State Accountability Update

TETN Videoconference #36665 | June 9, 2016

Texas Education Agency
Assessment and Accountability
Performance Reporting

2016 Accountability

Spring 2016 Testing Issues

ETS created three flags to identify students affected by online issues during the March 2016 STAAR administration. These flags are on the student-level data files that are provided to districts by ETS. In the assessment reporting file, these flags are located in the Online Test Disruption Flag field. In the accountability file, these flags are located in the Test Administration Indicator field. Both fields will carry a 1, 2, or 3 depending on the type of online issue experienced by the student.

- **Flag 1=Inactivity:** The "inactivity" flag indicates students who experienced a disruption due to the server timing out during the test.

- **Flag 2=Test Version:** The "test version" flag indicates students who were shown the incorrect version of the online test when they logged in with their test ticket.

- **Flag 3=Both:** The "both" flag indicates students who experienced both the "inactivity" and "incorrect test version" issues during testing on March 29, 2016.

Spring 2016 Testing Issues

See TEA correspondence sent to districts on April 29, 2016, regarding use of test results affected by March 2016 STAAR online test administration.

http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Use_of_Test_Results_Affected_by_March_2016_STAAR%C2%AE_Online_Testing_Issues/

2016 Accountability Calendar

Date	Activity
Friday, May 13	Chapters 2–9 of the *2016 Accountability Manual* released (TEA public web)
May 27–June 27	Public comment period for the *2016 Accountability Manual*
Thursday, June 2	Chapters 1 and 10 and Appendices A–J of the *2016 Accountability Manual* released (TEA public web)
Thursday, June 9	List of 2016 campus comparison groups released (TEASE)
Monday, June 13	Texas Commission on Next Generation Assessments and Accountability meeting
Thursday, June 16	Confidential Lists of College and Career Ready Graduates for 2016 State Accountability released (TEASE)
Late June	Appendix K of the *2016 Accountability Manual* released (TEA public web)
July	2015 Snapshot report released (TEA public web)
Wednesday, July 27	Texas Commission on Next Generation Assessments and Accountability meeting

2016 Accountability Calendar

Date	Activity
End of July	Final Index 2 and Index 3 targets based on the fifth percentile of 2016 performance by campus type released via Appendix L (TEA public web)
Friday, August 5	2016 Preliminary Performance Index Tables without rating labels released (TEASE) Campuses identified under PEG criteria for 2017–18 school year released to districts (TEASE)
Thursday, August 11	2016 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards released (TEASE)
Friday, August 12	2016 Preliminary Accountability Tables with rating labels, distinction designations, and system safeguards released (TEA public web) Campuses identified under PEG criteria for 2017–18 school year released (TEA public web)
August 12–September 16	2016 Appeals application available to districts (TEASE)

2016 Accountability Calendar

Date	Activity
Friday, September 16	2016 Appeals Deadline
Friday, September 30	2016 Consolidated School Rating Report (state-assigned academic and financial ratings and locally-assigned community and student engagement ratings) (TEA public web)
November	TEA notifies districts of accountability appeal decisions (mail and TEASE)
November	2016 final ratings release after resolution of appeals (TEASE and TEA public web)
November	Preliminary longitudinal graduation cohort lists updated (TEASE)
November	2015–16 Preliminary longitudinal graduation cohort lists updated
December	2016 Texas School Accountability Dashboards (TEA public web)
December-January	2015–16 School Report Card and Federal Report Card (TEA public web)

Index 4: Postsecondary Readiness

Postsecondary Component: College and Career Readiness

Percentage of annual graduates who demonstrate postsecondary readiness in one of three ways:

- Meet or exceed the Texas Success Initiative (TSI) criteria in both English language arts (ELA) and mathematics on the TSI assessment, SAT, or ACT

- Earn credit for at least two advanced/dual-credit courses

- Enroll in a coherent sequence of CTE courses (including the Tech Prep program)

Note that the TSI portion of the postsecondary component now includes results of the TSI assessment and no longer includes results of the TAKS exit-level assessment.

Index 4: Postsecondary Readiness

TEXAS EDUCATION AGENCY

2016 Index 4 Postsecondary Component: College & Career Readiness Student Listing

District and Campus Student Listing

Sorted by Campus and Student Name

June 16, 2016

Sample ISD

| | | | | | | TSI Criteria | | | | | | | | College and Career Ready | | | |
| | | | | | | Reading/ELA | | | | Mathematics | | | | Indicators | | | |
Campus	Student name	SSN	Student ID	Date of Birth	Race/ Ethnicity	Met TSIA	Met ACT	Met SAT	Met ELA Criteria	Met TSIA	Met ACT	Met SAT	Met Math Critera	TSI Criteria In Both ELA & Math	Two or More Advanced Courses	CTE Coherent Sequence	College & Career Ready Graduate
Sample HS	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	N	N	-	-	N	N	N	N	N	0
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	N	N	-	-	N	N	N	N	Y	1
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	Y	Y	-	-	Y	Y	Y	Y	Y	1
	Sample Student	#######	#######	MM/DD/YY	White	-	-	Y	Y	-	-	Y	Y	Y	N	N	1
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	-	-	-	-	-	-	N	N	N	0
	Sample Student	#######	#######	MM/DD/YY	White	-	-	-	-	-	-	-	-	N	N	Y	1
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	N	N	N	-	N	N	N	N	N	Y	1
	Sample Student	#######	#######	MM/DD/YY	Asian	-	Y	Y	Y	-	Y	Y	Y	Y	N	Y	1
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	Y	Y	-	-	Y	Y	Y	Y	Y	1
	Sample Student	#######	#######	MM/DD/YY	Two or More Races	-	-	N	N	-	-	N	N	N	N	N	0
	Sample Student	#######	#######	MM/DD/YY	White	-	-	-	-	-	-	-	-	N	N	N	0
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	N	N	-	-	N	N	N	Y	Y	1
	Sample Student	#######	#######	MM/DD/YY	White	-	-	-	-	-	-	-	-	N	Y	N	1
	Sample Student	#######	#######	MM/DD/YY	Hispanic	-	-	N	N	-	-	N	N	N	Y	Y	1

Locally-Determined Accountability Ratings

Community and Student Engagement Ratings

As with last year, the locally-assigned district and campus community and student engagement ratings information will be collected through the Public Education Information Management System (PEIMS) summer collection on the following timeline:

- The PEIMS summer submission reflecting the data from the 2015–16 school year is due on June 23, 2016.

- The PEIMS summer resubmission reflecting the data from the 2015–16 school year is due on July 21, 2016.

- For schools operating on a year-round track, the PEIMS summer submission is due on June 23, 2016, and the PEIMS summer resubmission is due on August 18, 2016.

Locally-Determined Accountability Ratings

Community and Student Engagement Ratings

- Each district and charter is required to assign locally-determined performance ratings and compliance statuses to itself and each of its campuses, including alternative campuses, pre-kindergarten campuses, and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

- Budgeted (non-instructional) campuses, Disciplinary Alternative Education Program (DAEP) campuses, Juvenile Justice Alternative Education Program (JJAEP) campuses, and facilities operated by the Texas Juvenile Justice Department are excluded.

Locally-Determined Accountability Ratings

Community and Student Engagement Ratings

- The submissions must be made through PEIMS; there is no alternative data collection system.

- Districts and charters are required to post the ratings and compliance statuses for the district and each campus on the school district's website by August 8, 2016. For campuses that operate on a year-round calendar, the information should be posted on the school district website no later than the last day of August.

- TEA is required to report the local performance ratings and compliance statuses on its website no later than October 1, 2016.

Locally-Determined Accountability Ratings

Community and Student Engagement Ratings

See TEA correspondence sent to districts on May 20, 2016, regarding 2015-16 reporting requirements for CaSE ratings.

http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/2015%E2%80%9316_Reporting_Requirements_for_Community_and_Student_Engagement/

Collection of CaSE Ratings and Letter Grades

Information	PEIMS Collection	School Year	Accountability Year
2016			
Community and Student Engagement Ratings (HB5) (all categories)	Third (June 2016)	2015–16	2016
2017			
Three CaSE programs to be used in Domain V along with rating criteria*	Third (June 2017)	2017–18	2018
Community and Student Engagement Ratings (HB5) (all categories)	Third (June 2017)	2016–17	2017

* The method of collecting ratings criteria for three CaSE programs used in Domain V is to be determined.

Collection of CaSE Ratings and Letter Grades

Information	PEIMS Collection	School Year	Accountability Year
2018			
Letter grades for three CaSE programs and overall Domain V grade	TSDS submission (April/May 2018)	2017–18	2018
Three CaSE programs to be used in Domain V along with rating criteria*	Third (June 2018)	2018–19	2019
Community and Student Engagement Ratings (HB5) (all categories)	Third (June 2018)	2017–18	2018

* The method of collecting ratings criteria for three CaSE programs used in Domain V is to be determined.

Collection of CaSE Ratings and Letter Grades

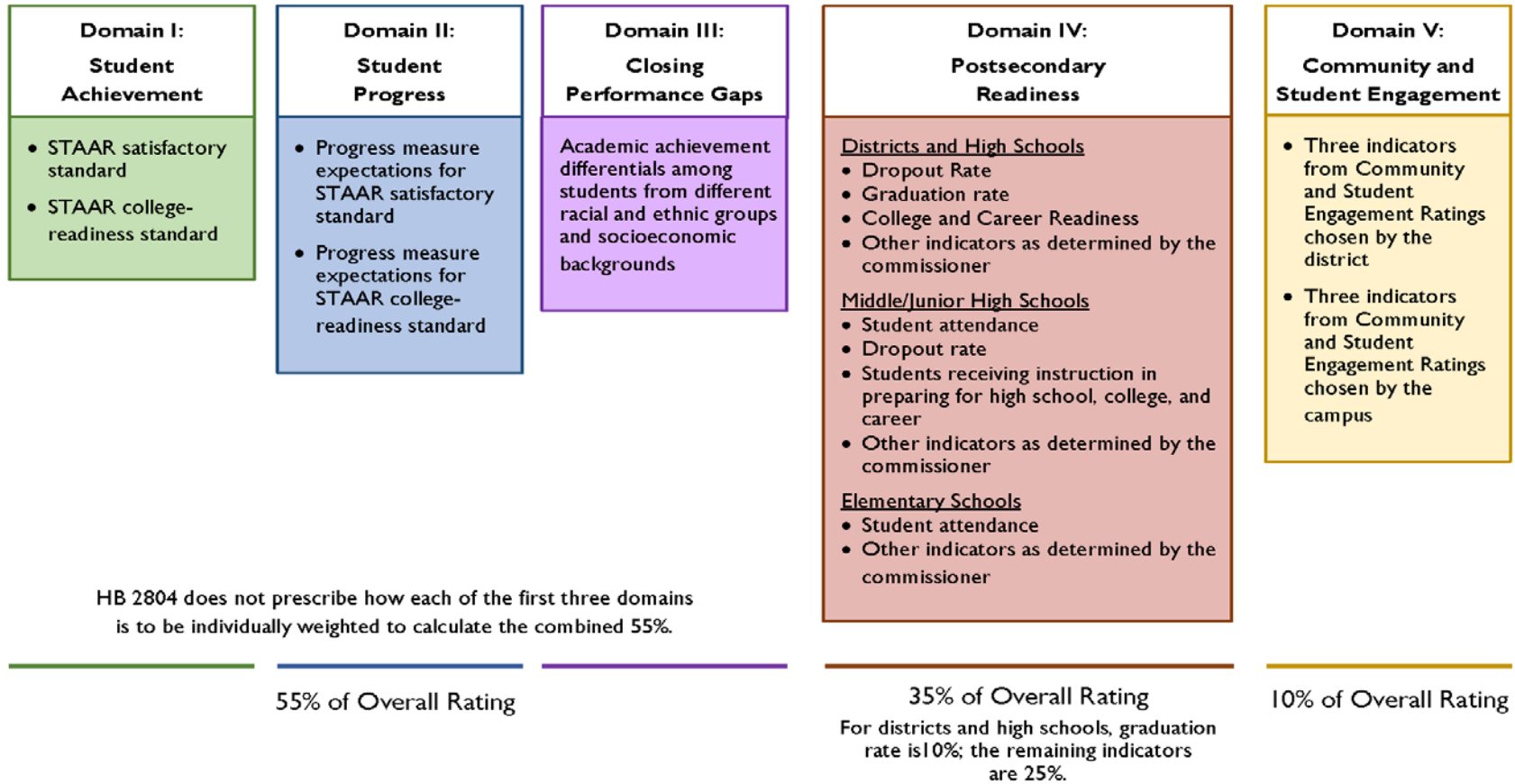| Information	PEIMS Collection	School Year	Accountability Year
2019			
Letter grades for three CaSE programs and overall Domain V grade	TSDS submission (April/May 2019)	2018–19	2019
Three CaSE programs to be used in Domain V along with rating criteria*	Third (June 2019)	2019–20	2020
Community and Student Engagement Ratings (HB5) (all categories)	Third (June 2019)	2018–19	2019

* The method of collecting ratings criteria for three CaSE programs used in Domain V is to be determined.

House Bill 2804

House Bill 2804, 84ᵗʰ Texas Legislature

Domain I: Student Achievement	Domain II: Student Progress	Domain III: Closing Performance Gaps	Domain IV: Postsecondary Readiness	Domain V: Community and Student Engagement
• STAAR satisfactory standard • STAAR college-readiness standard	• Progress measure expectations for STAAR satisfactory standard • Progress measure expectations for STAAR college-readiness standard	Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds	**Districts and High Schools** • Dropout Rate • Graduation rate • College and Career Readiness • Other indicators as determined by the commissioner **Middle/Junior High Schools** • Student attendance • Dropout rate • Students receiving instruction in preparing for high school, college, and career • Other indicators as determined by the commissioner **Elementary Schools** • Student attendance • Other indicators as determined by the commissioner	• Three indicators from Community and Student Engagement Ratings chosen by the district • Three indicators from Community and Student Engagement Ratings chosen by the campus

HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating
For districts and high schools, graduation rate is10%; the remaining indicators are 25%.

10% of Overall Rating

Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

Domain IV: Postsecondary Readiness

Districts and High Schools

- Dropout Rate

- Graduation rate

- Percentage of students who do at least one of the following:
  - Complete requirements for FHSP distinguished level of achievement
  - Complete the requirements for an endorsement
  - Complete a coherent sequence of CTE courses
  - Satisfy the TSI benchmark
  - Earn at least 12 hours of postsecondary credit
  - Complete an AP course
  - Enlist in the armed forces
  - Earn an industry certification

- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain IV: Postsecondary Readiness

Middle/Junior High Schools

- Student Attendance

- Dropout Rate

- Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career

- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain IV: Postsecondary Readiness

Elementary Schools

- Student Attendance

- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Implementation of Domain IV Indicators

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

Implementation of Domain IV Indicators

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

- 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 2015–16 school year, each school district must ensure that each student receives the instruction at least once in grade seven or eight.

Implementation of Domain IV Indicators

Proposed 2016–17 changes for TSDS PEIMS

- In order to collect the data needed for the Texas public school accountability ratings in the 2017–18 school year, the following requirements must be implemented beginning in the 2016–17 school year PEIMS collections.

  - Related to the requirement of grade seven and eight 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 2016–17 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 2016–17 school year release of the TREx Data Standards.

Performance Reporting Resources and Contacts

- **2016 Accountability Manual**
  http://tea.texas.gov/2016accountabilitymanual.aspx

- **Performance Reporting Resources**
  http://tea.texas.gov/perfreport/resources/index.html

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **Performance Reporting E-mail**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704