

## **2016 ATAC Accountability Performance Index Review and Decision Points**

### **Accountability System Development for 2016 Accountability Technical Advisory Committee (ATAC)**

#### **2016 Accountability Performance Index Review and Decision Points**

This document reviews the decision points on 2016 accountability that were discussed at the September 2015 ATAC meeting and presents various options for final recommendations that will be presented to the Accountability Policy Advisory Committee (APAC) in January 2016.

#### **Assessment Issues – Changes to the Texas Assessment Program in 2015–16**

- **Increase in the student performance standards for STAAR grades 3–8 and end-of-course (EOC) general assessments.**

By commissioner's rule, the scheduled increase in 2015–16 to the Phase-in 2 Level II passing standard is 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. Attachment A provides the student performance standards that are set through the 2021–22 school year.

- **Inclusion of STAAR assessments in grades 3–8 mathematics.**

The 2016 accountability system will include the performance results for grades 3–8 mathematics in Indexes 1, 3, and 4 and the progress measure results for grades 3–8 mathematics, where applicable. The student performance standard for grades 3–8 mathematics will be the 2015–16 standard shown in Attachment A.

- **Inclusion of STAAR A and STAAR Alternate 2 assessments.**

The 2016 accountability system will include the STAAR A and STAAR Alternate 2 performance results in Index 1 and will include the STAAR A and STAAR Alternate 2 progress results in Index 2, where applicable. The following options address the inclusion of these results in Indexes 3 and 4. ATAC members discussed the possibility of separate progress measure calculation for STAAR A, but there are currently no plans to construct this measure for accountability purposes.

**2016 ATAC Accountability Performance Index Review and Decision Points**

**Option 1: Include STAAR A results in all indexes and STAAR Alternate 2 results in Indexes 1, 2, and 3.**

**Rationale:** Inclusion of STAAR A and STAAR Alternate 2 results in all applicable indexes encourages districts to administer the appropriate assessments to students with disabilities regardless of the impact on state accountability ratings. Concerns with student performance on these assessments can be addressed in the recommendations for 2016 performance index targets.

Option 1: Inclusion of STAAR A and STAAR Alternate 2 in Indexes 1–4				
2016	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)	✓	✓	✓	✓
STAAR EOC Assessments (5 tests)	✓	✓	✓	✓
STAAR EOC tests includes substitute assessments	✓	n/a	n/a	✓
STAAR L (evaluated in the ELL Progress Measure)	✓	✓	✗	✗
STAAR A	✓	✓	✓	✓
STAAR Alternate 2	✓	✓	✓	n/a

✓: Used in Accountability      ✗: Available but not used in Accountability      n/a: Not Available

**2016 ATAC Accountability Performance Index Review and Decision Points**

**Option 2 (September ATAC Recommendation): Include STAAR A and STAAR Alternate 2 results in Indexes 1 and 2 only.**

**Rationale:** Committee members expressed concerns with the inclusion of the results of both assessments at the Level III performance standard in Index 3 and the final Level II standard for STAAR A in Index 4, particularly the STAAR A results for students who were previously assessed with STAAR Modified.

Option 2: Inclusion of STAAR A and STAAR Alternate 2 in Indexes 1 and 2 only				
2016	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)	✓	✓	✓	✓
STAAR EOC Assessments (5 tests)	✓	✓	✓	✓
STAAR EOC tests includes substitute assessments	✓	n/a	n/a	✓
STAAR L (evaluated in the ELL Progress Measure)	✓	✓	✗	✗
STAAR A	✓	✓	✗	✗
STAAR Alternate 2	✓	✓	✗	n/a

✓: Used in Accountability      ✗: Available but not used in Accountability      n/a: Not Available

**2016 ATAC Accountability Performance Index Review and Decision Points**

- **Inclusion of English Language Learners (ELLs) in accountability ratings.**
  - **September ATAC Recommendation:** Include ELLs with parental denials and ELLs who have graduated from an ELL progress measure plan in Index 4 after their first year of enrollment in U.S. schools.

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
<b>ELLs With Parental Denials for Instructional Services or ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year</b>				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools				

\* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation, where applicable

**2016 ATAC Accountability Performance Index Review and Decision Points**

- **September ATAC Recommendation:** ELLs who take STAAR Alternate 2 are included in each index in the same manner as non-ELLs who take STAAR Alternate 2.

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
<b>ELLs Taking STAAR Alternate 2</b>				
First year of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	<i>Not Included</i>
Second year of enrollment in U.S. schools				
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools				

\* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation, where applicable.

**2016 ATAC Accountability Performance Index Review and Decision Points**

- **September ATAC Recommendation:** Include STAAR L testers with no ELL progress measure at appropriate STAAR standards in each index.

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
<b>ELLs who take STAAR L but do not have an ELL Progress Measure</b>				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools				

\* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation, where applicable.

**2016 ATAC Accountability Performance Index Review and Decision Points**

**Index 4**

▪ **Graduation Plan Component and Foundation High School Plan (FHSP) Transition**

For 2016 accountability, maintain the methodology used for 2015 which excluded FHSP students from the denominator of the longitudinal graduation plan indicator.

$$(RHSP + DAP)$$

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$$(MHSP + RHSP + DAP)$$

Implement the integrated plan methodology below for the class of 2016 longitudinal rate to be used in 2017 accountability and beyond.

$$(RHSP + DAP) + (FHSP-E + FHSP-DLA)$$

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$$(MHSP + RHSP + DAP) + (FHSP + FHSP-E + FHSP-DLA)$$

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

▪ **TSI Portion of postsecondary component.**

Give credit for meeting the TSI portion of the postsecondary component for every student who

- meets the TSI requirement in reading on the TSI assessment, SAT, or ACT;
- meets the TSI requirement in mathematics on the TSI assessment, SAT, or ACT; **and**
- meets the TSI requirement in writing on the TSI assessment or ACT.

A student needs to meet the TSI requirement for each subject, but does not need to meet them all on the same assessment. The writing requirement is new for 2016 and can only be met by way of the TSI assessment or the ACT. ATAC members will need to clarify whether they recommend adding writing in 2015–16 or staying with reading and mathematics only and reporting writing on TAPR until 2017–18.

## 2016 ATAC Accountability Performance Index Review and Decision Points

### Distinction Designations

- **Remove attendance rates as an indicator in subject level distinction designations.**  
ATAC recommended the removal of student attendance rates as an indicator for distinction designations due to a lack of meaningfulness to distinguish between schools. TEA staff agrees but recommends that the removal of attendance from distinctions take place in 2017–18 when HB 2804 requires attendance as part of domain four for schools and districts. Until then, attendance should remain one of the indicators evaluated in the subject-level distinctions.

### Overall Accountability Outcomes

- **ATAC Recommendation: Allow districts and campuses to earn a Met Standard or Met Alternative Standard rating in 2016 by meeting Index 1 or Index 2 and Index 3 and Index 4.**  
This recommendation is more in line with the committee’s original intent when the index framework was developed. Given the progress measures will be reported for the first time on the STAAR A and STAAR Alternate 2 assessments in 2016, it is difficult to anticipate how these new progress measures will affect the Index 2 outcomes. This option also addresses the concern with the limited availability of progress measures on the EOC assessments for high schools and K–12 campuses and districts.

### Modeling Options for 2016 Performance Index Targets

- Attachment B provides the performance index targets and their corresponding percentiles for 2013, 2014, and 2015.
- Attachment C describes the rules and caveats that were used to produce various models of the 2015 accountability results to assist ATAC members in developing recommendations for 2016 performance index targets.



Figure: 19 TAC §101.3041(b)(1)

## English: State of Texas Assessments of Academic Readiness Grades 3-8 Assessments Performance Standards

English Assessments	2015-2016 Standard	2016-2017 Standard	2017-2018 Standard	2018-2019 Standard	2019-2020 Standard	2020-2021 Standard	2021-2022 Recommended Level II	Recommended Level III
Grade 3 Mathematics	1360	1381	1402	1423	1444	1465	1486	1596
Grade 4 Mathematics	1467	1487	1507	1528	1548	1569	1589	1670
Grade 5 Mathematics	1500	1521	1542	1563	1583	1604	1625	1724
Grade 6 Mathematics	1536	1556	1575	1595	1614	1634	1653	1772
Grade 7 Mathematics	1575	1594	1613	1631	1650	1669	1688	1798
Grade 8 Mathematics	1595	1612	1630	1647	1665	1682	1700	1854
Grade 3 Reading	1345	1365	1386	1406	1427	1447	1468	1555
Grade 4 Reading	1434	1454	1473	1492	1511	1531	1550	1633
Grade 5 Reading	1470	1489	1508	1526	1545	1563	1582	1667
Grade 6 Reading	1517	1536	1554	1573	1592	1610	1629	1718
Grade 7 Reading	1567	1585	1603	1621	1638	1656	1674	1753
Grade 8 Reading	1587	1606	1625	1643	1662	1681	1700	1783
Grade 4 Writing	3550	3625	3700	3775	3850	3925	4000	4612
Grade 7 Writing	3550	3625	3700	3775	3850	3925	4000	4602
Grade 5 Science	3550	3625	3700	3775	3850	3925	4000	4402

English Assessments	2015-2016 Standard	2016-2017 Standard	2017-2018 Standard	2018-2019 Standard	2019-2020 Standard	2020-2021 Standard	2021-2022 Recommended Level II	Recommended Level III
Grade 8 Science	3550	3625	3700	3775	3850	3925	4000	4406
Grade 8 Social Studies	3550	3625	3700	3775	3850	3925	4000	4268

**Spanish: State of Texas Assessments of Academic Readiness Grades 3-8 Assessments Performance Standards**

Spanish Assessments	2015-2016 Standard	2016-2017 Standard	2017-2018 Standard	2018-2019 Standard	2019-2020 Standard	2020-2021 Standard	2021-2022 Recommended Level II	Recommended Level III
Grade 3 Mathematics	1360	1381	1402	1423	1444	1465	1486	1596
Grade 4 Mathematics	1467	1487	1507	1528	1548	1569	1589	1670
Grade 5 Mathematics	1500	1521	1542	1563	1583	1604	1625	1724
Grade 3 Reading	1318	1339	1360	1381	1402	1423	1444	1532
Grade 4 Reading	1413	1434	1455	1476	1497	1518	1539	1636
Grade 5 Reading	1461	1481	1501	1522	1542	1562	1582	1701
Grade 4 Writing	3550	3625	3700	3775	3850	3925	4000	4543
Grade 5 Science	3550	3625	3700	3775	3850	3925	4000	4402

Figure: 19 TAC §101.3041(c)(1)

## State of Texas Assessments of Academic Readiness End-of-Course Assessments Performance Standards\*

Assessment	2015-2016 Standard	2016-2017 Standard	2017-2018 Standard	2018-2019 Standard	2019-2020 Standard	2020-2021 Standard	2021-2022 Recommended Level II	Recommended Level III
Algebra I	3550	3625	3700	3775	3850	3925	4000	4333
Biology	3550	3625	3700	3775	3850	3925	4000	4576
English I	3775	3813	3850	3888	3925	3963	4000	4691
English II	3775	3813	3850	3888	3925	3963	4000	4831
U.S. History	3550	3625	3700	3775	3850	3925	4000	4440

\* The standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student's school career. Standards apply beginning with students first enrolled in Grade 9 or below in 2011-2012.



State Accountability Performance Index Targets and Corresponding Percentiles  
2013–2015

2015: Non-AEA Districts and Campuses

	Index Target					Percentile Corresponding to Index Target				
	Index 1	Index 2*	Index 3	Index 4		Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only				All Components	STAAR Component Only
Districts	60	20	28	57	13	4.16	0.26	2.64	1.12	3.59
Campuses										
Elementary	60	30	28	n/a	12	10.64	4.41	7.17	n/a	4.60
Middle		28	27	n/a	13	9.36	4.50	4.08	n/a	3.89
High School/K-12		15	31	57	21	3.94	4.10	3.90	0.95	13.47

\* Index 2 targets for non-AEA campuses were set at about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts corresponded to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

2015: AEA Charter Districts and Campuses

	Index Target					Percentile Corresponding to Index Target				
	Index 1	Index 2*	Index 3	Index 4		Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Component Only				Both Components	Graduation/ Dropout Rate Component Only
AEA Charter Districts	35	7	11	33	45	10.00	2.63	2.50	0.00	n/a
AEA Campuses						12.77	2.59	1.06	1.30	10.20

\* Index 2 targets for both AEA charter districts and campuses are set at about the fifth percentile of AEA 2015 campus performance.

State Accountability Performance Index Targets and Corresponding Percentiles  
2013–2015

2014: Non-AEA Districts and Campuses

	Index Target					Percentile Corresponding to Index Target				
	Index 1	Index 2*	Index 3*	Index 4		Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only				All Components	STAAR Component Only
Districts	55	16	28	57	13	2.37	0.25	3.05	5.71	9.46
Campuses										
Elementary	55	33	28	n/a	12	4.56	4.41	4.75	n/a	3.79
Middle		28	27	n/a	13	3.41	3.78	4.57	n/a	3.29
High School/K-12		n/a	31	57	21	2.24	n/a	4.45	5.58	6.72

\* Index 2 and Index 3 targets for non-AEA campuses were set at about the fifth percentile of non-AEA 2014 campus performance by campus type. Targets for non-AEA districts corresponded to about the fifth percentile of non-AEA 2014 campus performance across all campus types.

2014: AEA Charter Districts and Campuses

	Index Target					Percentile Corresponding to Index Target				
	Index 1	Index 2*	Index 3*	Index 4		Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Component Only				Both Components	Graduation/ Dropout Rate Component Only
AEA Charter Districts	30		11	33	45	2.94	n/a	2.94	0.00	n/a
AEA Campuses						9.19	n/a	4.74	1.02	3.70

\* Index 2 and Index 3 targets for both AEA charter districts and campuses are set at about the fifth percentile of AEA 2014 campus performance.

State Accountability Performance Index Targets and Corresponding Percentiles  
2013–2015

2013: Non-AEA Districts and Campuses

	Index Target				Percentile Corresponding to Index Target			
	Index 1	Index 2*	Index 3	Index 4	Index 1	Index 2	Index 3	Index 4
Districts	50	21	55	75	1.27	0.43	3.74	3.61
Campuses								
Elementary	50	30	55	n/a	2.25	4.91	7.18	n/a
Middle		29		n/a	0.98	3.00	5.64	n/a
High School/K-12		17		75	2.30	3.62	2.53	6.37

\* Index 2 targets for non-AEA campuses were set at about the fifth percentile of non-AEA 2013 campus performance by campus type. Targets for non-AEA districts corresponded to about the fifth percentile of non-AEA 2013 campus performance across all campus types.

2013: AEA Charter Districts and Campuses

	Index Target				Percentile Corresponding to Index Target			
	Index 1	Index 2*	Index 3	Index 4	Index 1	Index 2	Index 3	Index 4
AEA Charter Districts	25	9	30	45	6.38	2.56	6.52	0.00
AEA Campuses					11.99	2.06	9.55	6.25

\* Index 2 targets for both AEA charter districts and campuses are set at about the fifth percentile of AEA 2013 campus performance.





## ATAC 2016 Modeling Rules and Caveats

	Index 1	Index 2	Index 3	Index 4			
				STAAR Component	Graduation Rate Component	Graduation Plan Component	Postsecondary Readiness Component
<p><b>Actual:</b> 2015 State Accountability Results (excludes grades 3–8 math and STAAR A and STAAR Alternate 2 from all Indices)</p>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> <li>• Sub. assessments</li> </ul>	<p><b>Include any of the following when available:</b></p> <ul style="list-style-type: none"> <li>• STAAR PM</li> <li>• ELL PM</li> <li>• Spanish to English Proxy</li> </ul>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> </ul> <p><b>Include at Advanced Level III Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 (Spanish)</li> </ul> <p><b>Include at Final Level II:</b></p> <ul style="list-style-type: none"> <li>• ELL YR 2, 3, &amp; 4 (English)</li> </ul>	<p><b>Include at Final Level II or above:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> </ul>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>
<p><b>Base:</b> (includes grades 3–8 math and STAAR A and STAAR Alternate 2 in all applicable Indices)</p> <p><b>Note: 2016 models are not adjusted for possible gains/losses in student performance between 2015 and 2016.</b></p>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR (with G3–8 math)</li> <li>• STAAR A</li> <li>• STAAR Alternate 2</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> <li>• Sub. assessments</li> </ul>	<p><b>Include any of the following when available:</b></p> <ul style="list-style-type: none"> <li>• STAAR PM*</li> <li>• ELL PM*</li> <li>• Spanish to English Proxy</li> </ul> <p>*STAAR progress measure results for grades 3–8 mathematics, STAAR A and STAAR Alternate 2 will be available in 2016, but are not available for inclusion in base model.</p>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR (with G3–8 math)</li> <li>• STAAR A</li> <li>• STAAR Alternate 2</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> </ul> <p><b>Include at Advanced Level III Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR (with G3–8 math)</li> <li>• STAAR A</li> <li>• STAAR Alternate 2</li> <li>• ELL YR 2, 3, &amp; 4 (Spanish)</li> </ul> <p><b>Include at Final Level II:</b></p> <ul style="list-style-type: none"> <li>• ELL YR 2, 3, &amp; 4 (English)</li> </ul>	<p><b>Include at Final Level II or above:</b></p> <ul style="list-style-type: none"> <li>• STAAR (with G3-8 math)</li> <li>• STAAR A</li> </ul>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>

	Index 1	Index 2	Index 3	Index 4			
				STAAR Component	Graduation Rate Component	Graduation Plan Component	Postsecondary Readiness Component
<p><b>“No A/Alt”:</b> Excludes STAAR A and STAAR Alternate 2 from Index 3 and Index 4</p>	<p><b>Same as Base model</b></p>	<p><b>Same as Base model</b></p>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> </ul> <p><b>Include at Advanced Level III Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 (Spanish)</li> </ul> <p><b>Include at Final Level II:</b></p> <ul style="list-style-type: none"> <li>• ELL YR 2, 3, &amp; 4 (English)</li> </ul>	<p><b>Include at Final Level II or above:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> </ul>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>
<p><b>“Base with ELL”:</b> Includes STAAR A and STAAR Alternate 2 in all indices, and includes ELL 2–4 with PD or plan grads in Index 4</p>	<p><b>Same as Base model</b></p>	<p><b>Same as Base model</b></p>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• STAAR A</li> <li>• STAAR Alternate 2</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> </ul> <p><b>Include at Advanced Level III Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• STAAR A</li> <li>• STAAR Alternate 2</li> <li>• ELL YR 2, 3, &amp; 4 (Spanish)</li> </ul> <p><b>Include at Final Level II:</b></p> <ul style="list-style-type: none"> <li>• ELL YR 2, 3, &amp; 4 (English)</li> </ul>	<p><b>Include at Final Level II or above:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• STAAR A</li> <li>• ELL YR 2,3, &amp; 4 with PD or plan grads</li> </ul>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>

	Index 1	Index 2	Index 3	Index 4			
				STAAR Component	Graduation Rate Component	Graduation Plan Component	Postsecondary Readiness Component
<p><b>“No A/Alt with ELL”:</b>                      Excludes STAAR A and STAAR Alternate 2 from Index 3 and Index 4, but includes ELL 2-4 with PD or plan grads in Index 4</p>	<p><b>Same as Base model</b></p>	<p><b>Same as Base model</b></p>	<p><b>Include at 2015 Phase-in Satisfactory Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 w/ELL PM</li> </ul> <p><b>Include at Advanced Level III Standard:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2, 3, &amp; 4 (Spanish)</li> </ul> <p><b>Include at Final Level II:</b></p> <ul style="list-style-type: none"> <li>• ELL YR 2, 3, &amp; 4 (English)</li> </ul>	<p><b>Include at Final Level II or above:</b></p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• ELL YR 2,3, &amp; 4 with PD or plan grads</li> </ul>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>	<p><b>Same as 2015 Accountability.</b></p>