

Comparison of 2015 and 2016 Performance Index Criteria and Indicators For Non-AEA Districts and Campuses

The following chart shows the changes in performance index construction and targets from 2015 to 2016. These changes are based on the commissioner's final decisions regarding 2016 accountability—released February 12, 2016—and are reflected in administrative rule adopted by the commissioner to be effective August 11, 2016.

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	2015	2016
Index 1: Student Achievement	Index 1 Target: 60	Index 1 Target: 60
	All Student Groups and all tests combined <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded 	All Student Groups and all tests combined <ul style="list-style-type: none"> ○ Grades 3–8 mathematics included ○ STAAR A and STAAR Alt 2 for all grades and subjects included
	Performance standard: Phase-in 1 Level II (Satisfactory)	Performance standard: Level II Satisfactory Standard
	STAAR EOC Assessments (5 tests): <ul style="list-style-type: none"> ○ English I ○ English II ○ Algebra I ○ Biology ○ U.S. History 	No change
	Substitute assessments for STAAR EOC tests included	No change
	English Language Learners (ELLs): English version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2–4 included (ELL Progress Measure) ○ Students in U.S. schools years 5+ included (Phase-in 1 Level II) Spanish version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2+ included (Phase-in 1 Level II) 	English Language Learners (ELLs)*: English version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2–4 included (ELL Progress Measure) ○ Students in U.S. schools years 5+ included (Level II Satisfactory Standard) Spanish version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2+ included (Level II Satisfactory Standard)
STAAR L evaluated in ELL Progress Measure	STAAR L evaluated in ELL Progress Measure	

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

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	2015	2016
Index 2: Student Progress	Index 2 Target: Based on 5th percentile of Index 2 outcomes based on the 2015 performance results by campus type: elementary, middle, or high school/K–12. Targets for districts based on 5th percentile of campus performance across all campus types.	No change
	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, Current and Monitored ELLs	No change
	Across all subjects: reading, writing, and mathematics (Algebra I only for available grades) <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded 	Across all subjects: reading and mathematics only <ul style="list-style-type: none"> ○ Grades 3–8 mathematics included ○ STAAR A and STAAR Alt 2 included
	Aggregated weighted score <ul style="list-style-type: none"> ○ One point for each percentage of assessment results that meet or exceed progress ○ One point for each percentage of results that exceed progress 	No change
	Progress Measures: STAAR and ELL Progress Measure	No change
	High schools/K–12 campuses are evaluated on Index 2	No change
	English Language Learners (ELLs): English version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2+ included Spanish version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2+ included STAAR L evaluated in ELL Progress Measure	Current and Monitored ELLs*: English version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2+ included Spanish version: <ul style="list-style-type: none"> ○ Students in U.S. schools year 1 excluded ○ Students in U.S. schools years 2+ included STAAR L evaluated in ELL Progress Measure

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Index 3: Closing Performance Gaps	Index 3 Targets: o District: 28 o Elementary: 28 o Middle School: 27 o High School/K-12: 31	Index 3 Target: Based on 5th percentile of Index 3 2016 performance results by campus type: elementary, middle, or high school/K-12. Targets for districts based on 5th percentile of campus performance across all campus types.
	By Subject Area: reading, Algebra I, writing, science, and social studies o Grades 3-8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded	By Subject Area: reading, mathematics, writing, science, and social studies o Grades 3-8 mathematics included o STAAR A and STAAR Alt 2 for all grades and subjects included
	Student Groups: o Economically Disadvantaged o Two Lowest Performing Racial/Ethnic Student Groups	No change
	Minimum Size Criteria for Racial/Ethnic Student Groups: 1. Identify the Racial/Ethnic student groups that have 25 or more tests in ELA/Reading and 25 or more tests in mathematics from the prior year 2. Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects.	No change Note: The prior year (2015) results are based on the percentage of tests at the 2015 phase-in satisfactory standard and includes the STAAR, STAAR A, STAAR Alternate 2, and grades 3-8 mathematics results.
	Points based on STAAR performance: o Phase-in Satisfactory Standard: One point for each percentage of tests at Phase-in Satisfactory Standard or above o Advanced Standard: One point for each percentage of tests at Advanced Standard	Points based on STAAR performance: o Level II Satisfactory Standard: One point for each percentage of tests at Level II Satisfactory Standard or above o Advanced Standard: One point for each percentage of tests at Advanced Standard
	English Language Learners (ELLs): English version: o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2- 4 included ELL Progress Measure (1 point); STAAR Final Level II (1 point) o Students in U.S. schools years 5+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (1 point) Spanish version: o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (1 point) STAAR L excluded	English Language Learners (ELLs)*: English version: o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2-4 included ELL Progress Measure (1 point); STAAR Final Level II (1 point) o Students in U.S. schools years 5+ included Level II Satisfactory Standard (1 point); STAAR Advanced Level III (1 point) Spanish version: o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2+ included Level II Satisfactory Standard (1 point); STAAR Advanced Level III (1 point) STAAR L excluded

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	2015	2016
Index 4: Postsecondary Readiness	<p>Index 4 Target: All Components</p> <ul style="list-style-type: none"> o Districts: 57 (based on all four components) o High Schools/K-12: 57 (based on all four components) o Elementary/Middle School: n/a <p>STAAR Only:</p> <ul style="list-style-type: none"> o District: 13 o Elementary: 12 o Middle School: 13 o High School/K-12: 21 <p>Based on four components: STAAR: Postsecondary Readiness Standard, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and Postsecondary: College and Career Readiness.</p> <p>If any of the three, non-STAAR components are not available, districts and campuses are evaluated on the STAAR component only.</p>	<p>Index 4 Target: All Components</p> <ul style="list-style-type: none"> o Districts: 60 (based on all four components) o High Schools/K-12: 60 (based on all four components) o Elementary/Middle School: n/a <p>No change</p> <p>No change</p> <p>No change</p>
	<p>STAAR: Postsecondary Readiness Standard: STAAR Percent Met Final Level II on two or more STAAR subject-area tests for All Students and racial/ethnic student groups</p> <p>Students tested on one subject area only must meet the final Level II performance standard for that subject area. Similarly, students tested on only two subject areas must meet the Final Level II performance standard for both subject areas.</p> <p>Reading, mathematics, writing, science, and social studies:</p> <ul style="list-style-type: none"> o Grades 3-8 mathematics excluded o STAAR A for all grades and subjects excluded o STAAR Alt 2 for all grades and subjects excluded 	<p>No change</p> <p>Reading, mathematics, writing, science, and social studies:</p> <ul style="list-style-type: none"> o Grades 3-8 mathematics included o STAAR A for all grades and subjects included o STAAR Alt 2 for all grades and subjects excluded

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Index 4: Postsecondary Readiness	<p>Graduation Rate: Combined performance across graduation/dropout rates for</p> <ul style="list-style-type: none"> o Grade 9–12 four-year graduation rate for ten student groups; or o Grade 9–12 five-year graduation rate for ten student groups, whichever contributes the most points to the index <p>Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs</p>	No change
	<p>Graduation Plan: RHSP/DAP Graduates, excluding Foundation High School Program (FHSP) graduates, based on four-year longitudinal cohort: All Students and racial/ethnic groups</p>	<p>Graduation Plan: Two percentages based on the four-year longitudinal cohort are calculated for All Students and racial/ethnic groups:</p> <ul style="list-style-type: none"> o The percentage of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP), excluding Foundation High School Program (FHSP) graduates. o The percentage of students graduating under either the RHSP/DAP or the FHSP with an endorsement (FHSP-E) or the distinguished level of achievement (DLA). <p>The percentage that contributes the most points to the Index 4 score will be used.</p>
	<p>Postsecondary Component - College and Career Readiness: Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> o Meeting the college-ready criteria on the TAKS exit-level test, SAT, or ACT in both ELA and mathematics o Earning credit for two or more advanced course/dual-credit courses o Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study. 	<p>Postsecondary Component - College and Career Readiness: Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> o Meeting the college-ready criteria on the TSI assessment, SAT, or ACT in both ELA and mathematics o No Change o No Change
	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Postsecondary Readiness Standard o Graduation Rate o Graduation Plan o Postsecondary Component: College and Career Readiness 	No Change
	Substitute assessments for STAAR EOC tests included	No Change
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2–4 excluded o Students in U.S. schools years 5+ included (Final Level II) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2+ included (Final Level II) <p>STAAR L excluded</p>	<p>English Language Learners (ELLs)*:</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2–4 excluded o Students in U.S. schools years 5+ included (Final Level II) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2+ included (Final Level II) <p>STAAR L excluded</p>

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