



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: New A-F Accountability System Overview with District and Campus Results

SUBMITTED BY: Emma Leza, Executive Director of Instructional Accountability

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: January 18, 2017

INFORMATIONAL REPORT:

Texas Education Agency Information on the new 2017-2018 A-F Accountability System with the Work-In-Progress District and Campus Preliminary Ratings.



TEA A - F Ratings



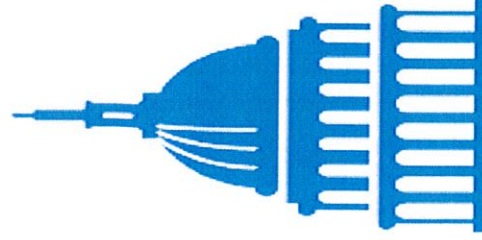
84th Legislature HB 2804
Texas School Accountability
System

January 10, 2017

A - F Overview



A-F Overview



The 84th Legislature passed **HB 2804**, changing the Texas school accountability system so that every campus and district receives one of five ratings from A-F. Much like students receive grades in individual subjects and those are combined for a GPA, the law requires schools and districts to be issued grades based on five different areas of performance or “domains,” and those five grades must be combined into a single overall rating.

A - F Overview

The ratings will be issued for the first time in August 2018. But the law requires a **preliminary work-in-progress report noting potential grades by domain** to be issued to the legislature by January 01, 2017.

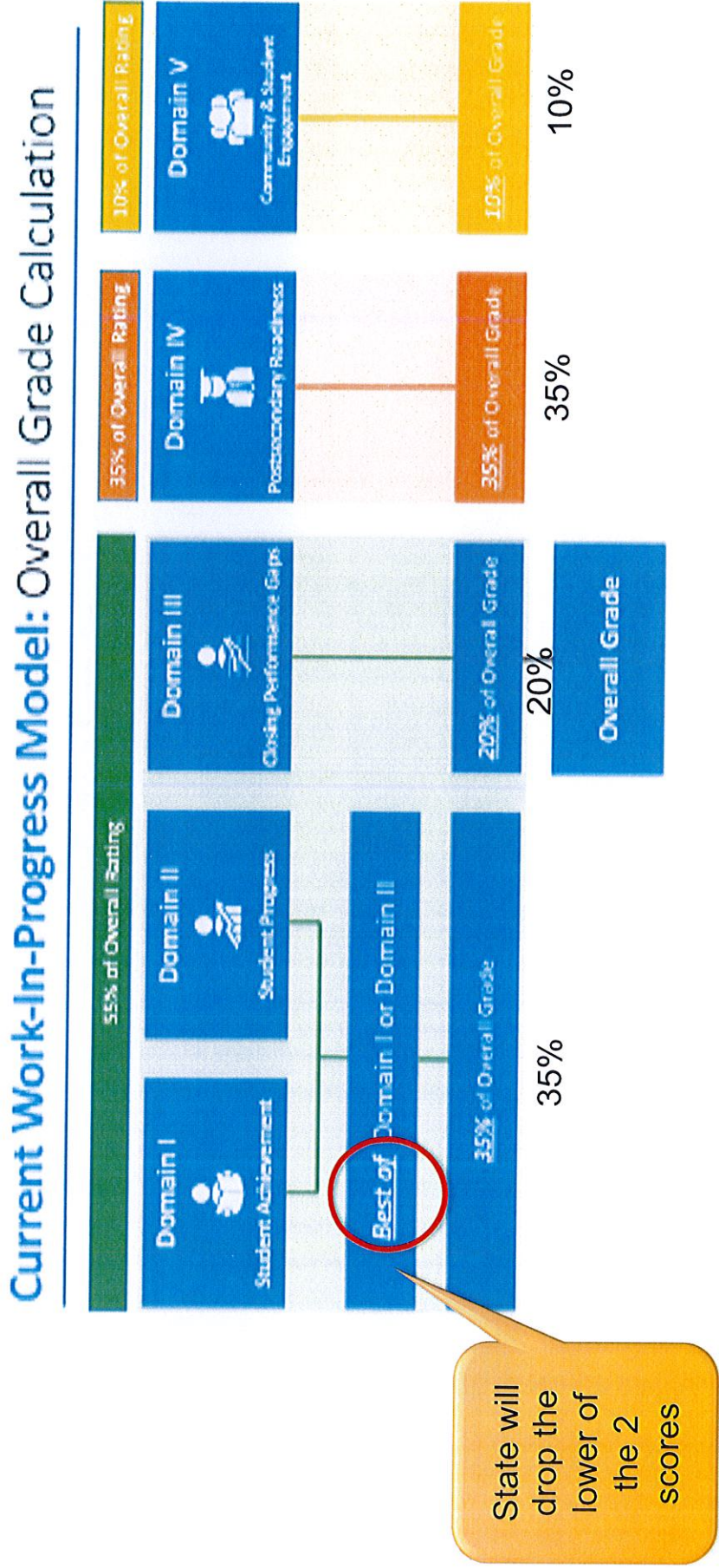
The new system reflects a commitment to recognizing high achievement but also recognizing the impact of highly effective educators.

The two guiding principles for this system are:

1. The system should not be built on a forced distribution so that some set percentage of campuses must get an A or an F. It should be mathematically possible that all campuses achieve an A rating.
2. Rather than facing constantly changing targets that make it harder and harder to demonstrate improvement each year, the ratings should be based on stable criteria in order to make apples-to-apples performance comparisons each year.

A - F Overview

The agency has a preliminary approach for how the overall grade may eventually be calculated from the five domains. Given the agency's current work-in-progress, the domains would be combined as reflected in the chart below:



Domain I: Student Achievement

Student Achievement will be based on the percent of students meeting STAAR performance at the passing standard, the final level 2 standard and at the advanced standard.

In an attempt to add clarity, the agency is proposing to change these terms. You can see the changes to the right:

As part of the guiding principles for A-F, the agency is also proposing to lock in the formerly Phase-in Level II rate at its current rate of rigor. So rather than constantly raising the bar, the newly named Approach-ing standard will remain a constant proficiency level, allowing for easier year over year comparisons.

Domain I: Proposal To Measure Proficiency

Current PLD	Current Public Label	New PLD/Public Label
Level 1	Unsatisfactory	Does Not Meet
Phase-In Level 2	Satisfactory	Approaches
Final Level 2	Postsecondary Ready*	Meets
Level 3	Advanced	Masters

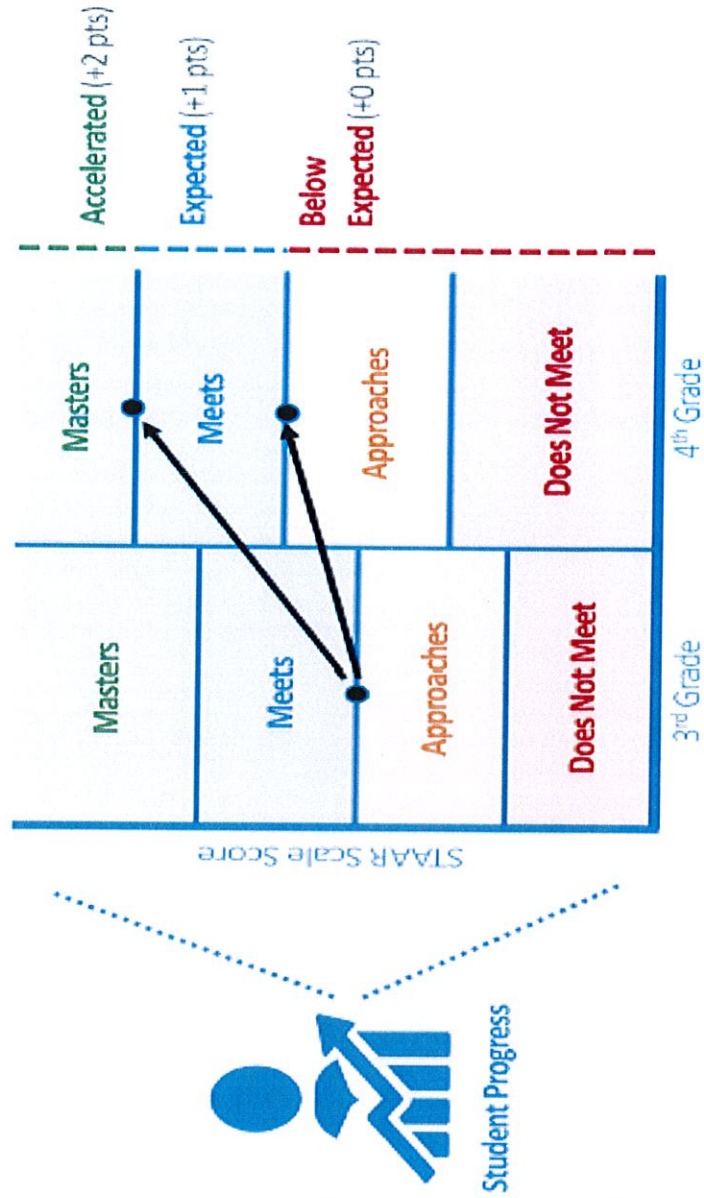


* This label has not been featured on Confidential Student Reports for parents.

Domain II: Student Progress

The current proposal for Domain II examines each child's scale score on STAAR this year versus last year. Students who gain enough scale score points to maintain the same level of proficiency as the year before are designated as having met expected growth. Students who gain enough scale score points to gain a proficiency level (ex: from Meets grade level to Masters grade level) are designated as having accelerated growth. In the current approach, points are tallied for each student who reaches expected growth (one point) or accelerated growth (two points), and points are added up for all students and for various sub-populations. The agency has begun examining several alternative approaches to ensure we have the most effective method for recognizing student growth, but at present, no changes have been proposed.

Domain II: How Growth Is Currently Calculated

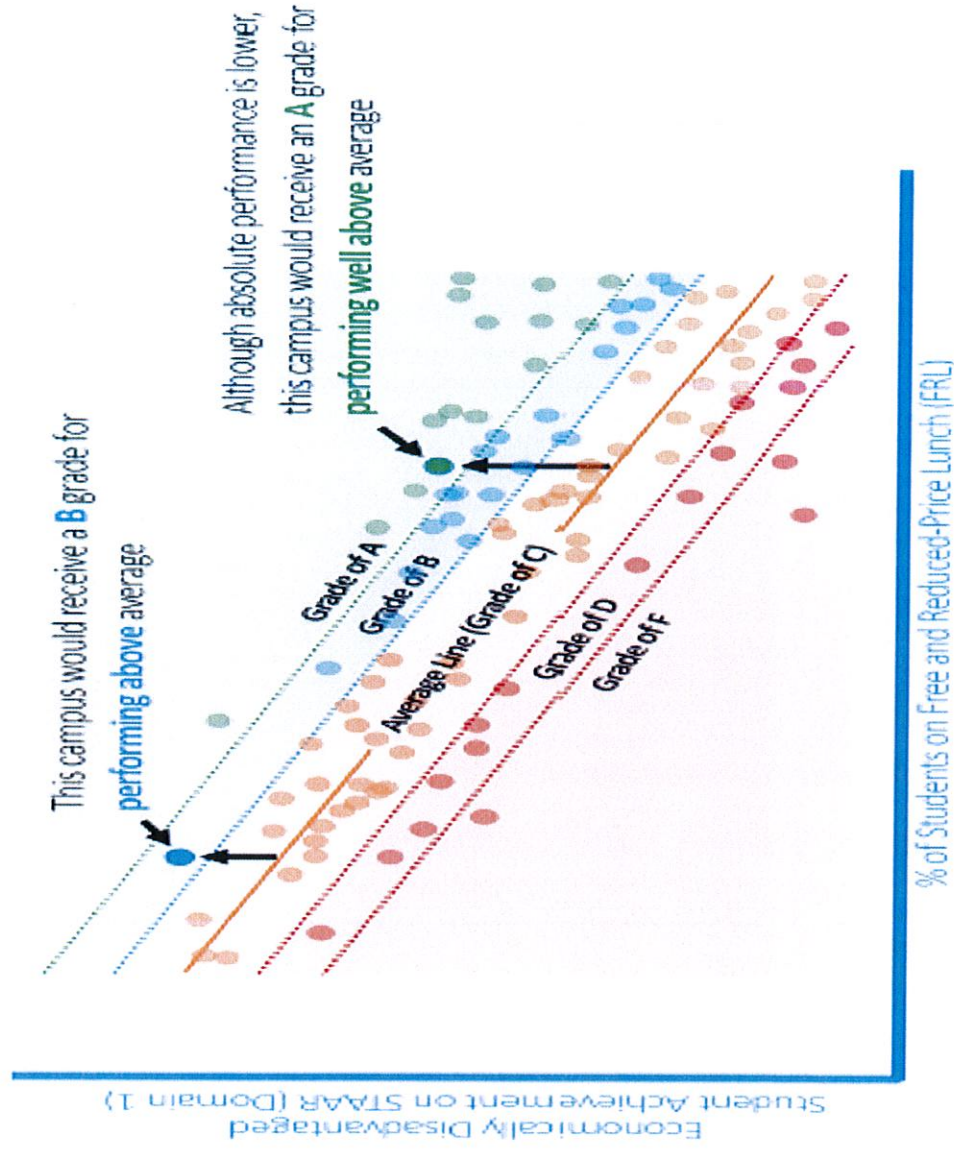


Progress Calculation is of utmost importance to ensure a higher score in this domain (State and Assessment Database)

Domain III: Closing the Gaps

There are many ways to determine how effectively campuses are closing achievement gaps. The proposed approach examines how well campuses throughout Texas are doing today in terms of student achievement for their economically disadvantaged students given how many economically disadvantaged students they have. This chart to the right illustrates the approach.

Schools that perform well above the average line appear to be closing achievement gaps, and would be given an A rating. A benchmark cut point would be set based on the 2016-2017 school year, and those cut points would remain fixed over time, to ensure all campuses have an opportunity to improve to an A over time.



Domain IV: Postsecondary Readiness

Domain IV



Postsecondary Readiness

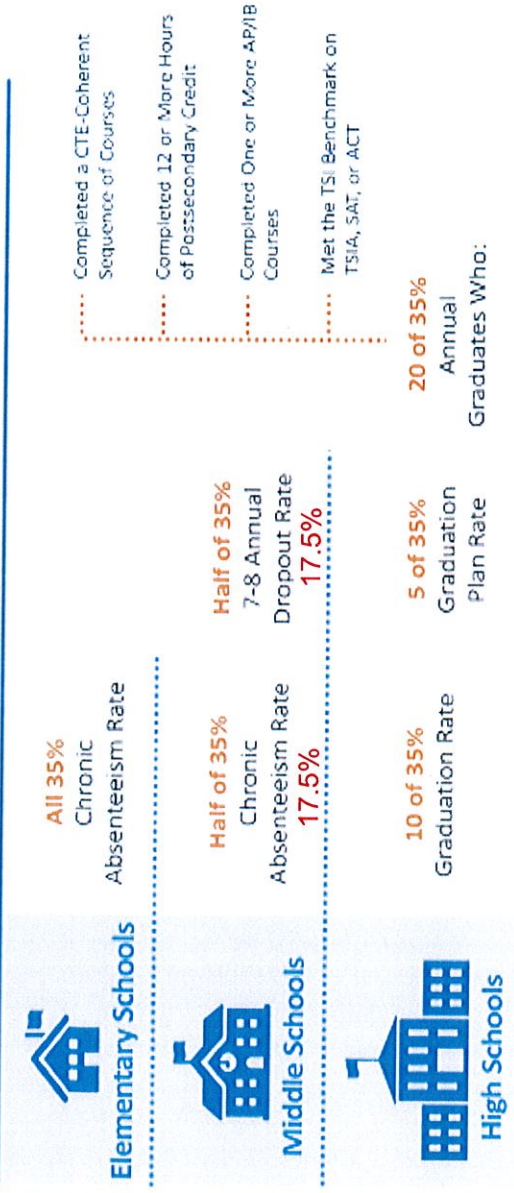
Domain IV: Postsecondary Readiness

Domain IV, which is 35% of a campus's overall grade, relies on indicators other than STAAR.

At the elementary and middle school level this will involve the use of chronic absenteeism. Middle school will also incorporate the middle school drop-out rate. The agency engaged in extensive stakeholder conversations to determine whether additional indicators could be used in elementary and middle school, but no suitable additional indicators could be found.

At high school, Domain IV will be based partially on the graduation rate and partially on the percentage of students graduating with a higher level graduation plan. But it will also examine the percentage of students who graduate ready for college, career, or the military, as evidenced by SAT/ACT/AP/IB/dual credit, an industry credential or appropriate CTE course sequence, or military enlistment. Ratings in this domain will be built so that schools will receive the same level of recognition for students who enter the military as they do for students who achieve industry-recognized credentials and as they do for students who achieve high SAT/ACT scores.

Domain IV: Calculating Domain IV Score



Domain I – IV Targets for 15-16 A – F Ratings

Domain I-IV Targets for 2015-16 A-F Ratings*

	Grade	Domain I	Domain II	Domain III**	Domain IV
Elementary School	A	60	53	10.8 or greater	98.0
	B	51	47	2.2 to 10.7	96.0
	C	40	41	-2.2 to 2.1	93.0
	D	34	37	-10.8 to -2.3	90.0
	F	Less than 34	Less than 37	Less than -10.8	Less than 90.0
Middle School	A	60	45	9.6 or greater	99.0
	B	48	41	1.9 to 9.5	97.0
	C	37	36	-1.9 to 1.8	94.0
	D	31	33	-9.6 to -2.0	91.0
	F	Less than 31	Less than 33	Less than -9.6	Less than 91.0
High School/K-12	A	60	40	12.5 or greater	98
	B	51	33	2.5 to 12.4	92
	C	40	25	-2.5 to 2.4	82
	D	33	20	-12.5 to -2.6	74
	F	Less than 33	Less than 20	Less than -12.5	Less than 74
District (Non-AEA)	A	60	42	7.0 or greater	96
	B	47	39	1.4 to 6.9	91
	C	39	36	-1.4 to 1.3	81
	D	35	33	-7.0 to -1.5	73
	F	Less than 35	Less than 33	Less than -7.0	Less than 73

A - F Ratings - District Report

TEASE Release
December 30, 2016

2015-16 A-F RATINGS
December 30, 2016

CONFIDENTIAL

District/Campus	District/ Campus/ Number	School Type	% Eco Disadv	% ELL	2016 Rating	Domain I			Domain II			Domain III			Domain IV		
						Score	Letter Grade		Score	Letter Grade		Score	Letter Grade		Score	Letter Grade	
UNITED ISD	240903		76.7	39.5	M	45	C		44	A		8.1	A		96	A	

Domain I-IV Targets for 2015-16 A-F Ratings*

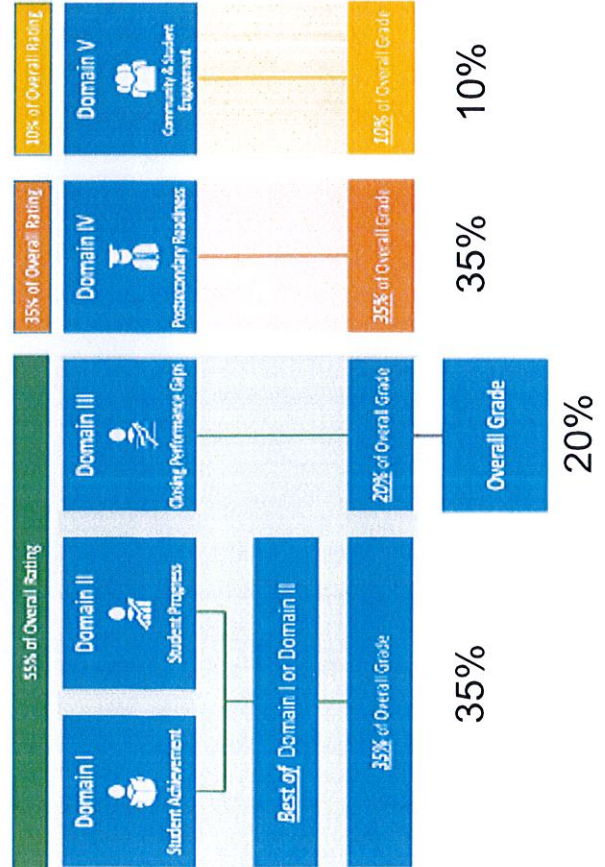
	Grade	Domain I	Domain II	Domain III**	Domain IV
Elementary School	A	60	53	10.8 or greater	98
	B	51	47	2.2 to 10.7	96
	C	40	41	-2.2 to 2.1	93
	D	34	37	-10.8 to -2.3	90
	F	Less than 34	Less than 37	Less than -10.8	Less than 90
				9.6 or greater	99
Middle School	A	60	45	1.9 to 9.5	97
	B	48	41	-1.9 to 1.8	94
	C	37	36	-9.6 to -2.0	91
	D	31	33	Less than -9.6	Less than 91
	F	Less than 31	Less than 33	12.5 or greater	98
				2.5 to 12.4	92
High School/K-12	A	60	40	-2.5 to 2.4	82
	B	51	33	-12.5 to -2.6	74
	C	40	25	Less than -12.5	Less than 74
	D	33	20		
	F	Less than 33	Less than 20		
District (Non-AEA)	A	60	42	7.0 or greater	96
	B	47	39	1.4 to 6.9	91
	C	39	36	-1.4 to 1.3	81
	D	35	33	-7.0 to -1.5	73
	F	Less than 35	Less than 33	Less than -7.0	Less than 73

VERY PRELIMINARY and Unofficial Overall Ratings

Disclaimer & Assumptions:

TEA has not released final methodology on calculating the Overall Grade. The score assigned to the letter grade is based on previous ATAC Recommendations and the assumption is that each campus and the district have earned all 10 points for Domain V.

1. Current Work-In-Progress Model: Overall Grade Calculation



2. Overall A-F Example

Source: ATAC Recommendations

A-F	A	B	C	D	F
Scores ²	100	89	79	69	59
Overall	90	80	70	60	<60

Letter Grades are assigned a numerical value based on the ATAC recommendations on the row labeled: Scores²

VERY PRELIMINARY Overall Ratings

District/ Campus Name	District/Campus Type	Domain I Preliminary Letter Grade Rating	Domain II Preliminary Letter Grade Rating	Domain III Preliminary Letter Grade Rating	Domain IV Preliminary Letter Grade Rating	Domain V Preliminary Letter Grade Rating	Preliminary Overall Score	Preliminary Overall Letter Grade Rating
UISD	District	C	A	A	A	A	100	A
UHS	High School/K-12	C	C	B	B	A	86.6	B
USHS	High School/K-12	C	B	B	B	A	90.1	A
AHS	High School/K-12	B	B	B	B	A	90.1	A
LBHS	High School/K-12	D	D	C	B	A	81.1	B
UMS	Middle	B	B	B	C	A	86.6	B
USMS	Middle	C	B	B	D	A	83.1	B
SGMS	Middle	D	F	B	D	A	76.1	C
GWMS	Middle	C	C	A	D	A	81.8	B
CMS	Middle	C	C	B	C	A	83.1	B
LOMS	Middle	C	B	A	D	A	85.3	B
TMIS	Middle	B	B	B	C	A	86.6	B
AGMS	Middle	D	B	C	D	A	81.1	B
LBVM	Middle	D	C	B	F	A	76.1	C

VERY PRELIMINARY Overall Ratings

District/ Campus Name	District/Campus Type	Domain I Preliminary Letter Grade Rating	Domain II Preliminary Letter Grade Rating	Domain III Preliminary Letter Grade Rating	Domain IV Preliminary Letter Grade Rating	Domain V Preliminary Letter Grade Rating	Preliminary Overall Score	Preliminary Overall Letter Grade Rating
UISD	District	C	A	A	A	A	100	A
NYE	Elementary	C	C	B	C	A	83.1	B
CES	Elementary	C	C	B	C	A	83.1	B
SES	Elementary	C	D	B	C	A	83.1	B
NEW	Elementary	C	B	B	A	A	93.95	A
TES	Elementary	A	A	A	A	A	100	A
PER	Elementary	D	D	C	C	A	77.6	C
FINL	Elementary	C	C	B	C	A	83.1	B
GLTE	Elementary	D	F	D	B	A	79.1	C
RUIZ	Elementary	D	C	C	D	A	77.6	C

VERY PRELIMINARY Overall Ratings

District/ Campus Name	District/Campus Type	Domain I Preliminary Letter Grade Rating	Domain II Preliminary Letter Grade Rating	Domain III Preliminary Letter Grade Rating	Domain IV Preliminary Letter Grade Rating	Domain V Preliminary Letter Grade Rating	Preliminary Overall Score	Preliminary Overall Letter Grade Rating
UISD	District	C	A	A	A	A	100	A
MDL	Elementary	B	B	A	D	A	85.3	B
KZN	Elementary	B	B	A	C	A	88.8	B
JLE	Elementary	C	C	A	C	A	85.3	B
PES	Elementary	C	D	B	F	A	76.1	C
CBES	Elementary	B	C	B	B	A	90.1	A
KZES	Elementary	B	D	A	A	A	96.15	A
CSBS	Elementary	A	A	A	B	A	96.15	A
RES	Elementary	C	D	B	B	A	86.6	B
JZES	Elementary	D	D	C	C	A	77.6	C

VERY PRELIMINARY Overall Ratings

District/ Campus Name	District/Campus Type	Domain I Preliminary Letter Grade Rating	Domain II Preliminary Letter Grade Rating	Domain III Preliminary Letter Grade Rating	Domain IV Preliminary Letter Grade Rating	Domain V Preliminary Letter Grade Rating	Preliminary Overall Score	Preliminary Overall Letter Grade Rating
UISD	District	C	A	A	A	A	100	A
HICES	Elementary	C	B	B	C	A	86.6	B
JMES	Elementary	B	B	A	A	A	96.15	A
JAES	Elementary	C	B	B	C	A	86.6	B
BLGE	Elementary	C	C	B	D	A	79.6	C
ROCE	Elementary	B	B	A	B	A	92.3	A
MMES	Elementary	C	B	B	C	A	86.6	B
BFES	Elementary	B	C	B	B	A	90.1	A
RSKE	Elementary	C	B	B	C	A	86.6	B
VMES	Elementary	C	B	B	D	A	83.1	B

Overall Rating Summary

A – F Ratings	Number of Campuses
A's	10 + 1 UISD
B's	23
C's	7
D's	0
F's	0

Disclaimer:

TEA has not released final methodology on calculating the Overall Grade. The score assigned to the letter grade is based on previous ATAC Recommendations and information released through January 05, 2016.

PLAN OF ACTION

- Campus Principals have already met with their staff to review the new accountability system as well as their data tables (used to calculate scores and letter grades). Each C&I Turn Around Team Director or Executive Director attended their campus meeting.
- C&I Department has met with the Attendance Department and the Student Information System Department to develop campus reports that will allow campuses to monitor attendance and intervene before chronic absenteeism is affected.
- Campuses engaged in data analysis sessions (August 2016) to identify students individual progress measure in order to monitor achievement progress through out the year.