

Chapter 3 – Performance Index Construction

An accountability framework of four performance indexes provides a comprehensive evaluation of public education at campuses and districts across Texas. The accountability framework measures student performance and delineates areas of strength and needed improvement.

With a performance index, each measure of student performance contributes points to an index score. Each of the four indexes has a score of 0 to 100, based on campus or district performance points, calculated as a percent of the maximum possible points for that campus or district. Targets set by the commissioner of education determine the minimum score required for meeting a performance standard for each index. The index scores provide a rating of overall performance for the campus or district rather than reflecting the weakest performance of one student group or subject area. A key feature of a performance index is that no single indicator can—by itself—result in a low rating because index performance is a culmination of all measures. Multiple indexes can be used in the framework to ensure accountability for every student. Any number of indicators and student groups can also be added to the system without creating additional targets for campuses and districts to meet.

A summary of changes to the accountability index calculation and indicators is provided below. For details on the STAAR and other indicators, see *Chapter 4 – Performance Index Indicators*.

Summary of 2015 Index Calculation and Indicator Changes			
Index	Calculation	Indicators and Measures	
All Indexes		Exclusion of assessments for grade 3–8 mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects)	
Index 1	No change	Additional ELL test results included	
Index 2	STAAR weighted progress rate across all subjects	All campuses are evaluated on Index 2; district-level Index 2 results include progress measure results for all campuses within the district	ELL student group includes both current ELLs and ELLs in their first and second years of academic monitoring after exiting ELL status
Index 3	No change	Additional ELL test results included	
Index 4	No change	College-Ready Graduates indicator replaced with the Postsecondary Component: College and Career Readiness indicator	

Index 1: Student Achievement

Index 1 measures campus and district performance based on satisfactory student achievement combined over all subjects for all students. The total index points and index score are the same: *Index Score = Total Index Points*. Total points are determined by the percentage of assessments that meet the State of Texas Assessments of Academic Readiness (STAAR) Phase-in 1 Level II standard, meet or exceed the English Language Learner (ELL) Progress Measure, or achieve the equivalency standard on End-of-Course (EOC) substitute assessments.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): The Index 1 mathematics measures are based solely on the results of Algebra I EOCs.

Additional ELL results are included: STAAR indicators include test results of ELLs with parental denials for instructional services in Index 1 with no change to the index calculation. Previously, these students were excluded from accountability because an ELL progress measure is not available for ELLs with parental denials for instructional services. Also, STAAR indicators include test results of ELLs who are no longer eligible to receive an ELL progress measure solely due to the requirement that the student's number of years in U.S. schools cannot exceed the student's ELL plan year.

Examples of Index 1 Calculations The four examples below show campuses and districts that test in various subjects depending upon the grades served. Each percentage of students meeting the phase-in satisfactory 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												
STAAR Performance	R		M*		W		S		SS	Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	27	+	143	+	87	= 1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	= 3,035		
Index 1: Score												44

* Algebra I only

Example 1.2 Districts and campuses that test in four subjects: Gr. 9–12												
STAAR Performance	R		M		W		S		SS	Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	534	+	0	+	143	+	87	= 1,315	49%	49
Total Tests	984	+	988	+	0	+	354	+	356	= 2,682		
Index 1: Score												49

Example 1.3 Campuses that test in four subjects: Gr. K–5												
STAAR Performance	R		M		W		S		SS	Total	% Met Phase-in Satisfactory Standard	Index Points
# Phase-in Satisfactory Standard	551	+	0	+	27	+	143	+	0	= 721	43%	43
Total Tests	984	+	0	+	353	+	354	+	0	= 1,691		
Index 1: Score												43

Example 1.4 Campuses that test in three subjects: Gr. K-4										% Met Phase-in Satisfactory Standard	Index Points	
STAAR Performance	R		M		W		S		SS			Total
# Phase-in Satisfactory Standard	551	+	0	+	27	+	0	+	0	= 578	43%	43
Total Tests	984	+	0	+	353	+	0	+	0	= 1,337		
Index 1: Score											43	

Index 2: Student Progress

Index 2 measures student progress by subject and reports results by student demographics: race/ethnicity, current and monitored ELLs, and special education.

Weighted scores are calculated based on students' level of performance: one point for each percentage of assessment results that *Met* or *Exceeded Progress* and one additional point for each percentage of results that *Exceeded Progress*.

Cumulative performance (*Met* and *Exceeded Progress* plus *Exceeded Progress*) for all subjects contributes from 0 to 200 points to the groups consisting of all students and each student group that meets minimum size criteria. The maximum number of possible points depends on campus type, student population, and demographics. Index 2 is calculated by dividing the total points (cumulative performance) by the maximum number of possible points, resulting in an overall score of 0 to 100 for all campuses and districts.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): Reported progress measures from STAAR A are excluded. Index 2 mathematics measures are based solely on the progress measures for Algebra I EOCs.

All Subjects Weighted Progress: The calculation for Index 2 is based on a weighted score that combines available STAAR and ELL Progress Measures across all subjects. The aggregated weighted score combines STAAR and ELL Progress Measures for reading, writing, and mathematics (Algebra I only). The percent met or exceeded progress and percent exceeded progress will be calculated from the combined results. The calculation change reduces the impact of changes to available STAAR progress measures, including new grade 7 writing progress measures.

All Districts and Campuses Evaluated: All districts and campuses—including AECs and charter districts evaluated under AEA provisions—are evaluated on Index 2. The aggregated district-level Index 2 results include progress measure results for all campuses within the district.

ELL Student Group: Index 2 includes both current ELLs and ELLs in their first and second years of academic monitoring after exiting ELL status. The current and monitored ELL student group cumulative performance is evaluated if the minimum size criterion is met on the number of current ELLs only.

Examples of Index 2 Calculations The following example shows how the combined STAAR and ELL progress measures results are computed across all subjects.

Example 2. Index 2 calculation												
Weighted Progress Rate: All Subjects	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		
# Met or Exceeded Progress	685	51	621						49	614		
# Exceeded Progress	186	16	124						4	164		
Percent of Tests: % Met or Exceeded Progress	74%	80%	75%						65%	75%		
% Exceeded Progress	20%	25%	15%						5%	20%		
All Subjects Weighted Progress Rate	94	105	90						70	95	454	1000
Total											454	1000
Index 2 Score (total points divided by maximum points)											45	

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

Index 3: Closing Performance Gaps

Index 3 emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups. The specific racial/ethnic groups are identified by campus or district based on prior year (2014) assessment results.

Tests evaluated include reading, mathematics (Algebra I only for 2015), writing, science, and social studies achievement. One point is given for each percentage of tests meeting the phase-in satisfactory performance standard or above on the STAAR assessment. One additional point is given for each percentage of tests meeting the advanced performance standard on the STAAR assessment. The maximum number of possible points depends on the student population and demographics. Index 3 is calculated by dividing total cumulative performance points by the maximum possible points, resulting in an overall score of 0 to 100.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): Index 3 mathematics measures are based solely on the results of Algebra I EOCs.

Additional ELL results are included: STAAR indicators include test results of ELLs with parental denials for instructional services for Index 3 with no change to the index calculation. Previously, these students were excluded from accountability because an ELL progress measure is not available for ELLs with parental denials for instructional services. Also, STAAR indicators include test results of ELLs who are no longer eligible to receive an ELL progress measure solely due to the requirement that the student's number of years in U.S. schools cannot exceed the student's ELL plan year.

Examples of Index 3 Calculations The following examples illustrate how the weighted performance rate is computed for reading and how the Index 3 outcomes are determined when the results are combined across all subject areas.

Example 3.1. Index 3 calculation for reading weighted performance					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Phase-in Satisfactory Standard and above	80	20	25		
# Advanced Standard	40	0	25		
% Phase-in Satisfactory Standard and above	100%	50%	100%		
% Met Advanced Standard	50%	0%	100%		
Reading Weighted Performance Rate	150	50	200	400	600

Example 3.2. Index 3 calculations for overall score					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading	150	50	200	400	600
Mathematics (Algebra I only)	125	100	90	315	600
Writing	80	90	125	295	600
Science	120	40	90	250	600
Social Studies	50	40	80	170	600
Total				1430	3000
Index 3: Score (total points divided by maximum points)				48	

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school. Index 4 also emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

For non-AEA districts and campuses, Index 4 is based on the following four components with one exception: when data are missing for any of the three non-STAAR components, Index 4 is based solely on the STAAR component. The reason for this is elementary and middle school campuses do not report data on graduation rate, graduation diploma plans, or postsecondary indicators. Elementary and middle school campuses report only STAAR results. Therefore, the

Index 4 evaluation of these campuses is based solely on the STAAR Postsecondary Readiness Standard component.

Changes for 2015 Accountability

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects): Index 4 STAAR mathematics measures are based solely on the results of Algebra I EOCs.

Postsecondary Component: The College-Ready Graduates indicator used in previous years is replaced with the Postsecondary Component: College and Career Readiness indicator with no change to the calculation of Index 4.

For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components	Weight
1. STAAR at Postsecondary Readiness Standard	25%
2. Graduation Rate (or Dropout Rate)	25%
3. Graduation Diploma Plan	25%
4. Postsecondary Component: College and Career Readiness	25%

The **STAAR Postsecondary Readiness Standard** is determined by the percentage of students who meet postsecondary readiness standards on two or more subject area tests. Students tested in only one subject area are required to meet the postsecondary readiness standard on that test for credit in Index 4.

Example 4.1: STAAR Postsecondary Readiness Standard												
STAAR Performance	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											30.3	

The **Graduation Rate Score** reflects the highest number of points possible from the combined performance across graduation rates for grades 9–12. The four-year graduation rate, for example, requires tracking the status of a cohort of students from the time they enter grade 9 in 2010–11 through their expected graduation with the class of 2014. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a General Educational Development (GED) certificate, or dropping out. Points are based on the longitudinal cohort of students used to calculate a four-year graduation rate or a five-year graduation rate, for all students and all students grouped by race/ethnicity, ELL, and special education. If a graduation rate is not available, then the annual dropout rate is used.

The total points and the maximum number of points are reported for both the 4-year and 5-year graduation rate. The graduation rate that results in the higher graduation rate score is the one used to calculate the Index 4 score.

Example 4.2: Graduation Rate												
Graduation Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
4-yr. Grad Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Grad Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Higher Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)											78.1	

The **Graduation Plan Score** is calculated as a rate based on a longitudinal cohort of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP). If no longitudinal rate is available, the graduation plan score is based on an annual rate of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP).

Example 4.3: Graduation Plan												
Graduation Plan	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
Longitudinal RHSP/DAP Rate	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Plan: Score (total points divided by maximum points)											81.4	

The postsecondary Indicator evaluated in 2014 is replaced with a new indicator with no change to the calculation of Index 4. The **Postsecondary Component: College and Career Readiness Indicator Score** is calculated as the percent of annual graduates who 1) met or exceeded the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT, or ACT; or 2) completed and earned credit on at least two advanced/dual credit enrollment courses; or 3) enrolled in a CTE-Coherent Sequence of courses (including the Tech Prep program).

Example 4.4: Postsecondary Component: College and Career Readiness												
Postsecondary Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

The **Overall Index Score** for the four indicators for postsecondary readiness are equally weighted to calculate the overall Index 4 score.

Example 4.5: Overall Index 4 Score				
Index 4 Component	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	81.4	X	25%	20.4
Postsecondary Component Score	80.3	X	25%	20.1
Index 4: Score				68

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by 25% and rounding to one decimal place. The overall Index 4 score is the sum of the total points rounded to a whole number.

Example 4.6: Index 4 Calculation												
Overall Index Score												
Overall Performance	Component Score					Multiply by			Weight of		Total Points	
STAAR Postsecondary Readiness Score	30.3					X			25%		7.6	
Graduation Rate Score	78.1					X			25%		19.5	
Graduation Plan Score	81.4					X			25%		20.4	
Postsecondary Component Score	80.3					X			25%		20.1	
Index 4: Score											68	
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
<ul style="list-style-type: none"> STAAR Postsecondary Readiness Standard 												
% Meeting Postsecondary Readiness Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											30.3	
<ul style="list-style-type: none"> Graduation Rate 												
4-yr. Graduation Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Graduation Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation points divided by maximum points)											78.1	
<ul style="list-style-type: none"> Graduation Plan 												
Longitudinal RHSP/DAP Rate	82.7%	76.4%			83.6%		83.0%				325.7	400
RHSP/DAP: Score (total RHSP/DAP points divided by maximum points)											81.4	
<ul style="list-style-type: none"> Postsecondary Component 												
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

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

AEA Campuses and Charter Districts Index 4: Postsecondary Readiness

For alternative education campuses (AECs) and charter districts evaluated under AEA provisions, the Index 4 score is based on two components;

- STAAR scores based on the percent of students who meet the postsecondary readiness standard, as defined above
- Four-, five-, and six-year rates for graduates, continuing students, and GED recipients. If a graduation rate is not available, the annual dropout rate is used.

Changes for 2015 Accountability:

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2: Index 4 STAAR mathematics measures are based solely on the results of Algebra I EOCs.

Postsecondary Component: The College-Ready Graduates indicator used in previous years is replaced with the Postsecondary Component: College and Career Readiness.

To reach the target established for Index 4, AECs and charter districts apply a weighted evaluation of the two indicators necessary for postsecondary readiness.

Index 4 Components for AEA Campuses and Charters	Weight
STAAR Postsecondary Readiness Standard	25%
Graduation, Continuers, and GED Rate or Annual Dropout Rate	75%

Bonus points are added for a longitudinal cohort of students graduated under a four-year RHSP/DAP or the annual rate of students graduated under a RHSP/DAP; a Postsecondary Component; and an Excluded Students Credit. A maximum of 30 bonus points will be added to the final index score.

Example 4.7: Index 4 Composition for AEA charter districts and AECs with a graduation, continuer, and GED rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Postsecondary Readiness Standard: Score (total points divided by maximum points)											51.8	
<ul style="list-style-type: none"> • Graduation, Continuers, and GED Rate 												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate: Score											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	

• Bonus Points				
RHSP/DAP Rate (longitudinal/annual)	33.3%			33
College and Career Readiness				0
Excluded students credit				0
Total Bonus Points (maximum of 30)				30

Example 4.8: Overall Index 4 Score for AEA charter districts and campuses with a graduation, continuer, and GED rate				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Postsecondary Readiness Score	51.8	X	25%	13.0
Graduation, Continuers, GED Rate Score	61.4	X	75%	46.1
Bonus Points	30			30
Index 4: Score				89

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

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by the respective weights and rounding to one decimal place. Bonus points are rounded to a whole number. The overall Index 4 score is the sum of the total points and bonus points rounded to a whole number.

Example 4.9: Index 4 Calculation for AEA charter districts and AECs with Gr. 9-12 but graduation rate not available												
• Overall Index 4 Score												
Overall Performance	Component Score					Multiply by		Weight of		Total Points		
STAAR Postsecondary Readiness Score	50.6					X		25%		12.7		
Annual Dropout Rate Score	32.1					X		75%		24.1		
Bonus Points	25									25		
Index 4 Score										62		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
• STAAR Postsecondary Readiness Standard												
% Meets Postsecondary Readiness Standard	51%	42%	83%	51%	44%	30%	53%	51%			405	800
STAAR Postsecondary Readiness Standard : Score (total points divided by maximum points)										50.6		
• Graduation, Continuers, and GED or Annual Dropout Rate												
Annual Dropout Rate	13.3%	11.3%			12.5%		17.2%					
Dropout Rate Conversion	33.5	43.5			37.5		14.0				128.5	400
Graduation, Continuers, and GED or Annual Dropout Rate: Score (total points divided by maximum points)										32.1		

• Bonus Points			
Annual RHSP/DAP Rate	20.6%		21
College and Career Readiness	3.0%		3
Excluded students credit	1		1
Total Bonus Points (maximum of 30)			25