

# Chapter 1 – Introduction

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## About this Manual

The *2016 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

## History of the Accountability System

In 1993, the Texas Legislature mandated the creation of a public school accountability system to evaluate and rate school districts and campuses. A viable and effective accountability system was possible because the necessary infrastructure was already in place: a student-level data collection system, a state-mandated curriculum, and a statewide assessment program tied to the curriculum. This first accountability system remained in use until the 2001–02 school year.

The second accountability system included the Texas Assessment of Knowledge and Skills (TAKS) and assigned ratings for the first time in fall 2004. TAKS included additional subjects and grades, which significantly increased system rigor. Also, districts and campuses were required to meet criteria on up to 25 separate assessment measures and up to 10 dropout and completion measures. The last year for accountability ratings based on the TAKS was 2011.

House Bill (HB) 3, passed by Texas legislature in 2009, redesigned the state assessment and accountability systems to focus on postsecondary readiness for all Texas public school students. Because of the transition to the current assessment program, state accountability ratings were not issued in 2012. TEA worked throughout 2012 with technical and policy advisory committees to develop the current accountability system based on the State of Texas Assessments of Academic Readiness (STAAR®) program. This accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of district and campus performance. The 2012–13 school year was the first year ratings were assigned based on STAAR results.

With the passage of HB 5 in 2013, the legislature added additional indicators of postsecondary readiness. The 2014 ratings included college-ready graduates, a new postsecondary readiness measure. The 2015 accountability system replaced college-ready graduates with an expanded postsecondary readiness measure that added students who earn credit for at least two advanced/dual-credit courses or enroll in a coherent sequence of career and technical education (CTE) courses.

## Goals of the Texas Accountability System

Texas will be among the top ten states in postsecondary readiness by 2020 by accomplishing the following:

- 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 advanced academic performance level gaps among student groups
- Rewarding excellence based on other indicators in addition to state assessment results

## Guiding Principles

### **Student Performance**

- The accountability system is first and foremost designed to improve student performance.
- The system focuses on preparing all students for success after high school.

### **System Safeguards**

- The accountability system uses safeguards to minimize unintended consequences.

### **Recognition of Diversity**

- The accountability system is fair and addresses the diversity of student populations and educational settings.

### **Public Participation and Accessibility**

- The accountability system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

### **Coordination**

- The accountability system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

### **Statutory Compliance**

- The accountability system is designed to comply with statutory requirements.

### **Local Responsibility**

- Districts are responsible for submitting accurate data upon which ratings are based.
- The system relies on local school districts to develop and implement local accountability systems that complement the state system.

### **Distinction Designations**

- Distinction designations are based on higher levels of student performance rather than more students performing at the satisfactory level.

## Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

**Accountability Technical Advisory Committee (ATAC)** includes representatives from school districts and regional education service centers (ESCs). Members made recommendations to address technical issues for 2016 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC's recommendations or developed its own, which were forwarded to the commissioner. The commissioner considered all proposals and made final decisions on February 12, 2016, that are reflected in this manual.

See *Appendix A – Acknowledgments* for more information on advisory groups. The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <http://tea.texas.gov/2016accountability.aspx>.

## Overview of the 2016 Accountability System

### State Accountability Ratings

The state accountability system assigns one of three academic ratings to each district and campus: *Met Standard*, *Met Alternative Standard*, or *Improvement Required*. These ratings are based on a framework of four indices that combine a range of indicators into a comprehensive measure of performance.

The performance index framework combines results from STAAR assessments, graduation rates, rates of students completing the various graduation plans, and other indicators. The performance indices are as follows:

**Index 1: Student Achievement** provides a snapshot of performance across subjects.

**Index 2: Student Progress** measures year-to-year student progress.

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

**Index 4: Postsecondary Readiness** emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, job training programs, the workforce, or the military.

## Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are available for achievement in several different areas and awarded to campuses based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are separate from those used to evaluate accountability ratings.

Both districts and campuses are eligible to earn a distinction designation in postsecondary readiness.

The following chart outlines the accountability ratings and distinction designations assigned in 2016.

Ratings (Districts and Campuses)	Distinction Designations	
	Districts	Campuses
<i>Met Standard</i>	Postsecondary Readiness	Academic Achievement: ELA/Reading Academic Achievement: Mathematics Academic Achievement: Science Academic Achievement: Social Studies Top 25%: Student Progress Top 25%: Closing Performance Gaps Postsecondary Readiness
<i>Met Alternative Standard</i> This rating is assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions.	N/A	N/A
<i>Improvement Required</i>	N/A	N/A

## System Safeguards

System safeguards have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student subgroup for each of the indicators. The purpose of the system safeguard report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups. See *Chapter 8 – System Safeguards and Other Federal Requirements* for detailed information about system safeguards in 2016.

The following indicators are included in the state system safeguard 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 (*district only*)

Results for the following student groups are included in state system safeguard reports:

- All Students
- 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)

Comparison of 2015 and 2016 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2015	2016
Index 1: Student Achievement	Index 1 Target: 60	Index 1 Target: 60
	All Student Groups and all tests combined <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>	All Student Groups and all tests combined <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
	STAAR EOC Assessments (5 tests): <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 included	No change
	English Language Learners (ELLs):  <b>English version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2–4 included (ELL Progress Measure)</li> <li>○ Students in U.S. schools years 5+ included (Phase-in 1 Level II)</li> </ul> <b>Spanish version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2+ included (Phase-in 1 Level II)</li> </ul> STAAR L evaluated in ELL Progress Measure	English Language Learners (ELLs)*:  <b>English version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2–4 included (ELL Progress Measure)</li> <li>○ Students in U.S. schools years 5+ included (Level II Satisfactory Standard)</li> </ul> <b>Spanish version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2+ included (Level II Satisfactory Standard)</li> </ul> STAAR L evaluated in ELL Progress Measure

\* See Appendix I — Inclusion of ELLs for a detailed description of the inclusion policies for ELL students.

Comparison of 2015 and 2016 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2015	2016
Index 2: Student Progress	Index 2 Target: Based on 5th percentile of Index 2 outcomes based on the 2015 performance results by campus type: elementary, middle, or high school/K–12. Targets for districts based on 5th 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
	Across all subjects: reading, writing, and mathematics (Algebra I only for available grades)  <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>	Across all subjects: reading and mathematics only  <ul style="list-style-type: none"> <li>○ Grades 3–8 mathematics included</li> <li>○ STAAR A and STAAR Alt 2 included</li> </ul>
	Aggregated weighted score <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>	No change
	Progress Measures: STAAR and ELL Progress Measure	No change
	High schools/K–12 campuses are evaluated on Index 2	No change
	English Language Learners (ELLs):  <b>English version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2+ included</li> </ul> <b>Spanish version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2+ included</li> </ul> <b>STAAR L</b> evaluated in ELL Progress Measure	Current and Monitored ELLs*:  <b>English version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2+ included</li> </ul> <b>Spanish version:</b> <ul style="list-style-type: none"> <li>○ Students in U.S. schools year 1 excluded</li> <li>○ Students in U.S. schools years 2+ included</li> </ul> <b>STAAR L</b> evaluated in ELL Progress Measure

\* See *Appendix I — Inclusion of ELLs* for a detailed description of the inclusion policies for ELL students.

Comparison of 2015 and 2016 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2015	2016
Index 3: Closing Performance Gaps	Index 3 Targets: o District: 28 o Elementary: 28 o Middle School: 27 o High School/K-12: 31	Index 3 Target: Based on 5th percentile of Index 3 2016 performance results by campus type: elementary, middle, or high school/K-12. Targets for districts based on 5th percentile of campus performance across all campus types.
	By Subject Area: reading, Algebra I, writing, science, and social studies o Grades 3-8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded	By Subject Area: reading, mathematics, writing, science, and social studies o Grades 3-8 mathematics included o STAAR A and STAAR Alt 2 for all grades and subjects included
	Student Groups: o Economically Disadvantaged o Two Lowest Performing Racial/Ethnic Student Groups	No change
	Minimum Size Criteria for Racial/Ethnic Student Groups: 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 2. Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects.	No change  Note: The prior year (2015) results are based on the percentage of tests at the 2015 phase-in satisfactory standard and includes the STAAR, STAAR A, STAAR Alternate 2, and grades 3-8 mathematics results.
	Points based on STAAR performance: o Phase-in Satisfactory Standard: One point for each percentage of tests at Phase-in Satisfactory Standard or above o Advanced Standard: One point for each percentage of tests at Advanced Standard	Points based on STAAR performance: o Level II Satisfactory Standard: One point for each percentage of tests at Level II Satisfactory Standard or above o Advanced Standard: One point for each percentage of tests at Advanced Standard
	English Language Learners (ELLs):  <b>English version:</b> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2- 4 included ELL Progress Measure (1 point); STAAR Final Level II (1 point) o Students in U.S. schools years 5+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (1 point)  <b>Spanish version:</b> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (1 point)  STAAR L excluded	English Language Learners (ELLs)*:  <b>English version:</b> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2-4 included ELL Progress Measure (1 point); STAAR Final Level II (1 point) o Students in U.S. schools years 5+ included Level II Satisfactory Standard (1 point); STAAR Advanced Level III (1 point)  <b>Spanish version:</b> o Students in U.S. schools year 1 excluded o Students in U.S. schools years 2+ included Level II Satisfactory Standard (1 point); STAAR Advanced Level III (1 point)  STAAR L excluded

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Comparison of 2015 and 2016 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2015	2016
Index 4: Postsecondary Readiness	<p>Index 4 Target:</p> <p>All Components</p> <ul style="list-style-type: none"> <li>o Districts: 57 (based on all four components)</li> <li>o High Schools/K-12: 57 (based on all four components)</li> <li>o Elementary/Middle School: n/a</li> </ul> <p>STAAR Only:</p> <ul style="list-style-type: none"> <li>o District: 13</li> <li>o Elementary: 12</li> <li>o Middle School: 13</li> <li>o High School/K-12: 21</li> </ul> <p>Based on four components: STAAR: Postsecondary Readiness Standard, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and Postsecondary: College and Career Readiness.</p> <p>If any of the three, non-STAAR components are not available, districts and campuses are evaluated on the STAAR component only.</p>	<p>Index 4 Target:</p> <p>All Components</p> <ul style="list-style-type: none"> <li>o Districts: 60 (based on all four components)</li> <li>o High Schools/K-12: 60 (based on all four components)</li> <li>o Elementary/Middle School: n/a</li> </ul> <p>No change</p> <p>No change</p> <p>No change</p>
	<p><b>STAAR: Postsecondary Readiness Standard:</b> 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>Reading, mathematics, writing, science, and social studies:</p> <ul style="list-style-type: none"> <li>o Grades 3-8 mathematics excluded</li> <li>o STAAR A for all grades and subjects excluded</li> <li>o STAAR Alt 2 for all grades and subjects excluded</li> </ul>	<p>No change</p> <p>Reading, mathematics, writing, science, and social studies:</p> <ul style="list-style-type: none"> <li>o Grades 3-8 mathematics included</li> <li>o STAAR A for all grades and subjects included</li> <li>o STAAR Alt 2 for all grades and subjects excluded</li> </ul>

Comparison of 2015 and 2016 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2015	2016
Index 4: Postsecondary Readiness	<p><b>Graduation Rate:</b> Combined performance across graduation/dropout rates for</p> <ul style="list-style-type: none"> <li>o Grade 9–12 four-year graduation rate for ten student groups; or</li> <li>o Grade 9–12 five-year graduation rate for ten student groups, whichever contributes the most points to the index</li> </ul> <p>Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs</p>	No change
	<p><b>Graduation Plan:</b> RHSP/DAP Graduates, excluding Foundation High School Program (FHSP) graduates, based on four-year longitudinal cohort: All Students and racial/ethnic groups</p>	<p><b>Graduation Plan:</b> Two percentages based on the four-year longitudinal cohort are calculated for All Students and racial/ethnic groups:</p> <ul style="list-style-type: none"> <li>o The percentage of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP), excluding Foundation High School Program (FHSP) graduates.</li> <li>o The percentage of students graduating under either the RHSP/DAP or the FHSP with an endorsement (FHSP-E) or the distinguished level of achievement (DLA).</li> </ul> <p>The percentage that contributes the most points to the Index 4 score will be used.</p>
	<p><b>Postsecondary Component - College and Career Readiness:</b> Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> <li>o Meeting the college-ready criteria on the TAKS exit-level test, SAT, or ACT in both ELA and mathematics</li> <li>o Earning credit for two or more advanced course/dual-credit courses</li> <li>o Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.</li> </ul>	<p><b>Postsecondary Component - College and Career Readiness:</b> Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> <li>o Meeting the college-ready criteria on the TSI assessment, SAT, or ACT in both ELA and mathematics</li> <li>o No Change</li> <li>o No Change</li> </ul>
	<p><b>Weighting:</b> Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> <li>o STAAR Postsecondary Readiness Standard</li> <li>o Graduation Rate</li> <li>o Graduation Plan</li> <li>o Postsecondary Component: College and Career Readiness</li> </ul>	No Change
	Substitute assessments for STAAR EOC tests included	No Change
	<p>English Language Learners (ELLs):</p> <p><b>English version:</b></p> <ul style="list-style-type: none"> <li>o Students in U.S. schools year 1 excluded</li> <li>o Students in U.S. schools years 2–4 excluded</li> <li>o Students in U.S. schools years 5+ included (Final Level II)</li> </ul> <p><b>Spanish version:</b></p> <ul style="list-style-type: none"> <li>o Students in U.S. schools year 1 excluded</li> <li>o Students in U.S. schools years 2+ included (Final Level II)</li> </ul> <p>STAAR L excluded</p>	<p>English Language Learners (ELLs)*:</p> <p><b>English version:</b></p> <ul style="list-style-type: none"> <li>o Students in U.S. schools year 1 excluded</li> <li>o Students in U.S. schools years 2–4 excluded</li> <li>o Students in U.S. schools years 5+ included (Final Level II)</li> </ul> <p><b>Spanish version:</b></p> <ul style="list-style-type: none"> <li>o Students in U.S. schools year 1 excluded</li> <li>o Students in U.S. schools years 2+ included (Final Level II)</li> </ul> <p>STAAR L excluded</p>

\* See Appendix I — Inclusion of ELLs for a detailed description of the inclusion policies for ELL students.

Comparison of 2015 and 2016 Performance Index Criteria and Indicators for AEA Charters and Campuses

	2015	2016
Index 1: Student Achievement*	Index 1 Target: 35	Index 1 Target: 35
Index 2: Student Progress*	Charter districts and campuses registered for Alternative Education Accountability (AEA) provisions are not evaluated on Index 2.	Campuses and charters districts registered for Alternative Education Accountability (AEA) provisions are evaluated on Index 2.  For both AEA charter districts and campuses, the Index 2 target is based on the 5th percentile of AEA 2016 campus performance.
Index 3: Closing Performance Gaps*	Index 3 Target: 11	For both AEA charter districts and campuses, the Index 3 target is based on the 5th percentile of AEA 2016 campus performance.
Index 4: Postsecondary Readiness	<p>Index 4 Target (with bonus points): 33 (based on two components)</p> <p>Based on two components: STAAR Postsecondary Readiness Standard and Graduation Score/Annual Dropout Rate</p> <p>If both components, STAAR Postsecondary Readiness and Graduation Score/Annual Dropout Rate, are not available for AECs or charter districts, evaluate the Graduation Score/Annual Dropout Rate performance only and the Index 4 target (with bonus points) is 45.</p> <p>If the Graduation Score/Annual Dropout Rate performance component is not available, do not evaluate Index 4.</p>	No change
	<p><b>STAAR Postsecondary Readiness Standard:</b> STAAR Percent Met Final Level II on two or more 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 two subject areas must meet the Final Level II performance standard for both subject areas.</p>	No change
	<p><b>Graduation Rate:</b> Combined performance across graduation/dropout rates for ten student groups for:</p> <ul style="list-style-type: none"> <li>o Grade 9–12 Four-Year Graduation, Continuers, and GED Rate; or</li> <li>o Grade 9–12 Five-Year Graduation Continuers, and GED Rate; or</li> <li>o Grade 9–12 Six-Year Graduation, Continuers, and GED Rate, whichever contributes the most points to the index.</li> </ul>	No change

\* For Indices 1, 2, and 3, the same assessments and indicators are used for both non-AEA campuses and districts and AEA campuses and charter districts.

Comparison of 2015 and 2016 Performance Index Criteria and Indicators for AEA Charters and Campuses

	2015	2016
Index 4: Postsecondary Readiness (continued)	Weighting: Apply the following weights if both components are available: <ul style="list-style-type: none"> <li>o Graduation, Continuers, and GED Rate: 75%</li> <li>o STAAR Postsecondary Readiness Standard: 25%</li> </ul>	No change
	Bonus Points for Graduation Plan: RHSP/DAP Graduates, excluding Foundation High School Program (FHSP) graduates, based on four-year longitudinal cohort (or annual RHSP/DAP graduates)	<b>Graduation Plan:</b> Two percentages based on the four-year longitudinal cohort are calculated for All Students: <ul style="list-style-type: none"> <li>o The percentage of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP), excluding Foundation High School Program (FHSP) graduates.</li> <li>o The percentage of students graduating under either the RHSP/DAP or the FHSP with an endorsement (FHSP-E) or the distinguished level of achievement (DLA).</li> </ul> The percentage that contributes the most bonus points will be used.
	Bonus Points for Postsecondary Component - College and Career Readiness Annual graduates who demonstrate postsecondary readiness in any one of three ways: <ul style="list-style-type: none"> <li>o Meeting the college-ready criteria on the TAKS exit-level test, SAT test, or ACT test in both ELA and mathematics</li> <li>o Earning credit for two advanced course/dual-credit courses</li> <li>o Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study</li> </ul>	Bonus Points for Postsecondary Component - College and Career Readiness :Annual graduates who demonstrate postsecondary readiness in any one of three ways: <ul style="list-style-type: none"> <li>o Meeting the college-ready criteria on the TSI assessment, SAT test, or ACT test in both ELA and mathematics</li> <li>o No change</li> <li>o No change</li> </ul>
	Bonus Points for Excluded Students: Graduates, Continuers, and GED recipients from four-year longitudinal cohort	No change
	Bonus Point Cap: 30	No change
	Substitute assessments for STAAR EOC tests included	No change
	English Language Learners (ELLs): <b>English version:</b> <ul style="list-style-type: none"> <li>o Students in U.S. schools year 1 excluded</li> <li>o Students in U.S. schools years 2–4 excluded</li> <li>o Students in U.S. schools years 5+ included (Final Level II)</li> </ul> <b>Spanish version:</b> <ul style="list-style-type: none"> <li>o Students in U.S. schools year 1 excluded</li> <li>o Students in U.S. schools years 2+ included (Final Level II)</li> </ul>	English Language Learners (ELLs)*:  No change

\* See *Appendix I – Inclusion of ELLs* for a detailed description of the inclusion policies for ELL students.