

2013 Proposed accountability System - Sample Index Tables

Index 1: Student Achievement

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Level II	
Students Met Level II	50	+	38	+	19	+	10	+	19	=	136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	=	305		
Index Score												45	

Index 2: Student Progress

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
STAAR Reading % Met Growth	49%	36%		60%	43%		58%	40%	35%	56%	377	800
STAAR Mathematics % Met Growth	45%	31%		65%	48%		52%	45%	30%	50%	366	800
STAAR Writing % Met Growth	36%				30%		40%		28%		134	400
STAAR Science % Met Growth	*	*	*	*	*	*	*	*	*	*	*	*
STAAR Social Studies % Met Growth	*	*	*	*	*	*	*	*	*	*	*	*
Total											877	2000
Index Score (total points divided by maximum points)											44	

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Index 3: Closing Performance Gaps

STAAR Reading Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Example Calculation for Reading					
Number of Tests	80	40	20		
Performance Results: Level II Satisfactory					
Number	40	20	0		
Percent	50%	50%	0%		
Level III Advanced					
Number	40	0	20		
Percent	50%	0%	100%		
Weighted Results: Level II Satisfactory (one point credit)	50 (50% x 1)	50 (50% x 1)	0 (0% x 1)		
Level III Advanced (two point credit)	100 (50% x 2)	0 (0% x 2)	200 (100% x 2)		
Reading Weighted Performance Rate	150	50	200	400	600

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	150	50	200	400	600
Mathematics Weighted Performance Rate	125	100	90	315	600
Writing Weighted Performance Rate	80	90	125	295	600
Science Weighted Performance Rate	120	40	90	250	600
Social Studies Weighted Performance Rate	50	40	80	170	600
Total				1430	3000
Index Score (total points divided by maximum points)				48	

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Index 4: Postsecondary Readiness

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Total											872.1	1100
Graduation Score (graduation total points divided by maximum points)											79	
2014 and beyond: STAAR All Subjects* % Met Level III	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $79 + 30 / 2 = 55$)											55	

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Rating Labels (tentative):

- **Met Standard** – met performance index targets and other accountability rating criteria
- **Improvement Required** – did not meet one or more performance index targets or other accountability rating criteria

Distinction Designations

Accountability Rating: Districts and Campuses	Distinctions
Met Standard	<p style="text-align: center;">Districts:</p> <p>Exemplary Distinction (2014) Recognized Distinction (2014)</p> <p style="text-align: center;">Campuses:</p> <p>Exemplary Distinction (2014) Recognized Distinction (2014) Top 25%: Closing Achievement Gaps (2014) Top 25%: Student Progress (2014) Academic Achievement: Reading/ELA Academic Achievement: Mathematics 21st Century Workforce Development (2014) Academic Achievement: Science (2014) Academic Achievement: Social Studies (2014) Fine Arts (TBD) Physical Education (TBD) Second Language Acquisition (TBD)</p>
Improvement Required	N/A

Campus distinction designations will be based on campus performance in relation to a comparison group of campuses.

Campus Comparison group will be determined based on the following

- Campus Type (Elementary, Middle, High), Campus Enrollment, Percent of Economically Disadvantaged students, Percent ELL students

Campus top twenty-five percent distinction designations

- Top 25% Student Progress. Based on Index 2: Student Progress.
Campuses that are in the top quartile of their campus comparison group in performance on Index 2.
- Top 25% Closing Achievement Gaps. Based on Index 3: Closing Performance Gaps.
Campuses that are in the top quartile of their campus comparison group in performance on Index 3.

Exemplary/Recognized Distinctions

- Based on Index 4: Postsecondary Readiness.
Likely based on performance (rank) within Campus Comparison Groups.

2013 Development Site

- <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Overview of Proposed Performance Index Framework (2014)*

Shaded areas are not evaluated in 2013

Index 1: Student Achievement

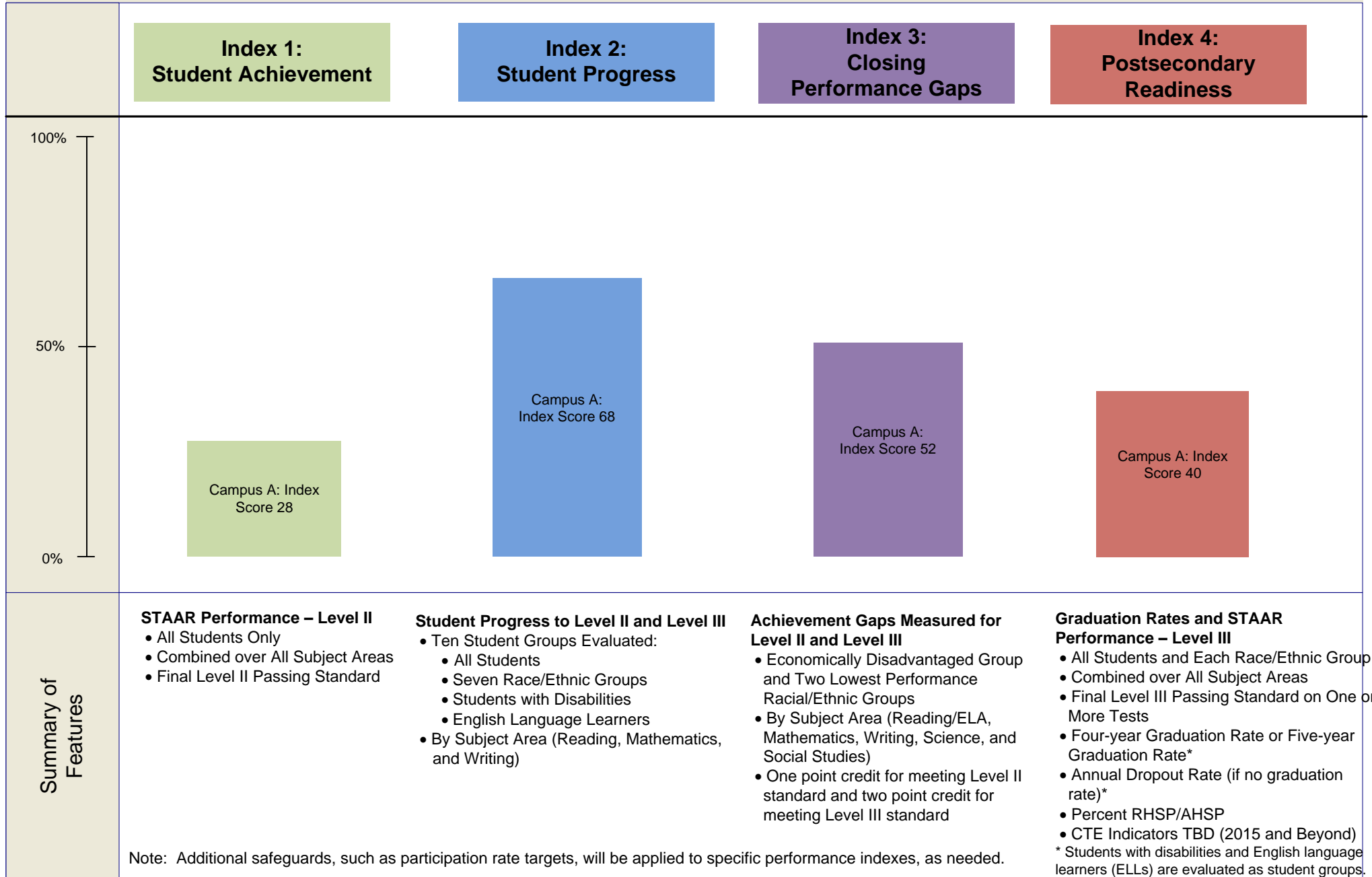
Index 2: Student Progress

Index 3: Closing Performance Gaps

Index 4: Postsecondary Readiness

Features of Index	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> All Students Only Combined over All Subject Areas Credit given for Satisfactory performance level (Level II) on: <ul style="list-style-type: none"> STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring; EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer; STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard; STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress; TAKS included in 2013 only: Grade 11 results at Met Standard performance standard. <p>* Inclusion of a progress measure for English language learners (ELLs) in each index is currently under discussion. Use of Required Improvement, Three-Year Averaging, 85% Provision TBD</p>	<p>Student Progress to Satisfactory or Advanced Performance Levels</p> <ul style="list-style-type: none"> Ten Student Groups Evaluated: <ul style="list-style-type: none"> All Students Each Race/Ethnicity: <ul style="list-style-type: none"> African American American Indian Asian Hispanic Pacific Islander White Two or More Races Students with Disabilities English Language Learners (ELLs) By Subject Area (Reading, Mathematics, and Writing) Same assessments used in Index 1 where student progress measures are available Credit given for meeting the student progress measure requirements for: <ul style="list-style-type: none"> Progress toward Satisfactory performance (Level II), or Progress toward Advanced performance (Level III) 	<p>Achievement Gaps Measured for Satisfactory and Advanced Levels</p> <ul style="list-style-type: none"> 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) Same Assessments Used in Index 1 Credit based on weighted performance: <ul style="list-style-type: none"> One point credit given for each percentage of students at the final Level II Satisfactory performance standard Two point credit given for each percentage of students at the final Level III Advanced performance standard 	<p>Measures of Postsecondary Readiness</p> <p>Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> STAAR Advanced performance level (Level III) and high school graduation rates and diploma plans <p>STAAR Advanced Performance</p> <ul style="list-style-type: none"> Eight Student Groups Evaluated: All Students and each Race/Ethnicity Combined over All Subject Areas Credit given for Advanced performance level (Level III) on one or more tests at final Level III performance standard <p>High School Graduation</p> <ul style="list-style-type: none"> 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 Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Career and Technical Education Indicators TBD (2015 and Beyond)</p>
	Additional Safeguards	<p>Apply Safeguards to Specific Performance Indexes, as needed:</p> <ul style="list-style-type: none"> Report performance by student group, performance level, subject, and grade Implement interventions focused on specific areas of weak performance Apply minimum performance requirements or performance floors Apply a limit on proficient results for STAAR Modified and STAAR Alternate Apply Participation Rate Targets Evaluate Leaver Data Quality Incorporate Grade 7-8 Annual Dropout Rate 		

Overview of Proposed Performance Index Framework (Sample Campus)



* Students with disabilities and English language learners (ELLs) are evaluated as student groups.