Manual will be released in mid-May, including cut points and score codes with formulas. A website will have the tables.

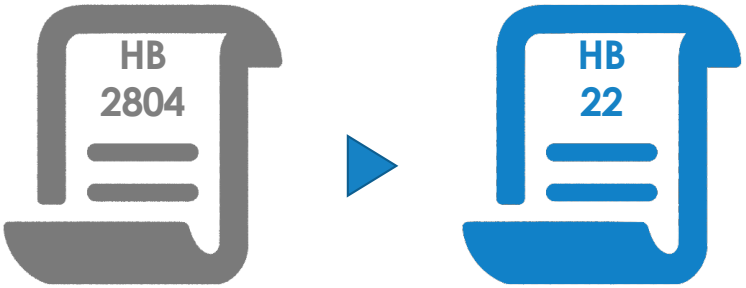
Texas Education Agency

Overview of 2018 Accountability

HEATHER SMALLEY & JONATHAN DELGADO

TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING

A–F Accountability: Legislative Context



House Bill 22, 85th Texas Legislature

"The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of"

A B C D or **F**

A–F Accountability: New Labels/Grades

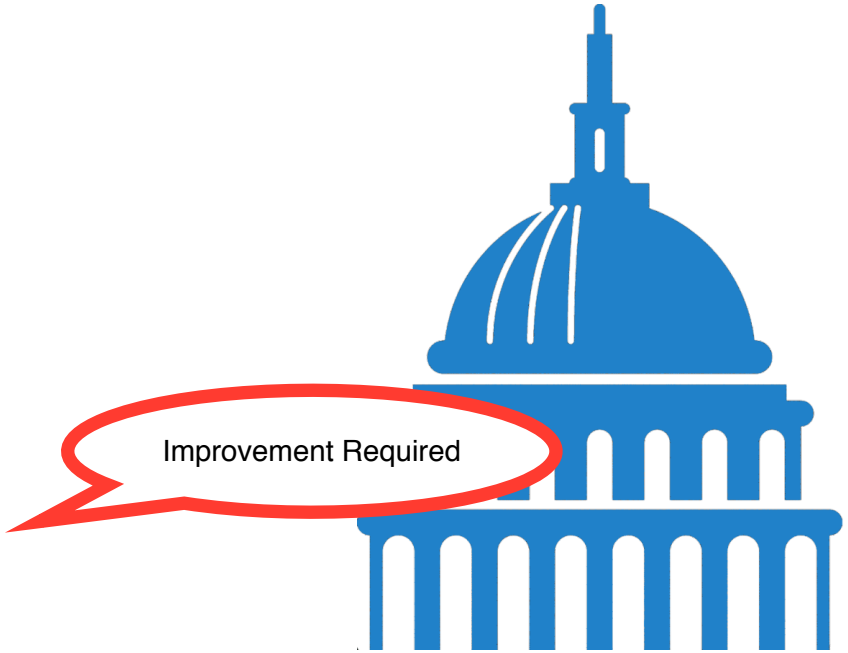
A = Exemplary Performance

B = Recognized Performance

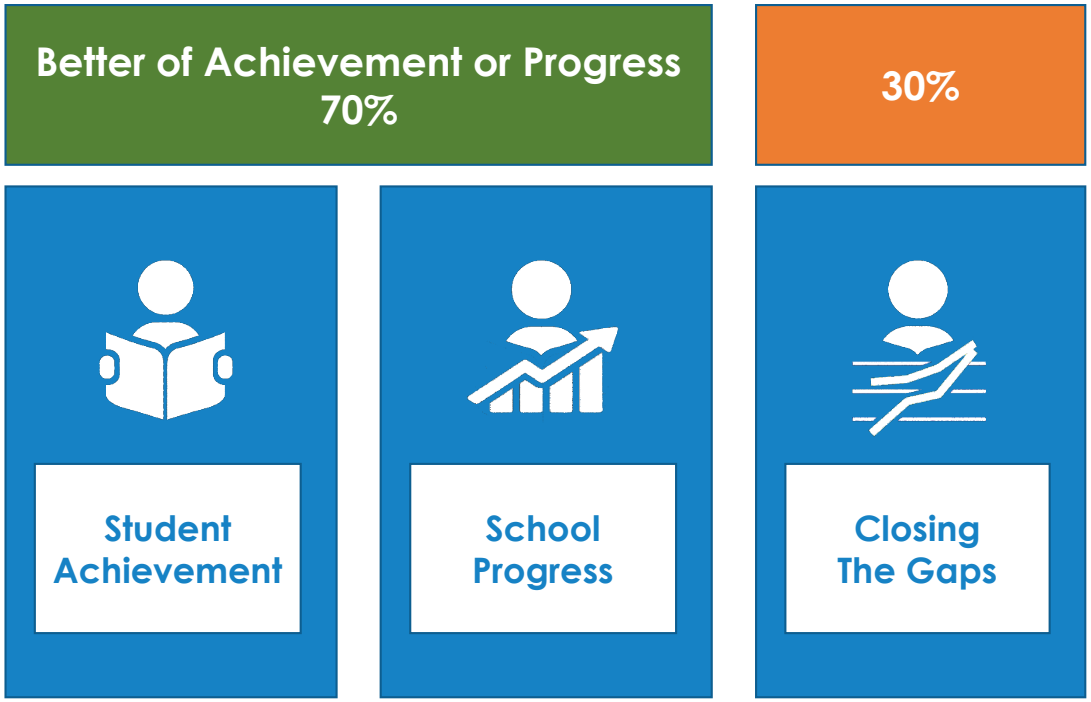
C = Acceptable Performance

D = In Need of Improvement

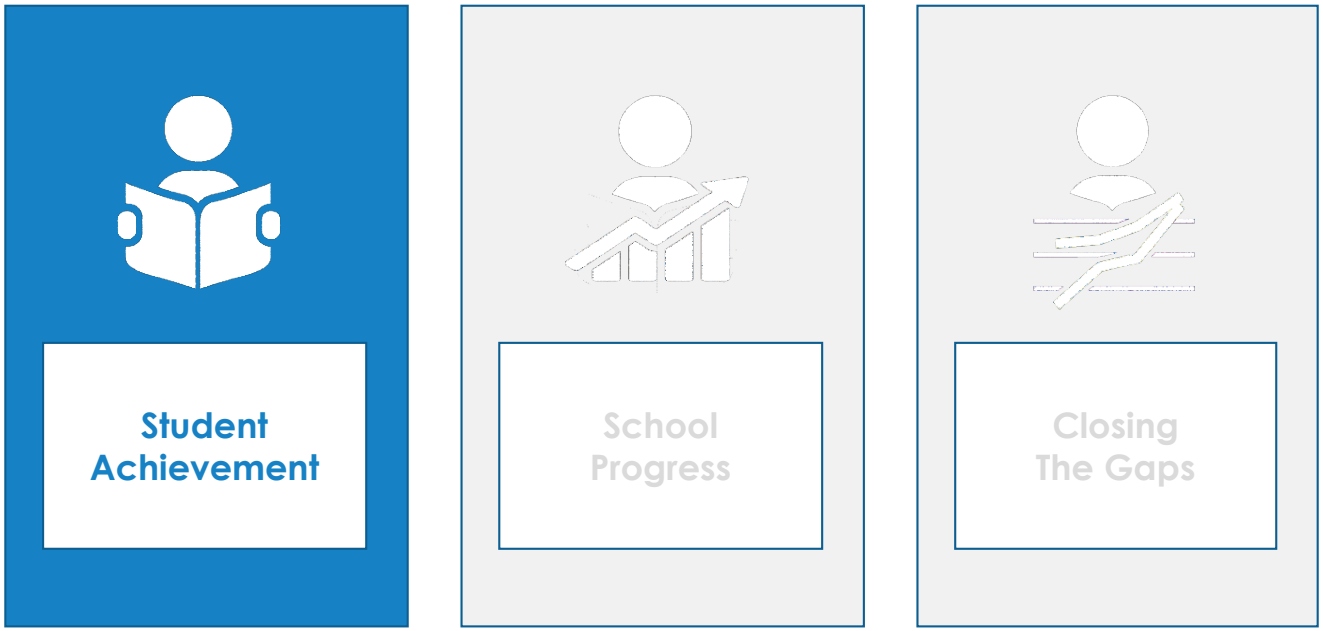
F = Unacceptable Performance



Three Domains: Combining to Calculate Overall Rating

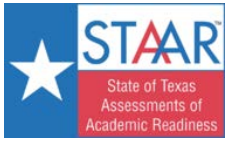


Student Achievement Domain: Performance

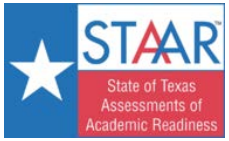


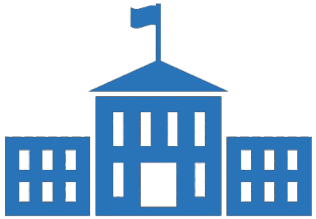
Student Achievement Domain: Components

Elementary School

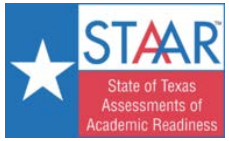


Middle School





High School

- 

- College, Career, Milita
- Graduation Rates

Graduation plans are not part of this system.

Student Achievement Domain: Weighting

Elementary/Middle Schools	Weight
▪ STAAR	100%
High Schools, K–12, and Districts	
▪ STAAR	40%
▪ College, Career, and Military Readiness (CCMR)	40%
▪ Graduation Rate	20%

Student Achievement Domain: Calculating a Score

Texas Higher Education Coordinating Board
By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.

	All Students
Total Tests	**3,212**
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	**92.7%**
% Meets Grade Level or Above	**60.6%**
% Masters Grade Level	**27.3%**

Average of 3

92.7 + 60.6 + 27.3 / 3 = **60.2**

Student Achievement Score

A

Student Achievement

EOC Retesters
Accountability Year: Summer, Fall and Spring Best result, per student, per subject, per accountability year; if he doesn't pass, they pull the best result.
To be included on campus or district:
Campus: Enrolled on Snapshot and tested there;
District: enrolled on Snapshot and tested in district.
If moved across districts, they don't count for anyone, just for the state.

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.

Student Achievement Domain: CCMR Indicators for HS, K–12, and Districts

Not just core areas.

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*
- Meet standards on a composite of indicators indicating college readiness*

Can mix and match: i.e. SAT for Reading and ACT for Math

based certification

rent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)

- Graduate with completed IEP and workforce readiness (graduation type code of 0
- Be adm certificati

Intent to enlist. District will decide how to collect this data. Pulled on the Fall data.

Military Ready

Enlist in the United States Armed Forces

Implementation in 2019 & beyond

Student Achievement Domain: CCMR 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.*

$$\frac{\text{Number of Graduates Who Accomplish Any One of the CCMR Indicators}}{\text{Number of 2017 Annual Graduates}}$$

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

CTE gives .5 to a student that otherwise would have had 0. Cannot have 1.5 points. Ss need to be coded a 2 and complete one of the 85 courses.

Student Achievement Domain: CTE Coherent Sequence Transition Timeline

CTE Coherent Sequence to Industry-Based Certifications Transition Plan

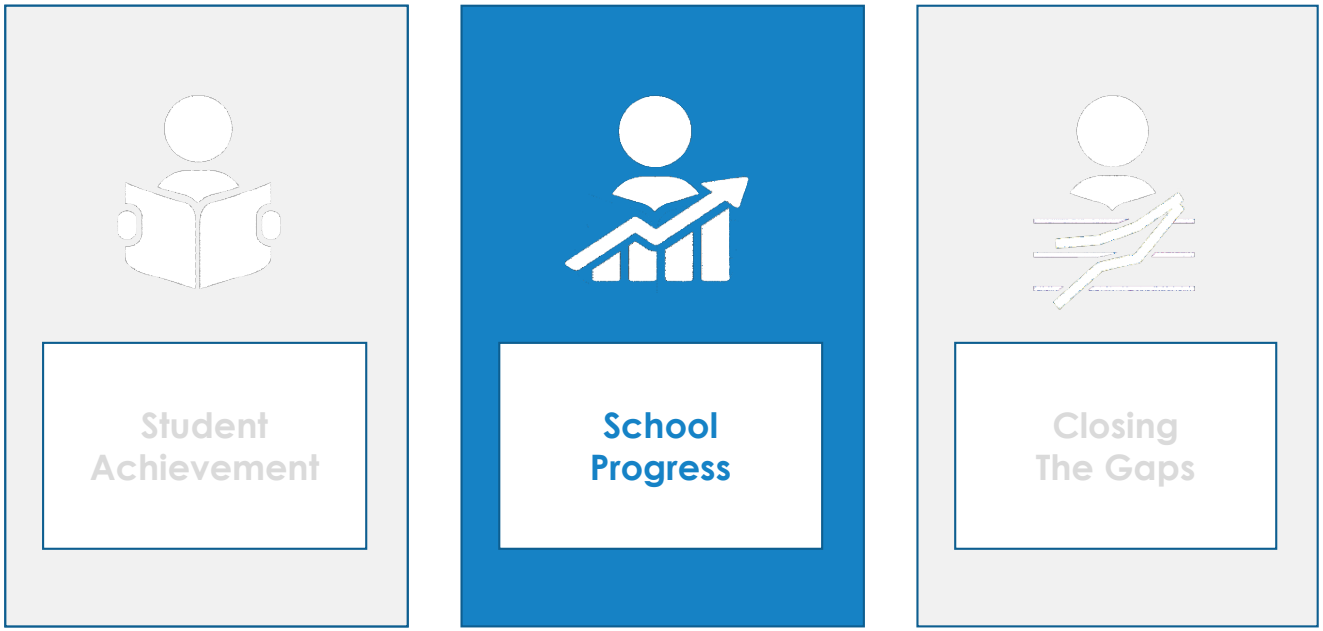
- For 2018 and 2019, CTE coherent sequence graduates who complete and receive credit for at least one course aligned with CTE industry-based certification earn one-half point.
- For 2020 and 2021, CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification earn one-half point.
- For 2022 and beyond, only graduates who earn an industry-based certification earn one point.

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.

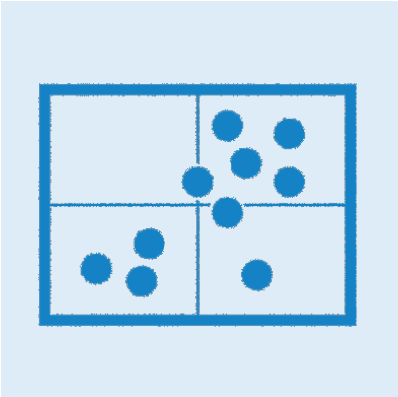
School Progress Domain



School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance



School Progress Domain: Domain Rating

Elementary, Middle, High Schools, K–12, and Districts

- The higher scaled score of Part A: Academic Growth or Part B: Relative Performance is used for the School Progress domain rating.

School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance

School Progress Domain, Part A: Academic Growth

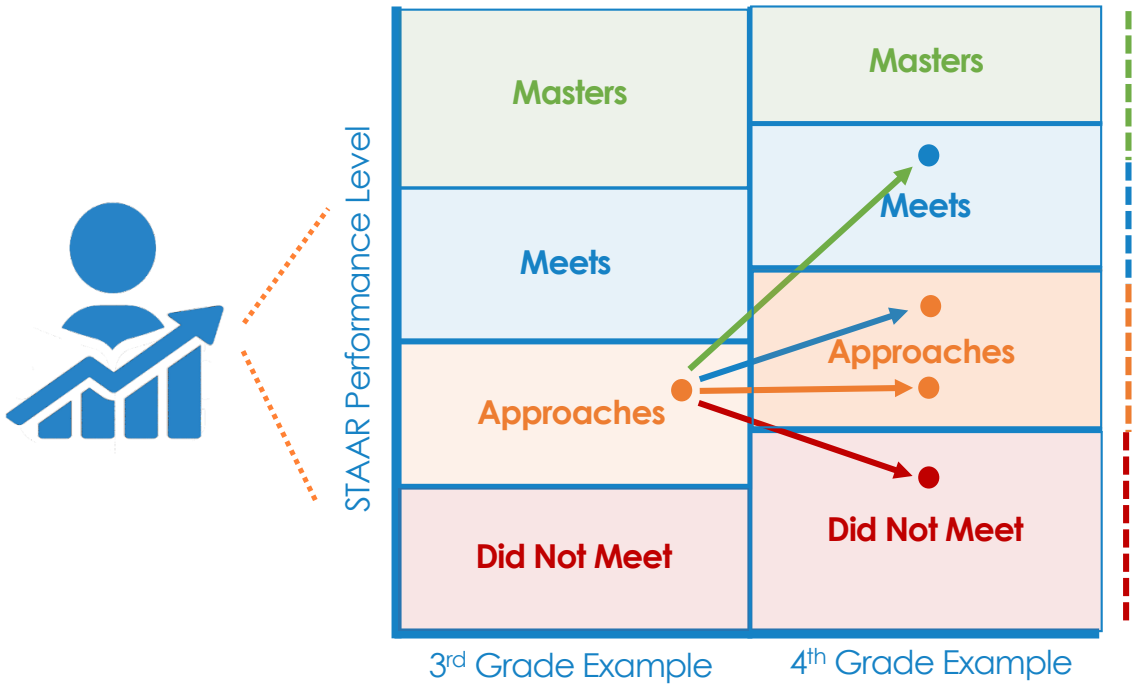
Part A: Academic Growth

- 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 proficiency or meet growth expectations on STAAR.

STAAR Progress Measure:
Reading and Math 4th-8th
Algebra I and English II
Assessment will update the progress measure tables.

*Substitute assessments are not included.

Academic Growth: Measuring Advancement



Exceeds

Expected

+ 1 Point Awarded
For meeting or exceeding expected growth

Maintains

+ .5 Points Awarded
For maintaining proficiency but failing to meet expected growth

Limited

+ 0 Points Awarded
For falling to a lower level

Academic Growth: Percentage of Students Gaining

STAAR

Previous Year	Current Year: Did Not Meet Grade Level	Current Year: Approaches Grade Level	Current Year: Meets Grade Level	Current Year: Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Academic Growth: Percentage of Students Gaining

STAAR Alternate 2

Current Year

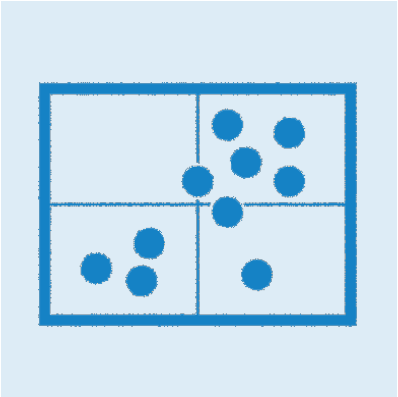
Previous Year

	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

School Progress Domain, Part B: Relative Performance

Part A: Academic Growth

Part B: Relative Performance

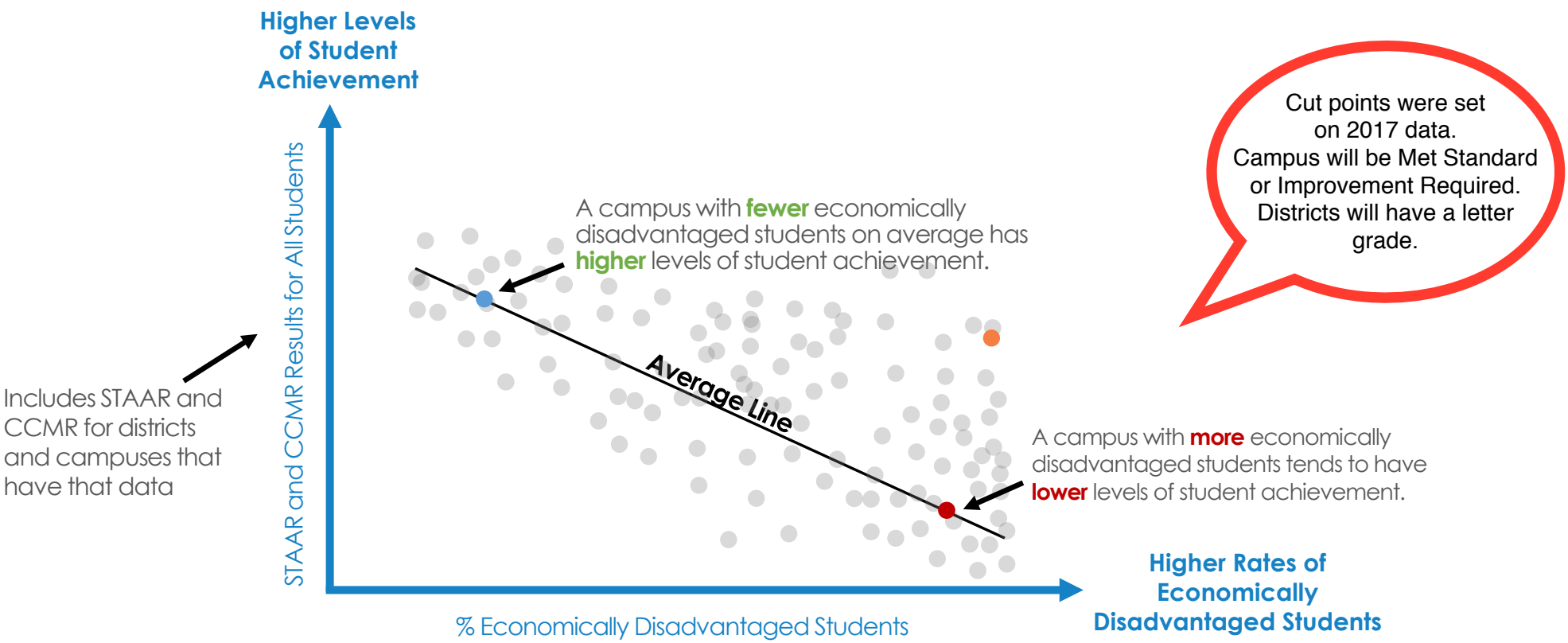


Relative Performance: Measuring School Progress

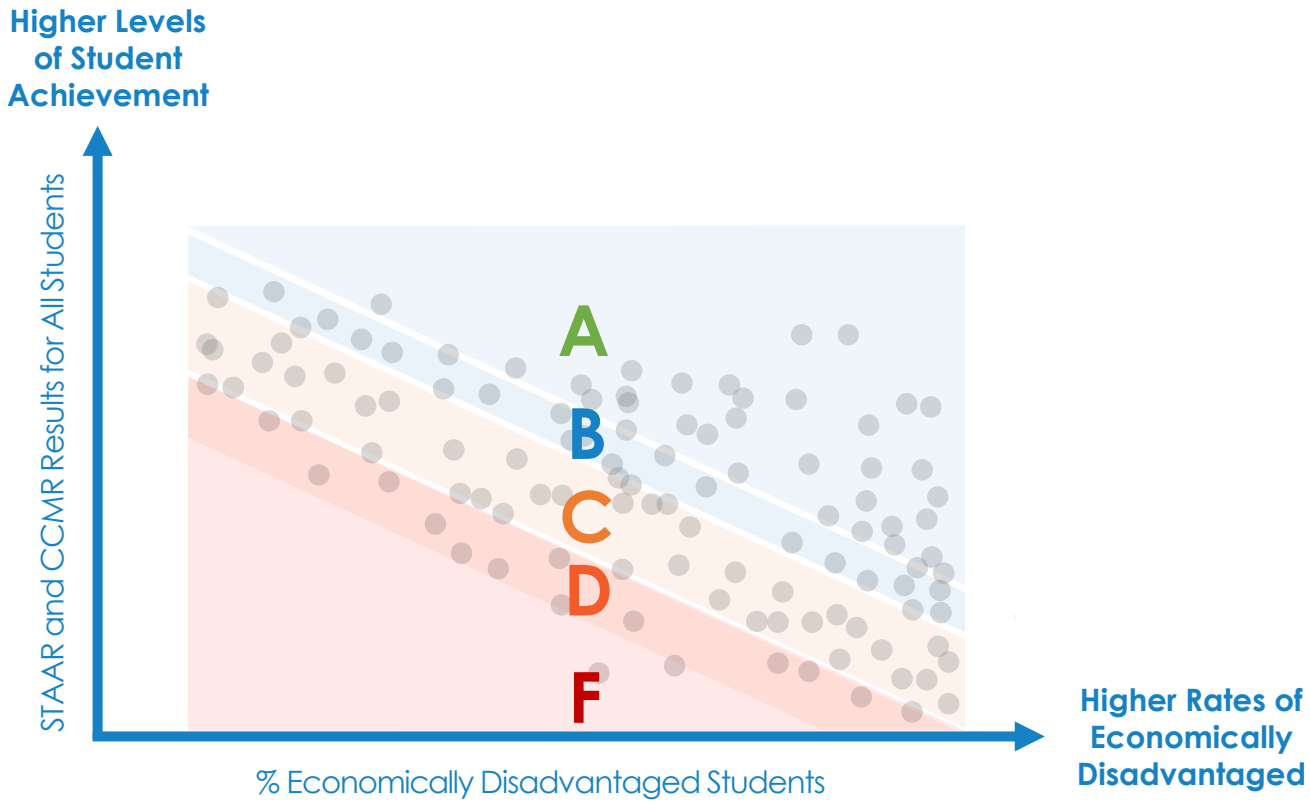
Part B: Relative Performance

- 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



Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress

Part B: Relative Performance—Elementary Schools

- Student Achievement STAAR component results compared to elementary schools with similar percentages of economically disadvantaged students

Part B: Relative Performance—Middle Schools

- Student Achievement STAAR component results* compared to middle schools with similar percentages of economically disadvantaged students

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

Relative Performance: Measuring School Progress

Part B: Relative Performance—High Schools, K–12, and Districts with CCMR Component

- Student Achievement STAAR component* and CCMR component results averaged compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—High Schools, K–12, and Districts without CCMR Component

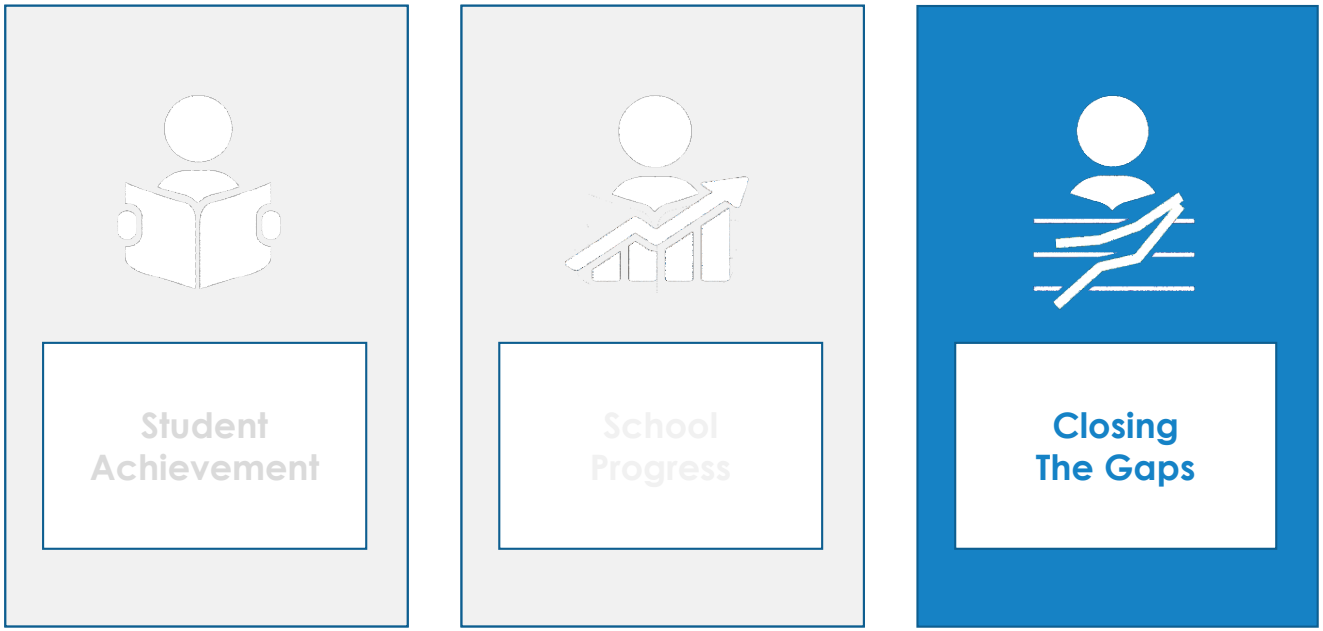
- Student Achievement STAAR component* results compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—AEA Charter Schools and Campuses

- Alternative education accountability (AEA) charter schools and campuses are **not** evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.

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

Closing the Gaps Domain: Ensuring Educational Equity



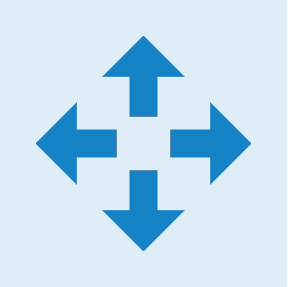
ESSA Requirements.
MSR for ALL: 10
MSR for Subpops: 25

Closing the Gaps Domain: Student Groups

Race/Ethnicity

Special Education

Continuously Enrolled and Mobile



English Learners (ELs)

Economically Disadvantaged

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 and Former Special E
- Current and Monitored English Lea
- Continuously Enrolled/Non-Continuously Enrolled

Waiver:
TELPAS Progress and
Year 2 ELs

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 (Will seek one-year waiver)

Closing the Gaps Domain: Components

Academic Achievement*

- STAAR performance (percentage at Meets Grade Level or Above)
- ELA/Reading
- Mathematics

Targets

- By student group and subject area

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

Closing the Gaps Domain: Components

Growth

- Elementary and Middle Schools (School Progress Domain)
  - ELA/Reading
  - Mathematics

Graduation Rate

- High Schools, K–12, Districts
  - 4-year Federal Graduation Rate (without exclusions)

Targets

- By student group
- For Growth, by subject area

Closing the Gaps Domain: Components

School Quality and Student Success

- High Schools, K–12, and Districts
  - College, Career, and Military Readiness*
- Elementary and Middle Schools
  - Student Achievement Domain Score: STAAR Only

Targets

- By student group

*Evaluates annual graduates plus students in grade 12 during school year 2016–17 as reported in TSDS PEIMS who did not graduate.

Closing the Gaps Domain: Participation

Participation Status

- 95 percent target
- Based on STAAR and TELPAS assessment results
- Students taking substitute assessments are included as participants.
- No Authentic Academic Response (NAAR) designations are included as participants.
- Medical exception and medically exempt designations are not included in the numerator or denominator.
- Should the participation status for the all students group or any student group fall below 95 percent, the denominator used for calculating the Closing the Gaps Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

TELPAS will be included on the denominator only if the EL does not have a STAAR test.

Closing the Gaps Domain: Participation

Adjusted Academic Achievement Performance Calculation Example

- The campus's participation rate for ELA/reading is 93 percent.

$$\frac{\text{93 scored answered documents}}{\text{100 scored, absent, or other answer documents}}$$

- The performance denominator must be adjusted to include enough assessments to meet the 95 percent target.

Closing the Gaps Domain: Participation

Adjusted Academic Achievement Performance Calculation Example (cont'd.)

- Original ELA/Reading Academic Achievement Performance Calculation:

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\text{93 scored assessments that meet accountability subset (out of the 100 total assessments)}} = 57\%$$

- Adjusted ELA/Reading Academic Achievement Performance Calculation:

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\text{95 assessments (93 scored } \textbf{\textit{plus}} \text{ 2 absent/other)}} = 56\%$$

Closing the Gaps Domain: Calculo

TEA is trying to come back as close to the baseline as possible.

Student Group → **Achievement Target**

% of Student Groups that Meet Target

Overall Domain Grade

Closing the Gaps Domain: Weighting

Even if schools do better on Domain II, 40% of Domain III comes from Domain I.

They can lose 10 points out of Domain III if they don't meet ELP. They can lose up to 3 points from the overall grade if they don't meet ELP (since Domain III is 30% of overall).

Elementary/Middle Schools	Weight[1]
Academic Achievement	30%
STAAR Growth Status	50%
English Language Proficiency[2]	10%
Student Achievement Domain Score: STAAR Component Only	10%

[1] These weights reflect a planned amendment to the ESSA state plan.

[2] Due to changes to the TELPAS, Texas will request a waiver from the U.S.D.E. to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally.

Closing the Gaps Domain: Weighting

High Schools, K–12, AEAs, and Districts	Weight[1]
Academic Achievement	50%
Federal Graduation Status (STAAR Growth Status if not available)	10%
English Language Proficiency[2]	10%
College, Career, and Military Readiness (Student Achievement Domain Score: STAAR Component Only if not available)	30%

[1] These weights reflect a planned amendment to the ESSA state plan.

[2] Due to changes to the TELPAS, Texas will request a waiver from the U.S.D.E. to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally.

Closing the Gaps Domain: Calculating a Rating

Example of Elementary School Closing the Gaps Domain Calculation

The sample elementary campus has met the minimum number of evaluated indicators in all four components.			
Component	Percentage of Evaluated Indicators Met	Weight	Total Points
Academic Achievement	69	30%	20.7
STAAR Growth Status	83	50%	41.5
English Language Proficiency*	100	10%	10
Student Achievement Domain Score: STAAR Component Only	60	10%	6
		Closing the Gaps Domain Score	78

*Due to changes to the TELPAS, Texas will request a waiver from the U.S.D.E. to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally.

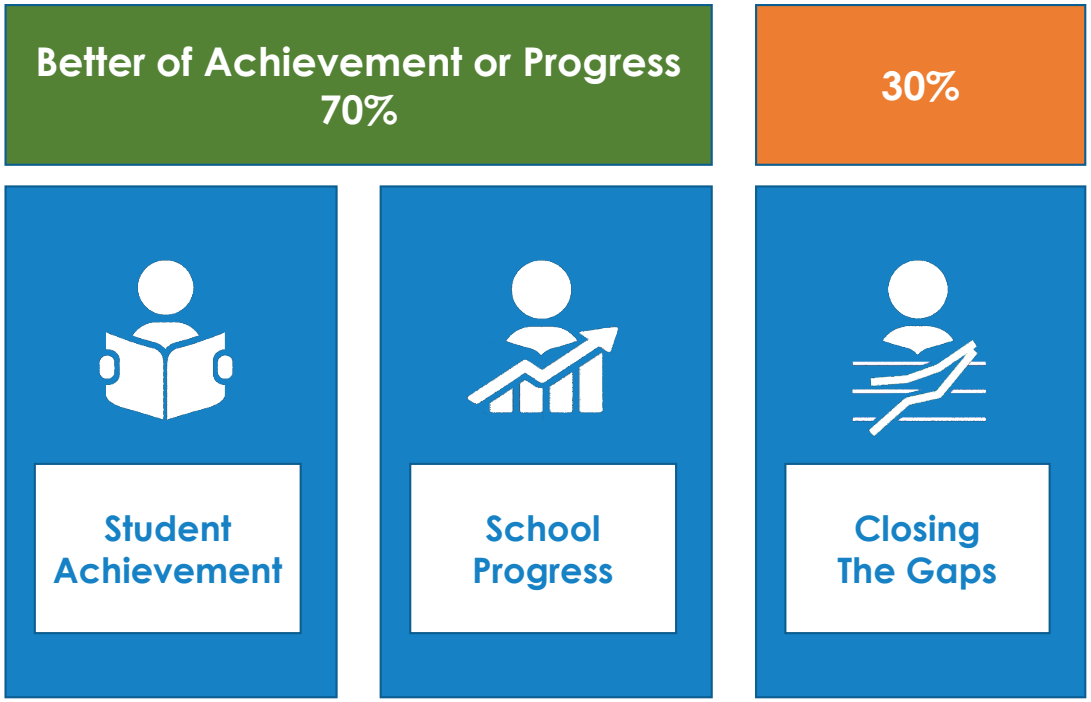
2018 Alternative Education Accountability

- Alternative education accountability (AEA) charter schools and campuses are evaluated in the domains, components, and indicators as explained in this presentation with the exception of School Progress, Part B.
- AEA charter schools and campuses are **not** evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.
- Alternative procedures applicable to the graduation rate and annual dropout rate calculations are provided for approved campuses and charter schools serving at-risk students in alternative education programs.
- Targets and cut points established by campus type have AEA-specific targets and cut points, as applicable.

Inclusion of English Learners in 2018 Accountability

- English Learners (ELs) who are year one in U.S. schools are excluded from accountability performance calculations.
- Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas will request a waiver from the U.S.D.E. to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond.
- STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.
- In 2018, the STAAR progress measure is used for ELs and non-ELs in the School Progress, Part A domain.
- Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth year of enrollment in U.S. schools.

Calculating an Overall Rating



Calculating an Overall Rating: Scaling

Districts

- 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.

Campuses

- Scaled scores were established by campus type.

Calculating an Overall Rating: Weighting

- *Step 1:* Determine the better outcome of the Student Achievement and the School Progress domain scaled scores.
- *Step 2:* Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.
- *Step 3:* Weight the Closing the Gaps domain scaled score at 30 percent.
- *Step 4:* Total the weighted outcome of the two scaled scores to calculate the overall score.

Calculating an Overall Rating: Example

Districts will also get individual letters per domain; campuses will only get Met Standard or Improvement Required, but they will get number grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
				Overall Score	**87**
				2018 District Overall Rating	***B***

2018 Rating Labels

Districts

- *A, B, C,* or *D*: Assigned for overall performance and for performance in each domain to districts that meet the required performance target for the letter grade
- *F*: Assigned for overall performance and for performance in each domain to districts (including AEAs) that do not meet the required performance target to earn at least a *D*
- *Not Rated:* Assigned to districts that—under certain, specific circumstances—do not receive a rating

2018 Rating Labels

Campuses

- *Met Standard:* Assigned for overall performance and for performance in each domain to campuses that meet the required performance targets
- *Improvement Required:* Assigned for overall performance and for performance in each domain to campuses (including AEAs) that do not meet the required performance targets
- *Met Alternative Standard:* Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under alternative education accountability (AEA) provisions that meet the required performance targets
- *Not Rated:* Assigned to campuses that—under certain, specific circumstances—do not receive a rating

2018 Rating Cut Points

- The 2018 cut points for districts and campuses will reflect high expectations for student achievement, school progress, and reducing achievement gaps among students.
- An effort is being made to establish *A* cut points equating high achievement and *C* cut points equating average achievement.
- Additional information about cut points and look up tables is expected to be released with the *2018 Accountability Manual*.

Distinction Designations Updates

Comparison groups will be published in June. Same methodology will be used as in previous years.

2018 Distinction Designations Updates

Distinction Designation	Update(s)
All Subject Area Distinction Designations	Advanced/Dual-Credit Course Completion Rate indicator evaluates grades 9–12
Top 25 Percent: Student Progress	Awarded if School Progress, Part A domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Top 25 Percent: Closing Performance Gaps	Awarded if Closing the Gaps domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Postsecondary Readiness	• Percentage of STAAR Results at Meets Grade Level Standard or Above (All Subjects) indicator replaces Index 4–Percentage at STAAR Meets Grade Level Standard • Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics indicator added • College, Career, and Military Ready Graduates indicator added • TSI Criteria Graduate indicator replaces College Ready Graduates indicator

Comprehensive, Targeted, and Additional Targeted Support and Improvement

Comprehensive Support and Improvement

Only Closing the Gaps scaled score; Comprehensive support is just for Title I campuses. It doesn't matter if they are IR or not, they are compared to others of the same type: AUG 15, 2018

Comprehensive Support and Improvement Identification

- The Closing the Gaps domain scaled score is used to rank and identify schools for comprehensive support and improvement.
- The agency identifies at least the lowest five percent of Title I, Part A campuses, based on the scaled score, for comprehensive support and improvement.
- Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years <u>and</u> have increased a letter grade (for example, from *F* to *D* or from *D* to *C*) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

Comprehensive Support and Improvement

Comprehensive Support and Improvement Identification (cont'd.)

- If a campus does have at least a 67 percent four-year graduation rate for the all students group, the campus is automatically identified for comprehensive support and improvement.
- Any Title I campus identified for targeted support and improvement for three consecutive years will be identified for comprehensive support and improvement the following school year.
- TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017–18 performance data.

Targeted Support and Improvement

Targeted Support and Improvement Identification*

- Student group achievement will be monitored annually through the Closing the Gaps domain.
- Any campus with one or more consistently underperforming student groups will be identified for targeted support and improvement.
- TEA defines "consistently underperforming" as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.
- Campuses will be identified annually for the first time in August 2019 based on 2017, 2018, and 2019 data.

***beginning with 2018–19 ratings**

Additional Targeted Support

This is for campuses that did not meet Comprehensive or Targeted; it's not in addition to.

Additional Targeted Support 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.
- For example if 25 percent of evaluated indicators met is the cut point for elementary schools to be identified for comprehensive support, then any elementary campus with a student group that has met 25 percent or fewer of its evaluated indicators will be identified for additional targeted support.
- To exit, any consistently underperforming student group must meet at least 50 percent of the indicators evaluated and meet the targets for Academic Achievement component in both reading and mathematics.
- Identification will begin with the August 2018 school ratings and will occur on an annual basis.

2018 Accountability Calendar

Date	Activity
Tuesday, April 10	Final decisions for 2018 accountability released (public web)
April 30–May 11	Campus pairing process (TEASE)
May–June	Public comment period for Chapters 1–9 of the *2018 Accountability Manual* (public web)
June	List of 2018 campus comparison groups released (TEASE)
June	Confidential lists of College, Career, and Military Ready graduates for 2018 state accountability released (TEASE)
Late Summer	*2018 Accountability Manual* and appendices released (public web)
August 15	2018 accountability ratings released (public web)
August 15	Campuses identified under *new* PEG criteria for 2019–20 school year released (public web)

Public Education Grant (PEG)

- Each year, TEA produces a list of campuses identified under the Public Education Grant (PEG) criteria.
- HB 22 changed the criteria for identifying PEG campuses: those that receive an *Improvement Required* rating in both the Student Achievement domain and the School Progress domain in August 2018 will be on the 2019–20 PEG List.
- The list of 2019–20 PEG campuses will be released on August 15, 2018.
- For more information about the PEG program, please see the PEG webpage on the TEA website at https://tea.texas.gov/PEG.aspx.

Questions

Resources

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

Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/
- **TEA ESSA Page**
  https://tea.texas.gov/ESSA/
- **Local Accountability Systems Feedback Email**
  feedbackLAS@tea.texas.gov
- **Performance Reporting Email**
  performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
  (512) 463-9704