

Overview of 2015 State Accountability System\*

Shaded areas are new for 2015

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Performance Index Framework	<p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>All students</li> <li>Combined over all subject areas evaluated</li> <li>Credit given for meeting phase-in 1 level II performance standard on                             <ul style="list-style-type: none"> <li>STAAR reading, writing, science, and social studies at grades 3–8 (including Spanish versions where applicable);</li> </ul> </li> <li>EOC assessments administered in the spring and the previous fall and summer; and</li> <li>STAAR L (linguistically accommodated) included through the ELL progress measure.</li> </ul>	<p><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>Ten student groups evaluated                             <ul style="list-style-type: none"> <li>All students</li> <li>African American</li> <li>American Indian</li> <li>Asian</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>White</li> <li>Two or more races</li> <li>Students with disabilities</li> <li>Current and two-year monitored English language learners (ELLs)</li> </ul> </li> <li>Combined across subject areas (reading, writing, and mathematics [Algebra I only] for available grades)</li> <li>Same assessments used in Index 1 where STAAR Progress and ELL progress measures are available</li> <li>Credit based on weighted performance across all subject areas                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of tests at the met or exceeded growth expectations level</li> <li>One additional point credit given for each percentage of tests at the exceeded growth expectations level</li> </ul> </li> </ul>	<p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>All economically disadvantaged students and two lowest performing racial/ethnic groups based on the Index 1 student achievement indicator reported in the prior year</li> <li>Same assessments used in Index 1</li> <li>Credit based on weighted performance by subject                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of tests meeting the phase-in 1 level II performance standard or above</li> <li>One additional point credit given for each percentage of tests meeting the final level III advanced performance standard</li> </ul> </li> </ul>	<p><b>Measures of Postsecondary Readiness</b></p> <p>Credit based on four postsecondary components</p> <p><b>STAAR Postsecondary Readiness</b></p> <ul style="list-style-type: none"> <li>Eight student groups evaluated: all students and each race/ethnicity</li> <li>Combined over all subject areas</li> <li>Credit given for meeting postsecondary readiness standard (final level II)</li> </ul> <p><b>High School Graduation Rates</b></p> <ul style="list-style-type: none"> <li>Four-year or five-year graduation rate (or annual dropout rate if no graduation rate)</li> <li>Ten student groups evaluated: all students, each race/ethnicity, students with disabilities, and ELL (at any time in high school)</li> </ul> <p><b>High School Diploma Plans</b></p> <ul style="list-style-type: none"> <li>Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) graduates</li> <li>Eight student groups evaluated: all students and each race/ethnicity</li> </ul> <p><b>Additional Postsecondary Indicators</b></p> <ul style="list-style-type: none"> <li>Percent of annual graduates that either                             <ul style="list-style-type: none"> <li>Met College-Ready Graduates criteria,</li> <li>Earned credit for two advanced course/dual credit courses, or</li> <li>Enrolled in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.</li> </ul> </li> </ul>
	Additional Evaluations	<p><b>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness*</b></p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p>	<p><b>Distinction Designations for Academic Achievement in Reading/ELA, Mathematics (Algebra I only), Science, and Social Studies*</b></p> <p>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.</p>	<p><b>System Safeguards*</b></p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance</p>
<p>*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.</p>				