

Overview of 2016 Accountability

Charter School Summit | June 13, 2016

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Accountability Goals

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By the end of the 2019–20 school year, Texas will be among the top ten states in postsecondary readiness 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 performance gaps among student subgroups, and
- rewarding excellence based on other indicators in addition to state assessment results.

Performance Index Overview

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- **Index 1: Student Achievement**
Provides a snapshot of student performance across all subjects
- **Index 2: Student Progress**
Provides an opportunity for districts and campuses to receive credit for improving student performance
- **Index 3: Closing Performance Gaps**
Measures the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups
- **Index 4: Postsecondary Readiness**
Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military

Rating Labels

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- The state accountability system uses ratings that indicate acceptable and unacceptable performance.
- In 2016, two labels indicate acceptable performance:
 - *Met Standard*
 - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)
- The label that indicates unacceptable performance is *Improvement Required*.

Index Targets

In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indices:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

2016 Accountability Performance Index Targets for Non-AEA Districts and Campuses (including charters)

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

2016 Accountability Performance Index Targets – AEA Charter Districts and AEA Campuses

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

Accountability Subset

For the State of Texas Assessments of Academic Readiness (STAAR®) indicators, the performance of only those students enrolled on the PEIMS fall snapshot date (the last Friday in October) is considered for accountability.

- **Campus Accountability Subset**

Campuses are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **District Accountability Subset**

Districts are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **Example**

If a student moves from one campus to another in the same district, his or her performance is included in the district results but not included for either campus.

Accountability Subset

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| STAAR results included in the subset of district/campus accountability | If a student was enrolled in the district/campus on this date: |
|---|---|
| End-of-course (EOC) summer 2015 administration | Fall 2014 enrollment snapshot |
| EOC fall 2015 administration | Fall 2015 enrollment snapshot |
| EOC spring 2016 administration | |
| Grades 3–8 spring 2016 administration | |

Index 1: Student Achievement

Index 1: Student Achievement provides an overview of student performance based on satisfactory student achievement across all subjects for all students.

Index 1: Student Achievement

■ Assessments

- Grades 3–8: STAAR, STAAR-A, STAAR Alternate 2, and STAAR-L
- End-of-course exams (EOCs): STAAR, STAAR-A, STAAR Alternate 2, STAAR-L, and substitute assessments
 - Substitute assessments include ACT, AP, IB, PLAN, PSAT, SAT, and TSI.
 - <http://texreg.sos.state.tx.us/fids/201505116-1.pdf>

■ Performance Standards

- STAAR, STAAR-A, STAAR Alternate 2
 - Meets or exceeds Level II Satisfactory Standard
 - Meets or exceeds ELL progress measure expectations
- STAAR-L
 - Meets or exceeds ELL progress measure expectations
- EOC substitute assessment
 - Meets equivalency standard

For more information about the ELL progress measure, please visit tea.texas.gov/student.assessment/ell.

Index 1: Student Achievement

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- **Assessments by subject**
 - Reading (grades 3–8)
 - Writing (grades 4 and 7)
 - Mathematics (grades 3–8)
 - Science (grades 5 and 8)
 - Social studies (grade 8)
 - English I
 - English II
 - Algebra I
 - Biology
 - U.S. History

Index 1: Student Achievement

Methodology

- Each percentage of tests that meet or exceed the performance standard contributes one point to the index score.
- Index scores range from 0 to 100. Because Index 1 has only one component, the total index points and index score are the same.

Total Index Points = Index Score

| | Reading | | Mathematics | | Writing | | Science | | Social Studies | | Total | % Met Level II Satisfactory Standard | Index Points |
|--|---------|---|-------------|---|---------|---|---------|---|----------------|---|-------|--------------------------------------|--------------|
| Tests Met or Exceeded Performance Standard | 50 | + | 38 | + | 19 | + | 10 | + | 19 | = | 136 | 45% | 45 |
| Total Tests | 100 | + | 100 | + | 42 | + | 40 | + | 23 | = | 305 | | |
| Index 1 Score | | | | | | | | | | | | | 45 |

Index 2: Student Progress

Index 2: Student Progress provides an opportunity for districts and campuses to receive credit for improving student performance independent of overall student achievement.

Index 2: Student Progress

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■ Assessments

- Grades 3–8: STAAR, STAAR-A, STAAR Alternate 2, and STAAR-L
- End-of-course exams (EOCs): STAAR, STAAR-A, STAAR Alternate 2, and STAAR-L

■ Performance Standards

Meets or exceeds STAAR or ELL progress measure expectations

■ Subjects/Courses

- Reading
- Mathematics
- English I (ELL progress measure only)
- English II
- Algebra I

For more information about the ELL progress measure, please visit tea.texas.gov/student.assessment/ell.

Index 2: Student Progress

2016 STAAR and ELL Progress Measures (PM) by Subject Area and School Type

| Elementary School | Middle School | High School |
|-----------------------|---------------------|-------------------------|
| Reading | | |
| Grade 3 (ELL PM only) | Grade 6 Reading | English I (ELL PM only) |
| Grade 4 Reading | Grade 7 Reading | English II |
| Grade 5 Reading | Grade 8 Reading | – |
| Mathematics | | |
| Grade 3 (ELL PM only) | Grade 6 Mathematics | Algebra I |
| Grade 4 Reading | Grade 7 Mathematics | – |
| Grade 5 Reading | Grade 8 Mathematics | – |
| – | Algebra I | – |

Index 2: Student Progress

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Methodology

- For each percentage of tests that meet or exceed the STAAR or ELL progress measure expectations, a district or campus earns one point.
- For each percentage of tests that exceed the STAAR or ELL progress measure expectations, a district or campus earns one point.
- Results are reported for All Students combined and for nine subgroups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, two or more races, special education, and ELL.
- For each subgroup, a district or campus can earn up to 200 points. The index score—ranging from 0 to 100—is calculated by dividing the total points earned by the total available points.

Index 2: Student Progress

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| STAAR Weighted Progress Rate | All | African Amer. | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | ELL | Total Points | Max. Points |
|---|-----|---------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-----|--------------|-------------|
| Total Tests: All Subjects | 989 | 64 | 828 | 39 | | | | | 75 | 819 | | |
| Met or Exceeded Progress Number of Tests | 732 | 51 | 621 | 28 | | | | | 49 | 614 | | |
| Exceeded Progress Number of Tests | 198 | 16 | 124 | 4 | | | | | 4 | 164 | | |
| Met or Exceeded Progress Percent of Tests | 74% | 80% | 75% | 72% | | | | | 65% | 75% | | |
| Exceeded Progress Percent of Tests | 20% | 25% | 15% | 10% | | | | | 5% | 20% | | |
| Weighted Progress Rate | 94 | 105 | 90 | 82 | | | | | 70 | 95 | 536 | 1200 |
| Total | | | | | | | | | | | 536 | 1200 |
| Index 2 Score (total points divided by maximum points) | | | | | | | | | | | 45 | |

Index 3: Closing Performance Gaps

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

Index 3: Closing Performance Gaps

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■ Assessments

- Grades 3–8: STAAR, STAAR-A, and STAAR Alternate 2
- End-of-course exams (EOCs): STAAR, STAAR-A, and STAAR Alternate 2

■ Performance Standards

- Meets or exceeds STAAR Level II Satisfactory Standard and Level III Advanced
- Meets or exceeds expectations on ELL progress measure and STAAR Final Level II

■ Subjects

- Reading
- Writing
- Mathematics
- Science
- Social studies

For more information about the ELL progress measure, please visit tea.texas.gov/student.assessment/ell.

Index 3: Closing Performance Gaps

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Student Groups

- Economically disadvantaged
- The two lowest-performing racial/ethnic student groups based on the ***Student Groups to be Evaluated in 2016 for Index 3: Closing Performance Gaps*** report posted December 15, 2015, in TEASE.

Index 3: Closing Performance Gaps

Selecting the Appropriate Racial/Ethnic Group(s): Identify the racial/ethnic student groups that have 25 or more tests in both ELA/reading and mathematics in the previous year (minimum-size criteria).

TEXAS EDUCATION AGENCY

**2015 STAAR Performance
Used for Determining Lowest-Performing Racial/Ethnic Group(s)
in 2016 for Index 3: Closing Performance Gaps
(if Minimum-Size Criteria are Met)**

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|
| 2015 STAAR Performance † | | | | | | | | |
| All Subjects (includes all subject areas tested) | | | | | | | | |
| % at Phase-in Satisfactory Standard | 87% | 91% | 76% | 89% | 92% | 96% | - | 98% |
| # at Phase-in Satisfactory Standard | 3,081 | 170 | 474 | 2,280 | 34 | 24 | - | 95 |
| Total Tests | 3,536 | 186 | 620 | 2,567 | 37 | 25 | 4 | 97 |
| Reading | | | | | | | | |
| % at Phase-in Satisfactory Standard | 88% | 97% | 77% | 89% | 86% | 88% | - | 97% |
| # at Phase-in Satisfactory Standard | 1,177 | 70 | 191 | 857 | 12 | 7 | - | 38 |
| Total Tests | 1,345 | 72 | 247 | 963 | 14 | 8 | 2 | 39 |
| Mathematics | | | | | | | | |
| % at Phase-in Satisfactory Standard | 87% | 93% | 78% | 88% | 92% | 100% | - | 97% |
| # at Phase-in Satisfactory Standard | 947 | 56 | 148 | 692 | 11 | 8 | - | 31 |
| Total Tests | 1,086 | 60 | 189 | 784 | 12 | 8 | 1 | 32 |

Index 3: Closing Performance Gaps

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- From the racial/ethnic student groups that meet minimum-size criteria, select the lowest-performing group(s).
- If three or more racial/ethnic student groups meet minimum-size criteria, the performance of the two lowest-performing groups is included.

TEXAS EDUCATION AGENCY

2015 STAAR Performance Used for Determining Lowest-Performing Racial/Ethnic Group(s) in 2016 for Index 3: Closing Performance Gaps (if Minimum-Size Criteria are Met)

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|
| 2015 STAAR Performance † | | | | | | | | |
| All Subjects (includes all subject areas tested) | | | | | | | | |
| % at Phase-in Satisfactory Standard | 87% | 91% | 76% | 89% | 92% | 96% | - | 98% |
| # at Phase-in Satisfactory Standard | 3,081 | 170 | 474 | 2,280 | 34 | 24 | - | 95 |
| Total Tests | 3,536 | 186 | 620 | 2,567 | 37 | 25 | 4 | 97 |
| Reading | | | | | | | | |
| % at Phase-in Satisfactory Standard | 88% | 97% | 77% | 89% | 86% | 88% | - | 97% |
| # at Phase-in Satisfactory Standard | 1,177 | 70 | 191 | 857 | 12 | 7 | - | 38 |
| Total Tests | 1,345 | 72 | 247 | 963 | 14 | 8 | 2 | 39 |
| Mathematics | | | | | | | | |
| % at Phase-in Satisfactory Standard | 87% | 93% | 78% | 88% | 92% | 100% | - | 97% |
| # at Phase-in Satisfactory Standard | 947 | 56 | 148 | 692 | 11 | 8 | - | 31 |
| Total Tests | 1,086 | 60 | 189 | 784 | 12 | 8 | 1 | 32 |

Index 3: Closing Performance Gaps

If two racial/ethnic student groups meet minimum-size criteria, performance of only the lowest-performing group is included.

TEXAS EDUCATION AGENCY
2015 STAAR Performance
Used for Determining Lowest-Performing Racial/Ethnic Group(s)
in 2016 for Index 3: Closing Performance Gaps
(if Minimum-Size Criteria are Met)

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|
| 2015 STAAR Performance ‡ | | | | | | | | |
| All Subjects (includes all subject areas tested) | | | | | | | | |
| % at Phase-in Satisfactory Standard | 76% | - | 79% | 74% | - | - | - | 86% |
| # at Phase-in Satisfactory Standard | 165 | - | 58 | 93 | - | - | - | 6 |
| Total Tests | 216 | 2 | 73 | 125 | 7 | 2 | - | 7 |
| Reading | | | | | | | | |
| % at Phase-in Satisfactory Standard | 83% | - | 81% | 83% | - | - | - | - |
| # at Phase-in Satisfactory Standard | 67 | - | 22 | 39 | - | - | - | - |
| Total Tests | 81 | 1 | 27 | 47 | 2 | 1 | - | 3 |
| Mathematics | | | | | | | | |
| % at Phase-in Satisfactory Standard | 77% | - | 78% | 77% | - | - | - | - |
| # at Phase-in Satisfactory Standard | 62 | - | 21 | 36 | - | - | - | - |
| Total Tests | 81 | 1 | 27 | 47 | 2 | 1 | - | 3 |

Index 3: Closing Performance Gaps

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If only one racial/ethnic student group meets the prior-year minimum-size criteria, the racial/ethnic group is not included, and the Index 3 score is based on only the performance of the economically disadvantaged student group.

TEXAS EDUCATION AGENCY

2015 STAAR Performance Used for Determining Lowest-Performing Racial/Ethnic Group(s) in 2016 for Index 3: Closing Performance Gaps (if Minimum-Size Criteria are Met)

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races |
|---|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|
| 2015 STAAR Performance † | | | | | | | | |
| All Subjects (includes all subject areas tested) | | | | | | | | |
| % at Phase-in Satisfactory Standard | 83% | - | 83% | 83% | 100% | - | - | 88% |
| # at Phase-in Satisfactory Standard | 500 | - | 24 | 440 | 14 | - | - | 14 |
| Total Tests | 600 | 4 | 29 | 530 | 14 | - | - | 16 |
| Reading | | | | | | | | |
| % at Phase-in Satisfactory Standard | 85% | - | 67% | 86% | - | - | - | 86% |
| # at Phase-in Satisfactory Standard | 191 | - | 8 | 171 | - | - | - | 6 |
| Total Tests | 224 | 1 | 12 | 198 | 4 | - | - | 7 |
| Mathematics | | | | | | | | |
| % at Phase-in Satisfactory Standard | 77% | - | 88% | 77% | - | - | - | 86% |
| # at Phase-in Satisfactory Standard | 147 | - | 7 | 129 | - | - | - | 6 |
| Total Tests | 190 | 1 | 8 | 168 | 4 | - | - | 7 |

Index 3: Closing Performance Gaps

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Methodology

- For each percentage of tests at or above the Level II Satisfactory Standard or ELL progress measure expectations (for certain ELL students), a district or campus earns one point.
- For each percentage of tests at or above the Level III Advanced Standard or Final Level II (for certain ELL students), a district or campus earns one point.
- For each student group and each subject, a district or campus can earn up to 200 points. The index score—ranging from 0 to 100—is calculated by dividing the total points earned by the total available points.

Index 3: Closing Performance Gaps

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| STAAR Weighted Progress Rate | Economically Disadvantaged | Lowest-Performing Racial/Ethnic Group 1 | Lowest-Performing Racial/Ethnic Group 2 | Total Points | Max. Points |
|--|----------------------------|---|---|--------------|-------------|
| Total Tests: Reading | 80 | 40 | 25 | | |
| Satisfactory Standard Number of Tests | 80 | 20 | 25 | | |
| Advanced Standard Number of Tests | 40 | 0 | 25 | | |
| Satisfactory Standard Percent of Tests | 100% | 50% | 100% | | |
| Advanced Standard Percent of Tests | 50% | 0% | 100% | | |
| Weighted Performance Rate—Reading | 150 | 50 | 200 | 400 | 600 |

Index 3: Closing Performance Gaps

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

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of a high school diploma as the foundation of success in college, the workforce, job training programs, or the military.

Index 4: Postsecondary Readiness

- Index 4 is comprised of four equally weighted components:
 - STAAR component: postsecondary readiness standard
 - Graduation rate (or annual dropout rate)
 - Graduation plan (RHSP/DAP/FHSP-E/FHSP-DLA rate)
 - Postsecondary component: college and career readiness

- Districts, high schools, and K–12 campuses are evaluated on all four components.

- If a district, high school, or K–12 campus does not have data for any of the three non-STAAR components, only the STAAR component is used.

- Elementary and middle schools are evaluated on the STAAR component only.

Index 4: Postsecondary Readiness

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STAAR Component

- **Assessments**
 - STAAR, STAAR-A
 - EOC substitute assessments

- **Performance Standard**
 - STAAR: Final Level II or above on two or more subjects. If only one subject was tested then must meet Final Level II on that assessment.
 - Substitute assessments: equivalency standard

- **Subjects**
 - Reading
 - Writing
 - Mathematics
 - Science
 - Social studies

Index 4: Postsecondary Readiness

Graduation Rate/Annual Dropout Rate Component

The annual graduation rate is used for Index 4 unless longitudinal data is not available. The annual dropout rate is used only when data for graduation rate is not available.

■ Graduation Rate

Of the two following options, the graduation rate that contributes the most points to the index score is used.

- Four-year longitudinal graduation rate for grades 9–12
- Five-year longitudinal graduation rate for grades 9–12

■ Annual Dropout Rate

- Used only when neither graduation rate is available
- Calculated as the number of students in grades 9–12 designated as having dropped out divided by the number of students enrolled in grades 9–12 at any time during the school year

Index 4: Postsecondary Readiness

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Graduation Plan Component

- This component is based on a four-year longitudinal cohort.
- Two percentages are calculated:
Of the two following options, the graduation plan that contributes the most points to the index score is used.
 - The percentage of students who graduated under either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP)
 - The percentage of students graduating under either the RHSP/DAP or the Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (DLA)
- The annual RHSP/DAP/FHSP-E/FHSP-DLA graduation rate is used for any district or campus for which longitudinal data is not available.

Index 4: Postsecondary Readiness

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Postsecondary Component: College and Career Readiness

Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:

- Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the TSI assessment, SAT, or ACT
- Earn credit for at least two advanced/dual-credit courses
- Enroll in a coherent sequence of CTE courses (including a Tech Prep program) as part of a four-year plan of study to take two or more courses for three or more credits

Index 4: Postsecondary Readiness

| Indicator | All Students | African Amer. | Amer. Indian | Asian | Hispanic | Pacific Islander | White | Two or More Races | ELL | Special Ed. | Total Points | Max. Points |
|--|--------------|---------------|--------------|-------|----------|------------------|-------|-------------------|-------|-------------|--------------|-------------|
| • 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 | |
| • 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 | |
| • Graduation Plan | | | | | | | | | | | | |
| Longitudinal RHSP/DAP Rate | 72.7% | 76.4% | | | 83.6% | | 83.0% | | | | 315.7 | 400 |
| Longitudinal RHSP/DAP/FHSP E/DLA | 70.5% | 75.4% | | | 81.5% | | 82.0% | | | | 309.4 | 400 |
| RHSP/DAP: Score (total RHSP/DAP points divided by maximum points) | | | | | | | | | | | 78.9 | |
| • 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 | |

Index 4: Postsecondary Readiness

Example 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 | 78.9 | X | 25% | 19.7 |
| College and Career Readiness Score | 80.3 | X | 25% | 20.1 |
| Index 4: Score | | | | 67 |

Index 4: Postsecondary Readiness (AEA)

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AEA Charter Districts and Campuses (including dropout recovery campuses)

- Index 4 for AEA charter districts and campuses is based on two components:
 - STAAR postsecondary readiness standard (25% of the index score)
 - Graduation rate/annual dropout rate (75% of the index score)
- If STAAR indicator is not available, only graduation rate/dropout rate is used.
- If graduation rate/dropout rate is not available, a district or campus is not evaluated on Index 4.

Index 4: Postsecondary Readiness (AEA)

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STAAR Indicator

■ Assessments

- STAAR, STAAR-A
- EOC substitute assessments

■ Performance Standard

- STAAR: Final Level II or above on two or more subjects. If only one subject was tested then must meet Final Level II on that assessment.
- Substitute assessments: equivalency standard

■ Subjects/Courses

- Reading
- Writing
- Mathematics
- Science
- Social studies

Index 4: Postsecondary Readiness (AEA)

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Graduation Rate/Annual Dropout Rate Indicator

■ Graduation Rate

- The rate includes not only graduates, but also continuers and GED recipients.
- Of the three following options, the graduation rate that contributes the most points to the index score is used:
 - Four-year graduates, continuers, and GED recipients
 - Five-year graduates, continuers, and GED recipients
 - Six-year graduates, continuers, and GED recipients

■ Annual Dropout Rate

The dropout rate is used only when no graduation rate is available.

Index 4: Postsecondary Readiness (AEA)

Bonus Points: Up to 30 bonus points are added for the following indicators:

- Percentage of RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA graduates
 - This percentage is based on four-year longitudinal cohort or annual graduates.
 - The annual rate is used if the four-year longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA data is not available or does not meet minimum-size criteria.

- Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:
 - Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the TSI assessment, SAT, or ACT
 - Earn credit on at least two advanced/dual-credit courses
 - Enroll in a coherent sequence of CTE courses (including a Tech Prep program) as part of a four-year plan of study to take two or more courses for three or more credits

- Excluded Student Credit
Earned when recovered dropouts or other students excluded from state dropout-rate calculations either graduate or earn a GED

Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses 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 | |
| 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 Total | | | | | | | | | | | 368.5 | 600 |
| Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points) | | | | | | | | | | | 61.4 | |

Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate

Bonus Points

| | | | |
|---|-------|--|-----------|
| Graduation Plan | 33.3% | | 33 |
| College and Career Readiness | | | 0 |
| Excluded students credit | | | 0 |
| Total Bonus Points (maximum of 30) | | | 30 |

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 Standard | 51.8 | X | 25% | 13.0 |
| Graduation, Continuers, GED Rate | 61.4 | X | 75% | 46.1 |
| Bonus Points | 30.0 | | | 30 |
| Index 4: Score | | | | 89 |

AEA Campus Registration

- To be rated under AEA provisions, a campus must register as an alternative education campus (AEC).
- Campuses register each April through the TEASE Accountability website.
- Dropout recovery schools who meet enrollment requirements are allowed to register for evaluation under AEA provisions.
- To register as an AEC, a campus must meet two criteria:
 - At least 75% of its students must be considered at risk as verified by current-year PEIMS fall enrollment data. (Campuses with less than 75% at-risk student enrollment may use prior-year PEIMS data to qualify.)
 - At least 50% of its students are enrolled in grades 6–12.

Distinction Designations

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- Distinction designations are awarded to districts and campuses in recognition of outstanding achievement.
- To be eligible for distinction designations, a district or campus must receive a *Met Standard* rating.
- Districts and campuses rated using AEA provisions are not eligible.
- Campus distinctions are based on indicators of student performance in comparison to 40 similar campuses.

Distinction Designations

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- Campuses may be awarded distinction designations for outstanding achievement in the following areas:
 - English language arts/reading
 - Mathematics
 - Science
 - Social studies
 - Student progress
 - Closing performance gaps
 - Postsecondary readiness

- Districts may be awarded distinction designations for outstanding achievement in postsecondary readiness.

System Safeguards

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- The purpose of the system safeguards report is to ensure that—in the aggregated district or campus reports—substandard performance in one area or one student group is not disguised by acceptable performance in other areas or other student groups.
- System safeguards also help identify whether state-level interventions are needed.
- Performance results are disaggregated to show the performance of each student subgroup on Index 1.

System Safeguards

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- The following indicators are included in the system safeguards report:
 - Performance rates (district and campus) by subject: reading, mathematics, writing, science, and social studies
 - Federal performance rates (district and campus) by subject: reading and mathematics
 - Participation rates (district and campus) by subject: reading and mathematics
 - Federal graduation rates (district and campus)
 - Federal limits on alternative assessments (district only)

System Safeguards Measures and Targets

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- Results for the following groups are included in system safeguards reports:
 - All students
 - Seven racial/ethnic student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and two or more races
 - Economically disadvantaged
 - Students served by special education
 - English language learners (ELLs)

- 2016 targets for the disaggregated system-safeguards results are as follows:
 - STAAR performance target corresponds to Index 1 (60%)
 - Federal performance target corresponds to Index 1 (87%)
 - STAAR participation target required by federal accountability (95%)
 - Federal graduation rate targets and improvement calculations for four-year rate (88%) and five-year rate (90%)

- Safeguards results that miss targets are addressed through the Texas Accountability Intervention System (TAIS).

System Safeguards Measures and Targets

| Indicator | All Students | African Amer. | Amer. Indian | Asian | Hispanic | Pacific Islander | White | Two or More Races | Eco. Disadv. | ELL | Special Ed. |
|---|--------------|-----------------------|--------------|-------|----------|------------------|-------|-------------------|--------------|-----|-------------|
| Performance Rates | | | | | | | | | | | |
| Reading | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| Mathematics | 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% |
| Federal Performance Rates | | | | | | | | | | | |
| Reading | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% |
| Mathematics | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% | 87% |
| 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 (includes improvement targets) | | | | | | | | | | | |
| 4-year | 88% | 88% | 88% | 88% | 88% | 88% | 88% | 88% | 88% | 88% | 88% |
| 5-year | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| District Limits on Use of Alternative Assessment Results | | | | | | | | | | | |
| Reading – STAAR Alt 2 | 1% | <i>Not Applicable</i> | | | | | | | | | |
| Mathematics – STAAR Alt 2 | 1% | <i>Not Applicable</i> | | | | | | | | | |

2016 Accountability Manual

The *2016 Accountability Manual* describes the 2016 accountability system and explains how accountability ratings are assigned and distinction designations are awarded.

2016 Accountability Manual

<http://tea.texas.gov/2016accountabilitymanual.aspx>

The manual is updated annually to reflect changes to the accountability system. Chapters 2–9 of the manual are currently posted on the Texas Register for public review and comment as part of the administrative rule adoption process.

2016 Accountability Calendar

| Year | Date | Activity |
|--------|-------------------------------|--|
| 2015 | July 6–10 | STAAR EOC testing |
| | October 30 | Snapshot date (2015–16 PEIMS Submission 1) |
| | December 7–11 | STAAR EOC testing |
| | December 10 | 2015–16 PEIMS submission 1 due |
| 2016 | January 21 | Last date to resubmit changes and corrections to PEIMS submission 1 |
| | February 12 | 2015 accountability decisions announced (public web) |
| | March 7–April 6 | TELPAS testing window |
| | March 28–April 8 | 2016 AEA campus registration process (TEASE) |
| | March 29 | STAAR: grades 4 and 7 writing, grades 5 and 8 mathematics, English I EOC |
| | March 30 | STAAR: grades 5 and 8 reading |
| | March 31 | STAAR: English II EOC |
| | April 4–22 | STAAR Alternate 2 testing window |
| | April 29 | 2016 Final lists of AEA campuses and charter operators (public web) |
| | May 2–6 | STAAR EOC testing |
| | May 2–May 13 | Campus pairing process (TEASE) |
| | May 9 | STAAR: grades 3, 4, 6, and 7 mathematics |
| | May 9–10 | STAAR: grades 5 and 8 reading and mathematics (retest) |
| | May 10 | STAAR: grades 3, 4, 6, and 7 reading |
| May 11 | STAAR: grades 5 and 8 science | |

2016 Accountability Calendar

| Year | Date | Activity |
|------|-------------------------------|---|
| 2016 | May 12 | STAAR: grade 8 social studies |
| | May 13 | <i>2016 Accountability Manual</i> , chapters 2–9 (public web) |
| | May 27–June 27 | Public comment period for <i>2016 Accountability Manual</i> |
| | June 2 | Longitudinal graduation and annual dropout lists and rates (TEASE) |
| | June 9 | List of 2016 campus comparison groups (TEASE) |
| | June 16 | Confidential Lists of College and Career Ready Graduates for 2016 State Accountability (TEASE) |
| | Mid June | <i>2016 Accountability Manual</i> , all chapters (public web) |
| | August 5 | 2016 Preliminary Performance Index Tables without rating labels (TEASE) |
| | August 5 | Campuses identified under PEG criteria for 2017–18 school year (TEASE) |
| | August 11 | 2016 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards (TEASE) |
| | August 12 | 2016 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards (public web) |
| | August 12 | Campuses identified under PEG criteria for 2017–18 school year (public web) |
| | August 12–September 16 | 2016 Appeals application available to districts (TEASE) |
| | September 16 | 2016 Appeals Deadline |
| | September 30 | 2016 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 | 2016 final ratings release after resolution of appeals (TEASE and public web) |

2016 Accountability Calendar

| Year | Date | Activity |
|------|------------------|--|
| 2016 | November | Preliminary longitudinal graduation cohort lists updated (TEASE) |
| | November | 2015–16 Texas Academic Performance Reports (TAPR) (public web) |
| | December | 2016 Texas School Accountability Dashboards (public web) |
| | December-January | 2015–16 School Report Card and Federal Report Card (public web) |

House Bill 2804, 84th Texas Legislature (HB 2804)

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- HB 2804 established the creation and implementation of an A–F accountability rating system.

- Districts and campuses will be rated on five domains:
 - **Domain I: Student Achievement**
 - **Domain II: Student Progress**
 - **Domain III: Closing Performance Gaps**
 - **Domain IV: Postsecondary Readiness**
 - **Domain V: Community and Student Engagement**

HB 2804 Implementation Timeline

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- **Fall 2015–Summer 2016**
Texas Commission on Next Generation Assessments and Accountability meets
- **September 1, 2016**
Texas Commission on Next Generation Assessments and Accountability delivers a recommendations report to governor and legislature
- **December 1, 2016**
TEA adopts a set of indicators for A–F ratings
- **January 1, 2017**
TEA releases report showing the rating that each district and campus would have received for the 2015–16 school year if the A–F rating system had been in place

HB 2804 Implementation Timeline

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- **Summer 2017**

Districts and campuses report to TEA which three Community and Student Engagement indicators will be used for Domain V and the criteria that will be used to measure performance in those indicators

- **Spring 2018**

Districts and campuses assign to themselves an overall rating of **A**, **B**, **C**, **D**, or **F** for Domain V and a rating for each of the three Community and Student Engagement indicators used for Domain V

- **August 15, 2018**

Each district and campus is assigned an overall rating of **A**, **B**, **C**, **D**, or **F** and a rating for each domain beginning with the 2017–18 school year

Texas Education Agency Secure Environment

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- The Texas Education Agency Secure Environment (TEASE) Accountability website provides school districts and charters with confidential, unmasked data tables; summary tables; confidential student listings; data files; and other accountability information.
- Only superintendents and their designees have access to TEASE Accountability.
- Each superintendent and charter school executive director should apply for access and may designate others to have access as well.
- The TEASE Accountability website is accessible at <http://ritter.tea.state.tx.us/forms/tease/accountability.htm>.

Performance Reporting Products

- The **Texas Academic Performance Report (TAPR)**, formerly known as the Academic Excellence Indicator System (AEIS) report, pulls together a wide range of information annually on the performance of students in each school and district in Texas. The report also provides extensive information on staff, programs, and demographics for each school and district.
- **School Report Cards** present selected information from the TAPR.
- **Accountability Ratings** provide ratings as well as the data used to determine the ratings for each campus and district. The site also shows the distinction designations earned by campuses and districts.
- The **Snapshot** provides an overview of public education in Texas for a particular school year and includes a profile of basic characteristics for each district and campus.

Performance Reporting Products

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- The **Texas Performance Reporting System (TPRS)** provides additional performance reports and results not previously available.
- The **Texas Consolidated School Accountability Report (TCSR)** combines the accountability rating, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in Texas.
- The **Texas School Accountability Dashboard** makes it possible to find clear and concise accountability information and demographics for an individual school, an entire school district, or the state as a whole. It also allows anyone to easily compare districts or schools (<http://www.texaschoolaccountabilitydashboard.org/>).

Performance Reporting Resources and Contacts

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- **2016 Accountability Rating System**
<http://tea.texas.gov/2016accountability.aspx>
- **Performance Reporting Resources**
<http://tea.texas.gov/perfreport/resources/index.html>
- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **Performance Reporting E-mail**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704