

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

### **HB 22 Domain Models**

This document provides both a review of and topics for discussion regarding implementation of statutory requirements in House Bill (HB) 22 (85<sup>th</sup> Texas Legislature, 2017) 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 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 are 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-EL Tests or Tests for ELs with Parental Denials**

<b>Standard</b>	<b>STAAR (with or without accommodations) Tests</b>	<b>STAAR Alternate 2 Tests</b>
Approaches Grade Level or above	Approaches Grade Level standard or above <b>(including substitute assessments)</b>	Level II Satisfactory or above
Meets Grade Level or above	Meets Grade Level or above <b>(including substitute assessments)</b>	Level II Satisfactory or above
Masters Grade Level	Masters Grade Level standard <b>(including substitute assessments)</b>	Level III Accomplished

**EL (excludes all year one and asylee/refugee/SIFE through year five)**

Standard	Years in US 2 (STAAR with or without accommodations)	Years in US 3 or above (STAAR with or without accommodations)
Approaches Grade Level or above	Approaches Grade Level Standard or above with <b>EL Progress Measure = Meets or Exceeds</b>	Approaches Grade Level standard or above ( <b>including substitute assessments</b> )
Meets Grade Level or above	Meets Grade Level Standard or above with <b>EL Progress Measure = Exceeds</b>	Meets Grade Level or above ( <b>including substitute assessments</b> )
Masters Grade Level	Masters Grade Level Standard	Masters Grade Level standard ( <b>including substitute assessments</b> )

- For ELs who take STAAR Alternate 2, those assessment results are used in accountability.
- One point is given for each percentage of assessment results that are at or above the following:
  - Approaches Grade Level or above
  - Meets Grade Level or above
  - Masters Grade Level
- Performance is measured across all grades and subjects.
- Campuses and districts with fewer than 10 tests across all subjects and grades are not evaluated.
- The Student Achievement domain is calculated by dividing the total points (cumulative performance for the three performance levels) by 300 (the maximum number of points), resulting in an overall score of 0 to 100 for all campuses and districts.

## STUDENT ACHIEVEMENT DOMAIN (NON-STAAR PORTION)

The A–F system based on HB 22 defines three components for high schools, K–12s, and districts:

- STAAR
- College, Career, and Military Readiness
- Graduation rates

### **STAAR Scores**

See description above.

### **College, Career and Military Ready (CCMR)**

#### Computational Logic

1. Denominator is 2016 annual graduates (will be 2017 graduates for 2018 ratings.)
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 in SY2013, SY2014, SY2015, or SY2016 (will be SY2014, SY2015, SY2016 or SY2017 for 2018 accountability ratings.)

- **Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics**

Data as modeled: meeting reading TSI criteria on TSIA, SAT, ACT, or ELAR College Prep course (completion and credit) **and** meeting mathematics TSI criteria on TSIA, SAT, ACT, or Mathematics College Prep course (completion and credit).

- TSIA data is available from THECB from July 2011 through October 2016 (will be available through October 2017 for 2018 accountability ratings).
- SAT/ACT data is based on most recent outcome, not the best (will adjust to best outcome when both SAT and ACT data for multiple years is available).
- College prep courses for ELA and mathematics are available via TSDS in the course completion file.

- **Complete a course for dual credit**

Data as modeled: Completion of 9 or more hours of dual credit in any subject area **or** 3 hours of dual credit in ELAR or mathematics in SY2013, SY2014, SY2015, or SY2016 (will be SY2014, SY2015, SY2016 or SY2017 for 2018 accountability ratings).

- **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.

Preliminary fall submission and resubmission numbers = 2,715 or .81 percent of annual graduates (334,424).

- **Meet standards on a composite of indicators indicating college readiness**

Data availability TBD.

- **Earn industry certification.**

Data not available until fall 2017 leaver data submission.

Preliminary fall submission and resubmission numbers = 8,984 or 2.7 percent of annual graduates.

- **Be admitted to post-secondary industry certification program**

Data availability TBD.

- **Enlist in the United States Armed Forces**

Data not available until fall 2017 leaver data submission.

Preliminary fall submission and resubmission numbers = 7,321 or 2.2 percent of annual graduates.

**Statewide Model CCMR Outcomes Based on Data Available as of February 2018**

TOTAL CCMR CATEGORIES MET	MET TSI CRITERIA	MET DUAL CREDIT	MET AP/IB	COUNT	PERCENT	CUMULATIVE COUNT	CUMULATIVE PERCENT
0	0	0	0	191,852	59.16	191,852	59.16
1	0	0	1	4,931	1.52	196,783	60.68
1	0	1	0	26,849	8.28	223,632	68.96
1	1	0	0	44,942	13.86	268,574	82.81
2	0	1	1	1,660	0.51	270,234	83.33
2	1	0	1	24,694	7.61	294,928	90.94
2	1	1	0	19,996	6.17	314,924	97.11
3	1	1	1	9,388	2.89	324,312	100.00

DRAFT

**CTE-COHERENT SEQUENCE**

HB 22 does not include CTE as an indicator in CCMR. Many districts and campuses have graduates who have been in CTE-coherent sequence programs for four years but will receive no credit for them in the new A–F system. If CTE-coherent sequence was included, roughly 30 percent of annual graduates would meet the CCMR requirements through that indicator alone.

One possible solution is weighting CTE-coherent sequence graduates which has the effect of giving them partial credit in the CCMR calculation. Weighting each of these graduates at one-half a point in 2018 and decreasing that weight over the next 5 years would allow those who are currently on a CTE track to be credited while the list of industry certifications grows, postsecondary certifications are implemented, and CTE pathways are better defined.

The table below shows the impact of CTE graduates inclusion with a weight of .5.

CCMR	Count	Percent	w/o CTE	w/CTE @ .5
Met no indicator	98,072	30.2	0	0
Met CTE Only	90,325	27.9	0	13.9
Met other indicator(s)	135,915	41.9	41.9	41.9
	324,312		41.9	55.8

## Graduation and Dropout Rates

### Current Methodology

<p><b>Four-Year Longitudinal Graduation Rate (2016 example)</b></p>	<p>Number of students in 2012–13 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2016 <i>(from PEIMS)</i></p> <p><b>---divided by---</b></p> <p>Number of students in the Class of 2016 <i>(from PEIMS and GED)</i></p>
<p><b>Five-Year Longitudinal Graduation Rate (2015 example)</b></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 <i>(from PEIMS)</i></p> <p><b>---divided by---</b></p> <p>Number of students in the Class of 2015 <i>(from PEIMS and GED)</i></p>
<p><b>Six-Year Longitudinal Graduation Rate (2014 example)</b></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 <i>(from PEIMS)</i></p> <p><b>---divided by---</b></p> <p>Number of students in the Class of 2014 <i>(from PEIMS and GED)</i></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**

<b>Annual Dropout Rate</b>	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)
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For modeling purposes, the data for high schools, K–12s, and districts have been weighted as such:

Student Achievement Domain Component	Weight
STAAR	45 percent
CCMR	45 percent
Graduation Rate	10 percent

**Selected Percentiles for Different Weighting Options by School Type**

School Type	Weight	Percentiles					
		10 <sup>th</sup>	25 <sup>th</sup>	Median	75 <sup>th</sup>	90 <sup>th</sup>	Max
High School	45/45/10	35	41	49	58	71	97
K-12	45/45/10	32	40	50	60	71	88
AEA	45/45/10	8	15	21	28	35	53

## SCHOOL PROGRESS DOMAIN

HB 22 requires the School Progress domain measure two things:

1. Percentage of students who met the standard for improvement (**Student Growth: Part A**)
2. Overall student performance compared to similar districts and campuses (**Relative Performance: Part B**)

### Student Growth

**School Progress Domain, Part A: Growth Model Matrix**

		Current Year			
		Does Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Previous Year	Does Not Meet	Met or Exceeded Growth Measure =1 point, Else = 0 points	Met or Exceeded Growth Measure =1 point, Else = 0.5 points	1 point	1 point
	Approaches Grade Level	Met or Exceeded Growth Measure =1 point, Else = 0 points	Met or Exceeded Growth Measure =1 point, Else = 0.5 points	1 point	1 point
	Meets Grade Level	0 points	0 points	Met or Exceeded Growth Measure =1 point, Else = 0.5 points	1 point
	Masters Grade Level	0 points	0 points	0 points	1 point

**Methodological notes**

- All Students only
- Includes all tests with eligible growth measures. (Growth measure = STAAR Progress Measure)
  - In order to receive a STAAR progress measure in 2017, a student must meet ALL of the following criteria within the same content area (mathematics or ELA/reading):
    - Has a valid score from the previous year and the current year.
    - Has tested in successive grade levels or end of course (EOC) tests in the previous year and the current year. Students who took the same grade-level or EOC test in the previous year and the current year will not receive a progress measure. Students who take STAAR assessments and have skipped a grade level

between the previous year and the current year will receive a progress measure.

- Has taken a STAAR test in the previous year and a STAAR test in the current year.
- For STAAR reading assessments, has taken tests in the same language in the previous year and the current year (i.e., English or Spanish).
- For STAAR Algebra I and English II, has taken the test for the first time
- Includes ELs (except in their first year in US schools)
- Uses same STAAR Progress Measure for ELs and non-ELs
- EL Progress measure is **not** used

Example Calculation

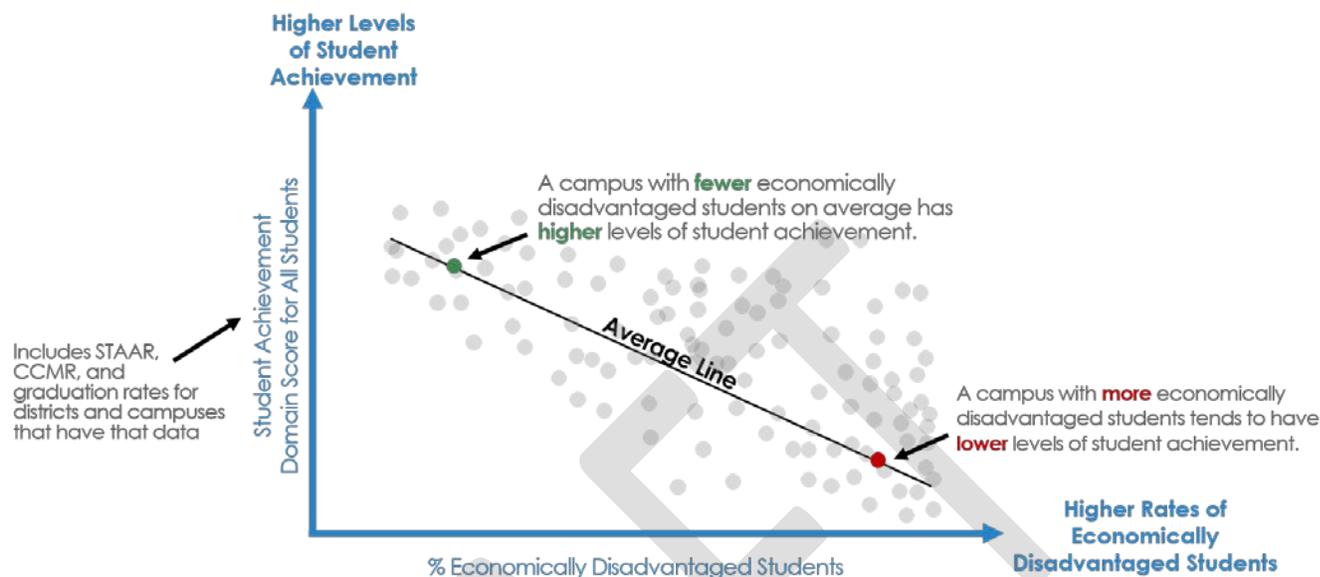
A campus has 100 grade 3–8 students, all of whom took a reading and mathematics STAAR assessment in the current year and the prior year (denominator = 200 STAAR Progress Measures).

No Points			
Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Does Not Meet	Does Not Meet	20
Approaches	Does Not Meet	Does Not Meet	15
Masters	Meets	N/A	14
<b>Total with No Points</b>			<b>49</b>
Half Point			
Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Approaches	Does Not Meet	7
Approaches	Approaches	Does Not Meet	10
<b>Total with Half-point</b>			<b>17</b>
One Point			
Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Does Not Meet	Met or Exceeded	15
Approaches	Approaches	Met or Exceeded	20
Meets	Meets	N/A	33
Meets	Masters	N/A	32
Masters	Masters	N/A	17
<b>Total with One Point</b>			<b>117</b>

$$\frac{(49 \times 0) + (17 \times 0.5) + (117 \times 1)}{200} = \frac{125.5}{200} = 63$$

<b>Student Growth Scores: Frequency by Campus Type</b>					
	<b>Elementary</b> (4,219)	<b>Middle School</b> (1,653)	<b>K-12</b> (334)	<b>High School</b> (1,271)	<b>District</b> (1,203)
<b>Quantile</b>	<b>Student Growth Score</b> (based on modeling data from 2017 accountability)				
100% (Max)	100	96	100	100	100
99%	88	85	87	89	86
95%	84	81	83	84	79
90%	82	78	80	81	77
75% (Q3)	78	75	76	75	73
50% (Med)	73	70	70	69	70
25% (Q1)	68	65	64	63	66
10%	63	61	59	57	62
5%	59	59	56	53	59
1%	52	54	45	45	49
0% (Min)	34	41	0	0	24

## Relative Performance



### Methodological Notes

- Scatter plot of each district and campus (by campus type) comparing
  - Student Achievement domain score
  - Percentage of students who are economically disadvantaged
- Trendline showing average relationships
- Sliding cut points for campuses and districts based on
  - Student Achievement domain score
  - Percentage of students who are economically disadvantaged (based on PEIMS fall snapshot for all enrolled students)
- Cut points for each grade based on bands below and above the average line
- Separate cut points for
  - Elementary Schools
  - Middle Schools
  - High Schools
  - K-12
  - AEAs

### Steps for Standardization of Data for Cut Points

1. A quadratic regression\* is run in to obtain each campus/district residual and predicted value. For campuses, the regression is run within five separate groups: Elementary, Middle School, High School, K-12, and AEA.
2. Obtain the standard deviation of the residual by campus type.
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 and fairness, the standard deviation ranges were adjusted to produce similar distributions across the campus types.

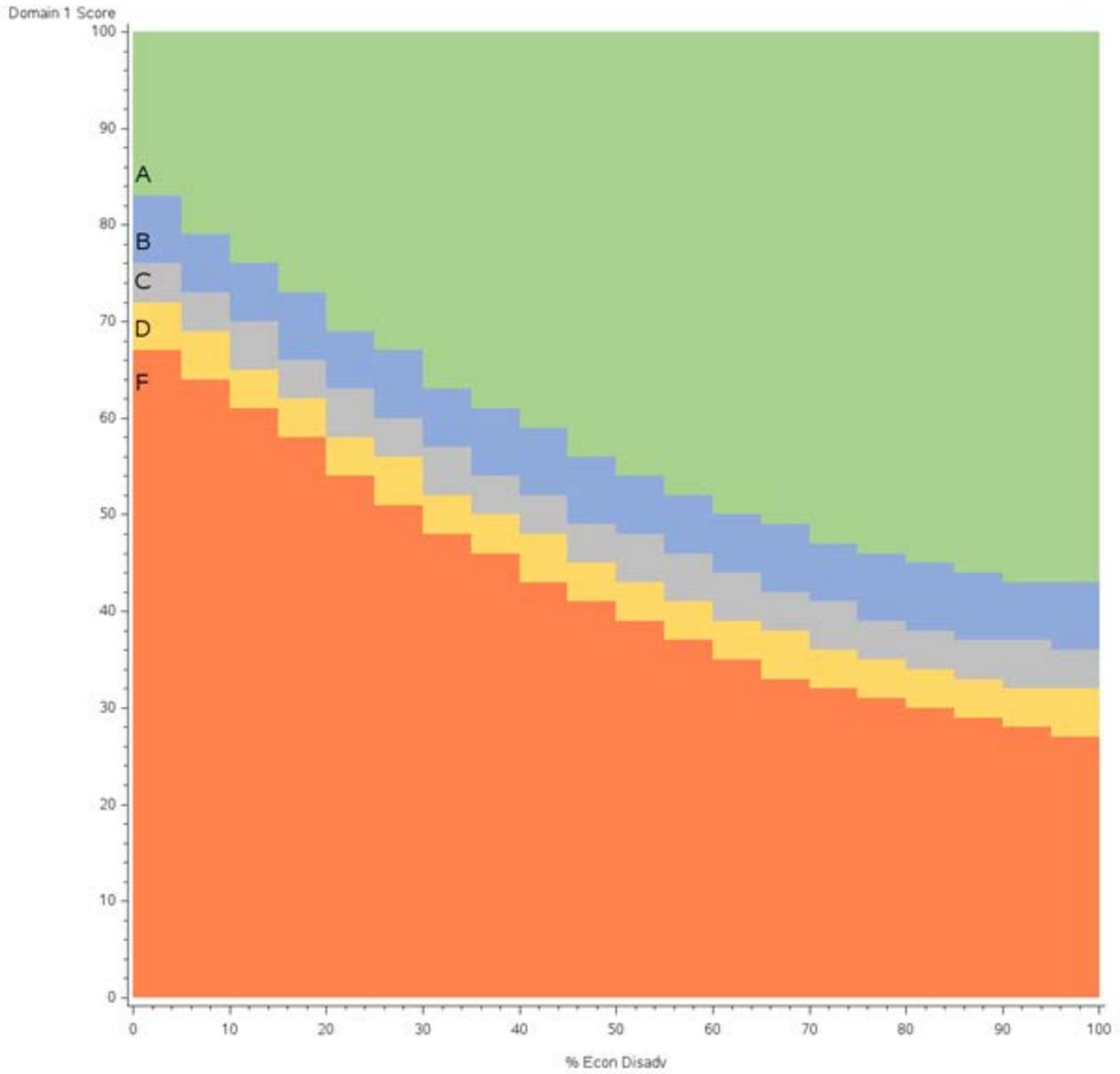
4. Cut scores are created for each letter grade for each campus by adding or subtracting these calculated values from the predicted Student Achievement domain score. These cut scores vary according to the percentage of economically disadvantaged for a given campus.
5. The cut scores tend to stay very 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 purposes of modeling we chose ranges of 5%.

\* An examination of scatter plots and residuals indicated the relationship between percent of economically disadvantaged students and the Student Achievement score was not a straight line but had some curvature. Adding a second degree (squared) term improved the regression model.

**Example Standardized Look-up Table:**

	Elementary				Middle School				High School				K-12			
<b>Econ Disadv %</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
0 to 5	83	76	70	65	83	76	72	67	92	82	76	71	90	78	70	63
5.1 to 10	80	73	67	61	79	73	69	64	88	77	72	67	86	74	67	59
10.1 to 15	77	70	64	59	76	70	65	61	85	74	69	64	84	72	65	57
15.1 to 20	74	67	61	56	73	66	62	58	82	71	66	60	82	70	62	54
20.1 to 25	71	64	59	53	69	63	58	54	79	68	63	58	80	68	60	52
25.1 to 30	68	62	56	50	67	60	56	51	76	66	60	55	78	66	58	50
30.1 to 35	66	59	54	48	63	57	52	48	74	63	58	53	76	65	57	49
35.1 to 40	64	57	51	46	61	54	50	46	71	61	55	50	74	62	55	47
40.1 to 45	62	55	49	44	59	52	48	43	69	59	53	48	73	61	53	45
45.1 to 50	60	53	47	42	56	49	45	41	68	57	52	47	72	60	52	44
50.1 to 55	58	52	46	40	54	48	43	39	66	56	50	45	70	59	51	43
55.1 to 60	56	50	44	38	52	46	41	37	65	54	49	44	70	58	50	42
60.1 to 65	55	48	43	37	50	44	39	35	64	53	48	43	69	57	49	41
65.1 to 70	54	47	41	36	49	42	38	33	63	52	47	42	68	56	48	41
70.1 to 75	53	46	40	35	47	41	36	32	62	52	47	41	67	56	48	40
75.1 to 80	52	45	39	33	46	39	35	31	62	51	46	41	67	55	47	40
80.1 to 85	51	44	38	33	45	38	34	30	62	51	46	41	67	55	47	39
85.1 to 90	50	43	38	32	44	37	33	29	62	51	46	41	67	55	47	39
90.1 to 95	49	43	37	31	43	37	32	28	62	51	46	41	67	55	47	39
95.1 to 100	49	42	37	31	43	36	32	27	62	51	46	41	67	55	47	39

*Graphical Representation of Standardization (Middle School Example)*



## 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.

The Closing the Gaps domain will include all the indicators and measures required in ESSA while also meeting HB 22 requirements.

### *Indicators and Student Groups Measured*

#### **Student Groups**

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Special Education
- Former Special Education
- Current and Monitored English Learners (through fourth year as allowed by ESSA)
- Continuously Enrolled
- Non-Continuously Enrolled

#### **Indicators**

- Academic Achievement (**at the Meets Grade Level standard or above**) in Reading and Mathematics
  - ESSA requires 95 percent student participation in statewide mathematics and reading/language arts assessments.
  - Calculations for academic achievement are based on scored tests (i.e., the denominator is scored tests only).
  - Should the participation level for the all students group or any student group fall below 95 percent, the denominator used for calculating academic achievement in the Closing the Gaps domain will be adjusted to include the necessary students to meet the 95 percent threshold.
- Growth in Reading and Mathematics (School Progress domain, Part A) for Elementary and Middle Schools
- Four-year graduation Rate (without exclusions) for High Schools, K-12s, and Districts with graduation rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance for High Schools, K-12s, and Districts
- **Student Achievement Domain STAAR Component** for Elementary and Middle Schools

### Closing the Gap Domain Weights

Campus Type	Closing the Gaps Domain Indicator	Weight
Elementary	Academic Achievement	40%
	Growth	40%
	English Language Learner Progress	10%
	Student Achievement Domain: STAAR Component	10%
Middle School	Academic Achievement	40%
	Growth	40%
	English Language Learner Progress	10%
	Student Achievement Domain: STAAR Component	10%
High School	Academic Achievement	50%
	Four-year Graduation Rate	10%
	English Language Learner Progress	10%
	College, Career, and Military Readiness	30%
K-12	Academic Achievement	50%
	Four-year Graduation Rate	10%
	English Language Learner Progress	10%
	College, Career, and Military Readiness	30%
AEA	Academic Achievement	50%
	Four-year Graduation Rate	10%
	English Language Learner Progress	10%
	College, Career, and Military Readiness	30%
District	Academic Achievement	50%
	Four-year Graduation Rate	10%
	English Language Learner Progress	10%
	College, Career, and Military Readiness	30%

### Minimum Size Requirements

- 10 for All Students
- 25 for Student Groups
- For English Language Learner Proficiency Status, the minimum size requirement is 25 current EL students.

### English Language Learner Proficiency Status Methodology

- EL Progress reflects an English Learner's progress towards achieving English language proficiency.
- Data source is TELPAS results.
- Use results for K-12.
- Accountability subset rule is applied.

- A student is considered having made the EL Progress if
  - he/she advances by at least one score of the composite rating from the prior year to the current year, or
  - his/her result is *Advanced High*.
- If the prior year composite rating is not available, second or third year prior are used.
- The minimum size is 25.
- Small number analysis is applied if there are fewer than 25 current EL students.

## 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 has 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 HB 22.

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

## Continuously Enrolled and Mobile Students

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 2014	District PEIMS Snapshot Fall 2015	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

## Comprehensive Support Identification

The Closing the Gaps score will be computed based on:

- A weighted average of the indicators computed from the number of items meeting targets divided by the number of items evaluated
- The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-60) by creating grade cut points based on 2017 data.
- The scaled score will be used to determine the comprehensive schools (lowest 5%)
- The Agency will identify at least the lowest five percent scoring campuses that receive Title I, Part A funds for comprehensive support.
- Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support status.
- If a campus does not obtain a 67 percent four-year graduation rate for the All Students group, the campus will be automatically identified for comprehensive support and improvement.
- Any Title I campus identified for targeted support and improvement for three consecutive years will be identified for comprehensive support and improvement the following school year.
- TEA will annually identify campuses for comprehensive support and intervention beginning with the August 2018 accountability release, which is based on School Year 2017-2018 performance data.

## Targeted Support Identification

- Student group achievement will be monitored annually through the Closing the Gaps domain.
- Any campus that has one or more achievement gap(s) between individual student groups and the interim goals will be identified for targeted support and improvement.
- TEA defines “consistently underperforming” as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.

## Additional Targeted Support Identification

- Any campus that is not identified for comprehensive or targeted support
- Will be identified for additional targeted support if an individual student group’s overall percentage, based on the weighting and methodology outlined on above, is at or below the percentage for comprehensive support campuses in that rating year.
- For example, if the scaled score for a campus to be identified for comprehensive support is 25, then any campus with a student group that has an overall percentage of 25 or less will be identified for additional targeted support.
- Identification will begin with the August 2018 school ratings and will occur on an annual basis.

In order to exit additional targeted support status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement indicator in both reading and mathematics.

## OVERALL RATINGS

### Steps for Determining Overall Grade (all processed by campus type or district):

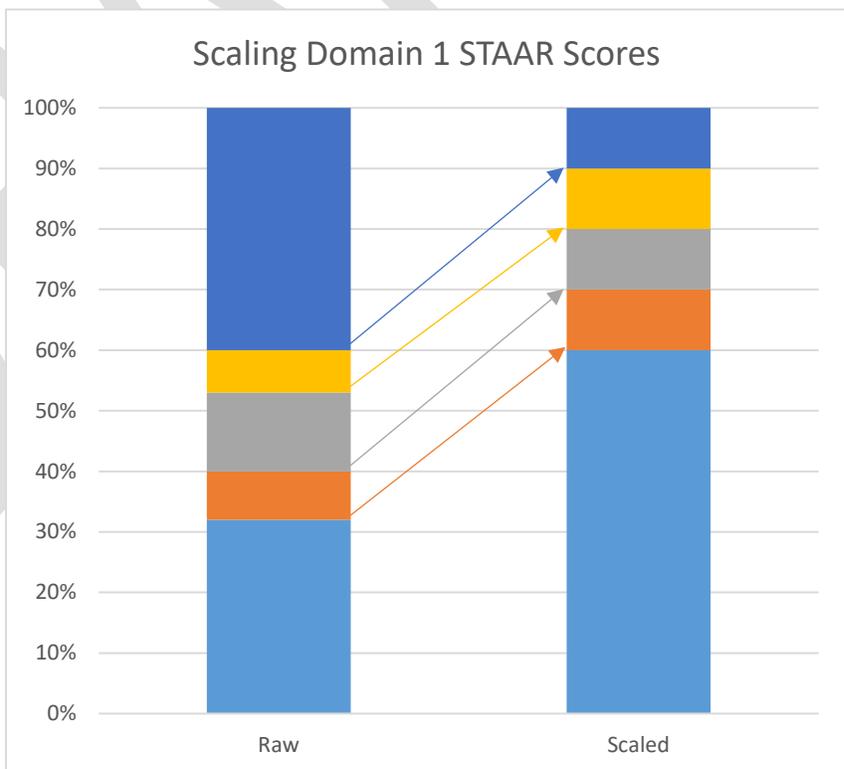
1. Establish 0-100 scale for each domain outcome
2. Average School Progress Domain, Part A and Part B, equally
3. Determine “best of” Student Achievement scale score and School Progress scale score
4. Weight outcome for Step 4 by 70 percent
5. Weight Closing the Gaps scale score by 30 percent

### Scaling

Scores are scaled to segments of 90-100, 80-89, 70-79, 60-69, and below 60 based on raw score cut points based on a 10-20-40-20-10 percent distribution from 2017 data. For example, elementary domain I STAAR scores the raw score cut points are 60-100, 53-59, 40-52, 32-39, and below 32. If a campus has a Domain I STAAR score was 58, the scaled score would be 88. Formulaically,  $88 = 89 - 9 * (59 - 58) / (59 - 53)$ , rounded to the nearest whole number.

### Partial Scale

65	91
64	91
63	91
62	91
61	90
60	90
59	89
58	88
57	86
56	85
55	83
54	82
53	80
52	79
51	78
50	78
49	77
48	76
47	75
46	75



**Outcomes****Student Achievement Domain (All Campuses)**

<b>Domain 1 Grade</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
<b>A</b>	1085	13.79	1085	13.79
<b>B</b>	1385	17.60	2470	31.39
<b>C</b>	3213	40.84	5683	72.23
<b>D</b>	1552	19.73	7235	91.95
<b>F</b>	633	8.05	7868	100.00
<b>Frequency Missing = 889</b>				

**School Progress Domain, Part A (All Campuses)**

<b>Domain 2, Part A Grade</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
<b>A</b>	838	11.06	838	11.06
<b>B</b>	1508	19.90	2346	30.97
<b>C</b>	3168	41.82	5514	72.78
<b>D</b>	1359	17.94	6873	90.72
<b>F</b>	703	9.28	7576	100.00
<b>Frequency Missing = 1181</b>				

**School Progress Domain, Part B (All Campuses)**

<b>Domain 2, Part B Grade</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
<b>A</b>	842	11.08	842	11.08
<b>B</b>	1560	20.54	2402	31.62
<b>C</b>	2837	37.35	5239	68.97
<b>D</b>	1592	20.96	6831	89.93
<b>F</b>	765	10.07	7596	100.00
<b>Frequency Missing = 1161</b>				

**School Progress Domain, Average of Part A and Part B (All Campuses)**

<b>Domain 2 Combined Grade</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
<b>A</b>	445	5.77	445	5.77
<b>B</b>	2063	26.75	2508	32.52
<b>C</b>	3101	40.20	5609	72.72
<b>D</b>	1640	21.26	7249	93.98
<b>F</b>	464	6.02	7713	100.00
<b>Frequency Missing = 1044</b>				

**Student Achievement Domain or School Progress Domain Usage Counts, By Campus Type**

<b>Domain 1 or Domain 2 Used by Campus Type</b>					
	<b>Campus Type</b>				
<b>Frequency</b>					
<b>Percent</b>					
<b>Row Pct</b>					
<b>Col Pct</b>	<b>AEA</b>	<b>E</b>	<b>M</b>	<b>SB</b>	<b>Total</b>
<b>D1</b>	<b>211</b>	<b>1852</b>	<b>731</b>	<b>903</b>	<b>3697</b>
	<b>2.68</b>	<b>23.54</b>	<b>9.29</b>	<b>11.48</b>	<b>46.99</b>
	<b>5.71</b>	<b>50.09</b>	<b>19.77</b>	<b>24.43</b>	
	<b>77.57</b>	<b>42.67</b>	<b>44.22</b>	<b>56.33</b>	
<b>D2</b>	<b>61</b>	<b>2488</b>	<b>922</b>	<b>700</b>	<b>4171</b>
	<b>0.78</b>	<b>31.62</b>	<b>11.72</b>	<b>8.90</b>	<b>53.01</b>
	<b>1.46</b>	<b>59.65</b>	<b>22.11</b>	<b>16.78</b>	
	<b>22.43</b>	<b>57.33</b>	<b>55.78</b>	<b>43.67</b>	
<b>Total</b>	<b>272</b>	<b>4340</b>	<b>1653</b>	<b>1603</b>	<b>7868</b>
	<b>3.46</b>	<b>55.16</b>	<b>21.01</b>	<b>20.37</b>	<b>100.00</b>
<b>Frequency Missing = 889</b>					

**Student Achievement Domain and School Progress Domain, Best of Outcome (All Campuses)**

<b>Domain 1 and 2 Best of Outcome</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
<b>A</b>	1258	15.99	1258	15.99
<b>B</b>	2118	26.92	3376	42.91
<b>C</b>	3051	38.78	6427	81.69
<b>D</b>	1157	14.71	7584	96.39
<b>F</b>	284	3.61	7868	100.00
<b>Frequency Missing = 889</b>				

**Crosstab of Student Achievement Domain Outcome by School Progress Domain Outcome (All Campuses)**

<b>Domain 1 Grade by Domain 2 Combined Outcome</b>						
<b>Domain 1 Grade</b>	<b>Domain 2 Grade</b>					
<b>Frequency Percent Row Pct Col Pct</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Total</b>
<b>A</b>	272 3.53 25.26 61.12	568 7.36 52.74 27.53	221 2.87 20.52 7.13	15 0.19 1.39 0.91	1 0.01 0.09 0.22	1077 13.96
<b>B</b>	123 1.59 9.18 27.64	639 8.28 47.69 30.97	499 6.47 37.24 16.09	76 0.99 5.67 4.63	3 0.04 0.22 0.65	1340 17.37
<b>C</b>	44 0.57 1.40 9.89	797 10.33 25.28 38.63	1702 22.07 53.98 54.89	564 7.31 17.89 34.39	46 0.60 1.46 9.91	3153 40.88
<b>D</b>	2 0.03 0.13 0.45	49 0.64 3.23 2.38	634 8.22 41.85 20.45	695 9.01 45.87 42.38	135 1.75 8.91 29.09	1515 19.64
<b>F</b>	4 0.05 0.64 0.90	10 0.13 1.59 0.48	45 0.58 7.17 1.45	290 3.76 46.18 17.68	279 3.62 44.43 60.13	628 8.14
<b>Total</b>	445 5.77	2063 26.75	3101 40.20	1640 21.26	464 6.02	7713 100.00
<b>Frequency Missing = 1044</b>						

**Closing the Gaps Domain Outcome (All Campuses)**

Domain 3 Grade	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	802	10.43	802	10.43
B	1568	20.39	2370	30.82
C	3141	40.84	5511	71.66
D	1547	20.11	7058	91.77
F	633	8.23	7691	100.00
<b>Frequency Missing = 1066</b>				

**Overall Grade, by Campus Type**

<b>Table of Overall Grade by Campus Type</b>					
Overall Grade	d1_groupe				
Frequency Percent Row Pct Col Pct	AEA	E	M	SB	Total
<b>A</b>	16 0.20 1.56 5.88	602 7.65 58.67 13.87	218 2.77 21.25 13.19	190 2.41 18.52 11.85	1026 13.04
<b>B</b>	77 0.98 3.60 28.31	1171 14.88 54.77 26.98	440 5.59 20.58 26.62	450 5.72 21.05 28.07	2138 27.17
<b>C</b>	132 1.68 4.50 48.53	1555 19.76 53.02 35.83	609 7.74 20.76 36.84	637 8.10 21.72 39.74	2933 37.28
<b>D</b>	41 0.52 3.33 15.07	697 8.86 56.53 16.06	261 3.32 21.17 15.79	234 2.97 18.98 14.60	1233 15.67
<b>F</b>	6 0.08 1.12 2.21	315 4.00 58.55 7.26	125 1.59 23.23 7.56	92 1.17 17.10 5.74	538 6.84
<b>Total</b>	272 3.46	4340 55.16	1653 21.01	1603 20.37	7868 100.00
<b>Frequency Missing = 889</b>					

# DISTINCTION DESIGNATIONS AND BADGES

## Distinction Designations

For 2017, distinction designations were awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

## Academic Achievement in English Language Arts/Reading

An Academic Achievement Distinction Designation (AADD) was awarded to campuses for outstanding achievement in ELA/reading based on outcomes of several performance indicators.

**Who was Eligible:** Campuses assigned a *Met Standard* rating

**Student Groups:** Performance of only the all students group was used.

### AADD ELA/Reading Indicators:

- Attendance Rate
- Greater Than Expected Student Growth in ELA/Reading
- Grade 3 Reading Performance (Masters Grade Level)
- Grade 4 Reading Performance (Masters Grade Level)
- Grade 4 Writing Performance (Masters Grade Level)
- Grade 5 Reading Performance (Masters Grade Level)
- Grade 6 Reading Performance (Masters Grade Level)
- Grade 7 Reading Performance (Masters Grade Level)
- Grade 7 Writing Performance (Masters Grade Level)
- Grade 8 Reading Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)
- AP/IB Examination Participation: ELA
- AP/IB Examination Performance: ELA
- SAT/ACT Participation
- SAT Performance: Reading and Writing
- ACT Performance: ELA
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading

## Academic Achievement in Mathematics

An AADD was awarded to campuses for outstanding achievement in mathematics based on outcomes of several performance indicators.

**Who was Eligible:** Campuses assigned a *Met Standard* rating

**Student Groups:** Performance of only the all students group was used.

**Minimum Size:** Minimum size was determined separately for each indicator.

### AADD Mathematics Indicators:

- Attendance Rate
- Greater Than Expected Student Growth in Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)
- Grade 4 Mathematics Performance (Masters Grade Level)
- Grade 5 Mathematics Performance (Masters Grade Level)
- Grade 6 Mathematics Performance (Masters Grade Level)
- Grade 7 Mathematics Performance (Masters Grade Level)
- Grade 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Performance: Mathematics
- SAT/ACT Participation
- SAT Performance: Mathematics
- ACT Performance: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics

## Academic Achievement in Science

An AADD was awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

**Who was Eligible:** Campuses assigned a *Met Standard* rating

**Student Groups:** Performance of only the all students group was used.

### AADD Science Indicators:

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Performance: Science
- ACT Performance: Science
- Advanced/Dual-Credit Course Completion Rate: Science

## Academic Achievement in Social Studies

An AADD was awarded to campuses for outstanding achievement in social studies based on outcomes of several performance indicators.

**Who was Eligible:** Campuses assigned a *Met Standard* rating

**Student Groups:** Performance of only the all students group was used.

### AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Performance: Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies

## Top 25 Percent: Student Progress

A distinction designation for outstanding student progress was awarded to campuses whose Index 2 score was ranked in the top 25 percent (Q1) of campuses in their campus comparison groups.

**Who was Eligible:** Campuses evaluated on Index 2 and assigned a *Met Standard* rating

**Methodology:** Campuses were arranged in descending order according to their Index 2 scores. If the Index 2 score for a campus was within the top quartile of its comparison group, it earned a distinction for student progress.

## Top 25 Percent: Closing Performance Gaps

A distinction designation was awarded for outstanding performance in closing student achievement gaps to campuses whose Index 3 score was ranked in the top 25 percent (Q1) of campuses in its campus comparison groups.

**Who was Eligible:** Campuses evaluated on Index 3 and assigned a *Met Standard* rating

**Methodology:** Campuses were arranged in descending order according to their Index 3 scores. If the Index 3 score for a campus was in the top quartile of its comparison group, it earned a distinction for closing student achievement gaps.

For more information on Index 3, see Chapter 3 and Chapter 4.

## Postsecondary Readiness

Both districts and campuses that received a *Met Standard* rating were eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, an elementary or middle school's Index 4 score for the all students group must have been ranked among the top 25 percent of their campus comparison group, high schools and K–12 campuses must have had at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have had at least 55 percent of all of their campuses' postsecondary indicators in the top quartile.

**Who was Eligible:** Multi-campus districts and campuses assigned a *Met Standard* rating

For single-campus districts and charters that shared the same 2017 performance data as its only campus, the campus was eligible to earn a postsecondary readiness distinction designation, but the district or charter was *not* eligible to earn the district postsecondary readiness distinction designation.

**Student Groups:** Performance of the all students group only.

### Postsecondary Readiness Indicators for Campuses:

- Index 4 - Percent at STAAR Meets Grade Level Standard
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- College-Ready Graduates
- Advanced/Dual-Credit Course Completion Rate: Any Subject
- SAT/ACT Participation
- SAT/ACT Performance
- AP/IB Examination Performance: Any Subject
- CTE-Coherent Sequence Graduates.

**TOPIC FOR DISCUSSION.** The distinctions and indicators within distinctions highlighted in green above will need to be modified to be in line with HB 22 requirements.