

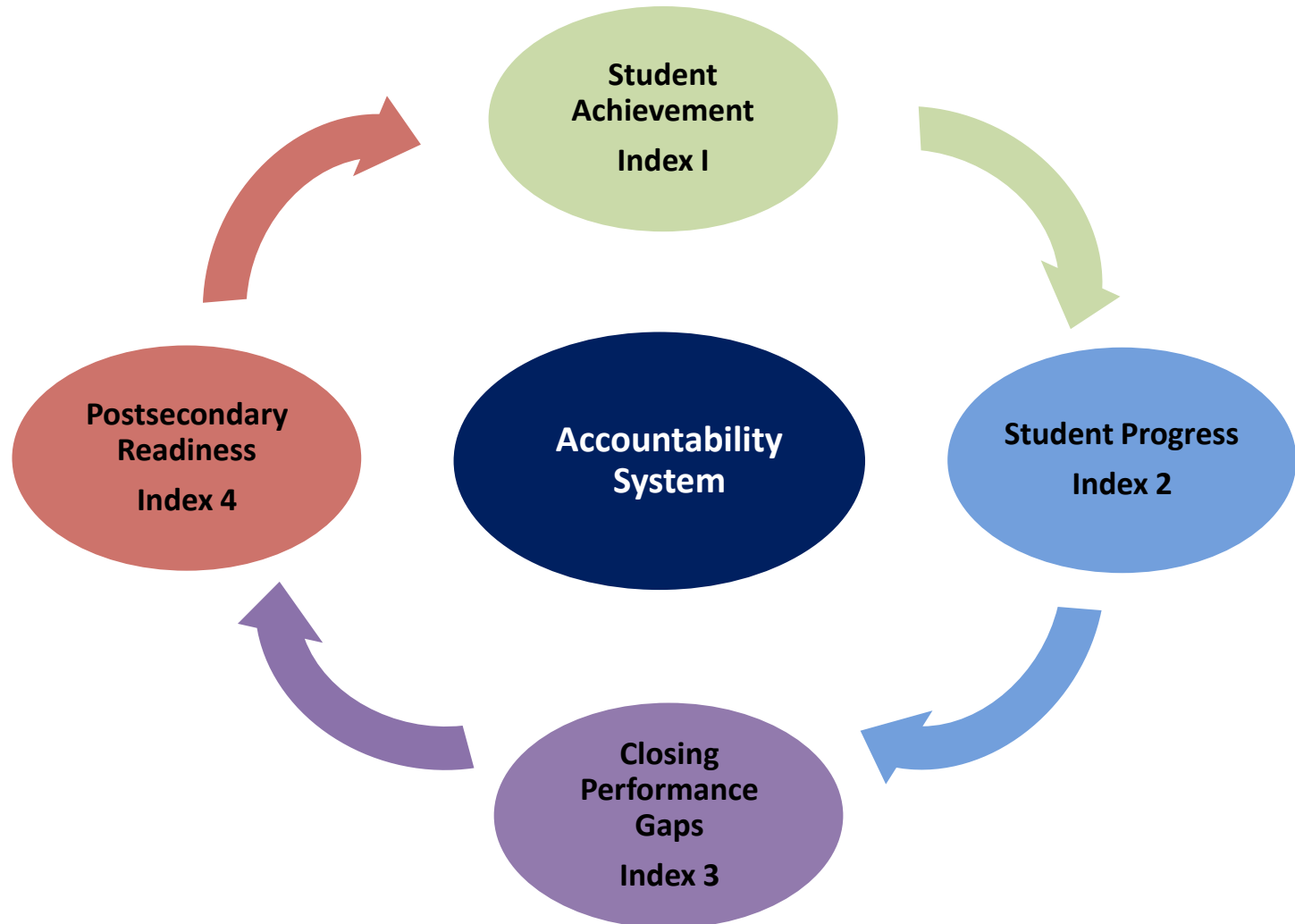
# Overview of 2016 Accountability

TETN Videoconference #36664 | April 21, 2016

Texas Education Agency  
Assessment and Accountability  
Performance Reporting

# Performance Index Framework

2



# Key Topics for 2016 Accountability

3

## Issue

Changes affecting all four performance indices

## Final Decision

The phase-in passing standards have been replaced with a standard progression approach, which will begin in 2015–16 and continue until 2021–22, the year final Level II standards are scheduled to be in place.

The 2016 accountability system will include the performance results for grades 3–8 mathematics, including progress measure results for grades 3–8 where applicable. The student performance standard for grades 3–8 mathematics will be the 2015–16 standard.

# Key Topics for 2016 Accountability

4

## Issue

The inclusion of the STAAR Accommodated and STAAR Alternate 2 results

## Final Decision

STAAR A results will be included in all indices. STAAR Alt 2 results will be included in Index 1, Index 2, and Index 3.

The inclusion of STAAR A and STAAR Alt 2 results encourages districts to administer the appropriate assessments to students with disabilities regardless of the impact on state accountability ratings.

# Key Topics for 2016 Accountability

5

## Issue

Inclusion of ELLs in Index 1

## Final Decision

Years in U.S. Schools	STAAR and STAAR A Tests		STAAR-L Tests	STAAR Alternate 2 Tests
	ELLs receiving Bilingual Education or ESL Instructional Services	ELL Parental Denials or ELL progress measure plan exceders		
First year of enrollment in U.S. schools	Not Included	Not Included	Not Included	STAAR Level II Standard
Second through fourth year of enrollment in U.S. schools	<b>Spanish</b> STAAR 2016 Level II Standard <b>English</b> ELL Progress Measure	STAAR 2016 Level II Standard	ELL Progress Measure	STAAR Level II Standard
Fifth year or more of enrollment in U.S. schools	STAAR 2016 Level II Standard	STAAR 2016 Level II Standard	Not Included	STAAR Level II Standard

# Key Topics for 2016 Accountability

6

## Issue

Inclusion of ELLs in Index 2

## Final Decision

Years in U.S. Schools	STAAR and STAAR A Tests		STAAR-L Tests	STAAR Alternate 2 Tests
	ELLs receiving Bilingual Education or ESL Instructional Services	ELL Parental Denials or ELL progress measure plan exceeders		
First year of enrollment in U.S. schools	Not Included	Not Included	Not Included	Student Progress Measure
Second through fourth year of enrollment in U.S. schools	Student Progress Measure	Student Progress Measure	Student Progress Measure	Student Progress Measure
Fifth year or more of enrollment in U.S. schools	Student Progress Measure	Student Progress Measure	Student Progress Measure	Student Progress Measure

# Key Topics for 2016 Accountability

7

## Issue

Inclusion of ELLs in Index 3

## Final Decision

Years in U.S. Schools	STAAR and STAAR A Tests		STAAR-L Tests	STAAR Alternate 2 Tests
	ELLs receiving Bilingual Education or ESL Instructional Services	ELL Parental Denials or ELL progress measure plan exceeders		
First year of enrollment in U.S. schools	Not Included	Not Included	Not Included	STAAR Level II Standard and Level III
Second through fourth year of enrollment in U.S. schools	<b>Spanish</b> STAAR 2016 Level II standard and Level III  <b>English</b> ELL Progress Measure and STAAR 2016 Level II Standard	STAAR 2016 Level II Standard and Level III	Not Included	STAAR Level II Standard and Level III
Fifth year or more of enrollment in U.S. schools	STAAR 2016 Level II Standard and Level III	STAAR 2016 Level II Standard and Level III	Not Included	STAAR Level II Standard and Level III

# Key Topics for 2016 Accountability

8

## Issue

Inclusion of ELLs in Index 4

## Final Decision

Years in U.S. Schools	STAAR and STAAR A Testers		STAAR-L Testers	STAAR Alternate 2 Testers
	ELLs receiving Bilingual Education or ESL Instructional Services	ELL Parental Denials or ELL progress measure plan exceeders		
First year of enrollment in U.S. schools	Not Included	Not Included	Not Included	Not Included
Second through fourth year of enrollment in U.S. schools	<b>Spanish</b> STAAR Final Level II (Spanish test versions on any subject)  <b>English</b> (Not tested on any Spanish versions) <i>Not Included</i>	STAAR Final Level II	Not Included	Not Included
Fifth year or more of enrollment in U.S. schools	STAAR Final Level II	STAAR Final Level II	Not Included	Not Included



# Key Topics for 2016 Accountability

9

## Issue

Ratings criteria

## Final Decision

For 2016 accountability, districts and campuses must meet three out of four performance index targets. 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 data for evaluation.

**Index 1 or Index 2**

*and*

**Index 3**

*and*

**Index 4**

Because the progress measure for STAAR A and STAAR Alt 2 will be included for the first time, it is difficult to anticipate how this will affect the Index 2 outcomes. In addition, this addresses the concern with the limited availability of progress measures on the EOC assessments.

# Key Topics for 2016 Accountability

10

## Issue

Graduation Plan Component and Foundation High School Plan Transition

## Final Decision

For 2016 accountability, two diploma-plan rates will be calculated as shown below; the one that gives the district or campus the most points for the graduation plan component of Index 4 will be used.

	$\frac{(RHSP + DAP)}{(MHSP + RHSP + DAP)}$
<b>Calculation that Excludes FHSP Students:</b>	
	$\frac{(RHSP + DAP) + (FHSP-E + FHSP-DLA)}{(MHSP + RHSP + DAP) + (FHSP + FHSP-E + FHSP-DLA)}$
<b>Calculation that Includes FHSP Students:</b>	

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

# Key Topics for 2016 Accountability

11

## Issue

TSI portion of postsecondary component

## Final Decision

It will include the results of the Texas Success Initiative (TSI) assessment in the postsecondary component and give credit for every student who

- Meets the TSI requirement in reading on the TSI assessment, SAT, or ACT
- and**
- Meets the TSI requirement in mathematics on the TSI assessment, SAT, or ACT

A student must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment.

Meeting the TSI requirement in writing on the TSI assessment or ACT will not be used for accountability in 2016 but will be reported.

# Key Topics for 2016 Accountability

12

## Issue

Calculation of postsecondary component of Index 4

## Final Decision

With the inclusion of the TSI results, the postsecondary component evaluated in 2016 accountability for the 2014–15 graduates is as shown below:

graduates meeting TSI criteria in both ELA/reading and mathematics (TSI, SAT, or ACT)	or	graduates who completed and earned credit for at least two advanced/dual-credit courses in the current or prior school year	or	graduates who were enrolled in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits
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Number of annual graduates

# Index 1: Student Achievement

13

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

- Subjects evaluated: English language arts/reading, mathematics, writing, science, and social studies, combined over all subject areas
- Student Group: All Students, including ELLs as indicated on slide 5
- Performance Standards: Level II Satisfactory Standard

# Index 1: Student Achievement

14

**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 Level II Satisfactory Standard.

Each percentage of students meeting the Level II Satisfactory Standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

STAAR Performance	Reading		Math		Writing		Science		Social Studies		Total	% Met Level II Satisfactory Standard	Index Points
# Level II Satisfactory Standard	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index 1: Score													44

# Index 1: Student Achievement 2015 & 2016

15	2015	2016
	Index 1 Target: 60	Index 1 Target: 60
	<p>All Student Groups and all tests combined</p> <ul style="list-style-type: none"> <li>○ Grades 3–8 mathematics excluded</li> <li>○ STAAR A and STAAR Alt 2 for all grades and subjects excluded</li> </ul>	<p>All Student Groups and all tests combined</p> <ul style="list-style-type: none"> <li>○ Grades 3–8 mathematics included</li> <li>○ STAAR A and STAAR Alt 2 for all grades and subjects included</li> </ul>
	Performance standard: Phase-in 1 Level II (Satisfactory)	Performance standard: Level II Satisfactory Standard
	<p>STAAR EOC Assessments (5 tests):</p> <ul style="list-style-type: none"> <li>○ English I</li> <li>○ English II</li> <li>○ Algebra I</li> <li>○ Biology</li> <li>○ U.S. History</li> </ul>	No change
	Substitute assessments for STAAR EOC tests are included	No change

# Index 2: Student Progress

16

**Index 2: Student Progress** provides an opportunity for districts and campuses to receive credit for improving student performance independent of overall student achievement.

- Subjects evaluated: Progress outcomes for reading and mathematics assessments only
- Student Group: All Students, students served by special education, ELL students identified as LEP or students who are in their first or second years of monitoring after exiting ELL status, and seven racial/ethnic groups
- Performance Standards: Level II Satisfactory Standard

**Construction:** Weighted scores are calculated based on students' level of performance: one point for each percentage of assessment results that met or exceeded progress measure expectations, one point for each percentage of results that exceeded progress measure expectations aggregated across subjects.



# Index 2: Student Progress

17

Weighted Progress Rate: All Subjects	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests:	989	64	828	39					75	819		
# Met or Exceeded Progress	732	51	621	28					49	614		
# Exceeded Progress	198	16	124	4					4	164		
Percent of Tests: % Met or Exceeded Progress	74%	80%	75%	72%					65%	75%		
% Exceeded Progress	20%	25%	15%	10%					5%	20%		
All Subjects Weighted Progress Rate	94	105	90	82					70	95	536	1200
Total											536	1200
Index 2: Score (total points divided by maximum points)											45	

# Index 2: Student Progress 2015 & 2016

18

2015	2016
Index 2 Target: Based on 5 <sup>th</sup> percentile of Index 2 outcomes based on the 2015 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 <sup>th</sup> 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
<p>Across all subjects: reading, writing, and mathematics (Algebra I only for available grades)</p> <ul style="list-style-type: none"> <li>Grades 3–8 mathematics excluded</li> <li>STAAR A and STAAR Alt 2 for all grades and subjects excluded</li> </ul>	<p>Across all subjects: reading and mathematics only</p> <ul style="list-style-type: none"> <li>Grades 3–8 mathematics included</li> <li>STAAR A and STAAR Alt 2 for all grades and subjects included</li> </ul>
<p>Aggregated weighted score</p> <ul style="list-style-type: none"> <li>One point for each percentage of assessment results that meet or exceed progress</li> <li>One point for each percentage of results that exceed progress</li> </ul>	<p>No change</p> <p>No change</p>
Progress Measures: STAAR and ELL Progress Measure	No change
High schools/K–12 campuses are evaluated on Index 2	No change

# Index 3: Closing Performance Gaps

19

**Index 3: Closing Performance Gaps** emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups from the prior year.

Please note that for 2016, the results from the 2015 ***federal*** system safeguard reports provided to districts in December 2015 will be used to determine the lowest performing racial/ethnic student groups.

**Construction:** One point is given for each percentage of tests meeting or exceeding the Level II Satisfactory Standard. One point is given for each percentage of tests meeting the Level III Advanced Standard on the STAAR assessment.

# Index 3: Closing Performance Gaps

20

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Level II Satisfactory Standard and above	80	20	25		
# Advanced Standard	40	0	25		
% Level II Satisfactory Standard and above	100%	50%	100%		
% Advanced Standard	50%	0%	100%		
Reading Weighted Performance Rate	150	50	200	400	600

# Index 3: Closing Performance Gaps

21

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

# Index 3: Closing Performance Gaps 2015 & 2016

22

2015	2016
<p>Index 3 Target:</p> <ul style="list-style-type: none"> <li>○ District: 28</li> <li>○ Elementary: 28</li> <li>○ Middle School: 27</li> <li>○ High School/K–12: 31</li> </ul>	<p>Index 3 Target: Based on 5<sup>th</sup> percentile of Index 3 outcomes based on the 2016 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5<sup>th</sup> percentile of campus performance across all campus types.</p>
<p>By Subject Area: reading, Algebra I, writing, science, and social studies</p> <ul style="list-style-type: none"> <li>○ Grades 3–8 mathematics excluded</li> <li>○ STAAR A and STAAR Alt 2 for all grades and subjects excluded</li> </ul>	<p>By Subject Area: reading, mathematics, writing, science, and social studies</p> <ul style="list-style-type: none"> <li>○ STAAR A and STAAR Alt 2 for all grades and subjects included</li> </ul>
<p>Student Groups:</p> <ul style="list-style-type: none"> <li>○ Economically Disadvantaged</li> <li>○ Two Lowest Performing Racial/Ethnic Student Groups</li> </ul>	<p>No change</p>
<p>Minimum Size Criteria for Racial/Ethnic Student Groups:</p> <ol style="list-style-type: none"> <li>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</li> <li>2) Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects.</li> </ol>	<p>No change</p>
<p>Points based on STAAR performance:</p> <ul style="list-style-type: none"> <li>○ Phase-in Satisfactory Standard: One point for each percentage of tests</li> <li>○ Advanced Standard: One point for each percentage of tests</li> </ul>	<p>Points based on STAAR performance:</p> <ul style="list-style-type: none"> <li>○ Level II Satisfactory Standard: One point for each percentage of tests</li> <li>○ Advanced Standard: One point for each percentage of tests</li> </ul>

# Index 4: Postsecondary Readiness

23

**Index 4: Postsecondary Readiness** emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and earning a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs, or the military.

**Construction:** For non-AEA districts and campuses, Index 4 is based on four components with one exception: when data are missing for any of the three non-STAAR components, it is based solely on the STAAR component.

Index 4 Components	Weight
1. STAAR at Postsecondary Readiness Standard	25%
2. Graduation Rate (or Dropout Rate)	25%
3. Graduation Diploma Plan	25%
4. Postsecondary Component: College and Career Readiness	25%

# Index 4: Postsecondary Readiness

24

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
• STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											30.3	
• Graduation Rate												
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 Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)											78.1	
• Graduation Plan												
Longitudinal RHSP/DAP Rate	72.7%	76.4%			83.6%		83.0%				315.7	400
Longitudinal RHSP/DAP/FHSP E/DLA	70.5%	75.4%			81.5%		82.0%				309.4	400
RHSP/DAP: Score (total RHSP/DAP points divided by maximum points)											78.9	
• Postsecondary Component												
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

25

Overall Index Score				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	81.4	X	25%	20.4
Postsecondary Component Score	80.3	X	25%	20.1
Index 4: Score				68

# Index 4: Postsecondary Readiness 2015 & 2016

26

2015	2016
<ul style="list-style-type: none"> <li>• All Components               <ul style="list-style-type: none"> <li>○ Districts: 57 (based on all four components)*</li> <li>○ High Schools/K–12: 57 (based on all four components)*</li> <li>○ Elementary/Middle School: n/a</li> </ul> </li> <li>• STAAR Only:               <ul style="list-style-type: none"> <li>○ District: 13</li> <li>○ Elementary: 12</li> <li>○ Middle School: 13</li> <li>○ High School/K–12: 21</li> </ul> </li> </ul> <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and Postsecondary Readiness.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p>	<ul style="list-style-type: none"> <li>• All Components               <ul style="list-style-type: none"> <li>○ Districts: 60 (based on all four components)*</li> <li>○ High Schools/K–12: 60 (based on all four components)*</li> <li>○ Elementary/Middle School: n/a</li> </ul> </li> </ul> <p>No change</p> <p>No change</p>
<p>STAAR Score: 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>No change</p>

# Index 4: Postsecondary Readiness

## 2015 & 2016 continued

27

2015

2016

Graduation Score: Combined performance across graduation/dropout rates for:

- Grade 9–12 Four-Year Graduation Rate for ten student groups; or
- Grade 9–12 Five-Year Graduation Rate for ten student groups, whichever contributes the most points to the index

Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs

No change

Graduation Plan: RHSP/DAP Graduates based on Four-Year Longitudinal Cohort: All Students and racial/ethnic groups

Graduation Plan: Two diploma-plan rates will be calculated:

1. calculation that excludes FHSP students
2. calculation that includes FHSP students

The one that gives the most points will be used.

Postsecondary Component: Annual graduates who demonstrate postsecondary readiness in any one of three ways:

- Meeting the college-ready criteria on the TAKS exit-level test, SAT test, or ACT test in both ELA and mathematics
- Earning credit for two advanced course/dual credit courses
- Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.

Postsecondary Component: Annual graduates who demonstrate postsecondary readiness in any one of three ways:

- Meeting the college-ready criteria on the TSI assessment, SAT test, or ACT test in both ELA and mathematics
- No change
- No change

# Index 4: Postsecondary Readiness

## 2015 & 2016 continued

28

2015	2016
<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> <li>○ STAAR Final Level II</li> <li>○ Graduation Rate</li> <li>○ Graduation Plan</li> <li>○ Postsecondary Readiness Indicator</li> </ul>	<p>No change</p> <ul style="list-style-type: none"> <li>○ No change</li> <li>○ No change</li> <li>○ Graduation Plan Calculation</li> <li>○ No change</li> </ul>
<p>Substitute assessments for STAAR EOC tests are included</p>	<p>No Change</p>

# Index Targets for Non-AEA Districts & Campuses for 2015 & 2016

29

## 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

## 2016 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	5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	60	13
Campuses					
Elementary	60	5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	n/a	12
Middle		5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	n/a	13
High School/K-12 and Elementary/Secondary		5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	60	21

# Index Targets for AEA Districts & Campuses 2015 & 2016

30

## 2015 Accountability Performance Index Targets – AEA Charter Districts and Campuses

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

## 2016 Accountability Performance Index Targets – AEA Charter Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Component Only
<b>AEA Charter Districts and Campuses</b>	35	5 <sup>th</sup> Percentile*	5 <sup>th</sup> Percentile*	33	45

# Index 4: Postsecondary Readiness

31

**Construction:** For AEA campuses and charter districts evaluated under AEA provisions, the Index 4 score is based on two components:

- STAAR scores based on the percent of students who meet the Postsecondary Readiness Standard.
- Four-, five-, and six-year rates for graduates, continuing students, and GED recipients. If a graduation rate is not available, the annual dropout rate is used.

Index 4 Components for AEA Campuses and Charters	Weight
STAAR Postsecondary Readiness Standard	25%
Graduation, Continuers, and GED Rate or Annual Dropout Rate	75%

- AECs can also earn bonus points toward their Index 4 score. Bonus points may be awarded for the percentage of students who graduate under certain graduation plans, the percentage of students considered college-and-career ready, and an excluded students credit.

# 2016 AEA Campus Registration

32

**AEA campus registration was open from March 28 to April 8, 2016.**

Alternative education campuses (AECs) rated under 2015 AEA provisions qualified for automatic re-registration in 2016 if they met the following criteria:

- Each campus must have at least 75% at-risk student enrollment, as verified by current-year PEIMS fall enrollment data;
- For campuses with less than 75% at-risk student enrollment, prior-year PEIMS data may be used to qualify;
- Each campus must have at least 50% of students enrolled in grades 6–12.
- AEA registration includes dropout recovery schools.



# 2016 AEA Campus Registration

33

Who	What
Campuses requesting AEA registration	Complete an electronic <i>2015-16 AEA Campus Registration Form</i>
Campuses with less than 75% at-risk enrollment in 2015	Re-request AEA registration by completing an electronic <i>2015-16 AEA Campus Registration Form</i>
AECs rescinding AEA registration	Complete an electronic <i>2015-16 AEA Campus Rescission Form</i>
All superintendents	Notice of AEC automatic re-registration in 2016 Notice of posted <i>2016 Final AEA Campus List</i> (early May 2016)

**AEA registration and rescission forms submitted via TEASE Accountability serve as official documentation and must be printed and maintained locally.**

# Distinction Designations

34

For 2016, distinction designations will be awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

STAAR, STAAR A, and STAAR Alternate 2 results are included in the calculations used to award distinction designations.

# Distinction Designations

35

## Campus Comparison Groups (same as in 2015)

- 40 Similar Schools
- School Type
- School Size
- Grade Span
- Percentage Economically Disadvantaged
- Mobility Rate
- Percentage English Language Learners

A campus earns a distinction designation if it is in the top quartile of its comparison group for at least 33 percent (for high schools and K–12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

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

# Distinction Designations

36

**Academic Achievement in ELA/Reading:** No changes from 2015

**Academic Achievement in Mathematics:**

AADD Mathematics Indicators	High School	Middle School / Junior High	Elementary	K–12
1) Attendance rate	✓	✓	✓	✓
2) Greater Than Expected Student Growth in Mathematics	✓	✓	✓	✓
3) Grade 3 Mathematics Performance (Level III)			✓	✓
4) Grade 4 Mathematics Performance (Level III)			✓	✓
5) Grade 5 Mathematics Performance (Level III)			✓	✓
6) Grade 6 Mathematics Performance (Level III)		✓		✓
7) Grade 7 Mathematics Performance (Level III)		✓		✓
8) Grade 8 Mathematics Performance (Level III)		✓		✓
9) Algebra I by Grade 8 Participation		✓		✓
10) Algebra I Performance (Level III)	✓	✓		✓
11) AP/IB Examination Participation: Mathematics	✓			✓
12) AP/IB Examination Performance: Mathematics	✓			✓
13) SAT/ACT Participation	✓			✓
14) SAT Performance: Mathematics	✓			✓
15) ACT Performance: Mathematics	✓			✓
16) Advanced/Dual Credit Course Completion Rate: Mathematics	✓			✓
<b>Total Mathematics Indicators</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>16</b>

# Distinction Designations

37

## **Academic Achievement in Science:**

No changes from 2015

## **Academic Achievement in Social Studies:**

No changes from 2015

## **Top 25 Percent: Student Progress:**

No changes from 2015

## **Top 25 Percent: Closing Performance Gaps:**

No changes from 2015

## **Postsecondary Readiness:**

No changes from 2015

# Distinction Designations

38

## Districts and Campuses Postsecondary Readiness

Distinction designation criteria for campuses

- Elementary and middle schools must have at least 50 percent of indicators in the top quartile 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 2015, 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

39

## 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.
- 2016 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 (88%) and 5-year rate (90%)
  - Federal limit on use of the STAAR Alternate 2 assessments (1%)

# System Safeguards

40

Accountability System Safeguard Measures and Targets (Non-AEAs and AEAs)											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
<b>Performance Rate Targets - State</b>											
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%
<b>Performance Rate Targets - Federal</b>											
Reading	87%	87%	87%	87%	n/a	n/a	n/a	n/a	87%	87%	87%
Mathematics	87%	87%	87%	87%	n/a	n/a	n/a	n/a	87%	87%	87%
<b>Participation Rate Targets - Federal</b>											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
<b>Graduation Rate Target - Federal **</b>											
4-year	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
5-year	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
<b>District Limits on Use of Alternative Assessment Results</b>											
Reading-STAAR Alt 2	1%	Not Applicable									
Mathematics-STAAR Alt 2	1%	Not Applicable									

\* Both current and monitored ELLs are included in the performance rates, current ELLs only are included in the participation rates, and EVER ELLs in high school are included in the federal graduation rates.

\*\* Federal graduation rate targets are applied to state system safeguards and include an improvement target.



# System Safeguards

41

- 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://www.tea.state.tx.us/pmi/accountabilitymonitoring/>

# Locally-Determined Accountability Ratings

42

## Community and Student Engagement

- Since the 2013–14 school year, districts must evaluate community and student engagement for the district and each of their campuses and assign a rating.
- 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.
- By August 7, districts must report each rating to TEA and the public. TEA will report the performance ratings and compliance status for community and student engagement indicators reported by school districts on the agency website no later than October 1.

# Future Accountability Ratings

43

## Statutory Requirement for A–F Accountability Ratings

- Beginning with the 2017–18 school year, TEA is required to assign ratings of A, B, C, D, or F to districts and campuses.
- Preliminary options for the A–F ratings are under discussion by advisory committees. Final decisions have not been made.

# Resources

44

- **2016 Accountability Development**  
[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/2016\\_Accountability\\_Development\\_Materials/](http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2016_Accountability_Development_Materials/).
- **Accountability Rating System**  
<https://rptsrv1.tea.texas.gov/perfreport/account/>.
- **Performance Reporting Home Page**  
<http://tea.texas.gov/accountability>
- **Performance Reporting E-mail**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Division of Performance Reporting Telephone**  
(512) 463-9704