Accountability System Development for 2016
Accountability Policy Advisory Committee (APAC)

2016 Accountability Performance Index Review and Decision Points

This document presents the ATAC's final recommendations on 2016 accountability decided at the December 2–3, 2015, meeting.

1. 2015 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 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 all indices, including progress measures results for grades 3–8 mathematics, wherever applicable. The student performance standard for grades 3–8 mathematics will be the 2015–16 standard shown in Attachment A.

Calculation that Excludes FHSP Students

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

Calculation that Includes FHSP Students

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

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

ATAC Recommendation: TSI Portion of postsecondary component.
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
- meets the TSI requirement in mathematics on the TSI assessment, SAT, or ACT.

A student needs to meet the TSI requirement for both reading and mathematics, but does not need to meet them all 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 on TAPR until 2017–18.

With the inclusion of the TSI results, the postsecondary component evaluated in 2016 accountability for the 2014–15 graduates is as shown on the following page:

graduates meeting TSI criteria in both reading/ELA and mathematics (TSI, SAT, or ACT)	or	graduates who completed and earned credit for at least two advanced/dual enrollment course 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

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.

Modeling Results 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