



State Accountability Update

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TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING

2018 Accountability Development

Student Achievement Domain

Elementary/Middle Schools

- STAAR

High Schools, K–12, and Districts

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

Student Achievement Domain: 2018 CCMR Indicators

College Ready

- Meet criteria on AP/IB exams
- 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

Career Ready

- Earn industry certification
- Graduation type codes (04, 05, 54, 55)

Military Ready

Enlist in the United States Armed Forces

School Progress Domain

Student Growth: Part A

- Percentage of students who meet the standard for improvement

Relative Performance: Part B

- Performance compared to similar districts and campuses

ESSA State Plan Proposal

ESSA State Plan Proposal

Final decisions from USDE are expected by the end of February. As currently proposed, the ESSA state plan

- uses the Closing the Gaps domain to identify comprehensive, targeted, and additional targeted support
- includes adjusted targets
 - Stakeholder feedback indicated targets were too ambitious.

ESSA State Plan Proposal

Comprehensive Support Identification

The Closing the Gaps score will be computed based on:

- A weighted average of the indicators computed from the number of items meeting targets divided by the number of items evaluated
- The weighted average will be scaled to grades *A* (90-100), *B* (80-89), *C* (70-79), *D* (60-69), and *F* (0-60) by creating grade cut points based on 2017 data.
- The scaled score will be used to determine the comprehensive schools (lowest five percent)
- The agency will identify at least the lowest five percent scoring campuses that receive Title I, Part A funds for comprehensive support.
- Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from *F* to *D* or from *D* to *C*) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support status.
- If a campus does not obtain a 67 percent four-year graduation rate for the All Students group, the campus will be automatically identified for comprehensive support and improvement.
- Any Title I campus identified for targeted support and improvement for three consecutive years will be identified for comprehensive support and improvement the following school year.
- TEA will annually identify campuses for comprehensive support and intervention beginning with the August 2018 accountability release, which is based on School Year 2017-18 performance data.

ESSA State Plan Proposal

Targeted Support Identification

- Student group achievement will be monitored annually through the Closing the Gaps domain.
- Any campus that has one or more achievement gap(s) between individual student groups and the interim goals will be identified for targeted support and improvement.
- TEA defines “consistently underperforming” as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.

ESSA State Plan Proposal

Additional Targeted Support Identification

- Any campus that is not identified for comprehensive or targeted support will be identified for additional targeted support if an individual student group's overall percentage, based on the weighting and methodology outlined on above, is at or below the percentage for comprehensive support campuses in that rating year.
- For example, if the scaled score for a campus to be identified for comprehensive support is 25, then any campus with a student group that has an overall percentage of 25 or less will be identified for additional targeted support.
- Identification will begin with the August 2018 school ratings and will occur on an annual basis.
- In order to exit additional targeted support status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement indicator in both reading and mathematics.

Updates to the Closing the Gaps Domain

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 (through fourth year as allowed by ESSA)
- Continuously Enrolled/
Non-Continuously Enrolled

Indicators

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above Performance)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate
- English Learner Language Proficiency Status (Will seek waiver for year one)
- College, Career, and Military Readiness Performance
- Student Achievement Domain Score

Updates to the Closing the Gaps domain

Academic Achievement

- STAAR performance (percentage at Meets Grade Level or Above)
- Targets by student group and by subject area
- English Language Arts/Reading
- Mathematics
- No safe harbor

Updates to the Closing the Gaps domain

Growth

- Elementary and Middle Schools
 - English Language Arts/Reading (School Progress domain)
 - Mathematics (School Progress domain)

Graduation Rate

- High Schools, K–12, Districts
 - 4-year federal graduation rate (without exclusions)

Targets

- By student group
- No safe harbor

Updates to the Closing the Gaps domain

English Language Proficiency Status

- TELPAS Progress Rate
- Current ELs
- One year waiver

Updates to the Closing the Gaps domain

School Quality and Student Success

- High Schools, K–12, and Districts
 - College, Career, and Military Readiness
- Elementary and Middle Schools
 - Student Achievement domain score

Targets

- By student group
- No safe harbor

Feedback and Final Decisions

Late Winter 2018

The commissioner announces final decisions on the A–F system, including accountability ratings criteria and targets for 2018.

Spring 2018

Administrative rulemaking for 2018 accountability, including public comment period

Questions and Answers

Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **TEA ESSA Page**
[https://tea.texas.gov/About TEA/Laws and Rules/ESSA/Every Student Succeeds Act/](https://tea.texas.gov/About%20TEA/Laws%20and%20Rules/ESSA/Every%20Student%20Succeeds%20Act/)
- **A–F Feedback Email**
feedbackAF@tea.texas.gov
- **Local Accountability Systems Feedback Email**
feedbackLAS@tea.texas.gov
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704