# Overview of 2016 State Accountability System

Shaded areas are new for 2016

## Performance Index Framework

### Index 1: Student Achievement

**STAAR Satisfactory Performance**

- All students
- Combined over all subject areas evaluated
- Credit given for meeting Level II Satisfactory Standard on
  - 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.

### Index 2: Student Progress

**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 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
  - 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

### Index 3: Closing Performance Gaps

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

- Economically disadvantaged students and two lowest-performing racial/ethnic groups based on the *Student Groups to be Evaluated in 2016 for Index 3: Closing Performance Gaps* report posted December 15, 2015, in TEASE
- Same assessments used in Index 1 (excluding STAAR L)
- Credit based on weighted performance by subject
  - 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

### Index 4: Postsecondary Readiness

**Measures Postsecondary Readiness**

Credit based on four postsecondary components

**STAAR Postsecondary Readiness**

- 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

**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 served by special education, and ELL (at any time in high school)

**High School Diploma Plans**

- 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

**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.

## Additional Evaluations

**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 ELA/Reading, Mathematics, 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