## Overview of Performance Index Framework*

### Features of Index

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#### 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 ATAG 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

#### 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

### Additional Evaluations

- 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.

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

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Shaded areas are not evaluated in 2013.