

# Overview of Performance Index Framework\*

Shaded areas were not evaluated in 2013

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Features of Index	<p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>All Students</li> <li>Combined over All Subject Areas</li> <li>Credit given for meeting phase-in Level II performance standard on:                             <ul style="list-style-type: none"> <li>STAAR Grades 3-8 English and Spanish for assessments administered in the spring;</li> <li>EOC for assessments administered in the spring and the previous fall and summer;</li> <li>STAAR Grades 3-8 and EOC Modified and Alternate;</li> <li>STAAR L (linguistically accommodated) included through the ELL Progress Measure; and,</li> <li>TAKS Grade 11 results at Met Standard performance standard (2013 only).</li> </ul> </li> </ul>	<p><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>Ten Student Groups Evaluated:                             <ul style="list-style-type: none"> <li>All Students</li> <li>Each Race/Ethnicity:                                     <ul style="list-style-type: none"> <li>African American</li> <li>American Indian</li> <li>Asian</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>White</li> <li>Two or More Races</li> </ul> </li> <li>Students with Disabilities</li> <li>English Language Learners (ELLs)</li> </ul> </li> <li>By Subject Area (Reading, Math, and Writing for available grades)</li> <li>Same assessments used in Index 1 where STAAR Progress and ELL Progress measures are available</li> <li>Credit based on weighted performance:                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of tests at the Met growth expectations level</li> <li>Two point credit given for each percentage of tests at the Exceeded growth expectations level</li> </ul> </li> </ul>	<p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year</li> <li>By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</li> <li>Credit based on weighted performance:                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of tests meeting the phase-in Level II performance standard</li> <li>Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard</li> </ul> </li> </ul>	<p><b>Measures of Postsecondary Readiness</b></p> <p>Credit based on various postsecondary indicators:</p> <p><b>STAAR Postsecondary Readiness</b></p> <ul style="list-style-type: none"> <li>Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> <li>Combined over All Subject Areas</li> <li>Credit given for meeting postsecondary readiness standard (final Level II) on one or more tests</li> </ul> <p><b>High School Graduation Rates</b></p> <ul style="list-style-type: none"> <li>Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)</li> <li>Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs</li> </ul> <p><b>High School Diploma Plans</b></p> <ul style="list-style-type: none"> <li>Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates</li> <li>Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p><b>Other Postsecondary Indicators</b></p> <ul style="list-style-type: none"> <li>College-Ready Graduates</li> <li>Advanced Course/Dual Enrollment Completion</li> <li>Career and Technical Education (CTE) TBD (2015 and beyond)</li> </ul>
Additional Evaluations	<p><b>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness</b></p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p>	<p><b>Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations</b></p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and Advanced (Level III) Performance on STAAR in four subject areas.</p>	<p><b>System Safeguards</b></p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.</p>	

\* Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.