Overview of Accountability

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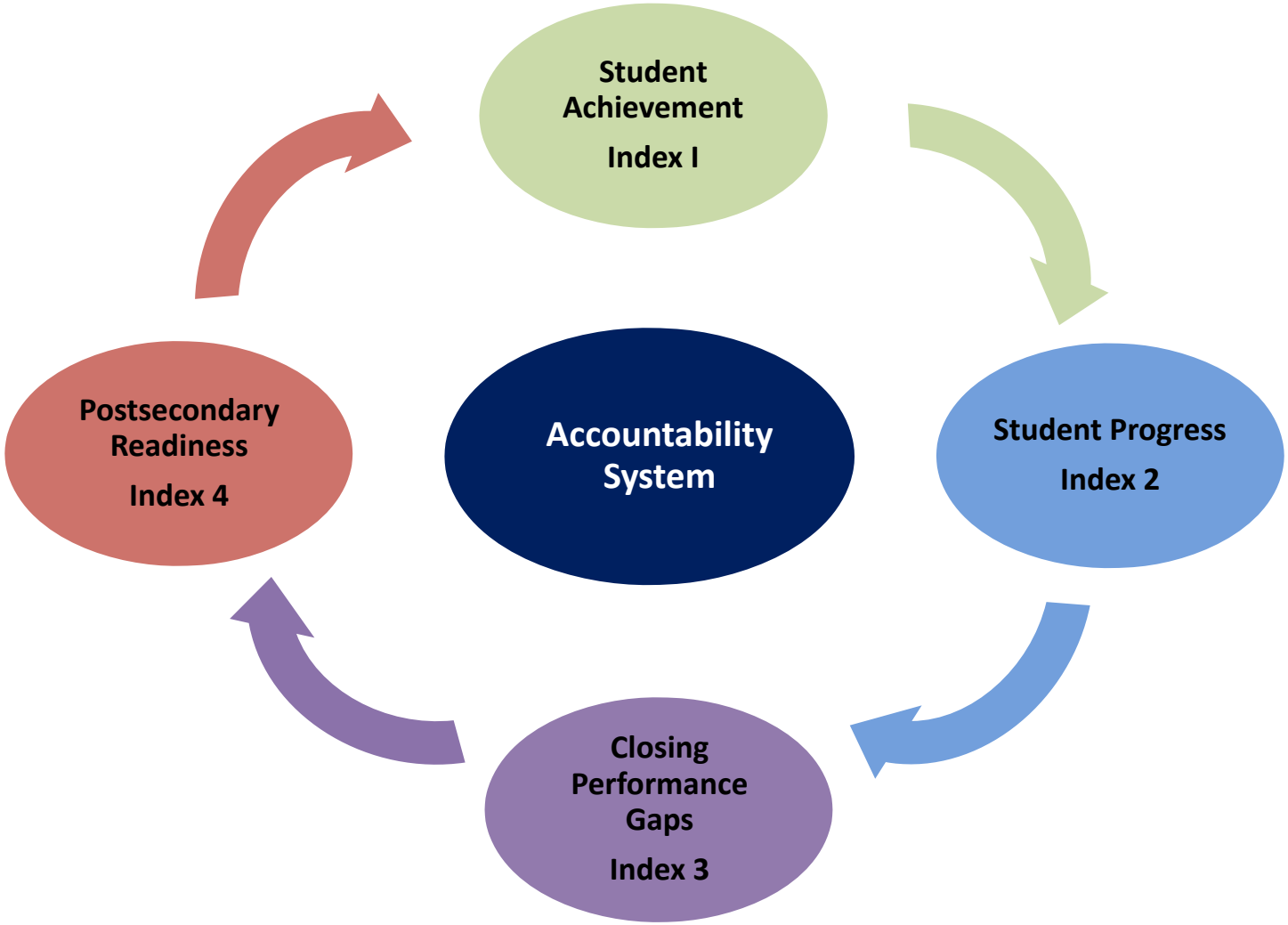
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Accountability Goals

By the end of the 2019–20 school year, Texas will be among the top ten states in postsecondary readiness by

- improving student achievement at all levels in the core subjects of the state curriculum,
- ensuring the progress of all students toward achieving advanced academic performance,
- closing performance gaps among student subgroups, and
- rewarding excellence based on other indicators in addition to state assessment results.

Performance Index Framework



Performance Index Goals

- **Index 1: Student Achievement**
  Provide a snapshot of student performance across subjects

- **Index 2: Student Progress**
  Measure year-to-year student progress

- **Index 3: Closing Performance Gaps**
  Emphasize academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups

- **Index 4: Postsecondary Readiness**
  Emphasize the importance of a high school diploma as the foundation of success in college, the workforce, job training programs, or the military

Rating Labels

- The state accountability system uses ratings that indicate acceptable and unacceptable performance.

- In 2015, two labels indicate acceptable performance:
  - *Met Standard*
  - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)

- The label that indicates unacceptable performance is *Improvement Required.*

Index Targets

In 2015, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indexes:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

2015 Accountability Performance Index Targets for Non-AEA Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	20	28	*57*	13
Campuses					
Elementary	60	30	28	n/a	12
Middle		28	27	n/a	13
High School/K–12		15	31	*57*	21

2015 Accountability Performance Index Targets – AEA Charter Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/Dropout Rate Only
AEA Charter Districts and Campuses	35	*7*	11	33	45

Accountability Subset

For the State of Texas Assessments of Academic Readiness (STAAR®) indicators, the performance of only those students enrolled on the PEIMS fall snapshot date (the last Friday in October) is considered for accountability.

- **Campus Accountability Subset**
  Campuses are accountable for the performance of students reported to be enrolled on the snapshot date and the date of testing.

- **District Accountability Subset**
  Districts are accountable for the performance of students reported to be enrolled on the snapshot date and on the date of testing.

- **Example**
  If a student moves from one campus to another in the same district, his or her performance is included in the district results but is not included in the results of either campus.

Accountability Subset

STAAR results for a student are included in the subset of district/campus accountability	***only if* that student was enrolled in the district/campus on this date:**
End-of-course (EOC) summer 2014 administration	Fall 2013 enrollment snapshot
EOC fall 2014 administration	Fall 2014 enrollment snapshot
EOC spring 2015 administration	
Grades 3–8 spring 2015 administration	

Index 1: Student Achievement

- **Assessments***
  - End-of-course exams (EOCs): STAAR, STAAR-L, and substitute assessments
  - Grades 3–8: STAAR and STAAR-L

- **Performance Standards**
  - STAAR
    - Meets or exceeds Phase-in 1 Level II
    - Meets or exceeds ELL progress measure expectations
  - STAAR-L
    - Meets or exceeds ELL progress measure expectations
  - EOC substitute assessment
    Meets equivalency standard

For more information about the ELL progress measure, please visit tea.texas.gov/student.assessment/ell.

*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Index 1: Student Achievement

- **Subjects/Courses**
  - Reading (grades 3–8)
  - Writing (grades 4 and 7)
  - Mathematics (Algebra I only in 2015)
  - Science (grades 5 and 8)
  - Social studies (grade 8)
  - English I
  - English II
  - Algebra I
  - Biology
  - U.S. History

Index 1: Student Achievement

Methodology

- Each percentage of tests that meet or exceed the performance standard contributes one point to the index score.
- Index scores range from 0 to 100. Because Index 1 has only one component, the total index points and index score are the same.

Total Index Points = Index Score

	Reading		Mathematics (Alg. I only in 2015)		Writing		Science		Social Studies		Total	% Met Phase-in 1 Level II	Index Points
Tests Met or Exceeded Performance Standard	50	+	38	+	19	+	10	+	19	=	136	45%	45
Total Tests	100	+	100	+	42	+	40	+	23	=	305		
Index 1 Score													45

Index 2: Student Progress

- **Assessments***
  - End-of-course exams (EOCs): STAAR and STAAR-L
  - Grades 3–8: STAAR and STAAR-L

- **Performance Standards**
  Meets or exceeds STAAR or ELL progress measure expectations

- **Subjects/Courses**
  - Reading
  - Writing
  - Mathematics (Algebra I only in 2015)
  - English II

For more information about the ELL progress measure, please visit tea.texas.gov/student.assessment/ell.

* STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Index 2: Student Progress

2015 STAAR Progress Measures by Subject Area and School Type		
Elementary School	**Middle School**	**High School**
Reading		
Grade 4 Reading	Grade 6 Reading	–
Grade 5 Reading	Grade 7 Reading	English II
–	Grade 8 Reading	–
–	–	–
Mathematics		
–	Algebra I	Algebra I
–	–	–
–	–	–
–	–	–
Writing		
–	Grade 7 Writing	–

Index 2: Student Progress

Methodology

- For each percentage of tests that meet or exceed the STAAR or ELL progress measure expectations, a district or campus earns one point.
- For each percentage of tests that exceed the STAAR or ELL progress measure expectations, a district or campus earns one additional point.
- Results are reported for all students combined and for nine subgroups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, two or more races, special education, and ELL.
- For each subgroup, a district or campus can earn up to 200 points. The index score—ranging from 0 to 100—is calculated by dividing the total points earned by the total available points.

Index 2: Student Progress

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STAAR Weighted Progress Rate	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Total Tests: All Subjects	931	64	828						75	819		
Met or Exceeded Progress Number of Tests	685	51	621						49	614		
Exceeded Progress Number of Tests	186	16	124						4	164		
Met or Exceeded Progress Percent of Tests	74%	80%	75%						65%	75%		
Exceeded Progress Percent of Tests	20%	25%	15%						5%	20%		
Weighted Progress Rate	94	105	90						70	95	**454**	**1000**
Total											**454**	**1000**
Index 2 Score											**45**	

Index 3: Closing Performance Gaps

- **Assessments***
  - End-of-course exams (EOCs): STAAR and STAAR-L
  - Grades 3–8: STAAR and STAAR-L

- **Performance Standards**
  - Meets or exceeds STAAR Phase-in 1 Level II and Level III Advanced
  - Meets or exceeds expectations on ELL progress measure and STAAR Final Level II

- **Subjects**
  - Reading
  - Writing
  - Mathematics (Algebra I only in 2015)
  - Science
  - Social studies

For more information about the ELL progress measure, please visit tea.texas.gov/student.assessment/ell.

* STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Index 3: Closing Performance Gaps

- **Student Groups**
  - Economically disadvantaged
  - The two lowest-performing racial/ethnic student groups based on the previous-year's Index 1 scores

- **Selecting the Appropriate Racial/Ethic Group(s)**
  - Identify the racial/ethnic student groups that have 25 or more tests in both ELA/reading and mathematics in the previous year (minimum-size criteria).
  - From the racial/ethic student groups that meet minimum-size criteria, select the lowest-performing group(s).
    - If three or more racial/ethnic student groups meet minimum-size criteria, the performance of the two lowest-performing groups is included.
    - If two racial/ethnic student groups meet minimum-size criteria, performance of only the lowest-performing group is included.
    - If only one racial/ethnic student group meets the prior-year minimum-size criteria, the racial/ethnic group is not included.

Index 3: Closing Performance Gaps

TEXAS EDUCATION AGENCY
2014 Index 1: Student Achievement Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Performance											
All Subjects											
Percent of Tests											
% at Phase-in Satisfactory Standard	84%	73%	72%	91%	85%	92%	72%	87%	67%	69%	52%
Number of Tests											
# at Phase-in Satisfactory Standard	72,016	5,780	16,170	38,525	334	8,926	43	2,224	5,939	17,508	4,662
Total Tests	85,515	7,954	22,347	42,474	395	9,700	60	2,567	8,891	25,536	8,952
Reading											
Percent of Tests											
% at Phase-in Satisfactory Standard	86%	76%	75%	93%	87%	91%	73%	89%	70%	72%	53%
Number of Tests											
# at Phase-in Satisfactory Standard	27,679	2,284	6,356	14,684	125	3,355	16	853	2,309	6,953	1,852
Total Tests	32,075	2,991	8,431	15,848	144	3,672	22	960	3,298	9,698	3,465
Mathematics											
Percent of Tests											
% at Phase-in Satisfactory Standard	83%	69%	72%	89%	84%	93%	65%	84%	67%	68%	58%
Number of Tests											
# at Phase-in Satisfactory Standard	21,640	1,684	5,047	11,402	100	2,705	13	684	1,955	5,566	1,774
Total Tests	26,085	2,447	6,995	12,781	119	2,906	20	810	2,922	8,144	3,067

Index 3: Closing Performance Gaps

TEXAS EDUCATION AGENCY
2014 Index 1: Student Achievement Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Performance											
All Subjects											
Percent of Tests											
% at Phase-in Satisfactory Standard	83%	67%	84%	83%	-	-	-	87%	56%	78%	67%
Number of Tests											
# at Phase-in Satisfactory Standard	718	16	106	583	-	-	-	13	32	277	20
Total Tests	865	24	126	700	-	-	-	15	57	356	30
Reading											
Percent of Tests											
% at Phase-in Satisfactory Standard	85%	73%	85%	85%	-	-	-	100%	61%	79%	67%
Number of Tests											
# at Phase-in Satisfactory Standard	267	8	41	213	-	-	-	5	11	106	8
Total Tests	314	11	48	250	-	-	-	5	18	134	12
Mathematics											
Percent of Tests											
% at Phase-in Satisfactory Standard	84%	67%	83%	85%	-	-	-	100%	65%	80%	67%
Number of Tests											
# at Phase-in Satisfactory Standard	216	6	33	172	-	-	-	5	11	90	8
Total Tests	257	9	40	203	-	-	-	5	17	113	12

Index 3: Closing Performance Gaps

Methodology

- For each percentage of tests at or above the Phase-in 1 Level II standard or ELL progress measure expectations (for certain ELL students), a district or campus earns one point.
- For each percentage of tests at or above the Level III Advanced standard or Final Level II (for certain ELL students), a district or campus earns one additional point.
- For each student group and each subject, a district or campus can earn up to 200 points. The index score—ranging from 0 to 100—is calculated by dividing the total points earned by the total available points.

Index 3: Closing Performance Gaps

STAAR Weighted Progress Rate	Economically Disadvantaged	Lowest-Performing Racial/Ethnic Group 1	Lowest-Performing Racial/Ethnic Group 2	Total Points	Max. Points
Total Tests: Reading	80	40	25		
Satisfactory Standard Number of Tests	80	20	25		
Advanced Standard Number of Tests	40	0	25		
Satisfactory Standard Percent of Tests	100%	50%	100%		
Advanced Standard Percent of Tests	50%	0%	100%		
Weighed Performance Rate—Reading	150	50	200	**400**	**600**

Index 3: Closing Performance Gaps

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group 1	Lowest Performing Racial/Ethnic Group 2	Total Points	Max. Points
Reading Weighted Performance Rate	150	50	200	400	600
Mathematics Weighted Performance Rate	125	100	90	315	600
Writing Weighted Performance Rate	80	90	125	295	600
Science Weighted Performance Rate	120	40	90	250	600
Social Studies Weighted Performance Rate	50	40	80	170	600
Total				**1430**	**3000**
Index 3 Score				**48**	

Index 4: Postsecondary Readiness

- Index 4 is comprised of four equally weighted components:
  - STAAR component: postsecondary readiness standard
  - Graduation rate (or annual dropout rate)
  - Graduation plan (RHSP/DAP rate)
  - Postsecondary component: college and career readiness

- Districts, high schools, and K–12 campuses are evaluated on all four components.

- If a district, high school, or K–12 campus does not have data for any of the three non-STAAR components, only the STAAR component is used.

- Elementary and middle schools are evaluated on the STAAR component only.

Index 4: Postsecondary Readiness

STAAR Component

- **Assessments***
  - STAAR
  - EOC substitute assessments
- **Performance Standard**
  - STAAR: Final Level II or above
  - Substitute assessments: equivalency standard
- **Subjects**
  - Reading
  - Writing
  - Mathematics (Algebra I only in 2015)
  - Science
  - Social studies

*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Index 4: Postsecondary Readiness

Graduation Rate/Annual Dropout Rate Component

The graduation rate is used for Index 4 unless longitudinal data are not available. The annual dropout rate is used only when data for graduation rate are not available.

- **Graduation Rate**
  Of the two following options, the graduation rate that contributes the most points to the index score is used.
  - Four-year longitudinal graduation rate for grades 9–12
  - Five-year longitudinal graduation rate for grades 9–12

- **Annual Dropout Rate**
  - Used only when neither graduation rate is available
  - Calculated as the number of students in grades 9–12 designated as having dropped out divided by the number of students enrolled in grades 9–12 at any time during the school year

Index 4: Postsecondary Readiness

Graduation Plan Component

- This component is based on a four-year longitudinal cohort.
- It represents the percentage of students who graduated under either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP).
- The annual RHSP/DAP graduation rate is used for any district or campus for which longitudinal data are not available.

Index 4: Postsecondary Readiness

Postsecondary Component: College and Career Readiness

Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:

- Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT, or ACT
- Earn credit for at least two advanced/dual-credit courses
- Enroll in a coherent sequence of CTE courses (including a Tech Prep program) as part of a four-year plan of study to take two or more courses for three or more credits

Index 4: Postsecondary Readiness

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)											30.3	
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 (RHSP/DAP points divided by maximum points)											81.4	
Postsecondary Component Score												
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component Score (total points divided by maximum points)											80.3	

Index 4: Postsecondary Readiness

Indicator			Total Points	Max. Points
STAAR Score				
STAAR Score (STAAR total points divided by maximum points)			30.3	
Graduation Score (Gr. 9–12)				
Graduation Score (best of total graduation points divided by maximum points)			78.1	
RHSP/DAP Score				
RHSP/DAP Score (total RHSP/DAP points divided by maximum points)			81.4	
Postsecondary Component Score				
Postsecondary Component 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	

Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses (including dropout recovery campuses)

- Index 4 for AEA charter districts and campuses is based on two components:
  - STAAR postsecondary readiness standard (25% of the index score)
  - Graduation rate/annual dropout rate (75% of the index score)

- If STAAR indicator is not available, only graduation rate/dropout rate is used.

- If graduation rate/dropout rate is not available, a district or campus is not evaluated on Index 4.

Index 4: Postsecondary Readiness (AEA)

STAAR Indicator

- **Assessments***
  - STAAR
  - EOC substitute assessments
- **Performance Standard**
  - STAAR: Final Level II or above
  - Substitute assessments: equivalency standard
- **Subjects/Courses**
  - Reading
  - Writing
  - Mathematics (Algebra I only in 2015)
  - Science
  - Social studies

* STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Index 4: Postsecondary Readiness (AEA)

Graduation Rate/Annual Dropout Rate Indicator

Graduation rate is used for Index 4 unless data are not available. Annual dropout rate is used only when data for graduation rate is not available.

- **Graduation Rate**
  - The rate includes not only graduates, but also continuers and GED recipients.
  - Of the three following options, the graduation rate that contributes the most points to the index score is used:
    - Four-year graduates, continuers, and GED recipients
    - Five-year graduates, continuers, and GED recipients
    - Six-year graduates, continuers, and GED recipients

- **Annual Dropout Rate**
  The dropout rate is used only when no graduation rate is available.

Index 4: Postsecondary Readiness (AEA)

Bonus Points: Up to 30 bonus points are added for the following indicators:

- Percentage of RHSP/DAP graduates
  - This percentage is based on four-year longitudinal cohort or annual graduates.
  - The annual rate is used if the four-year longitudinal RHSP/DAP data are not available or does not meet minimum-size criteria.

- Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:
  - Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT, or ACT
  - Earn credit on at least two advanced/dual credit courses
  - Enroll in a coherent sequence of CTE courses (including a Tech Prep program) as part of a four-year plan of study to take two or more courses for three or more credits

- Excluded Student Credit
  Earned when recovered dropouts or other students excluded from state dropout-rate calculations either graduate or earn a GED

Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Postsecondary Readiness Standard :Score (total points divided by maximum points)											51.8	
Graduation, Continuers, and GED Rate												
~~4-Year Rate~~	~~64.3%~~	~~58.8%~~			~~58.8%~~		~~71.6%~~	~~66.0%~~	~~34.2%~~	~~59.8%~~	~~413.5~~	~~700~~
~~5-Year Rate~~	~~65.1%~~	~~58.8%~~			~~60.0%~~		~~72.1%~~	~~64.0%~~	~~48.9%~~	~~57.5%~~	~~426.4~~	~~700~~
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate Total											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	

Index 4: Postsecondary Readiness (AEA)

AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate			
Bonus Points			
RHSP/DAP Rate (4- yr. longitudinal/annual)	33.3%		33
Postsecondary Component			0
Excluded students credit			0
Total Bonus Points (maximum of 30)			30

Overall Index 4 Score for AEA Charter Districts and Campuses with a Graduation, Continuer, and GED Rate				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Standard	51.8	X	25%	13.0
Graduation, Continuers, GED Rate	61.4	X	75%	46.1
Bonus Points	30.0			30
Index 4: Score				89

AEA Campus Registration

- To be rated under AEA provisions, a campus must register as an alternative education campus (AEC).
- Campuses register each April through the TEASE Accountability website.
- AEA registration has expanded to include dropout recovery schools.
- To register as an AEC, a campus must meet two criteria:
  - At least 75% of its students must be considered at risk as verified by current-year PEIMS fall enrollment data. (Campuses with less than 75% at-risk student enrollment may use prior-year PEIMS data to qualify.)
  - At least 50% of its students are enrolled in grades 6–12.

Distinction Designations

- Distinction designations are awarded to districts and campuses in recognition of outstanding achievement.
- To be eligible for distinction designations, a district or campus must receive a *Met Standard* rating.
- Districts and campuses rated using AEA provisions are not eligible.
- Campus distinctions are based on indicators of student performance in comparison to forty similar campuses.

Distinction Designations

- Campuses may be awarded distinction designations for outstanding achievement in the following areas:
  - English language arts/reading
  - Mathematics
  - Science
  - Social studies
  - Student progress
  - Closing performance gaps
  - Postsecondary readiness

- Districts may be awarded distinction designations for outstanding achievement in postsecondary readiness.

State System Safeguards

- The purpose of the system safeguards report is to ensure that—in the aggregated district or campus reports—substandard performance in one area or one student group is not disguised by acceptable performance in other areas or other student groups.

- System safeguards also help identify whether state-level interventions are needed.

- Performance results are disaggregated to show the performance of each student subgroup on Index 1.

- The following indicators are included in the state system safeguards report:
  - Performance rates (district and campus) by subject: reading, mathematics, writing, science, and social studies
  - Participation rates (district and campus) by subject: reading and mathematics
  - Federal graduation rates (district and campus)
  - Federal limits on alternative assessments (not applicable in 2015)

State System Safeguards Measures and Targets

- Results for the following groups are included in state system safeguards reports:
  - All students
  - Seven racial/ethnic student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and two or more races
  - Economically disadvantaged
  - Students with disabilities
  - English language learners (ELLs)

- 2015 targets for the disaggregated system-safeguards results are as follows:
  - STAAR performance target corresponds to Index 1 (60%)
  - STAAR participation target required by federal accountability (95%)
  - Federal graduation rate targets and improvement calculations for four-year rate (83.0%) and five-year rate (88.0%)

- Safeguards results that miss targets are addressed through the Texas Accountability Intervention System (TAIS).

State System Safeguards Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	ELL	Special Ed.
Performance Rates – State*											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	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	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (includes improvement targets)											
4-year	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%
District Limits on Use of Alternative Assessment Results *Not Applicable for 2015*											
Reading – Alternate	n/a	*Not Applicable*									
Mathematics – Alternate	n/a	*Not Applicable*									

*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Key Changes for 2015 Accountability

- To receive a *Met Standard* rating, a district or campus must meet the target on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.
- Mathematics, grades 3–8, is excluded from state accountability.
- Algebra I is the only mathematics course included in state accountability.
- STAAR A and STAAR Alternate 2 for all subjects and grade levels are excluded from state accountability.
- Index 2 score combines available STAAR and ELL progress measures across all subjects and grade levels.
- Index 2 includes both current and monitored ELLs in their first and second years of academic monitoring.
- Index 4 includes a new postsecondary component.

2015 Accountability Calendar

Date	Activity
Friday, July 24	Index 2 targets provided in appendix L of the *2015 Accountability Manual*. (TEA public web). Complete, final accountability manual available online.
Thursday, July 30	2015 accountability reports (without rating labels) and Excel files with students listings for each index released. (TEASE)
Thursday, August 6	2015 accountability reports (with rating labels), distinction designations, and state system safeguards released. (TEASE)
Friday, August 7	2015 accountability reports (with rating labels), distinction designations, and state system safeguards released. (TEA public web)
Friday, August 7	Appeals application opens. (TEASE)

2015 Accountability Calendar

Date	Activity
Tuesday, September 8	2015 Appeals Deadline
Thursday, October 1	Texas Consolidated School Rating (TCSR) report which includes 2015 state-assigned academic and financial ratings and locally-assigned community and student engagement ratings released. (TEA public web)
By early October	Federal system safeguard reports based on grades 3–8 mathematics results at 2015 standards and STAAR A and STAAR Alternate 2 released. (TEASE and TEA public web)
Early November	2015 final ratings release after resolution of all appeals (TEASE and TEA public web)
December	2015 Texas School Accountability Dashboards posted. (TEA public web)

Texas Education Agency Secure Environment

- The Texas Education Agency Secure Environment (TEASE) Accountability website provides school districts and charters with confidential, unmasked data tables; summary tables; confidential student listings; data files; and other accountability information.
- Only superintendents and their designees have access to TEASE Accountability.
- Each superintendent and charter school executive director should apply for access and may designate others to have access as well.
- The TEASE Accountability website is accessible at http://ritter.tea.state.tx.us/forms/tease/accountability.htm.

Performance Reporting Products

- The **Texas Academic Performance Report (TAPR)**, formerly known as the Academic Excellence Indicator System (AEIS) report, pulls together a wide range of information annually on the performance of students in each school and district in Texas. The report also provides extensive information on staff, programs, and demographics for each school and district.

- **School Report Cards** present selected information from the TAPR.

- **Accountability Ratings** provide ratings as well as the data used to determine the ratings for each campus and district. The site also shows the distinction designations earned by campuses and districts.

- The **Snapshot** provides an overview of public education in Texas for a particular school year and includes a profile of basic characteristics for each district and campus.

Performance Reporting Products

- The **Texas Performance Reporting System (TPRS)** provides additional performance reports and results not previously available.

- The **Texas Consolidated School Accountability Report (TCSR)** combines the accountability rating, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in Texas.

- The **Texas School Accountability Dashboard** makes it possible to find clear and concise accountability information and demographics for an individual school, an entire school district, or the state as a whole. It also allows anyone to easily compare districts or schools http://www.texasschoolaccountabilitydashboard.org/

Performance Reporting Resources and Contacts

- **2015 Accountability Rating System**
  http://ritter.tea.state.tx.us/perfreport/account/2015/index.html

- **Performance Reporting Resources**
  http://tea.texas.gov/perfreport/resources/index.html

- **Performance Reporting Home Page**
  http://tea.texas.gov/perfreport/

- **Performance Reporting E-mail**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704