

Domain IV Indicators Required by HB 2804

HB 2804 requires specific indicators be evaluated in Domain IV for high schools, middle schools, and elementary schools. This document describes the current use and availability of each required indicator. For existing indicators, a description of the current methodology used to create the indicator is provided. For new indicators that do not currently exist, a possible methodology is provided for review and discussion.

Domain IV – High School/K–12 Indicators

Dropout Rate

Current Use/Availability: Annual Dropout Rate is used in determining Index 4 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 <i>(from PEIMS)</i> ---divided by--- Number of grade 9–12 students who were in attendance at any time during a given school year <i>(from PEIMS)</i></p>
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Graduation Rate

Current Use/Availability: Graduation rates are available for 4-year, 5-year, and 6-year longitudinal cohorts as are annual rates for a given school year. They are used in determining Index 4 for high schools, K–12 campuses, and districts. Additionally, the 4-year longitudinal rate is included as an indicator in the Postsecondary Readiness distinction designation.

Current Methodology

<p>Four-Year Longitudinal Graduation Rate (2014 example)</p>	<p>Number of students in 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, 2014 <i>(from PEIMS)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS and GED)</i></p>
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Five-Year Longitudinal Graduation Rate (2013 example)	<p>Number of students in the 2009–10 cohort (students who first attended 9th grade in 2009–10 or who transferred in to Texas public schools on grade in 2010–11, 2011–12, or 2012–13) who received a high school diploma by August 31, 2014 (from PEIMS) ---divided by--- Number of students in the Class of 2013 (from PEIMS and GED)</p>
Six-Year Longitudinal Graduation Rate (2012 example)	<p>Number of students in the 2008–09 cohort (students who first attended 9th grade in 2008–09 or who transferred in to Texas public schools on grade in 2009–10, 2010–11, or 2011–12) who received a high school diploma by August 31, 2014 (from PEIMS) ---divided by--- Number of students in the Class of 2012 (from PEIMS and GED)</p>

Complete Requirements for FHSP Distinguished Level of Achievement (FHSP-DLA) or Complete the Requirements for an Endorsement (FHSP-E)

Current Use/Availability: The longitudinal RHSP/DAP rate is currently used in determining Index 4; the annual rate may be used if a longitudinal rate is not available. Only the longitudinal RHSP/DAP rate is used to determine the distinction designation for postsecondary readiness. For 2016, a second graduation plan rate that includes FHSP-DLA and FHSP-E graduates will be created and used in determining Index 4 and the distinction designation for postsecondary readiness, based on a “best of” comparison and application.

Current Methodology

Foundation High School Distinguished Level of Achievement (FHSP-DLA) or Foundation High School Plan Endorsement (FHSP-E)	<p>Number of annual graduates in a given school year who completed a FHSP-DLA or FHSP-E (from PEIMS)</p>
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Complete a CTE Coherent Sequence

Current Use/Availability: CTE-coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness. It is also one of many indicators used in the College and Career Readiness component of Index 4.

Current Methodology

CTE-Coherent Sequence Graduates	<p>Number of annual graduates in a given school year 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 (from PEIMS)</p>
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Satisfy the TSI Benchmark

Current Use/Availability: The Texas Success Initiative (TSI) assessment results are new to accountability in 2016. As implemented, the TSI results will be used as part of the College and Career Readiness component of Index 4, as well as the College-Ready indicator used in determining distinction designations for postsecondary readiness.

Issues: HB 2804 does not specify how many exams or which subject areas should be satisfied. The TSI exam is available for reading/ELA, mathematics, and writing.

Possible HB2804 Methodology

Satisfy the TSI Benchmark	Number of annual graduates in a given school year who met the TSI criteria in reading/ELA and mathematics and/or writing <i>(from THECB)</i>
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Earn at Least 12 Hours of Postsecondary Credit

Current Use/Availability: Available via PEIMS but, as defined, is not currently collected for use in accountability.

Issues: HB 2804 does not specify which modes are acceptable for postsecondary credit. PEIMS data are collected for dual credit and articulation agreement courses, but no other postsecondary credit opportunities. Also, statute does not address whether postsecondary credit can also be earned by achieving a specific score on the AP examinations.

Possible HB2804 Methodology

Earn at Least 12 Hours of Postsecondary Credit	Number of annual graduates in a given school year who earn 12 hours or more of postsecondary credit <i>(from PEIMS)</i>
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Complete an AP Course

Current Use/Availability: AP/IB performance and participation results are made available to the agency via the College Board. They are used in the current accountability system to help determine the distinction designations for reading, mathematics, science, social studies, and postsecondary readiness.

Issues: HB 2804 only mentions AP course completion. Nothing in statute mentions the use of IB or other advanced courses, nor is there any mention related to the performance of students on the AP examinations.

Possible HB2804 Methodology

Complete an AP Course	Number of annual graduates in a given school year who completed one or more AP courses (from PEIMS)
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Enlist in the Armed Forces

Current Use/Availability: Not currently used or available to the agency. The current proposal is to gather the data through Fall PEIMS submissions or January resubmissions.

Issues: The data for enlistment in the armed forces is not readily available to the agency or to districts. Almost all graduates who enroll in the armed forces do so after graduation. Districts

Possible HB2804 Methodology

Enlist in the Armed Forces	Number of annual graduates in a given school year who enlisted in the armed forces prior to or immediately following graduation (from PEIMS)
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Earn Industry Certification

Current Use/Availability: Not currently used or available to the agency. The current proposal is to gather the data through Fall PEIMS submissions or January resubmissions.

Issues: Current data availability is limited to industry certifications earned while a student is enrolled in high school. Many other certifications are available to and earned by students one, two, or even three years following graduation.

Possible HB2804 Methodology

Earn Industry Certification	Number of annual graduates in a given school year who earned one or more industry certifications prior to or immediately following graduation (from PEIMS)
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Proposed Domain IV-High School and K–12 Postsecondary Readiness Component Methodology

Number of annual graduates in a given school year who completed a FHSP-DLA or FHSP-E

OR

Number of annual graduates in a given school year 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 annual graduates in a given school year who met the TSI criteria in both reading/ELA and mathematics

OR

Number of annual graduates in a given school year who earn 12 hours or more of postsecondary credit

OR

Number of annual graduates in a given school year who completed one or more AP courses

OR

Number of annual graduates in a given school year who enlisted in the armed forces prior to or immediately following graduation

OR

Number of annual graduates in a given school year who earned one or more industry certifications prior to or immediately following graduation

---divided by---

Number of annual graduates

Domain IV –Middle Schools and Junior High Indicators

Student Attendance

Current Use/Availability: Attendance rate is used in determining distinction designations for academic achievement in reading/ELA, mathematics, science, and social studies. Once attendance rate is evaluated as an indicator in Domain IV, it will no longer be evaluated in the academic achievement distinctions.

Current Methodology

Student Attendance	Total number of days students in grade 1–12 are present during a given school year <i>(from PEIMS)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during a given school year <i>(from PEIMS)</i>
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Dropout Rate

Current Use/Availability: The annual dropout rate for grade 7-8 are available on TAPR for informational purposes only.

Current Methodology

Annual Dropout Rate (grade7-8)	Number of dropouts in grades 7 and 8 during a given school year <i>(from PEIMS)</i> ---divided by--- Number of students in grades 7 and 8 who were in attendance at any time during a given school year <i>(from PEIMS)</i>
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Percentage of Seventh and Eighth Grade Students who Receive Instruction in Preparing for High School, College, and Career

Current Use/Availability: Not currently used or available to the agency. The current proposal is to gather the data through Fall PEIMS submissions or January resubmissions.

Issues: Districts will be responsible for submitting data via PEIMS to indicate whether a student has received the appropriate instruction. The difficulty lies in the denominator used for the methodology. Using a fall enrollment snapshot will not account for the students who receive instruction during the school year. Attendance records could be used, but a determination would need to be made regarding the threshold for campuses and districts being accountable for a student.

Possible HB2804 Methodology

<p>Percentage of Seventh and Eighth Grade Students who Receive Instruction in Preparing for High School, College, and Career</p>	<p>Number of students in grade 8 who received instruction in high school preparation during the current or prior school year <i>(from PEIMS)</i> ---divided by--- Number of students in grade 8 who were in attendance for 83 percent or more of a given school year <i>(from PEIMS)</i></p>
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Percentage of Students who Completed One or More High School Level Courses Prior to Grade 9

Current Use/Availability: Not currently used but data is available via PEIMS.

Possible HB2804 Methodology

<p>Percentage of Students who Received High School Course Credit in Prior to Grade 9</p>	<p>Number of students in grades 8 or below who received credit for at least one high school level course in the current or prior xx? years <i>(from PEIMS)</i> ---divided by--- Number of students in grade 8 who were in attendance for 83 percent or more of a given school year <i>(from PEIMS)</i></p>
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Domain IV –Elementary School Indicators

Student Attendance

Current Use/Availability: Attendance rate is used in determining distinction designations for academic achievement in reading/ELA, mathematics, science, and social studies. Once attendance rate is evaluated as an indicator in Domain IV, it will no longer be evaluated in the academic achievement distinctions.

Current Methodology

<p>Student Attendance</p>	<p>Total number of days students in grade 1–12 are present during a given school year <i>(from PEIMS)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during a given school year <i>(from PEIMS)</i></p>
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