**Overview of 2015 State Accountability System**

**Performance Index Framework**

<table>
<thead>
<tr>
<th>Index 1: Student Achievement</th>
<th>Index 2: Student Progress</th>
<th>Index 3: Closing Performance Gaps</th>
<th>Index 4: Postsecondary Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAAR Satisfactory Performance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Combined over all subject areas evaluated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Credit given for meeting phase-in 1 level II performance standard on STAAR reading, writing, science, and social studies at grades 3–8 (including Spanish versions where applicable);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EOC assessments administered in the spring and the previous fall and summer; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• STAAR L (linguistically accommodated) included through the ELL progress measure.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Progress to Satisfactory or Advanced Performance Levels**

- Ten student groups evaluated
- All students
- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander
- White
- Two or more races
- Students with disabilities

- Current and two-year monitored English language learners (ELLs)

- Combined across subject areas (reading, writing, and mathematics [Algebra I only] for available grades)

- Same assessments used in Index 1 where STAAR Progress and ELL progress measures are available

- Credit based on weighted performance across all subject areas
  - One point credit given for each percentage of tests at the met or exceeded growth expectations level
  - One additional point credit given for each percentage of tests at the exceeded growth expectations level

**Achievement Gaps Measured for Satisfactory and Advanced Levels**

- All economically disadvantaged students and two lowest performing racial/ethnic groups based on the Index 1 student achievement indicator reported in the prior year

- Same assessments used in Index 1

- Credit based on weighted performance by subject
  - One point credit given for each percentage of tests meeting the phase-in 1 level II performance standard or above

- One additional point credit given for each percentage of tests meeting the final level III advanced performance standard

**Measures of Postsecondary Readiness**

- Credit based on four postsecondary components

- **STAAR Postsecondary Readiness**
  - Eight student groups evaluated: all students and each race/ethnicity
  - Combined over all subject areas
  - Credit given for meeting postsecondary readiness standard (final level II)

- **High School Graduation Rates**
  - Four-year or five-year graduation rate (or annual dropout rate if no graduation rate)
  - Ten student groups evaluated: all students, each race/ethnicity, students with disabilities, and ELL (at any time in high school)

- **High School Diploma Plans**
  - Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) graduates
  - Eight student groups evaluated: all students and each race/ethnicity

- **Additional Postsecondary Indicators**
  - Percent of annual graduates that either
    - Met College-Ready Graduates criteria,
    - Earned credit for two advanced course/dual credit courses, or
    - Enrolled in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.

**Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness**

- Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.

**Distinction Designations for Academic Achievement in Reading/ELA, Mathematics (Algebra I only), Science, and Social Studies**

- Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and advanced (level III) performance on STAAR in four subjects.

**System Safeguards**

- Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance

---

*R*Results for the following assessments will not be used to calculate index scores or determine distinction designations in 2015: 1) STAAR A and STAAR Alternate 2 for all subjects and grade levels, including EOCs and 2) all STAAR assessments in mathematics, grades 3–8.