

OVERVIEW OF THE 2018 STATE ACCOUNTABILITY SYSTEM

STUDENT ACHIEVEMENT



All Students

Part A: STAAR

- Combined over all subject areas evaluated (reading, mathematics, writing, science, and social studies)
- Credit awarded for Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on
 - ♦ STAAR* (with and without accommodations) in grades 3–8 (including Spanish versions where applicable);
 - ♦ OC assessments (with and without accommodations); and
 - ♦ STAAR Alternate 2 at Level II Satisfactory and Level III Accomplished standards.

Part B: College, Career, and Military Readiness

Percentage of annual graduates that accomplish any one of the following:

- Meet TSI criteria in ELA/reading and mathematics on assessments or college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Enlist in the U.S. Armed Forces
- Earn an approved industry-based certification
- Earn an associate's degree while in high school• Graduate with completed IEP and workforce readiness
- Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications (one-half point credit)

Part C: Graduation Rate

Four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate)

Domain Score

For elementary and middle schools, the Student Achievement domain score is based solely on the STAAR component. For districts and high schools, the three components are weighted 40%-40%-20%, respectively.

SCHOOL PROGRESS



All Students

Part A: Academic Growth

Credit awarded for students who improve performance year over year as measured by STAAR progress measures and performance levels on STAAR reading and mathematics.

Part B: Relative Performance

Credit awarded based on performance relative to similar districts or campuses.

Domain Score

The School Progress domain score is the better of Part A: Academic Growth or Part B: Relative Performance.



74
Academic
Growth



83
Relative
Performance

CLOSING THE GAPS



All Students and Disaggregated Student Groups

Student performance disaggregated by the following:

- All students
- Race/ethnicity
- Economically disadvantaged status
- Current special education
- Former special education
- Current and monitored English learners
- Continuously enrolled
- Non-continuously enrolled

Components

Part A: Grade Level Performance

Part B: Academic Growth

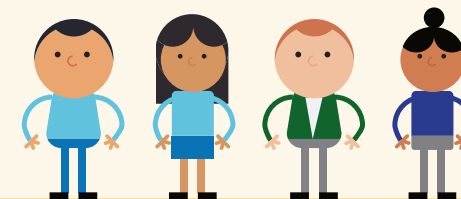
Part C: English Language Proficiency

Part D: Student Achievement

Domain Score

Credit awarded based on weighted performance of student groups against annual targets set by subject area.

The Closing the Gaps domain score is based on the four components weighted by district or campus type.

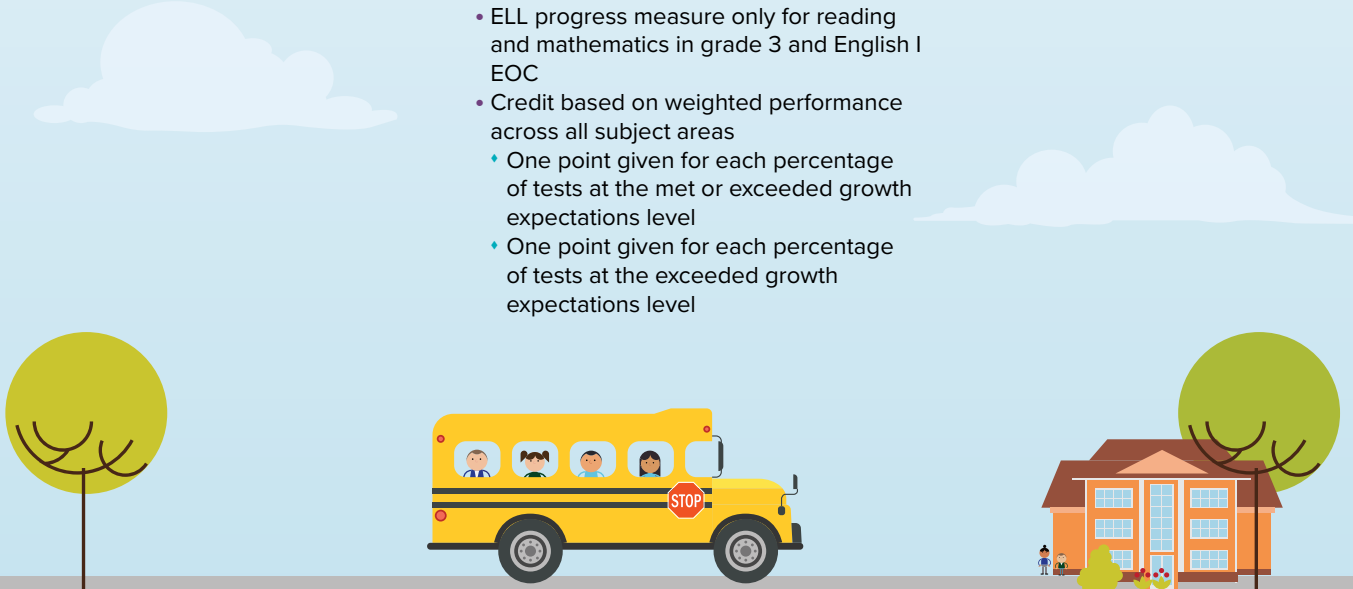


30% of overall rating

Better of either Student Achievement or School Progress = **70%** of overall rating

Distinction designations are awarded to campuses in ELA/reading, mathematics, science, social studies, Academic Growth, and Closing the Gaps. Distinction designations are awarded to campuses and districts in Postsecondary Readiness. Campuses must be rated Met Standard overall to be eligible for distinction designations. Districts rated F overall and alternative education accountability campuses are not eligible for distinction designations.

OVERVIEW OF THE 2017 STATE ACCOUNTABILITY SYSTEM

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Performance Index Framework	<p>Measures Satisfactory Performance</p> <ul style="list-style-type: none"> All students Combined over all subject areas evaluated (reading, mathematics, writing, science, and social studies) Credit given for meeting Approaches Grade Level standard on <ul style="list-style-type: none"> STAAR (with and without accommodations) in grades 3–8 (including Spanish versions where applicable); STAAR Alternate 2; and EOC assessments (with and without accommodations) administered in the spring and the previous fall and summer 	<p>Measures Student Progress</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 both ELA/reading and mathematics 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 Index 1 student achievement indicator data reported in the prior year Same assessments as used in Index 1 except for EOC substitute assessments Credit based on weighted performance by subject <ul style="list-style-type: none"> One point given for each percentage of tests meeting the Approaches Grade Level standard or above One point given for each percentage of tests meeting the Masters Grade Level 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 the Meets Grade Level standard on two or more subject-area tests Same assessments as used in Index 1 <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 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/dual-credit/dual-enrollment 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 (Masters Grade Level) 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>	