



2019 Accountability Updates

TETN Videoconference #580 | April 4, 2019

2019 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.
- **All campuses will receive a A–F rating in 2019.** Ratings will be based on scaled scores using the same grade bands (90 – 100=A) as district ratings.
- The cut points for letter grades are unchanged.
- Targets in the Closing the Gaps domain 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.
- 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. 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.

- An updated EL performance measure will only 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.

- 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.
- 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.
- Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation as will be adopted in the *2019 Local Accountability System Manual*.
- The *2019 Local Accountability System Manual* will open for public comment in early May.

Alternative Education Accountability (AEA)

- 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 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.

- The proposed manual will open for public comment May 3.
- The Hurricane Harvey Provision is being removed.
- Two new chapters are being added
 - Identification of Schools for Improvement
 - Local Accountability Systems
- Appendices will be published throughout the spring.

Student Achievement Domain Updates



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*



Military Ready

Enlist in the United States Armed Forces

*new for 2019



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*

CTE and Industry-Based Certifications

- The career and technical education (CTE) transition timeline is updated to reflect the 2019–20 school year implementation of the updated list of industry-based certifications.
- The updated list of industry-based certifications is scheduled to go 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/>
- 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.
- To view the updated list of aligned CTE courses, visit: <https://tea.texas.gov/2019AccountabilityDevelopment/>

CTE and Industry-Based Certifications

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

- 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 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 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.
- TELPAS Alternate will not be used in 2019. It will be used in 2020 for the first time.

Comprehensive, Targeted, and Additional Targeted Support and Improvement

Identification

- The Closing the Gaps (CTG) domain scaled score is used to rank and identify schools for comprehensive support and improvement.
- Based on the CTG scaled score, the agency identifies at least the lowest five percent of Title I, Part A campuses for comprehensive support and improvement.
- For 2018, the lowest five percent CTG scaled score cut point was **47**. The 2019 cut score for the lowest 5 percent will be determined once 2019 data is processed.

Identification

- If a campus does not have at least a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. This identification is not tied to Title I status.
- Non-Title I campuses are not eligible for comprehensive support grant funding.
- 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.

Exiting

- Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased their CTG letter grade (for example, from *F* to *D* or from *D* to *C*) will exit comprehensive support and improvement status.
- Campuses identified based solely on the federal graduation rate must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit.

Exiting

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

Identification

- TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups.
- TEA defines a “consistently underperforming” student group as one that does not meet **at least three** of the same indicator targets for three consecutive years.
- Campuses will be identified annually for the first time in August 2019 based on 2017, 2018, and 2019 data.

Identification

- This identification is “cell specific.” Consistently underperforming must be the same student group, in the same **three** indicators, for three consecutive years.
- Example:
 - All Students, Academic Achievement, Reading
 - All Students, Academic Growth, Reading
 - All Students, STAAR Only Component
 - The same student group missed all three indicator targets in 2017, 2018, and 2019.

Targeted Support and Improvement Identification: Example

Example: Campus Identified for Targeted Support				
	All Students	Two or More Races	Special Education	English Learners
Academic Achievement				
Reading				
2017	N	N	N	Y
2018	N	N	N	N
2019	N	Y	N	N
Mathematics				
2017	N	Y	N	N
2018	N	N	N	N
2019	Y	N	N	N
Academic Growth				
Reading				
2017	N	-	N	N
2018	N	N	-	N
2019	N	Y	N	N
Mathematics				
2017	N	N	N	-
2018	N	N	-	N
2019	Y	N	Y	Y
STAAR Only Component				
2017	N	N	N	N
2018	N	N	N	N
2019	N	Y	Y	Y
English Language Proficiency				
2017	-	-	-	N
2018	-	-	-	Y
2019	-	-	-	N
Count of Consecutively Missed Indicators				
	3	1	2	2

Minimum Size

- In order for a student group to be evaluated for targeted support and improvement campus identification, these minimum size requirements must be met:
 - The all students group must have 10 reading and 10 mathematics assessment results in the Academic Achievement component.
 - Each remaining student group must have 25 reading and 25 mathematics assessment results in the Academic Achievement component.
 - When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that group.

Identification

- The following student groups are not evaluated to identify campuses for targeted support and improvement:
 - former special education
 - continuously enrolled
 - non-continuously enrolled

Identification

- Any campus that is not identified for comprehensive or targeted support and improvement will be identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for comprehensive support.

What does that mean?

- For 2018, the additional targeted support targets were
 - 13% for elementary schools
 - 6% for middle and high schools
- Any campus that had a student group that met **ZERO** indicators was identified as additional targeted support.

Minimum Size

- In order to be evaluated for additional targeted support, student groups must meet the following minimum size requirements:
 - The all students group must have 10 reading and 10 mathematics assessment results in the Academic Achievement component.
 - Each remaining student group must have 25 reading and 25 mathematics assessment results in the Academic Achievement component.

Identification

- In 2018, campuses were identified when student groups met minimum size in only CCMR/STAAR Only and missed that target. **If those campuses don't meet the criteria for additional targeted support identification in 2019, they are exited.**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Additional Targeted Support														
Target	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	n/a	n/a	n/a
% Indicators Met	60%	0%	60%	20%	-	-	-	0%	60%	50%	0%	-	-	-
# Indicators Met	3	0	3	1	-	-	-	0	3	1	0	-	-	-
# Indicators Evaluated	5	1	5	5	-	-	-	1	5	2	2	-	-	-
		2018						2018			2019			

Identification

- The following student groups are not evaluated to identify campuses for additional targeted support:
 - former special education
 - continuously enrolled
 - non-continuously enrolled

Exiting

- To exit, any underperforming student group must meet the targets for Academic Achievement component in both reading and mathematics.
- The exit requirement to also meet 50 percent of evaluated indicators is removed.

USDE Performance Review

- The [March 21, 2019, To The Administrator Addressed](#) letter provides information regarding a performance review of Texas and the impact on academic accountability. The letter details three items that impact accountability and assessment requirements.
- TEA is requesting that the USDE's Office of State Support (OSS) grant TEA additional time to generate an action plan to address each action item.

Item 1. TEA must provide evidence that students who are identified as asylees, unschooled refugees, or students with interrupted formal education are included in assessment and accountability systems consistent with the ESEA.

- Background: State statute (TEC §39.027) permits the exclusion of assessment results for unschooled asylees, refugees, and SIFEs until their sixth year of enrollment in U.S. schools. As federal statute is more restrictive, federal statute takes precedent and must be followed.
- Currently, the agency excludes the results for these students in years 1–5 based on information reported on the current year TELPAS. All English learners (ELs) in their first year in U.S. schools are excluded, regardless of unschooled asylee, refugee, or SIFE status.
- 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.

Item 2. TEA must cease the policy of permitting substitute assessments in accountability calculations. All students must take the reading/language arts, mathematics, and science assessments required under ESEA.

- Background: State statute (TEC §39.025) permits the use of performance on a norm-referenced assessment to meet the EOC requirements a student must meet in order to graduate. The substitute assessments allowable are adopted under TAC 19 Part 2, Chapter 101, Subchapter DD. Students may continue to use substitute assessments to meet graduation requirements.
- Currently, the agency includes substitute assessments at the Meets Grade Level standard in accountability calculations.

Item 2. (continued)

- The agency is researching the process to permit locally-selected assessments as allowable under ESSA, §1111(b)(2)(H).
- Locally-selected assessments must be administered district-wide as a replacement for a STAAR EOC.
- Each assessment must go through peer review to ensure it meets technical criteria.
 - The first part of peer review is demonstrating how each assessment aligns with the assessed TEKS.
 - The second part of peer review consists of setting and demonstrating the alignment of three performance levels aligned with Masters, Meets, and Approaches Grade Level standards equitably with STAAR outcomes.

Item 2. (continued)

- Each substitute assessment is required to provide appropriate accommodations for all students (i.e. students with cognitive disabilities that currently are assessed with accommodations and ELs who are provided language accommodations).
- Once peer review has been completed, the agency must submit the assessments to the USDE to receive approval for use in accountability under ESSA.
- Once an assessment has gone through peer review and received USDE approval, Texas may offer it for use by any district in the state.
- In order to meet federal requirements, once a district chooses to administer an approved locally-selected assessment, it must administer the same assessment to all district students.

Item 3. TEA must provide evidence that it administers the same, grade-level assessments to all public-school students, including those students enrolled in advanced mathematics, reading/language arts, and, if applicable, science courses.

- Background: Students currently take the STAAR assessment for which they receive instruction. If a 7th grader is enrolled in Algebra I, that student takes the Algebra I EOC. That student was not required to take another math assessment again before graduation.
- Currently, the agency includes the assessment results for accelerated testers in accountability. The results for EOC assessments are used in accountability calculations. If a student takes a grade-level assessment and an EOC, only the EOC is used in accountability.

Item 3. (continued)

- Beginning with the June 2019 EOC assessments, accelerated students will be included in accountability using only the grade-level assessment.
- The sole exception allowed in ESSA statute is for 8th graders taking Algebra I.
- The agency drafted a waiver requesting to delay implementation until 2020 accountability. The agency received 33 public comments on this waiver.
- Additional information and a draft plan for accelerated students can be found at https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Proposed_Testing_Requirements_for_Accelerated_Students/.

TEAL Updates

College, Career, and Military Readiness (CCMR) Preview List

- The agency will provide districts with early previews of the 2019 CCMR Student Listing in April and May through TEAL.
- Districts will be able to view CCMR data for 2017–18 annual graduates plus students in grade 12 (Closing the Gaps domain) before ratings are released in August.
- The preview releases will be based on available indicators. The final June CCMR release will include the full list of CCMR indicators.

College, Career, and Military Readiness (CCMR) Preview List

- If districts find issues with the April and May preview lists and have documented CCMR data to support the issue, they will be able to submit documentation securely to PR by June 1.
 - TSIA (THECB)
 - SAT (College Board)
 - ACT (ACT)
 - AP (College Board)
 - IB (IB)
 - Level I and Level II Certificates (THECB)
 - OnRamps completion (University of Texas OnRamps Program)

- The agency is developing an A–F estimation tool in TEAL that provides districts a way to calculate their 2019 performance in each domain and overall.
- Domain values are prepopulated from 2018 results, and the district can enter their 2019 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 are based on the 2018 accountability system methodology and are intended as a resource for districts who do not subscribe to a service that provides accountability rating predictions.

STUDENT ACHIEVEMENT DOMAIN



SCALE SCORE AND GRADE

83



Student Achievement Components	2018 Value	New Value
STAAR Performance Approaches	80	<input type="text" value="80"/>
STAAR Performance Meets	51	<input type="text" value="51"/>
STAAR Performance Masters	21	<input type="text" value="21"/>
STAAR Performance Raw Score	51	51
STAAR Performance Scale Score	82	82
CCMR Raw Score	53	<input type="text" value="53"/>
CCMR Scale Score	80	80
Graduation Rate Raw Score	96.6	<input type="text" value="96.6"/>
Graduation Rate Scale Score	90	90

SCHOOL PROGRESS DOMAIN



SCALE SCORE AND GRADE

79



School Progress Components	2018 Value	New Value
Academic Growth Raw Score	69	<input type="text" value="69"/>
Academic Growth Scale Score	79	79
Economically Disadvantaged % Grouping	42.1 to 43	
Relative Performance Raw Score	52	52
Relative Performance Scale Score	78	78

RECALCULATE ALL VALUES

OVERALL DOMAIN
SCALE SCORE AND GRADE

84



CLOSING THE GAPS DOMAIN



SCALE SCORE AND GRADE

85



Closing the Gaps Components	Values
<u>Academic Achievement</u>	
2018 Values:	11 out of 14
New Values:	<input type="text" value="11"/> out of <input type="text" value="14"/>
<u>Graduation Rate</u>	
2018 Values:	2 out of 2
New Values:	<input type="text" value="2"/> out of <input type="text" value="2"/>
<u>School Quality</u>	
2018 Values:	2 out of 3
New Values:	<input type="text" value="2"/> out of <input type="text" value="3"/>

Date	Event
April 5	Alternative education accountability (AEA) campus registration closes
April 29–May 10	Campus pairing registration process
May 3–June 3	Public comment period for the <i>2019 Accountability Manual</i> , Chapters 1–11
Summer	Lists of college, career, and military ready graduates for 2019 accountability released
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)



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 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



Thank you!