

# Accountability Update



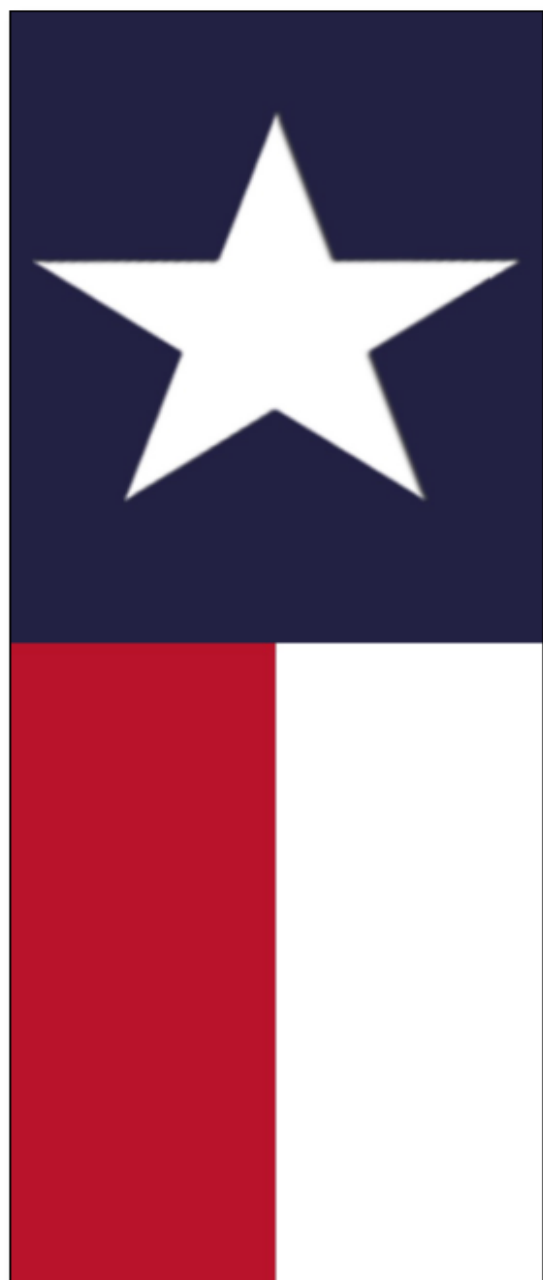
October 2016

***Thank you to Ty Duncan, ESC Region 17!***

**2016 Accountability System  
State Summary  
(as of September 14, 2016)**

**Campus Ratings By Rating Category  
(Including Charter Campuses)**

	2013		2014		2015		2016	
Accountability Rating	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Met Standard/Alternative	7,207	84.2%	7,285	85.0%	7,476	86.5%	7,667	88.4%
Met Standard	6,987	81.7%	7,041	82.1%	7,206	83.3%	7,421	85.6%
Met Alternative Standard	220	2.6%	244	2.8%	270	3.1%	246	2.8%
Improvement Required	768	9.0%	733	8.5%	603	7.0%	467	5.4%
Not Rated	579	6.8%	546	6.4%	567	6.6%	537	6.2%
Not Rated: Annexation	0	0	9	0.1%	0	0	0	0
Data Integrity Issues	1	0.0%	1	0.0%	0	0	2	0.0%
Totals	8,555	100.0%	8,574	100.0%	8,646	100.0%	8,673	100.0%



# **Texas Commission on Next Generation Assessments and Accountability**

Report to the Governor of Texas  
and Texas Legislature

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*August 31, 2016*

### Summary of Commission Recommendations

1. Implement an individualized, integrated system of Texas designed state assessments using computerized-adaptive testing and instruction aligned with the state's curriculum framework.  
To provide useful, real-time feedback to educators, parents, and students, the commission recommends implementing a computer-adaptive assessment system of multiple integrated assessments that are administered throughout the school year to inform individual student learning and growth.
2. Allow the commissioner of education to approve locally developed writing assessments.  
To assess English language and writing proficiency, the commission recommends that the commissioner of education be allowed to develop a writing assessment framework and approve locally developed writing assessments to substitute for the STAAR writing assessments in grades 4 and 7 and English I and English II end-of-course (EOC). The locally developed writing assessments would need to be fully aligned with the commissioner's writing assessment framework and assess the same objectives as the STAAR exam.
3. Support the continued streamlining of the Texas Essential Knowledge and Skills (TEKS).  
To improve the instructional, assessment, and accountability processes, the commission recommends that the state legislature support the Texas State Board of Education's (SBOE) efforts to streamline the Texas Essential Knowledge and Skills (TEKS) curriculum standards to ensure all state-mandated content standards for a particular grade level can be reasonably expected to be taught in a single school year.
4. Limit state testing to the readiness standards.  
To provide a more clearly articulated K–12 education program in Texas that focuses on deeper student outcomes and content mastery, the commission recommends that standardized test question items focus on only those TEKS that are most critical to student success.
5. Add college-readiness assessments to the indicators of the state's accountability system in Domain IV (Postsecondary Readiness) indicators and recommend appropriate available funding for a broader administration of college-readiness tests.

6. Align the state accountability system with ESSA requirements.

Align the state and federal accountability systems to eliminate confusion and ensure transparency at the campus and district level. When the federal regulations regarding ESSA are released in fall 2016, Texas will be able to use the guidance provided by the specific federal regulations as it develops the state accountability system for the 2017–2018 school year.

7. Eliminate Domain IV from state accountability calculations for elementary schools.

Eliminate Domain IV from state accountability calculations for elementary schools due to the lack of meaningful non-test related measures that would differentiate among elementary schools. Despite numerous discussions with and among advisory groups, the commission was unable to identify meaningful non-STAAR measures for elementary schools.

8. Place greater emphasis on student growth in Domains I–III in the state accountability system.

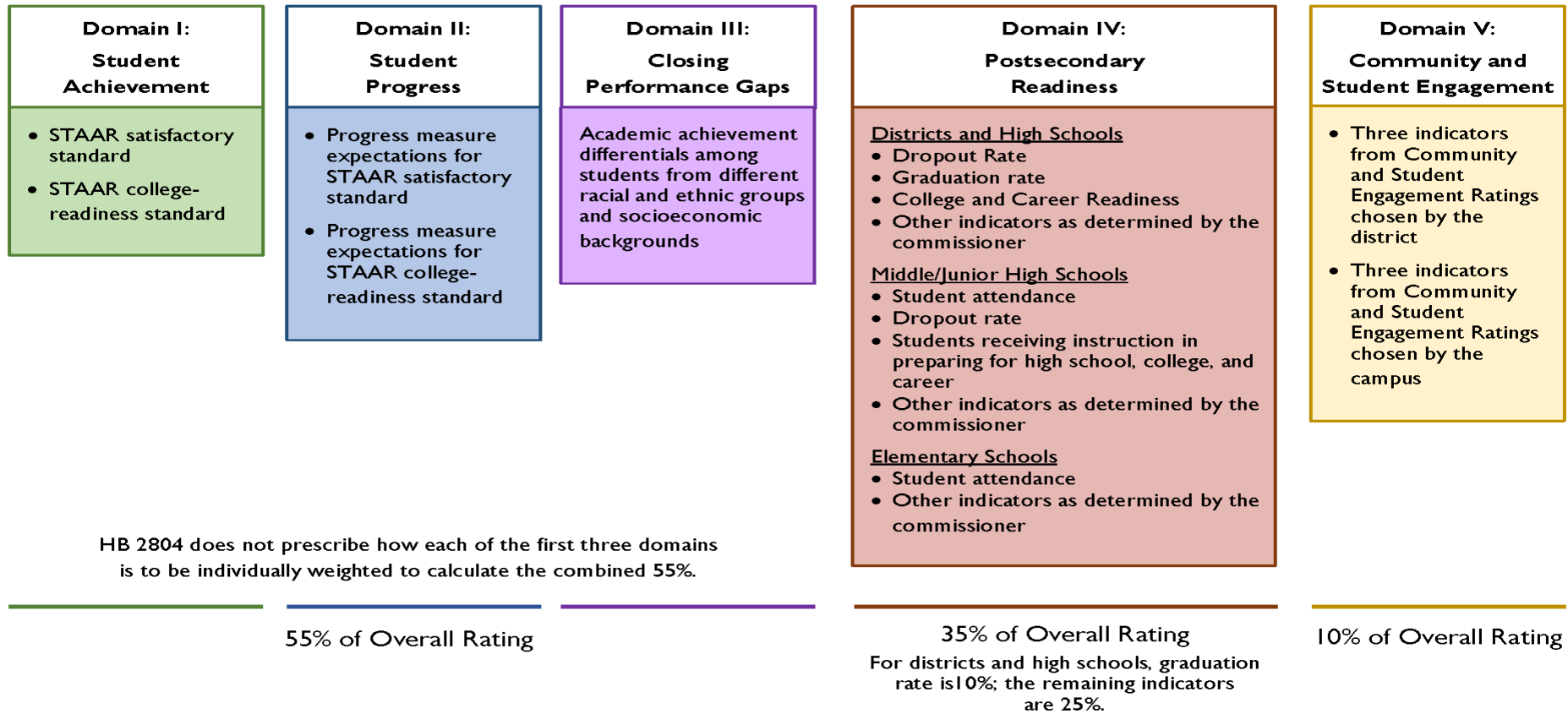
To recognize the progress of students, teachers, schools, and districts, the commission recommends placing greater emphasis on Domain II (Student Progress) than on Domains I (Student Achievement) and III (Closing Performance Gaps) in the state accountability system. Emphasizing student growth recognizes the work of all students without removing the expectation that all students will eventually demonstrate proficiency.

9. Retain the individual graduation committee option for graduation as allowed under TEC, §28.0258.

To ensure that enrolled 11th and 12th grade Texas students continue to have the opportunity to graduate by means of an individual graduation committee (IGC) in those cases where the student fails one or two STAAR EOC assessments, the commission recommends removing the IGC expiration date from statute. The commission also recommends that the commissioner of education be allowed to adopt rules for the use of the IGC process by individuals still needing to meet the assessment graduation requirements of previous state testing programs in order to receive a Texas high school diploma.

## House Bill 2804, 84<sup>th</sup> Texas Legislature

### Domains of Indicators

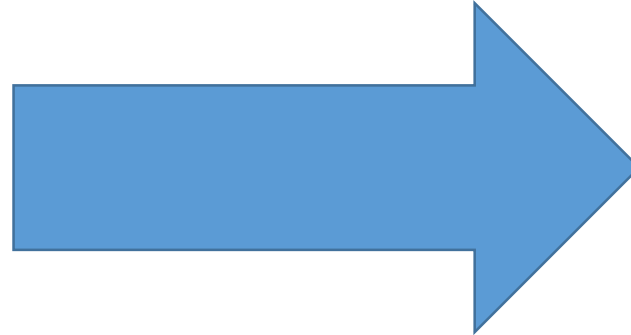


Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

# House Bill 2804, 84<sup>th</sup> Texas Legislature

## Domains of Indicators

<b>Domain I: Student Achievement</b>
<b>STAAR</b> <ul style="list-style-type: none"><li>• Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area</li><li>• College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area</li><li>• STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area</li><li>• Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li><li>• EOC Substitute Assessment - TBD</li></ul>



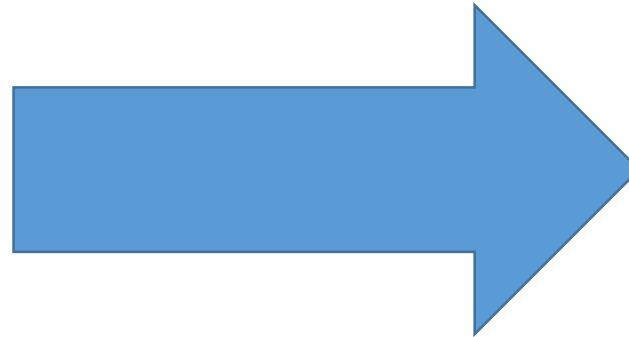
- Teachers need to get used to the idea of multiple standards.
- Culturally we must kill the “just passing” mindset
- What will these standards look like and will we make sure campus goals revolve around the higher standard!



# House Bill 2804, 84<sup>th</sup> Texas Legislature

## Domains of Indicators

<b>Domain II: Student Progress</b>
<b>STAAR</b> <ul style="list-style-type: none"><li>• Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li><li>• College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li><li>• STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li><li>• Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li></ul>

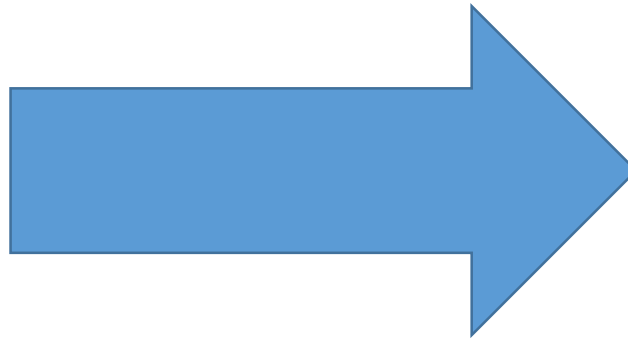
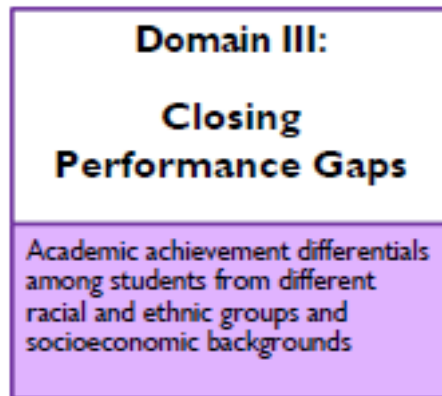


- "Accountability has to be about 'how much did we grow them,' not 'how much did they come in with'" – Commissioner Morath, TASA/TASB Convention, September 2016
- This domain is most likely going to receive the most weight of the 55% demanded by statute.
- One of the things we learned from the past index system is that if you will focus on growth a lot of the system will take care of itself.
- It is reasonable to expect a different kind of students growth measure than what was in the previous system.



## House Bill 2804, 84<sup>th</sup> Texas Legislature

### Domains of Indicators

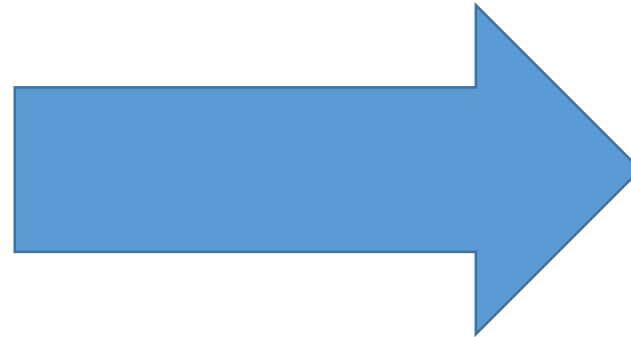


- How to measure “differentials” is the real issue in creating a policy decision.
- Economically disadvantaged students will still be used inside the indicator. Research is clear that poverty a substantial inhibitor of performance.
- Unsure of how Level III students will used.
- This indicator could give you a bump up in the other two domains if a high score is achieved.

# House Bill 2804, 84<sup>th</sup> Texas Legislature

## Domains of Indicators

Domain IV: Postsecondary Readiness
<u>Districts and High Schools</u> <ul style="list-style-type: none"><li>• Dropout Rate</li><li>• Graduation rate</li><li>• Percentage of students who do at least one of the following:<ul style="list-style-type: none"><li>• Complete requirements for FHSP distinguished level of achievement</li><li>• Complete the requirements for an endorsement</li><li>• Complete a coherent sequence of CTE courses</li><li>• Satisfy the TSI benchmark</li><li>• Earn at least 12 hours of postsecondary credit</li><li>• Complete an AP course</li><li>• Enlist in the armed forces</li><li>• Earn an industry certification</li></ul></li><li>• Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li></ul>
<u>Middle/Junior High Schools</u> <ul style="list-style-type: none"><li>• Student attendance</li><li>• Dropout rate</li><li>• Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career</li><li>• Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li></ul>
<u>Elementary Schools</u> <ul style="list-style-type: none"><li>• Student attendance</li><li>• Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li></ul>



- STAAR cannot be used inside this indicator per the statute.
- Coming up with other required indicators and creating an equitable target score around these is perhaps the most challenging piece of the legislation.
- Gradation rate will be a substantial part of the indicator.
- The design is to push increase in SAT/ACT scores, students graduating with college credit, and industry certifications.

# House Bill 2804, 84<sup>th</sup> Texas Legislature

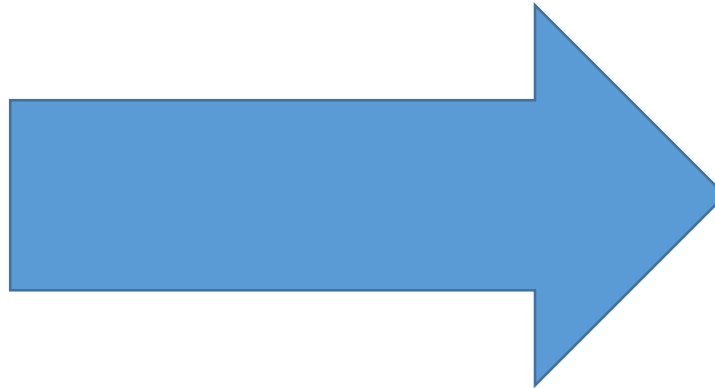
## Domains of Indicators

### Domain V:

#### Community and Student Engagement

Three indicators from the following list, as chosen by each district and campus:

- fine arts
- wellness and physical education
- community and parental involvement, such as
  - 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



- Self-report.....

# Campus Comparison Group Tool

••• AT&T 9:26 AM 82%

**Enter the appropriate name or number:**

When entering the school name, do not include the type of school (EL, JR, HS). For example, enter Travis, not Travis EL.  
When entering the district name, do not include the type of district (ISD, CISD). For example, enter Houston, not Houston ISD.  
When entering the region number, use two digits. For example, enter 03 for region 3.  
When entering the county name, do not include the word "county."  
Do not use commas, apostrophes, periods or other symbols when entering text, as this may result in an error.

Enter name or number:

**Choose a district:**

**Choose a campus:**

**Choose a report to view:**

**Accountability Summary and Index Information**

- ☐ Accountability Summary (Updated 11/10/2015)
- ☐ Index 1 Calculations and Data Tables
- ☐ Index 2 Calculations and Data Tables
- ☐ Index 3 Calculations and Data Tables
- ☐ Index 4 Calculations and Data Tables
- ☒ Accountability Ratings Index Data Overview Report (Available for Campus Only) [Using the Accountability Ratings Index Data Overview Report Tool](#)

**System Safeguards**

- ☐ State System Safeguards (excludes 3-8 mathematics, STAAR A, and STAAR Alt 2 results)
- ☐ Federal System Safeguards (posted October 15, 2015 - includes 3-8 mathematics, STAAR A, and STAAR Alt 2 results)

**Distinction Designation**

- ☐ Distinction Designation Report (Updated 11/10/2015)
- ☐ Campus Comparison Group (Available for Campus Only)
- ☐ Distinction Designation Data Overview Report (Available for Campus Only) [Using the Distinction Designation Data Overview Report Tool](#)

Click on the View Button below to see your selected report.

# Texas Education Agency 2015 Accountability Ratings Index Data Overview Report DESSAU MIDDLE (227904045) - PFLUGERVILLE ISD

This report provides the index scores for each campus in a comparison group. It allows the user to sort by any index score and see how a particular campus performed in relation to other campuses in the comparison group. Index scores in bold indicate that the campus met the target for that index. For more information see [Using the Accountability Ratings Index Data Overview Report Tool](#).

Campus Name	District Name	Index 1	Index 2	Index 3	Index 4
(all) ▼	(all) ▼	(all) ▼	(all) ▼	(all) ▼	(all) ▼
WESTVIEW MIDDLE (227904042)	PFLUGERVILLE ISD	79	36	45	38
VALLEY VIEW MIDDLE (071905047)	YSLETA ISD	75	38	44	28
CLARK MIDDLE (240903046)	UNITED ISD	75	33	41	29
JOSE J ALDERETE MIDDLE (071907042)	CANUTILLO ISD	74	38	48	26
RAFAEL A CANTU J H (108908044)	MISSION CISD	73	36	50	27
MARY HOGE MIDDLE (108913041)	WESLACO ISD	72	33	45	25
LORENZO DE ZAVALA MIDDLE (057912048)	IRVING ISD	72	34	44	25
ELIAS LONGORIA SR MIDDLE (108904048)	EDINBURG CISD	71	32	45	29
<b>DESSAU MIDDLE (227904045)</b>	<b>PFLUGERVILLE ISD</b>	<b>71</b>	<b>40</b>	<b>40</b>	<b>35</b>
LONG MIDDLE (057903044)	CARROLLTON-FARMERS BRANCH ISD	70	31	38	28
RIVERSIDE MIDDLE (220905056)	FORT WORTH ISD	68	35	43	22
DEL VALLE MIDDLE (227910041)	DEL VALLE ISD	68	38	42	31
FIELD MIDDLE (057903041)	CARROLLTON-FARMERS BRANCH ISD	68	31	40	31
ALIEF MIDDLE (101903041)	ALIEF ISD	67	33	44	31
AUSTIN MIDDLE (108909041)	PHARR-SAN JUAN-ALAMO ISD	67	35	43	29

# PBMAS

- Using your reports and making meaning of data
- Comprehensive look at cut-points
- TAA letter week of October 24
- Submissions due November 28
- Focus on the Process!

# Contact Information

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