

Chapter 5 – Performance Index Indicators

For 2013 and beyond, a framework of four Performance Indexes will include a broad set of measures that provide a comprehensive evaluation of the entire campus or district. A description of the indicators follows.

Common Elements of the Performance Index System

Assessment Results

The following State of Texas Assessments of Academic Readiness (STAAR) results are included in Indexes 1 and 3 in 2013.

- Spring 2013 Grades 3-8 English assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-5 Spanish assessments at phase-in 1 Level II standard
- Spring 2013 EOC assessments at phase-in 1 Level II standard
- Fall 2012 EOC assessments at phase-in 1 Level II standard
- July 2012 EOC assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-8 and EOC Modified assessments at phase-in 1 Level II standard
- Spring 2013 Grades 3-8 and EOC Alternate assessments at phase-in 1 Level II standard
- Spring 2013 Grade 11 (primary administration) TAKS, TAKS Accommodated, and TAKS-Modified assessments at Met Standard performance standard

Accountability Subset

The following accountability subset rules apply to the assessment results in Index 1, 2, and 3.

- Grades 3-8 – districts and campuses are accountable for spring results for students enrolled on the fall enrollment snapshot.
- EOC – districts and campuses are accountable for:
 - fall results for students enrolled on the fall enrollment snapshot,
 - spring results for students enrolled on the fall enrollment snapshot, and
 - summer results for students enrolled on the prior year fall enrollment snapshot.

If a student was enrolled on the campus/district on this date:	Then these results are included in the campus/district accountability subset:
Fall 2011 enrollment snapshot	EOC summer 2012 administration
Fall 2012 enrollment snapshot	EOC fall 2012 administration
	EOC spring 2013 administration
	Grades 3-8 spring 2013 administration

STAAR Retest Performance

- SSI – For students in grades 5 and 8, the performance index will include reading and mathematics test results from the first and second administration (first re-test opportunity). The best test result in each subject is found first then attributed to the campus and district; the accountability subset rules determine whether the test result is included in the performance index. The performance index includes test results for

students who were enrolled in the campus or district in the fall as reported on the PEIMS October snapshot date and tested in the same campus or district in the spring.

- EOC – Districts and campuses are accountable for three EOC test administrations: 1) summer results for students enrolled on the prior year fall enrollment snapshot, 2) fall results for students enrolled on the fall enrollment snapshot, 3) spring results for students enrolled on the fall enrollment snapshot. For students who are enrolled and tested on the same campus or district during the 2013 accountability cycle, the state accountability system will include EOC results based on the best result from first administration and retest results of tests administered in summer 2012, fall 2012, or spring 2013.

For students who are enrolled and tested at a different campus or district during the 2013 accountability cycle, the student's single best test outcome for each course is found first and attributed to the testing campus and district. After attributing the test to a campus and district, the accountability subset rules determine whether the test result is included in the performance index. If the single best test outcome for a course is attributed to a campus or district where the student does not meet the accountability subset criteria, then EOC test results are not evaluated for accountability. When all test results meet the accountability subset criteria but do not meet the student passing standard, then the most recent test result is chosen.

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.

Assessment Results Included

STAAR Level II assessment results listed in the Common Elements section above.

English language learner results (English and Spanish test versions)

- Students in U.S. schools Year 1 through Year 3 excluded
- Students in U.S. schools Year 4 and beyond included at phase-in Level II performance standard
- Asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded

STAAR Retest Performance

STAAR assessment retest results for Student Success Initiative (SSI) and End of Course (EOC) are shown in the Common Elements section above.

Subjects Evaluated

All subject areas (reading, mathematics, writing, science, and social studies) are combined. Subject areas are not evaluated separately.

Student Groups Evaluated

All Students only. Student groups are not evaluated separately.

Minimum Size Criteria

None. Small numbers analysis is applied if there are fewer than 10 tests in the accountability subset.

Small Numbers Analysis

For Index 1, small numbers analysis is applied if the Total Tested on STAAR, combined across all subjects, is fewer than 10 tests in the accountability subset.

In 2013, a two-year average will be calculated for assessment indicators because only two years of STAAR results are available. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

Accountability Subset

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

Methodology

Assessment results are summed across tests, grade levels, and subjects. The number of assessments meeting the phase-in 1 Level II standard is divided by the number of assessments taken.

Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Phase-In 1 Level II Standard

Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken

Rounding

The Percent Met Phase-in 1 Level II 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

Since Index 1 has only one indicator, the Total Index points and Index Score are the same:
Index Score = Total Points.

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

2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 1, non-AEA districts and campuses must have a score of **50** or higher to receive the *Met Standard* label. AEA campuses and charters must have a score of **25** or higher to receive the *Met Alternative Standard* label.

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.

Assessment Results Included

A table detailing student growth measures reported and used in the 2013 accountability system is shown in *Appendix H – Student Growth Measures*.

English language learner results (English and Spanish test versions)

The STAAR ELL Progress Measure is designed for students tested on STAAR English test versions and is not available in 2013. ELL students tested on STAAR Spanish test versions receive the results of the STAAR growth measure beginning in 2013.

- English test version results
 - STAAR ELL Progress Measure not available; STAAR growth measure not calculated for current ELLs tested on English test versions
 - Asylees/refugees excluded
- Spanish test version results
 - STAAR Growth Measure calculated for ELL tested on Spanish test versions
 - Students in U.S. schools Year 1 through Year 3 excluded
 - Students in U.S. schools Year 4 and beyond included using STAAR growth measure
 - Asylees/refugees in U.S. schools Year 1 through Year 5 excluded

Subjects Evaluated

Reading/ELA, Mathematics and Writing, for grades that a student growth measure can be calculated in 2013, are evaluated separately.

Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL)
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Minimum Size Criteria

- All Students are evaluated if there are at least 10 test results. In 2013, small numbers analysis is not applicable without two years of data.
- Student Groups are evaluated if there are at least 25 test results for the group.

Small Numbers Analysis

In 2013, a two-year average cannot be calculated for Index 2 assessment indicators because only one year of student growth measures are available.

Accountability Subset

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

Methodology

The percent of tests at the specified student growth level on the assessment is multiplied by the weight for that growth level.

- Met – one point for each percent of tests at the Met Growth Expectation level
- Exceeded – two points for each percent of tests at the Exceeded Growth Expectation level

Rounding

The Total Weighted Growth Rate 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% 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 E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013.

The Index 2 targets for non-AEA campuses will be set at about the fifth percentile of non-AEA campus performance by the following campus types: elementary school, middle school/junior high school, and high school/multi-grade schools. The Index 2 targets for non-AEA districts will be set at about the fifth percentile of non-AEA campus performance across all campus types.

The Index 2 targets for AEA campuses will be set at about the fifth percentile of AEA campus performance and will be applied to both AEA campuses and charters.

Growth Measure Indicators

Students are assigned to one of three growth categories based on change in scale score in relation to growth expectations:

- Did Not Meet Growth Expectation
- Met Growth Expectation
- Exceeded Growth Expectation

A table detailing student growth measures reported and used in the 2013 accountability system is shown in *Appendix H – Student Growth Measures*.

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.

Assessment Results Included

STAAR Level II assessment results listed in the Common Elements section above.

English language learner results (English and Spanish test versions)

Excluded (English and Spanish test versions)

STAAR Retest Performance

STAAR assessment retest results for Student Success Initiative (SSI) and End of Course (EOC) are shown in the Common Elements section above.

Subjects Evaluated

- Reading/ELA
- Mathematics
- Writing
- Science
- Social Studies

Student Groups Evaluated

- Economically Disadvantaged Students
- Two Lowest Performing Racial/Ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from spring 2012. (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates will be calculated for reporting. Index 1 combines performance across subjects so the groups identified as lowest performing will be the same for all subjects in Index 3. 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.)

- If the campus or district has three or more racial/ethnic student groups that meet minimum size criteria, performance of the two lowest performing racial/ethnic groups is included in the index.
- If the campus or district has two racial/ethnic student groups that meet minimum size criteria, performance of the lowest performing racial/ethnic group is included in the index.
- If the campus or district has only one racial/ethnic student group that meets the minimum size criteria, then the racial/ethnic group is not included in the index.

Minimum Size Criteria

- Economically Disadvantaged Students – None; the results are always evaluated regardless of the number of students tested. Small numbers analysis is applied if there are fewer than 10 tests in the accountability subset. If no data are available for current and prior year, Index 3 will be evaluated on the lowest performing race/ethnicity student groups that meet minimum size criteria.
- Student Groups are evaluated if there are at least 25 test results.

Small Numbers Analysis

Small numbers analysis is applied to the Economically Disadvantaged student group by subject. If the Number of Tests on STAAR is fewer than 10 tests in the accountability subset, a two-year-average will be calculated for Economically Disadvantaged assessment indicators because only two years of STAAR results are available. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

If there are less than 25 test results for the selected lowest performing student groups, no small numbers analysis will be applied and that group's performance is not included in Index 3 calculations.

Accountability Subset

Accountability Subset rules are described in the Common Elements section earlier in this chapter.

Methodology

The percent of tests at the specified student performance level on the assessment is multiplied by the weight for that performance level.

- Phase-in 1 Level II – one point for each percent of tests at the phase-in 1 Level II performance standard or above
- Level III Advanced (not applicable in 2013) – See *Chapter 13 – Preview* for information on how Level III Advanced performance will be included in Index 3 in 2014 and beyond.

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 E – Sample Accountability Table and Index Calculation* for examples of how to calculate an index score.

2013 Index Targets

To receive a *Met Standard* or *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 3, non-AEA districts and campuses must have a score of **55** or higher to receive the *Met Standard* label. AEA campuses and charters must have a score of **30** or higher to receive the *Met Alternative Standard* label.

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. Index 4 includes modifications applicable to AEA campuses and charters which are described in a separate section later in this chapter.

Assessment Results Included

STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups will be incorporated into Index 4 in 2014. See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond.

Graduation Rates Included

High school graduation rates include the four-year and five-year graduation rates and annual dropout rate if there is no graduation rate calculated.

- Class of 2012 Four-Year Graduation Rate – calculated for campuses and districts with students in grade 9 and either grade 11 or 12 in both years 1 and 5 of the cohort, or with grade 12 in both years 1 and 5 of the cohort.
- Class of 2011 Five-Year Graduation Rate – follows the same cohort of students for one additional year.
- 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.

Graduation Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For graduation rate calculations, ELL student group is defined as 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 Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 graduates.
- Student Groups are evaluated if there are at least 25 students in the class.

Graduation Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Graduates in the Class of 2012 cohort (4-year) or Class of 2011 cohort (5-year) is less than 10. The Total Number of Students in the graduating class consists of graduates, continuing students, GED recipients, and dropouts.

In 2013, a three-year-average will be calculated for the All Students graduation rate. The calculation based on the aggregated multi-year average will be used in the performance index.

Graduation Rates—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.

$$\frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts}}$$

Graduation Rates—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% is rounded to 74.9%, not 75%.

Annual Dropout Rates Included

For districts and campuses that serve students enrolled in grades 9-12 but do not have a graduation rate the Annual 9-12 Dropout Rate is used.

Annual Dropout Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For dropout rate calculations, ELL student group is defined as 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 Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 dropouts.
- Student Groups are evaluated if there are at least 25 students in the denominator.

Annual Dropout Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Students Enrolled in grades 9-12 during the 2011-12 school year is less than 10.

In 2013, a three-year-average will be calculated for the All Students annual dropout rate. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 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 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.

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

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 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.

Recommended High School Program or Distinguished Achievement (Advanced) High School Program (RHSP/DAP) Rates

RHSP/DAP Rates—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 Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 2011-12 total graduates.
- Student Groups are evaluated if there are at least 25 2011-12 graduates.

RHSP/DAP Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Total Graduates is less than 10.

In 2013, a three-year-average will be calculated for the All Students RHSP/DAP graduation rate. The calculation based on the aggregated multi-year uniform average will be used in the performance index.

RHSP/DAP Rates—Methodology

The percent of RHSP/DAP graduates annual rate that will be applied to Index 4 in the 2013 state accountability system is the same rate that has been reported for a number of years on the Academic Excellence Indicator System (AEIS) reports for all high schools and districts statewide. The percent of RHSP/DAP graduates based on the longitudinal cohort will be reported for the first time in 2013 for the Class of 2012. For this reason, the RHSP/DAP indicator used for the 2013 ratings will be based on the annual rate instead of the longitudinal rate.

The RHSP/DAP graduates annual rate is the percent of prior year graduates who were reported as having satisfied the course requirements for the RHSP or DAP.

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

RHSP/DAP Rates—Rounding

Annual RHSP/DAP Rate calculations 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 is rounded to 94.7% Annual RHSP/DAP Graduation Rate.

Index Score

- For districts and high schools with a graduation rate the index score consists of either the Total Points for the 4-year graduation rate or the 5-year graduation rate, whichever yields a higher Index Score. The graduation rate is added together with the Total Points from the RHSP/DAP annual graduation rate. The Graduation Score is the sum of these two indicators divided by the sum of the Maximum Points for graduation rate and RHSP/DAP annual graduation rate. The final Index 4 score is the higher of the 4-year Graduation Score or the 5-year Graduation Score.
- For districts and campuses that serve students enrolled in grades 9-12 but do not have a graduation rate the index score consists of the Total Points for the Annual 9-12 Dropout Rate added together with the Total Points from the RHSP/DAP graduation rate. The final Index 4 score is the sum of these two indicators divided by the sum of the Maximum Points for Annual Dropout rate and RHSP/DAP graduation rate.

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

2013 Index Targets

To receive a *Met Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 4, non-AEA districts and campuses must have a score of **75** or higher.

Index 4: Postsecondary Readiness for AEA Campuses and Charters

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

Assessment Results Included

STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups will be incorporated into Index 4 in 2014. See *Chapter 13 – Preview* for more information on accountability ratings criteria for 2014 and beyond.

Graduation and GED Rates Included

The graduation rate calculation is modified to credit AEA campuses and charters for graduates and GED recipients. Four-year, five-year, and six-year graduation and GED rates will be calculated for AEA campuses and charters. The Grade 9-12 Annual Dropout Rate is used if there is not a combined graduation and GED rate.

- Class of 2012 Four-year graduation and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both year 1 and year 5, or with grade 12 in both year 1 and year 5.

- Class of 2011 Five-year graduation 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 and GED rate in one year will have a five-year graduation and GED rate for that cohort in the following year. The five-year graduation and GED rate lags behind the four-year graduation and GED rate by one year.
- Class of 2010 Six-year graduation 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 and GED rate in one year will have a six-year graduation and GED rate for that cohort in the following year. The six year graduation and GED rate lags behind the four-year graduation and GED rate by two years.
- Annual Dropout Rate for school year 2011-12 for grades 9-12 (used only if no graduation and GED rate). If a district 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 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 and GED Rates—Student Groups Evaluated

Up to ten student groups may be evaluated, depending on whether the four-year, five-year, or six-year graduation and GED rate is used in the calculation for Index 4.

- All Students
- Students served by Special Education
- English Language Learners (ELL) – For graduation rate calculations, ELL student group is defined as 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. If the six-year graduation and GED rate is used only four racial/ethnic groups will be used: African American, Hispanic, White, and American Indian.

Graduation and GED Rates—Minimum Size Criteria

- All Students – none; Small numbers analysis is applied if there are fewer than 10 graduates.
- Student Groups are evaluated if there are at least 25 students in the class.

Graduation and GED Rates—Small Numbers Analysis

- All Students – none; Graduation and GED Rates are always evaluated. Small numbers analysis is applied if there are fewer than 10 students in the Class of 2012 (4-year), Class of 2011 (5-year) or Class of 2010 (6-year). The Total Number of Students in the graduating class consists of graduates, continuing students, GED recipients, and dropouts.
- Student Groups are evaluated if there are at least 25 students in the class.

Graduation and GED Rates—Methodology

The four-year graduation 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 for non-graduate, non-dropout reasons are removed from the class.

The graduation and GED rate measures the percent of graduates and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + GED Recipients}}{\text{Number of Graduates + Continuers + GED Recipients + Dropouts}}$$

Graduation 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

Annual Dropout Rate for grades 9-12 (used only if no graduation and GED rate). If a district 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 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

Up to ten student groups may be evaluated, depending on whether the four-year, five-year, or six-year graduation and GED rate is used in the calculation for Index 4.

- All Students
- Students served by Special Education
- English Language Learners (ELL)
- Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

Annual Dropout Rates—Minimum Size Criteria

- All Students – none; Annual Dropout Rates are always evaluated. Small numbers analysis is applied if there are fewer than 10 students enrolled in grades 9-12 during the 2011-12 school year.
- Student Groups are evaluated if there are at least 25 students enrolled in grades 9-12 during the school year.

Annual Dropout Rates—Small Numbers Analysis

Small numbers analysis is applied to the All Students student group if the Number of Students Enrolled in grades 9-12 during the 2011-12 school year is less than 10.

In 2013, a three-year-average will be calculated for the All Students dropout rate. The calculation based on the aggregated multi-year average will be used in the performance index.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9-12 designated as dropout by the number of students enrolled in grades 9-12 at any time during the 2011-12 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 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

In 2013, bonus points will be added to the Graduation and General Educational Development (GED) attainment (or Dropout Rate) to determine the overall index score for Index 4. The RHSP/DAP graduates annual rate, Continuing Students Success Rates, and Excluded Students Credit add a maximum of 50 bonus points to the final index score.

RHSP/DAP Annual Rate

- **Student Groups:** All Students only.
- **Minimum Size:** None; Small numbers analysis is applied if there are fewer than 10 graduates.
- **Methodology:** The percent of prior year graduates who were reported as having satisfied the course requirements for the Recommended or Distinguished Achievement (Advanced) High School Program.

number of prior year graduates with graduation codes for RHSP or DAP

number of prior year graduates

The RHSP/DAP annual rate is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

Continuing Students Success Rates

- **Student Groups:** All Students only.
- **Minimum Size:** None; the AEA Continuing Students Success Rates are based on the six-year Graduation and GED Rate which may be subject to small numbers analysis.
- **Methodology:** The change in Graduation and GED Rate for one cohort of students from the four-year rate to the six-year rate.

$$\begin{array}{ccc} \begin{array}{c} \text{6-Year Graduation and} \\ \text{GED Rate} \\ \text{of most recent cohort} \\ \text{(Class of 2010)} \end{array} & - & \begin{array}{c} \text{4-Year Graduation and} \\ \text{GED Rate} \\ \text{of same cohort} \\ \text{(Class of 2010)} \end{array} \end{array} \quad \text{with a floor of zero}$$

The percentage point change derived from this calculation is added as bonus points to the graduation and GED rate to determine the overall Index 4 score.

Excluded Students Credit

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

$$\begin{array}{ccc} \begin{array}{c} \text{Graduates and GED recipients from} \\ \text{4-year graduation cohort without} \\ \text{exclusions (federal rate) of most} \\ \text{recent cohort (Class of 2012)} \end{array} & - & \begin{array}{c} \text{Graduates and GED recipients from} \\ \text{4-year graduation cohort with} \\ \text{exclusions (state rate) of same} \\ \text{cohort (Class of 2012)} \end{array} \end{array} \quad \text{With a floor of zero}$$

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

Index Score

The final Index 4 score is the sum of the highest four-year, five-year or six-year Graduation and GED Score combined with a maximum of 50 bonus points earned from RHSP/DAP Annual Rate, Continuing Students Success Rate, and Excluded Students Count.

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

2013 Index Targets

To receive a *Met Alternative Standard* rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013. For Index 4, using AEA provisions, AEA campuses and charters must have a score of **45** or higher.

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