

Chapter 3 – Performance Index Construction

The state accountability system for public education in Texas is built on a framework of four performance indices. Each index measures a different aspect of district or campus performance and identifies areas of strength and needed improvement.

For each of the four indices a district or campus earns a score of 0 to 100, calculated as the percentage of total possible points. Each measure of student performance contributes points to an index score. Targets set by the commissioner of education determine the minimum score required for meeting a performance standard for each index. The index scores provide a rating of overall performance for a district or campus. A key feature of a performance index framework is that no single indicator can—by itself—result in a low rating because index performance is a culmination of measures. This system is both comprehensive and extendible; it tracks each student across multiple indices to ensure accountability and allows for new student groups and indicators without requiring districts and campuses to meet new targets.

For details on the State of Texas Assessments of Academic Readiness (STAAR) and other indicators that comprise each performance index, see “Chapter 4 – Performance Index Indicators.”

Index 1: Student Achievement

Index 1 measures district and campus performance based on student achievement across all subjects for all students. The total index points and index score are the same: *Index Score = Total Index Points*. Total points are determined by the percentage of assessments that meet or exceed the STAAR Approaches Grade Level standard, meet or exceed the English language learner (ELL) progress measure, or achieve the equivalency standard on end-of-course (EOC) substitute assessments.

Examples of Index 1 Calculations The four examples below show the calculation of the Index 1 scores for districts and campuses testing different numbers of subjects depending upon the grades served. The percentage of assessments meeting the Approaches Grade Level standard is calculated as the number of assessments meeting the Approaches Grade Level standard for each test divided by the total number of assessments taken across all subjects. The result is rounded to the nearest whole number. The index points awarded are equal to the percentage of assessments meeting the Approaches Grade Level standard. For example, an index score of 65 indicates that 65 percent of all assessments taken met or exceeded the Approaches Grade Level standard.

Example 1.1 Districts and campuses that test in five subjects: Gr. K–12, Gr. 9–12, Gr. 6–8										% Met Approaches Grade Level Standard	Index Points		
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total							
# Approaches Grade Level Standard	551	+	534	+	27	+	143	+	87	=	1,342	44%	44
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035		
Index 1: Score												44	

Example 1.2 Districts and campuses that test in four subjects: Gr. 9–12													
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total	% Met Approaches Grade Level Standard	Index Points					
# Approaches Grade Level Standard	551	+	534	+	0	+	143	+	87	=	1,315	49%	49
Total Tests	984	+	988	+	0	+	354	+	356	=	2,682		
Index 1: Score												49	

Example 1.3 Campuses that test in four subjects: Gr. K–5													
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total	% Met Approaches Grade Level Standard	Index Points					
# Approaches Grade Level Standard	551	+	534	+	27	+	143	+	0	=	1,255	47%	47
Total Tests	984	+	988	+	353	+	354	+	0	=	2,679		
Index 1: Score												47	

Example 1.4 Campuses that test in three subjects: Gr. K–4													
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Total	% Met Approaches Grade Level Standard	Index Points					
# Approaches Grade Level Standard	551	+	534	+	27	+	0	+	0	=	1,112	48%	48
Total Tests	984	+	988	+	353	+	0	+	0	=	2,325		
Index 1: Score												48	

Index 2: Student Progress

Index 2 measures student progress in ELA/reading and mathematics by student demographic categories: race/ethnicity, current and monitored ELLs, and special education.

Each assessment result is categorized according to the STAAR and the English language learner (ELL) progress measure as Did Not Meet, Met, or Exceeded Progress. These results are grouped according to demographic categories. Weighted scores are calculated based on students' level of performance: one point for each percentage of assessment results that Met or Exceeded Progress and one point for each percentage of results that Exceeded Progress and are aggregated across subjects. Fractions of a percent are rounded to the nearest whole number.

Cumulative performance (Met and Exceeded Progress plus Exceeded Progress) for all subjects contributes from 0 to 200 points to each student group that meets minimum-size criteria, including all students. The maximum number of possible points depends on campus type, student population, and demographics. Index 2 is calculated by dividing the total points (cumulative performance) by the maximum number of possible points, resulting in an overall score of 0 to 100 for all districts and campuses.

Example of Index 2 Calculations The following example shows how the combined STAAR and ELL progress measures results are computed across all subjects.

Example 2. Index 2 calculation												
Weighted Progress Rate: All Subjects	All	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Number of Tests:	989	64	828	39					75	819		
# Met or Exceeded Progress	732	51	621	28					49	614		
# Exceeded Progress	198	16	124	4					4	164		
Percent of Tests: % Met or Exceeded Progress	74%	80%	75%	72%					65%	75%		
% Exceeded Progress	20%	25%	15%	10%					5%	20%		
All Subjects Weighted Progress Rate	94	105	90	82					70	95	536	1200
Total											536	1200
Index 2: Score (total points divided by maximum points)											45	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

Index 3: Closing Performance Gaps

Index 3 emphasizes the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups. The specific racial/ethnic groups are identified for each district or campus based on prior year (2016) assessment results.

Tests used include reading, mathematics, writing, science, and social studies. One point is given for each percentage of tests meeting or exceeding the Approaches Grade Level standard. One point is given for each percentage of tests meeting the Masters Grade Level standard on the STAAR assessment. The maximum number of possible points depends on the student population and demographics. Index 3 is calculated by dividing total cumulative performance points by the maximum possible points, resulting in an overall score of 0 to 100.

Examples of Index 3 Calculations The following examples illustrate how the weighted performance rate is computed for reading and how the Index 3 outcomes are determined when the results are combined across all subject areas.

Example 3.1 Index 3 calculation for reading weighted performance					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	25		
# Approaches Grade Level Standard and above	80	20	25		
# Masters Grade Level Standard	40	0	25		
% Approaches Grade Level Standard and above	100%	50%	100%		
% Masters Grade Level Standard	50%	0%	100%		
Reading Weighted Performance Rate	150	50	200	400	600

Example 3.2 Index 3 calculations for overall score					
STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Racial/Ethnic Group - 1	Lowest Performing Racial/Ethnic Group - 2	Total Points	Maximum Points
Reading	150	50	200	400	600
Mathematics	125	100	90	315	600
Writing	80	90	125	295	600
Science	120	40	90	250	600
Social Studies	50	40	80	170	600
Total				1430	3000
Index 3: Score (total points divided by maximum points)				48	

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school. Index 4 also emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

For non-AEA districts and campuses, Index 4 is based on four components with one exception: when data are missing for any of the three non-STAAR components, Index 4 is based solely on the STAAR component. The reason for this is that elementary and middle school campuses do not report data on graduation rate, graduation diploma plans, or postsecondary indicators. Elementary and middle school campuses report only STAAR results. Therefore, the Index 4 evaluation of these campuses is based solely on the STAAR Meets Grade Level Standard component, as explained below.

For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components	Weight
1. STAAR at Meets Grade Level Standard	25%
2. Graduation Rate (or Dropout Rate)	25%
3. Graduation Diploma Plan	25%
4. Postsecondary Component: College and Career Readiness	25%

The **STAAR Meets Grade Level Standard** is determined by the percentage of students who meet the Meets Grade Level standard on two or more subject-area assessments. Students tested in only one subject area are required to meet the Meets Grade Level standard on that assessment for credit in Index 4.

Example 4.1 STAAR Meets Grade Level Standard												
STAAR Performance	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
% Meets Grade Level Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Meets Grade Level Standard: Score (total points divided by maximum points)												30.3

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The **Graduation Rate Score** reflects the highest number of points possible from the combined performance across graduation rates for grades 9–12. The four-year graduation rate, for example, requires tracking the status of a cohort of students from the time they enter grade 9 through their expected graduation year. In general, the graduation rate is the percentage of students who graduate out of all those who start in a grade 9 cohort. Students who transfer out of the Texas public school system before graduation are not counted in this calculation. A class consists of all members of a cohort, and a graduate is a student who successfully completes the requirements for graduation within a specified time frame. Students who dropout or receive a General Educational Development (GED) certificate are not counted as graduates. Points are based on the longitudinal cohort of students used to calculate a four-year graduation rate or a five-year graduation rate, for all students and all students grouped by race/ethnicity, ELL status, and special education status. If a graduation rate is not available, the annual dropout rate is used.

The total points and the maximum number of points are reported for both the four-year and five-year graduation rate. The graduation rate that results in the higher score is used to calculate the Index 4 score.

Example 4.2 Graduation Rate												
Graduation Rate	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
4-yr. Grad Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Grad Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Higher Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation rate points divided by maximum points)											78.1	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The **Graduation Plan Score** is based on a longitudinal cohort of students. For this component, two percentages are calculated:

- The percentage of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP)
- The percentage of students graduating under either the RHSP/DAP or the Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (DLA)

The percentage that contributes the most points to the Index 4 score will be used. If no longitudinal rate is available, the annual graduation plan rate will be used.

Example 4.3 Graduation Plan												
Graduation Plan	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
Longitudinal RHSP/DAP Rate	72.7%	76.4%			83.6%		83.0%				315.7	400
Longitudinal RHSP/DAP/FHSP E/DLA	70.5%	75.4%			81.5%		82.0%				309.4	400
Graduation Plan: Score (best of total graduation plan points divided by maximum points)											78.9	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The **Postsecondary Component: College and Career Readiness Indicator Score** is calculated as the percent of annual graduates who accomplished at least one of the following:

- Met or exceeded the Texas Success Initiative (TSI) criteria in both ELA/reading and mathematics on the TSI assessment, SAT, or ACT
- Completed and earned credit for at least two advanced/dual-credit/dual-enrollment courses
- Enrolled in a coherent sequence of CTE courses (including the Tech Prep program)

Please see “Appendix K–Data Sources” for more information on the source of the data and the methodology for this component.

Example 4.4 Postsecondary Component: College and Career Readiness												
Postsecondary Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

The four components of Index 4 are weighted equally to calculate the overall Index 4 score.

Example 4.5 Overall Index 4 Score				
Index 4 Component	Component Score	Multiply by	Weight of	Total Points
STAAR Meets Grade Level Standard Score	30.3	X	25%	7.6
Graduation Rate Score	78.1	X	25%	19.5
Graduation Plan Score	78.9	X	25%	19.7
Postsecondary Component Score	80.3	X	25%	20.1
Index 4: Score				67

Component scores are rounded to one decimal place. Total points for each component are determined by multiplying the component score by 25 percent and rounding to one decimal place. The overall Index 4 score is the sum of the total points rounded to a whole number. The table on the following page illustrates the calculation of the Index 4 score.

Example 4.6 Index 4 Calculation												
Overall Index Score												
Overall Performance	Component Score				Multiply by		Weight of		Total Points			
STAAR Meets Grade Level Standard Score	30.3				X		25%		7.6			
Graduation Rate Score	78.1				X		25%		19.5			
Graduation Plan Score	78.9				X		25%		19.7			
Postsecondary Component Score	80.3				X		25%		20.1			
Index 4: Score									67			
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	ELL	Special Ed.	Total Points	Max. Points
• STAAR Meets Grade Level Standard												
% Meets Grade Level Standard	29%	16%		40%	23%		38%	36%			182	600
STAAR Meets Grade Level Standard: Score (total points divided by maximum points)											30.3	
• Graduation Rate												
4-yr. Graduation Rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-yr. Graduation Rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Rate: Score											546.4	700
Graduation Rate: Score (best of total graduation rate points divided by maximum points)											78.1	
• Graduation Plan												
Longitudinal RHSP/DAP Rate	72.7%	76.4%			83.6%		83.0%				315.7	400
Longitudinal RHSP/DAP/FHSP E/DLA	70.5%	75.4%			81.5%		82.0%				309.4	400
Graduation Plan: Score (best of total graduation plan points divided by maximum points)											78.9	
• Postsecondary Component												
College and Career Readiness	82.1%	71.1%			78.2%		89.9%				321.3	400
Postsecondary Component: Score (total points divided by maximum points)											80.3	

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

AEA Campuses and Charter Districts Index 4: Postsecondary Readiness

For alternative education campuses (AECs) and charter districts evaluated under AEA provisions, the Index 4 score is based on two components:

- STAAR scores based on the percent of students who meet the Meets Grade Level Standard, as defined in the previous section
- Four-, five-, and six-year rates for graduates, continuing students, and GED recipients. If a graduation rate is not available, the annual dropout rate is used.

The two components of Index 4 are weighted to calculate the overall Index 4 score.

Index 4 Components for AEA Campuses and Charters	Weight
STAAR Meets Grade Level Standard	25%
Graduation, Continuers, and GED Rate or Annual Dropout Rate	75%

AECs can also earn bonus points toward their Index 4 score. Bonus points may be awarded for the percentage of students who graduate under certain graduation plans, the percentage of students considered college-and-career ready, and an excluded students credit. Please see Chapter 4 for a complete description of bonus points.

Example 4.7 Index 4 Composition for AEA charter districts and AECs with a graduation, continuer, and GED rate												
Component	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
• STAAR Meets Grade Level Standard												
% Meets Grade Level Standard	51%	42%	83%	55%	44%	31%	56%	52%			414	800
STAAR Meets Grade Level Standard: Score (total points divided by maximum points)											51.8	
• Graduation, Continuers, and GED Rate												
4-Year Rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-Year Rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-Year Rate	66.2%	58.8%			61.0%		72.1%		52.2%	58.2%	368.5	600
Highest Graduation, Continuer, and GED Rate: Score											368.5	600
Graduation, Continuers, and GED Rate: Score (best of total points divided by maximum points)											61.4	
• Bonus Points												
Graduation Plan	33.3%										33	
College and Career Readiness											0	
Excluded students credit											0	
Total Bonus Points (maximum of 30)											30	

Example 4.8 Overall Index 4 Score for AEA charter districts and campuses with a graduation, continuer, and GED rate				
Overall Performance	Component Score	Multiply by	Weight of	Total Points
STAAR Meets Grade Level Standard Score	51.8	X	25%	13.0
Graduation, Continuers, GED Rate Score	61.4	X	75%	46.1
Bonus Points	30			30
Index 4: Score				89

Note: Blank cells in the examples above indicate student groups that do not meet the minimum-size criteria.

Rounding: Component scores are rounded to one decimal place. Total points for each component are derived by multiplying the component score by the respective weights and rounding to one decimal place. Bonus points are rounded to a whole number. The overall Index 4 score is the sum of the total points and bonus points rounded to a whole number.

Example 4.9 Index 4 Calculation for AEA charter districts and AECs with Gr. 9–12 but graduation rate not available												
• Overall Index 4 Score												
Overall Performance	Component Score					Multiply by	Weight of			Total Points		
STAAR Meets Grade Level Standard Score	50.6					X	25%			12.7		
Annual Dropout Rate Score	32.1					X	75%			24.1		
Bonus Points	25									25		
Index 4: Score										62		
Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Special Ed.	ELL	Total Points	Max. Points
• STAAR Meets Grade Level Standard												
% Meets Grade Level Standard	51%	42%	83%	51%	44%	30%	53%	51%			405	800
STAAR Meets Grade Level Standard : Score (total points divided by maximum points)											50.6	
• Graduation, Continuers, and GED or Annual Dropout Rate												
Annual Dropout Rate	13.3%	11.3%			12.5%		17.2%					
Dropout Rate Conversion	33.5	43.5			37.5		14.0				128.5	400
Graduation, Continuers, and GED or Annual Dropout Rate: Score (total points divided by maximum points)											32.1	
• Bonus Points												
Graduation Plan	20.6%										21	
College and Career Readiness	3.0%										3	
Excluded students credit	1										1	
Total Bonus Points (maximum of 30)											25	