

2015 Accountability Update

TETN Videoconference #33839 | June 11, 2015

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

2015 Accountability Calendar

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Date	Activity
May 19, 2015	Chapters 2-9 of the <i>2015 Accountability Manual</i> posted online.
May 29 – June 29, 2015	Proposed rule published in the May 29, 2015, issue of the <i>Texas Register</i> . Public comment period on the proposal is May 29, 2015 - June 29, 2015. http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TAC)/Proposed_Commissioner_of_Education_Rules/
June 4, 2015	Longitudinal graduation and diploma plan rates and annual dropout rates are available through the Texas Education Agency Secure Environment (TEASE) confidential website.
June 9, 2015	2015 campus comparison group reports released on TEASE.
June 18, 2015	For the 2015 Index 4 postsecondary readiness indicator, the confidential list of college and career ready graduates based on 2013-14 annual graduates released on TEASE.
By end of June	Entire <i>2015 Accountability Manual</i> posted on the public TEA website.

2015 Accountability Calendar

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Date	Activity
July 10, 2015	The Consolidated Accountability File (CAF) released to districts by the testing contractor.
By end of July	Final Index 2 targets based on the fifth percentile of 2015 performance by campus type released on public TEA website.
July 30, 2015	Data used to calculate the 2015 accountability ratings are released to districts on TEASE.
August 6, 2015	District and campus accountability ratings and distinction designations released on TEASE.
August 7, 2015	District and campus accountability ratings and distinction designations released on the public TEA website.

Key Issues for 2015 Accountability

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Issue

Transition to revised Texas Essential Knowledge and Skills (TEKS) mathematics curriculum standards in grades 3–8 during the 2014-15 school year.

Decision

Results of STAAR mathematics assessments for grades 3–8 will be excluded from all four performance indexes and distinction designations in 2015.

Key Issues for 2015 Accountability

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Issue

Changes in assessments for students who receive special education services due to the discontinuation of STAAR Modified and the administration of the new STAAR A and STAAR Alt 2 for the first time in spring 2015.

Decision

Results of STAAR A and STAAR Alt 2 for all subjects and grade levels and end-of-course (EOC) assessments will be excluded from all four performance indexes and distinction designations in 2015.

Key Issues for 2015 Accountability

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Issue

Changes to 2015 assessments

Decision

2015 accountability ratings will be based on the results of only the STAAR general assessments in the following subjects.

Reading, grades 3–8	Social Studies, grade 8	Algebra I
Writing, grades 4 and 7	English I	Biology
Science, grades 5 and 8	English II	U.S. History

Key Issues for 2015 Accountability

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Issue

Ratings Criteria

Decision

To receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must meet the target on each index for which it has performance as shown in the table below.

Index 1 or Index 2	<i>and</i>	Index 3	<i>and</i>	Index 4
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Key Issues for 2015 Accountability

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Issue

Inclusion of English language learners (ELLs) with parental denials who are in their second, third, or fourth years in U.S. schools.

Final Decision

ELLs with parental denials for services will be included in the performance indexes as shown below.

Years in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First Year	Not Included	Not Included	Not Included	Not Included
2-4 Years	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	Not Included
5 th Year & Beyond	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

Other Questions for 2015 Accountability

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Question

A student takes STAAR for the first administration and does not pass. The student then takes STAAR A for the second administration based on an ARD committee recommendation.

Answer

The best result in each subject is selected and applied to district and campus performance. The best result is based on the highest performance level or progress measure. If the best result cannot be determined, then the most recent assessment is used.

Therefore, in 2015, if a student takes STAAR A in the second administration, the STAAR A results will be excluded for 2015 state accountability whether pass or fail. Conversely, if a student takes STAAR A in the first administration and STAAR on the second administration, the STAAR test results will be evaluated for state accountability whether pass or fail.

Index 1: Student Achievement

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

- Combined across all subjects: reading, mathematics (Algebra I only), writing, science, and social studies.
- Student Group: All Students.
- Performance Standards: Phase-in 1 Level II (Satisfactory).

Index 1: Student Achievement

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Index 1: 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 1 Level II Standard.

Each percent of students meeting the Phase-in 1 Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

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

Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are excluded.

Index 1: Student Achievement

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2014 and 2015 Comparison

2014

- Combined across 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 based on ELL Progress Measure for those tested in English

2015

- Combined across All Subjects: reading, mathematics (Algebra I only), 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
 - English II
 - Algebra I
 - Biology
 - U.S. History
- STAAR A and STAAR Alt 2 results are excluded
- English Language Learners (English and Spanish tests):
 - Students in US schools Year 1 excluded
 - Students in US schools Year 2 and beyond included based on ELL Progress Measure for those tested in English
- STAAR Phase-in 1 Level II for ELLs with parental denials

Shaded items are new for 2015

Index 2: Student Progress

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New for 2015, the calculation of Index 2 will change from a weighted score that measures student improvement in each subject to an aggregate weighted score across subjects. The weighted performance rate combines STAAR and ELL Progress Measures in reading, writing, and mathematics (Algebra I only for 2014-15).

The percent met or exceeded progress and percent exceeded progress will be calculated from the combined results.

Scores will continue to be weighted based on students' level of performance:

- One point for each percent of assessment results that meet or exceed progress,
- One additional point for each percent of results that exceed progress

Also, the ELL student group will be expanded to include both current ELLs and monitored ELLs in their first and second years of academic monitoring after exiting ELL status.

Index 2: Student Progress

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2014 and 2015 Comparison

STAAR Progress Measures by Subject Area and School Type

2014*			2015*		
Elementary School	Middle School	High School	Elementary School	Middle School	High School
READING			READING		
Gr. 4 Reading	Gr. 6 Reading	-	Gr. 4 Reading	Gr. 6 Reading	Eng. I to Eng. II
Gr. 5 Reading	Gr. 7 Reading		Gr. 5 Reading	Gr. 7 Reading	
	Gr. 8 Reading			Gr. 8 Reading	
MATHEMATICS			MATHEMATICS		
Gr. 4 Mathematics	Gr. 6 Mathematics	Algebra I	-	Algebra I	Algebra I
Gr. 5 Mathematics	Gr. 7 Mathematics				
	Gr. 8 Mathematics				
	Algebra I				
WRITING			WRITING		
-	-		-	Gr. 7 Writing	-
* STAAR Modified and STAAR Alternate progress measures included in Index 2.			* STAAR A progress measures excluded from Index 2. STAAR Alt 2 progress measures will not be reported in 2015.		

Index 2: Student Progress

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2015 Construction – Table 1

STAAR Weighted Progress Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	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

Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are excluded.

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	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	

Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are excluded.

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 racial/ethnic 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 Racial/Ethnic Student Groups:
The two lowest performing racial/ethnic 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.

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 (Algebra I only), writing, science, and social studies
- STAAR A and STAAR Alt 2 results are excluded
- Student Groups:
 - Economically Disadvantaged
 - Lowest Performing Racial/Ethnic Student Group:
The two lowest performing racial/ethnic 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

Index 3: 2015 Construction - Student Groups

(based on 2014 assessment results by racial/ethnic group)

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2014 Index 1: Student Achievement Data Table

	All Students	African American	Hispanic	White
2014 STAAR Performance				
All Subjects				
Percent of Tests				
% at Phase-in 1 Level II or above	44%	52%	49%	77%
% at Final Level II or above	10%	8%	10%	19%
% at Level III Advanced	2%	3%	2%	0%
Number of Tests				
# at Phase-in 1 Level II or above	1,342	188	1,265	20
# at Final Level II or above	289	30	250	5
# at Level III Advanced	54	10	50	0
Total Tests	3,035	359	2,597	26
Reading				
Percent of Tests				
% at Phase-in 1 Level II or above	56%	57%	56%	55%
% at Final Level II or above	13%	0%	12%	9%
% at Level III Advanced	2%	5%	2%	0%
Number of Tests				
# at Phase-in or above	551	47	490	6
# at Final Level II or above	124	0	107	1
# at Level III Advanced	21	4	17	0
Total Tests	984	82	878	11
Mathematics				
Percent of Tests				
% at Phase-in 1 Level II or above	54%	44%	55%	90%
% at Final Level II or above	11%	0%	10%	40%
% at Level III Advanced	3%	0%	3%	0%
Number of Tests				
# at Phase-in 1 Level II or above	534	36	483	9
# at Final Level II or above	105	0	92	4
# at Level III Advanced	26	0	26	0
Total Tests	988	82	882	10

Index 3: Closing Performance Gaps

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2015 Construction – Table 1

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/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

Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are excluded.

Index 3: Closing Performance Gaps

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2015 Construction – Table 2

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group 1	Lowest Performing Racial/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	

Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are excluded.

Index 4: Postsecondary Readiness

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

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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 racial/ethnic student groups.
- STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and racial/ethnic 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.

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 racial/ethnic student groups.
- STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and racial/ethnic 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
 - CTE coherent sequence.

Shaded items are new for 2015

Index 4: Postsecondary Readiness

2015 Postsecondary Readiness Indicator

The 2015 Postsecondary Indicator is expanded to include credit for College-Ready Graduates and additional postsecondary readiness activities.

This indicator is defined as the percent of annual graduates that meet any one of the following three criteria.

- 1) meet TSI criteria in *both* reading/ELA and mathematics on TAKS, SAT, or ACT
or
- 2) completed and received credit for at least two advanced/dual enrollment courses
or
- 3) enrolled and reported in a coherent sequence of CTE courses

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 % Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30.3	
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)											78.1	
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 Postsecondary Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Aggregate Postsecondary Indicator Score (total points divided by maximum points)											80.3	
Overall Index Score												
STAAR Score	30.3	x .25									7.6	
Graduation Score	78.1	x .25									19.5	
RHSP/DAP Score	81.4	x .25									20.4	
Postsecondary Score	80.3	x .25									20.1	
Index Score (sum of weighted index scores)											68	

* Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are excluded.

Index 4: Postsecondary Readiness

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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 20.0STAAR Percent Met Final Level II on two or more testsAEA 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	Contrib. to Points 75%
		<ul style="list-style-type: none">STAAR Percent Met Final Level II on two or more tests	25%
		<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

Bonus Points (maximum of 30):

- RHSP/DAP Rate: All Students.
- Excluded Students Count: All Students.
- College-ready Graduates.

2015

Bonus Points (maximum of 30):

- RHSP/DAP Rate: All Students
- Excluded Students Count: All Students
- Postsecondary component -
College and Career Readiness

Shaded item is new for 2015

Index Targets for Non-AEA Districts & Campuses

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Performance Index	Non-AEA Campuses		Non-AEA Districts	
	2014	2015	2014	2015
Index 1: Student Achievement	55	60	55	60
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: 31	28	28
	MS: 27	MS: 27		
	EL: 28	EL: 28		

*Targets for non-AEA campuses are set about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts corresponds to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

Index Targets for Non-AEA Districts & Campuses

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

Index Targets for AEA Charter Districts & Campuses

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Performance Index	AEA Charter Districts and Campuses	
	2014	2015
Index 1: Student Achievement	30	35
Index 2: Student Progress*	n/a	TBD
Index 3: Closing Performance Gaps	11	11
Index 4: Postsecondary Readiness	Both Components	
	33	33
	Graduation/Dropout Rate Only	
	45	45

*Targets for both AEA campuses and charter districts correspond to approximately the fifth percentile of AEA campus performance in 2015.

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 districts and campuses

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

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 districts and campuses
- Results of STAAR mathematics assessments for grades 3--8, STAAR A, and STAAR Alt 2 for all subjects and grade levels and EOC tests are excluded from distinctions.

Shaded indicators are revised for 2015

Distinction Designations – Reading/ELA

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Six indicators are added to the list of indicators evaluated for 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

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Additional Changes to Distinction Designations

Algebra I by Grade 8-Participation

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).

Algebra I by Grade 8–Performance (Level III)

Redefined as Algebra I Performance (Level III), this 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.

Advanced Course/Dual Credit Enrollment

This indicator will include only those students enrolled in grades 11 and 12.

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

2015 Same as in 2014

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

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

Distinction designations are awarded to districts and campuses 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
- 9) CTE-Coherent Sequence Graduates

Shaded item is new for 2015

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.

State System Safeguards

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State Safeguard Measures and Targets

- Reporting for state 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 (60%);
 - 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%).

State System Safeguards

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2015 State 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 – State Targets *											
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%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics (Alg. I Only)	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		Not Applicable									
Math: STAAR Alt 2		Not Applicable									

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

State System Safeguards

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- Results will be reported for any group that meets accountability minimum size criteria.
- Failure to meet the state 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/>

Locally-Determined Accountability Ratings

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Community and Student Engagement

- Districts must evaluate community and student engagement for the district and each of its campuses for the 2014-15 school year.
- Districts are required to post the community and student engagement ratings and compliance statuses for the district and each campus on the school district's website by August 8, 2015.
- Districts must assign a performance rating of *Exemplary*, *Recognized*, *Acceptable*, or *Unacceptable* based on locally-determined criteria. The performance ratings must be based on criteria developed by a local committee. The agency is not permitted to determine criteria that can be used for these evaluations.
- Districts must submit their 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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House Bill 2804 Requirements for A – F Accountability Ratings

Date	Activity
September 1, 2016	Texas Commission on Next Generation Assessments and Accountability prepares and delivers report to governor and legislature that recommends statutory changes to improve systems of student assessment and public school accountability.
December 1, 2016	TEA must adopt a set of indicators to measure and evaluate school districts and campuses with A–F ratings.
January 1, 2017	TEA must provide a report that shows the rating that each district and campus would have received for the 2015-16 school year for each for the first four domains if the A–F ratings had been in place that year.
August 15, 2018	Districts and campuses are assigned A–F ratings beginning with the 2017-18 school year.

Resources

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

Thank you!