



Commissioner's Final Decisions for 2018 Accountability

TETN VIDEOCONFERENCE #386 | APRIL 5, 2018

TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING



Student Achievement Domain

Student Achievement Domain

Elementary/Middle Schools

- STAAR

Weight

100%

High Schools, K–12, and Districts

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

40%

40%

20%

Student Achievement Domain

STAAR

- One point is given for each percentage of assessment results that are at or above the following*:
 - Approaches Grade Level or Above
 - Meets Grade Level or Above
 - Masters Grade Level

$$\frac{\begin{array}{l} \text{Percentage of Assessments at Approaches Grade Level or Above +} \\ \text{Percentage of Assessments at Meets Grade Level or Above +} \\ \text{Percentage of Assessments at Masters Grade Level} \end{array}}{\text{Three}}$$

*Substitute assessments are included at the Meets Grade Level standard.

Student Achievement Domain

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

Career Ready

- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (**one-half point credit**)
- Earn industry-based certification
- 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

CCMR

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.
- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.*

$$\frac{\text{Number of Graduates Who Accomplish Any One of the CCMR Indicators}}{\text{Number of 2017 Annual Graduates}}$$

*This is for graduates who meet no other CCMR indicator.

Student Achievement Domain

CTE Coherent Sequence to Industry-Based Certifications Transition Plan

- For 2018 and 2019, CTE coherent sequence graduates who complete and receive credit for at least one course aligned with CTE industry-based certification earn one-half point.
- For 2020 and 2021, CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification earn one-half point.
- For 2022 and beyond, only graduates who earn an industry-based certification earn one point.

Student Achievement Domain

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

School Progress Domain

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

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

School Progress Domain

Part A: Student Growth

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

*Substitute assessments are not included.

School Progress Domain

Part A: Student Growth

Current-Year Performance on STAAR					
		Does Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Prior-Year Performance on STAAR	Does Not Meet	Met or Exceeded Growth Expectation=1 point, Else = 0 points	Met or Exceeded Growth Expectation=1 point, Else = 0.5 point	1 point	1 point
	Approaches Grade Level	Met or Exceeded Growth Expectation=1 point, Else = 0 points	Met or Exceeded Growth Expectation=1 point, Else = 0.5 point	1 point	1 point
	Meets Grade Level	0 points	0 points	Met or Exceeded Growth Expectation=1 point, Else = 0.5 point	1 point
	Masters Grade Level	0 points	0 points	0 points	1 point

School Progress Domain

Part A: Student Growth

Current-Year Performance on STAAR Alternate 2				
Prior-Year Performance on STAAR Alternate 2		Level I: Developing	Level II: Satisfactory	Level III: Accomplished
	Level I: Developing	Met or Exceeded Growth Expectation=1 point, Else = 0 points	1 point	1 point
	Level II: Satisfactory	0 points	Met or Exceeded Growth Expectation=1 point, Else = 0.5 point	1 point
	Level III: Accomplished	0 points	0 points	1 point

School Progress Domain

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.

School Progress Domain

Part B: Relative Performance—Elementary Schools

- Student Achievement STAAR component results compared to elementary schools with similar percentages of economically disadvantaged students

Part B: Relative Performance—Middle Schools

- Student Achievement STAAR component results* compared to middle schools with similar percentages of economically disadvantaged students

*Substitute assessments are included at the Meets Grade Level standard.

School Progress Domain

Part B: Relative Performance—High Schools, K–12, and Districts with CCMR Component

- Student Achievement STAAR component* and CCMR component results averaged compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—High Schools, K–12, and Districts without CCMR Component

- Student Achievement STAAR component* results compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—AEA Districts and Campuses

- Alternative education accountability (AEA) districts and campuses are **not** evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.

*Substitute assessments are included at the Meets Grade Level standard.

Closing the Gaps Domain

Closing the Gaps Domain

Elementary/Middle Schools

Weight¹

■ Academic Achievement	30%
■ STAAR Growth Status	50%
■ English Language Proficiency ²	10%
■ Student Achievement Domain Score: STAAR Component Only	10%

¹ These weights reflect a planned amendment to the ESSA state plan.

² Due to changes to the TELPAS, Texas will request a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally.

Closing the Gaps Domain

High Schools, K–12, AEs, and Districts	Weight ¹
■ Academic Achievement	50%
■ Federal Graduation Status (STAAR Growth Status if not available)	10%
■ English Language Proficiency ²	10%
■ College, Career, and Military Readiness (Student Achievement Domain Score: STAAR Component Only if not available)	30%

¹ These weights reflect a planned amendment to the ESSA state plan.

² Due to changes to the TELPAS, Texas will request a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally.

Closing the Gaps Domain

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

- Cumulative performance for each component is based on the total number of eligible student groups that meet minimum-size criteria.
- The district or campus must have ten reading and ten mathematics assessment results to be evaluated on the Closing the Gaps domain.
- To be included in the Closing the Gaps domain score, the Academic Achievement, STAAR Growth Status, and Student Achievement Domain Score: STAAR Component Only components must have a minimum of five eligible measures each to be evaluated (those that met minimum size). The remaining components only require one eligible measure to be evaluated.
- The maximum number of measures met for each component is totaled and then divided by the total count of eligible measures, resulting in an overall percentage for each of the three domain components.
- Percentages for each component are then weighted based on the district or campus type to calculate an overall domain score.

Closing the Gaps Domain

Example of Minimum Number of Eligible Measures: Academic Achievement

	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed - Current	Continuously Enrolled	Total Eligible Measures
Reading: Number of Assessments	75	13	26	26	10	24	13	62	
Met Minimum Size	Y	N	Y	Y	N	N	N	Y	4
Mathematics: Number of Assessments	70	11	23	26	10	22	10	60	
Met Minimum Size	Y	N	N	Y	N	N	N	Y	3
Total Eligible Measures									7
Academic Achievement Included?									Yes

Closing the Gaps Domain

Example of Elementary School Closing the Gaps Domain Calculation

The sample elementary campus has met the minimum number of eligible measures in all four components.

Component	Percentage of Eligible Measures Met	Weight	Total Points
Academic Achievement	69	30%	20.7
STAAR Growth Status	83	50%	41.5
English Language Proficiency*	100	10%	10
Student Achievement Domain Score: STAAR Component Only	60	10%	6
Closing the Gaps Domain Score			78

*Due to changes to the TELPAS, Texas will request a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally.

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

Components

- 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 (High Schools, K–12, and Districts)
- College, Career, and Military Readiness Performance (High Schools, K–12, and Districts)
- Student Achievement Domain Score (Elementary and Middle Schools)
- English Learner Language Proficiency Status
(Will seek waiver for year one)

Closing the Gaps Domain

Academic Achievement*

- STAAR performance (percentage at Meets Grade Level or Above)
- ELA/Reading
- Mathematics

Targets

- By student group and subject area
- No safe harbor

*Substitute assessments are included at the Meets Grade Level standard.

Closing the Gaps Domain

Growth

- Elementary and Middle Schools (School Progress Domain)
 - ELA/Reading
 - Mathematics

Graduation Rate

- High Schools, K–12, Districts
 - 4-year Federal Graduation Rate (without exclusions)

Targets

- By student group
- For Growth, by subject area
- No safe harbor

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: STAAR Only

Targets

- By student group
- No safe harbor

*Evaluates annual graduates plus students in grade 12 during school year 2016–17 as reported in TSDS PEIMS who did not graduate.

Closing the Gaps Domain

Participation Status

- 95 percent target
- Based on STAAR and TELPAS assessment results
- Current ELs only are included in EL participation rate.
- Substitute assessments are included as participants.
- No Authentic Academic Response (NAAR) designations are included.
- Medical exception designations are not included in the numerator or denominator.
- Should the participation status for the all students group or any student group fall below 95 percent, the denominator used for calculating the Closing the Gaps Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

Closing the Gaps Domain

Adjusted Academic Achievement Performance Calculation Example

- The campus's participation rate for ELA/reading is 93 percent.

$$\frac{93 \text{ scored answered documents}}{100 \text{ scored, absent, or other answer documents}}$$

- The performance denominator must be adjusted to include enough assessments to meet the 95 percent target.

Closing the Gaps Domain

Adjusted Academic Achievement Performance Calculation Example (cont'd.)

- Original ELA/Reading Academic Achievement Performance Calculation:

$$\frac{53 \text{ assessments at Meets Grade Level or Above standard}}{93 \text{ scored assessments that meet accountability subset}} = 57\%$$

- Adjusted ELA/Reading Academic Achievement Performance Calculation:

$$\frac{53 \text{ assessments at Meets Grade Level or Above standard}}{95 \text{ assessments (93 scored *Plus* 2 absent/other)}} = 56\%$$

Ratings

Scaling Processes

Districts

- Scaled scores were created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Scaling Processes

Campuses

- Scaled scores were established by campus type.
- Scaled score methodology used in 2018 accountability was developed based on a normal distribution of 90 percent *Met Standard/Met Alternative Standard* and 10 percent *Improvement Required*.

Weighting of Overall Rating

- *Step 1:* Determine the better outcome of the Student Achievement and the School Progress domain scaled scores.
- *Step 2:* Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.
- *Step 3:* Weight the Closing the Gaps domain scaled score at 30 percent.
- *Step 4:* Total the weighted outcome of the two scaled scores to calculate the overall score.

2018 Rating Labels

Districts

- *A, B, C, or D*: Assigned for overall performance and for performance in each domain to districts that meet the required performance target for the letter grade
- *F*: Assigned for overall performance and for performance in each domain to districts (including AEAs) that do not meet the required performance target to earn at least a *D*
- *Not Rated*: Assigned to districts that—under certain, specific circumstances—do not receive a rating

2018 Rating Labels

Campuses

- *Met Standard*: Assigned for overall performance and for performance in each domain to campuses that meet the required performance targets
- *Improvement Required*: Assigned for overall performance and for performance in each domain to campuses (including AEAs) that do not meet the required performance targets
- *Met Alternative Standard*: Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under alternative education accountability (AEA) provisions that meet the required performance targets
- *Not Rated*: Assigned to campuses that—under certain, specific circumstances—do not receive a rating

Rating Cut Points

- The 2018 cut points for districts and campuses will reflect high expectations for student achievement, student growth, and reducing achievement gaps among students.
- An effort is being made to establish A cut points equating high achievement and C cut points equating average achievement.
- The rationale for these thresholds is consistent for the overall cut points and across each domain.
- Exact cut points and look-up tables are expected to be released with the *2018 Accountability Manual*.



Distinction Designation Updates

Distinction Designation Updates

Distinction Designation	Update(s)
All Subject Area Distinction Designations	Advanced/Dual-Credit Course Completion Rate indicator evaluates grades 9–12
Top 25 Percent: Student Progress	Awarded if School Progress, Part A domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Top 25 Percent: Closing Performance Gaps	Awarded if Closing the Gaps domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Postsecondary Readiness	<ul style="list-style-type: none"> • Percentage of STAAR Results at Meets Grade Level Standard or Above (All Subjects) indicator replaces Index 4–Percentage at STAAR Meets Grade Level Standard • College, Career, and Military Ready Graduates indicator added • TSI Criteria Graduate indicator replaces College Ready Graduates indicator • Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics indicator added



ESSA State Plan

Comprehensive Support Identification

- The Closing the Gaps domain 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.

Comprehensive Support Identification (cont'd.)

- 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

Targeted Support and Improvement Identification (beginning with 2018–19 ratings)

- 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.
- Campuses will be identified for the first time in August 2019 based on 2017, 2018, and 2019 data.

Additional Targeted Support and Improvement 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 in the Closing the Gaps domain, 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.



2018 Accountability Calendar

2018 Accountability Calendar

Date	Activity
Tuesday, April 10	Final decisions for 2018 accountability released (public web)
April 30–May 11	Campus pairing process (TEASE)
May–June	Public comment period for Chapters 1–9 of the <i>2018 Accountability Manual</i> (public web)
June	List of 2018 campus comparison groups released (TEASE)
June	Confidential lists of College, Career, and Military Ready graduates for 2018 state accountability released (TEASE)
Late Summer	<i>2018 Accountability Manual</i> and appendices released (public web)
August	Campuses identified under <i>new</i> PEG criteria for 2019–20 school year released (public web)

Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **TEA ESSA Page**
<https://tea.texas.gov/ESSA/>
- **Local Accountability Systems Feedback Email**
feedbackLAS@tea.texas.gov
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704