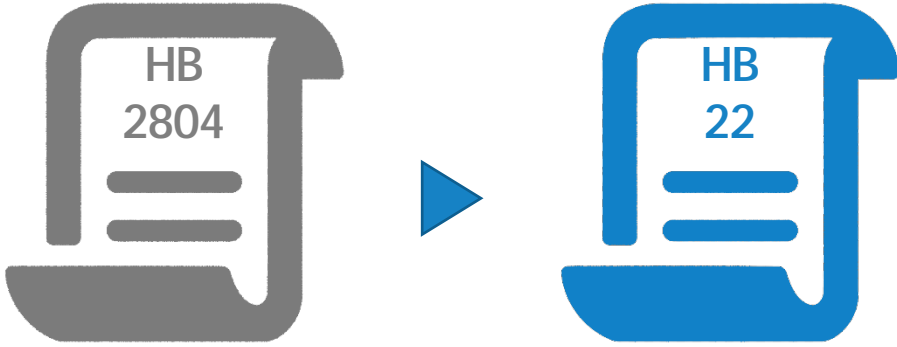




2018 Accountability Overview

TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING



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 = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance



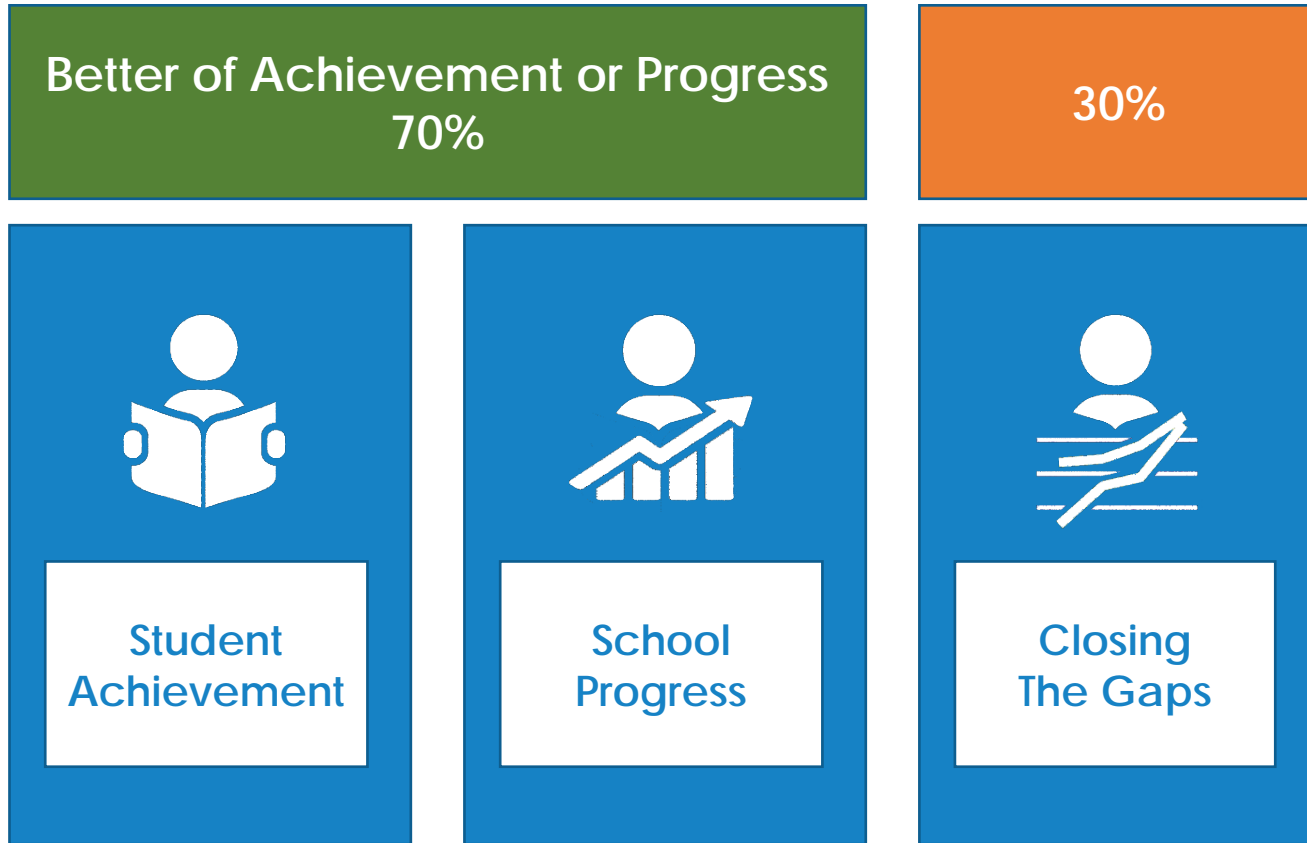
Districts

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

Campuses

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

Three Domains: Combining to Calculate Overall Rating

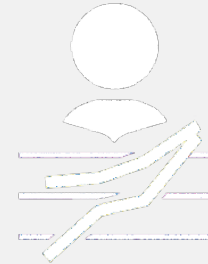




Student
Achievement



School
Progress



Closing
The Gaps

Elementary/Middle Schools

- STAAR

Weight

100%

High Schools, K-12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

40%

20%



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*



Career Ready

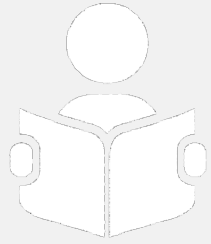
- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (**one-half point credit**)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Be admitted to postsecondary industry certification program*



Military Ready

Enlist in the United States Armed Forces

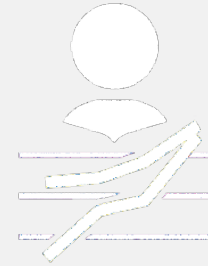
*Implementation in 2019 and beyond



Student
Achievement



School
Progress

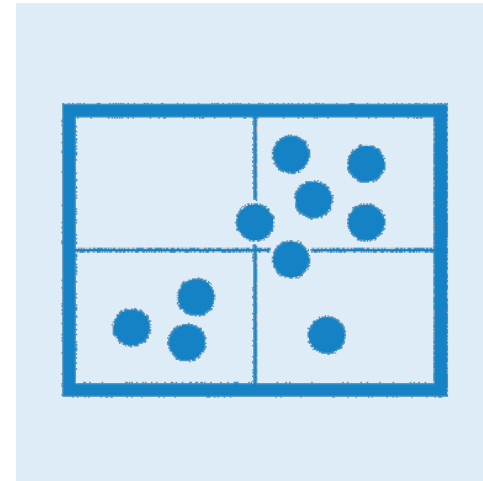


Closing
The Gaps

Part A: Academic Growth



Part B: Relative Performance



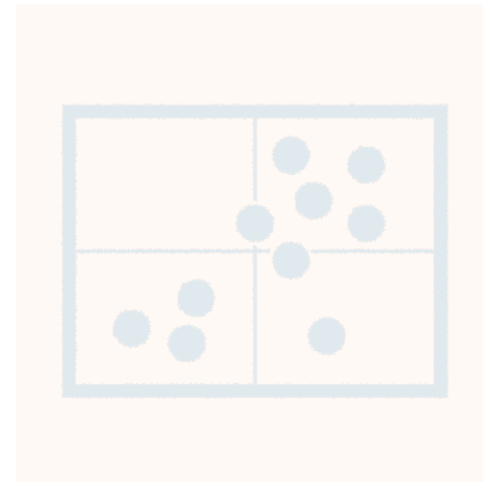
Elementary, Middle, High Schools, K–12, and Districts

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

Part A: Academic Growth



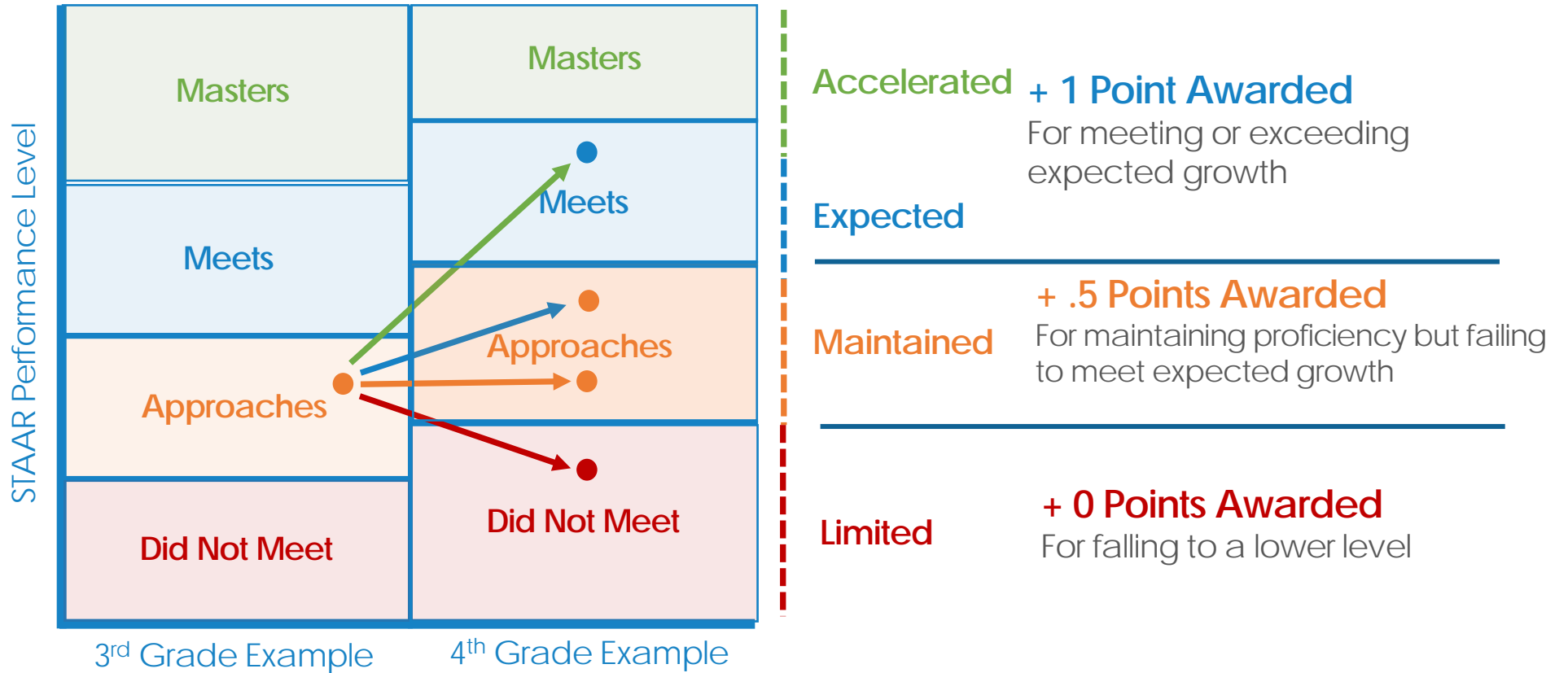
Part B: Relative Performance



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.

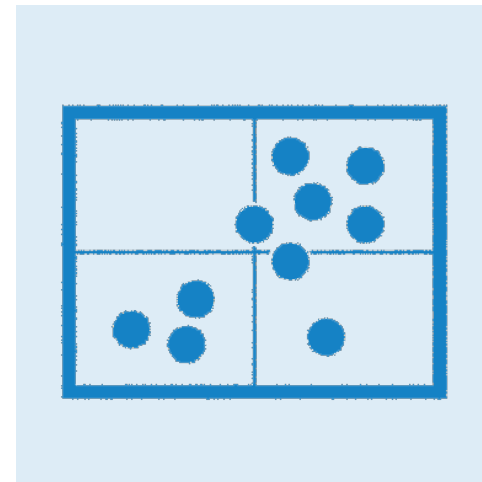
*Substitute assessments are not included.



Part A: Academic Growth



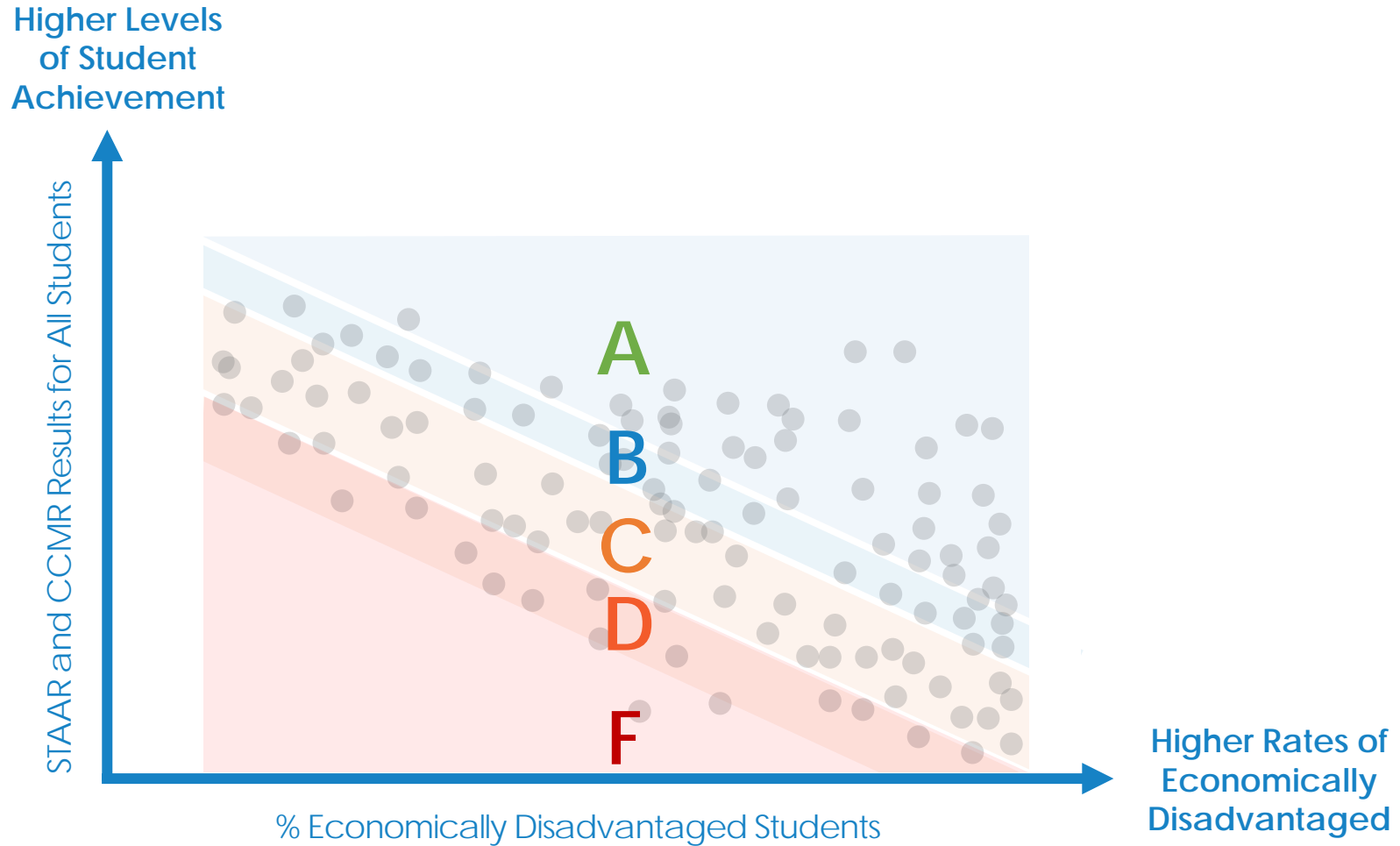
Part B: Relative Performance

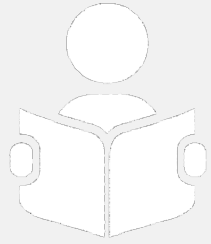


Part B: Relative Performance

- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

Relative Performance: Measuring School Progress





Student
Achievement



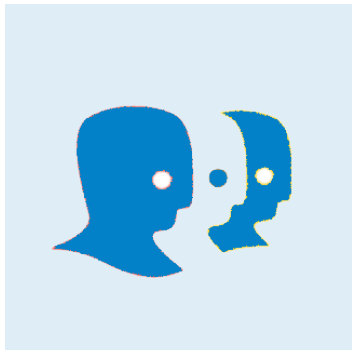
School
Progress



Closing
The Gaps



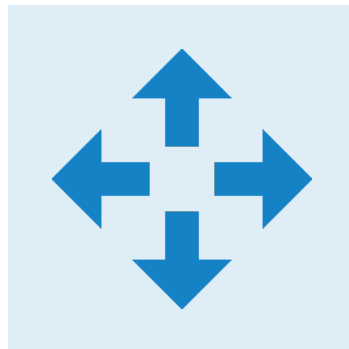
Race/Ethnicity



Special Education



Continuously Enrolled
and Mobile



English
Learners (ELs)



Economically
Disadvantaged





Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled



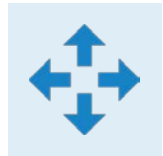
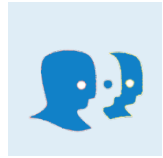
Components

- 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 (Requested one-year waiver)

Closing the Gaps Domain: Calculating a Rating

Student Group

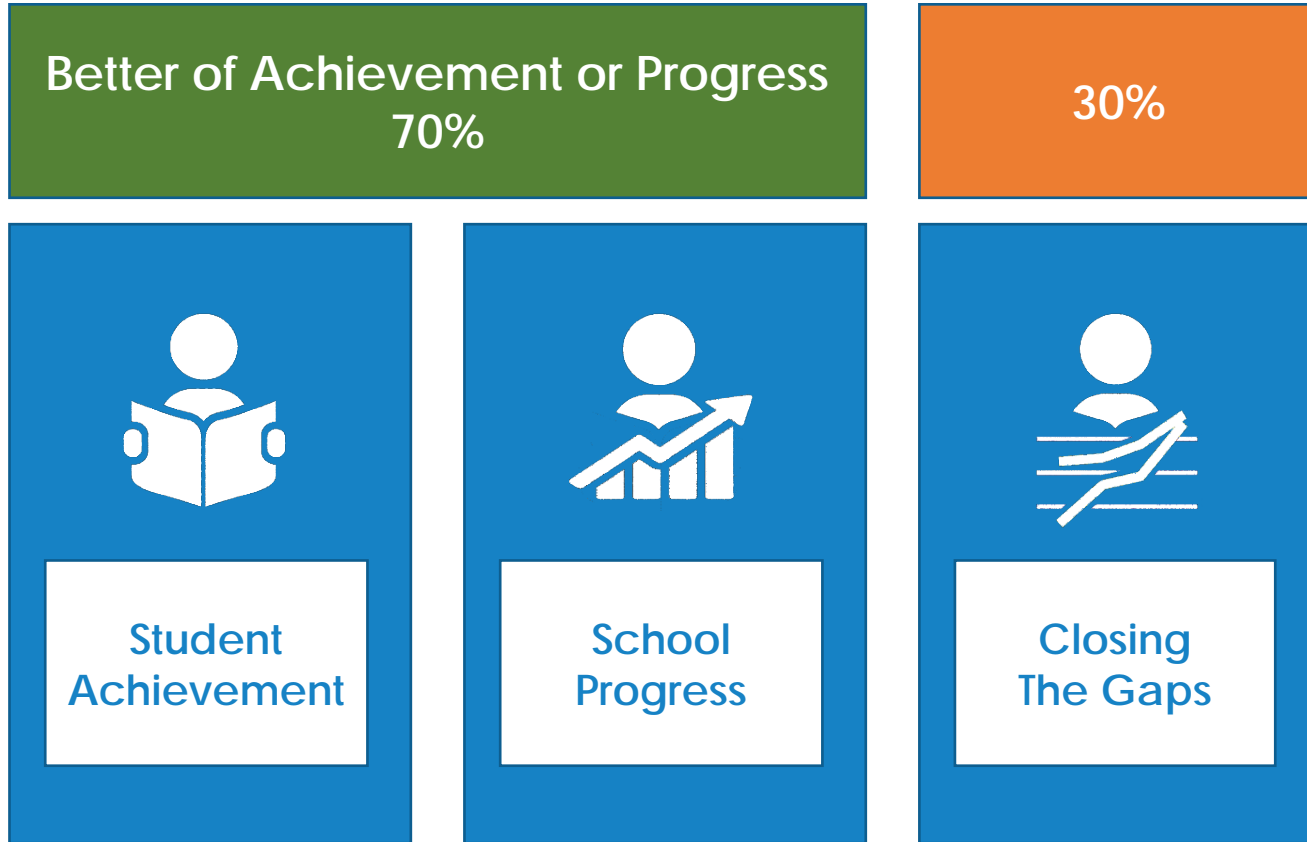
Achievement Target



% of Student Groups
that Meet Target

Overall
Domain
Grade

Calculating an Overall Rating



- *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

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



Resources

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

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