2019 Accountability Overview
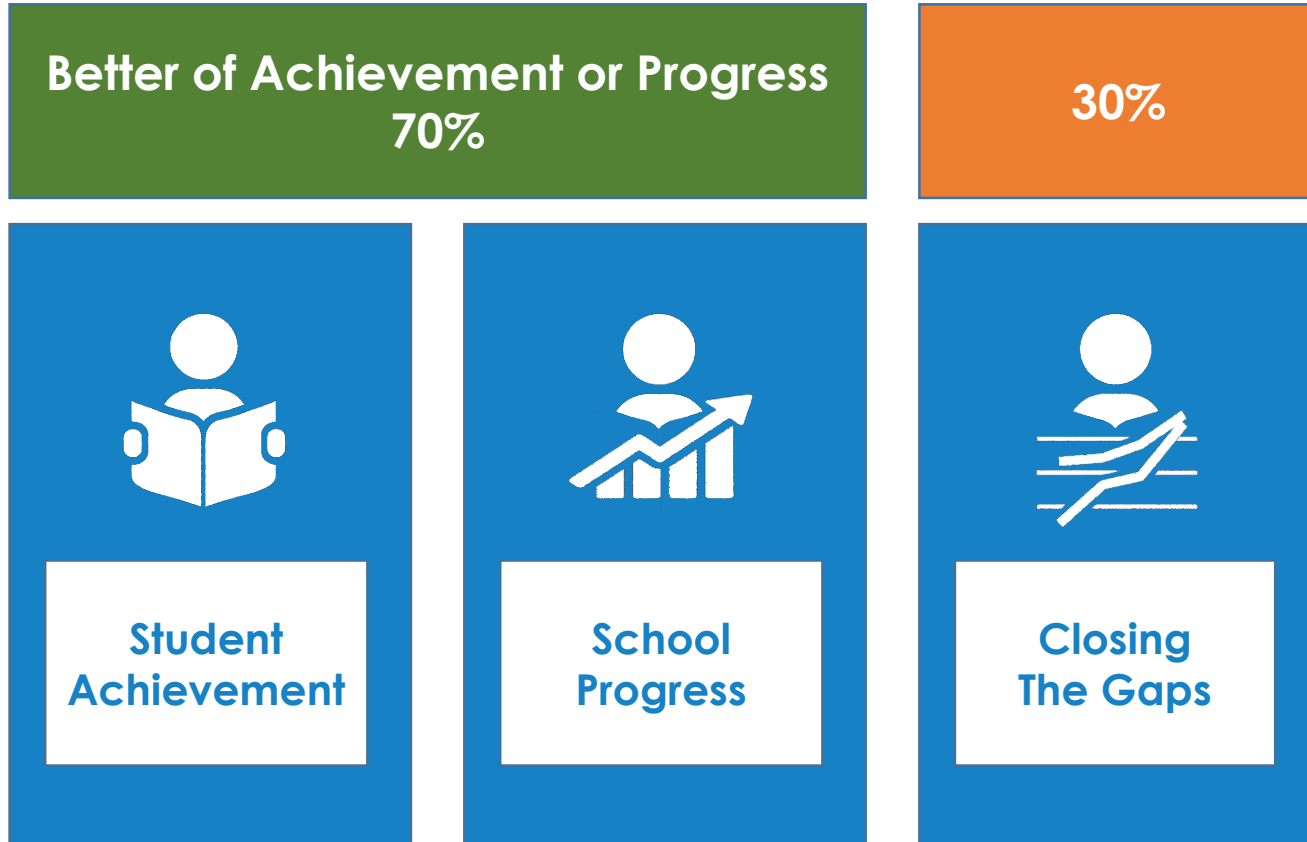
Heather Smalley
June 10, 2019

Three Domains: Calculating an Overall Accountability Rating

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

Districts and Campuses

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

- *F:* Assigned for overall performance and for performance in each domain to districts and campuses that do not meet the performance target to earn at least a *D*

- *Not Rated:* Assigned to districts and campuses that—under certain, specific circumstances—do not receive a rating

Student Achievement Domain: Performance

Student Achievement

School Progress

Closing The Gaps

Student Achievement Domain: Weighting
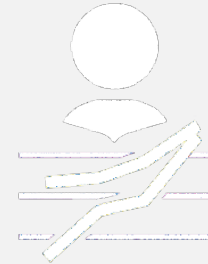
Elementary/Middle Schools	Weight
• STAAR	100%

High Schools, K–12, and Districts	
• STAAR	40%
• College, Career, and Military Readiness (CCMR)	40%
• Graduation Rate	20%

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

$$\frac{\text{Percentage of Assessments at Approaches Grade Level or above} + \text{Percentage of Assessments at Meets Grade Level or above} + \text{Percentage of Assessments at Masters Grade Level}}{\text{Three}}$$

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

Student Achievement Domain: STAAR Methodology

STAAR Performance Levels

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

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 and earn college credit

Military Ready

Enlist in the United States Armed Forces

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

Special Education Specific CCMR Indicators

💼 Career Ready

- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Code Table ID	Name	XML Name	Date Issued	Date Updated
C062	GRADUATION-TYPE-CODE	TX-GraduationTypeCodeType	4/10/1989	8/31/2015

Code	Translation
	The following codes will apply only to students receiving special education services and graduating on the Minimum High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).
04	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(f)(3)(A), revised January 1, 2015 [39 TexReg 10446].
05	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(f)(3)(B), revised January 1, 2015 [39 TexReg 10446]

Special Education Specific CCMR Indicators

Career Ready

- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

The following codes will apply only to students receiving special education services on the Foundation High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).	
54	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School ServicesTAC §89.1070(b)(2)(A), effective January 1, 2015 [39 TexReg 10446]
55	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(b)(2)(B), effective January 1, 2015 [39 TexReg 10446]

Career Ready

- Graduate under an advanced degree plan and be identified as a current special education student

  o Identified as receiving special education services in school year of graduation

  o Identified as receiving a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA)

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.*
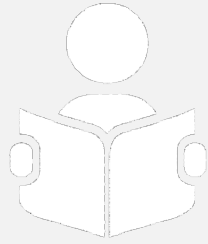
$$\frac{\text{Number of Graduates Who Accomplish Any One of the CCMR Indicators}}{\text{Number of 2018 Annual Graduates}}$$

*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.
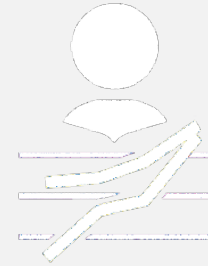
Example Calculation: Graduation Rate	
Graduation Rate	All Students
~~**Class of 2018, 4-year**~~	~~85.2%~~
Class of 2017, 5-year	**87.3%**
Class of 2016, 6-year	~~85.0%~~
Graduation Rate Score	87.3

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

Academic Growth: Measuring Student Progress

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**

Academic Growth: Measuring Student Progress

STAAR Alternate 2

|	**Current Year**		
Previous Year	**Level I: Developing**	**Level II: Satisfactory**	**Level III: Accomplished**
Level I: Developing	Met/Exceeded Progress Target = **1 pt** Did not meet = **0 pts**	**1 pt**	**1 pt**
Level II: Satisfactory	**0 pts**	Met/Exceeded Progress Target = **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
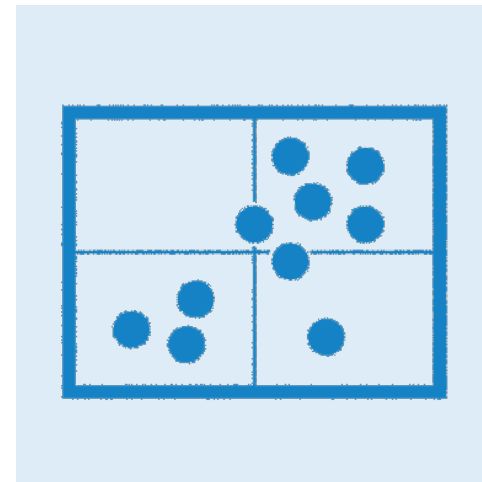
Relative Performance: Measuring School Progress

Higher Levels of Student Achievement

STAAR and CCMR Results for All Students
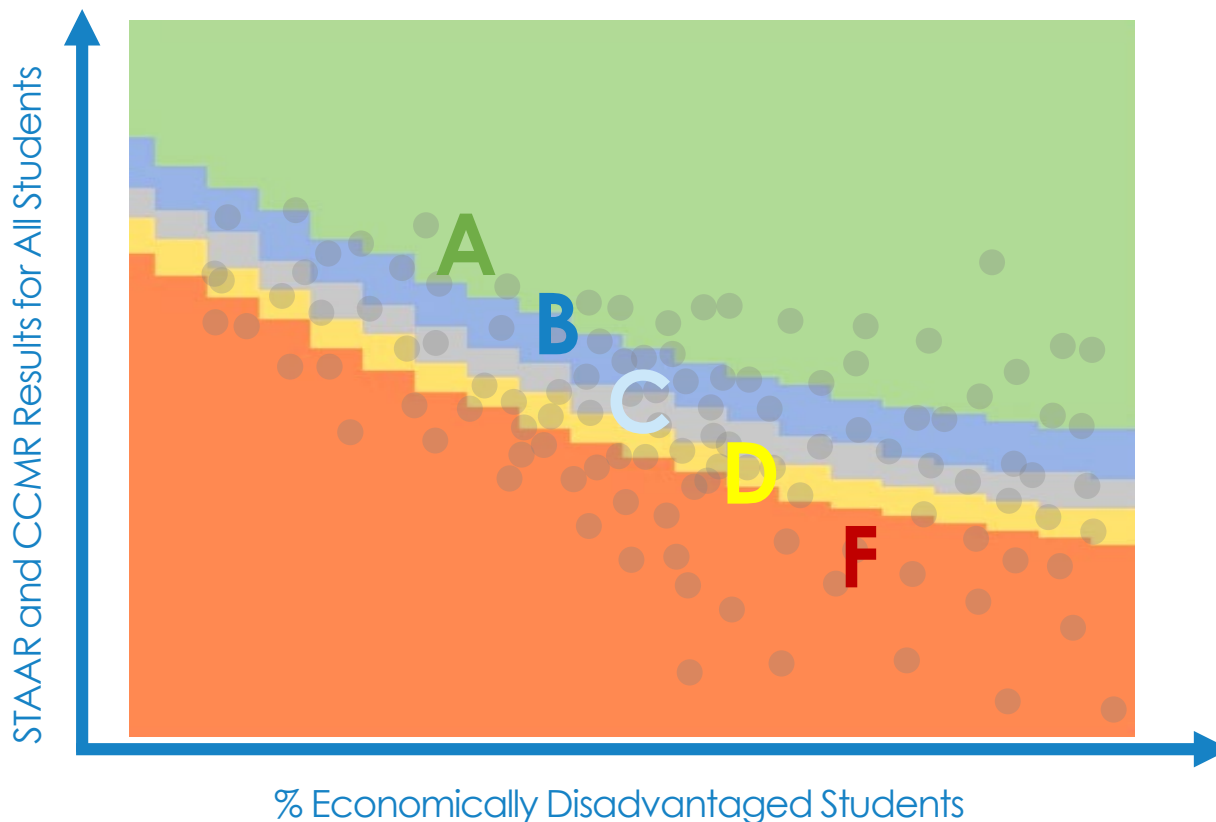
Includes STAAR and CCMR for districts and campuses that have that data

A
B
C
D
F

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged Students

Closing the Gaps Domain: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps

Closing
The Gaps

Closing the Gaps Domain: Ensuring Educational Equity
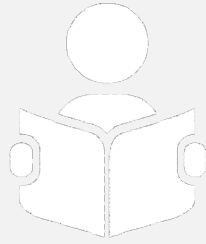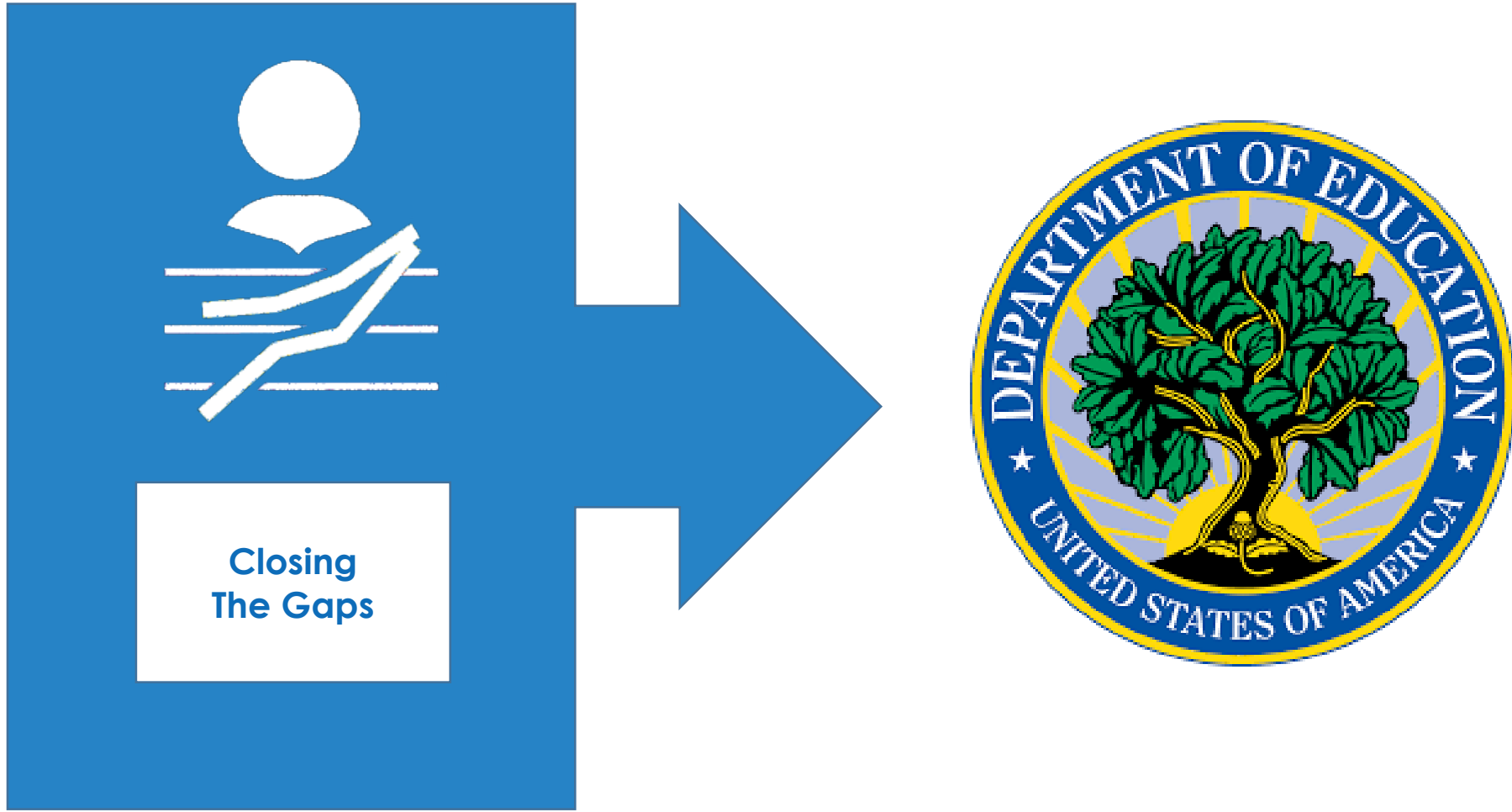
Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current 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

Current Special Education Student Group

- A student is identified as currently receiving special education services if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS and on STAAR answer documents.

Former Special Education Student Group

- A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS and on STAAR answer documents, are no longer participating in a special education program.

- This is a state (not federal) student group. This group is not used when identifying schools for federal school improvement.
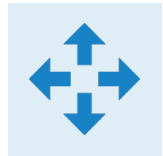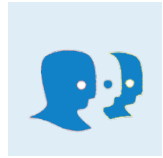
Closing the Gaps Indicator Targets

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%	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%			

Local Accountability Systems (LAS)

- House Bill (HB) 22, 85th Texas Legislature, 2017 created TEC §39.0544 (Local Accountability System)

- Established to allow districts and charter schools to develop plans and locally evaluate their campuses.

- In August 2019, the first cohort of LAS districts will combine campus LAS ratings with campus state ratings to produce an overall rating.

- The state accountability ratings must contribute at least 50% of the combined campus rating for campuses rated C or higher by the state.

Statutory Requirements for Districts and Charter Schools

- Locally developed ratings must
  - contain levels of performance that allows for differentiation, with assigned standards for achieving the differentiated levels;
  - provide for the assignment of a letter grade of A, B, C, D, or F; and
  - meet standards for reliability and validity.
- Calculations for overall performance ratings and measures must
  - be capable of being audited by a third party; and
  - provide an explanation of the methodology used to assign performance ratings and made available to the public.
- A campus score card must be produced that may be displayed on the agency's website.

Local Accountability System Plan Structure

Domains

- Academics

- Culture and Climate

- Extra and Co-Curricular

- Future-Ready Learning

- Locally-Determined

LAS Calendar: August 2019–August 2020

Date	Event
August–October 2019	TEA works with interested districts in LAS plan development and revision
November 2019	Districts submit 2019–20 LAS plans with decision to include in official ratings or as a "what if" scenario
December 2019–January 2020	TEA convenes review panel for submitted plans
November 2019–April 2020	Districts collect data and create public messaging and methodologies for display on district website
June 2020	Districts submit final LAS data and ratings
August 2020	TEA releases state accountability ratings combined with LAS ratings

Accountability Calendar: Summer 2019

Date	Event
Mid-June	2019 Campus comparison groups released (TEAL Accountability)
Mid-June	Final 2019 CCMR listing released (TEAL Accountability)
August 7	2019 preliminary performance domain tables without rating labels released (TEAL Accountability)
August 14	2019 accountability ratings released to districts and charters (TEAL Accountability)
August 15	2019 accountability ratings released (public web)

Questions

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