

TEA Provisional A–F Ratings Report

Transition to the Next Generation of Assessment & Accountability

Domain I–V Framework and A–F Accountability Overview

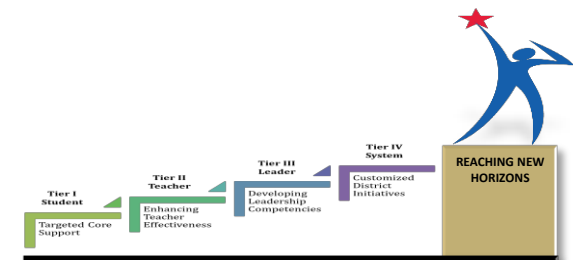
Current Design, Indicators, and Methodology



Presentation for Instructional Leadership Network
by
Division of Instructional, School Improvement, and College and Career Readiness Support
January 26, 2017

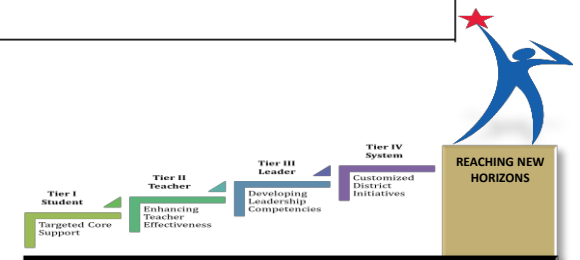
Session Overview

- Domains I–IV TEA Preliminary Report Domain Ratings
 - District Level Summary
- Domain I Student Achievement
 - Current Design, Indicators, and Methodology
 - Key Data Elements
 - Roundtable Discussion
- Domain II Student Progress and Domain III Closing Performance Gaps
 - Current Design, Indicators, and Methodology
 - Key Data Elements
 - Roundtable Discussion
- Domain IV Postsecondary Readiness and Domain V Community & Student Engagement
 - Current Design, Indicators, and Methodology
 - Key Data Elements
 - Roundtable Discussion
- Domain I–V Framework and A–F Accountability
 - Key Caveats
 - Moving Forward



TEA December 1, 2016 Correspondence: Key Dates for Release of Provisional A–F Academic Accountability System Reports

Date	Activity
By December 1, 2016	TEA releases indicators for Domains I–IV.
By December 16, 2016	TEA releases unmasked data tables and planned methodologies for determining ratings to districts via TEASE (This release will not include ratings).
By December 30, 2016	TEA sends provisional A–F report (with ratings) via email to Texas Legislature.
By January 4, 2017	TEA releases provisional A–F report (with ratings) to districts on TEASE.
By January 6, 2017	TEA releases provisional A–F report (with ratings) to public on TEA website.



DOMAINS I–IV: TEA Preliminary Report Domain Ratings



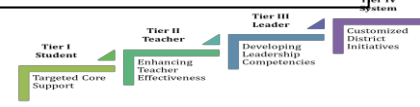
Michael Waraksa, 2013



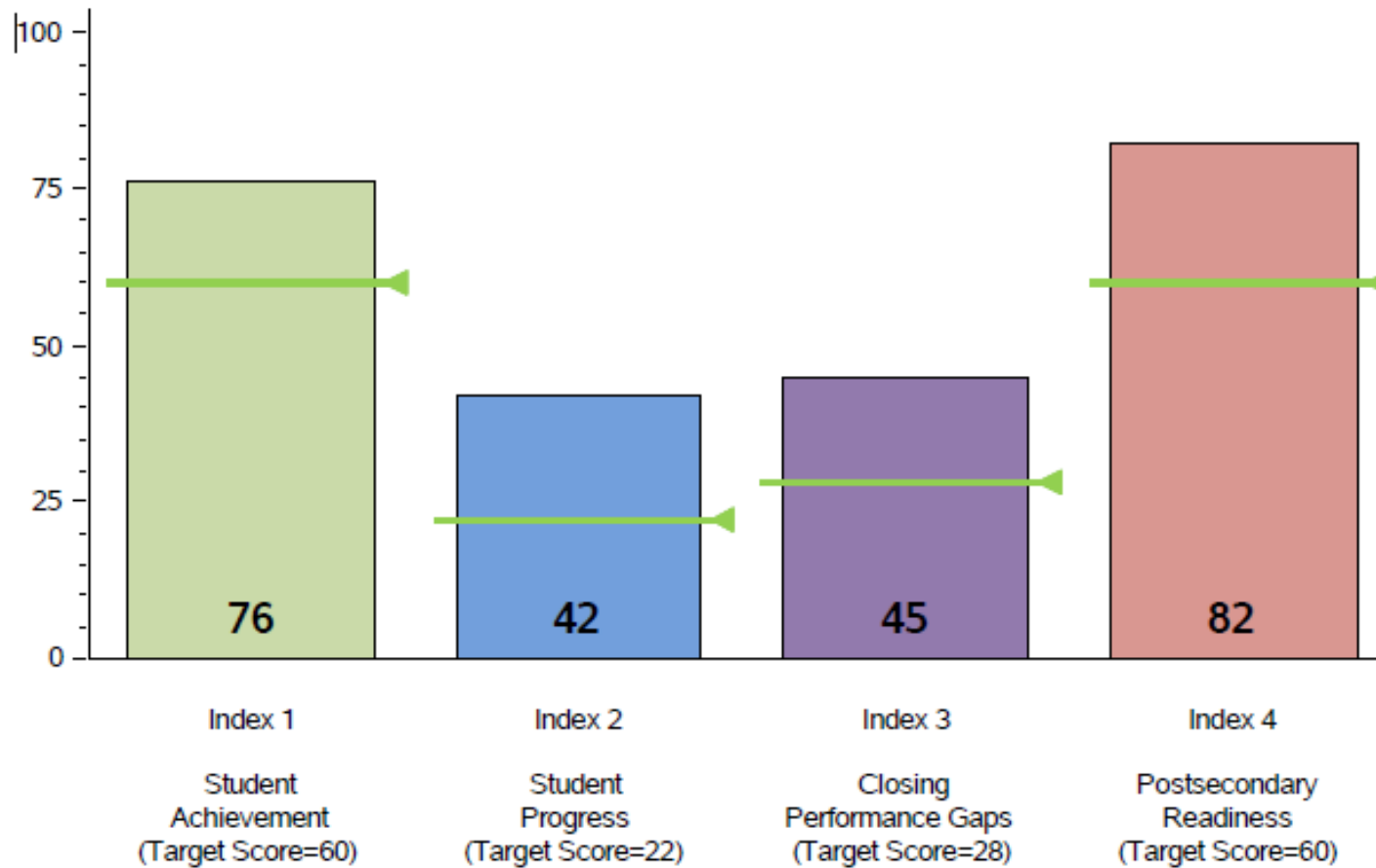
REACHING NEW
HORIZONS



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Performance Index Report



Index Framework Accountability Rating

Acceptable Performance:

- *Met Standard*
- *Met Alternative Standard*

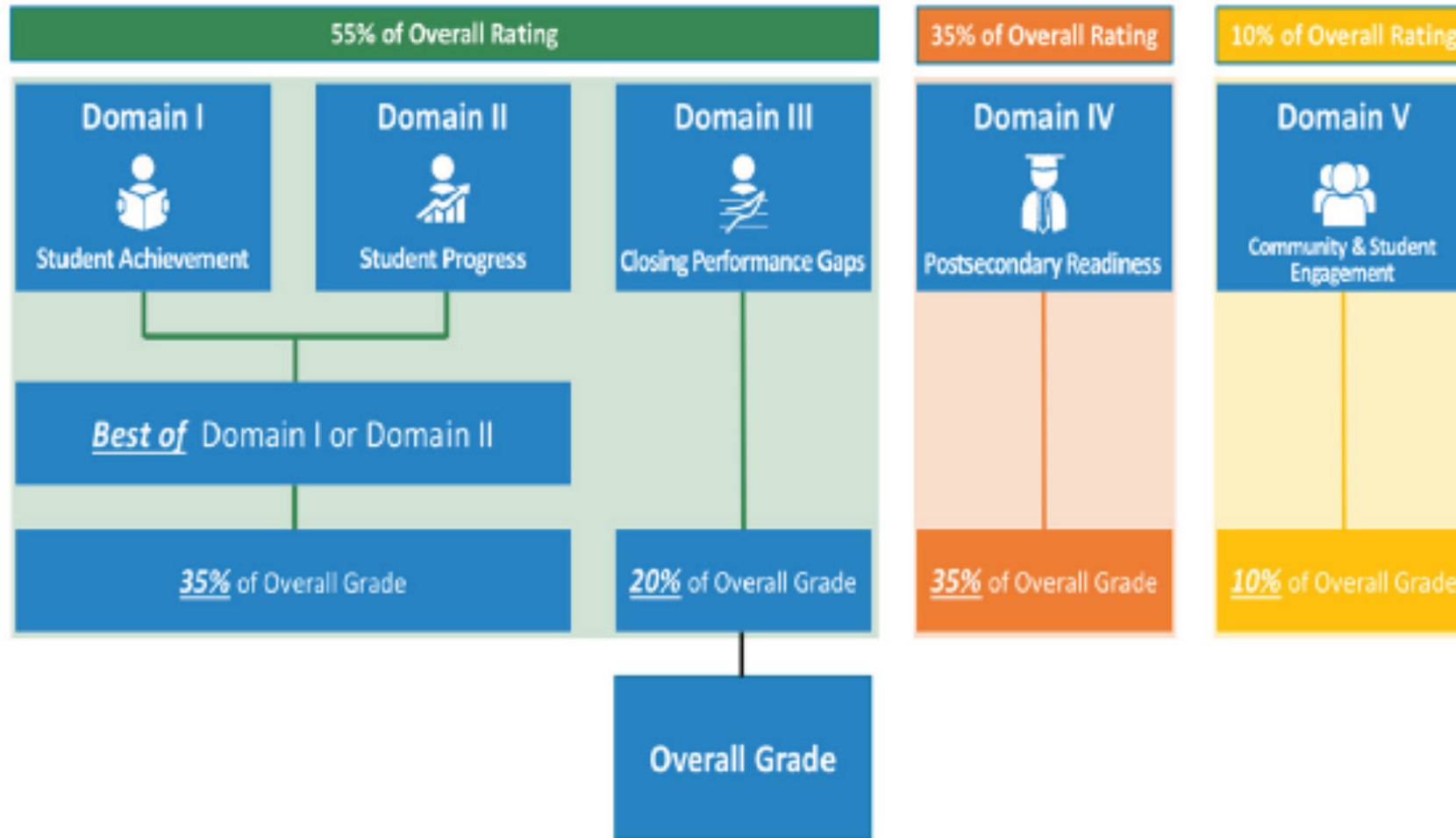
Unacceptable Performance:

- *Improvement Required*

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



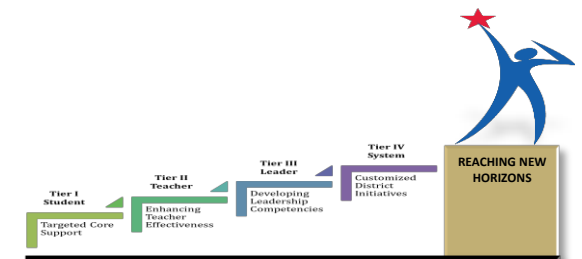
Current Work-In-Progress Model: Overall Grade Calculation



Domain Framework Accountability Rating

Letter Grade Rating:

- Domain Level A-F
- Overall Level A-F



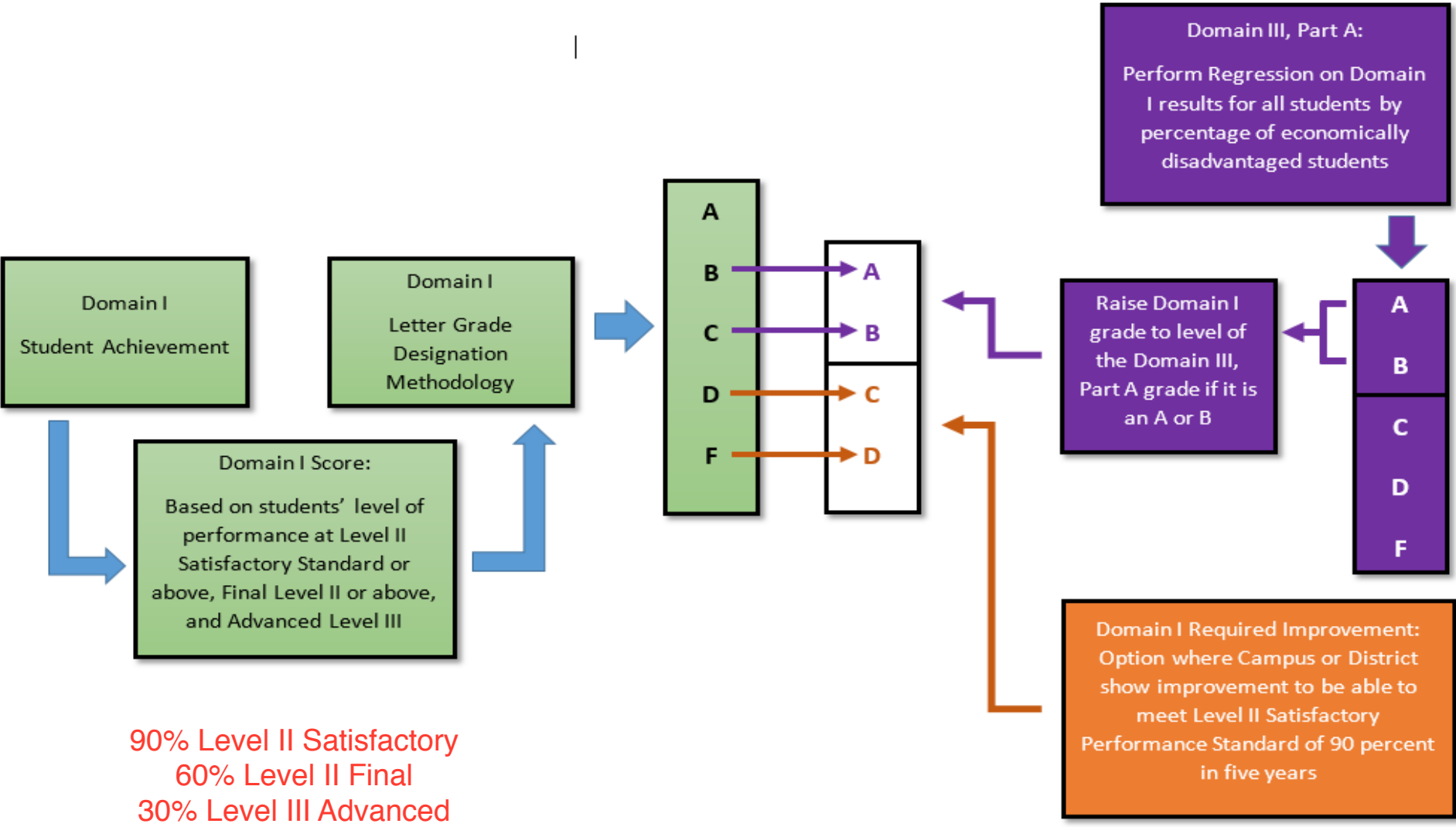
DOMAIN I: Student Achievement Model



Michael Waraksa, 2013

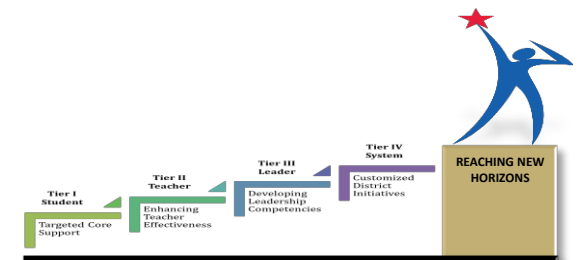


Next Generation of Assessments and Accountability
TEA A–F Domain Rating – Draft Recommendation
Domain I: Student Achievement *Model*



Domain I: HB 2804 State Accountability Requirements

*Measures of Satisfactory Level Performance and College-Readiness
Level Performance*



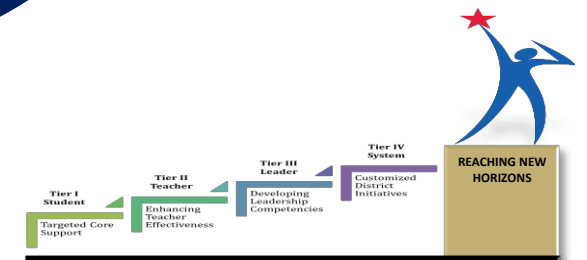
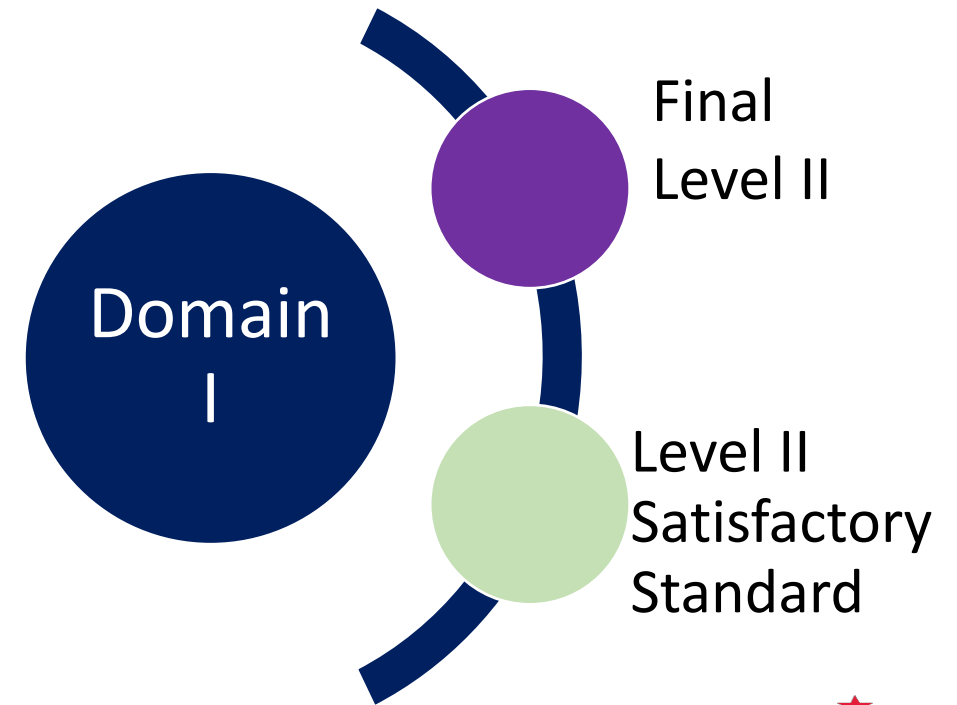
Domain I Model

(HB 2804 Requirements)

Performance Index Framework
Index 1 Level of Performance 2016-2017

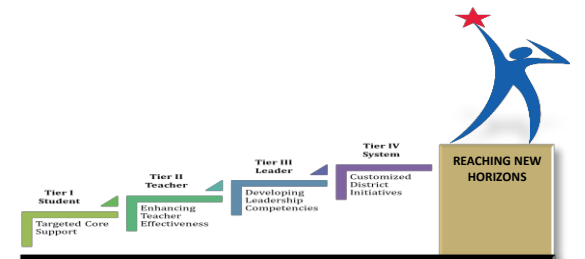


Five Domain Framework
Domain I Levels of Performance 2017-2018



Domain I: HB 2804 and Commissioner Recommendations

*Measures of Satisfactory Level Performance, College-Readiness
Level Performance, and Advanced Level Performance*



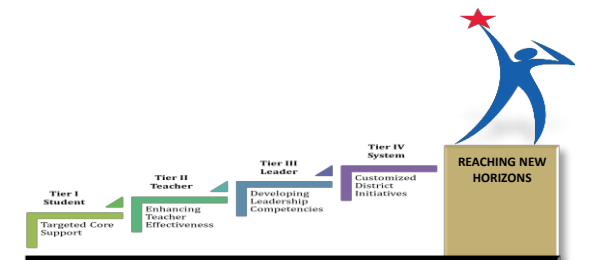
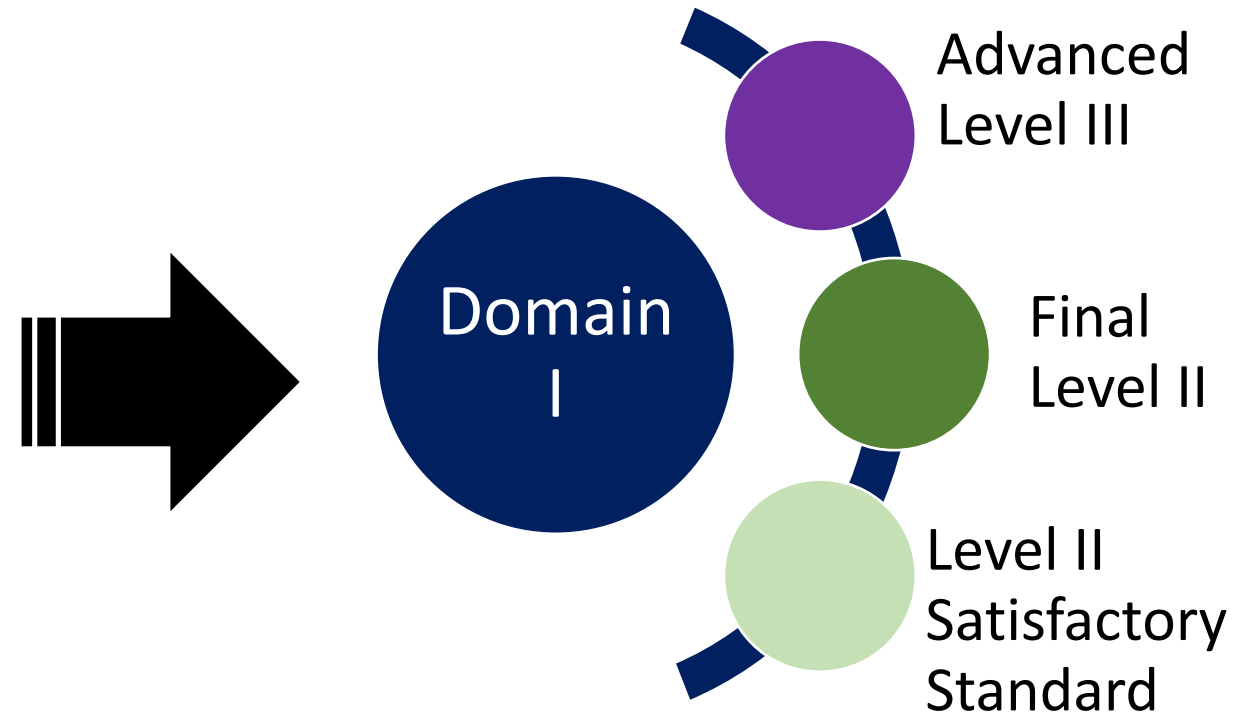
Domain I Model

(Commissioner Recommendations)

Performance Index Framework
Index 1 Level of Performance 2016-2017



Five Domain Framework
Domain I Levels of Performance 2017-2018



Next Generation of Assessments and Accountability
TEA A–F Letter Domain Rating – Draft Recommendation
Domain I: Measuring Proficiency

D1: Focus on Measuring Proficiency

Current Performance Level Designation (PLD)		Current Public Label		New PLD/ Public Label		Post-Secondary Achievement
Level I	➡	Unsatisfactory	➡	Does Not Meet	⬅	Far Below Grade Level Proficiency
Phase-in Level II	➡	Satisfactory	➡	Approaches	⬅	Approaching Grade Level Proficiency
Final Level II	➡	Postsecondary Ready	➡	Meets	⬅	Indicative of 60% College Level Success (M/E)*
Level III	➡	Advanced	➡	Masters	⬅	Indicative of 75% College Level Success (M/E)*

*Freshman College Level Courses





Texas Higher Education Strategic Plan: 2015-2030

The four goals in the *60x30TX* Plan are essential to the future prosperity of Texas.



THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

■ *Supports the economic future of the state*



THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate associate, bachelor's, or master's from an institution of higher education in Texas.

■ *Requires large increases among targeted groups*



THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

■ *Emphasizes the value of higher education in the workforce*



THE FOURTH GOAL: STUDENT DEBT


Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

■ *Helps students graduate with manageable debt*



Domain I Performance Targets - Sample Grade Level Transition

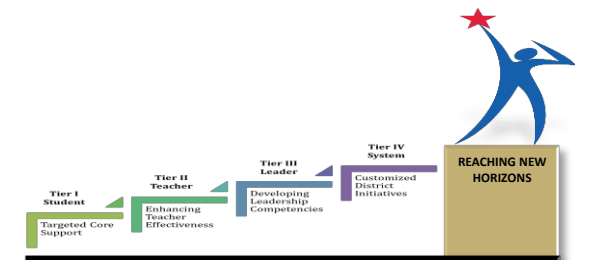
State of Texas Assessments of Academic Readiness Grades 3-8 Assessments Performance Standards								
English Assessments	2015-2016 "Phase-in" Standard	2016-2017 Standard	2017-2018 Standard	2018-2019 Standard	2019-2020 Standard	2020-2021 Standard	2021-2022 "Final" Level II	"Advanced" Level III
Grade 3 Mathematics	1360	1381	1402	1423	1444	1465	1486	1596



State of Texas Assessments of Academic Readiness Grades 3-8 Assessments Performance Standards			
English Assessments	2015-2016 "Phase-in" Standard	2021-2022 "Final" Level II	"Advanced" Level III
Grade 3 Mathematics	1360	1486	1596



State of Texas Assessments of Academic Readiness Grades 3-8 Assessments Performance Standards			
English Assessments	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
Grade 3 Mathematics	1360	1486	1596



Domain I Calculation

Domain I Performance Standard	Percent Met	Points (1 point for each percent)	Total Points
Satisfactory Standard or Above (P1)	P1 %	P1	P1
Postsecondary Readiness Standard or Above (P2)	P2 %	P2	P2
Advanced Standard (P3)	P3 %	P3	P3
Total Points			P1 + P2 + P3
Total Domain Score: (P1 + P2 + P3)/300	Range 5 Range 4 Range 3 Range 2 Range 1		A B C D F



Domain I: Performance Standards and Assessments

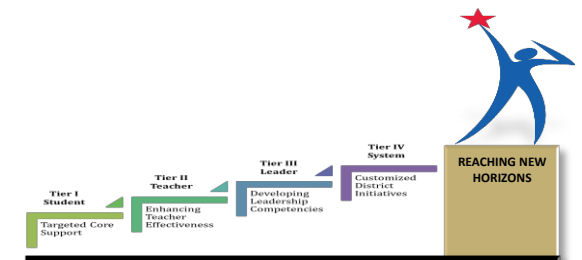
Standard	STAAR and STAAR A Tests	STAAR Alternate 2 Tests
Satisfactory Standard or Above	Level II Satisfactory Standard or Above (including substitute assessments)	Level II Satisfactory or Above
Postsecondary Readiness Standard or Above	Final Level II or Above (including substitute assessments)	Level II Satisfactory or Above
Advanced Standard	Advanced Level III	Level III Accomplished

ELL (excludes all year one and asylee/refugee/SIFE through year five)

Standard	Years in US 2–4 (STAAR, STAAR A, and STAAR-L)	Years in US 5 or More (STAAR and STAAR A)
Satisfactory Standard or Above	Met or Exceeded ELL PM	Level II Satisfactory Standard or Above (including substitute assessments)
Postsecondary Readiness Standard or Above	Exceeded ELL PM or Met Level II Satisfactory Standard or Above	Final Level II or Above (including substitute assessments)
Advanced Standard	Final Level II or Above	Advanced Level III

Assessments are included in the model based on the following assumptions:

Non-ELL or Tests with No ELL PM Such as Parental Denials and ELL PM Plan Exceeders



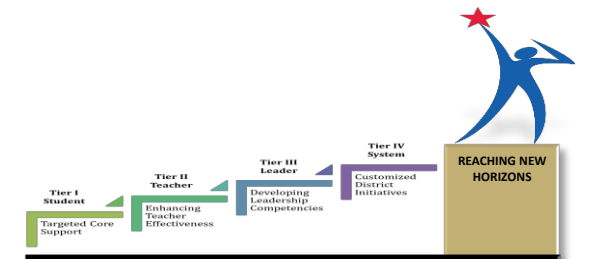
Domain I Targets

ATAC/APAC Recommendations

Campus Type/ District	Rating and Target
Elementary	A:63, B:48, C:34, D:29, F:Less than 29
Middle	A:62, B:45, C:32, D:26, F:Less than 26
High School/K-12	A:63, B:47, C:34, D:29, F:Less than 29
AEA	A:37, B:26, C:13, D:10, F:Less than 10
District (Non-AEA)	No Draft Recommendation
AEA District	No Draft Recommendation

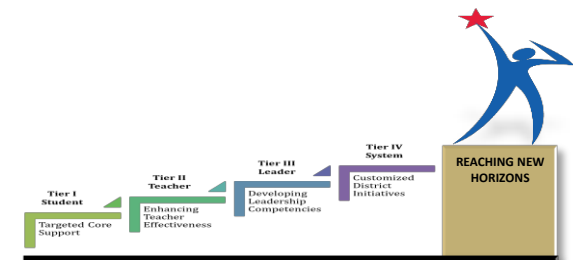
Commissioner Recommendations

Campus Type/ District	Rating and Target
Elementary	A:60, B:51, C:40, D:34, F:Less than 34
Middle	A:60, B:48, C:37, D:31, F:Less than 31
High School/K-12	A:60, B:51, C:40, D:33, F:Less than 33
AEA	A:35, B:29, C:19, D:13, F:Less than 13
District (Non-AEA)	A:60, B:47, C:39, D:35, F:Less than 35
AEA District	A:35, B:29, C:20, D:15, F:Less than 15

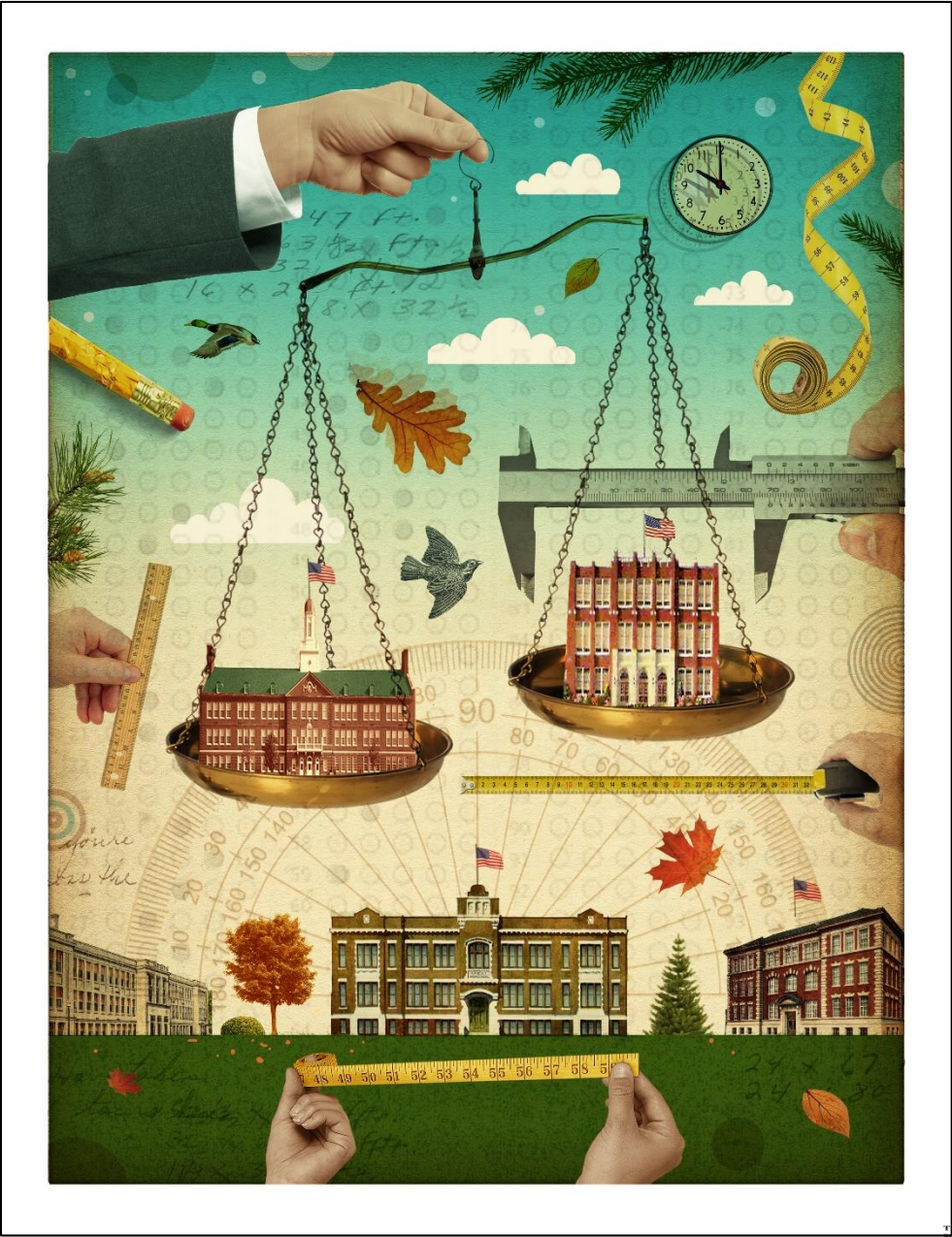


DOMAIN I Required Improvement Option for Letter Grades of D or F

- A required improvement option could exist for campuses and districts with a letter grade of D or F.
- The campus or district must have shown enough improvement to be able to meet a Level II Satisfactory Performance Standard of 90 percent in five years.
- Methodology:
 - Actual Change: (2016 Level II SP – 2015 Level II SP)
 - Required Improvement: (*Level II SP Standard of 90* – 2015 Level II SP) / 5
 - Actual Change \geq Required Improvement



DOMAIN II: Student Progress Model



Michael Waraksa, 2013



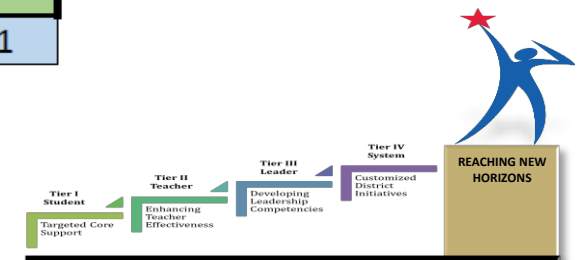
Next Generation of Assessments and Accountability

TEA A–F Domain Rating – Draft Recommendation

Domain II: Student Progress Model

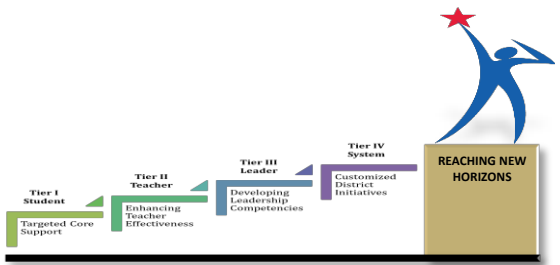
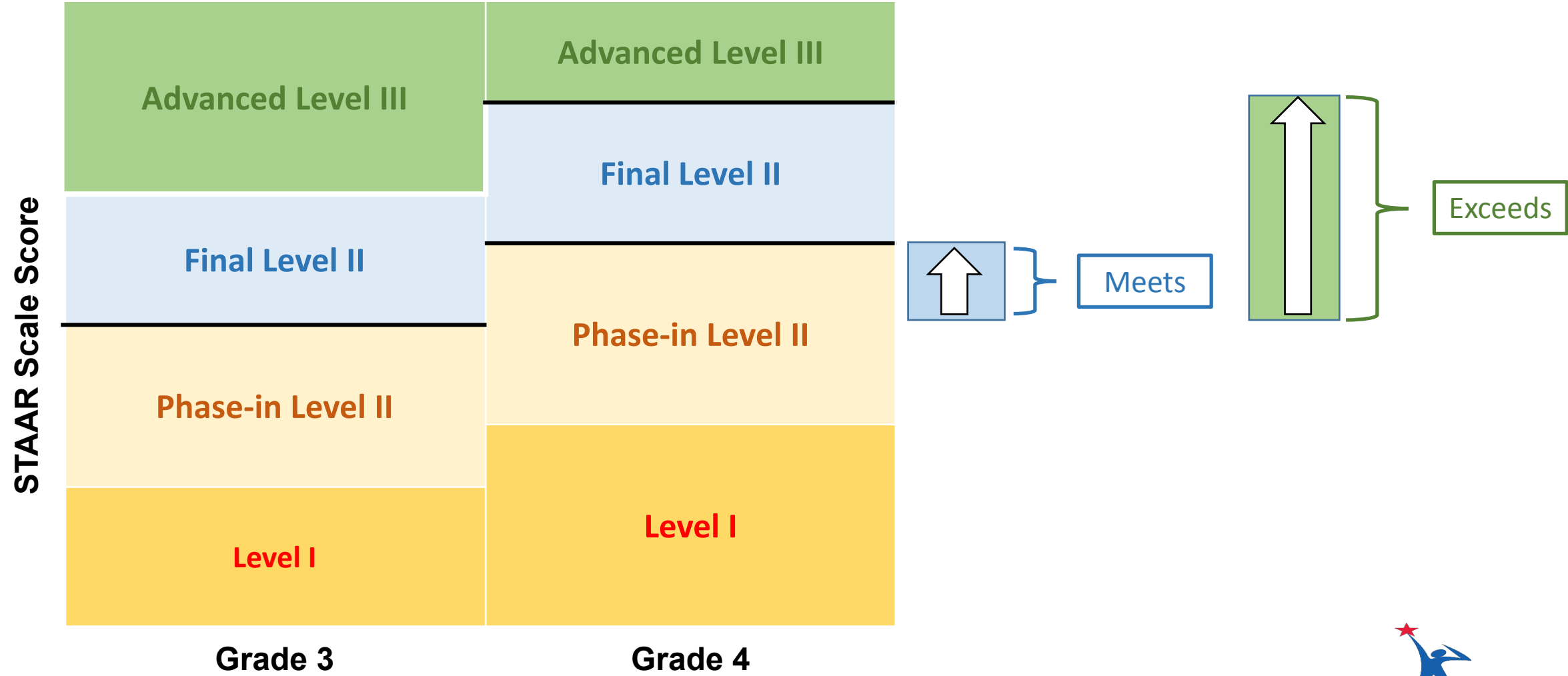


Transition Table Growth Measures (Options 1 - 5)						
Previous Year Test	Current Year Test					
		Far Below Level II Standard (0)	Below Level II Standard (1)	Level II Standard (2)	Final Level II (3)	Advanced Level III (4)
	Far Below Level II Standard (0)	0	1	2	3	4
	Below Level II Standard (1)	-1/0/0	0	1	2	3
	Level II Standard (2)	-2/0/0	-1/0/0	0/0/1	1	2
	Final Level II (3)	-3/0/0	-2/0/0	-1/0/0	0/0/1	1
	Advanced Level III (4)	-4/0/0	-3/0/0	-2/0/0	-1/0/1	0/0/1



TEA Provisional A-F Ratings Report

Domain II Alternative Methodology: Index 2 Progress Measure

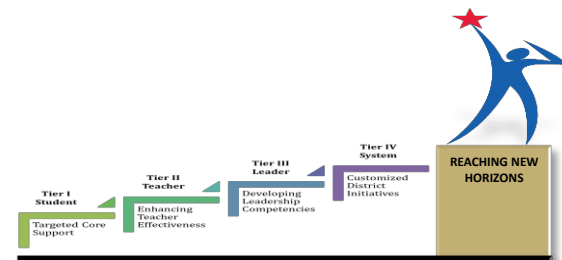


Domain II: Student Progress Sample Calculation

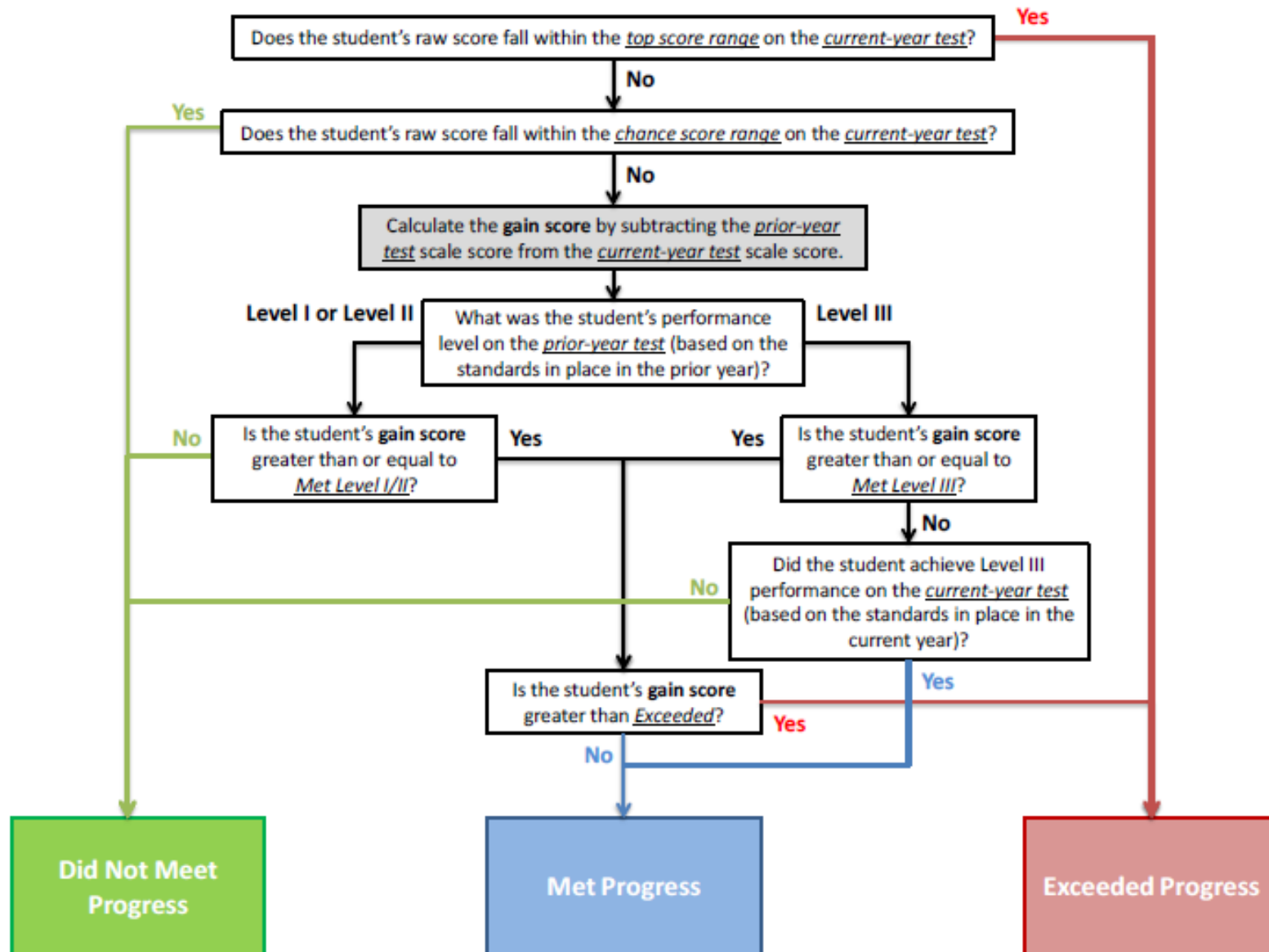
Ten Student Groups Combined Across ELA/Reading and Mathematics

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (current & monitored)
Total Tests	1,005	119	297	394	4	153	0	38	105	81
# Met or Exceeded Progress	510	49	141	191	3	106	0	20	42	37
# Exceeded Progress	53	6	10	17	1	17	0	2	3	7
% Met or Exceeded Progress	51%	41%	47%	48%	75%	69%	—	53%	40%	46%
% Exceeded Progress	5%	5%	3%	4%	25%	11%	—	5%	3%	9%
Domain II Points	56	46	50	52		80		58	43	55

$$\frac{56+46+50+52+80+58+43+55}{200 \times 8} = .275 \xrightarrow{\text{Rounds to}} .28 \xrightarrow{\text{Domain II Score}} 28$$

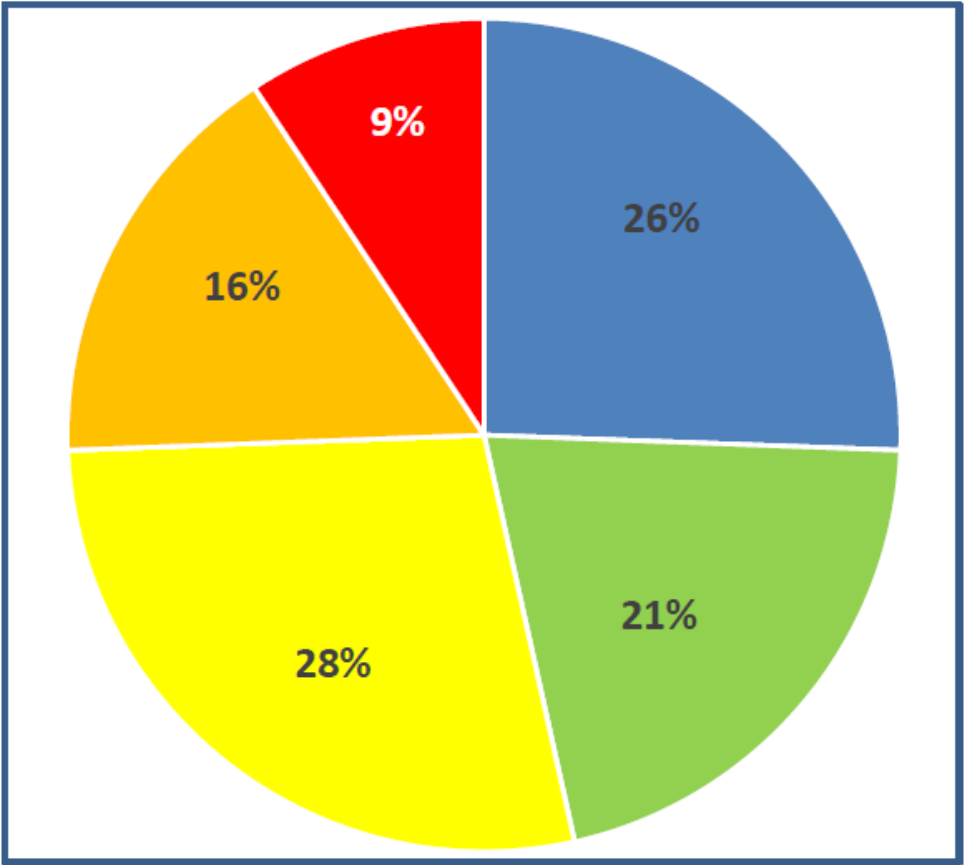


Guide to Computing STAAR Progress Measures

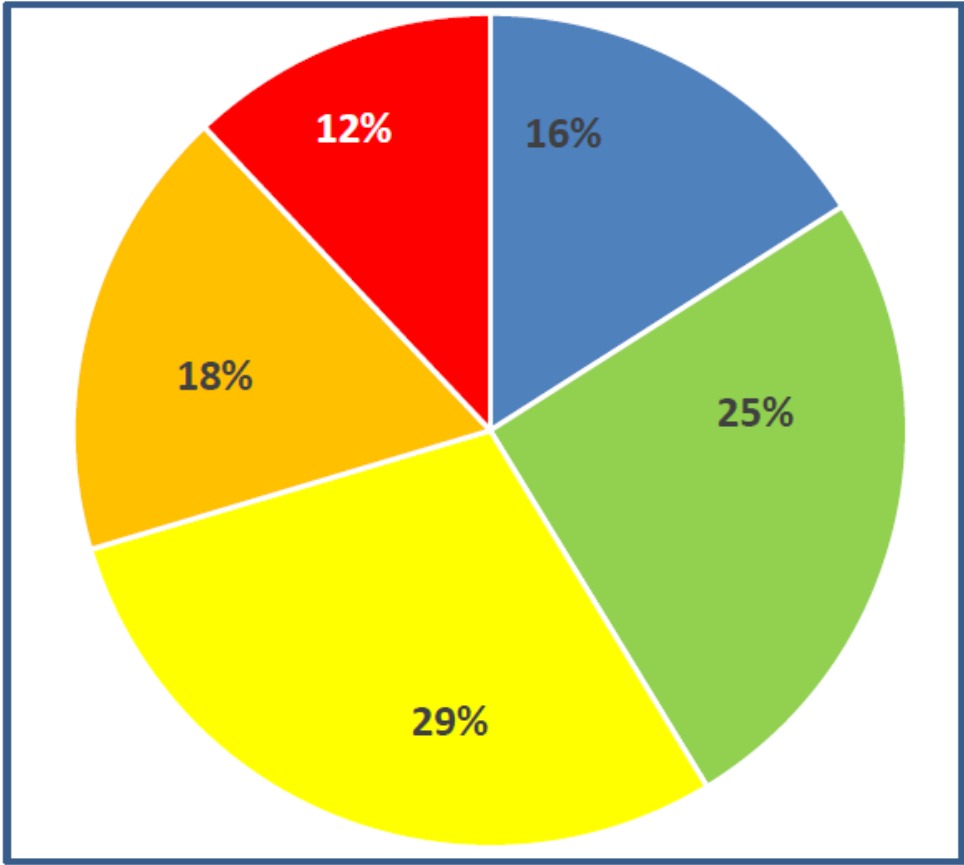


Region One ESC
TEA Preliminary Report A-F Ratings
Domain II: Student Progress - Region vs State Comparison

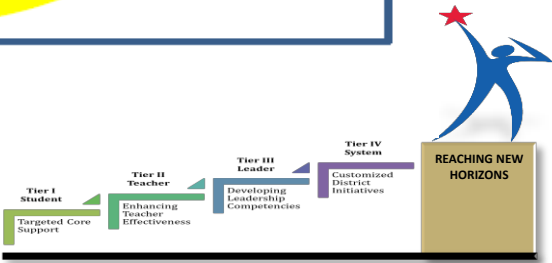
■ A ■ B ■ C ■ D ■ F



Region 1



State



DOMAIN III: Closing Performance Gaps Model



Michael Waraksa, 2013



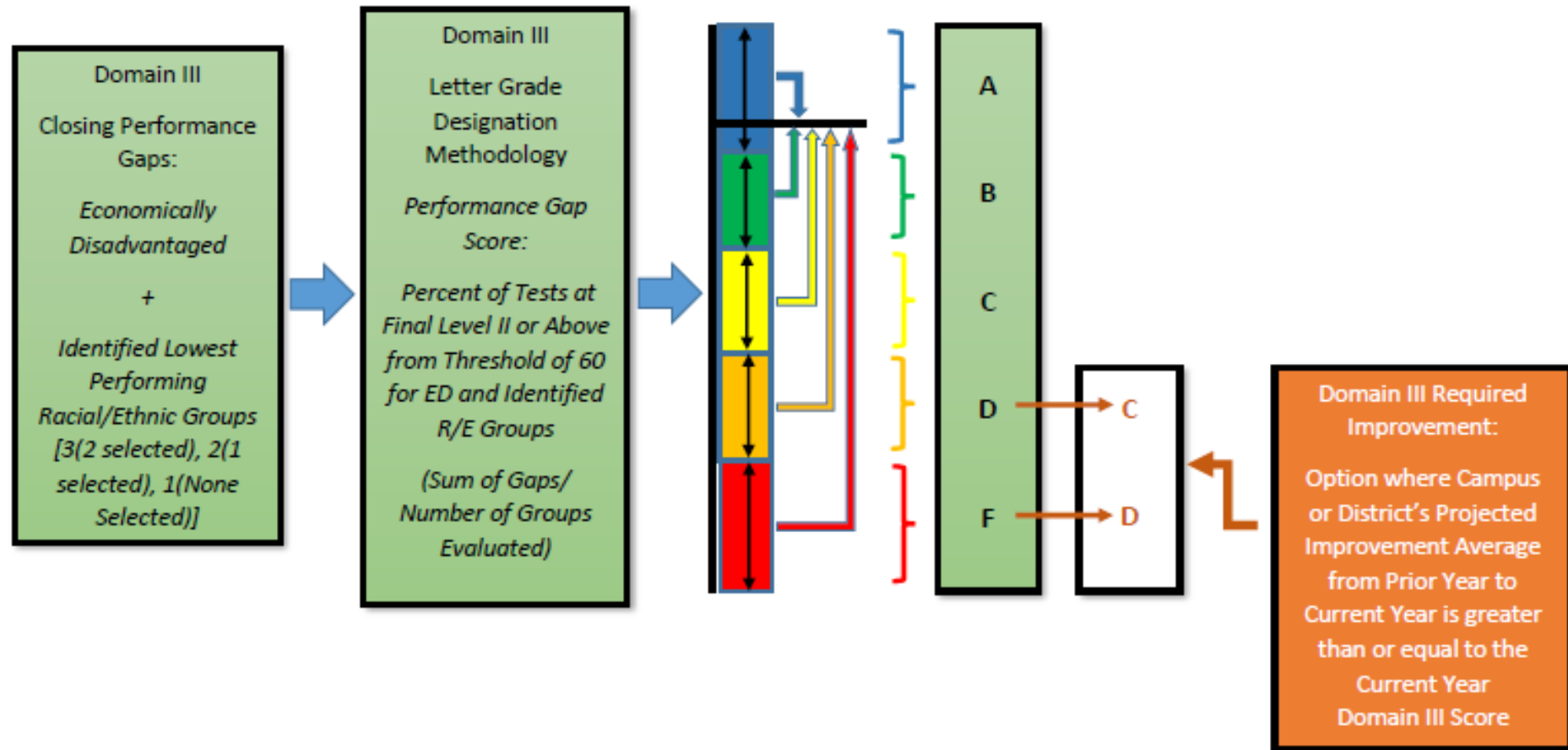
REACHING NEW
HORIZONS



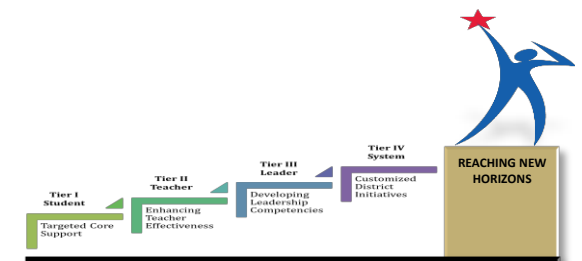
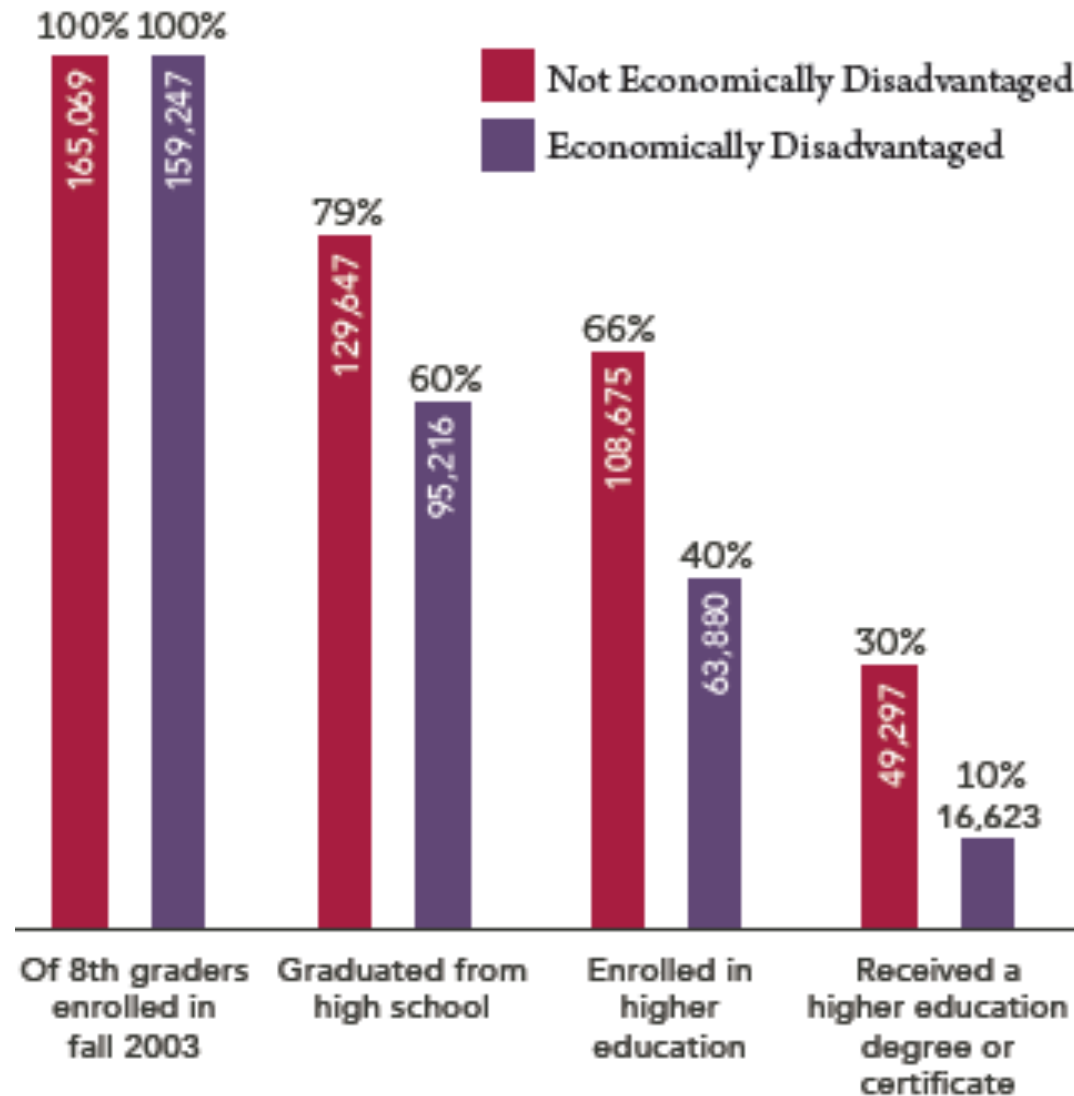
Next Generation of Assessments and Accountability

TEA A–F Domain Rating – Draft Recommendation

Domain III: Closing Performance Gaps *Model*



60x30TX : Economic Status is Major Factor for Completion



Domain III: Closing Performance Gaps

Using Statewide Data for Performance of ED Students from 2015-2016

Formulas by District and Campus Type to Calculate Predicted Domain I_{DIII} Score

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	$y = -.14709x + 34.41915$
--------------	---------------------------

Variables: **y** is the Predicted Domain I_{DIII} Score and **x** is the District/Campus percentage of students who are economically disadvantaged

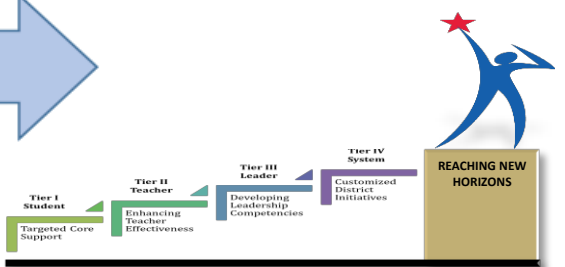
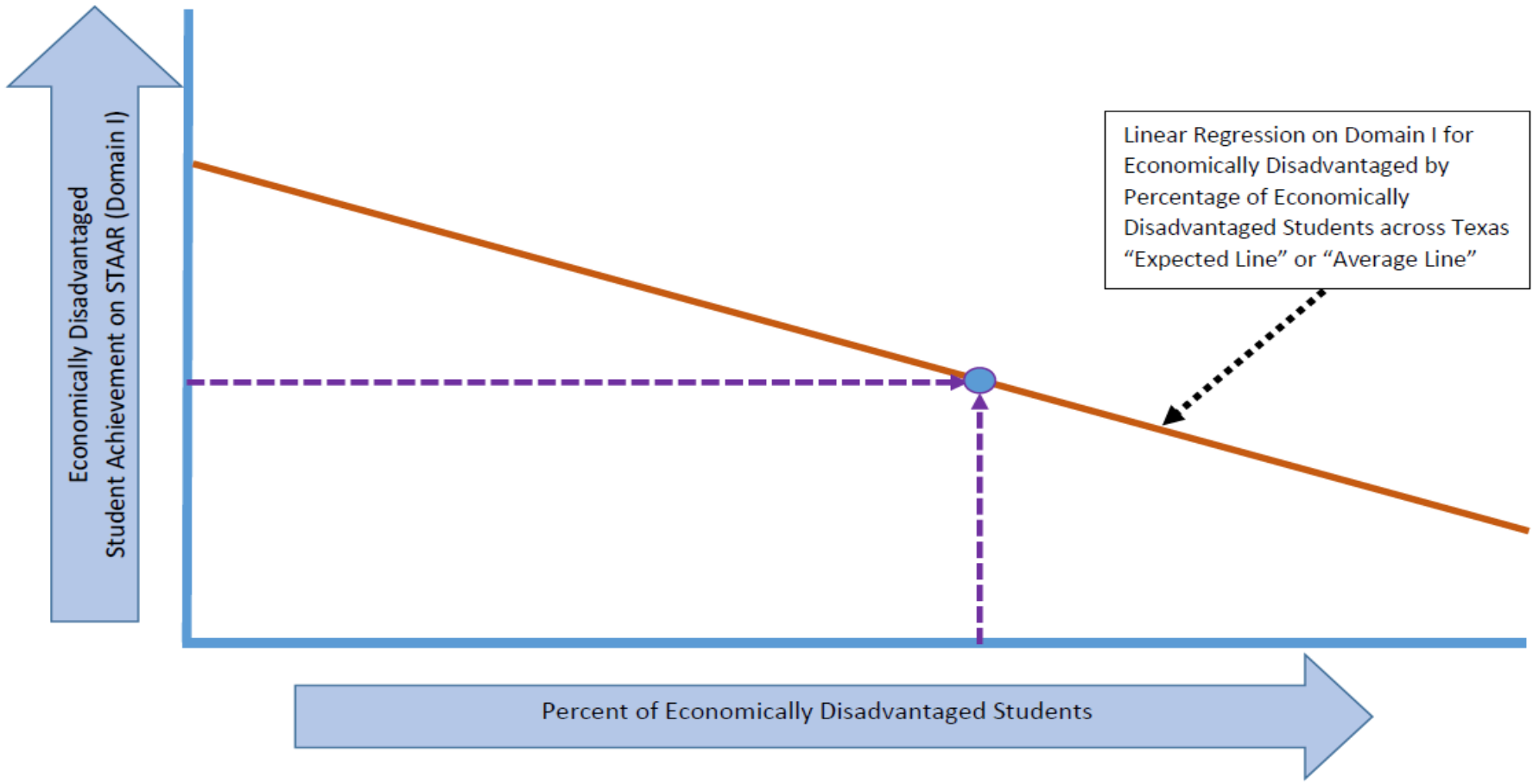
$$\text{Domain III Score} = \text{District/Campus Actual Domain I}_{\text{DIII}} \text{ Score} - \text{Predicted Domain I}_{\text{DIII}} \text{ Score}$$



Next Generation of Assessments and Accountability

TEA A–F Domain Rating – Preliminary Report

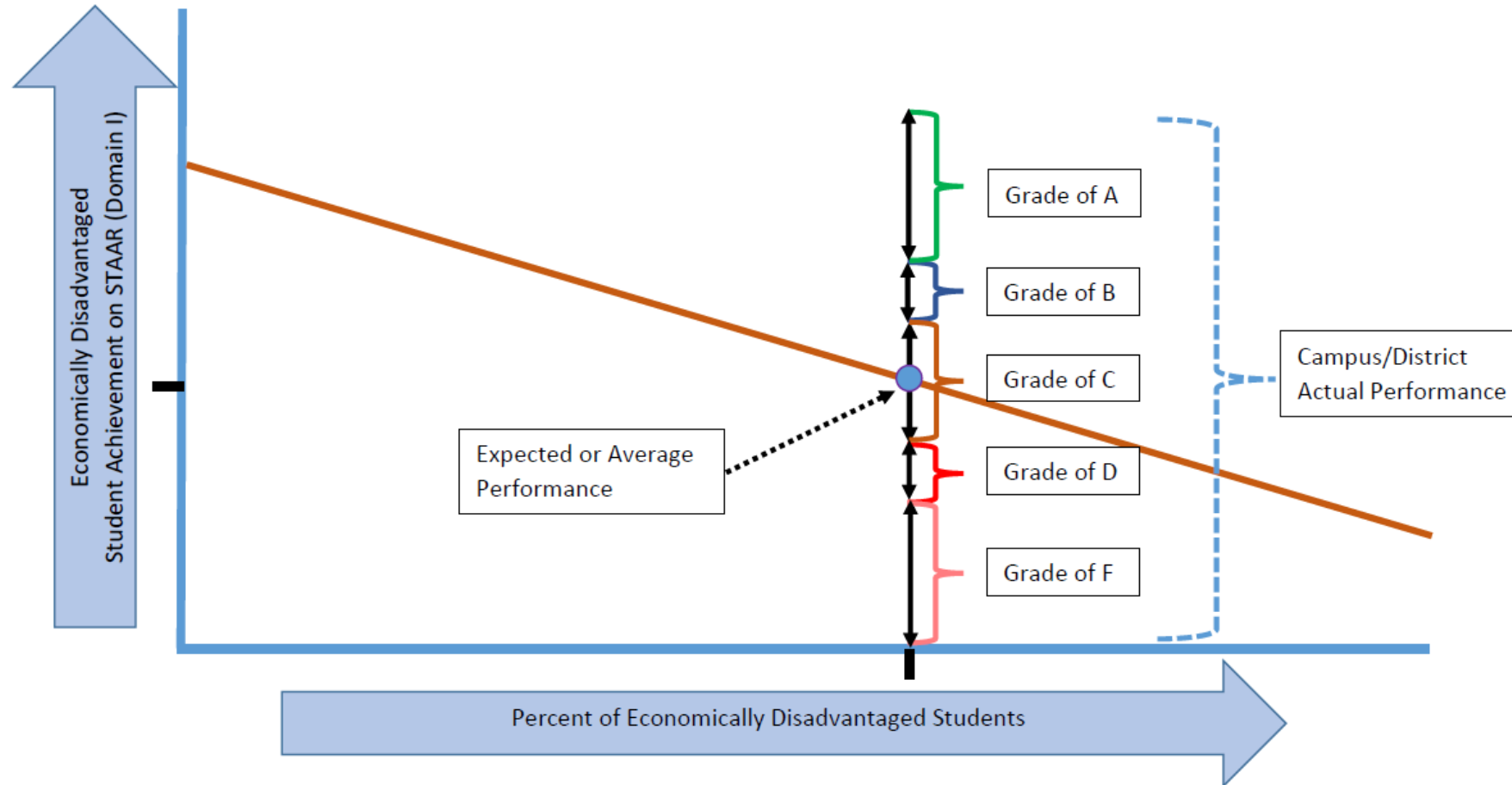
Domain III: Closing Performance Gaps *Model*



Next Generation of Assessments and Accountability

TEA A–F Domain Rating – Preliminary Report

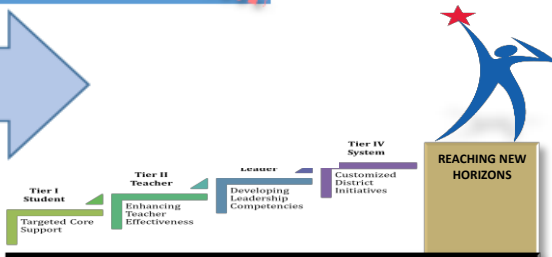
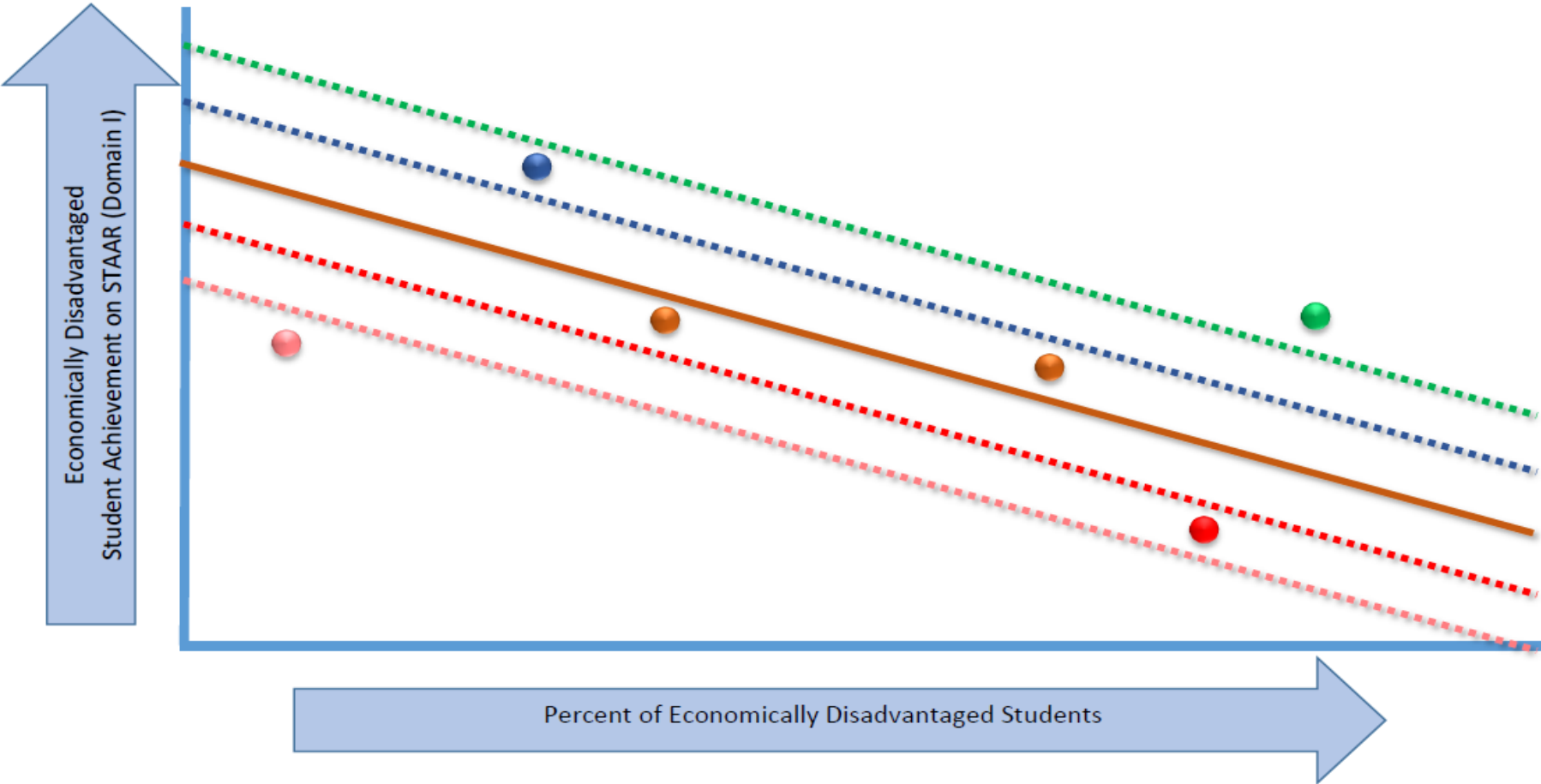
Domain III: Closing Performance Gaps *Model*



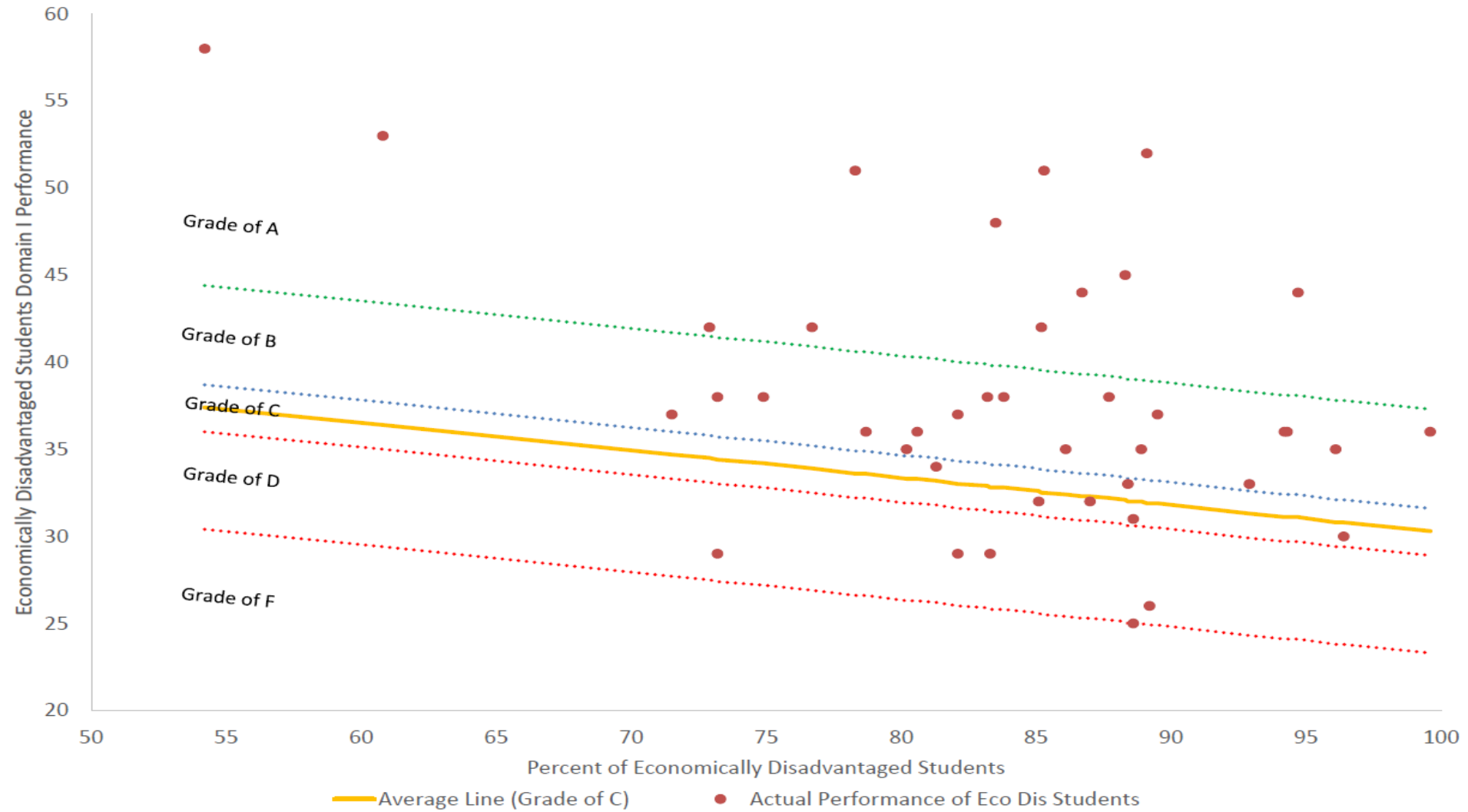
Next Generation of Assessments and Accountability

TEA A–F Domain Rating – Preliminary Report

Domain III: Closing Performance Gaps *Model*

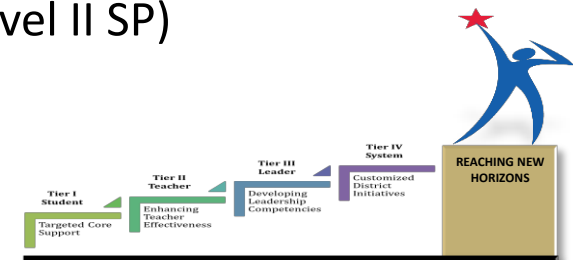


Region One ESC TEA Preliminary Report A-F Ratings Non-AEA Districts Domain III: Closing Performance Gaps

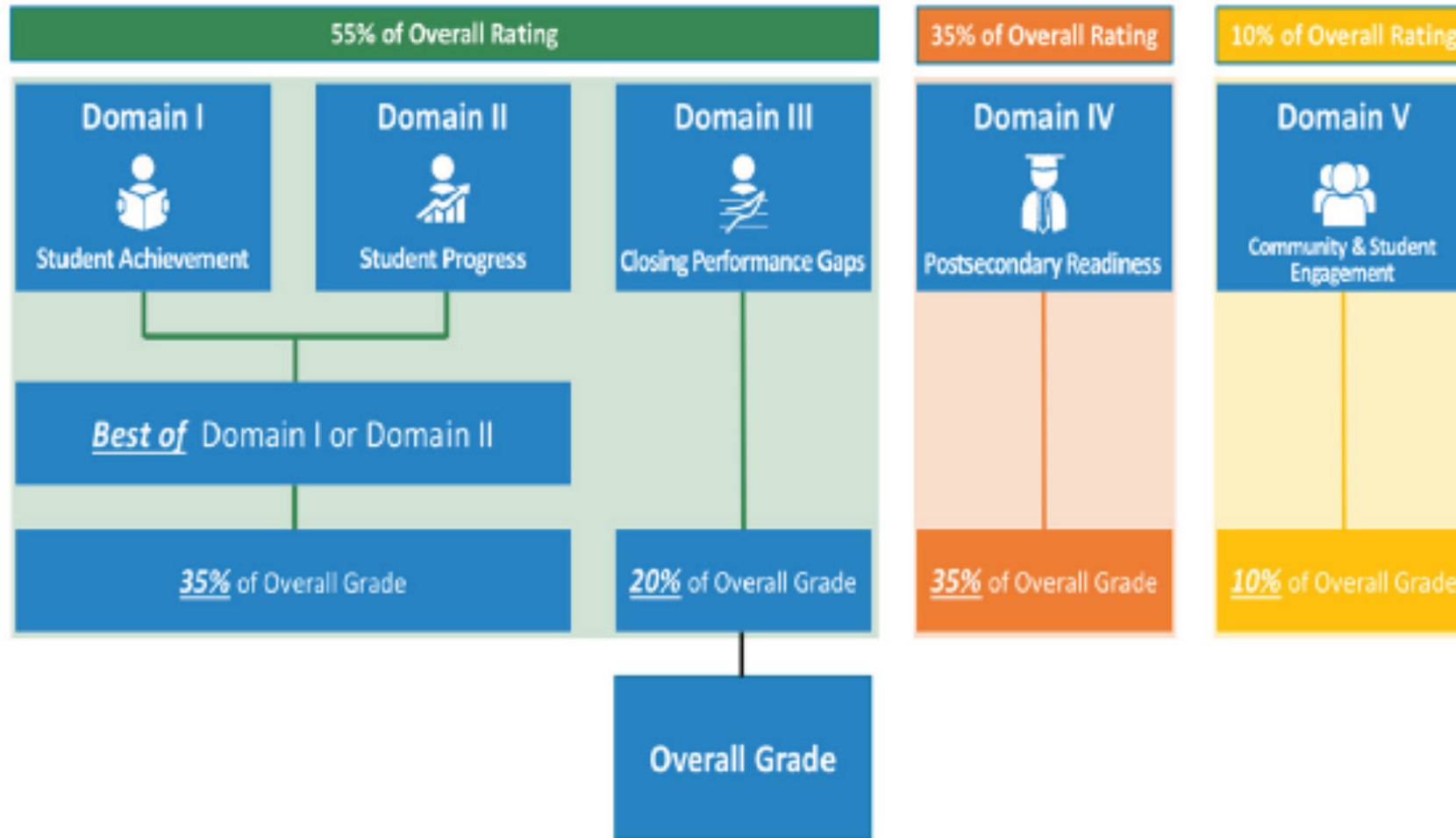


DOMAIN III Required Improvement Option for Letter Grades of D or F

- A required improvement option could exist for campuses and districts with a letter grade of D or F.
- The campus or district must have shown enough improvement to be able to meet a Level II Satisfactory Performance Standard of 90 percent in five years.
- Methodology:
 - Projected Improvement Average:
 - Step 1: Determine Performance Difference: 2016 Final Level II Performance – 2015 Final Level II Performance for each of Domain III Student Groups Evaluated
 - Step 2: Determine Improvement Average: Sum of Differences from Step 1 / # of Student Groups Evaluated
 - Step 3: Determine Projected Improvement Average: Multiply Improvement Average by 5
 - Determine difference in Final Level II per (2016 Level II SP – 2015 Level II SP)
 - Projected Improvement Average \geq Domain III Score



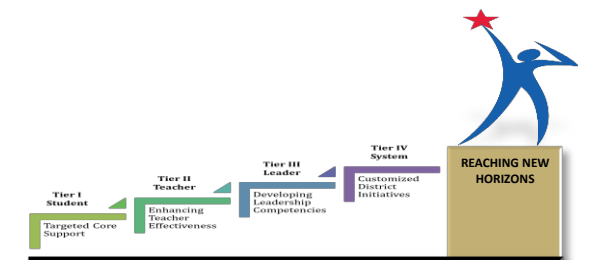
Current Work-In-Progress Model: Overall Grade Calculation



Domain Framework Accountability Rating

Letter Grade Rating:

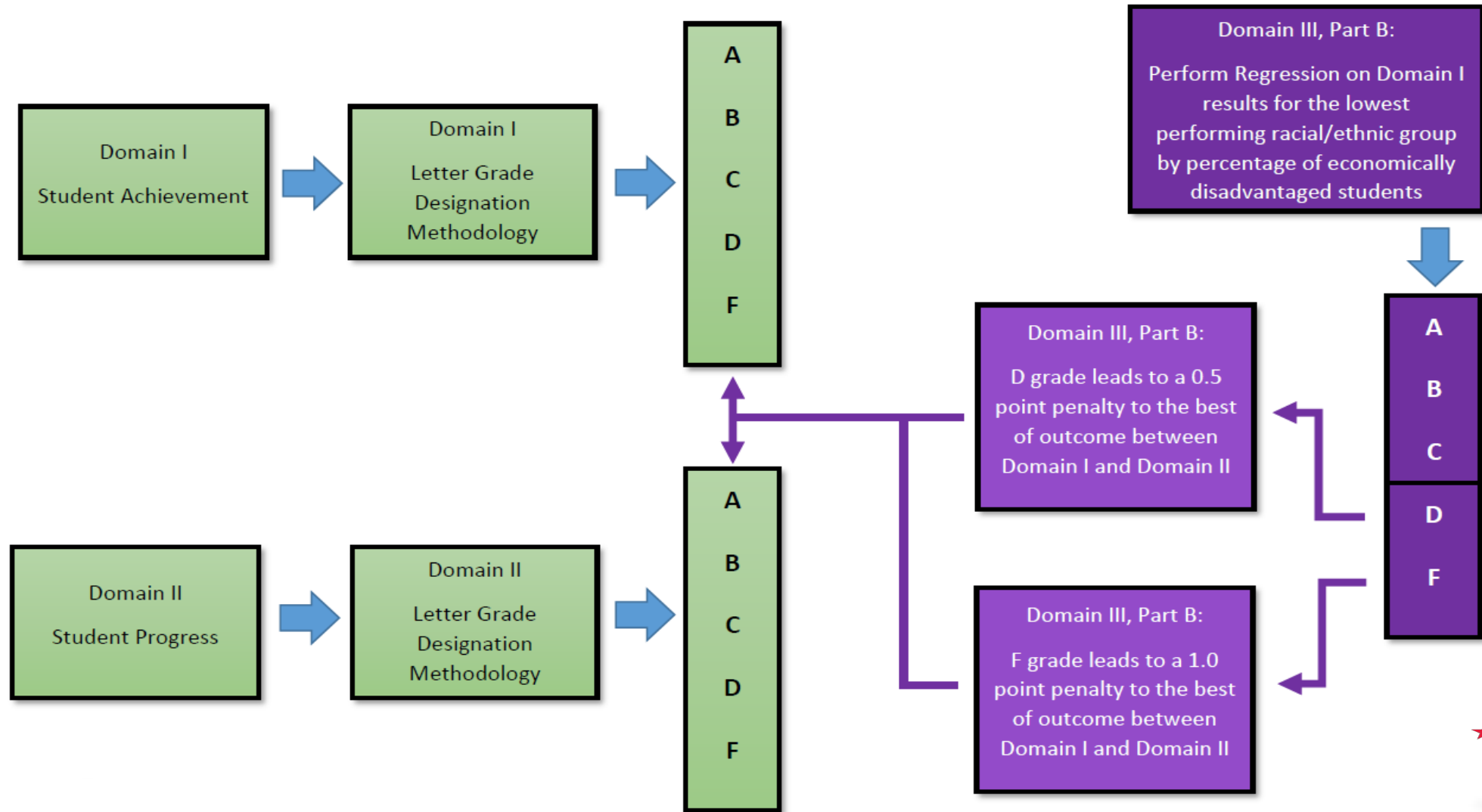
- *Domain Level A-F*
- *Overall Level A-F*



Next Generation of Assessments and Accountability

TEA A-F Domain Rating – Draft Recommendation

Domain I and II: Impact of Domain III, Part B *Model*



DOMAIN IV: Postsecondary Readiness



Michael Waraksa, 2013



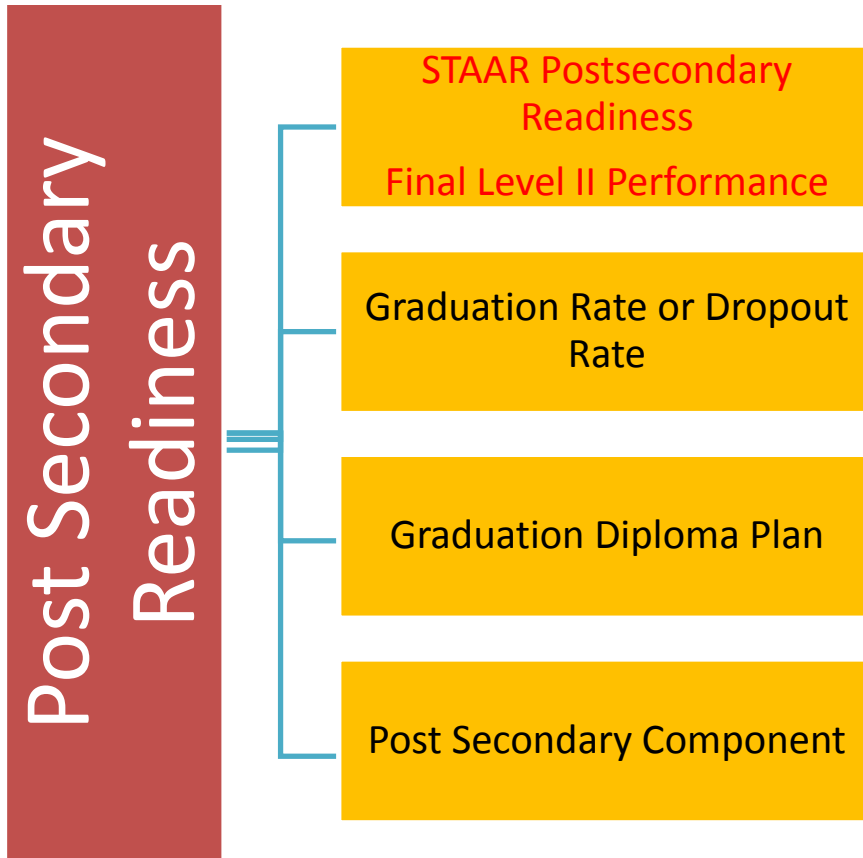
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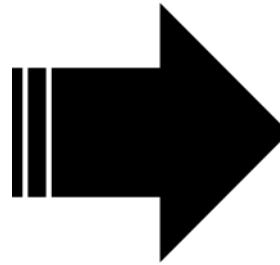
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Postsecondary Readiness at a Glance

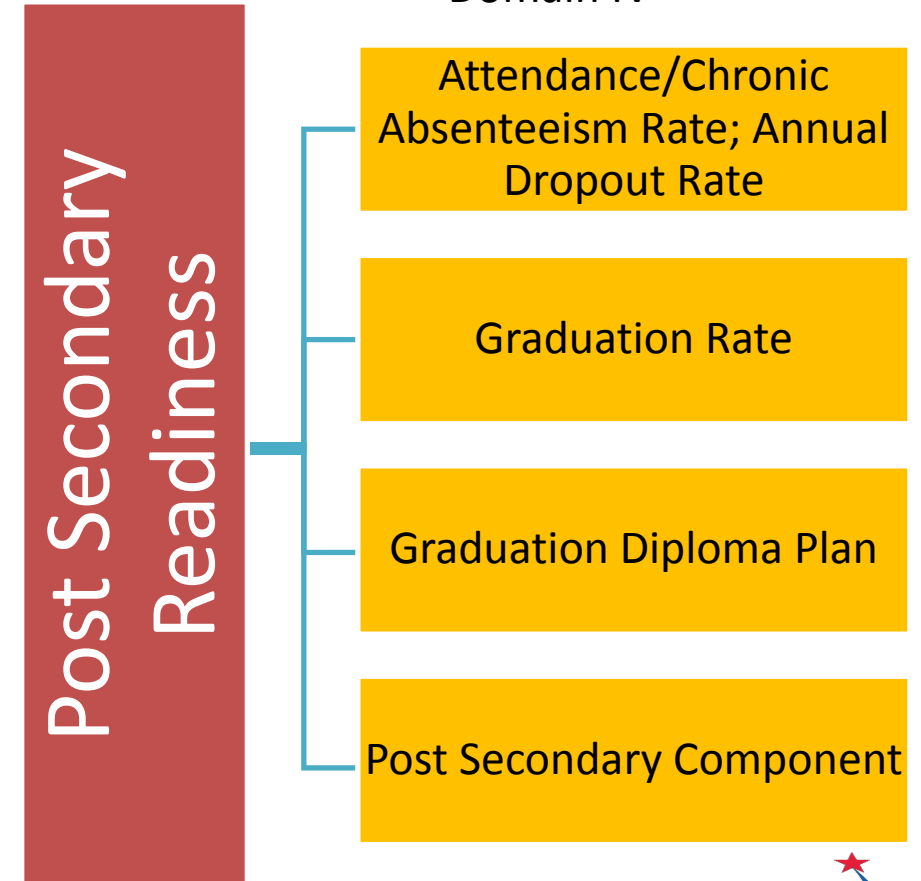
Performance Index Framework
Index 4



2015-2016



Five Domain Framework
Domain IV

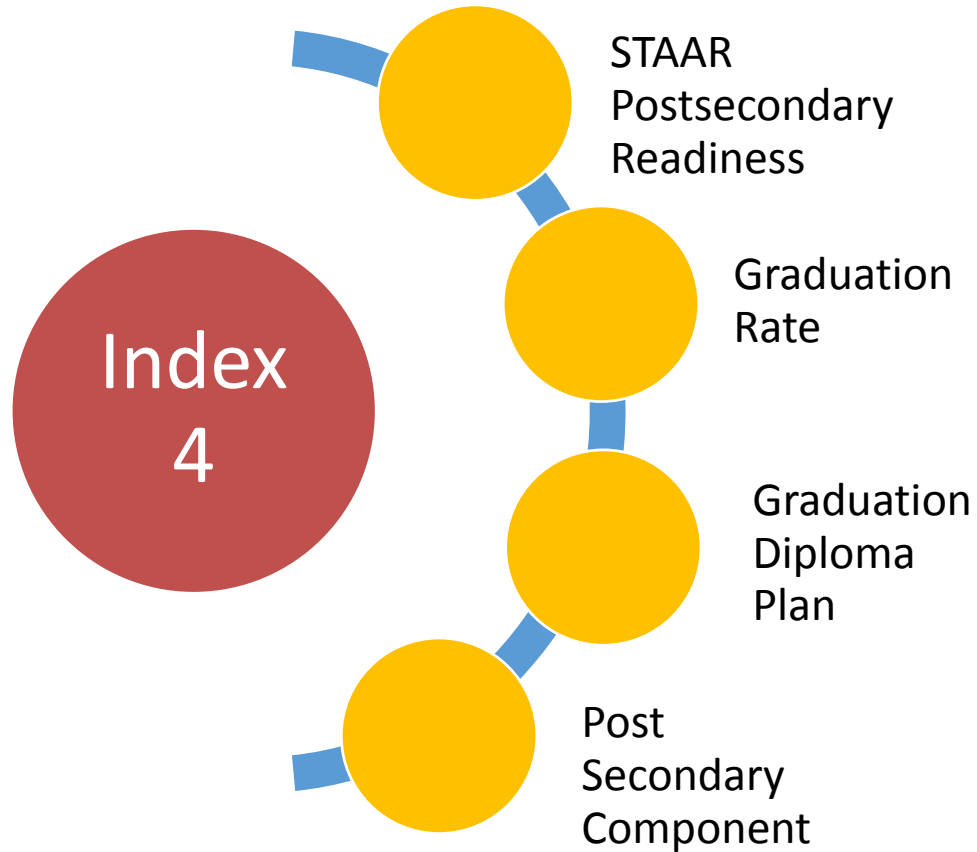


2017-2018

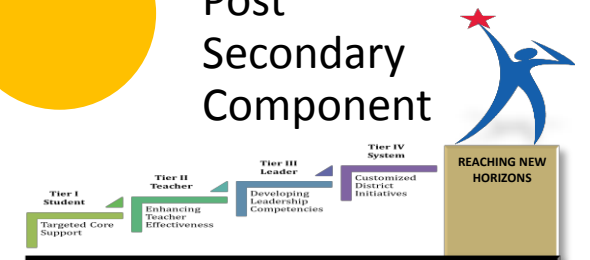
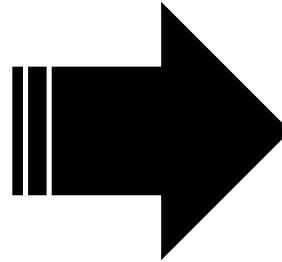
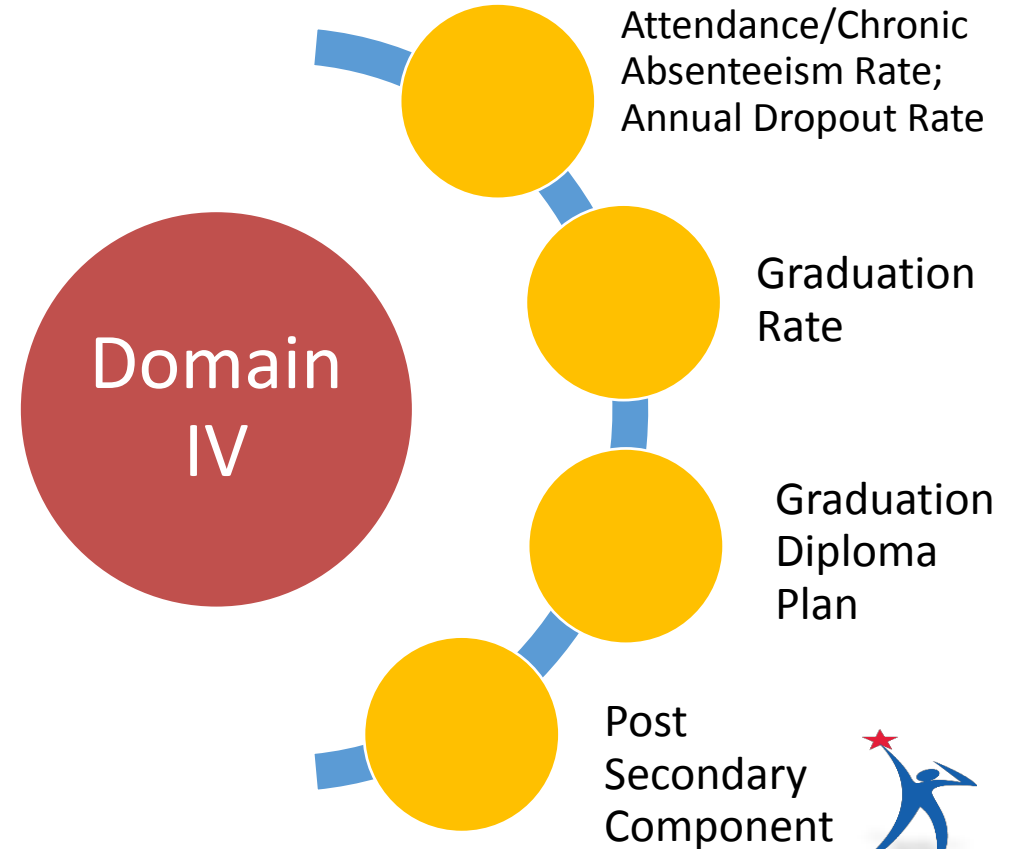


Domain IV Model

Performance Index Framework Index 4 Postsecondary Readiness



Five Domain Framework Domain IV 2017-2018

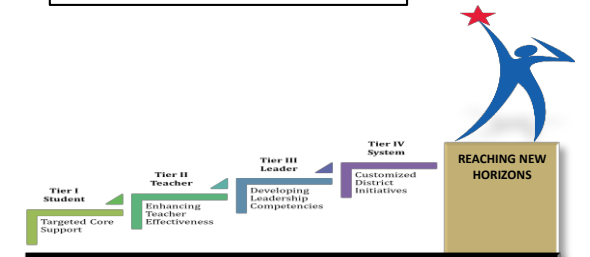
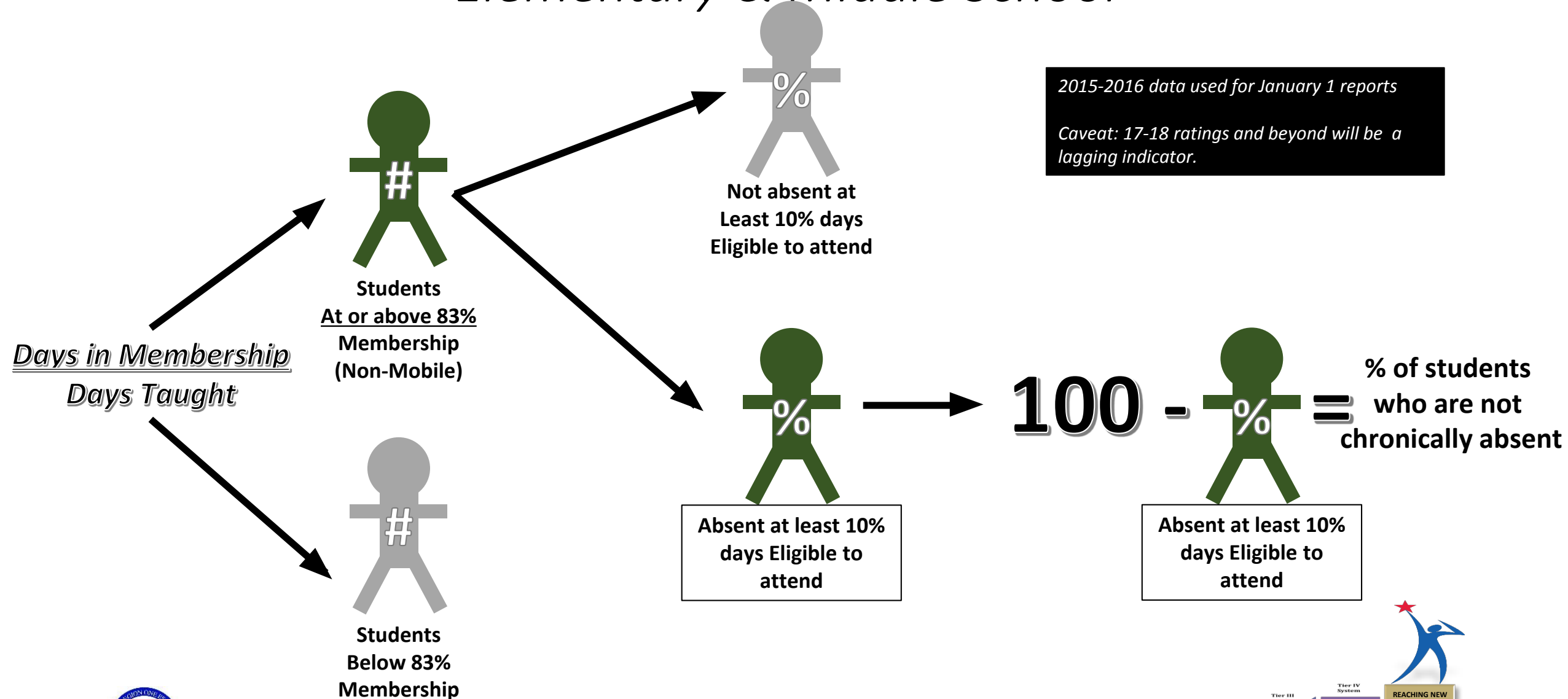


Chronic Absenteeism Rate Methodology

Elementary & Middle School

2015-2016 data used for January 1 reports

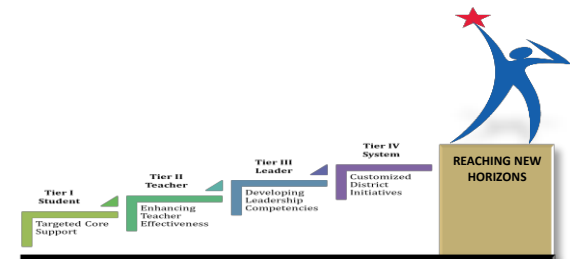
Caveat: 17-18 ratings and beyond will be a lagging indicator.



Annual 7- 8 Grade Dropout Rate

Number of dropouts in grades 7 & 8 during a given school year

of students in grades 7 & 8 who were in attendance at any time
during a given school year

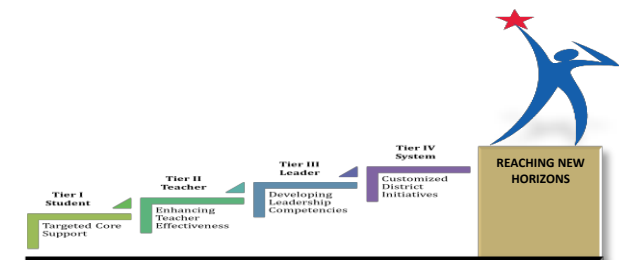


Domain IV Calculation

Postsecondary Readiness Component	Weight in Overall Grade	Points	Weight in Domain IV Grade
Graduation Rate	10%	10	28.6% of Domain Score
Graduation Diploma Plan	5%	5	14.3% of Domain Score
Post Secondary Component	20%	20	57.1% of Domain Score
Domain IV Postsecondary Readiness	35%	35	$28.6 + 14.3 + 57.1 = 100$

January 1 Reports
2014–15 annual graduates who do at least one of the following:

- Complete CTE Coherent Sequence
- Complete one or more AP/IB
- Complete 12 hours or more of earned postsecondary credits
- Achieve TSI benchmark on TSIA, SAT, or ACT



E

Example 1—Domain IV Calculation for Elementary School													
Component	All Students	African American	Hispanic	White	American Indian‡	Asian	Pacific Islander	Two or More Races	Special Education	ELL	Total Points	Max Points	Domain IV Points
Chronic Absenteeism Rate-Converted	90.9%	86.4%	90.8%	90.9%	—	—	—	—	84.9%	94.1%	538	600	89.7
Chronic Absenteeism Score (100% of Domain IV Score)												89.7	
Domain IV Score													89.7

Chronic Absenteeism
100% of Domain IV

MS

Example 2—Domain IV Calculation for Middle School													
Component	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	ELL	Total Points	Max Points	Domain IV Points
Chronic Absenteeism Rate-Converted	92.0%	92.9%	91.6%	92.4%	—	—	—	—	87.7%	92.3%	548.9	600	45.8
Chronic Absenteeism Score (50% of Domain IV Score)												91.5	
Annual 7–8 Dropout Rate-Converted	100.0%	100.0%	100.0%	100.0%	—	—	—	—	100.0%	100.0%	600	600	50.0
Annual 7–8 Dropout Rate Score (50% of Domain IV Score)												100.0	
Domain IV Score													95.8

Chronic Absenteeism
50% of Domain IV

Annual 7-8 Dropout Rate
50% of Domain IV

HS,
Dist.,
K-12

Example 3—Domain IV Calculation for District, High School, or K–12													
Component	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	ELL	Total Points	Max Points	Domain IV Points
Graduation Rate**													
4-year Longitudinal Graduation Rate	96.2%	96.0%	90.7%	97.6%	±	97.8%	±	97.9%	85.7%	83.8%	745.7	800	27.1
5-year Longitudinal Graduation Rate	97.3%	94.1%	96.0%	97.6%	*	100.0%	*	95.2%	88.9%	90.3%	759.4	800	
Graduation Rate Score (28.6% of Domain IV Score)												94.9	
College- and Career-Ready Graduates													
Postsecondary Ready Graduates	80.9%	64.7%	73.2%	83.2%	*	92.2%	*	82.6%			476.8	600	45.4
Postsecondary Ready Graduates Score (57.1% of Domain IV Score)												79.5	
Graduation Plan***													
Longitudinal RHSP/DAP Graduates	86.6%	77.1%	76.2%	89.5%	*	97.8%	*	83.0%			510.2	600	12.2
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates	86.5%	77.1%	76.2%	89.4%	±	97.8%	±	83.0%			510.0	600	
Graduation Plan Score (14.3% of Domain IV Score)												85.0	
Domain IV Score													85

Graduation Rate
28.6% of Domain IV

College and Career Ready
57.1% of Domain IV

Graduation Plan
14.3% of Domain IV

* Subgroup does not meet minimum size of 25 students.
*** AEA graduation plan component is based only on the All Students group.

** AEA campuses also have a 6-year longitudinal rate.
‡ Dash indicates that subgroup does not have any students.



Domain IV Preliminary Report from TEASE

4-Year Graduation Rate (Gr 9-12): Class of 2015

Total in Class	1184	7	1077	93	1	6	0	0	91	55
# Graduated	1067	6	968	87	0	6	0	0	75	36
% Graduated	90.1%	85.7%	89.9%	93.5%	0.0%	100.0%	-	-	82.4%	65.5%

5-Year Extended Graduation Rate (Gr 9-12): Class of 2014

Total in Class	1217	8	1105	90	0	11	1	2	111	59
# Graduated	1076	7	969	87	0	11	0	2	88	45
% Graduated	88.4%	87.5%	87.7%	96.7%	-	100.0%	0.0%	100.0%	79.3%	76.3%

Annual Dropout Rate (Gr 9-12): SY 2014-15

# of Students	5549	32	5051	410	7	34	2	13	484	244
# Dropped Out	118	0	110	7	1	0	0	0	11	8
% Dropped Out	2.1%	0.0%	2.2%	1.7%	14.3%	0.0%	0.0%	0.0%	2.3%	3.3%

Longitudinal RHSP/DAP Graduates: Class of 2015

# of Graduates	1050	6	951	87	0	6	0	0	NA	NA
# RHSP/DAP Graduates	932	6	840	81	0	5	0	0	NA	NA
% RHSP/DAP Graduates	88.8%	100.0%	88.3%	93.1%	-	83.3%	-	-	NA	NA

Longitudinal RHSP/DAP/FHSP-E/FSHP-DLA Graduates: Class of 2015

# of Graduates	1066	6	967	87	0	6	0	0	NA	NA
# RHSP/DAP/FHSP-E/FSHP-DLA Graduates	932	6	840	81	0	5	0	0	NA	NA
% RHSP/DAP/FHSP-E/FSHP-DLA Graduates	87.4%	100.0%	86.9%	93.1%	-	83.3%	-	-	NA	NA

Annual RHSP/DAP Graduates: SY 2014-15

# of Graduates	1094	5	994	88	0	7	0	0	NA	NA
# RHSP/DAP Graduates	939	5	848	80	0	6	0	0	NA	NA
% RHSP/DAP Graduates	85.8%	100.0%	85.3%	90.9%	-	85.7%	-	-	NA	NA

Annual RHSP/DAP/FHSP-E/FSHP-DLA Graduates: SY 2014-15

# of Graduates	1112	5	1012	88	0	7	0	0	NA	NA
# RHSP/DAP/FHSP-E/FSHP-DLA Graduates	939	5	848	80	0	6	0	0	NA	NA
% RHSP/DAP/FHSP-E/FSHP-DLA Graduates	84.4%	100.0%	83.8%	90.9%	-	85.7%	-	-	NA	NA

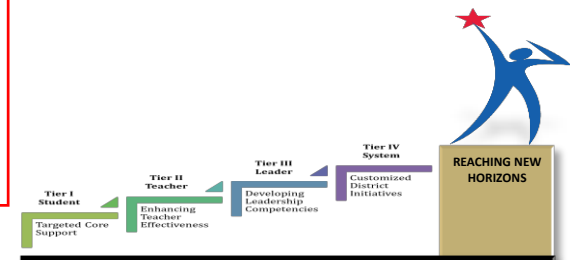
College- and Career-Ready Graduates: SY 2014-2015

# of Graduates	1112	5	1012	88	0	7	0	0	NA	NA
# College- and Career-Ready Graduates	858	5	768	78	0	7	0	0	NA	NA
% College- and Career-Ready Graduates	77.2%	100.0%	75.9%	88.6%	-	100.0%	-	-	NA	NA



College and Career Ready Graduates

TSI Criteria								College & Career Ready Indicators			College & Career Ready Graduate
ELA/Reading				Mathematics				TSI Criteria In Both ELA & Math	Two or More Advanced Courses	CTE Coherent Sequence	
Met TSIA	Met ACT	Met SAT	Met ELA Criteria	Met TSIA	Met ACT	Met SAT	Met Math Criteria				
-	-	-	-	-	-	-	-	N	N	Y	1
Y	-	-	Y	Y	-	-	Y	Y	Y	Y	1
-	-	-	-	-	-	-	-	N	Y	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
-	-	-	-	-	-	-	-	N	Y	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
N	-	-	N	N	-	-	N	N	Y	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
-	-	N	N	-	-	N	N	N	Y	Y	1
-	-	N	N	-	-	N	N	N	Y	Y	1
N	N	N	N	N	N	N	N	N	N	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
-	-	N	N	-	-	N	N	N	N	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
Y	N	N	Y	N	N	N	N	N	Y	N	1
Y	N	N	Y	Y	N	N	Y	Y	Y	Y	1
-	-	-	-	-	-	-	-	N	N	Y	1
N	-	N	N	N	-	N	N	N	Y	N	1
-	-	-	-	-	-	-	-	N	N	N	0
-	N	N	N	-	N	N	N	N	Y	Y	1
Y	-	-	Y	N	-	-	N	N	Y	Y	1
-	N	N	N	-	N	N	N	N	Y	Y	1
-	N	N	N	-	N	N	N	N	Y	Y	1



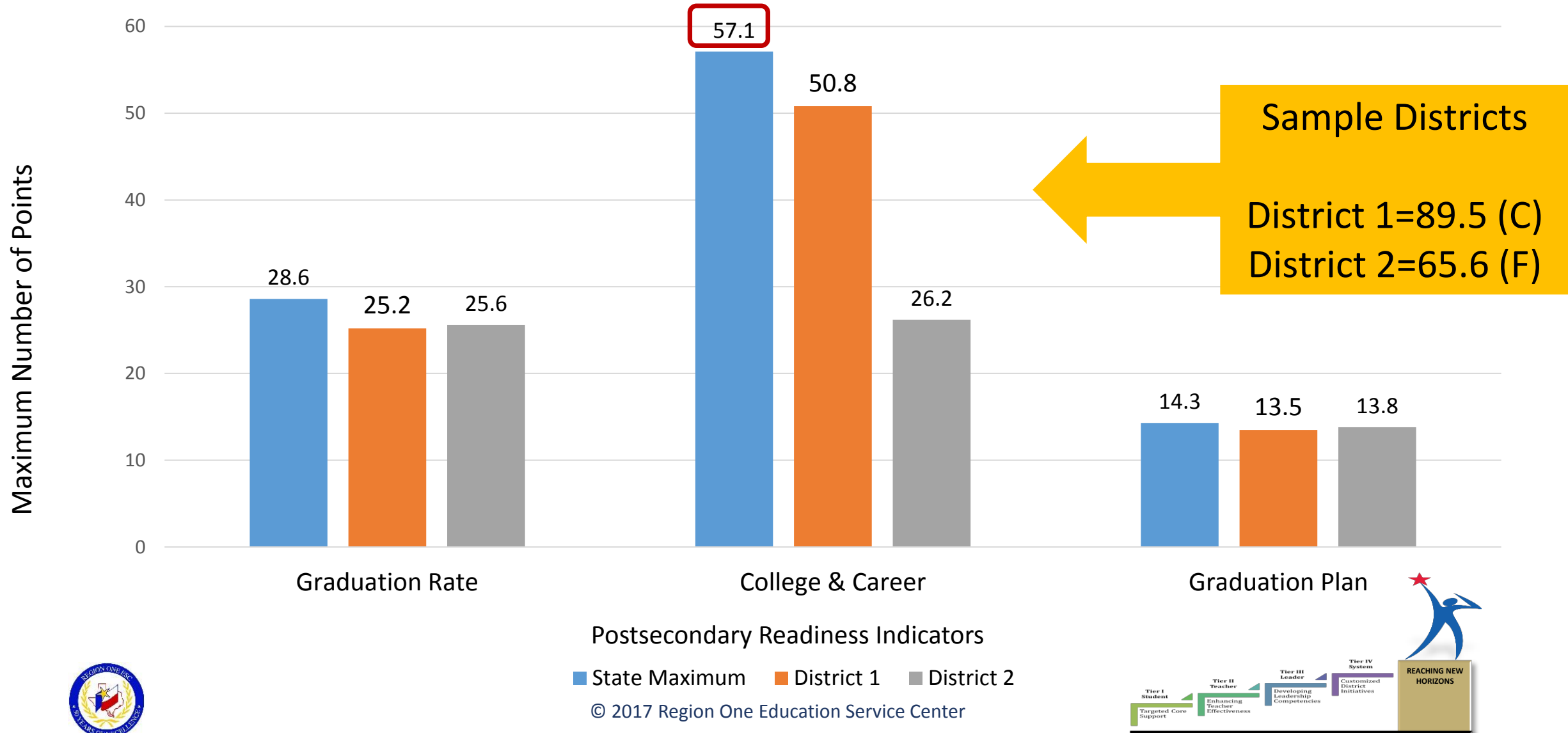
Domain IV Ratings and Targets

Campus Type/ District	Rating and Target				
Elementary	A=98	B=96	C=93	D=90	F=Less than 90
Middle	A=99	B=97	C=94	D=91	F=Less than 91
High/K-12	A=98	B=92	C=82	D=74	F=Less than 74
AEA	A=73	B=54	C=40	D=33	F=Less than 33
District (Non-AEA)	A=96	B=91	C=81	D=73	F=Less than 73
AEA District	A=80	B=64	C=35	D=33	F=Less than 33

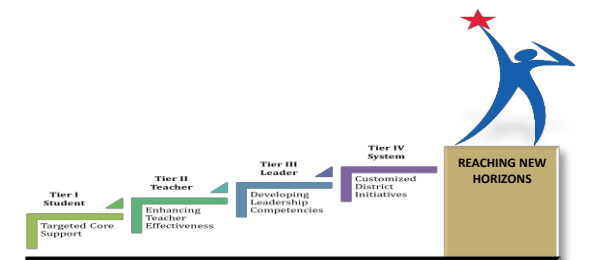
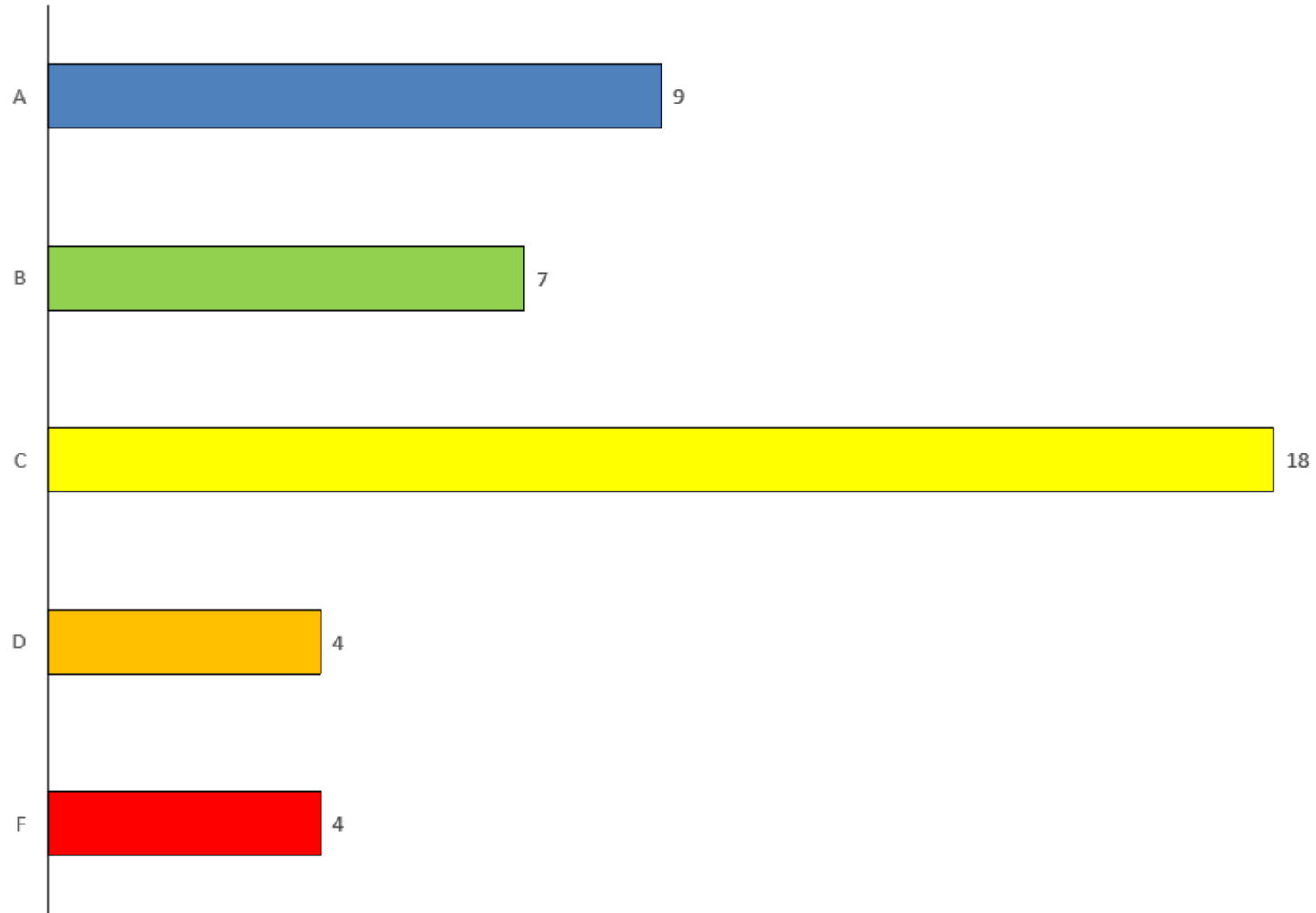


Domain IV Postsecondary Readiness

Preliminary Domain IV A-F Rating



Region One ESC
2015-16 A-F Ratings
Domain IV Letter Grades - Districts



Domain IV: Postsecondary Readiness

2017-2018 and Beyond

January 1 Reports

Complete CTE Coherent Sequence

Complete one or more AP/IB

Complete 12 hours or more of earned postsecondary credits

Achieve TSI benchmark on TSIA, SAT, or ACT

2017-2018

Complete CTE coherent sequence *of courses/earn industry (nationally recognized) certification*

Perform at or above criterion score on one or more AP/IB examinations

Complete 12 hours or more of earned postsecondary credit

Achieve TSI benchmark on TSIA, SAT, or ACT

Enlist in the U.S. armed forces



DOMAIN V: Community and Student Engagement



Michael Waraksa, 2013



School District Evaluation of Performance Community and Student Engagement (C.a.S.E)

HB 5

H.B. No. 5

AN ACT
relating to public school accountability, including assessment,
and curriculum requirements; providing a criminal penalty.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 46. (a) Subchapter C, Chapter 39, Education Code,
is amended by adding Section 39.0545 to read as follows:

**Sec. 39.0545. SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN
COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE.** (a) Each school
district shall evaluate the district's performance and the
performance of each campus in the district in community and
student engagement and in compliance as provided by this section
and assign the district and each campus a performance rating of
exemplary, recognized, acceptable, or unacceptable for both
overall performance and each individual evaluation factor listed
under Subsection (b). Not later than August 8 of each year, the
district shall report each performance rating to the agency and
make the performance ratings publicly available as provided by
commissioner rule.

(b) For purposes of assigning the performance ratings
Under Subsection (a), a school district must evaluate:

- (1) the following programs or specific categories of
performance at each campus:
 - (A) fine arts;
 - (B) wellness and physical education;
 - (C) community and parental involvement, such as:
 - (i) opportunities for parents to assist
students in preparing for assessments under
Section 39.023;
 - (ii) tutoring programs that support
students taking assessments under Section
39.023; and
 - (iii) opportunities for students to
participate in community service projects;
 - (D) the 21st Century Workforce Development
program;
 - (E) the second language acquisition program;
 - (F) the digital learning environment;
 - (G) dropout prevention strategies; and

1

2015-2016 TAA Guidance on C.a.S.E



1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

Commissioner Mike Morath

May 20, 2016

Action Required

TO THE ADMINISTRATOR ADDRESSED:

Subject: 2015-16 Reporting Requirements for Community and Student Engagement

This letter is a reminder that Texas Education Code, §39.0545, requires each district and charter school to annually evaluate its performance and the performance of each of its campuses in the area of community and student engagement. Each district and charter must assign a performance rating of *exemplary*, *recognized*, *acceptable*, or *unacceptable* to itself and to each of its campuses. Ratings are to be assigned for overall performance as well as for each of the following categories:

- Fine arts
- Wellness and physical education
- Community and parental involvement
- The 21st Century Workforce Development program
- The second language acquisition program
- The digital learning environment
- Dropout prevention strategies
- Educational programs for gifted and talented students

In addition, each district and charter must indicate whether it and each of its campuses has complied with statutory reporting and policy requirements. Beginning with the 2014-2015 submission, a new code table, STATUTORY-REPORTING-AND-POLICY-AND-COMPLIANCE-INDICATOR-CODE (C200), is used for this indicator. Districts indicate either a "0" or "1", as defined below; the field cannot be left blank.

0 – No (Not In Compliance)
1 – Yes (In Compliance)

Districts and charters must designate local committee(s) to determine the criteria used to evaluate performance and assign community and student engagement ratings and to evaluate and indicate compliance with statutory reporting and policy requirements.

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:

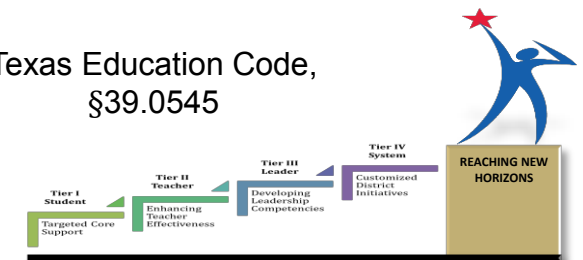
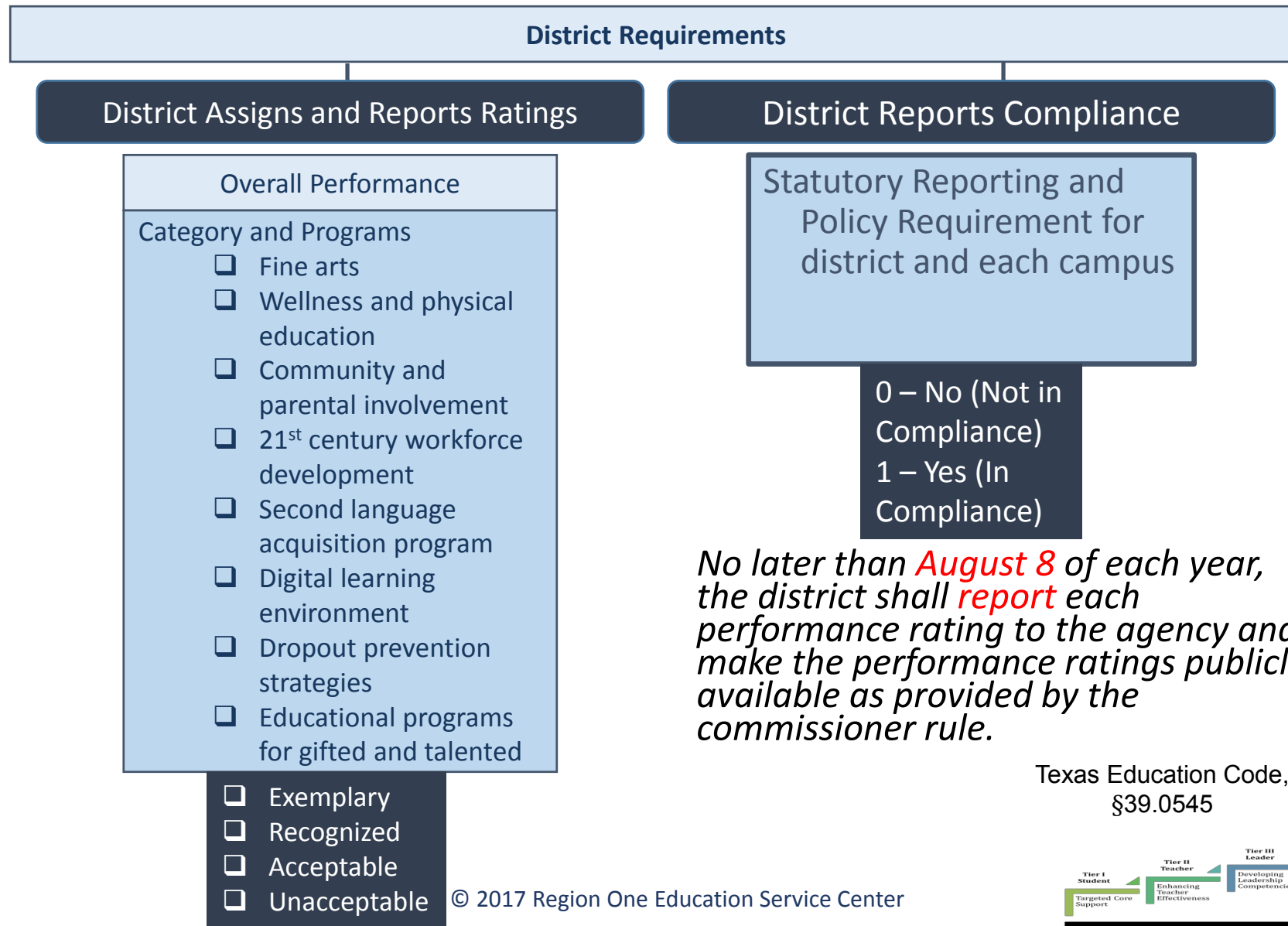
1. The PEIMS Summer submission reflecting the data from the 2015-16 school year is due on June 23, 2016.
2. The PEIMS Summer resubmission reflecting the data from the 2015-16 school year is due on July 21, 2016.
3. For schools operating on a year-round track, the PEIMS Summer submission is due on June 23, 2016, and the PEIMS Summer resubmission is due on August 18, 2016.

2016-2017 TAA Guidance on C.a.S.E

2016-2017
TAA
Forthcoming
In May



School District Evaluation of Performance Community and Student Engagement; Compliance



Community and Student Engagement; Compliance Tool

House Bill 5 Section 46 Community and Student Engagement; Compliance

Over 100 bills were passed during the 83rd legislative session that impact public education. One significant change requires district and campuses to evaluate *Student and Community Engagement; Compliance*. Each district must use criteria set by a local committee to evaluate the districts and campuses performance under each program or category and determine an overall rating for *Student and Community Engagement* using a rating of (exemplary, recognized, acceptable, or unacceptable). In addition each district and campus must evaluate *Compliance* with statutory reporting and requirements. In response, Region One Education Service Center collaboratively developed with local education agencies a CSE electronic tool that supports the implementation of the statutory requirement.

We wish to acknowledge the co-authors for their profound expertise, time and dedication in the creation of the Resources.

[HB5-Tool-V10 CSE TOOL PEIMS CODES Equivalents](#)

[Click Here To Access The Community and School Engagement Tool Resource](#)

[House Bill 5 Section 46 Text](#)

[Student and Community Engagement Presentation](#)

[Student and Community Engagement Planning Template](#)

[PEIMS Coding for School District Evaluation of Performance](#)

Copy of HB5-Tool-V10 - Excel

SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE				
House Bill 5 Section 46				
< GO TO INSTRUCTIONS PAGE >				
Indicator	District: Somewhere ISD	Rating		
	Campus: Somewhere Junior High	Unacceptable	Acceptable	Recognized
Student and Community Engagement; Compliance	Program/Category			
	Fine arts			
	Wellness and Physical Education			
	Community and Parental Involvement			
	21st Century Workforce Development			
	Dropout Prevention Strategies			
	Second Language Acquisition			
	Digital Learning Environment			
	Educational Programs for Gifted and Talented			
	Statutory Reporting and Policy Requirements			
Compliance with statutory reporting and policy requirements by LEA based on criteria that was developed by a local committee:			Yes	
Overall Rating				

Each school district shall evaluate the district's performance of each campus in the district by August 8 of each year. The districts shall report the information to TEA and make the performance ratings public.

Division of Instructional Support

Region One Education Service Center

HB5 Tool

<https://prodev.esc1.net/surveys/LandingPage.aspx>

HB5 Page

<http://www.esc1.net/site/Default.aspx?PageID=2100>



© 2017 Region One Education Service Center





Confirmation Message

Thank you for your interest in the CSE Tool Resource.

A confirmation has been sent to **rdegollado@esc1.net**.

The email will contain the software requested along with the "End User Agreement" for future reference.

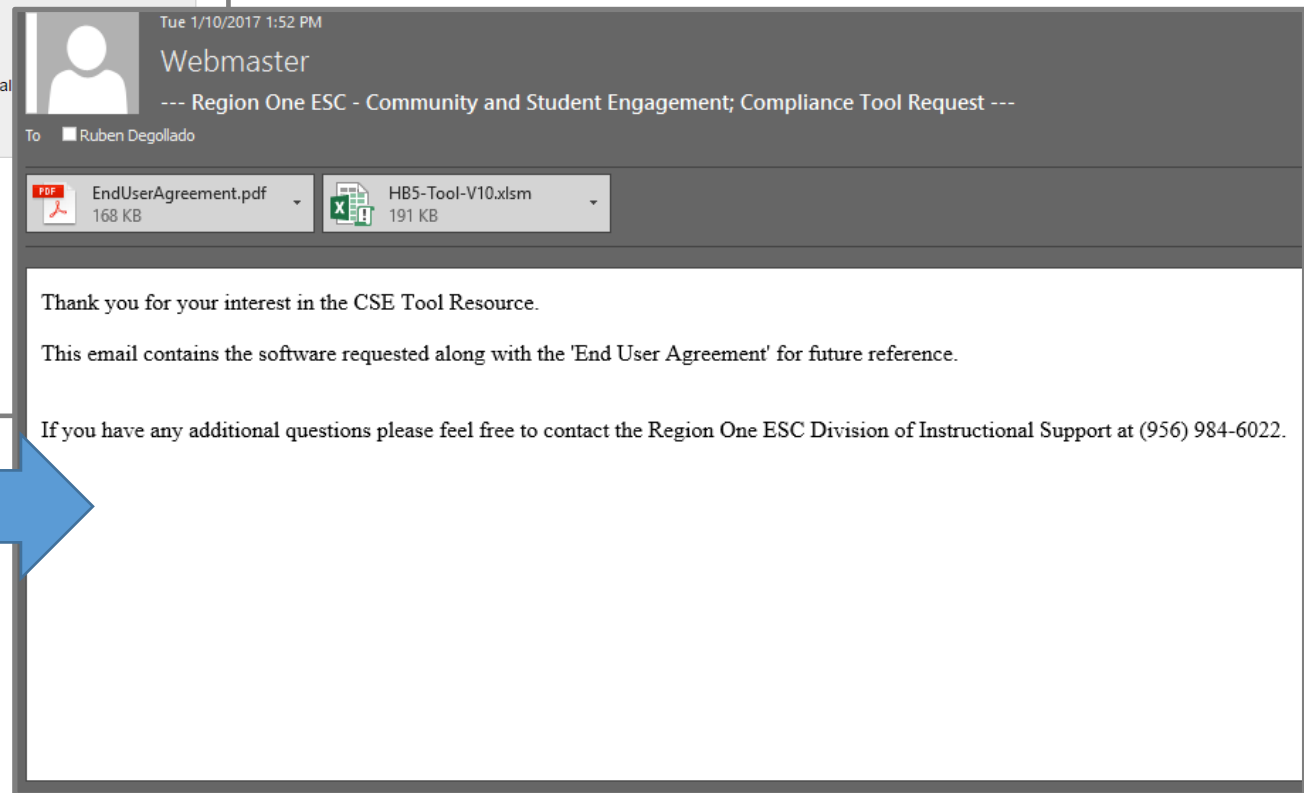
If you do not receive the email, please consider the following:

- Check that you entered your email correctly
- Check your spam and or junk folder
- Check if your district allows you to receive attachments

If you have any additional questions please feel free to contact the Region One ESC Division of Instructional Support at (956) 984-6022.

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Automatic Confirmation
and email will be sent



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CASE Timeline for 2016-2017

June 22/July 20, 2017 TSDS Submission

No later than August 8, 2017

No later than
October 1, 2017

Data for SY 16-17

Districts submit 8 categories Ratings for
2016-2017
Exemplary
Satisfactory
Acceptable
Unacceptable

Districts submit overall
CASE Rating

Districts indicate statutory
reporting and policy
compliance

Data for SY 17-18

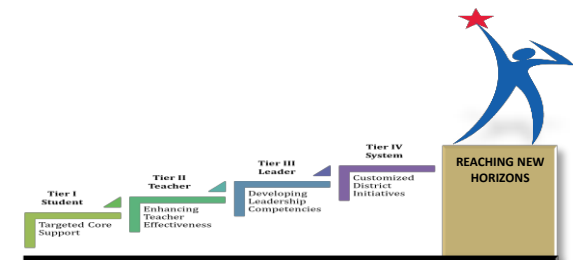
Districts Indicate
internet website link
to CASE Ratings

Districts Indicate
internet website link
to CASE Ratings

Districts indicate 1st,
2nd, 3rd CASE Choice

Districts Report
Ratings on
Website

TEA Reports
ratings publicly



CASE Domain V Timeline for 2017-2018

June 22/July 20 2017 TSDS Submission

May 4, 2018 TSDS Submission

No later than August 8, 2018

No later than October 1, 2018

Districts indicate 1st, 2nd, 3rd CASE Choice

Districts Indicate internet website link to CASE Ratings

Districts Indicate internet website link to CASE Ratings

Districts submit 8 categories Ratings
Exemplary
Satisfactory
Acceptable
Unacceptable

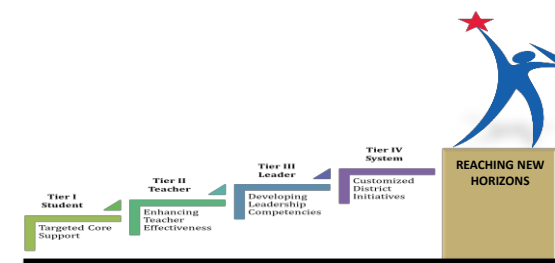
Districts submit overall CASE Rating

Districts indicate statutory reporting and policy compliance

TEA assigns A-F on district-selected three categories

Districts Report Ratings on Website

TEA Reports ratings publicly



Selecting Domain V CASE Ratings Example: *District*

June 22/July 20 TSDS Submission for
2017-2018 School Year

2017-2018 Texas Education Data Standards
Section 2.1 – Education Organization Data Submission Requirement
Preliminary Version 2018.P.1.0

Example(s)

Texas ISD has selected the following three categories to be part of its accountability ratings for the following school year

FINE-ARTS-CATEGORY-CODE (E1531)

COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE (E1533)

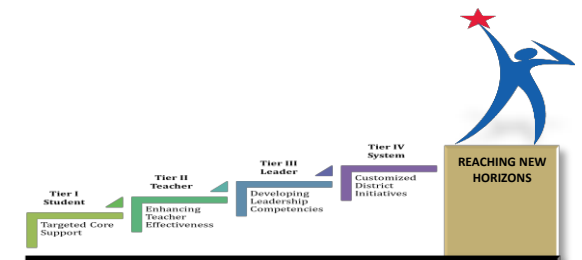
SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE (E1535)

Texas ISD would report the following data to represent its choices in the LocalEducationAgencyExtension Complex Type Complex.

District ID	E1575 FIRST-CASE-CHOICE-CODE	E1576 SECOND-CASE-CHOICE-CODE	E1577 THIRD-CASE-CHOICE-CODE	E1578 CASE-RATINGS-CRITERIA-LINK
Texas ISD	01 Fine Arts Category Code	03 Community and Parental Involvement Category Code	05 Second Language Acquisition Program Category Code	www.texasisd/districtratingscriteria.com

Data Sample(s)

[PEIMS - Local Education Agency Dashboard - Local Education Agency](#)



Selecting Domain V CASE Ratings: *Campus and District*

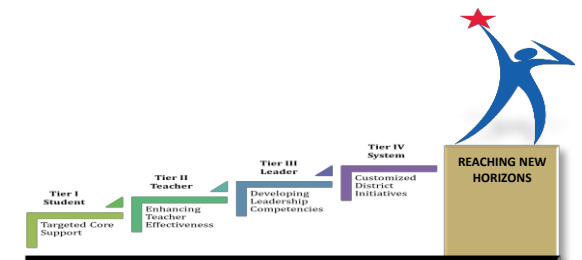
**June 22/July 20 TSDS Submission
For 2017-2018 School Year**

2017-2018 Texas Education Data Standards
Appendix K – Community and Student Engagement Indicator Data Collection
Preliminary Version 2018.P.1.0

2016-2017 CASE Ratings Selections and Reporting Example – Reporting with Code Table C205

Organization	Administrator	E1575 - First Case Choice	E1576 - Second Case Choice	E1577 - Third Case Choice
Texas ISD	Superintendent	WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE	COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE	DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE
Texas High School	Principal A	DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE	FINE-ARTS-CATEGORY-CODE	21ST-CENTURY-WORKFORCE-DEVEL-PGM-CATEGORY-CODE
Texas Middle School	Principal B	COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE	WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE	FINE-ARTS-CATEGORY-CODE
Texas Elementary	Principal C	EDUCATIONAL-PGM-FOR-GT-STUDENTS-CATEGORY-CODE	SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE	DIGITAL-LEARNING-ENVIRONMENT-CATEGORY-CODE
Texas DAEP	Principal D	Not Reported	Not Reported	Not Reported
Texas JJAEP	Principal D	Not Reported	Not Reported	Not Reported

- ✓ These three selections can be different for the LEA And each of the campuses
- ✓ After districts report 3 selected CASE Ratings in Submission 3, no changes can be made to the CASE Ratings that were selected
- ✓ New selections cannot be made at the end of the Year for the following school year



Assigning Domain V CASE Ratings: *Campus* and *District*

TEA Assigns A-F Rating based on
District Self-Assigned Rating

Code Table ID	Name	XML Name	Date Issued	Date Updated
C198	PERFORMANCE-RATING-CODE	TX-PerformanceRatingIndicatorType	12/1/2013	12/1/2016
Code	Translation			

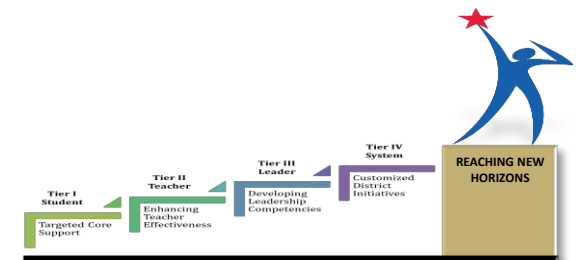
00 Not Applicable

01 Exemplary OR an overall domain performance rating of A

02 Recognized OR an overall domain performance rating of B

03 Acceptable OR an overall domain performance rating of C

04 Unacceptable OR an overall domain performance rating of D or F



Domain Framework

A-F Academic Accountability System:

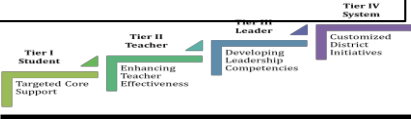
Moving Forward



Michael Waraksa, 2013

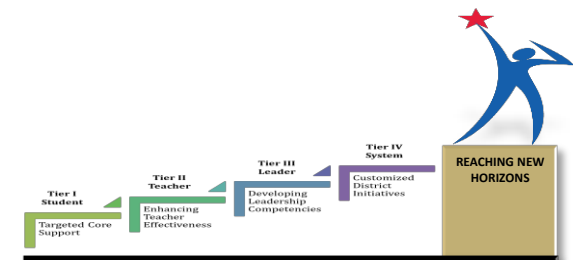


REACHING NEW
HORIZONS

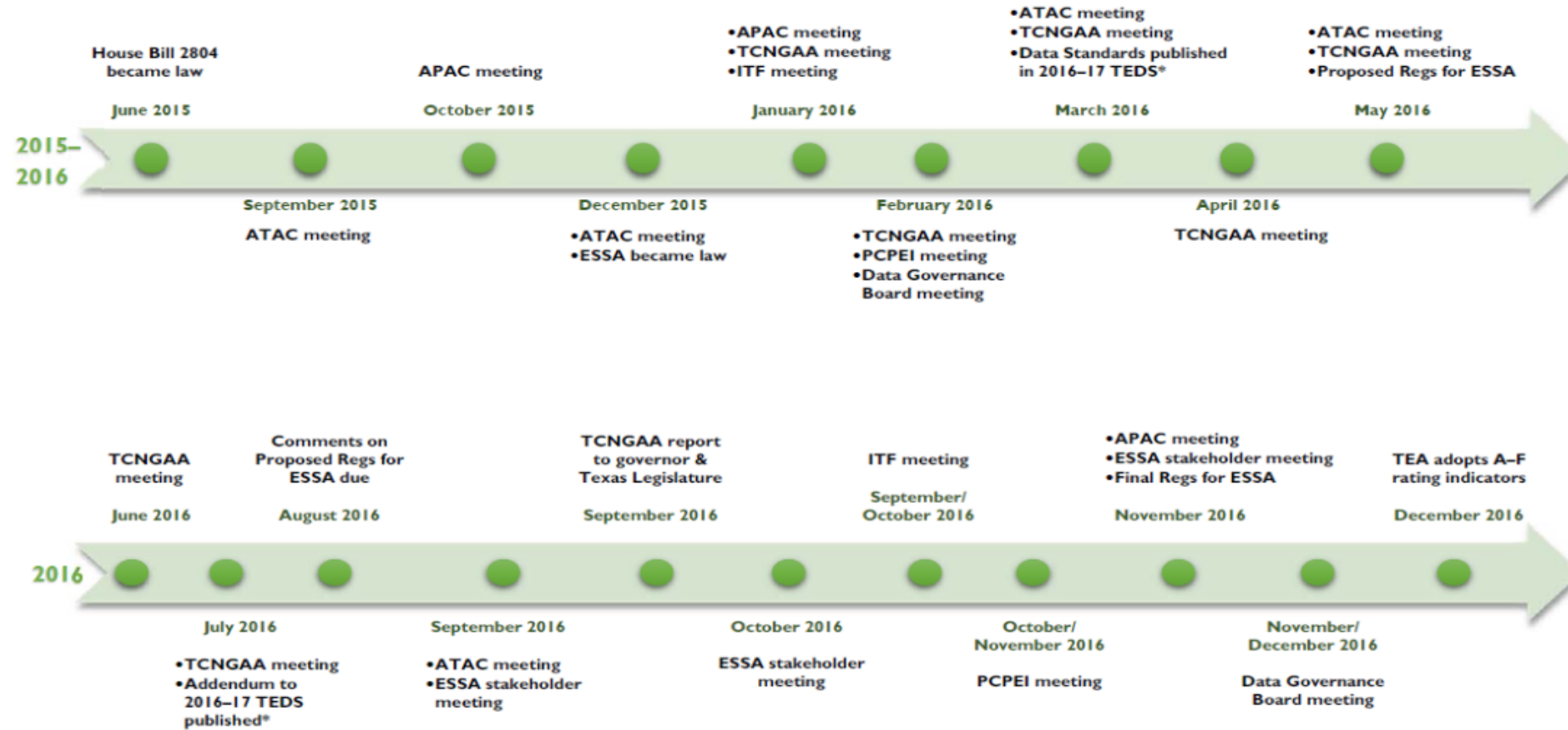


Key Caveats

- The TEA Preliminary A–F Domain Ratings Report:
 - Does not include additional indicators that the commissioner may consider for augmenting A or B ratings for respective Elementary, Middle School, and High School (**A** to **A+**, **B** to **B+**)
 - Does not include required improvement options that augment letter ratings of **D** or **F** to **C** or **D**.
 - Does not include Domain III options that augment Domain I letter ratings of **B** or **C** to **A** or **B**.
 - Does not include the statutory constraint that a district cannot earn a rating of **A** in a domain if one of its campuses earns a **D** or **F** in that domain. This statutory constraint will be applied to the 2017-2018 ratings.



2017–18 Accountability Development Timeline

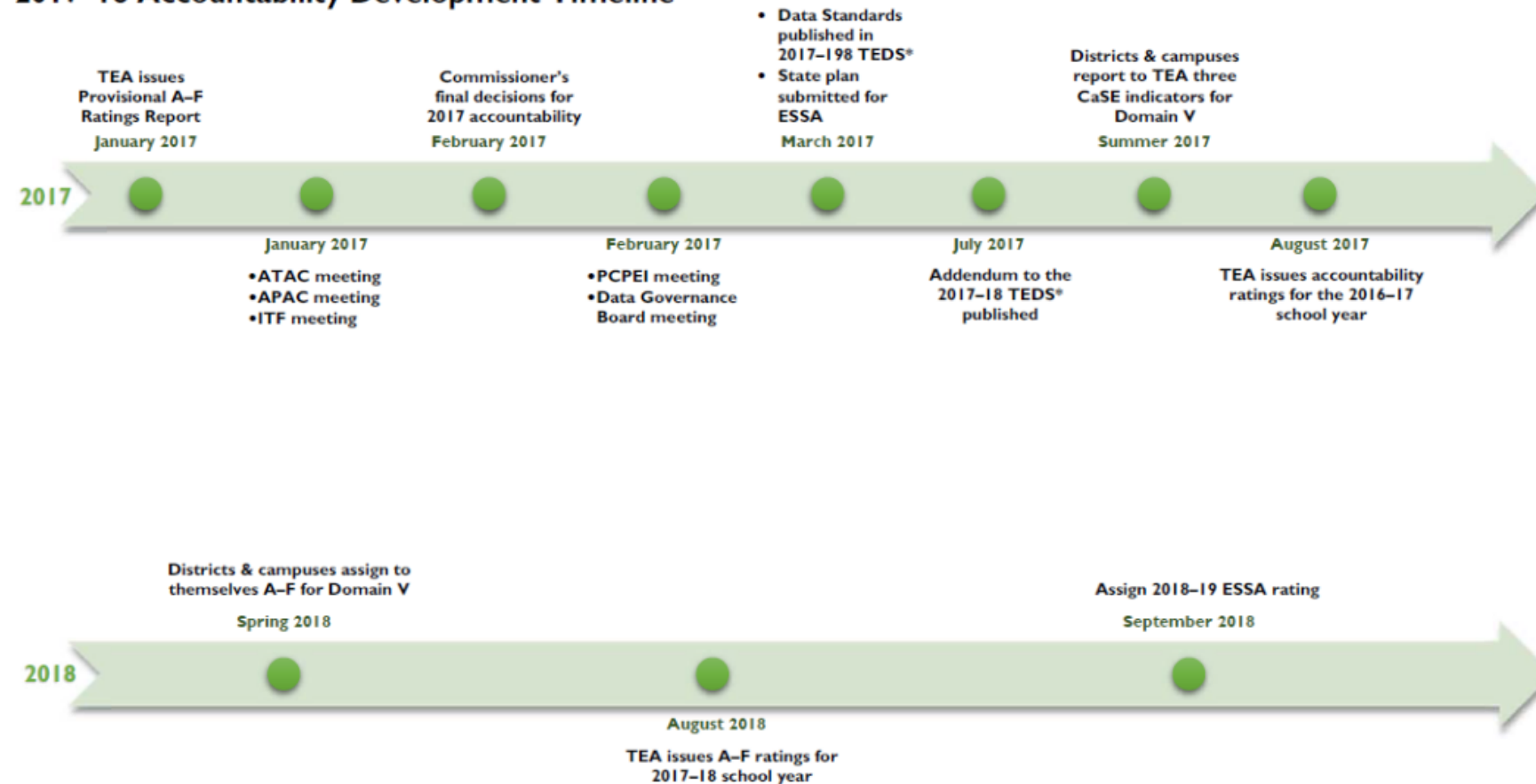


*When new data standards are published, districts and vendors update their data collection systems in time for the first required collection.

2015–16 A–F Ratings: A Report to the 85th Texas Legislature



2017–18 Accountability Development Timeline



*When new data standards are published, districts and vendors update their data collection systems in time for the first required collection.

APAC=Accountability Policy Advisory Committee
 ATAC=Accountability Technical Advisory Committee
 CaSE=Community and Student Engagement
 ESSA=Every Student Succeeds Act of 2015

ITF=Information Task Force
 PCPEI=Policy Committee on Public Education Information
 TCNGAA=Texas Commission on Next Generation Assessments and Accountability
 TEDS=Texas Education Data Standards



2015–16 A–F Ratings: A Report to the 85th Texas Legislature

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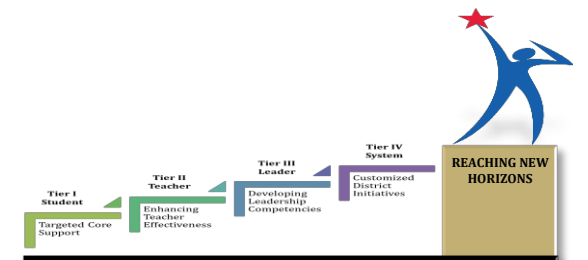
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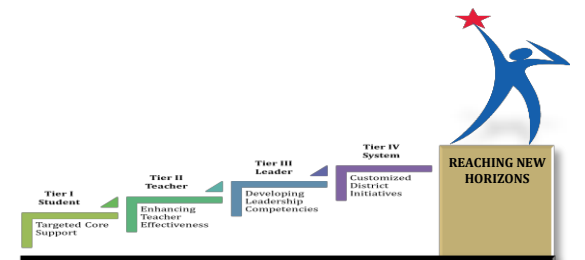
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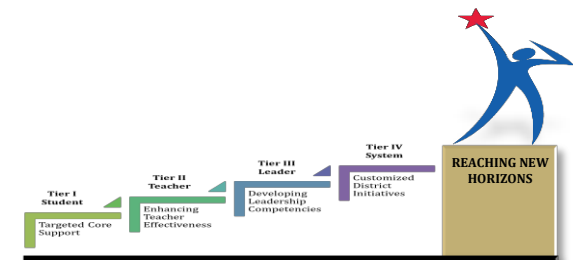
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Division of Instructional, School Improvement, and College Readiness Support

Dr. Eduardo Cancino, Deputy Director

956-984-6022

ecancino@esc1.net

Belinda S. Gorena, Administrator

School Improvement, Accountability and Compliance

956-984-6173

bgorena@esc1.net

Kelly K. VanHee, Administrator

Curriculum, Instruction and Assessment

956-984-6151

kkvanhee@esc1.net

Carmen Garcia, Director

Brownsville Extension Office

956-984-6231

cagarcia@esc1.net

Darlene M. Rogers, Director

Laredo Extension Office

956-795-0000

drogers@esc1.net

