

# 2019 State Academic Accountability Update

Texas Education Agency  
Office of Governance and Accountability  
Performance Reporting

# Accountability Rating Labels

**2018**



Districts

*A, B, C, D, or F*

**2019**



Districts

*A, B, C, D, or F*



Campuses

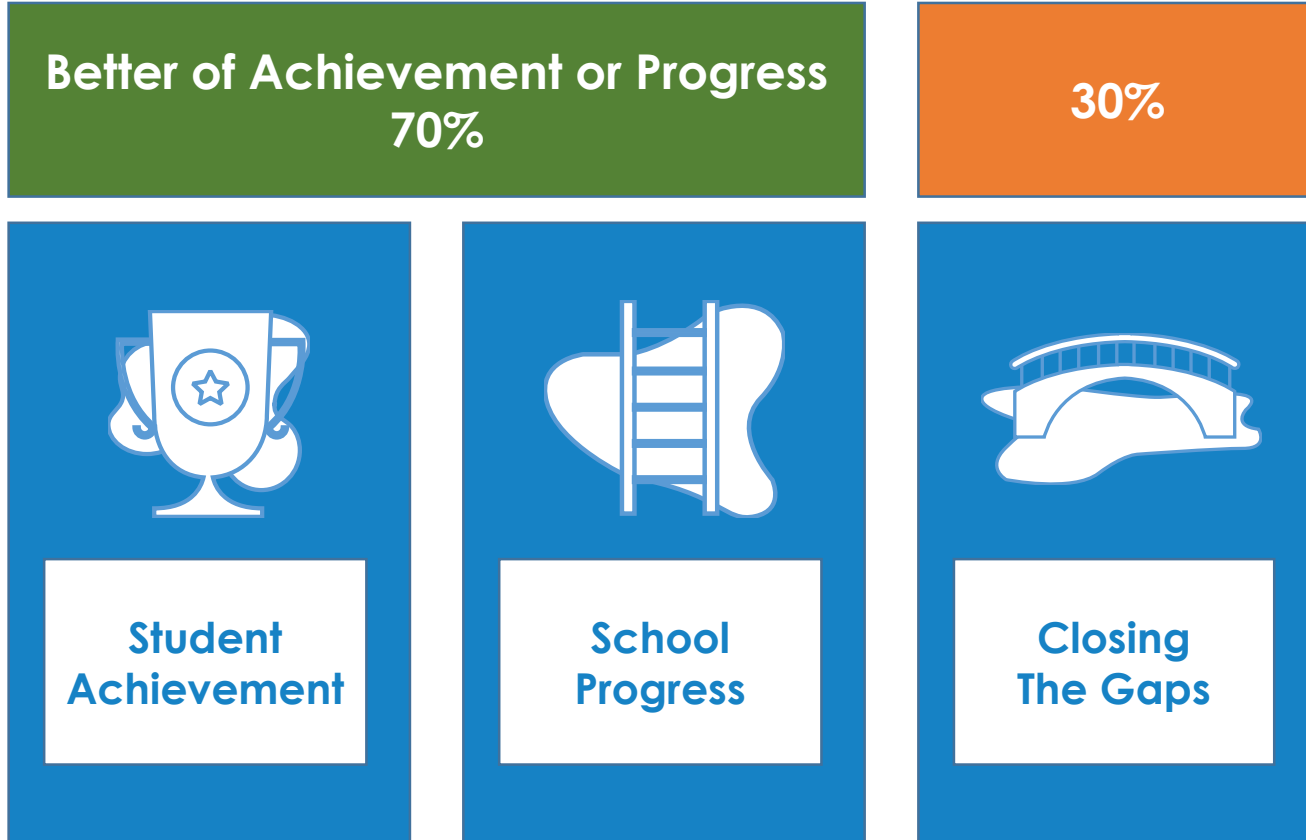
*Met Standard/  
Met Alternative Standard  
or  
Improvement Required*



Campuses

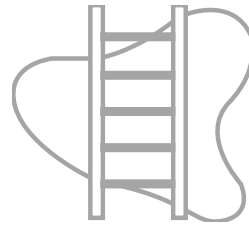
*A, B, C, D, or F*

# Three Domains: Calculating an Overall Accountability Rating

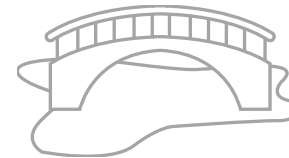




**Student  
Achievement**



**School  
Progress**



**Closing  
The Gaps**

## Elementary/Middle Schools

- STAAR

**Weight**

100%

## High Schools, K–12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

40%

20%

## STAAR

One point is given for each percentage of assessment results that are at or above the following\*:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

$$\frac{\text{Percentage of Assessments at Approaches Grade Level or above} + \text{Percentage of Assessments at Meets Grade Level or above} + \text{Percentage of Assessments at Masters Grade Level}}{\text{Three}}$$

\*Substitute assessments are included at the Meets Grade Level standard.



## 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 be identified as a current special education student\***

- 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

## CCMR

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.
- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.\*

Number of Graduates Who Accomplish Any One of the CCMR Indicators  
Number of 2018 Annual Graduates

\*This is for graduates who meet no other CCMR indicator.

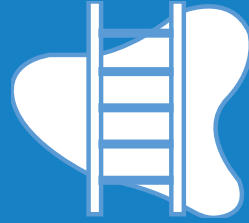
## Graduation Rate

- High school graduation rates include the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.

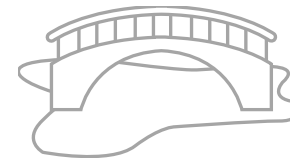
Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2018 , 4-year	85.2%
<b>Class of 2017 , 5-year</b>	<b>87.3%</b>
Class of 2016 , 6-year	85.0%
Graduation Rate Score	87.3



**Student  
Achievement**



**School  
Progress**

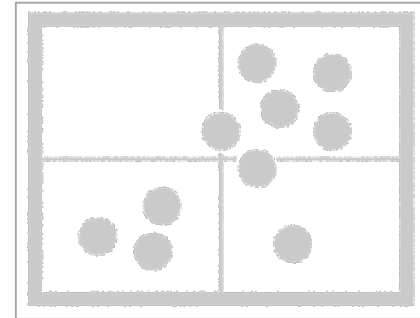


**Closing  
The Gaps**

## Part A: Academic Growth



## Part B: Relative Performance



## Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.\* Districts and campuses (including high schools) earn credit for results that maintain performance or meet growth expectations on STAAR.

\*Substitute assessments are not included.

# Academic Growth: Measuring Student Progress

## STAAR

### Current Year

Previous Year

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

## STAAR Alternate 2

Previous Year

Current Year

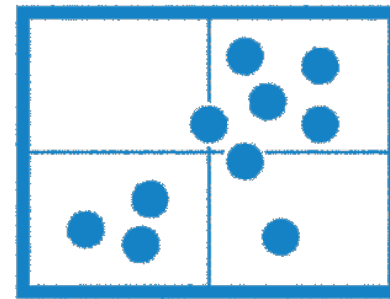
	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	1 pt	1 pt
Level II: Satisfactory	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Level III: Accomplished	0 pts	0 pts	1 pt



## Part A: Academic Growth



## Part B: Relative Performance

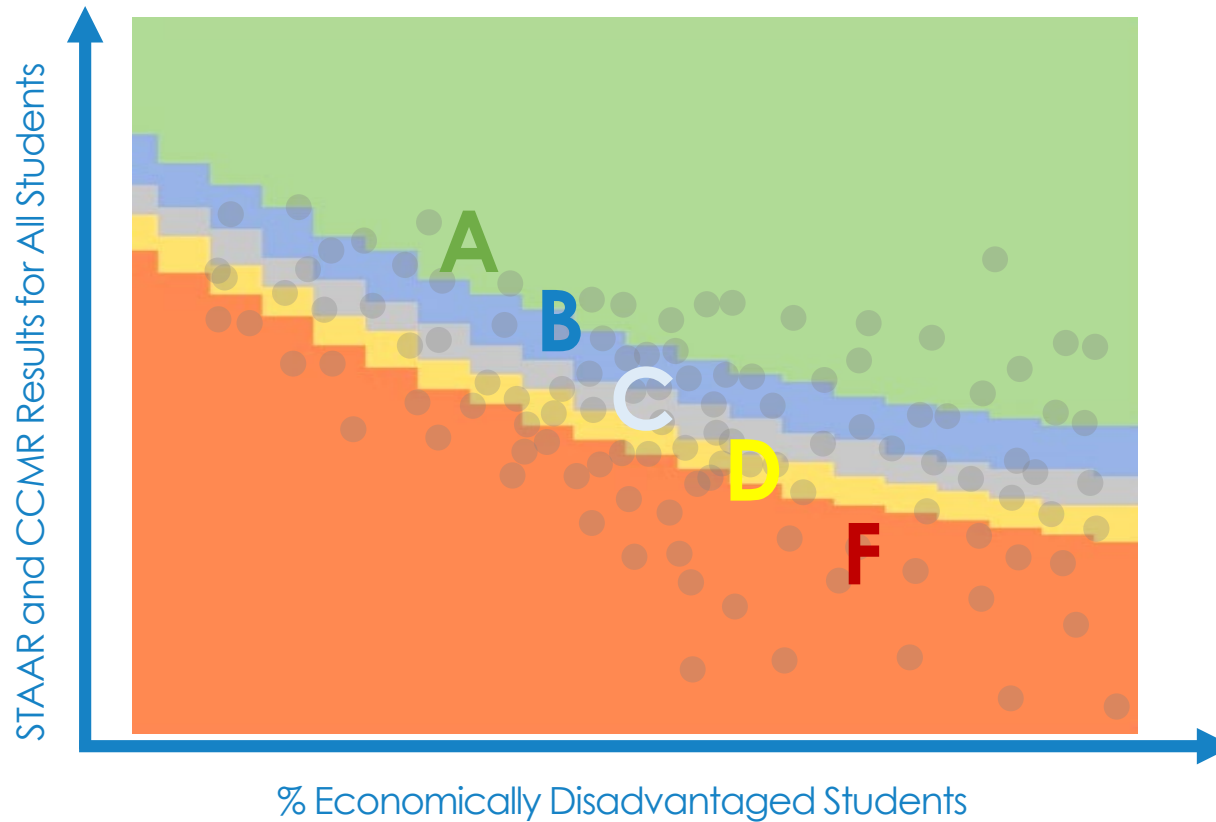


## Part B: Relative Performance

- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

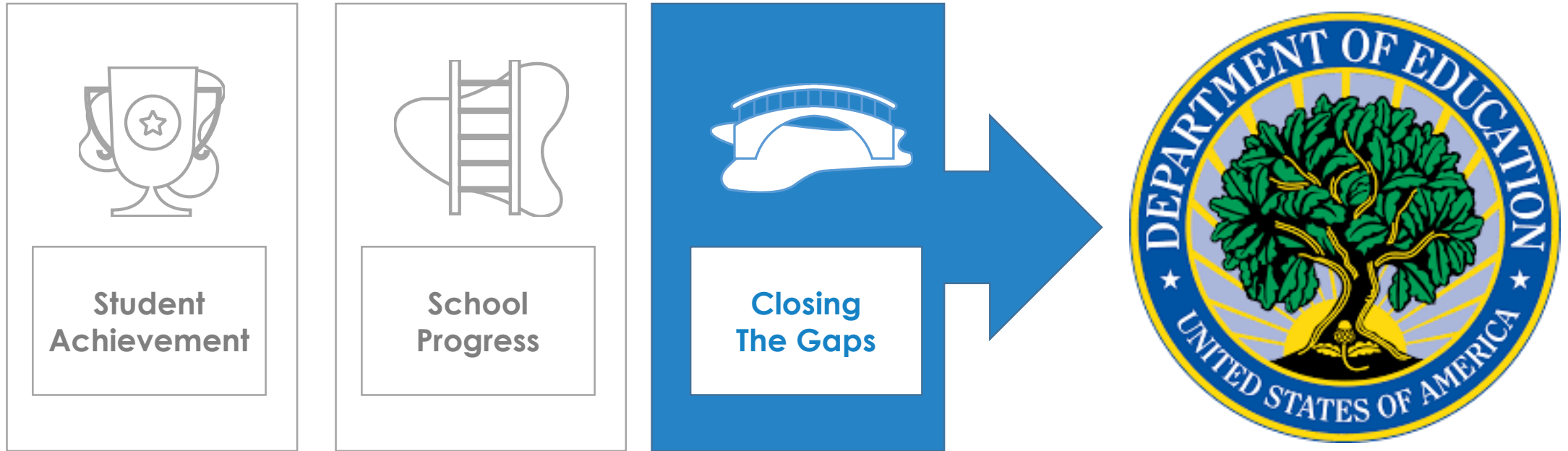
# Relative Performance: Measuring School Progress

Higher Levels  
of Student  
Achievement



Includes STAAR and CCMR for districts and campuses that have that data

Higher Rates of  
Economically  
Disadvantaged Students





## Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled



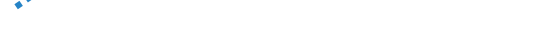
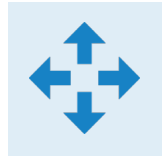
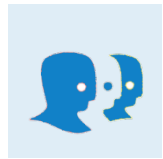
## Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate (High Schools, K–12, and Districts)
- College, Career, and Military Readiness (High Schools, K–12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- English Language Proficiency Status

# Closing the Gaps Domain: Calculating a Rating

**Student Group**

**Achievement Target**



**% of Student Groups  
that Meet Target**

**Overall  
Domain  
Grade**

# Closing the Gaps Indicator Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) <sup>1</sup>														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status <sup>2</sup>														
											36%			

# English Language Proficiency (ELP) ESSA Amendment

- The [May 30, 2019, To The Administrator Addressed](#) letter provides information regarding the agency’s intent to submit an amendment to adjust the targets for the ELP component due to changes to the Texas English Language Proficiency Assessment System (TELPAS).
- TEA is requesting the following ELP target adjustments:

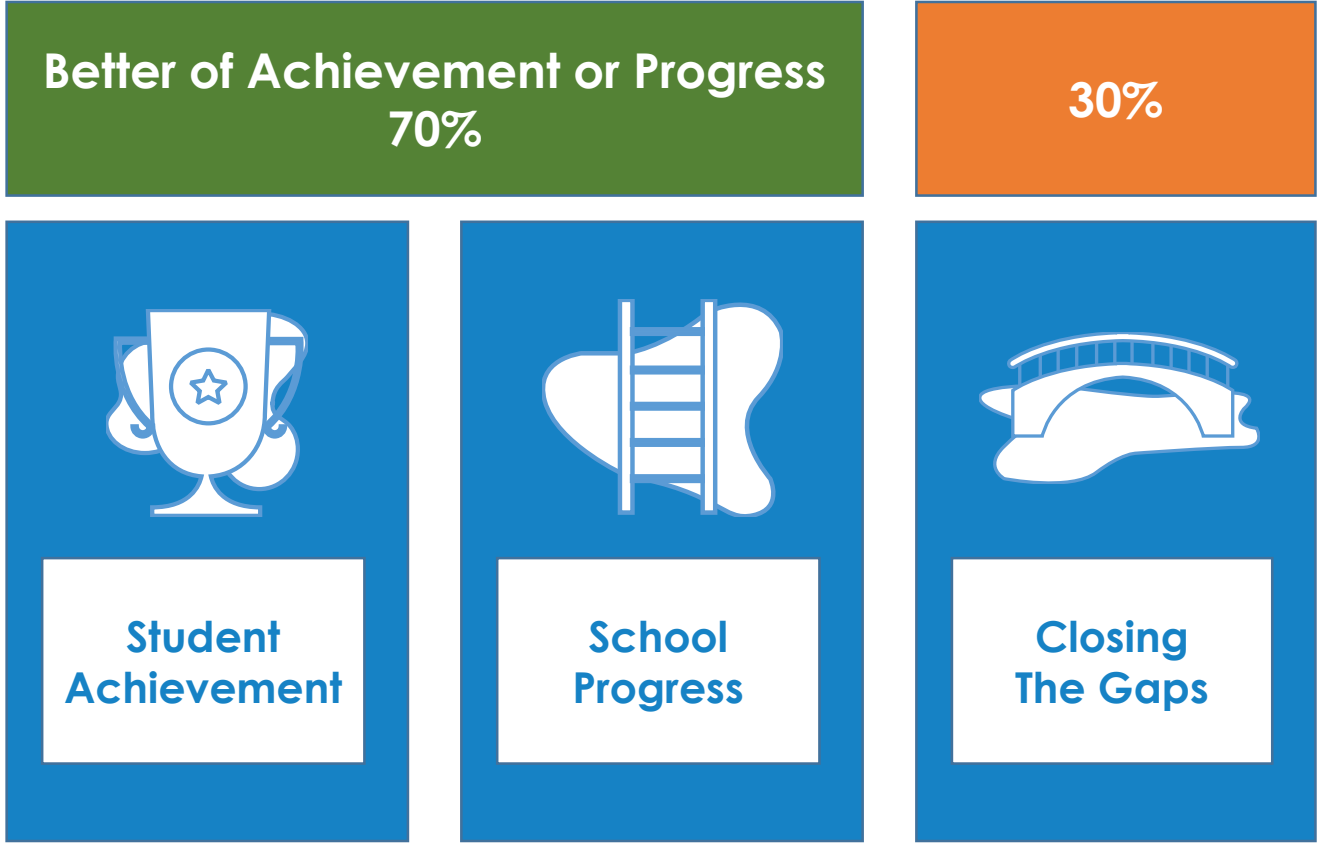
Year	Current Target	Amended Target
2018-19 through 2021-22	42%	36%
2022-23 through 2026-27	44%	38%
2027-28 through 2031-2032	46%	40%



- Background: The ELP component of the Closing the Gaps domain compares a student's current year composite rating to their prior year composite rating. For 2017 and prior, the composite ratings were calculated using, in part, the student's TELPAS Listening and Speaking performance, as determined by a holistic rating system.
- In 2018 and 2019, the composite ratings instead used the student's TELPAS Listening and Speaking performance, as determined by the new item-based standardized assessments. As there are two years (i.e., 2018 and 2019) of composite rating data calculated in the same way, the agency is amending the ELP target to better align with 2018 and 2019 TELPAS data.

- Due to the need to receive final approval from the U.S. Department of Education (USDE) prior to the release of ratings, all comments on this proposed amendment are due by Thursday, June 13, 2019, to [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov).
- Once TEA reviews comments received and makes any appropriate modifications, the comments will be submitted to USDE as part of the state's amendment request.
- When, and if, TEA receives USDE approval of the amendment, additional information will be provided to local education agencies on the impact to August 2019 accountability ratings.

# Calculating an Overall Rating



## Calculating an Overall Rating: Example

Scaled scores were created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
<b>Student Achievement</b>	89		<b>89</b>	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
<b>Closing the Gaps</b>	<b>81</b>			30%	24.3
<b>Overall Score</b>					<b>87</b>
<b>2019 Overall Rating</b>					<b>B</b>

- 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.

- 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.

## Alternative Education Accountability (AEA) Bonus Points

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- 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.

# Alternative Education Accountability (AEA) Bonus Points

AEA Charter School or AEA Campus	
Percentage of Annual Graduates with RHSP/DAP/FHSP-E/FHSP-DLA Graduation Plan	Bonus Points Earned
0–39	0
40–54	1
55–69	2
70–79	3
80–89	4
90–100	5

AEA Charter School or AEA Campus	
Percentage of EOC Retest Assessments at Approaches Grade Level or Above	Bonus Points Earned
0–39	0
40–44	1
45–49	2
50–54	3
55–59	4
60–100	5



- 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 they are adopted in the *2019 Local Accountability System Manual*.

- Chapters 1–11 of the draft *2019 Accountability Manual* are now available.
- Appendices will be published throughout the summer.
- A draft of the *2019 Accountability Administrator's Guide* is available, which is an abridged version of the manual and contains relevant information about the accountability system for school district and open-enrollment charter school administrators.
- Chapters 1–3 of the *2019 Local Accountability System Manual* are also available.

# 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.

## Title I Campus

When Identified	SY 2019–20	SY 2020–21	SY 2021–22
August 2019	Targeted		
August 2020		Targeted	
August 2021			Comprehensive

## 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.

## 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
<b>Academic Achievement</b>				
<b>Reading</b>				
2017	N	N	N	Y
2018	N	N	N	N
2019	N	Y	N	N
<b>Mathematics</b>				
2017	N	Y	N	N
2018	N	N	N	N
2019	Y	N	N	N
<b>Academic Growth</b>				
<b>Reading</b>				
2017	N	-	N	N
2018	N	N	-	N
2019	N	Y	N	N
<b>Mathematics</b>				
2017	N	N	N	-
2018	N	N	-	N
2019	Y	N	Y	Y
<b>STAAR Only Component</b>				
2017	N	N	N	N
2018	N	N	N	N
2019	N	Y	Y	Y
<b>English Language Proficiency</b>				
2017	-	-	-	N
2018	-	-	-	Y
2019	-	-	-	N
<b>Count of Consecutively Missed Indicators</b>				
	3	1	2	2

## 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.

## 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 will be 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
<b>Additional Targeted Support</b>														
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	-	-	-
		<b>2018</b>						<b>2018</b>			<b>2019</b>			

## 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.

# TEAL Updates

- The agency provided districts with early previews of the 2019 CCMR Student Listing in April and May through TEAL.
- Districts are 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 final June CCMR release will include the full list of CCMR indicators from both previews.



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

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- If districts find discrepancies with the May 31 preview list and have documented CCMR supporting data, they will be able to submit documentation securely to PR until June 10th.
  - 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.

- The Division of Research and Analysis has published the four-year, five-year, and six-year longitudinal and dropout rates for your district and its campuses.
- Two sets of rates are available: rates calculated for federal accountability purposes (Closing the Gaps) and rates calculated with statutory exclusions applied for state accountability.
- The report also shows the diploma program rate used for distinction designations in the state accountability system. Both sets of rates are based on the student listing available to download.

Date	Event
<b>Mid-June</b>	Final 2019 CCMR listing released (TEAL Accountability)
<b>Mid-June</b>	2019 Campus Comparison Groups released (TEAL)
<b>August 7</b>	2019 preliminary performance domain tables without rating labels released (TEAL Accountability)
<b>August 14</b>	2019 accountability ratings released to districts and charters (TEAL Accountability)
<b>August 15</b>	2019 accountability ratings released (public web)
<b>August 15</b>	Campuses identified under PEG criteria for 2020–21 school year released (public web)
<b>August 14 - September 13</b>	2019 appeals application available to districts (TEAL)



## Resources

- <http://tea.texas.gov/A-F>
- <https://tea.texas.gov/perfreport/resources/index.html>

Sign up for the Performance Reporting weekly bulletin:



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- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Telephone**  
(512) 463-9704



**Thank you!**