

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 and 2017, 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 mathematics
- Awards one point for meeting STAAR or ELL progress measures
- Awards one point for exceeding STAAR or 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 for AEAs

- STAAR Postsecondary Readiness Standard (Final Level II) (25%)
- Graduation, continuers, and GED rate (75%)
or
Annual dropout rate (75%)

PERFORMANCE INDEX OVERVIEW

Index 4 Bonus Points for AEAs

- Graduation plan rates
- College- and career-ready graduates
- Excluded students credit
- Maximum of 30 possible bonus points

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

2017 Index Targets are currently under discussion.

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.

AEA REGISTRATION

- Alternative education campuses (AECs) must register for AEA via TEASE Accountability in the spring.
- AECs rated by AEA provisions in the previous year are automatically re-registered *if* they still meet the registration criteria.
- AEA charter districts operate only registered AECs or have at least 50% of their students enrolled at registered AEAs. They are evaluated by AEA provisions at the district level.

AEA REGISTRATION REQUIREMENTS

- Each registered AEC must have at least 75% at-risk student enrollment verified through current year PEIMS snapshot data.
- Each registered AEC must have at least 50% student enrollment in grades 6–12 verified through current year PEIMS snapshot data.
- Each registered AEC must be identified in AskTED as an alternative instructional campus.
- The final list of AEA campuses is posted on the TEA website in May.
- See Chapter 6 of the *2016 Accountability Manual* for additional information.

2016 ACCOUNTABILITY MANUAL

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

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

2017 ACCOUNTABILITY

- **Fall 2016–Winter 2017**

Accountability advisory groups convened to develop recommendations for accountability ratings criteria and targets for 2017.

- **February 2017**

The commissioner announces final accountability ratings criteria and targets for 2017.

- **2017 Accountability Development**

<http://tea.texas.gov/2017AccountabilityDevelopment/>

HOUSE BILL 2804, 84TH TEXAS LEGISLATURE (HB 2804)

- 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*

Construction

- All tests
- All subjects
- All grades
- Minimum size: 40
- No small-numbers analysis

**As of December 2016*

DOMAIN I: STUDENT ACHIEVEMENT

Indicators

- STAAR Satisfactory Standard
- STAAR Postsecondary Readiness Standard
- STAAR Advanced Standard

DOMAIN I: STUDENT ACHIEVEMENT

Calculation

- One point for each percentage of test results at the satisfactory standard or above
- One point for each percentage of test results at the postsecondary readiness standard or above
- One point for each percentage of test results at the advanced standard

DOMAIN I: STUDENT ACHIEVEMENT

	All Students
Total Tests	3,212
# Satisfactory Standard or Above	2,811
# Postsecondary Readiness Standard or Above	2,182
# Advanced Standard	878
% Satisfactory Standard or Above	87.5%
% Postsecondary Readiness Standard or Above	67.9%
% Advanced Standard	27.3%

$$\frac{87.5 + 67.9 + 27.3}{300} = .609 \longrightarrow .61 \longrightarrow \text{Domain I Score } \textcircled{61}$$

DOMAIN II: STUDENT PROGRESS

Construction

- Ten student groups
 - All students
 - Seven racial/ethnic groups
 - Students receiving special education services
 - ELLs (current and monitored)
- Combined across ELA/Reading and Mathematics
- Minimum size for All Students group: 10
- Minimum size for each subgroup: 25
- Small-numbers analysis

DOMAIN II: STUDENT PROGRESS

Indicators

- STAAR progress measure expectations
- ELL progress measure expectations

DOMAIN II: STUDENT PROGRESS

Calculation

- One point for each percentage of test results meeting or exceeding progress measure expectations
- One point for each percentage of test results exceeding progress measure expectations
- Total points earned divided by maximum total possible points (200 points per student group meeting minimum size)

DOMAIN II: STUDENT PROGRESS

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (current & monitored)
Total Tests	1,005	119	297	394	4	153	0	38	105	81
# Met or Exceeded Progress	510	49	141	191	3	106	0	20	42	37
# Exceeded Progress	53	6	10	17	1	17	0	2	3	7
% Met or Exceeded Progress	51%	41%	47%	48%	75%	69%	–	53%	40%	46%
% Exceeded Progress	5%	5%	3%	4%	25%	11%	–	5%	3%	9%
Domain II Points	56	46	50	52		80		58	43	55

56+46+50+52+80+58+43+55

200x8

=.275

→ .28

→ Domain II Score

28

DOMAIN III: CLOSING PERFORMANCE GAPS

Construction

- All tests
- All subjects
- All grades
- Economically disadvantaged students only
- Minimum size for All Students group: 40
- No small-numbers analysis

DOMAIN III: CLOSING PERFORMANCE GAPS

Indicators

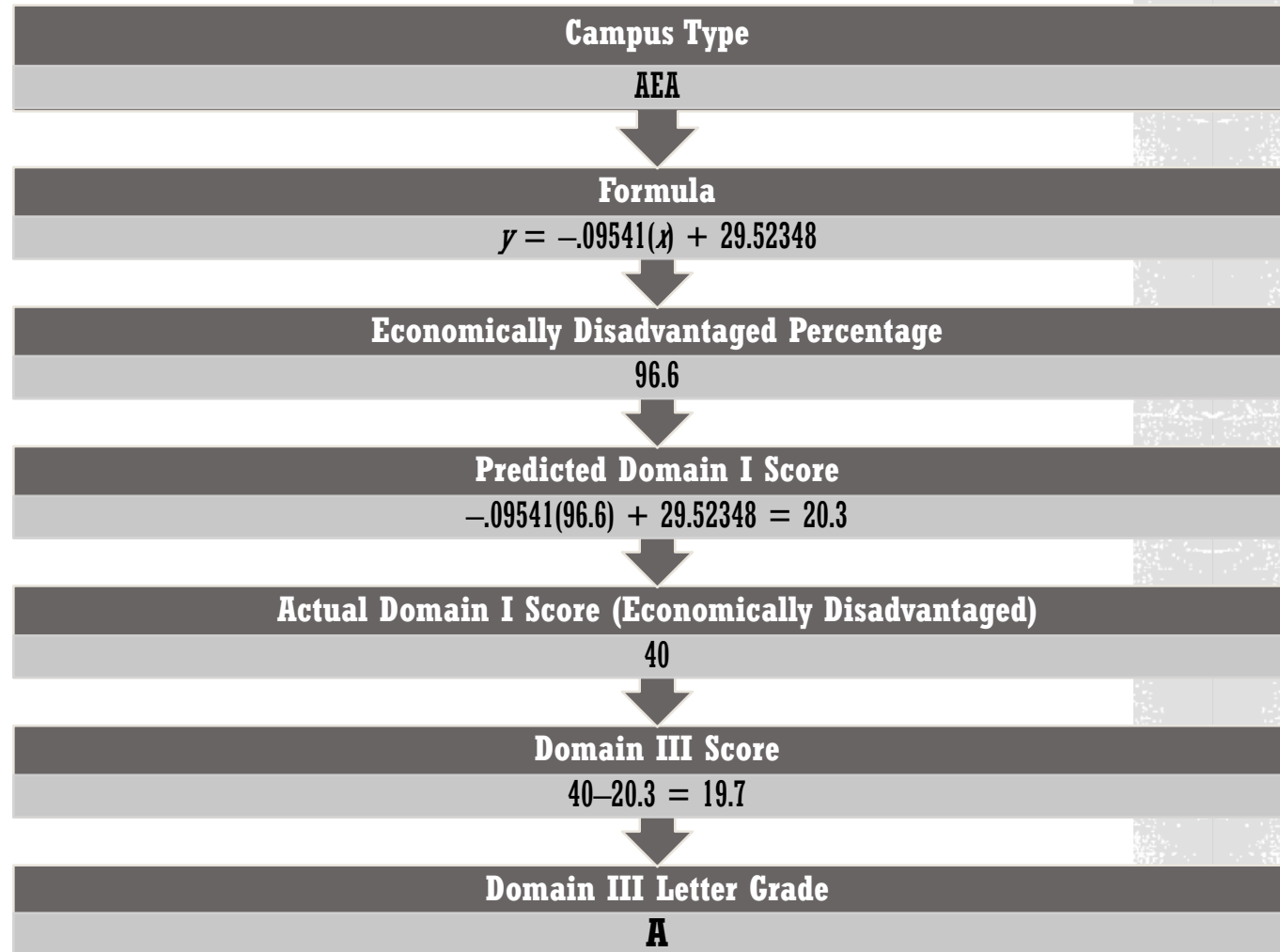
- STAAR Satisfactory Standard
- STAAR Postsecondary Readiness Standard
- STAAR Advanced Standard

DOMAIN III: CLOSING PERFORMANCE GAPS

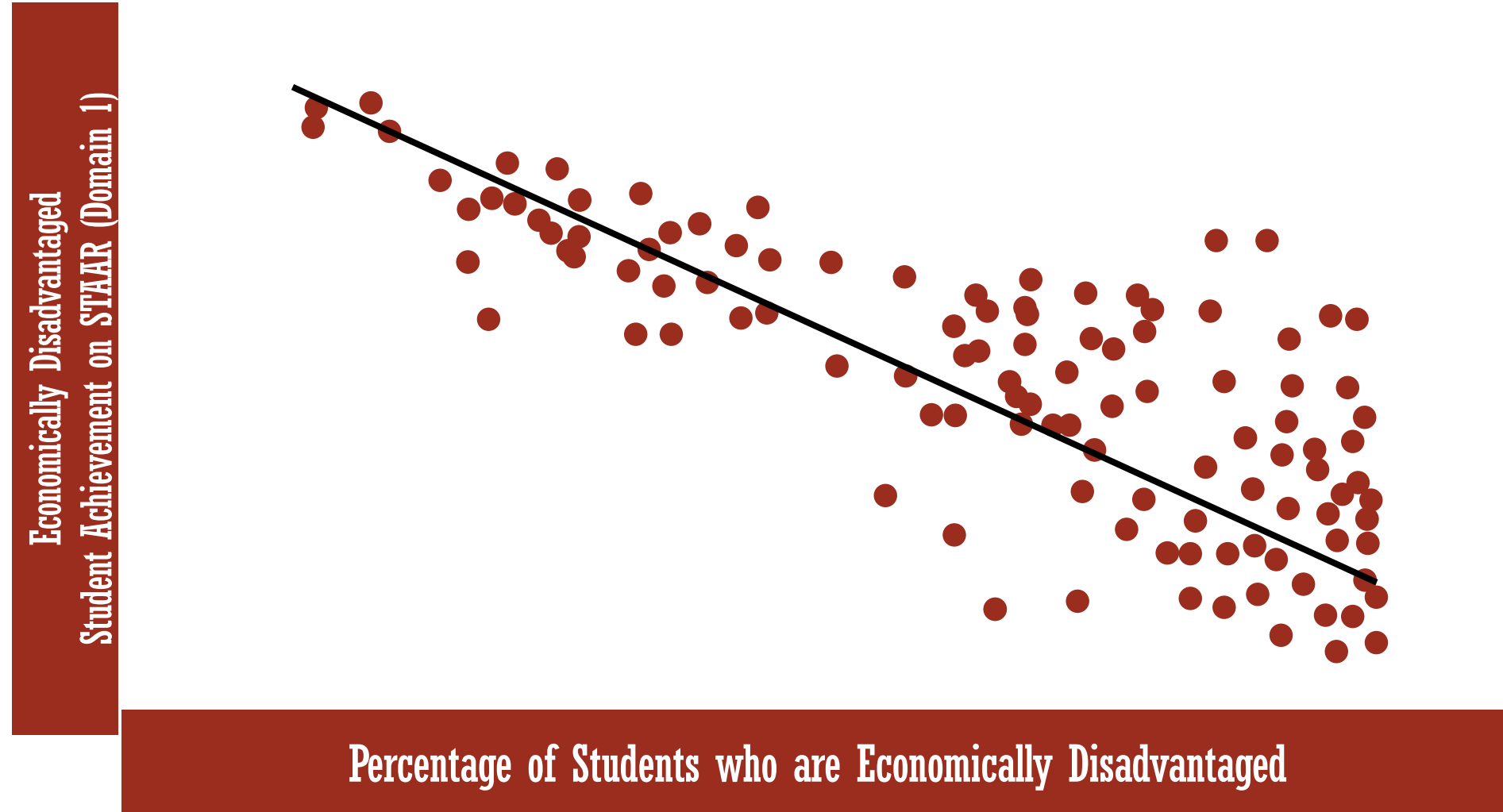
Calculation

- Calculate the Domain I score using assessment results from only the economically disadvantaged student group.
- Calculate the predicted Domain I score using the formulas provided in the Domain III methodology.
- The difference between the actual Domain I score and the predicted Domain I score is the Domain III score.

DOMAIN III: CLOSING PERFORMANCE GAPS



DOMAIN III: CLOSING PERFORMANCE GAPS



DOMAIN IV: POSTSECONDARY READINESS

Construction

- Ten student groups
 - All students
 - Seven racial/ethnic groups
 - Students receiving special education services
 - ELLs (current and monitored)

DOMAIN IV: POSTSECONDARY READINESS

Indicators for Districts and High Schools

- Graduation rate (6-year longitudinal available for AEAs)
- Annual 9–12 dropout rate (if no longitudinal graduation rate is available)
- College- and career-ready graduates
- Graduation plan rate

DOMAIN IV: POSTSECONDARY READINESS

Indicators for Middle/Junior High Schools

- Chronic absenteeism rate
- Annual 7–8 dropout rate

Indicators for Elementary Schools

- Chronic absenteeism rate

DOMAIN IV: POSTSECONDARY READINESS

Calculation for Districts and High Schools

- Graduation rate (28.6%)
- College and Career-Ready Graduates (57.1%)
- Graduation plan rate (14.3%)

DOMAIN IV: POSTSECONDARY READINESS

Calculation for Middle/Junior High Schools

- Chronic absenteeism rate (50%)
- Annual 7–8 dropout rate (50%)

Calculation for Elementary Schools

Chronic absenteeism (100%)

DOMAIN IV: POSTSECONDARY READINESS

Domain IV Calculation for District, High School, or K 12													
Component	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	ELL	Total Points	Max Points	Domain IV Points
Graduation Rate													
4-year Longitudinal Graduation Rate	96.2%	96.0%	90.7%	97.6%	±	97.8%	±	97.9%	85.7%	83.8%	745.7	800	27.1
5-year Longitudinal Graduation Rate	97.3%	94.1%	96.0%	97.6%	*	100.0%	*	95.2%	88.9%	90.3%	759.4	800	
Graduation Rate Score (28.6% of Domain IV Score)												94.9	
College- and Career-Ready Graduates													
Postsecondary Ready Graduates	80.9%	64.7%	73.2%	83.2%	*	92.2%	*	82.6%			476.8	600	45.4
College- and Career-Ready Graduates Score (57.1% of Domain IV Score)												79.5	
Graduation Plan													
Longitudinal RHSP/DAP Graduates	86.6%	77.1%	76.2%	89.5%	*	97.8%	*	83.0%			510.2	600	12.2
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates	86.5%	77.1%	76.2%	89.4%	±	97.8%	±	83.0%			510.0	600	
Graduation Plan Score (14.3% of Domain IV Score)												85.0	
Domain IV Score													85

DOMAIN V: COMMUNITY AND STUDENT ENGAGEMENT

- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus
- Overall Domain V rating assigned by the district/campus

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**

IMPLEMENTATION TIMELINE

- **December 1, 2016**

TEA adopted a set of indicators for A–F ratings

- **December 30, 2016**

TEA released provisional A–F report to the legislature and to districts/charters 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

- **January 6, 2017**

TEA released provisional A–F report to the public

IMPLEMENTATION TIMELINE

■ 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

■ 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

Accountability Rating System

<https://rptsvr1.tea.texas.gov/perfreport/account/index.html>

A–F Resources

<http://tea.texas.gov/A-F/>

Performance Reporting Resources

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

Performance Reporting Home Page

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

Performance Reporting Email

performance.reporting@tea.texas.gov

Performance Reporting Telephone

(512) 463-9704