

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

### HB 22 Options for Domain Models

This document provides both a review of and topics for discussion regarding implementation of statutory requirements in House Bill 22 (HB 22), 85<sup>th</sup> Texas Legislature, for the 2017–18 school year and beyond.

#### Review of HB 22 Domain Requirements

See the HB 22 Overview document for a general overview of HB 22 domain requirements and indicators.

#### STUDENT ACHIEVEMENT DOMAIN (STAAR PORTION)

HB 22 requires the Student Achievement domain to include STAAR assessment results at both the Approaches Grade Level and Meets Grade Level standards. The model outlined below includes the Masters Grade Level standard along with the statutorily required standards. For purposes of modeling, data for the Student Achievement domain is based on 2017 STAAR assessment results from the accountability ratings released in August 2017. The data are constructed at the test level using the universe of campuses and districts for 2017 accountability.

The Student Achievement calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level. Assessments are included in the model based on the following assumptions:

#### Non-ELL or Tests with No ELL PM Such as Parental Denials and ELL PM Plan Exceeders

Standard	STAAR (with or without	

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be standard settings, and the method to calculate TELPAS composite is not decided yet. ELL PM plan year cannot be calculated without TELPAS composite.

Currently, STAAR Alternate 2 has only two performance levels—Level II: Satisfactory Performance and Level III: Accomplished Performance. In past accountability systems and in A–F modeling data, assessments at the Level II achievement was credited for the Approaches Grade Level standard as well as the Meets Grade Level standard. Level III achievement was credited for Masters Grade Level. This crediting will continue until an Approaches Grade Level equivalent for STAAR Alternate 2 is devised.

### STUDENT ACHIEVEMENT DOMAIN (NON-STAAR PORTION)

The A–F system based on HB 22 defines three components for high schools, K–12s, and districts: 1) STAAR scores; 2) College, Career, and Military Readiness; and 3) Graduation rates.

See description above.

#### Computational Logic

1. Denominator is 2016 annual graduates.
  2. Student who accomplishes any one is in numerator.
  3. All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability will be from the 2016–17 school year.)
- ‡ Meet criteria on AP/IB exams  
Data as modeled: scoring at or above a 3 in AP or 4 in IB on at least one exam in any subject area.
  - ‡ Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics  
Data as modeled: meeting reading TSI criteria on TSIA, SAT, or ACT and meeting mathematics TSI criteria on TSIA, SAT or ACT.
  - ‡ Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5  
Data as modeled: Completion of ELA/reading and mathematics college prep course.
  - ‡ Complete a course for dual credit  
Data as modeled: Completion of 9 or more hours of dual credit in any subject area in SY2013, SY2014, SY2015, or SY2016.

## ‡ Complete an OnRamps course

Data not available until summer of 2018. OnRamps course completion data will begin collection in the 2017–18 school year as part of the course completion collection. Because the data used in CCMR lags one year, the data for this indicator will not be used until the 2019 accountability ratings. We have heard from some districts that although they can credit the course completion for OnRamps at the district level, obtaining transcripts from the colleges is difficult. Because of this, we will look for an indication from the district/campus that the OnRamps course has been completed.

## ‡ Earn an associate's degree

Data not available until fall 2017 leaver data submission. Associate's degree data will begin collection in 2017–18. The PEIMS collection that takes place in the fall is associated with leaver data. Because of this, the data will be available for use in 2018 for those annual graduates who may have earned an associate's degree while still in high school.

## ‡ Meet standards on a composite of indicators indicating college readiness

Data not available.

## ‡ Earn industry certification.

Data not available until fall 2017 leaver data submission.

## ‡ Be admitted to post-secondary industry certification program

Data not available.

## ‡ Enlist in the United States Armed Forces

Data not available until fall 2017 leaver data submission.



<p>Five-Year Longitudinal Graduation Rate (2015 example)</p>	<p>Number of students in the 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, 2016  (from PEIMS)  ---divided by---  Number of students in the Class of 2015  (from PEIMS and GED)</p>
<p>Six-Year Longitudinal Graduation Rate (2014 example)</p>	<p>Number of students in the 2010–11 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2016  (from PEIMS)  ---divided by---  Number of students in the Class of 2014  (from PEIMS and GED)</p>

Annual Dropout Rate is used for high schools and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

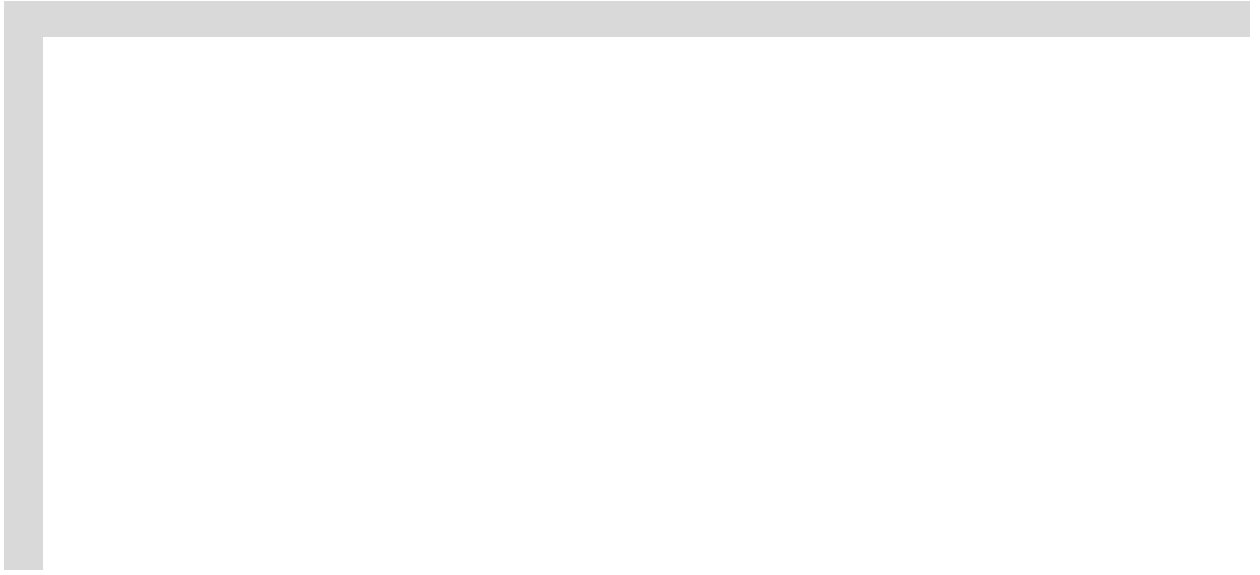
Current Methodology

<p>Annual Dropout Rate</p>	<p>Number of grade 9–12 dropouts in a given school year  (from PEIMS)  ---divided by---  Number of grade 9–12 students who were in attendance at any time during a given school year  (from PEIMS)</p>
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Step 1: A regression is run in to obtain each campus/district residual and predicted value. For campuses, the regression is run within 4 separate groups: Elementary, Middle School, High School/K–12 mix, and AEA.

Step 2: Obtain the standard deviation of the residual by campus type (Elementary = 8.5, Middle = 7.6, High/K–12 = 12.7, AEA = 7.9).

Step 3: The amount of Student Achievement domain score required for an A, B, C, or D can be created by using the number of standard deviations above and below the predicted value. For modeling purposes, we used

- x A = 1.2 stand deviations above,
- x B = 0.4 standard deviations above,
- x C = 0.4 standard deviations below,
- x D = 1.2 standard deviations below,
- x F = more than 1.2 standard deviations below

Step 4: Cut scores are created for each letter grade for each campus by adding or subtracting these calculated values from the predicted Student Achievement domain score. These cut scores vary according to the percentage of economically disadvantaged for a given campus.

Step 5: The cut scores tend to stay very close or the same for economically disadvantaged percentages which are very close to one another. Finding groupings to share the same cuts is a way to simplify. For



Topic for Discussion: How should we combine Student Growth and Relative Performance?  
Best of? Weighted Average? Average?

Topic for Discussion: For Student Growth, what percentage of students need to grow to constitute excellent performance? What

CLOSING THE GAPS DOMAIN

HB 22 requires the Closing the Gaps domain measure achievement differentials among students, including differentials among students from different racial and ethnic groups and socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students, and students who are mobile.

See the Sample report “Closing the Gaps Domain” for details regarding indicators.

Students Formerly Receiving Special Education Services

HB 22 states, “a student formerly receiving special education services means a student whose enrollment information: (1) for the preceding school year, as reported through the Public Education Information Management System (PEIMS), indicates the student was enrolled at the campus and was participating in a special education program; and (2) for the current school year, as reported through the Public Education Information Management System (PEIMS) and as reported on assessment instruments administered to the student indicates the student is enrolled at the campus and is not participating in a special education program.”

Modeling the prescribed definition as written in HB 22 an extremely small number of students considered “formerly special education”. Additionally, if 25 is used as the student group minimum size threshold only a small number of districts and campuses, mostly in highly populated districts, will be assessed on the various indicators for “formerly special education”. Only 6 campuses (out of 8,678) and 142 districts (out of 1,207) that would meet minimum size for evaluation.

The table below shows the percentage of formerly special education students going back three years rather than the single year as prescribed in HB22.

Status	Frequency	Percent	Cumulative Freq	Cumulative Pct
Not Sp Ed	3,467,477	90.6	3,467,477	90.6
Current Sp Ed	339,430	8.9	3,806,907	99.5
Former Sp Ed	19,196	0.5	3,826,103	100.0

Topic for Discussion: What could be done to make this statutory requirement meaningful?

Continuously Enrolled and Mobile Students

It is difficult to define “continuously enrolled” students for campuses in the state due to the variation in grade spans. For purposes of modeling, a proxy using PEIMS snapshot enrollment in the district for the prior three years in conjunction with enrollment within a campus in the same district was created.

Example Continuous Enrollment Determination as Modeled

District PEIMS Snapshot Fall 2013	District PEIMS Snapshot Fall 2013	District PEIMS Snapshot Fall 2013	Campus within District PEIMS Snapshot 2016	Continuously Enrolled or Mobile
YES	YES	YES	YES	Continuously Enrolled
YES	NO	YES	YES	Mobile
NO	NO	YES	YES	Mobile

Other options such as attendance for 83 percent of the school year or attendance in the last six-week's attendance period were used. Neither of these options provided the simplicity of the PEIMS enrollment option. After modeling, about 72 percent of STAAR assessments were taken by students considered "continuously" enrolled. Mobile students would be considered the inverse of this or about 28 percent.

Topic for Discussion: What other methods could be used to define continuously enrolled?