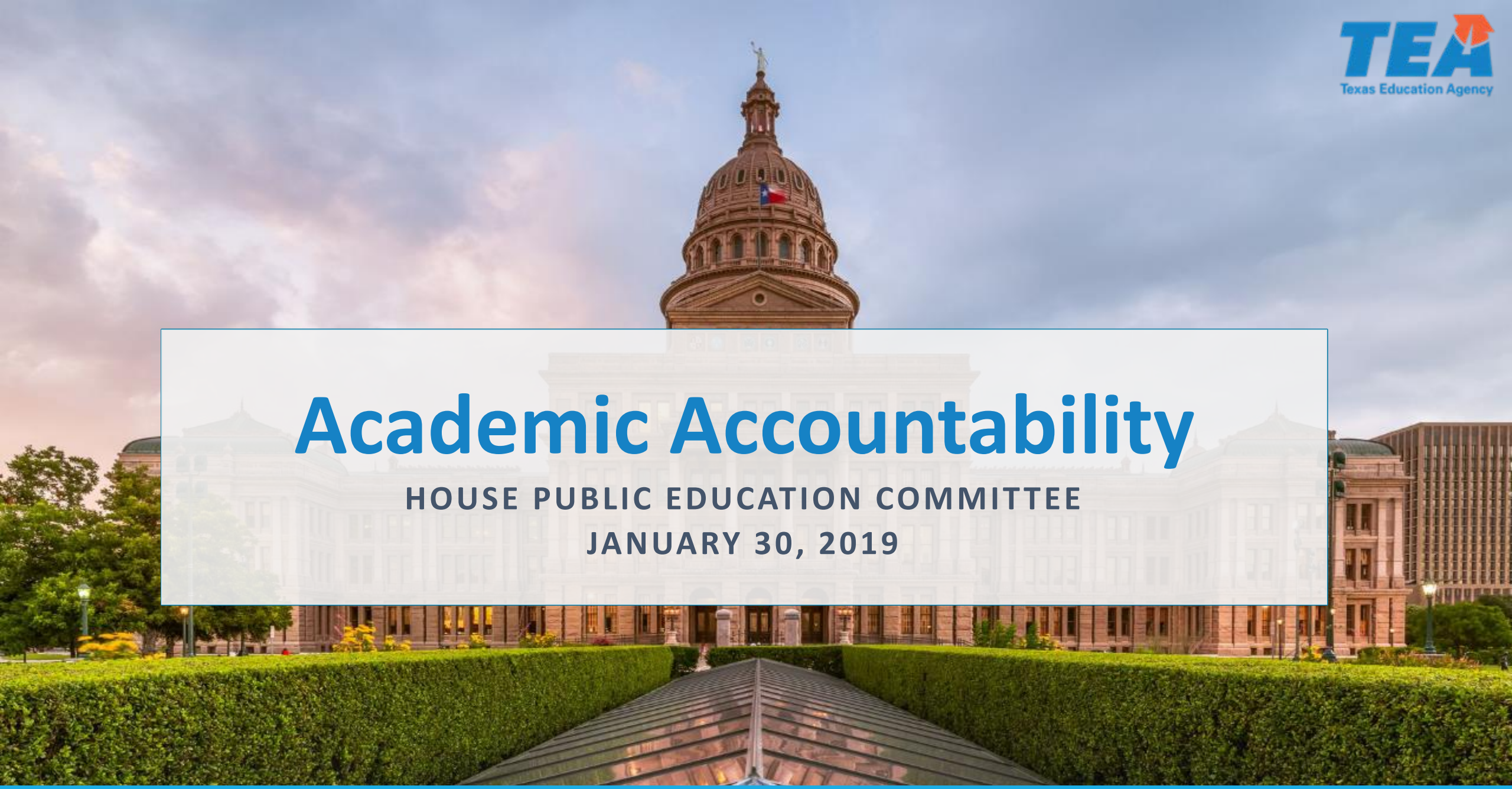


Academic Accountability

HOUSE PUBLIC EDUCATION COMMITTEE

JANUARY 30, 2019

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.

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

A–F Accountability: New Labels/Grades

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance

2017-18 – Labels applied to districts

2018-19 – Labels will apply to campuses

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."

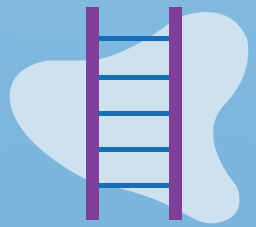
→ **No Forced Distribution**

HB22 changed the required accountability rule update cycle from "annually" to "periodically" This allows stability in the rules, so that schools don't constantly face changing standards.

→ **We will try to hold the rules as static as possible for 5 years.**

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

Three Domains: Combining for Overall Score

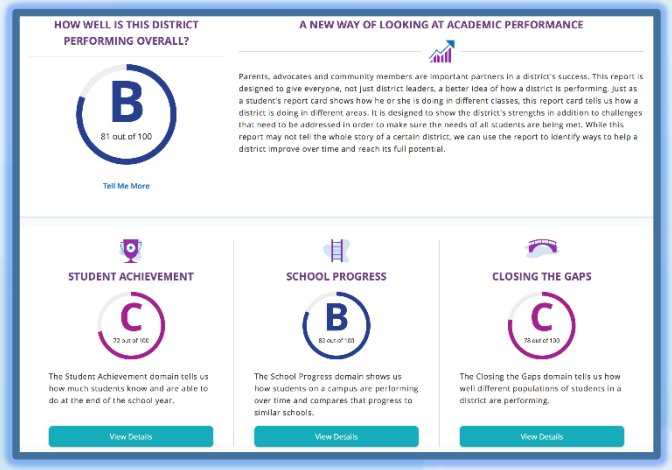
Best of Achievement or Progress: 70%		30%
		
Student Achievement	School Progress	Closing The Gaps

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.

www.TXschools.gov

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	10,170	59.8%
United ISD	92	43,212	75.4%
McAllen ISD	92	23,640	71.2%
Los Fresnos CISD	92	10,770	76.6%
Edinburg CISD	90	34,098	86.3%
Hurst-Euless-Bedford ISD	90	23,364	52.6%
IDEA Public Schools***	89	35,595	87.8%
Brownsville ISD***	89	45,535	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)**
School Progress Domain:	**.1 (weak)**
Closing the Gaps Domain:	**.4 (moderate)**

Best Of

There are **259** high-poverty campuses (80-100% Eco Dis) that received 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 received 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

- STAAR

Middle School

- STAAR

High School

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

Rule adjusted 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%

Student Achievement Score

A

Average of 3

92.7 + 60.6 + 27.3 / 3 = 60.2

Student Achievement: CCMR Indicators - HS

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

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

Student Achievement: CCMR Indicators - HS

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

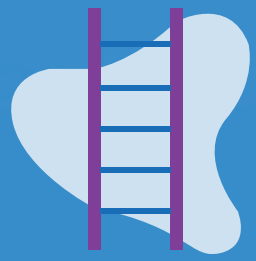
Military Ready

Enlist in the United States Armed Forces

Rule provided 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

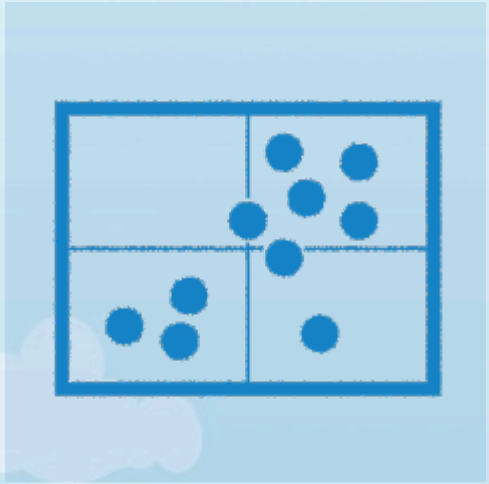
School Progress Domain: Two Aspects

PART 1

Student Growth

PART 2

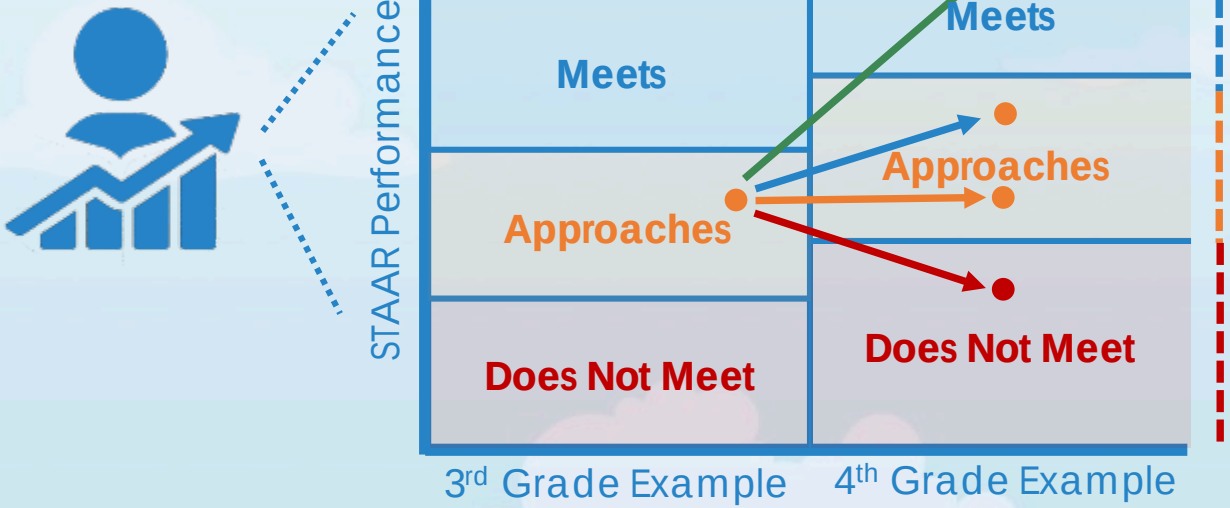
Relative Performance



Rule provided 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 Rule included best of credit in HS for growth.

School Progress Domain: Student Growth



Exceeds — **+ 1 Point Awarded**
For meeting or exceeding expected growth

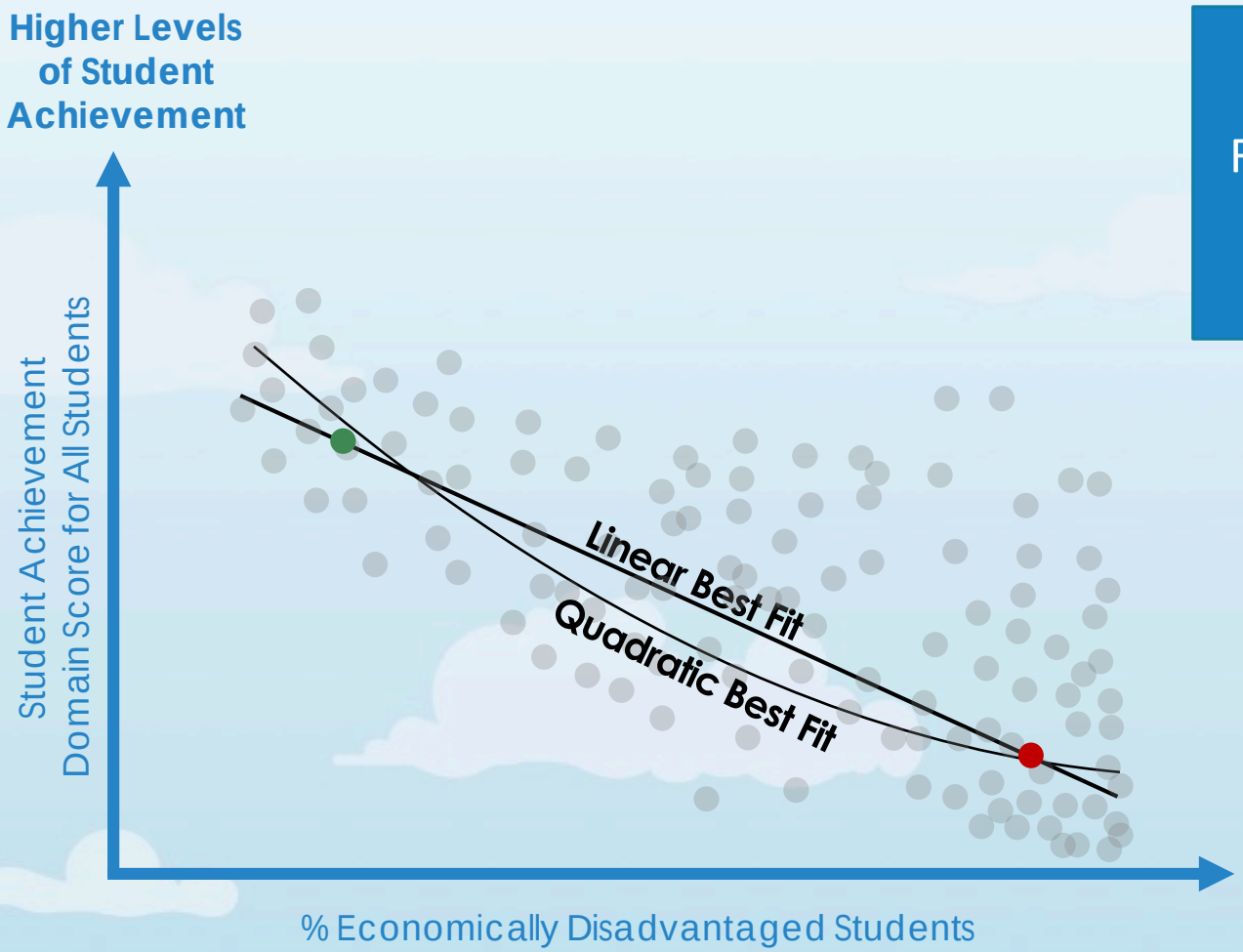
Expected

Maintains — **+ .5 Points Awarded**
For maintaining proficiency but failing to meet expected growth

Limited — **+ 0 Points Awarded**
For falling to a lower level

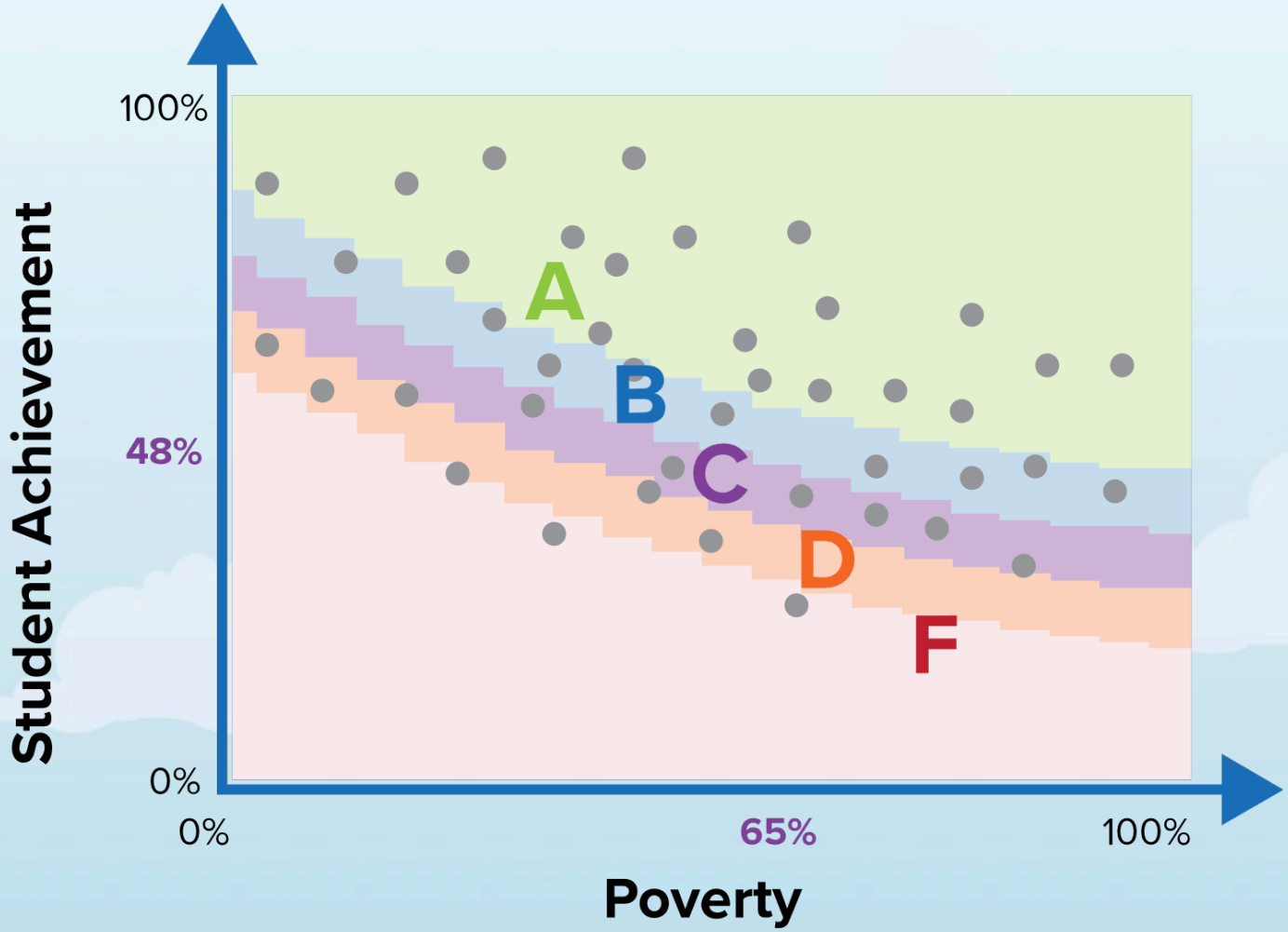
Rule provided partial credit for maintaining Meets or Approaches Grade Level, even if vertical scale scores don't increase.

School Progress Domain: Relative Performance



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

Relative Performance: Measuring School Progress



Closing The Gaps Domain

Student Achievement

School Progress

Closing The Gaps

Closing the Gaps: Educational Equity

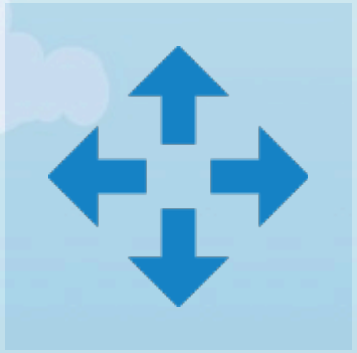
All Students

Domain 3 in the 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

Closing the Gaps: Educational Equity

Student Groups (Up to 13)

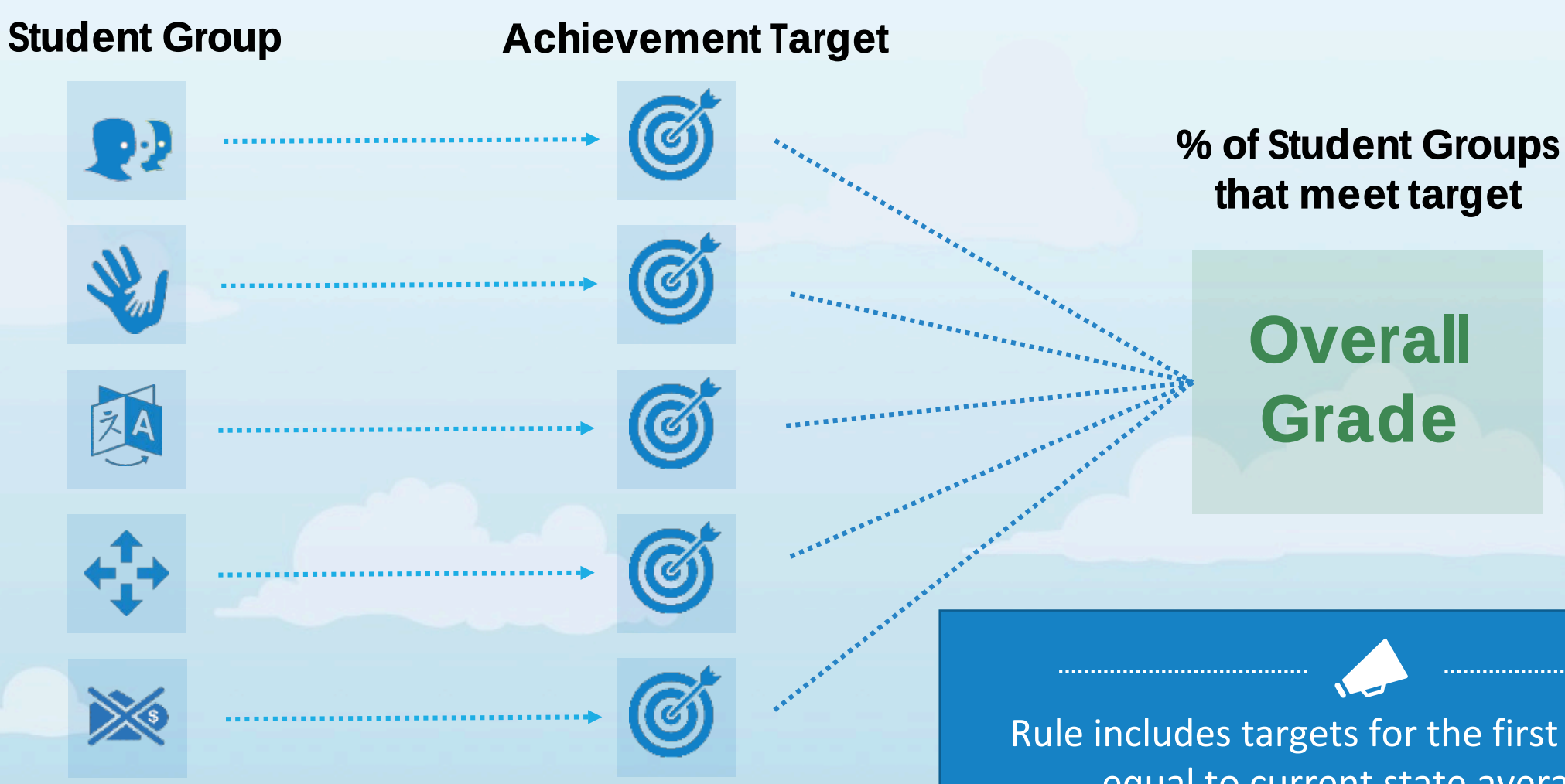
- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled

Rule included 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



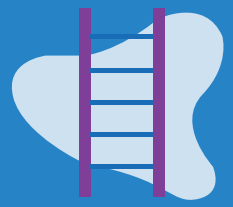
Rule includes targets for the first five years equal to current state averages.

Local Accountability

Texas Education Agency

Local Accountability

Student Achievement



School Progress

Closing The Gaps

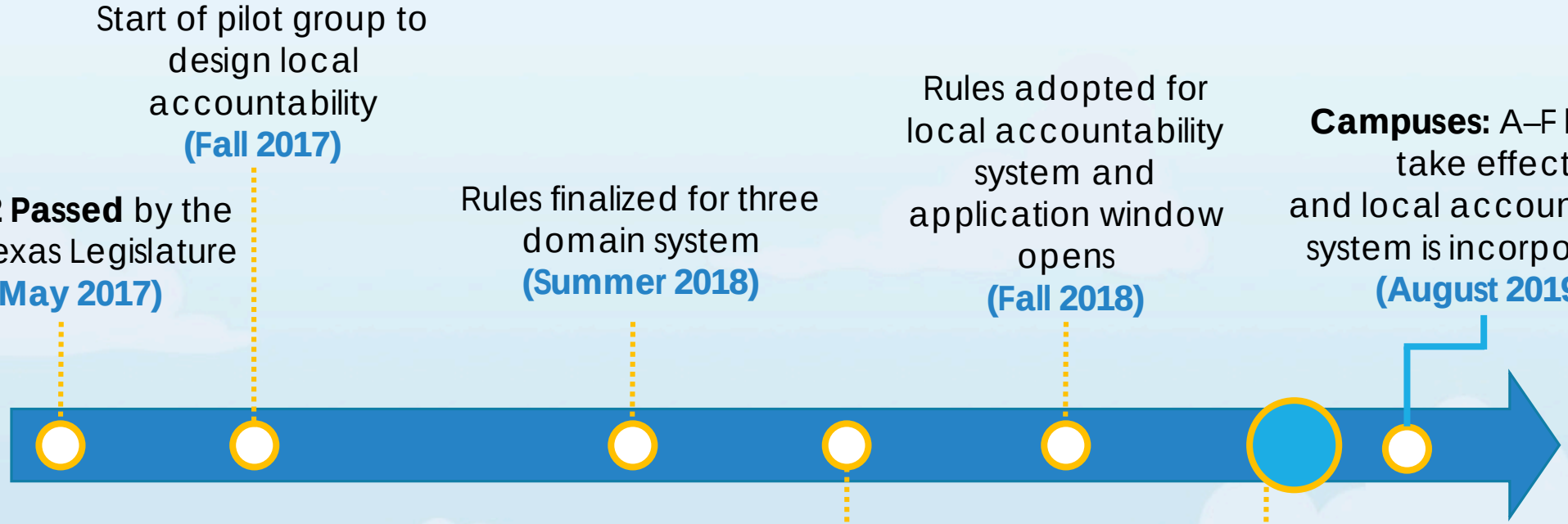
*Example

Extra-Curricular Activities

*Example

Local Assessments

A–F Timeline: Implementation of HB 22



Appendix

STAAR is Based on SBOE Curriculum Standards

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:

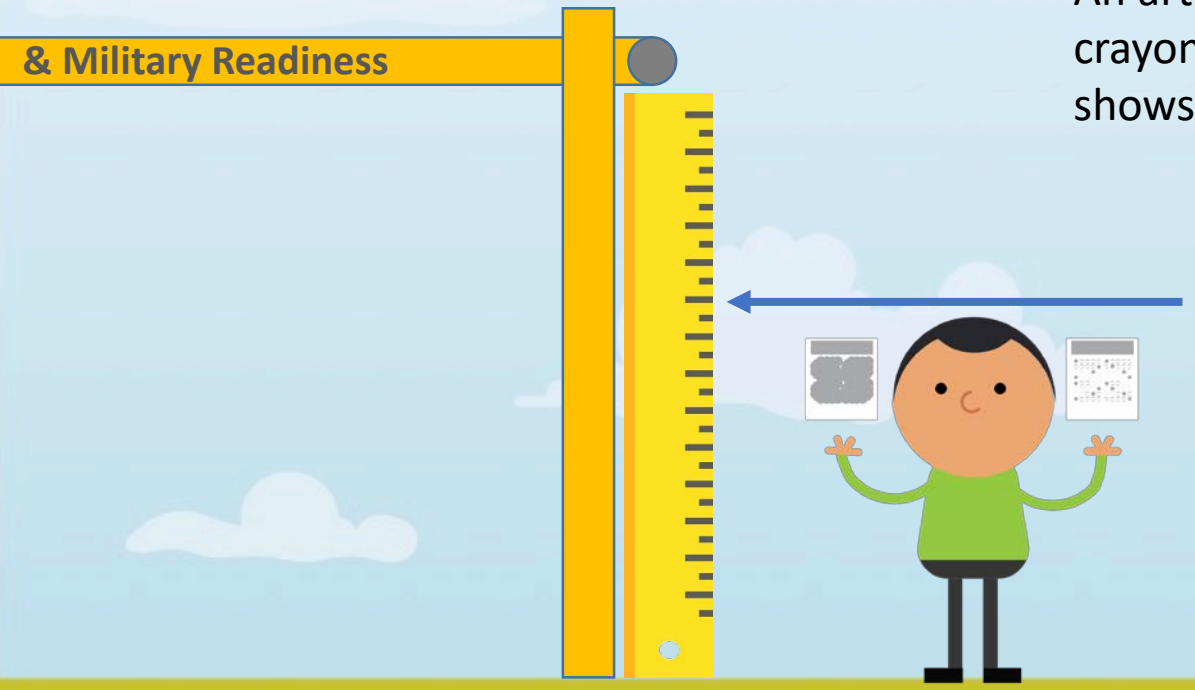
An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A) 736 - 197 - 150 = ____

B) 736 - 197 + 150 = ____

C) 736 + 197 + 150 = ____

D) 736 + 197 - 150 = ____



Learn more at: www.texasassessment.com

The Texas Accountability System Has Been Proven to Help Students in School & Life

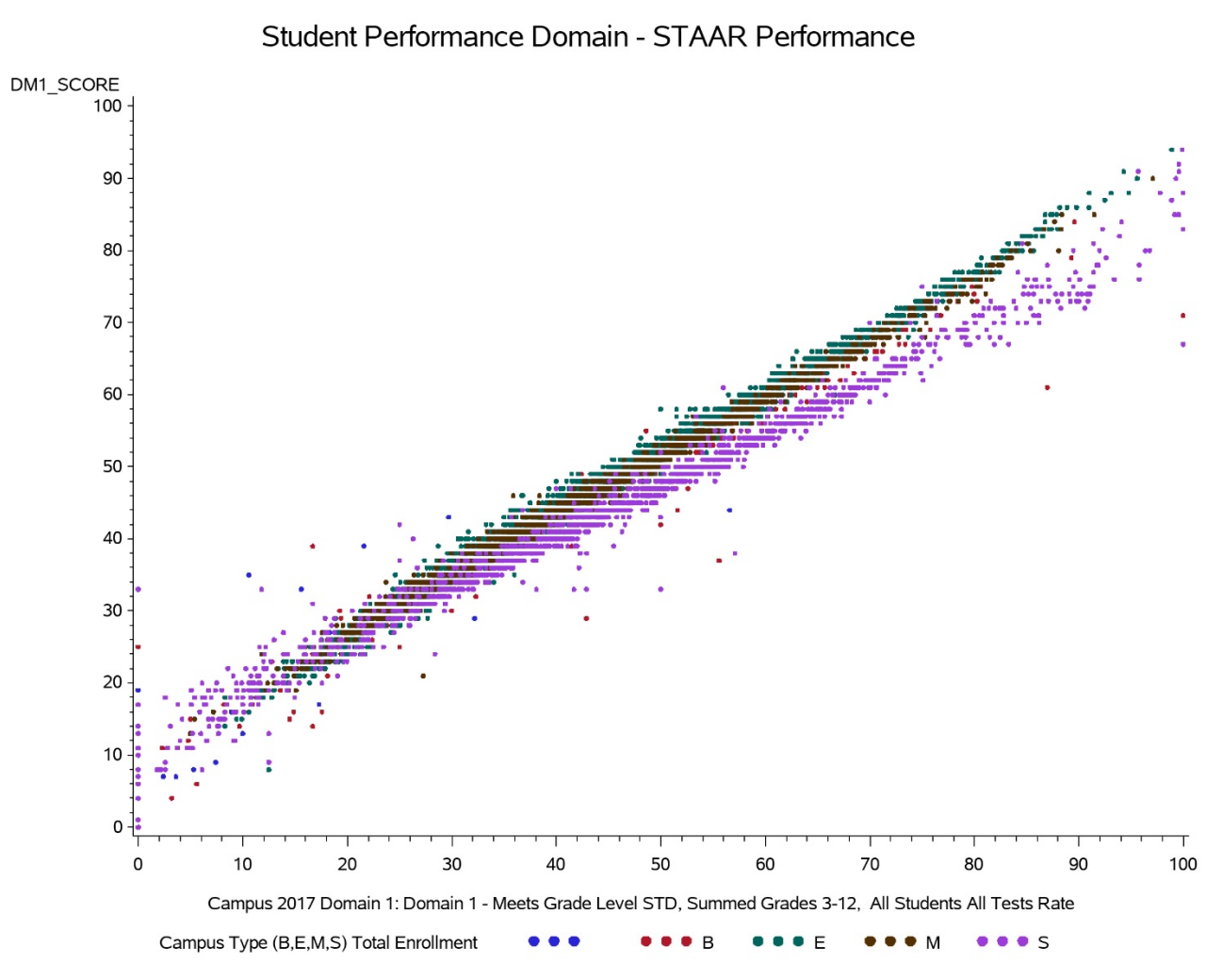
Monitoring performance with school ratings has been shown to have long term benefits for students:

"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."**

From the study, the biggest risks come if the system allows certain students to be exempted from accountability.

Source: https://www.educationnext.org/when-does-accountability-work-texas-system/

Why Average Approaches, Meets, and Masters?



- This scatterplot shows the correlation (.982) between the Student Achievement domain score (average of three PLDs) and the percentage of tests (by campus) that achieve the Meets Grade Level standard.
- The y-axis is the Student Achievement domain score; the x-axis is the percentage of tests at the Meets Grade Level standard
- Each dot represents one campus
- Dots are colored by campus type.

CCMR Indicators

Computational Logic

- Denominator is annual graduates.
- Student who accomplishes any one is in numerator.
- All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability will be from the 2016–17 school year.)

School Progress Domain: 2016-17 Benchmarking

Part A Scores: Frequency by Campus Type				
	Elementary (4,219)	**Middle School** (1,653)	**K–12** (334)	**District** (1,203)
Quantile	**Part A Score** (based on modeling data from 2017 accountability)			
100% (Max)	100	96	100	100
99%	88	85	87	86
95%	84	81	83	79
90%	**82**	**78**	**80**	**77**
75% (Q3)	78	75	76	73
50% (Med)	73	70	70	70
25% (Q1)	68	65	64	66
10%	63	61	59	62
5%	59	59	56	59
1%	52	54	45	49
0% (Min)	34	41	0	24

STAAR: Test Inclusion Methodology

Methodology

- **Includes all tests**
  (STAAR with and without accommodations and STAAR Alternate 2)
- **Combines reading and mathematics**
- **Uses STAAR Progress Measure**
- **Includes ELs**
  (except in their first year in US schools)
- **Uses same STAAR Progress Measure for ELs and non-ELs**

- **We can't assess growth until fourth grade**. Because the first STAAR tests are given in third grade, we can't use STAAR progress measure to assess growth until the year after.
- **In high school, there are limitations to measuring growth with STAAR.** It can only possibly be done for 9th graders who take Algebra I, and then only for 9th and 10th graders taking English I or English II.

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more races	Special Ed.	Econ. Disadv.	ELL	Continuous	Non-Continuous
Academic Achievement	**STAAR Performance Status (% at Meets Grade Level or Above)**										**Elementary & Middle – 30%**			**HS / K-12 – 50%**	
	Reading	Target	**53%**	**43%**	**48%**	**67%**	**53%**	**78%**	**54%**	**63%**	**33%**	**44%**	**41%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)
	Math	Target	**55%**	**43%**	**50%**	**66%**	**54%**	**85%**	**58%**	**62%**	**36%**	**47%**	**50%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)
Growth	**STAAR Growth Status (Elementary and Middle Schools)**										**50%**			**--**	
	Reading	Target	**79%**	**75%**	**77%**	**82%**	**80%**	**90%**	**81%**	**81%**	**72%**	**76%**	**76%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)
	Math	Target	**83%**	**80%**	**81%**	**81%**	**84%**	**98%**	**87%**	**86%**	**76%**	**80%**	**81%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)
	4-Year Federal Graduation Status (High Schools and K-12)										**--**			**10%**	
	Grad Rate	Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)
ELP	**English Language Learner Proficiency Status**										**10%**			**10%**	
	ELP	Target											**42%**		
		Camp/Dis											#% (Y)		
Student Success	**College, Career and Military Readiness Performance Status (High Schools and K-12)**										**--**			**30%**	
	CCMP	Target	**50%**	**34%**	**44%**	**62%**	**46%**	**84%**	**44%**	**58%**	**15%**	**39%**	**30%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)
	Student Achievement Domain (STAAR Only) (Elementary and Middle Schools, certain K-12/HS)										**10%**			**--**	
	STAAR	Target	**57%**	**46%**	**51%**	**68%**	**56%**	**83%**	**58%**	**65%**	**33%**	**48%**	**47%**	**#%**	**#%**
		Camp/Dis	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)	#% (Y)

2016-17 vs 2017-18

In 2016-17, the state used a 4 index system. There were 258 Improvement Required (IR) campuses.

To perform an apples-to-apples comparison, TEA modeled what would happen if the new 3-domain A-F system were applied to the 2016-17 school year. Using the A-F methodology, there would have been 674 IR campuses.

In 2017-18, there are 432 IR campuses (including the Harvey exceptions).

This represents a one year reduction of 240 IR campuses. **This is likely the largest improvement in low performing campuses in the state's recent history.**

2016-17	358 IR (Actual, 4 Index)
2016-17	674 IR (Theoretical, 3 Domain)
2017-18	435 IR (3-Domain, incl Harvey)
Improvement	239 fewer IR