

THE FUTURE OF ACCOUNTABILITY IN TEXAS

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CURRENT ACCOUNTABILITY SYSTEM

- The current state accountability system uses ratings that indicate acceptable and unacceptable performance.
- For 2016, two labels indicate acceptable performance:
 - *Met Standard*
 - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)
- The label that indicates unacceptable performance is *Improvement Required*.



CURRENT ACCOUNTABILITY SYSTEM

The current state accountability system is comprised of four performance indices:

- **Index 1: Student Achievement**

Provides a snapshot of student performance across all subjects

- **Index 2: Student Progress**

Provides an opportunity for districts and campuses to receive credit for improving student performance



CURRENT ACCOUNTABILITY SYSTEM

- **Index 3: Closing Performance Gaps**

Measures the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups

- **Index 4: Postsecondary Readiness**

Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military



PERFORMANCE INDEX OVERVIEW

Index 1 Construction

- Includes all students
- Combines all subject areas
- Awards credit for meeting Level II Satisfactory Standard on
 - STAAR
 - STAAR A
 - STAAR Alt 2
 - STAAR L (through the ELL progress measure)



PERFORMANCE INDEX OVERVIEW

Index 2 Construction

- Includes ten student subgroups
- Combines reading and math
- Awards one point for meeting STAAR and ELL progress measures
- Awards one point for exceeding STAAR and ELL progress measures



PERFORMANCE INDEX OVERVIEW

Index 3 Construction

- Includes economically disadvantaged students and the two lowest-performing racial/ethnic groups in the previous year
- Combines all subject areas
- Awards one point for meeting Level II Satisfactory Standard
- Awards one point for meeting Level III Advanced Standard



PERFORMANCE INDEX OVERVIEW

Index 4 Construction

- STAAR Postsecondary Readiness (Final Level II)
- High School Graduation Rates
- High School Diploma Plans
- Additional Postsecondary Indicators
 - College-Ready Graduates
 - Advanced/Dual-Credit Course Credit
 - Enrollment in a Coherent Sequence of CTE Courses



PERFORMANCE INDEX OVERVIEW

Index 4 Construction

Index 4 is based on all four components OR solely on the STAAR postsecondary readiness component when any of the three non-STAAR components are unavailable (e.g., in elementary and middle schools).



INDEX TARGETS

In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must have met targets on at least three indices:

Index 1 *or* Index 2 *and* Index 3 *and* Index 4



INDEX TARGETS

2016 Accountability Performance Index Targets for Non-AEA Districts and Campuses (including charters)

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	22	28	60	13
Campuses					
Elementary	60	32	28	n/a	12
Middle		30	26	n/a	13
High School/K–12		17	30	60	21



INDEX TARGETS

2016 Accountability Performance Index Targets – AEA Charter Districts and AEA Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/Dropout Rate Only
AEA Charter Districts and AEA Campuses	35	8	13	33	45



WHAT IS AEA?

AEA=Alternative Education Accountability

Alternative performance measures apply to campuses that offer nontraditional programs designed to serve students at-risk of dropping out of school.



ACCOUNTABILITY SUBSET

For the State of Texas Assessments of Academic Readiness (STAAR®) indicators, the performance of only those students enrolled on the PEIMS fall snapshot date (the last Friday in October) is considered for accountability.



DISTINCTION DESIGNATIONS

- Distinction designations are awarded to districts and campuses in recognition of outstanding achievement.
- To be eligible for distinction designations, a district or campus must receive a *Met Standard* rating.
- Districts and campuses rated using AEA provisions are not eligible.
- Campus distinctions are based on indicators of student performance in comparison to 40 similar campuses.



DISTINCTION DESIGNATIONS

- Campuses may be awarded distinction designations for outstanding achievement in the following areas:
 - English language arts/reading
 - Mathematics
 - Science
 - Social studies
 - Student progress
 - Closing performance gaps
 - Postsecondary readiness
- Districts may be awarded distinction designations for outstanding achievement in postsecondary readiness.



CTE INCLUSION

- **Index 4**

Coherent Sequence of CTE Courses (PEIMS 400,101)

- **Postsecondary Readiness Distinction Designation**

Coherent Sequence of CTE Courses



2016 ACCOUNTABILITY MANUAL

The *2016 Accountability Manual* describes the 2016 accountability system and explains how accountability ratings are assigned and distinction designations are awarded.

<http://tea.texas.gov/2016accountabilitymanual.aspx>



HOUSE BILL 2804, 84TH TEXAS LEGISLATURE

- HB 2804 established the creation and implementation of an A–F accountability rating system.
- Each district and campus will be assigned an overall rating of A, B, C, D, or F and a rating for each domain beginning with the 2017–18 school year.



SHIFT FROM 4 INDICES TO 5 DOMAINS

Districts and campuses will be rated on five domains:

- **Domain I: Student Achievement**
- **Domain II: Student Progress**
- **Domain III: Closing Performance Gaps**
- **Domain IV: Postsecondary Readiness**
- **Domain V: Community and Student Engagement**



DOMAIN I: STUDENT ACHIEVEMENT

STAAR

- STAAR Satisfactory Standard
- STAAR College-Readiness Standard



DOMAIN II: STUDENT PROGRESS

STAAR

- Progress measure expectations for STAAR satisfactory standard
- Progress measure expectations for STAAR college-readiness standard



DOMAIN III: CLOSING PERFORMANCE GAPS

STAAR

Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds



DOMAIN IV: POSTSECONDARY READINESS

Districts and High Schools

- Dropout Rate
- Graduation rate
- College and Career Readiness
- Other indicators as determined by the commissioner



DOMAIN IV: POSTSECONDARY READINESS

College and Career Readiness

- Distinguished level of achievement under the Foundation High School Program (FHSP-DLA) diploma
- Foundation High School Program with endorsement (FHSP-E) diploma
- Complete a coherent sequence of CTE courses
- Satisfy the Texas Success Initiative (TSI) benchmark
- Earn at least 12 hours of postsecondary credit
- Complete an AP course
- Earn an industry certification



DOMAIN IV: POSTSECONDARY READINESS

Industry Certification

- September 14, 2016 TAA letter
- Request for districts and charter schools campuses to submit a list of the industry-based, third-party certifications and certificates they offer
- October 21, 2016 submission deadline
- Some of this information may already be collected via the Perkins PER
- Information will be used to determine certification eligibility for Domain IV credit.



DOMAIN IV: POSTSECONDARY READINESS

Middle/Junior High Schools

- Student Attendance
- Dropout Rate
- Students receiving instruction in preparing for high school, college, and career
- Other indicators as determined by the commissioner



DOMAIN IV: POSTSECONDARY READINESS

Elementary Schools

- Student Attendance
- Other indicators as determined by the commissioner



DOMAIN V: COMMUNITY AND STUDENT ENGAGEMENT (CASE)

- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus



WHAT ARE CASE RATINGS?

- Under HB 5 (83rd Texas Legislature, 2013), each school district assigns to itself and to each of its campuses ratings of exemplary, recognized, acceptable, or unacceptable in the areas of community and student engagement.
- Districts must also indicate whether they have complied with statutory reporting and policy requirements.
- Under HB 2804 (84th Texas Legislature, 2015), each district and each campus will assign to themselves an overall rating of A, B, C, D, or F for Domain V and for each of the three CaSE indicators used for Domain V.
- All CaSE ratings are based on locally determined criteria.



WHAT AREAS ARE EVALUATED UNDER CASE?

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



WEIGHTING OF DOMAINS

**Domain I:
Student
Achievement**

**Domain II:
Student
Progress**

**Domain III:
Closing
Performance
Gaps**

**Domain IV:
Postsecondary
Readiness**

**Domain V:
Community
and Student
Engagement**

55% of Overall Rating

**35% of
Overall
Rating**

**10% of
Overall
Rating**



CTE INCLUSION

- **Domain IV**

- Coherent Sequence of CTE Courses (PEIMS 400,101)
- Industry Certification

- **Postsecondary Readiness Distinction Designation**

Coherent Sequence of CTE Courses



IMPLEMENTATION TIMELINE

- **By December 1, 2016**

TEA adopts a set of indicators for A–F ratings

- **By January 1, 2017**

TEA releases report showing the rating that each district and campus would have received for Domains I–IV for the 2015–16 school year if the A–F rating system had been in place

- **Summer 2017**

Districts and campuses report to TEA which three Community and Student Engagement indicators will be used for Domain V and the criteria that will be used to measure performance in those indicators



IMPLEMENTATION TIMELINE

- **Spring 2018**

Districts and campuses assign to themselves an overall rating of A, B, C, D, or F for Domain V and a rating for each of the three Community and Student Engagement indicators used for Domain V

- **August 15, 2018**

TEA assigns each district and campus an overall rating of A, B, C, D, or F and a rating for each domain



QUESTIONS



PERFORMANCE REPORTING RESOURCES AND CONTACTS

2016 Accountability Rating System

<http://tea.texas.gov/2016accountability.aspx>

Performance Reporting Resources

<http://tea.texas.gov/perfreport/resources/index.html>

Performance Reporting Home Page

<http://tea.texas.gov/accountability/>

Performance Reporting E-mail

performance.reporting@tea.texas.gov

Performance Reporting Telephone

(512) 463-9704

