

# 2020 Texas Education Agency Academic Accountability System Framework

## 2020 Overall Accountability System

The overall design of the accountability system will remain unchanged. Districts, open-enrollment charter schools, and campuses will be evaluated by three domains: Student Achievement, School Progress, and Closing the Gaps. In response to feedback from stakeholders, adjustments to certain indicators and methodologies are necessary for 2020. This document provides a summary of the substantive changes. The *2020 Accountability Manual* will be published in the *Texas Register* for public comment in early May and will incorporate these updates along with additional, less substantive revisions.

## Accountability Rating Labels

Districts, open-enrollment charter schools, and campuses will receive A–F ratings for overall performance, as well as a rating for performance in each domain. The cut points for letter grades are unchanged. Scaling methodology is unchanged.

## Local Accountability Systems (LAS)

Campuses in participating LAS districts and open-enrollment charter schools are eligible to receive accountability ratings under LAS. LAS campuses with an overall state rating of C or higher will have the overall LAS and state scaled scores combined for a 2020 accountability rating.

## English Learners (ELs)

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) will be included in accountability calculations beginning with their second year of enrollment.

## Substitute Assessments

Qualifying results on summer 2019 substitute assessments will be included in STAAR components at the Meets Grade Level standard. Substitute assessments from fall 2019 and spring 2020 will not be included.

## Student Achievement Domain

The updated list of 245 industry-based certifications (IBC) will be used for the College, Career, and Military Readiness (CCMR) component. The list of CTE courses aligned with an IBC will include additional courses by which a CTE coherent sequence graduate may earn 0.5 credit toward CCMR.

CTE Coherent Sequence Coursework Transition	Accountability Years	
	2020	2021 and Beyond
CCMR Indicator		
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

## School Progress Domain

There are no indicator or methodology adjustments specific to the School Progress domain.

## Closing the Gaps Domain

The English Language Proficiency (ELP) component will evaluate two years of TELPAS Alternate data in addition to TELPAS data. Current year TELPAS Alternate composite scores will be compared to 2019 TELPAS Alternate composite scores to determine if ELs made progress.

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The agency submitted a request to U.S. Department of Education to amend the Every Student Succeeds Act (ESSA) state plan on January 31, 2020. The graduation rate methodology for the Closing the Gaps domain was included in the amendment request. If approved, the graduation rate methodology will be updated to evaluate districts and campuses against the four-year long-term target, the four-year interim target, and expected growth toward the four-year long-term target. If the amendment is denied, the graduation rate methodology will not change from 2019. To learn more about the amendment request, see our [FAQs](#).

The updated list of 245 IBCs will be used for the CCMR component. The list of CTE courses aligned with an IBC will include additional courses by which a CTE coherent sequence graduate may earn 0.5 credit toward CCMR.

### Calculating Ratings

The following provision will be updated. 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*; however, if the campus is registered and evaluated under alternative education accountability (AEA) provisions, this provision will not be applied if the AEA campus has an overall or corresponding domain rating of *D*. The provision will apply if the AEA campus has an overall or corresponding domain rating of *F*.

### Comprehensive, Targeted, and Additional Targeted Support Identification

The all students group will no longer be used to identify campuses for targeted support and improvement or additional targeted support.

Contingent upon approval of the proposed ESSA state plan amendment, the methodology used to identify campuses for comprehensive support and improvement will be updated to identify any Title I or non-Title I campus that does not attain at least a 67 percent graduation rate using the six-year federal graduation rate rather than the four-year rate.

Also contingent upon approval of the proposed ESSA state plan amendment, the comprehensive support and improvement methodology will be updated to escalate Title I additional targeted support campuses to comprehensive support and improvement after three consecutive years, rather than escalating Title I targeted support and improvement campuses. An additional targeted support identification in 2020, 2021, and 2022 for a Title I campus would result in comprehensive support and improvement implementation in the 2022–23 school year.

### Comprehensive Support and Improvement Exit Criteria

Clarifying language will be added to the methodology describing the exit criteria for comprehensive support and improvement campuses. Last year, the manual stated that to exit comprehensive support, a campus must not rank in the bottom five percent and have an improved Closing the Gaps domain letter grade for two consecutive years. This year, the proposed manual will state that to exit comprehensive support, a campus must not rank in the bottom five percent for two consecutive years and have an improved Closing the Gaps domain letter grade by the end of the second year.

### Distinction Designations

An indicator will be added to the Academic Achievement in Mathematics Distinction Designation. In addition to the Algebra I by Grade 8 Participation indicator, this distinction will include an Algebra I by Grade 8 Performance (Meets Grade Level or above) indicator.