A–F Accountability System Development for 2017–18 and Beyond
Accountability Technical Advisory Committee (ATAC)

Options for Domain I–IV Models

This document provides both a review of and topics for discussion regarding implementation of statutory requirements in House Bill 2804 (HB 2804), 84th Texas Legislature, for the 2017–18 school year and beyond.

Review of HB 2804 Domain Requirements

See the Summary of HB 2804 and HB 2804 Domain Indicators documents for a general overview of HB 2804 domain requirements and indicators.

DOMAIN I: STUDENT ACHIEVEMENT

HB 2804 requires Domain I to include STAAR assessment results at both the satisfactory and college-readiness standards. The model outlined below includes advanced-level performance standards along with the standards required by statute. For purposes

Domain I Grade = C

A = 63–100 B = 47–62 C = 34–46 D = 29–33 F= 0–28

STAAR Performance Standard	Percent of Tests
Level II Satisfactory Performance or above	80
Final Level II Performance or above	40
Advanced Performance	13

Total STAAR Performance Standard Points	133
Domain I Maximum Points	300
Domain I Score	44.3

Required Improvement Option for Letter Grades of D or F

A required improvement option could exist for campuses and districts with a letter grade of D or F. In order for required improvement to move a campus or district to a letter grade of C or D, the campus or district must have shown enough improvement to be able to meet a Level II Satisfactory Performance Standard of 90 percent in five years.

Methodology: The actual change must be equal to or greater than the Required Improvement:

Actual Change		Required Improvement

- 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.

The current year (2015–16) performance results for the identified racial/ethnic student group(s) are included in the Domain III evaluation if there are at least 40 test results across all grades and subjects. Districts and campuses that do not meet minimum size criteria for the racial/ethnic student groups are evaluated on the economically disadvantaged student group alone.

For example, in the sample 2015 STAAR performance data table below, Sample HS has three racial/ethnic groups that meet minimum size of 40: African American, Hispanic, and White. The two lowest performing groups based on Final Level II or above performance, African American and White, would be evaluated along with the economically disadvantaged student group in Domain III. Using 2016 performance data from Sample HS, the two racial/ethnic groups and economically disadvantaged student group meet minimum size of 40 total tests.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2015 STAAR Performance							
All Subjects							
Percent of Tests							
% at Final Level II or above	38	40	39	-	-	-	-
Number of Tests							
# at Final Level II or above	75	95	225	-	-	-	-
Total Tests	200	235	575	-	-	-	-

Domain IV Indicators Required by HB 2804

HB 2804 requires specific indicators be evaluated in Domain IV for high schools, middle schools, and elementary schools. This document describes the current use and availability of each required indicator. For existing indicators, a description of the current methodology used to create the indicator is provided. For new indicators that do not currently exist, a possible methodology is provided for review and discussion.

Domain IV – High School/K–12 Indicators

Dropout Rate

Current Use/Availability: Annual Dropout Rate

FourrYear Longitudinal Graduation Rate (2015 example)	Number of students in 2011–12 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2015 (from PEIMS) r r r divided by r r r Number of students in the Class of 2015 (from PEIMS and GED)
FiverYear Longitudinal	

Per House Bill 18 (HB 18), 84th Texas Legislature, an institution of higher education (IHE) that administers a Texas Success Initiative (TSI) assessment instrument to students must report to each school district from which assessed students graduated high school all available information regarding student scores and performance on the TSI and student demographics. The THECB must adopt rules as necessary to implement this requirement, including rules for implementation that comply with federal law regarding confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and FERPA, and any state law relating to the privacy of student information. This requirement begins with TSI assessments administered by public IHEs to entering undergraduate students for the 2016 fall semester.

Current Use/Availability: The Texas Success Initiative (TSI) assessment results were new to accountability in 2016. As implemented, the TSI results will be used as part of the College and Career Readiness component of Index 4, as well as the CollegerReady indicator used in determining distinction designations for postsecondary readiness.

Issues: HB 2804 does not specify how many exams or which subject areas should be satisfied. The TSI exam is available for reading/ELA, mathematics, and writing.

Current Methodology

Satisfy the TSI Benchmark	Number of annual graduates in a given school year who met the TSI criteria in reading/ELA and mathematics and/or writing (from THECB)

Twelve or More Hours of Postsecondary Credit

This indicator is created based on the HB 2804 requirement to determine the percentage of students who have earned at least 12 hours of postsecondary credit. The data is available via PEIMS, but is not currently collected for use in accountability. The statutory language for this indicator is provided below.

(vii) the percentage of students who earn at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1).

Proposed Methodology for postsecondary credit indicator (Any Subject):

Numerator consists of qualifying annual graduates with at least 12 hours of postsecondary credit. This is calculated for 'Any Subjects' only.

- The student must have received credit for the course.

Current Use/Availability: AP/IB performance and participation results are made available to the agency via the College Board. They are used in the current accountability system to help determine the distinction designations for reading, mathematics, science, social studies, and postsecondary readiness.

Current Methodology

Complete an AP Course (SY 2014–15 example)	Number of 2015 annual graduates who complete[illegible] one [illegible] more [illegible] courses from 2012–15 divided by[illegible]

Possible HB2804 Methodology

Earn Industry Certification	Number of annual graduates in a given school year who earned one or more industry certifications prior to or immediately following graduation (from PEIMS)

Domain IV Overall Model for High Schools and K–12 for January 1, 2017 Report (based on currently available indicators)

Graduation/Annual Dropout Rate Score (10 percent of 35 percent weight of Domain IV = 29 percent)

Combined performance across graduation/dropout rates for:

- Grade 9–12 Four-Year Graduation Rate for ten student groups; or
- Grade 9–12 Five-Year Graduation Rate for ten student groups, whichever contributes the most points
- Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs

Postsecondary Readiness Score (25 percent of 35 percent weight of Domain IV = 71 percent)

Combined performance across postsecondary readiness rates for:

- Eight Student Groups: All Students and each racial/ethnic group (seven groups)

Proposed Domain IV – Postsecondary Readiness Methodology

Number of 2015 annual graduates who completed a RHSP or DAP or FHSP-E or FHSP-DLA

OR

Number of 2015 annual graduates who met the TSI criteria in reading and mathematics on the TSIA, SAT or ACT

OR

Number of 2015 annual graduates who were 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

OR

Number of 2015 annual graduates who earned 12 or more hours of postsecondary credit from 2012–15

OR

Number of 2015 annual graduates who completed one or more AP or IB courses from 2012–15

---divided by---

Number of 2015 annual graduates

Domain IV –Middle Schools and Junior High Indicators

Student Attendance

Current Use/Availability: Attendance rate is used in determining distinction designations for academic achievement in reading/ELA, mathematics, science, and social studies. Once attendance rate is evaluated as an indicator in Domain IV, it will no longer be evaluated in the academic achievement distinctions.

Current Methodology

Student Attendance	Total number of days students in grade 1–12 are present during a given school year (from PEIMS) r r rdivideddyrrr Total number of days students in grade 1–12 are in membership during a given school year (from PEIMS)

Chronic Absenteeism

Current Use/Availability: Not currently used or available to the

Per House Bill 18 (HB 18), 84th Texas Legislature, each school district must provide instruction to students in grade seven or eight in preparing for high school, college, and a career. The instruction must include information regarding the following:

- Creation of a high school

Current Use/Availability: Not currently used or available to the agency. The current proposal is to gather the data through Fall PEIMS submissions or January resubmissions.

Issues: Districts will be responsible for submitting data via PEIMS to indicate whether a student has received the appropriate instruction. The difficulty lies in the denominator used for the methodology. Using a fall enrollment snapshot will not account for the students who receive instruction during the school year. Attendance records could be used, but a determination would need to be made regarding the threshold for campuses and districts being accountable for a student.

Possible HB2804 Methodology

Percentage of Seventh and Eighth Grade Students who Receive Instruction in Preparing for High School, College, and Career	Number of students in grade 8 who received instruction in high school preparation during the current or prior school year (from frTT2 1 Tf 0.0028 Tc 2.2 0 Td [(sc)5i (frTT2 1 Tf 0.o<5 -9

Domain IV –Elementary School Indicators

Student Attendance

Current Use/Availability: Attendance rate is used in determining distinction designations for academic achievement in reading/ELA, mathematics, science, and social studies. Once attendance rate is evaluated as an indicator in Domain IV, it will no longer be evaluated in the academic achievement distinctions.

Current Methodology

Student Attendance	Total number of days students in grade 1–12 are present during a given school year (from PEIMS) r r rdivided by rrr Total number of days students in grade 1–12 are in membership during a given school year (from PEIMS)

Chronic Absenteeism

Current Use/Availability: Not currently used or available to the agency. The current proposal is to gather the data through PEIMS attendance submissions. Data could be reported as part of TAPR or TPRS.

Possible HB2804 Methodology

Chronic	

Domain IV Overall Model for Elementary and Middle Schools for January 1, 2017 Report (based on currently available indicators)

Elementary

Base A–F letter grade on percentage of students who are chronically absent. Base rating on combined outcom