

TEXAS EDUCATION AGENCY 2017 Accountability Summary TURKEY-QUITAQUE ISD (096905)

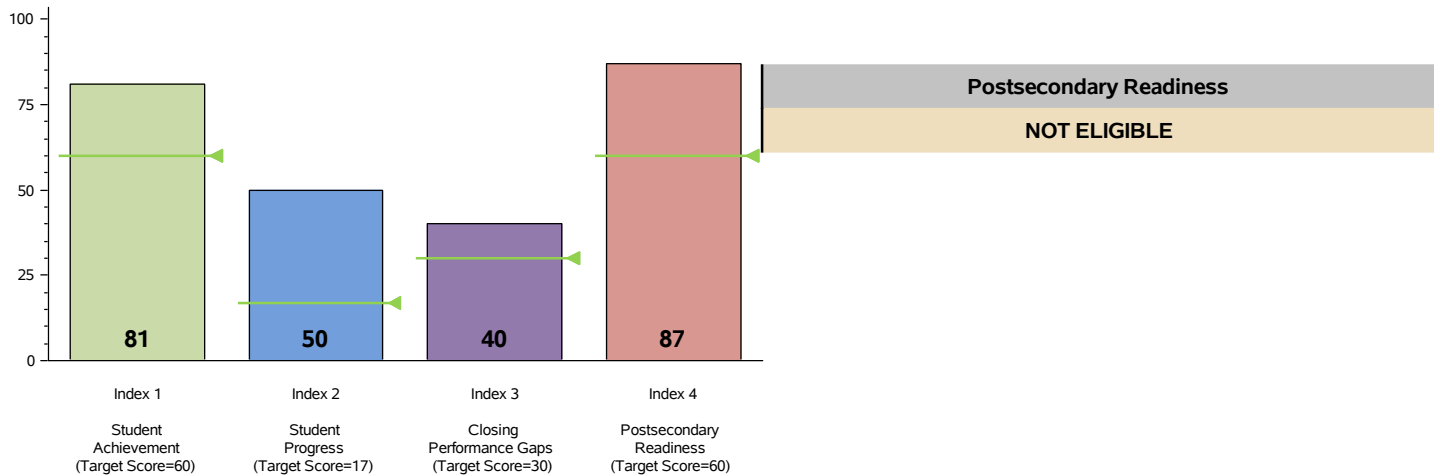
Accountability Rating

Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2017, 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



Performance Index Summary

System Safeguards

Index	Points Earned	Maximum Points	Index Score	Number and Percentage of Indicators Met	
1 - Student Achievement	281	347	81	Performance Rates	12 out of 13 = 92%
2 - Student Progress	301	600	50	Participation Rates	8 out of 8 = 100%
3 - Closing Performance Gaps	559	1,400	40	Graduation Rates	1 out of 1 = 100%
4 - Postsecondary Readiness				Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
STAAR Score	13.3				
Graduation Rate Score	25.0				
Graduation Plan Score	23.3				
Postsecondary Component Score	25.0		87	Total	22 out of 23 = 96%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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
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>	