

Final Decisions for 2016 Accountability

This document presents the commissioner of education's final decisions for 2016 accountability.

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Final Decisions for 2016 Accountability

2016 Performance Index Targets The performance index targets for 2016 are shown on the table on the following pages.

Index Targets for Non-AEA Districts and Campuses

	2016 Index Targets				
	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		5 th Percentile *	5 th Percentile **	60	21

* 2016 Index 2 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA 2016 campus performance by campus type. Targets for non-AEA districts will correspond to about the fifth percentile of non-AEA 2016 campus performance across all campus types.

** 2016 Index 3 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA 2016 campus performance by campus type. Targets for non-AEA districts will correspond to about the fifth percentile of non-AEA 2016 campus performance across all campus types.

Final Decisions for 2016 Accountability

Index Targets for AEA Charter Districts and Campuses

	2016 Index Targets				
	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Only
AEA Charter Districts	35	5 th P2,cr689 -8 620.1 44.026E A/CID 10		BDC (5)T04 Tc 0.06 TeT8	

Final Decisions for 2016 Accountability

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

Inclusion of English Language Learners (ELLs)

ELLs taking STAAR Alternate 2 are included at the satisfactory standard and Level III standard, regardless of their number of years in U.S. schools.

ELLs in their second or more year in U.S. schools whose years in U.S. schools exceed their ELL plan year are included at the satisfactory standard and Level III standard.

ELLs with parental denial for instructional services who are in their second or more year in U.S. schools are included at the satisfactory standard and Level III standard.

ELLs who take STAAR L are excluded.

Index 4: Postsecondary Readiness. Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military. Alternative procedures are provided for Alternative Education Accountability (AEA) campuses and charter districts serving at-risk students in alternative education programs.

Inclusion of English Language Learners (ELLs)

ELLs taking STAAR Alternate 2 are excluded.

ELLs in their second or more year in U.S. schools whose years in U.S. schools exceed their ELL plan year are included at the final Level II standard.

ELLs with parental denial for instructional services who are in their second or more year in U.S. schools are included at the final Level II standard.

ELLs who take STAAR L are excluded.

Final Decisions for 2016 Accountability

Graduation Plan

Graduation Plan Component and Foundation High School Plan (FHSP) Transition For 2016 accountability, two diploma-plan rates will be calculated as shown below; the one that gives the district or campus the most points for the graduation plan component of Index 4 will be used.

Rationale: The Foundation High School Program (FHSP) will replace the Minimum (MHSP), Recommended (RHSP), and Distinguished Achievement (DAP) High School Programs for students who began grade 9 in 2014–15. Beginning with the class of 2018, all students will be required to select the FHSP. Until then, students may earn an MHSP, RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

Calculation that Excludes FHSP Students

(RHSP + DAP)

(MHSP + RHSP + DAP)

Calculation that Includes FHSP Students

Final Decisions for 2016 Accountability

Texas Success Initiative

TSI portion of postsecondary component will 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-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
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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.