

# 2015 Accountability Update

2015 TASA Summer Conference | June 29, 2015

Texas Education Agency | Office of Assessment and Accountability  
Division of Performance Reporting

# 2015 Accountability Calendar

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Date	Activity
<b>Tuesday, May 19</b>	Chapters 2-9 of the <i>2015 Accountability Manual</i> posted. (TEA public web)
<b>May 29 – June 29, 2015</b>	Proposed rule published in the May 29, 2015, issue of the <i>Texas Register</i> . Public comment period on the proposed rule ends June 29, 2015.
<b>Thursday, June 4</b>	Longitudinal graduation and diploma plan rates and annual dropout rates posted on the Texas Education Agency Secure Environment (TEASE) confidential website.
<b>Tuesday, June 9</b>	2015 campus comparison group reports released. (TEASE)

# 2015 Accountability Calendar

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Date	Activity
Thursday, June 18	For the 2015 Index 4 postsecondary readiness indicator, the confidential list of college and career ready graduates based on 2013-14 annual graduates released. (TEASE)
Tuesday, June 23	All chapters and appendices of the <i>2015 Accountability Manual</i> posted. (TEA public web)
Friday, July 10	Districts receive Consolidated Accountability File (CAF) from test contractor. (PearsonAccess)
By Monday, July 27	Index 2 targets provided in Appendix L of the 2015 Accountability Manual. (TEA public web)

# 2015 Accountability Calendar

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Date	Activity
Friday, July 31	2015 accountability reports (without rating labels) and Excel files with students listings for each index released. (TEASE)
Thursday, August 6	2015 accountability reports (with rating labels), distinction designations, and state system safeguards released. (TEASE)
Friday, August 7	2015 accountability reports (with rating labels), distinction designations, and state system safeguards released. (TEA public web)
Friday, August 7	Appeals application opens. (TEASE)

# 2015 Accountability Calendar

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Date	Activity
<b>Tuesday, September 8</b>	2015 Appeals Deadline
<b>Thursday, October 1</b>	Texas Consolidated School Rating (TCSR) report which includes 2015 state-assigned academic and financial ratings and locally-assigned community and student engagement ratings released. (TEA public web)
<b>By early October</b>	Federal system safeguard reports based on grades 3-8 mathematics results at 2015 standards and STAAR A and STAAR Alternate 2 released. (TEASE and TEA public web)
<b>Early November</b>	2015 final ratings release after resolution of all appeals (TEASE and TEA public web)
<b>December</b>	2015 Texas School Accountability Dashboards posted. (TEA public web)

# Key Issues for 2015 Accountability

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## Issue

Transition to revised Texas Essential Knowledge and Skills (TEKS) mathematics curriculum standards in grades 3–8 during the 2014-15 school year.

## Decision

Results of STAAR mathematics assessments for grades 3–8 will be excluded from all four performance indexes and distinction designations in 2015.

# Key Issues for 2015 Accountability

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## Issue

Changes in assessments for students who receive special education services due to the discontinuation of STAAR Modified and the administration of the new STAAR A and STAAR Alt 2 for the first time in spring 2015.

## Decision

Results of STAAR A and STAAR Alt 2 for all subjects and grade levels and end-of-course (EOC) assessments will be excluded from all four performance indexes and distinction designations in 2015.

# Key Issues for 2015 Accountability

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## Issue

Changes to 2015 assessments

## Decision

2015 accountability ratings will be based on the results of only the STAAR general assessments in the following subjects.

Reading, grades 3–8	Social Studies, grade 8	Algebra I
Writing, grades 4 and 7	English I	Biology
Science, grades 5 and 8	English II	U.S. History



# Key Issues for 2015 Accountability

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## Issue

Ratings Criteria

## Decision

To receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must meet the target on each index for which it has performance as shown in the table below.

<b>Index 1 or Index 2</b>	<i>and</i>	<b>Index 3</b>	<i>and</i>	<b>Index 4</b>
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# Key Issues for 2015 Accountability

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## Issue

Performance Index Targets

## Decision

For Index 1, the performance index target is increased by five percentage points from 2014. For Index 2, the performance target will be set in the same manner as in prior years. For Index 3 and Index 4, the performance targets are unchanged from 2014.

# Key Issues for 2015 Accountability

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## Issue

Inclusion of English language learners (ELLs) with parental denials who are in their second, third, or fourth years in U.S. schools.

## Final Decision

ELLs with parental denials for services will be included in the performance indexes as shown below.

Years in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First Year	Not Included	Not Included	Not Included	Not Included
2-4 Years	STAAR Phase-in 1 Level II	Student Progress Measure*	STAAR Phase-in 1 Level II and Level III	Not Included
5 <sup>th</sup> Year and Beyond	STAAR Phase-in 1 Level II	Student Progress Measure*	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

\* Index 2 evaluates the appropriate student progress measure for which the student was eligible, either the STAAR progress measure, ELL progress measure, or the Spanish to English transition proxy calculation.

# Key Issues for 2015 Accountability

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## Issue

Comments received on the proposed rules for 2015 accountability requested inclusion of ELLs who did not receive an ELL progress measure due to their Years in U.S. schools exceeding their ELL plan year.

## Agency Response

ELLs who did not receive an ELL progress measure solely due to their Years in U.S. schools exceeding their ELL plan year will be included in the performance indexes as shown below.

Years in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First Year	Not Included	Not Included	Not Included	Not Included
2-4 Years	STAAR Phase-in 1 Level II	Student Progress Measure*	STAAR Phase-in 1 Level II and Level III	Not Included
5 <sup>th</sup> Year and Beyond	STAAR Phase-in 1 Level II	Student Progress Measure*	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

\* Index 2 evaluates the appropriate student progress measure for which the student was eligible, either the STAAR progress measure, ELL progress measure, or the Spanish to English transition proxy calculation.

# Index Targets for Non-AEA Districts & Campuses

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Performance Index	Non-AEA Campuses		Non-AEA Districts	
	2014	2015	2014	2015
<b>Index 1: Student Achievement</b>	55	<b>60</b>	55	<b>60</b>
<b>Index 2: Student Progress*</b>	HS/K-12: n/a	HS/K-12: <b>TBD</b>	16	<b>TBD</b>
	MS: 28	MS: <b>TBD</b>		
	EL: 33	EL: <b>TBD</b>		
<b>Index 3: Closing Performance Gaps</b>	HS/K-12: 31	HS/K-12: <b>31</b>	28	<b>28</b>
	MS: 27	MS: <b>27</b>		
	EL: 28	EL: <b>28</b>		

\*Targets for non-AEA campuses are set about the fifth percentile of non-AEA 2015 campus performance by campus type. Targets for non-AEA districts corresponds to about the fifth percentile of non-AEA 2015 campus performance across all campus types.

# Index Targets for Non-AEA Districts & Campuses

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Performance Index	Non-AEA Campuses		Non-AEA Districts	
	2014	2015	2014	2015
Index 4: Postsecondary Readiness	All Components		All Components	
	HS/K-12: 57	HS/K-12: 57	57	57
	MS: n/a	MS: n/a		
	EL: n/a	EL: n/a		
	STAAR Only		STAAR Only	
	HS/K-12: 21	HS/K-12: 21	13	13
	MS: 13	MS: 13		
	EL: 12	EL: 12		

# Index Targets for AEA Charter Districts & Campuses

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Performance Index	AEA Charter Districts and Campuses	
	2014	2015
Index 1: Student Achievement	30	35
Index 2: Student Progress*	n/a	TBD
Index 3: Closing Performance Gaps	11	11
Index 4: Postsecondary Readiness	Both Components	
	33	33
	Graduation/Dropout Rate Only	
	45	45

\*Targets for both AEA campuses and charter districts correspond to approximately the fifth percentile of AEA campus performance in 2015.

# Index 1: Student Achievement

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**Index 1: Student Achievement** provides an overview of student performance based on satisfactory student achievement across all subjects for all students.

- Combined across all subjects: reading, mathematics (Algebra I only), writing, science, and social studies.
- Student Group: All Students.
- Performance Standards: Phase-in 1 Level II (Satisfactory).



# Index 1: Student Achievement

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## 2014 and 2015 Comparison

### 2014

- Combined across All Subjects: Reading, Mathematics, Writing, Science, and Social Studies
- Student Groups: All Students
- Performance Standards: Phase-in 1 Level II (Satisfactory) or achieved the equivalency standard on EOC substitute assessments
- STAAR EOC Assessments (5 total):
  - English I (combined tests); English II (combined tests) beginning in spring 2014
  - Algebra I
  - Biology
  - US History
- English Language Learners (English and Spanish tests):
  - Students in US schools Year 1 excluded
  - Students in US schools Year 2 and beyond included based on ELL Progress Measure for those tested in English

### 2015

- Combined across All Subjects: reading, mathematics (Algebra I only), writing, science, and social studies
- Student Groups: All Students
- Performance Standards: Phase-in 1 Level II (Satisfactory) or achieved the equivalency standard on EOC substitute assessments
- STAAR EOC Assessments (5 total):
  - English I
  - English II
  - Algebra I
  - Biology
  - U.S. History
- STAAR A and STAAR Alt 2 results are excluded
- English Language Learners (English and Spanish tests):
  - Students in US schools Year 1 excluded
  - Students in US schools Year 2 and beyond included based on ELL Progress Measure for those tested in English
- STAAR Phase-in 1 Level II for ELLs with parental denials

Shaded items are new for 2015

# Index 2: Student Progress

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New for 2015, the calculation of Index 2 will change from a weighted score that measures student improvement in each subject to an aggregate weighted score **across subjects**. The weighted performance rate combines STAAR and ELL Progress Measures in reading, writing, and mathematics (Algebra I only for 2014-15).

The percent met or exceeded progress and percent exceeded progress will be calculated from the combined results.

Scores will continue to be weighted based on students' level of performance:

- One point for each percent of assessment results that meet or exceed progress,
- One additional point for each percent of results that exceed progress

Also, the ELL student group will be expanded to include both current ELLs and monitored ELLs in their first and second years of academic monitoring after exiting ELL status.

# Index 2: Student Progress

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## 2014 and 2015 Comparison

### STAAR Progress Measures by Subject Area and School Type

2014*			2015*		
Elementary School	Middle School	High School	Elementary School	Middle School	High School
READING			READING		
Gr. 4 Reading	Gr. 6 Reading	-	Gr. 4 Reading	Gr. 6 Reading	Eng. I to Eng. II
Gr. 5 Reading	Gr. 7 Reading		Gr. 5 Reading	Gr. 7 Reading	
	Gr. 8 Reading			Gr. 8 Reading	
MATHEMATICS			MATHEMATICS		
Gr. 4 Mathematics	Gr. 6 Mathematics	Algebra I	-	Algebra I	Algebra I
Gr. 5 Mathematics	Gr. 7 Mathematics				
	Gr. 8 Mathematics				
	Algebra I				
WRITING			WRITING		
-	-		-	Gr. 7 Writing	-
* STAAR Modified and STAAR Alternate progress measures included in Index 2.			* STAAR A progress measures excluded from Index 2. STAAR Alt 2 progress measures will not be reported in 2015.		

# Index 3: Closing Performance Gaps

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**Closing Performance Gaps emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups.**

## 2014

- Points based on STAAR performance:
  - Phase-in Satisfactory performance:  
One point for each percent of tests at the Phase-in Satisfactory performance standard.
  - Level III Advanced performance:  
Two points for each percent of tests at the Level III advanced performance standard.
- By Subject Area:  
Reading, Mathematics, Writing, Science, and Social Studies.
- Student Groups:
  - Economically Disadvantaged
  - Lowest Performing Racial/Ethnic Student Groups:  
The two lowest performing racial/ethnic student groups on the campus or within the district, based on 2013 assessment results.
- Select the two lowest performing student groups if both the prior year reading and mathematics subject area test results each have at least 25 tests.

## 2015 \*

- Points based on STAAR performance:
  - Phase-in Satisfactory performance:  
One point for each percent of tests at the Phase-in Satisfactory performance standard.
  - Level III Advanced performance:  
Two points for each percent of tests at the Level III advanced performance standard
- By Subject Area: reading, mathematics (Algebra I only), writing, science, and social studies
- STAAR A and STAAR Alt 2 results are excluded
- Student Groups:
  - Economically Disadvantaged
  - Lowest Performing Racial/Ethnic Student Group:  
The two lowest performing racial/ethnic student groups on the campus or within the district, based on 2014 assessment results.
- Select the two lowest performing student groups if both the prior year reading and mathematics subject area test results each have at least 25 tests.
- STAAR Phase-in Level II and Level III for ELLs with parental denials

### Index 3: 2015 Construction - Student Groups

(based on 2014 assessment results by racial/ethnic group)

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2014 Index 1: Student Achievement Data Table				
	All Students	African American	Hispanic	White
<b>2014 STAAR Performance</b>				
<b>All Subjects</b>				
Percent of Tests				
% at Phase-in 1 Level II or above	44%	52%	49%	77%
% at Final Level II or above	10%	8%	10%	19%
% at Level III Advanced	2%	3%	2%	0%
Number of Tests				
# at Phase-in 1 Level II or above	1,342	188	1,265	20
# at Final Level II or above	289	30	250	5
# at Level III Advanced	54	10	50	0
Total Tests	3,035	359	2,597	26
<b>Reading</b>				
Percent of Tests				
% at Phase-in 1 Level II or above	56%	57%	56%	55%
% at Final Level II or above	13%	0%	12%	9%
% at Level III Advanced	2%	5%	2%	0%
Number of Tests				
# at Phase-in or above	551	47	490	6
# at Final Level II or above	124	0	107	1
# at Level III Advanced	21	4	17	0
Total Tests	984	82	878	11
<b>Mathematics</b>				
Percent of Tests				
% at Phase-in 1 Level II or above	54%	44%	55%	90%
% at Final Level II or above	11%	0%	10%	40%
% at Level III Advanced	3%	0%	3%	0%
Number of Tests				
# at Phase-in 1 Level II or above	534	36	483	9
# at Final Level II or above	105	0	92	4
# at Level III Advanced	26	0	26	0
Total Tests	988	82	882	10

# Index 4: Postsecondary Readiness

Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

# Index 4: Postsecondary Readiness

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## 2014 and 2015 Comparison

### 2014

- Graduation Score: Combined performance across the graduation and dropout rates for:
  - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
  - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Graduates Based on Longitudinal Cohort: All Students and racial/ethnic student groups.
- STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and racial/ethnic student groups.
- College-Ready Graduates indicator based on meeting TSI criteria on TAKS, SAT, or ACT in both ELA and math.

### Additional Indicators Required by House Bill 5 (83rd Texas Legislature, 2013)

- Texas Success Initiative college readiness benchmarks.
- Number of students who earn postsecondary credit required for a foundation high school program, an associate's degree, or an industry certification.

### 2015

- Graduation Score: Combined performance across the graduation and dropout rates for:
  - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
  - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Graduates Based on Longitudinal Cohort: All Students and racial/ethnic student groups.
- STAAR Score: STAAR Percent Met Final Level II on two or more tests for All Students and racial/ethnic student groups.
- New expanded Postsecondary Indicator includes:
  - College-Ready Graduates indicator based on meeting TSI criteria on TAKS, SAT, or ACT in both ELA and math;
  - Advanced/dual enrollment course completion; and
  - CTE coherent sequence.

Shaded items are new for 2015

# Index 4: Postsecondary Readiness

## 2015 Postsecondary Readiness Indicator

The 2015 Postsecondary Indicator is expanded to include credit for College-Ready Graduates and additional postsecondary readiness activities.

This indicator is defined as the percent of annual graduates that meet any one of the following three criteria.

- 1) meet TSI criteria in *both* reading/ELA and mathematics on TAKS, SAT, or ACT  
*or*
- 2) completed and received credit for at least two advanced/dual enrollment courses  
*or*
- 3) enrolled and reported in a coherent sequence of CTE courses

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Number of annual graduates reported for school year 2013–14



# Index 4: Postsecondary Readiness

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## Index 4: AEA Campuses and Charter Districts

2014		2015 Same as 2014	
<ul style="list-style-type: none"><li>4-, 5-, and 6-year Graduation, Continuing Students, and General Education Development (GED) Score;  If Graduation and GED Rates are unavailable, use Grade 9-12 Annual Dropout Rate: Points given for lower than 20.0</li><li>STAAR Percent Met Final Level II on two or more tests</li><li>AEA Registration includes Dropout Recovery Schools</li></ul>		<ul style="list-style-type: none"><li>4-, 5-, and 6-year Graduation, Continuing Students, and GED Score;  If Graduation and GED Rates are unavailable, use Grade 9-12 Annual Dropout Rate: Points given for rates lower than 20.0</li></ul>	<b>Contrib. to Points</b>  75%
		<ul style="list-style-type: none"><li>STAAR Percent Met Final Level II on two or more tests</li></ul>	25%
		<ul style="list-style-type: none"><li>AEA Registration includes Dropout Recovery Schools</li></ul>	

# Index 4: Postsecondary Readiness

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## Index 4: AEA Campuses and Charter Districts Bonus Points

**2014**

Bonus Points (maximum of 30):

- RHSP/DAP Rate: All Students.
- Excluded Students Count: All Students.
- College-ready Graduates.

**2015**

Bonus Points (maximum of 30):

- RHSP/DAP Rate: All Students
- Excluded Students Count: All Students
- Postsecondary component -  
College and Career Readiness

Shaded item is new for 2015

# Distinction Designations

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## 2014

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
  - Reading/English Language Arts
  - Mathematics
  - Science
  - Social Studies
- Postsecondary Readiness for districts and campuses

Per Texas Education Code (TEC) §39.201, AECs evaluated under AEA provisions are not eligible for distinction designations.

## 2015

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
  - Reading/English Language Arts
  - Mathematics
  - Science
  - Social Studies
- Postsecondary Readiness for districts and campuses
- Results of STAAR mathematics assessments for grades 3-8; STAAR A and STAAR Alt 2 for all subjects and grade levels and EOC tests are excluded from distinctions.

Shaded indicators are revised for 2015

# Distinction Designations – Reading/ELA

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Six indicators are added to the list of indicators evaluated for Academic Achievement Distinction Designation in Reading/ELA in 2015.

**Grade 4 Reading Performance (Level III)**

**Grade 5 Reading Performance (Level III)**

**Grade 6 Reading Performance (Level III)**

**Grade 7 Reading Performance (Level III)**

**English I Performance (Level III)**

**English II Performance (Level III)**

# Distinction Designations

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## **Additional Changes to Distinction Designations**

### **Algebra I by Grade 8-Participation**

Redefined by changing the denominator to the number of grade 8 students based on fall enrollment and changing the numerator to the number of Algebra I tests taken in the current or prior years as reported on the cumulative history section of the Consolidated Accountability File (CAF).

### **Algebra I by Grade 8–Performance (Level III)**

Redefined as Algebra I Performance (Level III), this indicator will include STAAR EOC Algebra I test results from any enrolled grade and will measure the percent of tests at Advanced Level III performance standard.

### **Advanced Course/Dual Credit Enrollment**

This indicator will include only those students enrolled in grades 11 and 12.

# Distinction Designations

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## 2014

- Campus Comparison Groups
  - 40 Similar Schools
  - School Type
  - School Size
  - Grade Span
  - Percent Economically Disadvantaged
  - Mobility Rate
  - Percent English Language Learners

## 2015 Same as in 2014

- Campus Comparison Groups
  - 40 Similar Schools
  - School Type
  - School Size
  - Grade Span
  - Percent Economically Disadvantaged
  - Mobility Rate
  - Percent English Language Learners

Per Texas Education Code (TEC) §39.201, alternative education campuses (AECs) evaluated under AEA provisions are not eligible for distinction designations.

# Distinction Designations

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## Districts and Campuses Postsecondary Readiness

Distinction designations are awarded to districts and campuses for outstanding academic performance in attainment of postsecondary readiness.

The following postsecondary readiness indicators are evaluated for campuses:

- 1) Index 4 - Percent at STAAR Postsecondary Readiness Standard
- 2) Four-Year Longitudinal Graduation Rate
- 3) Four-Year Longitudinal Graduation RHSP/DAP Rate
- 4) College-Ready Graduates
- 5) Advanced/Dual Enrollment Course Completion Rate
- 6) SAT/ACT Participation
- 7) SAT/ACT Performance
- 8) AP/IB Examination Performance: Any Subject
- 9) CTE-Coherent Sequence Graduates

Shaded item is new for 2015

# Distinction Designations

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## Districts and Campuses Postsecondary Readiness

Distinction designation criteria for campuses:

- Elementary and middle schools must show performance in the top 25 percent of similar schools in their campus comparison group based on the STAAR postsecondary readiness standard component of Index 4.
- High schools and K-12 campuses must have at least 33 percent of the postsecondary readiness indicators in the top quartile.

Same as 2014, rigorous criteria are applied to school districts in order to attain a Postsecondary Readiness Distinction Designation:

- Districts must have at least 70 percent of its campus-level indicators in the top quartile.



# State System Safeguards

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## State Safeguard Measures and Targets

- Reporting for state system safeguards disaggregates performance by student group and subject area.
- Performance rates are calculated from the assessment results used to calculate Index 1: Student Achievement.
- 2015 targets for the disaggregated system safeguard results:
  - STAAR performance target corresponds to Index 1 (60%);
  - STAAR participation target required by federal accountability (95%);
  - Federal graduation rate targets and improvement calculations for 4-year rate (83%) and 5-year rate (88%).

# State System Safeguards

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- Results will be reported for any group that meets accountability minimum size criteria.
- Failure to meet the state safeguard target for any reported group must be addressed in the campus or district improvement plan.
- Performance on the safeguard measures will be incorporated into the Texas Accountability Intervention System (TAIS).
- See Accountability Monitoring website for further information:  
<http://tea.texas.gov/pmi/>

# Locally-Determined Accountability Ratings

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## Community and Student Engagement

- Districts must evaluate community and student engagement for the district and each of its campuses for the 2014-15 school year.
- Districts are required to post the community and student engagement ratings and compliance statuses for the district and each campus on the school district's website by August 8, 2015.
- Districts must assign a performance rating of *Exemplary*, *Recognized*, *Acceptable*, or *Unacceptable* based on locally-determined criteria. The performance ratings must be based on criteria developed by a local committee. The agency is not permitted to determine criteria that can be used for these evaluations.
- Districts must submit their locally-determined ratings for the 2014-15 school year in the summer 2015 PEIMS Submission 3 for the district and each campus in the district. TEA will report these ratings publicly by October 1, 2015.

# House Bill 2804 Implementation

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## Timeline

Date	Activity
September 1, 2016	Texas Commission on Next Generation Assessments and Accountability delivers report to governor and legislature that recommends statutory changes to improve systems of student assessment and public school accountability.
December 1, 2016	TEA must adopt the set of indicators to measure and evaluate school districts and campuses with A–F ratings.
January 1, 2017	TEA must provide a report that shows the rating that each district and campus would have received for the 2015-16 school year for each for the first four domains if the A–F ratings had been in place that year.
August 15, 2018	Districts and campuses are assigned A–F ratings beginning with the 2017-18 school year.

# Accountability Ratings and Distinction Designations for 2014-15, 2015-16, and 2016-17

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Accountability Rating Labels (Districts and Campuses)	Distinction Designations
<b>Met Standard</b>	<b><u>Districts and Campuses</u></b> <b>Postsecondary Readiness</b>
	<b><u>Campuses Only</u></b> <b>Student Progress</b> <b>and/or</b> <b>Closing Performance Gaps</b> <b>and/or</b> <b>Academic Achievement: Reading/ELA</b> <b>and/or</b> <b>Academic Achievement: Mathematics</b> <b>and/or</b> <b>Academic Achievement: Science</b> <b>and/or</b> <b>Academic Achievement: Social Studies</b>
<b>Met Alternative Standard</b> (assigned to charter operators and alternative education campuses (AECs) evaluated under alternative education provisions)	<b>N/A</b>
<b>Improvement Required</b>	<b>N/A</b>

# Accountability Ratings and Distinction Designations for 2017-18 and Beyond

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Accountability Rating Labels (Districts and Campuses)	Distinction Designations
<b>A, B, or C</b>  <b>(A reflects exemplary performance, B reflects recognized performance, and C reflects acceptable performance)</b>	<u><b>Districts and Campuses</b></u> <b>Postsecondary Readiness</b>
	<u><b>Campuses Only</b></u> <b>Student Progress</b> <b>and/or</b> <b>Closing Performance Gaps</b> <b>and/or</b> <b>Academic Achievement: Reading/ELA</b> <b>and/or</b> <b>Academic Achievement: Mathematics</b> <b>and/or</b> <b>Academic Achievement: Science</b> <b>and/or</b> <b>Academic Achievement: Social Studies</b>
<b>TBD: alternative criteria for A, B, or C ratings for charter operators and alternative education campuses (AECs) evaluated under alternative education provisions</b>	<b>N/A</b>
<b>D or F</b> <b>(D or F reflects unacceptable performance)</b>	<b>N/A</b>

# House Bill 2804 Implementation

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## New Data Collection Requirements

Activity	Statutory Citation
For districts and high schools, districts will need to identify which students enlist in the armed forces of the United States.	TEC 39.053(c)(4)(B)(ii)(b)
For middle schools, districts will need to identify which seventh and eighth graders received instruction in preparing for high school, college, and career.	TEC 39.053(c)(4)(A)(ix)
For dropout recovery schools evaluated under AEA provisions, districts will need to identify which students have been continuously enrolled for 90 days.	TEC 39.0545(d)(2)

# House Bill 2804 Implementation

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## New Data Collection Requirements

Activity	Statutory Citation
For elementary and middle schools, any additional indicators of student achievement not associated with performance on standardized assessment instruments determined appropriate for consideration by the commissioner in consultation with educators, parents, business and industry representatives, and employers.	TEC 39.053(c)(4)(C)



# House Bill 2804 Implementation

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## New Data Collection Requirements

Activity	Statutory Citation
<p>Districts and campuses will need to select three programs or categories of community and student engagement (CASE) ratings and submit the rating and the criteria used to evaluate the rating to TEA.</p> <p>The CASE ratings are currently reported to TEA in PEIMS submission 3. However, the three programs or categories selected for the district and each campus will need to be submitted to TEA prior to the PEIMS submission 3 deadline in order to incorporate the CASE rating into the current year state accountability rating.</p>	TEC 39.0546

# Resources

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- **2015 Accountability Development**  
<http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>
- **Accountability Rating System**  
<http://ritter.tea.state.tx.us/perfreport/account/>
- **Performance Reporting Home Page**  
<http://tea.texas.gov/perfreport>
- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Main Desk**  
(512) 463-9704

Thank you!