

## Chapter 4 – Performance Index Indicators

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The state accountability system uses a performance index framework, combining a broad set of indicators into a comprehensive evaluation of the entire campus or district. A description of the indicators follows.

### Accountability Subset Rule

A subset of test results from both campuses and districts is used to calculate each performance index. The calculation includes only test results for students enrolled in the campus or district in the previous fall, as reported on the Public Education Information Management System (PEIMS) October snapshot. Three test administration periods are considered for accountability purposes:

STAAR results included in the subset of campus/district accountability	If a student was enrolled in the campus/district on this date:
EOC summer 2013 administration	Fall 2012 enrollment snapshot
EOC fall 2013 administration	Fall 2013 enrollment snapshot
EOC spring 2014 administration	
Grades 3-8 spring 2014 administration	

The 2014 accountability subset rules apply to the STAAR performance results evaluated across all four indexes.

- Grades 3-8 – districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC) – districts and campuses are responsible for:
  - summer 2013 results for students reported as enrolled in fall 2012 snapshot;
  - fall results for students reported as enrolled in the fall 2013 snapshot; and
  - spring 2014 results for students reported as enrolled in the fall 2013 snapshot.

### STAAR Retest Performance

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading and mathematics, or EOC tests.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance indexes will include test results for reading and mathematics from the first administration and first re-test administration. The second re-test administration in June 2014 is not used.

The best result in each subject is selected for accountability and applied to campus and district performance. The best result is based on the highest student performance level or progress measure. The calculation for campus and district performance includes only test results for students enrolled in the campus or district in the previous fall, as reported on the Public Education Information Management System (PEIMS) October snapshot.

- EOC – Districts and campuses are accountable for three EOC administrations: 1) summer results for students enrolled on the prior-year fall snapshot; 2) fall results for students

enrolled on the current-year fall snapshot; and 3) spring results for students enrolled on the fall snapshot (current school year). For students who are enrolled and tested on the same campus or district during the 2014 accountability cycle, calculation of the performance indexes will include the best EOC results among tests administered in summer 2013, fall 2013, or spring 2014. The following chart illustrates this process.

Fall 2012 Snapshot	Summer 2013	Fall 2013 Snapshot	Fall 2013	Spring 2014
<b>Campus A</b>	<b>CAMPUS A</b>	<b>Campus A</b>	<b>CAMPUS A</b>	<b>CAMPUS A</b>
The best test result is selected. Each test meets the accountability subset rule.				

For students who enrolled and tested at a different campus or district during the 2013-14 school year, the student's single best result for each course is selected. If all test results have the same level of performance, then the most recent test result is selected in calculating the index. The selected test is applied to the campus and district that administered the test, if the student meets the accountability subset rule (discussed above).

Fall 2012 Snapshot	Summer 2013	Fall 2013 Snapshot	Fall 2013	Spring 2014
<b>Campus A</b>	<b>CAMPUS A</b>	<b>Campus A</b>	<b>CAMPUS B</b>	<b>CAMPUS B</b>
The best test result is selected. However, only the Summer 2013 test meets the accountability subset rule.				

## Index 1: Student Achievement

Index 1 is a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

### Index 1 Targets for Districts and Campuses

Please refer to *Chapter 2 – Accountability Ratings Criteria and Targets* for a detailed discussion of 2014 Index Targets.

### Index 1 Student Performance Standards

Index 1 credits students who meet the Phase-in 1 Level II performance standard. ELL students in their second, third, and fourth year of enrollment in U.S. schools are credited for meeting or exceeding expectations on the new ELL Progress Measure. Students meeting the student equivalency standard on substitute assessments are also credited in the Index 1 calculation.

The Index 1 **Phase-in Satisfactory Standard** refers any of the following: meeting the Phase-in 1 Level II standard, meeting or exceeding expectations on the ELL Progress Measure, or meeting the equivalency standard on substitute assessments as a measure of overall student achievement.

<b>Assessments Evaluated in 2014 Accountability Cycle</b>			
	Summer 2013	Fall 2013	Spring 2014
<b>Index 1: Student Achievement</b>	<b>STAAR End-of-Course</b>		
	<i>Assessments</i>		
		STAAR:  Algebra I English I – Reading English II – Reading Biology U.S. History	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Algebra I English I (Reading and Writing combined) English II (Reading and Writing combined) Biology U.S. History
	<i>Student Performance Standards</i>		
		STAAR:  Phase-in 1 Level II or above  ELL Progress Measures: Not Available  Substitute Assessments: Not Available	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Phase-in 1 Level II or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard
	<i>Retests</i>		
		Performance standards can be met by: End-of-Course (EOC) tests taken for the first time within the 2014 accountability cycle (summer 2013, fall 2013, or spring 2014); or, EOC tests that were retaken within the 2014 accountability cycle following a first attempt in a prior accountability cycle.	
	<b>STAAR Grades 3 – 8</b>		
	<i>Assessments</i>		
		n/a	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Grades 3 – 8 English Grades 3 – 5 Spanish
	<i>Student Performance Standards</i>		
		n/a	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Phase-in 1 Level II or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation
<i>Retests</i>			
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the May retest.		

\* See following table for inclusion of ELL students based on ELL Progress Measure.

\*\* For more information about the equivalency standard, please see

<http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

## Assessments for English Language Learners

Index 1: Student Achievement	ELL Students		
	Years in U.S. Schools	English assessment	Spanish assessment
	First year	Not included	
	Second year	STAAR ELL Progress Measure	STAAR Phase-in 1 Level II
	Third year		
	Fourth year		
	Fifth year	STAAR Phase-in 1 Level II	
Sixth year or more*			

\* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2014 and Beyond* for more information.

### Subjects Evaluated

Test results for all subject areas (Reading/English language arts (ELA), mathematics, writing, science, and social studies) are combined.

### Student Groups Evaluated

All students, including ELLs described above, are evaluated as one group.

### Minimum Size Criteria and Small Numbers Analysis:

- All students are evaluated; small numbers analysis applies only if STAAR tests consist of fewer than 10 tests, combined across all subjects.
- A three-year average is calculated using three years of Index 1 student achievement data for all students. The Index 1 calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 tests.
- The prior year 2012 and 2013 data used for small numbers analysis are the same results previously reported for those school years.

### Accountability Subset

Please see accountability subset rules described earlier in this chapter.

### Methodology

Assessment results are summed across all grade levels and subject areas. The number of assessments meeting the Index 1 Phase-in Satisfactory performance standard is divided by the number of assessments taken as described here:

$$\frac{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Phase-In Satisfactory Standard}}{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken}}$$

## **Rounding**

The Index 1 Phase-in Satisfactory Standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

## **Index Score**

Index 1 has one indicator; therefore, the total index points and index score are equivalent: Index Score = Total Points.

See *Appendix F – Sample Accountability Table and Index Calculation* for an example of how to calculate an index score.

## **Index 2: Student Progress**

Index 2 measures student progress and provides an opportunity for districts and campuses to receive credit for improving student performance independent of overall student achievement.

### **Index 2 Targets for Districts and Campuses**

Please refer to *Chapter 2 – Accountability Ratings Criteria and Targets* for a detailed discussion of 2014 Index Targets.

### **Index 2 Student Progress Standards**

Index 2 credits students who meet the student level criteria for progress in either the STAAR Progress Measure or the ELL Progress Measure. Points for progress in each subject are weighted by the students' level of performance: one point for each percentage of tests that Met or Exceeded progress; one additional point for each percentage of tests that Exceeded progress.

The Index 2 **Student Progress Standards** refers to the combination of these results as a measure of overall student progress.

*STAAR Progress Measure:* Progress is measured at the student-level by the difference between the STAAR scores a student achieved in the prior and current years. A student's progress is then designated as *Did Not Meet*, *Met*, or *Exceeded*, depending upon the degree of difference in the scores.

New for 2014, STAAR progress measures are reported for EOC tests based on a student's first attempt of each EOC test; students who receive accelerated instruction and skip grades or courses, and students who test in a mathematics Spanish-version and subsequently in a mathematics English-version.

Information on how to calculate a STAAR Progress Measure can be found at the Student Assessment website in the STAAR® General Resources section. See: <http://www.tea.state.tx.us/student.assessment/staar/>. A [Questions and Answers](#) document on the progress measure is posted at the same location.

*ELL Progress Measure:* New for 2014, the English Language Learner (ELL) Progress Measure is reported for ELL students. The ELL Progress Measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL

student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

Information on how to calculate an ELL Progress Measure can be found at the Student Assessment/State Assessments for English Language Learners website in the General Resources section. See: <http://www.tea.state.tx.us/student.assessment/ell/>. A [Questions and Answers](#) document on the ELL Progress Measure is posted at the same location.

<b>Assessments Evaluated in 2014 Accountability Cycle</b>				
	Summer 2013	Fall 2013	Spring 2014	
<b>Index 2: Student Progress</b>	<b>STAAR End-of-Course</b>			
	<i>Assessments</i>			
		STAAR: Algebra I English I – Reading English II – Reading	STAAR, STAAR L*, and STAAR Modified: Algebra I  STAAR Alternate Subject Areas: English I (Reading and Writing combined) English II (Reading and Writing combined)	
	<i>Student Progress Standards</i>			
		STAAR Progress Measures: Meets or Exceeds Progress  ELL Progress Measures: Not Available	STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation	
	<i>Retests</i>			
		Progress standards can be met by EOC tests taken for the first time within the 2014 accountability cycle (summer 2013, fall 2013, or spring 2014).		
	<b>STAAR Grades 3 – 8</b>			
	<i>Assessments</i>			
		n/a	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Grades 3 – 8 English Grades 3 – 5 Spanish	
<i>Student Progress Standards</i>				
	n/a	STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation		
<i>Retests</i>				
	For grades 5 and 8 reading and mathematics, progress standards can be met by tests taken in either the first administration or the May retest.			

\* See following table for inclusion of ELL students based on ELL Progress Measure.

## Assessments for English Language Learners

Index 2: Student Progress	ELL Students		
	Years in U.S. Schools	English assessment	Spanish assessment
	First year	Not included	
	Second year	STAAR ELL Progress Measure	STAAR Progress Measure
	Third year		
	Fourth year		
	Fifth year	STAAR Progress Measure	
Sixth year or more*			

\* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2014 and Beyond* for more information.

For students who take the STAAR reading Spanish-version in 2013, and transition in 2014 to the STAAR reading English version and do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- Phase-in 1 Level II (English-version): One point for each percent of ELL students meeting phase-in 1 Level II or above; and
- Final Level II (English-version): One additional point for each percent of ELL students meeting the Final Level II standard.

**Subjects Evaluated:** Reading/ELA and mathematics are evaluated for applicable grades.

**Student Groups Evaluated:** Ten student groups are evaluated.

- All students
- Students served by special education
- ELL students identified as having limited English proficiency during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

**Minimum Size Criteria and Small Numbers Analysis:**

- All students are evaluated; and
- Student groups are evaluated if there are at least 25 test results attributable to the group.
- Small numbers analysis applies only if the All Students group consists of fewer than 10 tests.
- A two-year average is calculated for each subject area using two years of student progress data for the all students group. The Index 2 calculation is based on an aggregated two-year uniform average.
- The All Students group is evaluated if the two-year average has at least 10 tests.
- The prior year 2013 data used for small numbers analysis are the same results previously reported for that school year.

**Accountability Subset**

Please see accountability subset rules described earlier in this chapter.

**Methodology:** Points are weighted according to performance.

- Met or Exceeded Progress – one point for each percentage of tests at the Met or Exceeded progress level.
- Exceeded Progress – one additional point for each percentage of tests at the Exceeded progress level.

### **Rounding**

The total weighted progress calculation is expressed as a percent: total points divided by maximum points, rounded to a whole number. For example, 479 total points divided by 800 maximum points is 59.87%, which is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

### **Index Score**

The Index 2 score is the rounded result of total points divided by the maximum points.

See *Appendix F – Sample Accountability Table and Index Calculation* for an example of how to calculate an index score.

## **Index 3: Closing Performance Gaps**

Index 3 emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each campus and district.

### **Index 3 Targets for Districts and Campuses**

Please refer to *Chapter 2 – Accountability Ratings Criteria and Targets* for a detailed discussion of 2014 Index Targets.

### **Index 3 Student Performance Standards**

Evaluation of Index 3 is based on students who meet the **Phase-in Satisfactory** and **Advanced** performance standards. The **Phase-in Satisfactory** standard for Index 3 refers to the combination of Phase-in 1 Level II performance, and ELL Progress Measure results. *Note that the Phase-in Satisfactory performance results used in Index 3 do not include substitute assessments.*

The Index 3 Advanced standards are based on Level III Advanced performance and given twice the weight of the Phase-in Satisfactory standard. ELL students in their second, third, and fourth year of enrollment in U.S. schools, are also credited two points in Index 3 when the Final Level II performance is met.

Advanced standards are the highest assessment level, where student performance gaps are the greatest, and likely to be a strong indicator of student preparedness for the next grade or course with little to no academic intervention required. Advanced standards are also tied to statutory and accountability goals stating Texas will be among the top 10 states in postsecondary readiness by 2020, with no significant achievement gaps by race, ethnicity, or socioeconomic status.

<b>Assessments Evaluated in 2014 Accountability Cycle</b>			
	Summer 2013	Fall 2013	Spring 2014
<b>Index 3: Closing Performance Gaps</b>	<b>STAAR End-of-Course</b>		
	<i>Assessments</i>		
		STAAR:  Algebra I English I – Reading English II – Reading Biology U.S. History	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Algebra I English I (Reading and Writing combined) English II (Reading and Writing combined) Biology U.S. History
	<i>Student Performance Standards</i>		
		STAAR:  Phase-in 1 Level II and Level III Advanced  ELL Progress Measures: Not Available	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Phase-in 1 Level II or above and Level III Advanced  <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above
	<i>Retests</i>		
		Performance standards can be met by: EOC tests taken for the first time within the 2014 accountability cycle (summer 2013, fall 2013, or spring 2014); or, EOC tests that were retaken within the 2014 accountability cycle following a first attempt in a prior accountability cycle.	
	<b>STAAR Grades 3 – 8</b>		
	<i>Assessments</i>		
		n/a	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Grades 3 – 8 English Grades 3 – 5 Spanish
<i>Student Performance Standards</i>			
	n/a	STAAR, STAAR L*, STAAR Modified, and STAAR Alternate: Phase-in 1 Level II or above and Level III Advanced  <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above	
<i>Retests</i>			
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the May retest.		

\* See following table for inclusion of ELL students based on ELL Progress Measure and STAAR Final Level II.

## Assessments for English Language Learners

Index 3: Closing Performance Gaps	ELL Students		
	Years in U.S. Schools	English assessment	Spanish assessment
	<i>First year</i>	Not included	
	<i>Second year</i>	One Point: STAAR ELL Progress Measure	One Point: STAAR Phase-in 1 Level II
	<i>Third year</i>		
	<i>Fourth year</i>	Two Points: STAAR Final Level II	
	<i>Fifth year</i>	One Point: STAAR Phase-in 1 Level II	
<i>Sixth year or more*</i>	Two Points: STAAR Advanced Level III		

\* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2014 and Beyond* for more information.

### Student Groups Evaluated:

- Economically Disadvantaged
- Two Lowest Performing Racial/Ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from the prior year (2012-13). (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates are reported on the Index 1 data table. In the event that two or more of the lowest performing groups (meeting minimum size) have the same performance rate, the lowest performing groups with the largest denominator will be selected.)

### Prior Year Minimum Size Criteria

The following criteria are used to identify the race/ethnicity student groups based on the prior-year (2012-13) performance results.

- 1) Identify the racial/ethnic student groups that have 25 or more tests in reading/ELA and 25 or more tests in mathematics in the prior year.
- 2) Select the lowest performance student group(s) that meet the minimum size above based on all subjects results in the prior year.
  - If the campus or district has three or more racial/ethnic student groups that meet prior year minimum size criteria, performance of the two lowest performing racial/ethnic groups is included in the index if the current year minimum size criteria are met, as described below.
  - If the campus or district has two racial/ethnic student groups that meet minimum size criteria above, performance of the lowest performing racial/ethnic group is included in the index if the current year minimum size criteria are met, as described below.
  - If the campus or district has only one racial/ethnic student group that meets the prior year minimum size criteria, then the racial/ethnic group is not included in the index.

### Current Year Minimum Size Criteria

The current year (2013-14) subject area performance results for the identified race/ethnicity student group(s) are included in the Index 3 evaluation if there are at least 25 test results in the subject area.

Campuses and districts that do not meet minimum size criteria in any subject area for the race/ethnicity student groups are evaluated on the economically disadvantaged student group alone.

### **Small Numbers Analysis:**

- Small numbers analysis applies to the Economically Disadvantaged student group by subject. If the number of STAAR results by subject is fewer than 10 in the accountability subset, a two-year average is calculated for the Economically Disadvantaged student group. The Index 3 calculation is based on the aggregated two-year uniform average.
- The prior year 2013 data used for small numbers analysis are the same results previously reported for that school year.
- Small numbers analysis is not applied to racial/ethnic student groups. If there are fewer than 25 test results in a subject area for the identified lowest performing racial/ethnic student groups, that group's performance on that subject area is excluded from Index 3 calculations.

### **Accountability Subset**

See the accountability subset rules described earlier in this chapter.

**Methodology:** Index 3 results are based on points reflecting STAAR performance.

- Phase-in Satisfactory – one point for each percentage of tests meeting the phase-in Satisfactory standard or the Advanced Standard
- Advanced – one additional point for each percentage of tests meeting the Advanced standard

### **Rounding**

The total performance rate calculation is expressed as a percent, Total points divided by maximum points, rounded to a whole number. For example, 800 total points divided by 1,500 maximum points is 53.33% is rounded to 53%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

### **Index Score**

The Index 3 score is the rounded result of total points divided by the maximum points.

See *Appendix F – Sample Accountability Table and Index Calculation* for an example of how to calculate an index score.

## **Index 4: Postsecondary Readiness**

Index 4 Postsecondary Readiness emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military. The index includes test performance for high schools and grades 3-8 at the Postsecondary Readiness Standard.

### **Index 4 Targets for Districts and Campuses**

Please refer to *Chapter 2 – Accountability Ratings Criteria and Targets* for a detailed discussion of 2014 Index Targets.

## Index 4 Student Performance Standards

Index 4 credits campuses and districts for students who meet Postsecondary Readiness Standards on two or more tests. Students tested in only one subject area are required to meet the Postsecondary Readiness standard on that test for credit in Index 4. The Postsecondary Readiness Standards are based on the combined results of students achieving the Final Level II performance or above and students meeting the student equivalency standard on substitute assessments.

Index 4 includes assessment results for STAAR and STAAR Modified. The inclusion of Final Level II results for STAAR and STAAR Modified indicates that students performing at this level are sufficiently prepared for the next grade or course, including post-secondary endeavors, as long as appropriate supports are provided for the students taking the modified assessments. Students taking STAAR Alternate are excluded from this index for 2014 because there is not an equivalent performance standard to use on this assessment that is comparable to the Final Level II standards included in Index 4 for STAAR and STAAR Modified.

### Exclusion of STAAR Alternate from Index 4

The STAAR Alternate, unlike the STAAR and the STAAR Modified, was not designed to directly assess the grade-level curriculum standards. A student with a significant cognitive disability accesses instruction and testing through the instruction and assessment of prerequisite skills that are linked to the grade-level curriculum standards. Unlike the standard setting process for STAAR and STAAR Modified that linked performance on grade-level curriculum standards to post-secondary readiness, the standard setting process for STAAR Alternate—due to the nature of the population assessed—only established a link between Level II or Level III performance standards and student ability to perform on subsequent prerequisite assessment tasks in the following grade or course with instructional support. Because the measurement of a student’s ability to achieve grade-level expectations is integral to assessing a student’s ability to achieve post-secondary readiness, the STAAR Alternate policy definitions do not reference post-secondary success.

When standards are set for the new STAAR Alternate assessment that will be administered in the 2014-2015 school year, options will be explored relative to the validity of establishing post-secondary readiness links when establishing STAAR Alternate standards on the assessment.

### Evaluation of Index 4 components

Index 4 is based on all four of the following components **or** solely on the STAAR Postsecondary Readiness Standard component when any of the three non-STAAR components are unavailable. For districts, high school campuses, and campuses serving grades K-12, the four components of Index 4 are equally weighted.

Index 4 Components for Non-AEA Districts and Campuses		Weight
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation Rate	25%
3.	Graduation Plan (Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) Rate	25%
4.	Postsecondary Indicator (College-Ready Graduates)	25%

Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on this component.

## 1. STAAR Component: Postsecondary Readiness Standard

STAAR percent *Met* Final Level II on two or more STAAR subject area tests for all students combined and students grouped by race/ethnicity. If only one subject-area test is taken, the STAAR component for that student is included, based on the single subject-area test only.

**STAAR Postsecondary Readiness Standard —Student Groups Evaluated:** Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

<b>Assessments Evaluated in 2014 Accountability Cycle</b>				
	Summer 2013	Fall 2013	Spring 2014	
<b>Index 4: Postsecondary Readiness</b>	<b>STAAR End-of-Course*</b>			
	<i>Assessments</i>			
		STAAR: Algebra I English I – Reading English II – Reading Biology U.S. History	STAAR and STAAR Modified: Algebra I English I (Reading and Writing combined) English II (Reading and Writing combined) Biology U.S. History	
	<i>Student Performance Standards</i>			
		STAAR: Final Level II or above  Substitute Assessments: Not Available	STAAR and STAAR Modified: Final Level II or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**	
	<i>Retests</i>			
		Performance standards can be met by EOC tests taken for the first time or any subsequent retests in the 2014 accountability cycle (summer 2013, fall 2013, or spring 2014).		
	<b>STAAR Grades 3 – 8*</b>			
	<i>Assessments</i>			
		n/a	STAAR and STAAR Modified: Grades 3 – 8 English Grades 3 – 5 Spanish	
<i>Student Performance Standards</i>				
	n/a	STAAR and STAAR Modified: Final Level II or above		
<i>Retests</i>				
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the May retest.			

\* See following table for inclusion of ELL students based on ELL Progress Measure.

\*\* For more information about the equivalency standard, please see

<http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

## Assessments for English Language Learners

Index 4: Postsecondary Readiness	ELL Students		
	Years in U.S. Schools	English assessment	Spanish assessment*
	<i>First year</i>	Not included	Not included
	<i>Second year</i>		STAAR Final Level II
	<i>Third year</i>		
	<i>Fourth year</i>	STAAR Final Level II	STAAR Final Level II
	<i>Fifth year</i>		
<i>Sixth year or more**</i>			

\* ELL students in grades 3 – 5 tested on Spanish versions in *all* subjects.

\*\* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2014 and Beyond* for more information.

### STAAR Postsecondary Readiness Standard —Minimum Size Criteria:

- All Students – the group comprising of All Students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component.
- Small numbers analysis is not applied to this indicator.

### Accountability Subset

Please see the accountability subset rules described earlier in this chapter.

### STAAR Postsecondary Readiness Standard —Methodology

The percent of students meeting the Final Level II performance standard in two or more subject areas **or** one subject area, if only one subject area test is taken. This component is defined as:

$$\frac{\text{Number of students meeting the STAAR Postsecondary Readiness Standard on at least two subject area tests}}{\text{Number of students with test results in two or more subject areas}} + \frac{\text{Number of students meeting the STAAR Postsecondary Readiness Standard on the subject area test}}{\text{Number of students with test results in only one subject area}}$$

### STAAR Postsecondary Readiness Standard —Rounding

The percent *Met* STAAR Postsecondary Readiness Standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

## 2. Graduation Rate (or Annual Dropout Rate) Component

High school graduation rates include the four-year and five-year graduation rates or annual dropout rate, if no graduation rate is available.

- Class of 2013 four-year graduation rate is calculated for campuses and districts with students in grade 9 and either grade 11 or 12 in both years one and five of the cohort. Alternatively, the rate can be based on campuses and districts with grade 12 in both years one and five of the cohort.

- Class of 2012 five-year graduation rate follows the same cohort of students for one additional year.
- 2012-13 annual dropout rate for grades 9-12 is calculated for campuses and districts with students in grades 9, 10, 11, or 12 (only if no graduation rate available).

**Graduation Rate—Student Groups Evaluated:** Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

**Graduation Rate—Minimum Size Criteria:**

- All students – All students are evaluated; small numbers analysis applies if fewer than 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.

**Graduation Rate—Small Numbers Analysis:**

- Small numbers analysis applies to all students, if the number of students in the class of 2013 cohort (4-year) or class of 2012 cohort (5-year) is fewer than 10. The total number of students in the class cohort consists of graduates, continuing students, General Educational Development (GED) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 students.

**Graduation Rate—Methodology**

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

The four-year and five-year graduation rate measures the percent of graduates in a class.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts})$$

**Graduation Rate—Rounding**

Four-year and five-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

**Annual Dropout Rate Component**

For districts and campuses that serve students enrolled in grades 9-12, the grade 9-12 annual dropout rate is used if a four- or five-year graduation rate is not available.

**Annual Dropout Rate—Student Groups Evaluated:** Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: students identified as limited English proficient during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

**Annual Dropout Rate—Minimum Size Criteria:**

- All students – All students are evaluated; small numbers analysis applies if fewer than 10 students enrolled during the school year.
- Student groups are evaluated if there are at least 25 students enrolled during the school year.

**Annual Dropout Rate—Small Numbers Analysis:**

- Small numbers analysis applies to the group of all students if the number of students enrolled in grades 9-12 during the 2012-13 school year is less than 10.
- A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 students.

**Annual Dropout Rate—Methodology**

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as having dropped out by the number of students enrolled in grades 9-12 at any time during the 2012-13 school year.

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

**Annual Dropout Rate—Conversion**

The annual dropout rate is a measure of negative performance. In order to include annual dropout rate in the index, the rate must be converted to a positive measure.

$$100 - (\text{Grade 9-12 Annual Dropout Rate} \times 10) \text{ with a floor of zero}$$

**Annual Dropout Rate—Rounding**

Grade 9-12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9-12 is 1.095% which rounds to 1.1% annual dropout rate.

### **3. Graduation Plan (RHSP/DAP Rate) Component**

- The graduation plan component is based on a four-year longitudinal cohort and represents the percent of students in the class of 2013 who began grade 9 in 2009-10 and graduated under the RHSP or DAP.
- Alternatively, the annual percent of RHSP/DAP graduates for the 2012-13 school year applies to districts or campuses that do not have a four-year longitudinal graduation cohort or do not meet the minimum size requirement. The annual RHSP/DAP graduate rate also applies to new campuses until sufficient data to calculate a longitudinal graduation rate is available.

**RHSP/DAP Rate—Student Groups Evaluated:** Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

**RHSP/DAP Rate—Minimum Size Criteria:**

- All Students – All students are evaluated; small numbers analysis applies if there are fewer than 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.

**RHSP/DAP Rate—Small Numbers Analysis:**

- Small numbers analysis applies to all students if the total number of graduates is less than 10.
- The class of 2013 RHSP/DAP rate used in 2014 is based on a new longitudinal calculation that was reported for the first time in fall 2013 for the class of 2012. As a result, an aggregated two-year uniform average RHSP/DAP rate is calculated for all students. The annual RHSP/DAP rate will have a similar three-year uniform average.
- The All Students group is evaluated if the uniform average has at least 10 graduates.

**RHSP/DAP Rate—Methodology**

The RHSP/DAP longitudinal rate applies to high schools and districts with adequate enrollment data. The rate requires tracking the status of a cohort of students from the time they enter grade 9 in 2009-10 through their expected graduation with the class of 2013. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a GED certificate, or dropping out. The rate is calculated as:

$$\frac{\text{Number of RHSP/DAP graduates in the Class}}{\text{Number of graduates in the Class}}$$

When applicable, the RHSP/DAP graduates annual rate is calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP or DAP.

$$\frac{\text{Number of RHSP/DAP annual graduates}}{\text{Number of annual graduates}}$$

**RHSP/DAP Rate—Rounding**

RHSP/DAP rates are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 total graduates is 94.736%, which rounds to 94.7%.

#### **4. Postsecondary Component: College-Ready Graduates**

This postsecondary component is defined as the percent of graduates meeting the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics; specifically, high school graduates who met the college-ready criteria on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, or the SAT test, or the ACT test, in both English language arts and mathematics. For 2014 accountability, students reported as graduates in the 2012-13 school year are required to test on the TAKS exit-level test; therefore, the indicator definition requires 11<sup>th</sup> grade TAKS results from the spring of 2012.

**College-Ready Graduates—Student Groups Evaluated:** Eight student groups are evaluated.

- All students

- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

#### **College-Ready Graduates—Minimum Size Criteria:**

- All Students – All students are evaluated; small numbers analysis applies if fewer than 10 graduates in 2012-13.
- Student groups are evaluated if there are at least 25 graduates in 2012-13.

#### **College-Ready Graduates—Small Numbers Analysis:**

- Small numbers analysis applies to all students if the total number of graduates is less than 10.
- A three-year average college-ready graduates rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 graduates.

#### **College-Ready Graduates—Methodology:** This component is defined as:

$$\frac{\text{Number of annual graduates meeting TSI criteria in both reading/ELA and mathematics}}{\text{Number of annual graduates with results in both subjects to evaluate}}$$

#### **College-Ready Graduates—Rounding**

The percent meeting college-ready criteria calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

#### **Index 4 Score**

The Index 4 overall score is the rounded sum of the weighted four component scores: STAAR, graduation rate, graduation plan, and postsecondary/college-ready graduates.

See *Appendix F – Sample Accountability Table and Index Calculation* for an example of how to calculate an index score.

## **Index 4: Postsecondary Readiness for AEA Campuses and Charter Districts**

Alternative procedures applicable to the Index 4 calculation are provided for approved campuses and charter districts serving at-risk students in alternative education programs. For more information on the alternative education accountability (AEA) eligibility criteria, please see *Chapter 6 – Other Accountability System Processes*.

#### **Index 4 Targets for AEA Campuses and Charters**

Please refer to Chapter 2 for a detailed discussion of 2014 Index Targets.

#### **Index 4 Student Performance Standards**

Index 4 credits campuses and districts for students who meet Postsecondary Readiness Standards on two or more tests. Students tested in only one subject area are required to meet the Postsecondary Readiness standard on that test for credit in Index 4. The Postsecondary Readiness Standards are based on the combined results of students achieving the Final Level II

performance or above and students meeting the student equivalency standard on substitute assessments.

For a charter district or alternative education campus (AEC) evaluated by AEA provisions, Index 4 is based on two components, weighted as follows.

	<b>Index 4 Components for AEA Campuses and Charters</b>	<b>Weight</b>
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation/Annual Dropout Rate Component: Four-, Five-, or Six-year Graduation, Continuer, and GED Rate or Annual Dropout Rate	75%

To reach the absolute targets established for Index 4 in 2014, AEA campuses and charters apply a weighted evaluation of two components necessary for postsecondary readiness.

Bonus points, described later in this section, are earned according to either the longitudinal or annual rate of RHSP/DAP graduates, excluded students credit, and the postsecondary indicator. A maximum of 30 bonus points is added to the final index score.

### **1. STAAR Postsecondary Readiness Standard**

The STAAR component, described above, is calculated in the same manner for AEA campuses and charters.

#### **STAAR Postsecondary Readiness Standard —Minimum Size Criteria:**

- All Students – All students are evaluated; small numbers analysis applies if fewer than 10 students.
- Student groups are evaluated if there are at least 25 students in the STAAR component.
- Small numbers analysis is not applied to this indicator.

#### **Accountability Subset**

Please see the accountability subset rules described earlier in this chapter.

#### **STAAR Postsecondary Readiness Standard—Methodology**

The percent of students meeting the Postsecondary Readiness Standard in two or more subject areas **or** one subject area, if only one subject area test is taken.

#### **STAAR Postsecondary Readiness Standard—Rounding**

The percent Met Postsecondary Readiness Standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% rounds to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

### **2. Graduation/Annual Dropout Rate Component**

The graduation rate calculation is modified to credit AEA campuses and charters for graduates, continuing students (continuers), and GED recipients. Four-year, five-year, and six-year graduation, continuer, and GED rates are calculated for AEA campuses and charters. The grade 9-12 annual dropout rate is used if no combined graduation, continuer, and GED rate is available.

- Class of 2013 four-year graduation, continuer, and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both years one and year five, or with grade 12 in both years one and year five.

- Class of 2012 five-year graduation, continuer, and GED rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a four-year graduation, continuer, and GED rate in one year will have a five-year graduation, continuer, and GED rate for that cohort in the following year. The five-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by one year.
- Class of 2011 six-year graduation, continuer, and GED rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a five-year graduation, continuer, and GED rate in one year will have a six-year graduation, continuer, and GED rate for that cohort in the following year. The six year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by two years.
- Annual Dropout Rate for school year 2012-13 for grades 9-12. If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, then grade 9-12 annual dropout rate is used. This calculation is modified to give points to AEA campuses and charters for annual dropout rates lower than 20.0.

**Graduation, Continuer, and GED Rates—Student Groups Evaluated:** 10 student groups are evaluated.

- All students
- Students served by special education
- ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

**Graduation, Continuer, and GED Rates—Minimum Size Criteria:**

- All Students – All students are evaluated; small numbers analysis applies if fewer than 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.

**Graduation, Continuer, and GED Rates—Small Numbers Analysis:**

- Small numbers analysis applies if there are fewer than 10 students in the Class of 2013 (4-year), Class of 2012 (5-year) or Class of 2011 (6-year). The total number of students in the class cohort consists of graduates, continuers, GED recipients, and dropouts.
- A three-year-average graduation, continuer, and GED rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 students.

**Graduation, Continuer, and GED Rates—Methodology**

The four-year graduation, continuer, and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years due to non-graduate, non-dropout reasons are

removed from the class. The graduation, continuer, and GED rate measures the percent of graduates, continuers, and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + Continuers + GED Recipients in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates + Continuers + GED Recipients + Dropouts})$$

### **Graduation, Continuer, and GED Rates—Rounding**

Four-year, five-year, and six-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

### **Annual Dropout Rates Included**

The annual dropout rate is modified to give AEA campuses and charters points for rates lower than 20.0. If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, then grade 9-12 annual dropout rate is used. This calculation is modified to give points to AEA campuses and charters for annual dropout rates lower than 20.0.

**Annual Dropout Rates—Student Groups Evaluated:** 10 student groups are evaluated.

- All Students
- Students served by Special Education
- ELL students identified as students with limited English proficiency during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

### **Annual Dropout Rates—Minimum Size Criteria and Small Numbers Analysis**

Please refer to the previous section for information on the minimum size criteria and small numbers analysis for this indicator.

### **Annual Dropout Rates—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 2012-13 school year.

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

### **Annual Dropout Rates—Conversion**

The annual dropout rate is a measure of negative performance. In order to include annual dropout rate in the index, the rates must be converted to a positive measure. The conversion calculation is modified for AEA provisions.

$$100 - (\text{Grade 9-12 Annual Dropout Rate} \times 5) \text{ with a floor of zero}$$

### **Annual Dropout Rates—Rounding**

Grade 9-12 annual dropout rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 grade 9-12 students reported as dropouts divided by 2,190 students enrolled in grades 9-12 is 1.095% which is rounded to 1.1% annual dropout rate.

## **Bonus Point Indicators for AEA Campuses and Charters**

A maximum of 30 bonus points are added to the Index 4 score for the following indicators.

- RHSP/DAP rates based on the four-year longitudinal cohort. For AEA campuses and districts that use the Annual Dropout Rate, an annual RHSP/DAP rate is calculated for bonus points. The annual rate is also used if the longitudinal RHSP/DAP data does not meet the minimum size requirement.
- College-Ready Graduates rates based on the graduates reported in the 2012-13 school year who met the TSI criteria on the TAKS exit-level test, or the SAT test, or the ACT test in both ELA and mathematics.
- Excluded Students Credit will give AEA campuses and districts bonus points for serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.

### **RHSP/DAP Rate (longitudinal or annual):**

- Student Groups: All Students only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

For AEA campuses and districts that use the Annual Dropout Rate, the RHSP/DAP annual rate is calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP or DAP. Please refer to the previous section for information on the minimum size criteria and small numbers analysis for this indicator.

### **College-Ready Graduates—Minimum Size Criteria:**

- Student Groups: All Students only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

### **College-Ready Graduates—Rounding**

The percent meeting college-ready criteria calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

### **Excluded Students Credit:**

- Student Groups: All Students only.
- Minimum Size: None; the AEA excluded students credit is based on the four-year graduation, continuer, and GED rate with exclusions which may be subject to small numbers analysis.
- Methodology: Number of graduates, continuers, and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates, continuers, and GED recipients in the 4-year graduation cohort with exclusions (state rate).

Graduates, continuers, and GED recipients from 4-year graduation cohort *without* exclusions (federal rate) of most recent cohort (Class of 2013)

Graduates, continuers, and GED recipients from 4-year graduation cohort *with* exclusions (state rate) of same cohort (Class of 2013)

With a floor of zero

The number of students derived from this calculation is added as bonus points to the overall Index 4 score.

### **Index 4 Score for AEA Campuses and Charters**

The STAAR Postsecondary Readiness Standard component contributes 25 percent of the points. The graduation/annual dropout rate component contributes 75 percent of the points. A maximum of 30 bonus points are added to the Index 4 score. The Index 4 score for AEA campuses and charters is the sum of the STAAR Postsecondary Readiness Standard component score, graduation/annual dropout rate score, and bonus points.

As noted, the RHSP/DAP rate along with the college-ready graduates rate and excluded students credit contribute bonus points, which are added to the STAAR Postsecondary Readiness Standard component and the graduation rate component to determine the overall Index 4 score.

See *Appendix F – Sample Accountability Table and Index Calculation* for an example of how to calculate an index score.

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