

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

To help districts and campuses develop a better understanding of the new state accountability system, TEA has developed this training packet using available results from the prior school year (2012). The *2012 Indicators Report* provides performance indicators of 2012 State of Texas Assessments of Academic Readiness (STAAR™) and previously reported information found on the 2011-12 Academic Excellence Indicator System (AEIS) Reports: Annual Dropout Rate, Graduation Rate, and Annual Rate of RHSP/DAP graduates. The three primary purposes of the 2012 Indicators Report are shown below.

- 1) The 2012 report and the accompanying training packet are designed to help districts and campuses understand how each of the performance indexes will be constructed when the 2013 performance results are made available this summer.
- 2) The 2012 report provides districts and campuses with the 2012 results that will be used to identify the two race/ethnicity student groups that will be evaluated in Index 3: Closing Performance Gaps in 2013.
- 3) The 2012 report provides districts and campuses with the 2012 results that will be used for small numbers analyses in 2013 that require combinations of two years of data. Note that the 2012 results will also be used for small numbers analyses that will be conducted in 2014 that require combinations of three years of data.

Other important information in this training packet includes:

- ***Cautions on Using the 2012 Indicators Report to Predict 2013 Performance Index Outcomes*** that details the many limitations of using Spring 2012 data to predict Performance Index outcomes;
- Information on the new Consolidated Accountability File (CAF);
- Calendar of 2013 State Accountability ratings releases; and
- Step-by-step instructions for calculating each Performance Index.

Cautions on Using the 2012 Indicators Report to Predict 2013 Performance Index Outcomes

It is important to note that the 2012 reports are not a preview of the state accountability outcomes for 2013. There are many reasons to avoid using this information to predict the 2013 accountability rating. A primary reason is that the Spring 2012 STAAR performance results are not an exact representation of the data that will be used to calculate the indicators for the ratings in 2013. The most important differences in the STAAR results from the prior year (2012) to those used for 2013 ratings are listed below:

- The Student Success Initiative (SSI) was suspended during the 2011-12 school year due to the development of the new STAAR assessment.
- The STAAR end-of-course tests (EOC) were offered for the first time during the spring of 2012, therefore no retest opportunities were available during the 2011-12 school year.
- Any improvement in performance between the 2012 (as reported here) and 2013 may be offset for high schools and districts by the inclusion of more difficult assessment results. For example, the 2012 STAAR performance report includes STAAR EOC tests administered during the 2011-12 school year from students in the class of 2015, the first class to graduate under the STAAR graduation requirements, which include test results for English I, Algebra I, Biology, and World Geography. Actual 2013 performance will use STAAR EOC results for the class of 2015 and the class of 2016. Test results included in the actual 2013 performance report will include the next higher test in each subject – English II, Geometry, Chemistry, and World History.

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The 2012 Indicators Report does provide similar grades and subjects as those planned for 2013. For this reason, Texas Assessment of Knowledge and Skills (TAKS) grade 11 test results are included in combination with the results shown at the Phase-in 1 Level II performance standard. In addition, the performance rates provided on the 2012 Indicators Report reflect the criteria used for the Index 1 calculations, including the appropriate inclusion/exclusion of English Language Learner (ELL) results that will be applied in 2013.

New! Consolidated Accountability File (CAF)

Beginning in July, 2013, school districts will receive a single consolidated data file that will provide student test results for the Summer 2012, Fall 2012, and Spring 2013 test administrations. The state testing contractor, Pearson, will provide the TEA and school districts a data file which includes one record per student and will be used by TEA to calculate the performance index results. At the time of the state accountability rating release on August 8, 2013, TEA will provide information for districts to use to determine which student tests were included in the index calculation. When available, 2013 Data File Format for the Consolidated Accountability File will be posted by the TEA Student Assessment Division under the Data File Formats link.

It is anticipated that the availability of the CAF in future years will provide districts with the information used to determine performance index results and allow districts to review their test data prior to the release of state accountability ratings.

Calendar of Upcoming Releases

2013 State Accountability Ratings Releases	
June 6, 2013	<p><i>Graduation/Dropout Summary Reports and Lists.</i> Superintendents are given access to confidential summary reports and lists of dropouts and cohort membership. These reports provide a preview of the following Graduation Rate and Annual Dropout Rate indicators that will be used to determine the Index 4: Postsecondary Readiness outcomes for 2013 accountability:</p> <ul style="list-style-type: none"> • Class of 2012 Four-year Longitudinal Rates • Class of 2011 Five-year Extended Longitudinal Rates • Class of 2010 Six-year Extended Longitudinal Rates • 2011-12 Annual Dropout Rates
Mid-July 2013	<p><i>Consolidated Accountability File.</i> The test contractor will provide school districts with a data file which includes one record per student and will be used by TEA to calculate the performance index results. This data file will include the results of the STAAR Progress Measure that will be used to determine the Index 2: Student Progress outcomes for 2013 accountability.</p>
August 1, 2013	<p><i>Accountability Preview Data Tables.</i> Superintendents are given access to confidential preview accountability data tables for their district and campuses showing all accountability indicator data. Principals and superintendents can use these data tables to anticipate their campus and district accountability ratings.</p>
August 8, 2013	<p><i>Ratings Release.</i></p>

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Performance Index 1: Student Achievement

The purpose of Index 1 is to provide an overview of student performance based on satisfactory student achievement across all subjects for all students.

- Student Group: All Students only
- Minimum size criteria: None, small numbers analysis if fewer than 10
- Methodology: STAAR test results are summed across tests, grades, and subjects; the index is calculated by taking the number of tests that meet the Phase-in 1 Level II performance standard divided by the total number of tests.
- 2013 Target for Index 1 is 50 for campuses and districts (Alternative Education campus and district target is 25).

Calculation Steps:

1. Obtain your district or campus report.

2012 Indicators Report											
 Report for: SAMPLE HS Campus ID: 999999999 District: SAMPLE ISD	Total Students: 3,122 Grade Span: 9-12						New Search Print PDF Download Data Glossary				
	Performance Reporting Division										
	2012 Indicators Report										
STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Subjects (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	44%	52%	49%	87%	0	0	0	72%	56%	44%	44%
% at Final Level II or above	10%	8%	10%	22%	0	0	0	28%	26%	11%	11%
% at Level III Advanced	2%	3%	2%	0%	0	0	0	6%	1%	2	2
Number of Tests											
# at Phase-in 1 Level II or above	1,342	188	1,265	20	0	0	0	13	147	1,125	1,171
# at Final Level II or above	289	30	250	5	0	0	0	5	68	281	289
# at Level III Advanced	54	10	50	0	0	0	0	1	3	52	48
Total Tests	3,035	359	2,597	23	0	0	0	18	264	2,555	2,647
Reading (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	56%	57%	56%	55%	0	0	0	67%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	9%	0	0	0	50%	31%	14%	14%
% at Level III Advanced	2%	5%	2%	0%	0	0	0	17%	1%	3%	2%
Number of Tests											
# at Phase-in 1 Level II or above	551	47	490	6	0	0	0	4	58	428	450
# at Final Level II or above	124	0	107	1	0	0	0	3	26	118	124
# at Level III Advanced	21	4	17	0	0	0	0	1	1	25	6
Total Tests	984	82	878	11	0	0	0	6	84	577	577
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	54%	44%	55%	90%	0	0	0				
% at Final Level II or above	11%	0%	10%	40%	0	0	0				
% at Level III Advanced	3%	0%	3%	0%	0	0	0				
Number of Tests											
# at Phase-in 1 Level II or above	534	36	483	9	0	0	0				
# at Final Level II or above	105	0	92	4	0	0	0				
# at Level III Advanced	26	0	26	0	0	0	0				
Total Tests	988	82	882	10	0	0	0				
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	8%	54%	33%	100%	0	0	0	50%			
% at Final Level II or above	6%	15%	7%	0%	0	0	0				
% at Level III Advanced	1%	3%	1%	0%	0	0	0				

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This index is the simplest to determine: Locate the All Subjects section, All Students column, the first row is labeled *% at Phase-in 1 Level II or above*. This is your Index 1 score.

	All Students	African American	Hispanic	White
STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)				
All Subjects (2012)				
Percent of Tests				
% at Phase-in 1 Level II or above	44%	52%	49%	87%
% at Final Level II or above	10%	8%	10%	22%
% at Level III Advanced	2%	3%	2%	0%
Number of Tests				
# at Phase-in 1 Level II or above	1,342	188	1,265	20
# at Final Level II or above	289	30	250	5
# at Level III Advanced	54	10	50	0
Total Tests	3,035	359	2,597	23
Reading (2012)				
Percent of Tests				

The following steps describe how the index score was determined:

1. Identify the number of subjects tested.
2. Enter the number of tests that meet Phase-in 1 Level II performance standard for each subject into the Index 1 Performance Calculation Table. (Example below is for Reading performance.) Sum the number over all subjects. This total is the numerator.
3. Enter the number of total tests in each by subject. (Example below is for Reading performance.) Sum the number over all subjects. This total is the denominator.

Steps continue on next page.

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Index 1 Performance Calculation Table

	Reading	Math	Writing	Science	Social Studies	Total	% Met Phase-in 1 Level II	Index Points					
Number Tests at Phase-in 1 Level II or Above	551	+	534	+	27	+	143	+	87	=	1,342		
Total Tests	984	+	988	+	353	+	354	+	356	=	3,035	44	44
Index Score												44	

	All Students	African American	Hispanic	White
STAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)				
All Subjects (2012)				
Percent of Tests				
% at Phase-in 1 Level II or above	44%	52%	49%	87%
% at Final Level II or above	10%	8%	10%	22%
% at Level III Advanced	2%	3%	2%	0%
Number of Tests				
# at Phase-in 1 Level II or above	1,342	188	1,265	20
# at Final Level II or above	289	30	250	5
# at Level III Advanced	54	10	50	0
Total Tests	3,035	359	2,597	23
Reading (2012)				
Percent of Tests				
% at Phase-in 1 Level II or above	56%	57%	56%	55%
% at Final Level II or above	13%	0%	12%	9%
% at Level III Advanced	2%	5%	2%	0%
Number of Tests				
# at Phase-in 1 Level II or above	551	47	490	6
# at Final Level II or above	124	0	107	1
# at Level III Advanced	21	4	17	0
Total Tests	984	82	878	11
Mathematics (2012)				
Percent of Tests				

- To calculate the Percent Met Phase-in 1 Level II, divide the numerator by the denominator. The resulting percent is equal to the Index Points Total and the Index 1 score. In this example, the numerator of 1,342 is divided by the denominator of 3,035. This results in 44% which is also 44 Index Points Total and an Index 1 Score of 44.

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Performance Index 2: Student Progress

The purpose of Index 2 is to provide a measure of actual student growth independent of overall achievement levels for race/ethnicity student groups, students with disabilities served by special education, and English language learners.

Important: School districts will receive data on individual student results of the STAAR Progress Measure in early fall 2013. A summary of these results will be reported for the first time during the state ratings release in August 2013. A sample summary report of STAAR Progress results is provided to demonstrate how Index 2 is calculated.

- Subjects: Reading and Mathematics; Writing for all available grades
- Ten Student Groups: All Students, ELL, special education, and the seven race/ethnicity student groups of African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races
- Minimum size criteria:
 - All Students ≥ 10
 - Race/ethnicity, English language learner and special education student groups ≥ 25
- Summary Reports:

The STAAR Progress Measure summary reports that will be provided in August 2013 with the state ratings release will include the following percentages:

- Percent Met or Exceeded Expectation, and
- Percent Exceeded Expectation
- Methodology: The calculation of the index score for Index 2 is a two step process.
 1. Each subject contributes points for All Students and each student group that met minimum size criteria. For each student group, the percent of students at the specified student growth level on the assessment is multiplied by the weight for that growth level:
 - One point for each percent of students at the Met or Exceeded growth expectations level
 - One additional point for each percent of students at the Exceeded growth expectations level.
 2. Combine all subjects and points for a final index score.
- 2013 Target for Index 2 will be set at or about the 5th percentile of campus performance and will be applied to both campuses and districts (a target at or about the 5th percentile of Alternative Education campuses performance be applied to both AECs and charter operators).

The following steps describe how to calculate an Index 2 index score.

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Calculation Steps:

1. When available, obtain your district or campus Index 2 Data Table.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Student Progress										
Reading										
Percent of Tests										
% Did Not Meet Expectation	35%	20%	25%	27%	0%	0%	0%	30%	35%	25%
% Met or Exceeded Expectation	65%	80%	75%	72%	0%	0%	0%	72%	65%	75%
% Exceeded Expectation	20%	25%	15%	27%	0%	0%	0%	17%	5%	20%
Number of Tests										
# Did Not Meet Expectation	326	13	207	3	0	0	0	2	26	205
# Met or Exceeded Expectation	605	51	621	8	0	0	0	4	49	614
# Exceeded Expectation	186	16	124	3	0	0	0	1	4	164
Total Tests	931	64	828	11	0	0	0	6	75	819
Mathematics										
Percent of Tests										
% Did Not Meet Expectation	35%	19%	25%	29%	0%	0%	0%	29%	35%	25%
% Met or Exceeded Expectation	65%	80%	75%	72%	0%	0%	0%	71%	65%	75%
% Exceeded Expectation	20%	25%	15%	29%	0%	0%	0%	14%	5%	20%
Number of Tests										
# Did Not Meet Expectation	327	13	208	4	0	0	0	2	27	205
# Met or Exceeded Expectation	608	54	624	10	0	0	0	5	51	615
# Exceeded Expectation	187	17	125	4	0	0	0	1	4	164
Total Tests	935	67	832	14	0	0	0	7	78	820
Writing										
Percent of Tests										
% Did Not Meet Expectation	35%	20%	25%	30%	0%	0%	0%	30%	35%	25%
% Met or Exceeded Expectation	65%	80%	75%	70%	0%	0%	0%	70%	65%	75%
% Exceeded Expectation	20%	25%	15%	25%	0%	0%	0%	15%	5%	20%
Number of Tests										
# Did Not Meet Expectation	115	12	67	1	0	0	0	1	9	64
# Met or Exceeded Expectation	213	48	201	2	0	0	0	1	16	191
# Exceeded Expectation	66	15	40	1	0	0	0	0	1	51
Total Tests	328	60	268	3	0	0	0	2	25	255

2. For the Reading, Mathematics, and Writing subjects, determine the student groups that meet minimum size criteria.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Student Progress										
Reading										
Percent of Tests										
% Did Not Meet Expectation	35%	20%	25%	27%	0%	0%	0%	30%	35%	25%
% Met or Exceeded Expectation	65%	80%	75%	72%	0%	0%	0%	72%	65%	75%
% Exceeded Expectation	20%	25%	15%	27%	0%	0%	0%	17%	5%	20%
Number of Tests										
# Did Not Meet Expectation	326	13	207	3	0	0	0	2	26	205
# Met or Exceeded Expectation	605	51	621	8	0	0	0	4	49	614
# Exceeded Expectation	186	16	124	3	0	0	0	1	4	164
Total Tests	931	64	828	11	0	0	0	6	75	819

3. Use each eligible student groups' data to fill in the Index 2 Calculation Table. (Example below is for Reading performance.)

Steps continue on next page.

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4. Fill in the data for the Number of Tests.

	All Students	African American	Hispanic	White	Black	Special Ed	ELL
Student Progress							
Reading							
Percent of Tests							
% Did Not Meet Expectation	35%	20%	25%	27%	30%	35%	25%
% Met or Exceeded Expectation	65%	80%	75%	72%	72%	65%	75%
% Exceeded Expectation	20%	25%	15%	27%	17%	5%	20%
Number of Tests							
# Did Not Meet Expectation	326	13	207	3	2	26	205
# Met or Exceeded Expectation	605	51	621	8	4	49	614
# Exceeded Expectation	186	16	124	3	1	4	164
Total Tests	931	64	828	11	6	75	819
Mathematics							
Percent of Tests							

Reading Progress									
STAAR Weighted Growth Rate for Reading	All Students	African Amer.	Hispanic	White	Black	Special Ed	ELL	Total Points	Max. Points
Number of Tests	931	64	828			75	819		
# Did Not Meet Expectation	326	13	207			26	205		
# Met or Exceeded Expectation	605	51	621			49	614		
# Exceeded Expectation	186	16	124			4	164		
Percent of Tests									
% Met or Exceeded Expectation									
% Exceeded Expectation									
Reading Weighted Growth Rate									

Steps continue on next page.

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- Fill in the data for Percent of Tests that Met or Exceeded Expectation and Percent of Tests that Exceeded Expectation.

Student Progress	All Students	African American	Hispanic	White	Special Ed	ELL
Reading						
Percent of Tests						
% Did Not Meet Expectation	35%	20%	25%	21%	4%	35%
% Met or Exceeded Expectation	65%	80%	75%	72%	65%	75%
% Exceeded Expectation	20%	25%	15%	25%	5%	20%
Number of Tests						
# Did Not Meet Expectation	326	13	207	3	26	205
# Met or Exceeded Expectation	605	51	621	49	49	614
# Exceeded Expectation	186	16	124	3	4	164
Total Tests	931	64	828	11	75	819
Mathematics						

Reading Progress	All Students	African Amer.	Hispanic	White	Special Ed	ELL	Total Points	Max. Points
STAAR Weighted Growth Rate for Reading								
Number of Tests	931	64	828		75	819		
# Did Not Meet Expectation	326	13	207		26	205		
# Met or Exceeded Expectation	605	51	621		49	614		
# Exceeded Expectation	186	16	124		4	164		
Percent of Tests								
% Met or Exceeded Expectation	65%	80%	75%		65%	75%		
% Exceeded Expectation	20%	25%	15%		5%	20%		
Reading Weighted Growth Rate								

- Add the Percent Met or Exceeded Expectation value with the Percent Exceeded Expectation value; this is the Reading Weighted Growth Rate.

Reading Progress	All Students	African Amer.	Hispanic	White	Special Ed	ELL	Total Points	Max. Points
STAAR Weighted Growth Rate for Reading								
Number of Tests	931	64	828		75	819		
# Did Not Meet Expectation	326	13	207		26	205		
# Met or Exceeded Expectation	605	51	621		49	614		
# Exceeded Expectation	186	16	124		4	164		
Percent of Tests								
% Met or Exceeded Expectation	65%	80%	75%		65%	75%		
% Exceeded Expectation	20%	25%	15%		5%	20%		
Reading Weighted Growth Rate	85	105	90		70	95	445	1,000

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- Sum the last row each row to determine the Total Points the each subject. (This example is for Reading).
- Next, determine the Maximum Number of Points for the subject. Count the number of student groups that meet the minimum size criteria size. Multiply the count of eligible student groups by 200. (This example is for Reading and has 5 eligible groups, multiplied by 200 for a maximum of 1,000 points).
- Fill in the Index 2 Calculation Table for each subject (Reading, Mathematics, and Writing) and calculate the Weighted Growth Rate, Total Points, and Maximum Number of Points for each subject.
- Determine the Overall Points for Index 2 by transferring each subject's Weighted Growth Rate, Total Points, and Maximum Number of Points to the Index 2 Overall Progress Calculation Table.

Reading Progress									
STAAR Weighted Growth Rate for Reading	All Students	African Amer.	Hispanic	White	Special Ed	ELL	Total Points	Max. Points	
Number of Tests	931	64	828		75	819			
# Did Not Meet Expectation	326	13	207		26	205			
# Met or Exceeded Expectation	605	51	621		49	614			
# Exceeded Expectation	186	16	124		4	164			
Percent of Tests									
% Met or Exceeded Expectation	65%	80%	75%		65%	75%			
% Exceeded Expectation	20%	25%	15%		5%	20%			
Reading Weighted Growth Rate	85	105	90		70	95	445	1,000	

Overall Progress												
Indicator	All Students	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
STAAR Reading												
Weighted Growth Rate	85	105	90						70	95	445	1,000
STAAR Mathematics												
Weighted Growth Rate	85	105	90						70	95	445	1,000
STAAR Writing												
Weighted Growth Rate	85	95	90						70	95	435	1,000
Total											1,325	3,000
Index Score (total points divided by maximum points)											44	

- Calculate the Index Score. The Index Score is equal to the sum of the total points divided by the sum of the maximum points. In this example, the sum of the total points is 1,325, divided by the sum of the maximum points, 3,000, to arrive at the Index 2 Score of 44.

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Performance Index 3: Closing Performance Gaps

The purpose of Index 3 is to emphasize the advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

- Subjects: Reading, Writing, Mathematics, Science, Social Studies
- Student groups: Economically Disadvantaged student group and the two lowest performing race/ethnicity student groups on the campus or district based on prior year assessment results
- Minimum size criteria: Economically disadvantaged – none, small numbers analysis if fewer than 10 tests; race/ethnicity student groups ≥ 25 tests
- Methodology: calculation of the index score for Index 3 is a two step process.
 1. Each subject contributes points from each student group:
 - One point for each percent of tests that meet the at the Phase-in 1 Level II performance standard and above (includes tests at Level III Advanced)
 - Beginning in 2014, one additional point will be added for each percent of tests at Level III.
 2. Combine all subjects and points for a final index score.
- 2013 Target for Index 3 is 55 for campuses and districts (Alternative Education campus and district target is 30).
- **Identifying the Prior Year Lowest Performing Race/Ethnicity Student Groups**

The 2011-12 STAAR performance report provides information combined across All Subjects for All Students and each of the seven race/ethnicity student groups based on the criteria for Index 1. ***Note that the performance rates of the race/ethnicity student groups shown on the report are the data that determine the lowest performing groups for the 2013 Index 3 calculation.***

Steps to identify the lowest performing race/ethnicity student:

1. Find the race/ethnicity student groups that meet the minimum size criteria of ≥ 25 ,
2. Order the student groups that met the minimum size criteria from the lowest to highest performance rate and student group size (total tests),
3. Determine how many race/ethnicity student groups to select:
 - *If three or more, select two:* If a district or campus has three or more race/ethnicity student groups that meet minimum size criteria, select only the two with the lowest performance*;
 - *If two, select one:* If a district or campus has two race/ethnicity student groups that meet minimum size requirements, select one with the lowest performance*;
 - *If one, do not select any group:* If a district or campus has only one race/ethnicity student group that meets minimum size criteria, then no race/ethnic group is evaluated.

* In the rare case where two race/ethnicity student groups have the same performance rate, select the student group with the largest student group size (total tests).

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Calculation Steps:

The Economically Disadvantaged student group is evaluated if data are available for the current 2012-13 school year or the prior year (2011-12). If data for the Economically Disadvantaged student group are not available, then only the race/ethnicity student groups that meet minimum size criteria are evaluated.

1. Obtain your district or campus report.

2012 Indicators Report

Report for: **SAMPLE HS** Total Students: **3,122**
 Campus ID: **999999999** Grade Span: **9-12**
 District: **SAMPLE ISD**

Performance Reporting Division
2012 Indicators Report

STAAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
All Subjects (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	44%	52%	49%	87%	0	0	0	72%	56%	44%	44%
% at Final Level II or above	10%	8%	10%	22%	0	0	0	28%	26%	11%	11%
% at Level III Advanced	2%	3%	2%	0%	0	0	0	6%	1%	2	2
Number of Tests											
# at Phase-in 1 Level II or above	1,342	188	1,265	20	0	0	0	13	147	1,125	1,171
# at Final Level II or above	289	30	250	5	0	0	0	5	68	281	289
# at Level III Advanced	54	10	50	0	0	0	0	1	3	52	48
Total Tests	3,035	359	2,597	23	0	0	0	18	264	2,555	2,647
Reading (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	56%	57%	56%	90%	0	0	0	67%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	9%	0	0	0	50%	31%	14%	14%
% at Level III Advanced	2%	2%	2%	0%	0	0	0	17%	1%	2%	2%
Number of Tests											
# at Phase-in 1 Level II or above	551	47	490	6	0	0	0	4	58	428	450
# at Final Level II or above	124	0	107	1	0	0	0	3	26	118	124
# at Level III Advanced	21	4	17	0	0	0	0	1	1	25	21
Total Tests	696	51	604	7	0	0	0	8	85	571	595
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	54%	44%	55%	90%	0	0	0	0	0	0	0
% at Final Level II or above	11%	0%	10%	40%	0	0	0	0	0	0	0
% at Level III Advanced	3%	0%	3%	0%	0	0	0	0	0	0	0
Number of Tests											
# at Phase-in 1 Level II or above	534	36	483	9	0	0	0	0	0	0	0
# at Final Level II or above	105	0	92	4	0	0	0	0	0	0	0
# at Level III Advanced	26	0	26	0	0	0	0	0	0	0	0
Total Tests	665	36	591	13	0	0	0	0	0	0	0
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	8%	54%	37%	100%	0	0	0	56%	56%	44%	44%
% at Final Level II or above	6%	15%	7%	0%	0	0	0	28%	26%	11%	11%
% at Level III Advanced	1%	3%	1%	0%	0	0	0	6%	1%	2	2

2. Determine your district's or campus's two lowest-performing student groups based on the Index 1 student achievement indicator. In this example, only the African American and Hispanic student groups met minimum size so only one race/ethnicity student group is selected. The Hispanic and the Economically Disadvantaged student groups are used to calculate the index score.

Note: The 2012 report is based on Index 1 and excludes English language learner (ELL) results for students who are in their 1st, 2nd, or 3rd year in US schools. For 2013 only, data used to calculate an Index 3 score will exclude all ELL students, regardless of number of years in US schools (years coded 1 through 6 or more).

	All Students	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	ELL
STAAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)								
All Subjects (2012)								
Percent of Tests								
% at Phase-in 1 Level II or above	44%	52%	49%	87%	72%	56%	44%	44%
% at Final Level II or above	10%	8%	10%	22%	28%	26%	11%	11%
% at Level III Advanced	2%	3%	2%	0%	6%	1%	2	2
Number of Tests								
# at Phase-in 1 Level II or above	1,342	188	1,265	20	13	147	1,125	1,171
# at Final Level II or above	289	30	250	5	5	68	281	289
# at Level III Advanced	54	10	50	0	1	3	52	48
Total Tests	3,035	359	2,597	23	18	264	2,555	2,647
Reading (2012)								
Percent of Tests								
% at Phase-in 1 Level II or above	56%	57%	56%	90%	67%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	9%	50%	31%	14%	14%
% at Level III Advanced	2%	2%	2%	0%	17%	1%	2%	2%

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

- For each subject, locate the data for the Economically Disadvantaged student group and data for the Hispanic student group that you identified in step 2. Use this data to fill in the Index 3 Calculation Table. (Example below is for Reading performance.)

Reading Performance Calculation Table

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1 (Hispanic)	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878			
Performance Results:					
Phase-in 1 Level II or above					
Number	428	490	N/A		
Percent	49	56	N/A		
Level III Advanced (2014 and beyond)					
Number					
Percent					
Reading Weighted Performance Rate					

	All Students	African American	Hispanic	Special Ed	Econ Disadv	ELL
Reading (2012)						
Percent of Tests						
% at Phase-in 1 Level II or above	56%	57%	56%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	31%	14%	14%
% at Level III Advanced	2%	5%	2%	1%	3%	2%
Number of Tests						
# at Phase-in 1 Level II or above	551	47	490	58	428	450
# at Final Level II or above	124	0	107	26	118	124
# at Level III Advanced	21	4	17	1	25	20
Total Tests	984	82	878	84	873	903
Mathematics (2012)						

Reading Performance Calculation Table

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1 (Hispanic)	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878			
Performance Results:					
Phase-in 1 Level II or above					
Number	428	490	N/A		
Percent	49	56	N/A		
Level III Advanced (2014 and beyond)					
Number					
Percent					
Reading Weighted Performance Rate					

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- Continue filling in the Index Calculation Table for each subject (Reading, Mathematics, Writing, Science, Social Studies).
- Determine each subject's Weighted Performance Rate. For 2013, each subject's Weighted Performance Rate is equal to the Percent of tests that meet Phase-in 1 Level II or above performance standard.

Reading Performance Calculation Table

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Performing Race/Ethnic Group - 1 (Hispanic)	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878			
Performance Results:					
Phase-in 1 Level II or above					
Number	428	490			
Percent	49	56	N/A		
Level III Advanced (2014 and beyond)					
Number					
Percent					
Reading Weighted Performance Rate	49	56		105	200

- Next, determine the Maximum Number of Points for the subject. Count the number of student groups that groups that meet the minimum size criteria size. For 2013 only, multiply the count of eligible student groups by 100. (This example has 2 eligible groups, multiplied by 100 for a maximum of 200 points for Reading).
- Determine the Overall Performance: The values calculated for each subject are transferred to the Overall Performance Calculation Table.

Steps continue on next page.

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Reading Performance Calculation Table

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Performing Race/Ethnic Group - 1 (Hispanic)	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	873	878			
Performance Results:					
Phase-in 1 Level II or above					
Number	428	490			
Percent	49	56	N/A		
Level III Advanced (2014 and beyond)					
Number					
Percent					
Reading Weighted Performance Rate	49	56		105	200

Overall Performance

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1 (Hispanic)	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	49	56	N/A	105	200
Mathematics Weighted Performance Rate	47	55	N/A	102	200
Writing Weighted Performance Rate	33	33	N/A	66	200
Science Weighted Performance Rate	46	46	N/A	92	200
Social Studies Weighted Performance Rate	28	26	N/A	54	200
Total				419	1,000
Index Score (total points divided by maximum points)					42

8. Continue transferring all performance data for each subject until the Overall Performance Calculation Table is complete.
9. The final index score is total points divided by maximum points. In this example, the sum of the total points is 419, divided by the sum of the maximum points, 1,000, resulting in an Index 3 Score of 42.

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

Index 4: Postsecondary Readiness

The purpose of Index 4 is to emphasize the importance for students to receive a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

The calculation of the index score for Index 4 is a multiple step process. For 2013, Index 4 only uses the Graduation Score component of the Index, since by statute, the STAAR component (Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups) cannot be used until 2014.

Graduation Score: combined performance across the graduation rates from either the Four-Year or Five-Year Graduation Rates, and the Diploma Plan indicator. Either the Four-Year or Five-Year Graduation Rate is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group. The Recommended High School Program (RHSP)/ Distinguished Achievement Program (DAP) annual rate indicator is calculated for campuses and districts regardless of whether they have a longitudinal graduation rate.

- Methodology: Index 4 Graduation Score component is calculated in three steps:
 1. Determine the **Four-Year** Graduation Score:
 - Grade 9-12 Four-Year Graduation Rate for All Students and student groups, and
 - RHSP/ DAP Graduates for All Students and race/ethnicity student groups;
 2. Determine the **Five-Year** Graduation Score:
 - Grade 9-12 Five-Year Graduation Rate for All Students and student groups, and
 - RHSP/ DAP Graduates for All Students and race/ethnicity student groups (same rates used on both options);
 3. Select the best outcome.

Grade 9-12 Four-year or Five-year Graduation Rate:

- Ten Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races
 - ELL student group is defined as students who were identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Minimum size criteria:
 - All Students – none, small numbers analysis if fewer than 10 students
 - Student groups ≥ 25 , applied to the Total in Class (graduates, continuing students, GED recipients, and dropouts)

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Training Packet: How to Calculate the 2013 Accountability Performance Indexes

Annual percent of Recommended High School Program/Distinguished Academic Program (RHSP/ DAP)

- Eight Student groups: All Students and seven race/ethnicity student groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races
- Minimum size criteria:
 - All Students – none, small numbers analysis if fewer than 10 students
 - Student groups ≥ 25, applied to number of prior year graduates

Calculation Steps:

1. Obtain your district or campus report and view the Graduation and Dropout Rates. Please note that information for certain race/ethnicity student groups have not previously been reported. For 2013, race/ethnicity student groups will be appropriately reported within each longitudinal cohort and used for 2013 Index 4 calculations.



2012 Indicators Report

Report for: **SAMPLE HS**
 Campus ID: **999999999**
 District: **SAMPLE ISD**

Total Students: **3,122**
 Grade Span: **9-12**

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAAR Performance (Spring 2012 Administration Only, includes TAKS grade 11)											
All Subjects (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	44%	52%	49%	87%	0	0	0	72%	56%	44%	44%
% at Final Level II or above	10%	8%	10%	22%	0	0	0	28%	26%	11%	11%
% at Level III Advanced	2%	3%	2%	0%	0	0	0	6%	1%	2	2
Number of Tests											
# at Phase-in 1 Level II or above	1,342	188	1,265	20	0	0	0	13	147	1,125	1,171
# at Final Level II or above	289	30	250	5	0	0	0	5	68	281	289
# at Level III Advanced	54	10	50	0	0	0	0	1	3	52	48
Total Tests	3,035	359	2,597	23	0	0	0	18	264	2,555	2,647
Reading (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	56%	57%	56%	55%	0	0	0	67%	69%	49%	50%
% at Final Level II or above	13%	0%	12%	9%	0	0	0	50%	31%	14%	14%
% at Level III Advanced	2%	5%	2%	0%	0	0	0	17%	1%	3%	2%
Number of Tests											
# at Phase-in 1 Level II or above	551	47	490	6	0	0	0	4	58	428	450
# at Final Level II or above	124	0	107	1	0	0	0	3	26	118	124
# at Level III Advanced	21	4	17	0	0	0	0	1	1	25	21
Total Tests	984	82	878	11	0	0	0	6	84	777	805
Mathematics (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	54%	44%	55%	90%	0	0	0				
% at Final Level II or above	11%	0%	10%	40%	0	0	0				
% at Level III Advanced	3%	0%	3%	0%	0	0	0				
Number of Tests											
# at Phase-in 1 Level II or above	534	36	483	9	0	0	0				
# at Final Level II or above	105	0	92	4	0	0	0				
# at Level III Advanced	26	0	26	0	0	0	0				
Total Tests	988	82	882	10	0	0	0				
Writing (2012)											
Percent of Tests											
% at Phase-in 1 Level II or above	8%	54%	33%	100%	0	0	0	50%			
% at Final Level II or above	6%	15%	7%	0%	0	0	0				
% at Level III Advanced	1%	3%	1%	0%	0	0	0				

2. Locate the 4-Year Graduation Rate, the 5-Year Extended Graduation Rate, and the Annual RHSP/DAP Graduates data to complete the Index 4 Calculation Table. Only data for those student groups that meet minimum size criteria are used to populate the Index 4 Calculation Table.

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

Graduation and Dropout Rates	All Students	African American	Hispanic	White	American Indian	Special Ed	ELL *
4-Year Graduation Rate (Gr 9-12): Class of 2011							
% Graduated	82.8%	74.5%	70.2%	75.4%		100.0%	82.4%
# Graduated	3,901	260	33	202		2	215
# in 2011 cohort	4,710	349	47	268		2	261
5-Year Graduation Rate (Gr 9-12): Class of 2010							
% Graduated	82.8%	69.1%	68.3%	70.0%		0.0%	76.6%
# Graduated	3,926	255	43	189		0	187
# in 2010 cohort	4,741	369	63	270		0	244
Annual Dropout Rate (Gr 9-12): 2010-11							
% Dropped Out	3.9%	7.3%	9.0%	7.0%		5.9%	5.5%
# Dropped Out	864	139	20	106		1	91
# 9-12 Graders	22183	1,897	222	1,506		17	1,646
Annual RHSP/DAP Graduates: Class of 2011							
% RHSP/DAP Graduates	75.0%	66.1%	51.4%	67.6%		0.0%	69.2%
# RHSP/DAP Graduates	3,500	189	18	152		0	133
Total Graduates	4,667	286	35	225		1	221

* See note about the ELL Student Group on the next page.

Index 4 Calculation Table

	All Students	African Amer.	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max. Points
Graduation Score												
4-year graduation rate	82.8	74.5	70.2	75.4						82.4	385.3	500
RHSP/DAP	75.0	66.1	51.4	67.6							260.1	400
4-year Graduation Total											645.4	900
4-year Graduation Score (graduation total points divided by maximum points)											72	
5-year Graduation Score												
5-year graduation rate	82.8	69.1	68.3	70.0		n/a	n/a	n/a		76.6	366.8	500
RHSP/DAP	75.0	66.1	51.4	67.6							260.1	400
5-year Graduation Total											626.9	900
5-year Graduation Score (graduation total points divided by maximum points)											70	
STAAR Score												
2014 and beyond:												
STAAR % Met												
Final Level II on One or More Tests												
STAAR Score (STAAR total points divided by maximum points)												
Index Score											72	

2012 Indicators Report

Training Packet: How to Calculate the 2013 Accountability Performance Indexes

**** Note about the ELL Student Group: The graduation rate used for 2013 accountability for the ELL student group is defined as students who were identified as English language learners at any time while attending Grades 9-12 in Texas public school. The “Ever ELL in HS” rate was not reported on 2011-12 AEIS reports, however, was used and reported for 2011-12 Adequate Yearly Progress (AYP).***

3. Calculate the 4-Year Graduation Score:
 - a. The 4-Year Total Points is equal to the sum of the graduation rates across all students and each student group that met minimum size criteria.
 - b. The 4-Year Maximum Points is equal to the sum of the count of eligible student groups multiplied by 100. For this example, there were 5 student groups (All Students, African American, Hispanic, White, and ELL*) multiplied by 100 for a total Maximum Points of 500.
 - c. RHSP/ DAP Total Points is equal to the sum of the RHSP/DAP rates across all students and each student group that met minimum size criteria.
 - d. RHSP/ DAP Maximum Points is equal to the sum of the count of eligible student groups multiplied by 100. For this example, there were 4 student groups (All Students, African American, Hispanic, White) multiplied by 100 for a total Maximum Points of 400.
 - e. Divide 4-Year Total Points by 4-Year Maximum Points to determine the 4-Year Graduation Score. In this example, the Total Points of 645.4 divided by Maximum Points of 900 results in a 4-Year Graduation Score of 72.

4. Calculate the 5-Year Graduation Score:
 - a. The 5-Year Total Points is equal to the sum of the graduation rates across all students and each student group that met minimum size criteria.
 - b. The 5-Year Maximum Points is equal to the sum of the count of student groups multiplied by 100. For this example, there were 5 student groups (All Students, African American, Hispanic, White, and ELL*) multiplied by 100 for a total Maximum Points of 500.
 - c. RHSP/ DAP Total Points is equal to the sum of the RHSP/ DAP rates across all students and each student group that met minimum size criteria.
 - d. RHSP/ DAP Maximum Points is equal to the sum of the count of student groups multiplied by 100. For this example, there were 4 student groups (All Students, African American, Hispanic, White) multiplied by 100 for a total Maximum Points of 400.
 - e. Divide 5-Year Total Points by 5-Year Maximum Points to determine the 5-Year Graduation Score. In this example, the Total Points of 626.9 divided by Maximum Points of 900 results in a 5-Year Graduation Score of 70.

5. Compare the 4-Year and 5-Year Graduation Scores and determine which is greater. The higher of the two Graduation Scores will be the district’s or campus’s Index 4 Score. For this example, the Index Score of 72 is selected.