

FISD	Index 1 (60)	Index 2 (22)	Index 3 (28)	Index 4 (60)
2016	68	42	37	83
2015	72	28	41	81
2014	74	45	38	75
FHS	Index 1 (60)	Index 2 (17)	Index 3 (30)	Index 4 (60)
2016	77	38	45	85
2015	82	30	47	85
2014	76	NA	40	75
FJH	Index 1 (60)	Index 2 (30)	Index 3 (26)	Index 4 (13)
2016	70	40	34	31
2015	81	34	38	29
2014	78	39	37	30
ABD	Index 1 (60)	Index 2 (32)	Index 3 (28)	Index 4 (12)
2016	63	46	34	28
2015	57	23	25	23
2014	72	50	37	33

() = Target

Index 1: Student Achievement

Index 2: Student Progress

Index 3: Closing Performance Gaps

Index 4: College Readiness

	Rating
FISD	Met Standard
FHS	Met Standard
FJH	Met Standard
ABD	Met Standard

Overview of 2015 State Accountability System*				Shaded areas are new for 2015
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
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 phase-in 1 level II performance standard on STAAR reading, writing, science, and social studies at grades 3–8 (including Spanish versions where applicable); 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 with disabilities Current and two-year monitored English language learners (ELLs) Combined across subject areas (reading, writing, and mathematics [Algebra I only] for available grades) Same assessments used in Index 1 where STAAR Progress and ELL progress measures are available Credit based on weighted performance across all subject areas <ul style="list-style-type: none"> One point credit given for each percentage of tests at the met or exceeded growth expectations level One additional point credit 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"> All economically disadvantaged students and two lowest performing racial/ethnic groups based on the Index 1 student achievement indicator reported in the prior year Same assessments used in Index 1 Credit based on weighted performance by subject <ul style="list-style-type: none"> One point credit given for each percentage of tests meeting the phase-in 1 level II performance standard or above One additional point credit given for each percentage of tests meeting the final level III advanced performance standard 	<p>Measures of 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 Combined over all subject areas Credit given for meeting postsecondary readiness standard (final level II) <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 with disabilities, and ELL (at any time in high school) <p>High School Diploma Plans</p> <ul style="list-style-type: none"> Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) 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 Reading/ELA, Mathematics (Algebra I only), 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>
<p>*Results for the following assessments will not be used to calculate index scores or determine distinction designations in 2015: 1) STAAR A and STAAR Alternate 2 for all subjects and grade levels, including EOCs and 2) all STAAR assessments in mathematics, grades 3–8.</p>				