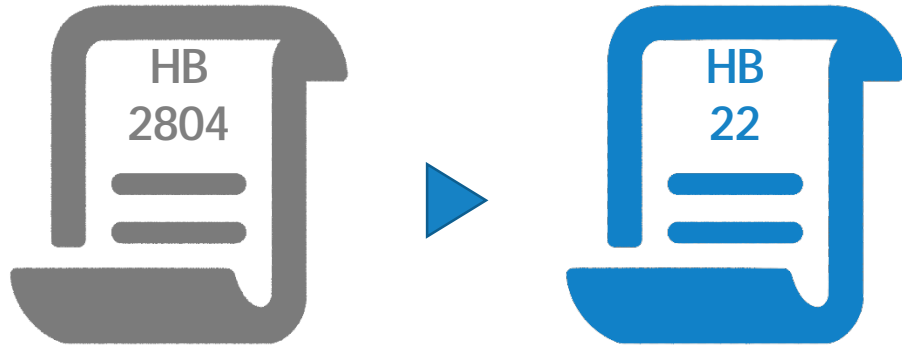


# 2018 Accountability Overview

**CHARLES HESS & JONATHAN DELGADO**

TEXAS EDUCATION AGENCY  
ACADEMICS  
PERFORMANCE REPORTING



## House Bill 22, 85<sup>th</sup> 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**



**A** = Exemplary Performance

**B** = Recognized Performance

**C** = Acceptable Performance

**D** = In Need of Improvement

**F** = Unacceptable Performance



## Districts

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

## Campuses

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

## Three Domains: Combining to Calculate Overall Rating

Better of Achievement or Progress  
70%

30%



Student  
Achievement



School  
Progress



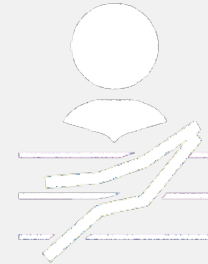
Closing  
The Gaps



Student  
Achievement



School  
Progress



Closing  
The Gaps

## Elementary/Middle Schools

- STAAR

Weight

100%

## High Schools, K-12, and Districts

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

40%

40%

20%





## Texas Higher Education Coordinating Board

By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.



	All Students
<b>Total Tests</b>	<b>3,212</b>
# Approaches Grade Level or Above*	2,977
# Meets Grade Level or Above*	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	93%
% Meets Grade Level or Above	61%
% Masters Grade Level	27%

Average of 3

$$93 + 61 + 27 \div 3 = 60$$

Student Achievement Score

**A**

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



## 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\*
- Meet standards on a composite of indicators indicating college readiness\*



## 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)
- Be admitted to postsecondary industry certification program\*



## Military Ready

Enlist in the United States Armed Forces

\*Implementation in 2019 and beyond

## 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.\*

Number of Graduates Who Accomplish Any One of the CCMR Indicators  
Number of 2017 Annual Graduates

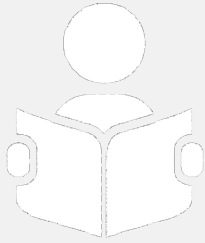
\*This is for graduates who meet no other CCMR indicator.

### 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.

## Graduation Rate

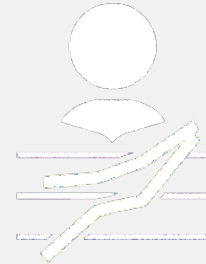
- High school graduation rates include the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.



Student  
Achievement



School  
Progress

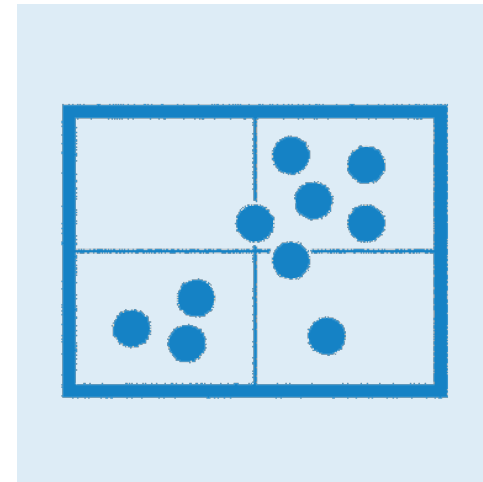


Closing  
The Gaps

## Part A: Academic Growth



## Part B: Relative Performance



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

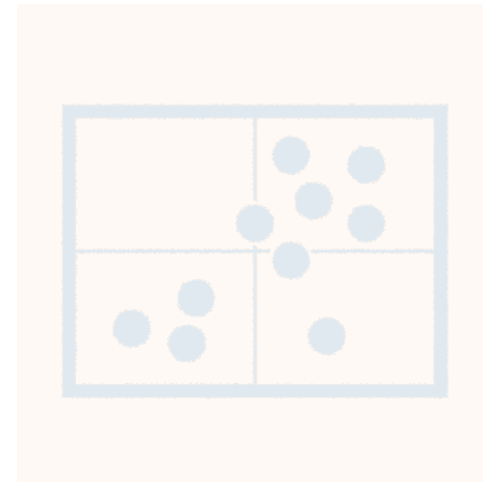
- The higher scaled score of Part A: Academic Growth or Part B: Relative Performance is used for the School Progress domain rating.



## 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.\* Districts and campuses (including high schools) earn credit for results that maintain proficiency or meet growth expectations on STAAR.

\*Substitute assessments are not included.

# Academic Growth: Percentage of Students Gaining

## STAAR

### Current Year

Previous Year

	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

# Academic Growth: Percentage of Students Gaining

## STAAR Alternate 2

..... Previous Year .....

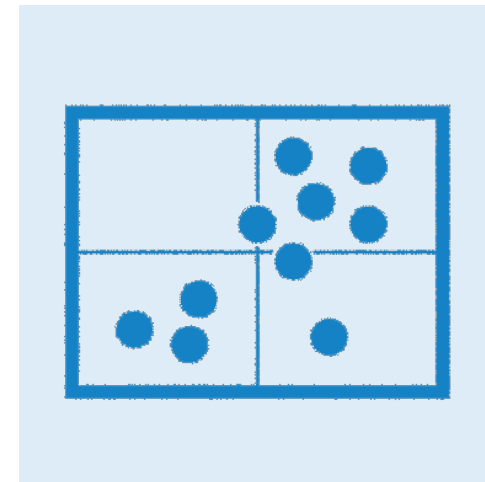
..... Current Year .....

	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	1 pt	1 pt
Level II: Satisfactory	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Level III: Accomplished	0 pts	0 pts	1 pt

## Part A: Academic Growth



## Part B: Relative Performance



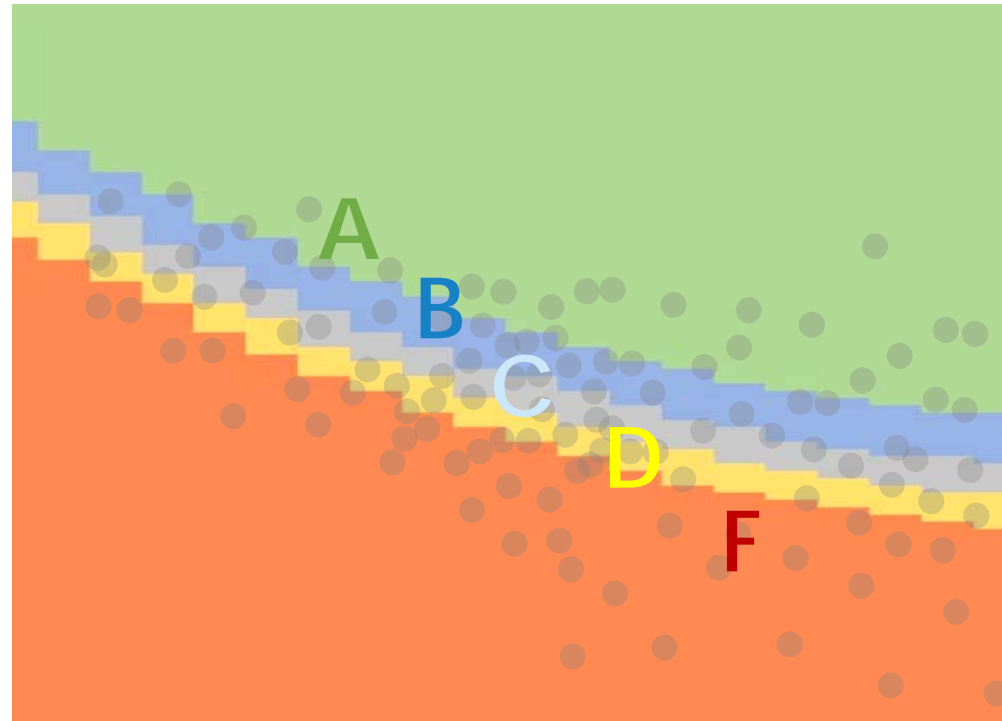
## Part B: Relative Performance

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

# Relative Performance: Measuring School Progress

Higher Levels  
of Student  
Achievement

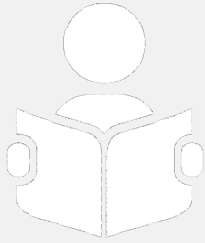
STAAR and CCMR Results for All Students



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

% Economically Disadvantaged Students

Higher Rates of  
Economically  
Disadvantaged Students



Student  
Achievement



School  
Progress

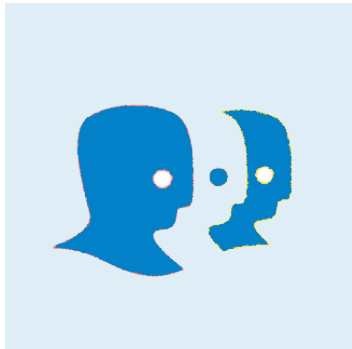


Closing  
The Gaps





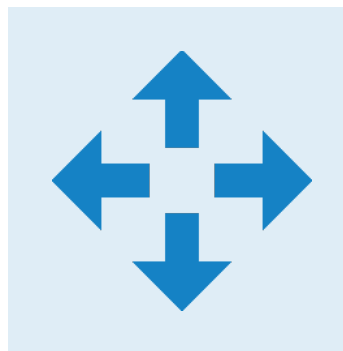
Race/Ethnicity



Special Education



Continuously Enrolled  
and Mobile



English  
Learners (ELs)



Economically  
Disadvantaged





## Student Groups

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



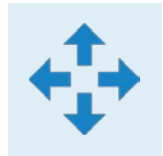
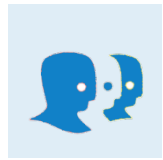
## Components

- 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 (Requested one-year waiver)

# Closing the Gaps Domain: Calculating a Rating

Student Group

Achievement Target



% of Student Groups  
that Meet Target

Overall  
Domain  
Grade

## Elementary/Middle Schools

## Weight

■ Academic Achievement	33.3%
■ STAAR Growth Status	55.6%
■ English Language Proficiency <sup>1</sup>	
■ Student Achievement Domain Score: STAAR Component Only	11.1%

<sup>1</sup> Due to changes to the TELPAS, Texas requested 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 as shown above.

## High Schools, K–12, AEsAs, and Districts

## Weight

- |   |       |
|---|-------|
| ■ Academic Achievement  | 55.6% |
| ■ Federal Graduation Status<br>(STAAR Growth Status if not available)   | 11.1% |
| ■ English Language Proficiency <sup>1</sup>   |       |
| ■ College, Career, and Military Readiness<br>(Student Achievement Domain Score:<br>STAAR Component Only if not available) | 33.3% |

<sup>2</sup> Due to changes to the TELPAS, Texas requested 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 as shown above.

## Example of Elementary School Closing the Gaps Domain Calculation

The sample elementary campus has met the minimum number of evaluated indicators in all three components.

Component	Percentage of Evaluated Indicators Met	Weight*	Total Points
Academic Achievement	69	33.3%	23.0
STAAR Growth Status	83	55.6%	46.1
Student Achievement Domain Score: STAAR Component Only	60	11.1%	6.7
Closing the Gaps Domain Score			76

\*This example reflects the proportional distribution of the English Language Proficiency component if the USDE grants the waiver.

- Alternative education accountability (AEA) charter schools and campuses are evaluated in the domains, components, and indicators as explained in this presentation with the exception of School Progress, Part B.
- AEA charter schools and campuses are not evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.
- Alternative procedures applicable to the graduation rate and annual dropout rate calculations are provided for approved campuses and charter schools serving at-risk students in alternative education programs.
- Targets and cut points established by campus type have AEA-specific targets and cut points, as applicable.

# Calculating an Overall Rating

Better of Achievement or Progress  
70%

30%



Student  
Achievement



School  
Progress



Closing  
The Gaps



## Calculating an Overall Rating: Weighting

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- *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.

## Calculating an Overall Rating: Example

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
Overall Score					87
2018 District Overall Rating					B

# A–F Accountability Rollout

Anticipated Timeline	Product
June	Longitudinal graduation and annual dropout lists and rates posted (TEASE)
	2018 campus comparison groups posted (TEASE)
	2018 Accountability Manual, all chapters and appendices posted (public web)
	Lists of college, career, and military ready graduates for 2018 state accountability posted (TEASE)
By August 7	Confidential student lists by domain posted (TEASE)
August 7	2018 preliminary performance domain data tables without rating labels posted (TEASE)

# A-F Accountability Rollout

Anticipated Timeline	Product
August 15	A-F Accountability Report Card posted (public web)
	2018 preliminary accountability tables with rating labels and distinction designations posted (public web)
September	Accountability scatterplot tool available (public web)
October	Accountability trend tool available (public web)

- Districts and open-enrollment charter schools may use locally developed domains and components with the three state-mandated domains to assign ratings to their campuses.
- The agency is overseeing a small-scale pilot program, including 19 districts for 2017–18.
- Additional information about the roll out of the local accountability system option will be released during the 2018–19 school year.



## Resources

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

Sign up for the Performance Reporting weekly bulletin:



- **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](mailto:feedbackLAS@tea.texas.gov)
- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Telephone**  
(512) 463-9704