



Texas Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Texas uses a composite index to calculate annual summative rating of A, B, C, D or F for all public schools and to identify schools for comprehensive support and improvement (CSI).
- Texas provides flexibility to schools by allowing them to use the higher of either the student growth score or the combined score of proficiency, graduation rate, and college and career readiness, toward “up to” 70% of the composite index score.
- For most accountability measures, Texas calculates scores for all students as well as subgroups and combines them to arrive at final measure results.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
A, B, C, D, F	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	✓
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	
Persistence	
EXT Extended-year graduation rate(s)	✓
OTG On-track to graduation	
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	
SEL Social-emotional learning	
CHR Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 10 for accountability and reporting for all students and N = 25 for student groups)
Major racial/ethnic subgroups
African American
American Indian
Asian
Hispanic
Pacific Islander
Two or more races
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing	✓	
Science	✓	
Social studies	✓	
Other		






Annual Differentiation System

Texas uses the following composite index to calculate an annual summative rating of A, B, C, D, or F for all public schools and to identify schools for CSI (see also “School Improvement Categories”).

“Up to 70%” of the composite index score is based on the higher of the student growth measure or the combined score of other measures and “no less than 30%” of the index score is based on the “Closing the gaps” measure.

Texas Composite Index for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weighting
		Elementary, Middle, High Schools
 Academic achievement	Proficiency (ELA, math, writing, science, social studies)	Up to 70% The higher of either <ul style="list-style-type: none"> • Student growth <u>or</u> • Combined score of proficiency, graduation rate (high schools), college and career readiness (high schools)
 Other academic	Student growth (ELA, math)	
 Graduation rate	4-, 5-, and 6-year graduation rate	
SQSS School quality or student success	College and career readiness	
	Closing the gaps	No less than 30%
	Achievement at postsecondary readiness level (ELA, math)	Pending clarification (elementary/middle schools only)
ELP English language proficiency progress	ELP growth	Pending clarification
Total		100%

Note 1: ELA=English language arts




Note 2: Texas describes measures for ELP growth and achievement at postsecondary readiness level, but it is not clear how they are used in annual differentiation.

Note 3: Texas does not attribute the “Closing the gaps” measure to any of the 5 required federal indicators. The measure is described separately in the Texas plan from the federal indicators, but is included in the SQSS indicator here to reflect prior federal interpretation and to support cross-state comparison of SQSS measures.

Note 4: Texas indicates that it combines, with the student growth measure, an additional measure, not represented above, for the “comparison of student achievement relative to other schools with similar student demographic” for purposes of annual differentiation (pending clarification).

Accountability Measure Descriptions

For each accountability measure, a score is calculated for all students and each subgroup and then combined to reach a final result (except for ELP growth and college and career readiness, calculated for English learners and all students, respectively).

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math, writing, science, social studies)	Percentage of students scoring at the performance level indicating proficiency (“Approaches Grade Level”) or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. Schools with participation rate less than 95% must develop strategies to address participation as part of the annual needs assessment for Title I funding.
 Other academic	Student growth (ELA, math)	Percentage of students who “maintain high performance levels” or, for students performing below proficiency, demonstrate growth from year to year.
 Graduation rate	4-, 5-, and 6-year graduation rate	Pending clarification
ELP English language proficiency progress	ELP growth	Percentage of students progressing at least 1 performance level or maintaining performance at the highest performance level, based on statewide ELP test results.
	Closing the gaps	Measurement of achievement gap (pending clarification)
SQSS School quality or student success	College and career readiness	Percentage of high school graduates who demonstrate college, career, or military readiness by meeting participation and/or performance benchmarks in any of the following activities: <ul style="list-style-type: none"> • Texas Success Initiative benchmarks in reading or mathematics • Advanced Placement (“or similar”) exams • Dual enrollment/early college/associate’s degree while in high school • Military enlistment • Industry certification • Postsecondary certification programs • College preparatory course • Readiness for entry-level general education course for a baccalaureate or associate degree without remediation
	Achievement at postsecondary readiness level (ELA, math)	Percentage of elementary/middle students scoring at the performance level indicating postsecondary readiness (i.e., “Meets Grade Level”) or higher on statewide assessments.

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I TSI status) 	Any school with consistently underperforming subgroup(s) based on the “closing the gaps” measure, for 3 consecutive years	Any school, not otherwise identified for TSI, receiving an “F” rating for the “closing the gaps” measure
First year and frequency of identification	2018–19 for low-performing and low graduation rate schools and annually thereafter (pending clarification for chronically underperforming subgroups)	Pending clarification	2018–19 and annually thereafter
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	1 year of improvement required to exit TSI status	1 year of improvement required to exit ATS status

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1		Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓	Test all recent ELs in ELA/reading but exclude from accountability	TX proposes that recent ELs are tested but excluded from accountability in Year 1, and that “performance results for English learners in their second year of enrollment in U.S. schools will be included in the accountability performance indicators based on the EL Performance Measure. Performance results for EL students after their second year of enrollment in U.S. schools are included in accountability performance indicators.” (clarification pending)	
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		