

## Highlights of the 2019 Accountability System Ratings

In 2018, the state academic accountability system underwent an overhaul under House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017). HB 22 established three domains of indicators to evaluate the academic performance of districts, open-enrollment charter schools, and campuses: Student Achievement, School Progress, and Closing the Gaps. HB 22 requires the commissioner to assign districts and campuses a rating of *A*, *B*, *C*, *D*, or *F* for overall performance, as well as for performance in each domain.

### 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 federal Every Student Succeeds Act (ESSA).

### The State of Texas

More than five million students were enrolled in Texas public schools in the 2018–19 school year, and they took nearly nine million STAAR assessments in reading, mathematics, writing, science, and social studies. Of all assessments taken, 78 percent met the Approaches Grade Level standard or above, 50 percent met the Meets Grade Level standard or above, and 24 percent met the Masters Grade Level standard. Of the 335,500 2018 annual graduates evaluated in accountability, 65 percent met the criteria for one or more College, Career, and Military Readiness indicators. Statewide, the 2018 4-year graduation rate for all students was 90.0 percent.

### Districts (including Open-Enrollment Charter Schools)

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.

District Accountability Rating	Count	Percentage
<i>A</i>	301	25.1%
<i>B</i>	677	56.4%
<i>C</i>	154	12.8%
<i>D</i>	43	3.6%
<i>F</i>	14	1.2%
<i>Not Rated</i>	12	1.0%
Totals	1,201	100%

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### 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*.

Campus Accountability Rating	Count	Percentage
<i>A</i>	1,750	19.8%
<i>B</i>	3,276	37.1%
<i>C</i>	2,171	24.6%
<i>D</i>	703	8.0%
<i>F</i>	402	4.5%
<i>Not Rated</i>	536	6.1%
Totals	8,838	100%

### Open-Enrollment Charters

Of the 179 open-enrollment charter schools in Texas, 44 (24.6%) earned an *A* overall rating, 55 (30.7%) earned a *B* overall rating, 40 (22.3%) earned a *C* overall rating, 22 (12.3%) earned a *D* overall rating, and eight (4.5%) earned an *F* overall rating. 10 (5.6%) open-enrollment charter schools were labeled *Not Rated*.

Of the 747 open-enrollment charter campuses in Texas, 166 (22.2%) earned an *A* overall rating, 225 (30.1%) earned a *B* overall rating, 157 (21.0%) earned a *C* overall rating, 76 (10.2%) earned a *D* overall rating, and 39 (5.2%) earned an *F* overall rating. The remaining 84 (11.2%) charter schools were labeled *Not Rated*.

### Alternative Education Campuses (AECs)

Of the 379 AECs evaluated under the alternative education accountability (AEA) provisions, 72 (19.0%) earned an *A* overall rating, 71 (18.7%) earned a *B* overall rating, 49 (12.9%) earned a *C* overall rating, 56 (14.8%) earned a *D* overall rating, and 15 (4.0%) earned an *F* overall rating. The remaining 116 (30.6%) alternative education campuses (AECs) were labeled *Not Rated*, seven of which are AECs of choice, 18 are dropout recovery schools, and 91 are residential treatment facilities (RTFs).

Of the 379 AECs, 155 (40.9%) are charter schools. Of these, 41 (26.5%) earned an *A* overall rating, 17 (11.0%) earned a *B* overall rating, 19 (12.3%) earned a *C* overall rating, 26 (16.8%) earned a *D* overall rating and four (2.6%) earned an *F* overall rating. The remaining 48 (31.0%) charter AECs were labeled *Not Rated* as they are RTFs.

### Districts and Campuses Labeled *Not Rated*

Of the 1,201 districts and open-enrollment charter schools evaluated, twelve (1.0%) were labeled *Not Rated*. Of those, 10 (66.6%) were RTFs, and two were not rated for other reasons.

Of the 8,838 campuses evaluated, 536 (6.1%) campuses were labeled *Not Rated*. Of those campuses, 418 (77.9%) were juvenile justice alternative education programs, disciplinary alternative education programs, or RTFs; 108 (20.1%) could not be rated because they did not have enough assessment results to meet minimum-size requirements; and ten (1.8%) were not rated for other reasons.

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## Distinction Designations

Only campuses and districts that receive an *A*, *B*, *C*, or *D* overall rating are eligible for distinction designations. AECs are not eligible for distinction designations.

Of the 8,838 campuses in Texas, 7,900 (89.4%) were evaluated for at least one distinction designation. Of those campuses, 2,504 (31.7%) earned a distinction for postsecondary readiness, 2,144 (27.1%) earned a distinction for comparative closing the gaps, 2,090 (26.4%) earned a distinction for comparative academic growth, 2,147 (27.1%) for achievement in English language arts/reading, 2,054 (26.0%) for achievement in science, 1,948 (24.6%) for achievement in mathematics, and 987 (12.4%) earned a distinction for achievement in social studies.

Altogether, 4,618 (52.3%) campuses earned one or more distinctions, while 424 (4.8%) campuses earned every distinction for which they were eligible. Of the 1,201 districts evaluated, 71 (5.9%) districts earned the distinction for postsecondary readiness.