

# Overview of 2017 State Accountability System

Shaded areas are new for 2017

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
<b>Performance Index Framework</b>	<p><b>Measures Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>All students</li> <li>Combined over all subject areas evaluated (reading, mathematics, writing, science, and social studies)</li> <li>Credit given for meeting Approaches Grade Level standard on                             <ul style="list-style-type: none"> <li>STAAR (with and without accommodations) in grades 3–8 (including Spanish versions where applicable);</li> <li>STAAR Alternate 2; and</li> <li>EOC assessments (with and without accommodations) administered in the spring and the previous fall and summer</li> </ul> </li> </ul>	<p><b>Measures Student Progress</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 served by special education</li> <li>Current and monitored English language learners (ELLs)</li> </ul> </li> <li>Combined across both ELA/reading and mathematics</li> <li>STAAR and ELL progress measures for reading and mathematics in grades 4–8, Algebra I and English II EOCs</li> <li>ELL progress measure only for reading and mathematics in grade 3 and English I EOC</li> <li>Credit based on weighted performance across all subject areas                             <ul style="list-style-type: none"> <li>One point given for each percentage of tests at the met or exceeded growth expectations level</li> <li>One point 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>Economically disadvantaged students and two lowest-performing racial/ethnic groups based on the Index 1 student achievement indicator data reported in the prior year</li> <li>Same assessments as used in Index 1 except for EOC substitute assessments</li> <li>Credit based on weighted performance by subject                             <ul style="list-style-type: none"> <li>One point given for each percentage of tests meeting the Approaches Grade Level standard or above</li> <li>One point given for each percentage of tests meeting the Masters Grade Level standard</li> </ul> </li> </ul>	<p><b>Measures 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>Credit given for meeting the Meets Grade Level standard on two or more subject-area tests</li> <li>Same assessments as used in Index 1</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 served by special education, 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 High School Plan, Distinguished Achievement 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</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/dual-credit/dual-enrollment 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>
<b>Additional Evaluations</b>	<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 ELA/Reading, Mathematics, 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 (Masters Grade Level) 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>	