Accountability System Development for 2013 and Beyond
Accountability Technical Advisory Committee (ATAC)

Technical Description: Performance Index Indicators and Index Construction

Index 1: Student Achievement

Indicator Definition

STAAR Percent Met Level II Standard

- 2013 and beyond
- Assessment results include all assessments:

  STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring

  EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer

  EOC for students who are not graduating under the EOC requirement excluded if possible

  STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard

  STAAR L: TBD pending ATAC ELL Workgroup recommendations

  TAKS

  - 2013: Grade 11 results at Met Standard performance standard
  - 2014 and beyond: None
- Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC first administration results only, retest results excluded if possible
- Students below Grade 9 taking EOC courses: Administrative rules for the assessment program will require that students be administered the EOC test rather than the STAAR grade level assessment for the subject
- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Denominator Definition/Unit of Analysis: one record for each assessment or one record for each subject TBD
- Cap on use of modified and alternate assessment results: alternative approaches to cap TBD pending System Safeguards decisions
- Accountability subset: Grades 3-8 – fall enrollment snapshot date
  EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- Minimum size criteria: None, special analysis if fewer than 10
- Student groups: All Students only

- Methodology: results are summed across tests, grades, and subjects; number meeting the final Level II standard divided by number of assessments

$$\frac{\text{Number Met Level II Standard Reading} + \text{Number Met Level II Standard Writing} + \text{Number Met Level II Standard Mathematics} + \text{Number Met Level II Standard Science} + \text{Number Met Level II Standard Social Studies}}{\text{Number Reading Tests} + \text{Number Writing Tests} + \text{Number Mathematics Tests} + \text{Number Science Tests} + \text{Number Social Studies Tests}}$$

Index Construction for Index 1: Student Achievement

Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: Index Score = Total Index Points. Total Index Points is the percentage of assessments that met the final Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations. Each percent of students meeting the final Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example for districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8

	R		W		M		S		SS		Total	% Met Level II	Index Points
Students Met Level II	50	+	19	+	38	+	10	+	20	=	137	45%	45
Students Tested	100	+	42	+	100	+	40	+	22	=	304		
Index Score													45

Example for campuses that test in four subjects: Gr. K-5

	R		W		M		S		SS		Total	% Met Level II	Index Points
Students Met Level II	50	+	19	+	38	+	10	+	0	=	117	41%	41
Students Tested	100	+	42	+	100	+	40	+	0	=	282		
Index Score													41

Example for campuses that test in three subjects: Gr. K-4

	R		W		M		S		SS		Total	% Met Level II	Index Points
Students Met Level II	50	+	19	+	38	+	0	+	0	=	107	44%	44
Students Tested	100	+	42	+	100	+	0	+	0	=	242		
Index Score													44

Index 2: Student Progress

Indicator Definitions

STAAR Percent Met Transition Table Growth Standard

- 2013 if growth measure available in time for ratings; 2014 and beyond
- Transition Table growth model: each performance level on the assessments is divided into two or more performance bands. Descriptors classify students based on their transition across performance bands from one year to the next. Following is an example of a transition table that divides the three STAAR performance levels (Level I, Level II, and Level III) into seven performance bands. The actual STAAR transition table could have more or fewer performance bands.
- Growth Standard: TBD
- Subjects: Reading and Mathematics; Writing for EOC only; Science and Social Studies for EOC only, if growth measures are available.
- Accountability subset: Grades 3-8 – fall enrollment snapshot date
  EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- Minimum size criteria: All Students – none, special analysis if fewer than 10;
  race/ethnicity student groups – >= 20
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Methodology: results are summed across tests and grades, by subject and student group, number in the student group that meet the growth standard for that subject divided by the number in the student group with a growth measure for the subject

$$\frac{\text{Number in Student Group Met Transition Table Growth Standard for Subject}}{\text{Number in Student Group With Growth Measure for Subject}}$$

Transition Table Example

Year One	Year Two: Low Unsatisfactory Academic Performance	High Unsatisfactory Academic Performance	Low Satisfactory Academic Performance	Mid Satisfactory Academic Performance	High Satisfactory Academic Performance	Low Advanced Academic Performance	High Advanced Academic Performance
Low Unsatisfactory	Maintained	Slightly Improved	Slightly Improved	Improved	Improved	Significantly Improved	Significantly Improved
High Unsatisfactory	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Improved	Significantly Improved	Significantly Improved
Low Satisfactory	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Significantly Improved	Significantly Improved
Mid Satisfactory	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Significantly Improved	Significantly Improved
High Satisfactory	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Improved	Significantly Improved
Low Advanced	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Regressed	Maintained	Slightly Improved
High Advanced	Significantly Regressed	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Slightly Regressed	Maintained

Source of table: Transition Table prepared by Pearson for Texas Education Agency, May 30, 2012

Index Construction for Index 2: Student Progress

Index Construction for Index 2 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and for each race/ethnicity student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and campus type. The final index score is total points divided by maximum points and ranges from 0 to 100 for all campuses and districts.

Example for districts, high school campuses, and combined elementary/secondary campuses:

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
STAAR Reading % Met Growth Standard	49%	36%		60%	43%		58%	56%	302	600
STAAR Mathematics % Met Growth Standard	45%	31%		65%	48%		52%	50%	291	600
STAAR Writing EOC % Met Growth Standard	36%				30%		40%		106	300
STAAR Science EOC % Met Growth Standard	*	*	*	*	*	*	*	*	*	*
STAAR Soc. Stu. EOC % Met Growth Standard	*	*	*	*	*	*	*	*	*	*
Total									699	1500
Index Score (total points divided by maximum points)									47	

* Science and Social Studies will be evaluated if growth measures are developed for these subjects.

Example for elementary and middle school campuses:

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
STAAR Reading % Met Growth Standard	49%	36%		60%	43%		58%	56%	302	600
STAAR Mathematics % Met Growth Standard	45%	31%		65%	48%		52%	50%	291	600
Total									593	1200
Index Score (total points divided by maximum points)									49	

Index 3: Closing Performance Gaps

Indicator Definition

STAAR Weighted Performance

- 2013 and beyond
- Assessment results include all assessments that are included in the Index 1 student achievement indicator
- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Denominator Definition/Unit of Analysis: one record for each assessment or one record for each subject TBD
- Cap on use of modified and alternate assessment results: alternative approaches to cap TBD pending System Safeguards decisions
- Accountability subset: Grades 3-8 – fall enrollment snapshot date
  EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- Minimum size criteria: 20
- Student groups:

  Socioeconomic: Economically Disadvantaged

  Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or district based on prior year assessment results.
  - If the campus or district has three or more race/ethnicity student groups that meet minimum size criteria, performance of the two lowest performing race/ethnicity groups is included in the index.
  - If the campus or district has two race/ethnicity student groups that meet minimum size criteria, performance of the lowest performing race/ethnicity group is included in the index.
  - If the campus or district has only one race/ethnicity student group that meets the minimum size criteria, the race/ethnicity group is not included in the index.
  - Lowest performing groups are determined by comparing performance of race/ethnicity groups on the Index 1 student achievement indicator of the prior year.

- Methodology: percent of students at the final student performance level on the assessment is multiplied by the weight for that performance level,
  - One point for each percent of students at the final Level II satisfactory performance standard;
  - Two points for each percent of students at the final Level III advanced performance standard.

Index Construction for Index 3: Closing Performance Gaps

Index Construction for Index 3 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give two points for Level III performance, each indicator contributes from 0 to 200 points to the index for each

student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and for campuses the subjects tested. The final index score is total points divided by maximum points and ranges from 0 to 100 for all districts and campuses.

Table 1: Example calculations to determine index points for reading performance shown in Table 2:

STAAR Reading	Performance Results				Weighted Results		Index Points	
	Level II Satisfactory		Level III Advanced		Level II Satisfactory (one point credit)	Level III Advanced (two point credit)	Total Points	Maximum Points
	Number Attaining	Number Tested	Number Attaining	Number Tested				
Economically Disadvantaged	40	80	40	80				
	50%		50%		50 (50% x 1)	100 (50% x 2)	**150**	200
One of Two Lowest Performing Race/Ethnic Groups	20	40	0	40				
	50%		0%		50 (50% x 1)	0 (0% x 2)	**50**	200
One of Two Lowest Performing Race/Ethnic Groups	0	20	20	20				
	0%		100%		0 (0% x 1)	200 (100% x 2)	**200**	200
Total Maximum Points							**400**	**600**

Table 2: Example calculations to determine overall points for Index 3:

Indicator	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
STAAR **Reading** Weighted Performance Rate	**150**	**50**	**200**	**400**	**600**
STAAR **Mathematics** Weighted Performance Rate	125	100	90	315	600
STAAR **Writing** Weighted Performance Rate	80	90	125	295	600
STAAR **Science** Weighted Performance Rate	120	40	90	250	600
STAAR **Social Studies** Weighted Performance Rate	50	40	80	170	600
Total				1430	3000
Index Score (total points divided by maximum points)				48	

Rationale:

Closing Performance Gaps: There are two approaches to evaluating progress toward closing performance gaps. One approach is to compare the performance of the lower performing student group to the performance of a higher performing student group over time. There are disadvantages to this approach.

- Sets performance expectations of the lower performing student groups to the performance level of the higher performing student group, a relative and moving target.
- Requires additional safeguards to ensure that progress in closing the performance gaps is not achieved by lowering the performance of the higher performing student groups.
- Evaluates fewer campuses since both the lower and higher performing groups must meet minimum size criteria. For example, campuses may meet minimum size criteria for economically disadvantaged student group but not non-economically disadvantaged student group.
- Requires more complex statistical calculations to measure change in the size of performance gaps between two groups, both of whose performance is changing.

The other approach to evaluating progress toward closing performance gaps is to compare the performance of the lower performing student group to an external target. The Index 3 indicators take the second approach. This approach has a number of advantages.

- Sets performance expectations of the lower performing student groups, in this case economically disadvantaged students and the lowest performing race/ethnicity student groups, at the STAAR Level III advanced performance standard, an absolute performance target that is tied to the statutory and accountability goal that Texas will be among the top ten states in postsecondary readiness by 2020 with no significant achievement gaps by race, ethnicity, or socioeconomic status.
- Evaluates more campuses because most campuses meet minimum size criteria for economically disadvantaged student group. Many campuses will also meet minimum size criteria for at least two race/ethnicity student groups.

Weighted Credit: Giving Level III test results twice the weight of Level II test results in the indicator emphasizes the statutory goal of closing performance gaps at the postsecondary readiness level while acknowledging the greater challenge of achieving the Level III advanced performance standard.

Student Groups: Performance of economically disadvantaged student group and the two lowest performing race/ethnicity student groups both contribute points to Index 3. Although there is overlap between the economically disadvantaged student group and race/ethnicity student groups, there are race/ethnicity student group performance gaps that exist independent of current socioeconomic status. Also, including both economically disadvantaged student group and low-performing race/ethnicity student groups in Index 3 addresses one of the weaknesses the performance index framework – the possibility of low performance of one student group being masked by higher performance of other student groups. The inclusion of student groups that may consist of the same students illustrates that the primary purpose of Index 3 is to reward schools that focus their instructional resources on these student populations. Further, the proposed construction of Index 3 will reduce the need for external safeguards to protect student group performance.

Index 4: Postsecondary Readiness

Indicator Definitions

STAAR Percent Met Level III Standard

- 2014 and beyond (Level III performance is not included in accountability in 2013)
- Assessment results include all assessments:

  STAAR Grades 3-8 English and Spanish at Level III performance standard for assessments administered in the spring

  EOC at Level III performance standard for assessments administered in the spring and the previous fall and summer

  EOC for students who are not graduating under the EOC requirement excluded if possible

  STAAR Grades 3-8 and EOC Modified and Alternate at Level III performance standard

  STAAR L: TBD pending ATAC ELL Workgroup recommendations
- Retest results: Grades 5 and 8, best result from primary administration and first retest
  EOC first administration results only, retest results excluded if possible
- Students below Grade 9 taking EOC courses: Administrative rules for the assessment program will require that students be administered the EOC test rather than the STAAR grade level assessment for the subject
- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Denominator Definition/Unit of Analysis: one record for each assessment or one record for each subject TBD
- Cap on use of modified and alternate assessment results: alternative approaches to cap TBD pending System Safeguards decisions
- Accountability subset: Grades 3-8 – fall enrollment snapshot date
  EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- Minimum size criteria: All Students – none, special analysis if fewer than 10
  Student groups – >= 20
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

- Methodology: results are summed across tests, grades, and subjects; number meeting the Level III standard divided by number of assessments

$$\frac{\text{Number Met Level III Standard Reading} + \text{Number Met Level III Standard Writing} + \text{Number Met Level III Standard Mathematics} + \text{Number Met Level III Standard Science} + \text{Number Met Level III Standard Social Studies}}{\text{Number Reading Tests} + \text{Number Writing Tests} + \text{Number Mathematics Tests} + \text{Number Science Tests} + \text{Number Social Studies Tests}}$$

Grade 9-12 Graduation Rate:

- 2013 and beyond
- Definition: state definition with statutorily required exclusions beginning with the class of 2011 (with the change fully phased in for the class of 2014).
- Campuses/districts with graduation rate indicators: Four-year graduation rates are calculated for campuses and districts with students in Grade 9 and either Grade 11 or 12 in both year 1 and year 5, or with Grade 12 in both year 1 and year 5.
- Five year graduation rates follow the same cohort of students for one additional year; therefore, most campuses and districts that have a four-year graduation rate in one year will have a five-year graduation rate for that cohort in the following year. The five year graduation rate lags behind the four-year graduation rate by one year.
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria: All Students – none, special analysis if fewer than 10 students, student groups >= 20, applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation rate follows the same cohort of students for one additional year.) Students who later enter the Texas public school system after Grade 9 in the grade level expected for the cohort are added. Students who transfer out of the Texas public school system over the four or five years for non-dropout reasons are removed from the cohort. Only students who receive a regular high school diploma from a Texas public school count as graduates. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. The graduation rate calculation is below.

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Grade 9-12 Annual Dropout Rate

- 2013 and beyond
- Definition: The state dropout definition used for graduation rate is also used for annual dropout rate.
- Campuses/districts with annual dropout rate indicators: An annual dropout rate is calculated for campuses and districts with students in Grade 9, 10, 11, or 12.
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- Minimum size criteria: All Students – none, special analysis of fewer than 10 students; student groups – >= 20, applied to number of students enrolled during the school year in Grades 9-12
- Methodology: The annual dropout rate is calculated by dividing the number of students in Grades 9-12 designated as dropouts by the number of students enrolled in Grades 9-12 at any time during the school year.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

- Conversion: The annual dropout rate is a measure of negative performance, that is, the rate increases as performance declines. In order to include the annual dropout rate in the index, the rates must be converted to a positive measure. The following calculation will be used to convert the annual dropout rate to a positive measure with a scale of 0 to 100.

100 – (Gr. 9-12 Annual Dropout Rate x 10), with a floor of zero

- Use in index: If a district or campus has students enrolled in Grade 9, 10, 11, or 12 but does not have a four-year graduation rate, the Grade 9-12 annual dropout rate will be used for Index 4. These campuses and charters have grade configurations that do not meet the criteria to have a graduation rate, such as Grade 9 campuses and Grade 9-10 campuses.

Recommended High School Program/Advanced High School Program

- 2013 and beyond
- Methodology: The RHSP/AHSP graduates is the percent of graduates in the four-year graduation rate who were reported as having satisfied the course requirements and EOC cumulative score requirements for the Recommended High School Program or Advanced High School Program. [The RHSP/AHSP rate can be calculated for the class of 2015 (2016 accountability ratings). Before 2015 the RHSP/DAP rate is based on graduation under the TAKS assessment program.]

$$\frac{\text{number of graduates with graduation codes for RHSP or AHSP}}{\text{number of graduates}}$$

- Campuses/districts with RHSP/AHSP indicators: The RHSP/AHSP indicators are calculated for campuses and districts for which a graduation rate is calculated.

- Minimum size criteria: All Students – none, special analysis if fewer than 10 students; student groups – >= 20, applied to number of graduates in the four-year graduation rate
- Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

Index Construction for Index 4:

Index Construction for Index 4 is a two step process because campuses will vary in the number of separate indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and for each race/ethnicity student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and for campuses on the campus type. The final index score is total points divided by maximum points. The examples below represent 2014 when all of the recommended indicators are included in the index.

For high schools with a graduation rate the index produces two separate scores, a graduation score and a STAAR score; the final index score is an average of the two scores. Consequently, for most high schools and districts, STAAR Level III performance and graduation rates weigh equally in the index.

Graduation Score: combined performance across the graduation and dropout rates

- Grade 9-12 Four-Year Graduation Rate for All Students and race/ethnicity student groups OR Grade 9-12 Five-Year Graduation Rate for All Students and race/ethnicity student groups, whichever contributes the higher number of points to the index
  - one of the two rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group
- RHSP/AHSP Graduates

STAAR Score: STAAR Percent Met Level III for All Students and race/ethnicity student groups (2014 and beyond)

For high schools that do not have a graduation rate, the annual dropout rate and STAAR Level III performance both contribute points to the index. For elementary and middle schools, only STAAR Level III performance contributes points to the index.

Example for districts and campuses with a graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	~~419.5~~	500
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	420	
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%		325.7	400
Graduation Total									745.7	900
Graduation Score (graduation total points divided by maximum points)									83	
2014 and beyond: STAAR All Subjects* % Met Level III	29%	16%		40%	23%		38%	36%	182	600
STAAR Score (STAAR total points divided by maximum points)									30	
Index Score (average of Graduation Score and STAAR Score)									57	

Example for districts and campuses with Gr. 9-12 but no graduation rate

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)			69 (3.1%)		89 (1.1%)	87 (1.3%)	382	500
2014 and beyond: STAAR All Subjects* % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Total									564	1100
Index Score (total points divided by maximum points)									51	

Example for elementary and middle/junior high schools

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
2014 and beyond: STAAR All Subjects* % Met Level III	29%	16%		40%	23%		38%	36%	182	600
Index Score (total points divided by maximum points)									30	

* The STAAR % Met Level III performance standard is calculated the same as the corresponding % Met Level II performance standard in Index 1. Performance is combined across tests, grades, and subjects for each student group.

Index Evaluation

The proposed structure for evaluation of performance across the four indexes affords multiple views of campus and district performance. This structure is based on the assumption that the four indexes will each have a score of 0 to 100 representing campus/district performance points as a percent of the maximum possible points for that campus/district. The proposed structure and examples describe the 2014 ratings when all of the indexes and all of the indicators are in use.

Structure for Rating System

Performance Groups for Each Index. Campuses and districts are assigned to performance groups on each index based on Index Score points. As proposed, each index has four performance groups, but the final recommendation could be for more or fewer groups. In the example illustrated on the following page, all four indexes use the same score ranges:

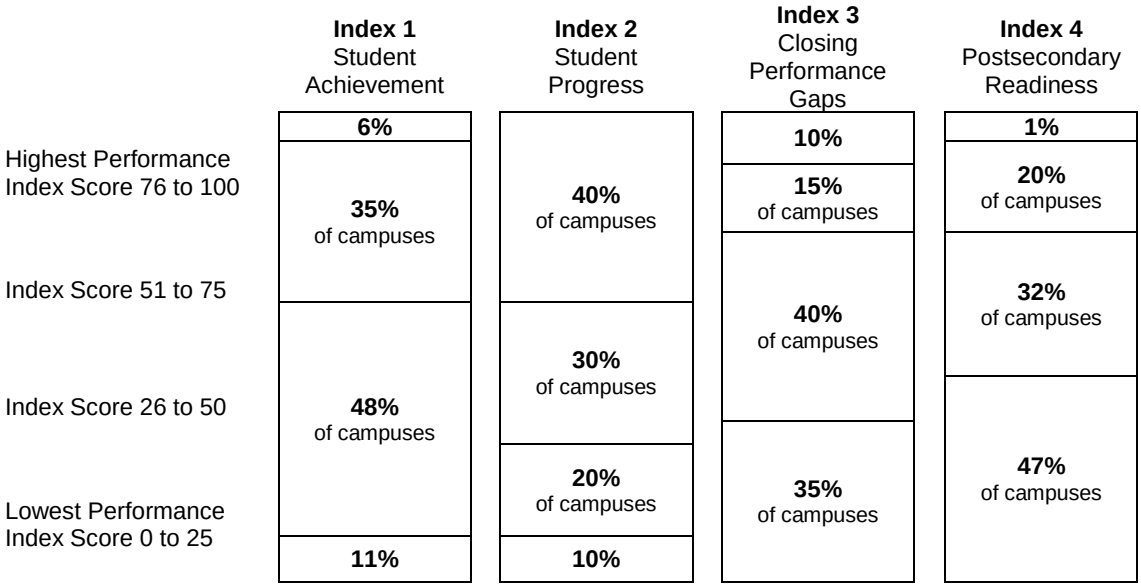
Index Score 76 to 100: highest performance group

Index Score 51 to 75: the next group

Index Score 26 to 50: the next group

Index Score 0 to 25: lowest performance group

Structure for Rating System



Characteristics of the rating structure:

- Index score ranges may need to be tailored to performance on each index rather than using the same score ranges across all indexes.
- The number of campuses and districts in each performance group will vary within each index and across indexes.

- The index score range for each performance group is known in advance and campuses/districts can determine where they fall in the rating structure as soon as they receive their data.
- Campuses/districts move to a higher performance group on an index by improving their index score. There is no limit to the number of campuses/districts that can move to a higher group in any year.
- During the first few years of the new accountability system, it may be necessary to set index score ranges for the lowest performance groups relatively low to avoid assigning a disproportionate number of campuses/districts to the lower performance groups. Also, it may appear that high school performance is stagnant as TAKS is phased out and more difficult EOC tests are phased in.
- Index score ranges would likely be reviewed annually as part of the accountability development process.

Acceptable/Unacceptable District and Campus Ratings

To meet state statutory requirements, the accountability system must identify unacceptable campuses and districts (the actual labels are not in statute) and describe conditions that trigger state monitoring and interventions. The structure described is flexible enough to support more than one approach to these requirements. In either of the examples below, assignment to the lowest performance group on one index does not necessarily trigger state monitoring and interventions.

- Some combination of performance group assignments could produce an unacceptable label – assignment to the lowest performance group on all four indexes, for example. Under this approach, indexes that complement one another could be evaluated as a pair – a campus/district assigned to the lowest performance group on Index 1 could receive an acceptable rating if assigned to a higher performance group on Index 2, for example. Conditions for an acceptable rating could be tailored to campus type – high schools assigned to the lowest performance group on Index 4 must meet required improvement to avoid an unacceptable rating, for example, while elementary and middle school performance focuses on Index 3.

- Alternatively, or additionally, the unacceptable label might be assigned to the lowest one percent (or two percent or five percent) of campuses and districts on each index.