



# Overview of 2019 Accountability

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April 24, 2019

# Accountability Rating Labels

**2018**



Districts

*A, B, C, D, or F*



Campuses

*Met Standard/  
Met Alternative Standard  
or  
Improvement Required*

**2019**



Districts

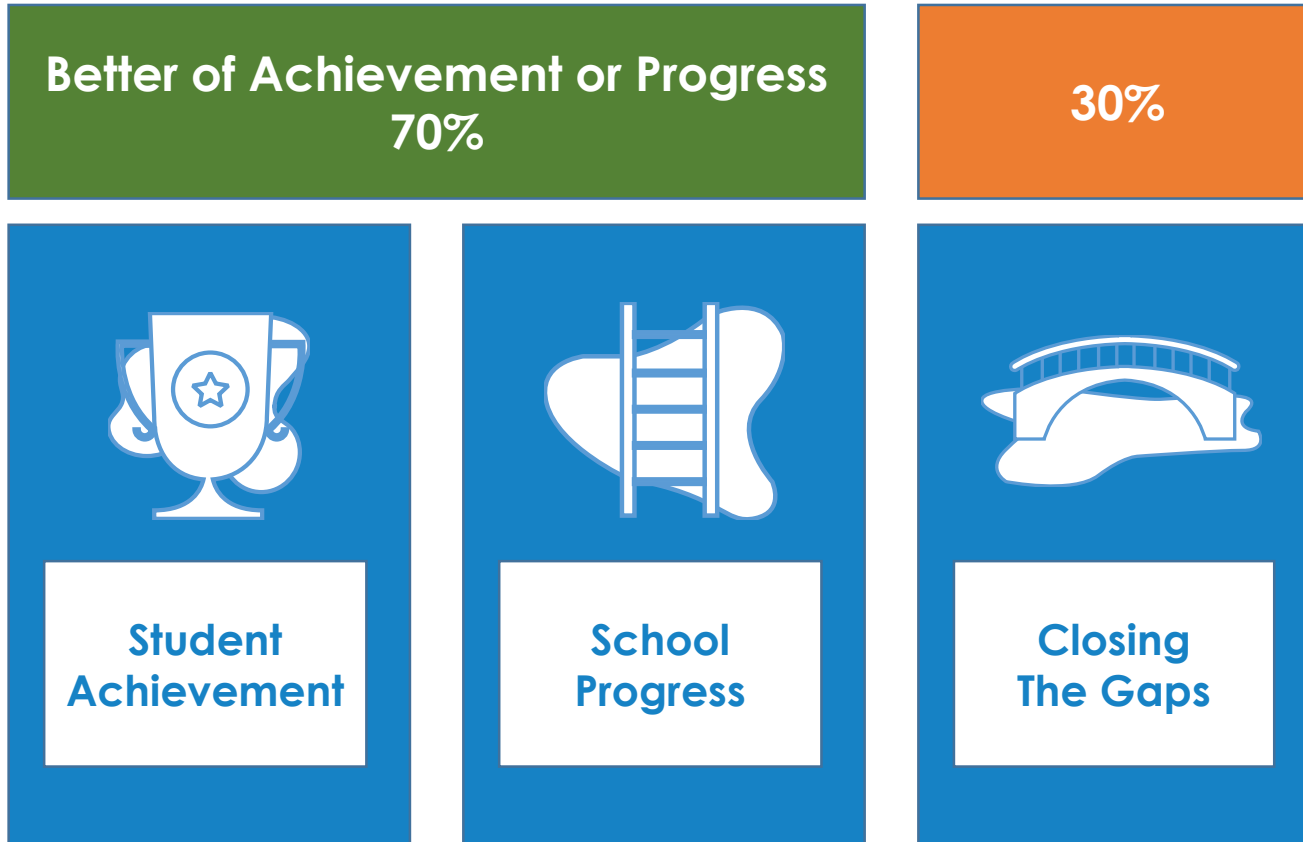
*A, B, C, D, or F*



Campuses

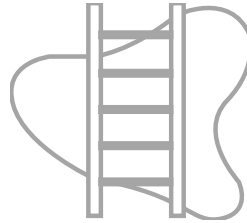
*A, B, C, D, or F*

## Three Domains: Calculating an Overall Accountability Rating

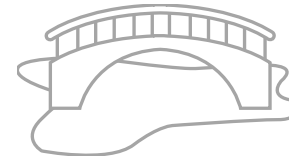




**Student  
Achievement**



**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%

## 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.



## 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 in any subject and earn college credit\***



## Military Ready

Enlist in the United States Armed Forces

**\*new for 2019**



## Career Ready

- Earn an 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 codes 04, 05, 54, or 55)
- **Earn a Level I or Level II certificate\***
- **Graduate under an advanced degree plan and be identified as a current special education student\***

# CTE and Industry-Based Certifications

CTE Coherent Sequence Coursework Transition	Accountability Years	
CCMR Indicator	2019 and 2020	2021 and Beyond
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point	
Earn an industry-based certification	1 point	1 point



## 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 2018 Annual Graduates

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

## 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.

Example Calculation: Graduation Rate	
Graduation Rate	All Students
<del>Class of 2018 , 4-year</del>	<del>85.2%</del>
<b>Class of 2017 , 5-year</b>	<b>87.3%</b>
<del>Class of 2016 , 6-year</del>	<del>85.0%</del>
Graduation Rate Score	87.3

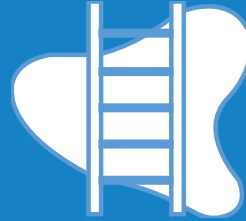
## Annual Dropout Rate for AEAs

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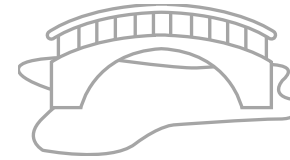
- The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS).
- The Student Achievement domain for DRS without a longitudinal graduation rate will be calculated using the STAAR, CCMR components, and the annual dropout rate; it will also be calculated using only the STAAR and CCMR components.
- Whichever calculation produces the higher rating will be used.



**Student  
Achievement**



**School  
Progress**

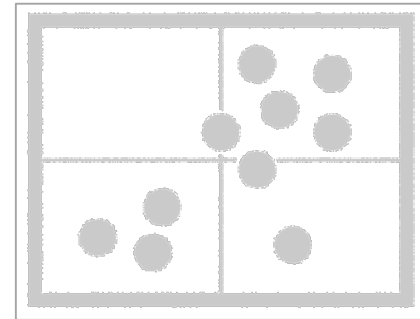


**Closing  
The Gaps**

## 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 performance or meet growth expectations on STAAR.

\*Substitute assessments are not included.

# Academic Growth: Measuring Student Progress

## STAAR

## Current Year

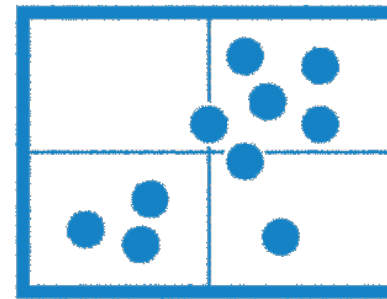
Previous Year

	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

## Part A: Academic Growth



## Part B: Relative Performance

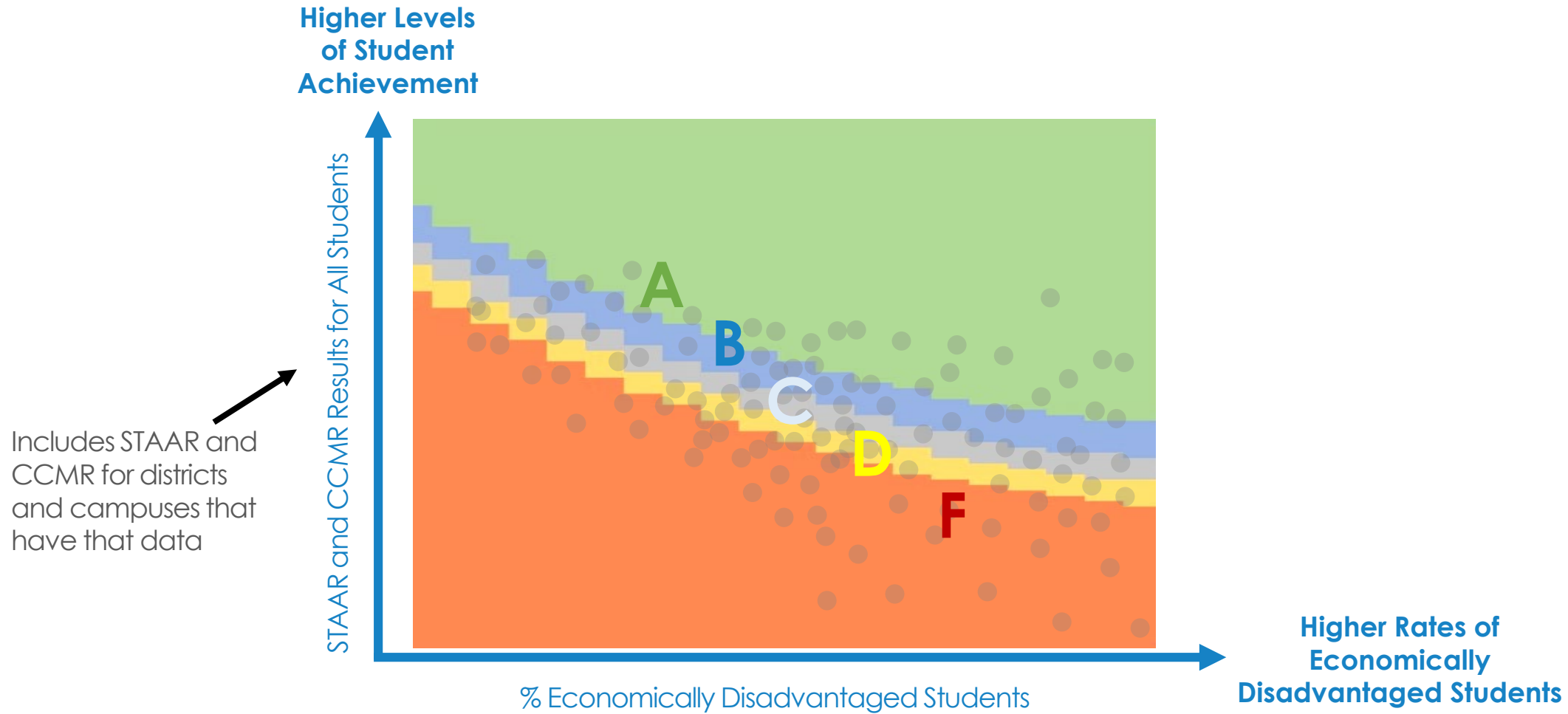




## Part B: Relative Performance

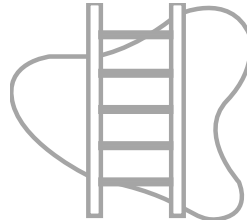
- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

# Relative Performance: Measuring School Progress





**Student  
Achievement**



**School  
Progress**

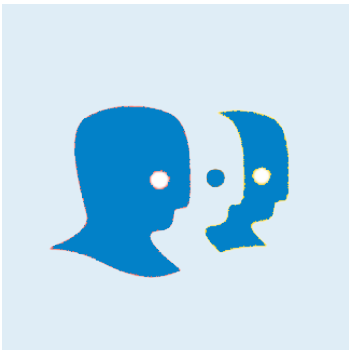


**Closing  
The Gaps**

# Closing the Gaps Domain: Student Groups



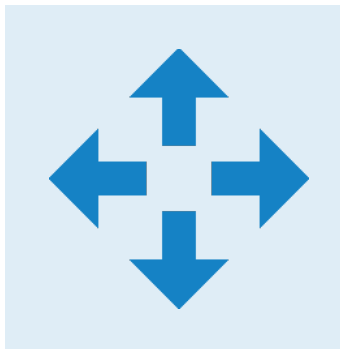
**Race/Ethnicity**



**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



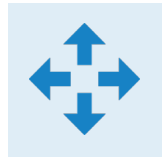
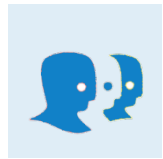
## Components

- 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

# Closing the Gaps Domain: Calculating a Rating

**Student Group**

**Achievement Target**



**% of Student Groups  
that Meet Target**

**Overall  
Domain  
Grade**

# Closing the Gaps Indicator Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts)														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)													
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)													
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

English Language Proficiency Status														
											42%			

## Elementary/Middle Schools

## Weight

- |   |     |
|---|-----|
| ■ Academic Achievement                                      | 30% |
| ■ STAAR Growth Status                                       | 50% |
| ■ English Language Proficiency                              | 10% |
| ■ Student Achievement Domain Score:<br>STAAR Component Only | 10% |

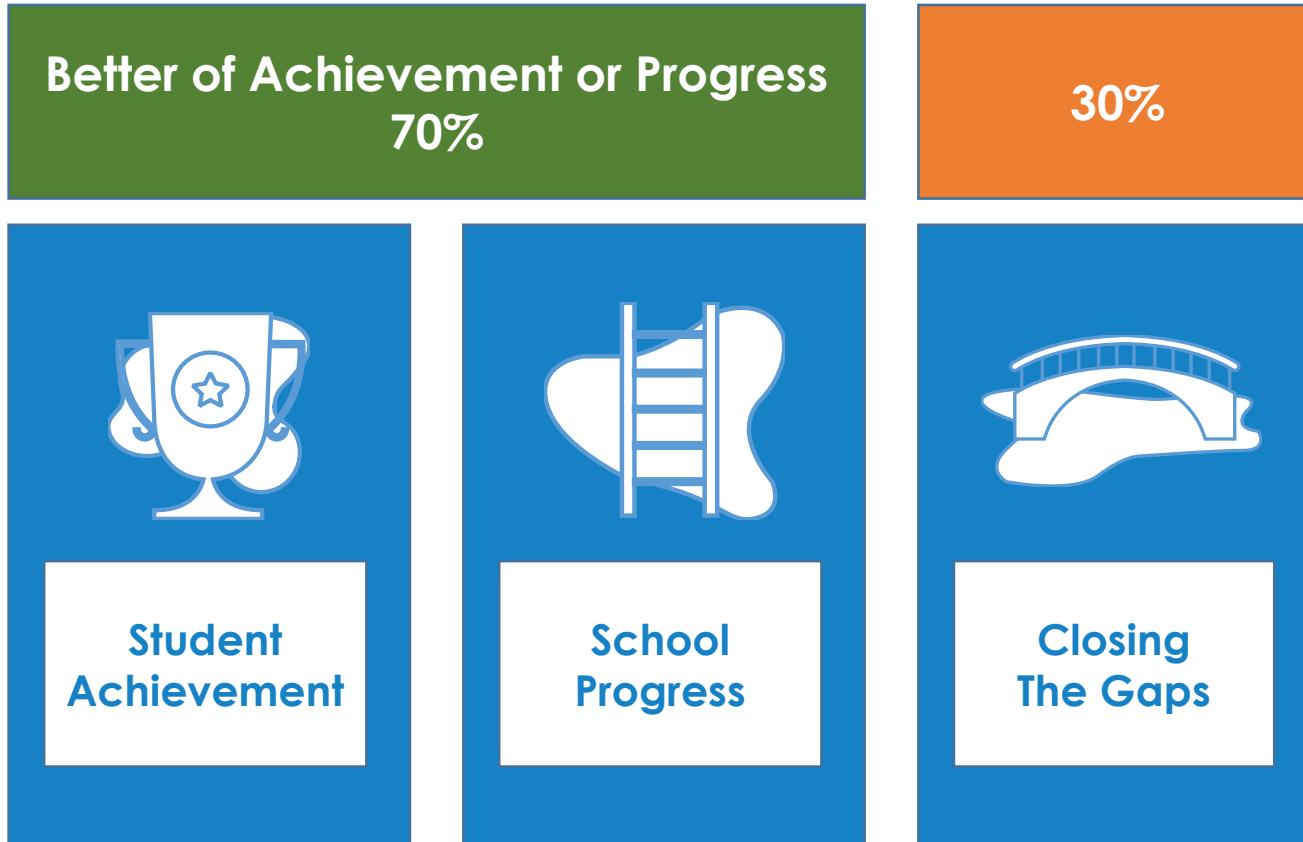


## High Schools, K–12, AEAs, and Districts

## Weight

- |   |     |
|---|-----|
| ■ Academic Achievement  | 50% |
| ■ Federal Graduation Status<br>(STAAR Growth Status if not available)   | 10% |
| ■ English Language Proficiency  | 10% |
| ■ College, Career, and Military Readiness<br>(Student Achievement Domain Score:<br>STAAR Component Only if not available) | 30% |

# Calculating an Overall Rating



## Calculating an Overall Rating: Example

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.

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 Overall Rating					B

## Rating Calculations

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- Scaling methodology is unchanged apart from the conversion for districts and campuses with a 100 percent graduation rate.
  - A 100 percent graduation rate will scale to a 100.
- In 2018, a district could not receive an overall or domain rating of A if the district included any campus with a corresponding overall or domain rating of *Improvement Required*. In this case, the highest scaled score a district could receive for the overall or in the corresponding domain was an 89.
- With the implementation of letter grade ratings for campuses, this step will be updated for 2019 to align with statute. A district may not receive an overall or domain rating of A if the district includes any campus with a corresponding overall or domain rating of D or F.

- An updated EL performance measure will only be used in STAAR performance components.
- First year EL students are excluded from STAAR performance components while second year EL students will be included using an EL performance measure in place of a STAAR performance level.
- ELs who are in their second year in U.S. schools who have a parental denial for EL services will not receive an EL performance measure.
- ELs will continue to be evaluated for growth using the STAAR progress measure.

## Alternative Education Accountability (AEA)

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- AEA charter schools and campuses will be able to earn bonus points which will be added to the overall scaled score.
- A maximum of ten bonus points may be applied to an AEA's overall scaled score. AEA charter schools and campuses may earn up to five points for each of the following two indicators:
  - Credit for graduation plan type awards AEA charter schools and campuses bonus points for the percentage of graduates who graduate under either a RHSP, DAP, FHSP-E, or FHSP-DLA graduation plan.
  - Credit for EOC retest assessments awards AEA charter schools and campuses bonus points for the percentage of EOC retest assessments at the Approaches Grade Level standard or above.

## Local Accountability System (LAS)

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- Districts and open-enrollment charter schools that choose to participate in LAS for the 2018–19 school year are eligible to receive accountability ratings under LAS.
- LAS campuses who receive a C or higher state overall rating will have the LAS overall scaled score applied to the state overall scaled score for a 2019 accountability rating.
- Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation as they are adopted in the *2019 Local Accountability System Manual*.
- The *2019 Local Accountability System Manual* will open for public comment in early May.

- The proposed manual will open for public comment May 3.
- The Hurricane Harvey Provision is being removed.
- Two new chapters are being added
  - Identification of Schools for Improvement
  - Local Accountability Systems
- Appendices will be published throughout the spring.



# Comprehensive, Targeted, and Additional Targeted Support and Improvement

## Identification

- The Closing the Gaps (CTG) domain scaled score is used to rank and identify schools for comprehensive support and improvement.
- Based on the CTG scaled score, the agency identifies at least the lowest five percent of Title I, Part A campuses for comprehensive support and improvement.
- For 2018, the lowest five percent CTG scaled score cut point was **47**. The 2019 cut score for the lowest 5 percent will be determined once 2019 data is processed.

## Identification

- If a campus does not have at least a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. This identification is not tied to Title I status.
- Non-Title I campuses are not eligible for comprehensive support grant funding.
- Any Title I campus identified for targeted support and improvement for three consecutive years **for the same student group(s)** is identified for comprehensive support and improvement the following school year.

## Title I Campus

When Identified	SY 2019–20	SY 2020–21	SY 2021–22
August 2019	Targeted		
August 2020		Targeted	
August 2021			Comprehensive

## Exiting

- Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased their CTG letter grade (for example, from *F* to *D* or from *D* to *C*) will exit comprehensive support and improvement status.
- Campuses identified based solely on the federal graduation rate must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit.

## Identification

- TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups.
- TEA defines a “consistently underperforming” student group as one that does not meet **at least three** of the same indicator targets for three consecutive years.
- Campuses will be identified annually for the first time in August 2019 based on 2017, 2018, and 2019 data.

## Identification

- This identification is “cell specific.” Consistently underperforming must be the same student group, in the same **three** indicators, for three consecutive years.
- Example:
  - All Students, Academic Achievement, Reading
  - All Students, Academic Growth, Reading
  - All Students, STAAR Only Component
  - The same student group missed all three indicator targets in 2017, 2018, and 2019.

## Targeted Support and Improvement Identification: Example

Example: Campus Identified for Targeted Support				
	All Students	Two or More Races	Special Education	English Learners
Academic Achievement				
Reading				
2017	N	N	N	Y
2018	N	N	N	N
2019	N	Y	N	N
Mathematics				
2017	N	Y	N	N
2018	N	N	N	N
2019	Y	N	N	N
Academic Growth				
Reading				
2017	N	-	N	N
2018	N	N	-	N
2019	N	Y	N	N
Mathematics				
2017	N	N	N	-
2018	N	N	-	N
2019	Y	N	Y	Y
STAAR Only Component				
2017	N	N	N	N
2018	N	N	N	N
2019	N	Y	Y	Y
English Language Proficiency				
2017	-	-	-	N
2018	-	-	-	Y
2019	-	-	-	N
Count of Consecutively Missed Indicators				
	3	1	2	2



## Identification

- Any campus that is not identified for comprehensive or targeted support and improvement will be identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for comprehensive support.

## What does that mean?

- For 2018, the additional targeted support targets were
  - 13% for elementary schools
  - 6% for middle and high schools
- Any campus that had a student group that met **ZERO** indicators was identified as additional targeted support.

## Identification

In 2018, campuses were identified when student groups met minimum size in only CCMR/STAAR Only and missed that target. **If those campuses don't meet the criteria for additional targeted support identification in 2019, they will be exited.**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Additional Targeted Support</b>														
Target	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	n/a	n/a	n/a
% Indicators Met	60%	0%	60%	20%	-	-	-	0%	60%	50%	0%	-	-	-
# Indicators Met	3	0	3	1	-	-	-	0	3	1	0	-	-	-
# Indicators Evaluated	5	1	5	5	-	-	-	1	5	2	2	-	-	-
	<b>2018</b>				<b>2018</b>				<b>2019</b>					

## Exiting

- To exit, any underperforming student group must meet the targets for Academic Achievement component in both reading and mathematics.
- The exit requirement to also meet 50 percent of evaluated indicators is removed.

# USDE Performance Review

- The [March 21, 2019, To The Administrator Addressed](#) letter provides information regarding a performance review of Texas and the impact on academic accountability. The letter details three items that impact accountability and assessment requirements.
- TEA is requesting that the USDE's Office of State Support (OSS) grant TEA additional time to generate an action plan to address each action item.

*Item 1. TEA must provide evidence that students who are identified as asylees, unschooled refugees, or students with interrupted formal education are included in assessment and accountability systems consistent with the ESEA.*

- Background: State statute (TEC §39.027) permits the exclusion of assessment results for unschooled asylees, refugees, and SIFEs until their sixth year of enrollment in U.S. schools. As federal statute is more restrictive, federal statute takes precedent and must be followed.
- Currently, the agency excludes the results for these students in years 1–5 based on information reported on the current year TELPAS. All English learners (ELs) in their first year in U.S. schools are excluded, regardless of unschooled asylee, refugee, or SIFE status.
- Beginning with the June 2019 EOC assessments, results for unschooled asylees, refugees, and SIFEs will be included in accountability beginning with their second year in U.S. schools.

*Item 2. TEA must cease the policy of permitting substitute assessments in accountability calculations. All students must take the reading/language arts, mathematics, and science assessments required under ESEA.*

- Background: State statute (TEC §39.025) permits the use of performance on a norm-referenced assessment to meet the EOC requirements a student must meet in order to graduate. The substitute assessments allowable are adopted under TAC 19 Part 2, Chapter 101, Subchapter DD. Students may continue to use substitute assessments to meet graduation requirements.
- Currently, the agency includes substitute assessments at the Meets Grade Level standard in accountability calculations.



## *Item 2. (continued)*

- The agency is researching the process to permit locally-selected assessments as allowable under ESSA, §1111(b)(2)(H).
- Locally-selected assessments must be administered district-wide as a replacement for a STAAR EOC.
- Each assessment must go through peer review to ensure it meets technical criteria.
  - The first part of peer review is demonstrating how each assessment aligns with the assessed TEKS.
  - The second part of peer review consists of setting and demonstrating the alignment of three performance levels aligned with Masters, Meets, and Approaches Grade Level standards equitably with STAAR outcomes.

## *Item 2. (continued)*

- Each substitute assessment is required to provide appropriate accommodations for all students (i.e. students with cognitive disabilities that currently are assessed with accommodations and ELs who are provided language accommodations).
- Once peer review has been completed, the agency must submit the assessments to the USDE to receive approval for use in accountability under ESSA.
- Once an assessment has gone through peer review and received USDE approval, Texas may offer it for use by any district in the state.
- In order to meet federal requirements, once a district chooses to administer an approved locally-selected assessment, it must administer the same assessment to all district students.

*Item 3. TEA must provide evidence that it administers the same, grade-level assessments to all public-school students, including those students enrolled in advanced mathematics, reading/language arts, and, if applicable, science courses.*

- Background: Students currently take the STAAR assessment for which they receive instruction. If a 7th grader is enrolled in Algebra I, that student takes the Algebra I EOC. That student was not required to take another math assessment again before graduation.
- Currently, the agency includes the assessment results for accelerated testers in accountability. The results for EOC assessments are used in accountability calculations. If a student takes a grade-level assessment and an EOC, only the EOC is used in accountability.

## *Item 3. (continued)*

- Beginning with the June 2019 EOC assessments, accelerated students will be included in accountability using only the grade-level assessment.
- The sole exception allowed in ESSA statute is for 8th graders taking Algebra I.
- The agency drafted a waiver requesting to delay implementation until 2020 accountability. The agency received 33 public comments on this waiver.
- Additional information and a draft plan for accelerated students can be found at [https://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/Proposed\\_Testing\\_Requirements\\_for\\_Accelerated\\_Students/](https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Proposed_Testing_Requirements_for_Accelerated_Students/).

# TEAL Updates

## College, Career, and Military Readiness (CCMR) Preview Listing

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- The agency will provide districts with early previews of the 2019 CCMR Student Listing in April and May through TEAL.
- Districts will be able to view CCMR data for 2017–18 annual graduates plus students in grade 12 (Closing the Gaps domain) before ratings are released in August.
- The preview releases will be based on available indicators. The final June CCMR release will include the full list of CCMR indicators.

## College, Career, and Military Readiness (CCMR) Preview List

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- If districts find discrepancies with the April and May preview lists and have documented CCMR supporting data, they will be able to submit documentation securely to PR.
  - TSIA (THECB)
  - SAT (College Board)
  - ACT (ACT)
  - AP (College Board)
  - IB (IB)
  - Level I and Level II Certificates (THECB)
  - OnRamps completion (University of Texas OnRamps Program)
- District-submitted TSDS PEIMS data is final. Only data supporting the indicators listed above may be submitted.

- The agency has developed an A–F estimation tool in TEAL that provides districts a way to calculate their 2019 performance in each domain and overall.
- Domain values are prepopulated from 2018 results, and the district can enter their 2019 component values to estimate the corresponding domain and overall result. The accuracy and validity of the estimation is based solely on the data input by the district.
- Estimations are based on the 2018 accountability system methodology and are intended as a resource for districts who do not subscribe to a service that provides accountability rating predictions.



## STUDENT ACHIEVEMENT DOMAIN



SCALE SCORE AND GRADE

83



Student Achievement Components	2018 Value	New Value
STAAR Performance Approaches	80	<input type="text" value="80"/>
STAAR Performance Meets	51	<input type="text" value="51"/>
STAAR Performance Masters	21	<input type="text" value="21"/>
STAAR Performance Raw Score	51	<input type="text" value="51"/>
STAAR Performance Scale Score	82	<input type="text" value="82"/>
CCMR Raw Score	53	<input type="text" value="53"/>
CCMR Scale Score	80	<input type="text" value="80"/>
Graduation Rate Raw Score	96.6	<input type="text" value="96.6"/>
Graduation Rate Scale Score	90	<input type="text" value="90"/>

## SCHOOL PROGRESS DOMAIN



SCALE SCORE AND GRADE

79



School Progress Components	2018 Value	New Value
Academic Growth Raw Score	69	<input type="text" value="69"/>
Academic Growth Scale Score	79	<input type="text" value="79"/>
Economically Disadvantaged % Grouping	42.1 to 43	
Relative Performance Raw Score	52	<input type="text" value="52"/>
Relative Performance Scale Score	78	<input type="text" value="78"/>

RECALCULATE ALL VALUES

OVERALL DOMAIN  
SCALE SCORE AND GRADE

84



## CLOSING THE GAPS DOMAIN



SCALE SCORE AND GRADE

85



Closing the Gaps Components	Values
<u>Academic Achievement</u>	
2018 Values:	11 out of 14
New Values:	<input type="text" value="11"/> out of <input type="text" value="14"/>
<u>Graduation Rate</u>	
2018 Values:	2 out of 2
New Values:	<input type="text" value="2"/> out of <input type="text" value="2"/>
<u>School Quality</u>	
2018 Values:	2 out of 3
New Values:	<input type="text" value="2"/> out of <input type="text" value="3"/>

Date	Event
<b>Late April</b>	First 2019 CCMR preview listing released (TEAL Accountability)
<b>April 29–May 10</b>	Campus pairing registration process
<b>Mid-May</b>	Second 2019 CCMR preview listing released (TEAL Accountability)
<b>May 3–June 3</b>	Public comment period for the <i>2019 Accountability Manual</i> , Chapters 1–11
<b>Mid-June</b>	Final 2019 CCMR listing released (TEAL Accountability)
<b>August 7</b>	2019 preliminary performance domain tables without rating labels released (TEAL Accountability)
<b>August 14</b>	2019 accountability ratings released to districts and charters (TEAL Accountability)
<b>August 15</b>	2019 accountability ratings released (public web)



## Resources

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

Sign up for the Performance Reporting weekly bulletin:



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**Thank you!**