

Appendix F – Accountability Reports

A district's or campus's accountability information is presented in several different reports, each of which is described below.

Accountability Summary

This one-page overview of performance presents the following information:

- Accountability Rating
- Performance Index Report
- Performance Index Summary
- Distinction Designation
- Campus Demographics
- System Safeguards

A sample accountability summary is provided at the end of this appendix.

Index Calculations and Data Tables

For each index, a district or campus must meet a specific target in order to demonstrate acceptable performance. These reports detail how each index score was calculated and provide the disaggregated data used in the calculations.

Accountability Ratings Index Data Overview (available for campuses only)

This report compares the index scores of all of campuses in a campus comparison group.

System Safeguards

System safeguards have been established to meet state accountability-related intervention requirements. Performance results are disaggregated to show the performance of each student subgroup on each of the indicators. The purpose of the system safeguard report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

The following indicators are included in the system safeguard report:

- Performance Rates (*district and campus*) by subject – for reading, mathematics, writing, science, and social studies
- Federal Performance Rates (*district and campus*) by subject – for reading and mathematics
- Participation Rates (*district and campus*) by subject – for reading and mathematics
- Federal Graduation Rates (*district and campus*)
- Federal Limits on Alternative Assessments (*district only*)

Results for the following student groups are included in system safeguard reports:

- All Students
- Racial/Ethnic student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races
- Economically Disadvantaged
- Students with Disabilities
- English Language Learners (ELLs)

See *Chapter 8 – System Safeguards and Other Federal Requirements* for further information about system safeguards.

Distinction Designation Reports

Distinction Designation Summary Report

Campuses and districts that receive an accountability rating of *Met Standard* are eligible for distinction designations. For each designation, this report lists the indicators and shows the indicator score, campus quartile, the outcome (percent of eligible indicators in the top quartile), and whether the distinction was earned. The designations are as follows:

- Academic Achievement in ELA/Reading (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in ELA/Reading.
- Academic Achievement in Mathematics (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in mathematics.
- Academic Achievement in Science (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in science.
- Academic Achievement in Social Studies (*campus only*) – The campus achieved the top quartile (top 25 percent) in relation to its campus comparison group on 50 percent or more (elementary/middle schools) or 33 percent or more (combined elementary/secondary and high schools) of eligible measures in social studies.
- Top 25 Percent: Student Progress (*campus only*) – The campus achieved the top quartile (top 25 percent) of performance on Index 2: Student Progress in relation to its campus comparison group.
- Top 25 Percent: Closing Performance Gaps (*campus only*) – The campus achieved the top quartile (top 25 percent) of performance on Index 3: Closing Performance Gaps in relation to its campus comparison group.
- Postsecondary Readiness (*district and campus*) – The district or campus achieved outstanding academic performance in postsecondary readiness. Elementary and middle schools must achieve the top quartile (top 25 percent) of performance on Index 4: Postsecondary Readiness in relation to its campus comparison group. High schools and K–12 campuses must achieve at least 33 percent of the indicators in the top quartile. Districts must have at least 70 percent of its campus-level indicators in the top quartile.

Campus Comparison Group (available for campuses only)

This report lists the 40 campuses that comprise the campus comparison group used in determining distinction designations. For each of the campuses, the report gives data on the criteria used to form campus comparison groups.

Distinction Designation Data Overview Report (available for campuses only)

This report gives further details about the performance of each campus in the comparison group on any specific indicator of the selected distinction designation. For more information on this report, see

https://rptsvr1.tea.texas.gov/perfreport/account/2016/dddor_explanation.html

See *Chapter 5 – Distinction Designations* for further information.

TEXAS EDUCATION AGENCY 2016 Accountability Summary SAMPLE MS (999999999) - SAMPLE ISD

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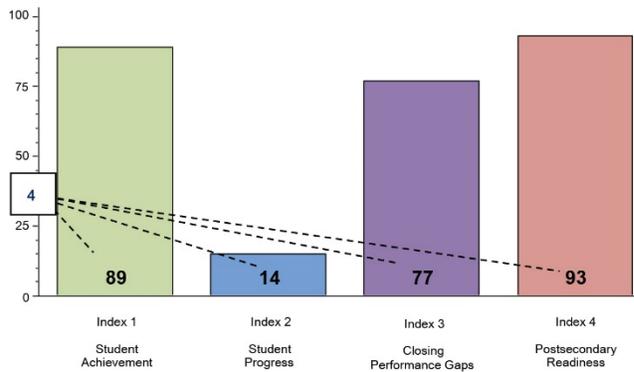
Accountability Rating

Met Standard

<div style="text-align: center; background-color: #cccccc; padding: 2px;">2</div> Met Standards on - Student Achievement - Closing Performance Gaps - Postsecondary Readiness	<div style="text-align: center; background-color: #cccccc; padding: 2px;">3</div> Did Not Meet Standards on - Student Progress
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In 2016, to receive a Met Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report



5 **Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	6,614	7,408	89
2 - Student Progress	443	3,200	14
3 - Closing Performance Gaps	1,159	1,500	77
4 - Postsecondary Readiness			93
STAAR Score	93.2		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		

A

Distinction Designation

B
★ ★ ★ ★ ★ ★ ★ ★
C

Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

D **Campus Demographics**

Campus Type	Middle School
Campus Size	973 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	28.5%
Percent English Language Learners	4.2%
Mobility Rate	9.9%

E **State System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	40 out of 45 = 89%
Participation Rates	17 out of 18 = 94%
Graduation Rates	N/A
Total	57 out of 63 = 90%

1 2016 accountability rating
 2 Indexes that met the target
 3 Indexes that did not meet the target
 4 Index scores
 5 Summary of each index calculation (Index Score = Points Earned + Maximum Points)

A Stars indicate the number of distinctions earned.
 B Possible distinction designations
 C Distinction earned | no distinction earned | not eligible
 D Demographics used in creating campus comparison group
 E System safeguards are based on disaggregated performance results and used to meet state intervention requirements.