



Overview of 2019 Accountability



Accountability Rating Labels

2018



Districts

A, B, C, D, or F

2019



Districts

A, B, C, D, or F



Campuses

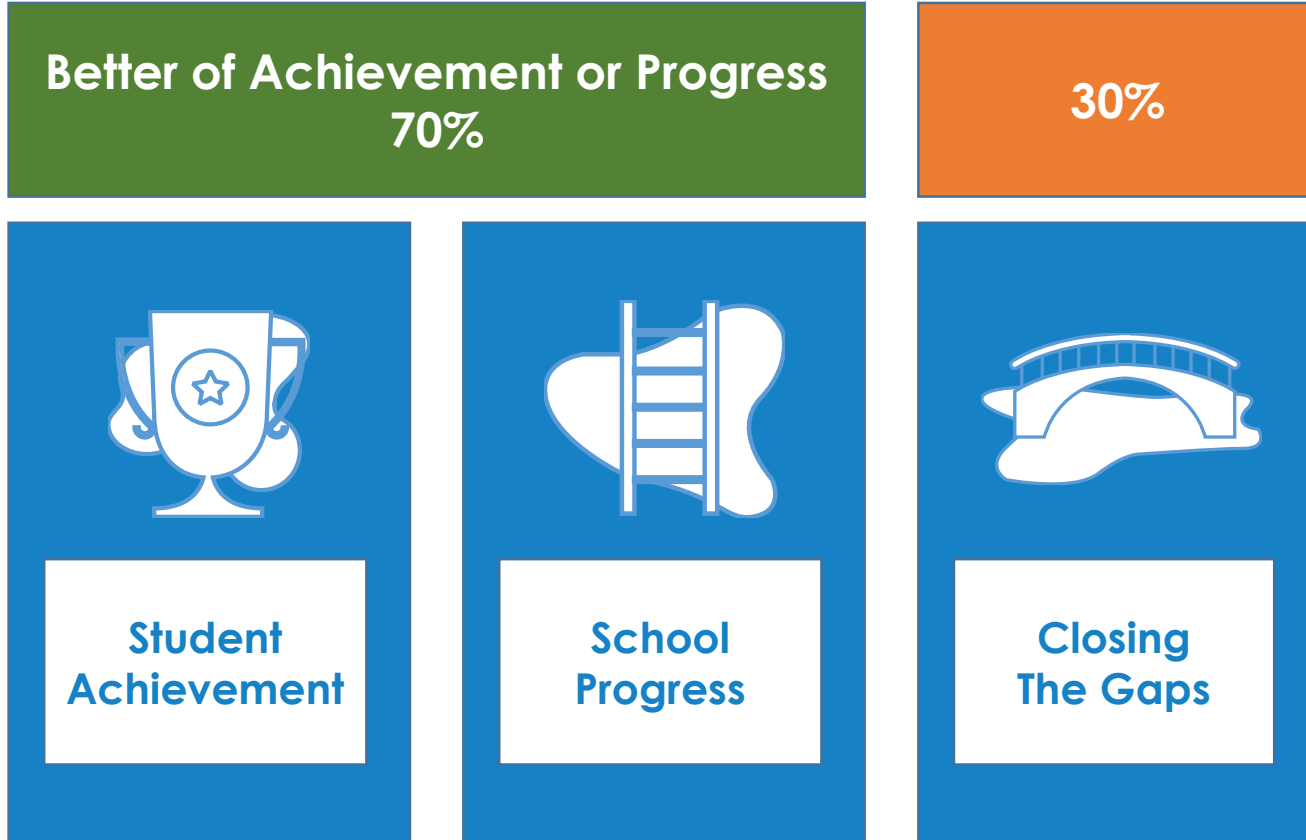
*Met Standard/
Met Alternative Standard
or
Improvement Required*



Campuses

A, B, C, D, or F

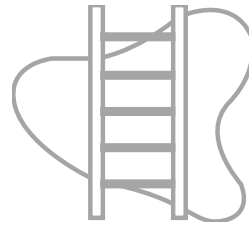
Three Domains: Calculating an Overall Accountability Rating



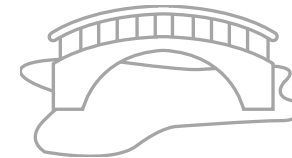
Student Achievement Domain



**Student
Achievement**



**School
Progress**



**Closing
The Gaps**

Elementary/Middle Schools

- STAAR

Weight

100%

High Schools, K–12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

40%

20%

STAAR

One point is given for each percentage of assessment results that are at or above the following*:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

$$\frac{\text{Percentage of Assessments at Approaches Grade Level or above} + \text{Percentage of Assessments at Meets Grade Level or above} + \text{Percentage of Assessments at Masters Grade Level}}{\text{Three}}$$

*Substitute assessments are included at the Meets Grade Level standard.

Example Calculation: STAAR Component Score							
STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Number of Assessments	480	432	101	330	274	1617	
Approaches Grade Level or Above	300	298	50	143	87	878	54%
Meets Grade Level or Above	200	170	40	45	76	531	33%
Masters Grade Level	100	165	9	41	22	337	21%
Total Percentage Points							108
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)							36



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- **Complete an OnRamps course in any subject and earn college credit***



Military Ready

Enlist in the United States Armed Forces

***new for 2019**



Career Ready

- Earn an industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55) and be identified as a current special education student.
- **Earn a Level I or Level II certificate***
- **Graduate under an advanced degree plan and be identified as a current special education student***

CCMR

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.
- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.

$$\frac{\text{Number of Graduates Who Accomplish Any One of the CCMR Indicators}}{\text{Number of 2018 Annual Graduates}}$$

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	Number of 2018 Annual Graduates
Total	208.5	365
Student Achievement Domain CCMR Component Score (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of 2018 Annual Graduates)		57

CTE Coherent Sequence Transition

CTE Coherent Sequence Coursework Transition	Accountability Years	
CCMR Indicator	2019 and 2020	2021 and Beyond
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point	
Earn an industry-based certification	1 point	1 point

Graduation Rate

- High school graduation rates include the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.
- The graduation rate that results in the higher score is selected.

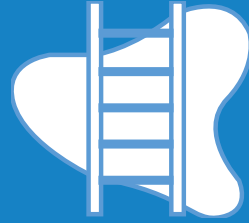
Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2018, 4-year	95.2%
Class of 2017, 5-year	97.3%
Class of 2016, 6-year	95.0%
Graduation Rate Score	97.3

Annual Dropout Rate for AEAs

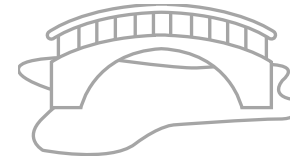
- The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS).
- The Student Achievement domain for DRS without a longitudinal graduation rate will be calculated using the STAAR, CCMR components, and the annual dropout rate; it will also be calculated using only the STAAR and CCMR components.
- Whichever calculation produces the higher rating will be used.



**Student
Achievement**



**School
Progress**

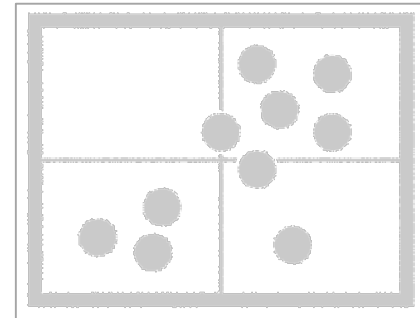


**Closing
The Gaps**

Part A: Academic Growth



Part B: Relative Performance



Part A: Academic Growth

- Academic Growth includes all assessments with a STAAR progress measure.* Districts and campuses (including high schools) earn credit for results that maintain performance or meet growth expectations on STAAR.

*Substitute assessments are not included.

Academic Growth: Measuring Student Progress

STAAR

Current Year

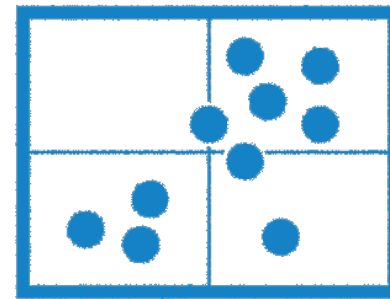
Previous Year

	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Part A: Academic Growth



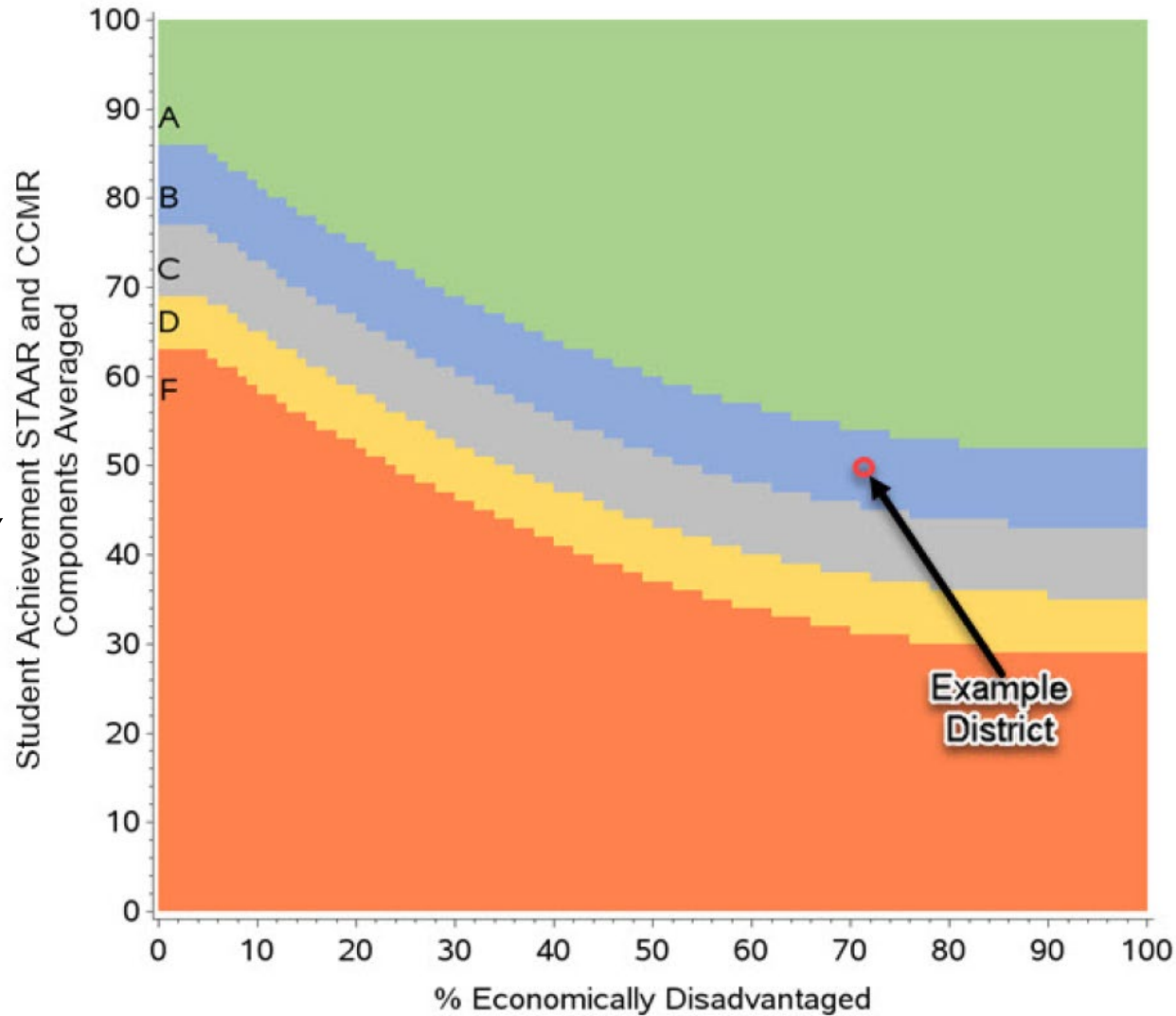
Part B: Relative Performance



Part B: Relative Performance

- Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

Relative Performance: Measuring School Progress



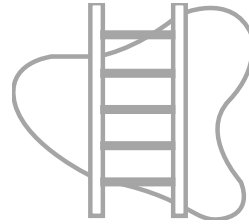
Includes STAAR and CCMR for districts and campuses that have that data

In this example, 71% of students were identified as economically disadvantaged on the district's TSDS PEIMS October snapshot, and the district earned a 50 on the averaged Student Achievement STAAR and CCMR components. In this case, the district would earn a B in School Progress, Part B: Relative Performance.

* This image is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.



**Student
Achievement**



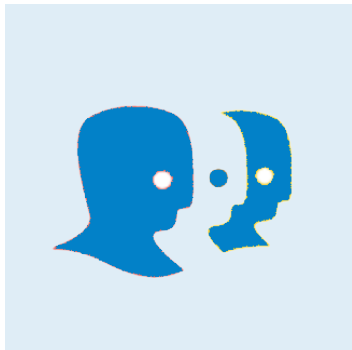
**School
Progress**



**Closing
The Gaps**



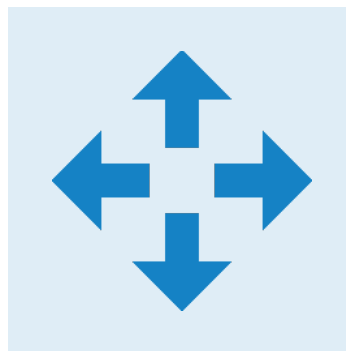
Race/Ethnicity



Special Education



Continuously Enrolled
and Mobile



English
Learners (ELs)



Economically
Disadvantaged





Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled

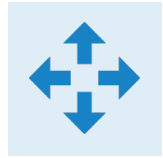
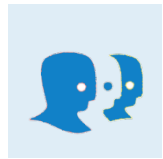


Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate (High Schools, K–12, and Districts)
- College, Career, and Military Readiness (High Schools, K–12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- English Language Proficiency Status

Student Group

Achievement Target



**% of Student Groups
that Meet Target**

**Overall
Domain
Grade**

Closing the Gaps Indicator Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status ²														
											36%			

Elementary/Middle Schools

Weight

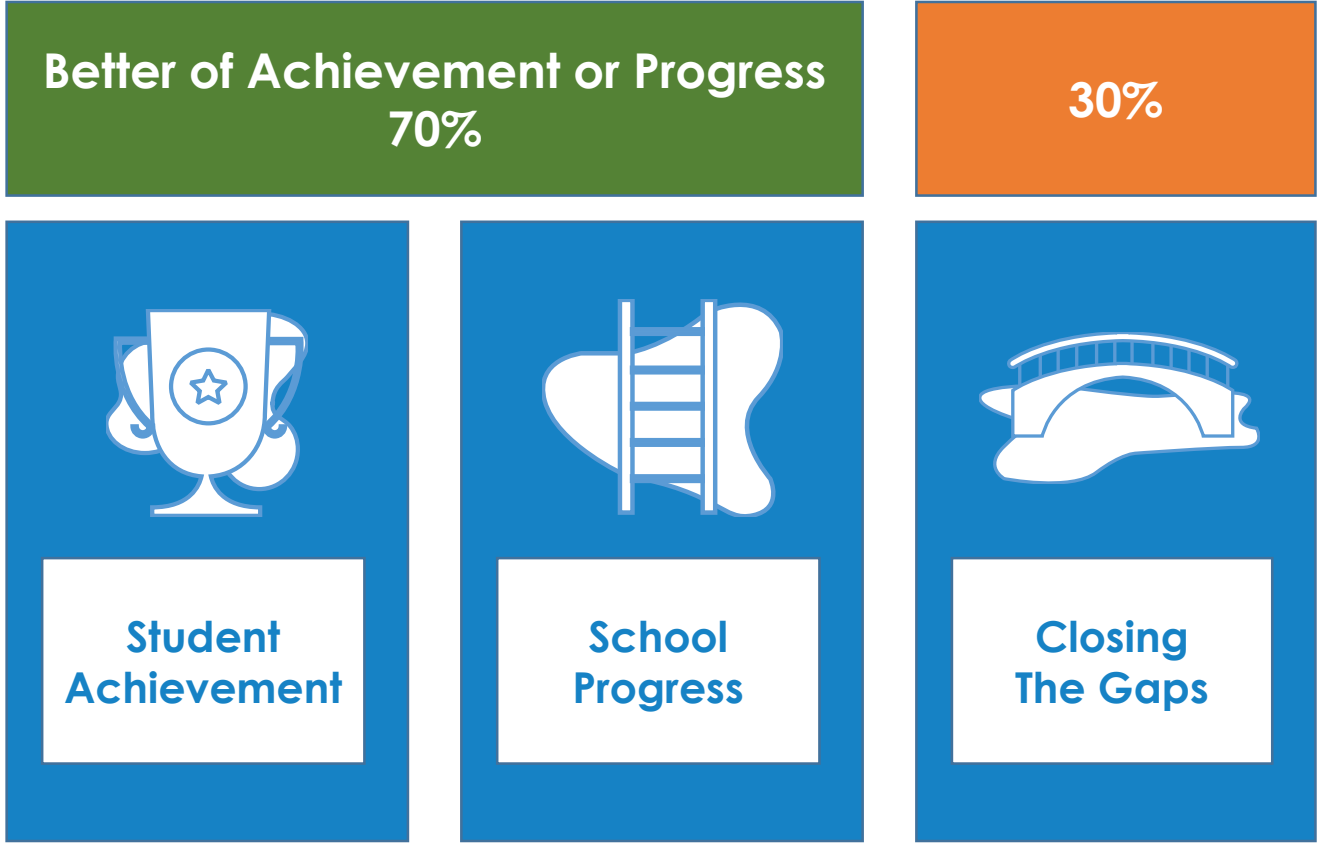
- | | |
|---|-----|
| ■ Academic Achievement | 30% |
| ■ Academic Growth Status | 50% |
| ■ English Language Proficiency | 10% |
| ■ Student Achievement Domain Score:
STAAR Component Only | 10% |

High Schools, K–12, AEsAs, and Districts

Weight

- | | |
|---|-----|
| ■ Academic Achievement | 50% |
| ■ Federal Graduation Status
(Academic Growth Status if not available) | 10% |
| ■ English Language Proficiency | 10% |
| ■ College, Career, and Military Readiness
(Student Achievement Domain Score:
STAAR Component Only if not available) | 30% |

Calculating an Overall Rating



Calculating an Overall Rating: Example

Scaled scores were created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
Overall Score					87
2019 Overall Rating					B

- Scaling methodology is unchanged apart from the conversion for districts and campuses with a 100 percent graduation rate.
 - A 100 percent graduation rate will scale to a 100.
- In 2018, a district could not receive an overall or domain rating of A if the district included any campus with a corresponding overall or domain rating of *Improvement Required*. In this case, the highest scaled score a district could receive for the overall or in the corresponding domain was an 89.
- With the implementation of letter grade ratings for campuses, this step will be updated for 2019 to align with statute. A district may not receive an overall or domain rating of A if the district includes any campus with a corresponding overall or domain rating of D or F.

- An EL performance measure will only be used in STAAR performance components.
- First year EL students are excluded from STAAR performance components while second year EL students will be included using an EL performance measure in place of a STAAR performance level.
- ELs who are in their second year in U.S. schools who have a parental denial for EL services will not receive an EL performance measure and will be included in the same manner as non-ELs.
- ELs will continue to be evaluated for growth using the STAAR progress measure.

Alternative Education Accountability (AEA)

- AEA charter schools and campuses will be able to earn bonus points which will be added to the overall scaled score.
- A maximum of ten bonus points may be applied to an AEA's overall scaled score. AEA charter schools and campuses may earn up to five points for each of the following two indicators:
 - Credit for graduation plan type awards AEA charter schools and campuses bonus points for the percentage of graduates who graduate under either a RHSP, DAP, FHSP-E, or FHSP-DLA graduation plan.
 - Credit for EOC retest assessments awards AEA charter schools and campuses bonus points for the percentage of EOC retest assessments at the Approaches Grade Level standard or above.

Local Accountability System (LAS)

- Districts and open-enrollment charter schools that choose to participate in LAS for the 2018–19 school year are eligible to receive accountability ratings under LAS.
- LAS campuses who receive a C or higher state overall rating will have the LAS overall scaled score applied to the state overall scaled score for a 2019 accountability rating.
- Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation as they are adopted in the *2019 Local Accountability System Manual*.

- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
 - [*2019 Accountability Manual*](#)
- **TEA ESSA Page**
<https://tea.texas.gov/ESSA/>
- **Local Accountability Systems Email**
LAS@tea.texas.gov
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704