2019 Statewide Results
Statewide Results for 2019

Open-Enrollment Charter Schools and Districts

- Of the 1,201 districts in Texas,
  - 301 (25.1%) earned an A overall rating,
  - 677 (56.4%) earned a B overall rating,
  - 154 (12.8%) earned a C overall rating,
  - 43 (3.6%) earned a D overall rating, and
  - 14 (1.2%) earned an F overall rating.
- 12 (1.0%) were labeled Not Rated overall.
### Open-Enrollment Charter Schools and Districts

<table>
<thead>
<tr>
<th>District Accountability Rating</th>
<th>2019 Count</th>
<th>2019 Percentage</th>
<th>2018 Count</th>
<th>2018 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>301</td>
<td>25.3%</td>
<td>191</td>
<td>17.4%</td>
</tr>
<tr>
<td>B</td>
<td>677</td>
<td>56.9%</td>
<td>467</td>
<td>42.6%</td>
</tr>
<tr>
<td>C</td>
<td>154</td>
<td>13.0%</td>
<td>322</td>
<td>29.4%</td>
</tr>
<tr>
<td>D</td>
<td>43</td>
<td>3.6%</td>
<td>87</td>
<td>7.9%</td>
</tr>
<tr>
<td>F</td>
<td>14</td>
<td>1.2%</td>
<td>29</td>
<td>2.6%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1,189</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,096</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Statewide Results for 2018 and 2019

Open-Enrollment Charter Schools and Districts

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>C</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td>D</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>F</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Campuses (including Open-Enrollment Charter Schools)

- Of the 8,838 campuses in Texas,
  - 1,750 (19.8%) earned an A overall rating,
  - 3,276 (37.1%) campuses earned a B overall rating,
  - 2,171 (24.6%) earned a C overall rating,
  - 703 (8.0%) earned a D overall rating, and
  - 402 (4.5%) earned an F overall rating.
- The remaining 536 (6.1%) campuses were labeled Not Rated.
2019 A–F Campus Ratings with Respective 2018 Ratings*

- 26% of campuses improved their letter grade from the prior year.
- 18% of campuses’ letter grades regressed.
- 55% of campuses maintained their letter grade.

<table>
<thead>
<tr>
<th>2018</th>
<th>A (90–100)</th>
<th>B (80–89)</th>
<th>C (70–79)</th>
<th>D (60–69)</th>
<th>F (&lt;60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019  A</td>
<td>1,152</td>
<td>370</td>
<td>17</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2018  B</td>
<td>466</td>
<td>1,849</td>
<td>479</td>
<td>59</td>
<td>34</td>
</tr>
<tr>
<td>2018  C</td>
<td>68</td>
<td>818</td>
<td>1,170</td>
<td>296</td>
<td>89</td>
</tr>
<tr>
<td>2018  D</td>
<td>19</td>
<td>128</td>
<td>339</td>
<td>203</td>
<td>136</td>
</tr>
<tr>
<td>2018  F</td>
<td>3</td>
<td>43</td>
<td>118</td>
<td>127</td>
<td>120</td>
</tr>
</tbody>
</table>

*This table includes only campuses that were rated in both years and includes the scaled scores of Not Rated: Hurricane Harvey campuses.
Total count of appeals in 2019 was 72:
- 21 district appeals
- 51 campus appeals
- Closing the Gaps domain was the most frequent reason for appeals

A review panel examines all appeals, supporting documentation, staff research, and the staff recommendations. The panel determines its recommendation, which is forwarded to the commissioner.

The outcomes of all appeals are reflected in the ratings update scheduled for December 2019. The TEAL and public websites will be updated.
2019 Performance Reports
Accountability Ratings Reports and Interactive Site

- Accountability ratings and interactive reports were publicly released on [www.TXschools.gov](http://www.TXschools.gov) on August 15.

- Available reports include the following:
  - Overview
  - Performance
  - Finance
  - Profile
  - Analyze
  - Compare
TXschools.gov has new tools available.

- **Compare Tool**
  The Compare Tool allows parents and community members to analyze specific schools and districts in multiple ways. Users can compare a school or district to others in the state or to the overall state accountability outcomes.

- **Trend Tool**
  The Trend Tool allows parents and community members to compare a school or district’s accountability ratings over the past two years or finance information over the past five years.

- **Correlate Tool**
  The Correlate Tool allows parents and community members to choose different comparison factors and plot the chosen factors on an easy-to-read graph. This gives parents and community members a chance to take a closer look at the school or district of their choice using many different variables.
MAKE A SELECTION

CORRELATE
Explore relationships between key academic and finance measures.

COMPARE
Compare schools, districts, and the state on key academic and finance measures.

TREND
View how key academic and finance measures have changed over time.

Get Started

Get Started

Get Started
The PDF version of the TAPR will be released in the TEA Login (TEAL) Accountability application and on the TEA public website shortly after final ratings are released in December. The PDF version of the TAPR will only include major, statutorily-required data points.

Now in its second year, the comprehensive online TAPR System (HTML version), which includes additional indicators not published in the PDF TAPR, will be updated on a rolling basis as data becomes available.
Texas Academic Performance Report (TAPR)

- A green highlight for each tab within the TAPR system will be displayed when it has been updated with 2018–19 TAPR data, as shown below.

- The majority of data will be processed and released by the end of October in the HTML system with additional updates throughout the winter.
Texas Academic Performance Report (TAPR)

- Sign up for the PR listserv for updates. Bulletin subscriptions can be managed on TEA’s website at https://public.govdelivery.com/accounts/TXTEA/subscriber/new.
2020 Accountability Development Updates
Since the release of 2018 A–F ratings, Performance Reporting and the agency have gathered feedback from stakeholders to address issues with the accountability system. Many of these issues are discussed with:

- Accountability Technical Advisory Committee (ATAC)
- Accountability Policy Advisory Committee (APAC)

Both committees will meet beginning later this month to discuss issues for the 2020 accountability system and beyond.
Key topics include:

- ESSA and accelerated testers
- Alternative education accountability
- Amendment(s) to the ESSA plan
- Federal graduation rate methodology
Beginning with the December 2019 and spring 2020 STAAR EOC administrations, substitute assessments will no longer be included in accountability calculations.

During the upcoming year, the agency will amend Texas Administrative Code (TAC), Title 19, §101.4002, as appropriate, and remove references to the inclusion of substitute assessments in accountability during the adoption of the 2020 Accountability Manual.

Substitute assessments may continue to be used to meet individual student graduation requirements, as adopted under 19 TAC §101.4002.
Testing Requirements for Accelerated Students

- There will be no policy changes to the testing requirements for accelerated students for the 2019–2020 school year, as the agency works to implement new funding established under House Bill (HB) 3.

- Districts should continue to follow existing policies and guidance concerning testing of accelerated students for the 2019–2020 school year.

- HB 3 will provide funding for districts to administer the SAT or ACT; this funding will facilitate the implementation of federal testing requirements for accelerated students who have taken the Algebra I end-of-course STAAR prior to high school.

- During the upcoming school year, the agency will complete the required process to include these outcomes in August 2021 accountability.
2020 Accountability System Overall Updates
- 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.
- All districts and campuses will receive an A–F rating in 2020. Ratings will be based on scaled scores using the same grade bands (90 – 100=A) as in 2019.
- The cut points for letter grades are unchanged.
- Targets in the Closing the Gaps domain remain unchanged.
Scaling methodology is unchanged apart from the conversion for districts and campuses with a 100 percent graduation rate.

In 2019, 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 D or F. In this case, the highest scaled score a district could receive for the overall or in the corresponding domain was an 89.

This provision will continue to be used in 2020 accountability.
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.
The EL performance measure will continue to 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.

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.
AEA charter schools and campuses will continue 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.
Student Achievement Domain Updates
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 in any subject and earn college credit

**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 identified as a current special education student

**Military Ready**
Enlist in the United States Armed Forces
CTE and Industry-Based Certifications

- Graduates from the Class of 2019 will be the final class to be awarded one-half point credit for completing and receiving credit for at least one CTE course aligned with an industry-based certification. This is for graduates who meet no other CCMR indicator.

- The updated list of 244 industry-based certifications went into effect for the 2019–20 school year and will apply to accountability ratings in August 2021.

- To view the updated list, visit: https://tea.texas.gov/cte/
## CTE and Industry-Based Certifications

<table>
<thead>
<tr>
<th>CTE Coherent Sequence Coursework Transition</th>
<th>Accountability Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCMR Indicator</td>
<td>2019 and 2020</td>
</tr>
<tr>
<td>CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course</td>
<td>2021 (Class of 2020) and Beyond</td>
</tr>
<tr>
<td>Earn an industry-based certification</td>
<td>½ point</td>
</tr>
<tr>
<td></td>
<td>1 point</td>
</tr>
</tbody>
</table>

CTE and Industry-Based Certifications

Texas Education Agency | Performance Reporting 30
School Progress Domain
Updates
There are no indicator or methodology adjustments specific to Part A: Academic Growth or Part B: Relative Performance for 2019.
Closing the Gaps Domain Updates
The English Language Proficiency (ELP) component continues to evaluate three years of TELPAS data.

For 2020 accountability, TELPAS composite scores will be compared to 2019 TELPAS composite scores to determine if ELs made progress. If a 2019 composite rating is not available, the composite rating from 2018 will be used.

TELPAS Alternate was not used in 2019. It will be used in 2020 for the first time.
TEAL Updates
The agency will be providing districts with early previews of the 2020 CCMR Student Listing this spring in TEAL Accountability.

CCMR data will be provided for 2018–19 annual graduates plus students in grade 12 (Closing the Gaps domain).

The summer CCMR release will compile the full list of CCMR indicators, including updates based on accepted district submissions.
If districts find discrepancies with the spring preview list and have documented CCMR supporting data, they will be able to submit documentation securely to PR. CCMR indicators that can be submitted for review include:

- SAT (College Board)
- ACT (ACT)
- AP (College Board)
- IB (IB)

District-submitted TSDS PEIMS data is final. Only data supporting the indicators listed above may be submitted.
Later this fall, the Division of Research and Analysis will release the preliminary four-year longitudinal cohorts for the classes of 2019 through 2022.

The preliminary lists provide cohort membership information, selected demographic information, and certificate of high school equivalency information. Leaver data and final student statuses are not provided, thus, these lists are not designed to help you try to estimate final longitudinal rates.

The final Class of 2019 cohort lists will be published in the summer of 2020 and include final statuses of graduates submitted during the TSDS PEIMS fall collection.
The agency will update the A–F estimator tool later this month to provide districts a way to calculate their 2020 performance in each domain and overall.

Domain values will be prepopulated with 2019 results, and the district can enter their 2020 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 will be based on the 2020 accountability system methodology, which are still under development and pending final approval from the commissioner by spring 2020. The estimator is intended as a resource for districts who do not subscribe to a service that provides accountability rating predictions.
Performance Reporting Resources and Contacts

- Performance Reporting Home Page
  http://tea.texas.gov/accountability/

- TXschools.gov
  https://txschools.gov/

- Performance Reporting Email
  performance.reporting@tea.texas.gov

- Performance Reporting Telephone
  (512) 463-9704
Thank you!