2019 Accountability Overview

JONATHAN DELGADO
TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING
House Bill 22, 85th Texas 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
Charter Operators and Campuses

- A, B, C, or D: Assigned for overall performance and for performance in each domain to operators and campuses that meet the performance target for the letter grade

- F: Assigned for overall performance and for performance in each domain to operators and campuses (including AEAs) that do not meet the performance target to earn at least a D

- Not Rated: Assigned to districts that—under certain, specific circumstances—do not receive a rating
Who receives a rating?

- All operators and campuses—established or new—are rated.
- A new operator or campus is defined to be with at least one student in membership in the current school year that did not have any students in the preceding year.
- A new operator or campus may receive a rating of F in its first year of operation.
Who receives a rating? (continued)

In a few specific circumstances, a operator or campus does not receive a rating:

- The operator or campus has no/insufficient data
- The operator or campus is a residential facility
- The campus is a Juvenile Justice Alternative Education Program (JJAEP) or Disciplinary Alternative Education Program (DAEP)
There are two sets of procedures within the state accountability system: one that evaluates standard campuses and districts and another that evaluates alternative education campuses (AECs) and charter operators that primarily serve students identified as at risk of dropping out of school.

Accountability advisory groups consistently recommend evaluating AECs by separate alternative education accountability (AEA) provisions due to the large number of students served in alternative education programs.
HOW WELL IS THIS DISTRICT PERFORMING OVERALL?

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

The Closing the Gaps domain tells us how well different populations of students in a district are performing.
Three Domains: Combining to Calculate Overall Rating

Better of Achievement or Progress
70%

Student Achievement

School Progress

Closing The Gaps

30%
Student Achievement Domain: Performance

Student Achievement

School Progress

Closing The Gaps
### Student Achievement Domain: Weighting

<table>
<thead>
<tr>
<th>Elementary/Middle Schools</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Schools, K–12, and Districts</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR</td>
<td>40%</td>
</tr>
<tr>
<td>College, Career, and Military Readiness (CCMR)</td>
<td>40%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>20%</td>
</tr>
</tbody>
</table>
### Student Achievement Domain: Calculating Score

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Tests</strong></td>
<td>3,212</td>
</tr>
<tr>
<td># Approaches Grade Level or Above*</td>
<td>2,977</td>
</tr>
<tr>
<td># Meets Grade Level or Above*</td>
<td>1,945</td>
</tr>
<tr>
<td># Masters Grade Level</td>
<td>878</td>
</tr>
<tr>
<td><strong>% Approaches Grade Level or Above</strong></td>
<td>93%</td>
</tr>
<tr>
<td><strong>% Meets Grade Level or Above</strong></td>
<td>61%</td>
</tr>
<tr>
<td><strong>% Masters Grade Level</strong></td>
<td>27%</td>
</tr>
</tbody>
</table>

*Substitute assessments are included at the Meets Grade Level standard.*
Student Achievement Domain: CCMR Indicators for HS, K–12, and Districts

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

Career Ready
• Earn 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 code of 04, 05, 54, or 55)

Military Ready
Enlist in the United States Armed Forces
Student Achievement Domain: Graduation Rate

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.
School Progress Domain

- Student Achievement
- School Progress
- Closing The Gaps
School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance
School Progress Domain: Domain Rating

Elementary, Middle, High Schools, K–12, and Districts

- The higher scaled score of Part A: Academic Growth or Part B: Relative Performance is used for the School Progress domain rating.

- Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.
School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance
Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.* Operators and campuses (including high schools) earn credit for results that maintain proficiency or meet growth expectations on STAAR.

*Substitute assessments are not included.
### STAAR

<table>
<thead>
<tr>
<th>Did Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Previous Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did Not Meet Grade Level</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches Grade Level</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td><strong>Current Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did Not Meet Grade Level</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches Grade Level</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>
School Progress Domain, Part B: Relative Performance

Part A: Academic Growth

Part B: Relative Performance
Part B: Relative Performance

- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

- Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.
STAAR and CCMR Results for All Students

% Economically Disadvantaged Students

Higher Levels of Student Achievement

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

Relative Performance: Measuring School Progress

Higher Rates of Economically Disadvantaged Students
Closing the Gaps Domain: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps
Closing the Gaps Domain: Student Groups

- Race/Ethnicity
- Special Education
- Continuously Enrolled and Mobile
- English Learners (ELs)
- Economically Disadvantaged
Closing the Gaps Domain: Ensuring Educational Equity

**Student Groups**
- 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

**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
Closing the Gaps Domain: Calculating a Rating

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Achievement Target</th>
<th>% of Student Groups that Meet Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overall Domain Grade</td>
</tr>
</tbody>
</table>

Student Group

Achievement Target

% of Student Groups that Meet Target

Overall Domain Grade
Calculating an Overall Rating

Better of Achievement or Progress
70%

30%

Student Achievement

School Progress

Closing The Gaps
Calculating an Overall Rating: Example

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scaled Score</th>
<th>Better of School Progress Part A or Part B</th>
<th>Better of Student Achievement or School Progress</th>
<th>Weight</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>89</td>
<td></td>
<td>89</td>
<td>70%</td>
<td>62.3</td>
</tr>
<tr>
<td>School Progress, Part A</td>
<td>84</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Progress, Part B</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing the Gaps</td>
<td>81</td>
<td></td>
<td>30%</td>
<td>24.3</td>
<td></td>
</tr>
</tbody>
</table>

Overall Score 87

2019 District Overall Rating B
Questions

Resources

- http://tea.texas.gov/A-F
- https://tea.texas.gov/perfreport/resources/index.html

Sign up for the Performance Reporting weekly bulletin:
For new administrators, download and review the 2018 Accountability Administrators Guide, which briefly explains how the accountability system is used to evaluate the academic performance of Texas public schools.

https://tea.texas.gov/2018Accountability.aspx
Performance Reporting Resources and Contacts

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

- TEA ESSA Page
  https://tea.texas.gov/ESSA/

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

- Performance Reporting Telephone
  (512) 463-9704