

Overview of 2015 Accountability

Texas Assessment Conference | February 17, 2015

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

2015 Accountability Development Timeline

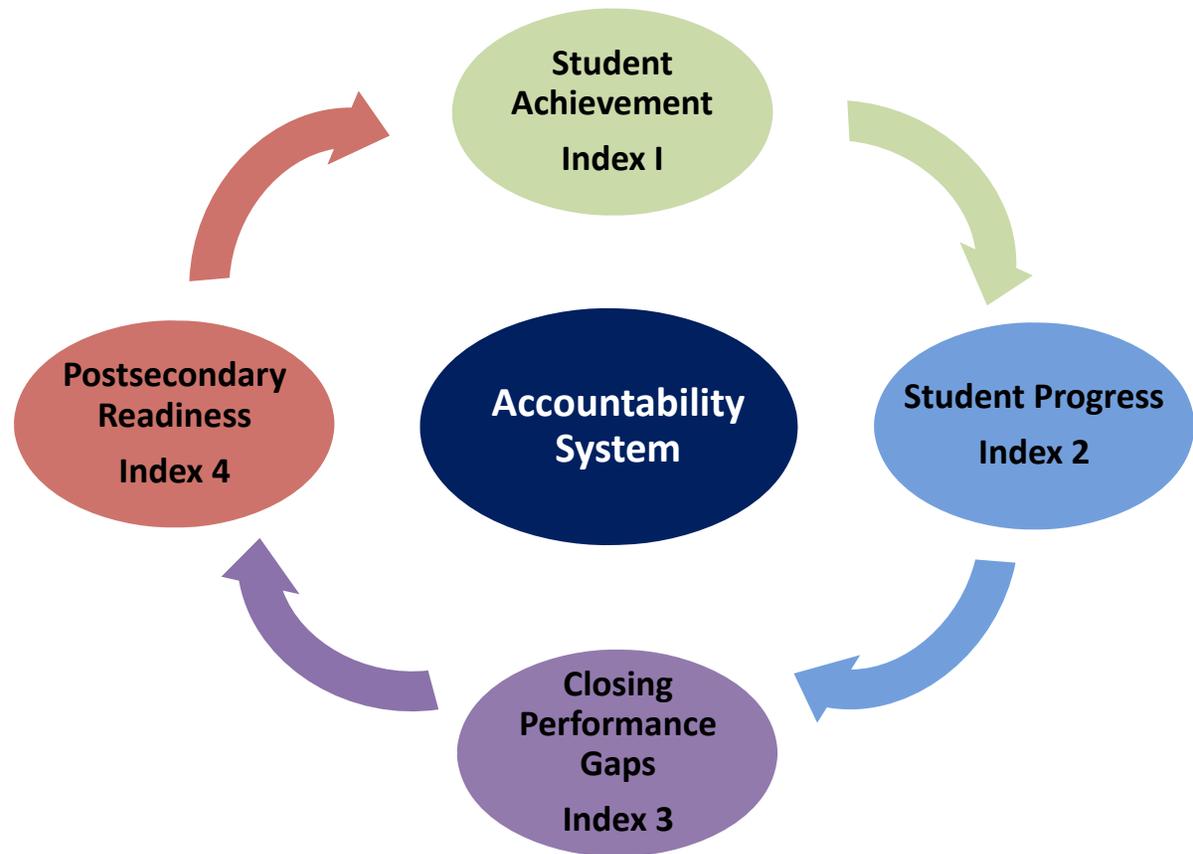
Advisory Group	Meeting Date	Purpose
ATAC	December 8-9, 2014	This meeting addressed a variety of technical issues related to the changes in the STAAR testing program in 2014–15 and options for additional postsecondary readiness measures for Index 4. All of the meeting materials are posted online under 2015 Accountability Development.
APAC	January 21, 2015	This one-day orientation session provided new and returning APAC members an overview of the 2015 development process for the performance index framework and distinction designations. All of the meeting materials are posted online under 2015 Accountability Development.
ATAC	February 5, 2015	Preliminary recommendations on the 2015 ratings criteria and targets were determined at this meeting for review by the APAC in February 2015.

2015 Accountability Development Timeline

Advisory Group	Meeting Date	Purpose
APAC	February 23, 2015	Final recommendations will be determined for commissioner approval on the accountability ratings criteria for 2015 and beyond and performance index targets for 2015 accountability ratings.
COE	End of March 2015	Commissioner announces accountability ratings and distinction designations criteria and performance index targets for 2015.

Performance Index Framework

For 2013 and beyond, an accountability framework of four Performance Indexes includes a broad set of measures that provide a comprehensive evaluation of the campus or district.



Pending Topics for 2015 Accountability

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Issue

Transition to revised TEKS mathematics curriculum standards in grades 3-8 during the 2014-15 school year.

Current Proposal

- **Student performance standard:** Spring 2015 grades 3-8 mathematics results used for 2015 accountability are based on 2014 equivalent performance standards.
- **Accountability Criteria:** Targets must be met for Index 1 **or** Index 2 and Index 3 and Index 4.
- **Performance Index Targets:** Maintain 2014 targets for Index 1, Index 3, and Index 4. Set Index 2 target at 5th percentile of 2015 performance.

Pending Topics for 2015 Accountability

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Issue

Changes in assessments for students with disabilities due to elimination of STAAR Modified and the administration of STAAR A and STAAR Alt 2 for the first time in spring 2015.

Current Proposal

Include the STAAR A and STAAR Alt 2 results in Index 1 **only** and apply a hold-harmless provision which adjusts the accountability rating if the Index 1 outcome fails to meet the target solely due to the inclusion of these assessments.

Note: Campus-level distinction designations and system safeguard outcomes will include student performance on STAAR A and STAAR Alt 2.

Pending Topics for 2015 Accountability

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Issue

Lack of STAAR progress measures for grades 3 – 8 mathematics.

Current Proposal

Adjust the rating criteria to measure overall Student Achievement (Index 1) or Student Progress (Index 2) to meet 2015 targets, along with Closing Performance Gaps (Index 3) and Postsecondary Readiness (Index 4).

A district or campus must meet the target on the following indexes for which it has performance data in 2015:

Index 1 or Index 2	<i>and</i>	Index 3	<i>and</i>	Index 4
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Pending Topics for 2015 Accountability

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Issue

Address the remaining transition of English language learners (ELLs) in special categories to include results for ELLs in their second and third years in U.S. schools.

Current Proposal

The ATAC ELL workgroup completed their recommendations for the inclusion of ELL students in their second and third years in U.S. schools in two categories: ELLs with parental denials for instructional services and ELLs in special education programs tested on STAAR Alt 2. Both are included in accountability through their Phase-in 1 Level II performance results.

Index 1: Student Achievement

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

- Combined over All Subjects: Reading, Mathematics, Writing, Science, and Social Studies
- Student Group: All Students
- Performance Standard: Phase-in Satisfactory (Phase-in 1 Level II, meet or exceed the English language learner (ELL) progress measure, or achieve the equivalency standard on EOC substitute assessments).

Index 1: Student Achievement

Construction

Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: Index Score = Total Index Points. Total Index Points is the percentage of assessments that meet the Phase-in Satisfactory Standard.

Each percent 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: 2015 Index 1

	Reading		Mathematics*		Writing		Science		Social Studies		Total	% Met Phase-in Satisfactory	Index Points
Students Met Phase-in Satisfactory Standard	50	+	38	+	19	+	10	+	19	=	136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	=	305		
Index 1 Score													45

* Proposed 2015 Index 1 will include Grades 3-8 mathematics based on 2014 equivalent performance standards.

Index 1: Student Achievement

2014 and 2015 Comparison

2014

- Combined over All Subjects: Reading, Mathematics, Writing, Science, and Social Studies
- Student Groups: All Students
- Performance Standards: Phase-in 1 Level II (Satisfactory) or achieved the equivalency standard on EOC substitute assessments
- STAAR EOC Assessments (5 total):
 - English I (combined tests); English II (combined tests) beginning in spring 2014
 - Algebra I
 - Biology
 - US History
- English Language Learners (English and Spanish tests):
 - Students in US schools Year 1 excluded
 - Students in US schools Year 2 and beyond included
 - ELL Progress Measure used for those tested in English

Proposed 2015

- Combined over All Subjects: Reading, Mathematics, Writing, Science, and Social Studies
- Student Groups: All Students
- Performance Standards: Phase-in 1 Level II (Satisfactory) or achieved the equivalency standard on EOC substitute assessments
- STAAR EOC Assessments (5 total):
 - English I (combined tests); English II (combined tests)
 - Algebra I
 - Biology
 - US History
- STAAR A and STAAR Alt 2 included with hold-harmless provision
- English Language Learners (English and Spanish tests):
 - Students in US schools Year 1 excluded
 - Students in US schools Year 2 and beyond included
 - ELL Progress Measure used for those tested in English
- STAAR Phase-in 1 Level II for ELLs with parental denials
- STAAR Alt 2 Phase-in 1 Level II for ELLs in special education programs

Shaded items are new for 2015

Index 2: Student Progress

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Student Progress focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners.

- Reading/Mathematics/Writing subjects combined
- Points based on weighted performance:
 - One point given for each percentage of tests that Met or Exceeded progress.
 - Two points given for each percentage of tests that Exceeded progress.

Shaded items are new for 2015

Index 2: Student Progress

2014 and 2015 Comparison

Progress Measures by Subject Area and School Type

2014*		
Elementary School	Middle School	High School
READING		
Gr. 4 Reading	Gr. 6 Reading	-
Gr. 5 Reading	Gr. 7 Reading	
	Gr. 8 Reading	
MATHEMATICS		
Gr. 4 Mathematics	Gr. 6 Mathematics	Algebra I
Gr. 5 Mathematics	Gr. 7 Mathematics	
	Gr. 8 Mathematics	
	Algebra I	
WRITING		
-	-	-

* STAAR Modified and STAAR Alternate progress measures included in Index 2.

Proposed 2015*		
Elementary School	Middle School	High School
READING		
Gr. 4 Reading	Gr. 6 Reading	Eng. I to Eng. II
Gr. 5 Reading	Gr. 7 Reading	
	Gr. 8 Reading	
MATHEMATICS		
-	Algebra I	Algebra I
WRITING		
-	Gr. 7 Writing	-

* STAAR A progress measures excluded from Index 2. No STAAR Alt 2 progress measures will be reported in 2015.

Index 2: Student Progress

2015 Construction – Table 1

STAAR Weighted Progress Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Curr & Mon ELL	Special Ed.	Total Points	Max. Points
Example Calculation for Reading/Math/Writing Number of Tests	100	50		40					30			
Performance Results: Met or Exceeded Progress Number Percent	80 80%	40 80%		40 100%					20 67%			
Exceeded Progress Number Percent	20 20%	20 40%		30 75%					5 17%			
Reading/Math/Writing Weighted Progress Rate	100	120		175					84		479	800

Index 2: Student Progress

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2015 Construction – Table 2

STAAR Weighted Progress Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Curr & Mon ELL	Special Ed.	Total Points	Max. Points
Reading/Math/Writing Weighted Progress	100	120		175					84		479	800
Total											479	800
Index 2 Score (total points divided by maximum points)											60	

Index 3: Closing Performance Gaps

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Closing Performance Gaps emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

2014

- Points based on STAAR performance:
 - Phase-in Satisfactory performance:
One point for each percent of tests at the Phase-in Satisfactory performance standard.
 - Level III Advanced performance:
Two points for each percent of tests at the Level III advanced performance standard.
- By Subject Area:
Reading, Mathematics, Writing, Science, and Social Studies.
- Student Groups:
 - Economically Disadvantaged
 - Lowest Performing Race/Ethnicity:
The two lowest performing race/ethnicity student groups on the campus or within the district, based on 2013 assessment results.
- Select the two lowest performing student groups if both the prior year reading and mathematics subject area test results each have at least 25 tests.

Proposed 2015 *

- Points based on STAAR performance:
 - Phase-in Satisfactory performance:
One point for each percent of tests at the Phase-in Satisfactory performance standard.
 - Level III Advanced performance:
Two points for each percent of tests at the Level III advanced performance standard
- By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies
- Student Groups:
 - Economically Disadvantaged
 - Lowest Performing Race/Ethnicity:
The two lowest performing race/ethnicity student groups on the campus or within the district, based on 2014 assessment results.
- Select the two lowest performing student groups if both the prior year reading and mathematics subject area test results each have at least 25 tests.
- STAAR Phase-in Level II and Level III for ELLs with parental denials

* Reevaluation of Index 3 methodology planned for 2016 accountability cycle.

Index 3: Closing Performance Gaps

2015 Construction – Table 1

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group 1	Lowest Performing Race/Ethnic Group 2	Total Points	Maximum Points
Example Calculation for Reading Weighted Performance Number of Tests	80	40	25		
Performance Results: Phase-in Satisfactory and above Number Percent	80 100%	20 50%	25 100%		
Level III Advanced Number Percent	40 50%	0 0%	25 100%		
Reading Weighted Performance Rate	150	50	200	400	600

Index 3: Closing Performance Gaps

2015 Construction – Table 2

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

* Proposed 2015 Index 3 will include Grades 3-8 mathematics based on 2014 equivalent performance standards.

Index 4: Postsecondary Readiness

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Postsecondary Readiness 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; and the role of elementary and middle schools in preparing students for high school.

Index 4: Postsecondary Readiness

2014 and 2015 Comparison

2014

- Graduation Score: Combined performance across the graduation and dropout rates for:
 - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
 - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Graduates Based on Longitudinal Cohort: All Students and race/ethnicity student groups.
- STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and race/ethnicity student groups.
- College-Ready Graduates indicator based on meeting TSI criteria on TAKS, SAT, or ACT in both ELA and math.

Additional Indicators Required by House Bill 5 (83rd Texas Legislature, 2013)

- Texas Success Initiative college readiness benchmarks.
- Number of students who earn postsecondary credit required for a foundation high school program, an associate's degree, or an industry certification.

Proposed 2015

- Graduation Score: Combined performance across the graduation and dropout rates for:
 - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
 - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Graduates Based on Longitudinal Cohort: All Students and race/ethnicity student groups.
- STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and race/ethnicity student groups.
- New expanded Postsecondary Indicator includes
 - College-Ready Graduates indicator based on meeting TSI criteria on TAKS, SAT, or ACT in both ELA and math;
 - Advanced/dual enrollment course completion; and
 - Enrolled and completed a CTE coherent sequence.

Shaded items are new for 2015

Index 4: Postsecondary Readiness

2015 Postsecondary Readiness Indicator

The 2014 Postsecondary Indicator (College-Ready Graduates) is expanded to include additional credit for students in other postsecondary readiness activities.

The proposed 2015 Postsecondary Indicator is defined as the percent of annually reported graduates that meet any one of three criteria, detailed below.

Indicator definition

Number of annual graduates reported for school year 2013–14 that either:

- 1) meet TSI criteria in *both* reading/ELA and mathematics on TAKS, SAT, or ACT
- OR**
- 2) completed and received credit for at least one advanced/dual enrollment course
- OR**
- 3) enrolled and completed credit for the CTE Coherent Sequence

-----divided by-----

Number of annual graduates reported for school year 2013–14

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Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
STAAR Score*												
STAAR % Met Final Level II on Two or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Graduation Score (Gr. 9-12)												
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 Total											546.4	700
Graduation Score (best of total graduation points divided by maximum points)											78.0	
RHSP/DAP Score												
4-yr. graduation Percent RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400
RHSP/DAP Score (total RHSP/DAP points divided by maximum points)											81.4	
Aggregate Postsecondary Indicator Score												
Percent PSR of Annual Graduates	82.0%	72.0%			78.0%		89.0%				321.0	400
Aggregate Postsecondary Indicator Score (total points divided by maximum points)											80.2	
Overall Index Score												
STAAR Score	30.0	Multiply by Weight										
Graduation Score	78.0											
RHSP/DAP Score	81.4											
Postsecondary Score	80.2											
Index Score (sum of weighted index scores)												

* Proposed 2015 Index 4 will include Grades 3-8 mathematics based on 2014 equivalent performance standards.

Index 4: Postsecondary Readiness

Index 4: AEA Campuses and Charter Districts

2014	2015 Same as 2014	
<ul style="list-style-type: none"> ■ 4-, 5-, and 6-year Graduation, Continuing Students, and General Education Development (GED) Score; If Graduation and GED Rates are unavailable, use Grade 9-12 Annual Dropout Rate: Points given for lower than 20.0 ■ STAAR Percent Met Final Level II on one or more tests ■ AEA Registration includes Dropout Recovery Schools 	<ul style="list-style-type: none"> ■ 4-, 5-, and 6-year Graduation, Continuing Students, and GED Score; If Graduation and GED Rates are unavailable, use Grade 9-12 Annual Dropout Rate: Points given for rates lower than 20.0 ■ STAAR Percent Met Final Level II on one or more tests 	<p>Contrib. to Points</p> <p>75%</p> <p>25%</p>
	<ul style="list-style-type: none"> ■ AEA Registration includes Dropout Recovery Schools 	

Index 4: Postsecondary Readiness

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Index 4: AEA Campuses and Charter Districts Bonus Points

2014
<p>Bonus Points:</p> <ul style="list-style-type: none">■ RHSP/DAP Rate: All Students.■ Excluded Students Count: All Students.■ College-ready Graduates.

Proposed 2015
<p>Bonus Points:</p> <ul style="list-style-type: none">■ RHSP/DAP Rate: All Students■ Excluded Students Count: All Students■ Expanded Postsecondary Indicator

Shaded item is new for 2015

2015 Accountability Rating Labels

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Accountability Rating (Campuses and Districts)
Met Standard
Met Alternative Standard (assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions)
Improvement Required

2015 Index Targets for Non-AEA Campuses and Districts

Performance Index	Non-AEA Campuses		Non-AEA Districts	
	2014	2015	2014	2015
Index 1: Student Achievement	55	TBD	55	TBD
Index 2: Student Progress	HS/K-12: n/a	HS/K-12: TBD	16	TBD
	MS: 28	MS: TBD		
	EL: 33	EL: TBD		
Index 3: Closing Performance Gaps	HS/K-12: 31	HS/K-12: TBD	28	TBD
	MS: 27	MS: TBD		
	EL: 28	EL: TBD		

2015 Index Targets for Non-AEA Campuses and Districts

Performance Index	Non-AEA Campuses		Non-AEA Districts	
	2014	2015	2014	2015
Index 4: Postsecondary Readiness	All Components	All Components	All Components	All Components
	HS/K-12: 57	HS/K-12: TBD	57	TBD
	MS: n/a	MS: TBD		
	EL: n/a	EL: TBD		
	STAAR Only	STAAR Only	STAAR Only	STAAR Only
	HS/K-12: 21	HS/K-12: TBD	13	TBD
	MS: 13	MS: TBD		
	EL: 12	EL: TBD		

2015 Index Targets for AEA Charter Districts and Campuses

Performance Index	AEA Charter Districts and Campuses	
	2014	2015
Index 1: Student Achievement	30	TBD
Index 2: Student Progress	n/a	TBD
Index 3: Closing Performance Gaps	11	TBD
Index 4: Postsecondary Readiness	Both Components	Both Components
	33	TBD
	Graduation/Dropout Rate Only	Graduation/Dropout Rate Only
	45	TBD

Distinction Designations

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2014

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
 - Reading/English Language Arts
 - Mathematics
 - Science
 - Social Studies
- Postsecondary Readiness for campuses and districts

Proposed 2015

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
 - Reading/English Language Arts
 - Mathematics
 - Science
 - Social Studies
- Postsecondary Readiness for campuses and districts

Shaded indicators are revised for 2015

Per Texas Education Code (TEC) §39.201, alternative education campuses (AECs) evaluated under AEA provisions are not eligible for distinction designations.

Distinction Designations – Reading/ELA

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The following six indicators are added to the list of indicators evaluated for the Academic Achievement Distinction Designation in Reading/ELA in 2015.

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)

Distinction Designations – Mathematics

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The following five indicators are added to the list of indicators evaluated for the Academic Achievement Distinction Designation in mathematics in 2015.

Grade 3 Mathematics Performance (Level III)

Grade 4 Mathematics Performance (Level III)

Grade 6 Mathematics Performance (Level III)

Grade 7 Mathematics Performance (Level III)

Grade 8 Mathematics Performance (Level III)

Distinction Designations – Mathematics

Other Proposed Changes to Algebra I Performance and Participation

Algebra I by Grade 8–Performance (Level III) is redefined as Algebra I Performance (Level III). The indicator will include STAAR EOC Algebra I test results from any enrolled grade and will measure the percent of tests at Advanced Level III performance standard.

Algebra I by Grade 8-Participation is redefined by changing the denominator to the number of grade 8 students based on Fall enrollment and changing the numerator to the number of Algebra I tests taken in the current or prior years as reported on the cumulative history section of the Consolidated Accountability File (CAF).

Distinction Designations

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2014

- Campus Comparison Groups
 - 40 Similar Schools
 - School Type
 - School Size
 - Grade Span
 - Percent Economically Disadvantaged
 - Mobility Rate
 - Percent English Language Learners

Proposed 2015

- Campus Comparison Groups
 - 40 Similar Schools
 - School Type
 - School Size
 - Grade Span
 - Percent Economically Disadvantaged
 - Mobility Rate
 - Percent English Language Learners
 - Percent Served by Special Education

Shaded areas are new for 2015

Per Texas Education Code (TEC) §39.201, alternative education campuses (AECs) evaluated under AEA provisions are not eligible for distinction designations.

Distinction Designations

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Districts and Campuses Postsecondary Readiness *(New in 2014)*

No changes are anticipated for the distinction designation awarded to campuses and districts for outstanding academic performance in attainment of postsecondary readiness, measured by the following postsecondary readiness indicators:

- 1) Index 4 - Percent at STAAR Postsecondary Readiness Standard
- 2) Four-Year Longitudinal Graduation Rate
- 3) Four-Year Longitudinal Graduation RHSP/DAP Rate
- 4) College-Ready Graduates
- 5) Advanced/Dual Enrollment Course Completion Rate
- 6) SAT/ACT Participation
- 7) SAT/ACT Performance
- 8) AP/IB Examination Performance: Any Subject

Distinction Designations

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Districts and Campuses Postsecondary Readiness

Distinction designation criteria for Campuses:

- 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.

Same as 2014, rigorous criteria are applied to school districts in order to attain a Postsecondary Readiness Distinction Designation:

Districts must have at least 70 percent of its campus-level indicators in the top quartile.

System Safeguards

Safeguard Measures and Targets:

- Reporting for system safeguards disaggregates performance by student group, performance level, and subject area.
- Performance rates are calculated from the assessment results used to calculate Index 1: Student Achievement.
- 2015 targets for the disaggregated system-safeguard results:
 - STAAR performance target corresponds to Index 1 (TBD);
 - STAAR participation target required by federal accountability (95%);
 - Federal graduation rate targets and improvement calculations for 4-year rate (83%) and 5-year rate (88%); and
 - Federal limit on use of the STAAR Alternate 2 assessments (1%).

System Safeguards

2015 Accountability System Safeguard Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	Curr & Mon ELL	Special Ed.
Performance – 2015 State Targets*											
Reading	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mathematics	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Writing	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Science	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Social Studies	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Performance – 2015 Federal Targets											
Reading	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
Mathematics	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (including improvement targets)											
4-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
5-year	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
District Limits on Use of Alternative Assessment Results											
Reading: STAAR Alt 2	1%	<i>Not Applicable</i>									
Math: STAAR Alt 2	1%	<i>Not Applicable</i>									

* 2015 State Performance Targets will correspond to the performance target for 2015 Index 1: Student Achievement.

System Safeguards

Score Code	2015 Systems Safeguards			
	Participation		Performance	
	Included in Total Students	Included in Tested (Participating) Count	Included in Total Tests by Subject	Included in # at Phase-in Satisfactory Standard (Passing) Count
S – Scored tests from STAAR Grades 3 – 8 and EOC	Yes	Yes	Yes	Yes
TELPAS Reading (students in their first year in U.S. schools)	Yes	Yes	No	n/a
N - No Authentic Academic Response*	Yes	Yes	No	n/a
A - Absent	Yes	No	n/a	n/a
O - Other (tested but not scored)	Yes	No	n/a	n/a
M - Medical Exception*	No	n/a	n/a	n/a

* STAAR Alternate 2 Only

System Safeguards

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- Results will be reported for any group that meets accountability minimum size criteria.
- Failure to meet the safeguard target for any reported group must be addressed in the campus or district improvement plan.
- Performance on the safeguard measures will be incorporated into the Texas Accountability Intervention System (TAIS).
- See Accountability Monitoring website for further information:
<http://tea.texas.gov/pmi/accountabilitymonitoring/>

Locally-Determined Accountability Ratings

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Community and Student Engagement

- Beginning with the 2013-14 school year, districts are required to evaluate community and student engagement for the district and each of their campuses and assign a rating.
- Districts are required to assign a performance rating of exemplary, recognized, acceptable, or unacceptable based on locally-determined criteria. The performance ratings are based on criteria developed by a local committee. The agency is not permitted to determine the criteria that can be used for these evaluations.
- For the 2014-15 school year, TEA will again collect the locally-determined ratings for the 2014-15 school year in the summer 2015 PEIMS Submission 3 for the district and each campus in the district. TEA will report these ratings publicly by October 1, 2015.

Future Accountability Ratings

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Statutory Requirement for A - F Accountability Ratings

- Beginning with the 2016-17 school year, TEA is required to assign ratings of A, B, C, D, or F to districts, and ratings of exemplary, recognized, acceptable, or unacceptable to campuses.
- Preliminary options for the A-F ratings are under discussion with the accountability advisory groups, as shown in the meeting documents posted on the 2015 accountability development website.

Resources

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- **2015 Accountability Development**
<http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>
- **2014 Accountability Rating System**
<http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>
- **Performance Reporting Home Page**
<http://tea.texas.gov/perfreport>
- **Performance Reporting E-mail**
performance.reporting@tea.texas.gov
- **Division of Performance Reporting Telephone**
(512) 463-9704

Thank you!