

# **THE FUTURE OF ACCOUNTABILITY IN TEXAS**

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# CURRENT ACCOUNTABILITY SYSTEM

- The current state accountability system uses ratings that indicate acceptable and unacceptable performance.
- For 2016, two labels indicate acceptable performance:
  - *Met Standard*
  - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)
- The label that indicates unacceptable performance is *Improvement Required*.



# CURRENT ACCOUNTABILITY SYSTEM

The current state accountability system is comprised of four performance indices:

- **Index 1: Student Achievement**

Provides a snapshot of student performance across all subjects

- **Index 2: Student Progress**

Provides an opportunity for districts and campuses to receive credit for improving student performance





# CURRENT ACCOUNTABILITY SYSTEM

- **Index 3: Closing Performance Gaps**

Measures the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups

- **Index 4: Postsecondary Readiness**

Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military



# PERFORMANCE INDEX OVERVIEW

## Index 1 Construction

- Includes all students
- Combines all subject areas
- Awards credit for meeting Level II Satisfactory Standard on
  - STAAR
  - STAAR A
  - STAAR Alt 2
  - STAAR L (through the ELL progress measure)



# PERFORMANCE INDEX OVERVIEW

## Index 2 Construction

- Includes ten student subgroups
- Combines reading and math
- Awards one point for meeting STAAR and ELL progress measures
- Awards one point for exceeding STAAR and ELL progress measures





# PERFORMANCE INDEX OVERVIEW

## Index 3 Construction

- Includes economically disadvantaged students and the two lowest-performing racial/ethnic groups in the previous year
- Combines all subject areas
- Awards one point for meeting Level II Satisfactory Standard
- Awards one point for meeting Level III Advanced Standard



# PERFORMANCE INDEX OVERVIEW

## Index 4 Construction

- STAAR Postsecondary Readiness (Final Level II)
- High School Graduation Rates
- High School Diploma Plans
- Additional Postsecondary Indicators
  - College-Ready Graduates
  - Advanced/Dual-Credit Course Credit
  - Enrollment in a Coherent Sequence of CTE Courses





# PERFORMANCE INDEX OVERVIEW

## Index 4 Construction

Index 4 is based on all four components OR solely on the STAAR postsecondary readiness component when any of the three non-STAAR components are unavailable (e.g., in elementary and middle schools).



# INDEX TARGETS

In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must have met targets on at least three indices:

Index 1 *or* Index 2 *and* Index 3 *and* Index 4



# INDEX TARGETS

## 2016 Accountability Performance Index Targets for Non-AEA Districts and Campuses (including charters)

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
<b>Districts</b>	60	22	28	60	13
<b>Campuses</b>					
<b>Elementary</b>	60	32	28	n/a	12
<b>Middle</b>		30	26	n/a	13
<b>High School/K–12</b>		17	30	60	21





# INDEX TARGETS

## 2016 Accountability Performance Index Targets – AEA Charter Districts and AEA Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/Dropout Rate Only
<b>AEA Charter Districts and AEA Campuses</b>	35	8	13	33	45



# WHAT IS AEA?

## **AEA=Alternative Education Accountability**

Alternative performance measures apply to campuses that offer nontraditional programs designed to serve students at-risk of dropping out of school.



# AEA REGISTRATION

- Alternative education campuses (AECs) must register for AEA via TEASE Accountability in the spring.
- AECs rated by AEA provisions in the previous year are automatically re-registered if they still meet the registration criteria.
- AEA charter districts operate only registered AECs or have at least 50% of their students enrolled at registered AEAs. They are evaluated by AEA provisions at the district level.
- See Chapter 6 of the *2016 Accountability Manual* for additional information.





# ACCOUNTABILITY SUBSET

For the State of Texas Assessments of Academic Readiness (STAAR®) indicators, the performance of only those students enrolled on the PEIMS fall snapshot date (the last Friday in October) is considered for accountability.



# ACCOUNTABILITY SUBSET

- **Campus Accountability Subset**

Campuses are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **District Accountability Subset**

Districts are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.



# ACCOUNTABILITY SUBSET

## **Example:**

If a student moves from one campus to another in the same district, his or her performance is included in the district results but not included for either campus.





# **DISTINCTION DESIGNATIONS**

- Distinction designations are awarded to districts and campuses in recognition of outstanding achievement.
- To be eligible for distinction designations, a district or campus must receive a *Met Standard* rating.
- Districts and campuses rated using AEA provisions are not eligible.
- Campus distinctions are based on indicators of student performance in comparison to 40 similar campuses.



# **DISTINCTION DESIGNATIONS**

- Campuses may be awarded distinction designations for outstanding achievement in the following areas:
  - English language arts/reading
  - Mathematics
  - Science
  - Social studies
  - Student progress
  - Closing performance gaps
  - Postsecondary readiness
- Districts may be awarded distinction designations for outstanding achievement in postsecondary readiness.



# SYSTEM SAFEGUARDS

- The purpose of the system safeguards is to ensure that—in an aggregated district or campus report—substandard performance in one area or one student group is not disguised by acceptable performance in other areas or other student groups.
- System safeguards also help identify whether state-level interventions are needed.
- Performance results are disaggregated to show the performance of each student subgroup on Index 1.





# SYSTEM SAFEGUARDS

The following indicators are included in the system safeguards report:

- Performance rates (district and campus) by subject: reading, mathematics, writing, science, and social studies
- Federal performance rates (district and campus) by subject: reading and mathematics
- Participation rates (district and campus) by subject: reading and mathematics
- Federal graduation rates (district and campus)
- Federal limits on alternative assessments (district only)



# SYSTEM SAFEGUARDS

For additional information on System Safeguards, see Chapter 8 of the *2016 Accountability Manual*.



# 2016 ACCOUNTABILITY MANUAL

The *2016 Accountability Manual* describes the 2016 accountability system and explains how accountability ratings are assigned and distinction designations are awarded.

<http://tea.texas.gov/2016accountabilitymanual.aspx>





# 2017 ACCOUNTABILITY

- **Fall 2016**

Accountability advisory groups convene to develop recommendations for accountability ratings criteria and targets for 2017.

- **Early spring 2017**

The commissioner announces final accountability ratings criteria and targets for 2017.



# **HOUSE BILL 2804, 84<sup>TH</sup> TEXAS LEGISLATURE**

## **(HB 2804)**

- HB 2804 established the creation and implementation of an A–F accountability rating system.
- Each district and campus will be assigned an overall rating of A, B, C, D, or F and a rating for each domain beginning with the 2017–18 school year.



# SHIFT FROM 4 INDICES TO 5 DOMAINS

Districts and campuses will be rated on five domains:

- **Domain I: Student Achievement**
- **Domain II: Student Progress**
- **Domain III: Closing Performance Gaps**
- **Domain IV: Postsecondary Readiness**
- **Domain V: Community and Student Engagement**





# DOMAIN I: STUDENT ACHIEVEMENT

## STAAR

- STAAR Satisfactory Standard
- STAAR College-Readiness Standard



# **DOMAIN I: STUDENT ACHIEVEMENT**

## **STAAR**

- Phase-in Level II—Percentage of students who meet performance standard aggregated across grades levels by subject area
- College Readiness—Percentage of students who meet college readiness performance standard aggregated across grades levels by subject area
- STAAR Alternate 2—Percentage of students who meet performance standard aggregated across grades levels by subject area
- Percentage of students who meet or exceed ELL progress measure expectations (STAAR or STAAR L)?
- EOC Substitute Assessment (TBD)?



# DOMAIN II: STUDENT PROGRESS

## STAAR

- Progress measure expectations for STAAR satisfactory standard
- Progress measure expectations for STAAR college-readiness standard





# DOMAIN II: STUDENT PROGRESS

## STAAR

- Phase-in Level II—Percentage of students who meet standard for annual improvement aggregated across grades levels by subject area
- College Readiness—Percentage of students who meet standard for annual improvement aggregated across grades levels by subject area
- STAAR Alternate 2—Percentage of students who meet standard for annual improvement aggregated across grades levels by subject area
- Percentage of students who meet or exceed ELL progress measure expectations (STAAR or STAAR L)?



# **DOMAIN III: CLOSING PERFORMANCE GAPS**

Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds



# **DOMAIN IV: POSTSECONDARY READINESS**

## **Districts and High Schools**

- Dropout Rate
- Graduation rate
- College and Career Readiness
- Other indicators as determined by the commissioner





# **DOMAIN IV: POSTSECONDARY READINESS**

## **Middle/Junior High Schools**

- Student Attendance
- Dropout Rate
- Students receiving instruction in preparing for high school, college, and career
- Other indicators as determined by the commissioner



# **DOMAIN IV: POSTSECONDARY READINESS**

## **Elementary Schools**

- Student Attendance
- Other indicators as determined by the commissioner



# **DOMAIN V: COMMUNITY AND STUDENT ENGAGEMENT**

- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus





# WEIGHTING OF DOMAINS

**Domain I:  
Student  
Achievement**

**Domain II:  
Student  
Progress**

**Domain III:  
Closing  
Performance  
Gaps**

**Domain IV:  
Postsecondary  
Readiness**

**Domain V:  
Community  
and Student  
Engagement**

**55% of Overall Rating**

**35% of  
Overall  
Rating**

**10% of  
Overall  
Rating**



# IMPLEMENTATION TIMELINE

- **Fall 2015–Summer 2016**

Texas Commission on Next Generation Assessments and Accountability meets

- **September 1, 2016**

Texas Commission on Next Generation Assessments and Accountability delivers a recommendations report to governor and legislature

- **By December 1, 2016**

TEA adopts a set of indicators for A–F ratings



# IMPLEMENTATION TIMELINE

- **By January 1, 2017**

TEA releases report showing the rating that each district and campus would have received for Domains I–IV for the 2015–16 school year if the A–F rating system had been in place

- **Summer 2017**

Districts and campuses report to TEA which three Community and Student Engagement indicators will be used for Domain V and the criteria that will be used to measure performance in those indicators





# IMPLEMENTATION TIMELINE

- **Spring 2018**

Districts and campuses assign to themselves an overall rating of A, B, C, D, or F for Domain V and a rating for each of the three Community and Student Engagement indicators used for Domain V

- **August 15, 2018**

TEA assigns each district and campus an overall rating of A, B, C, D, or F and a rating for each domain



# PERFORMANCE REPORTING PRODUCTS

- **Accountability Ratings** provide ratings as well as the data used to determine the ratings for each campus and district. The site also shows the distinction designations earned by campuses and districts.
- The **Texas Academic Performance Report (TAPR)** pulls together a wide range of information annually on the performance of students in each school and district in Texas. The report also provides extensive information on staff, programs, and demographics for each school and district.
- **School Report Cards** present selected information from the TAPR.



# PERFORMANCE REPORTING PRODUCTS

- The **Snapshot** provides an overview of public education in Texas for a particular school year and includes a profile of basic characteristics for each district and campus.
- The **Texas Performance Reporting System (TPRS)** provides additional performance reports and results.
- The **Texas Consolidated School Accountability Report (TCSR)** combines the accountability rating, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in Texas.





# PERFORMANCE REPORTING PRODUCTS

The **Texas School Accountability Dashboard** makes it possible to find clear and concise accountability information and demographics for an individual school, an entire school district, or the state as a whole. It also allows anyone to easily compare districts or schools.

<http://www.texaschoolaccountabilitydashboard.org/>



# QUESTIONS



# **PERFORMANCE REPORTING RESOURCES AND CONTACTS**

## **2016 Accountability Rating System**

<http://tea.texas.gov/2016accountability.aspx>

## **Performance Reporting Resources**

<http://tea.texas.gov/perfreport/resources/index.html>

## **Performance Reporting Home Page**

<http://tea.texas.gov/accountability/>

## **Performance Reporting E-mail**

[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)

## **Performance Reporting Telephone**

(512) 463-9704

