

The background of the slide is a photograph of the Texas State Capitol building in Austin. The building is a large, classical-style structure with a prominent central dome topped by a statue. The sky is filled with soft, colorful clouds, suggesting a sunrise or sunset. In the foreground, there is a well-manicured green hedge and a portion of a copper-roofed structure. A semi-transparent white box with a blue border is centered over the image, containing the title text.

Academic Accountability

Expectations Matter

We believe that all students can learn & achieve at high levels.



Expectations Matter, At All Grade Levels

The SBOE has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).

& Military Readiness

What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations



Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

Actual STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A) $736 - 197 - 150 = \underline{\quad}$
- B) $736 - 197 + 150 = \underline{\quad}$
- C) $736 + 197 + 150 = \underline{\quad}$
- D) $736 + 197 - 150 = \underline{\quad}$

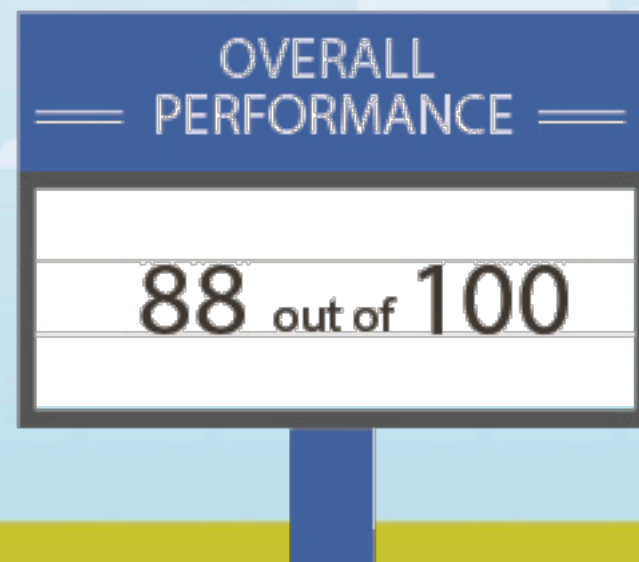
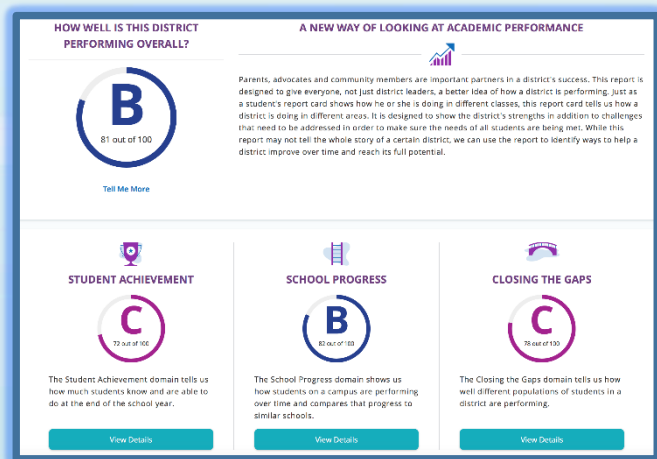


ON TRACK

Learn more at: www.texasassessment.com

Clear Performance Info Helps Students

You can't improve what you can't see. In order to serve all students well, we need easy-to-access information regarding how schools and districts are doing.



Students are Helped in School & Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

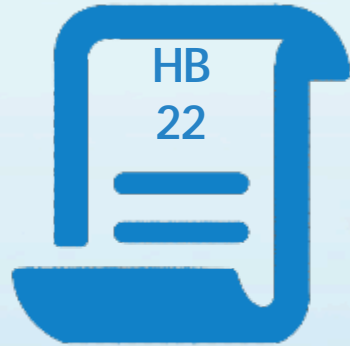
“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. **Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.**”

The biggest risks come if the system allows certain students to be exempted from accountability. **The system design matters.**

A-F Accountability: How It Was Designed



84th Legislature



85th Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A B C D or F





A Two Year Process of Gathering Feedback

TEA staff conducted hundreds of stakeholder meetings starting as early as January 2016 with:

- School Board Members
- Superintendents
- Principals
- Other Administrators
- Teachers
- Parents
- Business Leaders
- Advocates
- Students

TEA made significant changes to the proposed A-F system based on feedback.

A white megaphone icon is positioned at the top center of a blue rectangular box. The box contains text explaining that certain design details noted with a megaphone icon in the presentation were changes made based on feedback.

Certain design details noted with a  in this presentation were changes made based on feedback.

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance



Design Approach: Two Philosophical Commitments



“The commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating.”



No Forced Distribution



We WANT stability in the model, we do not want the bar to keep changing. We want to commit to something where the bar will remain static for 5 years, where the rules don't change.



Law switched from “annually” to “periodically”

These commitments reinforce a system that supports continuous improvement over time.

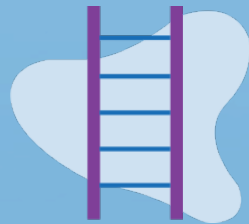
Three Domains: Combining for Overall Score

Best of Achievement or Progress: 70%

30%



Student
Achievement



School
Progress



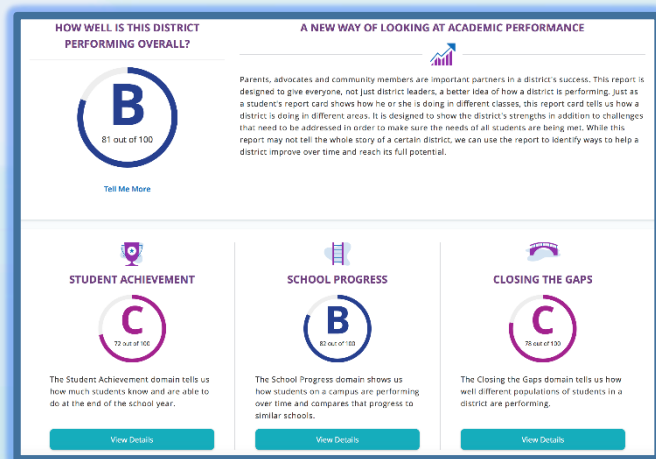
Closing
The Gaps

This design reflects a commitment:

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need**.

This design has produced ratings that are not strongly correlated with poverty.

Ratings Must Be Easy to Access



Stakeholders requested that rating information be easily viewable, with supporting material to help people understand them.

On August 15, the tool will launch at:

www.TXschools.org



The background of the slide is a photograph of the Texas State Capitol building in Austin. The building is a large, classical-style structure with a prominent central dome topped by a statue. The sky is filled with soft, colorful clouds, suggesting a sunrise or sunset. In the foreground, there is a well-manicured green hedge and a portion of a copper-roofed structure. A semi-transparent white box with a blue border is centered over the image, containing the text "2017-18 Results".

2017-18 Results

District Level Highlights

Including single campus districts*, **1,187 ISDs/charters** were evaluated**

A (90-100) – 16% - **153 districts**

B (80-89) – 43%***

C (70-79) – 30%

D (60-69) – 8%

F (0-59) – 3% - **16 districts**

*Excluding Single Campus Districts:

A – 18%

B – 43%

C – 30%

D – 7%

F – 2%

* - 272 single campus districts/charters receive a Met Standard / Improvement Required label, but are still given a 0-100 point score

** - 83 districts/charters that received a Hurricane Harvey exception received either an A rating, or No Rating, but are still given a 0-100 point score

*** - Districts receive a max score of 89 if they have any IR campuses, even if they would have otherwise received an A

District Level Poverty Analysis

Student poverty is not a strong factor in how a district was rated

Correlation between the rate of students eligible for a free/reduced lunch and district overall A-F ratings: **.4 (moderate)**

Domain Specific Correlations

Student Achievement Domain: **.6 (strong)**
 School Progress Domain: **.1 (weak)**
 Closing the Gaps Domain: **.5 (moderate)**

Best Of

Large, high-performing, high poverty districts

District	Grade	Enroll	Eco Dis
Sharyland ISD	93	10170	59.8%
United ISD	92	43212	75.4%
McAllen ISD	92	23640	71.2%
Los Fresnos CISD	92	10770	76.6%
Edinburg CISD	90	34098	86.3%
Hurst-Eules-Bedford ISD	90	23364	52.6%
IDEA Public Schools***	89	35595	87.8%
Brownsville ISD***	89	45535	95.8%

*** - Districts receive a max score of 89 if they have any IR campuses, even if they would have otherwise received an A

Campus Level Highlights

8,253 campuses were rated* (including 347 paired campuses):

Met Standard	(90-100) [A]	– 19% - 1,561 campuses
Met Standard	(80-89) [B]	– 36%
Met Standard	(70-79) [C]	– 30%
Met Standard	(60-69) [D]	– 10%
Improvement Required	(0-59) [F]	– 5% - 432 campuses (349)*

* - Because of Hurricane Harvey, about 1200 campuses were eligible to receive a “Not Rated” designation if they would have otherwise been rated Improvement Required. 86 campuses will receive a Not Rated designation, but the underlying 0-100 point score information is still visible. The total number of campuses receiving an “Improvement Required” rating is 349. The total number of rated campus is 8,167.

Campus Level Poverty Analysis

Student poverty is not a strong factor in how a campus was rated

Correlation between the rate of students eligible for a free/reduced lunch and campus overall A-F ratings: **.4 (moderate)**

Domain Specific Correlations

Student Achievement Domain:	.7 (strong)	} — <i>Best Of</i>
School Progress Domain:	.1 (weak)	
Closing the Gaps Domain:	.4 (moderate)	

There are **259** high-poverty campuses (80-100% Eco Dis) that receive a score of 90-100 (ie, “A”). This represents 11% of all high-poverty campuses. There are **169** low-poverty campuses (0-20% Eco Dis) that receive a score below 90 (ie, less than an “A”).



Design Details

Student Achievement Domain



**Student
Achievement**



**School
Progress**



**Closing
The Gaps**

Student Achievement: Calculating Score



Elementary School



Middle School



High School



- College, Career, Military Ready (CCMR)
- Graduation Rates



Proposed Rule will adjust proportional weighting for High School in the Student Achievement domain to 40-40-20

Student Achievement: Calculating Score



Texas Higher Education Coordinating Board
By **2030**, at least **60%** of Texans ages 25–34 will have a certificate or degree.



	All Students
Total Tests	3,212
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Average of 3

$$92.7 + 60.6 + 27.3 / 3 = 60.2$$

Student Achievement Score





College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an associate's degree
- Meet standards on a composite of indicators indicating college readiness



Career Ready

- **Earn industry certification**
- Be admitted to post-secondary industry certification program



Military Ready

Enlist in the United States Armed Forces



Proposed Rule will provide partial credit in the near term for coherent sequence students who participate in aligned coursework, even if they don't receive a certification.



College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- **Complete dual credit courses**
- Complete OnRamps courses
- Earn an associate's degree
- Meet standards on a composite of indicators indicating college readiness



Career Ready

- Earn industry certification
- Be admitted to post-secondary industry certification program



Military Ready

Enlist in the United States Armed Forces

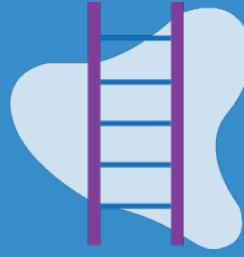


Proposed Rule will provide credit for a single course passed in English or math, or for 9 credit hours in any subject area

School Progress Domain



Student
Achievement



School
Progress



Closing
The Gaps

School Progress Domain: Two Aspects

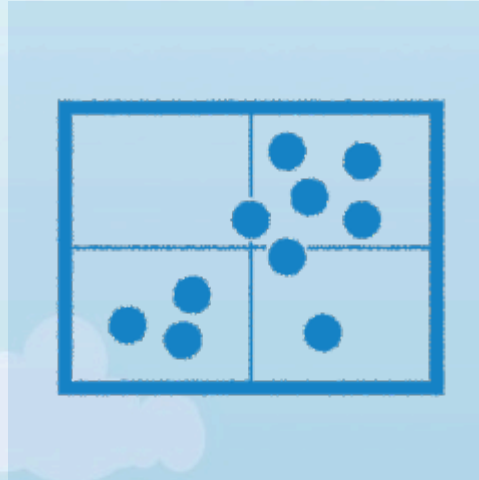
PART 1

Student Growth



PART 2

Relative Performance

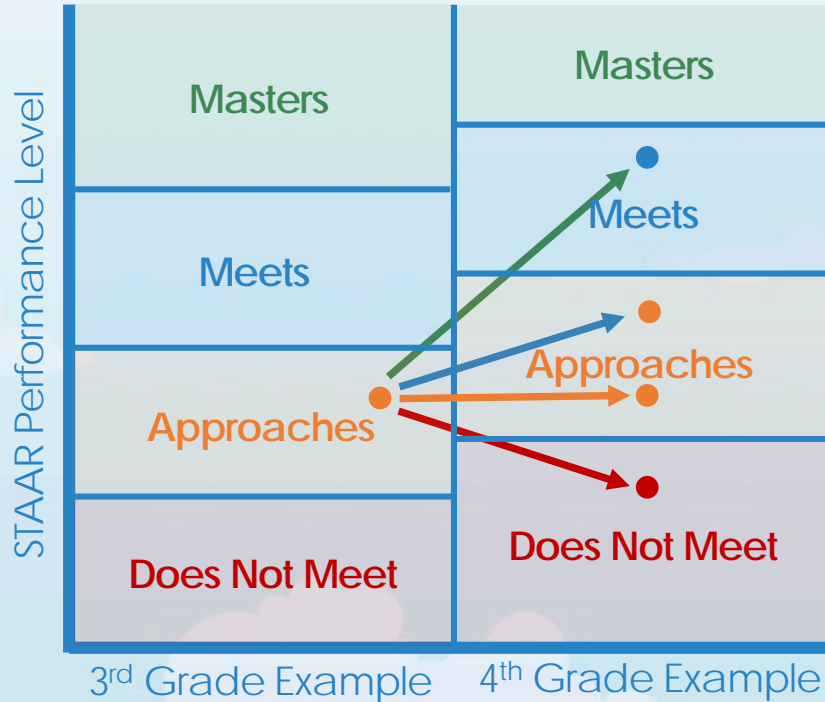


Proposed Rule will provide credit for best campus rating between part 1 and part 2, rather than an average, with caveat that an F in 3 out of 4 (sub)domains (including these two parts) will be an F overall.



Even though growth measures are limited for HS, the Proposed Rule will include best of credit in HS for growth.

School Progress Domain: Student Growth

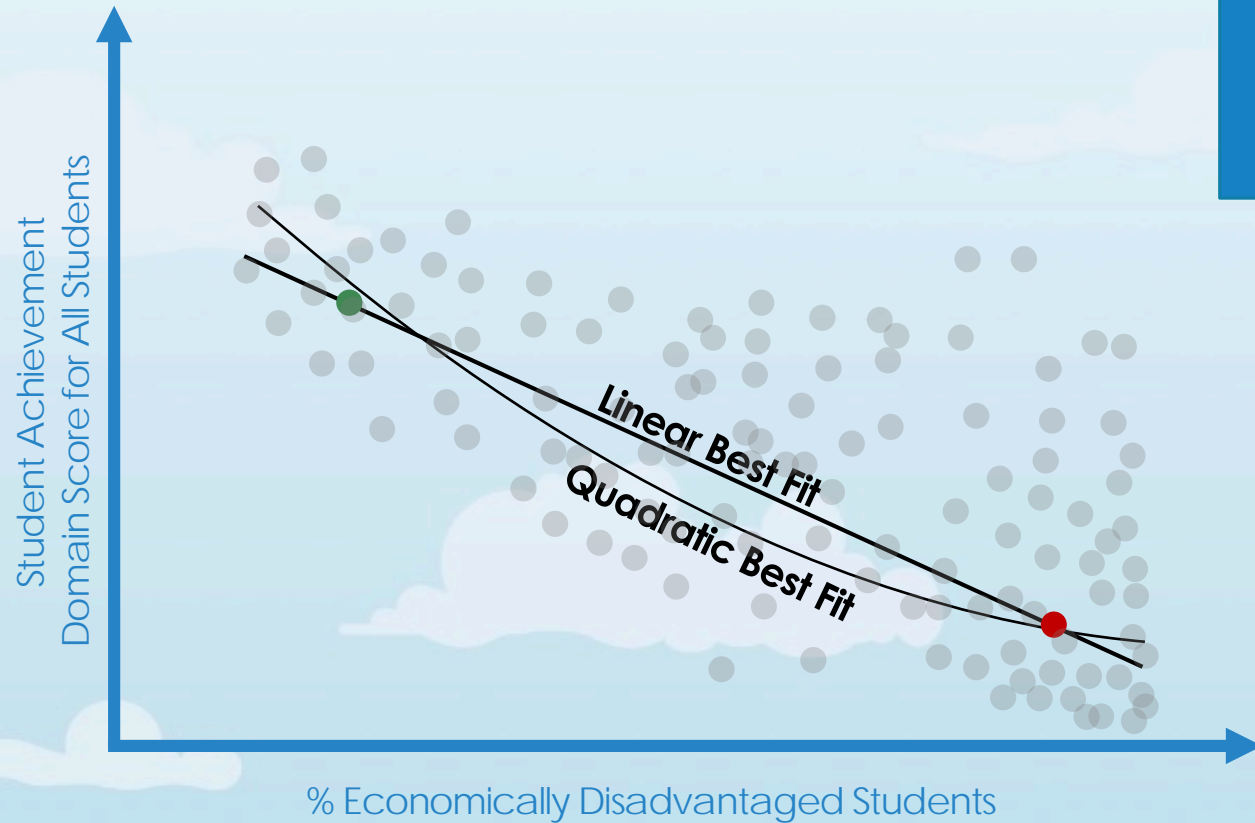


- Exceeds** + 1 Point Awarded
For meeting or exceeding expected growth
- Expected**
- Maintains** + .5 Points Awarded
For maintaining proficiency but failing to meet expected growth
- Limited** + 0 Points Awarded
For falling to a lower level

Proposed Rule will provide partial credit for maintaining Meets or Approaches Grade Level, even if vertical scale scores don't increase.

School Progress Domain: Relative Performance

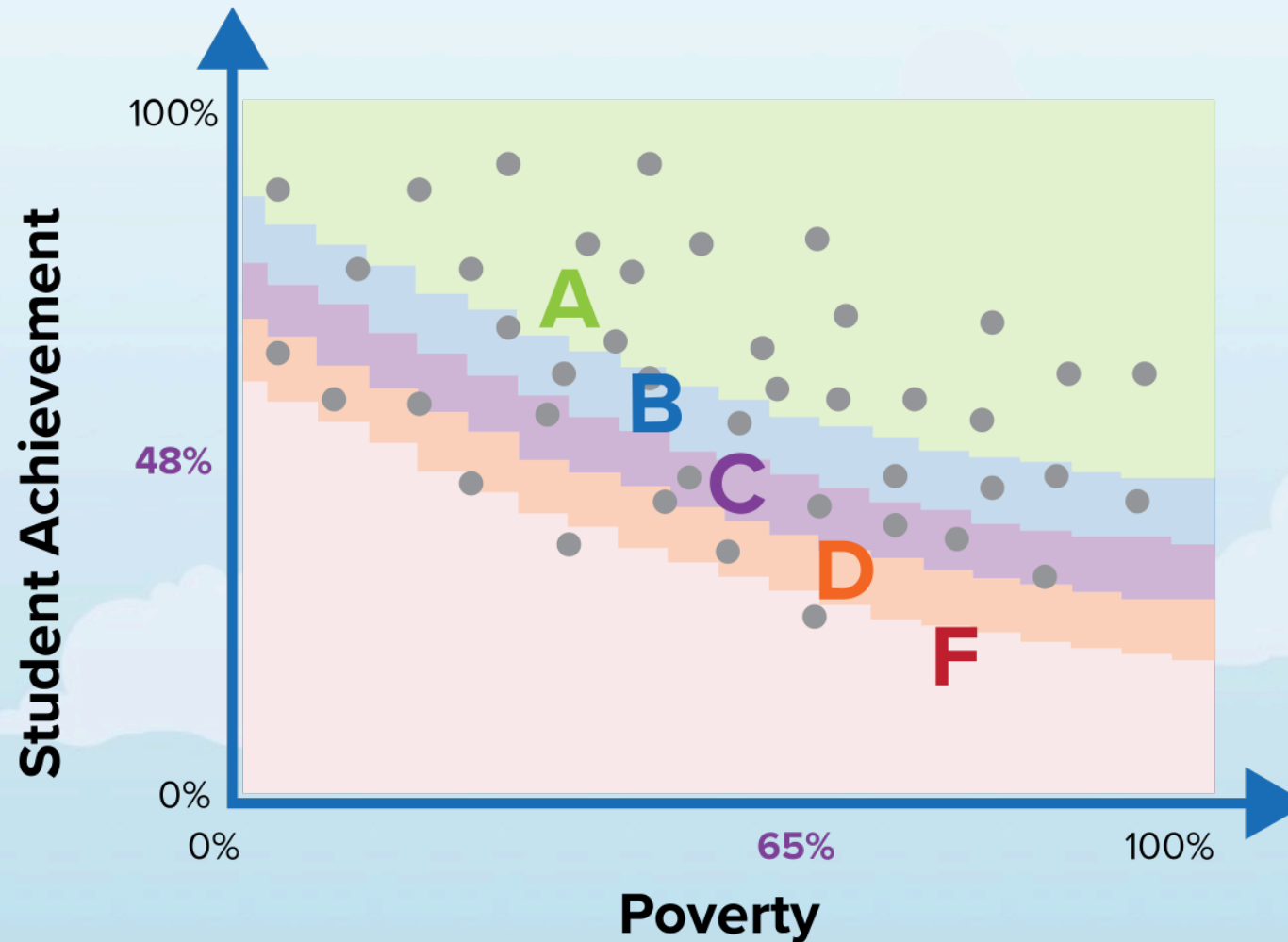
Higher Levels
of Student
Achievement



Proposed Rule will use a curved line of best fit (quadratic vs linear) to reduce rating biases of very low & very high poverty campuses.

Higher Rates of
Economically
Disadvantaged

Relative Performance: Measuring School Progress



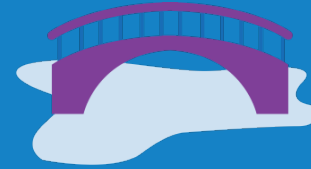
Closing The Gaps Domain



Student
Achievement



School
Progress



Closing
The Gaps

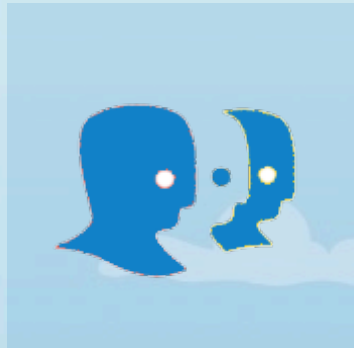
Closing the Gaps: Educational Equity

All Students



 Domain 3 in the Proposed Rule complies with ESSA requirements, allowing a single state & federal accountability system.

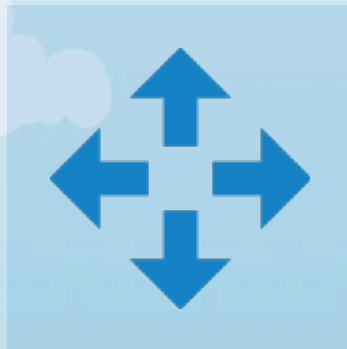
Race/Ethnicity



Special Education



Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged





Student Groups (Up to 13)

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



Proposed Rule includes weighting for growth at 50% of Domain 3 indicators



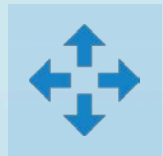
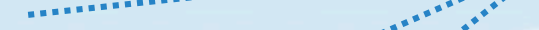
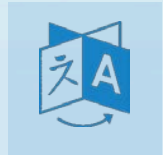
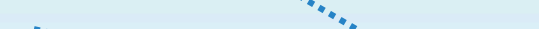
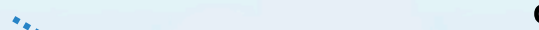
Indicators (Up to 6)

- Academic Achievement on STAAR in Reading and Mathematics at Meets Grade Level standard
- English Learner Language Proficiency Status
- Elementary & Middle School:
 - Growth in Reading and Mathematics on STAAR
 - Student Achievement Domain score
- High School / K-12 / Districts:
 - 4 Year Graduation Rates
 - College, Career, and Military Readiness Performance

Closing the Gaps: Educational Equity

Student Group

Achievement Target




% of Student Groups that meet target

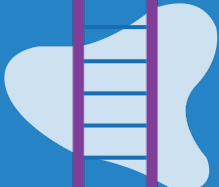
Overall Grade

Proposed Rule includes targets for the first five years equal to current state averages.

Local Accountability



Student
Achievement



School
Progress



Closing
The Gaps


Local Accountability

*Example



Extra-
Curricular
Activities

*Example



Local
Assessments

A-F Timeline: Implementation of HB 22

