



- Ratings**
- Met Standard
 - Met Alternative Standard
 - Improvement Required

A target score is assigned to each index, and a district or campus must meet an index’s target in order to demonstrate acceptable performance for that index.

- Student Subgroups**
- All Students
 - African American
 - Hispanic
 - White
 - American Indian
 - Asian
 - Pacific Islander
 - Two or More Races
 - Economically Disadvantaged
 - Special Education
 - English Language Learners (ELL)

To earn a *Met Standard* or *Met Alternative Standard* rating in 2015, a district or campus had to meet the target on at least three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4. Districts and campuses that did not meet the target on at least these three indices were rated *Improvement Required*.

**Index 1:
Student Achievement**

STAAR

- Percentage of students who met the satisfactory standard aggregated across grade levels by subject area
- Percentage of students who met/exceeded ELL progress measure expectations aggregated across grade levels by subject area
- Percentage of students who met the equivalency standard on an EOC substitute assessment aggregated across grade levels by subject area

**Index 2:
Student Progress**

STAAR

- Percentage of students who met /exceeded STAAR progress measure expectations aggregated across grade levels by subject area
- Percentage of students who met/exceeded ELL progress measure expectations aggregated across grade levels by subject area

**Index 3:
Closing
Performance Gaps***

STAAR

- Percentage of students who met or exceeded satisfactory standard aggregated across grade levels by subject area
- Percentage of students who met advanced academic performance standard aggregated across grade levels by subject area
- Percentage of certain ELL students who met final Level II performance standard aggregated across grade levels by subject area

* Measures performance of only economically disadvantaged students and the two-lowest performing racial/ethnic groups from the previous year.

**Index 4:
Postsecondary Readiness**
(Four, equally weighted indicators)

STAAR/EOC Substitute Assessments

- Percentage of students who met or exceeded final Level II performance standard on two or more subject area STAAR tests
- Percentage of students who met equivalency standard on EOC substitute assessments

Graduation rate

- Four-year longitudinal rate
- Five-year longitudinal rate
- Annual dropout rate if longitudinal graduation rate is unavailable

Diploma Plans

- Percentage of students who graduate under the Recommended High School Program
- Percentage of students who graduate under the Distinguished Achievement Program

Postsecondary Component

- Percentage of graduates who met college-ready graduates criteria
- Percentage of annual graduates who earned credit for two advanced or dual-credit courses
- Percentage of graduates who enrolled in a coherent sequence of two or more CTE courses as part of a four-year plan of study.

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