

2019 Texas Education Agency Academic Accountability System Framework

2019 Overall Accountability System

The overall design of the accountability system will remain unchanged. Districts, open-enrollment charter schools, and campuses will be evaluated by three domains: Student Achievement, School Progress, and Closing the Gaps. In response to statute and feedback from stakeholders, adjustments to certain indicators and methodologies are necessary for 2019. This document provides a summary of the substantive changes. The *2019 Accountability Manual* will be published in the *Texas Register* for public comment in early May and will incorporate these updates along with additional, less substantive revisions.

Accountability Rating Labels

Districts, open-enrollment charter schools, and campuses will receive *A–F* ratings for overall performance, as well as a rating for performance in each domain. The cut points for letter grades are unchanged. 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.

Local Accountability Systems (LAS)

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. The 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.

English Learners (ELs)

ELs who are in their second year in U.S. schools will be included in the STAAR performance components of the 2019 accountability system using the EL performance measure. 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.

Student Achievement Domain

College, Career, and Military Readiness (CCMR)

Three additional CCMR indicators will be added for 2019 accountability. Districts may earn credit for graduates who have completed an OnRamps dual enrollment course. The OnRamps program will provide the Texas Education Agency (TEA) OnRamps completion data for use in accountability. A student who has completed an OnRamps course in any subject area and earned three hours or more of college credit will be considered college ready.

In addition, districts may earn CCMR credit for graduates identified as receiving special education services and as graduating under the Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

The third CCMR indicator will award credit for graduates who have earned Level I or Level II certificates. The Texas Higher Education Coordinating Board will provide TEA data on Level I and Level II certificate completion.

Previously, the agency received only the most recent SAT/ACT result for students. For 2019 accountability, Performance Reporting will consider four years of SAT and ACT data for 2018 graduates. The agency will use the best score for CCMR accountability calculations, by subject area.

The career and technical education (CTE) transition timeline will be updated to reflect the 2019–20 school year implementation of an updated list of industry-based certifications for future use in

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accountability. This updated industry-based certifications list will be used to evaluate CCMR for 2020 graduates in August 2021.

CTE Coherent Sequence Coursework Transition	Accountability Years	
	2019 and 2020	2021 and Beyond
CCMR Indicator		
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

Additionally, the list of CTE courses aligned with an industry-based certification will include 19 additional courses by which a CTE coherent sequence graduate may earn 0.5 credit toward CCMR.

Alternative Education Accountability (AEA)

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.

School Progress Domain

There are no indicator or methodology adjustments specific to Part A: Academic Growth or Part B: Relative Performance for 2019.

Closing the Gaps Domain

The English Language Proficiency (ELP) component will evaluate two years of TELPAS data. For 2019 accountability, current year TELPAS composite scores will be compared to 2018 TELPAS composite scores to determine if ELs made progress.

Calculating Ratings

The graduation rate component conversion process will be updated to include a 100 scaled score for districts and campuses with a 100 percent graduation rate.

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. Statute specifies 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*.

The provision that stipulates if an *F* rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59 will remain; however, for 2019 accountability, if the Student Achievement domain rating is a *D* or higher, this provision will not be applied.

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

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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.

Comprehensive, Targeted, and Additional Targeted Support Identification

Clarifying language will be added to the methodology used to identify campuses for comprehensive support and improvement after being identified for targeted support and improvement for three consecutive years. 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.

In order to align more closely with the intent of federal accountability, the definition of consistently underperforming will be updated to specify that a student group must miss the targets in at least the same **three** indicators, for three consecutive years, in order to be considered “consistently underperforming.” A campus must have a student group that misses the same three indicators, for three consecutive years in order to be identified for targeted support and improvement. Campuses will be identified for targeted support and improvement in August 2019 based on 2017, 2018, and 2019 data.

A minimum size requirement will be added to the methodology used to determine whether a student group will be evaluated when identifying campuses for targeted support and improvement. The all students group must have 10 reading and 10 mathematics assessment results in the Academic Achievement component for evaluation. Each remaining student group must have 25 reading and 25 mathematics assessment results in the Academic Achievement component for evaluation. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years will reset for that group.

The same minimum size requirements used for targeted support and improvement will be applied when evaluating student groups for additional targeted support identification. The all students group must have 10 reading and 10 mathematics assessment results in the Academic Achievement component for evaluation. Each remaining student group must have 25 reading and 25 mathematics assessment results in the Academic Achievement component for evaluation.

Comprehensive and Additional Targeted Support Exit Criteria

Clarifying language will be added to the methodology describing the exit criteria for comprehensive and additional targeted support campuses. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

When a campus identified for comprehensive support does not meet minimum size for Closing the Gaps evaluation the year following identification, the campus must meet the exit criteria in the following year in order to exit. If a campus does not meet minimum size again for two consecutive years following identification, it will be exited.

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To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics. The requirement that the group must also meet 50 percent of evaluated indicators will be removed.