

Comparison of 2014 and 2015 Performance Index Criteria and Indicators For Non-AEA Districts and Campuses

The following chart shows the changes in performance index construction and targets from 2014 to 2015. These changes are based on the commissioner's final decisions regarding 2015 accountability—released April 8, 2015—and are reflected in administrative rule adopted by the commissioner to be effective August 4, 2015.

	2014	2015
Index 1: Student Achievement	Index 1 Target: 55	Index 1 Target: 60
	All Student Groups and all tests combined	All Student Groups and all tests combined <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded
	Performance standard: Phase-in 1 Level II (Satisfactory)	No change
	STAAR EOC Assessments (5 tests): <ul style="list-style-type: none"> ○ English I (reading and writing combined into single English I) ○ English II (reading and writing combined into single English II) ○ Algebra I ○ Biology ○ U.S. History 	No change
	Substitute assessments for STAAR EOC tests are included	No change
	English Language Learners (ELLs): English version: <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2–4 included (ELL Progress Measure) ○ Students in U.S. schools Years 5+ included (Phase-in 1 Level II) Spanish version: <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2–4 included (Phase-in 1 Level II) ○ Students in U.S. schools Years 5+ included (Phase-in 1 Level II) 	English Language Learners (ELLs)*: No change
	STAAR L evaluated in ELL Progress Measure	
Index 2: Student Progress	Index 2 Target: Based on 5 th percentile of Index 2 outcomes based on the 2014 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 th percentile of campus performance across all campus types.	Index 2 Target: Based on 5 th percentile of Index 2 outcomes based on the 2015 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 th percentile of campus performance across all campus types.
	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, and ELL Students	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, Current and Monitored ELLs
	By subject: reading and mathematics	Across all subjects: reading, writing, and mathematics (Algebra I only for available grades) <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded

	2014	2015
Index 2: Student Progress	Aggregated weighted score <ul style="list-style-type: none"> o One point for each percentage of assessment results that meet or exceed progress o One additional point for each percentage of results that exceed progress 	No change
	Progress Measures: STAAR, STAAR Modified, STAAR Alternate, and ELL Progress Measure	STAAR and ELL Progress Measures
	High schools/K–12 campuses are not evaluated on Index 2	High schools/K–12 campuses are evaluated on Index 2
	English Language Learners (ELLs): English version: <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2+ included Spanish version: <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2+ included STAAR L evaluated in ELL Progress Measure	Current and Monitored ELLs*: No Change
Index 3: Closing Performance Gaps	Index 3 Targets <ul style="list-style-type: none"> o District: 28 o Elementary: 28 o Middle School: 27 o High School/K–12: 31 	No change
	By Subject Area: reading, mathematics, writing, science, and social studies	By Subject Area: reading, Algebra I, writing, science, and social studies <ul style="list-style-type: none"> o Grades 3–8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded
	Student Groups: <ul style="list-style-type: none"> o Economically Disadvantaged o Two Lowest Performing Racial/Ethnic Student Groups 	No change
	Minimum Size Criteria for Racial/Ethnic Student Groups: 1) Identify the Racial/Ethnic student groups that have 25 or more tests in reading/ELA and 25 or more tests in mathematics from the prior year 2) Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects.	No change
	Points based on STAAR performance: <ul style="list-style-type: none"> o Phase-in Satisfactory Standard: One point for each percentage of tests at Phase-in Satisfactory Standard or above o Advanced Standard: One additional point for each percentage of tests at Advanced Standard 	No change

	2014	2015
Index 3: Closing Performance Gaps	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2– 4 included ELL Progress Measure (1 point); STAAR Final Level II (2 points) o Students in U.S. schools Years 5+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (2 points) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2– 4 included Phase-in 1 Level II (one point); STAAR Advanced Level III (two points) o Students in U.S. schools Years 5+ included Phase-in 1 Level II (one point); STAAR Advanced Level III (two points) <p>STAAR L evaluated in ELL Progress Measure</p>	<p>English Language Learners (ELLs)*:</p> <p>No Change</p>
Index 4: Postsecondary Readiness	<p>Index 4 Target:</p> <p>All Components</p> <ul style="list-style-type: none"> o Districts: 57 (based on all four components)* o High Schools/K–12: 57 (based on all four components)* o Elementary/Middle School: n/a <p>STAAR Only:</p> <ul style="list-style-type: none"> o District: 13 o Elementary: 12 o Middle School: 13 o High School/K–12: 21 <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and College-Ready Graduates.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p>	<p>No change</p> <p>No change</p> <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and Postsecondary Readiness Indicator.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p> <ul style="list-style-type: none"> o Grades 3–8 mathematics excluded o STAAR A and STAAR Alt 2 for all grades and subjects excluded
	<p>STAAR Score: STAAR Percent Met Final Level II on two or more STAAR subject-area tests for All Students and racial/ethnic student groups</p> <p>Students tested on one subject area only must meet the final Level II performance standard for that subject area. Similarly, students tested on only two subject areas must meet the final Level II performance standard for both subject areas.</p>	<p>No change</p>

	2014	2015
Index 4: Postsecondary Readiness	<p>Graduation Score: Combined performance across graduation/dropout rates for:</p> <ul style="list-style-type: none"> o Grade 9–12 Four-Year Graduation Rate for ten student groups; or o Grade 9–12 Five-Year Graduation Rate for ten student groups, whichever contributes the most points to the index <p>Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs</p>	No change
	<p>Graduation Plan: RHSP/DAP Graduates based on Four-Year Longitudinal Cohort: All Students and racial/ethnic groups</p>	No change
	<p>College-Ready Graduates: High school graduates from the 2012–13 school year who met the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in both ELA and mathematics.</p>	<p>Postsecondary Component: Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> o Meeting the college-ready criteria on the TAKS exit-level test, SAT test, or ACT test in both ELA and mathematics o Earning credit for two advanced course/dual credit courses o Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.
	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Final Level II o Graduation Rate o Graduation Plan o College-Ready Graduates 	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Final Level II o Graduation Rate o Graduation Plan o Postsecondary Readiness Indicator
	<p>Substitute assessments for STAAR EOC tests are included</p>	No Change
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 excluded o Students in U.S. schools Years 5+ included (Final Level II) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 included (Final Level II) o Students in U.S. schools Years 5+ included (Final Level II) 	<p>English Language Learners (ELLs)*:</p> <p>No change</p>

* See [Appendix I](#) of the [2015 Accountability Manual](#) for a detailed description of the inclusion policies for ELL students.