

Overview of 2016 State Accountability System

Shaded areas are new for 2016

| | Index 1: Student Achievement | Index 2: Student Progress | Index 3: Closing Performance Gaps | Index 4: Postsecondary Readiness |
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| Performance Index Framework | <p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> All students Combined over all subject areas evaluated Credit given for meeting Level II Satisfactory Standard on <ul style="list-style-type: none"> STAAR reading, mathematics, writing, science, and social studies at grades 3–8 (including Spanish versions where applicable); STAAR A; STAAR Alternate 2; EOC assessments administered in the spring and the previous fall and summer; and STAAR L (linguistically accommodated) included through the ELL progress measure. | <p>Student Progress to Satisfactory or Advanced Performance Levels</p> <ul style="list-style-type: none"> Ten student groups evaluated <ul style="list-style-type: none"> All students African American American Indian Asian Hispanic Pacific Islander White Two or more races Students served by special education Current and monitored English language learners (ELLs) Combined across subjects STAAR and ELL progress measures for reading and mathematics in grades 4–8, Algebra I and English II EOCs ELL progress measure only for reading and mathematics in grade 3 and English I EOC Credit based on weighted performance across all subject areas <ul style="list-style-type: none"> One point given for each percentage of tests at the met or exceeded growth expectations level One point given for each percentage of tests at the exceeded growth expectations level | <p>Achievement Gaps Measured for Satisfactory and Advanced Levels</p> <ul style="list-style-type: none"> Economically disadvantaged students and two lowest-performing racial/ethnic groups based on the <i>Student Groups to be Evaluated in 2016 for Index 3: Closing Performance Gaps</i> report posted December 15, 2015, in TEASE Same assessments used in Index 1 (excluding STAAR L) Credit based on weighted performance by subject <ul style="list-style-type: none"> One point given for each percentage of tests meeting the Level II Satisfactory Standard or above One point given for each percentage of tests meeting the Level III Advanced Standard | <p>Measures Postsecondary Readiness</p> <p>Credit based on four postsecondary components</p> <p>STAAR Postsecondary Readiness</p> <ul style="list-style-type: none"> Eight student groups evaluated: all students and each race/ethnicity Credit given for meeting postsecondary readiness standard (Final Level II) on two or more subject-area tests <p>High School Graduation Rates</p> <ul style="list-style-type: none"> 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 served by special education, and ELL (at any time in high school) <p>High School Diploma Plans</p> <ul style="list-style-type: none"> Percent Recommended High School Plan, Distinguished Achievement (Advanced) Plan (RHSP/DAP), or percent RHSP/DAP and Foundation High School Plan Rate with Endorsement (FHSP-E) or Distinguished Level of Achievement (FHSP-DLA) graduates Eight student groups evaluated: all students and each race/ethnicity <p>Additional Postsecondary Indicators</p> <ul style="list-style-type: none"> Percent of annual graduates that either <ul style="list-style-type: none"> 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. |
| | Additional Evaluations | <p>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness</p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p> | <p>Distinction Designations for Academic Achievement in ELA/Reading, Mathematics, Science, and Social Studies</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>System Safeguards</p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance</p> |