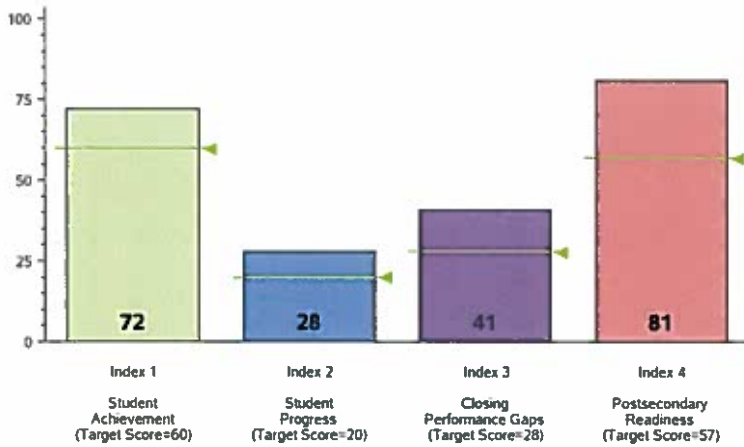


**TEXAS EDUCATION AGENCY
2015 Accountability Summary
FLOYDADA ISD (077901)**

Accountability Rating
Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Distinction Designation

Postsecondary Readiness Percent of Eligible Measures in Top Quartile 3 out of 10 = 30% NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	516	712	72
2 - Student Progress	222	800	28
3 - Closing Performance Gaps	810	2,000	41
4 - Postsecondary Readiness			
STAAR Score	8.8		
Graduation Rate Score	25.0		
Graduation Plan Score	24.1		
Postsecondary Component Score	23.3		81

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	15 out of 18 = 83%
Participation Rates	8 out of 8 = 100%
Graduation Rates	2 out of 2 = 100%
Total	25 out of 28 = 89%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

Overview of 2015 State Accountability System*

	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 <ul style="list-style-type: none"> 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 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.
	<p>Additional Evaluations</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 Student Progress, Closing Performance Gaps, and Postsecondary Readiness*</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, API/B participation/performance, and advanced (level III) performance on STAAR in four subjects.</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, API/B 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>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>			