

# New Summerfield ISD A - F Clasificaciones de 2019

Las nuevas calificaciones de responsabilidad de AF de Summerfield ISD se han compartido y se pueden ver en la tabla a continuación. Las calificaciones de responsabilidad de AF están diseñadas como una herramienta para que las juntas escolares locales evalúen si el distrito y sus escuelas están mejorando año tras año. El "Estándar Estándar" del distrito establecido por la Agencia de Educación de Texas en los tres dominios que miden el desempeño en (1) logro estudiantil, (2) progreso escolar y (3) cerrar las brechas. Para obtener información más detallada sobre el desempeño general del distrito, visite el sitio web de las [Escuelas de Texas](http://Escuelas de Texas).

	<b>Dominio I</b> <i>Logro estudiantil</i>	<b>Dominio II</b> <i>Progreso escolar</i>	<b>Dominio III</b> <i>Cerrando las brechas</i>	<b>En general</b> <b>Letra</b> <b>Calificar</b>
<b>New Summerfield ISD</b>	<b>B (84)</b>	<b>B (85)</b>	<b>C (72)</b>	<b>B (81)</b>

La Agencia de Educación de Texas también anunció distinciones de distrito y campus que se otorgaron por su alto rendimiento al comparar distritos y campus de tamaño y composición demográfica similares. New Summerfield ISD no obtuvo distinciones de rendimiento. Las categorías para las distinciones se pueden ver en la tabla a continuación.

## Distinciones del distrito

	<b>ELA / Lectura</b>	<b>Matemáticas</b>	<b>Ciencias</b>	<b>Ciencias Sociales</b>	<b>Crecimiento académico</b>	<b>Preparación postsecundaria</b>	<b>Cerrando las brechas</b>	<b>TOTAL</b>
<b>New Summerfield ISD</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>0 /7</b>

- = No elegible para consideración

**X** = No ganó distinción

★ = Distinción ganada

# 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](#).