

Chapter 4 – Performance Index Indicators

The accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of campus and district performance. The previous chapter described index construction and how index scores are calculated. The indicators used to determine performance and calculate index scores are based on STAAR results, PEIMS data, or other assessment results.

This chapter discusses the three broad types of indicators and details how these indicators are used in each performance indexes.

STAAR-Based Indicators

Exclusion of Assessments for Grade 3–8 Mathematics, STAAR A, and STAAR Alternate 2

As announced by the commissioner of education on April 8, 2015, results of the following are excluded from all four performance indexes:

- STAAR assessments in mathematics for grades 3–8
- STAAR A and STAAR Alternate 2 assessments for all subjects and grade levels including EOC tests

Accountability Subset Rule

A subset of test results from both campuses and districts is used to calculate each performance index. The calculation includes only test results for students enrolled in the campus or district in the previous fall, as reported on the Public Education Information Management System (PEIMS) October snapshot. Three test administration periods are considered for accountability purposes:

STAAR results included in the subset of campus/district accountability	If a student was enrolled in the campus/district on this date:
EOC summer 2014 administration	Fall 2013 enrollment snapshot
EOC fall 2014 administration	Fall 2014 enrollment snapshot
EOC spring 2015 administration	
Grades 3–8 spring 2015 administration	

The 2015 accountability subset rules apply to the STAAR performance results evaluated across all four indexes.

- Grades 3–8 – districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC) – districts and campuses are responsible for
 - summer 2014 results for students reported as enrolled in fall 2013 snapshot;
 - fall results for students reported as enrolled in the fall 2014 snapshot; and
 - spring 2015 results for students reported as enrolled in the fall 2014 snapshot.

STAAR Retest Performance

Due to the transition to revised statewide curriculum standards in mathematics, STAAR assessments for grades 5 and 8 mathematics will be administered only once in the 2014–15 school year. As a result, the Student Success Initiative (SSI) requirement that students in grades 5 and 8 must pass the STAAR mathematics assessment in order to move onto the next grade level is suspended for the 2014–15 school year.

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading or EOC tests in any subject.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance indexes will include test results for reading from the first administration and first re-test administration of all STAAR test versions. The second re-test administration in June 2015 is not used.

The best result in each subject is selected and only assessments evaluated in 2015 are included for accountability and applied to campus and district performance. The best result is based on the highest student performance level or progress measure. The calculation for campus and district performance includes only test results for students enrolled in the campus or district in the previous fall, as reported on the Public Education Information Management System (PEIMS) October snapshot.

- EOC – Districts and campuses are accountable for three EOC administrations: 1) summer results for students enrolled on the prior-year fall snapshot, 2) fall results for students enrolled on the current-year fall snapshot, and 3) spring results for students enrolled on the fall snapshot (current school year). For students who are enrolled and tested on the same campus or district during the 2015 accountability cycle, calculation of the performance indexes will include the best EOC results among tests administered in summer 2014, fall 2014, or spring 2015. The following chart illustrates this process.

Fall 2013 Snapshot	Summer 2014	Fall 2014 Snapshot	Fall 2014	Spring 2015
Campus A	CAMPUS A	Campus A	CAMPUS A	CAMPUS A
The best test result is selected. Each test meets the accountability subset rule.				

For students who enrolled and tested at a different campus or district during the 2014–15 school year, the student’s single best result for each course is selected. If all test results have the same level of performance, then the most recent test result is selected in calculating the index. The selected test is applied to the campus and district that administered the test, if the student meets the accountability subset rule (discussed above).

Fall 2013 Snapshot	Summer 2014	Fall 2014 Snapshot	Fall 2014	Spring 2015
Campus A	CAMPUS A	Campus A	CAMPUS B	CAMPUS B
The best test result is selected. However, only the Summer 2014 test meets the accountability subset rule.				

PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the Public Education Information Management System (PEIMS) data collection. The PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. PEIMS data provided by school districts used to create specific indicators for Index 4 are listed below.

PEIMS data used for indicators of campus/district accountability in Index 4	Data for
4-year Longitudinal Graduation Rate	Class of 2014
5-year Longitudinal Graduation Rate	Class of 2013
6-year Longitudinal Graduation, Continuer, and GED Rate (AEA Provisions Only)	Class of 2012
Longitudinal Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) Rate	Class of 2014
Annual Dropout Rate	2013–14 School Year
Annual RHSP/DAP Rate	
Career and Technical Education (CTE) Coherent Sequence of Courses	
Advanced/Dual Enrollment Course Completion	2013–14 and 2012–13 School Years

Other Assessment Indicators

Index 4 includes an identification of College-Ready Graduates that contribute to the College and Career Readiness indicator. The statewide Texas Assessment of Knowledge and Skills (TAKS) exit-level test plus SAT or ACT test results are used for this indicator.

Other assessment data used for campus/district accountability indicator Index 4: College & Career Readiness	Data Reported for:
TAKS grade 11 exit-level	Spring 2013
SAT college admissions test	Tests as of June 2014 administration
ACT college admissions test	Tests as of June 2014 administration

Index 1: Student Achievement

Index 1 is a snapshot of performance across subjects at the satisfactory performance standard.

Index 1 Targets for Districts and Campuses

Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2015 Index Targets.

Index 1 Student Performance Standards

Index 1 credits students who meet the Phase-in 1 Level II performance standard. ELL students in their second, third, and fourth year of enrollment in U.S. schools are credited for meeting or exceeding expectations on the ELL Progress Measure. Students meeting the student equivalency standard on substitute assessments are also credited in the Index 1 calculation.

The Index 1 **Phase-in Satisfactory Standard** refers to any of the following: meeting the Phase-in 1 Level II standard, meeting or exceeding expectations on the ELL Progress Measure, or meeting the equivalency standard on substitute assessments as a measure of overall student achievement.

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 1: Student Achievement	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR and STAAR L*: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR and STAAR L*: Phase-in 1 Level II or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard		
	<i>Retests</i>			
		Performance standards can be met by: End-of-Course (EOC) tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015); or, EOC tests that were retaken within the 2015 accountability cycle following a first attempt in a prior accountability cycle.		
	STAAR Grades 3 – 8			
	<i>Assessments</i>			
		n/a	STAAR and STAAR L*: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
	<i>Student Performance Standards</i>			
		n/a	STAAR and STAAR L*: Phase-in 1 Level II or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation	
	<i>Retests</i>			
	For grades 5 and 8 reading only, performance standards can be met by tests taken in either the first administration or the May retest.			

* See following table for inclusion of ELL students based on ELL Progress Measure.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 1: Student Achievement	ELL Students tested on STAAR			
	TELPAS Reported Years in U.S. Schools	Served by BE/ESL Instructional Services		Parental Denials for Instructional Services and ELLs not eligible for ELL progress measure due to Years in U.S. Schools exceeding ELL Plan Year
		English test version	Spanish test version	Any test version
	<i>First year</i>	Not included		
	<i>Second year</i>	STAAR ELL Progress Measure	STAAR Phase-in 1 Level II	STAAR Phase-in 1 Level II
	<i>Third year</i>			
	<i>Fourth year</i>			
<i>Fifth year</i>	STAAR Phase-in 1 Level II			
<i>Sixth year or more*</i>				

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2015 and Beyond* for more information.

Subjects Evaluated

Test results for all subject areas (reading/English language arts [ELA], mathematics [Algebra I only], writing, science, and social studies) are combined.

Student Groups Evaluated

All students, including ELLs described above, are evaluated as one group.

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; small numbers analysis applies only if STAAR tests consist of fewer than 10 tests, combined across all subjects.
- A three-year average is calculated using three years of Index 1 student achievement data for all students. The Index 1 calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 tests. For very small campuses with fewer than ten *students* tested across the three years, small numbers analysis may include additional analyses to ensure there are sufficient test results to assign a rating.
- The prior year 2013 and 2014 data used for small numbers analysis are the same Index 1 results previously reported for those school years.

Accountability Subset

Please see accountability subset rules described earlier in this chapter.

Methodology

Assessment results are summed across all grade levels and subject areas. The number of assessments meeting the Index 1 Phase-in Satisfactory performance standard is divided by the number of assessments taken as described here:

$$\frac{\text{Number of Reading + Mathematics (Algebra I only) + Writing + Science + Social Studies Tests Meeting Phase-In Satisfactory Standard}}{\text{Number of Reading + Mathematics (Algebra I only) + Writing + Science + Social Studies Tests Taken}}$$

Rounding

The Index 1 Phase-in Satisfactory Standard 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

Index 1 has one indicator; therefore, the total index points and index score are equivalent:
Index Score = Total Points.

Index 2: Student Progress

Index 2 measures student progress and provides an opportunity for districts and campuses to receive credit for improving student performance independent of the student's pass/fail status on STAAR.

Index 2 Targets for Districts and Campuses

Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2015 Index Targets.

Index 2 Student Progress Standards

Index 2 credits students who meet the student-level criteria for progress in either the STAAR Progress Measure or the ELL Progress Measure. Points for progress in each subject are weighted by the students' level of performance: one point for each percentage of tests that Met or Exceeded progress; one additional point for each percentage of tests that Exceeded progress.

The Index 2 **Student Progress Standards** refers to the combination of these results as a measure of overall student progress.

STAAR Progress Measure: Progress is measured at the student-level by the difference between the STAAR scores a student achieved in the prior and current years. A student's progress is then designated as *Did Not Meet*, *Met*, or *Exceeded*, depending upon the degree of difference in the scores.

Information on how to calculate a STAAR Progress Measure can be found at the Student Assessment website in the STAAR® General Resources section. See: <http://tea.texas.gov/student.assessment/staar/>. A Questions and Answers document on the progress measure is posted at the same location.

ELL Progress Measure: The English Language Learner (ELL) Progress Measure is reported for ELL students. The ELL Progress Measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

Information on how to calculate an ELL Progress Measure can be found at the Student Assessment/State Assessments for English Language Learners website in the General Resources section. See: <http://tea.texas.gov/student.assessment/ell/>. A Questions and Answers document on the ELL Progress Measure is posted at the same location.

Spanish to English Transition proxy calculation. For students who take the STAAR reading Spanish-version in 2014, transition in 2015 to the STAAR reading English version, and do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- Phase-in 1 Level II (English-version): One point for each percent of tests meeting phase-in 1 Level II or above; and
- Final Level II (English-version): One additional point for each percent of tests meeting the Final Level II standard.

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 2: Student Progress	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR and STAAR L*: Algebra I English I (ELL Progress Measure only) English II		
	<i>Student Progress Standards</i>			
		STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation		
	<i>Retests</i>			
		Progress standards can be met by EOC tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015).		
	STAAR Grades 3 – 8			
	<i>Assessments</i>			
		n/a	STAAR and STAAR L*: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
	<i>Student Progress Standards</i>			
		n/a	STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Spanish to English Transition Proxy*	
<i>Retests</i>				
	For grades 5 and 8 reading, progress standards can be met by tests taken in either the first administration or the May retest.			

* Either the ELL Progress Measure or the Spanish to English Transition proxy calculation is applied if a STAAR progress measure is not reported. See following table for inclusion of ELL students.

Assessments for English Language Learners

Index 2: Student Progress	ELL Students	
	Years in U.S. Schools	
	<i>First year</i>	Not included
	<i>Second year</i>	ELL Progress Measure or STAAR Progress Measure or Spanish to English Transition Proxy
	<i>Third year</i>	
	<i>Fourth year</i>	
	<i>Fifth year</i>	
<i>Sixth year or more*</i>		

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2015 and Beyond* for more information.

Subjects Evaluated

Reading/ELA, mathematics (Algebra I only), and writing are evaluated for applicable grades. All subjects are combined. New for 2015, STAAR progress measures are reported for grade 7 writing.

Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL students identified as having limited English proficiency during the reported school year or are in their first or second years of monitoring after exiting ELL status
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated.
- Student groups are evaluated if there are at least 25 test results attributable to the group.
- The minimum size for the ELL student group is determined using the testers' current ELL status only. Rates will be reported for current and monitored ELL testers.
- Small numbers analysis applies only if the All Students group consists of fewer than 10 tests.
- A three-year average is calculated for combined subjects using three years of student progress data for the all students group. The Index 2 calculation is based on an aggregated three-year uniform average.
- The *All Students* group is evaluated if the three-year average has at least 10 tests.
- The prior year 2013 and 2014 data used for small numbers analysis are the combination of all subject areas for the same Index 2 results previously reported for that school year, including the 2014 progress measure results that were reported only for high schools, K–12 campuses, and charter districts and AECs evaluated under AEA provisions.

Accountability Subset

Please see accountability subset rules described earlier in this chapter.

Methodology

Points are weighted according to performance.

- Met or Exceeded Progress – one point for each percentage of tests at the Met or Exceeded progress level.
- Exceeded Progress – one additional point for each percentage of tests at the Exceeded progress level.

Rounding

The total weighted progress 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%, which 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.

Index 3: Closing Performance Gaps

Index 3 emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each campus and district.

Index 3 Targets for Districts and Campuses

Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2015 Index Targets.

Index 3 Student Performance Standards

Evaluation of Index 3 is based on students who meet the **Phase-in Satisfactory** and **Advanced** performance standards. The Phase-in Satisfactory standard for Index 3 refers to the combination of Phase-in 1 Level II performance, and ELL Progress Measure results. *Note that the Phase-in Satisfactory performance results used in Index 3 do not include substitute assessments.*

The Index 3 Advanced standards are based on Level III Advanced performance and given twice the weight of the Phase-in Satisfactory standard. ELL students in their second, third, and fourth year of enrollment in U.S. schools are also credited two points in Index 3 when the Final Level II performance standard is met.

Advanced standards are the highest assessment level, where student performance gaps are the greatest, and likely to be a strong indicator of student preparedness for the next grade or course with little to no academic intervention required. Advanced standards are also tied to statutory and accountability goals stating Texas will be among the top 10 states in postsecondary readiness by 2020, with no significant achievement gaps by race, ethnicity, or socioeconomic status.

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 3: Closing Performance Gaps	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR and STAAR L*: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR and STAAR L*: Phase-in 1 Level II or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above		
	<i>Retests</i>			
		Performance standards can be met by: EOC tests taken for the first time within the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015); or, EOC tests that were retaken within the 2015 accountability cycle following a first attempt in a prior accountability cycle.		
	STAAR Grades 3 – 8			
	<i>Assessments</i>			
		n/a	STAAR and STAAR L*: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
<i>Student Performance Standards</i>				
	n/a	STAAR and STAAR L*:Phase-in 1 Level II or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above		
<i>Retests</i>				
	For grades 5 and 8 reading, performance standards can be met by tests taken in either the first administration or the May retest.			

* See following table for inclusion of ELL students based on ELL Progress Measure.

Assessments for English Language Learners

ELL Students tested on STAAR				
Index 3: Closing Performance Gaps	TELPAS Reported Years in U.S. Schools	Served by BE/ESL Instructional Services		Parental Denials for Instructional Services and ELLs not eligible for ELL progress measure due to Years in U.S. Schools exceeding ELL Plan Year
		English test version	Spanish test version	Any test version
	<i>First year</i>	Not included		
	<i>Second year</i>	One Point: ELL Progress Measure Two Points: STAAR Final Level II	One Point: STAAR Phase-in 1 Level II	One Point: STAAR Phase-in 1 Level II
	<i>Third year</i>			
	<i>Fourth year</i>	One Point: STAAR Phase-in 1 Level II Two Points: STAAR Advanced Level III	Two Points: STAAR Advanced Level III	Two Points: STAAR Advanced Level III
	<i>Fifth year</i>			
<i>Sixth year or more*</i>				

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See Appendix I – Inclusion of ELL Students in 2015 and Beyond for more information.

Student Groups Evaluated

- Economically Disadvantaged
- Two Lowest Performing Racial/Ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from the prior year (2013–14). (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates are reported on the Index 1 data table. 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.)

Prior Year Minimum Size Criteria

The following criteria are used to identify the racial/ethnic student groups based on the prior-year (2013–14) performance results.

- 1) Identify the racial/ethnic student groups that have 25 or more tests in reading/ELA and 25 or more tests in mathematics in the prior year.
- 2) Select the lowest performance student group(s) that meet the minimum size above based on all subjects results in the prior year.
 - If the campus or district has three or more racial/ethnic student groups that meet prior year minimum size criteria, performance of the two lowest performing racial/ethnic groups is included in the index if the current year minimum size criteria are met, as described below.
 - If the campus or district has two racial/ethnic student groups that meet minimum size criteria above, performance of the lowest performing racial/ethnic group is included in the index if the current year minimum size criteria are met, as described below.
 - If the campus or district has only one racial/ethnic student group that meets the prior year minimum size criteria, then the racial/ethnic group is not included in the index.

Current-Year Minimum Size Criteria

The current year (2014–15) subject area performance results for the identified racial/ethnic student group(s) are included in the Index 3 evaluation if there are at least 25 test results in the subject area.

Campuses and districts that do not meet minimum size criteria in any subject area for the racial/ethnic student groups are evaluated on the economically disadvantaged student group alone.

Small Numbers Analysis

- Small numbers analysis applies to the Economically Disadvantaged student group by subject:
 - *Reading, writing, science, and social studies.*
If the number of STAAR results by subject is fewer than 10 in the accountability subset, a three-year average is calculated for the Economically Disadvantaged student group. The Index 3 calculation is based on the aggregated three-year uniform average.
 - *Mathematics (Algebra I only).*
Due to the exclusion of grade 3–8 mathematics from 2015 accountability, small numbers analysis will not be performed for mathematics in Index 3. Campuses and districts that have less than ten Algebra I EOC tests in 2014–15 school year will not be evaluated for mathematics.
- The prior year 2013 and 2014 data used for small numbers analysis are the same Index 3 results previously reported for that school year.
- Small numbers analysis is not applied to racial/ethnic student groups. If there are fewer than 25 test results in a subject area for the identified lowest performing racial/ethnic student groups, that group's performance on that subject area is excluded from Index 3 calculations.

Accountability Subset

See the accountability subset rules described earlier in this chapter.

Methodology

Index 3 results are based on points reflecting STAAR performance.

- Phase-in Satisfactory – one point for each percentage of tests meeting the phase-in Satisfactory standard or the Advanced Standard
- Advanced – one additional point for each percentage of tests meeting the Advanced standard

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.

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military. The index includes test performance for high schools and grades 3–8 at the postsecondary readiness standard.

Index 4 Targets for Districts and Campuses

Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2015 Index Targets.

Index 4 Student Performance Standards

Index 4 credits campuses and districts for students who meet postsecondary readiness standards on two or more STAAR 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. The postsecondary readiness standards are based on the combined results of students achieving the Final Level II performance or above and students meeting the student equivalency standard on substitute assessments.

Evaluation of Index 4 components

Index 4 is based on all four of the following components **or** solely on the STAAR postsecondary readiness standard component when any of the three non-STAAR components are unavailable. For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components for Non-AEA Districts and Campuses		Weight
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation Rate	25%
3.	Graduation Plan (Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) Rate	25%
4.	Postsecondary Component: College and Career Readiness	25%

Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on this component.

1. STAAR Component: Postsecondary Readiness Standard

The STAAR component is defined as the percentage of students who met the STAAR Final Level II standard on two or more subject-area STAAR tests. This component is reported for all students combined and for each racial/ethnic group. If a student takes only one subject-area STAAR test, the result for that test is included. For example, a student in grade 3 or grade 6 who takes only the STAAR reading test in 2015 will be included in the calculation of the STAAR postsecondary readiness component of Index 4.

For the STAAR component of Index 4, the STAAR EOC results are evaluated for students who tested for the first time during the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015). Only the EOC results for the students' first and subsequent retests during the 2015 accountability cycle are used to evaluate Index 4. Therefore, retest results for students who tested for the first time prior to the 2015 accountability cycle are not included in Index 4.

STAAR Postsecondary Readiness Standard—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

Assessments Evaluated in 2015 Accountability Cycle				
	Summer 2014	Fall 2014	Spring 2015	
Index 4: Postsecondary Readiness	STAAR End-of-Course*			
	<i>Assessments</i>			
		STAAR: Algebra I English I English II Biology U.S. History		
	<i>Student Performance Standards</i>			
		STAAR: Final Level II or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**		
	<i>Retests</i>			
		Performance standards can be met by EOC tests taken for the first time or any subsequent retests in the 2015 accountability cycle (summer 2014, fall 2014, or spring 2015).		
	STAAR Grades 3 – 8*			
	<i>Assessments</i>			
		n/a	STAAR: Grades 3 – 8 English (excluding mathematics) Grades 3 – 5 Spanish (excluding mathematics)	
	<i>Student Performance Standards</i>			
		n/a	STAAR: Final Level II or above	
<i>Retests</i>				
	For grades 5 and 8 reading, performance standards can be met by tests taken in either the first administration or the May retest.			

* See following table for inclusion of ELL students.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 4: Postsecondary Readiness	ELL Students tested on STAAR		
	TELPAS reported Years in U.S. Schools	English test version	Spanish test version *
	<i>First year</i>	Not included	Not included
	<i>Second year</i>		STAAR Final Level II
	<i>Third year</i>		
	<i>Fourth year</i>		
	<i>Fifth year</i>	STAAR Final Level II	
<i>Sixth year or more**</i>			

* ELL students in grades 3 – 5 tested on Spanish versions in *any* subject.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

See *Appendix I – Inclusion of ELL Students in 2015 and Beyond* for more information.

STAAR Postsecondary Readiness Standard—Minimum Size Criteria and Small Numbers Analysis

- All Students – the group comprising of All Students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component.
- Small numbers analysis applies only if the *All Students* group consists of fewer than 10 students.
- A two-year average is calculated using two years of STAAR postsecondary readiness data for the all students group. The Index 4 STAAR postsecondary readiness standard calculation is based on an aggregated two-year uniform average.
- The *All Students* group is evaluated if the two-year average has at least 10 students.
- The prior year 2014 data used for small numbers analysis are the same Index 4 results previously reported for that school year.

Accountability Subset

Please see the accountability subset rules described earlier in this chapter.

STAAR Postsecondary Readiness Standard—Methodology

The percent of students meeting the Final Level II performance standard in two or more subject areas **or** one subject area, if only one subject area test is taken. This component is defined as:

$$\frac{\text{Number of students meeting the STAAR postsecondary readiness standard on at least two subject area tests} + \text{Number of students meeting the STAAR postsecondary readiness standard on the subject area test}}{\text{Number of students with test results in two or more subject areas} + \text{Number of students with test results in only one subject area}}$$

STAAR Postsecondary Readiness Standard—Rounding

The percent *Met* STAAR Postsecondary Readiness Standard 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%.

2. Graduation Rate (or Annual Dropout Rate) Component

High school graduation rates include the four-year and five-year graduation rates or annual dropout rate, if no graduation rate is available.

- Class of 2014 four-year graduation rate is calculated for campuses and districts with students in grade 9 and either grade 11 or 12 in both years one and five of the cohort. Alternatively, the rate can be based on campuses and districts with grade 12 in both years one and five of the cohort.
- Class of 2013 five-year graduation rate follows the same cohort of students for one additional year.
- Annual Dropout Rate for school year 2013–14 for grades 9–12. If a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year or five-year graduation rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: 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 Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of All Students is evaluated there are at least 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.
- Small numbers analysis applies to all students, if the number of students in the class of 2014 cohort (4-year) or class of 2013 cohort (5-year) is fewer than 10. The total number of students in the class cohort consists of graduates, continuing students, General Educational Development (GED) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The *All Students* group is evaluated if the three-year average has at least 10 students.

Graduation Rate—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.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts})$$

Graduation Rate—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% rounds to 74.9%, not 75%.

Annual Dropout Rate Component

For districts and campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four- or five-year graduation rate is not available.

Annual Dropout Rate—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: 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 Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated there are at least 10 students enrolled during the school year.
- Student groups are evaluated if there are at least 25 students enrolled during the school year.
- Small numbers analysis applies to the group of all students if the number of students enrolled in grades 9–12 during the 2013–14 school year is less than 10.
- A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The All Students group is evaluated if the three-year average has at least 10 students.

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the 2013–14 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 Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a component of the Index 4 score. The following calculation converts the annual dropout rate for a non-AEA district or campus into a positive measure that is a proxy for the graduation rate.

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

The multiplier of 10 allows the non-AEA district or campus to accumulate points towards the Index 4 score only if its annual dropout rate is less than 10%.

Annual Dropout Rate—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 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to 1.1% annual dropout rate.

3. Graduation Plan (RHSP/DAP Rate) Component

- The graduation plan component is based on a four-year longitudinal cohort and represents the percent of students in the class of 2014 who graduated under the RHSP or DAP.
- Alternatively, the annual percent of RHSP/DAP graduates for the 2013–14 school year applies to districts or campuses that do not have a four-year longitudinal graduation cohort or do not meet the minimum size requirement. The annual RHSP/DAP graduate rate also applies to new campuses until sufficient data to calculate a longitudinal graduation rate is available.

RHSP/DAP Rate—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 Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.
- Small numbers analysis applies to all students if the total count of graduates is less than 10.
- A three-year average RHSP/DAP rate is calculated for all students. The calculation is based on an aggregated three-year uniform average. The annual RHSP/DAP rate will have a similar three-year uniform average.
- The *All Students* group is evaluated if the uniform average has at least 10 graduates.

RHSP/DAP Rate—Methodology

The RHSP/DAP longitudinal rate applies to high schools and districts with adequate enrollment data. The rate 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 GED certificate, or dropping out. The class of 2014 RHSP/DAP longitudinal rates exclude Foundation High School Plan (FHSP) graduates. The rate is calculated as:

$$\frac{\text{Number of RHSP/DAP graduates in the Class}}{\text{Number of graduates in the Class excluding FHSP graduates}}$$

When applicable, the RHSP/DAP graduates annual rate is calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP or DAP. Like the longitudinal rate, the annual RHSP/DAP graduates annual rate excludes FHSP graduates.

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

RHSP/DAP Rate—Rounding

RHSP/DAP rates are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 total graduates is 94.737%, which rounds to 94.7%.

4. Postsecondary Component - College and Career Readiness

The aim of the postsecondary component of Index 4 is to measure high school students' preparedness for college, the workforce, job training programs, or the military. New for 2015, the College and Career Readiness indicator measures the percent of annual graduates for the 2013–14 school year who demonstrated postsecondary readiness in any one of three ways:

- 1) *College-Ready Graduate.* A graduate meeting the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics; specifically, the college-ready criteria on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, or the SAT test, or the ACT test, in both English language arts and mathematics. Students reported as graduates in the 2013–14 school year were required to test on the grade 11 TAKS exit-level test administered in the spring of 2013. The college admissions test results included in this measure include tests through the June 2014 administration of SAT and ACT. See *Appendix K – Data Sources* for a more detailed explanation.
- 2) *Advanced/Dual Enrollment Completion.* A graduate who completed and earned credit for at least two advanced/dual credit enrollment courses in either the 2013–14 or 2012–13 school year. See *Appendix K – Data Sources* for a more detailed explanation and list of courses.
- 3) *Career and Technical Education (CTE) Coherent Sequence of Courses.* A graduate enrolled and reported in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2013–14 school year. For 2015, a graduate reported as enrolled in the secondary education component of a Tech Prep program are included in the College and Career Readiness indicator. See *Appendix K – Data Sources* for a more detailed explanation.

Postsecondary Component—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

Postsecondary Component —Minimum Size Criteria

- All Students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.
- Small numbers analysis is not applied to this component.

Postsecondary Component —Methodology

The percent of annual graduates is defined in this component is:

$$\frac{\begin{array}{l} \text{graduates meeting TSI} \\ \text{criteria in both} \\ \text{reading/ELA and} \\ \text{mathematics} \\ \text{(TAKS, SAT, or ACT)} \end{array} \text{ or } \begin{array}{l} \text{graduates who} \\ \text{completed and earned} \\ \text{credit for at least two} \\ \text{advanced/dual} \\ \text{enrollment course in the} \\ \text{current or prior} \\ \text{school year} \end{array} \text{ or } \begin{array}{l} \text{graduates who were enrolled in a} \\ \text{coherent sequence of CTE courses} \\ \text{as part of a four-year plan of study} \\ \text{to take two or more CTE courses for} \\ \text{three or more credits*} \end{array}}{\text{Number of annual graduates}}$$

* Includes graduates reported as enrolled in the secondary education component of a Tech Prep program.

Postsecondary Component —Rounding

The percent meeting college and career readiness criteria calculation is expressed as a percent rounded to one decimal place. For example 597 annual graduates meeting the college and career readiness criteria divided by 1100 annual graduates is 54.27%, which rounds to 54.3%.

Index 4 Score

The Index 4 overall score is the sum of the weighted four component scores: STAAR, graduation rate, graduation plan, and postsecondary component rounded to a whole number.

Index 4: Postsecondary Readiness for AEA Campuses and Charter Districts

Alternative procedures applicable to the Index 4 calculation are provided for approved campuses and charter districts serving at-risk students in alternative education programs. For more information on the alternative education accountability (AEA) eligibility criteria, please see *Chapter 6 – Other Accountability System Processes*.

Index 4 Targets for AEA Campuses and Charters

Please refer to *Chapter 2 – Ratings Criteria and Index Targets* for a detailed discussion of 2015 Index Targets.

Index 4 Student Performance Standards

Index 4 credits campuses and districts for students who meet postsecondary readiness standards on assessments in two or more subject areas. Students tested in only one subject area are required to meet the postsecondary readiness standard on that test for credit in Index 4. The postsecondary readiness standards are based on the combined results of students achieving the Final Level II performance or above and students meeting the student equivalency standard on substitute assessments.

For a charter district or alternative education campus (AEC) evaluated by AEA provisions, Index 4 is based on two components, weighted as follows.

	Index 4 Components for AEA Campuses and Charters	Weight
1.	STAAR Postsecondary Readiness Standard	25%
2.	Graduation/Annual Dropout Rate Component: Four-, Five-, or Six-year Graduation, Continuer, and GED Rate or Annual Dropout Rate	75%

To reach the absolute targets established for Index 4 in 2015, AEA campuses and charters apply a weighted evaluation of two components necessary for postsecondary readiness.

Bonus points, described later in this section, are earned according to either the longitudinal or annual rate of RHSP/DAP graduates, excluded students credit, and the postsecondary indicator. A maximum of 30 bonus points is added to the final index score.

1. STAAR Postsecondary Readiness Standard

The STAAR component, described above, is calculated in the same manner for AEA campuses and charters.

STAAR Postsecondary Readiness Standard—Minimum Size Criteria and Small Numbers Analysis

- All Students – the group comprising all students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component. Small numbers analysis applies only if the *All Students* group consists of fewer than 10 students.
- A two-year average is calculated using two years of STAAR Postsecondary Readiness data for the all students group. The Index 4 STAAR postsecondary readiness standard calculation is based on an aggregated two-year uniform average.
- The *All Students* group is evaluated if the two-year average has at least 10 students.
- The prior year 2014 data used for small numbers analysis are the same results previously reported for that school year.

Accountability Subset

Please see the accountability subset rules described earlier in this chapter.

STAAR Postsecondary Readiness Standard—Methodology

The percent of students meeting the postsecondary readiness standard in two or more subject areas **or** one subject area, if only one subject area test is taken.

STAAR Postsecondary Readiness Standard—Rounding

The calculation of students who meet the postsecondary readiness standard is expressed as a percent, rounded to whole numbers. For example, 59.87% rounds to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

2. Graduation/Annual Dropout Rate Component

The graduation rate calculation is modified to credit AEA campuses and charters for graduates, continuing students (continuers), and GED recipients. Four-year, five-year, and six-year graduation, continuer, and GED rates are calculated for AEA campuses and charters. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and GED rate is available.

- Class of 2014 four-year graduation, continuer, and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both years one and year five, or with grade 12 in both years one and year five.
- Class of 2013 five-year graduation, continuer, 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, continuer, and GED rate in one year will have a five-year graduation, continuer, and GED rate for that cohort in the following year. The five-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by one year.
- Class of 2012 six-year graduation, continuer, 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, continuer, and GED rate in one year will have a six-year graduation, continuer, and GED rate for that cohort in the following year. The six year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by two years.
- Annual Dropout Rate for school year 2013–14 for grades 9–12. If an AEA charter 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, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

Graduation, Continuer, and GED Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: 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, Continuer, and GED Rates—Minimum Size Criteria

- All Students – All students are evaluated; small numbers analysis applies if fewer than 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.

Graduation, Continuer, and GED Rates—Small Numbers Analysis

- Small numbers analysis applies if there are fewer than 10 students in the Class of 2014 (4-year), Class of 2013 (5-year) or Class of 2012 (6-year). The total number of students in the class cohort consists of graduates, continuers, GED recipients, and dropouts.
- A three-year-average graduation, continuer, and GED rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The *All Students* group is evaluated if the three-year average has at least 10 students.

Graduation, Continuer, and GED Rates—Methodology

The four-year graduation, continuer, 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 due to non-graduate, non-dropout reasons are removed from the class. The graduation, continuer, and GED rate measures the percent of graduates, continuers, and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + Continuers + GED Recipients in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates + Continuers + GED Recipients + Dropouts})$$

Graduation, Continuer, 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

If an AEA charter 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, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see the explanation of converting annual dropout rates on the next page.

Annual Dropout Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All Students
- Students served by Special Education
- ELL students identified as students with limited English proficiency 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 and Small Numbers Analysis

Please refer to the previous section for information on the minimum size criteria and small numbers analysis for this indicator.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as dropouts by the number of students enrolled in grades 9–12 at any time during the 2013–14 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled at any time during the school year}}$$

Annual Dropout Rates—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a component of the Index 4 score. The following calculation converts the annual dropout rate for an AEA charter or campus into a positive measure that is a proxy for the graduation, continuer, and GED rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 5) \text{ with a floor of zero}$$

By using the multiplier of 5, an AEA charter or campus accumulates points towards the Index 4 score as long as its annual dropout rate is less than 20%. The formula for the proxy for dropout rates for non-AEA districts and campuses uses a multiplier of 10; non-AEA districts and campuses accumulate points towards the Index 4 score only if their annual dropout rates are less than 10%.

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 grade 9–12 students reported as dropouts divided by 2,190 students enrolled in grades 9–12 is 1.096% which is rounded to 1.1% annual dropout rate.

Bonus Point Indicators for AEA Campuses and Charters

A maximum of 30 bonus points are added to the Index 4 score for the following indicators.

- RHSP/DAP rates based on the four-year longitudinal cohort. For AEA campuses and districts that use the Annual Dropout Rate, an annual RHSP/DAP rate is calculated for bonus points. The annual rate is also used if the longitudinal RHSP/DAP data does not meet the minimum size requirement.
- The new College and Career Readiness indicator measures the percent of annual graduates who either 1) met the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics; or 2) completed and earned credit for at least two advanced/dual credit enrollment courses; or 3) were reported enrolled in a CTE-Coherent Sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits.
- Excluded Students Credit will give AEA campuses and districts bonus points for serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.

RHSP/DAP Rate (longitudinal or annual)

- Student Groups: *All Students* only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

For AEA campuses and districts that use the Annual Dropout Rate, the RHSP/DAP annual rate is calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP or DAP.

Postsecondary Component—College and Career Readiness

- Student Groups: *All Students* only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

Excluded Students Credit

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

$$\begin{array}{r} \text{Graduates, continuers, and GED} \\ \text{recipients from 4-year graduation} \\ \text{cohort } \textit{without} \text{ exclusions (federal rate)} \\ \text{of most recent cohort (Class of 2014)} \end{array} - \begin{array}{r} \text{Graduates, continuers, and GED} \\ \text{recipients from 4-year graduation} \\ \text{cohort } \textit{with} \text{ exclusions (state rate) of} \\ \text{same cohort (Class of 2014)} \end{array} \quad \begin{array}{l} \text{With a floor} \\ \text{of zero} \end{array}$$

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

Index 4 Score for AEA Campuses and Charters

The STAAR postsecondary readiness standard component contributes 25 percent of the points. The graduation/annual dropout rate component contributes 75 percent of the points. A maximum of 30 bonus points are added to the Index 4 score. The Index 4 score for AEA campuses and charters is the sum of the STAAR postsecondary readiness standard component score, graduation/annual dropout rate score, and bonus points rounded to a whole number.

As noted, the RHSP/DAP rate along with the college-ready graduates rate and excluded students credit contribute bonus points, which are added to the STAAR postsecondary readiness standard component and the graduation rate component to determine the overall Index 4 score.

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