

Overview of the 2019 State Accountability System

Who Is Rated?

Districts

Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of Not Rated. State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see "Chapter 7—Other Accountability System Processes" for information on pairing.

2018-19 Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The 2019 rating labels for districts and campuses are as follows.

- A – Exemplary performance**
- B – Recognized performance**
- C – Acceptable performance**
- D – In need of improvement**
- F – Unacceptable performance**

- A, B, C, or D: Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade
- F: Assigned for overall performance and for performance in each domain to districts and campuses (including AEAs) that do not meet the performance target to earn at least a D
- Not Rated: Assigned to districts and campuses that—under certain, specific circumstances—do not receive a rating

The A-F ratings are based on three factors, or "domains," according to the TEA. "Student achievement" and "school progress" combine for 70 percent of the rating, while "closing the gaps" makes up 30 percent.

Student achievement

For elementary and middle schools, 100 percent of the student achievement section is determined from STAAR testing, the annual State of Texas Assessments of Academic Readiness tests. For high schools and overall district ratings, the student achievement section is determined from three areas: STAAR testing (40 percent); College, Career, and Military Readiness (40 percent); and Graduation Rate (20 percent).



School progress

This section is divided into two evaluations – academic growth and relative performance. Academic growth measures how students improve from year to year, while relative performance measures a school's or district's academic performance relative to other districts with similar economically disadvantaged percentages.

Closing the gaps (30%)

This section factors in academic achievement and graduation rates but also factors in "differentials among racial/ethnic groups, socioeconomic backgrounds and other factors," evaluating the performance of economically disadvantaged students, students receiving special education services, English learners and other student groups, according to the TEA methodology.

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2019 performance data with its only campus must meet the performance targets required for the campus in order to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2019 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following labels. Not Rated indicates that a district or campus does not receive a rating for one or more of the following reasons:

- The district or campus has no data in the accountability subset.
- The district or campus has insufficient data to assign a rating.
- The district operates only residential facilities.
- The campus is a Juvenile Justice Alternative Education Program (JJAEP).
- The campus is a Disciplinary Alternative Education Program (DAEP).
- The campus is a residential facility.
- The commissioner otherwise determines that the district or campus will not be rated.

Not Rated: Data Integrity Issues indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a Not Rated: Data Integrity Issues label may be permanent or temporary pending investigation.

Not Rated: Annexation indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.



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Distinction Designations

Recognition of outstanding achievement in specific areas

For 2018-19, distinction designations are awarded in the following areas:

Districts and campuses that receive an accountability rating of A, B, C, or D are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. For 2019, distinction designations are awarded in the following areas:

Academic Achievement in

Reading/English Language Arts (campus only)

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in ELA/reading based on outcomes of several performance indicators.

Who is eligible:

Campuses assigned an A, B, C, or D rating

Academic Achievement in

Mathematics (campus only)

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in mathematics based on outcomes of several performance indicators.

Who is eligible:

Campuses assigned an A, B, C, or D rating

Academic Achievement in

Science (campus only)

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

Who is eligible:

Campuses assigned an A, B, C, or D rating

Academic Achievement in

Social Studies (campus only)

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in social studies based on outcomes of several performance indicators.

Who is eligible:

Campuses assigned an A, B, C, or D rating

Top 25 Percent:

Comparative Academic Growth (campus only)

A distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain scaled score is ranked in the top 25 percent of campuses in its campus comparison group.

Who is eligible:

Campuses evaluated on School Progress, Part A and assigned an A, B, C, or D rating



Top 25 Percent:

Comparative Closing the Gaps (campus only)

A distinction designation for outstanding performance in closing student achievement gaps is awarded to campuses whose Closing the Gaps domain scaled score is ranked in the top 25 percent of campuses in its campus comparison group.

Who is eligible:

Campuses evaluated on Closing the Gaps domain and assigned an A, B, C, or D rating

Postsecondary:

Readiness (campus and district)

Both districts and campuses that receive an A, B, C, or D rating are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, an elementary or middle school must be in the top quartile for at least one of the indicators for which they have data, high schools and K-12 campuses must have at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have at least 55 percent of all their campuses' postsecondary indicators in the top quartile.

Who is eligible:

Multi-campus districts and campuses assigned an A, B, C, or D rating.

For single-campus districts and charter schools that share the same 2019 performance data as its only campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter school is not eligible to earn the district postsecondary readiness distinction designation.

Postsecondary Readiness Indicators for Campuses:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3-8 Results at Meets Grade Level or Above in both Reading and Mathematics
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any Subject
- CTE Coherent Sequence Graduates



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