

A–F Accountability System Development for 2017–18 and Beyond Accountability Policy Advisory Committee (APAC)

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 (85th 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

Standard	STAAR (with or without accommodations) Tests	STAAR Alternate 2 Tests
Approaches Grade Level or above	Approaches Grade Level standard or above (including substitute assessments)	Level II Satisfactory or above
Meets Grade Level or above	Meets Grade Level or above (including substitute assessments)	Level II Satisfactory or above
Masters Grade Level	Masters Grade Level standard (including substitute assessments)	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 EL Performance Measure	Approaches Grade Level standard or above (including substitute assessments)
Meets Grade Level or above	Meets Grade Level Standard or above with EL Performance Measure	Meets Grade Level or above (including substitute assessments)
Masters Grade Level	Masters Grade Level Standard or above with EL Performance Measure	Masters Grade Level standard (including substitute assessments)

- 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.

EL Performance Measure (EL PM)

Eligibility to Receive EL Performance Level Classification

Eligibility is determined on a test-by-test basis based on the checklist below. The student must meet **ALL** the following conditions for the content area being assessed:

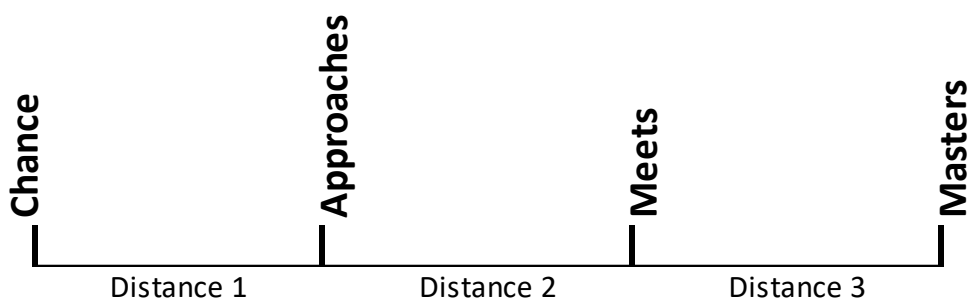
- The student must have a valid STAAR scale score.
- The student is classified by the district's language proficiency assessment committee (LPAC) as limited English proficient (LEP).
- The student does not have a parental denial for ELL services.
- The student took an English-language version of a general STAAR assessment (this does not include STAAR Alternate 2 or Spanish versions of STAAR)
- The "number of years in U.S. schools" must be 1 or 2.

NOTE: A student might meet criteria for the EL Performance classification for one assessment but not another. This student would only receive the EL Performance classification for the qualifying STAAR assessments.

Applying EL Performance Standard

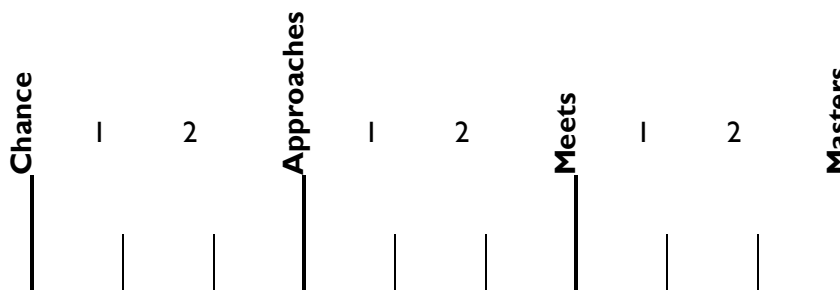
EL Performance Standards are created by lowering the regular STAAR performance standards by a certain distance within each of the following three intervals (see figure below).

- Distance 1: the scale score difference between the chance-level scale score and the Approaches cut score on spring 2017 paper administration.
- Distance 2: the scale score difference between the Approaches cut score and the Meets cut score on spring 2017 paper administration.
- Distance 3: the scale score difference between the Meets cut score and the Masters cut score on spring 2017 paper administration.



If a student is eligible to receive EL performance classification, he/she will be held to a lower standard than the regular STAAR standard based on the number of years he/she has been in U.S. schools. This method allows each EL student a three-year period before he/she is held to the regular performance standards.

- If the student has been in U.S. schools for 1 year, he/she will receive EL performance level classification in the following way (though the STAAR results won't be used in accountability):
 - *Approaches EL Performance Standard*: scale score is at or above the chance-level scale score plus 1/3 of distance 1 (i.e., the distance between STAAR Chance and Approaches/Approaches 2012_15)
 - *Meets EL Performance Standard*: scale score is at or above the Approaches scale score plus 1/3 of distance 2 (i.e., the distance between STAAR Approaches/Approaches 2012_15 and Meets)
 - *Masters EL Performance Standard*: scale score is at or above the Meets scale score plus 1/3 of distance 3 (i.e., the distance between STAAR Meets and Masters)
- If the student has been in U.S. schools for 2 years, he/she will receive EL performance level classification in the following way:
 - *Approaches EL Performance Standard*: scale score is at or above the chance-level scale score plus 2/3 of distance 1 (i.e., the distance between STAAR Chance and Approaches/Approaches 2012_15)
 - *Meets EL Performance Standard*: scale score is at or above the Approaches scale score plus 2/3 of distance 2 (i.e., the distance between STAAR Approaches/Approaches 2012_15 and Meets)
 - *Masters EL Performance Standard*: scale score is at or above the Meets scale score plus 2/3 of distance 3 (i.e., the distance between STAAR Meets and Masters)



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 scores
- 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.
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.

- **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.
- SAT/ACT data is based on most recent outcome, not the best.
- 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.

- **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.

- **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.

- **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.

Statewide Model CCMR Outcomes Based on Data Available as of November 2017

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

TOPIC FOR DISCUSSION: 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>Four-Year Longitudinal Graduation Rate (2016 example)</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>---divided by---</p> <p>Number of students in the Class of 2016 <i>(from PEIMS and GED)</i></p>
<p>Five-Year Longitudinal Graduation Rate (2015 example)</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>---divided by---</p> <p>Number of students in the Class of 2015 <i>(from PEIMS and GED)</i></p>
<p>Six-Year Longitudinal Graduation Rate (2014 example)</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>---divided by---</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

<p>Annual Dropout Rate</p>	<p>Number of grade 9–12 dropouts in a given school year (from PEIMS)</p> <p>---divided by---</p> <p>Number of grade 9–12 students who were in attendance at any time during a given school year (from PEIMS)</p>
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For modeling purposes, the data for high schools, K–12s, and districts have been weighted three different ways:

Student Achievement Domain Component	Equal Weight Option	40/40/20 Option	45/45/10 Option
STAAR	34 percent	40 percent	45 percent
CCMR	33 percent	40 percent	45 percent
Graduation Rate	33 percent	20 percent	10 percent

If a campus or district is missing the graduation rate component, the percentage that would have been used for graduation rate will be split equally between the STAAR and CCMR components. If the CCMR component is missing, then the entire domain is based on STAAR only.

Example Using Option B

Student Achievement Domain Component	Option B	Option B, no Graduation Rates	Option B, no CCMR
STAAR	40 percent	50 percent	100 percent
CCMR	40 percent	50 percent	N/A
Graduation Rate	20 percent	N/A	0 percent

Selected Percentiles for Different Weighting Options by School Type

School Type	Option	Percentiles					
		10 th	25 th	Median	75 th	90 th	Max
High School	Equal	49	55	61	68	78	98
	40/40/20	41	47	54	62	74	97
	45/45/10	35	41	49	58	71	97
K-12	Equal	45	53	61	70	78	91
	40/40/20	39	45	54	65	74	90
	45/45/10	32	40	50	60	71	88
AEA	Equal	9	25	37	44	48	64
	40/40/20	9	20	28	34	40	58
	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 4–8 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	15
Total with No Points			50
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	13
Meets	Meets	Does Not Meet	5
Total with Half-point			25
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	Met or Exceeded	35
Meets	Masters	N/A	35
Masters	Masters	N/A	20
Total with One Point			125

$$\frac{(50 \times 0) + (25 \times 0.5) + (125 \times 1)}{200} = \frac{137.5}{200} = 69$$

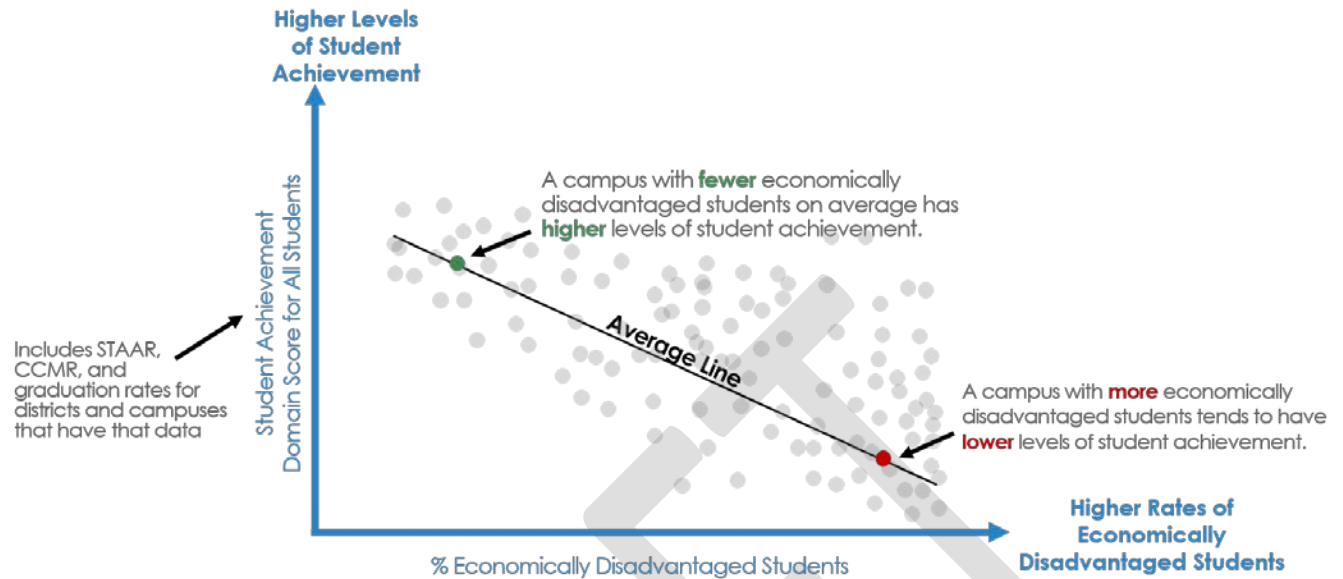
Student Growth Scores: Frequency by Campus Type					
	Elementary (4,219)	Middle School (1,653)	K-12 (334)	High School (1,271)	District (1,203)
Quantile	Student Growth Score (based on modeling data from 2017 accountability)				
100% (Max)	100	96	100	100	100
99%	88	85	87	89	86
95%	84	81	83	84	79
90%	82	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

TOPIC FOR DISCUSSION: INCLUSION OF SPANISH TO ENGLISH TRANSITION OUTCOMES AND EOC RETESTS

The table below shows the modeled outcome averages for Part A when including or excluding tests that are transitioning from Spanish to English or outcomes for students who retest on EOC exams. The retest outcomes include those who pass the retests as well as those who do not pass.

	State	Elementary	Middle	HS	K-12	AEA
without Spanish to English Transition or EOC Retests	68.5	70.9	68.4	63.5	68	56.3
with Spanish to English Transition	68.3	70.7	68.2	63.5	68	55.9
with EOC Retests	45.6	n/a	n/a	46.2	55.3	33.8
with Spanish to English Transition and EOC Retests	66.6	70.7	68.2	57.5	67.2	41.1

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.

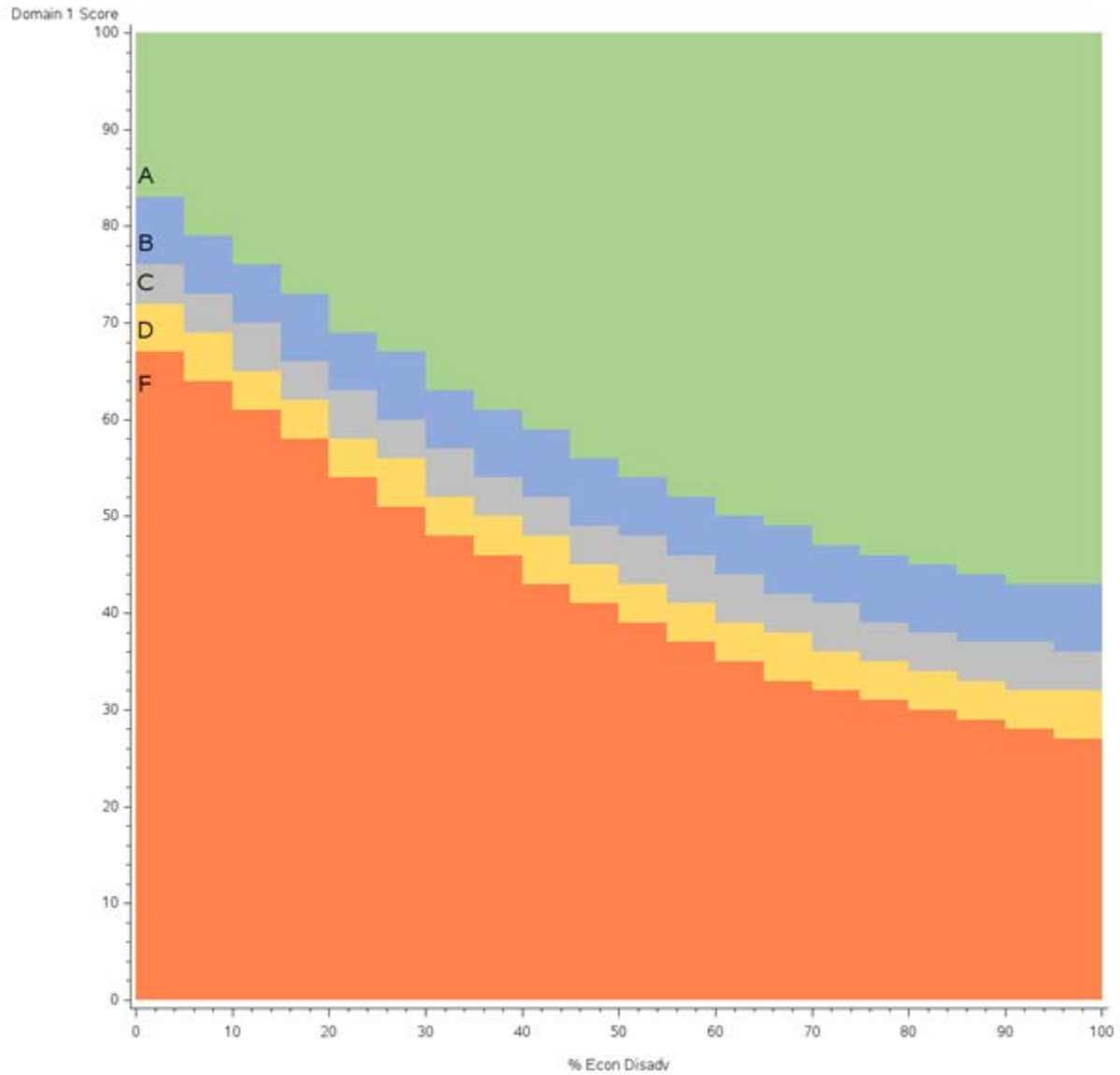
4. Cut scores are created for each letter grade for each campus by adding or subtracting these calculated values from the predicted Student Achievement domain score. These cut scores vary according to the percentage of economically disadvantaged for a given campus.
5. The cut scores tend to stay very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

Econ Disadv %	Elementary				Middle School				High School				K-12			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
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 commissioner has expressed a desire to have both ESSA requirements and state requirements met in one system. 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 Approaches Grade Level standard or above**) in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (School Progress domain, Part A) for Elementary and Middle Schools
- Graduation Rates 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
- **At the Meets Grade Level standard or above** in Reading and Mathematics for Elementary and Middle Schools

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.
- 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.

Safe Harbor

- To avoid unintended consequences and recognize improvement over time
- Available for all indicators
- For districts and campuses that do not meet the target on an indicator

District and campuses that miss a target will have no negative consequences if they make sufficient progress over the previous year.

The progress must be enough that (if continued at that rate) a district or campus would meet an interim or long-term goal in a specified amount of time.

Variables

- Last year's result
- This year's result
- Goal (interim or long term)
- Years to meet goal

Example One Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (45)
- This year's score (53)
- Goal (interim) (80)
- Years to meet goal (5)

Example One Calculation

- Last year’s result missed the target by 35 points ($80 - 45 = 35$)
- Because the years to meet goal is 5, this campus must improve its score for this indicator by 7 points each year ($35 \div 5 = 7$).
- This year’s score is 8 points better than last year’s ($53 - 45 = 8$)
- Safe harbor is invoked.
- There are no negative consequences of missing that target for this indicator.

Example Two Scenario

Performance on mathematics STAAR by students in special education

- Last year’s score (60)
- This year’s score (61)
- Goal (long term) (90)
- Years to meet goal (15)

Example Two Calculation

- Last year’s result missed the target by 30 points ($90 - 60 = 30$)
- Because the years to meet goal is 15, this campus must improve its score for this indicator by 2 points each year ($30 \div 15 = 2$).
- This year’s score is 1 points better than last year’s ($61 - 60 = 1$)
- Safe harbor is not invoked.
- There are negative consequences of missing that target for this indicator.

Percentage Achievement Targets Met – Elementary Schools

Without Safe Harbor

Group	Frequency	Percent
00–20%	2009	46.29
21–40%	720	16.59
41–60%	549	12.65
61–80%	479	11.04
81–100%	583	13.43

With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	887	20.44
21–40%	993	22.88
41–60%	909	20.94
61–80%	784	18.06
81–100%	767	17.67

With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	691	15.92
21–40%	970	22.35
41–60%	995	22.93
61–80%	878	20.23
81–100%	806	18.57

Percentage Achievement Targets Met – Middle Schools

Without Safe Harbor

Group	Frequency	Percent
00–20%	903	54.63
21–40%	248	15.00
41–60%	225	13.61
61–80%	154	9.32
81–100%	123	7.44

With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	249	15.06
21–40%	387	23.41
41–60%	434	26.26
61–80%	334	20.21
81–100%	249	15.06

With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	130	7.86
21–40%	290	17.54
41–60%	505	30.55
61–80%	417	25.23
81–100%	311	18.81

Percentage Achievement Targets Met – High Schools

Without Safe Harbor

Group	Frequency	Percent
00–20%	169	13.29
21–40%	288	22.64
41–60%	369	29.01
61–80%	242	19.03
81–100%	204	16.04

With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	34	2.67
21–40%	137	10.77
41–60%	351	27.59
61–80%	444	34.91
81–100%	306	24.06

With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	24	1.89
21–40%	102	8.02
41–60%	315	24.76
61–80%	486	38.21
81–100%	345	27.12

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

It is difficult to define “continuously enrolled” students for campuses in the state due to the variation in grade spans. 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

Other options such as attendance for 83 percent of the school year or attendance in the last six-week’s attendance period were used. Neither of these options provided the simplicity of the PEIMS enrollment option. After modeling, about 72 percent of STAAR assessments were taken by students considered “continuously” enrolled. Mobile students would be considered the inverse of this or about 28 percent.

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.

BADGES

TOPIC FOR DISCUSSION. The commissioner is hoping to add badges of distinction to elementary, middle schools, and high schools to highlight performance or participation in certain indicators not currently captured in the A-F system or distinction designations. What types of things would you like to see as badges? Should they be threshold based or run through comparison groups? What suggestions, if any, does the subcommittee have?

DRAFT

OVERALL RATINGS

The tables below are for discussion purposes only and are intended to spark discussion on ways to generate an overall grade in the A-F system that is easy to understand and calculate. The outcomes are for all campuses, but a similar method would be used for districts.

All Campuses

Step I: Determine the Best Outcome Between School Progress, Part A or Part B

	School Progress Domain, Part B: Relative Performance								
School Progress Domain, Part A: Student Growth	No Relative Performance Grade	A	B	C	D	F	Best of School Progress Domain, Part A or Part B		
No Student Growth Grade	816	59	46	40	33	18			
A	5	308	338	234	89	31	A	1621	20.4%
B	0	214	425	386	172	51	B	2133	26.9%
C	3	238	602	750	476	165	C	2302	29.0%
D	0	84	336	585	582	328	D	1364	17.2%
F	10	21	115	283	421	493	F	521	6.6%
								7941	

Step 2: Determine the Best Outcome Between Student Achievement and School Progress

	Best of Part A or Part B, School Progress Domain								
Student Achievement Domain	No Best of Part A or Part B Grade	A	B	C	D	F	Best of Student Achievement Domain or School Progress Domain		
No Student Achievement Grade	816	60	0	3	0	10			
A	0	751	303	87	9	1	A	1961	24.9%
B	0	426	479	250	35	2	B	2117	26.9%
C	0	295	1037	827	181	19	C	2162	27.5%
D	0	62	265	923	491	51	D	1190	15.1%
F	0	27	49	212	648	438	F	438	5.6%
								7868	

Step 3: Weight Outcomes from Step 2 (70%) with Closing the Gaps Domain (30%) and Determine Overall Letter Grade Using 0 to 4 Numeric Grade Equivalents

	Closing the Gaps Domain (30%)								
Student Achievement or School Progress (70%)	No Closing the Gaps Domain Grade	A	B	C	D	F	Overall Grade		
No Grade	889	0	0	0	0	0			
A	44	944	669	271	29	4	A	1657	21.1%
B	34	152	685	917	268	61	B	2116	26.9%
C	26	24	218	932	719	243	C	2247	28.6%
D	17	3	20	201	482	467	D	1428	18.1%
F	12	1	2	15	69	339	F	420	5.3%
								7868	

Ist 2 Domains (70%)	No Grade	Closing the Gaps Domain Grade (30%)				
		A (4)	B (3)	C (2)	D (1)	F (0)
A (4)	4	4 (4.0)	4 (3.7)	3 (3.4)	3 (3.1)	3 (2.8)
B (3)	3	3 (3.3)	3 (3.0)	3 (2.7)	2 (2.4)	2 (2.1)
C (2)	2	3 (2.6)	2 (2.3)	2 (2.0)	2 (1.7)	1 (1.4)
D (1)	1	2 (1.9)	2 (1.6)	1 (1.3)	1 (1.0)	1 (0.7)
F (0)	0	1 (1.2)	1 (0.9)	1 (0.6)	0 (0.3)	0 (0.0)

Letter Grade	Numeric Grade
A	4
B	3
C	2
D	1
F	0

Ist 2 Domains (70%)	No Grade	Closing the Gaps Domain Grade (30%)				
		A	B	C	D	F
A	A	A	A	B	B	B
B	B	B	B	B	C	C
C	C	B	C	C	C	D
D	D	C	C	D	D	D
F	F	D	D	D	F	F