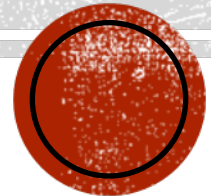


# **A-F Accountability Rating System for Texas Public Schools**

December 2016



# House Bill 2804

- Passed by the 84<sup>th</sup> Legislature
- Requires and A-F Rating be assigned to
  - Each domain for a campus
  - Each campus for overall performance
  - Each domain for a district
  - Each district for overall performance
- Prevents districts from receiving an overall or domain rating of A if any campus in the district has received a corresponding domain or overall letter grade of D or F



# KEY COMPONENTS OF HB 2804

<b>Domain I:</b> <b>Student Achievement</b>	<b>Domain II:</b> <b>Student Progress</b>	<b>Domain III:</b> <b>Closing Performance Gaps</b>	<b>Domain IV:</b> <b>Postsecondary Readiness</b>	<b>Domain V:</b> <b>Community and Student Engagement</b>
<p>STAAR</p> <ul style="list-style-type: none"> <li>Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area</li> <li>College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area</li> <li>STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area</li> <li>Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> <li>EOC Substitute Assessment - TBD</li> </ul>	<p>STAAR</p> <ul style="list-style-type: none"> <li>Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li> <li>College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li> <li>STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li> <li>Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> </ul>	<p>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</p>	<p><u>Districts and High Schools</u></p> <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 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 assessment, as determined by the commissioner</li> </ul> <p><u>Middle/Junior High Schools</u></p> <ul style="list-style-type: none"> <li>Student attendance</li> <li>Dropout rate</li> <li>Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career</li> <li>Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li> </ul> <p><u>Elementary Schools</u></p> <ul style="list-style-type: none"> <li>Student attendance</li> <li>Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li> </ul>	<p>Three indicators from the following list, as chosen by each district and campus:</p> <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>
<p>HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.</p>			<p>35% of Overall Rating For districts and high schools, graduation rate is 10%; the remaining indicators are 25%.</p>	<p>10% of Overall Rating</p>

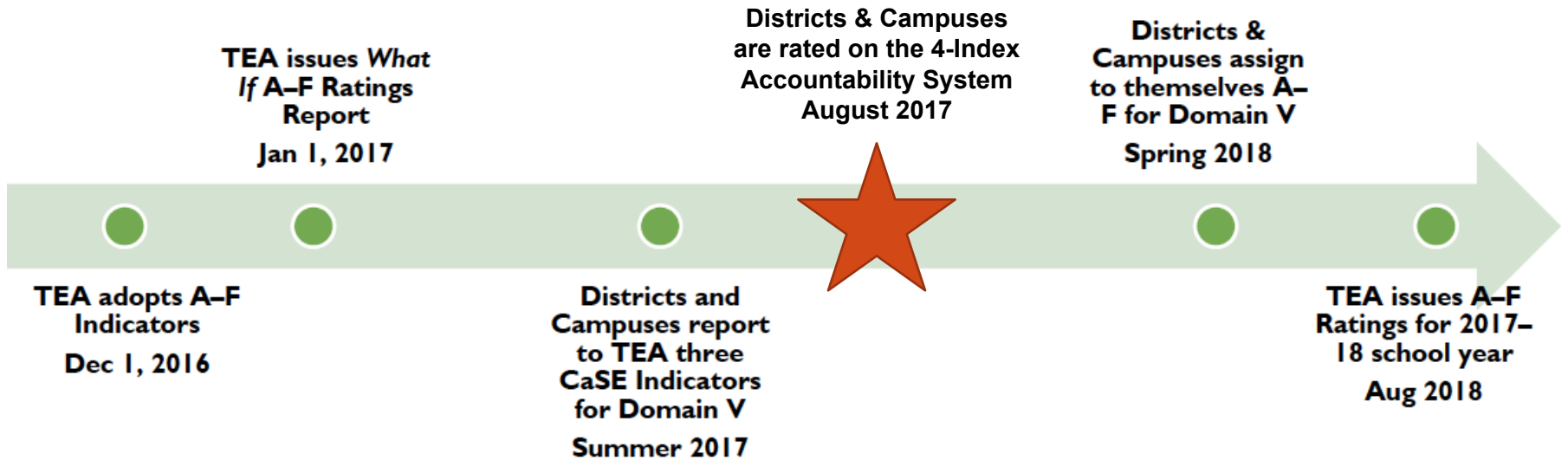
55% of Overall Rating

35% of Overall Rating  
For districts and high schools, graduation rate is 10%; the remaining indicators are 25%.

10% of Overall Rating



# Timeline



# Concerns Regarding An A-F Accountability System

## Domain III: Closing Performance Gaps

December 16, 2016

### Construction

- All Tests
- All Subjects
- All Grades
- Economically Disadvantaged Students Only
- Minimum Size: 40
- No Small-Numbers Analysis

### Indicators\*

- STAAR Satisfactory Standard
- STAAR Postsecondary Readiness Standard
- STAAR Advanced Standard

### Calculation

- Calculate the Domain I score using assessment results from only the economically disadvantaged student group.
  - One Point for Each Percentage of Test Results at the Satisfactory Standard or Above
  - One Point for Each Percentage of Test Results at the Postsecondary Readiness Standard or Above
  - One Point for Each Percentage of Test Results at the Advanced Standard
  - Total Points Earned Divided by Total Possible Points (300)
- Calculate the predicted Domain I score (based on district or campus type and the percentage of economically disadvantaged) using the provided formulas for the appropriate district or campus type.
- The difference between the actual Domain I score and the predicted Domain I score is the Domain III score.

\*Please see page 2 of Domain I methodology for additional information on inclusion of assessment results

### Formulas

- Based on slope-intercept form:  $y = mx + b$
- Set using statewide data from the 2015–16 school year
- Targets for 2017–18 will be held constant based on the formulas derived from the 2016–17 assessment data
- Two Variables
  - $y$  is the predicted Domain I score.
  - $x$  is the percentage of students who are economically disadvantaged.
- Formulas by District and Campus Type

Elementary Campus	$y = -.10992x + 47.31887$
Middle School Campus	$y = -.18288x + 47.49244$
High School/K–12 Campus	$y = -.1281x + 46.78849$
AEA Campus	$y = -.09541x + 29.52348$
Non-AEA District	$y = -.15666x + 45.89303$
AEA District	$y = -.14709x + 34.41915$

### Grade

- Calculating the Domain III score requires two data points:
  - The percentage of students who are economically disadvantaged in a campus or district
  - The specific type of campus or district
- Calculate the predicted Domain I score using percentage of economically disadvantaged and the appropriate formula.
- Calculate the actual Domain I score based on the results of students in the economically disadvantaged subgroup.
- Subtract the predicted Domain I score from the actual Domain I score to get the Domain III score.

- Oversimplification of school and district performance
  - Current accountability manual for 2016 is 178 pages
  - A-F ratings fail to provide any useful information regarding continuous improvement



# Concerns Regarding An A-F Accountability System

- Continued overreliance on standardized assessments
  - 55% of the the A-F rating will be based on Domains I, II, & III
- A-F rating systems give a false impression of students and staff
- Absence of existing research on the benefits of an A-F system
  - 16 other states have implemented A-F
  - Oklahoma – stagnation or regression of student performance
  - Florida – growth misrepresented by purposeful alterations of cut-points
- Fails to account for conditions that influence performance, such as socioeconomic conditions
  - Current accountability system and proposed A-F ratings both unduly penalize schools of high poverty



# Resolution Concerning The A-F Accountability Rating System For Texas Public Schools

- Currently adopted by 62 districts across the state of Texas and growing rapidly.
- Calls for the 85<sup>th</sup> Texas Legislature to repeal the A-F rating system and reduce high-stakes testing.

