

# Final Decisions for 2016 Accountability

This document presents the commissioner of education's final decisions for 2016 accountability.

## I. 2016 System Rigor

The overall design of the accountability system will remain the same, evaluating performance according to four indices:

- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Performance Gaps
- Index 4: Postsecondary Readiness

### ▪ **Changes Affecting All Four Performance Indices**

- **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 has 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.
- **Inclusion of grades 3–8 mathematics STAAR assessments** The 2016 accountability system will include the performance results for grades 3–8 mathematics in all indices, including 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.

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

**Rationale:** Inclusion of STAAR A and STAAR Alternate 2 results in all applicable indices encourages districts to administer the appropriate assessments to students with disabilities regardless of the impact on state accountability ratings.

## 2. Accountability Ratings Criteria and Targets

- **Ratings Criteria** Performance targets will be set for each index. In order to receive a *Met Standard* or *Met Alternative Standard* rating, all campuses and districts must meet the performance index target on the following indices if they have performance data for evaluation:

Index 1 OR Index 2    AND    Index 3    AND    Index 4

**Rationale:** This recommendation reflects the original intent when the index framework was developed. Given that 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 also addresses the concern with the limited availability of progress measures on the EOC assessments for high schools and K–12 campuses and districts.

## Final Decisions for 2016 Accountability

- 2016 Performance Index Targets** The performance index targets for 2016 are shown on the table on the following pages.

### Index Targets for Non-AEA Districts and Campuses

	2016 Index Targets				
	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		5 <sup>th</sup> Percentile *	5 <sup>th</sup> Percentile **	60	21

\* 2016 Index 2 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA 2016 campus performance by campus type. Targets for non-AEA districts will correspond to about the fifth percentile of non-AEA 2016 campus performance across all campus types.

\*\* 2016 Index 3 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA 2016 campus performance by campus type. Targets for non-AEA districts will correspond to about the fifth percentile of non-AEA 2016 campus performance across all campus types.

# Final Decisions for 2016 Accountability

## Index Targets for AEA Charter Districts and Campuses

	2016 Index Targets				
	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Only
AEA Charter Districts	35	5 <sup>th</sup> Percentile *	5 <sup>th</sup> Percentile **	33	45
AEA Campuses					

\* 2016 Index 2 targets for both AEA charter districts and AEA campuses will be set at about the fifth percentile of AEA 2016 campus performance.

\*\* 2016 Index 3 targets for both AEA charter districts and AEA campuses will be set at about the fifth percentile of AEA 2016 campus performance.

### **Rationale:**

**Index 1** – Keeping the 2016 Index 1 target at 60 (for non-AEA districts and campuses) and 35 (for AEA charter districts and campuses) recognizes the increased rigor of the accountability system introduced by the inclusion of STAAR A, STAAR Alternate 2, the increase in the STAAR performance standard, as well as the inclusion of grades 3–8 mathematics.

**Index 2** – For 2016, set targets at the fifth percentile by campus type based on 2016 performance. Due to changes in writing assessments in grades 4 and 7, no STAAR progress measures will be available for grade 7 writing for 2016. Because of this, Index 2 scores will be based on progress outcomes for reading and mathematics only.

**Index 3** – Setting the targets at the fifth percentile addresses the concern about setting a hard target given the unknown effect of including STAAR A and STAAR Alternate 2.

**Index 4** – Increasing the target for all components of Index 4 to 60 and keeping all remaining 2016 Index 4 targets the same as the 2015 targets recognizes the increased rigor of the accountability system introduced by the inclusion of STAAR A and grades 3–8 mathematics.

## Final Decisions for 2016 Accountability

- **Rating Labels.** The 2016 rating labels remain the same as those issued for 2015 accountability.
  - *Met Standard* – met the required performance index targets and other accountability rating criteria
  - *Improvement Required* – did not meet the required performance index targets or other accountability rating criteria
  - *Met Alternative Standard* – assigned to charter operators and alternative education campuses evaluated under alternative education accountability (AEA) provisions that met the required performance index targets and other accountability rating criteria
  - *Not Rated* – under certain circumstances, districts or campuses may not receive a rating

### 3. Performance Indices

The original design of each performance index remains the same as the prior year.

**Index 1: Student Achievement.** Provides a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

#### **Inclusion of English Language Learners (ELLs)**

- *ELLs taking STAAR Alternate 2 are included at the Level II standard, regardless of their number of years in U.S. schools.*
- *ELLs in their second or more year in U.S. schools whose years in U.S. schools exceed their ELL plan year are included at the STAAR satisfactory standard.*
- *ELLs with parental denial for instructional services who are in their second or more year in U.S. schools are included at the STAAR satisfactory standard.*
- *ELLs who take STAAR L and do not have an ELL progress measure are excluded.*

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

#### **Inclusion of English Language Learners (ELLs)**

- *ELLs taking STAAR Alternate 2 are included, regardless of their number of years in U.S. schools.*
- *ELLs in their second or more year in U.S. schools whose years in U.S. schools exceed their ELL plan year are included.*
- *ELLs with parental denial for instructional services who are in their second or more year in U.S. schools are included.*
- *ELLs who take STAAR L and do not have an ELL progress measure are excluded.*

## Final Decisions for 2016 Accountability

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

### **Inclusion of English Language Learners (ELLs)**

- *ELLs taking STAAR Alternate 2 are included at the satisfactory standard and Level III standard, regardless of their number of years in U.S. schools.*
- *ELLs in their second or more year in U.S. schools whose years in U.S. schools exceed their ELL plan year are included at the satisfactory standard and Level III standard.*
- *ELLs with parental denial for instructional services who are in their second or more year in U.S. schools are included at the satisfactory standard and Level III standard.*
- *ELLs who take STAAR L are excluded.*

**Index 4: Postsecondary Readiness.** Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and 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. Alternative procedures are provided for Alternative Education Accountability (AEA) campuses and charter districts serving at-risk students in alternative education programs.

### **Inclusion of English Language Learners (ELLs)**

- *ELLs taking STAAR Alternate 2 are excluded.*
- *ELLs in their second or more year in U.S. schools whose years in U.S. schools exceed their ELL plan year are included at the final Level II standard.*
- *ELLs with parental denial for instructional services who are in their second or more year in U.S. schools are included at the final Level II standard.*
- *ELLs who take STAAR L are excluded.*

# Final Decisions for 2016 Accountability

## Graduation Plan

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

**Rationale:** The Foundation High School Program (FHSP) will replace the Minimum (MHSP), Recommended (RHSP), and Distinguished Achievement (DAP) High School Programs for students who began grade 9 in 2014–15. Beginning with the class of 2018, all students will be required to select the FHSP. Until then, students may earn an MHSP, RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

### Calculation that Excludes FHSP Students

$$\frac{(RHSP + DAP)}{(MHSP + RHSP + DAP)}$$

### Calculation that Includes FHSP Students

$$\frac{(RHSP + DAP) + (FHSP-E + FHSP-DLA)}{(MHSP + RHSP + DAP) + (FHSP + FHSP-E + FHSP-DLA)}$$

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

# Final Decisions for 2016 Accountability

## Texas Success Initiative

- **TSI portion of postsecondary component** 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.

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)	<b>or</b>	graduates who completed and earned credit for at least two advanced/dual-credit courses in the current or prior school year	<b>or</b>	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
Number of annual graduates				

**Rationale:** The 2013–14 annual graduates were the last graduating class with TAKS results that could have been used in the college-readiness indicator of the postsecondary component. Beginning with the graduates from the 2014–15 school year, the postsecondary component will incorporate the results from the TSI assessment and continue to credit students who meet the TSI criteria on either the SAT or ACT assessments.