

State Accountability Update

TETN Videoconference #43254 | June 8, 2017

Texas Education Agency | Academics | Performance Reporting

2017 Accountability Calendar

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| Date | Activity |
|-------------------|--|
| Thursday, June 8 | Longitudinal Cohort and Dropout Data (TEASE) |
| Monday, June 12 | List of 2017 campus comparison groups released (TEASE) |
| Thursday, June 15 | Confidential lists of college and career ready graduates for 2017 state accountability released (TEASE) |
| Monday, June 19 | List of 2017 campus comparison groups released (public web) |
| Monday, August 7 | 2017 accountability tables without rating labels, distinction designations, or system safeguards released (TEASE) |
| Monday, August 14 | 2017 accountability tables with rating labels, distinction designations, and system safeguards released (TEASE) Campuses identified under PEG criteria for 2018–19 school year released (TEASE) |

2017 Accountability Calendar

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| Date | Activity |
|-------------------------------|--|
| Tuesday, August 15 | 2017 accountability tables with rating labels, distinction designations, and system safeguards released (public web) Campuses identified under PEG criteria for 2018–19 school year released (public web) |
| August 14–September 15 | 2017 appeals application available to districts (TEASE) |
| By October 1 | 2017 Consolidated School Rating Report (state-assigned academic and financial ratings and locally assigned community and student engagement ratings) released (public web) |
| November | TEA notifies districts of accountability appeal decisions (mail and TEASE) |
| November | Preliminary longitudinal cohort reports for 2018 accountability released (TEASE) |
| November | 2017 final ratings released after resolution of appeals (TEASE and public web) |

2017 Accountability Calendar

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| Date | Activity |
|----------|---|
| November | Final PEG List published following the resolution of all appeals (public web) |
| November | 2016–17 Texas Academic Performance Reports released (TEASE and public web) |
| December | 2017 Texas School Accountability Dashboard released (public web) |
| December | 2016–17 School Report Card released (public web) |

Index 4: Postsecondary Readiness

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Postsecondary Component: College and Career Readiness

The percentage of annual graduates who demonstrated postsecondary readiness in at least one of three ways:

- Met or exceeded the Texas Success Initiative (TSI) criteria in both ELA/reading and mathematics on the TSI assessment, SAT, or ACT
- Earned credit for at least two advanced/dual credit/dual enrollment courses
- Enrolled in a coherent sequence of CTE courses (including the Tech Prep program)

C O N F I D E N T I A L
TEXAS EDUCATION AGENCY

Index 4 Postsecondary Component: College & Career Readiness Student Listing

District and Campus Student Listing

Sorted by Campus and Student Name

June 15, 2017

Sample ISD

| Campus | Student name | SSN | Student ID | Date of Birth | Race/ Ethnicity | TSI Criteria | | | | | | | | College and Career Ready | | | |
|-----------|----------------|-------|------------|---------------|----------------------|--------------|------------|------------|------------------------|-------------|------------|------------|-------------------------|---|---------------------------------------|-----------------------------|---|
| | | | | | | Reading/ELA | | | | Mathematics | | | | Indicators | | | College & Career Ready Graduate |
| | | | | | | Met TSIA | Met ACT | Met SAT | Met ELA Criteria | Met TSIA | Met ACT | Met SAT | Met Math Criteria | TSI Criteria In Both ELA & Math | Two or More Advanced Courses | CTE Coherent Sequence | |
| 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 |

Collection of CaSE Ratings

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As with last year, the locally assigned district and campus community and student engagement ratings information will be collected through the TSDS PEIMS summer collection on the following timeline:

- The TSDS PEIMS summer submission reflecting the data from the 2016–17 school year is due on June 22, 2017.
- The TSDS PEIMS summer resubmission reflecting the data from the 2016–17 school year is due on July 20, 2017.
- For schools operating on a year-round track, the TSDS PEIMS summer submission is due on June 22, 2017, and the TSDS PEIMS summer resubmission is due two weeks following completion of the latest year-round track or August 21, 2017, whichever comes first.

Collection of CaSE 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 (JJAEPP) campuses, and facilities operated by the Texas Juvenile Justice Department are excluded.
- 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, 2017. Year-round campuses must post the information on or before 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, 2017.

The slide features a white background with two horizontal blue bars. The top bar is composed of three segments: a light blue segment on the left, a medium blue segment in the middle, and a dark blue segment on the right. The bottom bar is a single solid dark blue segment. The text 'House Bill 22' is centered in a dark blue serif font between these bars.

House Bill 22

Key Features of House Bill 22

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- A–F letter grades are described as follows:
 - ❑ A = exemplary performance
 - ❑ B = recognized performance
 - ❑ C = acceptable performance
 - ❑ D = performance that needs improvement
 - ❑ F = unacceptable performance

- A–F letter grades will be given for three domains:
 - ❑ Student Achievement
 - ❑ School Progress
 - ❑ Closing the Gaps

Key Features of House Bill 22

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- Overall A–F letter grade will be calculated as follows:
 - Considers best of Student Achievement or School Progress, unless the district or campus receives an F in either domain, in which case the district or campus may not be assigned a rating higher than a B for the composite for the two domains
 - The Closing the Gaps domain makes up at least 30 percent of the overall rating
- Districts will receive an A–F rating beginning in 2018.
- Campuses will receive a *Met Standard* or *Improvement Required* rating in 2018.
- Campuses will receive an A–F rating beginning in 2019.
- Community and Student Engagement ratings repealed.

Key Features of House Bill 22

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- Extracurricular/Cocurricular indicator
 - Study to determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity
 - Report to the legislature on the feasibility of incorporating these indicators by December 1, 2022, unless the commissioner adopts a similar indicator before then
- Statewide Input
 - School boards
 - Administrators
 - Teachers
 - Parents
 - Any other interested stakeholders

January 1, 2019, A–F “What if” Report

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- Overall and domain ratings each campus would have received for 2017–18
- Correlation between letter grades and student characteristics:
 - Students qualifying for the free or reduced-price meals
 - Students of limited English proficiency
 - Race/ethnicity
 - Socioeconomic status

Public Education Grant

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PEG List will be composed entirely of campuses that receive an unacceptable rating in both the Student Achievement and School Progress Domains.

| PEG List Release Date | Effective School Year | Affected Campuses |
|-----------------------|-----------------------|---|
| August 2017 | 2018–19 | <ul style="list-style-type: none">• Campuses at which passing rates on STAAR for any subject are less than or equal to 50 percent in any two of the preceding three years• Campuses that receive an unacceptable rating in any one of the previous three years |
| August 2018 | 2019–20 | To be determined |
| August 2019 | 2020–21 | Campuses that receive an unacceptable rating (F) in both the Student Achievement and School Progress Domains. |

Student Achievement Domain

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Elementary and Middle Schools

- STAAR Approaches Grade Level standard
- STAAR Meets Grade Level standard
- STAAR Masters Grade Level standard

Final Student Achievement Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Student Achievement Domain

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Districts, High Schools, and K–12 Campuses

- STAAR Approaches Grade Level standard
- STAAR Meets Grade Level standard
- STAAR Masters Grade Level standard
- TSI criteria reading or mathematics
- AP or similar assessment
- Dual credit
- Military enlistment
- Industry certification
- Postsecondary certification programs
- College preparation ELA or mathematics course
- Composite of indicators that show college readiness
- High school graduation rates
- OnRamps dual enrollment course
- Associate's degree

School Progress Domain

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- STAAR growth measure
- Performance of districts and campuses compared to similar districts or campuses

Final School Progress Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Closing the Gaps Domain

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- Disaggregated data to demonstrate the differentials among various student groups:
 - Students formerly receiving special education services
 - Students continuously enrolled
 - Students who are mobile
 - Students from different racial and ethnic groups
 - Students from different socioeconomic backgrounds

Final Closing the Gaps Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Local Accountability System

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- Districts must include the three domain performance ratings assigned by TEA (at least 50% of the overall rating).
- Locally developed domain or accountability measures must contain differentiated levels of performance, provide for the assignment of A–F grades, and be reliable and valid.
- Calculations for locally developed overall performance ratings, domains, and accountability measures must be capable of being audited.
- Districts must produce a campus score card that may be displayed on TEA's website.
- Districts must develop and make publicly available an explanation of the methodology used to assign ratings.

Local Accountability System

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- Participating districts must submit a local accountability plan to TEA.
- The plan may be approved if
 - the agency determines the plan meets the minimum requirements,
 - an audit conducted by the agency verifies calculations included in the plan, and
 - a review panel approves the plan.
- The commissioner has authority to develop the process to approve requests by school districts or open-enrollment charter schools to assign campus performance ratings.
- An overall campus rating may only be assigned under a locally developed accountability system to campuses that were not assigned an overall rating of D or F by TEA.

From Here to August 2018

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- Continuing advisory group meetings—throughout 2017
- Staff from Office of Academics visits to each ESC—April through June 2017
- Commissioner visits to ESCs—throughout 2017
- Commissioner meets with superintendents—throughout 2017
- Administrative rule adoption (including a public comment period)—spring 2018

Performance Reporting Resources and Contacts

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- **2017 Accountability**
<http://tea.texas.gov/2017accountability.aspx>
- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704