

2017 Accountability Manual

for Texas Public School Districts and Campuses



Office of Academics
Division of Performance Reporting

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**2017 Accountability Manual
Chapters 1–10**

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Chapter 1 – Introduction

About this Manual

The *2017 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

History of the Accountability System

In 1993, the Texas Legislature mandated the creation of a public school accountability system to evaluate and rate school districts and campuses. A viable and effective accountability system was possible because the necessary infrastructure was already in place: a student-level data collection system, a state-mandated curriculum, and a statewide assessment program tied to the curriculum. This first accountability system remained in use until the 2001–02 school year.

The second accountability system included the Texas Assessment of Knowledge and Skills (TAKS) and assigned ratings for the first time in fall 2004. TAKS included additional subjects and grades, which significantly increased system rigor. Also, districts and campuses were required to meet criteria on up to 25 separate assessment measures and up to 10 dropout and completion measures. The last year for accountability ratings based on the TAKS was 2011.

House Bill (HB) 3, passed by Texas legislature in 2009, redesigned the state assessment and accountability systems to focus on postsecondary readiness for all Texas public school students. Because of the transition to the current assessment program, state accountability ratings were not issued in 2012. TEA worked throughout 2012 with technical and policy advisory committees to develop the current accountability system based on the State of Texas Assessments of Academic Readiness (STAAR) program. This accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of district and campus performance. The 2012–13 school year was the first year ratings were assigned based on STAAR results.

With the passage of HB 5 in 2013, the legislature added additional indicators of postsecondary readiness. The 2014 ratings included college-ready graduates, a new postsecondary readiness measure. The 2015 accountability system replaced college-ready graduates with an expanded postsecondary readiness measure that added students who earn credit for at least two advanced/dual-credit courses or enroll in a coherent sequence of career and technical education (CTE) courses.

Goals of the Texas Accountability System

Texas will be among the top ten states in postsecondary readiness by 2020 by accomplishing the following:

- Improving student achievement at all levels in the core subjects of the state curriculum
- Ensuring the progress of all students toward achieving advanced academic performance
- Closing advanced academic performance level gaps among student groups
- Rewarding excellence based on other indicators in addition to state assessment results

Guiding Principles

Student Performance

- The accountability system is first and foremost designed to improve student performance.
- The system focuses on preparing all students for success after high school.

System Safeguards

- The accountability system uses safeguards to minimize unintended consequences.

Recognition of Diversity

- The accountability system is fair and addresses the diversity of student populations and educational settings.

Public Participation and Accessibility

- The accountability system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

Coordination

- The accountability system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

Statutory Compliance

- The accountability system is designed to comply with statutory requirements.

Local Responsibility

- Districts are responsible for submitting accurate data upon which ratings are based.
- The system relies on local school districts to develop and implement local accountability systems that complement the state system.

Distinction Designations

- Distinction designations are based on higher levels of student performance rather than more students performing at the satisfactory level.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts and regional education service centers (ESCs). Members made recommendations to address technical issues for 2017 accountability.

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC's recommendations or developed its own, which were forwarded to the commissioner. The commissioner considered all proposals and made final decisions on February 14, 2017, that are reflected in this manual.

See "Appendix A – Acknowledgments" for more information on advisory groups. The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <http://tea.texas.gov/2017AccountabilityDevelopment/>.

Overview of the 2017 Accountability System

State Accountability Ratings

The state accountability system assigns one of three academic ratings to each district and campus: *Met Standard*, *Met Alternative Standard*, or *Improvement Required*. These ratings are based on a framework of four indices that combine a range of indicators into a comprehensive measure of performance.

The performance index framework combines results from STAAR assessments, graduation rates, rates of students completing the various graduation plans, and other indicators. The performance indices are as follows:

Index 1: Student Achievement provides a snapshot of performance across subjects.

Index 2: Student Progress measures year-to-year student progress.

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

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, job training programs, the workforce, or the military.

Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are available for achievement in several different areas and awarded to campuses based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are separate from those used to evaluate accountability ratings.

Both districts and campuses are eligible to earn a distinction designation in postsecondary readiness.

The following chart outlines the accountability ratings and distinction designations assigned in 2017.

Ratings (Districts and Campuses)	Distinction Designations	
	Districts	Campuses
<i>Met Standard</i>	Postsecondary Readiness	Academic Achievement: ELA/Reading Academic Achievement: Mathematics Academic Achievement: Science Academic Achievement: Social Studies Top 25%: Student Progress Top 25%: Closing Performance Gaps Postsecondary Readiness
<i>Met Alternative Standard</i> This rating is assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) provisions.	N/A	N/A
<i>Improvement Required</i>	N/A	N/A

System Safeguards

System safeguards have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student subgroup for each of the indicators. The purpose of the system safeguard report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups. See “Chapter 8 – System Safeguards and Other Federal Requirements” for detailed information about system safeguards in 2017.

The following indicators are included in the system safeguard report:

- Performance Rates (*district and campus*) by subject – reading, mathematics, writing, science, and social studies
- Participation Rates (*district and campus*) by subject – reading and mathematics
- Federal Graduation Rates (*district and campus*)
- Federal Limits on Alternative Assessments (*district only*)

Results for the following student groups are included in system safeguard reports:

- All students
- Racial/ethnic student groups – African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students with disabilities
- English language learners (ELLs)

Comparing 2016 Accountability to 2017 Accountability

The ratings criterion for 2017 is unchanged from 2016. In order to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet the performance index target on the following indices, if they have performance data for evaluation:

Index 1 **OR** Index 2 **AND** Index 3 **AND** Index 4

The performance index targets for 2017 are unchanged from 2016. Please see “Chapter 2 – Ratings Criteria and Index Targets” for more information about the index targets.

The only substantive changes made to the accountability system in 2017 were to the calculations used to award distinction designations and the use of assessment results in indices. The changes to the distinction designations are described below. The changes to the assessments used are shown in the table on the following page.

Distinction Designations

Campus Comparison Groups In 2017, two new variables were added to the calculation that determines campus comparison groups: the percentage of students served by special education and the percentage of students enrolled in an early college high school program.

District Distinction Designations The percentage of a district’s campuses that must have postsecondary indicators in the top quartile in order for the district to earn this distinction was reduced from 70 to 55.

Spring 2016	Index 1	Index 2	Index 3	Index 4	Summer and Fall 2016	Index 1	Index 2	Index 3	Index 4	Spring 2017	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)*	✓	✓	✓	✓	STAAR Grades 3–8 (all subjects)*	n/a	n/a	n/a	n/a	STAAR Grades 3–8 (all subjects*, with and without accommodations)	✓	✓	✓	✓
STAAR EOC (5 tests)	✓	✓	✓	✓	STAAR EOC (5 tests)	✓	✓	✓	✓	STAAR EOC (5 tests, with and without accommodations)	✓	✓	✓	✓
STAAR EOC including substitute assessments	✓	n/a (1)	n/a (1)	✓	STAAR EOC including substitute assessments	✓	n/a (1)	n/a (1)	✓	STAAR EOC including substitute assessments	✓	n/a (1)	n/a (1)	✓
STAAR L (evaluated in the ELL progress measure)	✓	✓	X (2)	X (2)	STAAR L EOC (evaluated in the ELL progress measure)**	✓	✓	✓	✓	STAAR L (evaluated in the ELL progress measure)**	n/a	n/a	n/a	n/a
STAAR A	✓	✓	✓	✓	STAAR A EOC**	✓	✓	✓	✓	STAAR A**	n/a	n/a	n/a	n/a
STAAR Alternate 2	✓	✓	✓	X	STAAR Alternate 2	n/a	n/a	n/a	n/a	STAAR Alternate 2	✓	✓	✓	✓

✓: Used in accountability X: Available but not used in accountability n/a: Not available

- (1) Substitute assessments apply to the Meets Grade Level performance standard only and progress measures are not calculated.
- (2) ELL students in their first four years in U.S. schools who took STAAR L were excluded from Index 3 and Index 4.

*Index 2 is evaluated using ELA/reading and mathematics only.

**Beginning with the spring 2017 administration, STAAR L and STAAR A exams will be replaced with online versions of STAAR with accommodations.

Chapter 2 – Ratings Criteria and Index Targets

The *2017 Accountability Manual* describes the 2017 accountability system and explains how information from different sources is used to assign accountability ratings and award distinction designations. The manual attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be some unforeseen circumstances that are not anticipated in the manual. In the event that a data source used to determine district or school performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

2017 Ratings

The accountability system assigns ratings that designate acceptable and unacceptable performance for districts and campuses. In 2017, one of the following ratings is assigned to each district and campus based on its performance on the required indices. Unless otherwise noted, the term districts includes open-enrollment charters.

Met Standard indicates acceptable performance and is assigned to districts and campuses that meet the targets on all required indices for which they have performance data.

Met Alternative Standard indicates acceptable performance and is assigned to eligible charter districts and alternative education campuses (AECs) that are evaluated by alternative education accountability (AEA) provisions. To receive this rating, eligible charter districts and AECs must meet modified targets on all required indices for which they have performance data.

Improvement Required indicates unacceptable performance and is assigned to districts and campuses, including charter districts and AECs evaluated under AEA provisions, that do not meet the targets on all required indices for which they have performance data.

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following labels.

Not Rated indicates that a district or campus did not receive a rating for one or more of the following reasons:

- The district or campus serves only students enrolled in early education (EE).
- The district or campus has no data in the accountability subset.
- The district or campus has insufficient data to assign a rating.
- The district operates only residential facilities.
- The campus is a Juvenile Justice Alternative Education Program (JJAEP).
- The campus is a Disciplinary Alternative Education Program (DAEP).
- The campus is a residential facility.
- The test documents for either the district or campus were lost in transit between the district and the test contractor.

Not Rated: Data Integrity Issues indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary pending investigation.

Not Rated: Annexation indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

2017 Index Targets

Each index has a specific target, and districts and campuses must meet an index’s target to show acceptable performance for that index. The 2017 targets are provided in the table below. Districts and non-AEA campuses (campuses not evaluated under alternative education accountability provisions) have separate targets from charter districts and AECs evaluated under alternative education accountability provisions. In addition, for non-AEA campuses only, separate targets are identified for each school type for Index 2, Index 3, and Index 4. Please see the explanation of school type later in this chapter.

For non-AEA districts and campuses, Index 4 is comprised of four components: STAAR results, graduation rate, graduation-plan rate, and college and career readiness. Because not all districts and campuses have data for each of these components, Index 4 has two separate targets: one based on all four components and one based on STAAR results only. The target that a district, campus, or charter is required to meet is determined by whether it has data for each of the four components. For a district, high school campus, or campus serving grades K–12 (elementary/secondary), the target for Index 4 is based on all four components. For elementary campuses, middle school campuses, and any district or campus that does not have data for each of the four components, the target is based on the STAAR component only.

For AEA campuses and charter districts, Index 4 is comprised of two components: STAAR results and the graduation rate/dropout rate. Because not all AEAs have data for both of these components, Index 4 has two separate and distinct targets: one based on both components and one based on graduation rate/dropout rate only. AEAs can also earn bonus points towards their Index 4 score. Please see “Chapter 4 – Performance Index Indicators” for a complete description of bonus points.

2017 Accountability Performance Index Targets for Non-AEA Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	22	28	60	13
Campuses					
Elementary	60	32	28	n/a	12
Middle		30	26	n/a	13
High School/K–12 and Elementary/Secondary		17	30	60	21

2017 Accountability Performance Index Targets – AEA Charter Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Component Only
AEA Charter Districts and Campuses	35	8	13	33	45

Index Targets for Single-Campus Districts or Charters

A district or charter comprised of only one campus that shares the same 2017 performance data with its only campus must meet the index target required for the campus in order to demonstrate acceptable performance. For these single-campus districts and charters, the 2017 index targets applied to the campus will also be applied to the district, ensuring that both the district and campus receive identical ratings. Districts or charters that meet the definition above are considered single-campus districts or charters in any criteria outlined in this manual.

2017 Ratings Criteria

To receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must meet the performance index target on the following indices for which it has performance data:

Index 1 **OR** Index 2 **AND** Index 3 **AND** Index 4


For example, a campus with performance data for all four indices must meet the target on either Index 1 or Index 2 and the targets on Index 3 and Index 4. A campus with performance data for Index 1, Index 3, and Index 4 must meet the target on all three of those. A campus with performance data for only Index 1 and Index 3 must meet the target on both indices. A campus with performance data for only Index 1 and Index 2 needs only to meet the target on either one.


2017 Accountability System School Types


Every campus is labeled as one of four school types according to its grade span based on 2016–17 enrollment data reported in the fall Public Education Information Management System (PEIMS) submission. The four types—elementary, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the school type to which each grade span corresponds.


To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas serve that grade span. For example, a campus that serves early elementary (EE) through fourth grade only is labeled elementary; there are 178 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 144 such campuses statewide.

2017 Accountability System School Types (8,757 Total Campuses)

Elementary

4,749 Campuses

Elementary/Secondary

504 Campuses

Middle School

1,718 Campuses

High School

1,786 Campuses

Highest Grade Level Served →

Lowest Grade Level Served		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
	EE	6	75	55	43	70	37	178	1075	93	2	11	0	0	0	29
	PK		44	12	13	26	28	165	1124	190	9	69	0	0	3	135
	KG			3	3	13	19	137	676	126	7	65	2	4	6	53
	1				1	13	25	6	33	22	1	2	0	2	1	7
	2					0	15	15	31	1	0	2	0	0	1	8
	3						1	13	86	7	2	5	0	4	1	6
	4							1	54	30	1	7	0	1	3	8
	5								9	144	3	89	1	3	16	12
	6									33	15	1124	13	16	29	154
	7										12	252	8	11	16	124
	8											10	6	13	22	31
	9												44	28	32	1348
	10													13	5	41
	11														22	24
	12															12

Who is Rated?

Districts and campuses that have students enrolled in the fall of the 2016–17 school year are assigned a state accountability rating.

Districts

Beginning the first year they report fall enrollment, districts and charter operators are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses, including AECs and open-enrollment charter schools, are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any of the grade levels for which the STAAR assessments are given are paired with campuses in their district that serve students who take STAAR. Please see “Chapter 6 – Other Accountability System Processes” for information on pairing.

The following campuses are assigned the rating label of *Not Rated* in 2017:

- **Residential facilities:** For AECs identified as residential facilities, and AEA charter districts that operate only residential facilities, performance index results are reported, but a rating label is not assigned. Students enrolled in AECs and charter districts operating as residential facilities are excluded from accountability only if the student attribution codes are entered and submitted accurately during the fall 2016 PEIMS submission. Please see “Appendix G – Inclusion or Exclusion of Performance Data.”
- **Campuses that close mid-year:** If data for an accountability index exists for a campus that closes mid-year, the data are included in the district’s accountability rating. A campus that closes after the end of the school year is assigned a rating for that school year.
- **JJAEPs and DAEPs:** Attendance and performance data for students served in JJAEPs and DAEPs are reported to the students’ home campuses, and the home campus is evaluated based on the results.
- **Campuses that have no students in the accountability subset:** Campuses that serve students in grades 3–12, but have no test results because of the accountability subset rules are not rated. This includes AECs with short-term student placements.
- **Charter campuses with no students in grades tested:** Open-enrollment charter schools without any students enrolled in the grades for which STAAR assessments are administered (3–12) are not rated.

Timeline for Ratings Release

- **Monday, August 7, 2017:** Data used to calculate the 2017 accountability ratings are released to districts and campuses through the TEA Secure Environment (TEASE) website. Please see “Appendix E – TEASE Accountability.”
- **Monday, August 14, 2017:** The 2017 accountability ratings, distinction designations, and system safeguards are released to districts and campuses through TEASE website.
- **Tuesday, August 15, 2017:** Accountability ratings, distinction designations, and system safeguards are released to the public on the TEA website.
- **Early November 2017:** Final accountability ratings that reflect the outcome of ratings appeals are released to the public on the TEA website.

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and PEIMS information by school districts and charter operators. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal of an *Improvement Required* rating that is solely based on a district’s submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- **Campus Number Tracking:** Requests for campus number changes are approved in light of prior state accountability ratings. An *Improvement Required* rating for the same campus assigned two different campus numbers may be considered to be consecutive years of low ratings for accountability interventions and sanctions.
- **Data Validation Monitoring:** The Performance-Based Monitoring (PBM) system is a comprehensive system designed to improve student performance and program effectiveness. The PBM system, like the state accountability system, is a data-driven system based on data submitted by districts; therefore, the integrity of districts’ data is critical. The PBM system includes annual data validation analyses that examine districts’ leaver and dropout data, student assessment data, and discipline data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency’s evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://tea.texas.gov/pbm/DVManuals.aspx>.
- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that test results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain certain test administration materials for five years. Detailed information about test security policies for the state assessment program is available online at <http://tea.texas.gov/student.assessment/security/>.

- ***Not Rated: Data Integrity Issues:*** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *Improvement Required* rating, though the commissioner of education has the authority to lower a rating, assign an *Improvement Required* rating due to data quality issues, or consider the rating of *Improvement Required* for purposes of determining consecutive years of low ratings for accountability interventions and sanctions. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.

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Chapter 3 – Performance Index Construction

The state accountability system for public education in Texas is built on a framework of four performance indices. Each index measures a different aspect of district or campus performance and identifies areas of strength and needed improvement.

For each of the four indices a district or campus earns a score of 0 to 100, calculated as the percentage of total possible points. Each measure of student performance contributes points to an index score. Targets set by the commissioner of education determine the minimum score required for meeting a performance standard for each index. The index scores provide a rating of overall performance for a district or campus. A key feature of a performance index framework is that no single indicator can—by itself—result in a low rating because index performance is a culmination of measures. This system is both comprehensive and extendible; it tracks each student across multiple indices to ensure accountability and allows for new student groups and indicators without requiring districts and campuses to meet new targets.

For details on the State of Texas Assessments of Academic Readiness (STAAR) and other indicators that comprise each performance index, see “Chapter 4 – Performance Index Indicators.”

Index 1: Student Achievement

Index 1 measures district and campus performance based on student achievement across all subjects for all students. The total index points and index score are the same: *Index Score = Total Index Points*. Total points are determined by the percentage of assessments that meet or exceed the STAAR Approaches Grade Level standard, meet or exceed the English language learner (ELL) progress measure, or achieve the equivalency standard on end-of-course (EOC) substitute assessments.

Examples of Index 1 Calculations The four examples below show the calculation of the Index 1 scores for districts and campuses testing different numbers of subjects depending upon the grades served. The percentage of assessments meeting the Approaches Grade Level standard is calculated as the number of assessments meeting the Approaches Grade Level standard for each test divided by the total number of assessments taken across all subjects. The result is rounded to the nearest whole number. The index points awarded are equal to the percentage of assessments meeting the Approaches Grade Level standard. For example, an index score of 65 indicates that 65 percent of all assessments taken met or exceeded the Approaches Grade Level standard.

Example 1.1 Districts and campuses that test in five subjects: Gr. K–12, Gr. 9–12, Gr. 6–8										% Met Approaches Grade Level Standard	Index Points		
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total							
# Approaches Grade Level Standard	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index 1: Score												44	

Example 1.2 Districts and campuses that test in four subjects: Gr. 9–12													
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total	% Met Approaches Grade Level Standard	Index Points					
# Approaches Grade Level Standard	551	+	534	+	0	+	143	+	87	=	1,315	49%	49
Total Tests	984	+	988	+	0	+	354	+	356	=	2,682		
Index 1: Score												49	

Example 1.3 Campuses that test in four subjects: Gr. K–5													
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total	% Met Approaches Grade Level Standard	Index Points					
# Approaches Grade Level Standard	551	+	534	+	27	+	143	+	0	=	1,255	47%	47
Total Tests	984	+	988	+	353	+	354	+	0	=	2,679		
Index 1: Score												47	

Example 1.4 Campuses that test in three subjects: Gr. K–4													
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total	% Met Approaches Grade Level Standard	Index Points					
# Approaches Grade Level Standard	551	+	534	+	27	+	0	+	0	=	1,112	48%	48
Total Tests	984	+	988	+	353	+	0	+	0	=	2,325		
Index 1: Score												48	

Index 2: Student Progress

Index 2 measures student progress in ELA/reading and mathematics by student demographic categories: race/ethnicity, current and monitored ELLs, and special education.

Each assessment result is categorized according to the STAAR and the English language learner (ELL) progress measure as Did Not Meet, Met, or Exceeded Progress. These results are grouped according to demographic categories. Weighted scores are calculated based on students' level of performance: one point for each percentage of assessment results that Met or Exceeded Progress and one point for each percentage of results that Exceeded Progress and are aggregated across subjects. Fractions of a percent are rounded to the nearest whole number.

Cumulative performance (Met and Exceeded Progress plus Exceeded Progress) for all subjects contributes from 0 to 200 points to each student group that meets minimum-size criteria, including all students. The maximum number of possible points depends on campus type, student population, and demographics. Index 2 is calculated by dividing the total points (cumulative performance) by the maximum number of possible points, resulting in an overall score of 0 to 100 for all districts and campuses.

Example of Index 2 Calculations The following example shows how the combined STAAR and ELL progress measures results are computed across all subjects.

Example 2. Index 2 calculation												
Weighted Progress Rate: All Subjects	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests:	989	64	828	39					75	819		
# Met or Exceeded Progress	732	51	621	28					49	614		
# Exceeded Progress	198	16	124	4					4	164		
Percent of Tests: % Met or Exceeded Progress	74%	80%	75%	72%					65%	75%		
% Exceeded Progress	20%	25%	15%	10%					5%	20%		
All Subjects Weighted Progress Rate	94	105	90	82					70	95	536	1200
Total											536	1200
Index 2: Score (total points divided by maximum points)											45	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

Index 3: Closing Performance Gaps

Index 3 emphasizes the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups. The specific racial/ethnic groups are identified for each district or campus based on prior year (2016) assessment results.

Tests used include reading, mathematics, writing, science, and social studies. One point is given for each percentage of tests meeting or exceeding the Approaches Grade Level standard. One point is given for each percentage of tests meeting the Masters Grade Level standard on the STAAR assessment. The maximum number of possible points depends on the student population and demographics. Index 3 is calculated by dividing total cumulative performance points by the maximum possible points, resulting in an overall score of 0 to 100.

Examples of Index 3 Calculations The following examples illustrate how the weighted performance rate is computed for reading and how the Index 3 outcomes are determined when the results are combined across all subject areas.

Example 3.1 Index 3 calculation for reading weighted performance					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Approaches Grade Level Standard and above	80	20	25		
# Masters Grade Level Standard	40	0	25		
% Approaches Grade Level Standard and above	100%	50%	100%		
% Masters Grade Level Standard	50%	0%	100%		
Reading Weighted Performance Rate	150	50	200	400	600

Example 3.2 Index 3 calculations for overall score					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading	150	50	200	400	600
Mathematics	125	100	90	315	600
Writing	80	90	125	295	600
Science	120	40	90	250	600
Social Studies	50	40	80	170	600
Total				1430	3000
Index 3: Score (total points divided by maximum points)				48	

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school. Index 4 also emphasizes 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.

For non-AEA districts and campuses, Index 4 is based on four components with one exception: when data are missing for any of the three non-STAAR components, Index 4 is based solely on the STAAR component. The reason for this is that elementary and middle school campuses do not report data on graduation rate, graduation diploma plans, or postsecondary indicators. Elementary and middle school campuses report only STAAR results. Therefore, the Index 4 evaluation of these campuses is based solely on the STAAR Meets Grade Level Standard component, as explained below.

For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components	Weight
1. STAAR at Meets Grade Level Standard	25%
2. Graduation Rate (or Dropout Rate)	25%
3. Graduation Diploma Plan	25%
4. Postsecondary Component: College and Career Readiness	25%

The **STAAR Meets Grade Level Standard** is determined by the percentage of students who meet the Meets Grade Level standard on two or more subject-area assessments. Students tested in only one subject area are required to meet the Meets Grade Level standard on that assessment for credit in Index 4.

Example 4.1 STAAR Meets Grade Level Standard												
STAAR Performance	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
% Meets Grade Level Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Meets Grade Level Standard: Score (total points divided by maximum points)												30.3

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The **Graduation Rate Score** reflects the highest number of points possible from the combined performance across graduation rates for grades 9–12. The four-year graduation rate, for example, requires tracking the status of a cohort of students from the time they enter grade 9 through their expected graduation year. In general, the graduation rate is the percentage of students who graduate out of all those who start in a grade 9 cohort. Students who transfer out of the Texas public school system before graduation are not counted in this calculation. A class consists of all members of a cohort, and a graduate is a student who successfully completes the requirements for graduation within a specified time frame. Students who dropout or receive a General Educational Development (GED) certificate are not counted as graduates. Points are based on the longitudinal cohort of students used to calculate a four-year graduation rate or a five-year graduation rate, for all students and all students grouped by race/ethnicity, ELL status, and special education status. If a graduation rate is not available, the annual dropout rate is used.

The total points and the maximum number of points are reported for both the four-year and five-year graduation rate. The graduation rate that results in the higher score is used to calculate the Index 4 score.

Example 4.2 Graduation Rate												
Graduation Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
4-yr. Grad Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Grad Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Higher Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation rate points divided by maximum points)											78.1	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The **Graduation Plan Score** is based on a longitudinal cohort of students. For this component, two percentages are calculated:

- The percentage of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP)
- The percentage of students graduating under either the RHSP/DAP or the Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (DLA)

The percentage that contributes the most points to the Index 4 score will be used. If no longitudinal rate is available, the annual graduation plan rate will be used.

Example 4.3 Graduation Plan												
Graduation Plan	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
Longitudinal RHSP/DAP Rate	72.7%	76.4%			83.6%		83.0%				315.7	400
Longitudinal RHSP/DAP/FHSP E/DLA	70.5%	75.4%			81.5%		82.0%				309.4	400
Graduation Plan: Score (best of total graduation plan points divided by maximum points)											78.9	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The **Postsecondary Component: College and Career Readiness Indicator Score** is calculated as the percent of annual graduates who accomplished at least one of the following:

- Met or exceeded the Texas Success Initiative (TSI) criteria in both ELA/reading and mathematics on the TSI assessment, SAT, or ACT
- Completed and earned credit for at least two advanced/dual-credit/dual-enrollment courses
- Enrolled in a coherent sequence of CTE courses (including the Tech Prep program)

Please see “Appendix K–Data Sources” for more information on the source of the data and the methodology for this component.

Example 4.4 Postsecondary Component: College and Career Readiness												
Postsecondary Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The four components of Index 4 are weighted equally to calculate the overall Index 4 score.

Example 4.5 Overall Index 4 Score				
Index 4 Component	Component Score	Multiply by	Weight of	Total Points
STAAR Meets Grade Level Standard Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	78.9	X	25%	19.7
Postsecondary Component Score	80.3	X	25%	20.1
Index 4: Score				67

Component scores are rounded to one decimal place. Total points for each component are determined by multiplying the component score by 25 percent and rounding to one decimal place. The overall Index 4 score is the sum of the total points rounded to a whole number. The table on the following page illustrates the calculation of the Index 4 score.

Example 4.6 Index 4 Calculation												
Overall Index Score												
Overall Performance	Component Score				Multiply by		Weight of			Total Points		
STAAR Meets Grade Level Standard Score	30.3				X		25%			7.6		
Graduation Rate Score	78.1				X		25%			19.5		
Graduation Plan Score	78.9				X		25%			19.7		
Postsecondary Component Score	80.3				X		25%			20.1		
Index 4: Score										67		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
• STAAR Meets Grade Level Standard												
% Meets Grade Level Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Meets Grade Level Standard: Score (total points divided by maximum points)										30.3		
• Graduation Rate												
4-yr. Graduation Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Graduation Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score										546.4	700	
Graduation Rate: Score (best of total graduation rate points divided by maximum points)										78.1		
• Graduation Plan												
Longitudinal RHSP/DAP Rate	72.7%	76.4%			83.6%		83.0%				315.7	400
Longitudinal RHSP/DAP/FHSP E/DLA	70.5%	75.4%			81.5%		82.0%				309.4	400
Graduation Plan: Score (best of total graduation plan points divided by maximum points)										78.9		
• Postsecondary Component												
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)										80.3		

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

AEA Campuses and Charter Districts Index 4: Postsecondary Readiness

For alternative education campuses (AECs) and charter districts evaluated under AEA provisions, the Index 4 score is based on two components:

- STAAR scores based on the percent of students who meet the Meets Grade Level Standard, as defined in the previous section
- Four-, five-, and six-year rates for graduates, continuing students, and GED recipients. If a graduation rate is not available, the annual dropout rate is used.

The two components of Index 4 are weighted to calculate the overall Index 4 score.

Index 4 Components for AEA Campuses and Charters	Weight
STAAR Meets Grade Level Standard	25%
Graduation, Continuers, and GED Rate or Annual Dropout Rate	75%

AECs can also earn bonus points toward their Index 4 score. Bonus points may be awarded for the percentage of students who graduate under certain graduation plans, the percentage of students considered college-and-career ready, and an excluded students credit. Please see Chapter 4 for a complete description of bonus points.

Example 4.7 Index 4 Composition for AEA charter districts and AECs with a graduation, continuer, and GED rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
• STAAR Meets Grade Level Standard												
% Meets Grade Level Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Meets Grade Level Standard: Score (total points divided by maximum points)											51.8	
• Graduation, Continuers, and GED Rate												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate: Score											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	
• Bonus Points												
Graduation Plan	33.3%										33	
College and Career Readiness											0	
Excluded students credit											0	
Total Bonus Points (maximum of 30)											30	

Example 4.8 Overall Index 4 Score for AEA charter districts and campuses with a graduation, continuer, and GED rate				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Meets Grade Level Standard Score	51.8	X	25%	13.0
Graduation, Continuers, GED Rate Score	61.4	X	75%	46.1
Bonus Points	30			30
Index 4: Score				89

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by the respective weights and rounding to one decimal place. Bonus points are rounded to a whole number. The overall Index 4 score is the sum of the total points and bonus points rounded to a whole number.

Example 4.9 Index 4 Calculation for AEA charter districts and AECs with Gr. 9–12 but graduation rate not available												
• Overall Index 4 Score												
Overall Performance	Component Score					Multiply by	Weight of			Total Points		
STAAR Meets Grade Level Standard Score	50.6					X	25%			12.7		
Annual Dropout Rate Score	32.1					X	75%			24.1		
Bonus Points	25									25		
Index 4: Score										62		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
• STAAR Meets Grade Level Standard												
% Meets Grade Level Standard	51%	42%	83%	51%	44%	30%	53%	51%			405	800
STAAR Meets Grade Level Standard : Score (total points divided by maximum points)											50.6	
• Graduation, Continuers, and GED or Annual Dropout Rate												
Annual Dropout Rate	13.3%	11.3%			12.5%		17.2%					
Dropout Rate Conversion	33.5	43.5			37.5		14.0				128.5	400
Graduation, Continuers, and GED or Annual Dropout Rate: Score (total points divided by maximum points)											32.1	
• Bonus Points												
Graduation Plan	20.6%										21	
College and Career Readiness	3.0%										3	
Excluded students credit	1										1	
Total Bonus Points (maximum of 30)											25	

Chapter 4 – Performance Index Indicators

The accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of district and campus performance. The previous chapter described how STAAR results, Public Education Information Management System (PEIMS) data, or other assessment results are used in index construction and the calculation of index scores.

This chapter discusses the three broad types of indicators and details how these indicators are used in each performance index.

STAAR-Based Indicators

2017 STAAR Performance Level Descriptors

The STAAR program uses three performance standards to categorize satisfactory or better student performance on an assessment.

Results of assessments taken in the summer or fall of 2016 are categorized using the same performance level descriptors (PLDs) that were used in 2016: Level II Satisfactory Academic Performance, Final Level II Satisfactory Academic Performance, and Level III Advanced Academic Performance. Beginning with the assessments administered in spring 2017, new PLDs will be used: Approaches Grade Level, Meets Grade Level, and Masters Grade Level. The table below shows how the PLDs from the summer and fall administrations are related to the PLDs from the spring 2017 administrations.

2016 Performance Level Descriptor	2017 Performance Level Descriptor
Level II Satisfactory Academic Performance	Approaches Grade Level
Final Level II Satisfactory Academic Performance	Meets Grade Level
Level III Advanced Academic Performance	Masters Grade Level

Performance not meeting the Level II Satisfactory standard (2016) or Approaches Grade Level standard (2017) is unsatisfactory.

The table on page 28 shows how each of these PLDs are referenced in the manual.

Additionally, new progress level descriptors were introduced in spring 2017: Limited Progress, Expected Progress, and Accelerated Progress. Because Index 2 evaluates both STAAR progress measures and ELL progress measures, however, accountability reports continue to use Did Not Meet, Met, and Exceeded.

The progress level descriptors for STAAR Alternate 2 and the ELL progress measure have not changed. The table on page 29 shows the alignment of the different progress level descriptors.

2017 STAAR Performance Level Descriptors				
Reference in Manual	State Assessments	Summer 2016	Fall 2016	Spring 2017
Approaches Grade Level (grades 3–8)	STAAR, STAAR (Spanish), STAAR L ¹ , STAAR A ¹	N/A	N/A	Approaches Grade Level
Approaches Grade Level (EOCs)	STAAR, STAAR L ¹ , STAAR A ¹ , substitute assessments	Level II: Satisfactory Academic Performance	Level II: Satisfactory Academic Performance	Approaches Grade Level
Approaches Grade Level	STAAR Alternate 2	N/A	N/A	Level II: Satisfactory Academic Performance
Meets Grade Level (grades 3–8)	STAAR, STAAR (Spanish), STAAR L ¹ , STAAR A ¹	N/A	N/A	Meets Grade Level
Meets Grade Level (EOCs)	STAAR, STAAR L ¹ , STAAR A ¹ , substitute assessments	Final Level II: Satisfactory Academic Performance	Final Level II: Satisfactory Academic Performance	Meets Grade Level
Masters Grade Level (grades 3–8)	STAAR, STAAR (Spanish), STAAR L ¹ , STAAR A ¹	N/A	N/A	Masters Grade Level
Masters Grade Level (EOCs)	STAAR, STAAR L ¹ , STAAR A ¹	Level III: Advanced Academic Performance	Level III: Advanced Academic Performance	Masters Grade Level
Masters Grade Level	STAAR Alternate 2	N/A	N/A	Level III: Accomplished Academic Performance

1) Beginning in spring 2017, STAAR L and STAAR A versions of assessments are replaced with an online platform of accommodations. See Appendix I regarding inclusion of ELL students in accountability.

2017 Progress Level Descriptors				
Reference in Manual	Progress Measure	Summer 2016	Fall 2016	Spring 2017
Did Not Meet Progress	STAAR Progress Measure	Did Not Meet Progress	Did Not Meet Progress	Limited Progress
Did Not Meet Progress	STAAR Alternate 2 Progress Measure	Did Not Meet Progress	Did Not Meet Progress	Did Not Meet Progress
Did Not Meet Expectation	ELL Progress Measure	Did Not Meet Expectation	Did Not Meet Expectation	Did Not Meet Expectation
Met Progress	STAAR Progress Measure	Met Progress	Met Progress	Expected Progress
Met Progress	STAAR Alternate 2 Progress Measure	Met Progress	Met Progress	Met Progress
Met Expectation	ELL Progress Measure	Met Expectation	Met Expectation	Met Expectation
Exceeded Progress	STAAR Progress Measure	Exceeded Progress	Exceeded Progress	Accelerated Progress
Exceeded Progress	STAAR Alternate 2 Progress Measure	Exceeded Progress	Exceeded Progress	Exceeded Progress
Exceeded Expectation	ELL Progress Measure	Exceeded Expectation	Exceeded Expectation	Exceeded Expectation

Accountability Subset Rule

A subset of test results is used to calculate each district and campus performance index. The calculation includes only test results for students enrolled in the campus or district in the previous fall, as reported on the PEIMS October snapshot. Three test administration periods are considered for accountability purposes:

STAAR results included in the subset of district/campus accountability	If a student was enrolled in the district/campus on this date:
EOC summer 2016 administration	Fall 2015 enrollment snapshot
EOC fall 2016 administration	Fall 2016 enrollment snapshot
EOC spring 2017 administration	
Grades 3–8 spring 2017 administration	

The 2017 accountability subset rules apply to the STAAR performance results evaluated across all four indices.

- Grades 3–8: districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): districts and campuses are responsible for
 - summer 2016 results for students reported as enrolled in fall 2015 snapshot;
 - fall 2016 results for students reported as enrolled in the fall 2016 snapshot; and
 - spring 2017 results for students reported as enrolled in the fall 2016 snapshot.

STAAR Retest Performance

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading, mathematics, or EOC tests in any subject.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance indices will include test results for reading and mathematics from the first administration and first re-test administration of all STAAR test versions. The second re-test administration in June 2017 is not used.

For students in grades 5 and 8, the STAAR reading and mathematics test results from the first and second administration (first re-test opportunity) are processed in two steps. First, the best test result from both administrations is found for each subject. If all test results have the same level of performance, then the most recent test result is selected for calculation. Second, the accountability subset rules determine whether the test result is included in the performance index.

- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

Districts and campuses are accountable for three EOC administrations: 1) summer results for students enrolled on the prior-year fall snapshot, 2) fall results for students enrolled on the current-year fall snapshot, and 3) spring results for students enrolled on the fall snapshot (current school year). For students who are enrolled and tested on the same campus or district during the 2017 accountability cycle, calculation of the performance indices will include the best EOC results among tests administered in summer 2016, fall 2016, or spring 2017. The following chart illustrates this process.

Fall 2015 Snapshot	Summer 2016	Fall 2016 Snapshot	Fall 2016	Spring 2017
Campus A	Campus A	Campus A	Campus A	Campus A
The best test result is selected. Each test meets the accountability subset rule.				

For students who enrolled and tested at a different campus or district during the 2016–17 school year, the student’s single best result for each course is selected. If all test results have the same level of performance, the most recent test result is selected in calculating the index. The selected test is applied to the district and campus that administered the test if the student meets the accountability subset rule (discussed above).

Fall 2015 Snapshot	Summer 2016	Fall 2016 Snapshot	Fall 2016	Spring 2017
Campus A	Campus A	Campus A	Campus B	Campus B
The best test result is selected. However, only the Summer 2016 test meets the accountability subset rule.				

PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the PEIMS data collection. The PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. PEIMS data provided by school districts used to create specific indicators for Index 4 are listed below.

PEIMS data used for indicators of campus/district accountability in Index 4	Data for
4-year Longitudinal Graduation Rate	Class of 2016
5-year Longitudinal Graduation Rate	Class of 2015
6-year Longitudinal Graduation, Continuer, and GED Rate (AEA Provisions Only)	Class of 2014
Longitudinal Graduation Plan Rate [Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) or Foundation High School Plan Rate with Endorsement (FHSP-E) or Distinguished Level of Achievement (FHSP-DLA)]	Class of 2016
Annual Dropout Rate	2015–16 School Year
Annual Graduation Plan Rate [RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA]	
Career and Technical Education (CTE) Coherent Sequence of Courses	
Advanced/Dual-Credit Course Completion	2015–16 and 2014–15 School Years

Other Assessment Indicators

Index 4 includes the postsecondary readiness component in the college and career readiness indicator. The Texas Success Initiative (TSI) assessment, SAT, or ACT test results are used for this indicator.

Other assessment data used for district/campus accountability indicator Index 4: College & Career Readiness	Data Reported for
TSI assessment	Tests as of October 2016 administration
SAT college admissions test	Tests as of June 2016 administration
ACT college admissions test	Tests as of June 2016 administration

Index 1: Student Achievement

Index 1 is a snapshot of performance across subjects at the Approaches Grade Level standard.

Index 1 Targets for Districts and Campuses

Please see “Chapter 2–Ratings Criteria and Index Targets” for a detailed discussion of 2017 index targets.

Index 1 Student Performance Standards

Index 1 credits districts and campuses for students who meet the Approaches Grade Level standard and students who meet the Level II: Satisfactory Academic Performance standard on the STAAR Alt 2. Please see the PLD table on page 34 for more information about the student performance standards.

Index 1: Student Achievement	Assessments Evaluated in 2017 Accountability Cycle		
	Summer 2016	Fall 2016	Spring 2017
	STAAR End-of-Course		
<i>Assessments</i>			
	STAAR, STAAR A, and STAAR L*: Algebra I English I English II Biology U.S. History	STAAR (with or without accommodations) and STAAR Alt 2: 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> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard	STAAR: STAAR Approaches Grade Level standard or above <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance 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 2017 accountability cycle (summer 2016, fall 2016, or spring 2017); or, EOC tests that were retaken within the 2017 accountability cycle following a first attempt in a prior accountability cycle.	
STAAR Grades 3–8		
<i>Assessments</i>		
	n/a	STAAR (with or without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish
<i>Student Performance Standards</i>		
	n/a	STAAR: Approaches Grade Level Standard or above <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation
<i>Retests</i>		
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the first retest.	

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

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 1: Student Achievement	Years in U.S. Schools	STAAR Tests (with or without accommodations)		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	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	Spanish STAAR Approaches Grade Level Standard English ELL Progress Measure	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Index 1 does not include assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Subjects Evaluated

Test results for all subject areas (ELA/reading, mathematics, writing, science, and social studies) are combined.

Student Groups Evaluated

All students, including ELLs described above, are evaluated as one group.

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR tests, combined across all subjects.
- Small numbers analysis is not used.

Methodology

Assessment results are summed across all grade levels and subject areas. The number of assessments meeting the Index 1 Approaches Grade Level standard is divided by the number of assessments taken as described here:

$$\frac{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Approaches Grade Level Standard}}{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken}}$$

Rounding

The Index 1 Approaches Grade Level standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

Index 1 has one indicator; therefore, the total index points and index score are equivalent:
Index Score = Total Points.

Index 2: Student Progress

Index 2 measures student progress and provides an opportunity for districts and campuses to receive credit for improving student performance independent of the student's pass/fail status on STAAR.

Index 2 Targets for Districts and Campuses

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 2 Student Progress Standards

Index 2 credits districts and campuses for students who meet the student-level criteria for progress in either the STAAR progress measure or the ELL progress measure. Points for progress in each subject are weighted by the students' level of performance which is a combination of the percentage of tests that met or exceeded progress and the percentage of tests that exceeded progress.

STAAR Progress Measure: Progress is measured at the student-level by the difference between the STAAR scale scores a student achieved in the prior and current years. A student's progress is then designated as Did Not Meet, Met, or Exceeded, depending upon the degree of difference in the scores.

Information on how to calculate a STAAR progress measure can be found on the Student Assessment website in the STAAR® Specific Resources section. Please see <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769822705&libID=2147507689>. A Questions and Answers document on the progress measure is posted at the same location.

ELL Progress Measure: The English language learner (ELL) progress measure is reported for ELL students. The ELL progress measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

Information on how to calculate an ELL progress measure can be found at the Student Assessment/State Assessments for English Language Learners website in the General Resources section. Please see <http://tea.texas.gov/student.assessment/ell/>. A Questions and Answers document on the ELL Progress Measure is posted at the same location.

Spanish to English Transition proxy calculation. For students who take the STAAR reading Spanish version in 2016, transition in 2017 to the STAAR reading English version, and do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- STAAR Approaches Grade Level standard (English-version): One point for each percent of tests meeting STAAR Approaches Grade Level standard or above; and
- Meets Grade Level (English-version): One point for each percent of tests meeting the Meets Grade Level standard.

Assessments Evaluated in 2017 Accountability Cycle				
		Summer 2016	Fall 2016	Spring 2017
Index 2: Student Progress	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR, STAAR A, and STAAR L*: Algebra I English I (ELL Progress Measure only) English II	STAAR (with or without accommodations) and STAAR Alt 2: Algebra I English I (ELL Progress Measure only) English II	
	<i>Student Progress Standards</i>			
		STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation		
	<i>Retests</i>			
		Progress standards can be met by EOC tests taken for the first time within the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017).		
	STAAR Grades 3–8			
<i>Assessments</i>				
	n/a	STAAR (with or without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish		
<i>Student Progress Standards</i>				
	n/a	STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Spanish to English Transition Proxy*		
<i>Retests</i>				
	For grades 5 and 8 reading and mathematics, progress standards can be met by tests taken in either the first administration or the first retest.			

* Either the ELL Progress Measure or the Spanish to English Transition proxy calculation is applied if a STAAR progress measure is not reported. See following table for inclusion of ELL students.

Assessments for English Language Learners

Index 2: Student Progress	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	Student Progress Measure
	<i>Second through fourth year of enrollment in U.S. schools</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure
<i>Fifth year or more of enrollment in U.S. schools*</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure	

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Subjects Evaluated

Two subjects are evaluated.

- reading
- mathematics

Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL students identified as having limited English proficiency during the reported school year or are in their first or second years of monitoring after exiting ELL status
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated.
- Student groups are evaluated if there are at least 25 test results attributable to the group.
- The minimum size for the ELL student group is determined using the testers' current ELL status only. Rates will be reported for current and monitored ELL testers.
- Small numbers analysis applies only if the all students group consists of fewer than 10 tests.
- A three-year average is calculated for combined subjects using three years of student progress data for the all students group. The Index 2 calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year total has at least 10 tests.
- The prior year 2015 and 2016 data used for small numbers analysis are the combination of all subject areas for the same Index 2 results previously reported for that school year.

Methodology

Points are weighted according to performance.

- Met or Exceeded Progress – one point for each percentage of tests that met or exceeded progress measure expectations
- Exceeded Progress – one point for each percentage of tests that exceeded progress measure expectations

Rounding

The total weighted progress calculation is expressed as a percent: total points divided by maximum points, rounded to a whole number. For example, 479 total points divided by 800 maximum points is 59.87%, which is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 2 score is the rounded result of total points divided by the maximum points.

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 see Chapter 2 for a detailed discussion of 2017 index targets.

Index 3 Student Performance Standards

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

Masters Grade Level standards are 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 2017 Accountability Cycle				
	Summer 2016	Fall 2016	Spring 2017	
Index 3: Closing Performance Gaps	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR, STAAR A, and STAAR L*: Algebra I English I English II Biology U.S. History	STAAR (with or without accommodations) and STAAR Alt 2: Algebra I English I English II Biology U.S. History	
	<i>Student Performance Standards</i>			
		STAAR, STAAR A, and STAAR L*: Level II Satisfactory Standard or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above	STAAR: Approaches Grade Level standard or above and Masters Grade Level standard <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Meets Grade Level or above	
	<i>Retests</i>			
		Performance standards can be met by EOC tests taken for the first time within the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017) or EOC tests that were retaken within the 2017 accountability cycle following a first attempt in a prior accountability cycle.		
	STAAR Grades 3–8			
	<i>Assessments</i>			
		n/a	STAAR (with or without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish	
<i>Student Performance Standards</i>				
	n/a	STAAR: Approaches Grade Level standard or above and Masters Grade Level standard <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectations and Meets Grade Level standard or above		
<i>Retests</i>				
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the first retest.			

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

Assessments for English Language Learners

	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
Index 3: Closing Performance Gaps	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	<p>Spanish STAAR Approaches Grade Level Standard and Masters Grade Level Standard</p> <p>English ELL Progress Measure and STAAR Meets Grade Level Standard</p>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance

* Index 3 does not include assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Student Groups Evaluated

- Economically disadvantaged
- Two lowest performing racial/ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from the prior year (2015–16). (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates are reported on the Index 1 data table. In the event that two or more of the lowest performing groups [meeting minimum size] have the same performance rate, the lowest performing groups with the largest denominator will be selected.) New schools will be evaluated on economically disadvantaged performance only.

Prior-Year Minimum Size Criteria

Identifying which of the seven racial/ethnic groups is used to calculate a campus’s or district’s Index 3 score is a two-step process.

1. Identify the racial/ethnic groups that have 25 or more tests in both ELA/reading and mathematics in the previous year (minimum-size criteria).

2. From the racial/ethnic groups that meet minimum-size criteria, select the lowest-performing group(s) based on the previous year's Index 1 score.
 - If three or more racial/ethnic groups meet minimum-size criteria, the two lowest-performing groups are used.
 - If only two racial/ethnic groups meet minimum-size criteria, only the lowest-performing group is used.
 - If only one racial/ethnic group meets the minimum-size criteria, that group is not used. In these cases, only the economically disadvantaged group is used to calculate the Index 3 score.

Current-Year Minimum Size Criteria

The current year (2016–17) subject area performance results for the identified racial/ethnic student group(s) are included in the Index 3 evaluation if there are at least 25 test results in the subject area.

Districts and campuses that do not meet minimum size criteria in any subject area for the racial/ethnic student groups are evaluated on the economically disadvantaged student group alone.

Small Numbers Analysis

- Small numbers analysis applies to the economically disadvantaged student group by subject: reading, mathematics, writing, science, and social studies. If the number of STAAR results by subject is fewer than 10 in the accountability subset, a three-year average is calculated for the economically disadvantaged student group. The Index 3 calculation is based on the aggregated three-year uniform average.
- The prior year 2015 and 2016 data used for small numbers analysis are the same Index 3 results previously reported for that school year.
- Small numbers analysis is not applied to racial/ethnic student groups. If there are fewer than 25 test results in a subject area for the identified lowest performing racial/ethnic student groups, that group's performance on that subject area is excluded from Index 3 calculations.

Accountability Subset

See the accountability subset rules described earlier in this chapter.

Methodology

Index 3 results are based on points reflecting STAAR performance.

- Satisfactory – one point for each percentage of tests meeting the STAAR Approaches Grade Level or the Masters Grade Level Standard
- Advanced – one point for each percentage of tests meeting the Masters Grade Level

Rounding

The total performance rate calculation is expressed as a percent, total points divided by maximum points, rounded to a whole number. For example, 800 total points divided by 1,500 maximum points is 53.33% is rounded to 53%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 3 score is the rounded result of total points divided by the maximum points.

Index 4: Postsecondary Readiness

Index 4 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 prepares students for success in college, the workforce, job training programs, or the military. The index includes test performance for high schools and grades 3–8 at the Meets Grade Level standard.

Index 4 Targets for Districts and Campuses

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 4 Student Performance Standards

Index 4 credits districts and campuses for students who attain the Meets Grade Level standards on two or more STAAR subject area tests. Students tested in only one subject area are required to attain the Meets Grade Level standard on that test for credit in Index 4. The Index 4 student performance standards are based on the combined results of students achieving the Meets Grade Level performance or above and students meeting the student equivalency standard on substitute assessments.

Evaluation of Index 4 components

Index 4 is based on all four of the following components **or** solely on the STAAR Meets Grade Level standard component when any of the three non-STAAR components are unavailable. For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components for Non-AEA Districts and Campuses		Weight
1.	STAAR Meets Grade Level Standard	25%
2.	Graduation Rate	25%
3.	Graduation Plan Rate	25%
4.	Postsecondary Component: College and Career Readiness	25%

Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on this component.

1. STAAR Component: Meets Grade Level Standard

The STAAR component is defined as the percentage of students who met the STAAR Meets Grade Level standard on two or more subject-area STAAR tests. This component is reported for all students combined and for each racial/ethnic group. If a student takes only one subject-area STAAR test, the result for that test is included. For example, a student in grade 3 or grade 6 who takes only the STAAR reading test in 2017 will be included in the calculation of the STAAR component of Index 4.

For the STAAR component of Index 4, the STAAR EOC results are evaluated for students who tested for the first time during the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017). Only the EOC results for the students' first and subsequent retests during the 2017 accountability cycle are used to evaluate Index 4. Therefore, retest results for students who tested for the first time prior to the 2017 accountability cycle are not included in Index 4.

STAAR Meets Grade Level Standard—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Assessments Evaluated in 2017 Accountability Cycle					
		Summer 2016	Fall 2016	Spring 2017	
Index 4: Postsecondary Readiness	STAAR End-of-Course*				
	<i>Assessments</i>				
		STAAR, STAAR A, and STAAR L*: Algebra I English I English II Biology U.S. History		STAAR (with and without accommodations) and STAAR Alt 2: Algebra I English I English II Biology U.S. History	
	<i>Student Performance Standards</i>				
		STAAR, STAAR A, and STAAR L*: Final Level II or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**		STAAR: STAAR Meets Grade Level standard or above <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**	
	<i>Retests</i>				
		Performance standards can be met by EOC tests taken for the first time or any subsequent retests in the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017).			
	STAAR Grades 3–8*				
	<i>Assessments</i>				
		n/a		STAAR (with and without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish	
	<i>Student Performance Standards</i>				
		n/a		STAAR: Meets Grade Level standard or above STAAR Alt 2: Level II: Satisfactory Academic Performance or above	
<i>Retests</i>					
	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.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 4: Postsecondary Readiness	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools</i>	Spanish STAAR Meets Grade Level Standard <i>(Spanish test versions on any subject)</i> English <i>(Not tested on any Spanish versions)</i> Not Included	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Meets Grade Level Standard	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

STAAR Meets Grade Level Standard—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of 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 data for the all students group. The Index 4 STAAR Meets Grade Level 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 Meets Grade Level Standard—Methodology

The percent of students meeting the Meets Grade Level performance standard in two or more subject areas **or** one subject area, if only one subject area test is taken. This component is defined as follows:

$$\frac{\text{Number of students meeting the STAAR Meets Grade Level standard on at least two subject area tests} + \text{Number of students meeting the STAAR Meets Grade Level standard on the subject area test}}{\text{Number of students with test results in two or more subject areas} + \text{Number of students with test results in only one subject area}}$$

STAAR Meets Grade Level Standard—Rounding

The calculation of students who attain the Meets Grade Level standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

2. Graduation Rate (or Annual Dropout Rate) Component

High school graduation rates include the four-year and five-year graduation rates or annual dropout rate, if no graduation rate is available.

- Class of 2016 four-year graduation rate is calculated for districts and campuses with students in grade 9 and either grade 11 or 12 in both years one and five of the cohort. Alternatively, the rate can be based on districts and campuses with grade 12 in both years one and five of the cohort.
- Class of 2015 five-year graduation rate follows the same cohort of students for one additional year.
- Annual Dropout Rate for school year 2015–16 for grades 9–12. If a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year or five-year graduation rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

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 2016 cohort (4-year) or class of 2015 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 2015–16 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

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the 2015–16 school year.

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

Annual Dropout Rate—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 component of the Index 4 score. The following calculation converts the annual dropout rate for a non-AEA district or campus into a positive measure that is a proxy for the graduation rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 10) \text{ with a floor of zero}$$

The multiplier of 10 allows the non-AEA district or campus to accumulate points towards the Index 4 score only if its annual dropout rate is less than 10%.

Annual Dropout Rate—Rounding

Grade 9–12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

3. Graduation Plan Component

- The graduation plan component is based on the comparison between two four-year longitudinal cohorts. The first represents the percent of students in the Class of 2016 who graduated under the RHSP or DAP and the second represents the percent of students in the Class of 2016 who graduated under the RHSP/DAP/FHSP-E or FHSP-DLA.
- Alternatively, the annual graduation plan rate for the 2015–16 school year applies to districts or campuses that do not have a four-year longitudinal graduation cohort or do not meet the minimum size requirement. The component is based on the comparison between two annual graduate cohorts. The first represents the percent of students in 2015–16 who graduated under the RHSP or DAP and the second represents the percent of students in 2015–16 who graduated under the RHSP/DAP/FHSP-E or FHSP-DLA. The annual graduation plan rate also applies to new campuses until sufficient data to calculate a longitudinal graduation plan rate is available.

Graduation Plan Rate—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Graduation Plan Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.
- Small numbers analysis applies to all students if the total count of graduates is less than 10.
- A three-year average RHSP/DAP rate is calculated for all students. The calculation is based on an aggregated three-year uniform average. The annual RHSP/DAP rate will have a similar three-year uniform average.
- A two-year average RHSP/DAP/FHSP-E/FHSP-DLA rate is calculated for all students. The calculation is based on an aggregated two-year uniform average. The annual RHSP/DAP/FHSP-E/FHSP-DLA rate will have a similar two-year uniform average.
- The all students group is evaluated if the uniform average has at least 10 graduates.

Graduation Plan Rate—Methodology

The RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA longitudinal rate applies to districts and high schools with adequate enrollment data. The rate requires tracking the status of a cohort of students from the time they enter grade 9 in 2012–13 through their expected graduation with the Class of 2016. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a GED certificate, or dropping out.

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:

$$\frac{\text{Number of RHSP/DAP graduates in the Class}}{\text{Number of graduates in the Class excluding FHSP graduates}}$$

Calculation that Includes FHSP Students:

$$\frac{\text{Number of RHSP/DAP graduates} + (\text{FHSP with endorsement and with or without DLA})}{(\text{MHSP} + \text{RHSP} + \text{DAP}) + (\text{FHSP without endorsement} + \text{FHSP with endorsement and with or without DLA})}$$

Graduation Plan Rate—Rounding

Graduation plan rates are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 total graduates is 94.737%, which rounds to 94.7%.

4. Postsecondary Component- College and Career Readiness

The aim of the postsecondary component of Index 4 is to measure high school students' preparedness for college, the workforce, job training programs, or the military. The college and career readiness indicator measures the percent of annual graduates for the 2015–16 school year who demonstrated postsecondary readiness in any one of three ways:

- 1) *Postsecondary Component.* A graduate meeting the Texas Success Initiative (TSI) college readiness standards in both ELA/reading and mathematics; specifically, the college-ready criteria on the TSI assessment, the SAT test, or the ACT test, in both ELA and mathematics. The test results included in this measure include TSI assessments through October 2016 and tests through the June 2016 administration of SAT and ACT. See Appendix K for a more detailed explanation.

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 2017 but will be reported.

- 2) *Advanced/Dual-Credit Course Completion.* A graduate who completed and earned credit for at least two advanced/dual-credit courses in either the 2015–16 or 2014–15 school year. See Appendix K for a more detailed explanation.

- 3) *Career and Technical Education (CTE) Coherent Sequence of Courses*. A graduate enrolled and reported 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 during the 2015–16 school year. For 2017, a graduate reported as enrolled in the secondary education component of a Tech Prep program are included in the College and Career Readiness indicator. See Appendix K for a more detailed explanation.

Postsecondary Component—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Postsecondary Component—Minimum Size Criteria

- All students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.

A two-year average college and career readiness rate is calculated for all students. The calculation is based on an aggregated two-year uniform average.

Postsecondary Component—Methodology

The percent of annual graduates is defined in this component is:

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 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				

* Includes graduates reported as enrolled in the secondary education component of a Tech Prep program.

Postsecondary Component—Rounding

The percent meeting college and career readiness criteria calculation is expressed as a percent rounded to one decimal place. For example, 597 annual graduates meeting the college and career readiness criteria divided by 1,100 annual graduates is 54.27%, which rounds to 54.3%.

Index 4 Score

The Index 4 overall score is the sum of the weighted four component scores: STAAR, graduation rate, graduation plan, and postsecondary component rounded to a whole number.

Index 4: Postsecondary Readiness for AEA Campuses and Charter Districts

Alternative procedures applicable to the Index 4 calculation are provided for approved campuses and charter districts serving at-risk students in alternative education programs. For more information on the alternative education accountability (AEA) eligibility criteria, please see “Chapter 6—Other Accountability System Processes.”

Index 4 Targets for AEA Campuses and Charters

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 4 Student Performance Standards

Index 4 credits districts and campuses for students who attain the Meets Grade Level standards on STAAR assessments in two or more subject areas. Students tested in only one subject area are required to attain the Meets Grade Level standard on that test for credit in Index 4. The Index 4 student performance standards are based on the combined results of students achieving the Meets Grade Level performance or above and students meeting the student equivalency standard on substitute assessments.

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 Meets Grade Level 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 2017, 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, as well as the excluded students credit, and the postsecondary indicator. A maximum of 30 bonus points is added to the final index score.

1. STAAR Meets Grade Level Standard

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

STAAR Meets Grade Level 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 data for the all students group. The Index 4 STAAR Meets Grade Level 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 Meets Grade Level 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 Meets Grade Level Standard—Rounding

The calculation of students who attain the Meets Grade Level 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 are calculated for AEA campuses and charters. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and GED rate is available.

- Class of 2016 four-year graduation, continuer, and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both years one and year five, or with grade 12 in both years one and year five.
- Class of 2015 five-year graduation, continuer, and GED rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a four-year graduation, continuer, and GED rate in one year will have a five-year graduation, continuer, and GED rate for that cohort in the following year. The five-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by one year.
- Class of 2014 six-year graduation, continuer, and GED rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a five-year graduation, continuer, and GED rate in one year will have a six-year graduation, continuer, and GED rate for that cohort in the following year. The six-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by two years.
- Annual Dropout Rate for school year 2015–16 for grades 9–12. 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.

Graduation, Continuer, and GED Rates—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, Continuer, and GED Rates—Minimum Size Criteria

- All students – all students are evaluated; small numbers analysis applies if fewer than 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.

Graduation, Continuer, and GED Rates—Small Numbers Analysis

- Small numbers analysis applies if there are fewer than 10 students in the Class of 2016 (4-year), Class of 2015 (5-year) or Class of 2014 (6-year). The total number of students in the class cohort consists of graduates, continuers, GED recipients, and dropouts.
- A three-year-average graduation, continuer, and GED 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, 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 2015–16 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 component of the Index 4 score. The following calculation converts the annual dropout rate for an AEA charter or campus into a positive measure that is a proxy for the graduation, continuer, and GED rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 5) \text{ with a floor of zero}$$

By using the multiplier of 5, an AEA charter or campus accumulates points towards the Index 4 score as long as its annual dropout rate is less than 20%. The formula for the proxy for dropout rates for non-AEA districts and campuses uses a multiplier of 10; non-AEA districts and campuses accumulate points towards the Index 4 score only if their annual dropout rates are less than 10%.

Annual Dropout Rates—Rounding

Grade 9–12 annual dropout rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 grade 9–12 students reported as dropouts divided by 2,190 students enrolled in grades 9–12 is 1.096% which is rounded to a 1.1% annual dropout rate.

Bonus Point Indicators for AEA Campuses and Charters

A maximum of 30 bonus points are added to the Index 4 score for the following indicators.

- RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rates based on the four-year longitudinal cohort. For AEA districts and campuses that use the Annual Dropout Rate, an annual RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate is calculated for bonus points. The annual rate is also used if no longitudinal graduation plan data meet the minimum size requirement.
- The college and career readiness indicator measures the percent of annual graduates who either 1) met the Texas Success Initiative (TSI) college readiness standards in both ELA/reading and mathematics; or 2) completed and earned credit for at least two advanced/dual credit courses; or 3) were reported 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.
- Excluded students credit will give AEA districts and campuses bonus points for serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.

Graduation Plan Rate (longitudinal or annual)

- Student Groups: all students only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

For AEA districts and campuses that use the Annual Dropout Rate, the RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA annual rates are calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP, DAP, FHSP-E, or FHSP-DLA.

Postsecondary Component—College and Career Readiness

- Student Groups: all students only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

Excluded Students Credit

- Student Groups: all students only.
- Minimum Size: None; the AEA excluded students credit is based on the four-year graduation, continuer, and GED rate with exclusions which may be subject to small numbers analysis.
- Methodology: Number of graduates, continuers, and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates, continuers, and GED recipients in the 4-year graduation cohort with exclusions (state rate).

$$\frac{\text{Graduates, continuers, and GED recipients from 4-year graduation cohort without exclusions (federal rate) of most recent cohort (Class of 2016)}}{\text{Graduates, continuers, and GED recipients from 4-year graduation cohort with exclusions (state rate) of same cohort (Class of 2016)}} \text{ With a floor of zero}$$

The number of students derived from this calculation is added as bonus points to the overall Index 4 score.

Index 4 Score for AEA Campuses and Charters

The STAAR Meets Grade Level standard component contributes 25% of the points. The graduation/annual dropout rate component contributes 75% of the points. A maximum of 30 bonus points are added to the Index 4 score. The Index 4 score for AEA campuses and charters is the sum of the STAAR Meets Grade Level standard component score, graduation/annual dropout rate score, and bonus points rounded to a whole number.

As noted, the graduation plan rate along with the college-ready graduates rate and excluded students credit contribute bonus points, which are added to the STAAR Meets Grade Level standard component and the graduation rate component to determine the overall Index 4 score.

Chapter 5 – Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are typically separate from those used to assign accountability ratings. Districts that receive a *Met Standard* rating are eligible for a distinction designation in postsecondary readiness.

Distinction Designations

For 2017, distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designation Labels

The Accountability Summary and Distinction Designation Reports show one of the following labels for each distinction designation:

Distinction Earned. The district or campus is rated *Met Standard* and meets the criteria for the distinction designation.

No Distinction Earned. The district or campus does not meet the distinction designation criteria or is rated *Improvement Required*.

Not Eligible. The district or campus does not have results to evaluate for the distinction designation, is not rated, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the school types chart in “Chapter 2 – Ratings Criteria and Index Targets” for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, the percentage of English language learners, the percentage of students receiving special education services, and the percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a school may be a member. It is possible for a school to be a member of no comparison group other than its own or a member of a number of comparison groups.

A campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group for at least 33 percent (for high schools and K–12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

- For an indicator to be used to evaluate campuses for a distinction designation, at least 20 campuses in the comparison group must have data for that indicator. If fewer than 20 campuses have data for an indicator, it cannot be used to evaluate campuses for the distinction. This often affects schools with non-traditional grade spans.
- Schools will not have access to the performance data of other schools and will not know where they rank in their comparison groups until the public release of all accountability data.

For details on how campus comparison groups are constructed, please see Appendix H.

Academic Achievement in English Language Arts/Reading

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in ELA/reading based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- *Assessments (STAAR, AP/IB, SAT, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- *Participation*
 - *AP/IB: ELA.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: ELA/Reading.* Minimum size is 10 students in grades 11 and 12 who complete at least one course.
 - *SAT/ACT Participation.* Minimum size is 10 reported annual graduates.

AADD ELA/Reading Indicators:

- Attendance Rate
- Greater Than Expected Student Growth in ELA/Reading
- Grade 3 Reading Performance (Masters Grade Level)
- Grade 4 Reading Performance (Masters Grade Level)
- Grade 4 Writing Performance (Masters Grade Level)
- Grade 5 Reading Performance (Masters Grade Level)
- Grade 6 Reading Performance (Masters Grade Level)
- Grade 7 Reading Performance (Masters Grade Level)
- Grade 7 Writing Performance (Masters Grade Level)
- Grade 8 Reading Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)

AADD ELA/Reading Indicators (continued):

- AP/IB Examination Participation: ELA
- AP/IB Examination Performance: ELA
- SAT/ACT Participation
- SAT Performance: Reading and Writing
- ACT Performance: ELA
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix K for a description of the source of data for each indicator.

Other Information:

- *Advanced/Dual-Credit Course Completion: ELA/Reading.* The advanced/dual-credit course completion rate for ELA/reading includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix K.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Sample Campus Calculation:

<i>Example:</i> Colonial High School is fictional but typical of Texas high schools with varied performance on the 10 indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the 10 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in ELA/Reading.											
Step 1	Determine Colonial HS performance on its 10 indicators	Attendance rate	Greater Than Expected Growth	English I Performance	English II Performance	AP/IB ELA Performance	AP/IB ELA Participation	SAT/ACT Participation	Average SAT Performance in Reading and Writing	Average ACT Performance in ELA	Advanced/Dual-Credit Course Completion
		93.3%	2%	8%	9%	72%	48.9%	90%	1079	23.5	18.5%
Step 2	Compare performance to campuses in Colonial HS Comparison Group.						Q1	Q1	Q1		Q1
						Q2				Q2	
			Q3	Q3							
		Q4	Q4								
Step 3	Is performance in the top quartile?	No	No	No	No	No	Yes	Yes	Yes	No	Yes
Result:		Performance on 4 of 10 indicators is in Q1, which is greater than 33 percent of indicators; Colonial High School earns an AADD in ELA/Reading.									

Academic Achievement in Mathematics

An AADD is awarded to campuses for outstanding achievement in mathematics based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- **Attendance Rate.** Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- **Assessments (STAAR, AP/IB, SAT, and/or ACT).** Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- **Participation**
 - **AP/IB: Mathematics.** Minimum size is 10 students enrolled in grades 11 and 12.
 - **Advanced/Dual-Credit Course Completion: Mathematics.** Minimum size is 10 students in grades 11 and 12 who complete at least one course.
 - **Algebra I by Grade 8 Participation.** Minimum size is 10 students enrolled in grade 8.
 - **SAT/ACT Participation.** Minimum size is 10 reported annual graduates.

AADD Mathematics Indicators:

- Attendance Rate
- Greater Than Expected Student Growth in Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)
- Grade 4 Mathematics Performance (Masters Grade Level)
- Grade 5 Mathematics Performance (Masters Grade Level)
- Grade 6 Mathematics Performance (Masters Grade Level)
- Grade 7 Mathematics Performance (Masters Grade Level)
- Grade 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Performance: Mathematics
- SAT/ACT Participation
- SAT Performance: Mathematics
- ACT Performance: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix K for a description of the source of data for each indicator.

Other Information:

- *Algebra I by Grade 8 Participation.* The Algebra I by Grade 8 Participation indicator limits the denominator to 8th grade students based on 2016 PEIMS fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported on the Consolidated Accountability File (CAF) cumulative history section.
- *Advanced/Dual-Credit Course Completion: Mathematics.* The advanced/dual-credit course completion rate for mathematics includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix K.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Science

An AADD is awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- *Assessments (STAAR, AP/IB, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- *Participation*
 - *AP/IB: Science.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Science.* Minimum size is 10 students in grades 11 and 12 who complete at least one course.

AADD Science Indicators:

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Performance: Science
- ACT Performance: Science
- Advanced/Dual-Credit Course Completion Rate: Science

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix K for a description of the source of data for each indicator.

Other Information:

- *Advanced/Dual-Credit Course Completion: Science.* The advanced/dual-credit course completion rate for science includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix K.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Social Studies

An AADD is awarded to campuses for outstanding achievement in social studies based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (*e.g.*, 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- *Assessments (STAAR, AP/IB).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- *Participation*
 - *AP/IB: Social Studies.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Social Studies.* Minimum size is 10 students in grades 11 and 12 who complete at least one course.

AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Performance: Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.

- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix K for a description of the source of data for each indicator.

Other Information:

- *Advanced/Dual-Credit Course Completion: Social Studies.* The advanced/dual-credit course completion rate for social studies includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix K.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Top 25 Percent: Student Progress

A distinction designation for outstanding student progress is awarded to campuses whose Index 2 score is ranked in the top 25 percent (Q1) of campuses in their campus comparison groups.

Who is Eligible: Campuses evaluated on Index 2 and assigned a *Met Standard* rating

Methodology: Campuses are arranged in descending order according to their Index 2 scores. If the Index 2 score for a campus is within the top quartile of its comparison group, it earns a distinction for student progress.

For more information on Index 2, see “Chapter 3 – Performance Index Construction” and “Chapter 4 – Performance Index Indicators.”

Top 25 Percent: Closing Performance Gaps

A distinction designation is awarded for outstanding performance in closing student achievement gaps to campuses whose Index 3 score is ranked in the top 25 percent (Q1) of campuses in its campus comparison groups.

Who is Eligible: Campuses evaluated on Index 3 and assigned a *Met Standard* rating

Methodology: Campuses are arranged in descending order according to their Index 3 scores. If the Index 3 score for a campus is in the top quartile of its comparison group, it earns a distinction for closing student achievement gaps.

For more information on Index 3, see Chapter 3 and Chapter 4.

Postsecondary Readiness

Both districts and campuses that receive a *Met Standard* rating are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, an elementary or middle school's Index 4 score for the all students group must be ranked among the top 25 percent of their campus comparison group, high schools and K–12 campuses must have at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have at least 55 percent of all of their campuses' postsecondary indicators in the top quartile.

Who is Eligible: Multi-campus districts and campuses assigned a *Met Standard* rating

For single-campus districts and charters that share the same 2017 performance data as its only campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter is not eligible to earn the district postsecondary readiness distinction designation.

Student Groups: Performance of the all students group only.

Minimum Size: The all students group must have a minimum size of 10.

Postsecondary Readiness Indicators for Campuses:

- Index 4 - Percent at STAAR Meets Grade Level Standard
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- College-Ready Graduates
- Advanced/Dual-Credit Course Completion Rate: Any Subject
- SAT/ACT Participation
- SAT/ACT Performance
- AP/IB Examination Performance: Any Subject
- CTE-Coherent Sequence Graduates.

Methodology:

Elementary and Middle Schools: Campuses are arranged in descending order according to their Index 4 scores for the all students group. If the score for a campus is in the top quartile of its comparison group, it earns a distinction for postsecondary readiness.

High Schools: High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.

Districts: A district must have at least 55 percent of its campuses' postsecondary indicators in the top quartile (Q1). See the sample district calculation at the end of this chapter.

Districts with fewer than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Sample Campus Calculation:

<i>Example:</i> Beta High School is fictional but typical of Texas high schools with varied performance on the nine indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the nine indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the Postsecondary Readiness Distinction Designation.										
Step 1	Determine Beta HS performance on its nine indicators.	STAAR Meets Grade Level Standard 47%*	Graduation Rate 87.7%*	Graduation Plan Rate 85.9%*	College-Ready Graduates 85%	Advanced/Dual-Credit Courses 60.9%	SAT/ACT Participation 94.4%	SAT/ACT Met Criterion 49.6%	AP/IB Met Criterion 61.3%	CTE-Coherent Sequence Graduates 28%
Step 2	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1			
		Q2	Q2					Q2		
								Q3		
										Q4
Step 3	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No	No	No
Result:		Performance on four of nine indicators is in Q1, which is greater than 33 percent of indicators. Beta High School earns a Postsecondary Readiness Distinction Designation.								
* This is the same value as is used for determining Index 4 for the all students group.										

Other Information:

- *Four-Year Longitudinal Graduation Plan Rate.* The four-year longitudinal graduation plan rate indicator uses the higher of two rates comprised of students who graduate with Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP) compared to students who graduate with RHSP or DAP or Foundation High School Plan with an Endorsement (FHSP-E) or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA). The longitudinal graduation plan rate used for the postsecondary distinction designation may be different than the one used in Index 4 for accountability because the comparison is made at the all students level only for distinction designations.
- *CTE-Coherent Sequence Graduates.* This indicator measures the percent of 2015–16 annual graduates enrolled in a four-year plan of study to take two or more CTE courses for three or more credits. The CTE-coherent sequence designation is taken from the summer 2016 PEIMS submission. For more information, see Appendix K.
- *Advanced/Dual-Credit Course Completion.* The advanced/dual-credit course completion rate includes only students enrolled in grades 11 and 12. A list of advanced courses is available in the *TAPR Glossary*.
- *Index 4 Construction.* For details on the indicators that make up Index 4, see Chapter 3 and Chapter 4.
- *Methodology:* A complete description of the methodology and data sources used in determining each of the indicators in the table above is in Appendix K.

Sample District Calculation:

<i>Example:</i> A sample district has 12 campuses. Each campus has either 1 or 9 possible indicators for this distinction.			
School	Grade span	Postsecondary Indicators in top quartile for this school	Maximum Possible Postsecondary Indicators
High School A	9–12	6	9
High School B	9–12	6	9
Middle School C	6–8	0	1
Middle School D	6–8	0	1
Middle School E	6–8	1	1
Middle School F	6–8	1	1
Elementary G	PK–5	1	1
Elementary H	PK–5	1	1
Elementary I	PK–5	1	1
Elementary J	PK–5	1	1
Elementary K	PK–5	0	1
Elementary L	PK–5	1	1
Total		19	28
Result:	Performance on 19 of 28 indicators is in Q1, or 68 percent, which is greater than 55 percent. This sample district earns a Postsecondary Readiness Distinction Designation.		

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Chapter 6 – Other Accountability System Processes

Most accountability ratings are determined through the process detailed in chapters 2–5. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Pairing

All campuses serving grades prekindergarten (PK) through 12 must receive an accountability rating. Campuses that do not serve grade levels at which STAAR is administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district's results.

The Texas Education Agency (TEA) analyzes PEIMS fall enrollment data to determine which campuses need to be paired. Campuses that serve only grades not tested on the STAAR (*i.e.*, PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

Charter campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Secure Environment (TEASE) website. Pairing decisions for 2017 are due May 12, 2017, at 5:00 p.m. CDT.

If a district fails to inform TEA of its pairing preference, pairing decisions will be made by TEA. For campuses that have been paired in the past, staff will assume that prior-year pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

Guidelines

Campuses that are paired should have a “feeder” relationship and should serve students in contiguous grades. For example, a kindergarten (K) through grade 2 campus should be paired with the campus that serves grade 3 in which its students will be enrolled following grade 2.

When a campus being asked to pair is a prekindergarten (PK) or K campus with a “feeder” relationship to a campus that also requires pairing (e.g., a grade 1–2 campus) both campuses should pair with the same campus that serves grade 3 in which their students will be enrolled following grade 2.

A campus may be paired with its district instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another single campus in the district. A campus paired with its district will be evaluated using the district's assessment results (for all grades tested in the district). Note that pairing with a district is not required in these cases. Districts have the choice of selecting another campus or selecting the district itself.

Multiple pairings are possible. If several K–2 campuses feed the same 3–5 campus, all the K–2 campuses may pair with that 3–5 campus.

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

Non-Traditional Educational Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §§39.054(f) and 39.055 require that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the district and campus when determining the accountability ratings. See Appendix G.

Student Attribution Codes

Districts with RTF or TJJD campuses are required to submit student attribution codes in PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the *PEIMS Data Standards* and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and tested on STAAR will be rated on the performance of their students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 school year. Over time, these measures expanded to include charters that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for state accountability.

AEA provisions apply to and are appropriate for

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6–12 enrollment criterion;
- charters that operate only AECs; and
- charters that meet the AEC enrollment criterion.

AEA Campus Identification

AECs, including charter AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

The following types of campuses have the option to register for evaluation by AEA provisions:

- AEC of choice – At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion.
- Residential facility – Education services are provided to students in private residential treatment centers and residential programs, detention centers, and correctional facilities operated by the TJJD.
- Dropout recovery school (DRS) – Education services are targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 50 percent of the students 17 years of age or older as reported for the fall semester PEIMS submission.

In this manual, the terms *AEC* and *registered AEC* refer collectively to AECs of choice, residential facilities, and dropout recovery schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6–12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone General Educational Development (GED) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the TEASE Accountability application. AECs rated by 2016 AEA provisions are re-registered automatically in 2017. Filing an *AEA Campus Rescission Form* is required from AECs wishing to discontinue AEA registration. Filing an *AEA Campus Registration Form* is required for each AEC not on the list of registered AECs that wishes to be evaluated by 2017 AEA provisions. The 2017 registration process occurred March 27–April 7, 2017.

AEA Campus Registration Criteria

Thirteen criteria must be met for campuses to register for AEA. However, the requirements in criteria 8–13 may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e).

- 1) The AEC must have its own county-district-campus number for which PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- 2) The AEC must have its own county-district-campus number on PEIMS fall snapshot day (October 28, 2016).
- 3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charters request via AskTED.
- 4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d).
- 5) At least 50 percent of students at the AEC must be enrolled in grades 6–12.
- 6) The AEC must operate on its own campus budget.
- 7) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- 8) The AEC cannot be the only middle school or high school listed for its district in AskTED.
- 9) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- 10) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- 11) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- 12) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee. If the campus is a residential facility, the students must have been placed in the facility by the district.
- 13) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). English language learners (ELL) must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Enrollment Criterion

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC verified through current-year PEIMS fall enrollment data in order to be evaluated by AEA provisions. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior-Year Safeguard. If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2017 that had at least 75 percent in 2016 remains registered in 2017.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 50 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) verified through current-year PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website in May at which time an email notification is sent to all superintendents.

The *2017 Final AEA Campus List* includes DRS designations. If at least 50 percent of the students enrolled at an AEA campus are 17 years of age or older as of September 1, 2016, then the AEC of choice is designated as a DRS (TEC §39.0545).

AEA Charter Identification

Charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are used in determining the charter's accountability rating and for distinction designations.

- Charters that operate only registered AECs are evaluated by AEA provisions.
- Charters that operate both non-AEA campuses and registered AECs are evaluated by AEA provisions if the AEC enrollment criterion described below is met.
- Charters that operate both non-AEA campuses and registered AECs that do not meet the AEC enrollment criterion described below do not qualify for evaluation by AEA provisions.
- Charters that operate only non-AEA campuses do not qualify for evaluation by AEA provisions because the campuses choose not to register for AEA evaluation, do not meet the at-risk criteria, or do not meet the grades 6–12 enrollment criteria.

AEC Enrollment Criterion for Charters

A charter that operates both non-AEA campuses and registered AECs is eligible for evaluation by AEA provisions if at least 50 percent of the charter's students are enrolled at registered AECs. AEC enrollment is based on total students enrolled (early education–grade 12) verified through current-year PEIMS fall enrollment data.

Final AEA Charter Operator List

After the AEA Campus List is finalized, AEA charters eligible for evaluation by AEA provisions are identified. The final list of AEA charter operators is posted on the TEA website in late April or early May, at which time an email is sent to all superintendents.

AEA Modifications

“Chapter 3 – Performance Index Construction” and “Chapter 4 – Performance Index Indicators” describe the separate provisions and targets used to evaluate AEA campuses and charters.

Chapter 7 – Appealing the Ratings

The commissioner of education is required to provide a process for districts or charters to challenge an agency determination of its accountability rating (Texas Education Code [TEC], §39.151).

Appeals Process Overview and Calendar

The state accountability system performance index framework limits the likelihood that a single indicator or measure will result in an *Improvement Required* rating. For this reason, the state accountability appeals process is limited to rare cases where a data or calculation error is attributable to the test contractor(s) or the Texas Education Agency (TEA). The compensatory nature of the performance index framework minimizes the possibility that district data coding errors in the Public Education Information Management System (PEIMS) or State of Texas Assessments of Academic Readiness (STAAR) program will negatively impact the overall accountability rating. Online applications provided by TEA and the testing contractors ensure that districts are aware of data correction opportunities, particularly through the use of PEIMS data submissions and the Texas Assessment Management System (TAMS). District responsibility for data quality is the cornerstone of a fair and uniform rating determination.

School district appeals that challenge the agency determination of the accountability rating are carefully reviewed by an external panel of educators. Superintendents may appeal accountability ratings by following the guidelines in this chapter.

Following are the dates for appealing ratings. These deadlines are final. To maintain a fair appeal process, late appeals are denied. Please see “Chapter 10 – Calendar” for more information.

August 14, 2017	<i>Ratings Release on TEASE.</i> No appeals will be resolved before the public release of ratings.
August 15, 2017	<i>Ratings Release on TEA public website.</i>
August 14– September 15, 2017	<i>2017 Appeals Window.</i> Appeals may be submitted <i>by the superintendent</i> once ratings are released. Districts register their intent to appeal using the TEASE Accountability application and mail their appeal letter with supporting documentation. Appeals not signed by the district superintendent are denied. See the “How to Appeal” section later in this chapter.
September 15, 2017	<i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 15, 2017, 5:00 p.m. CDT, in order to be considered.
November 2017	<i>Decisions Released.</i> Commissioner’s decisions are mailed in the form of response letters to each school district and charter that filed an appeal by the September 15 deadline. Letters are posted to the TEASE Accountability application.
November 2017	<i>Ratings Update.</i> The outcome of all appeals are reflected in the ratings update scheduled for November 2017. The TEASE and public websites are updated.

General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, regional education service centers (ESC), or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data (e.g., the PEIMS data standards). Poor data quality is not a valid reason to appeal. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052[b][2][A][i]). When a district or campus rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating itself is changed. The Accountability Summary and all other reports related to accountability for the 2016–17 school year (e.g., TAPR, TPRS, School Report Cards) will include the same data and calculations as do the original reports.

Districts may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district or campus are viewed unfavorably and most likely denied.

- Only appeals that would result in a changed rating are considered. A district or campus must meet all requirements for a higher rating in order for its appeal to be considered.
- Appeals of system safeguard results are not considered. District or campus intervention requirements are determined in part by the current rating outcome. Requests to waive Professional Service Provider (PSP) requirements are not considered an appeal of the accountability rating and are denied.
- Districts are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. School districts have several opportunities to confirm and correct data submitted for accountability purposes.
- The appeals process is not a permissible method to correct data that were inaccurately reported by the district. Appeals from districts that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered

PEIMS data submissions for the following:

- Student identification information or program participation
- Student racial/ethnic categories
- Student economic status
- Student at-risk status
- Student attribution codes
- Student leaver data
- Student grade-level enrollment data

STAAR and TELPAS answer documents, specifically, the following:

- Student identification information, demographic, or program participation
- Student racial/ethnic categories
- Student economic status
- Score codes or test version codes
- Student year in U.S. schools information reported on TELPAS
- Campus and group ID (header) sheets

- Requests to modify the 2017 state accountability calculations adopted by commissioner rule are not considered. Commissioner rules are adopted under the Administrative Procedures Act (APA), and challenges to a commissioner rule should be made under that statute. Recommendations for changes to state accountability rules submitted to the agency outside of the appeals process may be considered by accountability advisory groups for future accountability cycles.
- Requests to modify statutorily required implementation rules defined by the commissioner are not considered. PEIMS requirements, campus identifications, and statutorily required exclusions are based on data submitted by school districts. These data reporting requirements are reviewed by the appropriate advisory committee(s), such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeals process may be considered as the appropriate advisory groups reconvene annually.
- Examples of issues unfavorable for appeal are described below.
 - *Late Online Application Requests.* Requests to submit or provide information after the deadline of the online alternative education accountability (AEA) campus registration (5:00 p.m. CDT on April 7, 2017) or the pairing application (5:00 p.m. CDT on May 12, 2017) are denied.
 - *Inclusion or exclusion of specific test results*
 - Specific administration results used to meet grade 5 or 8 Student Success Initiative (SSI)
 - Grade-level mathematics assessment for a middle school student who took the Algebra I EOC
 - *Inclusion or exclusion of specific students*
 - English language learners (ELLs)
 - Asylees/refugees
 - Students receiving special education services
 - *Requests to modify calculations or methodology applied to all districts and campuses*
 - STAAR progress measures, ELL progress measure, longitudinal graduation rates, longitudinal or annual graduation plan rates, or annual dropout rates
 - District and campus mobility/accountability subsets
 - Rounding
 - Minimum size criteria
 - Small-numbers analysis

- *Requests to modify provisions or methodology applied to accountability*
 - *AEA Provisions.* Requests for consideration of campus registration criteria, at-risk or grades 6–12 enrollment criteria, prior-year safeguard methodology, dropout recovery school (DRS) designations, and to waive the alternative education campus (AEC) enrollment criterion for charters are denied.
 - *School Types.* The four campus types categories used for 2017 accountability are identified based on PEIMS enrollment data submitted in fall 2016. Requests to redefine the grade spans that determine school types are denied.
 - *Campus Configuration Changes.* School districts have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of state accountability rules based on changes in campus configurations are denied.
 - *New Campuses.* Requests to assign a *Not Rated* label to campuses that are designated *Improvement Required* in their first year of operation are denied.

Data Relevant to the Prior-Year Results

Appeals are considered for the 2017 ratings status based on information relevant to the 2017 evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

No Guaranteed Outcomes

Each appeal is evaluated on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed but not automatically granted.

Special Circumstance Appeals

- *Rescoring.* If a district requests its writing results be rescored and the rescored results impact the rating, the district must provide a copy of the dated request to the testing contractor(s) and the outcome of the rescored tests with the appeal. These appeals are necessary because rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 15, 2017.
- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA should be provided with the appeal.
- *Online Testing Errors.* Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.
- *TSI Data.* A district or campus rated *Improvement Required* because of mismatches in the student-identifying information between the TSI data files (used in the postsecondary readiness component of Index 4) and the TEA 2016 annual graduates file, may submit an appeal. Sufficient documentation of student-identifying information and TSI assessment scores should be included.
- *Years in U.S. Schools.* Districts should include documentation demonstrating that using prior-spring TELPAS records for students taking EOCs in summer or fall would result in a higher accountability rating.

Not Rated Appeals

Districts and campuses assigned *Not Rated* labels are responsible for appealing this rating by the appeal deadline if the basis for this rating was due to special circumstance or error by the testing contractor(s). If TEA determines that the *Not Rated* label was indeed due to special circumstances, it may assign a revised rating.

Distinction Designations

Decisions regarding distinction designations cannot be appealed. Indicators for distinctions are reported for most districts and campuses regardless of eligibility for a designation. Districts and campuses rated *Improvement Required* are not eligible for a distinction. However, districts and campuses that appeal an *Improvement Required* rating will automatically receive any distinction designation earned if their appeal is granted and their rating is revised to *Met Standard*.

How to Submit an Appeal

Districts should file their intent to appeal district and campus ratings by using the TEA Secure Environment (TEASE) Accountability application. This confidential online system provides a mechanism for tracking all accountability rating appeals and allows districts to monitor the status of their appeal(s).

After filing an intent to appeal, districts must mail an appeal packet including all supporting documentation necessary for TEA to process the appeal. Filing an intent to appeal does not constitute an appeal. To file an intent to appeal:

1. Log on to TEASE at <https://sequin.tea.state.tx.us/apps/logon.asp> or TEAL at <https://tealprod.tea.state.tx.us/>.
2. Click *ACCT – Accountability*.
3. From the Welcome page, click the *Notification of Intent to Appeal* link and follow the instructions.

The *Notification of Intent to Appeal* link will be available during the appeals window from August 14 through 5:00 p.m. CDT on Friday, September 15. The status of the appeal (e.g., intent notification and receipt of documentation) will be available on the TEASE Accountability application.

Superintendents who do not have TEASE access must request access at the TEA Secure Applications Information page at http://tea.texas.gov/About_TEA/Other_Services/Secure_Applications/TEA_Secure_Applications_Information/.

- Districts must submit their appeal in hard copy to TEA by 5:00 p.m. CDT on September 15, 2017. The appeal must include the following:
 - A statement that the letter is an appeal of a 2017 accountability rating
 - The name and ID number of the district and/or campuses to which the appeal applies
 - The specific indicator(s) appealed
 - The special circumstance(s) regarding the appeal, including details of the data affected and what caused the problem
 - If applicable, the reason(s) why the cause for appeal is attributable to TEA, a regional ESC, or the testing contractor(s)
 - The reason(s) why granting the appeal may result in a revised rating, including calculations that support that rating
 - A statement that all information included in the appeal is true and correct to the best of the superintendent's knowledge and belief
 - The superintendent's signature on official district letterhead

- The appeal shall be addressed to the Division of Performance Reporting as follows:

Your ISD Your address City, TX Zip	Division of Performance Reporting Texas Education Agency 1701 North Congress Avenue Austin, TX 78701-1494	postage
Attn: Accountability Ratings Appeal		

- The letter of appeal should be addressed to Mr. Mike Morath, Commissioner of Education (see example letters on the following page).
- Appeals for more than one campus, including AECs, within a single district must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- Districts have only one opportunity to appeal for any campus or the district.
- If the appeal will impact the rating of the district or a paired campus, the consequence must be noted.
- When student-level information is in question, supporting documentation must be provided for review (i.e., a list of the students by name and identification number). It is not sufficient to reference indicator data without providing documentation with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*
- It is the district's responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- Appeals postmarked after September 15, 2017, are not considered. Appeals delivered to TEA in person must be time-stamped by the Division of Performance Reporting before 5:00 p.m. CDT on September 15, 2017. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 15.
- Only send one copy of the appeal letter and/or supporting documentation.
- Districts are encouraged to obtain delivery confirmation services from their mail courier.

Examples of satisfactory and unsatisfactory appeals are provided for illustration only.

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2017 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR reading test results for this campus. This is the only indicator preventing Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>During the day of the reading test administration at Elm Street Elementary School, the campus was subjected to a disrupted schedule due to an unusual and unique event. The fifth grade class was disrupted during the test administration by an emergency situation. Documentation of the incident and district personnel adherence to testing irregularity processes is included.</p> <p>Attached is the students' identification information as well as the PEIMS data for the students whose tests were affected.</p> <p>The second attachment shows the recalculated reading percent passing for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p>	<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2017 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR reading for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>My analysis shows a coding change made to one student's race/ethnicity on the answer document at the time of testing was in error. One fifth grade Hispanic student was miscoded as white on the answer document. Had this student, who passed the reading test, been included in the Hispanic student group, the percent passing for this group would have met the standard. Removing this student from the white student group does not cause the white student group performance to fall below the <i>Met Standard</i> criteria.</p> <p>We recognize the importance of accurate data coding and have put new procedures in place to prevent this from occurring in the future.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>
<p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>	<p>Dear Commissioner Morath,</p> <p>Maple ISD feels that its rating should be <i>Met Standard</i>. The discrepancy occurs because TEA shows that the performance in Index 1 for Writing is 48%.</p> <p>We have sent two compositions back for scoring and are confident they will be changed to passing.</p> <p>If you have questions, do not hesitate to contact us, at 701-555-1234.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>(no attachments)</i></p>

How an Appeal is Processed by the Agency

- The Division of Performance Reporting receives an appeal packet.
- Once the appeal is received, TEA staff updates the TEASE Accountability application to reflect the postmark date for each appeal and the date on which each appeal packet is received by the agency. Districts may monitor the status of their appeal(s) using the TEASE Accountability application.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for students specifically named in the appeal*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), even if they are not specifically named in the appeal. Similarly, the effect that granting a campus appeal may have on the district is evaluated, even if the district is not named in the appeal. In single-campus districts, both the campus and district are evaluated, regardless of whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and submits it to an external panel of educators for review.
- The review panel examines all appeals, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendations are forwarded to the commissioner.
- The commissioner makes the final decision on all appeals.
- Superintendents receive written notification of the commissioner's decision and the rationale upon which the decision is based. The commissioner's response letters are posted to the TEASE Accountability application at the same time the letters are mailed. Superintendents are also notified via email that appeal decisions are available on TEASE.
- *If an appeal is granted, the data upon which the appeal is based are not modified.* Accountability and performance reports, as well as all other publications reflecting accountability data, must report the data as submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.
- The commissioner's decisions are final and not subject to further appeal or negotiation.

The letter from the commissioner serves as notification of the final district or campus rating. Districts may publicize the changed rating at that time. The agency website and other accountability products are updated in November after the resolution of all appeals to reflect any changed rating. When a district or campus rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating itself is changed. The Accountability Summary and all other reports related to accountability for the 2016–17 school year (e.g., TAPR, TPRS, School Report Cards) will include the same data and calculations as do the original reports.

Relationship to the Accountability System Safeguards, PBMAS, and TAIS

System safeguards, Performance-Based Monitoring Analysis System (PBMAS) indicators, and Texas Accountability Intervention System (TAIS) staging requirements are considered when evaluating the appeal. School district data submitted through PEIMS or to the state test contractor(s) are also considered. Certain appeal requests may lead the Division of School Improvement to address potential issues related to data integrity.

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Chapter 8 – System Safeguards and Other Federal Requirements

The *No Child Left Behind Act of 2001* (NCLB) reauthorized and amended federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied to only districts and campuses receiving Title I, Part A funds were applied to all districts and campuses. All districts and campuses were evaluated annually for Adequate Yearly Progress (AYP) from the 2002–03 school year through the 2011–12 school year.

On December 10, 2015, the Every Student Succeeds Act (ESSA) reauthorized the ESEA and provides states with new flexibility to develop a state accountability system to meet federal accountability requirements. However, the new accountability provisions of ESSA do not affect the state accountability ratings assigned for the 2016–17 school year.

State Accountability System Safeguards

System safeguards have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student group on each of the indicators. The purpose of the system safeguard report is to ensure that—in an aggregated district or campus report—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

On August 15, 2017, the system safeguard report will be released on the TEA website. The system safeguard report provides disaggregated results for four components (performance rates, participation rates, graduation rates, and limits on the use of the alternative assessment) for eleven student groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students served by special education, and English language learners (ELLs). The ELL student group includes both students currently identified as limited English proficient (LEP) and students who have met the criteria for exiting bilingual or English as a Second Language (ESL) programs. These students are no longer classified as LEP for PEIMS reporting and are in the first or second year of monitoring. District- and campus-level system safeguard results will be reported for any student group that meets minimum-size criteria. All student groups have the same target for each of the four components.

The table on the following page shows the 2017 performance targets for both AEAs and non-AEAs that will be used for system safeguards and federal accountability evaluations, where applicable.

Accountability System Safeguard Measures and Targets (Non-AEAs and AEAs)											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
Performance Rate Targets - State											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Performance Rate Targets - Federal											
Reading	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	91%
Mathematics	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	91%
Participation Rate Targets - Federal											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Graduation Rate Targets - Federal **											
4-year	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%
5-year	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%
District Limits on Use of Alternative Assessment Results											
Reading-STAAR Alt 2	1%	Not Applicable									
Mathematics-STAAR Alt 2	1%	Not Applicable									

* Both current and monitored ELLs are included in the performance rates, current ELLs only are included in the participation rates, and ever ELLs in high school are included in the federal graduation rates.

** Federal graduation rate targets are applied to state system safeguards and include an improvement target.

State Performance Targets

Performance rates calculated for system safeguards for state accountability are the disaggregated results used to calculate the Index 1 score for reading, mathematics, writing, science, and social studies. The performance target for 2017 is 60 percent of tests meeting or exceeding the Approaches Grade Level standard. It corresponds to the target of 60 in Index 1. While AEAs have a target of 35 for Index 1, the system safeguard target for AEAs is 60. System safeguard targets are the same for AEAs and non-AEAs.

Federal Performance Targets

Performance rates calculated for system safeguards for federal accountability are the disaggregated results used to calculate the Index 1 score for reading and mathematics only. The performance target for 2017 is 91 percent of tests meeting or exceeding the Approaches Grade Level standard. The targets are required for only seven student groups: all students, African American, Hispanic, white, economically disadvantaged, students served by special education, and ELLs. STAAR Alternate 2 students with No Authentic Academic Response (NAAR) or Medical Exception designations are not included in performance calculations.

Federal Participation Targets

The target of 95 percent of students taking a state-administered assessment in reading and mathematics is unchanged from the federal accountability target in prior years. Participation measures are based on STAAR and TELPAS assessment results.

STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included in the participation rate. Students with the medical exception designation are not included in the participation rate. For more information on how participation is calculated, please see Appendix K.

Federal Graduation Rate Goals and Targets

Texas is required by state law to use the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

The long-term statewide goal for the four-year graduation rate is 90 percent. Districts and high schools that do not meet this goal must meet either an annual target toward the four-year graduation rate or an annual target for the five-year graduation rate.

Four-Year Graduation Rate Annual Target. For 2017, the annual target is 88.5 percent of students graduate with a regular high school diploma in four years.

Four-Year Graduation Rate Growth Target. The growth target is a 10 percent decrease in the difference between the prior year graduation rate and the 90 percent goal.

Five-Year Graduation Rate Annual Target. For 2017, the annual target is 91 percent of students graduate with a regular high school diploma in five years.

Limits on Use of Alternative Assessments

The system safeguard reports indicate whether a school district has exceeded the federal limit on use of alternative assessments. Federal limitations require that the number of scores that meet the STAAR Alternate 2 Level II: Satisfactory Academic Performance standard not exceed one percent of the district's total participation. The measures—reported only at the district level—are shown separately for reading and mathematics.

Consequences and Interventions

Interventions pertain to activities that result from the issuance of ratings under the state accountability system. State accountability-related interventions require engaging in the continuous improvement process within the Texas Accountability Intervention System (TAIS). Intervention activities reflect an emphasis on increased student performance, targeted improvement planning, data analysis, needs assessment, and data integrity. Required levels of intervention are determined based on the requirements of the Texas Education Code (TEC), Chapter 39. See the School Improvement Division website at <http://tea.texas.gov/schoolimprovement/> for more information.

Failure to meet the accountability safeguard target for any one target will be addressed through the TAIS continuous improvement process. If the campus or district is already identified for assistance or intervention in the TAIS based on the current-year state accountability rating or prior-year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. If the campus or district received a rating of *Met Standard*, performance on the safeguard indicators will be addressed through intervention activities in TEC Chapter 11 improvement plans. The level of intervention and support the

campus or district receives is based on performance history as well as current-year state accountability rating and performance on the safeguard measures.

Federal Accountability Requirements

Where applicable, the data used to calculate system safeguard results are also used to meet federal accountability requirements, such as district evaluations for Title III Annual Measurable Achievement Objectives (AMAOs), the USDE Office of Special Education Programs (OSEP) State Performance Plan (SPP), and the State Annual Performance Report (APR).

The minimum-size criteria used for federal accountability requirements, however, differs from the minimum-size criteria used for state accountability. The table below compares the criteria for state and federal accountability.

2017 System Safeguard Minimum Size Criteria			
		State System Safeguards	Federal Accountability Requirements*
Performance Rates	All Students	None (Small Numbers Analysis applied)	25 (No Small Numbers Analysis applied)
	Student Groups	25	25 and 10%; or 200**
Participation Rates	All Students	None (Small Numbers Analysis applied)	25 (No Small Numbers Analysis applied)
	Student Groups	25	25 and 10%; or 200**
Federal Graduation Rates	All Students	None (Small Numbers Analysis applied)	10 (No Small Numbers Analysis applied)
	Student Groups	25	25 and 10%; or 200**

* Where applicable, these minimum-size criteria are applied to meet the assessment and accountability requirements of the Title III Annual Measurable Achievement Objectives (AMAOs) and USDE Office of Special Education Programs (OSEP).

**Federal minimum size criteria is 25 or more students in the student group, and the student group must comprise at least 10 percent of all students; or 200 or more students in the student group, even if that group represents less than 10 percent of all students.

The approved ESEA flexibility waiver is available online at http://tea.texas.gov/Texas_Schools/Waivers/NCLB-ESEA_Waiver_Information/.

The current Priority, Focus, and Reward Schools lists, methodology, and student groups evaluated are available at http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/School_Improvement_and_Support/Priority_Focus_and_Reward_Schools/.

Chapter 9 – Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in “Chapter 8 – System Safeguards and Other Federal Requirements” and “Chapter 9 – Responsibilities and Consequences,” TEA applies a variety of system safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charters. Accreditation statuses were first assigned to districts under this statute in 2007. To determine accreditation status and sanctions, TEA considers the district’s state and financial accountability ratings. There are other factors that may be considered in the determination of accreditation status. These include, but are not limited to, the integrity of assessment or financial data used to measure performance, the reporting of Public Education Information Management System (PEIMS) data, and serious or persistent deficiencies in programs monitored in the Performance-Based Monitoring Analysis System (PBMAS). Accreditation status can also be lowered because of data integrity issues or special accreditation investigations. The four possible accreditation statuses are *Accredited*, *Accredited-Warned*, *Accredited-Probation*, and *Not Accredited-Revoked*.

Rules that define the procedures for determining a district’s accreditation status, as well as the prior accreditation statuses for all districts and charters in Texas are available at <http://tea.texas.gov/accredstatus/>.

Determination of Multiple-Year *Improvement Required* Status

In determining consecutive years of *Improvement Required* ratings for purposes of accountability interventions and sanctions, only years that a campus is assigned an accountability rating shown below will be considered.

- 2013–2017: *Met Standard*, *Met Alternative Standard*, *Improvement Required*
- 2012: [No State Accountability Ratings Issued]
- 2004–2011: *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable*, *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*

While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* ratings assigned in 2011 are considered as consecutive years. In addition, the consecutive years of *Improvement Required/Academically Unacceptable* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings. This policy applies to districts and charters as well as campuses when *Not Rated* and *Not Rated: Data Integrity Issues* labels are assigned.

PEG Program Campus List

TEA is responsible for producing the list of campuses identified under the Public Education Grant (PEG) criteria. The list of 2018–19 PEG campuses will be released publicly in August 2017. For more information on the PEG program, please see the PEG webpage on the TEA website at <http://tea.texas.gov/PEG.aspx>.

Local Responsibilities

Districts have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, properly managing campus identification numbers, evaluating and assigning community and student engagement ratings, and implementing an optional local accountability system.

Statutory Compliance

Several state statutes direct local districts and/or campuses to perform certain tasks or duties in response to the annual release of the state accountability ratings. Key statutes are discussed below.

- Public Discussion of Ratings [TEC §11.253 (g)] – Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.
- Notice in Student Grade Report and on District Website (TEC §§39.361 – 39.362) – Districts are required to publish accountability ratings on their websites and include the rating in the student grade reports. These statutes require districts
 - to include, along with the first written notice of a student’s performance that a school district gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *Improvement Required* and an explanation; and
 - by the 10th day of the new school year to have posted on the district website the most current information available in the campus report card and the information contained in the most recent performance report for the district.

For more information on these requirements, please see *Requirement for Posting of Performance Frequently Asked Questions: Notice in Student Grade Report*, available on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html.

- Public Education Grant (PEG) Program (TEC §§29.201– 29.205) – The PEG program permits parents with children attending campuses that are on the PEG List to request that their children be transferred to another campus in their home district or to a different district. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is released to districts annually. Districts must notify each parent of a student assigned to attend a campus on the PEG List by February 1. For more information on the PEG program, please see *PEG Frequently Asked Questions*, available at http://tea.texas.gov/perfreport/peg_faq.html.aspx.
- Actions Required Due to Low Ratings or Low Accreditation Status – Districts or campuses with an *Improvement Required* rating or *Accredited-Probation/Accredited-Warned* accreditation status will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district. Commissioner of education rules that define the implementation details of these statutes are available on the TEA School Improvement Division website in the *Accountability Monitoring* link at <http://tea.texas.gov/schoolimprovement/> and on the TEA Accreditation Status website at <http://tea.texas.gov/accredstatus/>.

Campus Identification Numbers

In a given year, districts may need to change, delete, or add one or more county-district-campus (CDC) numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts "recycle" CDC numbers.

As performance results of prior years is a component of the accountability system in small-numbers analysis and possible statutorily-required improvement calculations in future years, merging prior-year files with current-year files is driven by campus identification numbers. Comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in 2016, but in 2017, serves as a sixth-grade center. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2016 was maintained (recycled). Therefore, in 2017, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with performance index results, which included grade 7 and 8 performance.

Whether to change a campus number is a serious decision for local school districts. Districts should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population or the grades served change significantly. Districts are strongly encouraged to request new CDC numbers when campus organizational configurations change dramatically.

TEA policy requires school districts and charters to request campus number changes of existing campuses for the current school year by October 1 to ensure time for processing before the PEIMS fall snapshot date in late October. Changes for a subsequent school year will not be processed before November 1. This policy does not apply to new active campuses opening mid-year or campuses under construction.

School districts and charters must consult with the TEA School Improvement Division to change the campus number of a campus rated *Improvement Required*. The consolidation, deletion, division, or addition of a campus identification number does not absolve the district of the state accountability rating history associated with campuses newly consolidated, divided or closed, nor preclude the requirement of participation in intervention activities for campuses that received a rating of *Improvement Required* in August. Should the campus identification number change for a campus with an *Improvement Required* rating, the School Improvement Division will work with the district to determine specific intervention requirements.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *Improvement Required* ratings, data will not be linked across campus numbers. This includes PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Campuses with new campus numbers cannot take advantage of any improvement calculations, if applicable, of the accountability system in which the performance index outcomes may be compared under a new number. Therefore, changing a campus number under these circumstances may be to the disadvantage of an *Improvement Required* campus. This should be considered by districts and charters when requesting campus number changes for *Improvement Required* campuses. In the rare circumstance where a campus or charter

district receives a new campus or district number, the ratings history is linked while the data are not linked across the district numbers.

An analysis to screen for the inappropriate use of campus numbers is part of the TEA data integrity activities described in “Chapter 2 – Accountability Ratings Criteria and Targets.” TEA can assist in establishing new or retiring old campus numbers.

If a school district enters a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus number. In this case, both the district and campus will be rated the first year under the new number. Data for districts and campuses in these circumstances will not be linked. This includes the PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts or campuses under a legal agreement with TEA cannot take advantage of any improvement calculations or small-numbers analysis the first year under a new district or campus number.

Community and Student Engagement

Districts are required to annually evaluate and assign ratings of *Exemplary*, *Recognized*, *Acceptable*, or *Unacceptable* to itself and each of its campuses for performance in community and student engagement. Districts must designate local committee(s) to determine the criteria that districts use both to evaluate performance and assign ratings for community and student engagement and to evaluate and indicate compliance with statutory reporting and policy requirements. Therefore, districts should locally maintain the documents that were developed to determine the performance rating and compliance status for the district and each campus.

By August 8, districts must report each rating to TEA and the public. TEA will report the performance ratings and compliance status for community and student engagement indicators reported by school districts on the agency website no later than October 1.

For more information, please see *Requirement for Posting of Performance Frequently Asked Questions: Community and Student Engagement Posting Requirements*, available on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html.

Complementary Local Accountability Systems

Although the statewide accountability system has been designed to address the guiding principles described in “Chapter 1 – Introduction,” it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include but are not limited to the following:

- Level of parent participation
- Progress on locally-administered assessments
- Progress on goals identified by campus improvement plans
- Progress compared to other campuses in the district
- Progress on professional development goals
- School safety measures

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Met Standard*.

A third approach might be to examine the accountability indicators that comprise the performance indices, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

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Chapter 10 – Calendar

Dates significant to the 2017 accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, release mediums (mail, secure web, or public web) are provided.

Should unforeseen circumstances occur, some dates listed below may be modified.

Year	Date	Activity
2016	July 11–15	STAAR EOC testing
	October 28	Snapshot date (2016–17 PEIMS Submission 1)
	December 5–9	STAAR EOC testing
	December 8	2016–17 PEIMS submission 1 due
2017	January 19	Last date to resubmit changes and corrections to PEIMS submission 1
	February 14	2017 accountability decisions announced (public web)
	March 6–April 5	TELPAS testing window
	March 27–April 7	2017 AEA campus registration process (TEASE)
	March 28	STAAR: grades 4 and 7 writing, grades 5 and 8 mathematics, English I EOC
	March 29	STAAR: grades 5 and 8 reading
	March 30	STAAR: English II EOC
	April 3–21	STAAR Alternate 2 testing window
	April 14	<i>2017 Accountability Manual</i> , chapters 2–9 (public web)
	April 28	2017 Final lists of AEA campuses and charter operators (public web)
	May 1–5	STAAR EOC testing (Algebra I, Biology, U.S. History)
	May 1–May 12	Campus pairing process (TEASE)
	May 8	STAAR: grades 3, 4, 6, and 7 mathematics
	May 8	STAAR: grades 5 and 8 mathematics (retest)
	May 9	STAAR: grades 3, 4, 6, and 7 reading
	May 9	STAAR: grades 5 and 8 reading (retest)
	May 10	STAAR: grades 5 and 8 science
	May 11	STAAR: grade 8 social studies
	June 8	Longitudinal graduation and annual dropout lists and rates (TEASE)
	June 8	List of 2017 campus comparison groups (TEASE)
June 15	Lists of college- and career-ready graduates for 2017 state accountability (TEASE)	
June	<i>2017 Accountability Manual</i> , all chapters (public web)	

Year	Date	Activity
2017	August 7	2017 preliminary performance index tables without rating labels (TEASE)
	August 14	2017 preliminary accountability tables with rating labels, distinction designations, and system safeguards (TEASE)
	August 14 – September 15	2017 Appeals application available to districts (TEASE)
	August 14	Campuses identified under PEG criteria for 2018–19 school year (TEASE)
	August 15	2017 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards (public web)
	August 15	Campuses identified under PEG criteria for 2018–19 school year (public web)
	September 15	2017 appeals deadline
	September 29	2017 Consolidated School Rating Report (state-assigned academic and financial ratings and locally-assigned community and student engagement ratings) (public web)
	November	TEA notifies districts of accountability appeal decisions (mail and TEASE)
	November	2017 final ratings release after resolution of appeals (TEASE and public web)
	November	Preliminary longitudinal graduation cohort lists updated (TEASE)
	November	2016–17 Texas Academic Performance Reports (TAPR) (public web)
	December	2017 Texas School Accountability Dashboards (public web)
	December-January	2016–17 School Report Card and Federal Report Card (public web)

2017 Accountability Manual Appendices A–K

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Appendix A – Acknowledgments

2017 Accountability Technical Advisory Committee (ATAC)

Representatives from districts and regional education service centers (ESCs) met in September 2016 and January 2017 to make recommendations to address major policy and technical issues for 2017 accountability.

School District Representatives

Sara Arispe, *Fort Worth ISD*, Executive Director, Accountability and Data Quality, ESC Region XI

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2017 Accountability Policy Advisory Committee (APAC)

Representatives from legislative offices, school districts, and the business community met in November 2016 and January 2017 to review the recommendations made by the ATAC. The APAC either endorsed the ATAC's proposals or recommended alternatives which were forwarded to the commissioner of education.

Legislative Staff

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Many people contributed to the development of the *2017 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Appendix C – Statutory References

Texas Administrative Code (TAC)

Select chapters of the accountability manual are adopted as part of the Texas Administrative Code. With the publication of this manual, the Texas Education Agency (TEA) files a Commissioner's Rule amendment to 19 TAC §97.1001, Accountability Rating System, with the Office of the Secretary of State. This rule adopts Chapters 2–9 of the *2017 Accountability Manual* giving legal standing to the state rating processes and procedures.

Following a 30-day public comment period, final adoption is scheduled to take effect on July 12, 2017. Once effective, the rule is made available online at

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=97&rl=1001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=97&rl=1001).

Texas Education Code (TEC)

Statutory authority for the 2017 accountability system is Texas Education Code (TEC), Chapter 39. Public School System Accountability. The full text of Chapter 39 is available at

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm>.

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Appendix D – Accountability Glossary

Accountability Subset: The collection of assessment results that are used to determine district and campus accountability ratings. Only assessment results for those students enrolled in the same campus/district on both the snapshot date (the last Friday in October) and the testing date are used to determine campus/district performance.

AEA: Please see Alternative Education Accountability.

AEC: Please see Alternative Education Campus.

AEC of Choice: An AEC that provides accelerated instruction to students at risk of dropping out of school. At-risk students enroll at these schools specifically to expedite progress toward performing at grade level and completing high school.

Alternative Education Accountability (AEA): The specific provisions by which the performance of alternative education campuses is determined and accountability ratings are assigned. It is comprised of modified index targets and specific components in Index 4.

Alternative Education Campus (AEC): A school at which at least 75 percent of the students are considered at risk of dropping out of school and at least 50 percent of students are enrolled in grades 6–12. Schools must register each year to be considered AECs evaluated under AEA provisions.

Annual Dropout Rate: The percentage of students who drop out of school during one school year. For more information on dropouts and dropout rates, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

Asylees/Refugees Exclusions: Results of students identified as refugees and/or asylees are not used in assigning ratings during their first five years in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as limited English proficient (LEP) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student’s permanent record must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, *and*
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”

For more information on qualifying as an unschooled asylee/refugee, please see slide 69 of the *2017 LPAC Decision-Making Process for the Texas Assessment Program* found online at <http://tea.texas.gov/student.assessment/ell/lpac/>.

Campus: A school that is operated by a charter district or traditional independent school district.

Campus Comparison Group: A set of 40 campuses that most closely match a particular campus in eight categories. Campus comparison groups are used to award distinction designations. Please see “Appendix H – Campus Comparison Groups” for further details.

Charter Operator: An entity that controls and is responsible for a school or schools that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Continuer: A student who has not graduated and enrolls in the fall semester in the Texas public school system any time after his or her anticipated graduation. For more information on continuers, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

DAEP: Please see Disciplinary Alternative Education Program.

DAP: Please see Distinguished Achievement Program.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. If data integrity is in question, it may not be possible to determine a reliable rating.

Disciplinary Alternative Education Program: A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular school campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEPs are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in student progress and closing performance gaps and for academic achievement in English language arts/reading, mathematics, science, and social studies. Distinction designations are also awarded to both campuses and districts in postsecondary readiness. Please see “Chapter 5 – Distinction Designations” for more information.

Distinguished Achievement Program: One of the graduation plans available to students in the 2015–16 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

District: A school or group of schools that is operated by a board of trustees or other, similar governing body. It includes both charter operators and traditional independent school districts.

Dropout Recovery School: An AEC of choice at which at least 50 percent of students are at least 17 years old as of September 1 of the current school year.

DRS: Please see Dropout Recovery School.

ELL: Please see English language learner.

English Language Learner: A student whose primary language is other than English and who is in the process of acquiring English.

Ever ELL (ELL [Ever HS]): Students reported in PEIMS as ELLs at any time while attending grades 9–12 in a Texas public school.

Foundation High School Program: One of the graduation plans available to students in the 2015–16 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

GED: Please see General Educational Development.

General Educational Development: A proprietary, four-subject test designed to determine whether the education level of someone without a high school diploma is equivalent to successful completion of high school.

Graduation Rate: The percentage of students who are reported in PEIMS as graduates of the Texas public school system. The graduation rate can be either annual (the percentage of students who graduate in a given year) or longitudinal (the percentage of students in a cohort who begin ninth grade together and graduate in either four or five years). For more information on graduation rates, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

JJAEP: Please see Juvenile Justice Alternative Education Program.

Juvenile Justice Alternative Education Program: A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEPs are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Minimum High School Program: One of the graduation plans available to students in the 2015–16 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used to assign accountability ratings. The minimum-size criteria vary by indicator. Please see “Chapter 4 – Performance Index Indicators” for more information.

PEG: Please see Public Education Grant.

Public Education Grant: A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. Please see TEC, §29.201–29.205 and “Chapter 9 – Responsibilities and Consequences” for more information.

Recommended High School Program: One of the graduation plans available to students in the 2015–16 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

Registered AEC: A campus registered for evaluation by AEA provisions that meets the 11 registration requirements, 75 percent at-risk enrollment criterion, and 50 percent grades 6–12 enrollment criterion. This term includes AECs of Choice and DRSs.

Residential Treatment Facilities: Live-in private centers and programs or detention centers and correctional facilities operated by the TJJJ that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate PEIMS student attribution codes are submitted. Please see “**Appendix G – Inclusion or Exclusion of Performance Data**” for more information.

RHSP: Please see Recommended High School Program.

RTF: Please see Residential Treatment Facilities.

School Type: A specific label given to a campus for the purposes of determining its index targets. Which label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot.

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data. For more information about small numbers analysis, please visit the 2017 accountability webpage at <http://tea.texas.gov/2017accountability.aspx>.

Snapshot Date: The “as of” date that is used to determine PEIMS enrollment information. October 28, 2016, is the PEIMS snapshot date for the 2016–17 school year.

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Texas Juvenile Justice Department: Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJJ and all references to TJPC and TYC were changed to the new name.

TJJJ: Please see Texas Juvenile Justice Department.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria. For more information, please see the small numbers analysis resource on the 2017 accountability webpage at <http://tea.texas.gov/2017accountability.aspx>.

Appendix E – TEASE Accountability

The Texas Education Agency Secure Environment (TEASE) is an authentication portal through which authorized users access sensitive or confidential information. The TEASE portal includes several web applications for district and education service center (ESC) administrators. The *ACCT-Accountability* application provides authorized users with state accountability products, Performance-Based Monitoring Analysis System (PBMAS) and data validation products, and products pertaining to graduation and dropout summary reports and student lists.

Additionally, the *ACCT-Accountability* application is the location for first access to the performance reports, listings of schools identified under the Public Education Grant (PEG) program, and information specific to alternative education accountability (AEA), pairing, and campus comparison groups.

District and ESC administrators are encouraged to apply for access to the TEASE portal.

Access to TEASE Accountability

District staff need a TEASE account to access any TEASE application. Even if approved district personnel currently have access to other TEASE applications (e.g., PEIMS Edit+, eGrants, etc.), they will need the Accountability application added to their TEASE accounts. Staff in need of access to TEASE Accountability must complete the following form:

<http://ritter.tea.state.tx.us/forms/tease/accountability.htm>

The form must be completed, signed by the district superintendent (or equivalent for charter operators), and mailed or faxed to the contact information provided on the form. Depending on the volume of requests, it may take several days for a request to be processed. If the request is mailed, additional days should be allowed for the request to reach TEA. District staff receive an email from TEA Security once Accountability is added to their TEASE accounts.

Confidentiality

TEASE is intended for authorized district and ESC use only. Data on the TEASE Accountability application are not masked and are not presented in a way that protects student confidentiality. The data, therefore, should be handled in accordance with the Family Educational Rights and Privacy Act (FERPA).

Multiple District Access

Certain charter operators and ESC staff may need access to multiple school district or charter operator information. To gain access to TEASE Accountability information, multiple district users must obtain the superintendent's signature for each district (one request form per district/charter). Multiple-district login accounts do not provide access to all districts in any single ESC region, only to those districts that have granted access for the user. In some cases, it may not be possible to obtain a single login with access to multiple-school-district or charter information because some applications do not support multiple-district users. For information about a new TEASE user account, please contact the Division of Performance Reporting at (512) 463-9704.

Products Available

The Accountability application contains products for districts produced by several divisions in the TEA Office of Academics. Once a user logs into TEASE and selects the Accountability application from the list of authorized applications, the main Accountability index screen appears, listing the products available from the site. This screen also contains recent announcements related to accountability. Please be sure to read the main screen carefully for updated announcements and products.

The following accountability releases are planned for the 2017 cycle in chronological order. See “Chapter 10 – Calendar” for specific dates.

- AEA Campus Registration Process (Data Collection)
- Pairing Application (Data Collection)
- Graduation and Dropout Data
 - Lists of students who are considered dropouts
 - Campus and district dropout rates
 - Lists of students in the 4-, 5-, and 6-year longitudinal cohorts
 - Campus and district 4-, 5-, and 6-year graduation rates
- Campus Comparison Groups
- Lists of students included in the Index 4 Postsecondary Component: College and Career Readiness indicator
- Preview accountability data tables without ratings
- Accountability data tables with ratings, distinction designations, and system safeguards
- List of Public Education Grant (PEG) schools
- Ratings appeal registration system
- Lists of students for all indices of the accountability system
- Appeals response letters
- Updated accountability data tables with ratings and distinction designations
- Updated preliminary longitudinal cohorts
- Texas Academic Performance Reports (TAPR)

Most Recent Products Only

The TEASE *ACCT-Accountability* site is not an archive; it is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year’s final products are removed from the site. Districts are encouraged to save the products provided on this site to a secure, local location.

Appendix F – Accountability Reports

District and campus accountability information is presented online in several different reports, each of which is described below.

Accountability Summary

This one-page overview of performance presents the following information:

- Accountability Rating
- Performance Index Report
- Performance Index Summary
- Distinction Designation
- Campus Demographics
- System Safeguards

A sample accountability summary is provided at the end of this appendix.

Index Calculations and Data Tables

For each index, a district or campus must meet a specific target in order to demonstrate acceptable performance. These reports detail how each index score was calculated and provide the disaggregated data used in the calculations.

Accountability Ratings Index Data Overview (available for campuses only)

This report compares the index scores of all of campuses in a campus comparison group.

System Safeguards

System safeguards have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student subgroup on each of the indicators. The purpose of the system safeguard report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

The following indicators are included in the system safeguard report:

- Performance Rates (*district and campus*) by subject - for reading, mathematics, writing, science, and social studies
- Federal Performance Rates (*district and campus*) by subject - for reading and mathematics
- Participation Rates (*district and campus*) by subject - for reading and mathematics
- Federal Graduation Rates (*district and campus*)
- Federal Limits on Alternative Assessments (*district only*)

Results for the following student groups are included in system safeguard reports:

- All students
- Racial/ethnic student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students served by special education
- English language learners (ELLs)

See “Chapter 8 – System Safeguards and Other Federal Requirements” for further information about system safeguards.

Distinction Designation Reports

Distinction Designation Summary Report

Campuses and districts that receive an accountability rating of *Met Standard* are eligible for distinction designations. For each designation, this report lists the indicators and shows the indicator score, campus quartile, the outcome (percent of eligible indicators in the top quartile), and whether the distinction was earned. The designations are as follows:

- Academic Achievement in ELA/Reading (*campus only*) - The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in ELA/reading.
- Academic Achievement in Mathematics (*campus only*) - The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in mathematics.
- Academic Achievement in Science (*campus only*) - The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in science.
- Academic Achievement in Social Studies (*campus only*) - The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in social studies.
- Top 25 Percent: Student Progress (*campus only*) - The campus achieved the top quartile (top 25%) of performance on Index 2: Student Progress in relation to its campus comparison group.
- Top 25 Percent: Closing Performance Gaps (*campus only*) - The campus achieved the top quartile (top 25%) of performance on Index 3: Closing Performance Gaps in relation to its campus comparison group.
- Postsecondary Readiness (*district and campus*) - The district or campus achieved outstanding academic performance in postsecondary readiness. Elementary and middle schools must achieve the top quartile (top 25%) of performance on Index 4: Postsecondary Readiness in relation to its campus comparison group. High schools and K–12 campuses must achieve at least 33 percent of the indicators in the top quartile. Districts must have at least 55 percent of its campus-level indicators in the top quartile.

Campus Comparison Group (available for campuses only)

This report lists 40 campuses that comprise the campus comparison group used in determining distinction designations. For each of the campuses, the report gives data on the criteria used to form campus comparison groups.

Distinction Designation Data Overview Report (available for campuses only)

This report gives further details about the performance of each campus in the comparison group on any specific indicator of the selected distinction designation. For more information on this report, see

https://rptsvr1.tea.texas.gov/perfreport/account/2017/dddor_explanation.html

See “Chapter 5 – Distinction Designations” for further information.

TEXAS EDUCATION AGENCY 2017 Accountability Summary SAMPLE H S (99999999) - SAMPLE ISD

1 **Accountability Rating**

Met Standard

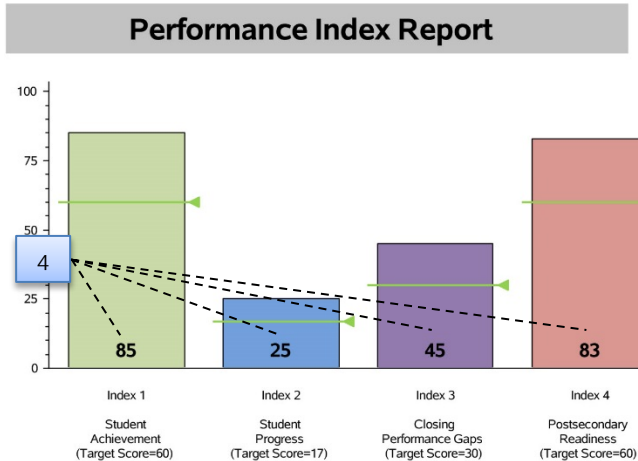
<p>2 Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>3 Did Not Meet Standards on</p> <ul style="list-style-type: none"> - NONE
--	---

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

★ ★ ★ ★ ★

B	Academic Achievement in ELA/Reading	C
	DISTINCTION EARNED	
	Academic Achievement in Mathematics	
	DISTINCTION EARNED	
	Academic Achievement in Science	
	DISTINCTION EARNED	
	Academic Achievement in Social Studies	
	DISTINCTION EARNED	
	Top 25 Percent Student Progress	
	NO DISTINCTION EARNED	
	Top 25 Percent Closing Performance Gaps	
	NO DISTINCTION EARNED	
	Postsecondary Readiness	
	DISTINCTION EARNED	



Campus Demographics

Campus Type	High School
Campus Size	2,080 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	28.7
Percent English Language Learners	2.7
Mobility Rate	11.3
Percent Served by Special Education	9.2
Percent Enrolled in an Early College High School Program	18.6

5 **Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	2,182	2,570	85
2 - Student Progress	346	1,400	25
3 - Closing Performance Gaps	1,087	2,400	45
4 - Postsecondary Readiness			
STAAR Score	17.0		
Graduation Rate Score	24.0		
Graduation Plan Score	23.4		
Postsecondary Component Score	18.7		83

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	22 out of 26 = 85%
Participation Rates	14 out of 15 = 93%
Graduation Rates	6 out of 6 = 100%
Total	42 out of 47 = 89%

- 1** 2017 accountability rating
 - 2** Indices that meet the target
 - 3** Indices that did not meet the target
 - 4** Index scores
 - 5** Summary of each index calculation (Index Score = Points Earned ÷ Maximum Points)
- A** Stars indicate the number of distinctions earned.
 - B** Possible distinction designations
 - C** Distinction earned | no distinction earned | not eligible
 - D** Demographics used in creating campus comparison group
 - E** System safeguards are based on disaggregated performance results and used to meet state intervention requirements.

Appendix G – Inclusion or Exclusion of Performance Data

Campus Type	Four-Year Graduation (Class of 2016)	STAAR (2016–17)
TJJD	<p>PEIMS student attribution codes 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 27, and 28 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the TJJD campus.</p>	<p>PEIMS student attribution codes 25, 26, 27, and 28 remove results from serving campus and district performance and participation results.</p>
RTF	<p>PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>	<p>PEIMS student attribution codes 21, 22, 23, and 24 remove results from serving campus and district performance and participation results.</p>
JJAEP/DAEP	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>	<p>No assessment data should be reported to JJAEP or DAEP campuses. Data reported mistakenly to JJAEP or DAEP campuses will be included in the district results.</p>

Campus Type	Five-Year Graduation (Class of 2015) and Six-Year Graduation (Class of 2014)
TJJD	<p>PEIMS student attribution codes 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 27, and 28 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the TJJD campus.</p>
RTF	<p>PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>
JJAEP/DAEP	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>

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Appendix H – Campus Comparison Groups

Campus comparison groups are used to determine distinction designations in the following areas:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent: Student Progress
- Top 25 Percent: Closing Performance Gaps
- Postsecondary Readiness

Schools may also find campus comparison groups useful for comparing their own performance to peer campuses.

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the School Types chart in “Chapter 2 – Ratings Criteria and Index Targets” for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, the percentage of English language learners, the percentage of students served by special education, and the percentage of students enrolled in an early college high school program. Each campus has only one unique campus comparison group. There is no limit to the number of comparison groups to which a school may be a member. It is possible for a school to be a member of no comparison group other than its own or a member of a number of comparison groups.

Campus Comparison Groups: Demographic Characteristics

Demographic characteristics used to construct campus comparison groups include those defined in state statute and others that are statistically relevant to performance:

- Campus type – elementary, middle, high school, or combined elementary/secondary (based on fall Public Education Information Management System [PEIMS] enrollment)
- Grade levels served – lowest grade level and highest grade level enrollment (based on fall PEIMS enrollment)
- Campus size – total student enrollment (based on fall PEIMS enrollment)
- Percentage of students identified as economically disadvantaged (based on fall PEIMS enrollment)
- Percentage of students identified as English language learners (ELLs) (based on fall PEIMS enrollment counts of limited English proficient [LEP] students)
- Percentage of students identified as mobile (based on PEIMS prior year attendance)
- Percentage of students served by special education (based on fall PEIMS enrollment)
- Percentage of students enrolled in an early college high school program (based on fall PEIMS enrollment)

Methodology

For each campus, a unique comparison group is created by applying the following methodology:

1. Group all eligible campuses (see below) by campus type: elementary, middle, high, or elementary/secondary.
2. Determine the linear values for each of the demographic characteristics used to construct the campus comparison group.
3. Compute the linear distance (the square root of the sum of the squared differences of the campus demographic characteristics) from the target campus.
4. Select the 40 campuses with the smallest distance value from the target campus.

Eligible Campuses

Campus comparison groups are created for all campuses except for the following:

- Campuses evaluated under alternative education accountability provisions are not eligible for distinction designations and, therefore, are not assigned a campus comparison group.
- Campuses that are not rated are ineligible for distinction designations and, therefore, are not assigned a campus comparison group. There are a number of reasons a campus is not rated, such as the campus has insufficient data or it is a Juvenile Justice Alternative Education Program, Disciplinary Alternative Education Program, or a residential treatment facility.
- District-level distinction designations are based on a different methodology; therefore, districts are not grouped.

Uniform Linear Values

Campus comparison groups are determined by a distance formula that requires a consistent range of linear (or continuous) values for each demographic characteristic. The percentage of economically disadvantaged students, percentage of ELLs, percentage of students who are mobile, percentage of students served by special education, and percentage of students enrolled in an early college high school program are considered linear values within the consistent range of zero to 100. The remaining demographic values are transformed into linear values within the same range in the following ways:

- Campus size – a value is created based on the “target” campus size as a percentage of the maximum statewide campus size by campus type.
- Lowest or highest grade span – a value is created based on the “target” campus’s grade span as a percentage of a constant value. This calculation creates uniform grade percentages for each grade level by shifting the range of grade levels from 3 to 12 to values of 0 to 9 and dividing the values into 9 increments:
 - For grade levels 3 and above:
$$\text{High value} = 100 * (\text{highest grade level} - 3) / 9$$
$$\text{Low value} = 100 * (\text{lowest grade level} - 3) / 9$$
 - For grade levels EE, PK, KG, 01, 02 (PEIMS-reported values), the high and low percentage values are set to 0.

In cases where the campus has a missing mobility value, the district’s average mobility is used as a proxy. This will happen for schools in their first year of operation, since mobility is based on prior-year data.

Other Information

- Campus comparison groups are recreated each year to account for potential changes in demographics that may occur.
- The number of times a school appears as a member of other groups will vary.

Comparison Group Methodology for Computing the Linear Distance Among Campuses

Distance =

$$\sqrt{(\text{size}_A - \text{size}_B)^2 + (\text{econ}_A - \text{econ}_B)^2 + (\text{ell}_A - \text{ell}_B)^2 + (\text{mobile}_A - \text{mobile}_B)^2 + (\text{sped}_A - \text{sped}_B)^2 + (\text{echs}_A - \text{echs}_B)^2 + (\text{low}_A - \text{low}_B)^2 + (\text{high}_A - \text{high}_B)^2}$$

Where:

size _A	= 100 * (campus size for campus A / maximum campus size statewide by campus type*)
size _B	= 100 * (campus size for campus B / maximum campus size statewide by campus type*)
econ _A	= percentage of fall PEIMS enrollment that is economically disadvantaged for campus A
econ _B	= percentage of fall PEIMS enrollment that is economically disadvantaged for campus B
ell _A	= percentage of fall PEIMS enrollment that is identified as English language learners for campus A
ell _B	= percentage of fall PEIMS enrollment that is identified as English language learners for campus B
mobile _A	= percentage of students who are mobile based on prior year attendance for campus A
mobile _B	= percentage of students who are mobile based on prior year attendance for campus B
sped _A	= percentage of students who are served by special education for campus A
sped _B	= percentage of students who are served by special education for campus B
echs _A	= percentage of students enrolled in an early college high school program for campus A
echs _B	= percentage of students enrolled in an early college high school program for campus B
low _A	= 0, if campus A lowest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus A lowest grade - 3) / 9
low _B	= 0, if campus B lowest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus B lowest grade - 3) / 9
high _A	= 0, if campus A highest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus A highest grade - 3) / 9
high _B	= 0, if campus B highest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus B highest grade - 3) / 9

* Maximum campus sizes reported for 2017:

Elementary= 3,419 Middle school= 2,232 High school= 4,839 Elementary/Secondary = 5,931

Elementary School Example

For campuses under consideration, the linear distance (the square root of the sum of the squared differences of the campus characteristics) from the target campus is computed.

	Campus Size (Total student enrollment)	% Eco Dis	% ELL	% Mobile	% SpEd	% ECHS	Low Grade	High Grade
(Target) Campus A	237	42.2	0.4	22.0	9.3	0	PK	05
Campus B	543	42.6	4.2	15.1	8.1	0	EE	05

Distance =

$$\sqrt{(((100 \times (237/3419)) - (100 \times (543/3419))))^2 + (42.2 - 42.6)^2 + (0.4 - 4.2)^2 + (22.0 - 15.1)^2 + (9.3 - 8.1)^2 + (0 - 0)^2 + (0 - 0)^2 + (((2/9) \times 100) - ((2/9) \times 100))^2}$$

$$\sqrt{[(-9)^2 + (-0.4)^2 + (-3.8)^2 + (6.9)^2 + (1.2)^2 + (0)^2 + (0)^2 + (0)^2]}$$

$$= \sqrt{144.65}$$

$$= 12$$

Appendix I – Inclusion of ELLs in 2017

English language learners (ELLs) are included in the STAAR components of 2017 accountability with specific provisions based on their number of years of enrollment in U.S. schools.

Data Sources

The following data sources are used to identify ELLs for inclusion in accountability:

Texas English Language Proficiency Assessment System (TELPAS) – All students tested on TELPAS are considered current ELL students, including students with a parental denial for instructional services. Data used for ELL accountability purposes include the following:

- Years of enrollment in U.S. schools
- Unschooled asylees/refugees
- Students with interrupted formal education or schooling (SIFE)
- Parental denial of Bilingual or English as a Second Language (BE/ESL) instructional services

Public Education Information Management System (PEIMS) fall enrollment information as of the October snapshot date – PEIMS data may be provided by the school district to the testing contractor in order to populate test answer documents and subsequently appear on the Consolidated Accountability File (CAF). The student's enrolled grade level is the only data item populated by PEIMS that is used for ELL accountability purposes.

Note that PEIMS immigrant status is not used for accountability. Also, PEIMS data collections of parental denials for instructional services is used only if the data are included in the CAF data files.

2017 Performance Indices

The following tables detail how STAAR results for ELLs are included in each of the four indices.

Index 1: Student Achievement

Index 1: Student Achievement	Years in U.S. Schools	STAAR Tests (with or without accommodations)		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	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	<p>Spanish STAAR Approaches Grade Level Standard</p> <p>English ELL Progress Measure</p>	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Index 1 does not include English-version assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Index 2: Student Progress

Index 2: Student Progress	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	Student Progress Measure
	<i>Second through fourth year of enrollment in U.S. schools</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure
<i>Fifth year or more of enrollment in U.S. schools*</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure	

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Note that Index 2 includes the appropriate student progress measure for which the ELL was eligible to receive a calculation. ELLs will receive either an ELL progress measure or a STAAR progress measure, but not both.

Spanish to English Transition Proxy Calculation

A small number of students, including students not identified as ELLs, may have taken the STAAR reading Spanish version in 2016, transitioned in 2017 to the STAAR reading English version, but do not have a STAAR progress measure or ELL progress measure. In these unique cases, a Spanish-to-English transition proxy calculation is applied for Index 2. For example, a student takes the grade 5 STAAR reading Spanish version during the spring 2016 administration. The following year, the student is tested on the grade 6 STAAR reading English version. If the student is not eligible for a progress measure plan, or exceeds the time frame of their ELL progress measure plan, the ELL progress measure will not be reported. In addition, a STAAR progress measure cannot be calculated because the language versions have changed. In other words, STAAR progress measures for reading are calculated only for students who test in the same language in the prior year and the current year.

To address these unique cases in which students have taken the STAAR reading Spanish version in 2016, transitioned in 2017 to the STAAR reading English version, but do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- Approaches Grade Level standard (English version): One point for each percentage of tests meeting the Approaches Grade Level standard or above
- Meets Grade Level standard (English version): One point for each percentage of tests meeting the Meets Grade Level standard

Index 3: Closing Performance Gaps

	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
Index 3: Closing Performance Gaps	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	<p>Spanish STAAR Approaches Grade Level Standard and Masters Grade Level Standard</p> <p>English ELL Progress Measure and STAAR Meets Grade Level Standard</p>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance

* Index 3 does not include English-version assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools</i>	<p>Spanish STAAR Meets Grade Level Standard <i>(Spanish test versions on any subject)</i></p> <p>English <i>(Not tested on any Spanish versions)</i> Not Included</p>	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Meets Grade Level Standard	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Other Exclusions

Asylees/Refugees and Students with Interrupted Formal Education (SIFE)

State law requires exclusion of asylees/refugees from state accountability until the students' sixth year of enrollment in U.S. schools. Similar exclusions are applied to students with interrupted formal education (SIFE). Therefore, STAAR results for asylees/refugees and students with interrupted formal education who are in their first through fifth years of enrollment in U.S. schools are excluded from 2017 accountability.

ELLs Entering U.S. Schools in Grade 9 or Above

The 2017 accountability results exclude ELLs in their first year of enrollment in U.S. schools in grade 9 or above. As an ELL progresses in high school and successfully gains credits for grade level advancement, the student continues to be excluded from Index 3 and Index 4. **For purposes of accountability, ELLs entering U.S. schools in grade 9 or above who also test using STAAR Alternate 2 will be included as outlined in the previous tables.**

The table below describes the provision for continued exclusion from Index 3 and Index 4, both of which measure STAAR performance at advanced levels of performance. The exclusion from these indices recognizes that ELLs enrolled in their earliest years in U.S. schools need additional time to attain English language proficiency and master academic concepts at the highest level of performance measured at Meets Grade Level and Masters Grade Level standards. At the same time, the provision requires that ELLs continue to achieve course credit for advancement to the next grade level and eventually toward graduation.

The enrolled grade level reported on the fall 2016 PEIMS enrollment submission and the number of years of enrollment in U.S. schools reported on 2017 TELPAS determine whether an ELL is considered an "ELL entering grade 9 or above."

For example, an ELL enrolled in grade 10 based on the fall 2016 PEIMS enrollment data will only be included in the 2017 performance indices if the number of years of enrollment in U.S. schools is three or more.

2017 Index 3 and Index 4 ELL Exclusions for Immigrants in Grade 9 and Above				
Years in U.S. Schools	Enrolled Grade 9	Enrolled Grade 10	Enrolled Grade 11	Enrolled Grade 12
<i>First year</i>	Not included			
<i>Second year</i>	Included as other ELL	Not included	Not included	Not included
<i>Third year</i>		Included as other ELL	Included as other ELL	
<i>Fourth year</i>				Included as other ELL
<i>Fifth year</i>				
<i>Sixth year or more</i>		Included as other ELL		

ELL Student Group Definitions

The table below summarizes which student groups are evaluated in each performance index and in system safeguards and describes how the ELL student group is defined when it is evaluated as a separate group. Note that each of the accountability indicator student groups also include ELLs based on demographic characteristics (race/ethnicity or economically disadvantaged) and program participation (special education).

2017 Accountability ELL Student Group Evaluations

Report	Student Groups Evaluated	ELL Student Group Definition
Index 1: Student Achievement		
STAAR percent met Approaches Grade Level standard	All students	ELLs are not evaluated as a group
Index 2: Student Progress		
STAAR weighted growth	<ul style="list-style-type: none"> All students Race/ethnicity (seven groups) English language learners Special education 	Current and monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status
Index 3: Closing Performance Gaps		
STAAR weighted performance (Approaches Grade Level standard and Masters Grade Level standard)	<ul style="list-style-type: none"> Economically disadvantaged Race/ethnicity (two lowest-performing groups) 	ELLs are not evaluated as a group
Index 4: Postsecondary Readiness		
STAAR percent met Meets Grade Level standard	<ul style="list-style-type: none"> All students Race/ethnicity (seven groups) 	ELLs are not evaluated as a group
Graduation plan rates		
Postsecondary component: college and career ready		
Graduation rates	<ul style="list-style-type: none"> All students Race/ethnicity (seven groups) English language learners Special education 	ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending grades 9–12 in a Texas public school
<i>or</i> Annual dropout rates grades 9–12		Current ELLs Current ELLs reported as LEP on PEIMS

2017 Accountability ELL Student Group Evaluations (cont.)

Report	Student Groups Evaluated	ELL Student Group Definition
System Safeguards		
STAAR percent met Approaches Grade Level standard	<ul style="list-style-type: none"> • All students • Economically disadvantaged • Race/ethnicity (seven groups) • English language learners • Special education 	Current and monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status
STAAR participation rates		Current ELLs Current ELLs reported as LEP on test answer documents (TELPAS or STAAR)
Federal graduation rates (4-year and 5-year)		ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending grades 9–12 in a Texas public school
District 1% limit on STAAR Alternate 2	All students	ELLs are not evaluated as a group

Appendix J – Accountability System Reports

Accountability Reports

When TEA releases accountability ratings each year, it also releases the performance data used to determine accountability ratings and award distinction designations. These data allow the user to calculate the accountability rating and determine why a district or campus did or did not earn a distinction designation. See “Appendix F – Accountability Reports.”

Performance Reports

In addition to the accountability reports, other district and campus performance reports are published annually.

Texas Academic Performance Report (TAPR)

Formerly known as the Academic Excellence Indicator System (AEIS) reports, these reports pull together a wide range of information on the performance of students in each school and district in Texas. The reports also provide extensive information on staff, programs, and demographics for each school and district. (Texas Education Code (TEC) §§39.301 and 39.306)

Texas Performance Reporting System (TPRS)

The TPRS provides additional performance reports and results not previously available. It integrates state and federal reporting requirements and covers a range of performance and participation results for a number of student groups, including economically disadvantaged and non-economically disadvantaged, male and female, special and non-special education, and migrant and non-migrant. Results are also reported for English language learners (ELLs) and Career and Technical Education (CTE) student groups.

School Report Card (SRC)

The School Report Card combines accountability ratings, data from the Texas Academic Performance Reports (TAPR), and financial information to give a broad view of campus performance. Available for each campus in Texas, the SRC is intended specifically to inform parents and guardians about a school’s individual characteristics and its academic performance. (TEC §39.305)

Federal Report Card (FRC)

Section 1111(h) (1) and (2) of the No Child Left Behind Act of 2001 (NCLB) requires annual reporting of student achievement and federal accountability information by state, local educational agency, and school.

Snapshot: School District Profiles

Snapshot is an on-line resource that provides an overview of public education in Texas for a particular school year. In addition to state-level information, this product contains a profile showing characteristics of each public school district and charter school. Snapshot summary tables provide district information in some common categories, and a peer search function permits grouping districts according to shared characteristics. While Snapshot does provide an overview of public education in Texas at the state level and for each district, it does not provide campus-level information.

Texas Consolidated School Rating Report

These reports combine the state academic accountability rating, distinction designations, School Financial Integrity Rating System of Texas (FIRST) rating, and locally-assigned community and student engagement ratings for each district and campus in Texas. (TEC §39.363)

Texas School Accountability Dashboard

This comparison reporting system makes it possible to find clear and concise accountability information and demographics for an individual school, an entire school district, or the state as a whole. It also allows anyone to easily compare districts or schools. (TEC §39.309)

All reports are available online at <http://tea.texas.gov/accountability>.

Appendix K – Data Sources

This appendix provides data sources for the indicators used in the accountability system, including those used for system safeguards and distinction designations.

The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors, and the General Educational Development (GED) testing service. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

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 is sent per student. If a student takes an ACT examination more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration are used in creating the SAT/ACT 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 examination 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 Service (ETS)	For the 2017 accountability ratings, ETS is TEA's contractor for the STAAR grades 3–8 and EOC assessment portions of the statewide assessment program. ETS produces the consolidated accountability file (CAF) used to assign accountability ratings and award distinction designations.
International Baccalaureate (IB)	International Baccalaureate provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration are used in creating the AP/IB indicator.

Organization Name	Description
Pearson	For the 2017 accountability ratings, Pearson is TEA's contractor for the STAAR Alternate 2, TELPAS, and TAKS portions of the statewide assessment program. The results of STAAR Alternate 2 and TELPAS are included in the CAF produced by ETS.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the TEA GED Unit. Unlike the information in most TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all four tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers (ESC), and correctional facilities. Tests are given year-round, and the results are transmitted electronically to TEA from the University of Texas Scoring Center.
Texas Higher Education Coordinating Board (THECB)	The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of graduating seniors. The TSIA data include students who enrolled in two-year and four-year colleges or universities in Texas in fall 2016 who also matched to the 2015–16 annual graduates file in TSDS PEIMS. The TSIA data through October 2016 are used in creating the postsecondary indicator.

2. TSDS 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

Record	Name	Description	Submission
405	Special Education Attendance Data	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and instructional-setting codes.	Summer
415	Course Completion Data	Information about each student who was in membership in grades 9–12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, college credit hours and dual-credit indicator.	Summer/Extended
500	Flexible Attendance Data	Information about each student who attends Optional Flexible School Day Program, High School Equivalency Program, Electronic Course Program, or Credit/Promotion Recovery Program. This record contains campus of enrollment, flexible attendance program type, flex attend total eligible minutes, and flex attend total days eligible.	Summer
505	Flexible Special Education Attendance Data	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	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 • Is from a family with an annual income at or below the official federal poverty line
English Language Learners (ELL)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as English language learners by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as ELL receive bilingual or English as a second language instruction, although most do.</p>
Race/ Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, white, or two or more races.</p>
Special Education	<p>A student who receives special instruction and related developmental, corrective, supportive, or evaluative services. A student's Admission, Review, and Dismissal (ARD) committee decides on the student's participation in testing and graduation programs.</p>

4. Opportunities for Data Correction

4.1. TSDS PEIMS

General Data. The TSDS PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all accountability reports, whether they show ratings or distinctions, is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. See the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ for more details about the correction windows and submission deadlines.

Unique ID System Updates (UID). Student identification changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable identification records. *Texas Education Data Standards* should be followed to ensure that identification updates submitted by districts are processed properly. For more information, please see the edit process for student identification online at http://www.texasstudentdatasystem.org/TSDS/News_and_FAQs/FAQs/UID_PID_andPET/.

4.2. Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups for district and campus ratings. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they can provide corrections to the test contractor and request corrected reports. However, only corrections submitted by districts in the Texas Assessment Management System during the correction window to the *Test Taken Information* field are reflected in the consolidated accountability file (CAF) used for determining accountability ratings and subsequent reports (e.g. TAPR, TPRS, and School Report Cards).

SAT, ACT, TSIA, AP, and IB. The student taking the SAT, ACT, TSIA, AP, or IB tests identifies the campus to which scores are attributed. Districts are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies have finalized results, subsequent corrections are not reflected in any national, state, district, or campus results released.

5. Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall TSDS PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate the index scores and distinction designations. See “Appendix G – Inclusion or Exclusion of Performance Data” for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Description
13	Texas Juvenile Probation Commission facility - By court order, not regularly assigned to the district
14	Texas Juvenile Probation Commission facility - By court order, regularly assigned to the district
15	Texas Juvenile Probation Commission facility - Not by court order, not regularly assigned to the district
16	Texas Juvenile Probation Commission facility - Not by court order, regularly assigned to the district
17	Texas Youth Commission facility - By court order, not regularly assigned to the district
18	Texas Youth Commission facility - By court order, regularly assigned to the district
19	Texas Youth Commission facility - Not by court order, not regularly assigned to the district
20	Texas Youth Commission facility - Not by court order, regularly assigned to the district
21	Residential treatment facility - By court order, not regularly assigned to the district
22	Residential treatment facility - By court order, regularly assigned to the district
23	Residential treatment facility - Not by court order, not regularly assigned to the district
24	Residential treatment facility - Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility - By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility - By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility - Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility - Not by court order, regularly assigned to the district

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 and Other Federal Requirements” for detailed information on the methodology used to evaluate system safeguards.

Year of Data: 2016–17

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, and school districts with a CAF, which 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 designation indicators are evaluated for the all students group only.

The testing contractor pre-codes student demographic and program information onto the test answer documents. The contractor uses either TSDS 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. The CAF provided by the testing contractor includes the most recent demographic and program information available. If the student was administered the TELPAS, the value in the LEP field on the CAF will be 'C.'

Other Information:

- *Student Progress Measures.* The STAAR progress measure and ELL progress measure results are used in the Index 2 evaluations. In addition, the ELL progress measure results are included in the Index 1 and Index 3 evaluations. Detailed information about the STAAR progress measure is available online under the “STAAR Specific Resources” heading at <http://tea.texas.gov/student.assessment/staar/>. Detailed information about the ELL progress measure is available online under the “ELL Progress Measure” heading at [http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/Progress_Measures/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results from an approved substitute assessment and verified the student's score to determine whether the student met the performance standard to qualify for a public high school 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 Approaches Grade Level standard results for Index 1 and the Meets Grade Level standard results in Index 4. Substitute assessment results are not included in the Index 2 or Index 3 calculations.
- *STAAR-L.* Performance on the summer 2016 and fall 2016 linguistically-accommodated version of the STAAR EOC Algebra I, biology, and U.S. history is evaluated and included in all indices. See Appendix I for more information regarding inclusion of assessments via the ELL progress measure.
- *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, or distinction designation calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in the 2017 accountability calculations.

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 (5 tests)	✓	✓	✓	✓
STAAR EOC Substitute Assessment	✓	n/a (1)	n/a (1)	✓
STAAR (online with accommodations)	✓	✓	✓	✓
STAAR Alternate 2	✓	✓	✓	✓

✓: Used in Accountability

n/a: Not Available

(1) Substitute assessments apply to the Meets Grade Level student performance standard only and progress measures are not calculated.

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

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
<p>Approaches Grade Level Standard (Index 1 and System Safeguards)</p>	<p>Percentage of tests taken in 2016–17 that 1) met or exceeded the 2017 Approaches Grade Level standard, 2) met or exceeded the Approaches Grade Level standard in place when the test taker was first eligible to take an EOC, 3) met or exceeded the ELL progress measure, or 4) met the Meets Grade Level standard through a substitute assessment. <i>(from CAF)</i></p>	<p>Index 1: All students</p> <p>System Safeguards:</p> <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (current and monitored) 	<p>Index 1: Student Achievement</p> <p>System Safeguards: Performance</p>
<p>Approaches Grade Level Standard (Index 3)</p>	<p>Percentage of tests taken in 2016–17 that 1) met or exceeded the Approaches Grade Level standard, 2) met or exceeded the Approaches Grade Level standard in place when the test taker was first eligible to take an EOC, or 3) met or exceeded the ELL progress measure. <i>(from CAF)</i></p>	<p>Index 3:</p> <ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Two lowest performing racial/ethnic groups from 2015–16 (based on the 2016 Index 1 outcomes) 	<p>Index 3: Closing Performance Gaps</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Postsecondary Readiness Standard	Percentage of students tested in 2016–17 that 1) met the Meets Grade Level standard, or 2) met the Meets Grade Level standard through a substitute assessment in two or more subject areas or one subject area if only one subject area is assessed. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	Index 4: Postsecondary Readiness
Masters Grade Level Standard	Percentage of tests taken in 2016–17 that met the Masters Grade Level standard. ELL students in their second through fourth years in U.S. schools are credited as meeting the Masters Grade Level standard by achieving the STAAR Meets Grade Level standard. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Two lowest performing racial/ethnic groups from 2015–16 (based on the 2016 Index 1 outcomes) 	Index 3: Closing Performance Gaps
Met or Exceeded Progress	Percentage of tests taken in 2016–17 that met or exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to met or exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL (current and monitored) 	Index 2: Student Progress

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Exceeded Progress	Percentage of tests taken in 2016–17 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 reading. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL (current and monitored) 	Index 2: Student Progress
Greater Than Expected Student Progress in ELA/Reading	Percentage of tests taken in 2016–17 that exceeded progress in ELA/reading <i>(from CAF)</i>	All students	AADD: ELA/Reading
Greater Than Expected Student Progress in Mathematics	Percentage of tests taken in 2016–17 that exceeded progress in mathematics <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 3 Reading Performance (Masters Grade Level)	Percentage of grade 3 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 3 Mathematics Performance (Masters Grade Level)	Percentage of grade 3 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 4 Reading Performance (Masters Grade Level)	Percentage of grade 4 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Writing Performance (Masters Grade Level)	Percentage of grade 4 writing tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Mathematics Performance (Masters Grade Level)	Percentage of grade 4 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 5 Reading Performance (Masters Grade Level)	Percentage of grade 5 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 5 Mathematics Performance (Masters Grade Level)	Percentage of grade 5 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 5 Science Performance (Masters Grade Level)	Percentage of grade 5 science tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Grade 6 Reading Performance (Masters Grade Level)	Percentage of grade 6 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 6 Mathematics Performance (Masters Grade Level)	Percentage of grade 6 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 7 Reading Performance (Masters Grade Level)	Percentage of grade 7 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Writing Performance (Masters Grade Level)	Percentage of grade 7 writing tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Mathematics Performance (Masters Grade Level)	Percentage of grade 7 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 8 Reading Performance (Masters Grade Level)	Percentage of grade 8 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 8 Mathematics Performance (Masters Grade Level)	Percentage of grade 8 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Algebra I by Grade 8 - Participation	Percentage of 8th graders enrolled in fall 2016 who took an EOC Algebra I test in the current school year or a prior school year. <i>(from PEIMS 110 and CAF)</i>	All students	AADD: Mathematics
Grade 8 Science Performance (Masters Grade Level)	Percentage of Grade 8 science tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
Grade 8 Social Studies Performance (Masters Grade Level)	Percentage of grade 8 social studies tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
EOC English I Performance (Masters Grade Level)	Percentage of EOC English I tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
EOC Algebra I Performance (Masters Grade Level)	Percentage of EOC Algebra I tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
EOC Biology Performance (Masters Grade Level)	Percentage of EOC Biology tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
EOC English II Performance (Masters Grade Level)	Percentage of EOC English II tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
EOC U.S. History Performance (Masters Grade Level)	Percentage of EOC U.S. History tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
System Safeguards - Participation	<p>1) Number of answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) number of STAAR Alternate 2 testers with a score code of "N", 3) number of STAAR, STAAR A, or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) number of year 1–5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment</p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of "scored" (S), "absent" (A), and "other" (O) assessments <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (current) 	System Safeguards: Participation
Met Federal Limits on Alternative Assessments (District-Level Only)	Number of scored tests that met the STAAR Alternate 2 performance standard not to exceed one percent of the district's total participation denominator <i>(from CAF)</i>	All students	System Safeguards: Met Federal Limits on Alternative Assessments

6.2. Graduation Rate

Years of Data: TSDS PEIMS submission 1 leaver data, 2011–12 through 2016–17; TSDS PEIMS submission 3 attendance data, 2010–11 through 2015–16; TSDS PEIMS submission 1 enrollment data, 2016–17; GED records as of August 31, 2016.

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 101	PEIMS 405	PEIMS 400
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, 2016, or who have a final status of “continued” as of fall 2016. 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.

Leaver Reason Codes	
Code	Leaver Reason
Graduated or received an out-of-state GED	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86	GED outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	College, pursue associate's or bachelor's degree
60	Home schooling
66	Removed-child protective services
81	Enroll in TX private school
82	Enroll in school outside Texas
87	Enroll in university high school diploma program
Withdrawn by school district	
78	Expelled for offense under TEC §37.007, cannot return
83	Withdrawn by district because not entitled to enrollment
Left school for other reasons	
03	Died
16	Return to home country
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
98*	Other

*School leavers with a code 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 88 or 89 LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes.

These designations are provided for informational purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the *Secondary School Completion and Dropouts in Texas Public Schools*.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Four-Year Longitudinal Graduation Rate	<p>Number of students in 2016 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2016 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	<p>Index 4: Graduation Rate</p> <p>AADD: Postsecondary Readiness (all students only)</p>
Five-Year Longitudinal Graduation Rate	<p>Number of students in the 2015 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2015 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	<p>Index 4: Graduation Rate</p>
Six-Year Longitudinal Graduation Rate	<p>Number of students in the 2014 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	<p>Index 4: Graduation Rate</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Federal Four-Year Longitudinal Graduation Rate (without exclusions*)	<p>Number of students in 2016 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2016 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (ever HS) 	System Safeguards: Graduation
Federal Five-Year Longitudinal Graduation Rate (without exclusions*)	<p>Number of students in the 2015 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2015 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (ever HS) 	System Safeguards: Graduation

* State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See the last bullet beginning with “Exclusions ...” of Other Information under “6.3 Annual Dropout Rate” for a detailed list of exclusions.

6.3. Annual Dropout Rate

Year of Data: 2015–16

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.

Numerator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101 (primary & secondary)	PEIMS 101 (primary & secondary)	PEIMS 405
Date	Fall 2015 (primary) Summer 2016 (primary) Fall 2016 (secondary)	Fall 2015 (primary) Summer 2016 (primary) Fall 2016 (secondary)	Fall 2015 Summer 2016

Denominator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101	PEIMS 101	PEIMS 405
Date	Fall 2015 Summer 2016	Fall 2015 Summer 2016	Fall 2015 Summer 2016

Use in 2017 Accountability: Annual Dropout Rate is used in determining Index 4 for high schools and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers. For the 2017 ratings cycle, the end of the school-start window is September 30, 2016.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.

- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on TSDS PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *Texas Education Data Standards* describing the student demographic data (Record Type 101).
- *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 2017, the 2015–16 dropouts reported during the fall 2016 TSDS 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
 - A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds)
 - A student whose initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
 - (Also under TEC §39.054[f]) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located
 - A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
 - Under TEC §39.055, a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state accountability purposes.
 - Under TEC §39.053 (g-2), a student who: (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services will be excluded from campus and district longitudinal rate calculations.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Annual Dropout Rate	<p style="text-align: center;">Number of grade 9–12 dropouts in 2015–16 (from PEIMS 203) ---divided by--- Number of grade 9–12 students who were in attendance at any time during the 2015–16 school year (from PEIMS 110, 400, 500)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	Index 4: Graduation Rate

6.4. Graduation Plan

For 2017 accountability, the graduation plan score is based on the percentage of students graduating under: 1) Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP); or 2) RHSP or DAP or Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA). Beginning with the Class of 2018, all students will be required to select the FHSP. Until then, students may earn an FHSP, 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.

Year of Data: Class of 2016

Student Group Information: Eight student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races.

	Race/Ethnicity
Source	PEIMS 101
Date	Fall 2016

Use in 2017 Accountability: The longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate is used in determining Index 4; the percentage that contributes the most points will be used. The annual rate may be used if a longitudinal rate is not available. The better of the longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. For the Class of 2016, the rule delineates specific requirements for four levels: minimum requirements, RHSP, DAP, and FHSP.
- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with type codes 34, 54, 55, 56 or 57. FHSP graduates with code type of 35 are ineligible for endorsements and are excluded. See the *Texas Education Data Standards* for more information.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Four-Year Longitudinal Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) Rate that excludes Foundation High School Plan (FHSP) Graduates	<p>Number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP (from PEIMS 203) ---divided by---</p> <p>Number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p> <p>AADD: Postsecondary Readiness</p>
Four-Year Longitudinal Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) or Foundation High School Plan (FHSP) with Endorsement (E) or Distinguished Level of Achievement (DLA) Rate	<p>Number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA (from PEIMS 203) ---divided by---</p> <p>Number of graduates in the Class of 2016 with reported graduation plans (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p> <p>AADD: Postsecondary Readiness</p>
Annual Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) Rate that excludes Foundation High School Plan (FHSP) Graduates	<p>Number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP (from PEIMS 203) ---divided by---</p> <p>Number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p>
Annual Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) or Foundation High School Plan (FHSP) with Endorsement (E) or Distinguished Level of Achievement (DLA) Rate	<p>Number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA (from PEIMS 203) ---divided by---</p> <p>Number of graduates in SY 2015–16 with reported graduation plans (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p>

6.5. College-Ready Graduates

Year of Data: 2015–16

Student Group Information: All students

Other Information:

- *TSIA*. This measure includes the performance for the Class of 2016. The test results include TSI assessments through October 2016.
- *SAT and ACT*. This measure includes the performance for the Class of 2016. If a student takes an ACT or SAT test more than once, the performance used is for the most recent examination taken.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Indicator	Methodology					Student Groups Evaluated	Use in 2017 Accountability
College-Ready Graduates	Number of graduates who scored at or above the TSI criteria on both ELA and mathematics on any of the three assessments: TSIA, SAT, or ACT <i>(from PEIMS 101, THECB, College Board, and ACT)</i> ---divided by--- Number of 2015–16 annual graduates with results in both subjects to evaluate <i>(from PEIMS 203)</i>					<ul style="list-style-type: none"> ▪ All students 	AADD: Postsecondary Readiness
	TSI Criteria						
	<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		
	>= 351 on Reading	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite		
	>= 350 on Mathematics	or	>=500 on Mathematics and >=1070 Total	or	>=19 on Mathematics and >=23 Composite		

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

6.6. Index 4: Postsecondary Component – College and Career Readiness

Year of Data: 2015–16

Student Group Information: Eight student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races.

	Race/Ethnicity
Source	PEIMS 101 (primary for SAT, ACT, Annual Graduates, Advanced/Dual Credit, and CTE Coherent Sequence) College Board and ACT (secondary for SAT and ACT)
Date	Spring 2016 Fall 2016 (primary) Fall 2016 (secondary)

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability																				
Index 4: Postsecondary Component - College and Career Readiness	<p style="text-align: center;">Number of 2015–16 annual graduates who</p> <p>1) met TSI criteria in both ELA/reading and mathematics on any of the three assessments: TSIA, SAT, or ACT <i>(from College Board and ACT)</i></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="5">TSI Criteria</th> </tr> <tr> <th style="width: 20%;"><u>TSIA</u></th> <th style="width: 5%;"></th> <th style="width: 25%;"><u>SAT*</u></th> <th style="width: 5%;"></th> <th style="width: 45%;"><u>ACT</u></th> </tr> </thead> <tbody> <tr> <td>>= 351 on Reading</td> <td style="text-align: center;">or</td> <td>>=500 on Critical Reading and >=1070 Total</td> <td style="text-align: center;">or</td> <td>>=19 on English and >= 23 Composite</td> </tr> <tr> <td>>= 350 on Mathematics</td> <td style="text-align: center;">or</td> <td>>=500 on Mathematics and >=1070 Total</td> <td style="text-align: center;">or</td> <td>>=19 on Mathematics and >=23 Composite</td> </tr> </tbody> </table> <p style="text-align: center;">or</p> <p>2) completed and earned credit for at least two advanced/dual-credit courses in 2014–15 or 2015–16 <i>(from PEIMS 415)</i></p> <p style="text-align: center;">or</p> <p>3) 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 during the 2015–16 school year ** <i>(from PEIMS 101 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2015–16 annual graduates <i>(from PEIMS 203)</i></p>	TSI Criteria					<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>	>= 351 on Reading	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite	>= 350 on Mathematics	or	>=500 on Mathematics and >=1070 Total	or	>=19 on Mathematics and >=23 Composite	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	Index 4: Postsecondary Component
TSI Criteria																							
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>																			
>= 351 on Reading	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite																			
>= 350 on Mathematics	or	>=500 on Mathematics and >=1070 Total	or	>=19 on Mathematics and >=23 Composite																			

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

**This includes the CTE Tech Prep Program.

6.7. AP/IB Participation and Performance

Year of Data: 2015–16

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

Use in 2017 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	<ul style="list-style-type: none"> • English Language and Composition • English Literature and Composition 	<ul style="list-style-type: none"> • English A: Literature • English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> • Calculus AB • Calculus BC • Computer Science A • Statistics 	<ul style="list-style-type: none"> • Further Mathematics • Math Studies • Mathematics
Academic Achievement in Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics 1 • Physics 2 • Physics C: Mechanics • Physics C: Electricity and Magnetism • Environment Science 	<ul style="list-style-type: none"> • Biology • Chemistry • Computer Science • Physics • Environmental Systems and Societies • Design Technology
Academic Achievement in Social Studies	<ul style="list-style-type: none"> • United States History • European History • World History • United States Government and Politics • Comparative Government and Politics • Human Geography • Microeconomics • Macroeconomics • Psychology 	<ul style="list-style-type: none"> • History • History Americas • History Europe/ME • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information:

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

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	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 mathematics in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	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 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	All students	AADD: Science
AP/IB Examination Participation: Social Studies	Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	All students	AADD: Social Studies
AP/IB Examination Performance: ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2015–16 <i>(from College Board or IB)</i>	All students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
AP/IB Examination Performance: Mathematics	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in mathematics in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Mathematics
AP/IB Examination Performance: Science	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in science in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Science
AP/IB Examination Performance: Social Studies	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Social Studies
AP/IB Examination Performance: Any Subject	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Postsecondary Readiness

6.8. SAT/ACT Results

Year of Data: 2015–16

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

Use in 2017 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 2017 Accountability
SAT/ACT Participation	Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of total graduates reported for the 2015–16 school year <i>(from PEIMS 203)</i>	All students	AADD: ELA/Reading Mathematics Postsecondary Readiness
SAT/ACT Performance	Number of graduating examinees at or above the criterion score on the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i>	All students	AADD: Postsecondary Readiness
SAT Performance: Reading and Writing	Sum of total scores in reading and writing of all graduates who took the SAT <i>(from College Board)</i> ---divided by--- Number of graduating examinees taking the SAT <i>(from College Board)</i>	All students	AADD: ELA/Reading
SAT Performance: Mathematics	Sum of scores in mathematics of all graduates who took the SAT <i>(from College Board)</i> ---divided by--- Number of graduating examinees taking the SAT <i>(from College Board)</i>	All students	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
ACT Performance: ELA	Sum of average scores in English and reading of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: ELA/Reading
ACT Performance: Mathematics	Sum of scores in mathematics of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Mathematics
ACT Performance: Science	Sum of scores in science of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Science

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

6.9. Advanced/Dual-Credit Course Completion

Year of Data: 2015–16

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

Use in 2017 Accountability: This indicator is used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- Advanced/Dual-Credit Course Completion by Subject. Advanced/dual-credit course completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- Advanced Course List. A list of courses designated as advanced is published each year in the *TAPR Glossary*. The most current list can be accessed online at https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/glossary_1.18.pdf.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Advanced/Dual-Credit Course Completion Rate: Any Subject	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course <i>(from PEIMS 415)</i>	All students	AADD: Postsecondary Readiness
Advanced/Dual-Credit Course Completion Rate: ELA	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in ELA <i>(from PEIMS 415)</i>	All students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Advanced/Dual-Credit Course Completion Rate: Mathematics	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in mathematics <i>(from PEIMS 415)</i>	All students	AADD: Mathematics
Advanced/Dual-Credit Course Completion Rate: Science	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in science <i>(from PEIMS 415)</i>	All students	AADD: Science
Advanced/Dual-Credit Course Completion Rate: Social Studies	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in social studies <i>(from PEIMS 415)</i>	All students	AADD: Social Studies

6.10. Attendance Rate

Year of Data: 2015–16

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

Use in 2017 Accountability: Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Attendance Rate	Total number of days students in grade 1–12 are present during the 2015–16 school year <i>(from PEIMS 400)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during the 2015–16 school year <i>(from PEIMS 400)</i>	All students	AADD: ELA/Reading Mathematics Science Social Studies

6.11. CTE-Coherent Sequence Graduates

Year of Data: 2015–16

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

Use in 2017 Accountability: CTE-coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
CTE-Coherent Sequence Graduates	Number of 2015–16 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 during the 2015-16 school year* <i>(from PEIMS 101 [summer])</i> ---divided by--- Number of 2015–16 annual graduates <i>(from PEIMS 203)</i>	All students	AADD: Postsecondary Readiness

* This includes the CTE Tech Prep Program.

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