

# Final Recommendations for 2016 Accountability

This document presents the final recommendations of ATAC and APAC for 2016 accountability

## 1. 2016 System Rigor



# Final Recommendations for 2016 Accountability

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

	2015 Index Targets					ATAC /APAC Recommendation 2016 Index Targets				
	Index 1	Index 2*	Index 3	Index 4		Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only				All Components	STAAR Component Only
Districts	60	20	28	57	13	55 (60)	5 <sup>th</sup> Percentile **	5 <sup>th</sup> Percentile ***	60	12 (13)
Campuses										
Elementary		30	28	n/a	12		5 <sup>th</sup> Percentile **	5		
	60					55 (60)				

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## Index Targets and Recommendations for AEA Charter Districts and Campuses

	2015 Index Targets					ATAC /APAC Recommendation 2016 Index Targets				
	Index 1	Index 2*	Index 3	Index 4		Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation /Dropout Rate Only				Both Components	Graduation Dropout Rate Only
AEA Charter Districts	35	7	11	33	45	30 (35)	5 <sup>th</sup> Percentile **	5 <sup>th</sup> Percentile ***	33	45
AEA Campuses										

\* 2015 Index 2 targets for both AEA charter districts and AEA campuses were set at about the fifth percentile of AEA 2015 campus performance.

\*\* 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 – For 2016, set the target at 55, in recognition of the increase in the STAAR satisfactory standard and the inclusion of STAAR A and STAAR Alt 2.

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

Index 3 – For 2016, ATAC recommends including STAAR A and STAAR Alt 2 in Index 3 and setting the target at the fifth percentile by campus type based on 2016 performance.

For 2016, APAC recommends excluding STAAR A and STAAR Alt 2 from index 3. APAC agreed with the targets recommended by APAC

Index 4 – For 2016, ATAC recommends including STAAR A in Index 4 and increasing the target for districts and high school/K

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TEA Staff Recommendation on Targets: For non-AEA districts and campuses, staff recommends keeping the 2016 Index 1 target the same as the 2015 target (60) to preserve the increased rigor of the accountability system introduced by the inclusion of STAAR A, STAAR Alt 2, and grades 3 mathematics and the increase in the STAAR performance standard.

Staff agrees with the ATAC/APAC recommendation to set the Index 2 and Index 3 targets at the fifth percentile and increase the target for all components of Index 4 to 60. Staff recommends keeping the 2016 Index 4 targets for the STAAR component only the same as the 2015 targets to preserve the increased rigor of the accountability system introduced by the inclusion of STAAR A and grades 3 mathematics. For AEA charter districts and campuses, staff recommends keeping the 2016 Index 1 target the same as the 2015 target (35) to preserve the increased rigor of the accountability system introduced by the inclusion of STAAR A, STAAR Alt 2, and grades 3 mathematics and the increase in the STAAR performance standard.

Rating Labels. The 2016 rating labels remain the same rating labels issued in 2015 accountability

*f Met Standard* – met the required performance index targets and other accountability rating criteria

*f Improvement Required* – did not meet the required performance index targets or other accountability rating criteria

*f*

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

### Inclusion of English Language Learners (ELLs)

*f* ELLs taking STAAR Alternate 2 are included, regardless of their number of years in U.S. schools.

*f*

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## Graduation Plan

*f* ATAC /APAC

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## Texas Success Initiative

f ATAC /APAC 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 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)	or	graduates who completed and earned credit for at least two advanced/dual enrollment courses in the th9(	t)3ch(r)12.6(	atTJ 0.00TJ
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