

Highlights of the 2018 State Academic Accountability Results

The state academic accountability system underwent an overhaul under House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017). HB 22 established three domains of indicators to evaluate the academic performance of districts, open-enrollment charter schools, and campuses: Student Achievement, School Progress, and Closing the Gaps. HB 22 requires the commissioner to assign districts a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain, in August 2018. Campuses receive a *Met Standard*, *Met Alternative Standard*, or *Improvement Required* rating for overall performance, as well as for performance in each domain.

Campuses will receive A–F ratings beginning in August 2019. HB 22 requires the commissioner to report to the legislature by January 1, 2019, the overall and domain performance rating each campus would have received for the 2017–18 school year if the A–F rating system for campuses had been in place.

Overview of the 2018 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succeeds Act (ESSA).

The State of Texas

More than five million students were enrolled in Texas public schools in the 2017–18 school year, and they took more than eight and one-half million STAAR assessments in reading, mathematics, writing, science, and social studies. Of all assessments taken, 77 percent met the Approaches Grade Level standard or above, 48 percent met the Meets Grade Level standard or above, and 22 percent met the Masters Grade Level standard for 2017–18.

Districts (including Open-Enrollment Charter Schools)

Of the 1,200 districts in Texas, 153 (12.8%) earned an A overall rating, 356 (29.7%) earned a B overall rating, 247 (20.6%) earned a C overall rating, 57 (4.8%) earned a D overall rating, and 16 (1.3%) earned an F overall rating.

In 2018, a school district or charter school comprised of only one campus receives either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating. Of these 272 single-campus districts and charters, 254 (21.2%) earned a *Met Standard* or *Met Alternative Standard* overall rating, and 12 (1.0%) earned an *Improvement Required* overall rating. Six single-campus districts and charter schools were labeled *Not Rated*.

Under the Hurricane Harvey Provision, 92 (7.7%) districts and charter schools were labeled *Not Rated: Hurricane Harvey Provision*. One (0.1%) district was labeled *Not Rated: Data Integrity Issues*. The remaining 12 (1.0%) school districts and charter schools were labeled *Not Rated*.

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District Accountability Rating	Count	Percentage
A	153	12.8%
B	356	29.7%
C	247	20.6%
D	57	4.8%
F	16	1.3%
<i>Met Standard/Met Alternative Standard</i>	254	21.2%
<i>Improvement Required</i>	12	1.0%
<i>Not Rated</i>	12	1.0%
<i>Not Rated: Data Integrity Issues</i>	1	0.1%
<i>Not Rated: Harvey Provision</i>	92	7.7%
Totals	1,200	100%

*Single-campus districts receive either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating.

Campuses (including Open-Enrollment Charter Schools)

Of the 8,759 campuses in Texas, 7,818 (89.3%) earned a *Met Standard* or *Met Alternative Standard* overall rating, and 349 (4.0%) campuses were rated *Improvement Required* overall. Under the Hurricane Harvey Provision, 86 (1.0%) campuses were labeled *Not Rated: Hurricane Harvey Provision*. One (0.0%) campus was labeled *Not Rated: Data Integrity Issues*, and the remaining 505 (5.7%) campuses were labeled *Not Rated*.

Open-Enrollment Charter Schools

Of the 177 open-enrollment charter schools in Texas, 32 (18.1%) earned an A overall rating, 22 (12.4%) earned a B overall rating, 15 (8.5%) earned a C overall rating, 11 (6.2%) earned a D overall rating, and seven (4.0%) earned an F overall rating. For the single-campus charter schools, 47 (26.6%) earned a *Met Standard* overall rating, nine (5.1%) earned a *Met Alternative Standard* overall rating, and seven (4.0%) earned an *Improvement Required* overall rating. Under the Hurricane Harvey Provision, 17 (9.6%) open-enrollment charter schools were labeled *Not Rated: Hurricane Harvey Provision*. The remaining 10 (5.6%) open-enrollment charter schools were labeled *Not Rated*.

Of the 705 open-enrollment charter school campuses in Texas, 558 (79.1%) earned a *Met Standard* or *Met Alternative Standard* overall rating, and 56 (7.9%) campuses were rated *Improvement Required* overall. Under the Hurricane Harvey Provision, 11 (1.6%) charter school campuses were labeled *Not Rated: Hurricane Harvey Provision*. The remaining 80 (11.3%) charter school campuses were labeled *Not Rated*.

Alternative Education Campuses (AECs)

Of the 377 AECs evaluated under the alternative education accountability (AEA) provisions, 217 (57.6%) earned a *Met Alternative Standard* overall rating, and 41 (10.9%) were rated *Improvement Required* overall. Under the Hurricane Harvey Provision, six (1.6%) AECs were labeled *Not Rated: Hurricane Harvey Provision*. The remaining 113 (30.0%) AECs were labeled *Not Rated*, eight of which are AECs of choice, 17 are dropout recovery schools, and 88 are residential treatment facilities.

Of the 377 AECs, 147 (39.0%) are charter school campuses. Of these, 85 (57.8%) earned a *Met Alternative Standard* overall rating, and 17 (11.6%) were rated *Improvement Required* overall. One AEC

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was labeled *Not Rated: Hurricane Harvey Provision*. The remaining 43 (29.3%) charter AECs were labeled *Not Rated* as they are residential treatment facilities.

Campus Accountability Rating	Count	Percentage
<i>Met Standard/Met Alternative Standard</i>	7,818	89.3%
<i>Improvement Required</i>	349	4.0%
<i>Not Rated</i>	505	5.8%
<i>Not Rated: Data Integrity Issues</i>	1	0.0%
<i>Not Rated: Harvey Provision</i>	86	1.0%
Totals	8,759	100%

Districts and Campuses Labeled *Not Rated*

Of the 1,200 districts and open-enrollment charter schools evaluated, 92 (7.7%) districts and charters were labeled *Not Rated: Hurricane Harvey Provision*. Thirteen (1.0%) were labeled *Not Rated*. Of those, ten (83.3%) were residential treatment facilities (RTFs), and three were not rated for other reasons.

Of the 8,759 campuses evaluated, 86 (1.0%) campuses were labeled *Not Rated: Hurricane Harvey Provision*, and 506 (5.8%) campuses were labeled *Not Rated*. Of those 506 *Not Rated* campuses, 393 (77.7%) were juvenile justice alternative education programs, disciplinary alternative education programs, or RTFs; 103 (20.4%) could not be rated because they did not have enough assessment results to meet minimum-size requirements; and ten were not rated for other reasons.

Distinction Designations

Only campuses that receive a *Met Standard* overall rating and districts that receive an A, B, C, or D overall rating are eligible for distinction designations. AECs are not eligible for distinction designations.

Of the 8,759 campuses in Texas, 7,601 (86.8%) were evaluated for at least one distinction designation. Of those campuses, 2,462 (32.4%) earned a distinction for postsecondary readiness, 2,120 (27.9%) earned a distinction for closing the gaps, 2,053 (27.0%) earned a distinction for academic growth, 2,157 (28.4%) for achievement in English language arts/reading, 2,018 (26.6%) for achievement in science, 1,901 (25.0%) for achievement in mathematics, and 957 (12.6%) earned a distinction for achievement in social studies.

Altogether, 4,586 (52.4%) campuses earned one or more distinctions, while 448 (5.1%) campuses earned every distinction for which they were eligible. Of the 1,200 districts evaluated, 61 (5.1%) districts earned the distinction for postsecondary readiness.