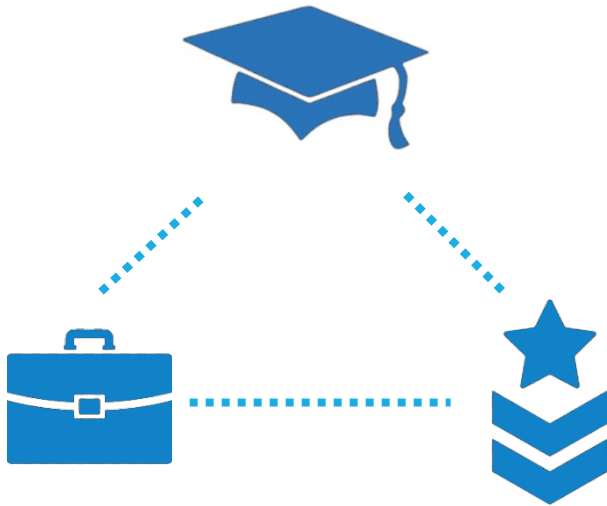




# ESSA Accountability Alignment

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## Computational Logic

- Denominator consists of yearly annual graduates and all non-annual graduate 12<sup>th</sup> graders in the same year.
- Student who accomplishes any one is in numerator.
- All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability will be from the 2016–17 school year.)



## College Ready

- Meet criteria on applicable AP/IB exams
  - 3 on AP exam
  - 4 on IB exam
- Meet TSI criteria
  - Both reading and mathematics
  - SAT, ACT, or TSIA
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Successfully complete a course for dual credit
- Successfully complete an OnRamps course (collection of data begins in 2017-18 for use in 2019 accountability ratings)
- Earn an associate's degree
- Meet standards on a composite of indicators indicating college readiness (beginning TBD)



## Career Ready

- Earn industry certification (list released August 21, 2017)
- Be admitted to post-secondary industry certification program (beginning TBD)



## Military Ready

- Enlist in the United States Armed Forces



## Career Ready

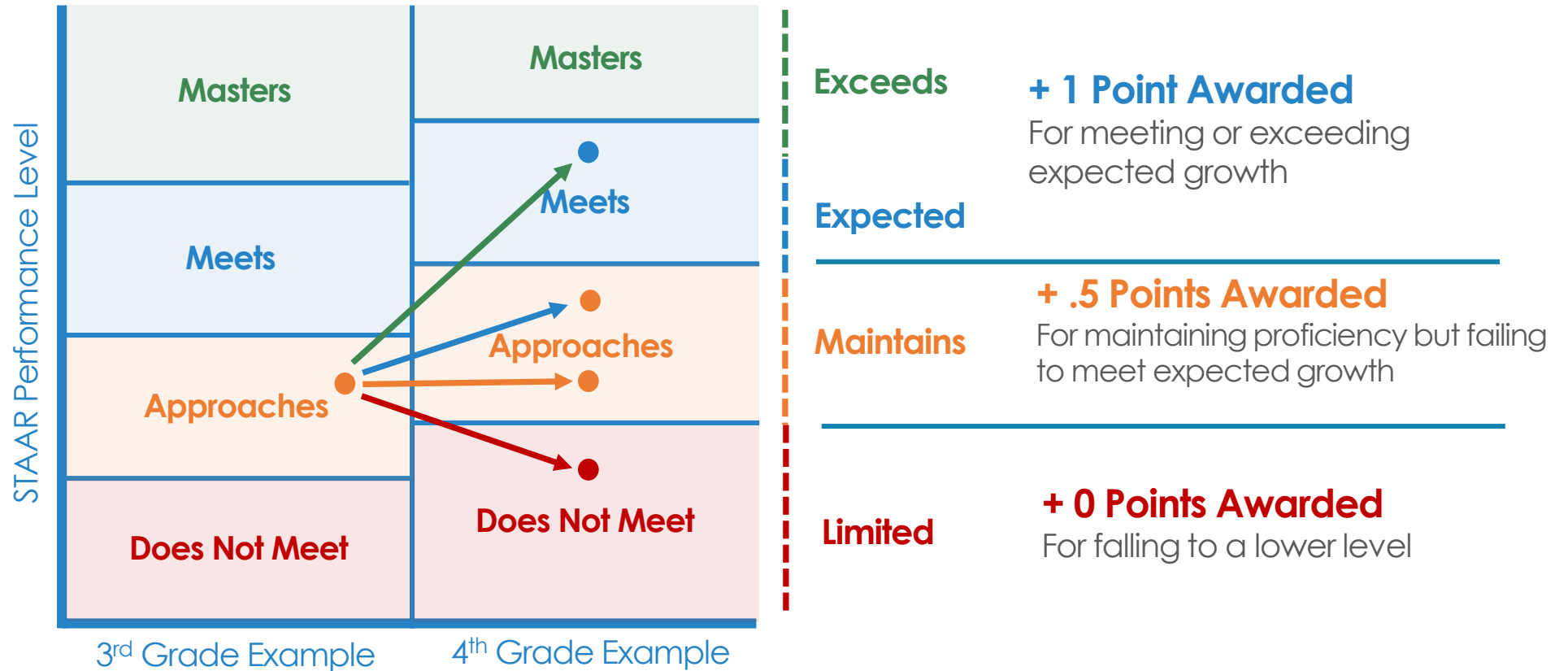
- Complete college prep course offered by a partnership between a district and higher education institution

## Methodology

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- **Includes all tests**  
(STAAR with and without accommodations and STAAR Alternate 2)
- **Combines reading and mathematics**
- **Uses STAAR Progress Measure**
- **Includes ELs**  
(except in their first year in US schools)
- **Uses same STAAR Progress Measure for ELs and non-ELs**

# Student Growth: Measuring Advancement



# Student Growth: Percentage of Students Gaining



..... Current Year .....

..... Previous Year .....

	<b>Does Not Meet</b> Grade Level	<b>Approaches</b> Grade Level	<b>Meets</b> Grade Level	<b>Masters</b> Grade Level
<b>Does Not Meet</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Approaches</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Meets</b> Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Masters</b> Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>



# Student Growth: Percentage of Students Gaining



## Current Year

Previous Year

	<b>Does Not Meet</b> Grade Level	<b>Approaches</b> Grade Level	<b>Meets</b> Grade Level	<b>Masters</b> Grade Level
<b>Does Not Meet</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Approaches</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Meets</b> Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Masters</b> Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>

## No Points

- Does Not Meet to Does Not Meet (without meeting growth expectations)
- Approaches to Does Not Meet (without meeting growth expectations)
- Meets to Does Not Meet
- Meets to Approaches
- Masters to Does Not Meet
- Masters to Approaches
- Masters to Meets

# Student Growth: Percentage of Students Gaining



## Current Year

Previous Year

	<b>Does Not Meet</b> Grade Level	<b>Approaches</b> Grade Level	<b>Meets</b> Grade Level	<b>Masters</b> Grade Level
<b>Does Not Meet</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	1 pt	1 pt
<b>Approaches</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	1 pt	1 pt
<b>Meets</b> Grade Level	0 pts	0 pts	1 pt	1 pt
<b>Masters</b> Grade Level	0 pts	0 pts	0 pts	1 pt

## Half Point

- Does Not Meet to Approaches (without meeting growth expectations)
- Approaches to Approaches (without meeting growth expectations)

## One Point

- Does Not Meet to Does Not Meet (meeting/exceeding growth expectations)
- Approaches to Does Not Meet (meeting/exceeding growth expectations)

# Student Growth: Percentage of Students Gaining



## Current Year

Previous Year

	<b>Does Not Meet</b> Grade Level	<b>Approaches</b> Grade Level	<b>Meets</b> Grade Level	<b>Masters</b> Grade Level
<b>Does Not Meet</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Approaches</b> Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Meets</b> Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>	<b>1 pt</b>
<b>Masters</b> Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>

## One Point

- Does Not Meet to Approaches (meeting/exceeding growth expectations)
- Approaches to Approaches (meeting/exceeding growth expectations)
- Does Not Meet to Meets
- Does Not Meet to Masters
- Approaches to Meets
- Approaches to Masters
- Meets to Meets
- Meets to Masters
- Masters to Masters

# Student Growth: Sample Calculation

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## One Hundred Students

- Each with reading and mathematics results for last year and this year
- Denominator = 200 STAAR Progress Measures

$$\frac{?}{200}$$



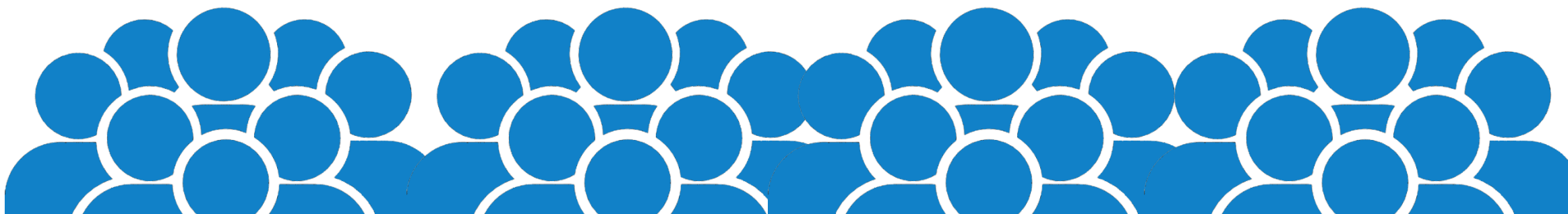
# Student Growth: Sample Calculation



## No Points

- **Does Not Meet** to **Does Not Meet**  
(without meeting growth expectations)
- **Approaches** to **Does Not Meet**  
(without meeting growth expectations)
- **Masters** to **Meets**

Previous Year	Current Year	Count of Tests
	→	20
	→	+ 15
	→	+ 14
		<hr/> 49



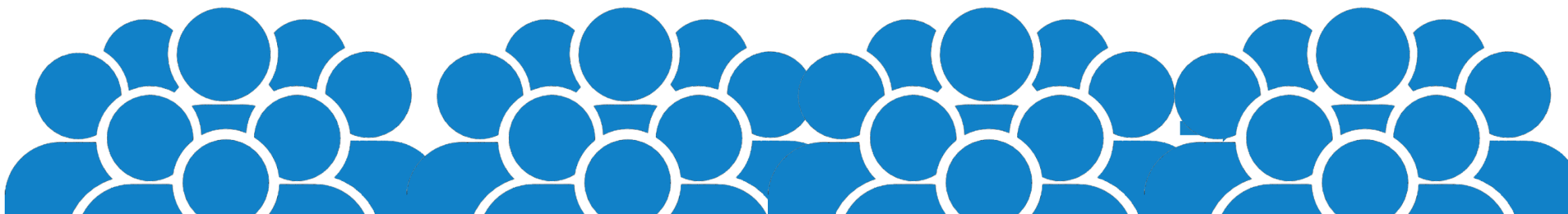
# Student Growth: Sample Calculation



## Half Point

- **Does Not Meet** to **Approaches**  
(without meeting growth expectations)
- **Approaches** to **Approaches**  
(without meeting growth expectations)

Previous Year	Current Year	Count of Tests
		7
		+
		10
		<hr/>
		17



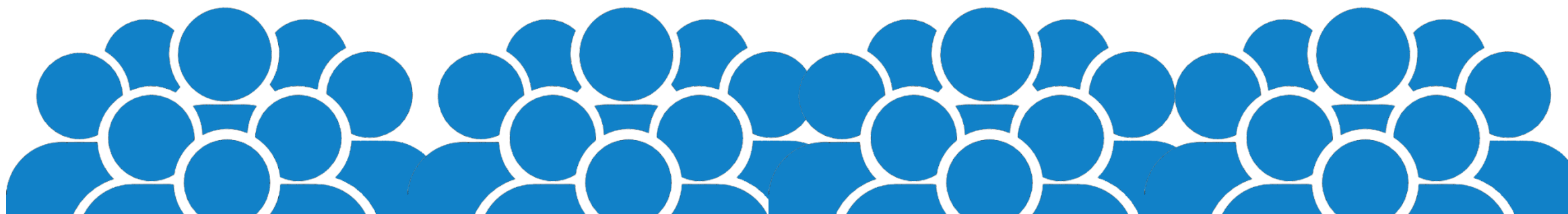
# Student Growth: Sample Calculation



## One Point

- **Does Not Meet** to **Does Not Meet**  
(meeting/exceeding growth expectations)
- **Approaches** to **Does Not Meet**  
(meeting/exceeding growth expectations)
- **Approaches** to **Approaches**  
(meeting/exceeding growth expectations)

Previous Year	Current Year	Count of Tests
	→	23
	→	+
		7
	→	+
		22
		<hr/>
		52



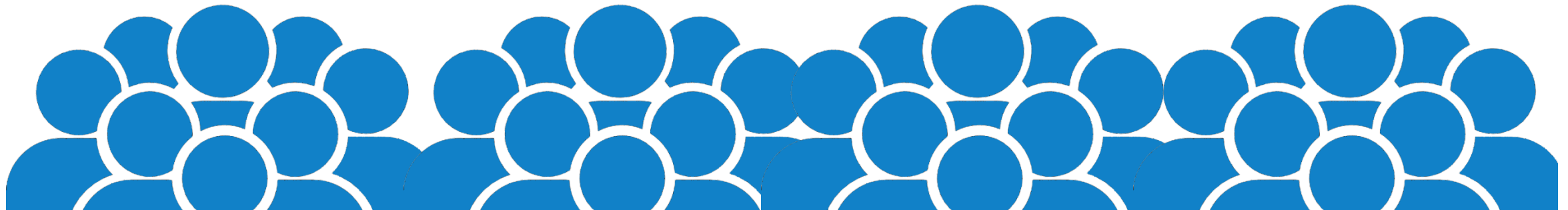
# Student Growth: Sample Calculation



## One Point

- Meets to Meets
- Meets to Masters
- Masters to Masters

Previous Year	Current Year	Count of Tests
		33
		+
		32
		+
		17
		<hr/>
		82





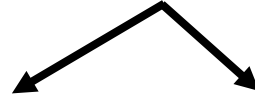
# Student Growth: Sample Calculation



49 results that  
earned no points

17 results that  
earned half a point

134 results that  
earned one point



$$\frac{(49 \times 0) + (17 \times .5) + (52 \times 1) + (82 \times 1)}{200} = \frac{142.5}{200} = 71$$




# Closing the Gaps: Ensuring Educational Equity

An icon depicting a person reading a book, symbolizing student achievement.

Student  
Achievement

An icon depicting a person with an upward-trending bar chart and arrow, symbolizing school progress.

School  
Progress

An icon depicting a person reading a book with a line graph showing an upward trend, symbolizing closing the gaps.

Closing  
The Gaps

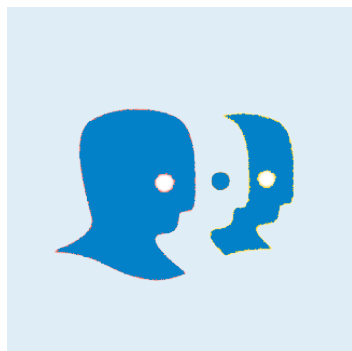
# Closing the Gaps: Ensuring Educational Equity



All Students



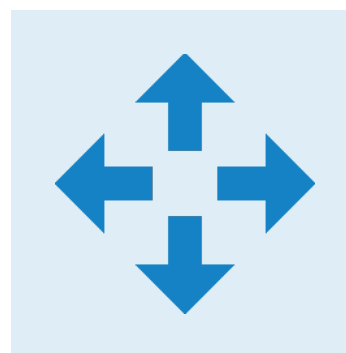
Race/Ethnicity



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 and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

## Indicators

- Academic Achievement in Reading, Mathematics
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates (Four-year)
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- Domain 1 Performance for Elementary and Middle Schools

## Academic Achievement

- STAAR performance (percentage at or above Meets Grade Level)
- Targets by subject area
  - English Language Arts/Reading
  - Mathematics
- Targets stable for five years

# Closing the Gaps: Indicators

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## Growth

- Elementary and Middle Schools
  - English Language Arts/Reading (School Progress domain)
  - Mathematics (School Progress domain)

## Graduation Rates

- High Schools, K–12, Districts  
Four-year Federal graduation rates (without state exclusions)

## Targets

- Stable for five years

# Closing the Gaps: Indicators

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## English Language Proficiency Status

- TELPAS Progress Rate
- Current ELs

# Closing the Gaps: Indicators

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## School Quality or Student Success

- High Schools, K–12, and Districts  
College, Career, and Military Readiness (Student Achievement domain)
- Elementary and Middle Schools Domain 1 Performance
- Targets stable for five years



# Closing the Gaps: Grade Methodology

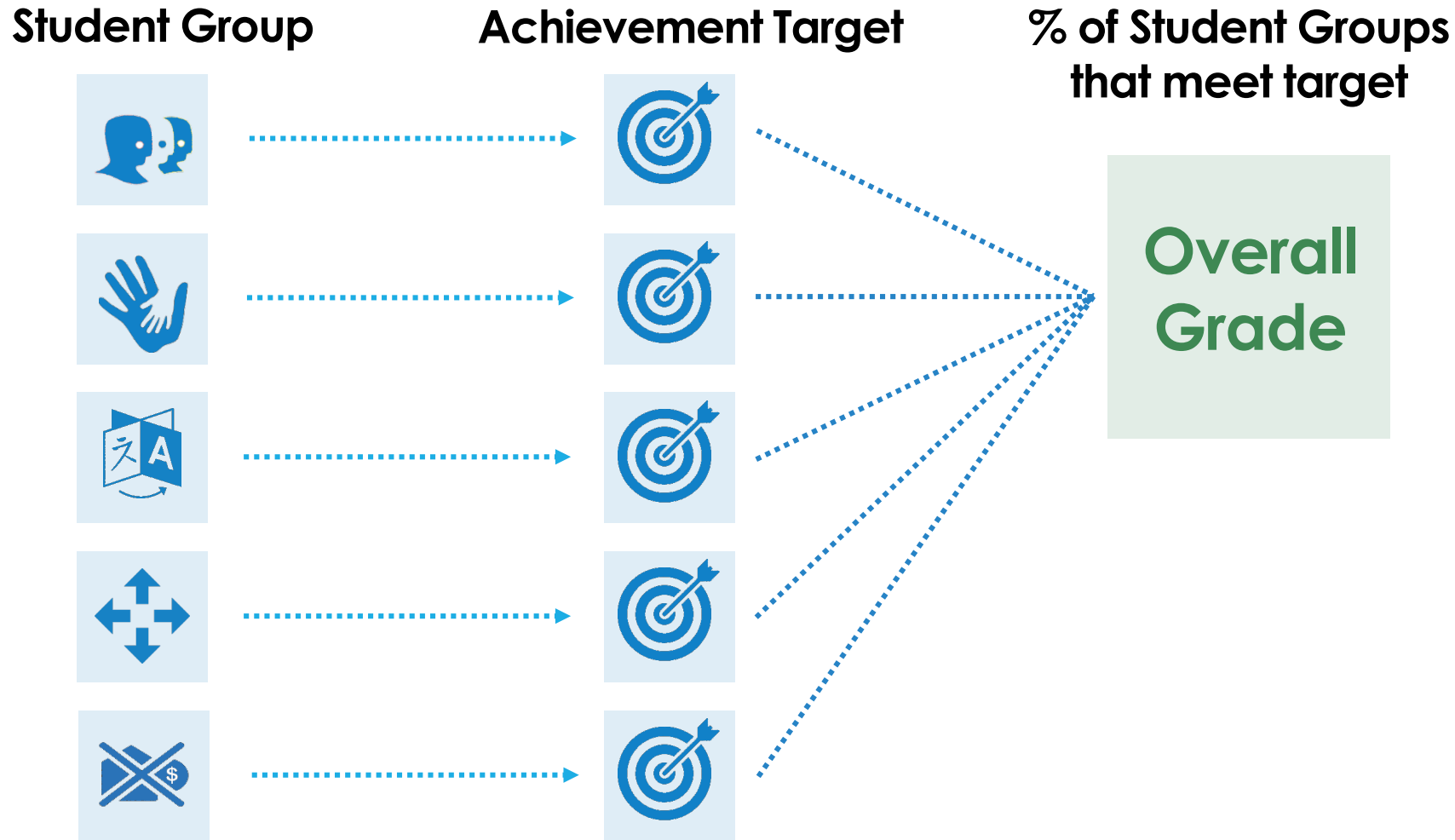


- Indicators are weighted as described below:

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	40 percent
	Growth	40 percent
	English Learner Language Proficiency	10 percent
	Student Achievement Domain Score	10 percent
High Schools and K12	Academic Achievement	50 percent
	4-Year Graduation Rate	10 percent
	English Learner Language Proficiency	10 percent
	College, Career, and Military Readiness	30 percent

- Grade determined using the percentage of indicators meeting targets for each student group compared to the number of indicators evaluated
- Indicators are only evaluated for student groups that meet minimum size requirements

# Closing the Gaps: Ensuring Educational Equity



# Closing the Gaps: Sample Status Report



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current) + & Former	ELL (Current & Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Measures Met			
<b>Academic Achievement</b>	<b>STAAR Performance Status (Percent at or above Meets Grade Level)</b>																				
	Target	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%						
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		15	15	100		
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		15	15	100		
	<b>Total</b>															<b>75</b>	<b>75</b>	<b>100</b>			
<b>Growth (EL &amp; MS)/Graduation Rates (HS &amp; K12)</b>	<b>STAAR Growth Status (Elementary and Middle Schools)</b>																				
	Target	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%						
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		15	15	100		
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		15	15	100		
	<b>Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)</b>																				
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	n/a	n/a	n/a	11	11	100		
Reason Code ***	a	a	a	a	a	a	a	a	a	a	n/a	a	n/a	n/a	n/a						
	<b>Total</b>															<b>11 or 30</b>	<b>11 or 30</b>	<b>100</b>			
<b>ELP</b>	<b>English Learner Language Proficiency Status</b>																				
	TELPAS Progress Rate Target																		##%		
	TELPAS Progress Rate																		Y		
	<b>Total</b>																		<b>1</b>	<b>1</b>	<b>100</b>
<b>School Quality or Student Success</b>	<b>College, Career, and Military Readiness Performance Status (High Schools and K-12)</b>																				
	Target	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%						
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	n/a	13	13	100		
	<b>Student Achievement Domain Score: STAAR Component Only (Elementary Schools, Middle Schools, and High Schools/K-12 Without Annual Graduates)</b>																				
	Target	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%	##%					
Student Achievement Domain: STAAR Only	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15				
	<b>Total</b>															<b>13 or 30</b>	<b>13 or 30</b>	<b>100</b>			

# Closing the Gaps: Sample Status Report



Overall Total								
<b>OTHER INDICATORS</b>								
<b>Participation Status</b>								
Target	95%	95%	95%	95%	95%	95%	95%	95%
Reading	Y	Y	Y	Y	Y	Y	Y	Y
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y
<b>Total</b>								

Targeted Campus Determination	<b>Multi-Year Performance Status</b>								
	Consecutive Years Missing Performance Target								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	<b>Multi-Year Growth Status</b>								
	Consecutive Years Missing Growth Target								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	<b>Multi-Year Graduation Status</b>								
	Consecutive Years Missing Graduation Target								
	Reading	0	0	0	0	0	0	0	0
	<b>Multi-Year English Learner Language Proficiency Status</b>								
	Consecutive Years Missing Target								
	<b>Multi-Year Student Success Status</b>								
	Consecutive Years Missing Performance Target								
STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)									
Reading	0	0	0	0	0	0	0	0	
Mathematics	0	0	0	0	0	0	0	0	
College, Career, and Military Readiness									
Reading	0	0	0	0	0	0	0	0	
Mathematics	0	0	0	0	0	0	0	0	

## Identification of Schools: Targeted Support and Improvement

- Three consecutive years of missing a target in the same student group on the same indicator
- Summer 2019 based on 2017, 2018, and 2019 data

		All Students	African American	Hispanic	White
Targeted Campus Determination	<b>Multi-Year Performance Status</b>				
	Consecutive Years Missing Performance Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	<b>Multi-Year Growth Status</b>				
	Consecutive Years Missing Growth Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	<b>Multi-Year Graduation Status</b>				
	Consecutive Years Missing Graduation Target	0	0	0	0
	<b>Multi-Year English Learner Language Proficiency Status</b>				
	<b>Multi-Year Student Success Status</b>				
Consecutive Years Missing Performance Target					
STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)					
Mathematics					
Reading	0	0	0	0	
College, Career, and Military Readiness	0	0	0	0	