

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

Index 4: Postsecondary Readiness

The purpose of Index 4 is to emphasize the importance for students to receive a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

The calculation of the index score for Index 4 is a multiple step process. For 2013, Index 4 only uses the Graduation Score component of the Index, since by statute, the STAAR component (Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups) cannot be used until 2014.

Graduation Score: combined performance across the graduation rates from either the Four-Year or Five-Year Graduation Rates, and the Diploma Plan indicator. Either the Four-Year or Five-Year Graduation Rate is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group. The Recommended High School Program (RHSP)/ Distinguished Achievement Program (DAP) annual rate indicator is calculated for campuses and districts regardless of whether they have a longitudinal graduation rate.

- Methodology: Index 4 Graduation Score component is calculated in three steps:
 1. Determine the **Four-Year** Graduation Score:
 - Grade 9-12 Four-Year Graduation Rate for All Students and student groups, and
 - RHSP/ DAP Graduates for All Students and race/ethnicity student groups;
 2. Determine the **Five-Year** Graduation Score:
 - Grade 9-12 Five-Year Graduation Rate for All Students and student groups, and
 - RHSP/ DAP Graduates for All Students and race/ethnicity student groups (same rates used on both options);
 3. Select the best outcome.

Grade 9-12 Four-year or Five-year Graduation Rate:

- Ten Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races
 - ELL student group is defined as students who were identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Minimum size criteria:
 - All Students – none, small numbers analysis if fewer than 10 students
 - Student groups ≥ 25 , applied to the Total in Class (graduates, continuing students, GED recipients, and dropouts)

2012 Indicators Report

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Annual percent of Recommended High School Program/Distinguished Academic Program (RHSP/ DAP)

- Eight Student groups: All Students and seven race/ethnicity student groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races
- Minimum size criteria:
 - All Students – none, small numbers analysis if fewer than 10 students
 - Student groups ≥ 25, applied to number of prior year graduates

Calculation Steps:

1. Obtain your district or campus report and view the Graduation and Dropout Rates. Please note that information for certain race/ethnicity student groups have not previously been reported. For 2013, race/ethnicity student groups will be appropriately reported within each longitudinal cohort and used for 2013 Index 4 calculations.



2012 Indicators Report

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

Performance Reporting Division

2012 Indicators Report

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%	56%	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	124
# at Level III Advanced	21	4	17	0	0	0	0	1	1	25	21
Total Tests	984	82	878	11	0	0	0	6	84	777	805
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	54%	44%	55%	90%	0	0	0				
% at Final Level II or above	11%	0%	10%	40%	0	0	0				
% at Level III Advanced	3%	0%	3%	0%	0	0	0				
Number of Tests											
# at Phase-in 1 Level II or above	534	36	483	9	0	0	0				
# at Final Level II or above	105	0	92	4	0	0	0				
# at Level III Advanced	26	0	26	0	0	0	0				
Total Tests	988	82	882	10	0	0	0				
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	8%	54%	33%	100%	0	0	0	50%			
% at Final Level II or above	6%	15%	7%	0%	0	0	0				
% at Level III Advanced	1%	3%	1%	0%	0	0	0				

2. Locate the 4-Year Graduation Rate, the 5-Year Extended Graduation Rate, and the Annual RHSP/DAP Graduates data to complete the Index 4 Calculation Table. Only data for those student groups that meet minimum size criteria are used to populate the Index 4 Calculation Table.

2012 Indicators Report

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Graduation and Dropout Rates	All Students	African American	Hispanic	White	American Indian	Special Ed	ELL *
4-Year Graduation Rate (Gr 9-12): Class of 2011							
% Graduated	82.8%	74.5%	70.2%	75.4%		100.0%	82.4%
# Graduated	3,901	260	33	202		2	215
# in 2011 cohort	4,710	349	47	268		2	261
5-Year Graduation Rate (Gr 9-12): Class of 2010							
% Graduated	82.8%	69.1%	68.3%	70.0%		0.0%	76.6%
# Graduated	3,926	255	43	189		0	187
# in 2010 cohort	4,741	369	63	270		0	244
Annual Dropout Rate (Gr 9-12): 2010-11							
% Dropped Out	3.9%	7.3%	9.0%	7.0%		5.9%	5.5%
# Dropped Out	864	139	20	106		1	91
# 9-12 Graders	22183	1,897	222	1,506		17	1,646
Annual RHSP/DAP Graduates: Class of 2011							
% RHSP/DAP Graduates	75.0%	66.1%	51.4%	67.6%		0.0%	69.2%
# RHSP/DAP Graduates	3,500	189	18	152		0	133
Total Graduates	4,667	286	35	225		1	221

* See note about the ELL Student Group on the next page.

Index 4 Calculation Table

	All Students	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Graduation Score												
4-year graduation rate	82.8	74.5	70.2	75.4						82.4	385.3	500
RHSP/DAP	75.0	66.1	51.4	67.6							260.1	400
4-year Graduation Total											645.4	900
4-year Graduation Score (graduation total points divided by maximum points)											72	
5-year Graduation Score												
5-year graduation rate	82.8	69.1	68.3	70.0		n/a	n/a	n/a		76.6	366.8	500
RHSP/DAP	75.0	66.1	51.4	67.6							260.1	400
5-year Graduation Total											626.9	900
5-year Graduation Score (graduation total points divided by maximum points)											70	
STAAR Score												
2014 and beyond:												
STAAR % Met												
Final Level II on One or More Tests												
STAAR Score (STAAR total points divided by maximum points)												
Index Score											72	

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

**** Note about the ELL Student Group: The graduation rate used for 2013 accountability for the ELL student group is defined as students who were identified as English language learners at any time while attending Grades 9-12 in Texas public school. The “Ever ELL in HS” rate was not reported on 2011-12 AEIS reports, however, was used and reported for 2011-12 Adequate Yearly Progress (AYP).***

3. Calculate the 4-Year Graduation Score:
 - a. The 4-Year Total Points is equal to the sum of the graduation rates across all students and each student group that met minimum size criteria.
 - b. The 4-Year Maximum Points is equal to the sum of the count of eligible student groups multiplied by 100. For this example, there were 5 student groups (All Students, African American, Hispanic, White, and ELL*) multiplied by 100 for a total Maximum Points of 500.
 - c. RHSP/ DAP Total Points is equal to the sum of the RHSP/DAP rates across all students and each student group that met minimum size criteria.
 - d. RHSP/ DAP Maximum Points is equal to the sum of the count of eligible student groups multiplied by 100. For this example, there were 4 student groups (All Students, African American, Hispanic, White) multiplied by 100 for a total Maximum Points of 400.
 - e. Divide 4-Year Total Points by 4-Year Maximum Points to determine the 4-Year Graduation Score. In this example, the Total Points of 645.4 divided by Maximum Points of 900 results in a 4-Year Graduation Score of 72.

4. Calculate the 5-Year Graduation Score:
 - a. The 5-Year Total Points is equal to the sum of the graduation rates across all students and each student group that met minimum size criteria.
 - b. The 5-Year Maximum Points is equal to the sum of the count of student groups multiplied by 100. For this example, there were 5 student groups (All Students, African American, Hispanic, White, and ELL*) multiplied by 100 for a total Maximum Points of 500.
 - c. RHSP/ DAP Total Points is equal to the sum of the RHSP/ DAP rates across all students and each student group that met minimum size criteria.
 - d. RHSP/ DAP Maximum Points is equal to the sum of the count of student groups multiplied by 100. For this example, there were 4 student groups (All Students, African American, Hispanic, White) multiplied by 100 for a total Maximum Points of 400.
 - e. Divide 5-Year Total Points by 5-Year Maximum Points to determine the 5-Year Graduation Score. In this example, the Total Points of 626.9 divided by Maximum Points of 900 results in a 5-Year Graduation Score of 70.

5. Compare the 4-Year and 5-Year Graduation Scores and determine which is greater. The higher of the two Graduation Scores will be the district’s or campus’s Index 4 Score. For this example, the Index Score of 72 is selected.