



State Accountability: Past, Present, and Future

TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS
AND ACCOUNTABILITY

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Division of Performance Reporting

January 20, 2016

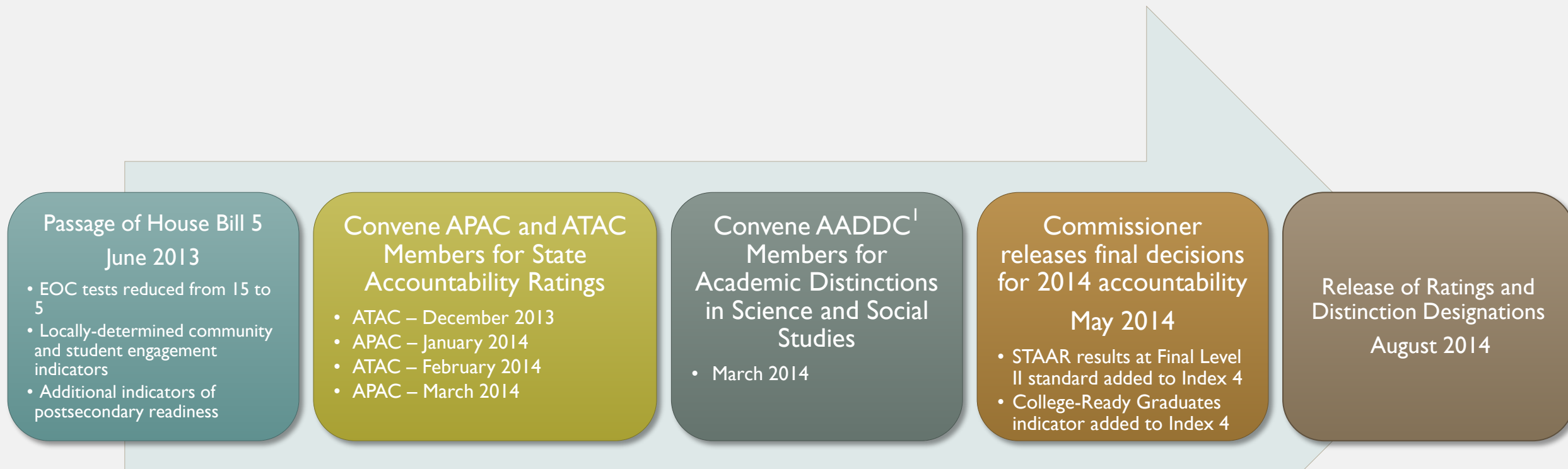
Development Timeline for 2013 State Accountability System



¹Accountability Policy Advisory Committee (APAC) members are appointed by the commissioner and consists of educators; legislative representatives; business and community leaders; representatives of higher education; and parents of children attending Texas public schools. Accountability Technical Advisory Committee (ATAC) members are nominated by ESC directors and appointed by the commissioner and consists of educators who are knowledgeable of public school assessment, accountability, and/or research.

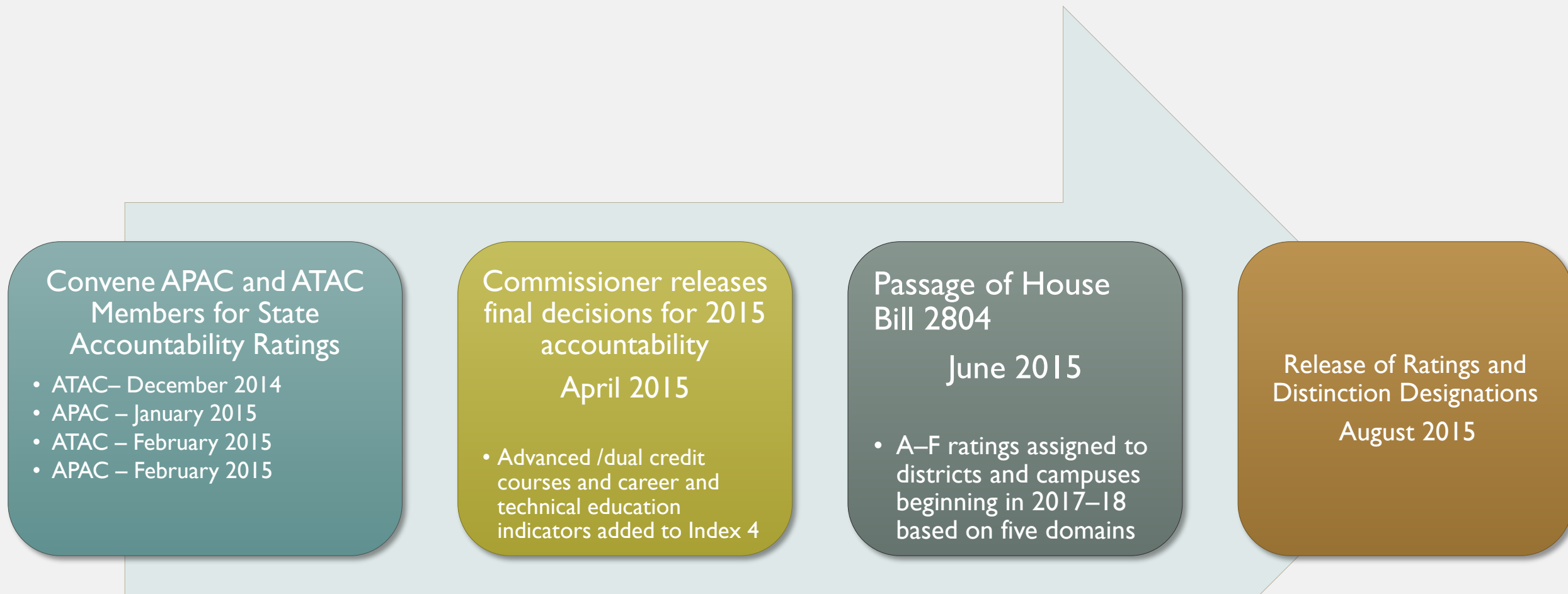
²Academic Achievement Distinction Designations Committee (AADDC) members for reading/ELA and mathematics were appointed by the office of the governor, lieutenant governor, and speaker of the house and consisted of educators; business and community leaders; representatives of higher education; and parents of children attending Texas public schools.

Development Timeline for 2014 State Accountability System



¹Academic Achievement Distinction Designations Committee (AADDC) members for science and social studies were appointed by the office of the governor, lieutenant governor, and speaker of the house and consisted of educators; business and community leaders; representatives of higher education; and parents of children attending Texas public schools.

Development Timeline for 2015 State Accountability System



Development Timeline for 2016 State Accountability System

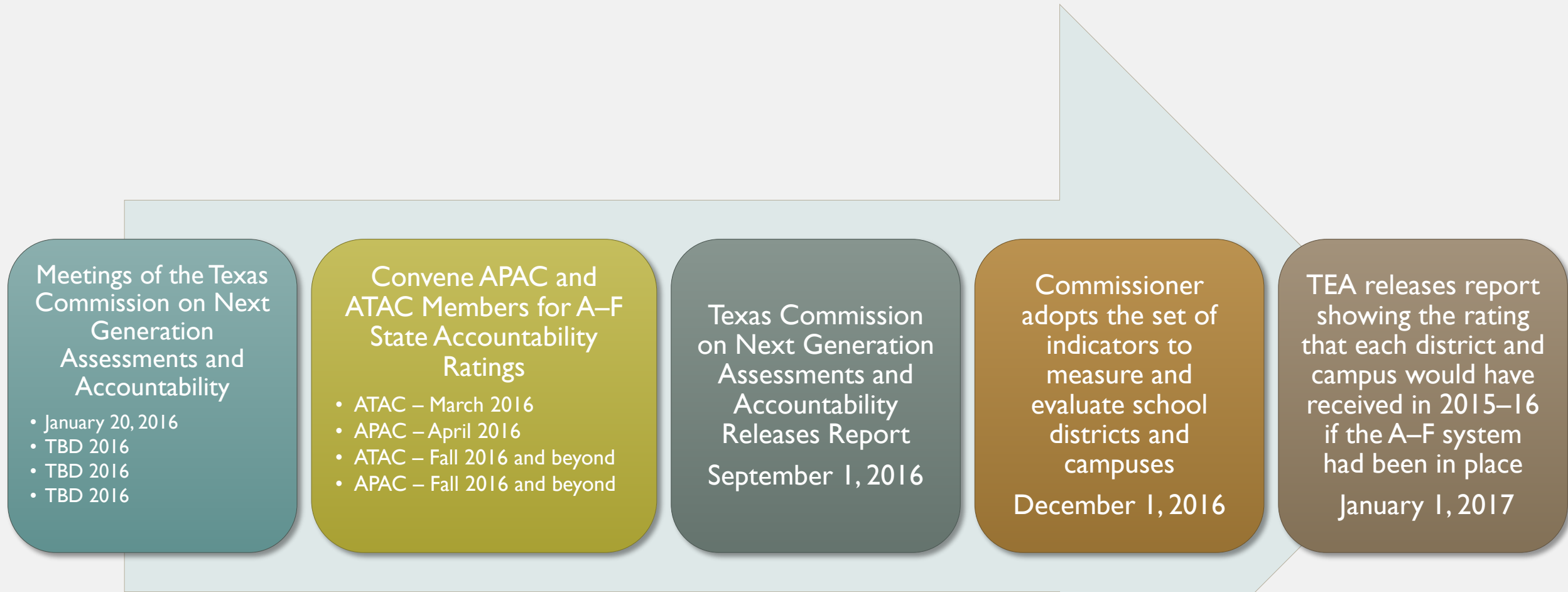
Convene APAC and ATAC Members for State Accountability Ratings

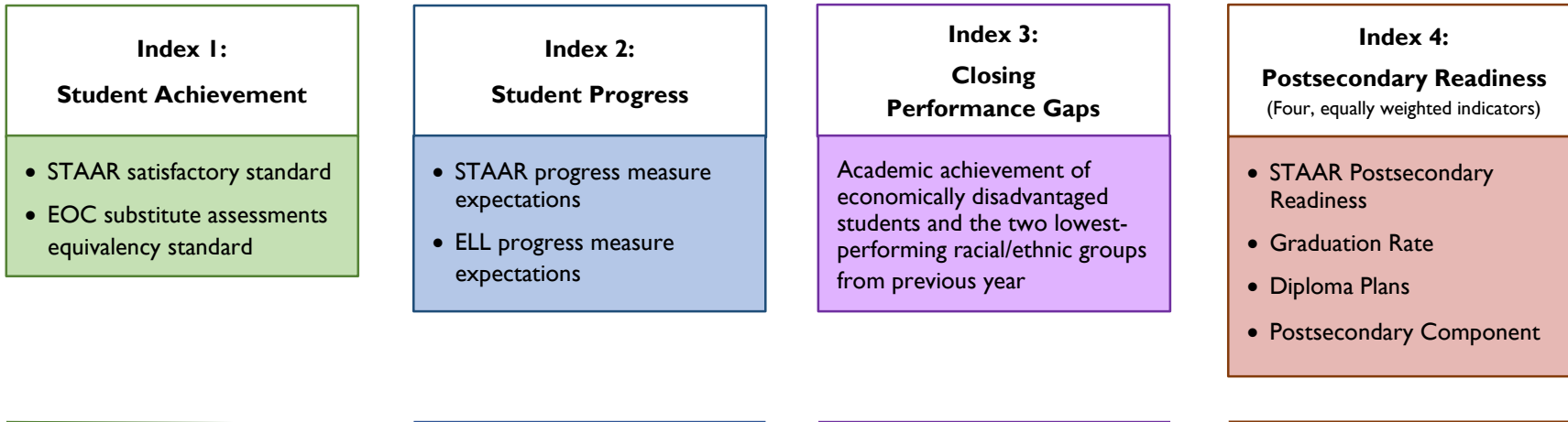
- ATAC – September 2015
- APAC – October 2015
- ATAC – December 2015
- APAC – January 2016

Commissioner releases final decisions for 2016 accountability
February 2016

Release of Ratings and Distinction Designations
August 2016

Development Timeline for HB 2804 State Accountability System





- Ratings**
- Met Standard
 - Met Alternative Standard
 - Improvement Required

A target score is assigned to each index, and a district or campus must meet an index's target in order to demonstrate acceptable performance for that index.

- Student Groups**
- All Students
 - African American
 - Hispanic
 - White
 - American Indian
 - Asian
 - Pacific Islander
 - Two or More Races
 - Economically Disadvantaged
 - Special Education
 - English Language Learners (ELL)

To earn a *Met Standard* or *Met Alternative Standard* rating in 2015, a district or campus had to meet the target on at least three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4. Districts and campuses that did not meet the target on at least these three indices were rated *Improvement Required*.

**Index 1:
Student Achievement**

STAAR

- Percentage of students who met the satisfactory standard aggregated across grade levels by subject area
- Percentage of students who met/exceeded ELL progress measure expectations aggregated across grade levels by subject area
- Percentage of students who met the equivalency standard on an EOC substitute assessment aggregated across grade levels by subject area

**Index 2:
Student Progress**

STAAR

- Percentage of students who met /exceeded STAAR progress measure expectations aggregated across grade levels by subject area
- Percentage of students who met/exceeded ELL progress measure expectations aggregated across grade levels by subject area

**Index 3:
Closing
Performance Gaps***

STAAR

- Percentage of students who met or exceeded satisfactory standard aggregated across grade levels by subject area
- Percentage of students who met advanced academic performance standard aggregated across grade levels by subject area
- Percentage of certain ELL students who met final Level II performance standard aggregated across grade levels by subject area

* Measures performance of only economically disadvantaged students and the two-lowest performing racial/ethnic groups from the previous year.

**Index 4:
Postsecondary Readiness**
(Four, equally weighted indicators)

STAAR/EOC Substitute Assessments

- Percentage of students who met or exceeded final Level II performance standard on two or more subject area STAAR tests
- Percentage of students who met equivalency standard on EOC substitute assessments

Graduation rate

- Four-year longitudinal rate
- Five-year longitudinal rate
- Annual dropout rate if longitudinal graduation rate is unavailable

Diploma Plans

- Percentage of students who graduate under the Recommended High School Program
- Percentage of students who graduate under the Distinguished Achievement Program

Postsecondary Component

- Percentage of graduates who met college-ready graduates criteria
- Percentage of annual graduates who earned credit for two advanced or dual-credit courses
- Percentage of graduates who enrolled in a coherent sequence of two or more CTE courses as part of a four-year plan of study.

To earn a *Met Standard* or *Met Alternative Standard* rating in 2015, a district or campus had to meet the target on at least three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4. Districts and campuses that did not meet the target on at least these three indices were rated *Improvement Required*.

2016 Distinction Designations

Areas and Indicators

Campus Comparison Group

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type then grouped with forty other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, and the percentage of English language learners.

All distinction designations for a campus are based on performance that is in the top quartile (Q1) of its comparison group.

Campus Distinction

Indicators

Top 25 Percent: Student Progress

Awarded for outstanding student progress if a campus is ranked in the top 25 percent (Q1) of its campus comparison group for Index 2.

Top 25 Percent: Closing Performance Gaps

Awarded for outstanding performance in closing student achievement gaps if a campus is ranked in the top 25 percent (Q1) of its campus comparison group for Index 3.

Postsecondary Readiness

- Index 4—Percentage at STAAR Postsecondary Readiness Standard (All campus types)
 - Four-Year Longitudinal Graduation Rate
 - Four-Year Longitudinal RHSP/DAP Rate
 - College-Ready Graduates
 - Advanced/Dual-Credit Course Completion Rate
 - SAT/ACT Participation
 - SAT/ACT Performance
 - AP/IB Examination Performance: Any Subject
 - CTE-Coherent Sequence Graduates
-

Academic Achievement in English Language Arts (ELA)/Reading

- Attendance rate
- Greater-Than-Expected Student Growth in ELA/Reading
- Grades 3–8 Reading Performance (Level III)
- Grades 4 and 7 Writing Performance (Level III)
- English I Performance (Level III)
- English II Performance (Level III)
- AP/IB Examination Participation: ELA
- AP/IB Examination Performance: ELA
- SAT/ACT Participation
- SAT Performance: Reading and Writing
- ACT Performance: ELA
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading

2016 Distinction Designations

Areas and Indicators

Campus Distinction

Academic Achievement in Mathematics

Indicators

- Attendance rate
 - Greater-Than-Expected Student Growth in Mathematics
 - Grades 3–8 Mathematics Performance (Level III)
 - Algebra I by Grade 8 Participation
 - Algebra I Performance (Level III)
 - AP/IB Examination Participation: Mathematics
 - AP/IB Examination Performance: Mathematics
 - SAT/ACT Participation
 - SAT Performance: Mathematics
 - ACT Performance: Mathematics
 - Advanced/Dual-Credit Course Completion Rate: Mathematics
-

Academic Achievement in Science

- Attendance rate
 - Grades 5 and 8 Science Performance (Level III)
 - Biology Performance (Level III)
 - ACT Performance: Science
 - AP/IB Examination Participation: Science
 - AP/IB Examination Performance: Science
 - Advanced/Dual-Credit Course Completion Rate: Science
-

Academic Achievement in Social Studies

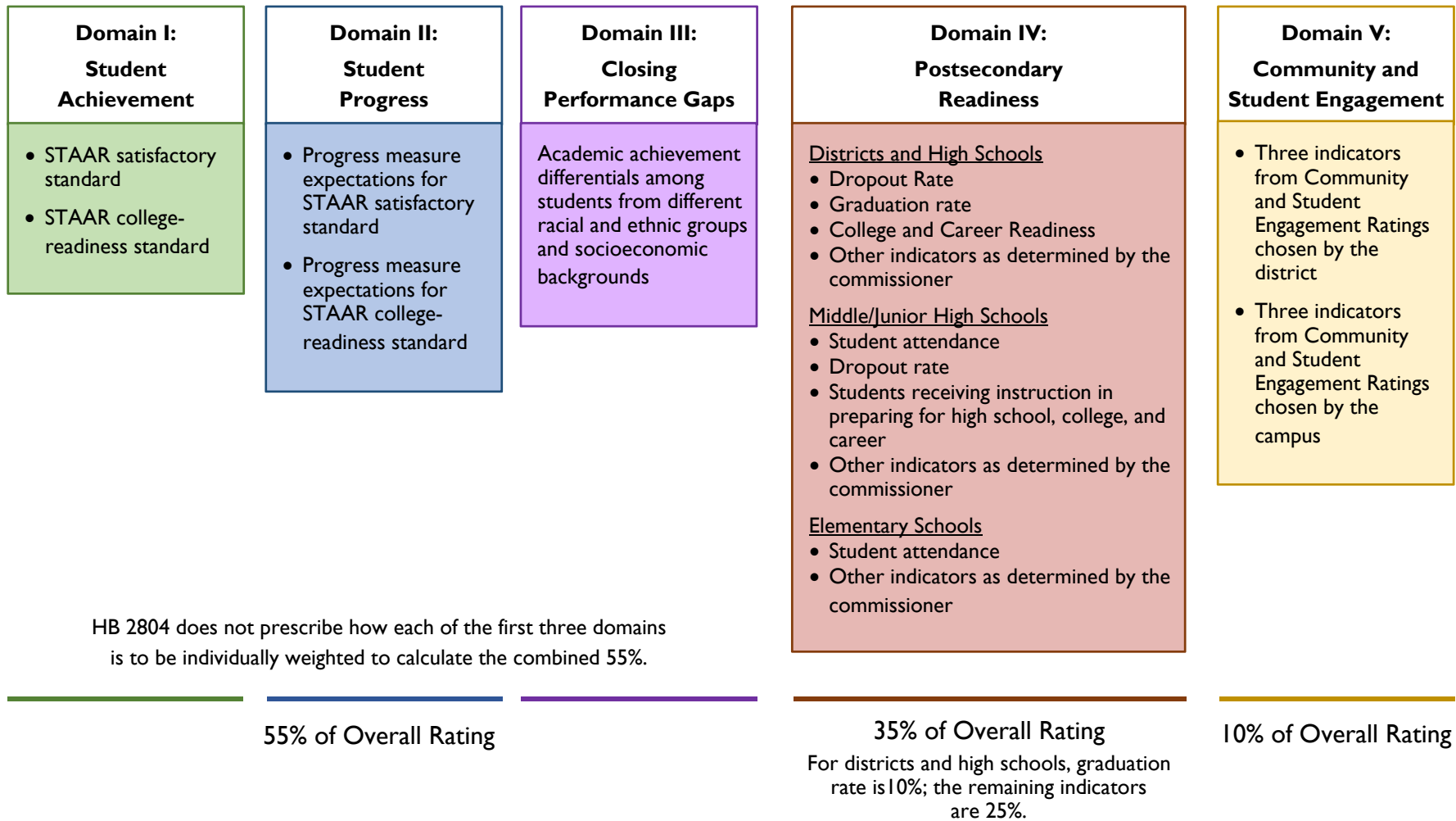
- Attendance rate
 - Grade 8 Social Studies Performance (Level III)
 - U.S. History Performance (Level III)
 - AP/IB Examination Participation: Social Studies
 - AP/IB Examination Performance: Social Studies
 - Advanced/Dual-Credit Course Completion Rate: Social Studies
-

District Distinction

Postsecondary Readiness

Indicators

Awarded for outstanding academic performance in achieving postsecondary readiness. A district must have at least 70 percent of its campus-level postsecondary-readiness indicators in the top quartile.



Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

<p style="text-align: center;">Domain I:</p> <p style="text-align: center;">Student Achievement</p> <p>STAAR</p> <ul style="list-style-type: none"> • Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area • College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area • STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area • Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD • EOC Substitute Assessment - TBD 	<p style="text-align: center;">Domain II:</p> <p style="text-align: center;">Student Progress</p> <p>STAAR</p> <ul style="list-style-type: none"> • Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area • College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area • STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area • Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD 	<p style="text-align: center;">Domain III:</p> <p style="text-align: center;">Closing Performance Gaps</p> <p>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</p>	<p style="text-align: center;">Domain IV:</p> <p style="text-align: center;">Postsecondary Readiness</p> <p><u>Districts and High Schools</u></p> <ul style="list-style-type: none"> • Dropout Rate • Graduation rate • Percentage of students who do at least one of the following: <ul style="list-style-type: none"> • Complete requirements for FHSP distinguished level of achievement • Complete the requirements for an endorsement • Complete a coherent sequence of CTE courses • Satisfy the TSI benchmark • Earn at least 12 hours of postsecondary credit • Complete an AP course • Enlist in the armed forces • Earn an industry certification • Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner <p><u>Middle/Junior High Schools</u></p> <ul style="list-style-type: none"> • Student attendance • Dropout rate • Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career • Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner <p><u>Elementary Schools</u></p> <ul style="list-style-type: none"> • Student attendance • Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner 	<p style="text-align: center;">Domain V:</p> <p style="text-align: center;">Community and Student Engagement</p> <p>Three indicators from the following list, as chosen by each district and campus:</p> <ul style="list-style-type: none"> • fine arts • wellness and physical education • community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023; • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects • the 21st Century Workforce Development program • the second language acquisition program • the digital learning environment • dropout prevention strategies • educational programs for gifted and talented students
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HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating
 For districts and high schools, graduation rate is 10%; the remaining indicators are 25%.

10% of Overall Rating

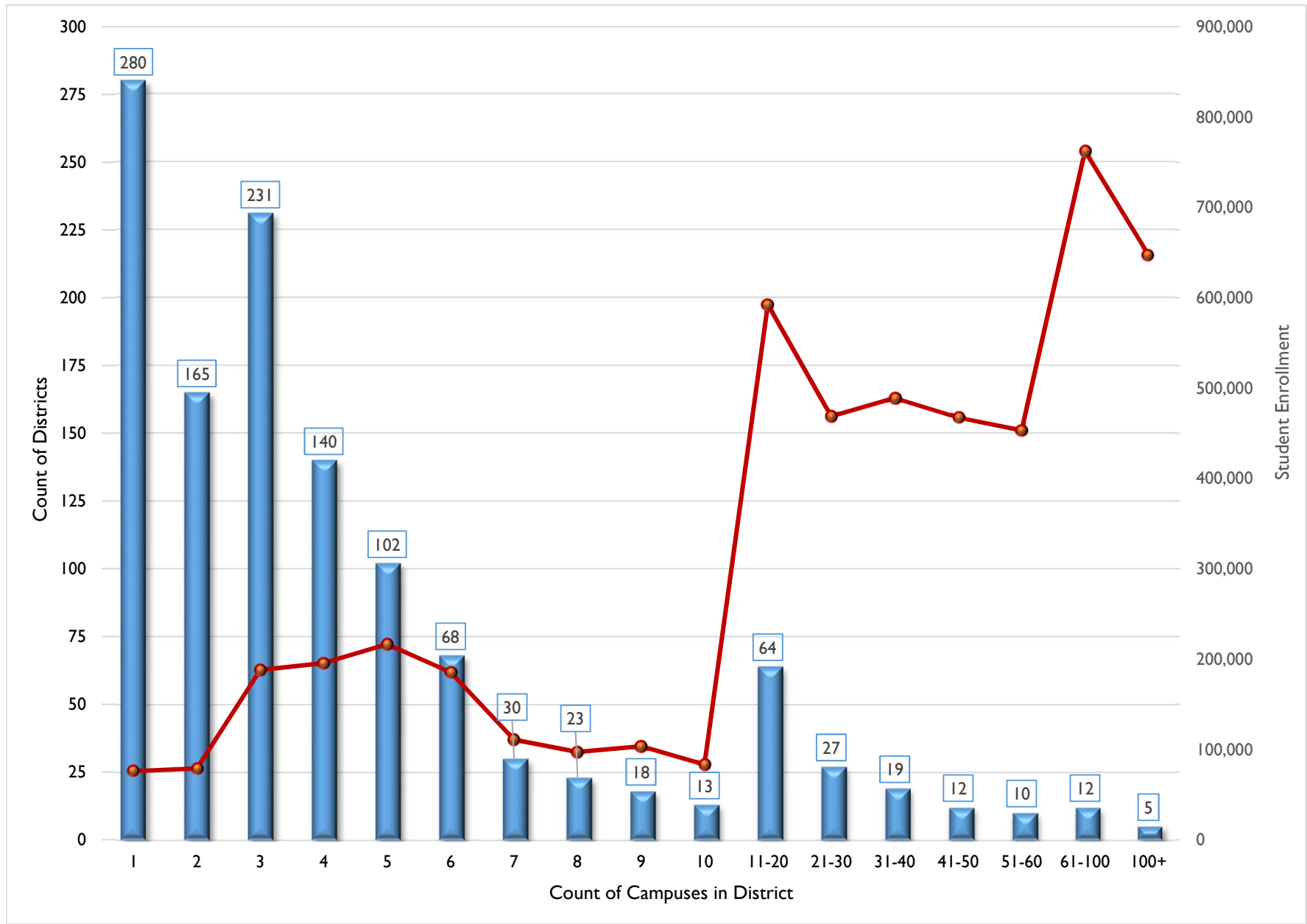


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Supporting Materials


Frequency of District Size by Campus Count with Enrollment Trendline





Districts with More than 50 Campuses in 2015


District Number	District Name	Count of Campuses	Student Enrollment
101912	HOUSTON ISD	282	214,462
057905	DALLAS ISD	233	160,148
220905	FORT WORTH ISD	142	85,695
227901	AUSTIN ISD	129	84,191
015915	NORTHSIDE ISD	114	102,950
015907	SAN ANTONIO ISD	99	53,701
071902	EL PASO ISD	93	60,556
101907	CYPRESS-FAIRBANKS ISD	83	112,691
220901	ARLINGTON ISD	78	63,814
101902	ALDINE ISD	76	69,553
015910	NORTH EAST ISD	75	67,757
043910	PLANO ISD	74	54,398
079907	FORT BEND ISD	73	71,681
057909	GARLAND ISD	72	57,323
061902	LEWISVILLE ISD	68	53,270
071905	YSLETA ISD	62	42,421
101917	PASADENA ISD	61	55,395
101914	KATY ISD	60	70,126
043905	FRISCO ISD	59	38,675
178904	CORPUS CHRISTI ISD	59	49,485
031901	BROWNSVILLE ISD	56	48,269
057916	RICHARDSON ISD	56	56,164
170902	CONROE ISD	56	38,496
14906	KILLEEN ISD	54	42,581
188901	AMARILLO ISD	53	33,169
246909	ROUND ROCK ISD	53	47,098
152901	LUBBOCK ISD	51	29,057

2015 Accountability System School Types (8,646 Total Campuses)

Elementary

 4,654 Campuses

Middle School

 1,713 Campuses

Elementary/Secondary

 498 Campuses

High School

 1,781 Campuses

Highest Grade Level Served →

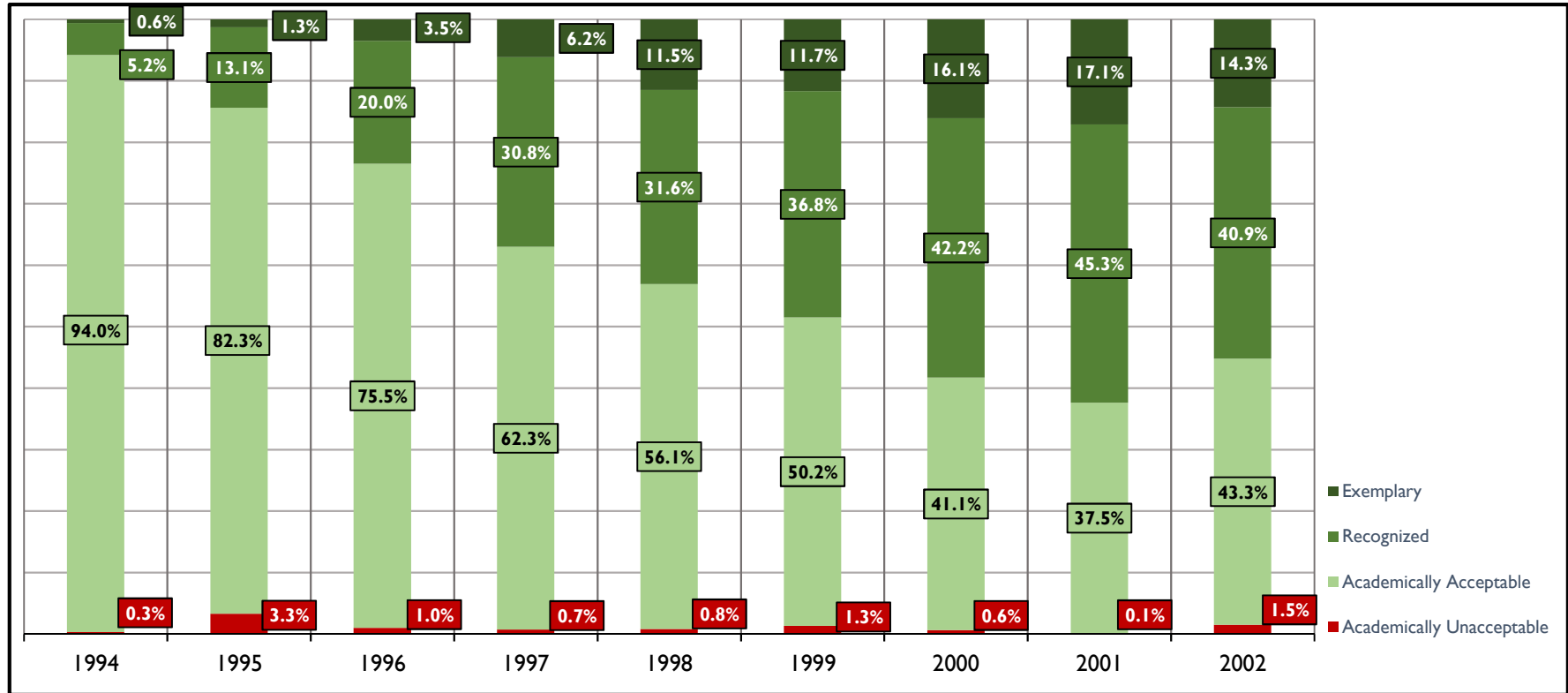
Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	7	71	52	48	66	53	171	1005	123	0	8	1	1	0	35
PK		29	15	7	27	27	176	1128	187	7	68	5	2	1	135
KG			1	4	18	18	135	624	127	8	55	5	6	5	64
1				3	15	22	6	36	18	0	1	1	2	2	6
2					1	21	12	20	6	0	0	0	1	3	13
3						0	15	90	8	0	7	3	0	0	6
4							2	57	38	0	8	1	0	3	9
5								11	145	2	82	4	3	6	9
6									36	9	1097	16	7	23	140
7										5	261	19	16	25	130
8											14	15	11	16	39
9												60	33	22	1306
10													14	6	38
11														20	26
12															19

TEA Division of Performance Reporting

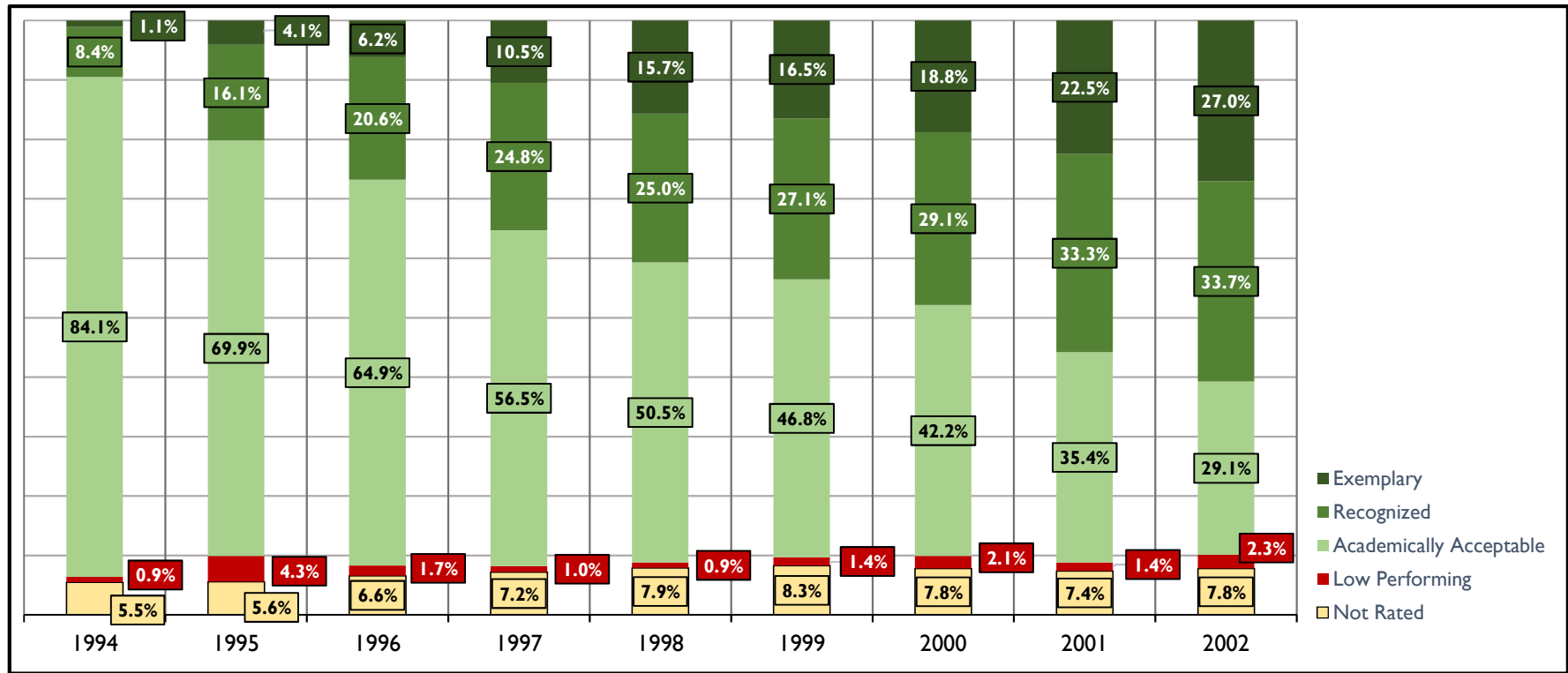
District Accountability Ratings: 1994–2002

Accountability Rating	1994		1995		1996		1997		1998		1999		2000		2001		2002	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	6	0.6%	14	1.3%	37	3.5%	65	6.2%	120	11.5%	122	11.7%	168	16.1%	178	17.1%	149	14.3%
Recognized	54	5.2%	137	13.1%	209	20.0%	321	30.8%	329	31.6%	383	36.8%	439	42.2%	471	45.3%	425	40.9%
Academically Acceptable	983	94.0%	860	82.3%	788	75.5%	650	62.3%	585	56.1%	523	50.2%	428	41.1%	390	37.5%	450	43.3%
Academically Unacceptable	3	0.3%	34	3.3%	10	1.0%	7	0.7%	8	0.8%	14	1.3%	6	0.6%	1	0.1%	16	1.5%
Total Districts	1,046	100.0%	1,045	100.0%	1,044	100.0%	1,043	100.0%	1,042	100.0%	1,042	100.0%	1,041	100.0%	1,040	100.00%	1,040	100.0%



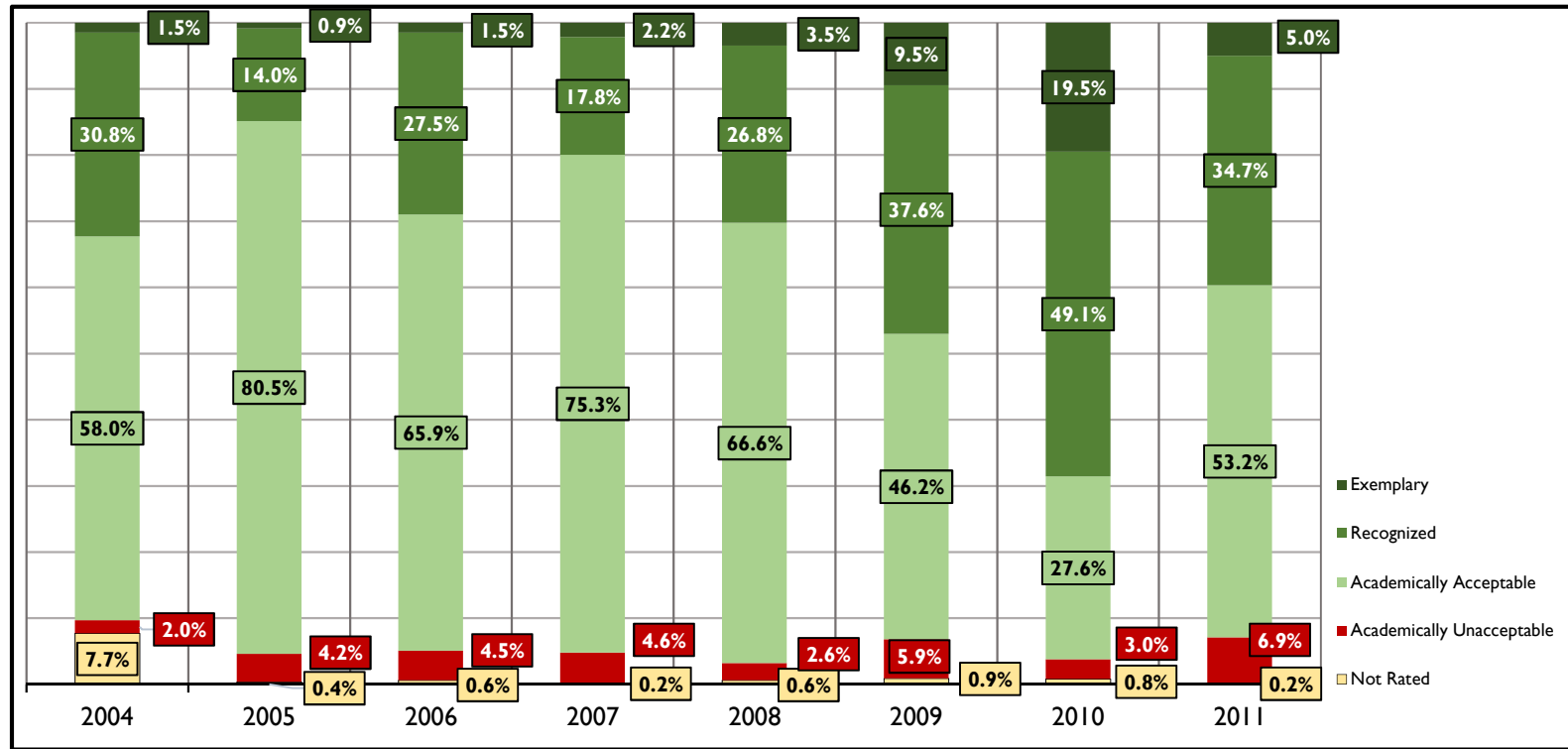
Campus Accountability Ratings: 1994–2002

Accountability Rating	1994		1995		1996		1997		1998		1999		2000		2001		2002	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	67	1.1%	255	4.1%	394	6.2%	683	10.5%	1048	15.7%	1120	16.5%	1296	18.8%	1571	22.5%	1918	27.0%
Recognized	516	8.4%	1004	16.1%	1309	20.6%	1617	24.8%	1666	25.0%	1843	27.1%	2009	29.1%	2327	33.3%	2391	33.7%
Academically Acceptable	5176	84.1%	4347	69.9%	4127	64.9%	3679	56.5%	3365	50.5%	3,183	46.8%	2912	42.2%	2469	35.4%	2063	29.1%
Low Performing	54	0.9%	267	4.3%	108	1.7%	67	1.0%	59	0.9%	96	1.4%	146	2.1%	100	1.4%	166	2.3%
Not Rated	339	5.5%	347	5.6%	420	6.6%	467	7.2%	527	7.9%	562	8.3%	540	7.8%	514	7.4%	555	7.8%
Total Campuses	6,152	100.0%	6,220	100.0%	6,358	100.0%	6,513	100.0%	6,665	100.0%	6,804	100.0%	6,903	100.0%	6,981	100.0%	7,093	100.0%



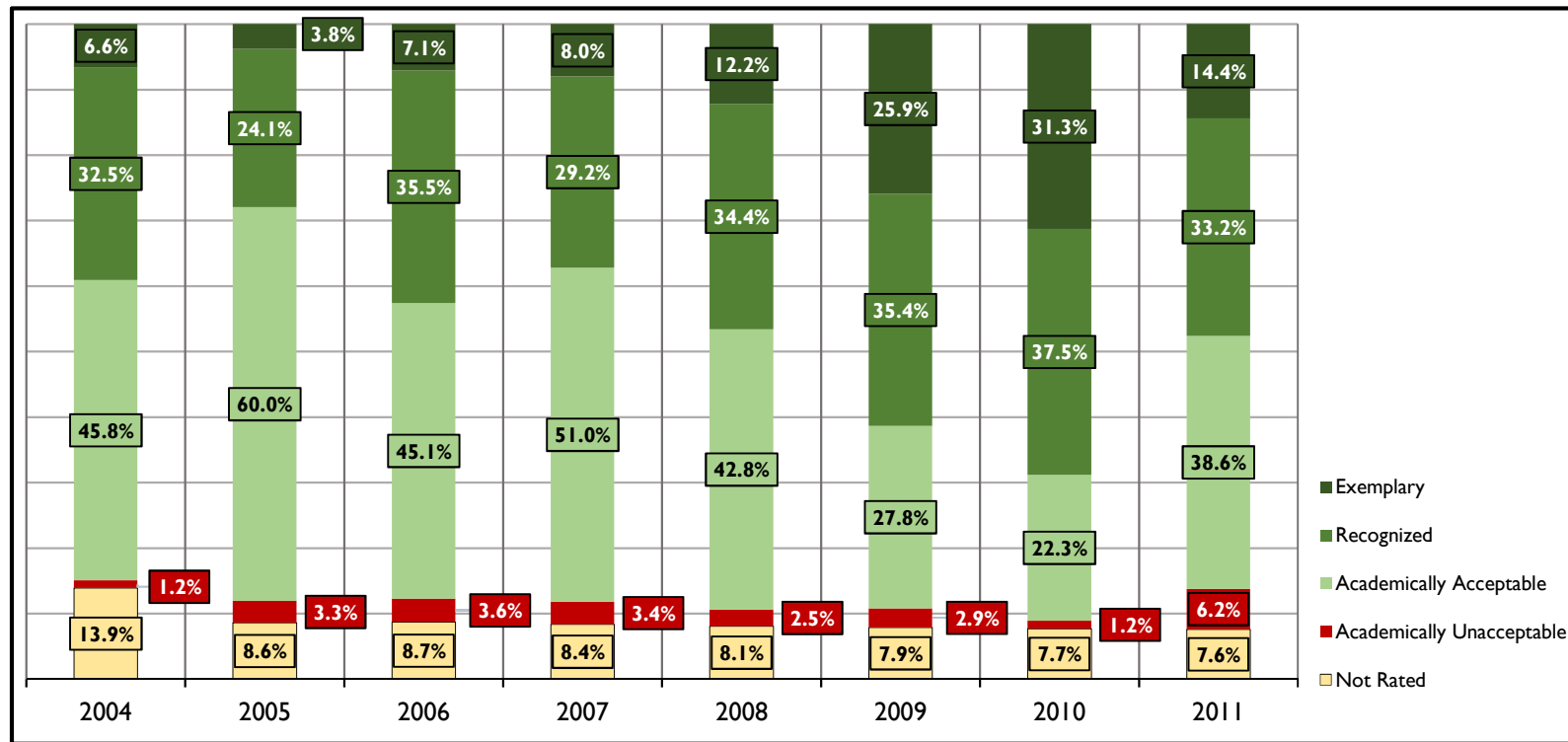
District Accountability Ratings: 2004–2011

Accountability Rating	2004		2005		2006		2007		2008		2009		2010		2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	19	1.5%	11	0.9%	19	1.5%	27	2.2%	43	3.5%	117	9.5%	241	19.5%	62	5.0%
Recognized	378	30.8%	172	14.0%	337	27.5%	217	17.8%	329	26.8%	464	37.6%	607	49.1%	426	34.7%
Academically Acceptable	712	58.0%	989	80.5%	809	65.9%	920	75.3%	818	66.6%	570	46.2%	342	27.6%	653	53.2%
Academically Unacceptable	24	2.0%	52	4.2%	55	4.5%	56	4.6%	32	2.6%	73	5.9%	37	3.0%	85	6.9%
Not Rated	94	7.7%	5	0.4%	7	0.6%	2	0.2%	7	0.6%	11	0.9%	10	0.8%	2	0.2%
Total Districts	1,227	100.0%	1,229	100.0%	1,227	100.0%	1,222	100.0%	1,229	100.0%	1,235	100.0%	1,237	100.0%	1,228	100.0%



Campus Accountability Ratings: 2004–2011

Accountability Rating	2004		2005		2006		2007		2008		2009		2010		2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	518	6.6%	304	3.8%	564	7.1%	643	8.0%	1000	12.2%	2158	25.9%	2637	31.3%	1232	14.4%
Recognized	2538	32.5%	1909	24.1%	2826	35.5%	2354	29.2%	2819	34.4%	2943	35.4%	3160	37.5%	2833	33.2%
Academically Acceptable	3579	45.8%	4748	60.0%	3586	45.1%	4108	51.0%	3508	42.8%	2316	27.8%	1884	22.3%	3287	38.6%
Academically Unacceptable	95	1.2%	264	3.3%	286	3.6%	276	3.4%	202	2.5%	245	2.9%	104	1.2%	530	6.2%
Not Rated	1083	13.9%	683	8.6%	694	8.7%	680	8.4%	666	8.1%	660	7.9%	650	7.7%	644	7.6%
Total Campuses	7,813	100.0%	7,908	100.0%	7,956	100.0%	8,061	100.0%	8,195	100.0%	8,322	100.0%	8,435	100.0%	8,526	100.0%



District and Campus Accountability Ratings: 2013–2015

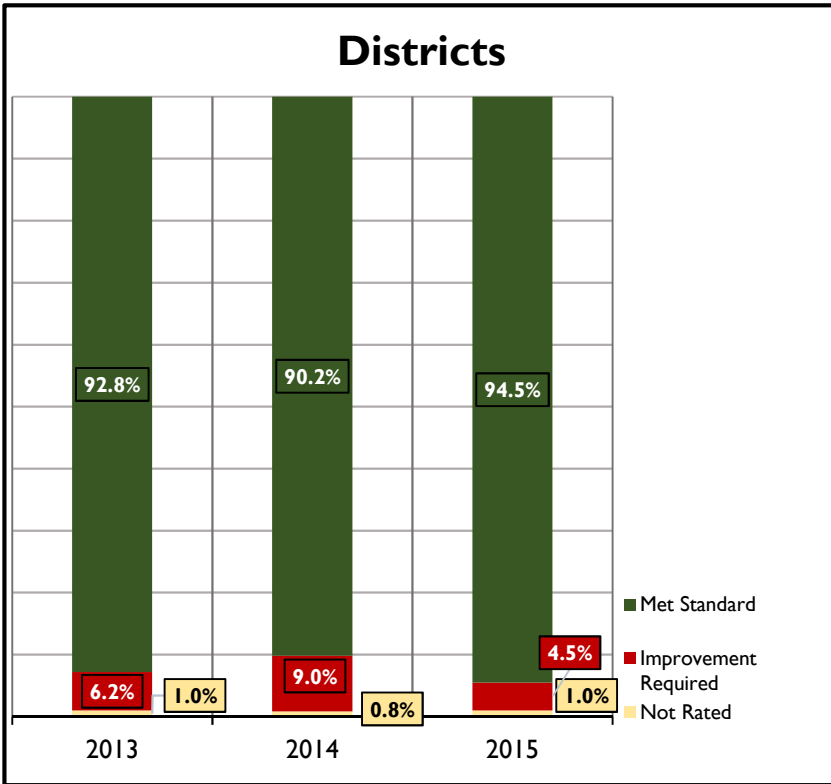
Districts

Accountability Rating	2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent
Met Standard	1140	92.8%	1107	90.2%	1152	94.5%
Improvement Required	76	6.2%	110	9.0%	55	4.5%
Not Rated	12	1.0%	10	0.8%	12	1.0%
Total Districts	1,228	100.0%	1,227	100.0%	1,219	100.0%

Campuses

Accountability Rating	2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent
Met Standard	7207	84.2%	7285	85.0%	7476	86.5%
Improvement Required	768	9.0%	733	8.5%	603	7.0%
Not Rated	580	6.8%	556	6.5%	567	6.6%
Total Campuses	8,555	100.0%	8,574	100.0%	8,646	100.0%

Districts



Campuses

