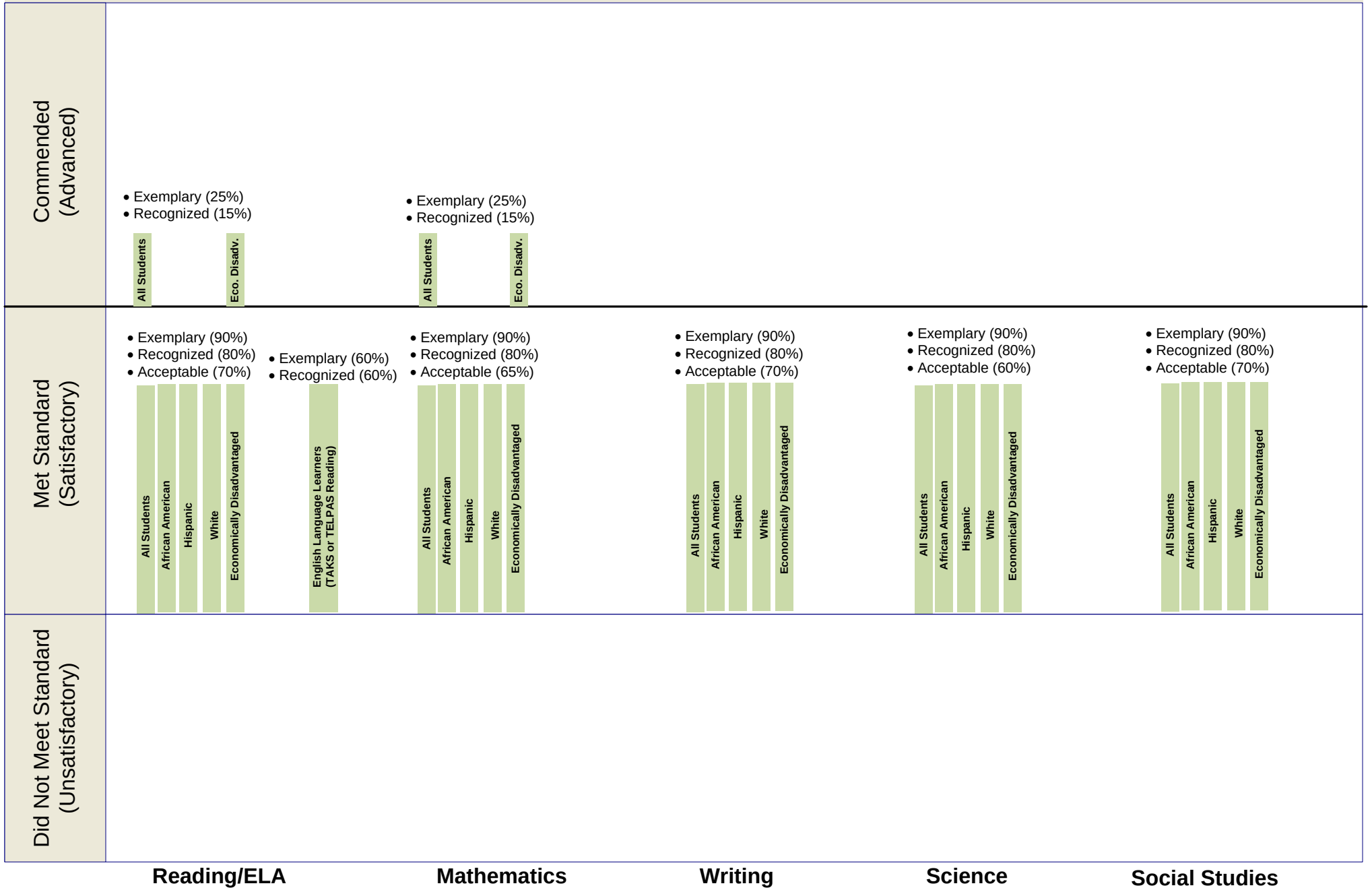
Overview of Assessment Indicators in Previous State Accountability System (2011)



Overview of Non-Assessment Indicators in Previous State Accountability System (2011)

- Exemplary (95%)
- Recognized (85%)
- Acceptable (75%)

All Students
African American
Hispanic
White
Economically Disadvantaged

Completion Rate I (Graduates and Continuers)

- Exemplary (1.6%)
- Recognized (1.6%)
- Acceptable (1.6%)

All Students
African American
Hispanic
White
Economically Disadvantaged

Annual Dropout Rate (Grades 7 – 8 Only)

*Overview of Proposed Performance Index Framework (2014)**

Shaded areas are not evaluated in 2013

Features of Index

Index 1: Student Achievement

STAAR Satisfactory Performance

- All Students Only
- Combined over All Subject Areas
- Credit given for meeting phase-in Level II performance standard on:
  - STAAR Grades 3-8 English and Spanish for assessments administered in the spring;
  - EOC for assessments administered in the spring and the previous fall and summer;
  - STAAR Grades 3-8 and EOC Modified and Alternate;
  - STAAR L (linguistically accommodated) based on the ATAC ELL Workgroup recommendations; and,
  - TAKS Grade 11 results at Met Standard performance standard (2013 only).

Index 2: Student Progress

Student Progress to Satisfactory or Advanced Performance Levels

- Ten Student Groups Evaluated:
  - All Students
  - Each Race/Ethnicity:
    - African American
    - American Indian
    - Asian
    - Hispanic
    - Pacific Islander
    - White
    - Two or More Races
  - Students with Disabilities
  - English Language Learners (ELLs)
- By Subject Area (Reading, Math, and Writing for available grades)
- Same assessments used in Index 1 where student progress measures are available
- Credit given for meeting the student progress measure requirements for:
  - Progress toward Satisfactory performance (Level II), or
  - Progress toward Advanced performance (Level III)

Index 3: Closing Performance Gaps

Achievement Gaps Measured for Satisfactory and Advanced Levels

- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year
- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)
- Same Assessments Used in Index 1
- Credit based on weighted performance:
  - One point credit given for each percentage of students meeting the phase-in Level II performance standard
  - Two point credit given for each percentage of students meeting the final Level III Advanced performance standard

Index 4: Postsecondary Readiness

Measures of Postsecondary Readiness

Credit based on average of two postsecondary indicators:

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

STAAR Postsecondary Readiness

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

High School Graduation

- Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)
- Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs
- Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates
- Eight Student Groups Evaluated: All Students and each Race/Ethnicity

Career and Technical Education Indicators TBD (2015 and Beyond)

* English language learners (ELLs) will be included in 2014 based on performance on the ELL development measure. Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.

Additional Evaluations

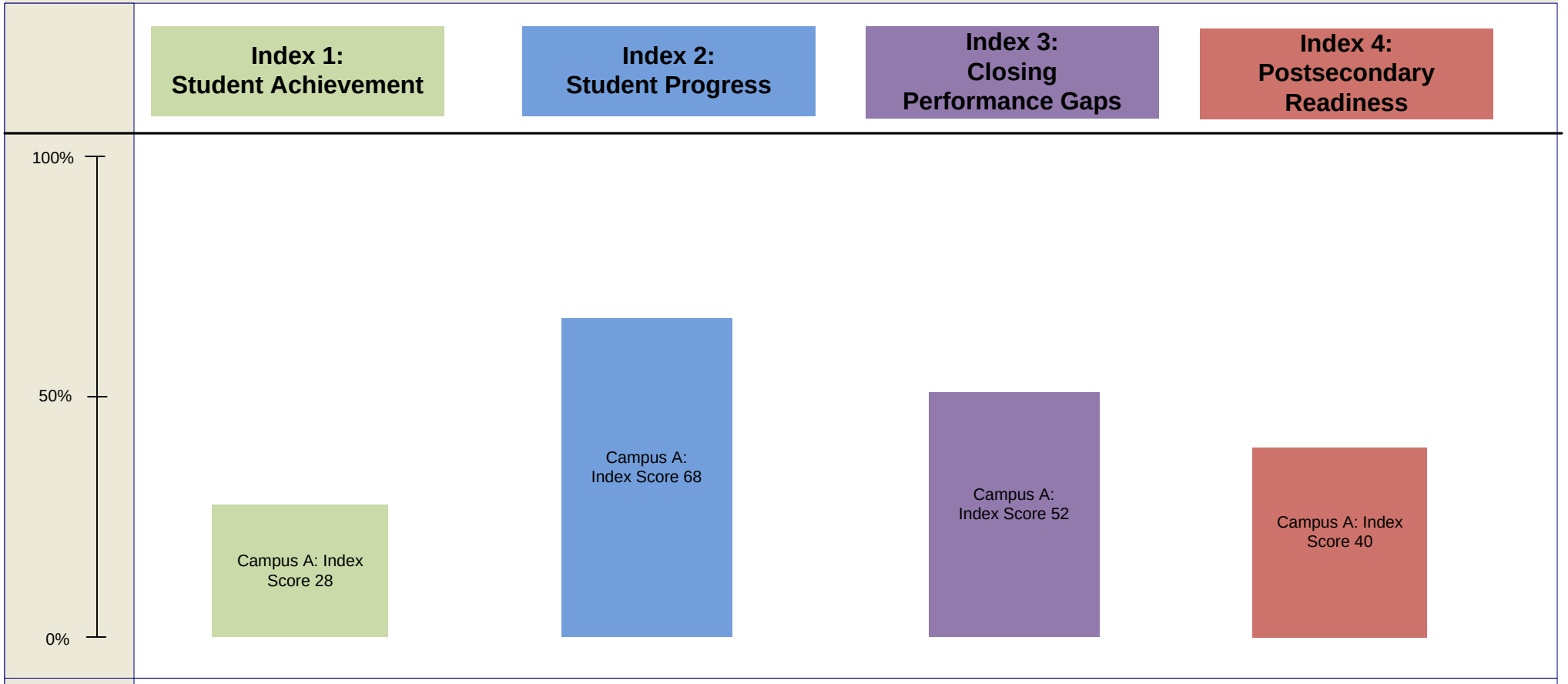
Apply Safeguards to Specific Performance Indexes, as needed:

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

Academic Achievement Distinctions in Reading/ELA and Mathematics

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

Overview of Proposed Performance Index Framework (Sample Campus)



Summary of Features

STAAR Satisfactory Performance
- All Students Only
- Combined over All Subject Areas
- Phase-In Level II Passing Standard

Student Progress to Level II and Level III
- Ten Student Groups Evaluated:
  - All Students
  - Seven Race/Ethnic Groups
  - Students with Disabilities
  - English Language Learners
- By Subject Area (Reading, Mathematics, and Writing for available grades)

Achievement Gaps Measured for Satisfactory and Advanced Levels
- Economically Disadvantaged Group and Two Lowest Performance Racial/Ethnic Groups
- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)
- One point credit for meeting phase-in Level II standard and two point credit for meeting final Level III Advanced performance standard

Graduation Rates and STAAR Performance - Postsecondary Readiness
- All Students and Each Race/Ethnic Group
- Combined over All Subject Areas
- Postsecondary readiness standard (final Level II) on One or More Tests
- Four-year Graduation Rate or Five-year Graduation Rate*
- Annual Dropout Rate (if no graduation rate)*
- Percent RHSP/AHSP
- CTE Indicators TBD (2015 and Beyond)

Note: Additional safeguards, such as participation rate targets, will be applied to specific performance indexes, as needed.

* Students with disabilities and English language learners (ELLs) are evaluated as student groups.

Index 1: Student Achievement

Index 1 Construction

Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: Index Score = Total Index Points. Total Index Points is the percentage of assessments that met the phase-in Level II performance standard.

Each percent of students meeting the phase-in Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Level II	
Students Met Phase-in Level II	50	+	38	+	19	+	10	+	19	=	136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	=	305		
Index Score													45

House Bill 3 Summary Table – Performance Ratings and Distinctions

<table>
<tr><td>Performance Ratings*
Assigned by August 8 each year to districts and campuses. [§39.054]</td><td colspan="2">Distinction Designations
Awarded by August 8 each year to districts and campuses with Acceptable performance. [§39.201]</td></tr>
<tr><td rowspan="3">Met Standard</td><td>District</td><td>Campus</td></tr>
<tr><td colspan="2">§39.202 – Academic Excellence Distinction Designation for Districts and Campuses**
The Commissioner of Education (COE) shall establish Recognized and Exemplary ratings for awarding districts and campuses an academic distinction designation. The Recognized and Exemplary ratings criteria include:
(1) percentages of students who meet the college-ready standard or annual improvement standard, and
(2) other factors for determining sufficient student attainment of postsecondary readiness.</td></tr>
<tr><td>Not applicable for districts.</td><td>§39.203 – Campus Distinction Designations
(a) COE shall award campus distinction designations if the campus is in the top 25 percent in annual improvement.
(b) COE shall award a campus distinction designation if the campus is in the top 25 percent of those demonstrating an ability to close performance gaps.
(c) COE shall award a campus distinction designation to campuses that meet the committee-established criteria for the following programs:
(1) academic performance in ELA, math, science, or social studies
(2) fine arts
(3) physical education
(4) 21st Century Workforce Development program
(5) second language acquisition program

§39.204 – Campus Distinction Designation Criteria; Committees
(a) COE shall establish standards and methods for awarding distinction designations to campuses.
(b) COE shall establish a separate committee to develop criteria for each distinction designation under 39.203(c).</td></tr>
<tr><td>Improvement Required</td><td colspan="2">None for Improvement Required districts and campuses.</td></tr>
</table>

* Labels for the performance ratings are to be determined.

** The *Recognized* and *Exemplary* ratings for districts and campuses will be assigned for the first time in August 2014.