
Caveats

The ratings in this report are for informational purposes to meet a legislative requirement. No inferences about district or campus performance in the 2015–16 school year should be drawn from these ratings, and these ratings should not be considered predictors of future district or campus performance ratings. Campus and district ratings for 2017–18 will use different data and different indicators than were used for this report. Please keep the following caveats in mind.

- 1) This is a model only and is based on the 2016 Consolidated Accountability File (CAF) data received on July 29, 2016, and used for 2016 accountability ratings.
 - The provisional ratings in this report are not accompanied by the full system of explanatory materials, data tables, and data downloads that will accompany the A–F ratings assigned in 2017–18. To the extent possible, additional calculation tables and reports will be provided to districts in early 2017 to assist with understanding the computation of the ratings shown in this report.
 - Additional tools will be made available online when the final A–F system is designed to help educators and the public understand how the A–F ratings are determined in 2017–18.
 - The Domain I–IV targets used to determine the A–F ratings in this report are based on rating cut points determined by the commissioner for the purpose of demonstrating one possible, but not necessarily the final, approach. The final targets will be determined for each domain based on additional stakeholder input to determine the level of performance required to achieve each grade so that every school has the opportunity to achieve the higher grades.
 - The final targets used for the A–F ratings assigned in 2017–18 are expected to be adopted in the Texas Administrative Code in spring 2018. The rule-making process will include a 30-day public comment period.
 - This report does not include data for all the indicators planned for 2017–18. See the A–F List of Indicators planned for 2017–18 on page A-1.
 - The legislative requirement for this report limited the assignment of A–F labels to Domains I–IV only. An overall rating cannot be computed without the locally determined ratings that will be assigned by districts and campuses for Domain V.
 - The final methodology to determine the overall rating label, including the process to convert the domain outcomes to a scale that can be weighted across the five domains, will be developed with further stakeholder input and is expected to be adopted in the Texas Administrative Code in spring 2018.
 - Changes to student demographics, campus allocations, and rescored essays processed after July 29, 2016, are not included.
 - Campuses and districts that were not rated in 2016 are not rated in this A–F model for any domain.
 - Campuses and districts with fewer than 40 assessments in Domain I are not rated on any domain.
- 2) Domain I
 - The data include more ELL and STAAR Alternate 2 assessment outcomes than does Index 1 in the current system.
 - These ratings include outcomes for assessments at advanced level standards that are not explicitly required by statute.

3) Domain II

- The data used is the same data used for Index 2 in 2016.
- The growth measure used for this report may not be the same in the 2017–18 school year.
- The Domain II methodology will be reviewed with accountability advisory groups and other stakeholders for possible modifications prior to use in the 2017–18 rating system.

4) Domain III

- These ratings include only students who are economically disadvantaged; it does not specifically include any racial or ethnic group.
- Additional technical refinements to the Domain III methodology will continue prior to use in the 2017–18 rating system.
- The Domain III targets are based on the 2015–16 performance data. Targets for 2017–18 will be held constant based on the formulas derived from the 2016–17 assessment data.

5) Domain IV

- This report does not include data for all the indicators planned for 2017–18. See the A–F List of Indicators planned for 2017–18 on page A-1.
- Districts and campuses that do not have data for any one of the Domain IV components will not be rated in Domain IV.
- While the data for chronic absenteeism used to rate elementary and middle school is from the 2015–16 school year (making it a current indicator), for the 2017–18 ratings and beyond, chronic absenteeism will be a lagging indicator. For example, the chronic absenteeism rates used for the 2017–18 ratings will use attendance data from the 2016–17 school year.
- Domain IV for districts and high schools is comprised of three components: graduation rate, college- and career-ready graduates, and graduation plan. In the 2017–18 ratings, the graduation rate will 10% of the overall grade, and the remaining two components will make up the remaining 25% of what Domain IV contributes to the overall grade. Even though overall grades are not part of the 2015–16 ratings, each component of Domain IV was weighted according to this statutory requirement. The following table illustrates this:

Component	Weight in Overall Grade	Weight in Domain IV Grade *
Graduation Rate	10%	28.6%
College- and Career-Ready Graduates	20%	57.1%
Graduation Plan	5%	14.3%

*These are the weights in the Domain IV score needed to have each component contribute the correct weight to the overall score.

6) Other caveats

- 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 has not been applied to the ratings included in this report. It will be applied to the 2017–18 ratings.
- The system used for this report does not attempt to meet the accountability requirements of the Every Student Succeeds Act (ESSA) requirements as specified in the final regulations released on November 30, 2016.
- This report does not include additional indicators that the commissioner may consider for augmenting *A* or *B* ratings at the campus level. For example, elementary schools that earn an overall rating of *B* could earn a *B+* based on outstanding student performance on the grade 3 reading assessment. Similarly, middle schools that earn an overall rating of *A* could earn an *A+* for having a higher percentage of their students complete a high school course than do other middle schools. High schools and K–12 campuses that earn an overall rating of *B* could earn a *B+* if the percentage of their graduates who successfully complete their first year of college or university the year after high school graduation is higher than that of other high schools.
- STAAR performance levels used for this report may not be the same in the 2017–18 school year.
- Assessment data may incorporate a modified ELL inclusion policy to align with ESSA.
- The data used in the calculation of this report did not change after the 2016 appeals process, nor does it include results of any assessments rescored after the calculation of 2016 accountability ratings.
- Campus type designations used to assign these A–F ratings as the same as those used for 2016 accountability.
- Paired campuses are not rated on any domain. Paired campuses will share overall grades only.