

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

Performance Index 3: Closing Performance Gaps

The purpose of Index 3 is to emphasize the advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Student groups: Economically Disadvantaged student group and the two lowest performing race/ethnicity student groups on the campus or district based on prior year assessment results
- Minimum size criteria: Economically disadvantaged – none, small numbers analysis if fewer than 10 tests; race/ethnicity student groups ≥ 25 tests
- Methodology: calculation of the index score for Index 3 is a two step process.
 1. Each subject contributes points from each student group:
 - One point for each percent of tests that meet the at the Phase-in 1 Level II performance standard and above (includes tests at Level III Advanced)
 - Beginning in 2014, one additional point will be added for each percent of tests at Level III.
 2. Combine all subjects and points for a final index score.
- 2013 Target for Index 3 is 55 for campuses and districts (Alternative Education campus and district target is 30).
- **Identifying the Prior Year Lowest Performing Race/Ethnicity Student Groups**

The 2011-12 STAAR performance report provides information combined across All Subjects for All Students and each of the seven race/ethnicity student groups based on the criteria for Index

1. ***Note that the performance rates of the race/ethnicity student groups shown on the report are the data that determine the lowest performing groups for the 2013 Index 3 calculation.***

Steps to identify the lowest performing race/ethnicity student:

1. Find the race/ethnicity student groups that meet the minimum size criteria of ≥ 25 ,
2. Order the student groups that met the minimum size criteria from the lowest to highest performance rate and student group size (total tests),
3. Determine how many race/ethnicity student groups to select:
 - *If three or more, select two:* If a district or campus has three or more race/ethnicity student groups that meet minimum size criteria, select only the two with the lowest performance*;
 - *If two, select one:* If a district or campus has two race/ethnicity student groups that meet minimum size requirements, select one with the lowest performance*;
 - *If one, do not select any group:* If a district or campus has only one race/ethnicity student group that meets minimum size criteria, then no race/ethnic group is evaluated.

* In the rare case where two race/ethnicity student groups have the same performance rate, select the student group with the largest student group size (total tests).

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Calculation Steps:

The Economically Disadvantaged student group is evaluated if data are available for the current 2012-13 school year or the prior year (2011-12). If data for the Economically Disadvantaged student group are not available, then only the race/ethnicity student groups that meet minimum size criteria are evaluated.

1. Obtain your district or campus report.

2012 Indicators Report


 Report for: **SAMPLE HS**
 Campus ID: **999999999**
 District: **SAMPLE ISD**

Total Students: **3,122**
 Grade Span: **9-12**

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| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11) | | | | | | | | | | | |
| All Subjects (2012) | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| % at Phase-in 1 Level II or above | 44% | 52% | 49% | 87% | 0 | 0 | 0 | 72% | 56% | 44% | 44% |
| % at Final Level II or above | 10% | 8% | 10% | 22% | 0 | 0 | 0 | 28% | 26% | 11% | 11% |
| % at Level III Advanced | 2% | 3% | 2% | 0% | 0 | 0 | 0 | 6% | 1% | 2 | 2 |
| Number of Tests | | | | | | | | | | | |
| # at Phase-in 1 Level II or above | 1,342 | 188 | 1,265 | 20 | 0 | 0 | 0 | 13 | 147 | 1,125 | 1,171 |
| # at Final Level II or above | 289 | 30 | 250 | 5 | 0 | 0 | 0 | 5 | 68 | 281 | 289 |
| # at Level III Advanced | 54 | 10 | 50 | 0 | 0 | 0 | 0 | 1 | 3 | 52 | 48 |
| Total Tests | 3,035 | 359 | 2,597 | 23 | 0 | 0 | 0 | 18 | 264 | 2,555 | 2,647 |
| Reading (2012) | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| % at Phase-in 1 Level II or above | 56% | 57% | 50% | 55% | 0 | 0 | 0 | 67% | 69% | 49% | 50% |
| % at Final Level II or above | 13% | 0% | 12% | 9% | 0 | 0 | 0 | 50% | 31% | 14% | 14% |
| % at Level III Advanced | 2% | 5% | 2% | 0% | 0 | 0 | 0 | 17% | 1% | 3% | 2% |
| Number of Tests | | | | | | | | | | | |
| # at Phase-in 1 Level II or above | 551 | 47 | 490 | 6 | 0 | 0 | 0 | 4 | 58 | 428 | 450 |
| # at Final Level II or above | 124 | 0 | 107 | 1 | 0 | 0 | 0 | 3 | 26 | 118 | 121 |
| # at Level III Advanced | 21 | 4 | 17 | 0 | 0 | 0 | 0 | 1 | 1 | 25 | 21 |
| Total Tests | 694 | 82 | 619 | 11 | 0 | 0 | 0 | 4 | 84 | 571 | 592 |
| Mathematics (2012) | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| % at Phase-in 1 Level II or above | 54% | 44% | 55% | 90% | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % at Final Level II or above | 11% | 0% | 10% | 40% | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % at Level III Advanced | 0% | 0% | 0% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Tests | | | | | | | | | | | |
| # at Phase-in 1 Level II or above | 534 | 36 | 483 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| # at Final Level II or above | 105 | 0 | 92 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| # at Level III Advanced | 25 | 0 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Tests | 664 | 82 | 602 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Writing (2012) | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| % at Phase-in 1 Level II or above | 8% | 54% | 33% | 100% | 0 | 0 | 0 | 50% | 0 | 0 | 0 |
| % at Final Level II or above | 6% | 15% | 7% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % at Level III Advanced | 1% | 3% | 1% | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Determine your district's or campus's two lowest-performing student groups based on the Index 1 student achievement indicator. In this example, only the African American and Hispanic student groups met minimum size so only one race/ethnicity student group is selected. The Hispanic and the Economically Disadvantaged student groups are used to calculate the index score.

Note: The 2012 report is based on Index 1 and excludes English language learner (ELL) results for students who are in their 1st, 2nd, or 3rd year in US schools. For 2013 only, data used to calculate an Index 3 score will exclude all ELL students, regardless of number of years in US schools (years coded 1 through 6 or more).

| | All Students | African American | Hispanic | White | Two or More Races | Special Ed | Econ Disadv | ELL |
|--|--------------|------------------|----------|-------|-------------------|------------|-------------|-------|
| STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11) | | | | | | | | |
| All Subjects (2012) | | | | | | | | |
| Percent of Tests | | | | | | | | |
| % at Phase-in 1 Level II or above | 44% | 52% | 49% | 87% | 72% | 56% | 44% | 44% |
| % at Final Level II or above | 10% | 8% | 10% | 22% | 28% | 26% | 11% | 11% |
| % at Level III Advanced | 2% | 3% | 2% | 0% | 6% | 1% | 2 | 2 |
| Number of Tests | | | | | | | | |
| # at Phase-in 1 Level II or above | 1,342 | 188 | 1,265 | 20 | 13 | 147 | 1,125 | 1,171 |
| # at Final Level II or above | 289 | 30 | 250 | 5 | 5 | 68 | 281 | 289 |
| # at Level III Advanced | 54 | 10 | 50 | 0 | 1 | 3 | 52 | 48 |
| Total Tests | 3,035 | 359 | 2,597 | 23 | 18 | 264 | 2,555 | 2,647 |
| Reading (2012) | | | | | | | | |
| Percent of Tests | | | | | | | | |
| % at Phase-in 1 Level II or above | 56% | 57% | 50% | 55% | 67% | 69% | 49% | 50% |
| % at Final Level II or above | 13% | 0% | 12% | 9% | 50% | 31% | 14% | 14% |
| % at Level III Advanced | 2% | 5% | 2% | 0% | 17% | 1% | 3% | 2% |

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- For each subject, locate the data for the Economically Disadvantaged student group and data for the Hispanic student group that you identified in step 2. Use this data to fill in the Index 3 Calculation Table. (Example below is for Reading performance.)

Reading Performance Calculation Table

| STAAR Weighted Performance Rate for Reading | Economically Disadvantaged | Lowest Performing Race/Ethnic Group - 1 (Hispanic) | Lowest Performing Race/Ethnic Group - 2 | Total Points | Maximum Points |
|---|----------------------------|--|---|--------------|----------------|
| Number of Tests | 873 | 878 | | | |
| Performance Results: | | | | | |
| Phase-in 1 Level II or above | | | | | |
| Number | 428 | 490 | N/A | | |
| Percent | 49 | 56 | N/A | | |
| Level III Advanced (2014 and beyond) | | | | | |
| Number | | | | | |
| Percent | | | | | |
| Reading Weighted Performance Rate | | | | | |

| | All Students | African American | Hispanic | Special Ed | Econ Disadv | ELL |
|-----------------------------------|--------------|------------------|----------|------------|-------------|-----|
| Reading (2012) | | | | | | |
| Percent of Tests | | | | | | |
| % at Phase-in 1 Level II or above | 56% | 57% | 56% | 69% | 49% | 50% |
| % at Final Level II or above | 13% | 0% | 12% | 31% | 14% | 14% |
| % at Level III Advanced | 2% | 5% | 2% | 1% | 3% | 2% |
| Number of Tests | | | | | | |
| # at Phase-in 1 Level II or above | 551 | 47 | 490 | 58 | 428 | 450 |
| # at Final Level II or above | 124 | 0 | 107 | 26 | 118 | 124 |
| # at Level III Advanced | 21 | 4 | 17 | 1 | 25 | 20 |
| Total Tests | 984 | 82 | 878 | 84 | 873 | 903 |
| Mathematics (2012) | | | | | | |

Reading Performance Calculation Table

| STAAR Weighted Performance Rate for Reading | Economically Disadvantaged | Lowest Performing Race/Ethnic Group - 1 (Hispanic) | Lowest Performing Race/Ethnic Group - 2 | Total Points | Maximum Points |
|---|----------------------------|--|---|--------------|----------------|
| Number of Tests | 873 | 878 | | | |
| Performance Results: | | | | | |
| Phase-in 1 Level II or above | | | | | |
| Number | 428 | 490 | N/A | | |
| Percent | 49 | 56 | N/A | | |
| Level III Advanced (2014 and beyond) | | | | | |
| Number | | | | | |
| Percent | | | | | |
| Reading Weighted Performance Rate | | | | | |

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4. Continue filling in the Index Calculation Table for each subject (Reading, Mathematics, Writing, Science, Social Studies).
5. Determine each subject's Weighted Performance Rate. For 2013, each subject's Weighted Performance Rate is equal to the Percent of tests that meet Phase-in 1 Level II or above performance standard.

Reading Performance Calculation Table

| STAAR Weighted Performance Rate for Reading | Economically Disadvantaged | Performing Race/Ethnic Group - 1 (Hispanic) | Lowest Performing Race/Ethnic Group - 2 | Total Points | Maximum Points |
|---|----------------------------|---|---|--------------|----------------|
| Number of Tests | 873 | 878 | | | |
| Performance Results: | | | | | |
| Phase-in 1 Level II or above | | | | | |
| Number | 428 | 490 | | | |
| Percent | 49 | 56 | N/A | | |
| Level III Advanced (2014 and beyond) | | | | | |
| Number | | | | | |
| Percent | | | | | |
| Reading Weighted Performance Rate | 49 | 56 | | 105 | 200 |

6. Next, determine the Maximum Number of Points for the subject. Count the number of student groups that groups that meet the minimum size criteria size. For 2013 only, multiply the count of eligible student groups by 100. (This example has 2 eligible groups, multiplied by 100 for a maximum of 200 points for Reading).
7. Determine the Overall Performance: The values calculated for each subject are transferred to the Overall Performance Calculation Table.

Steps continue on next page.

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Reading Performance Calculation Table

| STAAR Weighted Performance Rate for Reading | Economically Disadvantaged | Performing Race/Ethnic Group - 1 (Hispanic) | Lowest Performing Race/Ethnic Group - 2 | Total Points | Maximum Points |
|---|----------------------------|---|---|--------------|----------------|
| Number of Tests | 873 | 878 | | | |
| Performance Results: | | | | | |
| Phase-in 1 Level II or above | | | | | |
| Number | 428 | 490 | | | |
| Percent | 49 | 56 | N/A | | |
| Level III Advanced (2014 and beyond) | | | | | |
| Number | | | | | |
| Percent | | | | | |
| Reading Weighted Performance Rate | 49 | 56 | | 105 | 200 |

Overall Performance

| STAAR Weighted Performance Rate | Economically Disadvantaged | Lowest Performing Race/Ethnic Group - 1 (Hispanic) | Lowest Performing Race/Ethnic Group - 2 | Total Points | Maximum Points |
|--|----------------------------|--|---|--------------|----------------|
| Reading Weighted Performance Rate | 49 | 56 | N/A | 105 | 200 |
| Mathematics Weighted Performance Rate | 47 | 55 | N/A | 102 | 200 |
| Writing Weighted Performance Rate | 33 | 33 | N/A | 66 | 200 |
| Science Weighted Performance Rate | 46 | 46 | N/A | 92 | 200 |
| Social Studies Weighted Performance Rate | 28 | 26 | N/A | 54 | 200 |
| Total | | | | 419 | 1,000 |
| Index Score (total points divided by maximum points) | | | | 42 | |

8. Continue transferring all performance data for each subject until the Overall Performance Calculation Table is complete.
9. The final index score is total points divided by maximum points. In this example, the sum of the total points is 419, divided by the sum of the maximum points, 1,000, resulting in an Index 3 Score of 42.