

2017-18 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 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.

Areas of assistance include Title I priority and focus schools grants¹, the Performance-Based Monitoring Analysis System and data validation monitoring, federal accountability, and the Texas Academic Performance Reports.

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

Texas Education Agency (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. These include bilingual education/English as a second language (BE/ESL), career and technical education, special education, and certain Title programs under the Every Student Succeeds Act (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 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 concerns with noncompliance, student performance, or program effectiveness are identified, school districts are required to take actions to address these concerns.

PBM interventions are based on PBMAS performance levels (PL) as well as the results of data validation analyses. A PL is the result that occurs when a standard cut score is compared to a district's performance on a PBMAS indicator. Districts with one or more indicators with a performance level 3 out of 4 (the categories of largest discrepancy between a performance target and the district's performance) or higher are staged for interventions.

Levels of staging for intervention are assigned to districts with respect to the relative performance of other districts across the state. This is implemented based on a 90/10 distribution, with 90 percent of districts staged at either stage 1 or 2 and 10 percent of districts staged at either stage 3 or 4. This distribution applies to all PBMAS program areas separately.

In 2017-18, Dallas ISD was stage 1 in Bilingual Education/English as a Second Language, stage 2 in Career and Technical Education, and stage 3 in Special Education. The district's needs were identified and targeted improvement activities were implemented to address those needs. The district completed all required intervention activities for the 2017-18 school year.

TEA reevaluated data reporting and analysis procedures to determine how to best align indicators evaluated in PBMAS with the A–F academic accountability system, which will go into effect in August of 2018. Consequently, the 2016-17 student assessment data validation district and student-level reports were not produced this year. As a result, the district did not receive a staging assignment for assessment and did not complete any intervention activities for 2017-18. Data validation reports were produced for leaver and dropout records and for discipline, but the district was not staged in these areas for 2017-18.

Federal Accountability

In addition to the accountability ratings the state of Texas issues as a result of the special waiver granted

¹ Texas Priority and Focus Schools Program information is available in a separate evaluation report, which can be found at www.dallasisd.org/Page/888.

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. 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)* participation and performance results for each subject area and grade level tested. Participation reports also include reports of the participation of students with Individualized Education Plans (IEPs) by assessment type.

Part II provides annual measurable 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 and focus schools.

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, and High Poverty/Low Poverty Summary Reports, respectively*: 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 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.

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. These include 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). In 2016-17, the performance rate target was 60 percent; for participation rates, the target was 95 percent; for graduation rates, the targets were 88.5 percent and 91 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 230 campuses evaluated, 21 (9.1%) schools met less than 50 percent of the safeguards; 37 (16.1%) schools met over 90 percent of the safeguards, but still missed at least one. A total of 61 (26.5%) schools met 100 percent of the system safeguards, as shown in Table 1.

Table 1: Number of Campuses by Percentage of System Safeguards Met, 2016-17

Overall Percentage of System Safeguards Met		
	N	%
49% or Less	21	9.1
50%-59%	20	8.7
60%-69%	27	11.7
70%-79%	30	13.0
80%-89%	34	14.8
90%-99%	37	16.1
100%	61	26.5
Total	230	99.9

Source: Texas Education Agency state accountability reports, August 2017. 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 2016-17 school year. A total of 1,422 criminal/violent incidents occurred in 2016-17. Overall, 1,344 incidents fell within the discretionary category, 26 were mandatory removals, and 52 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. The overall design of the accountability system evaluates performance according to three domains, in alignment with ESSA. 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 showed at least one year of academic growth as measured by STAAR results and the achievement of all students relative to a comparison group of socioeconomically similar districts or campuses. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors.

In 2018, a total of 227 schools, as well as the District, were rated Met Standard. A total of four schools were rated Improvement Required.

Additionally, beginning with 2018 ratings, districts receive a grade of A-F, assigned for overall performance and for performance in each domain relative to published targets. The District received a B overall, with grades of C for Student Achievement, B for Academic Growth, B for Relative Performance, and C for Closing the Gaps.

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 achievements in English language arts/reading, mathematics, science, and 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 2018, 175 (75.8%) of rated Dallas ISD campuses earned at least one distinction, and 36 (15.6%) campuses earned the maximum possible distinctions. Table 2 summarizes the distinctions earned by school level.

Table 2: 2018 Districtwide Distinctions Earned, by Level

Level	Number of Distinctions Earned							
	0	1	2	3	4	5	6	7
Elementary	37	25	19	24	19	10	18	-
Middle	13	6	6	3	2	5	1	5
High	6	5	5	2	3	2	6	9

Source: Texas Education Agency state accountability reports, August 2018. Note: A total of six distinctions are awarded to elementary schools (no Achievement in Social Studies). Additionally, four high schools were eligible for a maximum of six. The alternative education accountability (AEA) system does not include distinctions.

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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