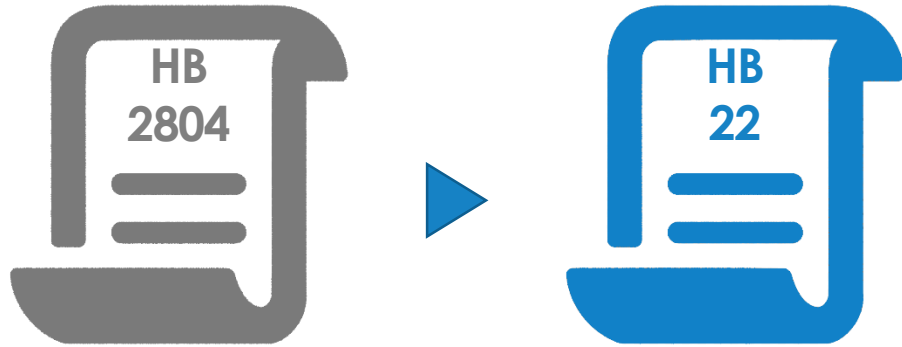# 2019 Accountability Overview

JONATHAN DELGADO

TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING

HB 2804 ▶ HB 22

House Bill 22, 85th 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

Charter Operators and Campuses

- *A, B, C,* or *D*: Assigned for overall performance and for performance in each domain to operators and campuses that meet the performance target for the letter grade

- *F*: Assigned for overall performance and for performance in each domain to operators and campuses (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

Who receives a rating?

- All operators and campuses—established or new—are rated

- A new operator or campus is defined to be with at least one student in membership in the current school year that did not have any students in the preceding year

- A new operator or campus may receive a rating of *F* in its first year of operation

Who receives a rating? (continued)

In a few specific circumstances, a operator or campus does not receive a rating:

- The operator or campus has no/insufficient data

- The operator or campus is a residential facility

- The campus is a Juvenile Justice Alternative Education Program (JJAEP) or Disciplinary Alternative Education Program (DAEP)

Alternative Education Accountability

- There are two sets of procedures within the state accountability system: one that evaluates standard campuses and districts and another that evaluates alternative education campuses (AECs) and charter operators that primarily serve students identified as at risk of dropping out of school.

- Accountability advisory groups consistently recommend evaluating AECs by separate alternative education accountability (AEA) provisions due to the large number of students served in alternative education programs

10 Schools

5,167 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING OVERALL?

B

89 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

B

87 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

A

93 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

B

80 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Achievement

School Progress

Closing The Gaps

Student Achievement Domain: Weighting

Elementary/Middle Schools   **Weight**

- STAAR   100%

High Schools, K–12, and Districts

- STAAR   40%
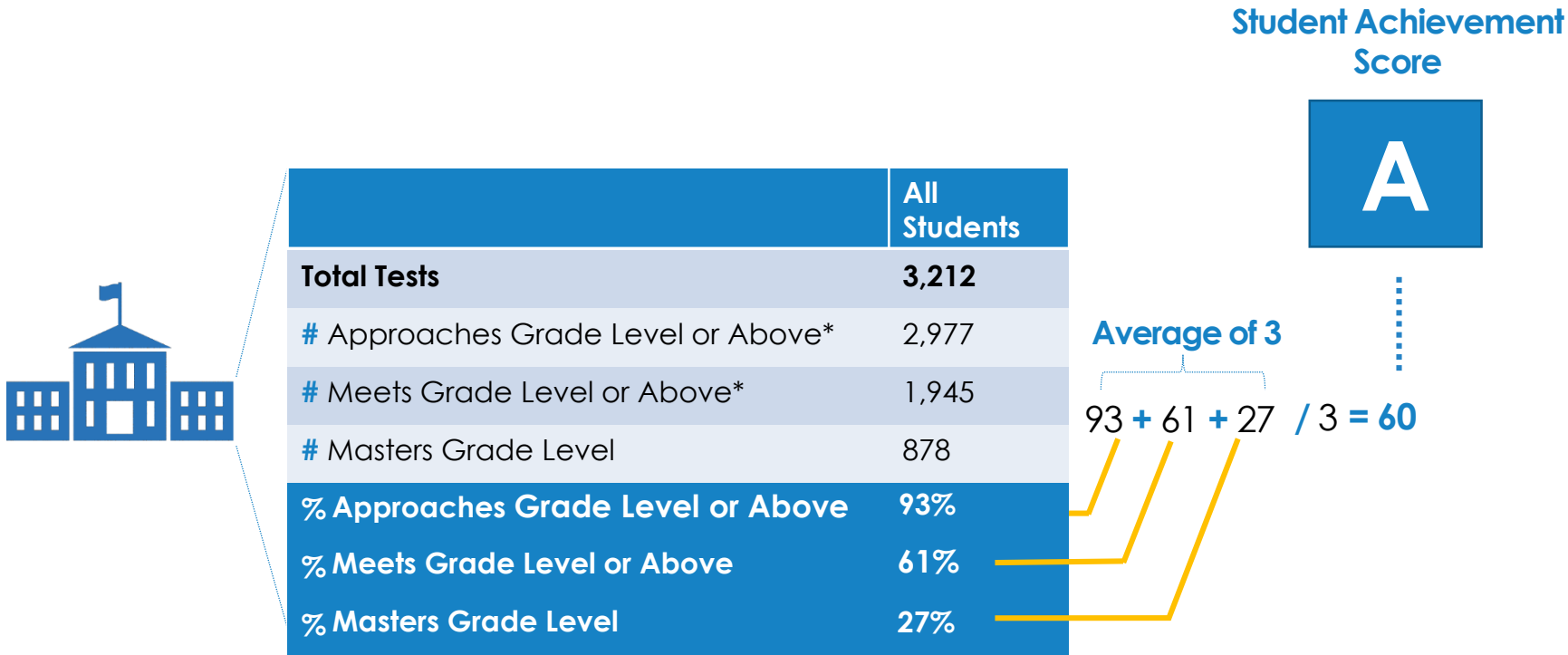
- College, Career, and Military Readiness (CCMR)   40%

- Graduation Rate   20%

Student Achievement Domain: Calculating Score

Student Achievement Score

A

	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	**93%**
% Meets Grade Level or Above	**61%**
% Masters Grade Level	**27%**

Average of 3

93 + 61 + 27 / 3 = 60

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

Student Achievement Domain: CCMR Indicators for HS, K–12, and Districts

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

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)

Military Ready

Enlist in the United States Armed Forces

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.
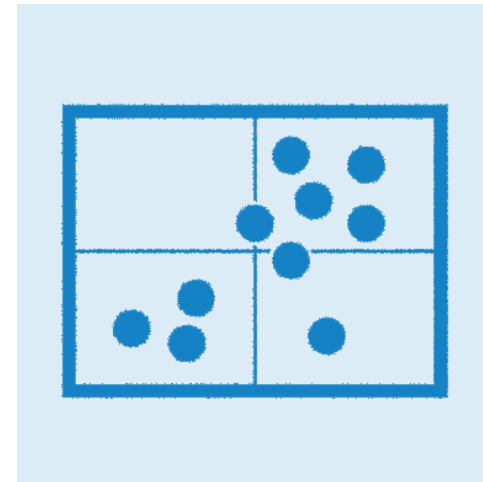
School Progress Domain

Student Achievement

School Progress

Closing The Gaps

School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance
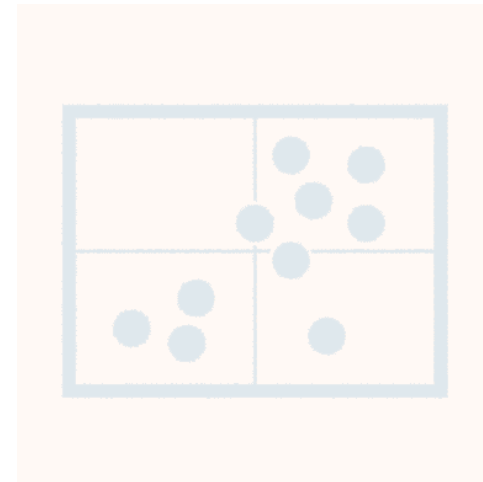
School Progress Domain: Domain Rating

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.

- Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

Part A: Academic Growth

Part B: Relative Performance

Part A: Academic Growth

Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.* Operators and campuses (including high schools) earn credit for results that maintain proficiency or meet growth expectations on STAAR.
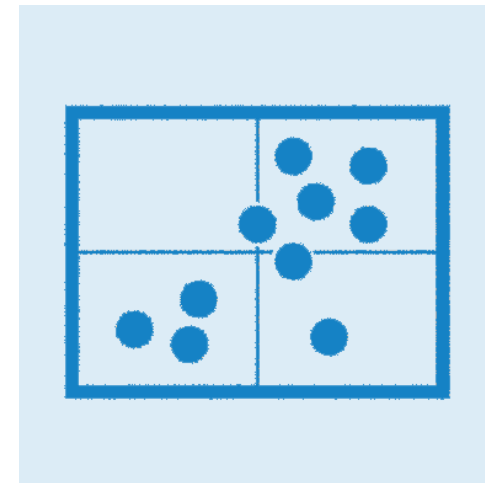
*Substitute assessments are not included.

Academic Growth: Percentage of Students Gaining

STAAR

Previous Year		Current 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**

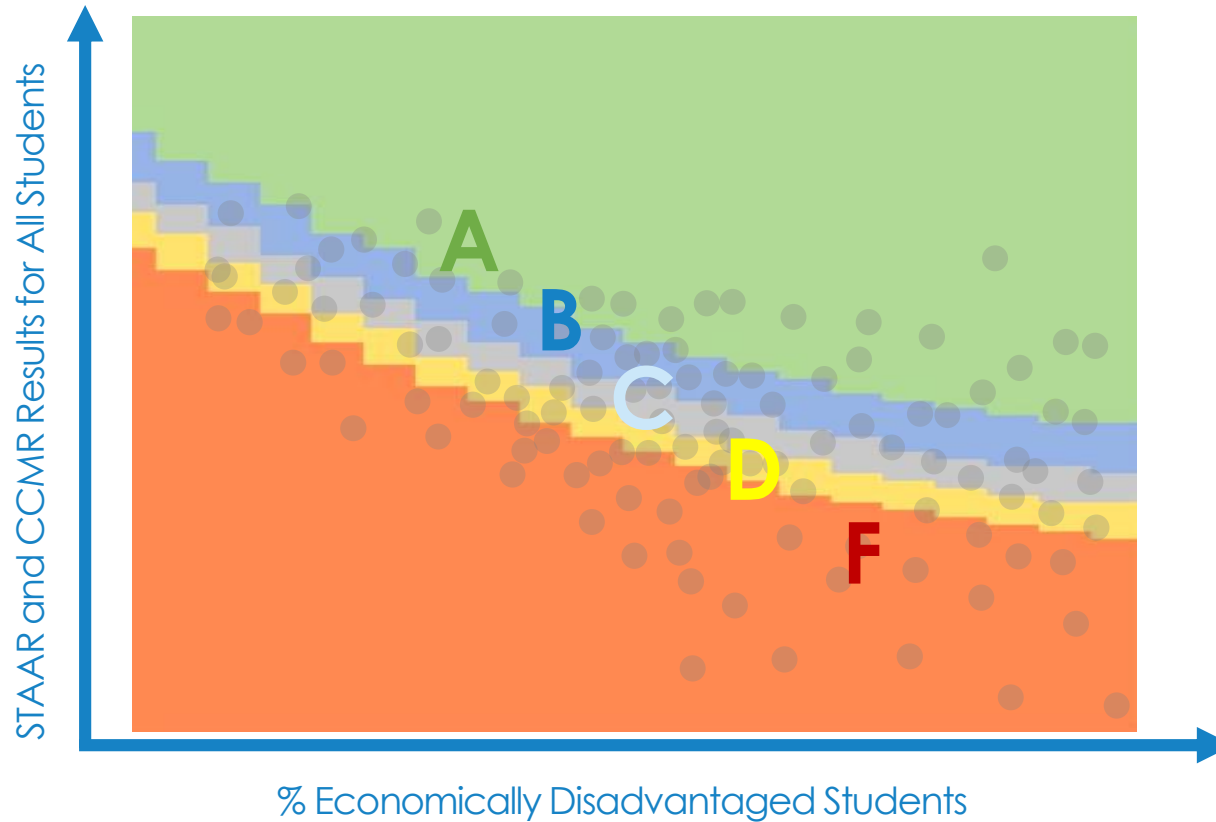Part A: Academic Growth

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.

- Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

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

A
B
C
D
F

% Economically Disadvantaged Students

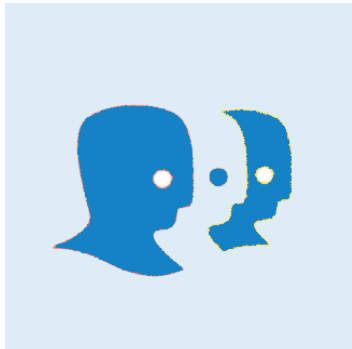Higher Rates of Economically Disadvantaged Students

Closing the Gaps Domain: Student Groups
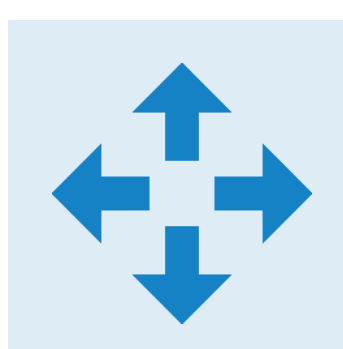
Race/Ethnicity

Special Education

Continuously Enrolled and Mobile

English Learners (ELs)

Economically Disadvantaged

Closing the Gaps Domain: Ensuring Educational Equity

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
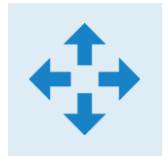- Continuously Enrolled/Non-Continuously Enrolled

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

Student Group

Achievement Target

% of Student Groups that Meet Target

Overall Domain Grade

Calculating an Overall Rating

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

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**
2019 District Overall Rating					**B**

Questions

Resources

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

Sign up for the Performance Reporting weekly bulletin:

Questions

2018 Accountability Administrator's Guide

for Texas Public School Districts and Campuses

TEA
Texas Education Agency

Office of Academics
Department of Performance Reporting

For new administrators, download and review the _2018 Accountability Administrators Guide_, which briefly explains how the accountability system is used to evaluate the academic performance of Texas public schools.

https://tea.texas.gov/2018Accountability.aspx

Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **TEA ESSA Page**
  https://tea.texas.gov/ESSA/

- **Performance Reporting Email**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704