <https://sequin.tea.state.tx.us/apps/logon.asp> or TEAL at <https://pryor.tea.state.tx.us>,
2. Click ACCT – Accountability,
3. From the Welcome page, click the *Notification of Intent to Appeal* link and follow the instructions.

The *Notification of Intent to Appeal* website will be available during the appeals window from August 7 through 5:00 p.m. CDT on September 8. The status of the appeal (e.g., intent notification and receipt of documentation) will be available on the TEASE Accountability website.

Superintendents who do not have TEASE access must request access at the TEA Secure Applications Information page at http://tea.texas.gov/About_TEA/Other_Services/Secure_Applications/TEA_Secure_Applications_Information/.

- Districts must submit their appeal in writing via mail to TEA by September 8, 2015. The appeal shall include the following:
 - A statement that the letter is an appeal of a 2015 accountability rating
 - The name and ID number of the district and/or campuses to which the appeal applies
 - The specific indicator(s) appealed
 - The special circumstance(s) regarding the appeal, including details of the data affected and what caused the problem
 - If applicable, the reason(s) why the cause for appeal is attributable to TEA, a regional ESC, or the testing contractor
 - The reason(s) why granting the appeal may result in a revised rating, including calculations that support that rating
 - A statement that all information included in the appeal is true and correct to the best of the superintendent's knowledge and belief
 - The superintendent's signature on official district letterhead

- The appeal shall be addressed to the Division of Performance Reporting as follows:

Your ISD Your address City, TX Zip	postage
Division of Performance Reporting Texas Education Agency 1701 North Congress Avenue Austin, TX 78701-1494	
Attn: Accountability Ratings Appeal	

- The letter of appeal should be addressed to Mr. Michael Williams, Commissioner of Education (see example letters, below).
- Appeals for more than one campus, including AECs, within a single district must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- Districts have only one opportunity to appeal for any campus or the district.
- If the appeal will impact the rating of the district or a paired campus, the consequence must be noted.
- When student-level information is in question, supporting documentation must be provided for review, *i.e.*, a list of the students by name and identification number. It is not sufficient to reference indicator data without providing documentation with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*
- It is the district's responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- Appeals postmarked after September 8, 2015, are not considered. Appeals delivered to TEA in person must be time-stamped by the Division of Performance Reporting before 5:00 p.m., CDT on September 8, 2015. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 8.
- Only send one copy of the appeal letter and/or supporting documentation.
- Districts are encouraged to obtain delivery confirmation services from their mail courier.

Examples of satisfactory and unsatisfactory appeals are provided for illustration only.

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Williams,</p> <p>This is an appeal of the 2015 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR reading test results for this campus. This is the only indicator preventing Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>During the day of the reading test administration at Elm Street Elementary School, the campus was subjected to a disrupted schedule due to an unusual and unique event. The fifth grade class was disrupted during the test administration by an emergency situation. Documentation of the incident and district personnel adherence to testing irregularity processes is included.</p> <p>Attached is the students' identification information as well as the PEIMS data for the students whose tests were affected.</p> <p>The second attachment shows the recalculated reading percent passing for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p>	<p>Dear Commissioner Williams,</p> <p>This is an appeal of the 2015 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR reading for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>My analysis shows a coding change made to one student's race/ethnicity on the answer document at the time of testing was in error. One 5th grade Hispanic student was miscoded as White on the answer document. Had this student, who passed the reading test, been included in the Hispanic student group, the percent passing for this group would have met the standard. Removing this student from the White student group does not cause the White student group performance to fall below the <i>Met Standard</i> criteria.</p> <p>We recognize the importance of accurate data coding, and have put new procedures in place to prevent this from occurring in the future.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>
<p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>	<p>Dear Commissioner Williams,</p> <p>Maple ISD feels that its rating should be <i>Met Standard</i>. The discrepancy occurs because TEA shows that the performance in Index 1 for Writing is 48%.</p> <p>We have sent two compositions back for scoring, and are confident they will be changed to passing.</p> <p>If you have questions, do not hesitate to contact us, at 701-555-1234.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>(no attachments)</i></p>

How an Appeal Is Processed by the Agency

- The Division of Performance Reporting receives an appeal packet.
- Once the appeal is received, TEA staff updates the TEASE Accountability site to reflect the postmark date for each appeal and the date on which each appeal packet is received by the agency. Districts may monitor the status of their appeal(s) using the TEASE Accountability site.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for students specifically named in the appeal correspondence.*
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), even if they are not specifically named in the appeal. Similarly, the effect that granting a campus appeal may have on the district is evaluated, even if the district is not named in the appeal. In single-campus districts, both the campus and district are evaluated, whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and submits it to an external panel of educators for review.
- The review panel examines all appeals, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendations are forwarded to the commissioner.
- The commissioner makes the final decision on all appeals.
- Superintendents receive written notification of the commissioner's decision and the rationale upon which the decision is based. The commissioner's response letters are posted to the TEASE Accountability site at the same time the letters are mailed. Superintendents are also notified via e-mail that appeal decisions are available on TEASE.
- *If an appeal is granted, the data upon which the appeal is based are not modified.* Accountability and performance reports, as well as all other publications reflecting accountability data, must report the data as submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.
- The commissioner's decisions are final and not subject to further appeal and/or negotiation.

The letter from the commissioner serves as notification of the official district or campus rating when changed due to a granted appeal. Districts may publicize the changed rating at that time. The agency website and other accountability products are updated in November after the resolution of all appeals. The update reflects only the changed *rating*. The values shown on the report, such as performance index values, are not modified. Between the times of receipt of the commissioner's letter granting an appeal and the update of agency accountability products, the agency sources will not reflect the changed campus or district rating.

Relationship to the Accountability System Safeguards, PBMAS, and TAIS

System safeguards, Performance-Based Monitoring Analysis System (PBMAS) indicators, and Texas Accountability Intervention System (TAIS) staging requirements are considered when evaluating the appeal. School district data submitted through PEIMS or to the state test contractor are also considered. Certain appeal requests may lead the Division of Program Monitoring and Interventions to address potential issues related to data integrity.

Chapter 8 – System Safeguards and Other Federal Requirements

Two separate system safeguard reports are provided to school districts for the 2015 accountability results:

- State system safeguards aligned with 2015 state accountability Index 1 results
- Federal system safeguards aligned with 2015 federal assessment and accountability requirements

As announced by the commissioner of education on April 8, 2015, the 2015 state accountability ratings and distinction designations **exclude** the results of STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8. The state system safeguard performance and participation measures are based on the 2015 state accountability Index 1 results and, therefore, also exclude these assessments. The system safeguard reports for state accountability are planned for release by August 7, 2015.

Assessment results that are used to meet federal accountability requirements must be based on performance and participation data that **include** the results of STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8. The student performance standards for grades 3–8 mathematics that will be set by the commissioner of education in summer 2015 will be applied to the federal accountability performance rate calculations. For this reason, separate system safeguard reports aligned with 2015 federal assessment and accountability requirements are planned for release in late fall 2015.

Background

The *No Child Left Behind Act of 2001* (NCLB) (P.L. 107–110), reauthorized and amended federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds were expanded to all districts and campuses which were evaluated annually for Adequate Yearly Progress (AYP) from the 2002–03 through the 2011–12 school years.

On September 30, 2013, the U.S. Secretary of Education approved the request of the Texas Education Agency (TEA) to waive specific provisions of the ESEA. The U.S. Department of Education (USDE) waived the 2012–13 and 2013–14 AYP calculations, allowing the state's existing systems of interventions to guide the support and improvement of schools. The following year, TEA requested a one-year extension of USDE's approval to implement ESEA flexibility through the end of the 2014–15 school year. On September 19, 2014, the USDE approved the extension request with conditions related to the state's teacher and principal evaluation and support systems.

Under the approved waiver, campuses are identified as either Priority or Focus schools and must engage in the Texas Accountability Intervention System (TAIS) which is aligned with ESEA principles for school improvement. The conditional approval for school year 2014–15 allows Texas to meet the federal accountability requirements that must include STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in

mathematics, grades 3–8 based on the student passing standard that will be set by the commissioner of education in summer 2015.

State Accountability System Safeguards

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one subject area or one student group is not masked in the performance index. The state accountability system safeguard data are released in conjunction with the state accountability ratings.

On August 7, 2015, the state accountability ratings, distinction designations, and system safeguard reports, will be released on the TEA website. These reports provide disaggregated results with the percent of measures and targets met. For 2015, the disaggregated performance measures and safeguard targets are calculated for three components (performance rates, participation rates, and graduation rates) for eleven student groups: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). The ELL student group includes both ELL students currently identified as limited English proficient (LEP) and ELL students who have met the criteria for exiting bilingual or English as a Second Language (ESL) programs. These students are no longer classified as LEP for Public Education Information Management System (PEIMS) reporting and are in the first or second year of monitoring. District- and campus-level system safeguard results will be reported for any student group that meets minimum size criteria.

State Performance Targets

Performance rates calculated for system safeguards for state accountability are the same disaggregated results used for Index 1 in reading, mathematics (Algebra I only in 2015), writing, science, and social studies. The performance target for the 2015 system safeguard measures correspond to the target of 60 on Index 1: Student Achievement.

State Participation Targets

Test participation rates are included in the system safeguards reports for state accountability, with targets aligned to federal requirements. The target of 95 percent is unchanged from the federal accountability target in place in prior years. Participation measures are based on all students enrolled at the time of testing and defined as the total number of test answer documents submitted by each school district (denominator of the participation rate). The calculation is not limited to students enrolled for the full academic year. Test answer documents that are coded *Absent* or *Other* are not counted as participants and are therefore not included in calculating the participation numerator.

State reading and mathematics participation rates exclude STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8. Therefore, the state participation results for mathematics are based on STAAR EOC Algebra I tests only.

Limits on Use of Alternative Assessments Not Applied

Due to the exclusion of STAAR Alternate 2 for all subjects and grade levels, including EOCs, school district limits on the use of alternate assessments are not applicable to 2015 state system safeguard reports.

Graduation Rate Goals and Targets

Texas is required by state statute to use the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

Goal: The long term statewide goal for the four-year graduation rate is 90.0 percent. High schools and school districts that do not meet this goal must meet either 1) an annual target or a growth target for the four-year graduation rate or 2) an annual target for the five-year graduation rate.

Four-Year Graduation Rate Annual Target: For 2015, the annual target is 83.0 percent of students graduate with a regular high school diploma in four years.

Four-Year Graduation Rate Growth Target: The growth target is a 10.0 percent decrease in the difference between prior year graduation rate and the 90.0 percent goal.

Five-Year Graduation Rate Annual Target: For 2015, the annual target is 88.0 percent of students graduate with a regular high school diploma in five years.

State Minimum Size Requirements

The minimum size criteria applied to state system safeguards are aligned to the performance indexes to the greatest extent possible. A comparison of state and federal system safeguard minimum size criteria is provided at the end of this chapter.

The table below provides the 2015 performance targets that are used for the state system safeguard reports.

State Accountability System Safeguard Measures and Targets (aligned with Index 1 performance results and targets)											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
Performance Rate Targets - State											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics (Alg I only)	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates **											
4-year	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%
District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i>											
Reading-STAAR Alt 2	n/a	Not Applicable									
Mathematics-STAAR Alt 2	n/a	Not Applicable									

* Both current and monitored ELLs are included in the performance rates, current ELLs only are included in the participation rates, and [EVER ELLs](#) in high school are included in the federal graduation rates.

** Federal graduation rate targets are applied to state system safeguards and include an improvement target.

Consequences and Interventions

Interventions pertain to activities that result from the issuance of ratings under the state accountability system. State accountability-related interventions require engaging in the continuous improvement process within the Texas Accountability Intervention System (TAIS). Intervention activities reflect an emphasis on increased student performance, targeted improvement planning, data analysis, needs assessment, and data integrity. Required levels of intervention are determined based on the requirements of the Texas Education Code (TEC), Chapter 39. See the Division of Program Monitoring and Interventions website at <http://tea.texas.gov/pmi/> for more information.

Failure to meet the state accountability safeguard target for any reported cell will be addressed through the TAIS continuous improvement process. If the campus or district is already identified for assistance or intervention in the TAIS based on the current-year state accountability rating or prior-year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. If the campus or district received a rating of *Met Standard*, performance on the safeguard indicators will be addressed through intervention activities in TEC Chapter 11 improvement plans. The level of intervention and support the campus or district receives is based on performance history as well as current-year state accountability rating and performance on the safeguard measures.

Federal Accountability Requirements

To meet federal requirements, disaggregated performance measures with annual measureable objectives (AMOs) must be reported. For 2015, the federal accountability disaggregated safeguard measures include four components: performance rates, participation rates, graduation rates, and limits on the use of alternative assessments. The federal system safeguards require reporting the results of performance rates, participation rates, and graduation rates for seven student groups: All Students, African American, Hispanic, and White; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs) that includes both ELL students currently identified as LEP and ELL students in the first or second year of monitoring.

The 2015 federal performance and participation rates must include STAAR A, STAAR Alternate 2, and STAAR assessments in mathematics, grades 3–8, based on the student passing standard that will be set by the commissioner of education in summer 2015. The 2015 federal system safeguard report is planned for release in late fall 2015 following the release of STAAR grades 3–8 mathematics performance results.

The federal targets or AMOs are outlined in the final waiver request approved by the U.S. Department of Education. Targets for participation rates and graduation rates, and limits on use of STAAR Alternate 2 are aligned to federal requirements. District- and campus-level system safeguard results will be reported for any student group that meets minimum size criteria.

The table below provides the 2015 performance targets that are used for the federal system safeguard reports.

Federal Accountability System Safeguard Measures and Targets (aligned with federal AMO targets required by the ESEA waiver)											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
Performance Rate Targets – Federal											
Reading	83%	83%	83%	83%	n/a	n/a	n/a	n/a	83%	83%	83%
Mathematics	83%	83%	83%	83%	n/a	n/a	n/a	n/a	83%	83%	83%
Participation Rates											
Reading	95%	95%	95%	95%	n/a	n/a	n/a	n/a	95%	95%	95%
Mathematics	95%	95%	95%	95%	n/a	n/a	n/a	n/a	95%	95%	95%
Federal Graduation Rates **											
4-year	83.0%	83.0%	83.0%	83.0%	n/a	n/a	n/a	n/a	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	n/a	n/a	n/a	n/a	88.0%	88.0%	88.0%
District Limits on Use of Alternative Assessment Results											
Reading-STAAR Alt 2	1%	Not Applicable									
Mathematics-STAAR Alt 2	1%	Not Applicable									

* Both current and monitored ELLs are included in the performance rates, current ELLs only are included in the participation rates, and [EVER ELLs](#) in high school are included in the federal graduation rates.

** Federal graduation rate targets include an improvement target.

In addition to meeting the federal accountability requirements of the ESEA waiver, the federal system safeguard results are used in the district evaluations for Title III Annual Measurable Achievement Objectives (AMAOs), USDE Office of Special Education Programs (OSEP) State Performance Plan (SPP), and State Annual Performance Report (APR). These results must also be submitted to the USDE via *EDFacts* to meet federal reporting requirements.

Federal Performance Targets

The federally-approved target of 83 percent is applied to reading and mathematics performance results which include STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8. The student performance standards for grades 3–8 mathematics that will be set by the commissioner of education in summer 2015 will be applied to the federal accountability performance rate calculations. As described in the waiver, the federal target must reflect an increase from the 2014 performance target of 79 percent.

STAAR A: The STAAR A tests that are included in the performance results for the special education student group are for students receiving special education services only. The STAAR A performance results for students who are not receiving special education services are not included in the special education student group.

Federal Participation Targets

Federal reading and mathematics participation rates include STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8. Test participation rates are calculated in the same manner as the state system

safeguards participation rates. The calculation is not limited to students enrolled for the full academic year, and test answer documents that are coded *Absent* or *Other* are not counted as participants.

STAAR Alternate 2: Students who meet the eligibility criteria for STAAR Alternate 2 may not be required to take the STAAR Alternate 2 based on documented decisions in the student's individualized education program (IEP) by his/her admission, review, and dismissal (ARD) committee. There are two reasons an ARD committee could determine that the STAAR Alternate 2 will not be administered to the student:

- No Authentic Academic Response (NAAR)
- Medical Exception

Detailed information about the participation requirements for STAAR Alternate 2 are available at <http://tea.texas.gov/student.assessment/special-ed/staaralt/>.

For federal participation rates, students with the NAAR designation are included in the total number of students (denominator) and the total number of participants (numerator), so the participation rate includes these students as participants. Students with the medical exception designation are not included in the total number of students (denominator), so they are not counted as participants or nonparticipants. The participation rate is not affected by the students with the medical exception designation.

STAAR A: The STAAR A tests that are included in the participation results for the special education student group are for students receiving special education services only. The STAAR A participation results for students who are not receiving special education services are not included in the special education student group.

Federal Limits on use of Alternative Assessments

For school districts only, the system safeguard reports for federal accountability indicate whether a school district exceeds the federal limit on use of alternative assessments. Federal limitations require that the number of scores that meet the STAAR Alternate 2 performance standard not exceed one percent of the district's total participation. Due to the discontinuation of the STAAR Modified, there is no application of a two percent limit on proficient results from assessments with modified achievement standards. The measures of STAAR Alternate 2 limits are reported separately for reading and mathematics.

Federal Graduation Rate Goals and Targets

The state and federal system safeguard graduation rate measures are aligned and generate the same results.

Minimum Size Requirements

The following table compares the minimum size criteria for state and federal system safeguards.

Comparison of Minimum Size Criteria for 2015 State and Federal System Safeguards			
		State System Safeguards	Federal System Safeguards*
Performance Rates	All Students	None (Small Numbers Analysis applied)	25 (No Small Numbers Analysis applied)
	Student Groups	25	25 and 10%; or 200
Participation Rates	All Students	None (Small Numbers Analysis applied)	25 (No Small Numbers Analysis applied)
	Student Groups	25	25 and 10%; or 200
Federal Graduation Rates	All Students	None (Small Numbers Analysis applied)	10 (No Small Numbers Analysis applied)
	Student Groups	25	25 and 10%; or 200

* These minimum size criteria are applied to the federal system safeguard results used to meet the assessment and accountability requirements of the ESEA waiver, Title III Annual Measurable Achievement Objectives (AMAOs), and USDE Office of Special Education Programs (OSEP).

The approved ESEA flexibility waiver is available online at <http://tea.texas.gov/nclb/>.

The current Priority, Focus, and Reward Schools lists, methodology, and student groups evaluated are available at http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/School_Improvement_and_Support/Priority,_Focus,_and_Reward_Schools/.

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Chapter 9 – Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in Chapters 8 and 9, TEA applies a variety of system safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charters. Accreditation statuses were first assigned to districts under this statute in 2007. To determine accreditation status and sanctions, TEA takes into account the district's state and financial accountability ratings. There are other factors that may be considered in the determination of accreditation status. These include, but are not limited to, the integrity of assessment or financial data used to measure performance, the reporting of Public Education Information Management System (PEIMS) data, and serious or persistent deficiencies in programs monitored in the Performance-Based Monitoring Analysis System (PBMAS). Accreditation status can also be lowered as a result of data integrity issues or special accreditation investigations. The four possible accreditation statuses are: *Accredited*, *Accredited-Warned*, *Accredited-Probation*, and *Not Accredited-Revoked*.

Rules that define the procedures for determining a district's accreditation status, as well as the prior accreditation statuses for all districts and charters in Texas are available at <http://tea.texas.gov/accredstatus/>.

Determination of Multiple-Year *Improvement Required* Status

In determining consecutive years of *Improvement Required* ratings for purposes of accountability interventions and sanctions, only years that a campus is assigned an accountability rating shown below will be considered.

- 2013-2015: *Met Standard*, *Met Alternative Standard*, *Improvement Required*;
- 2012: *No State Accountability Ratings Issued*;
- 2004-2011: *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable*, *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*.

While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* ratings assigned in 2011 are considered as consecutive years. In addition, the consecutive years of *Improvement Required/Academically Unacceptable* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings. This policy applies to districts and charters as well as campuses when *Not Rated: Data Integrity Issues* and *Not Rated: Other* ratings are assigned.

PEG Program Campus List

TEA is responsible for annually producing the list of campuses identified under the Public Education Grant (PEG) criteria. By early December 2015, the list of 2016–17 PEG campuses will be released publicly. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at http://ritter.tea.state.tx.us/perfreport/peg_faq.html.

Local Responsibilities

Districts have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, properly managing campus identification numbers, evaluating and assigning community and student engagement ratings, and implementing an optional local accountability system.

Statutory Compliance

A number of state statutes direct local districts and/or campuses to perform certain tasks or duties in response to the annual issuance of the state accountability ratings. Key statutes are discussed below.

- Public Discussion of Ratings [TEC §11.253 (g)] – Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for the purpose of discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.
- Notice in Student Report Card and on Website (TEC §39.361 and TEC §39.362) – Districts are required to publish accountability ratings on their websites and include the rating in the student report cards. These statutes require districts
 - to include, along with the first written notice of a student’s performance that a school district gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *Improvement Required* and an explanation; and
 - by the 10th day of the new school year to have posted on the district website the most current information available in the campus report card and the information contained in the most recent performance report for the district.

For more information on these requirements, please refer to *Requirement for Posting of Performance - Frequently Asked Questions: Notice in Student Grade Report*, available on the TEA website at http://ritter.tea.state.tx.us/perfreport/3297_faq.html.

- Public Education Grant (PEG) Program (TEC §§29.201 - 29.205) – In 1995, the Texas Legislature created the PEG program which permits parents with children attending campuses that are on the PEG list to request that their children be transferred to another campus within the same district or to another district. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is generated and transmitted to districts annually. By February 1 following the release of the list, districts must notify each parent of a student assigned to attend a campus on the PEG list. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at http://ritter.tea.state.tx.us/perfreport/peg_faq.html.
- Actions Required Due to Low Ratings or Low Accreditation Status – Districts with an *Improvement Required* rating (campus or district) or *Accredited Probation/Accredited Warned* accreditation status will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district. Commissioner of education rules that define the implementation details of these statutes are available on the website for the TEA Division of Program Monitoring and Interventions (PMI) in the Accountability Monitoring

link, at <http://tea.texas.gov/pmi/>, and on the TEA Accreditation Status website at <http://tea.texas.gov/accredstatus/>.

Campus Identification Numbers

In a given year, districts may need to change, delete, or add one or more campus identification numbers, the unique 9-digit county-district-campus (CDC) number, due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts "recycle" CDC numbers.

Because performance results of prior years is a component of the accountability system in small numbers analysis and possible statutorily-required improvement calculations in future years, and merging prior-year files with current-year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in 2014, but in 2015, serves as a 6th grade center. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2014 was maintained (recycled). Therefore, in 2015, grade 6 performance on the assessments may be combined for small numbers analyses purposes with performance index results which included grade 7 and 8 performance.

Whether to change a campus number is a serious decision for local school districts. Districts should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population or the grades offered change significantly. Districts are strongly encouraged to request new CDC numbers when school organizational configurations change dramatically.

TEA policy requires school districts and charters to request campus number changes of existing campuses for the current school year by October 1 to ensure time for processing before the PEIMS fall snapshot date in late October. Changes for a subsequent school year will not be processed before November 1. This policy does not apply to new active campuses opening mid-year or campuses under construction.

School districts and charters must consult with the TEA PMI division to change the campus number of a campus rated *Improvement Required*. The consolidation, deletion, division, or addition of a campus identification number does not absolve the district of the state accountability rating history associated with campuses newly consolidated, divided or closed, nor preclude the requirement of participation in intervention activities for campuses that received a rating of *Improvement Required* in August. Should the campus identification number change for a campus with an *Improvement Required* rating, the PMI division will work with the district to determine specific intervention requirements.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *Improvement Required* ratings, data will not be linked across campus numbers. This includes PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Campuses with new campus numbers cannot take advantage of any improvement calculations, if applicable, of the accountability system in which the performance index outcomes may be compared under a new number. Therefore, changing a campus number under these

circumstances may be to the disadvantage of an *Improvement Required* campus. This should be considered by districts and charters when requesting campus number changes for *Improvement Required* campuses. In the rare circumstance where a campus or charter district receives a new district number, the ratings history is also linked while the data are not linked across the district numbers.

An analysis to screen for the inappropriate use of campus numbers is part of the TEA Data Integrity Activities described in [Chapter 2 – Accountability Ratings Criteria and Targets](#). TEA can assist in establishing new or retiring old campus numbers.

If a school district enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus number. In this case, both the district and campus will be rated the first year under the new number. Data for districts and campuses in these circumstances will not be linked. This includes the PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts or campuses under a legal agreement with TEA cannot take advantage of any improvement calculations or small numbers analysis the first year under a new district or campus number.

Community and Student Engagement

Beginning in the 2013–14 school year, TEC §39.0545 requires districts to annually evaluate and assign to the district and each campus a rating of *Exemplary*, *Recognized*, *Acceptable*, or *Unacceptable* for performance in community and student engagement. Districts must designate local committee(s) to determine the criteria that districts use both to evaluate performance and assign ratings for community and student engagement and to evaluate and indicate compliance with statutory reporting and policy requirements. Therefore, districts should locally maintain the documents that were developed to determine the performance rating and compliance status for the district and each campus.

By August 7, districts must report each rating to TEA and the public. TEA will report the performance ratings and compliance status for community and student engagement indicators reported by school districts on the agency website no later than October 1.

For more information, please refer to *Requirement for Posting of Performance - Frequently Asked Questions: Community and Student Engagement Posting Requirements*, available on the TEA website at http://ritter.tea.state.tx.us/perfreport/3297_faq.html.

Complementary Local Accountability Systems

Although the statewide accountability system has been designed to address the guiding principles articulated in [Chapter 1 – Introduction](#), it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include, but are not limited to

- level of parent participation,
- progress on locally-administered assessments,
- progress on goals identified by campus improvement plans,
- progress compared to other campuses in the district,
- progress on professional development goals, and
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Met Standard*.

A third approach might be to examine the accountability indicators that comprise the performance indexes, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

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Chapter 10 – Calendar

Dates significant to the 2015 accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, release mediums (mail, secure web, or public web) are provided.

Should unforeseen circumstances occur, some dates listed below may be modified.

Year	Date	Activity
2014	July 7–11	STAAR EOC testing
	October 31	Snapshot date (2014–15 PEIMS Submission 1)
	December 1–5	STAAR EOC testing
	December 4	2014–15 PEIMS submission 1 due
2015	February 9–20	STAAR Alternate 2 testing window
	January 15	Last date to resubmit changes and corrections to PEIMS submission 1
	March 16–April 8	TELPAS testing window
	March 30	STAAR: grades 4 and 7 writing (day 1); EOC English I
	March 31	STAAR: grades 4 and 7 writing (day 2); grades 5 and 8 reading
	April 1	STAAR: EOC English II
	April 2–16	2015 AEA campus registration process (TEASE)
	April 8	2015 accountability decisions announced (public web)
	April 20	STAAR: grades 5 and 8 mathematics
	April 21	STAAR: grades 3, 4, 6 and 7 mathematics; grade 8 social studies
	April 22	STAAR: grades 3, 4, 6 and 7 reading; grades 5 and 8 science
	April 27–May 11	Campus pairing process (TEASE)
	May 1	2015 Final lists of AEA campuses and charter operators (public web)
	May 4–8	STAAR EOC testing
	May 12	STAAR: grades 5 and 8 reading (retest)
	May 19	<i>2015 Accountability Manual</i> , chapters 2–9 (public web)
	June 4	Longitudinal graduation and annual dropout lists and rates (TEASE)
	June 9	List of 2015 campus comparison groups (TEASE)
	Late June	<i>2015 Accountability Manual</i> , all chapters (public web)

Year	Date	Activity
2015	July 30	2015 Preliminary Performance Index Tables without rating labels (TEASE)
	August 6	2015 Preliminary Accountability Tables with rating labels (TEASE)
	August 7	2015 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards (public web)
	August 7–September 8	2015 Appeals application available to districts (TEASE)
	September 8	2015 Appeals Deadline
	October 1	2015 Consolidated School Rating Report (state-assigned academic and financial ratings and locally-assigned community and student engagement ratings) (public web)
	November	TEA notifies districts of accountability appeal decisions (mail and TEASE)
	November	2015 final ratings release after resolution of appeals (TEASE and public web)
	November	Preliminary longitudinal graduation cohort lists updated (TEASE)
	November	2014–15 Texas Academic Performance Reports (TAPR) (public web)
	Early December	Campuses identified under PEG criteria for 2016–17 school year (TEASE)
	Mid-December	Campuses identified under PEG criteria for 2016–17 school year (public web)
	December	2015 Texas School Accountability Dashboards (public web)
December-January	2014–15 School Report Card and Federal Report Card (public web)	

2015 Accountability Manual Appendixes A–L

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Appendix A – Acknowledgments

2015 Accountability Technical Advisory Committee (ATAC)

Representatives from districts and regional education service centers (ESCs) met in December 2014 and February 2015 to make recommendations to address major policy and technical issues for 2015 accountability.

School District Representatives

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Wes Pierce, *Region 9 ESC*, Executive Director

2015 Accountability Policy Advisory Committee (APAC)

Representatives from legislative offices, school districts, and the business community met in January and February 2015 to review the recommendations made by the ATAC. The APAC either endorsed the ATAC's proposals or recommended alternatives which were forwarded to the commissioner of education.

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Andrea Sheridan, Senior Education Advisor, *Office of the Speaker of the House*
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Many people contributed to the development of the *2015 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Appendix C – Statutory Requirements

Texas Administrative Code (TAC)

Select chapters of the accountability manual are adopted as part of the Texas Administrative Code on an annual basis as Commissioner of Education rule. With the publication of this manual, the Texas Education Agency (TEA) files a Commissioner's Rule amendment to 19 TAC §97.1001, *Accountability Rating System*, with the Office of the Secretary of State. This rule adopts chapters 2–9 of the *2015 Accountability Manual* giving legal standing to the state rating processes and procedures.

Allowing for a 30-day comment period, final adoption is scheduled to take effect by August 7, 2015. When effective, the rule is accessible online at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097aa.html>.

Texas Education Code (TEC)

The 2015 accountability system is based on statutory mandates of the Texas Legislature contained in *TEC Chapter 39. Public School Accountability*. The full text of Chapter 39 is available at <http://www.statutes.legis.state.tx.us/docs/ed/pdf/ed.39.pdf>.

Chapter 39. Public School System Accountability

Subchapter B. Assessment of Academic Skills

- Sec. 39.021 Essential Skills and Knowledge
- Sec. 39.022 Assessment Program
- Sec. 39.023 Adoption and Administration of Instruments
- Sec. 39.024 Measure of College Readiness
- Sec. 39.025 Secondary-Level Performance Required
- Sec. 39.026 Local Option
- Sec. 39.027 Exemption
- Sec. 39.028 Comparison of State Results to National Results
- Sec. 39.029 Migratory Children
- Sec. 39.030 Confidentiality; Performance Reports
- Sec. 39.031 Cost
- Sec. 39.032 Assessment Instrument Standards; Civil Penalty
- Sec. 39.033 Voluntary Assessment of Private School Students
- Sec. 39.034 Measure of Annual Improvement in Student Achievement
- Sec. 39.035 Limitation on Field Testing of Assessment Instruments
- Sec. 39.036 Vertical Scale for Certain Assessment Instruments
- Sec. 39.037 International Assessment Instrument Program
- Sec. 39.038 Restriction on Appointments to Advisory Committees
- Sec. 39.038 Sunset Review of Contracting Procedures for Assessment Instruments
- Sec. 39.039 Prohibition on Political Contribution or Activity by Certain Contractors

Subchapter C. Accreditation

- Sec. 39.051 Accreditation Status
- Sec. 39.052 Determination of Accreditation Status or Performance Rating
- Sec. 39.053 Performance Indicators: Student Achievement
- Sec. 39.054 Methods and Standards for Evaluating Performance
- Sec. 39.0545 Evaluating Dropout Recovery Schools
- Sec. 39.0545 School District Evaluation of Performance in Community and Student Engagement; Compliance

Sec. 39.055 Student Ordered by a Juvenile Court or Student in Residential Facility Not Considered for Accountability Purposes

Sec. 39.056 On-Site Investigations

Sec. 39.057 Special Accreditation Investigations

Sec. 39.058 Conduct of Investigations

Subchapter D. Financial Accountability

Sec. 39.081 Definitions

Sec. 39.082 Development and Implementation

Sec. 39.083 Reporting

Sec. 39.084 Posting of Adopted Budget

Sec. 39.085 Rules

Sec. 39.086 Software Standards

Subchapter E. Accreditation Interventions and Sanctions

Sec. 39.102 Interventions and Sanctions for Districts

Sec. 39.103 Interventions and Sanctions for Campuses

Sec. 39.104 Interventions and Sanctions for Charter Schools

Sec. 39.105 Campus Improvement Plan

Sec. 39.106 Campus Intervention Team Duties

Sec. 39.107 Reconstitution, Repurposing, Alternative Management, and Closure

Sec. 39.108 Annual Review

Sec. 39.109 Acquisition of Professional Services

Sec. 39.110 Costs Paid by District

Sec. 39.111 Conservator or Management Team

Sec. 39.112 Board of Managers

Sec. 39.113 Campus Intervention Team Members

Sec. 39.114 Immunity from Civil Liability

Sec. 39.115 Campus Name Change Prohibited

Sec. 39.116 Transitional Interventions and Sanctions

Sec. 39.117 Special Student Recovery Program

Subchapter F. Procedures for Challenge of Accountability Determination, Intervention, or Sanction

Sec. 39.151 Review by Commissioner: Accountability Determination

Sec. 39.152 Review by State Office of Administrative Hearings: Sanctions

Subchapter G. Distinction Designations

Sec. 39.201 Distinction Designations

Sec. 39.2011 Applicability to Charter Schools

Sec. 39.202 Academic Distinction Designation for Districts and Campuses

Sec. 39.203 Campus Distinction Designations

Sec. 39.204 Campus Distinction Designation Criteria; Committees

Subchapter H. Additional Rewards

Sec. 39.232 Excellence Exemptions

Sec. 39.233 Recognition of High School Completion and Success and College Readiness Programs

Sec. 39.234 Use of High School Allotment

Sec. 39.235 Innovation Grant Initiative for Middle, Junior High, and High School Campuses

Sec. 39.236 Gifted and Talented Standards

Subchapter I. Successful School Awards

- Sec. 39.261 Creation of System
- Sec. 39.262 Types of Awards
- Sec. 39.263 Awards
- Sec. 39.264 Use of Awards
- Sec. 39.265 Funding
- Sec. 39.266 Confidentiality
- Subchapter J. Parent and Educator Reports
 - Sec. 39.301 Additional Performance Indicators: Reporting
 - Sec. 39.302 Report to District: Comparisons for Annual Performance Assessment
 - Sec. 39.303 Report to Parents
 - Sec. 39.304 Teacher Report Card
 - Sec. 39.305 Campus Report Card
 - Sec. 39.306 Performance Report
 - Sec. 39.307 Uses of Performance Report
 - Sec. 39.308 Annual Audit of Dropout Records; Report
 - Sec. 39.309 Texas School Accountability Dashboard
- Subchapter K. Reports by Texas Education Agency
 - Sec. 39.331 General Requirements
 - Sec. 39.332 Comprehensive Biennial Report
 - Sec. 39.333 Regional and District Level Report
 - Sec. 39.334 Technology Report
- Subchapter L. Notice of Performance
 - Sec. 39.361 Notice in Student Grade Report
 - Sec. 39.362 Notice on District Website
 - Sec. 39.363 Notice on Agency Website

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Appendix D – Accountability Glossary

Accountability Subset: The collection of assessment results that are used to determine district and campus accountability ratings. Only assessment results for those students enrolled in the same campus/district on both the snapshot date (the last Friday in October) and the testing date are used to determine campus/district performance.

AEA: Please see Alternative Education Accountability.

AEC: Please see Alternative Education Campus.

AEC of Choice: An AEC that provides accelerated instruction to students at risk of dropping out of school. At-risk students enroll at these schools specifically to expedite progress toward performing at grade level and completing high school.

Alternative Education Accountability (AEA): The specific provisions by which the performance of alternative education campuses is determined and accountability ratings are assigned. It is comprised of modified index targets and specific components in Index 4.

Alternative Education Campus (AEC): A school at which at least 75 percent of the students are considered at risk of dropping out of school and at least 50 percent of students are enrolled in grades 6–12. Schools must register each year to be considered AECs evaluated under AEA provisions.

Annual Dropout Rate: The percentage of students who drop out of school during one school year. For more information on dropouts and dropout rates, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

Asylees/Refugees Exclusions: Results of students identified as refugees and/or asylees are not used in assigning ratings during their first five years in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as limited English proficient (LEP) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student's permanent record must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, *and*
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

For more information on qualifying as an unschooled asylee/refugee, refer to page 6 of the *2014–2015 STAAR Decision-Making Guide for LPACs* found online at <http://tea.texas.gov/student.assessment/ell/lpac/>.

Campus: A school that is operated by a charter district or traditional independent school district.

Campus Comparison Group: A set of 40 campuses unique to a school that most closely match that school in six categories. Campus comparison groups are used to award distinction designations. Please see Appendix H for further details.

Charter Operator: An entity that controls and is responsible for a school or schools that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Continuer: A student who has not graduated and enrolls in the fall semester in the Texas public school system any time after his or her anticipated graduation. For more information on continuers, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

DAEP: Please see Disciplinary Alternative Education Program.

DAP: Please see Distinguished Achievement Program.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. If data integrity is in question, it may not be possible to determine a reliable rating.

Disciplinary Alternative Education Program: A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular school campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEP's are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in student progress and closing performance gaps and for academic achievement in English language arts/reading, mathematics, science, and social studies. Distinction designations are also awarded to both campuses and districts in postsecondary readiness. Please see chapter 5 for more information on distinction designations.

Distinguished Achievement Program: One of three graduation plans available to students who entered ninth grade prior to the 2014–15 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

District: A school or group of schools that is operated by a board of trustees or other, similar governing body. It includes both charter operators and traditional independent school districts.

Dropout Recovery School: An AEC of choice at which at least 50 percent of students are at least 17 years old as of September 1 of the current school year.

DRS: Please see Dropout Recovery School.

ELL: Please see English language learner.

English Language Learner: A student whose primary language is other than English and who is in the process of acquiring English.

Ever ELL (ELL [Ever HS]): Students reported in PEIMS as ELLs at any time while attending Grades 9–12 in a Texas public school.

GED: Please see General Educational Development.

General Educational Development: A proprietary, four-subject test designed to determine whether the education level of someone without a high school diploma is equivalent to successful completion of high school.

Graduation Rate: The percentage of students who are reported in PEIMS as graduates of the Texas public school system. The graduation rate can be either annual (the percentage of students who graduate in a given year) or longitudinal (the percentage of students in a cohort who begin ninth-grade together and graduate in either four or five years). For more information on graduation rates, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

JJAEP: Please see Juvenile Justice Alternative Education Program.

Juvenile Justice Alternative Education Program: A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEP's are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Minimum High School Program: One of three graduation plans available to students who entered ninth grade prior to the 2014–15 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used to assign accountability ratings. The minimum-size criteria vary by indicator. Please see chapter 4 of the accountability manual for more information.

PEG: Please see Public Education Grant.

Public Education Grant: A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. Please see TEC, §29.201–29.205 and chapter 9 of the accountability manual for more information.

Recommended High School Program: One of three graduation plans available to students who entered ninth grade prior to the 2014–15 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

Registered AEC: A campus registered for evaluation by AEA provisions that meets the 11 registration requirements, 75 percent at-risk enrollment criterion, and 50 percent grades 6-12 enrollment criterion. This term includes AECs of Choice, DRS, and Residential Facilities.

Residential Treatment Facilities: Live-in private centers and programs, or detention centers and correctional facilities operated by the TJJD that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate PEIMS student attribution codes are submitted. Please see *Appendix G – Inclusion or Exclusion of Performance Data* for more information.

RHSP: Please see Recommended High School Program.

RTF: Please see Residential Treatment Facilities.

School Type: A specific label given to a campus for the purposes of determining its index targets. Which label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot.

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data. For more information about small numbers analysis, please visit the 2015 accountability web page at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>.

Snapshot Date: The “as of” date that is used to determine PEIMS enrollment information. October 31, 2014, is the PEIMS snapshot date for the 2014–15 school year.

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Texas Juvenile Justice Department: Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJD and all references to TJPC and TYC were changed to the new name.

TJJD: Please see Texas Juvenile Justice Department.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria. For more information, please see the small numbers analysis resource on the 2015 accountability web page at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>.

Appendix E – TEASE Accountability

The Texas Education Agency Secure Environment (TEASE) is an authentication portal through which authorized users access sensitive or confidential TEA information resources. The TEASE portal includes several web applications that are relevant to administrators in school districts and education service centers (ESCs). One such application is the *ACCT–Accountability* application which provides authorized users with state accountability products, Performance-Based Monitoring Analysis System (PBMAS) and data validation products, and products pertaining to graduation and dropout summary reports and student lists.

Additionally, the *ACCT–Accountability* application is the location for first access to the performance reports, listings of schools identified under the Public Education Grant (PEG) program, and other information specific to alternative education accountability (AEA).

District and ESC administrators are encouraged to apply for access to the TEASE portal. They may also designate others in their district to have access.

Access to TEASE Accountability

District staff need a TEASE account to access any TEASE application. Even if approved district personnel currently have access to other TEASE applications (e.g., PEIMS Edit+, eGrants, etc.), they may need the Accountability application added to their TEASE accounts. Staff in need of access to TEASE Accountability must complete the following form:

<http://ritter.tea.state.tx.us/forms/tease/accountability.htm>

The form must be printed, completed, signed by the district superintendent (or equivalent for charter operators), and mailed or faxed to the contact information provided on the form. Depending on the volume of requests, it may take several days for a request to be processed (if the request was mailed, additional days should be allowed for the request to reach TEA). Staff receive an email from TEA Security once Accountability is added to their TEASE accounts.

Confidentiality

Data on many of the reports available through TEASE are NOT masked to protect individual student confidentiality. The Family Educational Rights and Privacy Act (FERPA) requires that student information remain confidential. The TEASE site is intended for district or ESC use with district permission only.

Multiple District Access

Certain charter operators and ESC staff have the unique situation of requiring access to multiple school district or charter operator information. To gain access to TEASE Accountability information, multiple district users must obtain the superintendent's signature for each district to which the user requests access (one request form per district/charter). Multiple district login accounts do not provide access to all districts in any single ESC region, only to those districts that have granted access for the user. In some cases, it may not be possible to obtain a single login with access to multiple school district or charter information since some applications do not support multiple-district users. For information about new single or multiple-district TEASE user accounts, please contact the Division of Performance Reporting at (512) 463-9704.

Products Available

The Accountability application is designed to contain products for districts produced by several divisions in the TEA Department of Assessment and Accountability. Once a user logs into TEASE and selects the Accountability application from the list of authorized applications, the main Accountability index screen appears. This screen lists the types of products available from the site and also contains recent announcements to districts related to accountability. Therefore, users must always be sure to read the main screen carefully for updated announcements and products.

The following accountability releases are planned for the 2015 cycle in chronological order. See *Chapter 10 – Calendar* for specific dates.

- AEA Campus Registration Process (Data Collection)
- Pairing Application (Data Collection)
- Graduation and Dropout Data
 - Lists of students who are dropouts
 - Campus and district dropout rates
 - Lists of students in the 4-year, 5-year, and 6-year longitudinal cohorts
 - Campus and district 4-year, 5-year, and 6-year graduation rates
- Campus Comparison Groups
- Lists of students included in the Index 4 Postsecondary Component: College and Career Readiness indicator
- Preview Accountability Data Tables without Ratings
- Ratings Appeal Registration System
- Accountability Data Tables with Ratings and Distinction Designations
- Lists of students for all indexes of the accountability system
- Appeals Response Letters
- Updated Accountability Data Tables with Ratings and Distinction Designations
- Updated Preliminary Longitudinal Cohorts
- Texas Academic Performance Reports
- List of Public Education Grant (PEG) schools

Most Recent Products Only

The TEASE *ACCT–Accountability* site is not an archive of information; it is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year's final products are removed from the site. Districts are encouraged to save the products provided on this site to a local secured location.

Appendix F – Accountability Reports

A district's or campus's accountability information is presented in several different reports, each of which is described below.

Accountability Summary

This one-page overview of performance presents the following information:

- Accountability Rating
- Performance Index Report
- Performance Index Summary
- Distinction Designation
- Campus Demographics
- System Safeguards

A sample accountability summary is provided at the end of this appendix.

Index Calculations and Data Tables

For each index, a campus or district must meet a specific target in order to demonstrate acceptable performance for that index. These reports detail how each index score was calculated and provide the disaggregated data used in the calculations.

Accountability Ratings Index Data Overview (available for campuses only)

This report compares the index scores of all of campuses in a campus comparison group.

System Safeguards

System safeguard have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student subgroup on each of the indicators. The purpose of the system safeguard report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

The following indicators are included in the state system safeguard report:

- Performance Rates (*campus and district*) by subject – reading, mathematics, writing, science, and social studies
- Participation Rates (*campus and district*) by subject – reading and mathematics
- Federal Graduation Rates (*campus and district*)
- Federal Limits on Alternative Assessments (*not applicable for 2015*)

Results for the following student groups are included in state system safeguard reports:

- All Students
- Racial/Ethnic student groups – African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races
- Economically Disadvantaged
- Students with Disabilities
- English Language Learners (ELL)

See *Chapter 8 – System Safeguards and Other Federal Requirements* for further information about system safeguards.

Distinction Designation Reports

Distinction Designation Summary Report

Campuses and districts that receive an accountability rating of *Met Standard* are eligible for distinction designations. For each designation, this report lists the indicators, shows the indicator score, campus quartile, the outcome (percent of eligible indicators in the top quartile), and whether the distinction was earned. The designations are as follows:

- Academic Achievement in Reading/ELA (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in reading/ELA.
- Academic Achievement in Mathematics (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in mathematics.
- Academic Achievement in Science (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in science.
- Academic Achievement in Social Studies (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in social studies.
- Top 25 Percent: Student Progress (*campus only*) – The campus achieved the top quartile (top 25 percent) of performance on Index 2: Student Progress in relation to its campus comparison group.
- Top 25 Percent: Closing Performance Gaps (*campus only*) – The campus achieved the top quartile (top 25 percent) of performance on Index 3: Closing Performance Gaps in relation to its campus comparison group.
- Postsecondary Readiness (*campus and district*) – The campus or district achieved outstanding academic performance in postsecondary readiness. Elementary and middle schools must achieve the top quartile (top 25 percent) of performance on Index 4: Postsecondary Readiness in relation to its campus comparison group. High schools and K–12 campuses must achieve at least 33 percent of the indicators in the top quartile. Districts must have at least 70 percent of its campus-level indicators in the top quartile.

Campus Comparison Group (available for campuses only)

This report lists the 40 campuses that comprise the campus comparison group used in determining distinction designations. For each of the campuses, the report gives data on of the criteria used to form campus comparison groups.

Distinction Designation Data Overview Report (available for campuses only)

This report gives further details about the performance of each campus in the comparison group on any specific indicator of the selected distinction designation. For more information on this report, see http://ritter.tea.state.tx.us/perfreport/account/2015/dddor_explanation.html

See *Chapter 5 – Distinction Designations* for further information.

TEXAS EDUCATION AGENCY 2015 Accountability Summary SAMPLE MS (99999999) - SAMPLE ISD

Accountability Rating

Met Standard

2

Met Standards on

- Student Achievement
- Closing Performance Gaps
- Postsecondary Readiness

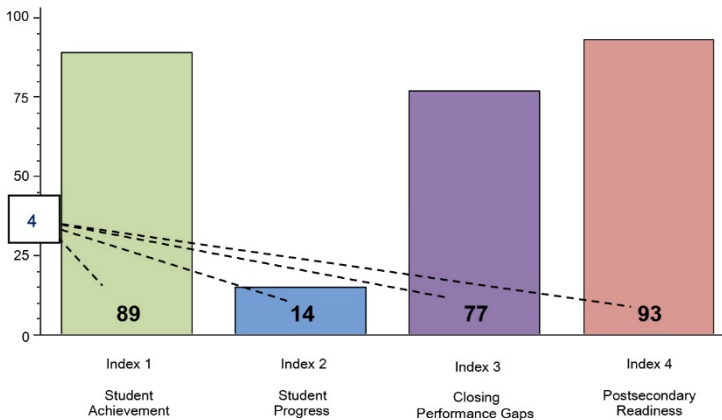
3

Did Not Meet Standards on

- Student Progress

In 2015, to receive a Met Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	6,614	7,408	89
2 - Student Progress	443	3,200	14
3 - Closing Performance Gaps	1,159	1,500	77
4 - Postsecondary Readiness			93
STAAR Score	93.2		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		

Distinction Designation

A ★ ★ ★ ★ ★

B
C

Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Campus Demographics

Campus Type	Middle School
Campus Size	973 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	28.5%
Percent English Language Learners	4.2%
Mobility Rate	9.9%

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	40 out of 45 = 89%
Participation Rates	17 out of 18 = 94%
Graduation Rates	N/A
Total	57 out of 63 = 90%

- 1 2015 accountability rating
- 2 Indexes that met the target
- 3 Indexes that did not meet the target
- 4 Index scores
- 5 Summary of each index calculation (Index Score = Points Earned ÷ Maximum Points)

- A Stars indicate the number of distinctions earned.
- B Possible distinction designations
- C Distinction earned | no distinction earned | not eligible
- D Demographics used in creating campus comparison group
- E System safeguards are based on disaggregated performance results and used to meet state intervention requirements.

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Appendix G – Inclusion or Exclusion of Performance Data

Campus Type	Four-Year Graduation (Class of 2014)	STAAR (2014–15)
TJJD	PEIMS student attribution codes 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 27, and 28 remove students from serving district and campus results. Data remaining after student-level processing are included in the evaluation of the TJJD campus.	PEIMS student attribution codes 25, 26, 27, and 28 remove results from serving campus and district performance and participation results.
RTF	PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving district and campus results. Data remaining after student-level processing are included in the evaluation of the RTF campus.	PEIMS student attribution codes 21, 22, 23, and 24 remove results from serving campus and district performance and participation results.
JJAEP / DAEP	Longitudinal data are attributed to non-JJAEP/DAEP campuses using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.	No assessment data should be reported to JJAEP or DAEP campuses. Data reported mistakenly to JJAEP or DAEP campuses will be included in the district results.

Campus Type	Five-Year Graduation (Class of 2013) and Six-Year Graduation (Class of 2012)
TJJD	PEIMS student attribution codes 08, 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 27, and 28 remove students from serving district and campus results. Data remaining after student-level processing are included in the evaluation of the TJJD campus.
RTF	PEIMS student attribution codes 09, 21, 22, 23, and 24 remove students from serving district and campus results. Data remaining after student-level processing are included in the evaluation of the RTF campus.
JJAEP / DAEP	Longitudinal data are attributed to non-JJAEP/DAEP campuses using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.

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Appendix H – Campus Comparison Groups

Campus comparison groups are used to determine distinction designations in the following areas:

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent: Student Progress
- Top 25 Percent: Closing Performance Gaps
- Postsecondary Readiness

Schools may also find campus comparison groups useful for gauging their performance relative to their peer campuses.

Each campus is assigned to a unique comparison group that consists of schools from anywhere in the state that closely match the “target” school by school type. Schools that do not match a typical grade span are assigned to a comparison group that most closely matches its school type. Schools are then divided into groups of 40 schools that are comparable in size and demographic characteristics.

Campus Comparison Groups: Demographic Characteristics

Demographic characteristics used to construct campus comparison groups include those defined in state statute and others found to be statistically relevant to performance:

- Campus type – elementary, middle, high school, or combined elementary/secondary (based on fall Public Education Information Management System (PEIMS) enrollment)
- Grade span – lowest grade level and highest grade level enrollment (based on fall PEIMS enrollment)
- Campus size – total student enrollment (based on fall PEIMS enrollment)
- Percent of students economically disadvantaged (based on fall PEIMS enrollment)
- Percent of students identified as English language learners (ELLs) (based on fall PEIMS enrollment counts of limited English proficient (LEP) students)
- Percent of students identified as mobile (based on PEIMS prior year attendance)

Methodology

For each campus (the “target” campus), a unique comparison group is created by applying the following methodology:

- Group all eligible campuses (see below) by campus type: elementary, middle, high school, or elementary/secondary
- Determine the linear values for each of the demographic characteristics used to construct the campus comparison group
- Compute the linear distance (the square root of the sum of the squared differences of the campus demographic characteristics) from the target campus
- Select the 40 campuses with the smallest distance value from the target campus

Eligible Campuses

Campus comparison groups are created for all campuses except for the following:

- Campuses evaluated under alternative education accountability provisions are not eligible for distinction designations and, therefore, are not assigned a campus comparison group.
- Campuses that are not rated are ineligible for distinction designations and, therefore, are not assigned a campus comparison group. There are a number of reasons a campus is not rated, such as insufficient data or the campus is a Juvenile Justice Alternative Education Program (JJAEP), Disciplinary Alternative Education Program (DAEP), or a residential treatment facility (RTF).
- District-level distinction designations are based on a different methodology; therefore, districts are not grouped.

Uniform Linear Values

Campus comparison groups are determined by a distance formula that requires a consistent range of linear (or continuous) values for each demographic characteristic. The percent economically disadvantaged, percent ELL, and percent of students who are mobile are considered linear values within the consistent range of zero to 100. The remaining demographic values are transformed into linear values within the same range in the following ways:

- Campus size – a value is created based on the target campus size as a percentage of the maximum statewide campus size by campus type.
- Lowest or highest grade span – a value is created based on the target grade span as a percentage of a constant value. This calculation creates uniform grade percentages for each grade level by shifting the range of grade levels from 3 to 12 to values of 0 to 9 and dividing the values into 9 increments:
 - For grade levels 3 and above:
$$\text{High value} = 100 * (\text{highest grade level} - 3) / 9$$
$$\text{Low value} = 100 * (\text{lowest grade level} - 3) / 9$$
 - For grade levels EE, PK, KG, 01, 02 (PEIMS reported values), the high and low percentage values are set to 0.
- Note on the percent of students who are mobile:
In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation, since mobility is based on prior year data.

Other Information

- Campus comparison groups are recreated each year to account for changes in demographics that may occur.
- With this methodology, the number of times a school appears as a member of other groups will vary.

Comparison group methodology for computing the linear distance among campuses

Distance =

$$\sqrt{(size_A - size_B)^2 + (econ_A - econ_B)^2 + (ell_A - ell_B)^2 + (mobile_A - mobile_B)^2 + (low_A - low_B)^2 + (high_A - high_B)^2}$$

Where:

- size_A = 100 * (campus size for campus A / maximum campus size statewide by campus type*)
- size_B = 100 * (campus size for campus B / maximum campus size statewide by campus type*)
- econ_A = percent of fall PEIMS enrollment that is economically disadvantaged for campus A
- econ_B = percent of fall PEIMS enrollment that is economically disadvantaged for campus B
- ell_A = percent of fall PEIMS enrollment that is identified as English language learners for campus A
- ell_B = percent of fall PEIMS enrollment that is identified as English language learners for campus B
- mobile_A = percent of students who are mobile based on prior year attendance for campus A
- mobile_B = percent of students who are mobile based on prior year attendance for campus B
- low_A = 0, if campus A lowest grade is EE, PK, KG, 01, or 02; otherwise,
100 * (campus A lowest grade - 3) / 9
- low_B = 0, if campus B lowest grade is EE, PK, KG, 01, or 02; otherwise,
100 * (campus B lowest grade - 3) / 9
- high_A = 0, if campus A highest grade is EE, PK, KG, 01, or 02; otherwise,
100 * (campus A highest grade - 3) / 9
- high_B = 0, if campus B highest grade is EE, PK, KG, 01, or 02; otherwise,
100 * (campus B highest grade - 3) / 9

*** Maximum campus sizes reported for 2015:**

Elementary= 1,840 Middle school= 2,228 High school= 4,774 Elementary/Secondary = 6,477

Elementary School Example

For campuses under consideration, the linear distance (the square root of the sum of the squared differences of the campus characteristics) from the target campus is computed.

	Campus Size (Total student enrollment)	% Economically Disadvantaged	% ELL	% Mobile	Low Grade	High Grade
(Target) Campus A	237	42.2	0.4	22.0	PK	05
Campus B	406	42.6	4.2	15.1	EE	05

Distance =

$$\sqrt{((100 \times (237/1840)) - (100 \times (406/1840)))^2 + (42.2 - 42.6)^2 + (0.4 - 4.2)^2 + (22.0 - 15.1)^2 + (0 - 0)^2 + (((2/9) \times 100) - ((2/9) \times 100))^2}$$

$$= \sqrt{(-9.2)^2 + (-0.4)^2 + (-3.8)^2 + (6.9)^2 + (0)^2 + (0)^2} = \sqrt{146.85}$$

$$= 12.1$$

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Appendix I – Inclusion of ELLs in 2015 and Beyond

English language learners (ELLs) are included in 2015 accountability performance index results STAAR components with specific provisions based on their number of years of enrollment in U.S. schools.

The following table outlines the inclusion policies for ELLs receiving bilingual education (BE) or English as a Second Language (ESL) instructional services. Additional provisions address ELLs entering U.S. schools in Grade 9 or above and ELLs designated as asylees, refugees, and students with interrupted formal education (SIFE).

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
ELLs receiving Bilingual Education (BE) or English as a Second Language (ESL) Instructional Services				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	Spanish STAAR Phase-in 1 Level II English ELL Progress Measure	Student Progress Measure	Spanish STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools			English ELL Progress Measure and STAAR Final Level II	English (Not tested on any Spanish versions) <i>Not Included</i>
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in 1 Level II		STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
ELLs entering Grade 9 or above	ELL Progress Measure	Student Progress Measure	<i>Not Included</i>	<i>Not Included</i>
Asylees, refugees, and students with interrupted formal education (SIFE)				
First through fifth year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation (see below), where applicable.

The following table outlines the inclusion policies for ELLs with parental denials for BE/ESL instructional services and ELLs who did not have a ELL Progress Measure reported in 2015 solely due to their years in U.S. schools exceeding their ELL plan year.

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
ELLs With Parental Denials for Instructional Services				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				English (Not tested on any Spanish versions) <i>Not Included</i>
Fifth year or more of enrollment in U.S. schools				STAAR Final Level II
ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				English (Not tested on any Spanish versions) <i>Not Included</i>
Fifth year or more of enrollment in U.S. schools				STAAR Final Level II

* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation (see below), where applicable.

Data Sources. The following data sources are used to identify ELLs for inclusion in accountability:

Texas English Language Proficiency Assessment System (TELPAS) – all students tested on TELPAS are considered current ELL students, including students with a parent denial for ELL services. Data used for ELL accountability purposes include the following:

- Years of enrollment in U.S. schools
- Unschooling Asylees/Refugees

- Students with Interrupted Formal Education or Schooling (SIFE)
- Parental Denial of Bilingual or English as a Second Language (BE/ESL) instructional services

Public Education Information Management System (PEIMS) fall enrollment information as of the October Snapshot date. PEIMS data may be provided by the school district to the testing contractor in order to populate test answer documents and subsequently appear on the Consolidated Accountability File (CAF). The student's enrolled grade level is the only data item populated by PEIMS that is used for ELL accountability purposes.

Note that PEIMS immigrant status is not used for accountability. Also, PEIMS data collections of parental denials for instructional services is only used if the data are included in the CAF data files.

2015 Performance Indexes. The following describes how STAAR results for ELL students are included in each of the four indexes.

Index 1: Student Achievement

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from *Index 1: Student Achievement* calculations.

Year 2–4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools are included in Index 1 and credit the **Phase-in Satisfactory Standard** based on the following:

- Spanish test versions: one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard.
- English test versions: one point for each percentage of tests that Met or Exceeded ELL Progress Measure expectations.

ELLs with Parental Denials for Services. Beginning in 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools with parental denials for BE/ESL special language instructional services are included in Index I and credit the Phase-in Satisfactory Standard based on meeting the Phase-in 1 Level II standard. Previously, these students were excluded from accountability because they did not have an ELL progress measure as a result of the parental denial for service.

ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year. Beginning in 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools without an ELL Progress Measure solely due to the student's Years in U.S. Schools exceeding the student's ELL Plan Year are included in Index 1 and credit the Phase-in Satisfactory Standard based on meeting the Phase-in 1 Level II standard.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in Index 1 and credit the Phase-in Satisfactory Standard based on meeting the Phase-in 1 Level II standard.

Index 2: Student Progress

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from *Index 2: Student Progress* calculations.

Year 2 and Beyond in U.S. Schools. ELL students in their second year and beyond of enrollment in U.S. schools are included in Index 2 and credit the **Student Progress Standard** based on the available progress measure:

- Met or Exceeded Progress – one point for each percentage of tests at the *Met* or *Exceeded* STAAR Progress Measure levels or ELL Progress Measure expectations.
- Exceeded Progress – one additional point for each percentage of tests at the *Exceeded* STAAR Progress Measure levels or ELL Progress Measure expectations.

Note that Index 2 includes the appropriate student progress measure for which the ELL student was eligible to receive a calculation. ELL students will receive either an ELL Progress Measure or a STAAR progress measure, but not both.

Spanish to English transition proxy calculation

A small number of students, including students not identified as ELLs, may have taken the STAAR reading Spanish version in 2014, and transition in 2015 to the STAAR reading English version, but do not have a STAAR Progress Measure or ELL Progress Measure. In these unique cases, a Spanish to English transition proxy calculation is applied for Index 2. For example, a student takes the grade 5 STAAR reading Spanish version during the spring 2014 administration. The following year, the student is tested on the grade 6 STAAR reading English test version. If the student is not eligible for, or exceeds the time frame of their ELL Progress Measure plan, the ELL Progress Measure will not be reported. In addition, a STAAR Progress Measure cannot be calculated because the language versions have changed. Specifically, STAAR Progress Measures for reading are calculated only for students who test in the same language in the prior year and the current year.

To address these unique cases in which students have taken the STAAR reading Spanish version in 2014, and transition in 2015 to the STAAR reading English version, but do not have a STAAR Progress Measure or ELL Progress Measure, Index 2 is calculated as follows:

- Phase-in 1 Level II (English version): One point for each percentage of tests meeting the STAAR Phase-in 1 Level II or above; and
- Final Level II (English-version): One additional point for each percentage of tests meeting the Final Level II standard.

Index 3: Closing Performance Gaps

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from *Index 3: Closing Performance Gaps* calculations.

Year 2–4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools are included in Index 3 and credit the Index 3 Student Performance Standards (Phase-in Satisfactory and the Advanced performance standards) based on the following:

- Spanish test versions:
 - Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
 - Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.
- English test versions:
 - Phase-in Satisfactory – one point for each percentage of tests that Met or Exceeded ELL Progress Measure expectations; and
 - Advanced – one additional point for each percentage of tests meeting the Final Level II standard.

ELLs with Parental Denials for Services. In 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools with parental denials for Bilingual/English as a Second Language instructional services will be included in Index 3 and credit the Index 3 based on the following:

- Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
- Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.

Previously, these students were excluded from accountability because they did not have an ELL progress measure as a result of the parental denial for service.

ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year. Beginning in 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools without an ELL Progress Measure solely due to the student's Years in U.S. Schools exceeding the student's ELL Plan Year are included in Index 3 and credit the Index 3 based on:

- Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
- Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in Index 3 and credit the Index 3 based on

- Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
- Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.

Index 4: Postsecondary Readiness

Four components are evaluated for *Index 4: Postsecondary Readiness*: STAAR Postsecondary Readiness Standard, Graduation Rate, Graduation Plan (Recommended High School Program or Distinguished Achievement Program), and Postsecondary Component: College and Career Ready Graduates.

ELL students are included in each of the four components. However, ELL students may be excluded from the STAAR Postsecondary Readiness Standard component as described below.

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from evaluation of the STAAR Postsecondary Readiness Standard component.

Year 2–4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools may be included in the STAAR Postsecondary Readiness Standard component based on the language-version of the test.

- Spanish test versions – STAAR content area tests in the Spanish language test version are included from Index 4. ELL students who take *any* Spanish version tests (available in grades 3 through 5) are included.

Credit for the STAAR Postsecondary Readiness Standard component is given accordingly:

- If two or more subject-area Spanish test versions are taken, the student must meet the Final Level II standard on at least two subjects;
 - If only one subject-area Spanish test version is taken, the student must meet the Final Level II standard on the single subject-area test.
- English test versions – STAAR content area tests in the English language test version are excluded from Index 4. ELL students who take all English version tests are excluded from the STAAR Postsecondary Readiness Standard component.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in the STAAR Postsecondary Readiness Standard component.

Credit for the STAAR Postsecondary Readiness Standard component is given accordingly:

- If two or more subject-area tests (either English or Spanish) are taken, the student must meet the Final Level II standard on at least two subjects;
- If only one subject-area test (either English or Spanish) is taken, the student must meet the Final Level II standard on the single subject-area test.

Other Exclusions

ELLs Entering U.S. Schools in Grade 9 or Above. The 2015 accountability results exclude ELLs in their first year of enrollment in U.S. schools in Grade 9 or above. As an ELL progresses in high school and successfully gains credits for grade-level advancement, the student continues to be excluded from *Index 3: Closing Performance Gaps* and *Index 4: Postsecondary Readiness*.

The table below describes the provision for continued exclusion from Index 3 and Index 4, both of which measure STAAR performance at advanced levels of performance. The exclusion from these indexes recognizes that ELL students enrolled in their earliest years of enrollment in U.S. schools need additional time to attain English language proficiency and mastery of academic concepts at the highest level of performance measured at Final Level II and Advanced Level III standards. At the same time, the provision requires that ELLs continue to achieve of course credit for advancement to the next grade-level and eventually toward graduation.

The enrolled grade-level reported on the fall 2014 PEIMS enrollment submission and the number of years of enrollment in U.S. schools reported on 2015 TELPAS determine whether or not an ELL student is considered an “ELL entering grade 9 or above.”

For example, an ELL student enrolled in grade 10 based on the fall 2014 PEIMS enrollment data will only be included in the 2015 performance indexes, as described in the table above, if the number of years of enrollment in U.S. schools is three or more years.

2015 Index 3 and Index 4 ELL Exclusions for Immigrants in Grade 9 and Above				
Years in U.S. Schools	Enrolled Grade 9	Enrolled Grade 10	Enrolled Grade 11	Enrolled Grade 12
<i>First year</i>	Not included			
<i>Second year</i>	Included as other ELL Students	Not included	Not included	Not included
<i>Third year</i>		Included as other ELL Students		
<i>Fourth year</i>			Included as other ELL Students	
<i>Fifth year</i>				Included as other ELL Students
<i>Sixth year or more</i>			Included as other ELL Students	

Asylees/Refugees, and Students with Interrupted Formal Education (SIFE). State law requires exclusion of asylees/refugees from state accountability until the students’ sixth year of enrollment in U.S. schools. For 2015 accountability, similar exclusions are applied to students with interrupted formal education (SIFE). Therefore, asylees/refugees and students with interrupted formal education who are in their first through fifth year of enrollment in U.S. schools are excluded from the STAAR results for 2015 accountability.

ELL Student Group Definitions

The tables below summarize which student groups are evaluated in each performance index and system safeguards, and describes how the ELL student group is defined when it is evaluated as a separate group. Note that each of the accountability indicator student groups also include ELLs based on demographic characteristics (race/ethnicity or economically disadvantaged) and program participation (special education).

2015 Accountability ELL Student Groups Evaluations

Report	Student Groups Evaluated	ELL Student Group Definition
Index 1: Student Achievement		
STAAR Percent Met Phase-in Satisfactory Standard	All Students	ELL students are not evaluated as a group
Index 2: Student Progress		
STAAR Weighted Growth	All Students Race/Ethnicity (seven groups) English Language Learners Special Education	Current and Monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status)
Index 3: Closing Performance Gaps		
STAAR Weighted-Performance (Phase-In Satisfactory Standard and Advanced Standard)	Economically Disadvantaged Race/Ethnicity (two lowest performing groups)	ELL students are not evaluated as a group
Index 4: Postsecondary Readiness		
STAAR Percent Met Postsecondary Readiness Standard	All Students Race/Ethnicity (seven groups)	ELL students are not evaluated as a group
RHSP/DAP Longitudinal Rates <i>or</i> RHSP/DAP Annual Rates		
Postsecondary Component: College and Career Ready		
Graduation Rates	All Students Race/Ethnicity (seven groups) English Language Learners Special Education	ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending Grades 9–12 in a Texas public school
<i>or</i> Annual Dropout Rates Grade 9-12		Current ELLs Current ELLs reported as LEP on PEIMS

2015 Accountability ELL Student Groups Evaluations (cont.)

State System Safeguards		
STAAR Percent Met Phase-in Satisfactory Standard (excluding grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	All Students Economically Disadvantaged Race/Ethnicity (seven groups) English Language Learners Special Education	Current and Monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status
STAAR Participation Rates (excluding grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)		Current ELLs Current ELLs reported as LEP on test answer documents (TELPAS or STAAR)
Federal Graduation Rates (4-year and 5-year)		ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending Grades 9–12 in a Texas public school
District 1% Limit on STAAR Alternate 2 Not evaluated for State System Safeguards in 2015.	n/a	n/a
Federal System Safeguards		
STAAR Percent Met Phase-in 1 Level II Standard (including grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	All Students Economically Disadvantaged Race/Ethnicity (seven groups) English Language Learners Special Education	Current and Monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status
STAAR Participation Rates (including grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)		Current ELLs Current ELLs reported as LEP on test answer documents (TELPAS or STAAR)
Federal Graduation Rates (4-year and 5-year)		ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending Grades 9–12 in a Texas public school
District 1% Limit on STAAR Alternate 2	All Students	ELL students are not evaluated as a group

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Appendix J – Accountability System Reports

Accountability Reports

The performance data used for determining accountability ratings are made public at the time of the ratings release. These reports provide the data necessary to understand a district or campus rating, distinction designations, and system safeguards. See [Appendix E – Sample Accountability Table and Index Calculations](#). (Texas Education Code (TEC) §§39.053, 39.054, 39.201, and 39.202)

Performance Reports

In addition to the accountability reports, campus and district performance reports are generated and published annually.

Texas Performance Reporting System (TPRS)

The TPRS integrates state and federal reporting requirements and covers a range of performance and participation results for a number of student groups, including economically disadvantaged and non-economically disadvantaged, male and female, special and non-special education, and migrant and non-migrant. Results are also reported for English language learners (ELLs) and Career and Technical Education (CTE) student groups.

Texas Academic Performance Report (TAPR)

Formerly known as the Academic Excellence Indicator System (AEIS) reports, the TAPR displays performance and participation rates for the State of Texas Assessments of Academic Readiness (STAAR), graduation rates, and dropout rates for the 10 student groups evaluated for state accountability ratings. The TAPR also compiles various college-readiness indicators, such as participation and performance rates on the SAT/ACT. Additional information is provided on student and staff demographics and program information. (TEC §§39.301 and 39.306)

School Report Card (SRC)

State statute requires that a subset of the data in the performance report is produced at the campus level only and provided to each student's family. (TEC §39.305)

Federal Report Card (FRC)

Section 1111(h) (1) and (2) of the *No Child Left Behind Act of 2001* (NCLB) requires annual reporting of student achievement and federal accountability information by state, local educational agency, and school. In compliance, TEA uses a web-based reporting system that generates the annual FRC.

Snapshot: School District Profiles

Snapshot is an on-line resource that provides an overview of public education in Texas for a particular school year. In addition to state-level information, this product contains a profile about the characteristics of each public school district and charter school. *Snapshot* summary tables provide district information in some common categories, and a peer search function permits grouping districts according to shared characteristics. While *Snapshot* does

provide an overview of public education in Texas at the state level and for each public school district, it does not provide campus-level information.

Consolidated School Rating Report

Reports that include state-assigned academic and financial ratings and locally-assigned community and student engagement ratings. (TEC §39.363)

Texas School Accountability Dashboards

Comparison reporting system based on performance index results of the state accountability rating system. (TEC §39.309)

All reports referred in this appendix are online at <http://tea.texas.gov/perfreport/>.

Appendix K – Data Sources

This appendix provides data sources for the indicators used in the accountability system, including those used for state and federal system safeguards and distinction designations.

The primary sources for all data used in the accountability system are Public Education Information Management System (PEIMS), the various assessment companies, and the General Educational Development (GED) testing service. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration are used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration are used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration are used in creating the AP/IB indicator.
International Baccalaureate (IB)	International Baccalaureate provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration are used in creating the AP/IB indicator.
Pearson	For the 2014–15 accountability ratings, Pearson is TEA’s primary contractor for the statewide assessment program, which includes the State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), and Texas English Language Proficiency Assessment System (TELPAS) testing programs. In June of each year TEA receives the consolidated accountability file (CAF) from Pearson, which is used to determine the accountability calculations.

Organization Name	Description
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the TEA GED Unit. Unlike the information in most TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all four tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers (ESC), and correctional facilities. Tests are given year-round, and the results are transmitted electronically to TEA from the University of Texas Scoring Center.

PEIMS Record Types Used in Accountability

Record	Name	Description	Submission
101	Student Demographic Data	Demographic information about each student, including race, ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, student attribution code, crisis code, and economic disadvantaged status.	Fall/Summer
110	Student Enrollment Data	Enrollment information about each student, including grade, average daily attendance (ADA) eligibility, at-risk status, and indicators of the special programs in which he or she participates	Fall
203	Leaver Data	Last campus of enrollment and the leaver reason. Used to determine 4-, 5-, and 6-year longitudinal graduation rate. Graduation type is used to determine annual and 4-year graduation plan (RHSP/DAP rate).The leaver data are also used to determine annual dropout rate.	Fall
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	Summer

Record	Name	Description	Submission
405	Special Education Attendance Data	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	Summer
415	Course Completion Data	Information about each student who was in membership in grades 9–12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, and dual credit indicator.	Summer/Extended
500	Flexible Attendance Data	Information about each student who attends Optional Flexible School Day Program, High School Equivalency Program, Electronic Course Program, or Credit/Promotion Recovery Program. This record contains campus of enrollment, flexible attendance program type, flex attend total eligible minutes, and flex attend total days eligible.	Summer
505	Flexible Special Education Attendance Data	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer

Student Groups

Group	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> • Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ Food Stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance • Receives a Pell grant or comparable state program of need-based financial assistance; or • Is from a family with an annual income at or below the official federal poverty line
English Language Learners (ELL)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as English language learners by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as ELL receive bilingual or English as a second language instruction, although most do.</p>
Race/Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, White, or Two or More Races</p>
Special Education	<p>Services for children with disabilities that may include special instruction and related developmental, corrective, supportive, or evaluative services. A student who receives special instruction and related developmental, corrective, supportive, or evaluative services. A student's Admission, Review, and Dismissal (ARD) committee decides on the student's participation in testing and graduation programs.</p>

Opportunities for Data Correction

PEIMS

General Data. The PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings or distinctions is wholly dependent on the accuracy of the information submitted by districts through PEIMS.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in

verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/) for more details about the correction windows and submission deadlines.

Person Identification Database (PID) Updates. PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to ensure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at <http://www.tea.texas.gov/index4.aspx?id=3866>.

Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups for district and campus ratings. Districts have several opportunities to provide accurate information through PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they are able to provide corrections to the test contractor and request corrected reports. However, only corrections made during the correction window to the *Test Taken Information* field are reflected in the Consolidated Accountability File (CAF) used for determining accountability ratings and subsequent reports (e.g. TAPR, TPRS, and School Report Cards).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB tests identify the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies have finalized results, subsequent corrections are not reflected in any national, state, district, or school results released.

Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate the index scores and distinction designations. See [Appendix G – Inclusion or Exclusion of Performance Data](#) for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Description
13	Texas Juvenile Probation Commission facility - By court order, not regularly assigned to the district
14	Texas Juvenile Probation Commission facility - By court order, regularly assigned to the district
15	Texas Juvenile Probation Commission facility - Not by court order, not regularly assigned to the district
16	Texas Juvenile Probation Commission facility - Not by court order, regularly assigned to the district
17	Texas Youth Commission facility - By court order, not regularly assigned to the district
18	Texas Youth Commission facility - By court order, regularly assigned to the district
19	Texas Youth Commission facility - Not by court order, not regularly assigned to the district
20	Texas Youth Commission facility - Not by court order, regularly assigned to the district
21	Residential treatment facility - By court order, not regularly assigned to the district
22	Residential treatment facility - By court order, regularly assigned to the district
23	Residential treatment facility - Not by court order, not regularly assigned to the district
24	Residential treatment facility - Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility - By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility - By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility - Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility - Not by court order, regularly assigned to the district

STAAR Indicators Used in Accountability, System Safeguards, and Distinction Designations

See *Chapter 4 – Performance Index Indicators* for detailed information on the methodology used to evaluate the STAAR results in each index. See *Chapter 5 – Distinction Designations* for detailed information on the methodology used to evaluate each distinction designation. See *Chapter 8 – System Safeguards* for detailed information on the methodology used to evaluate system safeguards.

Year of Data: 2014–15

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, and school districts with a CAF that contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the index, performance results are reported for the following groups: All Students, Economically Disadvantaged, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL. STAAR-based distinction designations indicators are evaluated for All Students only.

The testing contractor precodes student demographic and program information onto the test answer documents. The contractor uses either PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff. The CAF provided by the testing contractor includes the most recent demographic and program information available. For the LEP field, if the student tested in TELPAS, the value on the CAF will be 'C.'

Other Information:

- *Grade 3–8 Mathematics.* Results of STAAR assessments in mathematics for grades 3–8 will be excluded from all four accountability indexes, distinction designations, and state system safeguards for 2015. The results will be included in federal system safeguards.
- *STAAR A and STAAR Alternate 2.* Results of STAAR A and STAAR Alternate 2 assessments for all subjects and grade levels and EOC tests will be excluded from all four accountability indexes, distinction designations, and state system safeguards for 2015. The results will be included in federal system safeguards.
- *Student Progress Measures.* The STAAR progress measures and ELL progress measure results are used in the Index 2 evaluations. In addition, the ELL progress measure results are included in the Index 1 and Index 3 evaluations. Detailed information about the STAAR progress measure is available online under the STAAR General Resources heading at <http://tea.texas.gov/student.assessment/staar/>. Detailed information about the ELL progress measure is available online under the General Resources heading at <http://tea.texas.gov/student.assessment/staar/>.

- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments in order to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results from an approved substitute assessment and verified the student's score in order to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the adopted commissioner's rule online <http://tea.texas.gov/index4.aspx?id=25769808515>. Students who achieve the equivalency standard on a substitute assessment are included in the phase-in satisfactory standard results for Index 1 and the postsecondary readiness standard results in Index 4. Substitute assessment results are not included in the Index 2 or Index 3 evaluations.
- *STAAR-L.* Performance on the linguistically-accommodated version of the STAAR science at grade 5 and 8, social studies at grade 8, Algebra I, biology, and U.S. history is evaluated in the ELL progress measure that is included in the calculations for Indexes 1, 2, and 3.
- *Algebra I Results for Middle School Students.* If a student takes the STAAR Algebra I EOC assessment and a STAAR mathematics grade level assessment, only the results of the Algebra I assessment are included in the accountability calculations for the campus and the district where the student tested.
- *TAKS Results.* The exit-level TAKS results from the 2014–15 school year are not included in the assessment results evaluated in the 2015 performance index calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in the 2015 accountability evaluations.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>STAAR Phase-in Satisfactory Standard (Index 1 and System Safeguards)</p>	<p>Percentage of tests taken in 2014–15 that 1) met or exceeded the Phase-in 1 Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through a substitute assessment. <i>(from CAF)</i></p>	<p>Index 1: All Students</p> <p>State System Safeguards:</p> <ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current and Monitored) <p>Federal System Safeguards:</p> <ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ Hispanic ▪ White ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current and Monitored) 	<p>Index 1: Student Achievement</p> <p>State System Safeguards: Performance (excludes grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)</p> <p>Federal System Safeguards: Performance (includes grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>STAAR Phase-in Satisfactory Standard (Index 3)</p>	<p>Percentage of tests taken in 2014–15 that 1) met or exceeded the Phase-in 1 Level II standard, or 2) met or exceeded the ELL progress measure. <i>(from CAF)</i></p>	<p>Index 3:</p> <ul style="list-style-type: none"> ▪ Economically Disadvantaged ▪ Two lowest performing racial/ethnic groups from 2013–14 	<p>Index 3: Closing Performance Gaps</p>
<p>STAAR Postsecondary Readiness Standard</p>	<p>Percentage of students tested in 2014–15 that 1) met the Final Level II standard or 2) met the Final Level II passing standard through a substitute assessment in two or more subject areas or one subject area if only one subject area is assessed. <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ 	<p>Index 4: Postsecondary Readiness</p>
<p>STAAR Advanced Standard</p>	<p>Percentage of tests taken in 2014–15 that met the Level III Advanced standard. ELL students in their second through fourth years in U.S. schools are credited as meeting the STAAR Advanced Standard by achieving the STAAR Final Level II standard. <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ Economically Disadvantaged ▪ Two lowest performing racial/ethnic groups from 2013–14 	<p>Index 3: Closing Performance Gaps</p>
<p>STAAR Met or Exceeded Progress</p>	<p>Percentage of tests taken in 2014–15 that met or exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to STAAR met or exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL (Current and Monitored) 	<p>Index 2: Student Progress</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
STAAR Exceeded Progress	Percentage of tests taken in 2014–15 that exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to STAAR exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL (Current and Monitored) 	Index 2: Student Progress
Greater Than Expected Student Growth in English Language Arts (ELA)	Percentage of tests taken in 2014–15 that exceeded growth in reading/ELA <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Greater Than Expected Student Growth in Mathematics	Percentage of tests taken in 2014–15 that exceeded growth in mathematics <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
Grade 3 Reading Performance (Level III)	Percentage of grade 3 reading tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 4 Reading Performance (Level III)	Percentage of grade 4 reading tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 4 Writing Performance (Level III)	Percentage of grade 4 writing tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 5 Reading Performance (Level III)	Percentage of grade 5 reading tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 5 Science Performance (Level III)	Percentage of grade 5 science tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
Grade 6 Reading Performance (Level III)	Percentage of grade 6 reading tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 7 Reading Performance (Level III)	Percentage of grade 7 reading tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 7 Writing Performance (Level III)	Percentage of grade 7 writing tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 8 Reading Performance (Level III)	Percentage of grade 8 reading tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 8 Science Performance (Level III)	Percentage of Grade 8 science tests taken in 2014–15 that met the Level III Advanced standard <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Grade 8 Social Studies Performance (Level III)	Percentage of grade 8 social studies tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
EOC Algebra I Performance (Level III)	Percentage of EOC Algebra I tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
EOC English I Performance (Level III)	Percentage of EOC English I tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
EOC English II Performance (Level III)	Percentage of EOC English II tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
EOC Biology Performance (Level III)	Percentage of EOC Biology tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
EOC U.S. History Performance (Level III)	Percentage of EOC U.S. History tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
Algebra I by Grade 8 - Participation	Percentage of 8th graders enrolled in Fall 2014 who took an EOC Algebra I test in the current school year or a prior school year. (from PEIMS 110 and CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
State System Safeguards - Participation (excluding grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	<p style="text-align: center;">Number of answer documents (STAAR, STAAR L, TELPAS) with a score code S ----divided by--- Number of "scored" (S), "absent" (A), and "other" (O) assessments (from CAF)</p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current) 	State System Safeguards: Participation

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Federal System Safeguards - Participation (including grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	Number of assessment answer documents (STAAR, STAAR L, STAAR A, STAAR Alternate 2, and TELPAS) with a score code of “Scored” (S) (from CAF) ----divided by--- Number of “Scored” (S), “Absent” (A), and “Other” (O) assessments (from CAF)	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ Hispanic ▪ White ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current) 	Federal System Safeguards: Participation
Met Federal Limits on Alternative Assessments (District-Level Only)	Number of scored tests that met the STAAR Alternate 2 performance standard not to exceed one percent of the district’s total participation denominator. (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	Federal System Safeguards: Met Federal Limits on Alternative Assessments

Graduation Rate

Years of Data: PEIMS submission 1 leaver data, 2009–10 through 2013–14; PEIMS submission 3 attendance data, 2008–09 through 2013–14; PEIMS submission 1 enrollment data, 2013–14; GED records as of August 31, 2014.

Student Group Information: Ten student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL.

	Race/Ethnicity	Special Education	ELL*
Source	PEIMS 101	PEIMS 405	PEIMS 400
Date	Summer of year of final status or Fall of year of final status for continuers	Summer of year of final status	Summer of year of final status

* Students who were ever identified as limited English proficient (LEP) since entering grade 9 in the Texas public school system.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received GED,” or “dropped out” as of August 31, 2014, or who have a final status of “continued” as of fall 2014. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are
 - students with a final status that are not considered to be either a graduate, continuer, GED recipient, or a dropout based on specific leaver codes (see table below);
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation—they are in neither the numerator nor the denominator.

Leaver Codes	
Code	Translation
01*	Graduated from a campus in this district or charter
03*	Died
16*	Return to home country
24*	College, pursue associate's or bachelor's degree
60*	Home schooling
66*	Removed-child protective services
78*	Expelled for offense under TEC §37.007, cannot return
81*	Enroll in TX private school
82*	Enroll in school outside Texas
83*	Withdrawn by district because not entitled to enrollment
85*	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86*	GED outside Texas

Code	Translation
87*	Enroll in university high school diploma program
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
90*	Graduated from another state under provisions of the interstate compact on educational opportunity for military children
98	Other

* Students are not counted as dropouts in determining the 2015 state accountability ratings, since they are excluded from the denominator of the graduation rate and annual dropout rate calculations.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Four-Year Longitudinal Graduation Rate	<p>Number of students in 2010–11 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2014 (from PEIMS 101, 110, and 203)</p> <p>---divided by--- Number of students in the Class of 2014 (from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	<p>Index 4: Graduation Rate</p> <p>AADD: Postsecondary Readiness (All Students Only)</p>
Five-Year Longitudinal Graduation Rate	<p>Number of students in the 2009–10 cohort (students who first attended 9th grade in 2009–10 or who transferred in to Texas public schools on grade in 2010–11, 2011–12, or 2012–13) who received a high school diploma by August 31, 2014 (from PEIMS 101, 110, and 203)</p> <p>---divided by--- Number of students in the Class of 2013 (from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	<p>Index 4: Graduation Rate</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>Six-Year Longitudinal Graduation Rate</p>	<p>Number of students in the 2008–09 cohort (students who first attended 9th grade in 2008–09 or who transferred in to Texas public schools on grade in 2009–10, 2010–11, or 2011–12) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2012 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	<p>Index 4: Graduation Rate</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>Federal Four-Year Longitudinal Graduation Rate (without exclusions)</p>	<p>Number of students in 2010–11 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Ever HS) 	<p>State System Safeguards: Graduation</p> <p>Federal System Safeguards: Graduation</p>
<p>Federal Five-Year Longitudinal Graduation Rate (without exclusions)</p>	<p>Number of students in the 2009–10 cohort (students who first attended 9th grade in 2009–10 or who transferred in to Texas public schools on grade in 2010–11, 2011–12, or 2012–13) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2013 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Ever HS) 	<p>State System Safeguards: Graduation</p> <p>Federal System Safeguards: Graduation</p>

Annual Dropout Rate

Year of Data: 2013–14

Student Group Information: Ten student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, students served by Special Education, and ELL.

Numerator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101 (primary & secondary)	PEIMS 101 (primary & secondary)	PEIMS 405
Date	Fall 2013 (primary) Summer 2014 (primary) Fall 2014 (secondary)	Fall 2013 (primary) Summer 2014 (primary) Fall 2014 (secondary)	Fall 2013 Summer 2014

Denominator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101	PEIMS 101	PEIMS 405
Date	Fall 2013 Summer 2014	Fall 2013 Summer 2014	Fall 2013 Summer 2014

Use in 2015 Accountability: Annual Dropout Rate is used in determining Index 4 for high schools and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period of time between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers. For the 2015 ratings cycle, the end of the school-start window is September 26, 2014.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *PEIMS Data Standards* describing the student demographic data (Record Type 101).
-

- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2015, the 2013–14 dropouts reported during the fall 2014 PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
 - Students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate
 - Students who were previously reported to the state as dropouts, including a student who is reported as a dropout, reenrolls, and drops out again, regardless of the number of times of reenrollment and dropping out
 - Students in attendance who are not in membership for purposes of average daily attendance
 - Students whose initial enrollment in a school in the United States in grades 7 through 12 was an unschooled refugee or asylee as defined by TEC §39.027(a-1)
 - Students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located
 - Students who are incarcerated in state jails and federal penitentiaries as adults or as persons certified to stand trial as adults

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Annual Dropout Rate	<p style="text-align: center;">Number of grade 9–12 dropouts in 2013–14 (from PEIMS 203) ---divided by--- Number of grade 9–12 students who were in attendance at any time during the 2013–14 school year (from PEIMS 110, 400, 500)</p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	Index 4: Graduation Rate

Graduation Plan

For 2015 accountability, graduation plan is based on the percentage of graduates who receive a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

Year of Data: Class of 2014

Student Group Information: Eight student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

	Race/Ethnicity
Source	PEIMS 101
Date	Fall 2014

Use in 2015 Accountability: The longitudinal RHSP/DAP rate is used in determining Index 4; the annual rate may be used if a longitudinal rate is not available. Only the longitudinal RHSP/DAP rate is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. For the class of 2014, the rule delineates specific requirements for three levels: minimum requirements, RHSP, and DAP.
- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32. See the *PEIMS Data Standards* for more information.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>Four-Year Longitudinal Recommended High School Plan (RHSP)/Distinguished Achievement Program (DAP) Rate</p>	<p>Number of graduates in the Class of 2014 who complete a 4-year RHSP or DAP <i>(from PEIMS 203)</i> ---divided by--- Number of graduates in the Class of 2014 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) <i>(from PEIMS 203)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races 	<p>Index 4: Graduation Plan</p> <p>AADD: Postsecondary Readiness</p>
<p>Annual Recommended High School Plan (RHSP)/Distinguished Achievement Program (DAP) Rate</p>	<p>Number of graduates in SY 2013–14 who completed a 4-year RHSP or DAP <i>(from PEIMS 203)</i> ---divided by--- Number of graduates in SY 2013–14 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) <i>(from PEIMS 203)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races 	<p>Index 4: Graduation Plan</p>

College-Ready Graduates

Year of Data: 2013–14

Student Group Information: All Students

Other Information:

- *TAKS*. This measure includes the performance of juniors tested for the first time during the primary spring administration of 2013. The performance of exit-level TAKS retesters is not included.
- *SAT and ACT*. This measure includes the performance for the class of 2014. If a student takes an ACT or SAT test more than once, the performance used is for the most recent examination taken.
- *Special Education*. This indicator includes performance on TAKS-Accommodated but not on TAKS-Modified nor TAKS-Alternate.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs. A student must meet the ELA standard on either TAKS, SAT, or ACT and the mathematics standard on either TAKS, SAT, or ACT.

Indicator	Methodology					Student Groups Evaluated	Use in 2015 Accountability
College-Ready Graduates	Number of graduates who scored at or above the college-ready criteria on both ELA and mathematics <i>(from CAF, PEIMS 101, College Board, and ACT)</i> ---divided by--- Number of graduates with results in both subjects to evaluate <i>(from PEIMS 203)</i>					■ All Students	AADD: Postsecondary Readiness
	College-Ready Graduates Criteria						
	<u>Exit-Level TAKS</u> (spring 2013 only)		<u>SAT</u> (Class of 2014)		<u>ACT</u> (Class of 2014)		
	>=2200 scale score on ELA and a "3" or higher on essay	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite		
	>=2200 scale score on Mathematics	or	>=500 on Math and >=1070 Total	or	>=19 on Math and >=23 Composite		

Index 4: Postsecondary Component – College and Career Readiness

Year of Data: 2013–14

Student Group Information: Eight student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

	Race/Ethnicity
Source	Assessment Demographics (TAKS) PEIMS 101 (primary for SAT, ACT, Annual Graduates, Advanced/Dual Credit Enrollment, and CTE Coherent Sequence) College Board and ACT (secondary SAT & ACT)
Date	Spring 2014 Fall 2014 (primary) Fall 2014 (secondary)

Indicator	Methodology					Student Groups Evaluated	Use in 2015 Accountability
<p>Index 4: Postsecondary Component - College and Career Readiness</p>	<p>Number of 2013–14 annual graduates who</p> <p>1) met TSI criteria in both reading/ELA and mathematics. <i>(from CAF, College Board, and ACT)</i></p>					<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races 	<p>Index 4: Postsecondary Component</p>
	TSI Criteria						
	<p><u>Exit-Level TAKS</u> (spring 2013 only)</p>		<p><u>SAT</u> (Class of 2014)</p>		<p><u>ACT</u> (Class of 2014)</p>		
	<p>>=2200 scale score on ELA and a "3" or higher on essay</p>	or	<p>>=500 on Critical Reading and >=1070 Total</p>	or	<p>>=19 on English and >= 23 Composite</p>		
	<p>>=2200 scale score on Mathematics</p>	or	<p>>=500 on Math and >=1070 Total</p>	or	<p>>=19 on Math and >=23 Composite</p>		
	<p>or</p>						
	<p>2) completed and earned credit for at least two advanced/dual enrollment courses in 2012–13 or 2013–14 <i>(from PEIMS 415)</i></p> <p style="text-align: center;">or</p> <p>3) were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits <i>(from PEIMS 400, 101 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2013–14 annual graduates <i>(from PEIMS 203)</i></p>						

AP/IB Participation and Performance

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for *All Students* only

Use in 2015 Accountability: AP/IB performance and participation are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Reading/ELA	<ul style="list-style-type: none"> English Language and Composition English Literature and Composition 	<ul style="list-style-type: none"> English A: Literature English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> Calculus AB Calculus BC Statistics 	<ul style="list-style-type: none"> Further Mathematics Math Studies Mathematics
Academic Achievement in Science	<ul style="list-style-type: none"> Biology Chemistry Physics B Physics C: Mechanics Physics C: Electricity and Magnetism Environment Science 	<ul style="list-style-type: none"> Biology Chemistry Physics Electronics Environmental Systems and Societies Design Technology
Academic Achievement in Social Studies	<ul style="list-style-type: none"> United States History European History World History United States Government and Politics Comparative Government and Politics Human Geography Microeconomics Macroeconomics Psychology 	<ul style="list-style-type: none"> History History Americas History Europe/ME World Religions Geography Economics Psychology Business and Management ITGS
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information:

- Criterion score is 3 or more for AP and 4 or more for IB.
- Computer Science is not one of the mathematics distinction indicators for 2015 due to changes to the IB program.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
AP/IB Examination Participation: Mathematics	Number of 11th and 12th graders taking at least one AP or IB exam in math in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
AP/IB Examination Participation: Science	Number of 11th and 12th graders taking at least one AP or IB exam in science in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
AP/IB Examination Participation: Social Studies	Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
AP/IB Examination Performance: ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in ELA in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
AP/IB Examination Performance: Mathematics	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in math in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in math in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
AP/IB Examination Performance: Science	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in science in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
AP/IB Examination Performance: Social Studies	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in social studies in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
AP/IB Examination Performance: Any Subject	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in any subject in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness

SAT/ACT Results

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for All Students only.

Use in 2015 Accountability: SAT and ACT Results are used in determining Distinction Designations for Academic Achievement in Reading/ELA, Mathematics, Science, and Postsecondary Readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
SAT/ACT Participation	Number of examinees taking either the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of total graduates reported for the 2013–14 school year <i>(from PEIMS 203)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA Mathematics Postsecondary Readiness
SAT/ACT Performance	Number of examinees at or above the criterion score on the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of examinees taking either the SAT or ACT <i>(from College Board and ACT)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness
SAT Performance: Reading and Writing	Sum of total scores in reading and writing of all students who took the SAT <i>(from College Board)</i> ---divided by--- Number of examinees taking the SAT <i>(from College Board)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
SAT Performance: Mathematics	Sum of total scores in mathematics of all students who took the SAT <i>(from College Board)</i> ---divided by--- Number of examinees taking the SAT <i>(from College Board)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
ACT Performance: ELA	Sum of total scores in ELA of all students who took the ACT (from ACT) ---divided by--- Number of examinees taking the ACT (from ACT)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
ACT Performance: Mathematics	Sum of total scores in mathematics of all students who took the ACT (from ACT) ---divided by--- Number of examinees taking the ACT (from ACT)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
ACT Performance: Science	Sum of total scores in science of all students who took the ACT (from ACT) ---divided by--- Number of examinees taking the ACT (from ACT)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science

Advanced Course/Dual Enrollment Completion

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for All Students only.

Use in 2015 Accountability: This indicator is used in determining the distinction designation for academic achievement in reading/ELA, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- Advanced Course/Dual Enrollment Completion by Subject. For 2015 and beyond, Advanced Course/Dual Enrollment completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- Advanced Course List. A list of courses designated as advanced is published each year in the TAPR Glossary. The most current list can be accessed online at <http://ritter.tea.state.tx.us/perfreport/tapr/2014/glossary.html>.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Advanced/Dual Enrollment Course Completion Rate: Any Subject	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in ELA <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in reading/ELA <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Advanced/Dual Enrollment Course Completion Rate: Mathematics	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in mathematics <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in mathematics <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
Advanced/Dual Enrollment Course Completion Rate: Science	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in science <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in science <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
Advanced/Dual Enrollment Course Completion Rate: Social Studies	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in social studies <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in social studies <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies

Attendance Rate

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in Accountability 2015: Attendance is used in determining distinction designations for academic achievement in reading/ELA, mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Attendance Rate	<p>Total number of days students in grade 1–12 are present during the 2013–14 school year (from PEIMS 400)</p> <p>---divided by---</p> <p>Total number of days students in grade 1–12 are in membership during the 2013–14 school year (from PEIMS 400)</p>	<ul style="list-style-type: none"> All Students 	<p>AADD: Reading/ELA Mathematics Science Social Studies</p>

CTE-Coherent Sequence Graduates

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in 2015 Accountability: CTE-coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
CTE-Coherent Sequence Graduates	<p>Number of 2013–14 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (from PEIMS 400, 101 [summer])</p> <p>---divided by---</p> <p>Number of 2013–14 annual graduates (from PEIMS 203)</p>	<ul style="list-style-type: none"> All Students 	<p>AADD: Postsecondary Readiness</p>

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Appendix L – 2015 Index 2 Targets

As described in *Chapter 2 – Ratings Criteria and Index Targets*, the following tables provide the targets applied to each performance index for non-AEA districts and campuses and AEA charter districts and campuses in 2015.

2015 Accountability Performance Index Targets – Non-AEA Districts and Campuses

	Index 1	Index 2*	Index 3	Index 4	
				All Components	STAAR Component Only
District Targets	60	20	28	57	13
Campus Targets					
Elementary	60	30	28	n/a	12
Middle		28	27	n/a	13
High School/K-12		15	31	57	21

* Targets for non-AEA campuses are set at about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts correspond to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

2015 Accountability Performance Index Targets – AEA Charter Districts and Campuses

	Index 1	Index 2*	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Component Only
AEA Charter Districts and Campuses	35	7	11	33	45

* Targets for both AEA charter districts and campuses are set at about the fifth percentile of AEA 2015 campus performance.

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