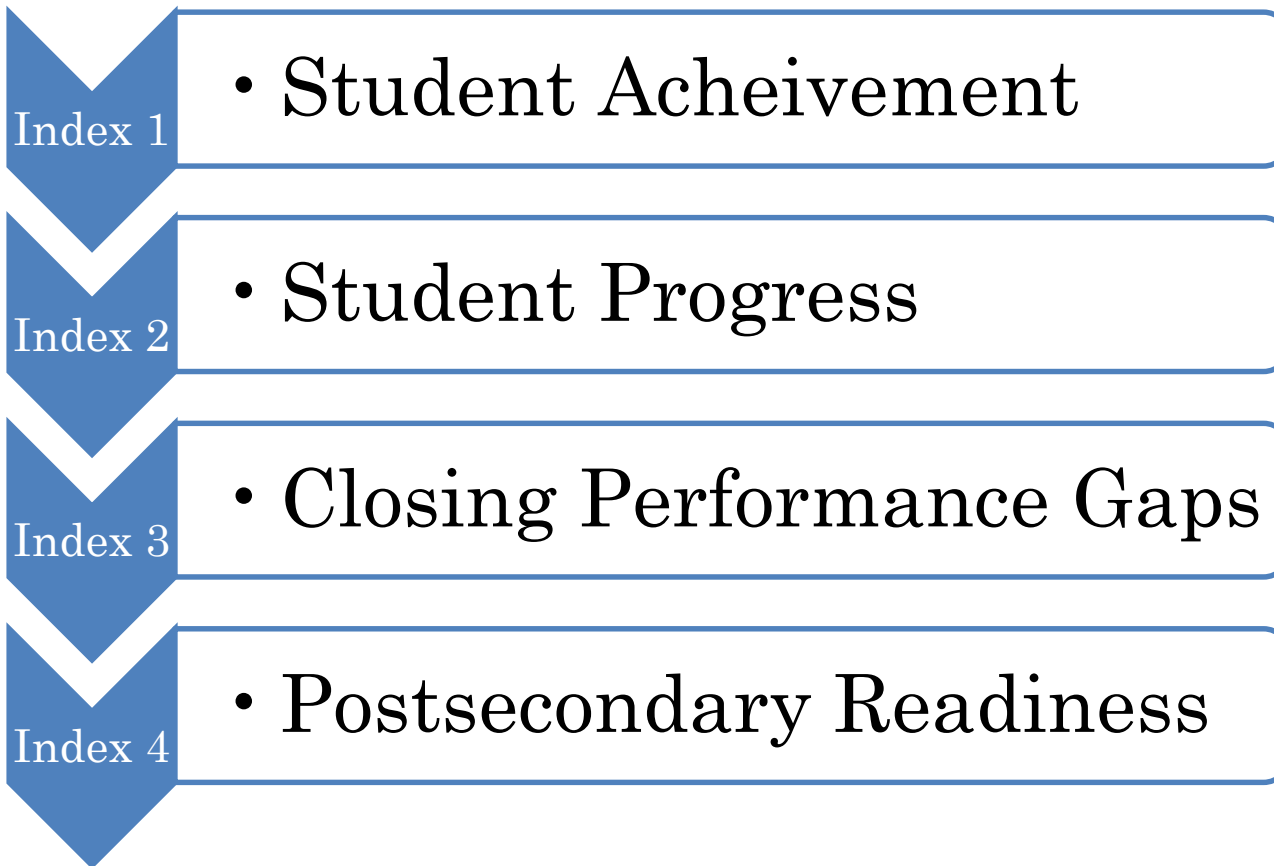




2016 Accountability System

Paula Steffen Moeller, Ed.D.







- 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.
- Grades 3-8 Mathematics will be included in the rating.



Included on
all indices



Included on
Index 1,2,&3

Accountability for our ELL Students



Years in U.S. Schools	STAAR and STAAR A Testers		STAAR-L Testers	Index 1 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	STAAR Level II Standard
Second through fourth year of enrollment in U.S. schools	Spanish STAAR 2016 Level II Standard English 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

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

Index 2

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 exceders		
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

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

Years in U.S. Schools	STAAR and STAAR A Testers		STAAR-L Testers	Index 3 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	STAAR Level II Standard and Level III
Second through fourth year of enrollment in U.S. schools	<p>Spanish STAAR 2016 Level II standard and Level III</p> <p>English ELL Progress Measure and STAAR 2016 Level II Standard</p>	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

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

Index 4

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	<p>Spanish STAAR Final Level II (Spanish test versions on any subject)</p> <p>English (Not tested on any Spanish versions) <i>Not Included</i></p>	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

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

Ratings Criteria

Districts 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



Calculation that Excludes FHSP Students:

$$(RHSP + DAP)$$

$$(MHSP + RHSP + DAP)$$

Calculation that Includes FHSP Students:

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

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

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

Texas Success Initiative

- Postsecondary readiness derived from students that:
 - Meet the TSI requirements on the TSI, SAT or ACT in reading
 - Meet the TSI requirements on the TSI, SAT or ACT in mathematics

*Writing results from these assessments will be reported, but not included in accountability ratings.

TSI Postsecondary Component

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

Number of annual graduates

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

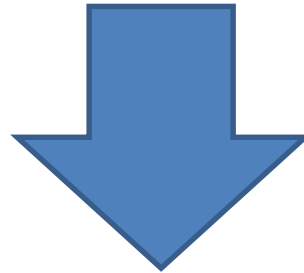
Student Group: All Students, including ELLs

Performance Standards: Level II Satisfactory Standard

Remember, TEA is looking for the number of students meeting the Level II (Satisfactory Standard)

of students meeting Level II = % Met Standard

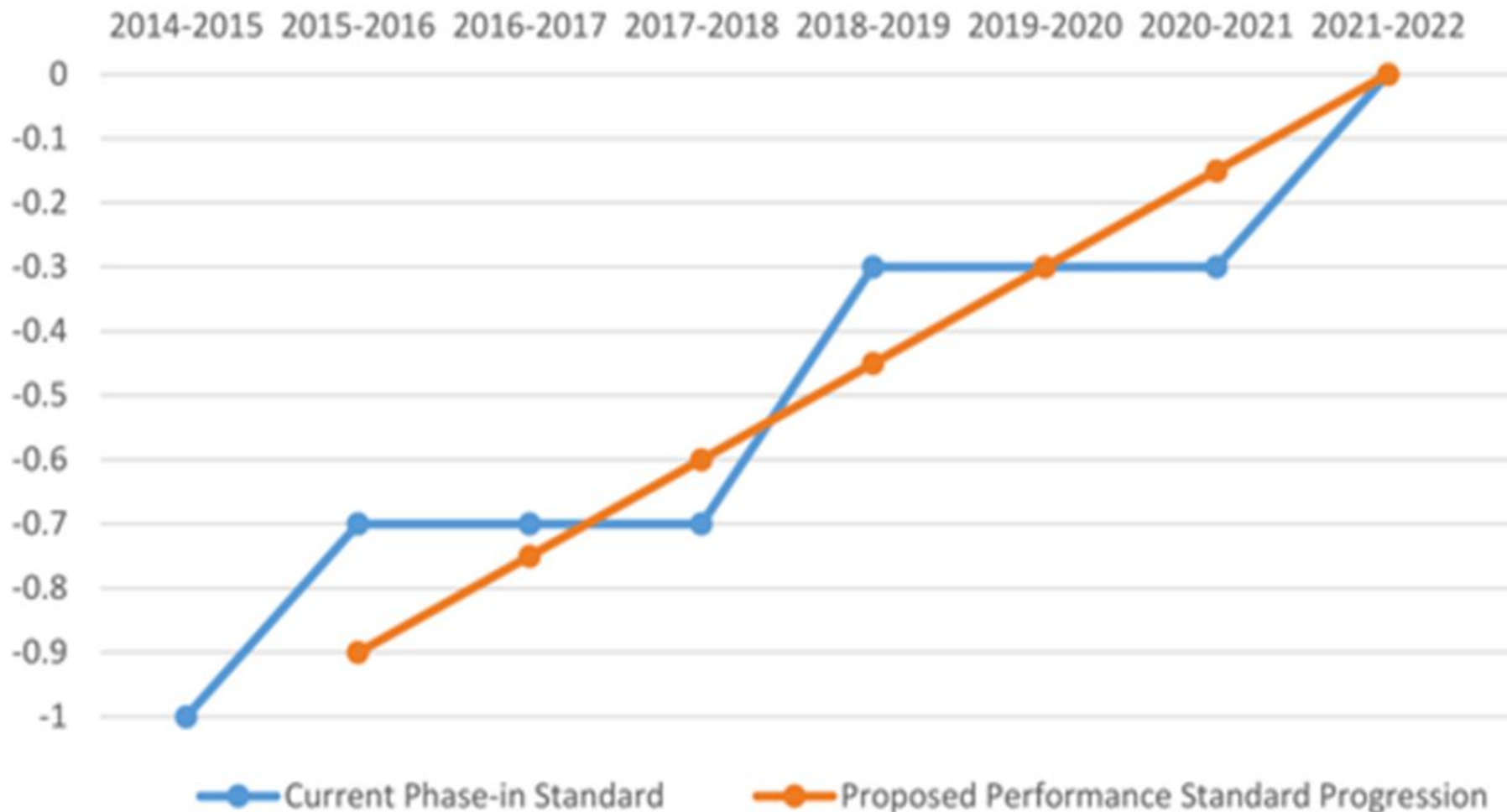
Total tests taken



% of students that met the standard = index points

Current Phase-in Levels vs. Proposed Standard Progression

standards begin 1 standard deviation below the final recommended standard



2016 Targets

Index 1 target is 60

For all student groups and all tests combined

- 3-8 math is included (Level II)
- STAAR A and STAAR Alt 2 for all grades and subjects are included (Level II)

STAAR EOC Assessments (5 tests):

- English I
- English II
- Algebra I
- Biology
- U.S. History

No change on EOC from 2015 accountability



Progress

Index 2: Student Progress

Districts and campuses have the opportunity 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

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

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 Target: Based on 5th percentile of Index 2 outcomes based on the 2016 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5th percentile of campus performance across all campus types.
- Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, Current and Monitored ELLs
- Grades 3-8 reading and mathematics only.

- Aggregated weighted score
 - One point for each percentage of assessment results that meet or exceed progress
 - One point for each percentage of results that exceed progress
- Progress Measures: STAAR and ELL Progress Measure
- High schools/K–12 campuses are evaluated on Index 2

Closing



Achievement Gaps

Index 3: Closing Performance Gaps

Evaluating advanced academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups from the prior year.

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.

Example Index 3 calculations for overall score					
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	
Texas Education Agency Assessment and Accountability Performance Reporting					

- Index 3 Target: Based on 5th percentile of Index 3 outcomes based on the 2016 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5th percentile of campus performance across all campus types.
- Student Groups:
 - Economically Disadvantaged
 - Two Lowest Performing Racial/Ethnic Student Groups
- By Subject Area: reading, mathematics, writing, science, and social studies
 - STAAR A and STAAR Alt 2 for all grades and subjects included

- Minimum Size Criteria for Racial/Ethnic Student Groups:
 - 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
 - Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects.
- Points based on STAAR performance:
 - Level II Satisfactory Standard:
 - One point for each percentage of tests
 - Advanced Standard:
 - One point for each percentage of tests



Postsecondary Readiness

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.

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.

- STAAR at Postsecondary Readiness Standard (25%)
- Graduation Rate (or Dropout Rate) (25%)
- Graduation Diploma Plan (25%)
- Postsecondary Component: College and Career Readiness (25%)

Example Index 4 Calculation

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

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

- 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

- Graduation Plan: Two diploma-plan rates will be calculated:
 - calculation that excludes FHSP students
 - 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 TSI assessment, 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.

Weighting: Combine with equal weight (25%) the results of four components if all four are available:

- STAAR Final Level II
 - Graduation Rate
 - Graduation Plan
 - College-Ready Graduates
-
- Graduation Plan Calculation
 - Postsecondary Readiness Indicator
 - Substitute assessments for STAAR EOC tests are included

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

Texas Education Agency | Assessment and Accountability | Performance Reporting

*Targets for non-AEA campuses are set about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts corresponds to about the fifth percentile of non-AEA 2015 campus performance across all campus types.



Index targets for AEA

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
AEA Charter Districts and Campuses	35	5 th Percentile*	5 th Percentile*	33	45

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

Index 4 score for AEA campuses is calculated based on:

- STAAR scores based on the percent of students who meet the Postsecondary Readiness Standard. (25%)
- 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. (75%)

Note: Bonus points can be earned for the % students graduating under certain graduation plans and those that are considered college and career ready.

Alternate Education Campus must meet 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.

Distinction Designations

Campus Only

- 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)
- Campus and District
 - Postsecondary Readiness (district and campus)

Campus Comparison Groups

- 40 Similar Schools
- School Type
- School Size
- Grade Span
- Percent Economically Disadvantaged
- Mobility Rate
- Percent 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. AEA campuses are not eligible for distinctions.

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	✓			✓
Total Mathematics Indicators	9	7	5	16

No Changes in Other Distinctions

- Academic Achievement in science and social studies remain the same at 2015.
- Top 25% on student progress remains the same.
- Top 25% on closing achievement gap remains the same.
- Postsecondary readiness remains the same.

Distinction 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.

School districts must have at least 70 percent of its campus-level indicators in the top quartile.

- 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;
 - 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%); and
 - Federal limit on use of the STAAR Alternate 2 assessments (1%).

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

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*
Performance Rate Targets - State											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Performance Rate Targets - Federal											
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%
Participation Rate Targets - Federal											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Graduation Rate Target - Federal **											
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%
District Limits on Use of Alternative Assessment Results											
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.

- 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/>

Source: Texas Education Agency | Assessment and Accountability | Performance Reporting

- Districts must evaluate community and student engagement for the district and each of their campuses and assign a rating.
- Ratings are *Exemplary*, *Recognized*, *Acceptable*, or *Unacceptable* based on locally-determined criteria.
 - Criteria developed by a local committee. TEA is not permitted to determine criteria that can be used for these evaluations.
- Ratings sent to TEA by August 7. Rating posted on TEA's website by October 1st.

A-F Ratings in 2017-2018

Preliminary options for the A–F ratings are under discussion by advisory committees. Final decisions have not been made.

In October, TEA will share decisions with the legislature.

- Potential distribution between the ratings will most likely be shared.



NEW!

- **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://rptsvr1.tea.texas.gov/perfreport/account/>.
- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability>
- **Performance Reporting E-mail**
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