

Five Domains of Indicators—All Campus Types*			
	Domain One	Domain Two	Domain Three
Indicators	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>
Proportion of Overall Rating	The ratings for each of the first three domains combine to account for 55% of the overall rating. House Bill 2804, however, did not prescribe how each of the three domains are to be individually weighted to calculate the combined 55%.		

\*Domains One, Two, Three, and Five are identical for high schools, middle schools/junior high schools, and elementary schools.

Five Domains of Indicators—High Schools		
	Domain Four	Domain Five
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Dropout rate</li> <li>• Graduation rate</li> <li>• Percentage of students who do at least one of the following:                             <ul style="list-style-type: none"> <li>▪ Complete the requirements for FHSP distinguished level of achievement</li> <li>▪ Complete the requirements for an endorsement</li> <li>▪ Complete a coherent sequence of CTE courses</li> <li>▪ Satisfy the TSI benchmark</li> <li>▪ Earn at least 12 hours of postsecondary credit</li> <li>▪ Complete an AP course</li> <li>▪ Enlist in the armed forces*</li> <li>▪ Earn an industry certification*</li> </ul> </li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>	<ul style="list-style-type: none"> <li>• Three indicators from the following list, as chosen by each district and campus:                             <ul style="list-style-type: none"> <li>▪ fine arts</li> <li>▪ wellness and physical education</li> <li>▪ community and parental involvement, such as                                     <ul style="list-style-type: none"> <li>• opportunities for parents to assist students in preparing for assessments under Section 39.023,</li> <li>• tutoring programs that support students taking assessments under Section 39.023, and</li> <li>• opportunities for students to participate in community service projects</li> </ul> </li> <li>▪ the 21st Century Workforce Development program</li> <li>▪ the second language acquisition program</li> <li>▪ the digital learning environment</li> <li>▪ dropout prevention strategies</li> <li>▪ educational programs for gifted and talented students</li> </ul> </li> </ul>
<b>Proportion of Overall Rating</b>	10% for graduation rate, 25% for all other indicators, for a total of 35%	10%

\*Requires new data collection

Five Domains of Indicators—Middle Schools and Junior High Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Dropout rate</li> <li>• Percentage of seventh and eighth grade students who receive instruction in preparing for high school, college, and career, as mandated by HB 18 (84<sup>th</sup> Texas Legislature, 2015)*</li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>	<ul style="list-style-type: none"> <li>• Three indicators from the following list, as chosen by each district and campus:                             <ul style="list-style-type: none"> <li>▪ fine arts</li> <li>▪ wellness and physical education</li> <li>▪ community and parental involvement, such as                                     <ul style="list-style-type: none"> <li>• opportunities for parents to assist students in preparing for assessments under Section 39.023,</li> <li>• tutoring programs that support students taking assessments under Section 39.023, and</li> <li>• opportunities for students to participate in community service projects</li> </ul> </li> <li>▪ the 21st Century Workforce Development program</li> <li>▪ the second language acquisition program</li> <li>▪ the digital learning environment</li> <li>▪ dropout prevention strategies</li> <li>▪ educational programs for gifted and talented students</li> </ul> </li> </ul>
Proportion of Overall Rating	35%	10%

\*Requires new data collection

Five Domains of Indicators—Elementary Schools		
	Domain Four	Domain Five
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>	<ul style="list-style-type: none"> <li>• Three indicators from the following list, as chosen by each district and campus:                             <ul style="list-style-type: none"> <li>▪ fine arts</li> <li>▪ wellness and physical education</li> <li>▪ community and parental involvement, such as                                     <ul style="list-style-type: none"> <li>• opportunities for parents to assist students in preparing for assessments under Section 39.023,</li> <li>• tutoring programs that support students taking assessments under Section 39.023, and</li> <li>• opportunities for students to participate in community service projects</li> </ul> </li> <li>▪ the 21st Century Workforce Development program</li> <li>▪ the second language acquisition program</li> <li>▪ the digital learning environment</li> <li>▪ dropout prevention strategies</li> <li>▪ educational programs for gifted and talented students</li> </ul> </li> </ul>
<b>Proportion of Overall Rating</b>	35%	10%

\*Requires new data collection

A-F Ratings	
<b>Ratings</b>	<ul style="list-style-type: none"> <li>• Assigned to                             <ul style="list-style-type: none"> <li>▪ each domain for a campus,</li> <li>▪ each campus for overall performance,</li> <li>▪ each domain for a district, and</li> <li>▪ each district for overall performance.</li> </ul> </li> </ul>
<b>Reflections</b>	<ul style="list-style-type: none"> <li>• A = exemplary performance</li> <li>• B = recognized performance</li> <li>• C = acceptable performance</li> <li>• D = unacceptable performance</li> <li>• F = unacceptable performance</li> </ul>
<b>Restrictions</b>	<ul style="list-style-type: none"> <li>• A district cannot receive an overall or domain rating of <i>A</i> if one of its campuses has a corresponding overall or domain rating of <i>D</i> or <i>F</i>.</li> <li>• Repeated ratings of <i>D</i> or <i>F</i> for a campus or district in any one domain will be reflected in the overall rating.</li> </ul>

Texas Commission on Next Generation Assessments and Accountability	
<b>Purpose</b>	<p>To develop and make recommendations for new systems of student assessment and public school accountability to address the following:</p> <ul style="list-style-type: none"> <li>▪ The purpose of a state accountability system and the role of student assessment in that system</li> <li>▪ Opportunities to assess students that                             <ul style="list-style-type: none"> <li>• provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public;</li> <li>• support learning activities;</li> <li>• recognize application of skills and knowledge;</li> <li>• measure student educational growth toward mastery; and</li> <li>• value critical thinking.</li> </ul> </li> <li>▪ Alignment of state performance standards with college and career readiness requirements in collaboration with the Texas Workforce Commission and Texas Higher Education Coordinating Board</li> <li>▪ Policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery</li> <li>▪ Policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community</li> </ul>
<b>Deliverable</b>	A report to the governor and legislature that recommends statutory changes to improve systems of student assessment and public school accountability
<b>Deadline</b>	September 1, 2016

**Texas Commission on Next Generation Assessments and Accountability (continued)**

<p><b>Membership</b></p>	<p>The commission will have 15 members:</p> <ul style="list-style-type: none"> <li>▪ Four members appointed by the governor</li> <li>▪ Three members appointed by the lieutenant governor</li> <li>▪ Three members appointed by the speaker of the house of representatives</li> <li>▪ The chair of the senate committee on education or a designated representative</li> <li>▪ The chair of the senate committee on higher education or a designated representative</li> <li>▪ The chair of the house committee on public education or a designated representative</li> <li>▪ The chair of the house committee on higher education or a designated representative</li> <li>▪ A member of the State Board of Education, as designated by the chair of that board</li> </ul> <p>The ten members appointed by the governor, lieutenant governor, and speaker of the house must include</p> <ul style="list-style-type: none"> <li>▪ a parent or person standing in parental relation to a student enrolled in the public school system;</li> <li>▪ an educator in the public school system;</li> <li>▪ an educator in a school district that is a participant in the Texas High Performance Schools Consortium;</li> <li>▪ a member of the business community;</li> <li>▪ a member of the civic community;</li> <li>▪ a leader in student assessment development and use; and</li> <li>▪ a leader in research concerning student assessment and education outcomes.</li> </ul>
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House Bill 2804 Implementation	
Timeline	<ul style="list-style-type: none"> <li>▪ Fall 2015–Summer 2016: Texas Commission on Next Generation Assessments and Accountability meets</li> </ul>
	<ul style="list-style-type: none"> <li>▪ September 1, 2016: Texas Commission on Next Generation Assessments and Accountability delivers report to governor and legislature</li> </ul>
	<ul style="list-style-type: none"> <li>▪ December 1, 2016: TEA adopts a set indicators for A–F ratings</li> </ul>
	<ul style="list-style-type: none"> <li>▪ January 1, 2017: TEA releases report showing the rating that each district and campus would have received for the 2015–16 school year if the A–F rating system had been in place</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Summer 2017: Districts and campuses report to TEA which three indicators will be used for Domain 5 and the criteria that will be used to measure performance in those indicators</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Spring 2018: Districts and campuses assign to themselves an overall rating of <i>A, B, C, D,</i> or <i>F</i> for Domain 5 and a rating for each of the three indicators used for Domain 5</li> </ul>
	<ul style="list-style-type: none"> <li>▪ August 15, 2018: Each district and campus is assigned an overall rating of <i>A, B, C, D,</i> or <i>F</i> and a rating for each domain beginning with the 2017–18 school year</li> </ul>