

Overview of Proposed Performance Index Framework (2014)*

Shaded areas are not evaluated in 2013

Index 1: Student Achievement

Index 2: Student Progress

Index 3: Closing Performance Gaps

Index 4: Postsecondary Readiness

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| Features of Index | <p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> All Students Only Combined over All Subject Areas Credit given for Satisfactory performance level (Level II) on: <ul style="list-style-type: none"> 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; STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard; STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress; TAKS included in 2013 only: Grade 11 results at Met Standard performance standard. <p>* Inclusion of a progress measure for English language learners (ELLs) in each index is currently under discussion. Use of Required Improvement, Three-Year Averaging, 85% Provision TBD</p> | <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 Each Race/Ethnicity: <ul style="list-style-type: none"> African American American Indian Asian Hispanic Pacific Islander White Two or More Races Students with Disabilities English Language Learners (ELLs) By Subject Area (Reading, Mathematics, and Writing) Same assessments used in Index 1 where student progress measures are available Credit given for meeting the student progress measure requirements for: <ul style="list-style-type: none"> Progress toward Satisfactory performance (Level II), or Progress toward Advanced performance (Level III) | <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 By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies) Same Assessments Used in Index 1 Credit based on weighted performance: <ul style="list-style-type: none"> One point credit given for each percentage of students at the final Level II Satisfactory performance standard Two point credit given for each percentage of students at the final Level III Advanced performance standard | <p>Measures of Postsecondary Readiness</p> <p>Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> STAAR Advanced performance level (Level III) and high school graduation rates and diploma plans <p>STAAR Advanced Performance</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 Advanced performance level (Level III) on one or more tests at final Level III performance standard <p>High School Graduation</p> <ul style="list-style-type: none"> Four-year Graduation Rate 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 ELLs Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Career and Technical Education Indicators TBD (2015 and Beyond)</p> |
| | <p>Additional Safeguards</p> <p>Apply Safeguards to Specific Performance Indexes, as needed:</p> <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade Implement interventions focused on specific areas of weak performance Apply minimum performance requirements or performance floors Apply a limit on proficient results for STAAR Modified and STAAR Alternate <ul style="list-style-type: none"> Apply Participation Rate Targets Evaluate Leaver Data Quality Incorporate Grade 7-8 Annual Dropout Rate | | | |