2020 State Academic Accountability Overview

Texas Education Agency
Office of Governance and Accountability
Performance Reporting
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (district and campus)</td>
<td>Exemplary (district and campus)</td>
<td>Met Standard/Met Alternative Standard (district and campus)</td>
</tr>
<tr>
<td>Recognized (district and campus)</td>
<td>Recognized (district and campus)</td>
<td>Improvement Required (district and campus)</td>
</tr>
<tr>
<td>Academically Acceptable (district) Acceptable (campus)</td>
<td>Academically Acceptable (district and campus)</td>
<td>Not Rated</td>
</tr>
<tr>
<td>Academically Unacceptable (district) Low-Performing (campus)</td>
<td>Academically Unacceptable (district and campus)</td>
<td></td>
</tr>
<tr>
<td>Additional rating labels for alternative education campuses or special circumstances</td>
<td>Additional rating labels for alternative education campuses or special circumstances</td>
<td></td>
</tr>
</tbody>
</table>
“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance
Accountability Rating Labels

2018

Districts: A, B, C, D, or F

Campuses: Met Standard/Met Alternative Standard or Improvement Required

2019

Districts: A, B, C, D, or F

Campuses: A, B, C, D, or F
Overview of the Accountability System

**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 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).
Three Domains: Calculating an Overall Accountability Rating

Districts and campuses receive an overall rating, as well as a rating for each domain.

- **A** = scaled score 90–100
- **B** = scaled score 80–89
- **C** = scaled score 70–79
- **D** = scaled score 60–69
- **F** = scaled score ≤59

**Green: Better of Achievement or Progress 70%**
- Student Achievement
- School Progress
- Closing The Gaps

**Orange: 30%**
Student Achievement Domain

Student Achievement

School Progress

Closing The Gaps
Student Achievement Domain: Calculating a Score

Elementary Schools
- **100%** STAAR

Middle Schools
- **100%** STAAR

High Schools, K-12, and Districts
- **40%** STAAR
- **40%** College, Career, Military Ready (CCMR)
- **20%** Graduation Rates
**Student Achievement Domain: STAAR Performance Labels**

- **MASTERS GRADE LEVEL:** Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

- **MEETS GRADE LEVEL:** Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

- **APPROACHES GRADE LEVEL:** Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

- **DID NOT MEET GRADE LEVEL:** Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.
Student Achievement Domain: STAAR Methodology

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

\[
\text{Percentage of Assessments at Approaches Grade Level or above} + \\
\text{Percentage of Assessments at Meets Grade Level or above} + \\
\text{Percentage of Assessments at Masters Grade Level}
\]

\[= \text{Three} \]
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

**Military Ready**
Enlist in the United States Armed Forces

**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
CCMR Indicators for HS, K-12, and Districts: Methodology

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.*

<table>
<thead>
<tr>
<th>Number of Graduates Who Accomplish Any One of the CCMR Indicators</th>
<th>Number of 2019 Annual Graduates</th>
</tr>
</thead>
</table>

*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.

<table>
<thead>
<tr>
<th>Example Calculation: Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Class of 2019, 4-year</td>
</tr>
<tr>
<td>Class of 2018, 5-year</td>
</tr>
<tr>
<td>Class of 2017, 6-year</td>
</tr>
<tr>
<td>Graduation Rate Score</td>
</tr>
</tbody>
</table>
School Progress Domain

- Student Achievement
- School Progress
- Closing The Gaps
The School Progress domain measures district and campus outcomes in two areas:

- the number of students that grew at least one year academically (or maintained performance) as measured by STAAR results
- the achievement of students relative to districts or campuses with similar economically disadvantaged percentages
School Progress Domain, Part A: Academic Growth

**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.
## Academic Growth: Measuring Student Progress

### STAAR

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did Not Meet Grade Level</td>
</tr>
<tr>
<td>Did Not Meet Grade Level</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
</tr>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
</tr>
<tr>
<td>Approaches Grade Level</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
</tr>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
</tr>
<tr>
<td>Meets Grade Level</td>
<td>0 pts</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td>0 pts</td>
</tr>
</tbody>
</table>
## Academic Growth: Measuring Student Progress

### STAAR Alternate 2

<table>
<thead>
<tr>
<th></th>
<th>Level I: Developing</th>
<th>Level II: Satisfactory</th>
<th>Level III: Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Previous Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I: Developing</td>
<td>Met/Exceeded</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Growth Measure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet</td>
<td>0 pts</td>
<td></td>
</tr>
<tr>
<td>Level II: Satisfactory</td>
<td>0 pts</td>
<td></td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td>1 pt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth Measure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet</td>
<td>.5 pts</td>
<td></td>
</tr>
<tr>
<td>Level III: Accomplished</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth Measure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current Year**

- Level I: Developing = 1 pt
- Level II: Satisfactory = 1 pt
- Level III: Accomplished = 1 pt
**School Progress Domain:** Two Aspects to Progress

**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.
At this high school, 70.0% of students were identified as economically disadvantaged on the TSDS PEIMS October snapshot. The campus earned a 52 averaged Student Achievement STAAR (47 component score) and CCMR (57 component score) components.

In this case, the high school would earn a B in School Progress, Part B: Relative Performance.

*This image is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.
Closing the Gaps Domain

Student Achievement

School Progress

Closing The Gaps

Texas Education Agency | Performance Reporting
Closing the Gaps Domain: Ensuring Educational Equity

**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
### Academic Achievement (Percentage at Meets Grade Level or above)

<table>
<thead>
<tr>
<th>Subject</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Educ.</th>
<th>Econ. Disadv.</th>
<th>EL (Current and Monitored)</th>
<th>Special Ed (Former)</th>
<th>Cont. Enrolled</th>
<th>Non-Cont. Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Reading</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56%</td>
<td>19%</td>
<td>33%</td>
<td>29%</td>
<td>36%</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>46%</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
<td>23%</td>
<td>36%</td>
<td>40%</td>
<td>44%</td>
<td>47%</td>
<td>45%</td>
</tr>
</tbody>
</table>

### Academic Growth Status (Elementary and Middle Schools)

<table>
<thead>
<tr>
<th>Subject</th>
<th>ELA/Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>64%</td>
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<tr>
<td></td>
<td>64%</td>
<td>70%</td>
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<tr>
<td></td>
<td>65%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>66%</td>
<td>70%</td>
</tr>
</tbody>
</table>

### Federal Graduation Status (High Schools, K-12s, and Districts)

<table>
<thead>
<tr>
<th></th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>n/a</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
</table>

### 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

|                       | 36% |
Calculating an Overall Rating

Better of Achievement or Progress

70%

30%

Student Achievement
School Progress
Closing The Gaps
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.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scaled Score</th>
<th>Better of School Progress Part A or Part B</th>
<th>Better of Student Achievement or School Progress</th>
<th>Weight</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement</strong></td>
<td>89</td>
<td></td>
<td>89</td>
<td>70%</td>
<td>62.3</td>
</tr>
<tr>
<td><strong>School Progress, Part A</strong></td>
<td>84</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Progress, Part B</strong></td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closing the Gaps</strong></td>
<td>81</td>
<td></td>
<td></td>
<td>30%</td>
<td>24.3</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td><strong>87</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2020 Overall Rating</strong></td>
<td><strong>B</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions

Resources

- [http://tea.texas.gov/A-F](http://tea.texas.gov/A-F)
- [https://tea.texas.gov/perfreport/resources/index.html](https://tea.texas.gov/perfreport/resources/index.html)

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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!