

**Accountability System Development for 2015  
Accountability Technical Advisory Committee (ATAC)**

**Index 4 Transition to Foundation High School Program (FHSP) and  
Texas Success Initiative (TSI) Requirements**

Index 4: Postsecondary Readiness is designed to promote the overall goal of Texas public schools to ensure every student is ready for the transition from high school to any postsecondary goal – either entering college, the workforce or the military.

This document provides a review of the existing Index 4 components and indicators, including new information on the Foundation High School Program (FHSP) plan. A review of the current College-Ready Graduates indicator and issues related to the transition to future Texas Success Initiative (TSI) requirements are also discussed.

**2014 Index 4: Postsecondary Readiness**

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. For districts, high school campuses, and campuses serving grades K-12, Index 4 is designed to measure four equally-weighted components of postsecondary readiness. When any of the three non-STAAR components are unavailable, Index 4 is based solely on the STAAR component.

**Index 4 Calculation.**

1) *STAAR Component: Performance at Final Level II*

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.

Note that students tested on one subject area are required to meet the final Level II performance standard for that subject area. Similarly, students tested in two subject areas must meet the final Level II performance standard for both subject areas.

2) *Graduation Rate Component: 4-year or 5-year Graduation Rate; or Annual Dropout Rate*

The Class of 2013 four-year or Class of 2012 five-year graduation rates were evaluated in 2014. If a district or campus had students enrolled in grades 9, 10, 11, or 12, but did not have a four-year or five-year graduation rate, the grade 9-12 annual dropout rate for the 2012-13 school year was used for Index 4. The annual dropout rate was also used for new campuses if they did not have enough years of data to calculate a longitudinal graduation rate.

3) *Graduation Plan Component: Class of 2013 Four-year Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate*

Based on the four-year longitudinal cohort, this component was the percent of students in the class of 2013 who graduated under the Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). If a district or campus did not have a four-year longitudinal graduation cohort, the annual percent of RHSP/DAP graduates for the 2012-13 school year was used for Index

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4. The annual RHSP/DAP graduates rate was also used for new campuses if they did not have enough years of data to calculate a longitudinal graduation rate.

### 4) *Postsecondary Component: College-Ready Graduates*

Defined as the percent of graduates meeting college-ready criteria in both reading/English language arts and mathematics; this component measured high school graduates who met the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test, in both reading/English language arts and mathematics. The College-Ready Graduates indicator has been displayed on Academic Excellence Indicator System (AEIS) reports and Texas Academic Performance Reports (TAPR) since 2007. Graduates reported in the school year 2012-13 and 2013-14 were required to test on the TAKS exit-level test; therefore, the indicator definition uses TAKS results for 2014 and 2015 accountability.

### *Component Weights*

When all four components of Index 4 are evaluated, each contributes equal weight to the overall Index 4 score:

Components	Weight
STAAR Component:	25%
Graduation Component:	25%
Graduation Plan Component:	25%
Postsecondary Component:	25%

### **Future modifications to current indicators**

As required by statute, the postsecondary readiness indicators evaluated in Index 4 must be expanded to include additional Texas Success Initiative (TSI) college readiness benchmarks, including the number of students who earn postsecondary credit required for the foundation high school program, an associate's degree, or an industry certification. Below is a detailed review of each component of Index 4 with recommendations for future accountability cycles.

**Review of STAAR Component.** This new component to 2014 accountability was developed after careful deliberation to measure student performance on STAAR at the final Level II performance standard which is required by statute to be included in the performance index calculations.

***Performance Expectations.*** The STAAR component of Index 4 measures the percent of students with STAAR test results at or above the final Level II performance standard on two or more subject areas. STAAR performance at the final Level II passing standard based on two or more subjects incorporates the writing, science, and social studies subject areas in the index evaluation, which represent content areas that students also must pass in order to receive a high school diploma. The use of any two subject areas allows high schools the opportunity to contribute toward the Index 4 STAAR component even if a number of students do not take a mathematics assessment in high school. Finally, the use of any two subject areas acknowledges students' academic strengths in

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certain subject areas, but possibly not all, and provides schools time to adjust existing programs to prepare all students for postsecondary success.

Performance at this level indicates that students are sufficiently prepared for the next grade or course. The index includes final Level II performance for grades 3-8 as well as high school to recognize the role of elementary and middle schools in preparing students for the rigors of high school.

**EOC Retest Results.** Unlike Index 1 and Index 3, Index 4 STAAR results for each subject area only include students who are tested for the first time during the current accountability year, defined as a cycle that includes the previous summer administration and the current school year fall and spring administrations. That is, the student's first EOC test and subsequent course retests administered during the current accountability year are used in Index 4. Students who were tested for the first time prior to the current accountability cycle are not included in Index 4. Any student who retakes an EOC assessment has previously taken the test and did not meet the phase-in 1 Level II standard. Therefore, students who have previously taken an EOC test prior to the current accountability cycle are not included in the Index 4.

*TEA staff recommendation for 2015 accountability: No changes to the methodology for the STAAR Component. Note that the assessments evaluated in Index 4 in 2014-15 are discussed separately.*

**Review of Graduation Rate and Plan.** The emphasis on graduation and diploma plans led to the design of the Graduation Rate and Graduation Plan components in Index 4. The Index 4 components Graduation Rate and Graduation Plan (as measured by the Recommended High School/Distinguished Achievement graduation plan rate) have equal weight under the current design. Changes to the current design may be necessary in future accountability cycles to accommodate additional indicators required by statute.

**Foundation High School Program.** The Foundation High School Program (FHSP) will replace the Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) High School Programs for students who began grade 9 in 2014-15. Beginning with the class of 2018, all students will be required to select the FHSP. Until then, students may earn an MHSP, RHSP, or AHSP diploma. See the attached document *Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015*, for a brief summary of the requirements for each graduation plan.

The table below provides a summary of the transition to the Foundation High School Program from school year 2011-12 through 2014-15.

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<b>Transition to 2014-15 Graduation Requirements</b>				
	<b>School Year 2011-12</b>	<b>School Year 2012-13</b>	<b>School Year 2013-14</b>	<b>School Year 2014-15</b>
Grade 9	Class of 2015 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>	Class of 2016 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>	Class of 2017 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>	Class of 2018 <b>FHSP-E/DLA</b>
Grade 10	Class of 2014 <b>MHSP/RHSP/DAP or FHSP (no endorsement)</b>	Class of 2015 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>	Class of 2016 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>	Class of 2017 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>
Grade 11	Class of 2013 <b>MHSP/RHSP/DAP</b>	Class of 2014 <b>MHSP/RHSP/DAP or FHSP (no endorsement)</b>	Class of 2015 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>	Class of 2016 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>
Grade 12	Class of 2012 <b>MHSP/RHSP/DAP</b>	Class of 2013 <b>MHSP/RHSP/DAP</b>	Class of 2014 <b>MHSP/RHSP/DAP or FHSP (no endorsement)</b>	Class of 2015 <b>MHSP/RHSP/DAP or FHSP-E/DLA</b>

- MHSP: Minimum High School Programs
- RHSP: Recommended High School Programs
- DAP: Distinguished Achievement or Advanced (AHSP) High School Programs
- FHSP: Foundation High School Program (FHSP) without endorsement
- FHSP-E/DLA: Foundation High School Program (FHSP), with endorsement and option for Distinguished Level of Achievement (plus Performance Acknowledgment)

The new Foundation High School Program allows graduates to earn an “endorsement” in one of five areas: arts and humanities, public service, business and industry, STEM (science, technology, engineering, and math), or multidisciplinary studies. Districts must create endorsements, and, if only one endorsement is created, it must be multidisciplinary studies.

Students may graduate without an endorsement if both the school district and a parent agree. FHSP students graduating without an endorsement must earn 22 credits, whereas FHSP students graduating with an endorsement must earn, in addition to other requirements, 26 credits (1 more in math, 1 more in science, and 2 more in electives). FHSP students graduating with an endorsement may also earn a distinguished level of achievement by completing Algebra II. Finally, under the FHSP a student may earn a performance acknowledgement for outstanding performance on SAT, AP, bilingualism/biliteracy, etc.

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**2015 accountability.** Students may graduate under the FHSP beginning with the class of 2014. However, as required by statute, students graduating under the FHSP during the 2013-14 school year cannot receive an endorsement, unlike graduates on the FHSP plan in school year 2014-15 and beyond.

Public Education Information Management System (PEIMS) data record number 203, *Leaver Data*, includes graduation type which is used to determine annual and four-year Graduation Plan (RHSP/DAP rate). Leaver data is reported by districts at the beginning of the following school year during the first PEIMS submission in the month of October each year. Due to the timing of the submission, data for the 2013-14 school year are submitted in fall of 2014 (October 2014) and accessible to agency staff in spring 2015 for development of possible indicators that include FHSP graduates.

Because 2013-14 PEIMS leaver data are unavailable, it is unknown at this time how many students graduated under FHSP in 2013-14 or the consequences of either including or excluding the graduates from the diploma plan indicator.

*TEA staff recommendation for 2015 accountability:*

*Graduation Rate: Include 2013-14 FHSP graduates in the graduation rate numerator.*

*Graduation Diploma Plan: Exclude 2013-14 FHSP graduates from the graduation plan denominator.*

**Options for future accountability cycles.**

There are currently two options under consideration for the creation of a new indicator of FSHP graduation plans. Both options incorporate an indicator of FHSP that includes only FHSP with endorsement graduates and FHSP-distinguished level of achievement graduates in the numerator.

**Option 1:** Create a separate diploma plan indicator for FHSP.

$$\text{Separate: } \frac{\text{RHSP} + \text{DAP}}{\text{MHSP} + \text{RHSP} + \text{DAP}} \quad \text{and} \quad \frac{\text{FHSP-E} + \text{FHSP-DLA}}{\text{FHSP} + \text{FHSP-E} + \text{FHSP-DLA}}$$

**Option 2:** Create an integrated diploma plan indicator across RHSP/DAP and FHSP beginning with the class of 2015. The indicator is defined as FHSP-only beginning with class of 2018.

$$\text{Integrated: } \frac{\text{RHSP} + \text{DAP} + \text{FHSP-E} + \text{FHSP-DLA}}{\text{MHSP} + \text{RHSP} + \text{DAP} + \text{FHSP} + \text{FHSP-E} + \text{FHSP-DLA}}$$

Notes:

- FHSP: Foundation High School Program (FHSP) without endorsement
- FHSP-E: FHSP with endorsement, and no distinguished level of achievement
- FHSP-DLA: FHSP with endorsement and Distinguished Level of Achievement

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### Future Consideration of a possible FHSP Indicator

(defined as including only FHSP with endorsement and FHSP-distinguished level of achievement in the numerator):

- The endorsements cannot be characterized as having different degrees of rigorousness, and one endorsement will not be valued over another endorsement.
- Graduates with one endorsement are valued the same as graduates with more than one endorsement although over time this may need to be revisited.
- Algebra II is only required for the distinguished level of achievement, but it was required for both RHSP and DAP.
- Note that performance acknowledgments are not considered for this measure. Future PEIMS data submissions may or may not include performance acknowledgment information.

### Future Consideration of Separate v. Integrated Indicators:

- If separate indicators are created, a decision would have to be made on how to use the rates in the accountability system.
- An integrated rate resembles the current calculation in that all diploma plan types are included in the denominator, which is easier to understand.
- Separate rates represent a clear change in diploma plan reporting and acknowledge the non-comparability between the old and new graduation plans.
- Due to the current lack of data, it may be prudent to delay use of an indicator of FHSP until the class of 2018 (2019 accountability).

### *TEA staff recommendation for future accountability cycles:*

- *Continuing to build and use the current definition of the RHSP/DAP diploma plan indicator.*
- *Plan for review by the ATAC of the FHSP graduating plan data each year and confirmation of its use in the accountability cycle.*
- *Annually report data available from either a separate or integrated diploma plan indicator.*

### **Transition to Future Texas Success Initiative (TSI) Requirements**

In 2011, the Texas Legislature directed the THECB to develop a college readiness assessment measure, the Texas Success Initiative (TSI) Assessment that meets Texas higher education faculty expectations and could be integrated into the curriculum and instruction of Texas public high schools. THECB was also directed to set a single threshold for college readiness applicable at all Texas public institutions of higher education, in addition to providing coordinated standards across institutions of higher education for entry into college-level courses.

Beginning in fall 2013, students enrolling in a Texas public institutions of higher education without a TSI exemption (19 TAC §4.54) are required to take the TSI Assessment. Students are required to enroll in developmental education coursework if they do not reach the college level standard on the TSI Assessment prior to the start of a semester. Students are granted unlimited opportunities to take the TSI Assessment prior to a semester before being required to enroll in developmental education. Students

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required to take the TSI Assessment are subject to the following standards to be considered college-ready:

- Reading - 351
- Math - 350
- Writing - Essay score of 5 -or- 4 and a multiple choice score of 363

**Review of College-Ready Indicator.** The current College-Ready Graduates indicator was a new component added to Index 4 in 2014 accountability. The College-Ready Graduates indicator is defined as the percent of graduates meeting College Ready criteria in both reading/English language arts and mathematics, which reflects students' likelihood for postsecondary success. See the *2014 Accountability Manual, Appendix K – Data Sources* for a detailed description of the indicator definition.

The selection of a rigorous indicator of postsecondary readiness was considered necessary to meet the statutory goal for Texas to be among the top ten states in postsecondary readiness by 2020. The recommendation aligns the STAAR component emphasis on Reading/ELA and Mathematics test results with the Postsecondary Indicator. The APAC preferred an indicator that emphasized both Reading/ ELA and Mathematics in order to ensure the measure reflects students' likelihood for postsecondary success. The recommended indicator uses the College Ready criteria of in both reading/English language arts and mathematics, and is aligned with the measure that has been displayed on Academic Excellence Indicator System (AEIS) reports since 2006-07. The recommendation also reflects the general concern for rigorous indicators necessary to meet the statutory goal to be among the top ten states in postsecondary readiness by 2020.

The indicator was designed to evaluate the performance of graduates on college-ready criteria if test results were available for the student in both reading/English language arts and mathematics on either the TAKS exit level test, the SAT, or ACT testing program. Therefore, students who were absent or not tested during the spring TAKS exit level administration are only included in the college-ready graduates indicator if they took either the SAT or ACT in both reading and mathematics. The use of the primary TAKS exit level test administration alone allows the application of a uniform methodology to all districts and campuses because most students are assessed during the primary test administrations.

The TAKS exit level test results evaluated on this indicator are the grade 11 results from the primary test administered during the spring semester of the graduates' junior year in high school. Subsequent TAKS exit level administrations, such as the summer and fall test administrations, are not considered because most students assessed during these test administrations have not previously met the required performance standard (that is, the less rigorous performance standard than the college-ready standard) and are retaking TAKS exit level test(s). Note that the inclusion of the summer and fall test administrations would require all students taking the TAKS exit level test in both reading and mathematics to be included in the denominator of the indicator.

The methodology for this indicator has been applied uniformly to all districts and campuses as defined since 2006-07. However, the class of 2014 will be the last graduating class with TAKS results that can be used in the current definition of the College-Ready Graduates indicator.

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**Statutory requirements for Postsecondary and Career Readiness.** As required by statute, the postsecondary readiness indicators evaluated in Index 4 must be expanded to include Texas Success Initiative (TSI) college readiness benchmarks. The current TSI college readiness exemptions criteria are based on the exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The TSI exemption criteria were updated to align with the STAAR EOC tests in 2013 in alignment with existing graduation requirements (including English III and Algebra II). It is unclear whether the THECB has the authority to modify the exemption criteria to align to the current STAAR EOC assessments required for graduation. A summary of the existing College-Ready Graduates indicator definition and years used for accountability below.

College-Ready Graduates Indicator 2014-2016					
Accountability Cycle	Graduates Reported for School Year	Graduation Test Requirement	Tests Administered (Junior Year)	TSI Exemption	
				ELA	Math
2014	2012-13	TAKS	2011-12	>= 2200 scale score on ELA AND a "3" or higher on essay	>= 2200 scale score on Mathematics
2015	2013-14	TAKS	2012-13	>= 2200 scale score on ELA AND a "3" or higher on essay	>= 2200 scale score on Mathematics
2016	2014-15	STAAR EOC	n/a	TBD	TBD

Based on the transition of the required assessments for Texas public school graduates from TAKS to STAAR, the 2016 accountability cycle will require a modified College Ready Graduates indicator.

State statute (TEC 51.3062(q-1)) may give the THECB Board the ability to set a TSI standard on ACT, SAT, and STAAR English III and Algebra II and therefore would allow a student's performance on ACT/SAT/STAAR English III/STAAR Algebra II to potentially qualify for an exemption from TSI. No other specific STAAR EOCs are referenced in this statute. However, STAAR English III and Algebra II are not administered in school year 2014-15, but are reinstated by state statute in 2016 (on an optional basis for school districts), and cannot be used for state accountability purposes (TEC 39.0238(f)).

Over the next year, agency staff will work with the Texas Higher Education Coordinating Board (THECB) to determine options for incorporating the results of the TSI Assessment in a future indicator of college-readiness. It is also anticipated the 2015 legislative session could result in additional statutory requirements related to postsecondary measures.

*TEA staff recommendation for 2015 accountability: No changes to the current College-Ready Graduates indicator. Establish a work group of the ATAC that will explore options for the development of a redefined college-ready graduate indicator that can be used beginning with 2016 accountability.*