Chapter 1—2019 Accountability Overview

About this Manual

The *2019 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

The *2019 Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2019 accountability.

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, charter schools, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC recommendations or developed its own, which were forwarded to the commissioner. The commissioner considered all proposals and released the 2019 Academic Accountability System Framework in April 2019.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at http://tea.texas.gov/2019AccountabilityDevelopment/.

Overview of the 2019 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the

domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses with students enrolled in the fall of the 2018–19 school year are assigned a state accountability rating.

Districts

Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated.*

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see "Chapter 7—Other Accountability System Processes" for information on pairing.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The 2019 rating labels for districts and campuses are as follows.

- ***A, B, C,*** or ***D*****:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade
- ***F*****:** Assigned for overall performance and for performance in each domain to districts and campuses (including AEAs) that do not meet the performance target to earn at least a *D*
- ***Not Rated*****:** Assigned to districts and campuses that—under certain, specific circumstances—do not receive a rating

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2019 performance data with its only campus must meet the performance targets required for the campus in order to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2019 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following labels.

Not Rated indicates that a district or campus does not receive a rating for one or more of the following reasons:

- The district or campus has no data in the accountability subset.

- The district or campus has insufficient data to assign a rating.
- The district operates only residential facilities.
- The campus is a Juvenile Justice Alternative Education Program (JJAEP).
- The campus is a Disciplinary Alternative Education Program (DAEP).
- The campus is a residential facility.
- The commissioner otherwise determines that the district or campus will not be rated.

Not Rated: Data Integrity Issues indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary pending investigation.

Not Rated: Annexation indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

Distinction Designations

Districts and campuses that receive accountability ratings of *A, B, C,* or *D* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see "Chapter 6—Distinction Designations" for more information.

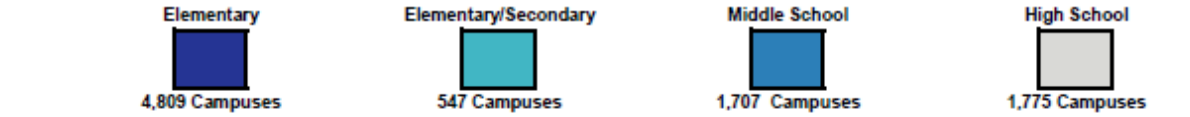
2019 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2018–19 enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the corresponding school type.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas serve that grade span. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school; there are 181 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 128 such campuses statewide.

2019 Accountability System School Types

(8,838 Total Campuses)



Highest Grade Level Served →

Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	9	77	62	46	75	37	181	1103	91	3	17	0	0	0	26
PK		49	9	11	27	22	171	1127	187	18	98	3	2	2	157
KG			0	5	17	15	115	680	105	9	52	4	8	3	50
1				1	4	20	7	79	20	2	1	0	1	1	9
2					0	14	8	30	4	1	1	0	2	1	7
3						1	8	96	4	0	4	0	1	1	11
4							3	44	32	2	4	3	0	3	9
5								7	128	3	97	0	4	12	15
6									30	7	1178	13	8	25	179
7										9	207	10	10	25	122
8											15	4	7	12	50
9												36	30	29	1347
10													18	8	37
11														9	21
12															14

TEA Division of Performance Reporting

2019 STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the district or campus in a previous fall, as reported on the TSDS PEIMS October snapshot. Three assessment administration periods are considered for accountability purposes:

STAAR results are included in the subset of district/campus accountability	if the student was enrolled in the district/campus on this date:
EOC summer 2018 administration	October 2017 enrollment snapshot
EOC fall 2018 administration	October 2018 enrollment snapshot
EOC spring 2019 administration	
Grades 3–8 spring 2019 administration	

The 2019 accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): districts and campuses are responsible for
  - summer 2018 results for students reported as enrolled in October 2017 snapshot;
  - fall 2018 results for students reported as enrolled in the October 2018 snapshot; and
  - spring 2019 results for students reported as enrolled in the October 2018 snapshot.

STAAR Retest Performance

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading, mathematics, or EOC assessments in any subject.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance calculations will include assessment results for reading and mathematics from the first administration and first retest administration of all STAAR versions. The second retest administration in June 2019 is not used.
- For students in grades 5 and 8, the STAAR reading and mathematics assessment results from the first and second administration (first retest opportunity) are processed in two steps. First, the best result from both administrations is found for each subject. If all results have the same level of performance, then the most recent result is selected for calculation. The best result is found for performance and progress, considered separately. Second, the accountability subset rules determine whether the result is included in accountability.
- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

- A district may retest a student who achieves the Approaches Grade Level standard on an English I EOC assessment or an Algebra I EOC assessment in order to provide an opportunity for the student to achieve the Meets Grade Level or Masters Grade Level standard only under the following conditions:
  - the student is in ninth grade;
  - the student first takes the EOC during the December administration; and
  - the student retakes the EOC during the spring administration immediately following the December administration during which the student first took the assessment.

In this case, the best result from both administrations is found for each subject retested. Second, the accountability subset rules determine whether the result is included in accountability. If all results have the same level of performance, then the most recent result is selected for calculation. The following charts provide examples of how the accountability subset is applied to EOC retesters.

Accountability Subset Examples for EOC Retesters

Enrolled	***Tested***	***Enrolled***	***Tested***	***Tested***
October 2017 Snapshot **Campus A**	Summer 2018 **Campus A**	October 2018 Snapshot **Campus A**	Fall 2018 **Campus A**	Spring 2019 **Campus A**
The best result is selected. Each result meets the accountability subset rule.				

For students who enrolled and tested at a different district or campus during the 2018–19 school year, the student's single best result for each EOC is selected. The best result is found for performance and progress, considered separately. If all results have the same level of performance, the most recent result is selected for calculations. The selected result is applied to the district and campus that administered the assessment if the student meets the accountability subset rule (discussed above).

Enrolled	***Tested***	***Enrolled***	***Tested***	***Tested***
October 2017 Snapshot **Campus A**	Summer 2018 **Campus A**	October 2018 Snapshot **Campus A**	Fall 2018 **Campus B**	Spring 2019 **Campus B**
The best result is selected. Only the summer 2018 result meets the accountability subset rule.				

2019 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the TSDS PEIMS data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. TSDS PEIMS data provided by school districts and used to create specific indicators are listed below.

TSDS PEIMS data used for accountability indicators	Data for
4-year Longitudinal Graduation Rate	Class of 2018
5-year Longitudinal Graduation Rate	Class of 2017
6-year Longitudinal Graduation Rate	Class of 2016
Annual Dropout Rate	2017–18 School Year
Enlist in U.S. Armed Forces	
Earn an Industry-Based Certification	
Earn an Associate's Degree	
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2017–18, 2016–17, 2015–16, and 2014–15 School Years
Complete College Prep Course	
Dual-Credit Course Completion	

2019 Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and Level I and Level II certificates.

Other data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
IB examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
TSI assessment	Tests from June 2011 to October 2018 administration
SAT college admissions test	Tests as of June 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
OnRamps dual-enrollment course completion	Courses completed during the 2017–18, 2016–17, 2015–16, and 2014–15 school years
Level I and Level II certificates	Certificates earned during the 2017–18, 2016–17, 2015–16, and 2014–15 school years

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts and charter schools. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- **Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. An *F* or *Improvement Required* rating for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- **Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process to

either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at http://tea.texas.gov/pbm/DVManuals.aspx.

- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain certain test administration materials for five years. Detailed information about test security policies for the state assessment program is available online at https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/Security.
- ***Not Rated: Data Integrity Issues:*** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *F* rating, though the commissioner of education has the authority to lower a rating, assign an *F* rating due to data quality issues. A *Not Rated* rating does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and interventions purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.