



Academic Accountability Update

Assessment Conference | November 12, 2018

Jamie Crowe & Heather Smalley

2018 Accountability Outcomes

Statewide Results for 2018

Districts and Open-Enrollment Charter Schools

District Accountability Rating	Count	Percentage
<i>A</i>	153	12.8%
<i>B</i>	356	29.7%
<i>C</i>	247	20.6%
<i>D</i>	57	4.8%
<i>F</i>	16	1.3%
<i>Met Standard/Met Alternative Standard</i>	254	21.2%
<i>Improvement Required</i>	12	1.0%
<i>Not Rated</i>	12	1.0%
<i>Not Rated: Data Integrity Issues</i>	1	0.1%
<i>Not Rated: Harvey Provision</i>	92	7.7%
Totals	1,200	100%

Statewide Results for 2018

Campuses

Campus Accountability Rating	Count	Percentage
<i>Met Standard/Met Alternative Standard</i>	7,818	89.3%
<i>Improvement Required</i>	349	4.0%
<i>Not Rated</i>	505	5.8%
<i>Not Rated: Data Integrity Issues</i>	1	0.0%
<i>Not Rated: Harvey Provision</i>	86	1.0%
Totals	8,759	100%

2018 Accountability Rating Appeals

- 172 appeals were received
 - 126 campus appeals
 - 46 district appeals
- Most frequent reasons for appeal
 - 29 “Other”
 - Additional Targeted Support identification
 - Miscellaneous objections to the 2018 accountability system
 - 28 CCMR data error
 - 27 “Step 10” (3 of 4=F/IR)
 - 15 testing disruptions



2018 Accountability Rating Appeals

- Appeals timeline
 - Late November—Appeals panel meets
 - Mid-December—Commissioner's decisions on appeals released
 - Mid-December—Final ratings released

2017–18 Texas Academic Performance Report (TAPR)



TAPR System Update

- A comprehensive online data system, similar to the Texas Performance Reporting System (TPRS) will be available at <https://tea.texas.gov/perfreport/tapr/index.html>.
- The TPRS will no longer be produced; the comprehensive online TAPR system will replace it.
- Data will be added to the online system as it becomes available. Sign up for the PR listserv for updates.



TAPR System Update



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STAAR Performance

Progress (Academic Growth and STAAR)

Prior-Year and SSI

TEXAS EDUCATION AGENCY Texas Academic Performance Report

State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Ec Disa
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TAPR System Update

TEXAS EDUCATION AGENCY Texas Academic Performance Report 2017-18 District Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Performance Rate by Grade, Subject, and Performance Level**														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	79%	80%	67%	73%	94%	*	87%	*	90%	52%	70%	71%
	2017	73%	75%	75%	59%	68%	93%	*	85%	*	85%	49%	63%	65%
At Meets Grade Level or Above	2018	43%	47%	49%	33%	37%	75%	*	61%	*	65%	26%	32%	33%
	2017	45%	50%	50%	28%	38%	76%	*	67%	*	71%	29%	32%	36%
At Masters Grade Level	2018	25%	29%	30%	15%	18%	55%	*	45%	*	48%	10%	15%	15%
	2017	29%	33%	34%	13%	23%	58%	*	53%	*	57%	14%	18%	21%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	78%	79%	64%	73%	91%	*	88%	*	90%	48%	70%	74%
	2017	77%	78%	80%	66%	74%	93%	*	91%	*	84%	52%	70%	75%
At Meets Grade Level or Above	2018	47%	49%	51%	32%	42%	72%	*	65%	*	59%	28%	37%	41%
	2017	49%	51%	53%	33%	44%	73%	*	73%	*	65%	31%	40%	45%
At Masters Grade Level	2018	23%	25%	26%	13%	19%	41%	*	48%	*	36%	11%	16%	19%
	2017	26%	28%	29%	12%	21%	44%	*	55%	*	41%	13%	18%	23%



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STAAR Participation

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Texas Academic Performance Report

2017-18 District STAAR Participation

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Participation

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	99%	99%	99%	99%	100%	100%	99%	98%	99%	99%
Included in Accountability	94%	94%	94%	90%	94%	96%	95%	91%	97%	95%	93%	93%	89%
Not Included in Accountability													
Mobile	4%	4%	3%	7%	4%	2%	2%	3%	0%	4%	4%	4%	4%
Other Exclusions	1%	1%	2%	2%	2%	1%	2%	6%	3%	0%	1%	3%	6%
Not Tested	1%	1%	1%	1%	1%	1%	1%	0%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	99%	99%	99%	98%	99%	100%	99%	98%	99%	99%
Included in Accountability	94%	94%	93%	90%	93%	96%	92%	90%	92%	95%	93%	92%	87%
Not Included in Accountability													
Mobile	4%	4%	4%	7%	4%	2%	3%	3%	3%	3%	4%	4%	5%
Other Exclusions	1%	1%	2%	2%	2%	1%	4%	6%	5%	1%	2%	3%	7%
Not Tested	1%	1%	1%	1%	1%	1%	2%	1%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	2%	0%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



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Attendance, Graduation, and Dropout Rates

Graduation Profile

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Attendance, Graduation, and Dropout Rates

TAPR System Update

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
Attendance Rate													
2016-17	95.7%	95.7%	95.2%	94.0%	94.7%	96.2%	93.7%	97.6%	95.7%	95.9%	93.6%	94.4%	95.4%
2015-16	95.8%	95.8%	95.5%	94.3%	95.1%	96.2%	93.6%	97.6%	94.8%	95.9%	93.9%	95.0%	96.1%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	0.2%	0.1%	0.2%	0.2%	0.0%	0.0%	0.0%	0.3%	0.3%	0.2%	0.2%
2015-16	0.4%	0.3%	0.2%	0.0%	0.2%	0.1%	0.0%	0.2%	0.0%	0.3%	0.3%	0.2%	0.2%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.4%	0.8%	1.1%	1.0%	0.4%	0.0%	0.2%	0.0%	0.3%	1.1%	1.1%	1.3%
2015-16	2.0%	1.6%	1.0%	1.8%	1.1%	0.6%	0.0%	0.5%	0.0%	0.7%	1.4%	1.3%	1.8%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	92.0%	93.3%	90.3%	92.3%	95.3%	88.9%	98.8%	*	94.4%	86.4%	90.7%	82.7%
Received TxCHSE	0.4%	0.4%	0.4%	0.5%	0.3%	0.5%	0.0%	0.0%	*	1.6%	0.9%	0.6%	0.0%
Continued HS	4.0%	3.5%	2.9%	3.1%	3.6%	1.9%	0.0%	0.0%	*	2.4%	3.8%	3.1%	6.4%
Dropped Out	5.9%	4.1%	3.4%	6.0%	3.9%	2.2%	11.1%	1.2%	*	1.6%	9.0%	5.6%	10.9%
Graduates and TxCHSE	90.1%	92.4%	93.7%	90.8%	92.5%	95.9%	88.9%	98.8%	*	96.0%	87.3%	91.3%	82.7%
Grads, TxCHSE, & Cont	94.1%	95.9%	96.6%	94.0%	96.1%	97.8%	88.9%	98.8%	*	98.4%	91.0%	94.4%	89.1%
Class of 2016													
Graduated	89.1%	92.1%	93.6%	91.3%	92.2%	96.1%	100.0%	96.5%	*	92.2%	86.5%	90.7%	81.5%
Received TxCHSE	0.5%	0.4%	0.5%	0.3%	0.4%	0.6%	0.0%	0.0%	*	2.6%	0.3%	0.4%	0.0%
Continued HS	4.2%	3.3%	2.3%	3.5%	2.5%	1.7%	0.0%	1.8%	*	2.6%	5.7%	2.8%	5.2%
Dropped Out	6.2%	4.1%	3.6%	4.9%	4.8%	1.5%	0.0%	1.8%	*	2.6%	7.5%	6.1%	13.3%
Graduates and TxCHSE	89.6%	92.6%	94.1%	91.6%	92.7%	96.8%	100.0%	96.5%	*	94.8%	86.8%	91.2%	81.5%
Grads, TxCHSE, & Cont	93.8%	95.9%	96.4%	95.1%	95.2%	98.5%	100.0%	98.2%	*	97.4%	92.5%	93.9%	86.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													



TAPR System Update



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2017-18 District

College, Career, or Military Readiness (CCMR)

CCMR-related Indicators

Other Postsecondary Indicators

Two or

TAPR System Update

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District College, Career, or Military Readiness (CCMR)

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
College, Career, or Military Ready Graduates (Student Achievement):													
College, Career, or Military Ready													
2016-17	54.2%	61.6%	67.2%	44.7%	59.4%	84.6%	85.7%	82.0%	*	79.8%	26.4%	53.0%	38.6%
College Ready but not Career or Military Ready													
2016-17	37.0%	46.3%	57.4%	37.6%	46.9%	77.9%	71.4%	74.9%	*	74.4%	9.2%	40.0%	24.9%
Career or Military Ready but not College Ready													
2016-17	7.1%	5.5%	3.8%	4.9%	5.1%	1.9%	0.0%	1.4%	*	1.2%	16.7%	5.7%	8.5%
College Ready and Career (or Military) Ready													
2016-17	10.0%	9.9%	6.0%	2.2%	7.3%	4.9%	14.3%	5.7%	*	4.1%	0.6%	7.3%	5.2%
College Ready Graduates													
College Ready													
2016-17	47.0%	56.1%	63.4%	39.8%	54.3%	82.7%	85.7%	80.6%	*	78.5%	9.7%	47.3%	30.1%
TSI Criteria Graduates													
English Language Arts													
2016-17	53.2%	63.7%	68.5%	50.4%	59.2%	87.3%	85.7%	80.0%	*	86.0%	14.7%	52.4%	22.3%
Mathematics													
2016-17	42.0%	53.4%	61.8%	43.7%	51.4%	81.4%	85.7%	85.1%	*	75.2%	11.4%	45.8%	25.4%
Both Subjects													
2016-17	37.8%	50.0%	57.7%	38.2%	46.4%	79.3%	85.7%	78.9%	*	74.4%	8.6%	39.8%	15.9%
Completion of Either Nine or More Hours of Postsecondary Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	16.0%	14.5%	12.0%	14.6%	13.5%	28.6%	22.3%	*	16.5%	0.0%	13.8%	2.9%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	28.7%	32.6%	5.0%	24.5%	51.4%	42.9%	52.6%	*	43.0%	2.8%	19.2%	20.5%
Associate's Degrees													
Associate's Degree (Annual Graduates)													



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Texas Academic Performance Report
2017-18 District Student Information

Student Information

Staff Information

TAPR System Update

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Student Information

Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	81,346	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	265	0.3%	14,684	0.3%
Pre-Kindergarten	4,998	6.1%	231,297	4.3%
Kindergarten	6,460	7.9%	371,145	6.9%
Grade 1	6,464	7.9%	388,362	7.2%
Grade 2	6,374	7.8%	394,137	7.3%
Grade 3	6,525	8.0%	409,763	7.6%
Grade 4	6,484	8.0%	413,654	7.7%
Grade 5	6,437	7.9%	414,218	7.7%
Grade 6	5,632	6.9%	402,451	7.5%
Grade 7	5,281	6.5%	402,350	7.5%
Grade 8	5,345	6.6%	398,479	7.4%
Grade 9	5,943	7.3%	432,724	8.0%
Grade 10	5,416	6.7%	396,968	7.4%
Grade 11	4,890	6.0%	371,606	6.9%
Grade 12	4,832	5.9%	343,174	6.4%
Ethnic Distribution:				
African American	5,957	7.3%	679,472	12.6%
Hispanic	46,097	56.7%	2,821,189	52.4%
White	23,172	28.5%	1,498,643	27.8%
American Indian	107	0.1%	20,521	0.4%
Asian	3,448	4.2%	235,095	4.4%
Pacific Islander	70	0.1%	8,008	0.1%
Two or More Races	2,495	3.1%	122,084	2.3%



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Kindergarten Readiness

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Kindergarten Readiness

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TEXAS EDUCATION AGENCY Texas Academic Performance Report 2017-18 District Kindergarten Readiness

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
Assessed Students in Kindergarten													
2016-17													
Students ready for KG	160,497	11,356	4,238	224	2,002	1,634	*	196	*	176	172	1,799	1,252
Students assessed in KG	273,175	17,646	6,305	404	3,434	1,953	*	286	*	217	421	3,352	2,229
Percent ready	58.8%	64.4%	67.2%	55.5%	58.3%	83.7%	*	68.5%	*	81.1%	40.9%	53.7%	56.2%
2015-16													
Students ready for KG	169,064	9,144	2,608	160	888	1,255	*	174	*	126	78	787	250
Students assessed in KG	283,911	14,738	4,561	464	1,827	1,793	*	282	*	180	254	1,989	524
Percent ready	59.6%	62.0%	57.2%	34.5%	48.6%	70.0%	*	61.7%	*	70.0%	30.7%	39.6%	47.7%
Eligible Students Who Attended Pre-Kindergarten													
2016-17													
Students ready for KG	72,789	3,743	1,691	133	1,343	83	*	100	*	31	81	1,519	1,106
Students assessed in KG	124,846	6,633	2,884	242	2,314	142	*	143	*	37	246	2,648	1,873
Percent ready	58.3%	56.4%	58.6%	55.0%	58.0%	58.5%	*	69.9%	*	83.8%	32.9%	57.4%	59.1%
2015-16													
Students ready for KG	75,823	2,479	740	100	440	88	*	82	*	**	37	638	217
Students assessed in KG	128,972	4,655	1,550	291	925	157	*	132	*	**	141	1,411	377
Percent ready	58.8%	53.3%	47.7%	34.4%	47.6%	56.1%	*	62.1%	*	71.4%	26.2%	45.2%	57.6%
Eligible Students Who Did Not Attend Pre-Kindergarten													
2016-17													
Students ready for KG	24,328	1,077	338	33	205	56	-	24	-	20	22	280	146
Students assessed in KG	58,488	2,488	803	88	523	102	-	57	-	33	55	704	356
Percent ready	41.6%	43.3%	42.1%	37.5%	39.2%	54.9%	-	42.1%	-	60.6%	40.0%	39.8%	41.0%
2015-16													
Students ready for KG	27,839	1,009	173	24	92	34	*	18	*	*	12	149	33
Students assessed in KG	63,517	2,497	645	106	359	95	*	65	*	*	44	578	147
Percent ready	43.8%	40.4%	26.8%	22.6%	25.6%	35.8%	*	27.7%	*	*	27.3%	25.8%	22.5%
Students Who Were Not Eligible for Pre-Kindergarten													

- The PDF version of the TAPR that districts are required to publicly disseminate will be released on TEASE and the TEA public website in December.
- The TAPR PDF will be scaled back to only include major, statutorily-required data points.

2019 Accountability Development

Grades for Campuses

All campuses will receive an *A–F* rating in 2019.

- Ratings will be based on scaled scores using the same grade bands as district ratings.

A	B	C	D	F
scaled score 90–100	scaled score 80–89	scaled score 70–79	scaled score 60–69	scaled score ≤59

- Single campus districts did not receive an *A–F* rating in 2018, but they will in 2019.
- By January 1, 2019, TEA will produce a report that includes overall and domain ratings each campus would have received for 2017–18.

English Learner (EL) Performance Measure

- An updated EL performance measure will only be used in the Student Achievement domain and the data based on achievement indicators that flows into Relative Performance and Closing the Gaps.
- First year EL students are excluded from Student Achievement domain calculations while second year EL students will be included using their EL performance measure instead of their STAAR performance level.
- ELs in years 3–5 will be included based on their STAAR performance level.
- ELs in years 2–5 will continue to be evaluated in Academic Growth using their STAAR progress measure.

Best Result of SAT/ACT in CCMR Components

- The agency will have four years of SAT and ACT results for 2018 graduates to use in 2019 accountability.
- For 2018 annual graduates, the agency will evaluate 2017–18, 2016–17, 2015–16, and 2014–15 SAT/ACT results.

ESSA and the Use of SAT/ACT for EOC Testers

- Currently the ESSA plan states that students who take an EOC (such as Algebra I) in middle school must also take SAT or ACT in high school so that their results can be used in the accountability system
- The agency will submit a plan for peer review that proposes timelines by which students who take an EOC in middle school are also administered an assessment in high school.

OnRamps Credit in CCMR Components

- OnRamps is an innovative dual enrollment and professional development initiative led by the University of Texas at Austin.
- OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet university-level college readiness standards and can earn college credit from a university faculty member while earning high school credit from their local teacher.
- All OnRamps courses are part of the university's core curriculum, guaranteed to transfer to any other public college or university in Texas.
- The agency is researching the most appropriate way to award CCMR credit for OnRamps in 2019 accountability.

CTE and Industry-Based Certifications

- TEA will reevaluate and update the CTE transition timeline based on the adoption of an updated industry-based certifications list.
- The College, Career, and Military Preparation Division is preparing the proposed updates to the industry-based certifications list for the rule adoption process. The public comment period will occur this winter.
- The proposed effective date for the new list is the 2019–20 school year.
- With this timeline, the new industry-based certifications list would be available for use in 2021 accountability.

Raw Cut Points Holding Steady

- Formulas for scaling scores will be steady.
- The scaling tables in Appendix I of the *2018 Accountability Manual* will be steady.
- The scaling tool available online at the TEA website will be steady.

Closing the Gaps Domain Targets Holding Steady

- The same targets used in the Closing the Gaps domain in 2018 will be used in 2019.
- Those targets and future targets were submitted as part of the state's response to ESSA.
- All targets can be viewed in Appendix A of the ESSA plan available at <https://tea.texas.gov/ESSA/>.



2019 Distinction Designations

- Indicators evaluated in 2018 for each distinction designation will likely continue to be evaluated in 2019.

2020 and Beyond

Substitute Assessments

- The standard-setting and equating processes for aligning substitute assessments with STAAR takes more time than was available during the 2017–18 school year.
- While substitute assessments were included at the Meets Grade Level standard for the 2018 accountability ratings, TEA is currently exploring identifying cut points for Approaches Grade Level, Meets Grade Level, and Masters Grade Level on substitute assessments and expects to implement differentiated performance levels in 2020 accountability.

Substitute Assessments

The agency must

- determine which substitute assessments to allow;
- study the alignment of the TEKS to substitute assessments;
- coordinate and define performance levels with the Texas Higher Education Coordinating Board, College Board, and ACT Inc.;
- consider how to incorporate cut points for growth; and
- discuss the inclusion of substitute assessments with multiple advisory committees and stakeholders, including the Accountability Technical Advisory Committee, Accountability Policy Advisory Committee, and the Texas Technical Advisory Committee.

Additional CCMR Indicators

- Two additional CCMR indicators are being researched.
 - Meet standards on a composite of indicators indicating college readiness
 - Be admitted to post-secondary industry certification program (Level 1 and Level 2 industry-based certifications)
- Their implementation dates are TBD.

Q & A



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 Resources and Contacts

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

A large group of diverse elementary school children are sitting together, filling the background of the slide. They are all smiling and looking towards the camera. The children are of various ethnicities and are dressed in casual clothing. A white rectangular box with the text "Thank you!" is overlaid in the center of the image.

Thank you!