



2018-2019 Accountability Ratings

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A-F Rating System

- 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
- 2017-2018 Districts received an A – F rating in each domain evaluated as well as an overall rating of A – F
- 2018-2019 Campuses will receive an A – F rating in each domain evaluated as well as an overall rating of A – F



A-F Rating Systems: Research

- A-F rating systems are based predominantly on once per year standardized test scores.
- A–F systems have not worked in other states.
- In order to reduce campus and district performance to a single grade, A–F rating systems use pages of complicated calculations.
- A–F systems fail to account for varying socioeconomic conditions that impact performance.
- A–F grades align with wealth or poverty and punish poor schools for being poor.



A-F Rating Systems: Research

- A–F rating systems provide no sense of what campuses and districts must do to improve.
- A–F systems create a false impression about an entire neighborhood and shames students.



A-F Rating Systems: Research

John Tanner, executive director of Test Sense and author stated the following in a series of essays on Texas accountability.

“Rating schools and districts with A-F letter grades is a policy idea that fails every criterion put forth as a reason for having it. It is neither simple nor transparent. It misrepresents a large proportion of what happens in schools by reducing an entire school to a single mark that can only be partially appropriate given the complexity of schooling. In the end, A-F school ratings do more harm than good. They create confusion among educators, and fail to offer the public useful or accurate information about their schools.”

<http://www.futurereadytx.org/wp-content/uploads/2018/06/A-F-mistake.pdf>



What A-F Ratings Don't Tell Us

- Fine Arts student groups and individuals receiving honors in regional and state competitions
- Globally competitive in robotics winning at the State, National and World levels
- Nationally recognized Future Farmer of America (FFA) program
- Our Iron Lions (solar car) are National Champions
- Recognized Navy Junior Reserve Officers Training Corps (NJROTC) with “Outstanding” rating
- State-recognized 21st Century After-School Program (ACE)
- Forever A Lion partnership with Texas A&M Commerce
- Growing Up Bilingual
- Early College High School
- Diversity of our student/staff populations, our climate and culture, or our rich history.
- Home of the FIRST drill team, GHS Flaming Flashes, founded by Gussie Nell Davis.



2019 Accountability: GISD

1. Student Achievement Domain
2. School Progress Domain
 - Part A – Student Growth
 - Part B – Relative Performance
3. Closing the Gaps Domain

Better of Student Achievement or School Progress

Better of Part A or Part B

STEP 2

DETERMINE THE BETTER GRADE OF STUDENT ACHIEVEMENT OR SCHOOL PROGRESS.

Whichever domain score is higher of the two will count as 70% of the overall grade. The domain score that is lower will not be factored in to the overall grade.

Since **83** is a higher grade than **74**, the **School Progress** grade will be used for 70% of the overall grade.

STEP 1

SCHOOLS AND DISTRICTS ARE GRADED IN 3 DIFFERENT AREAS, OR DOMAINS.

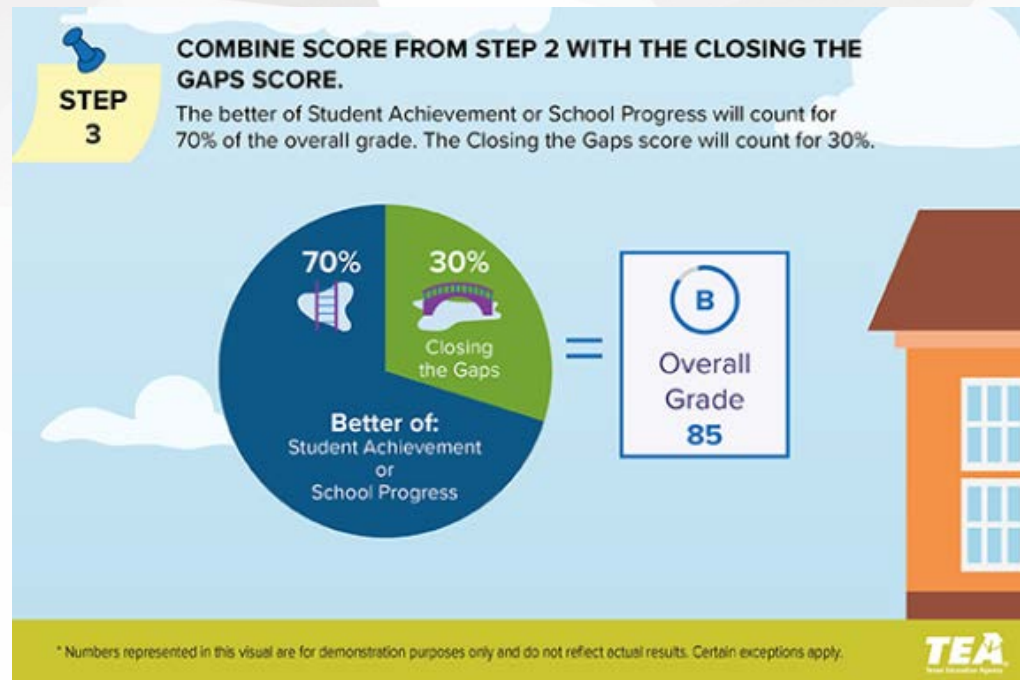
We look at performance in each domain to determine an overall grade.

Domain	Example Grade
STUDENT ACHIEVEMENT	74
SCHOOL PROGRESS	83
CLOSING THE GAPS	89



2019 Accountability

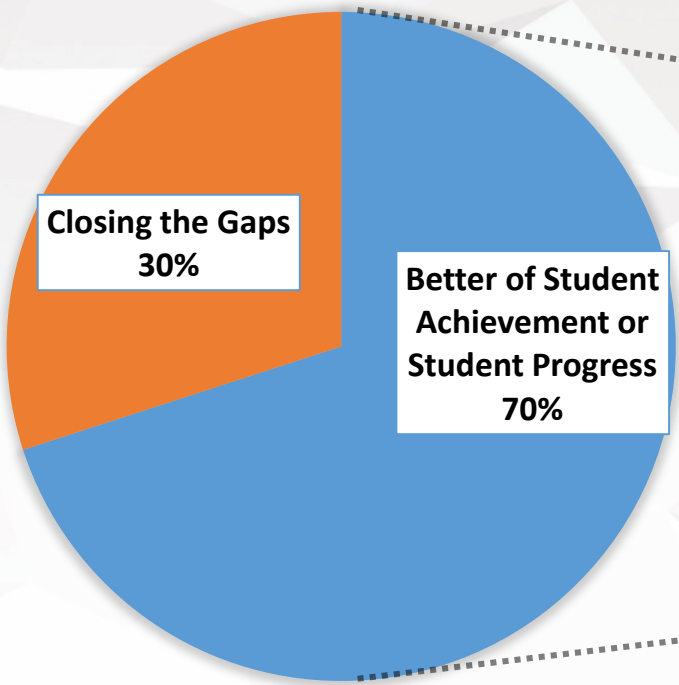
- Better of either Student Achievement or School Progress domain = 70% of the overall rating
- The Closing the Gaps domain = 30% of the overall rating



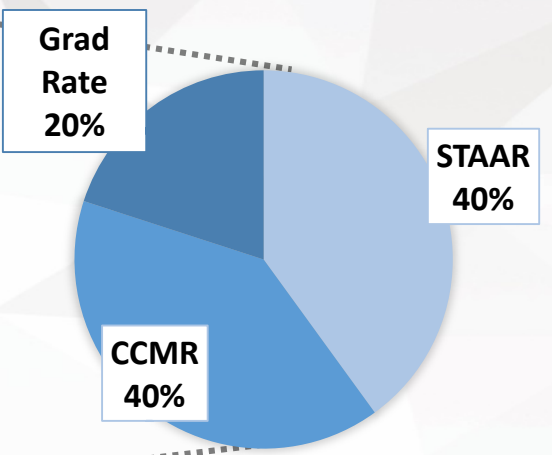


Overall Rating - Scenario 1

OVERALL RATING



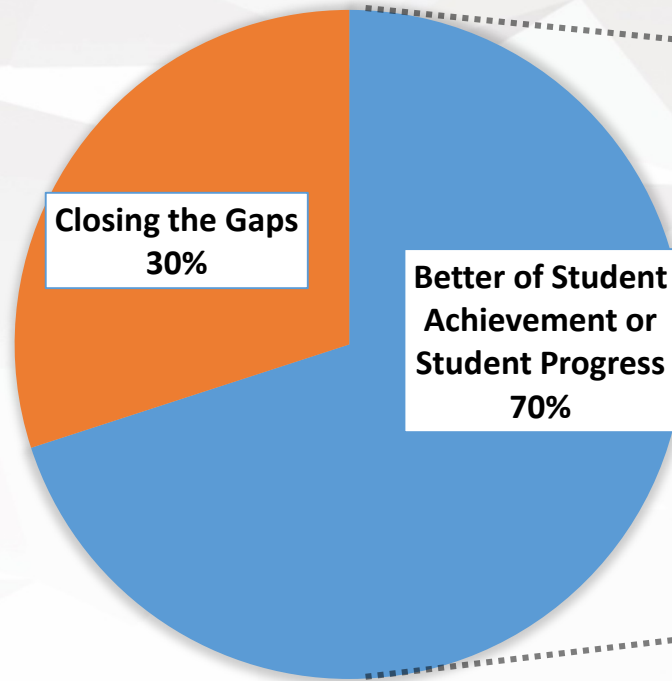
STUDENT ACHIEVEMENT



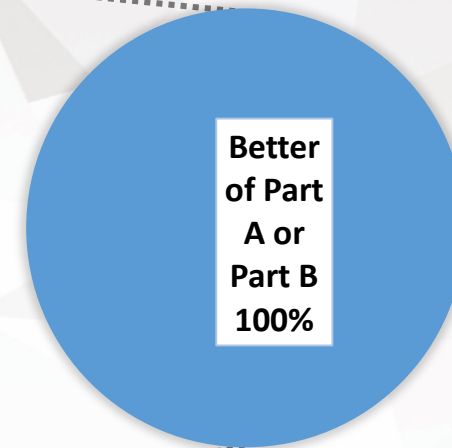


Overall Rating - Scenario 2

OVERALL RATING



SCHOOL PROGRESS





2019 Distinction Designations

- Distinctions are awarded to campuses based on a comparative group of 40 other campuses.
- District and campuses must have an overall rating of A, B, C, or D to be eligible for distinctions.
- Campus distinctions are awarded in ELA/reading, math, science, social studies, Academic Growth, and Closing the Gaps.
- Both districts and campuses can be awarded a distinction in Postsecondary Readiness.



2019 Accountability-One Page



Overview of the 2019 State Accountability System

Student Achievement

All Students STAAR

- Combined over all subject areas evaluated (reading, mathematics, writing, science, and social studies)
- Credit awarded for Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on
 - STAAR* (with and without accommodations) in grades 3–8 (including Spanish versions where applicable);
 - EOC assessments (with and without accommodations); and
 - STAAR Alternate 2 at Level II Satisfactory and Level III Accomplished standards.

College, Career, and Military Readiness

Percentage of annual graduates that accomplish any one of the following:

- Meet TSI criteria in ELA/reading and mathematics on assessments or college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Enlist in the U.S. Armed Forces
- Earn an approved industry-based certification
- Earn an associate's degree while in high school
- Graduate with completed IEP and workforce readiness
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced degree plan and be identified as a current special education student
- Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications (one-half point credit)

Graduation Rate

Four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate)

Domain Score

For elementary and middle schools, the Student Achievement domain score is based solely on the STAAR component. For districts and high schools, the three components are weighted 40%-40%-20%, respectively.

School Progress

All Students

Part A: Academic Growth

Credit awarded for students who improve performance year over year as measured by STAAR progress measures and performance levels on STAAR reading and mathematics.

Part B: Relative Performance

Credit awarded based on performance relative to similar districts or campuses.

Domain Score

The School Progress domain score is the better of Part A: Academic Growth or Part B: Relative Performance.

Closing the Gaps

All Students and Disaggregated Student Groups

Student performance disaggregated by the following:

- All students
- Race/ethnicity
- Economically disadvantaged status
- Current special education
- Former special education
- Current and monitored English learners
- Continuously enrolled
- Non-continuously enrolled

Components

- Academic Achievement
- Federal Graduation or Growth Status
- English Language Proficiency
- School Quality or Student Success

Domain Score

Credit is awarded based on weighted performance of student groups against annual targets.

The Closing the Gaps domain score is based on the four components weighted according to district or campus type.

Better of either **Student Achievement** or **School Progress** domain = **70%** of overall rating

30% of overall rating

Distinction designations are awarded to campuses in ELA/reading, mathematics, science, social studies, Academic Growth, and Closing the Gaps. Distinction designations are awarded to campuses and districts in Postsecondary Readiness. Districts and campuses must be rated *A*, *B*, *C*, or *D* overall to be eligible for distinctions.

*STAAR results from EL students in their first year in U.S. schools are excluded from accountability calculations. STAAR results from EL students in their second year in U.S. schools are included via the EL performance measure. STAAR Alternate 2 results are included without regard to number of years in U.S. schools. For more information, see the [2019 Accountability Manual](#).



2019 Distinction Designations

- Greenville High School
 - ELA/Reading
- Katherine G Johnson STEM Academy
 - Postsecondary Readiness
 - Comparative Closing the Gaps



2019 Accountability

GREENVILLE ISD

Total Student Enrollment 2018-19: 5,481

Schools: 11

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HOW WELL DID THIS DISTRICT PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19



82 out of 100

This shows how well this district prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME



This shows how overall performance at the district has changed over time.



Questions

Additional information can be found at:

<https://tea.texas.gov/2019accountability.aspx>

<https://txschools.org/>