

Accountability System Development for 2017-18 and Beyond Accountability Technical Advisory Committee (ATAC)

Implementation of House Bill 2804 – Domain IV Indicators

This document provides a review of topics regarding the development of certain Domain IV indicators required by House Bill 2804 (HB 2804), 84th Texas Legislature.

Review of HB 2804 Domain IV Requirements

See the *Summary of HB 2804* and *HB 2804 Domain Indicators* documents for a general overview of HB 2804 domain requirements and indicators.

Texas Success Initiative Assessment (TSIA) Data (High School Indicator)

The statutory language for the Texas Success Initiative (TSI) college readiness benchmarks is provided below.

(vi) the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c);

Beginning in fall 2013, students enrolling in a Texas public institutions of higher education without a TSI exemption (19 TAC §4.54) are required to take the TSIA. Students are required to enroll in developmental education coursework if they do not reach the college-level standard on the TSIA prior to the start of a semester. Students are granted unlimited opportunities to take the TSIA prior to a semester before being required to enroll in developmental education. Students required to take the TSIA are subject to the following standards to be considered college-ready:

- Reading - 351
- Math - 350
- Writing - Essay score of 5 -or- 4 and a multiple choice score of 363

Over the past year, agency staff worked with staff from Texas Higher Education Coordinating Board (THECB) and the College Board to obtain the TSIA data for use in state accountability. The following summary describes the process used to match the student records on the TSIA data files and the 2015 annual graduate data file.

- TEA received 10 historical TSIA data files from THECB with 360,077 records in total.
- The data files included TSIA taken in June 2011 through October 2015.
- Data were cleaned for processing and criteria were established for meeting standards in reading, mathematics, and both subjects.
- After this process, 144,922 records were kept in the TSIA file and used to merge with the 2015 annual graduates file.
- There were 144,922 records in TSIA file to compare to 313,397 records in the 2015 annual graduates file.

Summary of Match Rates and Performance Results on TSIA for 2015 Graduates

	Reading	Math	Both
Number of 2015 annual graduates taking TSIA	31,469	32,680	28,277
Number of 2015 annual graduates passing TSIA	15,120	13,067	8,477
% of 2015 annual graduates tested who passed	48.05%	39.98%	29.98%
Total number of 2015 annual graduates	313,397		
% of 2015 annual graduates who took a TSIA	10.04%	10.43%	9.02%
% of 2015 annual graduates who passed TSIA	4.82%	4.17%	2.70%

Per House Bill 18 (HB 18), 84th Texas Legislature, an institution of higher education (IHE) that administers a Texas Success Initiative (TSI) assessment instrument to students must report to each school district from which assessed students graduated high school all available information regarding student scores and performance on the TSI and student demographics. The THECB must adopt rules as necessary to implement this requirement, including rules for implementation that comply with federal law regarding confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and FERPA, and any state law relating to the privacy of student information. This requirement begins with TSI assessments administered by public IHEs to entering undergraduate students for the 2016 fall semester.

Discussion topic. *How to improve student-level match rates between TSIA and graduation data files in future years.*

Twelve or More Hours of Postsecondary Credit (High School Indicator)

This indicator is created based on the HB 2804 requirement to determine the percentage of students who have earned at least 12 hours of postsecondary credit. The data is available via PEIMS, but is not currently collected for use in accountability. The statutory language for this indicator is provided below.

(vii) the percentage of students who earn at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1);

Proposed Methodology for postsecondary credit indicator (Any Subject):

Numerator consists of qualifying annual graduates with at least 12 hours of postsecondary credit. This is calculated for 'Any Subjects' only.

- The student must have received credit for the course.
- The student must be in grade 9, 10, 11 or 12. This grade span can be adjusted to account for students with college credits prior to grade nine if desired.

- The course must have “college credit hours” greater than zero.
- The course must have a “dual credit” designation. There were no instances of a credit hours greater than zero that were not dual credit courses.
- The college credits follow the student to the graduating campus/district (i.e., the campus/district of accountability is the campus/district where graduation took place, making this a student level measure).
- Courses from regular and extended (summer) PEIMS collections are included for 9-12 graders.
- All student categories (demographics) are calculated.
- Course completion files from 2012-2015 are included. College credit hours are added across courses by student.

Denominator consists of all annual graduates for a given year for a given campus/district.

Rate: Data created overall and for each demographic having denominator > 0.

Number of 2015 annual graduates who earned 12 or more hours of postsecondary credit from
2012-15

----- divided by -----

Number of 2015 annual graduates

***Discussion topic.** How should this data be reported in 2016 and 2017 (TAPR, TPRS)?*

AP/IB Course Completion (High School Indicator)

This indicator is based on the HB2804 requirement to determine the percentage of students who have taken at least one advanced placement course. The statutory language for this indicator is provided below.

(viii) the percentage of students who have completed an advanced placement course;

The consensus of the ATAC members in prior meetings was that this indicator should consider both advanced placement (AP) and international baccalaureate (IB) courses. AP/IB test participation and test performance data are currently used in accountability as is AP/IB course completion as part of advanced course/dual enrollment calculations. However, a specific AP/IB course completion calculation is not currently collected for use in accountability or reported via TAPR or TPRS.

Current (2016) AP/IB Examination Participation Methodology – ELA example

Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2014–15

---divided by---

Total students enrolled in 11th and 12th grades in 2014–15

Current (2016) AP/IB Examination Performance Methodology – ELA example

Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2014–15

---divided by---

Number of 11th and 12th graders with at least one AP or IB exam in ELA in 2014–15

Current (2016) Advanced Course/Dual Enrollment Course Completion Methodology

Number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual enrollment course

---divided by---

Number of students in grades 11 and 12 in 2014–15 who completed at least one credit course

Proposed Methodology for AP/IB course completion indicator (Any Subject):

Numerator consists of annual graduates with credit for at least 1 AP or IB course in any subject area. Data is available for years 2012-2015.

- The student must have received credit for the course
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- The course must have been designated as an AP or IB course (see AP/IB course list attachment).
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Denominator consists of all annual graduates for that year for the given campus/district.

Rate: Qualifying students (students who completed one or more AP/IB course) per campus, 100
* numerator / denominator – overall and for each demographic having denominator > 0.

Number of 2015 annual graduates who completed one or more AP or IB courses from 2012-15

----- divided by -----

Number of 2015 annual graduates

Discussion topic. How should this data be reported in 2016 and 2017 (TAPR, TPRS)?

Grade 7/8 High School Preparation Course (Middle School Indicator)

Per House Bill 18 (HB 18), 84th Texas Legislature, each school district must provide instruction to students in grade seven or eight in preparing for high school, college, and a career. The instruction must include information regarding the following:

- Creation of a high school personal graduation plan
- Distinguished level of achievement
- Each endorsement
- College readiness standards
- Potential career choices and the education needed to enter those careers

A school district is permitted to provide the required instruction as part of an existing course, provide the instruction as part of an existing CTE course designated by the SBOE as appropriate for that purpose, or establish a new elective course through which to provide the instruction. Beginning with the 2015-2016 school year, each school district must ensure that each student receives the instruction at least once in grade seven or eight. The statutory language for this indicator is provided below.

TEC 39.053(c)(4)(B)(ii)(b) – The percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC 28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.

Proposed 2016-2017 changes for TSDS PEIMS

In order to collect the data needed for the Texas public school accountability ratings in the 2017-2018 school year, the following requirements must be implemented beginning in the 2016-2017 school year PEIMS collections. See the attached excerpt from the 2016-2017 Texas Education Data Standards.

1. Related to the requirement of 7th and 8th grade students receiving instruction in preparing for high school, college, and a career, the Texas Education Agency will add a new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the StudentProgramExtension complex type starting with the 2016-2017 school year fall and summer submissions.

The Texas Education Agency will also add this new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the Texas Records Exchange System Data Standards for the 2016-2017 school year release of the TReX Data Standards.

Discussion topic. *What methodology is necessary to ensure that the participation rate for this indicator captures each student who received this instruction?*

High school credit by grade 9 (Middle School Indicator)

In the fall 2016 meetings of the APAC and ATAC, there was consensus that an additional indicator for middle schools could credit schools for percentages of students who earned credit in one or more high school courses prior to grade 9.

***Discussion topic.** What methodology is necessary to ensure that the participation rate for this indicator captures each student who received this instruction?*

Domain IV Overall Model (based on currently available indicators)

Graduation Rate Score (10 percent of 35 percent weight of Domain IV = 29 percent)

Combined performance across graduation/dropout rates for:

- Grade 9–12 Four-Year Graduation Rate for ten student groups; or
- Grade 9–12 Five-Year Graduation Rate for ten student groups, whichever contributes the most points to the index
- Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs

Postsecondary Readiness Score (25 percent of 35 percent weight of Domain IV = 71 percent)

Combined performance across postsecondary readiness rates for:

- Eight Student Groups: All Students and each racial/ethnic group (seven groups)

Proposed Domain IV – Postsecondary Readiness Methodology

Number of 2015 annual graduates who completed a RHSP or DAP

OR

Number of 2015 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

OR

Number of 2015 annual graduates who earned 12 or more hours of postsecondary credit from 2012-15

OR

Number of 2015 annual graduates who completed one or more AP or IB courses from 2012-15

---divided by---

Number of 2015 annual graduates