

State Accountability - 2018

House Bill (HB) 22 requires the commissioner to evaluate performance of campuses and districts and assign letter grades of A-F for each of three domains (Student Achievement, School Progress, and Closing the Gaps) and as an overall grade. Campus and district performance in each domain will be expressed as a scaled score between **30 and 100** and combined as shown below in the calculation of the overall grade. Scaled scores will align to letter grades: A (90-100), B (80-89), C (70-79), D (60-69), F (<60). Look-up tables developed by TEA define scaled score cut points.

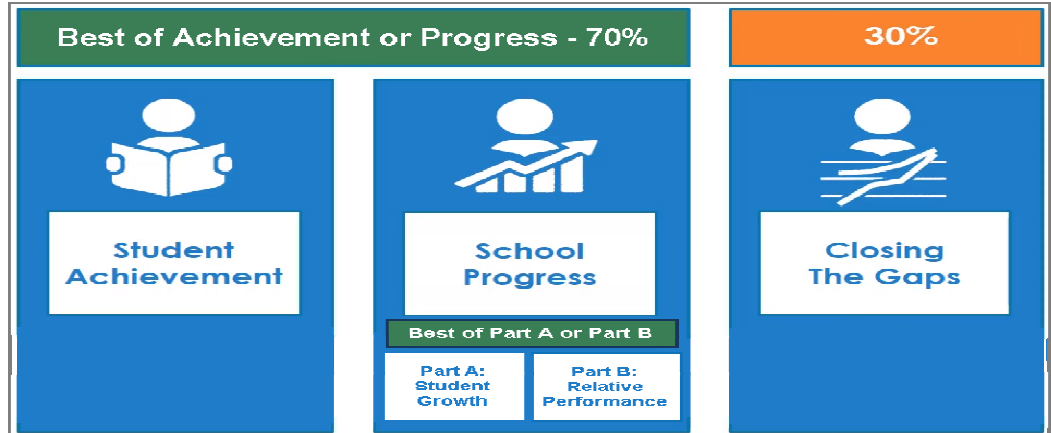
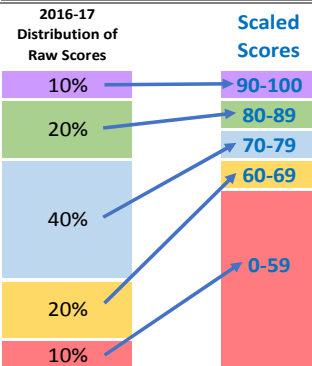
TEA Online Scaling Tool:

https://rptsvr1.tea.texas.gov/perfreport/account/2018/scaling_tool.html

or enter "scaling tool" in search engine on TEA Home Page

Note: Scaled scores in this document are always in **BLUE**.

Scaled score cut points will be based on 2016-17 data using an approximate distribution of 10% As, 20% Bs, 40% Cs, 20% Ds, and 10% Fs



Scaled Score Ranges	Rating Labels: Districts - 2018 and Beyond Campuses & Districts - 2019 and Beyond	2018 Campus Rating Labels
90-100	A Exemplary Performance	Met Standard or Met AEA Standard
80-89	B Recognized	
70-79	C Acceptable	
60-69	D In Need of Improvement	
< 60	F Unsatisfactory	Improvement Required

August 2018: Districts will receive grades of A-F for each domain and as an overall grade. Campus ratings for 2018 will be limited to **Met Standard, Met AEA Standard, or Improvement Required** for one last year.

By January 2019: TEA will release a report showing the ratings each campus would have received in 2018 if A-F ratings had been in place for campuses.

August 2019: Official A-F campus ratings will be assigned for the first time.

Local Accountability System (LAS)



HB22 also established **Local Accountability Systems (LAS)** which allow districts to develop plans to locally evaluate their campuses. Austin ISD is one of 20 districts selected by the Texas Education Agency to participate in TEA's Local Accountability System (LAS) pilot project. This pilot program will inform the full roll out of the local accountability system option for the 2018-19 academic year.

Once a plan receives TEA approval, a district may use locally developed domains in conjunction with the three state-mandated domains to assign overall A-F ratings for each of its eligible campuses. Local domains apply to campuses only, not districts, and a campus must earn at least a C on the state-mandated system to be eligible for inclusion of local domains.

Indicators must be reliable, auditable, and provide for differentiation of letter grades. Reliable means that the data is consistent and that it could be collected again and show similar results. Auditable means that the indicators must hold up to official examination and verification of records. Differentiation of letter grades means that not everyone should get an automatic A on the indicator. In addition, indicators cannot be the same as those used for state accountability domains, which means the following indicators are excluded from consideration: STAAR performance and progress, TELPAS progress, graduation rates, AP/IB assessments, dual credits, CTE, military enlistment, OnRamps, and ACT/SAT/TSIA. More information is available at <https://www.austinisd.org/cda/state-accountability/local-accountability>

Inclusion of English Language Learners - All Domains

Excludes Yr-1 students and asylee/refugees through Yr-5 (TBD: ESSA waiver to exclude Yr-2 students)
STAAR Alt2 assessments are included regardless of an EL's years in US schools

Student Achievement Domain

Academic performance and postsecondary readiness

1. STAAR Component (All School Types)

STAAR/EOC performance at three proficiency levels: Approaches, Meets, and Masters Grade Level

2. College, Career and Military Readiness (CCMR) Component (HS/K12/DST only)

To qualify as CCMR, a student must achieve one or more of the following indicators:

- Meet criteria on one or more AP (3) or IB (4) exams (any subject)
- Meet TSI criteria (SAT/ACT/TSIA) or credit in College Prep Course in reading and math
- Complete a course for dual credit (9 hours in any subject or 3 hours in ELA or Math)
- Earn an Associate's Degree in high school
- Earn industry-based certification from Commissioner's approved list of 73
- Enlist in US Armed Forces
- Earn School-to-Workforce IEP diploma plan (GradType= 04, 05, 54, or 55)
- CTE coherent sequence w/credit in course aligned with TEA's industry certification list (good for .5 point if only indicator, through 2021)

3. Graduation Component (HS/K12/DST only): State Graduation Rate - Best of 4th-, 5th-, or 6th-Year rate

1. Calculation of STAAR Component (ES/MS/HS/DST):

STAAR: Average of performance at three levels:

Approaches GL and above, Meets GL and Above, and Masters GL and above.

All Students group only, all grades and subjects combined.

Note: Substitute assessments are included at Meets GL

2. CCMR Component (HS/DST only):

Percent of 2017 Annual Graduates who achieve any one of the CCMR indicators

Numerator - Annual graduates who accomplish 1 or more CCMR indicators

(one-half point for qualifying CTE coherent sequence)

Denominator - Total number of annual graduates

3. Graduation Component (HS/DST only):

Best of 4-, 5-, or 6-Year Longitudinal State graduation rate. All Students group only.

Scores for each component will be converted to a scaled score and weighted as follows:

ES/MS: STAAR - 100% HS/K12/DST: STAAR - 40% | CCMR - 40% | Graduation Rate - 20%

Cut points for Graduation Rate Component

Scaled Scores	4-Year State Rates			
	Non-AEA		AEA	
	Low	High	Low	High
95	98	100	98	100
90	96	97.9	96	97.9
85	95	95.9	92	95.9
80	94	94.9	85	91.9
75	93	93.9	80	84.9
70	92	92.9	70	79.9
65	88	91.9	50	69.9
60	86	87.9	35	49.9
55	70	85.9	20	34.9
50	50	69.9	0	19.9
40	30	49.9	-	-
30	0	29.9	-	-

HS Example (Only the STAAR Component is used for ES and HS)

	Raw Score	Component Scaled Score	HS Weight	Domain Scaled Score
1. STAAR Component				
% at Approaches or Above =	82			
% at Meets GL or Above =	45			
% at Masters GL or Above =	16			
	143 / 3 =	48	→ 76 x 40%	= 30
2. CCMR Component				
# Annual Grads w/ at least one CCMR*	226			
# Annual Grads	456	= 50	→ 82 x 40%	= 33
3. Graduation Component				
4-year grads	437			
4-year grads + GEDs + continuers + dropouts	449	= 97.3	→ 90 x 20%	= 18

*CTE coherent sequence with course from TEA list is good for .5 point if only indicator

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Cut Points for STAAR & CCMR Components

Scaled Score Ranges	Campus Student Achievement Domain:					
	STAAR				CCMR	
	ES	MS	HS / K-12	AEA	Non-AEA	AEA
90-100	60	60	60	40	60	24
80-89	53	49	53	30	48	15
70-79	41	38	41	20	39	7
60-69	35	32	35	15	26	3

Use the scaling tool on the TEA website
https://rptsvr1.tea.texas.gov/perfreport/account/2018/scaling_tool.html to determine the exact scale score.

School Progress Domain

Progress of individual students (Part A), and campus/district performance relative to similar campuses/districts (Part B)

Part A: Student Growth - Percentage of STAAR math and reading assessments on which students demonstrate growth or maintain progress from one year to the next.

Calculation of Part A score:

Numerator is total number of points for achieving Expected or Accelerated Growth on the STAAR Progress Measure (1 pt) or maintaining progress (1/2 pt).

--Students who achieve Expected or Accelerated Growth on the STAAR Progress Measure earn 1 point

--Students who do not achieve Expected or Accelerated Growth earn one-half point if current year performance level is Approaches or Meets and current year performance is either same or better than previous year.

Denominator is the total number of tests with STAAR Progress Measures in reading and math combined.

Part A: Student Growth - MS Example

Each test that is eligible for a STAAR Progress Measure will meet one, and only one, of the following conditions:

Condition 1: Earned Expected or Accelerated growth [1 point]

Condition 2: Limited growth, current year is Approaches or Meets and current year level is same or better than prior yr [1/2 pt]

Condition 3: Limited growth, and current year performance level is Did Not Meet GL or declined from prior year [zero points]

A middle school has 400 tests in math and reading combined that are eligible for a STAAR Progress Measure:

268 meet Condition 1

40 meet Condition 2

92 meet Condition 3

$$\frac{[\# \text{ Condition 1 Tests} * (1 \text{ pt})] + [\# \text{ Condition 2 Tests} * (0.5 \text{ pt})]}{\# \text{ of tests with STAAR Progress Measures in reading and math}} = \frac{(268 * 1) + (40 * 0.5)}{400} = \frac{268 + 20}{400} = \frac{288}{400} = 72 \rightarrow 80$$

School Progress, Part A: Scaled Score Cut Points				
Scaled Score Ranges	Raw Scores			
	ES	MS	HS/ K-12	AEA
90-100	82	80	80	82
80-89	75	72	70	62
70-79	69	66	63	48
60-69	64	62	56	41

Use the scaling tool at https://rptsrv1.tea.texas.gov/perfreport/account/2018/scaling_tool.html to determine the exact scale score.

Methodology notes:

In order to receive a STAAR Progress Measure, a student must meet all of the following criteria within the same content area (math or reading):

--valid STAAR or STAAR Alt2 scores from current and prior year (no growth measure for substitute assessments)

--tested in successive grade levels in current and prior year. In addition, students who skip a grade level will receive a progress measure.

--for STAAR reading assessments, must have taken tests in the same language in current and prior year.

--for STAAR Alg I and English II, must have taken the test for the first time.

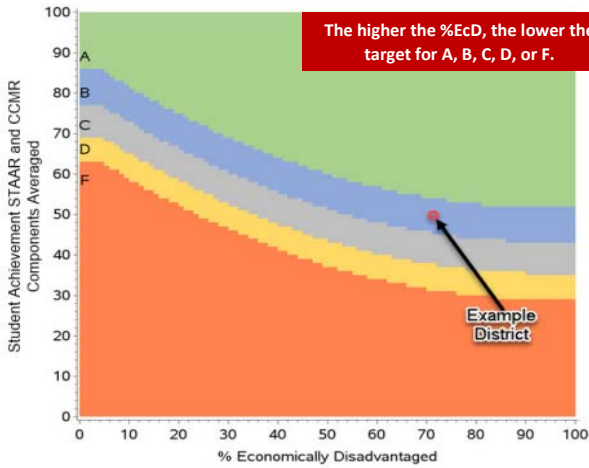
Includes ELLs, except for Year 1, using STAAR Progress Measure (Year 2 students will also be excluded if ESSA waiver is approved)

Calculated for the All Students group only, math and reading combined.

STAAR (with and without accommodations)

		Current-Year Performance on STAAR			
		Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Prior-Year Performance on STAAR	Did Not Meet Grade Level	Met or Exceeded Growth Expectation=1 point, Else=0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point	1 point
	Approaches Grade Level	Met or Exceeded Growth Expectation=1 point, Else=0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point	1 point
	Meets Grade Level	0 points	0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point
	Masters Grade Level	0 points	0 points	0 points	1 point

Part B: Relative Performance: Student Achievement Domain score compared to districts or campuses with similar socioeconomic status



Calculation of Part B score:
Scaled score is assigned based on the school's Student Achievement Domain raw score and percentage of economically disadvantaged students on Fall 2017 Snapshot date.
ES/MS - STAAR Component Raw Score
HS - STAAR and CCMR Components, raw scores combined 50/50.

Example
Part B: Relative Performance - High School with 60.1% EcD

Student Achievement STAAR Component RAW Score = 52
 Student Achievement CCMR Component RAW Score = 78
 Average of raw scores will be converted to Scaled Score: $130 / 2 = 65$ → **Scaled Score 90**

School Progress, Part B: Relative Performance

Raw Score Cut Points for Selected EcD ranges are shown below. THIS TABLE IS INCOMPLETE.
Use the scaling tool on the TEA website https://rptsrv1.tea.texas.gov/perfreport/account/2018/scaling_tool.html to determine the exact scale score.

% Economically Disadvantaged	Elementary School				Middle School				High School (STAAR + CCMR)			
	Scaled Score Ranges				Scaled Score Ranges				Scaled Score Ranges			
	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69
	Raw Scores											
0 to 5	86	75	69	65	86	76	71	67	96	80	70	63
20.1 to 21	77	66	60	55	75	65	60	56	84	67	58	51
40.1 to 41	67	57	50	46	63	54	48	44	72	56	47	40
60.1 to 61	60	49	43	39	55	45	40	36	65	49	39	32
80.1 to 81	55	45	38	34	49	39	34	30	62	46	36	29
99.1 to 100	53	42	36	32	46	36	31	27	62	45	36	29

NOTE: AEA Campuses will not be evaluated on Part B: Relative Performance

Calculation of overall School Progress Domain rating:

Higher scaled score of Part A and Part B will be used as overall score for School Progress Domain

Closing the Gaps Domain

Achievement, progress, English language proficiency, and postsecondary readiness of student groups.
Aligns state accountability with federal ESSA requirements. This domain will be used to identify Title I schools in need of comprehensive or targeted support

Components and Weights

Elementary and Middle Schools

- Academic Achievement** (30%, for 2018: 33.3%): STAAR percent at Meets GL for Reading and Math by student group
- Growth** (50%, for 2018: 55.6%): STAAR Progress for Reading and Math by student group
- EL Proficiency** (10%; for 2018: N/A): TELPAS % at Advanced High or improving by at least one level over prior year
- Student Success** (10%, for 2018: 11.1%): Student Achievement Domain Score by student group

K-12, High Schools and Districts

- Academic Achievement** (50%, for 2018 55.6%): STAAR percent at Meets GL for Reading and Math by student group
- Graduation Rate** (10%, for 2018: 11.1%): 4-year longitudinal Federal Graduation by student group
- EL Proficiency** (10%, for 2018 11.1%): TELPAS % at Advanced High or improving by at least one level over prior year
- School Quality** (30%, for 2018: 33.3%): CCMR by student group

NOTE: TEA has submitted a waiver for EXCLUSION of EL Proficiency measure in 2018 due to redesign of TELPAS. If approved, component weight will be distributed as shown above for 2018 only.

Raw Score Calculation for each component of Closing the Gaps:

of Student Groups Meeting Applicable Targets

Total # of Student Groups Meeting the Minimum Size Criteria

If a campus does not have data for a component, the missing component weight will be proportionately distributed among the remaining components.

Elementary/Middle School Example		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2+ Races	Special Ed.	Former Sp. Ed	Econ. Disadv.	ELL + Monitored	Continuously Enr.	Non-Cont. Enr.	Total Met	Total Eligible	% of Eligible Measures Met	2018 Component Weight and Total Points			
Component	Targets are in Red																					ES/MS
Academic Achievement	Reading at Meets GL	44	32	37	60	43	74	45	56	19	36	33	29	46	42					33.3%		
	Met Target	N	N	Y				Y	Y		N	Y	N	N		4	9					
	Math at Meets GL	46	31	40	59	45	82	50	54	23	44	36	40	47	45							
	Met Target	Y	Y					Y	N		N	N	Y	N		4	8					
	Academic Achievement Points															8	17	47%	47*.333=16			
Growth	Reading Progress	66	62	65	69	67	77	67	68	59	65	64	64	66	67					55.6%		
	Met Target	N	N	N	N				N	N		N	N	N	N	0	10					
	Math Progress	71	67	69	74	71	86	74	73	61	70	68	68	71	70							
	Met Target	Y	N	Y	N				N	Y		Y	N	N		4	9					
	Growth Points															4	19	21%	21*.556=12			
ELP	ELL Proficiency	42														n/a	n/a			N/A		
	EL Proficiency Total	If ESSA waiver approved, EL Proficiency will not be calculated for 2018 accountability because of the redesign of TELPAS modules														n/a	n/a	n/a				
Student Success	Student Achievement Score	47	36	41	58	46	73	48	55	23	43	38	37	48	45					11.1%		
	Met Target	N	Y	Y	N		N		Y	N		Y	Y			5	9					
	Student Success Points															5	9	56%	56*.111=6			
Domain Raw Score (ES):																		16+12+6=	34	→	64	

Closing the Gaps Domain Score Cut Points for Scaled Score Ranges				
Scaled Score Ranges	Raw Scores			
	ES	MS	HS/ K-12	AEA
90-100	95	90	95	35
80-89	85	67	69	20
70-79	48	28	28	10
60-69	23	11	11	1

Use the scaling tool on the TEA website
https://rptsvr1.tea.texas.gov/perfreport/account/2018/scaling_tool.html
to determine actual scaled score.

2018 Accountability Summary - Austin ISD
June 12, 2018

High School/District Example		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2+ Races	Special Ed.	Former Sp. Ed	Econ. Disadv.	ELL + Monitored	Continuously Enr.	Non-Cont. Enr.	Total Met	Total Eligible	% of Eligible Measures Met	2018 Component Weight and Total Points	
Component	Targets are in Red																		HS/DIST	
Academic Achievement	Reading at Meets GL	44	32	37	60	43	74	45	56	19	36	33	29	46	42					
	Met Target	N	N	Y				Y	Y		N	Y	N	N		4	9		55.6%	
	Math at Meets GL	46	31	40	59	45	82	50	54	23	44	36	40	47	45					
	Met Target	Y	Y					Y	N		N	N	Y	N		4	8			
Academic Achievement Points																8	17	47%	47* .556 = 26	
Graduation Rate	Federal Grad Rate	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	NA	90.0	90.0	NA	NA					
	Met Target	N-	Y	N		N-		Y	N		Y					3	7		11.1%	
	<i>Note: For Grad Rate, student groups that are at or above the target are required to exceed prior year rate by at least .1 point</i> N- Indicates that student group rate is above target but did not increase over prior year.																			
	4-Year Graduation Rate Points																3	8	38%	38* .111 = 4
ELP	ELL Proficiency (Current ELLs)	42														n/a	n/a		N/A	
	EL Proficiency Total	If ESSA waiver approved, EL Proficiency will not be calculated for 2018 accountability because of the redesign of TELPAS modules														n/a	n/a	n/a		
School Quality	CCMR (incl. non-grad 12th graders)	47	31	41	58	42	76	39	53	27	43	39	30	50	31				33.3%	
	Met Target	Y	N	N	Y		N				N	Y	Y	N		4	9			
	School Quality Points																4	9	44%	44* .333 = 15
Domain Raw Score HS:																		26+4+15 =	45	→ 74

Closing the Gaps methodology notes:

A campus must have 10 reading and 10 mathematics assessment results in the Academic Achievement component to be evaluated. Up to 14 student groups are evaluated if Minimum Size Requirement (MSR) of 25 is met:

- All Students (MSR is 10) | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or more races
- Economically Disadvantaged | Special Education | Former SpEd | Current & Monitored ELL through 4th Yr
- Continuously Enrolled | Non-continuously Enrolled

STAAR/EOC participation rate of 95% must be met. If below 95%, denominator will be increased to include the necessary students to meet the 95% threshold.

Continuously Enrolled= In campus's accountability subset in current year and enrolled in district on Snapshot date for each of the prior three years (Prior two years for students in Grade 3)

Identification of **Comprehensive Support and Improvement Schools**: Closing the Gap scaled score will be used to identify at least the lowest 5% scoring campuses that receive Title I, Part A funds.

Identification of **Additional Targeted Support and Improvement Schools**: Schools with student groups that are below the cut point used to identify Comprehensive Support schools. For example, if the cut point for comprehensive support is 25% of indicators met, any campus with a student group that meets less than 25% of its eligible indicators will be identified for additional targeted support.

Calculation of Overall Campus/District Score

Example:

Best of Achievement and Progress 70%		Closing Gaps 30%
Student Achievement Scaled Score	School Progress Scaled Score	Closing the Gaps Scaled Score
65 (D)	Higher of scaled scores for Part A or Part B 92 (A) Part A: 62 Part B: 92	60 (D)
Overall Score $92*(.70) + 60*(.30) = 64.4 + 18.0 = 82.4 =$		82 (B)

