

State Academic Accountability: A View to the Future

Heather Smalley & Charles Hess
Office of Academics
Division of Performance Reporting



2017 Accountability Calendar

Date	Activity
Monday, August 7	2017 accountability tables without rating labels, distinction designations, or system safeguards released (TEASE)
Monday, August 14	2017 accountability tables with rating labels, distinction designations, and system safeguards released (TEASE) Campuses identified under PEG criteria for 2018-19 school year released (TEASE)
Tuesday, August 15	2017 accountability tables with rating labels, distinction designations, and system safeguards released (public web) Campuses identified under PEG criteria for 2018-19 school year released (public web)
August 14–September 15	2017 appeals application available to districts (TEASE)
By October 1	2017 Consolidated School Rating Report (state-assigned academic and financial ratings and locally assigned community and student engagement ratings) released (public web)

2017 Accountability Calendar

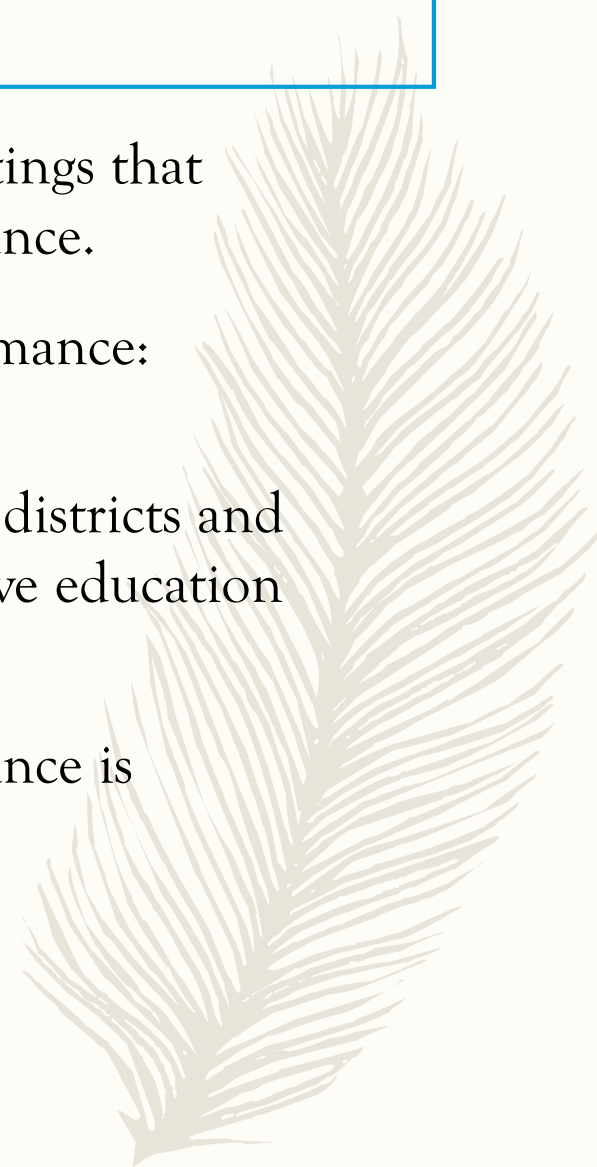
Date	Activity
November	TEA notifies districts of accountability appeal decisions (mail and TEASE)
November	2017 final ratings released after resolution of appeals (TEASE and public web)
November	Final PEG List published following the resolution of all appeals (public web)
November	2016-17 Texas Academic Performance Reports released (TEASE and public web)
December	2017 Texas School Accountability Dashboard released (public web)
December	2016-17 School Report Card released (public web)

Current Accountability System



Current Accountability System

- The current state accountability system uses ratings that indicate acceptable and unacceptable performance.
- For 2017, two labels indicate acceptable performance:
 - *Met Standard*
 - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)
- The label that indicates unacceptable performance is *Improvement Required*.



Accountability Subset

For the State of Texas Assessments of Academic Readiness (STAAR[®]) indicators, the performance of only those students enrolled on the PEIMS fall snapshot date (the last Friday in October) and on the date of testing is considered for accountability.

- **Campus Accountability Subset**

Campuses are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **District Accountability Subset**

Districts are accountable for the performance of students reported as enrolled on the snapshot date and on the date of testing.

- **Example**

If a student moves from one campus to another in the same district, his or her performance is included in the district results but not included for either campus.

Current Accountability System

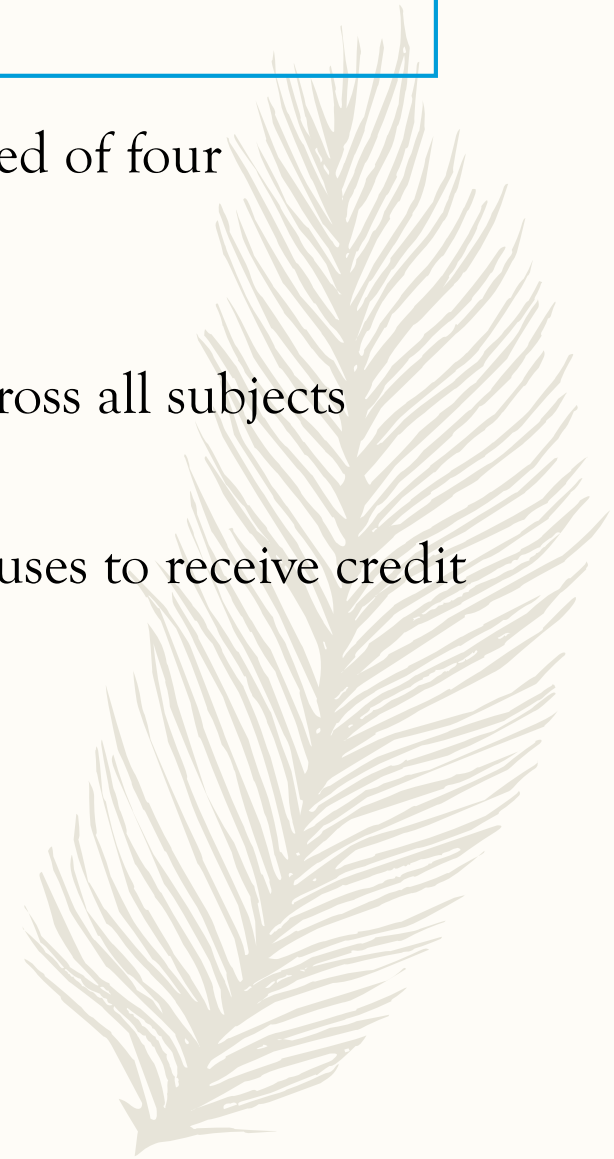
The current state accountability system is comprised of four performance indices:

- **Index 1: Student Achievement**

Provides a snapshot of student performance across all subjects

- **Index 2: Student Progress**

Provides an opportunity for districts and campuses to receive credit for improving student performance



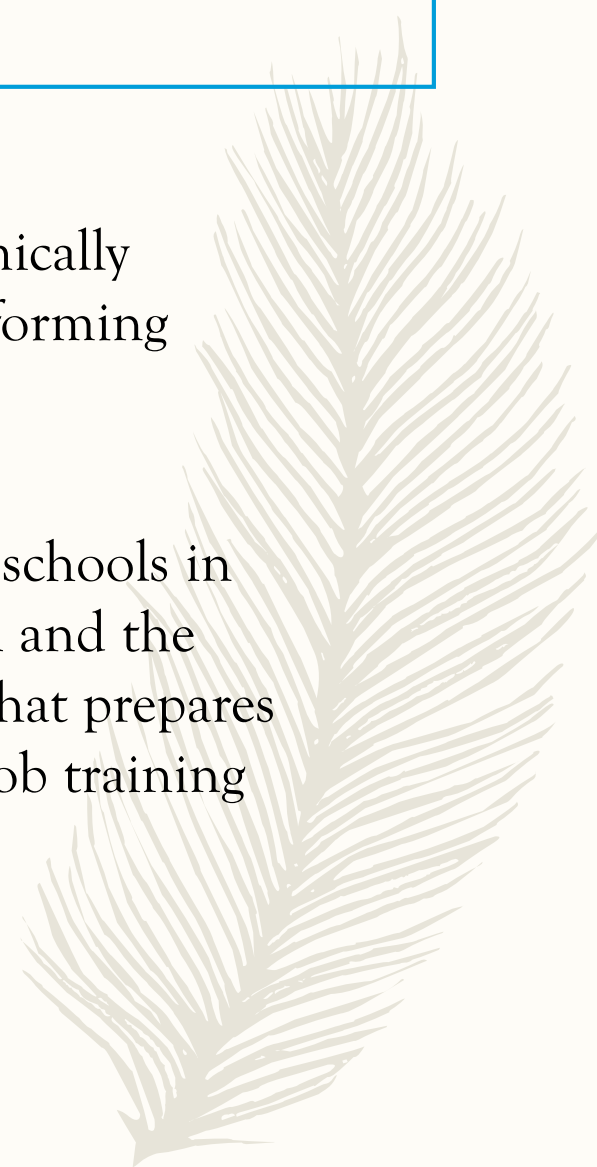
Current Accountability System

- **Index 3: Closing Performance Gaps**

Measures the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups

- **Index 4: Postsecondary Readiness**

Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military



Performance Index Overview

Index 1 Construction

- Includes all students
- Combines all subject areas
- Awards credit for meeting Approaches Grade Level standard* on
 - STAAR (with and without accommodations)
 - STAAR Alt 2

*See Appendix I of the *2017 Accountability Manual* for details on the inclusion of ELL students in all indices.

Performance Index Overview

Index 2 Construction

- Includes ten student subgroups
- Combines reading and mathematics
- Awards one point for meeting STAAR or ELL progress measures
- Awards one point for exceeding STAAR or ELL progress measures



Performance Index Overview

Index 3 Construction

- Includes economically disadvantaged students and the two lowest-performing racial/ethnic groups in the previous year
- Combines all subject areas
- Awards one point for meeting Approaches Grade Level standard
- Awards one point for meeting Masters Grade Level standard



Performance Index Overview

Index 4 Construction

- STAAR at Meets Grade Level standard on two or more subject area tests (25%)
- Graduation Rate (25%)
- Graduation Diploma Plan Rate (25%)
- College and Career Readiness (25%)



Performance Index Overview

Index 4 Construction for AEAs

- STAAR at Meets Grade Level standard (25%)
- Graduation, continuers, and GED rate (75%)

or

Annual dropout rate (75%)



Performance Index Overview

Index 4 Bonus Points for AEAs

- Graduation Diploma Plan Rate
- College and Career Readiness
- Excluded Students Credit
- Maximum of 30 possible bonus points



Index Targets

In 2017, to receive a *Met Standard* or *Met Alternative Standard* rating, a district or campus must have met targets on at least three indices:

Index 1 *or* Index 2 *and* Index 3 *and* Index 4



2017 Index Targets

2017 Accountability Performance Index Targets for Non-AEA Districts and Campuses (including charters)

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	22	28	60	13
Campuses					
Elementary	60	32	28	n/a	12
Middle		30	26	n/a	13
High School/K-12		17	30	60	21

2017 Index Targets

2017 Accountability Performance Index Targets – AEA Charter Districts and AEA Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/ Dropout Rate Only
AEA Charter Districts and AEA Campuses	35	8	13	33	45

What is AEA?

AEA=Alternative Education Accountability

Alternative performance measures apply to campuses that offer nontraditional programs designed to serve students at risk of dropping out of school.



AEA Registration

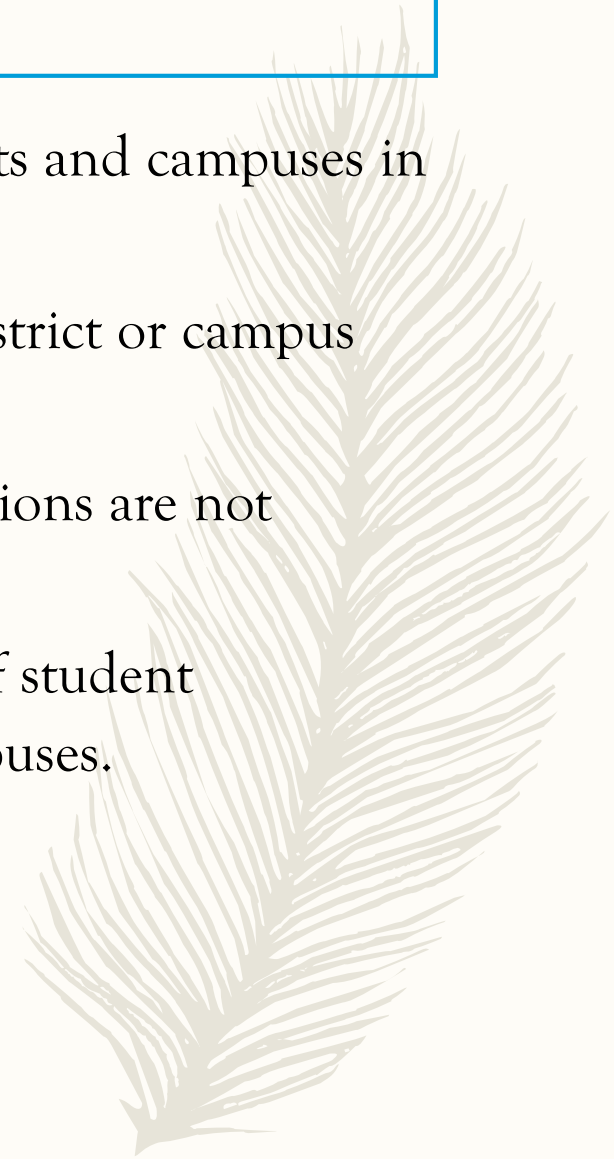
- Alternative education campuses (AECs) must register for AEA via TEASE Accountability in the spring.
- AECs rated by AEA provisions in the previous year are automatically re-registered if they still meet the registration criteria.
- AEA charter districts operate only registered AECs or have at least 50% of their students enrolled at registered AEAAs. They are evaluated by AEA provisions at the district level.

AEA Registration Requirements

- Each registered AEC must have at least 75% at-risk student enrollment verified through current year PEIMS snapshot data.
- Each registered AEC must have at least 50% student enrollment in grades 6–12 verified through current year PEIMS snapshot data.
- Each registered AEC must be identified in AskTED as an alternative instructional campus.
- The final list of AEA campuses was posted on the TEA website on April 29th.
- See Chapter 6 of the *2017 Accountability Manual* for additional information.

Distinction Designations

- Distinction designations are awarded to districts and campuses in recognition of outstanding achievement.
- To be eligible for distinction designations, a district or campus must receive a *Met Standard* rating.
- Districts and campuses rated using AEA provisions are not eligible.
- Campus distinctions are based on indicators of student performance in comparison to 40 similar campuses.



Distinction Designations

- Campuses may be awarded distinction designations for outstanding achievement in the following areas:
 - ❑ English language arts/reading
 - ❑ Mathematics
 - ❑ Science
 - ❑ Social studies
 - ❑ Student progress
 - ❑ Closing performance gaps
 - ❑ Postsecondary readiness
- Districts may be awarded distinction designations for outstanding achievement in postsecondary readiness.



System Safeguards

- The purpose of the system safeguards report is to ensure that—in the aggregated district or campus reports—substandard performance in one area or one student group is not disguised by acceptable performance in other areas or other student groups.
- System safeguards also help identify whether state-level interventions are needed.
- Performance results are disaggregated to show the performance of each student subgroup in Index 1.

System Safeguards

- The following indicators are included in the system safeguards report:
 - ❑ Performance rates (district and campus) by subject: reading, mathematics, writing, science, and social studies
 - ❑ Federal performance rates (district and campus) by subject: reading and mathematics
 - ❑ Participation rates (district and campus) by subject: reading and mathematics
 - ❑ Federal graduation rates (district and campus)
 - ❑ Federal limits on alternative assessments (district only)
- Safeguards results that miss targets are addressed through the Texas Accountability Intervention System (TAIS).

System Safeguards Measures and Targets

Accountability System Safeguard Measures and Targets (Non-AEAs and AEAs)											
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*
Performance Rate Targets - State											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Performance Rate Targets - Federal											
Reading	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	91%
Mathematics	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	91%
Participation Rate Targets - Federal											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Graduation Rate Targets - Federal "											
4-year	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%	88.5%
5-year	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%
District Limits on Use of Alternative Assessment Results											
Reading-STAAR Alt 2	1%	Not Applicable									
Mathematics-STAAR Alt 2	1%	Not Applicable									

2017 Accountability Manual

The *2017 Accountability Manual* describes the 2017 accountability system and explains how accountability ratings are assigned.

<http://tea.texas.gov/2017accountabilitymanual.aspx>



House Bill 22



Key Features of House Bill 22

- A–F letter grades are described as follows:
 - A = exemplary performance
 - B = recognized performance
 - C = acceptable performance
 - D = performance that needs improvement
 - F = unacceptable performance
- A–F letter grades will be given for three domains:
 - Student Achievement
 - School Progress
 - Closing the Gaps



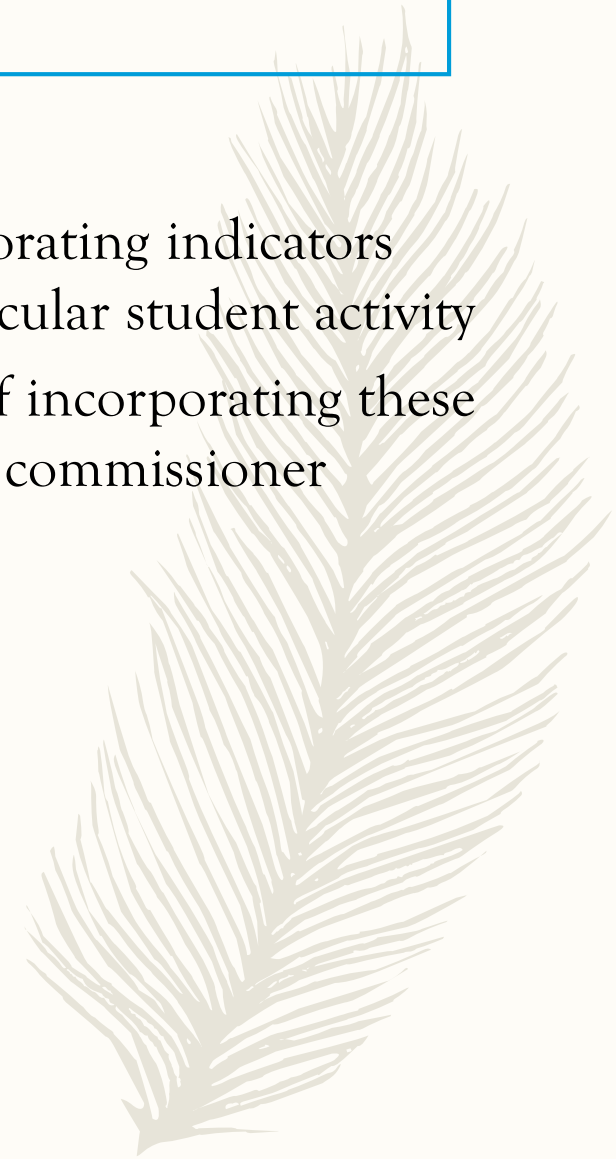
Key Features of House Bill 22

- Overall A–F letter grade will be calculated as follows:
 - Considers best of Student Achievement or School Progress, unless the district or campus receives an F in either domain, in which case the district or campus may not be assigned a rating higher than a B for the composite for the two domains
 - The Closing the Gaps domain makes up at least 30 percent of the overall rating
- Districts will receive an A–F rating beginning in 2018.
- Campuses will receive a *Met Standard* or *Improvement Required* rating in 2018.
- Campuses will receive an A–F rating beginning in 2019.
- Community and Student Engagement ratings repealed

Key Features of House Bill 22

- Extracurricular/Cocurricular Indicator
 - ❑ Study to determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity
 - ❑ Report to the legislature on the feasibility of incorporating these indicators by December 1, 2022, unless the commissioner adopts a similar indicator before then

- Statewide Input
 - ❑ School boards
 - ❑ Administrators
 - ❑ Teachers
 - ❑ Parents
 - ❑ Any other interested stakeholders



January 1, 2019, A–F “What if” Report

- Overall and domain ratings each campus would have received for 2017–18
- Correlation between letter grades and student characteristics:
 - ❑ Students qualifying for the free or reduced-price meals
 - ❑ Students of limited English proficiency
 - ❑ Race/ethnicity
 - ❑ Socioeconomic status



Student Achievement Domain

Elementary and Middle Schools

- STAAR Approaches Grade Level standard
- STAAR Meets Grade Level standard
- STAAR Masters Grade Level standard

Final Student Achievement Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Student Achievement Domain

Districts, High Schools, and K-12 Campuses

- STAAR Approaches Grade Level standard
- STAAR Meets Grade Level standard
- STAAR Masters Grade Level standard
- TSI criteria in reading or mathematics
- AP or similar assessment
- Dual credit
- Military enlistment
- Industry certification
- Postsecondary certification programs
- College preparation ELA or mathematics course
- Composite of indicators that show college readiness
- High school graduation rates
- OnRamps dual enrollment course
- Associate's degree

School Progress Domain

- STAAR growth measure
- Performance of districts and campuses compared to similar districts or campuses

Final School Progress Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.



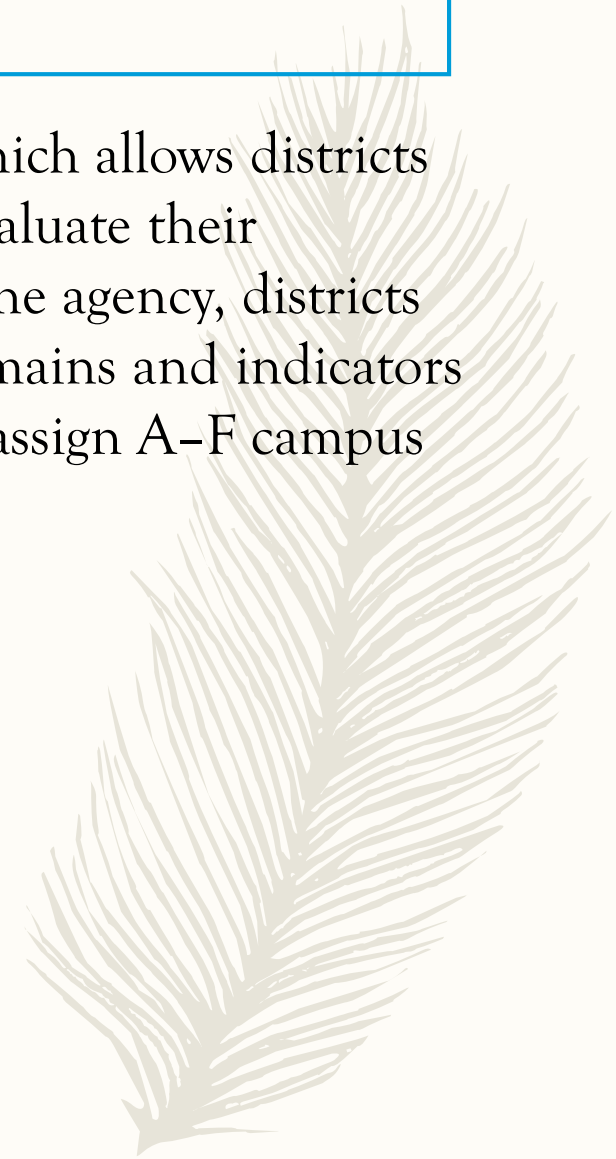
Closing the Gaps Domain

- Disaggregated data to demonstrate the differentials among various student groups:
 - Students formerly receiving special education services
 - Students continuously enrolled
 - Students who are mobile
 - Students from different racial and ethnic groups
 - Students from different socioeconomic backgrounds

Final Closing the Gaps Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Local Accountability System

HB 22 establishes a local accountability system which allows districts and charter schools to develop a plan to locally evaluate their campuses. Once the plan receives approval from the agency, districts and charter schools may use locally developed domains and indicators in addition to the three domains to evaluate and assign A–F campus ratings.



Local Accountability System

- Districts must include the three domain performance ratings assigned by TEA (at least 50% of the overall rating).
- Locally developed domain or accountability measures must contain differentiated levels of performance, provide for the assignment of A–F grades, and be reliable and valid.
- Calculations for locally developed overall performance ratings, domains, and accountability measures must be capable of being audited.
- Districts must produce a campus score card that may be displayed on TEA’s website.
- Districts must develop and make publicly available an explanation of the methodology used to assign ratings.

Local Accountability System

- Participating districts must submit a local accountability plan to TEA.
- The plan may be approved if
 - ❑ the agency determines the plan meets the minimum requirements,
 - ❑ an audit conducted by the agency verifies calculations included in the plan, and
 - ❑ a review panel approves the plan.
- The commissioner has authority to develop the process to approve requests by school districts or open-enrollment charter schools to assign campus performance ratings.
- An overall campus rating may only be assigned under a locally developed accountability system to campuses that were not assigned an overall rating of D or F by TEA.

From Here to August 2018

- Continuing advisory group meetings—throughout 2017
- Staff from Office of Academics visits to each ESC—April through June 2017
- Commissioner visits to ESCs—throughout 2017
- Commissioner meets with superintendents—throughout 2017
- Administrative rule adoption (including a public comment period)—spring 2018



Questions



Performance Reporting Resources and Contacts

- **2017 Accountability**

<http://tea.texas.gov/2017accountability.aspx>

- **Performance Reporting Home Page**

<http://tea.texas.gov/accountability/>

- **Performance Reporting Email**

performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**

(512) 463-9704

