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Other assessment data used for district/campus accountability indicator Index 4: College & Career Readiness	Data Reported for:
TSI assessment	Tests as of October 2015 administration
SAT college admissions test	Tests as of June 2015 administration
ACT college admissions test	Tests as of June 2015 administration

Index 1: Student Achievement

Index 1 is a snapshot of performance across subjects at the Level II Satisfactory Standard.

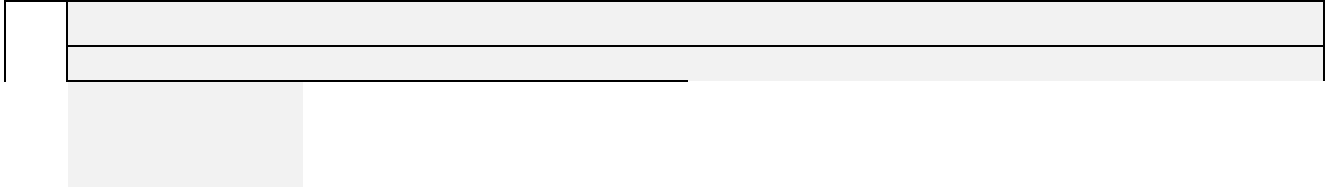
Index 1 Targets for Districts and Campuses

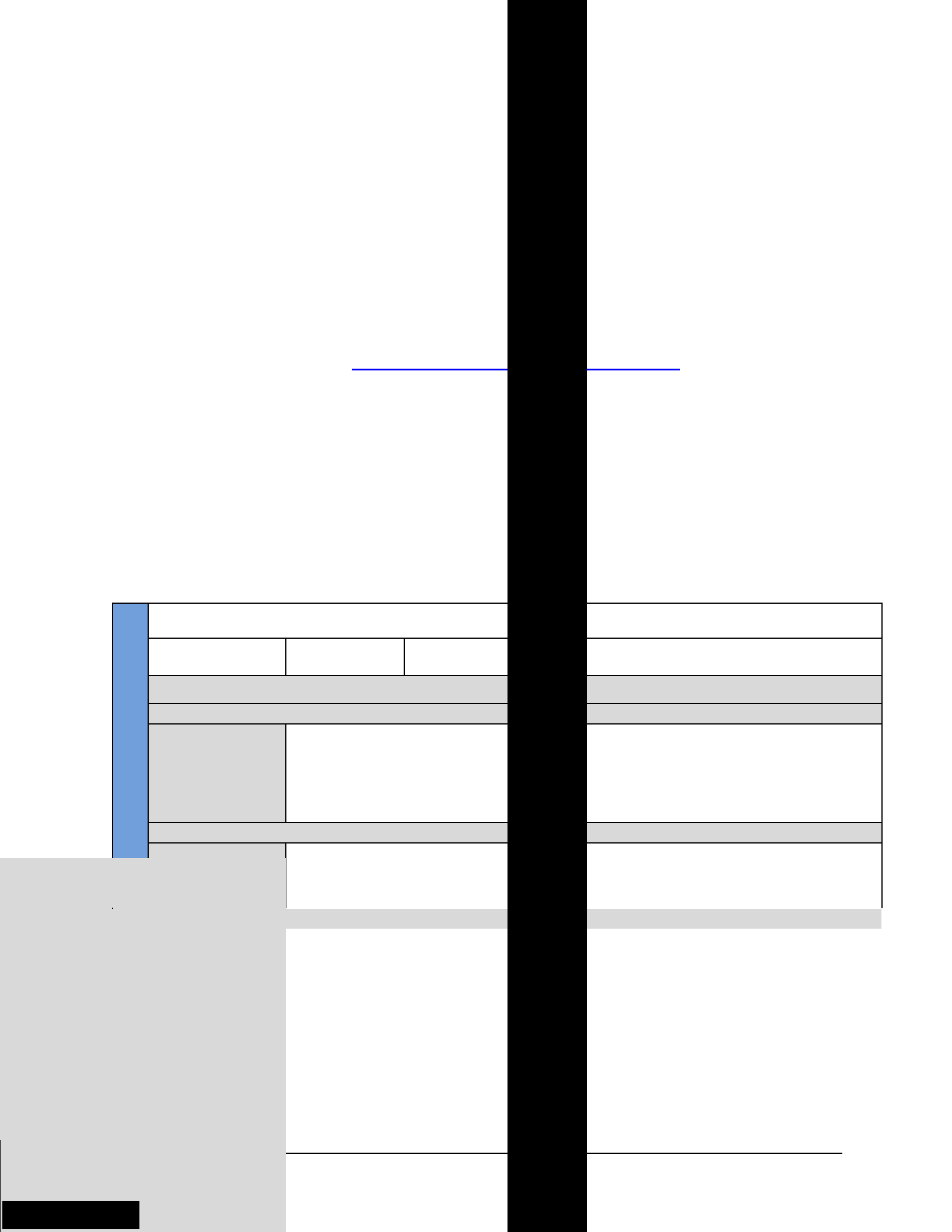
Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2016 Index Targets.

Index 1 Student Performance Standards

Index 1 credits students who meet the Level II Satisfactory Standard and students who meet the Final Level II performance standard on the STAAR Alt 2. The Index 1 **Level II Satisfactory Standard** refers to any of the following: STAAR or STAAR A grade 3–8 or EOC assessments meeting the STAAR 2016 Level II standard, assessments for EOC retesters meeting the phase-in satisfactory standard in place the first time they were eligible to take an EOC assessment, meeting the Final Level II standard on STAAR Alt 2, meeting or exceeding expectations on the ELL progress measure, or meeting the equivalency standard on substitute assessments as a measure of overall student achievement.

Assessments Evaluated in 2016 Accountability Cycle				
	Summer 2015	Fall 2015	Spring 2016	
Index 1: Student Achievement	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR, STAAR A, STAAR Alt 2, and STAAR L*: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR, STAAR A, and STAAR L*: STAAR Level II Satisfactory Standard or above <i>or</i> STAAR Alt 2: Final Level II Standard or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard		
	<i>Retests</i>			
	Performance standards can be met by: End-of-Course (EOC) tests taken for the first time within the 2016 accountability cycle (summer 2015, fall 2015, or spring 2016); or, EOC tests that were retaken within the 2016 accountability cycle following a first attempt in a prior accountability cycle.			





Index 3: Closing Performance Gaps

Index 3 emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each district and campus.

Index 3 Targets for Districts and Campuses

Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2016 Index Targets.

Index 3 Student Performance Standards

Evaluation of Index 3 is based on students who meet the **STAAR Level II Satisfactory and Advanced** performance standards. The STAAR Level II Satisfactory Standard for Index 3 refers to the combination of STAAR Level II Satisfactory Standard performance and ELL Progress Measure results. *Note that the STAAR Level II Satisfactory Standard performance results used in Index 3 do not include substitute assessments.*

Advanced standards are the highest assessment level, Level III Advanced, where student performance gaps are the greatest, and likely to be a strong indicator of student preparedness for the next grade or course with little to no academic intervention required. Advanced standards are also tied to statutory and accountability goals stating Texas will be among the top 10 states in postsecondary readiness by 2020, with no significant achievement gaps by race, ethnicity, or socioeconomic status.

Assessments Evaluated in 2016 Accountability Cycle				
	Summer 2015	Fall 2015	Spring 2016	
Index 3: Closing Performance Gaps	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR, STAAR A, and STAAR Alt 2: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR and STAAR A: Level II Satisfactory Standard or above and Level III Advanced <i>or</i> STAAR Alt 2: Final Level II Standard or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above		
	<i>Retests</i>			
	Performance standards can be met by EOC tests taken for the first time			

STAAR Grades 3–8		
Assessments		
	n/a	STAAR, STAAR A, and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish
Student Performance Standards		
	n/a	STAAR and STAAR A: Level II Satisfactory Standard or above and Level III Advanced Standard <i>or</i> STAAR Alt 2: Final Level II Standard or above and Level III Advanced Standard <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above
Retests		
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the May retest.	

* See following table for inclusion of ELL students based on ELL Progress Measure.

Assessments for English Language Learners

Index 3: Closing Performance Gaps	Years in U.S. Schools	STAAR and STAAR A Tests		STAAR-L Tests	STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL Instructional Services	ELL Parental Denials or ELL progress measure plan exceders		
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	Not Included	STAAR Final Level II Standard and Level III
	<i>Second through fourth year of enrollment in U.S. schools</i>	Spanish STAAR Level II Standard and Level III English ELL Progress Measure and STAAR Level II Standard	STAAR Level II Standard and Level III	Not Included	STAAR Final Level II Standard and Level III
	<i>Fifth year or</i>				



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Performance standards can be met by EOC tests taken for the first time or any subsequent retests in the 2016 accountability cycle (summer 2015, fall 2015, or spring 2016).

STAAR Grades 3–8*

Assessments

n/a

STAAR and STAAR A:

Grades 3–8 English

Grades 3–5 Spanish Student Performance

ELLs receiving

Bilingual Education

or ESL

Instructional

Services

First year of enrollment in U.S. schools

Not Included

Assessment

Spanish

STAAR Final L

(Spanish tests

versions on a

subject

Second through fourth year of enrollment in U.S. schools

English

(Not tested on

Spanish version

Not Included

Fifth year or

Graduation Rate—Student Groups Evaluated

Ten student groups are evaluated.

All students

Students served by special education

ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system

Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

All students – the group comprising of *All Students* is evaluated there are at least 10 students in the class.

Student groups are evaluated if there are at least 25 students in the class.

Small numbers analysis applies to *All Students*, if the number of students in the class of 2015 cohort (4-year) or class of 2014 cohort (5-year) is fewer than 10. The total number of students in the class cohort consists of graduates, continuing students, General Educational Development (GED) recipients, and dropouts.

A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

The *All Students* group is evaluated if the three-year average has at least 10 students.

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same 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 who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

The four-year and five-year graduation rate measures the percent of graduates in a class.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts})$$

Graduation Rate—Rounding

Four-year and five-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

Annual Dropout Rate Component

For districts and campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four- or five-year graduation rate is not available.

Annual Dropout Rate—Student Groups Evaluated

Ten student groups are evaluated.

All students

Students served by special education

ELL student group: students identified as limited English proficient during the reported school year

Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

All students – the group comprising of *All Students* is evaluated there are at least 10 students enrolled during the school year.

Student groups are evaluated if there are at least 25 students enrolled during the school year.

Small numbers analysis applies to the group of *All Students* if the number of students enrolled in grades 9–12 during the 2014–15 school year is less than 10.

A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

The *All Students* group is evaluated if the three-year average has at least 10 students.

Annual Dropout Rate—Methodology

3. Graduation

Postsecondary Component—Minimum Size Criteria

All Students – the group comprising of *All Students* is evaluated if there are at least 10 graduates.



For a charter district or alternative education campus (AEC) evaluated by AEA provisions, Index 4 is based on two components, weighted as follows.

	Index 4 Components for AEA Campuses and Charters	Weight
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation/Annual Dropout Rate Component: Four-, Five-, or Six-year Graduation, Continuer, and GED Rate or Annual Dropout Rate	75%

To reach the absolute targets established for Index 4 in 2016, AEA campuses and charters apply a weighted evaluation of two components necessary for postsecondary readiness.

Bonus points, described later in this section, are earned according to either the longitudinal or annual graduation plan rate, excluded students credit, and the postsecondary indicator. A maximum of 30 bonus points is added to the final index score.

1. STAAR Postsecondary Readiness Standard

The STAAR component, described above, is calculated in the same manner for AEA campuses and charters.

STAAR Postsecondary Readiness Standard—Minimum Size Criteria and Small Numbers Analysis

All Students – the group comprising *All Students* is evaluated if there are at least 10 students in the STAAR component.

Student groups are evaluated if there are at least 25 students in the STAAR component. Small numbers analysis applies only if the *All Students* group consists of fewer than 10 students.

A three-year average is calculated using STAAR Postsecondary Readiness data for the *All Students* group. The Index 4 STAAR postsecondary readiness standard calculation is based on an aggregated three-year uniform average.

The *All Students* group is evaluated if the three-year average has at least 10 students.

The two prior years of data used for small numbers analysis are the same Index 4 results previously reported for that school year.

STAAR Postsecondary Readiness Standard—Methodology

The percent of students meeting the postsecondary readiness standard in two or more subject areas *or* one subject area, if only one subject area test is taken.

STAAR Postsecondary Readiness Standard—Rounding

The calculation of students who meet the postsecondary readiness standard is expressed as a percent, rounded to whole numbers. For example, 59.87% rounds to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

2. Graduation/Annual Dropout Rate Component

The graduation rate calculation is modified to credit AEA campuses and charters for graduates, continuing students (continuers), and GED recipients. Four-year, five-year, and six-year

Graduation, Continuer, and GED Rates—Methodology

The four-year graduation, continuer, and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same 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 who transfer out of the Texas public school system over the four, five, or six years due to non-graduate, non-dropout reasons are removed from the class. The graduation, continuer, and GED rate measures the percent of graduates, continuers, and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + Continuers + GED Recipients in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates + Continuers + GED Recipients + Dropouts})$$

Graduation, Continuer, and GED Rates—Rounding

Four-year, five-year, and six-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

Annual Dropout Rates Included

If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see the explanation of converting annual dropout rates on the next page.

Annual Dropout Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students

- Students served by special education

- ELL students identified as students with limited English proficiency during the reported school year

- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Annual Dropout Rates—Minimum Size Criteria and Small Numbers Analysis

Please refer to the previous section for information on the minimum size criteria and small numbers analysis for this indicator.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as dropouts by the number of students enrolled in grades 9–12 at any time during the 2014–15 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled at any time during the school year}}$$

Annual Dropout Rates—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a

