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State Academic Accountability

Building Transparency to Improve Student Outcomes

Texas Assessment Conference | February 22, 2017

$$\int a \, dx = ax + c$$

Agenda

- 2—
- 2017 Accountability—Where we are now
 - The A–F Rating System as of December 31, 2016—Where we have been
 - From Here to August 2018—How we’re going to get where we’re going
 - Frequently Asked Questions About A–F—What you need to know
 - Your Questions—What you would like to know

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2017 Accountability

- 3 —
- The current accountability system uses four performance indices:
 - Index 1: Student Achievement
 - Index 2: Student Progress
 - Index 3: Closing Performance Gaps
 - Index 4: Postsecondary Readiness
 - In 2015, 2016, and 2017, to receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must have met the targets on at least three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.
 - This is scheduled to be the final year of the current index system.

$$dx = (2t + 1)dt$$

Assessments Evaluated in 2017 Accountability

- 4 —
- All assessments that were evaluated in 2016 will be evaluated in 2017.
 - Beginning with the March 2017 administrations, the STAAR online testing platform will include embedded accommodations and other accessibility features.
 - These enhancements eliminate the need for separate STAAR A and STAAR L test forms.
 - STAAR L will be included in Index 3 and Index 4.
 - STAAR Alternate 2 will be included in Index 4.

$$dx = (2t + 1)dt$$

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Index Targets: Non-AEA Districts and Campuses

2017 index targets are unchanged from 2016.

2017 Accountability Performance Index Targets for Non-AEA Districts and Campuses					
Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	22	28	60	13
Campuses					
Elementary	60	32	28	n/a	12
Middle		30	26	n/a	13
High School/K-12		17	30	60	21

$$dx = (2t + 1)dt$$

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Index Targets: AEA Charter Districts and Campuses

2017 index targets are unchanged from 2016.

2017 Accountability Performance Index Targets – AEA Charter Districts and Campuses					
Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/Dropout Rate Only
AEA Charter Districts and Campuses	35	8	13	33	45

$$dx = (2t + 1)dt$$

Distinction Designations

7— Two additional indicators will be used to determine campus comparison groups:

- The percentage of students served by special education
- The percentage of students enrolled in an Early College High School program

$$dx = (2t + 1)dt$$

Distinction Designations

- 8 —
- The percentage of a district's campuses that must have postsecondary indicators in the top quartile in order for the district to earn the postsecondary readiness distinction is reduced from 70 to 55.
 - All other indicators and criteria for distinction designations remain unchanged from 2016.

$$dx = (2t + 1)dt$$

2017 AEA Campus Registration

9 — **AEA campus registration will be open from March 27 to April 7, 2017.**

Alternative education campuses (AECs) rated under 2016 AEA provisions qualify for automatic re-registration in 2017 if they meet the following criteria:

- Each campus must have at least 75% at-risk student enrollment, as verified by current-year PEIMS fall enrollment data.
- For campuses with less than 75% at-risk student enrollment, prior-year PEIMS data may be used to qualify.
- Each campus must have at least 50% of students enrolled in grades 6–12.

$$dx = (2t + 1)dt$$

Public Education Grant Program

- Beginning in 2017, the release of the PEG List will align with the initial release of accountability ratings in August.
- The PEG List will be updated in November, after the release of final accountability ratings.

Activity	Dates	
Effective Date of PEG Transfers	2017–18 School Year	2018–19 School Year
PEG List Released to Districts (TEASE)	December 7, 2016	August 14, 2017
PEG List Released to the Public	December 14, 2016	August 15, 2017
District Deadline to Notify Parents	February 1, 2017	February 1, 2018

$$dx = (2t + 1)dt$$

2017 Accountability Calendar

Date	Activity
Tuesday, February 14	Release of final 2017 accountability decisions (public web)
March 27–April 7	AEA campus registration process (TEASE)
April	<i>2017 Accountability Manual</i> , Chapters 2–9 released (public web)
April 21–May 21 (Tentative)	Public comment period for the <i>2017 Accountability Manual</i> (public web)
Late Spring	<i>2017 Accountability Manual</i> , Chapter 1, Chapter 10, and appendices A–J released (public web)
May 1–May 12	Campus pairing process (TEASE)
June	List of 2017 campus comparison groups released (TEASE)
June	Confidential lists of college and career ready graduates for 2017 state accountability released (TEASE)
June	Appendix K of the <i>2017 Accountability Manual</i> released (public web)

$$dx = (2t + 1)dt$$

2017 Accountability Calendar

Date	Activity
Monday, August 7	2017 performance index tables without rating labels released (TEASE)
Monday, August 14	2017 accountability tables with rating labels, distinction designations, and system safeguards released (TEASE) Campuses identified under PEG criteria for 2018–19 school year released (TEASE)
Tuesday, August 15	2017 accountability tables with rating labels, distinction designations, and system safeguards released (public web) Campuses identified under PEG criteria for 2018–19 school year released (public web)
August 14–September 15	2017 appeals application available to districts (TEASE)

$$dx = (2t + 1)dt$$

2017 Accountability Calendar

Date	Activity
Friday, September 15	2017 appeals deadline
By October 1	2017 Consolidated School Rating Report (state-assigned academic and financial ratings and locally-assigned community and student engagement ratings) released (public web)
November	TEA notifies districts of accountability appeal decisions (mail and TEASE)
November	Preliminary longitudinal cohort reports released (TEASE)
November	2017 final ratings released after resolution of appeals (TEASE and public web)
November	2016–17 Texas Academic Performance Reports released (TEASE and public web)
December	2017 Texas School Accountability Dashboard released (public web)
December	2016–17 School Report Card released (public web)

$$dx = (2t + 1)dt$$

Questions About 2017 Accountability



Five Domains

Five Letter Grades



The Future of Accountability

A–F Accountability System (as of December 31, 2016)

Five Domains of Indicators:

- Domain I: Student Achievement
- Domain II: Student Progress
- Domain III: Closing Performance Gaps
- Domain IV: Postsecondary Readiness
- Domain V: Community and Student Engagement

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A–F Accountability System

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○ Five Rating Labels:

- A
 - B
 - C
 - D
 - F
- Acceptable Performance
- Unacceptable Performance

○ Overall grade and grade for each domain

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Caveats for Provisional A–F Ratings



18 —

- The 2015–16 A–F ratings are for informational purposes to meet a legislative requirement.
- Ratings are no indication of district or campus performance in the 2015–16 school year.
- Ratings should not be considered predictors of future district or campus performance ratings.
- Development of the new accountability system will continue—with additional input from stakeholders—until spring 2018, when the final rules are expected to be adopted.

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Caveats for Provisional A–F Ratings



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- The ratings are a model only and are based on the 2016 Consolidated Accountability File (CAF) data.
- The ratings are not based on all data for all the indicators planned for 2017–18.
- The statutory constraint that a district cannot earn a rating of A in a domain if one of its campuses earns a D or F in that domain has not been applied to the ratings included in this report. It will be applied to the 2017–18 ratings.

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Domain I: Student Achievement



○ Construction

- All tests
- All subjects
- Minimum size: 40 tests
- No small-numbers analysis

○ Indicators

- STAAR satisfactory standard
- STAAR postsecondary readiness standard
- STAAR advanced standard

$$(1 + 1 + 1)/3 = 1$$

21-

Domain I: Student Achievement (as of December 31, 2016)

	All Students
Total Tests	3,212
Number at Satisfactory Standard or Above	2,977
Number at Postsecondary Readiness Standard or Above	1,945
Number at Advanced Standard	878
Percentage at Satisfactory Standard or Above	92.7%
Percentage at Postsecondary Readiness Standard or Above	60.6%
Percentage at Advanced Standard	27.3%

$$92.7 + 60.6 + 27.3 = \frac{180.6}{300} = .602 \xrightarrow{\text{Rounds to}} .60$$

60

$$(1 + 1 + 1) / 3 = 1$$

Domain II: Student Progress



Construction

- Ten student groups
 - All students
 - Seven racial/ethnic groups
 - Students served by special education
 - English language learners
- ELA/reading and mathematics only
- Minimum size for all students group: 10 tests
- Same data used in 2016 for Index 2 (small-numbers analysis applied)

$$f = p(1 + r/n)^{nt}$$

Domain II: Student Progress



○ Indicators

- ❑ STAAR progress measure
- ❑ ELL progress measure

○ Calculation

- ❑ One point for each percentage of test results meeting or exceeding progress measure expectations
- ❑ One point for each percentage of test results exceeding progress measure expectations
- ❑ Total points earned divided by maximum total possible points (200 points per student group meeting minimum-size requirements)

$$f = p(1 + r/n)^{nt}$$

Domain II: Student Progress (as of December 31, 0216)

	All	AA	H	W	AI	A	PI	2+	Sp	ELL
Total Tests	1005	119	297	394	4	153	0	38	105	81
Number Met or Exceeded Progress	510	49	141	191	3	106	0	20	42	37
Number Exceeded Progress	53	6	10	17	1	17	0	2	3	7
Percentage Met or Exceeded Progress	51%	41%	47%	48%	75%	69%	-	53%	40%	46%
Percentage Exceeded Progress	5%	5%	3%	4%	25%	11%	-	5%	3%	9%
Domain II Points	56	46	50	52		80		58	43	55

$$\frac{56 + 46 + 50 + 52 + 80 + 58 + 43 + 55}{200 \times 8} = .275 \quad \boxed{28}$$

$$f = p(1 + r/n)^{nt}$$

Domain III: Closing Performance Gaps

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Economically Disadvantaged
Student Achievement on STAAR (Domain I)

25

Percentage of Students who are Economically Disadvantaged

$$y = \beta_0 + \beta_1 x + \varepsilon$$

Domain III: Closing Performance Gaps

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Construction

- All tests
- All subjects
- All grades
- Economically disadvantaged students only
- Minimum size: 40 tests
- No small-numbers analysis

$$y = \beta_0 + \beta_1 x + \varepsilon$$

Domain III: Closing Performance Gaps

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27— Calculation

- Calculate the Domain I score using assessment results from only the economically disadvantaged student group.
- Calculate the predicted Domain I score using the formulas provided.
- The difference between the actual Domain I score and the predicted Domain I score is the Domain III score.

$$y = \beta_0 + \beta_1 x + \varepsilon$$

Domain III: Closing Performance Gaps

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Formulas are based on slope-intercept form: $y = mx + b$

District/Campus Type	Domain III Formula
Elementary Campus	$y = -.10992x + 47.31887$
Middle School Campus	$y = -.18288x + 47.49244$
High School/K–12 Campus	$y = -.1281x + 46.78849$
AEA Campus	$y = -.09541x + 29.52348$
Non-AEA District	$y = -.15666x + 45.89303$
AEA District	$y = -.14709x + 34.41915$

$$y = mx + b$$

Domain IV: Postsecondary Readiness

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Construction

- Ten student groups
 - All students
 - Seven racial/ethnic groups
 - Students served by special education
 - English language learners
- Minimum size for all students group: 10
- Minimum size for each subgroup: 25

$$a^2 + b^2 = c^2$$

30—

Domain IV: Postsecondary Readiness

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Indicators

- Elementary schools—Chronic absenteeism rate
- Middle schools
 - Chronic absenteeism rate
 - Annual 7–8 dropout rate

$$a^2 + b^2 = c^2$$

Domain IV: Postsecondary Readiness

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Chronic Absenteeism Methodology

- Using days in membership divided by days taught, determine which students are at or above 83% (non-mobile).
- Of those non-mobile students, determine the percentage who were absent at least 10% of the days they were eligible to attend.
- Subtract this percentage from 100 to determine the score for this indicator.
- Though it's called chronic absenteeism, the score is the percentage of students who are *not* chronically absent.

$$a^2 + b^2 = c^2$$

Domain IV: Postsecondary Readiness

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Indicators (continued)

○ High schools, K–12 campuses, districts

- Graduation rate
- Graduation plan rate
- 2014–15 annual graduates who accomplished at least one of the following:
 - Completed a coherent sequence of CTE courses
 - Completed 12 or more hours of postsecondary credit
 - Completed one or more AP/IB course(s)
 - Met the TSI benchmark on TSIA, SAT, or ACT

$$a^2 + b^2 = c^2$$

Domain IV: Postsecondary Readiness (as of December 31, 2016)

Example	Domain IV Calculation for High Schools												
Indicator	All	AA	H	W	AI	A	PI	2+	Sp	ELL	Total Points	Max Points	Domain IV Points
Graduation Rate													
4-year Longitudinal Rate	96.2%	96.0%	90.7%	97.6%	⌘	97.8%	⌘	97.9%	85.7%	83.8%	745.7	800	27.1
5-year Longitudinal Rate	97.3%	94.1%	96.0%	97.6%	*	100.0%	*	95.2%	88.9%	90.3%	759.4	800	
Graduation Rate Score (28.6% of Domain IV Score)												94.9	
College-and Career-Ready Graduates													
College-and Career-Ready Graduates	80.9%	64.7%	73.2%	83.2%	*	92.2%	*	82.6%	–	–	476.8	600	45.4
College-and Career-Ready Graduates Score (57.1% of Domain IV Score)												79.5	
Graduation Plan													
Longitudinal RHSP/DAP	86.6%	77.1%	76.2%	89.5%	*	97.8%	*	83.0%	–	–	510.2	600	12.2
Longitudinal RHSP/DAP/ FHSP-E/FHSP-DLA	86.5%	77.1%	76.2%	89.4%	⌘	97.8%	⌘	83.0%	–	–	510.0	600	
Graduation Plan Score (14.3% of Domain IV Score)												85.0	
Domain IV Score													85

$$a^2 + b^2 = c^2$$

HB 5 Community and Student Engagement

- CaSE ratings were introduced by HB 5 in 2013.
- Districts and campuses rate their own performance in eight areas:
 - Fine Arts
 - Wellness and Physical Education
 - 21st Century Workforce Development program
 - Second Language Acquisition Program
 - Digital Learning Environment
 - Dropout Prevention
 - Educational Programs for Gifted/Talented Students
 - Community and Parental Involvement

$$2 + 2 = 4$$

HB 5 Community and Student Engagement

- 35—
- Districts use local committees to develop the criteria that will be used to assess performance.
 - District rate themselves and their campuses either *Exemplary*, *Recognized*, *Acceptable*, or *Unacceptable*.
 - Districts report ratings in PEIMS.
 - TEA publishes CaSE ratings in the *Texas Consolidated School Ratings* report by October 1.
 - HB 2804 made CaSE ratings part of academic accountability ratings.

$$2 + 2 = 4$$

Domain V: Community and Student Engagement

- 36 —
- Districts and campuses select three indicators from the list of Community and Student Engagement indicators created by HB 5.
 - Districts and campuses report to the TEA which indicators they are going to use and the criteria they will use to rate themselves.
 - Districts and campuses assign to themselves grades of A, B, C, or D/F for each of the three indicators and for Domain V overall and report them to the TEA.
 - Domain V rating is 10% of a district's or campus's overall rating.

$$2 + 2 = 4$$

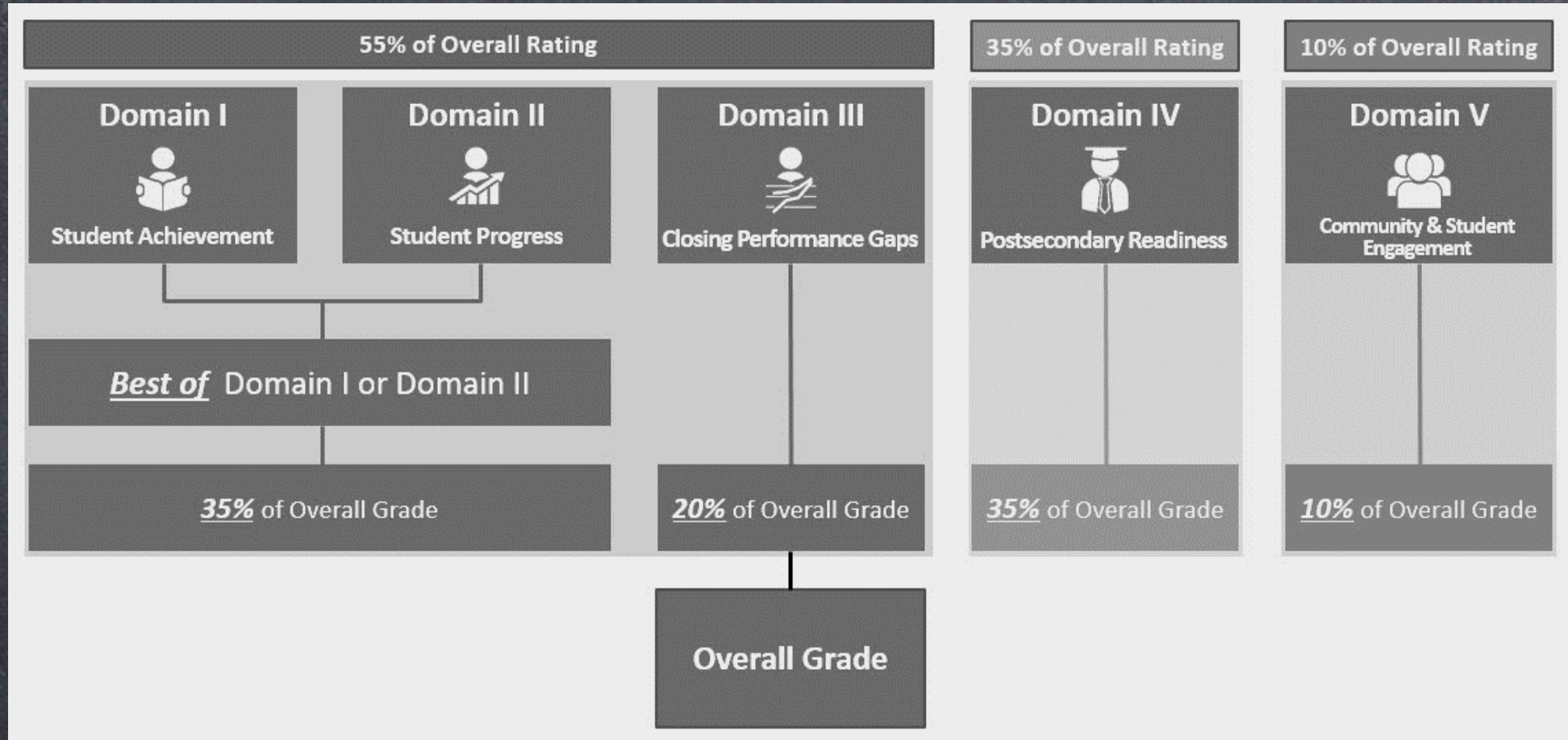
Collection of CaSE Ratings and Letter Grades

Information	PEIMS Collection	School Year	Accountability Year
2017			
Three CaSE programs to be used in Domain V along with rating criteria*	Three (June 2017)	2017–18	2018
Community and Student Engagement Ratings (HB5)	Three (June 2017)	2016–17	2017
2018			
Community and Student Engagement Ratings (HB5), letter grades for CaSE programs, and overall Domain V grade	May 2018 (TSDS submission)	2017–18	2018
Three CaSE programs to be used in Domain V along with rating criteria*	Three (June 2018)	2018–19	2019
2019			
Community and Student Engagement Ratings (HB5), letter grades for CaSE programs, and overall Domain V grade	May 2019 (TSDS submission)	2018–19	2019
Three CaSE programs to be used in Domain V along with rating criteria*	Three (June 2019)	2019–20	2020

* Ratings criteria for three CaSE programs used in Domain V will be collected in PEIMS; districts and campuses will report the internet website link to the CaSE ratings criteria that are used to determine the ratings.

$$2 + 2 = 4$$

Combining the Domains (current work-in-progress model)



$$2 + 2 = 4$$

New Products to Promote Transparency

- School Choice Calculator
- Dashboards
- Tools
- Report Cards

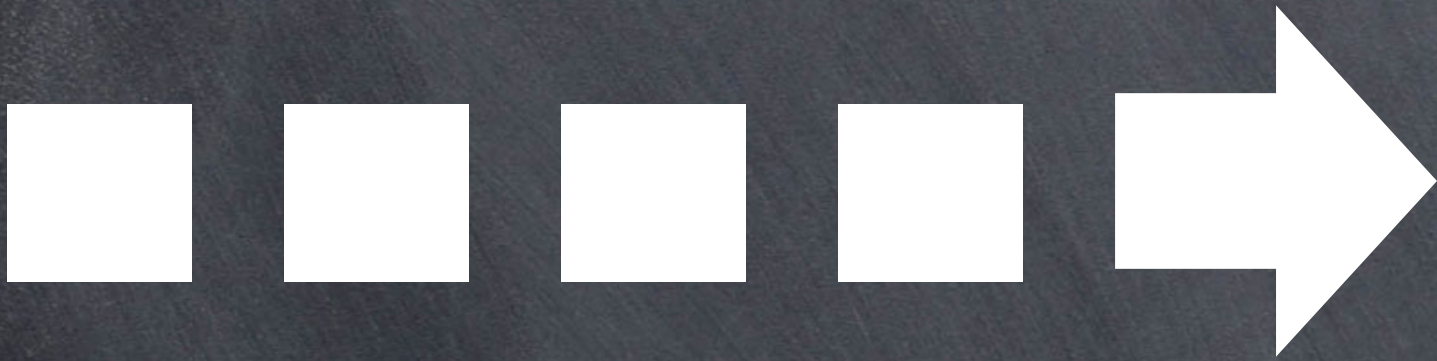
$$e = mc^2$$

From Here to August 2018

- Continuing advisory group meetings—throughout 2017
- Commissioner visits to ESCs—throughout 2017
- Commissioner meets with superintendents—throughout 2017
- Administrative rule adoption (including a public comment period)—spring 2018
- Districts report Domain V ratings—summer 2018

$$e = mc^2$$

The Future of Accountability



What you should know

42 — Q: Will the 85th Texas Legislature modify the current statutory requirements for state accountability?

A: If there are any statutory changes, we will not know what they are until early June. Ongoing accountability development continues based on current requirements of HB 2804 (84th Texas Legislature).

$$C = 2\pi r$$

43 — Q: Are there any plans to consider how to include schools of choice in the accountability system in a way that won't disadvantage non-schools of choice?

A: Yes, this is one of the more challenging issues under discussion with the accountability advisory groups.

$$C = 2\pi r$$

44 — Q: Will TEA make it clear what each letter grade means?

A: Yes, that is the goal once the final A–F system is developed for 2017–18.

$$C = 2\pi r$$

45— Q: Are there any plans to address how small numbers of students are treated in the grade 7–8 dropout calculation?

A: Yes, similar to previous accountability systems, the final system will likely include a numerator control so that dropout rates are not evaluated if there are fewer than five dropouts on the campus.

$$C = 2\pi r$$

46 — Q: How will summative ratings be calculated and when will that information be released to districts?

A: Accountability advisory groups will provide recommendations on how to derive the overall summative rating in final A–F system when data are missing for one or more domains.

$$C = 2\pi r$$

47 — Q: Will there be any changes to the methodology for Domain II?

A: Possibly, other methodologies will be considered on how best to evaluate the STAAR and ELL progress measures in Domain II.

$$C = 2\pi r$$

48

Q: Will Domain III account for intensity or magnitude of poverty as well as the percentage of economically disadvantaged?

A: Specific modifications to Domain III are unknown at this time; however, this is a question under discussion as accountability development continues.

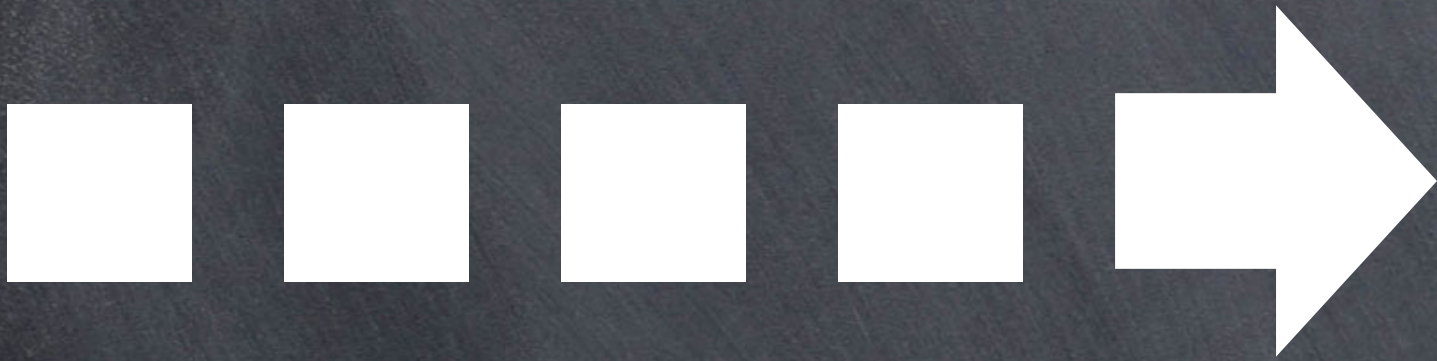
$$C = 2\pi r$$

49 — What changes are currently planned for the chronic absenteeism calculation?

Issue	December 30 Legislative Report	2017–18 A–F System
Grades Evaluated	PK, K, and 1 through 12	1 through 12
Students Evaluated	All Students	Exclude certain students with disabilities, such as medically fragile, if possible.
Types of Absences	Excused and Unexcused	TBD

$$C = 2\pi r$$

Questions



What would you like to know?

Performance Reporting Resources and Contacts

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- **A–F Resources**
<http://tea.texas.gov/A-F/>
- **HB 2804 Implementation Page**
<http://tea.texas.gov/2804Implementation.aspx>
- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704

$$y = \beta_0 + \beta_1 x + \varepsilon$$