Chapter 4 – Performance Index Construction

For 2013 and beyond, a framework of four performance indexes will include a set of measures that provide a comprehensive evaluation of the entire campus or district. The accountability framework was designed to evaluate four different views of campus or district performance that communicate strengths and areas in need of improvement.

With a performance index, each measure contributes points to an index score. Each of the four indexes will have a score of 0 to 100 representing campus or district performance points as a percent of the maximum possible points for that campus or district. Targets identifying the lowest performing campuses and districts will be set for each index. The resulting rating reflects overall performance for the campus or district rather than the weakest performance of one student group or subject area. Since performance on all measures is included, no single indicator can be the sole reason for a lower rating. Multiple indexes can be used in the index framework to ensure accountability for every student. Indicators and student groups can be added to the system without creating additional targets for campuses and districts to meet.

Index 1: Student Achievement

The purpose of this index is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard. Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: *Index Score = Total Index Points*. Total Index Points is the percentage of assessments that met the STAAR phase-in 1 Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations. Each percent of students meeting the phase-in 1 Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example 1.1 Districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8									% Met Phase-in 1 Level II	Index Points
	R		M		W		S		SS	Total
Number of Tests at Phase-in 1 Level II	551	+	534	+	27	+	143	+	87	=	1,342
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035
Index Score										44

For the first two data rows, the "% Met Phase-in 1 Level II" column reads 44% and the "Index Points" column reads 44.

Example 1.2. Campuses that test in four subjects: Gr. K-5							% Met Phase-in1 Level II	Index Points
	R	M	W	S	SS	Total		
Number of Tests at Phase-in 1 Level II	551 +	534 +	27 +	143 +	0 =	1,255	47%	47
Total Tests	984 +	988 +	353 +	354 +	0 =	2,679		
Index Score								47

Example 1.3. Campuses that test in three subjects: Gr. K-4							% Met Phase-in 1 Level II	Index Points
	R	M	W	S	SS	Total		
Number of Tests at Phase-in 1 Level II	551 +	534 +	27 +	0 +	0 =	1,112	48%	48
Total Tests	984 +	984 +	353 +	0 +	0 =	2,321		
Index Score								48

Index 2: Student Progress

The purpose of this index is to provide a measure of student progress by subject and student group independent of overall student achievement levels. The structure of Index 2 is a two-step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give one or two points for student growth, each indicator contributes from 0 to 200 points to the index for All Students and each student group that meets minimum size criteria. The maximum number of points depends on size, student demographics, and campus type. The final index score is total points divided by maximum points and ranges from 0 to 100 for all campuses and districts.

Example 2.1. Calculations to determine Index 2 points for reading growth shown in Example 2.2.												
STAAR Weighted Growth Rate for Reading	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests	931	64	828						75	819		
Did Not Meet Expectation	326	13	207						26	205		
Met Expectation	605	51	621						49	614		
Exceeded Expectation	186	16	124						4	164		
Percent of Tests: Met or Exceeded Expectation	65%	80%	75%						65%	75%		
Exceeded Expectation	20%	25%	15%						5%	20%		
Reading Weighted Growth Rate	85	105	90						70	95	445	1000

Example 2.2. Calculation to determine overall points for Index 2.											
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
STAAR Reading Weighted Growth Rate	**85**	**105**	**90**						**70**	**95**	**445**	**1000**
STAAR Mathematics Weighted Growth Rate	85	105	90						70	95	445	1000
STAAR Writing Weighted Growth Rate	85	95	90						70	95	435	1000
Total											1325	3000
Index Score (total points divided by maximum points)											44	

Note: Blank cells in the example above represent student group indicators that do not meet the minimum size criteria.

Index 3: Closing Performance Gaps

The purpose of this index is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. The structure of Index 3 is a two-step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give one point for closing the performance gap in 2013, each indicator contributes from 0 to 100 points to the index for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics. The final index score is total points divided by maximum points and ranges from 0 to 100 for all districts and campuses.

Example 3.1. Calculations to determine Index 3 points for reading performance for 2013 shown in Example 3.2					
STAAR Weighted* Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878	2,601		
Performance Results: Phase-in 1 Level II or above Number Percent	428 49%	490 56%	390 15%		
Reading Weighted* Performance Rate	49	56	15	120	300

* For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

Example 3.2. Calculations to determine overall points for Index 3 for 2013					
STAAR Weighted* Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted* Performance Rate	49	56	15	120	300
Mathematics Weighted* Performance Rate	60	50	22	132	300
Writing Weighted* Performance Rate	40	45	18	103	300
Science Weighted* Performance Rate	60	20	29	109	300
Social Studies Weighted* Performance Rate	25	20	25	70	300
Total				534	1,500
Index Score (total points divided by maximum points)				36	

* For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

See *Chapter 13 – Preview* for Index 3 examples applicable to 2014 and beyond.

Index 4: Postsecondary Readiness

The purpose of this index is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. The structure of Index 4 is a two-step process because campuses will vary in the number of separate indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and each student group that meets minimum size criteria. The maximum number of points depends on size, student demographics, and campus type (for campuses). The final index score is total points divided by maximum points.

Graduation Score

Combined performance across the graduation rates and Recommended High School Program (RHSP) / Distinguished Achievement Program (DAP) diploma indicator:

- Class of 2012 Four-Year Graduation Rate for All Students and all student groups, *or*
- Class of 2011 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of total points to the index when combined with the RHSP/DAP graduation rate.

  Only one of the two graduation rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group.

- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation rate calculated) – calculated for campuses and districts with students in grades 9, 10, 11, or 12.

- RHSP/DAP Graduates for school year 2011-12 for All Students and racial/ethnic student groups

STAAR Score

See *Chapter 13 – Preview* for information on how STAAR results will be included in Index 4 in 2014 and beyond.

The following tables illustrate the Index 4 indicator composition depending on campus type.

Example 4.1. Districts and campuses with a graduation rate											
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
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 division by maximum points)											72	
5-year graduation rate	~~82.8%~~	~~69.1%~~	~~68.3%~~	~~70.0%~~						~~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~~	
Index Score											72	

Example 4.2. Districts and campuses with Gr. 9-12 but no graduation rate											
Indicator	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)	69 (3.1%)	89 (1.1%)				87 (1.3%)	68 (3.2%)	53 (4.7%)	503	700
RHSP/DAP	82.7%	76.4%	83.6%	83.0%							325.7	400
Graduation Total (based on dropout and RHSP/DAP)											828.7	1100
Graduation Score (dropout and RHSP/DAP total points divided by maximum points)											75	
Index Score											75	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

See *Chapter 5 –Performance Index Indicators* for information on how the annual dropout rate calculation is derived for this index.

See *Chapter 13 – Preview* for Index 4 examples applicable to 2014 and beyond, including an elementary and middle/junior high school example.

Index 4: Postsecondary Readiness for AEA Campuses and Charters

Some alternative and charter schools have been approved to use alternative criteria and index targets with regards to Index 4.

In 2013, the Graduation and General Educational Development (GED) attainment and the additional bonus points will be combined to determine overall score for Index 4.

The RHSP/DAP graduates annual rate contributes bonus points (rather than averaging the rates into the Graduation and GED Score). Bonus points are also added for the Continuing Students Success Rates and Excluded Students Credit. A maximum of 50 bonus points will be added to the final index score.

Example 4.3. AEA charter districts and campuses with a graduation and GED rate											
Indicator	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
4-year graduation and GED rate	~~64.3%~~	~~58.8%~~	~~58.8%~~	~~71.6%~~				~~66.0%~~	~~59.8~~	~~34.2%~~	~~413.5~~	~~700~~
5-year graduation and GED rate	65.1%	58.8%	60.0%	72.1%				64.0%	57.5	48.9%	426.4	700
6-year graduation and GED rate	~~62.7%~~	~~56.4%~~	~~63.6%~~	~~63.0%~~					~~58.0~~	~~52.1%~~	~~355.8~~	~~600~~
Graduation and GED Score (graduation and GED total points divided by maximum points)											61
Bonus Points: RHSP/DAP	27.0%										27
Continuing Students Success	5.8%										6
Excluded Students Credit	4										4
Total Bonus Points (maximum of 50)											37
Index Score (Graduation and GED Score plus Bonus Points)											98

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

See *Chapter 13 – Preview* for Index 4 examples applicable to AEA campuses and charters in 2014 and beyond.

Reference *Appendix E – Sample Accountability Table and Index Calculation* for examples of index calculations and examples.