

2018 ACCOUNTABILITY BASED ON HB22

District Advisory Council
May 15, 2018

Austin ISD
Campus and District Accountability

OVERVIEW OF HB22 STATE ACCOUNTABILITY – THREE DOMAINS

Student Achievement

Academic performance and postsecondary readiness.

School Progress

Progress of individual students, and campus and district performance relative to similar campuses and districts.

Closing the Gaps

Achievement, progress, English language proficiency, and postsecondary readiness of student groups.

CAMPUS & DISTRICT RATINGS

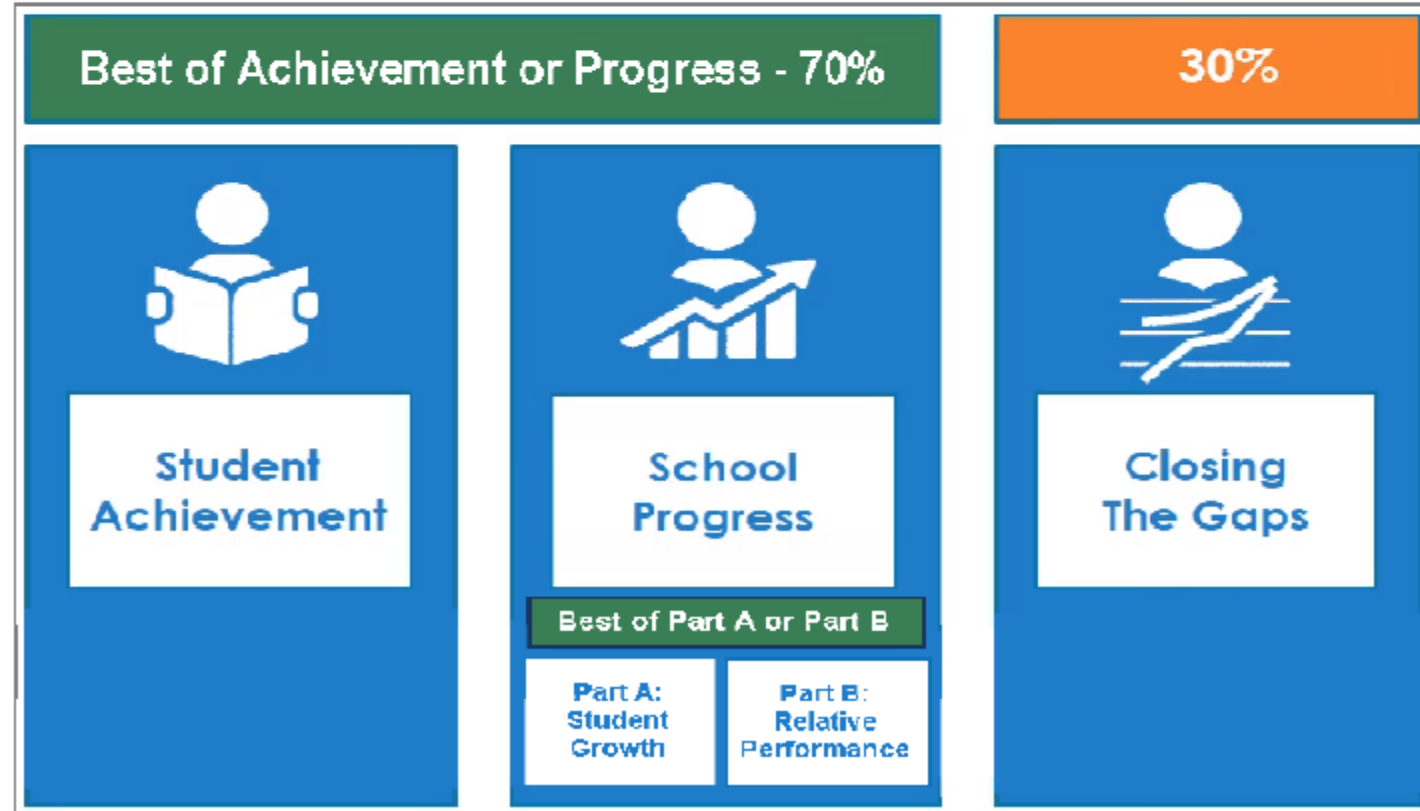
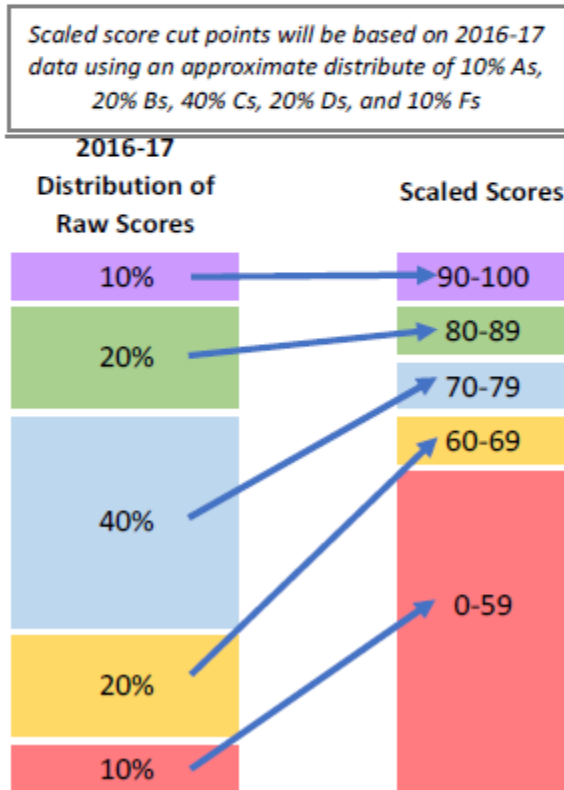
<i>Scaled Score Range</i>	<i>Rating Labels: Districts - 2018 and Beyond Campuses & Districts - 2019 and Beyond</i>	<i>2018 Campus Rating Labels</i>
90-100	A Exemplary Performance	Met Standard or Met AEA Standard
80-89	B Recognized	
70-79	C Acceptable	
60-69	D In Need of Improvement	
< 60	F Unsatisfactory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

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 0-100 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 and released in May 2018 will define scaled score cut points.



CAMPUS & DISTRICT RATINGS

Calculation of Overall Campus 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) <div>Part A: 62 Part B: 92</div>	60 (D)
Overall Score		82 (B)
$92 * (.70) + 60 * (.30) = 64.4 + 18.0 = 82.4 =$		

Up to 50% of overall rating
SY 2018-19 and Beyond

Local Accountability

*Example



**Culture
and
Climate**

*Example



Academics

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, districts 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>

STUDENT ACHIEVEMENT

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

New  --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): Federal Graduation Rate - Best of 4th-, 5th-, or 6th-Year rate

STUDENT ACHIEVEMENT

ES/MS Example

1. STAAR Component	Component Scaled Score	ES/MS Weight	Domain Scaled Score
% at Approaches or Above = 82			
% at Meets GL or Above = 45			
% at Masters GL or Above = 16			
$143 / 3 = 48 \longrightarrow 79$		$\times 100\%$	79

**Scaled scores
are not authentic.**
Conversion tables not yet
released.


HS/K-12/Dst Example

1. STAAR Component	Component Scaled Score	HS/DST Weight	Domain Scaled Score
% at Approaches or Above = 82			
% at Meets GL or Above = 45			
% at Masters GL or Above = 16			
$143 / 3 = 48 \longrightarrow 79$		$\times 40\%$	32
			+
2. CCMR Component			
$\frac{\text{\# of Annual Grads w/ at least one CCMR*}}{\text{Number of Annual Grads}} = \frac{225.5}{456} = 49.5 \longrightarrow 71$		$\times 40\%$	28
			+
3. Graduation Component (best of 4th-, 5th-, or 6th year Longitudinal Grad Rate)			
$\frac{\text{4-year grads}}{\text{4-year grads + GED recipients + continuers + dropouts}} = \frac{437}{449} = 97.3 \longrightarrow 89$		$\times 20\%$	18
			78

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

SCHOOL PROGRESS: PART A STUDENT GROWTH

The percentage of STAAR math and reading assessments on which students demonstrate growth or maintain progress from one year to the next.

Several thin, white, parallel diagonal lines are positioned in the bottom right corner of the slide, extending from the right edge towards the center.

SCHOOL PROGRESS: PART A STUDENT GROWTH

Current-Year Performance on STAAR					
Prior-Year Performance on STAAR		Does Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	Does Not Meet	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 A: STUDENT GROWTH



Growth: From Previous Year

Campus: 102 ANDREWS EL

Class Group: VARGAS

Report Date: JUNE 2017

Date of Testing: MAY 2017

Reading

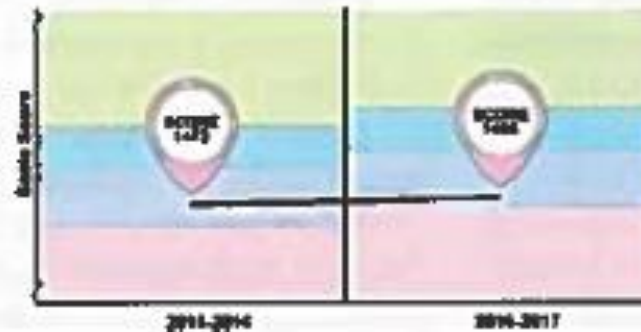
Mathematics

Limited Growth

Your Child Showed Limited Growth
For 1 Year of Instruction

Expected Growth

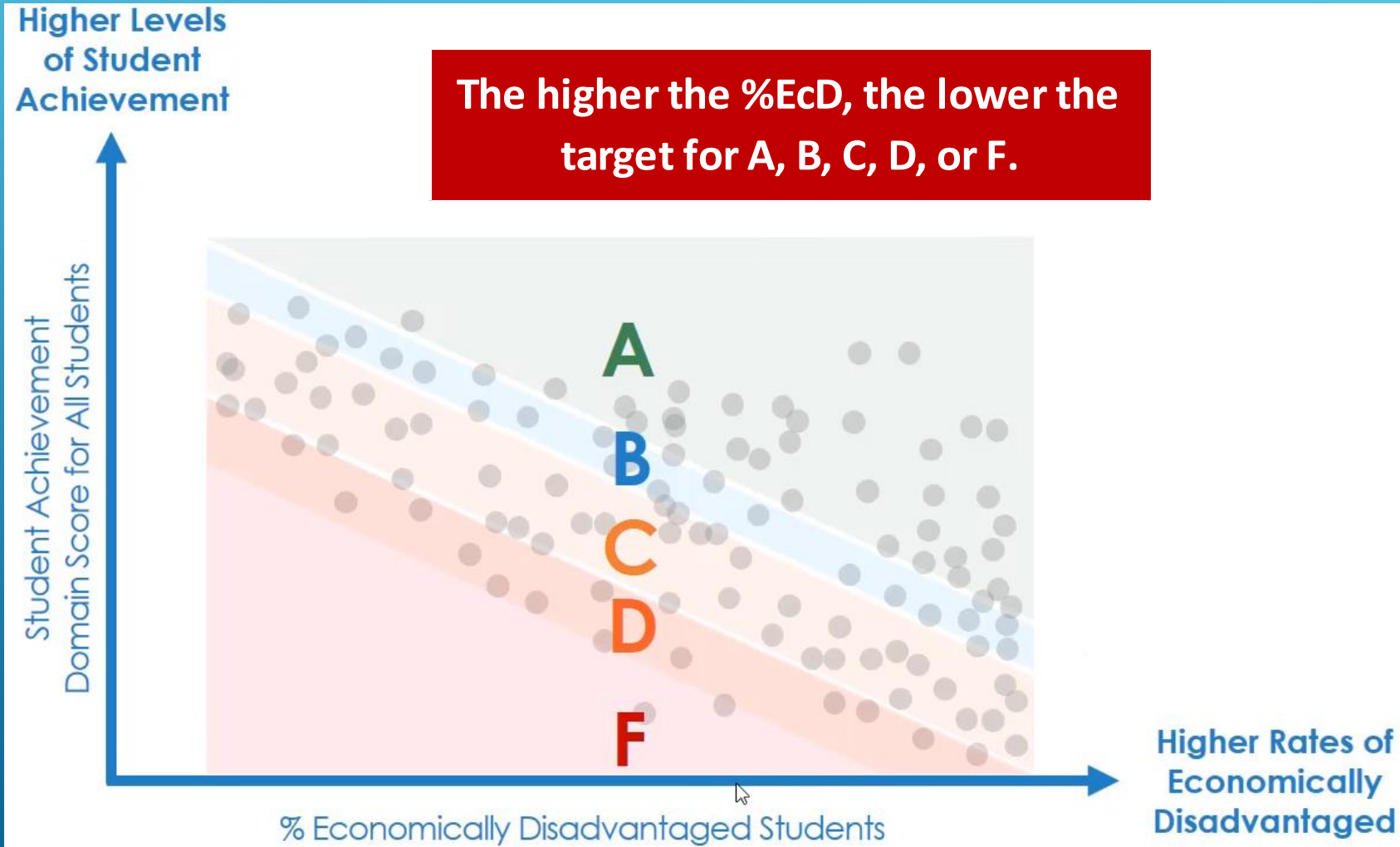
Your Child Showed Expected Growth
For 1 Year of Instruction



Limited Growth (0) but
maintained
Approaches GL.
Qualifies for 1/2 point

SCHOOL PROGRESS: PART B

RELATIVE PERFORMANCE



Student Achievement Domain score compared to districts or campuses with similar socioeconomic statuses.

High Schools: STAAR and CCMR 50/50

SCHOOL PROGRESS: PART B RELATIVE PERFORMANCE

Part B: Relative Performance - ES/MS Example

Student
Achievement
Domain
Scaled Score

47



School Progress
Part B: Relative
Performance
Scaled Score

62

**Scaled scores
are not authentic.**
Conversion tables not yet
released.

Student Achievement scaled score is converted to School Progress Part B scaled score based on performance relative to similar schools.
In this example, the school performed better than similar schools and scaled score improves.

Part B: Relative Performance - HS/K12/DST Example

Student Achievement STAAR Component Scaled Score = 79

Student Achievement CCMR Component Scaled Score = 71

$150 / 2 = 75$ → 64

STAAR and CCMR scaled scores from Student Achievement Domain are averaged.
Part B scaled score is assigned based on performance relative to similar schools.

In this example, the school performed below the average of similar campuses and scaled score is lower.

SCHOOL PROGRESS DOMAIN RATING

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

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

School Progress Scaled Score	
Higher of scaled scores for Part A or Part B	
92 (A)	
Part A	Part B
62	92

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%): STAAR percent at Meets GL for Reading and Math by student group
Growth (50%): STAAR Progress for Reading and Math by student group
EL Proficiency (10%): TELPAS % at Advanced High or improving by at least one level over prior year
School Quality/Student Success (10%): Student Achievement Domain Score by student group

K-12, High Schools and Districts

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

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

Calculation of Closing the Gaps Domain Score for 2018

The percentage of eligible measures met for each component will be weighted as follows in the calculation of Domain score :

ES and MS: Academic Achievement - 33.3% | Growth - 55.6% | Student Achievement Domain Score - 11.1%

K-12, HS, and Districts: Academic Achievement - 55.6% | Grad Rate - 11.1% | CCMR - 33.3%

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

Closing the Gaps Example																							
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2+ Races	Special Ed.	Former Sp. Ed	Econ. Disadv.	ELL Current	ELL + Monitored	Continuously Enr.	Non-Cont. Enr.	Total Met	Total Eligible	% of Eligible Measures Met	2018 Component Weight			
Component	Targets																			ES/MS	HS/DIST		
Academic Achievement	Reading Targets (Meets GL) (ES/MS/HS/	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD				33.3%	55.6%		
	Met Target	N		N	Y				Y	Y		N	N	Y	N	N	4	10					
	Math Targets (Meets GL) (ES/MS/HS/DS	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD							
	Met Target	Y		Y					Y	N		N	N	N	Y	N	4	9					
	Academic Achievement Total (ES/MS/HS/DST)																		8	19	42%	14	23
Growth and Graduation Rate	Reading Progress (ES/MS)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD				55.6%			
	Met Target	N	N	N	N				N	N		N		N	N	N	0	10					
	Math Progress (ES/MS)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD							
	Met Target	Y	N	Y	N				N	Y		Y		N	N		4	9					
	Federal Grad Rate (HS/DIST)	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0				11.1%			
	Met Target	N-	Y	N			N-		Y	N		Y	N				3	8					
	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 N- Indicates that student group rate is above target but did not increase over prior year.																						
	Growth Total (ES/MS)																	4	19			21%	12
4-Year Graduation Rate Total (HS/DST)																		3	8	38%		4	
ELP	ELL Proficiency	42																1	1		Not used in 2018		
	EL Proficiency Total (ES/MS/HS/DST)																		1	1	100%	N/A	N/A
School Quality or Student Success	CCMR (incl. non-grad 12th graders) HS/DST	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD				33.3%			
	Met Target	Y	N	N	Y		N		Y	N		N		Y			4	9					
	Student Achievement Score (ES/MS)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD				11.1%			
	Met Target	N	Y	Y	N		N		Y	N		Y		Y			5	9					
	CCMR Total (HS/DST)																		4	9	44%		15
	Student Achievement Total (ES/MS)																		5	9	56%	6	
		Raw scores will be converted to scaled scores via look-up tables to be released July 2018										Domain Raw Score ES/MS:							32				
												Domain Raw Score HS/DST:								42			
Minimum Size Requirement (MSR)=25, except for All Students group MSR = 10																							

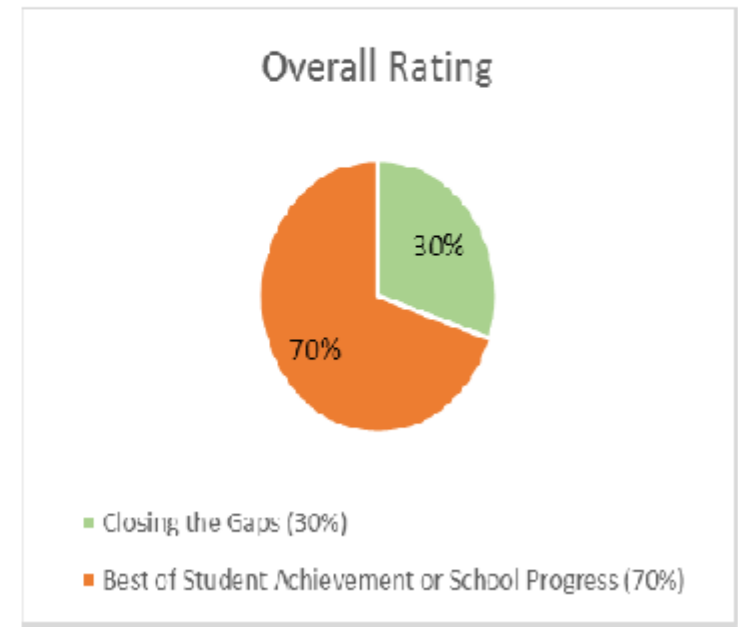
Minimum Size Requirement (MSR)=25, except for All Students group MSR = 10

OVERALL RATING

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)



CAMPUS RATINGS 2018

60 - 100 = Met Standard

59 and Below = Improvement Required