

## Chapter 2 – Ratings Criteria and Index Targets

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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 <sup>th</sup> Percentile* | 28      | 57             | 13                   |
| Campuses         |         |                             |         |                |                      |
| Elementary       | 60      | 5 <sup>th</sup> Percentile* | 28      | n/a            | 12                   |
| Middle           |         | 5 <sup>th</sup> Percentile* | 27      | n/a            | 13                   |
| High School/K-12 |         | 5 <sup>th</sup> 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/<br>Dropout Rate<br>Component Only |
| AEA Charter Districts and Campuses | 35      | 5 <sup>th</sup> 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

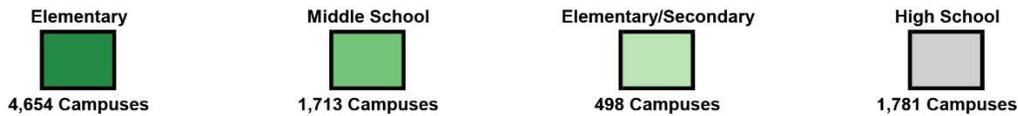
For example, a campus with performance data for all four indexes must meet the target on either Index 1 or Index 2 and the targets on Index 3 and Index 4. A campus with performance data for Index 1, Index 3, and Index 4 must meet the target on all three of those. A campus with performance data for only 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<br>Phase-in<br>Satisfactory<br>Standard | Index<br>Points |       |    |
|---|-----|---|---|---|-----|---|---|---|----|---|-----------------|-------|----|
| STAAR Performance   | R   |   | M |   | W   |   | S |   | SS |   |                 | Total |    |
| # Phase-in<br>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:<br>All Subjects                | All | African<br>Amer. | Hispanic | White | American<br>Indian | Asian | Pacific<br>Islander | Two or<br>More<br>Races | Special<br>Ed | ELL | Total<br>Points | Max.<br>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:<br>% Met or Exceeded Progress        | 74% | 80%              | 75%      |       |                    |       |                     |                         | 65%           | 75% |                 |                |
| % Exceeded Progress                                    | 20% | 25%              | 15%      |       |                    |       |                     |                         | 5%            | 20% |                 |                |
| All Subjects Weighted<br>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%                                      |              |                |
| <b>Reading Weighted Performance Rate</b>                          | <b>150</b>                 | <b>50</b>                                 | <b>200</b>                                | <b>400</b>   | <b>600</b>     |

| 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"> <li>• STAAR Postsecondary Readiness Standard</li> </ul> |                 |               |              |       |          |                  |           |                   |       |              |              |             |
| % 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"> <li>• Graduation Rate</li> </ul>                        |                 |               |              |       |          |                  |           |                   |       |              |              |             |
| 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"> <li>• Graduation Plan</li> </ul>                        |                 |               |              |       |          |                  |           |                   |       |              |              |             |
| 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"> <li>• Postsecondary Component</li> </ul>                |                 |               |              |       |          |                  |           |                   |       |              |              |             |
| 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 |
| <b>STAAR Postsecondary Readiness Standard</b>  |              |               |              |       |          |                  |       |                   |             |       |              |             |
| % 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"> <li>• <b>Graduation, Continuers, and GED Rate</b></li> </ul>                |              |               |              |       |          |                  |       |                   |             |       |              |             |
| 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         |
| <b>Total Bonus Points (maximum of 30)</b> |       |  |  | <b>30</b> |

| 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           |
| <b>Index 4: Score</b>  |                 |             |           | <b>89</b>    |

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           |              |             |
| <b>Index 4 Score</b>  |                 |               |              |       |          |                  |       |                   |             | <b>62</b>    |              |             |
| 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         |
| <b>STAAR Postsecondary Readiness Standard : Score (total points divided by maximum points)</b>                      |                 |               |              |       |          |                  |       |                   |             | <b>50.6</b>  |              |             |
| • 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         |
| <b>Graduation, Continuers, and GED or Annual Dropout Rate: Score (total points divided by maximum points)</b>       |                 |               |              |       |          |                  |       |                   |             | <b>32.1</b>  |              |             |

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

# Chapter 4 – Performance Index Indicators

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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 |  |
| <b>Index 1: Student Achievement</b>                | <b>STAAR End-of-Course</b>   |  |             |  |
|  | <i>Assessments</i>   |  |             |  |
|  |  | STAAR and STAAR L*:<br>Algebra I<br>English I<br>English II<br>Biology<br>U.S. History   |             |  |
|  | <i>Student Performance Standards</i>   |  |             |  |
|  |  | STAAR and STAAR L*: Phase-in 1 Level II or above<br><i>or</i><br>ELL Progress Measures*: Meets or Exceeds Expectation<br><i>or</i><br>Substitute Assessments**: Meets Equivalency Standard   |             |  |
|  | <i>Retests</i>   |  |             |  |
|  |  | Performance standards can be met by:<br>End-of-Course (EOC) tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015); or,<br>EOC tests that were retaken within the 2015 accountability cycle following a first attempt in a prior accountability cycle. |             |  |
| <b>STAAR Grades 3 – 8</b>                          |  |  |             |  |
| <i>Assessments</i>                                 |  |  |             |  |
|  | n/a  | STAAR and STAAR L*:<br>Grades 3 – 8 English (excluding mathematics)<br>Grades 3 – 5 Spanish (excluding mathematics)  |             |  |
| <i>Student Performance Standards</i>               |  |  |             |  |
|  | n/a  | STAAR and STAAR L*: Phase-in 1 Level II or above<br><i>or</i><br>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  |  |
| <b>Index 2: Student Progress</b>                   | <b>STAAR End-of-Course</b>   |  |  |  |
|  | <i>Assessments</i>   |  |  |  |
|  |  | STAAR and STAAR L*:<br>Algebra I<br>English I (ELL Progress Measure only)<br>English II  |  |  |
|  | <i>Student Progress Standards</i>  |  |  |  |
|  |  | STAAR Progress Measures: Meets or Exceeds Progress<br><i>or</i><br>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). |  |  |
|  | <b>STAAR Grades 3 – 8</b>  |  |  |  |
|  | <i>Assessments</i>   |  |  |  |
|  |  | n/a  | STAAR and STAAR L*:<br><br>Grades 3 – 8 English (excluding mathematics)<br>Grades 3 – 5 Spanish (excluding mathematics)  |  |
|  | <i>Student Progress Standards</i>  |  |  |  |
|  |  | n/a  | STAAR Progress Measures: Meets or Exceeds Progress<br><i>or</i><br>ELL Progress Measures*: Meets or Exceeds Expectation<br><i>or</i><br>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<br>or<br>STAAR Progress Measure<br>or<br>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                  | <b>STAAR End-of-Course</b>  |  |   |
|  | <i>Assessments</i>  |  |   |
|  |   | STAAR and STAAR L*:<br>Algebra I<br>English I<br>English II<br>Biology<br>U.S. History   |   |
|  | <i>Student Performance Standards</i>  |  |   |
|  |   | STAAR and STAAR L*: Phase-in 1 Level II or above and Level III Advanced<br><i>or</i><br>ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above   |   |
|  | <i>Retests</i>  |  |   |
|  |   | Performance standards can be met by:<br>EOC tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015); or,<br>EOC tests that were retaken within the 2015 accountability cycle following a first attempt in a prior accountability cycle. |   |
|  | <b>STAAR Grades 3 – 8</b>   |  |   |
|  | <i>Assessments</i>  |  |   |
|  |   | n/a  | STAAR and STAAR L*:<br>Grades 3 – 8 English (excluding mathematics)<br>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<br><i>or</i><br>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   |   |   |
|--------------------------------------|---------------------------------------|--|---|---|
|                                      |                                       | English test version   | Spanish test version                    | Any test version  |
| Index 3:<br>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 |
|                                      | <i>First year</i>                     | Not included   |   |   |
|                                      | <i>Second year</i>                    | One Point:<br>ELL Progress Measure<br>Two Points:<br>STAAR Final Level II          | One Point:<br>STAAR Phase-in 1 Level II | One Point:<br>STAAR Phase-in 1 Level II   |
|                                      | <i>Third year</i>                     |  |   |   |
|                                      | <i>Fourth year</i>                    | One Point:<br>STAAR Phase-in 1 Level II<br>Two Points:<br>STAAR Advanced Level III | Two Points:<br>STAAR Advanced Level III | Two Points:<br>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                   | <b>STAAR End-of-Course*</b>   |   |  |  |
|  | <i>Assessments</i>  |   |  |  |
|  |   | STAAR:<br>Algebra I<br>English I<br>English II<br>Biology<br>U.S. History   |  |  |
|  | <i>Student Performance Standards</i>  |   |  |  |
|  |   | STAAR:<br>Final Level II or above<br><i>or</i><br>Substitute Assessments:<br>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). |  |  |
|  | <b>STAAR Grades 3 – 8*</b>  |   |  |  |
|  | <i>Assessments</i>  |   |  |  |
|  |   | n/a   | STAAR:<br>Grades 3 – 8 English (excluding mathematics)<br>Grades 3 – 5 Spanish (excluding mathematics) |  |
|  | <i>Student Performance Standards</i>  |   |  |  |
|  |   | n/a   | STAAR:<br>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:<br>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:

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

### **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).

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

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

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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<br>93.3%   | Greater Than Expected Growth<br>2% | English I Performance<br>8% | English II Performance<br>9% | AP/IB ELA Performance<br>72% | AP/IB ELA Participation<br>48.9% | SAT/ACT Participation<br>90% | Average SAT Performance in Reading and Writing<br>1079 | Average ACT Performance in ELA<br>23.5 | Advanced/Dual Enrollment Course Completion<br>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 /<br>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> | ✓           |                                |            | ✓         |
| <b>Total Mathematics Indicators</b>   | <b>9</b>    | <b>4</b>                       | <b>N/A</b> | <b>10</b> |

**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> | ✓           |                             |            | ✓        |
| <b>Total Science Indicators</b>  | <b>6</b>    | <b>2</b>                    | <b>2</b>   | <b>8</b> |

### 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, 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*
  - *AP/IB: Social Studies*. Minimum size is 10 students enrolled in grades 11 and 12.
  - *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> | ✓           |                             |            | ✓        |
| <b>Total Social Studies Indicators</b>  | <b>5</b>    | <b>2</b>                    | <b>N/A</b> | <b>6</b> |

### 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                              | ✓           |                             |            | ✓        |
| <b>Total</b>  | <b>9</b>    | <b>1</b>                    | <b>1</b>   | <b>9</b> |

### 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<br>47%*   | Graduation Rate<br>87.7%* | RHSP/DAP Rate<br>85.9%* | College-Ready Graduates<br>85% | Advanced/Dual Enrollment Courses<br>60.9% | SAT/ACT Participation<br>94.4% | SAT/ACT Met Criterion<br>49.6% | AP/IB Met Criterion<br>61.3% | CTE-Coherent Sequence Graduates<br>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                                     |
| <b>Result</b>   |  | 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         |
| <b>Total</b>   |  | <b>19</b> | <b>28</b> |
| <b>Result:</b> | Performance on 19 of 28 indicators is in Q1, or 68%, which is less than the 70% standard.<br>The <b>Postsecondary Readiness Distinction Designation</b> is not earned. |           |           |

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## Chapter 6 – Other Accountability System Processes

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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

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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 –<br>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/](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<br>Your address<br>City, TX Zip   | postage |
| Division of Performance Reporting<br>Texas Education Agency<br>1701 North Congress Avenue<br>Austin, TX 78701-1494 |         |
| <b>Attn: Accountability Ratings Appeal</b>   |         |

- 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 5<sup>th</sup> 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,<br/>J. Q. Educator<br/>Superintendent of Schools</p> <p><i>Attachments</i></p> |
| <p>Sincerely,<br/>J. Q. Educator<br/>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,<br/>J. Q. Educator<br/>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

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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.

| <b>State Accountability System Safeguard Measures and Targets<br/>(aligned with Index 1 performance results and targets)</b> |       |                |          |       |              |       |                  |                   |               |            |       |
|--|-------|----------------|----------|-------|--------------|-------|------------------|-------------------|---------------|------------|-------|
|  | All   | African Amer.  | Hispanic | White | Amer. Indian | Asian | Pacific Islander | Two or More Races | Econ. Disadv. | Special Ed | ELLs* |
| <b>Performance Rate Targets - State</b>  |       |                |          |       |              |       |                  |                   |               |            |       |
| 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%   |
| <b>Participation Rates</b>   |       |                |          |       |              |       |                  |                   |               |            |       |
| Reading  | 95%   | 95%            | 95%      | 95%   | 95%          | 95%   | 95%              | 95%               | 95%           | 95%        | 95%   |
| Mathematics  | 95%   | 95%            | 95%      | 95%   | 95%          | 95%   | 95%              | 95%               | 95%           | 95%        | 95%   |
| <b>Federal Graduation Rates **</b>   |       |                |          |       |              |       |                  |                   |               |            |       |
| 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% |
| <b>District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i></b>                               |       |                |          |       |              |       |                  |                   |               |            |       |
| 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.

| <b>Federal Accountability System Safeguard Measures and Targets<br/>(aligned with federal AMO targets required by the ESEA waiver)</b> |       |                |          |       |              |       |                  |                   |               |            |       |
|--|-------|----------------|----------|-------|--------------|-------|------------------|-------------------|---------------|------------|-------|
|  | All   | African Amer.  | Hispanic | White | Amer. Indian | Asian | Pacific Islander | Two or More Races | Econ. Disadv. | Special Ed | ELLs* |
| <b>Performance Rate Targets – Federal</b>  |       |                |          |       |              |       |                  |                   |               |            |       |
| 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%   |
| <b>Participation Rates</b>   |       |                |          |       |              |       |                  |                   |               |            |       |
| 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%   |
| <b>Federal Graduation Rates **</b>   |       |                |          |       |              |       |                  |                   |               |            |       |
| 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% |
| <b>District Limits on Use of Alternative Assessment Results</b>  |       |                |          |       |              |       |                  |                   |               |            |       |
| 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.

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

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### 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](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](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](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](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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