

Chapter 4 – Performance Index Indicators

The accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of district and campus performance. The previous chapter described how STAAR results, Public Education Information Management System (PEIMS) data, or other assessment results are used in index construction and the calculation of index scores.

This chapter discusses the three broad types of indicators and details how these indicators are used in each performance index.

STAAR-Based Indicators

2017 STAAR Performance Level Descriptors

The STAAR program uses three performance standards to categorize satisfactory or better student performance on an assessment.

Results of assessments taken in the summer or fall of 2016 are categorized using the same performance level descriptors (PLDs) that were used in 2016: Level II Satisfactory Academic Performance, Final Level II Satisfactory Academic Performance, and Level III Advanced Academic Performance. Beginning with the assessments administered in spring 2017, new PLDs will be used: Approaches Grade Level, Meets Grade Level, and Masters Grade Level. The table below shows how the PLDs from the summer and fall administrations are related to the PLDs from the spring 2017 administrations.

2016 Performance Level Descriptor	2017 Performance Level Descriptor
Level II Satisfactory Academic Performance	Approaches Grade Level
Final Level II Satisfactory Academic Performance	Meets Grade Level
Level III Advanced Academic Performance	Masters Grade Level

Performance not meeting the Level II Satisfactory standard (2016) or Approaches Grade Level standard (2017) is unsatisfactory.

The table on page 28 shows how each of these PLDs are referenced in the manual.

Additionally, new progress level descriptors were introduced in spring 2017: Limited Progress, Expected Progress, and Accelerated Progress. Because Index 2 evaluates both STAAR progress measures and ELL progress measures, however, accountability reports continue to use Did Not Meet, Met, and Exceeded.

The progress level descriptors for STAAR Alternate 2 and the ELL progress measure have not changed. The table on page 29 shows the alignment of the different progress level descriptors.

2017 STAAR Performance Level Descriptors				
Reference in Manual	State Assessments	Summer 2016	Fall 2016	Spring 2017
Approaches Grade Level (grades 3–8)	STAAR, STAAR (Spanish), STAAR L ¹ , STAAR A ¹	N/A	N/A	Approaches Grade Level
Approaches Grade Level (EOCs)	STAAR, STAAR L ¹ , STAAR A ¹ , substitute assessments	Level II: Satisfactory Academic Performance	Level II: Satisfactory Academic Performance	Approaches Grade Level
Approaches Grade Level	STAAR Alternate 2	N/A	N/A	Level II: Satisfactory Academic Performance
Meets Grade Level (grades 3–8)	STAAR, STAAR (Spanish), STAAR L ¹ , STAAR A ¹	N/A	N/A	Meets Grade Level
Meets Grade Level (EOCs)	STAAR, STAAR L ¹ , STAAR A ¹ , substitute assessments	Final Level II: Satisfactory Academic Performance	Final Level II: Satisfactory Academic Performance	Meets Grade Level
Masters Grade Level (grades 3–8)	STAAR, STAAR (Spanish), STAAR L ¹ , STAAR A ¹	N/A	N/A	Masters Grade Level
Masters Grade Level (EOCs)	STAAR, STAAR L ¹ , STAAR A ¹	Level III: Advanced Academic Performance	Level III: Advanced Academic Performance	Masters Grade Level
Masters Grade Level	STAAR Alternate 2	N/A	N/A	Level III: Accomplished Academic Performance

1) Beginning in spring 2017, STAAR L and STAAR A versions of assessments are replaced with an online platform of accommodations. See Appendix I regarding inclusion of ELL students in accountability.

2017 Progress Level Descriptors				
Reference in Manual	Progress Measure	Summer 2016	Fall 2016	Spring 2017
Did Not Meet Progress	STAAR Progress Measure	Did Not Meet Progress	Did Not Meet Progress	Limited Progress
Did Not Meet Progress	STAAR Alternate 2 Progress Measure	Did Not Meet Progress	Did Not Meet Progress	Did Not Meet Progress
Did Not Meet Expectation	ELL Progress Measure	Did Not Meet Expectation	Did Not Meet Expectation	Did Not Meet Expectation
Met Progress	STAAR Progress Measure	Met Progress	Met Progress	Expected Progress
Met Progress	STAAR Alternate 2 Progress Measure	Met Progress	Met Progress	Met Progress
Met Expectation	ELL Progress Measure	Met Expectation	Met Expectation	Met Expectation
Exceeded Progress	STAAR Progress Measure	Exceeded Progress	Exceeded Progress	Accelerated Progress
Exceeded Progress	STAAR Alternate 2 Progress Measure	Exceeded Progress	Exceeded Progress	Exceeded Progress
Exceeded Expectation	ELL Progress Measure	Exceeded Expectation	Exceeded Expectation	Exceeded Expectation

Accountability Subset Rule

A subset of test results is used to calculate each district and campus performance index. The calculation includes only test results for students enrolled in the campus or district in the previous fall, as reported on the PEIMS October snapshot. Three test administration periods are considered for accountability purposes:

STAAR results included in the subset of district/campus accountability	If a student was enrolled in the district/campus on this date:
EOC summer 2016 administration	Fall 2015 enrollment snapshot
EOC fall 2016 administration	Fall 2016 enrollment snapshot
EOC spring 2017 administration	
Grades 3–8 spring 2017 administration	

The 2017 accountability subset rules apply to the STAAR performance results evaluated across all four indices.

- Grades 3–8: districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): districts and campuses are responsible for
 - summer 2016 results for students reported as enrolled in fall 2015 snapshot;
 - fall 2016 results for students reported as enrolled in the fall 2016 snapshot; and
 - spring 2017 results for students reported as enrolled in the fall 2016 snapshot.

STAAR Retest Performance

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading, mathematics, or EOC tests in any subject.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance indices will include test results for reading and mathematics from the first administration and first re-test administration of all STAAR test versions. The second re-test administration in June 2017 is not used.

For students in grades 5 and 8, the STAAR reading and mathematics test results from the first and second administration (first re-test opportunity) are processed in two steps. First, the best test result from both administrations is found for each subject. If all test results have the same level of performance, then the most recent test result is selected for calculation. Second, the accountability subset rules determine whether the test result is included in the performance index.

- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

Districts and campuses are accountable for three EOC administrations: 1) summer results for students enrolled on the prior-year fall snapshot, 2) fall results for students enrolled on the current-year fall snapshot, and 3) spring results for students enrolled on the fall snapshot (current school year). For students who are enrolled and tested on the same campus or district during the 2017 accountability cycle, calculation of the performance indices will include the best EOC results among tests administered in summer 2016, fall 2016, or spring 2017. The following chart illustrates this process.

Fall 2015 Snapshot	Summer 2016	Fall 2016 Snapshot	Fall 2016	Spring 2017
Campus A	Campus A	Campus A	Campus A	Campus A
The best test result is selected. Each test meets the accountability subset rule.				

For students who enrolled and tested at a different campus or district during the 2016–17 school year, the student’s single best result for each course is selected. If all test results have the same level of performance, the most recent test result is selected in calculating the index. The selected test is applied to the district and campus that administered the test if the student meets the accountability subset rule (discussed above).

Fall 2015 Snapshot	Summer 2016	Fall 2016 Snapshot	Fall 2016	Spring 2017
Campus A	Campus A	Campus A	Campus B	Campus B
The best test result is selected. However, only the Summer 2016 test meets the accountability subset rule.				

PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the PEIMS data collection. The PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. PEIMS data provided by school districts used to create specific indicators for Index 4 are listed below.

PEIMS data used for indicators of campus/district accountability in Index 4	Data for
4-year Longitudinal Graduation Rate	Class of 2016
5-year Longitudinal Graduation Rate	Class of 2015
6-year Longitudinal Graduation, Continuer, and GED Rate (AEA Provisions Only)	Class of 2014
Longitudinal Graduation Plan Rate [Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) or Foundation High School Plan Rate with Endorsement (FHSP-E) or Distinguished Level of Achievement (FHSP-DLA)]	Class of 2016
Annual Dropout Rate	2015–16 School Year
Annual Graduation Plan Rate [RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA]	
Career and Technical Education (CTE) Coherent Sequence of Courses	
Advanced/Dual-Credit Course Completion	2015–16 and 2014–15 School Years

Other Assessment Indicators

Index 4 includes the postsecondary readiness component in the college and career readiness indicator. The Texas Success Initiative (TSI) assessment, SAT, or ACT test results are used for this indicator.

Other assessment data used for district/campus accountability indicator Index 4: College & Career Readiness	Data Reported for
TSI assessment	Tests as of October 2016 administration
SAT college admissions test	Tests as of June 2016 administration
ACT college admissions test	Tests as of June 2016 administration

Index 1: Student Achievement

Index 1 is a snapshot of performance across subjects at the Approaches Grade Level standard.

Index 1 Targets for Districts and Campuses

Please see “Chapter 2–Ratings Criteria and Index Targets” for a detailed discussion of 2017 index targets.

Index 1 Student Performance Standards

Index 1 credits districts and campuses for students who meet the Approaches Grade Level standard and students who meet the Level II: Satisfactory Academic Performance standard on the STAAR Alt 2. Please see the PLD table on page 34 for more information about the student performance standards.

Index 1: Student Achievement	Assessments Evaluated in 2017 Accountability Cycle		
	Summer 2016	Fall 2016	Spring 2017
	STAAR End-of-Course		
<i>Assessments</i>			
	STAAR, STAAR A, and STAAR L*: Algebra I English I English II Biology U.S. History	STAAR (with or without accommodations) and STAAR Alt 2: Algebra I English I English II Biology U.S. History	

<i>Student Performance Standards</i>		
	STAAR, STAAR A, and STAAR L*: STAAR Level II Satisfactory Standard or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard	STAAR: STAAR Approaches Grade Level standard or above <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Substitute Assessments**: Meets Equivalency Standard
<i>Retests</i>		
	Performance standards can be met by: End-of-Course (EOC) tests taken for the first time within the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017); or, EOC tests that were retaken within the 2017 accountability cycle following a first attempt in a prior accountability cycle.	
STAAR Grades 3–8		
<i>Assessments</i>		
	n/a	STAAR (with or without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish
<i>Student Performance Standards</i>		
	n/a	STAAR: Approaches Grade Level Standard or above <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance or above <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation
<i>Retests</i>		
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the first retest.	

* See following table for inclusion of ELL students based on ELL Progress Measure.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 1: Student Achievement	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	Spanish STAAR Approaches Grade Level Standard English ELL Progress Measure	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Index 1 does not include assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Subjects Evaluated

Test results for all subject areas (ELA/reading, mathematics, writing, science, and social studies) are combined.

Student Groups Evaluated

All students, including ELLs described above, are evaluated as one group.

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR tests, combined across all subjects.
- Small numbers analysis is not used.

Methodology

Assessment results are summed across all grade levels and subject areas. The number of assessments meeting the Index 1 Approaches Grade Level standard is divided by the number of assessments taken as described here:

$$\frac{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Approaches Grade Level Standard}}{\text{Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken}}$$

Rounding

The Index 1 Approaches Grade Level standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

Index 1 has one indicator; therefore, the total index points and index score are equivalent:
Index Score = Total Points.

Index 2: Student Progress

Index 2 measures student progress and provides an opportunity for districts and campuses to receive credit for improving student performance independent of the student's pass/fail status on STAAR.

Index 2 Targets for Districts and Campuses

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 2 Student Progress Standards

Index 2 credits districts and campuses for students who meet the student-level criteria for progress in either the STAAR progress measure or the ELL progress measure. Points for progress in each subject are weighted by the students' level of performance which is a combination of the percentage of tests that met or exceeded progress and the percentage of tests that exceeded progress.

STAAR Progress Measure: Progress is measured at the student-level by the difference between the STAAR scale scores a student achieved in the prior and current years. A student's progress is then designated as Did Not Meet, Met, or Exceeded, depending upon the degree of difference in the scores.

Information on how to calculate a STAAR progress measure can be found on the Student Assessment website in the STAAR® Specific Resources section. Please see <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769822705&libID=2147507689>. A Questions and Answers document on the progress measure is posted at the same location.

ELL Progress Measure: The English language learner (ELL) progress measure is reported for ELL students. The ELL progress measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

Information on how to calculate an ELL progress measure can be found at the Student Assessment/State Assessments for English Language Learners website in the General Resources section. Please see <http://tea.texas.gov/student.assessment/ell/>. A Questions and Answers document on the ELL Progress Measure is posted at the same location.

Spanish to English Transition proxy calculation. For students who take the STAAR reading Spanish version in 2016, transition in 2017 to the STAAR reading English version, and do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- STAAR Approaches Grade Level standard (English-version): One point for each percent of tests meeting STAAR Approaches Grade Level standard or above; and
- Meets Grade Level (English-version): One point for each percent of tests meeting the Meets Grade Level standard.

Assessments Evaluated in 2017 Accountability Cycle				
		Summer 2016	Fall 2016	Spring 2017
Index 2: Student Progress	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR, STAAR A, and STAAR L*: Algebra I English I (ELL Progress Measure only) English II	STAAR (with or without accommodations) and STAAR Alt 2: Algebra I English I (ELL Progress Measure only) English II	
	<i>Student Progress Standards</i>			
		STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation		
	<i>Retests</i>			
		Progress standards can be met by EOC tests taken for the first time within the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017).		
	STAAR Grades 3–8			
<i>Assessments</i>				
	n/a	STAAR (with or without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish		
<i>Student Progress Standards</i>				
	n/a	STAAR Progress Measures: Meets or Exceeds Progress <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation <i>or</i> Spanish to English Transition Proxy*		
<i>Retests</i>				
	For grades 5 and 8 reading and mathematics, progress standards can be met by tests taken in either the first administration or the first retest.			

* Either the ELL Progress Measure or the Spanish to English Transition proxy calculation is applied if a STAAR progress measure is not reported. See following table for inclusion of ELL students.

Assessments for English Language Learners

Index 2: Student Progress	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	Student Progress Measure
	<i>Second through fourth year of enrollment in U.S. schools</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure
<i>Fifth year or more of enrollment in U.S. schools*</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure	

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Subjects Evaluated

Two subjects are evaluated.

- reading
- mathematics

Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL students identified as having limited English proficiency during the reported school year or are in their first or second years of monitoring after exiting ELL status
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated.
- Student groups are evaluated if there are at least 25 test results attributable to the group.
- The minimum size for the ELL student group is determined using the testers' current ELL status only. Rates will be reported for current and monitored ELL testers.
- Small numbers analysis applies only if the all students group consists of fewer than 10 tests.
- A three-year average is calculated for combined subjects using three years of student progress data for the all students group. The Index 2 calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year total has at least 10 tests.
- The prior year 2015 and 2016 data used for small numbers analysis are the combination of all subject areas for the same Index 2 results previously reported for that school year.

Methodology

Points are weighted according to performance.

- Met or Exceeded Progress – one point for each percentage of tests that met or exceeded progress measure expectations
- Exceeded Progress – one point for each percentage of tests that exceeded progress measure expectations

Rounding

The total weighted progress calculation is expressed as a percent: total points divided by maximum points, rounded to a whole number. For example, 479 total points divided by 800 maximum points is 59.87%, which is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 2 score is the rounded result of total points divided by the maximum points.

Index 3: Closing Performance Gaps

Index 3 emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each district and campus.

Index 3 Targets for Districts and Campuses

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 3 Student Performance Standards

Evaluation of Index 3 is based on students who meet the STAAR Approaches Grade Level and Masters Grade Level performance standards. The STAAR Approaches Grade Level standard for Index 3 refers to the combination of STAAR Approaches Grade Level standard performance and ELL Progress Measure results. *Note that the STAAR Approaches Grade Level standard performance results used in Index 3 do not include substitute assessments.*

Masters Grade Level standards are tied to statutory and accountability goals stating Texas will be among the top 10 states in postsecondary readiness by 2020, with no significant achievement gaps by race, ethnicity, or socioeconomic status.

Assessments Evaluated in 2017 Accountability Cycle				
	Summer 2016	Fall 2016	Spring 2017	
Index 3: Closing Performance Gaps	STAAR End-of-Course			
	<i>Assessments</i>			
		STAAR, STAAR A, and STAAR L*: Algebra I English I English II Biology U.S. History	STAAR (with or without accommodations) and STAAR Alt 2: Algebra I English I English II Biology U.S. History	
	<i>Student Performance Standards</i>			
		STAAR, STAAR A, and STAAR L*: Level II Satisfactory Standard or above and Level III Advanced <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Final Level II or above	STAAR: Approaches Grade Level standard or above and Masters Grade Level standard <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectation and STAAR Meets Grade Level or above	
	<i>Retests</i>			
		Performance standards can be met by EOC tests taken for the first time within the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017) or EOC tests that were retaken within the 2017 accountability cycle following a first attempt in a prior accountability cycle.		
	STAAR Grades 3–8			
	<i>Assessments</i>			
		n/a	STAAR (with or without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish	
<i>Student Performance Standards</i>				
	n/a	STAAR: Approaches Grade Level standard or above and Masters Grade Level standard <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance <i>or</i> ELL Progress Measures*: Meets or Exceeds Expectations and Meets Grade Level standard or above		
<i>Retests</i>				
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the first retest.			

* See following table for inclusion of ELL students based on ELL Progress Measure.

Assessments for English Language Learners

	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
Index 3: Closing Performance Gaps	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	<p>Spanish STAAR Approaches Grade Level Standard and Masters Grade Level Standard</p> <p>English ELL Progress Measure and STAAR Meets Grade Level Standard</p>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance

* Index 3 does not include assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Student Groups Evaluated

- Economically disadvantaged
- Two lowest performing racial/ethnic groups determined by comparing performance of racial/ethnic groups on the Index 1 student achievement indicator from the prior year (2015–16). (Racial/ethnic groups are not included in Index 1, but the disaggregated student group rates are reported on the Index 1 data table. In the event that two or more of the lowest performing groups [meeting minimum size] have the same performance rate, the lowest performing groups with the largest denominator will be selected.) New schools will be evaluated on economically disadvantaged performance only.

Prior-Year Minimum Size Criteria

Identifying which of the seven racial/ethnic groups is used to calculate a campus’s or district’s Index 3 score is a two-step process.

1. Identify the racial/ethnic groups that have 25 or more tests in both ELA/reading and mathematics in the previous year (minimum-size criteria).

2. From the racial/ethnic groups that meet minimum-size criteria, select the lowest-performing group(s) based on the previous year's Index 1 score.
 - If three or more racial/ethnic groups meet minimum-size criteria, the two lowest-performing groups are used.
 - If only two racial/ethnic groups meet minimum-size criteria, only the lowest-performing group is used.
 - If only one racial/ethnic group meets the minimum-size criteria, that group is not used. In these cases, only the economically disadvantaged group is used to calculate the Index 3 score.

Current-Year Minimum Size Criteria

The current year (2016–17) subject area performance results for the identified racial/ethnic student group(s) are included in the Index 3 evaluation if there are at least 25 test results in the subject area.

Districts and campuses that do not meet minimum size criteria in any subject area for the racial/ethnic student groups are evaluated on the economically disadvantaged student group alone.

Small Numbers Analysis

- Small numbers analysis applies to the economically disadvantaged student group by subject: reading, mathematics, writing, science, and social studies. If the number of STAAR results by subject is fewer than 10 in the accountability subset, a three-year average is calculated for the economically disadvantaged student group. The Index 3 calculation is based on the aggregated three-year uniform average.
- The prior year 2015 and 2016 data used for small numbers analysis are the same Index 3 results previously reported for that school year.
- Small numbers analysis is not applied to racial/ethnic student groups. If there are fewer than 25 test results in a subject area for the identified lowest performing racial/ethnic student groups, that group's performance on that subject area is excluded from Index 3 calculations.

Accountability Subset

See the accountability subset rules described earlier in this chapter.

Methodology

Index 3 results are based on points reflecting STAAR performance.

- Satisfactory – one point for each percentage of tests meeting the STAAR Approaches Grade Level or the Masters Grade Level Standard
- Advanced – one point for each percentage of tests meeting the Masters Grade Level

Rounding

The total performance rate calculation is expressed as a percent, total points divided by maximum points, rounded to a whole number. For example, 800 total points divided by 1,500 maximum points is 53.33% is rounded to 53%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Index Score

The Index 3 score is the rounded result of total points divided by the maximum points.

Index 4: Postsecondary Readiness

Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military. The index includes test performance for high schools and grades 3–8 at the Meets Grade Level standard.

Index 4 Targets for Districts and Campuses

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 4 Student Performance Standards

Index 4 credits districts and campuses for students who attain the Meets Grade Level standards on two or more STAAR subject area tests. Students tested in only one subject area are required to attain the Meets Grade Level standard on that test for credit in Index 4. The Index 4 student performance standards are based on the combined results of students achieving the Meets Grade Level performance or above and students meeting the student equivalency standard on substitute assessments.

Evaluation of Index 4 components

Index 4 is based on all four of the following components **or** solely on the STAAR Meets Grade Level standard component when any of the three non-STAAR components are unavailable. For districts, high school campuses, and campuses serving grades K–12, the four components of Index 4 are equally weighted.

Index 4 Components for Non-AEA Districts and Campuses		Weight
1.	STAAR Meets Grade Level Standard	25%
2.	Graduation Rate	25%
3.	Graduation Plan Rate	25%
4.	Postsecondary Component: College and Career Readiness	25%

Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on this component.

1. STAAR Component: Meets Grade Level Standard

The STAAR component is defined as the percentage of students who met the STAAR Meets Grade Level standard on two or more subject-area STAAR tests. This component is reported for all students combined and for each racial/ethnic group. If a student takes only one subject-area STAAR test, the result for that test is included. For example, a student in grade 3 or grade 6 who takes only the STAAR reading test in 2017 will be included in the calculation of the STAAR component of Index 4.

For the STAAR component of Index 4, the STAAR EOC results are evaluated for students who tested for the first time during the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017). Only the EOC results for the students' first and subsequent retests during the 2017 accountability cycle are used to evaluate Index 4. Therefore, retest results for students who tested for the first time prior to the 2017 accountability cycle are not included in Index 4.

STAAR Meets Grade Level Standard—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Assessments Evaluated in 2017 Accountability Cycle					
		Summer 2016	Fall 2016	Spring 2017	
Index 4: Postsecondary Readiness	STAAR End-of-Course*				
	<i>Assessments</i>				
		STAAR, STAAR A, and STAAR L*: Algebra I English I English II Biology U.S. History		STAAR (with and without accommodations) and STAAR Alt 2: Algebra I English I English II Biology U.S. History	
	<i>Student Performance Standards</i>				
		STAAR, STAAR A, and STAAR L*: Final Level II or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**		STAAR: STAAR Meets Grade Level standard or above <i>or</i> STAAR Alt 2: Level II: Satisfactory Academic Performance or above <i>or</i> Substitute Assessments: Meets Equivalency Standard**	
	<i>Retests</i>				
		Performance standards can be met by EOC tests taken for the first time or any subsequent retests in the 2017 accountability cycle (summer 2016, fall 2016, or spring 2017).			
	STAAR Grades 3–8*				
	<i>Assessments</i>				
		n/a		STAAR (with and without accommodations) and STAAR Alt 2: Grades 3–8 English Grades 3–5 Spanish	
	<i>Student Performance Standards</i>				
		n/a		STAAR: Meets Grade Level standard or above STAAR Alt 2: Level II: Satisfactory Academic Performance or above	
<i>Retests</i>					
	For grades 5 and 8 reading and mathematics, performance standards can be met by tests taken in either the first administration or the May retest.				

* See following table for inclusion of ELL students.

** For more information about the equivalency standard, please see <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Assessments for English Language Learners

Index 4: Postsecondary Readiness	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools</i>	Spanish STAAR Meets Grade Level Standard <i>(Spanish test versions on any subject)</i> English <i>(Not tested on any Spanish versions)</i> Not Included	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Meets Grade Level Standard	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance	

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

STAAR Meets Grade Level Standard—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component.
- Small numbers analysis applies only if the all students group consists of fewer than 10 students.
- A three-year average is calculated using STAAR data for the all students group. The Index 4 STAAR Meets Grade Level standard calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year average has at least 10 students.
- The two prior years of data used for small numbers analysis are the same Index 4 results previously reported for that school year.

STAAR Meets Grade Level Standard—Methodology

The percent of students meeting the Meets Grade Level performance standard in two or more subject areas **or** one subject area, if only one subject area test is taken. This component is defined as follows:

$$\frac{\text{Number of students meeting the STAAR Meets Grade Level standard on at least two subject area tests} + \text{Number of students meeting the STAAR Meets Grade Level standard on the subject area test}}{\text{Number of students with test results in two or more subject areas} + \text{Number of students with test results in only one subject area}}$$

STAAR Meets Grade Level Standard—Rounding

The calculation of students who attain the Meets Grade Level standard calculation is expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

2. Graduation Rate (or Annual Dropout Rate) Component

High school graduation rates include the four-year and five-year graduation rates or annual dropout rate, if no graduation rate is available.

- Class of 2016 four-year graduation rate is calculated for districts and campuses with students in grade 9 and either grade 11 or 12 in both years one and five of the cohort. Alternatively, the rate can be based on districts and campuses with grade 12 in both years one and five of the cohort.
- Class of 2015 five-year graduation rate follows the same cohort of students for one additional year.
- Annual Dropout Rate for school year 2015–16 for grades 9–12. If a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year or five-year graduation rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated there are at least 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.
- Small numbers analysis applies to all students, if the number of students in the class of 2016 cohort (4-year) or class of 2015 cohort (5-year) is fewer than 10. The total number of students in the class cohort consists of graduates, continuing students, General Educational Development (GED) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year average has at least 10 students.

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four or five years for non-graduate reasons are removed from the class.

The four-year and five-year graduation rate measures the percent of graduates in a class.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{GED Recipients} + \text{Dropouts})$$

Graduation Rate—Rounding

Four-year and five-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

Annual Dropout Rate Component

For districts and campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four- or five-year graduation rate is not available.

Annual Dropout Rate—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: students identified as limited English proficient during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated there are at least 10 students enrolled during the school year.
- Student groups are evaluated if there are at least 25 students enrolled during the school year.
- Small numbers analysis applies to the group of all students if the number of students enrolled in grades 9–12 during the 2015–16 school year is less than 10.
- A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year average has at least 10 students.

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the 2015–16 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled during the school year}}$$

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a component of the Index 4 score. The following calculation converts the annual dropout rate for a non-AEA district or campus into a positive measure that is a proxy for the graduation rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 10) \text{ with a floor of zero}$$

The multiplier of 10 allows the non-AEA district or campus to accumulate points towards the Index 4 score only if its annual dropout rate is less than 10%.

Annual Dropout Rate—Rounding

Grade 9–12 Annual Dropout Rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

3. Graduation Plan Component

- The graduation plan component is based on the comparison between two four-year longitudinal cohorts. The first represents the percent of students in the Class of 2016 who graduated under the RHSP or DAP and the second represents the percent of students in the Class of 2016 who graduated under the RHSP/DAP/FHSP-E or FHSP-DLA.
- Alternatively, the annual graduation plan rate for the 2015–16 school year applies to districts or campuses that do not have a four-year longitudinal graduation cohort or do not meet the minimum size requirement. The component is based on the comparison between two annual graduate cohorts. The first represents the percent of students in 2015–16 who graduated under the RHSP or DAP and the second represents the percent of students in 2015–16 who graduated under the RHSP/DAP/FHSP-E or FHSP-DLA. The annual graduation plan rate also applies to new campuses until sufficient data to calculate a longitudinal graduation plan rate is available.

Graduation Plan Rate—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Graduation Plan Rate—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.
- Small numbers analysis applies to all students if the total count of graduates is less than 10.
- A three-year average RHSP/DAP rate is calculated for all students. The calculation is based on an aggregated three-year uniform average. The annual RHSP/DAP rate will have a similar three-year uniform average.
- A two-year average RHSP/DAP/FHSP-E/FHSP-DLA rate is calculated for all students. The calculation is based on an aggregated two-year uniform average. The annual RHSP/DAP/FHSP-E/FHSP-DLA rate will have a similar two-year uniform average.
- The all students group is evaluated if the uniform average has at least 10 graduates.

Graduation Plan Rate—Methodology

The RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA longitudinal rate applies to districts and high schools with adequate enrollment data. The rate requires tracking the status of a cohort of students from the time they enter grade 9 in 2012–13 through their expected graduation with the Class of 2016. A class consists of all members of a cohort, minus students who leave the Texas public school system for reasons other than graduation, earning a GED certificate, or dropping out.

The Foundation High School Program (FHSP) will replace the Minimum (MHSP), Recommended (RHSP) and Distinguished Achievement (DAP) High School Programs for students who began grade 9 in 2014–15. Beginning with the Class of 2018, all students will be required to select the FHSP. Until then, students may earn an MHSP, RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

Calculation that Excludes FHSP Students:

$$\frac{\text{Number of RHSP/DAP graduates in the Class}}{\text{Number of graduates in the Class excluding FHSP graduates}}$$

Calculation that Includes FHSP Students:

$$\frac{\text{Number of RHSP/DAP graduates} + (\text{FHSP with endorsement and with or without DLA})}{(\text{MHSP} + \text{RHSP} + \text{DAP}) + (\text{FHSP without endorsement} + \text{FHSP with endorsement and with or without DLA})}$$

Graduation Plan Rate—Rounding

Graduation plan rates are expressed as a percent rounded to one decimal place. For example, 540 RHSP/DAP graduates divided by 570 total graduates is 94.737%, which rounds to 94.7%.

4. Postsecondary Component- College and Career Readiness

The aim of the postsecondary component of Index 4 is to measure high school students' preparedness for college, the workforce, job training programs, or the military. The college and career readiness indicator measures the percent of annual graduates for the 2015–16 school year who demonstrated postsecondary readiness in any one of three ways:

- 1) *Postsecondary Component.* A graduate meeting the Texas Success Initiative (TSI) college readiness standards in both ELA/reading and mathematics; specifically, the college-ready criteria on the TSI assessment, the SAT test, or the ACT test, in both ELA and mathematics. The test results included in this measure include TSI assessments through October 2016 and tests through the June 2016 administration of SAT and ACT. See Appendix K for a more detailed explanation.

A student must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. Meeting the TSI requirement in writing on the TSI assessment or ACT will not be used for accountability in 2017 but will be reported.

- 2) *Advanced/Dual-Credit Course Completion.* A graduate who completed and earned credit for at least two advanced/dual-credit courses in either the 2015–16 or 2014–15 school year. See Appendix K for a more detailed explanation.

- 3) *Career and Technical Education (CTE) Coherent Sequence of Courses*. A graduate enrolled and reported in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2015–16 school year. For 2017, a graduate reported as enrolled in the secondary education component of a Tech Prep program are included in the College and Career Readiness indicator. See Appendix K for a more detailed explanation.

Postsecondary Component—Student Groups Evaluated

Eight student groups are evaluated.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Postsecondary Component—Minimum Size Criteria

- All students – the group comprising of all students is evaluated if there are at least 10 graduates.
- Student groups are evaluated if there are at least 25 graduates.

A two-year average college and career readiness rate is calculated for all students. The calculation is based on an aggregated two-year uniform average.

Postsecondary Component—Methodology

The percent of annual graduates is defined in this component is:

graduates meeting TSI criteria in both ELA/reading and mathematics (TSI, SAT, or ACT)	or	graduates who completed and earned credit for at least two advanced/dual-credit course in the current or prior school year	or	graduates who were enrolled in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits*
Number of annual graduates				

* Includes graduates reported as enrolled in the secondary education component of a Tech Prep program.

Postsecondary Component—Rounding

The percent meeting college and career readiness criteria calculation is expressed as a percent rounded to one decimal place. For example, 597 annual graduates meeting the college and career readiness criteria divided by 1,100 annual graduates is 54.27%, which rounds to 54.3%.

Index 4 Score

The Index 4 overall score is the sum of the weighted four component scores: STAAR, graduation rate, graduation plan, and postsecondary component rounded to a whole number.

Index 4: Postsecondary Readiness for AEA Campuses and Charter Districts

Alternative procedures applicable to the Index 4 calculation are provided for approved campuses and charter districts serving at-risk students in alternative education programs. For more information on the alternative education accountability (AEA) eligibility criteria, please see “Chapter 6—Other Accountability System Processes.”

Index 4 Targets for AEA Campuses and Charters

Please see Chapter 2 for a detailed discussion of 2017 index targets.

Index 4 Student Performance Standards

Index 4 credits districts and campuses for students who attain the Meets Grade Level standards on STAAR assessments in two or more subject areas. Students tested in only one subject area are required to attain the Meets Grade Level standard on that test for credit in Index 4. The Index 4 student performance standards are based on the combined results of students achieving the Meets Grade Level performance or above and students meeting the student equivalency standard on substitute assessments.

For a charter district or alternative education campus (AEC) evaluated by AEA provisions, Index 4 is based on two components, weighted as follows.

	Index 4 Components for AEA Campuses and Charters	Weight
1.	STAAR Meets Grade Level Standard	25%
2.	Graduation/Annual Dropout Rate Component: Four-, Five-, or Six-year Graduation, Continuer, and GED Rate or Annual Dropout Rate	75%

To reach the absolute targets established for Index 4 in 2017, AEA campuses and charters apply a weighted evaluation of two components necessary for postsecondary readiness.

Bonus points, described later in this section, are earned according to either the longitudinal or annual graduation plan rate, as well as the excluded students credit, and the postsecondary indicator. A maximum of 30 bonus points is added to the final index score.

1. STAAR Meets Grade Level Standard

The STAAR component, described above, is calculated in the same manner for AEA campuses and charters.

STAAR Meets Grade Level Standard—Minimum Size Criteria and Small Numbers Analysis

- All students – the group comprising all students is evaluated if there are at least 10 students in the STAAR component.
- Student groups are evaluated if there are at least 25 students in the STAAR component. Small numbers analysis applies only if the all students group consists of fewer than 10 students.
- A three-year average is calculated using STAAR data for the all students group. The Index 4 STAAR Meets Grade Level standard calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year average has at least 10 students.

- The two prior years of data used for small numbers analysis are the same Index 4 results previously reported for that school year.

STAAR Meets Grade Level Standard—Methodology

The percent of students meeting the postsecondary readiness standard in two or more subject areas **or** one subject area, if only one subject area test is taken.

STAAR Meets Grade Level Standard—Rounding

The calculation of students who attain the Meets Grade Level standard is expressed as a percent, rounded to whole numbers. For example, 59.87% rounds to 60%; 79.49% rounds to 79%; and 89.5% rounds to 90%.

2. Graduation/Annual Dropout Rate Component

The graduation rate calculation is modified to credit AEA campuses and charters for graduates, continuing students (continuers), and GED recipients. Four-year, five-year, and six-year graduation, continuer, and GED rates are calculated for AEA campuses and charters. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and GED rate is available.

- Class of 2016 four-year graduation, continuer, and GED rates are calculated for AEA campuses and charters with students in grade 9 and either grade 11 or 12 in both years one and year five, or with grade 12 in both years one and year five.
- Class of 2015 five-year graduation, continuer, and GED rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a four-year graduation, continuer, and GED rate in one year will have a five-year graduation, continuer, and GED rate for that cohort in the following year. The five-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by one year.
- Class of 2014 six-year graduation, continuer, and GED rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charters that have a five-year graduation, continuer, and GED rate in one year will have a six-year graduation, continuer, and GED rate for that cohort in the following year. The six-year graduation, continuer, and GED rate lags behind the four-year graduation, continuer, and GED rate by two years.
- Annual Dropout Rate for school year 2015–16 for grades 9–12. If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

Graduation, Continuer, and GED Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL student group: Students who were ever identified as limited English proficient since entering grade 9 in the Texas public school system
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races.

Graduation, Continuer, and GED Rates—Minimum Size Criteria

- All students – all students are evaluated; small numbers analysis applies if fewer than 10 students in the class.
- Student groups are evaluated if there are at least 25 students in the class.

Graduation, Continuer, and GED Rates—Small Numbers Analysis

- Small numbers analysis applies if there are fewer than 10 students in the Class of 2016 (4-year), Class of 2015 (5-year) or Class of 2014 (6-year). The total number of students in the class cohort consists of graduates, continuers, GED recipients, and dropouts.
- A three-year-average graduation, continuer, and GED rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year average has at least 10 students.

Graduation, Continuer, and GED Rates—Methodology

The four-year graduation, continuer, and GED rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate continues to follow the same cohort of students for one additional year. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years due to non-graduate, non-dropout reasons are removed from the class. The graduation, continuer, and GED rate measures the percent of graduates, continuers, and GED recipients in a cohort.

$$\frac{\text{Number of Graduates + Continuers + GED Recipients in the Class}}{\text{Number of Students in the Class} - \text{(Graduates + Continuers + GED Recipients + Dropouts)}}$$

Graduation, Continuer, and GED Rates—Rounding

Four-year, five-year, and six-year graduation rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 74.875% is rounded to 74.9%, not 75%.

Annual Dropout Rates Included

If an AEA charter or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and GED rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see the explanation of converting annual dropout rates on the next page.

Annual Dropout Rates—Student Groups Evaluated

Ten student groups are evaluated.

- All students
- Students served by special education
- ELL students identified as students with limited English proficiency during the reported school year
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races

Annual Dropout Rates—Minimum Size Criteria and Small Numbers Analysis

Please refer to the previous section for information on the minimum size criteria and small numbers analysis for this indicator.

Annual Dropout Rates—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as dropouts by the number of students enrolled in grades 9–12 at any time during the 2015–16 school year.

$$\frac{\text{Number of students who dropped out during the school year}}{\text{Number of students enrolled at any time during the school year}}$$

Annual Dropout Rates—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure in order to be used as a component of the Index 4 score. The following calculation converts the annual dropout rate for an AEA charter or campus into a positive measure that is a proxy for the graduation, continuer, and GED rate.

$$100 - (\text{Grade 9–12 Annual Dropout Rate} \times 5) \text{ with a floor of zero}$$

By using the multiplier of 5, an AEA charter or campus accumulates points towards the Index 4 score as long as its annual dropout rate is less than 20%. The formula for the proxy for dropout rates for non-AEA districts and campuses uses a multiplier of 10; non-AEA districts and campuses accumulate points towards the Index 4 score only if their annual dropout rates are less than 10%.

Annual Dropout Rates—Rounding

Grade 9–12 annual dropout rates used in Index 4 calculations are expressed as a percent rounded to one decimal place. For example, 24 grade 9–12 students reported as dropouts divided by 2,190 students enrolled in grades 9–12 is 1.096% which is rounded to a 1.1% annual dropout rate.

Bonus Point Indicators for AEA Campuses and Charters

A maximum of 30 bonus points are added to the Index 4 score for the following indicators.

- RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rates based on the four-year longitudinal cohort. For AEA districts and campuses that use the Annual Dropout Rate, an annual RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate is calculated for bonus points. The annual rate is also used if no longitudinal graduation plan data meet the minimum size requirement.
- The college and career readiness indicator measures the percent of annual graduates who either 1) met the Texas Success Initiative (TSI) college readiness standards in both ELA/reading and mathematics; or 2) completed and earned credit for at least two advanced/dual credit courses; or 3) were reported enrolled in a CTE-Coherent Sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits.
- Excluded students credit will give AEA districts and campuses bonus points for serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.

Graduation Plan Rate (longitudinal or annual)

- Student Groups: all students only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

For AEA districts and campuses that use the Annual Dropout Rate, the RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA annual rates are calculated as the percent of prior year graduates reported as having satisfied the course requirements for the RHSP, DAP, FHSP-E, or FHSP-DLA.

Postsecondary Component—College and Career Readiness

- Student Groups: all students only
- Please refer to the previous section for information on the minimum size criteria, small numbers analysis, and methodology for this indicator.

Excluded Students Credit

- Student Groups: all students only.
- Minimum Size: None; the AEA excluded students credit is based on the four-year graduation, continuer, and GED rate with exclusions which may be subject to small numbers analysis.
- Methodology: Number of graduates, continuers, and GED recipients in the 4-year graduation cohort without exclusions (federal rate) minus the number of graduates, continuers, and GED recipients in the 4-year graduation cohort with exclusions (state rate).

$$\frac{\text{Graduates, continuers, and GED recipients from 4-year graduation cohort without exclusions (federal rate) of most recent cohort (Class of 2016)}}{\text{Graduates, continuers, and GED recipients from 4-year graduation cohort with exclusions (state rate) of same cohort (Class of 2016)}} \text{ With a floor of zero}$$

The number of students derived from this calculation is added as bonus points to the overall Index 4 score.

Index 4 Score for AEA Campuses and Charters

The STAAR Meets Grade Level standard component contributes 25% of the points. The graduation/annual dropout rate component contributes 75% of the points. A maximum of 30 bonus points are added to the Index 4 score. The Index 4 score for AEA campuses and charters is the sum of the STAAR Meets Grade Level standard component score, graduation/annual dropout rate score, and bonus points rounded to a whole number.

As noted, the graduation plan rate along with the college-ready graduates rate and excluded students credit contribute bonus points, which are added to the STAAR Meets Grade Level standard component and the graduation rate component to determine the overall Index 4 score.