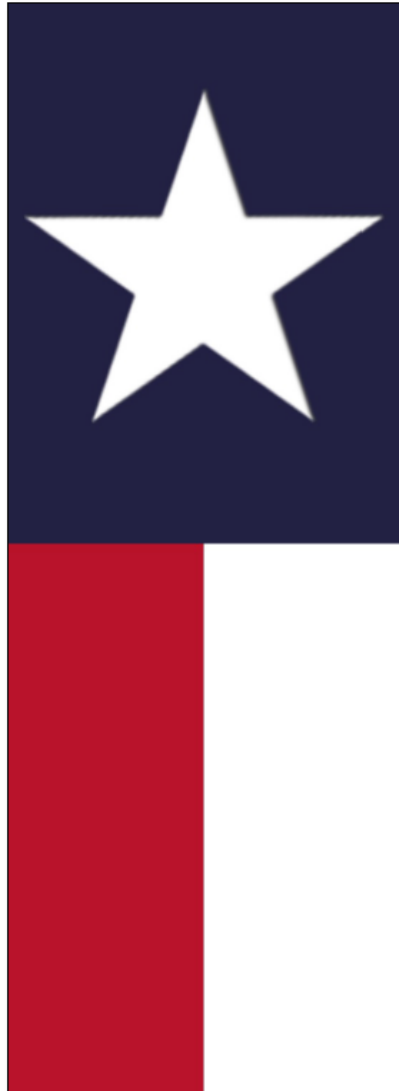




# A-F Accountability

## HB 2804



# **Texas Commission on Next Generation Assessments and Accountability**

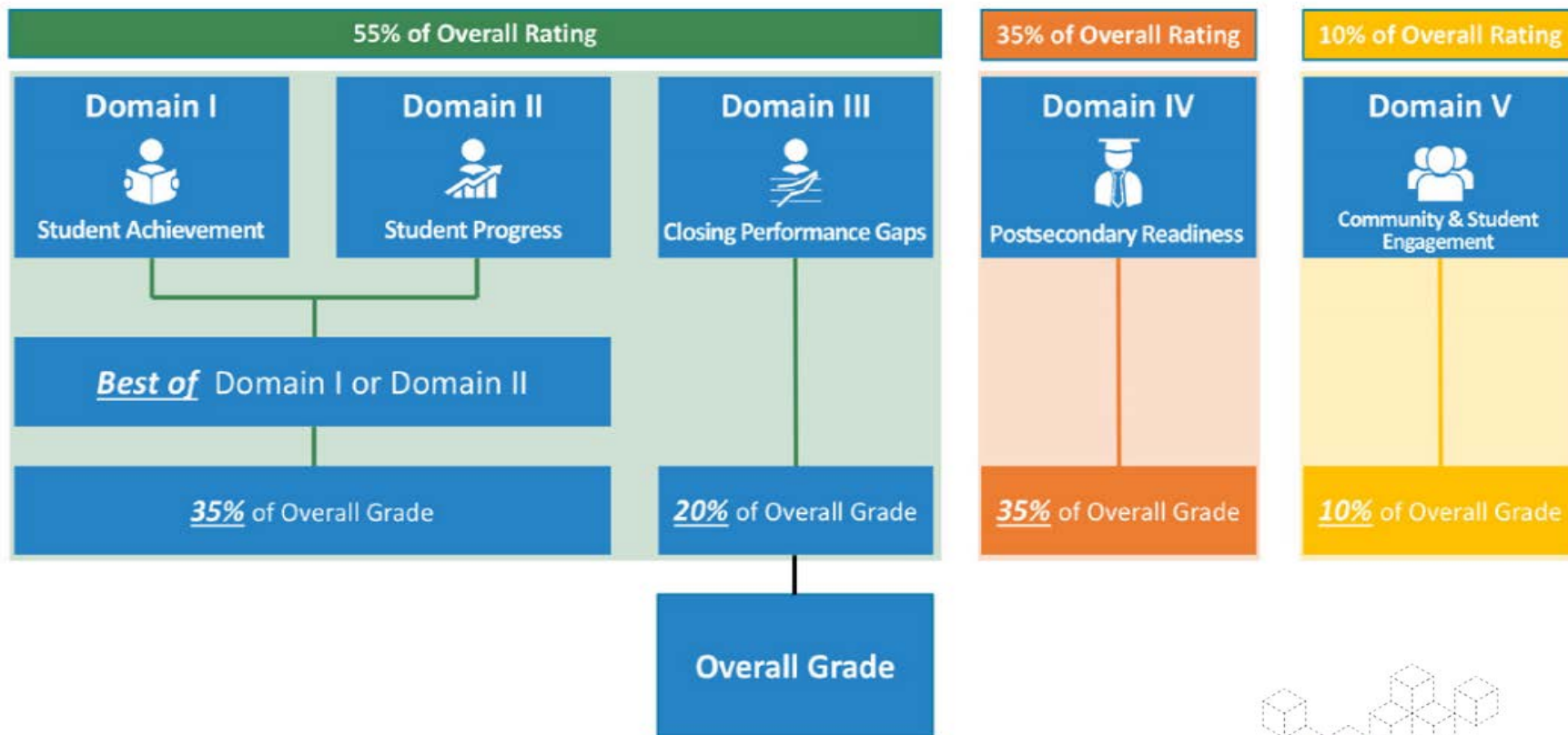
Report to the Governor of Texas  
and Texas Legislature

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*August 31, 2016*

<http://tea.texas.gov/2804commission.aspx>

# Current Work-In-Progress Model: Overall Grade Calculation





# What data is in the January 6, 2017 “What If” A-F report?

- 2016 Consolidated Accountability File (CAF)
- Chronic absenteeism
  - Is based on available 2015–16 attendance data
  - Includes prekindergarten and kindergarten
  - May not include prekindergarten and kindergarten in 2017–18 ratings
  - Was calculated as follows for the 2015–16 A–F report:
    - Using days in membership divided by days taught, determine by student those who are at or above 83%.
    - Of those at 83% or above, determine the percentage that were absent at least 10% of the days they were eligible to attend.
    - Subtract the product of step 2 from 100 and calculate the rate for campuses and districts.

Date	Activity
<b>January 10, 2017</b>	The 85th Texas Legislature convenes for 140 days. The regular session ends May 29, 2017.
<b>Late January 2017</b>	Additional calculation tables, reports, and training materials provided to ESCs and districts to the extent possible
<b>February 2017</b>	Final Decisions for 2017 Accountability (Indexes 1-4)
<b>By Summer 2017</b>	Districts and campuses report to TEA which three indicators will be used for Domain V and the criteria that will be used to measure performance in those indicators.
<b>By August 15, 2017</b>	2017 Accountability ratings (Indexes 1-4) Met or Improvement Required
<b>By Spring 2018</b>	Districts and campuses assign themselves a rating for each of the three indicators used for Domain V and an overall rating of <i>A</i> , <i>B</i> , <i>C</i> , <i>D</i> , or <i>F</i> for Domain V.
<b>By August 15, 2018</b>	TEA assigns each district and campus an overall rating of <i>A</i> , <i>B</i> , <i>C</i> , <i>D</i> , or <i>F</i> and a rating for each domain beginning with the 2017–18 school year.



# 2016 and 2017 **Index** compared to Domain Student Achievement

## **Index 1**

### Standards



- STAAR Satisfactory Standard

### Construction

- All Tests
- All Subjects
- All Grades
- Minimum Size: 10 tests
- No Small-Numbers Analysis

## **Domain I**

### Standards

- **STAAR** Satisfactory Standard
- **STAAR** Postsecondary Readiness Standard (Final II) 
- **STAAR** Advanced Standard (Level III) 

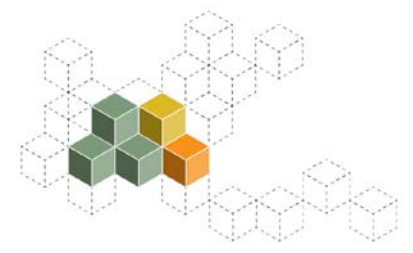
### Construction

- All Tests
- All Subjects
- All Grades
- Minimum Size: 40 tests
- No Small-Numbers Analysis



<u>Current PLD</u>		<u>Current Public Label</u>		<u>New PLD/Public Label</u>
Level 1	→	Unsatisfactory	→	<b>Does Not Meet</b>
Phase-In Level 2	→	Satisfactory	→	<b>Approaches</b>
Final Level 2	→	Postsecondary Ready*	→	<b>Meets</b>
Level 3	→	Advanced	→	<b>Masters</b>

\* This label has not been featured on Confidential Student Reports for parents.





# 2016 and 2017 Index compared to Domain Student Progress

## Index 2

### Standards

- STAAR Progress Measure Expectations
- ELL Progress Measure Expectations

### Construction

- Evaluates Ten Student Groups
  - All Students
  - Seven Racial/Ethnic Groups
  - Students Receiving Special Education Services
  - ELLs (Current and Monitored)
- Combined Across ELA/Reading and Mathematics
- Minimum Size for All Students Group: 10 tests
- Minimum Size for Each Subgroup: 25 tests
- Index 2 Small-Numbers Analysis Rules
  - (See page 41 of the 2016 Accountability Manual)

## Domain II

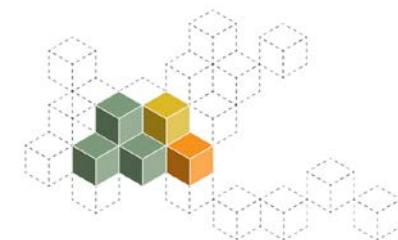
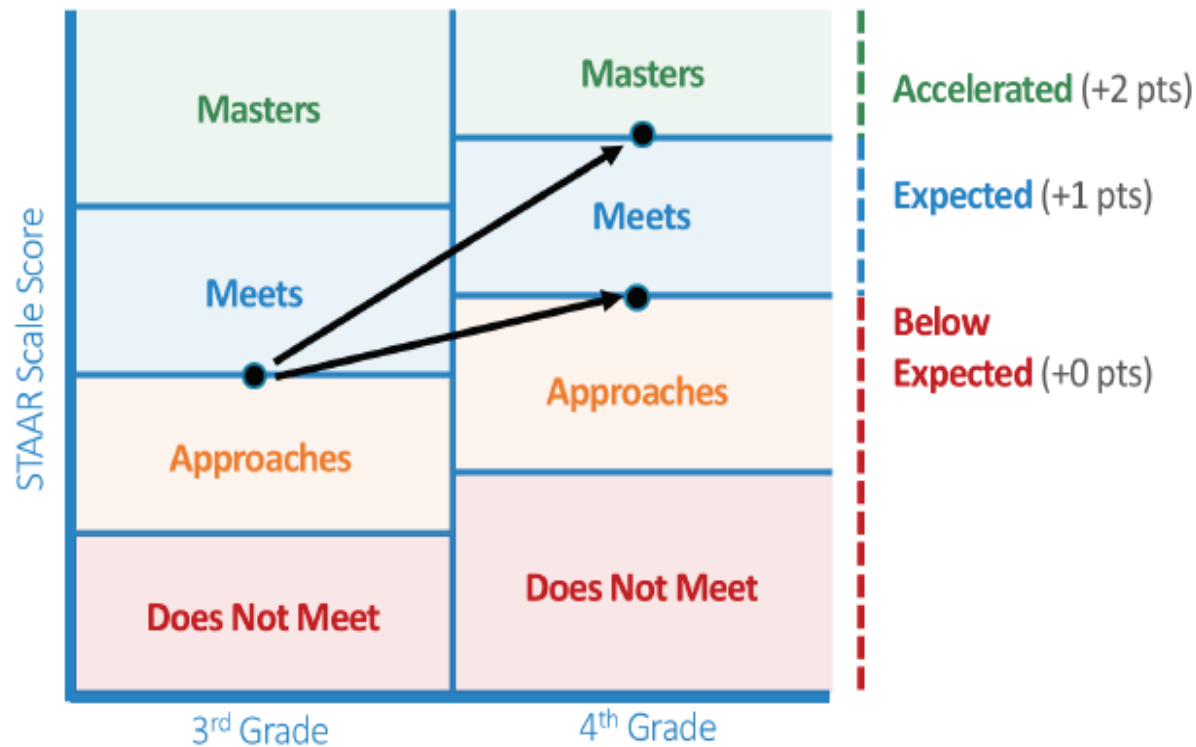
### Standards

- **STAAR Progress Measure** Expectations
- **ELL Progress Measure** Expectations

### Construction

- Evaluates Ten Student Groups
  - All Students
  - Seven Racial/Ethnic Groups
  - Students Receiving Special Education Services
  - ELLs (Current and Monitored)
- Combined Across ELA/Reading and Mathematics
- Minimum Size for All Students Group: 10 tests
- Minimum Size for Each Subgroup: 25 tests
- Index 2 Small-Numbers Analysis Rules
  - (See page 41 of the 2016 Accountability Manual)







# 2016 and 2017 Index compared to Domain Closing Performance Gaps

## Index 3

### Standards

- STAAR Satisfactory Standard
- STAAR Advanced Standard

### Construction

- All Tests
- All Subjects
- All Grades
- Economically Disadvantaged Students and Two Lowest Race/Ethnicities from the previous year
- Minimum Size: 25 tests
- Small-Numbers Analysis used for Economically Disadvantaged Student Group

## Domain III

### Standards

- **STAAR** Satisfactory Standard
- **STAAR** Postsecondary Readiness Standard
- **STAAR** Advanced Standard



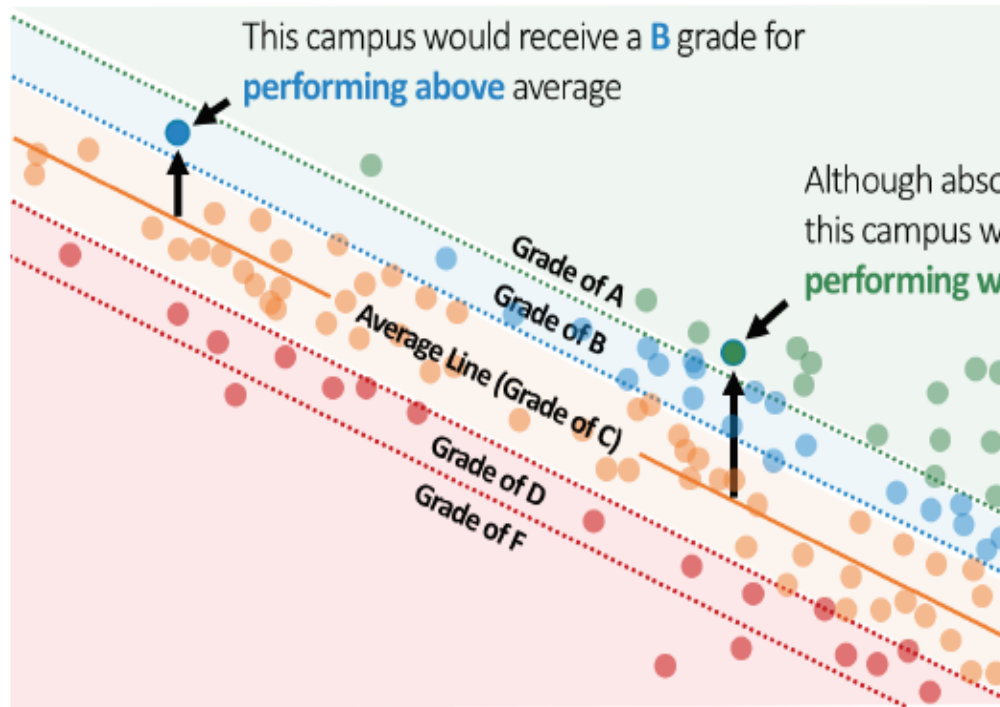
### Construction

- All Tests
- All Subjects
- All Grades
- Economically Disadvantaged Students Only
- Minimum Size: 40 tests
- No Small-Numbers Analysis





Economically Disadvantaged  
Student Achievement on STAAR (Domain 1)



% of Students on Free and Reduced-Price Lunch (FRL)



# 2016 and 2017 Index compared to Domain Postsecondary Readiness

## Index 4

### Construction

- Ten Student Groups
  - All Students
  - Seven Racial/Ethnic Groups
  - Students Receiving Special Education Services
  - ELLs (Current and Monitored)

## Domain IV

### Construction

- Ten Student Groups
  - All Students
  - Seven Racial/Ethnic Groups
  - Students Receiving Special Education Services
  - ELLs (Current and Monitored)



# 2016 and 2017 Index compared to Domain Postsecondary Readiness (continued)

## Index 4 STAAR Final Level II plus:

Elementary Schools

Middle Schools

High Schools

- Class of 2015 4-year Longitudinal Graduation Rate
- Class of 2014 5-year Longitudinal Graduation Rate
- Class of 2013 6-year Longitudinal Graduation Rate (for AEAs)
- Annual 9-12 Dropout Rate (if longitudinal graduation rate is not available)
- Graduates Who Completed a Coherent Sequence of CTE Courses
  - *Completed and earned credit for at least two advanced/dual-credit courses*
  - *Graduates Who Completed One or More AP/IB Courses*
- Graduates Who Met the TSI Benchmark on TSIA, SAT, or ACT
- Graduates Who Graduated Under RHSP, OAP, FHSP-E, or FHSP-DLA Graduation Plans

## Domain IV [No STAAR data]

Elementary Schools

- Chronic Absenteeism Rate\*

Middle Schools

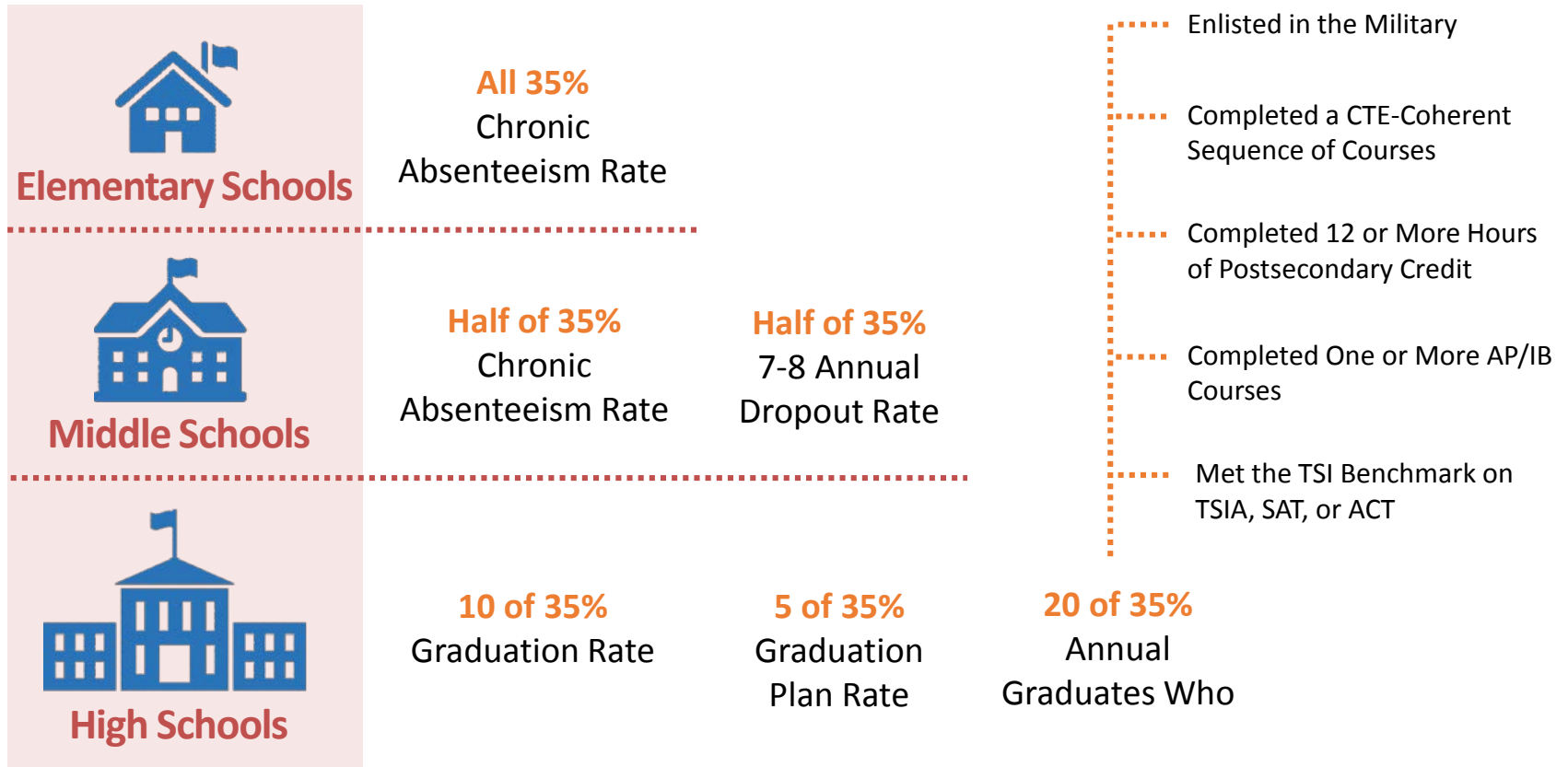
- Chronic Absenteeism Rate\*
- Annual 7-8 Dropout Rate

High Schools

- Class of 2015 4-year Longitudinal Graduation Rate
- Class of 2014 5-year Longitudinal Graduation Rate
- Class of 2013 6-year Longitudinal Graduation Rate (for AEAs)
- Annual 9-12 Dropout Rate (if longitudinal graduation rate is not available)
- Graduates Who Completed a Coherent Sequence of CTE Courses
- Graduates Who Completed 12 or More Hours of Postsecondary Credit
- Graduates Who Completed One or More AP/IB Courses
- Graduates Who Met the TSI Benchmark on TSIA, SAT, or ACT
- Graduates Who Graduated Under RHSP, DAP, FHSP-E, or FHSP-DLA Graduation Plans

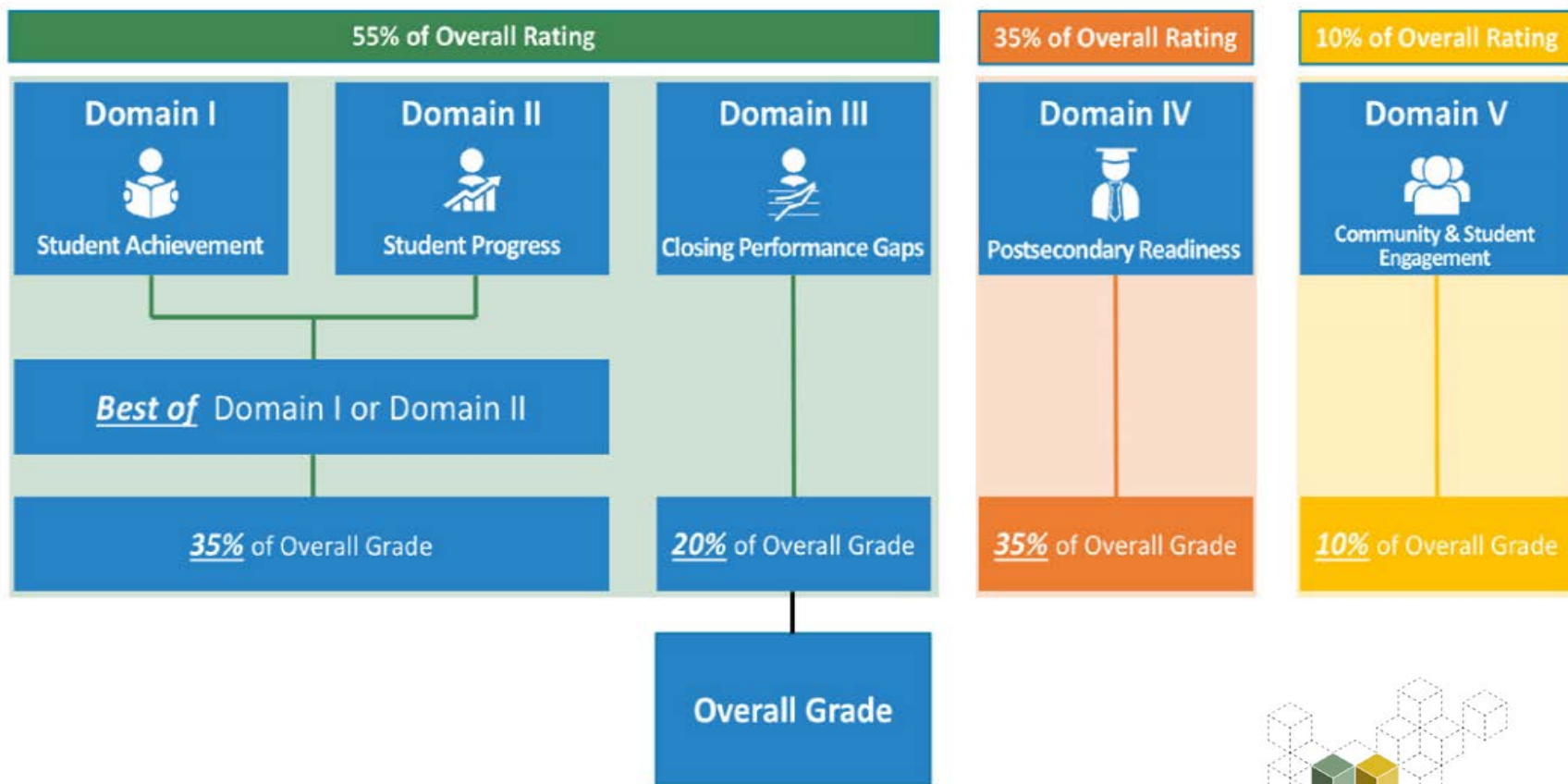


## Domain IV: Calculating Domain IV Score





# Current Work-In-Progress Model: Overall Grade Calculation





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