

1. Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with the ACT examination results of graduating seniors from Texas public schools. Only one record indicator.
College Board	The College Board annually provides the agency with the SAT examination results of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration are used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration are used in creating the AP/IB indicator.

Educational Testing

2. PEIMS Record Types Used in Accountability

Record	Name	Description	Submission
101	Student Demographic Data	Demographic information about each student, including race, ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, student attribution code, crisis code, and economic disadvantaged status	Fall/Summer
110	Student Enrollment Data	Enrollment information about each student, including grade, average daily attendance (ADA) eligibility, at-risk status, and indicators of the special programs in which he or she participates	Fall
203	Leaver Data	Last campus of enrollment and the leaver reason. Used to determine the 4-, 5-, and 6-year longitudinal graduation rates and the annual dropout rate. Graduation type is used to determine annual and 4-year graduation plan	Fall
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	Summer

3. Student Groups Used in Accountability

Group	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ food stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance Receives a Pell grant or comparable state program of need-based financial assistance; or Is from a family with an annual income at or below the official federal poverty line

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6. Indicators Used in Accountability, System Safeguards, and Distinction Designations

6.1. STAAR

See *Chapter 4 – Performance Index Indicators* for detailed information on the methodology used to evaluate the STAAR results in each index. See *Chapter 5 – Distinction Designations* for detailed information on the methodology used to evaluate each distinction designation. See *Chapter 8 – System Safeguards* for detailed information on the methodology used to evaluate system safeguards.

Year of Data: 2015–16

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, and school districts with a CAF that contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the index, performance results are reported for the following groups: all students, economically disadvantaged, African American, American Indian, Asian, Hispanic, Pacific Islander, White, two or more races, students served by special education, and ELL. STAAR-based distinction designations indicators are evaluated for the all students group only.

The testing contractor precodes student demographic and program information onto the test answer documents. The contractor uses either PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff.

diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the Texas Administrative Code online at <http://texreg.sos.state.tx.us/fids/201505116-1.pdf>. Students who achieve the equivalency standard on a substitute assessment are included in the satisfactory standard results for Index 1 and the postsecondary readiness standard results in Index 4. Substitute assessment results are not included in the Index 2 or Index 3 evaluations.

STAAR-L. Performance on the linguistically-accommodated version of the STAAR science at grade 5 and 8, social studies at grade 8, Algebra I, biology, and U.S. history is evaluated in the ELL progress measure that is included in the calculations for Indices 1 and 2. STAAR-L results are excluded from Indices 3 and 4.

Algebra I Results for Middle School Students. If a student takes the STAAR Algebra I EOC assessment and a STAAR mathematics grade level assessment, only the result of the Algebra I assessment is included in the accountability calculations for the campus and the district where the student tested.

TAKS Results. The exit-level TAKS results are not included in any accountability, system safeguard, and distinction designation calculations.

Foreign Exchange Students. STAAR results for foreign exchange students are included in the 2016 accountability evaluations.

Spring 2016 Testing Issues. The results of tests affected by the online testing issues that occurred in March will be excluded from 2016 state accountability performance index calculations, distinction designations, and system safeguards.

Table 6.1.1. State Assessments Evaluated in the Performance Index Framework

Assessment	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3-8 (all subjects)	✖	✖	✖	✖
STAAR EOC Assessments (5 tests)	✖	✖	✖	✖
STAAR EOC substitute assessments	✖	n/a (1)	n/a (1)	✖
STAAR L (evaluated in the English Language Progress measure)	✖	✖	X (2)	X (2)
STAAR A	✖	✖	✖	✖
STAAR Alternate 2	✖	✖	✖	n/a (3)

✖ Used in Accountability

X: Available but not used in Accountability

n/a: Not Available

- (1) Substitute assessments apply to the Final Level II student performance standard only and progress measures are not calculated.
- (2) ELL students in their first four years in U.S. schools who take STAAR L are excluded from Index 3 and Index 4.
- (3) STAAR Alternate 2 does not have a Final Level II equivalent passing standard.

Table 6.1.2 STAAR Indicators Used in Accountability, System Safeguards, and Distinction Designations

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
<p>Level II Satisfactory Standard (Index 1 and System Safeguards)</p>	<p>Percentage of tests taken in 2015 that met or exceeded the 2016 Level II: Satisfactory Academic Performance standard, or exceeded the Level II: Satisfactory Academic Performance standard in place when test taker was first eligible to take an EOC, exceeded the EL Progress measure, or met the Final Level II passing standard through a substitute assessment (from CAF)</p>	<p>Index</p>	

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
Postsecondary Readiness Standard	Percentage of students tested in 2015 that met the Final Level II standard, met the Final Level II passing standard through a substitute assessment in two or more subject areas or one subject area if only one subject area is assessed. (from CAF)	<ul style="list-style-type: none"> f All Students f African American f American Indian f Asian f Hispanic f Pacific Islander f White f Two or More Races 	Index 4: Postsecondary Readiness
Advanced Standard	Percentage of tests taken in 2015 that met the Level III Advanced standard. Students in their second through fourth years in U.S. schools are credited as meeting the Advanced Standard by achieving the STAAR Final Level II standard. (from CAF)	<ul style="list-style-type: none"> f Economically Disadvantaged f Two lowest performing racial/ethnic groups STAAR 11445 (based on the 2015 federal system safeguard reports provided to districts in December 2015)	Index 3: Closing Performance Gaps
Met or Exceeded Progress	Percentage of tests taken in 2015 that met or exceeded the STAAR progress measure of the ELL progress measure. A transition proxy is applied to credit progress for those students making a transition from a Spanish to English version of STAAR. (from CAF)	<ul style="list-style-type: none"> f All Students f African American f American Indian f Asian f Hispanic f Pacific Islander f White f Two or More Races f Special Education f ELL(Current and Monitored) 	Index 2: Student Progress

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
Exceeded Progress	Percentage of tests taken in 2015-16 that exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to exceeded progress for those students making a transition from a Spanish to English version of STAAR (from CAF)	<ul style="list-style-type: none"> f All Students f African American f American Indian f Asian f Hispanic f Pacific Islander f White f Two or More Races f Special Education f ELL(Current and Monitored) 	Index 2: Student Progress
Greater Than Expected Student Growth ELA/Reading	Percentage of tests taken 2015-16 that exceeded growth in ELA/Reading (from CAF)	f All Students	AADD: ELA/Reading
Greater Than Expected Student Growth Mathematics	Percentage of tests taken 2015-16 that exceeded growth in mathematics (from CAF)	f All Students	AADD: Mathematics
Grade 3 Mathematics Performance (Level II)	Percentage of grade 3 mathematics tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: Mathematics
Grade 4 Mathematics Performance (Level II)	Percentage of grade 4 mathematics tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: Mathematics
Grade 5 Mathematics Performance (Level II)	Percentage of grade 5 mathematics tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: Mathematics
Grade 6 Mathematics Performance (Level II)	Percentage of grade 6 mathematics tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: Mathematics
Grade 7 Mathematics Performance (Level II)	Percentage of grade 7 mathematics tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: Mathematics
Grade 8 Mathematics Performance (Level II)	Percentage of grade 8 mathematics tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: Mathematics
Grade 3 Reading Performance (Level III)	Percentage of grade 3 reading tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: ELA/Reading
Grade 4 Reading Performance (Level III)	Percentage of grade 4 reading tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: ELA/Reading
Grade 4 Writing Performance (Level III)	Percentage of grade 4 writing tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: ELA/Reading
Grade 5 Reading Performance (Level III)	Percentage of grade 5 reading tests taken in 2015 that met the Level III Advanced standard (from CAF)	f All Students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
System Safeguards Participation	1) Number of answer documents (STAAR, STAAR A, STAAR Alternate 1, STAAR Alternate 2) with a score code of "S", 2) number of STAAR Alternate 2 testers with a score code of "S", number of	f All Students f African American f American Indian f Hispanic f Asian f Other	

6.2. Graduation Rate

Years of Data: PEIMS submission 1 leaver data, 2010–11 through 2015–16; PEIMS submission 3 attendance data, 2009–10 through 2014–15; PEIMS submission 1 enrollment data, 2015–16; GED records as of August 31, 2015.

Student Group Information: Ten student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, two or more races, students served by special education, and ELL.

	Race/Ethnicity	Special Education	ELL*
Source	PEIMS 01	PEIMS 05	PEIMS 00
Date	Summer of year of final status or Fall of year of final status for continuers	Summer of year of final status	Summer of year of final status

* Students who were ever identified as limited English proficient (LEP) since entering grade 9 in the Texas public school system.

Other Information:

Cohort Members. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.

Class vs. Cohort. The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received GED,” or “dropped out” as of August 31, 2015, or who have a final status of “continued” as of fall 2015. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are

- students with a final status that are not considered to be either a graduate, continuer, GED recipient, or a dropout based on specific leaver codes;
- students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
- students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.

Indicator

6.3. Annual Dropout Rate

Year of Data: 2014–15

Student Group Information: Ten student groups are evaluated: all students, Afri7ota72.2(end)-12.2(i)3.1(x)-8(K)2.3()JTJ 0 Tc 0 Tw 5.41 0 Td [(-)2(

Summer Dropouts. Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.

Exclusions to the National Center for Education Statistics (NCES) Dropout Definition. The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2016, the 2014–15 dropouts reported during the fall 2015 PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:

- Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district graduation and dropout rate calculations used for state accountability purposes:
 - a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate;
 - a student previously reported to the state as a dropout;
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Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
<p>Four Year Longitudinal Recommended High School Plan (RHSP) Distinguished Achievement Program (DAP) Rate excludes Foundation High School Plan (FHSP) Graduates</p>	<p>Number of graduates in the Class of 2015 who complete a 4 year RHSP or DAP (from PEIMS 203) ---divided by--- Number of graduates in the Class of 2015 who reported graduation plans (excludes graduates with Foundation High School Plan) (from PEIMS 203)</p>		

6.7. AP/IB Participation and Performance

Year of Data: 2014–15

Student Group Information: Not applicable. This indicator is calculated for all students only

Use in 2016 Accountability: AP/IB performance and participation are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in ELA/Reading	English Language and Composition English Literature and Composition	English A: Literature English A: Language and Literature
Academic Achievement in Mathematics	Calculus AB Calculus BC Computer Science A Statistics	Further Mathematics Math Studies Mathematics
Academic Achievement in Science	Biology Chemistry Physics 1 Physics 2 Physics C: Mechanics Physics C: Electricity and Magnetism Environmental Science	Biology Chemistry Computer Science Physics Electronics Environmental Systems and Societies Design Technology
Academic Achievement in		

Other Information:

- x Criterion score is 3 or more for AP and 4 or more for IB.

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2014-15 (from College Board or IB) ---divided by--- Total students enrolled in 11th and 12th grades in 2014-15 (from PEIMS 1)10	f All Students	AADD: ELA/Reading
AP/IB Examination Participation: Mathematics	Number of 11th and 12th graders taking at least one AP or IB exam in math in 2014-15 (from College Board or IB) ---divided by--- Total students enrolled in 11th and 12th grades in 2014-15 (from PEIMS 1)10	f All Students	AADD: Mathematics
AP/IB Examination Participation: Science	Number of 11th and 12th graders taking at least one AP or IB exam in Science in 2014-15 (from College Board or IB) ---divided by--- Total students enrolled in 11th and 12th grades in 2014-15 (from College Board or IB) ---divided by---		

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
AP/IB Examination Performance: Science	Number of 11th and 12th graders with at least one AP or IB score at or above the minimum in science in 2014–15 (from College Board or IB)	f All Students	AADD: Science
AP/IB Examination Performance: Social Studies	Number of 11th and 12th graders with at least one AP or IB score at or above the minimum in social studies in 2014–15 (from College Board or IB) ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in social studies in 2014–15 (from College Board or IB)	f All Students	AADD: Social Studies
AP/IB Examination Performance: Any Subject	Number of 11th and 12th graders with at least one AP or IB score at or above the minimum in any subject in 2014–15 (from College Board or IB) ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in any subject in 2014–15 (from College Board or IB)	f All Students	AADD: Postsecondary Readiness

6.8. SAT/ACT Results

Year of Data: 2014–15

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2016 Accountability: SAT and ACT Results are used in determining Distinction Designations for Academic Achievement in ELA/Reading, Mathematics, Science, and Postsecondary Readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
SAT/ACT Participation	$\frac{\text{Number of graduates taking either the SAT or ACT (from College Board and) ACT}}{\text{---divided by---}} \frac{\text{Number of total graduates reported for the 2014-15 school year (from PEIMS 203)}}{152014}$	f All Students	

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
ACT Performance: ELA	<p>Sum of average scores in English and reading of all graduates who took the ACT (from ACT)</p> <p>---divided by---</p> <p>Number of graduating examinees taking the ACT (from ACT)</p>	<p>f All Students</p>	<p>AADD: ELA/Reading</p>
ACT Performance: Mathematics	<p>Sum of total scores in mathematics of all graduate</p>		

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
Advanced/Dual-Credit Course Completion Rate: Science	Number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual credit course in science (from PEIMS 415) ---divided by--- Number of students in grades 11 and 12 in 2014–15 who completed at least one credit course in	f All Students	

6.10. Attendance Rate

Year of Data: 2014–15

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2016 Accountability: Attendance is used in determining Distinction Designations for Academic Achievement in ELA/Reading, Mathematics, Science, and Social Studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability

6.11. CTE-Coherent Sequence Graduates

Year of Data: 2014–15

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2016 Accountability: CTE-coherent sequence graduation rate is used in determining Distinction Designations for Postsecondary Readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2016 Accountability
CTE-Coherent Sequence Graduates	Number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (from PEIMS 400, 101 [summer]) ---divided by--- Number of 2014–15 annual graduates (from PEIMS 203)	<i>f</i> All Students	AADD: Postsecondary Readiness

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