

Chapter 5 – Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several different areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are typically separate from those used to assign accountability ratings. Districts that receive a *Met Standard* rating are eligible for a distinction designation in postsecondary readiness.

Distinction Designations

For 2016, distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designation Labels

The Accountability Summary and Distinction Designation Reports show one of the following labels for each distinction designation:

Distinction Earned. The district or campus is rated *Met Standard* and meets the criteria for the distinction designation.

No Distinction Earned. The district or campus does not meet the distinction designation criteria or is rated *Improvement Required*.

Not Eligible. The district or campus does not have results to evaluate for the distinction designation, is labeled *Not Rated* or *Not Rated: Data Integrity Issues*, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the CAMPUS COMPARISON GROUP, each campus is identified by school type (See the *School Types* chart in *Chapter 2 – Ratings Criteria and Index Targets* for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, and the percentage of English language learners. Each campus has only one unique campus comparison group. There is no limit to the number of comparison groups to which a school may be a member. It is possible for a school to be a member of no comparison group other than its own or a member of a number of comparison groups.

A campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group for at least 33 percent (for high schools and K–12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

- For an indicator to be used to evaluate campuses for a distinction designation, at least 20 campuses in the comparison group must have data for that indicator. If fewer than 20 campuses have data for an indicator, it cannot be used to evaluate campuses for the distinction. This often affects schools with non-traditional grade spans.
- Schools will not have access to the performance data of other schools and will not know where they rank in their comparison groups until the public release of all accountability data..

For details on how campus comparison groups are determined, see *Appendix H – Campus Comparison Groups*.

Academic Achievement in English Language Arts/Reading

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in English language arts/reading based on outcomes of several performance indicators.

Who is eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the *All Students* group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- *Assessments (STAAR, AP/IB, SAT, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- *Participation*
 - *AP/IB: ELA.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: ELA/Reading.* Minimum size is 10 students in grades 11 and 12 who complete at least one course.
 - *SAT/ACT Participation.* Minimum size is 10 reported annual graduates.

Indicators:

| AADD ELA/Reading Indicators | High School | Middle School / Junior High | Elementary | K–12 |
|--------------------------------------------------------|-------------|-----------------------------|------------|------|
| 1) Attendance rate | ✓ | ✓ | ✓ | ✓ |
| 2) Greater Than Expected Student Growth in ELA/Reading | ✓ | ✓ | ✓ | ✓ |
| 3) Grade 3 Reading Performance (Level III) | | | ✓ | ✓ |
| 4) Grade 4 Reading Performance (Level III) | | | ✓ | ✓ |
| 5) Grade 4 Writing Performance (Level III) | | | ✓ | ✓ |
| 6) Grade 5 Reading Performance (Level III) | | | ✓ | ✓ |
| 7) Grade 6 Reading Performance (Level III) | | ✓ | | ✓ |
| 8) Grade 7 Reading Performance (Level III) | | ✓ | | ✓ |
| 9) Grade 7 Writing Performance (Level III) | | ✓ | | ✓ |

| | | | | |
|-----------------------------------------------------------------|-----------|----------|----------|-----------|
| 10) Grade 8 Reading Performance (Level III) | | ✓ | | ✓ |
| 11) English I Performance (Level III) | ✓ | | | ✓ |
| 12) English II Performance (Level III) | ✓ | | | ✓ |
| 13) AP/IB Examination Participation: ELA | ✓ | | | ✓ |
| 14) AP/IB Examination Performance: ELA | ✓ | | | ✓ |
| 15) SAT/ACT Participation | ✓ | | | ✓ |
| 16) SAT Performance: Reading and Writing | ✓ | | | ✓ |
| 17) ACT Performance: ELA | ✓ | | | ✓ |
| 18) Advanced/Dual-Credit Course Completion Rate: ELA/Reading | ✓ | | | ✓ |
| Total ELA/Reading Indicators | 10 | 6 | 6 | 18 |

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see *Appendix K – Data Sources* for a description of the source of data for each indicator.

Other Information:

- *Advanced/Dual-Credit Course Completion: ELA/Reading.* The advanced/dual-credit course completion rate for ELA/reading includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in *Appendix K – Data Sources*.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Sample Campus Calculation:

| | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------|------------------------|-----------------------|-------------------------|-----------------------|------------------------------------------------|--------------------------------|----------------------------------------|
| <i>Example:</i> Colonial High School is fictional but typical of Texas high schools with varied performance on the 10 indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the 10 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators for the AADD in ELA/Reading. | | | | | | | | | | | |
| Step 1 | Determine Colonial HS performance on its 10 indicators | Attendance rate | Greater Than Expected Growth | English I Performance | English II Performance | AP/IB ELA Performance | AP/IB ELA Participation | SAT/ACT Participation | Average SAT Performance in Reading and Writing | Average ACT Performance in ELA | Advanced/Dual Credit Course Completion |
| | | 93.3% | 2% | 8% | 9% | 72% | 48.9% | 90% | 1079 | 23.5 | 18.5% |
| Step 2 | Compare performance to campuses in Colonial HS Comparison Group. | | | | | | Q1 | Q1 | Q1 | | Q1 |
| | | | | | | Q2 | | | | Q2 | |
| | | | Q3 | Q3 | | | | | | | |
| | | Q4 | Q4 | | | | | | | | |
| Step 3 | Is performance in the top quartile? | No | No | No | No | No | Yes | Yes | Yes | No | Yes |
| Result: | | Performance on 4 of 10 indicators is in Q1, which is greater than 33 percent of indicators; Colonial High School earns an AADD in ELA/Reading. | | | | | | | | | |

Academic Achievement in Mathematics

An AADD is awarded to campuses for outstanding achievement in mathematics based on outcomes of several performance indicators.

Who is eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the *All Students* group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- **Attendance Rate.** Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- **Assessments (STAAR, AP/IB, SAT, and/or ACT).** Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- **Participation**
 - **AP/IB: Mathematics.** Minimum size is 10 students enrolled in grades 11 and 12.
 - **Advanced/Dual-Credit Course Completion: Mathematics.** Minimum size is 10 students in grades 11 and 12 who complete at least one course.
 - **Algebra I by Grade 8 Participation.** Minimum size is 10 students enrolled in grade 8.
 - **SAT/ACT Participation.** Minimum size is 10 reported annual graduates.

Indicators:

| AADD Mathematics Indicators | High School | Middle School / Junior High | Elementary | K–12 |
|-----------------------------------------------------------------|-------------|--------------------------------|------------|-----------|
| 1) Attendance rate | ✓ | ✓ | ✓ | ✓ |
| 2) Greater Than Expected Student Growth in Mathematics | ✓ | ✓ | ✓ | ✓ |
| 3) Grade 3 Mathematics Performance (Level III) | | | ✓ | ✓ |
| 4) Grade 4 Mathematics Performance (Level III) | | | ✓ | ✓ |
| 5) Grade 5 Mathematics Performance (Level III) | | | ✓ | ✓ |
| 6) Grade 6 Mathematics Performance (Level III) | | ✓ | ✓ | ✓ |
| 7) Grade 7 Mathematics Performance (Level III) | | ✓ | | ✓ |
| 8) Grade 8 Mathematics Performance (Level III) | | ✓ | | ✓ |
| 9) Algebra I by Grade 8 Participation | | ✓ | | ✓ |
| 10) Algebra I Performance (Level III) | ✓ | ✓ | | ✓ |
| 11) AP/IB Examination Participation: Mathematics | ✓ | | | ✓ |
| 12) AP/IB Examination Performance: Mathematics | ✓ | | | ✓ |
| 13) SAT/ACT Participation | ✓ | | | ✓ |
| 14) SAT Performance: Mathematics | ✓ | | | ✓ |
| 15) ACT Performance: Mathematics | ✓ | | | ✓ |
| 16) Advanced/Dual Credit Course Completion Rate: Mathematics | ✓ | | | ✓ |
| Total Mathematics Indicators | 9 | 7 | 5 | 16 |

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see *Appendix K – Data Sources* for a description of the source of data for each indicator.

Other Information:

- *Algebra I by Grade 8 Participation.* The Algebra I by Grade 8 Participation indicator limits the denominator to 8th grade students based on 2015 PEIMS fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported on the Consolidated Accountability File (CAF) cumulative history section.

- *Advanced/Dual-Credit Course Completion: Mathematics.* The advanced/dual-credit course completion rate for mathematics includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in *Appendix K – Data Sources.*
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Science

An AADD is awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

Who is eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the *All Students* group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- *Assessments (STAAR, AP/IB, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- *Participation*
 - *AP/IB: Science.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Science.* Minimum size is 10 students in grades 11 and 12 who complete at least one course.

Indicators:

| AADD Science Indicators | High School | Middle School / Junior High | Elementary | K–12 |
|---------------------------------------------------------|-------------|-----------------------------|------------|----------|
| 1) Attendance rate | ✓ | ✓ | ✓ | ✓ |
| 2) Grade 5 Science Performance (Level III) | | | ✓ | ✓ |
| 3) Grade 8 Science Performance (Level III) | | ✓ | | ✓ |
| 4) EOC Biology Performance (Level III) | ✓ | | | ✓ |
| 5) ACT Performance: Science | ✓ | | | ✓ |
| 6) AP/IB Examination Participation: Science | ✓ | | | ✓ |
| 7) AP/IB Examination Performance: Science | ✓ | | | ✓ |
| 8) Advanced/Dual Credit Course Completion Rate: Science | ✓ | | | ✓ |
| Total Science Indicators | 6 | 2 | 2 | 8 |

Methodology:

- Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.
- Step 2: Compare that campus's performance for each indicator within the campus comparison group.
- Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:
- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
 - Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see *Appendix K – Data Sources* for a description of the source of data for each indicator.

Other Information:

- *Advanced/Dual Credit-Course Completion: Science.* The advanced/dual-credit course completion rate for science includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in *Appendix K – Data Sources*.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Social Studies

An AADD is awarded to campuses for outstanding achievement in social studies based on outcomes of several performance indicators.

Who is eligible: Campuses assigned a *Met Standard* rating

Student Groups: Performance of only the *All Students* group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate that campus for this distinction.
- *Assessments (STAAR, AP/IB).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate that campus for this distinction.
- *Participation*
 - *AP/IB: Social Studies.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Social Studies.* Minimum size is 10 students in grades 11 and 12 who complete at least one course.

Indicators:

| AADD Social Studies Indicators | High School | Middle School / Junior High | Elementary | K–12 |
|----------------------------------------------------------------|-------------|-----------------------------|------------|----------|
| 1) Attendance rate | ✓ | ✓ | ✓ | ✓ |
| 2) Grade 8 Social Studies Performance (Level III) | | ✓ | | ✓ |
| 3) EOC U.S. History Performance (Level III) | ✓ | | | ✓ |
| 4) AP/IB Examination Participation: Social Studies | ✓ | | | ✓ |
| 5) AP/IB Examination Performance: Social Studies | ✓ | | | ✓ |
| 6) Advanced/Dual Credit Course Completion Rate: Social Studies | ✓ | | | ✓ |
| Total Social Studies Indicators | 5 | 2 | N/A | 6 |

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group:

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see *Appendix K – Data Sources* for a description of the source of data for each indicator.

Other Information:

- *Advanced/Dual-Credit Course Completion: Social Studies.* The advanced/dual-credit course completion rate for social studies includes only students enrolled in grades 11 and 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in *Appendix K – Data Sources*
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject areas of the AADDs. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Top 25 Percent: Student Progress

A distinction designation for outstanding student progress is awarded to campuses whose Index 2 score is ranked in the top 25 percent (Q1) of campuses in their campus comparison groups.

Who is eligible: Campuses that are evaluated on Index 2 and that receive a *Met Standard* rating.

Methodology: Campuses are arranged in descending order according to their Index 2 scores. If the Index 2 score for a campus is within the top quartile of its comparison group, it earns a distinction for student progress.

For more information on Index 2, see *Chapters 3 – Performance Index Construction* and *Chapter 4 – Performance Index Indicators*.

Top 25 Percent: Closing Performance Gaps

A distinction designation is awarded for outstanding performance in closing student achievement gaps to campuses whose Index 3 score is ranked in the top 25 percent (Q1) of campuses in its campus comparison groups.

Who is eligible: Campuses that are evaluated on Index 3 and that receive a *Met Standard* rating.

Methodology: Campuses are arranged in descending order according to their Index 3 scores. If the Index 3 score for a campus is in the top quartile of its comparison group, it earns a distinction for closing student achievement gaps.

For more information on Index 3, see *Chapters 3 – Performance Index Construction* and *Chapter 4 – Performance Index Indicators*.

Postsecondary Readiness

Both districts and campuses that receive a *Met Standard* rating are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, elementary and middle schools' Index 4 score must be ranked among the top 25 percent of their campus comparison groups, high schools and K–12 campuses must have at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have at least 70 percent of all of their campuses' postsecondary indicators in the top quartile.

Who is eligible: Multi-campus districts and campuses that receive a *Met Standard* rating

For single-campus districts and charters that share the same 2016 performance data as the campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter is not eligible to earn the district postsecondary readiness distinction designation.

Student Groups: Indicators 1–9 use the *All Students* group only.

Minimum Size: Indicators 4–9 must have a minimum size of 10. Values used for indicators 1–3 are from Index 4 calculations. See *Chapter 4 – Performance Index Indicators* for a description of the minimum-size criteria used for Index 4.

Indicators for campuses:

| Postsecondary-Readiness Indicators | High School | Middle School / Junior High | Elementary | K–12 |
|-------------------------------------------------------------|-------------|-----------------------------|------------|------|
| 1) Index 4 - Percent at STAAR Postsecondary Readiness | ✓ | ✓ | ✓ | ✓ |
| 2) Four-Year Longitudinal Graduation Rate | ✓ | | | ✓ |
| 3) Four-Year Longitudinal Graduation Plan Rate | ✓ | | | ✓ |
| 4) College-Ready Graduates | ✓ | | | ✓ |
| 5) Advanced/Dual Credit Course Completion Rate: Any Subject | ✓ | | | ✓ |

| | | | | |
|-------------------------------------------------|----------|----------|----------|----------|
| 6) SAT/ACT Participation | ✓ | | | ✓ |
| 7) SAT/ACT Performance | ✓ | | | ✓ |
| 8) AP/IB Examination Performance: Any Subject | ✓ | | | ✓ |
| 9) CTE-Coherent Sequence Graduates | ✓ | | | ✓ |
| Total Postsecondary Readiness Indicators | 9 | 1 | 1 | 9 |

Note: Values used for indicators 1–3 are from Index 4 calculations. Please see *Appendix K – Data Sources* for descriptions of how other indicators are calculated.

Methodology:

Elementary and Middle Schools: Campuses are arranged in descending order according to their Index 4 scores. If the score for a campus is in the top quartile of its comparison group, it earns a distinction for postsecondary readiness.

High Schools: High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.

Districts: A district must have at least 70 percent of its campuses’ postsecondary indicators in the top quartile (Q1). See the sample district calculation at the end of this chapter.

Districts with less than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Sample Campus Calculation:

| | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------|--------------------------------|---------------------------------------|--------------------------------|--------------------------------|------------------------------|----------------------------------------|
| <p><i>Example:</i> Beta High School is fictional but typical of Texas high schools with varied performance on the nine indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the nine indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators for the Postsecondary Readiness Distinction Designation.</p> | | | | | | | | | | |
| Step 1 | Determine Beta HS performance on its nine indicators. | STAAR Post secondary Readiness Standard 47%* | Graduation Rate 87.7%* | Graduation Plan Rate 85.9%* | College-Ready Graduates 85% | Advanced/Dual-Credit Courses 60.9% | SAT/ACT Participation 94.4% | SAT/ACT Met Criterion 49.6% | AP/IB Met Criterion 61.3% | CTE-Coherent Sequence Graduates 28% |
| Step 2 | Compare performance to campuses in Beta HS Comparison Group. | | | Q1 | Q1 | Q1 | Q1 | | | |
| | | Q2 | Q2 | | | | | Q2 | | |
| | | | | | | | | Q3 | | |
| | | | | | | | | | | Q4 |
| Step 3 | Is performance in the top quartile? | No | No | Yes | Yes | Yes | Yes | No | No | No |
| Result: | | Performance on four of nine indicators is in Q1, which is greater than 33 percent of indicators, Beta High School earns a Postsecondary Readiness Distinction Designation. | | | | | | | | |
| * This is the same value as is used for determining Index 4. | | | | | | | | | | |

Other Information:

- *Four-Year Longitudinal Graduation Plan Rate.* The four-year longitudinal graduation plan rate indicator uses the higher of two rates comprised of students who graduate with Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP) compared to students who graduate with RHSP or DAP or Foundation High School Plan with an Endorsement (FHSP-E) or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA). The longitudinal graduation plan rate used for the postsecondary distinction designation may be different than the one used in Index 4 for accountability because the comparison is made at the *All Students* level only for distinction designations.
- *CTE-Coherent Sequence Graduates.* The CTE-Coherent Sequence Graduates indicator measures the percent of 2014–15 annual graduates who enrolled in and completed a four-year plan of study to take two or more CTE courses for three or more credits. The CTE-Coherent Sequence designation is derived from the summer 2015 PEIMS submission. For more information, see *Appendix K – Data Sources*.
- *Advanced/Dual-Credit Course Completion.* The advanced/dual-credit course completion rate includes only students enrolled in grades 11 and 12. A list of advanced courses is available in *Appendix K – Data Sources*.
- *Index 4 Construction.* For details on the indicators that make up Index 4, see *Chapter 3 – Performance Index Construction* and *Chapter 4 – Performance Index Indicators*.
- *Methodology:* A complete description of the methodology and data sources used in determining each of the indicators in the table above is in *Appendix K – Data Sources*.

Sample District Calculation:

| <i>Example:</i> A sample district has 12 campuses. Each campus has either 1 or 9 possible indicators for this distinction. | | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------|
| School | Grade span | Postsecondary Indicators in top quartile for this school | Maximum Possible Postsecondary Indicators |
| High School A | 9–12 | 6 | 9 |
| High School B | 9–12 | 6 | 9 |
| Middle School C | 6–8 | 0 | 1 |
| Middle School D | 6–8 | 0 | 1 |
| Middle School E | 6–8 | 1 | 1 |
| Middle School F | 6–8 | 1 | 1 |
| Elementary G | PK–5 | 1 | 1 |
| Elementary H | PK–5 | 1 | 1 |
| Elementary I | PK–5 | 1 | 1 |
| Elementary J | PK–5 | 1 | 1 |
| Elementary K | PK–5 | 0 | 1 |
| Elementary L | PK–5 | 1 | 1 |
| Total | | 19 | 28 |
| Result: | Performance on 19 of 28 indicators is in Q1, or 68 percent, which is less than 70 percent. This sample district does not earn a Postsecondary Readiness Distinction Designation. | | |

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