State Accountability Update

TETN Videoconference #43253 | May 4, 2017

Texas Education Agency | Academics | Performance Reporting

Changes to Assessments in 2017

- Beginning with the spring 2017 administration, students who would have taken STAAR A or STAAR L will take the STAAR exam with a platform of online accommodations.

- Beginning with the spring 2017 administration, new performance level descriptors will be used as shown in the table below.

- The student performance standards have not changed, only the labels.

December 2016		Spring 2017
Level I: Unsatisfactory	=	Does Not Meet
Phase-in Level II	=	Approaches Grade Level
Final Level II	=	Meets Grade Level
Level III: Advanced	=	Masters Grade Level

- The performance level descriptors for STAAR Alt 2 have not been changed.

Changes to Assessments in 2017

Reference in Manual	State Assessments	Summer 2016	Fall 2016	Spring 2017
Approaches Grade Level (grades 3 8)	STAAR, STAAR (Spanish), STAAR L[1], STAAR A[1]	N/A	N/A	Approaches Grade Level
Approaches Grade Level (EOCs)	STAAR, STAAR L[1], STAAR A[1], substitute assessments	Level II: Satisfactory Academic Performance	Level II: Satisfactory Academic Performance	Approaches Grade Level
Approaches Grade Level	STAAR Alternate 2	N/A	N/A	Level II: Satisfactory Academic Performance
Meets Grade Level (grades 3 8)	STAAR, STAAR (Spanish), STAAR L[1], STAAR A[1]	N/A	N/A	Meets Grade Level
Meets Grade Level (EOCs)	STAAR, STAAR L[1], STAAR A[1], substitute assessments	Final Level II: Satisfactory Academic Performance	Final Level II: Satisfactory Academic Performance	Meets Grade Level
Masters Grade Level (grades 3 8)	STAAR, STAAR (Spanish), STAAR L[1], STAAR A[1]	N/A	N/A	Masters Grade Level
Masters Grade Level (EOCs)	STAAR, STAAR L[1], STAAR A[1]	Level III: Advanced Academic Performance	Level III: Advanced Academic Performance	Masters Grade Level
Masters Grade Level	STAAR Alternate 2	N/A	N/A	Level III: Accomplished Academic Performance

1) Beginning in spring 2017, STAAR L and STAAR A versions of assessments are replaced with an online platform of accommodations. See Appendix I regarding inclusion of ELL students in accountability

Changes to Assessments in 2017

- Beginning with the spring 2017 administration, new STAAR progress level descriptors will be used: Limited Progress, Expected Progress, and Accelerated Progress.

- The progress expectations themselves have not changed, only the labels.

December 2016		Spring 2017
Did Not Meet Progress	=	Limited Progress
Met Progress	=	Expected Progress
Exceeded Progress	=	Accelerated Progress

- The ELL progress measure descriptors remain Did Not Meet Progress, Met Progress, and Exceeded Progress.

Changes to Assessments in 2017

- The 2017 manual will continue to use Did Not Meet, Met, or Exceeded Progress.

Reference in Manual	Progress Measure	Summer 2016	Fall 2016	Spring 2017
Did Not Meet Progress	STAAR Progress Measure	Did Not Meet Progress	Did Not Meet Progress	Limited Progress
Did Not Meet Expectation	ELL Progress Measure	Did Not Meet Expectation	Did Not Meet Expectation	Did Not Meet Expectation
Met Progress	STAAR Progress Measure	Met Progress	Met Progress	Expected Progress
Met Expectation	ELL Progress Measure	Met Expectation	Met Expectation	Met Expectation
Exceeded Progress	STAAR Progress Measure	Exceeded Progress	Exceeded Progress	Accelerated Progress
Exceeded Expectation	ELL Progress Measure	Exceeded Expectation	Exceeded Expectation	Exceeded Expectation

Key Changes for 2017 Accountability

The commissioner announced final decisions for 2017 accountability on February 14, 2017:

- STAAR results of students who took STAAR L (July 2016, December 2016) or received linguistic accommodations (spring 2017) will be included in Index 3 and Index 4.

- STAAR Alternate 2 results will be included in Index 4.

Key Changes for 2017 Accountability

The commissioner announced final decisions for 2017 distinction designations on February 14, 2017:

- Two additional indicators will be used to determine campus comparison groups:
  - The percentage of students served by special education
  - The percentage of students enrolled in an Early College High School program

- The percentage of a district's campuses that must have postsecondary indicators in the top quartile in order for the district to earn the postsecondary readiness distinction designation is reduced from 70 to 55.

Assessments Evaluated in 2017 Accountability

2017 Accountability	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)	✔	✔	✔	✔
STAAR EOC (5 tests)	✔	✔	✔	✔
STAAR EOC Substitute Assessments	✔	n/a	n/a	✔
STAAR (online with accommodations)	✔	✔	✔	✔
STAAR Alternate 2	✔	✔	✔	✔

Assessments Evaluated in 2016 vs. 2017

2016	Index 1	Index 2	Index 3	Index 4	Summer and Fall 2016	Index 1	Index 2	Index 3	Index 4	Spring 2017	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)*	✓	✓	✓	✓	**STAAR Grades 3–8 (all subjects)***	n/a	n/a	n/a	n/a	**STAAR Grades 3–8 (all subjects*, with and without accommodations)**	✓	✓	✓	✓
STAAR EOC (5 tests)	✓	✓	✓	✓	**STAAR EOC (5 tests)**	✓	✓	✓	✓	**STAAR EOC (5 tests, with and without accommodations)**	✓	✓	✓	✓
STAAR EOC including substitute assessments	✓	n/a (1)	n/a (1)	✓	**STAAR EOC including substitute assessments**	✓	n/a (1)	n/a (1)	✓	**STAAR EOC including substitute assessments**	✓	n/a (1)	n/a (1)	✓
STAAR L (evaluated in the ELL progress measure)	✓	✓	X (2)	X (2)	**STAAR L EOC (evaluated in the ELL progress measure)****	✓	✓	✓	✓	**STAAR L (evaluated in the ELL progress measure)****	n/a	n/a	n/a	n/a
STAAR A	✓	✓	✓	✓	**STAAR A EOC****	✓	✓	✓	✓	**STAAR A****	n/a	n/a	n/a	n/a
STAAR Alternate 2	✓	✓	✓	X	**STAAR Alternate 2**	n/a	n/a	n/a	n/a	**STAAR Alternate 2**	✓	✓	✓	✓

✓**:** Used in accountability   *X***:** Available but not used in accountability   **n/a:** Not available

(1) Substitute assessments apply to the Meets Grade Level performance standard only and progress measures are not calculated.
(2) ELL students in their first four years in U.S. schools who took STAAR L were excluded from Index 3 and Index 4.

* Index 2 is evaluated using ELA/reading and mathematics only.
** Beginning with the spring 2017 administration, STAAR L and STAAR A assessments will be replaced with online versions of STAAR with accommodations.

2017 System Safeguards

- Reporting for system safeguards disaggregates performance by student group, performance level, and subject area.

- Performance rates are calculated from the assessment results used to calculate Index 1.

- Targets for the disaggregated system safeguard results are as follows:

  - STAAR performance target required by state accountability: 60%
  - STAAR performance target required by federal accountability (where applicable): 91%
  - STAAR participation target required by federal accountability: 95%
  - Federal graduation rate targets and improvement calculations for four-year rate: 88.5%
  - Federal graduation rate targets and improvement calculations for five-year rate: 91%
  - Federal limit on use of the STAAR Alternate 2 assessments: 1%

2017 System Safeguards

Accountability System Safeguard Measures and Targets (Non AEAs and AEAs)											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
Performance Rate Targets State											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Performance Rate Targets Federal											
Reading	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	91%
Mathematics	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	91%

* Both current and monitored ELLs are included in the performance rates, current ELLs only are included in the participation rates, and ever ELLs in high school are included in the federal graduation rates.

2017 System Safeguards

Accountability System Safeguard Measures and Targets (Non AEAs and AEAs [continued])											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
Participation Rate Targets Federal											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Graduation Rate Targets Federal **											
4 year	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%
5 year	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%
District Limits on Use of Alternative Assessment Results											
Reading STAAR Alt 2	1%	Not Applicable									
Mathematics STAAR Alt 2	1%	Not Applicable									

* Both current and monitored ELLs are included in the performance rates, current ELLs only are included in the participation rates, and ever ELLs in high school are included in the federal graduation rates.

** Federal graduation rate targets are applied to system safeguards and include an improvement target.

2017 Campus Pairing Registration

The 2016–17 campus pairing registration opened Monday, May 1 and will close at 5:00 p.m. CDT on Friday, May 12, 2017.

- Campuses that are paired should have a feeder relationship and serve contiguous grades. If a campus has no clear relationship with another campus in its district, the campus may pair with the district instead.

- Districts may use the prior-year pairing relationship or select a new relationship. If a district does not indicate a pairing preference, pairing decisions will be made by TEA.

- Districts may change pairings from year to year. Any changes should be based on establishing the most appropriate pairing relationship.

2017 Accountability Manual

Chapters 2–9 of the *2017 Accountability Manual* are currently posted on the TEA website and the Texas Register and are open for public comment.

- Because of the required administrative rule-making process, these chapters are not yet final.

- The public comment period will close Monday, May 15, 2017.

- Chapter 1, Chapter 10, and appendices A–J are scheduled to be posted May 12, 2017.

- Appendix K is scheduled to be posted by the end of May.

2017 Accountability Calendar

Date	Activity
Tuesday, February 14	Release of final 2017 accountability decisions (public web)
March 27–April 7	AEA campus registration process (TEASE)
April 14	*2017 Accountability Manual*, Chapters 2–9 released (public web)
April 14–May 15	Public comment period for the *2017 Accountability Manual* (public web)
May 1–May 12	Campus pairing process (TEASE)
May 12	*2017 Accountability Manual*, Chapter 1, Chapter 10, and appendices A–J released (public web)
End of May	Appendix K of the *2017 Accountability Manual* released (public web)
June 8	List of 2017 campus comparison groups released (TEASE and public web)
June 15	Confidential lists of college and career ready graduates for 2017 state accountability released (TEASE)

2017 Accountability Calendar

Date	Activity
Monday, August 7	2017 performance index tables without rating labels 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)
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)

2017 Accountability Calendar

Date	Activity
Friday, September 15	2017 appeals deadline
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)
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)

Collection of CaSE Ratings and Letter Grades

Information	PEIMS Collection	Accountability Year
2017		
CaSE Ratings (*Exemplary, Recognized, Acceptable, or Unacceptable***) for all eight categories for districts and campuses**	Three (June 2017)	2017
Three CaSE categories for academic accountability along with the evaluation criteria for each		2018
2018		
CaSE Ratings (*Exemplary, Recognized, Acceptable, or Unacceptable***) for all eight categories for districts and campuses**	CaSE Collection (May 2018)	2018
Letter grades (*A, B, C, D, or F***) for three CaSE programs reported in June 2017**		2018
Three CaSE categories for academic accountability along with the evaluation criteria for each	Three (June 2018)	2019
2019		
CaSE Ratings (*Exemplary, Recognized, Acceptable, or Unacceptable***) for all eight categories for districts and campuses**	CaSE Collection (May 2019)	2019
Letter grades (*A, B, C, D, or F***) for three CaSE programs selected in June 2018**		2019
Three CaSE categories for academic accountability along with the evaluation criteria for each	Three (June 2019)	2020

* Ratings criteria for the three CaSE programs to be used in Domain V will be collected in PEIMS; districts and campuses will report the internet website link, which will provide the CaSE ratings criteria used to determine the ratings.

The 85th Texas Legislature

- Multiple bills were filed that—if passed—would change the future A–F accountability system.

- The regular legislative session concludes Monday, May 29th.

- The following bills are currently on our radar:

  - House Bill (HB) 22
  - House Bill (HB) 2132
  - Senate Bill (SB) 2051

Key Features of House Bill 22

- Significantly more indicators than the current system and HB 2804:
    - Current index system—13 indicators
    - HB 2804—19 indicators
    - HB 22—34 indicators

- A–F letter grades for three domains:
    - Student Achievement
    - School Progress
    - School Climate

- No overall A–F letter grade

- Delays implementation until 2020 and requires two additional provisional reports

- Ratings in 2018 and 2019 based on *2016 Accountability Manual*

Key Features of House Bill 2132

- More indicators than the current system but fewer than HB 2804:
  - Current index system—13 indicators
  - HB 2804—19 indicators
  - HB 2132—17 indicators

- A–F letter grades for "at least three" domains:
  - Student Achievement
  - School Performance
  - School Climate

- No overall A–F letter grade

- Maintains 2017–18 implementation

Key Features of Senate Bill 2051

- More indicators than the current system but fewer than HB 2804:
  - Current index system—13 indicators
  - HB 2804—19 indicators
  - SB 2051—16 indicators

- A–F letter grades for "at least three" domains:
  - Student Achievement
  - School Progress
  - School Climate

- Overall A–F letter grade

- Maintains 2017–18 implementation

From Here to August 2018

- 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

- Districts report Domain V ratings—summer 2018

Recent Frequently Asked Questions

- How is a TSIA result attributed to a high school?

  - For the college-ready graduates indicator, we match the TSIA result from the Texas Higher Education Coordinating Board to the student on our annual graduates list using an algorithm which includes SSN, first name, last name, and DOB. Then we attribute the result to the campus at which the student is identified as an annual graduate in PEIMS/TSDS.

Recent Frequently Asked Questions

- How will we report U.S. armed forces enlistment data for 2016–17 graduates for Domain IV?

  - U.S. armed forces enlistment data for 2016–17 graduates should be reported in TSDS during the first submission of 2017–18. Specifically, this data source is Element ID E1589 in the 40203 School Leaver Sub-Category.

- What documentation do we need to identify a graduate as enlisted in the U.S. armed forces?

  - Districts are responsible for keeping local documentation supporting this identification.

Recent Frequently Asked Questions

- I don't see the Accountability application when I login to TEASE. How do I obtain access?

  1. Visit tea.texas.gov.
  2. Click "TEA Secure Applications" at the top of the home page.
  3. Click "Request Access Form" for Accountability.
  4. Complete the form, obtain the necessary signatures, and fax it in. Requests are generally processed within two business days.

Performance Reporting Resources and Contacts

- **2017 Accountability**
  http://tea.texas.gov/2017accountability.aspx

- **A–F Resources**
  http://tea.texas.gov/A-F/

- **HB 2804 Implementation Page**
  http://tea.texas.gov/2804Implementation.aspx

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **Performance Reporting Email**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704