

**Accountability System Development for 2017-18 and Beyond
Accountability Technical Advisory Committee (ATAC)**

Implementation of House Bill 2804 – Domain IV Indicators

This document

Summary of Match Rates and Performance Results on TSIA for 2015 Graduates

| | Reading | Math | Both |
|---|----------------|-------------|-------------|
| Number of 2015 annual graduates taking TSIA | 31,469 | 32,680 | 28,277 |
| Number of 2015 annual graduates passing TSIA | 15,120 | 13,067 | 8,477 |
| % | | | |

The course must have "college credit hours" greater than zero.
 The course must have a "dual credit" designation. There were no instances of a credit hours greater than zero that were not dual credit courses.
 The college credits follow the student to the graduating campus/district (i.e., the campus/district of accountability is the campus/district where graduation took place, making this a student level measure).
 Courses from regular and extended (summer) PEIMS collections are included for 9-12 graders.
 All student categories (demographics) are calculated.
 Course completion files from 2012-2015 are included. College credit hours are added across courses by student.

Denominator consists of all annual graduates for a given year for a given campus/district.

Rate: Data created overall and for each demographic having denominator > 0.

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

----- divided by -----

Number of 2015 annual graduates

How should this data be reported in 2016 and 2017 (TAPR, TPRS)?

AP/IB Course Completion (High School Indicator)

This indicator is based on the HB2804 requirement to determine the percentage of students who have taken at least one advanced placement course. The statutory language for this indicator is provided below.

(viii) the percentage of students who have completed an advanced placement course;

The consensus of the ATAC members in prior meetings was that this indicator should consider both advanced placement (AP) and international baccalaureate (IB) courses. AP/IB test participation and test performance data are currently used in accountability as is AP/IB course completion as part of advanced course/dual enrollment calculations. However, a specific AB/IB course completion calculation is not currently collected for use in accountability or reported via TAPR or TPRS.

Current (2016) AP/IB Examination Participation Methodology – ELA example

Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2014–15

---divided by---

Total students enrolled in 11th and 12th grades in 2014–15

Current (2016) AP/IB Examination Performance Methodology – ELA example

Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2014–15

---divided by---

Number of 11th and 12th graders with at least one AP or IB exam in ELA in 2014–15

Current (2016) Advanced Course/Dual Enrollment Course Completion Methodology

Number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual enrollment course

---divided by---

Number of students in grades 11 and 12 in 2014–15 who completed at least one credit course

Proposed Methodology for AP/IB course completion indicator (Any Subject):

Numerator consists of annual graduates with credit for at least 1 AP or IB course in any subject area. Data is available for years 2012-2015.

The student must have received credit for the course.

The course must have been the only course or last course in a course sequence.

The course must have been designated as an AP or IB course (see AP/IB course list attachment).

The AP/IB course credit follows the student to the graduating campus/district (i.e., the campus/district of accountability is the campus/district where graduation took place, making this a student level measure).

Courses from regular and extended (summer) PEIMS collections are included for 9-12 graders.

All student categories (demographics) are calculated.

Denominator consists of all annual graduates for that year for the given campus/district.

Rate: Qualifying students (students who completed one or more AP/IB course) per campus, 100

Grade 7/8 High School Preparation Course (Middle School Indicator)

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 personal graduation plan
- Distinguished level of achievement
- Each endorsement
- College readiness standards
- Potential career choices and the education needed to enter those careers

A school district is permitted to provide the required instruction as part of an existing course, provide the instruction as part of an existing CTE course designated by the SBOE as appropriate for that purpose, or establish a new elective course through which to provide the instruction. Beginning with the 2015-2016 school year, each school district must ensure that each student receives the instruction at least once in grade seven or eight. The statutory language for this indicator is provided below.

TEC 39.053(c)(4)(B)(ii)(b) – The percentage of students in grades seven and eight who receive

High school credit by grade 9 (Middle School Indicator)

In the fall 2016 meetings of the APAC and ATAC, there was consensus that an additional indicator for middle schools could credit schools for percentages of students who earned credit in one or more high school courses prior to grade 9.

What methodology is necessary to ensure that the participation rate for this indicator captures each student who received this instruction?

Domain IV Overall Model (based on currently available indicators)

Graduation 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 to the index
- 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

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