

Accountability 201: Distinction Designations and Campus and District Comparison Groups

Participation and Interaction

The image shows a screenshot of the Zoom website interface. At the top, a green banner reads "You are viewing Success Onboardin...s screen" with a "View Options" dropdown. The browser address bar shows "https://zoom.us". The Zoom logo is on the left, and navigation links for "SOLUTIONS", "PLANS & PRICING", "CONTACT SALES", "JOIN A MEETING", "HOST A MEETING", and "MY ACCOUNT" are on the right. The main content area features four circular icons: "Meetings" (green), "Video Webinar" (green), "Connector" (blue), and "Developer Platform" (blue). Each icon has a description and links to "Watch Video" and "Learn More". A "Q&A" modal window is open in the center, displaying "You have no question." and an input field with the placeholder "Input questions and comments here!". Below the input field is a "Send Anonymously" checkbox and a "Send" button. At the bottom of the page, there is a dark bar with "Audio Settings", "Chat", "Raise Hand", "Q&A", and a "Leave Meeting" button.

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Written in collaboration with TEA and Region 13 Accountability team

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**13,585
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**3,126
SCHOOLS**



**938
DISTRICTS**

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AGENDA

- Introductions
- A- F Accountability Overview
 - Tisha Kolek, Region 13 Counseling Specialist
- Distinction Designations
 - Melinda Marquez, Region 13 Accountability and School Improvement
- Region 13 CCMR tracking tool
- Q&A and Wrap-Up

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Tisha Kolek

Region 13 Service Center
Guidance Services
College and Career Strategist





Melinda Marquez

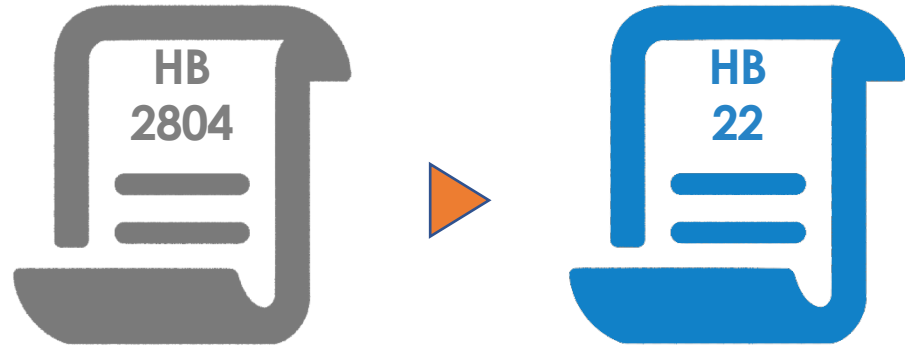
Region 13 Service Center

Accountability and School Improvement

A-F Accountability



A–F Accountability: Legislative Context



House Bill 22, 85th Texas Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A **B** **C** **D** or **F**



A-F Accountability Labels/Grades

A = Exemplary Performance

Scaled Score 90-100

B = Recognized Performance

Scaled Score 80-89

C = Acceptable Performance

Scaled Score 70-79

D = In Need of Improvement

Scaled Score 60-69

F = Unacceptable Performance

Scaled Score ≤ 59



Three Domains: Calculating an Overall Accountability Rating



Student
Achievement

Domain Letter
Grade



School
Progress

Domain Letter
Grade



Closing
The Gaps

Domain Letter
Grade

Best of Achievement **OR** Progress
70%

30%



Overall Letter
Grade

Domains

Student Achievement Domain: Performance Labels

Performance Level Designation (PLD)	Definition
Does Not Meet	Unlikely to succeed in the next grade or course without significant, ongoing academic intervention.
Approaches	Likely to succeed in the next grade or course with targeted academic intervention.
Meets	High likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
Masters	Expected to succeed in the next grade or course with little or no academic intervention.

Student Achievement Domain: Calculating the Score



Texas Higher Education Coordinating Board

By 2030, at least **60 percent** of Texans ages 25–34 will have a certificate or degree.

The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.



THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*



THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*



THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*



THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

60x30



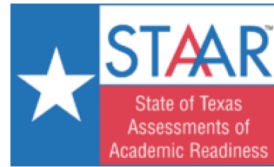
By 2030, at least 60 percent of Texans ages 25-34 will have a postsecondary credential or degree.

Achieving the 60x30 goal is critical for Texas to remain globally competitive and for its people and communities to prosper.

Student Achievement Domain: Calculating the Score



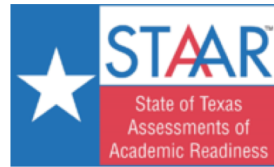
Elementary School



= 100% of domain score



Middle School



= 100% of domain score



High School



- CCMR

- Graduation Rates

= 40% of domain score

= 40% of domain score

= 20% of domain score

Student Achievement Domain: STAAR Methodology

STAAR

One point is given for each percentage of assessment results that are at or above the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

$$\frac{\begin{aligned} &\text{Percentage of Assessments at Approaches Grade Level or above} + \\ &\text{Percentage of Assessments at Meets Grade Level or above} + \\ &\text{Percentage of Assessments at Masters Grade Level} \end{aligned}}{3}$$

Student Achievement Domain: CCMR Indicators for HS, K-12 & Districts



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/ mathematics)
- Earn an associate's degree
- Complete an OnRamps Course and earn college credit



Military Ready

Enlist in the United States Armed Forces



Career Ready

- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Earn a Level I or Level II certificate
- Graduate under an advanced degree plan and be identified as a current special education student

CTE and Industry-Based Certifications

- The updated list of industry-based certifications is scheduled to go into effect for the 2019–20 school year and will apply to accountability ratings in **August 2021**.
- To view the updated list, visit: <https://tea.texas.gov/cte/>
- Additionally, the list of CTE courses aligned with an industry-based certification includes 19 additional courses by which a CTE coherent sequence graduate may earn 0.5 credit toward CCMR.
- To view the updated list of aligned CTE courses, visit: <https://tea.texas.gov/2019AccountabilityDevelopment/>

Student Achievement Domain

CTE Coherent Sequence to Industry-Based Certifications Transition Plan

- For 2018 and 2019, CTE coherent sequence graduates who complete and receive credit for at least one course aligned with CTE industry-based certification earn one-half point.
- For 2020 and 2021, CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification earn one-half point.
- For 2022 and beyond, only graduates who earn an industry-based certification earn one point.

OnRamps Credit in CCMR Components

- OnRamps is an innovative dual enrollment and professional development initiative led by the University of Texas at Austin.
- All OnRamps courses are part of the university's core curriculum, guaranteed to transfer to any other public college or university in Texas.
- The OnRamps program provides the agency with OnRamps dual-enrollment course completion data that is used in accountability calculations.
- CCMR credit will be awarded for successful course completion and eligibility for college credit hours without regard to whether the student accepted the credit hours.

Level I and Level II Certificates

- Level I and Level II certificates are awarded by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program.
- Level I certificates are awarded for completing a program consisting of at least 15 and no more than 42 semester credit hours.
- Level II certificates are awarded for completing a program of at least 30 but not more than 51 semester credit hours.

Special Education Specific CCMR Indicators

- Graduate under an advanced degree plan and be identified as a current special education student
 - Identified as receiving special education services in school year of graduation
 - Identified as receiving a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA)



Student Achievement: CCMR Indicators Graduates Who Completed IEP and Demonstrated Workforce Readiness

PEIMS Code: Graduation Type	Explanation of Code TAC 89.1070
Grad Type 04	Completion Of IEP and Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services
Grad Type 05	Completion Of IEP and Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School
Grad Type 54	Completion Of IEP and Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services
Grad Type 55	Completion Of IEP and Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services

CTE and Industry-Based Certifications

CTE Coherent Sequence Coursework Transition	Accountability Years	
CCMR Indicator	2019 and 2020	2021 and Beyond
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point	
Earn an industry-based certification	1 point	1 point

CCMR Indicators for HS, K–12, and Districts: Methodology

CCMR

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.
- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.*

Number of Graduates Who Accomplish Any One of the CCMR Indicators
Number of 2018 Annual Graduates

*This is for graduates who meet no other CCMR indicator.

School Progress Domain: Growth



**Student
Achievement**



**School
Progress**



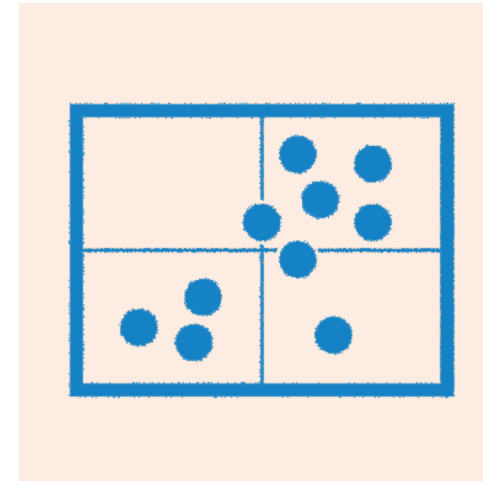
**Closing
The Gaps**

School Progress Domain: Two Aspects to School Progress

Part A: Academic Growth



Part B: Relative Performance



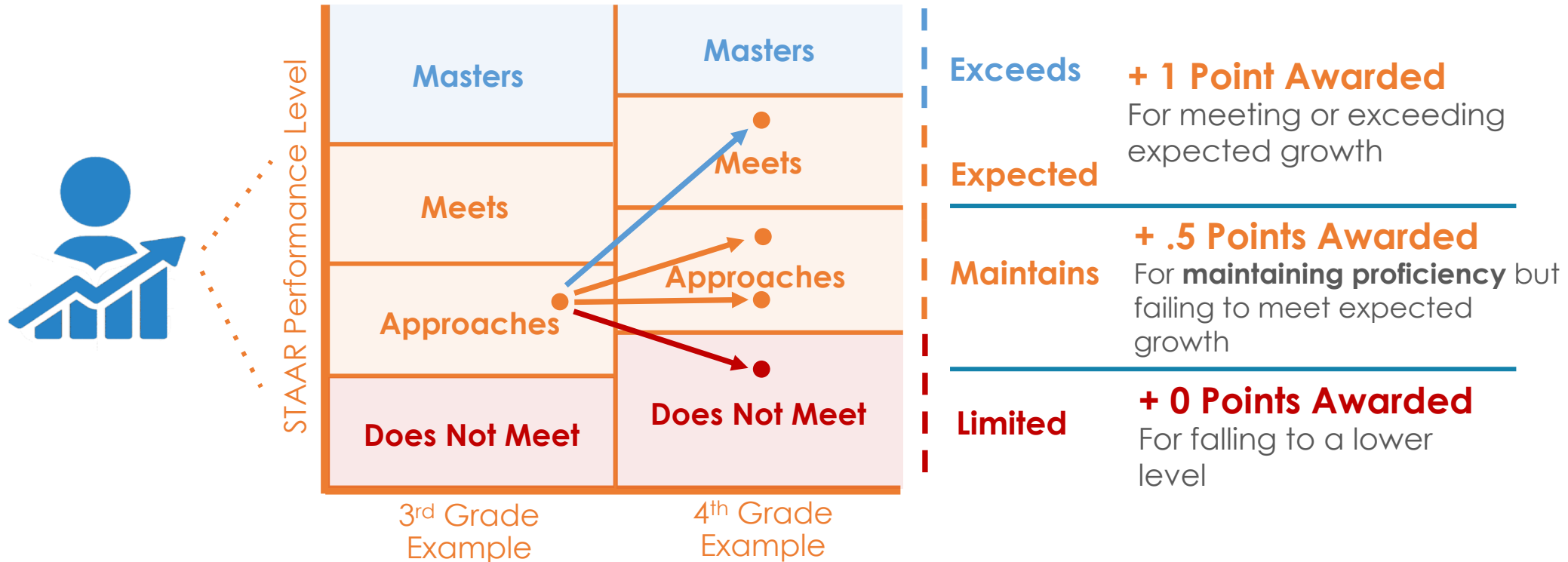
Best of Academic Growth **OR** Relative Performance

School Progress Domain

Part A: Academic Growth

School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure. Districts and campuses (including high schools) earn credit for results that maintain proficiency or meet growth expectations on STAAR.

Academic Growth: Measuring Advancement

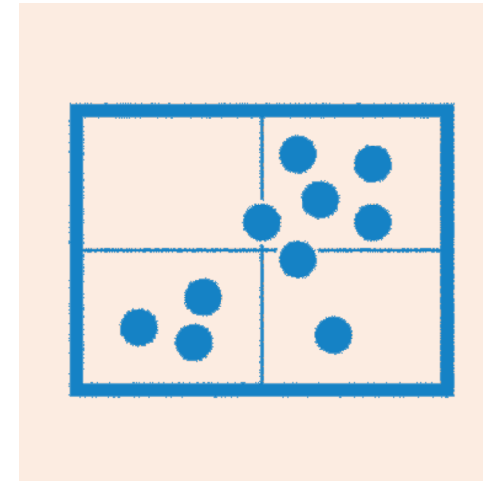


School Progress: Two Aspects to School Progress

Part A: Academic Growth



Part B: Relative Performance



Best of Academic Growth **or** Relative Performance

School Progress Domain

Part B: Relative Performance: Measuring School Progress

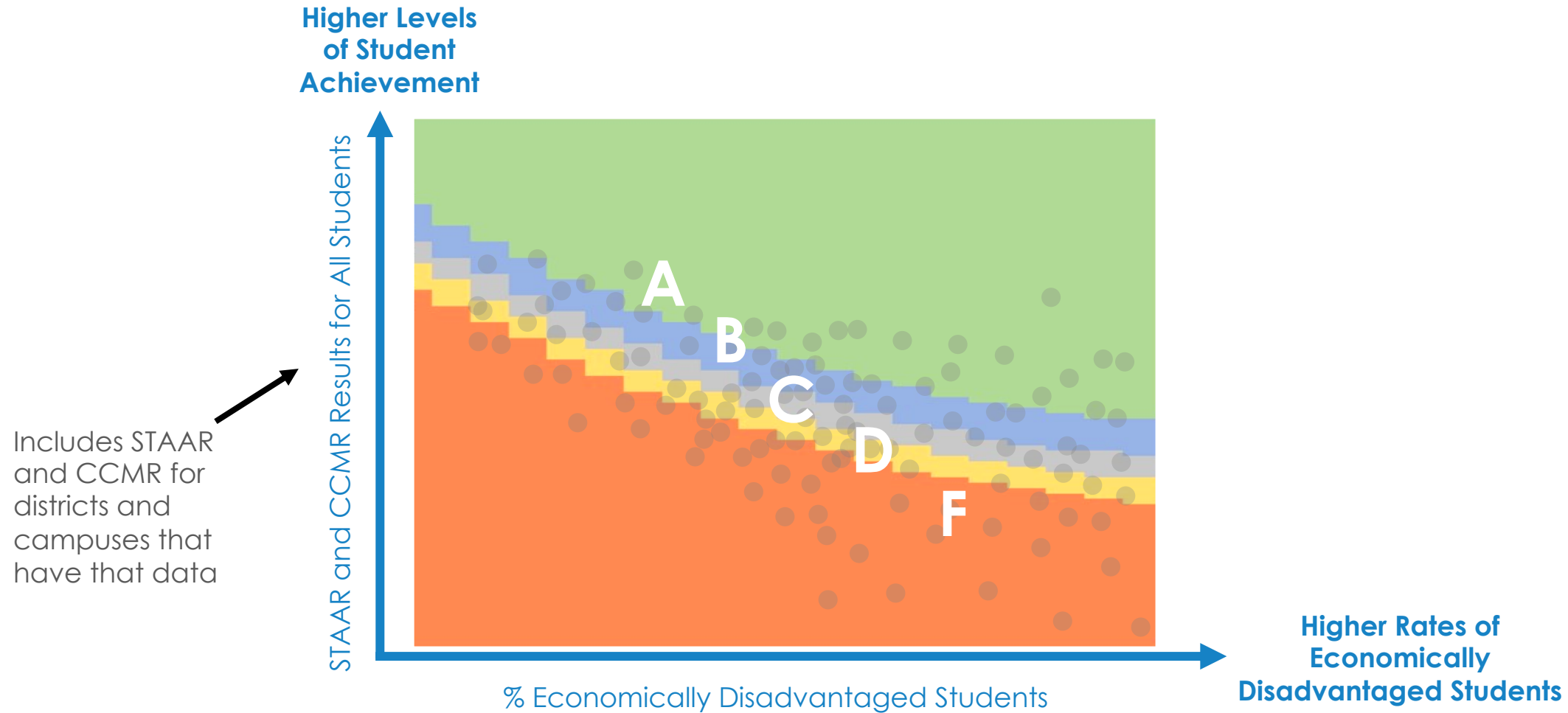
- For elementary and middle schools, School Progress, Part B evaluates overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot.

School Progress Domain

Part B: Relative Performance: Measuring School Progress

- For high schools, K–12 campuses, and districts, School Progress, Part B evaluates the average of the Student Achievement STAAR component and the CCMR component compared to districts or campuses with similar percentages of economically disadvantaged students as reported in the TSDS PEIMS October snapshot.
- AEA campuses are not evaluated on School Progress, Part B due to the small numbers of campuses available for comparison.

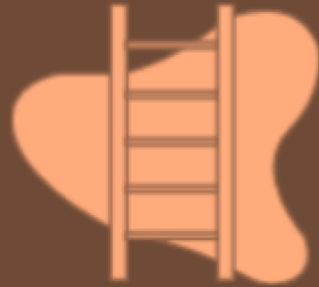
Relative Performance: Measuring School Progress



Closing the Gaps Domain: Ensuring Educational Equity



**Student
Achievement**

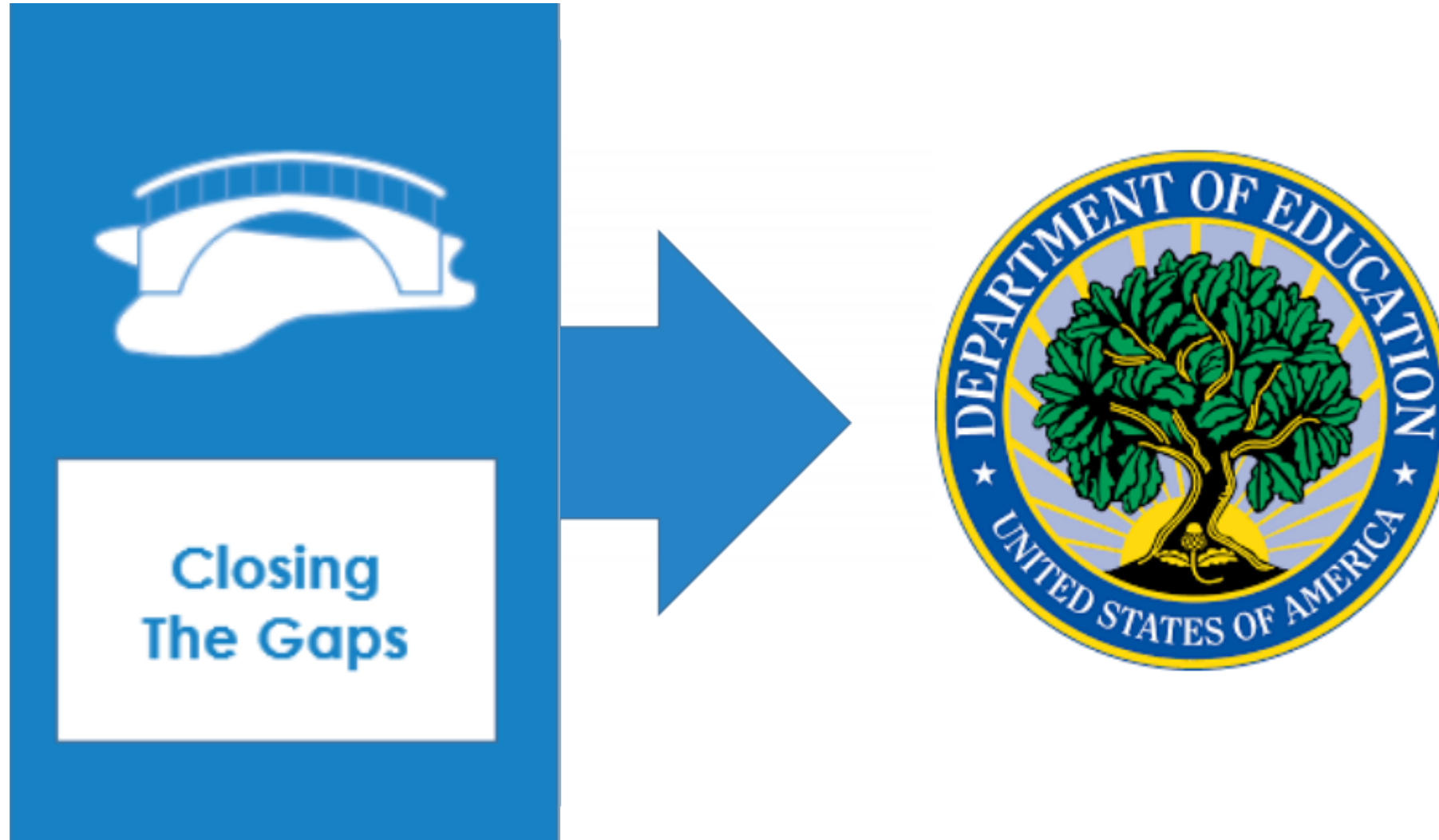


**School
Progress**



**Closing
The Gaps**

Closing the Gaps Domain: Aligning Accountability Systems



Closing the Gaps Domain: 14 Student Groups

- ☐ All Students
- ☐ African American
- ☐ Hispanic
- ☐ White
- ☐ American Indian
- ☐ Asian
- ☐ Pacific Islander
- ☐ Two or More Races
- ☐ Economically Disadvantaged
- ☐ Current Special Education
- ☐ Former Special Education*
- ☐ Current and Monitored English Learners
- ☐ Continuously Enrolled*
- ☐ Non-Continuously Enrolled*

*state groups

Closing the Gaps Domain: 4 Components

Academic Achievement:

- STAAR Performance Status at the **Meets** Grade Level or above standard in English language arts (ELA)/reading and mathematics

English Language Proficiency

- The English Language Proficiency component measures an EL's progress towards achieving English language proficiency. Current ELs are the only students evaluated in this component.

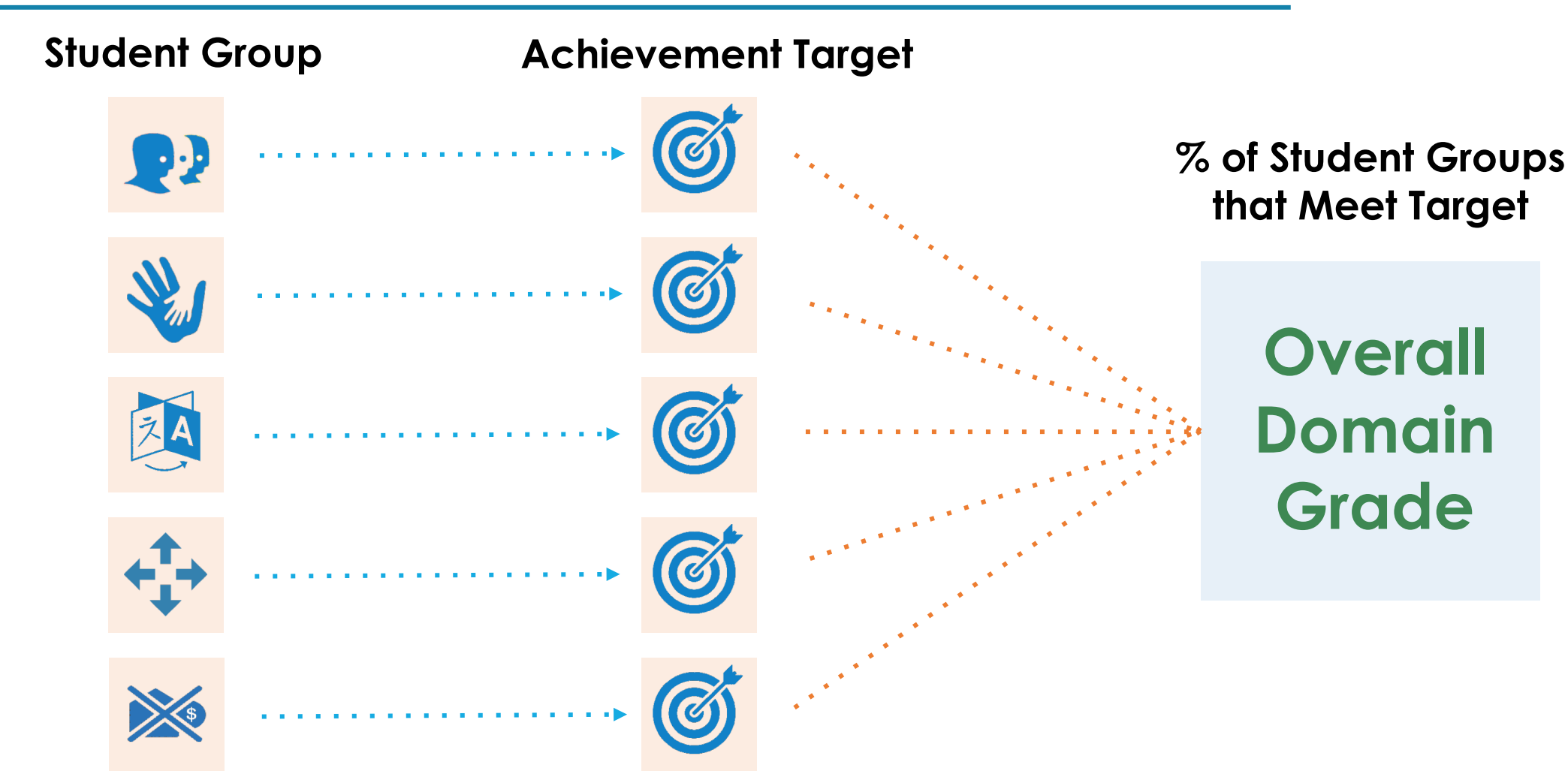
Growth or Graduation

- Academic Growth Status: The School Progress, Part A domain data in reading and mathematics for elementary and middle schools
- Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools, K–12s, and districts with graduation rates. If a high school, K–12, or district does not have graduation data, Academic Growth Status is used, if available.

School Quality or Student Success

- STAAR component of the Student Achievement domain for elementary and middle schools
- College, Career, and Military Readiness (CCMR) Performance Status component for high schools, K–12s, and districts If a high school, K–12, or district does not have CCMR data, STAAR component is used, if available.

Closing the Gaps: Ensuring Educational Equity



Calculating an Overall Rating



Three Domains: Calculating an Overall Accountability Rating



Student
Achievement

Domain Letter
Grade



School
Progress

Domain Letter
Grade



Closing
The Gaps

Domain Letter
Grade

Best of Achievement **OR** Progress
70%

30%



Overall Letter
Grade

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Sign up for the Performance Reporting weekly bulletin:



Resources

- <http://tea.texas.gov/A-F>
- <https://tea.texas.gov/perfreport/resources/index.html>

Distinction Designations



Distinction Designations



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 .

Distinction Designations

For 2019 distinction designations are awarded in the following areas

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 percent: Comparative Academic Growth (campus only)
- Top 25 percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designations: Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. Campuses are identified by school type then grouped with 40 other campuses from anywhere in Texas that are most similar in:

- Grade levels served
- Size
- Percentage of students who are economically disadvantaged
- Mobility rate
- Percentage of English learners
- Percentage of students receiving special education services
- Percentage of students enrolled in an Early College High School program

Distinction Designations

Academic Achievement Distinction Designation

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

- **Who is Eligible:** Campuses assigned an A, B, C, or D rating
- **Student Groups:** Performance of only the all students group is used.
- **Assessment:** STAAR, AP/IB, SAT, and/or ACT
- **Attendance Rate:** Minimum size is based on total days in membership.
 - This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Distinction Designations

Academic Achievement in English Language Arts/Reading Indicators

- Attendance Rate
- Accelerated Student Progress in ELA/Reading
- Grade 3, 4, 5, 6, 7, 8 Reading Performance (Masters Grade Level)
- Grade 4, 7 Writing Performance (Masters Grade Level)
- English I and English II Performance (Masters Grade Level)
- AP/IB Examination Participation: ELA
- AP/IB Examination Results: ELA
- SAT/ACT Participation
- Average SAT Score: Reading and Writing
- Average ACT Score: ELA
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading (grades 9–12)

Distinction Designations

Academic Achievement in Mathematics Indicators

- Attendance Rate
- Accelerated Student Progress in Mathematics
- Grade 3, 4, 5, 6, 7, 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Results: Mathematics
- SAT/ACT Participation
- Average SAT Score: Mathematics
- Average ACT Score: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics (grades 9–12)

Distinction Designations

Academic Achievement in Science Indicators

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Results: Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (grades 9–12)

Distinction Designations

Academic Achievement in Social Studies Indicators

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Results: Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies (grades 9–12)

Distinction Designations

Top 25 Percent: Comparative Academic Growth

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 (Q1) 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
- **Methodology:** Campuses are arranged in descending order per School Progress, Part A scaled scores. If the School Progress, Part A scaled score for a campus is within the top quartile of its comparison group, it earns a distinction for student progress.

Distinction Designations

Top 25 Percent: Comparative Closing the Gaps

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 (Q1) 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
- **Methodology:** Campuses are arranged in descending order per their Closing the Gaps domain scaled scores. If the Closing the Gaps scaled score for a campus is in the top quartile of its comparison group, it earns a distinction for closing student achievement gaps

Distinction Designations

Postsecondary Readiness

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.

- **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.

Distinction Designations

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

Distinction Designations

Postsecondary Readiness

Methodology:

- *Elementary and Middle Schools:* Elementary and middle schools must be in the top quartile (Q1) for **50 percent or more** of all the indicators for which they have data.
- *High Schools:* High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for **33 percent or more** of all the indicators for which they have data.

Distinction Designations

Example Postsecondary Readiness Campus Calculation:

Example: Beta High School is fictional but typical of Texas high schools with varied performance on the eight indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the eight indicators for which Beta High School had data. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the Postsecondary Readiness Distinction Designation.

Step 1	Determine Beta HS performance on its eight indicators.	STAAR Meets Grade Level or Above Standard 47%	Graduation Rate 87.7%	Graduation Plan Rate 85.9%	TSI Criteria Graduates 79%	College, Career, and Military Ready Graduates 85%	SAT/ACT Participation 94.4%	AP/IB Participation 49.6%	CTE Coherent Sequence Graduates 28%
Step 2	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1		
		Q2	Q2						
								Q3	
									Q4
Step 3	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No	No
Result:		Performance on four of eight indicators is in Q1, which is greater than 33 percent of indicators. Beta High School earns a Postsecondary Readiness Distinction Designation.							

Distinction Designations

Postsecondary Readiness

Methodology:

- *Districts:* A district must have at least **55 percent** of its campuses' postsecondary indicators in the top quartile (Q1).
 - Districts with fewer than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Distinction Designations

Example District Postsecondary Readiness Calculation:

<i>Example: A sample district has 12 campuses. Each campus has either 2 or 8 possible indicators for this distinction.</i>			
School	Grade Span	Postsecondary Indicators in Top Quartile for This School	Maximum Possible Postsecondary Indicators
High School A	9–12	7	8
High School B	9–12	6	8
Middle School C	6–8	0	2
Middle School D	6–8	1	2
Middle School E	6–8	1	2
Middle School F	6–8	1	2
Elementary G	PK–5	2	2
Elementary H	PK–5	1	2
Elementary I	PK–5	2	2
Elementary J	PK–5	2	2
Elementary K	PK–5	0	2
Elementary L	PK–5	2	2
Total		25	36
Result:	Performance on 25 of 36 indicators is in Q1, or 69 percent, which is greater than 55 percent. This sample district earns a Postsecondary Readiness Distinction Designation.		

Distinction Designations

The Distinction Designation Reports show one of the following labels for each distinction designation:

Distinction Earned:

- The district or campus is rated A, B, C, or D and meets the criteria for the distinction designation.

No Distinction Earned:

- The district or campus is rated F or does not meet the criteria for the distinction designation.

Not Eligible:

- The district or campus does not have results to evaluate for the distinction designation, is not rated, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation

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CCMR Tracking Tool

<https://accountability.esc13.net/resources/>



Questions for Our Guest Speakers

Type your question in the chat box!

WEBINARS IN 2019–2020

February 4: Earning College Credit in High School

March 3: Making Careers Matter in Middle School

<https://texasoncourse.org/tools/monthly-webinar-series/>



Interested in learning more about how Texas OnCourse can support CCMR in your district?

Contact: lara.Gueguen@austin.utexas.edu

An aerial photograph of a winding asphalt road with yellow lane markings, cutting through a dense, lush green forest. The road curves from the bottom left towards the top right of the frame. The trees are thick and vibrant green, with some darker patches visible in the shadows.

Thank you!

Follow-up email with recording, links, and resources is soon to come!