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

Index 1: Student Achievement

STAAR Satisfactory Performance

- All Students
- Combined over All Subject Areas
- Credit given for meeting phase-in Level II performance standard on:

  • STAAR Grades 3-8 English and Spanish for assessments administered in the spring;

  • EOC for assessments administered in the spring and the previous fall and summer;

  • STAAR Grades 3-8 and EOC Modified and Alternate;

  • STAAR L (linguistically accommodated) included through the ELL Progress Measure; and,

  • TAKS Grade 11 results at Met Standard performance standard (2013 only).

Index 2: Student Progress

Student Progress to Satisfactory or Advanced Performance Levels

- Ten Student Groups Evaluated:
- All Students
- Each Race/Ethnicity:
  ☐ African American
  ☐ American Indian
  ☐ Asian
  ☐ Hispanic
  ☐ Pacific Islander
  ☐ White
  ☐ Two or More Races
- Students with Disabilities
- English Language Learners (ELLs)

- By Subject Area (Reading, Math, and Writing for available grades)

- Same assessments used in Index 1 where STAAR Progress, STAAR-M, STAAR-Alt, and ELL Progress measures are available

- Credit based on weighted performance:
  • One point credit given for each percentage of tests at the Met growth expectations level
  • Two point credit given for each percentage of tests at the Exceeded growth expectations level

Index 3: Closing Performance Gaps

Achievement Gaps Measured for Satisfactory and Advanced Levels

- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year

- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)

- Credit based on weighted performance:
  • One point credit given for each percentage of tests meeting the phase-in Level II performance standard
  • Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard

Index 4: Postsecondary Readiness

Measures of Postsecondary Readiness

Credit based on various postsecondary indicators:

STAAR Postsecondary Readiness
- Eight Student Groups Evaluated: All Students and each Race/Ethnicity
- Combined over All Subject Areas
- Credit given for meeting postsecondary readiness standard (final Level II)

High School Graduation Rates
- Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)
- Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs

High School Diploma Plans
- Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates
- Eight Student Groups Evaluated: All Students and each Race/Ethnicity

Other Postsecondary Indicators
- College-Ready Graduates (2014)
- Advanced Course/Dual Enrollment Completion TBD (2015 and beyond)
- Career and Technical Education (CTE) TBD (2015 and beyond)

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

Additional Evaluations

Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness

Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.

Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations

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.

System Safeguards

Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.