

## 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 <b>Reading</b> % Met Growth	49%	36%		60%	43%		58%	40%	35%	56%	377	800
STAAR <b>Mathematics</b> % Met Growth	45%	31%		65%	48%		52%	45%	30%	50%	366	800
STAAR <b>Writing</b> % Met Growth	36%				30%		40%		28%		134	400
STAAR <b>Science</b> % Met Growth	*	*	*	*	*	*	*	*	*	*	*	*
STAAR <b>Social Studies</b> % Met Growth	*	*	*	*	*	*	*	*	*	*	*	*
<b>Total</b>											877	2000
<b>Index Score (total points divided by maximum points)</b>											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)		
<b>Reading Weighted Performance Rate</b>	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
<b>Reading</b> Weighted Performance Rate	150	50	200	400	600
<b>Mathematics</b> Weighted Performance Rate	125	100	90	315	600
<b>Writing</b> Weighted Performance Rate	80	90	125	295	600
<b>Science</b> Weighted Performance Rate	120	40	90	250	600
<b>Social Studies</b> Weighted Performance Rate	50	40	80	170	600
<b>Total</b>				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
<b>Met Standard</b>	<p style="text-align: center;"><b>Districts:</b></p> <p>Exemplary Distinction (2014) Recognized Distinction (2014)</p> <p style="text-align: center;"><b>Campuses:</b></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 21<sup>st</sup> Century Workforce Development (2014) Academic Achievement: Science (2014) Academic Achievement: Social Studies (2014) Fine Arts (TBD) Physical Education (TBD) Second Language Acquisition (TBD)</p>
<b>Improvement Required</b>	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

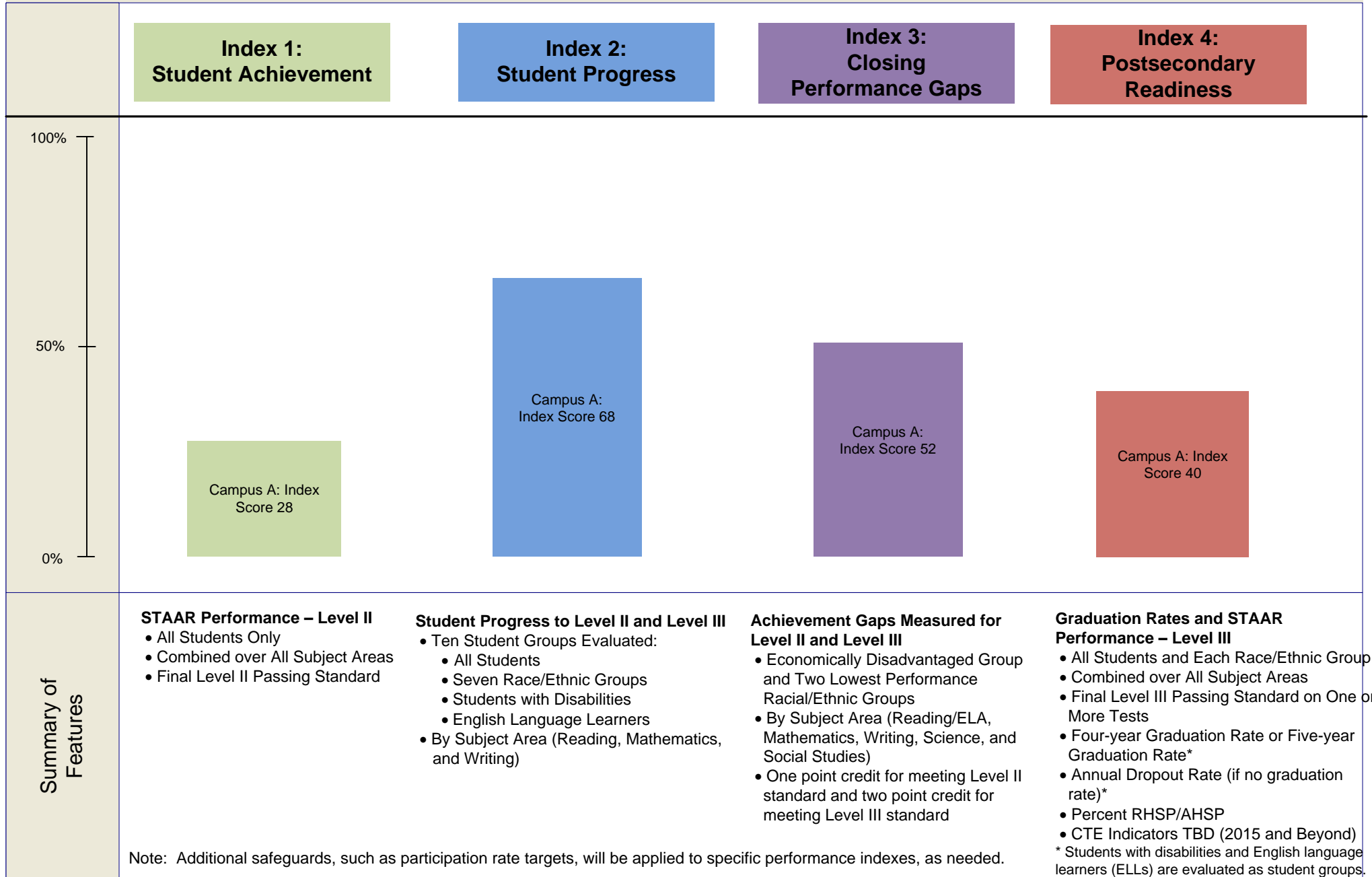
## Index 2: Student Progress

## Index 3: Closing Performance Gaps

## Index 4: Postsecondary Readiness

Features of Index	<p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>All Students Only</li> <li>Combined over All Subject Areas</li> <li>Credit given for Satisfactory performance level (Level II) on:                             <ul style="list-style-type: none"> <li>STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring;</li> <li>EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer;</li> <li>STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard;</li> <li>STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress;</li> <li>TAKS included in 2013 only: Grade 11 results at Met Standard performance standard.</li> </ul> </li> </ul> <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><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>Ten Student Groups Evaluated:                             <ul style="list-style-type: none"> <li>All Students</li> <li>Each Race/Ethnicity:                                     <ul style="list-style-type: none"> <li>African American</li> <li>American Indian</li> <li>Asian</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>White</li> <li>Two or More Races</li> </ul> </li> <li>Students with Disabilities</li> <li>English Language Learners (ELLs)</li> </ul> </li> <li>By Subject Area (Reading, Mathematics, and Writing)</li> <li>Same assessments used in Index 1 where student progress measures are available</li> <li>Credit given for meeting the student progress measure requirements for:                             <ul style="list-style-type: none"> <li>Progress toward Satisfactory performance (Level II), or</li> <li>Progress toward Advanced performance (Level III)</li> </ul> </li> </ul>	<p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year</li> <li>By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</li> <li>Same Assessments Used in Index 1</li> <li>Credit based on weighted performance:                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of students at the final Level II Satisfactory performance standard</li> <li>Two point credit given for each percentage of students at the final Level III Advanced performance standard</li> </ul> </li> </ul>	<p><b>Measures of Postsecondary Readiness</b></p> <p>Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> <li>STAAR Advanced performance level (Level III) and</li> <li>high school graduation rates and diploma plans</li> </ol> <p><b>STAAR Advanced Performance</b></p> <ul style="list-style-type: none"> <li>Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> <li>Combined over All Subject Areas</li> <li>Credit given for Advanced performance level (Level III) on one or more tests at final Level III performance standard</li> </ul> <p><b>High School Graduation</b></p> <ul style="list-style-type: none"> <li>Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)</li> <li>Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs</li> <li>Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates</li> <li>Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p>Career and Technical Education Indicators TBD (2015 and Beyond)</p>
	<p><b>Additional Safeguards</b></p> <p><b>Apply Safeguards to Specific Performance Indexes, as needed:</b></p> <ul style="list-style-type: none"> <li>Report performance by student group, performance level, subject, and grade</li> <li>Implement interventions focused on specific areas of weak performance</li> <li>Apply minimum performance requirements or performance floors</li> <li>Apply a limit on proficient results for STAAR Modified and STAAR Alternate</li> <li>Apply Participation Rate Targets</li> <li>Evaluate Leaver Data Quality</li> <li>Incorporate Grade 7-8 Annual Dropout Rate</li> </ul>			

# Overview of Proposed Performance Index Framework (Sample Campus)



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