

2016-2017 State and Federal Accountability Projects

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At-a-Glance

The Evaluation and Assessment Department provides guidance, data, and resources to help school administrators, teachers, parents, and the general public understand and benefit from local, state, and federal accountability information. Through the management of school improvement grants and performance monitoring, along with strategic intervention systems, the department assists campuses as they work to achieve their short and long term goals.

These areas include Title I priority and focus schools grants, state accountability, the Performance-Based Monitoring Analysis System and data validation monitoring, federal accountability, Community and Student Engagement local accountability, and the Texas Academic Performance Reports.

Priority and Focus Schools Grant

The Division of School Improvement and Support at the Texas Education Agency (TEA) administers school improvement programs under the Every Student Succeeds Act (ESSA), including the Texas Title I 1003(a) priority and focus school grants.

Campuses were first identified as priority or focus in 2013-14, and have remained on the list for four years. Due to transition requirements from the United States Department of Education (USDE) related to ESSA, Texas maintained this list of priority and focus campuses through 2016-17. A revised methodology is being put into place for the 2017-18 school year to identify Priority and Focus campuses, which takes portions of the prior methodology and modifies it to better fit the anticipated staging under ESSA.

Priority schools were required to engage in the Texas Accountability Intervention System (TAIS) continuous improvement process in alignment with the Elementary and Secondary Education Act of 1965 (ESEA) turnaround principles and Critical Success Factors (CSFs), to prepare and implement a targeted improvement plan to address and correct areas of campus low performance, and most were assigned a Professional Service Provider (PSP). Districts also designated a leadership team, including a district coordinator of school improvement (DCSI). The PSPs and the DCSI worked together to support each campus through the improvement process and identified interventions. Finally, the DCSI and priority campus principals were required to attend the annual Advancing Improvement in Education (AIE) conference.

Priority schools were identified as being among the lowest-ranking Title I schools in the state based on proficiency on the statewide reading and mathematics assessments, and graduation rates. Beginning in August 2015, priority schools having improved in performance and who were no longer identified as improvement required by the state accountability ratings were classified as priority-progress.

In 2016-17, Dallas Independent School District (Dallas ISD) had nine campuses identified as priority schools, and seven identified as priority-progress. These campuses were eligible to receive \$121,933 per year in order to implement the program. The grant period ran from October 1, 2016 to September 30, 2017.

Focus schools implemented interventions based on seven critical success factors, which referenced the United States Department of Education turnaround principles: improving academic performance, increasing the use of quality data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing parent and community involvement, improving school climate, and increasing teacher quality. Schools were required to designate a district and campus contact for focus support and interventions, and to work with the local Educational Service Center (ESC) to assess progress and complete and submit activity documentation, as well as to participate in consultations or two focus school support services or events with their ESC.

Focus schools were Title I schools that had the widest gaps in student performance between student groups. Schools were ranked based on the largest gaps of performance between student groups and the annual measurable outcomes target of 75 percent. Ten percent of Title I schools, not otherwise identified as priority schools, were identified as focus schools using this methodology. Beginning in August 2015, focus schools having improved in performance and who were no longer identified as improvement required by the state accountability ratings were classified as focus-progress.

In 2016-17, Dallas ISD had 10 campuses identified as focus schools, and 16 campuses identified as focus-progress. These campuses were eligible to receive \$20,000 per year in order to implement the program.

For 2017-18, Dallas ISD will have 22 campuses identified as priority schools, and 38 identified as focus schools.

Funding allocations per district will be calculated based on the number of eligible priority and focus schools within the district and the number of students enrolled on the campus during the 2016-17 school year. The estimated amounts of grantee awards campuses will be eligible to receive range from \$65,000 to \$240,000 per priority school, and \$15,000 to \$30,000 per focus school. The grant period will run from October 1, 2017 to September 30, 2018.

Performance-Based Monitoring Analysis System (PBMAS) and Data Validation Monitoring (DVM)

TEA Performance-Based Monitoring (PBM) staff develops the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools in selected program areas including bilingual education/English as a second language (BE/ESL), career and technical education, special education, and certain Title programs under ESSA.

The goal of the PBM system is to improve student performance and program effectiveness. The PBM system is data-driven, and reliant on data submitted by districts. Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the ratings. Therefore, the PBM system includes annual data validation analyses that examine districts' leaver and dropout records, discipline data, and student assessment data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency are accurate and reliable.

Program Monitoring and Interventions (PMI) staff reviews PBM data and works with districts identified for potential data inaccuracies, data anomalies, or data irregularities. On-site reviews may be conducted to validate implementation of the PBM system and the accuracy of data used in analysis. If noncompliance, student performance, or program effectiveness concerns are identified, school districts are required to take actions to address these concerns.

In 2016-17, Dallas ISD was stage 2 in both Career and Technical Education and Bilingual Education/English as a Second Language. Dallas ISD was stage 3 in Special Education. The district's needs were identified and targeted improvement planning activities were implemented to address those needs. The district completed all required intervention activities for the 2016-17 school year. Dallas ISD was stage 2 in discipline data validation monitoring, and stage 3 in

student assessment data validation monitoring. All required data validation investigations were completed, and all workbooks and supporting documentation were submitted along with improvement plans where required.

Federal Accountability

In addition to the accountability ratings the state of Texas issues as a result of the special waiver granted by the United States Department of Education, Texas is required to publish an annual report card which includes specific district- and campus-level data for federal accountability. NCLB Federal Report Cards were issued annually from 2009-12. Since 2013, these are issued by TEA, and include six sections.

Part I includes the *State of Texas Assessment of Academic Readiness (STAAR)* performance and participation results for each subject area and grade level tested. Participation reports also include reports of the participation of children with Individualized Education Plans (IEPs) by assessment type.

Part II provides the annual measureable objective (AMO) outcomes and data tables of *STAAR* performance results for each subject area tested in the accountability subset. This section also includes participation rates on *STAAR* for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

Part III provides information on priority schools and focus schools as described earlier in this report.

Part IV provides information on teacher quality in three parts: Part A – Percent of Teachers by Highest Degree Held: professional qualifications of all public elementary and secondary teachers in the state of Texas. Parts B and C - Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers High Poverty/Low Poverty Summary Reports: percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools.

Part V provides the percentage of students who enrolled and began instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

Part VI provides most recent National Assessment of Educational Progress (NAEP) results for Texas, showing reading and mathematics performance results and participation rates, disaggregated by student group.

Every district that receives Title I, Part A funding is responsible for distributing the state-, district- and campus-level report cards to each of its campuses, the parents of all enrolled students, and the general public.

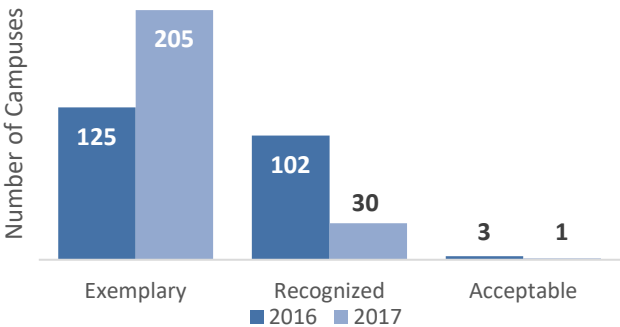
**Community and Student Engagement
(CaSE) Local Accountability**

The passage of House Bill 5 (HB 5) of the 83rd Texas Legislature Regular Session added a section to the Texas Education Code establishing a provision for school districts to evaluate their own performance in community and student engagement at the district level and also at the individual campus level. Under House Bill 5, each district is required to evaluate the district’s performance and the performance of each campus in the district on community and student engagement (eight domains: Fine Arts, Wellness and Physical Education, Community and Parental Involvement, 21st Century Workforce Development, Second Language Acquisition, Digital Learning, Dropout Prevention Strategies, and Educational Programs for Gifted and Talented Students) and in policy compliance.

These eight domain scores are combined to arrive at one overall campus local accountability rating, by taking the mean of the eight domain ratings. This rating is the first of the two components each campus earns. The second component is “Yes” or “No,” and comes from the compliance domain. No campus (nor the district) shall be assigned a rating of “Exemplary” if any of the eight domain sub-ratings is “unacceptable,” or if the compliance rating is “no,” regardless of the mean result. Districts must ultimately assign each campus and the district as a whole one of four ratings: exemplary, recognized, acceptable, or unacceptable.

In 2016, 125 campuses were rated exemplary overall, 102 were recognized, and three were rated acceptable overall. In 2017, 205 campuses were rated exemplary, 30 recognized, and one acceptable overall, as illustrated by Figure 1.

Figure 1: 2016-17 Overall CaSE Ratings



Note: 230 campuses were rated in 2016. In 2017, 236 were rated.

The district was rated exemplary in Fine Arts, exemplary in Wellness and Physical Education, exemplary in Community and Parental Involvement, recognized in 21st Century Workforce Development, recognized in Second Language Acquisition, exemplary in Digital Learning, exemplary in Dropout Prevention Strategies, and exemplary in Educational Programs for Gifted and Talented Students. The district was rated exemplary overall. All campuses and the district were rated “yes” in compliance.

House Bill 22 (85th Texas Legislature, 2017) repealed CaSE ratings, beginning with the 2017–18 school year.

**Texas Academic Performance Reports
(TAPR)**

Texas Education Code §39.053 requires each district’s board of trustees to publish an annual report that includes the TAPR report; campus performance objectives; a report of violent or criminal incidents; and, information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees holds a hearing for public discussion of the annual report. Though the report is shared with the public in January, much of the data lags behind one school year.

TAPR reports contain district and individual school performance in the areas of STAAR passing rates in Reading, Mathematics, Writing, Science and Social Studies by all students, by grade and ethnic groups; STAAR participation rates by test version and student groups; Completion rates; College readiness rates; and student, staff, tax, expenditure, and community services information. Additionally, TAPR lists the special education integrated intervention stage/determination status for each district. For 2016-17, Dallas ISD was rated: Needs Intervention.

Texas Education Code §11.253 requires that each campus improvement plan set objectives based on the TAPR report and periodically measure progress toward the performance objectives. The objectives must be approved by the local board of trustees and be made available to the public. Dallas ISD has selected state accountability system safeguards for this purpose. The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. Safeguards are calculated for performance rates, participation rates, and graduation rates of 11 student groups: All Students, seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). For performance rates, the

target was 60 percent; for participation rates, the target was 95 percent; for graduation rates, the targets were 83 percent and 88 percent for four-year and five-year rates, respectively. These targets are aligned to federal requirements. System safeguard results are reported for any cell that meets the accountability minimum size criteria of 25.

Of the 229 campuses evaluated, 33 (14.4%) schools met less than 50 percent of the safeguards; 34 (14.8%) schools met over 90 percent of the safeguards, but still missed at least one. A total of 69 (30.1%) schools met 100 percent of the system safeguards, as shown in Table 1.

Table 1: Number of Campuses by Percentage of System Safeguards Met, 2015-16

Overall Percentage of System Safeguards Met		
	N	%
49% or Less	33	14.4
50%-59%	14	6.1
60%-69%	24	10.5
70%-79%	24	10.5
80%-89%	31	13.5
90%-99%	34	14.8
100%	69	30.1
Total	229	99.9

Source: Texas Education Agency state accountability reports, August 2016. Note: Total does not add to 100 due to rounding.

The Criminal Incident Data by Campus report is found as an attachment to the summary report. This report summarizes the number, rate, and type of violent or criminal incidents that occurred on each district campus in the 2015-16 school year. A total of 1,710 criminal/violent incidents occurred in 2015-16. Overall, 95.1 percent of incidents fell within the discretionary category, 2.2 percent were mandatory removals, and 2.7 percent were expellable offenses.

Finally, Texas statute requires every district to include information provided to districts from the Texas Higher Education Coordinating Board (THECB) with its performance report. These reports include student enrollment and performance in postsecondary institutions during the first year enrolled after graduation from high school, postsecondary institution enrollment and performance data for individual high schools with more than 25 students. This information was included in the TAPR summary report.

State Accountability

Texas provides annual academic accountability ratings to its public school districts, charters and schools. The state accountability system assigns one of three academic ratings to each district and campus: Met Standard, Met Alternative Standard, or Improvement

Required. These ratings are based on a framework of four indices that combine a range of indicators into a comprehensive measure of performance. The ratings examine student achievement, student progress, efforts to close the achievement gap and postsecondary readiness.

In 2017, a total of 219 schools, as well as the District, were rated Met Standard. A total of 14 schools were rated Improvement Required.

Campuses that receive an accountability rating of Met Standard are eligible to earn distinction designations. Distinction designations are awarded for achievement in several different areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Distinction designations are awarded in: academic achievement in English language arts/reading, academic achievement in mathematics, academic achievement in science, academic achievement in social studies, top 25 percent in the state at student progress, top 25 percent in the state at closing performance gaps, and postsecondary readiness.

In 2017, 65 percent of Dallas ISD campuses earned at least one distinction, and 30 campuses earned the maximum possible distinctions, as illustrated in Table 2.

Table 2: 2017 Districtwide Distinctions Earned, by Level

Level	Number of Distinctions Earned							
	0	1	2	3	4	5	6	7
Elementary	54	25	18	12	14	15	14	-
Middle	17	6	5	0	1	1	3	8
High	9	2	2	4	4	0	7	8

Source: Texas Education Agency state accountability reports, August 2017. Note: The alternative education accountability (AEA) system does not include distinctions. The two AEA campuses, along with two campuses paired with others for accountability ratings bring the total campuses in the table to 229, rather than the 233 that received ratings.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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