Understanding the Student Achievement Domain

Texas Education Agency
Office of Governance and Accountability
Performance Reporting

How to submit questions during the webinar

- Open a browser on any laptop, tablet, or smartphone

- Go to slido.com

- Enter the event code #**TEADOMAIN1**

History of Accountability Ratings in Texas

1994–2002

Exemplary (district and campus)

Recognized (district and campus)

Academically Acceptable (district)
Acceptable (campus)

Academically Unacceptable (district)
Low-Performing (campus)

Additional rating labels for alternative education campuses or special circumstances

2004–2011

Exemplary (district and campus)

Recognized (district and campus)

Academically Acceptable (district and campus)

Academically Unacceptable (district and campus)

Additional rating labels for alternative education campuses or special circumstances

2013–2017

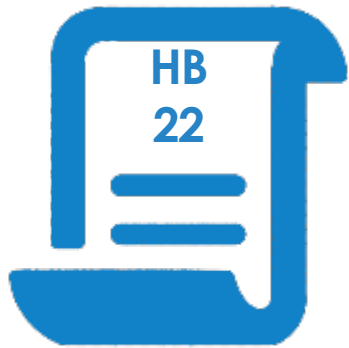Met Standard/Met Alternative Standard (district and campus)

Improvement Required (district and campus)

Not Rated

A-F Accountability: How It Was Designed

HB 2804

84th Legislature

HB 22

85th Legislature

"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.

Student Achievement

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.
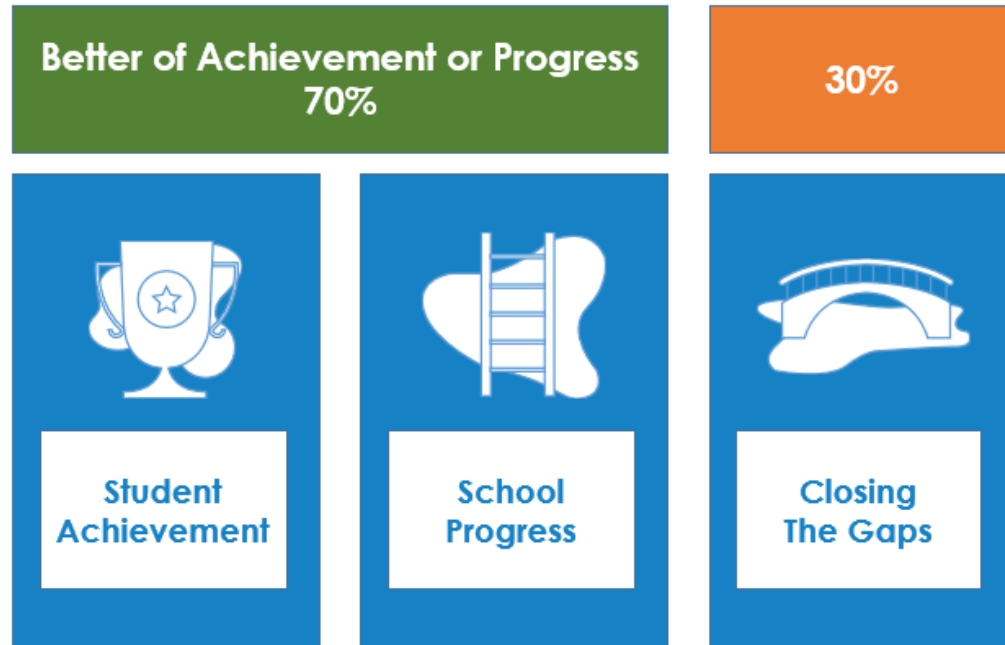
School Progress
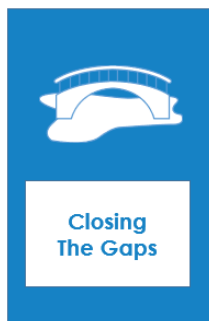
Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Closing The Gaps

TEA Texas Education Agency

Student Achievement	**School Progress**	**Closing The Gaps**
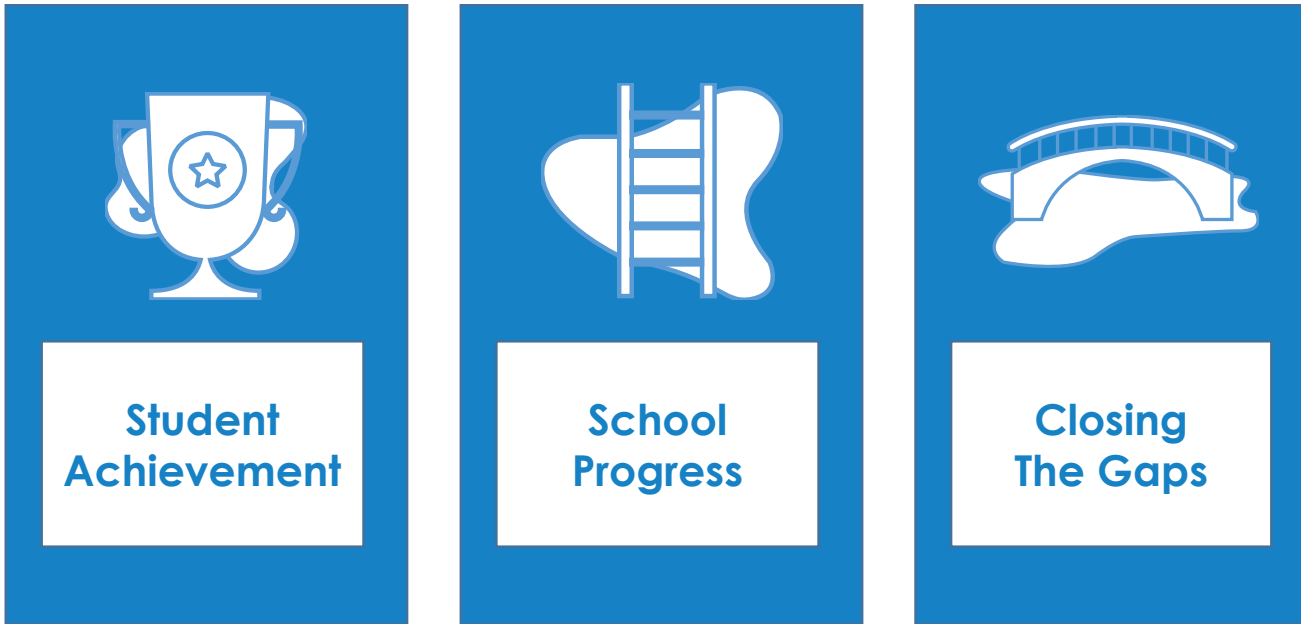
This design reflects a commitment**:**

- to recognize **high student achievement** and

- to recognize the impact of **highly effective educators,**

- while maintaining focus on the **students most in need.**

Better of Achievement or Progress 70%

30%

Student Achievement

School Progress

Closing The Gaps

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

Student Achievement Domain

Student Achievement
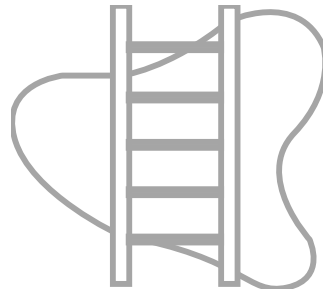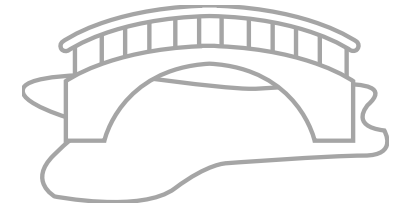
School Progress

Closing The Gaps

Understanding the School Progress Domain
Wed, July 10 at 1:00 PM

Understanding the Closing the Gaps Domain
Wed, August 7 at 1:00 PM

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

STAAR

Student Achievement Domain: STAAR Component

- Includes STAAR grades 3-8 and end-of-course assessments
  - STAAR (with and without accommodations)
  - STAAR Alternate 2
- All subjects are combined.
- English learners (EL) in their first year in U.S. schools are excluded.
- ELs in their second year in U.S. schools are included using the EL performance measure.
- Qualifying results on substitute assessments are included at the Meets Grade Level standard.

Student Achievement Domain: STAAR Component

- Student Achievement evaluates three performance levels:
  - Approaches Grade Level
  - Meets Grade Level
  - Masters Grade Level

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 Component

- Approaches Grade Level and Meets Grade Level are required by HB 22.
- Masters Grade Level standard encourages districts and campuses to push high performing students to further excel.
- The average of the three levels is comparable to the percentage of students who achieve the Meets Grade Level standard.

Student Achievement Domain: STAAR Example

STAAR Subject Areas	Tests
Reading Assessments	480
Mathematics Assessments	432
Writing Assessments	101
Science Assessments	330
Social Studies Assessments	274
1617 Total Assessments (Denominator)	

STAAR Performance Levels	Numerator	Rate
Number of Assessments at the Approaches Grade Level or Above	878	54%
Number of Assessments at the Meets Grade Level or Above	531	33%
Number of Assessments at the Masters Grade Level	337	21%

Totals	
Approaches	54%
Meets	33%
Masters	21%
Total Percentage Points	108
Score (Total Percentage Points ÷ 3)	**36**

Student Achievement Domain: Scaling

- In order to align letter grades and scores used in the *A–F* academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores.

- The methodology and formulas for scaling domains and components are provided in the *2019 Accountability Manual*.

- A scaling tool will be available at https://tea.texas.gov/2019Accountability.aspx

- For elementary and middle schools, STAAR comprises 100% of the domain score.

  - Elementary example: A **36** component score scales to a **62** (*D*) for the Student Achievement domain.
  - High School example: A **36** component score scales to a **62** for the STAAR component.

College, Career, and Military Readiness (CCMR)

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***

***new for 2019**

CCMR: Texas Success Initiative (TSI) Criteria

TSI Criteria						
TSIA		SAT*		ACT		College Prep Course
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

CTE and 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/

Level I and Level II Certificates

- Level I and Level II certificates are awarded by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program.

- Level I certificates are awarded for completing a program consisting of at least 15 and no more than 42 semester credit hours.

- Level II certificates are awarded for completing a program of at least 30 but not more than 51 semester credit hours.

- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Code Table ID	Name	XML Name	Date Issued	Date Updated
C062	GRADUATION-TYPE-CODE	TX-GraduationTypeCodeType	4/10/1989	8/31/2015
Code	Translation			

	The following codes will apply only to students receiving special education services and graduating on the Minimum High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).
04	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(f)(3)(A), revised January 1, 2015 [39 TexReg 10446].
05	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(f)(3)(B), revised January 1, 2015 [39 TexReg 10446]

Special Education Specific CCMR Indicators

- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

The following codes will apply only to students receiving special education services on the Foundation High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).	
54	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School ServicesTAC §89.1070(b)(2)(A), effective January 1, 2015 [39 TexReg 10446]
55	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(b)(2)(B), effective January 1, 2015 [39 TexReg 10446]

- Graduate under an advanced degree plan and be identified as a current special education student

  - Identified as receiving special education services in school year of graduation

  - Identified as receiving a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA)

OnRamps Credit in CCMR Components

- OnRamps is an innovative dual enrollment and professional development initiative led by the University of Texas at Austin.

- All OnRamps courses are part of the university's core curriculum, guaranteed to transfer to any other public college or university in Texas.

- The OnRamps program provides the agency with OnRamps dual-enrollment course completion data that is used in accountability calculations.

- CCMR credit will be awarded for successful course completion and eligibility for college credit hours without regard to whether the student accepted the credit hours.

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.

CCMR Calculation: Example

Example Calculation: CCMR	
Number of 2018 annual graduates who accomplished at least one CCMR indicator	195
Number of 2018 annual graduates	250
CCMR Score	**78**

Graduation Rate

Student Achievement Domain: Graduation Rate

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.

$$\frac{\text{Number of Graduates in the Class}}{\text{(Graduates + Continuers + Texas high school equivalency certificate (TxCHSE Recipients) + Dropouts)}}$$

Student Achievement Domain: Graduation Rate

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~~	~~92.2%~~
Class of 2017, 5-year	**97.5%**
~~Class of 2016, 6-year~~	~~95.0%~~
Graduation Rate Score	97.5

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.

Component	Component Score	Scaled Score
STAAR	36	62
CCMR	78	95
Graduation Rate	97.5%	90

Calculating a Student Achievement 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.

Component	Scaled Score	Weight	Total Points
STAAR	62	40%	24.8
CCMR	95	40%	38
Graduation Rate	90	20%	18
Student Achievement Domain Score			**81**
2019 Student Achievement Domain Rating			*B*

Student Achievement Domain

- This presentation reviewed the major components of the Student Achievement domain in the 2019 Accountability System.

- For a comprehensive explanation of this domain, please see the *2019 Accountability Manual* at https://tea.texas.gov/2019accountabilitymanual.aspx

- Additional training opportunities are available by contacting your local Education Service Center (ESC).

Calendar

Date	Event
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)

Questions

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 Resources and Contacts

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **2019 Accountability Rating System**
  https://tea.texas.gov/2019Accountability.aspx

- **Performance Reporting Email**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704