

Overview of Performance Index Framework*

Shaded areas are not evaluated in 2013

**Index 1:
Student Achievement**

**Index 2:
Student Progress**

**Index 3:
Closing
Performance Gaps**

**Index 4:
Postsecondary
Readiness**

STAAR Satisfactory Performance

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

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

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

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

- STAAR L (linguistically accommodated) based on the ATAC ELL Workgroup recommendations; and,

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

Student Progress to Satisfactory or Advanced Performance Levels

- Ten Student Groups Evaluated:

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

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

- Same assessments used in Index 1 where student progress measures are available

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

Achievement Gaps Measured for Satisfactory and Advanced Levels

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

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

- Same Assessments Used in Index 1

- Credit based on weighted performance:

- One point credit given for each percentage of students meeting the phase-in Level II performance standard
- Two point credit given for each percentage of students meeting the final Level III Advanced performance standard

- Two point credit given for each percentage of students meeting the final Level III Advanced performance standard

Measures of Postsecondary Readiness
Credit based on average of two postsecondary indicators:

- 1) STAAR postsecondary readiness standard (final Level II) and
- 2) high school graduation rates and diploma plans

STAAR Postsecondary Readiness

- Eight Student Groups Evaluated: All Students and each Race/Ethnicity
- Combined over All Subject Areas
- Credit given for meeting postsecondary readiness standard (final Level II) on one or more tests

High School Graduation

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

Career and Technical Education Indicators
TBD (2015 and Beyond)

Features of Index

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

Apply Safeguards to Specific Performance Indexes, as needed:

- Report performance by student group, performance level, subject, and grade;
- Implement interventions focused on specific areas of weak performance;
- Implement interventions based on minimum participation rate targets; and,
- Implement interventions for excessive use of STAAR Modified and STAAR Alternate.

Academic Achievement Distinctions in Reading/ELA and Mathematics

Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, Advanced (Level III) Performance on STAAR, Advanced/Dual Enrollment Course Completion, and Attendance Rates.

Additional Evaluations